



## Programme Outcome Agreement: Wider Access Regional Forums Schools Programme

### Purpose

- 1 This paper asks the Committee to note the Programme Outcome Agreement for the work of the Wider Access Regional Forums - to raise progression rates to higher education from low progression schools.

### Corporate Plan implications

- 2 This contributes to Corporate Plan Outcome 2, Access, Inclusion and Progression.

### Background

- 3 The Committee commenced a process to review the work of the Wider Access Regional Forums and, in particular, to develop a national schools programme that was more targeted to deliver the entitlements of the senior phase of Curriculum for Excellence.
- 4 Discussions to date identified a series of changes to programme activity, including more intensive and sustained engagement with pupils. The resulting amended programmes of the forums are outlined in their individual operational plans, circulated prior to the meeting and summarised at **Annex B**. You should note that these plans include the costs and programme content of the forum community programmes, which will cease from AY 11-12.
- 5 The overarching programme outcome agreement in relation to these plans is contained at **Annex A**.

### Timescale & Next Steps

- 6 The programme outcome agreement was finalised with the forums in May 2010 and will be reviewed again in 10/11, recognising that the costs of the programme will change as a result of the cessation of the forum community programmes. This is likely to involve a further reduction in overall funding in recognition of the likely resulting reduction in forum structural overheads.

- 7 The Chair of the AIC and the executive have held meetings with all the forums to further enhance their plans and in particular, to ensure they deliver sustained engagement with cohorts of learners to maximise potential impact. At the same time, a discussion was started on efficiency savings and future cost structures.

### **Recommendation**

- 8 **The Committee is invited to:**
- **note the summary of the individual operational plans at Annex B and the Programme Outcome Agreement at Annex A; and**
  - **agree that this paper is published on the Council website following the Committee meeting.**

### **Financial Implications**

- 9 HE Funds for this programme have been identified from within Horizon funding. The costs associated with this programme will reduce from AY 2011-12, with the cessation of the forum community programmes. A new programme outcome agreement will then be established for the period 2011-2013.

### **Further Information**

- 10 Contact: Jon Gray, Assistant Director, Access and Inclusion (direct line: 0131 313 6672; email: [jgray@sfc.ac.uk](mailto:jgray@sfc.ac.uk)).

## Annex A

### Scottish Funding Council: *Schools for Higher Education Programme* Programme Outcome Agreement: Wider Access Regional Forums

<b>Project</b>	Wider Access Regional Forums
<b>Project Title</b>	<b>Schools for Higher Education Programme</b>
<b>Executive</b>	Jon Gray (0131 313 6672 jgray@sfc.ac.uk)
<b>Sign off Date</b>	1 June 2010
<b>Funding Amount</b>	<b>£ 3,104,945</b>
<b>Funding allocations</b>	<p>Fife and Tayside: £559,000  North Forum: £435,929  West Forum: £1.5 million  South East Forum: £610,016</p> <p>The above allocations include funding for community programmes which cease from AY 2011-12.</p>
<b>Funding Starts</b>	1 September 2010
<b>Funding Ends</b>	<p>31 August 2013</p> <p><b>Re-negotiated in 2011 based on the cessation of the communities programme.</b></p> <p>The Access and Inclusion Committee will review the cost structures of all forums, review the costs per school and will identify where efficiency savings can be made. This review will take place over 2010/11 and will be implemented from AY 2011/12.</p>
<b>Funding Package</b>	<p><b>Funding package ends 31 August 2013</b></p> <p>Impact of activity to be reviewed in year 2 of funding (in the period 1 Jan 2013 and 31 Jan 2013)</p> <p>Recommendation on continuation given to Council February 2013</p>
<b>Funding is needed for</b>	<b>To raise attainment and aspiration within schools to address existing inequalities and create more even patterns of participation in HE in colleges and HEIs</b>
<b>Evidence of Need</b>	<p>The Learning for All Measures of Success 2009 report shows that:</p> <ul style="list-style-type: none"> <li>• The proportion of school leavers going into HE from schools in the lowest quintile has declined despite school leaver progression rates to HE being high overall</li> <li>• In universities students from the most deprived quintile make up only 10% of the student population</li> <li>• Scotland has the lowest percentage of 15 -19 year olds in education and training in the OECD and the numbers of young women in the MCMC group has risen to the same level as that of young men</li> </ul>

<b>Strategic Fit</b>	<ul style="list-style-type: none"> <li>The proposed approach supports colleges and universities to meet the Scottish Government's expected entitlements of the senior phase of Curriculum for Excellence and aligns with GIRFEC (Getting It Right For Every Child). These are national entitlements and so overlay and add value to regional college and university strategic provision.</li> <li>The relevance of the regional forum approach is that it recognises the importance of coordinated engagement with local authorities and schools (at a level that would be inappropriate for individual institutions) and provides added value by virtue of economies of scale and the additional impact which can be generated through partnership activity.</li> </ul>
<b>Relevance to Corporate Plan</b>	<p>Outcome 2, Access, Inclusion and Progression:  <i>We will work with the wider access regional forums to ensure that we have a coordinated and effective national programme that provides greater equality of access for those who are under-represented.</i></p>
<b>Project Aim</b>	<p><b>To deliver a national entitlement for disadvantaged school pupils to raise attainment, increase staying on rates and progression rates to higher education.</b></p>
<b>Project Description</b>	<p>Funding will support four regional partnerships of colleges and universities to develop a systematic programme of generic guidance and support to school pupils from S3-S5/6 within schools in the lowest quintile for progression to higher education in Scotland.</p> <p>It will target support on those pupils who are:</p> <ul style="list-style-type: none"> <li>with potential to achieve HE entry, but at risk of not achieving this potential; or</li> <li>achieving but don't recognise their potential for progression to higher education.</li> </ul> <p>Activity will focus on targeted and sustained support to pupils to achieve progression to HE (in both college and university) and will involve strategic agreements with local authorities and agreements on the tracking of pupil progression with SDS.</p>
<b>Impact to be made</b>	<p>The forums will <b>contribute</b> to an:</p> <ul style="list-style-type: none"> <li>Increase in the % of pupils progressing to HE (full and part time) from within target schools in the lowest quintile</li> <li>Increase in the numbers of pupils staying on at school</li> </ul>
<b>Outcomes to be delivered and by when</b>	<p>Between September 2010 and August 2012 the forums will demonstrate:</p> <ul style="list-style-type: none"> <li>An <b>increase</b> in pupil progression rates to HE achieved on average across the target schools based on the following three year average baselines:</li> </ul> <p><b>Fife and Tayside – 16% average progression rate (apr)</b>  <b>North - 17% apr</b>  <b>West - 14.9% apr</b>  <b>South East – 18% apr</b>  <b>Average baseline for all regions is 16.5%</b></p>

	<ul style="list-style-type: none"> <li>• An increase in pupil progression rates to HE that is equivalent to or exceeds the increase for the region as a whole</li> <li>• An increase in the staying on rate achieved on average across the target schools</li> </ul> <p>Recognising that the forums are only one contributory factor toward the impact it is expected that the forums will also demonstrate:</p> <ul style="list-style-type: none"> <li>• An above 20% progression rate to HE achieved on average by those pupils within an identified cohort across the target schools</li> <li>• A % change in awareness of higher education among a sample of pupils recorded before and after participation at S3 and S4</li> </ul> <p>Qualitative Reporting</p> <ul style="list-style-type: none"> <li>• This would be evidenced by reference to qualitative statements which would show the types of pupils engaged and the work done with this cohort.</li> </ul>
<b>Measured by</b>	<p>Performance would be measured through :</p> <ul style="list-style-type: none"> <li>• Presentation of annual School Leaver Destination Data (forum reporting on this data by end December of each year)</li> <li>• Forums would report progress on progression rates to HE of those schools in the lowest quintile (identified from a 3 -5 year average).</li> <li>• Forums would report progress on progression rates to HE of those pupils within an identified cohort within target schools.</li> <li>• Forums would establish a signed strategic commitment with Local Authority Education Departments which outline agreements on access to schools, level of engagement with pupils and if possible, agreement to support joint CPD with staff.</li> <li>• Progression agreements with partners institutions</li> <li>• Quantified data on awareness levels and change in awareness and aspiration to progress to HE among S3 and S4 pupils (recorded before and after activity).</li> <li>• Quantified data on outputs, for example, number of sessions, number of pupils</li> <li>• Qualitative information including pupil case studies and Head Teacher and LA Education Authority endorsements</li> </ul>
<b>Outcome</b>	Annual report

<b>evidenced by</b>	External programme evaluation after two years.		
<b>Activity to be delivered by</b>	Critical reporting period is December 2012, which represents the culmination of two years of work. Continuation of funding would then be determined by end of January 2013 (through external evaluation). Decision by Council on continuation April 2013.		
<b>SWOT Analysis</b>	<b>Strengths</b> 1. Meets with Scottish Government priorities for national entitlements within Curriculum for Excellence. 2. Assists collaboration focused on the learner rather than the institution – making it easier for local authorities and schools to engage with colleges and universities.	<b>Weaknesses</b> 1. Multi-layered governance arrangements. 2. Complicated cost structures 3. Risk that forums can focus too much on institution needs rather than learner or school need.	
	<b>Opportunities</b> 1. Potential to build on the framework to create an integrated schools engagement strategy that aligns with school –college provision and works to support access to the high demand professions.	<b>Threats</b> 1. Limited School support to enable access to pupils. 2. Staffing and continuity of employment within forums.	
<b>Project Value</b>	<b>Outcomes</b>	<b>Comments</b>	<b>Impact</b>
	Financial benefits to the sector	Saving in costs through centralised coordination. Greater impact than if shared to individual institutions.	High
	Meets with Scottish Government Priorities	The project provides a number of the expected senior phase entitlements of Curriculum for Excellence, helps to improve school staying on rates and the proportion of positive school leaver destinations which aligns with SG policy on MCMC.	High
	Raises awareness of higher education	The project contributes to the	High

	within local authorities, schools and among school pupils	requirement of Curriculum for Excellence and builds cross sector awareness and alignment of purpose to support positive school leaver transitions.	
<b>Dissemination Plan</b>	The work of the forums would be reported within the statistics compiled within the <i>Learning for All</i> Measures of Success publication and within the reports Policy Supplement. In addition, this work will also be showcased at the annual <i>Learning for All</i> conference.		
<b>Authorised</b>			
<b>Date</b>			

## Clarification of Terms

The following information provides further clarification on the school programme. This guidance is to ensure programme activity is consistent and adheres to a set of core agreed principles which ensure alignment with the entitlements of the senior phase of Curriculum for Excellence.

### Target Schools

SFC expects forums to work with those schools with an HE progression rate of 20% or below, established on average over a 3 – 5 year period. SFC recognises the need for some small local variation but wishes to make clear that performance, and therefore future funding, will be determined based on impact achieved in schools in the lowest quintile nationally.

### Higher Education

SFC expects the forum to increase progression rates to higher education as a first destination. This includes higher education in colleges.

### Target pupils

The forum funding is targeted on those pupils who are:

- at risk of not achieving their full potential; or
- achieving but don't recognise their potential for progression to higher education.

It is important that this means targeting those pupils who are not the 'high-flyers' – those pupils who would progress anyway to HE without additional help.

### **Levels of engagement expected at S2, S3 and above**

Funding should focus on **S3 engagement and above**. At S2, we propose the forums reach agreement with SDS to share information in target schools to help inform subject choices but that forum effort here is considerably less than that on S3 and above.

Activity at S3 and above could include as appropriate:

- targeted in-school work
- campus visits (coordinated with in-school activity)
- summer schools
- provision of guidance and support through group and individual sessions
- pupil mentoring

### **Agreements with Local Authorities**

It is expected that an indicator of success will be evidence of formal signed agreements with Local Authorities. While these will be different locally – so no template can be provided – they should encapsulate the commitment of the Education Authorities in supporting the work of the forum and supporting access to schools. SFC would expect that each forum would pursue locally with EA's the issue of joint staff development / awareness raising with school, college and university staff and the means to achieve this would be expressed in these agreements.

### **Agreements with Forum Partner Institutions**

It is expected that an indicator of success will be evidence of progression agreements with partner colleges and universities to ensure that appropriate progression opportunities are available for targeted pupils.

### **Reporting Arrangements (format for reporting and timeline)**

**TBD**

### **Promotion**

SFC expects the forums to promote their activity in this programme area by referring to it as the, *Schools for Higher Education programme*.

### **Expectations of forum collaboration in the delivery and reporting of the programme**

SFC expects the forums to function within a national coherent framework. In this regard, it tasks the forums to ensure that they meet regularly to achieve consensus on data collection, reporting and best practice. SFC expects that this involves the partner forums recognising and adopting best

practice as part of a strategic review process. SFC also expects that the forums will work with it to help align programme activity with policy developments as they emerge.





## Summary of Forum 2010 Operational Plans

### Background

Further to the decision taken by Council to cease funding to the forum community programmes, it has been agreed that we finalise their three year operational plans. These plans will focus predominantly on the content of their schools programme and the costs and content of which are summarised in the table below.

Given that the overall costs, particularly mgt costs of the forums, will change when the community programmes cease it is proposed that we make a one year offer of grant for 10/11 and then finalise amounts for 11/12 and 12/13 through the course of the first operating year. The Committee will need to determine, over this time, what infrastructure is needed by the forums to deliver the schools programme.

Forum	Budget 09/10	Proposed budget 10/11	Host Charge	Management Cost	Schools programme cost	School Programme Content	Issues / Questions
<b>Fife and Tayside</b>	£559,00	£581,570  Schools cost is £239,061  Communities cost is £214,409	£42,805 for 11 staff:  £3891 per staff member	£136,990 apportioned:  £32,098 core  £53,196 to schools  £51,196 to communities	£239,061 plus £53,196 mgt £292,252 total  <b>13 Schools £22,481 cost per school (or £18,000 excluding mgt charge)</b>	S3/S4 – one week residential Those who attend the residential will be targeted for one 20 minute guidance interview.  Whole Year groups receive one workshop supported by volunteers  S5/S6 – Activity to be introduced from 11/12 whereby an identified cohort will take part in an on-line course to prepare them for HE	The total management charge is £136,490 (core plus apportioned costs to programmes) this is 23% of all costs.  The activity at S5/S6 is an online resource which includes group contact time.

					<p>£158,901 staffing cost 1 Manager 3 Development Workers Admin</p> <p>£80,000 in operating costs to deliver programme</p>	<p>transition. (£13k to develop online materials). Those attending will also receive the 20 minute interview, plus chance to participate in workshops. Students produce written work used as part of admission submission to participating universities.</p>	<p>Does this deliver increased engagement with pupils?</p>
<b>North Forum</b>	£410,000	£435,929  Schools cost is £253,436  Communities cost is £87,533	£34,500 over two delivery sites  For 9 staff £3883 per staff	£60,460	<p>School £253,346</p> <p>£189,436 for 6 staff</p> <p>2x Regional coordinators 2x development workers 2x Admin support</p> <p>£64,000 operating cost</p> <p><b>10 Schools £26,000 per school</b></p>	<p>A new programme has been identified that includes comprehensive pupil engagement.</p> <p>The forum has ceased engagement with primary schools and presents a very detailed programme of activity.</p> <p>On paper this looks very comprehensive.</p>	<p>Core costs are 13% of all costs</p> <p>Previously the forum worked with 24 schools, now they only work with 10 schools so cost per school is higher. However, they have increased engagement with each school considerably.</p> <p>Can the forum deliver the scale of activity proposed?</p>
<b>West Forum</b>	£1.5 million	£1.5 million	£60,000 for 9 staff	£170,000 appointed across	<p>Schools £840,000</p>	<p>S3 – two day programme (not consecutive) involving 30 pupils from each school in</p>	<p>Core costs are 11% of all costs – the lowest overall</p>

		Schools cost is £840,000 Communities cost is £430,000	£6666 per staff member	all work	£549,700 staffing Senior Coordinator Schools Admin Director 3 Development Officers Admin support  Senior Development Officer x 2 3 Development Officers  Director Top-Up Deputy Director Tutor teams £290,300 operating costs  <b>30 schools</b> <b>£28,000 per school</b>	targeted activity on campus – supported by trained mentors  S4 – Those pupils identified in S3 continue to be engaged in a two day experience offering support prior to exams at the end of S4  College Destination preferred S5 – Activity targeted on those likely to progress to HE at college involves 7 sessions and subject specific campus visits  S6 – Follow on activity 9 hours of contact time per year on transition planning – applications, interview prep etc  University Destination preferred 11 sessions in school plus 2 campus sessions at university to develop generic skills for success at university. Includes written assignment which contributes towards entry as part of admissions agreement with institutions.  S5/S6 – Subject specific generic guidance on portfolio preparation in creative arts and creative industries.	Hosting charge is double that of the other forums.  Highest management costs within schools programme  Highest per school cost  Would welcome future discussion to better understand the staffing infrastructure in this model
<b>South East Forum</b>	£615,687	£610,016  Schools £277,500	£5,000 (considerable saving arising from move to new	£103,974 (£85,974 mgt staff and £18,000 operating cost)	£277,500  3 development officers @ £35,000 each	S3 – campus visits based on 15 coordinated events available across all schools  S4 – 35 plus school workshops on option preparation and planning course choices	Core costs are 17% of total costs  Lowest per school cost and slimmest staffing

		Communities £223, 542	Napier campus building)		<p>plus £25,000 contribution to LEAPS running costs</p> <p>£137,500 operational costs</p> <p><b>19 schools £14,605 per school</b></p>	<p>S5 – on campus event study skills and HE preparation planning events – targeted at around 60 participants</p> <p>S5 – 20 plus workshop events preparing pupils for university life</p> <p>S5-S6 – week long residential event to prepare students for transition to HE in college</p> <p>S6 – 15 plus events targeted on preparing students for living on a student budget</p> <p>S6 – Enterprise planning workshops to ensure students get what they want from their preferred HE course</p> <p>S6 – on campus conference focussed on developing practical skills necessary for transition, targeted at 100 pupils</p> <p>S6 – Pre-application interview preparation for target of 500 pupils</p> <p>S6 – Edinburgh College of Art portfolio preparation sessions for targeted interested applicants identified</p> <p>S6 – CAMPUS week long residential for those pupils based in the Borders</p> <p>S6 – 7 week summer school programme (non-</p>	<p>structure – but costs supported through the existence of LEAPS?</p> <p>Most comprehensive programme (although not sure of the extent of the engagement at S3) and yet lowest cost per school – again assume the existence of LEAPS helps to reduce costs.</p>
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						<p>residential) develop learning skills, take part in assessed academic work used to help demonstrate ability as part of admissions agreements with partner universities</p> <p>In addition, delivers a targeted programme of intensive pupil engagement within the schools within the region which have the lowest progression rates – ‘High Flyers’ programme. This programme involves dedicated one-to-one mentoring to targeted pupils.</p>	
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