

Widening Access to Higher Education



Timeline

Nov 14

- FM PfG commitment that ‘a child born today in one of our most deprived communities will, by the time he or she leaves school, have the same chance of entering university as a child born in one of our least deprived communities’

Apr 15

- Commission on Widening Access established to advise Ministers of the steps necessary to meet the FM’s ambition.

Mar 16

- Commission publish their final report ‘A Blueprint for Fairness’ making 34 recommendations including setting targets for access.

Aug 17

- SG establish the Access Delivery Group to co-ordinate and monitor progress on implementation of the Commission’s recommendations across all parts of the education system.

Nov 17

- Universities Scotland publish their report ‘Working to Widen Access’ which sets 15 actions. This the culmination of 3 work streams on admissions, articulation and bridging programs, establish in response to Commission’s final report.

WIDENING ACCESS TARGETS

By 2030 20% of entrants to all higher education from the 20% most deprived areas (in College and University sector)

Interim Targets for the university sector:

By 2021 - 16% of Scots domiciled FT first degree entrants from 20% most deprived areas

By 2026 - 18% of Scots domiciled FT first degree entrants from 20% most deprived areas

Interim Target for individual universities:

By 2021 - 10% of Scots domiciled FT first degree entrants from 20% most deprived areas

RECOMMENDATIONS FALL INTO 5 THEMES

Evidence and
Best Practice

Admissions

Outreach

Supporting
Students in HE

Data



Evidence and Best Practice

PRINCIPLE

- ▶ **There is a lack of robust, quantitative research based evidence on the success of access programmes. We need to be able to judge which widening access programmes deliver meaningful impact to allow us to best target public investment in access.**

KEY ACTIONS

- ▶ Appoint a Commissioner for Fair Access (Sir Professor Peter Scott)
- ▶ Commissioner to publish a Framework for Fair Access which identifies the most impactful forms of access activity at each stage of the learner journey
- ▶ Commissioner coordinate development of evidence base on access issues (e.g. through discussion papers & annual report)
- ▶ Commissioner to consider further work need to support specific groups of learners, specific subject areas and equal outcomes after study for disadvantage learners and Care Experienced students



Admissions

PRINCIPLE

- ▶ School grades don't always equal potential and competition for places has pushed up entry requirements beyond what is required to succeed.
- ▶ Full credit is not consistently offered for students articulating from college to university and some universities offer little articulation.

KEY ACTIONS

- ▶ Introduce access thresholds for widening access learners
- ▶ Make admissions processes more transparent
- ▶ Increase and improve articulation, in particular articulation with full or partial credit for prior learning and articulation at all institutions
- ▶ Offer of a place for care experienced learners who meet minimum entry
- ▶ Access targets achieved



Outreach

PRINCIPLE

- ▶ **To achieve fair access, we need to do a better job of identifying and supporting the brightest talent in disadvantaged communities to fulfil their potential.**

KEY ACTIONS

- ▶ Align public funding for access with programmes evidenced to work
- ▶ Provide a more comprehensive and better coordinated outreach offer
- ▶ Improve Information, Advice and Guidance in schools
- ▶ Ensure learners can access all of the qualifications they need to apply to university e.g. advanced highers



Supporting Students in HE

PRINCIPLE

- ▶ **Significant money is already invested in access - we need to better understand currently spent, its effectiveness and what funding is needed going forward.**

KEY ACTIONS

- ▶ SFC's to review best use of its funds including the Widening Access and Retention Fund
- ▶ Explore options for targeted funding models to better support recruitment and retention of access students
- ▶ Monitor how universities spend from core funding is used to support access
- ▶ Provide better information on student finance



Data

PRINCIPLE

- ▶ **We need to utilise our data to its full potential, and develop improved data systems to support our work on fair access**

KEY ACTIONS

- ▶ Enhance the analyses and publication of data on widening access - across the education system
- ▶ Develop measures to identify all socioeconomically disadvantaged learners, not just those in SIMD20 areas
- ▶ Improve mechanisms to track learners and share data to support widening access practitioners
- ▶ Remove the burden from the learner to validate their care experience

Equally Safe in Further and Higher
Education and Student Well Being
Deep Dive Discussion with
Mr. Richard Lochhead, Minister for
Further Education, Higher Education and
Science

Redacted

Advanced Learning and Science
Directorate, Scottish Government



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Equally Safe in Further and Higher Education: What we'll cover

- Equally Safe in Further and Higher Education: Our Aim
- Policy Context;
- The Working Group and its task
- The Ministerial Letter of Guidance to the Scottish Funding Council; and
- The Toolkit and Implementation
- Current Activities.



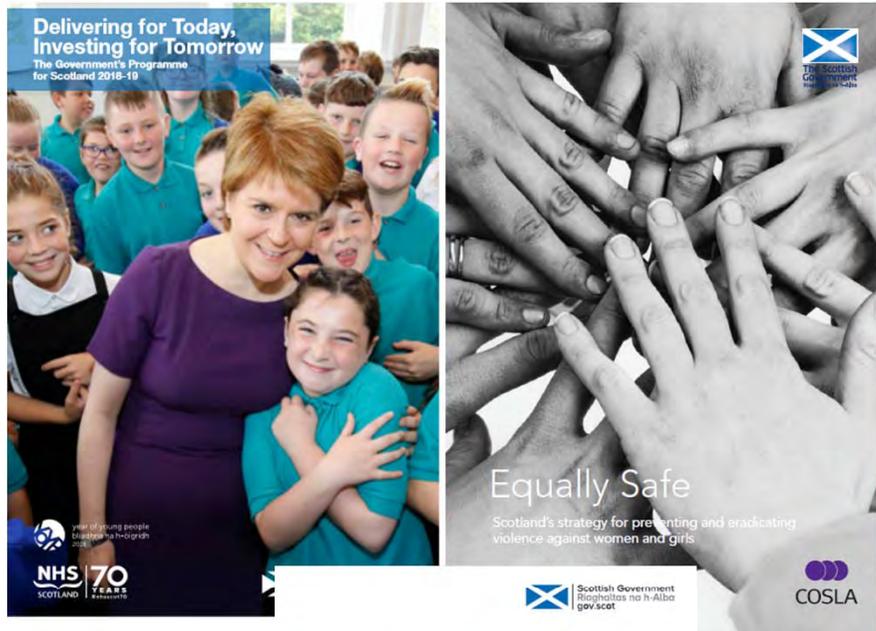
Our Aim

Universities and colleges should be places where students can live, study and research free of sexual harassment and gender based violence (GBV). This includes fostering a culture that is clear in its condemnation of GBV and gives staff and students the confidence to report unacceptable behaviour.

The Challenge

- One in three girls report some form of sexual violence in intimate partner relationships.
- UK wide research by the NUS (2013) highlighted that one in five students experienced sexual harassment during their first week of term; and
- One in four female students reported unwanted sexual behaviour during their studies.

Policy Context: Equally Safe



EQUALLY SAFE

A Delivery Plan for Scotland's strategy to prevent and eradicate violence against women and girls
2017-21



COSLA

- Equally Safe is a strategy, launched in 2014 and refreshed in 2016, that seeks to prevent and eradicate all forms of violence against women and girls.
- Tackling violence against women and girls is also a key part of the current Programme for Government 2018 - 19.
- A Delivery Plan to take forward the Equally Safe Strategy was published on 24 November 2017.

Equally Safe Delivery Plan: Further and Higher Education

The Delivery Plan in relation to universities and colleges, seeks to 'work with higher and further education institutions to ensure the provision of a safe environment for students and staff through learning and on campus action, utilizing learning from existing practice, relevant recommendations for improvement and learning from the University of Strathclyde 'Equally Safe in Higher Education' project'.

No	What	When	Who
1.22	Establish an Expert Group on Preventing Sexual Offending involving children and young people, to identify new ways to prevent sexual crime involving young people and mitigate the harm it causes	2017-19	Scottish Government
1.23	Work with universities and colleges to ensure the provision of a safe environment for students and staff through learning and on campus action, utilising learning from existing practice, relevant recommendations for improvement, and learning from the 'Equally Safe in Higher Education' project	2017-19	Scottish Government Higher education Institutions Further education Institutions



Equally Safe in Further and Higher Education Working Group

Inaugurated by the Minister for Further Education, Higher Education and Science: Meets bi monthly

The Group has met five times: Minutes are published on the Scottish Government Web-Site

Underpinning principal: A Gendered Analysis

Openness, transparency and partnership

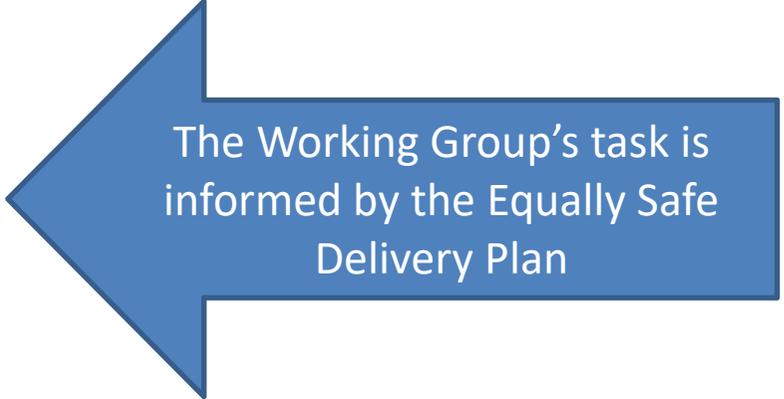
Third Sector and Survivor Voices



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The Working Group's Task

- Support the adaption and adoption of the Equally Safe in Higher Education Toolkit for use in Colleges and support roll out across FE and HE.
- Identify and work on, where appropriate, issues and responses that need further refinement.
- Plan ways to utilise the next Fresher's Weeks 2018 and parallel college arrangements to raise awareness and provide information.



The Working Group's task is informed by the Equally Safe Delivery Plan



Membership of the Working Group



Mrs Fiona Drouet

Scottish Funding Council
Promoting further and higher education

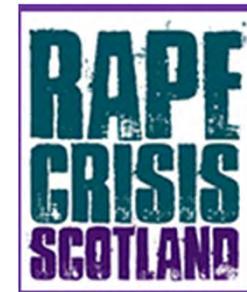


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Inaugurated by
the Minister for
Further
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Higher Education
and Science:
Meets bi
monthly



ASSIST, Glasgow



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Ministerial Letter of Guidance to the Scottish Funding Council and Outcome Agreement Guidance

- Paragraphs – 16 – 19: Equally Safe in Further and Higher Education

The recent Letter of Guidance to the Scottish Funding Council (issued 4 April) makes it clear that the sector should assess their own policies and practices against the Strathclyde Toolkit and put in place policies, reporting processes and support arrangements to keep students safe and engaged with their studies while meeting the needs and diversity of survivors.

The Working Group were closely involved in the composition of the wording of the Letter of Guidance

Outcome Agreement Guidance to be published by the Scottish Funding Council in the Autumn



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The Toolkit

- Scottish Government Supported the Development of the Strathclyde Toolkit
- Launched 25 April 2018 at Glasgow and Clyde Rape Crisis Centre
- Access here:
<https://www.strath.ac.uk/humanities/schoolofsocialworksocialpolicy/equallysafeinhighereducation/>



The Tool Kit: Implementation

The Toolkit implementation, supported by additional Scottish Government Funding, will support universities and colleges to

- develop a strategy and implementation plan to tackle gender-based violence.
- introduce guidance and training for staff in responding to disclosures of gender-based violence and supporting victims/survivors.
- develop a secure data collection system to record incidences of gender-based violence and undertakes research to ensure the extent and nature of the issue on campus is fully understood.
- ensure well-publicised points of contact for students reporting gender-based violence
- introduce policies for staff and students, including a clearly established code of conduct, disciplinary procedures and sanctions for perpetrators of gender-based violence
- establish a Strategic Group to oversee the implementation of the strategy and appoint a Coordinator to report on progress.

Gender Based Violence Support Cards

Gender Based Violence Support Cards: Led by Universities Scotland in close collaboration with NUS Scotland, Colleges Scotland, College Development Network and Emily Test.



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Fresher's Week and Start of the College Year Activities

- Actions around awareness raising: Fresher's Week and Start of the College Year.
- University of Strathclyde commissioned to organise Three Regional Events over the current academic year to distil key lessons from current Fresher's and start of college year activities.
- Lessons will form a resource for use by institutions.

Support for Rape Crisis Scotland

- Scottish Government is providing funding for a Training and Education Coordinator at Rape Crisis Scotland to scope, develop and trial materials and models for staff training and student education for use across Scotland's colleges and universities.

Student Mental Health and Well Being

“University and college campuses should be transformative places where students not only achieve academically but flourish and where their well-being is supported and nurtured.”

April 2018 Letter
of Guidance to
the Scottish
Funding Council



Scottish Government Support for Think Positive:
Additional Funding Announced in March 2018.
Initiative predicated upon early intervention



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Example of Infographic used by SAAS

As Scotland's national funding body, we support Equally Safe in Further and Higher Education.

This is a great opportunity for students to learn that campuses are a place to live, study and flourish, with no place for sexual harassment and gender based violence.



SAAS | Student Awards Agency Scotland
Funding your future



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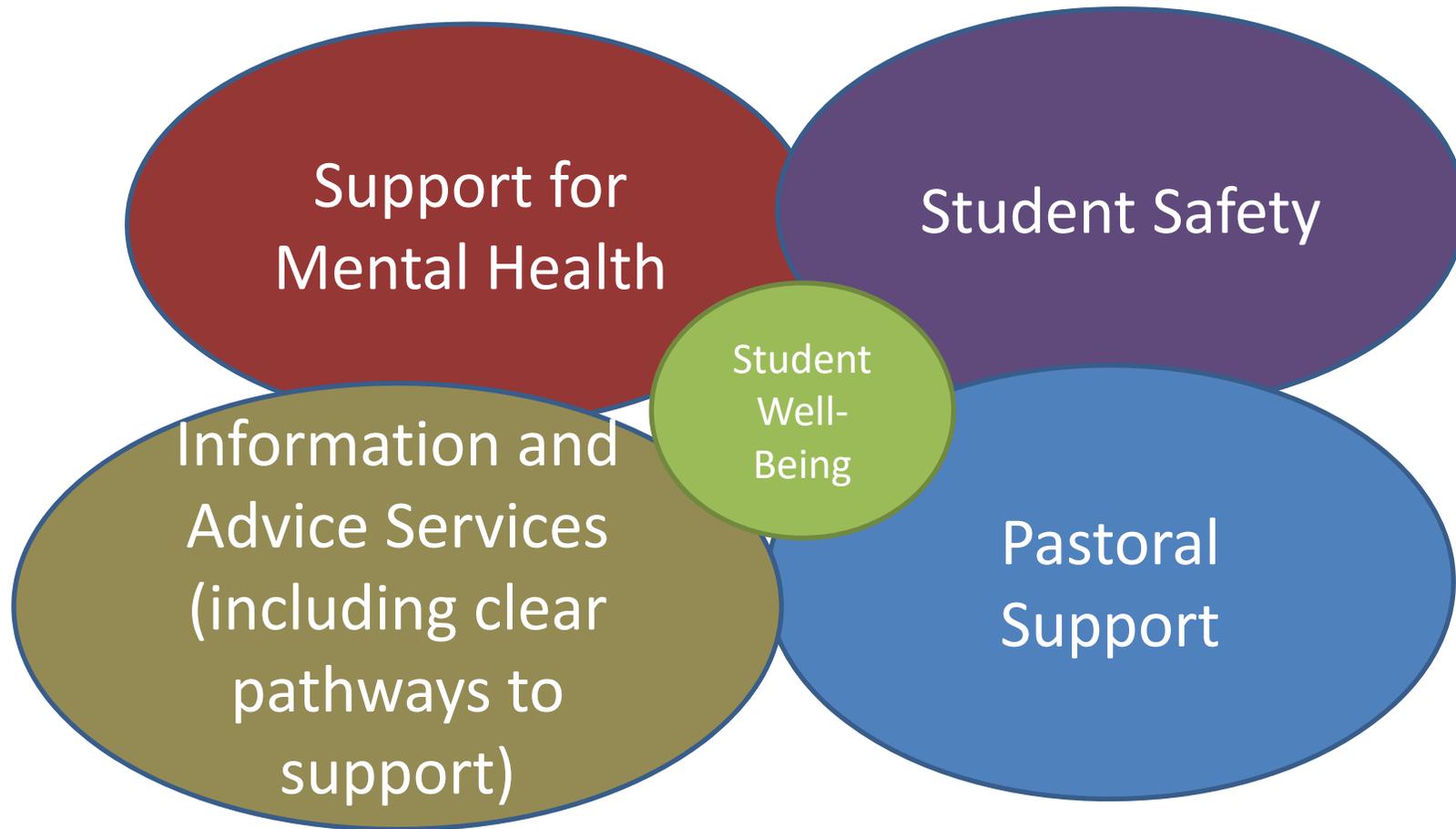
Programme for Government: Well Being

Commitment to provide 80 additional counsellors in FE and HE over the next four years – investment around £20 million

We want to see wrap around support for students from Day One of their studies through to qualification/graduation



Programme for Government: An Integrated Approach



Taking this forward



Forthcoming Outcome Agreement
Guidance issued to institutions by the
Scottish Funding Council

Series of stakeholder
discussion happening now with
NUS Scotland, Universities
Scotland, Colleges Scotland
and College Development
Network



Survey of current provision
about to be undertaken by
Scottish Funding Council



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Taking this Forward

Proposed Working Group (informed by the Equally Safe in FEHE approach)



NUS Scotland, NHS Scotland, Emily Test, Third Sector, Scottish Government,....but crucially those affected by mental health issues.

Pulling in other ongoing activities, e.g. Transition Care Plans



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Thank you and Discussions

Developing the Young Workforce

Background:

Developing the Young Workforce (DYW) is Scotland's youth employment strategy and through DYW, we aim to reduce youth unemployment levels by 40% by 2021. The strategy aims to create an excellent, work relevant education offer to young people in Scotland, giving them the skills for the current and anticipated jobs market. This includes creating new vocational learning options; enabling young people to learn in a range of settings in their senior phase of school; embedding employer engagement in education; offering careers advice at an earlier point in school; and introducing new standards for careers guidance and work experience. Together with Getting It Right for Every Child and Curriculum for Excellence, DYW is the key policy approach through which the SG is creating excellence and equity in Scottish education.

By investing in employer engagement in education; an expansion of college based learning for senior phase pupils; and growth in apprenticeships including new foundation and graduate apprenticeships, we have improved the options for young people as they progress through their education. On 9 October 2017 we announced the achievement of the headline target for DYW – a 40% reduction in youth unemployment – four years ahead of schedule. Labour Market statistics from May 2018 show we continue to meet this target.

Top Lines

- Developing the Young Workforce (DYW) is Scotland's youth employment strategy and through DYW, we aim to reduce youth unemployment levels by 40% by 2021.
- The strategy aims to create an excellent, work relevant education offer to young people in Scotland, giving them the skills for the current and anticipated jobs market.
- Through investment in employer engagement across the education system, we have improved the curriculum offer, and the access to this, for all of our young people.
- This includes creating new vocational learning options; enabling young people to learn in a range of settings in their senior phase of school; embedding employer engagement in education; offering careers advice at an earlier point in school; and introducing new standards for careers guidance and work experience.
- Together with Getting It Right for Every Child and Curriculum for Excellence, DYW is the key policy approach through which the SG is creating excellence and equity in Scottish education.

Key Facts – Achievements to date

Through DYW the SG has:

- Achieved the overarching target to reduce youth unemployment by 40% by 2021. (excluding those in full-time education). For this ambitious target to be met, the youth unemployment level for those not in full-time education needs to be 31,000 or below. The wider macro-economic and social factors can create flux in these figures. From official statistics calculated in May 2017, youth unemployment in Scotland, excluding those in full-time education has reduced from 52,000 in 2014 down to 27,000 in 2017. Figures from May 2018 show we have continued to meet the target for this review period.
- **Scotland's youth unemployment rate has fallen from 12.5% in 2007 in Aug-Oct and now stands at 9.2% for this period in 2018.** In comparison with the UK, we have a higher youth employment rate (56.3% vs. 54.0%), a lower youth unemployment rate (8.9% vs

10.8%) and lower youth inactivity rate (38.2% vs. 39.5%). (Scotland and UK Labour Force Survey (LFS): Feb-Apr 2018).

- In achieving the target we are mindful of the significant role played by wider economic and social factors, it remains important that we continue our long term plans to strengthen education and skills partnerships. This is to ensure we can better guarantee the equality of experience across Scotland and minimise any downturn in youth employment should economic conditions become less favourable.
- We have grown vocational provision for young people in the senior phase, including a significant expansion of Modern Apprenticeships 26,262 MA starts in 2016-17 being provided. And as of AY 2016/17, there has been a significant expansion in Foundation Apprenticeships.
- We have established 21 regional DYW employer groups across the country, whose focus is on school industry partnerships, work inspiration, work placement, recruitment and equalities.

Redacted

Budget

- We invested over £28 million in the first 2 years of the programme (14/15 and 15/16), to fund early implementation.
- The SG continues to fund DYW implementation through a range of core budgets including those of Skills Development Scotland and Scottish Funding Council.
- This is in line with Sir Ian Wood's Commission's view which advised funding Developing the Young Workforce activity from mainstream budgets.

Equalities

- We see the challenge clearly in the widening gap in relation to the employment rates of disabled young people and the rest.
- So whilst we have set out how we will tackle gender imbalances and promote equality of access in relation to subject and career choices, through the Modern Apprenticeship Equality Action Plan and Scottish Funding Council Gender Action Plan for colleges and universities, for example, elsewhere across the programme, there is much more to do.
- In particular, we need to see more progress in the support to employers to employ a disabled young person.
- We need to see more progress in relation to activity for those at risk of disengaging from education and progress with the work to develop the activity agreement for under-16's for example.
- And finally, whilst we have seen an increase in the gender balance in our most imbalanced subject groups at college we will want to see greater evidence of the progress made by colleges against the SFC's gender action plan and how this is taking affect in supporting the effort in schools.

Progress to date

- The DYW programme has eleven Key Performance Indicators (KPIs) which underpin the programme in terms of areas where we are focusing on improvement. The table below outlines our progress to date in these eleven areas and briefing on each indicator.

To date, we can see a positive impact from DYW in:

- exceeding our overarching target of reducing the level of youth unemployment by 40 per cent by 2021 (**Youth unemployment in Scotland fell over the year from 52,000 in January-March 2014 to 41,000 in the same period in 2015. This figure has fallen to 27,000 in the same period in 2017**).
- becoming one of the top five performing countries in the EU for youth unemployment (**The rate in Scotland is now 9.4%, making it the third best performing EU country**).
- increasing in the percentage of school leavers attaining vocational qualifications at SCQF level 5 and above (**Baseline - 7% of 2013/14 school leavers achieved a vocational qualification. This increased to 9% of school leavers in 2014/15 and increased again to 10.7% of 2015/16 school leavers**).
- increasing the number of MA starts at level 3 and above year on year (**The number of MA starts increased from 15,655 in 2013/14 to 16,112 in 2014/15. This has increased further to 16,763 in 2015/16 and to 17,263 in 2016/17**).

And that we still have further progress to make in:

- increasing the percentage of employers recruiting young people directly from education
- reducing to 60 per cent the percentage of Modern Apprenticeship frameworks where the gender balance is 75:25 or worse by 2021.
- increasing the number of looked after children in positive destinations
- increasing the number of MA starts from minority ethnic communities

Next steps

This year we will continue to implement DYW recommendations including:

- continuing to extend the reach of careers advice to younger school pupils
- embedding a new work experience standard
- expanding the number of Foundation Apprenticeships - evidence suggests we are well placed to meet our target of 5000 FAs by 2019-20.
- continuing to develop Graduate Apprenticeships within apprenticeship expansion.
- fund and support the development of employer led DYW Regional Groups across the country to encourage and support more employers to engage with education and to recruit more young people.
- build on the developing young workforce approach to take forward a review of the 15-24 learner journey. The review aims to further improve the post 15 system to ensure that learners are supported to make well informed choices, have equal opportunities to access the right options for them, and can move through the system and towards employment easily, with no duplication of learning.
- there will be continued focus on implementing the Equalities Action Plan for Modern Apprenticeships which will help us increase participation of young people from under-represented groups such as care leavers, those with disabilities, and those from BME communities.
- we also intend to address gender imbalances as a priority at all stages of the learner journey. This will include tackling gender disparity in imbalanced school and college courses, vocational pathways and MA frameworks. Through this we hope to reduce gender stereotyping and gender segregation in career choices and occupational routes chosen by young people.

BACKGROUND: EQUALLY SAFE IN FURTHER AND HIGHER EDUCATION

Top Lines

- University and college campuses should be places where students can live, study and research free of sexual harassment and gender based violence.
- Universities and colleges are expected to adopt and adapt the Equally Safe in Higher Education Toolkit launched by the Minister for Further Education, Higher Education and Science in April 2018 (<https://www.strath.ac.uk/humanities/schoolofsocialworksocialpolicy/equallysafeinhighereducation/eshetoolkit/>).
- In doing so they should (as articulated in the recent Letter of Guidance to the Scottish Funding Council (http://www.sfc.ac.uk/web/FILES/AboutUs/SFC_letter_of_guidance_2018-19.pdf)) adopt a Gendered Analysis to this issue, assess their own policies and practices against the Toolkit and put in place policies, reporting processes and support arrangements to keep students safe and engaged with their studies while meeting the needs and diversity of survivors.
- Universities and colleges have a responsibility to ensure that their campuses are a safe place for their students to live, work and study. This includes fostering a culture that is clear in its condemnation of gender-based violence and gives staff and students the confidence to report unacceptable behaviour.

Background

Policy Context

In 2014, and refreshed in 2016, the Scottish Government published the Equally Safe Strategy. Co-authored by COSLA, the Strategy sets out the Scottish Government's commitment to prevent and eradicate all forms violence against women and girls. (<http://www.gov.scot/Publications/2016/03/7926>)

A Delivery Plan to take this forward was published on 24 November 2017(<https://beta.gov.scot/publications/equally-safe-delivery-plan-scotlands-strategy-prevent-violence-against-women/>). The Plan in relation to universities and colleges, seeks to 'work with higher and further education institutions to ensure the provision of a safe environment for students and staff through learning and on campus action, utilizing learning from existing practice, relevant recommendations for improvement and learning from the University of Strathclyde 'Equally Safe in Higher Education' project' (ESHE). The Scottish Government have supported the University of Strathclyde in the development of a Toolkit which contains a range of resources and good practice examples, including an action plan development template, self-assessment frameworks and guidance to respond effectively to perpetrators, to help Higher and Further Education institutions tackle GBV.

[\(https://www.strath.ac.uk/humanities/schoolofsocialworksocialpolicy/equallysafeinhighereducation/\)](https://www.strath.ac.uk/humanities/schoolofsocialworksocialpolicy/equallysafeinhighereducation/)

Scottish Government Funding

Additional Scottish Government funding of £396,308 over two years (2018 – 2020) has been provided to help with the implementation of the Toolkit in Scottish Higher Education Institutions (HEIs), adapt it for use in Further Education, and create an Implementation Plan for the Toolkit.

Equally Safe in Further and Higher Education Working Group

Action is being driven by the Equally Safe in Further and Higher Education Working Group, whose inaugural meeting took place on Friday, 8 December 2017. Meetings are scheduled bi-monthly until September 2018. Membership of the group is drawn from the Scottish Government, Universities Scotland, College Development Network, University of Strathclyde, Police Scotland, Crown Office and Procurator Fiscal Service, Scottish Funding Council, NUS Scotland, trades unions, Scottish Women's Aid and Rape Crisis Scotland. (Redacted) is also a member of the Group. Ms Heather Dunk, Principal, Ayrshire College is also a member of the Group. Professor Ferdinand von Prondzynski, Principal, Robert Gordon University was the GBV lead for Universities Scotland on the Group up until August. It is anticipated that Universities Scotland will identify a new lead in due course.

Minutes of the Working Group may be accessed here:

<https://beta.gov.scot/groups/equally-safe-in-further-and-higher-education-working-group/>

Sector Engagement

The Sector is already demonstrating action.

We are also working with stakeholders on how to make best use of Fresher's week, parallel colleges arrangements, and beyond, to share information and raise awareness.

Universities Scotland are taking the lead in working with stakeholders including the College Development Network, NUS Scotland, Scottish Women's Aid and UCU Scotland in developing Support Cards and student accommodation stickers. These will relate to both Gender Based Violence issues and mental issues and will be branded and designed accordingly. Work is underway to seek to have these ready by the start of the new academic year and they will contain key national helpline numbers.

Contact Officials: **REDACTED**

15 August 2018

BACKGROUND: STUDENT MENTAL HEALTH

Top Lines

- University and college campuses should be transformative places where students not only achieve academically but flourish and where their well-being is supported and nurtured.
- The Scottish Government has worked with NUS Scotland supporting their “Think Positive” project, predicated upon the importance of early intervention, and will work with them to explore how this can be developed and built upon in the coming years, particularly for the most vulnerable students.
- Additional Scottish Government funding for NUS Scotland was announced on 22 March 2018 to help all colleges and universities have a Student Mental Health Agreement/policy in place, launch a small grants scheme (up to £250), encourage innovation and organise events to share best practice in student mental health support.
- The recent Letter of Guidance makes clear that all universities and colleges should develop a strategy for mental health and work with NUS Scotland and their local student association to develop a Student Mental Health Agreement.

Background

Policy Context

Action 9 of the Mental Health Strategy, published in 2017, recognises the unique challenges students face and seeks to support the further development of “Think Positive” to ensure consistent support for students across Scotland.

(<http://www.gov.scot/Resource/0051/00516047.pdf>)

Scottish Government Funding

The Scottish Government has already provided over £100,000 up to March 2018 to NUS Scotland to promote Student Mental Health Agreements across all third level educational institutes in Scotland. On 22 March 2018, Ms Maureen Watt MSP, Minister for Mental Health, announced further funding of £251,530 to NUS Scotland’s for activities from April 2018 to March 2021 in relation to Action 9 of the Mental Health Strategy.

NUS Scotland propose a range of activities to achieve the following three outcomes:

- All colleges and universities in Scotland have a Student Mental Health Agreement/policy in place.
- Improved understanding around student mental health and wellbeing support needs.

- Funding for student mental health and wellbeing is mainstreamed into structural funding.

The funding will also enable NUS Scotland to launch a small grants scheme (up to £250) to encourage innovation and organise events to share best practice in student mental health support.

In the recent Letter of Guidance (http://www.sfc.ac.uk/web/FILES/AboutUs/SFC_letter_of_guidance_2018-19.pdf) to the Scottish Funding Council, the Scottish Government expects universities and colleges to work in partnership with student associations, other pastoral care providers and NHS Scotland to have in place a range of support services that are sensitive to the varying needs of all students, that identify mental health difficulties early and provide appropriate support to meet these.

In addition, universities and colleges should develop a strategy for mental health and work with NUS Scotland and their local student association to develop a Student Mental Health Agreement.

Child and Adolescent Mental Health Services Task Force

In June, Jeane Freeman MSP, Cabinet Secretary for Health and Sport, announced the creation of a CAMHS Taskforce, chaired by Dr Dame Denise Coia, together with £5 million of investment, to reshape and improve child and adolescent mental health services. It is anticipated that initial recommendations for action will be provided over the summer and that these will further inform work in further and higher education.

Sector Engagement

The Scottish Government, NUS Scotland and the Scottish Funding Council met at the beginning of July to discuss potential regional events around mental health and well-being and on how to support giving effect to the requirements set out in the Ministerial Letter of Guidance.

Contact Officials: **REDACTED**

FINANCIAL SUPPORT FOR STUDENTS

Redacted

Student Loans Company statistics (14/06) show students in Scotland continue to have the lowest debt in the UK - and the gap is growing

- The statistics show average student loan debt on entry to repayment in Scotland is £13,230; compared to £34,800 in England, £21,520 in Wales and £22,440 in Northern Ireland.
- This means in financial year 2017-18, students in England entered repayment with £21,570 more debt than Scottish students.
- Not only is this higher - it is an increase of £800 on last year, when English students had £20,770 more debt.
- Scotland's average loan balance increased by £1,580 over the last year - this is the smallest increase in the UK,
- England increased by £2,380, Wales increased by £2,520 and Northern Ireland increased by £1,590.

(Note: Scotland had highest proportional increase in debt at 13.6%, Eng: 7.3%)

Free tuition means Scottish students studying in Scotland do not incur additional debt of up to £27,000 (over 3 years), unlike rest of UK.

- SAAS figures show we are investing a record amount in student support.
- Total student support is up 3.6% to £834.8 million last year (tuition fees, tuition fee loans, bursaries/grants and living-cost loans).
- Average HE student support in Scotland was £5,830 per student in 16-17, up 1.9% since 15-16 (loans and bursaries).
- More full-time higher education students than ever are receiving support – a total of 143,110 in 2016-17 – up 1.5% from 2015-16.
- Since we came to office, the number of Scottish domiciled full-time first degree entrants, has risen 12% (25,790 in 06-07 to 28,885 in 2016-17).

Redacted

Free tuition benefits over 120,000 undergraduates each year studying in Scotland, contributing to the delivery of fair access

- We believe that free tuition is fundamentally important but not sufficient by itself to deliver fair access.
- That is why we established the Commission on Widening Access, and are driving forward implementation of its recommendations.

FINANCIAL SUPPORT FOR STUDENTS

- The most recent UCAS figures showed a 5% increase in the number of placed applicants from deprived areas. This is a new record high for the third year in a row.
- UCAS figures show an 18% increase in the number of (all age) placed applicants over the past two years from the 20% most deprived areas, at this stage in the process (up by around 660 to 4,340).

FURTHER EDUCATION

Redacted

Education Maintenance Allowance (EMA) is a demand driven programme and an entitlement in Scotland.

- We widened the eligibility for EMA in January 2016, to ensure more students from lower income households could take advantage of the financial support and remain in education.
- As a result of our changes, the widened criteria has made a real impact on the number of young people who would otherwise not have been supported.
- There has been a big increase in the number of EMA recipients from the 20% most deprived areas – 36.8% are now from these areas (up from 34.9%).
- These figures tell us that EMA continues to make a positive difference to those from the most disadvantaged areas in Scotland.

HE FUNDING

Redacted

Top Lines

Redacted

	2017-18 (£m)	2018-19 (£m)	Cash difference (£m)	% difference (cash)	Real terms % difference (2017- 18 to 2018-19)
HE resource	1,013.9	1,024.9	11.0	1.1	-0.4
HE capital	45.5	41.2	-4.3	-9.5	-10.8
Total (inc financial transactions)	1,069.4	1,106.1	36.7	3.4	1.9
GDP Deflators at market prices, and money GDP: 2018, in line with Spring Statement 2018.					

We recognise the importance of working closely with the sector.

- The HE Strategic Futures Group was established in 2017 to consider how best to achieve our collective ambitions for the sector and is attended by Principals, the SFC and the Scottish Government.
- This collaborative engagement identified opportunities for income generation including the introduction of taught postgraduate loans and an uplift in fees chargeable to students from the rest of the UK.
- Establishment of the Strategic Board to increase collaboration between the enterprise and skills agencies to deliver economic growth has no bearing on HE autonomy.

The number of Scottish-domiciled full-time first degree university entrants has increased.

- Our level of investment allows universities in Scotland to remain internationally competitive and truly excellent in global terms.
- The total number of funded places in Scottish universities is 128,176 in 2018/19, an increase of 747 places from 2017/18.
- Scottish domiciled full-time first degree university entrants rose 12% from 25,790 in 2006-07 to 28,885 in 2016-17.

GLASGOW SCHOOL OF ART FIRE

ISSUE: Sunday 24 June – REDACTED

ISSUE: Sunday 24 June – Sunday Herald reported that the Glasgow School of Art has been warned against adopting a “culture of secrecy”; and the Sunday Post that Investigators are looking at records of false alarms at the building. The Evening Times (22 June) reported concerns about the City Council’s support for businesses.

Redacted

Top Lines

- Glasgow School of Art is internationally renowned, and is an institution that is loved not just by its students, staff and the people of this city, but by many around the world.
- It is clear that this devastating fire has caused a huge amount of damage to this iconic building.
- Thankfully there were no casualties.
- However, incidents of this severity remind us of the bravery and professionalism of our firefighters and other emergency services workers.
- We all need to be cautious about the full prospects for the Mack until more is known.
- Scotland does however have the experience and expertise to re-create the aesthetic intentions of Mackintosh once again – if that is the realistic thing to do
- The building is under close examination by conservation engineering experts who have a long association with and have built up a very detailed understanding of the building during the current contract to reconstruct it after the 2014 fire.

GLASGOW SCHOOL OF ART FIRE

- Historic Environment Scotland continues to provide immediate advice and assistance as required and requested, and is working closely with Glasgow City Council in developing a methodology of inspection to examine the surviving fabric of the building.
- We have agreed that we will increase the Scottish Government contribution towards hardship relief to 95% (from 75%) awarded to properties in Glasgow affected by the fire.

Redacted

SG SUPPORT

The Scottish Government provided financial support after the 2014 fire

- We provided £5 million (drawn down through the Scottish Funding Council in 2017-18) in support of restoration from the 2014 fire.
- Immediately after the 2014 fire, we also made available to the Glasgow School of Art up to £750,000 for the Phoenix Bursary Scheme.
- This helped support 102 final year students affected by the fire to restore or recreate their artistic practice.
- The Phoenix bursaries gave students an allowance towards living expenses, work location, tutorial supervision and materials and consumables.
- I hosted an event in New York in 2015 as part of the Mackintosh Fire Fund fundraising efforts.
- The UK Government also provided £5m for the Mackintosh building, which has yet to be drawn down by Glasgow School of Art, but is available as soon as required - and a separate £5m for the new Graduate and Research Centre.

Redacted

IMPACT ON STUDENTS

The Glasgow School of Art has stated its immediate focus is on its continuing operation to ensure minimum disruption to students and staff

Redacted

- Undergraduate students graduated on Friday 15 June.
- There are currently 400 postgraduate students and 1500 Open Studio students – the School is working to ensure their studies can continue.
- The Mackintosh Building had not been in operational use for four years since the previous fire in 2014.

Redacted

IMPACT ON EMPLOYEES, LOCAL RESIDENTS AND BUSINESSES

We all recognise that this fire has had serious implications for people working on the Mackintosh building and for local businesses

Redacted

GLASGOW SCHOOL OF ART FIRE

- The Scottish Government calls on employers to support workers affected by the fire and to ensure that everyone is treated fairly.
- This is an opportunity to show how they value loyal workers by acting flexibly and doing all that they can to help these workers find alternative employment.
- This will be a worrying time for affected workers and their families.
- Citizens Advice Scotland and the Citizens Advice Bureau network stand ready to provide advice and support.
- This is also a worrying time for people who were employed on the renovation of the Mackintosh building – particularly self-employed tradespeople who may have lost tools or equipment.
- We are offering support and advice through PACE to anyone affected.
- Glasgow City Council announced on Tuesday 19 June that buildings in the immediate vicinity of the fire will be zero-rated and pay no rates

Redacted

- Glasgow City Council's Sauchiehall Street Task Force, chaired by Susan Aitken, met on Tuesday 19 June to start to address the implications of the fire..
- The Task Force will consider opportunities for the Sauchiehall Street district in the wake of the fire.
- The City Council are supporting some 18 families and individuals with accommodation and other types of help

CONSTRUCTION PROJECT DETAILS

Redacted

INSTITUTION BACKGROUND

Glasgow School of Art is an historic and leading higher education institution in Scotland

- It was founded in 1845.
- There are three campuses: Garnethill Campus, Pacific Quay Campus, the Creative Campus in the Highlands and Islands.
- The Reid Building, a £50M project is Phase 1 of the Garnethill Campus redevelopment and was completed in 2014
- Produced three recent Turner Prize winners - Simon Starling in 2005, Richard Wright in 2009 and Martin Boyce in 2011
- 2,195 enrolments at Glasgow School of Art in 2016 – 17. (Source: HESA Student Statistics 2016-17).
- It employs Around 300 staff. It will receive Scottish Funding Council funding of £16.7 million in academic year 2018/19
- This includes teaching, research & Innovation, strategic and capital funding.

GOOD COLLEGE GOVERNANCE CONSULTATION

Background

1. In 2015 after a series of governance failures over the preceding years at a number of colleges the Minister of the day established the Good Governance Task Group to investigate and make recommendations to improve college governance.
2. The Good College Governance Task Group published its recommendations for governance reform in March 2016. These were wide and extensive and had various actions for the Scottish Ministers, the Scottish Funding Council (SFC), the College Development Network (CDN) and the colleges and regional strategic bodies themselves.
3. The Scottish Ministers were given a number of recommendations on which to consult structured around the themes of improving board member recruitment and the consideration of wider measures and sanctions.
4. A public consultation was run on questions within these two themes from April to June 2017.
5. Since February, two members of the College Policy Team, have been exclusively examining the results of the consultation to develop options for Ministerial decision.

[REDACTED]

6. [REDACTED]

Trade Union Nominees

7. Whether trade union nominees should join the boards of the incorporated colleges was the first submission for Ministerial consideration. It has since been the subject of further information provided to the Minister from officials.
8. [REDACTED]
9. [REDACTED]

Advertising on the CDN website

10. [REDACTED]

Candidates to have the ability to work well as a team (sic)

11. One of the task group recommendations was that the Scottish Ministers should consult on whether the guidance should be amended to encourage the appointment of board members with a demonstrable ability to work well as a team. [REDACTED]

[REDACTED]

12. Officials are currently finalising the advice on the following submissions and expect to have them finalised for Ministerial decision by mid-July. A short introduction on the substance is included.

Highly Regarded Candidates

13. This focuses on whether or not there should be a 'highly regarded candidates' process where there are too few positions available for applicants and where there may be another vacancy arising soon.

14. While an initial briefing was submitted to the previous Minister officials have been working on providing further information for a more full and considered decision.

Remuneration of Assigned College Chairs

15. Presently the chairs of the regional strategic bodies and regional colleges are remunerated while the chairs of colleges assigned to regional strategic bodies are un-remunerated. [REDACTED].

Powers of the SFC

16. Whether colleges should have a requirement to comply with an SFC investigation, and whether the SFC should have the ability to attend the board meeting of an assigned college and committee meetings of the board for all colleges.

Ministerial Powers of Direction

17. Whether Ministers should have the ability to give directions to a college and under what circumstances should this be allowed.

Removal Orders

18. Whether Ministers should have the ability to suspend board members while considering a removal order, whether Ministers should have the ability to retrospectively bar people from boards and clarifying the ability for an appointing body to remove any members they appoint to a board.

Powers of the Auditor General for Scotland

19. This focuses on whether the Auditor General for Scotland should have the ability to conduct economy, efficiency and effectiveness examinations on the un-incorporated colleges.

Next steps

20. In conjunction with work on the submissions, officials are developing an implementation plan and a communications strategy which will be submitted for Ministerial consideration once all Ministerial decisions have been received.

[REDACTED]
[REDACTED]

HE ACCESSIBILITY

7 Aug – UCAS statistics released 7 August, figures which show a record number of students from our most deprived areas being accepted to university.

20 June – the Times reported “University access targets squeeze out top students” **REDACTED** . It states Ministers have resisted calls to lift the cap or retain EU funded places, for Scots students, post Brexit.

20 June - the Herald reported ‘More Scots are going to university than ever before, but the richest pupils are still three times more likely to get a place than the poorest’, based on new figures (see below).

30 May – SFC Report on Widening Access 2016-17 published which shows a decrease in the proportion of full-time first degree entrants who were from SIMD20 (from 14.0% to 13.8% in 2016-17). **REDACTED**

- **REDACTED**

- Last week’s UCAS figures [as at SQA results day 7 August 2018] showed a record number of students from our most deprived areas being accepted to UK universities.

REDACTED

- The UCAS figures showed a 5% increase in the number of placed applicants from deprived areas. This is a new record high for the third year in a row.
- That means 190 more people from our most deprived communities were accepted to study at a UK University in 2018.
- They showed an 18% increase in the number of (all age) placed applicants over the past two years from the 20% most deprived areas, at this stage in the process (up by around 660 to 4,340).
- They showed a 21% increase in the number of 18 year old placed applicants over the past two years from the 20% most deprived areas, at this stage in the process (up by around 220 to 1,270).

REDACTED

- **REDACTED** last week’s UCAS figures **REDACTED** showed an increase in the number of acceptances to Scottish HEI’s to 35,860 **REDACTED**.
- The total number of Scottish students getting a place at a Scottish university has also increased, up 4% to 28,970 **REDACTED**

HE ACCESSIBILITY

REDACTED

- The proportion of all undergraduate entrants (college and university) from SIMD20 remains at 17.7% (**REDACTED**).
- For all full-time students at colleges and universities (HE and FE), there is a higher proportion of entrants from SIMD20 than from the least deprived areas.
- Of those from SIMD20, 41.1% are studying at HE level compared to 73.6% of those from the least deprived 20%.
- **REDACTED**
- **REDACTED**

COWA Key Indicator - Entrants	2013-14		2014-15		2015-16		2016-17	
	FT First Degree	All UG HE						
Total Entrants	28,285	86,650	28,640	84,175	28,770	84,600	28,885	86,360
Entrants from MD20	3,850	14,730	3,965	14,440	4,015	14,740	3,965	14,920
% MD20 entrants	13.7%	17.2%	13.9%	17.5%	14.0%	17.7%	13.8%	17.7%
CE Entrants	145	265	170	325	160	445	170	525
% CE entrants	0.5%	0.3%	0.6%	0.4%	0.6%	0.5%	0.6%	0.6%

Scottish Domiciled Entrants, Full-time First Degree at University and All Undergraduate HE, by 20% Most Deprived (MD20) Areas and Care Experience (CE), 2013-14 to 2016-17

REDACTED

- Increases for care experienced students in the number of entrants to all HE (up 80 students from 445 in 2015/16 to 525 in 2016/17).
- Increases in retention rates for SIMD20 students (+0.3 percentage points to 87.4%), and in retention rates for care experienced students (up by 1.8 percentage points to 87.0%).
- Increases in the proportion of full-time first degree qualifiers from SIMD20, (up from 12.3% to 13.1%).
- **REDACTED**

REDACTED

- The targets are: 16% of Scots domiciled full-time first degree entrants from the 20% most deprived areas (SIMD20) by 2021; 18% by 2026
- The target for 2030 is for 20% of entrants to all higher education from the 20% most deprived areas (SIMD20)
- The individual institutional target of 10% is also justified - all institutions must contribute to this national ambition.
- The latest data is for 2016-17 and shows that 13.8% of full-time first degree entrants were from SIMD20.
- We therefore require a 2.2 percentage point increase to meet the national target for 2021.

HIGHER EDUCATION GOVERNANCE (SCOTLAND) ACT 2016

The Higher Education Governance (Scotland) Act (“the Act”) aims to ensure governance in our higher education institutions is more inclusive, transparent and accountable. The Act makes provision in 4 key areas;

- **Appointment and remuneration of a senior lay member (chair) of the governing body (court).** Each HEI must appoint a senior lay member of the governing body in accordance with a two stage process comprising an advertisement, application and selection stage followed by an election stage
- **Composition of the governing body.** Membership of the governing body must include a senior lay member; two members who are directly elected from the HEI’s staff; one member nominated by a trade union from among the academic staff; one member nominated by a trade union from among the support staff; and two student members nominated by a students’ association of the HEI
- **Composition of the academic board** where a requirement is placed on HEIs to ensure that elected members comprise more than 50% of the total membership of the academic board. Overall, at least 10% of the academic board must be elected student members.

Redacted

Policy and Scottish Government Legal Division(SGLD) officials are working with individual institutions to make sure they are all compliant with the Act. HEIs are required to meet all the requirements of the Act **by December 2020**. To date 3 institutions have completed the required changes, with 12 in progress and 3 yet to commence. The OU is not within scope of the Act.

Top Lines

- The Act aims to ensure governance in our higher education institutions is more inclusive, transparent and accountable. We want to ensure every voice in the university community is heard.
- The implementation plan for the Act aims to ensure sufficient time for all HEIs to put in place the necessary governance changes to fully embrace the requirements of the Act
- We worked closely with stakeholders over the course of the Bill’s development, and we are continuing to engage and listen to their views as we implement the Act.

Redacted