Access St Andrews
Our Pledge

“Our ambition is to see equity of access across the country regardless of socio-economic background. We pledge to make an offer to all applicants who declare a looked after/in care background, or who reside in the 20% most deprived areas in Scotland as indicated by the SIMD, and attend a school which has 30% or lower progression to HE; provided that the desire to study the subject is demonstrable, the minimum asking rates within all specified required subjects are met and, if relevant, there is success in external testing or interview.

To support our students from the most disadvantaged areas in Scotland while at the University, we will offer a full transition programme with taster days along with a first year mentoring programme for all students with Access criteria such as socio-economic disadvantage, attendance of a low progression school or a background of being looked after/in care and provide a bursary of £1,500 for every year of study for all students with a household income less than £34,000.”

Welcome

The University of St Andrews has long been proud of its diverse student body, enjoying a vibrant and hugely international community. We acknowledge that diversity is not just about nationality, it is also about diversity of socio-economic experiences and backgrounds.

In order to achieve such diversity, we need to understand, reduce and eliminate the barriers that stop people from all such backgrounds coming to a competitive university like St Andrews.

This brochure aims to highlight our extensive array of access initiatives run throughout the academic year as well as emphasise some key statistics from each project, showing the impact these initiatives are having on the participants.

We work with a wide range of individuals, from a variety of different educational backgrounds aged from 10 to 74 years old, whether they are coming to higher education from school, college or returning after a break from education we are able to support their transition into university study.

The effects of our programmes go far beyond our entrants to St Andrews: they have contributed to the successful placement of young people into many other positive higher education destinations.

St Andrews considers these programmes to be part of our success and contribution, and are proud to support students in our local community and beyond to reach their full potential.

If you would like to find out more about our access initiatives, you will find further information on our website.

www.st-andrews.ac.uk/study/access
Over the last ten years we have seen the number of outreach activities we run and the number of attendees on these programmes grow. We have engaged with both the school and further education sectors to ensure that the best advice and support is given to prospective applicants in order to strengthen their applications to competitive universities like St Andrews.

Our aim is to ensure that all our Access work has meaningful intervention and meets one or more of our main Access priorities:

- **Access** work which contributes to a sustainable national framework.
- **Breaks** down barriers to higher education.
- **Closes** the attainment gap.

In 2007 there were around 200 participants in our outreach programmes, and now that number stands at well over 1,000.

This work has resulted in:
- a rise in SIMD20&40 to 19.6% for 2017 entry.
- 47% of Scottish domiciled entrants in 2017 having an Access marker.
- an increase in academic supported routes into the University through our Gateway programmes and FE-HE route.

Our main aim is to help those from under-represented groups in Scotland achieve their full potential with the ultimate goal of accessing higher education. We have a range of different interventions designed to help raise attainment and break down barriers into education.

There are two main categories of interventions:

1) **Schools Outreach Programmes** – These Access initiatives are designed to work with school pupils from 10 to 18 years of age. These programmes include residential summer school elements as well as project work with continuous engagement throughout the academic year. Examples include: First Chances, Reach (Access to High Demand Professions), Sutton Trust Summer School, Access to Rural Communities and many more.

2) **Lifelong and Flexible Learning** – These programmes are designed to work with students often coming from alternative routes to education, such as college. These transition programmes aim to support these students in making a competitive application and easing their transition from further to higher education as well as providing dedicated part-time and full-time study options.

Throughout this brochure we will give further detail on each of our main Access initiatives as well as explain our contextual admissions policy in more detail.
A key focus of our outreach programmes is concentrated on raising aspiration, influencing attainment levels and encouraging informed decision-making about higher and further education options. This is done through a coherent approach of long and short term outreach programmes designed to build pathways for pupils between P7 to S6 and beyond.
The aims and objectives of First Chances Foundation are to:

- increase the academic attainment of 11 to 14 year olds at key points during their educational journey.
- raise aspirations and increase pupil motivation and self-esteem.
- enhance and complement the good work taking place in primary and secondary schools in Fife.
- support pupils beyond the First Chances Foundation programme into their senior school education and beyond.

Each year pupils follow a specially designed programme, culminating in an annual residential summer school at the University. The programme is delivered through a series of workshops and events both in St Andrews and the local community by schoolteachers and University staff, supported by current University students.

**P7: Books, Blogs, Perfect Paragraphs and Posters**
- The main focus of this year is to develop literacy skills through a variety of different approaches including reading books, writing a blog and creating a perfect paragraph.

**S1: World of Science**
- World of Science focuses on an interactive learning experience for pupils to increase their understanding of scientific ideas, skills and approaches, as well as appreciate the impact of new developments in the science community.

**S2: Living Local, Thinking Global**
- This final foundation year allows pupils to explore the value of their local community in a global context by investigating its history, looking at how the past has shaped its current environment and thinking about the future.

Pupils who successfully complete First Chances Foundation can progress on to First Chances Senior Phase where they will continue to be supported throughout S3 to S6 and into further or higher education.

First Chances Foundation: The Impact
In 2016-2017, First Chances Foundation was piloted in Auchmuty High School in Fife and its associated cluster primary schools, with 40 P7 pupils and 25 S1 pupils accessing the programme. To be chosen for the programme, pupils had to meet at least one of the contextual criteria outlined below:

- Be the first generation in their family to attend university.
- Be in receipt of free school meals.
- Reside in an SIMD20 or SIMD40 area.
- Have been or currently spending time in care.
- Be a young carer.

In a survey conducted at the end of the year:

- Two-thirds of pupils agreed that the project had increased their communication skills.
- Two-thirds of pupils felt more confident working with other people.
- Over 80% of pupils agreed that the project helped them to understand that if they did well at school, there were lots of opportunities available to them afterwards.

The attainment of pupils at the end of the year was also tracked based on Curriculum for Excellence (CfE) levels:

- 97% of the P7 cohort were achieving at CfE Level 2 (Securing); the expected level for pupils at this education stage.
- 78% of the P7 pupils achieved CfE Level 3 (Developing) in some or all aspects of their learning; therefore were a stage above the expected attainment level for this group.
- 100% of the S1 cohort achieved CfE Level 3, with 96% achieving Level 3 (Consolidating or Securing) in some or all aspects of their learning.

The pilot in Auchmuty High School cluster successfully showed that the project helped to ensure that pupils on the project were reaching their potential and working at or exceeding the expected level despite the disadvantage these pupils may face. We have now expanded the pilot into three additional cluster areas.
First Chances Senior Phase

First Chances currently works with 11 high schools throughout Fife.

The project aims to enhance the chances of pupils being offered a place at a competitive university or course of their choice, wherever this may be, pupils are encouraged to make the most of their ‘First Chances’ and access all opportunities available to them.

From S3 to S6, a tailored programme of workshops, tutoring, project work, e-mentoring and summer schools is offered to pupils to ensure they are supported at each stage of their educational journey. Additional support is also offered to teachers and parents, through teacher inductions and parent information sessions, to ensure pupils are well supported in school and at home.

During S3 pupils undertake research into a Health or Sustainability topic, and present their findings in the form of a five-minute PowerPoint presentation and 1,500-word essay. Pupils are assessed on these, their research and their ongoing communication with a student mentor over a secure online mentoring platform. They are presented with certificates at a graduation ceremony at the culmination of a two-day summer school in St Andrews.

From S4 to S6 all pupils will have the opportunity to attend workshops which will complement and support their school studies and their journey from high school into further or higher education. Pupils must complete participation requirements to proceed into the next year of the programme. This includes attending one exam study day at St Andrews, attending one academic workshop, attending three tutoring sessions held in the local community, and completing five monthly homework assignments based on literacy and numeracy.

Throughout the S3-56 programme, University student mentors and staff will provide support and guidance through regular school visits to the University and pupils will have access to online mentoring through our dedicated secure discussion forum, StAN.

The Senior Phase of First Chances aims to equip pupils with the skills necessary to achieve their full potential during their time in education, as well as provide them with a range of information on further and higher education which will allow them to make informed decisions about their future.

First Chances Senior Phase: The Impact

As with First Chances Foundation, the Senior Phase pupils are selected based on the same contextual indicators as previously listed.

The contextual criteria of our current cohort is shown below as of June 2017 as the students transitioned into their next year of school:

<table>
<thead>
<tr>
<th></th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6 (pilot year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of pupils</td>
<td>163</td>
<td>118</td>
<td>84</td>
<td>48</td>
</tr>
<tr>
<td>SIMD20/40</td>
<td>70.6%</td>
<td>54.6%</td>
<td>54.8%</td>
<td>43.8%</td>
</tr>
<tr>
<td>First in family</td>
<td>78.5%</td>
<td>72.3%</td>
<td>64.3%</td>
<td>N/A</td>
</tr>
<tr>
<td>Free school meals</td>
<td>20.2%</td>
<td>10.9%</td>
<td>11.9%</td>
<td>N/A</td>
</tr>
<tr>
<td>In Care</td>
<td>4.3%</td>
<td>5%</td>
<td>3.8%</td>
<td>2%</td>
</tr>
<tr>
<td>Young Carers</td>
<td>4.3%</td>
<td>4.2%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

In August 2017, the academic performance of the S4 and S5 pupils sitting national exams were monitored:

- First Chances pupils were performing in line with or above the national average of National 5 results. Of the representative sample, 97.5% were awarded A-C grades.
- First Chances pupils were performing in line with or above the national average of Higher results across Scotland. Of the representative sample, 91.7% were awarded A-C grades.

This shows that the project is having a positive impact on the participating pupils’ education. Our initial First Chances cohort will leave school in June 2018 and we will be able to track the destinations of these graduates.
Reach (Access to High Demand Professions)

Reach is a programme funded by the Scottish Funding Council and run in partnership with other higher education institutions across Scotland including the universities of Aberdeen, Dundee, Edinburgh and Glasgow.

Reach aims to increase and diversify access, to those with barriers to their education, to some of the most high-demand professions. Due to the nature of these professions pupils must apply to many of the most highly competitive university courses in the country. Each university supports the pupils resident in their local authority. St Andrews currently supports pupils in 12 high schools throughout Fife. Selection is related to the university’s use of contextual data.

At St Andrews, Reach works with pupils in Fife looking to study a subject in some of the University’s most competitive academic Schools including Economics & Finance, Management, Medicine, and Psychology & Neuroscience. We also utilise our links with other local Reach programmes to ensure Fife pupils involved in 12 high schools throughout Fife. Selection is related to the university’s use of contextual data.

In order to help raise attainment and aspirations of the pupils involved, the project runs a number of activities based in St Andrews, Fife schools and the wider community. These activities accommodate the needs of pupils at each stage in their educational journey.

In S4, a range of taster workshops are available to allow pupils to gain a greater understanding of subjects promoted by Reach. This contact is strengthened further in S5, where pupils have the opportunity to shadow lectures as well as benefiting from a number of skills workshops to help pupils prepare for their final year of school. This can include interview and UKCAT preparation. Support in finding relevant work experience is also provided. Finally, in S6 activities are focused on supporting pupils to make a competitive application to university. This can include personal statement workshops and guidance on course choices based on subject interests. Reach also offers support to parents and guardians to further assist pupils as they navigate through the UCAS application process.

Pupils on Reach St Andrews in 2016-2017

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>S4</td>
<td>97</td>
</tr>
<tr>
<td>S5</td>
<td>138</td>
</tr>
<tr>
<td>S6</td>
<td>175</td>
</tr>
<tr>
<td>Total</td>
<td>410</td>
</tr>
</tbody>
</table>

Sutton Trust Summer School

The University of St Andrews has worked in partnership with the Sutton Trust since 2002 to deliver a free residential summer school. The aim is to demystify elite universities and to equip students with the knowledge and insight to enable them to make high-quality applications to top universities.

Each year, St Andrews organises a free week-long residential summer school intended for those in their penultimate year studying at a state school anywhere in the UK.

During the summer school, 130 students take part in a varied programme of academic study ranging from Medicine to Social Anthropology as well as social activities designed to give insight into what university study would be like. Sessions are also held on the UCAS application process, personal statements and student finance to ensure advice and guidance are given on all aspects of the journey to university.

Throughout the week students will participate in an intensive programme of academic learning similar to that undertaken by first year university students. Pupils can expect to balance busy academic sessions with a fun and varied programme of activities intended to help them develop the transferable skills required to succeed at university.

In July 2017 135 pupils attended the Sutton Trust Summer School. 97.4% of places offered on the Sutton Trust Summer School were made to applicants with four or more Access criteria as determined by the Sutton Trust and University of St Andrews combined scoring system.

In order to help raise attainment and aspirations of the pupils involved, the project runs a number of activities based in St Andrews, Fife schools and the wider community. These activities accommodate the needs of pupils at each stage in their educational journey.

In S4, a range of taster workshops are available to allow pupils to gain a greater understanding of subjects promoted by Reach. This contact is strengthened further in S5, where pupils have the opportunity to shadow lectures as well as benefiting from a number of skills workshops to help pupils prepare for their final year of school. This can include interview and UKCAT preparation. Support in finding relevant work experience is also provided. Finally, in S6 activities are focused on supporting pupils to make a competitive application to university. This can include personal statement workshops and guidance on course choices based on subject interests. Reach also offers support to parents and guardians to further assist pupils as they navigate through the UCAS application process.

www.st-andrews.ac.uk/study/access/projects/reach

www.st-andrews.ac.uk/study/access/projects/reach

90% agreed
The summer school has made me more confident about going to university.

95% agreed
I would recommend others to attend the summer school.

95% agreed
I feel I know more about applying to university than I did before the summer school.

Further information on the Summer School can be found online, including eligibility criteria.

www.st-andrews.ac.uk/study/access/projects/sutton-trust
Access for Rural Communities (ARC)

Access for Rural Communities is a pioneering project aimed at supporting and enabling young learners on their journey into university.

Working with S4 to S6 pupils, the ARC project provides a platform for pupils to explore opportunities in higher education in the following local areas:

- Argyll and Bute
- Eilean Siar (Western Isles)
- Highlands
- Orkney
- Shetland

Each year our staff visit schools and communities in these rural areas of Scotland, offering tailored advice during the UCAS application process as well as promoting any summer school opportunities.

Pupils are also encouraged to visit St Andrews by taking part in residential summer schools, academic workshops and student shadowing days. Costs are covered by the University which enables pupils to visit St Andrews and find out what university life is like for themselves.

We also work closely with schools in these regions to provide ad hoc support and resources when required. In September 2017, 22 students entered the University with two or more Access criteria from these rural regions.

More information on the Access for Rural Communities project can be found online.

www.st-andrews.ac.uk/study/access/projects/arc

Teachers Together

Teachers Together brings together stakeholders from all sectors of education to help ensure that relevant, accurate and timely guidance is given to pupils preparing for university.

Primarily aimed at teachers and advisers in Scottish state schools, as well as our colleagues in further education colleges, the conference provides an open and relaxed atmosphere in which we can share knowledge and best practice from across the education sector as well as inform colleagues about any changes in our admissions process, entry routes or access initiatives over the last year.

The three-day conference also provides an opportunity for our staff to hear about subject developments in schools which may influence attainment and achievement levels.

We also hold a one-day ‘On the Road’ condensed conference which takes place in Glasgow each year.

In previous years, our conferences have been centred on contemporary topics such as sustainability and the Curriculum for Excellence.

40 teachers and advisers attended the conference in 2017 representing 34 schools and further education colleges from across Scotland, England, Northern Ireland and Wales.

The post-conference survey in 2017 showed that 100% of respondents felt that the sessions and workshops were informative and relevant to their individual role.

Teachers Together 2018 will focus on the range of Widening Access and Outreach activities run at St Andrews, aimed at supporting primary, secondary and college students, as well as giving up to date information regarding our contextual admissions process.

Details regarding our Teachers Conference is available online each spring.

www.st-andrews.ac.uk/study/access/projects/teachers-together

“This was a fantastic conference! I cannot express highly enough how informative, interesting and welcoming St Andrews staff have been. I genuinely feel that my kids would be so welcomed and supported here.”

2017 Delegate
Lifelong and Flexible Learning

The University is committed to providing alternative study routes for those who may have experienced some form of disadvantage during their education. Working closely with secondary schools, our local further education colleges and community groups, we offer designated routes, both full and part time, which ensure that flexible study options are available to those who need them.
FE:HE Supported Pathway

The **FE:HE Supported pathway** is specially designed for students coming to St Andrews from further education colleges. Students on the FE:HE Supported Pathway start on the **General degree** with the **intention of moving to a named Honours programme** in third year.

The Lifelong & Flexible Learning team offer support and advice from pre-application to graduation, ensuring that the specific needs of these groups are met.

Students typically meet some of the following criteria:

- Applying to university for full time study from further education colleges.
- Studying towards HNC or HND, SWAP Access courses, Certificate of Highers.
- Have little or no formal qualifications at school leaving age.
- Have no background of progression to higher education in the family.
- Reside in an area of socio-economic disadvantage.
- Have caring responsibilities: children or relatives.
- Have been looked after because of a local authority order.
- Have been out of education for a sustained period of time.
- Have experienced some form of disadvantage at school age such as physical illness or mental health issues.
- Have been made redundant or are long term unemployed.
- Looking to retrain or enhance current employment prospects.

The University has a number of full-time undergraduate places available each year to those applying from further education colleges. All students are admitted to a **General degree**. Students on the FE:HE Supported Pathway start on the **General degree** with the **intention of moving to a named Honours programme** in third year.

In addition to college specific recruitment talks, a series of Academic Skills Workshops are delivered to SWAP Access to Humanities and Certificate of Highers students in Dundee and Angus College during the application cycle. These workshops not only add value to the College, but sustained contact with the students allows for a relationship to be established and removes some of the concerns over studying at St Andrews. Successful applicants are designated a peer mentor over the summer months and attend a three-day induction workshop prior to commencing study. By providing this extended introduction to St Andrews we are able to ensure new students are well prepared for the start of term and make the transition into university study smoothly.

In addition, the Lifelong and Flexible Learning Officer remains a single point of contact and signpost for the duration of their study. General degree students have a designated academic adviser to ensure that the correct Honours pathways are created during the first two years.

In June 2017, the first General degree students graduated from St Andrews with Honours and the initial project data indicates that this supported pathway is having a positive impact on applications, entrants, progression and retention of this cohort.

In addition, the Lifelong and Flexible Learning Officer remains a single point of contact and signpost for the duration of their study. General degree students have a designated academic adviser to ensure that the correct Honours pathways are created during the first two years.

The Evening programme also offers a range of modules via blended learning, allowing students the flexibility to join classes from home via a live video link; thus increasing the flexibility of study for this group of students.

**“It was daunting at first and it is hard work but with the support available I am now really enjoying it. Studying a range of subjects gives you a good grounding in a wide range of areas. You realise that the preconceived idea you had of what you would find interesting and what you would be better at is not actually the case. You can find a new interest or passion.”**

Suzanne Evening programme

### Part-time Evening Study

The **General degree** is also available on a part-time basis through a series of **bespoke modules** delivered exclusively in the evenings. These modules are designed and taught specifically for adult learners who have been out of education for some time.

Modules delivered as part of the Evening programme are designed specifically for this cohort of students with an element of skills development incorporated at the lower levels. Students have the ability to choose from a wide range of subjects available at first, second and third year levels of study. The lower level modules are designed to build the essential skills and knowledge base that will allow progression to more in-depth study at Level 3, towards the end of their degree programme. There is no Honours degree through evening study, but students who wish to progress on to Honours level can apply through UCAS to transfer to a named Honours programme.

The Evening programme also offers a range of modules via blended learning, allowing students the flexibility to join classes from home via a live video link; thus increasing the flexibility of study for this group of students.

Entry to this pathway requires no formal or recent qualifications. Working closely with a variety of local community groups the Lifelong and Flexible Learning team aims to break down some of the misconceptions regarding study at St Andrews within the immediate community and encourages local adult learners to consider studying with us.

The team provides support and guidance from application to graduation, ensuring that this very dedicated group of students have the support they need to succeed at St Andrews. We offer pre-sessional study skills workshops and a dedicated Adviser of Studies to guide them through their degree. Evening students are encouraged to involve themselves with student life and have access to all extracurricular activities available to their daytime peers.

As of January 2018 there are 95 students registered on this degree route.

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"I left school at sixteen and always regretted not having had the chance to study English literature at university. I returned to education in 2014, completed an Access course, and was delighted to find that I was successful in my university application. I am delighted that I have finally realised not only my dream but also my academic potential."

Lorraine Full-time student
Continued Support

It is important that students beginning their journey into higher education receive the best start possible. This is why St Andrews has designed a range of Gateway and other supported transition programmes to ensure that all students, including young carers and those who are care experienced, receive the appropriate level of academic and financial support.
Gateway Programmes

St Andrews’ reputation for research and the quality of our teaching have earned us international recognition, and as a result we have seen the competition for places increase hugely. The Gateway programmes have been designed for those who have experienced some form of disadvantage during their studies which has resulted in them not obtaining the grades required for our courses.

Gateway to Medicine
The Gateway to Medicine is a one-year programme taught in the Faculty of Science, with contributions from staff in Medicine. Entrants to the Gateway who pass the year at an appropriate level and meet the other requirements for progression will transfer into our six-year Medicine degree programme.

The purpose of the Gateway is to promote the uptake of higher education, specifically the study of Medicine, among those groups that are traditionally under-represented at university. The Gateway provides the opportunity for students who have completed S5 at school to study at first year undergraduate level and then progress to the Medicine A100 course at St Andrews.

Gateway to Computer Science
The Gateway to Computer Science is an alternative entry route to computer science at the University of St Andrews. Its aim is to provide an entry route for talented and enthusiastic students who meet some or all of our contextual admissions criteria.

The programme offers an interactive and tailored first year focused fully on the study of Computer Science. Students enrolled via the Gateway study alongside other first year computer scientists, as well as undertaking specially designed Gateway-only modules which focus on introducing and reinforcing relevant skills in computer science and mathematics. Students will benefit from a highly supportive learning environment and small class sizes.

Gateway to Physics and Astronomy
Demand for programmes in the School of Physics & Astronomy is so high that our entry requirements have had to rise to a level which some very talented pupils in many parts of the country may find it difficult to achieve. To address this, we offer a Gateway entry programme that provides a highly interactive first year university education in physics, maths and study skills. At the end of first year these students can progress to the second year of a named degree programme here at St Andrews. These can range from ‘pure’ theoretical physics to ‘applied’ physics.

Due to the success of these three Gateway programmes, we hope to extend this provision further in the future.

www.st-andrews.ac.uk/study/access/projects/gateway
**Care Experienced Young People**

The University of St Andrews is dedicated to **supporting** the needs of **care experienced young people** and **care leavers** at all stages of their **educational journey**.

On programmes like First Chances, a flexible structure is offered to ensure all care experienced pupils are supported throughout their time in school, even when they may be experiencing difficulties in their home life. Pupils are offered additional workshops to help build their confidence by participating in some of the larger group activities and are not held to the same participation requirements as other pupils may be.

The University has developed strong links within local schools, Fife Council and social workers to ensure that all local care experienced young people are aware of the opportunities and support they can access from the University.

Other Access initiatives that care experienced young people have been involved with at the University include Reach and the Sutton Trust Summer School as well as many more.

During the application process, any applicant who identifies themselves as having been looked after or in care for more than three months will be flagged. Applicants who are care experienced are covered by the University pledge and an offer of a place is made where applicable.

Our website provides additional information on what support is available to these applicants throughout the admissions process and when studying at the University.

www.st-andrews.ac.uk/study/access/care-leavers

In October 2016, the University was also a proud sponsor of WhoCares? Scotland’s National Care Leavers Week and hosted an event to raise awareness of the challenges care experienced young people face in education and to encourage dialogue across all parts of the University as to how we can best support these individuals moving forward.

Over the year, the University engaged with 34 care experienced young people in the local community, as well as two care experienced current students at the University who came through our Sutton Trust Summer School and entered St Andrews in 2015.

**Young Carers**

The University of St Andrews wants all students to reach their **full academic potential**, but recognises that being a carer can present **potential barriers** to study. The University offers a **range of support** to help young carers overcome these barriers.

Young carers are a priority group for awards from the Discretionary Fund which provides additional financial assistance to students. Advice and support is also available from Student Services, including personal support from our counselling and support team and academic support to ensure young carers are aware of what their responsibilities and rights are with regards to attendance and assessment.

From June 2017, the University started to include Young Carers as a criteria on nomination forms to enter widening access programmes. In June 2017, of the S3 group entering First Chances, nine were identified as Young Carers.

Our website provides additional information on what support is available to young carers throughout the application process and when studying at the University.

www.st-andrews.ac.uk/study/access/young-carers

When making offers to students who are young carers, the Admissions team will look at each application on an individual basis. Admissions Officers will also take into consideration any mitigating circumstances affecting students who have been or are young carers, as per our contextual admissions policy.
First Year Mentoring and Scholarships

New entrants to the University whose application was flagged as part of the contextual admissions process are offered further support in their transition into university through our first year mentoring programme.

The programme starts during the summer and continues throughout their first year for as long as the student feels they need support. New entrants are paired with a current student, many of whom have benefited from the programme in previous years. They are supported by their student mentor who is an approachable contact and a good source of advice, guidance and general support for settling into university.

In Freshers’ Week the Admissions team hosts a welcome event for all those involved in first year mentoring. This allows mentees to meet their mentor face to face for the first time as well as other like-minded entrants.

Representatives from the Admissions team and the Students’ Association are also there to explain to new entrants the different opportunities they can get involved in over the year.

There were 44 partnerships for those who entered the University in September 2017, the largest number yet to be involved in first year mentoring.

The value of individual scholarships range from £500 to over £25,000. Some aim to help students get started in their entrant year and others can last for the duration of their course.

Applications for scholarships open once the student has submitted their university application. Students will receive an email with information on how to access the scholarship application as well as a list of different scholarships available to them.

Students do not need to wait until they have received an offer to study at St Andrews to apply for scholarships.

St Andrews is committed to attracting the very best students, regardless of financial circumstances.

The scholarships available to students may depend on the course they will be studying, where they currently live, their current household income or their academic achievements. We recommend students apply to all scholarships they think they may be eligible for.

Scholarship deadlines vary therefore it is important that applicants check the website each year:
www.st-andrews.ac.uk/study/fees-and-funding/scholarships

St Andrews is committed to attracting the very best students, regardless of financial circumstances.

Partnerships

The Access team at the University of St Andrews would like to take this opportunity to thank all of our partners who have made this work possible. Whilst the majority of our access work is funded by the University itself, we could not do many of the projects without the support of our partners including Fife Council, The Robertson Trust, the Scottish Funding Council, the Sutton Trust, as well as a number of generous individual donors.


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