



South East Forum

widening access to
increase participation

Annual Report

2007 – 2008



South East Forum partners:

- Borders College
- Carnegie College
- Cumbernauld College
- University of Edinburgh
- Edinburgh College of Art
- Edinburgh's Telford College
- Forth Valley College
- Heriot-Watt University
- Jewel & Esk College
- Napier University
- Newbattle Abbey College
- Oatridge College
- The Open University in Scotland
- Queen Margaret University
- Scottish Agricultural College
- Stevenson College Edinburgh
- University of Stirling
- West Lothian College

The Forum also works collaboratively with other stakeholder groups to add value to the work of others.

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Foreword

I would like to take this opportunity to thank all of the partners in the South East Forum for their continuing commitment and hard work. The significant achievements outlined in this report and positive impacts on the lives of learners would not have been possible without them.

I am therefore very pleased that the Forum has secured further funding to deliver on priorities within 'Learning For All'. The Scottish Funding Council (SFC) has awarded the South East Forum £648,000 in 2008/9 to deliver on priorities in our 5-Year Strategic Plan and activities in our Two-Year Operational Plan 2008-10.

Given the move to more secure open-ended funding following a review of the Forums and recommendations in 'Learning For All', the Forum has moved away from project funding to establish two sustainable programmes of work to deliver on priorities in its Two-Year Operational Plan 2008-10. Programmes are targeted at young people and at adults from deprived areas with low rates of participation in FE and HE and aim to build on previous successes and strong partnerships. The Forum will, however, continue to explore new opportunities for partnership and collaboration with other stakeholders to add value to their work, listening to the needs of learners.

A student-centred and evidence-based approach will be at the heart of our work and will inform the growth of future plans which we hope will reflect the ambitions of our partners and stakeholders and will meet the needs of learners and prospective learners.

The Forum recognises the importance of having a clear and transparent deliberative structure with senior management buy-in. It has established a Forum Council that meets once a year composed of Principals or their nominated representatives from our 18 partner colleges and HEIs. This group is responsible for electing the Forum's Executive and approving any future Strategic and Operational Plans to the SFC. On the Forum Executive, efforts shall be made to reflect the geographical diversity of the Forum where practicable based on nominations from our partner institutions.

I very much hope that you enjoy reading about the successes of the Forum in 2007/8, and remain ambitious with me in achieving the objectives that we have set. There is still much to do, including developing strategies to address gender inequalities. We also look forward to building good relationships and effective collaborations to support the work of the SFC's new Access and Inclusion Committee and meeting regional needs and priorities within a national framework.

Thanks again to everyone for their contributions to the achievements of last year.

Kerry Musselbrook
Forum Director



Executive Summary of Achievements, 2007/8

Future Funding and Plans

1. Approval of the South East Forum's 5-Year Strategic Plan 2008-13 and Two-Year Operational Plan 2008-10 by Scottish Funding Council, April 2008. The South East Funding has been awarded a grant of £648,000 for 2008/9 from the Scottish Funding Council on the basis of the above plans. A two-year notice period on any cessation of funding will be provided as part of an open-ended funding arrangement to place the Forum's on a more secure footing.
2. Introduction of new governance and structure for delivery arrangements from 2008/9 as outlined in The South East Forum Strategic Plan 2008-13.

Impacts on Learners

3. Access to Industry worked with 257 community based adult learners, 187 recovering substance users, and 214 hard to reach learners and helped learners achieve positive destination outcomes.
4. 405 learners were recruited to SWAP-East courses in the South East Forum area -78% were successfully retained and of these, 88% progressed to HEIs and 5% to colleges.
5. On Route worked with 337 college-based students to promote and prepare them for university - 77% completed the programme. By the end of the programme 78% intended to pursue their studies at university and 11% reported that it had made a positive influence on their decision to progress.
6. Routes 2 Success worked with 4,171 pupils, increasing knowledge about promoting awareness of post-compulsory education to target pupils and schools.
7. High Flyers worked with 35 pupils from 4 schools with the lowest participation rates to higher education, raising aspirations, confidence and motivation.
8. 37 pupils from the 3 schools in Edinburgh with the lowest progression to HE rates participated in the LEAPS programme, a rise on previous years. All 37 interviewed in S6 made an application to HE and 27 pupils progressed to HE in college or university in 2008/9, representing a significant increase.
9. The Flexible Inclusion project worked with 50 'hard to reach' pupils in mainstream schools local to Cumbernauld college - 13 of whom were "looked after at home" and 7 who were "looked after and accommodated" – and supported progression to positive post-school destinations.

10. In the South East Forum area: 10,952 BME, refugee or migrant learners/prospective learners viewed the OU Diverse Routes website between September 2006 - March 2008; 716 packs were also distributed in 2007/8 to learners and agencies.

Pilots and enhancement activities, research and development

11. The Improving Retention and Progression Pilot at Stevenson College Edinburgh has demonstrated that approaches to develop a range of personal effectiveness characteristics can increase the retention and achievement of learners (final evaluation report available in 2009).
12. An effective online PDP support package for fragile and community-based learners has been piloted at West Lothian College, with a full evaluation report available.
13. Newbattle Abbey College has developed a proven intergenerational model of delivery for ESOL and produced supporting online learning and teaching materials, leading to significant growth in hours of provision.
14. Family Learning Action in Raploch (FLAIR): positive aspects of this work were reported by learners and partners although evaluating impacts on learners proved challenging. The adult learning team at Stirling Council were keen to see the work of FLAIR developed and to ensure that there was no overlap of projects in the area.
15. The 'SWAP-East Tracking and Retention Project Report' authored by Dr. M. Winterton, is available from November, 2008 to inform future developments of the SWAP-East programme.
16. The Report 'Bringing about Change in the Lives of Potentially Excluded Learners through Mentoring' (July 2008) is available. This provides reflections on the South East Forum's Pilot Project: 'Facilitating Black and Minority Ethnic Students into Social Work' to address under-representation in these workforce areas and was authored by Dr. D Sidhva.
17. The Forum commissioned the following scoping study authored by J. Jones and C. McCrae of LWTT 'Scoping Study on Models of Family Learning' (April 2008).
18. The Forum commissioned Cumbernauld College to complete the following study: 'Scoping the Needs of Pupils in Special Schools and Residential Care'. This will be available in January/February 2009.



Working With Adults and Communities

Access to Industry

The Access to Industry consortium is funded to extend community engagement across its geographical membership, and reach excluded and vulnerable groups. It set out to develop and support 39 community-based course partnerships over the 3 years' of funding provided, 2005/6-2007/8. It targets particular excluded and vulnerable groups as part of the wider access agenda and explores new and innovative approaches to curriculum design and partnership working to develop sustainable pathways into education and employment.

Access to Industry brings added value, securing additional matched funding to work with other vulnerable groups through both the Transition and Passport projects.

- Transition - A continually 'rolling' accredited (SCQF 4 and above) programme targeted at recovering substance users delivered in partnership with Edinburgh's Telford College and Jewel and Esk College on behalf of Edinburgh City Council, and Action on Alcohol and Drugs Edinburgh which achieved its highest enrolment figures.
- Passport - A personal development programme based on the SQA Personal Effectiveness Unit accredited by Jewel and Esk College. This is targeted at the hardest to reach including looked after young people, people experiencing homelessness and those leaving prison as part of an Edinburgh-wide regeneration partnership, involving City of Edinburgh Council Throughcare and Aftercare Team. Passport also offers a programme of personal support and course delivery with young offenders within Polmont Young Offenders Institution in partnership with Scottish SPS to move young offenders into education and employment upon liberation. A further development has seen a worker supporting vulnerable women, particularly street sex workers and women prison leavers. Also, the Polmont Young Offenders Institute Throughcare model has been replicated in Cornton Vale prison.

Performance Measures:

- Against a target to manage 14 community course partnerships in 2007/8 for community-based adult learners (CBAL), Access to Industry delivered:
 - 4 'full-time' one year FE programmes;
 - 1 year SCQF 7 credit programme for entry to Year 1 degree;
 - 1 six-month preparation programme;
 - 15 'Prepare For' programmes based on new courses and new partnerships.



In 2007/8, Access to Industry worked with a total of **658 students** (an increase of 60 students on 2006/7):

- **257 community based adult learners** - Of which a total of 187 students (73%) were retained to course completion.
- **187 recovering substance users** - Of those recruited: 53 were returners, 162 achieved positive educational, training or employment outcomes as part of this rolling programme and 25 dropped out.
- **214 learners through the Passport project:** 53 young offenders; 83 school leavers who are in care or had left care; 78 registered homeless people.

Student Characteristics, 2007/8

Student Characteristics	CBAL	Transition recovering drug users	Passport care leavers	Passport Polmont young offenders	Passport homeless
DZ4	61 (24%)				
DZ5	76 (30%)				
Men	133 (52%)	157 (84%)	50 (60%)	53 (100%)	70 (90%)
Unemployed	224 (87%)	168 (90%)	63 (76%)	53 (100%)	68 (87%)
No qualifications or non-advanced qualifications	211 (82%)	148 (79%)	82 (99%)	53 (100%)	63 (81%)
Additional support needs	128 (50%)	84 (45%)	38 (46%)	–	48 (62%)
BME	21 (8%)	–	–	–	–
Unspent convictions	–	64 (34%)	37% in care 63% left care	–	23 (29%)
Other	–	–	–	12 care leavers	

Positive Progression Outcomes, 2007/8

Learner groups	Total recruited	FE/HE outcomes	Training outcomes	Employment outcomes	Totals	
CBAL	257	108	21	51	180	70%
Recovering Drug Users	187	34	58	16	108	58%
LAYP	83	23	27	9	59	71%
Young Offenders	53	2	31	2	35	66%
Homeless	78	14	10	6	30	38%
Totals	658	181	147	84	412	63%
%		28%	22%	13%		

Performance over Three Years, 2005/6 – 2007/8

Criteria	Target	2005/6	2006/7	2007/8	Actual Total
Number of courses	39	10	15	21	117% of target (46)
Number of students	390	–	–	–	398% of target (1555)
CBAL	390	149	226	257	632
Transition - Substance Users	0	150	176	187	513
Passport - Care Leavers	0	–	54	83	137
Passport - Polmont Young Offenders Inst.	0	–	62	53	115
Passport - Homeless	0	–	80	78	158
Completion Rates					
Completion rate of CBAL	70%	80% 119	70% 158	73% 187	74% av (468)
Learner Destinations and Positive Outcomes					
Positive outcomes achieved by CBAL	60%	64% 95	65% 147	70% 180	66% av (417)
	40% FE/HE; 20% training/ employment				

Since the 1st July 2006, when work with young offenders commenced, up until 30th June 2008 in total: 75 young people were released into the community and 64 of these engaged upon release (85%). Of these only 17 re-offended – this is a recidivism rate of 26% compared with the national average of 70%.

The total number of students recruited across all programmes was 1555 over the three years against an original target to work with 390 students.

To read more about the work of Access to Industry visit, www.accesstoindustry.org



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SWAP-East

SWAP-East has been providing a route into higher education for adults who do not possess traditional entry qualifications since 1988. They work on behalf of colleges and universities in the East of Scotland to: co-ordinate reviews of the programme framework; broker and update progression agreements; provide support and information to members and students/prospective students. Core activities are designed to: raise awareness of access opportunities and encourage participation; provide impartial advice and guidance to inform learner choice; prepare students for progression and increase retention.

Core activities are supported by both the South East and Fife and Tayside Forums.

Performance Measures:

- 464 enquiries in 2007/8: 37% from men; 19% from DZ5, the most deprived area.
- 18,083 SWAP website hits in 2007/8.
- 405 were recruited to SWAP-East courses in the South East Forum area in 2007/8.

Characteristics of Students on SWAP-East Courses in the South East Forum Area, 2007/8

Learner characteristics		2007-2008	
		Number	Percent
Gender	Male	120	30%
	Female	285	70%
SIMD*	DZ5	66	17%
	DZ4	107	27%
Age	Under 21	12	3%
	21-30	191	49%
	31-40	113	29%
	41-50	63	17%
	Over 50	7	2%
Previous qualifications			
	Intermediate 1	34	8%
	Intermediate 2	83	19%
	O/Standard Grades	297	69%
	Higher/A Level	131	30%
BME		20	5.1%
Disabled**		56	14.5%

* with DZ5 the most deprived quintile

** The inclusion of a category on 'unseen disabilities' on registration forms led to a significant increase in numbers declaring themselves disabled on the previous year when this was 2%.

To find out more about SWAP-East visit, www.scottishwideraccess.org

Enrolment, Retention and Progression Statistics for SWAP-East Students in the South East Forum Area over Three Years, 2005/6 – 2007/8

	SESSION					
	2005/06		2006/07		2007/08	
Enrolments	Number Percent		Number Percent		Number Percent	
Annual student enrolments	459		439		405	
Humanities	210	45.8%	219	49.9%	195	48.1%
Sciences	100	21.8%	97	22.1%	82	20.2%
Nursing	149	32.5%	123	28.0%	128	31.6%
Retentions						
Annual student retentions	320	69.7%	338	77.0%	317	78.3%
Humanities	146	69.5%	172	78.5%	153	78.5%
Sciences	64	64.0%	68	70.1%	60	73.2%
Nursing	110	73.8%	98	79.7%	104	81.3%
Progression						
Annual student progression						
To HEIs	276	86.3%	268	79.3%	279	88.0%
To FEIs	29	9.1%	35	10.4%	17	5.4%
To employment	14	4.4%	17	5.0%	0	0.0%
Not known	1	0%	18	5.3%	21	6.6%

SWAP-East Tracking and Retention Project

This project aimed to explore the dynamics of retention among three cohorts of former SWAP-East students. It is based on qualitative and quantitative data from students who enrolled on SWAP courses in 2004, 2005 and 2006. It will highlight the factors that may have impacted on their post-SWAP trajectories and sets out to uncover the ways in which their access courses have helped in their progress in further or higher education. It also aims to reveal the first year experiences of university amongst former SWAP-East students to ascertain factors that may influence retention and to consider any adjustments to future SWAP provision in light of the findings.

Performance Measures:

- The 'SWAP-East Tracking and Retention Project Report' by Dr. Mandy Winterton is available from November 2008. This will be widely circulated and also made available from the South East Forum website.

OU Diverse Routes

This project was funded by all four wider access regional forums and aimed to increase the participation of black and minority ethnic groups, asylum seekers and refugees in higher education.

Led by the Open University in Scotland, the project delivered a pack and website designed to provide a coherent source of information and support

for black and minority ethnic groups, asylum seekers and refugees. This can be used by individuals but is also intended for use by the broad range of workers, practitioners and agencies supporting these groups.

The resource is designed to complement the work of the Scottish Refugee Council and initiatives such as New Roots Scotland to encourage the integration of asylum seekers and refugees in Scotland through education, employment, enterprise and training.

Performance Measures:

Distribution and Dissemination of Packs

	2006/6	2007/8	2008/9	Total
West Forum	3,120	1,437	1,466	6,023
South East Forum	1,380	723	716	2,819
Fife and Tayside Forum	1,250	833	743	2,826
North Forum	750	551	762	2,063
Agencies (<i>across Scotland</i>)	1,920	1,557	2,348	5,807
Totals	8,420	5,101	6,035	19,538

Percentage Distribution of Hits to Webpages of Different Forum Areas

September 2006 - March 2008				
	Hits	ESOL	Access	Further Info
West Forum	24,732	36%	36%	27%
South East Forum	10,952	17%	62%	22%
Fife and Tayside Forum	10,082	34%	41%	26%
North Forum	9,611	32%	47%	22%
Total	55,377			

For further information and an evaluation of Diverse Route, please, see 'The Final Report: Diverse routes 2005-8' which is available from the South East Forum website.

By the end of the project funding on 31 July, 2008 it had not been possible to find a mechanism for ensuring the continuing maintenance of the website and updating of the materials. As a result, the North Forum took the initiative to provide a small amount of funding for one further year, with a contribution from the South East Forum also. This covered care and maintenance and allowed The Open University in Scotland project team to continue to seek a long-term solution.

To find out more about Diverse Routes visit, www.diverseroutes.co.uk



Working With College-based Students and Supporting FE/HE Articulation

On Route...

Pathways from College to University

On Route delivered a comprehensive study skills programme from 2006/7 to college-based students thinking of progressing to university. It aimed to help them make informed choices, raise aspirations and prepare them to succeed at university, particularly those entering Year 2 or 3 of a degree programme. It was delivered in colleges by trained undergraduate and postgraduate students in 10 one-hour slots, five two-hour slots, and one-off study skills days. This depended on the scheduling and convenience of the college and the students' timetables. One-off study skills days proved to be more effective than other formats because they allowed for higher completion rates, greater student focus, and were more cost-effective. Timing of the sessions remained challenging, both in terms of when in the year it would have optimal impact, and in terms of finding slots within the college week.

Performance Measures:

- Enrolment in the On Route programme increased from 233 students in 2006/7 to 337 students in 2007/8; delivered to 36 cohorts across 10 colleges in 2007/8 (an increase from 26 cohorts in 2006/7).
- For those completing questionnaires: 23% were men and 77% women; 42% were from DZ4 and DZ5 (16% and 26% respectively), with DZ5 the most deprived.
- 72% of students completed the On Route programme.
- Students from DZ1 (most deprived) and DZ5 (least deprived) had an equal completion rate (63%). Students from DZ2, 3, and 4 were all more likely to complete. Women were more likely to complete than men (78% compared to 56%).



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Student characteristics and completion of On Route, 2007/08

		Completed	Non Completion	Total	% of total students	% of students completing
Gender	Male	56	43		30%	56%
	Female	188	50	238	70%	78%
DZ*	1	45	27	72	21%	63%
	2	38	15	53	16%	72%
	3	50	13	63	19%	79%
	4	58	25	83	25%	70%
	5	35	20	55	16%	63%
	no postcode	4	7	11	3%	36%
	pc not found	-	-	-	-	-
Age	16 - 21	43	42	85	25%	51%
	22 - 27	28	22	50	15%	56%
	28 - 33	24	16	40	12%	60%
	34 - 39	25	4	29	9%	86%
	40 - 45	21	8	29	9%	72%
	46 - 51	18	3	21	6%	86%
	52 - 57	8	1	9	3%	89%
	58 - 63	2	1	3	1%	67%
	not provided	62	9	71	21%	87%
TOTAL	244	93	337		72%	

* with DZ5, the most deprived

- 11% reported that the work of On Route had made a positive influence on their decision to progress to university. (The majority of students had enrolled in the programme with the intention to progress to university, consequently 79% of students said that On Route had not influenced their decision.)
- By the end of the programme 78% of students intended to pursue studies at university, and 77% gave On Route a 4 or 5 rating on a 1-5 score of usefulness (with 5 high).
- Of the 233 college-based students participating in On Route in 2006/7, 60 (30%) responded to a follow-up questionnaire sent out in 2007/8. Of those responding, 19 had been studying on an Access programme, 5 had been studying Highers, 20 an HNC, 16 an HND, and 1 did not specify. They were asked to reflect on their experiences of On Route (Sinclair, 2008. 'Follow Up of Students Participating in On Route in 2006/7' – available from the South East Forum website.)
 - 49 (83%) indicated that they had continued with their studies following participation in On Route: 41 had gone onto university and 8 to a college course. A further 4 intended at a future date to go onto university and a further 3 onto another college course.



- 17% agreed that it had 'very much' given them insight into what university study was like and a further 63% that it had done this 'to some extent'.
- 64% indicated that it had helped them make a smoother transition to degree study 'to some extent' and a further 8% that it had 'very much' so.
- 30% indicated that it had influenced their decision to progress to degree study 'to some extent' and a further 2.5% that it had 'very much' had an influence.

The full report, available from the South East Forum website, provides further information about differences in learner characteristics between the On Route cohorts and their assessment of different element and aspects of the On Route programme.

The On Route project came to an end at the close of AY 2007/8 following the decision by the Scottish Funding Council to allocate significant funding to develop articulation through regional clusters from 2008/9. This work is being led by Napier University and Queen Margaret University in the area covered by the South East Forum. The Forum would like to thank partners involved in supporting On Route for the successful two years that it ran and hopes that lessons learned through On Route can be built upon by others.



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Working With Young People and Schools

Routes 2 Success

This programme aimed to increase aspirations and promote a range of learning opportunities by raising the profile of post-compulsory education and by providing impartial advice and guidance to targeted young people and their families.

Targeted S1 activities were delivered across the South East area, complementing activities being delivered in Edinburgh and the Lothians and in Forth Valley by LEAPS and CAMPUS. This involved a visit to college campus, with the following colleges supporting and hosting: Edinburgh's Telford College, Forth Valley College, Jewel and Esk College, Carnegie College, Scottish Borders College, Stevenson College Edinburgh, West Lothian College, Cumbernauld College.

In the Scottish Borders, two target schools with low progression to HE rates were also offered a full programme of activities, S1-S6. Eligible pupils in all other seven Borders schools were offered support at S5 and S6. This included the opportunity to take part in the LEAPS-run Student Life Experience (SLE) to provide pupils with experience of the four Edinburgh-based universities.

Routes 2 Success also worked jointly with CAMPUS to deliver activities at S2 to eligible pupils in Forth Valley schools.

Student Ambassadors were widely used to good reported effect across the programme.

Activity	2006/7		2007/8	
	No. in Attendance	No. of workshops	No. in Attendance	No. of workshops
P7 Workshops (Pilot)	98	4	n/a	n/a
P7 Events (college based)	130	1	n/a	n/a
Open Days	53	1	217	2
Target schools across the South East				
Parents Evenings	209	4	205	5
S1 College Experience	1156	16	1629	24
Target Scottish Borders and Forth Valley schools				
S2 University Experience	n/a	n/a	416	5
Target Scottish Borders schools				
S3 Workshop	n/a	n/a	375	9
S4 Workshop	n/a	n/a	249	5
All Target Scottish Borders schools and eligible pupils in all Borders schools				
S5 Workshops	198	7	593	18
S5 pre Student Life Experience	30	3	n/a	n/a
S5 LEAPS SLE	47	1	79	1
S5/6 Induction Programme	307	3	130	1
S6 workshops	157	3	278	5
Totals	2385	42	4171	75

Performance Measures:

- Increase in pupils participating in the programme from 2,385 in the first year of the Routes 2 Success programme to 4,171 in 2007/8.
- Increased uptake of S1 'college experience' in target schools across the South East: 1156 participants in 0607 to 1,629 in 2007/8.
- Full S1-S6 programme became available to target Scottish Borders schools in 2007/8 and S5 and S6 activities to eligible pupils in all other Borders schools.
- A half of all participants participating in the S1 college experience in 2007/8 came from DZ4 and 5 postcode areas, with DZ5 the most deprived. Looking across participation in all activities a third came from the two most deprived quintiles. (T. Chen, 2008).

Borders Pupils Participating in S1 college experience

	2006/7		2007/8	
	No.	Valid %	No.	Valid %
1	115	14.4%	240	21.7%
2	175	21.8%	364	32.9%
3	112	14%	137	12.4%
4	175	21.8%	286	25.9%
5	224	28%	78	7%
No post code provided	56		20	
Gender				
boys	395	46%	356	44%
girls	462	54%	450	56%
TOTAL	857		1125*	

- From the 44 teacher evaluation forms returned, 38% thought pupils participating in the S1 college experience 'learned more about college' and a further 38% thought they learned 'loads more about college.'
- Data below was collected from pupil questionnaires completed before (initial) and after (final) Routes to Success interventions at S1, S3 and S5. Pupils' aspirations to go to college and university increased after interventions at S1 and S5 (T. Chen, 2008).

Future plans	Percentage					
	S1 initial	S1 final	S3 initial	S3 final	S5 initial	S5 final
Go to college	30.4	32.2	28.0	28.6	20.0	11.4
Go to university	32.2	44.1	32.3	32.1	53.8	57.1
Get a job	4.3	5.1	11.8	14.3	7.5	8.6
Go on a training course	10.4	6.8	4.3	9.5	2.5	2.9
Don't know	21.7	8.5	23.7	15.5	16.3	20.0
Other	0.9	3.4				
Total	100	100	100	100	100	100
N =	116	60	109	92	87	36





- There was a 9% increase in Scottish Borders pupils 'definitely' intending to go to university following participation in the LEAPS-run Student Life Experience (SLE) for S5.

Pupils Intending to go to University Before and After Participation in SLE

Intend to go to university	Percentage	
	Before SLE	After SLE
Definitely	51	60
More than likely	31	24
Not sure	18	15
Don't think so	0	1
Definitely not	0	0
Total	100	100
N =	78	71

High Flyers

A residential event designed to be motivational, educational and inspirational was provided for pupils entering S5 from three inner-city schools with the lowest progression to HE rates: Castlebrae Community High School, Craigroyston Community High School, Wester Hailes Community High (WHEC).

High Flyers ran from Monday 16 to Thursday 19 June 2008 and was organised by Heriot-Watt University and LEAPS in collaboration with Napier University, Queen Margaret University and the University of Edinburgh.

Due to the fact that Heriot-Watt University were able to accommodate a further 8 pupils, places were also offered in 2008 to Inveralmond Community High School in West Lothian. This school has very low progression to HE rates and pockets of high deprivation in its catchment area. The addition of a fourth school resulted in '3 High Flyers' being re-named 'High Flyers.'

Performance Measures:

- The target number of 35 participants in High Flyers was reached, an increase on the 22 participants in 2007.
- Of a total of 57 pupils that High Flyers has engaged with over two years:
 - 41 came from homes in DZ5 (72%) and 9 from homes in DZ4 (16%)
 - 26 were boys (46%) and 31 girls (54%).
- High Flyers was successful in raising aspirations:
 - 24 out of 30 respondents 'definitely intended' to apply to university and a further 6 reported that they were 'likely to';
 - 28 out of 30 respondents indicated that they were 'more likely to apply' as a result of their experience of High Flyers.
- High Flyers was successful in raising awareness: 28 out of 30 respondents agreed or strongly agreed that they were more aware of study opportunities available.

- High Flyers increased pupils' confidence and motivation:
 - 29 out of 30 respondents agreed or strongly agreed that their confidence had grown;
 - 29 out of 30 respondents agreed or strongly agreed that they were motivated to work harder.

Until tracking of those participating is completed, we cannot report on numbers progressing to HE or whether this has had an impact on pupil attainment.

To read more about the High Flyers programme visit, <http://www.undergraduate.hw.ac.uk/wider-access/high-flyers.htm>

Working with Schools with the Lowest Progression Rates

Led by LEAPS, this project began in November 2006 to trial new approaches to address the issue of low progression in schools with very low progression to HE rates in areas of multiple deprivation. This was with a view to informing future developments for LEAPS and South East Forum programmes.

It delivered S4, S5 and S6 activities, working with Heriot-Watt University to design and support the 'High Flyers' residential event. Pupils from Castlebrae Community High School, Craigroyston Community High School and West Hailes Community High (WHEC) were invited and encouraged to participate in the programme.

Programme elements	Pupil numbers
S6 Conference	9 Students from the three inner-city schools attended the S6 Conference held at the University of Edinburgh in December 2007
S5 Student Life Experience	17 Students attended the LEAPS Student Life Experience event in 2007
S4 and High Flyers Event at Heriot Watt University (reported above).	In 2007 22 pupils attended the 3 High Flyers programme, in 2008 this number increased to 35 from 4 schools.
LEAPS Summer School	11 attended LEAPS Summer School in 2008, an increase from 7 in 2007
One-one support from the Project Officer to young people and their families.	As required and appropriate

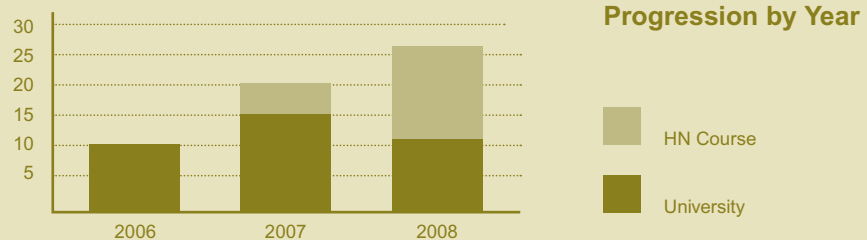
LEAPS is a partnership of: Heriot-Watt University, Napier University, Queen Margaret University, Scottish Agricultural College, The University of Edinburgh, Edinburgh College of Art, City of Edinburgh Council, East Lothian Council, Midlothian Council, West Lothian Council and Careers Scotland.

Performance Measures:

- Increase in attendance at the LEAPS Summer School from schools in which there is little or no tradition of progression to HE; 2 attended Summer School in 2006, and 11 in 2008.



- All 7 pupils completed Summer School in 2007 and 9 out of 11 in 2008.
- 7 of the students who attended Summer School in 2008 have gained a place at University or College.
- In 2008, all of the 37 S6 students interviewed by the Project Officer have made a UCAS application or an application to a Higher National course at College.



This work has been embedded into the LEAPS programme for 2008-10, with LEAPS securing funding to maintain the presence of the Project Officer in the three named schools.

Visit www.leapsonline.org to find out more.

Flexible Inclusion Project

This project was based at Cumbernauld College and designed for young people in local mainstream schools who are underachieving and the hardest to reach. It sought to combine ongoing elements of school education with learning and training in a variety of non-school settings to improve attainment and support positive transitions to FE, training and work.

The project set out to employ an enhanced multi-agency partnership approach. Referrals to the programme came through established links with young people through the Inclusion Base support team and schools. Individual candidates were also referred for formal consideration to the Local Council's allocation meeting, a multi-disciplinary group led by senior education officers.

Performance Measures:

- 50 young people were recruited to the project in the pilot year, of whom:
 - 13 were "looked after at home" and 7 were "looked after and accommodated";
 - 30 were not looked after.
- Young people attended the external provision with varying degrees; from a few hours per week to full-time provision.
- As of June 2008, anticipated or planned progression was recorded as:

Progression route	Number	Percentage
Job	2	4%
FE/HE	7	14%
Training	23	46%
Return to school	14	28%
No positive destination	4	8%
Total	50	100%



Pilots and Other Enhancement Activities, Research and Development

Improving Retention and Progression Pilot

This project was based at Stevenson College Edinburgh. New approaches were employed to help students on programmes with historical retention difficulties develop a range of personal effectiveness characteristics including: strong goal orientation, personal accountability, raised self-belief and self-esteem and resilience in the face of difficulties. This also involved providing training to tutors to help them nurture these characteristics.

In 2006/7, the first year of the project, four Access and NQ programmes with retention difficulties were identified to trial these approaches. This was extended to the following programmes in 2007/8; HN Computing fast track students (January 08 start); Adult Returners Programme (January 08 start), and The Directions Programme for people with disabilities or serious health problems.

Performance Measures:

- An increase of between 4 - 42% in retention and 15% - 19% in achievement was seen between 2005/6 and 2006/7 in the first year of the project. (It is intended that students from the courses involved in the project in 2007/8 will be followed up during November 2008 to establish their destinations and to collect qualitative data on their views of the interventions.)
- An evaluation of the project will be made available to all Forum members early 2009, with the report available to others through the South East Forum's website.

Online Personal Development Plan Pilot

On-line guidance was piloted with relevant learners and college staff at West Lothian College, with learner and staff feedback incorporated into its evaluation and development. This was to establish a balance in practice between face-to-face support and on line communication when working with relatively fragile learners and those in the community who require both support and the opportunity to experience ICT in a curriculum context.

Performance Measures:

- An effective online PDP support package is now available at West Lothian College for fragile and community-based learners, founded on robust pilot and learner feedback
 - A majority of learners in the pilot were keen to continue use of the PDP system.
 - Staff reported that the PDP system significantly reduced paperwork; with lecturers identifying further courses for roll out.

- The full evaluation report is available to others from the South East Forum website. The authors of the evaluation report feel that this system has significant scope to support the development of learning skills, employability, and citizenship for fragile and community-based learners.

Facilitating Black and Minority Ethnic Groups into Social Work Pilot

This project sought to identify and recruit BME groups from the community into accredited programmes in Social Work and Social Care to address under-representation in these workforce areas.

Led by the Open University in Scotland, it aimed to achieve this by working in partnership with educational providers and voluntary and social welfare organisations to promote pathways to viable careers. Induction and information events were provided as well as information on college and university courses and bridging to these through the OU's Openings courses. The project also recognised the additional barriers that BME and new migrants face in accessing learning and their additional support needs. The project offered study skills where required and language support. Mentors, in addition to tutor support, played a critical role in helping support retention and achievement.

Partners in the project included The OU, Stevenson College Edinburgh, the University of Edinburgh and Multi Cultural Family Base.

Performance Measures:

- The final report reflects on lessons learned throughout the project: 'Bringing about Change in the Lives of Potentially Excluded Learners through Mentoring. Reflections from the South East Forum's Pilot Project: Facilitating Black and Minority Ethnic Students into Social Work.' (D Sidhva, July 2008). The report is available from the South East Forum's website.

ESOL Pilot Initiative

This aimed to provide additionality to an existing SFC-funded ESOL project by applying intergenerational approaches designed to raise the achievements of young people and their parents and promote progression to FE/HE.

42 young people from ESOL families local to Newbattle Abbey College participated in Coaching workshops. These were designed to help them develop personal and interpersonal skills to help them support their parents in the use of IT to assist in their ESOL studies. The young people involved were between the ages of 11 and 16 years old and drawn from local schools.

Schools lent their support to pupils' involvement in the project as it helped meet the learning objectives of the Curriculum for Excellence by developing pupils' personal and interpersonal skills in addition to providing them with material to include in their personal profile for progression to FE/HE.





Performance Measures:

- 10 adult learners from the families who took part in the project are currently enrolled on the SQA unit 'English for everyday Communication'.
- Registration with SQA for all ESOL learners involved in the project.
- SQA have approved Newbattle Abbey College to deliver SQA ESOL units.
- The ESOL provision within Newbattle Abbey College has increased from nil to 400 hours delivery.
- A celebratory event was held, raising interest and awareness among local ESOL families and schools; local schools are keen to continue in partnership with the College.
- Supportive DVDs were produced and distributed and educational support materials were translated to assist ESOL families with learners in transition.
- The College now has a proven model of delivery for ESOL with supporting online learning and teaching material. This model can be refined and adapted with the provision of a short residential experience at Newbattle Abbey College as part of blended learning.

Family Learning Action in Raploch (FLAIR)

This project aimed to encourage children and adults from Raploch to participate in family and intergenerational learning to promote attainment and encourage adults to re-enter education. This is with a view to increasing their employability and supporting regeneration efforts in the area.

Partners in this project included: University of Stirling, Forth Valley College, SWAP-East, Careers Scotland, Ed Zone, Raploch Primary School, St. Mary's Primary School, Raploch Urban Regeneration Company,

Performance Measures:

- Positive aspects of this work were noted by learners and partners involved in this work although evaluating impacts on learners proved challenging, due in part to poor literacy levels and suspicion of form filling.
- The adult learning team at Stirling Council were keen to see the work of FLAIR developed and to ensure that there was no overlap of projects in the area.

Scoping Study on Models of Family Learning

This scoping study was commissioned by the Forum and completed by Linked Work and Learning Trust (LWTT) to examine:

- What is meant by Family Learning?
- What models of Family Learning exist that evidence an impact on: raising aspirations; widening access and increasing participation to FE or HE?

- How can Family Learning help the South East Forum meet its strategic objectives?

The full report, authored by Catherine McCrae and Jane Jones (April 2008) is available to read on the South East Forum's website.

Scoping the Needs of Pupils in Special Schools and Residential Care

A team led by staff at Cumbernauld College were commissioned to help answer the following questions:

- What are the barriers and challenges faced by pupils in special schools and pupils in residential care in accessing and participating in further and higher education?
- Is there a role for the Forum in supporting the above groups to deliver on its strategic objectives?

This work was completed with the support and involvement of partners from: Cumbernauld College (lead), Adam Smith College, Motherwell College, Queen Margaret University, University of Stirling, North Lanarkshire Council for Children's Services Strategy Group.

The final report will be available in January/February 2009.

Community Learning and Student Support (CLaSS) Grants

The Forum's CLaSS grants provides small grants on an annual basis of up to £15k to encourage partners to trial new and innovative approaches to: engage potential students from areas of deprivation; build new capacity and knowledge in the sector through the project and by disseminating and sharing good practice.

Proposals must: target hard to reach and under-represented groups with those from DZ5 as a priority area; demonstrate clear links with community partners; encourage progression to mainstream FE/HE; support and retain students recruited through a student-centred approach.

Grants awarded in 2007/8 will be reported on 2008/9 and will be the last year of CLaSS funding with the Forum's focus on delivering on core priorities through two sustainable programmes of work for young people and for adults.



South East Forum

widening access to
increase participation



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Changes to Forum Strategy

1. The wider access regional forums were invited by the SFC to submit a Five-Year Strategic Plan 2008-13 and Two-Year Operational Plan 2008-10. This follows a review of the wide access forums and recommendations in 'Learning For All' (2005) to put them on a longer-term and more secure footing. Given the move to open-ended funding (with a two-year notice period in the cessation of any funding) the South East Forum has moved away from project funding to establish two sustainable programmes of work to deliver on priorities in these plans. Programmes are targeted at young people and adults from deprived areas with low rates of participation in FE and HE, building on previous successes and strong partnerships. The Forum will continue to explore new opportunities for partnership and collaboration with other stakeholders to add value to their work.
2. The Forum recognises the importance of having a clear and transparent deliberative structure with senior management buy-in and has revised its Governance and structure for delivery. The Forum has established a Forum Council that meets once a year and is composed of Principals, or their nominated representatives, from our 18 partner colleges and HEIs. This group is responsible for electing the Forum's Executive and approving any future Strategic and Operational Plans prior to SFC submission. On the Forum Executive, efforts shall be made to reflect the geographical diversity of the Forum where practicable
3. The Forum has established two Strategic Advisory Groups: Young People and Communities and Adults and Communities. This adopts a more student than institution-focused approach and reflects the Forum's two key programmes of work aimed at young people and adults.
4. Further details about the role, remit and membership of the Forum Council, Forum Executive and 2 Strategic Advisory Groups are contained in 'The South East Forum Strategic Plan 2008-13.'
5. It was decided to bring to a close the Forum's On Route project at the end of 2007/8 following the SFC's decision to provide a total of £3million to develop and improve articulation in 2008/9 to regional clusters. Funding is allocated in proportion to the working age population served in each part of the country and increases the role for the institutions most active in articulation - recognising that different HEIs play different roles. For the area covered by the South East Forum, Napier and Queen Margaret Universities have been awarded £700k for 2008/9 to take the lead in driving this work forward.

Challenges and Opportunities

1. Maintaining and developing new relationships with partners and stakeholders, scanning the environment to join up agendas and add value to the work of others, avoiding duplication and demonstrating impact.
2. Developing a strategy and improving practices to help address gender inequalities in deprived areas with low participation in FE and HE, building on existing knowledge and good practice.



3. The Forum is committed to working with the SFC to develop supportive and productive relationships with the SFC's new Access and Inclusion Committee to deliver effective collaborations. It will work closely with them to help demonstrate the positive impact of the wider access forums on learners as part of a national framework to help meet AIC priorities and deliver on 'Learning For All'.

Future Plans

1. To deliver on the Forum's Two-Year Operational Plan 2008-10 as set out in The South East Forum Strategic Plan 2008-13. This plan 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).
2. Maintain good communication with partners to maintain and develop relationships.
3. Continue to monitor and review the Forum's groups and membership of these to deliver on Forum priorities.
4. Build upon and share innovation and good practice as part of a learning culture.
5. Develop strategies to help address gender inequalities, building on existing knowledge and good practice to target those from deprived areas with low participation in FE and HE.
6. Continue to scan the environment and explore new opportunities for partnership and collaboration to join up agendas and identify opportunities to deliver on shared goals and targets to add value to the work of others for the benefit of learners. Work with multiple agencies and stakeholders to create a more joined up approach.
7. Continue to monitor and evaluate Forum activities and programmes of work to inform the future development of the Forum and it's next Two-Year Operational Plan. An evidence-based approach will be critical in helping the Forum achieve this and in delivering activities to meet learner needs. The Forum will work to identify KPIs and targets to demonstrate the impact of activities and programmes that benefit learners and deliver on priorities in Learning For All. We will also explore how these measures can help others such as local authorities and CLD deliver on their agendas, working collaboratively.
8. More closely involve learners in assessing learner needs in the future development of programmes and in highlighting their experiences, barriers and issues.
9. Deliver on the commitment to re-develop the Forum's website before the end of AY 2008/9 to articulate the Forum's vision, highlight its programmes of work, and serve as a useful communication tool and repository of information for partners and stakeholders.
10. Continue to work closely with the Scottish Funding Council and other regional forums.
11. Develop supportive and productive relationships with the SFC's Access and Inclusion Committee and help identify the types of effective collaborations to help it meet its identified priorities and deliver on 'Learning For All'.

Appendix 1

South East Forum

Financial Report, 2007/8

South East Forum Financial Report, 2007/8

Income	: 698,919
Funds accrued/ de-committed from previous year	: 84,155
TOTAL	: 783,074
Expenditure	
Core (salaries, marketing, office & evaluation)	: 178,578
Facilities charge	: 30,000
Web-site redevelopment	: 10,000
Access to Industry	: 136,732
SWAP-Eas	: 37,699
OU Diverse Routes	: 12,119
On Route	: 74,891
Routes 2 Success	: 155,455
High Flyers	: 10,000
Schools with the Lowest Progression Rates	: 21,350
Flexible Inclusion Project	: 50,000
ESOL project	: 13,120
On-line PDP	: 8,592
CLaSS	: 47,835
Available funds	: 783,074
Expenditure	: 786,371
	- 3,297

Appendix 2 South East Forum Project Contacts

Working with Adults

- Access to Industry – Sian Fiddimore, www.accesstoindustry.org
- SWAP-East – Ruth Howard, rhoard1@miscorp.ed.ac.uk
www.scottishwideraccess.org
- OU Diverse Routes – Lindsay Hewitt, l.a.hewitt@open.ac.uk
www.diverseroutes.co.uk (Open University in Scotland)

Working with College-Based Students and Supporting FE/HE Articulation

- On Route – Kerry Musselbrook, k.musselbrook@napier.ac.uk
(South East Forum) www.southeastscotlandforum.ac.uk

Working with Young People and Schools

- Routes 2 Success – Gayle Henderson, ghenderson@stevenson.ac.uk
(Stevenson College Edinburgh)
- High Flyers – Ian Sutherland, isutherland@hw.ac.uk
<http://www.undergraduate.hw.ac.uk/wider-access/high-flyers.htm>
(Heriot Watt University)
- Working with Schools with the Lowest Progression Routes
– Ged Lerpiniere, ged.lerpiniere@ed.ac.uk
www.leapsonline.org (LEAPS)
- Flexible Inclusion Project – Peter Hughes,
phughes@cumbernauld.ac.uk (Cumbernauld College)

Pilots and Other Enhancement Activities, Research and Development

- Improving Retention and Progression Pilot – Bruce Penman,
bpenman@stevenson.ac.uk (Stevenson College Edinburgh)
- Online Personal Development Plan – George Hotchkiss,
ghotchkiss@west-lothian.ac.uk (West Lothian College)
- Facilitating Black and Minority Ethnic groups into Social Work Pilot
– Mo McPhail, M.A.McPhail@open.ac.uk (The OU in Scotland)
- ESOL Pilot Initiative – Norah Fitzcharles
NorahFitzcharles@newbattleabbeycollege.ac.uk
(Newbattle Abbey College)
- Family Learning Action in Raploch (FLAIR)
– Jim Bradley, j.g.bradley@stir.ac.uk (University of Stirling)
- Scoping Study on Models of Family Learning – Fiona Craig,
fcraig@lwt.org.uk, www.lwt.org.uk (Linked Work and Training Trust)
- Scoping the Needs of Pupils in Special Schools and Residential Care
– Pam Gregory, www.cumbernauld.ac.uk (Cumbernauld College)



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