

Scottish Wider Access Programme

a socially mobile scotland

widening access / lifelong learning

31st March 2014









Scottish Wider Access Programme

We are SWAP

Why?

'To get the education I didn't get at school' 'Yearning to do something with my life' 'Get a good job'

Changes?

'My sister used to say "get a grip" but now she's telling people that her sister is going to University' 'I was a painter and decorator, I am going to make a great nurse'

Glad you returned to education?

'Absolutely' 'Definitely' 'Without a doubt'

Best bits?

'human biology,' 'self discovery' 'confidence' 'making friends'



How?

'Determination really'
'Support was immense by
everyone at College they
pushed me'

Scottish Wider Access Programme

SWAP overview

SWAP national

West - partnership of 9 Colleges and 8 HEIs

East - partnership of 5 Colleges and 11 HEIs

Funding from members and Scottish Funding Council. Small central team with a highly devolved structure utilising fully the talents of partners.

Our objectives:

- 1. Provide access programmes for adults
- 2. Create Structures for collaboration
- 3. Work with others to promote adults returning to education
- Provide information, advice and guidance for adults returning to education

Our history & philosophy



"an outrageous idea"

No qualifications, no problem!



Scottish Wider Access Programme

the scottish funding council



Scottish Wider Access Programme

A little about SWAP

Programme for adults seeking to return to higher education but who have few or no Qualifications.

Target those living in most socially and economically deprived areas.

Full time one year programme delivered at local College with guaranteed consortium progression routes to University partners.

Three elements of the SWAP model:

- 1. Broad curriculum: humanities, social sciences, education, science technology engineering and maths, nursing, allied health professions, medical studies provide an entrance qualification.
- 2. Guidance Preparation for Higher Education
- 3. Partnership working

The SWAP model the Curriculum

Programme content was devised by small teams of recognised subject specialists from partner Colleges and Universities providing a framework

These teams developed into the 'Curriculum Groups' which are still a key feature of SWAPWest. They update and review course content each year.

The programmes meet undergraduate entrance requirements at our partner Universities

Emphasise essential skills, building on communication, numeracy and IT

Broad academic programme, based on SQA units progression to social science and science.



Where are we now?

'We are at university studying psychology, sociology, politics, philosophy, law, anthropology, languages, religious studies, primary education, social work

. . .



The SWAP model Preparation for HE

Study Skills – workbooks on writing a personal statement, making a presentation, tips on notetaking, academic writing and research

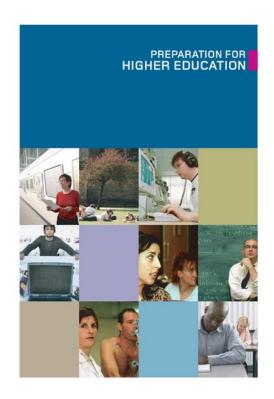
Reflection – study diary, taking stock – exercises on assessing core skills and making choices about courses.

Information – finance, UCAS

Customising – for nurses, scientists, medics and social workers.

Involvement of College tutors, Universities and students.

http://www.scottishwideraccess.org/westprep-for-he



Preparation for HE what is new

Mahara – portfolio of work (can use SWAP Mahara as a pilot)

SWAP TV -

http://www.youtube.com/user/SWAPWestOfficial

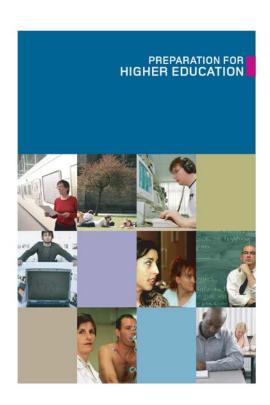
Facebook

The swap student's timeline

Tutor support – strategic priority, backed up by Lisa and Amy

Students taking ownership of guidance

http://www.scottishwideraccess.org/west-prep-for-he



The SWAP model partnership



Jacqueline, Lyndsey and June all now teaching in the East end of Glasgow The final part of the programme is the partnership agreement

We are only as good as students we send

Student profile – College assessment on students potential for study.

Profile is customised for progression routes



some stats

our data (swapwest)

| All data | 2013 | % | 2012 | % | 2011 | % |
|---------------|------|----|------|----|------|----|
| University | 483 | 60 | 477 | 59 | 472 | 59 |
| HN | 95 | 12 | 107 | 13 | 32 | 4 |
| work | 15 | 2 | 19 | 2 | 14 | 2 |
| Completed | 16 | 2 | 5 | 1 | 30 | 4 |
| (unknown | | | | | | |
| progression) | | | | | | |
| Not completed | 193 | 24 | 200 | 25 | 249 | 31 |
| Total | 802 | | 808 | | 797 | |

widening access

41% of our students reside in the most socially and economically deprived areas (MD20) of Scotland.

81% have no qualifications, above SCQF level 5

82% have no family experience of HE

10% have a registered disability

53% reside within 3 miles of local College



destinations – simd, qualifications and 1st generation

| DZ/year | Number & | Number & | | |
|-------------|-----------------|-----------------|--|--|
| | (%) of total | (%) of total | | |
| | <u>enrolled</u> | success | | |
| 2013 | 802 | 609 | | |
| MD20 | 329(41) | 261(43) | | |
| <u>2012</u> | <u>808</u> | <u>608</u> | | |
| MD20 | <u>346 (43)</u> | <u>246 (41)</u> | | |
| <u>2011</u> | <u>797</u> | <u>548</u> | | |
| MD20 | 327 (41) | <u>219 (40)</u> | | |
| <u>2010</u> | <u>870</u> | <u>621</u> | | |
| MD20 | <u>374 (43)</u> | <u>236 (38)</u> | | |
| <u>2009</u> | <u>712</u> | <u>472</u> | | |
| MD20 | <u>292 (41)</u> | <u>184 (39)</u> | | |
| <u>2008</u> | <u>640</u> | <u>428</u> | | |
| MD20 | <u>283 (44)</u> | <u>167 (39)</u> | | |

| Qualificati | West | West | | |
|--------------|-----------------|-------------------------|--|--|
| <u>ons</u> | Enrolled; | Success; | | |
| Year of | number & (%) | <u>number & (%)</u> | | |
| <u>entry</u> | | | | |
| 2013 | 649 (82) | 487 (80) | | |
| <u>2012</u> | <u>611 (76)</u> | <u>451 (74)</u> | | |
| <u>2011</u> | <u>582 (73)</u> | 400 (73) | | |
| <u>2010</u> | <u>479 (55)</u> | 329 (53) | | |
| 2009 | 420 (59) | <u>255 (54)</u> | | |
| <u>2008</u> | <u>361 (56)</u> | <u>227 (53)</u> | | |

| 1st in family Year of entry | West Enrolled; Number & (%) | West Success; Number & (%) |
|--------------------------------------|-----------------------------------|----------------------------|
| 2013 | 649 (81) | 493 (81) |
| 2012 | <u>671 (83)</u> | <u>495 (82)</u> |
| <u>2011</u> | <u>638 (81)</u> | <u>444 (81)</u> |
| <u>2010</u> | <u>679 (78)</u> | <u>478 (77)</u> |
| <u>2009</u> | <u>513 (72)</u> | 330 (70) |
| 2008 | <u>464 (72)</u> | <u>278 (65)</u> |



where they go

| Destination | 2013 | 2012 | 2011 | 2010 | 2009 | 2008 | 2007 |
|--------------------|------|------|------|------|------|------|------|
| Glasgow Caledonian | 145 | 138 | 122 | 165 | 137 | 123 | 83 |
| | | | | | | | |
| Glasgow | 117 | 104 | 111 | 76 | 60 | 50 | 59 |
| SAC | 1 | 1 | 1 | 1 | 3 | 1 | 0 |
| Stirling | 33 | 41 | 24 | 43 | 51 | 54 | 28 |
| Strathclyde | 46 | 27 | 34 | 67 | 55 | 69 | 67 |
| UWS | 132 | 151 | 163 | 151 | 70 | 57 | 36 |
| others | 9 | 15 | 17 | 15 | 9 | 9 | 10 |
| HN | 95 | 107 | 32 | 76 | 64 | 65 | - |
| work | 15 | 6 | 14 | 27 | 23 | - | - |

Access to Life Sciences and Health

Why did you return to education?

- 'I wasn't ready for this after school'
- 'To get a better job where I can give something back'

What changes have you noticed?

- I struggled with studying before, now I can sit in a study group.
- I'm completely different from how I was at the start of the year'

Best bits?

- 'Science is absolutely fascinating'
- 'We are our own little community'

How did you do it?

- 'We helped each other through tough times'
- 'The lecturers were fantastic'



Where are we now?

"We are now at university studying biomedical science, marine biology, podiatry, occupational therapy, physiotherapy...'



Dr. Lynne Watson – BSc (Hons) 1st class



- 'Access to Science' at North Glasgow College
- BSc (Hons) Ist Class in Optometry at GCU
- Successful PhD at GCU

"I'm really grateful the opportunity was there for me. I needed that year to prepare me. It got me back into the way of studying and gave me time to develop the study methods that worked well for me."



"There's never been anybody in my family to graduate from university. I will be the first."

"I left school 25 years ago and it was a class issue then. If you supposed to get a job and work — and that was it."

"My 15-year-old daughter is doing her exams now. She sees me studying and I think her education more seriously."

Georgina McIntosh, now a nurse

Kilmarnock College – Access to Nursing 2008-09 Nursing – University of the West of Scotland



The FORMULA project

Facilitating Opportunities using Role Models to Underpin Learning for Adults who are socially excluded

There are four main outcomes of the project

- 1) To identify and establish an adult peer mentoring network for learners and communities of learners from areas of multiple deprivation.
- 2) To produce materials and resources to support the mentors involved.
- 3) To produce materials and resources for adult learning organisations to support volunteer mentors working with adult learners.
- 4) To develop a European peer mentoring network through the partnership work of the mobilities to support partner/country networks.

http://www.formulamentoring.eu/





"an outrageous idea"

Some thoughts on social mobility

Not just education

Involving our students



Diversity of options - what works?

Working in partnership



Contact us

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For further info, our community engagement work, new partnerships and a chat