



Fife and Tayside Wider Access Forum

Annual Report

2005/06

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Fife and Tayside Wider Access Forum Annual Report 2005/06

1. EXECUTIVE SUMMARY

1.1 Major Achievements

- The development of effective partnerships is beginning to show results in reaching and engaging with target groups leading to a more strategic approach to widening participation in Fife and Tayside
- Rebranding of Forum has been completed and Forum themes developed
- Management groups have been set up to take forward programmes of activities under two themes, LIFT OFF (schools) and Transitions (post-school activities)
- Processes and procedures have been introduced to support development of Forum themes
- Project staff brought together to work as team and regular team meetings have been introduced to bring coherence between and across themes
- Recommendations from Learning for All are being incorporated into Forum strategy

The following new activities have been developed and introduced:

- LO2S (LIFT OFF to Success) is the major element of the schools theme
- TAP (development work carried out during 2005/06, to be introduced in 2006/07)
- TAP (Transitions Access Programme) offers access students in college an opportunity to experience degree level study through a series of visits to the three local universities.
- Improved and updated guidance and promotional materials have been developed and introduced including a new updated and expanded Stepping Higher booklet.
- Development of drama projects to engage with whole school groups and also to engage with parents
- Models of student mentoring and support being developed (this will provide training materials for all future mentoring activities)
- A number of pre access activities developed and effective partnerships built to support this activity
- Profile of SWAP raised amongst partners and increased level of enquiries to SWAP courses

1.2 Evidence of impact

The Forum has commissioned external evaluators whose role is to evaluate the effectiveness of the Forum in meeting its strategic aims. The first report for 2005/06 is due in Spring 2007. It will identify that significant progress has been made, particularly in developing effective partnership working with a broad membership, using people effectively and learning from and sharing experience across the partnership. Although it is too early in the life of the Forum to measure any significant impact on target groups, it is clear that through the engagement with such a broad range of partners and collaboration with other initiatives, progress is being made in reaching participants categorised as being within SIMD Zone 5.

1.3 Reaching Target Groups

Through the LIFT OFF and Transitions management groups, significant progress has been made in understanding where and when interventions are needed to most effectively meet the needs of the target groups. As previously stated, much of the work this year has been concerned with putting these structures in place and while the impact in terms of engagement can start to be measured, subsequent

progression will not be measurable in most cases for a number of years. It is also recognised Forum activity is only one of many interventions that might affect overall progression to further and higher education and that the real impact of the Forum will be in enhancing, supporting and contributing to other initiatives, particularly to demystify further and higher education through increasing awareness and encouraging aspiration.

Appendix 2 of the main report describes progress measured to date against the targets set in May 2005.

1.4 Difficulties faced

In the last two years a wide range of collaborative projects have been developed and interest in the work of the Forum is increasing. The main engagement in taking projects forward has, as expected, been through the work of wider access practitioners. While this has been a very positive aspect of the Forum development, more work needs to be done to engage staff at all levels in partner institutions and organisations across the partnership. This was recognised as a development area during 2005/06 and will be addressed and taken forward through a improved communications strategy in 2006/07.

Effective partnership working takes time and at various times during the year, projects have identified achieving consensus and establishing common agendas as causing some delays and difficulties in taking forward collaborative activities.

Until activity has taken place, it has been difficult to identify the costs of delivering a programme of activities and this has created some difficulties in budgeting and profiling of projects. However this has been largely resolved and future difficulties in this area are likely to be caused by pressure on our budget as projects prove their success and seek to develop and expand.

1.5 Priorities for 2006/07

- The overall objectives of the Forum remain as set out in the strategy document 2004-08 and the priorities for next year are set out below:
- To respond to recommendations within Learning for All
- To agree how Forum should look post 2008, including representation, status, structure and operation.
- To develop themes of LIFT OFF and Transitions, including formalisation of management groups and reporting within new Forum structure. This will include ensuring that all existing projects and/or activities are integrated within one or other theme.
- To move from project funding to an agreed programme of activities for each theme by 2008
- Continue to explore opportunities for joint development and working with partners including:
- Opportunities for the Forum and Careers Scotland to work together in areas of common interest
- Continue to work alongside other initiatives/strategies including DtS, School college links, Curriculum for Excellence
- Contribute to NEET strategy through membership of working group – Dundee
- Further develop engagement with local authorities, particularly through involvement in Community Learning and Development.
- Work with other Forums to share good practice and co-operate on national projects where appropriate
- Support staff development across the sectors with particular emphasis on developing confident learners
- Encourage innovation
- Explore additional sources of funding for Forum activities

2. SUMMARY OF ACTIVITIES AND ACHIEVEMENTS

- 2.1 During 2005/06 work has continued to develop the Forum infrastructure to provide a solid foundation to support programmes of activity. Forum procedures have been further developed to support a wide range of projects and increasingly these are being brought together to form a core programme of activities that will be further developed in 2006/07 and will form the ongoing programme from 2008. Activities have been developed into two themes, LIFT OFF which covers all schools' activities and Transitions which incorporates post school learning projects.
- 2.2 A number of new members of staff have joined the Forum team during 2005/06 and in addition to driving forward significant new activity this has also helped present a coherent approach to Forum activities and increased and improved communication between and across projects. In addition, Forum staff are members of a wide range of partnerships throughout the region, contributing to both strategy and implementation and ensuring that the Forum aim of developing clear supported transitions is being taken forward in a co-ordinated way.
- 2.3 Regular Forum team meetings ensure that there is communication across the themes; this allows cross theme activities to develop, encourages sharing of good practice and prevents potential duplication.
- 2.4 The recommendations from the Learning for All report have been considered during the year and are being incorporated into Forum planning. In particular the role of other stakeholders and partners is being recognised and the Forum conference in June 2006 had as its theme, Transition and Partnership. The event included presentations from partners from all sectors providing a variety of perspectives on widening participation and contributed to the debate on how the Forum could respond to the multiple agendas in this very complex area.
- 2.5 A summary of the projects carried out is listed below.

3. LIFT OFF

3.1 LIFT OFF Core Programme

- 3.1.1 LIFT OFF co-ordinates the Forum's schools' work across the region by bringing together all stakeholders to identify target groups of young people and develop a coherent programme of activities that will raise awareness of, and aspiration to, post school learning. Much of the progress in this project has come about as a result of the development of an infrastructure, processes and procedures within which activities are delivered.
- 3.1.2 A management group has been set up with a sub steering group to oversee the development of the core programme. This management group is representative of all institutions that have an interest in the destinations of pupils from schools in Fife and Tayside. It therefore includes a number of higher education institutions from Edinburgh and Lothians that have traditionally worked in West Fife and also Lauder College which is a member of the South East Forum but has a strong interest in the work of the Fife and Tayside Forum.
- 3.1.3 A Development Officer, Development Worker and Support Officer have been appointed during the year and this has led to significant progress in taking forward the schools programme.
- 3.1.4 The core plan submitted to and approved by the Executive Group has as its focus the development of a residential summer programme (now called LIFT OFF to Success (LO2S)) for pupils at the start of S4 with pre and post activities being developed round this. This was planned and delivered as a cross authority activity targeting 13 secondary schools from across the four local authority areas. Uniquely the

programme brings together the four authorities, and both colleges and universities to ensure that pupils are exposed to the whole range of opportunities and routes to further and higher education.

- 3.1.5** The first LIFT OFF to Success (LO2S) residential week ran towards the end of the schools' summer break. An integral part of the programme was a pupil logbook which has been helpful in assessing which elements of the programme have been successful and which might need some further revision. Overall the feedback has been very positive.
- 3.1.6** Prior to LO2S, the development officer visited all schools and discussed the programme and criteria for selection. 11 of the 13 target schools participated and with one exception, schools interpreted the criteria for attendance in the way we had expected. (The one exception selected a group of pupils who had already chosen university as their post school destination.)
- 3.1.7** Despite the very short development time for the programme, it has been well received by both schools and pupils. However as would be expected, there are some areas that need further work and development. These include:
- more discussion and contact with the schools beforehand. This will happen naturally through the ongoing relationship that is being developed with the schools at all levels and through the ongoing activities within the schools, particularly through the programme that will be led by the development worker
 - better training and information for the student mentors. The use of students as mentors and ambassadors is fundamental to the success of the programme and the development of a recruitment and training programme is a key priority for the Forum in 2006/07 and is subject of a bid for additional funding to the Scottish Funding Council.
- 3.1.8** Of the schools that did not participate, one in Dundee has confirmed that lack of time and some communication issues prevented their participation but that they are keen to participate in future. The other non participating school is in Fife and in this case the target schools have been reviewed and a different school has been nominated.
- 3.1.9** The management group is currently addressing the issue of cross forum working and discussions are ongoing with the South East Forum with regard to joint working in the West Fife area.

3.2 Marketing and Promotion of schools activities

A number of projects focus on providing information and raising awareness of progression routes. Some are included within the core activities while others have been separately funded. To ensure a co-ordinated approach all are overseen by the LIFT OFF Development Officer and report to the LIFT OFF Management Group.

3.3 Stepping Higher (Core)

Stepping Higher aims to provide information on articulation routes between college and university to highlight alternative routes to degree level study.

Stepping Higher is a booklet that was developed by the Fife Wider Access Project (FWAP) to provide information on articulation routes between colleges and universities involved in FWAP. In 2006 it was expanded beyond Fife to include the whole Forum area. In previous years, 5,000 copies were produced and distributed to all S5 pupils in Fife. In 2006 this was increased to 10,000 copies distributed to all schools and in recognition of its value to students already at college as well as those still at school, to colleges, universities and Careers Scotland centres.

3.4 Role on to Success (Core)

Role on to Success aims to develop a DVD resource that will be used to support LIFT-OFF activities, particularly workshops delivered in schools by student mentors. The development of a DVD that uses role models to highlight progression routes and showcase success will be an integral part of the school workshops planned to support LO2S. Students who have followed a wider access route to college or university and the majority of whom have been pupils at target schools, have been identified and their stories recorded. It is expected that this will be completed by January 2007.

3.5 Your Future, Your Choice/ Which Access Summer School?

Your Future Your Choice and Which Access Summer School? aim to highlight routes to further and higher education and provide information on access summer schools to add to guidance and information resources used in schools and by careers and other guidance staff. Two information leaflets have been produced, one providing information on the local routes to further and higher education, the other listing and providing information on access summer schools in the area. These will be printed and distributed for use in 2007.

3.6 Student Tutoring

This project aims to support and encourage young people through transition to university. A student tutoring programme that involves matching students with pupils to support specific subject areas was introduced through FWAP and has continued as part of the LIFT-OFF programme. It is offered by both Dundee and St Andrews Universities and has developed in different ways to suit the needs of schools and institutions. Discussions are taking place to try to agree a common evaluation framework assess how the project might develop in the future and how it links with other Forum projects.

3.7 Fife Young Mothers Initiative

This project aims to help young mothers to continue their education and support them in transition to further and higher education. It is led by Fife Council and receives some support from the Forum through LIFT OFF. Staff illness has affected the programme this year; however discussions have taken place between the project manager and LIFT OFF development officer to extend the options in the programme, to include a wider range of institutions.

3.8 Work with Travellers

This project recognises the particular needs of children of traveller families and aims to introduce them to opportunities within further education that are complementary to their lifestyle. Children of traveller families have been identified as a specific target group for the Forum. Discussions have taken place with Fife Council Traveller Education Unit and Elmwood College to develop a programme of awareness raising activities based round a series of taster days at the college. This project has been identified as one which will cross over into the transitions theme as a family learning project. The development work is almost complete and it is expected that some young people will take up the opportunities on offer in 06/07. However it is recognised that for this particular target group, an individual programme will be required.

3.9 Surviving Standard Grade – A Parents' Guide to Sanity

This project aims to develop and deliver live drama performances (and associated DVD and staff training guide) that consider the issues that may affect performance at standard grade.

This project is based on a belief that parents generally want the best for their children but are themselves sometimes intimidated by the education system. This 'Forum' theatre attempts to address some of these issues through drama in a non threatening interactive format. The project was developed and piloted in Arbroath in conjunction with parents, teachers and young people. A dissemination event was held in Dundee in February 2006. Following that, the Forum employed a student over the summer to evaluate the project and identify how it could best be rolled out across the region. In addition to the roll out of the live drama programme, a DVD and associated delivery notes are being produced. This will be completed early in 2007 and will be distributed to all schools in Fife and Tayside.

3.10 Am I bothered

Am I Bothered further develops the idea of using drama to explore and address barriers to achievement. This is a multi year project that has been piloted in Arbroath Academy. It explores barriers to achievement and makes use of student 'talking heads' to tell real stories of how such barriers have been overcome. By targeting all ages in school and providing opportunities for performances to the whole school (and including parents), the achievement and aspiration message will be spread widely. This is a capacity building project with the main output being a staff training pack that outlines the process and resources needed to introduce and deliver this in school.

3.11 Information Literacy

This project seeks to address the skills and knowledge gap faced by young people entering college and university with no knowledge of virtual learning environments and their use in further and higher education.

It brings together staff from Dundee and Abertay Universities with school staff (teaching and librarians) to provide packs of training and support materials that will assist young people in making this transition. The project is currently working with Higher and Intermediate 2 pupils at 3 Dundee schools, familiarising them with the virtual learning environment used by the University of Dundee, as well as efficient uses of the library and other resources for research and learning. The next phase which will begin early '07 will involve pupils from S2 and P7, and may have input from Dundee College.

3.12 STEM- Choosing Science

This research aims to better understand the process by which individuals choose post-compulsory science education, with the intention of improving initiatives that encourage uptake to science by young people, particularly those from areas of deprivation.

It will seek to establish what factors influence young people to choose (or not choose) to study science at school, college and university. This piece of research being carried out for the Forum by the STEM Partnership involves pupils from 9 schools as well as a variety of college and university students and is due to be completed by March 2007. This research will help inform future developments in schools programmes. This is also a good example of effective cross partnership working maximising expertise and resources.

3.13 Student Ambassadors

This project aims to recruit and train student ambassadors to promote the learning experience, student experience and opportunities available in FE and HE to specific target groups.

The student ambassador programme is being developed by Dundee College and will develop a model that will provide training for college students to link with schools to raise awareness of further and higher education opportunities. The model developed will be disseminated across the Forum area and will contribute to the development of the core mentoring programme.

4 TRANSITIONS

4.1 Pre Access

4.1.1 The project aims to increase the number of non traditional learners progressing to further and higher education by increasing the extent and availability of pre access courses through collaborative working between Forum partners and other key stakeholders in the community.

4.1.2 The pre access project has been effective in bringing together a wide range of providers across the region to develop and deliver a variety of courses. The development officer has consulted with all partners and has produced an Annual Project Review that provides detailed information on progress of the project in 2005/06. One of the key issues has been a recognition of the time required to

establish the partnerships necessary the programme to become established. As a result, agreement has been reached on a new process that will engage all partners more fully and develop a co-ordinated programme of activities. Associated administrative procedures are being reviewed and new procedures prepared for consultation with partners.

- 4.1.3 During the year, the Pre Access Development Officer has taken responsibility for co-ordinating all activities within the newly formed Transitions theme and her previously part-time post has become full time. A major advantage of this is that pre access activities can be more closely linked with other transitions activities providing more coherence and contributing more effectively to the Forum aim of identifying and closing gaps in provision.

4.2 FE/HE Research Project

The aim of the research project was to identify points in students' transition from HN to degree-level study at which direct entrants felt less prepared to cope with the demands of a degree course. Specifically, it aimed to evaluate changes in students' perceptions in their individual preparedness between the closing months of their HN course to the end of the first semester of their degree.

The objectives were: to assess the cumulative advantage to students of participating in multiple pre-entry programmes; to assess the significance of the timing of pre-entry activities; and to compare outputs with those of equivalent projects. A dissemination event was held in May. As a result of discussion, a proposal was put forward to develop a CPD unit for college and university staff that would cover transition issues and also involve placements to improve understanding of the different cultures in college and university. It is hoped that this will be taken forward in 2006/07 subject to funding being available.

4.3 OU Cross Forum Diversity Project

This project aims to develop an information pack and website for black and ethnic minority groups of learners including refugees and asylum seekers. The information will contain generic information on higher education opportunities, financial support, credit transfer, professional development and routes into higher education.

This project is led by the West forum on behalf of all Forums. The initial work of developing the information pack and website has been completed. The second phase of delivering a series of staff development workshops was planned to take place, however due to lack of numbers, these have been postponed and will be rescheduled later in the year.

4.4 SWAP-East

- 4.4.1 SWAP was founded to promote wider access among adults. Its expertise lies in supporting students through the transition from further to higher education. It aims to do this through:

- Promotion of wider participation in higher education by adult learners
- Provision of a purpose-designed programme framework with national currency
- Assisting with marketing of programmes and recruitment of students
- Provision of free impartial advice and information to potential students
- Brokerage of progression agreements between partners
- Monitoring of the SWAP Access programme
- Collection and dissemination of data
- Support and development of staff involved in SWAP programme delivery

- 4.4.2 Since 2004, Swap-East has been core funded by the Forum but is managed by a separate management group. It produces its annual report that reports on progress towards a 4 year development plan agreed with the South East and Fife and Tayside Forum Executives in 2004. The annual report highlights the achievements and challenges and will be available by end November. During this year, it has been agreed that SWAP-East will be incorporated into the Transitions theme of the Forum

and the SWAP-East director will attend the transitions management group. This further strengthens the link between SWAP-East and the Forum and provides opportunities for joint activities.

4.5 SWAP-East Project Work

The aim of this project is to extend and strengthen progression routes into higher education. There are varying levels of active engagement in the region and this project will promote and raise awareness of SWAP, seeking to re-engage institutions and enhance and develop new routes and agreements.

It was agreed that the work of SWAP-East would benefit from a dedicated project officer to renew contacts with institutions and further develop SWAP activity in Fife and Tayside. An interim report shows that the number of SWAP branded courses has increased and both enquiries and enrolments have also increased. A final report will be produced in October at which point this project is due to end. However, it has been recognised that beyond the significant achievements in terms of reviving SWAP programmes in Fife and Tayside, an added advantage of the dedicated project officer has been the additional linked work that he has been able to carry out. This has included updating the Dreamcatcher series of case studies (expected to be completed by end December 2006) and contribution to a new Transitions Access Programme (TAP) that will be delivered in 2006/07.

4.6 Guidance Plus

This project aims to enhance the number of successful applications to HE programmes at colleges and other institutions by building clear links between non advanced and HN courses and by offering enhanced opportunities for students to engage with and visit institutions linked to their course of study. This project will identify and consider existing provision to support students progressing from non advanced to HNQ level in colleges and will develop a model of best practice to support this group of students. To date, desk research has been carried out, a steering group set up and contact established with other colleges. Careers Scotland have agreed to provide input to the target groups and plans are in place to train peer mentors. A steering group has been set up and will consider the findings of a questionnaire being sent to each college that will explore the perceived need for different types of provision to support this initiative. This will inform the direction of the second part of the project.

4.7 Progression Routes in Fife

This project aims to develop a web based guidance resource which maps progression routes, possible exit points and potential destinations related to key growth occupational areas in Fife

This project will provide information that will be incorporated into the Forum website. Its particular focus will be to bring together community based provision and track progression routes to other learning opportunities linked to employment in four key growth sectors in Fife, Care, Hospitality, Financial Services and Construction. The project was delayed due to some difficulties in identifying a suitable project manager. This has now been resolved and a project team has been set up, meetings have taken place with partners and research has begun to gather the information to populate the database. Discussions have also taken place with HMIE to incorporate quality standards for progression in context of 'How Good is our Community Learning and Development'.

4.8 College Student Mentoring

This project aims to develop a model that will establish and embed an additional layer of support through the creation of a pool of student mentors who will act as peer mentors to individuals or groups of vulnerable students at transition stages.

This project will address the need for student mentors in a college setting. It will draw on university experience in this area and will develop a model that will be used in college settings.

Initial research has been carried out, in particular drawing on Dundee University's 'Peer Connections' model. How the training and accreditation within this programme can be adapted to college context is currently being considered.

A major development of this activity has been movement towards setting up a Tayside and Fife Student Services Managers' Group. It is anticipated that this group will have significant input to the development of the project but may also in future provide a very useful consultative forum and dissemination vehicle for Forum projects.

This project and Guidance Plus being piloted in Elmwood College have some common themes developing, suggesting that there is potential for closer working between them. This will be explored further as each project develops.

4.9 Scoping Exercise for FE/HE Transition activities

This project aims to identify existing transition activities and examine best practice from across Scotland with view to augmenting existing provision within the Forum area. This short scoping exercise examined the transition arrangements for students moving from further to higher education. Plans are now in place for the findings to be discussed alongside the findings of the bridging project and this will inform future work in this area.

5 EVIDENCE OF IMPACT

- 5.1 In 2004/05, the Forum commissioned external evaluators to assess the effectiveness of the Forum. A strategy map was produced and the Forum progress is being measured against this. The first full report for 2005/06 will be available in January 2007. Initial findings have identified a number of areas that are working well and also a number of areas for development. Strengths included evidence of effective partnership working, responding to local and national initiatives, broad membership and involvement beyond colleges and universities, effective use of people, budget deployment and transparency, separation of Forum branding into two themes, information sharing and learning from experience and sharing across partnership, identification of key datasets.
- 5.2 Areas that require further development include, speed of budget decision making, development of web site, greater engagement with students to gain feedback (although this happens in some projects, there are areas that require further development), further development of datasets, greater use of technology (e.g. texting as a method of communication with target audiences), greater communication with senior management and senior staff to achieve greater buy-in of Forum activities and ongoing work to continue to develop engagement with existing networks and programmes to ensure fully integrated programmes of activities.
- 5.3 The Pre Access Project has been a good example of partnership working, broad membership and involvement and effective use of people. Developing an integrated approach to provision to enable a learner-centred culture has been a key priority within Transitions projects. Partnership working has been, for example, at the heart of the agenda within the Pre-access in Communities Project. This has worked particularly well in Perth & Kinross and Angus where the Forum is represented on the Adult Learning Sub Groups within each of the existing Community Learning Development (CLD) partnership structures. In Perth & Kinross pre-access is a standing item on the agenda at these meetings where practitioners agree a programme based on their experience of local need matched to the resources available. In Angus a slightly more hands on approach has arisen and a dedicated team meet on a regular basis to discuss all issues pertinent to the current programme who then report to the main Adult Learning CLD group. As a result, in

both areas the local authority, Careers Scotland, voluntary sector, local college and the Universities of Dundee and Abertay have collaborated on a number of courses aimed at delivering the best possible opportunity for learners in a wide range of localities. The benefit has been the widening of the participants' horizons in terms of raising awareness of the subject areas available for further study with built-in generic skills elements, and a varied learning experience offering a cohesive attitude amongst partners to guidance, which places precedence on individual choice. From the perspective of practitioners, partnerships have encouraged a greater understanding across different educational sectors and advanced an appreciation of the valuable contribution each organisation and institution can make towards supporting and progressing the achievement of an individual's personal learning goals.

- 5.4 A further area where the Forum is beginning to show significant impact is in its work with schools. LIFT OFF to Success was well received by all involved. Through the involvement of both colleges and universities, it provided an opportunity for pupils to experience a wide variety of post school opportunities and from the school perspective, feedback has also been very positive. One head teacher believes that pupils have returned to school with much higher aspirations and a 'can-do' attitude that will help them minimise barriers to further and higher education. He also feels that the activity fits well with the values of Schools of Ambition and provides young people with an opportunity to develop the four capacities – successful learners, confident individuals, effective contributors and responsible citizens – embodied in a Curriculum for Excellence.

6 REACHING TARGET GROUPS

- 6.1 Through the LIFT OFF and Transitions management groups, significant progress has been made in understanding where and when interventions are needed to most effectively meet the needs of target groups. As previously stated, much of the work in this year has been concerned with putting these structures in place and while the impact in terms of engagement can start to be measured, in many cases subsequent progression will not be measurable for a number of years. It is also recognised Forum activity is only one of many interventions that might affect overall progression to further and higher education and that the real impact of the Forum will be in enhancing supporting and contributing to other initiatives, particularly to demystify further and higher education through increasing awareness and encouraging aspiration.

- 6.2 Appendix 2 describes progress against the targets set in May 2005.

7 DIFFICULTIES FACED

- 7.1 In the last two years a wide range of collaborative projects have been developed and interest in the work of the Forum is increasing. The main engagement in taking projects forward has, as expected, been through the work of practitioners. While this has been a very positive aspect of the Forum development, more work needs to be done to engage staff at all levels in partner institutions and organisations across the partnership. This was recognised as a development area during 2005/06 and will be addressed and taken forward through an improved communications strategy in 2006/07.

- 7.2 Effective partnership working takes time and at various times during the year, projects have identified achieving consensus and establishing common agendas as causing some delays and difficulties in taking forward collaborative activities. An example of this has been in the Pre Access project where initially courses were funded on an individual basis but experience has been that it is sometimes difficult for local community workers to see where these fit with other existing provision leading to delays and postponements in some cases.

- 7.3 Until activity has taken place, it has been difficult to identify the costs of delivering a programme of activities and this has created some difficulties in budgeting and profiling of projects. However this has been largely resolved and future difficulties in this area are

likely to be pressure on our budget as projects prove their success and seek to develop and expand

8 PLANS FOR NEXT PERIOD

- 8.1** The overall objectives of the Forum remain as set out in the strategy document 2004-08 and the priorities for next year are set out below:
- 8.2** To respond to recommendations within Learning for All
- 8.3** To agree how Forum should look post 2008, including representation, status, structure and operation.
- 8.4** To develop themes of LIFT-Off and Transition, including formalisation of management groups and reporting within new Forum structure. This will include ensuring that all existing projects and/or activities are integrated within one or other theme.
- 8.5** To move from project funding to an agreed programme of activities for each theme by 2008
- 8.6** Continue to explore opportunities for joint development and working with partners including:
- 8.7** Opportunities for the Forum and Careers Scotland to work together in areas of common interest
- 8.8** Continue to work alongside other initiatives/strategies including DtS, School college links, Curriculum for Excellence
- 8.9** Contribute to NEET strategy through membership of working group – Dundee
- 8.10** Further develop engagement with local authorities, particularly through involvement in Community Learning and Development.
- 8.11** Work with other Forums to share good practice and co-operate on national projects where appropriate
- 8.12** Support staff development across the sectors with particular emphasis on developing confident learners
- 8.13** Encourage innovation
- 8.14** Explore additional sources of funding for Forum activities

APPENDIX 1

Fife and Tayside Wider Access Forum - Financial Statement Academic Year 2005 -06

INCOME

Balance at 1 August 2005	£51,842.02	
Income from SFC	£409,861.74	
Total		£461,703.76

EXPENDITURE

Operating Costs

Staff Costs	Salaries	£63,772.65	
	Travel	£144.80	
	Staff development	£550.00	
Stationery/Admin		£784.80	
Meeting and Conference Costs		£2,854.43	
Promotion and Marketing		£3,443.55	
Evaluation		£12,249.38	
Hosting fee (rent)		£11,877.00	
Other		£4,068.57	
Total Operating Costs			£99,745.18

Project Expenditure

SWAP-East Core Costs £30,900.00

Schools

Fife Council	£81,000.00
Angus Council	£24,000.00
Dundee College	£6,650.00
STEM Partnership	£5,633.00
Dundee City Council	£3,500.00
University ofDundee	£16,000.00

Communities

University ofDundee	£32,000.00
University of Paisley (OU project)	£900.00
Fife Council	£6,000.00
Angus Council	£4,600.00
Dundee College	£2,275.00
University of Edinburgh (SWAP- East)	£5,250.00

FE/HE

University of Edinburgh (SWAP- East)	£30,000.00
University of Abertay Dundee	£8,000.00
Elmwood College	£9,100.00
University ofDundee	£2,450.00
Bridging Project	£25,208.90

Project Total £293,466.90

Total £393,212.08

Balance at 31 July 2006 £68,491.68

APPENDIX 2 Reaching Target Groups

The following table highlights some of the Forum initiatives and shows where progress against targets.

Target Groups (as agreed May 2005)		Progress
Pupils in schools with low progression rates to further and higher education		13 target schools engaged in Forum projects. 57 pupils from 11 target schools participated in LIFT OFF to Success (LO2S). 12 pupils from a target school in Angus participated in Am I bothered? and through performances in their own and other schools have reached a wide audience of pupils, parents and teachers.
First in family to enter higher education		Information not yet available
Young people from areas of deprivation	Attending target schools	50% of participants attending LO2S were from SIMD Zone 5
	Attending non target schools	
Groups at risk	Travellers	Project under development to introduce traveller children to college opportunities
	Under achieving boys	Research project commissioned for 2006/07 to look at issues affecting underachievement of boys in Fife
	Young mothers	Provision being reviewed with intention of introducing new programme in 2006/07
Parents, teachers, careers staff and other influencers		21 students have worked with the Forum to support pupils in various projects. 35 practitioners and parents attended Surviving Standard Grade dissemination event
Adults living in regeneration areas		104 learners participated in 8 pre access courses. Of those who provided information, 34% were from SIMD zone 5, and 65% had either progressed or were planning to progress to further learning opportunities.
Unemployed adults		
People with disabilities		
Black and ethnic minority groups		750 information packs providing information on routes to higher education for ethnic minority groups including refugees and asylum seekers have been distributed in Fife and Tayside and supporting website launched
Those excluded by location (particularly remote and rural areas)		
Students on HN and access courses		257 learners enrolled on SWAP access courses of whom 33% were from SIMD Zone 5. Of those students who completed, 95% progressed to further courses in colleges or universities
Staff in HEIs and colleges		Bridging project has brought together 25+ staff from colleges and universities to share information and look at subject specific bridging requirements in Business and Law.

In addition to the above targeted initiatives, the following has been delivered:

10,000 copies of Stepping Higher distributed to all schools, colleges and universities in the region and widely to other partners including careers centres and libraries.

DVD of 'Surviving Standard Grade – A Parent's Guide to Sanity' is in final stages of production and will be distributed to all schools in the region.

60 practitioners from across the region attended Forum conference with theme of Transition and Partnerships in June 2006.