



South East Forum

widening access to
college and university



Annual Report

08-09



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widening access to
college and university

Thank You

We would like to acknowledge the support and contribution of all partners and stakeholders in 2008/9 in the South East Forum's achievements, particularly in light of the changes and challenges in the current economic climate. Overall, we are clear the forum is adding significant value in supporting national priorities in access and inclusion as evidenced in this report. In 2009/10, we will continue to work on behalf of disadvantaged groups of learners to deliver on the Scottish Government and Scottish Funding Council's access and inclusion agenda.

We look forward to working with you!

Kerry Musselbrook,
Forum Director

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08-09



EXECUTIVE SUMMARY - Impact at a glance

WORKING WITH SCHOOLS

There has been a positive change in progression to higher education (HE) destinations and S5 staying on rates in the priority schools benefiting from S2-S6 activities:

- 17 out of 19 priority schools demonstrate positive change in terms of their progression to HE rates over a four year time-frame, 2006-9.
- 13 of the 19 priority schools demonstrate positive change in their S5 staying on rates, over a four year time-frame, 2006-9.
- The four schools with some of the lowest progression to HE rates have benefited from additional targeted initiatives with two of the four showing positive trends in terms of progression to HE and three out of four seeing an increase in their S5 staying on rates.

Of the priority schools in the South East, all have been involved in the programme since 2006 with the exception of the Scottish Borders schools which became involved in 2008/9.

Of the nine schools participating in the S2/3 activities for the first time in 2008/9 to widen access to Further Education (FE), we will monitor the impact of the programme on S5 staying on rates, with the cohort destined to enter S4/5 in 2010/11.

WORKING WITH COMMUNITIES

Access to Industry (AI) is a recognised model of excellence, creating new opportunities for community based adult learners (CBALs) and thematic communities such as care leavers, young offenders, recovering substance users and street sex workers.

- It has brokered and supported 21 AI course partnerships to engage a total of 680 learners.
- Of these, 72% completed the AI programmes and just under 60% had positive outcomes: 28% moved onto FE or HE, 16% to training, and 16% to employment.

SWAP-East has a proven track record in providing opportunities for adults with few or out of date qualifications to enter HE, providing a robust and supportive framework to achieve this.

- Of the 426 recruited in 2008/9, 70% completed the course.
- Of those completing SWAP-East courses, 82% progressed to university.

BUILDING ON AND SHARING GOOD PRACTICE

The Forum continues to work closely with the SFC and other wider access regional forums to align policy and evaluate impact to build on good practice. In 2008/9 SEF introduced a new seminar series and website to share good practice and develop knowledge and understanding across sectors to support effective partnership working.

“Working in collaboration and partnership
for the benefit of learners”



SUMMARY OF ACTIVITY, 2008/9

SOUTH EAST FORUM: DEVELOPMENTS AND FUTURE PLANNING

1. In June 2009 the South East Forum (SEF) welcomed a new Chair and Vice Chair following the departure of Norah Fitzcharles and Sam Allwinkle from these positions. We are pleased to welcome Elizabeth Lister as the Forum's new Chair and Barbara Lawson as Vice-Chair.
2. The South East Forum will continue to work closely with the Scottish Funding Council (SFC), its Access and Inclusion Committee and other wider access regional forums. This will support the review of the forums' work into 2009/10 to reach national outcome agreements and reporting formats.
3. In 2008/9 the South East Forum commissioned Management Exchange to help develop our Community Transitions Strategy to add value to the good work that we already do.
4. In 2008/9 the South East Forum has been working with partners and stakeholders to prepare its next Two-Year Operational Plan for submission to the Scottish Funding Council by 31 March 2010.
5. The South East Forum has developed a new website in 2008/9 for launch in November 2009 to promote the work of the forum, share good practice and ensure all partners are kept up to date.
6. Through its new seminar series, the South East Forum has brought together presentations of best practice to share across the South East and throughout Scotland with other forums. This has included presentations from SEF's programme staff, and other invited speakers to increase knowledge and understanding, support effective collaborations and partnership.

WORKING WITH SCHOOLS

7. In 2008/9 the new Routes 2 Success programme was introduced after consultation with schools. In its first year, and as part of a rolling programme, it brought 214 pupils in 9 out of its 24 target schools onto college campuses. It worked with S2/3 cohorts to promote college as a possible destination for pupils who require extra support in recognising their own capabilities and post-school opportunities.
8. In 2008/9, Routes 2 Success prepared a new website for launch in November 2009. It is designed to be user-friendly and interactive for its 12-14 year old target audience. www.routes2success.org.uk.
9. South East Forum funding enabled the LEAPS programme to be rolled out to pupils in the Scottish Borders in December 2008, with significant activities taking place in all 9 schools in this first year. In total, 1,496 pupils were engaged across all activities. Two schools identified as 'Group 1' or priority schools received a full programme of support from S2-S5/6.
10. Higher Flyers has run since 2007. In 2005/06 the official figures showed 'N/A' progression to HE rate against the three schools participating in its first year: Wester Hailes Education Centre, Craigroyston and Castlebrae Community High Schools. In 2008 students from Inveralmond Community High School were also invited to attend to ensure all places are taken and value for money is achieved. Whilst acknowledging that the progression rates at the schools remain low, there is a significant improvement from 2006.
11. 10 pupils from the Scottish Borders and 8 from the Lothians took part in Campus '09 – the programme was put together with the commitment of all its partners to deliver a week-long residential event at the University of Edinburgh. Of the 18 participants, 12 have gone onto university, three have gone onto HE in college and two onto FE in college.



WORKING WITH COMMUNITIES

12. Access to Industry provided: 19 community-based-adult learner (CBAL) courses and two additional courses specifically for young offenders and care leavers; engaged 232 CBAL on these 19 courses, and a further 448 adult learners through the Passport and Transition projects.
13. 165 CBAL and 355 adult learners through Passport and Transition were retained on these courses and 155 moved on to further/higher education, employment or alternative training.
14. The Forum has allowed Access to Industry to broker new partnerships and create more opportunities for hardest to reach groups by the creation of specific courses for street sex workers, care leavers, young offenders and recovering substance users. Securing other funding has enabled these opportunities to be possible as has the support of the range of its partners, including community partners who have been involved from the perspective of making referrals to AI courses.
15. 426 learners were recruited to SWAP-East courses in the South East Forum area, and of these 70% were retained to completion. Of these, 82% progressed to university, 6% to college and 1% to employment. (Destinations for the other 11% are unknown).
16. In 2008/9, 43% of SWAP-East students came from SIMD zones 4 and 5 and 24% were unemployed. Consolidation of relationships with CLD and a range of community partners will inform marketing activities for the purpose of targeting priority learner groups and promoting progression from community to SWAP access courses.
17. In 2008/9, SWAP-East introduced a more efficient procedure for formalizing the SWAP East programme frameworks and progression agreements that link the eight partner colleges and seven HEIs in the South East area. This annual process produces clear information for all partners and defines the access opportunities for adult learners across the region.





PURPOSE OF THE FORUM

The **South East Forum (SEF)** is a partnership of 18 colleges and universities in the South East of Scotland and is one of four wider access regional forums established in 1999 by the Scottish Funding Council (SFC). It exists to support institutions in responding collectively to the priorities within the SFC's *Learning for All* widening access strategy (2005), and show impact on a basket of measures.

SOUTH EAST FORUM'S VISION

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

The Impact we want to make

Widen access to opportunities provided by further and higher education by:

- Raising aspirations for learning.
- Promoting progression (community/college/university transitions) and FE/HE articulation.
- Promoting retention (supporting learners 'at risk'/at times of risk such as transition).
- Increasing attainment.
- Empowering learners (providing information, advice and guidance).

Our Target Groups

- Young people from deprived areas with low participation rates in FE and HE.
- Adults from deprived areas with low participation rates in FE and HE.
- Boys and men in the above groups.

Monitoring Impact

The Forum is committed to taking an evidence-based approach to targeting support and monitoring impact. It aims to promote and embed best practice locally, and through working with the other regional wider access forums.

Partners and Geographical Coverage

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

The South East Forum also works with a broad range of local and national stakeholders to deliver on its strategic and operational plans. These include: Skills Development Scotland; community and voluntary organisations; the other wider access regional forums.

The South East Forum spans 8 local authority areas: Edinburgh City, East Lothian, Midlothian, West Lothian, Scottish Borders, Stirling, Falkirk, Clackmannanshire.



WORKING WITH SCHOOLS

INTRODUCTION

In the South East, delivery of a schools programme is achieved in partnership with funding provided by SEF and by the University and Local Authority partners who contribute to LEAPS. Forum funding has enabled LEAPS to deliver a core programme to Scottish Borders schools from 2008/9 and has supported enhanced activities in schools with particularly low progression to HE rates. In addition, the Forum also funds initiatives to widen access to FE through its revised Routes 2 Success programme, which worked for the first time in 2008/9 with S2/3 cohorts in target schools. Cohorts involved will be tracked with evidence available in 2010/11.

Table 1 provides a summary of progression to HE rates in schools in the South East that have received support between 2005/6-2008/9 unless otherwise specified. Subsequent sections provide more detail on the first year of LEAPS delivery in the Scottish Borders and on the revised Routes 2 Success programme.

Table 1: Progression to HE rates in the South East area over 4 years (2006/9).

Schools	Local Authority	05/06	06/07	07/08	08/09	% Change in HE Progression Rate (2006-09)
Priority 1 schools (S2-S6 activities)						
Armadale Academy	West Lothian	23	16	19	26	3
Deans Community High School	West Lothian	22	19	23	34	12
Broughton High School	Edinburgh	21	24	23	29	8
Drummond Community High School	Edinburgh	13	20	23	16	3
Forrester High School	Edinburgh	15	13	25	21	6
Gracemount High School	Edinburgh	17	14	18	27	10
Holy Rood RC High School	Edinburgh	22	24	22	30	8
Leith Academy	Edinburgh	18	17	17	25	7
Liberton High School	Edinburgh	15	10	19	24	9
Tynecastle High School	Edinburgh	18	19	13	19	1
Newbattle High School	Midlothian	14	14	18	17	3
Musselburgh Grammar School	East Lothian	21	27	25	32	11
Ross High School	East Lothian	18	33	24	27	9
Hawick High School	Scottish Borders	23	21	18	26	3
Jedburgh Grammar School	Scottish Borders	16	26	24	37	21
Schools also offered enhanced High Flyers activities (Lothians)						
Inveralmond Community High School	West Lothian	16	11	14	22	6
Castlebrae Community High School	Edinburgh	**	11	9	9	2
Craigroyston Community High School	Edinburgh	**	4	11	16	12
Wester Hailes Education Centre	Edinburgh	**	7	9	4	-3
Overall % Change in Progression to HE						+7 %

Caveats

Jedburgh Grammar and Hawick High School have received support (S2-6) from 2006/7 through the Routes 2 Success programme. From 2008/9 the programme has been delivered by LEAPS. All other priority schools have received support over the four years of data presented. The enhanced High Flyers programme was not provided until 2006/7, initially to the three Edinburgh schools (Castlebrae and Craigroyston Community High Schools and Wester Hailes Education Centre). In 2007/8, this was extended to Inveralmond Community High School.

(Table 1 continued)

Schools	Local Authority	2005/06	2006/07	2007/08	2008/09	% Change in HE Progression Rate (2006-09)
Priority 2 & Eligible Pupils (S5-S6 activities)						
Bathgate Academy	West Lothian	22	28	18	36	14
Broxburn Academy	West Lothian	21	20	29	28	7
Linlithgow Academy	West Lothian	63	53	60	57	-6
St Kentigern's Academy	West Lothian	34	26	29	35	1
St Margaret's Academy	West Lothian	34	37	34	45	11
The James Young High School	West Lothian	36	26	31	34	-2
West Calder High School	West Lothian	40	27	34	33	-7
Whitburn Academy	West Lothian	26	20	23	21	-5
Balerno Community High School	Edinburgh	45	42	42	49	4
Broughton High School	Edinburgh	21	24	23	29	8
Craigmount High School	Edinburgh	41	30	38	44	3
Currie Community High School	Edinburgh	42	37	38	52	10
Firrhill High School	Edinburgh	44	42	39	45	1
James Gillespie's High School	Edinburgh	41	43	43	53	12
Portobello High School	Edinburgh	28	33	31	35	7
Queensferry Community High School	Edinburgh	29	29	26	34	5
St Augustine's High School	Edinburgh	28	27	29	31	3
St Thomas Of Aquin's High School	Edinburgh	37	46	52	44	7
The Royal High School	Edinburgh	39	48	52	49	10
Trinity Academy	Edinburgh	29	32	23	36	7
Beeslack Community High School	Midlothian	36	34	38	38	2
Dalkeith High School	Midlothian	22	16	24	33	11
Lasswade High School Centre	Midlothian	29	31	28	34	5
Penicuik High School	Midlothian	21	30	33	46	25
St David's RC High School	Midlothian	32	24	23	27	-5
Dunbar Grammar School	East Lothian	30	27	31	39	9
Knox Academy	East Lothian	39	45	43	48	9
North Berwick High School	East Lothian	54	42	47	56	2
Preston Lodge High School	East Lothian	25	19	20	33	8
Berwickshire High School	Scottish Borders	28	24	25	29	1
Earlston High School	Scottish Borders	44	35	41	53	9
Eyemouth High School	Scottish Borders	27	27	18	20	-7
Galashiels Academy	Scottish Borders	33	30	18	30	-3
Kelso High School	Scottish Borders	27	30	31	35	8
Peebles High School	Scottish Borders	38	42	43	49	11
Selkirk High School	Scottish Borders	36	44	35	40	4
Overall % Change in Progression to HE						+ 5 %
High Flyers event (Forth Valley)						
Alloa Academy	Clackmannan	28	21	19	25	-3
Lornhill Academy *	Clackmannan	17	24	15	29	12
Bannockburn High School *	Stirling	21	20	16	27	6
Grangemouth High School *	Falkirk	18	21	20	24	6
Overall % Change in Progression to HE						+ 5 %

Caveats

In 2008/09 three * out of four target schools took part in a High Flyers event for the first time and therefore it is too early to report on the impact of the programme. Alloa were unable to participate. The other Forth Valley schools have not been targeted for initiatives based on SFC criteria.



LEAPS (Lothian Equal Access Programme for Schools)

LEAPS provides additional information, support and encouragement at a range of levels to enable higher education to become an option for talented young people affected by economic, social or cultural factors.

LEAPS is funded by its university and local authority partners to work with schools in Edinburgh and the Lothians. SEF funding has enabled LEAPS's core programme to be delivered in Scottish Borders schools also. In addition, SEF has financed enhanced 'High Flyer' activities for 4 schools in the Lothians with the lowest progression to HE rates.

Partners include: Heriot-Watt University, Edinburgh Napier University, Queen Margaret University, Scottish Agricultural College, University of Edinburgh, Edinburgh College of Art, City of Edinburgh Council, East Lothian Council, Midlothian Council, West Lothian Council, Scottish Borders Council, Skills Development Scotland and the South East Forum.

What LEAPS aims to achieve...

- Provide (a) young people and (b) their parents with advice, information and encouragement to consider higher education, accessed directly or through further education, as an attractive and attainable option.
- Provide impartial information and advice about courses and routes to higher education.
- Raise awareness of widening participation issues and the need to challenge traditional assumptions about admissions criteria within (a) higher education institutions and (b) schools.
- Enhance the prospects of young people fulfilling their academic potential by promoting positive attitudes to learning and acquisition of learning skills to ensure effective transition to and success in higher education.
- Monitor and evaluate student progression into, through and beyond higher education.

Who do LEAPS support?

LEAPS originally was set up in 1995 to support all of the 46 state schools in Edinburgh and the Lothians and expanded to include the 9 Borders schools in 2008. The level of support provided to each school is determined by the tradition of school students progressing onto higher education, with schools given a group 1 or group 2 designation.

Group 1 schools are identified as having HE progression rates lower than 21% over a 5 year period and these schools receive support from S2-S6.

Group 2 schools receive support during S5 & S6 only.

For SEF-funded activities in the Scottish Borders this meant Jedburgh Grammar and Hawick High School received group 1 category status; the other 7 Scottish Borders schools fall into group 2.

SEF also funds the High Flyers residential event for 4 Lothian schools with very low rates of progression to HE. In June 2009 it also funded a similar event for three out of the four target schools in Forth Valley schools with the lowest progression to HE rates. This was delivered in partnership by LEAPS and the University of Stirling.

What LEAPS does...

S2 University Visit and Workshop – This aims to make pupils aware of higher education within their community and provide a taste of university life and a visit to a university campus.

S3 'Campus Reporter' – Designed to build on S2 experience, pupils are set with film camera and a university student to film a news report within their brief.

S4 'Course, Qualifications and Careers' School Workshop – A school-based workshop to increase pupils' awareness of qualifications and routes into higher education, college and university options are covered.

S5 and S6 'What is LEAPS' School Talks – these are designed to outline what LEAPS does and promote upcoming events and activities in S5 and S6.



S5 'Student Conference' – An event delivered on a university campus with student input, focusing on: study skills to help pupils achieve at school as well as prepare for university; how to choose a university and degree programme; university life inside and outside the classroom.

S5 'The Typical Student Week' School Workshop – A school-based workshop delivered by university student volunteers across a range of subject areas to give pupils a fuller idea of what university might be like.

High Flyers – This provides enhanced support to a small number of schools within the most deprived areas in the Lothians and with very low rates of progression to higher education. A dedicated member of staff offers one-to-one mentoring to pupils and their parents in Castlebrae, Craigroyston and Wester Hailes High School. Pupils in these schools, plus pupils from Inveralmond Community High, are also invited to take part in a week-long residential event at Heriot-Watt University at the end of S4/start of S5 in June. This allows them to experience university life, sample different courses and is designed to motivate and inspire them to do well in S5.

In June 2009, LEAPS and the University of Stirling worked in partnership, funded by SEF, to provide a High Flyers type experience for pupils in three Forth Valley schools: Lornshill Academy and Bannockburn and Grangemouth High Schools.

S6 'Getting by on a Student Budget' School Workshop – The third school-based workshop providing practical advice around finance, supported by university student volunteers and using case studies to show how their experiences might vary based on factors such as what they study, where they live, their interests etc.

S6 'University Enterprise' School Workshops – This is designed to encourage pupils to consider what they want to gain from a degree at the start of S6 before they apply for a university course and before they receive their one-to-one pre-UCAS interview with LEAPS staff. Pupils work to put together a pitch to build their 'ideal' university within a budget and using a resource pack.

S6 Conference – This takes place on a university campus with student input and provides pupils with the opportunity to attend student-led workshops on topics such as university life, getting by on a budget and preparing for a university interview. It also provides presentations on 'UCAS-Next Steps in the process', 'Applying for student funding' and there is input from the Students Association.

S6 Pre-UCAS Interview Programme – LEAPS and partner university staff interview final year pupils to offer pre UCAS and higher education application advice. These interviews may be followed by pre Application Enquiries to universities to encourage students to apply to university.

S6 Edinburgh College of Art Portfolio Evening – In partnership with Edinburgh College of Art, LEAPS supports students wishing to apply for design courses at universities and art schools.

CAMPUS '09 – A one-week residential programme for S6 Scottish Borders school-leavers holding a conditional or unconditional university offer. This is to prepare students for the transition to university and moving away from home. It offers: a Learning Skills course; information on student finance, support and admissions and a full social programme. This programme runs concurrently with the LEAPS Summer School and aims to mix students of both programmes.

In 2009 this was offered to eligible S6 school-leavers in the Scottish Borders in place of the 8-week LEAPS Summer School. Further places were offered to non-Scottish Borders students unable to take up a place at the LEAPS Summer School.

Events for Parents – LEAPS provides advice and guidance to parents and guardians through a variety of events in school. They provide Parent's Information Evenings for S5 pupils interested in finding out more about going to university, focusing on student finance, choosing a university course and hearing from university student volunteers. These might be based in a school or at a university campus.



SUMMARY OF ACTIVITY

Table 2: Summary of Scottish Borders activities delivered by LEAPS, 2008/9.

Activity	No. of activities	Total audience Nos.	Group 1 audience Nos.	Group 2 audience Nos	Group 1 schools engaged	Group 2 schools engaged
S2 University Workshop	2	90	90	n/a	2	n/a
S3 Campus Reporter	2	73	73	n/a	2	n/a
S4 School Workshops	11	210	210	n/a	2	n/a
S5 School Workshops	1	35	35	n/a	1	n/a
S6 School Workshops (offer not taken up)	0	n/a	n/a	n/a	0	n/a
S6 University Enterprise (offer not taken up)	0	n/a	n/a	n/a	0	n/a
S5 What is LEAPS? Inc. promo of S5 conference	8	600	120	480	2	6
S6 What is LEAPS? Inc. promo of Campus '09	9	377	95	282	2	7
S5 Conference LEAPS event - not Borders specific	1	43	3	40	2	6
S6 Conference LEAPS event - not Borders specific	1	3	0	3	0	1
S5 Parents' Info Evenings Inc. attendees at Edinburgh & Galashiels events	2	32	4	28	1	4
ECA Portfolio Evening Delivered by ECA	1	15	n/a	n/a	n/a	n/a
Parents' Evenings (in school events)	4	n/a	n/a	n/a	1	3
Campus '09 (week-long residential) Inc. Edinburgh & Lothian* students	1	18	6*	12*	6*	10*
TOTAL	43	1496				

Engagement with teachers and volunteer contributions to Scottish Borders events

- Teachers in the Scottish Borders took part in 19 LEAPS related activities.
- 18 Undergraduate students from Edinburgh & Lothians supported activities with 318 pupils, this involved taking part in 31 activities/events.



QUANTITATIVE INFORMATION: IMPACT ON LEARNERS

Table 5: Characteristics of those taking part in LEAPS Campus '09 activities.

Total no. Engaged: 18 Students
Year Group: S6 School Leavers

	Student Characteristic Criteria	Group 1 Schools No.	Group 1 Schools %	Group 2 Schools No.	Group 2 Schools %	Total No.	Total %
Quintiles	SIMD (DZ1 – least deprived, ad DZ5, most deprived)*						
80-100%	DZ 1	0	0	3	25.0%	3	16.7%
60-80%	DZ 2	1	16.7%	8	66.7%	9	50.0%
40-60%	DZ 3	3	50.0%	0	0	3	16.7%
20-40%	DZ 4	0	0	0	0	0	0
0-20%	DZ 5	2	33.3%	1	8.3%	3	16.7%
Free School Meals		0	0	0	0	0	0
Gender:	Male	2	11%	3	17%	5	28%
	Female	4	22%	9	50%	13	72%
Additional Support/Record of Needs		0	0	0	0	0	0
Looked After Young People		0	0	0	0	0	0
BME:	Mixed White Asian	0	0	1	5%	1	5%
	White Scottish	5	28%	8	44%	13	72%
	African	0	0	1	5%	1	5%
	White Welsh British	0	0	1	5%	1	5%
	Chinese	0	0	1	5%	1	5%
	Pakistani	1	5%	0	0	1	5%
Disability:	Dyslexia	1	0	1	0	2	11%
LEAPS Eligibility Criteria							
	First Generation in HE	6	0	10	0	16	89%
	Education Maintenance Allowance/Low income	5	0	5	0	10	55%
	Adverse Home	3	0	6	0	9	50%
	Adverse Income	1	0	3	0	4	22%

* Data collected from: <http://www.simd.scotland.gov.uk>



Table 6: Characteristics of those taking part in High Flyers (Lothians), June 2009.

		Numbers	%
Quintiles:	SIMD (DZ1 – least deprived, and DZ5, most deprived)*		
80-100%	DZ 1	0	0
60-80%	DZ 2	0	0
40-60%	DZ 3	3	8%
20-40%	DZ 4	9	26%
0-20%	DZ 5	23	66%
Free School Meals		n/a	0
Gender:	Male	12	34%
	Female	23	66%
Additional Support/Record of Needs		0	0
Looked After Young People		0	0
BME		1	3%
Disability		0	0
TOTAL		35	

Table 7: Impact of High Flyers 2009 on aspirations, awareness, confidence and motivation.

Questionnaire results: 33 out of 35 participants responded
<p>High Flyers was successful in raising aspirations:</p> <ul style="list-style-type: none"> • 31 'definitely intended' to apply to university and 2 reported that they were 'likely to'. • 30 indicated that they were 'more likely to apply' as a result of their experience of High Flyers.
<p>High Flyers was successful in raising awareness:</p> <ul style="list-style-type: none"> • 25 'strongly agreed' that they were more aware of study opportunities available and 8 'agreed.'
<p>High Flyers increased pupils' confidence and motivation:</p> <ul style="list-style-type: none"> • 24 'strongly agreed' that their confidence to handle university had grown and 8 'agreed'. • 28 'strongly agreed' that the experience will motivate them to work hard in S5 and 4 'agreed.'

Caveats

The following caveats should be recognised in interpreting S5 staying on rates and school-leaver destination figures outlined in Tables 9 and 10 and cohort progression statistics in Tables 11 and 12.

Please note that these are baseline figures only. LEAPS has been working with Scottish Borders schools from November 2008, with Jedburgh Grammar and Hawick High School offered the S2-S5/6 programme and eligible pupils in the other 7 Borders schools offered support at S5/6. (In 2006/7, the SEF funded Routes 2 Success programme provided support at S5 and S6 to all Border schools to widen access to HE and in 2007/8, Routes 2 Success provided a programme from S2-S6 for Jedburgh Grammar and Hawick High School).

The South East Forum has funded the High Flyers programme since 2007 to provide enhanced support to activities already supported in these schools by LEAPS's other partners. High Flyers worked with three Edinburgh schools (Castlebrae and Craigmoynton Community High Schools and Wester Hailes Education Centre) in 2007, extending this support to Inveralmond Community High School in 2008. In June 2009 the University of Stirling and LEAPS, funded by SEF, worked in partnership to provide a High Flyers residential experience for 26 pupils in three of the four target schools in Forth Valley. It is too soon to report on the impact of this event.



Table 8: School staying on rates at S5 of Scottish Borders schools and High Flyers (Lothians) schools.

Forum Funded Schools	Local Authority	05/06	06/07	07/08	08/09	% Change in S5 Staying on Rate (2006-09) 4yr Trend
Berwickshire High School	Scottish Borders	55%	65%	61%	63%	+8%
Earlston High School	Scottish Borders	75%	69%	69%	73%	-2%
Eyemouth High School	Scottish Borders	64%	54%	54%	57%	-7%
Galashiels Academy	Scottish Borders	59%	62%	60%	65%	+6%
Hawick High School	Scottish Borders	55%	59%	61%	54%	-1%
Jedburgh Grammar School	Scottish Borders	70%	44%	58%	47%	-23%
Kelso High School	Scottish Borders	63%	64%	61%	65%	+2%
Peebles High School	Scottish Borders	69%	79%	81%	74%	+5%
Selkirk High School	Scottish Borders	59%	69%	62%	52%	-7%
High Flyers Schools						
Castlebrae CHS	Edinburgh	23%	20%	25%	28%	+5%
Craigroyston CHS	Edinburgh	39%	69%	63%	64%	+25%
Wester Hailes EC	Edinburgh	50%	51%	43%	39%	-11%
Inveralmond CHS	West Lothian	43%	47%	55%	56%	+13%
Overall % Change						+8 %

Table 9: School progression to HE (part-time and full-time) statistics, 2006/9.

Forum Funded Schools	Local Authority	Into HE 2006 %	Into HE 2007 %	Into HE 2008 %	Into HE 2009 %	% Change in Progression Rate (2006-09) 4yr Trend
Berwickshire High School	Scottish Borders	28%	24%	25%	29%	+1%
Earlston High School	Scottish Borders	44%	35%	41%	53%	+9%
Eyemouth High School	Scottish Borders	27%	27%	18%	20%	-7%
Galashiels Academy	Scottish Borders	33%	30%	18%	30%	-3%
Hawick High School	Scottish Borders	23%	21%	18%	26%	+3%
Jedburgh Grammar School	Scottish Borders	16%	26%	24%	37%	+21%
Kelso High School	Scottish Borders	27%	30%	31%	35%	+8%
Peebles High School	Scottish Borders	38%	42%	43%	49%	+11%
Selkirk High School	Scottish Borders	36%	44%	35%	40%	-4%
High Flyers Schools						
Castlebrae CHS	Edinburgh	*	11%	9%	9%	+9%
Craigroyston CHS	Edinburgh	*	4%	11%	16%	+16%
Wester Hailes EC	Edinburgh	*	7%	9%	4%	+4%
Inveralmond CHS	West Lothian	16%	11%	14%	22%	+6%
Overall % Change						+9%

Source: Scottish Government School-leaver destination statistics (* nos. are not recorded if smaller than 3).



Table 10: Progression statistics for S6 school leavers participating in Campus '09.

Learner Groups	Total Engaged	FE in College		HE in College		HE in University		Unknown/Missing	Total HE	
		No.	%	No.	%	No.	%		No.	%
Group 1 schools	6	2	33%	1	17%	3	50%	0	4*	66.7%
Group 2 schools	12	0	0%	2	17%	10	83%	0	12	100%
Totals		2	11%	3	17%	12	67%	0	16	83%

*one deferred entry.

Please note that we will have a greater set of progression statistics for the 2009/10 year having completed the pre-application one-to-one interviews in the 9 Scottish Borders schools in Aug-Oct 2009.

Table 11: Destinations of 5 High Flyers participants (pupil entering S5), 2007/9.

High Flyer Cohorts	Destinations
June 2009	All 35 are still in S5 at December 2009
June 2008	Nearly all 35 remain in school, S6
June 2007 (pilot group)	Of the 22 taking part: 12 are in university; 5 are in college; 5 are in employment.

PUPIL CASE STUDY

“The reason I joined Campus '09 was because it was a new and individual thing to do and hardly anyone gets the opportunity. I have often looked back at my experience with Campus '09 when working in groups for a presentation or writing an essay. We had to do a presentation at the end of the week on Campus '09 which involved doing research, working in groups, referencing etc, at university level, and I am so glad to have had the experience at LEAPS before going into the real thing in Napier. I didn't feel so fazed about it at first because I already had a good idea of what the university expected from us. I usually get so worried about working for essays or presentations, but with the help of Campus '09, I am much more relaxed about the whole thing (hopefully not too relaxed!)

The week was such a good experience. People were great, I made new friends and learnt so many new tips for university that I would never have thought of. I loved every minute of it and it's all been such a great benefit before heading off to university. I'd certainly recommend it to everyone!”

Lindsay Burgess, Campus 2009 participant

*1st year Sport and Exercise Science at Edinburgh Napier University
(formerly Peebles High School)*

EVIDENCE OF PARTNER COMMITMENTS

- Scottish Borders Council funding.
- Continued in-kind commitment and assistance from LEAPS partners, including the South East Forum.



EVALUATIVE COMMENTS FROM PARTNERS

“I just wanted to congratulate you and your team on what I personally thought was a very successful evening. I really enjoyed the presentations by everyone – they were all very informative and enjoyable. I especially enjoyed the input from your students – they were very honest, how refreshing! Thanks again for providing such a great service. I will be attending any future events you may have at Hawick High. Well done to you and your team, please pass on my thanks and appreciation to those involved.”

Email from parent of Hawick High School pupil re. the S5 Parents' Information Evening, Galashiels

“This event was well organised... both sessions were enjoyable as well as educational for our pupils... and the sessions were pitched at an appropriate level for them. The pupils were positive about their day and clearly learned a lot and found it a worthwhile experience. I am only sorry we could not have taken more pupils with us... Many thanks to Alice and her team for giving some of our pupils this positive opportunity...”

Guidance Teacher comments from Jedburgh re. S2 University





Routes 2 Success

Routes 2 Success aims to promote college as a possible destination for S2/S3 pupils who require extra support in recognising their own capabilities and post-school opportunities.

Routes 2 Success are supported in delivering their programme by the following partners: Borders College, Edinburgh's Telford College, Forth Valley College, Jewel and Esk College, Oatridge College, Stevenson College Edinburgh, West Lothian College and Skills Development Scotland.

What Routes 2 Success aims to achieve...

- Raise aspirations of disadvantaged and disaffected young people in S2 and/or S3.
- Inform learners about a range of opportunities including Skills for Work and vocational programmes in college as positive options for S3 and/or S4.
- Prepare learners in order that they can make a successful transition from a school to college environment.
- Track learners to monitor retention and achievement and inform the future delivery of the programme.
- Monitor and review provision to ensure courses meet the learner needs.

Who do Routes 2 Success support?

Routes 2 Success aims to work with 24 schools across the South East Forum's area, 5 in Forth Valley, 3 in the Scottish Borders and 16 in Edinburgh and the Lothians, targeting schools with HE progression rates lower than 25%.

The project also targets pupils who live in the two most deprived quintiles (as defined by the Scottish Index of Multiple Deprivation); receive free school meals; fall into the 'looked after' category; have been adversely affected by social or economic circumstances.

SUMMARY OF ACTIVITY

Routes 2 Success begins by building relationships with pupils through workshops in schools spread across the academic year. These are delivered by Routes 2 Success staff, Careers Advisors and some student ambassadors with the focus being on building confidence, challenging comfort zones and providing practical information about going to college. This is followed by a campus visit to a local college to take part in taster courses and experience college life.

Table 12: Summary of activities delivered by Routes 2 Success, 2008/9.

	Schools Engaged	Local Authority	Sessions	No. of Pupils Engaged
Campus visits to college	Leith Academy	Edinburgh	1	29
	Gracemount High School	Edinburgh	1	15
	Wester Hailes Education Centre	Edinburgh	1	29
	Newbattle High School	Midlothian	1	11
	Whitburn Academy	West Lothian	1	29
	Galashiels Academy	Scottish Borders	1	26
	Armadale Academy	West Lothian	1	23
	Lornhill Academy	Clackmannanshire	1	26
	Braes High School	Falkirk	1	26
Totals			9 Schools	214



As the Project Manager took up post in December 2008, it was decided that schools would only be offered the campus visit activity in 2008/9. Discussions with link teachers in schools, who had previously been consulted on the activities that were needed, enabled the link teachers to decide at what stage it was best to engage with the project allowing sufficient planning time.

In 2009/10, the programme will aim to work with all 24 target schools delivering the full Routes 2 Success programme.

In 2008/9, the planning and development of the Routes 2 Success website took place in advance of its launch in November 2009. The website was revamped for the current project to best reflect the target age group 12 – 14 year olds. As such the site is young people friendly in terms of graphics, language, amount of text and importance of photo and video features. The website is used as part of one of the in school workshops (The All About You Wheel) but can be accessed by pupils at any time for more information about college and Routes 2 Success. The website also has sections for teachers and parents who require further information: www.routes2success.org.uk.

QUANTITATIVE INFORMATION: IMPACT ON LEARNERS

Table 13: Characteristics of those taking part in Routes 2 Success activities, 2008/9.

Pupil Characteristic Criteria		Target Schools No.	Target Schools %
Quintiles:	SIMD (DZ1 – least deprived, and DZ5, most deprived)*		
80-100%	DZ 1	8	4%
60-80%	DZ 2	15	7%
40-60%	DZ 3	41	19%
20-40%	DZ 4	72	34%
0-20%	DZ 5	56	26%
	Unknown	21	10%
Gender:	Male	112	53%
	Female	101	47%
Looked After Young People		0	0
BME:	Mixed White Asian	0	0
	White Scottish	163	77%
	African	0	0
	White Welsh British	3	1%
	Chinese	0	0
	Pakistani	0	0
	Not provided	23	11%
Disability		0	0

Caveats

The Project Manager for the current Routes 2 Success project officially began in December 2008. The project was not set up to report on destinations for 08/09 due to the target age group and the findings of the SEF commissioned study. This stated that link staff in schools required time and notice to plan the Routes 2 Success programme in to the school year and all development work should be completed before launching to schools. With the full programme launching in 09/10 with S2 pupils, school-college partnership destinations will be available in 2010/11 and/or 2011/12 and leaving destinations will not be available until 2011/12.



PUPIL CASE STUDY

At this stage in the project it's not possible to provide a full case study, as pupils have not gone through the entire Routes 2 Success programme. We can however, give a 'story so far' about a young man from Inveralmond Community High School in West Lothian.

Jordan was first introduced to Routes 2 Success in May 2009, he has taken part in three different styles of workshop so far and over the course of the rest of the academic year will take part in three more interventions. Jordan was chosen to take part in the programme because his academic performance is affected by social and economic factors, in particular the extra responsibility he has at home as one of his parents suffers from physical and mental health problems. Although Jordan is a very communicative young man and is capable of talking knowledgeably about subjects beyond his years, his self-belief, confidence and motivation are very low. He feels that opportunities such as getting a place at college would always be given to someone else before him and that he would never have the academic ability to be accepted on a college course. Both his teachers and the Project Manager recognise Jordan's potential and are keen to help him to realise his strengths, capabilities and self-confidence. This will continue to be addressed in the forthcoming workshops and college campus visit.

EVIDENCE OF PARTNER COMMITMENTS

“Edinburgh’s Telford College has been working with the Edinburgh secondary schools in S1 to S3 on the Routes 2 Success programme for a number of years. We are happy to host groups of pupils for a half day visit to college and participate in workshops such as Construction, IT, Hairdressing and Creative Arts, which allow them the opportunity to experience a vocational area of interest and gives them a flavour of college life. We also offer Tours which are conducted by our student ambassadors. This allows the pupils the opportunity to talk with the students and the staff about courses available as a career option, as well as general information on the College and the services and facilities that are available.”

Margaret Winders, Edinburgh’s Telford College

EVALUATIVE COMMENTS FROM PARTNERS

“Working with outside agencies (College/careers) gives pupils a wider “real world” perspective and helps them see the benefits of continuing education.”

Robert Wilson, Forrester High School

“Routes 2 Success could increase the numbers remaining in full time education including returning for S5/6 after their statutory leaving date by increasing awareness of opportunities after school and researching entry requirements and giving them the confidence to apply to college after their visit.”

Stephen Smith, Whitburn Careers Adviser

“Through awareness raising activities pupils are exposed to a range of pathways and options which they would not have been exposed to. Having matched and identified progression routes for each individual, pupils are more engaged and confident about moving forward and achieving outcomes.”

Moira Dutton, Trinity Academy

“For pupils who engage in this programme I can only see positive benefits in them getting to know their own strengths and weaknesses but more importantly their skills - pupils are not always good at identifying this for themselves.”

Clare McTiernan, The James Young High School

“Pupils have enjoyed the activities and they have led to some wide ranging discussions. Pupils can relate to work and college scenarios through family members and friends.”

Moira Dutton, Trinity Academy



WORKING WITH COMMUNITIES

In the South East, delivery of work with communities is achieved through Access to Industry and SWAP-East on behalf of the South East Forum' partners. Both are established in targeting adults from deprived areas and with low participation rates in FE and HE.



ACCESS TO INDUSTRY

Access to Industry supports excluded people to move into education and on to employment across the South East of Scotland. Doing this through the creation and development of new education and training programmes. These are delivered through partnerships with key education and training providers, working closely with employers to provide supported work experience placements. Opportunities provide students with the self confidence, skills, and qualifications to move towards a career through further education. All opportunities are free, and benefits are not affected.

Partners have included Edinburgh's Telford College, Stevenson College Edinburgh, Jewel & Esk College, Newbattle Abbey College, Oatridge College, Borders College, Scottish Borders Council Social Work Services, Scottish Borders Council CLD, Borders College Consultants, NHS Borders, Sacro - Edinburgh Community Justice Centre, Edinburgh Leisure, Glasgow Training Group, and Media Education. Many more community partners have been involved from the perspective of making referrals to our courses.

Other Funders

Access to Industry also manages the Transition and Passport programmes. Transition is funded by the Big Lottery Fund and is delivered in collaboration with Jewel & Esk College. Passport is an accredited employability programme funded by the Capital City Partnership as part of an Edinburgh wide regeneration partnership, including City of Edinburgh Council Throughcare and Aftercare Team and the Scottish Prison Service.

What Access to Industry aims to achieve...

- Create and develop new programmes delivered through partnerships with key education and training providers and employers.
- Raise awareness of and promote opportunities to recruit and enrol target groups of learners.
- Provide clear progression pathways onto accredited, more advanced and mainstream programmes.
- Provide flexible and tailored programmes, particularly for those who are moving on from particularly challenging backgrounds, including care, prison, substance misuse, homelessness or street sex work.
- Provide student-centred information, advice, guidance and support to retain learners.
- Monitor and review provision to ensure courses meet the learner needs.

Who do Access to Industry support?

Access to Industry work with traditionally excluded groups of people and offer programmes that are tailored to their needs. This includes people who have been long term unemployed, single parents and those who are moving on from particularly challenging backgrounds including care, prison, substance misuse, homelessness or street sex work.

SUMMARY OF ACTIVITY

Access to Industry offer a range of courses that are free and do not affect other benefits. A key component of the work is helping people develop essential core skills such as communications, information technology and problem solving. Access to Industry's course Development Officers provide ongoing support enabling students to progress towards their career goals.

Access to Industry CBAL courses – are delivered in partnership with education providers, training providers and employers, exploring new and innovative approaches to curriculum design they have a strong focus on the creative industries and vocational training. Courses include; computer game design, music production technology and Access to Creative Industries.



Passport – is an accredited employability programme providing support for people moving out of care, prison, Community Sentence Orders, substance misuse, homelessness and street sex work. Participants gain SQA qualifications and take part in work placements and training opportunities.

Transition – operates as a ‘mini’ college for people recovering from substance misuse. Structured daily programmes are offered which are accredited and offer core skills to support students to move onto further and higher education, training and employment.

Access to Industry also runs a number of other programmes including in Polmont Young Offenders Institution.

Against a target to manage 10-15 community partnerships in 2008/9 for community-based adult learners (CBAL), Access to Industry delivered the following as outlined in Table 14.

Table 14: Access to Industry managed community partnership programmes for CBALs, 2008/9.

Course information	Nos. Recruited/Retained	Location	Partners (in kind role/funding)	New (N) or Continuing (C)?
1. Access to Music Production Level: SCQF 5 (+college units) 9 months	13 / 3	Jewel & Esk College	Jewel & Esk College European Social Fund The Edinburgh Partnership	C
2. Access to IT Support Level SCQF 4&5 Group Award (+college units) 9 months	13 / 7	Jewel & Esk College	Jewel & Esk College	C
3. Access to Computer Games and Web Design Level SCQF 5 Group Award (+college units) 9 months	20 / 11	Jewel & Esk College	Jewel & Esk College	C
4. Prepare to Care (Duns) Level SCQF4 10 weeks	20 / 11	Borders College, Duns	Borders College; Scottish Borders Council Social Work Services; Scottish Borders Council CLD	C
5. Prepare to Care (Hawick) Level SCQF4 10 weeks	14 / 11	Borders College, Hawick	Borders College; Scottish Borders Council Social Work Services; Scottish Borders Council CLD	C
6. We Care Preparation for SVQ 2 or Access to Nursing (course includes practical NHS and health/ social care training) 8 weeks	11 / 8	Etrick Riverside Business Centre, Selkirk	Borders College Consultants; Scottish Borders Council Social Work Services; NHS Borders	C
7. Extreme Makeover Level SCQF 4 and 5 (+college units) 10 weeks	11 / 7	Sacro - Edinburgh Community Justice Centre	Jewel & Esk College Sacro Capital City Partnership	C
8. Go Create (Access to Media Design) Level SCQF 4 and 5 6 months	14 / 12	Edinburgh's Telford College	Edinburgh's Telford College European Social Fund The Edinburgh Partnership	C

(Table 14 continued)

Course information	Nos. Recruited/Retained	Location	Partners (in kind role/funding)	New (N) or Continuing (C)?
9. Fastrack to Training Level SCQF5 (plus Duke of Edinburgh Bronze unit; Basic First Aid & Sports Leadership Award Level 2) 6 months	14 / 5	Stevenson College Edinburgh	Stevenson College Edinburgh Edinburgh Leisure	C
10. CSI Newbattle Level SCQF 3 6 weeks	11 / 9	Newbattle Abbey College	Newbattle Abbey College	C
11. Access Beauty Level SCQF 5 (+college units) 12 weeks	11 / 9	Sacro - Edinburgh Community Justice Centre	Jewel & Esk College Sacro	N
12. We Care Preparation for SVQ 2 or Access to Nursing (course includes practical NHS and health/ social care training) 8 weeks	10 / 10	Ettrick Riverside Business Centre, Selkirk	Borders College Consultants; Scottish Borders Council Social Work Services; NHS Borders	C
13. Rural Skills Academy Level SCQF 4 10 weeks	12 / 10	Oatridge College	Oatridge College	C
14. Access Sport Level SCQF 4. 10 weeks	13 / 11	Edinburgh's Telford College	Edinburgh's Telford College	C
15. Access: Media Level SCQF 4 4 weeks	12 / 10	Media Education, Dalry Road Edinburgh	Edinburgh Media Education Jewel & Esk College European Social Fund The Edinburgh Partnership	N
16. Access: Office Skills Level SCQF 4 (+college units) 8 weeks	10 / 7	Jewel & Esk College	Jewel & Esk College	N
17. Extreme Makeover Level SCQF 4 and 5 (+college units) 10 weeks	10 / 6	Sacro - Edinburgh Community Justice Centre	Jewel & Esk College Sacro Capital City Partnership	C
18. Prepare to Care (Gala) Level SCQF 4 10 weeks	13 / 11	Borders College Galashiels	Borders College; Scottish Borders Council Social Work Services; Scottish Borders Council CLD	C
19. Prepare to Care (Hawick) Level SCQF 4 10 weeks	10 / 10	Borders College Hawick	Borders College; Scottish Borders Council Social Work Services; Scottish Borders Council CLD	C
20. Access: Cars Level SCQF 3 and 4 10 weeks	10 / 5	Glasgow Training Group, Edinburgh	Glasgow Training Group Capital City Partnership	N
21. Access: Cars Level SCQF 3 and 4 10 weeks	7 / 5	Glasgow Training Group, Edinburgh	Glasgow Training Group Capital City Partnership	N



QUANTITATIVE INFORMATION: IMPACT ON LEARNERS

Table 15: Learner characteristics of student groups on Access to Industry programmes, 2008/9.

Student Characteristics	CBAL		Transition		Passport		Total	
	No.	%	No.	%	No.	%	No.	%
Gender: Male	112	48%	106	68%	230	69%	448	62%
Female	121	52%	50	32%	103	31%	274	38%
SIMD (with DZ5 the most deprived quintile)								
DZ5	58	25%	-	-	-	-	-	-
DZ4	64	28%	-	-	-	-	-	-
Combined DZ 4 & DZ 5	122	53%	33	21%	71	21%	226	n/a
DZ3	44	19%	n/a	n/a	n/a	n/a	n/a	n/a
DZ2	42	18%	n/a	n/a	n/a	n/a	n/a	n/a
DZ1	20	9%	n/a	n/a	n/a	n/a	n/a	n/a
Age: Less than 20	76	33%	6	4%	120	36%	202	28%
20-30	72	31%	32	20%	103	31%	207	29%
More than 30	84	36%	119	76%	108	33%	311	43%
No Qualifications or Non-advanced Qualifications	216	93%	122	78%	283	85%	621	86%
Unemployed	213	92%	145	92%	306	92%	664	92%
BME	11	5%	5	3%	16	5%	32	4%
Disability/Additional Support Needs	135	58%	112	71%	152	46%	339	55%
Unspent Convictions	-	-	49	31%	126	38%	175	24%
Total	232		157		331		720	

Table 16: Completion and retention of Access to Industry learner groups, 2008/9.

Learner Groups	Total Recruited	No. Retained	Percentage Retained
CBAL	232	165	71%
Recovering Substance Users	157	125	80%
Passport	331	230	69%
Totals		520	72%

“My Course gave me the boost I needed and it was fun”



Table 17: Qualifications achieved by Access to Industry learner groups, 2008/9.

Learner groups	Qualifications/Units Obtained	Totals
CBAL	SCQF Level 3 = 120 SCQF Level 4 = 283 (+20 partial) SCQF Level 5 = 185 (+13 partial) SCQF Level 6 = 9 SCQF Level 7 = 3	600 (+33 partial) Please note that partial qualifications relate to those gained by students who completed courses where only a partial qualification was offered. It does not relate to partial qualifications gained by students who did not complete.
Recovering Substance Users	SQA Level 4= 150 SQA Level 5= 44 SQA Level 6= 20	214
Passport (care leavers, young offenders, homeless, adult prison leavers, street sex workers, Community Sentence Orders)	SQA Level 4=107 SQA Level 5= 4	111
Totals		925 (+33 partial)

Table 18: Positive progression outcomes, by Access to Industry learner groups, 2008/9.

Learner Groups	Total Recruited	FE/HE outcomes		Training outcomes		Employment outcomes		Total Positive Outcomes by learner group	
		No.	%	No.	%	No.	%	No.	%
CBAL	232	94	42%	14	6%	47	20%	155	67%
Recovering Drug Users	157	45	29%	39	25%	27	17%	111	71%
Passport	331	64	19%	58	18%	39	12%	161	49%
Total Positive Outcomes by Destination	720	203	28%	111	16%	113	16%	427	59%

Table 19: Performance over four years, 2005/6 – 2008/9.

Criteria	Target	2005/6	2006/7	2007/8	2008/9
Number of Courses	39	10	15	21	21
Number of Students	390	-	-	-	-
CBAL	390	149	226	257	232
Transition - Substance Users	0	150	176	187	157
Passport – Care Leavers	0	-	54	83	95
Passport – Polmont Young Offenders Inst.	0	-	62	53	43
Passport - Other	0	-	80	78	193
CBAL Completion Rates and Outcomes					
Completion Rate of CBAL	70%	80%	70%	73%	71%
		119	158	187	165
Positive Outcomes Achieved by CBAL		64%	65%	70%	67%
		95	147	180	155



Since the 1st July 2006, when work with young offenders commenced, up until 30 September: - 141 young people were released into the community and 120 of these engaged upon release (85%). Of these only 46 went back into custody within a three-year period – this is a recidivism rate of 34%.

PARTNERSHIP CASE STUDY

The Prepare to Care partnership was established in 2005 to run a course targeted at unskilled adults experiencing low pay or unemployment in the Scottish Borders. The aim of the course was to target those most excluded to provide a multi exit pathway into education and employment in the Care sector. The partners involved were; Borders College, Scottish Borders Council and Careers Scotland. In 2006 Scottish Borders Council Social Work Services joined the partnership, and Access to Industry has facilitated the partnership since its inception. The course is delivered by Borders College and the students gain an SQA qualification. The material for which was designed with input from the Social Care Sector and the sector standards (SSSC code of practice) are embedded into the course. On successful completion of the unit the students are given the opportunity to do an optional 6 day work placement.

Since the initial seed funding from The South East Forum in 2005 the partnership has jointly funded a further ten Prepare to Care courses. The course is part of Borders College curriculum which offers three Prepare to Care courses across an academic year. In total 11 courses have been delivered across the region. This has generated approximately 500 enquiries, 200 applications, 132 starts on 11 courses. The average retention rate is 95% and progression is split 50:50 to further education or employment. Feedback from students and the placement providers has consistently shown that the students have been very well prepared for the workplace.

EVIDENCE OF PARTNER COMMITMENT

“Jewel & Esk College has worked in partnership with Access to Industry for a number of years to develop courses aimed at increasing participation in further education by marginalised individuals. These courses are innovative and make a real difference to the confidence and self esteem of the students. I believe our partnership with Access to Industry will continue to be successful and make a difference to the lives of many people who would otherwise find the route to college impossible.”

Vikki King, Learning Manager Service Industries, Jewel & Esk College

“We feel that it was a very successful course and would like to continue our links with you in providing opportunities for young people to access FE.”

Jackie Tully-Jackson, Curriculum Manager Sport and Exercise ETC

“We would be delighted to have another we care student.”

Nigel, placement provider

“Edinburgh’s Telford College has worked successfully with Access to Industry for several years, and we are committed to continuing this partnership. The courses on which we have partnered provide an invaluable stepping stone to Further Education.”

David Hiddleston, Curriculum Manager, ETC

“Supporting more coherent and seamless transitions for learners”



EVALUATIVE COMMENTS FROM PARTNERS

“I am delighted with the success of the Pre-employment programmes for the Students involved and the excellent Partnerships which have been developed.”

Janice Laing, Project Manager, NHS Borders (Operational Lead, Training & Professional Development)

“The partnership has proved to be very effective, providing the learners with a good mix of courses and giving them experience of working within the care profession.”

Susan Govan, BC Consultants

“I am delighted to tell you that HMLe on their visit yesterday decided that the courses [We Care and Prepare to Care] are an example of Sector Leading Innovative Practice.”

Len Hammersley, Borders College Principal

“The team at Access to Industry are highly professional and always have the best interests of their clients in mind.”

Vikki King, Learning Manager Service Industries, Jewel & Esk College

“They were both impressed re your efficiency and conduct! – congrats on the smooth organisation of the course!”

Reece Cargan, Training Officer, Eildon Housing





SWAP-East is a consortium of all the colleges and universities in the South East and is funded jointly by the South East and Fife & Tayside Forums. The SWAP-East team works on behalf of the partners to promote access to higher education for adults from under-represented groups.

The Access programmes prepare students for entry into higher education and can guarantee a place at a college or university, if the programme is completed successfully.

What SWAP aims to achieve...

- Raise awareness of opportunities for adults to access higher education via SWAP programmes delivered by Scotland's colleges.
- Provide impartial information, advice and guidance to prospective learners.
- Provide guaranteed progression routes for those completing SWAP Access programmes.
- Prepare students for progression to HE, support transition and retention.
- Monitor and review provision to ensure programmes meet learner needs.

Who do SWAP support?

SWAP supports Access programmes for adults who have the potential to succeed at university, but who did not progress straight from school. They may have few or no qualifications or out of date qualifications.

SUMMARY OF ACTIVITY

- Provision of a framework for one-year access programmes for adults in a range of subject areas including Sciences, Humanities and Nursing.
- Support for the colleges that deliver SWAP programmes.
- Updated and agree progression routes from SWAP programmes to university degree courses.
- Impartial advice and guidance to prospective students and information about opportunities to access higher education.
- Support for SWAP students during the Access programme, with materials, workshops and campus visits designed to ease transition and prepare them for university study.

Table 20: SWAP-East programmes in the South East Forum area, 2008/9.

SWAP Course Name	Nos. Recruited/Retained	Location	New (N) or Continuing (C)
1. Nursing	22 / 14	Borders College	C
2. Health Related Sciences	15 / 10	Carnegie College	C
3. Humanities	24 / 17	Carnegie College	C
4. Humanities	27 / 19	Forth Valley College	C
5. Humanities	55 / 35	Jewel & Esk College	C
6. Nursing	33 / 20	Jewel & Esk College	C
7. Humanities	45 / 35	Newbattle Abbey College	C
8. Biological Sciences	35 / 17	Stevenson College	C
9. Humanities	32 / 21	Stevenson College	C
10. Languages	17 / 13	Stevenson College	C
11. Nursing	8 / 7	Stevenson College	C
12. Physical Sciences	12 / 4	Stevenson College	C
13. Engineering	9 / 5	Telford College	C
14. Health Related Studies	12 / 12	Telford College	C
15. Nursing	25 / 24	Telford College	C
16. Humanities	20 / 16	West Lothian College	C



Table 21: SWAP-East staff development events, training and support materials produced, 2008/9.

Staff Development Training Events (for Practitioners)

7 Staff Development events for SWAP programme tutors and HE admissions staff:

- Humanities Forum (1)
- Science Forum (1)
- Joint Humanities /Science Forum (1)
- National SWAP Nursing Forum (1)
- Primary Education Forum (3)

Staff Development Publications

- SWAP Programme Tutor Pack
- Writing UCAS References for Adult Access Students
- Supporting Access Student UCAS Applicants

IAG and Support Materials (for Learners/Family/Community)

- Student Guide to Writing the UCAS Personal Statement
- Intermediate 2 Numeracy for Access to Nursing Students Open Learning Pack
- 286 individual IAG interviews/packs for potential students

In 2008/9, SWAP-East also introduced a more efficient procedure for formalising the SWAP-East programme frameworks and progression agreements that link the eight partner colleges and seven HEIs in the South East area. This annual process produces clear information for all partners and defines the access opportunities for adult learners across the region.





QUANTITATIVE INFORMATION: IMPACT ON LEARNERS

Table 22: Characteristics of students on SWAP-East courses in the South East Forum area, 2008/9.

Student Characteristics		Humanities		Science/Eng.		Nursing		Total	
		No.	%	No.	%	No.	%	No.	%
Gender:	Male	77	35%	46	48%	20	15%	143	32%
	Female	143	65%	50	52%	113	85%	304	68%
SIMD (with DZ5 the most deprived quintile)									
	DZ5	42	20%	14	18%	21	19%	77	20%
	DZ4	46	23%	17	22%	28	25%	91	23%
	DZ3	45	22%	20	25%	32	29%	97	24%
	DZ2	27	13%	11	14%	22	20%	60	15%
	DZ1	46	22%	17	21%	8	7%	71	18%
Age:	Under 21	26	12%	21	22%	21	17%	68	16%
	21-30	111	51%	52	55%	55	45%	218	50%
	31-40	55	25%	21	22%	38	31%	114	26%
	41-50	22	10%	1	1%	9	7%	32	7%
	Over 50	3	2%	0	0	0	0	3	1%
Previous Qualifications:									
	No qualifications	32	15%	12	13%	25	20%	69	16%
	Intermediate 1	28	13%	12	13%	19	15%	59	14%
	Intermediate 2	57	26%	31	33%	39	32%	127	29%
	O/Standard Grades	159	73%	65	68%	93	76%	317	73%
	Higher	68	31%	33	35%	16	13%	117	27%
	Other	58	27%	18	19%	21	17%	97	22%
Unemployed		55	25%	27	28%	22	17%	104	24%
BME		9	4%	18	22%	3	2%	30	7%
Disability/Additional Support Needs		52	24%	12	13%	12	10%	76	17%
With Dependents		80	37%	23	24%	70	54%	173	39%
First Generation in HE		100	46%	52	55%	71	55%	223	50%

“The access course gave me confidence - made higher education more accessible and approachable”



Table 23: Enrolment, retention and progression statistics for SWAP-East students in the South East Forum area 2005/6 – 2008/9.

Student Characteristics		Humanities		Science/Eng.		Nursing		Total	
		No.	%	No.	%	No.	%	No.	%
Enrolments:	Annual Student Enrolment	459	-	439	-	405	-	426	-
	Humanities	210	45.8%	219	49.9%	195	48.1%	220	51.6%
	Sciences	100	21.8%	97	22.1%	82	20.2%	83	19.5%
	Nursing	149	32.5%	123	28%	128	31.6%	123	28.9%
Retention:	Annual Student Retentions	320	69.7%	338	77%	317	78.3%	296	70%
	Humanities	146	69.5%	172	78.5%	153	78.5%	156	70.9%
	Sciences	64	64%	68	70.1%	60	73.2%	48	57.8%
	Nursing	110	73.8%	98	79.7%	104	81.3%	92	74.8%
Progression:	Annual Student Progression								
	To HEIs	276	86.3%	268	79.3%	279	88%	244	82%
	To FEIs	29	9.1%	35	10.4%	17	5.4%	19	6%
	To Employment	14	4.4%	17	5%	0	0	1	1%
	Not Known	1	0.2%	18	5.3%	21	6.6%	32	11%

PARTNERSHIP CASE STUDY

The following are all partners in the Access to Primary Education (Humanities) course: SWAP-East, Carnegie College, West Lothian College, Jewel and Esk College, University of Edinburgh and local authorities.

The partnership was created to provide a supported route for adults with few or no previous qualifications into a highly competitive degree course. SWAP markets the route strategically to promote wider access to, and greater diversity in, the teaching profession. Targets for marketing activity include community learning groups and voluntary agencies.

This is an established agreement brokered by SWAP-East and updated annually. Building on the success of the current model, a second partnership is being developed focused on the area served by Forth Valley College and providing access to education degrees at the University of Stirling.

EVIDENCE OF PARTNER COMMITMENT

The partner institutions work through SWAP to maintain and refresh the arrangement. SWAP East hosts regular meetings fostering clear understanding between partners and providing opportunities to review and amend the agreement. In addition SWAP acts as the link to potential users of the provision by offering information, advice and guidance to learners in community groups, on-going IAG and Study Skills/Transition Workshops to access students as part of Preparation for HE. HE partners provide the college reps with up-to-date information on recruitment issues and selection procedures. The University of Edinburgh offers SWAP applicants a dedicated pre-interview visit day and follows up with detailed feedback on individual students. The partners' commitment is also evident from the high proportion of SWAP applicants who are successful at interview. In 2008/9, of 40 interviewed from SWAP programmes at the partner colleges, 34 progressed to the Primary B.Ed degree course at Moray House School of Education. (NB Those who are not offered a place can move on to an alternative Humanities course at a college or university in the SWAP-East consortium).



EVALUATIVE COMMENTS FROM PARTNERS

“Access to Primary Education (Humanities) is just one of the progression opportunities offered by the SWAP partnership of colleges and HEIs to community learners in Midlothian. SWAP has built a strong presence in this area and is well known among CLD staff, local learners and other agencies. SWAP staff visit groups of learners on request, often at the end of courses such as the Crèche Worker training course. What is especially valuable is the information, advice and guidance, often delivered by a former adult access student. This really helps individuals make considered choices and effective plans. This partnership has created a well-supported path from community learning to the SWAP programme at JEC that leads on to a whole range of life-changing opportunities in higher education, including the Primary B.Ed degree at Edinburgh University.”

*Mary Blair, Team Leader Adult Learning (Acting)
Community Learning and Development, Midlothian Council*





PILOTS, RESEARCH & DEVELOPMENT

DEVELOPING SEF'S COMMUNITY TRANSITIONS STRATEGY

Management Exchange were appointed to develop the South East Forum's Community Transitions Strategy to add value to the work of Community Learning and Development (CLD) and SEF activities delivered by SWAP-East and Access to Industry. This is with a view to exploring training and support needs of those working with community-based learners to promote progression and support transition from community to mainstream provision. The work was also commissioned to inform SEF's next Two-Year Operational Plan, 2010-12.

Specific areas the study seeks to explore are: how community learning can be mapped against SCQF levels to support transition; practitioner Continuing Professional Development (CPD) opportunities; effective partnership models; sharing of best practice and tools.

This is a six-month piece of work involving wide consultation with relevant stakeholders and students to fulfill the brief while also developing a database of community partners. The Final Report with recommendations is due on the 26th January 2010.

CPD TRANSITIONS UNIT

The South East Forum has funded the development of a single generic Continuing Professional Development (CPD) Unit to support learner transition and retention between sectors. This Unit is at SCQF level 9 and could be combined with other units as part of a larger Personal Development Award.

In 2009/10 this unit will be piloted by staff in Edinburgh's Telford College and Jewel & Esk College and findings disseminated to the other wider access regional forums and SFC.

SCOPING STUDIES

'Scoping Study on Models of Family Learning' (2008), Linked Work and Training Trust

Authors of this SEF-commissioned report gave a presentation on this study at the Best Start Conference in Glasgow on 4th March 2009. The conference was targeted at those with a role in developing strategy nationally and locally within Community Learning and Development Strategy Partnerships, Adult Literacy and Numeracy Partnerships, Scotland's Colleges, voluntary organisations and other key stakeholders. Its purpose was to raise the profile of literacies learning and ESOL for families in Scotland and to provide an opportunity for participants to consider how family learning contributes to key government policies and agendas. Other speakers included a representative from the Lifelong Learning Directorate and Dr. Tom Sticht. This brought this report to a wider audience after its initial launch at SEF's Community Stakeholder Event in May 2008 and inclusion at a SEF seminar, April 2009.

'Scoping the Needs of Pupils in Special Schools and Residential Care' (2009), Cumbernauld College

Due to delays caused by illness within the Cumbernauld team commissioned to complete this work, the report was not published until 2009 although most of the work was completed in 2008. It has been disseminated to partners and other interested parties and is available from the South East Forum's website. Findings will also be disseminated through SEF's seminar series in 2009/10.



EVENTS

During 2008/2009 the South East Forum held two seminars, for members of the Forum's Strategic Advisory Group, college and university partners and stakeholders from across the South East with an interest in the topic.

Issues Around Gender – Working with Adults & Communities – 19th February 2009

- **Paula Cleary**, West Forum, *'Motivation and Attainment in the Learner Experience'* .
- **Kenny Spence**, *Men in Childcare*.

Supporting and Connecting with Families and Communities – 23rd April 2009

- **Ged Lerpiniere**, LEAPS, *Parental Influence in Working With Young People*.
- **Jane Jones**, Linked Work and Training Trust, *'Scoping Models of Family Learning'* .
- **Angus Whyte**, CLAN, *Family Learning and Literacies*.
- **Ian Guthrie**, Scotland's Colleges, *Partnership working and collaboration with Scotland's College*.

Two other seminars have been planned for 2009/2010:

- **The SCQF in Action**.
- **Supporting looked after and accommodated young people and working with young offenders**.

WEBSITE

During 2008/09, the South East Forum spent time consulting with partners on the development of a new website, which will be launched in 09/10. The main focus of the website will be to promote the work of the forum, share good practice across the South East and wider and ensure all of the partners are kept up-to-date. Along with the website an e-newsletter will be re-introduced to keep all partners up-to speed on the Forum's programmes and other topical news and events that are relevant. We look forward to reporting on this in the next Annual Report.





FUTURE PLANS

WORKING WITH SCHOOLS

In 2009, the Scottish funding Council (SFC) have carried out a review of the four wider access forums' work with schools to 'ensure that we have a coordinated and effective national programme that provides greater equality of access to learning for those who are under represented' aligned to national outcome agreements.

The Forums were involved in the consultation process before a draft document 'Wider Access Regional Forum' Schools Programmes - the basis for Outcome Agreements' went to the Scottish Funding Council's Access and Inclusion Committee for approval. Recommendations in this document were agreed by the Committee on 24 September 2009. The AIC has requested that a finalised outcome agreement be presented at its December 2009 meeting.

The SFC document recommends that the four wider access regional forums align their programmes and focus on increasing access to HE (in college and university) in schools in the lowest quintile. The programme should build on agreed best practice and provide sustained contact with pupil cohorts in these schools from S2-S5/6, targeting those:

- with potential to achieve HE entry, but at risk of not achieving this;
- achieving, but (who) don't recognize their potential for progression to HE.

These recommendations represent a more focused remit for the forums to make the greatest impact with limited resources on the access, inclusion and progression objectives in the SFC's Corporate Plan 2009-12. These recommendations are also aligned to the measures in 'Learning For All' (2005) and are designed to provide a strategic fit for the work of the forums and:

- contribute to and support Curriculum for Excellence, More Chances, More Choices 16+ Learning Choices (including alignment with SDS);
- provide clarity on alignment with school-college partnership funding;
- provide alignment with work on Transitions on CPD development.

The SFC have asked the forums to come to strategic agreement with local authorities recognising: the target schools, the contribution from each partner, commitment to support evaluation and to consider a method of achieving joint CPD locally to build the capacity of guidance and subject teachers.

The South East Forum will work closely with its partners and SFC to align its programme to the new national outcome agreements, understanding that December 2009-August 2010 is the 'set up phase' for change for delivery in 2010/11. The SFC have also asked the four forms to submit their next Two-Year Operational Plan by 31 March 2010. This will include SEF's plans for its schools programme.

The South East Forum is committed to delivering its current programme of work with schools to widen access to both FE and HE until 31 July 2010. Changes will be implemented from 2010/11.

WORKING WITH COMMUNITIES

At its September 2009 meeting, the Access and Inclusion Committee asked that work be undertaken to clarify the wider access regional forums' contribution to deprived and thematic communities. It is recognised that significant progress has been made by the forums in building relationships and in delivering project activity across local community planning partnerships. However, while the evaluation of this activity has highlighted the value of particular projects it has not enabled the SFC to make a coherent assessment of the impact made nationally.

The AIC are concerned with determining the distinctive contribution that the forums can make and how they add value. The forums were asked to provide a response to the SFC discussion paper 'Community Engagement and Community Transitions' before Christmas 2009. The forums await the outcome of this review in 2010.

In January 2010 SEF will also receive its report and recommendations from Management Exchange who were commissioned to develop the South East Forum's Community Transitions Strategy and add value to the work of CLD and SEF-funded activities delivered by SWAP-East and Access to Industry. This is with a view to exploring the training and support needs of those working with community-based learners and developing effective partnership models to promote progression and support transition to mainstream learning. SEF believes this work will also be informative to the SFC as part of its review of the forums' work with deprived and thematic communities.



During 2009/10, SEF will have piloted the CPD Transitions unit developed in 2008/9 and will disseminate findings. This will add to a suite of units developed by others including the West and Fife and Tayside Forums.

The South East Forum is committed to delivering its current programme of work until 31 July 2010 and will await the outcomes of the SFC review to inform future plans for 2010/11 and the submission of its Two-Year Operational Plan to the SFC by 31 March 2010.

WORKING WITH THE SFC AND OTHER WIDER ACCESS REGIONAL FORUMS

The South East Forum is committed to working with the SFC to develop supportive and productive relationships with the SFC's new Access and Inclusion Committee (AIC), formed in 2008 to deliver effective collaborations. The South East Forum welcomed the first meeting with the SFC and Forum Chairs, Vice Chairs and Managers/Directors on 9th November 2009 to review progress and bring together an action group to inform the development of the forums.

COMMUNICATION AND PARTNERSHIP

Maintaining good communication with partners, developing relationships and exploring new opportunities for effective partnership and collaboration will be a priority for the future. This will include developing closer relationships with local authorities to reach strategic agreements across the forum's two programmes of work moving forward and maintaining and developing partnerships with the articulation hubs. In the South East this is ELRAH.

Effective partnership and communication will be achieved by a number of means including:

- SEF's new website and e-newsletter, which was launched in November 2009 to keep partners and stakeholders up-to-date on Forum news and strategic developments and provide a useful repository of information and materials to support a 'learning culture';
- SEF seminars to promote greater knowledge and understanding across the sectors and support partnership and collaboration;
- SEF annual conference and any one-off events as appropriate;
- SEF will monitor and review the Forum's groups and membership of these to deliver on Forum priorities and support effective partnership working.

EQUALITIES AND DISCRIMINATION

Work on gender has taken place across the four wider access regional forums and issues of male under-representation have been highlighted through that work. However, discussions involving the SFC and four wider access regional forums in 2008/9 endorsed the view that our work should consider wider issues of diversity and equality. The inequalities experienced by women, in spite of their success in education, is recognised, therefore future work should be considered in the context of occupational segregation.

SEF will consider this in its future plans and in the context of the SFC's new Single Equality Scheme (2009), which brings together the Council's race, disability and gender equality schemes and sets out to eliminate discrimination through its equality action plan.

AN EVIDENCE-BASED APPROACH

SEF will continue to monitor and evaluate its activities to improve on its practice and demonstrate impact. This will involve collection and analysis of quantitative and benchmark data. It will also involve listening to learners and reflecting on their and partners' views in assessing current programmes and their development.

We will also explore how we can support local authorities and CLD deliver on their targets and outcome agreements.

During 2009/10, SEF will work with the SFC and the other wider access regional forum to agree consistent reporting formats and presentation of quantitative and qualitative evidence from 2010/11. This should support national aggregation of data, aligned to national outcome agreements.



GOVERNANCE STRUCTURE

All of the four Scottish Wider Access regional Forums report to the Scottish Funding Council's Access and Inclusion Committee, which first met on the 1st August 2008. This committee has been set the challenge by the Scottish Funding Council to oversee a programme of work to deliver the access, inclusion and progression objectives related to Outcome 2 in the Scottish Funding Council's Corporate Plan 2009-12. SFC representatives attend the forum's Executive and meet with the four Directors/Managers at regular intervals.

The South East Forum has a clear, transparent and deliberative structure and is supported to deliver on outcomes by the following groups and by its Host Institution.

The Forum Council The South East Forum's Council membership is composed of Principals or their representatives from SEF's 18 partner colleges and universities. This Group's main responsibility is to advise on and approve the Forum's Strategic Plan and Operational Plan and to elect members of the Forum Executive.

This Group meets once a year.

The Executive The Executive members are elected by the Council from SEF's partner colleges and universities. This group has overall responsibility for implementing the Forum's Strategic plan and monitoring the work of the Forum.

Specifically, it is responsible for: providing strategic direction and leadership; allocating funds; monitoring budgets; approving staffing resources; advising on and approving Strategic and Operational Plans for recommendation to the Forum Council and submission to the SFC.

This group meets around four times a year.

Young People & Communities Strategic Advisory Group
Adults & Communities Strategic Advisory Group

The Executive is supported by two Strategic Advisory Groups:

These groups have responsibility for advising the Executive on strategy, monitoring the progress of Forum activities against its aims and sharing areas of good practice across the partnership. Membership of these groups is from SEF's partner colleges and universities, SEF programme staff and other stakeholders such as Skills Development Scotland.

These groups both meet around four times a year.

Host Institution The South East Forum is hosted by Edinburgh Napier University which has responsibility for SEF staff and financial reporting to the Scottish Funding Council on behalf of the partnership.

For more information on the membership of these groups and their remit please see the South East Forum website: www.southeastscotlandforum.ac.uk or the South East Forum Strategic Plan 2008-2013

SOUTH EAST FORUM EXECUTIVE MEMBERSHIP, 2008/2009

During 2008/9, SEF said goodbye and thank you to Norah Fitzcharles and Sam Allwinkle as Chair and Vice-Chair of the South East Forum. In June 2009 it welcomed Elizabeth Lister and Barbara Lawson as its newly elected Chair and Vice Chair. Sam Allwinkle stayed on as representative of the Forum's Host Institution.

Sam Allwinkle *Vice Chair until June 2009, Associate Director, Academic Partnerships, [Edinburgh Napier University](http://www.edinburghnapier.ac.uk)*

Barbara Lawson *Vice Chair from June 2009 (formerly Chair of SEF's Young People and Communities Strategic Advisory Group), Associate Principle, [Edinburgh's Telford College](http://www.edinburghnapier.ac.uk)*



Gail Fertacz	From May 2009, Associate Principle, Forth Valley College, Forth Valley College
Ian Sutherland	Wider Access Manager, Heriot-Watt University
Wendy MacAdie	<i>Chair of SEF's Adults and Communities Strategic Advisory Group</i> Community Relations Manager, Jewel & Esk College
Norah Fitzcharles	Chair Until June 2009, Depute Principal, Newbattle Abbey College
Gillian Russell	Vice Principal, Stevenson College
Elizabeth Lister	<i>Chair from June 2009</i> , Director - Student Recruitment & Admissions University of Edinburgh

Non-voting advisory and ex officio members

Anna Thomson	Policy Officer, Strategic Development, Scottish Funding Council representative
Kerry Musselbrook	Director, South East Forum, Secretary to the Executive

The Executive will always have a representative from the Host Institution - if not already represented as a voting member. The Executive has the right to co-opt as and when appropriate eg. invite stakeholder experts in an advisory role and with non-voting status.

PROGRAMME CONTACTS

South East Forum (www.southeastscotlandforum.ac.uk)

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Access To Industry (www.accesstoindustry.org.uk)

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Sian Fiddimore, Chief Executive (sian@accesstoindustry.co.uk)

SWAP-East (www.scottishwideraccess.org)

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LEAPS (www.leapsonline.org)

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Ged Lerpiniere, Director (Ged.lerpiniere@ed.ac.uk)

Routes 2 Success (www.routes2success.org.uk)

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Gayle Henderson, Project Manager (ghenderson@stevenson.ac.uk)

Management Exchange (Developing SEF's Communities Transition Strategy)

(yvonne@managementexchange.co.uk)

CPD Transitions Unit

Wendy MacAdie (WMacAdie@jec.ac.uk) and **Barbara Lawson** (Barbara.Lawson@ed-coll.ac.uk)

FINANCIAL REPORT 2008/9

	£
Income	648,000.00
	<u>648,000.00</u>
Expenditure	
Core Costs (salaries, marketing, office consumables, events etc)	114,046.44
Facilities and hosting charge	30,000.00
Total	<u>144,046.44</u>
Work with Schools	
LEAPS	96,000.00
High Flyers (Forth Valley)	4,500.00
Routes to Success	106,600.00
Total	<u>207,100.00</u>
Work with Communities	
SWAP East	90,780.00
Access to Industry	169,000.00
Total	<u>259,780.00</u>
Research & Development	
CPD Transitions Unit	2,000.00
Total	<u>612,926.44</u>
Available funds	648,000.00
Expenditure	612,926.44
Underspend at 31 July 2009	<u><u>35,073.56</u></u>

Notes:

The costs of the High Flyers event for target Lothian schools is included within the budget provided to LEAPS. Any under-spent will be deducted from the South East Forum's 2009/10 grant from the Scottish Funding Council.



www.southeastscotlandforum.ac.uk

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