



Scotland – Good practices in Social Dimension implementation in Higher Education



Scotland – Case Study 1

SCHOOLS FOR HIGHER EDUCATION PROGRAMME (SHEP)

Synopsis

SHEP (Schools for Higher Education Programme) targets activity, on a regional basis, on those pupils who are at risk of not achieving their full potential and / or those achieving but not recognising their potential for progression to higher education (in both colleges and universities). SHEP targets only those schools in each region identified, based on a 3 - 5 year average, with less than 22% average progression to HE.

The programme provides support and guidance to raise the aspiration of pupils to progress to higher education and more importantly, practical assistance to support the actual transition.

Schools For Higher Education Programme

Over the last twelve months the Scottish Funding Council has undertaken a review of its funding for schools engagement and has refocused and repurposed its four regional schools programmes as part of the new Schools for Higher Education Programme.

With more focused funding for AY 2011-12 and 2012-13, the new programme supports regional collaboration between schools, colleges and universities to increase progression to higher education in both colleges and universities.

The purpose of the programme is to support the entitlements of the Senior Phase of Curriculum for Excellence

<http://www.ltscotland.org.uk/understandingthecurriculum/whatiscurriculumforexc/ellence/index.asp> and to focus activity on school pupils S3 to S6 (15 – 18 year olds). It provides a coordinated and collective approach to schools engagement at a level that would be inappropriate for individual institutions and which:

- meets the aspiration of a national pupil entitlement;
- reduces duplication and aligns effort; and
- streamlines engagement for the benefit of schools, colleges and universities.

Simplified Governance

The new programme will be delivered by four regional groups in Scotland. These groups will be led by a host institution, which will receive the funding, be chaired by a partner institution and consist of colleges, universities and other stakeholders.

In all of the four regional areas contact has already been established with the target schools and relevant education authorities. In addition, it is expected that each regional group will establish signed agreements with Local Authorities, which should encapsulate the commitment of the education authorities to the programme.

It is expected that in all of the four regional programme groups, progression agreements will be established with colleges and universities to better guarantee the progression of pupils.



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The executive expects that the four regional groups will function within a national framework. In this way, the regional groups will be tasked to meet regularly to achieve consensus on engagement, data collection and best practice.

Targeted with clear outcomes

To achieve this, the Scottish Funding Council have refocused the programme to:

- target activity on those pupils who are at risk of not achieving their full potential and / or those achieving but who don't recognise their potential for progression to higher education (in both colleges and universities);
- target only those schools in each region identified, based on a five year average, as having less than 22% average progression to HE;
- establish baselines against which future performance will be measured;
- track, with Skills Development Scotland, the progression of pupils to inform performance reporting; and
- adhere to a set of national delivery principles, including strategic agreements with local authorities and partner institutions and sustained engagement with cohorts of pupils.