S5 Individual Action Plan Meetings

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Introduction

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 (HE). 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, discussing 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.

Context

Based on student feedback and discussions with LIFT OFF staff from IAP meetings in 2020/21, the following recommendations were proposed for 2021/22:

- Continue using MS Forms to send the IAP questionnaire to pupils in advance of any meeting. This allows staff access to responses before discussions with pupils, as well as being a useful tool for tracking and evaluating overall responses to questions.
- Continue using MS Forms to send feedback questionnaire to pupils. Promote this during meetings and follow-up to ensure as high a response rate as possible.
- Start producing more subject specific information and guidance that can be provided for pupils (e.g. portfolio requirements for creative subjects, auditions for performance subjects, what to expect from practical classes in relevant subjects) to go along with general information

All three recommendations were implemented. MS Forms was used for both the initial IAP form and feedback form. Subject-specific guides were produced for Dentistry, Medicine, Veterinary Medicine, Law and Creative Subjects. These were intended to support pupils who are eligible for LIFT OFF but not the Access to the High Demand Professions (AHDP) projects, Reach and ACES, because of differences

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in eligibility criteria. AHDP project staff were contacted for feedback about the subject guides to ensure that they were fit for purpose.

The following recommendations from 2019/20 were also considered:

- Drop-in with one staff leading group discussion while others do individual discussions – *this was not implemented as planning for this type of engagement with Covid restrictions was considered too complicated.*

- Record # of Foundation Apprenticeships – *yes, in IAP Form and in main spreadsheet (schedule).*

- Record Staff time for IAPs and follow-ons – *staff time recorded on schedule, follow-ons were more sporadic, so not recorded.*

- Promote feedback form in meetings and in initial email – *in practice, there was not time during the meetings to promote. It was decided not to include in the initial email as multiple Forms creates confusion for pupils. Instead, a follow-up email using the new bulk email system, Moosend, was used (see details in the 'Method' section below).*

- Resources – improve, include Summer Schools and similar opportunities – *this was built in by the creation of a new S5 Resource Page on the LIFT OFF website (see details in the 'Method' section below).*

- Some sessions felt rushed and follow-up was tricky. Example, what do we do if they are not eligible for AHDP but interested in those subjects? – *to help alleviate this issue, referrals to AHDP were recorded and relevant pupils were emailed with Reach/ACES information in addition to the subject-specific guides mentioned above.*

- ASN needs flagging before meeting in case of additional support or adjustments – *a question on the IAP form was added to ask about additional support needs. Where information was available from Core Pupil applications, this was also noted in the schedule for staff to be aware of.*

- Some questions/discussion points can be triggering for pupils – *although not possible in advance of the IAP meetings, some staff attended coaching training sessions which included a section on dealing with disclosure of mental health issues. The intention is to revisit this training ahead of IAPs in 2022/23.*

When planning for the 21/22 IAPs began in December 2021, a new Covid variant and high case rates made in-person meetings uncertain. With easing restrictions from late January, most schools were happy with in-person meetings. However, an extended prelim diet due to high absence rates (mainly Covid-related), combined with some in-school restrictions meant that the IAP meetings stretched over a longer period than the month-long schedule in previous years. The first IAP meetings took place on 8th February and the last on 31st March. This caused difficulties for keeping up with email reminders and scheduling. Also,

many of the March meetings happened after schools' S6 course choice deadlines, which limited the possibility of giving useful advice in this area.

Method

The S5 Resource Page was created in advance of the IAP meetings, to give pupils a centralised resource with information and links to help them explore their HE options. This is a private page on the website, which core pupils can access with a specific link. It contains the following sections:

- Exploring your options
- Articulation Information
- 'Find your Campus' Map
- Achieving your S5 goals
- Application Advice
- Information about Subject-specific projects
- Support links

Figure 1: Screenshot of S5 Resource Page
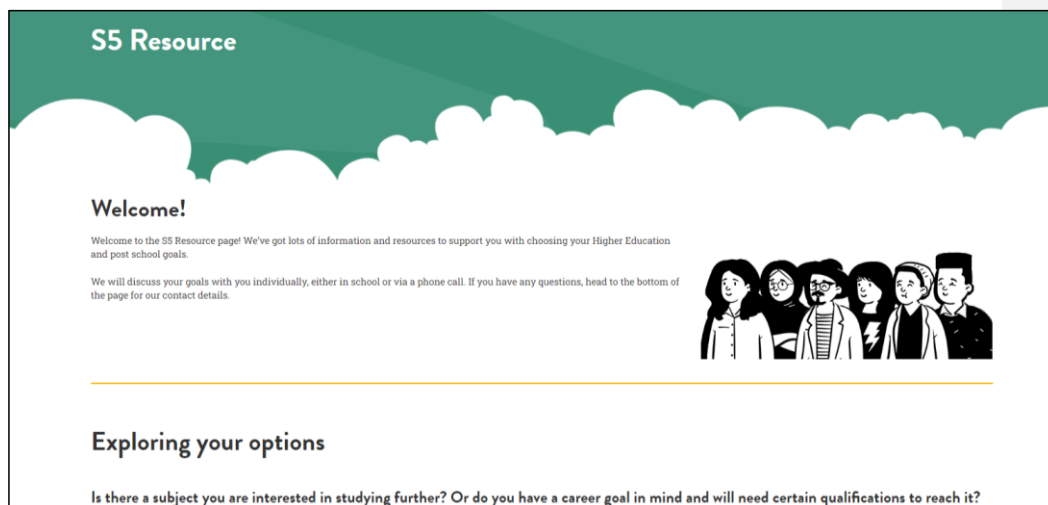
The webpage replaced physical and digital resource sheets used in previous years. When pupils completed the initial IAP form, an acknowledgement email was sent via PowerAutomate that included the link.

To organise the IAP meetings, a schedule was created for all existing S5 Core Pupils that allocated them a 20-minute meeting. This schedule was subsequently used as the main recording spreadsheet for staff to note details from the meetings.

In the event that face-to-face meetings were restricted, phone call meetings were also planned as an alternative. To help with scheduling, a free online scheduling assistant was trialled called Koalendar. This allowed pupils to select certain slots on the LIFT OFF Google calendar (IAP account) and LIFT OFF then received an automatic email with the details.

Some IAP meeting dates and times had been pre-arranged by schools during planning meetings in June 2021, while others were confirmed by cluster leads and contact teachers throughout January-March 2022. Based on the spread of meetings, the initial IAP form was emailed out to pupils in three batches with three separate deadlines for returning the form. It was hoped that this would mean pupils were more likely to return the form, while trying to avoid emailing them during their busy prelim period and limit the delay between them returning the form and their IAP meeting.

The IAP form asked about S4 attainment, current subject choices and progress, extracurricular activities, involvement with other projects and career/study goals (see Appendix 1 for the full form).

For pupils in Tier 1 schools, the S5 IAP meeting follows on from their S4 Core Pupil meeting, so some pupils had already discussed their interests for HE or other plans for after school. This information was used in a mail merge email to these pupils, reminding them what they had stated in S4. A question on the form then asked them to let us know if they had changed their plans. The information was also copied across to the schedule so that staff had a record and could base discussions around it.
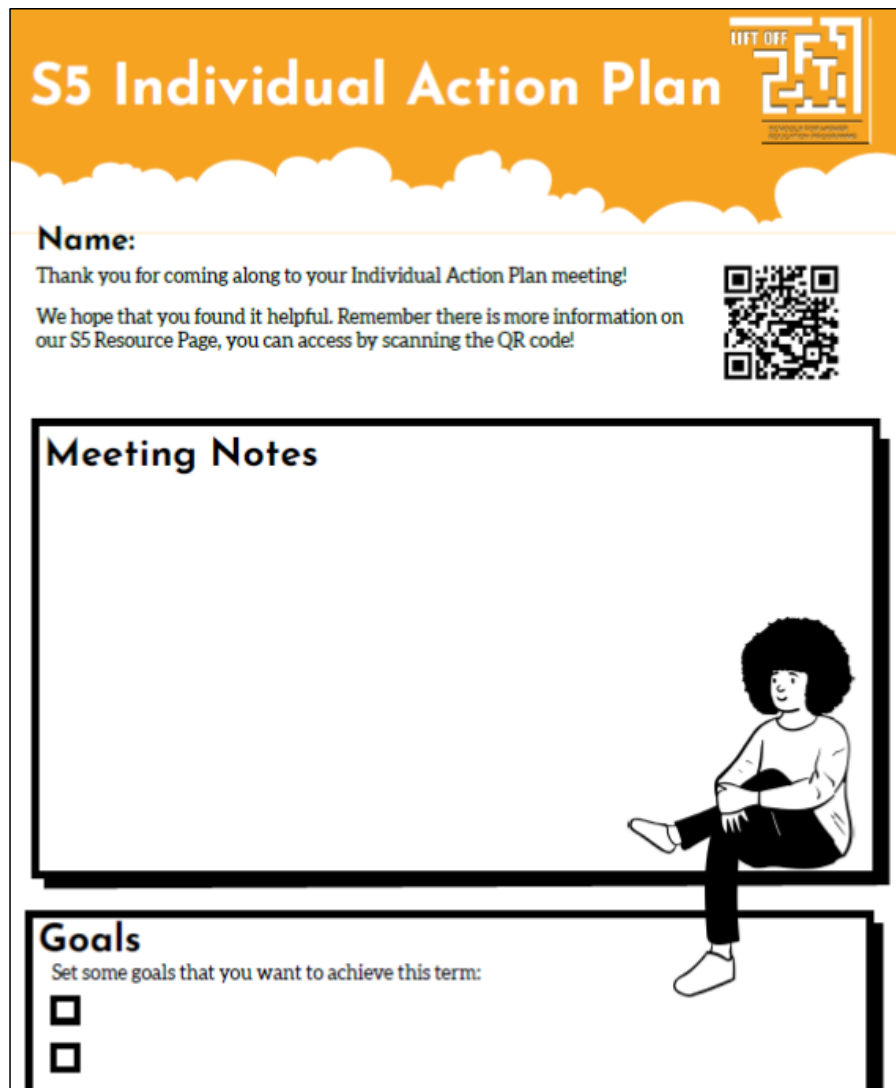
In advance of the meetings, contact teachers were emailed a list of existing S5 pupils, along with permission slips including time slots that could be handed out to the pupils. This method allowed contact teachers to notify LIFT OFF if any pupils had subsequently left school or no longer wanted to be part of the programme, as well as backfilling with new S5s where possible.

Staffing for the meetings was based on the number of pupils and the time allocated in school, with some flexibility to allow for absences and school timetables. Generally, 2-4 Development Workers ran simultaneous IAP meetings. Where possible, scheduling meetings over school breaks was avoided to encourage attendance. The scheduling assistant, Koalendar, was used twice where pupils were offered phone call meetings, for Arbroath Academy and Arbroath High School.

During the meetings, LIFT OFF staff discussed the completed IAP form, or where pupils had not completed one, they had the option to frame discussions around a blank form or make it more free-flow. Where connectivity allowed, staff were encouraged to use the S5 Resource Page as a jumping-off point, along with websites such as My World of Work (MyWoW) and UCAS course search. Staff recorded relevant information in the schedule and a notes section meant any information not covered by the columns could still be captured. Pupils were encouraged to come up

with suitable goals for S5 and these could be noted on a printed sheet to take away (along with a freebie LIFT OFF branded pencil!). The sheet also included a QR code for the S5 Resource Page, a section for noting down any information to follow up on, advice for S6 course choices and suggestions for HE research over the summer.

Figure 1: IAP take-away sheet

After the meetings, contact teachers were sent an attendance report and in one case this resulted in LIFT OFF being able to offer a pupil who was self-isolating a phone-

call meeting instead. Emma created and updated a spreadsheet for follow-ups, then emailed any pupils who were recorded as being interested in Dentistry, Medicine, Veterinary Medicine, Law and Creative Subjects with the relevant subject guide and a reminder to check their eligibility for Reach or ACES. Staff were encouraged to follow-up individually with other pupils when this was deemed necessary, e.g. any issues of concern or sending additional information about HE options if they ran out of time during the meeting.

Any pupils planning to apply for the early UCAS deadline were also noted on the schedule, to help ensure LIFT OFF can offer timely application support.

Due to the spread of meetings and restrictions on segmenting email lists based on IAP attendance, it was decided to use Moosend to send a bulk email to all S5 Core Pupils on Friday 18th March, regardless of whether they had had an IAP at that point or not. This meant that those who missed their IAP still received the offer of support and information in a timely manner.

The email included:

- General info on what the IAPs are/what to expect if they were still to be scheduled
- What kind of support LIFT OFF offered including phone calls, emails and the 'ask a student' resource via the website
- Adapted IAP take away sheet with the advice on S6 course choices and looking ahead to summer checklist.
- Link to the S5 resource page
- LIFT OFF support in S6
- A form link to notify LIFT OFF if they were planning to apply for courses with the early UCAS deadline
- Promotion for the Revision Sessions (see below for more information)

During the IAP meetings, many pupils disclosed that they had struggled with the prelims and were apprehensive about exams in May. In response to this, Emma developed two Revision Sessions covering general revision tips and outlining some different techniques. These sessions also served to increase the offering for S5 Core Pupils who did not attend LIFF OFF Learning Skills (LOLS) and/or who missed their IAP.

The two Revision LIVE sessions ran online during the Easter Holidays and were opened up to all LIFT OFF Core Pupils, with 14 pupils attending both parts (some different pupils in each session). The sessions were recorded and the videos were emailed to all core pupils via Moosend as well as being added to the S4, S5 and S6 Resource Pages. A feedback form was included in the email with the videos.

On 19th April, after the Easter break, all S5 Pupils were emailed using Moosend to ask for feedback on S5 support from LIFT OFF. The MS Form ask about overall support in S5, including LOLS, IAPs and Revision LIVE and included the standard LIFT OFF tracking questions.

Output

270 S5 Pupils were invited to fill out the initial IAP form, with 103 responses returned (38%). However, once contact teachers had confirmed if any pupils had left school, the number requiring meetings dropped to 246 pupils, making this a 42% return rate. Table 1 shows the spread of completed forms per school.

Table 1, Graph 1: IAP forms by school
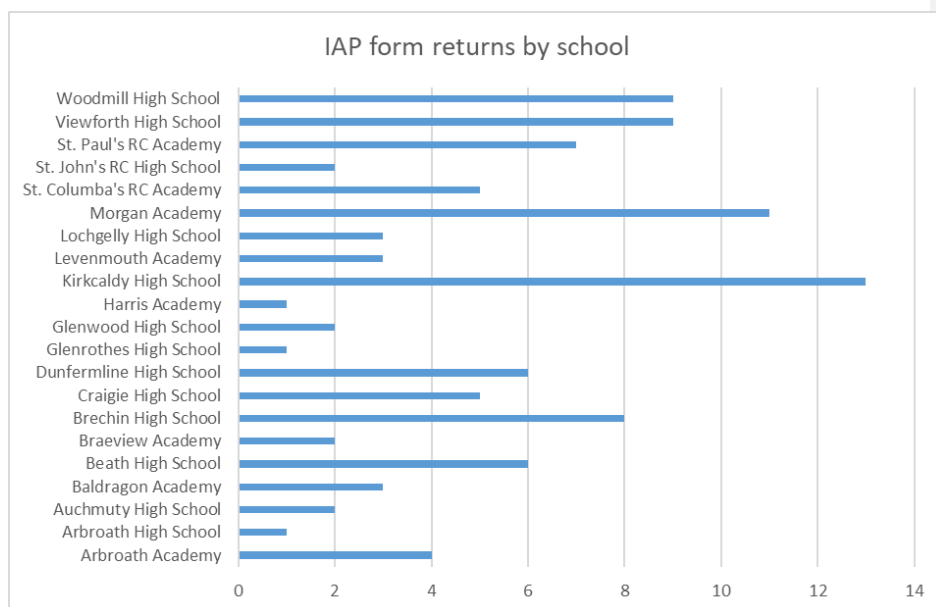
School	Form returns	School	Form returns
Arbroath Academy	4	Lochgelly High School	3
Arbroath High School	1	Morgan Academy	11
Auchmuty High School	2	St. Columba's RC Academy	5
Baldragon Academy	3	St. John's RC High School	2
Beath High School	6	St. Paul's RC Academy	7
Braeview Academy	2	Viewforth High School	9
Brechin High School	8	Woodmill High School	9
Craigie High School	5		
Dunfermline High School	6		
Glenrothes High School	1		
Glenwood High School	2		
Harris Academy	1		
Kirkcaldy High School	13		
Levenmouth Academy	3		

The following tables shows the IAP attendance per school.

Table 2a: all schools

School	No. pupils	Attended	Percentage	Notes
Arbroath Academy (T1)	15	1	7%	Issues engaging, offered phone calls
Arbroath High School (T2)	1	1	100%	Phone meeting due to travel time considerations
Auchmuty High School (T2)	2	0	0%	Issues engaging, offered phone calls as final option once bulk of IAPs finished
Braeview Academy (T1)	3	3	100%	
Baldragon Academy (T1)	4	4	100%	
Beath High School (T1)	14	6	43%	
Brechin High School (T2)	10	8	80%	
Craigie High School (T1)	12	10	83%	
Dunfermline High School (T2)	9	6	67%	
Glenrothes High School (T1)	11	0	0%	Issues engaging, offered phone calls as final option once bulk of IAPs finished
Glenwood High School (T1)	5	1	20%	1 pupil self-isolating and offered phone call support
Kirkcaldy High School (T1)	29	17	59%	
Harris Academy (T2)	3	2	67%	
Levenmouth Academy (T1)	3	3	100%	
Lochgelly High School (T1)	10	4	40%	
Morgan Academy (T1)	24	18	75%	2 pupils off sick, notified in advance
St. Columba's RC Academy (T1)	15	7	47%	
St. John's RC High School (T1)	23	0	0%	Issues scheduling due to school space and staffing, offered phone calls as final option, once main IAPs finished
St. Paul's RC Academy (T1)	22	11	50%	2 off sick, 2 doing prelims/assessments
Viewforth High School (T2)	15	13	87%	
Woodmill High School (T1)	16	7	44%	
Total	246	122	50%	

Table 2b: Non-engaging schools taken out

| School	No. pupils	Attended	Percentage
Arbroath High School (T2)	1	1	100%
Braeview Academy (T1)	3	3	100%
Baldragon Academy (T1)	4	4	100%
Beath High School (T1)	14	6	43%
Brechin High School (T2)	10	8	80%
Craigie High School (T1)	12	10	83%
Dunfermline High School (T2)	9	6	67%
Glenwood High School (T1)	5	1	20%
Kirkcaldy High School (T1)	29	17	59%
Harris Academy (T2)	3	2	67%
Levenmouth Academy (T1)	3	3	100%
Lochgelly High School (T1)	10	4	40%
Morgan Academy (T1)	24	18	75%
St. Columba's RC Academy (T1)	15	7	47%
St. Paul's RC Academy (T1)	22	11	50%
Viewforth High School (T2)	15	13	87%
Woodmill High School (T1)	16	7	44%
Total	195	121	62%

Attendance at IAP meetings was 50% overall, but this rises to 62% when discounting schools that didn't engage or had issues with scheduling. Of those pupils attending their meeting, 64% had completed their IAP form in advance.

IAP form Responses

In the IAP form, pupils were asked if they were planning to stay on to S6 and what they would like to do on leaving school. Graphs 2 and 3 show the results, with the majority saying they intended to stay on and would like to go to university.
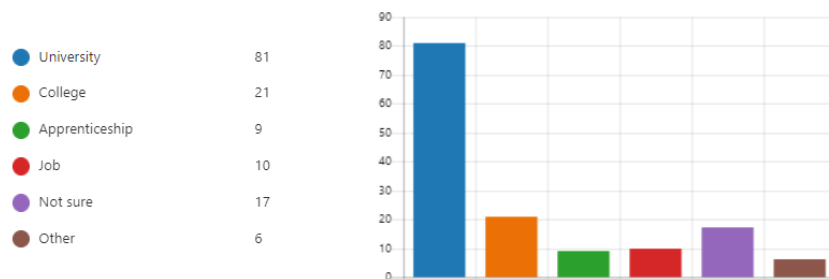
Graph 2:
Staying on to S6
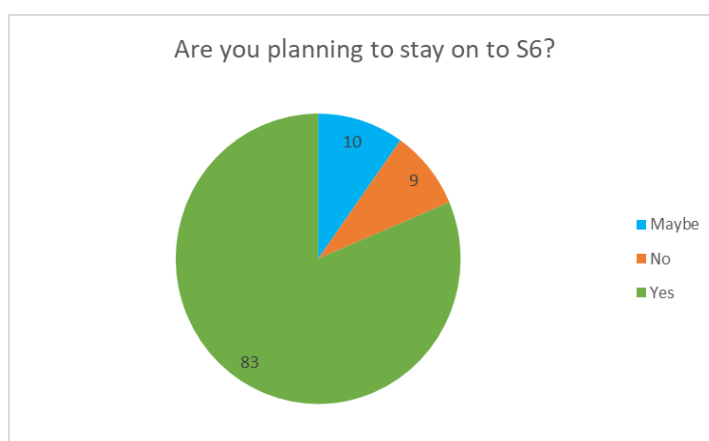
Graph 3: Preferences for after school

25. What would you like to do when you leave school?
More Details

- University ... 81
- College ... 21
- Apprenticeship ... 9
- Job ... 10
- Not sure ... 17
- Other ... 6

As mentioned in the Method section, pupils who had a S4 CPP were sent information was used in a mail merge email to these pupils, reminding them what they had stated. However, the main response to 'have your plans changed' was 'unsure', as shown in Graph 4.

Graph 4: Have your plans changed?

24. If you did complete a Core Pupil Profile in S4 you told us about your future career or education plans & interests (included in email). Have these changed?
More Details

- Yes ... 17
- No ... 22
- Not sure ... 33
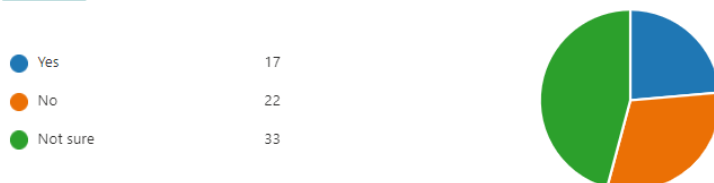
To gauge preparedness, pupils were asked if they had a My World of Work account, how much they felt they knew about their options and what kind of research they had already completed. Graph 5 shows that the majority of pupils had started exploring their options but felt they could do more. In Graph 6 we can see that the majority have a MyWoW account, which is mirrored in the thematic analysis of the responses to 'what research have you done' (Graph 7), where MyWoW was the most common way pupils had researched their options.

Graph 5: How much do you know about your options?

How much do you know about your options?

I feel like I know enough to make some decisions	28
I have done some research, but could do more	56
I haven't really started yet	19
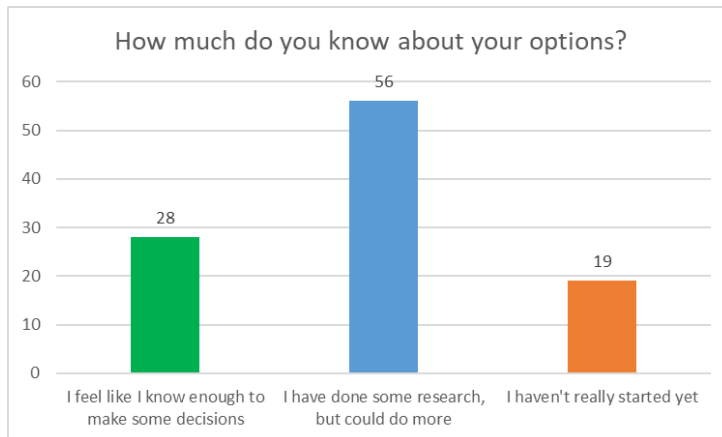
Graph 6: Do you have a My WoW account?

Do you have a My World of Work account?

Maybe, 30
No, 11
Yes, 62
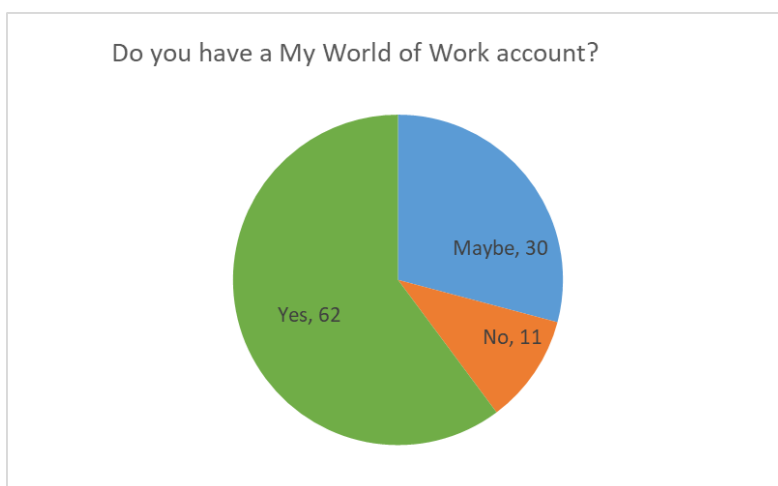
Graph 7: Thematic analysis of free text responses to 'What kind of research have you done? (E.g. UCAS course search, MyWoW, Open Days)'

Thematic analysis of S5 research into HE options

Category	Value
Open Days	
My WoW	
Institution websites	
UCAS search	
Looked at entry requirements	
Careers Advisor	
Guidance teacher	
Prospectus	
Spoken to people doing course/career	
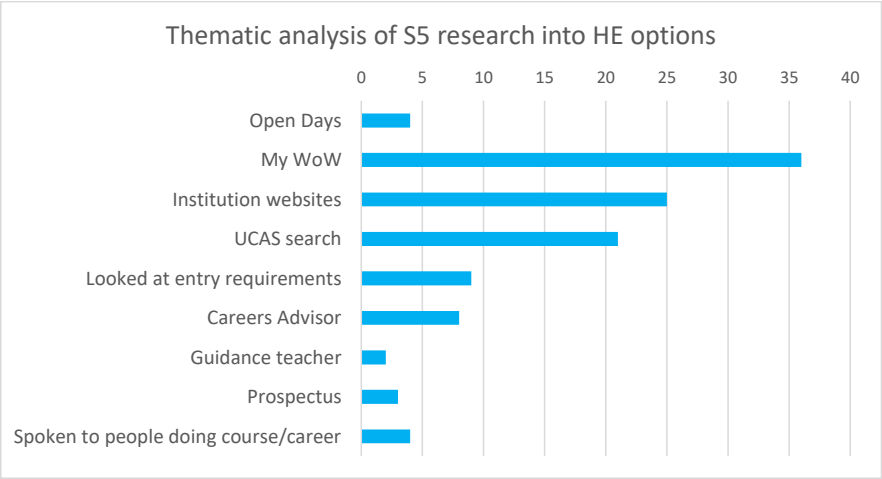
Pupils were also asked if they were involved in any other widening access or support programmes such as AHDP programmes or Young Carer groups. Graph 8 shows the totals for each option, with First Chances Fife being the most commonly selected. Graph 9 shows the cumulative answers, demonstrating that around a fifth of these pupils are involved in multiple programmes.

Graph 8: Total numbers involved in programmes

20. Are you involved in any of these programmes?
More Details

Reach	11
ACES	1
First Chances Fife	17
Young Carers	4
Young Farmers	0
Other	8
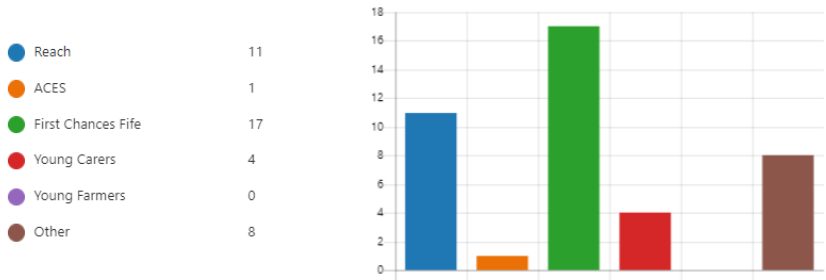
Graph 9: combined answers for project involvement

Are you involved in any of these programmes?

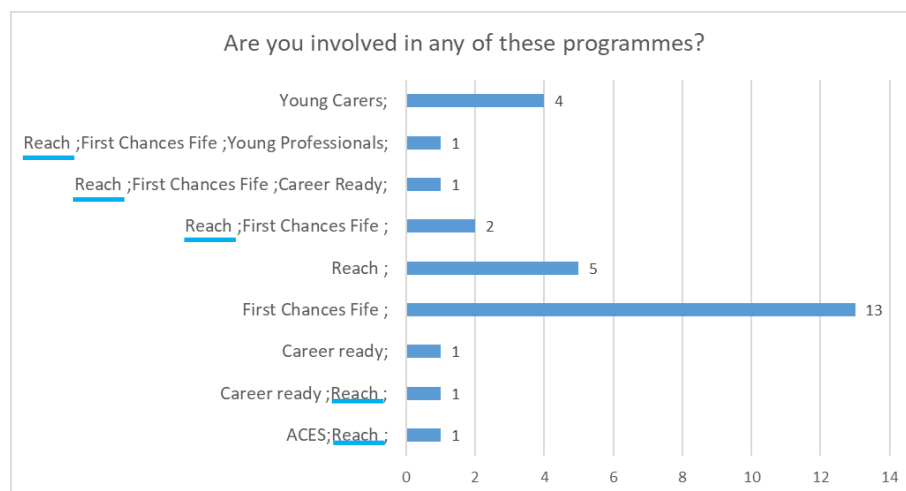| Programme	Value
Young Carers;	4
Reach ;First Chances Fife ;Young Professionals;	1
Reach ;First Chances Fife ;Career Ready;	1
Reach ;First Chances Fife ;	2
Reach ;	5
First Chances Fife ;	13
Career ready;	1
Career ready ;Reach ;	1
ACES;Reach ;	1

When answering a question about Foundation Apprenticeships, it was clear that pupils were not sure what this meant, as many included other college courses. Table 3 shows the different Foundation Apprenticeships that pupils mentioned. Table 4 shows the range of other courses they are taking, with Criminology college courses being the most popular choice.

Table 3: Foundation Apprenticeships 20/21

Cyber security (Software Development?)	Food and Drink at Dundee and Angus College
Social Services and Healthcare at Dundee and Angus College	Engineering (Level 7) at Rosyth
Scientific Technologies	

Table 4: Other courses 20/21

| |
|---|
| Young stem leader qualification |
| Nat5 lab skills and higher leadership (enrichment) |
| Statistics module |
| Hair and Beauty- College Course- Nat 4 |
| NPA Animal care |
| Game Design Level 5 |
| NPA Level 6 Criminology and N5 Sports and Recreation |
| NPA Psychology in Gardyne college and N5 Business Management in Morgan Academy |

Social Services
Sports Leader, MVP
Criminology at Fife College
NPA Criminology
Criminology Level 6 at college
Fife college - criminology N5
College- criminology

Pupils were asked what areas they wanted to work on, encouraging them to think about setting goals in advance of the meeting. Exam preparation/Revision and Study skills were the top choices (Graph 10).

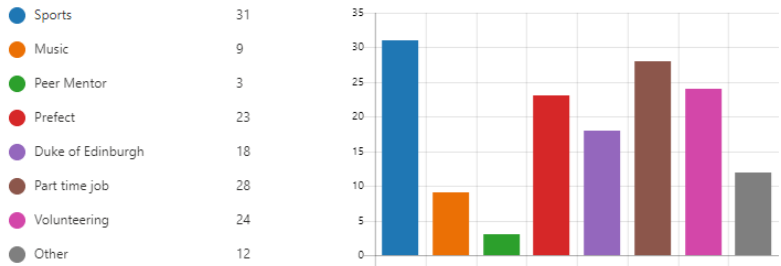Graph 10: Areas that pupils wanted to work on
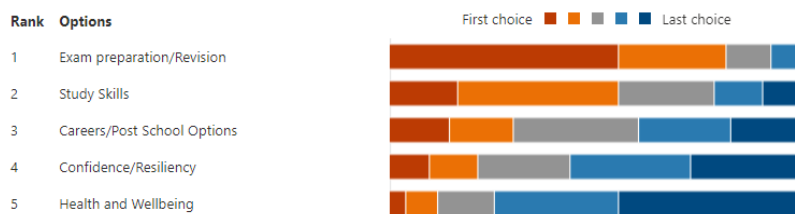
The IAP form also asked about extra-curricular activities, which is a useful prompt for thinking ahead to HE applications. Analysis of the individual answers shows that 77 pupils said they took part in one or more activities, representing 75 % of respondents. Graph 11 shows the count of activities, with sports being the most common, closely followed by a part time job. Graph 12 shows the same question from S4 CPMs from the same year (21/22) for comparison. Current S5s appear to be more likely to be doing a part-time job, have a prefect role or to be volunteering or taking part in Duke of Edinburgh, but less likely to be doing music than the current S4s.

Graph 11: S5 Extra-curricular activities

18. Are you involved in any extra curricular activities?

More Details

Activity	Count
🔵 Sports	31
🟠 Music	9
🟢 Peer Mentor	3
🔴 Prefect	23
🟣 Duke of Edinburgh	18
🟤 Part time job	28
🌸 Volunteering	24
⚪ Other	12

Graph 12: S4 Extra-curricular activities

17. Are you involved in any extra curricular activities?

| Activity	Count
🔵 Sports	28
🟠 Music	18
🟢 Peer Mentor	3
🔴 Prefect	11
🟣 Duke of Edinburgh	9
🟤 Part time job	9
🌸 Volunteering	16
⚪ Other	10
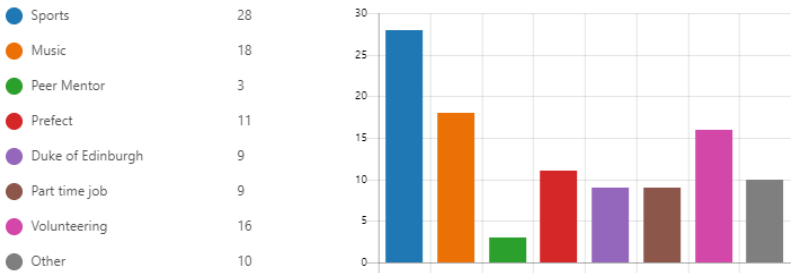
Information from Meetings

A thematic analysis of the free-text staff notes from the IAP meetings was carried out (Graph 13). The results mirror the IAP form results, with the majority of notes stating that pupils planned to stay on to S6 and were interested in going to university.

Graph 13: Thematic analysis of staff notes

Themematic Analysis of Staff Notes from IAP meetings
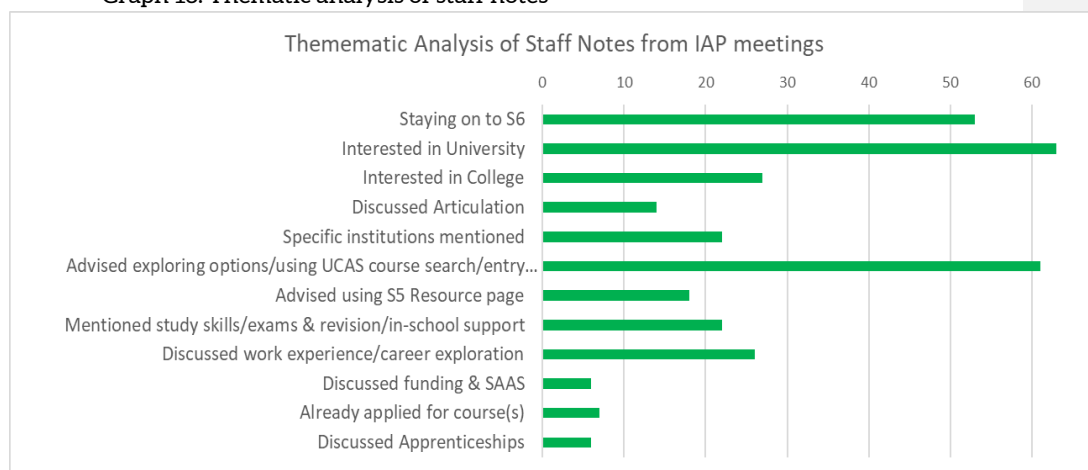
Where specific institutions were mentioned in staff notes, these were also recorded, with the University of Edinburgh and Dundee & Angus College most cited as institutions of interest for current or future study (Graph 14).

Graph 14: Specific institutions in staff notes

Specific Insitutions mentioned in Staff notes
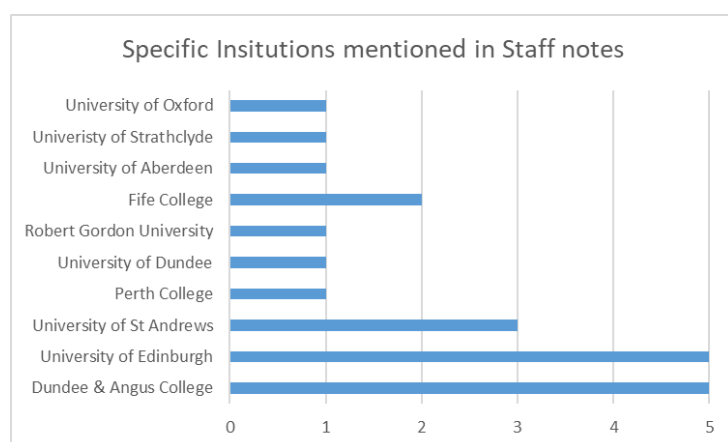
Staff were also asked to record if each meeting was 'above average,' 'average' or 'below average' in terms of time. Table 5 shows the overall results. When considering this per school, only four schools showed a slight majority of above or below average, as shown in Table 6.

Table 5: Time spent per meeting

Time rating	Number
Above average	31
Average	46
Below average	23
Not recorded	22

Table 6: Schools with slight majority in time

School	Time rating
Beath High School	Above average (4/6)
Dunfermline High School	Above average (3/6)
Morgan Academy	Below average (6/18)
Woodmill High School	Below average (4/8)

Pupils' subject choice was recorded by staff as well as from the IAP forms. In Graph 15 these choices have been grouped into categories for comparison with previous years (information for 20/21 was not available). "Various" indicates that the pupil was interested in multiple subjects, though not all these subjects were related to each other. For a breakdown of the categories, see Appendix 2. The comparison between 2019/20 and 2021/22 shows broadly similar numbers interested in the same subjects, although there are more pupils categorised under 'various' and more who are unsure about which subject to study in 21/22.

Graph 15: Subject interests
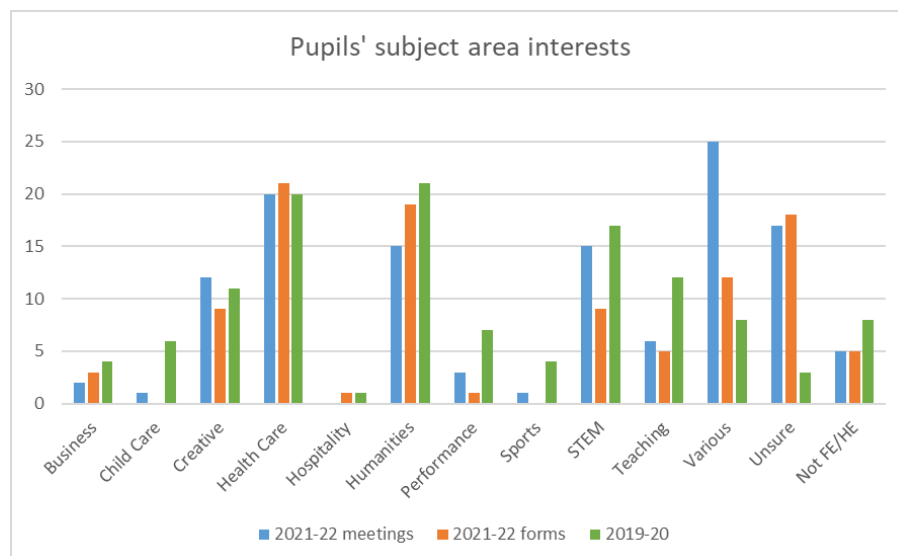
Following on from the 2019/20 IAP report, the gender ratios for subject choices has also been considered. In 2021/22, the core pupil application form allowed pupils to self-identify their gender and preferred pronouns, reflecting a move away from binary gender terms. As such, the 2021/22 data uses pronouns to group pupils,

rather than male or female. The IAP form also asked for preferred pronouns as some existing pupils had not had the chance to indicate these before.

Graph 15: 21/22 subject interest by gender (pronouns)
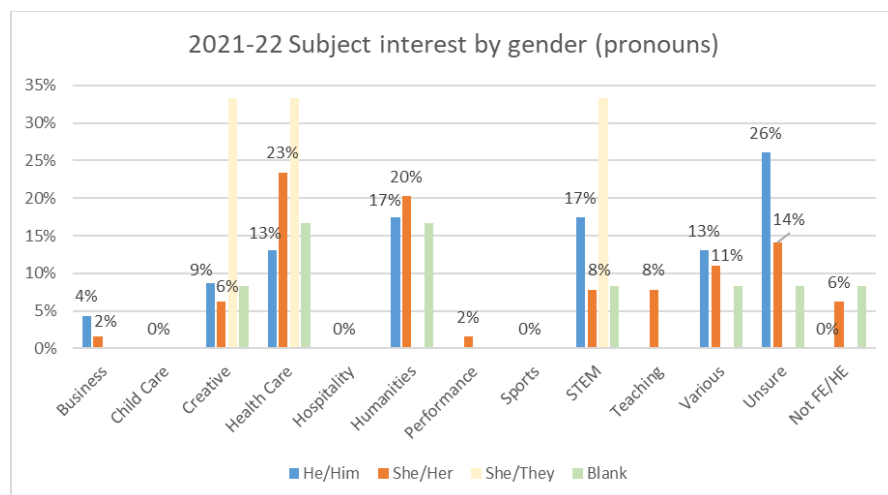
Note because of the small number of pupils using 'She/They' these percentages appear particularly high per subject choice. Percentages for He/Him and She/Her have been provided for clarity.

Graph 17 shows 2019/20 data for comparison. In Creative Subjects, Humanities and STEM and Health Care the gender imbalance appears to have decreased. However, Teaching is still solely selected by pupils identifying as female/she/her, while a greater percentage of pupils identifying as male/he/him are unsure what subject they would like to study.

Graph 17: 2019/20 subject choice by gender
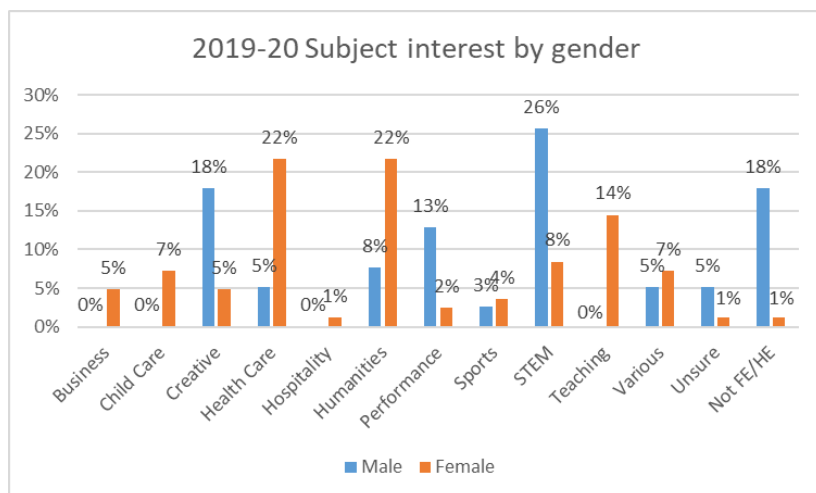
Graph 18 shows the overall numbers of S5 Core Pupils by pronoun compared with those who submitted an IAP form. The ratio of 'She/Her' to 'He/Him' is broadly the same, with more pupils identifying as She/Her. The larger numbe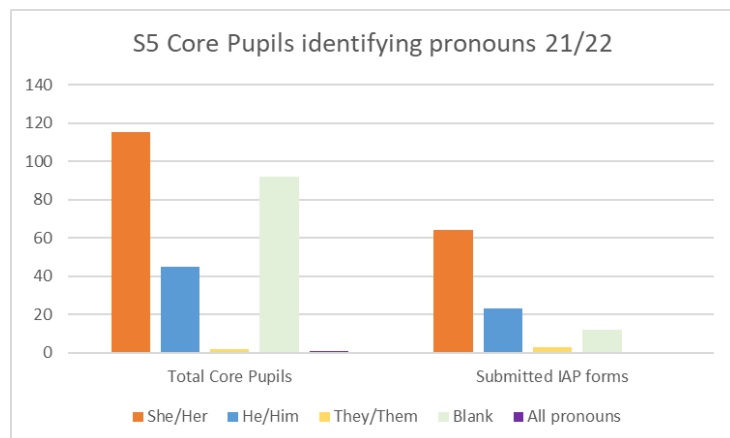r of blanks for Core Pupils is largely due to existing pupils who applied before this option was included in the application form.

Graph 18: S5 Core Pupils by pronoun and submitted IAPs by pronoun

Referrals to other projects and early UCAS deadlines

Referrals to AHDP projects were recorded, with 13 referrals to ACES, 5 to Reach St Andrews and 13 to Reach Dundee (Reach Dundee and Reach St Andrews cover

different areas and subjects). The breakdown in referrals by subject and school are show in Graphs 19-21. Note that pupils were not always identified as being eligible for AHDP projects during the meetings due to time constraints, so a referral does not guarantee that the pupil then registered with an AHDP project. To mitigate against non-eligible pupils feeling unsupported, the relevant subject guides were attached with the referral emails. The following pupil comment was received in response to one of these emails:

"thank you so much for this. it's now really easy for me to checklist everything to prep for medicine!"

Graph 19: ACES referrals

Graph 19: ACES referrals
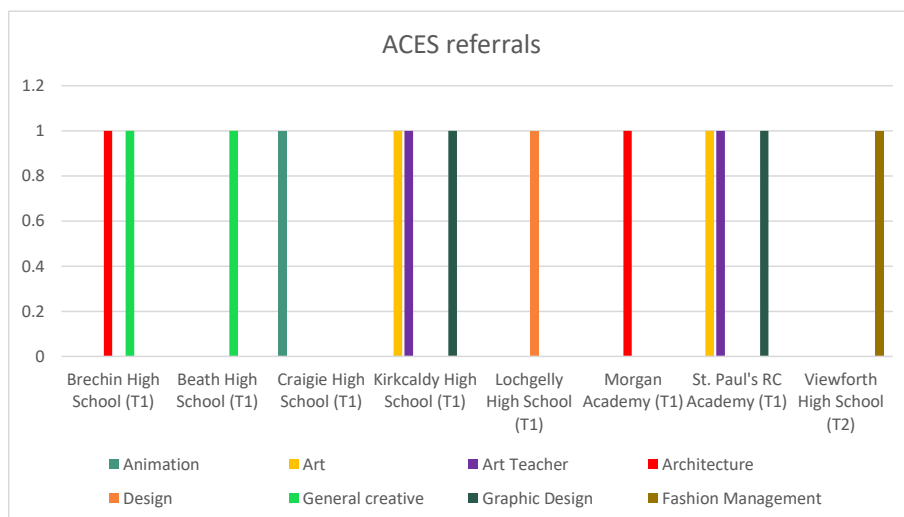
Graph 20: Reach St Andrews referrals

Reach St Andrews referrals
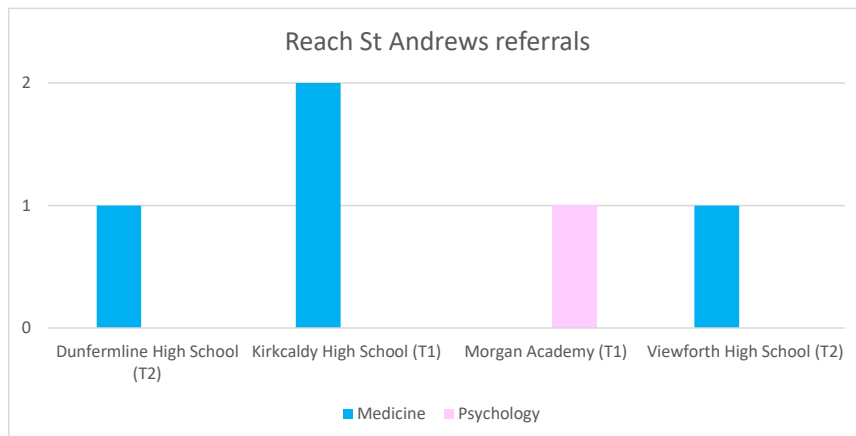
Graph 21: Reach Dundee referrals

Reach Dundee referrals

Graph 22 shows the number of pupils planning to apply for the UCAS early deadline by subject and by school. There is a particularly high number of pupils interested in Medicine at Morgan Academy.

Graph 22: Early UCAS deadline

Applicants to early UCAS deadline subjects
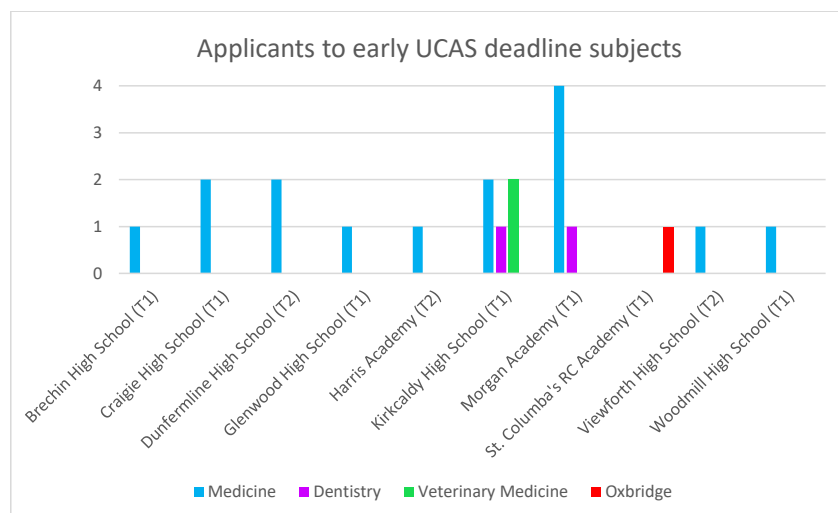
Pupil Feedback

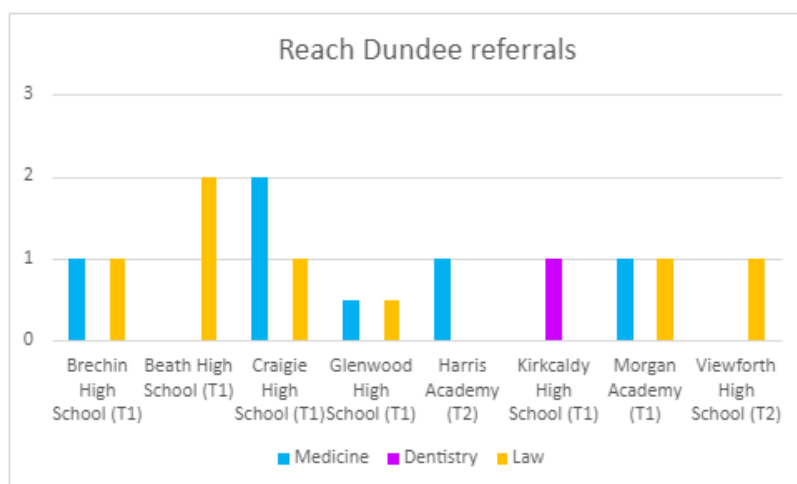As mentioned above, pupils were emailed a MS Form to gather feedback at the end of the IAP cycle. Only 5 pupils responded initially, but a further 11 responded when this form was re-sent on 6th June, after the exams were finished. This small sample limits the interpretation and as a result, the answers to the standard LIFT OFF tracking questions have not been included in this results section. However, the feedback about the IAPs was generally positive and 11 out of the 16 respondents had attended an IAP meeting. Graph 23 shows that the IAP form was generally considered easy to fill out, for those who completed it.

Graph 23: How easy was it to fill out the IAP form?

3. How easy was it to fill out the Individual Action Plan form?

More Details   Insights

- Extremely easy   4
- Somewhat easy   5
- Neutral   0
- Somewhat difficult   1
- Difficult   0
- I didn't fill it out   1
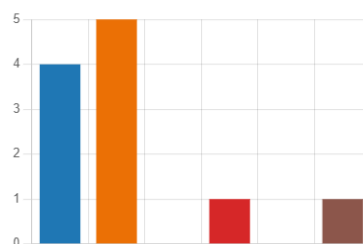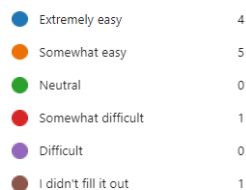
Most of the pupils who had an IAP meeting agreed that it was 'extremely' or 'somewhat' useful, that the duration of the meeting was 'about right' and that the areas of support matched what they were looking for. However, two pupils said that the meetings were 'not useful' and also that they 'wanted more information about a particular area'.

The following comments were received in response to a question about the Individual Action Plan support in general.

"It was helpful in organising my thoughts and studies as well as my next steps on what to do after the exams end. I got to also know other websites to check out that are related to my future career."

"Was helpful"

"I think the support was useful in terms of they asked questions that suited your personal situation and gave a lot of information on where to research more, I think it would be better if it was 1 on 1 instead of in a room with other people"

A less positive comment was

"I feel as though nothing has happened since the beginning of the Lift Off s5 and feel no better or worse"

One pupil also gave the following feedback about the revision sessions:

"Very useful - some methods of revision that I hadn't thought of before."

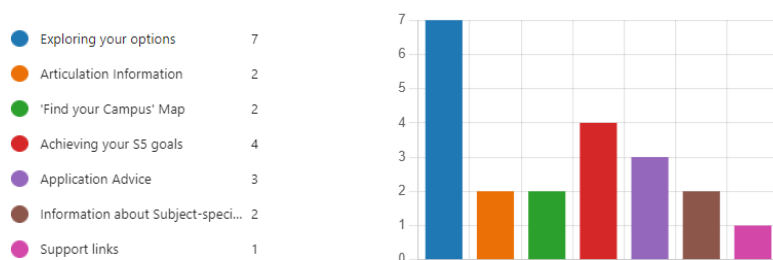11 out of the 16 respondents said they had visited the S5 Resource Page, with most saying it was 'extremely' or 'somewhat' useful. Graph 24 indicates that the 'Exploring your Options' section was considered the most helpful and one pupil left the following comment about the Articulation section:

"...I just want to say the articulation info was extremely useful as I didn't know it existed and it is something I might consider"

Graph 24: S5 Resource Page sections

10. Was there any part of the page that you found particularly helpful?

More Details

● Exploring your options	7
● Articulation Information	2
● 'Find your Campus' Map	2
● Achieving your S5 goals	4
● Application Advice	3
● Information about Subject-speci...	2
● Support links	1

Staff Feedback

LIFT OFF Staff were asked to complete an MS Form that asked about practical considerations of the overall IAP process as well as some draft recommendations for next year.

All staff agreed that it was extremely important that face-to-face IAP meetings take place, where possible, and that the duration of the meetings was about right. Most staff used the S5 Resource Page during meetings and the blank IAP form to help frame meetings. All staff said that inputting to the schedule during meetings was 'extremely' or 'somewhat easy,' with one comment that using the 'wrap text' function would make this easier to read and another saying that the purpose of the 'missing qualifications' column was not clear.

Table 7 shows comments that were made in response to the question "Do you think there was anything missing from the S5 Resource Page that should be added in next year?"

Table 7: Was there anything missing from the Resource Page?

No, I really liked the S5 Resource page. I tended to use it as discussion starters.
Nothing to mind, it's pretty comprehensive! Maybe adding the recorded revision section to the study skills section.
I think information on college options or routes could be presented clearer.

The following graph shows Google Analytics metrics of how often the S5 Resource Page was viewed. Based on the number of unique views, the page was accessed more at the start of the IAP period than towards the end. Some peaks in late January/early February correspond to pupils receiving the page link after completing their IAP form. Peaks in February-end of March match up with in-

school IAP meeting days, where staff were showcasing the page during meetings. The average time spent on the page was 1min 32 secs.

Graph 25: Google Analytics for S5 Resource Page
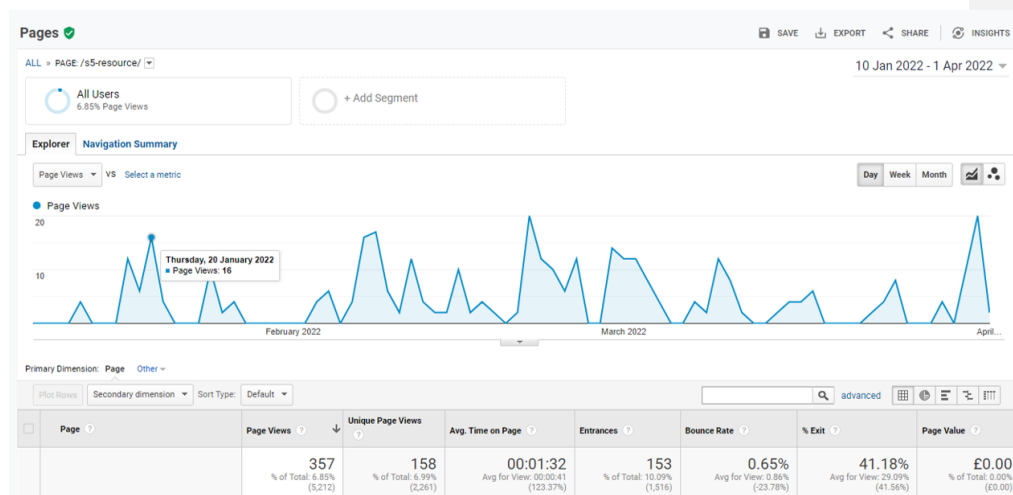
Graph 26 shows that the QR code and meeting notes box were considered the most useful parts of the takeaway sheet. Table 8 illustrates that meetings which occurred after the S6 Course Choice deadline in schools restricted how useful this section was.

Graph 26: Most useful sections of pupil take away sheet

Table 8: comments on S6 Course Choices section

...I think it would be beneficial if LO staff know the date that school s6 course choices have to be submitted.
I found that quite a lot of pupils had already completed S6 course choices so maybe substituting this with something else?

> The course choice information was only useful dependant on school as several had already completed course choice. Could we find out when this falls during planning meeting?

Staff agreed that the centralised AHDP referrals worked well and should be repeated next year, but there was some confusion over following up with individual pupils.

Table 9 shows comments that were made in response to the recommendation of sending out the IAP form in one batch with one deadline, as opposed to the 3 separate batches method in 21/22.

Table 9: Comments on draft recommendation of sending the IAP form in one batch with one deadline.

... it was quite complicated and there were a lot of cross overs with other staff and sometimes made the job a bit bigger! Trial and error in covid times, for the context it still worked
I think there still needs to be flexibility
I do feel, however, that moving forward there should be a single deadline for the form for pupils to complete.
There are definitely cons to this (pupils forgetting altogether, longer wait to meetings etc) but think that the pros outweigh this. Makes it a more streamlined approach and easier for the lead to coordinate and for the wider team to be aware of.
I would agree that I felt confused by the emails going out at different times. I think a single deadline would streamline then can do individual chasing of schools if response is low.
Personally feel this was mostly covid related! There are pros and cons to both - single date streamlines the process for staff, dates according to school keeps momentum for the pupils? Managing individual schools could be delegated to cluster leads more therefore reducing the onus on the lead DW? I don't think there's an easy answer to this!!

When asked about simplifying the qualifications section on the IAP form, staff gave the following responses:

Table 10: staff responses to simplifying the qualifications section of the feedback form

Can they just select the subject which would tell us how many they do and cut their time filling the form? I think its still important for us to know all the subjects they are doing as that often points to their interests, or you can raise the fact they may not be helpful for the course they intend on doing in HE
Happy to give this a tray, but it may only work if the pupils know what they would like to do after school. For those exploring lots of different options, or looking for inspiration, its important have note all school subjects. But this could take place during the meeting.
I think the form should be simplified. We can gather specific information during 1-to-1 meetings.
I think simplifying how this is displayed/answered is a good idea, many of mine weren't correctly populated and not all of it was of value dependent on the meeting discussion.
I think it is useful to know what subjects they are taking so that there is any subject specific stuff that is relevant. No easy answer to this.
I think simplifying for pupils is always good - and if its not required for LIFT OFF/reporting purposes then why are we asking?! This could be something that's discussed/broken down in more detail at the 1-1 meetings?

Similarly, Graphs 26 and 27 illustrate that the skills section on the IAP form was not commonly discussed during the meetings.

Graph 26: Skills section for pupils who had completed a form

6. For pupils who had completed a form, how often would you say that you discussed the skills section on the form?

More Details

●	During most meetings	0
●	During around half the meetin...	0
●	Only in some meetings	3
●	Almost never	3

Graph 27: Skills section for pupils who had not completed a form

7. For pupils who had not completed a form, how often would you say that you discussed their skills?

More Details

●	During most meetings	0
●	During around half the meetin...	1
●	Only in some meetings	2
●	Almost never	3

However, Graph 28 shows that a slight majority of staff believe that the form should still be used for 22/23.

Graph 28: Should the IAP form be sent in advance to pupils next year?

8. Overall, do you think the IAP form should be sent out to pupils in advance next year?

More Details

●	Yes	4
●	No	0
●	Maybe	2

Staff made the following final comment about the IAP process overall.

"Overall brilliant coordination Emma, especially in challenging circumstances, so just a well done from me! I think with a couple of simple tweaks this system will work well again in a (hopefully!) non-COVID impacted delivery year."

"Think you have covered most things. Think if IAPS could be more contained to one timeframe as it felt a bit dragging out, that might be more manageable."

"Worked really well given the time frame to plan, develop and deliver.

I think a sort of 'moderation' meeting prior to 1-to-1 meetings taking place LO staff, as I noticed some colleagues going into a lot of detail re. HE courses, interviews preparation etc - have examples from this year and ask staff to write down/explain what information, advice and guidance they would give, then compare each others responses. I felt at times pupils were being bombarded with information which will be repeated in S6 - make it clear what the main focus of the IAP form + 1-to-1 meetings."

Discussion

It is worth noting that this year group has been particularly badly affected by the restrictions of the pandemic, with little to no face-to-face interaction possible with LIFT OFF staff prior to the IAPs and significantly disrupted schooling. The lack of engagement made it difficult for pupils to get to know and be comfortable with LIFT OFF staff. As a result, this group has proved difficult to reach and has had limited interaction with opportunities like LOLS and the LIFT OFF resources.

This is demonstrated by the comment from one pupil that they felt like nothing had happened with LIFT OFF. This same pupil did not attend LOLS and wanted more information than was provided during their IAP meeting. As LOLS is optional, as is any follow-up from an IAP meeting, this is an understandable feeling, especially if this pupil did not feel comfortable asking for more support. Hopefully this is mainly a result of Covid and with a return to in-person activities for 22/23, pupils will get to know staff better and feel more supported through their S5 LIFT OFF journey.

The 62% IAP attendance rate is slightly better than the last in-person cycle of 19/20 which was 56%. This suggests that overall, pupils' interest in and ability to attend their IAP meetings has been maintained. The fact that the attendance rate was only 50% when including schools that didn't engage or had issues with scheduling, demonstrates the negative effect that Covid had on engagement with IAPs in these schools.

In 20/21 the IAP form was the focus of the IAP process and there was a 62% form return rate, while 21/22 saw only a 42% return rate. This may have been because the extended prelim diet meant pupils were busy revising when they received the form and also because there were less restrictions during this time, so more activities were open to them. It is clear that the method of sending the form in three

batches did not have a positive impact on return rates and combined with staff feedback that this generated confusion, it is suggested that LIFT OFF should revert to a single send out in 22/23.

Both the staff notes and IAP form returns show that the majority of S5 pupils plan to stay on to S6 and are interested in university. This was also the case in 20/21 and 19/20 and is encouraging as it suggests that LIFT OFF is continuing to work with appropriate pupils and is also likely to be raising aspirations among Core Pupils. However, the smaller number of pupils interested in college should continue to be monitored, as a decrease in college interest would indicate that more work should be done to encourage pupils to consider all their HE options equally. In around 12% of meetings, staff noted that they had discussed Articulation routes with pupils, although more discussions may have taken place without being recorded in the notes. Again, we should continue to monitor this and ensure that pupils are aware of this as an option.

When asked if their plans from S4 had changed, the majority of pupils responded with 'unsure', which suggests that the mail merge reminding them of what they had stated in S4 was not used by pupils. However, having this information in the schedule was still helpful for staff to discuss with the pupils.

From asking how much research pupils have done, we can see that pupils in S5 have started to think about their options, which is positive. MyWoW is by far the most-used resource for their research which indicates that this is a valuable tool that has been successfully embedded in the school resources. The fact that pupils more commonly use institution websites rather than UCAS course search could suggest that some are more aware of specific institutions and use this as a starting point as opposed to the more generalised UCAS options. Staff notes reveal that the most mentioned institutions are the University of Edinburgh and Dundee & Angus college, although we do not have enough information to suggest why this is the case. Open Days were one of the tools mentioned less frequently, but this is not surprising as they are typically aimed at S6 pupils once they have received their S5 results.

Although the pupils who fed back agreed that the IAP form was easy to fill out, the response rate was so low that we cannot assume this is true for all pupils. Staff responses about simplifying the form for next year were mixed, with some agreeing and some feeling that additional information is helpful. Due to the restrictions on how an MS Form displays on a mobile device, many pupils were not able to see and fill out all options within the qualifications section. This means the information collected was not reliable or useable for analysis. Similarly, the skills section did not always display well, and staff rarely discussed it during the meeting. These issues suggest that the form should be simplified for 22/23, as it does not make sense to record information that will not be used, and we can assume that pupils are more likely to complete a shorter and more simple form.

As recommended in 19/20, we asked pupils if they are studying Foundation Apprenticeships. In 19/20, 10 pupils were recorded as taking a Foundation Apprenticeship, but this has dropped to only 5 in 21/22. This could be caused by a drop in study opportunities during the pandemic, but pupils were also clearly confused by this question, which could mean that they are not aware of this option. There is still work to be done around how Foundation Apprenticeships compared to Highers in university entry requirements, so this is also something that pupils may be considering. In terms of other courses, the most popular college course being taken was Criminology, which may link into why Psychology is a popular HE subject choice (see below).

While staff and the pupils who fed back agreed that the 20-minute length of the IAP meetings was suitable, the meeting length did vary. Although only four schools showed a slight majority in below or above average meeting duration, this should be monitored for next year to see if the trends remain. If a school is consistently above average, this could imply that pupils are receiving less support in school and more LIFT OFF staff time might be required, while schools with below average meeting duration may have more pupil support in school and require less LIFT OFF support.

It is interesting to note that about 40% of pupils who retuned an IAP form mentioned that they were part of other widening access or support projects, and that 20% of these are involved in multiple projects, particularly those on Reach. It is not surprising that First Chances Fife (FCF) has the most involvement as the eligibility criteria for LIFT OFF Core Pupils and FCF are similar. We should continue to engage with our local partners including the AHDP projects and FCF to avoid duplication of resource, particularly for pupils who are signed up to multiple projects.

When asked what they most wanted to work on in S5, the majority of pupils selected exam preparation and revision, then study skills as being the top priorities. This is the same as in 20/21 and is not surprising, given that for many pupils, the focus in S5 is on achieving grades. Also, this year group will be sitting formal exams for the first time, due to disruption caused by the pandemic. This and (limited) pupil feedback suggests that the revision sessions and recordings were a worthwhile addition to the programme.

It is encouraging to see that 75% of S5 pupils who filled out an IAP do a variety of extra-curricular activities, as this will be useful information for supporting applications to HE. The increase in part time jobs, volunteering, Duke of Edinburgh and prefect roles compared to S4 probably reflects the increase in availability of these opportunities for S5. Conversely, S5s are less likely to be doing a musical activity. This could be due to this becoming a more time-consuming commitment to manage alongside their studies.

During IAP meetings, pupils are asked about their study and career goals for after school. When analysing the courses that they are interested in, we used the same

subject area categorisation as in 19/20, to help identify trends in subject interest, though bearing in mind that there will always be a level of natural variation.

The overall subject categories are similar to the 19/20 data, with Humanities, Health Care and STEM continuing to be the most popular subject areas that pupils are interested in. While this is partly because they are the broadest categories, the full breakdown (see Appendix 2) shows some differences within them. For example, in Health Care, a record number of 18 pupils said on the IAP form that they are interested in studying Medicine, while 12 were recorded from IAP meetings compared to the 6 interested in 19/20. Within the Humanities in 19/20 there was an increase in pupils interested in studying languages, while there are none in 21/22. However, Psychology and Law are still the most popular choices within this subject area. STEM is similar to 19/20 after a dip in 18/19, but Engineering courses no longer dominate this category, with a wider range of STEM courses mentioned. Primary Education is the same, but Secondary Education is less, which makes an overall decrease for Teaching. This may be because pupils are being categorised by the subject they wanted to teach rather than in Secondary Education. Sports continue to drop after a high point in 18/19 and interest in Business remains low. As mentioned in the 19/20 report, this is of particular interest as this contrasts with UCAS statistics which showed that Business and Admin studies had the highest number of course acceptances. There has been a slight increase in Creative subjects, but the main difference is that there is a wider range of Creative courses selected, while in 19/20 this category was dominated by Games Design. There has also been a large increase in pupils categorised under 'various' and those who are unsure what they want to study. This suggests that more pupils are considering a wider range of options and/or taking more time to decide what they are interested in.

We also considered gender/pronouns and subject choice, and it is encouraging to see some of the gender imbalance decreasing in Creative Subjects, Humanities and STEM and Health Care. This could suggest that some of the actions in the SFC Gender Action Plan are having an effect. However, more work appears to be needed for encouraging pupils identifying as male/he/him to take up Teaching. We should continue to monitor these trends to see if they continue.

In 2019/20, LIFT OFF referred 10 pupils to Reach and 2 to ACES, while in 21/22 we referred 18 to the two Reach projects and 13 to ACES. These increases match the corresponding increases in pupils interested in Medicine and Creative subjects (Games Design does not fall under the ACES remit). Similarly, the number of pupils recorded as applying for the early UCAS deadline is dominated by Medicine applicants. It is interesting to see the high numbers interested in Medicine at Morgan Academy, which indicates that pupils here feel supported in applying. Although only one pupil was referred to Reach, the IAP forms show that some of the Morgan Academy pupils are already registered or were already aware that they are not eligible.

Overall pupil feedback on the IAP process was positive. Two comments about pupils wanting more information suggest it would be worth staff emphasising to pupils during the meetings that they can still get in touch after their IAP if they have questions. Another comment about meetings being better in a 1:1 space is a consideration for planning the meetings with contact teachers. In most cases the in-school spaces were large enough to accommodate multiple IAP meetings, but it is important that pupils feel comfortable and this should be a factor that is discussed when arranging the meetings with contact teachers.

Similarly, staff comments were generally positive, with some practical considerations for the schedule and IAP form. Feedback on the spread of IAPs and the fact that many of them occurred after school S6 course choices deadlines shows that this situation negatively affected some meetings. This situation was mostly caused by Covid restrictions, so we hope that this can be avoided in 22/23. This may also explain the initial lack of pupil feedback, as the form had to be sent out at the end of the IAP period, when pupils were about to go on study leave.

Webpage analytics show that the S5 Resource Page was a useful resource for staff during meetings, but pupils engagement outside of the meetings could be improved. It is difficult to suggest how to accomplish this, as all pupils who attended a meeting were given the QR code to access the page, and the Moosend email containing the link was sent to all S5 Core Pupils. The average time spent on the page was 1 minute 32 seconds, which could suggest that people are using the page mainly for sign posting and clicking on to relevant links. This should be taken into consideration for any future redesigns. It will also be interesting to compare analytics for the S4 and S6 Resource Pages as part of a wider communications review.

Recommendations

- Continue to use MS Forms to gather IAP information before the meetings but simplify this by removing the skills section and asking for number of Highers and N5 courses being taken, rather than individual subjects. We should continue to record Foundation Apprenticeships too.
- Ask contact teachers to check S5 Core Pupil list and identify any pupils who have left or could be added in before the IAP form is sent out. This will ensure that it gets to the correct pupils and may encourage a better return rate. We should also ask when their S6 Course Choice deadline is and ensure that IAP meetings take place well before it where possible.
- IAP meetings should continue to be scheduled for 20 minutes and in-person as a priority.
- For the Schedule/recording spreadsheet:
    - Copy across HE interests and subjects from the 21/22 CPPs into the spreadsheet but do not use mail merge to send this information to pupils.

- Continue to centralise and record AHDP referrals and include emails in a hidden column to simplify this process.
- Add in a column for recording if pupils are staying on to S6 and retain the notes column.
- For the resources:
  - Retain S5 Resource Page but check and update for next year. Consider improving college options section.
  - Retain takeaway sheet, and check and update. Consider an alternative one for use after course choice deadlines.
  - Obtain Meta-skills resources from Skills Development Scotland and pass these on to pupils to replace the skills section of the form.
- Hold a training meeting before IAPs start including:
  - How to refer pupils with mental health or other disclosures
  - Suggested discussion points during IAP meetings to ensure consistency for pupils.
  - Process for following up with pupils especially staff following up with individual pupils.
  - Training on how to direct pupils to investigate HEI differences and intricacies around entry requirements themselves. Highlight key required subjects currently but emphasise pupils should check and stay up to date themselves. Examples include N5 Physics for Vet Med, Science/Maths for Psychology, N5 Applications of Maths vs N5 Maths, H English for Law, N5 Maths and H English for Teaching.

Appendix 1: IAP pupil form

📄 PDF
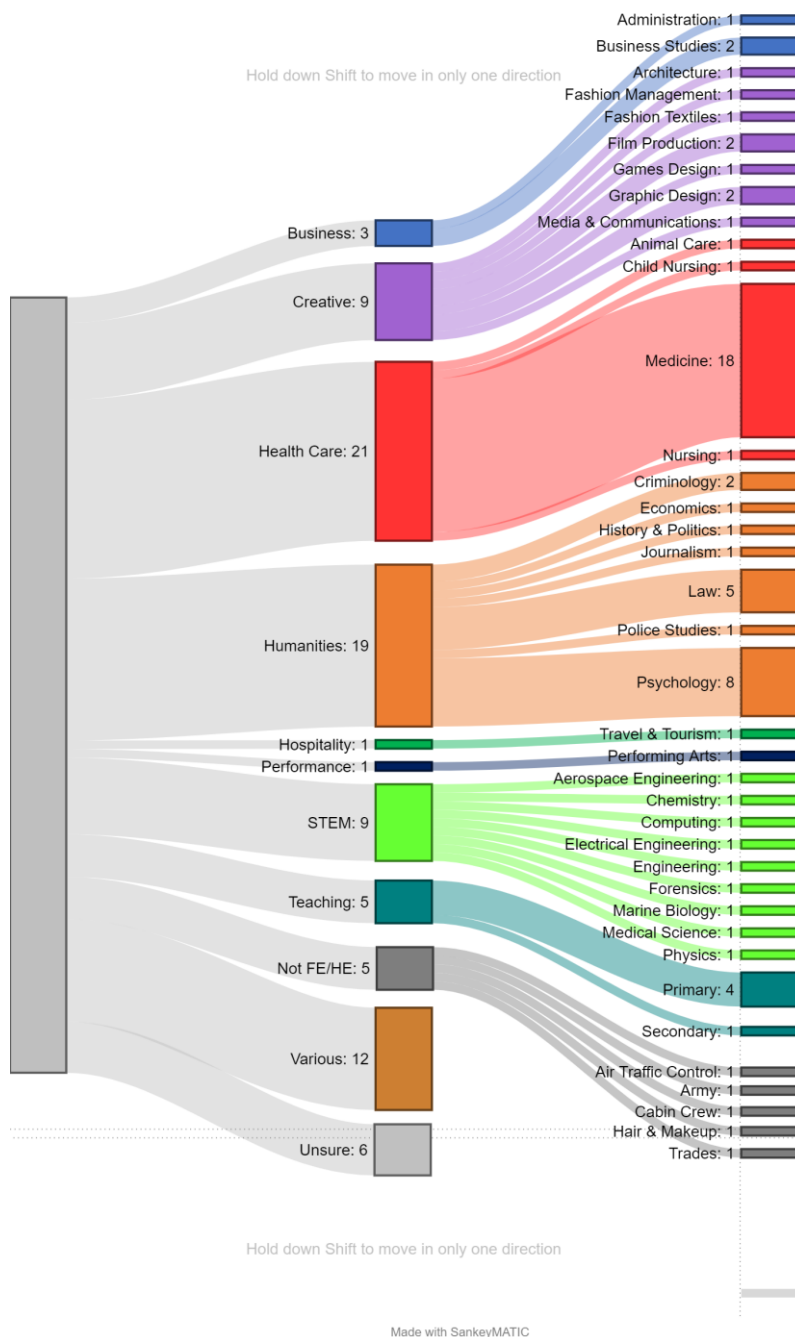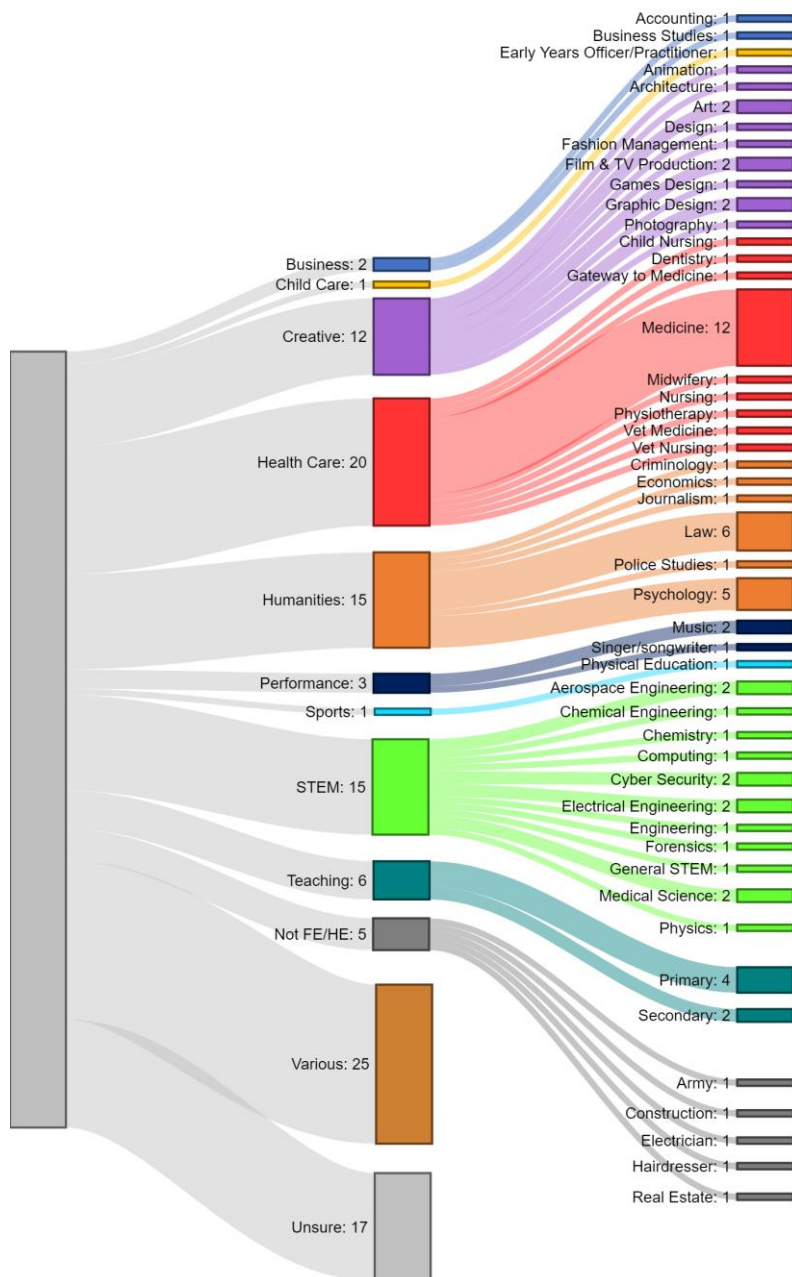Example IAP
form.pdf

Appendix 2: Sankey Diagrams showing the full breakdown of pupils' subject choice

Graph 1: 2021/22 Choices from IAP Forms

Hold down Shift to move in only one direction

Source	Target
Business: 3	Administration: 1
Creative: 9	Business Studies: 2
Health Care: 21	Architecture: 1
Humanities: 19	Fashion Management: 1
Hospitality: 1	Fashion Textiles: 1
Performance: 1	Film Production: 2
STEM: 9	Games Design: 1
Teaching: 5	Graphic Design: 2
Not FE/HE: 5	Media & Communications: 1
Various: 12	Animal Care: 1
Unsure: 6	Child Nursing: 1
	Medicine: 18
	Nursing: 1
	Criminology: 2
	Economics: 1
	History & Politics: 1
	Journalism: 1
	Law: 5
	Police Studies: 1
	Psychology: 8
	Travel & Tourism: 1
	Performing Arts: 1
	Aerospace Engineering: 1
	Chemistry: 1
	Computing: 1
	Electrical Engineering: 1
	Engineering: 1
	Forensics: 1
	Marine Biology: 1
	Medical Science: 1
	Physics: 1
	Primary: 4
	Secondary: 1
	Air Traffic Control: 1
	Army: 1
	Cabin Crew: 1
	Hair & Makeup: 1
	Trades: 1

Hold down Shift to move in only one direction

Made with SankeyMATIC

Graph 2: 2021/22 Choices from IAP Meetings

Made with SankeyMATIC

Graph 3: 2019/20 Diagram for comparison