

South East Forum Annual Report 2006/07

1. Summary of Achievements Against Policy Priorities	Page 1	2
2. Forum Achievements	Page 2	
2.1. Future Planning	Page 2	
2.2. Working with communities	Page 2	
2.2.1. Access to Industry		
2.2.2. CLaSS Grants		
2.2.3. Experience of Students with Disabilities in Social Work and Social Care Training		
2.2.4. Diverse Routes to Higher Education		
2.3. College-University	Page 3	
2.3.1. SWAP-East (core activities)		
2.3.2. On Route ... Pathways from college to university		
2.3.3. Improving Progression and Retention Pilot		
2.3.4. INXS		
2.4. Working with schools	Page 5	
2.4.1. Routes 2 Success		
2.4.2. Schools Directory 2007		
2.4.3. Low Progression Schools Project		
2.4.4. Educated Pass		
3. Barriers and Challenges	Page 6	
3.1. Changes and Evolution of Policy Priorities	Page 6	
3.2. Funding Issues	Page 7	
3.3. Partnership Working	Page 7	
3.4. Working with Learners	Page 8	
3.5. Measuring and Evidencing Impact	Page 9	
4. Changes to Forum Strategy	Page 9	
5. Future Plans and Key Targets for 2007/08	Page 10	
5.1. Strategy and Structures for Delivery	Page 10	
5.2. Forum's Programme of Work for 2007/08	Page 10	
5.3. Project Plans 2007/08	Page 11	
Appendix 1: Evidence of Impacts	Page 14	
Appendix 2: Description of Forum Programmes and Projects	Page 26	

1. Summary of Forum Achievements Against Policy Priorities in 2006/07

SFC Priorities	Specific actions (SFC & SEF)		Programmes and activities (SEF)
Strategic planning	Planning Evaluation		Consultation with partners & stakeholders and close working with SFC & NAG for LfA to produce the South East Forum's Strategic Plan 2008-13 Future-oriented evaluation of Forum and evaluation of funded projects
Deprived areas	Aspiration raising and other activities with young people and schools		Routes 2 Success and partners Low Progression Schools & Educated Pass Projects & FLAIR
	Take forward work on NEET		Access to Industry CLaSS Grants
	Address worklessness, contributing to the Scottish Government's Workforce Plus Strategy		Access to Industry FLAIR
	Access opportunities to support tried and tested and innovative approaches		Access to Industry SWAP-East CLaSS Grants
Males	Improve participation of boys		Educated Pass
	Improve participation of men		Access to Industry
Articulation	Promote articulation		On Route Articulation pathways promoted through all projects working with young people and adults in deprived areas
Retention and achievement	Promote retention and achievement		Promoting retention underlies all Forum programmes as well as piloting of new approaches (Improving Retention and Progression Pilot) The maximising of achievement underlies all Forum projects
Information, Advice and Guidance	Information, Advice and Guidance		Embedded in all Forum projects to support Forum aims to promote progression, articulation, articulation, and retention by empowering learners to make informed choices that are right for them. Specifically: Diverse Routes to HE -resource pack and website
Data and evidence	Monitoring and evaluation Research and development	Monitoring and evaluation Research and development	Analysis of benchmark data and evaluation and monitoring of projects to assess impact on learners and learner needs. Identify and disseminate good practice, and highlight challenges and barriers. <i>Specifically:</i> - Future-oriented Evaluation for the South East Forum - Schools Directory 2007 - Low Progression Schools & Educated Pass Projects - Tracking SWAP-East Students Project - Experience of Students with Disabilities in Social Work and Social Care Training

White = SFC ; Grey = SEF

2. Forum Achievements

2.1. Forum Future Planning

- In 2006/07 the Forum consulted with partners and reflected on its strengths and weaknesses through a series of meetings and events to inform its Strategic Plan 2008-13 and Two Year Operational Plan 2008-10. The Forum also commissioned an independent '*Future-oriented Evaluation for the South East Forum*' by Dr. Laura Meagher which reported in June 2007.
- This followed the Scottish Funding Councils own review of the wider access regional forums– with the South East Forum facilitating partner input - and recommendations in 'Learning For All' (2005) to place the Forum's on longer-term and more secure footing.
- The Forum also sponsored a number of events in partner institutions to discuss and reflect on the impact of 'Learning For All' and help raise the Forum's profile.
- The Forum has worked closely with the Scottish Funding Council and National Action Group for Learning For All.

2.2. Working with communities

2.2.1 Access to Industry

- Has managed 15 new course partnerships in 2006/07 and is on target to establish a total of 39 sustainable pathways into education and employment between August 2005 and July 2008 for community-based adult learners – contributes to the widening participation and worklessness agenda.
- Has taken forward work on NEET, working with young offenders and care leavers/looked after and accommodated young people. Approximately 10-25 learners a year are also captured within Access to Industry's community-based adult learning programmes.
- Has worked with particular disadvantaged groups, targeting those at risk of or experiencing homelessness and those leaving prison; working with recovering alcohol and substance abusers.
- Success in working with high numbers of men eg. to date, 52% of Access to Industry's community-based adult learners have been men.
- Success in working with learners from deprived SIMD areas eg. community-based adult learners: 25% came from DZ5 and 26% from DZ4;
- Provides IAG:
 - promoting approaches for the successful engagement of learners such as relationship-based guidance and individualised information and support
 - provision of IAG to learners at key transitional points.
- Has worked with a total of 598 learners from marginalised groups and deprived areas and can demonstrate clear positive outcomes. Of these, 226 were adult community-based learners (Appendix 1).
- Has secured additional resources from the Big Lottery Fund, European Social Fund, Scottish Executive and Trust Funds such as the Robertson Trust and Paul Hamlyn Foundation. This maximises value and connects and joins up the work of the Forum with Drugs Action teams, regeneration partnerships, Local Authorities, NGS Scotland, Scottish Prison Service and a range of voluntary sector organisations.

2.2.2. Community Learning and Student Support (CLaSS) Grants

- Has trialled and developed innovative approaches to engage with those in college or community education and/or out of work (incl NEET, homeless, not working) to develop learning skills, self-efficacy and promote progression to further learning.
- Has trialled innovative approaches using intergenerational learning to develop learning skills and self-efficacy.
- Has strengthened college links with Community Learning Partnerships and local agencies; has informed local strategies.

2.2.3. Experiences of Students with Disabilities in Social Work and Social Care Training

- This piece of research identifies demand for accessible routes through study to work amongst students with disabilities and proposes future action: that a co-ordinated, proactive method of support could be found in traineeship models and that a pilot might come from a formal partnership with colleges and employers.
- The final report identifies problems in publicising and promoting routes through study to work and provides detailed suggestions for employers and academic institutions.
- The final report recommends that links with colleges and employers be built upon to share good practice and identify gaps in provision and that resources be shared eg. in student support and in staff training.

2.2.4. Diverse Routes to Higher Education –for black and minority ethnic groups, new and settled migrants, asylum seekers and refugees

- Production, distribution and promotion of the Diverse Routes to HE resource pack to individuals, agencies and practitioners in Scotland: 8,100 (1st edition); 2533 (2nd edition).
- Launch of Diverse Routes Web-site: 140,000 hits (Sept. 2006-August 2007).

2.3. College-University

2.3.1. SWAP-East

- 28 SWAP access programmes ran in seven South East colleges with progression pathways involving all the regional HEIs.
- Of 503 adult returners who enrolled on SWAP programmes, 77% completed. 15% came from SIMD Zone 5.
- SWAP-East hosted seven curriculum network meetings, with representation from colleges and HE admissions and widening participation staff, for the purposes of sharing information and best practice.
- The new SWAP website was launched, providing more detailed information about the content of SWAP programmes, the range of progression options, and including direct links to partners' websites. There were 11,699 hits in the first year. 442 office enquiries were answered and 500 Finance Booklets distributed.
- Development of joint promotional leaflet in collaboration with the University of Stirling.
- 95 access students attended the SWAP Study Skills Day on October 25th 2006. The event was a collaboration of all the regional HEIs, hosted by the University of Edinburgh, and was designed to support college/university transition and retention.

- Development and launch of Numeracy Pack to support teaching and learning of numeracy for access to Nursing and Healthcare students – 4 funded by NHS Scotland.
- Development of partnership activity with One Parent Families Scotland, Linknet, Edinburgh, Working with Families and NHS Education for Scotland.

2.3.2. On Route...Pathways from College to University

- Delivered 26 programmes at 10 of the Forum's 11 Partner colleges to raise aspirations, inform students and prepare them for progression and articulation.
- Worked with 233 students from January until June; 65% of those that enrolled on the programme completed; 76% stated their intention to progress to university.
- Learners studied on a range of programmes encompassing Higher, Access, HNC and HND levels.
- Campus visits arranged at Edinburgh, Heriot-Watt, Napier and Stirling Universities.
- Overwhelmingly positive feedback received from college staff, On Route participants, and tutors and mentors involved with the project.
- Establishment of a network of trained student mentors and tutors for delivery next year.
- Regional collaboration and partnership working with West Forum's On Track Project.

2.3.3. Improving Retention and Progression Pilot

On Access and NQ courses with poor retention, training for course tutors delivered:

- Increased retention levels post-training of +4% - +42% between 2005/6 and 2006/7
- Increased achievement levels post-training of between +15% - + 19% between 2005/6 and 2006/7
- Plans to roll out across the college involved in the pilot and disseminate evidence to Forum partners.

2.3.4. INXS (Innovation Networks for Existing and Current Students)

- Enhancement of Access to Nursing and NQ Healthcare programme content in Forth Valley College and development of integrative assessment to develop learner skills in preparation for next steps.
- Establishment of informal student buddy support networks for those in Year 1 at university.
- Early retention of students starting at the University of Stirling has increased by 6% between 2006/7 and 2007/8.
- Development of team and partnership working, namely: closer working and monitoring of staff across Forth Valley College and HEIs; closer working with SWAP; links to Forum projects such as On Route and FE/HE transition research and sharing of resources.

2.4. Working with Schools

2.4.1. Routes 2 Success

- Extension of schools outreach activities across the South East to raise aspirations, inform and support pupils in schools in the Scottish Border for the first time.
- Strengthening of relationships with college partners and promotion of FE as well as HE.
- New S1 college campus visits across the South East that co-ordinate with LEAPS and CAMPUS provision in Edinburgh and the Lothians and Forth Valley: 26% of participating pupils came from DZ5 and a further 20% from DZ4. 90% of pupils felt they learnt more about college from their S1 college campus visit.
- Worked with 2,176 pupils in total delivering P7, S1 and S5 and S6 activities and 209 pupils and parents at parents' evenings– a considerable achievement in its pilot year and with a delayed start, September 2006.
- Establishment of student mentor network, including students from the college sector.
- Production of Routes 2 Success website and accessible peer reviewed material on student finance and transition to help address lack of knowledge in these areas, particularly with regard to college options and articulation pathways.
- Successful pilot of P7 activities to three Primary schools in the City of Edinburgh where pupils progress to schools with low progression to HE rates.

2.4.2. Directory of Schools Outreach Activities in the South East

Production of a Schools Directory 2007 to:

- facilitate targeting and co-ordination of activities in the South East by collating existing schools outreach provision and activities in the South East
- provide a useful reference for practitioners, including trend analysis and benchmark data on staying on rates, qualification results and school-leaver destinations for the 73 schools in the South East area.

2.4.3. Low Progression Schools Project

- Increase from 10 in 2006 to 15 in 2007 progressing to university from the three project schools.
- Increase from 2 in 2006 to 7 in 2007 completing the LEAPS Summer School from the three project schools.
- Increase from 0 in 2006 to 5 in 2007 progressing to HNC/D courses from the three project schools.
- Following the pilot four-day residential experience (High Flyers), 20 out of 22 reported that they were 'more likely to apply to higher education.
- The Development Officer's report recommended that LEAPS employ more individualised and intensive support based on the activities trialled as part of the project.

2.4.4. Educated Pass

- Engaged with 15+ boys and their parents: 7% from DZ5 and 20% from DZ4; 36% from a LEAPS Group 1 schools with progression to HE rates at 19% or lower using interest in football as a lever for engagement.
- Those with negative views of college or university fell from 12.4% to 3% after involvement.
- Those considered going to college or university after school rose from 78.5% 95.7% after involvement.
- Those who felt that they had the skills and ability to succeed at college or university rose from 75% to 80%.
- Those who felt that school, college and university were important-specifically to professional footballers rose from 85% to 98.6% following involvement.

3. Barriers and Challenges

3.1. Changes and Evolution of Policy Priorities

3.1.1. Extended Forum remit

The Forum was gratified that an independent evaluation of its work commended it for “growing and evolving its work, and anticipating changes that have taken place within its policy context.” (L. Meagher, 2007). The evolving policy context in which we all operate has, however, created significant challenges for the Forum with the extension of its brief to widening access to FE and HE, particularly with respect to working with young people and schools. Discussions and consultation with stakeholders and partners as to where the Forum can add most value without any significant extension of funding has been challenging and takes time in order that joint planning can be effective.

3.1.2. Joined up planning

Co-ordinating provision with other schools outreach providers and with eight different local authorities with unique and/or different priorities and issues is challenging. Working through strong existing partnerships that have established themselves and their priorities has both its advantages and challenges in helping the Forum deliver on its remit.

There is greater clarity around what we need to do to help young learners in schools, less for young or mature 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. This requires further engagement with community stakeholders to develop joined up strategy whilst preventing mission drift. Discussions as to what representatives and groups should be brought into this process and at points where they can make the greatest contribution has taxed our members.

3.1.3. Structure for delivery

Changes to Forum priorities have led the Forum to reflect on its current structure for delivery and whether its three Steering Groups (Schools, College-University and Communities) best reflect Funding Council’s priorities and can help the Forum deliver its Strategic Plan 2008-13.

3.2. Funding Issues

3.2.1. Project funding

The Forum's strategic programme is agreed through consultation to meet the needs of learners through commissioned activities and not by inviting competitive bids as in the case of one off projects. This, however, can take time and as a consequence the Forum has also operated a system whereby competitive bids for one off projects have been invited to make best use of Forum funds. Projects piloting new approaches and able to develop local as well as Forum-wide practices and partnerships have been welcomed to inform future planning and build new capacity in the sector. It is evident, however, that care needs to be taken to communicate the purpose of one-off project funding- in order that it does not detract from the Forum's longer-term projects and in order that it does not create expectations around continued funding for activities and the maintenance of networks that cannot be sustained by mainstreaming or through securing other funding. The Funding Council's commitment to put the Forum's on a more secure financial footing should enable better management of this and the commissioning of integrated programmes of work by the Forum's Executive.

3.2.2. Changes to widening access premium for HEIs

Pressures on the Forum to provide funding for specific project activity has been heightened with recent changes to the widening access (and retention) premium for HEIs. The Forum has received requests from one institution to make up shortfalls and rescue activities in an institution which have 'lost out' as a result of these changes.

3.2.3. Staffing

Attracting, recruiting and retaining good staff has been challenging as the Forum and Forum-funded projects have only been able to offer relatively short-term contracts. Advertising and interviewing for posts is also a time-consuming process. Activities have also experienced the loss of staff to other jobs as confirmation of future funding has yet to be received before the Forum can agree the detail of future activities and allot funds.

3.2.4. Targets

Shorter term funding with finite or brief timescales also creates pressure to prioritise actions that can evidence impact in the short term, for example work with pupils in upper school years with low progression to HE. While the value of this activity is not questioned, this can hamper longer-term strategies that may yield even better results.

3.2.5. Geography

The Delivery of activities to more rural areas- for example Routes 2 Success work with schools in the Scottish Border – is per head more costly and time-consuming due to issues of geography and travel.

3.3. Partnership Working

3.3.1. Senior management buy-in

It is difficult to secure the input of partners and stakeholders at a sufficiently senior level with a grasp of strategic (as well as grass roots) knowledge. Time is a key barrier when senior managers have so many pressing commitments and their own priorities. This Forum plans to establish a Forum Council of senior representatives from each partner college and HEI that meets at least once a year to help redress this. Brief, well-planned and focused meetings will be organised to approve Forum Plans and help secure the buy in and commitment of individuals with the ability to 'make things happen'. Commitment from partners is currently of varying levels.

Winning and maintaining the trust and commitment of partners and promoting co-operation and communication is an ongoing challenge of any large partnership. This applies to the Forum's work at strategic and operational level through its programmes and projects. 8

3.3.2. Management and co-ordination

The co-ordination of provision- for example with other schools outreach providers and with eight different local authorities with unique and/or different priorities and issues - is difficult. Working through strong existing partnerships that have established themselves and their own priorities has both its advantages and challenges in helping the Forum deliver on its strategic objectives.

Managing the scale of the Forum partnership is both rewarding and challenging. This extends to the work delivered for the Forum by its programmes and projects, including those that engage with multiple agencies and community partners as well as colleges and HEIs. Management of partner networks is also challenging in a context of college and HEI staff changes, re-structuring and relocation of institutions. The growth in progression agreements in a context of changing admissions policies and constant shifts in pressure on individual degree programmes can also create pressures.

3.3.3. Timescales

As mentioned, partnership working takes time. Traditional timescales eg delivering within a year on a project is challenging. It takes time to bring partners on board and agree next steps and this can lead to delays in appointing staff to deliver.

3.3.4. Challenging traditional conventions

Challenging traditional conventions in schools, colleges and HEIs to create a more inclusive learning environment where qualifications are transferable and make best use of the SCQF.

3.4. Working with Learners

The needs of learners, particularly those from deprived areas and with negative experiences of education need to be placed at the heart of our thinking. A range of issues and common challenges have been identified by practitioners delivering Forum-funded activities:

- Developing programmes, materials and learner tasks that are appropriately pitched for the client group
- Allowing learners to go at their own pace and gain confidence to extend their learning comfort zone and allow them to determine their own choices
- Learner attendance and establishing good learner work patterns – flexibility is important
- Effective promotion and marketing of learning opportunities
- Relating learning to work and engaging with employers eg. Access to Industry and Experiences of Students with Disabilities in Social Work and Social Care Training
- Accessibility eg. poor winter weather impacted negatively on the football club's scheduled sessions (Educated Pass); older learners with sight and mobility impairment had trouble engaging in intergenerational woodland activities (Outdoor Classroom)
- Developing the confidence of partners- whether schools or community partners- and establishing credibility with learners quickly
- Engaging with parents due to work, commitment and interest levels of parents – careful planning and prior notice may help address this
- Demands on students' time can mean that activities such as Summer School do not take place
- Timetabling sessions can also be challenging and require flexibility and effective planning to overcome. For example, organising S1 college campus visits need to take the timetables and limited capacity of colleges into account. Staff may be required to offer more than one college

offering at a time. This is both a planning and resource issue. The delivery of support to college-based students or staff development to lecturing staff, both face timetable restrictions and difficulties in assembling people at the same time or for time slots that suit the deliverers. Flexibility is key to overcoming these challenges.

3.5. Measuring and Evidencing Impact

- The longer-term impact of programmes in their initial year is difficult to evidence eg. Routes 2 Success activities with schools.
- The absence of robust evidence on the effectiveness or otherwise of programmes as preparation for confident performance and retention in FE and HE is due to challenges in tracking learners through management information systems. This applies to a range of non-traditional learners.
- Measuring the impact of resources such as the Diverse Routes to HE pack and website is challenging given that this can be used remotely and as a self-help tool as well as with practitioners. The dispersed nature of users makes it hard to evaluate.
- Programmes can be driven by targets rather than by what learners need under pressure to show positive outcomes quickly.
- Ensuring the completion of registration forms, attitudinal questionnaires and obtaining the necessary consent and permission for details to be held and the progress of learners to be tracked is both difficult and time-consuming – albeit necessary in assessing the impact of initiatives.

4. Changes to Forum Strategy

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.

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 as well as continue to work closely with the Scottish Funding Council and National Action Group For Learning For All.

Changes to strategy have to be clearly communicated and structures force put in place before their implementation. These changes are outlined in the Forum's Strategic Plan 2008-13. Structures to promote delivery will be put into place prior to the start of the 2008/09 academic year and the Forum's new funding. As identified in the Forum's Strategic Plan, we understand the need to more fully :

- Provide and communicate a strong strategic vision for the future
- Use strong evidence to inform future allocation and strategic use of resource
- Secure buy-in from senior managers who can speak on behalf of their institutions, which is why we have proposed a Forum Council of all partner colleges and HEIs to advise on and approve the Forum's Strategic and Operational Plans and elect a Forum Executive to act on its behalf.
- Ensure that partners understand the deliberative structure
- Take advantage of strong existing partnerships to help the Forum deliver on its aims and objectives including those working with schools and build on the key successes of Routes 2 Success, On Route, Access to Industry and SWAP-East in its planning and development of activities.

- Pilot and trial new activities and research and development that is integral to and will inform the Forum's programme of work, avoiding the 10 funding of one off projects that are not sustainable.

5. Future Plans and Key Targets for 2007/08

5.1. Strategy and Structures for Delivery

1. Put structures of delivery in place to help the Forum implement its Strategic Plan 2008-13 following a consultation process.
2. Commission programmes of work to enable the Forum to deliver its 2-Year Operational Plan within its Strategic Plan 2008-13 upon confirmation of future funding allocation. Ensure move from short-term project funding to a programme of activities post-2008.
3. Continue to work closely with the Scottish Funding Council and the National Action Group for Learning For All to: deliver on national priorities in a regional context; inform national policy and serve as an advocate for learners.
4. Continue to work closely with the other wider access regional forums and forge stronger links.

5.2. Forum's Programme of Work for 2007/8:

5. Continued commitment to supporting the work delivered through Routes 2 Success, On Route, Access to Industry and SWAP-East to raise aspirations, promote progression and retention and support articulation.
6. Deliver on targets and plans for the above programmes 2007/8.
7. Support one off projects or pilots to: develop innovative practices and approaches to reach hard to reach groups in the community (CLaSS) ; develop and trial new approaches and inform the implementation of the Forum's Strategic Plan 2008-13.
8. Monitor and evaluate Forum-funded programmes to inform both future practice and decision-making of the Forum. Monitor against targets and benchmark data and identify good practice and barriers to successful delivery. Scope and develop.
9. Disseminate good practice and lessons learned with partners and stakeholders
10. Raise the profile of the work of the Forum including with local authorities, CLD and community stakeholders through meetings and planned events.
11. Further develop relationships and work in areas of common interest with schools, local authorities, Careers Scotland, SCQF and community partners.

5.3. Project Plans 2007/08

5.3.1. Access to Industry

- Meet target to establish 39 community partnership programmes by 2008 for community-based learners.
- Currently devising a 'routes-out' education and employment strategy for Edinburgh street sex workers in partnership with JEVC, Edinburgh City Council, Edinburgh and Lothians Police and relevant harm-reduction partners. This will involve 12-months of action research.
- Proposed developments in the Falkirk area and Edinburgh to provide short courses to support the needs of looked after and accommodated young people working with local colleges and support services.
- Awaiting outcome of major Big Lottery Fund bid on a multi-partnership to provide a dedicated learning programme for young people leaving care, combining guidance and interactive person-centred support with a rolling curriculum to work with 100 looked after young people a year. In partnership with Edinburgh Throughcare and Aftercare Team, Edinburgh Children and families and local colleges and HEIs.
- Supporting an independent review of practice as part of efforts to improve participation by men in post compulsory education, identifying motivations amongst current participants whilst reflecting on practice generally.

5.3.2. CLaSS Grants

- Invitation for partners to submit applications for CLaSS grants 2007/08.
- 2006/07 projects aim to embed these activities or are seeking alternative funding sources to support them.

5.3.3. Experiences of Students with Disabilities in Social Work and Social Care Training

- The project has completed. It is hoped that the Open University with partners will take forward the recommendations in the report.

5.3.4. Diverse Routes to HE

- Diverse Routes to HE has funding until July 2008.
- The impact of the pack on its target group of learners is being evaluated in 2007/8 in association with the West Forum.

5.3.5. SWAP-East

- Progress development of new Access to Built Environment programme.
- Roll out production of joint promotional materials to include other partner HEIs and community agencies.
- Develop Case Studies booklet and make additions to SWAP website as part of promotional campaign targeting men and highlighting the study of science and health.
- Respond to feedback from Study Skills Day and Tracking and Retention Project.
- Currently finalising an updated Directory of SWAP-East programmes and progression agreements for distribution to all partners.
- Continue development of Preparation for HE support for tutors and students, including further work on numeracy with NHS Scotland.

5.3.6. On Route...Pathways from College to University

- The Forum will evaluate the fuller impact of On Route on its first cohort of participants (2006/7) now they have entered university
- 40 programmes have been agreed and scheduled for 2007/08
- Target is to work with at least 340 college students from all partner colleges
- Arrange Campus Visits for each cohort.

5.3.7. Improving Retention and Progression Pilot

- The college involved in this pilot has plans to roll out this training model across the college upon its completion.
- Research findings on the impact of this initiative will be shared across the Forum's partners.

5.3.8. INXS

- Project funding has come to an end.
- Partners aim to build on partnership arrangements developed through the project
- Plans for more one-to-one tutorials for those going onto university.

5.3.9. Routes 2 Success

- Increase uptake of S1 campus visits in 2nd year of project, particularly to Forth Valley schools where uptake 07 was less than other areas of the South East
- Delivery of S2-S4 activities to priority schools in the Scottish Borders and organise for S5 Border pupils to take part in the Student Life Experience in Edinburgh-based HEIs run by LEAPS
- Extended use of student mentors and ambassadors to support more activities.
- Increase in attendance at parents' evenings by further developing relationship with Careers Scotland.
- Tracking of pupils taking part in Routes 2 Success to post school destinations

5.3.10. Directory of Schools Outreach Activities in the South East

- Provide an up-dated 2nd edition for next year.

5.3.11. Low Progression Schools Project

- Following end of project funding, maintain and develop existing relationships and services within the three project schools, including the High Flyers residential event and other activities that bring pupils from schools together
- Roll out piloted activities to other schools to provide a more bespoke and individualised service for pupils, involving parents where appropriate
- Target pupils at an early age with potential to progress to HE and support them on an ongoing basis (P7-S6) and enlist parents' support at an early age to help combat negative media messages
- Involve parents in decision-making and guidance where appropriate

- Production of more accessible materials.

5.3.12. Educated Pass

- Following end of project funding, secure future funding through bids submitted to Sutton Trust and the Lotto Young people's strand, with outcomes expected before or by February 2008. The University of Edinburgh is committed to funding the Project Officer post until outcomes are known.

5.3.13 Family Learning in Action in Raploch (FLAIR)

- Make recommendations to take forward participants' recommendations as to the shape of learning provision available in the new Raploch campus.

5.3.14. Facilitating Black and Minority Ethnic Groups into Social Work

- The project will complete and report in December 2007.

5.3.15. Tracking SWAP-East Students

- The project will report on the progress of SWAP-East student and the factors putting them at risk of drop out.

Access to Industry – promoting access to FE and HE for hard to reach groups (Stevenson College Edinburgh)			
Number of learners	Learner profile	Retention and completion	Performance outcomes
<p>226 community-based adult learners across a portfolio of 15 courses</p> <p>Targets 200+ learners a year and establishment of 10-15 course partnerships</p>	47% male / 53% female	<p>156 were retained to course completion (69%) including 16 students continuing on one programme.</p>	<p>65% achieved positive progression outcomes</p> <ul style="list-style-type: none"> 45% progressed to FE or HE 20% progressed to employment/ other employability training
	<ul style="list-style-type: none"> 50% 16-30 years (approx.) 50% 30 years + (approx.) 		
	51% DZ4 & 5 (59 & 57 learners resp.)		
	60% from SIP postcodes		
	8% BME		
	70% have no advanced qualifications. Of which, 26% have no qualifications at all.		
	43% with evident learning support needs		
89% in receipt of benefit or not working			
<p>176 recovering substance abusers involved in the Transitions programme</p> <p>Targets 120 a year</p>	71% male / 29% female	<p>A flexible and rolling accredited basic skills programme for these challenging students. The course averaged 9 students every day over the year.</p> <p>134 were retained (76%) , 42 left the programme</p>	<p>75% gained clear positive outcomes:</p> <ul style="list-style-type: none"> 40 students gained 71 Intermediate I qualifications 25 students gained 33 Intermediate II qualifications 13 students gained 19 Highers 21 students progressed to FE 12 students gained employment 33 gained a training place
	<ul style="list-style-type: none"> 3% 16-19 years 63% 20 – 39 years 34% 40 years plus 		
	52% were from DZ5		
	2% were classified NEET		
	82% had no prior engagement with an employability service		
	76% had no prior engagement with FE		
	37% had no qualifications; 45% had a non-advanced qualification		
	Average length of drug use was 7 years		
	87% were unemployed and for an average of 5 years plus		
26% had an outstanding or unspent criminal conviction			
52% experienced mental health problems 70% were in receipt of medication			
<p>62 young offenders imprisoned in Polmont Young Offenders Institute</p> <p>Targets 40 a year</p>	100% male	<p>Performance average for attendance at sessions is 94% for the final quarter, 8% improvement on the 3rd quarter and 13% improvement from the 2nd quarter.</p>	<p>Of the 62 clients, 26 have been released from the Young Offenders Institute. 23 clients remain engaged with Access to Industry (89%). Of these, 12 continue to attend one-to-one to secure activity.</p> <p>Of those released and who have engaged, the recidivism rate was 17% compared to the national average of 70%.</p>
	<ul style="list-style-type: none"> 65% 16-19 years 35% 20-21 years 		
	98% were unemployed		
	<ul style="list-style-type: none"> 30% 0-6 months 28% 6-12 months 43% 12+ months 		
	52% had no qualifications; 47% had non-advanced qualifications		
	53% misused alcohol 52% were drug users		
27% were homeless			

<p>134 from other hard to reach groups,</p>	<ul style="list-style-type: none"> • including 54 looked after and accommodated young people in partnership with Edinburgh Throughcare and Aftercare • including 66 homeless clients referred and identified through Edinburgh Homeless Strategy • including 14 adult prison leavers from Edinburgh HMP. 		<p>This work is still ongoing and at the time of reporting most one-to-one work was only a few months old. However, Looked after and accommodated young people achieved: -</p> <ul style="list-style-type: none"> • 52 completed Personal Effectiveness Intermediate 1 unit as part of their personal support plan • 17 completed SQA PE Intermediate level 1 unit • 8 have places at college (started or confirmed) • 6 have secured employment • 6 have progressed to an employment training programme • 1 is on a work placement programme <p>Figures for homeless clients and prison leavers on going.</p>
<p>TOTAL: 598</p>			

Community Learning and Student Support (CLaSS) Grants- trialling innovative approaches in community partnership

Escalator II (Stevenson College Edinburgh)

Number of learners	Learner profile	Performance outcomes
300 people have been spoken to or briefed about ESCALATOR II	Engagement with those in disadvantaged areas of West Edinburgh in college or community education or through referrals from outside agencies including Job Centre Plus. 'Door knocking' approach also employed.	<p>71 people received further guidance and advice. In addition, ongoing varying degrees of work is being carried out with 12 clients from Escalator I.</p> <p>From Escalator II:</p> <ul style="list-style-type: none"> • 25 have been accepted to undertake a course at a FE College. • 18 have gone on to community education classes and other courses • 4 have been referred to an Employment Academy. 2 have taken on voluntary work • 4 have found employment in other areas. 5 have been referred on to other agencies or advisers • 2 received information on courses • 5 are non returners and 6 are ongoing. <p>Strengthened links with West Edinburgh CLP and local agencies.</p>

Stevenson College Edinburgh is prepared to continue funding the post until March 2008 and will seek explore other potential funding sources to enable continuation in the longer term.

Taste for Learning (West Lothian College)

Number of learners	Learner profile	Performance outcomes
<p>14 young homeless people recruited to develop core skills in communication, problem solving, working with others and IT</p> <p>Taste For Learning also supported a Summer programme for 15 young NEET learners</p>	<p>Homeless people</p> <p>NEET</p>	<p>6 out of 10 were regular attenders and made good progress in terms of increased confidence, improved communication skills and the ability to work as a team.</p> <p>The PC passport was too demanding and replaced with a college learning package 'Make IT work' which proved to be more effective in supporting learning, skills development and confidence enhancement and self-efficacy.</p> <p>14 learners in total were given college certificates in Problem Solving and IT as recognition of distance travelled in personal development. (It was decided that formal assessment was not appropriate due to any lack of achievement might be a negative experience.)</p> <p>Taste for Learning is identified as one effective strategy to engage with disadvantaged young people by West Lothian Council as part of research they have undertaken into the NEET strategy in West Lothian as part of the Workforce Plus initiative</p>

West Lothian Council, West Lothian College and Voluntary Action West Lothian are to develop an ESF project bid to support West Lothian Community Planning. One of the key priority groups are NEET young people. West Lothian Council have allocated additional funding to support vocational initiatives to support young people either at risk of NEET or currently economically inactive.

Outdoor Classroom (Newbattle Abbey College)		
Number of learners	Learner profile	Performance outcomes
9 adults paired with 9 children or young people to 'deliver skills through an outdoor classroom'	75% female/ 25% male	75% agreed that they would be able to cope with the work at the start. This increased to 100% 'strongly agreeing' that they coped with the workload by the end of the programme. Adults took responsibility for their own learning engaged in peer teaching and demonstrated a 'can do' attitude which raised their self esteem and confidence, with tasks assessed using performance criteria from an SQA accredited learning skills unit. 88% rated their confidence level as 'high' by the end of the programme.
	<ul style="list-style-type: none"> • 30s: 38% • 40s: 25% • 50 + years: 38% 	
	DZ4: 25% DZ2: 75%	
	Previous qualifications of adults <ul style="list-style-type: none"> • None: 25% • SCQF 4&5: 12.5% • SCQF 6&7: 12.5% • SCQF 8: 12.5% • Unspecified: 12.5% • Unknown: 25% 	
	<ul style="list-style-type: none"> • 50%: working F-T • 12.5%: unemployed • 12.5% parent/carer • 25%: retired 	
Intend to develop a joint approach with partners in the Forestry Commission to offer this type of entry to learning to hard to reach young men who have disengaged from education and who are fathers. The workshops have been submitted for ILA approval in order to offer them to adult learners within the Lothian region.		

Experience of Students with Disabilities in Social Work and Social Care Training- research and development (Open University in Scotland)	
Learner group	Outcomes
Students with disabilities in Social Work and Social Care	<p>Key outcomes</p> <ul style="list-style-type: none"> • The report found that demand for accessible routes through study to work is undeniable amongst students with disabilities. It suggests that a co-ordinated, proactive method of support could be found in traineeship models. Discussion on a pilot might come from a formal partnership with colleges and employers. • Links with colleges and employers should continue to be built upon to share good practice and identify gaps in provision. Resources could also be shared, for example in student support and in staff training. • In exploring some of the difficulties facing students with disabilities, the authors identify problems in publicising and promoting routes through study to work. Detailed suggestions for pre-course, in course, and post course action are found in the report's recommendations for employers and academic institutions relating to: DSA, work placements, information, advice and guidance, support materials, tutor and buddy training. <p>The report is offered as a starting point from which debate may be engendered, so that the needs of all students will be considered, and the practice of widening participation will be embedded in all aspects of education and employment.</p>

Diverse Routes to Higher Education – resource materials for BME groups , new and settled migrants, asylum seekers and refugees (Open University in Scotland)

1st edition Diverse Routes pack

8,100 packs distributed throughout Scotland to individuals, agencies and practitioners (by April 2007)

- West Forum: 3,520
- South East Forum: 1,780
- North Forum: 1,650
- Fife and Tayside Forum: 1,650

2nd edition Diverse Routes pack

2,533 Diverse Route packs have been distributed to individuals, agencies and practitioners throughout Scotland

- Mailings: 2,242
- Events: 291

Diverse Routes Web-site

140,000 hits to the web-site (Sept. 2006-August 2007) – averaging 11,750 hits per calendar month or 400 hits per day.

- **Personal Journeys:**
This page proved to be the most popular with a total of 16,651 hits, showing as 12% of all hits to the website over the past 12 months.
- **All ESOL pages (main + regional):**
These proved to be the second most popular pages with a total of 10,528 hits, showing at 7% of all hits to the website over the past 12 months
- **Regional ESOL ~ successful hits by forum area over the past 12 months:**

West	4,251
Fife & Tayside	1,727
North	1,512
South	574
- **Regional Access ~ successful hits by forum area over the past 12 months:**

West	4,046
South	3,912
North	2,310
Fife & Tayside	1,760
- **Regional Further Information ~ successful hits by forum area over the past 12 months:**

West	3,676
South	1,339
Fife & Tayside	1,103
North	713

SWAP-East core activities – promoting access to HE (University of Edinburgh)			
Number of learners	Learner profile	Retention and completion	Performance outcomes
<p>Total SWAP-East students: 503</p> <ul style="list-style-type: none"> Humanities: 283 (57%) Sciences: 97 (19%) Nursing: 123 (24%) <p>N.B. This includes learners in the South East Forum area only.</p>	<p>29 male / 71% female</p> <ul style="list-style-type: none"> Humanities: 35% male/ 65% female Sciences: 35% male/ 65% female Nursing: 8% male/ 92% female 	<p>386 students were retained to completion (77%)</p> <ul style="list-style-type: none"> Humanities: 220 (78%) Science: 68 (70%) Nursing: 98 (80%) 	<p>Of those completing:</p> <ul style="list-style-type: none"> 78% progressed to an HEI 9% progressed to a college 4% progressed to employment. <p>Destinations for just under 9% were unknown.</p>
	<ul style="list-style-type: none"> 6% 21years or under 47% 21-30 years 33% 31-40 years 12% 41-50 years 2% 50years + 		
	8% BME		
	2% Disabled		
	15% DZ5		
	<p>Students with family experience of HE</p> <ul style="list-style-type: none"> Humanities: 34% Science: 48% Nursing: 25% 		
	<p>Previous qualifications</p> <p>Humanities:</p> <ul style="list-style-type: none"> O/Standard Grade: 66% Higher: 29% A level 5% Int.I: 4% Int. II: 13% Other: 24% <p>Science</p> <ul style="list-style-type: none"> O/Standard Grade: 77% Higher: 37% A level: 7% Int.I: 9% Int. II: 27% Other: 35% <p>Nursing</p> <ul style="list-style-type: none"> O/Standard Grade: 70% Higher: 13% A level: 0% Int.I: 10% Int. II: 13% Other: 26% 		
	TOTAL: 503		

On Route... Pathways from College to University (SEF, Napier University)				
Number of learners	Learner profile	Retention and completion	Performance outcomes	
233 students – 26 programme groups in 10 out of 11 colleges in the South East <ul style="list-style-type: none"> • HNC Computing • HND Computing Support (x2) • HND Computing Tech. Support (x2) • HND Web MultiMedia (x2) • HNC AIM • HNC Healthcare (x3) • HNC Social Science (x2) • HND Biological Science (x2) • HNC/D Animal Care (x2) • HND Popular & Classical Music (x2) • HND Dance (x2) • HNC Legal Services • HND Fashion Textiles & Design • Preparation for Nursing/HNC Soc. Sci • Access to Engineering • Access to Social Science • Access to Nursing (x2) • NQ Nursing • Highers group • Degree Foundation Music Health and Social Sciences (one off day) • Arts and Social Science Award G1 • Arts and Social Science Award G2 • Arts and Social Science Award G3 • Arts and Social Science Award G4 	62% female / 38% male	65% completion of the 10-hour programme N.B. The calculation of this figure does not include 3 programmes cancelled in week 1.	76% intend to progress to university; 13% are 'undecided'; 11% do not intend to progress.	
	<ul style="list-style-type: none"> • DZ5: 11% • DZ4: 29% • DZ3: 19% • DZ2: 17% • DZ1: 23% 			Intended destinations and year of entry to university degree programmes: <ul style="list-style-type: none"> • Year 1 entry: 71 • Year 2 entry: 32 • Year 3 entry: 22 • Unknown year: 41 Total: 167 5 HEI campus visits arranged to Napier, Edinburgh, Heriot-Watt and Stirling Universities.
	<ul style="list-style-type: none"> • 47% 16-21 years • 19% 22-27 years • 13% 28-33 years • 19% 34 + 			
	Levels of study across 27 programmes <ul style="list-style-type: none"> • 33% @ HND • 26% @ HNC • 26% @ Access • 15% @ NQ 			
TOTAL: 233				

Improving Retention and Progression Pilot – training for tutoring staff and students in personal effectiveness and self-efficacy (Stevenson College Edinburgh)	
Number of participants	Performance outcomes
Approx. 120 NQ students on courses with low completion and achievement rates and their tutors	<p>NQ Broadcast skills 2005-06: 67% completed the course and 47% achieved 2006-07: 71% completed the course and 62% achieved (post training)</p> <p>NQ Media and Communication Skills 2005-06: 75% completed the course and 63% achieved 2006-07: 81% completed the course and 80% achieved (post training)</p> <p>NQ Business Intermediate II 2005-06: %83 completed the course and 29% achieved 2006-07: 67% completed the course and 48% achieved (post training)</p> <p>NQ Sport and Exercise 2005-06: 34% completed the course and 39% achieved 2006-07: 76% completed the course and 55% achieved (post training)</p> <p>N.B. the number of those completing the course is a percentage of the number who started. The achievement percentage is the number of students achieving who attended past the first 25% of the course. Early drop outs are excluded.</p>

INXS (Innovation Networks for Existing and Current Students) - action research to support progression and retention (Forth Valley College)	
Number of participants	Performance outcomes
58 students on Nursing and Allied to Healthcare courses	<ul style="list-style-type: none"> • Early retention of Nursing and Allied to Health Access and NQ students starting at the University of Stirling has increased by 6% between 2006/7 and 2007/8 • Establishment of informal student buddy support networks for those in Year 1 at university • Enhancement of Access to Nursing and NQ Healthcare programme content in Forth Valley College and development of integrative assessment to develop learner skills in preparation for next steps • Development of team and partnership working, namely: closer working and monitoring of staff across Forth Valley College partner HEIs and sharing of resources; closer working with SWAP; links to Forum projects such as On Route and FE/HE transition research.

Routes 2 Success - schools outreach (SEF, Napier University)			
Number of participants	Participant profile	Performance outcome	Future outcomes
P7: 98 pupils school-based workshop other college-based workshops: 130 Total P7: 228 pupils	10 – 12 years	Teachers gave positive feedback and requested intervention for 2007/08	Pilot scheme was very successful, leading to demand for the event to be delivered again. Extension of the pilot to a Borders cluster would assist in measuring success of such intervention
	DZ5: 98%		
S1: 1156 pupils (857questionnaire responses) 16 events in 6 locations campus-based away day Total S1 Students: 1,156	53.9% female / 46.1% male	Student Evaluation: Average 50% of S1 students came from the bottom two deprivation zones; 90% felt they learned more about College from their visit	Success of the events and further demand from schools will see an increase of 30% at a minimum delivery in 2007/08. This demand is especially high in the Forth Valley region, which received the least for delivery in 2006/07
	DZ5: 26% DZ4: 20%		
	Nationality: Scottish 84%; English 2.8%; Welsh 0.2%; Irish 0.8%; Mixed 1.1%; African 0.9%; European (Other) 0.4% and Other 0.5%; Not Provided 9.3%.		
S2 – Delivery 2007/08 campus-based away day	n/a	n/a	New University campus-based visits have been developed. Confirmed delivery at present are 3 visits from Borders Schools to Edinburgh-based Universities
S3 – Delivery 2007/08 school-based workshop	n/a	n/a	As a result of the success of all other delivery, schools have been confirming interest in delivery to this year group for 2007/08
S4 – Delivery 2007/08 school-based workshop	n/a	n/a	As a result of the success of all other delivery, schools have been confirming interest in delivery to this year group for 2007/2008
S5 – Peebles High School: 141 pupils school-based workshops	52% female / 48% male	41 interested in attending College; 124 interested in attending University	2006/07 delivery was 7 workshops in total
	<ul style="list-style-type: none"> • 15 years: 11% • 16 years: 88.3%; • 17years: 0.7% • age unknown: 7.2% 	2 interested in attending College; 12 interested in attending University	2007/08 confirmed delivery has exceeded this by 100% and is expected to continue to rise throughout the year
	DZ4: 0.14%; DZ5: 0.7%	Pre Event, 83% were ‘more than likely’ or ‘definitely’ attending University. Post Event this increased to 90%.	87% would recommend the event to a friend – hopefully this will improve uptake in 2007/08. Popular feedback comments were ‘it helped me decide’ & ‘it was very helpful’
	EMA: 23% FSM: 0.7%		
	1 st Generation: 19%		

S5 – Galashiels Academy (Sample) 14 pupils school-based workshops	64% female / 36% male		
	<ul style="list-style-type: none"> • 15years: 78.5% • 16 years: 14.3% 		
	DZ4: 14.3% DZ5: 7.2%		
	EMA: 100% FSM: 7.2%		
	1 st Generation: 50%		
S5 Pre programme workshop - 30 pupils Student Life Experience – 47 pupils campus-based away day	64% female / 36% male		
	DZ4: 11% DZ5: 0%		
Total no. of S5 pupils involved: 198			
Parents' Evenings - 209 attendance: equal balance of parents and pupils 4 Events		Positive responses from parents and teachers Information requests made and completed	A stronger relationship with Careers Scotland should lead to a minimum increase of 50% further attendance at events
S6 – Galashiels Academy S6 student workshops: 157 S6 induction days: 307 Total S6 students: 464 (Demographics: sample 16 pupils)	75% female/ 25% male	6 interested in attending College; 13 interested in attending University	2006/07 delivery was 3 workshops in total 2007/08 confirmed delivery has exceeded this by 100% and is expected to continue to rise throughout the year
	<ul style="list-style-type: none"> • 16 years: 12.5% • 17 years: 81% • age unknown: 6.5% 		
	DZ4: 31%; DZ5: 6.5%		
	EMA: 100% FSM: 0%		
	1 st Generation: 56%		
Open days: 53 pupils/parents			
TOTAL: 2,385			

Low Progression Schools Project – delivering and assessing enhanced levels of support to inform strategy of LEAPS/sector (LEAPS, University of Edinburgh)	
Learner group	Outcomes
<p>S1-S6 pupils and their parents from 3 schools with stubbornly low progression rates to HE - with greatest focus on later school years.</p> <p>(Castlebrae Community High School, Craigroyston Community High School and Wester Hailes Education Centre)</p>	<p>Progression to University 2006: 10 progressed from the 3 project schools 2007: 15 progressed from the 3 project schools</p> <p>Completion of LEAPS Summer School 2006: 2 completed 2007: 7 completed</p> <p>Progression to other advanced courses (HNC/D) 2006: 0 progressed 2007: 5 progressed</p> <p>Post 4-day residential experience(‘High Flyers’) in S4: 20 out of 22 were more likely to apply to higher education; 2 reported that their intentions were unchanged (as they were already intending on applying)</p> <p>Report findings and recommendations The report makes the argument that pupils from deprived areas require additional personalised support and interventions to that already provided by the LEAPS programme. It argues that using individual schools as the units by which progression is assessed paints an incomplete and inaccurate picture and that pupils are more affected by families and peer groups than schools. The progression of pupils from areas of multiple deprivation is low even when such an area is only a minority part of a school’s catchment area. The report recommends that:</p> <ul style="list-style-type: none"> • enhanced support delivered through the project should continue 2007/8 • events that involve students from all 3 schools - such as the Enterprise activity and High Flyers - should be embedded in future LEAPS activities • staffing needs to remain consistent with personal rather than organisational relationships with young vulnerable people important in order that they can get to know and rely on one person • shortfalls in pupils being put forward by schools for support from LEAPS Group 2 schools should be addressed • personalised aspiration-raising work directed at parents of able pupils at S1 is required to enlist parents’ support and pre-empt damage caused by negative media messages • pupils known to be at high risk of ‘dropping off the path’ need to be identified and given extra support at the pre-UCAS interview stage eg. through e-mentoring and individual encouragement to go to Summer School in June/July. • more user-friendly materials should be produced eg. a collated LEAPS handbook that can be used as a record book for S6 students with information on how to log onto UCAS web-site • improved communication with students, particularly those lacking in confidence, through quicker feedback after pre-UCAS interview with LEAPS staff, reminders about events such as the S6 conference and various UCAS deadlines. Email text or blog could be used. • The City of Edinburgh Council revisit and reject possible closure of Castlebrae Community High School and Wester Hailes Education Centre.

Educated Pass - football and education initiative (University of Edinburgh)		
Number of participants	Participant profile	Performance outcomes
150 + boys parents (unspecified number)	100% male	12.4% had a negative view of college or university prior to engagement. Following engagement, this fell to 3%. 78.5% indicated they had considered going to college or university after school prior to engagement. Following engagement, this rose to 95.7%. 75% felt that they had the skills and ability to succeed at college or university prior to engagement. Following engagement, this rose to 80%. 85% felt that school, college and university were important-specifically to professional footballers prior to engagement. Following engagement this rose to 98.6%.
	13-16 years	
	<ul style="list-style-type: none"> • DZ5: 7% • DZ4: 20% • DZ3: 14% • DZ2: 21% • DZ1: 37% 	
	<ul style="list-style-type: none"> • 36% attended LEAPS Group 1 category schools (19% or lower progression to HE) • 18% attended LEAPS Group 2 category schools (20-25% progression to HE) • 40% attended LEAPS Group 3 category schools (25+ % progression to HE) • 3% attended independent schools • 3% attended state schools outwith the Lothians region 	
Seeking future funding through bids submitted to Sutton Trust and the Lotto Young people's strand, with outcomes expected before or by February 2008. The University of Edinburgh is committed to funding the Project Officer post until outcomes are known.		

Working with Communities

Access to Industry

Access to Industry is a charitable company that exists to create demand for learning on behalf of colleges and universities to widen participation. It was established in April 2000 by Edinburgh FE, representatives from Edinburgh's HEIs and third sector organisations.

It employs a staff team who work to broker and establish curriculum-focussed learning partnerships that make regional strategy – both widening participation and worklessness - locally relevant. They do this by coordinating the design of learning programmes targeted at particular groups of learners, and then promote those programmes and manage the demand.

At the heart of this process and in keeping with the SFC's 'Learning for All Priorities', is the prioritisation of information, advice and guidance to ensure better informed learner choice at the community transition point. Thereafter, the staff fulfill a support role based on relationship guidance approaches to bolster retention and sustain student confidence in the formal learning environment. The role is completed by assistance at the next transition point be that community to FE or FE to HE.

Access to Industry is currently funded until July 2008 by the Forum. Stevenson College Edinburgh is the lead partner.

Community Learning and Student Support (CLaSS) Grants

The Forum's Community Learning and Student Support (CLaSS) fund provides three grants on an annual basis up to a value of £15k. It is designed to encourage partners to:

- trial new and innovative approaches that engage potential students in DZ5 as a key priority area;
- build new capacity and knowledge in the sector through project activity and by identifying and sharing good practice and lessons learned.

Proposals for new programmes must: target and recruit hard to reach and under-represented groups in DZ5; encourage progression to mainstream FE or HE in colleges and universities; demonstrate clear links with community partners; retain students on the programme by providing suitable information, guidance and support; adopt a student-centred approach

Experiences of Students with Disabilities in Social Work and Social Care Training

The Open University in Scotland carried out research to scope the demand for and identify barriers to pathways into Social Work and Social Care training for students with disabilities. The report is offered as a starting point from which debate may be engendered, so that the needs of all students will be considered, and the practice of widening participation will be embedded in all aspects of education and employment.

Diverse Routes to Higher Education

A pack and website have been produced to help black and minority ethnic groups, new and settled migrants, asylum seekers and refugees find pathways into higher education in Scotland. In 2006/7, the second edition of the pack was launched. This provides the pack's target group and practitioners who support them with: an overview of routes into higher education; opportunities to update skills and transfer credit for previous study; links to other sources of other information and support.

This 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.

This project is currently funded by all four wider access regional forums until July 2008. It is located at the Open University.

College-University

SWAP-East

SWAP-East is a consortium of all the colleges and universities of the East of Scotland, first established in 1988 to provide a route into higher education for adults who do not have the traditional entry qualifications. Partners co-operate to devise study programmes suited to the needs and skills of mature students which allow them to meet undergraduate entrance requirements.

SWAP-East works to build and maintain the partnership by co-ordinating reviews of the programme framework, by brokering and updating progression agreements and by providing support and information to members and learners. Core activities are designed to: promote widening participation and retention within institutions; raise awareness of access opportunities and encourage participation; provide impartial information and guidance to inform learner choice. Priority is given to the target groups identified in the Scottish Funding Council's 'Learning for All.'

SWAP-East is currently funded until July 2008. It is located at the University of Edinburgh.

On Route...Pathways from College to University

On Route is a mentoring programme funded by the South East Forum to support college based students intending to progress to degree level study, particularly students articulating into 2nd or 3rd year of a degree.

The project recruits and trains undergraduate mentors and postgraduate tutors from partner HEIS who, in turn, deliver a comprehensive study skills programme which helps students make an empowered choice about their future studies. By providing them with up to date and relevant information about institutions and the courses and articulation routes available, On Route hopes to raise aspirations and enable students to realise their full potential.

On Route is currently funded until July 2008. It is located at Napier University.

Improving Retention and Progression Pilot

This pilot aims to develop a model to increase the retention and progression of learners by providing training to tutorial staff to enable them to build learners' personal effectiveness skills, confidence and aspirations. Tutors are supported in the delivery of these techniques to students over the year.

This is being piloted at Stevenson College Edinburgh with learners on four Access and NQ courses with poor retention. The impact of this initiative has been measured comparing students involved in this pilot with a control group.

INXS (Innovation Networks for Existing and Current Students)

This INXS project has completed. It focused on issues and barriers impacting on the achievement of students on Nursing and Allied to Health Programmes in Forth Valley College and their progression to HEIs at the University of Stirling, Napier University and Glasgow Caledonian University. The project aimed to inform colleges how best to prepare students for university, and share its findings which it hopes will have broader application to other colleges and curriculum areas.

Working with Schools

Routes 2 Success

Routes 2 Success was launched on 28th September 2006 to raise aspirations and inform pupils about their options beyond school to increase applications to college and university, facilitate this transition and enhance retention by helping pupils make informed decisions. It works with parents and guardians so they can impact positively on decision-making and has close links with Careers Scotland and guidance staff in schools. It aims to support and enhance schools-college partnerships, A Curriculum for Excellence, Determined to Succeed and Schools of Ambition initiatives.

Routes 2 Success aims to deliver an integrated programme of S1-S6 workshops and activities to pupils in priority schools in the Scottish Borders and S5-S6 activities to eligible pupils in other Borders schools – delivering S1, S5 and S6 activities in its first year of operation 2006/07. It organises and manages visits to Edinburgh-based HEIs for S5 pupils from the Borders to take part in LEAPS-run 'student life experience' activities.

Routes 2 Success works in partnership with LEAPS and CAMPUS to provide S1 college campus activities for pupils meeting their targeting and eligibility criteria. and attends school parents' evenings, college open days and careers events across the South East.

It has piloted activities with three Primary schools in the City of Edinburgh where pupils progress to secondary schools with low rates of progression to HE and has developed new curriculum for P7 and S1 pupils making effective use of new interactive technologies and formats that young people relate to.

The Routes 2 Success programme follows the Development Plan endorsed by the Forum's Executive and supported by the Schools Steering group

which has representatives from college and HEI partners, LEAPS, CAMPUS, WHAN, Careers Scotland and Scottish Borders Council.

Routes 2 Success is funded by the Forum until July 2008. It is located at Napier University.

Directory of Schools Outreach Activities in the South East

Throughout 2006/07 the Forum completed an audit of existing schools outreach provision and activities in the South East. This also contains trend analysis and benchmark data on staying on rates, qualification results and school-leaver destinations for the 73 schools in the South East area. Thanks to Careers Scotland and the Forum's partner colleges and universities for assisting in the production of this Directory.

Low Progression (Schools) Project

This project aims to help formulate future planning for LEAPS activity in schools with the lowest progression rates to HE and FE by building and exploring new partnerships with school link personnel, Head Teachers, community partners (such as community education workers) and parent teacher bodies to develop new and innovative materials and methods of delivery.

During its life span, the Development Officer delivered and assessed additional support provided through the project to pupils (and their parents) in Craigmoynton Community High School, Wester Hailes Education Centre and Castlebrae Community High School to promote: positive attitudes to learning; acquisition of learning skills; routes into and through higher education. The project also aimed to challenge traditional assumptions about admissions criteria in HEIs and schools.

Specifically, the Development Officer provided:

- more individualised support to S6 pupils on interview preparation, UCAS applications and e-mentoring;
- additional group sessions, individual interviews, e-mentoring and experimental enterprise activity bringing pupils from the three schools together in S5;
- additional work with S4 including group inputs, individual mentoring and e-mentoring and pilot four-day residential experience 'High Flyers' ending in a presentation by pupils to parents and invited guests;
- introductory sessions to raise awareness and provide information to S1 pupils;
- sending of individual letters of introduction to the parents of able P7 children;
- Input to parents' evening across the range of pupil age-groups.

The Development Officer also reviewed and analysed relevant literature and data to help it meet its prime aim before drawing conclusions and recommending that activities piloted through this project be continued.

The Development Officer post is supported by the Forum until November 2007. The project is located at the LEAPS office at the University of Edinburgh.

Educated Pass

This project aims to address the underachievement of boys in the 13-16 age-group by engaging them through their interest in and dedication to football. It works with local football clubs in Edinburgh, East and West Lothian and uses sporting role models to introduce boys and their parents to educational and careers opportunities via school, college and university. It provides unbiased information on school course choice through Standard Grades to Highers as well as routes into further and higher education.

A key objective of the project is to secure future funding through sponsorship or other funding sources. The Project is based at the University of Edinburgh.

Projects reporting in 2007/08

Family Learning in Action in Raploch (FLAIR)

This project aims to encourage children to progress and complete a successful learning career and encourage adults to re-enter education and increase their employability. It does this by promoting intergenerational learning, with families learning together about their local environment, healthy eating, health and fitness, and the history of their area. They have been reading together and learning new homework tips and children are performing a play on their hopes for the future. FLAIR also includes classes aimed directly at parents to increase their own interest and involvement in learning.

The project will work with partners to develop recommendations and plan for future provision in the new Raploch campus. Project staff are based at the University of Stirling. The project is due to complete Winter 2007.

Facilitating Black and Minority Ethnic Groups into Social Work

This project seeks to identify and recruit BME groups into accredited programmes in Social Work and Social Care through voluntary and social welfare organisations such as Multi Cultural Family Base. Learners attend induction and information events and are made aware of various college and university courses and bridging to these. Students are provided with mentors using existing networks and mentoring services to improve retention.

The project is located at the Open University and is due to finish in December 2007.

Tracking SWAP-East students

This project will track SWAP-East students into partner HEIs, following their progress through the student records system to assess their progress and to identify factors that might put them at risk of drop out. This will inform practice and student support.

The project is located at the University of Edinburgh at the SWAP-East office.

Scoping Exercises- to in form future policy

Scoping sustainable models of family learning

Scoping the needs of pupils in special schools and residential care