

Report 2014 – 2015 to Scottish Funding Council

1 Introduction

SWAP receives funding from SFC for the period 2013 – 2016. The purpose of the funding is to continue the work SWAP is delivering in widening participation for adults, particularly those residing in the most disadvantaged communities in Scotland. The funding is also used to ensure a consistency of approach across Scotland in the opportunities provided for adult students.

This report advises on the success of SWAP students in the academic year 2014 – 2015.

2 Targets

These targets relate to the basket of measures that reflected the strategic over view of the Access and Inclusion Committee of SFC.

Recruitment and progression of SWAP students:

Target: Maintain student enrolments at 1400 students

Numbers enrolled were 1435 (1339 / 1376). Completed was 1083 – 76% (987 / 952)

While our numbers enrolled are slightly higher than the target it is still an evolving picture though more stable than previous years. We have seen growth in Edinburgh, Fife, Ayrshire and West and stability in Tayside, Glasgow and Lanarkshire. Discussions continue across most regions to work out a fit in terms of programme provision and to look at growth for example in the sciences. The curriculum review in Glasgow remains an issue for the future with many of our specialist science programmes being discussed in terms of changes. We are central to those discussions and would hope to persuade partners of the benefits of programme provision. We still consider the target to continue to be achievable and will consider the benefits of growing the figure in the future (target will be met in 2015 – 2016).

The MD20 figure in terms of progression has incrementally grown as we envisaged. Need to consider progression and it is clear that changes in personnel can change the figure in relation to progression. We are working with College partners to see if additional support can be given to tutors, especially new tutors working with programmes.

From 1083 completed: SWAP students progressed as follows:

University:	818 – 75% (746 / 752)
HNC / College (other)	221 – 20% (183 / 161)
Employment	26 (22 / 18)
Completed (unknown)	18 (36 / 27)
Total	1083 (987 / 952) 76% (74%/ 72%).

Increase in real numbers and percentage. Worked with Colleges to ensure students see benefits of HN progression. This has assisted successful completion. In terms of University progression the strategy has been to develop programmes in wider curriculum areas where there is University capacity. For example increasing science programmes means we can expand numbers to degree without creating competition in more competitive progressions such as nursing and primary education.

Recruitment and progression of SIMD MD20 students:

Target: MD20 enrolment at 490 students (35%). Increase successful completion to similar % as other students.

2015: MD20 enrolment: 500 enrolled 35%
MD20 completion: 361 completed 33%

2014: MD20 enrolment: 435 enrolled 33%
MD20 completion: 316 completed 33%

2013: MD20 enrolment: 469 enrolled 34%
MD20 completion: 343 completed 34%.

We need to continue to be vigilant, particularly with new tutors. The 2% drop equates to 4 programmes in one College. We have discussed improving the position and put in additional support measures for this year.

Other Targets

No qualifications at SCQF level 6

Target – 1120

2015: 1042 73%

2014: 1027 77%

- Percentage is down though we have grown the number. Again a slight concern with newer tutors and some more centralised College admissions being a little bit more risk adverse on recruitment
- Students complete as well as students with highers, across all of the curriculum areas.

No family experience of HE

Target – 770

2015: 1039

2014: 1039 enrolled

- Looking at numbers completing this is in proportion to those who do have experience.

Disability**Target – 168****2015: 176**

2014: 154 enrolled.

Note that again students who declared a disability have done better than % of other students who completed. However in drilling down in to the figure we have noticed some considerable discrepancies where students are disclosing mental health and we will be having a look at this over the next few years.

There are also some issues in terms of students finding out about their disability due to their return to study. They are well supported but don't always disclose at beginning. Look to resolve this by matching up with UCAS data.

Gender

Target 70:30 ratio

2015: 72:28 remains the same. Progress is slow but have seen for example a 5 % increase in males in East of Scotland where there was an intention to recruit. More encouragingly across all programme cohorts including nursing we have seen a % increase this year in males completing.

2014: 72: 28

Ethnicity –

2015: 135 (9%)

The figure for ethnicity has varied considerably was 6% last year. Students from a BME background do just as well in terms of progression than other students. Again we have only seen this for this year so no trend but there was a very noticeable enrolment and progression in terms of science.

3 Curriculum Issues

Maintain a watching eye on developments with Curriculum for Excellence. New science units were piloted last year with Glasgow Kelvin College. For SWAP there are some interesting aspects around assessment of units and how these vary and we remain in discussion with partners in order to ensure robustness of profiling of SWAP students.

Our primary education programmes move to National 5 Maths this year.

In terms of programme development, the new programmes developed last year have all recruited again. For next year we have been developing new programmes in science in Fife, Lanarkshire and Ayrshire, as well as keeping informed of developments across Glasgow.

In terms of progressions to Universities, new agreements have been put in place with Aberdeen University and UHI to allow SWAP candidates to have their programmes recognised. This has been a very welcome development which allows students to consider national progressions across a wide range of degrees. In past progression to Aberdeen and UHI has been very much on an individual basis.

4. Working with college regions

Continue to work closely with College regions and developing new relationships. SWAP has developed a higher profile during the year both on a National basis and in terms of proportionate distribution of programmes. There is still more to be done on a community engagement basis.

(I have added in a 5 – not part of initial bid but student involvement has evolved as an important element of the work over the past 2 years).

5. Student involvement

Two former SWAP students have joined the National governing board and are making a positive contribution.

The student network developed with European funding has been mainstreamed in to the work in the West of Scotland and will be supported in the East with funding from the Robertson trust.

We have also sought to work with articulation hubs through the national intra hub.

Continue to celebrate student success. Sharon Gow, a former SWAP student now in 3rd year (Primary Education) at Strathclyde University, was chosen to represent the University in China.

Ian Anderson a former Newbattle Abbey SWAP student and 1st class honours Edinburgh Uni graduate will be addressing a conference at the University of Edinburgh in December on widening access.

Former SWAP students from Edinburgh College developed and produced a video for SWAP, talking about the programme which is on the home page of the SWAP web site.

Two former SWAP students participated in the SFC Learning for All event.