

SFC Implementation of COWA recommendations

Recommendation	
3	Public funding for access programmes – either through specific external funding or funding from core funding – should focus on programmes that are consistent with the Scottish Framework for Fair Access.
4 & 4a	<p>Universities, colleges, local authorities, schools, SFC funded access programmes and early years providers should work together to deliver a coordinated approach to access which removes duplication and provides a coherent and comprehensive offer to learners.</p> <p>This should include the development of mechanisms by which access programmes undertaken at one institution, or in one part of the country, can be recognised by other institutions, while also serving institutional and local needs. Credit rating programmes on the Scottish Credit and Qualification Framework (SCQF) should be considered where appropriate.</p> <p>Access Programmes Steering Group</p>
7	<p>The Scottish Funding Council, working with professionals, should develop a model of how bridging programmes can be expanded nationally to match need.</p> <p>Given the clear benefits to the learner, the model should ensure that academic credit awarded through the completion of such programmes is transferrable between universities.</p> <p>Successful completion of such programmes may form one of the conditions of the access thresholds to be developed in line with recommendation 11.</p> <p>This model should have particular regard to the evidence that bridging programmes are especially beneficial when delivered earlier in the education journey.</p> <p>Bridging Programmes Advisory Group</p>
8 & 8a	<p>The SFC should seek more demanding articulation targets from those universities that have not traditionally been significant players in articulation.</p> <p>These targets should have a clear focus on the benefits, both to learners and the public purse, of awarding full credit for prior study.</p>

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	<p>In establishing new articulation pathways, colleges and HEIs should build upon best practice models already in place to secure the curricular alignment necessary to ensure that learners are equipped with the necessary prior learning and academic skills to enable them to succeed in degree level study.</p> <p>For the purposes of more effective IAG, the SFC should develop, or commission, an articulation 'map', setting out all of the available pathways across Scotland. (8a)</p> <p>Articulation and the National Articulation Database</p> <p>Articulation from Scottish Colleges to Scottish Universities 2017-18</p>
9	<p>Universities, colleges and the SFC should closely monitor the expansion of articulation to ensure it continues to support disadvantaged learners to progress to degree level study. Should this not be the case, a proportion of articulation places should be prioritised for disadvantaged learners.</p> <p>Articulation and the National Articulation Database</p> <p>Articulation from Scottish Colleges to Scottish Universities 2017-18</p>
10	<p>The Scottish Funding Council, working with universities and colleges, should explore more efficient, flexible and learner centred models of articulation which provide learners with the choice of a broader range of institutions and courses.</p> <p>Articulation and the National Articulation Database</p> <p>Articulation from Scottish Colleges to Scottish Universities 2017-18</p>
11a	<p>The impact of access thresholds and wider contextual admissions policies should be monitored and evaluated by the SFC as part of the outcome agreement process. In particular, the SFC should monitor the extent to which access thresholds differ from standard requirements, the number of applicants receiving adjusted offers and whether the introduction of access thresholds leads to any unintended consequences</p>

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14	<p>The SFC should undertake an independent review of the processes – such as personal statements and interviews – that are used to evaluate non-academic factors in applications, with the aim of assessing whether, and to what extent, they unfairly disadvantage access applicants.</p> <p>This review should also consider whether there are other processes or assessment techniques that would increase fairness and more accurately evaluate the potential of applicants. The Outcome of the review should be reported to the Commissioner for Fair Access.</p>
24	<p>The SFC should review the best use of its funds, specifically the Widening Access and Retention Fund (WARF), to deliver the implementation of the Commission’s recommendations.</p> <p>Launch of Widening Access and Retention Fund (WARF) Consultation</p>
25	<p>The SFC should monitor how institution spend from core funding is being used to support access through the Outcome Agreement process.</p>
26	<p>By 2021, the SFC, in consultation with the Scottish Government, should explore options for more targeted funding models to better support the recruitment and retention of greater numbers of access students.</p>
27	<p>The SFC should make more extensive use of their existing regulatory powers, where appropriate, to drive greater progress. The Scottish Government should ensure that it provides the SFC with the necessary mandate to take this action.</p>
30b	<p>The Scottish Funding Council and the Scottish Government should enhance the analyses and publication of data on fair access. (30) This should include:</p> <p>Publication of a coherent and consistent set of statistics to show progress on fair access, either through development of the SFC's Learning for All publication or a successor publication. (30b)</p> <p>SFC Report on Widening Access</p>
31a	<p>The Scottish Government and the Scottish Funding Council, working with key stakeholders, should develop a consistent and robust set of measures to identify access students by 2018:</p> <p>In addition to SIMD, this should include a measure for school environment, a marker for income and a marker for care experience. Scottish Government to respond.</p> <p>The development of these measures should take account of the findings from</p>

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	<p>SFC funded research on the use of contextual data in undergraduate university admissions being undertaken by Durham University and due to report in 2016.</p> <p>The SFC should review the measures it uses within outcome agreements and the access work it funds in light of the outcome of this work. (31a)</p>
32 a-d	<p>The Scottish Government and the Scottish Funding Council should implement the following targets to drive forward the delivery of equal access in Scotland:</p> <p>To realise the First Minister’s ambition of equality of access to higher education in Scotland:</p> <ul style="list-style-type: none"> • By 2030, students from the 20% most deprived backgrounds should represent 20% of entrants to higher education. Equality of access should be seen in both the college sector and the university sector. <p>To drive progress toward this goal:</p> <ul style="list-style-type: none"> • By 2021, students from the 20% most deprived backgrounds should represent at least 16% of full-time first degree entrants to Scottish HEIs as a whole. • By 2021, students from the 20% most deprived backgrounds should represent at least 10% of full-time first degree entrants to every individual Scottish university. • By 2026, students from the 20% most deprived backgrounds should represent at least 18% of full-time first degree entrants to Scottish universities as a whole.
<i>Transferred recommendation</i>	
15	<p>Universities and colleges should increase engagement with our youngest children and their families as part of the provision of a coordinated package of support for those in our most deprived communities in line with Recommendation 4.</p> <p><u>Access Programmes Steering Group</u></p>