Education and Skills Committee  
22 May 2019

Widening Access to University  
Update on progress

Introduction

In early 2018 the Committee continued its ongoing work on widening access to university. At that time the Committee pursued the following activities:

- A visit to the Royal Conservatoire of Scotland (RCS) on Monday 15 January 2018.
- Formal evidence taking from the Commissioner for Fair Access, Professor Sir Peter Scott on Wednesday 21 February 2018.
- An Ask the Minister session with the then Minister for Further Education, Higher Education and Science, Shirley-Anne Somerville MSP on Wednesday 7 March 2018.
- Formal evidence taking from higher education institutions (HEIs) and Universities Scotland on Wednesday 16 May 2018.

Following those sessions, the Committee agreed to write the Minister and committed to keeping a watching brief on the implementation of activity in this area. The Convenor wrote to the Minister on 6 June 2018 requesting annual updates on progress toward meeting the recommendations in the Commission on Widening Access report. The response from the Minister for Further Education, Higher Education and Science (“the Minister”), Richard Lochhead MSP, was issued on 28 September 2018. It highlighted the range of activity being pursued and reporting mechanisms to address the current policy concern with increasing widening access to university.

This briefing considers the key areas of work that have been ongoing in the last year, since the Committee last considered this issue.

Summary of Key Points

- Significant work has been undertaken since the Blueprint report was published.
- There remains a lack of clarity as to whether and how systematic reporting of action against all recommendations - taking a whole-system approach - will be taken forward. This may be addressed in the Commissioner for Fair Access’ second annual report (due late May / early June 2019).
- Early release HESA statistics indicate that students from SIMD20 areas represented 15.6 of entrants to Scottish universities in academic year 2017-18. Details on rates of entry at individual institutions will be published by the SFC in late May 2019.
- The Access Delivery Group, chaired by the Ministers for Further Education, Higher Education and Science met several times during 2017 and 2018. There is no publicly available information on whether the group has met in 2019 and what issues it has been considering at any recent meetings.
• The Framework for Fair Access was published on 7 May 2019. It offers online resources and has led to the establishment of a practitioner network. A Framework Governance Group, chaired by the Commissioner, will oversee this work going forward.

• The National Articulation Forum is co-chaired between Colleges Scotland and University Scotland. Its role is to provide strategic guidance to further the work on articulation between colleges and universities.

Background

The Scottish Government in the Programme for Government 2014-15 set out a renewed commitment to widening access to university, focusing on ensuring that people who live in the most deprived areas of Scotland have the same chance of getting to university as those living in the most affluent areas. The Commission on Widening Access (“the Commission”) was established to advise the Scottish Ministers on what is required to meet this ambition.

The Commission’s final report: A Blueprint for Fairness (“the Blueprint”) was published on 14 March 2016 and included 34 recommendations for action. Formal government support for the recommendations came through a Scottish Government motion on 16 June 2016, where all of the recommendations in the Blueprint were accepted. The Scottish Government then charted which recommendations were for which body to lead / deliver.

The table presented at Annexe A provides an overview summary of progress by relevant stakeholders in delivering the recommendations laid out in the Blueprint report. Some of the detail of the activity set out in that table forms the basis of the themes in this briefing.

A Blueprint for Fairness: annual reporting on progress

The first thing to note in producing this briefing is that there is presently no public source that comprehensively and systematically reports on activity and progress toward meeting all 34 recommendations in the Blueprint report. The information provided at Annexe A is drawn from different sources, which were produced at different times. While it represents the best available information that could be captured in the time available, it does lack a systematic approach given inconsistencies between sources and time lags in when information has been reported and the format that is it reported.

One of the reasons that the Commission on Widening Access recommended the appointment of a Commissioner for Fair Access (Recommendation 2) was to ensure that there was a body taking the lead on maintaining a system wide focus and, with this, taking the lead on annual reporting of progress. Recommendation 34 specifically stated:

“The Scottish Government should report on progress against the recommendations it accepts from this report, 12 months after issuing its response. Thereafter, progress towards equal access should be reported on annually by the Commissioner for Fair Access.”

The Scottish Government published in May 2017: Implementing ‘A Blueprint for Fairness’: progress report to report the steps that had been taken on implementation of the Blueprint’s recommendations to that point. That report did not systematically go through all 34 recommendations. While this report referred to most of the recommendations, it focused on reporting progress against the ‘foundational recommendations’ set out in the Blueprint report (listed in the box below). These were the recommendations that represented “the
bold action [the Commission] believed would be necessary to deliver a step change in progress.” Progress against each is set out in Annexe A.

**Recommendation 1:** appointment of the Commissioner for Fair Access.

**Recommendation 2:** the development of the Framework for Fair Access.

**Recommendation 3:** public funding for access programmes in line with the Framework.

**Recommendation 11:** the introduction of access thresholds.

**Recommendation 12:** transparency in use of access thresholds / contextual admissions.

**Recommendation 21:** access thresholds to be used for care experienced applicants.

**Recommendation 22:** full bursary for care experienced students.

**Recommendation 32:** delivery of the targets for widening access.

The next source of reporting was the first annual report from the Commissioner for Fair Access: *Laying the Foundations for Fair Access* ("Laying the Foundations"), published in December 2017. This report also does not offer systemic reporting against the Blueprint recommendations, instead focusing on specific themes raised by the Blueprint e.g. the focus on SIMD20. What is interesting to note is the Commissioner’s comment in that report regarding where reporting should take place. In his view, this should be the responsibility of the Scottish Government rather than the Commissioner:

> One of the proposals made by the Commission on Widening Access was that the Commissioner’s annual report should report on progress against its recommendations. A separate mechanism has been established to oversee this detailed monitoring, the Access Delivery Group chaired by the Minister for Further Education, Higher Education and Science. I think it is appropriate that the Scottish Government, rather than the Commissioner, should monitor the delivery of the Commission’s recommendations. This has allowed me to take a broader, and more open, view of progress and also to introduce new themes to the access debate in Scotland.

The above suggests that the Commissioner in his annual report will not be taking a systematic look at progress toward all 34 recommendations. As the Commissioner’s second annual report has not yet been published (it is due late May / early June), it is not possible to confirm if this is the case. The Scottish Government does, however, see this activity as the responsibility of the Commissioner. When writing to this Committee in September 2018, the Minister, Richard Lochhead MSP, stated:

> The Commissioner for Fair Access will continue to publish an annual report. Going forward this will include consideration of progress on implementation, as set out in Recommendation 34… We anticipate that the Commissioner’s report will be the main source for annual assessment of progress going forward, drawing on both key published statistics and monitoring information from ADG [the Access Delivery Group].

This is an important point to note for two reasons. First, the production of a public source that comprehensively reports on progress against the Blueprint recommendations allows more explicit scrutiny of the activity that is taking place by all stakeholders and progress towards achieving change over time. Second, the Blueprint report suggested the appointment of a Commissioner was in part to facilitate a system-wide focus to this activity, “to provide leadership, a voice for our most disadvantaged learners and a challenge – to all parts of the education system and Government – to do more and to push harder.”
vision set out in the Blueprint seems to be that a Commissioner, with leadership over the whole system and being external to government, would be well placed to report on progress while offering a constructive challenge to all relevant stakeholders to maintain the progress of change over time.

Commissioner for Fair Access

Professor Sir Peter Scott was appointed as the first Commissioner for Fair Access on **16 December 2016** by the Scottish Ministers. Initially the appointment was for a period of one year. This was extended to January 2019 by the then Minister for Further Education, Higher Education and Science, Shirley-Anne Somerville MSP, as part of her statement on widening access given in the Chamber in May 2017. As the Commissioner took a period of extended leave during 2018 due to ill health, the post now extends to June 2019. No further information is publicly available on whether the post will be extended beyond this date.

The Commissioner’s role was set out in the Blueprint report as to act as “an advocate for disadvantaged learners, working across the education system to provide strategic leadership and drive change across the system”. The Scottish Government has set out the main functions of the Commissioner as being to:

- Lead cohesive and system wide efforts to drive fair access in Scotland; acting as an advocate for access for disadvantaged learners and holding to account those with a role to play in achieving equal access, including the Scottish Ministers and the Scottish Funding Council (SFC).
- Coordinate and prioritise the development of a more substantial evidence base on the issues most pertinent to fair access, including the commissioning and publication of independent research and the development of a Framework for Fair Access.
- Publish, annually, a report to Ministers outlining the Commissioner’s views on progress towards equal access in Scotland to inform development of effective policy at national, regional and institutional level.

The role is independent of Scottish Government. It continues to be contracted for a period of three-to-five days each month.

Since his appointment as Commissioner for Fair Access, five discussion papers have gone out from the Commissioner’s office. The table below presents the dates of each publication and the subject of each discussion paper.

<table>
<thead>
<tr>
<th>Discussion paper topics</th>
<th>Date of publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCAS applications, offers and acceptances</td>
<td>June 2017</td>
</tr>
<tr>
<td>Contextual higher education admissions</td>
<td>June 2017</td>
</tr>
<tr>
<td>League tables</td>
<td>November 2017</td>
</tr>
<tr>
<td>Retention, outcomes and destinations</td>
<td>January 2018</td>
</tr>
<tr>
<td>Disabled students at university</td>
<td>February 2019</td>
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In addition to the above, there is a discussion paper on postgraduate students forthcoming (date not yet confirmed) and the second annual report is due to publish late May / early

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June (final date to be confirmed). All the published papers and speeches pursued by the Commissioner in this role are available at this Scottish Government hosted webpage.

Laying the Foundations (the first annual report) was published on 13 December 2017. It took a broad look at the context of widening access in Scotland. The first chapter discussed the way that higher education is delivered in Scotland, funding arrangements, policy milestones and progress made to date. The next six chapters then looked in more detail at relevant policy issues such as free tuition, admissions procedures, progression from school and college, bridging / outreach programmes, and the use of targets to measure progress. **Annexe B** summaries the broad issues raised in this report.

Laying the Foundations also included 23 new recommendations for action that were directed at the Scottish Government, the Scottish Funding Council, universities, colleges and other stakeholders. The recommendations are summarised at **Annexe C**.

**Universities Scotland’s submission** to this Committee in February 2018 sought clarification on the status of these 23 new recommendations; noting that its priority was to focus on progressing the Blueprint recommendations. While the Commissioner has a role in holding the range of agencies to account on efforts to achieve fair access, the lack of any regulatory powers attached to the role makes accountability for responding / addressing the recommendations unclear. When giving evidence to this Committee on 21 February 2018, the Commissioner said:

> Most of my recommendations either cover familiar territory and try to advance recommendations that have already been made by the Commission on Fair Access or by Universities Scotland or they put forward matters on which I would like there to be wider debate in the sector. Of course, one or two recommendations that I make are potentially more challenging. One of them is potentially more challenging for the Government—I suggest that it should review the total number of funded places that are available. I hope that, at some point, the Government might provide a response to that recommendation.

The then Minister for Further Education, Higher Education and Science, Shirley-Anne Somerville MSP, responded to the Commissioner’s recommendations in a statement on widening access given in the Chamber on 6 March 2018 and in questions from this Committee on 7 March 2018. Some of his recommendations were accepted (e.g. around articulation activity), while others (notably increasing the number of funded places) were not.

**Targets and Data**

Recommendation 32 in the Blueprint report set out four widening access targets:

- By 2030, students from the 20 per cent most deprived backgrounds should represent 20 per cent of entrants to higher education. Equality of access should be seen in both the college and university sector.
- By 2021, students from the 20 per cent most deprived backgrounds should represent at least 16 per cent of full-time first-degree entrants to Scottish universities.

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2 This is a delay on the due date (estimated December 2018) and is likely to correspond with the Commissioner taking a period of absence during 2018 due to ill health.
• By 2026, students from the 20 per cent most deprived backgrounds should represent at least 18 per cent of full-time first-degree entrants to Scottish universities.
• By 2021, students from the 20 per cent most deprived backgrounds should represent at least 10 per cent of full-time first-degree entrants to every individual Scottish university.

The first target is distinct from the other three in focusing broadly on entry to higher education while the others focus specifically on entry to university. This distinction is important as Scotland has significant numbers of students in colleges participating in higher education programmes, most pursuing Higher National level programmes rather than degree level study.

In Laying the Foundations, the Commissioner for Fair Access called for greater clarity on the policy intent behind the targets:

Although these targets in themselves are clear, they may send mixed messages about the primary task. Is the priority to increase SIMD20 participation in higher education, i.e. including colleges, or is it to increase SIMD20 participation in universities, perhaps with a particular emphasis on access to the ancient universities? At present targets cover both, although in terms of political and public debate, the emphasis often seems to be on the second. Striking the right balance is not easy. While it is important to ensure that all young people in Scotland have the opportunity to attend Scotland's leading universities, it is also important to maintain a diversity of provision and, in particular, not to downgrade the contribution of colleges and of vocational education.

In her statement in the Chamber on 6 March 2018, the then Minister for Further Education, Higher Education and Science noted the positive contribution that colleges make to enabling access to higher education as an end in itself; as well as a stepping stone to gaining access to university. However, she stressed that the priority was to increase representation at universities. And that this representation should be seen across all universities:

The greatest inequalities lie in our universities, so I am clear that we will continue to prioritise access to university in our work and our targets for fair access. I reiterate once again that, no matter their background or circumstances, applicants should have an equal chance of going to university by 2030.

When we talk about fair access to university, I do not just mean fair access to some universities. We expect every university to take action now to ensure that, by 2021, 10 per cent of entrants to each university are from Scotland's 20 per cent most deprived backgrounds.

Laying the Foundations notes the limits of SIMD, particularly as an individual measure that does not capture deprivation experienced by those living in more rural areas of Scotland:

“…by focusing on SIMD20 recruitment to meet the Scottish Government’s targets, institutions are likely to include some entrants who are not socioeconomically deprived while excluding poor students from other areas whose needs are just as great. This is particularly a problem in more thinly populated rural areas, especially in the Highlands and Islands, the Borders and parts of the North East.”

3 In Scotland around 30 per cent of students taking part in higher education do so at colleges, while in England the figure is around 10 per cent (Laying the Foundations, 2017, page 9).
The Universities Scotland report [Working to Widen Access](#) points to the range of indicators HEIs use to decide which applicants should receive an adjusted offer of a place; while noting the need for greater consistency across HEIs in their choice and use of different indicators by dividing them into ‘core’ and ‘institution-specific’. The Commissioner notes the need for “consistent and comparable data, to ensure that applicants are treated fairly across universities and that progress can be measured”. Further, greater consistency (and transparency) of HEI level indicators and better individual level data on deprivation - combined with SIMD20 as the primary measure to monitor institutional and national targets - “opens up the possibility of a more balanced package of measures” being agreed. Annexe A notes moves to include free school meals in the basket of indicators being used by HEIs.

**Progress towards achieving the targets**

Since 2007, the SFC has been publishing: “Learning for All” a statistical report on participation in college and university among equalities groups. With the publication of the Blueprint report, the SFC reviewed the scope and content of that publication (in line with Recommendation 30) and in September 2017 the first [SFC Report on Widening Access](#) was published. The report has two distinct sections – the first providing data to report on progress against the fair access targets; the second continuing to report data previously in the ‘Learning for All’ statistics publication.

Given the priority to increase participation in HEIs, Table 1 highlights institution level data on first year entry to first degree programmes by those living in the 20 per cent most deprived areas of Scotland (SIMD20) in each academic year from 2013-14 to 2016-17. Bearing in mind that the Blueprint report was only published in early 2016, and the UCAS application cycle runs mainly from January to June each year, 2016-17 entrant data can do little more than offer a baseline upon which to track progress going forward.

Table 1 shows that across all HEIs the figure for entry to HEIs from people living in SIMD20 areas was around 14% in 2016-17. There is, however, significant variance between individual HEIs, with the University of Aberdeen (5.1%) and University of St Andrews (5.4%) having the lowest percentage of SIMD20 entrants and the Glasgow School of Art (21.1%), Glasgow Caledonian University (20.9%) and University of West of Scotland (27.5%) having much higher numbers of entrants from SIMD20 areas. Of course, some of this difference reflects the geographical spread of HEIs across Scotland, with those HEIs located in areas with a more rural / urban mix not represented well by the SIMD20 measure.

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4 The figures for higher education can be accessed via the [SFC Report on Widening Access](#) (Table 1).

5 In other words, as 2016-17 entrants would have been putting in their applications in early 2016 these applications would have been received and shortlisted at the same time that the Blueprint report was published and the Scottish Government considering its response to its recommendations. This means the 2016-17 data on entrants falls before HEIs were actively responding to this specific policy priority.
### Scottish domiciled full-time, first year, first-degree entrants to HEIs by SIMD20, AY 2013-14 to 2016-17

<table>
<thead>
<tr>
<th>Institution</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aberdeen</td>
<td>4.2%</td>
<td>5.3%</td>
<td>4.3%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Abertay</td>
<td>15.5%</td>
<td>15.6%</td>
<td>16.7%</td>
<td>15.1%</td>
</tr>
<tr>
<td>Dundee</td>
<td>14.9%</td>
<td>15.0%</td>
<td>14.3%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Edinburgh Napier</td>
<td>11.3%</td>
<td>10.0%</td>
<td>10.7%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Edinburgh</td>
<td>6.1%</td>
<td>6.0%</td>
<td>5.6%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Glasgow Caledonian</td>
<td>22.7%</td>
<td>20.9%</td>
<td>22.6%</td>
<td>20.9%</td>
</tr>
<tr>
<td>Glasgow School of Art</td>
<td>14.4%</td>
<td>22.1%</td>
<td>14.6%</td>
<td>21.1%</td>
</tr>
<tr>
<td>Glasgow</td>
<td>13.3%</td>
<td>12.7%</td>
<td>12.1%</td>
<td>12.3%</td>
</tr>
<tr>
<td>Heriot-Watt</td>
<td>8.2%</td>
<td>10.8%</td>
<td>9.8%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Highlands and Islands</td>
<td>12.0%</td>
<td>11.0%</td>
<td>8.0%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Queen Margaret</td>
<td>10.7%</td>
<td>11.0%</td>
<td>9.1%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Robert Gordon</td>
<td>6.4%</td>
<td>7.0%</td>
<td>6.7%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Royal Conservatoire of Scotland</td>
<td>8.2%</td>
<td>7.4%</td>
<td>13.1%</td>
<td>13.3%</td>
</tr>
<tr>
<td>SRUC</td>
<td>5.5%</td>
<td>10.5%</td>
<td>8.3%</td>
<td>7.5%</td>
</tr>
<tr>
<td>St Andrews</td>
<td>5.2%</td>
<td>5.0%</td>
<td>5.1%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Stirling</td>
<td>11.7%</td>
<td>14.1%</td>
<td>12.3%</td>
<td>12.0%</td>
</tr>
<tr>
<td>Strathclyde</td>
<td>11.8%</td>
<td>12.3%</td>
<td>13.7%</td>
<td>14.5%</td>
</tr>
<tr>
<td>West of Scotland</td>
<td>24.3%</td>
<td>27.7%</td>
<td>27.5%</td>
<td>27.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13.7%</strong></td>
<td><strong>13.9%</strong></td>
<td><strong>14.0%</strong></td>
<td><strong>13.8%</strong></td>
</tr>
</tbody>
</table>

Source: [SFC Report on Widening Access](#) (Table 1)
In early 2019, HESA released for the first time, data on student entry using SIMD20 as a deprivation measure. Those figures, reproduced in Table 2, show the overall rate of entry for first year entrants to full-time first-degree programmes at Scottish HEIs. HESA does not provide a breakdown for SIMD20 for each individual HEI. That information should be available in the data to be published by the SFC in late May 2019.

Table 2: Scottish domiciled full time, first year, first degree entrants to Scottish HEIs, AY 2013-14 to 2017-18

<table>
<thead>
<tr>
<th></th>
<th>SIMD20</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>2013-14</td>
<td>3,855</td>
<td>13.7%</td>
</tr>
<tr>
<td>2014-15</td>
<td>3,970</td>
<td>13.9%</td>
</tr>
<tr>
<td>2015-16</td>
<td>4,015</td>
<td>14.0%</td>
</tr>
<tr>
<td>2016-17</td>
<td>3,975</td>
<td>13.8%</td>
</tr>
<tr>
<td>2017-18</td>
<td>4,650</td>
<td>15.6%</td>
</tr>
</tbody>
</table>

Source: HESA widening participation statistics (data drawn from the widening participation table filtered to include only first year, first degree students at Scottish HEIs).

Table 2 shows an increase in entrants from SIMD20 areas relative to the position in 2016-17. A press release from the Scottish Government at the time the 2017-18 figures were released quotes the Minister for Further Education, Higher Education and Science, Richard Lochhead MSP as follows:

“These statistics highlight the good progress being made on widening access to higher education. I'm pleased to see more Scots going to university here and a record increase in entrants from our most deprived areas. Combined with recent UCAS statistics, this shows demonstrable progress towards giving every young person in Scotland an equal chance of success, no matter their background or circumstance.”

Access Delivery Group

In Implementing ‘A Blueprint for Fairness’: progress report published in May 2017, the Scottish Government reiterated its commitment to support delivery of all recommendations, while noting that it was not itself responsible for delivery of all the recommendations. In line with the views of the Commission on Widening Access, a system wide effort was recognised as being necessary to deliver progress, ensure coordination and reduce the risk of duplication of effort. To that end, the Scottish Government established the Access Delivery Group “to coordinate and monitor progress with implementation across all parts of the system”.

It was noted at the time of its establishment that:

“The group will provide a forum to discuss challenges with implementation and will facilitate the coordination of efforts. It will also provide a mechanism through which implementation can be monitored and reported to the Commissioner for Fair Access and Government Ministers. All those with a responsibility for implementation will be invited to attend the group... Additionally, key stakeholders such as NUS Scotland and those from the wider education system will be invited to attend. This will ensure that those who have a stake in implementation continue to have a voice in the delivery of fair access going forward.”
In recognition of the importance that the Scottish Government places on this work, the Delivery Group will be chaired by the Minister for Further Education, Higher Education and Science.”

The terms of reference for the Access Delivery Group (ADG) state that the group was established “in response to the Commission’s call for systemic, cooperative leadership and that implementation be placed ‘in the hands of the experts’”. The terms of reference further note that this work “is also a key part of the Government's wider vision to tackle inequality, create a fairer Scotland and generate inclusive economic growth”.

When giving evidence to this Committee on 7 March 2018, in her capacity as Minister for Further Education, Higher Education and Science, Ms Somerville said:

The purpose of the Access Delivery Group, which I chair, is to enable quarterly reporting on the coordination and implementation of delivery of the Commission’s recommendations, as well as providing a forum for strategic discussion on widening access with sector-wide stakeholders.”

Annexe D lists membership of the ADG. The group met in August and November 2017 and in March, June and September 2018. Minutes from these meetings are available on the ADG webpages. These note the activity that the Group was pursuing during that period.

The September 2018 meeting for example included a progress report on the National Articulation Forum, on the National Articulation Database, an update on activity from Universities Scotland and a discussion of coordination and monitoring of activity. There is no publicly available information on any ADG meetings held in 2019.

Framework for Fair Access

The Blueprint report noted a lack of robust evidence on the impact of access activities; making it difficult to determine which interventions were effective and the factors affecting this effectiveness. Without this information it is “almost impossible to judge with precision which programmes deliver meaningful impact, and consequently, where best to target the substantial public and institutional resource that is invested in access.” To solve this problem, the proposal was that rigorous arrangements for monitoring and evaluation be established, with this information then being shared across the whole education system to achieve a more reliable national evidence-base:

“As this evidence base takes shape, the Commissioner for Fair Access should take the lead in the development and publication of a Scottish Framework for Fair Access – a good practice guide for Scotland. This Framework should draw upon the emerging evidence to define the specific interventions and learning components which deliver most impact at each stage of the educational journey. The Framework should develop and evolve as we acquire a more sophisticated understanding of the interventions that have most impact. Our recommendations to improve data and processes to track and monitor individuals will also support this understanding. We propose that the first iteration of this framework should be published in 2018.”

Recommendation 2 in the Blueprint summarised the above as follows:

“By 2018, the Commissioner for Fair Access, working with experts, should publish a Scottish Framework for Fair Access. This authoritative, evidence-based framework should identify the most impactful forms of access activity at each stage of the learner
journey, from early learning through to higher education and provide best practice guidelines on its delivery and evaluation."

Recommendation 3 further stated that: “Public funding for access programmes – either through specific external funding or funding from core budgets – should focus on programmes that are consistent with the Scottish Framework for Fair Access.”

An invitation to tender for development of the Framework went out in late 2017, which Universities Scotland note was not successful and was later retendered. A public contract was issued for the creation of an online toolkit summarising evidence on the impact of different interventions and activities for a full range of participants and for evaluation and implementation guidance, to provide practitioners with practical information for use in their interventions and build consistent approaches to data collection, tracking and evaluation across the sector.

The Framework for Fair Access was formally launched at the University of Edinburgh on 7 May 2019. It has two key strands. The first is the online resources - the toolkit and guidance documents. This is an online resource that is expected to be continually updated as evaluations of practice and access methods emerge. The second is the establishment of Scotland’s Community of Access and Participation Practitioners (SCAPP) – intended for practitioners “to network to support the development and professionalisation of a strong widening access and participation community in Scotland and by doing this embed, enhance and support effective practice in Scotland”. SCAPP has five objectives:

**Networking:** including providing opportunities to collaborate, discuss and share practice, resources and skills.

**Training and development:** including developing and enhancing practice by creating, identifying and promoting training opportunities.

**Evaluation and research:** working with research to ensure practitioners have access to up-to-date evidence to inform their work.

**Quality standards:** including ensuring quality of practice by supporting and promoting the alignment of practice with evidence.

**The toolkit:** The toolkit is intended to support practitioners to plan and evaluate engagement and approaches. The practitioners’ network will have a key role in informing the content and contributing to the toolkit, as well as championing its use.

A blog on the publication of the Framework notes:

…the task to build the Framework was conferred on the first Commissioner for Fair Access, Peter Scott, who was appointed in December 2016 to lead “cohesive and system wide efforts to drive fair access in Scotland”. The Commissioner devolved responsibility to a Framework Development Group chaired by Conor Ryan (then of the Sutton Trust and now with the Office for Students) and comprising representatives from schools, colleges and universities, as well as access practitioners and researchers.

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6 See the written submission from Universities Scotland to this Committee to inform the panel session with the Commissioner for Fair Access on 21 February 2018 and Ask the Minister session on 7 March 2018.
Our role was to determine what the Framework should be and how it should be built. We were conscious that if it is to be used by the sector, it must be of use to the sector and owned by the sector and that it should support activity without stifling creativity.

As well as commissioning CFE Research to develop the toolkit, the Framework Development Group established a short life working group of practitioners to develop a community of practice aligned to the toolkit. This led to the development of SCAPP, with funding from the Scottish Funding Council enabling the recruitment of a Development Coordinator “to take forward activity and embed a sustainable membership model and agreed aims and objectives”.

The launch of the Framework was only the first step in a long-term project. Governance and strategic support for the toolkit and SCAPP will be taken forward by a Framework Governance Group (FGG). Membership of the FGC and its overarching responsibilities is set out at Annexe E.

**National Articulation Forum**

After the Blueprint report was published, Universities Scotland progressed three workstreams to consider how to implement the recommendations relevant to HEIs. These focused on: admissions; bridging programmes; and articulation. It then published *Working to Widen Access*, which included 15 actions including a commitment that each university would fundamentally review their ability to expand full credit articulation. Subsequently, Colleges Scotland and Universities Scotland agreed to jointly convene the National Articulation Forum (“the forum”) to take this work forward.

Working to Widen Access noted that the forum would be co-owned by Universities Scotland and Colleges Scotland, with the Scottish Funding Council and NUS Scotland also taking a strategic role. The forum’s role is to provide strategic guidance to further the work on articulation and a structure within which expert practitioner work can be taken forward to increase the range and diversity of articulation pathways. The forum will also investigate student perspectives on articulation, including any financial and cultural barriers they may face in accessing articulation opportunities.

The forum has met four times to date. It is jointly convened by Liz McIntyre, Principal and Chief Executive of North East Scotland College and Professor Nigel Seaton, Principal of Abertay University. Secretariat function has been shared between Colleges Scotland and Universities Scotland. A bid to SFC from Colleges Scotland and Universities Scotland for resource to support the forum was successful. An action plan was developed, which runs until December 2019. This is shared as a separate paper (provided by Colleges Scotland) alongside this briefing.

Suzi Macpherson  
SPICe Research  
21 May 2019
## ANNEXE A: SUMMARY OF PROGRESS TOWARD RECOMMENDATIONS IN THE BLUEPRINT FOR FAIR ACCESS REPORT

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Delivery Lead(s)</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appoint Commissioner</td>
<td>SG</td>
<td>Appointed December 2016</td>
</tr>
<tr>
<td>2. Develop Framework for Fair Access</td>
<td>CFFA</td>
<td>Progress prior to publication reported <a href="#">here</a>. The Framework was published 7 May 2019. It is intended to provide &quot;an authoritative, evidence-based framework to guide future access work and set the benchmark for access interventions going forward&quot;.</td>
</tr>
<tr>
<td>3. Public funding for access programmes – with a focus on programmes consistent with the framework for fair access</td>
<td>SG, SFC, US</td>
<td>SFC involved in a coordinating role. Steering group established.</td>
</tr>
<tr>
<td>4. Coordinated approach to access, coherent and comprehensive offer to learners</td>
<td>SFC, LA, US, CS, EY</td>
<td>SFC involved in a coordinating role. Steering group established.</td>
</tr>
<tr>
<td>5. Admissions / entry based on education rationale / recognises more flexible pathways</td>
<td>US</td>
<td>Done – every HEI has set minimum entry requirements for entrants starting in 2020/21. Universities are receptive to the achievement of Highers over two sittings, although sometimes this does increase the level of attainment required. There are limited exceptions to universities accepting Highers over two sittings including medical degrees (although exceptions are made for widening access students).</td>
</tr>
<tr>
<td>6. Better use of key transition phases (SCQF 6-8)</td>
<td>SG</td>
<td>Addressed through the <a href="#">Learner Journey Review</a> (Recommendation 13)</td>
</tr>
<tr>
<td>7. Develop national model of bridging programmes</td>
<td>SFC</td>
<td>SFC notes that “template agreed”; and further negotiations with US taking place.</td>
</tr>
<tr>
<td>8. More demanding articulation programmes</td>
<td>SFC</td>
<td>SFC notes progress while Universities Scotland notes its commitment set out in <a href="#">Working to Widen Access</a> that every HEI undertake a fundamental review of its ability to increase the number and percentage of students who articulate with full credit for the start of 2018-19 academic year. HEI reviews will feed into the work of the National Articulation Forum.</td>
</tr>
<tr>
<td>10. New models of articulation</td>
<td>SFC</td>
<td>US notes the development of the National Articulation Forum to explore how universities can offer full credit articulation to more students; looking at opportunities to improve articulation in specific subjects and considering how to expand the model to include other qualifications.</td>
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<tr>
<td><strong>11. Access thresholds</strong></td>
<td>US</td>
<td>SFC recently updated its <a href="https://www.scottishgovernment.co.uk/Topics/Teaching&amp;Learning/HigherEducation/OutcomesAgreements">Outcome Agreement guidance</a> to require more detailed reporting around access thresholds / contextual admissions. US notes that every HEI has set minimum entry requirements for their courses, for entrants starting in 2020-21.</td>
</tr>
<tr>
<td><strong>12. Transparency re thresholds / contextual admissions</strong></td>
<td>US</td>
<td>US notes commitments in Working to Widen Access to meet this recommendation including the creation of common text for inclusion in undergraduate prospectuses for 2020 entry; developing clear and consistent information about contextual admissions; preparation of a checklist for HEIs to help implement this work; and use of a consistent core set of indicators in contextualised admissions. All done or on track.</td>
</tr>
<tr>
<td><strong>14. Independent review of non-academic factors</strong></td>
<td>SFC</td>
<td>SFC noted at November 2018 that, through US, it has completed a review and is considering the need for further research.</td>
</tr>
<tr>
<td><strong>15. Engage with youngest children and families</strong></td>
<td>US, CS</td>
<td>US notes that this has been a growing area of activity for Scottish universities. Outreach has extended to include very young children and their families including: Glasgow Caledonian’s Caledonian Club, which is focused on developing skills and confidence in young people, familiarising them with a university environment and delivering long-term social change in the areas it operates; in addition, Queen Margaret University, Strathclyde University, and University of the West of Scotland (Paisley Campus) all host a <a href="https://www.scottishgovernment.gov.uk/news/2018/12/26/09/04">Children’s University</a>. Engagement at this age is not focused on university as a specific outcome and it’s very challenging to track outcomes given the longitudinal nature of the engagement.</td>
</tr>
<tr>
<td><strong>16. Academically based programmes for highly able school learners</strong></td>
<td>US</td>
<td>US notes that HEIs continue to deliver a wide range of activity with schools including: Glasgow Caledonian’s Advanced Higher Hub (613 pupils with 766 SQA presentations); SCHOLAR by Heriot-Watt (Over 30 online courses aligned to the SQA curriculum at National 5, Higher and Advanced Higher level); YASS by the Open University in Scotland (Over 7,500 young people from more than 250 schools and 25 modules offered); and Aberdeen University’s S6 Enhancement focused on biology, chemistry and physics (supported 351 pupils in 2018). US also notes that several universities have expanded their summer school and bridging programmes to support pupils entering with minimum entry requirements.</td>
</tr>
</tbody>
</table>
17. More coordinated and tailored information, advice and guidance offer | SDS, LA | SG in May 2017 noted that this would be addressed through the Learner Journey Review (LJR). Not explicitly linked in that work. However, there is a significant focus on CIAG, notably at Recommendation 3 of the LJR.


19. Research into impact of student finance | CFFA | Pursued through the Independent Review of Student Support

20. Better information on student finance | SAAS, SDS, LA | Pursued through the Independent Review of Student Support

21. Care experience offer of place | US | US notes that minimum entry requirements have been set for entrants starting in 2020-21. A wide and inclusive definition of “care experienced learners” has been agreed by universities and this will be used to guarantee an offer of a place at university


23. Approach to identify care experienced learners | SG | Information provided by SG (May 2019): “Work has been undertaken to consider potential legal gateways for the identification of care experience learners from early years to post-school and on to employment, to enable additional support. The Digital Economy Act was identified as a possible option. Officials are working through the steps required to lay regulations to enable data sharing for this project with SAAS and the data sharing team in the Scottish Government. SAAS have agreed to proceed with the work in principle, and a draft case for Digital Economy Act regulation was submitted to SAAS. SGLD will also review this. In parallel officials are considering how to consult with Care Experienced learners on this.”

24. Review of funds incl. Widening Access and Retention Fund (WARF) | SFC | Those in receipt of WARF funding were asked to report on use and impact of this funding as part of university Outcome Agreement guidance 2019-2020.

25. Monitor institutions spend from core funding aimed at supporting access. | SFC | SFC note this as being “on track” with enhanced “reporting on how that will be achieved, including the use of core funding”

26. Options for more targeted funding models | SFC | SFC note this as being “on track” [deadline 2021]

27. Make more extensive use of regulatory powers | SFC | SFC note this is being progressed through updated Outcome Agreement guidance 2019-2020.

28. Other regulatory frameworks to include access objectives | SG | At May 2017 SG was working to identify what is currently included in regulations and where this could be enhanced. Not aware of any update on this activity.
| 29. Improve tracking (ULN) and sharing data | SG | At May 2017 SG said it was exploring options. In the Learner Journey Review, Recommendation 1 addressed this issue – not pursuing a ULN but extending use of Scottish candidate number. |
| 30. Enhanced analysis and publication of data | SG, SFC | SFC statistical publication “Learning for All” replaced by new statistical report on widening access, incorporating previous Learning for All statistics (on protected characteristics). Next report due late May 2019 (offering data for 2017-18 students). |
| 31. Develop access measures | SG, SFC | SFC note this is on track with SG presenting options for new measures to the Minister’s Access Delivery Group. If agreed, to be passed to the SFC for implementation. US notes that in ‘Working to Widen Access’ US committed HEIs to work with SIMD20 and care experience as the two core indicators for access. Proposal that free school meals should also be a metric for widening access / contextual admissions. This proposal has support from the Access Delivery Group and SG is working out data access and legal issues to take this work forward. |
| 32. Implement targets | SG, SFC | Data up to 2017-18 indicates that progress being made across the sector (variable between institutions). Targets reported annually through the SFC widening access statistical reports. Recent data (for 2017-18) published by HESA. |
| 33. Consider further work needed (other access groups and outcomes after study) | CFFA | The Commissioner published a discussion paper on disabled students in Feb 2019 and one on retention, outcomes and destinations in Jan 2018. There is also a discussion paper on postgraduate students forthcoming. |
| 34. Report on progress | SG | After its May 2017 report, the Scottish Government delegated responsibility for reporting to the CFFA. First annual report produced December 2017. Second annual report due May/June 2019 |

Note: SG (Scottish Government); SFC (Scottish Funding Council); US (Universities Scotland); CS (Colleges Scotland); LA (schools and / or local authorities); SAAS (Student Awards Agency Scotland); SDS (Skills Development Scotland); EY (Early Years); and CFFA (Commissioner for Fair Access)

Sources: Scottish Government Implementing ‘A Blueprint for Fairness’: progress report (May 2017); SFC paper to the Access and Inclusion Committee (Nov 2018); Scottish Government Learner Journey Review (May 2018) accompanied by personal communication with Colleges Scotland and Universities Scotland (including accompanying papers / information).
ANNEXE B: SUMMARY OF COMMISSIONER FOR FAIR ACCESS’ FIRST ANNUAL REPORT (DECEMBER 2017)

- Scotland has a high rate of higher education participation but young people from affluent areas are still three times more likely to go to higher education than those from the most disadvantaged - and over three times as likely to go to university.

- The Scottish Government targets on widening access are challenging but achievable.

- Progress towards meeting those targets has been steady, but the current forward momentum may not be sufficient. Bolder steps will be required by the Scottish Government, the SFC and (most) institutions.

- All institutions contribute to meeting the targets. Ancient universities as they currently have “the most privileged student intakes” and play an important leadership role and colleges as they enrol a high proportion of students from deprived areas.

- Free higher education for Scottish students provides the foundation for fair access, but it is “a necessary rather than sufficient condition”. In addition, other action is needed around admissions, progression from college to university, academic support and funding.

- Lower grade offers to students from deprived backgrounds recognises that not all applicants have the same advantages e.g. family support or school experience. Making the same offer to all students, regardless of context, fails to identify students with the greatest potential. Universities need to make much bolder use of contextual admissions.

- Widening access is not just about applications, but also about the students need - academic, financial and pastoral - to succeed. A debate is needed on how ‘success’ is defined.

- Scotland has a unique opportunity to produce a joined-up tertiary education system, across higher education, further education and workplace learning. This would reduce barriers to progression, benefitting all learners but especially those from more deprived backgrounds. It would also increase the efficiency and capacity of the system.

- College students with Higher Nationals (HNs) who transfer to universities should receive full credit as a matter of routine. Anything less needs rigorous justification. Smarter articulation promotes fair access by freeing up more college-university pathways but also by creating more capacity generally.

- There is also scope for improving the transition between school and university - a better fit between S6 and Year 1, more co-delivery of the curriculum, and greater opportunities for S6 learners with Advanced Highers to go straight into Year 2. This would produce the same benefits as smarter articulation between HNs and degrees.

- Unfair access is rooted in socioeconomic deprivation, typically located in particular communities and perpetuated across generations. There are other forms of disadvantage - age, disability, immigrant status and so on - which also need to be urgently addressed. But none is as intractable and as deeply entrenched as socioeconomic deprivation, which must remain the main focus of fair access.

- The Scottish Government should review the number of funded places it provides for Scottish students. It should guarantee that any savings produced by demographic
change, Brexit or smarter articulation between HNs and degrees (and schools and universities) will be retained within the higher education budget. This would also help to address fears that some students are being ‘displaced’ by more deprived applicants.

- The Scottish Funding Council should make fuller use of its powers to promote fair access and ensure that outcome agreements become effective instruments not just for monitoring but also rewarding performance in line with the Government’s desire to see their use ‘intensified’.
## ANNEXE C: RECOMMENDATIONS MADE BY THE COMMISSIONER FOR FAIR ACCESS IN HIS FIRST ANNUAL REPORT (DECEMBER 2017)

<table>
<thead>
<tr>
<th>Number</th>
<th>Recommendation</th>
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<tbody>
<tr>
<td>1</td>
<td>The Scottish Government should take every opportunity to clarify the different agendas arising from the wider goal of fair access to higher education as a whole and the narrower goal of fair access to universities. It should make clear its view on their relative priority for the next four years in the lead up to delivery of the first CoWA targets.</td>
</tr>
<tr>
<td>2</td>
<td>In advance of reviewing institutional targets in 2022, as recommended by the Commission on Widening Access, the Scottish Government should encourage the widest possible national debate on this issue, in partnership with colleges and universities and other stakeholders.</td>
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<tr>
<td>3</td>
<td>The SFC and Scottish Government should work with the Higher Education Statistics Agency (HESA) to ensure the data required to report on the proportion of SIMD20 entrants (i.e. entrant domicile and home postcode) is prioritised within the HESA ‘Data Futures’ project, so that more timely data can be made available to measure progress towards meeting fair access targets.</td>
</tr>
<tr>
<td>4</td>
<td>The Scottish Government should consider whether the total number of funded places in Scottish higher education needs to be increased in order to ensure that overall demand, from applicants from all social backgrounds, is met while maintaining the momentum towards fair access.</td>
</tr>
<tr>
<td>5</td>
<td>It should undertake to retain within the higher education budget any savings produced by any overall reduction in demand as a result of demography; the removal of other EU students from the total of funded places after the UK leaves the EU (however undesirable Brexit may be); and any increase in efficiency produced by ‘smarter’ articulation (between HNs and degrees but also between S6 and first-year higher education).</td>
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<tr>
<td>6</td>
<td>If additional funded places are made available by the Scottish Government, only a proportion of them should be ring-fenced to support fair access. Institutions should be free to use a proportion in ways they determine, in the hope that this will ease fears of displacement and also in the hope that fair access will be accepted as a mainstream goal by all. If no additional places are provided, there will be not alternative to setting new targets beyond the existing access places.</td>
</tr>
<tr>
<td>7</td>
<td>Progress towards fair access targets should continue to be monitored by the SFC, not only with regard to the use of the proportion of any additional places ring-fenced, but with regard to all the student places it funds.</td>
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<tr>
<td>8</td>
<td>In taking the review of the 15-24 Learner Journey forward, the Scottish Government should make clear how implementation will support fair access to higher education, as well as the range of education, training and employment opportunities available to young people. In particular it should focus on the development of flexible pathways between those various routes into higher education.</td>
</tr>
<tr>
<td>9</td>
<td>The SFC should aim to encourage seamless progression from further to higher education in colleges, and also work towards removing unnecessary</td>
</tr>
</tbody>
</table>
differences in its funding and accountability systems for colleges and universities with regard to higher education provision. This need not involve far-reaching governance reforms, nor imply significant shifts in current funding patterns. The goal should be to produce a properly integrated and articulated tertiary education system across Scotland.

10 The SFC should take a stronger lead and have a clearer voice in debates about the future of higher (and further) education in Scotland. It should consider making more, and smarter, use of the powers it has been granted, acting as a bridge between high-level priorities established by the government and the strategic goals of individual institutions. Fair access is a key area in which national coordination of institutional strategies and activities would be beneficial, below the level at which it is reasonable (or appropriate) to expect the government to operate.

11 The SFC should review its use of outcome agreements - ensuring that it offers a robust challenge to institutions in negotiating agreed goals and that outcome agreement and more detailed agreements and action plans (in areas such as fair access) are better integrated; and also that there is greater clarity about what sanctions it would be appropriate to impose when targets are not met. Consideration should be given to imposing penalties for non-delivery, not simply in relation to ring-fenced funding initiatives but to funding allocations more generally.

12 Universities should consider the designation of a common core for all summer schools and other bridging programmes across Scotland, based on identifying those elements that already appear in all or most programmes. Some of these elements clearly would need to be subject specific, and there should also be scope for institutions to customise some elements based on their particular needs. Greater commonality would produce greater consistency, making the content of these programmes more transparent to learners (and their advisers) and also making them more transferable. It would also make it easier to increase the scale of provision, which is clearly necessary.

13 Universities and Universities Scotland should work with the Scottish Credit and Qualifications Framework (SCQF) and the Framework Development Group to develop an authoritative typology of bridging and outreach programmes and an easily accessible web-based database of courses. This should align to the evidence and best practice published in the Scottish Toolkit for Fair Access.

14 Universities should consider developing a new 'social covenant' that brings together all activities that reflect their wider social responsibilities - within their local communities, wider regions and Scotland as a whole (and, indeed, on European and international levels). Fair access initiatives should be firmly embedded within these new covenants.

15 Universities should commit to substantially increasing the proportion of transferring HN students admitted with full credit (to at least the 75 per cent benchmark identified by the SFC), and all HND students, without exception, should be allowed to transfer into Year 2. If individual students are not given, or specific courses do not grant, full credit, the reasons should be specified,
and fully justified, along with an action plan to remedy these perceived deficits in preparation.

**16** Universities should commit to substantially increasing the number of transferring HN students they admit; and offering necessary support. In the case of universities with insufficient HN applicants to support such an expansion, active measures should be taken by establishing stronger links with local colleges to increase the supply. If voluntary action by universities is inadequate, the SFC should consider introducing institutional targets for articulation, enforced through outcome agreements.

**17** Universities should make more imaginative use of the first year of undergraduate education, by paying more explicit attention to the learning needs arising from transition from school to university. This would benefit all students (even those with excellent entry grades).

**18** Universities should substantially increase the proportion of well qualified S6 leavers with Advanced Highers’ admitted into Year 2 - to reduce any possibility of 'coasting' and to reduce repetition of the curriculum; and also to increase efficiency and generate more funded places within the existing budget.

**19** Universities, as recommended in the recent US report, should agree a common language to describe contextual admissions, and identify a set of common indicators to be used by all universities. The use of institution specific indicators should be the exception, not the norm.

**20** Universities should publish a detailed guide to their contextual admissions processes and practices in as accessible a form as possible to ensure full transparency. This should include a list of indicators, common and specific, and an explanation of what the presence of each indicator means for applicants in terms of the actual offer they will receive.

**21** Universities should make much bolder use of adjusted offers, by explicitly identifying acceptable risks of non-progression and failure to achieve good degree outcomes rather than merely tolerating limited variations from historical patterns.

**22** The Scottish Government should encourage a wide debate about definitions of 'standards' and 'success' (as measured by the continuation rates and degree outcomes typical of traditional students) without fear of ill-informed accusations of "dumbing down". In the case of formal indicators an acceptable degree of risk should be defined to identify minimum thresholds for success. It should work with institutions to ensure that - as far as possible - students who 'step out' are not forced to 'drop out' by over-rigid definitions of progression.

**23** The Scottish Government should make it clear that the Government's targets are for all first-degree entrants, regardless of age, despite the focus on breaking the cycle of deprivation for young adults. It should ensure that the needs of adult students from similar backgrounds are given the same priority as school-leavers.
ANNEXE D: MEMBERSHIP OF THE ACCESS DELIVERY GROUP

Richard Lochhead, Minister for Further Education, Higher Education and Science (Chair)
Susan Stewart, Open University in Scotland
Sally Mapstone, University of St Andrews
Petra Wend, Queen Margaret University
Alastair Sim, Universities Scotland
Jim Thewliss, School Leaders Scotland
Liz McIntyre, North East College Scotland
Ken Thomson, Forth Valley College
Stephanie McKendry, University of Strathclyde
Linda Somerville, NUS Scotland
Liam McCabe, NUS Scotland
Murdo Mathison, UCU Scotland
Vikki Boliver, University of Durham
Shona Struthers, Colleges Scotland
Greg Dempster, AHDS
Peter Scott, Commissioner for Fair Access (observer)
Alan Armstrong, Education Scotland
Alistair Gaw, City of Edinburgh Council
Neil Croll, University of Glasgow
Russell Gunson, IPPR
Linda O’Neill, CELCIS

Scottish Government officials: Lynn MacMillan; Laura Duffy; Lynn Brown; Mick Wilson; Murray McVicar; and Karen Frew
Scottish Funding Council officials: Fiona Burns; and Michael Cross
ANNEXE E: FRAMEWORK GOVERNANCE GROUP

Members:

- Kenny Anderson, Scottish Wider Access Programme (SWAP)
- Robin Ashton, Glasgow Regional Colleges Board
- Professor Martha Caddell, Heriot-Watt University
- Dr Katrina Castle, University of Edinburgh
- Kirsty Conlon, Universities Scotland
- Dr Neil Croll, University of Glasgow
- Pamela Forbes, Scottish Funding Council
- Gordon Hunt, The Robertson Trust
- Dr Laurence Lasselle, University of St Andrews
- Aileen Ponton, Scottish Credit and Qualifications Framework
- Dr Stephanie McHendry, University of Strathclyde
- Dr Bernadette Sanderson, FOCUS West

Responsibilities of the Group:

- Monitoring the development and publication of the toolkit through its initial publication and regular addition of new evidence.
- Providing strategic direction and oversight in the maintenance and development of the toolkit.
- Monitoring the activities and development of SCAPP, offering support and guidance where required.
- Ensuring adequate resourcing of the toolkit and SCAPP.
- Identifying and highlighting research gaps, suggesting themes and areas of development for pilot activity, funding and research.
- Monitoring and making recommendations on how funding of access activities can best align with the Framework.
- Monitoring use and impact of the toolkit by those involved in access activity.
- Developing a sustainable funding and governance structure for the long-term future of the Framework up to and beyond the target dates set in the 2016 Commission for Widening Access report.