



THE UNIVERSITY
of EDINBURGH

Widening Participation at The University of Edinburgh

www.ed.ac.uk/student-recruitment/widening-participation



Introduction

The University of Edinburgh has been actively widening access to higher education for over 20 years. Our innovative and evidence-based approach to working in partnership with our local community is sector leading.

Widening Participation (WP) is at the heart of the University's agenda. We are fully committed to the principles of educational opportunity, increasing diversity and equal opportunities for prospective and current students.

This commitment is evidenced by the range of impactful Widening Participation school and community outreach projects; our sector-leading approach to contextualised admissions and our on programme support of students during transition to degree-level study to enhance retention. Our contribution to regional and national collaborative partnership projects includes the hosting and managerial support of the Lothians Equal Access Programme for Schools (LEAPS), the Schools for Higher Education Programme (SHEP) and the Scottish Wider Access Programme (SWAP).

We engage thousands of prospective students annually via large on campus events as well as one-to-one individual capacity-building projects such as Pathways to the Professions, Reach and ACES. We support the student journey from primary school, through secondary school and beyond with provision for adult returners through our Credit for Entry routes.

During 2015-16, of the prospective students, teachers and parents who attended a WP careers event, workshop, summer school or campus visit, 96.2% rated the event they attended as either good or excellent.

The University provides ongoing support to those traditionally under-represented in higher education. Students also benefit from the Widening Horizons project which gives enhanced exchange and study abroad opportunities for WP students and was recently short listed for the Times Higher Education WP Initiative of the Year Award.

In the 2015-16 academic year we received almost 60,000 applications. 53% of our Scottish domiciled entrants had one or more widening access characteristics. Of those, over 300 came through the LEAPS project.

We have recently developed a new admissions policy for care leavers to complement our existing commitment to this particular group.



The University has a long tradition of providing bursaries to assist widening access...



Bursaries

The University has a long tradition of providing bursaries to assist widening access and to ensure that we continue to attract the very best students from the UK. We continue to provide the most generous bursary scheme within the UK to students from England, Wales and Northern Ireland where students with a residual household income of £16,000 or less receive an annual bursary of £7,000. During the 2016-17 academic session we have provided bursaries to over 5,000 students which represents a total University investment of over £9.8M.

For more information:
www.ed.ac.uk/student-funding/undergraduate/uk-eu/bursaries

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Team Effort

I thought the students this year were really engaged and some seemed to be thinking very sociologically already.

Kickstart workshop provider,
PhD Sociology, SPS

I thoroughly enjoyed the workshops too - great to see what those minds can invent!

Visiting group workshop provider
PhD Illustration, ECA

As always, it was a wonderful experience for me and I hope the students felt the same way.

Kickstart workshop provider,
IMES, LLC

The group today was stellar, and it was a blast to participate.

Future Scholars workshop provider,
PhD English Literature



Students at a Sutton Trust Summer School event in July 2015

Opportunities to innovate and support

We offer dynamic experiences for all ages to inspire and raise aspirations, and the subject-specific workshop is the touchstone of that endeavour. In 2016 over 100 subject taster workshops were delivered to a spectrum of WP attendees ranging from 10 year olds to adult returners considering re-entry into education after many years away. Academic colleagues create sessions which are both instructive and memorable. Here are some of the academic adventures our attendees went on this year:

- working with cadavers
- handling human brains and spinal cords
- sketching architectural cross sections of the University's award-winning chapel
- discussing super-hero movies and how they engage with cultural myths
- debating whether the drinking age should be raised
- Using UV and IR spectrometers to help solve a murder
- learning to write Japanese characters
- discussing the effect of violence in *Game of Thrones* and *Grand Theft Auto*
- philosophising upon whether stones have feelings

We are always looking for new ways to develop and improve upon what we already offer and for new collaborations within subject areas and through wider community partners.

For more information:

www.edin.ac.uk/widening-participation

Primary & Early Secondary School Programme

This project works in partnership with pupils and families from Primary 6 through their transition to their first year of secondary school. Through experiential learning, the pupils build greater self-efficacy and social and cultural capital.

We work in partnership with 13 primary schools and their catchment area secondary schools. A series of classes from P6 through to S1, led by staff and supported by role model students, brings relevancy and context to curriculum through inter disciplinary learning to around 400 pupils every year. External partners that support the project include The Museum on the Mound, The Scottish Parliament, Royal College of Surgeons and The Royal Botanic Gardens.

In our recent HMIE visit they recognised the benefit of setting high expectations for our children and the emphasis we as a school put on the importance of skills for life and preparation for going on to College/ University.

Head Teacher

The main areas of impact on pupils, community and teaching staff for the S1 strand of the project are:

- working with peers, creating a positive learning environment providing a context and focus to school work.
- enhancing relationships between school staff and pupils.

The class really enjoyed their French lessons. Their UG student was confident and provided active and enjoyable lessons.

Head Teacher

The Primary Project has a very positive and valuable part to play in our P7 children's lives. They are introduced to opportunities they often think are out of their reach and are encouraged to think about their futures at an earlier stage.

Primary 7 Teacher

Our most recent impact assessment of the project consulted with teaching staff and senior management at our partner schools. The three main areas of impact on pupils, community and teaching staff in the primary schools are:

- Raising aspirations and making university achievable.
- The University opens networks and provides opportunities that would otherwise not be available.
- The personalised and accessible way in which the programme is delivered.

100% of respondents strongly agreed that the Primary Project was a successful University programme. Where expertise and/or resource doesn't exist within our partner schools, curriculum support is provided. Currently we provide year long French, Spanish and Mandarin courses delivered by UG language students.

As a school community the S1 Project embodies so much of what we promote as a school e.g. growth mind set and pupil led learning.

Deputy Head Teacher

The project also has strong links with the University's School of Geosciences through the final year projects of undergraduate honours students. Many of these credit-bearing projects are based in local communities and schools. The undergraduates work with schools to produce relevant learning materials.

For more information:
www.edin.ac/primary-secondary



S1 students speaking at a family reception

Access to the Professions

Access to the Professions is comprised of two partner projects: **Pathways to the Professions** supports pupils in the state schools in Edinburgh & the Lothians and **Reach: Edinburgh** is part of a national project to support pupils from schools with a low progression to higher education.

Together these projects work with S4-S6 pupils from 63 schools in the South East of Scotland who are interested in Law, Medicine and Veterinary Medicine.

The Access to the Professions projects support individual capacity-building; providing sustained, individual support to senior cycle pupils interested in one of these four professional subject areas.

The projects are multi-exit: staff provide expert advice and guidance to help pupils make the best application possible to the institution(s) of their choice. Pupils can also take part in a range of activities designed to give them insight into the subject area and career of their choice, provide them with valuable experience necessary to make a strong application, and ultimately prepare them for the experience of study in this area.

Data

Snapshot August 2017: Pathways and Reach Registrations (note that some pupils are registered for more than one strand)

Subject Strand	Pathways	Reach	Total
Law	227	51	278
Medicine	293	48	341
Veterinary Medicine	75	13	88
Total	595	112	707

Pathways: Since the first full cohort of students have progressed through the project in 2002-03, 1102 Pathways students have commenced study at the University of Edinburgh.

For more information:
www.edin.ac/pathways

Our children are so lucky to have so much help and encouragement and so much easily available information and advice.

Parents Evening attendee

Great people... who knew lots about courses and uni life which was very informative.

S5 course choice event participant

Thanks for all your help the past couple of years! I wouldn't have stood a chance without the help and opportunities that Reach has offered me!

Medicine entrant

I received my...unconditional offer to study Law at Edinburgh University! I'm over the moon and would like to say a massive thanks for everything...the Pathways team have done for me..

Law applicant



Scottish Funding Council

Promoting further and higher education

Reach is supported by the Scottish Funding Council



Students at a Pathways event

'So you want to be a ?' Career Days

Originally flagship events for the four strands of Pathways to the Professions, these career exploration events have expanded into other vocational areas across the University.

We run nine such events with 300 attendees. The subjects involved are Medicine, Biomedical Sciences, Veterinary Medicine, Law, Architecture, Engineering, Nursing, Social Work and Finance & Accounting.

Really enjoyed myself and confirmed it's definitely what I want to do.

'So you want to be a Social Worker?' attendee

It was a fantastic and very comprehensive event that has clarified what I want to do with my future.

'So you want to be a Vet?' attendee

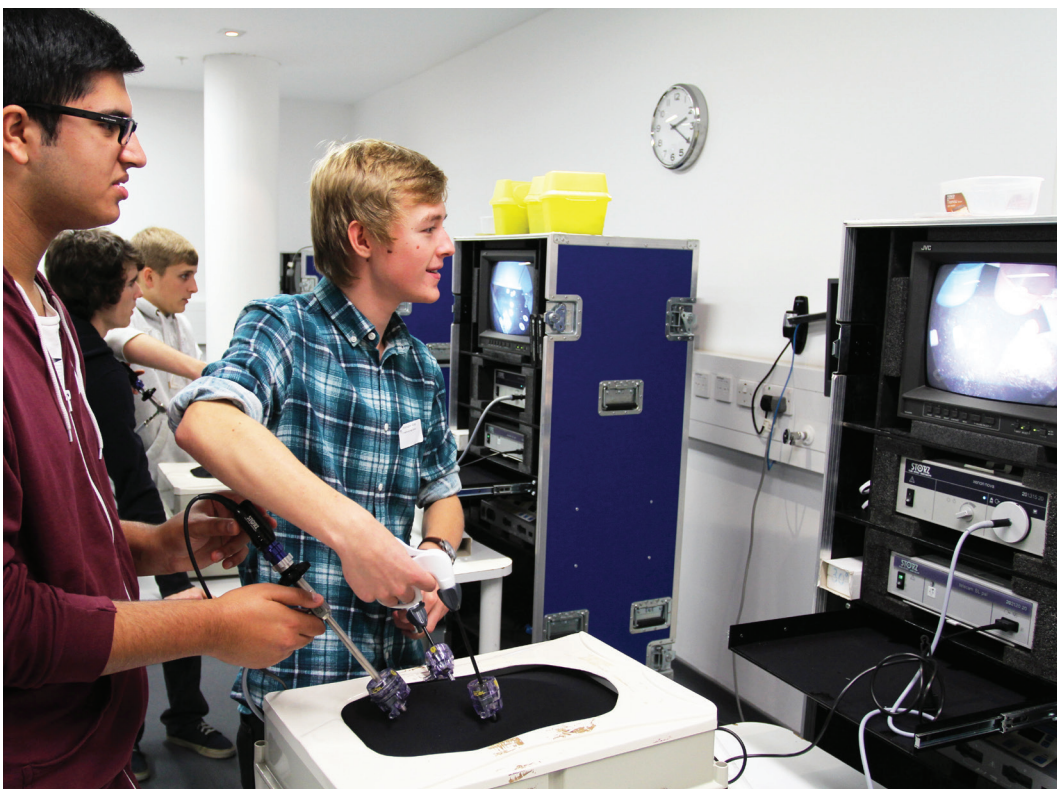
Students also meet with practitioners, gaining a true insight into working in the profession. Attendees are given tours of relevant facilities and advice and guidance to aid them in their decision and application process.

We also promote these events to local Colleges and to S5/S6 at all 46 state schools in Edinburgh and the Lothians as well as 17 schools in the Borders & Forth Valley.

For more information:
www.edin.ac/career-events



Students at a 'So you want to be a Doctor?' event



Residential Programmes and Summer Schools



Students at a poster presentation session

13 subject areas are currently involved:

Biological Sciences	Chemistry	Computer Science (Informatics)
Ecological & Earth Sciences	Economics	Engineering
English Literature	History	Mathematics
Philosophy	Physics	Religious Studies
Sociology		

The Sutton Trust Summer School is a week-long residential summer school offered to school pupils from across the UK who are at the end of S5 / Year 12 and who have the potential to move on to higher education.

The summer school encourages potential applicants from under-represented groups to consider applying to highly competitive universities by giving them a stimulating and realistic insight to university life.

The Sutton Trust Summer School at the University of Edinburgh is one of eleven such summer schools run throughout the UK. It is co-funded by the University's College of Arts, Humanities and Social Science and College of Science and Engineering and the Sutton Trust – an educational charity which manages, develops and evaluates programmes to address educational inequality.

In 2017, 117 pupils attended from over 500 applications. Attendees stay in Pollock Halls of Residence for the duration of the summer school and take part in subject workshops as well as social activities, aiming to provide them with a fun (and realistic) view of university life.

Pupils are fully supported throughout the week by both WP team staff and student group leaders.

It truly gave me an eye-opening insight into what university life will be like.

Sutton Trust Summer School attendee

The Sutton Trust Summer School has been running at the University of Edinburgh since 2013 and attendees' applications are tracked. For the latest cohort to be tracked (July 2016): of the 117 attendees, 110 made UCAS applications; 42 applied to the University of Edinburgh, with 29 being made offers.

Full information about the Sutton Trust Summer School: www.edin.ac/sutton-trust

It painted a new picture of university, not as a scary, intimidating place. I now see UoE as a welcoming and evolutionary place....

Sutton Trust Summer School attendee



Supported by The Sutton Trust

The Kickstart Summer School is a university experience week giving senior school students an insight into studying at university, through attending a wide variety of subject workshops at a range of local universities.

Kickstart is a collaborative project with the University of Edinburgh, Edinburgh Napier University, Queen Margaret University and Scotland's Rural College. It is funded by the local councils of East Lothian, Midlothian and West Lothian. The programme is also offered on a residential basis to school students from Dumfries

and Galloway and pupils who are registered with the Reach: Edinburgh project. In 2016, 154 pupils attended.

For more information:
www.edin.ac/kickstart

Very
interesting
and inspiring. Has
given me excellent
info on the possibility
of studying a
degree...

Kickstart attendee

Anyone
can go to
University if they
put their minds to
it and make an
effort...

S2 University Experience
Week attendee

The S2 University Experience Week is a five day residential experience for S2 students from two local priority schools (Beath High School in Fife and Newbattle High School in Midlothian).

In 2016, 50 students took part in University taster workshops in the morning followed by social activities in the afternoon aiming to raise aspirations and allow pupils to think about higher education as part of their future. In 2016, subject workshops offered included Veterinary Studies, English Literature and Business Studies.

Pupils also have the opportunity to visit two other universities in Edinburgh during the week.

For more information:
www.edin.ac/beath-newbattle

The High Flyers Summer School is a residential university experience week delivered in partnership with LEAPS (Lothians Equal Access Programme for Schools) and its partner HE institutions.

The week consists of a campus visit to a different institution each day where pupils try out diverse subject taster workshops and also hear about the non-academic side of student life.

Pupils have the chance to meet peers who are also seriously considering University and gain a first-hand understanding of all the opportunities that studying for a degree can offer.

In 2016 the 40 pupils undertook a Forensic Archaeology and Social Anthropology workshop at Edinburgh.

In the evenings pupils enjoy social activities and sample what it would be like to live away from home in halls of residence. Throughout the week University staff are on hand to answer any questions as are student helpers who provide a helpful current

undergraduate perspective. On the final day the families of the pupils attend the graduation ceremony where the pupils present their reflections on the week.

For more information:
www.edin.ac/high-flyers

Moving On is a week-long bridging course linking pre-university study with undergraduate work run by the University's Office of Lifelong Learning.

It takes place prior to Welcome Week, and is targeted initially at WP students from low attaining schools, College students entering with a HN, and mature students who have not come through one of our supported routes.

For more information:
www.edin.ac/moving-on

LEAPS

Lothians Equal Access Programme for Schools (LEAPS) is a partnership project which promotes higher education to young people whose school careers may 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 higher education (HE). The project also delivers and manages the Scottish Funding Council funded **Schools for Higher Education Programme (SHEP)** for 19 low progression schools in Edinburgh, Lothians, Scottish Borders and Forth Valley.

LEAPS works with individual pupils who fulfil particular widening participation criteria from S5 onwards. The project also offers a sustained programme of support for all pupils from S3 onwards in target schools of low progression to higher education. One of LEAPS' flagship activities is their seven week pre-entry summer school, hosted in part at the University.

We recruit student volunteers, contribute to school workshops, and organise on-campus activities on behalf of LEAPS. At the start of S6, LEAPS and staff from partner institutions interview pupils to give advice and guidance about future higher education applications and the University's WP team interview those pupils involved with Pathways to the Professions.

Each student interviewed by LEAPS who states an interest in applying to the University of Edinburgh is offered a "pre application enquiry", confirming if they are likely to receive an offer and what that offer would be: this enables potential applicants to make more informed choices when applying through UCAS.

For 2016 entry, the University responded to around 950 pre-application enquiries. 1077 LEAPS eligible pupils applied to the UoE, with 658 being made offers.

For 2016 entry, the University responded to around 950 pre-application enquiries. 1077 LEAPS eligible pupils applied to the UoE, with 658 being made offers (336 entered the University in September 2016).

For more information:
www.leapsonline.org

2160 pre application interviews

LEAPS annual report 14/15:
www.leapsonline.org

143 attended a six week pre sessional summer school

LEAPS annual report 14/15:
www.leapsonline.org



Students at a LEAPS event at Edinburgh College of Art

School Visits

Throughout the year we design and host campus visits for sixth form colleges, secondary schools and external WP projects delivering a full day university experience.

These include schools with lower progression to higher education and/or of national average attainment. The programmes are customised to the needs of the schools and normally include at least one subject taster workshop run by academic colleagues which is always well received and a vital and tangible glimpse into what it is like to think and study like a student. Other activities include an introduction to university, application advice sessions, student panels, and campus tours.

In 2016 we hosted schools from across the UK, the Social Mobility Foundation, and the Through the Looking Glass initiative.

For more information:
www.edin.ac/widening-participation

Very informative and helpful. I am thankful and glad I came to experience this.

Social Mobility Foundation pupil

Allowed us to ask our questions without pressure, really helpful & insightful responses.

Dyke Sixth Form pupil

Committed to Care Leavers

Care-experienced school leavers are one of the most under-represented groups in higher education.

Young people leaving care may find it daunting to consider going to university without the emotional and financial support that is provided by families. Only around 7% of Scottish care-experienced school leavers go on to higher education.

At the University of Edinburgh, we welcome applications from talented students with a background in care, and we are committed to doing all we can to help them apply to, and successfully study at, the University.

We work in partnership with other universities in Scotland to support and encourage applications and we have an action plan for supporting care leavers entering higher education.

We aim to increase the number of university applications from this under-represented group, and ensure they are appropriately supported when they enter the University.

I am delighted at the active and positive approach you are taking and I share your ambition that it will encourage more of our young people to follow their dreams.

Children's Services Head

Care leavers have automatic entitlement to bursary support. In addition the University aims to make an offer to any care leaver who meets the minimum entry requirements for the programme to which they have applied.

For more information:
www.edin.ac/care-leavers



Care Leavers leaflet

Educated Pass

Educated Pass works with 13 year old boys from low socio-economic communities in Edinburgh and the Lothians through their youth football teams. The project harnesses the boys' commitment to their sport.



Students taking part in an Educated Pass event

The project draws on early notions of Olympism; 'Blending sport with culture and education', delivered through 'the educational value of good example'. The four capacities of the Curriculum for Excellence are very much aligned with Olympism in this way; being successful, effective, responsible and confident learners.

Working with around 150 boys each year we show that the skills and dedication that they apply to athletic endeavours are the same as those harnessed to fulfil their educational potential. The message is delivered in the sanctuary of the club house, the new classroom, with the support of the football coach, the new teacher. The school curriculum is made relevant and placed in context through interdisciplinary learning.

Educated Pass provided a different perspective relevant to all as it linked sports and the importance of education as well as highlighting some important social issues.

Head Coach

The programme is delivered in partnership with the Scottish Youth Football Association, Edinburgh College, West Lothian College, Hibernian Football Club and The Sutton Trust.

If Educated Pass inspires just one child every year to think differently about their future, then it will have been worth it. Without it, horizons become narrower and aspirations less ambitious, and our society less diverse and more restricted.

Parent of Educated Pass participant

Some key outcomes of our most recent tracking exercise of participants include:

- The proportion of boys who stayed on at school for post-16 education compares well with the national average. 87% completed S5 versus a national average of 84%, while 61% completed S6 versus a national average of 55%.
- 98% of the full cohort were in positive destinations, which are considered as HE/FE, training or employment. This compares well to the national average in positive destinations of 90%. Only 2% of the EP cohort were unemployed, far less than the national average of 10%.
- Of those who completed S6, 38% progressed to Higher Education (36% to degree level and 2% to HN level) against a national average of 33%.
- Two of the cohort has joined a professional football team in Scotland.

For more information:

www.edin.ac/educated-pass



Educated Pass is supported by The Sutton Trust

ACES

ACES (Access to Creative Education in Scotland) is a national project involving the four art schools in Scotland. It helps young people (S4-S6) from low participation schools with an interest in studying Art and Design at university to explore their options, and to experience working in a studio environment.

The project is targeted at students who are under-represented in university: They may be first in their family to apply to university or attend a school with low progression to higher education. Students on this programme are able to gain an insight into studying studio based subjects at university, and what sorts of careers they can lead to. This is delivered through a range of events and activities, such as practical workshops, portfolio classes, assistance with digital portfolios, and working with Edinburgh College of Art (ECA) academics and undergraduates.

ACES is extremely valued by the school. The support and creative guidance has allowed our pupils to explore their potential and I hope it will continue to allow them to overcome the social and economic disadvantages of the local environment.

Art teacher attending the ACES CPD workshop

ACES holds regular Friday afternoon workshops at ECA to build up a specialised portfolio for application to any Art or Design degree in Scotland or beyond. They are delivered by the ACES Project Officer and current ECA undergraduate student ambassadors.

New skills I didn't know about and great information on how to apply I wouldn't have known how to apply without ACES.

ACES participant

ACES also offers subject-specific summer workshops on topics such as fashion, digital art, graphic design, and sketchbook skills, which are led by ECA alumni and creative industry professionals. In 2015 this included a practical workshop delivered by Gary Erskine of Marvel Comics, which was featured in the Times Educational Supplement Scotland and on STV news.

I feel that I have been given a real chance to showcase my ability as an artist and let my creativity explode.

ACES participant

This project also supports participants through the UCAS application process with workshops, individual advice and guidance, information provision for teachers and careers advisers and admissions information sessions.

For more information:
www.edin.ac/aces



Gary Erskine, at an ACES summer workshop



ACES National Galleries fashion workshop



ACES costume students a ECA performance

 **Scottish Funding Council**
Promoting further and higher education

ACES is supported by the Scottish Funding Council

Mature and College Students

The University welcomes applications from mature students who wish to return to formal education and who may do so via pathways such as:

- SWAP Access programmes
- HNC/D candidates
- Credit for Entry programmes

We work closely with local college partners. This includes engaging with the Edinburgh and Lothians Regional Articulation Hub (ELRAH), which includes other local universities as well as colleges from the South East region. Staff also support College run careers events in Edinburgh, the Lothians, Fife, Clackmannanshire and Glasgow. These events allow potential college applicants to discuss entry qualifications and degree programme content prior to submitting their UCAS form.

We understand that students returning to formal education after a break of three or more years will have a range of qualifications and experiences which may demonstrate their readiness to study at degree level. We set out details of how we can take these into consideration in our policies on:

- *Undergraduate Applications from Adult Returners to Higher Education*
- *Recognition of Prior Learning for Admissions to the University of Edinburgh.*

Both policies can be found at:
www.edin.ac/admissions-policies

In line with the most recent QAA Enhancement Theme of Transitions we provide learning and teaching days to aid transition for HNC Social Sciences and HNC Applied Sciences students based at partner colleges in Edinburgh, West Lothian. The content is focussed on experiencing the university learning and teaching environments and was delivered to 60 students in 2016.

For more information:
www.edin.ac/adult-learners

The best thing was being introduced to different courses that we could pursue with the qualifications we are studying at this point.

HNC Campus Visit attendee

The best aspect of the day was the talk on the transition from FE College to university. In the majority of cases, students do not know how much will be asked of them at university. The potential pit-falls awaiting were outlined, but more importantly the ways to avoid them, starting even before the student will arrive at university. Very useful indeed!

HNC Campus Visit attendee

SWAP (Scottish Wider Access Programme)

SWAP gives independent advice to adults about opportunities to access higher education and provides one year access programmes delivered in Colleges. Our partnership with SWAP has real impact with some 95 students starting first year in September 2016, the largest number of the South East partnership. The University hosts the SWAP East project, and provides support via membership of its Executive Group.

For more information:
www.scottishwideraccess.org

Credit for Entry

This is run by the Office of Lifelong Learning and offers a flexible, part-time opportunity to gain the academic requirements for entry to degrees in arts, humanities and social science subjects. Individual programmes of study are built up using credit courses from the Short Courses programme, with courses selected to provide the best preparation for individual degrees.

For more information:
www.ed.ac.uk/studying/short-courses/access/credit

Engagement with Parents

Parents and carers are key influencers on where and what students choose to study, and are important partners in our projects.



We engage with parents and carers through our WP projects, providing them with information, advice and guidance and the tools to best navigate higher education. This includes:

- events to celebrate the completion of a project organised by the participants themselves for their families
- large scale information evenings on course choice at school and beyond
- offer-holder events addressing such topics as transition and induction, careers post-graduation and student finance
- one-to-one support
- activities to promote parents' engagement with their own learning

The group session for Law was excellent especially hearing in detail the selection process. It was really informative and helpful. I felt comfortable and able to ask questions and gained info from other parents.

Parents' Evening attendee

I certainly feel more confident guiding my daughter through the application process so again a big thank you from both of us!

Parents' Evening attendee

For more information:

www.edin.ac/widening-participation

I am new to writing UCAS references and so the entire content was very useful. Possibly the most useful CPD I've had.

Teacher, CPD attendee

Great structured CPD. Would recommend.

Teacher, CPD attendee

Continuing Professional Development for Teachers

School teachers and advisers play a crucial role in helping pupils in many aspects of their UCAS applications - from research and advising on appropriate school course choice, to navigating the applications process and decision-making.

In 2016 we provided two afternoon on-campus CPD sessions for teachers and advisers covering pre-application advice and guidance and writing UCAS references. 30 teachers attended these sessions, from schools across Edinburgh, the Lothians, Fife, Forth Valley and the Scottish Borders.

We also offer school specific CPD sessions catered to the specific needs of a school where requested, as well as ongoing one to one information, advice and guidance.

For more information:

www.edin.ac/teachers-cpd

Contextualised Admissions

The University of Edinburgh is one of the most popular universities for undergraduate study in the UK. Entry to the University is highly competitive, and the admissions process highly selective.

We are committed to admitting the very best students who demonstrate the potential to benefit from, and contribute to, the academic experience we offer. We encourage applications from students from diverse backgrounds and aim to offer equality of opportunity in our selection process.

The University was one of the first in the UK to introduce the use of contextual data in admissions when it did so for the first time in 2004. Subsequently, the University was highlighted as a best practice case study by Supporting Professionalism in Admissions (SPA) in their report on contextual admissions in Feb 2012.

We recognise that applicants have differing backgrounds and experiences and that not everyone has an equal opportunity to demonstrate their potential with their school or college qualifications alone. For this reason we consider certain data and information in our selection process to help us identify applicants whose academic grades to date may not be a true reflection of their potential to succeed at the University.

A briefing on our use of contextual data is available here:
www.ed.ac.uk/student-recruitment/publications-resources

“the University was highlighted as a best practice case study by Supporting Professionalism in Admissions (SPA)...”

Evidence base

Reports on tracking of students engaged in our projects are available here:
www.edin.ac/wp-reports

LEAPS annual reports showing destinations of eligible students are available here:
www.leapsonline.org

Undergraduate admissions research report

A published report describing a statistical analysis of patterns of the entry, progression and degree outcomes of a sample of young students entering the University since the introduction of contextual data in admissions is available here: www.eupublishing.com/toc/scot/23/2

A fuller version by subject area is available here:
www.ed.ac.uk/student-recruitment/publications-resources

This quantitative study is currently being followed up by qualitative research on student and staff perceptions and experience.

Careers Destination Analysis

A published report describing a statistical analysis of patterns of the entry, progression and degree outcomes of a sample of young students entering the University since the introduction of contextual data in admissions is available here: www.edin.ac/wp-reports



Students at a 'So you want to be a Doctor' event.

Student Support

We support students to transition to degree study, through their degree programme and onto employment.

Peer mentoring

All WP students entering the University are offered a peer mentor in their first year of study. A growing body of evidence supports the role of peer support in increasing persistence rates and aiding academic performance. Trained senior student mentors provide support and guidance to their mentee through fortnightly meetings. Students that fulfil typical widening participation (WP) criteria often lack the social and cultural capital that their peers possess.

Mentoring assists in the induction and ultimately academic and social integration of WP students. The mentor advises and guides the new student in establishing working networks and peer groups, managing university life and how to navigate institutional habitus.

For more information:
www.edin.ac/peer-mentoring

This is an excellent scheme. The fact that we're levelling the playing field for students who come with no family background of university is such an invaluable action.

Peer Mentor



Widening Horizons

There is evidence across the sector that WP students are less likely to take part in extra or co-curricular activities such as study abroad, volunteering, unpaid internships, student societies or other representative roles. This can be due to a range of factors such as family commitments or the necessity for paid part-time work. Widening Horizons is an innovative programme seeking to directly challenge this trend, delivering an immersive short term international experience to WP students allowing them to:

- Gain valuable international experience
- Increase their intercultural awareness
- Develop an informal peer network with other group members
- Gain new self-reflective tools
- Develop key graduate attributes
- Build self-confidence and efficacy

Widening Horizons addresses four key strategic threads: widening participation, employability, the student experience and internationalisation. To date students have had immersive study abroad experiences in USA, Canada, Tanzania and India. The project was shortlisted in the Times Higher Education Awards for WP Initiative of the Year.

2014
THE AWARDS
SHORTLISTED
WIDENING PARTICIPATION
OR OUTREACH INITIATIVE
OF THE YEAR

For more information:
<https://edinburghexchanges.wordpress.com/category/the-widening-horizons-programme/>

I was really able to throw myself into everything and appreciate that perhaps the most rewarding experiences lie in the unexpected.

Widening Horizons student

I genuinely think I can apply what I've learned in all aspects of my life, including university, to improve both the quality of my studies as well as the way I think about and reflect upon all my experiences in the world.

Widening Horizons student

Edinburgh Award

The Edinburgh Award gives students formal recognition for activities such as volunteering and part time working that demonstrate they are gaining skills and attributes highly valuable for personal and career development.

The Edinburgh Award recognises student involvement in a range of WP activities and roles, including peer mentoring, peer assisted learning, LEAPS volunteers, student ambassadors, curriculum ambassadors and Educated Pass.



WP students were more likely to gain an Edinburgh Award than others.



WP students are currently more likely to gain an Edinburgh Award than other students.

For more information:

www.employability.ed.ac.uk/student/EdinburghAward



Students working as Ambassadors at Open Day.



Students at a Sutton Trust Summer School ceilidh

For more information please contact:

Student Recruitment and Admissions (SRA)
33 Buccleuch Place
Edinburgh
EH8 9JS

T: 0131 650 4383
E: wpteam@ed.ac.uk
W: www.edin.ac/widening-participation

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If you require this document in an alternative format, such as large print,
please contact: wpteam@ed.ac.uk

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