



Widening Access additional places scheme

- This paper reports on the findings of an interim review on the additional widening access places. These places were targeted to students from SIMD40 backgrounds from AY 2013-14 onwards.
- The paper highlights in both AY 2013-14 and AY 2014-15 some places have been unfilled but in both cases the SFC has taken action to reallocate these places to increase the likelihood of our overall success.
- The paper outlines some examples of good practice and differing approaches to recruiting and supporting students from deprived backgrounds. It also outlines some of the challenges being reported from institutions such as:
 - Concerns over SIMD40 as a sole indicator of need
 - Increasing competition amongst institutions for the same SIMD40 cohort
 - Parochialism/confidence in travelling out with a student's home region
 - Lack of pupils with the relevant qualifications
 - Schools that do not offer the relevant highers/advanced highers required
 - Schools that do not prepare pupils for academic study or the preparation required to submit an effective personal statement
 - Ineffective careers advice (which then impacts on a pupil's subject choice and therefore their suitability to apply).
- All institutions have contextualised admissions in place but they differ across each institution.
- The paper suggests that we should invest in a deeper understanding of Contextual Admissions and decipher what approaches are successful. The Committee is asked to note that the SFC has agreed to fund a project about contextual admissions under the Impact for Access funding stream. The project 'Mapping and evaluating the use of contextual data in undergraduate admissions in Scotland' is expected to start summer 2015.

Recommendations

- This paper will be published in full on our website.

Financial implications

- There are no direct financial implications although any amendment to future allocations might involve funding amendments. This would be highlighted to Council when making any decisions.

Widening Access additional places scheme

Purpose

1. This paper reports on the findings of an interim review undertaken to assess the impact to date of the Widening Access places in relation to our ambitions for SIMD40.
2. It considers:
 - The different approaches to recruitment, selection and retention used specifically for these additional places and what are areas of good practice
 - Barriers to success in recruiting, selecting and retaining the students and makes recommendations on how they can be overcome
 - The impact the places have had on the intake of students from SIMD20 postcodes and if we can be more ambitious than SIMD40 and move towards targeting SIMD20.

Strategic Plan implications

3. This paper relates to: Outcome 2: Access for people from the widest possible range of backgrounds.

Background

4. Nine HE institutions (Aberdeen, Edinburgh, Dundee, Glasgow, Glasgow School of Art, Heriot-Watt, St. Andrews, Stirling and Strathclyde) received additional Widening Access (WA) places in AY 2013-14. These institutions also received additional WA places in AY2014-15 and AY2015-16.
5. The table shows the allocation of WA additional places in AY2013-14:

Glasgow School of Art	7
Heriot-Watt University	60
University of Stirling	125
University of Dundee	150
University of St Andrews	20
University of Edinburgh	50
University of Glasgow	200
University of Strathclyde	40
University of Aberdeen	75
	727 total

6. The information used for this review was taken from Outcome Agreements 2013/14 to 2015/16, information SFC requested specifically for the review, institutions' websites and anecdotal information ascertained in OA discussions.

Approaches to recruitment and areas of success

7. All institutions involved in the additional places scheme interact with the Schools for Higher Education Programme (SHEP) undertaking outreach work and engaging with SHEP events to varying degrees. Six of the institutions also take part in other SFC funded WA programmes such as REACH Scotland¹ and ACES². Institutions also run their own recruitment activities and events, for example summer schools and open days. Other activities include working directly with colleges and outreach work in community groups in low-participation neighbourhoods.
8. The recruitment processes used to recruit students to the additional WA places were the same as those already in place to recruit students from WA backgrounds for most of the institutions. Some institutions reported that due to the timing of the introduction of the scheme and the short recruitment period it allowed, it was not practical to try and fill the additional places using different recruitment processes to those already in place. One institution reported that it would have been overly complex and problematic to develop a different process for such small numbers. Another reported that its approach to recruitment has been to focus on increasing the number of students from WA backgrounds from Scotland and the rest of the UK, and through this to ensure that it elicits an increase in applicants and entrants from MD40 data-zones and it would not be efficient, practical or sufficiently ambitious to specifically seek to fill the additional WA places in isolation.
9. However, the scheme did prompt a change in recruitment processes for some institutions and for others it clearly made it possible or at least encouraged them to enhance their WA recruitment work for AY2013-14 in some way. Examples are:
 - SIMD40 was introduced as an additional marker in admissions which allowed offer making to be more flexible

¹ REACH Scotland is a collaborative project managed by the universities of Aberdeen, Dundee, Glasgow, Edinburgh and St. Andrews which aims to increase access to high demand professional areas like medicine, veterinary medicine and law. The project works with pupils in S4-S6 in well over 150 schools to introduce them in various ways to the subject areas,

² ACES is a national project involving the four major art schools in Scotland, which aims to help young people (S4-S6) from target schools with an interest in studying Art and Design or Architecture at university to explore their options, and to gain an insight into what studying these subjects at university level is like, and what sorts of careers it can lead to.

- SIMD40 was introduced as an additional element for outreach programmes meaning schools and colleges that had not previously been targeted for outreach work were targeted
 - The number of places on summer schools was increased
 - More staff were engaged in recruitment/admissions activities
 - Additional SIMD40 students were offered substantial pre-entry support
 - Student Recruitment/Admissions attended more school and recruitment events in specific areas in order to target SIMD40 datazones
 - At least one institution (Dundee) targeted its summer school specifically at SIMD40 students
 - Glasgow disseminated details of adjusted offers of entry available for MD40 residents who had completed one of their pre-entry programmes to their Local Authority and school partners
 - WA students applying to GSA benefited from additional support offered through the recruitment process afforded by the work of the ACES and FOCUSWEST projects
 - For recruitment for AY2014-15, Edinburgh launched its Sutton Trust summer school for students from across the UK allowing it to include specific targeting for recruitment on schools in MD40 areas, including in Dundee and Glasgow, to encourage geographic mobility. Edinburgh also designed its new Scotland Accommodation Bursary to address concerns amongst parents of prospective applicants about the cost of accommodation in Edinburgh.
10. As an aid to recruitment, institutions' websites vary. Generally, WA information is not easy to access. For example, at least four clicks are required to find contextual admissions/widening participation information on most websites. Each website differs in use of language regarding admissions information, with some appearing to offer more encouragement to potential students with WA criteria than others. We are aware of one institution that is currently examining its declaration of commitment to WA on its website.
11. It is not clear to us which recruitment and outreach activities have been most successful in encouraging applications from students in SIMD40 postcodes (or students with WA criteria in general) due to a lack of information available. We do however have the following information which is evidence of positive outcomes, monitoring that is currently taking place and activities that will provide us with more information in the future:

- Access to Rural Communities (ARC)³ is collecting information that will enable the success of the outreach work to be measured. Findings of the research element of this project will be disseminated in June 2015.
- We have received positive reports about the Educated Pass project. The proportion of boys from the first cohort who stayed on at school for post-16 education compares well with the national average; 92% completed S5 versus a national average of 75%, while 68% completed S6 versus a national average of 56%. Of those who completed S6, 67% progressed to higher education (45% to degree level and 22% to HN level) against a national average of 36%.
- Edinburgh has reported that the consideration of SIMD in outreach activity and selection criteria has had demonstrable results.

12. In considering recruitment to the additional places, it is worth noting that:

- Two institutions reported that they were not able to fill all their additional places for AY2013/14 due to the late allocation of places, poor exam results of students who had received conditional offers and lack of SIMD40 postcodes in their region.
- Three of the institutions used the Clearing system: one for a small number of its places in both AY2013/14 and AY2014/15; one for a proportion of its places in AY2013/14 and one for a proportion of its places in AY2014/15.

Barriers to success in recruiting students from SIMD40 postcodes

13. Institutions have provided anecdotal evidence regarding what they perceive to be the barriers to successfully recruiting students from SIMD40 postcodes:

- A shortage of SIMD40 students in an institution's region.
- Universities are targeting the same SIMD40 students
- Reluctance of potential applicants (particularly the young) to study in an institution outside the main conurbations, and away from the pull of city attractions/lifestyle
- Limited/shrinking cohort of potential applicants from deprived backgrounds who have the required entry tariff for selective institutions and courses
- Schools that do not offer the required mix of subjects at Higher/Advanced Higher required for entry to some programmes

³ The ARC project is a pioneering project aimed at supporting and enabling young learners on their journey into university. It provides a platform for pupils to explore opportunities in higher education in the local areas of Argyll and Bute, Highlands, Eilean Siar, Shetland and Orkneys. The ARC research aims to assess the effect of rurality on access to HE in Scotland, in particular to the University of St Andrews.

- Schools/career advisors who are not aware of the entry requirements of selective institutions (e.g. they may know the entry tariff, but they may not be aware of the required subject mix for individual programmes, or that grades/tariff have to be achieved in a single sitting)
- Reluctance of potential applicants from deprived backgrounds to move away from home region (we have heard that this is a particular issue with males from deprived backgrounds in West-Central Scotland)
- School education that does not equip applicants with the required skills for rigorous academic study (e.g. lack/absence of lab skills, limited language skills, etc.)
- Poor/inadequate personal statements in UCAS applications, partly due to: a) lack of opportunity/ resources to participate fully in extra curricula activities, b) limited guidance/ coaching in preparing statements.

Approaches to selection processes

14. All institutions have Contextual Admissions (CA) processes in place and some have formal and published CA policies.
15. Since the additional places became available most institutions have refined their use of contextualised data in admissions to include SIMD40 as a marker alongside other access factors. Examples of how SIMD40 is being used in CA include:
 - The University of Glasgow designed a contextualised admissions process to manage the increased numbers of MD40 students resulting from the additional WA places. It used additional contextual data based on applicants' home postcode and school to identify the SIMD40 applicants with the greatest potential to succeed at the University of Glasgow. Contextual datasets used included: school HE progression rate; school Free School Meal entitlement numbers; school SHEP eligibility; school SIMD20 population; school SQA Higher attainment.
 - The University's formalised approach to using contextualised student profiles, has resulted in tariffs not rising in recent years for applicants from the most deprived areas that perform well in their pre-entry programmes E.g. Summer School and Top-Up Programme.
 - SIMD40 students applying to Glasgow School of Art now benefit from a slightly lower threshold for the consideration of their portfolios. Due to this and increased support at the application stage more viable applications have been received from WA students and more WA students have been interviewed.
 - Strathclyde introduced their Contextual Data in Admissions Policy for the admissions cycle for 2014/15 entrants. This allows for an applicant's socio-economic background and any educational disadvantage they may

have experienced to be taken into consideration. Where an application carries a data flag for one of these factors, it is considered as being eligible for consideration on the basis of a contextualised offer. If an offer is to be made, the academic selector considering the application will reduce the requirements of the offer by one grade, in comparison to any other applicant being made an offer in the same year. The grade reduction will not normally be applied to a subject that is essential within the overall admission requirement.

- Dundee set targets per school for the additional places and applied a contextual admissions approach, taking applicants' context into account in assessing applications. Noting the geographical locations of SIMD40 students and the need to ensure they did not encourage entrants to enter degrees that were out with their interest, Dundee also took a Fair Admissions approach of making as many on merit offers to SIMD40 students as possible regardless of subject but within the University's experience of who would cope and progress. (All these students were offered significant pre-entry support on either a compulsory or voluntary basis).
16. A number of institutions have specific contextualised admissions processes for particular subject areas. For example, some institutions engaged in access programmes such as REACH and ACES have adjusted their admissions processes to cater specifically for applicants to these programmes but have not extended this approach to all subject areas to support the additional WA places. An example of this is Aberdeen which has made provision in its admissions policy to guarantee interviews to applicants on the REACH programme provided their academic achievements meet the minimum academic requirements and their UKCAT score falls within the top 75% of scores for applicants to its institution. It also allocates additional discretionary points to applicants to Medicine and Dentistry who have SIMD40 postcodes. However, it does not have a specific CA offer for students with SIMD40 postcodes who wish to study other subject areas.
 17. Consideration given to SIMD40 varies amongst the institutions; from ensuring no student with an SIMD40 postcode is overlooked during initial assessment of their application (Aberdeen to introduce this in AY15-16) to allowing selectors to make a marginal reduction to offers or acceptance grades in favour of well-qualified candidates from SIMD40 postcodes, relative to the universities high standard entry requirements. (Heriot-Watt)
 18. It is fair to say that institutions generally are wary of using SIMD40 as a stand-alone marker of disadvantage acknowledging that not all students in SIMD40

postcodes will experience disadvantage and not all disadvantaged students live in SIMD40 postcodes.

19. With regards to judging the success of CA processes across the sector with filling the additional places and recruiting students with WA criteria in general, it is worth noting that many institutions are still in the early years of using their current CA processes and we do not know exactly how or how many institutions are monitoring them. We know that some are engaged with the work and recommendations of Supporting Professionalism in Admissions (SPA)⁴ and we have learnt through OAs, OA discussions and sector discussions that in general all institutions are paying attention to this area and some are exploring new ways of enhancing their CA policies. For example, Strathclyde wants to look at non-standard qualifications to see how they can be included in its CA process.
20. We do have some evidence of monitoring/evaluation of CA:
 - The University of Edinburgh reported that “the inclusion of SIMD as a marker in the University’s contextual admissions policy, combined with targeted conversion activity, and the introduction of bursaries for accommodation and widening access, impacted positively on offers and acceptances”.
 - The University of St Andrews, which uses multiple access markers to enable it to put into context the achievements of all Scottish applicants and assess potential, uses a research led process which seeks to ensure that the university employs a more comprehensive and sophisticated understanding of deprivation than SIMD measures alone.
 - The University of Strathclyde shared some learning at a sector event. It found that if it made a lower unconditional offer (that is a grade lower in one subject) the students were more likely to take the offer as their first choice and on most occasions the students would attain a higher grade than required in that subject.

Approaches to retaining students

21. All the Outcome Agreements (OAs) show a commitment to improving retention for students with SIMD40 postcodes as well as other WA criteria.

⁴ SPA, the Supporting Professionalism in Admissions Programme, works under its independent UK wide SPA Steering Group, to support universities and colleges to enhance good practice, excellence and professionalism in the recruitment and selection of students to higher education. SPA promotes fair admissions by researching and disseminating good practice and advice across the HE sector.

22. All institutions have monitoring arrangements in place to expressly monitor the retention of students with WA criteria and it is clear that institutions are continuing to improve monitoring. For example:
- Dundee reported that support measures designed for the needs of students most at risk were reconsidered and revised as a result of the additional places scheme. Dundee has also set out an action plan for addressing retention rates
 - Aberdeen introduced a personal tutoring system in 2014 in part designed to help with early identification of, and intervention for, students at risk of dropping out. It is also looking at a number of other initiatives to help it spot any student, including those from WA backgrounds, who may be beginning to struggle at an earlier stage and to put in place specific support measures for them to help support retention rates. Aberdeen also recently created a Retention Task Force to carry out more detailed analysis of retention.
23. It is not clear exactly what approaches to retention the institutions took specifically for students from SIMD40 postcodes that used the additional Widening Access (WA) places. It is however evident from objectives and narratives in OAs AY2012-13 to AY2015-16 and other reporting that all institutions have developed or improved their approach to retaining students since the places became available. Examples of support offered are:
- Restructuring the academic year to include structured revision periods and inspirational activities at critical points
 - Student peer mentoring schemes (some designed specifically to improve retention rates)
 - Personal tutors
 - Student resident assistants
 - Most institutions have implemented peer mentoring schemes in collaboration with student associations or councils
 - Students with WA criteria at all institutions can expect to have access to help and advice in a range of areas, from study to financial support.
24. Some institutions use best practice support in this area to inform the support offered to the whole student population. For example, as part of its student support strategy Heriot-Watt set up a system of support e-mails designed to prompt WA students to evaluate their progress and to highlight support systems available to them. This initiative has now been extended to all new students.

25. All institutions agree that for students to be retained and have a positive experience it is important that they feel they belong to the institution community, and that this starts with pre-entry activities which help the students see HE as a possibility for them and help prepare them to make a successful transition to HE study. To this end, all institutions offer pre-entry activities that encourage a feeling of belonging. Examples of activities are:
- Institution day visits
 - Summer schools
 - Subject specific residential events
 - GSA holds a pre-induction summer school for WA students to help form early communities of practice and peer groups
 - Strathclyde invites new entrants from FOCUS WEST schools to social evenings to provide information and support. This year Strathclyde piloted an outward bound activity weekend with a small group of new access students to encourage socialisation, resilience and confidence
 - St Andrews have an informal mentoring system for all those coming through their pre-HE programmes
 - Tailored pre-entry support that Dundee created for SIMD40 students. This ranges from over six weeks of intensive support (either face-to-face or online) down to a few days of additional orientation. This was in response to observing that in previous cycles some of these students had not matriculated, despite holding unconditional offers.
26. Dundee has found that around 2% to 3% more SIMD40 summer school candidates have been retained after their first year of study than otherwise matched SIMD40 candidates who did not attend the summer school, reducing their risk of discontinued study to near that of their non-SIMD40 peers. Dundee believes that this is evidence that its strategy of high investment levels in students' pre-arrival as a key element of support for this group is proving effective.
27. The timing of availability of retention data means that we cannot yet report on the retention of the students that took up additional places. In March 2016, we will have data for those that started in 2013/14 which will show if they were retained into 2014/15.
28. Nevertheless, using data available we can judge if we are making progress towards our ambition for an increase in the sector to 91% in 2016-17. The data we have available (see table below) shows that the retention rates of SIMD40 students increased year on year from 2009-10 to 2012-13.

Retention rates for Scottish domiciled full time first degree entrants

	2009-10	2010-11	2011-12	2012-13
Total Retention	89.7%	89.5%	90.2%	91.3%
20% most deprived	84.0%	84.8%	85.5%	87.3%
40% most deprived	86.2%	86.0%	86.6%	88.1%

Source: Scottish Funding Council.

Note. The academic years presented in the table relate to the year in which the student was retained. For example, students retained in 2012-13 entered in 2011-12.

How the additional places have been used

29. Most institutions made no distinction between additional and non-additional WA places and therefore a comprehensive breakdown of places per subject area is not available.

Institution	Subject areas	Notes
Dundee	Art and Design – 24 Business/Accountancy/Economics - 12 Community Education/Social Work - 18 Computing - 8 Engineering - 12 Geography/Architecture/Environmental Science - 12 Humanities - 33 Law - 8 Life Sciences - 13 Psychology - 10	
Aberdeen		Additional places are spread across all subject areas
Edinburgh		The majority of places are split between the two largest colleges, College of Humanities and Social Science and the College of Science and Engineering
Glasgow		The places were not allocated to any specific subject area
GSA		The places were used flexibly across the 3 schools.
Heriot-Watt		The places are spread across the University, to each academic school
St Andrews		The additional places were used across all subject areas
Stirling		The places were not allocated to any specific subject areas
Strathclyde		The places were distributed principally between subject areas within Price Groups* 2, 4 and 5 in a ration of around 45%, 10% and 43% respectively, with the remaining 2% in groups 1 and 3.

* See Table 5 in annex for SFC Price Groups

Approach to analysis

30. When looking at the impact of the additional places, it is interesting to note the difference in the headcount figure from AY2012-13, the year before the additional places were introduced into the system, to AY2013-14 when the places were first introduced.
31. A baseline for the additional places was not set before the places were introduced therefore the baseline used in this review was set retrospectively. When selecting a baseline, we took into consideration the fact that institutions experience fluctuations in intake from year to year. Therefore if one particular academic year was selected as a baseline to make comparisons and judge progress, there could be a risk that the progress of one (or more institutions) could be unfairly represented. For that reason, the baseline used is the average of 3 years, AY2010-11 to AY2012-13.
32. The tables used to analyse the data were produced from information taken from HESA Student Data Return for Scottish Domiciled Undergraduate Entrants to HEIs. See Annex for tables.

Impact of additional places on number of students from SIMD40 and SIMD20 postcodes

Sector headlines:

33. The AIC is asked to note that we did not set a baseline at the time of allocating these places due to the fast pace in which the places were put into the system. This was simply due to the timing of our own funding settlement and the announcement of the places, all of which meant that we need to get the places announced at individual institution level quickly to enable them to start recruiting the places. It is this lack of baseline that means it is difficult to reconcile the growth of places with the exact number of places that went in but we feel this position will significantly improve for AY 2014-15 onwards when it was much clearer what each institution's SIMD40 baseline was (as per the agreed OA measures). We will check this assumption when the 2014-15 data becomes available to us.
34. HESA statistics show that across the institutions that received additional places:
 - There were 622 more SIMD40 places in AY2013-14 than AY2012-13, the year before the places were first introduced
 - There was an increase of 570 SIMD40 entrants in AY2013-14 from the baseline

- There were 304 more SIMD20 places in AY2013-14 than AY2012-13, the year before the places were first introduced
- There was an increase of 326 SIMD20 entrants in AY2013-14 from the baseline.

35. According to the information provided by the individual universities that took part in the scheme, approximately 641 of the 727 additional WA places allocated were filled in AY2013-14. The figure is approximate because Aberdeen's early stats return Oct 2013 reported 0 places allocated. However in December 2013, the university reported that they had forecast 18.7 FTE Summer schools students would be allocated to additional places.

Institution headlines:

- All institutions except University of Glasgow and University of Aberdeen filled all their additional places in AY2013-14. Glasgow reported that they did not manage to fill all their places due mainly to the late allocation of places and poor exam results of students who had received conditional offers. Glasgow made retrospective adjustments to offers after notification of the additional funding; however, by this time some students had accepted offers elsewhere. Aberdeen referred to the lack of SIMD40 postcodes in their region as being the main reason for not filling all their places.
- All institutions except Aberdeen* had a higher SIMD40 headcount in AY2013-14 than in AY2012-13 (the year before the additional places were introduced.)
- All institutions except Aberdeen* had an increase in SIMD40 headcount and percentage in AY2013-14 against the baseline.
- Six institutions achieved a percentage increase in SIMD40 from the baseline of between 35% and 39%. The other three institutions achieved a percentage increase of 17% or lower.
- All institutions except University of Aberdeen* and University of Strathclyde had a higher SIMD20 headcount in AY2013-14 than in AY2012-13. Strathclyde experienced a headcount decrease of 3.
- All institutions except University of Aberdeen* had an increase in SIMD20 headcount and percentage in AY2013-14 against the baseline.
- Five institutions achieved a percentage increase in SIMD20 from the baseline of between 35% and 48% and the other four achieved a percentage increase of 33% or lower.

*Note. Following over-recruitment in 2011/12 and 2012/13, University of Aberdeen adjusted its recruitment strategy in 2013/14. This has had an impact on its overall entrant population and on SIMD40 recruitment patterns in particular. However, Aberdeen has worked to maintain the proportion of SIMD40 whilst addressing the consolidation issue. Its baseline is the average of three years, 2010-11 to 2012-13 which is 13.6%.

36. Tables 1a and 1b (see Annex) detail the impact of the additional places on SIMD40 and SIMD20 figures by institution.

Impact of additional places on number of students from SIMD40 and SIMD20 postcodes in the JACS⁵ subject areas

Increase in headcount in JACS subject areas from AY2012-13 to AY2013-14

SIMD40 headlines:

- The subject areas with the three highest headcount increases (65 and above) of SIMD40 students in AY2013-14 compared to 2012-13 are: Biological Sciences(151); History & Philosophical Studies(97) and Education(87).
- The subject areas with the three lowest headcount increases of SIMD40 students from AY2012-13 to AY2013-14 are: Physical Sciences(-15); Combined(-15); Veterinary Sciences, Agriculture and related subjects(-11); European Languages, Literature and related subjects(-6) and Technologies(-6).
- Five of the institutions (Dundee, Edinburgh, Heriot-Watt, St Andrews and Stirling) had the largest increase of students from SIMD40 postcodes from AY2012-13 to AY2013-14 in the same subject area: Biological Sciences. It may be interesting to note that it was in Biological Sciences that University of Strathclyde experienced its biggest drop in SIMD40 headcount(-30).

SIMD20 headlines:

- The subject areas with the three highest headcount increases (47 and above) of SIMD20 students in AY2013-14 compared to 2012-13 are: Business and Administrative Studies(63); History & Philosophical Studies(61) and Biological Sciences(49).
- The subject areas with the three lowest headcount increases of SIM240 students from AY2012-13 to AY2013-14 are: Physical Sciences(-12); Subjects Allied to Medicine(-12); *Veterinary Sciences, Agriculture and related subjects(-10) and Combined(-8)*.
- Four of the institutions (Dundee, Heriot-Watt, St Andrews and Stirling) had the largest increase of students from SIMD20 postcodes from

⁵ The Joint Academic Coding System (JACS) is owned and maintained by the Universities and Colleges Admissions Service (UCAS) and the Higher Education Statistics Agency (HESA) and is used for subject coding of provision across higher education in the UK. JACS is used to code the subjects of both higher education courses and the individual modules within them across the full range of higher education provision.

AY2012-13 to AY2013-14 in the same subject area: Biological Sciences. It may be interesting to note that two universities experienced their largest decrease in SIMD20 in this subject: University of Strathclyde (-17) and University of Glasgow (-23).

37. Tables 2a and 2b in the annex show the JACS subject areas with the three largest headcount increases in SIMD40 and SIMD20 between AY2012-13 and AY2013-14 per institution. Tables 3a and 3b in the annex, show the increase in SIMD40 figures and SIMD20 figures between AY2012-13 and AY2013-14 in all JACS subject areas by institution.

Increase in SIMD40 and SIMD20 headcount and percentage in JACS subject areas against the baseline (baseline: average of 3 years, AY2010-11 to AY2012-13)

SIMD40 headlines

- Against the baseline, the subject areas with the three highest **SIMD40 headcount** increases in AY2013-14 are: Biological Sciences (200); Engineering (75) and Historical & Philosophical Studies (73).
- Against the baseline, the subject areas with the three highest **percentage** increases in SIMD40 in AY2013-14 are: Biological Sciences (58%); Linguistics, Classics and related subjects (55) and Historical & Philosophical Studies (50).
- The subject areas with the three lowest increases in SIMD40 **headcount** against the baseline are: Subjects allied to Medicine (-45); Combined (-18) and Architecture, Building and Planning (-14).
- The subject areas with the three lowest **percentage** increases in SIMD40 against the baseline are: Technologies (-100); Veterinary Sciences, Agriculture and related subjects (-58); Combined (-58) and Languages (-50).

SIMD20 headlines

- Against the baseline, the three subject areas with the highest SIMD20 **headcount** increases in AY2013-14 are: Biological Sciences (86); Historical & Philosophical Studies (51) and Social Studies (39).
- Against the baseline, the three subject areas with the highest **percentage** increases in SIMD20 in AY2013-14 are: Historical & Philosophical Studies (88%); Biological Sciences (55%) and Business and Administrative Studies (42%).

- The subject areas with the three lowest increases in SIMD20 **headcount** against the baseline are: Subjects allied to Medicine (-21); Combined (-9) and Veterinary Sciences, Agriculture and related subjects (-6).
 - The subject areas with the three lowest **percentage** increases in SIMD20 against the baseline are: Technologies (-100); Veterinary Sciences, Agriculture and related subjects (-100); Combined (-76) and Languages (-40).
38. *The JACS subject group categorisation 'Computer Sciences' did not exist before 2012-13. Before that, Computer Sciences figures were returned to SFC/HESA under the category 'Mathematical and Computer Sciences' and consequently comparable data is not available for the two subjects Computer Sciences and Mathematical sciences. Therefore, these two subjects have not been included in the analysis above.
39. Tables 4a and 4b in the Annex, show the increase in SIMD40 and SIMD20 headcount and percentage in all JACS subject areas against the baseline.

Other contextual information

40. Some of the institutions that received additional WA places also received support/additional places in other schemes:
- Edinburgh, Dundee, Aberdeen, Glasgow, St Andrews and GSA have been receiving funding for access to high demand professions (AHDP) initiatives REACH and ACES since 2010/11. This funding has supported the universities in their work with S4 and S5 pupils with an interest in applying for Dentistry, Medicine, Law, Veterinary Medicine, Art and Design and Architecture.
 - Seven of the institutions received additional STEM places. Institutions involved in the STEM project received in total 300 funded places in STEM subjects in AY2012-13 and this rose to 1,200 places by AY2015-16.
 - All the institutions apart from Stirling received additional Undergraduate Skills for Growth places in AY2013: Edinburgh (60); Dundee (45); St Andrews (50); Heriot-Watt (25); Glasgow (25); GSA (10); Aberdeen (50) and Strathclyde (25).
41. The unused additional SIMD40 places allocated for AY2013-14 (75 places) were reallocated for use in AY2014-15 to: Heriot Watt (23); Stirling (23); Strathclyde (13); Aberdeen (10); RCS (5); and GSA (1).
42. WA additional places allocated AY2013-14 to AY2015-16:

	Allocated AY2013- 14	Used AY2013- 14	Allocated AY2014-15	Used AY2014- 15	Allocated AY2015-16
GSA	7	7	11	11	11
Glasgow	200	170	150	150	150
SA	20	20	20	20	20
HW	60	60	83	83	83
Dundee	150	150	150	150	150
Edinburgh	50	50	50	50	50
Stirling	125	125	148	148	148
Strathclyde	40	40	53	53	53
Aberdeen	75	0	10	10	10
	727	622	675	675	675

43. Fifty places were not allocated to Glasgow due to under-utilisation in AY 2014-15. These places were re-distributed for AY 2015-16 onwards as such: GSA (8 places: to be used for Articulation) and Strathclyde (25 places: to be used for Articulation). Note. These 50 places amount to 33 places in total when re-distributed due to them being used for courses in more expensive price groups than originally planned by Glasgow.

Summary

44. Where there have been specific issues with institutions not filling all of the places allocated and accepted, these have been discussed and are being addressed.
45. Since the first year the places were introduced, four of the institutions have been allocated further additional WA places due to reallocation of unused places from two universities.
46. The highest increase of SIMD20 and SIMD40 has been in Biological Studies. This subject area was one of the criteria for the Undergraduate Skills for Growth places scheme. Subject areas that had the lowest increase of SIMD40 included Medicine and Architecture, Building & Planning: two subjects that SFC support through the AHDP project.
47. The criteria for the WA additional places is SIMD40 postcodes however almost all the institutions have had significant increases in students from SIMD20 as well as from SIMD40 students.
48. It is clear from the information we have collected that the additional WA places scheme has acted as a catalyst for further action by the institutions who are

taking part in the scheme to review and change their recruitment, admissions and retention policies to attempt to make their student body more representative of all Scotland's communities.

49. All institutions have Contextual Admissions policies and some are currently engaged with the SPA in reviewing them. Universities are clearly exploring new ideas and sharing these with the sector at sector events.
50. We stated above that we have a lack of information available to judge which recruitment, selection or retention approaches have been the most successful. We do have evidence of some recruitment activities that have produced good results such as:
 - Educated Pass, a community outreach project based on football and coaching at the University of Edinburgh. The proportion of boys from the first cohort who stayed on at school for post-16 education compares well to the national average. Progression to HE also compares well to the national average.
 - St Andrews Arc project, like Educated Pass, is gaining feedback from school pupils at different stages of its engagement which is providing direct and potentially very useful evaluation of the projects and student views towards HE.
51. With regards to retention, data will be available in March 2016 to show if students that started in AY2013-14 were retained into AY2014-15. Approaches we know have been a success are significant engagement with students pre-entry to help a smooth transition to HE. Dundee's Summer School programme is an example of success in this area.
52. The following areas were identified as good practice in relation to retaining and supporting students from a SIMD40 background:
 - Pre-entry engagement with students to help with a smooth transition to HE has been reported as essential to a student's experience and retention. Dundee's Summer School has proved successful in this area. Dundee's monitoring has shown that more SIMD40 summer school candidates have been retained after their 1st year compared to SIMD40 candidates that did not attend summer school.
 - Use of contextual data to help identify students with WA factors has helped institutions to target their offers to the right students. Using SIMD40 alone as an indicator of deprivation is a strong concern to

institutions in that it isn't complicated enough to reach students that without doubt have WA factors.

- Strong communications with schools to ensure teachers and students understand the institution's offer in respect of CA and what support is available is vital.

53. Institutions also outlined that there is a need to understand what subjects the schools offer and if there are gaps in the curriculum of school subjects on offer that make it impossible for the pupils to gain a place on their courses. For example, GSA offered extra support to applicants via SHEP sources and offered a slightly lower threshold for consideration of portfolios which proved to be successful in recruiting more SIMD40 students. Also, lowering the tariff slightly has proved to be successful in Strathclyde which has found that students do not attain lower grades because universities make unconditional offers based on a slightly lower tariff.
54. The SFC executive are keen to support the sector better in providing more opportunities for the SFC, access initiatives and universities to work together to share their experiences and learning to increase the intake from students from the most deprived areas. This should include encouragement to reach an understanding of the effectiveness of CA policies and advice on how to communicate these policies to potential students in order that they can be understood by students, schools and parents.

Risk assessment

55. Due to the reputation risk associated with not filling these places, we consider the risk in this area to be medium. This risk would have been higher but as these additional places are being closely monitored by the SFC executive to maximise the likelihood of their success we feel that the likelihood of not succeeding is low and as such the risk can be lowered to medium. Where under recruitment is identified this is being addressed and where appropriate, these places are being reallocated.

Equality and diversity assessment

56. This review assessed the effectiveness of the additional SIMD40 places to date. As these places are not ring fenced we cannot identify absolute students to each place. This makes an equality and diversity assessment very difficult if not impossible. Despite these difficulties we still feel that it is crucially important to understand the diversity of the SIMD40 population and this will be conducted as part of the final review of these places.

Recommendations

57. We ask that the Committee agree that:

- We continue to support this four year programme to its completion, including reallocated places where necessary, and repeat this review at the end of the process.
- SFC should invest in a deeper understanding of Contextual Admissions and decipher what approaches are successful and note that the SFC has agreed to fund a project about contextual admissions under the Impact for Access funding stream. The project 'Mapping and evaluating the use of contextual data in undergraduate admissions in Scotland' is expected to start summer 2015.
- This paper is published in full on our website.

Financial implications

58. There are no direct financial implications although any amendment to future allocations might involve funding amendments. This would be highlighted to Council when making any decisions.

Publication

59. This paper will be published on the Council website.

Further information

60. Contact: Cath Carr, Policy/Analysis Officer, tel: 0131 313 6532, email: ccarr@sfc.ac.uk

Tables 1a and 1b Impact of additional places on SIMD40 and SIMD20 figures per institution

SIMD40

	2010-11	2011-12	2012-13	Baseline (average of 3 years 2010-11 to 2012-13)	2013-14	Additional places received 2013-14	Additional places used 2013-14	Headcount increase from baseline	Percentage increase from baseline
Glasgow School of Art	42	41	42	42	58	7	7	16	39
Heriot-Watt	230	237	241	236	322	60	60	86	36
Stirling	524	366	385	425	576	125	125	151	36
Dundee	567	491	381	480	646	150	150	166	35
St Andrews	67	43	55	55	74	20	20	19	35
Edinburgh	340	373	354	356	416	50	50	60	17
Glasgow	695	723	767	728	828	200	170	100	14
Strathclyde	794	701	779	758	801	40	40	43	6
Aberdeen	213	230	258	234	163	75	0*	-71	-30
Totals	3472	3205	3262	3313	3884	727	622	570	17

Table 1a

Baseline: average of 3 years, AY2010-11 to AY2012-13

*Aberdeen's early stats return Oct 2013 reported 0 places allocated. However, in December 2013 the university reported that they had forecast 18.7 FTE Summer schools students would be allocated to additional places.

SIMD20

	2010-11	2011-12	2012-13	Baseline (average of 3 years 2010-11 to 2012-13)	2013-14	Headcount increase from baseline	Percentage increase from baseline
St Andrews	22	17	22	20	30	10	48
Dundee	242	207	171	207	301	94	46
Heriot-Watt	69	93	96	86	124	38	44
Stirling	188	136	138	154	212	58	38
Edinburgh	110	124	117	117	158	41	35
Glasgow School of Art	18	21	13	17	23	6	33
Glasgow	328	350	383	354	438	84	24
Strathclyde	367	310	372	350	369	19	6
Aberdeen	66	76	93	78	54	-24	-31
Totals	1410	1334	1405	1383	1709	326	24

Table 1b

Baseline: average of 3 years, AY2010-11 to AY2012-13

Tables 2a and 2b: JACS subject areas with the three largest headcount increases in SIMD40 and SIMD20 between AY2012-13 and AY2013-14 per institution

SIMD40

	JACS Subject areas with the three largest increases in SIMD40 between AY2012-13 and AY2013-14 (headcount increase in brackets)
Aberdeen	Education(9); Business and Administrative studies(5); Law(2)
Dundee	Biological Sciences(50); Social studies(46);Linguistics, Classics and related subjects(26)
Edinburgh	Biological Sciences(24); Creative Arts & Design(17); Law(11)
Glasgow	Historical & Philosophical Studies(45); Education(30)
Glasgow School of Art	Creative Arts & Design(16)*
Heriot-Watt	Biological Sciences(50); Computer Science(9); Linguistics, Classics and related subjects(8)
St Andrews	Biological Sciences(11); Historical & Philosophical Studies(9); Mathematical and Computer Sciences(4)
Stirling	Biological Sciences(80); Social studies(60); Subjects Allied to Medicine(27)
Strathclyde	Linguistics, Classics and related subjects(38); Education(20); Historical and Philosophical studies(18)

Table 2a

SIMD20

	JACS Subject areas with the three largest increases in SIMD20 between AY2012-13 and AY2013-14
Aberdeen	<i>Education(6); Law(2);Business and Administrative Studies(2)</i>
Dundee	<i>Biological Sciences(30); Social studies(24); Historical & Philosophical Studies (16)</i>
Edinburgh	<i>Education(12); Historical & Philosophical Studies (11);Creative Arts & Design(8); Biological sciences(8)</i>
Glasgow	<i>Historical & Philosophical Studies(29); Education(17);Engineering(17); Business and Administrative Studies(13)</i>
Glasgow School of Art	<i>Creative Arts & Design(6)*</i>
Heriot-Watt	<i>Biological Sciences(18); Business and Administrative Studies(12);Social Studies(2)</i>
St Andrews	<i>Biological Sciences(7); Historical & Philosophical Studies(4); Mathematical and Computer Sciences(2);Social studies(2)</i>
Stirling	<i>Biological Sciences(29); Social studies(23); Education(5)</i>
Strathclyde	<i>Business and Administrative Studies (19);Linguistics, Classics and related subjects(15); Law(7)</i>

Table2b

**All subjects at GSA fall into the JACS Creative Arts & Design subject area*

Table 3a SIMD40 headcount in AY2012-13 and AY2013-14 in all JACS subject areas by institution

JACS subject area	Aberdeen		Dundee		Edinburgh		Glasgow		GSA		Heriot-Watt		St Andrews		Stirling		Strathclyde	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Architecture, Building and Planning	1	1	9	4	8	9	0	0	8	8	20	20	0	0	0	0	8	10
Biological Sciences	40	22	21	71	37	61	125	109	0	0	30	80	6	17	49	129	85	55
Business and Administrative studies	5	10	13	37	18	25	22	38	0	0	40	47	0	0	42	38	51	61
Combined	2	0	0	0	19	10	0	0	0	0	0	0	6	0	0	0	1	3
Creative Arts and Design	12	2	58	66	18	35	14	32	34	50	42	42	0	0	0	0	0	0
Education	18	27	48	54	59	65	93	123	0	0	0	0	0	0	58	74	105	125
Engineering	26	20	13	22	18	21	53	64	0	0	54	59	0	0	0	0	137	148
European Languages, Literature and related subjects	6	5	0	4	16	11	28	29	0	0	6	3	2	1	4	8	25	20
Historical and Philosophical studies	20	13	3	28	26	36	30	75	0	0	0	0	4	13	29	26	9	27
Languages	0	0	1	0	6	4	0	0	0	0	0	0	0	0	0	0	0	0
Law	18	16	15	33	16	27	34	36	0	0	0	1	0	0	22	21	68	68
Linguistics, Classics and related subjects	14	5	2	28	10	20	51	35	0	0	3	11	6	8	15	16	0	38
Mass Communications and Documentation	0	0	0	6	0	0	0	0	0	0	0	0	0	0	22	32	14	6
Mathematical and Computer Sciences	4	0	4	8	12	6	17	30	0	0	16	15	1	5	4	5	32	36
Medicine and Dentistry	10	10	20	21	9	13	47	37	0	0	0	0	10	10	0	0	0	0
Physical Sciences	30	15	6	24	27	21	57	61	0	0	22	22	11	11	12	10	79	65
Social studies	32	9	40	86	35	31	99	83	0	0	0	5	6	4	32	92	64	59
Subjects allied to Medicine	9	6	119	129	5	5	65	42	0	0	0	0	0	0	89	116	57	41
Technologies	1	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0
Veterinary Sciences, Agriculture and related subjects	0	0	0	1	4	1	12	4	0	0	0	0	0	0	1	0	0	0
Computer Science	10	2	9	24	11	15	15	30	0	0	8	17	3	5	6	9	44	39
	258	163	381	646	354	416	767	828	42	58	20	20	55	74	385	576	779	801

Table 3b SIMD20 headcount in AY2012-13 and AY2013-14 in all JACS subject areas by institution

JACS subject area	Aberdeen		Dundee		Edinburgh		GSA		University of Glasgow		Heriot-Watt		St Andrews		Stirling		Strathclyde	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Architecture, Building and Planning	0	0	4	0	6	2	3	7	0	0	10	10	0	0	0	0	6	5
Biological Sciences	17	8	8	38	11	19	0	0	70	53	13	31	2	9	23	52	48	31
Business and Administrative studies	2	4	7	20	5	7	0	0	6	19	11	23	0	0	11	13	15	34
Combined	1	0	0	0	5	2	0	0	0	0	0	0	4	0	0	0	1	1
Creative Arts and Design	6	1	23	28	8	16	10	16	5	14	19	20	0	0	0	0	0	0
Education	5	11	21	26	16	28	0	0	53	70	0	0	0	0	22	27	61	63
Engineering	8	7	7	5	5	9	0	0	22	39	22	19	0	0	0	0	62	61
European Languages, Literature and related subjects	2	1	0	2	7	4	0	0	12	16	3	0	1	0	1	4	8	5
Historical and Philosophical studies	7	5	0	16	9	20	0	0	15	44	0	0	2	6	9	9	5	8
Languages	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Law	2	5	11	14	5	10	0	0	10	13	0	0	0	0	9	12	27	34
Linguistics, Classics and related subjects	6	0	1	10	4	5	0	0	23	22	2	3	2	3	5	5	0	15
Mass Communications and Documentation	0	0	0	5	0	0	0	0	0	0	0	0	0	0	10	13	10	2
Mathematical and Computer Sciences	1	0	2	6	5	0	0	0	14	18	7	8	0	2	2	1	18	12
Medicine and Dentistry	3	4	5	8	2	2	0	0	25	15	0	0	4	3	0	0	0	0
Physical Sciences	13	3	2	12	7	7	0	0	26	24	7	5	4	3	1	3	38	29
Social studies	12	4	20	44	17	15	0	0	56	55	0	2	1	3	13	36	31	33
Subjects allied to Medicine	3	0	55	57	0	4	0	0	28	17	0	0	0	0	31	35	23	15
Technologies	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0
Veterinary Sciences, Agriculture and related subjects	0	0	0	0	2	0	0	0	8	0	0	0	0	0	0	0	0	0
Computer Science	5	1	5	10	2	7	0	0	7	19	2	3	2	1	1	2	19	21

Table 4a: SIMD40 entrants by JACS subject areas

Note. The primary subject of study has been used (in cases where a student studies more than one subject as part of any joint or triple honours course).

	2010-11	2011-12	2012-13	Baseline	2013-14	Headcount increase against the baseline	% increase against the baseline
Computer Sciences*	0	0	106	35	141	106	303
Mathematical Sciences*	0	0	90	30	105	75	250
Biological Science	325	314	393	344	544	200	58
Linguistics, Classics and related subjects	128	83	101	104	161	57	55
Historical and Philosophical Studies	150	165	121	145	218	73	50
Creative Arts and Design	156	177	178	170	227	57	33
Engineering	213	262	301	259	334	75	29
Mass Communications & Documentation	41	28	36	35	44	9	26
Social studies	381	270	308	320	369	49	15
Education	438	440	381	420	468	48	12
Business and Administrative Studies	256	247	191	231	256	25	11
Law	185	195	173	184	202	18	10
Physical Sciences	218	198	244	220	229	9	4
Medicine and Dentistry	94	81	96	90	91	1	1
European Languages, Literature and related subjects	83	85	87	85	81	-4	-5
Subjects allied to Medicine	438	370	344	384	339	-45	-12
Architecture, Building and Planning	89	54	54	66	52	-14	-21
Languages	9	8	7	8	4	-4	-50
Combined	41	24	28	31	13	-18	-58
Veterinary Sciences, Agriculture and related subjects	13	13	17	14	6	-8	-58
Technologies	9	8	6	8	0	-8	-100

Baseline: average of 3 years, AY2010-11 to AY2012-13

*The JACS subject group categorisation 'Computer Sciences' did not exist before 2012-13. Before that, Computer Sciences figures were returned to SFC/HESA under the category 'Mathematical and Computer Sciences'.

Table 4b: SIMD20 entrants by JACS subject areas

	2010-11	2011-12	2012-13	Baseline	2013-14	Headcount increase against the baseline	% increase against the baseline
Computer Sciences*	0	0	43	14	64	50	357
Mathematical Sciences*	0	0	49	16	47	31	194
Historical and Philosophical Studies	62	63	47	57	108	51	88
Biological Science	142	131	192	155	241	86	55
Business and Administrative Studies	109	87	57	84	120	36	42
Linguistics, Classics and related subjects	56	38	43	46	63	17	38
Creative Arts and Design	65	74	71	70	95	25	36
Engineering	74	116	126	105	140	35	33
Mass Communications & Documentation	16	11	20	16	20	4	28
Social studies	176	133	150	153	192	39	25
Law	65	86	64	72	88	16	23
Education	193	192	178	188	225	37	20
Physical Sciences	83	77	98	86	86	0	0
Architecture, Building and Planning	21	24	29	25	24	-1	-3
Medicine and Dentistry	33	27	39	33	32	-1	-3
European Languages, Literature and related subjects	32	38	34	35	32	-3	-8
Subjects allied to Medicine	158	148	140	149	128	-21	-14
Languages	2	2	1	2	1	-1	-40
Combined	18	8	11	12	3	-9	-76
Technologies	2	4	3	3	0	-3	-100
Veterinary Sciences, Agriculture and related subjects	5	2	10	6	0	-6	-100

Baseline: average of 3 years, AY2010-11 to AY2012-13

*The JACS subject group categorisation 'Computer Sciences' did not exist before 2012-13. Before that, Computer Sciences figures were returned to SFC/HESA under the category 'Mathematical and Computer Sciences'.

Table 5: SFC price groups used to inform allocations of funding for teaching

Price Group / Cost Centre
<p>Price Group 1</p> <ul style="list-style-type: none"> Clinical Dentistry Clinical Medicine Veterinary Science
<p>Price Group 2</p> <ul style="list-style-type: none"> Chemical Engineering Electrical, Electronic and Computer Engineering Mineral, Metallurgy and Materials Engineering Pharmacy and Pharmacology Physics
<p>Price Group 3</p> <ul style="list-style-type: none"> Agriculture and Forestry Biosciences Chemistry Civil Engineering Design and Creative Arts Earth, Marine and Environmental Sciences General Engineering Health and Community Studies Mechanical, Aero and Production Engineering Pre-clinical Dentistry Pre-clinical Medicine
<p>Price Group 4</p> <ul style="list-style-type: none"> Archaeology Information Technology and Systems Sciences Other Education Other Nursing and Paramedical Studies Pre-registration Nursing and Midwifery
<p>Price Group 5</p> <ul style="list-style-type: none"> Anatomy and Physiology Architecture, Built Environment and Planning Geography Initial Teacher Training Mathematics Psychology and Behavioural Sciences Sports Science and Leisure Studies
<p>Price Group 6</p> <ul style="list-style-type: none"> Business and Management Studies Catering and Hospitality Management Humanities and Language Based Studies Librarianship, Communication and Media Studies Modern languages Social Studies

