



Fife and Tayside Wider Access Forum
Transitions Programme
Proposal to Take Forward Progression from Community-Based Learning

This proposal brings together the findings of the review of pre-access provision and feedback from the seminar held in June 2009.

It also attempts to align developments in pre-access provision with the following SFC National Outcome and Forum objective:

National outcome:

Forum activity will contribute to increasing the numbers of mature students (21 years and over) going into full time HE from the most deprived and second most deprived quintile.

The regional strategy should also take account of gaps in provision to meet the needs of the following groups:

- Men
- Care leavers
- Parents and carers
- Occupational or sectoral underrepresentation

Forum Objective:

We will develop programmes of activities that engage with adult learners in communities and with practitioners to support transition and progression and enhance information and guidance.

Our aim in 2009/10 remains to develop activity that will assist in filling gaps, facilitate seamless transitions for learners, and provide pathways from community-based learning to a range of further learning opportunities.

In reviewing our provision in 2008/09 we know that:

- We have been successful in increasing participation by learners from deprived communities
- We have been less successful in attracting men into learning
- A significant number of learners progress to further learning opportunities

We need to carry out further analysis to see if there is any correlation between age, gender and progression.

Additional investigation is required in order to identify the most successful pathways and how clearly progression is linked to learning at a lower level.

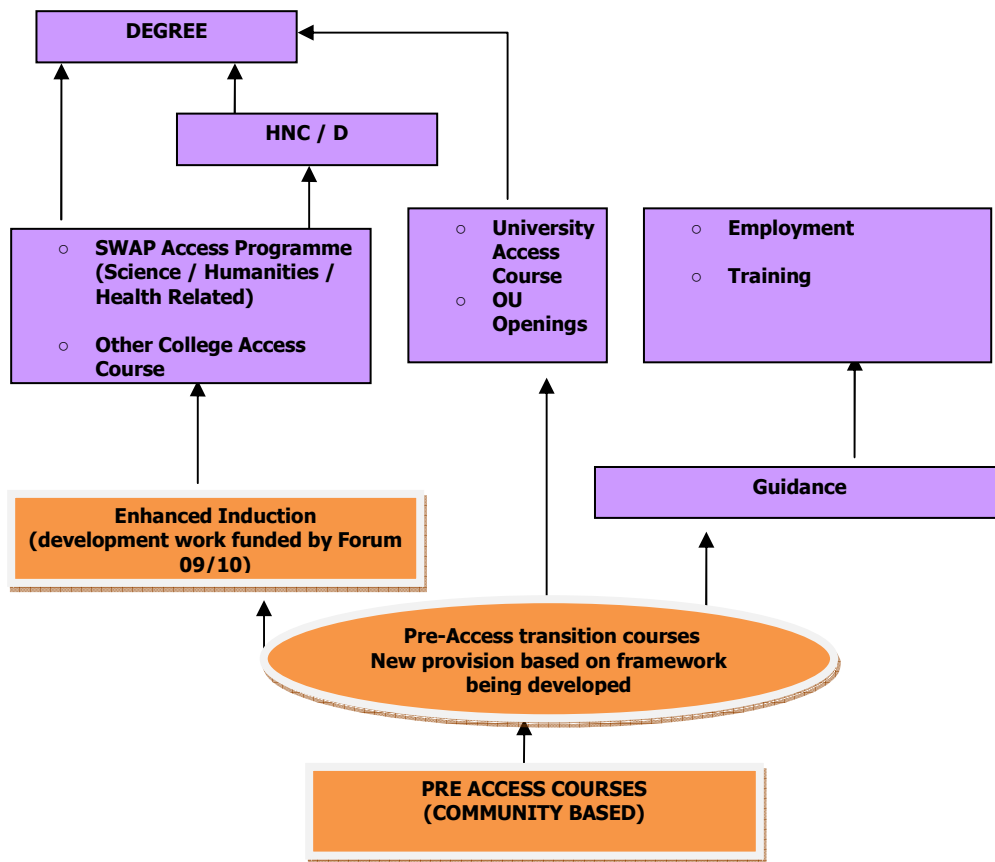
However, we know from discussions with students on access courses that transitions between different levels of learning and between providers can be difficult, and this is an area that we need to address.

Development of Pre-Access Activity – 2009/10

With our partners, we will develop activity that will assist in filling gaps in provision. This will facilitate more seamless transitions for learners by providing pathways from community-based learning to a range of further learning opportunities.

- The activity will build on and use a pre-access framework that is being developed by SWAP East for Fife and Tayside Wider Access Forum
- The framework is flexible enough to be adapted for use across different subject areas and also to provide multi exit options
- It can be customised to target specific groups of learners
- It is intended that learners are recruited onto this course (working title: Pre-Access Transition Course) from community-based provision in broad subject areas: science, humanities and community activism
- The development of the programme will be supported by cross-sectoral staff training and development, led by Scotland's Colleges on behalf of the wider access forum
- It will bring together a broad range of partners in the development and delivery of the programme, thereby avoiding duplication of activity and showcasing the effectiveness of multi partner interventions

Progression Routes from Community-Based Pre-Access Provision



At the heart of this proposal is the pre-access framework currently under development that will provide progression opportunities from community-based learning. It is anticipated that this will be developed to cover the following broad areas:

- Science
- Humanities
- Community activism

Forum funding for pre-access provision will be targeted towards those community-based courses from which learners could be recruited onto a pre-access transition course.

An example is given below:

The Forum might fund community-based courses that have a science element, e.g. Forensics Taster, Introduction to Science, Introduction to Music Production, and Introduction to Horticulture. From these courses, students with a particular interest in pursuing learning in science could be recruited onto a Pre-Access Transition to Science course.

The Transition course will offer multi-exit options, including exits to:

1. Existing SWAP access courses
2. Other college access courses
3. OU openings courses
4. Guidance on opportunities for employment and training

Fife and Tayside Forum has recently agreed funding for colleges to provide enhanced induction for learners who have participated in Forum activities at pre-access level. This will offer additional transitional support after learners have moved onto mainstream college courses and should help assist retention.

The Forum will work with Scotland's Colleges to provide cross-sector staff development and training opportunities for staff engaging in the process. This will include:

- Training in applying the SCQF through benchmarking and/or credit rating to community-based provision
- Joint curricular planning

How Will This Work in Practice?

We will continue to fund community-based pre-access provision and will ask that courses meet the following criteria:

1. Provision will be credit rated/benchmarked (as appropriate) at Level 4/5 on the SCQF framework
2. Community-based providers will work with colleges and universities to jointly plan the curriculum to ensure that seamless progression routes are developed and maintained
3. An information/guidance session will be built into the provision to make participants aware of the appropriate Pre-Access Transition course and the opportunities it presents for progression.

We will work with Scotland's Colleges to deliver staff training and development for 1 and 2 above and, through our Transitions programme, will provide information and training for guidance staff for 3.

Timescales

We will alter the timing of our funding as follows:

- We will continue to fund community-based pre-access courses. However, these courses will now be delivered between August and January; with Pre-Access Transition courses taking place from February to June.
- During 2009/10 we will make available some development funding to colleges to provide enhanced induction for students entering colleges from community-based courses.

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