

South East Forum End of Project Report

SECTION1: PROJECT TITLE

Routes 2 Success

SECTION 2: PROJECT PERIOD (please state start and end dates)

December 2009 – July 2010

SECTION 3: LEAD INSTIUTUTION AND PROJECT LEADER

Stevenson College Edinburgh and Gayle Henderson

SECTION 4: AIMS AND OBJECTIVES OF PROJECT

1. Give information to help students make more informed choices with regards to College courses on offer.
2. Promote College Education to S2/3 pupils by visiting schools, providing workshops in school and a visit to a college to widen aspirations and to demonstrate the options available.
3. Stimulate the interest of the disaffected learner and encourage them to engage with the Skills for Work and other post school courses provided by the colleges
4. Raise the overall profile of post-compulsory education in schools with low rates of progression

EVALUATION OF ACHIEVEMENT OF AIMS & OBJECTIVES BY STEERING GROUP

The 4 Aims and Objectives have been marked from 1 to 5, from 1 – hasn't been achieved at all to 5 – has been achieved well by the College partners.

1. Give information to help students make more informed choices with regards to College courses on offer.

1	2	3	4	5
			II	IIII

Further comment:

Targeted group of pupils who were better informed of college courses. Jayne Gracie

The pupils that attend ETC were well informed of courses prior to the visit. This, we felt, assisted the college to focus on pre entry guidance information that would assist the pupils with their next step in their journey. Margaret Winders

These sessions allow students to access information in an interesting and fun way which makes it easier for them to make sensible choices for the future. It gives them the chance to consider college options which they might never have done. Evelyn Freeman

I think the activities in school and the college visit achieved this aim. Karen Morris

2. Promote College Education to S2/3 pupils by visiting schools, providing workshops in school and a visit to a college to widen aspirations and to demonstrate the options available.

1	2	3	4	5
			I	IIII

Further comment:

Further development of pupils in realising their potential. Jayne Gracie

We felt the workshops in college played a big part of the project. We felt the pupils should see as much of the college and carry out as many workshops as time would allow. Our promotional DVD was shown which gave a virtual tour of the building and showed the curriculum that we offered. However, it was emphasised to the pupils, that by participating in the workshops you are not necessary committing to study in that department but the whole ethos of the day was to gain experience and time the in a college. Margaret Winders

Research suggests that early engagement is important to encourage learners to look at FE and college visits make the information real to the pupils. Making sure the workshops were fun and engaging was crucial and ensured they worked well as a window into life in college. The use of existing students as ambassadors to help with the groups was also an excellent way to encourage learners. _The interactive website allowed students to make the connection between themselves and choices at college in the future. Evelyn Freeman

Again I think the activities in school and the college visit achieved this and left the young people with the idea that college is something they could aspire to in the future when perhaps they may not have considered this before and definitely provided a clearer idea of the options available. Karen Morris

Very well promoted to pupils in school – the campus visit re-affirms reality. Margaret Forisky

3. Stimulate the interest of the disaffected learner and encourage them to engage with the Skills for Work and other post school courses provided by the colleges.

1	2	3	4	5
		III	III	

Further comment:

One of our workshops was an informal discussion with the learners on what they are interested in and what they would like to be when they are older. This we felt was necessary to engaged with all learners and especially with those that may be unsure, lack confidence and even those that were disengaged. Margaret Winders

It is too early to determine if the current project has had a positive effect on the disengaged learner. Ernie Romer

Without doubt the intent was there in the project but the only way this might be quantified would be through the continuation and tracking of the pupils involved in Routes2Success. Evelyn Freeman

The criteria for participation meant that a number of young people within each group were disaffected learners and the college visit perhaps enhanced their aspirations. Karen Morris

4. Raise the overall profile of post-compulsory education in schools with low rates of progression.

1	2	3	4	5

Further comment:

We felt the R2S programme did raise the profile on post education and although we were committed to work with the identified schools we felt that all pupils should be entitled to some form a visit/discussion allowing them to know of their progression and what they require to achieve reach their goals. Margaret Winders

Routes 2 Success has been a very worthwhile programme that has enhanced the work of the college's in promoting themselves as the correct destination for some learners. Only time will tell if the programme has raised the profile in the target schools. Ernie Romer

This overall profile was raised in those schools which chose to access what was on offer in Routes2Success. Many schools with many learners _looked at post- school provision via the project but there were still a few schools which failed to take up the chance to engage in this way, which continues to be a disappointment. The schools were given every opportunity to connect with the programme and were chased and encouraged but in the end were left out. Evelyn Freeman

Again the criteria for participation and the target schools with low rates of progression allowed us to raise the profile of a college education and the options available. Karen Morris

CONTEXT STATEMENT

In late 2009 the Scottish Funding Council announced changes to the impact measures of the Wider Access Regional Forums in relation to their engagement with schools. It was decided that the forum school activity should be targeted to specifically support progression to HE (in both college and university) in recognition of a changed policy context.

As such, the current remit of Routes 2 Success failed to comply with the new priorities and it was decided to end the project at the end of the current funding cycle 2008 – 2010.

The implications of this will affect the tracking element of the current project. It was planned to track pupils involved in the project through the rest of their school career and in to post school choices, thus providing further evidence of the impact of the project on post school destinations. This decision will also affect those young people not capable of first time HE entry to college or university, who will not be eligible for the Schools for Higher Education Programme.

SECTION 5: Activity Update (please include a summary of activities)

5.1 Overview

After the planning and development put in place during 08/09, this year 09/10 has seen a huge increase in activity and number of schools involved with the project. As well as, the launch of the revamped Routes 2 Success website and recruitment of a group of student ambassadors.

In 09/10 from the original 24 schools targeted, 17 took up the full Routes 2 Success programme with a further 2 opting only for the College Campus Visit. This is a huge increase on the 9 College Campus Visits delivered in 08/09.

School	Initial Contact	Workshops	Campus Visit
Eyemouth High School	√	√	√
Galashiels Academy	√	√	√
Hawick High School	√	X	X
Forrester High School	√	√	√
Tynecastle High School	√	√	√
WHEC	√	√	√
Trinity Academy	√	√	√
Craigroyston High School	√	√	√
Leith Academy	√	√	√
Liberton High School	√	X	X
Dalkeith High School	√	√	√
Newbattle Community HS	√	√	√
Gracemount High School	√	√	√
Holy Rood High School	√	X	X
Ross High School	√	X	X
Armadale Academy	√	√	√
Inveralmond Community HS	√	√	√
The James Young High School	√	√	√
Whitburn Academy	√	√	√
Bannockburn High School	√	√	√
Braes High School	√	X	√
Falkirk High School	√	X	X
Graeme High School	√	√	√
Lornhill Academy	√	X	√

The high volume of activity undertaken this year is the result of prior relationship building and planning with schools, colleges and careers advisers.

5.2 Grid of overall activity

Activity	08/09		09/10	
	Number in Attendance	Number of visits	Number in Attendance	Number of visits
School Workshops*	n/a	n/a	519	50
College Campus Visit	221	9	317	18
Totals	221	9	836	68

n/a: These events were not delivered in that year

*: Pupils attended 1, 2 or 3 workshops depending on their school attendance.

5.3 Breakdown of learner characteristics:

Student characteristic criteria	School cohort	
	No.	(%)
Unknown	11	2
DZ5	184	36
DZ4	153	30
DZ3	84	16
DZ2	69	13
DZ1	18	3
FSM	No.	(%)
Yes	186	36
No	186	36
Not supplied	147	28
Boys/girls	No.	(%)
Boys	266	51
Girls	253	49
LAYP	No.	(%)
Yes	27	5
No	345	67
Not supplied	147	28
BME	No.	(%)
Mixed White Asian	0	0
White Scottish	402	77.5
White Welsh British	88	17
African	3	0.5
Chinese	1	0.2
Pakastani	5	1
Not provided	20	3.8
Disability	No.	(%)
Yes	57	11
No	417	80
Not supplied	45	9
Total	No.	(%)
	519	

5.3 Evaluation

5.3.1 Evaluation using the results from the “All About You Wheel”

It was felt important that a method should be used to evaluate how pupils felt about themselves and their feelings about what could happen after they left school. This would reflect their knowledge base and therefore be influential in the future decisions they would make. It was hoped that the method would stimulate questions in the pupils' minds and provide a variety of answers to those questions, thus better equipping them with knowledge about themselves and knowledge about what happens after school, with particular reference to college.

The method chosen to do this was called the All About You Wheel. To make it more engaging and fun for the pupils to complete, a website company was enlisted to come up with a game with a 'game show' feel. This brought the wheel to life and made the pupils feel more willing to provide their answers. From the workshop evaluation forms 59% of pupils either enjoyed or really enjoyed the activities in the first workshop, of which the All About You activity was a major part.

Pupils were asked to rate 12 statements from 1 to 10, ranging from disagree strongly to agree strongly. They were then asked to justify their rating by selecting 1 or more responses from the suggested answers.

For example, in statement 1 pupils rated 1 to 10 in response to “I know what I’m good at – I know what my skills and strengths are” and then had to explain their rating by choosing one or more of the following options:

- Something sporty like football, dancing, rugby, hockey, athletics, or gymnastics
- Something at school like English, Maths, Music, Drama, Science or Geography
- Something to do with my personality like being friendly, kind, helpful, hardworking, responsible or honest
- Something I do in my spare time like babysitting, helping out around the house, going to a youth club every week, being an expert computer games player or playing an instrument
- Something practical like building stuff, cooking, styling hair, doing make-up, doing arts and crafts or working out how cars work

In relation to the above statement, 54% of pupils rated themselves 8, 9 or 10 with regard to knowing what their skills and strengths are. Specifically, 31% of all pupils identified their skills as something sporty and 20% each identifying something at school and something practical as being what they were good at.

The most striking observation of the overall evaluation of the pupils’ data is the frequency in which the statements were given a rating of 10, in combination with high ratings of 8 or 9 it is clear that pupils felt confident in their responses. This resulted in over 50% of pupils strongly agreeing with the majority of the statements, including I know what I want to do when I leave school, I know where my local college is, I am thinking about going to college when I leave school and going to college would give me a better chance of getting a job.

These high percentage rates can be seen as a positive reflection of how pupils understand themselves in relation to their strengths, their future choices and what is required to be successful in those choices.

The statements which were given a lower rating or more mixed response included I know who to ask for information and advice about what to do when I leave school, I need more information about the cost of going to college and I think that going to college would be the same as going to school.

Although 41% of pupils indicated 8, 9 or 10 in their response to who they would ask for information and advice, the remaining 49% showed more uncertainty. However, interestingly 32% of pupils said they would ask their mum, dad or other member of their family and 27% opting for their guidance teacher or year head. This further highlights the importance of the role of the parent or guardian in helping their child to make their post school choices. The statement about requiring more information about the cost of going to college caused a few problems during the workshops, primarily due to pupils not fully understanding the statement. This was linked to pupils not having a proper grasp of what the costs associated with going to college may be, possibly causing a skewed result. Lastly, 28% of pupils who rated 1, 2 or 3, disagreed that college would be like school but 23% who rated 8, 9 or 10 thought college and school would be the same. As this activity was undertaken in workshop 1 the pupils hadn’t benefited from the full impact of the information to be imparted. As a result at this point they may not have been fully aware of the many differences between school and college.

This activity was beneficial in providing a snapshot of the pupils’ awareness and areas in which they needed more information and guidance. It would have been useful to get pupils to answer the same questions at the beginning of each year, to allow comparison and possible changes in their answers.

A full breakdown of the results can be found in Appendix 1.

5.3.2 Evaluation of Student Feedback from School Workshops

After each school workshop pupils were asked to complete an evaluation form asking them about the activities they had completed, what they had learned and how they had enjoyed working with the college ambassador. In addition, depending on which workshop pupils had undertaken, they were asked a number of further questions relating to their knowledge base and feelings about going to college in the future.

It wasn't possible to get every pupil to complete an evaluation form after every workshop due to absence, time constraints and pupils failing to complete the form. In addition, it was also difficult to ensure that pupils fully completed the form. Please see appendix 1 for a full breakdown of the results.

59% of pupils in workshop 1, 67% of pupils in workshop 2 and 63% of pupils in workshop 3 either enjoyed or really enjoyed taking part in the activities. They responded the best to activities which were interactive and didn't have an intense reading or writing focus. The workshops worked most effectively by not spending too much time on each activity but by providing a flavour of what's involved and keeping the pupils occupied with different tasks.

62% of pupils in workshop 1, 68% of pupils in workshop 2 and 67% of pupils in workshop 3 either learned more or learned loads more about college after the Routes 2 Success workshop. The majority of pupils were able to name at least one new piece of information that they had learned about college for the evaluation. During the workshop pupils were able to ask questions pertinent to them as well on top of the general information being given.

Perhaps the most well received element of the workshops was working with the college ambassadors which included Routes 2 Success staff, careers advisers and college students. 74% of pupils in workshop 1, 78% of pupils in workshop 2 and 80% of pupils in workshop 3 either really enjoyed or thought working with the college ambassador was good. The pupils responded well to working with people from outside of school, helping to increase the reality of the experience and the validity of the information being given. In all 3 workshops pupils were asked if they were more likely to think about going to college after their workshop experience. This resulted in a positive response of over 90% after all 3 occasions. This was also the case when pupils were asked about their knowledge about college with over 90% of pupils stating that they knew more about what it would be like to go to college, the different types of courses you can study and which courses they might be best suited to.

A full breakdown of results can be found in Appendix 2

5.3.2 Evaluation of Student Feedback from the College Campus visits

At the first workshop pupils were told that they would be visiting a college in their summer term, to get the general flavour of what a college looks like, the types of subjects that you can study there and what the students that go there are like. Most schools were taken to the college closest to them but on a couple of occasions pupils were taken further afield to colleges beyond the local area.

Each college visit was held over the duration of a morning and involved input from the college's schools team, lecturing staff and current college students. The content of the morning varied depending on the college, however, the visit aimed to provide a tour of the college as well as hand on experience of at least one subject. It was hoped that the visit would provide a good first impression of what college is like, allowing for more subject specific visits in years to come.

In previous years the college visit has always been very successful and popular with the pupils. This has continued with this year's visit with 83% of pupils stating that they either enjoyed or really enjoyed the activities they took part in. As previously stated the activities varied by college but they included input from creative industries, sport and fitness, hospitality, childcare, hairdressing, engineering and IT. The most successful workshops worked by keeping the pupils busy and occupied with tasks, allowing them to have a hands on experience.

The evaluation of the school workshops showed that the pupils did learn something new about college however; being told about something can never be substituted for experiencing it for yourself. 81% of pupils stated that they had learned more about college after their visit. It enabled them to see for themselves and not just have to take someone else's word for it. They picked up on the size of the campus, how many students attend, the variety of courses and the lack of uniform and period bells. They realised there was an increased freedom to attending college and the greater flexibility.

A staple high point of the college visit is enlisting the services of current or recent students. The pupils benefited greatly from interacting with the students on the tour and as they helped out during the activities. 88% of pupils enjoyed working with the students as it gave them the chance to have a bit of fun and ask the students more specific questions about student life. When asked, 95% of pupils felt they knew more about college after their visit and 80% claimed that their visit had made them think about going to college in the future. This highly positive response can be seen as a notable success of the project and will without doubt leave a lingering memory in the minds of the young people who attended.

A full breakdown of results can be found in Appendix 3

5.3.3 Feedback from focus group

It had been planned to hold a focus group with 10 of the participants in the Routes 2 Success programme from Trinity Academy. On the day unfortunately only 3 pupils took part. As a result to make the most appropriate use of time an informal discussion was held about Routes 2 Success and college in general.

The most significant discovery from holding the focus group was the difference in numbers made. During the workshop times due to a number of characters dominating the session, it meant the quieter pupils had less of a chance to contribute and be heard. It would appear that when working with this group of pupils, smaller numbers is essential for a more meaningful engagement. Also, giving pupils more opportunity to have their say and ask questions most relevant to them.

5.3.4 Feedback and comments from School Staff

“The contacts in schools were of paramount importance in ensuring the success of the project. It was vital to establish a good working relationship with these teachers to facilitate access to the pupils, the extraction of pupils from class, organisation of times and accommodation, dealing with any pupil behavioural issues and dealing with any resultant paperwork. I appreciated that this is all extra work on top of a busy schedule and so I was extremely grateful for their cooperation.

From my observation, the pupils found the materials relevant and interesting. The two groups here in Leith had some “lively” pupils and I observed them to be very engaged with the activities. The college campus visit is always a good experience for the pupils. I think they enjoy being around older young people. The feeling of the college is different from school and it is good for teaching staff to be able to push them to achieve at school so they can become part of college life later. When I am discussing options here in school it is one thing but to be able to show them is much better.

I liked the combination of the activities in school followed by the visit to college. As I have said above the pupils were looking for you on the day of the visit and this continuity was a good thing. Ultimately, I hope the success will be shown by the pupils we targeted going to college in the future. Hopefully, that can be tracked and used as evidence later.

I would suggest that the pupils were asked prior to their visit what their interests were. Then the workshops could be more tailored to their needs. The practical workshops were all good but in reality probably very few of the pupils will go to be surveyors so something more in line with their own wants would be good.” *Janice Donaldson, Guidance Teacher, Leith Academy*

“All of the students enjoyed the workshops and found them useful. Given the cohort and their attitude to anything remotely relating to work I feel this was a very positive result. The pupils found Gayle to be very friendly and helpful when delivering the workshops and were all keen to go back. I was repeatedly asked when the next Routes 2 Success activity would be and it was obvious from the comments, pupils were looking forward to attending them.

The College visit was enjoyed by all the students involved with a number of them asking if they could go back again for another visit. They were all very nervous about going to the college but after the visit they felt more confident and said they would consider going to college when they were older.

The College Staff involved were excellent and supported all of the pupils to a very high standard. They had thought about everything needed to make the morning a success. (We have attended activities with other organisations where there was no time to eat or visit the toilet.) The pupils were informed at the very start of the day about what would happen and what they were going to do. They were also given free choice as to what activities they took part in.

The College visit was undoubtedly the highlight of the programme with every student raving about what they had done and seen over the morning. I have been approached after every stage of the programme by students who were not part of the Routes 2 Success programme to ask if they could join it. This was because their friends had spoken so positively about the programme. The pupils I have spoken to felt that the programme was great as it was but could be improved by a second visit to college.

In my opinion this was an excellent programme both in content and delivery. The staff involved were very supportive and understanding of the needs, fears and concerns of the students involved. I am disappointed that the programme is coming to an end as I think it filled a very real need with our MCMC students and also helped with College School links.”

Stuart McKay, Guidance Teacher, Armadale Academy

5.3.5 Feedback and comments from Careers Advisers

Due to the volume of workshops to be delivered it was important to foster partnership working with school and school-college partnership career advisers. It was beneficial for the career advisers to introduce themselves to this cohort of pupils in particular, at this early stage, which otherwise wouldn't be the case. It gave Career Advisers the early opportunity to 'plant the seed' and reinforce the message and service of careers in the school.

"The materials worked very well during the first session fun interactive and engaging. I do feel that focussing on the second years and getting them out on visits is a tremendous way to ensure productive engagement as well as giving them food for thought. It is a project that needs to be kept going!!"

Dave McKay, Career Adviser at Eyemouth High School

"Working in partnership is an effective way of working for the benefit of young people and I think it worked well on Routes 2 Success. The materials were good and pitched appropriately at the pupils in question. The programme encouraged young people to think seriously about college and find out more about it. The programme could be improved by finding out from the schools beforehand, if there are any pupils who have learning support needs, and getting the schools to put a learning assistant into the classroom to help with ALL of the sessions."

Alison Ambler, Career Adviser at Newbattle High School

5.3.6 Feedback and comments from Local Authority Representative

Although too early to be able to track the destinations of many of the young people who took part in the Routes 2 Success Programmes in Edinburgh schools certainly we can say that over the authority as a whole we have seen a steady increase in the percentage of our school leavers going into college to do both further education and higher education courses. It would be fair to say that Routes 2 Success was instrumental in this in some good measure targeted as it was on the right schools and individuals and aimed at raising aspirations and removing perceived barriers. Routes 2 Success engaged the students at a key time when they were making subject choices and opened their minds to exploring different pathways through learning and potential careers. The campus visits and college experience worked well in preparing youngsters for either school college or post school courses.

Jenny Suttie, MCMC 16+ Learning Choices Coordinator, City of Edinburgh Council

5.3.7 Feedback and comments from Student Ambassadors

The activities that the children took part were good as it was a way to socialise with others in the groups. The pupils learnt that there are many opportunities at college for them and that there are many subjects to study. I found interacting with the pupils very straight forward. The pupils were very nice and were very interested in the subjects.

I think it's most important for the pupils to find out as much information they can about the subjects that they want to study before coming to college. It was a really rewarding experience to take part in and I'd do it again if I could next year!

Carla McGinley HNC Early Education & Childcare Student, Stevenson College

On the college tour my group got into it a lot. They all seemed genuinely interested, especially when it came to finding out about the subjects they were interested in. There was a special needs girl in my group who was a bit quieter, but I made a point of finding out what she thought of the college and her studies. The children were very responsive to questions I asked and in return, asked great questions.

I believe the pupils came away from the visit with a more open mind. They were not aware about the vast choices and scope that the college has to offer – course wise. I also feel they got a very positive message about the social side of college and a *fairly* realistic snippet about being a student.

I am a social butterfly so I was able to interact with all the students from both the radio class and the tour to some degree. I felt pretty much always felt in my comfort zone with the exception of first impressions of the kids.

I am struggling to think of improvement that you could make. I know the creative arts department were very kind enough to put on the workshops but ideally, a wider range of departments contributing to suit the wider range of wants. (beauty/hairdressing especially). I think it's important for pupils to know as much about their course as possible before they come, so there are no unwanted surprises. Also to be aware that any awkward first day circumstances will pass with times and friends will be made.

I feel this event was a great success and organised fantastically. Routes 2 Success and group like it are under-respected and very underrated which is unfair.

Matt Dunn, HND Music Performance Student, Stevenson College

The activities the pupils took part in were extremely effective as the pupils were able to see a hands on example of what the course entailed. Overall I think the pupils really enjoyed the activities as they were constantly engaging in different things and not just sitting still and listening to someone speaking for ages.

I feel the pupils learnt that college offers learning opportunities to everyone and provides a wide range of different courses. I also felt the visit made the pupils feel less daunted about the prospect of coming to college as they have already had a look around as well as being introduced to some lecturers.

I found interacting with the pupils was most enjoyable as they were motivated and interested in the visit. Being able to speak to the pupils about my own experience of college helped me engage with the individuals more as well as offering them information and advice.

The only way I could see the day being improved is by making sure some of the staff will allow the pupils to view their rooms and classrooms, although this is difficult at this time of year when classes have finished.

The most important information I feel the students should be given is that they are not stupid for coming to college and that it is just a different direction in their educational progress.

I have had a fantastic time throughout my work with Routes 2 Success and I feel I have gained a huge amount of confidence whilst working with different types of groups. I feel that Routes 2 Success is a fantastic project and is extremely effective.

Louise Ferguson, HNC Working with Communities Student, Stevenson College

SECTION 6: BARRIERS AND/OR CHALLENGES

6.1 Background to Barriers

Routes 2 Success (R2S) 08 -10 didn't properly begin until December 2008 when I took up post as project manager. This meant the activities of the project were restricted in the first year, which allowed for more development and planning of the activities and for schools to plan the events into their calendar. In the research project funded by the South East Forum, interviews with school staff were conducted to inform the development and delivery of the R2S Programme 2008-2010. It was recommended that all development work, including designing activities and organisation of events should be completed, before launching the programme to schools

R2S 08 – 10 had different aims and objectives to the project that had been run in 06 – 08. The first challenge was going about changing the perception of the project to Schools, Colleges, Universities, Local Authorities, Skills Development Scotland and other Widening Access Schools Projects. This was a large remit considering the size of the South East region and the number of people involved.

R2S 08 – 10 had to change the number of schools involved, the previous project allowed more freedom with the eligibility criteria and the nature of the work delivered. Due to the more intensive nature of R2S 08 -10, the number of schools involved in the project had to be restricted due to capacity issues on top of the eligibility criteria of falling below a 25% progression rate to HE threshold. It was decided that schools should be arranged in college clusters so that each school was attached to its' local college and determine where the pupils would go for their college campus visit. This meant that each cluster consisted of 3 to 5 schools, with the exception of Oatridge College. There was difficulty making the final choice of schools because of the expectations of schools previously involved and the statistics showing only minor differences in progression rates.

Many of the schools targeted for R2S 08 – 10 had no prior knowledge of the service R2S offered and/or a different school contact was required due to the targeting of the S2/3 year group. Engaging with the schools proved to be one of the most testing aspects of the project as a whole. Firstly, finding the correct person to liaise with, asking them to consider taking on an extra piece of work and getting the school to buy in to the project. In hindsight, it would have been beneficial to lay the groundwork for the project by asking for the intervention of the Local Education Authority (LEA). This was suggested by the representative from The City of Edinburgh LEA who became a member of the R2S Steering Group. It would have been possible for the LEA to write out to target schools in Edinburgh to introduce the project and thus add worth to the project's reputation. However, this would have required support from the 8 other LEAs, which as stated earlier was a large task to accomplish.

From the originally targeted group of 24 schools, 1 declined to take part due to staffing issues and a delivery agreement failed to be reached in 5 others. Of the outstanding 5 schools initial meetings were held with them all, to a positive response. However, due to the busy nature of school staff and even with repeated attempts at communicating it was not possible to roll out the R2S programme.

In the 17 schools that opted for the full R2S programme, school staff were given the task of selecting a group of pupils who met with eligibility criteria. By nature of these criteria the pupils were often the least engaged, with some challenging behaviour. More often than not there wasn't a teacher present and the actions of one or two pupils could cause major disruptions to the workshops. Pupils were often unclear as to why they had been selected for the programme and they sometimes attributed this to negative reasons.

It was necessary to reassure the group as to why they had been selected and to promote taking part as a positive experience that not everyone had the opportunity to take part in. It was interesting delivering the workshop materials and obviously some worked better than others, depending on the school amongst lots of other factors! However, as I was using a computer based activity accessibility to the website really varied from school to school. When it worked the activity was very well received but on the few occasions when the school system couldn't support the website, it left a bad impression on the pupils who unfortunately had to complete the paper based version.

Another huge challenge presented itself with the development of the new R2S website. As a substantial sum of money had been set aside for this purpose, it required the engagement of an outside web development company. This involved finding three reputable companies to contact to gain a quote from; these were sourced from The South East Forum, Stevenson College Edinburgh and Skills Development Scotland. I was required to write a website brief outlining the requirements, functionality and scope of work. This resulted in inviting two companies to present their proposals to a working group of R2S representatives with the proposal from 55 degrees finally being selected. In the website development process the relationship worked well creatively and personally however, there were major issues with timescales. Part of the website was an interactive game called 'All About You', this was to be used with pupils as part of the first workshop, this wasn't ready in time. The launch date for the body of the website slid considerably and I felt this wasn't helped by lack of communication on the part of 55 degrees. The final interactive 'School and Beyond' was developed after the launch of the main site in December 2009, however, it is only now being implemented on to the website on June 2010. Overall, I am happy with the content and presentation of the work, the change in timescales and sometimes poor communication has affected my work in a negative way.

SECTION 7: WORKING IN PARTNERSHIP

I have appreciated all the support and help I have received from school staff, college partners and Skills Development Scotland staff. However, I feel that being the only member of Routes 2 Success staff has been demanding and challenging to combine the strategic and operational elements of the role. This would work better as part of a R2S team. That being said I have managed to develop good links with teaching staff, particularly in ensuring appropriate pupil selection and the practical elements of workshop organisation. In addition, on the whole, the school careers advisers have been co-operative and willing to give up their time to help with facilitating the workshops. Particularly this year 09 – 10, I have relied heavily on the college partners to take the lead on the delivery of the college campus visits. I have also benefited from their guidance and input at the Steering Group and other working group meetings.

SECTION 8: CONCLUSIONS AND RECOMMENDATIONS

With the project coming to an end, it is important to ensure that the work of Routes 2 Success is still available for future use. In particular, this relates to the website and workshop materials. The website will be maintained in the interim by the South East Forum and the workshop materials will be available on the website and as a hard copy which is being sent out to all schools. There may be the need for a CPD session for those planning on using the materials. The delivery of this is currently being discussed with representatives from the City of Edinburgh Council. It is hoped that a CPD session will be delivered by the outgoing project manager in the autumn term.

As the current project has only run for 2 years it has not been able to witness the progression of the pupils who participated in the R2s programme. A tracking element had been built in to the project should it have been continued. It would be a worthwhile exercise to ask

Skills Development Scotland to run a check on R2S pupils once they reach the end of 4th year. Thus providing some evidence on the input they received in their 2nd year. Should a project be set up to work with the More Choices More Chances group again in the future, the numbers to be involved should be a big consideration. It clearly works better with these pupils in smaller groups, maximising their interest and minimising issues with barriers. The most effective part of the project has been the campus visits. These have worked most successfully when the pupils have been involved with hands on, practical activities. In addition, pupils are more often aware of the college in their local area, a greater impact is achieved when taking them to visit an alternative college where possible. Lastly, I would urge that the Routes 2 Success website is maintained. There is a wealth of information that can be built and developed on while maintaining the vibrant and accessible look and feel.

SECTION 9: BUDGETARY REPORT – See Appendix 4

Signature of Project Leader: _____

Date: _____

Contacts:

Kerry Musselbrook, Forum Director, South East Forum:
k.musselbrook@napier.ac.uk

Appendix 1

All About You Statement Results																						
1		2		3		4		5		6		7		8		9		10		Unknown		
1. I know what I'm good at – I know what my skills and strengths are																						
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
10	4	1	1	8	3	15	5	42	15	25	9	24	9	28	10	21	8	96	36	0		
2. I know who to ask for information and advice about what to do when I leave school																						
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
17	6	6	2	15	6	17	6	33	12	31	12	41	15	14	5	17	6	79	30	0		
3. I know what I want to do when I leave school																						
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
7	3	10	4	9	3	5	2	34	13	17	6	17	6	16	6	20	7	135	50	0		
4. I know where my local college is																						
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
19	7	7	3	8	3	5	2	22	8	12	4	10	4	12	4	14	5	161	60	0		
5. I know someone who goes to college or university now or in the past																						
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
28	10	3	1	3	1	6	2	24	9	15	6	11	4	16	6	21	8	143	53	0		
6. I am thinking about going to college when I leave school																						
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
17	6	6	2	2	1	10	4	32	12	22	8	25	9	24	9	26	10	106	39	0		
7. I would be able to get a job straight after leaving school																						
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
33	12	15	5	16	6	28	10	53	20	31	12	29	11	18	6	7	3	40	15	0		
8. I know the type of subjects or course I would like to study if I went to college																						
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
17	6	4	2	17	6	10	4	36	13	36	13	24	9	23	9	14	5	89	33	0		

9. I need more information about the cost of going to college before deciding what I want to do after leaving school																					
No	%	No	%	No	%	No	%	No	%	No	%	No	%								
31	12	6	2	11	4	20	7	48	18	39	14	18	7	29	11	11	4	57	21	0	
10. I think that going to college would be the same as going to school																					
No	%	No	%	No	%	No	%	No	%	No	%	No	%								
45	17	13	5	24	9	31	12	44	16	35	13	15	5	15	5	5	2	43	16	0	
11. Going to college would give me a better chance of getting a job																					
No	%	No	%	No	%	No	%	No	%	No	%	No	%								
12	4	4	2	0	0	5	2	21	8	15	6	20	7	30	11	27	10	136	50	0	
12. Doing a college course could help if I wanted to go to university																					
No	%	No	%	No	%	No	%	No	%	No	%	No	%								
10	4	4	2	6	2	3	1	35	13	23	8	26	10	24	9	22	8	105	39	12	4

All About You Response Options Results							
Response	1	2	3	4	5	6	7
Question 1	Something sporty like football, dancing, rugby, hockey, athletics, or gymnastics	Something at school like English, Maths, Music, Drama, Science or Geography	Something to do with my personality like being friendly, kind, helpful, hardworking, responsible or honest	Something I do in my spare time like babysitting, helping out around the house, going to a youth club every week, being an expert computer games player or playing an instrument	Something practical like building stuff, cooking, styling hair, doing make-up, doing arts and crafts or working out how cars work		
	No %	No %	No %	No %	No %	No %	No %
	155 31	99 20	85 17	60 12	101 20	0	0
Question 2	My Guidance Teacher or Year Head	Another teacher at school who I get on well with	My mum, dad or other member of your family	My Careers Adviser	My friends	I would look on the internet for the information I wanted to find out about	
	No %	No %	No %	No %	No %	No %	No %
	150 27	61 11	173 32	106 19	48 9	8 2	0
Question 3	Something in an office, as part of the administration staff, working with computers or managing a team	Something to do with helping people and their wellbeing	Something creative to do with music, art, design, photography, drama, TV or radio production	Something to do with working with your hands like building stuff, cooking, styling hair, doing make-up, doing arts and crafts, working out how cars work, working with animals or joining the army.	Something sporty to do with health, fitness and training	Something technical with science or computers, to do with finding out how things work and using technology to make new things	
	No %	No %	No %	No %	No %	No %	No %

	38	10	62	17	54	14	128	34	62	17	29	8	0	
Question 4	Borders College	Telford	Forth Valley	Jewel & Esk	Oatridge	Stevenson	West Lothian							
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	21	7	81	26	40	13	47	15	4	1	54	18	61	20
Question 5	My mum or dad	My brother or sister	Another family member	A friend	Neighbour	A friend of the family	I don't know anyone							
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	99	23	90	21	119	27	63	14	42	10	14	3	9	2
Question 6	So I can get a better job afterwards	So I can get more experience and qualifications in the subject I'm interested in	So I can meet new people and try new things	So I can be treated as an adult and have more of a say in what I do	It could help me get in to university afterwards	I wouldn't like to go to college								
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	177	31	151	26	95	17	65	11	55	10	27	5	0	
Question 7	Job search on the internet and newspapers	Go to the job centre	Write a C.V. and hand it in personally to businesses in the area you would like to work in	Ask family and friends if they know about any jobs going	Go to the Careers Scotland Centre	I couldn't get a job straight after leaving school								
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	111	21	142	26	86	16	79	15	86	16	33	6	0	
Question 8	Science subjects like Biology, Chemistry or Physics	Practical subjects like C.D.T, Home Economics, Hairdressing, P.E	Communication subjects like English, Media Studies, French and other languages	Maths and Computing	Social subjects like Geography, History, Modern Studies	Creative subjects like Music, Drama and Art								
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	91	19	165	34	51	11	63	13	37	8	75	15	0	
Question 9	Do you have to pay to study a course at college?	Do you need to pay for your lunch and transport to	Do you have to buy your own books?	Do you get any money to come to college?	I don't need any information about costs									

		college?					
	No %	No %	No %	No %	No %	No %	No %
	169 30	116 20	130 23	122 21	36 6	0	0
Question 10	The routine would be the same but it would be harder	More independence	In school you study lots of different subjects, in college you focus more on one area	No uniform	Call your teacher by their first name	Even if you're doing a full time course you might not have to be in college every day	
	No %	No %	No %	No %	No %	No %	No %
	122 20	139 23	126 21	90 15	62 10	67 11	0
Question 11	Yes, because I would have more qualifications	Yes, because I would know more about the type of job I wanted	Maybe, but I'm more interested in getting out there and earning some money	No, I don't need to go to college, I could get a job whenever I wanted			
	No %	No %	No %	No %	No %	No %	No %
	212 52	148 36	31 8	15 4	0	0	0
Question 12	Yes, because you can get higher level qualifications	Yes, because for some courses you can go straight in to 2nd or 3rd year at university	Yes, because college can prepare you for university and give you experience in the subject	I don't know, I'm not interested in going to university	No, because you can go straight to university from school		
	No %	No %	No %	No %	No %	No %	No %
	207 53	69 18	86 22	22 6	5 2	0	0

Appendix 2

Breakdown of Student Feedback from School Workshops						
Workshop 1						
How much did you enjoy the activities?	I didn't enjoy these activities very much	I thought these activities were okay	I enjoyed these activities	I really enjoyed these activities	Total	
	No. %	No. %	No. %	No. %	No.	No.
	30 10	96 31	127 40	61 19	314	
What activity did you enjoy the most?	<ul style="list-style-type: none"> • 'All About You' on the computer • Following Instructions • Stand Up Sit Down 					
Did you learn anything new about college?	I didn't learn anything new about college	I learned a little more about college	I learned more about college	I learned loads more about college	Total	
	No. %	No. %	No. %	No. %	No.	No.
	20 6	100 32	136 44	55 18	311	
Name something new that you learned about college today	<ul style="list-style-type: none"> • No school uniform • Don't have to pay to go to college • You don't have to go everyday • You can choose your own course • Teachers aren't like at school • Helps to get a job 			<ul style="list-style-type: none"> • Can call teachers by their 1st name • It's bigger than school • You can get paid for going • New friends • Different courses • You have to be more mature • College is not just another school • You can get more qualifications 		
Did you enjoy working with the college ambassador?	I didn't like working with my college ambassador very much	I thought working with my college ambassador was okay	I thought working with my college ambassador was good	I really enjoyed working with my college ambassador	Total	
	No. %	No. %	No. %	No. %	No.	No.
	14 4	67 22	151 50	72 24	304	
Has anyone in your family (except brothers or sisters) gone to college or University?	Yes		No		Don't know	
	No. %	No. %	No. %	No. %	Total	
	205 70	41 14	46 16	292		
Would you think about going to college in the future?	Yes		No		Maybe	
	No. %	No. %	No. %	No. %	Total	
	265 91	19 7	7 2	291		
What other information would pupils like about college?	<ul style="list-style-type: none"> • What happens when you leave school? • Is college hard? • How much is college? • Do you need to buy books? • Info about other colleges. • How many teachers and classes are there? • The length of the day 			<ul style="list-style-type: none"> • How do you get in • How often do you have to go? • What times do you have to be there? • Can you take more than 1 course? • What subjects are there? • Information about specific courses • How can you apply? • The rules • How many years for different courses 		

Workshop 2

How much did you enjoy the activities?	I didn't enjoy these activities very much No. % 12 5	I thought these activities were okay No. % 69 28	I enjoyed these activities No. % 103 42	I really enjoyed these activities No. % 60 25	Total No. 244
What activity did you enjoy the most?	<ul style="list-style-type: none"> Who would you sit beside on the bus What does a College student look like? Talking Similarities and Differences between school and college Prospectus 				
Did you learn anything new about college?	I didn't learn anything new about college No. % 12 5	I learned a little more about college No. % 66 27	I learned more about college No. % 119 50	I learned loads more about college No. % 43	Total No. 240
Name something new that you learned about college today	<ul style="list-style-type: none"> About courses Call teachers by their 1st name Wear your own clothes It's different to school You go 31/2 days a week Colleges have army courses 		<ul style="list-style-type: none"> You can chew in class You get to do whatever you want after lessons have finished You can get kicked out Have to pass an interview to get in How to use a prospectus 		
Did you enjoy working with the college ambassador?	I didn't like working with my college ambassador very much No. % 7 3	I thought working with my college ambassador was okay No. % 45 19	I thought working with my college ambassador was good No. % 117 50	I really enjoyed working with my college ambassador No. % 67 28	Total No. 236
Has anyone in your family (except brothers or sisters) gone to college or University?	Yes No. % 152 66	No No. % 31 14	Don't know No. % 47 20		Total 230
After today's workshop would you be more likely to think about going to college?	Yes No. % 206 90	No No. % 17 8	Maybe No. % 5 2		Total 228
After today's workshop I know more about what it would be like to go to college.	Yes No. % 219 92	No No. % 17 7	Maybe No. % 2 1		Total 238
What other information would pupils like about college?	<ul style="list-style-type: none"> What age do you need to be for dance courses How to apply What college would be best for me What's it like inside? 		<ul style="list-style-type: none"> How to get to college How long does it take to get there? How long do you have to be in college to become a cook? Does it cost me to go there? 		

Workshop 3						
How much did you enjoy the activities?	I didn't enjoy these activities very much No. %	I thought these activities were okay No. %	I enjoyed these activities No. %	I really enjoyed these activities No. %	Total No.	
	18 7	78 30	107 41	59 22	262	
What activity did you enjoy the most?	<ul style="list-style-type: none"> • Timetable Bingo • Describe yourself • Learning about college 			<ul style="list-style-type: none"> • Comfort zones • Having a laugh • Using a prospectus 		
Did you learn anything new about college?	I didn't learn anything new about college No. %	I learned a little more about college No. %	I learned more about college No. %	I learned loads more about college No. %	Total No.	
	16 6	68 27	119 46	53 21	256	
Name something new that you learned about college today	<ul style="list-style-type: none"> • What's better to do when you leave high school • You get days off • You can go to the toilet when you want 			<ul style="list-style-type: none"> • Some colleges do different courses • You don't have to live there if you go • Lunch times are different • No punishments • Different system of learning 		
Did you enjoy working with the college ambassador?	I didn't like working with my college ambassador very much No. %	I thought working with my college ambassador was okay No. %	I thought working with my college ambassador was good No. %	I really enjoyed working with my college ambassador No. %	Total No.	
	6 2	44 18	135 54	65 26	250	
Has anyone in your family (except brothers or sisters) gone to college or University?	Yes No. %	No No. %	Don't know No. %	Total		
	162 65	46 19	41 16	249		
After today's workshop I know more about the different types of courses you can study at college.	Yes No. %	No No. %	Maybe No. %	Total		
	244 96	9 4	0 0	253		
After today's workshop I know more about which courses I might be best suited to.	Yes No. %	No No. %	Maybe No. %	Total		
	222 90	24 10	0 0	246		
After today's workshop would you be more likely to think about going to college?	Yes No. %	No No. %	Maybe No. %	Total		
	236 95	7 3	4 2	247		
What other information would pupils like about college?	<ul style="list-style-type: none"> • Would we be writing or is it more practical? • How many motor vehicle courses are there? • How to get there 			<ul style="list-style-type: none"> • What grades do I need to go? • If you don't go do you get chucked off the course? • Are the teachers strict? • Do you get to choose your days off? 		

Appendix 3

College Campus Visits Evaluation						
How much did you enjoy the activities?	I didn't enjoy these activities very much	I thought these activities were okay	I enjoyed these activities	I really enjoyed these activities	Not Given	Total
	No. %	No. %	No. %	No. %	No. %	No.
	9 3	38 13	112 38	132 45	4 1	295
What activity did you enjoy the most?	<ul style="list-style-type: none"> • The tour • The activity workshops • Lunch 					
Did you learn anything new about college?	I didn't learn anything new about college	I learned a little more about college	I learned more about college	I learned loads more about college	Not Given	Total
	No. %	No. %	No. %	No. %	No. %	No.
	5 2	44 15	140 47	100 34	5 2	294
Name something new that you learned about college today	<ul style="list-style-type: none"> • You're not in the classroom all the time • College is next to Heriot Watt • I can get my hair done • Different courses • That it has a garage • You can cook for the college restaurant if you're a student • Friendlier than I thought • 20,000 students go here • You can go in the evening • It's completely different to school • Lots of campuses • You can come in 3rd year from high school • Don't have a period bell • More freedom 					
Did you enjoy working with the college ambassador?	I didn't like working with my college ambassador very much	I thought working with my college ambassador was okay	I thought working with my college ambassador was good	I really enjoyed working with my college ambassador	Not Given	Total
	No. %	No. %	No. %	No. %	No. %	No.
	1 0	29 10	135 46	121 42	5 2	291
Do you know more about college after your visit?	Yes	No	Don't know		Not Given	Total
	No. %	No. %	No. %	No. %	No. %	No.
	261 95	7 3	3 2		0	274
Has your visit made you think about going to college in the future?	Yes	No	Maybe		Not Given	Total
	No. %	No. %	No. %	No. %	No. %	No.
	231 80	12 4	45 16		0	288
<i>What other information would pupils like about college?</i>	<ul style="list-style-type: none"> • What qualifications do you need to get in • What time to classes start • To see more rooms • An induction day • How to get a job in a nursery • How would I get to the other campus • Can you take more than one course? • How long is the sports course? • How long do you go for per week? • What other opportunities we might have 					

Income and Expenditure	Quarter 1		Quarter 2		Quarter 3		Quarter 4		BUDGET REMAINING good/bad VARIANCE (+/-)
	Projected/Committed	ACTUALS	Projected/Committed	ACTUALS	Projected/Committed	ACTUALS	Projected/Committed	ACTUALS	
A) Staffing costs/salaries									
Basic		8,854.19		8,854.19		8854.19		8,854.19	
NI		646.33		646.33		646.33		646.33	
Superannuation		1,491.84		1,491.84		1491.84		1,491.84	
Other eg. staff development								248.72	
TOTAL staffing/salaries		10,992.36		10,992.36		10,992.36		11,241.08	
B) Travel & subsistence		288.80		253.44		292.86		142.40	
								2,523.00	
C) Stationery/reprographics		140.25		306.20		451.13		138.39	
								2,219.00	
D) Other office costs (specify)									
E) Other materials/equipment (specify)									
F) Other (specify)		7,130.00		23,835.00		50.00		21,000.00	
						21.00		620.00	
								139.79	
Total Annual Budget		18,551.41		35,387.00		11,807.35		38,023.66	103,769.42
									(+) 4,430.58

1st Quarter Details	Details	Cost
A) Staffing costs/salaries	Gayle Henderson	9,561.32
	Aga Kolan	752.68
	Evelyn Freeman	678.37
	Total	10,992.37
B) Travel & subsistance	Day saver tickets	90.00
	Travel expenses	198.80
C) Stationery/reprographics	Pencils, markers	8.29
	Laptop	
	Whiteboards	50.60
	White banqueting roll	81.36
F) Other	Hospitality	28.00
	Website interactive	7,130.00

2nd Quarter Details	Details	Cost
A) Staffing costs/salaries	Gayle Henderson	9,561.32
	Aga Kolan	752.68
	Evelyn Freeman	678.37
B) Travel & subsistance	Travel expenses	253.44
C) Stationery/reprographics	Changes to leaflets	90.00
	Table tennis balls	9.64
	Stationery	6.56
	Printing	200.00
F) Other	Partner college payments	23,835.00
	Hospitality	14.00
	Ambassadors payment	10.00
	Ambassadors payment	20.00

3rd Quarter Details	Details	Cost
A) Staffing costs/salaries	Gayle Henderson	9,561.32
	Aga Kolan	752.68
	Evelyn Freeman	678.37
B) Travel & subsistance	Travel expenses	292.86
C) Stationery/reprographics	Printing	451.13
F) Other	Ambassador payment	50.00
	Hospitality	21.00

4th Quarter Details	Details	Cost
A) Staffing costs/salaries	Gayle Henderson	9,561.32
	Aga Kolan	752.68
	Aga Kolan Overtime	248.72
	Evelyn Freeman	678.37
B) Travel & subsistance	Travel expenses	142.40
	Coach hire	
	Tynecastle - Stevenson	120.00
	Whitburn - West Lothian College	110.00
	Galashiels-Borders	100.00
	Dalkeith, Forrester, WHEC, Gracemount - Jewel & Esk, Telford and Stevenson College	600.00

	Armadale, James Young. Inveralmond - West Lothian and Stevenson College	390.00
	Craigroyston-Telford	183.00
	Eyemouth-Borders	160.00
	Braes, Lornshill, Graeme, Bannockburn - Forth Valley College	410.00
	Newbattle, Leith, Trinity - Jewel & Esk and Telford College	450.00
C)		
Stationery/reprographics	Printing	54.92
	Laminating packs	83.47
F) Other		
	Partner college payments	
	Forth Valley College	3,000.00
	West Lothian College	3,000.00
	Borders College	3,000.00
	Jewel&Esk	3,000.00
	Oatridge College	3,000.00
	Telford College	3,000.00
	Stevenson College	3,000.00
	Ambassador payments	620.00
	Catering	139.79