



S5 Individual Action Plan Meetings

2019-2020 Final Report

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May 2020

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Background

The Scottish Government has the ambition that every child should have a fair and equal chance of accessing higher education regardless of their socioeconomic background. A systemic approach from all those involved in education is required to achieve this, utilising a strategy outlined in the final report from the Commission on Widening Access (2016). Many organisations are working to achieve this goal, including LIFT OFF, which is part of the Schools for Higher Education Programme.

LIFT OFF currently operate in schools throughout Fife and Tayside delivering a programme designed to increase progression rates to higher education. This is achieved through objectives including raising aspirations and awareness of opportunities for pupils to attend a higher education destination after school. LIFT OFF works with pupils from S3 through to S6. The programme works with a group of core pupils within each school. These are pupils who are expected to achieve at least two Highers by the end of S6 but may also face other barriers or require additional support to achieve a higher education destination after school (selection criteria: LIFT OFF, 2019a). The programme engages with core pupils at in school events, campus events, a residential event and offers one to one support through meetings in S4, S5 and personal statement feedback in S6.

S5 Individual Action Plan (IAP) meetings are the second individual engagement core pupils receive with the LIFT OFF programme, after their S4 Core Pupil Meeting (CPM). These meetings allow LIFT OFF staff to have a personalised discussion with pupils, providing them with an opportunity to reflect upon their learning to date and their preparation for upcoming exams. Staff discuss the pupils S5 subject progress, prelim results, extracurricular activities, and career/study goals for after school. Together with the pupil, staff set 'action points' for the pupil to complete in their own time to help them towards achieving their post-school goals.

Ultimately, the aim of the S5 IAP meetings is to encourage a positive post-school destination, with a focus on supporting pupil's aspirations to progress on to higher education. Several objectives have been set out to help achieve this. These include using the meetings as an opportunity to further build rapport with pupils through personalised interactions, collecting information about pupils S4 attainment and current subject choices to ensure they are on track to achieve their goals, and to provide information, advice and guidance that is tailored for each pupil and is relevant to their goals.

During the 2019-2020 S5 IAP meetings, LIFT OFF have met with 129 pupils across 15 secondary schools. These have taken the form of individual pupil meetings or group IAP drop-in sessions. Through these meetings we have been able to collect information from pupils allowing us to track pupil attainment, subject entries and analyse the range of subjects pupils are interested in pursuing after school. Evaluation feedback received

from pupils indicated that pupils view these meetings as worthwhile and beneficial. This pupil feedback coupled with feedback from staff experiences during IAP sessions have allowed us to propose future recommendations to further improve IAP meetings and continue our trend of successful engagement with our core pupils.

IAP Approach and Organisation

S5 Individual Action Plan (IAP) meetings were carried out between 28th January and 28th February 2020.

Due to the LIFT OFF programme expansion (LIFT OFF, 2019a) the format of these meetings differed between tier 1 and tier 2 schools. As in previous years, pupils at tier 1 schools were offered a one-to-one meeting with a member of LIFT OFF staff. In tier 2 schools, pupils were offered the opportunity to attend an IAP drop-in session. This was the first time this meeting format has been used for S5 IAP meetings.

Planning and Coordination

In tier 1 schools, every S5 LIFT OFF Core Pupil was guaranteed a one-to-one meeting. Pupils who had attended a Core Pupil Meeting (CPM) in S4 were allocated a 15-minute meeting, while pupils who did not attend their S4 CPM were allocated a 20-minute meeting to allow extra time to gather S4 results and additional information. Time slots were allocated to pupils in advance.

In tier 2 schools, all S5 LIFT OFF Core Pupils were offered the chance to attend an IAP focused drop-in session. These ran during the time slot arranged with schools during scheduling meetings.

The meeting schedule or list of pupils invited to the drop-in session was shared with school contact teachers along with a reminder email, one week prior to the event. This email also included Permission Slips for pupils to collect from the contact teacher, allowing them to attend their meeting time slot or drop-in session.

Following on from the successful feedback and resulting recommendation from last year's S5 IAP Report (LIFT OFF, 2019b, Recommendation 2), all pupils received a reminder SMS sent through a no reply text service (ESendex) 1-2 days before LIFT OFF were due in school (**Figure 1**).

A	B
<p>Hi there, LIFT OFF here!</p> <p>Just a reminder that we will be in your school on DATE, START-TIME - END-TIME for S5 IAP meetings. We will be there to talk about school, your plans for HE, and how LIFT OFF can help you get there.</p> <p>CONTACT-TEACHER will give you a permission slip to get out of class and will tell you what room we will be in. Your 15-20 min time slot will be on your slip.</p> <p>See you on DAY!</p>	<p>Hi there, LIFT OFF here!</p> <p>Just a reminder that we will be in your school on DATE, START-TIME - END-TIME for S5 IAP drop-in meetings. We will be there to talk about school, your plans for HE, and how LIFT OFF can help you get there.</p> <p>CONTACT-TEACHER will give you a permission slip to get out of class and will tell you what room we will be in.</p> <p>See you on DAY!</p>

FIGURE 1: Reminder text message sent to S5 LIFT OFF Core Pupils for IAP Meetings (A) and Drop-in Session (B). Necessary details were completed for each school prior to sending.

LIFT OFF staff were not assigned to speak to specific pupils so that there was more flexibility in the schedule on the day. If a member of staff was free they could speak to the next waiting pupil. Staff attending meetings had access to all IAP forms on their laptop which had been organised in advance. As implemented last year, S5 IAP forms were attached to S4 CPM forms to allow for easy identification of subjects studied in S4 and career aspirations discussed previously. Blank S5 IAP forms were created for pupils who did not complete a S4 CPM.

Meeting Format

During the meetings, LIFT OFF staff collected information through discussion with the pupil to fill out the IAP form (**Appendix 1**). This included their grades from S4, subjects they are currently studying in S5, study/career goals for after school and any extracurricular activities and experience they have gained both in and outside of school. Based on this discussion, staff set 'action points', which are informal SMART goals, for the pupils to complete in their own time. These are designed to ensure the pupils have the necessary information and preparation to help them towards successfully attaining their goals for after school. The number of action points and level of support required varies based on the discussion with the pupil. It is clear some pupils have already completed a good level of research in to course choices and career options, while others require more support and direction towards the necessary resources via their action points.

Drop-in sessions had the same aims as IAP meetings, however, pupils were not assigned a time slot to speak to a member of LIFT OFF staff one-to-one. Pupils that came to the session were asked to complete the IAP form on their own before having a shorter discussion with a member of staff to set action points. This was so that pupil discussions could be taking place while others completed their form. However, after feedback from the Fife drop-in sessions, it was clear that this approach did not work well in practice. This was due to there being a higher than expected pupil turnout, while only having one member of staff allocated to the session. Based on this feedback an alternative approach was implemented for the Dundee and Angus drop-in sessions. These used a similar approach as the one used for LIFT OFF Learning Skills (LOLS) feedback sessions, with one member of staff leading a whole group discussion while pupils completed their forms, with another one or more members of staff conducting shorter individual pupil meetings if the pupil was interested in more personalised discussion separate from the group. This approach worked well for the remaining sessions. An adapted IAP form for drop-in sessions could be created which would make it easier for pupils to complete and indicate topics they would like more information on. This revised drop-in format and a new drop-in IAP form will be finalised and implemented for the next academic year (**Recommendation 1**).

Meeting Follow-up

After IAP meetings and drop-in sessions, IAP forms are completed by the member of staff in the meeting to include the action points agreed with the pupil along with links to useful resources. These completed IAP forms are emailed to the pupil within one week of their meeting.

Approximately 3 - 4 weeks after the in school sessions and/or IAP form being sent, pupils were contacted with a general email to ask about progress with their action points. This provides pupils with another opportunity to ask for further advice and guidance if needed. This email also included a link to a pupil feedback survey about their IAP meeting or drop-in session (LIFT OFF, 2019b, Recommendation 6). This provided an opportunity for LIFT OFF to gain further evaluation about the strengths and areas for improvement of the IAP meetings and drop-in sessions from a pupil's perspective.

Results and Discussion

Over the course of the meetings, LIFT OFF staff met with 129 of our 2019-2020 S5 cohort, resulting in a total of approximately 30 hours of face-to-face contact time with pupils. The information collected during discussion with pupils at these meetings provide us with insights to core pupil attainment and plans for after school.

Meeting Attendance

Due to the LIFT OFF programme expansion, 15 schools were visited this year, up from 12 schools in previous years (LIFT OFF, 2019a). This corresponded to an increase in the total number of S5 core pupils that meetings were offered to (231 in 2019-20, 176 in 2018-19) as well as the total number of pupils that attended meetings (129 in 2019-20, 95 in 2018-19). Overall, 56% of pupils that were offered a meeting attended their session, which is consistent with the overall attendance observed last year (**Table 1**).

TABLE 1: Pupil attendance at IAP meetings and drop-in sessions for the 2019-2020 academic year (*5 pupils from Craigie were unable to attend their meeting due to an SQA exam). Attendance from 2018-2019 IAP meetings is also shown for comparison (LIFT OFF, 2019b; there were no drop-in sessions in 2018-19).

	School	Number of S5 Core Pupils	Attended IAP Meeting	% Attendance	% Attendance 2018-19
IAP Meetings	Arbroath Academy	10	5	50	70
	Baldragon Academy	8	6	75	100
	Beath High School	20	13	65	73
	Braeview Academy	14	8	57	27
	Craigie High School	16	5*	31	93
	Glenwood High School	21	19	90	65
	Levenmouth Academy	28	17	61	47
	Lochgelly High School	18	12	67	18
	St. Paul's RC Academy	12	6	50	48
	Woodmill High School	10	5	50	83
IAP Drop-In Sessions	Auchmuty High School	11	5	45	-
	Brechin High School	21	9	43	34
	Dunfermline High School	8	7	88	-
	Harris Academy	24	2	8	-
	Viewforth High School	10	10	100	43
Total		231	129	56	54

With this being the first year that drop-in sessions have been offered, we can also look at the difference in attendance between IAP meetings and IAP drop-in sessions. IAP meetings had an overall attendance of 61% while drop-in sessions had an attendance of 46%. This 15% difference is to be expected considering this is the first year that drop-in sessions have been run, and this is the first time IAP engagement has been offered in the three new schools (Auchmuty High School, Dunfermline High School and Harris Academy).

Looking at the attendance of individual schools can allow us to see how they have impacted the overall attendance reported.

The particularly low attendance of only 8% at Harris Academy is the most notable (**Table 1**). This could be due to the fact that this is the first year of the school being part of the LIFT OFF programme, meaning pupils are less familiar with LIFT OFF. Additionally, this drop-in session was scheduled during lunch-time, therefore, requiring pupils to give up some of their free time to attend. It can be expected that as the school receives sustained engagement from LIFT OFF we will see an increase in attendance in subsequent years. This should be monitored and additional pupil reminders or discussion and support offered for the school contact teacher to ensure a higher turnout.

The attendance at Craigie High School was affected due to five pupils being unable to attend their meeting due to having an SQA exam at the same time. These pupils were still offered the same support and requested for an alternative meeting time to be arranged. We were scheduled to meet with these pupils, however, the disruptions caused by the Covid-19 pandemic meant that this rearranged session had to be cancelled. As a result, we have not yet met with these pupils but still intend to provide them with support once remote working engagement strategies are finalised.

While there was no concern with the attendance levels at Woodmill High School, which were similar to many other schools, it was a significant decrease compared to the attendance levels from last year. A fire at the school in August 2019 has caused significant disruption for the pupils this year and has impacted some LIFT OFF engagement with the school. This could account for some of the pupils not attending their scheduled meeting.

Several schools saw an increase in attendance at IAP meetings compared to last year. Braeview High School had a good level of attendance this year, signifying that the school is recovering from the fire that caused major disruptions last year. Lochgelly High School is another which had an improved level of attendance compared to last year. It was reported that there was confusion last year about which pupils were to attend meetings (LIFT OFF, 2019b) so it is good to see that this is no longer an issue. Glenwood High School also had a particularly high level of attendance for IAP meetings this year.

Staff Time Per Pupil

Throughout the course of this year's IAP meetings, pupils received approximately 30 hours of face-to-face contact time; LIFT OFF staff spent 25 hours 45 minutes on one-to-one IAP meetings and 4 hours 10 minutes at IAP drop-in sessions. Due to the contact time, this engagement is a great opportunity to continue to build rapport with core pupils.

This year staff also recorded an estimate of time spent on follow-up work for each pupil, in addition to the time spent in the meeting. On average staff spent 45 minutes to complete a meeting and a fully filled out IAP form per pupil. With 129 pupils being met with, this represents a significant amount of time dedicated to IAP meetings, which is only going to increase as the LIFT OFF programme continues its expansion. Continuing to monitor the time spent on meetings (**Recommendation 2**), along with pupils' responses to the feedback survey, will allow us to assess and evaluate the impact of IAP meetings.

Core Pupil Attainment and Entries

Recording pupil attainment is an important part of IAP meetings. This allows us to see if pupils are on track for their higher education goals and to provide accurate advice and guidance. For this we ask pupils their grades from National 5 exams sat in S4, and what Highers they are currently sitting in S5, and if they are completing a Foundation Apprenticeship course (**Table 2**).

TABLE 2: Breakdown by school of the average number of National 5 successfully achieved by core pupils in S4, the average number of Highers being taken in S5, number of pupils completing a Foundation Apprenticeship (*Attainment data only collected for 2 of 5 Auchmuty High School pupils and no N5 or Higher information collected for Viewforth High School pupils due to nature of drop-in sessions).

School	Average N5's (A-C) Attained in S4	Average Highers Entered in S5	Number Foundation Apprenticeships
Arbroath Academy	4.8	4.0	0
Baldragon Academy	2.3	1.8	0
Beath High School	5.3	4.2	0
Braeview Academy	4.1	2.8	1
Craigie High School	3.4	3.6	0
Glenwood High School	4.9	4.1	2
Levenmouth Academy	4.9	4.0	4
Lochgelly High School	4.8	4.2	0
St. Paul's RC Academy	3.8	2.2	1
Woodmill High School	4.4	3.8	0
Auchmuty High School	5.5*	5.0*	0
Brechin High School	5.1	4.8	0
Dunfermline High School	5.1	4.4	0
Harris Academy	5.5	4.5	0
Viewforth High School	-*	-*	2
Total	4.7	3.8	10
Core Pupils 2018-19 Total	4	3.3	-
SQA 2018 (per learner)	2.7	2.9	-

From the results gathered, it can be seen that core pupils on average attained 4.7 National 5's at grades A - C in S4 and were currently entered in an average of 3.8 Highers in S5 (**Table 2**). It is worth noting that this data is limited by the number of pupils that attended IAP meetings (**Table 1**). Additionally, at the drop-in session for Auchmuty High School IAP forms were only completed by two of the five pupils that attended, while at Viewforth High School forms were not completed by pupils in the session. This will impact the results to a certain extent. However, this still indicates that on average, core pupils are on track to achieve the main LIFT OFF pupil selection criteria of achieving at least two Highers by the end of S6.

We can also look at this information in relation to other National 5 attainment and Higher entry data. Looking at the data gathered from LIFT OFF core pupils in the previous academic year (2018-19; cohort size = 95) (LIFT OFF, 2019b) we can see a slight increase in both the number of National 5's successfully attained in S4 and the number of Highers entered in to in S5. While the addition of tier 2 schools has had an impact on these averages, even without these schools included we still see an increase in both categories. Although there will always be a level of natural variation between year groups, it is an encouraging increase to see. We can also compare the average performance of LIFT OFF core pupils to national averages per learner obtained from

SQA for academic year 2017-18 (SQA, 2018). This SQA data records the attainment and entries for both National 5's and Highers overall rather than by year groups. **Table 2** shows that over the last two academic year's LIFT OFF core pupils have, on average, attained a higher number of National 5 and entered in to more Highers than the national average. Again, this is a promising trend to see.

For the first time at IAP meetings we have also recorded the number of pupils entered in Foundation Apprenticeship courses. Foundation Apprenticeships are a Skills Development Scotland (SDS) initiative where pupils can complete work-based learning to achieve a qualification at SCQF level 6, the same level as a Higher. There are currently 12 subject areas that pupils can study, depending on availability at their secondary school (SDS, 2019). There has been a large push for Foundation Apprenticeships in recent years, with the Scottish Government backing plans for 5000 Foundation Apprenticeship opportunities to be available in schools by 2019/2020 (Scottish Government, 2017). Foundation Apprenticeships are also becoming more widely acknowledged by colleges and universities (SDS, 2019). Of the 129 pupils we met with, 10 indicated that they were completing a Foundation Apprenticeship (**Table 2**). Although this is a small proportion of this cohort, LIFT OFF should continue to monitor the number of pupils completing Foundation Apprenticeships (**Recommendation 2**). This will allow us to continue to accurately assess pupil attainment along with course/subject interest and will mean we have data available for reporting purposes should apprenticeship progression routes, e.g. Modern Apprenticeships, need to be reported on as further and higher education destinations.

Further and Higher Education Subject Interest

During IAP meetings, pupils are asked about their study and career goals for after school. This allows us to see a wide range of courses and careers that pupils are interested in. By using the same subject area categorisation that has been used in previous years (LIFT OFF, 2019b) we can observe trends in subject interest and identify the number of pupils aiming to achieve a further or higher education destination after school (**Figure 2**).

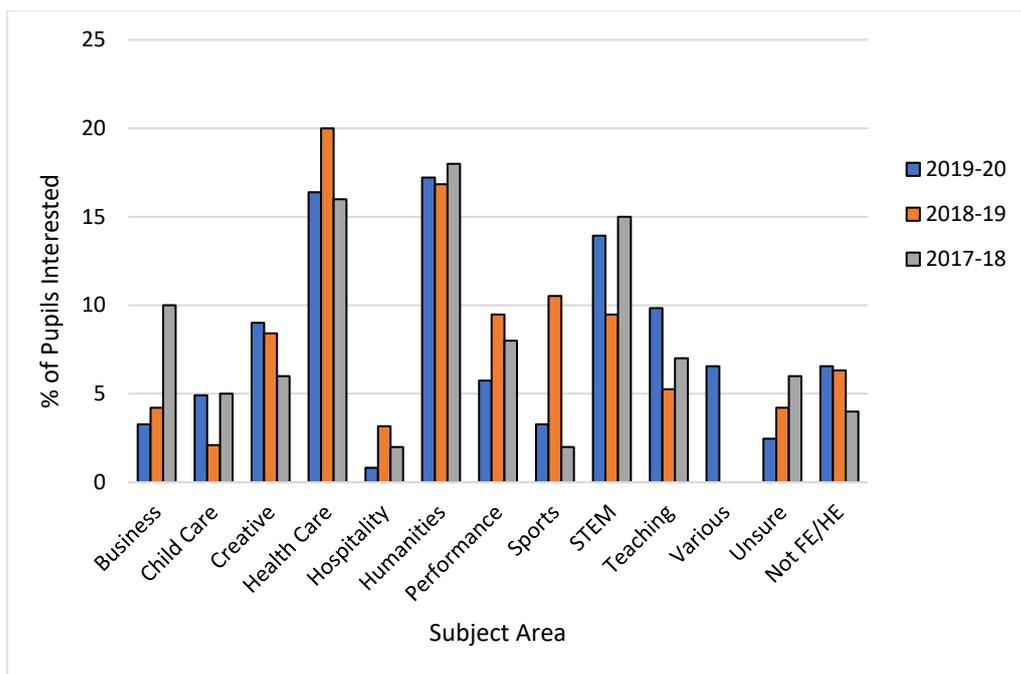


FIGURE 2: Percentage of pupils interested in further and higher education subject areas in comparison with previous years' core pupil IAP data (LIFT OFF, 2019b). Pupils who were interested in multiple, unrelated subject areas were categorised as Various.

As with attainment, there will always be a level of natural variation, in this case with the subjects pupils are interested in. One of the main difficulties in categorising subject areas are when pupils are interested in multiple subjects that are in unrelated disciplines. This year we chose to categorise these pupils as "Various" rather than trying to select the most fitting subject area. Looking at the data (**Figure 2**) we can see that Humanities, Health Care and STEM continue to be the most popular subject areas pupils are interested in. This is unsurprising as these are the broadest categories; a full breakdown of the subjects categorised in each subject area can be found in **Appendix 2**. Within the Humanities there has been a large increase in the number of pupils interested in studying languages this year compared to last year. This now joins Law and Psychology as the most popular choices within this subject area. STEM has seen an increase back towards 2017-18 levels of interest after a dip last year. Interest in Engineering makes up almost half of this subject area. Teaching is another subject area which saw more interest this year, with a 4.5% increase over last year. Part of this may be due the number of pupils interested in Secondary School Teaching (**Appendix 2**) which was not reported last year (LIFT OFF, 2019b). This could be due to these pupils being categorised by the subject they wanted to teach rather than teaching in previous years, but this is unclear from the data available. Other trends worth noting are those observed for Sports and Business. Sports saw the largest decrease from last year (7%). However, looking at the data overall, it seems that last year recorded a

particularly high interest in Sports, with this year's interest levels bringing it back in line with levels reported previously (LIFT OFF, 2019b). Interest in pursuing Business courses continued to fall this year bringing this subject area towards the lowest end of interest. This is of particular interest as this is in contrast to UCAS statistics which show that Business and Admin studies continue to have the highest number of course acceptances (UCAS, 2019a).

As we can see from **Figure 2**, the vast majority of pupils who completed an IAP meeting are looking to continue on to a further education destination, with only 2.5% unsure of their plans or 6.6% not planning to continue with further or higher education. These are encouraging figures, which suggest that LIFT OFF is continuing to achieve its objectives of raising aspirations and awareness of opportunities for pupils to attend a higher education destination after school.

Gender and Subject Interest

There still remains a gender imbalance in both the number of university applicants (UCAS, 2019b) and the subjects that they choose to study (UCAS, 2019c). In 2016, the Scottish Funding Council (SFC) set out its Gender Action Plan to address these differences. It aims that by 2030 there will only be a 5% difference in participation between males and females in university undergraduate degrees, and that college or university subjects will not have a gender imbalance greater than 75% (Scottish Funding Council, 2016). This presents a significant challenge for many subjects that are often associated with a particular gender. Using the subject interest data collected during IAP sessions, we can look at how core pupils in the regions we work in are aligning to this national target (**Figure 3**).

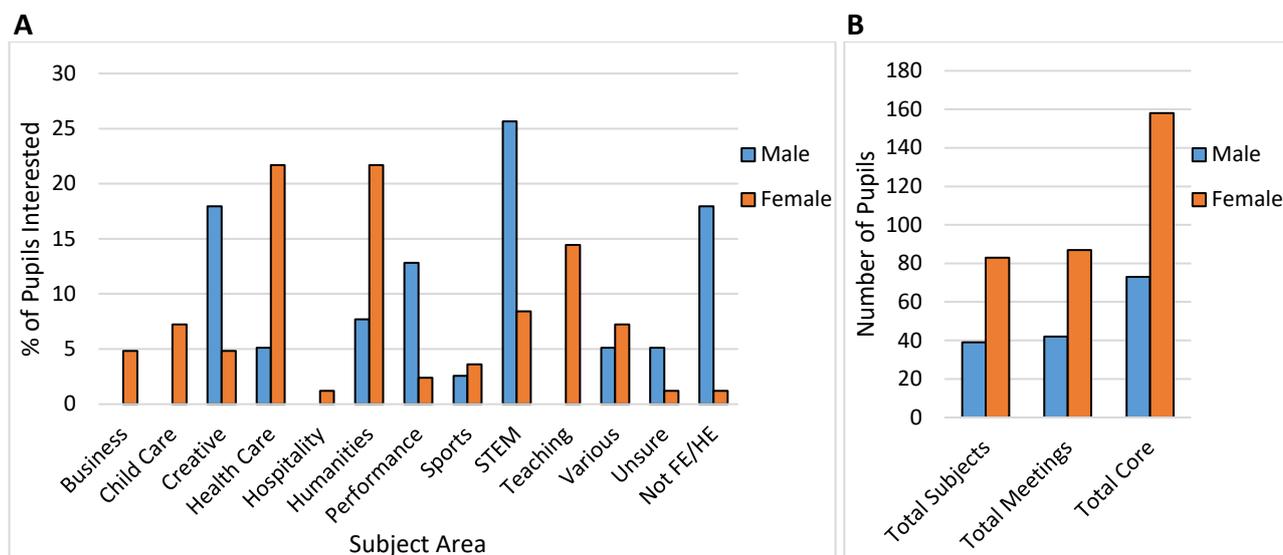


FIGURE 3: Percentage of male and female pupils interested in further and higher education subject areas (A). Gender split of the number of pupils that provided an indication of a subject they were interested in at IAP meetings (total subjects), number of pupils that completed an IAP form (total meetings) and the total number of core pupils in this cohort (B).

The SFC Gender Action Plan highlighted that the STEM subjects predominantly had a large female under-representation, while males were largely under-represented in nursing, teaching and social studies/psychology (humanities) subjects (Scottish Funding Council, 2016). As can be seen in **Figure 3A**, this is largely mirrored in this year's data. Fewer female pupils were interested in STEM subjects than male pupils, while male pupils were less interested in studying health care and humanities subjects, and no male pupils were interested in teaching. This is also reflected in statistics published by UCAS (2019c). The latest SFC Gender Action Plan progress report has also detailed that there has been no significant change in gender imbalances in these course, however, it is still early in the process of implementing lasting change (Scottish Funding Council, 2019).

IAP meetings are an important part of the LIFT OFF programme which allow us to make pupils aware of the higher education options they have available. From **Figure 3B** we can see that even in the LIFT OFF programme, there are more females than males. This was also the case last year. However, the graph also shows that the male pupil engagement with IAP meetings was relatively equal to the proportion of female pupils engaging. If more male pupils were to participate in programmes like LIFT OFF, it would likely help to raise their aspirations to continue to a higher education destination after school.

It is important that LIFT OFF continues to monitor the gender ratios for subjects core pupils indicate they are interested in during IAP meetings. Where possible, we aim to refer pupils to appropriate partner

organisations that provide additional support for certain subjects. By continuing to do this and by encouraging interest in whatever subject a pupil discusses, particularly if it addresses gender imbalance, we can help contribute towards these national goals.

Partnership Referrals

LIFT OFF is one of many organisations that operate in the widening access sector. Effectively supporting pupils through their learner journey and encouraging their higher education aspirations sometime involves referring them to another trusted organisation. These include: Reach, ACES, SDS, RCS Transitions and ICAS Foundation, as well as others that pupils identify, who can all offer specific industry or subject advice and opportunities. **Figure 4** provides a breakdown of the number of pupils referred to these organisations during IAP meetings.

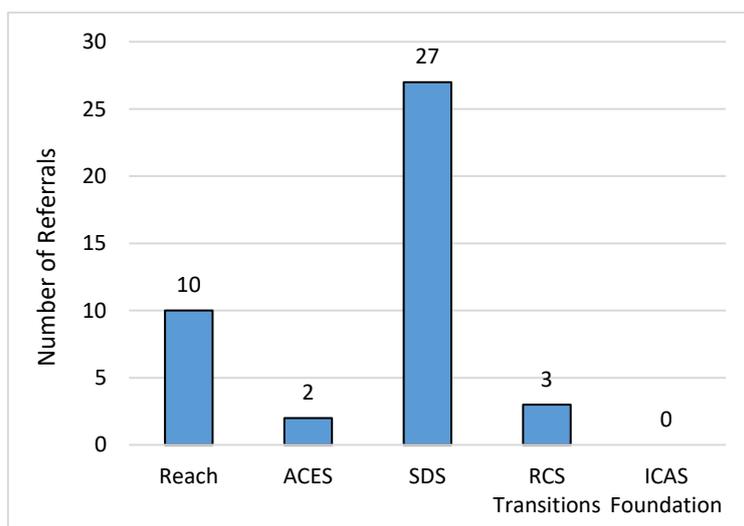


FIGURE 4: Number of pupils referred to other organisations for additional specific advice and guidance.

A total of 42 pupils were referred to partner organisations after IAP meetings. These figures are not counting pupils already engaged in support with other organisations. After internal staff discussions about careers support available in schools there has been a greater awareness of the support available from SDS. This is reflected in SDS having the highest number of referrals, with pupils interested in apprenticeship routes, unsure of their best career options or needing additional career advice in addition to the support from LIFT OFF, being directed to their school SDS contact. LIFT OFF also maintains close links with the Access to High Demand Professions programme, which Reach and ACES are a part of, and we continue to refer appropriate

pupils to their support. This year the selection criteria for Reach and ACES has moved away from a school targeted approach to focus on individual pupil targeted selection criteria, for example those residing in SIMD quintile 1 or 2 postcodes. LIFT OFF's broader selection criteria means that not all pupils who qualify for our programme will also qualify for support from Reach and ACES. This may have resulted in a lower number of referrals to these organisations if it was already known that the pupil would not meet the selection criteria. However, in many cases pupils were still referred for support due to this being a new change. RCS Transitions and ICAS Foundation offer support for performance and finance related subjects respectively. These subjects were already less common (**Figure 2**), hence the lower referral rates. No pupils indicated an interest in an accountancy/finance course (**Appendix 2**) to result in an ICAS Foundation referral.

Referring pupils to appropriate partner organisations ensures that our core pupils are receiving the best possible information, advice and guidance. Continuing this practice along with further expanding our knowledge of additional opportunities (e.g. summer schools) should take place for future IAP meetings (**Recommendation 3**).

Pupil Evaluation Feedback

As recommended last year and discussed in our organisation/approach to this years' meetings, each pupil that completed an IAP meeting or attended a drop-in session was sent a link to complete a post-meeting evaluation questionnaire (**Appendix 3**). Two questionnaires were created, one for pupils who had an IAP meeting and one for pupils who attended a drop-in session. These questionnaires allow us to gather pupil feedback on each aspect of the meeting, including how useful the meeting was for helping to plan ahead (**Figure 5A**), how helpful the person who completed the meeting was (**Figure 5B**), if the pupil completed their action points set at the meeting (**Figure 6A**) and if they thought there was enough time to discuss what they wanted at the meeting (**Figure 6B**). Pupils who attended a drop-in session were asked two additional questions in the questionnaire: how long they had to wait to speak to a member of the LIFT OFF team (**Figure 7A**) and if they were happy to fill out the IAP form on their own when waiting to speak to someone (**Figure 7B**). The questionnaire also offered pupils the opportunity to provide qualitative feedback by providing their reasons why they found the person conducting the meeting helpful/not helpful, why they were unable to complete their action points and if they had any general feedback about the IAP meetings (**Table 3**). Taking pupil feedback in to consideration allows us to identify if there are areas we need to improve upon in future years.

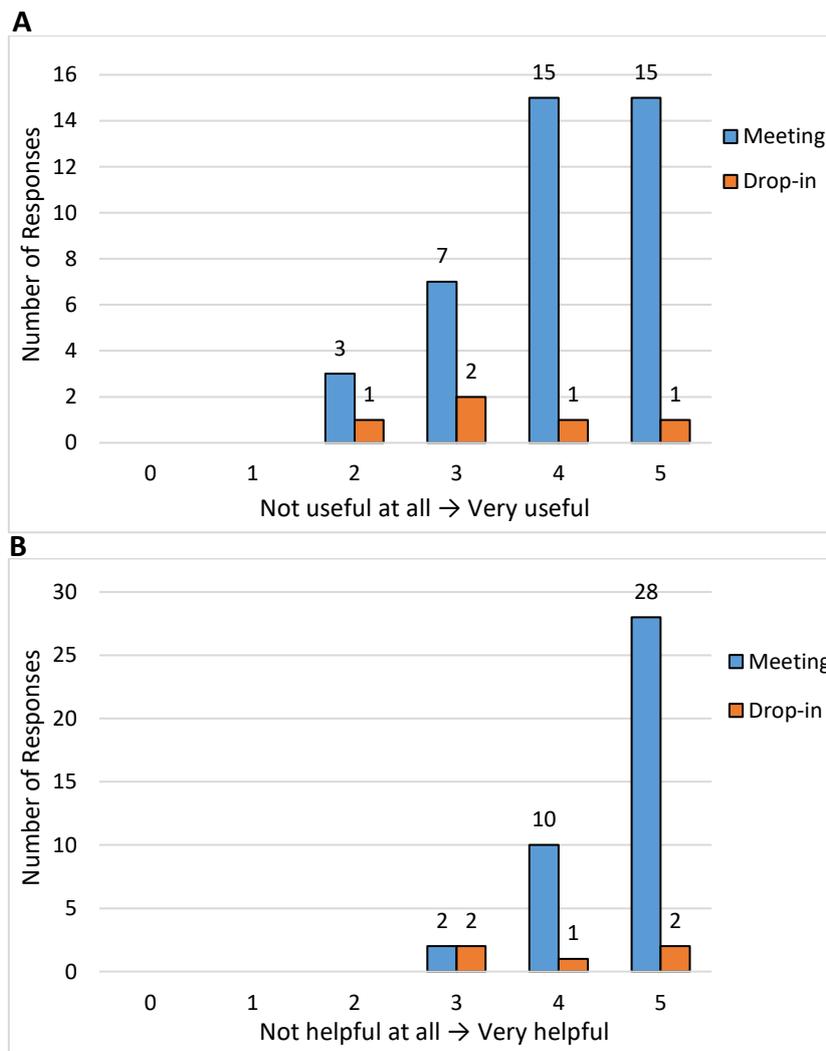


FIGURE 5: Response of pupils who completed post-IAP feedback survey when asked to rate the how useful the meeting was for helping to plan ahead for learning after school (A) and how helpful the person who complete their meeting was (B). Responses are separated by pupils who had an individual IAP meeting or attended an IAP drop-in session.

A total of 45 pupils completed the post-IAP feedback questionnaire; 40 who had IAP meetings and 5 who attended a drop-in session. While these numbers only represent approximately one third of the number of pupils who attended a meeting, it still gives us a good indication of pupil thoughts about the IAP sessions. It is worth highlighting that the number of responses may have been adversely affected due to the disruption caused by the Covid-19 pandemic. IAP follow-up emails were sent to pupils in Dundee and Angus schools during the beginning of lockdown meaning it is likely that other concerns surrounding their school and education overshadowed the follow-up email.

From the responses we received we can see that the vast majority of pupils who had an individual meeting found it to be highly useful, with 4 out of 5 being the average score given in the questionnaire (**Figure 5A**).

These pupils also generally found the person conducting their meeting to be very helpful (**Figure 5B**). The small number of responses from pupils who attended drop-in sessions makes it more difficult to draw conclusions. The majority of responses suggest that the meeting was useful and the person in the meeting was helpful (**Figure 5**). This is supported by the positive themes and responses identified from qualitative feedback questions (**Table 3**). Pupils reported receiving information to help their preparedness for higher education, highlighted by responses such as, “I now feel a lot clearer on how I’m going to achieve my goals” (**Table 3**).

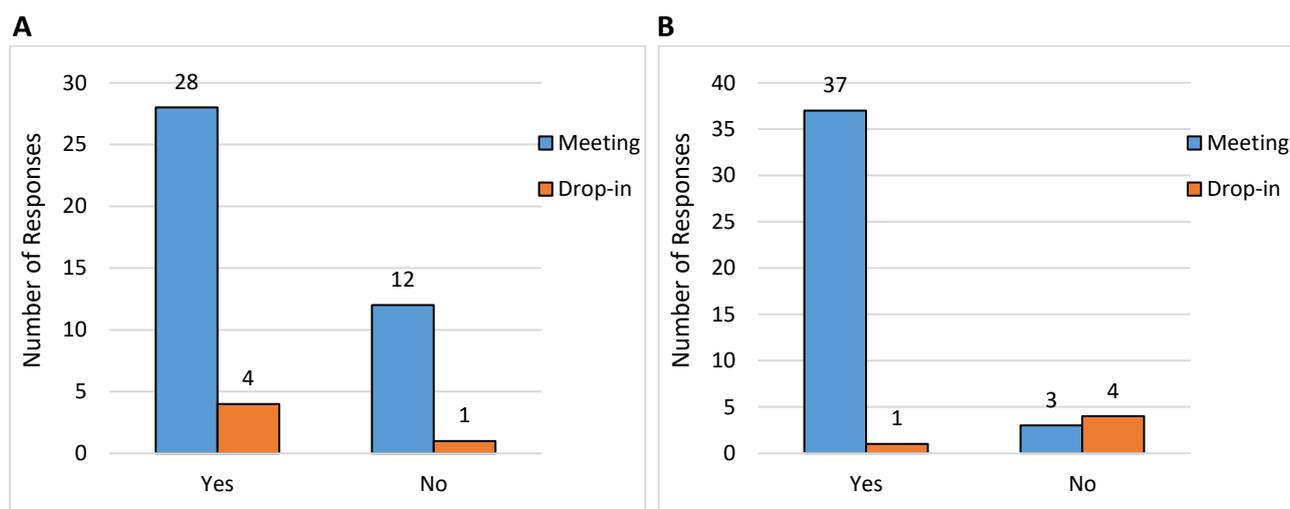


FIGURE 6: Response of pupils who completed post-IAP feedback survey when asked if they completed their action points set at the meeting (A) and if they thought there was enough time to discuss what they wanted (B). Responses are separated by pupils who had an individual IAP meeting or attended an IAP drop-in session.

Pupils that attended their meeting tended to complete their actions points that were set. Overall, approximately 70% of pupils that responded to the survey had completed their action points (**Figure 6A**). This positive response suggests pupils find the action points worthwhile for directing their research and preparation for after school plans. Pupils that did not complete their goals cited uncertainty and time constraints as the main barriers (**Table 3**). Pupils are sent their action points along with the completed IAP form after the meeting so they should always have a record of what they need to complete. Ensuring pupils take an active role in creating their action points during the meeting may be the best way to address this issue. The fact that pupils have a copy of their IAP form may help those who have expressed time constraints as a reason for not initially completing their action points. This will allow the pupils to revisit the information at a later date. This year also presented a unique disruption due to the Covid-19 pandemic, which resulted in a national lockdown. Cancellation of exams and closure of businesses have impacted pupils’ ability to

complete certain action points (**Table 3**). Again, with pupils having an electronic copy of their IAP form, they will have access to the information and advice to complete at a later date. Pupils also mainly thought that individual IAP meetings were long enough to discuss everything they wished to (**Figure 6B**). This was not the case for the responses from IAP drop-in sessions, with 4 of 5 pupils reporting that there was not enough time, with one feedback response stating, “I would prefer if they stayed a bit longer” (**Table 3**). This can be explained by the fact that initial drop-in sessions in Fife schools suffered from not enough staff presence and a higher than anticipated pupil turnout. These sessions were completed before the change of format which was implemented in Dundee and Angus schools.

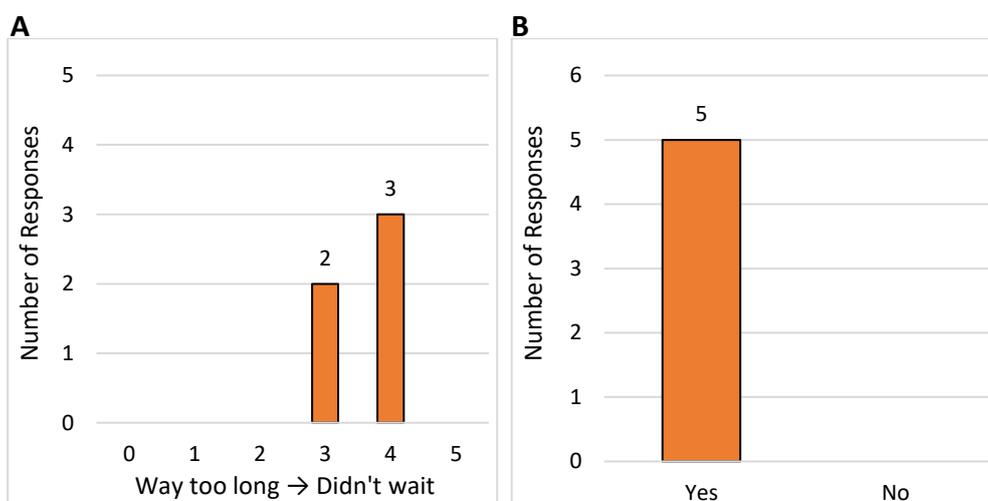


FIGURE 7: Response of pupils who attended a drop-in session and completed the post-IAP feedback survey when asked about how long they had to wait to speak to a member of LIFT OFF staff (A) and if they were happy to complete the IAP form on their own while waiting to speak to someone (B).

Due to the difference between individual IAP meetings and the drop-in sessions, pupils who attended a drop-in were asked to complete two additional questions in their survey (**Figure 7**). Most found that they did not have to wait an extensive amount of time to speak to a member of LIFT OFF staff (**Figure 7A**) and all pupils that responded were happy to complete their IAP form on their own before speaking to someone (**Figure 7B**). Having an IAP form designed specifically for completion at drop-in sessions along with implementing the new drop-in format at all future meetings will help to improve future drop-in sessions (**Recommendation 1**).

TABLE 3: Thematic analysis of pupil responses to qualitative feedback questions in post-IAP survey. Comments from pupils who attended drop-in sessions are denoted by *.

Question Topic	Theme	Description	Examples
Why did you feel the person completing your IAP session was helpful or not helpful?	Preparedness	Pupils received appropriate information to help them plan for higher education.	<p>"I was given a variety of resources to help me"</p> <p>"Gave an insight to university"</p> <p>"I now feel a lot clearer on how I'm going to achieve my goals"</p> <p>*"I now have a better understanding of university entry requirements and what I can do if I don't get the grades I need"</p>
	Approachable	Pupils feel comfortable speaking to LIFT OFF staff.	<p>"Very nice people and all helped and had a good energy"</p> <p>"I was listened to and helped with the decisions I had to make"</p> <p>*"... took in to account your personal experiences and abilities..."</p>
	Reassurance	LIFT OFF staff helped pupil confidence and supported their aspirations for higher education.	<p>"The meeting helped me to think about what I was already doing..."</p> <p>"I already had it all planned out however the meeting helped me to make sure I was doing it all in the right way"</p>
What stopped you from completing your action points?	Uncertainty	Pupil was unsure about what they needed to do and may need more direction.	<p>"I didn't know what they were"</p> <p>"Couldn't remember them all"</p>
	Time Constraints	Pupils felt they did not have enough time to complete the suggested action points.	<p>"I had too much school work at the time and forgot about it"</p> <p>"I haven't had the time to look for other work experience yet"</p> <p>"Never had the chance to"</p>
	Disruption	Disruption caused by the Covid-19 pandemic has caused pupils to be unable to complete or delay completing action points.	<p>"Due to Covid-19 I did not get in contact with the place I could have work experience as all businesses are shutting"</p> <p>"Well exams were cancelled..."</p>
Any other feedback to help improve IAP sessions?	Time Spent	Pupil thoughts about the duration of the IAP session.	<p>"Have more people so you can go through everyone faster"</p> <p>*"I would prefer if they stayed a bit longer"</p>
	Useful	Pupil found LIFT OFF staff and the IAP meeting useful for planning for their future.	<p>"It was very helpful and the team were also helpful"</p> <p>"It was very helpful and the team had a good chat"</p>

Overall, the post-IAP meeting evaluation questionnaire provides a great opportunity to gauge pupil thoughts about their individual IAP meeting or drop-in session. This also provides a basis for supporting future recommendations. For these reasons LIFT OFF should continue to utilise the post-IAP meeting questionnaire. Ensuring this is mentioned during the meeting or including reference to this on their IAP form could be methods of increasing the completion rate (**Recommendation 4**).

Conclusion

The 2019-2020 academic year has seen LIFT OFF engage with its highest number of schools to date when providing IAP sessions to core pupils. During these IAP sessions we have continued to utilise established areas of good practice while implementing recommended improvements from the last academic year. This year IAP drop-in sessions were used for the first time as a result of the LIFT OFF programme expansion and move to a tiered school approach. Issues with staffing and approach to initial drop-in sessions were quickly identified and, thanks to the adaptability of the LIFT OFF team, a new approach was put in place to complete the remaining IAP drop-in sessions. We have also added to our data collection during these IAP meetings, with the number of pupils completing foundation apprenticeships being recorded for the first time and staff recording an estimation of how much time they have spent providing information, advice and guidance for each pupil. These additional data have allowed us to continue to improve upon our robust reporting and evaluation.

Overall, S5 IAP meetings and drop-in sessions in the 2019-2020 academic year have been highly successful. We have recorded a pupil attendance consistent with previous years and have received generally positive feedback from pupils in the post-IAP feedback questionnaire. Recommendations from this year will allow us to continue to build upon the high quality information, advice and guidance offered to our core pupils in future years.

Future Recommendations

Based on this year's findings and staff experiences, the following are recommendations for S5 IAP meetings in academic year 2020-2021:

1. Continue to use the same format as the LOLS feedback sessions for IAP drop-ins, with one member of staff leading a whole group discussion while other staff members' complete shorter individual meetings if pupils would like to have one. An IAP form specific to drop-in sessions will be created to make it easier for pupils to complete the form on their own. Electronic forms (e.g. Microsoft Forms) will also be investigated as these have seen use during home working conditions as a result of the Covid-19 pandemic lockdown.
2. LIFT OFF should continue to collect data on the number of pupils completing foundation apprenticeship courses and the staff time spent on each pupil as a result of the IAP meetings. These will benefit future reporting.
3. In order to continue to provide the highest quality information, advice and guidance for our core pupils we will update and expand our bank of resources and improve our knowledge of opportunities available for pupils to gain experience beneficial for higher education, for example, a list of summer school opportunities.
4. To improve pupil feedback questionnaire completion rate we should aim to make sure this is promoted during IAP meetings and send the link for the questionnaire along with the initial email to the pupil as well as in the follow-up email. If more pupils complete this post-IAP survey we will have access to more reliable and representative information for making future improvements.

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Appendix 1: S5 IAP Form

Name:					
Date:					
School:					
LO Staff:					
Contact method: <i>mobile/email?</i>					
Results and levels from S4: <i>What did you get last year?</i>					
Current Subjects: <i>What subject and levels are you currently taking?</i>	Maths	English	Mod Studies	History	Geography
	Chemistry	Biology	Physics	Business	Admin
	PE	Art	Drama	German	French
	Spanish	Home Ec.	Photography	Hospitality	Religion
	Other(s):				
Decision & Goals: <i>What do you want to do after school? Career options?</i>					
Research: <i>What have done so far? How much do you know?</i>			Subjects / Grades you require?		
Additional Notes: <i>What experience/skills do you have? Extra-curricular activity? Work? LO2S / LOLS? Open days? Careers advice? Volunteering?</i>			What else are you involved with through school?		

From the information gathered, together with the pupil, devise action points to help them achieve their goals.

Action Points:

What are you going to do?		Timescale

Pupil Consent:

I give permission to inform my guidance teacher/SDS advisor of my IAP discussion

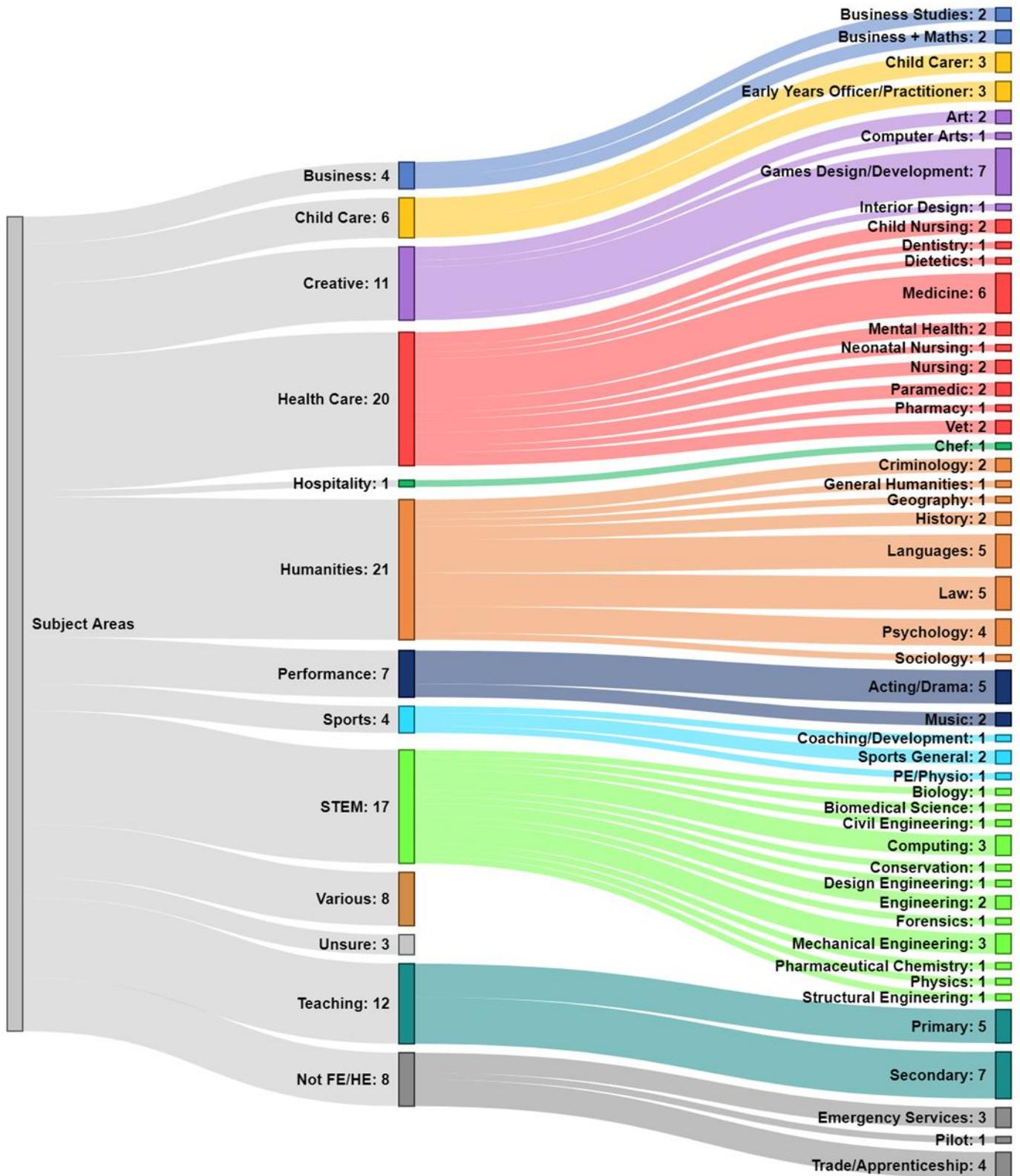
Yes No

Signed _____

Development Worker notes/comments:

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Appendix 2: Subject Area Categorisation



Appendix 3: Post-Meeting Questionnaires

The following text and questions were used in the IAP Meetings and IAP Drop-in Session pupil feedback questionnaires:

IAP Meetings

Thank you for attending your S5 Individual Action Plan Meeting with **LIFT OFF!**

As we love working with our Core Pupils and want to make sure we are providing the best advice and guidance possible, we would appreciate it if you could answer a few questions for us about your meeting?

This will allow us to see what we are doing right and where we can improve, based on your comments! By completing this survey, you are having an impact on how the LIFT OFF programme will work in the future - how exciting is that!

Please bear in mind that these surveys will remain confidential within LIFT OFF - you will not be recognised by any information you provide in the survey.

There will not be any follow up on what you tell us - so please be as honest as would like.

Questions marked with an asterisk (*) are mandatory questions so you will need to answer them to complete the survey.

1. How useful was the meeting in helping you plan ahead for your learning after school?
0 – Not useful at all → 5 – Very useful
2. How helpful was the person who completed your Individual Action Plan Meeting?
0 – Not helpful at all → 5 – Very helpful
3. If your answer for 2 was "Not helpful at all" or "Very helpful", why did you feel this was the case?
Please bear in mind that there will be no negative consequences based on these responses - LIFT OFF simply wants to improve our advice and guidance as much as possible.
4. Did you complete all of the action points that you set at your meeting?
Yes or No
5. If your answer for 4 was "No", could you let us know what stopped you for completing your action points?
6. Did you feel there was enough time in the meeting to talk about what you wanted to talk about?
Yes or No
7. Do you have any other feedback for the LIFT OFF team with regards to your S5 Individual Action Plan Meeting?
8. Can you tell us who completed your Individual Action Plan Meeting?
This is just so we can give this feedback back to the team so we know what we are doing right and where we can improve!
Mairi, Mel, Hannah, Graham, James, Jack

Thank you for taking the time to complete this survey! We appreciate your time!

IAP Drop-in Sessions

Thank you for attending your S5 IAP Drop-In Session with **LIFT OFF!**

As we love working with our Core Pupils and want to make sure we are providing the best advice and guidance possible, we would appreciate it if you could answer a few questions for us about your meeting?

This is the first time we have run IAP drop-in sessions, so your feedback will allow us to see what we are doing right and where we can improve! By completing this survey, you are having an impact on how the LIFT OFF programme will work in the future - how exciting is that!

Please bear in mind that these surveys will remain confidential within LIFT OFF - you will not be recognised by any information you provide in the survey.

There will not be any follow up on what you tell us - so please be as honest as would like.

Questions marked with an asterisk (*) are mandatory questions so you will need to answer them to complete the survey.

1. How useful was the meeting in helping you plan ahead for your learning after school?
0 – Not useful at all → 5 – Very useful
2. How helpful was the person who completed your Individual Action Plan Meeting?
0 – Not helpful at all → 5 – Very helpful
3. If your answer for 2 was "Not helpful at all" or "Very helpful", why did you feel this was the case?
Please bear in mind that there will be no negative consequences based on these responses - LIFT OFF simply wants to improve our advice and guidance as much as possible.
4. How did you feel about the length of time you had to wait to speak to LIFT OFF staff?
0 – Way too long → 5 – Didn't wait
5. Were you happy to fill out your own IAP form before speaking to someone from LIFT OFF?
Yes or No
6. Did you complete all of the action points that you set at your meeting?
Yes or No
7. If your answer for 4 was "No", could you let us know what stopped you for completing your action points?
8. Did you feel there was enough time in the meeting to talk about what you wanted to talk about?
Yes or No
9. Do you have any other feedback for the LIFT OFF team with regards to the S5 drop-in session – how could we make this better?
10. Can you tell us who completed your Individual Action Plan Meeting?
This is just so we can give this feedback back to the team so we know what we are doing right and where we can improve!
Mairi, Mel, Hannah, Graham, James, Jack

Thank you for taking the time to complete this survey! We appreciate your time!