

# **Fife and Tayside Wider Access Forum**

## **Strategy and Business Plan 2008 – 2013**

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## **SECTION 1      Strategy – 2008 -2013**

### **1.1      INTRODUCTION AND BACKGROUND**

#### **1.1.1      Introduction**

Fife and Tayside Wider Access Forum is one of four regional forums funded by the Scottish Funding Council. It was established in 2000, originally funded by the Scottish Higher Education Funding Council, with subsequent funding support also from the Scottish Further Education Funding Council. The Forum is a partnership of three universities, five colleges and the Open University in Scotland. The Forum region is the area that covers Fife, Dundee City, Perth and Kinross and Angus as defined by the local authority boundaries.

The initial remit of the Forums was to promote widening participation in higher education to those from traditionally under represented groups. Following the publication of Learning for All, this remit has been widened to include all post compulsory education.

Since 2004, Fife and Tayside has adopted an inclusive approach to its activities, recognising different routes and pathways to higher education. Through its emphasis on partnership building and supporting learners at transition points it is well placed to respond to the widened remit and in doing so support the Funding Council in working to achieve its strategic objectives.

#### **1.1.2      Background to the 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 metre (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.

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%.

### 1.1.3 Young people and schools

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.

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.

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.

### 1.1.4 Process

This strategic plan has been developed through a series of consultations with senior managers, management groups, individuals from partner organisations and staff working on Forum projects. It has been informed by the interim evaluation of the Forum, analysis of the environment within which the Forum operates and plans and policies of stakeholders at local, regional and national level.

The overall strategy outlined is for the period 2008 – 2013. The more detailed business plan that follows on Page 9 is for the period 2008 -2010.

During this first two year period, the Forum priorities will be to consolidate the work of 2004-2008, moving towards an agreed programme of activities. The Forum will continue to engage with partners to respond to innovative ideas, avoid duplication of activities, identify gaps and ensure joined up approaches to widening participation while also taking account of the varying levels of deprivation across the region in allocating its resources.

An updated business plan for the period 2010 – 2013 will be prepared during 2009.

### 1.1.5 Membership of Forum

The Forum has a wide membership that comprises all those in the region with an interest in widening participation.

#### **Membership (as at May 2007)**

##### **Colleges**

Adam Smith College, Fife

Angus College

Dundee College

Elmwood College

\* Lauder College

Perth College

**Nominated person** - Principal or their representative

##### **Universities**

University of Abertay, Dundee

University of Dundee

St Andrews University

Open University in Scotland

**Nominated person** - Vice Principal or their representative

**Local authorities**

Angus Council  
Dundee City Council  
Fife Council  
Perth and Kinross Council

**Nominated persons** – Directors of Education and Community Services or their representatives

**Wider Access Forum  
Management Groups**

TRANSITIONS	Chair
LIFT OFF	Chair

**Scottish Funding Council**

**National Co-ordinator – Widening Participation**

<b>SWAP-East</b>	Director
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**Careers Scotland**

**Learndirect Scotland**

\* Lauder College is a member of South East Forum but has observer status in Fife and Tayside

## **1.2 AIMS AND OBJECTIVES**

### **1.2.1 Aims and Objectives (revised from 2004-08 strategy)**

The aims of the Forum are to work within the context of the Lifelong Learning Strategy specifically in respect of the aims of objectives of SFC Corporate plan and Learning for All, to:

- raise awareness of, and encourage aspiration to, post compulsory education by promoting fair access and enhancing subsequent achievement, thereby improving participation by those in the most socially and economically disadvantaged groups.

In particular the Forum will develop its strategy to contribute to the key areas for action identified and endorsed by the National Action Group for Learning for All

These are:

- Working in deprived areas (with schools and communities)
- Engaging boys and men in learning
- Articulation and progression (including tracking learners)
- Retention and achievement
- Information Advice and Guidance

### **1.2.2 The Forum Target groups are :**

- Young people facing barriers that will affect their progression to further and higher education.
- students following access and HN routes to Higher Education
- adult returners progressing from community learning opportunities and those in work

### **1.2.3 The objectives of the Fife and Tayside Wider Access Forum are to:**

- identify the wider access needs of the region, taking a learner needs approach rather than student recruitment approach
- develop and support a partnership approach to implement a regional wider access strategy including setting of SMART targets
- engage with other agencies, locally, regionally and nationally to gather information on wider access activities across the region that informs the development and evaluation of regional and institutional strategies
- enhance opportunities for individuals to access further and higher education through collaboration, as well as assisting individual institutions to increase the effectiveness of their own wider access provision by sharing good practice
- raise the aspirations of those from under-represented groups and provide choice about the educational opportunities available to them
- agree priorities to develop and deliver programmes of activities that enhance information and guidance for learners from under- represented groups, support transitions in lifelong learning and assist partners with their retention strategies
- work to enhance the preparedness of students entering institutions in the region through wider access routes

- monitor and evaluate the projects and activities funded through the Forum
- collaborate with the other regional forums to share best practice and work with the National Co-ordinator for Widening Participation, the Funding Council and the National Action Group to develop and implement a national strategy for wider access

#### **1.2.4 Monitoring of progress, evaluation and tracking**

In the period, 2004 – 2008, external evaluators were appointed to evaluate the effectiveness of the Forum in meeting its strategic aims. The approach taken by the evaluators was to develop a strategy map against which progress could be monitored. The Forum will continue to use this model to map its strategic aims and objectives and monitor progress towards their achievement. Proposed targets and outputs for the period 2008 -2013 are included in Section 2.

#### **1.2.5 Strategy**

In order to meet the aims and objectives outlined above the Forum will:

- a. Continue to develop LIFT OFF and TRANSITIONS as the themes through which it will deliver its objectives
- b. Review projects 04-08 and integrate into continuing programmes of activities where appropriate
- c. Ensure that forum activities support and contribute to other local, regional and national strategies including Curriculum for Excellence, NEET and Community Regeneration plans
- d. Work with colleges and universities to ensure that Forum activities contribute to and effectively support transitions including through articulation routes.
- e. Promote the activities of the Forum and its contribution to widening participation
- f. Recognise and maximise the role of student volunteers in supporting activities, particularly in LIFT OFF
- g. Take advantage of strong partnerships that have been developed to pursue additional sources of funding
- h. Continue to work with SWAP-East to support access programmes and explore further ways of working together to support the TRANSITIONS theme
- i. 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.

1.2.6 Table 1 - STRATEGIC OBJECTIVES - MILESTONES

Strategic Objective	To achieve this, we will:	Timescale/ Milestones
Continue to develop LIFT OFF and TRANSITIONS as the themes through which the Forum will deliver its objectives	Formalise management groups within overall reporting structure	2008/2009
	Review membership of groups to ensure they are fully representative of widening participation in the region	2008/2010
	Develop detailed plans for LIFT OFF and TRANSITIONS programmes – for detail see Section 2	2008/2010
Review projects 04-08 and integrate into continuing programmes of activities where appropriate	Review activities through management groups	2008/2009
Ensure that forum activities support and contribute to other local, regional and national strategies.  (including Curriculum for Excellence, NEET and Community Regeneration plans)	Participate in CLD and other partnerships linked to Community Planning	2008/2013
	Work with colleges and universities to support their strategic objectives with regard to widening participation	2008/2013
	Attend and contribute to National Action Group for Learning for All and support the Funding Council to achieve its policy objectives	2008/2013
Work with colleges and universities to ensure that Forum activities contribute to, and effectively support transitions, including articulation	Facilitate discussions between colleges and universities in the region to identify and address issues relating to articulation and access courses	2008/2013
	Incorporate plans into TRANSITIONS programme	2008/2013
Promote the activities of the Forum and its contribution to widening participation	Deliver an events programme that will raise awareness of the work of the Forum	2008/2013
	Continue to maintain and update website as primary source of information on Forum activities	2008/2013
Recognise and maximise the role of student volunteers in supporting activities, particularly in LIFT OFF	Ensure that work carried out in 2006/07 is fully embedded within LIFT OFF programme	2008/2013
	Establish a student volunteering network facilitated through the LIFT OFF website	2008/2009
Take advantage of strong partnerships that have been developed to pursue additional sources of funding	Identify potential sources of external funding	2008/2010
	Use existing expertise within Forum to develop bids for funding	2008/2010
	Prepare promotional materials and presentations that can be used to support funding bids	2008/2009
Continue to work with SWAP-East to support access programmes and explore further ways of working together to support the TRANSITIONS theme	Support SWAP to ensure that it continues to provide opportunities for second chance learners	2008/2013
	Integrate SWAP East priorities into TRANSITIONS activities	2008/2013
Develop and implement a tracking system that will assist in measuring impact of Forum activities	Identify existing tracking being undertaken to establish where gaps exist and/or where Forum can make a contribution	2008/2010
	Provide training and development for Forum staff involved in evaluation, monitoring and tracking	2008/2010
	Contribute to the GOLD tracking project in Dundee	2008/2013

### 1.2.7 Governance and Management

The Forum is governed and managed in the following way:

A Senior Managers Strategy Group has been formed which meets annually in May. Its membership is drawn from senior managers from all organisations/institutions in Fife and Tayside with an interest in widening participation. This group elects members to the Executive Group, advises on strategy and receives minutes and direction from the National Action Group. The list of members can be found on the Forum website [www.fifeandtaysideforum.org.uk](http://www.fifeandtaysideforum.org.uk)

The ongoing business of the Forum is the responsibility of the Forum Executive, which meets not less than quarterly.

The Executive Group comprises:

Two college representatives – Principals, deposes or assistant principals  
Two university representatives - Vice Principals or depute principals  
Chair of LIFT OFF  
Chair of Transitions

These are elected to the Executive Group in the following way:

Representatives of colleges and universities in Fife and Tayside (and including The Open University in Scotland but excluding Lauder College which is a full member of the South East Forum) are eligible for election to the Forum Executive Group. Two representatives from the same institution are not permitted to stand for election to the Executive Group at the same time. The Forum Executive is elected by the Senior Managers' Strategy Group at its annual meeting in May.

The Forum has allocated its activities within two themes, LIFT OFF which works with schools and Transitions which works with post school learners. Each is overseen by a management group with an elected Chair. The Chairs become members of the Executive Group for the length of their period of office.

The following people are in attendance at Executive Group meetings:

National Co-ordinator for Widening Participation  
Representative from Scottish Funding Council  
Forum Manager  
Representative from host institution (if not already represented on the Executive Group)

The Chair and Vice Chair of the Executive Group are elected by the Executive Group and each will serve for a period of two years. The Vice Chair will succeed the Chair and in order to provide continuity the past chair will remain on the Executive Group for one year following their period in the chair.

The work of the Forum is managed by a Forum Manager who is responsible for the overall operation of the Forum, administration of Forum business, identifying local and national priorities, facilitating institutional collaboration and ensuring that programmes are delivered to meet the strategic direction of the Forum. The Forum Manager reports to the Forum Executive Group.

### **1.2.8 Organisation and Structure**

Since the Forum was set up in 2000, it has been hosted by the University of Abertay, Dundee. Following the local consultation on the future of the Forums, carried out in December 2006, all colleges and universities in the Forum region have been invited to express an interest in tendering to host the Forum. As of 27<sup>th</sup> July, no expressions of interest have been received and it is anticipated that the Forum will remain hosted by Abertay University. The more permanent nature of the Forum will necessitate a new agreement being negotiated. The main areas that will be covered in this agreement are:

- Employment and support of core staff
- Financial procedures and reporting
- IT services

It is expected that as a result of the new arrangements, the hosting charge will increase. However, until detailed discussions have taken place, the figure in the budget is an estimate only.

It should be noted that regardless of the size of the Forum, there is a level of core costs required to ensure efficient operation. Fife and Tayside Forum has endeavoured to restrict its core costs to at or below 25% of total funding. However, it is anticipated that this will rise from 2008 to take account of the additional responsibilities that will arise from the more permanent nature of the Forum. More detail of core and programme costs is provided in the budget in Section 3 on Page 19.

## SECTION 2

### BUSINESS PLAN 2008 - 2010

The Wider Access Forum delivers its activities through two themes, LIFT OFF, Working with young people and schools and TRANSITIONS – Working with Adults.

#### 2.1 LIFT OFF

**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.

LIFT OFF currently works with 13 target schools from across the four local authority areas in Fife and Tayside. The number of schools from each area reflects levels of deprivation and progression rates and these are identified by the local authorities as being those schools most in need of this kind of intervention. The programme of activities is being designed to provide intervention to those young people who have the potential to do well in post-school learning but perhaps not the confidence or ambition to strive towards this. This includes young people who may potentially become NEET. The programme has been developed to contribute to the four capacities in Curriculum for Excellence.

#### 2.1.1 LIFT OFF contributes to the following:

##### **Learning for All – Key areas for Action**

Working in deprived areas – schools and communities

Engaging boys

Information, Advice and Guidance

**In addition through awareness raising and preparation for F&HE LIFT OFF also contributes to:**

Retention and Achievement

Articulation and progression

and is targeted at the following Forum target groups:

Young people facing barriers that will affect their progression to further and higher education (including specific target groups).

**2.1.2 Table 2  
PROPOSED CONTINUUM OF ACTIVITIES – 2008-2010**

<b>ACTIVITY</b>	<b>Summary</b>	
The school journey	Film project following pupils from P7 to S6. Pupils describe their thoughts and feelings at key stages. Uses volunteer film students. Long term. Output at end of each year. Valuable research / training tool.	New
S1 / S2 activities	An introduction to LIFT OFF. Volunteer drama students work with classes to look at choices and potential impacts these can make to later life. Fun and informal.	New
S3 / S4 workshops	Leading up to (S3) and following up (S4) LO2S. LIFT OFF Development Worker and student volunteers work with “core” groups in small numbers, and also whole class groups. Focus on personal aspiration and goal setting.	Continuing
<b>LIFT OFF to Success (LO2S)</b>	<b>Gives pupils a taste of student life. Allows informal interaction with students. Removes the fear of the unknown. Demonstrates different learning styles in college and university. Raises aspiration/attainment.</b>	<b>Continuing</b>
S5 / S6	Practical advice sessions, poss. over 2 days. Support and advice from practitioners on key issues, e.g. finance, UCAS, college application, accommodation etc. Some sessions to be student-led.	New
College and university: pupils investigate	Small project for more senior pupils. Visit colleges and universities to interview staff and students. Compiled into a booklet written for pupils by pupils – “What’s it all about?”	New
Student volunteers	Key to the programme. LIFT OFF relies heavily on students as role models.	Continuing
Traveller project	Working with young people in the Traveller community to introduce college as a viable option. Very informal taster days run twice a year with support and guidance for those interested in starting a course.	Continuing
Specific projects aimed at disengaged boys	Intend to use findings of NEET research project to develop activities specifically aimed at boys and families to encourage participation	New - to be developed
Cross-sectoral awareness raising	Annual conference to facilitate communication between schools, colleges and universities as well as other key stakeholders (pupils, students, access practitioners, etc.)	Continuing

ACTIVITY	SUMMARY	
Information and Guidance	Stepping Higher produced annually, Role on to Success – DVD to support workshops, Website, Newsletters, Development of information on finance for students	Continuing
Monitoring and tracking	Monitoring and tracking programmes will be further developed and incorporated into the overall evaluation strategy for the Forum	Continuing

### 2.1.3 Potential Developments 2010 – 2013

Review, extend and expand core activities as appropriate to have a recognisable continuum from primary school to S6

Embed activities within school curriculum and link with Curriculum for Excellence – Recognising wider achievement where appropriate

Develop S5/S6 activities to include regional access summer schools for both college and university entry

Develop a comprehensive staff development programme that engages teachers, college and university staff, students and Newly Qualified Teachers to address issues facing pupils in transition from school to further and higher education

Extend work with families beyond existing activities

Respond to new policy directions and amend and adapt programmes as necessary

Develop links to employment opportunities and raise awareness of skill shortage areas e.g. science, engineering, maths

Develop activities with primary schools to support transition to secondary school and raise awareness of LIFT OFF at a younger age

### 2.1.4 Table 3

#### LIFT OFF MEASURES OF SUCCESS AND PRIORITIES

**Overall aim** - To raise awareness of and aspiration to post school learning that will, through contribution to other local regional and national policies, ultimately increase the numbers of young people participating in post school learning.

During 2007/2008 we will develop detailed measures for the period 2008 - 2013 that will take account of the National Priorities in Education, targets in More Choices, More Chances, Scottish Executive and Scottish Funding Council measures in Learning for All and individual institutions' targets on widening participation.

Activity	Baseline 2005/06	Target 2008/09	Target 2012/13 *	Measure of success	Included in budget options (Page 20)
The School Journey <b>PRIORITY –med</b>	0	1 Secondary school and 2 associated primaries participating in project – 40 pupils	Year 6 of 7 year project. Anticipate 15 pupils still at school and participating	Research that will give insight into how young people view key stages of school and inform development of future activities	1, 2 , 3
S1/S2 activities <b>PRIORITY –med</b>	0	13 schools 780 pupils	26 schools 1500 pupils	Increased awareness of choices and potential impact on later life of those choices. Incorporates development work from 2004-08	1
S3/S4 workshops <b>PRIORITY –high</b>	10 schools, 47 pupils	13+ schools 130 pupils	13+ schools 130 pupils	Pupils well prepared for LO2S – this is the core group that will receive ongoing support until they leave school	1, 2, 3
LIFT OFF 2 Success (LO2S) <b>PRIORITY - high</b>	11 schools 57 pupils	13+ schools 130 pupils	13+ schools 130 pupils	Increased awareness of further and higher education opportunities and what is required for entry to college and university	Extended in Option 1, current level 2 and 3
S5/S6 support programme <b>PRIORITY – med</b>	0	13+ schools, 50 pupils	13+ schools 75 pupils	Increased preparedness for transition to college or university	1
College and university: pupils investigate <b>PRIORITY – med</b>	0	5-15 pupils, 8000 booklets distributed to 49 schools	5-15 pupils, 15,000 booklets distributed to 49 schools	Information and awareness raising to widen understanding and choice of opportunities	1

Activity		Baseline 2005/06	Target 2008/09	Target 2012/13*	Measure of success	Included in budget options (Page 20)
Student Volunteers <b>PRIORITY –high</b>		21	35	50	Through engagement with students, pupils have a better understanding of college and university life. Student volunteers gain valuable experience and accreditation that will be useful in their future careers	Extended in Option 1, current level 2 and 3
Traveller project <b>PRIORITY –med</b>		10	15	20	Greater awareness of opportunities and benefits of further education	1, 2, 3
Disengaged boys – research findings (due Aug 07) will determine programme and measures <b>THIS IS A PRIORITY TARGET GROUP</b>		0	To be agreed	To be agreed		1
Cross-sectoral awareness raising <b>PRIORITY –high</b>		30 teachers and education staff	50	100	Greater staff awareness (schools, colleges, universities, Careers) of widening participation and LIFT OFF's contribution in particular	Extended in Option 1, current level 2 and 3
Information and Guidance <b>PRIORITY (but stepping higher under review at present) - high</b>	Stepping Higher	10000 to 49 schools	10000 to 49 schools	10000 to 49 schools		Extended in Option 1, current level 2 and 3
	Role on 2 Success	5000 to 49 schools	5000 to 49 schools	5000 to 49 schools		
	Website					
	Newsletters	2	2	2		

\*Targets for 2012/13 are estimates at this stage and will be updated and finalised in business plan for period 2010 - 2013

## 2.2 TRANSITIONS

### **Aim:**

To bring together Forum partners to develop a collaborative programme of post 16 activities.

### **Objectives**

- 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 rationale behind TRANSITIONS activities is to identify gaps, complement provision and provide interventions at strategic points of progression. From 2008, the Forum will present its TRANSITIONS activities in the context of the SCQF framework. This will clearly highlight which level(s) interventions are aimed at and more clearly show progression routes through lifelong learning. This will also assist in identifying gaps in provision. Much of the proposed activity from 2008 will integrate and further develop the work that has been carried out in 2004-08 into a coherent programme that will support learners at transition points from community based learning through to university study. In particular a key aim will be to ensure that the information and guidance resources developed in this period are fully utilised to support learners.

The programme is based on three broad areas of work:

- Provision for learners
- Provision of information and guidance
- Capacity building - principally through staff development

## 2.2.1 Table 4

### Proposed activities 2008 – 2010

Level and progression	Provision for Learners	Learning for All – Key areas for action	Forum target groups
SCQF Levels 3-10 Using PDP to support progression at transition points in learning	Invite bids for projects that will pilot and trial the use of PDP in a range of settings with a range of target groups	Working in deprived areas Engaging men Articulation and progression Retention and achievement Information advice and guidance	Adult returners progressing from community learning opportunities and those in work (including specific target groups) Students following access and HN routes to HE
SCQF levels 3-5 Aimed at those progressing from community based learning to F&HE	Pre Access – provision developed and delivered collaboratively to support and encourage participation in further learning	Working in deprived areas Engaging men Information advice and guidance	Adult returners progressing from community learning opportunities and those in work (including specific target groups)
SCQF levels 3-4. Aimed at those progressing from community based learning to F&HE	Pre Access summer school – provides taster events, information and additional support for learners progressing to college	Working in deprived areas Information, advice and guidance	Adult returners progressing from community learning opportunities and those in work (including specific target groups)
SCQF levels 4 –6. Aimed at students wishing to progress from Level 6 to Level 7 courses in colleges and universities	SWAP – Access provision	Working in deprived areas Articulation and progression Retention and achievement Information advice and guidance	Students following access and HN routes to HE
SCQF level 6 – Additional support for students moving from Level 6 to Level 7	SWAP – Preparation for HE	Retention and Achievement Information Advice and Guidance	Students following access and HN routes to HE
SCQF Level 6 – support for students moving from Level 6 – Level 7	Transition Access Programme - programme to introduce students to university study	Articulation and progression Retention and achievement	Students following access and HN routes to HE
<b>Information and Guidance</b> developed in the 2004-08 period will be used to support all activities above and through the capacity building programme will be disseminated to wider access practitioners and the wider academic and support staff throughout the region.			

Level and progression	Provision for staff	Learning for All – Key areas for action	Forum target groups
<b>Capacity building</b>			
Staff development at Level 8/9. supporting students from Level 7-10	CPD unit Supporting HN to degree	Articulation and progression Retention and achievement	Students following access and HN routes to HE
Supporting students from levels 7-10	SWAP - Tutor support	Articulation and progression Retention and achievement	Students following access and HN routes to HE
Supporting students from levels 7-10	SWAP – Tutor Forums	Articulation and progression Retention and achievement	Students following access and HN routes to HE
Supporting students from Levels 3 – 9	<b>PDP</b> using PDP to support transition and progression: 1. For learners in colleges 2. From community learning 3. To support workplace learning	Working in deprived areas Articulation and progression Retention and achievement Information advice and guidance	Adult returners progressing from community learning opportunities and those in work (including specific target groups) Students following access and HN routes to HE
As far as possible capacity building will be offered during a dedicated week with a wide range of staff development activities available for Forum practitioners to book onto. In addition to some or all above activities, this will include sessions on using the website and other information and guidance resources developed by the Forum			

### 2.2.2 Future Developments 2010 – 2013

Much of the programme outlined above is not yet fully in place and will be developed between 2008 and 2010. During 2009, a review of the programme will be carried out and the programme from 2010 onwards will be informed by that review.

### 2.2.3 Table 5

#### TRANSITIONS- MEASURES OF SUCCESS AND PRIORITIES

##### Overall aim

The overall aim 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.

During 2007/08, we will develop detailed measures for the period 2008/2013 that will reflect national priorities, Scottish Executive and Scottish Funding Council measures in Learning for All, local authority community learning and development plans and individual institutions' targets on widening participation.

Activity	Baseline 2005/06	Target 2008/09	Target 2012/13	Measure of Success	Included in Budget Options (Page 20)
Invite bids for projects that will pilot and trial the use of PDP in a range of settings with a range of target groups <b>PRIORITY - med</b>	0	To be agreed based on outcome of PDP project	To be agreed	Learners with greater understanding of their current place in learning and greater awareness of learning opportunities and progression routes	Fully in 1, reduced in 2, not included in 3
Pre Access – provision developed and delivered collaboratively to support and encourage participation in further learning <b>PRIORITY - high</b>	104 learners on 8 courses	150 learners – 12 courses	175 learners - 15 courses	Raised awareness of progression opportunities. Evidence that learners have progressed to further learning opportunities	1 reduced in 2 and 3
Pre Access summer school – provides taster events, information and additional support for learners progressing to college	0	20 learners	40 learners 2 summer schools	Introduction to college life and increased awareness of opportunities for further learning and progression.	1
SWAP – Access provision <b>PRIORITY – high</b>	182 learners	275 learners	300 learners	Increased numbers and better prepared students progressing to courses at university	1, 2, 3
SWAP – Preparation for HE	182 learners	275 learners	300 learners	Included within access programmes – students better prepared to progress to courses at university	1

Activity	Baseline 2005/06	Target 2008/09	Target 2012/13	Measure of Success	Included in Budget Options (Page 20)
Transition Access Programme - programme to introduce students to university study <b>PRIORITY – high</b>	100 learners	120 learners	140 learners	Students better prepared for study in university. Increase in numbers progressing to degree courses	1
CPD unit for staff - Supporting HN to degree	12 staff	20 staff	40 staff	Increased staff awareness of the different cultures between institutions and challenges facing students at transition	1
SWAP - Tutor support <b>PRIORITY - high</b>	16 staff	16 staff	16 staff	Increased staff awareness of issues facing students in transition to university	1, 2, 3
SWAP – Tutor Forums <b>PRIORITY - high</b>	16 staff	16 staff	16 staff	Good practice shared, tutors updated on progression routes and are aware of changes required to programmes	1,2,3
<b>PDP</b> - Guidance for staff using PDP to support transition and progression: <ol style="list-style-type: none"> <li>1. For learners in colleges</li> <li>2. From community learning</li> <li>3. To support workplace learning</li> </ol> <b>PRIORITY – med</b>	0	To be agreed based on outcome of PDP and SCQF project	To be agreed	Wide range of staff from different sectors with greater understanding of how PDP and SCQF can be used to aid and support progression and transition	1, reduced in 2, not included in 3

\*Targets for 2012/13 are estimates at this stage and will be updated and finalised in business plan for period 2010 - 2013

## **SECTION 3**

### **BUDGET**

The attached budget covers the period 2008 – 2010.

The priorities for the period 2008 – 2010 are to fully establish the core programme of activities for LIFT OFF and TRANSITIONS which will form the basis of our activities through to 2013. However, it is anticipated that during this period, further areas of development will arise from these core activities. Some of these are highlighted as potential developments for the period 2010 – 2013 but at this time, it is not possible to say with any certainty how these might develop and the costs associated with them. For this reason, we intend to submit an updated plan and budget in 2009.

Three options are presented for this period.

Option 1 represents what we believe will deliver a sustainable core programme that integrates and builds on the good practice developed from 2004-2008 and continues to allow some room for innovation and development of new activities.

Option 2 represents our current actual funding that has taken account of underspends carried forward from 2004/05.

Option 3 is based on what would be delivered at our current baseline funding and would represent a significant reduction in our activity.

Our strategy and business plan will deliver a wide ranging coherent programme of activities that provide interventions at significant points of transition for young people and adults and will take account of the differences within the region as outlined in Section 1.1.2 – Background to the region. We believe that in order to do this effectively, the level of funding outlined in Option 1 is the minimum required.

#### **Notes on budget options**

It should be noted that there is a minimum level of core costs required – however, this decreases as a percentage of the overall costs in Options 1 and 2.

The tables in Section 2 (pages 12-13 and 17-18) show which activities are contained in each budget option. Outputs and measures are based on the full programme as outlined in Option 1 and will be reduced accordingly for Options 2 and 3.

**BUDGET**

	<b>OPTION 1</b>	<b>OPTION 2</b>	<b>OPTION 3</b>
	what we want to do	maintain level comparative to current core activity	reduce activity
	£	£	£
<b>Core Costs</b>			
<b>Total</b>	<b>115000</b>	<b>90000</b>	<b>90000</b>
<b>LIFT OFF</b>			
<b>Total</b>	<b>258000</b>	<b>176000</b>	<b>151000</b>
<b>TRANSITIONS</b>			
<b>Total</b>	<b>186000</b>	<b>133500</b>	<b>111000</b>
<b>Total</b>	<b>559000</b>	<b>399500</b>	<b>352000</b>

(plus annual uplift to cover inflation)