

# Fife and Tayside Wider Access Forum



## Annual report August 2006 – July 2007



# Fife and Tayside Wider Access Forum

## Annual Report

**2006/07**

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## **1. Introduction**

The Forum has made significant progress in a number of areas during 2006/07. The period from August 2006 to July 2007 has been one of further consolidation of activities. During this year the process of pulling activities together to form a coherent programme that will form the basis of the Forum's work in future has begun.

## **2. Summary of activities undertaken in the period**

This is attached as Appendix 1.

## **3. Barriers to achievement**

The Forum's external interim evaluation highlighted the following areas as ones requiring development:

*The Forum should begin to exploit its organisational structure more fully for purposes of reviewing, reporting and reflecting on activity. Thus, Theme Management Groups should consider and report on their projects individually and collectively in the context of their Theme, and the Executive Group consider Theme reports in the context of the Forum's overall aims and objectives. To do this it will need to be presented with the opportunity to consider information that includes background statistics and trend data on what is happening in the region and the areas within it. It will then need to consider the data it receives from the projects in this context. In this way, the Group will be in a more secure position to take a strategic view towards, for example, recommending where interventions might be stepped up or where decreased.*

*Projects would benefit from help in setting and reporting on targets so that they can serve more effectively as indicators of progress and so guide and inform further activity.*

*There is a close relationship between the developed evaluation framework and the monitoring framework required to manage the Forum's activities. Reference should therefore be made to the structure of the evaluation framework – the strategy map, scorecard and measures – as part of the Forum's future self-evaluation.*

An action plan was prepared to address these issues and these are being taken forward during 2007/08.

In addition, there are still some areas that require more work to develop robust effective partnerships. While target schools are committed to, and welcome the interventions provided by LIFT OFF, engagement at authority level is less consistent. Fife Council (unsurprisingly, as they host the LIFT OFF team and chair the management group) are fully committed and during 2006 -07, Dundee City Council have identified a key member of their senior management team as a named contact and through regular meetings this has led to a greater shared understanding between LIFT OFF and the City Council.

Data gathering and appropriate measures of impact of Forum activities remains a challenge. However, for the first time this year, background information and trend data has been drawn together for each of the themes and will be used by the management groups to assist them in targeting and identifying priority areas for Forum activities.

## **4. Forum achievements and challenges/difficulties faced**

The Forum's external interim evaluation has highlighted the strengths of the Forum as:

*Morale in the Forum is generally high, with members enthused that 'things are actually happening'.*

*Many of the building blocks are being shaped and moved into place.*

*There is a high degree of confidence in the Forum secretariat from all stakeholders.*

*The networking and contact opportunities offered by the Forum are appreciated by partners at both a strategic level and at operational level.*

*There is evidence that the Forum is adding value to existing activity by providing funding for extra and experimental activity as well as opportunities for colleagues in different institutions and roles to observe other practice and develop their own thinking. The Forum's inclusive partnership approach appears to be working to good effect.*

*The Forum brand is proving useful in the context of professionals and agencies dealing with each other. It is not well known by client groups, but does not need to be.*

*Through re-organising into the two themes of Transitions and Lift-Off, the Forum has arrived at a coherent and manageable structure within which the wide range of projects can be understood and operate.*

### **Business Plan 2006/07**

The priorities for 2006/07 as set out in the Forum business plan for the year were:

1. To respond to recommendations within Learning for All
2. To agree how Forum should look post 2008, including representation, status, structure and operation.
3. 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.
4. To move from project funding to an agreed programme of activities for each theme by 2008
5. 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.
6. Work with other Forums to share good practice and co-operate on national projects where appropriate
7. Support staff development across the sectors with particular emphasis on developing confident learners
8. Encourage innovation
9. Explore additional sources of funding for Forum activities

The Forum has been well placed to respond to the recommendations in Learning for All as its overall strategic objective is to work with partners to increase awareness of, aspiration to and participation in post school learning. This inclusive approach fits well within Learning for All. To assist the Forum in identifying priorities, trends and progress, a statistical report has been produced. The Forum Executive and Management Groups are being consulted on additional information and data that should be gathered and included. This report will be updated and produced annually and will help inform the future strategic development of the Forum.

The Forum structure has continued to evolve with the introduction of a Senior Managers' Strategy Group that held its first meeting in May 2007. Its role is to approve the forum strategy and elect members to the Executive Group. The Executive Group has also been strengthened by the inclusion of the Chairs of the LIFT OFF and Transitions as members. This has improved communication between the strategic and operational activities of the Forum. A full

list of Executive Group members is on Page 8. The process of reviewing the Forum hosting arrangements has begun and will be continued in 2007/08.

Management groups for Transitions and LIFT OFF are now well established and the Chairs of these groups have become members of the Forum Executive Group. Development of programmes of activities is well underway, particularly in the LIFT OFF theme. Further consultation and discussion is required to fully develop the Transitions theme. During 2007/08 an exercise will be carried out to seek stakeholders' views on the strength of the partnership.

The development and maintenance of strong and effective partnerships underpins the Forum strategy and maintaining these are considered crucial to its success.

Careers Scotland is actively engaged in both LIFT OFF and Transitions, both at strategic level through the management group and at operational level through participation in a number of activities.

In 2006/07, much effort has gone into engaging with staff in schools and education departments to ensure that LIFT OFF provides an intervention that complements rather than duplicates other school activities and there is some evidence that this has been successful. Some Head Teachers have recognised the contribution that LIFT OFF makes to the four capacities in Curriculum for Excellence, particularly in developing confident learners. This has been further evidenced through feedback from LIFT OFF 2 Success. Pupils identified meeting new people from different schools and participating in new activities, as important elements in boosting their confidence. Fife Council has highlighted LIFT OFF as an example of good practice in cross authority partnership working that contributes to their raising achievement strategies.

The Forum Manager has attended NEET Strategy meetings in Dundee and keeps in touch with developments in this area through the Dundee Lifelong Learning Partnership Group.

Engagement with Community Learning and Development at local authority level has continued. In the main this is linked to development and delivery of pre access provision and in most areas takes advantage of strong links already in place, particularly through colleges. In addition, The SCQF project has been particularly successful in making links and engaging with staff in local authorities.

The Forum continues to engage with other Forums both informally and more formally through the Regional Co-ordination meetings. In addition there is continuing involvement in the development of Diverse Routes.

SFEU delivered a numbers of workshops on developing confident learners to cross sector groups of staff. In addition confidence building is being built into programmes. This includes LIFT OFF, most pre access programmes and SWAP and TAP programmes. Supporting information also seeks to build and develop confidence, Role on 2 Success and Inspired are good examples of this. Significant staff development is being delivered through the SCQF project. As a result of research into HN- degree transition, staff development was identified as a key area. This has resulted in a CPD unit being commissioned and developed by Dundee University that will assist staff across sectors understand better the challenges facing students making the transition from HN to degree level study.

Encouraging innovation is a key theme running through all the Forum activities and many examples can be seen in the summary of activities.

A meeting was held to explore opportunities to access additional external funding and this will be pursued during 2007/08. learndirect Scotland contributed towards the production costs of the Inspired booklet and has also been involved in its distribution through its network of learning centres.

## **5. Impact of activities**

During 2006/07, the investment in developing the Forum infrastructure has started to show results as can be seen in the numbers of target groups being reached. While the overall long term objective of the Forum is to work with others to improve participation rates in further and higher education, it is too early for the Forum to measure any significant impact of its activities, however progress towards reaching target groups and developing and using resources is evident. This is summarised on Page 9.

## **6. Changes to strategy which resulted from developments following implementation**

There have been no significant changes to strategy during 2006/07. However some new developments and changes to practices may have an impact on strategy in future.

During 2006/07 the Transitions Development Officer resigned and following consultation it was decided that the Pre Access Steering Group would become responsible for overseeing the development and delivery of pre access provision. Greater responsibility now lies with local partnerships and early indications are that there may be some difficulties in some areas although where Forum activity is embedded through existing strong partnerships, there is the potential for these groups to make valuable contributions to the Forum strategy.

LIFT OFF has recently introduced a pupil forum to provide feedback on activities and their recommendations are likely to result in changes to some LIFT OFF activities. They have identified more work with parents and earlier intervention as two areas that they would like to see developed. These will be considered by the LIFT OFF Management Group in 2007/08

## **7. Future planned developments**

During 2007 the Forums were asked to produce a five year strategy for the period 2008 – 2013 with an operational plan for 2008 – 2010. The following strategic objectives were approved at the Senior Managers' meeting in May 2007.

### **Strategic objectives 2008 - 2013**

- Continue to develop LIFT OFF and TRANSITIONS as the themes through which it will deliver its objectives
- Review projects 04-08 and integrate into continuing programmes of activities where appropriate
- Ensure that forum activities support and contribute to other local, regional and national strategies including Curriculum for Excellence, NEET and Community Regeneration plan
- Work with colleges and universities to ensure that Forum activities contribute to and effectively support transitions including through articulation routes.
- Promote the activities of the Forum and its contribution to widening participation
- Recognise and maximise the role of student volunteers in supporting activities, particularly in LIFT OFF
- Take advantage of strong partnerships that have been developed to pursue additional sources of funding
- Continue to work with SWAP-East to support access programmes and explore further ways of working together to support the TRANSITIONS theme
- Develop and implement a tracking system that will assist in measuring impact of Forum activities and support partners and the Funding Council in their annual reporting to stakeholders.

This does not represent any significant shift in strategy, rather it builds on the activities developed in the period 2004 – 2008 with targets and outcomes being developed to reflect the Learning for All Action Plan.

Further consultation followed approval of the strategy and a business plan was developed and presented to the Funding Council in July 2007. When the Forum has received formal notification of funding for 2008 – 2010, detailed business planning will be carried out.

#### **8. Priorities 2007/08**

Priorities in 2007/08 will be to ensure that the Forum structures and processes are in place to respond to the new remit and further develop coherent programmes of activity that will meet its strategic objectives beyond August 2008.

A series of events and workshops will be held during 2007/08 to evaluate the partnership and all activities that have been carried out in this funding period, ensure that best practice is integrated into new programmes as appropriate and disseminate the findings to the wider partnership.

**Executive Group members 2006/07:**

Chair Dr Iain Ovens (retired May 2007)  
Chair Professor James Calderhead (from May 2007)  
Ms Christina Potter  
Ms Cath Ferrie (from May 2007)  
Professor John Palfreyman (from May 2007)  
Mr Stephen Magee (resigned May 2007)  
Mr Peter Wright Chair LIFT OFF  
Mr Keith Mackle Transitions Chair (resigned May 2007)  
Ms Iverene Bromfield Transitions Chair ( from August 2007)

## Fife and Tayside Wider Access Forum – Statistics 2004 – 2007

Although it is too early in the Forum's life to show any significant trends in terms of the Forum achieving its long term objective of contributing towards improved participation rates in FE and HE level programmes and other education and training among Forum target groups, there is evidence that the Forum is having an impact in reaching target groups. Through the coherent programme of activities that is being developed in 2007/08, it should become possible to more clearly measure the Forum contribution to achievement of the overall objectives.

A report that shows how target groups are currently performing against local regional and national trends to date is attached as Appendix 2. It is intended that this will be expanded and updated each year and will form a significant measure of progress.

In addition, the Activities report (Appendix 1) and the statistics below show that the Forum is making significant progress in establishing activities and reaching increasing numbers within its target groups.

	04/05	05/06	06/07
<b>LIFT OFF – Working with young people and schools)</b>			
S3/S4 workshops	0	47 pupils from 10 schools	200 pupils from 13 schools
LIFT OFF 2 Success	0	57 pupils from 11 schools	55 pupils from 12 schools
Student volunteers	0	21	30
C4 Yourself (Working with young Travellers)	0	0	10
Awareness raising (teaching and Education staff)	0	0	30 plus 5 NQT
<b>Information and Guidance</b>			
Stepping Higher (booklet)	4000 to 19 schools	10000 to 49 schools	10000 to 49 schools
Role on 2 Success (DVD and pack)	0	0	5000 produced to be distributed in 2007/08
<b>WHAN</b>			
Introductory Workshops			3 schools participated
Medicine Information Session			45 pupils from 8 schools
Information sessions	0	0	300 pupils from 11 schools
<b>TRANSITIONS – Working with Adults</b>			
Pre Access	0	104 learners on 8 new courses	171 learners on 18 courses
<b>SWAP</b>			
Branded courses	15	20	27
Learners on Access courses	177	182	190
Learners Prep for HE courses	177	182	190
Tutor support events	0	16	16
Transitions Access Project (TAP)	0	0	134
SCQF	0	0	10 staff trained in developing

			courses
PDP	0	0	18 students, 1 member of staff involved in SQA Highers pilot 8 students, 1 member of staff, 2 volunteers involved in Volunteer Centre pilot
<b>Information and Guidance</b>			
Inspired	0	0	10000 booklets produced for
Top 10 Tips	0	0	4000 distributed to colleges
Diverse routes into higher education	0	720 packs distributed	1220 updated packs distributed
Moving on in Fife	0	0	2464 page hits Feb – Jul 07
Web site	0	0	visits from 1 June to 31 July Forum - 179 Transitions -203 LIFT OFF - 208

## Appendix 1

### Fife and Tayside Wider Access Forum Activities 2004 – 2008

#### LIFT OFF

ACTIVITY	START AND END DATES	TARGET GROUPS
<b>LIFT OFF to Success (LO2S)</b>	2006 – ongoing	Pupils in schools with low progression rates to further and higher education First in family to enter higher education Young people from areas of deprivation
<p><b>LIFT OFF to Success (LO2S) is a one week residential programme designed to give young people who are still at school the chance to find out more about college and university.</b></p> <p>The programme runs during the school holidays in August and works with selected pupils from 13 target schools who are moving from S3 to S4. During the week, the pupils visit many different partner colleges and universities and participate in a wide variety of subjects – many of which are not taught in school. Current undergraduate students attending partner institutions assist during the week.</p> <p>The role of the students is vital and multi-faceted – getting to know the pupils, ensuring everyone in their group is being looked after, getting people to the lectures on time and crucially acting as role models and answering questions about student life.</p> <p>LO2S can only accommodate relatively small numbers (65 per year) but those participating are encouraged when back in school to act as ambassadors for colleges and universities and the opportunities offered there.</p>		
<b>Student Tutoring</b>	Pre 2004 (carry forward from FWAP) Now integrated into mainstream activity in university – last funding 2006/07	School pupils
<p>The Student Tutoring scheme has been designed to raise awareness of university amongst school pupils by facilitating interaction between them and current university students. It typically involves volunteer students assisting teachers in primary or secondary schools for one morning or afternoon per week for approximately eight weeks (usually between December and April).</p> <p>The project not only benefits pupils by giving them the opportunity to find out about student life “from the horse’s mouth”, but also teachers and students.</p>		
<b>Fife Young Mothers</b>	Pre 2004 (carry forward from FWAP) No activity this year due to staff illness – future under review	Young mothers
<p>The Fife Young Mothers Initiative (FYMI) supports young women who have babies while still at school. The project encourages them to continue with their education at school and beyond by offering practical help and advice on how this can be managed while caring for a baby.</p>		
<b>C4 Yourself (Travellers project)</b>	2006 Ongoing	Travellers
<p>For a variety of mainly cultural reasons, that includes a view that the secondary school curriculum does not always fit well with the Traveller lifestyle, many young Travellers disengage with education after primary school. They are often unaware of the flexible learning opportunities that are available to them through colleges, or lack confidence of entering an unknown learning environment.</p> <p>This project aims to raise awareness of college and the wide variety of courses offered, and to make</p>		

<p>the participants comfortable with the college environment. Two sessions for groups of 5 – 10 young Travellers are run per year. They visit the college and engage in some hands-on sessions in different subject areas, as well as touring the college.</p> <p>Participants can access friendly and informal information and guidance with staff on hand to discuss available options and practical issues such as finance.</p>		
<b>Role onto Success</b>	2006 – 2007 Project complete	Available to all schools and pupils. Targeted resource in target schools
<p>Role on to Success features local students at partner colleges and universities, and recent graduates talking about their experiences of student life.</p> <p>Most of the people who appear in the film used to go to a LIFT OFF target school.</p>		
<b>Careers in Creative Industries</b>	Feb 06 July 07 No activity - Cancelled Feb 07	
<b>Information Literacy</b>	Feb 06 - July 07 Extended to July 08	Pupils in schools with low progression rates to further and higher education First in family to enter higher education Young people from areas of deprivation Staff development – teachers, librarians college and university staff
<p>Colleges and universities have identified that one of the greatest challenges facing new students is learning how to access information successfully.</p> <p>Not only are the libraries in tertiary education significantly more complex than those at secondary school, but colleges and universities now rely much more heavily on the virtual learning environment (VLE) for distribution of information such as class notes, essay titles, etc.</p> <p>The project attempts to bridge this gap by working in collaboration with universities and colleges, school library staff and classroom teachers to improve understanding across sectors and improve skills of pupils accessing, using and selecting information.</p>		
<b>Student Ambassadors</b>	Jan 06 - July 07	Pupils in schools with low progression rates to further and higher education First in family to enter higher education Young people from areas of deprivation
<p>This project has assisted Dundee College in creating a Student Ambassadors framework. All Ambassadors have gone through an application process, completed Disclosure Scotland forms and are provided with job descriptions. The students were provided with training including workshops and on-line assessments using the VLE blackboard.</p> <p>Student Ambassadors have assisted the college in a variety of events including:</p> <ul style="list-style-type: none"> <li>• Dundee University Go Young People Dundee event</li> <li>• Schools and Careers fairs</li> <li>• School visit days</li> <li>• A college enrolment and information session</li> <li>• International conference</li> <li>• Student tours</li> </ul>		
<b>Stepping Higher</b>	Pre 2004 (carry forward from FWAP) - ongoing	Pupils Students on HN and other college courses
<p>The Stepping Higher Booklet is designed to help school pupils and college students find out more about progression routes currently available through local colleges to universities in the partnership.</p>		

<b>Your Future, Your Choice</b>	Feb 06 - July 08 Cancelled Feb 07.	Available to all pupils in all schools
<p>This project aimed to provide leaflets for use by schools highlighting routes to college and university. 8000 leaflets were produced in 2007. The dissemination of the leaflets has been integrated into the work of the LIFT OFF team.</p>		
<b>Surviving Standard grade</b>	June 05 – due to complete in 2006 but extended until final materials are produced – expected late 2007.	Parents Teachers Pupils in schools with low progression rates to further and higher education First in family to enter higher education
<p>Surviving Standard Grades, A Parents Guide to Sanity" is a piece of Forum Theatre designed to raise awareness in parents of some of the issues that face young people studying for exams. A director worked with groups of parents and young people to identify key issues, and then worked with actors to design and perform the piece.</p> <p>The actors perform scenes of common conflict, such as parental pressure, an overcrowded, noisy house and miscommunication. As this is Forum Theatre, the audience are given the opportunity to speak to members of the cast in character at the end of each scene to try and help them resolve the issue. The use of humour has made this very popular with both parents and young people. A DVD is being developed, along with a support pack, which will be distributed to all secondary schools in Fife and Tayside.</p>		
<b>Am I bothered?</b>	June 05 – July 2007	Pupils in schools with low progression rates to further and higher education First in family to enter higher education Teachers
<p>This powerful drama project encourages secondary school pupils to explore and challenge their attitudes towards learning and achievement at school, while promoting awareness of the learning opportunities that are available post-school.</p> <p>During their time working on the project, pupils develop key skills such as team work, leadership and self-reflection. The six-month project culminates in a performance.</p> <p>Angus Council are currently developing a support pack, which outlines how the project can be managed within schools. This will be available from the resources page on the website soon.</p>		
<b>Choosing Science</b>	Jan 06 – Dec 06 extended to Jul 07 Report complete and will inform future Forum work in science	
<p>Recruitment to the areas of science and technology is declining in some colleges and universities. Rather than focus on the negative reasons for this (e.g. disengagement of individuals) this piece of research aims to identify what factors actually influence young people to further pursue these subjects.</p> <p>The research used questionnaires to work with young people studying sciences at school, college and university. The results of the research will help to inform the design of new initiatives to encourage uptake to science subjects by individuals from non-traditional backgrounds.</p>		
<b>WHAN Tayside and Fife</b>	Aug 06 – July 08	Pupils in schools with low progression rates to further and higher education First in family to enter higher education
<p>Working in Health Access Network (WHAN) is a national project set up to raise awareness of healthcare as a career and to encourage participation in further and higher education and in particular with individuals who have ability but for various reasons might not have considered this a possibility.</p> <p>WHAN continues the successful work of a previous project WHAP (Widening Access to Health and</p>		

Allied Professions) and will continue to work with secondary schools across Fife and Tayside and also with adult learners and community groups.

**Underachieving boys**

Aug 06 – July 07

Underachieving boys  
Parents

Research complete

This research will develop a model for a schools-parents programme that is likely to make a positive contribution to efforts to reduce the number of male school-leavers in Fife progressing to NEET (Not in Education Employment or Training) status.

The key areas of research have been

1. local and national policy and key agencies involved
2. scoping exercise of the NEET issue in Fife
3. qualitative data collection and
4. action research.

## TRANSITIONS

ACTIVITY	START AND END DATES	TARGET GROUPS
<b>Diverse Routes</b>	July 05 - July 08	Black and ethnic minority groups including refugees, asylum seekers and migrant workers
<p><b>Diverse Routes into Higher Education</b> - <a href="http://www.diverseroutes.co.uk">www.diverseroutes.co.uk</a>, is a national project funded by the four Scottish Forums and is led by The Open University in Scotland. It aims to provide a coherent source of information and support to encourage new and settled migrants, and black and minority ethnic groups including refugees and asylum seekers, to explore the benefits of higher education.</p> <p>The website contains general information about accessing higher education, including financial support, credit transfer and recognition of prior learning, professional development and English language courses. There is also local information about access and English language courses, as well as local contacts for further advice and support.</p>		
<b>SWAP-East including Project work</b>	July 05 – July 07 extended to July 08	Adult returners particularly those in regeneration areas
<p>SWAP-East is a partnership of colleges and universities in the east of Scotland. Its role is to promote Access to Higher Education Programmes developed in partnership with colleges and universities to prepare adults with few or no formal qualifications for entry to higher education. SWAP also provides free independent advice and guidance to adults who are thinking of returning to study and information about all SWAP Programmes. Since 2004, SWAP – East has been core funded by the Forum and since 2005 has been fully integrated into the Transitions theme of the Forum.</p> <p>Since 2005, the Forum has supported a Development Officer in Fife and Tayside whose role has been to re-engage colleges and universities with SWAP, increase the number of SWAP branded courses and support a range of activities that support transition from non advanced to higher education.</p>		
<b>SCQF and PDP</b>	June 06 – Oct 08	Community learners (including adults in regeneration areas) CLD and other staff working in communities Students on HN and access courses Staff in HEIs and colleges
<p><b>SCQF</b> The project will help raise awareness of the SCQF for practitioners and adult learners in a community setting. Several pilot groups are currently developing processes to apply the SCQF in a formal way, by credit rating and levelling locally devised community based learning programmes.</p> <p>Other groups are exploring how to use the SCQF levelling in an informal way to support adult learners to recognise where they are on the qualifications framework and encourage progression to College or Higher Education.</p> <p><b>PDP – Personal Development Planning</b> - this project uses the <i>University of Dundee's MyPDP on-line facility</i> as a means of supporting engagement with adult learners in the community.</p> <p>CLD workers, Training Services and the Voluntary Sector are currently piloting the use of on-line PDP for groups of adult learners in a variety of settings.</p> <p>The content and process of Personal Development Planning can stimulate discussion and debate during group sessions on learning styles, can support literacy and IT skills development, and is a</p>		

valuable and transferable e-portfolio providing a current and relevant CV for the learner and a tool to support progression into employability and further learning.

<b>Transitions Access Project</b>	Apr 06 – July 08 Phase 2 (shadowing) has been separated from the project and individual institutions have taken responsibility for this part of the project.	Students on HN and access courses
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**The TAP project** was planned to have two phases:

**Phase 1** is open to all College access students in the Fife and Tayside area. It comprises four half-day sessions over two days, held in the University of St Andrews, the University of Dundee and the University of Abertay. Participants take part in generic information sessions covering topics such as finance, time management and planning, how to write personal statements and explore what support is available through student services. Staff from each of the three local universities deliver these sessions jointly. In addition participants experience three workshop/lecture sessions, which are tailored to make their consideration of progression from college to university smoother and more informed.

**Phase 2** was planned to be staged in the second university semester, and offers a limited number of participants from the first phase of the TAP project the opportunity to shadow an undergraduate currently matriculated at one of the three local Universities.

<b>Young People Leaving Care</b>	Aug 06 – Jul 08	Care leavers Parents, teachers, careers staff, care support staff and other influencers
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The Aftercare Project seeks to improve the guidance and support provided to young people leaving residential and foster care, to improve their chances of progressing from school to college and university.

The project focus is on developing cross sectoral links and providing staff development opportunities to provide better, more coherent support to young people and also improve guidance available to care leavers and those supporting them.

<b>Pre Access</b>	June 05 - ongoing	Adults living in regeneration areas Those excluded by rurality Other minority groups
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The Pre Access project brings together partners in each local authority area to develop and deliver access courses that offer progression from initial learning into further and higher education. Provision is driven by the needs of the community and a learner centred approach is taken to course design and delivery.

<b>Inspired</b>	Jul 06 – May 07 – project complete	Adults living in community regeneration areas Staff working with community learners
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Inspired is a booklet that tells the stories of a wide variety of learners from different backgrounds who have one thing in common - they have been inspired by learning and are willing to share their experiences to encourage others to participate in learning. Inspired was developed from a previous Forum project, Dreamcatcher.

<b>Guidance Plus</b>	Jan 06 - July 07 Extended December 07	Students on non advanced and access courses
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Guidance Plus aims to enhance the number of successful applications to higher education programmes at colleges and other institutions by building clear links with appropriate courses and by offering enhanced opportunities for students to engage with and visit the institutions linked to their

course of study. This includes peer mentoring by students on higher level courses, enhanced career guidance activities for individuals and groups who are currently under-represented on HE courses and detailed tracking of student destinations.

Additional guidance is targeted at younger students who have joined non-advanced programmes of study directly from school and who, with extra encouragement, advice and information, could progress to higher education.

This project aims to target those students who can aspire to higher education and to support them in making transition from non-advanced education to the course of their choice.

<b>Moving on in Fife</b>	Feb 06 – Feb 07	Adults living in regeneration areas Staff working with community learners
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**MovingOnInFife** is a web based guidance tool that can help learners to set goals and make informed choices about progression. It does this by managing possible routes from introductory courses delivered in the community to college and university based programmes relating to vocational areas such as Care, Hospitality & Tourism and Customer Services, all of which reflect key growth sectors in the Fife community and elsewhere. In addition, the website provides illustrative examples of employment opportunities in these sectors and information on local recruitment practices.

**MovingOnInFife** has links to Fife Direct, Careers Scotland and other key websites and can be used as an information resource which can be self-navigated or as a tool which supported by a Guidance Adviser can assist the review and development of Individual Learning Plans.

<b>Student Mentoring</b>	Apr 06 – Jul 08	Students on HN and access courses
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A model of student mentoring is being developed in Dundee College that aims to provide effective and responsive peer support for vulnerable students aiding their retention, success and transition to higher education.

The programme provides student mentors with an opportunity to develop their employability and citizenship skills and will also provide a model of good practice that can be replicated in other colleges.

<b>FE/HE research (Abertay University) FE/HE Scoping Exercise (Dundee University)</b>	June 05 – Apr 06 March 06 – June 06 Both completed	Students on HN and access courses
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Two small pieces of research were carried out looking at the interface between HN and degree level study to identify barriers to progression. This work identified staff development as a crucial issue and helped inform the development of the bridging project. As a result of the findings, a CPD unit was commissioned and developed by Dundee University that will help staff across sectors understand better the challenges facing students making the transition from HN to degree level study

## Appendix 2

### Fife and Tayside Wider Access Forum

#### ENVIRONMENTAL ANALYSIS, TRENDS, DATA and PROGRESS

This report is presented in three sections, Background to the Region, LIFT OFF and Transitions and contains reports and information drawn from local, regional and national data.

#### SECTION 1

##### Background to region

Fife and Tayside has a population of 764,480, representing 15% of Scotland's population. The region is heterogeneous in nature, ranging from some of the most densely populated areas of Scotland, Dundee with 2376 people per sq kilometre (second only to Glasgow City) to Perth and Kinross which with 26 people per sq kilometre ranks amongst the lowest densities of population.

Significantly some of Scotland's most deprived communities lie within the region but it also includes some of the more economically prosperous areas of the country. However this can bring additional challenges as within these areas there are pockets of deprivation that can easily be overlooked in the overall picture.

Fife and Tayside has 29% of its schools in the lowest quintile for progression into HE. These schools account for 26% of the pupils covered by this area. This is the highest in Scotland. Translated into numbers of leavers, in Scotland, 8581 pupils (i.e 16% of total leavers) attend the 68 schools in the lowest quintile. In Fife and Tayside 2227 leavers fall into this category which at 26% of the Fife and Tayside leavers is 10% above the Scottish average and is the highest in Scotland. (figures taken from Learning for All – Measures of Success 2006)

Both Dundee and Fife have above Scottish average numbers of young people who are NEET (Not in Education, Employment or Training).

Dundee City has been identified as one of seven hotspots authorities where the NEET group is a particularly pressing problem and in which the Scottish Executive wishes to see a serious and rapid decrease in NEET numbers.

The Scottish Index of Multiple Deprivation measures levels of deprivation. The following statistics are taken from the 2006 report:

Fife has seen a relatively large increase in its share of data zones in the 15% most deprived areas in Scotland between the SIMD 2004 and SIMD 2006.

Dundee City and Fife with 5% each have a considerable share of Scotland's 15% most deprived data zones with only North Lanarkshire(9%), City of Edinburgh (7%) and South Lanarkshire (6%) exceeding them.

Dundee City (30%) has the 3<sup>rd</sup> largest local share of the 15% most deprived in SIMD 2006 exceeded only by Glasgow City (48%) and Inverclyde (38%).

The local authority area with the largest increase in the number of data zones in the most deprived areas is Fife (13%). Perth and Kinross with 6% has also shown a considerable increase.

Unemployment in Fife and Dundee is above the national average and in addition, the %age of working age population in employment in Dundee is significantly below the Scottish average at 72.1% compared to the Scottish average of 75.7%.

In summary, the region is one that, in addition to having significant levels of poverty and urban deprivation, presents challenges associated with other barriers to access, including rurality and remoteness from centres of learning.

## **SECTION 2**

### **LIFT OFF - Young people and schools**

**Aims:** To bring together Forum partners to develop a collaborative programme of activities that will:

1. create a continuum of activity for young people in schools that will raise awareness of, and aspiration to, post-school opportunities
2. highlight help and advice that is available to young people.
3. contribute to raising attainment
4. deliver a flexible, innovative programme that will be looked upon as a model of good practice.

### **Development of strategy 2004 - 2007**

In 2004, the Forum commissioned Critical Thinking to produce a report to consider the issues surrounding disengagement and suggest some areas for action. The report also provided information on participation and attainment rates and this update brings that information up to date and identifies how the issues raised within the 2004 report are being addressed.

In 2004, the Critical Thinking report summarised the key issues for the region as follows:

- Staying on rates are close to the Scottish average but trends are slightly downward in three of the four Fife and Tayside areas
- Attainment levels are slightly lower than the Scottish average for the Fife and Tayside region as a whole
- The Fife and Tayside region as a whole mirrors the Scottish average for leavers entering training
- Fewer go into employment than the Scottish average, but Perth and Kinross sends above average numbers into employment and the regional percentage increased between 2003 and 2004
- A higher proportion than the Scottish average are in the other known category
- All four Fife and Tayside areas have distinguishing characteristics with Dundee City at one extreme and Perth and Kinross at the other
- Dundee City suffers from high levels of social deprivation and is significantly different from the other three areas in terms of tending to perform below the national average in both staying-on and attainment rates. Alone of the four areas Dundee City sends a higher proportion of school leavers to further education than to higher education
- Perth and Kinross is alone in the region in performing above the national average in both staying on rates and at all three levels of attainment
- Dundee City, Fife and Angus all send above the Scottish average to further education (Perth and Kinross is below average) and the trend is upwards for all except Dundee between 2003 and 2004
- Perth and Kinross and Angus send above average numbers to higher education (Dundee City and Fife send below average numbers to higher education) but the trend is downwards for all except Dundee between 2003 and 2004

### **Issues raised in the report for discussion**

The report suggested that given the significant differences in the region, consideration should be given to applying area specific initiatives as well as general ones. The report also suggested that strategies to form and raise aspiration, to encourage continuing learning within

employment and the role of colleges as a route to higher education should be considered when developing programmes of activities. It also stressed the importance of parents as key influencers and the need for their awareness and understanding of post school learning, particularly its financial implications to be addressed.

### **Development of LIFT OFF**

Since the Critical Thinking report was produced in December 2004, the LIFT OFF programme has been developed and introduced to schools. The detailed programme was developed in consultation with partners from further and higher education and the four local authorities across the region.

### **Coherence of region**

Following discussions with local authorities, it became clear that despite the differences across the region, schools with low progression rates shared a number of characteristics and these were principally about lower expectations and lack of awareness and family experience of post school learning.

The allocation of schools to the programme from each authority was based on a recognition that two areas, Fife and Dundee had significant numbers of schools with below average progression and also have higher levels of deprivation. However, within the higher performing and less deprived areas of Angus and Perth and Kinross, there are areas and schools that have similar characteristics.

Allocating resources in this manner has allowed the Forum to develop a coherent programme of activities across the region that works with schools that show similar characteristics and challenges.

### **Forming and raising aspiration**

The primary purpose of the LIFT OFF programme is to raise awareness of and aspiration to post school learning opportunities and through close consultation and liaison with schools and authorities this should over time also contribute to education strategies on raising attainment.

### **Recognition of college as route to higher education**

LIFT OFF recognises the importance of all routes to higher education and has developed its programme to fully include both colleges and universities and makes no distinction between them. This approach has ensured that all partners are engaged in the process and also that young people have the information and experience to make more informed choices about their future options.

### **Timing of intervention**

As a result of consultation with partners and schools it was agreed that the main intervention should begin in S3 and this is where the major part of LIFT OFF work begins. Two years on, LIFT OFF 2 Success is becoming well established as an intervention at S3/S4. Activities have been developed linked to this and over time, and resources permitting, it is intended that the programme will run from primary school through to S6.

### **Working with parents**

The importance of the role of parents has been recognised in the planning of the LIFT OFF programme and a parental session that focuses mainly on finance has been built into LIFT OFF 2 Success. In addition a project that seeks to increase understanding of school qualifications (standard grade particularly) and the issues young people and parents face is being developed.

### **Target Schools**

LIFT OFF works with 13 target schools across the region.

These were identified in 2005 following guidance from SFC and the then Scottish Executive that encouraged Forums to work with schools in the lowest quartile of progression to higher education.

It was decided that the Forum would work with 13 schools and taking into account a number of factors including levels of deprivation and school performance it was decided that these would be allocated across the region as follows: Dundee 5, Fife 5, Angus 2, Perth and Kinross 1.

The individual schools were selected by the local authority taking account of the guidance from the Forum and other local authority priorities.

The remainder of this report provides an update on participation in education and learning and also shows the position of the target schools relative to others in the area. However it should be noted that, given the relatively small numbers of schools in each area (particularly Angus [2] and Perth and Kinross [1]) small variations can have a significant impact on the figures for a particular year.

It is intended that the data in tables will provide useful background information on trends in participation and attainment that will assist the Management and Executive Groups in planning and prioritising activities. These will be used alongside qualitative measures and other management information to assess the impact of the LIFT OFF programme.

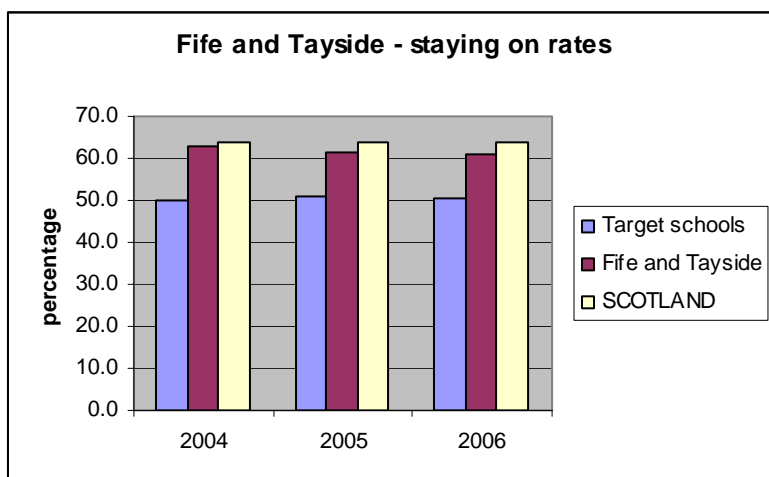
## Participation in Education and Learning – update 2004 – 2006

(All data in Tables 1 - 7 in this report has been drawn from Parentzone – [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk) )

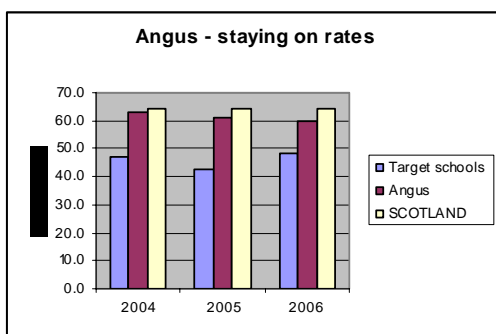
**Table 1 – Staying on rates**

Staying on rates have remained fairly static in Scotland from 2004 – 2006 and this is reflected in the figures for Fife and Tayside. As would be expected, the staying on rates for target schools are significantly below those for the local authority and region as a whole.

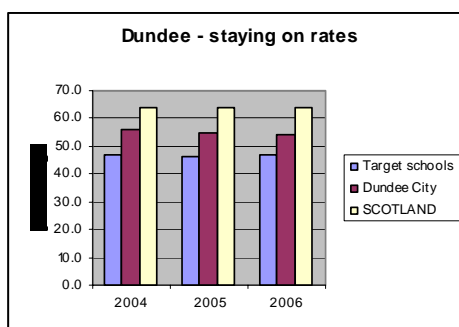
**Table 1**



**Table 1a**



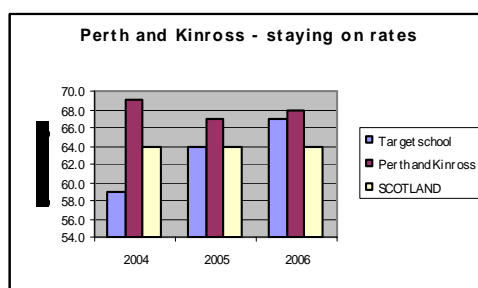
**Table 1b**



**Table 1c**



**Table 1d**

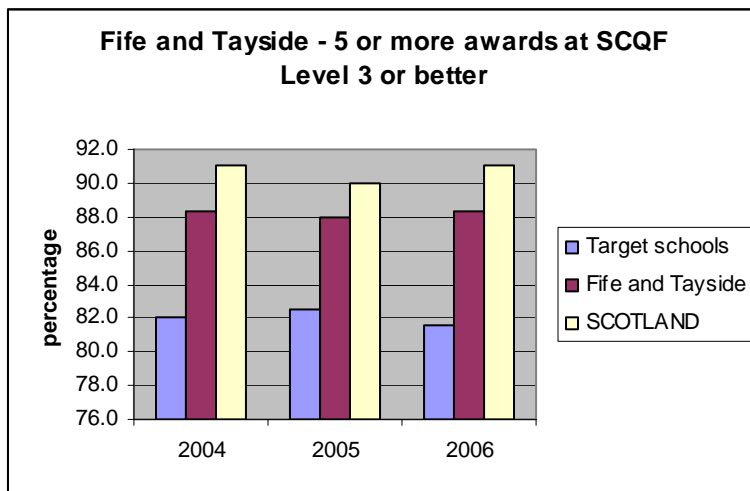


Staying on rates are calculated as the estimated January roll in S5 divided by the previous year's S4 roll as at September.

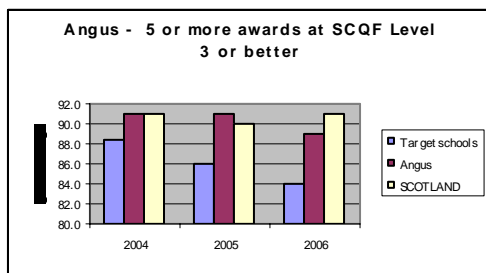
**Table 2 – Attainment at S4 – Nos. of young people gaining 5 or more awards at SCQF Level 3 or better**

Attainment levels remain below the Scottish average for the region as a whole, however there are variations within the region. Dundee City schools remain consistently below the Scottish average from 2004 to 2006 while Fife has been at the Scottish average over the 3 years. Angus was above the average in 2005 but has shown a decline in 2006 while Perth and Kinross has dropped below the Scottish average in 2006. It is noticeable that the LIFT OFF target school in this area outperformed both the Perth and Kinross and Scottish averages. Target schools overall have shown a slight decline in attainment rates, particularly noticeable in target school results in Fife and Angus.

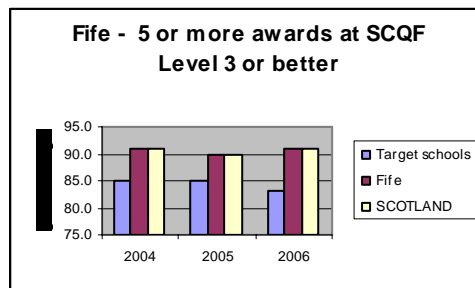
**Table 2**



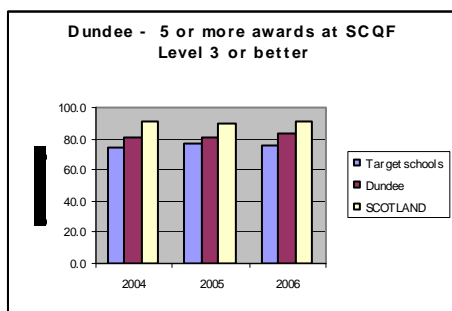
**Table 2a**



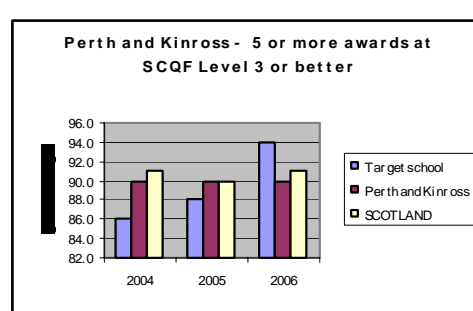
**Table 2b**



**Table 2c**



**Table 2d**

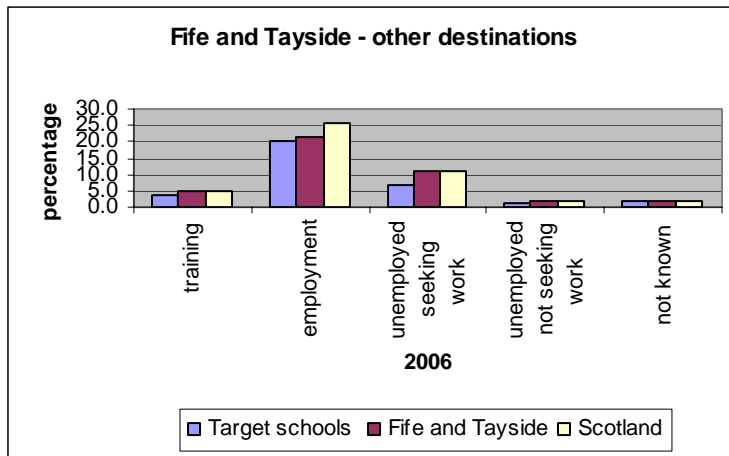


Percentage of the S4 year group achieving five or more awards at [SCQF Level 3](#) (Standard Grade Foundation level or equivalent) or better

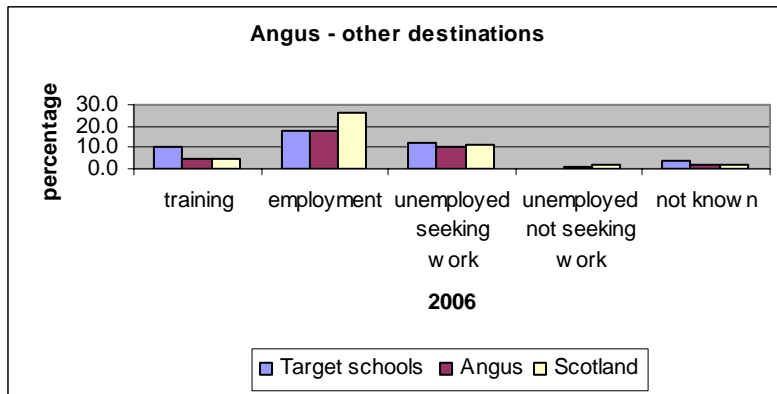
**Table 3 – Other destinations**

These figures were not gathered in 2005 but they can be compared with the 2004 figures in the Critical Thinking report. There has been little change from the 2004 position with Fife and Tayside as a whole mirroring the Scottish average for training and not known categories. In 2004 less went to employment than the Scottish average and this trend continues, as does the trend for high numbers to enter employment from Perth and Kinross. Since 2004, the ‘other known’ category has been split into ‘unemployed – seeking work’ and ‘unemployed – not seeking work’. While these show that Fife and Tayside again mirrors the Scottish average, we know that there are omissions from the figures, particularly in Dundee, and this will have affected the figures making any meaningful analysis difficult.

**Table 3**



**Table 3a**



**Table 3b**

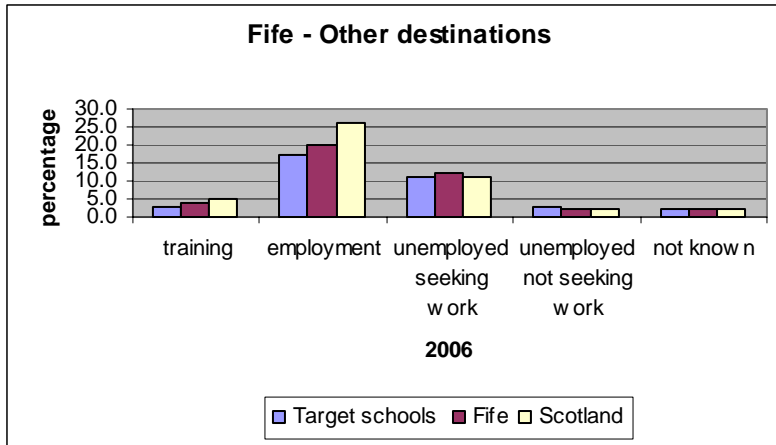


Table 3c

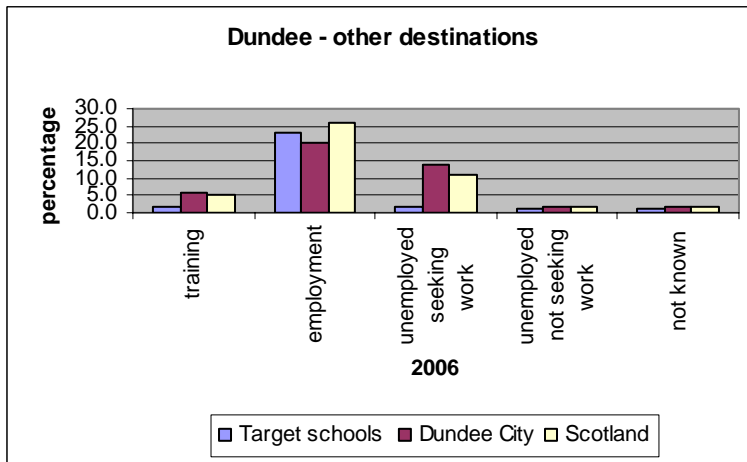
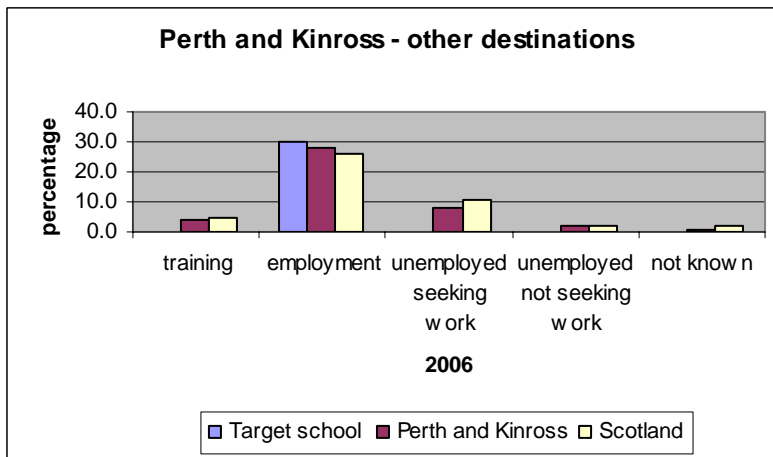


Table 3d



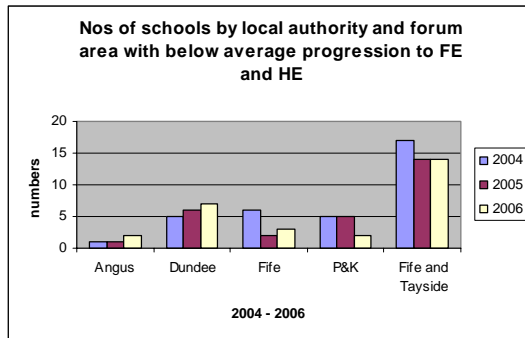
**Tables 4 – 6 Progression to further and higher education**

Tables 4a and 4b show the numbers and percentages of schools with below average progression rates to further and higher education.

In 2004, there was a slight reduction in the number of schools with below average progression in the region overall but this has levelled out in 2005 and 2006. In particular, Fife and Perth and Kinross increased levels of progression; this has been sustained in Perth and

Kinross but Fife has seen their levels of progression decrease in 2006. Both Dundee and Angus have drops in levels of progression between 2004 and 2006.

**Table 4a**



**Table 4b**

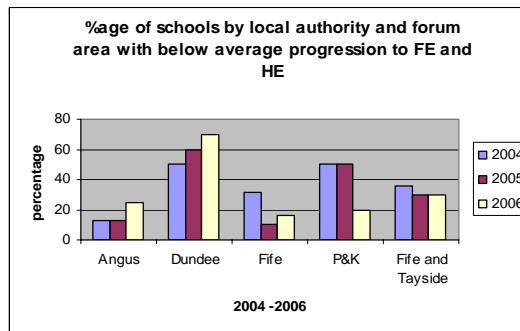
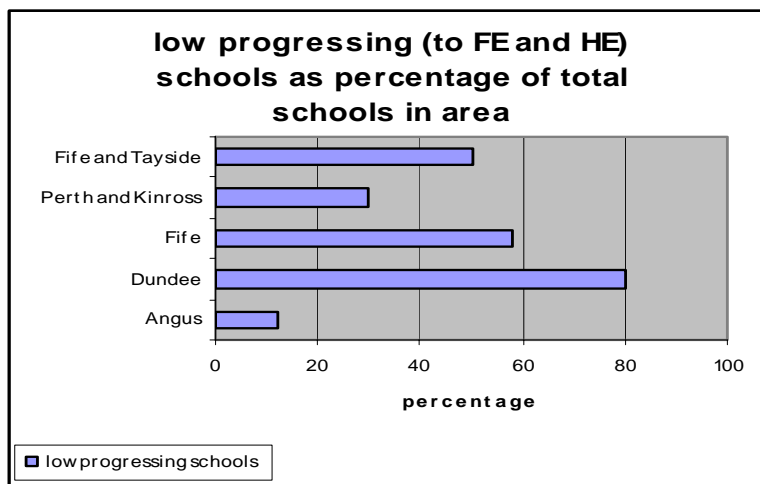
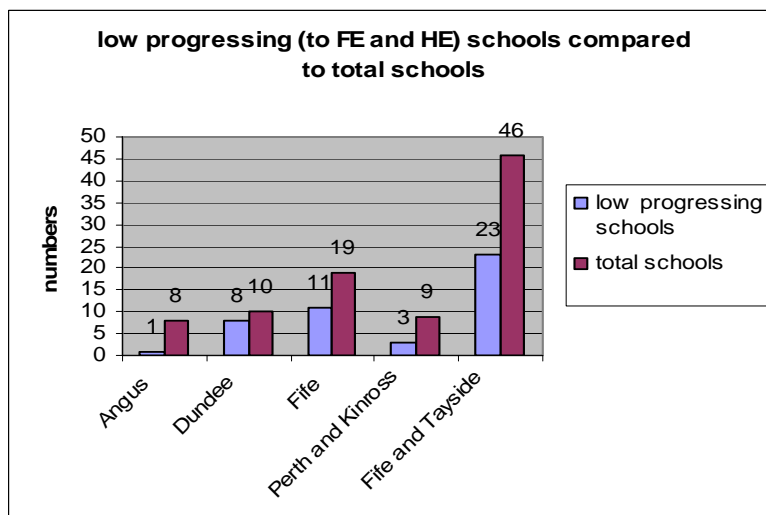


Table 4c shows schools with below average progression to FE and HE as a percentage of total schools in the local authority area and Table 4d shows this as the number of schools. Overall 50% of schools in Fife and Tayside have below average progression rates. Dundee has the highest percentage (80%) representing 8 of its 10 schools and Fife has the highest number with 11 of its 19 schools with below average progression to further and higher education.

**Table 4c**



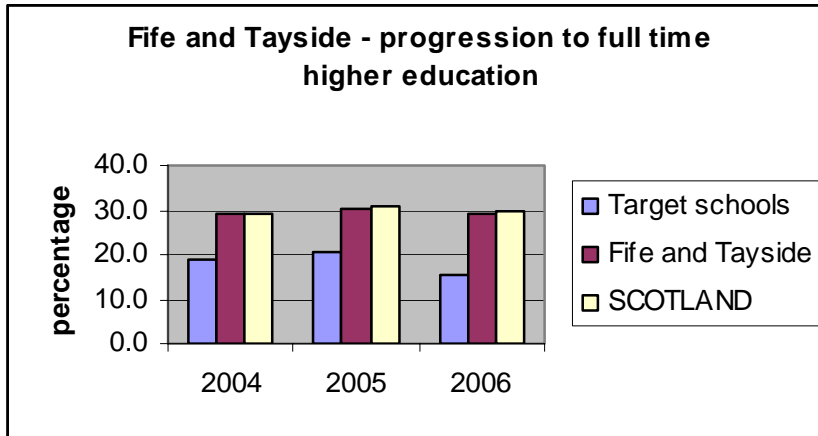
**Table 4d**



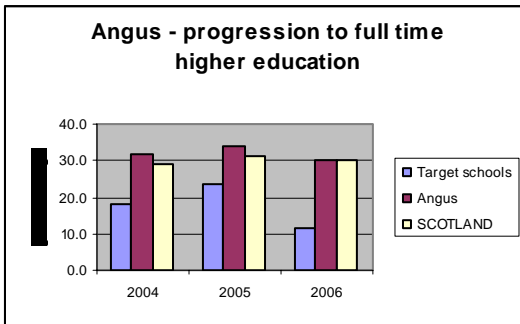
**Table 5 – progression to full time higher education**

Fife and Tayside has been broadly in line with the Scottish average to higher education from 2004 – 2006. As expected the target schools fall significantly below this. Target schools in all 4 areas have seen a drop in the numbers progressing to higher education, most noticeable in Angus and Fife.

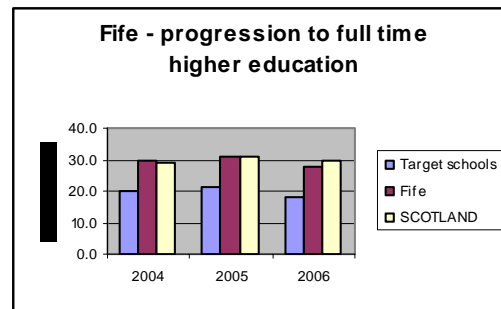
**Table 5**



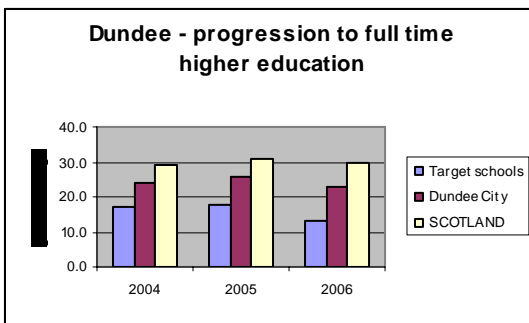
**Table 5a**



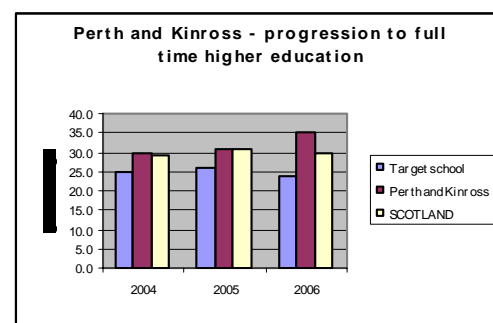
**Table 5b**



**Table 5c**

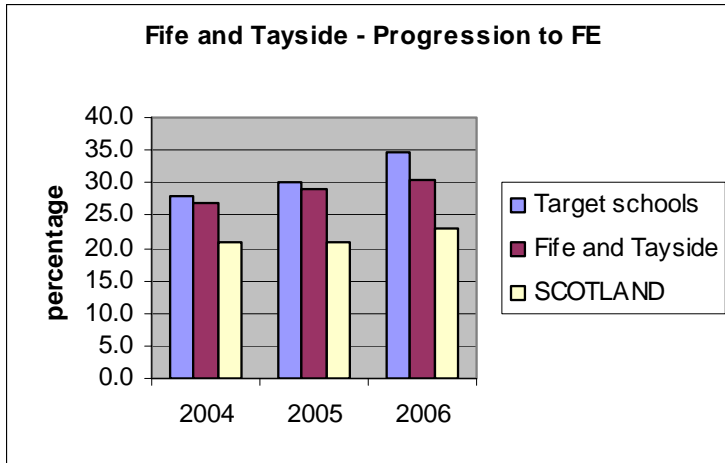


**Table 5d**

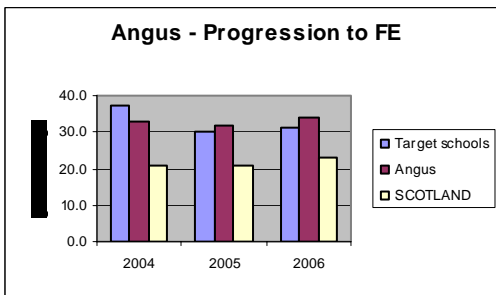


**Table 6**

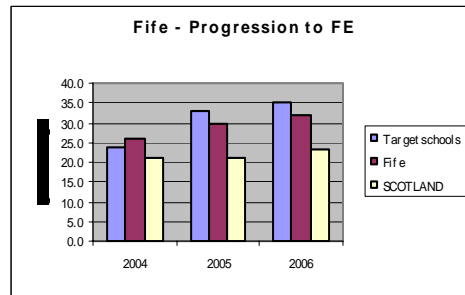
Fife and Tayside continues to send above average numbers to full time further education and this trend has been upwards from 2004 to 2006 for both the target schools and the area as a whole.



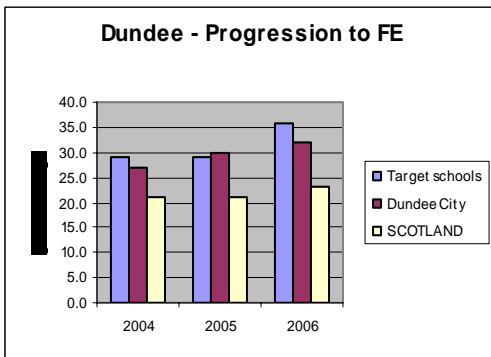
**Table 6a**



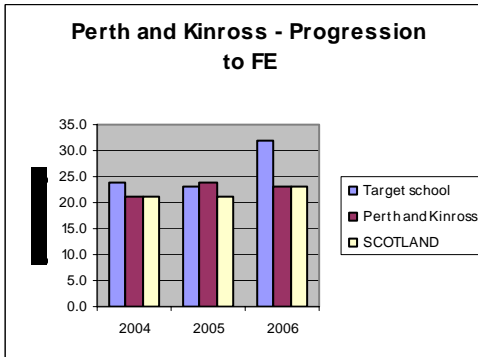
**Table 6b**



**Table 6c**



**Table 6d**

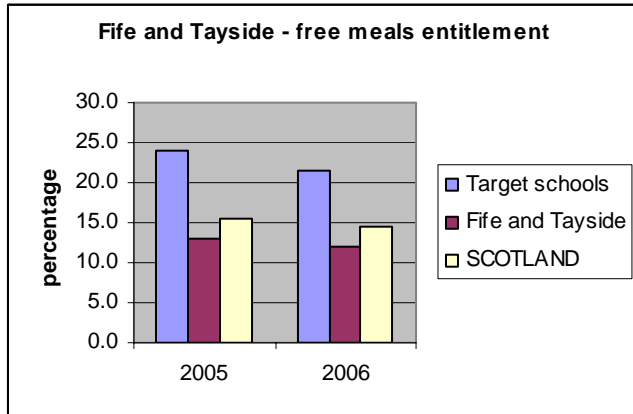


**Table 7**

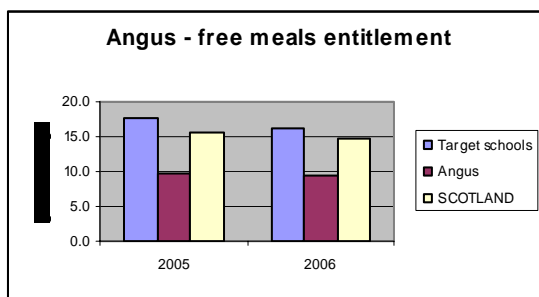
Entitlement to free school meals is one of a number of indicators used to identify deprivation in a school catchment area.

Fife and Tayside as a whole is slightly below the Scottish figure. However, Dundee City is significantly above the Scottish figure and is the fourth highest in Scotland. While the figures in Angus, Fife and Perth and Kinross have remained fairly static in the past two years the Dundee figure has fallen. In all areas, with the exception of Perth and Kinross, the figures for the target schools are significantly higher than the authority figure, as would be expected. However all have shown a decrease in 2006 with this being most noticeable in Fife and Dundee.

**Table 7**



**Table 7a**



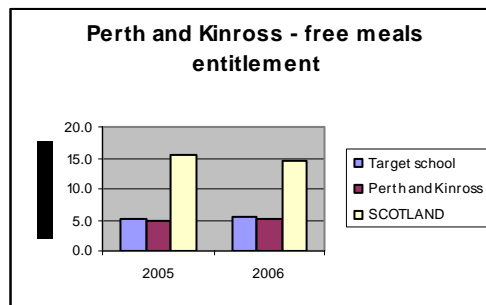
**Table 7b**



**Table 7c**



**Table 7d**



### SECTION 3 TRANSITIONS

#### Aim:

To bring together Forum partners to develop a collaborative programme of post 16 activities that will:

- Identify and fill gaps in provision to assist progression into and between colleges and universities
- Provide information and guidance that will raise awareness of, and aspiration to, lifelong learning opportunities
- Assist and support institutional widening participation and retention strategies
- Share good practice across the region and beyond

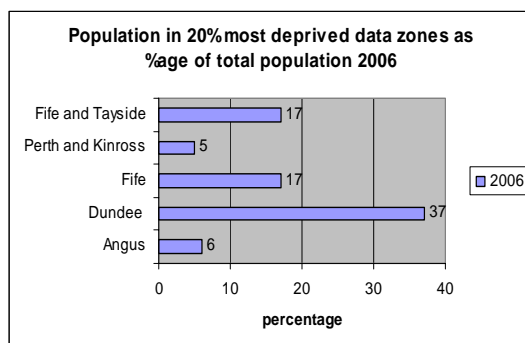
The overall objective of the TRANSITIONS programme is to support adults at transition points in their learning journeys that will ultimately lead to greater participation in further and higher education, particularly for adults from deprived communities.

#### Table 8 - Levels of deprivation

Table 8a show the percentage of the population who live in the 20% most deprived data zones (SIMD5). This shows that Dundee City with 37% of its population in this quintile has significantly higher levels of overall deprivation that the other three areas. However, Table 8b presents this in numbers and it can be seen that Dundee and Fife have similar numbers of people in this quintile and also that the numbers in Dundee are declining while they are rising in Fife. Both Perth and Kinross and Angus have also seen rises in the numbers of people in SIMD 5.

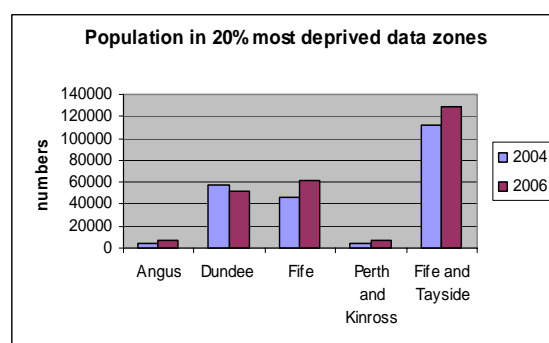
Tables 8c shows the numbers of datazones in the lowest 20% and Table 8d shows the number of datazones in the lowest 20% as a percentage of all datazones in the area. This shows that between 2004 and 2006, levels of deprivation have increased in all areas except Dundee although it also shows that in percentage terms, Dundee still has significantly higher levels of deprivation than the other areas. Overall levels of deprivation have increased slightly in Fife and Tayside between 2004 and 2006.

**Table 8a**

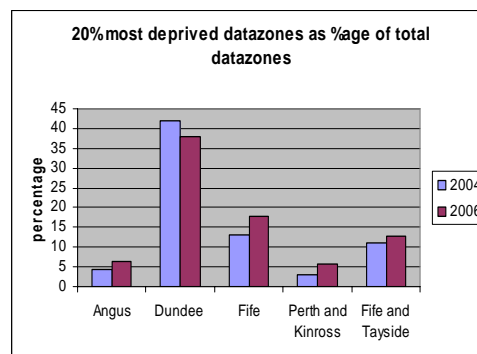
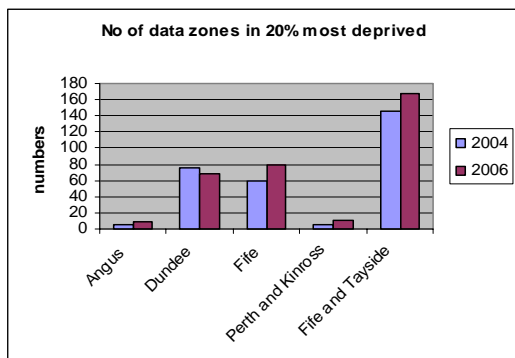


**Table 8c**

**Table 8b**



**Table 8d**

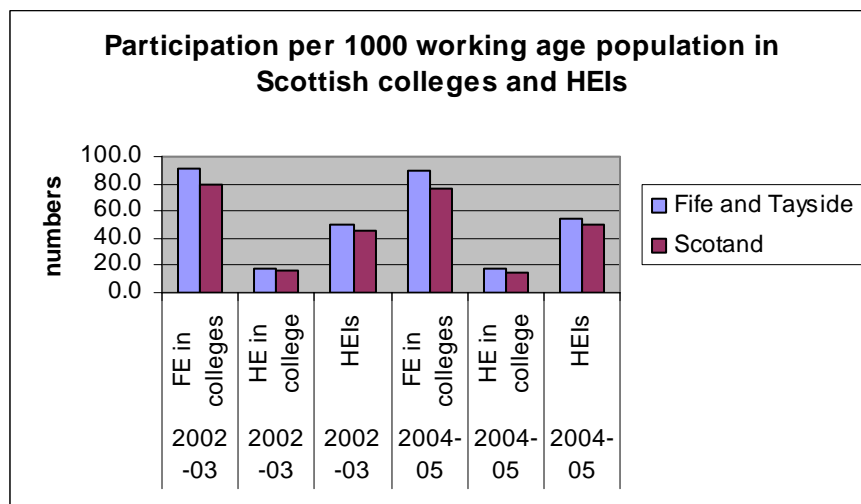


(Source – SIMD report 2006)

### Adult participation in learning

Table 9 measures the participation in learning of working age population in Scottish colleges and HEIs. This shows that participation at all levels is slightly above the Scottish average (although it is only marginally above average for HE in colleges) in 2002 -03 and in 2004-05 and also that levels of participation have remained relatively static over that period.

Table 9



(extracted from data in LfAll Measures of success 2006)

The Forum strategy is to develop and support provision that will engage with learners at critical transition points. The information in this report provides some background to the Forum area that will assist the Executive and Transitions Group in making decisions about how and where resources should be allocated.

Over time, more information on local participation will be added to this report. This will include more detailed information on participation in local colleges and progression from colleges to universities through articulation routes. We are currently working with partners and SFC to include this information in future updates.

The Forum has funded activities that seek to increase participation by those who live in the 20% most deprived communities or those that face other barriers to access.

The following information is drawn from statistical reports from the two main Forum funded activities that engage with community learners to provide opportunities for progression to further and higher education. These are:

- Pre Access programmes that develop and deliver collaborative provision to engage community learners in courses that offer progression to further and higher education and
- A range of provision delivered by SWAP that provides and supports routes to higher education for learners who lack the normal entry requirements.

It should be noted that the information used below focuses on participation and reaching deprived communities. There are further statistics available relating to gender, employment status, ethnicity etc that have not been included in this report.

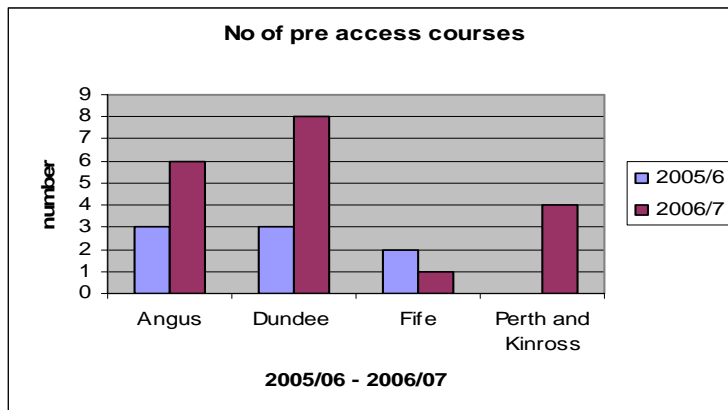
### Pre Access Provision

Pre Access provision has been developed across the region to increase supported transition and progression routes between community learning and further and higher education. Partnerships have been identified in each area to lead this activity and pre access activity has been delivered since 2005.

Table 10 shows the number of courses developed and delivered in 05/06 and 06/07. In some areas, particularly Angus and Dundee, partnerships were able to respond more quickly to this initiative. In 06/07 Perth and Kinross has been able to start delivering. Discussions are continuing in Fife to identify suitable progression routes for development and it is expected that there will be an increase in this area in 2007/08.

The data used for the following tables has been taken from statistics collected from pre access courses. In some cases, course information has been incomplete – where this known, it has been highlighted.

**Table 10**



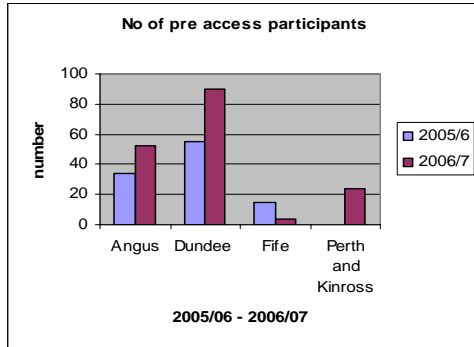
In this funding period, targets groups have been identified as:

- Deprived communities in lowest 20% SIMD
- Long term unemployed (>6 months)
- Ethnic minorities
- Migrant workers
- Care leavers
- NEET
- Communities suffering rural deprivation.

The level of allocation to each area has not been linked to levels of deprivation, however in the next funding period, it is expected that this will be considered in allocation of funding.

Table 10a shows the number of pre access participants enrolled on courses by area. Table 10b shows the percentage of those from communities in the lowest 20% SIMD.

**Table 10a**



**Table 10b**

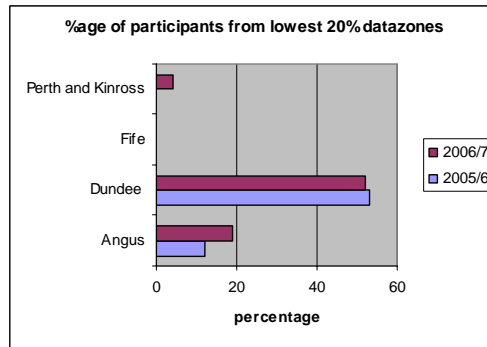


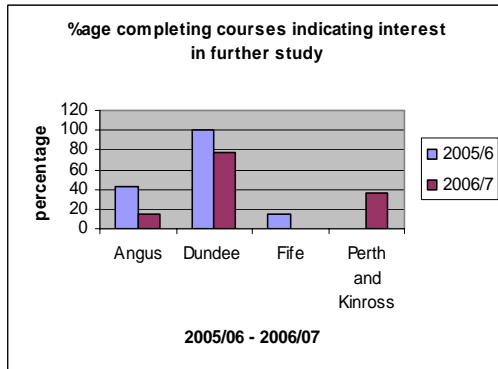
Table 11 shows the number of evaluation forms completed by students in each area. These are figures used to calculate the percentages in tables 4a and 4b

**Table 11 – Number of evaluation forms completed**

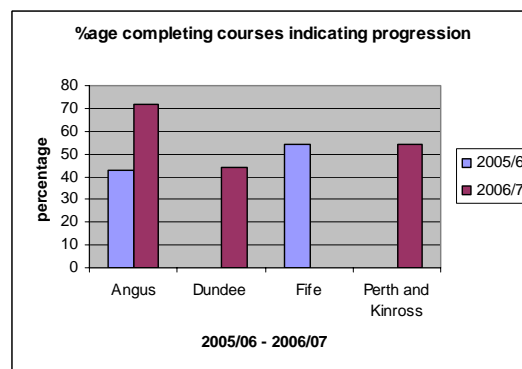
Area	2005/06	2006/07
Angus	30	39
Dundee	17	45
Fife	13	0
Perth and Kinross	0	11

The figures in Tables 11a and 11b, taken from the number of evaluation forms completed, give an indication of the number of those completing courses who have indicated a desire to continue learning and also those who have expressed a specific wish to progress to further or higher education level study.

**Table 11a**



**Table 11b**



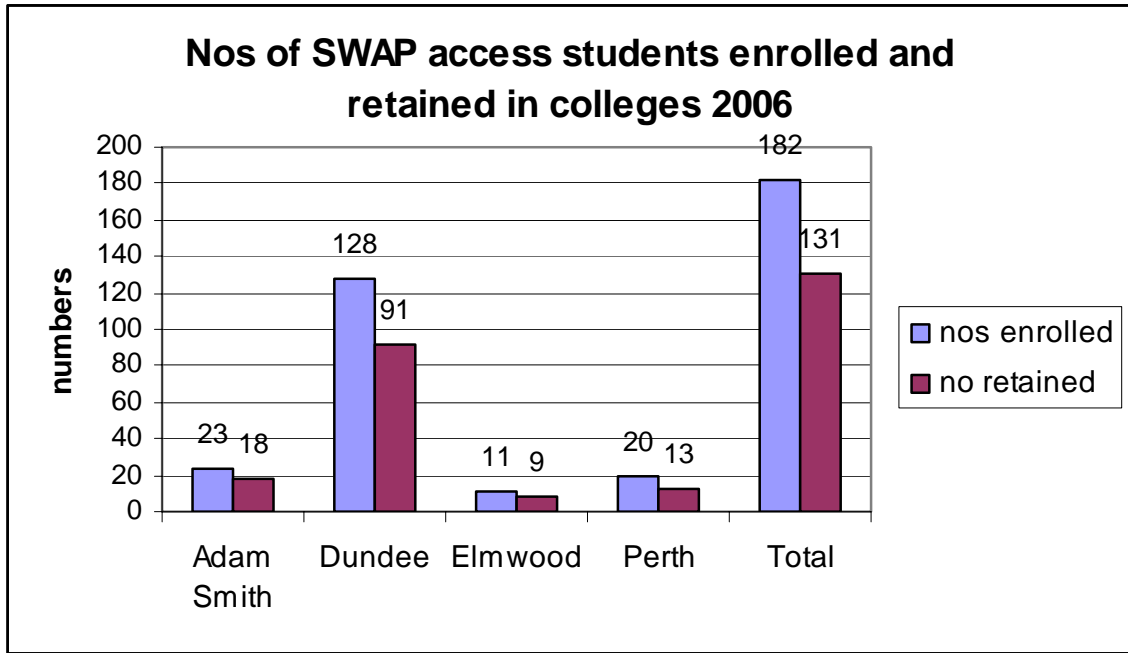
**SWAP**

SWAP- East produces an annual report that provides an update on its progress. The information included is drawn from the 2006 report and provides an indication of participation and progression rates.

**SWAP Access students**

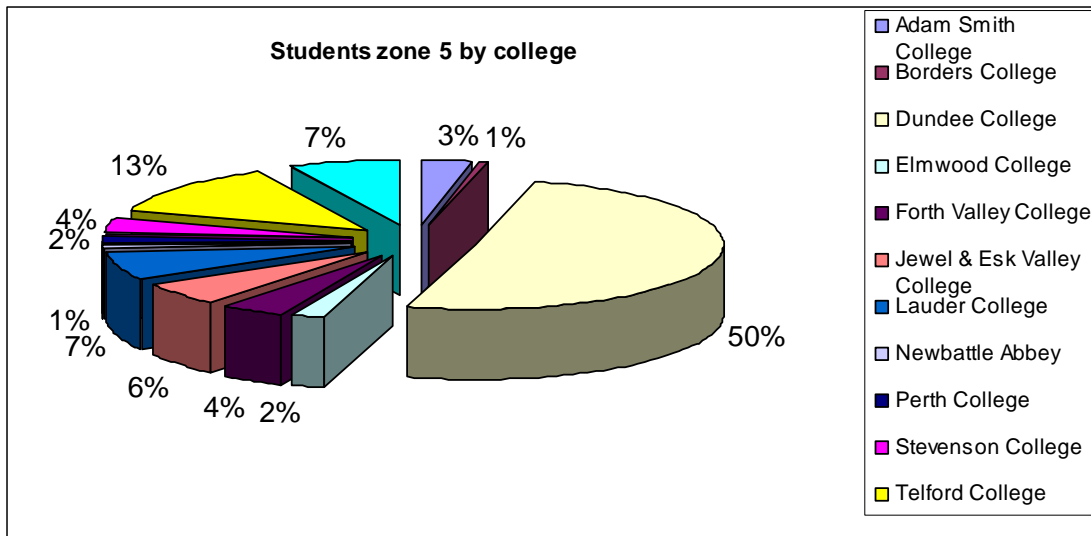
Table 12 is taken from figures in the SWAP-East 2006 report and shows numbers of SWAP access students enrolled and retained in colleges in Fife and Tayside. The overall retention rate is 72%. Figure 13 below shows how many of these came from communities in the lowest 20% SIMD.

Table 12



Source (data in SWAP East 2006 report)

Numbers of SWAP access students from communities in lowest 20% SIMD  
Figure 13

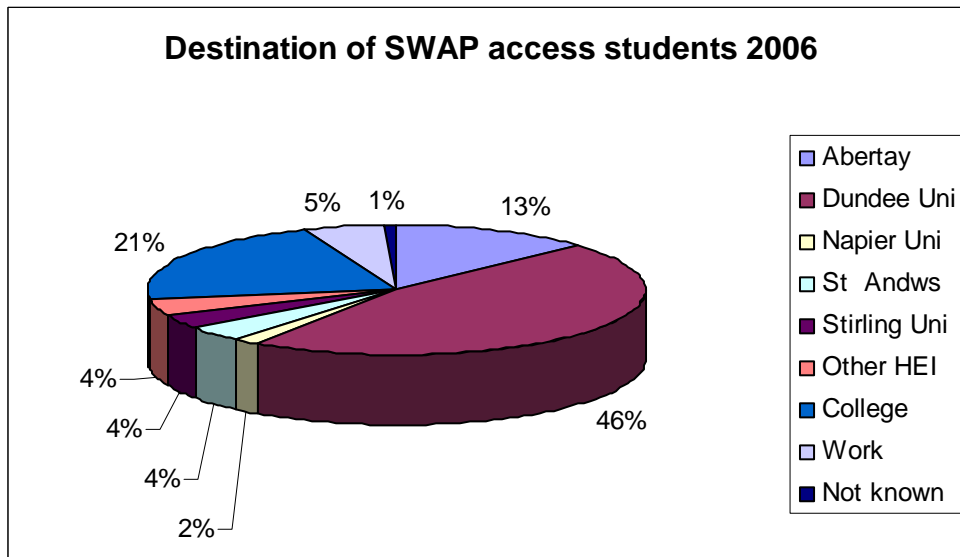


(reproduced from SWAP report 2006)

**Destinations of SWAP access students attending colleges in Fife and Tayside**

Figure 14 shows the destinations of SWAP Access students from colleges in Fife and Tayside. This shows that Dundee University with 46% of students is the main receiving institution. It also shows that 94% of those completing SWAP access courses in Fife and Tayside progress to higher level provision in colleges and universities.

**Figure 14**



Source (data in SWAP East 2006 report)

## Transitions Access Project

The Transitions Access Project (TAP) is led by SWAP-East and supports the transition between college and degree level study. The first events took place in 2006 and the participation by college and course is shown in Table 15 below.

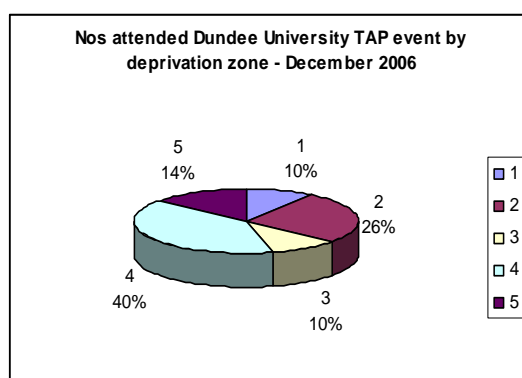
**Table 15**  
**TAP numbers participating by college and by course**

Numbers attending	2 day event	Dundee University
Adam Smith College	15	19
Angus College	3	7
Dundee College	27	21
Elmwood College	14	0
Lauder College	4	4
Perth College	20	0
<b>Total</b>	<b>83</b>	<b>51</b>
Course	2 day event	Dundee University
Adult Business Course	10	
Arts & Social Science	3	
B. Ed		29
Business	13	
Community Education		7
Criminology		
Forensic Psychobiology		3
Forensic Sciences	1	
Higher Education	22	
Humanities	22	
Medicine	4	
Sciences	8	4
Social Work		6
Town and Regional Planning		2
<b>Total</b>	<b>83</b>	<b>51</b>

Source – data provided by SWAP East

Tables 15a and 15b show the numbers from each deprivation zone attending the TAP events in 2006.

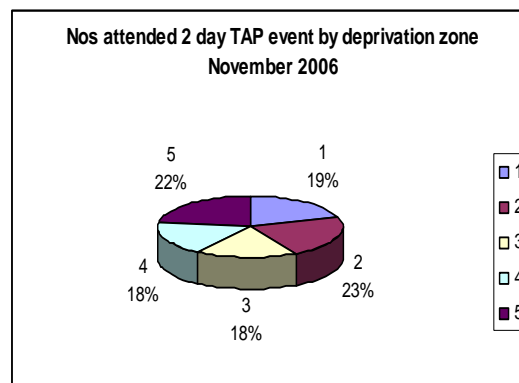
**Table 15a**



(Based on 67 postcodes)

Source – data provided by SWAP East

**Table 15b**



(based on 50 postcodes)

## Appendix 3

### Fife and Tayside Wider Access Forum

#### Financial Statement - Main Forum funds and bridging project

##### Academic Year 2006 -07

##### 01 August 2006- 31 July 2007

#### INCOME

Balance at 31 July 2006	£68,491.68
Income from SFC - Forum funds	£405,046.00
Income from SFC - Bridging	£45,000.00
Learndirect sponsorship	£5,000.00
<b>Total</b>	<b>£523,537.68</b>

#### EXPENDITURE

##### Operating Costs

Staff Costs	Salaries	£64,588.88
	Travel	£40.00
	Staff development	£376.50
Stationery/Admin		£743.85
Meeting and Conference Costs		£3,010.59
Promotion and Marketing		£8,156.79
<b>Other</b>		
Funder finder licences		£387.75
Go Young People Dundee		£500.00
Installation of network pt		£94.00
Legal fees		£734.38
Website - development		£8,921.32
Evaluation		£6,124.69
<b>Total</b>		<b>£93,678.75</b>

##### Project Expenditure

##### LIFT -OFF Schools

Fife Council	£108,500.00
Angus Council	
Dundee College	£11,130.00
Dundee College (payment of mentors)	£5,000.00
STEM Partnership	£2,333.00
Dundee City Council	£3,000.00
University of Dundee WHAN	£3,125.00
University of St Andrews - WHAN	£9,375.00
Adam Smith College	£29,100.00
SFEU - Confident Learners	£4,000.00
<b>Total</b>	<b>£175,563.00</b>

**Transitions**

University of Dundee	£26,000.00
University of Paisley (OU project)	£5,099.00
Fife Council	£18,000.00
Angus Council	£23,006.00
Dundee College	£9,100.00
University of Edinburgh (SWAP-East) project	£36,566.00
University of Edinburgh - TAP	£5,250.00
University of Edinburgh (SWAP-East) CORE	£36,600.00
University of Abertay Dundee	£10,000.00
Elmwood College	£12,500.00
<b>Total</b>	<b>£182,121.00</b>

**Bridging Project** **£42,624.32**

**Total expenditure** **£493,987.07**

**Balance at 31 July 2007** **£29,550.61**