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** IMPACT FOR ACCESS 2016**

**#access16**

**Workshops**

Workshop 1 A

**University of Edinburgh: Beyond Access to Higher Education**

This session will discuss the main findings of the SFC-funded project Beyond Access to Higher Education: Widening Access Initiatives and Student Retention in Scotland from practitioner and policy perspectives. A short presentation will be followed by group discussion on the way in which students from disadvantage social backgrounds and with protected characteristics can be better supported to avoid the risk of dropping-out from higher education.

Venue: **Wallace**

Time: **11.30-12.30**

Workshop Lead: **Giti Kadar-Satat**

Host: **Kathryn O’Loan & Amy McDermott**

Workshop 1 B

**University of Stirling: Embedding equality and diversity in the curriculum - intercultural encounters**

This will be an interactive session, exploring how students and academic staff negotiate difference in the classroom and how cultural and linguistic pluralities can enhance learning and teaching. The session will discuss approaches to adopt a holistic approach that embeds E&D across all aspects of the curriculum and therefore ensures a truly inclusive student experience for all. It will look at a project to implement an entire new academic staff programme and CPD Framework which incorporates embedding equality in a drive to mainstream and sustainability of equality in the curriculum.

Venue: **Callander Dollar**

Time: **11.30-12.30**

Workshop Lead: **Catriona Cunningham**

Host: **Anna Thomson**

Workshop 1 C

**NUS Scotland: Inspiring women students in STEM and beyond**

#ThisAyrshireGirlCan is a campaign initiated by Ayrshire College Student Association which focuses on women’s involvement in STEM subjects and sport. The campaign has the support of women STEM students, the college involvement with primary and secondary school girls, and even gained the backing of the First Minister. The next phase of the campaign to empower and inspire women students will be taken forward at a national level, where it will be broadened to empower and inspire women students in areas where they’re traditionally under-represented, such as politics, STEM, sport, apprenticeships, boards, and in senior level roles.

Venue: **Monument**

Time: **11.30-12.30**

Workshop Lead: **Angela Alexander**

Host: **Fiona Burns**

Workshop 1 D

**University of Strathclyde: Trans.Edu Scotland and Equally Safe in Higher Education (1 hour)**

***Trans.Edu Scotland (20 mins, 10 mins for questions)***

## This session will provide information and an update on the Trans.Edu Scotland project, led by the Widening Access and Equality & Diversity teams at Strathclyde. The project aims to better understand the barriers and challenges faced by trans applicants and those considering going to college and university as well as students and staff within further and higher education in Scotland.

***Equally Safe in Higher Education (20 mins, 10 mins for questions)***

## This session will provide information and an update on the Equally Safe in Higher Education project.  This collaborative campus-wide Project based in the School of Social Work & Social Policy at Strathclyde is developing a toolkit for HEIs aimed at the prevention of gender-based violence in a university setting.

## CW: Sexual violence. This session contains content that some people may find upsetting. Please feel free to leave the session at any time should you need to.

Venue: **Erskine Fintry**

Time: **11.30-12.30**

Workshop Lead: **Matson Lawrence, Anni Donaldson**

Host: **Shonagh Maak**

Workshop 2 A

**University of Stirling Students’ Union *“Swimming against the tide”: An insight into gendered subjects from a student’s perspective***

This interactive session seeks to provide an opportunity for delegates to engage with students currently studying in ‘gendered subjects’ within the University of Stirling. Students will discuss their reasons for studying the programme, the barriers and challenges they face in being part of the minority gender, and will provide suggestions as to how these barriers may be overcome by Higher Education Institutes. There will be an opportunity for delegates to pose questions to the student participants individually, or as a group.

Venue: **Callander Dollar**

Time: **1.15-2.15**

Workshop Lead: **Matt Adie**

Host: **Amy McDermott**

Workshop 2 B

**Robert Gordon University: Impact for Access: Tackling Gender Imbalance**

The Impact for Access project at Robert Gordon University set out to research gender inequalities and in particular tackle gender imbalances at subject level. With gender imbalance remaining prevalent in the subject areas male and female students choose at university and decisions made by young people at initial subject choice stage limiting progression to certain professions, a key focus of the project was to engage school pupils in S1-S3. Through a combination of research and activity, the project investigated the reasons behind gender imbalances and considered appropriate action to actively address gender disparities. This presentation will provide an overview of the project and share key findings and recommendations.

Venue: **Wallace**

Time: **1.15-2.15**

Workshop Lead: **Rhona McComskie**

Host: **Graeme Duff**

Workshop 2 C

**Recruit with Conviction: Studying With Conviction**

The Studying with Conviction programme examined the barriers to education of those who have a criminal record. This group of potential students faces some of the most entrenched difficulties with closing the attainment gap. This seminar will detail the findings and recommendations from this project along with the responses from Scottish higher & further education providers.

Venue: **Erskine Fintry**

Time: **1.15-2.15**

Workshop Lead: **Dughall Laing**

Host: **Anna Thomson**

Workshop 2 D

**SWAP: WINGS (Widening Access Indicators for Guidance of Students)**

The project analysed the provision and quality indicators used by Colleges and Universities in their use of guidance with W.P. students. Project made recommendations and shared a number of good practice case studies across four main stages of the student life cycle, getting in, settling in, getting on and moving on. The workshop will highlight these recommendations, and discuss with participants four cross cutting themes which were highlighted in the report:

1) responding to students who have complex requirements

2) identifying potential at selection stage and nourishing talents to ensure high quality students and sustained progression

3) how data can be used more effectively

4) how academic and support staff can work together to benefit students at the "getting on stage" of the student life cycle.

Venue: **Monument**

Time: **1.15-2.15**

Workshop Lead: **Kenny Anderson**

Host: **Carina Macritchie and Kathryn O’Loan**

Workshop 3 A

**University of Stirling: ‘So you want to be in the professions’ *a look at widening access and gender perceptions***

The University of Stirling’s Impact for Access project was aimed to gain a greater understanding of young people’s views of professional subjects and careers and the consideration of gender perceptions of these subjects.

This workshop will take participants through the two aspects of the project: outreach and research activities and share the key findings gathered. The workshop will reflect on the challenges of engaging young people in sociological discussions, will give participants the opportunity to share their views on the conclusions drawn and feedback their thoughts on the recommendations posed, helping to shape future activity around addressing gender imbalances in higher education and the jobs market.

Venue: **Callander Dollar**

Time: 2**.15-3.15**

Workshop Lead: **Tracey Kerr**

Host: **Amy McDermott**

Workshop 3 B

**University of Stirling Students: *Breaking Barriers: Countering the barriers faced by ‘care experienced’ and ‘young carer’ students. ​***

This session will discuss the barriers that are faced by ‘care experienced ‘ and ‘young carer’ students on entering university and what can be done to counter these. Hearing from our own students who face these issues will give delegates an opportunity to examine the barriers these students face, and gaina better understanding of the unique challenges within higher education from students with this lived experience. Meeting current students in Stirling and understanding how we best serve them will allow delegates and students to open up a dialogue on what can be done to counter the serious barriers faced by this demographic of the student population.

Venue: **Monument**

Time: 2**.15-3.15**

Workshop Lead: **Matt Adie**

Host: **Carina Macritchie**

Workshop 3 C

**Who Cares? Scotland: Corporate Parenting & You FE/HE**

Who Cares? Scotland with support from the Scottish Funding Council are now one year into a three-year project that aims to support Colleges and Universities to become the best Corporate Parents that they can be to ensure that care experienced young people receive the support they need to reach their full potential.

This workshop will consist of a review of the first year of the project and the impact that has been made, a look at what the next two years of the project will focus on and the support that will be available to the sector, and participants will hear first-hand from care experienced students on why this project matters.

Venue: **Erskine Fintry**

Time: 2**.15-3.15**

Workshop Lead: **Robert Foster**

Host: **Fiona Burns**

Workshop 3 D

**University of Glasgow and West of Scotland Local Authority partners: how to engage with MD40 pupils in higher progression schools**

The main premise of the project was to identify the numbers of MD20/40 pupils attending higher progression schools, not currently targeted by widening participation activity, in the 13 west of Scotland Local Authorities, triangulate this with other demographic criteria and consider how many early leavers had an attainment profile which suggested HE study could have been possible, with earlier intervention.

Mixed methods and research in action approaches were utilised. Pilot engagements were conducted to test methods of early intervention in addressing barriers to participation in HE, reinforced by qualitative research (surveys, interviews, focus groups) with over 1,000 pupils, parents, teachers and students.

Quantitative research of S4-S6 leavers from 2009-15 in 160 west of Scotland secondary schools (one-third of Scottish schools), was conducted via the Insight Analytical Dataset and publicly available datasets.

The project team will present findings and recommendations and seek input from delegates of issues raised and their significance for future widening access policy in Scotland.

Venue: **Wallace**

Time: 2**.15-3.15**

Workshop Lead: **Neil Croll**

Host: **Anna Thomson & Kathryn O’Loan**

Workshop 4 A

**University of Stirling and Robert Gordon University: *Influencers and Role Models: young people’s understandings of gender imbalances in subject areas***

The Impact for Access projects of the University of Stirling and Robert Gordon University both analysed the views and opinions of young people in relation to gender imbalances in subject areas. With different approaches to outreach activity and unique methodological approaches to research, it is of great interest to find that the conclusions drawn relating to the role of influencers and role models were greatly similar.

The key findings from each project will be discussed in this workshop, and participants will be given the opportunity to consider how this exists with their own activity. This workshop gives participants the chance to consider what next steps can be taken across the Further and Higher Education sector to “influence the influencers”.

Venue: **Monument**

Time: **3.15-4.15**

Workshop Lead: **Rhona McComskie & Amy McDermott**

Host: **Amy McDermott**

Workshop 4 B

**Interconnect Network: giving women STEM students a platform for change.**

73% of women STEM students in Scotland do not go on to work in their field of study once they graduate. The Interconnect Network give students the opportunity to meet like-minded women studying similar subjects which reduces the isolation they can feel being in a minority on their course and links them with professional women working in their chosen field. Student Champions help develop the network, engage new students and help create more opportunities for and raise the profile of women in STEM.

We will look at why having a women student network is important, discuss best practices and impact at a national and institutional level and hear from current Student Champions and why they are involved.

Venue: **Erskine Fintry**

Time: **3.15-4.15**

Numbers: **10**

Workshop Lead: **Sara Orr-Saiz**

Host: **Kathryn O’Loan**

Workshop 4 C

**Scottish Funding Council: Gender Action Plan**

The SFC published the Gender Action Plan on 12 August.

The Plan sets out our ambition that by 2030 the proportion of male students studying at undergraduate level at university will be at least 47.5% (or to put it another way, the gap between male and female participation will be reduced to 5%) and that no college or university subject will have a gender imbalance of greater than 75% of one gender.  The plan sets out how we are asking institutions to consider their infrastructure, policies, processes and activities to determine the role they can play in tackling gender imbalances.

This workshop will provide an overview of the SFC Gender Action Plan looking at positive action and good practice discovered in the creation of the plan, and consider how gender imbalance can be tackled across both the FE and HE sectors.

Venue: **Wallace**

Time: **3.15-4.15**

Workshop Lead: **Alison Malcolm**

Host: **Alison Malcolm & Carina Macritchie**