

IMPROVING SOCIAL MOBILITY

Widening access

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INTRODUCTION

In 2009, the then UK Government published a paper called 'New Opportunities Fair Chances for the future'. This paper promoted the importance of an upwardly mobile society. It highlights the importance of all in ensuring that 'the accident of birth and social background does not hold people back'. Studies show that social mobility did not increase in the eighties and early nineties. There is now evidence to suggest that this is beginning to change. There is a strong focus politically on the importance of access to education for all regardless of social background. However, there continues to be a wide gap between the educational outcomes of those that come from the least deprived postcodes and those that come from the most deprived postcodes.

Glasgow City Council (GCC) schools with high Free Meal Entitlement have traditionally been under-represented in higher education. Our pupils have been particularly under-represented in the high-earning professions, for example, Medicine, Veterinary Medicine (1.3% and 0.5% respectively from SIMD40). Glasgow schools serve the poorest families with 36% with Free Meal Entitlement compared with the Scottish average of 19.8%. 42% or 26,700 children and young people at primary and secondary schools in Glasgow live in the 10% most deprived postcodes in Scotland.

Over the years the numbers going on to Higher Education have increased significantly in a number of schools and in the city as a whole. In 2000, only 16.7% of school leavers went to higher education compared to 32.8% in 2014.

There have been various initiatives supported by GCC's Education Services to encourage young people to realise their ambitions to go to university, to sustain their places and to make informed choices. As well as supporting young people in S5/S6, it is important to work with young people in lower secondary years, primary schools (and even in nursery schools) to encourage, empower and enable them to gain the qualifications required to go to university.

It is also important to recognise that the college sector in Glasgow has much to offer to improve young people's social mobility. The college sector delivers higher education courses, including some degree programmes. The Region structure in Glasgow provides an opportunity to improve articulation between college programmes and universities and also to improve further transition from school to college.

The aim of this on-line publication is to outline the supports which currently exist to enable school staff and parents/carers to make the best use of them.



Maureen McKenna
Executive Director of Education

¹ SIMD40 refers to the households whose postcodes are defined to the 40% most deprived in Scotland using the Scottish Index of Multiple Deprivation.

² University refers to all Higher Education Institutions (HEIs)

THE POLICY FRAMEWORK

Widening access to higher education is a policy objective of Glasgow City Council. It is also a policy objective of the Scottish Government (SG). The SG and Scottish Funding Council (SFC) have now brought widening participation and access back to the fore of the political agenda. This should give Widening Participation a high priority in the strategic plans of Higher Education Institutions (HEIs).

It is clear the achievement of this policy objective cannot be undertaken in isolation. Thus partnerships have developed involving GCC, the HEIs and colleges, Focus West, various charitable bodies and the private sector.

UNIVERSITIES AND OTHER HEIs

Outcome agreements with all 16 HEIs in Scotland have been made with the SFC. Widening participation and retention form a major part of the agreements. Bids from HEIs to the SFC for 850 fully-funded extra places for students from SIMD40 have been successful. Another 850 fully-funded places were offered for bids from all HEIs for articulation via Further Education College routes.

The results of these bids were announced at the end of 2012. The extra places will be offered for four years. This offers a further opportunity to make a major breakthrough in numbers progressing to HE.



SUPPORT FROM HEIs IN WEST OF SCOTLAND

University of Glasgow (UoG)

1. FOCUS West Top-Up Programme – GCC secondary schools which have low rates of progression to HE participate in this programme. Students who gain a FOCUS West Top-Up profile of BBB or above may have the standard entry offer relaxed by one-two grades in Higher / Advanced Higher subjects not specified as a course requirement. Pupils in all 30 GCC schools currently participate
2. Reach Programme (Access to High Demand Professions, Dentistry, Law, Medicine, and Veterinary Medicine): a 3-year programme for S4 to S6 pupils. Successful participation can help admission to these subject areas within UoG. 25 GCC schools currently participate
3. UoG Summer School in partnership with GCC. Six week programme. Students study two academic subjects and study skills. Successful completion may result in an adjusted offer of entry to HE. Open to all pupils in target schools with HE progression of 27% or below and SIMD40 residents in higher progression schools. Subjects on offer are: Biology; Business & Management; Chemistry; Computing Science; Economics; Engineering; English Literature; Film & TV Studies; French; Geography; German; History; Law; Mathematics; Philosophy; Physics; Politics; Psychology; Sociology; Spanish. Open to pupils in all GCC schools currently participate.
4. Access to a Career in Teaching. Partnership between GCC, UoG, UWS and UoS. Programme for S5-S6 pupils wishing to follow a career in Education. Successful performance is taken into account for admission to the following degrees: Master of Education with Teaching Qualification (Primary); MA (Ed) in Religious & Philosophical Education with Secondary Teaching; and the BTechEd in Technological Education. UoG has expanded provision to include S4 pupils from 2015-16.
5. Access to a Career in Engineering / Accountancy & Finance Programmes: from 2015-16, UoG has expanded provision for professional degree study include Engineering and Accountancy & Finance. Based on the Reach model, these programmes will work with S4-S6 pupils in 25 GCC schools.
6. University Taster Weeks (June). The UoG, in partnership with GCC Education Services offers approximately 160 senior phase students in GCC schools the opportunity to engage in a University Experience over the course of a week. Students are invited to apply for this experience which is designed, in the first instance, for students who intend progressing on to university but have not been involved in any university initiatives. A typical programme offers lectures in: Mathematics & Statistics; English Literature; Philosophy; Sociology; Sciences; Engineering; Geography; Sport; Film and TV Studies; Psychology; Central & East European Studies; Chemistry; Genetics; Computing Science; Gaelic; Public Policy; and Arts & Media Informatics. Young people from all GCC schools can participate.
7. Ask a Student Network E-mentoring – enables prospective students to be in contact with and learn from existing students.
8. Laboratory space, advice and project support for Advanced Higher Chemistry, Physics, Biology students, technicians and teachers enabling these courses to be taught city-wide (contact EdIS for information).
9. Talent Scholarships: 50+ awarded annually (see 8 in Financial Support)
10. Care Leavers and young carers scholarships (see 9 in Financial Support)
11. Student Ambassadors Programme. Fourth year UoG students on 10 week placements in GCC schools.

SUPPORT FROM HEIs IN WEST OF SCOTLAND

University of Glasgow (UoG)

12. Early Secondary Programme: UoG piloted this programme in 2014 and 2015 and will roll it out in 2015-16 to S1-S3 pupils in the 17 lowest HE progression UoG schools. The programme introduces pupils to the benefits of working hard in school and where this can lead later in terms of employment, college or university. Subject choice workshops guide pupils to make informed choices in S2 and S3, keeping all options open for National 5 and Higher study. ESP also introduces pupils to the new FOCUS Point website.
13. Targeting students outwith low progression schools. Applicants residing in SIMD40 postcodes and who attend schools with a higher rate of progression, may be made adjusted offers and offered places on the UoG Summer School.



SUPPORT FROM HEIs IN WEST OF SCOTLAND

University of Glasgow Adjusted Offers of Entry

Pupils who participate successfully in one of our pre-entry programmes (Top-Up, Summer School, Reach, Access to a Career in Teaching), who live in a priority postcode or have spent time in care, will receive adjusted offers of entry to the University of Glasgow. These are outlined in the tables below and full details are available online at:

<http://www.gla.ac.uk/about/wideningparticipation/>

Undergraduate Degree Programme	Applicants applying in S5 will receive the following conditional offers	Applicants applying in S6 who achieved at least BBB by the end of S5 will receive the following conditional offers	S6 applicants who do not meet their S6 conditional offer (after publication of results in summer) may be admitted provided they achieve the following grades
Arts (MA Arts, B.Mus, B.D)	AABB or ABBBB Plus Summer School	AAABB Plus Summer School	BBBBB Plus Passed Summer School
Science (B.Sc)	AABB or ABBBB Plus Summer School	AAABB Plus Summer School	BBBBB Plus Passed Summer School
Engineering (B.Eng)	AABB or ABBBB Plus Summer School	AAABB Plus Summer School	BBBBB Plus Passed Summer School
Social Sciences (MA SocSci)	AABBB Plus Summer School	AAABB Plus Summer School	BBBBB Plus Passed Summer School
Psychology (MA, MA SocSci or B.Sc)	AABBB Plus Summer School	AAABB Plus Summer School	BBBBB Plus Passed Summer School
Accountancy & Finance (B.Acc)	AABBB Plus Summer School	AAABB Plus Summer School	BBBBB Plus Passed Summer School

Undergraduate Degree programme	Top-up Programme or Summer School offers		
	Care Leaver and priority postcode applicants		All other applicants
	S5 and S6 offers	S5 offers	S6 offers
	All applicants (whether in S5 or S6) will receive offers conditional on meeting the following requirements by the end of S6:	All S5 applicants will receive an offer conditional on attainment of the following grades by the end of S5:	Applicants who do not meet the S5 entry requirements may receive a conditional offer.
Arts (MA Arts, B.Mus, B.D)	AABB or ABBBB PLUS EITHER: BBB in Top-Up OR Pass Summer School	AABB or ABBBB by the end of S5 PLUS EITHER: BBB in Top-Up OR Pass Summer School	These applicants will be ranked using contextual data and a decision made by 31 March whether offers can be made. Where offers are made, they will be conditional on meeting the S5 entry requirement and either attaining BBB in Top-Up or pass Summer School.
Science (B.Sc)	AABB or ABBBB PLUS EITHER: BBB in Top-Up OR Pass Summer School	AABB or ABBBB by the end of S5 PLUS EITHER: BBB in Top-Up OR Pass Summer School	
Engineering (B.Eng)	AABB or ABBBB PLUS EITHER: BBB in Top-Up OR Pass Summer School	AABB or ABBBB by the end of S5 PLUS EITHER: BBB in Top-Up OR Pass Summer School	
Social Sciences (MA SocSci)	AABBB PLUS EITHER: BBB in Top-Up OR Pass Summer School	AABBB by the end of S5 PLUS EITHER: BBB in Top-Up OR Pass Summer School	
Psychology (MA, MA SocSci or B.Sc)	AABBB PLUS EITHER: BBB in Top-Up OR Pass Summer School	AABBB by the end of S5 PLUS EITHER: BBB in Top-Up OR Pass Summer School	
Accountancy & Finance (B.Acc)	AABBB PLUS EITHER: BBB in Top-Up OR Pass Summer School	AABBB by the end of S5 PLUS EITHER: BBB in Top-Up OR Pass Summer School	

SUPPORT FROM HEIs IN WEST OF SCOTLAND

Degree programme	Subject specific requirements
Arts (MA Arts, B.Mus, B.D)	English and a Humanities subject at B
Science (B.Sc)	2 Science Subjects, 1 of which is relevant to subject applied for. Applicants to Physics require Maths and Physics
Engineering (B.Eng)	Maths and Physics at B
Social Sciences (MA SocSci)	English or a Humanities subject at B
Psychology (MA, MA SocSci, or B.Sc)	MA Arts: English and either a Humanities subject or language at B*. MA SocSci: English or a Humanities subject at B*. B.Sc: Must include two science subjects at B*. *Psychology applicants who do not have Higher Maths must have either Standard Grade, Intermediate 2 or National 5 Maths at grade B
Accountancy & Finance (B.Acc)	Maths and either English or a Humanities subject at B

	Standard tariff (applying from S6)	Reach Programme S6 applicants Adjusted Offers
Medicine (MBChB)	1. AAAAA achieved in S5	Applicants achieving AAABB/AAAAC or above in S5 and scoring above the UKCAT threshold are invited for interview OR Applicants achieving AAAAA in S5 will have 10% added to their UKCAT score. If this brings them above the UKCAT threshold, they are invited for interview Conditional offers made on S6 results
	2. United Kingdom Clinical Aptitude Test (UKCAT) passed above threshold	
	3. UCAS application considered	
	4. Work experience	
Dentistry (BDS)	1. AAAAB achieved by end of S6 (AABB minimum to be achieved by end of S5)	Applicants achieving AAABB or above AND Scoring up to 10% below the UKCAT threshold AND Who meet the published non-academic criteria will be invited to interview
	2. UKCAT passed above threshold	
	3. UCAS application considered	
	4. Work experience	
Veterinary Medicine (BVMS)	1. AAAAB achieved in S5	Conditional offers made on S6 results Applicants invited to interview and conditional offers made on S6 results Applicants achieving AAABB in S5 or above are invited for interview Conditional offers made on S6 results
	2. UCAS application considered	
	3. Work experience	
	Applicants invited to interview and conditional offers made on S6 results	
Law (LLB)	1. AAAAA achieved in S5, conditional offers may be made to S6 applicants with AABBB minimum from S5	Applicants achieving ABBBB or above in S5 AND LNAT successfully passed are considered for entry Conditional offers made on S6 results
	2. Law National Aptitude Test (LNAT) successfully passed	
	3. UCAS application considered	
	Unconditional offers made or conditional offers made on S6 results	

Entry requirements for Teaching:

Teaching (MEduc, MA, BTechEd)	Pupils participating in the Access to a Career in Teaching Programme and applying to study the Master of Education with Primary Teaching Qualification (the replacement for the former BEd degree), Religious & Philosophical Education or Technological Education, will receive an interview upon successful completion of this programme and satisfactory Higher results. Pupils achieving BBB or above in Top-Up will have the AAAB tariff to be invited for interview adjusted to ABBB from S5 or S6
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SUPPORT FROM HEIs IN WEST OF SCOTLAND

University of Strathclyde (UoS)

1. Accepts FOCUS West Top-Up Programme Students' Profile as a measure of student potential.
2. Widening Access Team provide information, advice and support for applicants and students from widening access backgrounds.
3. Accelerate programme. A week-long subject-specific summer programme for senior pupils. 10 subjects are available: Electronic & Electrical Engineering, Product Design, Education, Law, Chemistry, Physics, Business & Enterprise, Languages, Psychology, Sport and Physical Activity. Accelerate participants can access a variety of sustained subject-specific support throughout the senior phase. Funded places are available for pupils from widening access backgrounds.
4. Access to a Career in Teaching. Partnership between GCC, UoG, UWS and UoS. Programme for S5 pupils wishing to become school teachers
5. Engineering Academy. A collaborative initiative between Strathclyde, partner colleges and industry which provides a new access route into BEng or MEng degrees in an engineering discipline. Students first undertake an HNC at a partner college and also gain valuable work experience through industry-funded scholarships and summer placements.
6. Leadership programme. As part of their SCQF level 6 Leadership programme, senior pupils in GCC schools with low Higher Education Progression Rates design, run and evaluate widening access programmes for the younger pupils in their schools.
7. Strathclyde Business School Management Development Programme. Strathclyde Business School students are engaged in a range of widening access initiatives including mentoring for pupils interested in studying within the Business School and delivering practical modules as part of National 3 & 4 Business courses.
8. Intergenerational mentoring. A programme of extended one-to-one adult mentoring support for senior phase pupils from low progression schools. 3 GCC schools are currently taking part in the programme.
9. Strathclyde Cares. Personalised support and activities for students from a looked after background through their school careers, the University application process and during their time at Strathclyde.
10. Children's University. Strathclyde has launched Scotland's first Children's University, an initiative that provides pupils aged 7-14 with access to a range of exciting learning opportunities and experience of Higher Education.
11. MUSE (Models of University and Schools Engagement). An initiative to encourage working research partnerships between University staff, students and school pupils.
12. Financial support. A variety of scholarships offered to students who meet widening access criteria.

SUPPORT FROM HEIs IN WEST OF SCOTLAND

Glasgow Caledonian University (GCU)

1. In partnership with GCC GCU Student mentors deliver key elements of programmes and work with pupils to raise their aspirations and fulfill their potential. The Team embeds mentoring opportunities across all GCU widening access opportunities. Student mentors deliver key elements of programmes, work with pupils and act as positive role models. Many of the mentors have come from our GCC partner schools.
2. Caledonian Club in partnership with GCC – Widening access and community engagement initiative offering a full complement of activities for pupils in five local communities: Barmulloch, Castlemilk, Dennistoun, Drumchapel and Springburn.
 - a. Early Stage (Nursery) – Parents and pupils visit the GCU campus for a half-day project, beginning their familiarisation with the university as a resource for them. The project acts as an introduction to the Club for parents and highlights opportunities available to them, whilst pupils meet Molly and her mum to help them understand where they are in their own educational journey. The project culminates with a follow up visit to nursery by dietetic students and drama leaders to explore healthy eating.
 - b. First and Second Level (P1-P7) – The Club’s primary level work is focused on arts and language. Pupils in P2 and P5 take part in activities based around their current curriculum topic, to create either a digital book, or a poem and wall mural. Both projects end with a showcase allowing families the opportunity to celebrate the work of the pupils. P7 pupils have the chance to create a newsletter, reflecting on their time at primary school. All projects include elements of drama, reading and writing, and art, and pupils work closely with student mentors and subject experts to create their unique piece of work.
 - c. Broad General Education (S1-S3) – Working with whole year groups across 1st year and either 2nd and 3rd based on school subject options, projects focus on providing pupils with information about university life, and broaden their horizons to the wealth of opportunities available to them post school, in college, university or employment.
 - d. Senior Phase (S4-S6) – Throughout S5 and S6 pupils work consistently with the Caledonian Club, engaging in a range of activities designed to help them make informed decisions about post-school destination and supporting them to get there. Adopting a broad approach in S5, pupils experience academic subjects from across the university before specifying their subjects as they progress into S6. During S6 pupils are offered the chance to shadow a university subject of their choice, before working with staff and student mentors throughout S6 to assist with their application and progression to university. Focus is also directed towards attainment with revision sessions, run by qualified teachers, being offered throughout the year.
3. School and College Connect Outreach Team in partnership with GCC, supports pupils and HN students with a linked set of activities in preparation for studying at Glasgow Caledonian University. The team works closely with six Glasgow secondary schools and College partners throughout West and Central Scotland.

As members of the initiative, participants benefit from workshops and on campus events throughout their final years at school and college, facilitated by university staff and student mentor role models. Activities have been designed to build upon the transferable skills needed for progressing to university study.
4. FOCUS West Routes for All, in partnership with GCC, supports S5/S6 pupils in 17 FOCUS West schools to make the transition from school to college to study Higher National level courses. The two-year programme (delivered in schools on a sessional basis)

SUPPORT FROM HEIs IN WEST OF SCOTLAND

Glasgow Caledonian University (GCU)

is delivered in conjunction with student mentors from Glasgow Caledonian University.

5. The Advanced Higher Hub, in partnership with GCC, complements and supplements the Advanced Higher provision across GCC schools and works in collaboration with partner schools to offer pupils an exciting opportunity to study their Advanced Highers on campus. Pupils register as Associate Students and have access to all GCU facilities including laboratories, the award winning Saltire Centre and library, the Arc sporting facilities and GCU's Virtual Learning Environment. Our dedicated team of teachers has a wealth of experience successfully delivering Advanced Highers and will support pupils in their studies. Pupils also have wider opportunities to collaborate with GCU academic and support staff, ensuring that this bridging experience prepares young people fully for the challenges of higher education.

This unique immersion and transition programme combines academic progression and challenge pupils' learning journeys. with real life student experiences undoubtedly addressing some of the potential barriers to Higher Education whilst ensuring a smooth transition on to the next chapter of pupils' learning journeys.

6. As a member of the Schools for Higher Education Programme (SHEP), GCU recognises and accepts FOCUS West Top Up student outcomes as a measure of potential.
7. Mentoring and Peer Support (MAPS) provides informal support for students not only at key transition periods when articulating from school or college, but throughout students' university careers. MAPS Peer Mentors support students to adapt and engage with their new environment by offering a point of contact, reassurance, information and advice. Most importantly, they can help in the early identification of issues that might impact on a student's studies and ensure timely and suitable support by signposting appropriate staff and services.
8. Support for Looked After and Accommodated Young People- GCU has supports in place for Looked After and Accommodated and young people and Care Experienced applicants. More information can be found at: www.gcu.ac.uk/careleavers/
9. Talent Scholarships and bursaries are available including The Hammerman Brighter Futures Scholarship for young people from a widening access background.



SUPPORT FROM HEIs IN WEST OF SCOTLAND

University of Stirling

1. We work with students from a range of widening participation backgrounds, providing tailored information, advice and guidance through our Widening Participation staff.
2. Dedicated support is extended to Care Experienced Students and Looked After Young People, and Young Carers, at every stage of their journey. This includes advice on choosing the best route into Higher Education for them, applying to university and subject choice. We also support students through their transition from school / college to university, linking students with the dedicated staff that will support them through their time at Stirling.
3. We provide tailored support for students on using HNC and HND programmes to enter university, including advice on routes, guidance for HN students looking at advanced entry, and practical advice and guidance through their transition into university.
4. As a member of the Schools for Higher Education Programme we recognise participation in all Schools for Higher Education (SHEP) programmes, including FOCUS West Top-Up Programmes, as a measure of student potential.
5. STEER Student Mentoring - Our Student Ambassadors and STEER peer mentoring programme support students through their transition to university and on into their first year at university. STEER provides a simple, informal way for students to receive extra help and advice about living and studying at the University of Stirling, from student mentors who have already finished their first year.
6. Our academic staff work jointly with Widening Participation staff to support students at pre entry and application stages, and on making the transition from school or college to university.
7. Scholarships provide both financial and practical support and are available to young people from a widening participation background.

SUPPORT FROM HEIs IN WEST OF SCOTLAND

University of the West of Scotland (UWS)

1. Accepts FOCUS West Top-Up Programme Students' Profile as a measure of student potential.
2. Access to a Career in Teaching
3. S3 Campus days
4. Step Up to University Project for S6 aims to equip pupils with the study skills necessary for University.
5. Business Summer School. Accredited course for applicants who hold a conditional offer for Business Studies.
6. Support for Looked After Young People and Care Leavers
7. Development of a sustainable infrastructure to support articulation for College Students
8. Buddy Programme. Mentoring for First Year students delivered by Student Mentors
9. Ongoing advice and Guidance for students from families with no history of FE or HE.

Scotland's Rural College (SRC)

10. Accepts FOCUS West Top-Up Programme Student Profile as a measure of student potential.



SUPPORT FROM HEIs IN WEST OF SCOTLAND

Glasgow School of Art (GSA)

1. Accepts FOCUS West Top-Up Programme evidence but folio must meet minimum requirements to gain an interview.
2. The Glasgow School of Art supports the aims of the Schools for Higher Education Programmes and encourage FOCUS West students to participate in the FOCUS West Top-Up programme. All FOCUS West Top-Up students who apply to the GSA* undergraduate courses and achieve a student profile of BBB grades or above may have a standard offer for SQA Highers (over one or two sittings) reduced by one grade in one subject. They will be offered an interview if their e-folio (Design, Fine Art or Digital Culture) / personal statement (Architecture) meets the minimum threshold requirements and where an interview is part of the admissions process. Each application will be considered on its individual merits.

*** It is a prerequisite for this profile that FOCUS West Top-Up students will have successfully completed any one of the 5 academic FOCUS West Top-Up questions/courses of study.**

Royal Conservatoire of Scotland (RCS)

FOCUS West Top-Up evidence does not apply as offers depend on outcome of auditions.

The following can be delivered:

- Assemblies (to introduce the programme and invite those interested to sign up)
- Introductory workshops
- Taster Days
- Theatre, film and music trips
- Audition and interview preparation courses
- Individual mentoring
- Family Day
- Summer Schools

All of this activity serves to support senior school pupils who are interested in studying in the performing and/ or production arts at any level when they leave school.

These subjects are:

- Acting (including musical theatre)
- Music (performance, technology and business)
- Dance
- Theatre production (lighting, set, props, costume, make-up, stage management etc)
- Film and television (writing, editing, producing, directing etc)

All FOCUS WEST applicants who meet the conditions of application will be offered an audition. Both School of Music and School of Drama applicants are offered places according to their performance at audition. The FOCUS West Top-Up profile will therefore have no bearing on offers.

SUPPORT FROM EDUCATION SERVICES

The lead is the Employment and Skills Partnership Team Financial Support

1. The Employment and Skills Partnership Team has a range of staff whose role it is to improve young people's social mobility through widening access to higher education, improving access to further education, extending business partnerships.
2. Employability and Skills Partnership Team (ESP) work across all Learning Communities with a particular focus on employability.
3. Careers Advisers (from Skills Development Scotland) work closely with ESPs.
4. Access to a Career in Teaching (A.C.T.) Programme with UoG, UWS and University of Strathclyde. An intensive programme for young people in Glasgow schools who aspire to a career in teaching.
5. A member of staff in every secondary school has the remit of UCAS Co-ordinator.
6. Art portfolio course at Tramway (Contact is William.nelson@glasgowlife.org.uk)
7. Summer schools see UoG and UoS.
8. Supported study after school - all secondary schools run supported study programmes throughout the year.
9. Inter - generational Mentoring- see UoS.
10. Study weekends at Blairvadach Outdoor Centre.

1. The Robertson Scholarship Trust runs a Bursary Scheme which covers all GCC Secondary Schools. The Scheme provides a scholarship and ongoing support to young people for each year of undergraduate study. Scholarships are available at £4,000 per annum for those staying away from home and £2,800 for those living at home. Criteria: financial need and academic potential – all candidates put forward by the schools. e-mail: scholars@therobertsontrust.org.uk
2. The Nuffield Foundation awards research placements to school or college students interested in pursuing a career in Science, Technology, Engineering or Mathematics (STEM) at an industrial, academic or research institution. www.nuffieldfoundation.org/scb

These placements take place during the summer vacation and last between four and six weeks. The main aim of the scheme is to give students the opportunity to experience STEM in practice. The time and energy that the students invest in these projects is rewarded by a sense of achievement on completion of their given project. They not only gain experience in scientific procedures but also learn valuable management, interpersonal and communication skills, all of which will provide them with the confidence to pursue their chosen careers. Jennifer Smith, OPEN and STEM Coordinator at Abertay University, administers the scheme throughout the whole of Scotland on behalf of the Nuffield Foundation.

www.nuffieldfoundation.org/nuffield-research-placements

3. Allan Glen's Endowment Scholarship Trust (for Engineering). Covers all GCC secondary schools. Criteria- academic potential, interest in/suitability for engineering, financial need. £1500 p.a. over 3/4 years. e-mail: susan.aitchison@education.glasgow.gov.uk

SUPPORT FROM EDUCATION SERVICES

Financial Support

4. Strathclyde University Scholarship Fund –£1250 p.a. for each year of undergraduate study, subject to satisfactory progress. Applicants must hold an offer for an undergraduate degree and attend a school where a low proportion of pupils progress to HE.
www.strath.ac.uk/studentfinancialsupport/othersourcesoffundingincltrustfundsandbursaries/
5. MacRitchie Scholarship- £1,250 will be awarded to a young person p.a. for their four years of undergraduate study at the University of Strathclyde, subject to satisfactory progress. Priority will be given to those young people who are currently within or have been supported by the social work care system.
Contact
Donna.Cunningham@education.glasgow.gov.uk
6. MCR Pathways Foundation. A partnership between the MCR Charitable Foundation and GCC that provides a school based mentoring programme to support young people in or on the edges of the care system. MCR Pathways now provides an extended programme of HE provision including campus and faculty taster days, residential summer programmes and access to a wide variety of widening access initiatives that are designed to improve the educational outcomes and rates of progression to Higher Education for care experienced young people.
7. 8. UoG Talent Scholarships – criteria: evidence of high achievement and financial need. 50+ scholarships are awarded annually. From 2015, 20 scholarships are being awarded in partnership with the Robertson Trust, worth £2,800 or £4,000 each year of a degree course, dependent upon students' circumstances. A further 30+ scholarships are awarded worth £1,000+ each year of a degree course.
www.gla.ac.uk/scholarships/index.html
8. UoG Care Leavers scholarships - £1000 p.a. Links with GCC Social Work and Throughcare Services.
www.glasgow.ac.uk/careleaver
9. Sutton Trust – summer schools for pupils with academic potential from disadvantaged areas - at certain English universities, St Andrew's University and University of Edinburgh.
www.suttontrust.com/students/
10. Edinburgh University Accommodation Bursaries. Between £500 - £2000 p.a. towards accommodation costs away from home.
www.ed.ac.uk/schools-departments/student-funding/
11. Arkwright Trust – Scholarships for Engineering - £600 over two years for scholars, £400 over 2 years for schools.
www.arkwright.org.uk/
12. Social Mobility Foundation Residential Internships. 280 all expenses paid internships in London (one/two weeks in August) and 20 in Glasgow (two weeks in July). Targeted at S5 students eligible for Free School Meal, or who are the first generation of their family to go to university and attend a school where 20% of students are eligible for FSM. Six programmes: Accountancy, Banking, Engineering, Law, Medicine, Politics/No Preference.
www.socialmobility.org.uk/residential-programmes/
13. Social Mobility Foundation - Aspiring Professionals Programme (APP). A free programme for high achieving S5 pupils from low income backgrounds. Students are supported in four ways: mentoring, skills development, university application advice and work placements, which are either in Glasgow or London. All support is all-expenses paid. The APP supports students interested in 11 different professional sectors, including banking, law and medicine, plus those who are unsure of a future career. Support for successful students continues across university and into employment. Applications open in autumn 2015.
<http://www.socialmobility.org.uk/aspiring-professionals-programme/>

SUPPORT FROM EDUCATION SERVICES

Financial Support

14. Institute of Civil Engineers (ICE) Quest (Queen's Jubilee) Undergraduate Scholarships – £2500 p.a. + paid work summer placements for students about to start an ICE accredited civil engineering degree. Most scholarships sponsored by a leading civil engineering or construction company. A few directly funded by QUEST but do not include a summer placement. www.ice.org.uk/Scholarship-and-Awards

15. CMS Cameron McKenna has a Law Bursary Scheme. Applicants are chosen via an essay writing competition, with four bursaries of £2,500 (for each year of their law degree) being awarded each year. All applicants must meet certain financial and academic criteria. For further details please visit www.cms-cmck.com/aboutus/csr/cms-law-bursary-2014/pages/default.aspx

16. The ICAS Foundation helps make a difference to academically talented young people from disadvantaged communities by helping them take their first steps into a professional career in accountancy, finance or management.

This is achieved through financial support, a mentoring scheme and internships that add important skills and experiences required upon graduation. The ICAS Foundation awards bursaries of up to £2,500 per year, to individuals whose parents or guardians earn under a certain threshold per annum. The bursaries aim to help alleviate the costs of studying and, for example, day-to-day living costs. Bursaries are available to secondary school students, college students or students already at university who are applying to study on an approved course, for example an accountancy or finance degree.

Individuals receiving an ICAS Foundation bursary are enrolled in the ICAS mentoring scheme which aims to help young people to reach their fullest potential with

the help and support of an experienced Chartered Accountant (CA).

For further information please visit

www.icasfoundation.org.uk

Social Mobility Foundation

The SMF is a charity that supports high achieving students from low-income backgrounds reach top universities and professions through our Aspiring Professional Programme (APP).

Our students on the APP receive a professional mentor, short internships (either in Glasgow or in London), skills sessions and university application advice. Support starts in S5 and continues until they find employment in the sector they want to enter.

We support students who are interested in a range of professional sectors, including banking, engineering, law, medicine and politics. All support is free of charge and covers expenses, even travel to our events and internships.

Support is targeted at those on track to achieve ABBB at Higher and who are either eligible for Free School Meals or who will be the first generation of their family to go to university having attended a school where 20% of pupils are on Free School Meals.

The SMF will be opening an office in Glasgow in September 2015 to better support students across Glasgow and West Scotland. We are keen to set up more links with teachers, schools, students and other charities – please get in touch with Fiona on

Fiona.McCourt@socialmobility.org.uk if you're interested in finding out more about this project More information about our work can be found by contacting us on info@socialmobility.org.uk or viewing our website www.socialmobility.org.uk

SUPPORT FROM EDUCATION SERVICES

Financial Support

The Robertson Scholarship Trust

History of The Robertson Trust

The Robertson Trust was established in 1961 by The Robertson Sisters, Elspeth, Agnes and Ethel who donated their shares in the Edrington Group founded by their grandfather, William Robertson, to the Trust for charitable purposes. They were keen to retain an independent, Scottish family company after their death, which would continue to reflect the values which their father and grandfather had espoused in the business.

History of The Robertson Scholarship Trust

In 1992, a sister charity, The Robertson Scholarship Trust was established. The Trust initially assisted young students with exceptional ability to improve their skills at well-known centres of excellence throughout the world.

Bursary Scheme

In 1995, a pilot scheme was established to award bursaries to young people from Glasgow schools who had the ability, but not necessarily the financial means, to attend university. The pilot scheme was such a success that it has grown over the past 19 years and there are now around 350 students currently attending university in receipt of bursaries. From the outset, the primary objective of the Bursary Scheme was to help young people aged 16-25 to gain an education and improve their future employability. This year in partnership with the Universities in Scotland, the Bursary Scheme has expanded to include young people from all over Scotland. It is important to note that direct applications to the Trust are not accepted.

Aims and Objectives of the Bursary Scheme

A primary aim of The Robertson Scholarship Trust is to support young people to advance their education and improve their life chances through the provision of scholarships, bursary awards and tailored training and mentoring.

A condition of the award for all Bursary Scholars is compulsory attendance on two personal development programmes. Both the Residential Course run in partnership with The Outward Bound Trust and The Robertson Scholarship Trust's 'Journey to Success' programme, aim to develop leadership and employability skills across a number of targeted learning opportunities.

Amount of Bursary

The values of the awards annually are £2,800 for students living at home and £4,000 for those living away from home.

Residential Course with 'Outward Bound'

Once Scholars have been selected for a Bursary Award they are invited to attend a two day Residential Course in August which incorporates an initial Induction Meeting.

Learning Aims:

Introduced to being a Robertson Scholar and history of the Trust.

Understanding team roles and the importance of effective collaboration.

Experience and understand leadership and different leadership styles.

Develop and understand the importance of effective communication.

Increased self-confidence though overcoming challenges in a supportive environment.

Develop presentation skills.

Develop an action plan.

Journey to Success

The 'Journey to Success' is a four year training programme designed to build self-confidence, presentation skills and other career-related qualities and is a cornerstone of the Trust's approach to working with Bursary Award Scholars.

SUPPORT FROM EDUCATION SERVICES

Financial Support

Seven, three-hour workshops are used to increase self-awareness and provide Scholars with the tools necessary to compete successfully for graduate level employment. Working with groups of 10 Scholars, the Training Officer facilitates interactive and engaging learning opportunities covering the topics below:

The Bursary Scheme offers other programmes e.g. Summer Internships, Graduate Internships, Self Development Awards, Leadership Awards and Community Placements.

Case Study:

Richard Glennie

Richard joined the Bursary Scheme from Hillpark Secondary School in 2010 studying Maths at St. Andrews University. From his first year at university Richard performed exceptionally well receiving top marks for most assessments and exams. In addition, Richard won numerous awards throughout his 4 years at university including: The Tullis Medal for performance in Pure Mathematics, Class Medal for Statistics and Duncan Prize for Performance in Junior Honours Statistics.

Following graduation in 2014 Richard is now undertaking a PhD in Statistics at St. Andrews. Richard said of his scholarship:

"I am overwhelmed by the Trust's generosity and proud to know an organisation that supports such commendable ideals: to help those in hardship, to promote higher education and to support their scholars. I am very proud to be considered part of such an institution."



SUPPORT FROM EDUCATION SERVICES

Support in Work Experience

EY Foundation Smart Futures programme

Get a great paid experience of work on the EYFoundation Smart Futures programme.

"I can't get a job because I have no experience, but I have no experience because I can't get a job. The EY Foundation helps to break this trend with its Smart Futures programme."

Rosie Kona, Smart Futures student

Smart Futures is a 10 month programme for bright 5th year students. It offers young people an opportunity to have a great experience of work and get ahead with a career. Starting with three weeks paid work experience at EY (Edinburgh or Glasgow); one of the largest professional services firms in the world, successful applicants will develop their skills and business knowledge and learn about team building, personal confidence, CV writing, interview techniques and more. Students will also spend a week working in a team gaining real life experience of what it's like to work in a global firm.

Following this unique experience, each student will be offered a Smart Futures mentor. Mentors provide support and encouragement with making those all important decisions about higher education and a career throughout 6th Year.

"I would urge anyone who is even remotely thinking about doing the Smart Futures programme to go ahead and sign up. It's great fun and you'll learn a number of invaluable skills."

Khil Ahmed, Scotland Smart Futures Student

If you're a young person, parent or teacher and you want to find out more about our 2016 Smart Futures programme, get in touch with us:

T: 020 7951 3133

E: enquiries@eyfoundation.ey.com
www.ey.com.EYFoundation

Or follow us on Twitter: @EY_Foundation

CASE STUDY 1

Marcia McSwegan – Allan Glen’s Engineering Scholar

Marcia McSwegan was a pupil at Whitehill Secondary School. During the last two years of her time at school Marcia’s health started to deteriorate and she was eventually diagnosed with gastroparesis and hypopituitarism and had to spend eight weeks of her sixth year in hospital. From her hospital bed, with the aid of a laptop supplied by the school, Marcia designed and organised her own daily programme of study and managed to complete both her course work and the NABS for her three advanced highers and Higher Biology which she was to add to the five band one A-grade highers she had gained in S5 .

Marcia’s condition, and the support that she had to receive from both her parents, seriously affected the family income and Marcia was put forward by her school for an Allan Glen’s Scholarship. The Allan Glen’s Educational Scholarship Trust offers a small number of scholarships each year to young people from Glasgow schools who are embarking on recognised degrees in Engineering and the assessors of the Trust had no hesitation in accepting Marcia as the outstanding applicant of 2013. She was awarded her an annual bursary of £1500.

The Allan Glen’s Scholars are required to submit a report to the Trust each year, and in her report to the Trust at the end of her first university year, Marcia reported: *“I passed all nine of my classes over my first year at university, achieving 7 A passes and 2 B passes. This saw me recognised on the Dean’s List as the second highest achieving first year in the engineering school at the university.”*

At the end of her second year, Marcia was able to tell us:

“This year was a real struggle for me healthwise and I spent quite a large amount of time in hospital. However, I studied to the best of my ability while in the hospital and managed to succeed and pass every class, achieving mostly A and B passes. I still managed to go every Monday to my local high school and tutored an advanced higher physics student who has a conditional offer for chemical engineering at Strathclyde University. This was very useful to me as it forced me to make sure I truly understood the mechanics and electronic segments of the course. Mostly, I helped him to complete his investigation which was also very interesting and useful to me to put my physics knowledge into practice.

I am a member of the Biomedical Engineering Society and the Glasgow University Women’s Engineering Society. I regularly attend social events and the annual AGMs of both of these societies. I am also a member of the Glasgow University Big Band where I play the guitar. I have played at two concerts this year that have been great for my confidence levels.

I am now a member of the Disability Council which is a council that joins disabled staff and students with the top, leading staff of the university to raise and hope to solve any issues disabled students and staff may be having. This has been a wonderful opportunity for me to speak up and help people, who like myself, have difficulties outwith the normal problems faced by a university student. As part of this council I have been helping to set up the Disabled Student Forum which all students registered with the disability service are enrolled onto to discuss and socialise with other disabled students and raise any issues for council members to bring up at meetings.”

CASE STUDY 2

Paul Burns - Robertson Trust

Paul Burns

Paul joined the Bursary Scheme from All Saints Secondary School in 2009. He graduated from the University of Glasgow with a BSc (Hons) Mathematics. Following graduation Paul wanted to make a career as an Actuary but found it impossible to gain employment in this field. Instead he ended up working full time in Asda. In 2014, as part of the Robertson Trust's Graduate Internship Programme, Paul undertook an internship with Aegon as part of the Financial Reporting Team whose main responsibility was Actuarial Modelling.

'During my time working with on the internship I was trained in the use of various different software packages. These packages would then produce data which I would analyse using numerous different techniques. I was made to feel part of the team and attended various team meetings at which my input gradually increased. This was exactly the type of work that I wanted to be involved in and that I would like to have a career in. Towards the end of my internship I was offered the chance to attend an assessment day/interview for the position of Actuarial Trainee. This was a long and challenging day. Luckily the result was a successful one and I am now a trainee actuary at Aegon!'

Paul has now passed the first part of his professional exams.



MCR PATHWAYS PROGRAMME

MCR Pathways is a schools based mentoring programme designed to support young people in or on the edges of the care system to realise their full potential through education. Developed in one school over five years, the programme now supports 300 young people aged between 13 to 18 in eight Glasgow City secondary schools, with plans for citywide expansion. This pioneering partnership between the MCR Foundation and Glasgow City Council is dedicated to closing the attainment gap for care experienced and disadvantaged young people, as well as a radical improvement in the quantity and quality of positive post school destinations. MCR Pathways' vision is that, through early intervention, disadvantaged young people will have the same educational outcomes, career opportunities and life chances as any other young person.

The MCR Pathways Higher Education provision began by building a partnership with the University of Strathclyde who have run MCR Pathways' Strathclyde Summer Experience since 2013. The Strathclyde Summer experience is a residential programme that takes place on the University campus. Working with student mentors, pupils undertake a series of engaging group challenges that allow them to increase their knowledge of university life, address any fears and concerns they might have about Higher Education and take part in taster sessions for specific university subjects such as Psychology, Law, Chemistry and Business. The pupils also take part in an evening social programme, designed to replicate the social aspects of university life, whilst their parents, carers and mentors can attend interactive information sessions.

The Strathclyde Business School has also played a significant role in the partnership with MCR Pathways. As part of their Management Development Programme (MDP), all third year Strathclyde Business School

students undertake a Social Responsibility module working on a range of programmes in the community. In 2015/16 many of the MDP students have elected to work with MCR Pathways in developing Higher Education Tasters for the young people that are involved with MCR Pathways. These students are tasked with developing activities that will engage care experienced young people in learning about Higher Education, as well as developing a framework for campus taster days that will allow the young people to learn more about specific faculties within the university. Other MDP students opted to tutor young people in subjects such as Maths, Business Management and Accounting which has greatly benefitted many MCR young people.

MCR Pathways is now expanding its Higher Education provision by piloting activities for S1 and S2 pupils that include an introduction to the idea of university study at a much earlier stage. These sessions are designed to inform the young people and to encourage them to engage with future MCR Pathways Higher Education provision. MCR Pathways have also begun working with other Higher Education Institutions to expand our existing provision in order to promote every opportunity that is available to our young people. So far, partnerships have been made with:

- The University of Glasgow
- Glasgow Caledonian University
- The University of the West of Scotland
- The Glasgow School of Art
- The Royal Conservatoire of Scotland

These partnerships have resulted in the organisation of a Current Higher Education Provision and Articulation Routes event for MCR Pathways mentors and school-based staff. This event will allow the individuals who directly support with the young people to find out first

MCR PATHWAYS PROGRAMME

hand what Higher Education opportunities are available. MCR Pathways is also working with these Higher Education Institutes and Strathclyde's MDP students to develop sustainable and flexible campus and faculty taster days that will allow each institution to showcase their own faculties and areas of expertise.

Through these partnerships, MCR Pathways aims to give care experienced and disadvantaged young people a better understanding of the opportunities that are within their ability. MCR Pathways' Higher Education provisions aim to give the young people more real-life experiences of university and, in turn, increase their knowledge, confidence and aspirations of Higher Education study.



FOCUS WEST



FOCUS West means 'Focus on College and University Study in the West of Scotland'.

It is the largest division in Scotland of the national Schools for Higher Education Programme, and its job is to widen access to Higher Education, whether this is direct to university, or going to college first to study for a Higher National Qualification. FOCUS West, through its FOCUS West Top-Up and other elements of the programme, enables adjusted university offers to pupils at the secondary schools where it operates. It delivers information on all university and college courses in the west of Scotland and beyond and has an impartial overview of all higher education programmes of study.

The full range of degree subjects come under this programme, i.e. medicine and allied health subjects, law, engineering and science, teaching (primary and secondary), nursing, creative subjects, art/ design and architecture, languages and social science, business and management, and many others. In addition to this, it provides a full programme of activities for schools which are specifically designed to move more pupils into Higher Education. This begins in secondary school but is particularly concentrated on the S3 to S6 phase.

FOCUS West aims not only to inform pupils about the benefits of Higher Education but also to support them on their route in getting there (both academically and in supporting decision-making, choices and pathways). The FOCUS West Programme was the first collaborative Access Programme in the west of Scotland to use student mentors and tutors to deliver its activities and the first to connect pupils with a systematic plan of visits to university and college campuses. FOCUS West works for west of Scotland schools but is also connected into larger networks across the UK and Europe, such as FACE (the Forum for Access and Continuing Education) in the UK and NADE (National Association for Developmental Education) in the USA, so that the programme has a good knowledge of access to Higher Education beyond its geographical area.

All activities are delivered by colleges and universities in the west of Scotland, along with trained student tutors and mentors who are themselves studying at university and college. The programme's activities encourage pupils to develop key skills which will benefit them whichever route they decide to take after school. The programme has been designed by experts in the field who have considerable experience of delivering activities with schools.

FOCUS West also has a number of unique, high-quality internships and work experience placements that it has created with prestigious employers such as BBC Scotland, Glasgow Film Theatre and other well-respected organisations in the west of Scotland. It also works in partnership with the Social Mobility Foundation, which has created a special 'Whitehall Scotland' internship for young people interested in careers in Government, and other organisations such as Impact Arts and In Bloom, which offer work experience in the creative industries.

FOCUS WEST

From its initial incarnation as the GOALS Project over a decade ago, and now as FOCUS West, it has moved thousands of pupils to university and to degree-level work in college and is now the longest-running, largest and most-established access programme for pupils in the west of Scotland. Its ability to give adjusted university offers to pupils makes it unique in Scotland.

Funded by:

Scottish Government, through the Scottish Funding Council

Contact Name:

Dr Bernadette Sanderson,

Phone: 0141 330 6179,

Email: bernadette.sanderson@glasgow.ac.uk

FOCUS West

Delivered by: The FOCUS West team, which has staff in each of the six universities/ Higher Education Institutions in the west of Scotland, i.e. the University of Glasgow (FOCUS West Top-Up Programme – for S5/6 pupils), the University of Strathclyde (S3 Campus Visits and S4 Focus on Four), Glasgow Caledonian University and the University of the West of Scotland (FOCUS West Routes for All Programme – for S5/6 pupils), the Royal Conservatoire of Scotland (Entry to the Creative Industries) and the Glasgow School of Art (Portfolio Development Programme). The FOCUS West team often delivers the programme together with trained student tutors and mentors from colleges and universities in the west of Scotland, all of whom have personal and direct experience of the benefits and challenges of going to university and college. Many of the trained student tutors and mentors have themselves attended the schools that we are active in and have moved on to successful study in Higher Education. They are therefore excellent role models of what pupils can achieve.

Target Group:

All targeted pupils at secondary schools in FOCUS West, with emphasis on S3 to S6.

The Programme is based on a continuum of activity, and consists of 11 elements:

'FOCUS POINT' Enrolment

(NEW FROM AUGUST 2014) (for all pupils from S1 to S6 in FOCUS West schools)

'FOCUS Point' is FOCUS West's new online web portal, which is a fully bespoke website, dedicated to entry to Higher Education for FOCUS West pupils. It will support pupils in using online resources and using appropriate social media to research their future careers and build personal profiles. A wealth of information, advice and guidance, relevant to Higher Education in the west of Scotland and beyond, will be made accessible to young people. Pupils will be encouraged to sign up securely and safely and join relevant interest groups and forums to support them on their journey to college/ university. For the weblink to this new portal, see the newsflash on www.focuswest.org.uk from August 2014.

S1 to S4 Focus on Futures

This is also a relatively new activity, which began as a pilot in June 2014. It is offered to schools on demand. Using staff who are also qualified careers guidance specialists, Focus on Futures consists of a two-stage careers support workshop that provides fun activities for pupils to test their personalities and match their results against future career profiles and job families. Pupils also receive a FOCUS West Passport, which records career ambitions and choices, helping to keep pupils on track with their decisions and plans.

FOCUS WEST

School Partnership Programme

(all year groups; whole school activity)

This is a wrap-around service, which supports every school in FOCUS West with expert UCAS and College Personal Statement writing for pupils; neutral information, advice and guidance on Higher Education applications, impartial support and guidance on courses and options in Higher Education; support and annual CPD to teachers on HE Admissions, UCAS processes and writing UCAS references; and any other activity relevant to a school's improvement plan, in the context of partnership and pupil progression to college and university.

S3 Campus Visits

This involves a two-day visit to a university or college campus – an established activity we have been delivering since year 2000. Pupils undertake unique and exciting learning challenges, which not only provide a good insight into life at university but also help to map out future career opportunities within the context of Higher Education and the world of work. The Campus Visits team, along with trained student mentors, use challenge-based activities, incorporating practical problem-solving, time management and learning mindsets, in addition to all-important study skills techniques, as part of this experience.

S4 FOCUS on 4

This is a two-day experience at a university campus, which follows on from the S3 Campus Visits. It aims to build on the S3 experience, improve study and communication skills needed for entry to Higher Education. It is specifically designed for pupils before they begin preparing for National Qualifications.

S5/6 FOCUS West Top-Up Programme

This programme is designed for pupils in the Senior Phase who would like to progress directly to university after leaving school. Successful completion of FOCUS West Top-Up means that university offers can be

adjusted by up to two grades at Higher. Highly-trained postgraduate students deliver a programme that introduces key skills needed for successful study at Higher Education, including note-taking, decision-making, planning and essay-writing. This element develops critical, conceptual thinking and independent learning and also guides and supports S5/6 pupils throughout the UCAS application process.

S5/6 FOCUS West Routes for All

Aimed at S5/6, this element of FOCUS West is aimed at pupils who would like to progress after school to Higher Education but would be more likely to enter via a college-based HNC/D course. FOCUS West Routes for All is a programme that concentrates on study skills, and preparation for examinations, courses and careers. Our staff provide advice on applications, personal statements and interview skills and help to focus pupils on the practical requirements for progression to Higher National courses.

S5/6 Portfolio Development

This specialist element provides guidance for pupils likely to progress to art and design/ creative industry courses in Art at either a college, a higher education institution, or an art school. Tutors and existing students at the Glasgow School of Art assist pupils with art/design portfolios needed for admission.

S5/6 Entry to the Creative Industries

This specialist element is designed for pupils intending to study subjects such as music, drama, dance, and technical and production arts at either college, a higher education institution or a specialist conservatoire. It provides essential insight into what is required at auditions for Higher Education study for these specialist courses. Delivered by staff from the Royal Conservatoire of Scotland, this element of FOCUS West also helps prepare pupils for admission interviews.

FOCUS WEST

Focus on Work Experience

FOCUS West has negotiated specialist internships and work experience with prestigious employers, such as BBC Scotland. Placement on these programmes is through competitive application and schools are advised of availability at the beginning of the school year.

Focus on Families

This element is part of FOCUS West's School Partnership Programme. FOCUS West's School Partnership Officers attend school Parent Evenings on demand and promote and develop awareness of transition from school to post-school higher education routes with parents/ carers of pupils in the FOCUS West Programme.

This area of work can offer impartial information, advice and guidance on the costs of becoming a student, grants and bursaries and the Student Awards system.

Support materials are provided to families through representation at Parents' Evenings and other events for parents.

Based:

FOCUS West Programme,
Room 108,
10, The Square,
University of Glasgow,
Glasgow G12 8QQ
Phone: 0141 330 7647



UNIVERSITY OF GLASGOW

Further information on Widening Participation (WP)



Widening Participation within the University of Glasgow

targets a wide range of applicant groups who could be termed as 'non-traditional' or Widening Participation (WP) target applicants. A WP applicant will usually meet certain criteria, e.g.:

- Attend a school with low progression to Higher Education (HE)
- Time spent in care
- Reside in an SIMD20 or SIMD40 postcode
- In receipt of Educational Maintenance Allowance (EMA)
- In receipt of free school meals
- First in family to enter HE
- Refugee / asylum seeker status
- Adult returners to education via an Access Course
- Entrant from further education

Engaging with WP students and enabling admission and progression to HE

This creates a very diverse group and necessitates different methods of institutional engagement, on both an individual and partnership basis, to attract as many of the most talented students as possible. An integrated approach to running WP pre-entry programmes linked directly to admissions progression agreements has been set up by UoG to widen participation to the UoG, but

also to HE in general. Summaries of the main UoG pre-entry programmes are given below. Regarding schools within Glasgow City Council (GCC) and the west of Scotland, we target initially by school progression rate. Schools with the lowest progression are targeted by more programmes; these reduce for higher progression schools. This works as follows:

Engagement with schools by HE progression rate

- =<25% - Top-Up Programme (FOCUS WEST schools); UoG Summer School; Reach Scotland (Access to the High Demand Professions); Access to a Career in Teaching (ACT); Access to a Career in Engineering / Accountancy & Finance (ACE / ACAF); Early Secondary Programme (ESP) – 37 schools
- =<27% - Top-Up Programme (LA-funded schools); UoG Summer School; Reach Scotland; ACT; ACE / ACAF (68 schools)
- =<35% - Reach Scotland; ACT; ACE / ACAF (95 schools)

Each pre-entry programme must meet three criteria to uphold the ethos of UoG WP provision:

1. Promote aspiration for study in HE in under-represented groups.
2. Prepare applicants for the transition to HE study,

UNIVERSITY OF GLASGOW

Further information on Widening Participation (WP)

within UoG or elsewhere, enhancing their chances of continuation beyond Year 1 and a successful student experience.

3. Provide an access route for applicants to gain entry to UoG or elsewhere via Admissions progression agreements.

Targeting SIMD40 students outwith target schools

Not all SIMD40 students attend low progression schools, meaning a large group of students disadvantaged by their area of residence are not targeted by the above programmes. To engage with these pupils, the UoG Summer School targets SIMD40 pupils within higher progression schools across Scotland.

UoG WP Admissions

Pupils participating in the pre-entry programmes receive a Student Profile, which UoG Admissions use as contextual data to inform decision-making and enable adjusted offers of entry to be made. This allows applicants who have fallen short of the required tariff to be made offers of entry based on the environment in which they have achieved their qualifications, i.e. a low progression school¹. This is further refined by using a selection of verifiable data on applicants' educational background, during decision-making. In relation to secondary schools, the datasets show three-year trends

on: MD20 population; pupils entitled to Free School Meals; pupils entitled to EMA; Higher attainment of school leavers; HE progression rate; if the school is a SHEP school². The postcodes of individual applicants are broken down by SIMD decile. School and individual scores are collated to indicate those applicants with the highest level of disadvantage and offers made accordingly. This allows the most talented applicants to be selected for offers of entry, irrespective of educational disadvantage. Further information on the UoG WP Admissions system is on the UoG website: <http://www.gla.ac.uk/about/wideningparticipation/admissionssummary/>

Pre-entry programme summaries

The Top-Up Programme

The Top-Up Programme, devised and delivered by the University of Glasgow (UoG) since 1999 and formerly part of the GOALS Programme, runs as a senior element of FOCUS West, the West of Scotland rollout of the Scottish Funding Council (SFC) Schools for Higher Education Programme (SHEP). Top-Up also works with schools, identified as WP schools, by their respective Local Authorities (LAs). The programme works annually across 50+ secondary schools with around 2,000 S5 and S6 pupils, who are planning to enter higher education after school, or considering that option.

¹ UoG use of contextualised data in admissions was used to evidence the 2012 Equality Challenge Unit publication, Equitable Admissions for underrepresented groups; UoG WP staff sat on the SPA Scottish National Expert Think Tank, contributing to the three 2014 SPA publications, [Considerations for introducing and implementing contextualised admissions](#); [Contextualised admissions: What are the data needs in HE providers? ; Hints and tips for monitoring and evaluating contextualised admissions](#), www.spa.ac.uk/information/contextualdata/contextualdatainscot

² SHEP (Schools for Higher Education Programme), the Scottish Funding Council-funded national schools programme. FOCUS West (Focus on College and University in the west of Scotland) is the west of Scotland roll-out of SHEP: www.focuswest.org.uk/

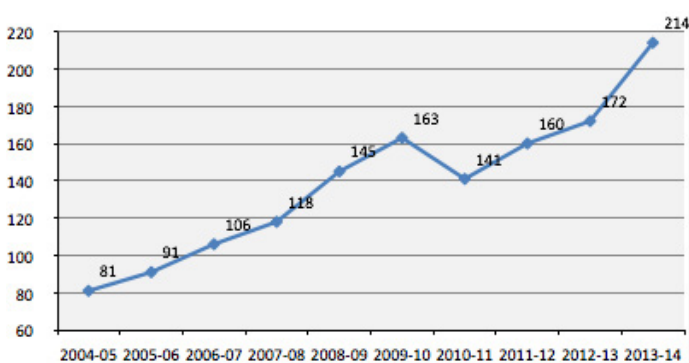
UNIVERSITY OF GLASGOW

Further information on Widening Participation (WP)

In 2014-15, 29 GCC schools participated in Top-Up: 17 via FOCUS West and 12 via GCC funding. 901 GCC pupils participated. Numbers progressing to UoG via Top-Up are shown by the following graph:

Students completing the Top-Up Programme and entering the University of Glasgow

Participating in the Top-Up Programme:



- prepares pupils for higher education
- helps pupils decide if HE is the right option for them
- equips pupils with key skills for successful HE study, i.e. note-taking; essay-writing
- introduces pupils to campus life, including: lectures, seminars, labs
- helps pupils make a smooth transition into student life in HE
- provides pupils with a student profile and certificate which is marked on: (1) overall performance; (2) participation in a seminar; (3) written assignment
- facilitates progression to HE for pupils via admissions agreements

As part of FOCUS West, Top-Up aims to increase school pupils' awareness of higher education and the realities of study at this level. The main thrust of the programme is to provide school pupils with the learning skills needed to be successful independent HE students and prepare them for the transition to HE study.

Top-Up is a rigorous, academic programme that introduces pupils to: lectures; seminars; written

assignments and reports; scientific lab work. The Programme is designed to foster and promote critical and conceptual thinking and independent learning, as well as the key skills and requirements of successful university-level study, such as note-taking and making skills, decision-making skills, and essay-writing skills.

Top-Up runs in schools from November to March. It lasts for twelve sessions, eleven held in schools and one at the University of Glasgow. All sessions are facilitated by fully trained postgraduate tutors and also involve higher education staff and undergraduate students. The campus-based session involves: attending a university lecture; participating in a seminar (and science lab workshop if appropriate), and a student life workshop.

Assessment

The postgraduate tutors compile individual Student Profiles on each of their students, to assess: overall participation throughout the Programme; participation in a seminar on a university campus; and a written assignment.

Student Profiles with grades of BBB or above are forwarded on to admissions officers in every Scottish HEI. Formal admission progression agreements are held with each west of Scotland HEI involved in FOCUS West and informal agreements are held with most other Scottish HEIs. Admission officers can use the Student Profiles as an additional measure of a pupil's potential for successful HE study. This can lead to an adjusted offer of entry.

A good performance in Top-Up (BBB or above) has been used to boost SQA exam results in order to secure entry to a student's chosen course. The standard way this has worked has been for a Top-Up Profile of 3B grades or above to compensate for one grade in one-two Highers. At UoG, the profile is taken into account by every College and applicants may have offers adjusted by up to 6 Higher Grade points.

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Further information on Widening Participation (WP)

Research on the effectiveness of Top-Up within the UoG indicates that the Programme has had a positive impact, leading to more pupils from WP backgrounds enrolling, being better-prepared for university and increasing retention. Top-Up participants perform better in Year 1 at UoG and are less likely to withdraw than their student peers from the same schools, but also from higher progression comparator schools in the same areas. Early research findings also indicate that former Top-Up pupils complete undergraduate degrees in higher numbers than comparator students at UoG.

Contact with Top-Up students, who progress to UoG, is maintained and employment as student mentors offered. Successful transition and retention of these WP students is central to the programme's aims.

Further details are available on the UoG website:
www.glasgow.ac.uk/topup

Reach Scotland

The Reach Scotland (Access to the High Demand Professions) Programme has been running since July 2010. The programme was set up on a national basis with the Universities of Aberdeen, Dundee, Edinburgh and St Andrews as partners. UoG is working with every secondary school in the West of Scotland on or below the average progression rate to HE (35%), 95 schools across 12 Local Authorities. 25 GCC secondary schools are involved.

S4 to S6 pupils showing the interest and ability in these schools to progress on to study: Medicine; Law; Dentistry; Veterinary Medicine, complete a three-year programme, which has been devised with collaborative input from the University Schools. In-school and on-campus sessions are held for each year group, with an on-campus Summer School week held for each subject area for S5 pupils. Pupils are introduced to the idea of studying a professional degree, complete case study work on their specific subject of interest and attend

sessions covering the UCAS process, including aptitude test and interview preparation and personal statement workshops. UoG also works in partnership with LAs, including GCC, and other contacts to organise work experience for participants where necessary.

Progression agreements were formulated with admissions officers in each professional subject area. Variations on grade adjustments and/or adjustments in the UKCAT aptitude test were introduced, to aid Reach applicants towards reaching the interview stage. The first year upon which Reach impacted on admissions was 2012. Tables 1 and 2 illustrate the impact across the four professional degrees for the three years prior to 2012 and the three years since, for both MD40 and target school entry. These figures demonstrate, on average, a rise in entrants across all four professional subjects.

Table 1: MD40 Reach entrants 2009-11 and 2012-14

Subject	Entrants	2009-11 average	2012-14 average
Medicine	MD40	10.66	19.66
	Overall Scottish	96	115.33
	MD40 % of overall Scottish entrants	11.1%	17.0%
Dentistry	MD40	4.66	7.9%
	Overall Scottish	59.3	51.3
	MD40 % of overall Scottish entrants	7.9%	15%
Law	MD40	16.67	25.3
	Overall Scottish	186.67	180
	MD40 % of overall Scottish entrants	8.9%	14.1%
Vet Medicine	MD40	4	5
	Overall Scottish	42	44
	MD40 % of overall Scottish entrants	9.5%	11.4%

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Further information on Widening Participation (WP)

Table 2: Reach target school entrants 2009-11 and 2012-14

Subject	Entrants	2009-11 average	2012-14 average
Medicine	Reach target schools	13.66	32.33
	All Scottish schools	96	115.33
	Reach target school % of overall Scottish entrants	14.2%	28.0%
Dentistry	Reach target schools	7.67	11.3
	All Scottish schools	59.3	51.3
	Reach target school % of overall Scottish entrants	12.9%	22%
Law	Reach target schools	24	26.3
	All Scottish schools	186.67	180
	Reach target school % of overall Scottish entrants	12.9%	14.6%
Vet Medicine	Reach target schools	5.3	7.3
	All Scottish schools	42	44
	Reach target school % of overall Scottish entrants	12.6%	16.6%

Reach has had a significant impact on the number of pupils from MD40 postcodes and target schools entering these professional subject areas and had brought greater diversity to the student body. These subjects generally have close to 100% retention levels each year. Reach target school and MD40 entrants have performed at this high level over the past three years.

Reach works with circa 1,700 pupils each year. 2014-15 participants were as follows:

Year Group	Total Participants	GCC Participants
S4	985	182
S5	603	128
S6	166	39

GCC entrants to UoG or other Scottish HEIs in 2014 and offers made for 2015 entry were as follows:

Subject	GCC entrants 2014 UoG & other HEIs	GCC offers 2015 UoG & other HEIs
Medicine	7 & 3	6 & 4
Vet Medicine	0 & 0	2 & 0
Dentistry	1 & 0	1 & 0
Law	5 & 4	4 & 8

Further details are available on the UoG website:

www.glasgow.ac.uk/reach

UoG Summer School

The University's Summer School has been running for over 25 years. It offers an alternative route of admission for adult learners and school leavers alike and the quality of preparation impacts heavily on the retention of the WP students who participate.

Unlike most other summer programmes, the Summer School is a multi-exit programme. Student Profiles are accepted by most institutions across Scotland as an aid to admission for students. On this basis, UoG and GCC work in partnership via the Summer School, with GCC students gaining places across Scotland and beyond because of Summer School profiles and advocacy by the Summer School Coordinators.

In 2014, 196 students commenced the Summer School, with 172 completing. 70 pupils from GCC schools commenced, with 59 completing. Of these 59: 37 returned to school for S6; 9 entered UoG in September 2014; 9 entered other universities; 2 entered college; 2 were unknown. Attendees by school were as follows:

Bellahouston Academy: 3 (3 completed); Cleveden Secondary: 14 (11 completed); Eastbank Academy: 1 (1 completed); Govan High: 1 (1 completed); Hillpark: 1 (0 completed); Holyrood: 4 (4 completed); Hyndland: 1 (1

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completed); King's Park: 1 (1 completed); Knightswood: 13 (11 completed); Lochend: 2 (1 completed); Lourdes: 4 (4 completed); Notre Dame High School: 5 (5 completed); Rosshall: 3 (2 completed); Smithycroft: 2 (2 completed); St Andrews Secondary: 2 (2 completed); St Mungo's Academy: 7 (4 completed); St Pauls: 1 (1 completed); St Thomas Aquinas: 3 (3 completed); St Roch's: 1 (1 completed).

In 2015, 293 students started Summer School, 47 students from GCC schools: Shawlands 5; Lourdes 2; Notre Dame 6; Springburn 1; Hillpark 3; Bellahouston 9; St Mungo's 7; Cleveden 3; Holyrood 1; Kings Park 1; Lochend 2; St Thomas Aquinas 1; Hyndland 2; Hillhead 1; Knightswood 3.

Further details are available on the UoG website: www.glasgow.ac.uk/summerschool

University of Glasgow Taster Weeks

The University of Glasgow, in partnership with GCC Education Services, offers up to 200 senior phase pupils from all GCC schools the opportunity to engage in a university experience over the course of a Taster Week. Pupils are invited to apply for this experience which is designed, in the first instance, for pupils who intend progressing onto university, but have not been involved in any university initiatives. Pupils are given a timetable of lectures, labwork, workshops and tutorials, experiencing 15 different academic subjects, alongside information sessions and workshops on other aspects of being a student, i.e. study skills. This experience has been developed over the years to ensure appropriateness of client group as well as offering the students a breadth of activity which will support them in their transition from school onto higher education.

A typical Taster Week will include subjects such as: Maths; English; Philosophy; Sociology; Chemistry; Physics; Engineering; Geography; Sport; Central & East European Studies; Computing Science; and Media

Studies.

Early indications are that the Taster Weeks are having a positive impact, with around one-third of participants progressing to study at UoG. (Participants also progress to other HEIs, but precise numbers are unknown.)

The experience gained in Taster Weeks aids pupils in deciding if university is the correct destination for them and is intended to ease the transition from school and aid retention in the early part of year 1.

Early Secondary Programme

In 2013-14, UoG piloted a new Early Secondary Programme (ESP), working with 3,100 S1-S3 pupils in 12 schools across the west of Scotland. This pilot was evaluated and a further roll out to 6,000 pupils in 24 schools occurred in 2014-15. The 37 FOCUS West schools are currently being targeted for the programme.

In 2014-15, 8 of the 17 targeted GCC schools participated with one or more pupil cohort. GCC pupil numbers participating were: S1 – 756; S2 – 1,008; S3 – 60.

ESP aims to introduce pupils to university and college from an early stage and increase aspirations amongst pupils to study further after school, outlining the varied routes to employment via education. Pupils are encouraged to consider their own skillsets and interests and to consider carefully the subject choices they make in S2 and beyond, keeping their options open or selecting subjects in an informed way, dependent upon their intended study and/or career path. The new FOCUS West website, FOCUS Point, is introduced and utilised during the sessions, giving pupils advice and guidance tools to use after the school sessions. ESP will direct pupils to the HE pre-entry programmes provided in S4-S6, by UoG, FOCUS West and other HEIs, to hopefully increase the uptake on these programmes and ultimately the numbers entering HE from target schools.

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Further information on Widening Participation (WP)

Access to Primary Education

The Access to a Career in Teaching (ACT) Programme replaced the Access to Primary Education programme, which ran from 2000-2014. ACT now prepares pupils for entering Secondary and Primary teacher training. The programme is funded by GCC and is a partnership between the GCC and UoG, the University of the West of Scotland and the University of Strathclyde. Academic and WP staff from each HEI facilitate a 15-month course for selected pupils in GCC schools, who are interested in progressing to study Primary or Secondary Education. Successful performance guarantees an interview at UWS and UoG.

The 2014-15 roll out of ACT, the first of the programme, is currently ongoing. 55 pupils are participating.

<http://www.gla.ac.uk/about/wideningparticipation/supportingaccesstoprofessionalsubjects/accesstoacareerprogrammes/>

Access to a Career in Engineering / Accountancy & Finance

In 2014-15, UoG piloted an expansion of provision for professional degree study, based on the Reach model, to include Engineering and Accountancy & Finance. 88 GCC S6 pupils who intend to apply for 2016 entry to one of these subject areas participated from 14 of the 25 target schools.

In 2015-16, the Access to a Career in Engineering and Accountancy & Finance Programmes will fully roll out to S4-6 pupils. S4 provision is also being added to the Access to a Career in Teaching Programme. These three new programmes will run concurrently with the four existing Reach subject areas of Dentistry, Law, Medicine and Veterinary Medicine.

Scholarship Funding

UoG Scholarship funding for WP students is now firmly established. The Talent Scholarships were launched in 2007/08 and 50+ new scholarships worth £1,000+ per annum are awarded annually. These scholarships are being used to support applicants with evidence of high achievement that face financial hardship in attending university. Over 400 scholarships have been distributed to date. The on-course retention rate of Talent Scholars is nearly 100%.

This scholarship provision was augmented from 2015-16. 20 scholarships are being awarded in partnership with the Robertson Trust, worth £2,800 or £4,000 each year of a degree course, dependent upon students' circumstances.

Care Leaver Provision

UoG was one of the first three Scottish HEIs to be awarded the Buttle Trust UK Quality Mark in 2007 for care leaver provision. This was renewed in 2010 and 2013 with an exemplary rating, the highest rating. Care Leaver Bursaries of £1,000 per annum were introduced in 2008/09 as part of our evolving provision for students who have spent time in the care system. Eleven students have benefited to date. www.glasgow.ac.uk/careleaver

Ask a Student E-mentoring Programme

Ask a Student, the University of Glasgow e-mentoring programme, allows current and prospective students to get in touch with existing students in their academic area and gives those without a family background of HE an opportunity to familiarise themselves with university life before they start. <http://www.gla.ac.uk/studentlife/askastudent/>

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Further information on Widening Participation (WP)

Advanced Higher Provision

UoG has worked in partnership with GCC and other Local Authorities for many years to provide laboratory space and technical support for Chemistry, Biology and Physics Advanced Highers. Pupils from Greater Glasgow attend the UoG campus to conduct the practical element of their Advanced Higher. Advice and instruction is provided by UoG staff to school teaching and technical staff and pupils, allowing the three science Advanced Highers to be taught by schools which would otherwise struggle for lab space or resources.

Other UoG Provision

Alongside this central provision, cross-university work is conducted with a network of academic and support staff, to coordinate WP and retention work within the four UoG Colleges. These staff members work closely with widening participation, recruitment, admissions and other student support staff within University Services, to support students from WP backgrounds at the pre-entry,

application, conversion, on degree and post-degree stages. Programmes such as the Student Ambassadors Programme see Year 4 UoG students do 10-week placements as part of their degree in GCC primary or secondary schools. Students help the teachers and produce a project which can be replicated in later years by the teachers, once the students have departed.

For further information, please contact:-

Neil Croll
 Head of Widening Participation
 Recruitment & International Office
 71 Southpark Avenue,
 University of Glasgow
 G12 8QQ
 Tel: 0141-330-3193
 Fax: 0141-330-4045
 Email: neil.croll@glasgow.ac.uk



UNIVERSITY OF STRATHCLYDE

Widening Access Activities

The University's Widening Access Mission

The University's mission dates from its founder, Professor John Anderson, who left instructions in his will for the establishment of "a place of useful learning" – open to everyone, regardless of gender, status or income. This commitment to access for all continues to the present day and is at the heart of our values and principles. We aspire to increase opportunities for people from a diverse range of backgrounds to engage in the life-transforming experience that study and success at university can bring.

We are committed to recruitment based on merit and an individual's ability to benefit from the education we can offer. We have a multiplicity of routes to education – through schools and colleges, programmes targeted at children from less well-off backgrounds, prospective students from looked after backgrounds, and for mature students who may have missed the opportunity of university earlier in life.

Strathclyde is unique in harnessing the expertise, experience and enthusiasm of our students in our widening access activities. As well as working closely with our Students Association (USSA) and their award winning access schemes such as Strathguides, many of our programmes involve our students. As part of their curriculum or as volunteers, acting as peers, role models, mentors, tutors and team leaders, students are an integral part of our widening access mission. This provides real-life insight into university life, work experience and careers for our pupils and allows our students to enhance their skills and employability.

The Widening Access Team

The University has a centralised team responsible for all aspects of widening access, from the provision of activities and support for primary schools to college engagement and access to postgraduate qualifications. We are happy to be contacted by teachers, parents/ carers, potential and current students or anyone else with a query or interest in access to Strathclyde.

Through engagement with school pupils, college and adult entrants, we aim to provide access routes, aspiration and attainment raising activities and support to encourage entry to Higher Education. For widening access students who go on to study at Strathclyde, this support continues into your programme of study and through to graduation, widening opportunities and helping you to thrive and develop during your time with us.

Dr Stephanie Mckendry (Widening Access Manager)
Room 102, Graham Hills Building
50 George Street
University of Strathclyde
Glasgow, G1 1XQ
Stephanie.mckendry@strath.ac.uk
0141 548 2208

We can also be contacted on our central email address: wideningaccess@strath.ac.uk and more information can be found on our website: www.strath.ac.uk/sees/wideningaccess/

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Our approach to admissions

At the University of Strathclyde, we believe our applicants should be judged on their potential to succeed. We wish to encourage applications from under-represented groups and recognise that, for some people, their education and circumstances have been disrupted or disadvantaged. We therefore consider the context of a person's educational experience and achievements and their wider socio-economic situation.

From September 2013, our new Contextual Data in Admissions policy came into effect. This means we now use contextual data (such as whether an applicant has been in care or under a home supervision order for longer than three months or from a school where few people progress to university) in the decision making process, allowing us to give certain applicants differential offers. Please get in touch with the Widening Access Team for details of the contextual data flags we are currently using.

Examples of our widening access activities

Children's University

The University of Strathclyde, in partnership with Glasgow City Council, manage Scotland's first Children's University. The scheme, which is entirely voluntary, provides pupils aged between 7 and 14 with a range of innovative and exciting learning opportunities which enable them to gain experience of further and higher education.

Children who volunteer for the Children's University engage in a range of activities including interactive university workshops and visits to public learning destinations such as museums and galleries. All activities have specified learning outcomes and are completed outwith normal school hours. By participating in the various activities, the children gain stamps in their Passport to Learning and collect credits which are converted into awards at bronze, silver and gold levels.

Glasgow CU is the first rung in a continuing partnership with school pupils, helping them to engage with the fun of learning and to begin aiming for university from a young age. St. Mungo's Academy was the first school to join the programme, followed by St. Andrews Secondary and, in April 2014, the first graduation ceremony was held at the University of Strathclyde's Barony Hall. Over 200 parents/carers, teachers and staff members from partner organisations celebrated the achievements of the 72 students collecting their awards.

The Children's University was rolled out to further schools in 2014-15 and has continued to grow. By June 2015, over 1000 young people have been given their 'passports for learning' and are working towards their graduation. Please see our website for more details: www.strath.ac.uk/publicengagement/childrensuniversity/

Evaluation of CU activities nationally has shown that children who participate in the scheme have better attendance records than those who do not. There is also evidence that those who engage perform better in tests and exams (see www.childrensuniversity.co.uk/media/262751/cu_evaluation_2012-13_full.pdf)

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Accelerate Programme

S@S Accelerate is a one-week summer programme for pupils entering S5 or S6, which aims to supply participants, many from areas of traditionally low participation in Higher Education, with a targeted focus on their chosen area of academic study, allowing them to find out about university study and the career options open to them. The programme features 10 subject areas for pupils to choose from:

- Law
- Education
- Chemistry
- Languages
- Physics
- Product Design
- Mini Space Academy (Electronic and Electrical Engineering)
- Psychology
- Business and Enterprise
- Sport, Physical Activity and Health

Led by undergraduate and postgraduate mentors from the relevant departments, pupils take part in a variety of interactive group challenges, culminating in a presentation of their work to a panel of industry and academic experts on the final day of the programme. Participants also attend a careers/industry event for their subject area featuring presentations from academics and professionals. The parents and carers of participating pupils are invited to attend this event. The programme also includes an interactive lecture on student finance delivered by the Students Award Agency for Scotland.

The main aims of the Accelerate programme are:

- To provide participants with advice and information about the various Higher Education courses and work opportunities that exist in their field of interest;
- To allow participants to take part in interactive group challenges that allow them to put into practice the theory they explore during the week;
- To give participants an opportunity to study within a University department and experience life on a University campus;
- To allow participants to work alongside student

mentors who can provide pupils with knowledge, advice and encouragement and can act as inspirational role models.

Rigorous evaluation shows that the programme is very successful in improving pupils' confidence in their ability to undertake a University degree and follow a career in their field of interest. Many pupils feel that the course is beneficial in terms of being able to find out about University in general, as well as about specific university subjects and future career options. The programme also has a very strong impact on participants' confidence with regard to team working, leadership and presentation skills as well as helping them develop specific career-related skills. Another benefit that pupils perceive from the programme is the opportunity to meet new people, including like-minded young people from a range of geographical areas as well as current undergraduate and postgraduate student mentors who serve as positive role models and valuable sources of information.

From the Glasgow City Council pupils who attend the programme, approximately 70% go on to apply to the University with a high percentage of successful applications. Data shows that participants from schools with lower higher education progression rates are just as likely to apply to the University and just as likely to be successful in their applications as pupils from schools with higher HEPRs.

A wide range of funded places and scholarships for the Accelerate programme are available for pupils from widening access backgrounds.

"I think the Accelerate programme is a great opportunity to meet new people and get a better insight in what the course you are interested in involves. The mentors are all so helpful and you never feel out of your depth. I have had a great week and would definitely recommend it to other young people."

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Programmes of Sustained Support for Accelerate Participants

Strathclyde have developed several initiatives to offer sustained contact and support with Accelerate participants from widening access backgrounds who intend to go on to study in their Accelerate subject area. These include a programme of mentoring support from Strathclyde Primary Education students for Education Challenge participants hoping to follow a career in Primary Teaching, work placements in law firms for pupils on the Law Challenge and Junior Mentoring on the Accelerate programme itself. Junior mentors are pupils who have participated on the programme the previous year and return the following year to support the Strathclyde student mentors. They are given a range of roles including; giving presentations, leading activities, supporting and advising participants and administrative duties. The Junior Mentor role is shown to greatly develop pupils' subject-specific knowledge and skills, familiarity with the University environment and leadership skills.

These relationships between the University and senior pupils offer a sustained induction process that is beneficial in producing confident, informed and engaged students of the future.

"I have really developed my leadership and communication skills. The responsibility aspect teaches you a lot and there is still a lot to learn about studying law."

"It was a great experience and I have gained so much from it. All the other mentors treated me like another mentor."

Engineering Academy

The University of Strathclyde Engineering Academy represents a significant collaboration between the University, partner colleges and industry which provides a new access route into BEng or MEng programmes in an engineering discipline.

The Academy enables significant numbers of high-quality

and highly motivated students to achieve a degree in Engineering that is enhanced by the practical skills of structured work-based learning and experience in industry. The pioneering initiative is aimed at providing college students not only with a route into university but also into employment. The degree programmes offered within the Academy are boosted by hands-on practical experience through industry-funded scholarships and paid summer placements, ensuring that graduates entering the workforce will have the enhanced professional and vocational skills that the industry is seeking.

The first year of the Engineering Academy programme is taken as an enhanced HNC programme within one of the seven partner Colleges and those students who achieve the required performance will be guaranteed transfer to an undergraduate degree within one of the following Faculty of Engineering departments: Chemical & Process Engineering, Civil & Environmental Engineering, Design, Manufacture & Engineering Management, Electronic & Electrical Engineering, Mechanical & Aerospace Engineering, Naval Architecture, Ocean and Marine Engineering.

The Engineering Academy's close links with sponsoring companies provides opportunities for student to gain work experience and scholarships, which aid their professional engineering skills development. The first intake to college was in September 2013, and the first articulating cohort completed their second year during the 2014-15 academic year.

Please see the website for more information:

<http://www.strath.ac.uk/engineering/studywithus/engineeringacademy/>

More Academies are currently in development and include the Digital Academy and the Social Sciences Academy. These will provide entry routes for school and college students into degree programmes at Strathclyde. More information will be published on our website as it becomes available.

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Strathclyde Cares

The University has a strong commitment to encourage applications from those in care, care leavers and anyone who has previously been looked after by a local authority – this could be in residential care, in foster care, cared for by friends or relatives, or cared for at home. Strathclyde Cares is a range of support and activities for people from looked after backgrounds available during their time at school, throughout the University application process and throughout their programme of study at Strathclyde. This includes:

- a variety of bespoke programmes for school pupils in care designed to raise aspiration and awareness of University study, as well as funded places on wider programmes such as S@S Accelerate;
- a single named Care Adviser for any issues relating to care at university (Debbie Duncan, d.duncan@strath.ac.uk 0141 548 4248);
- 365 days a year accommodation if required for those studying on a full-time course;
- Strathclyde Cares scholarship opportunities for additional financial support
- A guaranteed interview to become a paid Student Ambassador for the duration of their degree
- Friendly one to one mentoring from a member of staff to provide support for new students throughout their time at Strathclyde
- Financial support with graduation costs

In recognition of the University's commitment, Strathclyde was among the first group of universities in Scotland to gain the Buttle UK Quality Mark (BQM) in 2007. The BQM is awarded to institutions demonstrating a robust institutional- wide approach to supporting students going to university from a looked after background. In August 2013, our BQM was renewed for a further three years at "exemplary" level.

Please see the website for more information:

www.strath.ac.uk/careleavers/

The Leadership Programme

The University of Strathclyde is working in partnership with Glasgow City Council to develop events for the SCQF Level 6 and CoPE Level 3 Leadership programmes being run in Glasgow secondary schools.

S6 pupils who are studying these programmes undertake a series of activities to raise their awareness of, and aspiration to attend, Higher Education. Pupils first attend a day-long event on campus which includes; attending a lecture on Leadership; taking part in tutorial-style discussions and participating in mentor-led team activities designed to allow pupils to investigate the University campus, visit different departments and University facilities and find out information about different courses and all aspects of student life.

Pupils are then asked to use this experience in order to design, organise and run a half-day event for pupils in S2 or S3 in their school, featuring a number of engaging, interactive activities designed to raise the S2/S3 pupils' awareness and knowledge of University. Senior pupils participating in the overall programme, design all the educational activities, lead the S2/S3 pupils through the activities and evaluate the impact of their event.

The pupils are led through the programme by Strathclyde Business School students who organise the initial campus event and mentor the senior pupils through the successful completion of their own events.

"I don't feel as scared/intimidated about going to university."

"I learnt lots about leadership – its techniques, application and different results"

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Strathclyde Business School: Management Development Programme

The Leadership programme (above) is one of a wide range of widening access initiatives that students in the Strathclyde Business School are undertaking as part of their Management Development Programme (MDP). The Business School has incorporated social responsibility as a core element of the MDP programme and students are offered the opportunity to work on a range of programmes designed to increase the educational opportunities open to young people within Glasgow City Council. These include;

- Programmes for Children in Care
- The Accelerate Business & Enterprise Challenge
- Mentoring support for pupils intending to apply to the Strathclyde Business School
- After-school clubs in the East End of Glasgow
- Leading S2 and S3 pupils through practical modules as part of National 3 and National 4 Business qualifications

Several new initiatives are being developed for 2015/16 and any schools who are interested in developing a link with the Management Development Programme are encouraged to contact Iain Mitchell, i.mitchell@strath.ac.uk

Glasgow Intergenerational Mentoring Network

Research within the University of Strathclyde indicates that volunteer mentoring, particularly with supportive older adults, can have a positive impact on young people from more socio-economically deprived areas and their educational development. In response to this, researchers from the University have set up a programme to develop and deliver one-to-one adult mentoring to senior phase pupils

Glasgow intergenerational mentoring network is focused on young people living in the most disadvantaged areas of Glasgow who are interested in entering higher education but who may not have access to the necessary

knowledge and advice in order to realise this aspiration. It aims to recruit volunteer adult mentors to support, challenge, and inspire these young people as they envisage and plan their futures.

The mentoring has four key aims:

1. To provide young people living in socially disadvantaged areas of Glasgow with the knowledge and support necessary for their admission to and success in higher education.
2. To expand and strengthen the social networks which young people can draw upon in order to enhance their personal, social and educational growth.
3. To increase the overall number of young people from participating schools in disadvantaged areas of Glasgow that progress into higher education and particularly those highly competitive degree courses that lead into the professions.
4. To provide opportunities for older adults to engage with young people and contribute to the overall project development.

There is no time limit to the mentoring project and mentors and mentees are encouraged to maintain their relationship as the young people leave school and make the transition into Higher Education/employment. Typically mentoring involves a weekly or fortnightly meeting lasting approximately an hour. Mentors are drawn from a range of different channels but there is a focus on recruiting experienced professionals from education, science, engineering and business with knowledge of Higher Education and relevant career pathways.

The programme is now running in three schools, Springburn, St Mungo's and St Paul's, and will be expanding to a further four. It has shown benefits in terms of building young people's confidence and widening their access to new sources of information

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and advice. Mentees display a newfound determination with regard to their studies and a confidence that they can apply for and enter highly competitive courses and careers.

Please see the website for more information:

www.intergenerationalmentoring.com/

MCR Foundation

A close partnership between the MCR Charitable Foundation, the University of Strathclyde and GCC has combined Strathclyde's existing expertise both in the field of children in care and in widening access outreach provision to produce a programme of educational pathways in order to help fulfil the foundation's mission to improve the educational outcomes of children in care throughout Scotland.

An initial programme, begun in 2013, was aimed at looked after pupils in S2/S3 who have expressed an interest and displayed an ability to go on to Higher Education. As a starting point for this programme, pupils attended a three day residential programme at the University, the Strathclyde Summer Experience. Working with student mentors, pupils undertake a series of engaging group challenges that allow them to increase their knowledge of university life, address any fears and concerns they might have about Higher Education and take part in taster sessions for specific university subjects such as Psychology, Law, Chemistry and Business. The pupils take part in an extensive evening social programme whilst their parents and carers also attend interactive information sessions.

After the Summer Experience, pupils are then matched with a mentor who meets with them on a weekly basis to provide guidance and support for school subject choices, alongside general confidence and friendship building.

Pupils on this programme are also offered a range of support as they progress through school and will take part in a range of widening access programmes run by Strathclyde including FOCUS West provision and the Accelerate programme.

"After this summer, I feel more confident and the thought of going to university doesn't scare me as much."

"This Strathclyde Summer Experience has changed the way I feel and think so much. I definitely want to get into university now."

Please see the website for more information:

www.mcrpathways.org/

UNIVERSITY OF STRATHCLYDE

Widening Access Activities

MUSE

The University of Strathclyde is the only Scottish University to secure funding under the Research Councils UK (RCUK) School-University Partnerships Initiative. The Models of University and Schools Engagement (MUSE) initiative expands Strathclyde's pioneering model of learning and research into schools.

The MUSE project is aimed at increasing university staff and students' research and public engagement experience, teachers' career development and school pupils' aspirations for further and higher education.

The MUSE initiative encompasses a number of projects involving pupils, teachers and local communities. The project has run for two years and is currently working with seven secondary schools on a range of projects designed in partnership with teachers and University researchers. Pupils of all ages and abilities are involved in projects across a range of curriculum areas that aim to develop their research knowledge and skills, raise aspiration and inspire confidence.

Projects are very varied in terms of duration and subject. Some projects are based on the VIP (Vertically Integrated Projects) model at Strathclyde which means that they involve both students and school pupils at different stages of study. Pupils who started projects in year 1 became mentors for new pupils starting the same project in year 2 and this will continue into year 3 of the project

Activity to date includes a robotic vehicles project in which pupils from Bellahouston Academy designed and made their own robots which they then pitched against each other in a 'robot wars' competition, an ongoing Oral History project with Springburn Academy pupils based on the Springburn area which was recently praised in the Scottish Parliament, and a research project on Glasgow artist Steven Campbell at Knightswood Secondary, the findings of which were delivered in the form of a dance performance on campus at Strathclyde

University Research Day in 2013 and ENGAGE week in 2014 and for the wider school community at evening events for parents and guests in school. For more information on these and other MUSE projects visit <http://www.strath.ac.uk/publicengagement/muse/> or follow us on Twitter at [@strath_muse](https://twitter.com/strath_muse).

The MUSE initiative is being positively embraced at all participating schools with both pupils and teachers recognising the level of engagement and benefits it brings.

Financial Support

The University of Strathclyde has an Undergraduate Scholarship fund which is worth £1250 per year for each year of undergraduate study. Applicants to the University who meet certain widening access criteria – such as attendance at a school with particularly low rates of progression to Higher Education; or who have spent time in Local Authority care – are invited to apply. For more information on this scholarship fund, please contact Debbie Duncan on d.duncan@strath.ac.uk

Prospective Strathclyde students may also access the McNaughtan Bursary which offers an award of £1250 per year for each year of undergraduate study to four students. Students who face significant financial obstacles to studying at University or whose circumstances mean they would benefit from additional financial support are invited to apply.

For information on this and other financial support which the University may have to offer undergraduate students, please contact our Student Financial Support Team on s.finance@strath.ac.uk

GLASGOW CALEDONIAN UNIVERSITY

Outreach and Community Engagement

At GCU Student mentors have a crucial role to play in supporting young people to raise their aspirations and fulfill their potential. The Outreach and Community Engagement Department embeds mentoring opportunities across all GCU widening access opportunities. Student mentors deliver key elements of programmes, work with pupils and act as positive role models. Many of the mentors have come from our GCC partner schools.

Caledonian Club

The Caledonian Club is Glasgow Caledonian University's (GCU) multi-award winning widening participation and community engagement initiative. Working across five Glasgow communities that have below Scottish average progression rates into Higher Education, the Caledonian Club challenges perceived barriers to progression, providing positive and rewarding experiences within a Higher Education setting.

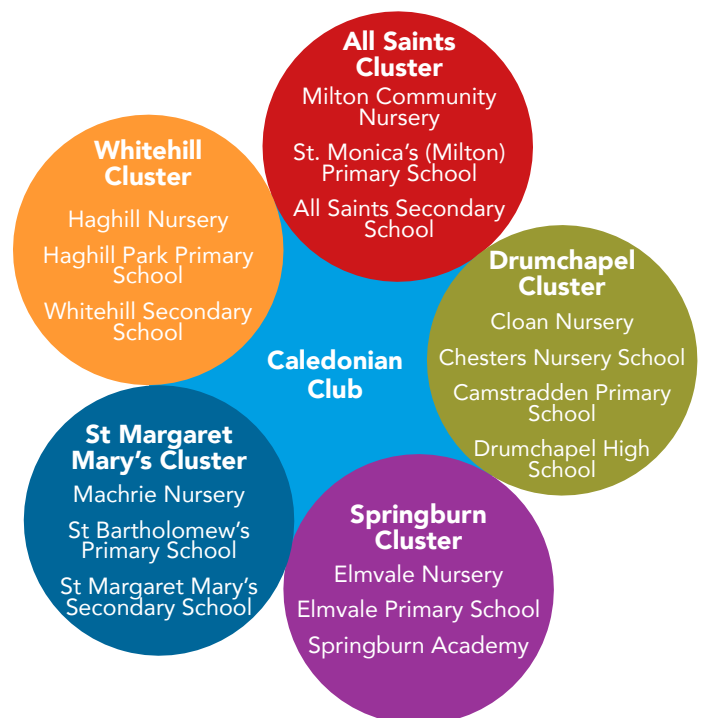
In line with Glasgow Caledonian University's motto, 'For the Common Weal', the Caledonian Club is committed to working in partnership with, and for the benefit of, local communities. Since its establishment in 2008 the Caledonian Club has demonstrated its long-term commitment to each community, championing the value of education, and supporting children, young people, and families to achieve their potential. To date the Caledonian Club has engaged over 11,000 pupils and close to 3,000 parents.

Through the work of the Club our members are provided with experiences, information, and guidance to empower them in their decision-making about future destinations. A key feature of all Caledonian Club work is the use of student mentors. Many of our mentors come from within our partner communities and are therefore positive and successful role models for our Club members.

Reflective of GCU's long-term commitment to widening access, the Caledonian Club provides targeted engagement at each stage of the learner journey. Starting with pupils and families at nursery the Caledonian Club's work progresses to primary and

continues throughout secondary school. Adopting a cluster model, the Caledonian Club works with a nursery, primary and secondary school within each of its five communities.

The Caledonian Club's partner schools are detailed in the diagram below:



The Caledonian Club offers a range of activities within four core programme areas; Arts & Language, Transition, Future Aspirations and Enterprise.

Arts and Language

P2 Digital Book Project

Adding to the ever successful, 'Molly and Cally Adventure Series', this project enables Primary 2 pupils

GLASGOW CALEDONIAN UNIVERSITY

Widening Access, Community Engagement and Outreach

to further explore an area of their class topic or learning theme by researching, writing and illustrating their own book. With the help of an author, artist, drama leader and student mentor role models, the pupils are able to express their creativity both individually and as a group to develop the ideas for their story and the accompanying artwork. GCU Graphic Design students then convert their work into a book. The project concludes with a book launch celebration with family and friends, where pupils are shown the digital animated version of their book before being gifted their very own paper copy. To date there are 23 books available to view on the Caledonian Club website, with more being produced by new Primary 2 classes each year.

P5 'Uni Day' Project

This project begins in school, where pupils take part in team building games to get to know their student mentors before undertaking a 'Rhythm and Rhyme' poetry workshop led by a drama expert. The pupils then use these skills to write a poem based on their curriculum topic. In the second phase, pupils visit GCU for a day, learning about the campus through a fun team quiz and taking part in their very first lecture focusing on creating their mural. Working closely with an artist the pupils create a large relief mural depicting each verse of their poem. Through taking part in this project pupils can see for themselves what university life is like, and develop further skills in teamwork, communication, lateral thinking and creativity. The mural is then displayed and celebrated at a showcase in school to which parents and family are invited to attend.

P7 'Newsletter' Project

Before taking the next step on their educational pathway, Primary 7 pupils work together to create a newsletter reflecting on their time at primary and thinking ahead to secondary school. Working alongside student mentors and expert leaders, pupils engage in creative activities to design a range of different materials, including photos, stories, and artwork

depicting some of their favourite memories from primary school. Their work is then given to GCU students to convert into newsletter format and the finished article is given back to pupils at the end of the school year as a memento of time in primary school. As well as enhancing skills in arts and language, it also helps pupils to prepare for their transition to secondary school.

Transition

Nursery Campus Visit and Eat Well Follow-up

Pre-school nursery classes, along with parents and family members, visit GCU to meet Molly and her mum, who help the children understand where they are in their own educational journey. Children take part in university-related activities designed for their age and stage while parents are invited to take a tour of the campus and find out more about the Caledonian Club. Drama leaders, mentors and our puppet Harry then visit pupils in their nursery to do a follow up session on healthy eating and the Eat Well Plate in preparation for having their own healthy lunchbox in primary school.

S1 Project

The first of our secondary school projects, the S1 Project welcomes existing and new members to GCU and to the start of secondary-level work with the Caledonian Club. As well as providing an induction, the project provides pupils with a full day on campus where they will explore the social side of university. Working with student mentors, pupils take part in activities focusing on university clubs and societies, aimed at building aspirations, dispelling stereotypes, and increasing confidence. The session promotes the links between university, student life and wider school opportunities.

GLASGOW CALEDONIAN UNIVERSITY

Widening Access, Community Engagement and Outreach

Future Aspirations

S2 & S3 Think Ahead Project

The Think Ahead Project works with pupils prior to them making their subject choices. Working with S2 or S3 pupils, depending on our partner schools' chosen timing, the Club welcomes pupils on campus for a full day of activities. Supported by student mentors, pupils work together in teams to complete challenges focussed on increasing their knowledge and understanding of career pathways and post-school destinations. Pupils are then given the opportunity to meet with academic staff and students, working through hands-on activities that help them find out about the links between school subjects and different academic areas, and consider some of the career opportunities particular programmes can lead to.

S5 Taster Project

The S5 Taster Project is the starting point for a series of projects available to pupils throughout their senior years, developed to give pupils insight and experience into the different programmes available at university, and to support informed decisions on post school destinations. Pupils are invited on campus over the course of two days to participate in 18 practical academic taster sessions showcasing the variety of programmes and subjects available at GCU. This broad introduction acts as a foundation from which pupils can build a better understanding of the area they wish to pursue during the next phase of work in S6.

S6 Project

The S6 Project provides pupils with the opportunity to experience, in greater depth, two academic subjects that sparked their interest during the S5 Taster Project. Over the course of two half day sessions pupils, supported by student mentors, will take part in activities providing more detail on the programme structure, module areas, practical elements of the programme and potential career progression. Pupils will meet with academic staff and students and have the opportunity to ask

questions, whilst developing their understanding of the programme, ultimately helping to confirm the courses they wish to apply for.

S6 Shadowing

Following on from the summer project, Club members take part in a school workshop in September and are invited to return to GCU to take part in S6 Shadowing in October. This project offers pupils the chance to shadow a 1st year university student for a day in a subject of their choice. Accompanied by a student mentor, pupils attend first year lectures, labs and seminars, meet academic staff and subject experts and familiarise themselves with the campus and facilities available, with pupils encouraged to use this experience within their UCAS personal statement to demonstrate their commitment to the subject or course.

S6 Mentoring

The final project in the Club's senior years stage, the S6 Mentoring programme of activities sees pupils who are seriously considering applying to GCU as one of their UCAS options work consistently with a Club contact throughout their final year at school. With six sessions between October and May, workshops focus on tailored pre-entry support, including assistance with personal statement writing; study and exam skills; UCAS advice and support; and additional Higher supported study revision sessions. Pupils who successfully gain their place at GCU are then welcomed to the university during a special Welcome Event on campus.

Contact details: Nathan Tagg, Caledonian Club Manager
William Harley Building (H213)
Glasgow Caledonian University
70 Cowcaddens Road
Glasgow
G4 0BA
Tel 0141 273 1414
caledonianclub@gcu.ac.uk

GLASGOW CALEDONIAN UNIVERSITY

Widening Access, Community Engagement and Outreach

School Connect Outreach Team

As members of School Connect, pupils benefit from a linked set of activities through their senior phase, which take place in school and on campus to build upon the transferable skills needed for university study and provide access to GCU's facilities.

The School Connect Outreach Team works in partnership with six Glasgow secondary schools, supporting pupils with their university application and providing tailored information, advice and guidance about making the transition to study at Glasgow Caledonian University. Pupils work closely with student mentors on a range of activities. Mentors are key to our success in being intermediary figures and role model to pupils, from whom pupils benefit from first hand information. Our partner secondary schools are:

- John Paul Academy
- Lochend Community High
- St Andrew's RC Secondary
- St Mungo's Academy
- St Roch's Secondary
- Smithycroft Secondary

The S5 Programme commences with a university taster experience then works with whole year groups before tailoring activity to those pupils thinking of university study. The S6 Programme begins with a GCU presentation to all S6 pupils and is followed by:

Registration and collection of matriculation cards, providing pupils with access to GCU facilities throughout S6

- 7 workshops in school throughout the course of the year, including tailored personal statement/UCAS advice
- Shadowing project for pupils to attend first year classes in their chosen subject
- An opportunity for pupils to attend extra supported study classes at the university

- A welcome event for students prior to commencing studies at GCU

Since it began in 2012, the School Programme has enjoyed considerable success, engaging approximately 800 S5 and S6 pupils annually. From baseline figures for entrants from 2012/13 when no SCETT-SCOT activity took place in our target schools compared to 2013/14 when S6 pupils engaged with the programme there was an increase in entrants in September 2013 of nearly 70%. September 2014 then saw a 150% increase in comparison to baseline figures. Although 2015 enrolments have not been finalised yet, application numbers are very similar to the previous year.

A number of former pupils progress to college for HN study and are now beginning to articulate into the University as well. Many former participants are now current undergraduate students and work as Student Mentors.

Current student mentor and former St Andrew's Secondary pupil, Ronnie Charters, said: "(School Connect) provided me with all the necessary skills and info to prepare me for university. Also all the mentors were great and shared their experiences with us."

Andrew Fitzhenry, Pupil Support Teacher, said: School Connect provides pupils with tailored support and a realistic impression of what is needed to succeed at application stage and beyond. It is an invaluable programme to prepare pupils for their post school destinations."

Additionally from session 2014/15, the team began delivering targeted one-to-one mentoring with care experienced senior pupils attending selected Glasgow partner secondary schools. 20 young people were involved in weekly period-long mentoring sessions throughout 2014-15.

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Widening Access, Community Engagement and Outreach

The College Connect Outreach programme is the cornerstone of the College Connect Academy, Glasgow Caledonian University's commitment to enhance the student experience of articulation by raising aspirations, building knowledge and confidence and supporting HN students throughout the transition from college into university. The College Connect Outreach team works closely with colleges throughout the West and Central regions of Scotland.

Taking part allows HNC and HND students to benefit from a programme that has the themes of Learning, Organisation and Support at GCU embedded within it. All College Connect Outreach activities are facilitated by Outreach staff, GCU academic staff and student mentors. A number of our mentors have themselves articulated from college.

The Programme:

The college programme is delivered in three stages:

Phase 1 (August – December)

Introductory presentation and information stalls
Communicate relevant information, advice and guidance about GCU, College Connect and the courses available at GCU.

Phase 2 (August – December)

UCAS workshops and interview support
Assist students with tailored UCAS personal statement advice in line with GCU requirements to help give students the best possible chance to receive an offer from GCU.

Phase 3 (January – August)

8 hour transition programme and optional campus visit
The programme is tailored to the degree that students are considering studying at GCU. Topics to help students prepare for university study include; Timetabling, Preparation for University Classes, Note

Taking, Independent Learning, Critical Thinking, Reading and Writing at University, Referencing, Presentations, Group Work, Exams and available Support.

College Connect Academy

All students who accept an offer to study at GCU are eligible to become members of College Connect, GCU Associate Student Scheme. Benefits of this membership include access to our Saltire Centre library, a GCU email address and IT access, discounted rates at our Arc Health and Fitness, invitations to bespoke events and Masterclasses and much more

<http://www.gcu.ac.uk/study/collegeconnect/>

Since July 2012 The College Connect Outreach Team has engaged with over 9000 college students considering studying at GCU. Many students who took part in activity and are now studying at GCU have went on to become Mentors, returning to the colleges they attended to mentor current HN students.

"The feedback from students on the visit was very positive and has inspired some to try to achieve the Grades required for acceptance to GCU"

HN Tourism Studies curriculum leader City of Glasgow College.

Contact Name:

Andrew Shea, School and College Connect Outreach Team Manager,
Glasgow Caledonian University,
William Harley Building (H210),
Cowcaddens Road,
Glasgow, G4 0BA

Email: scett@gcu.ac.uk

Phone: 0141 273 1415

GLASGOW CALEDONIAN UNIVERSITY

Widening Access, Community Engagement and Outreach

FOCUS West Routes for All

FOCUS West Routes for All is an element of FOCUS West, part of the Scottish Government's Schools for Higher Education Programme (SHEP). It is a programme of support tailored to pupils who are intending to apply for further and higher education courses. It has been developed to give pupils the necessary tools to succeed in their journey towards post-school education, preparing them to make the transition from school to college/university. FOCUS West Routes for All targets pupils aiming to leave school and study Higher National level courses at college. Currently, with college mergers and an increase in competition for places the support offered by FOCUS West Routes for All is more important than ever.

FOCUS West Routes for All delivers short one-hour workshop style sessions throughout S5 and S6. Sessions are led by a staff member from the FOCUS West Routes for All team and supported by a group of trained mentors. Many of the mentors have themselves gone to university via the college route. Each week the pupils work in small groups with their mentors to explore a new topic.

S5 Programme

The purpose of the S5 programme is to support pupils to plan, prepare for and do well in their exams. Topics covered include time management, goal setting, preparing for exams and developing personal exam strategies.

In 2015 with additional funds from GCU, we were able to expand the S5 programme and incorporate college campus tours into the offering. The three colleges in Glasgow (Glasgow Clyde College, City of Glasgow College and Glasgow Kelvin College) helped us to develop this part of the programme. Consequently some programme elements were delivered in school and others on a college campus.

This enhanced programme enabled pupils to:

- Gain experience of a college environment;

- Speak to college staff about all aspects of getting into college, including courses, entry requirements, application processes and funding;
- Develop an awareness of the concept of articulation pathways that follow particular courses;
- Develop a more focused approach to their future and plan for their post S6 options.

S6 Programme

The S6 Programme provides pupils with the opportunity to gain practical support on all aspects of applying for college. This includes identifying appropriate college courses, writing personal statements, completing application forms and developing interview skills through a process of mock interviews. E-mentoring support is also provided, particularly in relation to the development of personal statements for college application forms. In addition to developing skills and gaining practical experience, pupils also gain opportunities to learn from their mentors and are given practical assistance to identify and achieve their goals.

Data collated by Skills Development Scotland confirms that 92% of pupils who participated in the FOCUS West Routes for All programme, during the year 2012-2013, progressed on to a positive destination.

Pupils that participate in FOCUS West Routes for All say that the programme helps them to develop confidence, identify skills, clarify their goals and be more aspirational about what they can achieve. Teachers also report that FOCUS West Routes for All has tangible benefits for the pupils that participate by assisting them to find focus and direction in relation to their post school destination.

Contact Name:

Breda Moran & Mark Dawes
Glasgow Caledonian University,
William Harley Building (H210),
Cowcaddens Road,
Glasgow, G4 0BA

Email: routesforall@gcu.ac.uk

Phone: 0141 273 1289

GLASGOW CALEDONIAN UNIVERSITY

Widening Access, Community Engagement and Outreach

GCU Advanced Higher Hub

The Advanced Higher Hub forms part of GCU's commitment to the common good and the senior pupils attending our Hub will be afforded every opportunity to succeed in their Sixth Year Advanced Higher studies as well as experience first hand some of the opportunities and challenges that come with student life. This innovative and unique immersion and transition programme supports young people's aspirations to successfully progress on to Higher Education. The Hub also complements and supplements existing Glasgow City Council Advanced Higher provision.

Why Study Advanced Highers ?

There are many reasons why young people should consider studying Advanced Highers in the Senior Phase of school. Advanced Higher study:

- Allows young people to further their studies in subject areas that they love and excel in
- Encourages progression and challenge for young people where they have achieved success in their Higher studies
- Further develops crucial learning and life skills. The learning and teaching methodologies closely mirror those at university: use of critical thinking skills; tutorial style presentations and papers; actively seeking feedback and providing it to peers, study skills etc. These learning experiences encourage pupils to develop greater independence and control of their learning

- Support career aspirations where universities currently indicate completion of AHs as part of course entry requirements
- Builds pupils' confidence in their abilities, increases motivation and supports them to transition successfully to their higher education studies and complete their degree courses
- Is arguably the best preparation for university level study. Advanced Higher study sits in the Scottish Credit and Qualification Framework (SCQF) at level 7, the same as first year level at university and HNC level courses. This does not mean that pupils complete the same work at university but rather they have successfully studied and understood course work and concepts as challenging as university level study. Studying SCQF Level 7 will not only support entry to degree level study but will also help young people retain their university place once their university studies begin.

The Advanced Higher Hub Experience

The Hub Team works closely with our GCC partner schools to ensure a high quality learning and wider experience for Hub pupils. The Hub teaching team has been especially recruited by the Hub and bring considerable experience of successfully teaching Advanced Higher studies.

In order to support the aspirations and academic Senior Phase pathways of pupils in our partner schools, the Hub offers Advanced Higher studies in: Biology; Business Management; Chemistry; English; History; Maths and Modern Studies.

Through delivery of the New Advanced Higher Qualification, Hub pupils will be challenged and supported to further develop crucial academic, learning and life skills. Excellent learning and teaching, personal support and a variety of assessment strategies will ensure that all young people fulfil their academic potential.

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At the Hub, pupils will meet likeminded young people from across the city and learn with and from them, removing some of the potential anxieties that may come with looking ahead to university studies. This innovative year long immersion programme helps young people to feel comfortable and confident studying SCQF Level 7 on a university campus, a year prior to moving on from school.

Advanced Higher Hub pupils register as Associate Students of GCU and are issued with Student Cards. They have access to all GCU facilities to support their learning: the Saltire Centre; the computing and science laboratories; The Arc Sports Centre and our virtual learning environment, GCU Learn.

The study of Advanced Highers at the Hub blends real life and learning, making pupils' Advanced Higher experiences more relevant to their academic aspirations. It also helps them to take and apply this experience in the next stage of their learning journey. Ultimately this unique learning experience supports the young people involved to transition successfully on to their chosen Higher Education pathway with confidence in their abilities, the skills to cope with the rigours of academic study at university and a very real understanding of what to expect next. Their Hub experience will also support them to retain their place and successfully complete their studies at university.

Thoughts from Hub Students

Building confidence, supporting aspirations and encouraging independence of thought and learning are crucial for anyone transitioning to Higher Education. In the words of some of our Hubbers, this is their experience of the Hub:

" It [the hub] allows pupils to sit subjects which are beneficial-if not crucial- to their future. A great chance to prepare for university."

Adela Beloucif, St Mungo's Academy, AH Biology and AH Chemistry

"It has allowed me to make new friends and given me more confidence. It is the best thing I have done!"

Gabriella Brown, St Paul's HS, AH Maths

"It bridges the gap between school and uni. People are given the freedom to take control of their learning and interests within the subject eg their dissertation."

Stuart Bagnell, St Paul's HS, AH Modern Studies

"I loved my year at the hub! It was a really great opportunity to meet other people and get a taster of university life."

Leona Brown, St Mungo's Academy, AH Chemistry

"The hub allows you to experience university life without being thrown in at the deep end. I've no concerns about starting uni since I took an Advanced Higher, I know the kind of commitment demanded of me at university. Since Modern Studies is a subject where you have to do a lot of independent study, I feel equipped to start my university course."

Taiba Ali, Kings' Park Secondary School

Contact Name:

Rebecca Lavery, Head of Hub
Advanced Higher Hub
Glasgow Caledonian University
Hamish Wood Building (W609)
Cowcadden Road, Glasgow G4 0BA
Email: Rebecca.Lavery@gcu.ac.uk
Email: ahhub@gcu.ac.uk
Phone: 0141 331 3909

UNIVERSITY OF THE WEST OF SCOTLAND

Introduction

The University of the West of Scotland (UWS), through the Widening Participation Team, has a wide range of activities which are delivered on campus and on an outreach basis in schools and in the community. We work in partnership with Community Planning Partners to address the needs of learners in the community and to meet the targets set both locally and regionally. All activities delivered by UWS are inclusive and our aim is to raise awareness of the opportunities available and the benefits of higher education. The information below shows the diversity of the initiatives and activities delivered.

Activities for School Pupils

We work with schools with low progression to higher education. We do this through the Focus West www.focuswest.org.uk initiative 'Routes for All' which is part of a national initiative Schools for Higher Education Programme (SHEP) www.sfc.ac.uk/access/SchoolsforHigherEducationProgramme. Student Mentors are used to assist in the delivery of the programme, which aims to give pupils the necessary tools to proceed in post school education to S5 and S6 pupils. FOCUS West is a joint collaboration between the six Higher Education Institutions (HEIs) and partner colleges in the west of Scotland who are part of SHEP. All activities delivered aim to raise aspirations of pupils in the selected schools and are funded by the Scottish Funding Council.

Routes for All

Routes for All is developed and coordinated by University of the West of Scotland and Glasgow Caledonian University, the Routes for All element of Focus West is aimed at S5 and S6 pupils and is available to all 37 Focus West Secondary Schools in the West of Scotland. Glasgow Caledonian University delivers to 17 schools in Glasgow whilst University of the West of Scotland delivers to the 20 remaining schools across many local authorities.

The Routes for All programme is tailored to support S5 and S6 pupils who are thinking about applying for further and higher education courses. It has been developed to give pupils the necessary tools to succeed in their journey towards post-school education, preparing them to make the transition from school to College or University. The programme is delivered in school between October and May to pupils hoping to achieve 1-2 Highers. The weekly sessions often take place during PSHE and are delivered by a University of the West of Scotland member of staff and facilitated by student mentors.

S5 sessions cover the following topics:

1. Routes for Me
2. The College Route
3. Career Research
4. Student Life and Managing a Student Budget
5. Present Yourself
6. Prepare to Pass
7. What Next?

S6 Sessions cover the following topics:

1. S6, What now?
2. Analyse Me
3. Your Career Choices
4. A Personal Statement
5. A Personal Statement
6. Apply Yourself
7. Your Interview
8. What Next?

The aims of Routes for All are to raise pupils awareness and understanding of Higher Education and to support the work carried out by schools and Skills Development Scotland.

UWS also host visits from pupils on Focus West S3 Campus Days. Pupils take part in a series of group activities which are led by current students who are

UNIVERSITY OF THE WEST OF SCOTLAND

studying at UWS and other partner universities and get the chance to meet pupils from other schools, find out about the many various routes to university and learn how to take notes at a lecture.

Access to a Career in Teaching (A.C.T.)

The Access to a Career in Teaching Project (ACT) supports pupils who would like to become Primary or Secondary School teachers and encourages them to return to teach in their own communities. Pupils from secondary schools across the Glasgow area are selected from applicants who meet the entry criteria and who can demonstrate their commitment to the teaching profession. This is a collaborative project funded by Glasgow City Council with the University of the West of Scotland, University of Glasgow and University of Strathclyde. The project includes a series of organised events which incorporate study skills such as note-taking in lectures and essay writing techniques. It also includes a placement in a local primary school and supports pupils in their fifth year at secondary school through to submitting their UCAS application in sixth year. The initiative equips the participating pupils with skills required for university study in this area and allows them to give back to their local communities through their chosen career in education.

Transition Support for S6 pupils

Our Step Up to University module is delivered to 480 pupils in 14 schools in west and southern Scotland to S6 pupils targeting whole year groups. The aim of the Step Up to University module is to equip school leavers with the necessary study skills needed for progression to University, thus easing the transition from school to Higher Education. This SCQF Level 7 module is delivered to S6 pupils and includes preparation for their UCAS application. Pupils are given guidance on creating their personal statement and are given feedback before submitting the statement online. The Learning in Higher Education element of the module includes attending a lecture on campus and using skills learned on the course

such as: note taking; essay writing; exam techniques and delivering effective presentations.

Information on our Open Days and other events are publicised through our Recruitment Team to local schools and colleges that surround our four campuses and we also provide this information through appropriate local authority committees and other relevant groups.

Support for Looked After Young People and Care Leavers

All activities delivered are inclusive of Looked After Young People and Care Leavers and information is available on the UWS main website www.uws.ac.uk/careleavers. We also subscribe to JISCMail to the Care Leavers in HE Forum which provides opportunities for dialogue with colleagues in other universities around the UK regarding issues that affect Care Leavers before during and after their studies.

Information on the support available for Looked After Young People and Care Leavers is distributed to all Directors of Social Services, Integrated Children's Services Managers and Through Care Managers in each Local Authority (LA) (32 across Scotland). A further leaflet has been created by the Care Leaver Co-ordinators at UWS and the University of Glasgow through funding from Focus West which provides general information for Care Leavers and a named contact for every higher education institution in Scotland. This leaflet is updated frequently and is also provided as a pdf file for ease of use.

We work in partnership with local authorities to provide information, advice and guidance for Looked After Young People and Care Leavers. Through engaging with Social Work, Through Care, Integrated Children's Services, 16+ Activity Co-ordinators and other relevant colleagues who are involved in supporting Care Leavers we offer pre-entry support. All have agreed to distribute

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our leaflets in local schools and involve the University in events for young people so that we can provide information, advice and guidance on the support available in higher education.

We are members of the West of Scotland Care Leavers Forum which includes HEIs and colleges in the west of Scotland and this helps to provide an integrated approach to supporting Care Leavers. Through the Dumfries & Galloway Care Leavers Forum, we work in partnership with Integrated Children's Services, Dumfries and Galloway College and the University of Glasgow. Through partnership working we aim to provide an informed approach to our support for Care Leavers

Young Carers

Young Carers are children and young people who often take on practical and/or emotional caring responsibilities that would normally be expected of an adult. This makes them more at risk in having a successful transition and/or a positive destination on leaving school. The Scottish Government Report 'Scotland's Carers' shows that there are 29,000 young carers aged under 16 which is approximately 4% of the under 16 population. At UWS, we support young carers thinking about coming to university from local authority areas around our 4 campuses through working in partnership with the Young Carers Trust. We offer pre-entry to help with the transition to university level study and also provide ongoing support through the Widening Participation Coordinator and relevant colleagues in Student Services to help students who are carers have a positive experience at UWS.

Articulation

UWS has a specific remit to develop a sustainable infrastructure that supports articulation for College students across the region. In doing so the University has established strong partnerships and collaborative initiatives between colleges, universities and employers in the south west region. We aim to offer increased

opportunities and meaningful articulation agreements for college students and work-based learners to build upon HNC/D or VQ/MA qualifications. Our College Transition Advisors have been a key input to the number of students articulating from college to university and we currently work with 1000 Associate Students in 8 colleges and also visit 27 campuses in west and southern Scotland.

Ongoing Support for Widening Access Students

The Widening Participation Team at UWS works closely with the Admissions team developing and embedding appropriate provision for this grouping. We also have admissions criteria from many types of Access provision including Top-Up, LEAPS and students who have participated in SWAP Programmes at local colleges. We engage with all applicants who have applied to UWS and received either a conditional or unconditional offer which provides them with information on the support available to them at UWS. They are invited to join the Buddy Programme, our student mentoring initiative which provides support from a Student Mentor during their first year at university.

At UWS we realise that pupils from families that have no history of further or higher education face many additional barriers to learning and we offer information, advice and guidance before, during and after their time at UWS to support them on their learning journey and into employment.

Contact:

Fiona S. Andrews
 Head of Recruitment, Widening Participation & Admissions
 University of the West of Scotland
 High street
 Paisley
 PA1 2BE
 Tel: 0141 849 3527
[Email: Fiona.Andrews@uws.ac.uk](mailto:Fiona.Andrews@uws.ac.uk)

THE UNIVERSITY OF EDINBURGH

Student Recruitment and Admissions (SRA)

Widening Participation

The University of Edinburgh is a world-leading centre of academic excellence, committed to widening participation, increasing diversity and providing equality of opportunity for all prospective and current students. The University works closely with local authorities, schools and other partners to support young people who have ambitions to enter higher education and to provide the information, advice and guidance they need to apply successfully to University of Edinburgh programmes of study. The University's admissions principles can be found at :

www.ed.ac.uk/schools-departments/student-recruitment/admissions-advice/admissions-policy/principles

1. Recruitment

As well as providing pre-application advice to individual applicants, our student recruitment team liaises with secondary schools and colleges to support and complement existing guidance programmes through a programme of high quality and impartial services. These include:

- In school presentations to students and parents
- Attendance at careers and higher education conventions
- Campus visits for groups of school students
- Guidance and support for teachers and careers staff

For further information, or to discuss any specific requirements you may have for support from the student recruitment team, please

email: sra.enquiries@ed.ac.uk

www.ed.ac.uk/schools-departments/student-recruitment/services/services

2. Widening Participation

The University of Edinburgh has been a pioneer of outreach work with schools in South East Scotland to raise aspirations and encourage young people from low participation backgrounds to engage with Higher Education. The University continues to be a leading

partner in a broad range of widening participation projects, and further details can be found on the University website :

www.ed.ac.uk/schools-departments/widening-participation

Widening Participation is at the heart of the University's agenda and it is also a strategic theme in the latest University Strategic Plan 2012-2016:

www.docs.sasg.ed.ac.uk/gasp/strategicplanning/201216/StrategicPlan201216.pdf

2.1 Bursaries

The University of Edinburgh offers a number of bursaries to help young people come to the University to study. These include:

- The Scotland Accommodation Bursary, which provides the most generous bursary support of any UK university to Scotland-domiciled students. Bursaries of between £500 and £2,000 per year of study are being offered, based on household income, to Scotland domiciled undergraduate students who are living away from home, to help with the cost of accommodation. Please note these bursaries are automatic and do not require an application process. For further information please go to: www.ed.ac.uk/schools-departments/student-funding/undergraduate/uk-eu/bursaries/accommodation
- Access Bursaries, to help new UK students experiencing financial difficulties take up their place of admission at the University of Edinburgh. The minimum value of each bursary is £1,000 per year towards maintenance costs, paid at the start of each academic session. Eligibility information is available at: www.ed.ac.uk/schools-departments/student-funding/undergraduate/uk-eu/bursaries/access-bursaries/overview

THE UNIVERSITY OF EDINBURGH

Student Recruitment and Admissions (SRA)

2.2 Care Leavers and Young Carers

We know that young people who have a background in care, or who have responsibilities as a carer for a parent or sibling, can face particular challenges in accessing higher education. At the University of Edinburgh we are committed to providing all the support we can to help these young people to benefit from degree level study.

Care leavers

The University guarantees to provide an Undergraduate Access Bursary worth a minimum £1,000 per year to all eligible care leavers, alongside a Scotland Accommodation Bursary of up to £2,000 per year. We have a 365-day accommodation guarantee for care leavers, and we provide on-campus academic and social support through peer mentors, student counsellors and a system of personal tutors.

In addition the University of Edinburgh has recently made a pledge to offer a place to any care leaver who has met, or is predicted to meet, the minimum entry requirements for the course to which he or she has applied, wherever that is possible. For detailed information about this commitment, and how we define a care leaver, please see our website:

www.ed.ac.uk/schools-departments/student-recruitment/widening-participation/projects/care-leavers

Young carers

Being a young carer is also an eligibility criterion for LEAPS. The University of Edinburgh uses the Scottish Government definition of “young carer” to mean “a child or young person aged under 18 who has a significant role in looking after someone else who is experiencing illness or disability”.

A young carer who registers with LEAPS will be entitled to the support provided through that scheme, along with individual support to apply to the University of Edinburgh, which can be given by members of the

widening participation team. In addition, a young carer will be entitled to apply for an Access Bursary and a Scotland Accommodation Bursary, and can be given support in making those applications.

Our student support system will be available throughout the student’s time at the University.

2.2 Reach Edinburgh

www.ed.ac.uk/student-recruitment/widening-participation/reach

Reach Scotland aims to increase access to high demand professional areas. It is a collaborative project managed by the University of Edinburgh, the University of Aberdeen, the University of Glasgow and St Andrews University. Reach Edinburgh is run in collaboration with the University of Edinburgh’s well-established Pathways to the Professions project.

2.3 Sutton Trust Summer School

The University of Edinburgh Sutton Trust Summer School provides 120 students with a complete, realistic and rewarding experience of student life. The 2016 Summer School will take place from Sunday 3rd to Friday 8th July 2016. Applications will open in January 2016.

Those who attend predominately come from schools of low progression to higher education and most will be first generation in their family to attend university. Pupils take part in academic workshops from a variety of subject areas in the Humanities & Social Sciences, and Science & Engineering as well generic sessions about studying at university. There is also a range of exciting social activities social activities.

This is a great opportunity for young people from schools in the Glasgow area to have a free residential experience of university life and to meet other students from across the UK.

More information can be found here:

www.ed.ac.uk/student-recruitment/wideningparticipation/stss

THE UNIVERSITY OF EDINBURGH

Student Recruitment and Admissions (SRA)

2.4 CPD sessions for teachers

We run events for teachers across Scotland including Glasgow where we held one recently covering applying through UCAS and admissions including the use of contextual data in admissions

3. Admissions

The University seeks to attract a wide range of applicants from different social, cultural and educational backgrounds, including those who come from schools or colleges where relatively few students progress to university, and those who will be members of the first generation of their families to become university students.

We seek to encourage applications from students from all backgrounds who are currently under-represented in higher education.

For more details of our admissions policy and its use of contextual data please see:

www.ed.ac.uk/studying/undergraduate/applying/selection/introduction



THE UNIVERSITY OF STIRLING

Student Recruitment & Admissions and Widening Participation



Widening Participation (WP) at the University of Stirling

The University of Stirling is committed to enabling students from all backgrounds to achieve their full potential. We believe that pupils from all backgrounds should have the potential to succeed and actively encourage applications from non-traditional groups. The Widening Participation staff within Student Recruitment and Admissions (SRA) work with a wide range of different students who can be considered as coming from a widening participation background.

This includes:

- Students at a local school with a low rate of progression into Higher Education (below the national average)
- Students at a school participating in the Schools for Higher Education Programmes (SHEP) across the country
- Care Experienced and Looked After Young People
- Young Carers
- Students at further education colleges
- Students from an MD20 or MD40 background

Engaging with WP students and enabling progression to Higher Education

The team engages in a diverse range of activities tailored to suit the particular requirements of the specific target groups. These are delivered by our recruitment team with the aid of our Student Ambassadors and are both on and off campus. Outreach activities tailored

to primary and secondary pupils (primarily in the local area) are also hosted and implemented by our academic schools.

A significant number of our student population come from the Glasgow area.

- In 2014/15 Glasgow City students accounted for 9% of our overall intake, the third highest local authority in Scotland after Forth Valley and North Lanarkshire students.
- Focus West students account for just under 20% of our overall SHEP student intake
- Students from an MD20 or MD40 background from within the Glasgow City region account for around 17% of our overall MD20/40 intake.

We are happy to speak to anyone who would like more information on the work we do, including school pupils, college students, parents / guardians, advisers and teachers.

For more information please do not hesitate to get in touch:

Tracey Kerr

Widening Participation Manager

Student Recruitment and Admissions

University of Stirling

Room C3, Pathfoot Building

Stirling, FK9 4LA

tracey.kerr@stir.ac.uk

01786 467045

THE UNIVERSITY OF STIRLING

Student Recruitment & Admissions and Widening Participation

Information on how we can support teachers, lecturers and advisers can be found on our website -

<http://stir.ac.uk/zr>

We can also be contacted through our central recruitment team: - recruitment@stir.ac.uk
01786 467046

Activities for school pupils

Widening Participation staff work closely with all schools to support their students, and are happy to talk to students, teachers, advisers and parents. We tailor our visits to suit the specific requirements of the audience. Popular subject areas for such talks include:

- Opportunities within Scottish Higher Education
- Routes into Higher Education
- Student life
- Student finance
- The UCAS application process (incl. the UCAS Personal Statement)
- Subject related talks (these are organised in conjunction with the University's academic departments)

- One to one support for students with specific requirements

We offer bespoke visits for various groups including those from schools and colleges. The visits are tailored to the needs of the audience and can include a tour of the campus, general sessions (e.g. applying to university, personal statements) and subject taster sessions (subject to staff availability).

S5 / S6 induction sessions on campus are offered to engage students in the opportunities available to them at university and to encourage them to think about all aspects of university when choosing where to go and what to study.

We work with all SHEP programmes across the country, both in groups and with individual schools. This includes contributing to summer school programmes, aspirational visits and support for teachers, advisers and SHEP staff.



THE UNIVERSITY OF STIRLING

Student Recruitment & Admissions and Widening Participation

Support for Care Experienced and Looked After Young People / Young Carers

The University of Stirling provides one-to-one support to anyone thinking of coming to college or university, including information, advice and guidance on choosing the right course, working out the best route into university or even how to write a personal statement. This support extends through the application process, through the transition into university and throughout your degree.

- We provide practical support on Open Days and Applicant Days to help you get the most out of the day.
- Visits to the University of Stirling are encouraged and we can arrange a visit tailored to your particular needs.
- Students with a care background can take advantage of a guarantee of accommodation on campus throughout their time at university, including during the holidays.
- We also provide support to parents/guardians, advisers and key workers who may be advising young people on their choices.

For more information on the wide range of support available to Care Experienced and Looked After Young People, and Young Carers, and their advisers, please consult our website - <http://www.stir.ac.uk/s2>

The main point of contact for Care Experienced students is our Widening Participation Manager, Tracey Kerr. All contact is confidential – cli@stir.ac.uk
01786 467045.

Sustained Support

The University of Stirling works closely with current students with a background in care to ensure the support offered across the University is tailored to their specific needs. Student representation is included on the Care Experienced Students Steering Group, which brings together representatives from across the University and representatives from the local authorities and college to ensure a cohesive approach to students entering and going through Higher Education. This work will be extended to include the needs of Young Carers in the coming year.

Working in Collaboration

The University of Stirling is part of the West of Scotland Care Leavers Group, which includes representation from all the relevant universities and colleges in the west of Scotland, Focus West and the Scottish Widening Access Programme (SWAP).

The University also works closely with the main advocacy groups in these fields, including the Carers Trust Scotland and Who Cares Scotland. In July 2015 the Carers Trust Scotland held their Scottish Young Carers summit on campus, supported by staff from the Widening Participation team and the Student Union. We are also working with the Stirling Carers Centre over the coming year to improve the support we can offer Young Carers whilst they are at university.

THE UNIVERSITY OF STIRLING

Student Recruitment & Admissions and Widening Participation

College students

College students make up a significant part of the undergraduate population at Stirling, and are studying a variety of different subjects across the university. They come from a range of different backgrounds and courses and use a variety of different routes to enter the University.

- We offer a range of support and advice for college students throughout the application process and to ease the transition from college to university.
- We have dedicated staff with expertise in providing information, advice and guidance to all college students thinking about applying to the University.
- We welcome students with HNCs and HNDs from colleges across the country. Approximately half of our college student intake comes from students at colleges in the west of Scotland, accessing a variety of different routes.
- There are a number of options open to HN students, including the offer of advanced entry into Year 2 or Year 3 of a degree course in a related discipline, or to change direction into another subject or professional qualification, coming into year 1.
- We provide a range of visits to the campus throughout the year from class visits from HNC/D groups to subject-specific visit afternoons aimed at students looking for advanced entry.
- We also run transitions sessions just before fresher's week to support college students in their transition from college to university. This includes study skills to assist them in adjusting to university study, and also to provide them with support from current students on how to get the most out of their first weeks with us.

You can find out more on our college student pages on our website – <http://www.stir.ac.uk/9v>

Scholarship funding and support

The University works in partnership with the Robertson Trust to provide scholarships to widening participation students which include both financial and practical support. These scholarships support students who may face financial hardship to achieve their full potential and succeed at university.

In addition, Widening Participation students studying on our Accountancy and Finance degrees are able to apply for the ICAS Foundation Scholarship, which in addition to financial support provides invaluable access to mentors in the Accountancy profession.

