

Access Programmes Steering Group – Monday 3 June 2019

SFC Note

Fiona Burns as Chair welcomed all members to the APSG and invited round-table introductions. As actioned in the Jan 2019 meeting, new members from the Scottish Youth Parliament were introduced to the group; Laura Pasternak was in attendance, but Nicola Bell is likely to attend future meetings.

Note/1 – Note of 21 January 2019 meeting

It was agreed that the note from the previous APSG meeting was accurate.

Paper 19/04 – Definition of Access Programmes

Pamela Forbes introduced the recent mapping exercise which was conducted to gather feedback on terminology, definitions and to map current access provision to Higher Education within the landscape, as actioned in the previous APSG meeting.

		Paper
1.	Welcome	Oral
2.	Note of 21 January 2019 meeting	Note/1
3.	Definition of Access Programmes	19/04
	<ul style="list-style-type: none"> • Neil - access has connotations around adult returners to education – don't want learners to be confused. Access should mean it gives you access to somewhere. • John – term access is a loaded term – whatever we are talking about has to be all age and all stage. • Targeted outreach is widening participation. If this leads to a university place then access in the form of place. • Term access used in different ways across the sector now too – e.g. defined groups or students 	

who need additional support.

- Gill – access for OU for mature learners – should mean you end up a place. Targeted outreach for this group are pre-access.
- Tying the definition with contextual admissions would lose all OU learners.
- Sheila - SCQF – credit rated (not accrediting) on framework.
- Lynn – not adult returners we were looking at with COWA 4 – about clarity from learners. Rec 7 drawn out to make sure it was given due consideration to scale up nationally. CoWA 4 about preentry. Everything preentry, not to get you a specific place. Bridging programmes about specific entry.
- John – widening participation used to describe preentry work but the work with them needs to continue within university. Use word contextual – another marker for when things in work
- Full supportive learning environment is widening participation – health support etc.
- SCAPP – glossary of definitions for sector – there isn't some – can this group do that. Unis Scotland did some of this already – need to fit in with some of these definitions.
- Tri – definition – some work on how we phrase this.

4. Mapping Exercises

19/05

- Mairi - Declutters the landscape for the users and means there is more resources
- Barrier – who is the data holder? Need this for reporting on success. Needs to be alignment of targets to measure.
- Ged – direct link to school through council -strength built from bottom up through school. Operational plans – what are councils/schools strategic objectives – knitted together.
- Partnership is 12 different partners – negotiation is vital.
- John - Depends on learner journey – early on, they need generic support, but then more specific as they make decisions, but need partnerships so options are open.

- Neil – need to get this on a regional basis to then build up to national. Need partnerships in larger areas to cover all areas. Need flexibility of model to give access to pupils from different types of areas. Can't take all local pupils into all local units but data sharing agreements allow you to take this into consideration in other institutions.
- How do we define duplication:
- John – pupils need to be prepared by specific institutions when they have decided where they have wanted to go – need to get them into this early. Focus resource where needed.
- Concept of duplication needs to be unpicked – different institutions doing different things with same year group – e.g. Glasgow – STEM and ARTS – about complimentary activity.
- Neil – which method works best in each of your areas.
- Liam – spiral of engagement – pupils should get access to what is most appropriate to them. Certain degree of parity of access regardless of geographical location. Is there a role for QA or SPARQS to be included in future conversation – role for them to play in ensuring structure of programmes to be tracked and measures.
- Jim – if duplication – it is useful now and can be sorted now. Gaps – look at these in terms of moving forward. In a few years start to ask more questions about duplication and confusion/understanding of journey. Focus on routes at present.
- Jean – think a lot more about visibility in early years and primary. Strength of early partnership often overlooked.
- Kenny – bias control group as most people working in partnerships. Whole systems approach – actively engaging with other partners and institutions – challenging at present for early work. Group should focus on where we are taking this work.
- Gordon – non-university agencies are very important part of the landscape – need to work these into the spiral of opportunities. Decisions by institutions to bring these in – why? RT ask how these agencies are integrating into the landscape.
- Mairi – is there a gatekeeper?
- John – what is student receiving should be focus?

- Rec 4 about national perspective.
- Lynn – starting from strategic level – what should be available from early years to becoming a uni student. What is possible? What is vision from recipients perspective.
- Scope of what we want to do here is what we need to do.
- Ged – SCAPP recognising that this a professional area of work. Action point – what is the skill set of the people out there.
- Mairi – aim of workshop in perth – auditing of skills.
- Neil – impossible to run primary programmes in all year groups, but there is things like science days etc.
- Claire – strength of partnership – choosing the right people.
- Jean – by S2/3 parents have already made up their minds so need to engage with parents earlier to encourage HE for children.
- Kay - Work around other drivers – e.g. race, disability, gender etc. Research in GAP's could be taken into consideration.
- Neil – also need to think about adult learners. A lot of parents can be targeted this way through.
- Liam – what is necessary at each stage of the learner journey. Uni programmes tend to be subject or institution focussed. Unis are not right people to be involved in early years.

5. Outcome Based Remits

Oral

- Pupil/student focussed approach to next meeting.
- Lynne C – need to consider rurality
- John - Bring learners to us or bring learning to learners. Depends on wifi. How do we ensure equity of access to provision.
- Kay – coming back to point of it all and address disadvantage. What is needed by different groups in different areas. From the learners perspective.
- Neil – practical – how to use blended learning.
- Shona – partnership coming in quite a lot here – D&G used as a basis.
- John – landscapes have changed – reduction in resources in schools –PEF useful but not filling

some of the gaps. E.g. can't do portfolios because materials not available in schools. Need to be considerate of this.

- Neil – crucial to have conversation with schools and LA's about what is needed in each area for these specific pupils. Approach of Blueprint for Glasgow – could this be duplicated in other regions.
- Lynn – there can be regional differences but how much partnership is there in each of the regions – need conversations. Shouldn't be working separately – colleges should be more involved.
- Gill – OU struggles with regional approach.
- John – colleges also need to be involved in this conversation.
- Liam – every age, every stage – greater ease in regional approach. MOOC's etc – pinning down to regional approaches may hinder.

Proposals for next meeting :

- Invite city of Glasgow council on Blueprint etc.
- FB and PF bring more formalised remits back to group taking into consideration definition – areas (rurality etc.)
- Experiences of different learners different across the country – if looking for parity, we have quite a lot to do
- Greater thought around terminology. Enhancing accessibility at earlier stages – overcome regional differences if you access young and participate – level of sophistication means a learner can move into where they best see themselves. Where do we go to ensure early engagement with system and enhancing accessibility.
- More honest and open approach to sharing practice. Chunking down to who is appropriate to do what at each stages.
- Being less precious about who owns what – reduce competition.
- Equality and diversity – consider intersectional disadvantage. Keep on agenda.

- Use group to split into smaller groups – momentum round that. Need to involve colleges.
- Coordination not competition – focus needs to be on consistent learner journey and their perspective.
- Use SCQF more – school ambassadors programme – work with teachers, pupils, parents already.
- Enhancing accessibility a good idea but connotations to disability.
- Equality, equity and parity not the same thing. Every learner might not have the same experience – e.g. rurality an issue – don't have access. Online important.
- Good to consider evaluation, and funding available for that.
- Complimentary work in regions – we should be thinking about access across regions.
- Perspective of colleges and mature learners needs to be considered. Students who leave school early but don't come back as mature learners (articulation route) also need to be considered.
- Need update on Schools Engagement Framework.

6. Any Other Business