



Schools for Higher Education Programme

LIFT OFF Annual Report

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2017-2018

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Contents

1. Foreword & Report Summary.....	5
2. LIFT OFF Aims and Objectives.....	5
3. LIFT OFF Schools & Partners.....	6
<i>Fig. 1- LIFT OFF Schools</i>	6
<i>Fig. 2- LIFT OFF Partners</i>	7
4. Programme of Activity.....	7
<i>Fig. 3- Infographic detailing LIFT OFF's programme of activity</i>	8
<i>Fig. 4 – Summarised levels of engagement across year groups; and number of interventions.</i>	9
5. Impact Made.....	10
<i>Progression rates intro HE</i>	10
<i>Fig. 5 – Overall progression rates to HE achieved within LIFT OFF target schools</i>	11
<i>Fig. 6 – 3-year trend of HE progression rates in Angus schools, including virtual comparator (VC)</i>	12
<i>Fig. 7 – 3-year trend of HE progression rates in Fife schools, including virtual comparator (VC)</i>	13
<i>Fig. 8 – 3-year trend of HE progression rates in Dundee schools, including virtual comparator (VC)</i>	14
<i>School leaver destination return (SLDR)</i>	14
<i>Fig. 9 – SLDR data for 2017/18 LIFT OFF leavers; including HE progression rate comparisons with whole school cohort, virtual comparator (VC) and regional average</i>	15
6. LIFT OFF Core Pupil Profile.....	16
<i>Staying on rates (SOR)</i>	16
<i>Fig 10 - Staying on Rates from S4 – S5 from 2017/18 LIFT OFF core pupils</i>	16
<i>Scottish Index of Multiple Deprivation (SIMD)</i>	17
<i>Fig. 11 – Number of senior LIFT OFF pupils from each SIMD quintile</i>	17
<i>Pupil Tracking Questions</i>	18
<i>Fig. 12 – Change in pupil confidence</i>	18
<i>Fig. 13 – Change in pupil aspirations in relation to HE</i>	18
<i>Fig. 14 – Change in pupil preparedness for HE</i>	18
<i>Fig. 15 – Change in pupil awareness of opportunities</i>	18

<i>Qualitative Data</i>	19
7. Student Volunteers.....	19
8. Forecasting	19
9. Summary of Income and Expenditure	21
10. Appendices	22
<i>Appendix 1 – LIFT OFF Pupil Selection Criteria</i>	22
<i>Appendix 2 - LIFT OFF 2017-2018 Programme of Activity</i>	23
<i>Appendix 3 – LIFT OFF initiatives mapped onto recommendations from A Blueprint for Fairness in the Glasgow Region</i>	24
<i>Appendix 4 – Full tracking questions and responses</i>	26

1. Foreword & Report Summary

This report covers the activity carried out by LIFT OFF in 2017/18. LIFT OFF is a partnership organisation which works with schools within the Fife and Tayside region as part of the Schools for Higher Education Programme; supporting widening access.

LIFT OFF has met its core targets, and is working toward additional outcomes, as outlined in the SFC awarding grant letter for SHEP funding across 2017-2020. April 2017 agreement is referenced within this report.

Anticipated project outcomes were to report more pupils from schools with low progression to Higher Education (HE) rates applying for and accessing HE. This was to be evidenced through Staying on Rates (S4-S5) and School Leaver Destination Rates (SLDR).

In the 2017/18 reporting period LIFT OFF engaged with 1,212 pupils from S3 – S6. Staying on rates for LIFT OFF target pupils was 94%, with LIFT OFF pupils also demonstrating higher progression rates to HE than their school figures and virtual comparators.

LIFT OFF has also recorded a positive change in pupil confidence levels, aspirations to progress to HE, preparedness for HE and awareness of opportunities in HE.

2. LIFT OFF Aims and Objectives

The programme aims to increase progression to higher education from the 12 lowest progression secondary schools in Fife and Tayside; and to support high quality teaching and learning through access to learning, success in learning and progression from learning.

LIFT OFF will target support on those pupils who:

- have potential to achieve HE entry, but are at risk of not achieving this potential; or
- are achieving but don't recognise their potential for progression to higher education.

The aim of the project is to increase the numbers of young people from low progressing schools entering higher education at SCQF Level 7.

The project aims to achieve this by delivering a programme of activity that:

- brings together partners to deliver a collaborative programme that offers parity of esteem between higher education at college and university
- has tangible outcomes that could, over time, form the basis of progression agreements with partners

- supports attainment and transition in the senior phase of Curriculum for Excellence
- takes a learner centred approach to delivery that recognises the importance of developing and maintaining individual relationships with pupils and provides impartial guidance and support consistently throughout the programme

The accountability, governance and financial monitoring of the programme are the responsibility of Abertay University, as the lead institution for SHEP in Fife and Tayside and the host of the LIFT OFF programme.

3. **LIFT OFF Schools & Partners**

LIFT OFF works with 12 schools within the Fife and Tayside region, all of which receive the same level of support. These schools are outlined in the figure 1.

Not all pupils within LIFT OFF schools will receive support from LIFT OFF. The programme works with individuals who meet the LIFT OFF pupil criteria detailed in appendix 1; and have been identified by school staff members as having the potential to progress into higher education but may face certain barriers along the way. These individuals become core pupils who have access to the whole LIFT OFF programme. Appendix 1 details the newest LIFT OFF pupil selection criteria, referred to throughout the report.

Fig. 1- LIFT OFF Schools

Angus Schools	Dundee Schools	Fife Schools
Arbroath Academy	Baldragon Academy	Beath High School
Brechin High School	Braeview Academy	Glenwood High School
	Craigie High School	Levenmouth Academy
	St. Pauls RC Academy	Lochgelly High School
		Viewforth High School
		Woodmill High School

From 2019-2020, LIFT OFF will target support to pupils in all schools within the Fife and Tayside region. This will cover Angus, Dundee, and Fife; with future expansion into Perth & Kinross also planned. This will involve engagement with up to 42 schools. Building the foundations and planning for the expansion began during 2016/17 and has continued throughout this 2017/18 reporting year. Most noticeable, the development and integration of a robust pupil selection criteria to target support.

As a partnership organisation LIFT OFF works alongside all the higher education providers within the Fife and Tayside region, as well as the local authorities. Our immediate partners are outlined in figure 2.

Fig. 2- LIFT OFF Partners

Higher Education Providers	Local Authorities	Others
Abertay University	Angus Council	Skills Development Scotland
Dundee & Angus College	Dundee City Council	
Fife College	Fife Council	
SRUC		
The Open University		
University of Dundee		
University of St. Andrews		

LIFT OFF is also supported by Higher Education Institutions (HEIs) out with the Fife and Tayside region, most notably Edinburgh Napier University, Heriot Watt University, Queen Margaret University, The University of Edinburgh and University of Stirling.

4. Programme of Activity

LIFT OFF works with pupils from S3 – S6, and beyond if they need further support. The programme of activity is made up of school based workshops, experiential events and one-to-one support. In addition to this LIFT OFF has been working hard to support the parents/carers of its core pupils, as well as teachers in school.

Figure 3 demonstrates LIFT OFF's programme of activity through the use of an infographic, whilst Figure 4 highlights the level of engagement and amount of interventions. More details surrounding LIFT OFF's programme of activity can be found in Appendix 2.

Fig. 3- Infographic detailing LIFT OFF's programme of activity

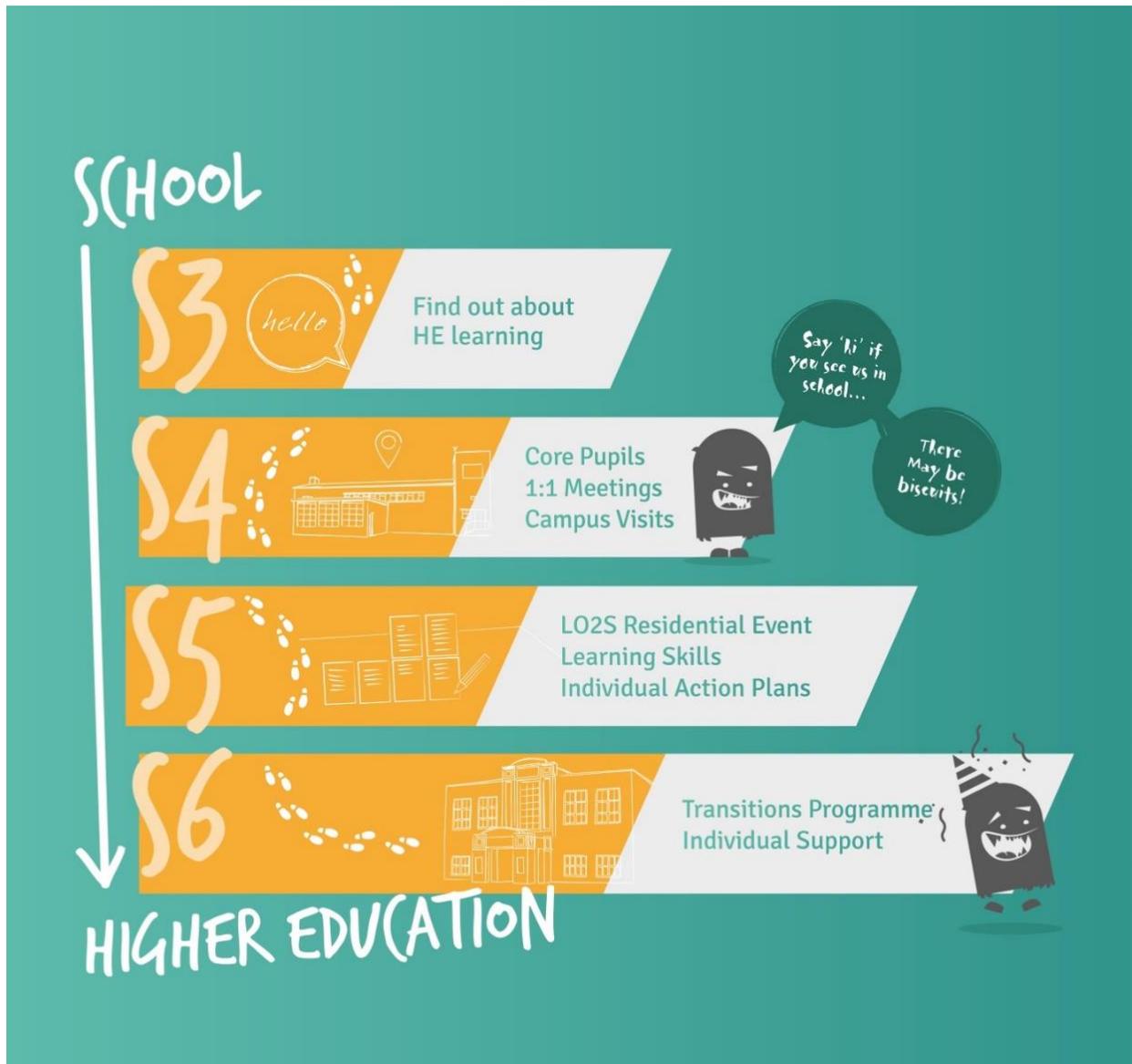


Fig. 4 – Summarised levels of engagement across year groups; and number of interventions.

Who for?	Type of Engagement	Number engaged	Number of interventions
S3	Aspiration raising, in school event	487	1
S4	Promotional workshops, campus visits & 1:1 meetings	186	4 (+ distance support)
S5	5 day residential (LO2S), promotional workshops, credit rated LIFT OFF Learning Skills programme (LOLS), campus visits & 1:1 action planning meetings with follow-ups	179	9 (+ distance support)
S6	In school workshops to include researching HEIs, applications & personal statements, accepting offers, time management and budgeting, plus personal statement checking service	360*	4 (+ distance support**)
Parents/Carers	Information evenings, SAAS presentation and LIFT OFF updates	291	3 (+ distance support)

* Workshops were open to all HE applicants in schools. Approximately 50% of attendees were LIFT OFF core pupils

** S6 distance support included personal statement editing guidance. 83 core pupils received this tailored individual support

5. Impact Made

The following section will explore the impact LIFT OFF is making in relation to its aims and objectives. Higher Education Progression Rate (HEPR) data will be reviewed for the LIFT OFF regions of Angus, Dundee and Fife. This data is supplied by Scottish Government on request. School Leaver Destination Return (SLDR) data for LIFT OFF's targeted cohort is analysed for the same purpose and is supplied by Skills Development Scotland (SDS) through a data sharing agreement.

Progression rates intro HE

Figure 5 demonstrates that trends in HE progression for LIFT OFF target schools are in line with regional rates.

To highlight the impact of LIFT OFF, each region has been explored separately in figures 6-8. When we compare these figures to the HE progression rates of the LIFT OFF core pupils (figure 9), HE progression rates for target pupils are higher than that of their school progression rates and virtual comparators in all target schools. This demonstrates that LIFT OFF continues to have a positive effect on HE progression rates, in-line with its aim to increase the numbers of young people from low progressing schools entering higher education at SCQF Level 7. This is explored further in the next section – School Leaver Destination Return.

Fig. 5 – Overall progression rates to HE achieved within LIFT OFF target schools

	% Progression rate into HE							
	5yr Av (12/13- 16/17)	11/12	12/13	13/14	14/15	15/16	16/17	17/18
SCOTLAND	39	37	37	39	38	40	40	41
TARGET SCHOOLS	26	19	25	24	26	27	28	24
ALL ANGUS	37	34	39	36	35	37	40	38
ANGUS Target Schools	27	16	30	21	27	30	29	25
Arbroath Ac	23	12	28	17	23	24	22	27
Brechin HS	32	20	31	25	31	37	36	27
ALL DUNDEE CITY	32	30	32	32	35	31	32	28
DUNDEE Target Schools	25	19	23	23	28	23	27	21
Baldragon Ac	23	15	17	17	32	26	21	18
Braeview Ac	22	15	14	22	27	20	25	19
Craigie HS	37	16	31	29	26	22	28	20
St Paul's RC Ac	24	24	26	18	24	19	33	27
ALL FIFE	36	34	35	37	35	37	35	36
FIFE Target Schools	26	22	25	27	24	28	28	36
Beath HS	24	20	23	27	25	26	26	17
Glenwood HS	32	32	33	32	24	40	28	29
Levenmouth Ac		N/A	N/A	N/A	N/A	N/A	23	27
Lochgelly HS	18	16	18	23	14	20	16	21
Viewforth HS	26	15	22	22	29	22	44	27
Woodmill HS	32	27	32	39	34	31	31	34

Fig. 6 – 3-year trend of HE progression rates in Angus schools, including virtual comparator (VC)

	15/16	16/17	17/18	VC % of leavers to HE 17/18
SCOTLAND	40	40	41	
ALL ANGUS	37	40	38	
ANGUS Target Schools	30	29	25	
Arbroath Ac	24	22	27	27
Brechin HS	37	36	27	33
Arbroath HS	37	37	35	37
Carnoustie HS	33	41	56	44
Forfar Ac	37	42	33	31
Webster's HS	54	56	43	44
Montrose Ac	36	40	37	40
Monifieth HS	41	42	53	53

Fig. 7 – 3-year trend of HE progression rates in Fife schools, including virtual comparator (VC)

	15/16	16/17	17/18	VC % of leavers to HE 17/18
SCOTLAND	40	40	41	
ALL FIFE	37	35	36	
FIFE Target Schools	28	28	36	
Beath HS	26	26	17	27
Glenwood HS	40	28	29	29
Levenmouth Ac	N/A	23	27	33
Lochgelly HS	20	16	21	38
Viewforth HS	22	44	27	27
Woodmill HS	31	31	34	26
Auchmuty HS	45	33	38	38
Balwearie HS	48	43	41	39
Bell Baxter HS	42	38	42	41
Dunfermline HS	39	42	29	37
Glenrothes HS	41	28	51	38
Inverkeithing HS	48	43	42	44
Kirkcaldy HS	34	27	41	40
Madras College	50	48	50	48
Queen Anne HS	42	41	41	37
St. Andrews RC HS	39	37	40	42
St. Columba's RC HS	38	27	30	37
Waid Ac	51	49	49	50

Fig. 8 – 3-year trend of HE progression rates in Dundee schools, including virtual comparator (VC)

	15/16	16/17	17/18	VC % of leavers to HE 17/18
SCOTLAND	40	40	41	
ALL DUNDEE CITY	31	32	28	
DUNDEE Target Schools	23	27	21	
Baldragon Ac	26	21	18	30
Braeview Ac	20	25	19	25
Craigie HS	22	28	20	32
St Paul's RC Ac	19	33	27	28
Grove Ac	57	49	46	51
Harris Ac	42	43	37	37
Morgan Ac	25	26	28	31
St. John's RC HS	36	32	27	30

School leaver destination return (SLDR)

Figure 9 illustrates the leaver destinations of LIFT OFF's 2017/18 targeted cohort of pupils. The figures highlight that the engagement LIFT OFF has with pupils raises their aspirations, and supports their transition into HE; consistent with LIFT OFF's overall aim.

Progression rates into further education (FE), modern apprenticeship (MA) and to employment or other destinations have also been included for reference. "Other" includes statuses of economically inactive, unemployed, moved out with Scotland and ill-health.

In all LIFT OFF schools, the targeted cohort outperformed their school average progression rates into HE, regional average progression rates into HE, and those of their virtual comparators (VC).

Schools use VCs to measure their performance. It is important to note that all LIFT OFF target schools perform less than their VC when looking at progression into HE. This confirms that LIFT OFF target schools are in need of the additional support they receive.

Menzieshill HS closed in July 2016 with pupils transitioning to Harris Academy, hence no data for 2017/18. LIFT OFF began phasing out our engagement with Menzieshill HS ahead of this planned closure, and supported a group of S6 core pupils after they transitioned to Harris Ac. Menzieshill HS data included in figure 9 is from this cohort.

Fig. 9 – SLDR data for 2017/18 LIFT OFF leavers; including HE progression rate comparisons with whole school cohort, virtual comparator (VC) and regional average

	Total Number LIFT OFF of Leavers	% into FE	% into MA	% into Employment / Other	% into HE	School Average % into HE	VC % HE	Regional average into HE
Angus								
Arbroath Ac	36	3	8	11	78	27	27	38
Brechin HS	38	11	5	32	53	27	33	38
Dundee								
Baldrigon Ac	33	12	9	39	39	18	30	28
Braeview Ac	30	7	3	33	57	19	25	28
Craigie HS	29	28	0	21	52	20	32	28
Menzieshill HS*	16	13	0	44	44	NA	NA	28
St. Pauls RC Ac	49	10	2	18	71	27	28	28
Fife								
Beath HS	37	22	8	32	38	17	27	36
Levenmouth Ac**	68	19	3	13	65	29	29	36
Glenwood HS	40	0	10	23	66	27	33	36
Lochgelly HS	35	9	11	29	51	21	38	36
Viewforth HS	29	10	0	17	72	27	27	36
Woodmill HS	37	8	8	30	54	34	26	36
*only S6 leavers								
**includes S6 leavers from Kirkland HS & Buckhaven HS								

6. LIFT OFF Core Pupil Profile

To understand the general profile of LIFT OFF's target cohort, Staying on Rates (SOR), postcode data and pupil views were reviewed. This review assessed the type of pupils LIFT OFF is working with in relation to national government objectives surrounding widening access to HE.

Staying on rates (SOR)

Figure 10 shows that 94% of LIFT OFF S4 core pupils chose to progress into S5 in 2017/18. This decision to stay on at school beyond their statutory leaving date demonstrates LIFT OFF is effectively raising the aspirations of core pupils to consider that HE is a viable option after school.

With Scottish Schools Online data sets being moved onto Insights, the Scottish Government online benchmarking tool, LIFT OFF has been unable to compare SOR with whole school cohorts due to not having access to Insights at this time. This was highlighted as an issue in 2016/17, but has still to be resolved despite ongoing negotiations with both the SFC and Scottish Government statisticians.

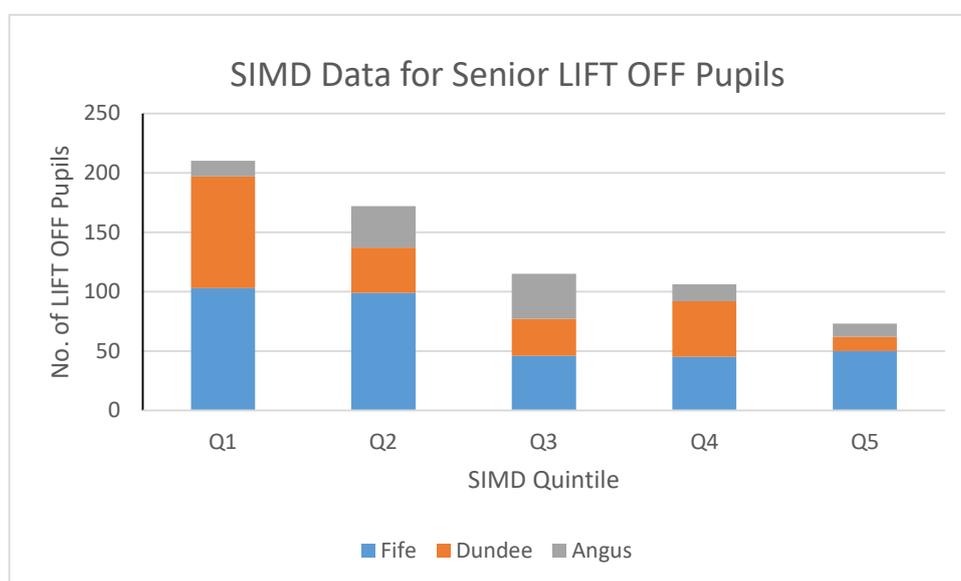
Fig 10 - Staying on Rates from S4 – S5 from 2017/18 LIFT OFF core pupils

	2016/17 S4 Cohort	2017/18 S5 Cohort	% SRO
Angus			
Arbroath Ac	18	17	94
Brechin HS	20	15	75
Dundee			
Baldragon Ac	13	11	85
Braeview Ac	21	21	100
Craigie HS	20	19	95
St. Pauls RC Ac	10	10	100
Fife			
Levenmouth Ac	12	12	100
Glenwood HS	10	10	100
Viewforth HS	13	13	100
Beath HS	17	16	94
Lochgelly HS	13	12	92
Woodmill HS	20	19	95
Totals	187	175	94

Scottish Index of Multiple Deprivation (SIMD)

During 2017/18, LIFT OFF held accurate postcode data for 676 senior cohort pupils. This showed that 382 pupils resided in most deprived 20% and 40 % areas of Scotland (quintiles 1 & 2); with the remaining 294 reporting residency in areas represented through quintiles 3-5. This is illustrated in figure 11. Engagement with this cohort, coupled with the LIFT OFF leaver destinations outlined in figure 9, supports the First Ministers 2014 pledge - by 2030, 20% of all university entrants should come from the 20 per cent most deprived areas in Scotland; levelling the playing fields in terms of participation in university HE.

Fig. 11 – Number of senior LIFT OFF pupils from each SIMD quintile



SIMD lookup files are updated periodically to reflect the creation of new postcodes and changing levels of deprivation. For this report LIFT OFF has chosen to use SIMD2016; in-line with weighted data sets used by the SFC when conducting analysis on socio-economic status.

Throughout 2017/18 LIFT OFF has been embedding robust pupil selection guidelines to ensure support is targeted to those most in need. LIFT OFF's pupil selection criteria includes SIMD, along with other factors that can be considered barriers to learning. These measures align with SHEP's national framework as well as HEIs forthcoming minimum access requirements (MER). They will be tracked and evaluated in future LIFT OFF reports, paving the way for programme expansion and pupil targeted delivery models.

Pupil Tracking Questions

LIFT OFF tracks how its core pupils feel about progression into HE post school. During 2017/18 it was able to track responses at 3 separate points throughout the year. Findings were clustered to identify changes in pupil confidence levels, HE aspirations, preparedness for HE and awareness of opportunities in HE. Results are displayed in figures 12 – 15.

Findings show a marked increase in all areas meaning LIFT OFF is having a significant positive impact on target pupils in-line with its core aims.

Full questions and unclustered results can be viewed in appendix 4.

Fig. 12 – Change in pupil confidence

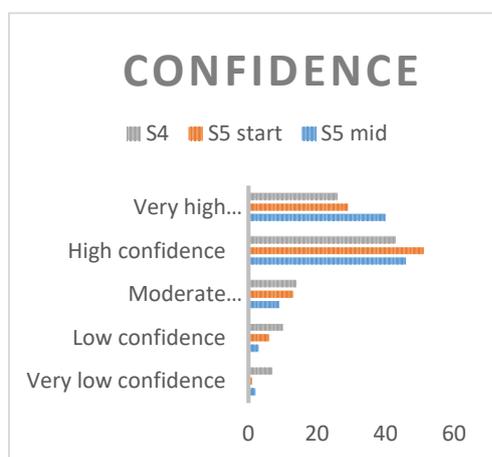


Fig. 13 – Change in pupil aspirations in relation to HE

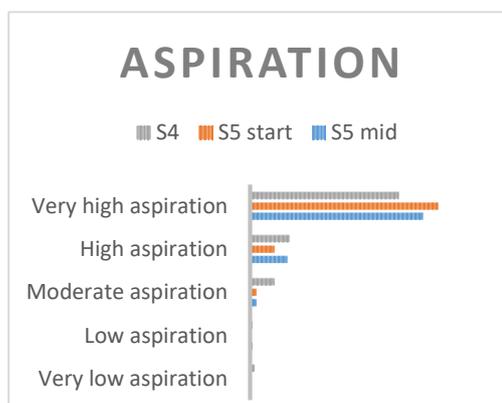


Fig. 14 – Change in pupil preparedness for HE

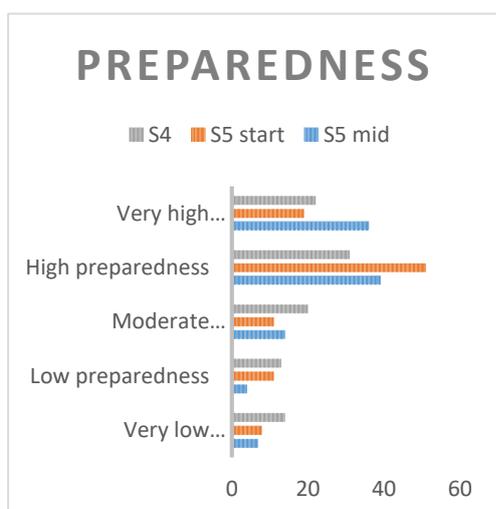
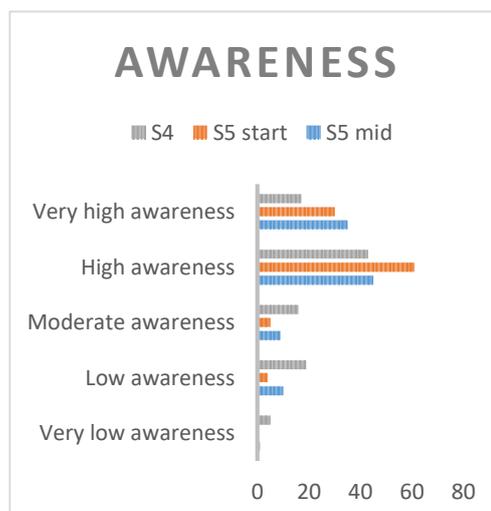


Fig. 15 – Change in pupil awareness of opportunities



Qualitative Data

The extract below came from a case study written by Rae Wallace from Arbroath Academy. It highlights the positive impact LIFT OFF makes on participating pupils.

“...When I first joined LIFT OFF, I was a nervous, anxious person who was quite awkward and never really knew what to say...This experience has opened me up, both as a person and to so many other opportunities. I know what University I want to go to after S6 and how to get there. I have made amazing friends that I wouldn't have ever met if it wasn't for LIFT OFF.

I would highly recommend...LIFT OFF – my advice: go in with an open mind and live in the experience. Talk to new people, mingle and, of course, pay attention in the universities! Another great thing about the experience is the LIFT OFF staff, they are incredibly understanding and know quite a lot about university courses and campuses – ask them as many questions as you can! This whole experience is something that I will never forget and really helped me with my academic life and I would do it all over

7. Student Volunteers

LIFT OFF provides its pupils with the opportunity to meet and work alongside current HE students. This pairing is two-fold, providing role models for the pupils as well as professional development opportunities for HE students.

During this reporting year, LIFT OFF benefited from 134 volunteering hours from 26 students. These students developed their communication skills, time management, reflective practice and understanding of policy relating to young people; benefitting student employability post education. Their skills were developed through formal training plus their individual contributions in supporting external pupil events hosted by partner HEIs, facilitating pupil groups during in-school interventions, and promoting LIFT OFF at volunteer and education fairs.

Pupils benefited by accessing role models who broke down barriers associated with HE learning.

8. Forecasting

Throughout 2017/18, a research project was taking place – A Blueprint for Fairness in the Glasgow Region: Exploring widening access activities to inform a collaborative, regional approach. The final report was published in December 2018 and outlined recommendations for consideration by the Project Board, SFC, Scottish Government, Local Authorities, providers of widening access (WA), plus the school and HE sectors.

This section will explore the work that LIFT OFF is already doing, and will continue to do, in-line with these recommendations.

The recommendations were clustered into 3 groups – current WA activities that are proving to be beneficial and should be continued; current WA that may go some way towards addressing issues but should be developed and/or expanded; and recommendations for new developments to address gaps in current WA provision.

LIFT OFF provides and supports initiatives that meet 9 of the 17 recommendations across all 3 clusters. Mapping of the recommendations to LIFT OFF can be found in appendix 3, along with a link to full report.

Alongside a Blueprint for Fairness in the Glasgow Region, the SFC began working on their Schools Engagement Framework (SEF) in Feb 2017. Development of the SEF was through consultation with SFC funded programmes – Access to High Demand Professions (Reach and ACES) and SHEP; as well the Young Applicants in Schools Scheme (YASS) operated through the Open University in Scotland.

The aim of the SEF was to address recommendation 4 in the Blueprint for Fairness (2016). Key developments in November 2018 addressed the need to move away from a targeted schools approach. In order to ensure all pupils who are capable or have the potential to success post-school, but do not recognise that potential, are supported; SFC funded programmes were tasked to explore new models of expansion to include all schools in their region. LIFT OFF embraced this task, developing a 3 tiered delivery model which embeds it's robust pupils selection criteria to target support in all schools.

The SEF also highlighted that:

- Activity should be mapped closely to schools' academic calendars
- Schools would like to see teacher CPD as part of the access programmes
- Most effective interventions are: information, advice and guidance; aspiration raising, preparation for HE; and Access Routes
- Attainment raising was considered to be less of a role for access programmes.

LIFT OFF addressed all of the above and its' expansion model has been approved by its Programme Management Group. The expansion model has been circulated to Local Authorities and is expected to go the Strategic Funding Group by January 2020 for the August 2020 to July 2023 cycle.

9. Summary of Income and Expenditure

LIFT OFF 2017-2018 Expenditure	
Staffing	£
Core staff salaries	218637.75
LO2S temp staff	3834.39
LOLS temp staff	7349.18
Staff development	978.71
Staff Travel	3651.42
Programme Delivery	
S3	167.99
S4	1682.23
LO2S	40957.4
LOLS	3275.04
S6	55.15
Running Costs	
Stationary & Marketing	6608.02
Rent & Hosting	24110
Research & Development*	13692.72
Total	325000

*includes programme expansion work

10. Appendices

Appendix 1 – LIFT OFF Pupil Selection Criteria

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**PUPIL SELECTION CRITERIA
2019/20**

In order to target LIFT OFF support to individual pupils within each school, a robust pupil selection tool has been developed with support from Angus Council; and has been in use in schools throughout 2018/19.

The selection criteria used is aligned with the Schools for Higher Education Programme (SHEP); and markers used in national access programmes and contextualised Higher Education admissions.

CRITERIA

LIFT OFF Core Pupils will be targeted by their potential to achieve **at least two Highers by the end of S6** – allowing that young person to apply to HE (HNC or above).

They must then meet **at least one** of the following markers to access LIFT OFF support .

SIMD

LAC

FSM

ASN

ESOL

Young Carers

Subject to negative peer and/or community influence

Adverse family circumstance

Rural isolation

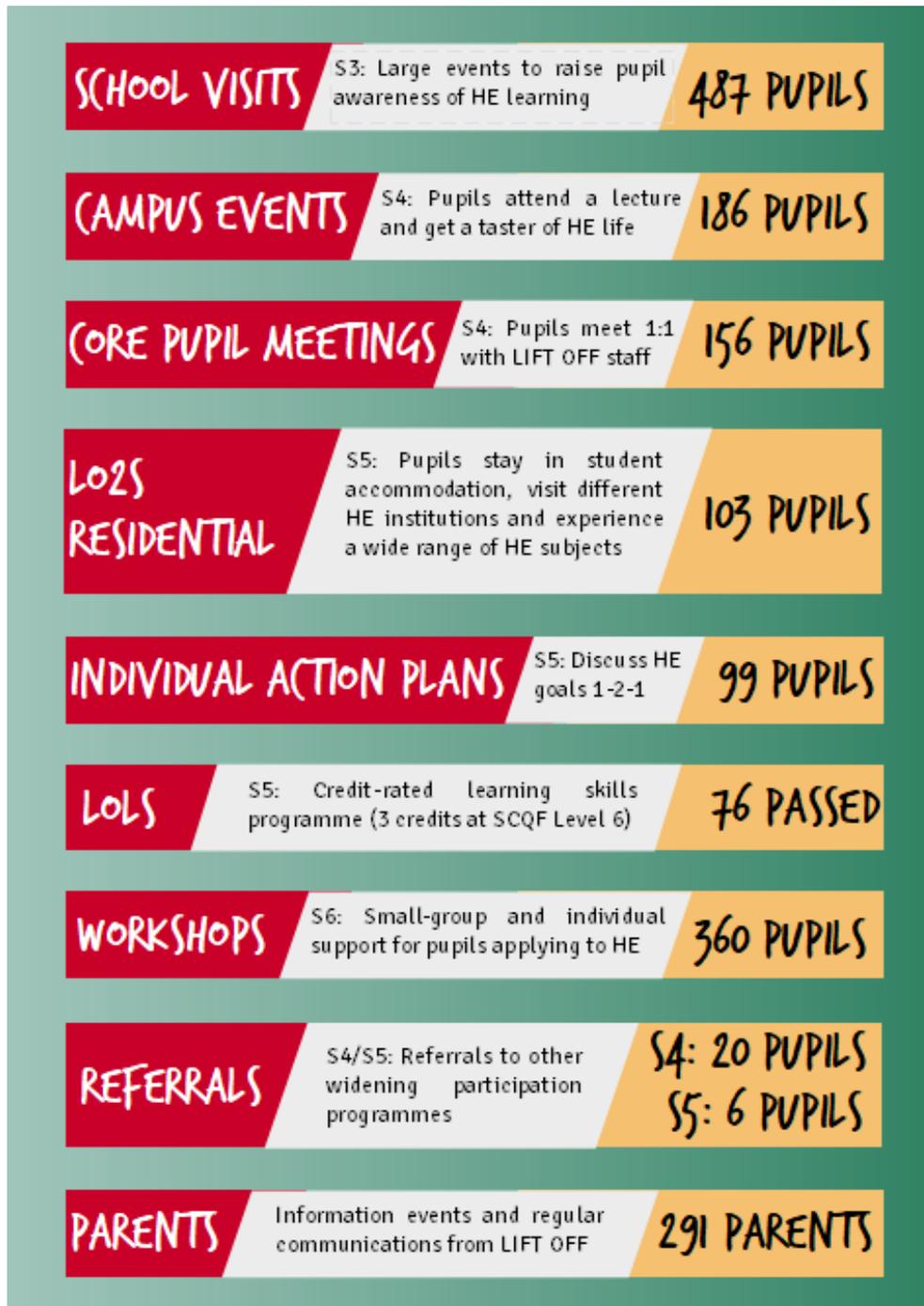
Little/no family experience of HE

Asylum seekers/refugees

Schools should confirm which markers have been met.

Pupils who meet the academic criteria and **two or more** of the markers listed above, may be entitled to additional LIFT OFF support. This will be assessed on an individual case basis.

Appendix 2 - LIFT OFF 2017-2018 Programme of Activity



Appendix 3 – LIFT OFF initiatives mapped onto recommendations from A Blueprint for Fairness in the Glasgow Region

Recommendation	What LIFT OFF does
Current WA activities that should continue	
The research showed that experiential activities were beneficial to pupils. We recommend that these real-life HE experiences should continue to be supported and for more pupils to be offered this type of provision to increase awareness, aspirations, knowledge and preparation for HE.	S4 Campus Visits LIFT OFF 2 Success (LO2S) residential LIFT OFF Learning Skills (LOLS) Campus Visits
Mentoring support to pupils was a key benefit highlighted in the research. WA providers and schools should continue to support and further enhance the role of student and professional mentors in delivering WA provision as role models and advisers providing personalised IAG.	Student volunteer Programme 1-to-1 tailored IAG sessions for S4 and S5 LIFT OFF Pupils
Pupils should continue to be supported during the Senior Phase to ease their transition into HE. Funding and focus of WA work with Senior Phase should be maintained to ensure this crucial point of transition is supported including more awareness of the types of learning and teaching styles in HE.	LIFT OFF Learning Skills (LOLS) credit rated programme
Current WA activities that should be developed	
It is recommended that more coordination of current provision should be encouraged through WA providers working in a collaborative manner to help schools with the logistics of working with multiple organisations. This would furthermore avoid duplication and increase efficiencies.	Strategic agreements Programme Management Group meetings Fife and Tayside Local Practitioners Group Meetings
Better communication across the sector is required, with more information for and from teachers involved in organising the delivery of WA activities. This includes guidance for getting the right pupil on the right programmes for the best outcome for that individual.	Transparent pupil selections criteria Teacher CPD School communication strategy
Collaborative agreements between WA providers and schools should be further strengthened. These should focus on delivery of WA provision where the work of providers complements the work of teachers in schools and does not compete with attainment, since the latter is vital for access to HE. It could also involve closer partnership with SDS careers advisers in schools in support of Careers Management Skills.	Data sharing agreement with SDS Permissions to share LIFT OFF IAG engagement notes with SDS and guidance teachers. Mapping LIFT OFF engagement onto CfE outcomes
Recommendations to address gaps in current WA provision	
Parental/carer engagement in WA, as with education generally, is low. We recommend that appropriate strategies to engage more parents/carers in WA activities should be developed. Interventions should increase awareness of WA	Parental engagement strategy outlines parent/carer engagement

<p>and knowledge of financial aspects, in particular. Primary school was identified as the best time to engage with parents/carers in WA, particularly families with the most disadvantage.</p>	<p>from S4—S6 of the learner journey Invitation to attend SAAS information session</p>
<p>The research highlighted a need, and desire, for WA to be part of teachers’ professional learning. To address gaps in WA knowledge, we recommend introducing/enhancing appropriate CPD packages: these should be available to all staff, not just those involved in coordinating WA, and students undertaking initial teacher training. CPD should cover both general and subject-specific aspects of WA in order to remain relevant for subject teachers.</p>	<p>Tailored teacher CPD Admissions conferences</p>
<p>While there was evidence of evaluation carried out by WA providers, there is a need for better collaborative tracking processes for programme evaluations, as WA providers were restricted by resources and access to data. We recommend that consideration should be given to developing and implementing a longitudinal tracking process using existing access to individual institution, local authority and national data systems, to enable providers to undertake more effective evaluations. Ideally this would be at a national level, led by the Scottish Government and SFC.</p>	<p>Involved in negotiations with SHEP, SFC and Scottish Government surrounding data.</p>
<p>Link to full report: http://www.sfc.ac.uk/web/FILES/Access/blueprint-fairness-glasgow.pdf</p>	

Appendix 4 – Full tracking questions and responses

