



# 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'

# 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
4. Provide information, advice and guidance for adults returning to education

# Our history & philosophy



“an outrageous idea”

No qualifications,  
no problem!



# 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

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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 note-taking, 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/west-prep-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

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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

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## 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 (unknown progression)	16	2	5	1	30	4
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 1<sup>st</sup> generation

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

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

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



# where they go

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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

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## 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) 1<sup>st</sup> class

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- ▶ **‘Access to Science’** at North Glasgow College
- ▶ **BSc (Hons) 1<sup>st</sup> 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.”

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“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 were ‘working class’ you were 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 it encourages her to take 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