

South East Forum Strategic Plan 2008-2013

Foreword

Introduction

This document presents the South East Forum's 5 Year Strategic Plan and 2 Year Operational Plan. It is based upon internal reflection, consultation with partners including two planning events in 2006/7, and the findings of an independent evaluation conducted by Dr. Laura Meagher (June 2007). This follows the Scottish Funding Councils own review of the wider access regional forums and recommendations in 'Learning For All' (2005) to place the Forum's on longer-term and more secure footing.

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1. Our vision

To improve the life-chances of disadvantaged groups for a more successful and inclusive Scotland; placing learners at the centre of our thinking and adding value to the good work of others in the spirit of collaboration and partnership.

2. Aims and objectives

Aim

Widen access to opportunities provided by post-compulsory education
– both FE and HE

Target groups

Young people from deprived areas with low participation rates in FE and HE

Adults from deprived areas with low participation rates in FE and HE

Boys and men in the above groups

Objectives

Provide a strategic framework to promote and fund collaborative activity , supporting partners and stakeholders to:

| | | |
|----|--|---|
| 1. | Raise aspirations for learning | 7. o p t i m i s i n g a t t a i n m e n t |
| 2. | Provide information, advice and guidance | |
| 3. | Improve access opportunities | |
| 4. | Promote progression (community/college/university transitions) | |
| 5. | Support FE/HE articulation | |
| 6. | Promote retention (helping support learners 'at risk' / at times of risk such as at transition) | |

3. Who we are and the context in which we work

3.1. Policy context

Founded in 1999, the South East Forum was one of four wider access regional forums established by the Scottish Higher Education Funding Council to widen access to higher education. Its membership was extended in 2000 to include local colleges in addition to HEIs. The Scottish Executive's strategy 'Life through Learning: Learning through Life' (2003) specifically asked the Funding Council to build upon the initial work of the Forums to facilitate strong cross-sector links between schools, college and HEIs. That colleges and HEIs were expected to play a full part in the wider access regional forums was also highlighted in 'A Framework for Higher Education in Scotland.' (2003). An evaluation of the forums in 2003 concluded that the forums should be continued 2004-8 and given a more strategic role.

More recent changes have followed: the merger of the Further and Higher Education Funding Councils in October 2005; a root and branch review of widening participation and publication of 'Learning For All' (Sept 2005); the Council's review of the forums in the latter half of 2006.

- In December 2006 the forums' remit was revised, making clear that their sphere of interest spans all post-compulsory education – both FE and HE. 'Learning For All' stated that we should 'avoid prioritising one type of learning over others' (page 36)
- The Scottish Funding Council decided to place the forums on a longer-term and more secure footing¹, supporting 'Learning For All's' recommendation that the forums should continue to develop the strategies they formed as part of their 2004-8 Business Plans (page 27). The report concluded that 'regional collaboration matters' and that many issues are best tackled by HEIs, colleges and schools working together locally on aspiration raising, transitions, on access courses. (page 7-8)
- Following the Funding Council's review of its committee structure, the decision was taken on 22 February 2008 to set up a new Access and Inclusion Committee to better align its committees with priorities in its Corporate Plan. This will mean that most of the work of the National Action Group on Learning For All, which

¹ This involves putting in place rolling two-year funding agreements between the Council and each forum to ensure greater stability than the previous fixed-term arrangements.

included representation from the regional forums and other key experts and stakeholders, will be subsumed into this new committee.

'Learning For All' and subsequent Scottish Funding Council reports 'Gender in Scottish higher education: What's the issue?' (2006) and 'Learning For All: report on measures of success' (2007) have highlighted the need to address disparities between the participation rates of men and women in post-compulsory education. Since the early 1990s this gap has widened considerably in Scottish HEIs: in 2004/5 59% of the student population were female. More recently, participation rates in colleges have also been higher among women than men: in 2004/5 53% of those studying at FE level were women and 58% at HE level.

The Scottish Funding Council's Corporate Plan 2006-09 sets out as its aim: fair access to a range of learning programmes suited to individual learners' circumstances. Within this aim, it plans to work in partnership with colleges and universities to deliver year by year at least the total volume of provision set by the Scottish Executive. It also aims to work with others to help learners make informed choices and remove barriers to enrolment and progression by addressing the recommendations in 'Learning For All'. In doing so, it states that it will contribute to the Scottish Executive's strategy to reduce the NEET group (page 21).

In June 2006, alongside Workforce Plus, its broader employability framework, the Scottish Executive published 'More Choices, More Chances: A Strategy to Reduce the proportion of Young people not in Education, Employment or Training in Scotland.' This presents a range of actions designed to meet 'Closing the Opportunity gap' targets for 2008.

The report highlights the need for: NEET prevention to halt disengagement from school and learning², a focus on post-school outcomes; strategies to support 16-19 year olds in the NEET group including a more integrated framework of services. Significantly, the report prioritises education and training over employment as desired outcomes for the NEET group. It

² A Curriculum for Excellence aims to provide a curriculum that is flexible and personalised enough to cover the full spectrum of needs and abilities of young people in or out of school. It aims to recognise achievement and learning within a framework which is coherent from 3-18 based on experiences and outcomes to prevent disengagement and raise attainment.

Determined to Succeed initiatives, involving education and business leaders, aim to develop enterprise and employability skills. Low attainment is also often accompanied by a similar lack of generic skills for life and work. Local authorities having a key role in determining local provision and brokering new partnerships between schools and local businesses; provision is 'patchy.'

The current development of Skills for Work courses in occupational areas for those over 14, may also help provide a pathway from school to post-compulsory education, employment or training for those at risk of becoming NEET as well as the broader client group for whom they are designed.

recognises that fast-tracking them into low skilled and low paid jobs is only likely to see them regain their NEET status. (page 23).

‘More Choices, More Chances’ also recognises that the NEET group is dynamic and heterogeneous and that groups within it include: young people with few or no additional support needs; those with intermediate needs; those with complex needs.³ Understanding this and the role that different agencies can contribute to this agenda is critical. The local authorities, supported by Careers Scotland and a range of other agencies including the voluntary sector⁴, have been charged with taking the lead in their local area. It is in this context that the regional forums can contribute to this agenda.

The Scottish Executive’s ‘Skills for Scotland: A Lifelong Skills Strategy’ (Sept. 2007) also challenges education providers and employers to bring learning, training and the needs of employers and individuals into alignment. Its vision is to create “a self-confident and outward looking Scotland” by unlocking peoples’ potential to contribute to sustainable economic growth.

3.2. South East Forum context

The South East of Scotland is characterised by diversity with real pockets of deprivation alongside areas of prosperity and affluence. There are deprivation clusters of high volume in the city of Edinburgh as well as clusters in rural and semi-rural areas. Of the 5% most deprived postcode data zones, 27 out of 37 are in Edinburgh. These account for 76% of the 5% most deprived percent of the South East population as defined by local authority areas⁵. There are, however, high pockets of deprivation with the nearest settlements in: Alloa, (Clackmannanshire) Armadale (West Lothian), Falkirk and Stirling. In the next 6-10% most deprived areas, Dalkeith, Galashiels, Bathgate, Blackburn and Bonnybridge also feature. (Scottish Index of Multiple Deprivation, 2006)

³ More Choices, More Chances identifies two main factors relating to NEET: disadvantage and educational disaffection. Based on evidence, the report recommends that the following sub-groups be targeted: care leavers, carers, young parents, offenders, persistent truants, low attainers, those with physical/mental health problems, those with issues around drug and alcohol abuse.

⁴ The work of the Princes Trust Scotland, Fairbridge and smaller voluntary organisations are seen as having an important role to play in re-engaging the NEET group. (p24)

⁵ The local authorities in the South East Forum area are: City of Edinburgh, East Lothian, Midlothian, West Lothian, Clackmannanshire, Falkirk, Stirling, Scottish Borders.

The population of the South East is growing unlike other areas of Scotland⁶ but a drift to cities and urban areas leaves more older people and microbusinesses in rural areas. The decline of tradition manufacturing industries and the rise of the service economy has also affected the South East, some areas more than others. This has implications in particular for men and an older generation who are less likely to have achieved the same level of qualifications than those currently leaving school. It remains true, nevertheless, that many young people leave school with no qualifications at all: 14.4% of 16-24 year olds in Clackmannanshire have no qualifications down to 8.2% in Edinburgh. Only 26.9% in Clackmannanshire have a Level 3 qualification (Higher or equivalent) with Edinburgh performing best in the South East with 45.7% achieving this (www.scrol.gov.uk).

Geographical remoteness affects semi-rural areas as well as rural ones. Issues around transport and accessibility are similar. People also suffer individual as well as geographical remoteness and lack cultural capital. The South East is below the Scottish benchmark in terms of participation in FE and HE as evident from Appendix 5.

3.3. Building on success

The South East Forum will be driven by the ethos that efficiency is best-served by building on its successes, whilst taking the opportunity to explore the new opportunities afforded by the Forum's new remit. The South East Forum recently commissioned an independent evaluation of its work and received high satisfaction ratings from its member colleges and HEIs⁷

- 94% of survey respondents regard the Forum's work with Communities as highly effective/effective;
- 94% of survey respondents regard the Forum's work at the FE/HE interface as highly effective/effective;
- 85% see the Forum's work with schools as highly effective/ effective.

⁶Between 1995-2005, West Lothian has seen the biggest population increase in Scotland at 10.1%, followed by East Lothian (6%), Stirling (5.5%) and Falkirk (4.5%). Other areas in the South East Forum area experiencing population increases are: Scottish Borders (3.6%), Edinburgh City (3.1%), Midlothian (0.4%) and Clackmannanshire (0.1%). Only West Lothian in the South East area is change attributable to more births than deaths as well as to in-migration. In the other areas this is a result of in-migration. (Scotland's Population 2005: The Registrar General's Annual Review of Demographic Trends 151st Edition. General Register Office for Scotland, Crown copyright 2006, page 12-13.)

⁷ L.R. Meagher (June 2007) *Future-oriented Evaluation for the South East Forum*

This independent evaluation also commended the South East Forum for “insight and earnest adherence to underlying widening participation goals”

More specifically for:

- growing and evolving its work, and anticipating changes that have taken place within its policy context
- committed individuals and home institutions (to varying extents)
- pro-active development of activities
- networks of key partner initiatives.

Access to Industry, one of the projects funded by the South East Forum has also been acknowledged by the following awards:

- Scottish Adult Learner of the Year Award winner (May 2006, Nov 2005)
 - Scottish Adult Learner Good Practice Award (Community Participation) 2006
 - SFEU Commendation for Jewel and Esk Valley College for their work on the Transition programme
 - Investors in Volunteers Quality Standard Mark for the Transition programme
- &
- Scottish Adult Learner of the Year nominee (May 2007)
 - Borders Adult Learner Award nominee (Partnerships) 2007.

Further details outlining the projects and activities supported by the South East Forum are contained in our Annual Report 2006/7. This includes data about their impact on learners.

3.4. Building on experience

Over its lifetime the Forum has grown in experience, particularly since 2004 with the delivery of a range of services made possible through additional funds and a new strategic role. We recognise the importance of having and promoting a clear deliberative structure and securing buy-in from senior managers who can speak on behalf of their institutions. That is why we have proposed a Forum Council to advise on and approve the Forum’s Strategic and Operational Plans and to elect a Forum Executive to act on its behalf. This should help secure greater continuity and drive as well as transparency. The Forum Chair will also serve as incoming and immediate past Chair to ensure continuity.

The Forum recognises the need to provide a strong strategic framework and evidence base to provide a clear vision for the future and to inform allocation of resource. A strong research, development and evaluation framework is also essential if we are to learn from our successes and

mistakes and identify what still needs to be done. At Planning events in 2006/7, partners considered research and evaluation essential and the sharing of effective practices, barriers and lessons learned to inform both policy and practice. Learning and building on the experiences of others, both regionally, nationally and beyond is also essential.

Partnership with others is absolutely central to delivering a joined-up system for the benefit of learners and prospective learners. The Forum wishes to take advantage of strong existing partnerships to help the Forum deliver on its aims and objectives including those working with schools. It also wants to build on the key successes of Routes 2 Success, On Route, Access to Industry and SWAP-East in its planning and development of activities.

Nevertheless, the Forum recognises the need to remain ambitious about developing new approaches. We are still not reaching certain groups. At Planning events in 2006/7, partners saw the Forum's key objectives as promoting access and progression, with raising aspirations critical to achieving this. While the sectors have developed a greater understanding of FE/HE articulation, there is clearly work to be done in promoting these and other pathways into and through learning. The college/university balance of our work has shifted to involve closer working with colleges, while still retaining a commitment to promote routes to university.

It is also evident that there is greater clarity around what we need to do to help young learners, less for adults. There is more work to be done in developing a strategy for communities and achieving this across the sectors and at a national level. We recognise the need to work with multiple agencies and stakeholders to create a more joined up approach to achieve this and to optimise the contribution that the Forum can make as a unique partnership of colleges and universities. The Forum will also work closely with the Funding Council and National Action Group For Learning For All to inform this strand of its work and others. It will be steered by national policies and priorities to help create "a self-confident and outward looking Scotland" and help bring the needs of employers and individuals into alignment ('Skills for Scotland: A Lifelong Skills Strategy' 2007).

4. How we will do it

Strategic Framework

1. Link forum activities to national educational polices

- Work closely with the National Action Group on Learning For All
- Lobby policy-makers on behalf of learners

2. Target resources effectively and according to learner need using an evidence-based approach

3. Place the learner at the centre of our thinking in the delivery of services

- Promote 'second' as well as 'first chance' routes for adults and young people
- Promote no one type of learning over another as appropriate to the learner
- Provide information, guidance and advice to empower learners
- Provide access opportunities
- Focus support at points of transition and on learners 'at risk'
- Work with communities, recognising the impact of social and cultural factors and the influence of others including families and friends
- Promote flexible and learner-centred approaches to delivery, with employment and employability foci

4. Work in effective partnership with others to add value and avoid duplication

5. Promote the SCQF as a framework for connecting systems and recognising credit

6. Take an evidence-based approach

- Use baseline data to target resources and monitor progress
- Monitor and evaluate the work of the Forum against key performance indicators and outputs; assess effectiveness and value for money
- Use formative evaluation to identify good practice, lessons learned and to assess future needs of learners. Listen to learners.

7. Promote a learning culture: capacity-building, increasing knowledge and understanding

- Pilot or scope new innovations as appropriate to inform future developments
- Provide staff development/training opportunities locally
- Promote and disseminate research, good practice and lessons learned through regional and national networks.

5. Partnership strategy

5.1. Partners

The South East Forum is a unique partnership of colleges, HEIs and other stakeholders in the South East of Scotland. It is committed to delivering national policies within a regional context and adding value to the work of others to maximise impact for the benefit of learners.

- Colleges and HEIs
- Local authorities
- Careers guidance/Skills agencies⁸
- SCQF
- Other regional forums
- National Action Group on Learning For All

The Forum will also seek the expert views and advice of others as appropriate, such as: learner representatives, school representatives, SQA, career guidance providers, voluntary sector representatives, Regeneration Forums, Scottish Enterprise and employer networks, research and practitioner partnerships and networks.

The Forum will continue to work closely with the Scottish Funding Council and liaise with policy-makers and advisors from the Scottish Executive as appropriate.

The Forum's structure enables partners to provide differing levels of input and to gain from networking and staff development opportunities provided.

The Forum will monitor and review the partner agencies that it works with and the contributions they can make through the Forum's current structure.

The Forum has developed a good practice code of conduct for partnership working which is contained in Appendix 1.

⁸ The merger of Careers Scotland and learndirect scotland into a single skills body was announced on 11 September 2007 by the cabinet Secretary for Education and Lifelong Learning.

6. Marketing and communication strategy

The South East Forum will promote and market the services it provides through a variety of means. Approaches will vary depending upon the intended audience.

6.1. Branding

Projects will be professionally branded appropriate to the different learner client groups that they serve. The support received by the South East Forum should be acknowledged, however, through use of its logo. This will raise the visibility of its work visible to partners, practitioners and policy-makers.

The South East Forum will also acknowledge the support that it receives from the Scottish Funding Council to deliver national policies in a local context. It will use their logo with permission and as appropriate.

6.2. Web-site

The South East Forum will continue to maintain a web-site aimed largely at partners and stakeholders. This site will serve as a promotional tool and repository of useful information. It will set out the Forum's aims and strategic objectives as well as provide practical information such as meeting dates; contact information and how to become involved. Key policy documents, research and project reports as well as useful links to other web-sites (including Forum project web-sites) will also be available through this portal.

Forum projects and services will have dedicated web-sites as appropriate to the needs of their target clients or learners.

The South East Forum's web-site site will be maintained and up-dated by the Forum's dedicated Marketing Officer; support will also be available to Forum project web-sites as feasible and appropriate.

6.3. Newsletters

The South East Forum will continue to provide a bi-annual newsletter in hard copy. This is designed primarily to promote and showcase the work of the Forum in partner institutions and to other stakeholder groups.

The Forum will continue to produce a monthly electronic newsletter during the academic year. This is aimed largely at those with frequent and regular engagement with the Forum and a dedicated interest in widening participation. It is, however, open to anyone. Relevant developments relating to policy and practice, topical items in the press and news of forthcoming conferences and events will be highlighted. Any specific South East Forum news items will also be included.

6.4. Conferences and events

The South East Forum will hold conferences and events to showcase its projects and activities as well as invite outside speakers to provide a broader perspective. These events will be used to celebrate success and share lessons learned. They also provide an opportunity for partners and stakeholders to come together to help inform future Forum policies and priorities as part of a wider evidence base upon which strategic decisions will be made.

The South East Forum looks forward to working with the Scottish Funding Council in developing a national dissemination strategy.

6.5. Clear deliberative structure

The Forum's deliberative structure is designed to ensure transparency and accountability with the Forum's Strategic and Operational Plans approved by senior representatives from college and HEI partners at an annual Council meeting. Further details are set out in Section 8: Governance and accountability.

7. Research, development and evaluation strategy

7.1. Understanding 'the market'

'Learning For All' asks 'how will we know if we have been successful?' and sets out a useful basket of quantitative and baseline measures to help monitor progress. It also charges the regional forums to monitor, evaluate and learn, developing qualitative and quantitative evidence to improve systems and practices and identify and share good practice (page 37). This echoes 'Life through Learning: Learning Through Life' (2003) which asks the forums to measure their impact on learners, including feedback from learners.

Any responsible business will invest in market research and development to: identify client needs; gaps in the market; evaluate the products and services that it provides to develop them or re-focus its efforts in other areas. Research and development is essential to ensure that any investment of time and resource is targeted wisely and capitalised upon to optimise return. This should include feedback from learners and an analysis of their needs as a central component. Formative evaluation that explores what has and has not worked through qualitative methods with the range of partners involved is also critical in determining future developments.

The South East Forum is committed to disseminating evaluation findings to share good practice and lessons learned. Forum partners have identified this as a key priority.⁹

In summary, this approach will:

- Provide a better service for learners by identifying and listening to their needs (and those who support them)
- Provide evidence of success for funders, policy-makers, partners and other stakeholders
- Ensure Forum funds are targeted responsibly and according to need, and assessed for effectiveness and value for money
- Build capacity and nurture a learning culture by promoting best practice and sharing lessons learned.

⁹ Identifying and sharing good practice was identified as a shared priority by all Forum partners as part of SWOT analyses of its work conducted in Spring 2007 and as identified at its Strategic Planning Days in June and September 2007.

7.2. Data collection and analysis

The Forum will work in partnership with the Scottish Funding Council to interrogate secondary data sources where this is feasible to monitor baseline data for the South East. We will adopt the same principle with regards to Scottish Executive/Careers Scotland data pertaining to pupil attainment and school-leaver destinations.

The Forum will also work in partnership with the Scottish Funding Council and Careers Scotland to track learners participating in Forum projects and activities (again where feasible). This will help assess the impact of these initiatives on learner progression and retention and identify factors which place learners 'at risk' of drop out to inform future policy and practice.

The South East Forum will ensure that information about learners participating in Forum-funded activities is collected. This will include demographic and SIMD indicators (postcode) to verify that those from deprived areas are the beneficiaries of our initiatives and that targeting methods are effective. These measures are also consistent with those identified in 'Learning For All' and in participation in FE and HE statistics where we would expect to see an impact over time. Gender, age, disability and ethnicity markers are also important. A range of other hard and soft indicators will also be used/have been developed to help evaluate the impact of projects. A framework for this is outlined in Appendix 2.

The Forum will also continue to audit activities in the region to prevent any duplication and co-ordinate efforts. It will maintain and up-date its audit of schools outreach activities and support offered to non-traditional students entering HEIs.

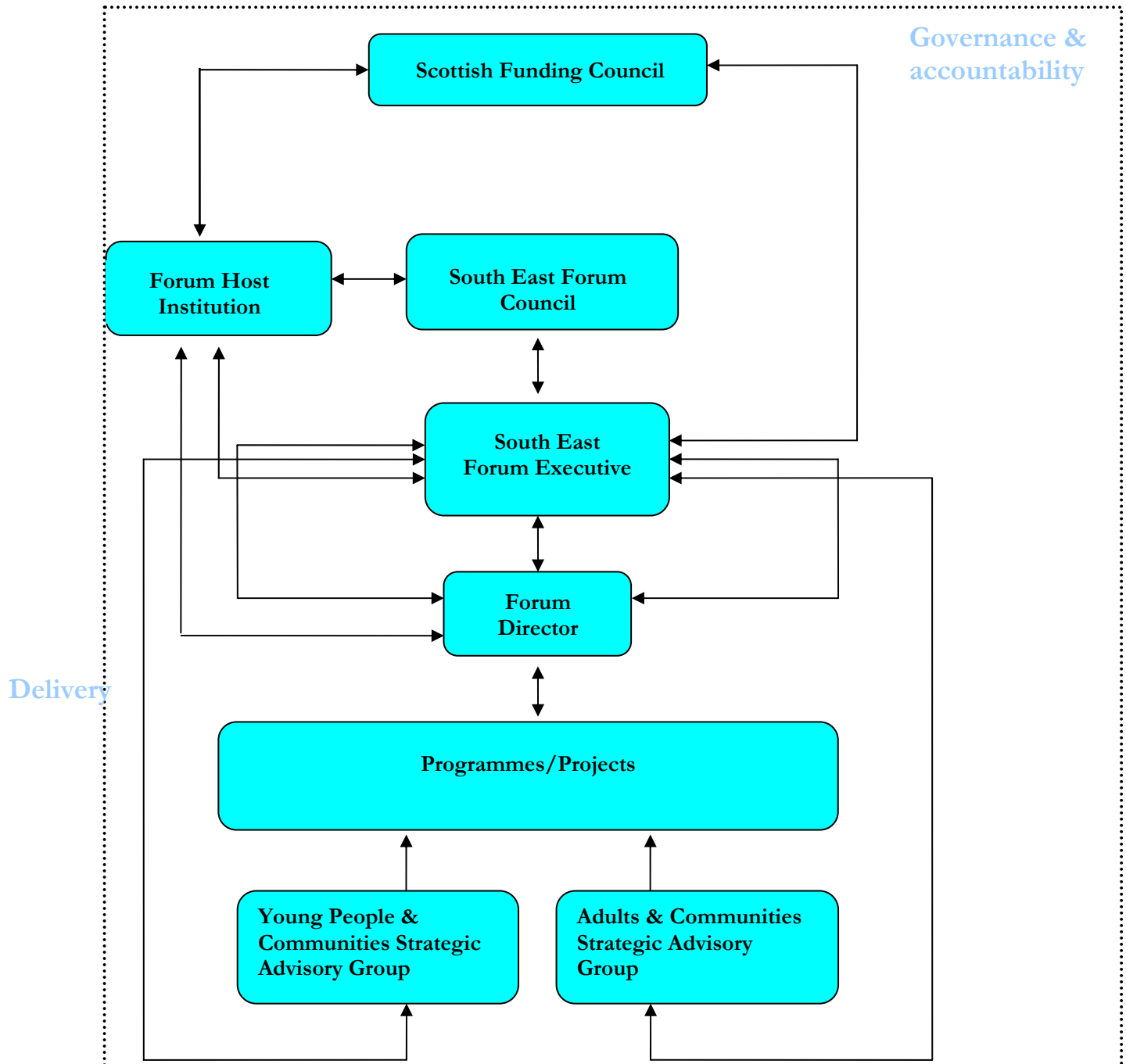
Formative evaluation, to identify what and has not worked and the reasons and remedies for this, requires the collection and triangulation of rich data gathered through interviews and focus groups. The needs and perceptions of learners as well as a range of partners and stakeholders is critically important in developing practices and services for the Forum and its members. It will also inform future Forum policies. This will complement hard qualitative data.

The South East Forum is therefore committed to:

| | | | |
|--|---------------------------------|---|---|
| Monitoring progress against baseline data | quantitative | analysis of secondary data | <ul style="list-style-type: none"> • Baseline data |
| Evaluating projects against key performance indicators, output measures and milestones | quantitative | primary data collection | <ul style="list-style-type: none"> • feedback forms/questionnaires • project reports |
| Conducting needs analyses to identify the future needs of learners | quantitative qualitative | analysis of secondary data Triangulate feedback from: learners, schools, community/college/university partners/ other stakeholders | <ul style="list-style-type: none"> • baseline data • map of current regional activities • interviews • focus groups • feedback forms/questionnaires • project reports |
| Evaluating any pilot activity before mainstreaming | quantitative qualitative | as above | as above |
| Using formative evaluation to identify and disseminate good practice and lessons learned | qualitative | as above | as above |

8. South East Forum: Governance Structure 2008-13

8.1. Diagrammatic Overview



8.2. Scottish Funding Council

8.2.1. Funding and reporting arrangements

The Scottish Funding Council from 2008 will fund the work of the Forum on a two-year rolling basis until further notice and as set within the context of the Forum's 5-Year Strategic Plan 2008-13.

Funding is agreed on the submission of Two-Year Operational Plans that enable the Scottish Funding Council to deliver on national policies and priorities.

The Scottish Funding Council monitors the work of the Forum through working closely with it and on the basis of an Annual Report and quarterly and end of year financial reports.

8.2.2. Joint working – *to be determined by the Scottish Funding Council*¹⁰

The Scottish Funding Council works closely with the 4 wider access regional forums.

Scottish Funding Council representatives, Forum Chairs, Vice-Chairs and Forum Directors/Managers will meet a minimum of once a year to discuss forums' activities.

The Regional Forum Directors/Managers currently meet regularly with representatives of the Scottish Funding Council and the National Co-ordinator for Widening Access (Regional Co-ordination Group) to ensure that overlap/duplication of activity is minimised and good practice is disseminated and shared throughout Scotland.

8.3. Forum's Host Institution

The Forum's Host Institution is accountable to the Scottish Funding Council with legal responsibility vested in the host institution. The South East Forum's deliberative structure operates within this context.

Napier University as host institution to the Forum is accountable for:

- appointing Forum staff and any human resource issues;
- financial auditing and providing quarterly and annual budgetary reports to the Scottish Funding Council.

¹⁰ The Scottish Funding Council have recently reviewed its committee structure. At a meeting on 22 February 2008, the Council took the decision to set up a new Access and Inclusion Committee to better align its committees with priorities in its Corporate Plan. This will mean that most of the work of the National Action Group on Learning For All, of which the wider access regional forum were members, will be subsumed into this new committee. The wider access regional forums are committed to working closely with the Scottish Funding Council.

8.4. South East Forum Council

8.4.1. Membership

Principals or their representatives able to speak on their institution's behalf shall be invited from the Forum's partner Colleges and HEIs to form a South East Forum Council. Membership will be restricted to one representative per institution. Other stakeholders may be invited to attend meetings of this group in an advisory capacity with observer status.

8.4.2. Remit

The College and HEI members of the group (only) shall be responsible for:

- advising on and approving the Forum's Strategic Plan and Operational Plan;
- electing voting members of the Forum's Executive.

8.4.3. Meetings

The South East Forum Council shall normally meet once a year in June. These meetings will be chaired by the Forum Chair (also Chair of the Executive Group).

8.4.4. Voting

The Forum's partner Colleges and HEI shall have one vote per institution, with voting by the Principal or designated individual able to speak on the institution's behalf. If a vote is required on any matter, members will be notified of this in advance.

8.5. South East Forum Executive

8.5.1. Membership

Voting members of the Executive will be drawn from Forum's partner Colleges and HEIs and elected by the Forum Council.

Executive members shall be drawn from the Forum Council with the possible exception of the 2 Chairs of the Strategic Advisory Groups *who need not be* Forum Council members. The Governance also allows special dispensation for the Immediate Past Chair to remain on the Executive even if this person is not the Forum Council member for their institution.

The Chairs of the Strategic Advisory Groups should be nominated by their Principals on the basis of their relevant expertise and knowledge. The Forum Council members are there as their Principal's representative, able to speak on behalf of their institution.

Voting members

- Forum Chair
- Forum Immediate Past Chair or Incoming Chair
- Chairs of Strategic Advisory Groups
- 4 other representatives from College and HEI partner institutions.

Non-voting advisory and ex officio members

- Representative from the Host Institution - if not already represented on the Executive Group as a voting member
- Director of the Forum.

The Executive has the right to co-opt as and when appropriate

- Invited stakeholder experts (advisory and non-voting status)

The Executive members serving as Chairs of the 2 Strategic Advisory Groups shall be drawn from either the College or HEI sectors on the basis of their knowledge and expertise. There shall be a 50/50 College and HEI balance of the other voting members of the Executive.

Two voting representatives from the same institution are not permitted to serve on the Executive at the same time.

Efforts will be made to represent the geographical diversity of the South East region in the membership of the Executive Group within practical constraints.

The Forum Chair shall serve for two years and one further year as Immediate Past Chair. On the retirement of the Immediate Past Chair, an Incoming Chair shall serve for one year, before taking up the position of Chair for two years.

All other members shall be expected to serve for a period of two years on the Executive Group.

Individuals in receipt of Forum funding used directly to support their project post shall not normally be eligible to serve as College or HEI representatives on the Executive.

8.5.2. Elections

Nominations for voting members of the Forum Executive, including the 2 Chairs of the Strategic Advisory Groups, will be made by Principals of the Forum's partner Colleges and HEIs. The Forum Council will elect voting members of the Executive.

If a voting member of the Executive Group, including the 2 Chairs of the Strategic Advisory Groups, demits during their term, the Principals of the Forum's partner Colleges and HEIs shall be asked to provide nominations and the Forum Council elect a new member. Email shall be used as appropriate.

8.5.3. Remit

The Executive is responsible for:

- implementing the Forum's Strategic Plan on behalf of its partners to deliver on national policies and priorities set by the Scottish Funding Council.

More specifically the Executive is responsible for:

- providing strategic direction and leadership;
- commissioning and approving the financing of programmes within the Forum's aims, objectives and Strategic Framework;
- monitoring budgets on a quarterly basis at a minimum;
- approving staffing resources;
- approving the Forum's Annual Report to the Scottish Funding Council;
- advising on and approving the Forum's Strategic and Operational Plans for recommendation to the South East Forum's Council;
- working with the Scottish Funding Council - *as determined by the Funding Council.*

The Executive is informed by its partners and stakeholders through its Strategic Advisory Groups, plenary and special one-off events in the development of its Strategic and Operational Plans.

8.5.4. Meetings

The Executive shall meet 4 times a year.

8.5.5. Voting

Only College and HEI members of the Executive Group are eligible to vote. Other invited stakeholders/advisors and ex officio members are not eligible to vote.

In the event of an Executive member having a direct and/or institutional interest in the outcome of any decision, that member shall be asked to retire from that part of the proceedings. In the event of a split vote, the Forum Chair shall have the casting vote.

A quorum of more than 50% of voting members is required for business to proceed.

8.6. Strategic Advisory Groups

8.6.1. Membership

There shall be 2 Strategic Advisory Groups with a learner-focus:

- Young People and Communities Strategic Advisory Group
- Adults and Communities Strategic Advisory Group

The Strategic Advisory Groups will be composed of:

- College and HEI representatives nominated by Forum Council members;
- Access to Industry, CAMPUS, LEAPS and SWAP-East
- other invited stakeholders such as Skills Development Scotland Ltd; SQA, SCQF, SFEU, HMIE.

Representatives at a sufficiently senior level are encouraged to deliver on the Groups' strategic remit.

The same individual is permitted to serve on both the Forum's Young People and Communities Strategic Advisory Group and Adults and Communities Strategic Advisory Group. Each College and HEI partner should have no more than one representative on each Strategic Advisory Group.

The input of local authorities and community planning partnerships (CPPs) may more suitably be through one off special events managed by the Strategic Advisory Group, and through membership of Project Steering Groups.

8.6.2. Remit

For each group's programme of work related to young people and communities and to adults and communities:

- Monitor progress against the Forum's aims and objectives and within its strategic framework underpinned by robust evidence;
- Develop and advise the Executive on future strategy underpinned by robust evidence¹¹;
- Advise on developing and sharing good practice.

Benchmark data, independent research and evaluation, programme reports and other evidential materials will inform the Groups' work. The views and needs of learners will be central.

¹¹ This should be strongly aligned to the South East Forum's Strategic Plan 2008-13 and Operational Plan 2008-10.

8.6.3. Communication

The Chair of the 2 Strategic Advisory Groups will be members of the Executive and work closely with the Forum Director to take forward the work of the Group.

The Forum Director will provide the link with the other Strategic Advisory Group and the Executive in addition to providing links with the Scottish Funding Council and other regional forums.

8.7. Forum Projects

8.7.1. Eligibility

In terms of projects funded by the Forum within its programme of activities, only a College or HEI partner will be eligible to receive funds and account for expenditure.

8.7.2. Management and reporting

Forum *projects* will be expected to establish a Project Steering group with representation from local partners and stakeholders and Forum staff.

Institutions hosting projects on behalf of the Forum are responsible to the Forum Executive, reporting through the Forum's Director, for delivering on project aims and objectives within agreed timescales and budgets.

Institutions hosting projects are required to:

- provide up-dates on progress at regular intervals and an annual or end of project report;
- be accountable to the Forum's Host Institution for financial procedures and audit systems and provide quarterly and annual financial reports on programmes income and expenditure;
- provide or support the collection of key performance data and outcome measures.

Any programme under-spend is to be returned to the Forum at the end of the funded period unless alternative arrangements have been agreed with the Forum Executive. This will require submission of a written case to the Executive via the Forum's Director.

Institutions hosting programme staff will be responsible and accountable for providing line management, HR and Financial services.

8.8. Freedom of Information and Data Protection

The Forum is not a legal entity, however, it will operate in an open and accountable manner and in the spirit of the Freedom of Information (Scotland) Act 2002 which came into full force on 1 January 2005. The Forum will provide information and records on request subject to confidentiality and data protection requirements.

Information about the Forum is also publicly available from its web-site. The Forum also provides an Annual Report.

9. Staffing: Forum Director and Team

In accord with the Forum's current constitution and strategy the following core staff have been identified as baseline support and as a minimum

- Forum Director
- Marketing and Administrative Officer

The Executive and Strategic Advisory Groups shall be advised and supported by the Forum Director. The Director is responsible to the Forum Executive and, through the Forum's Host Institution, to the Scottish Funding Council.

The Director works closely with the Scottish Funding Council, the other regional forums and with partners and stakeholders through the Forum's sub-group structure.

Other staff can be appointed to support the work of the Forum and may be based in the Forum's central office or in any of the Forum's partner Colleges or HEIs.

10. Funding projects and services: allocation of resource

The Forum's Annual Strategic Plan is *approved* by the Forum Council of members. Responsibility for the *implementation* of the Forum's strategy and funding decisions within that are the responsibility of the Forum's Executive.¹²

The Forum Executive shall provide strong strategic direction and **commission** projects and services in accordance with:

1. Forum aims and objectives, and
2. the Forum's Strategic Framework.

Learner need is central in the Forum's Strategic Framework and will inform resource allocation. This will be based on a range of evidence including:

- statistical baseline data identifying the volume and distribution of young and adult learners from deprived areas
- commissioned needs analyses, including consultation with learners
- consultation with partners and stakeholders (using Forum conferences and deliberative structure)
- Other research and evaluation evidence.

Appendix 3 outlines statistical baseline data highlighting needs by local authority area and sub-region to help direct resource to target learners.

¹² Responsibility for expending a small staff development and training fund to support those supporting young people or adults in our target groups has been devolved to the Forum's two Sub-groups.

11. Summary of Strategic Plan 2008-13

| Strategic Framework | Aims and objectives | Timetable |
|--|--|--|
| 1. Link Forum activities to national education policies | <p>Help the Funding Council deliver its aim of fair access to a range of learning opportunities suited to individuals' learning needs, working in partnership to help learners make informed choices and remove barriers to enrolment and progression in addressing recommendations in 'Learning For All' (2005). Help address the gender inequalities highlighted in 'Gender in Scottish higher education: What's the issue?' (2006) and 'Learning For All: report on measures and success' (2007). Support the Council in contributing to the Scottish Executive's strategy as outlined in 'More Choices, More Chances' to reduce the NEET group and supporting the work of the local authorities and Careers Scotland. Continue to facilitate cross-sector links between schools, colleges and HEIs as set out in 'A Framework for Higher Education in Scotland' (2003) and in the Scottish Executive's 'Life Through Learning: Learning Through Life.' (2003) Support the Scottish Executive's broader employability framework and 'Skills for Scotland: A Lifelong Skills Strategy' (Sept. 2007).</p> <p>Respond to any changes in policy in this area; work closely with the National Action Group for 'Learning For All'.</p> <p>Lobby policy-makers on behalf of learners.</p> | 2008-2013 |
| 2. Target resources effectively and according to learner need | <ul style="list-style-type: none"> • Target resources to young people and adults from deprived areas in schools with low progression to FE and HE statistics across the 8 local authorities covered by the South East Forum; • Monitor and assess the impact of initiatives on learners • Use research evidence to assess learner needs. | 2008-2013 |
| 3. Places the learner at the centre of our thinking in the delivery of services | <p>Provide programmes for young people and adults to widen access to FE and HE, placing the learner at the centre of our thinking:</p> <ul style="list-style-type: none"> • Promote the benefits and returns of FE and HE, understanding motivational factors around employability and careers • Provide positive role models and mentors • Provide experiential opportunities • Challenge perceptions 'that learning is not for the likes of me' and build confidence • Provide impartial information, advice and guidance to empower learners; present a range of FE and HE options and pathways as appropriate, recognising individuals' prior attainment and personal goals • Work with parents, families, and others in the community as influential groups on learner choices • Provide access opportunities • Provide support to learners at transitions and 'at risk' • Listen to learners. | 2008-2013 |
| 4. Work in effective partnership with others | <p>Work in partnership with colleges, HEIs, SCQF, local authorities, careers guidance, community and voluntary agencies to ensure provision adds value to community partnership planning and complements schools-college partnerships, Curriculum for Excellence and Schools of Ambition initiatives as well as activities delivered by college and HEI partners. Forum-funded provision will not duplicate the work of others.</p> <p>Take advantage of existing strong partnerships that can help the Forum deliver on its aims and objectives where these have shown themselves to be effective and can bring added value through matched funding.</p> <p>Review membership and structure for delivery</p> <p>Prepare and present 2 year operational plan for approval by the Forum Council.</p> | 2008-2013 2008-2013 2009-2010 2009-2010 |
| 5. Promote the SCQF | Promote the SCQF as a system for connecting qualifications and recognising credit | 2008-2013 |
| 6. Take an evidence-based approach | <ul style="list-style-type: none"> • Collect and analyse baseline data to target resources and monitor progress • Monitor and evaluate forum activities and their impact on learners against key performance indicators and outputs; assess effectiveness and value for money • Use formative evaluation to identify good practice, lessons learned and to assess future needs of learners. Track learners as appropriate. • Be informed by new research eg. recently commissioned research on choices of college students by the Scottish Funding Council. | 2008-2013 |
| 7. Promote a learning culture: capacity building & increased knowledge & understanding | <ul style="list-style-type: none"> • Promote cross-sectoral awareness raising and share good practice, building capacity of partners and stakeholders • Provide support to those supporting target groups of learners • Promote and disseminate research and evaluation, identifying good practice, lessons learned, learner needs and barriers. Lobby on learners behalf. | 2008-2013 |

**2-Year Operational Plan
2008-2010**

Aim: To raise aspirations and awareness of post-compulsory education, widening access to FE and HE through an integrated programme targeted and focused according to the needs of young people¹³ from deprived areas with low participation rates in FE and HE.

| Key target groups | Forum objectives | Programme of activities 2008-2010 (baseline funding) | Options with additional funding | Options with additional funding |
|---|------------------|---|---|-----------------------------------|
| | | Option 1 | Option 2 | Option 3 |
| Young people from deprived areas in school and those at risk of becoming NEET; males within these groups | 1, 4 ,6, 7 | <p>Targeted programme of activities to pupils from deprived areas in priority schools with rates of progression to FE and HE below the Scottish benchmark (devising targeting methods to help prevent the NEET group and inspire pupils to aim higher).¹⁴</p> <p>A. A continuum of activities S1-S4 to raise aspirations and awareness of the benefits of FE as well as HE with:</p> <ol style="list-style-type: none"> i. classroom workshops ii. experiential opportunities including college and HEI visits and tasters to help pupils set personal goals, reduce 'fear of the unknown.' iii. recognition of motivational factors around employability and economic return iv. challenges to learners' perceptions of 'self' and class and gender stereotypes v. use of mentors (incl. student mentors) and effective role models vi. engagement with parents and guardians as influencers on young peoples' aspirations, choices and decisions at key stages in schools, including through outreach work into communities. <p>This will take recognition of gender issues in approaches used. Providers will be informed by the findings of the Forum's 2007/8 scoping exercise on the specific needs of those in residential care and in special schools. This will consider the Forum's role, feasibility and resource.</p> | <p>Extension of activities to Primary schools at P7-S1 transition, working with pupils, parents/ guardians and teachers to raise awareness of FE & HE. Targeting Primary schools feeding secondary schools with low progression to FE and HE.</p> <p>Develop and deliver more workshops & activities with a subject-specific focus, particularly in areas of skills shortage e.g. science, engineering.</p> | |
| | 2 ,4, 5 ,6, 7 | <p>B. Provision of practical information and advice for pupils, parents/guardians and teachers at key stages at school and exploiting college and university open days:</p> <ul style="list-style-type: none"> • FE/HE articulation pathways and SCQF • UCAS and college applications • Finance, accommodation and other issues. <p>Provide accessible reference materials and portals where these do not already exist.</p> | <p>Extend community outreach through community partnerships to reach young people, parents/ guardians (as influencers of young people & potential learners).</p> <p>Produce annual directory of HN-degree pathways for South East. Use 'Stepping Higher' model used by Fife & Tayside Forum.¹⁵ Also resource for working with adults.</p> | Further extend community outreach |

¹³ 'Young people' are understood to be those of school age and in school.

¹⁴ This assumes partnership working with others in the South East and is subject to investment by and further consultation with partners & stakeholders incl. local authorities.

¹⁵ The SCQF partnership have employed an officer to up-date the mapping, Tracking and Bridging web-site hosted on the SCQF web-site and to explore ways to maintain this. The Forum will be kept informed of developments. The Fife and Tayside Forum's evaluation of the 'Stepping Higher' booklet is underway and we hope to be informed by this when it reports.

| | | | | |
|----------------------------|--|---|--|--|
| 1, 2, 4, 5, 6, 7. 7 | | <p>C. Provision of intensive one-to-one mentoring for target pupils through dedicated officers at key stages; working with parents/guardians</p> <ul style="list-style-type: none"> • devising appropriate targeting methods • considering the findings of the Forum's 2007/8 scoping exercise on the specific needs of those in residential care. | <p>Extension of intensive one-to-one mentoring for pupils.</p> <p>Extend Summer School places for eligible S5/6 school-leavers not already catered, wishing to go onto university.</p> | <p>Further extension of one-to-one mentoring for pupils.</p> |
|----------------------------|--|---|--|--|

| | | | |
|---|---|--|--|
| <p>Research, development and evaluation (underpins objectives 1-7)</p> | <p>A. Monitor and evaluate the impact of activities on learners to inform future delivery and development of materials; track learners to first destinations (with help of Careers Scotland or SQA as appropriate).</p> <p>B. Disseminate and share findings.</p> <p>C. Collect and analyse baseline data annually.</p> <p>D. Be informed by new research eg. recently commissioned research on choices of college students by Scottish Funding Council.</p> <p>E. Up-date 2007 Directory of Schools Outreach provision in the South East on an annual basis for practitioners.</p> | | |
| <p>Capacity-building, increasing knowledge & understanding (underpins objectives 1-7)</p> | <p>A. Look at targeting methods used by a range of practitioners and evidence of impact from <i>all</i> activities in SE to: a) ensure we adopt best practice and b) impact on target groups effectively in the region through partnership with others.</p> <p>B. Host an annual conference to promote cross-sectoral awareness raising through sharing research evidence and good practice to building capacity of staff in school, college, university and careers guidance sectors.</p> | | <p>Provide staff development and training to organisations and specialist agencies supporting young people at risk of becoming NEET with poor school attendance eg information on FE and HE options, pathways and support available.</p> |

Objective 3 'Improve access opportunities' is relevant for adult learners.

Future considerations 2010-13

The extensions of provision to meet the needs of those in care and in special schools will be considered following the Forum's scoping and assessment of this in 2007/8. This will likely have resource implications for the Forum.

Provision will be informed by the Forum's scoping of family learning and exploration of sustainable models in 2007/8.

Provision will be informed by research, development and evaluation of Forum programmes for learners and research evidence from others working in this area.

Aim: To raise aspirations and awareness of post-compulsory education, widening access to FE and HE through an integrated programme targeted and focused according to the needs of adults¹⁶ from deprived areas with low participation rates in FE and HE.

| Key target groups | Forum objectives | Programme of activities 2008-2010 (baseline funding) | Options with additional funding | Options with additional funding |
|--|------------------|--|---------------------------------|---------------------------------|
| | | Option 1 | Option 2 | Option 3 |
| Community-based and college-based learners; males within these groups | 1, 2, 3, 4, 6, 7 | <p>Broker and support Access provision through the Access Programme Framework.</p> <ul style="list-style-type: none"> ii. Work with college and HEI partners to support the Access Programme Framework and share good practice through Teacher Forums iii. Locate courses on the SCQF. iv. Market Access opportunities using appropriate techniques and targeting v. Provide information, guidance and advice to help people make choices that are right for them at appropriate and key stages and integrate into PDP vi. Provide clear progression pathways to HE. | | |
| | 1, 2, 3, 4, 6, 7 | <p>Broker and support access provision for particular excluded and vulnerable groups, building sustainable pathways into post-compulsory education and employment</p> <ul style="list-style-type: none"> ii. Work with education providers, community partners and employers; recognise that short programmes with a clear employment focus are more likely to attract men.¹⁷ iii. Utilise the SCQF and promote accreditation iv. Market provision, working with community partners and using appropriate marketing techniques and targeting, learning from the private sector. v. Provide information, guidance and advice to help people make choices that are right for them at appropriate and key stages and integrate into PDP vi. Provide clear progression pathways to accredited provision in FE and HE and to employment opportunities as appropriate to the learner. | | |

¹⁶ 'Adults' are understood to mean those who have left compulsory education.

| | | | | |
|--|------------------|---|--|--|
| | 1, 2, 4, 5, 6, 7 | <p>Mentoring and training programme to support adults from deprived areas in community-settings and colleges at points of transition.¹⁸</p> <ul style="list-style-type: none"> i. raise aspirations through use of positive role models and personal case studies; recognise issues around gender, identity and employability. ii. use student mentors to support delivery and explore use of industry mentors (as appropriate).¹⁹ iii. provide information, advice and guidance about access and progression to learners and to those who support them (as required) iv. promote the SCQF and support FE/HE articulation v. explore and encourage partners to integrate programme into learners' PDP vi. promote self-efficacy and confidence in learners/share models of good practice (as appropriate) vii. provide study skills in preparation for progression (as appropriate) viii. promote campus visits or familiarisation opportunities provided by partners (as appropriate). ix. create materials to support learners where these do not already exist and exploit and develop existing ones to promote progression and retention.²⁰ <p>Work with CLD/local authorities to explore best models to access learners and those who, as a result of major life changes eg. redundancy, physical or mental illness, are reflecting on aspirations and plans. Work with CLD/local authorities to assess needs and embed in CPP.</p> | | |
|--|------------------|---|--|--|

¹⁷ Explore with partners, areas with skills gaps and employment opportunities that are not currently available.

¹⁸ This will focus on learners or prospective learners at points of transition from one environment to another at community/college/university interfaces. It does not include those progressing from one programme of study to another in the same institution or sector.

¹⁹ The South East Forum has already established through its On Route project a network of student mentors from the university sector.

²⁰ On Route and On Track materials have already demonstrated their value. Materials such as the South East Forum-funded 'Community Tutor pack' the North Forum's Access Route Planner booklet and web-site may also be usefully exploited or developed as well as materials on student finance. As itemised in plans for 'working with young people' the South East Forum proposes to produce an annually up-dated HN-degree pathways directory using the 'Stepping Higher' model used by the Fife and Tayside Forum if appropriate.

| | | | |
|---|---|--|--|
| <p>Research, development and evaluation (underpins objectives 1-7)</p> | <p>A. Monitor and evaluate the impact of activities on learners to inform future delivery and development of materials; track learners as appropriate (with support of partners and Scottish Funding Council as appropriate).</p> <p>B. Disseminate and share findings of evaluation.</p> <p>C. Collect and analyse baseline data annually.</p> <p>D. Be informed by new research.</p> | | |
| <p>Capacity-building, increasing knowledge & understanding (underpins objectives 1-7)</p> | <p>A. Staff forums for those interested in delivering FE/HE programmes and sharing good practice.</p> <p>B. Work with other agencies to support provision of staff development for college and community staff to support the successful transition of community-based learners to mainstream college provision - including the development of formal SQA/PDP qualifications for community tutors whether college or local authority based.²¹</p> <p>C. Highlight barriers facing learners through case studies and reports eg. limited number of approved courses that protect learners' income and benefits while they are studying to secure future employment. Lobby policymakers on their behalf.</p> <p>D. Host an annual conference to promote cross-sectoral awareness raising and share good practice to build capacity of staff in community organisations, college, university and careers guidance sectors. Highlight and debate existing barriers to suggest solutions.</p> | | |

Future considerations 2010-13

Provision will be informed by research, development and evaluation of Forum programmes for learners and research evidence from others working in this area.

Provision will be informed by the Forum's scoping of family learning and exploration of sustainable models in 2007/8.

²¹ The South East Forum supports the proposal from the SFEU to carry out this work, and is a member of its Community Transitions Reference Group.

13. Finances

| | £ | Percentage |
|---|----------------|-------------|
| Core costs | 129,600 | 20% |
| Core staff costs (salaries and on costs) | 81,000 | 12.5% |
| Marketing, communication and running costs | 18,600 | 2.9% |
| Host institution costs | 30,000 | 4.6% |
| | | |
| Young people programme | 208,000 | 32% |
| Working with young people: schools programme | 180,000 | 27.7% |
| Research, development and evaluation | 24,500 | 3.8% |
| Annual conference | 3,500 | 0.5% |
| | | |
| Adults programme | 310,400 | 48% |
| Broker and support Access to HE provision through the Access Programme Framework | 48,400 | 7.5% |
| Broker and support access to FE and HE provision for particular excluded and vulnerable groups, working with community partners and employers | 135,000 | 20.8% |
| Mentoring and training programme to support adults in community-settings and colleges at points of transition | 99,000 | 15.3% |
| Research, development and evaluation | 24,500 | 3.8% |
| Annual conference | 3,500 | 0.5% |
| | | |
| TOTAL | 648,000 | 100% |

The Forum has requested an inflationary uplift each year to reflect rising costs.

Appendix 1

Good practice code of conduct for partnership working

| | Responsibility |
|---|-------------------------|
| 1. Employ clear and transparent decision-making processes, linking funding to the Forum's aims, and objectives within its Strategic Framework | All |
| 2. Place the learner at the centre of our thinking using an evidence based approach | Forum/All |
| 3. Foster and support the engagement of partners and stakeholders | All |
| 4 Demonstrate mutual respect, trust and professionalism at all times. | Forum/All |
| 5. Communicate effectively | Forum |
| 6. Provide clear lines of accountability | Forum/ Project partners |
| 7. Promote and celebrate success, providing evidence of impact | Forum/ Project partners |
| 8. Share best practice and lessons learned to nurture a learning community | Forum/ Project partners |

This set of good practice guidelines aims to optimise partnership working and balances rights and responsibilities. We would encourage all partners as well as Forum representatives and staff to respect this code.

Appendix 2: Key performance indicators

Learner measures

Hard measures

- Applications (to FE and HE in colleges and HEIs)
- Access [acceptance or registration] (to FE and HE in colleges and HEIs)
- Progression [student reported]
- Articulation (credit-transfer)
- Attainment and achievement (measures appropriate to school, community, college or HEI provision)
- Retention (end of year or course/unit completion measures)

Benchmark data: available from SFC, HESA, UCAS, FEGIS, Scottish Executive, SQA, Careers Scotland, SIMD.

Evaluation of project activities will be reliant to a considerable extent on the self-reporting of learners via questionnaires/feedback forms with regard to learner outcomes. Tracking learners from one type of learning to another or one learning environment to another is problematic. The Forum is grateful to Careers Scotland for their pledge to track individual school-leavers involved in Forum initiatives.

Soft measures:

- Satisfaction with regards to intervention/initiative
- Increased aspirations (confidence levels; ambitions and intentions with regards to educational goals and next steps; change in attitude towards education)
- Informed decision-making

Softer measures will invariably lie in learner self-assessment and can only be gleaned from learners themselves.

Partnership measures

- Partner or stakeholder satisfaction in practice
- Mainstreaming of projects
- Evidence of capacity-building/improvements as gleaned from reports from partners and stakeholders.

Appendix 3

Participation and non-participation by local authority in the South East Forum area

(Source: Destinations of Leavers from Scottish Schools: 2005/06: <http://www.scotland.gov.uk/Publications/2006/12/05115936/0>)

Figure 1.

NEET group

| | 2003/4 | | 2004/5 | | 2005/6 | | Over 3 years (2003/4-2005/6) | |
|---------------------------------------|--------------------|----------------|--------------------|----------------|--------------------|----------------|---------------------------------|----------------|
| | No. NEET | % of SEF total | No. NEET | % of SEF total | No. NEET | % of SEF total | No. NEET | % of SEF total |
| Clacks | 148 | 6.4% | 87 | 3.6% | 99 | 5.0% | 334 | 5.0% |
| Falkirk | 383 | 16.6% | 328 | 13.5% | 280 | 14.2% | 991 | 14.7% |
| Stirling | 180 | 7.8% | 209 | 8.6% | 124 | 6.3% | 513 | 7.6% |
| Forth Valley total | 711 | 30.8% | 624 | 25.6% | 503 | 25.5% | 1838 | 27.4% |
| Edinburgh City | 710 | 30.7% | 832 | 34.2% | 625 | 31.7% | 2167 | 32.3% |
| East Lothian | 168 | 7.3% | 187 | 7.7% | 178 | 9.1% | 533 | 7.9% |
| Midlothian | 159 | 6.9% | 201 | 8.2% | 178 | 9.0% | 538 | 8.0% |
| West Lothian | 405 | 17.5% | 436 | 17.9% | 340 | 17.3% | 1181 | 17.6% |
| Edinburgh & Lothians total | 1442 | 62.4% | 1656 | 68.0% | 1321 | 67.1% | 4419 | 65.8% |
| Borders total | 159 | 6.9% | 154 | 6.3% | 146 | 7.4% | 459 | 6.8% |
| total SEF | <u>2312</u> | | <u>2434</u> | | <u>1969</u> | | <u>6715</u> | |
| total Scotland | 11,307 | | 8,952 | | 7360 | | 27619 | |
| SEF % of Scotland | 20.4 | | 27.2 | | 26.8 | | 24.3 | |

Figure 2.

Nos. going onto FE 2003/4 -
2005/6

| | 2003/4 | | 2004/5 | | 2005/6 | |
|--------------------------------|-----------------------------------|--------------------|-----------------------------------|--------------------|-----------------------------------|--------------------|
| | Total no. of school leavers | No. going to FE | Total no. of school leavers | No. going to FE | Total no. of school leavers | No. going to FE |
| Clacks | 593 | 119 | 577 | 138 | 522 | 131 |
| Falkirk | 1531 | 199 | 1560 | 265 | 1556 | 280 |
| Stirling | 1060 | 191 | 1046 | 126 | 1031 | 175 |
| Forth Valley total | 3184 | 508 | 3183 | 529 | 3109 | 586 |
| Edinburgh City | 3551 | 710 | 3618 | 615 | 3674 | 845 |
| East Lothian | 933 | 177 | 936 | 140 | 991 | 168 |
| Midlothian | 1059 | 201 | 955 | 172 | 987 | 207 |
| West Lothian | 1930 | 347 | 1897 | 379 | 1890 | 340 |
| Ed & Lothians total | 7473 | 1436 | 7406 | 1307 | 7542 | 1561 |
| Borders total | 1220 | 342 | 1287 | 347 | 1323 | 384 |
| total SEF | 11877 | 2286 | 11876 | 2183 | 11974 | 2530 |
| as % of SEF LAs | | 19.2% | | 18.4% | | 21.1% |
| as % in Scotland | | 21% | | 21% | | 23% |

Figure 3.

Nos. going onto HE 2003/4 -
2005/6

| | 2003/4 | | 2004/5 | | 2005/6 | |
|--|-----------------------------------|-----------------------|-----------------------------------|-----------------------|-----------------------------------|-----------------------|
| | Total no. of school leavers | No. going to HE | Total no. of school leavers | No. going to HE | Total no. of school leavers | No. going to HE |
| Clacks | 593 | 136 | 577 | 144 | 522 | 131 |
| Falkirk | 1531 | 444 | 1560 | 406 | 1556 | 373 |
| Stirling | 1060 | 382 | 1046 | 377 | 1031 | 351 |
| Forth Valley total | 3184 | 962 | 3183 | 926 | 3109 | 854 |
| Edinburgh City | 3551 | 994 | 3618 | 1085 | 3674 | 1065 |
| East Lothian | 933 | 299 | 936 | 318 | 991 | 297 |
| Midlothian | 1059 | 233 | 955 | 239 | 987 | 257 |
| West Lothian | 1930 | 560 | 1897 | 512 | 1890 | 605 |
| Ed & Lothians total | 7473 | 2086 | 7406 | 2155 | 7542 | 2224 |
| Borders total | 1220 | 390 | 1287 | 399 | 1323 | 410 |
| total SEF as % of SEF LAs | 11877 | 3438 | 11876 | 3480 | 11974 | 3489 |
| | | 28.9% | | 29.3% | | 29.1% |
| total Scotland | | 29% | | 31% | | 30% |

Figure 4.

Nos. going onto FE & HE

| | | 2003/4 | 2003/4 | | | % NOT prog to HE or FE of SEF total |
|--|-----------------------------------|-----------------------|--------------------|-----------------------------------|--------------------------------|---|
| | Total no. of school leavers | No. going to HE | No. going to FE | Total going to HE and FE | No. NOT prog to HE or FE | |
| Clacks | 593 | 136 | 119 | 255 | 338 | 5.5% |
| Falkirk | 1531 | 444 | 199 | 643 | 888 | 14.4% |
| Stirling | 1060 | 382 | 191 | 572 | 488 | 7.9% |
| Forth Valley total | 3184 | 962 | 508 | 1470 | 1714 | 27.8% |
| | | | 0 | | | |
| Edinburgh City | 3551 | 994 | 710 | 1704 | 1847 | 30.0% |
| East Lothian | 933 | 299 | 177 | 476 | 457 | 7.4% |
| Midlothian | 1059 | 233 | 201 | 434 | 625 | 10.2% |
| West Lothian | 1930 | 560 | 347 | 907 | 1023 | 16.6% |
| Ed & Lothians total | 7473 | 2086 | 1436 | 3522 | 3951 | 64.2% |
| | | | 0 | | | |
| Borders total | 1220 | 390 | 342 | 732 | 488 | 7.9% |
| | | | 0 | | | |
| total SEF | 11,877 | 3438 | 2286 | 5724 | 6153 | |
| total Scotland | 56537 | | | | | |

Figure 5.

Nos. going onto FE & HE

| | | 2004/5 | 2004/5 | | | |
|--------------------------------|-----------------------------|-----------------|-----------------|--------------------------|--------------------------|-------------------------------------|
| | Total no. of school leavers | No. going to HE | No. going to FE | Total going to HE and FE | No. NOT prog to HE or FE | % NOT prog to HE or FE of SEF total |
| Clacks | 577 | 144 | 138 | 283 | 294 | 4.7% |
| Falkirk | 1560 | 406 | 265 | 671 | 889 | 14.3% |
| Stirling | 1046 | 377 | 126 | 502 | 544 | 8.8% |
| Forth Valley total | 3183 | 926 | 529 | 1456 | 1727 | 27.8% |
| Edinburgh City | 3618 | 1085 | 615 | 1700 | 1918 | 30.9% |
| East Lothian | 936 | 318 | 140 | 459 | 477 | 7.7% |
| Midlothian | 955 | 239 | 172 | 411 | 544 | 8.8% |
| West Lothian | 1897 | 512 | 379 | 892 | 1005 | 16.2% |
| Ed & Lothians total | 7406 | 2155 | 1307 | 3461 | 3945 | 63.5% |
| Borders total | 1287 | 399 | 347 | 746 | 541 | 8.7% |
| total SEF | 11876 | 3480 | 2183 | 5663 | 6213 | |
| total Scotland | 55952 | | | | | |

Figure 6.

Nos. going onto FE & HE

| | | 2005/6 | 2005/6 | | | % NOT prog to HE or FE of SEF total |
|--|-----------------------------------|-----------------------|--------------------|-----------------------------------|--------------------------------|---|
| | Total no. of school leavers | No. going to HE | No. going to FE | Total going to HE and FE | No. NOT prog to HE or FE | |
| Clacks | 522 | 131 | 131 | 261 | 261 | 4.4% |
| Falkirk | 1556 | 373 | 280 | 654 | 902 | 15.2% |
| Stirling | 1031 | 351 | 175 | 526 | 505 | 8.5% |
| Forth Valley total | 3109 | 854 | 586 | 1440 | 1669 | 28.0% |
| Edinburgh City | 3674 | 1065 | 845 | 1910 | 1764 | 29.6% |
| East Lothian | 991 | 297 | 168 | 466 | 525 | 8.8% |
| Midlothian | 987 | 257 | 207 | 464 | 523 | 8.8% |
| West Lothian | 1890 | 605 | 340 | 945 | 945 | 15.9% |
| Ed & Lothians total | 7542 | 2224 | 1561 | 3785 | 3757 | 63.1% |
| Borders total | 1323 | 410 | 384 | 794 | 529 | 8.9% |
| total SEF | 11974 | 3489 | 2530 | 6019 | 5955 | |
| total Scotland | 56619 | | | | | |

Figure 7.

Nos. NOT going onto FE or HE (2003/4-2005/6)

| | 2003/4 | 2004/5 | 2005/6 | total | % SEF total |
|--------------------------------|-------------|-------------|-------------|--------------|--------------|
| Clacks | 338 | 294 | 261 | 893 | 4.9% |
| Falkirk | 888 | 889 | 902 | 2680 | 14.6% |
| Stirling | 488 | 544 | 505 | 1537 | 8.4% |
| Forth Valley total | 1714 | 1727 | 1669 | 5110 | 27.9% |
| Edinburgh City | 1847 | 1918 | 1764 | 5528 | 30.2% |
| East Lothian | 457 | 477 | 525 | 1460 | 8.0% |
| Midlothian | 625 | 544 | 523 | 1692 | 9.2% |
| West Lothian | 1023 | 1005 | 945 | 2973 | 16.2% |
| Ed & Lothians total | 3951 | 3945 | 3757 | 11653 | 63.6% |
| Borders total | 488 | 541 | 529 | 1558 | 8.5% |
| total SEF | 6153 | 6213 | 5955 | 18320 | |

Appendix 4

Deprivation statistics by local authority in the South East Forum area

(Source: SIMD 2006 Background Data - Part 2 SIMD 2006. <http://www.scotland.gov.uk/Topics/Statistics/SIMD/simdbackgrounddata2simd06>)

Figure 8.

| | total population | DZ5 | | DZ4 | | DZ4&5 | |
|--------------------------------|------------------|---------------|------------------------|---------------|------------------------|---------------|----------------|
| | Freq | Freq | % of total SEF DZ5 pop | Freq | % of total SEF DZ4 pop | Freq | % of SEF total |
| Clacks | 48240 | 12756 | 9.2 | 9022 | 3.8 | 21778 | 5.8% |
| Falkirk | 147460 | 19700 | 14.3 | 45854 | 19.2 | 65554 | 17.4% |
| Stirling | 86370 | 7678 | 5.6 | 17296 | 7.2 | 24974 | 6.6% |
| Forth Valley total | 282070 | 40134 | 29.1 | 72172 | 30.2 | 112306 | 29.8% |
| | | | | | | 0 | |
| Edinburgh City | 453670 | 61408 | 44.5 | 66988 | 28 | 128396 | 34.1% |
| East Lothian | 91580 | 2251 | 1.6 | 18788 | 7.9 | 21039 | 5.6% |
| Midlothian | 79610 | 7485 | 5.4 | 23176 | 9.7 | 30661 | 8.1% |
| West Lothian | 162840 | 22286 | 16.2 | 47412 | 19.8 | 69698 | 18.5% |
| Ed & Lothians total | 787700 | 93430 | 67.7 | 156364 | 65.5 | 249794 | 66.3% |
| | | | | | | 0 | |
| Borders total | 109270 | 4342 | 3.1 | 10308 | 4.3 | 14650 | 3.9% |
| | | | | | | 0 | |
| total SEF | 1179040 | 137906 | | 238844 | | 376750 | |

Fig.9.

| | 5% most deprived | | 6-10% most deprived | | 1-5% | 6-10% | 1-10% most deprived | |
|--------------------------------|------------------|------------|---------------------|------------|------------|------------|---------------------|------------|
| | Total Pop. | % of total | Total Pop. | % of total | Total Pop. | Total Pop. | Total Pop. | % of total |
| Clacks | 1669 | 5.7 | 5,151 | 17.2 | 1669 | 5,151 | 6820 | 11.6% |
| Falkirk | 528 | 1.8 | 6742 | 22.5 | 528 | 6742 | 7270 | 12.3% |
| Stirling | 3418 | 11.7 | | | 3418 | | 3418 | 5.8% |
| Forth Valley total | | | | | | | 17508 | 29.7% |
| Edinburgh City | 22035 | 75.7 | 15313 | 51.2 | 22035 | 15313 | 37348 | 63.3% |
| East Lothian | | | | | | | | |
| Midlothian | | | 814 | 2.7 | | 814 | 814 | 1.4% |
| West Lothian | 735 | 2.5 | 1069 | 3.6 | 735 | 1069 | 1804 | 3.1% |
| Ed & Lothians total | | | | | | | 39966 | 67.7% |
| Borders total | 706 | 2.4 | 843 | 2.8 | 706 | 843 | 1549 | 2.6% |
| total SEF | 29091 | | 29,932 | | 29091 | 29,932 | 59023 | |

Appendix 5: School-leavers destination statistics

TABLE 1

Progression from School to HE by Local Authority

| | 2001/02 No. of Leavers | % HE | 2002/03 No. of Leavers | % HE | 2003/04 No. of Leavers | % HE | 2004/05 No. of Leavers | % HE | 2005/06 No. of Leavers | % HE |
|------------------------|------------------------------|-------|------------------------------|-------|------------------------------|-------|------------------------------|-------|------------------------------|-------|
| Local Authority | | | | | | | | | | |
| Clackmannanshire | 575 | 25 | 608 | 23 | 593 | 23 | 577 | 25 | 522 | 25 |
| East Lothian | 964 | 28 | 917 | 27 | 933 | 32 | 936 | 34 | 991 | 30 |
| Edinburgh City | 3459 | 30 | 3584 | 28 | 3551 | 28 | 3618 | 30 | 3674 | 29 |
| Falkirk | 1576 | 30 | 1581 | 29 | 1531 | 29 | 1560 | 26 | 1556 | 24 |
| Midlothian | 979 | 25 | 991 | 23 | 1059 | 22 | 955 | 25 | 987 | 26 |
| Scottish Borders | 1228 | 36 | 1162 | 41 | 1220 | 32 | 1287 | 31 | 1323 | 31 |
| Stirling | 1014 | 36 | 1007 | 37 | 1060 | 36 | 1046 | 36 | 1031 | 34 |
| West Lothian | 1868 | 26 | 1772 | 24 | 1930 | 29 | 1897 | 27 | 1890 | 32 |
| SE Forum | 11663 | 29.7% | 11622 | 28.8% | 11877 | 28.9% | 11876 | 29.3% | 11974 | 29.1% |
| Scotland | 56513 | 32 | 57266 | 31 | 56537 | 29 | 55952 | 31 | 56619 | 30 |

TABLE 2

Progression from School to FE by Local Authority

| | 2001/02 No. of Leavers | % FE | 2002/03 No. of Leavers | % FE | 2003/04 No. of Leavers | % FE | 2004/05 No. of Leavers | % FE | 2005/06 No. of Leavers | % FE |
|------------------------|------------------------------|-------|------------------------------|-------|------------------------------|-------|------------------------------|-------|------------------------------|-------|
| Local Authority | | | | | | | | | | |
| Clackmannanshire | 575 | 19 | 608 | 22 | 593 | 20 | 577 | 24 | 522 | 25 |
| East Lothian | 964 | 15 | 917 | 14 | 933 | 19 | 936 | 15 | 991 | 17 |
| Edinburgh City | 3459 | 17 | 3584 | 19 | 3551 | 20 | 3618 | 17 | 3674 | 23 |
| Falkirk | 1576 | 14 | 1581 | 12 | 1531 | 13 | 1560 | 17 | 1556 | 18 |
| Midlothian | 979 | 19 | 991 | 21 | 1059 | 19 | 955 | 18 | 987 | 21 |
| Scottish Borders | 1228 | 28 | 1162 | 26 | 1220 | 28 | 1287 | 27 | 1323 | 29 |
| Stirling | 1014 | 14 | 1007 | 15 | 1060 | 18 | 1046 | 12 | 1031 | 17 |
| West Lothian | 1868 | 16 | 1772 | 19 | 1930 | 18 | 1897 | 20 | 1890 | 18 |
| SE Forum | 11663 | 17.4% | 11622 | 18.3% | 11877 | 19.2% | 11876 | 18.4% | 11974 | 21.1% |
| Scotland | 56513 | 20 | 57266 | 21 | 56537 | 21 | 55952 | 21 | 56619 | 23 |

TABLE 3
The NEET (Not in Education, Employment or Training) Group by Local Authority

| Local Authority | 2001/02 No. of Leavers | % NEET | 20002/03 No. of Leavers | % NEET | 2003/04 No. of Leavers | % NEET | 2004/05 No. of Leavers | % NEET | 2005/06 No. of Leavers | % NEET |
|------------------------|-------------------------------------|---------------|--------------------------------------|---------------|-------------------------------------|-------------------------|-------------------------------------|-------------------------|-------------------------------------|-------------------------|
| Clackmannanshire | 575 | 19 | 608 | 24 | 593 | 25 | 577 | 15 | 522 | 19 |
| East Lothian | 964 | 21 | 917 | 30 | 933 | 18 | 936 | 20 | 991 | 18 |
| Edinburgh City | 3459 | 17 | 3584 | 21 | 3551 | 20 | 3618 | 23 | 3674 | 17 |
| Falkirk | 1576 | 21 | 1581 | 28 | 1531 | 25 | 1560 | 21 | 1556 | 18 |
| Midlothian | 979 | 17 | 991 | 19 | 1059 | 15 | 955 | 21 | 987 | 18 |
| Scottish Borders | 1228 | 14 | 1162 | 10 | 1220 | 13 | 1287 | 12 | 1323 | 11 |
| Stirling | 1014 | 21 | 1007 | 23 | 1060 | 17 | 1046 | 20 | 1031 | 12 |
| West Lothian | 1868 | 23 | 1772 | 27 | 1930 | 21 | 1897 | 23 | 1890 | 18 |
| SE Forum | 11663 | 19.0% | 11622 | 22.6% | 11877 | 19.5% | 11876 | 20.5% | 11974 | 16.4% |
| Scotland | 56513 | 19 | 57266 | 20 | 56537 | 20 | 55952 | 16 | 56619 | 13 |

TABLE 4
Progression from School to Training by Local Authority

| Local Authority | 2001/02 No. of Leavers | % Train | 20002/03 No. of Leavers | % Train | 2003/04 No. of Leavers | % Train | 2004/05 No. of Leavers | % Train | 2005/06 No. of Leavers | % Train |
|------------------------|-------------------------------------|----------------|--------------------------------------|----------------|-------------------------------------|----------------|-------------------------------------|----------------|-------------------------------------|----------------|
| Clackmannanshire | 575 | 0 | 608 | 8 | 593 | 7 | 577 | 7 | 522 | 6 |
| East Lothian | 964 | 4 | 917 | 2 | 933 | 3 | 936 | 3 | 991 | 1 |
| Edinburgh City | 3459 | 3 | 3584 | 2 | 3551 | 3 | 3618 | 3 | 3674 | 3 |
| Falkirk | 1576 | 10 | 1581 | 7 | 1531 | 5 | 1560 | 5 | 1556 | 7 |
| Midlothian | 979 | 5 | 991 | 3 | 1059 | 4 | 955 | 4 | 987 | 2 |
| Scottish Borders | 1228 | 1 | 1162 | 1 | 1220 | 1 | 1287 | 3 | 1323 | 1 |
| Stirling | 1014 | 7 | 1007 | 6 | 1060 | 5 | 1046 | 5 | 1031 | 5 |
| West Lothian | 1868 | 7 | 1772 | 6 | 1930 | 4 | 1897 | 4 | 1890 | 3 |
| SE Forum | 11663 | 4.8% | 11622 | 3.9% | 11877 | 3.7% | 11876 | 3.9% | 11974 | 3.4% |
| Scotland | 56513 | 6 | 57266 | 5 | 56537 | 5 | 55952 | 5 | 56619 | 5 |

TABLE 5
Progression from School to Employment by Local Authority

| | 2001/02 | | 2002/03 | | 2003/04 | | 2004/05 | | 2005/06 | |
|------------------------|----------------|----------|----------------|----------|----------------|----------|----------------|----------|----------------|----------|
| Local Authority | No. of Leavers | % Employ | No. of Leavers | % Employ | No. of Leavers | % Employ | No. of Leavers | % Employ | No. of Leavers | % Employ |
| Clackmannanshire | 575 | 25 | 608 | 23 | 593 | 25 | 577 | 29 | 522 | 25 |
| East Lothian | 964 | 32 | 917 | 27 | 933 | 27 | 936 | 29 | 991 | 32 |
| Edinburgh City | 3459 | 33 | 3584 | 29 | 3551 | 30 | 3618 | 28 | 3674 | 29 |
| Falkirk | 1576 | 25 | 1581 | 25 | 1531 | 27 | 1560 | 29 | 1556 | 32 |
| Midlothian | 979 | 34 | 991 | 34 | 1059 | 41 | 955 | 33 | 987 | 32 |
| Scottish Borders | 1228 | 21 | 1162 | 21 | 1220 | 25 | 1287 | 27 | 1323 | 27 |
| Stirling | 1014 | 22 | 1007 | 19 | 1060 | 24 | 1046 | 26 | 1031 | 30 |
| West Lothian | 1868 | 28 | 1772 | 24 | 1930 | 29 | 1897 | 25 | 1890 | 27 |
| SE Forum | 11663 | 28.5% | 11622 | 26.0% | 11877 | 28.9% | 11876 | 27.9% | 11974 | 29.3% |
| Scotland | 56513 | 24 | 57266 | 23 | 56537 | 25 | 55952 | 27 | 56619 | 26 |

Blue

Orange

above Scottish average
below Scottish average

data source Scottish Executive website
accessed 08/01/2007
Analysed by H Sinclair