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**Catalogue of good practices in Social Dimension implementation in Higher Education**

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| **Measures occur** | **At individual level** | **At institutional level** |
| **Before HE Entry** | [**Scotland (SHEP)**](http://www.ehea.info/Uploads/Scotland%20-%20SHEP.pdf) Scottish programme aimed at providing support and guidance of underrepresented groups in society raise the aspiration of pupils to progress into higher education. It also offers practical assistance to prospective students to support the actual transition. | [**Scotland (Access to High Demand Professions)**](http://www.ehea.info/Uploads/Scotland%20-%20Access%20to%20high%20demand%20professions.pdf)The Access to High Demand Professions programme provides a contextualised admission scheme for those coming from disadvantage backgrounds. The programme attempts to support talented pupils to acquire the necessary experience to be successful within highly selective universities and later enter into high demands professions (such as Medicine, Law, Dentistry etc.). |
| [**Scotland (SWAP)**](http://www.ehea.info/Uploads/Work%20Programme/Good%20practices%20in%20SD_Scotland%20-%20SWAP.pdf)The Scottish Wider Access Programme (SWAP) provides independent advice to adults who may have missed out on higher or further education first time round and provides them with access courses which can lead to guaranteed places in colleges or universities. | [**Belgium (Flemish Community)**](http://www.ehea.info/Uploads/Good%20practices%20in%20SD_Belgium-Flemish%20Community.pdf)The Flemish Community in Belgium provides incentives to institutions for improving access and participation of students coming from disadvantaged and underrepresented groups in society. |
| [**France (The active guidance policy)**](http://www.ehea.info/Uploads/Good%20practices%20in%20SD_France2.pdf)This policy is based on a scheme for information and active guidance: in theizr final year of secondary school before their *Baccalauréat*, all pupils who plan to go on studying at university can benefit from a guidance assistance provided by institutions, combined with advice and recommendations, to enable them to make an informed choice**.** | [**UK/England**](http://www.ehea.info/Uploads/Good%20practices%20in%20SD_England_WP1.pdf) The Office for Fair Access (OFFA) is an independent, non-departmental public body which aims to promote and safeguard fair access to higher education for under-represented groups in light of the introduction of variable tuition fees in 2006-07.HEFCE has delivered a Widening Participation allocation to institutions since 1999-2000 as part of the block teaching grant. Currently this has two main elements, widening access (WA), improving retention (IR), as well as a further stream for widening access and supporting provision for disabled students. |
|   | [**Spain (International Campus of Excellence Program)**](http://www.ehea.info/Uploads/Social%20Dimension/GoodPracticeSpainSummerInclusive%20Campus.pdf)The Ministry of Education and some of the Autonomous Communities have a number of outreach programs towards secondary school students from under-privileged groups aiming at increasing their access to information about academic and professional careers, boosting their motivation and aspirations to pursue tertiary level studies, and improve their academic preparation. |
| **At HE Entry** | [**Ireland (HEAR)**](http://www.ehea.info/Uploads/Good%20practices%20in%20SD_Ireland%20-%20HEAR.pdf)The Higher Education Access Route (HEAR) is a third level admission scheme for school leavers from socio-economically disadvantaged backgrounds. All school leavers who meet all the eligibility criteria can compete for a quota of places (usually 5%) in the participating institutions. |   |
| [**Spain**](http://www.ehea.info/Uploads/Good%20practices%20in%20SD_Spain-%20Roma%20Action%20Plan.pdf)Spain has set an Action Plan for the development of the Roma population for 2010-2012. The plan aims to create awareness of Roma people’s situation within the framework of the education systems and to support Roma children’s access and prolongation of study in higher education.Furthermore the Ministry of Education has established a partnership with two foundations (ONCE and Repsol) to facilitate the participation of students with disabilities in tertiary education. |   |
| **During Study Progress** | [**Germany**](http://www.ehea.info/Uploads/Good%20practices%20in%20SD_Germany.pdf)Student Services and Student Affairs in Germany (such as study financing, students’ accommodation, meals, counselling, childcare services, etc) are designed to enable access to higher education institutions, ensure retention and study success. | [**Norway (Universell)**](http://www.ehea.info/Uploads/Good%20practices%20in%20SD_Norway.pdf)The Norwegian national coordinator of accessibility in higher education (“Universal”) aims to promote better learning environments for students with disabilities and to provide advice and follow-up on the Learning Environment Committees at the higher education institutions. |
| [**Ireland (DARE)**](http://www.ehea.info/Uploads/Good%20practices%20in%20SD_Ireland%20-%20DARE%281%29.pdf) Disability Access Route to Education (DARE) is a college and university admission scheme in Ireland, which offers a number of places to school leavers with disabilities. | [**Poland (DARE)**](http://www.ehea.info/Uploads/Good-practices%20in%20SD_Poland.pdf)**The Disability Support Service at the Jagiellonian University (UJ) in Cracow, Poland**, has been providing students with assistive technologies, counselling and educational support since 1999. The Service provides specialised support to student with mobility disabilities, blind and partially sighted students, deaf and hard of hearing, students with mental health problems and those with special learning difficulties. |
| [**England (NSP)**](http://www.ehea.info/Uploads/01%20%2813%29.JPG)The NSP is a government programme designed to benefit individual students from disadvantaged backgrounds as they enter higher education from autumn 2012. |   |
| [**France**](http://www.ehea.info/Uploads/Good%20practices%20in%20SD_France1.pdf)The social criteria-based grants are the main element of the French student support scheme. They are granted according to the social situation of the student. |   |
| **Measures in other sectors of higher education:** |
| **Improving the equity dimension at the HE system level:** | [**Croatia**](http://www.ehea.info/Uploads/Good-practices%20in%20SD_Croatia.pdf)Croatia’s Tempus project entitled “Towards Equitable and Transparent Access to Higher Education in Croatia” (2009-2012) focuses on the financial aspect of equitable access to higher education. The project collects data on social background and living conditions of students and on drafts policy guidelines to enhance the equity dimension and transparency of the HE funding and student financial aid system in Croatia. |
| [**Spain**](http://www.ehea.info/Uploads/Good%20practices%20in%20SD_Spain%20-%20Observatorio%20Universitario.pdf)The Ministry of Education has launched an agency (“University Centre for Grants, Financial Aid and University Performance”) responsible for analyzing the impact of grants and financial aids to students and for providing advice on ways to improve the social dimension in tertiary education. |
| **Improving employability** | [**Scotland**](http://www.ehea.info/Uploads/Good%20practices%20in%20SD_Scotland%20-%20Employability.pdf)Development of work placement projects (Education into Enterprise, E-Placements Scotland, Third Sector Internships Scotland, Embedding Work Placements in Taught Masters Programmes) and support in matters of employability.·         [**Case studies**](http://www.ehea.info/Uploads/Good%20practices%20in%20SD_Scotland%20-%20Case%20Studies.pdf)  |
| [**Spain**](http://www.ehea.info/Uploads/Good%20practices%20in%20SD_Spain%20-%20FARO.pdf) The Faro Global Programme aim is to help students in their last year of study to find jobs throughout a paid internship opportunity in companies of European Union member countries, the USA, Canada and some Asian countries. |