



SWAP West

SWAPWest Annual Report 2019-20 |



Partnership, Accessibility, Student Success and Social Justice

Scottish Wider Access Programme (West) SCIO is a registered Scottish Charity, No. SC048288. SWAP is supported by the Scottish Funding Council.

≡ Introduction

≡ Partnership

≡ Accessibility

≡ Student Success

≡ Social Justice

≡ Contact Information

Introduction



SWAPWest Annual Report (2019-20)

Scottish Wider Access Programme (West) SCIO, known as SWAPWest, is a registered Scottish charity (SC048288). The members of SWAPWest are the colleges and universities in the West of Scotland. The members work in partnership to provide education opportunities for adults who have no or few qualifications. SWAPWest have provided access programmes in the West of Scotland for 32 years.

Our college partners provide a broad range of access programmes for adults who want to return to education. On successful completion of the programme students progress to higher education. Progression routes to degree level study are provided by our university partners. Opportunities to progress to HNC are provided by our college partners. Our programme model develops academic and learning skills and relevant social and personal competences.

SWAPWest highlights the benefits of adults returning to education to Scottish society and our education partners. Working with SWAPEast and with funding

from the Scottish Funding Council, we provide a coherent national provision of access programmes throughout Scotland.

We are proud to be partners in two Erasmus plus funded projects, FETI and MASTER, funded by the European Union, sharing and developing practice with our European adult education colleagues.

The annual report will highlight the work we do in the following areas:

- 1 **Partnership** – working with our college and university partners
- 2 **Accessibility** – the access programmes we provide for students
- 3 **Student Success** – evidence of the impact SWAP students make once they progress to higher education
- 4 **Social Justice** – the work we do with other organisations to highlight the benefits of adults returning to education for society

Partnership



Outcomes for 2019-20

We ran a total of **58** access programmes, with **1210** students enrolled. Of those, **934** students completed (not including Argyll nursing which has been included in the SWAP national report).

Five-Year Outcome Comparison:

All data	2020	%	2019	%	2018	%	2017	%	2016	%
University	720	60%	654	57%	604	58%	611	62%	556	60%
HN or College	167	14%	213	18%	139	13%	95	10%	115	12%
Work	-	-	6		2		-		25	3%
Completed & FE transfer	52	4%	42	4%	32	3%	10	1%	18	2%
Not completed	276	23%	240	21%	295	28%	274	27%	218	23%
Total	1210		1155		1042		990		833	

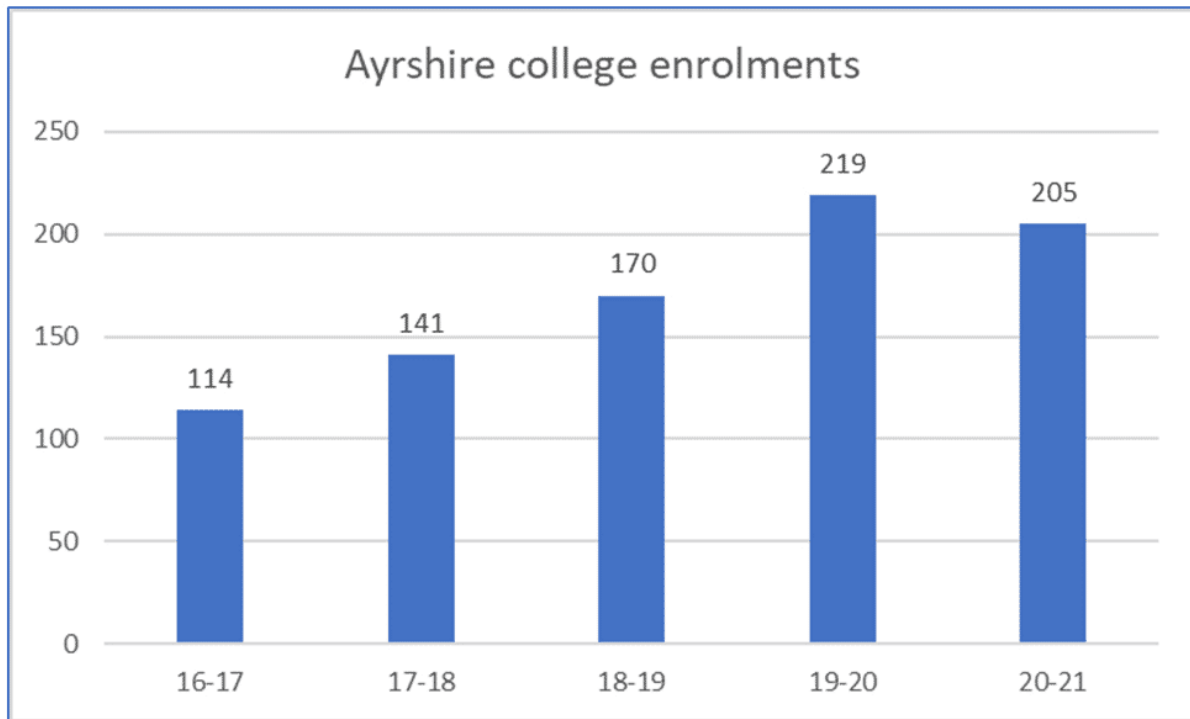
The outcomes table only includes programmes where we have received completion data. Further analysis on widening participation indicators can be found in the 'Social Justice' section of this report.

Our college partners deliver a broad range of access programmes. This section of the report will concentrate on highlighting the work we do across the regions we serve. Our partnership approach will continue to underpin the development of access programmes to meet the needs of adult returners.

All partners participated in a SWAP review from December to March, considering ways to develop access provision in the regions where we work. We will highlight the outcomes from the review, as well as the response to the COVID-19 pandemic.

Ayrshire College

Ayrshire College delivers: Access to Humanities and Primary Education, Childhood Practice, Social Services, STEM, Life Science and Nursing, working across Ayr, Kilmarnock and Kilwinning campuses.



Ayrshire College enrolments 2019-20

Student enrolments have remained consistent after the increase last year. Our new childhood practice programmes were popular with students. The initiative with South Ayrshire Council was successful with an Access to Childhood Practice programme being delivered in Girvan community centre. Thank you for the considerable work and effort put in by all partners to ensure of the “partnership for education”. The programme recruited in February and despite COVID-19, students remained committed to the programme.

We worked to consider the marketing of the life science programmes this year. We saw a growth in interest, and this has led

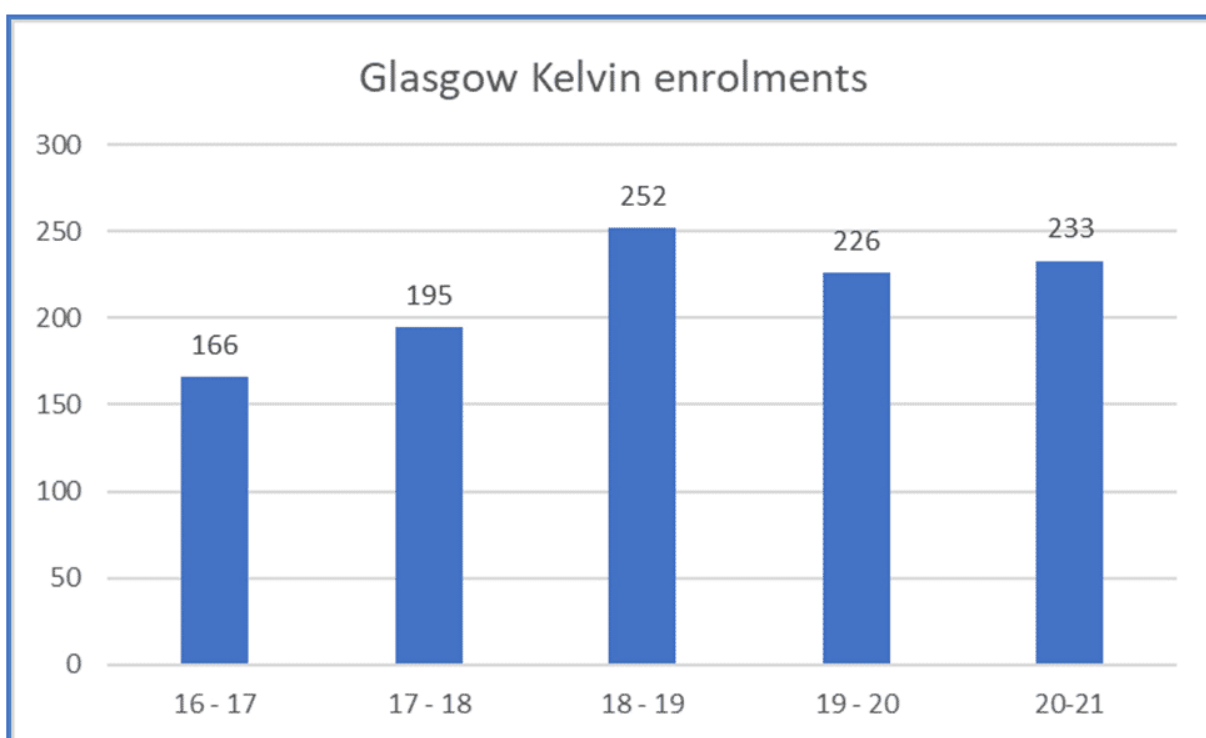
to a new life science programme being delivered in Ayr for 2020.

Glasgow

Working with Glasgow Clyde and Glasgow Kelvin, SWAP provides a wide range of general and specialist access provision across the city. City of Glasgow College deliver an access to STEM programme.

Glasgow Kelvin College

Glasgow Kelvin College delivered Access to Humanities and Primary Education, STEM, Life Science, Health Sciences (radiography, optometry, podiatry and dietetics), Medical Studies, Childhood Practice and Nursing, working across Springburn, East End and Easterhouse campuses.



There is considerable demand for the specialist programme provision, especially in the areas of health science. We are looking to balance that with ensuring consistent progression with students from all programmes. It is challenging work when the college works with students with a range of multiple disadvantages.

In 2020, we have seen an increase in the enrolments of students on Humanities programmes, with the return of Access to Humanities to Easterhouse campus. Men into Professional Care is a challenging programme now moving into its third year. The increase in the number of males entering the nursing profession remains a challenge for Scotland, but it is one that SWAP is committed to working on together with our partners.

A real highlight at GKC this year was when history enthusiast Lynsey McFarlane, a student on the SWAP Humanities at East End campus, took it upon herself to invite Professor Sir Tom Devine to the college. He kindly accepted, saying that it was the first time he had ever been directly invited by a college student. He made his visit in January, much to the delight of students and tutors alike.



GKC Humanities students and staff with Professor Sir Tom Devine
(January 2020)

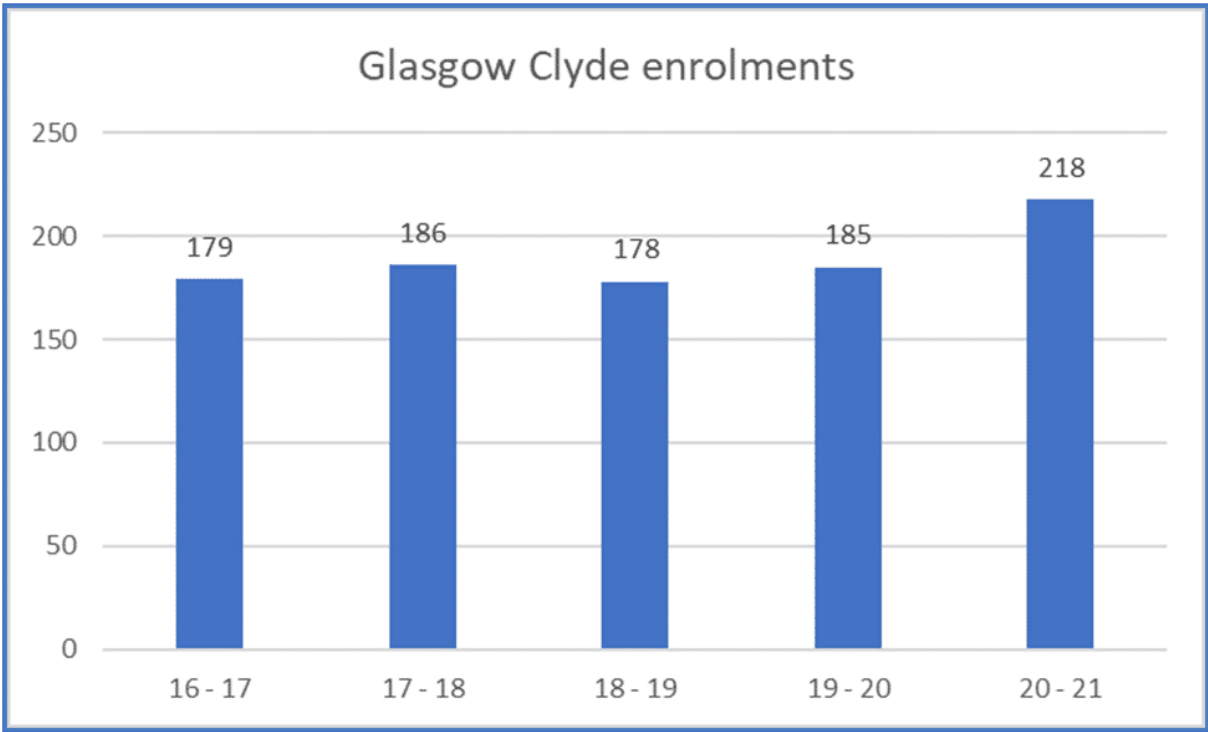
Thank You

We wish to extend a special thank-you to Jill Montgomery, who was Access Coordinator for Science and Health for GKC, having previously served in the role at Stow College. It's never an easy role, but Jill's commitment to SWAP is exceptional. We wish her well now in her new role, though she keeps in touch as tutor for the 'Intro to

Medical Studies' programme. We would also like to extend a warm welcome to Brian Edwards in his new role.

Glasgow Clyde College

Glasgow Clyde College delivered Access to Humanities and Primary Education, Law, Life Science, Health Sciences (physiotherapy, OT and podiatry), Medical Studies, and Nursing, working across Anniesland, Cardonald and Langside campuses.



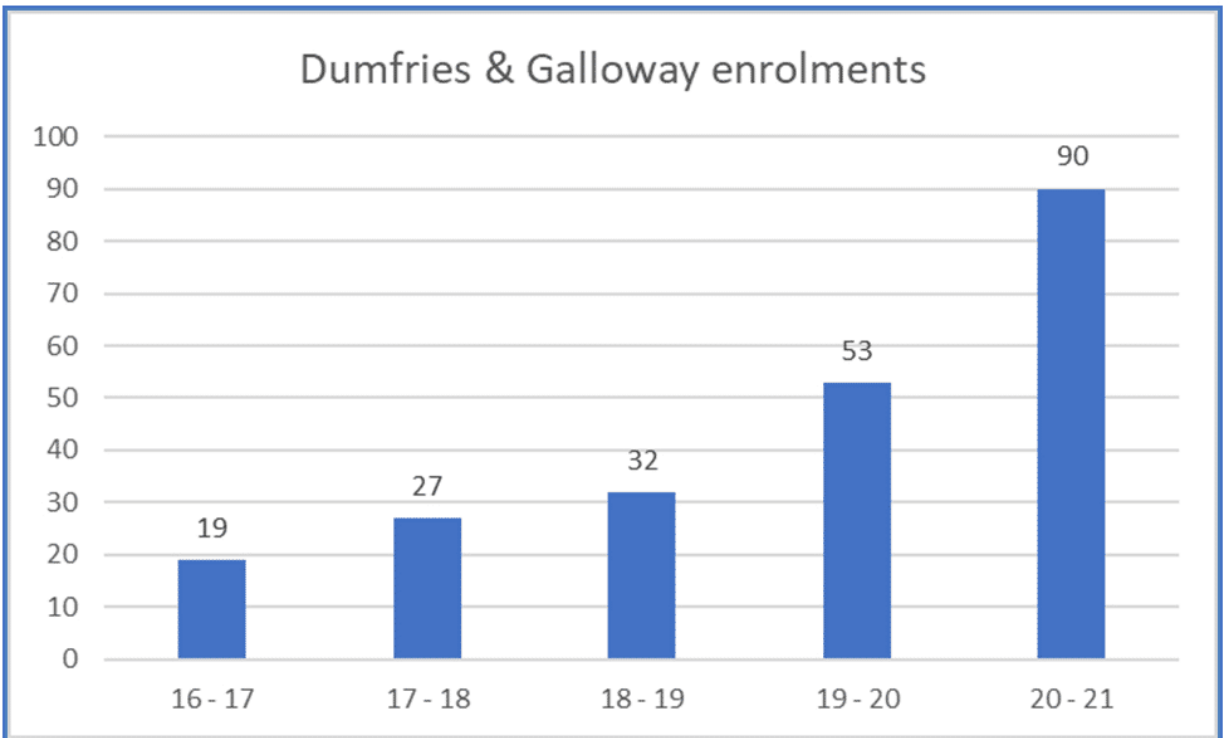
Glasgow Clyde College continues to deliver excellent results. A new Access to Law and Criminal Justice programme has started at Langside campus. We highlighted gender in Humanities last year and it is interesting to note that last year's programme had a majority of men on the programme for the first time. All students completed and with excellent progressions.

The Access to Medical Studies programme provided six students for University of Glasgow, including three veterinarians, two medics and one dentist, our first in that specialism for a number of years. Also, it's worth noting that we have our first student progressing to Edinburgh University for medicine. We wish all of these students well.

Thanks to Isobel Martin and Jonathan Swann who have worked hard as tutors to develop the medical studies programme.

Dumfries & Galloway College

Dumfries and Galloway College delivered Access to Nursing programmes in Dumfries and Stranraer.



The new Access to Nursing programme at Stranraer campus worked well, building on the success of the long-running programme in Dumfries.

Access to Humanities has started this current academic year (2020-21) with 18 students, and they have had a strong start with enthusiastic students.

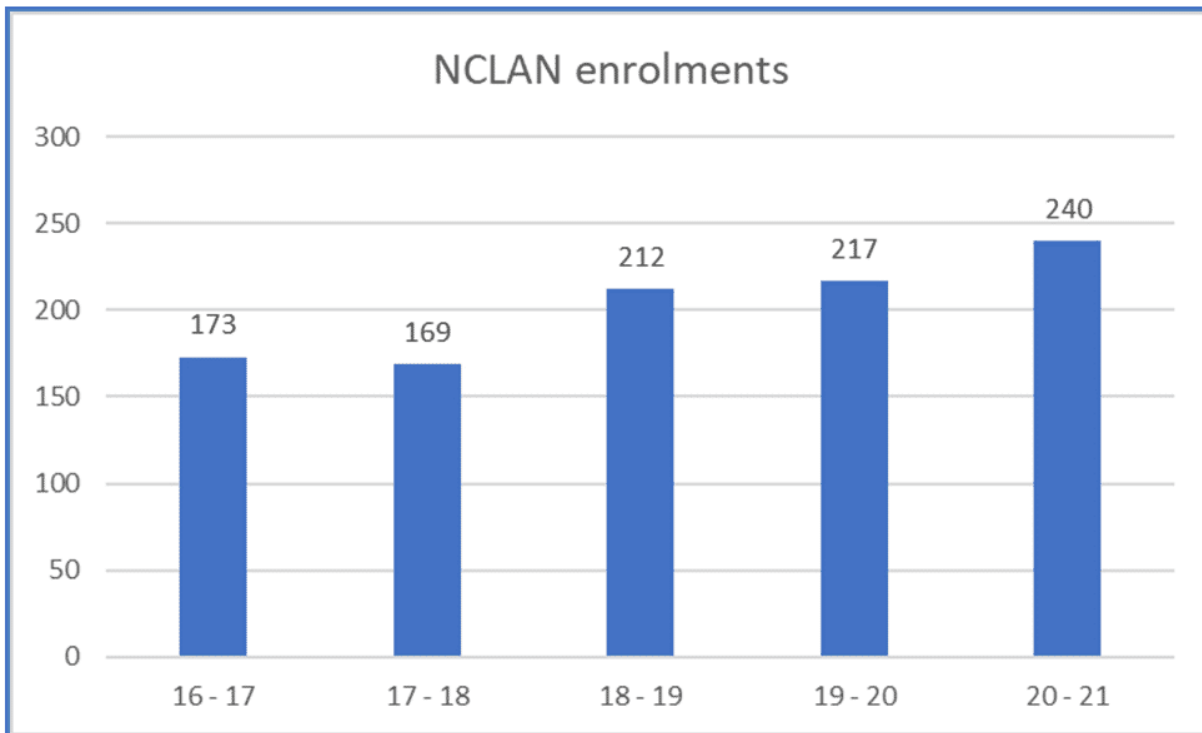
Thanks to Julia Macdonald and the team for their commitment to SWAP.

Lanarkshire

We work with New College Lanarkshire and South Lanarkshire College to offer provision across the region. Programmes running in these colleges provide opportunities across the communities of Cumbernauld, Coatbridge, Motherwell and East Kilbride.

New College Lanarkshire

New College Lanarkshire delivered Access to Social Sciences, Social Work, STEM, Life Science and Nursing, across Motherwell, Coatbridge and Cumbernauld campuses.



One of our objectives last year was to reflect on the provision across the NCLAN campus and considering new initiatives. Reflecting the development of paramedic science at UWS Hamilton and Stirling universities, the College looked to develop a specialist paramedic science programme.

Thank you to the science and health teams in the College who have combined to support the initiative. The programme is running from Motherwell campus, which extends our science footprint within the region.

We have seen continued growth in success of our nursing programmes across all three campus, each of the campuses having a similar number of programmes.

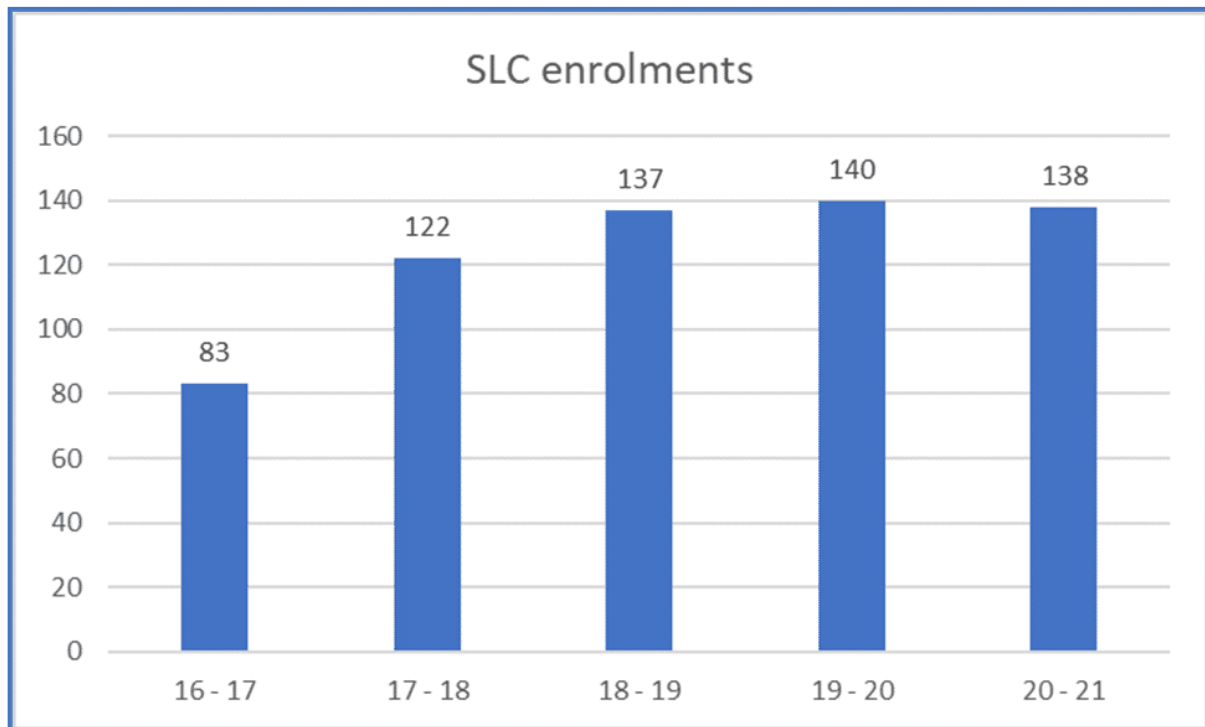
The STEM programme extended to provide opportunities to optometry, which proved successful last year with four students progressing to GCU. We are really pleased that Childhood Practice has also started at Cumbernauld campus from 2020.

One interesting insight is how programmes themselves develop. Our Access to Social Services at Coatbridge campus further developed this year, with 11 students progressing to university—a remarkable

achievement for a programme that was first developed to provide opportunities for HNC. Well done, Lynn Orr and Bobby Wallace.

South Lanarkshire College

South Lanarkshire College delivered Access to Humanities and Primary Education, Law, Business & Finance, Health Sciences, Childhood Practice, and Nursing in East Kilbride.

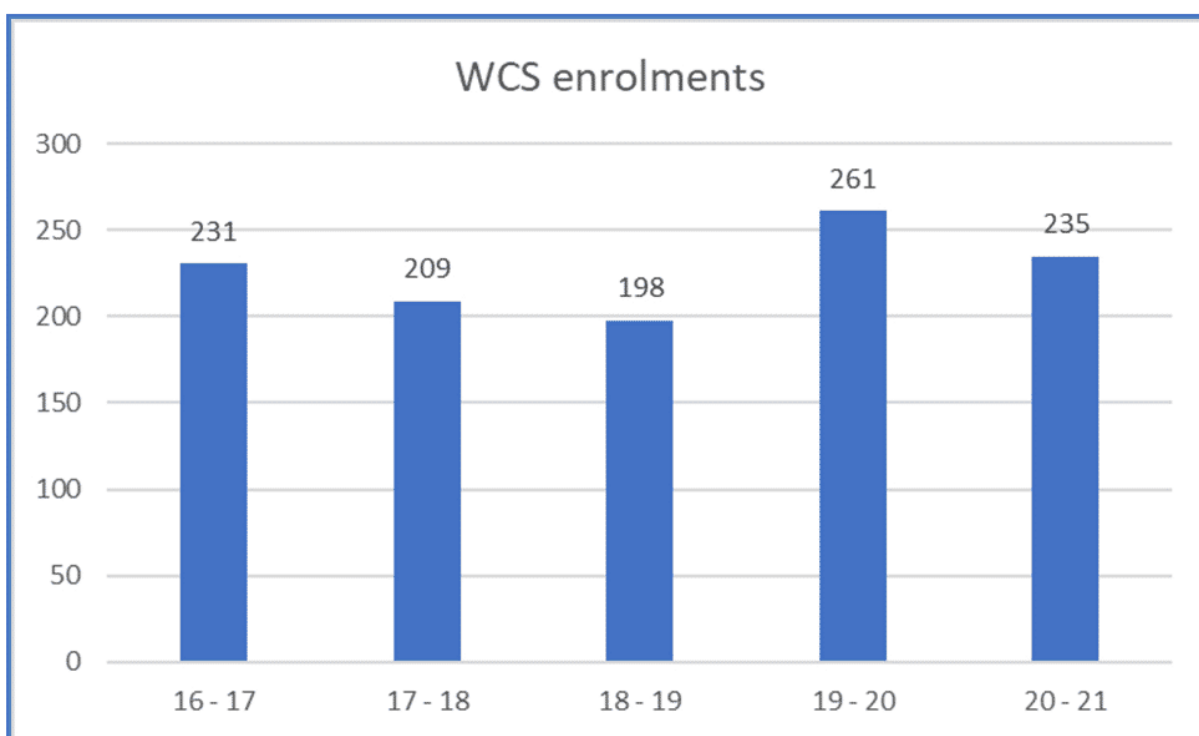


This year saw the Access to Social Services running for the first time in South Lanarkshire College. The programme is a challenging one to run, so well done to Kirsteen and Nicola. Access to Childhood Practice remains a strong focal point for the college. Results from

the pilot access programmes show good progression from students onto HNC and careers in the profession. The College re-developed the science programme, providing a re-balance of biology and health. We are looking forward to the new year, when the college will begin to deliver a short, intense Access to Science programme, running as a January start. Thanks to the range of teams now working with us in the college, ably led by Rhona Keys, Kirsteen Newman, Lynda McBain and Karen Cleary.

West College Scotland

West College Scotland delivered Access to Humanities, Social Work and Primary Education; Law, Business & Finance; Life Sciences, Childhood Practice, and Nursing, working across all campuses in Clydebank, Paisley and Greenock.



The introduction of an additional nursing programme and also childhood practice at Waterfront campus worked well, providing growth in the Inverclyde area, which was very welcome. The January-start model for nursing at Paisley also worked well. The 2019 class progressed to degree level study at UWS and GCU in the autumn.

It was challenging for the 2020 January-start nursing class. They have done well in sticking with the programme. Well done to our nursing teams who have supported the development of programmes.

The College continues to attract a number of students from SIMD20, over 50% in all programmes.

UHI Argyll College

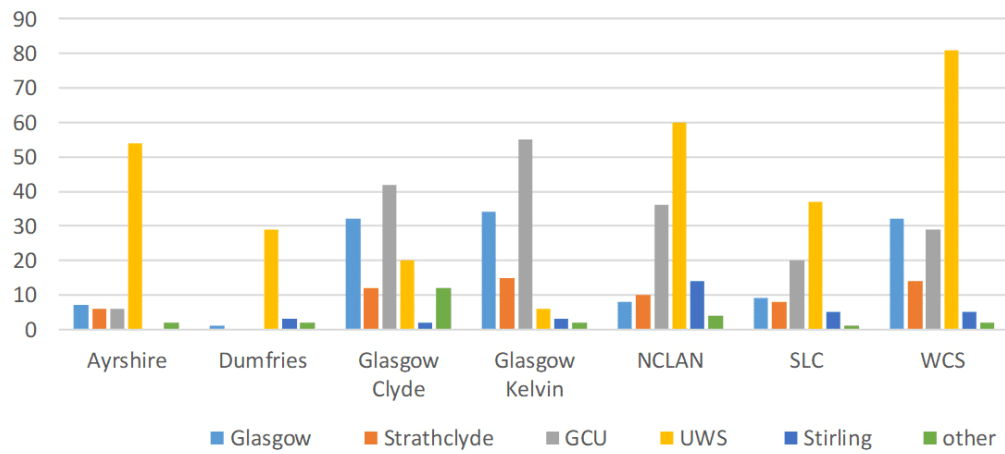
We developed an Access to Nursing programme as part of SWAP national development led by SWAPEast. The Argyll College programme is delivered across a range of campuses in real time. We extend our thanks to Linda Brown, our tutor who put in a considerable amount of effort to make the programme work. The SWAP national work has been subsumed into our work in the west. We are looking forward to continuing to work with Argyll college.

SWAP Summary

Scottish Funding Council (SFC) core funding has allowed SWAP to work with partners to develop new programmes in each region, as well as looking to consolidate the right learning in the right place across campuses.

Our college regions have worked hard to provide opportunities from the programme and to consider future opportunities.

HEI progression



Accessibility



Accessibility

SWAP manages a range of programmes across a wide breadth of curriculum areas. The programmes aim to provide as many opportunities as possible for adults, combining general programmes with a range of more specialist provision.

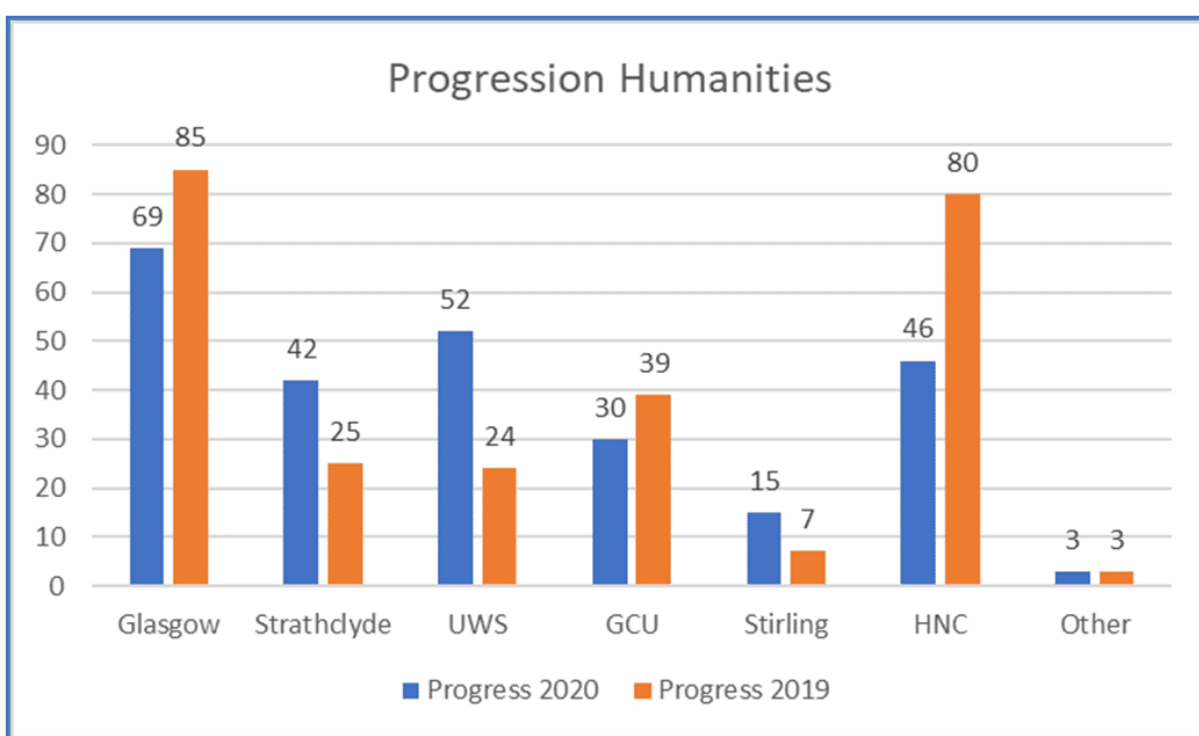
While programme development has been focused on specific curriculum areas such as childhood practice and social services, programmes which provide a wide range of options for students remain a central part of the philosophy of SWAP.

This section of the report will look at the work we do in academic areas and guidance, the beating heart of SWAP programmes.

Access to Humanities & Primary Education

In 2019-20, there were 17 programmes delivered in 14 college campuses, with 370 (355 in 2018-19) students enrolled and 264 (267

in 2018-19) completing. The completion rate of c. 72% in 2019-20 was slightly down from c. 74% in the previous year. It is encouraging to see a range of universities represented, with growth consolidated at UWS, Stirling and Strathclyde. The HNC numbers dropped to 46 students, which was lower than last year. That tended to be an impact from COVID.



Developing Access to Humanities programme remains a key priority. We need to continue to consider the growth of progression across the programmes.

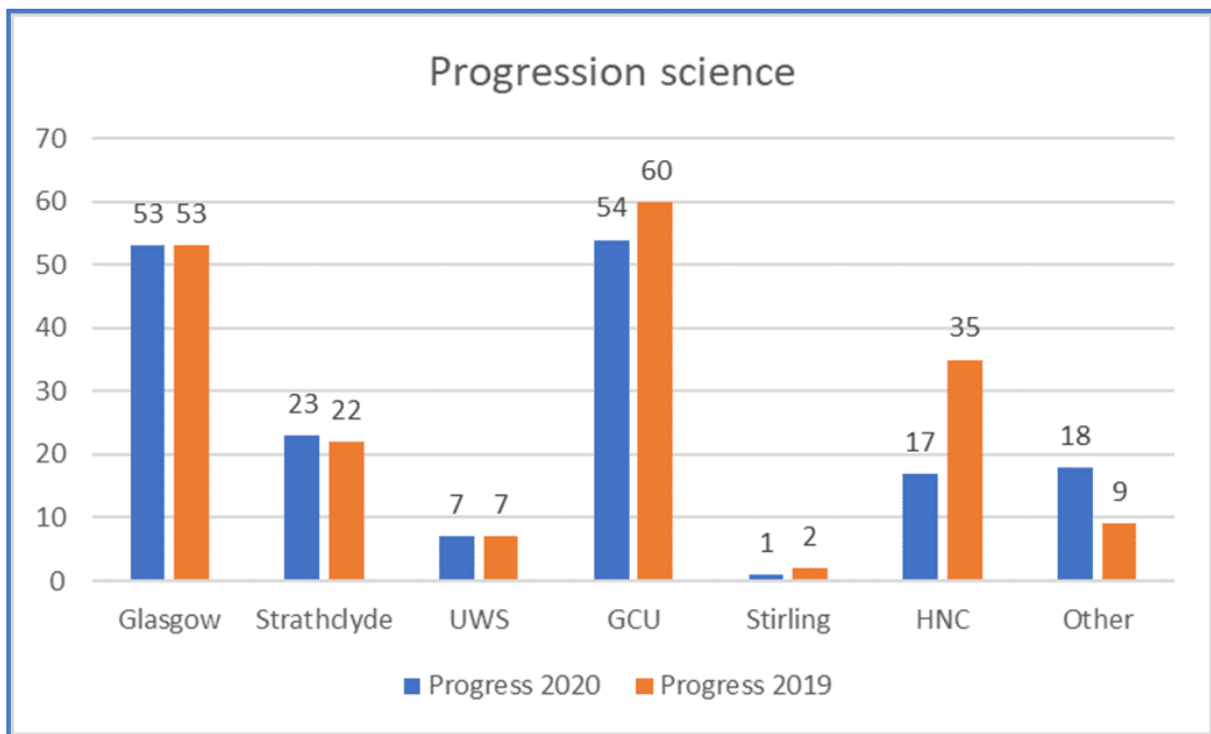
Access to Science

In 2019-20, there were 14 programmes delivered in 10 college campuses.

We have two main general programmes: one for Chemistry and Biology, and the other for Science Technology, Engineering and Maths (STEM). We also deliver specialist allied health programmes, as well as medical studies.

Enrolments remained stable at 275 (277), with 205 (212) students completing.

This represents good consolidation from the 66% progression from 2 years ago. Progression to our university partners remained similar.



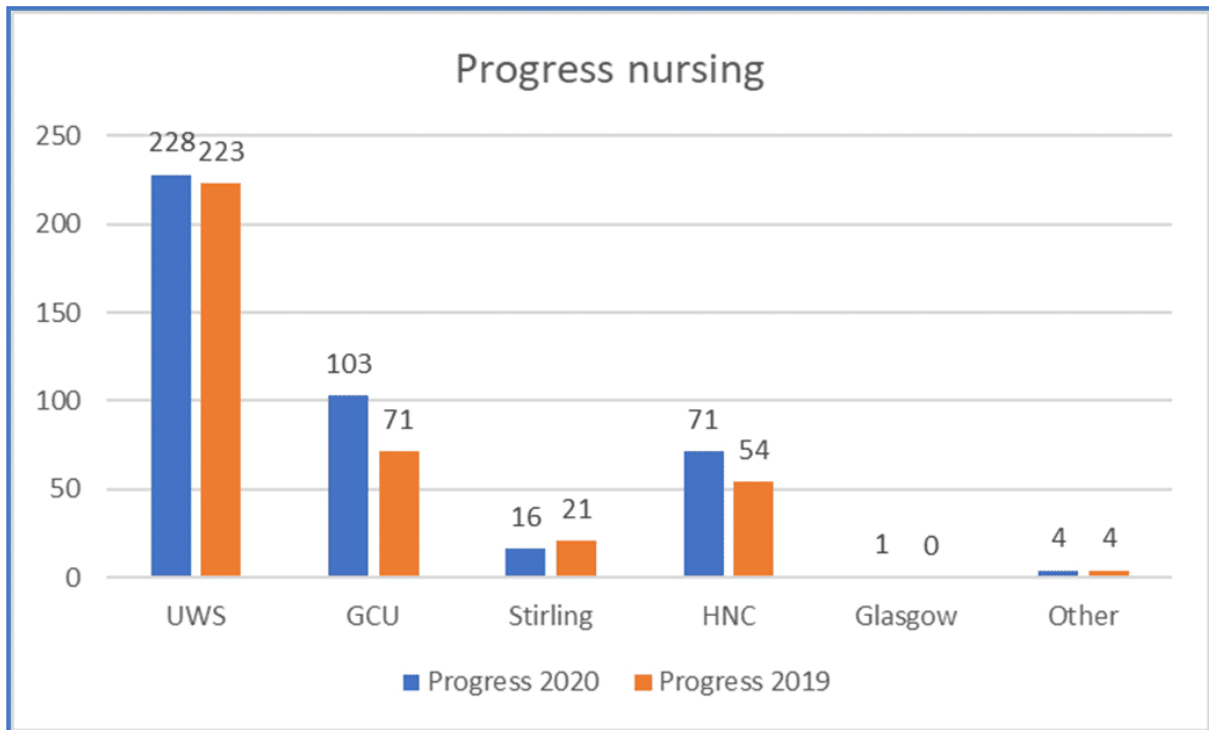
Progress to HNC fell in in the sciences, as well. Again, our sense was that this was related to the pandemic. There is still considerable potential to grow our science programme provision. We will continue to work with partners to find out ways we can continue to encourage adults to consider science.

Access to Nursing

In 2019-20, there were 17 programmes delivered in 16 college campuses.

Nursing programmes remain popular, running in most college campuses. There is considerable local demand. The partnership works hard to ensure opportunities for progression for students.

Our completion rate for students increased to 83% and the number of students progressing to university increased to 348. Progression to HN increased this year, which we felt was beneficial, especially in relation to the uncertainty around COVID-19. Students on nursing programmes continue to do well, especially those from SIMD20 and with few previous qualifications.



We would also highlight that 38% of our nursing students are single parents, a significant increase of numbers in that area. Our high completion rate shows the levels of commitment from SWAP nursing candidates.

We maintained our work with NHS Education for Scotland (NES) in implementing the CNO Commission on Fair Access. We co-hosted two seminars with the College Development Network (CDN) and NES: the first on equality and diversity, and the second on Recognition of Prior Learning (RPL) The seminars highlighted the role of college provision and how that can work well in partnership with university as well as with NHS.

Access to Childhood Practice

We have been working with South Lanarkshire College, Ayrshire College, Glasgow Kelvin College, West College Scotland, Dumfries & Galloway and New College Lanarkshire in this area. The programme remains in development, with good initiatives across our college programmes. There is still considerable potential for growth in this area.

Preparation for Higher Education (Prep for HE)

In response to COVID-19, we reflected once more on the differences the SWAP programme can make to succeeding in education and, as a consequence, we brought forward our planned development of the Prep for HE unit. The online provision of this unit is designed to help maintain the academic and professional development of students.

This core SWAP unit supports the acquisition and development of key attributes for lifelong learning, and builds the foundation for successful progression and transition to HN and degree level study. In this unit, students focus on developing academic skills which will enhance and support core taught SQA programme units. Prep for HE supports learners in the development of lifelong learning competencies, which are based on the European framework for "personal, social and learning to learn" key competencies. The unit

adopts a number of delivery methodologies to provide flexibility for tutors and students.

New online Prep for HE modules will be rolled out throughout academic year 2020-21 and then further enhanced with the feedback we have received from SWAP tutors and students. The "Prepare to Be Successful" modules are being well received by students. Thank you to Amy Angus and Paula Christie for their hard work and dedication to what is a major task. It will remain a central focus of our work in terms of developing students.

Here is some of our initial feedback from students:



Darriane Singerline, WCS Humanities

"I think hearing first-hand experience from these students makes this a whole lot better. I find it really helpful because the things they say are so relevant to myself and things I have thought of, but also new things I haven't heard of such as the *pomodoro* technique, which is a great idea. Also because these students have went through the same thing I am going through, its like a kind of support and reassurance from them, like *'it's ok we were here and we made it through, this is what helped us, see what you can take from this so that it helps you'*. Makes me feel like I'm involved in some sort of community, which is something I haven't felt in a long time, probably since I was in primary school."

Leigh-Anne Shaw, Ayrshire, Childhood Practice

"I found the Prep for HE illuminating. Actually thinking about myself, how I see myself, and constantly putting myself down and being honest with myself. Now I know how to better myself, change my mindset. It will take time and perseverance, but if I want to change I need to change."



Euan Smith, GKC STEM

"I was a bit unsure of the usefulness and practicalities of the Prep for HE at the beginning, but I have been able to use the space to reflect and a little bit of venting as well. The techniques themselves and hearing other students trials and tribulations was surprisingly therapeutic. I think the most useful idea I'll be taking away is having some form of diary to reflect and look back at the progress, as I tend to live inside myself."

Cheryl Fraser - NCL Nursing

"I have really enjoyed these modules. They have given me lots of useful information and advice. It's so inspiring to see other SWAP students completing the journey and [it] has given me confidence for my future completion of the course. I have found it so refreshing hearing from students, especially students that have been through lockdown 1.0 on Zoom and how they managed to deal with the challenges of learning from home."



Student Success



Student Success

It will be very difficult in this year, of all years, to single out any specific student successes. The SWAP response to COVID-19 reminded us all of the individual struggle students have with their education development. The shock to our “normal” way of delivering led to a wide range of initiatives from our partners. From one student spending three weeks full-time to learn maths at Glasgow University summer school, to students balancing their keyworker role with completing their studies, and tutors supporting their students when they were studying during their evening shifts in care homes—the response was simply magnificent.

We learned from what worked well during the crisis response to COVID, and we will continue to evolve our own practice as we work with this years cohort. SWAP will maintain our principles of reflecting on the fact that we are still working through a pandemic, that we will work with flexibility, and that we will consider carefully

each student's unique position. The work we do in profiling students really came to the forefront during the year, highlighting the importance of our relationships with students to ensure careful progression with their studies.

There were a number of really feelgood moments during the year; the piece on SWAP students that was on the media on International Nurses' Day remains a highlight, as it managed to summarise the work we have been doing in SWAP. The clip features a former SWAP student who decided to stay to do her HN at college, then progressed to UWS to study nursing. She clearly worked hard during college and university, managing to balance work and her young family, and has now joined a profession she feels passionate about. I love the way she matter-of-factly explains her day, fighting a pandemic. Well done to Marcus and the UWS team for putting this together.





BBC One - Breakfast, Meet Becky. She's a student nurse who started work early in a bid to tackle the coronavirus

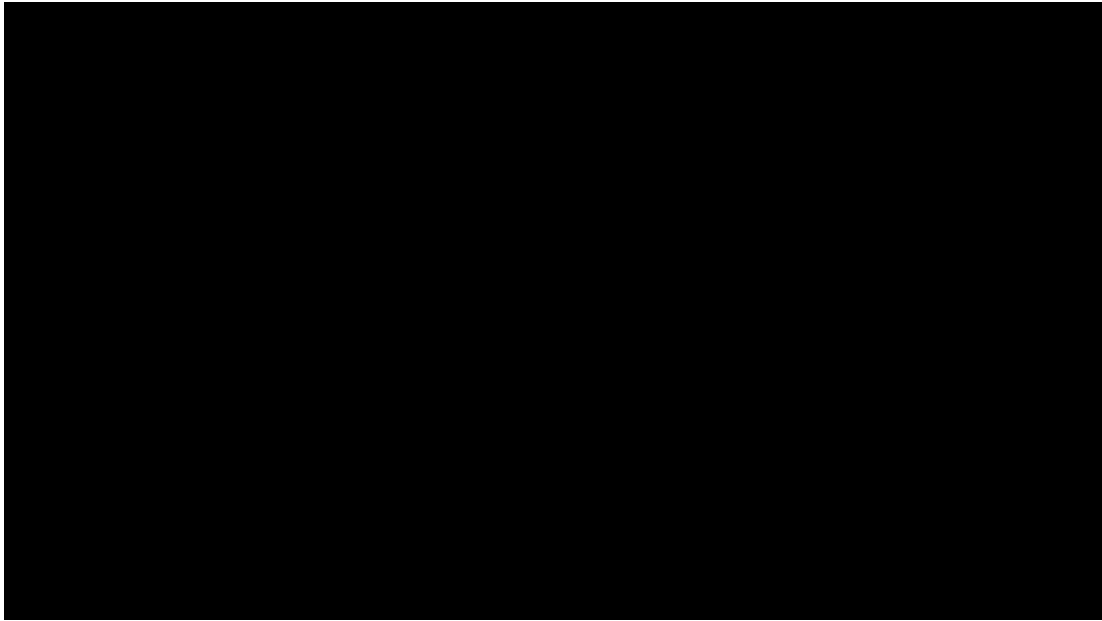
We hear her story as we mark International Nurses Day

READ MORE BBC >

We also received a nice follow up from Strathclyde University, telling us of five First-Class Honours students who graduated virtually this year. It perhaps also reminds us that these studies continue on, as these students are now in the workplace, ensuring that education continues.

Here are a couple of those students (Trudy Muir and Siobhan Scambler) reflecting back on their learning journey:

 YOUTUBE



Trudy and Sinead 01 - The learning journey

Former SWAP students Trudy Muir and Sinead Scambler graduated from the University of Strathclyde in 2020 with 1st-Class Honours degrees in Primary Teaching. ...

[VIEW ON YOUTUBE >](#)

We continue to see SWAP students among the prize winners at the end of the year. It was really great to see our new programme at Argyll being recognised, and well done to Florence Aura, who was awarded Argyll College FE Student of the Year:



Florence has just completed the Scottish Widener Access Program (SWAP) Access to Nursing programme, and her tutor described her as "the epitome of a SWAP Access to Nursing student". She is a committed, capable and highly motivated student who has carefully balanced college with work and family life. She took on extra responsibilities as a keyworker caring for individuals in the community during the Covid-19 lockdown. Florence has been

accepted to Glasgow Caledonian University to study Adult Nursing this year and we wish her the best of luck with her future studies.

Our student network continues to grow and strengthen. Our first set of role models have now graduated and moved on. It is great to see so many students filling their seats, providing peer support to our current students.



Nic Ola

2 October · 🌐



Hi everyone. I just want to wish you all luck on whatever course you're embarking on.

I completed the swap access to primary education last year at Kilmarnock and I am now yr one BA Primary Education at UWS Ayr. I loved the swap course and it really did help a lot. Looking at my timetable and module descriptors for uni it makes total sense why we studied what we did.

If I can help in anyway please just ask 😊

[View insights](#)

767 post reach >



17

3 comments



Like



Comment



Share



Vikky Wills

Hi Nic, I've not long started access to primary ed at WCS in paisley and I'm seriously considering UWS as my choice to apply for for next year could you get in touch with me as I'm looking for some info to help me make my choice. Thank you!

Like · Reply · Share · 7 w



Nic Ola

Vikky Wills of course. Feel free to drop me a message x

Like · Reply · Share · 7 w



Vikky Wills

Nic Ola thanks I'll do it now x

Like · Reply · Share · 7 w

Social Justice



Social Justice

SWAP has always played an integral part in providing fair access for adult students. We actively seek to work in partnership with a wide range of organisations to promote and expand opportunities for adults in education.

Widening Participation Indicators

The main indicator from the Scottish Funding Council (SFC) remains the Scottish Index of Multiple Deprivation (SIMD).

We continue to deliver a programme that impacts for students who live in areas of economic deprivation (SIMD MD20). Enrolments in SIMD20 area were at 43% (523 students). There were 389 students from SIMD20 who completed and progressed with their studies. The completion rate of 75% in this group is just slightly under our completion rate for the year. There was also a notable 100%

completion for 14 students from Ayrshire Kilwinning's Access to Nursing programme.

We continue across all regions and programmes to recruit above-average numbers of SIMD20 on to programmes. In terms of our wider basket of widening access measures which we report to the SFC, see below (NB: numbers in brackets are from 2018-19 for comparison):

- **No parental experience of HE:** 85% (82%) - 78% completion
- **No qualifications above SCQF Level 5:** 82% (81%) - 74% completion
- **Students from a BME background:** 11% (11%) - 76% completion
- **Students who have disclosed disabilities:** 16% (17%) - 66% completion
- **Gender ratio:** 80:20 has decreased, due to increase in Childhood Practice
- **Single parents:** 27% - 75% completion rate

Completion rates varied across our widening participation measures in a way perhaps not seen for a number of years. For example, completion rates were constant for students with no parental experience of HE and with qualification levels below SCQF level 6, whereas BME students' completion rates were better than average. There were difficulties with students with disabilities, especially those who have identified mental health issues. Numbers on the care-experienced group improved, but we still have work to do to increase completion beyond 60%. Our work with single parents is a real success, but male progression at 66% requires work.

Evaluation Project

Alison Browitt from the University of Glasgow provided her expertise to work with the SWAP team to develop and update our evaluation strategy. The work was carried out within the context of the Framework for Fair Access and looked at how we can best evidence our successes. It provided a three-year benchmark for SWAPWest to work with partners to use an evidence base to further develop our work. We also looked at ways we can track and contact our students who have progressed to degree and HNC study. For further information [please see the evidence section of the SWAP website.](#)

Partnerships for Education Project

We continue to contribute to a number of SFC groups analysing gender, veterans, and the widening access provision across Scotland.

Our SFC-funded Partnerships for Education project developed broader relationships, which were used to strengthen our work with widening access projects, schools, colleges and universities.

The Partnerships for Education project has given us the opportunity to reflect on our relationships with other access opportunities and to share our expertise. While we highlighted our work with Focus West last year and earlier in the report with Ayrshire college and the Girvan Childhood Practice initiative, we have also been working with Strathclyde University Engineering Academy, South Lanarkshire Council and NCLAN on an innovative model of access with disadvantaged school pupils. The model utilises our SWAP model of a framework for academic development, guidance and profiling. It has been interesting to assist school and college colleagues on stretching our radical philosophy of education. Fifteen students enrolled on the programme, with 14 progressing to the second year of the project.

Last year we reported on the successful development of the Framework for Fair Access. For this year, we have been supporting the work of SCAPP. [Please check out their website](#) for further information.

European Projects

MASTER

The **MASTER** project is an initiative aimed at facilitating the participation of low-skilled adults in formal education / training opportunities and in the labour market by developing or reinforcing their personal, social and learning competencies, considered vital for the re-activation and re-engagement of potential learners from vulnerable groups.

The partnership benefits from a broad range of complementary expertise in adult guidance, research, training and networking. The Consortium is composed of partners from Italy, Portugal, Scotland, Cyprus and Belgium, including higher education institutions, public and private Adult Education providers and an umbrella organization representing educational institutions and associations from adult education at EU level. The project will be completed in 2022.

SWAPWest developed the MASTER Outreach Strategy for the project.

The workshop tools have been piloted with students on three of our access programmes. Thanks to Gordon Murray and the West College Scotland programmes for their support.

To keep up to date on the project, please keep in touch through the [SWAPWest website MASTER section](#).

FETI

The **FETI** project will look to see if a model can be designed which leads to better integration of refugees, as well as increasing their digital, linguistic, language and, where needed, vocational skills. This transnational project brings together a consortium of partners with extensive and complementary expertise in adult guidance, research, training and networking. The Consortium is composed of partners from both private and public bodies in Norway, Italy, Turkey and Scotland, including higher education institutions, adult education providers and non-profit organizations.

SWAPWest was responsible for delivery of the local needs study. We are now working with Glasgow Kelvin College to engage with

refugee students on developing the FETI model.

To keep up to date on the project, please keep in touch through the [SWAPWest website FETI section](#).

Thank you to our hard working European development team: Helen Cormack, Paula Christie, Erica O'Neill and, of course, Andrew Quinn.

Summary

The annual report shows the impact that SWAP makes on individuals, families and wider communities across the west of Scotland. We are meeting the challenge given to us by the Commissioner for Fair Access to 'scale up', at the same time as we are providing opportunities across a broader curriculum area.

Our challenge now will be looking at ways that we can continue to strengthen our partnership, balancing our resources across our core work, with innovative and valuable widening access work.

Contact Information



Executive:

- **Chair:** Neil Croll
- **Vice-Chair:** Julie Maxwell
- **Secretary:** Myra Sisi
- **Member representatives:** Stephanie McKendry, John Rafferty, Carolyn Laird, Marcus Ross, Shona Barrie, Eleanor Wilson, Laura Webster, Cathy MacNab, Robin Ashton.

College Members:

- Ayrshire College
- City of Glasgow College
- Dumfries College
- Glasgow Clyde College

- Glasgow Kelvin College
- New College Lanarkshire
- South Lanarkshire College
- West College Scotland

HEI Members:

- Glasgow Caledonian University
- Scotland's Rural College (SRUC)
- University of Glasgow
- University of Stirling
- University of Strathclyde
- University of the West of Scotland

Scottish Wider Access Programme

West SCIO

123 Flemington Street

Glasgow G21 4TD

Tel: 0141 564 7206

Email: swapwest@scottishwideraccess.org

Web: www.scottishwideraccess.org

Facebook: www.facebook.com/swapwest

YouTube: <https://www.youtube.com/user/SWAPWestOfficial>

Twitter: @SWAPNational

Scottish Wider Access Programme (West) SCIO is a registered Scottish Charity, No.
SC048288