

<b>Apologies &amp; absences:</b> Sian Fiddimore (Access To Industry), Donald Lumsden (Skills Development Scotland) Lindsay Hewitt (Open University), Ernie Romer (Forth Valley College), George Hotchkiss (West Lothian College), Karen Murray (Oatridge College), Ian Cockbain (Stirling University), Kate Davidson (University of Stirling).		<b>Sederunt:</b> Marian Docherty, Chair , (Newbattle Abbey College) Kerry Musselbrook (South East Forum), Ged Lerpiniere (LEAPS), Kathleen Hood (Edinburgh University), Alan McLachlan (Queen Margaret University) Jayne Gracie (Borders College), Ian Sutherland (Heriot Watt), Gayle Henderson (Routes 2 Success), Barbara Lawson ( Telford College) (Fiona Gunn (Stevenson College), Myra McCabe (Telford College), Antonia Palmer (Edinburgh College of Art), Tracey Dalling (West Lothian College).			<b>Minutes Taken By:</b> Eilidh Chalmers (SEF)
<b>No.</b>	<b>Agenda Item</b>	<b>Action</b>	<b>By Whom</b>	<b>When</b>	<b>Status</b>
1.	Welcome, Introductions and Apologies	The Chair welcomed the group to the meeting and introduced herself as this was her first meeting.  Members introduced themselves.			For information
2.	Draft Minutes of previous meeting (P1)	The minutes of the previous meeting were approved. GL commented on one point on page 5 around what a suggested new model could look like, and suggested that this would need further clarification and discussion as it was a general statement.			For information
3.	Matters Arising	KM advised that the programme end of year data would be available before the 11 <sup>th</sup> December and thanked LEAPS and Routes 2 Success for this. This will enable the SEF to produce their annual report for the SFC and for approval by the SEF Exec on 17 Dec.	SEF Director	17 Dec 09	For Information



	<p>number of pupils.</p> <p><b>The group agreed that it was important that national data from the SFC identifying the lowest quintile over the 3-5 years is essential to all the Forums.</b>          KM advised that this data already been requested from the SFC. KM added that, from the most recent year's set of data, we know that there were 19 schools in the lowest quintile in the South East.</p> <p>KH also sought clarification around what the guaranteed interview for Summer schools element that the SFC had mentioned meant. KM advised that the SFC had misunderstood how the current system worked and advised this had been brought to their attention.</p> <p>IS raised as an issue the new focus of work being targeted at: those with potential to achieve HE, but at risk of not achieving and; those achieving but don't recognise their potential to progress to HE.</p> <p><b>The group agreed that it will be a challenge to identify these young people, especially at a younger age and that these criteria could potentially exclude some young people.</b></p>	SEF staff	As soon as possible	<p>Ongoing</p> <p>For information</p> <p>For information</p> <p>For Information</p>
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4.	SEF Schools Discussion paper (Paper 3)	<p>KM introduced this paper and informed the group of the main points for the group to consider, clarifying:</p> <ul style="list-style-type: none"> <li>• The focus of work from the SFC is for the lowest quintile only. While the SFC might allow some judgements to be made around others schools, they will only report on those in the lowest quintile.</li> <li>• Progression to HE is understood as 'first destination' from school, and specifically to progressing to a course providing certification at this level?</li> <li>• SEF's current budget for schools work is approx. £240,000 pa.</li> </ul> <p><b>The task</b> KM advised that the main task for this group is to look at what activities are required to deliver on the SFC's outcome agreements; identifying gaps or amendments to existing provision. The recommendations from this group will then go to the Executive on the 17<sup>th</sup> December who will then decide upon the next steps.</p> <p>An additional one page sheet was handed out with some further information on LEAPS current activities, clarifying the extent of their activities. GL thanked KM for including this in the meeting.</p> <p><b>Pathways</b></p>	SEF Executive	17 <sup>th</sup> Dec 09	<p>ongoing</p> <p>For Information</p> <p>For information</p>
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		<p>GL highlighted to members that LEAPS' work focuses on the individual, with impartial advice and guidance centred on their needs which does not solely involve focus to university and is a multi- exit programme.</p> <p>FG &amp; BL raised the issue that it is still important that other routes than Highers to HE need to be highlighted and pupils need to be aware of these. The Forum need to be aware of, and work alongside the developing work of the Schools College partnerships, particularly in the light of expected changes arising from Curriculum for Excellence Senior phase .</p> <p><b>The Group agreed that the focus is on showing impact on progression to HE directly. However, progression TO HE through college routes (eg through an NQ) is important in providing context and knowledge of different pathways to HE.</b></p> <p><b>It was agreed that carrying out an integrated programme of work in the early years with whole cohorts was critical if SE forum activity is to increase knowledge and raise aspirations.</b></p> <p><b>Admissions:</b></p> <ul style="list-style-type: none"> <li>• Colleges saw real value in receiving LEAPS Admissions</li> </ul>			<p>For information</p> <p>For information</p> <p>For information</p> <p>For Information</p>
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		<p>reports</p> <ul style="list-style-type: none"> <li>Colleges could reciprocate by informing LEAPS on college admissions to aid students going on to HE in college</li> <li>College partners would investigate the provision of an admissions pledge to target pupils we have engaged with to ensure that we are not raising expectations unrealistically, especially in a more competitive climate with high demand for places.</li> </ul> <p><b>Information</b></p> <ul style="list-style-type: none"> <li>Students going to study HE in college and/or articulating to university, need information specific to them on funding.</li> </ul> <p><b>Information, linking with other partners:</b></p> <ul style="list-style-type: none"> <li>Members thought the planned ELRAH/ national articulation database of HN-degree pathways would be informative to students, those advising students. KM to check timescale for this happening, and how SE forum can use this network information in our programmes.</li> </ul> <p>The groups clarified the following areas of the current activity:</p> <ul style="list-style-type: none"> <li>The current 'mentoring' identified</li> </ul>	<b>BL,FG(others ?)</b>	Next meeting	<p>For information</p> <p>Action</p> <p>For information</p> <p>For information</p> <p>For information</p>
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		<p>as a good practice component by the SFC is better described in the as volunteer/student ambassadors input.</p> <ul style="list-style-type: none"> <li>• GL clarified that LEAPS offered a University experience with campus visits to S2,S3 &amp; S5 (and not just S2 and S5 as identified in the paper).</li> <li>• GL reported that LEAPS workshops are open to young people interested in HNC or above</li> </ul> <p><b>Experiential elements</b> The group discussed whether experiential elements, such as visiting a college campus and hearing from college students, was missing.</p> <p>The group discussed whether or not pupils were already getting this experience through school-college partnerships? College partners felt that pupils involved in these were not necessarily the same students as those who would go onto HNs and that this was a gap.</p> <ul style="list-style-type: none"> <li>• MMc &amp; GL agreed that it would be good to work together with the colleges more, including at S5. (Note: In S5 LEAPS currently provide a student conference delivered on a university campus focusing on study skills, how to</li> </ul>			<p>For information</p> <p>For information</p>
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		<p>choose university and courses with input from a student panel. They also provide a 'typical student week' workshop delivered in school by student volunteers.)</p> <p><b>The group then looked at the current activities delivered and agreed the following gaps in provision:</b></p> <ul style="list-style-type: none"> <li>• <b>College experience for all ages/year groups</b> (<i>Note: Wherever this happens in the LEAPS programme?</i>)</li> </ul> <p><b>Parallel or integrated approach?</b> That parallel S5/6 conferences could be run on college and HEI campuses was suggested with pupils asked to identify which one they wanted to go to? However, some members felt that this would not be of benefit to pupils and that we needed an integrated approach.</p> <p><b>The group agreed the need for a more integrated model and approach to use the full expertise available rather than 2 different strands of HE in college and HE in university activity to ensure parity of esteem.</b></p> <p><b>CPD</b> The value of providing CPD for school staff was agreed. An integrated approach with college and HEI staff devising CPD with</p>			<p>For information</p> <p>For information</p>
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		<p>school staff would help provide the parity of esteem that is currently lacking. Links to CLD especially ref parents below needs to be flagged?</p> <p><b>Working with parents</b></p> <ul style="list-style-type: none"> <li>• The groups discussed the importance of engaging with parents, especially those hard to reach parents. The High Flyers model was highlighted at being effective in engaging parents because they invited parents (not schools) and celebrated the pupils' achievements.</li> <li>• It was suggested that this could include colleges.</li> </ul> <p><b>ACE days</b></p> <p>KH highlighted the value in the old ACE days (previously funded by BP) ACE (Accessing College Education) stands for Aiming for a College Education and has been run by universities around the UK since the early 1990s. ACE days aim to encourage S3 students to start thinking about the possibility of going into higher education and were run with a whole year group (S3) in school when pupils moved round a series of work stations for activities led by a Uni student and a college student.</p>			For information
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		<b>The group agreed to feed additional comments on activities and gaps to KM by 4<sup>th</sup> December and KM will circulate the recommendations before they go to the Executive on the 17<sup>th</sup> December 09.</b>	<b>All SAG member</b>	<b>4<sup>th</sup> December 09</b>	On going
5	AIC Community Engagement and Community Transitions Discussion paper (p4) – To discuss	<p>The Chair (MD) introduced this paper to the group, advising the group that the SFC are reviewing communities work as has been done with schools.</p> <p>MD highlighted to the group that this communities paper has implications for our work with young people as there are a number of areas that overlap, including;</p> <ul style="list-style-type: none"> <li>• Page 8 – Should the forums work with MCMC group and add value to MCMC partnerships</li> <li>• The proposed dedication of some forum funds to Scotland's Colleges to deliver a national programme of CPD.</li> </ul> <p>The group were asked to feed comments on this paper by the 4<sup>th</sup> December 09</p>	<b>All SAG members</b>	<b>4 Dec 09</b>	Ongoing
6.	Membership of Strategic Advisory group	<p>The Chair raised the issue of membership to the group, asking if a school representative and a member from Community Learning &amp; Development would be helpful?</p> <p>It was suggested that a member of the Head Group for senior phase of curriculum For Excellence could be helpful and</p>			

		<p>someone from a LA from CLD or with equivalent knowledge of communities.</p> <p>Members are to send suggestions of potential new members to KM</p>	<b>All SAG members</b>	<b>Before next meeting in January</b>	Ongoing
11.	Date of Next Meeting	<p>KM advised that the next scheduled meeting is the 28<sup>th</sup> January 09.</p> <p>The group agreed to move this to an earlier date in January to discuss outcome data from LEAPS and Routes 2 Success. This would also allow for an up-date from the Executive meeting on the 17<sup>th</sup> December 09 on next steps.</p> <p>EC to use doodle to find a suitable date.</p>	Communications and Administration Officer	As a priority	For Information  Ongoing
12	AOB	<p>IS felt it was important to highlight the good work that LEAPs are already doing and the need to build on what is already delivered in whatever revised approach is developed. He also highlighted the college based expertise in the Routes to Success programme and this should also be fully utilised.</p> <p>GH advised the group that Routes 2 Success had set up a working group to look at the implication on the project and she will feedback comments from today to this group.</p>	GH	27 <sup>th</sup> Nov 09	For Information