



IMPROVING SOCIAL MOBILITY

Widening access
2018



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INTRODUCTION

I'm delighted to report that more of Glasgow's young people than ever before are going to higher education positive destinations 36% in 2016/17 as a direct result of the partnerships, initiatives and widening access projects that have been running in our schools over the last number of years.

This is great news for our young people, schools and everyone involved in our widening access agenda – a key commitment of Glasgow's education services is improving the outcomes of each of Glasgow's children.

But this support is not just for our senior pupils in S5 & S6.

This crucial piece of work begins in our nurseries – it really is never too early to nurture, inspire, encourage and empower our children to be the very best they can be.

And by working in partnerships with our colleges, universities and key stakeholders we are now able to celebrate the fact that 36% of Glasgow's young people are choosing higher education as a positive destination – and encouragingly from some of our most deprived areas in the city.

The college sector in Glasgow has much to offer to improve our young people's social mobility. The college sector delivers many high quality higher education courses, including some degree programmes.

The Region structure in Glasgow provides an opportunity to improve learner pathways and 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, parents, carers and young people to make the best use of them and of course an informed decision.



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.



SUPPORT FROM HEIs IN WEST OF SCOTLAND

University of Glasgow (UoG)

1. Top-Up Programme – Pupils in all 30 GCC secondary schools participate in this programme, either as part of FOCUS West or in partnership with the University of Glasgow. Admissions agreements are in place with all west of Scotland HEIs and pupils' results are sent of Admissions officers in every HEI in Scotland. Students who gain a Top-Up Student Profile of BBB or above may have the standard entry offer adjusted. UoG admissions tariffs are listed below and up to 8 Higher / Advanced Higher Grade points may be adjusted from the standard tariff to our Access Threshold. Other HEIs may adjust by one-two grades in Higher / Advanced Higher subjects not specified as a course requirement.
 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. All 30 GCC schools currently participate. Successful performance may lead to an adjusted offer at UoG or with one of the Reach partner HEIs: Aberdeen, Dundee, Edinburgh and St Andrews.
 3. UoG Summer School in partnership with GCC which runs on two delivery models: EITHER four week programme where students study two academic subjects and academic skills OR online only academic skills. Successful completion may result in an adjusted offer of entry to HE. Open to all pupils in target schools with HE progression of 30% or below and pupils living in SIMD40 areas, with care experienced or estrangement from family, in all GCC schools.
- Subjects on offer are: Biology; Business & Management; Chemistry; Computing Science; Economics; Education; Engineering; English Literature; Film & TV Studies; French; Geography; German; History; Law; Mathematics; Philosophy; Physics; Politics; Psychology; Sociology; Spanish.
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. Open to all 30 GCC schools.
 5. Access to a Career in Engineering / Accountancy & Finance / Education Programmes: a 3-year programme which runs alongside the Reach Programme, working with S4-S6 pupils in all 30 GCC schools.
 6. University Taster Weeks (June). UoG, in partnership with GCC Education Services offers approximately 200 senior phase pupils in GCC schools the opportunity to engage in a University Experience over the course of a week. Pupils 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. Pupils select one of two subject streams: Arts & Humanities or Science & Engineering, and a subjects involved include: Mathematics & Statistics; Biology; 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. Early Secondary Programme: works with all 30 GCC schools, introducing 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 FOCUS Point website.
 8. Ask a Student Network E-mentoring – enables prospective students to be in contact with and learn from existing students.
 9. 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).
 10. Talent Scholarships: 50+ awarded annually (see 7 in Financial Support).
 11. Care Leavers and young carers scholarships (see 8 in Financial Support).
 12. Student Ambassadors Programme. Fourth year UoG students on 10 week placements in GCC schools in subjects such as: Biology; Mathematics; Physics; Computing Science.

SUPPORT FROM HEIs IN WEST OF SCOTLAND

University of Glasgow 2019 Adjusted Offers of Entry

Pupils who participate successfully in one of the University of Glasgow pre-entry programmes (Top-Up, Summer School, Reach, Access to a Career in: Accounting & Finance; Engineering; Education; Teaching) and who live in a priority postcode, have spent time in care or are estranged from their family, will receive adjusted offers of entry to the University of Glasgow at our Access Threshold entry tariffs. These are outlined in the tables below and full details are available online at: <http://www.gla.ac.uk/about/wideningparticipation/> and in the 2019 University Prospectus: <https://www.gla.ac.uk/undergraduate/>

Applicants who have completed other widening participation pre-entry programmes may also be considered for adjusted offers of entry. Please contact the University Widening Participation or Admissions teams if you are in this position or for any further information.

Undergraduate degree Programme (Main Glasgow Campus, unless stated)	S5 and S6 applicants will receive the following adjusted conditional offers	S6 applicants who do not meet their conditional offer (after publication of results in the summer) may be admitted if they achieve the following grades	Adjusted Mandatory Requirements
Accounting & Finance / Accounting & Mathematics / Accounting & Statistics / Finance & Mathematics / Finance & Statistics (BAcc / BSc)	AABBB	BBBBBB	Higher Mathematics at Grade B AND Higher English or a Humanities subject at Grade B.
Arts (MA)	AABB / ABBBB	BBBBB	Higher English at Grade B AND a Higher Humanities or Language subject at Grade B. Applicants who wish to study Mathematics or Computing Science require Higher Mathematics at Grade B.
Community Development (BA)	AAB / AB BB	Contact University Admissions	N/A
Engineering (BEng)	AABB / ABBBB	BBBBB	Higher Mathematics AND Higher Physics or Engineering Science – both at Grade B.
Environmental Science & Sustainability (BSc) (Dumfries Campus)	BBBB	Contact University Admissions	A minimum of one (preferably two) Highers from: Biology, Biotechnology, Chemistry, Computing Studies, Geography, Geology, Human Biology, Information Systems, Managing Environmental Resources, Mathematics or Physics.
Health & Social Policy (MA) (Dumfries Campus)	BBBB	Contact University Admissions	N/A
Law (LLB)	AAABB	BBBBBB	Higher English at Grade B. LNAT (see note below).*
Music (BMus)	AABB / ABBBB	BBBBB	Higher Music at Grade B or ABRSM Grade 5 Theory. Required performance level is Merit in Grade 8 Associated Board of the Royal Schools of Music practical exams. Audition.
Nursing (BN)	ABBBB	Contact University Admissions	Two Higher Science subjects from Chemistry, Biology (or Human Biology), Physics or Mathematics. Minimum of National 5 Chemistry at Grade B. National 5 English at Grade B. Experience of caring. Interview.
Psychology (BSc/ MA/MA SocSci)	AAABB	BBBBBB	ALL applicants who do not have Mathematics at Higher Level must have National 5 Mathematics (or Lifeskills Mathematics) at Grade B. Applicants to BSc: Two Higher Science subjects (or Mathematics plus one Science subject) – both at Grade B. Applicants to MA Arts: Higher English AND either a Higher Humanities or Language subject – both at Grade B. Applicants to MA SocSci: Higher English AND either a Humanities or Language subject – both at Grade B.

SUPPORT FROM HEIs IN WEST OF SCOTLAND

University of Glasgow 2019 Adjusted Offers of Entry

Undergraduate degree Programme (Main Glasgow Campus, unless stated)	S5 and S6 applicants will receive the following adjusted conditional offers	S6 applicants who do not meet their conditional offer (after publication of results in the summer) may be admitted if they achieve the following grades	Adjusted Mandatory Requirements
Science/Life Sciences (BSc)	AABB / ABBBB	BBBBB	ALL Applicants require Highers in two Science subjects one of which is relevant to the programme applied for. Applicants to Physics or Astronomy (or any degree combination that includes Physics or Astronomy) require Higher Mathematics and Physics – both at Grade B. Applicants to Life Sciences degrees (see note below) require Higher Biology OR Human Biology OR Chemistry at Grade B. Applicants to Chemical Physics require Highers in Chemistry, Physics AND Mathematics at Grade B. Applicants to Chemistry or Chemistry with Medicinal Chemistry require Higher Mathematics AND Chemistry at Grade B. Applicants to Computing Science or Software Engineering require either Higher Mathematics at Grade B or Higher Mathematics at Grade C AND Higher Computing at Grade B. Applicants to Mathematics require Higher Mathematics at Grade B. Applicants to BSc degree programmes in Accounting & Mathematics, Accounting & Statistics, Finance & Mathematics, or Finance & Statistics must meet the entry requirements for Accountancy & Finance detailed separately.
Social Sciences (MA SocSci)	AABBB from S5 AAABB from S6	BBBBBB	Higher English OR a Higher Humanities subject at Grade B. Applicants to Economics must have a minimum of National 5 Mathematics (or Lifeskills Mathematics) at Grade B.
Teaching with Primary Teaching (MEduc)	AABB / ABBBB	BBBBB	Higher English at Grade B. National 5 Mathematics (or Lifeskills Mathematics) at Grade B. Interview.
Teaching: Education with Primary Teaching (MA) (Dumfries Campus)	BBBB	Contact University Admissions	Higher English at Grade B. National 5 Mathematics (or Lifeskills Mathematics) at Grade B. Interview.
Teaching: Religious & Philosophical Education (MA)	AABB / ABBBB	BBBBB	Higher English at Grade A or B. National 5 Mathematics (or Lifeskills Mathematics) at Grade B. Interview.
Teaching: Technological Education (BTechEd)	ABBB from S5 ABBBB from S6	Contact University Admissions	Higher English AND either a Higher Science subject OR Higher Mathematics at Grade B. If Mathematics is not one of the Higher subjects, National 5 Mathematics at Grade B. Interview.
Veterinary Biosciences (BSc / MSci)	ABBB PLUS Advanced Highers at CC (no entry from S5)	Contact University Admissions	N/A

*Note: LNAT: All applicants to LLB degrees are required to take the Law National Admissions Test by 20 January 2019. The LNAT is run by a consortium of UK universities and comprises an on-screen test (80 minutes) and essay questions (40 minutes). It is designed to assess verbal reasoning skills and command of written English. Information on how to sit the test can be found at www.lnat.ac.uk. Offers will be made based on the academic requirements having been met, or where there is the potential for them to be met, AND the LNAT score.

SUPPORT FROM HEIs IN WEST OF SCOTLAND

University of Glasgow 2019 Adjusted Offers of Entry

Undergraduate degree Programme	Applicants must achieve the following in S5 and S6 to be considered for interview	Adjusted Mandatory Requirements
Dentistry (BDS) (Dental School)	No entry from S5. Minimum of AABB by end of S5 (must include A in Chemistry or Biology / Human Biology) AAABB by the end of S6 AND Advanced Higher Biology or Chemistry at Grade B or above. Applicants who have attained the above grades AND have a UKCAT score which is no more than 10% below the standard threshold will be considered for interview.	Higher subjects must include Biology or Human Biology at Grade A AND Chemistry at Grade B or above. Advanced Higher Biology or Chemistry at Grade B or above. UKCAT (see note below).*
Medicine (MBChB) (Main Campus)	No entry from S5. AAABB/AAAAC or AABBBB by the end of S5 AND meet the UKCAT threshold OR AAAAA or AAAABB by the end of S5 AND 10% below the UKCAT threshold will allow an applicant to be considered for interview. Applicants who are successful at interview will be made Conditional Offers based on S6 results.	Higher Chemistry AND Higher Biology AND either Higher Mathematics or Physics. It is acceptable to take Biology, Chemistry, Mathematics or Physics as Highers in S6, provided grades AAABB or AAAAC are achieved by S5. A minimum of Grade B would be required in any required Higher subject studied in S6. S6 Conditional Offers require applicants to achieve EITHER two Advanced Highers (one at Grade A and the other at Grade B) AND one Higher at Grade B OR three Advanced Highers at Grades BBB. Where it is not possible to study three Advanced Highers, an alternative combination of Advanced Higher and Higher subjects may be considered. UKCAT (see note below).* Interview.
Veterinary Medicine & Surgery (BVMS) (Vet School)	Higher Chemistry AND Higher Biology AND either Higher Mathematics or Physics. It is acceptable to take Biology, Chemistry, Mathematics or Physics as Highers in S6, provided grades AAABB or AAAAC are achieved by S5. A minimum of Grade B would be required in any required Higher subject studied in S6. S6 Conditional Offers require applicants to achieve EITHER two Advanced Highers (one at Grade A and the other at Grade B) AND one Higher at Grade B OR three Advanced Highers at Grades BBB. Where it is not possible to study three Advanced Highers, an alternative combination of Advanced Higher and Higher subjects may be considered. UKCAT (see note below).* Interview.	Higher Chemistry at Grade A AND Higher Biology AND either Higher Mathematics or Higher Physics. Advanced Highers in Chemistry AND Biology at Grade A or B. Experience. Interview. Some concessions may be made to the S6 Advanced Higher Grades required for applicants who are successful at interview. These will be considered on a case by case basis.

*Note: UKCAT: All applicants to Medicine and Dentistry must complete the UK Clinical Aptitude Test by the deadline date in the same year as application. The UKCAT score together with meeting Academic and Non-Academic Entry Requirements will be used to select applicants for interview. The UKCAT score cut-off points vary from year to year. Information on how to sit the test can be found at www.ukcat.ac.uk

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. 9 subjects are available: Electronic & Electrical Engineering, Product Design, Education, Law, Chemistry, Physics, Business & Enterprise, Languages and Computer Science. 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. New: we are also launching our Digital Academy, which allows articulation from one of our partner colleges into 2nd year of either BSc Hons Mathematics and Computer Science; Data Analytics; Computer Science or Software Engineering conditional on successful completion of an associated HNC.
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.



SUPPORT FROM HEIs IN WEST OF SCOTLAND

University of Strathclyde (UoS)

9. **Strathclyde Cares.** Guardian award winning 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. **MCR Pathways HE Programme**
A partnership between the MCR Patheays and Glasgow City Council, supported by the University of Strathclyde, provides an extended programme of provision for care-experienced and disadvantaged young people. This provision includes extensive programme development work from 3rd year Business School students. These students can choose MCR as their option as part of their Social Responsibility Pathway module. From this agreement, students have volunteered on activities across the Talent Taster programme to the Marketing and Design, and the MCR National Expansion teams.

In 2017/18, MCR and the University of Strathclyde partnered to support 35 young people with tutoring options. Students have also undertaken research for MCR Pathways. These initiatives are all specifically designed to improve the educational outcomes and rates of progression to Higher Education for children from care or disadvantaged backgrounds.

Now in its 6th year, the MCR Strathclyde HE Tasters have been hugely popular among young people. Each year, more S3 and S4 young people have taken part in the programme which explores the different faculties within Strathclyde and gives students a better understanding of the options available and the subjects required. A further 2 day intensive experience gives

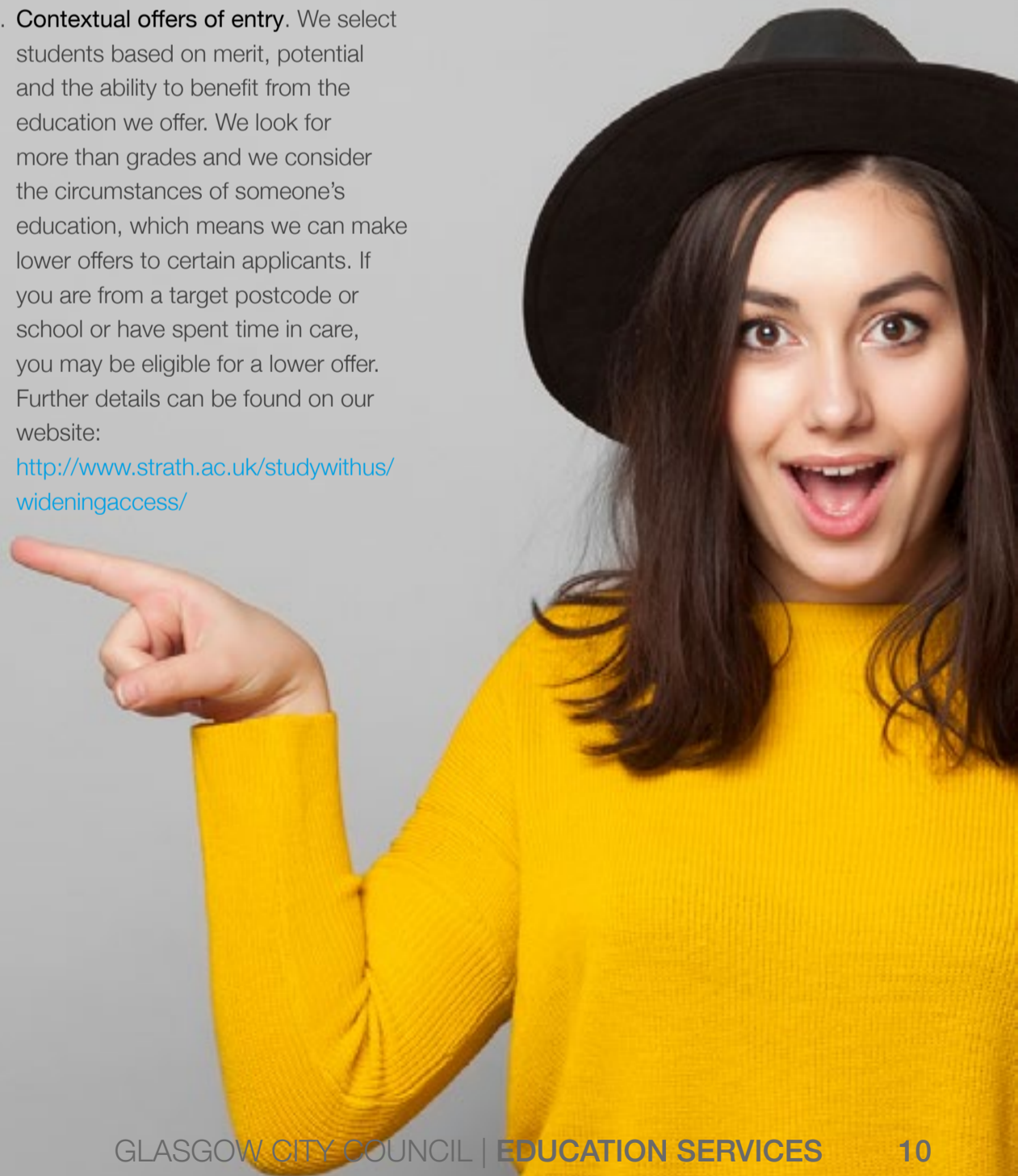
them a deeper insight into campus life from subject choices, lectures, accommodation right through to funding and the social life.

11. **Glasgow Children's University.**
Strathclyde runs Scotland's first Children's University, an initiative that provides pupils aged 5-14 with access to a range of exciting learning opportunities and experience of Higher Education.

12. **Financial support.** A variety of scholarships offered to students who meet widening access criteria.

13. **Contextual offers of entry.** We select students based on merit, potential and the ability to benefit from the education we offer. We look for more than grades and we consider the circumstances of someone's education, which means we can make lower offers to certain applicants. If you are from a target postcode or school or have spent time in care, you may be eligible for a lower offer. Further details can be found on our website:

<http://www.strath.ac.uk/studywithus/wideningaccess/>



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.
 - 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.
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.
 3. School Connect works in partnership with twelve partner secondary schools throughout West and Central Scotland, supporting senior school pupils with the application and transition to Glasgow Caledonian University; and younger students at key decision-making stages. We provide focused sessions in school, supported by student mentor role models, to provide pupils with the information, advice and guidance for their application to GCU. Early engagement with pupils whilst at school helps to raise aspirations, demystify higher education and inform pupils about subject choice and the diverse range of courses and careers open to them.
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) is delivered in conjunction with student mentors from Glasgow Caledonian University.
5. The College Connect Team work closely with partner colleges to enhance the student experience of articulation by developing institutional links and supporting applicants.

Working closely with partner colleges across Scotland we deliver student focused activities through College Connect to ensure the successful transition from college to university.

Students taking part in the College Connect are supported throughout their time in college to prepare them for academic study at university.
6. **The Advanced Higher Hub**, in partnership with GCC and The Scottish Funding Council, 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

SUPPORT FROM HEIs IN WEST OF SCOTLAND

Glasgow Caledonian University (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.

7. 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.
8. Support for Care-Experienced Young People and Care Leavers. GCU supports Care-Experienced Young People from early secondary stage with information on subject or course choice, shadowing opportunities and help with the application process. Each year we host an annual themed taster day for over 100 S2 pupils participating in the MCR Pathways programme to try out university subjects in teams led by Student Mentor role models in addition to subject specific taster sessions for older pupils. Through our Corporate Parenting Steering Group we continue to make positive changes for our Care-Experienced students. For

example, eligible students can access free accommodation in our Halls of Residence, an annual £500 bursary, a guaranteed interview to become a paid Student Mentor and priority access to student support services. Please see <https://www.gcu.ac.uk/student/studentlife/studentsupport/careleavers/>

9. The S2 MCR Pathways Taster offers a fun and realistic impression of subjects from our three Academic Schools, linked through a particular theme. The project takes place with S2 care-experienced and disadvantaged pupils who are considering university and encourages them to seriously consider the breadth of future course/career options at GCU.



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.
8. We select students based on their ability and potential. This means that we are able to make contextualised offers for entry to students with certain characteristics. For more information on our contextualised admissions policy, please visit www.stir.ac.uk/realiseyourpotential



SUPPORT FROM HEIs IN WEST OF SCOTLAND

University of the West of Scotland (UWS)

1. As a member of the Schools for Higher Education Programme (SHEP), UWS recognises participation accepts FOCUS West Top-Up Programme Students' Profile as a measure of student potential.
2. UWS works in partnership with other Higher Education Institutions and FOCUS West to deliver Routes for All which supports S5/S6 pupils in 20 FOCUS West schools to make the transition from school to college to study Higher National level courses. The two year programme delivered in schools and on campus provides S5 and S6 pupils with the tools to progress in further and higher education and is delivered with Routes for All Student Mentors from UWS.
3. Access to a Career in Teaching is a partnership between Glasgow City Council (GCC), University of the West of Scotland (UWS), University of Strathclyde (UoS) and the University of Glasgow (UoG). It is a programme for S5 and S6 pupils wishing to follow a career in Education. The project supports the pupils to enable them to achieve their goal and encourages them to return to teach within their communities within Glasgow. Pupils may be guaranteed interviews at UWS and UoG as a result of taking part in the project.
4. UWS works in partnership with MCR Pathways, Glasgow City Council and partner HEIs in Glasgow and the West of Scotland to deliver initiatives to improve outcomes for Care Experienced Young People and disadvantaged young people.
5. Step Up to University is a module that is delivered to S6 pupils to provide supported transition from school into higher education. It runs in partnership with local authorities and schools.
6. UWS holds Open Days, Offer Holder sessions and subject specific information days and activities at UWS help to provide those who are thinking about going to university with the relevant information so that they can make an informed choice. In addition, the Student Recruitment Team offer support through Open Days; subject specific information days; delivering talks and workshops to help pupils make informed choices about going to university.
7. The University of the West of Scotland (UWS) launched the UK's first residential Summer STEM Academy in 2018, supported by the Royal Society of Chemistry, which brought together academics, industrial experts, secondary school pupils and student primary teachers from more than 11 different Scottish local authorities to take part in a jam-packed two-day STEM (science, technology, engineering and mathematics) training event based at the University and which included an industrial visit.
8. In addition to the above programmes and activities UWS also is involved in various initiatives including the Children's University, Mission Discovery, Wee University and many workshops and presentations for schools. Our Academic Schools organise a range of activities throughout the year, such as taster days, conferences and exhibitions in the different subject areas of STEM, Business, Education, Journalism and Performance. We are happy to work with younger pupils and primary schools and also host Teacher Information Sessions at each of our campuses.
9. UWS provides support for those who are care experienced before, during and for two years after graduation. The Senior Widening Participation Development Officer is a named contact within UWS and works closely with colleagues across the University and also with partners outwith UWS; in Throughcare; Social Work; Who Cares? Scotland and other relevant organisations to help our students achieve a positive outcome. Year round accommodation is available in UWS university residences
10. UWS, provides support for Carers and Young Carers thinking about coming to university through working in partnership with Carer's Centres; the Young Carers Trust; Unity Enterprise and other relevant organisations to identify Carers and Young Carers so that we can provide information, guidance and support if they are thinking about going to university.
11. UWS has signed the Stand Alone Pledge to show its commitment to supporting Estranged Students who are studying with no support from their family. We work in partnership with Advice Workers from the UWS Students Association to support this vulnerable group of students by offering 1-1 customised support pre-entry to 2 years after graduation.
12. Our College Engagement Partners work across all partner colleges to develop, maintain and review pathways from college to university. They deliver student focused activities and provide key support to college students to help with their transition from college to university.

SUPPORT FROM HEIs IN WEST OF SCOTLAND

University of the West of Scotland (UWS)

13. The Buddy Programme is a supportive and transitional programme open to all students over all our campuses. This initiative matches up newly arrived students with established student mentors called Buddies who help them settle into university life and offers them a supportive contact, who can provide information about courses as well as useful advice. They can also signpost new students to relevant support and services across the university.
14. The Student Recruitment Team offer support through Open Days; subject specific information days; delivering talks and workshops on campus and in schools to help pupils make informed choices about going to university.
15. The Widening Participation Team at UWS works closely with the Admissions team developing and embedding appropriate provision for students who are perhaps the first in their family to go to university. We provide support; information, advice and guidance so that they can make an informed choice from the subject areas and the degree programmes that are available.

University of Glasgow

University of Glasgow works in partnership with MCR Pathways, Glasgow City Council and partner HEIs to deliver initiatives which improve outcomes for care-experienced young people and Care Leavers. They provide an interactive campus visit for S1 pupils to open up the possibility of Higher Education as an option to consider for their future.

They also help provide training for MCR Pathways mentors and Pathways Coordinators on the widening access programmes and support available. This ensures they are fully equipped in supporting young people with access to all widening participation programmes.

Scotland's Rural College (SRC)

1. Ongoing advice and Guidance for students from families with no history of FE or HE.

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.**

The Glasgow School of Art works directly with the MCR Pathways programme to offer bespoke workshops and opportunities which support secondary pupils to develop their skills and increase their chances of successful applications in creative arts.'

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.

The Royal Conservatoire of Scotland (RCS) collaborates with the MCR Pathways programme to offer a range of opportunities for young people interested in fields such as music, drama, dance and production arts. They deliver a week long summer experience for young people, which encompasses a variety of art forms, and is delivered on campus. They also provide training for mentors and MCR Pathways Coordinators on the widening access programmes. RCS are dedicated to working with MCR in supporting young people to access and take part in training at RCS, enabling those with greatest potential to do well in their training and support careers in the creative industries.

1.



SUPPORT FROM EDUCATION SERVICES

Financial Support

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. bursary £2k per year paid in 2 instalments.
e-mail:
Rita.nimmo@glasgow.gov.uk
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/studywithus/scholarships/alumni/strathclydeundergraduatescholarshipprogramme/
5. MCR Pathways young people are eligible to apply for SAS Accelerate Programme Funding to ensure all young people can access this experience regardless of background. The Strathclyde Widening Access programme will fund the fee for care-experienced young people who wish to participate.
6. University of Glasgow Talent Scholarships – criteria: evidence of commitment and financial need. 50+ scholarships are awarded annually, worth £1,000-£4,000 each year of a degree course. 20 scholarships are awarded in partnership with the Robertson Trust and 5 in partnership with ICAS Scotland.
www.gla.ac.uk/scholarships/index.html
7. 8. UoG Care Leavers scholarships - £1,000 per year of a degree course Links with GCC Social Work and Throughcare Services.
www.gla.ac.uk/study/wideningparticipation/supportingcareleavers/
8. 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/
9. Edinburgh University Accommodation Bursaries. Between £500 - £2000 p.a. towards accommodation costs away from home.
www.ed.ac.uk/schools-departments/student-funding/
10. Arkwright Trust – Scholarships for Engineering - £600 over two years for scholars, £400 over 2 years for schools.
www.arkwright.org.uk/
11. Social Mobility Foundation, Residential Internships. All-expenses paid internships for high achieving S5 pupils from low income backgrounds from across Scotland. These internships take place in London for one or two weeks in July-August. There are 4 programmes; Accountancy, Banking & Finance, Engineering and Law. Applications open in autumn each year. Support also includes a professional mentor, skills development and university application advice. Support for successful students continues through university and into employment
socialmobility.org.uk/aspiring-professionals-programme/
12. Social Mobility Foundation, Aspiring Professionals Programme (APP). A free programme for high achieving S5 pupils from low income backgrounds who live up to an hour from Glasgow city centre. Students are supported in four main ways: mentoring, skills development, university application advice, and work placements. All support is free of charge to students. The APP supports students interested

SUPPORT FROM EDUCATION SERVICES

Financial Support

in 11 different professional sectors, including banking, law and medicine, with a no preference stream for those who are unsure of a future career. Support for successful students continues through university and into employment. Applications open in autumn each year.

socialmobility.org.uk/aspiring-professionals-programme/

13. 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

14. 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

15. 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 and finance. 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 and college students 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

Partner Support

Social Mobility Foundation

The SMF is a charity that supports academic students from low-income backgrounds reach top universities and professions through our Aspiring Professional Programme (APP). Students on the APP receive a professional mentor, a short work experience placement (either in Glasgow or in London), skills-sessions and university application support. Our programme starts in S5 and continues until students gain employment. 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 travel expenses are covered. Support is targeted at those on track to achieve ABBB at Higher, and either those eligible for Free School Meals, or who would 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 opened an office in Glasgow in 2015 and we are keen to work with as many young people in the area as possible, please get in touch at glasgow@socialmobility.org.uk or visit our website www.socialmobility.org.uk if you could like to find out more about our work. website www.socialmobility.org.uk

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.

SUPPORT FROM EDUCATION SERVICES

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 through 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.

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.

SUPPORT FROM EDUCATION SERVICES

Support in Work Experience

EY Foundation Smart Futures programme

Get a great paid experience of work on the EY Foundation 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](https://twitter.com/EY_Foundation)

MCR PATHWAYS PROGRAMME

MCR Pathways is a school-based mentoring programme designed to support disadvantaged 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 has now expanded into all Glasgow City secondary schools with plans for national expansion. Each week, the programme supports more than 1,316 young people, aged 13 to 18. This pioneering partnership between the MCR Pathways and Glasgow City Council is dedicated to closing the attainment gap for care-experienced and disadvantaged young people, as well as striving for a radical improvement in the quantity and quality of positive post-school destinations.

MCR Pathways' vision is that every care-experienced and disadvantaged young person in Glasgow, and soon Scotland, gets the same education outcomes, career opportunities and life chances as every other young person.

The MCR Pathways Higher Education provision began by building a partnership with the University of Strathclyde who have delivered MCR Pathways' Strathclyde Summer Experience since 2013.

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 recent years many students have elected to work with MCR Pathways on a variety of projects which have helped develop and tailor the programme, including the design and update of the mentor training process.

MCR Pathways has expanded its Higher Education provision into S1 and S2 to give young people 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 staff and representatives of the 6 Glasgow HE providers meet tri-monthly to improve the widening access opportunities for care-experienced and disadvantaged young people. In addition, bespoke training for mentors from MCR Pathways schools ensures that these young people have the most up to date information and mentors understand the unique articulation routes operating in each of the individual establishments.

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 and the confidence to pursue them. MCR Pathways' Higher Education provision aims to give young people more real-life experiences of university and, in turn, increase their knowledge, confidence and aspirations of Higher Education and studies.

CASE STUDY

Billy & Mary - MCR Pathways Programme

Meet Billy. Nineteen years old and a University student of Politics. It's an exciting time for him. The possibilities are opening up.

Only five years ago, Billy was a pupil in one Glasgow East End high school and faced significant challenges both at home and in school. His confidence was low and he had little adult support to help him stay focused.

With the help of the MCR Pathways programme and Billy's mentor Mary, he has worked hard to find his pathway and is now a student at the University of the West of Scotland.

The organisation behind the mentoring scheme, MCR Pathways, was established 11 years ago and now has 600 mentors working with pupils in Scottish schools.

When asked to describe himself before he met his mentor, Billy said:

"I was just a shy, scared wee kid who just needed somebody to believe in him in a sense or support him and be less of a negative force," he says.

Mary, a former primary headteacher, said as soon as she met Billy, she could see he had the potential to break free from this lack of expectation.

"In secondary school, they spotted Billy's ability, but it was being thwarted by his dyslexia or his difficulty around writing," she says.

Billy's way of coping was to try to hide where he was struggling. But the danger signs were there.

"It could have easily gone the other way." says Billy, "Mary looked at everything I'd done and marked out where the issues are. She didn't tell me where to go, but she did show me

where I had to work and where to go from there. "

The technique Mary used was the one that all the MCR mentors are asked to focus on: build a connection first rather than tell the young person what they should be doing with their life. They also went to the library where, gradually, Billy started talking about the subjects and books he was interested in. That's when Mary started to see Billy develop what he had been lacking: self-belief.

The great joy for Mary as a mentor has been seeing Billy change and develop.

"It's wonderful when you are my age to engage with young people," she says.

Mary would also recommend the mentoring process to other people.

MCR Founder Iain MacRitchie says,

"we now have the opportunity to support every disadvantaged young person in Glasgow with what is a transformational process and result. We can now see a way in which every disadvantaged young person in Scotland can receive the same."

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, though 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

FOCUS WEST

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.

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:
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Phone:0141 574 5365,
Email Bernadette Sanderson on -
bernadette.sanderson@strath.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

(for all pupils from S1 to S6 in FOCUS West schools) see
www.focuspoint.org.uk

'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.

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. 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.

FOCUS WEST

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-S6 widening access 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 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 GH 826
Graham Hills Building
40 George Street
Glasgow G1 1QE

Tel.: 0141 574 5365



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Further information on Widening Participation (WP)

The University of Glasgow takes the broadest possible approach to widening participation (WP), combining our requirements to meet targets in our Outcome Agreement, with our civic responsibility to Glasgow and the west of Scotland. We target WP or 'non-traditional' students, encompassing a wide range of applicant groups and criteria.

We use these criteria to effectively target both pre-entry outreach and support on course:

SIMD20/40 postcode area resident	Carer
Care leaver / care experience	Refugee / asylum seeker status
Attend a school with low progression to HE	Entrant from Further Education College
In receipt of Educational Maintenance Allowance	First in family to enter HE
In receipt of Free School Meals	Adult returners via an Access Course
Living or studying without family support (estranged from family)	

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. Pupils in all schools within Glasgow City Council (GCC) and the west of Scotland are targeted by our programmes. The UoG Summer School targets pupils living in SIMD40 areas, with care experience or estrangement from family in all Scottish 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, 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.

UoG WP Admissions

Pupils who participate successfully 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 made¹. Participating pupils are assessed against an entirely different entry tariff, based on the environment in which they have achieved their qualifications and personal circumstances. 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: MD20/40 population; pupils entitled to Free School Meals; pupils entitled to EMA; Higher attainment of school leavers; HE progression rate. 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:

<https://www.gla.ac.uk/study/wideningparticipation/admissionssummary/>

1. UoG use of contextualised data in admissions was used as an example of best practice for the sector in: A Blueprint For Fairness: the Final Report of the Commission on Widening Access, March 2016, p. 37.

UNIVERSITY OF GLASGOW

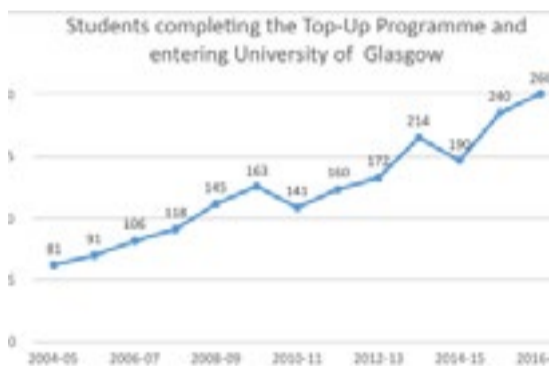
Further information on Widening Participation (WP)

Pre-entry programme summaries

The Top-Up Programme

The Top-Up Programme, devised and delivered by the University of Glasgow (UoG) since 1999, 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 80+ secondary schools with over 2,000 S5 and S6 pupils, who are planning to enter higher education after school, or considering that option.

In 2016-17, 939 pupils across all 30 GCC schools participated in Top-Up: 17 via FOCUS West and 13 via GCC funding. 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 8 Higher / Advanced Higher Grade points.

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.

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Further information on Widening Participation (WP)

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.gla.ac.uk/top-up www.glasgow.ac.uk/topup

Reach Scotland

The Reach Scotland (Access to the High Demand Professions) Programme has been running since 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 and targeted pupils in other schools: 1,700 pupils in 112 schools across 14 Local Authorities in 2017-18. All 30 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. The tables below illustrate the impact across the four professional degrees for the five years prior to 2012 and the five 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: SIMD40 entrants to UoG, 2007-11 and 2012-16, as % of overall young student intake

	2007-11 entrants	2012-16 entrants	Increase
Dentistry	11.8%	19.3%	+7.5
Law	11.3%	15.1%	+3.8
Medicine	11.3%	18.1%	+6.8
Vet Medicine	10.4%	12.1%	+1.7

Table 2: Reach West 90+ target school entrants to UoG, 2007-11 and 2012-16, as % of overall young student intake

	2007-11 entrants	2012-16 entrants	Increase
Dentistry	15.7%	26.9%	+11.2
Law	12.4%	17.2%	+4.8
Medicine	14.6%	27.2%	+12.6
Vet Medicine	15.1%	15.8%	+0.7

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 six years.

Further details are available on the UoG website:

www.gla.ac.uk/reach

The Glasgow Medical School Access Programme (GAP)

In spring 2017, UoG was awarded one of two new Medicine gateway programmes by the Scottish Government, comprising 20 new student foundation year places. The Glasgow Access Programme (GAP) is running for the first time in 2017-18.

The programme targets applicants residing in SIMD20 postcode areas, with care experience, or from a remote and rural island area, who have fallen short of attaining entry to Year 1 of the Medicine degree. Application is open to pupils meeting one or more of the criteria in all 30 GCC schools. GAP is taught on the main UoG campus and in the Queen Elizabeth University Hospital. The course is based on existing gateway year provision and includes:

- Interdisciplinary teaching: basic and clinical sciences; professionalism; vocational studies
- Clinical experiential opportunity
- Holistic support and mentorship
- Rural and international opportunity
- Transition and retention support
- Financial bursary support

Success on GAP leads to progression to Year 1 of the Medicine degree. A further interview or passing the UKCAT is not required. Students who do not attain the required standards for progression will progress to Year 2 of a Life Science degree.

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Further information on Widening Participation (WP)

GAP is an exciting new opportunity which provides a unique opportunity to expand the progress made via the Reach and SWAP programmes, and will enable a real step-change in widening access to Medicine. 2017-18 success resulted in funding being approved for 2018-19.

UoG Summer School

The University's Summer School has been running for over 30 years. It offers an alternative route of admission for adult learners and school leavers 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 2017, 436 students (school and college leavers) commenced the Summer School, with 412 completing. 39 pupils from GCC schools participated in Summer School. Summer School is open to pupils in all 30 GCC schools.

For further information, please see the UoG:

www.glasgow.ac.uk/summerschool

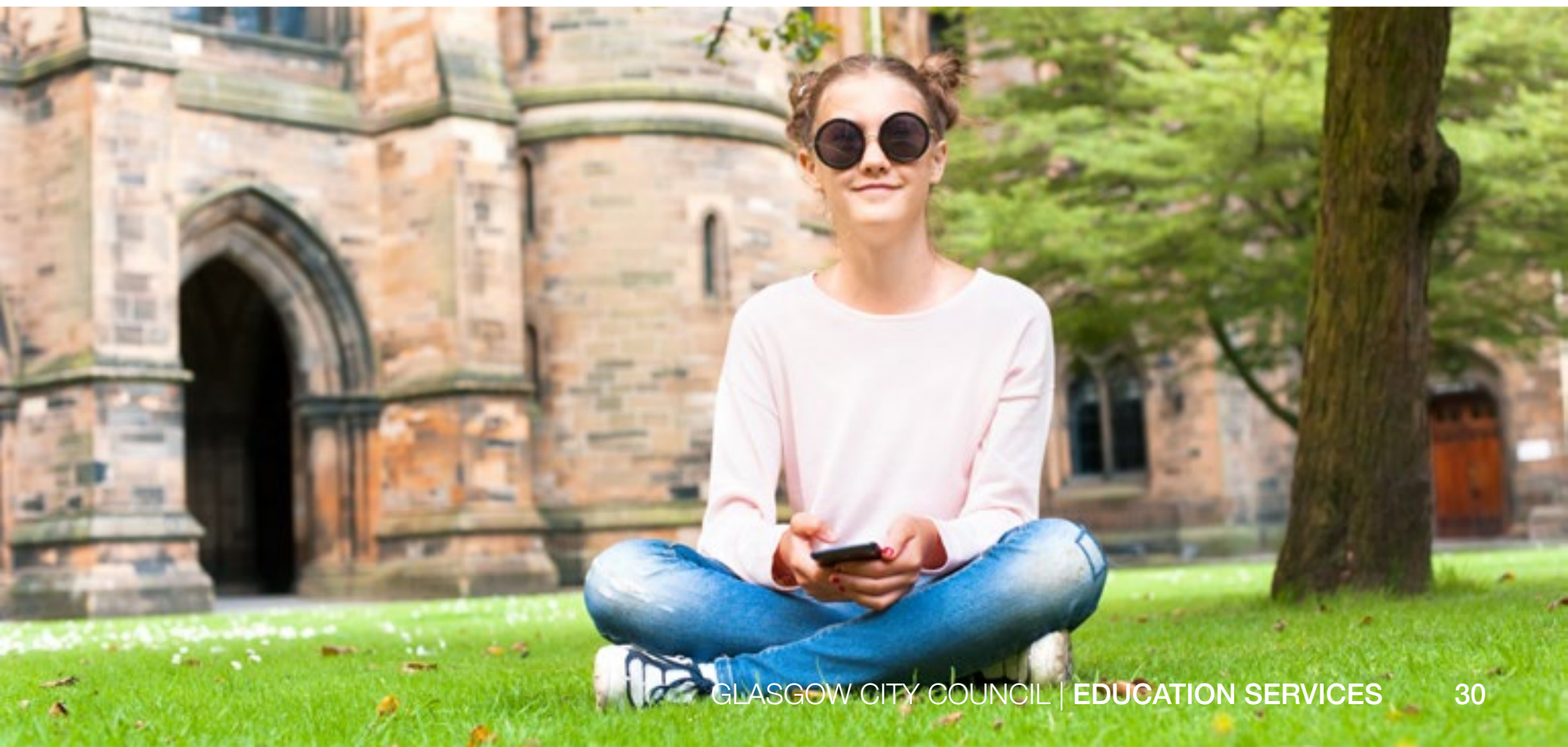
University of Glasgow Taster Weeks

The University of Glasgow, in partnership, with GCC Education Services, offers up to 200 senior phase pupils from all 30 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 select one of two subject streams: Arts & Humanities or Science & Engineering, and a subjects involved include: Mathematics & Statistics; Biology; 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. Information sessions and workshops on other aspects of being a student are included, i.e. study skills, financial aid. 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.

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.



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Further information on Widening Participation (WP)

Early Secondary Programme

The Early Secondary Programme (ESP) works with 20,000+ S1-S3 pupils in 50 schools. ESP introduces pupils and increases aspirations to post-school study and training. 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 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 directs 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. All 30 GCC schools participated in 2017-18.

Access to a Career in Teaching

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 GCC, University of Glasgow, University of the West of Scotland and 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.

Access to a Career in Engineering / Accountancy & Finance / Education

Since 2014, UoG has facilitated an expansion of provision for professional degree study, based on the Reach model, to include Education, Engineering and Accountancy & Finance. 1,500 pupils across 108 schools participated in the Access to a Career Programme in 2017-18. All 30 GCC schools participated. Access to a Career runs concurrently in school with the four existing Reach subject areas. Further information is available at: <http://www.gla.ac.uk/about/wideningparticipation/supportingaccesstoprofessionalsubjects/accesstoacareerprogrammes>

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 500 scholarships have been distributed to date. The on-course retention rate of Talent Scholars is nearly 100%.

20 scholarships are awarded in partnership with the Robertson Trust, worth £2,800 or £4,000 each year of a degree course, dependent upon students' circumstances. 5 scholarships are awarded jointly with the ICAS (Institute of Chartered Accountants Scotland) Foundation at a value of £2,500 per year of degree.

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. 24 students have benefited to date. This provision has been developed into the University of Glasgow Corporate Parenting Plan. This and full details of the support available for care experienced applicants and students, is available at the following URL:

www.glasgow.ac.uk/careleaver

Estranged from Family Support

The University of Glasgow has bespoke provision on place for any young applicants or students living without family support through estrangement from their family. We support and work with StandAlone and have signed the Stand Alone Pledge. Further details can be accessed at:

<https://www.standalone.org.uk/>

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

Further 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

UoG Articulation Programme

UoG has initiated a new Articulation Programme that will offer students on selected HNCs progression into Year 2 of the corresponding UoG degree. This initiative is being developed in partnership with all of the Glasgow Colleges and will commence in AY 2018/19; with students on the HNC Applied Science at Glasgow Kelvin College having the opportunity to progress into Year 2 of a UoG Life Sciences degree. Further development, in partnership with Glasgow Clyde College and City of Glasgow College, will establish similar routes of progression into Year 2 of UoG degrees in Engineering, Social Sciences, and Technological Education.

These Articulation routes are targeted according to the UoG WP criteria, and whilst on the HNC year in college participating students will benefit from tailored induction, orientation and academic support, delivered on the University of Glasgow main campus, ensuring they are well equipped and well prepared for the transition into Year 2 of their chosen UoG degree.

For further information on these new Articulation routes, please contact daniel.keenan@glasgow.ac.uk.





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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/

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.

Our Contextual Data in Admissions policy means that we can use contextual information (such as whether an applicant has been in care or under a home supervision order or from a school where few people progress to university) in the

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decision making process, allowing us to give certain applicants differential offers. Please get in touch with the Widening Access Team or see our webpages to check your eligibility for a contextual offer and to see the offer rates for different programmes:

<https://www.strath.ac.uk/studywithus/wideningaccess/>

Examples of our widening access activities

Glasgow 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 5 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 May 2018 over 2000 young people have been given their 'passports to learning' and are working towards their graduation. Children's University participants have logged over 30,000 hours of learning. Please see our website for more details:

<https://www.strath.ac.uk/workwithus/publicengagement/schools/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)

Accelerate Programme

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 9 subject areas for pupils to choose from:

- Law
- Education
- Chemistry
- Languages
- Physics
- Product Design
- Mini Space Academy (Electronic and Electrical Engineering)

- Business and Enterprise
- Computer Science

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

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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."

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 and Biomedical Engineering.

Please see the website for more information:

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

The Digital Academy

The Digital Academy offers innovative undergraduate programmes with an alternative route into university as a Strathclyde student. The first year is a newly developed HNC programme delivered by one of our partner colleges in Glasgow with articulation into second year of a range of degrees in the Departments of Mathematics and Statistics and Computer and Information Sciences.

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The Academy is a collaboration between the University of Strathclyde, partner colleges and the Digital Technology industry. It was established to respond to the increasing demand for graduates with technology skills. Graduates of the Digital Academy will be in demand with a wide range of exciting career opportunities open to them.

The HNC curriculum, delivered by one of our partner colleges has been designed in consultation with the participating departments at the University to ensure a smooth transition to Strathclyde at the end of year 1. It has been developed to allow you to progress to any of the 4 undergraduate degrees on offer through the Digital Academy. Students who achieve the required performance can transfer to the second year of the following degree programmes:

- BSc (Hons) Mathematics and Computer Science
- BSc (Hons) Data Analytics
- BSc (Hons) Computer Science
- BSc (Hons) Software Engineering

“Overall the number of people employed in ICT and digital technology roles is forecast to increase by 15% to 84,000 by 2020” E-skills UK, 2012

If you would like further information, please contact Christine Dowds, 0141 548 2817, digital-academy@strath.ac.uk

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. This

commitment was recently recognised by the Guardian newspaper, when Strathclyde Cares won the retention, support and outcomes award at its Higher Education Awards. 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 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;



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- 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 and in February 2016 we signed up to the Scottish Care Leavers Covenant, strengthening further our commitment to and support for Care Leavers.

Please see the website for more information and for our recently published Corporate Parent Plan:

www.strath.ac.uk/careleavers/

Strathclyde Business School: Management Development Programme

Students in the Strathclyde Business School undertake a Management Development Programme (MDP) as a key part of their degree. 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 looked after young people, including tutoring support
- The Young Strathclyder Programme, offering mentoring support and access to campus facilities for pupils intending to apply to the Strathclyde Business School
- Tutoring support for pupils in Higher subjects
- Campus Events for pupils interested in studying Business

Several new initiatives are being developed 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

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information 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 Pathways

A close partnership between MCR Pathways and the University of Strathclyde has combined their existing expertise both in the field of young people in care and in widening access outreach provision to produce a programme of educational pathways. This works to fulfil the MCR's mission to improve the educational outcomes of care-experienced young people throughout Glasgow through providing them with a supportive, one-on-one mentor. An initial programme, established in 2013, was aimed at care-experience pupils in S2/ S3 who had expressed an interest to go on to Higher Education. Pupils attend a HE Taster session, followed by a 2 day and evening summer programme. 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. Alongside the Summer Experience, through the MCR programme, pupils work with a mentor who meets with them on a weekly basis to provide guidance and consistent support. Pupils on this programme are also offered a range of support and Job Talent Tasters as they progress through school and will take part in a range of widening access programmes run by various organisations. The MCR Pathways' framework supports young people, not just those with HE potential, to find, grow and use their talent. They are working closely with CELCIS and other higher education organisations to do this.

"From being in kinship care I didn't get enough support and guidance. I want to be the person that can help other vulnerable young people and children. After college, I'd like to go on to university and study child law and social work combined, hopefully at Strathclyde. Then, hopefully become a child advocate soon afterwards. If it wasn't for MCR I could never have went to my college interview. I don't want to ever not be involved with MCR.

Pamela, Leaver

I didn't have any confidence at all. Now I feel like I can do anything. I didn't think I could get to university, but thanks to my mentor I did.

Liam, Leaver

I always wanted to go to university, but I didn't know what I wanted to study until I met my mentor, Douglas. The biggest difference for me in working with a mentor was that I became more decisive with what exactly I want to do and what I was going to do to achieve it.

Stephanie, Leaver



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Please see the websites for more information:

www.mcrpathways.org

or

www.youngglasgowtalent.org

Financial Support at Strathclyde

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 – are invited to apply. Applicants who have spent time in care are also invited to apply for our Strathclyde Cares Scholarships. For more information on the scholarship fund, please

contact Debbie Duncan on d.duncan@strath.ac.uk

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

Scholars Programme partnership with the Brilliant Club

The Brilliant Club is a charity aimed at increasing the number of students progressing to university from under-represented backgrounds.

It runs the Scholars Programme, which is designed to help pupils develop the knowledge, skills and ambition that support progression to this goal. This is achieved by recruiting, training and placing PhD tutors in schools to deliver university-style learning to small groups of pupils.

Strathclyde delivered a pilot programme with the Brilliant Club and Glasgow City

Council at two secondary schools in 2017, and a further two participated in 2018. Strathclyde PhD students led six tutorials of one hour with groups of up to six pupils. The focus on university-style learning took in aspects such as independent research and critical thinking and pupils submitted a final assignment of an essay or problem set. Assignment subjects included Tackling Heart Attacks With Bubbles – on the use of microbubbles to enhance the resolution of ultrasound images – and The Physics of Light: How We Can Use Lasers to Cure Disease.

In pupils' self-evaluation, 100% agreed or strongly agreed after the programme that 'I have a good level of knowledge in the subject that the Scholars Programme focuses on,' compared with 54% before. Those who agreed or strongly agreed 'I am capable of studying at a highly selective university' increased from 83% to 100%.

Pupils' comments after their graduation at the end of the programme included:

"I thought that it was very helpful and has taught me skills that could be important when I'm older"; "The graduation was great. It was a chance to reflect on the brilliant work I did and how I worked as a team. It was fun as well"; "The Scholars Programme was fun and interesting!! Thank you for the opportunity."

Parents and carers were presented with 14 statements on the programme and 100% agreed with 11 of them, including:

"I think my child has made academic progress during the scholars programme"; "I would recommend the Scholars Programme to other parents" and "I think that my child is capable of studying at a highly selective university when they are older."

Parents and carers' comments included:

"It gave the children more confidence – firstly, being chosen and then showing them their capabilities and letting them know what universities offer and all the opportunities open to them when they leave school";

"This programme has been well run and an amazing initiative. It has greatly helped my son's confidence"; "Very enjoyable and informative day. Very professional and the course has been really good for my daughter."

Please get in touch with the Widening Access Team (wideningaccess@strath.ac.uk) if you are interested in finding out more.

Strath Science Scouts

Strath Science Scouts aims to inspire young people to develop their interest and thus to study science both at school and university. Scouts are undergraduate and postgraduate science students. They visit schools to talk to and motivate pupils, sharing their experiences and visions for the future. They also run science events at the University, to demonstrate the university experience. The programme is supported by staff and students of all years are involved. By becoming a Scout, our students develop key transferable skills as well as serving the local community.

For more information, please email science-scouts@strath.ac.uk

<https://www.strath.ac.uk/science/strathsciencescouts/>

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STEM summer school

The Science, Technology, Engineering and Maths (STEM) summer school is for anyone who has accepted an offer of a place at Strathclyde, but particularly for those intending to study in the Faculty of Engineering or Science. It offers a chance to take university subjects at first year level, giving participants a great start for their first term. Priority in allocation of places is given to those in FOCUS West schools, care leavers and those resident in under-represented postcodes. See the website for more details:

<https://www.strath.ac.uk/science/summerschool/>

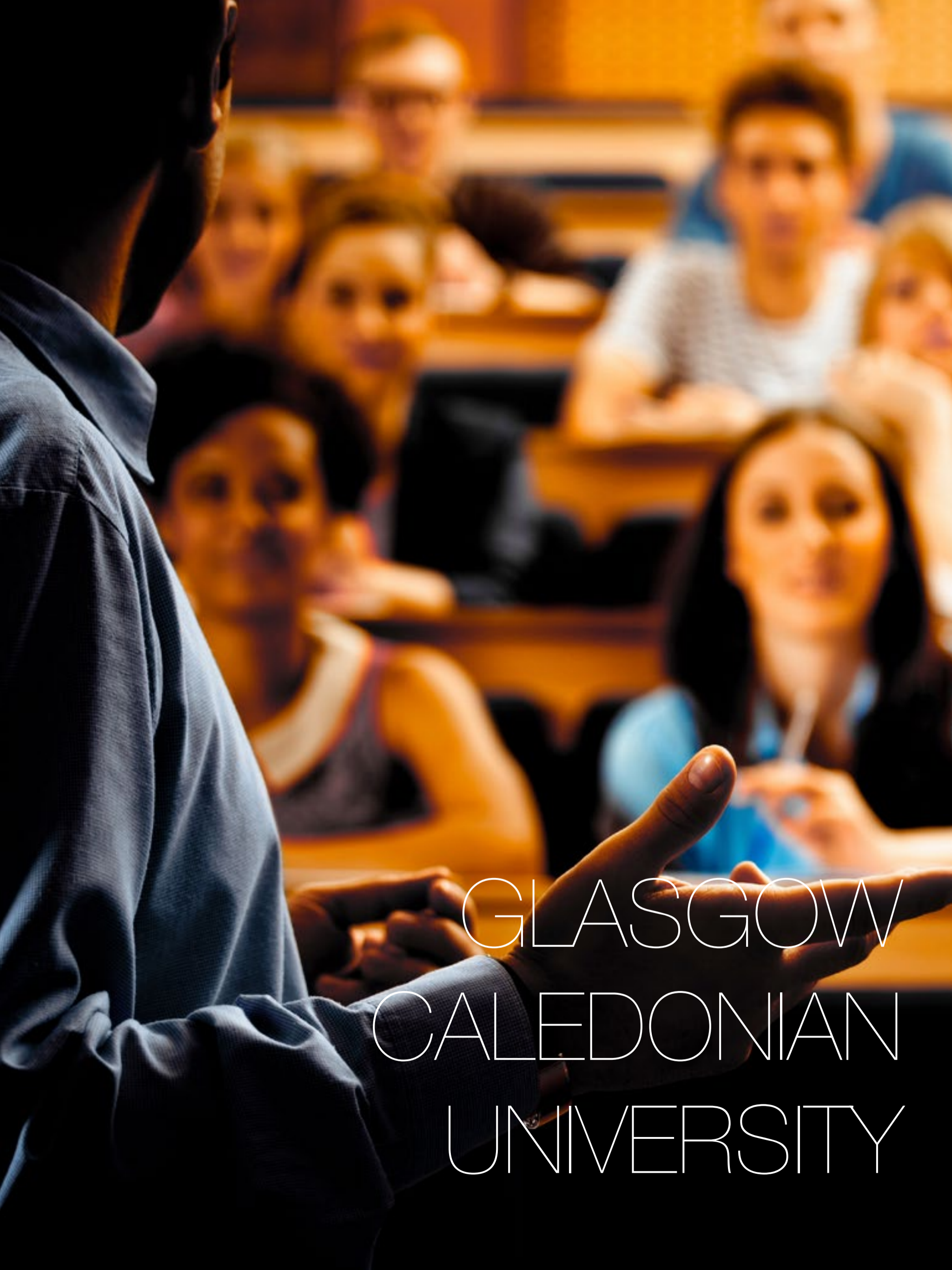
Support for asylum seekers and refugees

The University of Strathclyde has worked closely with Strathclyde Students' Association and the Scottish Refugee Council to develop a scholarship for asylum seekers and those staying in the UK on humanitarian grounds. Scholarships are available each year and applications are open to prospective undergraduate and taught postgraduate students.

In addition, the University delivers a series of annual workshops in partnership with the Bridges Programme for refugees and asylum seekers considering applying to university. The workshops introduce participants to the application process, student finance issues and the learning and teaching environment within UK universities. Of the 27 participants in the pilot year, 12 were successful in gaining a place on a degree programme.

Finally, students from asylum seeker and refugee backgrounds who enter Strathclyde are provided with a staff mentor for the duration of their studies in order to support their transition into and through university.





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At GCU Student mentors have a crucial role to play in supporting young people to raise their aspirations and fulfill their potential. The GCU Outreach 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 Good', 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. The Caledonian Club engages with over 2,000 pupils and 350 parents each year across their partner communities.

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 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 & Languages, Future Aspirations, Transition, and Literacy & Attainment.

Arts and Language

P2 Digital Book Project

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

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gifted their very own paper copy. 'The Molly & Cally Adventure Series' continues to grow with digital books accessible through the Caledonian Club's website.

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.

Transition

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.

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 S1 Project is a half-day in-school workshop that focuses on public speaking. Working in groups, supported by our student mentors, pupils meeting the Club for the first time alongside existing members explore public speaking areas including, what makes a good presentation, what nerves are and how they affect you, and strategies to cope with them, before putting these lessons into practice. The project introduces the start of Caledonian Club secondary school activity and aims to provide a fun, challenging, yet supportive environment in which pupils can develop key skills essential for current and future success.

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 phase, developed to give pupils insight and experience into the variety of programmes available at university, and support informed decisions on post school destinations. Pupils are invited on campus for a full day of practical academic taster sessions under the theme of a zombie outbreak that showcases 9 programmes from across the academic schools at GCU. This broad introduction acts as a foundation from which pupils can build a better understanding of areas they wish to pursue during the next phase of work in S6.

S6 Shadowing

A key part of the Caledonian Club's senior phase activity and Mentoring Programme, Shadowing is available to Club members at the start of S6. Following an in-school workshop in September senior phase pupils are invited to return to GCU 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.

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Literacy & Attainment

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

P2 Literacy Programme

The Literacy Programme works with P2 pupils identified by their school as potential benefactors of additional support. The programme runs over two 8-week blocks pre-and post-Christmas and sees pupils working with trained literacy mentors on phonics games and activities as well as one-to-one paired reading. It is the target of the programme to raise attainment in the literacy levels of participating pupils and thus challenge the attainment gap.

Uni5y

Adding to the range of support and opportunities provided to senior year pupils the Caledonian Club S5 Attainment Programme: Uni5y, aims to challenge the attainment gap. Working closely with pupils the programme aims to ensure a

suitable foundation of strong S5 Higher grades is achieved increasing the likelihood of participants meeting the conditions for university entry. An additional aim is to strengthen the opportunities and uptake of activities that add weight to university applications including relevant placements, ultimately improving both attainment and the progression rate of pupils moving on to and retaining places at university.

Activities incorporate a conference day, ongoing personalised support for participants and access to specialised supported study session covering a range of subjects tailored to the needs of the pupils. Crucially, pupils are supported through transition to post school destinations and beyond benefiting from support as necessary regardless of their choice of institution.

School Connect

The School Connect programme provides focused interventions to ensure that secondary school pupils applying to GCU have the information, advice and guidance to make a successful transition to university. Each year the programme works with 4,000 pupils in 12 partner schools

across West and Central Scotland, engaging young people at key educational stages.

The workshops have been designed to support senior school pupils with the application to GCU, and younger students with career and subject choice information through interactive activities. Early engagement with students whilst still at school helps to raise aspirations and inform pupils about the diverse range of courses and careers open to them. The activities are designed to break down barriers to higher education and provide pupils with access to undergraduate student mentors. Mentors are key to our success in being intermediary figures and role models.

Options and Choices Project

The Options and Choices project works with whole year groups of S2 or S3 pupils, as they make their subject choices. Through 12 mini show and tell sessions with GCU students, pupils learn about some routes into professions and how their subjects could be used practically in the future.



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Senior school

For S6 pupils aspiring to university study, School Connect provides a series of workshops starting with a half-day of teambuilding activities in early June as pupils start S6, followed by a series of workshops to support the UCAS process and transition to university study. Many of our former pupils become Student Mentors when they commence their studies at GCU. A number of former pupils progress to college for HN study and later articulate into the university as well.

"Taking part in School Connect as a teenager from the East End afforded me tremendous opportunities. Without it, I would not have been able to access higher education nor excelled once here. I have been nominated for countless awards and this can all be traced back to the amazing work that took place in order for me to develop into a young adult. I have been privileged not only to take part but also work for the programme as a student mentor, which is an honour. School Connect taught me that education can be accessed by all and never to be afraid to do better than what's expected, something that has guided me through my university journey." (Dean, former pupil and current 4th year nursing student and student mentor)

Gerard Lyons, Head Teacher, St Andrew's RC Secondary, said:

"Our partnership has first and foremost delivered results in terms of widening access, with more young people than ever before progressing to university. The team at GCU, including a number of our former pupils as mentors, are embedded in the ethos of our school. There is a superb level of pupil engagement, testament to the high quality of programme materials, interactive activities and personalised advice for every young person. As something that is central to the work of our school, our young people speak in glowing terms about the impact that the programme has on their level of

aspiration, their belief that they can go to University and their chances of gaining a place."

Support for Care-Experienced Students

GCU would like to encourage more university applications from care-experienced young people. To ensure our support evolves to meet the needs of our care-experienced students, we established a Corporate Parenting Steering Group with cross-institutional representation including a care-experienced student (from the formally constituted Student Association group) to lead, support and embed the agenda across the whole institution. GCU also offers a Taster day to care-experienced children and young people in partnership with Glasgow City Council and MCR Pathways. For 2017/18 session 81 S2 MCR pupils took part in a themed taster day on campus, an increase from 53 pupils in 2016/17. GCU also offer additional support to all care-experienced children and young people applying to GCU from school with tailored transition support. Care-experienced young people are also considered under our contextualised admissions policy. Transition support includes opt-in mentoring and a named contact to forge introductions to key staff across campus. Eligible care-experienced students can access free 365-day accommodation in our Halls of Residence, an annual £500 bursary, long-term laptop loan, priority access to services such as wellbeing and funding, a guaranteed interview to become a paid student mentor and extra funding to cover graduation costs. Furthermore the named contact keeps in touch to highlight other opportunities internally and externally such as travel bursaries and accommodation scholarships with the Unite Foundation.

"The free accommodation and bursary have given me less to stress about, meaning I have been able to focus on university; and the support has also opened up opportunities to me that I never thought possible. I received a travel scholarship which enabled me to complete a summer programme abroad that I otherwise couldn't have done. I feel lucky, as if it weren't for the support at GCU I wouldn't have those life-changing opportunities." Care-experienced student.

For more information please contact:
 Contact Name: Rachel Hyslop, School Connect Manager and Named Contact for Care-Experienced Students
 Glasgow Caledonian University
 William Harley Building H213,
 Cowcaddens Rd
 Glasgow G4 0BA
 Email: Rachel.Hyslop@gcu.ac.uk
 Phone: 0141 273 1485

College Connect

College Connect is core to Glasgow Caledonian University's commitment to enhance the student experience of articulation by building knowledge and confidence, raising aspirations and supporting HN students throughout the transition from college into university. Taking part in College Connect allows HNC and HND students to benefit from a programme of activity that has the themes of Learning, Organisation and Support at GCU embedded across it.

The Programme

The College Connect programme of activity is split into two distinct phases.

Pre-UCAS (August - December)

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

UCAS workshops and interview support assist students with tailored UCAS

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personal statement advice in line with GCU requirements to help give students the best possible chance to receive an offer from GCU.

Post - UCAS (February - August)

A series of activities are facilitated by College Connect to ensure that students are prepared for university study at GCU.

These activities include -

Get Connected - a series of presentations in-college covering the support on offer to students as they progress to GCU.

College Connect Membership - College Connect Members become Associate Students of GCU, allowing members access to GCU online resources and the opportunity to take part in the Get Ahead Programme.

Get Ahead Programme - A series of sessions allowing College Connect Members to gain familiarity with the Library, Special Collections, Study Abroad, the Careers Service and Learning Development Centres in advance of joining GCU as a student.

College Connect Transition Programme - open to all articulating entrants, the Transition Programme is a subject specific day that introduces students to the academic skills necessary to succeed at GCU.

FOCUS West Routes for All at GCU

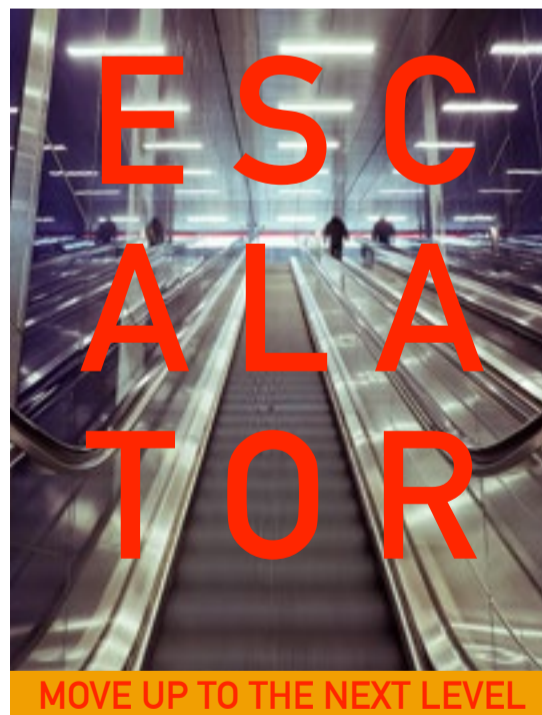
Routes for All is an element of FOCUS West, part of the Scottish Government's Schools for Higher Education Programme (SHEP). It is a programme of support tailored to senior phase pupils who intend to enter higher education via the college route (HNC/D). The programme provides pupils the tools to succeed in making the transition from school to study Higher National qualifications at college, and thereafter to articulate to university. Focusing on medium-to-long term planning, Routes for All raises awareness of the articulation process and encourages pupils to develop informed and

detailed choices about their own future. In today's increasingly competitive education marketplace, the practical support provided by FOCUS West Routes for All is more important than ever.

Routes for All supports S5/S6 pupils from the 17 FOCUS West secondary schools in Glasgow. The programme is delivered by Routes for All team members with the support of a group of trained student mentors. Many of the mentors have themselves gone to university via the college route, providing excellent role models for the pupils they engage with.

The S5 programme uses a delivery model that includes workshop sessions in school, augmented with activities on college and university campuses. The S6 programme is composed of practical support in developing strong and relevant college applications.

The S5 Programme: Escalator



The S5 Routes for All programme is called Escalator, and focuses on the following elements:

Gaining a broad understanding of general career areas

This element is delivered in school. Pupils are encouraged to research and understand broad career areas and make informed choices about future educational and career plans.

Support pupils to prepare for, and achieve success in, S5 exams

This element is also delivered in school. Mentors share their strategies with pupils in relation to exam preparation, study techniques and managing revision timetables to achieve optimum exam performance.

Experience a college and university campus

This activity takes place on a college campus or at GCU, and enables pupils to:

- Gain experience of a higher education environment
- Speak to college and HEI staff about entering college, choosing a course, entry requirements, application processes, support and funding
- Develop a more focused approach to their future and plan for their post-S6 options

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The S6 Programme: Runway



The S6 Routes for All Programme is called Runway, and provides pupils with the opportunity to gain practical support on all aspects of applying for college. This includes identifying appropriate college courses and career paths, writing personal statements, completing application forms and developing interview skills through mock interviews. E-mentoring support is also provided, particularly in relation to the development of personal statements for college application forms.

Developing a realistic educational and career plan

Pupils are supported to refine their career motivations and key areas of strength, applying this knowledge to developing detailed and realistic study and career plans.

Developing a suitable personal statement to use when applying to colleges

This essential process forms the core of the Runway programme. Pupils are supported to produce a coherent, positive and forward-thinking personal statement to use in college applications, through a combination of one-

to-one support and E-mentoring.

Develop a detailed understanding of college study, admissions processes and progression options

The three colleges in Glasgow (City of Glasgow College, Glasgow Clyde College and Glasgow Kelvin College) support Routes for All to deliver these events.

Through college campus visits and personal research supported by student mentors, pupils will establish the best course of action for their post-school progression.

Post-school Options

The ultimate aim of the Routes for All Escalator and Runway programmes is to support the progression of greater numbers of Focus West pupils into HN study at college and thereafter into university study. 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 over 90% of pupils participating in the Routes for All programme progress onto 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 participating pupils by focusing on their post-school destination.

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The 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 celebrated an amazing pass rate of 90% for session 2014-2015, and a 91% pass rate in 2015-2016, with 75% of pupils achieving As and Bs. In session 2016-2017, the Hubbers achieved a 92% pass rate, with 68% of young people securing As and Bs.

These results are testament to the potential, commitment and engagement of pupils in their Advanced Higher studies and to the hard work and dedication of the Hub team. The Hub continues to support widening access, levelling the university application process for young people, and supporting GCC to close the attainment gap.

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Widening Participation at the Advanced Higher Hub				
	2013-2014	2014-2015	2015-2016	2016-2017
Pupil Numbers - Start of Year	104	153	151	117
Pupil Numbers - End of Year	97	138	139	106
% within SIMD quintile 1	60.8	55.7	49.6	53.3
% within SIMD quintile 2	10.3	15.7	21.6	14.3
Presentations	112	167	171	145
Partner Schools – Start of Year	19	21	28	28
Partner Schools – End of Year	18	20	28	28
Average Retention Rate	90%			
Average Attendance	93.9%	93.9%	95%	94%

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

Our partner schools have included:

All Saints' Secondary School, Bannerman HS, Bellahouston Academy, Castlemillk HS, Cleveden Secondary School, Drumchapel HS, Eastbank Academy, Glasgow Gaelic School, Govan HS, Hillpark Secondary, Holyrood Secondary, Hyndland Secondary, John Paul Academy, Jordanhill Secondary School, Kings Park Secondary, Knightswood Secondary, Lourdes Secondary, Notre Dame HS, Rosshall Academy, Smithycroft Secondary, Springburn Academy, St Andrew's Secondary, St Margaret Mary's HS, St Mungo's Academy, St Paul's HS,

St Roch's Secondary, St Thomas Aquinas Secondary, Whitehill Secondary.

This unique partnership approach embodies key recommendations of the Commission on Widening Access Report (COWA) as it promotes enhanced cross sector partnership working to widen access for young people. The Hub also supports GCC to bridge the attainment gap for young people from the lowest quintiles, where there is the potential for them to miss out in Higher Education opportunities.

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; Modern Studies and Physics.

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.

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.

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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:

"I felt very welcome from my first day at the Hub. Various activities allowed me to settle and make friends with the other students and therefore make my time at the Hub really pleasant."

"It was an excellent way to detach slightly from the school community and I think the independence gives pupils at the hub an opportunity to develop their personality & gain confidence in new social situations before moving on to work or higher education."

"Being within a university campus on a weekly basis has certainly eased my transition into university, on the basis of the calibre of work, style of lessons and overall atmosphere I know what to expect from a university environment."

"I loved the way lessons were taught- the long class sessions allowed us to cover a lot in one day. The Advanced Higher level was one that I finally felt challenged by, and I loved

the work we did in class, both individual and group work. Attending the Hub was one of my best Sixth Year experiences, and I found the teaching methods to be very engaging and enjoyable."

"I believe my experience at the hub has helped me develop key skills and confidence which I can take forward to University study. I also found all the teachers to be very helpful which benefited my experience, particularly at dissertation and exam time John was very helpful with any questions and last minute worries. I found the experience to be very enjoyable!"

The Transition to University: Advanced Higher Hub Case Studies

Jonathan Kankolongo, St Andrew's Secondary School, Advanced Higher English

Glasgow Caledonian University: Law

Jonathan achieved an A in his Advanced Higher English at the Hub, has just completed 4th year studying Law at GCU and is looking to progress to Postgraduate level. He said of his Hub experience:



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"The Hub gave me the opportunity to study Advanced Higher English which I needed to pursue law. Studying in a university environment in sixth year and having access to the facilities helped me make the jump to university. I'm now in the third year of my degree I am and incredibly grateful to my school and GCU for giving me this opportunity."

Jonathan is the first in his family to attend university in Scotland, Jonathan is the first in his family to attend university in Scotland, and is considering continuing his studies with a Masters.

Aqeel Ahmed, Rosshall Academy, Advanced Higher Modern Studies and Higher Politics

University of Stirling: History, Politics and Professional Education

Aqeel studied AH Modern Studies and Higher Politics at the Hub. He achieved a B in his Advanced Higher Modern Studies and an A in Higher Politics.

Aqeel is a very politically aware young person who genuinely believes in giving back and he took on the role of GCU Student Rep with enthusiasm and drive. Aqeel worked closely with his teachers at the Hub and Jenny Dougall, his VI teacher at Rosshall Academy, to make sure that all resources were accessible to him and supported his learning. He said,

"I loved my Hub experience. John was a brilliant teacher, the other pupils were brilliant and I really enjoyed the independence of being at the Hub. This experience has helped me to understand what university life will be like for me and I can't wait to get stuck in. I wouldn't be feeling as confident about my next steps if I hadn't had this year long experience."

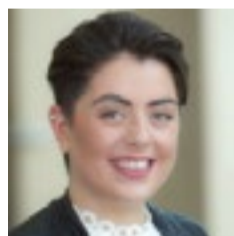
Bianca Ncube, St Mungo's Academy, Advanced Higher Maths

University of Strathclyde: Chemical Engineering

Bianca is a really hard working young person who settled in really well at the Hub to study Advanced Higher Maths. She achieved an A for her efforts and was determined to study Chemical Engineering at University of Strathclyde.

Bianca had an unconditional offer but recognised the value in her Advanced Higher Maths studies to support her to transition successfully to university. She said,

"I knew that my AH Maths at the Hub would help to make my first year of university easier for me. I also wanted to prove to myself that I could do it. I'm now finding that I can do a lot of the work because of my studies at the Hub. It's a good feeling, knowing that my first year of uni is going really well and this is partly due to my time at the Hub."



Meghan Miller, St Margaret Mary's Secondary, Advanced Higher English, GCU Adult Nursing

Megan has known for some time that she would love to train to become a Nurse and applied to GCU for the undergraduate degree studies in Adult Nursing. She's studying for her adult Nursing degree and has successfully completed her second year. She said,

"I was so ready for university and this was definitely because of my Hub experience. I know my way around campus, feel confident about being able to cope with this level of study and other students ask me where things are on campus. The hub helped my confidence and reassured me that I am able to do this and I am ready for it."



Jack Wands, St Andrew's Secondary School Advanced Higher Biology, Advanced Higher Maths, Advanced

Higher Modern Studies and Higher Politics

Oxford, PPE

Jack came to the Hub with fantastic S5 Higher results from his school, As across the board, and was keen to take on the challenge of three Advanced Highers at the Hub. Even though the majority of Jack's Sixth Year learning took place at the Hub, he still managed to play a significant role in his school, being elected Head Boy and becoming a member of the Leadership Committee. He also participated in The Saltire Awards and continued with his love of playing the piano.

Jack's Advanced Higher results were outstanding: he achieved As in all his Advanced Higher Hub studies. Jack is rightly extremely proud of this achievement and has just completed his second year at Oxford University where he is studying Philosophy, Politics and Economics.

Gabriella Brown
St Paul's Secondary School
Advanced Higher Maths C (Higher at C)

University of Strathclyde. Pure Maths

"I am one of those people who takes each day as it comes, so in terms of thinking about university, I hadn't really considered it. I was one of the youngest in my school year group, being 15 years old in S5. My parents were very supportive and tried to talk to me about my future plans but I kept putting it off, thinking it was ages away. My older brother had already been at university and completed his degree and my older sister was at college so by the time I got to Sixth Year, going to university was my next step."

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By the end of S5, I knew I wanted to study Mathematics at university. Higher Maths had been challenging but I'd loved it. I was a bit disappointed when I got a C for my Higher but was determined I wanted to study Advanced Higher Maths. Unfortunately, my school didn't offer it and this is where I first heard about the Hub.

I was petrified at first. I expected the Hub to be just like university and was feeling quite anxious about it. However, at the Hub Induction Event in August 2013, I met Laura, who has gone on to become one of my best friends. She was studying Maths too and I immediately felt better about being at the Hub.

I loved my Maths class. It was small and supportive. Everyone loved Math and wanted the same thing: to do well in the Advanced Higher. Gerry, our teacher was amazing. I did struggle with the course but was determined not to give up. I did everything right: I came onto campus for extra support from Gerry, listened to all his advice and used GCU Learn and Scholar to help me. I was so pleased when I passed AH Maths- I got a C and it was a condition of my offer to get in to Strathclyde to study Pure Mathematics. ”

Contact Name:

Rebecca Lavery, Head of Hub
Advanced Higher Hub
Glasgow Caledonian University
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Email: Rebecca.Lavery@gcu.ac.uk
Email: ahhub@gcu.ac.uk
Phone: 0141 331 3909





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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 local authorities 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 Schools

FOCUS West - Routes for All

We work with schools with low progression to higher education 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).

UWS 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.

UWS Routes for All is developed and coordinated by University of the West of Scotland. 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. 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 1-3 Highers through both in-school sessions and college and university campus events. The weekly sessions are delivered by the University of the West of Scotland member of staff and facilitated by student mentors.

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 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 the skills needed to study at university.

Access to a Career in Teaching (ACT)

UWS co-ordinates this programme on behalf of the partnership between Glasgow City Council, the University of Glasgow, the University of Strathclyde and UWS. This programme is for S5-S6 pupils wishing to follow a career in Education and provides support and advice on Teaching as a career. Successful performance on the Programme can lead to guaranteed interviews at UWS and UoG and will be taken into account for Admission to all partner HEIs. This programme is offered to pupils in all 30 GCC schools.

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. The project includes a series of organised events which incorporate study skills such as note-taking in lectures and essay writing techniques. Pupils have to complete a number of assignments and online activities. 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

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required for university study in this area and allows them to give back to their local communities through their chosen career in education. For further information visit:

<http://act.uws.ac.uk/>

Transitional Support for School Pupils

Student Recruitment Team

The Student Recruitment Team visit schools across Glasgow during the course of the school year; delivering talks and workshops, attending higher education fairs, careers events and subject choices evenings with a view to encouraging students to consider higher education and presenting an overview of the study opportunities offered at University of the West of Scotland. The team provide advice and guidance to students, discussing suitable subject areas to study; encouraging students to research their chosen subject area and future careers; explaining the application process and personal statements to students and parents; helping students to prepare for the transition from school to university - academically and personally; and providing information relating to funding and the positive impact of a university qualification on employability.

Throughout the year the Student Recruitment Team hold Open Days; Offer Holder Sessions and Taster Sessions where students, teachers and parents can visit to chat about UWS' academic, social and sporting facilities; ask our staff and students questions about UWS; work placements; studying abroad and where to source funding or accommodation. We also work closely with Employment and Skills Partnership Coordinators to support school based activities in

Glasgow, promoting the importance of numeracy and communication skills and raising awareness of varied careers and pathways.

Step Up to University

Step Up to University is a module delivered by the University of the West of Scotland to provide supported transition into higher education. The module is delivered in 16 secondary schools to pupils in S6 for 10 weeks. The module is credit rated at SCQF level 7 and students gain 10 credits following successful completion of the assessment.

In partnership with the local authority and schools, we aim to increase the number of students making a successful application and transition to university. The module focusses on providing support to allow students to create a bespoke Personal Statement for their UCAS application, emphasising the range of experience, skills and attributes of each applicant. We deliver workshops on academic writing, coping with assessment in higher education, time management, presentation skills, critical thinking and funding for university.

We also support students to create a Personal Development Plan which contains detailed information (including signposts to websites, organisations and universities) on how they can receive support after Step Up has finished. This means that the pupils have a back-up plan with all the details they need to find the support needed. Key to the success of the module is examining expectations of university and ensuring students understand the range of career options open to them following completion of their chosen degree programme.

STEM Summer School

The University of the West of Scotland (UWS) launched the UK's first residential Summer STEM Academy in 2018, supported by the Royal Society of Chemistry, which brought together academics, industrial experts, secondary school pupils and student primary teachers from more than 11 different Scottish local authorities to take part in a jam-packed two-day STEM (science, technology, engineering and mathematics) training event based at the University and which included an industrial visit.

Other UWS Initiatives with Schools

In addition to the above programmes and activities UWS also is involved in various initiatives including the Children's University, Mission Discovery, Wee University and many workshops and presentations for schools. Our Academic Schools organise a range of activities throughout the year, such as taster days, conferences and exhibitions in the different subject areas of STEM, Business, Education, Journalism and Performance. We are happy to work with younger pupils and primary schools and also host Teacher Information Sessions at each of our campuses. For further information on activities within schools please contact:

Alison Hillis
Senior Widening Participation
Development Officer
T: 0141 849 4149
E: Alison.hillis@uws.ac.uk

Support for Care Experienced Students

All activities delivered by UWS are inclusive of Care Experienced Students. We offer the opportunity to meet with the Senior Widening Participation Development Officer to ensure that the transition to university is successful through 1-1 customised support. A range of support is available at UWS for Care Experienced

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Students. We can help with choosing subjects for National 4/5 and Highers to meet particular course interests, and offer advice about progression routes and about the subjects available to study at our campuses in Ayr, Dumfries, Hamilton and Paisley. Help is provided with applying through UCAS if needed and we can arrange campus tours for young people and their carers. Advice on student support and relevant funding is also offered, as well as guidance on managing your income. Year-round accommodation is available in our University residences too.

Our Buddy Programme offers our students a Student Mentor to help you cope with everything from finding your way around campus, to getting advice from lecturers and where the best places are to eat.

Student Services offer support through Funding Advisors; Student Counsellors; Multifaith Chaplaincy and advice from our Disability Services for students with dyslexia for example. Our Careers & Skills Team offer a range of guidance and support on academic skills and additional support is provided through our Personal Tutors, Student Enhancement Developers and the Education Guidance Advisors.

A leaflet has been created by the Care Experienced Students Coordinators at UWS and the University of Glasgow through funding from Focus West which provides general information for Care Experienced Students 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 Care Experienced Students. Through engaging with Social Work, Throughcare and Aftercare,

Children's Services, Who Cares? Scotland and other relevant organisations, we offer ongoing support from pre-entry to two years after graduation. We are members of the West of Scotland Care Experienced, Carers and Estranged Students Forum which includes HEIs and colleges in the west of Scotland and this helps to provide an integrated approach to supporting our Care Experienced Students.

MCR Pathways

Along with the University of Glasgow; the University of Strathclyde; Glasgow Caledonian University; Glasgow School of Art and the Royal Conservatoire of Scotland, UWS works in partnership with the MCR Pathways through the Glasgow's Got Talent initiative which provides an extended programme of provision, including intergenerational mentoring, residential summer programmes and access to a wide variety of widening access initiatives, designed to improve the educational outcomes and rates of progression to Higher Education for Care Experienced Young People. For further information please contact:

Jane O'Rorke
Senior Widening Participation
Development Officer
T. 0141 849 4126
E. jane.ororke@uws.ac.uk

Support for Estranged Students

The definition of a young carer is "a child or young person aged under 18 who has a significant role in looking after someone else who is experiencing illness or disability" that would normally be expected of an adult. For Young Carers, this makes them more at risk of not having a successful transition and/or a positive destination on leaving school. At UWS, we support Carers and Young Carers thinking about coming to university from local authority areas around our campuses through working in partnership with Carer's

Centres; the Young Carers Trust; Unity Enterprise and other relevant organisations to identify Carers and Young Carers so that we can provide information, guidance and support.

We offer pre-entry support 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. For further information please visit:

www.uws.ac.uk/university-life/student-support-wellbeing/supporting-you/

or contact:

Jane O'Rorke
Senior Widening Participation
Development Officer
T. 0141 849 4126
E. jane.ororke@uws.ac.uk

College Engagement

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 with all local partner colleges, and several further afield. UWS offers increased opportunities and meaningful articulation agreements for college students to build upon HNC/D qualifications.

Our College Engagement Partners work across all partner colleges to develop, maintain and review pathways from college to university. With over 1000 students coming every year from college to UWS to over 65 degree programmes, they visit 27+ college campuses to ensure our long-standing relationship with both college students and staff is maintained. Support is provided to college students to help with the transition from HNC to 2nd year or HND to 3rd year of a degree

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programme at UWS. Support includes Associate Student membership, College to Uni taster sessions, pre UCAS workshops, campus visits, access to Moodle (virtual learning environment), study skills sessions and guest lectures. Both college and UWS colleagues maintain good communication through groups such as FE/HE Liaison, facilitated by Engagement partners. For further information please contact:

For further information please contact:

Cate Smith
College Engagement Partner
Cate.Smith@uws.ac.uk

or

Pauline Smith
College Engagement Partner
Pauline.Smith@uws.ac.uk

Buddy Programme

The Buddy Programme is open to all students over all our campuses. This initiative matches up newly arrived students with established student mentors called Buddies, to help them settle into university life; discuss any questions they may have or worries they may have. This friendly contact for new students provides them with support, usually for the first trimester, when they are 'finding their feet'. A Buddy will contact their student initially through email before they arrive on campus and can also arrange to meet up with them. This friendly and supportive approach helps our new students to engage with student life whether they are from home or abroad. For further information please visit:

www.uws.ac.uk/university-life/student-support-wellbeing/supporting-you/

Ongoing Support for Students

Student Services provide specialist, professional advice and guidance at various stages of the student experience. They support student success and wellbeing, and encourage students to develop skills that will help them achieve

success.

Counselling

The Student Counselling Service provides confidential, professional support to any student who may be experiencing personal difficulties affecting the progress of their studies. For further information visit:

<https://www.uws.ac.uk/current-students/supporting-your-health-wellbeing/counselling/>

Disability Support

The Disability Service offers advice, guidance and appropriate support to all students with a disability or specific learning difficulty (such as dyslexia) across all campuses. The team can also offer advice to academic and professional services staff in responding effectively to the additional educational needs of disabled students. For further information please visit: <https://www.uws.ac.uk/current-students/supporting-your-health-wellbeing/disability/>

Funding & Advice

The Funding and Advice Team work with students at all stages of the learner journey, whether they are at the stage of thinking about studies or they are seeking advice prior to leaving with an award. Their main aim is to help students prepare ahead financially for their student journey by ensuring they know what to expect from their student funding. For further information please visit:

<https://www.uws.ac.uk/money-fees-funding/>

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, Admissions & Participation Services
University of the West of Scotland
High Street
Paisley
PA1 2BE
T. 0141 848 3527
E. Fiona.Andrews@uws.ac.uk

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Widening Participation

GLASGOW SCHOOL OF ART

GLASGOW SCHOOL OF ART

The Glasgow School of Art is internationally recognised as one of Europe's leading higher education institutions for education and research in the visual creative disciplines. Our studio-based approach to research and teaching brings disciplines together to explore problems in new ways to find innovative solutions.

The Widening Participation team at GSA runs a range of taster and portfolio courses alongside special events delivered in partnership with galleries, museums and other creative organisations in Scotland. We collaborate with a variety of practicing artists, designers and architects to ensure young people can access exciting specialist experiences.

The Widening Participation team help young people understand what studying on a visual creative degree programme will be like. We enable the pupils we work with to build a diverse and interesting portfolio of work, something that is required to apply to study at GSA, other art schools and at most universities and college that offer visual creative courses.

An engaging programme of courses, workshops and events is on offer, to help inspire and support the young people we work with. This includes:

S4 Taster Course

The perfect opportunity for young people in S4 to join us on campus at GSA. Each Taster Course runs for five days and offers an introduction to working in a studio plus a visit to a gallery or museum. This course helps participants learn more about contemporary art, design and

architecture, provides a great chance to make new friends from other schools and meet professionals currently working in the creative sector.

S5 Portfolio Course

A ten-week course for young people in S5 who are thinking about studying a creative course at college or university. This course is made up of a number of short creative projects including an introduction to sketchbooks, experimental drawing and working in 3D. Each ten week long block culminates in a group crit where pupils show all the work they have made as part of this course, providing the opportunity to discuss the strengths and areas for development in each person's work.

S6 Portfolio Course

This course runs for twenty weeks and is designed to support pupils in S6 who plan to submit an application to study a visual creative course. Pupils work on a number of creative projects that help them to generate high-quality, relevant work that is suitable for their application portfolio. Participants are encouraged to experiment with a wide range of materials and will gain experience of studio practice, peer learning, one-to-one tutorials, group crits and working on a self-directed project.



GLASGOW SCHOOL OF ART

Architecture Portfolio Course

A ten week programme for young people in either S5 or S6 who are interested in studying architecture when they leave secondary school. The course takes place in the Mackintosh School of Architecture studios and is designed to give participants the knowledge and skills needed to compile a strong portfolio of work specifically for architecture courses.

A range of special events is also on offer throughout the academic year. The Widening Participation team works closely with friends in the creative sector to offer exciting, and often unique, learning opportunities. In the past these have included workshops and joint projects with leading organisations such as the Glasgow Print Studios, Glasgow Sculpture Studios, Streetlevel Photoworks, the Moving Image Archive at the National Library of Scotland, The Lighthouse and Glasgow International.

All of our activities are free of charge and take place in the evening, at weekends and during school holidays, so as not to clash with the school timetable.

For more information about this offer, or to get in touch with a member of the Widening Participation team, go to our dedicated pages on the GSA website www.gsa.ac.uk/wp

The Glasgow School of Art works directly with the MCR Pathways programme to offer bespoke workshops and opportunities which support secondary pupils to develop their skills and increase their chances of successful applications in creative arts. The partnership aims to improve widening access opportunities and increase participation in GSA programmes for care-experienced and disadvantaged young people through workshops and supported campus visits. They also provide training for mentors and MCR Pathways Coordinators on the widening access programmes.





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THE ROYAL CONSERVATOIRE OF SCOTLAND

The Royal Conservatoire of Scotland is consistently recognised as one of the world's top 10 conservatoires (QS World Rankings). We are located in the heart of Glasgow and we replicate Glasgow's vibrant, multicultural atmosphere. Within our one campus we have actors, dancers, musicians, production artists, filmmakers, composers and performers all working together, as well as developing their own disciplinary excellence.

At RCS, we believe that every person, irrespective of their background, with the potential and talent to access a Conservatoire education and training should have a chance to do so.

To that end, our ambitions are:

- To attract a more diverse range of people from communities that are from the most marginalised areas and under-represented groups from across Scotland to our pre-HE programmes and undergraduate programmes.
- As a corporate parent, to ensure that young people from a care experienced background have the guidance and support they need to participate fully in RCS life.

We offer a number of programmes designed to widen access including:

Transitions

'Transitions' is an award-winning performing arts initiative, which began in 2013. We believe that everyone with talent and potential should have access

to training at the Royal Conservatoire of Scotland regardless of their background.

We understand that for many people who want to pursue a career in the performing arts, finding and funding suitable training activities and courses can be challenging. The Transitions initiative aims to provide funded training for those wishing to study the performing or production arts. We want to prepare students for degree-level training at conservatoire or university level. Transitions seeks to help people from key Scottish postcodes who would like to study dance, drama, music, production or filmmaking and offers mentoring and funded training.

Transitions is for Scottish residents living at postcodes that are identified as being within the top 20% on the Scottish Index of Multiple Deprivation (SIMD) list. We work with students who can show talent and passion in either music, dance, drama, production and film, but are unsure of the next steps. Applicants attend an interview or even an audition for a place, however, there are no formal entry



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requirements. However the final decision on eligibility rests with RCS. If you have any doubts about your eligibility please get in touch with the Transitions team: transitions@rcs.ac.uk

The Transitions initiative will aim to support students until they have secured a positive destination, preferably in a degree course at conservatoire or university level.

Each year, Transitions students will:

- receive up to 150 hours of fully funded, high-quality training in their chosen art form
- work with a personal mentor and also personal learning plan tutor
- have free access to selected Royal Conservatoire of Scotland courses
- be encouraged to develop and grow as performing and production artists
- receive tailored support, particular to their needs
- be able to interact with like-minded students and expand their creative network and social horizons

- receive preparation and guidance for further FE/HE level study

The initiative also aims to enhance and develop a wide range of personal and professional skills, which will benefit students throughout their learning pathway and beyond.

The Royal Conservatoire of Scotland's Transitions initiative is financially supported by the Scottish Funding Council. The programme has received a renewal of funding and will run until at least 31 July 2020.

Widening Access to the Creative Industries

Widening Access to the Creative Industries (Production and Performance) is run by the Royal Conservatoire of Scotland on behalf of Focus West and offers tailored support to secondary pupils who are interested in progressing in the performing or production arts.

We work with pupils from FOCUS West schools who have a specific interest in courses relating to the performing and production arts industries and want to

progress to college, university or higher education institutions. Disciplines include music, drama, dance, film, television, technical and production arts (e.g. costume, sound, light or set design, and stage management).

Through the programme we offer the following activities:

- Assemblies
- Introduction to the Creative Industries workshop
- Focus on applications
- Short courses
- Theatre and music trips
- Audition and interview prep
- School Workshops
- Workshops at RCS

Royal Conservatoire staff, in consultation with partner colleges and universities, will engage with all [FOCUS West secondary schools](#) to deliver the activity described on these web pages.



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Watch the video below introducing the Widening Access to the Creative Industries programme, one of a series of creative industry videos available to view on our [YouTube channel](#).

How to contact us

If you would like to get in touch with us, please contact the Widening Access to the Creative Industries Administrator, at WACI@rcs.ac.uk or telephone +44 (141) 270 8319.

Lifelong Learning Programmes

Our Lifelong Learning department offers a range of weekly classes and summer schools for children and young people and adults. Information about the range of courses on offer can be found on our website.

<https://www.rcs.ac.uk/lifelong-learning/>

Links with MCR Pathways

RCS works directly with the MCR Pathways programme to offer workshops and week long residencies across our performing arts subjects (drama, dance, production arts, film and music) which support secondary pupils to develop their skills and increase

their chances of successful applications to study performing arts in a Conservatoire setting. Further information about these opportunities can be obtained from MCR Coordinators.





THE UNIVERSITY
OF EDINBURGH

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. Widening Participation team

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/student-recruitment/widening-participation

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 Scholarship, provides a most generous bursary support 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, 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: <https://www.ed.ac.uk/student-funding/undergraduate/uk-eu/access-awards/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: <https://www.ed.ac.uk/student-funding/undergraduate/uk-eu/access-awards/access-bursaries>

2.2 Care Experienced Students 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 Experienced Students

The University of Edinburgh is committed to doing all it can to support care experienced students to apply to, and successfully study at, this institution. There is a range of support offered to care experienced students, including:

- a named contact to guide you through the application process and to provide advice and support throughout your degree
- a pledge to make an offer to any care experienced applicant who is predicted to meet our Access Threshold, where possible
- an Enhanced Scotland Scholarship of £3000
- advice on additional funding, including applying for accommodation scholarships through the Unite Foundation
- 365-day accommodation
- a peer mentoring programme for new students

and lots more. For more information, please see our website:

<https://www.ed.ac.uk/student-recruitment/widening-participation/projects/care-experienced>

THE UNIVERSITY OF EDINBURGH

Student Recruitment and Admissions (SRA)

Young carers

We offer a range of support for young carers interested in studying at the University of Edinburgh, including

- a named contact to guide you through the application process and support you throughout your degree
- a Student Carer Representative through the Edinburgh University Students' Association who represents the views of student carers within the University and beyond
- advice on funding and other financial support, including the opportunity to apply for our Access Bursary
- a peer mentoring programme for new students
- a network of student carers

and lots more. For more information, please see our website:

<https://www.ed.ac.uk/student-recruitment/widening-participation/projects/support-for-student-carers>

2.3 Access to the Professions (with Reach: Scotland)

www.ed.ac.uk/student-recruitment/wideningparticipation/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 as part of the University of Edinburgh's Access to the Professions project.

2.4 Sutton Trust Summer School

The University of Edinburgh Sutton Trust Summer School provides 120 students from all over the UK with a complete, realistic and rewarding experience of student life. The Sutton Trust Summer School takes place in July every year. 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. 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/widening-participation/stss

2.5 CPD sessions for teachers

We offer events for teachers across Scotland including Glasgow covering applying through UCAS and admissions (including the use of contextual data in admissions), UCAS personal statements and references. These sessions take place on campus but can also be offered to groups of teachers in schools.

2.6 Researchers in the Classroom

Over the past two academic years in partnership with The Brilliant Club - an education charity aiming to increase the progression of underrepresented groups to highly selective universities - four PhD researchers from the University of Edinburgh have been placed in Glasgow secondary schools to deliver a programme of universities style tutorials. The pupils studied programmes in small tutorials designed by the researchers based on their PhD researches and topics from researchers at the University of Edinburgh have included: 'The Physics of Light: How we can use LASERS to cure disease?' and 'Inflammation: the good, the bad and the ugly'.

3. Admissions

The University seeks to attract a wide range of applicants from different social, cultural and educational backgrounds and we seek to encourage applications from students from all backgrounds who are currently under-represented in higher education. This includes those who come from schools or colleges where relatively few students progress to university, and those who live in areas of low participation, as defined by the Scottish Index of Multiple Deprivation (SIMD). For more details of our admissions policy and its use of contextual data please see:

<https://www.ed.ac.uk/studying/undergraduate/applying/selection/contextual-admissions>

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. Any applicant from a SHEP school will be given the highest level of concession in our contextual admissions policy, with an offer being made at the Access Threshold level wherever possible.

We run a number of events for offer holders in the Glasgow area, giving further information about finance, student life in Edinburgh and our degree structures. As well as a number of online events, we have an offer holders' evening in Glasgow in March every year, allowing young people and their families to meet WP staff and current University of Edinburgh students. Offer holders from the Glasgow area are also invited to come on campus for our Post Offer visits.



THE UNIVERSITY
OF STIRLING

THE UNIVERSITY OF STIRLING

Widening Participation

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

We support:

- 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

To find out more about the work we do, and the support we can offer, please visit www.stir.ac.uk/realiseyourpotential

Our application process

At Stirling, we value ability - not background.

It's not just about grades – we look at all of the information provided across the application form to assess the potential of each student. There are certain circumstances which we would give extra consideration to, including if you have spent time in care or come from a priority postcode.

The University supports the aims of FOCUS West and the FOCUS West schools with Scottish Funding Council funding.

We also encourage pupils to participate in the Top-Up Programme. Each application will be considered on its individual merits. Performance in the Top-Up Programme will also be taken into consideration in August when results are received and offers are confirmed.

Engaging with WP students and enabling progression to Higher Education

The Widening Participation team, supported by our student ambassadors, works with all different types of students and offers a wide variety of personalised workshops. They take place on and off campus for both primary and secondary students (primarily in the local area), and include events run by our academic staff.

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

- In 2017/18 Glasgow City students accounted for 8% of our overall intake, the third highest local authority in Scotland after Forth Valley and North Lanarkshire students.
- FOCUS West students account for 45% of our overall SHEP student intake.
- Students from an MD20 or MD40 background from within the Glasgow City region account for around 12% 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
Communications, Marketing and
Recruitment

University of Stirling

Room 2C3, Cottrell Building

Stirling, FK9 4LA

realiseyourpotential@stir.ac.uk

T. 01768 467045

THE UNIVERSITY OF STIRLING

Widening Participation

Information on how we can support teachers, lecturers and advisers can be found on our website - please visit www.stir.ac.uk/zr

You can also contact us through our central recruitment team at recruitment@stir.ac.uk
T. 01786 467046

Activities for school pupils

Our 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.

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

Our advisers will provide information, advice and guidance to anyone interested in applying to college or university. We can help with choosing a course, finding the right route into university or writing a personal statement. We will support you throughout the application process, extending 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 visit www.stir.ac.uk/s2

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

Dedicated 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 and Young Carers 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.

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.

We also work with the Stirling Carers Centre to provide support and advise to Young Carers whilst they are at university.

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.

THE UNIVERSITY OF STIRLING

Widening Participation

- 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 – please visit 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.





GLASGOW
COLLEGE REGION

GLASGOW COLLEGE REGION

Glasgow College Region is ambitious for all our learners and for all of Glasgow's communities. Each year, around 700 Glasgow school pupils progress from school to Higher Education study at a college. Of these, around half are resident in Scotland's 20% most deprived postcodes. Supporting social mobility is at the heart of our work.

The Glasgow Colleges' Regional Board (GCRB), City of Glasgow College, Glasgow Clyde College and Glasgow Kelvin College are focussed on providing current and future learners with the skills and knowledge to be successful in their future careers. Working with their key partners, and particularly the local authorities, the Glasgow college region believes it can make an important contribution to achieving a more prosperous economy and a fairer society.

A key ambition of the Glasgow College Region is to reach out and widen access to life-changing college learning. This means making college a real option for people of all ages and all backgrounds.

More than 60,000 students study annually at our campuses in Anniesland, Easterhouse, Glasgow's East End, Glasgow City Centre, Glasgow's West End, The Gorbals, Langside, and Springburn. Approximately a third of our students came from Scotland's 10% most deprived areas.

Our outreach and community learning programmes are designed to introduce people from all our communities to the benefits and opportunities of college learning.

We aim to provide an education service which values personal development, and which builds the skills and knowledge required for everyone in Glasgow to share the benefits of economic growth.

Glasgow's three Colleges provide a range of flexible study options and opportunities to develop skills that equip learners for employment, gain additional qualifications, and help them to reach their full potential in a welcoming and friendly atmosphere. These can be undertaken on a part-time or evening study basis, and in some cases, online. Our entry courses require no prior qualifications.

To support social mobility, Glasgow's Colleges help to address the barriers that can prevent people from accessing further education. Our learners can access a wide range of support services including: advice and guidance, additional learning support and funding support dependent on student circumstances.

Each year, more than 1,500 students progress from college Higher National courses, into years 2 or 3 at universities across the Glasgow region. This articulation means that college Higher Education students don't have to repeat levels of study and are guaranteed progression to the next level of study at a university, shortening learner journeys and helping social mobility.

To find out more about your college study options, use the contact information overleaf to email a query, visit a college campus or explore your study options through the college websites.

GLASGOW COLLEGE REGION

The following entry criteria are generally used by the colleges within the Glasgow region:

SCQF LEVEL 4

No formal qualifications required - entry subject to successful interview.

SCQF LEVEL 5

(e.g. National Certificate)

Appropriate SCQF Level 4 qualification(s) such as National 4 qualifications and a core skills profile at level 4.

SCQF LEVEL 6

(e.g. National Certificate)

Appropriate SCQF Level 5 qualification(s) such as 3 or more National 5s or a NC/NQ and a core skills profile at level 5.

SCQF LEVEL 7

(e.g. Higher National Certificate)

Appropriate SCQF Level 6 qualification(s) such as 2 Highers or an NC/NQ and a core skills profile at level 6.

SCQF LEVEL 8

(e.g. Higher National Diploma)

Appropriate SCQF Level 7 qualification(s) such as an HNC in a relevant discipline (15 credits, including the graded unit).

SCQF LEVEL 9

Appropriate SCQF Level 8 qualification(s) such as an HND in relevant discipline.

SCQF LEVEL 10

Appropriate SCQF Level 9 qualification(s) such as Degree in relevant discipline.

Glasgow Kelvin College Mission Statement:

"Glasgow Kelvin College will enhance our learners' aspirations, careers and lives through accessible, inclusive, high quality lifelong learning."

Outreach

Glasgow's colleges reach out to schools and communities across the city; engaging with people from all ages

and backgrounds who have a range of learning ambitions. We also reach out to people who are furthest from learning and employment, helping them to overcome challenges to entering further education. Some examples of how we do this are:

- Glasgow's Colleges work closely with the city's schools to ensure that pupils are informed about the opportunities of college learning, entry requirements, and application processes. We host and attend careers fairs and open days and work with school staff so that they can support pupils' choices. School pupils can also experience college learning through Foundation Apprenticeships and Senior Phase (S4-6) programmes.
- Glasgow Clyde College's Community Learning & Development team which takes a variety of learning opportunities to parents of children attending primary and nursery schools, with a focus on areas identified as SIMD and Thriving Places.
- Glasgow City College's engagement with a range of community stakeholders throughout the city; working with adults who have addiction issues; are in residential recovery locations; homeless projects and; forensic mental health projects.
- Glasgow Kelvin College's partnerships with the John Wheatley Learning Network and the Glasgow East Learning Network give people in communities across the city, access to college learning at 40 locations.

"The work of the college is centred on our ability to change people's lives through their interactions with us. We provide them with the necessary life skills to access the world of work; the skills required to enter the job market for the first time; the

skills and knowledge to allow progress in education; the improvement of skills of those already in the workplace. Glasgow Clyde College Development Plan 2016-2020."

Support for learning for people with disabilities

All three Glasgow colleges support learners who have physical or learning disabilities and challenges. We work with schools and local authorities to ensure that people are supported at every stage of their learning journey. We help to ease the transition from school, advise and support on financial and practical matters, offer supported learning programmes, and work hard to ensure that people with disabilities can benefit from and enjoy their college education.

Support for people whose first language is not English

We offer ESOL (English for Speakers of Other Languages) courses, at all levels and through all our colleges. We also work with community groups throughout the city to engage with people for whom English is not a first language. ESOL courses are often an effective route to becoming part of a community, to further learning, to employment and to social mobility.

Support for parents and carers

The colleges recognise the challenges of studying for people who have caring responsibilities and we are committed to identifying them and supporting their learner journeys.

- We offer a range of flexible learning opportunities that can support learning.
- Many of our campuses offer childcare facilities so that children and parents can benefit at college.

GLASGOW COLLEGE REGION

- Student support services give advice and support for carers of all ages; helping them to get the most out of college life and learning while fulfilling their responsibilities.

Glasgow Kelvin College
W: glasgowkelvin.ac.uk
E: info@glasgowkelvin.ac.uk
T: 0141 630 5000

Support for people with experience of care

People with experience of care face a range of challenges. To give them the best chance of college learning and career development, we engage with these young people while they are still at school. We offer vocational training and support in transitioning between school, college, employment and further learning. We also work with local authorities and community organisations to help care learners with practical and housing concerns.

A key strategic priority for City of Glasgow College is 'to enable individuals to excel and realise their full potential'. To this end the College is committed to meeting the challenge of social mobility, by ensuring that the needs of Glasgow City and all of its citizens are met with fairness and equality. The College is an inspirational place of learning offering a personalised learning experience for all of its students.

To find out more about your college study options, use the contact information overleaf to email a query, visit a college campus or explore your study options through the college websites.

Directory

City of Glasgow College
W: cityofglasgowcollege.ac.uk
E: enquiries@cityofglasgowcollege.ac.uk
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