Growth and development have been very much at the heart of outreach at Imperial in 2015–2016.

The expansion of our portfolio of activities has paved the way for our most successful year of engagement since our formation over a decade ago. We are shaping the future and developing impactful projects such as:

» the expansion of our flagship STEM Potential cohort programme
» the inception of a more research-led focus to the evaluation of our programmes
» the expansion of Reaching Further – an innovative schools-based programme placing inspirational postgraduates in schools

Curriculum support for students and teachers remains an integral part of our outreach agenda, with a focus on providing STEM-dedicated continuing professional development to address the problems caused by a shortage of science teachers in many state schools. We use our bespoke school’s laboratory in South Kensington, the Wohl Reach Out Lab, to provide pupils across London with very targeted curriculum STEM support, often six days a week.

Development of our CPD provision for both primary and secondary teachers was one of the aspects explored in our focus groups with teachers this year. 28 teachers took part in two focus groups which looked in more detail at the programmes we run, GCSE and A-level curriculum and exam changes, curriculum enhancement and additional skills to bring science alive in the classroom. We’re currently analysing the feedback with a view to translating it into practical support in 2016–17. We continue to evaluate our programmes to measure their impact and success in line with a defined framework that utilises both continuous monitoring and original research and investigation.

The team have also been busy attending various conferences, workshops and seminars nationally to share best practice and to work with our colleagues in outreach at institutions across the country. We continued our ‘roadshow’ of knowledge transfer with colleagues from both Southampton and Sheffield and are looking to showcase our inflatable planetarium and STEM outreach expertise more widely in 2016–17 with the purchase of a new vehicle.

Looking ahead to 2016–17, we will be launching our exciting new cohort programme focusing on coding and computational skills – Imperial Sutton Scholars with coding. This three-year programme, funded in part by the Sutton Trust, will take 180 pupils in total from Year 7 through to Year 9 on a journey exploring coding and technology and its application in the wider world. We will also be launching the Reach Out Makerspace in The Invention Rooms at our White City campus. The Reach Out Makerspace will host programmes focussed on making and technology to enable students to gain hands-on experience of entrepreneurial thinking and prototyping.

We invite you to be part of our impact.

Dr Annalisa Alexander
Head of Outreach
This specialist focus is reflected in our admissions requirements: the majority of the College’s courses require A* or A grades at A-level (or equivalent) in at least one mathematics subject.

Our focus on STEM education is a particular driver in the College’s outreach strategy as the gap between A-level performance in different types of schools can be particularly prominent in science and mathematics subjects.

A particular focus of the College’s Access Agreement (submitted to the Office For Fair Access (OFFA) annually) which drives our outreach agenda, is on addressing this performance gap.

To this end, we work with schools, colleges and community organisations across the Greater London area to raise aspirations, change perceptions, support teaching staff and stimulate interest in STEM subjects.

**STRATEGIC OBJECTIVES**
The strategic objectives that we’re working towards are:

» to pursue activities targeted at capable disadvantaged school children who have potential in those subjects required for entry to Imperial;

» to help to address the problems caused by a shortage of well qualified science teachers in state schools, namely the decline in interest and attainment in science;

» to pursue activities which raise the aspirations of school children, towards HE generally and science in particular, from primary education through to A-level and encourage them to apply to the right university for them irrespective of their background.
We are inspiring minds

Imperial’s Outreach team works with student and teaching staff in schools, colleges and community organisations across the UK to provide information, build confidence and nurture potential to inspire the next generation of students, regardless of background, to consider STEM subjects at university.

See how we’re reaching further and making an impact...

The Wohl Reach Out Lab is a state-of-the-art educational facility on our South Kensington Campus.
The Wohl Reach Out Lab is a state-of-the-art educational facility on our South Kensington Campus which opened in 2010. Since then it has played a central role in our mission of using practical work to instil in pupils a sense of wonder in science that will encourage them to continue studying STEM subjects into sixth form and beyond.

It gives pupils aged 5–17, particularly from schools with limited access to laboratories and science equipment, the chance to take part in hands-on experiments in five key areas: physics, chemistry, mathematics, biology and engineering.

Over 14,000 pupils have taken part in 737 events and activities since the Lab opened. This includes 1,705 Year 12 and 13 students from the Harris Federation’s 18 secondary and two all-through academies in and around London, with whom Imperial has worked with since 2012.

www.imperial.ac.uk/schools/wohl-reach-out-lab

The Wohl Reach Out Lab contains a wide range of science equipment, giving students the chance to take part in hands-on interdisciplinary experiments.

The practical science sessions offered in the Wohl Reach Out Lab are very wide-ranging. Students are given the opportunity to ask Professor Winston questions relating to STEM, his own career, life choices, role models and influences.

The children were incredibly inspired by his assembly and the whole school is still talking about it. Year 6 were especially motivated by his comments on their Science Fair experiments and are already discussing ways to incorporate more maths into future work.”

Teacher, North West London Jewish Day School

The children were feeling nice and sick after hearing about the blood and digestive system and watching camera footage from the bowels... But everyone found it fascinating and almost everyone raised their hands when I asked if they felt more interested or excited about Science after the talk.”

Teacher, Swallownest School, Sheffield

A couple of the kids were feeling nice and sick after hearing about the blood and digestive system and watching camera footage from the bowels… But everyone found it fascinating and almost everyone raised their hands when I asked if they felt more interested or excited about Science after the talk.”

Teacher, Swallownest School, Sheffield

Robert Winston, Professor of Science and Society and Emeritus Professor of Fertility Studies, champions Outreach and the Wohl Reach Out Lab at Imperial.

“Outreach at Imperial is a vital academic activity. We show younger people the opportunities in life offered after they leave school, before considering further education. The evidence shows that Outreach promotes engagement with science nationally and increases the aspirations of the next generation,” explains Professor Winston.

He is actively engaged in raising the aspirations and scientific literacy of young people aged 6–18, delivering public lectures in a large number of British and overseas universities and regularly visiting UK schools.
Activities at Imperial

Summer school students learn practical skills in scientific investigation from Imperial researchers.

STEM Potential

Long-term cohort programme aimed at high-achieving students from backgrounds underrepresented in HE

394 students joined us on campus for activities in science, engineering and maths in 2015–16.

The STEM Potential programme supports students in their studies via lectures, subject-specific workshops and a non-residential summer school. The programme has two entry points:

YEAR 10 ➜ Students spend two years exploring different STEM fields to gain a better understanding of subjects they may wish to study at A-level. They also attend on-campus taster events for an insight into university life. Progression from the Year 10/11 to the Year 12/13 programme is not automatic but is an option depending on GCSE performance, A-level choices, aptitude and overall commitment to the programme.

YEAR 12 ➜ Students embark on a more advanced programme, covering subject-specific workshops relevant to the STEM subjects they are undertaking at A-level. Students are also paired with a current Imperial undergraduate e-mentor for peer support and information, alongside professional support from the College with their university applications, personal statements and interviews.

www.imperial.ac.uk/schools/stem-potential

“STEM Potential provided me with a fantastic experience that gave me the opportunity to meet like-minded people. With every day being informative, intriguing and inviting with our needs being catered to, as we were given personal assistance with our STEM subjects as well as a great deal of insight into life at university.”

Student now studying Geophysics at Imperial
**CASE STUDY: CARMEN**

All students on Pathways to Medicine are guaranteed access to work experience in a healthcare setting. Reflecting on her experience, 17 year old student Carmen said “Thanks to the programme, I was able to secure work experience at Charing Cross Hospital working with an anaesthetist. It was really fascinating – I had the opportunity to put on scrubs and watch real surgeries take place. Apparently lots of students faint the first time they watch surgery, but I was really eager to see more. It gave me a really valuable insight into the work doctors do on a day to day basis, which is nothing like you see on TV.”

Dr Kevin Murphy, who is leading the project at the College, said: “It was great to see the progress that students have made, and to hear at first-hand how much they had enjoyed their work experience placements during the year. The activities they have been involved in will, we hope, allow them to demonstrate that they have the skills and the commitment to make excellent medical students and doctors when they apply for medical school later in the year.”

**Pathways to Medicine**

Medical outreach cohort programme

60 new students and 120 continuing students embarked on Pathways to Medicine in 2015–16, which supports high-achieving students from underprivileged background in their ambition to become a doctor.

We launched Pathways to Medicine in early 2014 – a three-year supported pathway for students through Years 11–13 to their eventual application to medical school.

It aims to address the barriers that some state-school students face in accessing and succeeding in medical study at university, with the goal of making the profession more representative of the population it serves.

60 students a year embark on this intensive programme which covers a wide range of subject-specific activities and guidance including: continuous e-mentoring by a current Imperial medical student; a hospital or GP work placement (often an admissions requirement for medicine courses); a week-long summer school at our South Kensington Campus and numerous taster events.

**I want to say a HUGE thank you for all your help. I truly believe Pathways to Medicine was an essential part of my journey to getting into medical school. All the help, events and talks were invaluable.”**

First cohort student, now studying Medicine at Imperial

**Number of non-selective London state schools from which students were recruited**

47

**Students on the programme**

180

**www.imperial.ac.uk/schools/pathways-to-medicine**

Sixth form students in Pathways to Medicine summer school taking part in an endocrinology practical with Dr Kevin Murphy.
Year 10 Insights into Science and Engineering

Residential summer school

40 Year 10 students from around the UK had the chance to undertake experiments at Imperial in this programme aimed at providing a taster of different STEM subjects.

This residential summer school aims to encourage Year 10 students to continue studying science and engineering subjects through a series of half-day taster sessions, led by Imperial academics and students.

Participants can choose between an engineering or science subject strand, for sessions that combine hands-on practical sessions and workshops in real undergraduate labs.

The summer school also incorporates a busy social programme, combining visits and events in London with activities aimed at building skills in team work and communication.

100% of participants reported that they were more likely to progress to university as a result of the summer school.

www.imperial.ac.uk/schools/summer-schools

Year 11 Project STEM Summer School

Residential summer school

72 Year 11 students joined us in summer 2016 for a five-day exploration of real-life challenges in chemistry, biology or physics.

This summer school aims to address the challenge of progressing from GCSE to A-level science, which many students report finding to be a significant jump.

Projects are developed in conjunction with Imperial researchers, drawing on up-to-date techniques and equipment to solve problems in a similar way to university research groups, with as much hands-on exposure to labs as we can fit in.

The week culminates in an academic-style conference, giving each project group the chance to present a poster detailing their investigation to their peers, leaders and invited guests.

Advice on applying for university also forms a core part of the programme, giving participants access to professional support with writing their personal statements.

www.imperial.ac.uk/schools/summer-schools

CASE STUDY: VANESSA

Recently I was lucky enough to get accepted to the Year 10 Insights Summer School at Imperial College London and to be perfectly honest I didn't know what to expect.

While we were there we had the option of studying Science or Engineering for the week and me, being a science fanatic, you can guess what I chose. We had three science lessons and one maths lesson and this wasn't your average high school maths lesson. No, this was hard core. Three hours of topology and probability with stuff I'd never even heard of before but regardless of this, I loved it. It was the most difficult maths lesson I have ever had in my life but I loved it.

Science was also crazy cool, three hours of physics, chemistry and biology each and again this isn't the high school science that you are used to where if the Bunsen burners come out it becomes a special occasion. No, no, no, we were using all sorts of chemicals, again that I haven't heard of before and were almost impossible to say. Try saying this one: Potassium Hexocyanoferrate, it took me four attempts before I could say it right!

This experience and so many like this, have shaped me to become who I am today and I wouldn't trade them for the world. So my advice to you is to take opportunities as they come to you (to an extent, don’t ever work yourself) and make the most of them while you can.

Stay Curious,
Vanessa x

Year 12 Sutton Trust Summer School

Residential summer school

201 students from a state school background got a taste of university life when they joined us in summer 2016.

This four-day residential programme runs twice each summer, covering a range of different STEM subjects at each session. Participants take part in a challenging academic programme, covering lectures and lab sessions and the chance to carry out practical investigations. The week culminates in a presentation where participants present posters detailing the work that they have covered.

Advice on applying for university also forms a core part of the programme, giving participants access to professional support with writing their personal statements.

www.imperial.ac.uk/schools/summer-schools

“A lot of time was dedicated to lab work which was very helpful for me as it enabled me to improve my practical skills.”

Student, Sutton Trust Summer School
Understanding Animal Research
On-site visit to understand better the role of animal research

14 pupils took a tour of an Imperial research unit and had a practical lesson from staff.

Working in conjunction with colleagues from the Centre for Biomedical Sciences (CBS) and Understanding Animal Research (UAR), we hosted 14 Year 12 students from Westminster Academy on this special event. The pupils were taken to the animal research unit at South Kensington, and introduced to staff and the researchers who use animals as part of their studies, with the aim of breaking down misconceptions in how and why animals are used as part of research.

Pupils and teachers were given a pre-event talk by Understanding Animal Research in order to prepare them fully for the event, as well as a pre and post-event questionnaire to complete. From the questionnaires, it was evident that the event had changed perceptions and made the visitors feel much more informed about animal research.

“"It is not like in films, the animals are in clean areas and are checked every day. They are really well cared for.""
Year 12 student from Westminster Academy
The Pimlico Connection
Voluntary mentoring and peer-tutoring scheme

15 local state primary and secondary schools
benefitted from mentoring and tutoring
by Imperial students through
the Pimlico Connection in 2015–16.

The Pimlico Connection is Imperial’s voluntary
tutoring scheme. It matches Imperial undergraduate
and postgraduate students, who are interested in
improving the academic knowledge and confidence
of young learners, with local primary and secondary
schools that require extra help.

When it launched in 1975, the Pimlico Connection
represented the first of its kind, with its focus being
on volunteers acting as positive role models in
science and engineering. Over the past 40 years that
focus has remained a constant of the scheme, with
volunteers encouraged to make their work in schools
relevant, interactive and entertaining.

The scheme takes its name from Pimlico School (now
Pimlico Academy), which was chosen by Imperial’s
Professor Sinclair Goodlad to host a group of four
electrical engineering students one afternoon a
week, as part of their final year engineering project.

The dual aim of providing students with the context
and relevance of their subject, while increasing
school pupils’ knowledge and interest in STEM
subjects proved a winning combination. The Pimlico
Connection was thus born and has continued to go
from strength to strength.

Today, the Pimlico Connection works with schools
and organisations across London and the South East.
An expansion of the scheme was made possible
when it joined forces with Imperial College Union’s
Imperial Hub Schools Plus programme, giving it even
greater capacity to recruit and train students.

Volunteering with the Pimlico
Connection was really rewarding —
I helped answer students’ questions and
and assisted with their studies. I felt like
I actually made a difference in the
classroom as the students got help
and learned more. I would definitely
recommend it.”

Imperial undergraduate student volunteer tutor

Reaching Further
Bringing teachers and researchers together

28 Early Career Researchers trained
to disseminate their research to teachers
and school students. Three school hubs
now interacting with the research
community at Imperial because of
RCUK funding in 2015–16.

The School-University Partnerships Initiative, funded by
Research Councils UK (RCUK), supports 12 universities
to work in partnership with local schools bringing
contemporary and inspirational research to enhance and
enrich the curriculum.

Imperial works with teachers to train early career
researchers to develop and deliver a hands-on activity
based on their research to take into schools to inspire
students in STEM subjects and highlight research as a
viable career option.

Professor Lord Robert Winston, who champions the
project, says, “School kids in general are turned on by
doing practical work. Universities have a special place for
schools – we have the equipment, space, expertise, and
students who can act as role models. This initiative is a
fantastic mechanism to involve early career researchers in
partnership work with schools to not only ensure that the
science delivered is fresh, relevant and cutting edge, but to
also provide positive role models for school students.”

The programme gives our pupils invaluable exposure to
the work of first class science
researchers. It stimulates their
interest in STEM subjects,
and gives them a real feel
what it is a career in science
involves. In particular it offers
an opportunity to expand
the classroom beyond the
increasingly narrow confines of
the modern curriculum.”

Teacher, Watford Grammar School
for Boys

CASE STUDY: JESSICA
Jessica Wade is an Early Career Researcher
in the Nanoanalysis Group in the Centre for
Plastic Electronics. She has visited over 100
schools to talk about the world of physics.
And she was instrumental in bringing
200 secondary school girls to Imperial for
a day of workshops, talks and activities to
promote STEM subjects.

“I work in the most inspirational place
in the world” says Jessica. “I genuinely
spend all of my spare time telling the
public and next generation of scientists
how awesome what me and my fellow
researchers are up to — and trying to
encourage them to join me.”

“Outreach Annual Report 2015–16 | Imperial College London | 19
Spectroscopy in a Suitcase
Free workshop providing modern, portable spectrometers to aid A-level chemistry teaching

In 2015–16, 29 trained undergraduate and postgraduate Imperial chemistry students delivered workshops, practicing their science communication and developing transferrable skills.

The Spectroscopy in a Suitcase (SIAS) scheme, funded by the Royal Society of Chemistry, gives AS and A-level students access to modern, portable spectrometers, which they can use to analyse mystery substances.

Practical workshops provide context for the analytical techniques taught in school, with students using Infrared or NMR spectrometers to identify unknown samples. In addition to complementing the study of spectroscopy at AS and A-Level, there is a strong emphasis on encouraging school pupils to consider studying chemistry at university.

Imperial has hosted a SIAS kit since 2012 and during this time over 4,500 school students have taken part in a SIAS workshop. Teachers book a free workshop online and the Imperial Outreach team liaises between the school and the university students who will deliver the session. In 2014 Imperial also became the host of the UK & Ireland SIAS Coordinator position, a role which liaises between all 36 SIAS host universities and the Royal Society of Chemistry.

School Visits
Activities supporting sixth form students through all stages of their application.

109 schools were visited as part of the School Visits programme in 2015–16.

The School Visits Programme provides a comprehensive service covering all aspects of higher education awareness including application and interview advice and guidance.

The programme is designed to help sixth formers make informed choices and effective applications across the HE sector, encourage pupils to fulfil their potential and support parents and teachers in the assistance it provides.

The programme is tailored to the needs and requirements of each school, the vast majority of which are in the state sector and are selected on the basis that their pupil intake includes those from disadvantaged backgrounds.

“Thanks so much for coming and delivering a fantastic personal statement talk. All the feedback I received from students again this year was extremely positive and many of them said it was the best talk they have had so far.”

Head of Year 12, Oaks Park High School

“Just wanted to say THANKS once again for coming in to speak to our students about Personal Statements and interview skills – they really enjoyed it and I really appreciate your in-depth knowledge and advice to them.”

Deputy Learning Director of Sixth Form, Kingsmead School
Schools had contact with INSPIRE trainees that bring science to life. Learning practical skills and demonstration techniques taught sessions and placements in local schools, five weeks of science outreach activities, alongside INSPIRE (the Innovative Scheme for Postgraduates to enthuse pupils about science. Trainees participate in experience not just to teach, but also to engage and enthuse pupils about science. Trainees participate in five weeks of science outreach activities, alongside taught sessions and placements in local schools, learning practical skills and demonstration techniques that bring science to life.

Over 80% of graduates from the INSPIRE programme are currently teaching, demonstrating the success of the programme so far.

» www.imperial.ac.uk/inspire

CASE STUDY: DAMIAN

Damian Phelan, Head of Science and Sport at St Paul’s Way Trust School, graduated from the INSPIRE programme in May 2015. Today he is a passionate advocate for the scheme, which he credits for his enthusiasm for bringing practical demonstrations into the classroom. “When I started my first training placement in a school, I was reluctant to lead practical sessions,” says Damian. “Keeping control was a worry, and I didn’t have a background in experimental work.” But the course requirement that trainees run a weekly science club gave Damian a regular opportunity to build his confidence and to try new activities. “Over the course of the year I became comfortable with all types of practical sessions, across all science subjects. With a normal PGCE I wouldn’t have gained that confidence.”

One of the first things Damian did when he took up his current post was to sign his school up as a partner in the INSPIRE programme, and St Paul’s Way Trust welcomed its first trainee in autumn 2014. “Everyone I’ve seen from INSPIRE has been really, really good,” Damian explains. “They have such good knowledge of their subject, and they have experience of demonstrating science and of outreach with children. INSPIRE graduates quickly become great teachers.”

For Damian, the INSPIRE programme was a route into a career that he clearly loves: “I couldn’t imagine doing anything else,” he says. “When it’s a good day, you just get the highest high, and that stays with you.”

Reach Out CPD

A free online science Continuing Professional Development resource for UK primary school teachers.

Up to 7,000 hours of CPD were delivered to 10,500 registered users in 6,000 schools across the UK in July 2016.

Reach Out CPD is a free online science Continuing Professional Development (CPD) resource for UK primary school teachers. It has been developed by Imperial College London in partnership with award-winning science teaching resource Tigtag.

This web-based programme provides teachers with resources and ideas to support their teaching and engage primary school children across the UK in the wonder of primary science.

Reach Out CPD courses support teachers with core subject knowledge, fun practical activities and captivating classroom films featuring Imperial academics and contributors from other leading public science organisations. These experts share their insights on some of the latest, most exciting advances in science and present imaginative ideas to bring science to life in the classroom.

SURVEYED USERS

» 99% would recommend Reach Out CPD
» 85% were able to apply knowledge and skills to their teaching
» 71% thought use of Reach Out CPD had an effect on attainment of pupils

Sutton Trust Teacher Summer School

Free residential summer school for teachers from non-selective schools across the UK

Run in collaboration with King’s College London and the Royal Veterinary College, this four-day residential STEM teacher summer school gives teachers from non-selective state schools the opportunity to gain up-to-date knowledge and skills to provide accurate information about access to leading universities. The programme was also designed to give the teachers an insight into how universities such as Imperial, King’s College London and the Royal Veterinary College select pupils for their widening participation programmes.

The participants visited each institution for a day and attended bespoke academic sessions on STEM subjects, participated in workshops delivered by admissions staff on accessing highly competitive universities, and received advice on writing UCAS references and personal statements.
We are sparking engagement with collaborative outreach

Creative Quarter
Creative Quarter was first set up in 2006 as a free event for 13–19 year-olds and teachers who wanted to get further insight into the latest developments in the creative industries and an overview of creative career paths in art, science, design, technology, music and drama.

Leading science and art institutions took part in the organisation of Creative Quarter 2015, resulting in 4,973 places booked on sessions across all the venues. 260 students attended demonstration lectures and insight sessions at Imperial getting to meet researchers working at Imperial and hear about what it is like to be a science professional. Additional students from other schools took part in drop-in events such as the inflatable planetarium erected for the event in the College main entrance.

In 2015–16 the Outreach team have been developing new and innovative ways of working with other organisations, as well as the general public. Here are a few of the highlights:

Advancing Access
Advancing Access is a partnership between 24 research-intensive, world-class universities that make up the Russell Group who are working with schools and colleges to support students’ progression to leading universities. It provides a variety of CPD resources and online events for teachers and advisers to help them support students’ progression to leading universities. Recent activities include a Virtual Teacher’s Conference which featured current postgraduate Imperial students.

UNet (Universities’ Network)
UNet was established to meet the challenges that leading universities have in widening access and participation. It is a collaborative partnership of leading universities in London and the South West aiming to widen access to higher education. Imperial joined in 2015, working with UNet partners on the annual Choices Conference for Year 12 students. Sessions provided information to students on choosing the right course, writing effective personal statements and managing money.

Student from Ursuline Academy, visiting Imperial’s inflatable planetarium at Creative Quarter 2015

“...it was great to have the opportunity to learn about the stars and planets in such a visual way. Seeing it for yourself really brings to life what you read about in textbooks.”

Student from Ursuline Academy, visiting Imperial’s inflatable planetarium at Creative Quarter 2015
Imperial Festival Schools Day

The Imperial Festival Schools Day is part of the College-wide weekend dedicated to sharing the best science and arts on offer from the College.

The Imperial Festival opened to school groups inviting students to participate in a series of workshops and interactive displays linked to curriculum topics. The Imperial Festival Schools Day was put together to give local school children a chance to meet Imperial researchers and explore some of the science on offer at the event before it opened to the general public.

Over 100 pupils were invited from five primary schools and were guided by Imperial researchers, who were on hand to explain their work and demonstrate the science behind it. In the Research Zone, pupils had a go at controlling devices with their brainwaves, making a plastic-like human chain, and creating bracelets representing different strands of genetic code.

100+ primary school children attended

96% children reported that they learnt something

I liked it all – it was exciting and I learned about snot!*

Student attendee

95% children indicated feeling positive about science after attending Schools Day

Demonstration of a fire tornado which shows how fluid dynamic effects can be simulated in a laboratory.

Above: School children blow paint through straws to explore lung function.

Above: School children blow paint through straws to explore lung function.
Outreach Staff 2015–16

ANDREW TEBBUTT
Director of Student Recruitment and Outreach

DR ANNALISA ALEXANDER
Head of Outreach

DR MELANIE BOTTRILL
STEM Programmes Manager

LUKE BACON
Physical Science and Engineering Outreach Programmes Manager

SILJE ANDERSEN
Interdisciplinary Programmes Manager

DR JENNIFER COOKE
Mentoring and Tutoring Programmes Manager

DR REBECCA HOLLOWAY
Schools Partnership Co-ordinator (Secondary)

RENEE BOLING
STEM Activities Coordinator (Pre-16)

JOSE TEIXEIRA-MONTEIRO
STEM Potential and Wohl Reach out Lab Liaison Officer

SHREYA KONNUR
Wohl Reach Out Laboratory Technician

DR CLAIRE SWEETENHAM
Medical Outreach Coordinator

SIGNE LIEPINA
Scientific Projects Assistant

JING XU
Outreach System and Data Analyst

JANE MARSHALL
Widening Participation Manager

KATY GLAZER
Spectroscopy in a Suitcase UK & Ireland Coordinator

SARAH VINCENT
Database Assistant

For more information:
outreach@imperial.ac.uk

www.imperial.ac.uk/outreach