

The University of Edinburgh Frank Buttle Trust Quality Mark Plan of Commitment for Looked After Children and Care Leavers

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opening the doors to higher education
student recruitment & admissions



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The University of Edinburgh recognises that young people who are or have been 'Looked After or Accommodated' (LAAC) by their Local Authority face many barriers that affect their likelihood of participation in Higher Education. The University is therefore committed to achieving the Frank Buttle Trust Quality Mark by implementing the FBT Commitment to Care Leavers. The University of Edinburgh will seek to implement the Commitment by working on the following key areas:

1. Raise aspirations and achievement;
2. Have appropriate admissions procedures;
3. Provide entry and ongoing support;
4. Monitor implementation of the Commitment.

Current Widening Participation awareness raising activities and projects are already inclusive of care leavers and will be developed to ensure their needs are highlighted and addressed. Details of the University's Widening Participation Projects are available at Appendix 1.

1. Raising Aspirations and Achievement		
Action Required	Action Taken	Person/Group Responsible
1.1 Develop links with local authorities and Trusts in order to make information available about HE, which is relevant and accessible, including financial advice prior to entry.	The University will hold meetings with Social Services Departments within the locality and other organisations that support care leavers (e.g. Throughcare and Aftercare). This will allow the regular distribution of information on Higher Education in general and the University of Edinburgh in particular to LAAC young people and their carers.	Kathleen Hood, Widening Participation Manager Lesley Stokes, Widening Participation Project Officer
1.2 Ensure aspiration raising activities are accessible to those in care, including the promotion of summer schools, taster days, open days and any other events.	Carers, Social Workers and other agencies will be sent information about all aspiration raising activities. Once becoming involved in these, LAAC young people will be contacted directly about activities. We will take advice from those who support LAAC young people regarding whether bespoke activities would be useful.	Kathleen Hood, Widening Participation Manager Lesley Stokes, Widening Participation Project Officer
1.3 Ensure that costs such as travel and subsistence are not a barrier to accessing appropriate aspiration raising events. Make available at the application stage impartial pre-entry guidance on HE study options and	Costs of attending these events will be met by the University of Edinburgh if not covered by the Local Authority or Carer. The Widening Participation team and Student Recruitment Officers offer impartial advice and	Kathleen Hood, Widening Participation Manager Kathleen Hood, Widening Participation Manager

	support services.	guidance to students in schools. LAAC young people should be able to access this within their school or college, however can also contact the Widening Participation team directly to discuss their options. All members of Student Recruitment staff attending schools will be able to give specific advice and guidance to care leavers.	Karen Hinton, Schools Outreach Officer Niall Bradley, Deputy Director, Student Recruitment and Admissions
2. Have Appropriate Admissions Procedures			
Action Required		Action Taken	
2.1	Include Care Leavers as a specific target group within widening participation projects and access schemes	All University outreach activities now include 'Looked After Children' as a target group, and the University will continue to support the Lothians Equal Access Programme for Schools, which also includes LAC as a target group. The University of Edinburgh's Credit for Entry programme will recognise Care Leavers as a target group. Care Leavers will be considered as a target group for the Access Bursary, which will provide £1000 for each year of study at the University. Their circumstances will also be considered within the Hardship Funds. Flexibility on deadlines will be available for Care Leavers. The admissions policy is under review and the review group will take Care Leavers into account.	Person/Group Responsible Kathleen Hood, Widening Participation Manager Karen Hinton, Schools Outreach Officer Lesley Stokes, Widening Participation Project Officer Ged Lerpiniere Director LEAPS Suzanne Spalding, Student Support Officer, Office of Lifelong Learning Kathleen Hood, Widening Participation Manager Robert Lawrie, Scholarships Office Neil McCormick, Admissions Services Manager
2.2	Ensure that Care Leavers' circumstances are accommodated positively within the processes related to scholarship or bursary provision and that they are not precluded by application deadlines.		
2.3	Include Care Leavers as a specific target group within the University of Edinburgh's admissions policy.		
3. Provide Entry and Ongoing Support			
Action Required		Action Taken	
3.1	Agree a protocol for sharing information with the student and the responsible local authority or	This will be discussed with the Local Authority and an agreement drawn up that all relevant	Person/Group Responsible Kathleen Hood, Widening Participation Manager

	Trust, with the consent of the student, including continuing contribution to the pathway plan.	persons can sign up to.	
3.2	With the consent of the student, obtain information from the responsible local authority or Trust about their financial commitment and support for the student.	To be done when students are identified through the application process.	Kathleen Hood, Widening Participation Manager.
3.4	Where required, support the student to secure 365-day accommodation over the full-life of their course.	365-day accommodation is available through the University's Accommodation Services, and advice available from Accommodation and the Student Association regarding other accommodation options. Care Leavers will be given a guarantee of accommodation regardless of their locality. Students can apply to stay in University accommodation throughout the lifetime of their course.	Accommodation Services
3.5	Provide identified personal support before the course starts, and identify arrangements for any continuing support.	Students who identify themselves as Care Leavers on the UCAS form will be invited to speak a member of the Widening Participation team and any other relevant staff, and will be offered an undergraduate mentor.	Kathleen Hood, Widening Participation Manager.
3.6	Provide the name of the member of staff to act as 'problem solver'.	Students will be given their Director of Studies as a Problem Solver, with another member of staff within the Student Association acting as a secondary contact.	Neil Speirs, Mentoring Officer Alice Cummings, Senior Welfare Advisor, Edinburgh University Students Association
3.7	Provide ease of access to the Access Bursary, Hardship Fund and any other sources of financial support.	Students who identify themselves as Care Leavers on the UCAS form, will be given information on the Access Bursary and any other financial support available.	Directors of Studies Admissions Teams
3.8	Ensure the student has ready access to student support services (for example, part-time employment service, careers service, counselling service).	Students who identify themselves as Care Leavers on the UCAS form will be given this information at the meeting prior to their course starting, and to also be made available when meeting the Director of Studies.	Kathleen Hood, Widening Participation Manager.
4. Monitor Implementation of the Commitment			

Action Required	Action Taken	Person/Group Responsible
4.1 Ensure application and progression data for this group is explicitly monitored and reviewed.	Regular admissions reports created, the 'Care Leaver' group will be specifically considered with tracking data also monitored.	Neil McCormick, Admissions Services Manager
4.2 Collect feedback from students.	Students will be asked for their feedback on admissions and support throughout their degree. A 'Care Leaver Evaluation' will be created to ask students about their experiences throughout their degree.	Evaluation to be drawn up by Student Recruitment and Admissions
4.3 Nominate and publicise the name of a senior member of staff to implement the Commitment and specify how the HE provider will monitor the implementation.	The University will report to the Frank Buttle Trust annually with details of the implementation of the Commitment.	Kathleen Hood, Widening Participation Manager.
4.4 Assist in facilitating feedback mechanisms between the Frank Buttle Trust and individual care leaver students as appropriate. This will inform the Trust of best practice for dissemination purposes.	Students who have disclosed that they are Care Leavers will be contactable via the University's Registry.	Kathleen Hood, Widening Participation Manager.

The University of Edinburgh Summary of Widening Participation Projects and Activities

For further details and Internet links please see our website www.sra.ed.ac.uk

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1. Student Recruitment and Admissions WP projects/activities

Pathways to the Professions: to encourage progression by under-represented school students into professional courses in Medicine, Vet Medicine and Law, and subsequently into the professions themselves. Working with University Colleges and Schools, professional bodies, state schools and families. The programme of activity was initiated and developed from 2001/02 across all 46 state schools in Edinburgh and the Lothians and has over 600 school students registered. The project was evaluated at the end of its first two years and attracted further funding because of its success in a short timeframe. It has recently been selected by Universities UK as a case study of best practice for their publication *From the Margins to the Mainstream* initially funded by the Sutton Trust, the project is now embedded and funded by the University. The Law strand of the project has recently been rolled out to 5 universities in England in a 1.25 million project funded by the Sutton Trust and the College of Law.

More information at: www.sra.ed.ac.uk/pathways/index.html

Careers events: the careers days designed for the Pathways to the Professions project have taken off across the University and 'So you want to be a' events are currently run by Architecture, Nursing, and Social Work. Engineering is being planned.

M-Power mentoring programme. The programme is now in its fourth year with 50 mentoring pairs, and is proving effective in providing support for mentors as well as mentees through a structured training programme. Evaluation and feedback both from mentors and mentees is very positive and there is scope to expand this scheme further with potential resource from University Colleges and Schools. Pathways to the Professions students have ring-fenced places on the scheme and are mentored from S6. The S6 mentoring is being enhanced by a new web based e mentoring scheme in collaboration with the Brightside Trust for students applying to Medicine and Vet Medicine. The Henry Drucker Memorial Fund has funded mentoring for first year Law students.

More information at: www.sra.ed.ac.uk/widening/mentoring.html

Primary and early secondary years initiative: it is crucial to sow the seed early and so from 2002/3 SRA has undertaken pilot work (initially funded by a Small Project Grant from the University Development Trust) with S1 and S2 groups in Wester Hailes Education Centre (WHEC), and in its Primary School Initiative with P6/P7 in selected Primary feeder schools for Liberton High School and WHEC. 9 Primary schools take part with 400+ pupils visiting the University as part of the scheme. The initiative has recently secured funding for transport costs and design of new materials from the Henry Drucker Memorial Fund.

College links: building on the existing Further Education Links Day, work will be undertaken with University colleagues and those in local Colleges to develop working arrangements enabling improved progression for students in Colleges especially via the HN route. The College of Humanities and Social Science and the College of Science and Engineering appointed staff from the FE sector to work in this area. SRA also works closely with SWAP East. A member of the WP team has recently been working with the Scottish Funding Council Bridging Project to look in more detail at the potential of articulation routes for science subjects.

Educated Pass: lack of attainment of boys at school is well recognised and this pilot initiative uses the boys' commitment to sport to engage them with education. The project secured development funding from the South East Access Forum for the post of a Development Officer for a year to work with local youth football clubs in collaboration with local colleges and the Scottish Youth Football Association to develop club based and on campus activities. Following presentations at the football club the teams are invited to local campuses for workshops with the staff and students of sports related courses to give them practical and academic experience and insights. Current students are used as role models with the successful University Football team taking a prominent part. A member of the SRA team also sits on the Scottish Football Association (SFA) Fit for Purpose Steering Group which hopes to address the importance of education for professional footballers, and is attended by representatives from the SFA, individual clubs, players' union, Scottish enterprise and others.

More information at: www.sra.ed.ac.uk/educatedpass/

SMS text messaging: in support of students engaged in Pathways and mentoring from school through to University. The medium of choice for the majority of young people, this is a free opt in service for students to receive reminders of deadlines, activities and meetings via their mobile.

2. Collaborative Partnership projects

Lothians Equal Access Programme for Schools (LEAPS)

Developed from the University of Edinburgh University Special Entrance Initiative (USE) in 1995 to become a collaborative partnership with the other HEIs in Edinburgh and the 4 local authorities in Edinburgh and the Lothians. LEAPS promotes higher education amongst young people whose school careers have been affected by adverse economic or social circumstances or who come from communities with little or no experience of higher education. LEAPS comprises an outreach schools programme aimed at raising awareness of opportunities in HE, with different elements of the programme offered to schools according to their designation as group 1 (lowest HE participation) to group 3 (highest HE participation); and a pre-entry summer school. The summer school is genuinely multi-exit and students progress not only to partner HEIs but to HEIs all over Scotland and beyond. SRA WP staff recruit student volunteers, contribute to school workshops, shadowing, interviews and committees as well as organising on campus activities on behalf of LEAPS. At S6 LEAPS and Pathways to the Professions integrate re pre application guidance and admissions liaison.

More information at: www.leapsonline.org

Summer Programmes: as well as the LEAPS Summer School, there is a week-long summer programme for students between S5 and S6 covering several subjects strands including health and the sciences, and humanities and social science. This programme, **Kickstart**, is a collaborative project with Edinburgh University, Napier University, Queen Margaret University College and the Scottish Agricultural College and is funded by the local councils. The 2006 and 2007 programmes also included school students from Dumfries and Galloway schools on a residential basis.

More information at: www.sra.ed.ac.uk/kickstart/.

Routes 2 Success Schools Outreach Project (South East Forum)

An outreach project funded by the South East Forum to facilitate the successful participation in higher education courses (taught in colleges and universities) of pupils in South East Scotland who come from under-represented groups. An Outreach manager and 2 outreach officers develop and run a programme of activities from P6 to S6 in collaboration with the members of the Forum including the University of Edinburgh. The project also links with LEAPS and the WHAN project in the delivery of activities.

More information at: www.southeastscotlandforum.ac.uk

On Route College/University Project (South East Forum)

The programme aims to widen access to Higher Education by promoting progression opportunities and supporting the transition and retention of students from college, particularly those who may progress to university with advanced standing. On route uses undergraduate and postgraduate tutors to provide a pre-entry programme for college-based students considering progressing to degree programmes by providing information and guidance to promote progression opportunities and help students make appropriate and informed choices.

More information at: www.southeastscotlandforum.ac.uk

Lift Off (Fife and Tayside Widening Access Forum)

A regional initiative focussing on priority schools in Fife, Perth and Kinross, Angus, Dundee and Tayside An Outreach team runs a programme of activities including an S3 Summer School in collaboration with local institutions including the University of Edinburgh. The first summer school included an on-campus visit to the University by 65 pupils from schools throughout Fife and Tayside. **More information at:** www.lift-off.org.uk

Access to Industries: A community based project being piloted in Wester Hailes for adults involved in the arts. In collaboration with local community arts projects, Colleges and Universities, it aims to create a community based training framework to enable local residents to utilise their artistic skills to maximise further educational opportunities in the further and higher education sectors. A new higher education certificate programme is being co taught by the Office of Lifelong Learning. **More information at:** www.accesstoindustry.co.uk/

Scottish Wider Access Programme (SWAP East):

SWAP brings together Colleges and Universities to work collaboratively on the development of access courses to address the needs of mature students from backgrounds which had previously been under-represented in HE. UoE was a founding member of SWAP. The long standing joint University of Edinburgh and Stevenson College part time access course is one of the most successful in SWAP and provides UoE with many of its annual intake of mature students into non-sciences.

More information at: www.scottishwideraccess.org/new_swap_site/index.htm and www.lifelong.ed.ac.uk

WHAN: Working in Health Access Network

Widening Access to Medicine, Veterinary Medicine and the Health Professions. **WHAN** is a national collaboration of 27 Scottish Further and Higher Education institutions. Its aim is to raise awareness of courses of study and careers in the healthcare professions. South and East WHAN is run by a regional management group which includes the University of Edinburgh, Queen Margaret University (QMU), Borders and Forth Valley Colleges, Careers Scotland and NHS Careers to develop an outreach programme for targeted schools in Stirling, the Forth Valley, and the Scottish Borders complementing the work of the Pathways to the Professions project in the Lothians.

More information at: www.whan.org

3. Work with Mature Students

Office of Lifelong Learning (OLL): as well as the established joint Edinburgh/Stevenson Access course, and the New Horizons pre-access course, OLL has developed a new Credit for Entry route for students taking their accredited Open Studies courses, and is developing links with community education providers to attract students from under-represented groups. Also working with Access to Industries to run the Certificate of Higher Education.

More information at: www.lifelong.ed.ac.uk

Department of Higher and Community Education: well-established links with Community Education Service and voluntary organisations working in disadvantaged areas to attract mature students from geographically under-represented areas onto the BA in Community Education. Recently developed a new part-time route through the BA aimed at students working in the field of community education but without professional qualification and a new virtual tool for bridging support for students moving from College to University study.

More information at: www.education.ed.ac.uk/hce/index.html

Childhood Studies The new high-quality BA Childhood Studies part-time degree programme at the University of Edinburgh is aimed at those wishing to mix study with work. The programme will build on the students' previous work and study experience. Students carry out three years of part-time/evening study in order to gain a BA in Childhood Studies. We are exploring the possibility of an honours year - other exit routes for the BA degree include advanced entry to the Masters in Childhood Studies and the opportunity to apply for entry to social work or teacher training. **More information at:** www.education.ed.ac.uk/courses/ug/childhood-studies.html

4. Other activities

Moving On A transition to degree study course was developed and piloted in 2003 by the Office of Lifelong Learning in collaboration with SRA. The course is designed as a weeklong bridging course linking pre-university study with undergraduate work. It takes place prior to Freshers' week, and is targeted initially on LEAPS/Pathways plus eligible students who have not attended the LEAPS Summer School, College students entering from an HN background, and mature students who have not come through one of the supported routes. The original complement of 50 was increased to 90 this last year. SRA will continue to support the development of this course by providing targeted applicants' data and by liaising with OLL to explore mechanisms for expansion into specific subject areas.

Easter School: a week long residential experience for S2 students from local priority schools of low progression. Students have taster sessions in the morning followed by social activities in the afternoon and evening.

Lecture events: The University organises and hosts a number of public lectures throughout the year. Where possible, Student Recruitment and Admissions offers free tickets to local school students within appropriate subjects, and organises receptions with the relevant University departments. Recent lectures have included areas such as veterinary medicine, politics and current affairs, music, and Islamic studies.

The **Sci-Fun** outreach programme takes university students and staff to run science workshops in schools throughout Scotland and at the Edinburgh International Science Festival. Sci-Fun also host visits for the primary and early secondary years initiative.

More information at: www.scifun.ed.ac.uk

Parents' Events: on campus information evenings for targeted parents have been developed and over 1000 parents attend information evenings on campus in the Spring. Parents' events were also held this year in Glasgow, Aberdeen, Belfast and Newcastle. Pathways to the Professions parents have dedicated information events every June.

Access Bursaries: 125 bursaries worth £1000 for each year of study are available to students from schools or colleges, who, for social or financial reasons, may otherwise not have attended university. A fund-raising campaign aims to increase the number of access bursaries available to 150. There are ring fenced Pathways to the Professions bursaries.

More information at: www.scholarships.ed.ac.uk/bursaries

5. Team work

The expansion of widening participation activities, and in particular successful on campus events, is only possible with the commitment and cooperation of academic and support staff across the University as well as the engagement of current undergraduates and post graduates as facilitators and role models. The WP team in SRA thanks all contributors including admissions officers in all three Colleges. Please note we are always keen to discuss the development of new activities. The range of University of Edinburgh subject areas engaged with WP activities to date includes:

Accounting	Economics	Law	Scottish Ethnology
Archaeology	Education and Sports courses	Linguistics	Scottish History
Architecture	Engineering	Maths	Sci-Fun
Biological Sciences	English Language	Medicine	Social Anthropology
Biomedical Sciences	English Lit	Music	Social Policy
Celtic	French	Norwegian	Social Work
Centre for Sport and Exercise	Geosciences	Nursing	Spanish
Chemistry	History of Art	Philosophy	Swedish
Chinese	Informatics	Physics	Vet Medicine
Classics	Islamic studies	Politics	Talbot Rice Gallery
Danish	Italian	Psychology	Teaching and Learning Centre
Divinity	Japanese	Russian	