

# CONTENTS

---



*Foreword*

- 1 Background to LEAPS*
- 2 The LEAPS Tracking Report*
- 3 Pre and Post UCAS support*
- 4 Destinations*
- 5 The LEAPS School Programme*
- 6 The 2006 Summer School*
- 7 Finance*
- 8 Working with Parents*
- 9 Working in Partnership*
- 10 Summary and conclusion*

## FOREWORD

---



Welcome to the LEAPS annual Report for 2005-2006.

2005-2006 was another progressive year for LEAPS with new initiatives taking off and growing numbers of school students using the services offered by LEAPS. Early intervention work developed further, new on-campus parents' events took place at partner universities and in partnership with Edinburgh College of Art LEAPS has commenced portfolio preparation classes for school students looking to study Art or Design.

2005-2006 also saw the completion of the SEF funded Report *Tracking LEAPS Students Through their years in Higher Education*. This report is the culmination of five years of work and was published in September 2006. As an evaluation of the LEAPS programme the study has proved valuable and one of the conclusions reads:

*"The extensive programme of events available, particularly to Group 1 schools and the Summer School equip the students for university both in making the right course choice and in the confidence to succeed."*

This statement represents a positive endorsement of the partnership. All eleven partners have contributed to the success of LEAPS and I would particularly like to thank the following staff for their contribution to LEAPS in 2005-2006. The recruitment and admissions staff in the Higher Education Institutions; the lecturers, co-ordinators and demonstrators who deliver Summer School; the link teachers in the 46 state secondary schools in Edinburgh and Lothians; colleagues from Careers Scotland; student volunteers and the staff who represent the partners on LEAPS committees.

---

In addition to our partners' financial commitment to core activity, LEAPS has also received financial support from *Cumingasaga*, *Determined to Succeed*, *Fidelity International* and the *South East Forum*, and an additional private benefactor in 2005-2006. I would like to thank all of the above for enabling LEAPS to offer additional activity and services including: bursaries for Summer School students; support for the Computing Science course; on-campus parents' events; early intervention activity and the conclusion of the tracking report.

Further challenges lie ahead for LEAPS: a new member of staff has been engaged to explore the development of alternative strategies to support schools with very low progression rates to Higher Education; further extension of provision is likely for 2006-2007; LEAPS will continue to work closely with the South East Forum and the Forum's schools project **Routes2Success**; a pilot S6 post Post-Application Conference will take place in December 2006 and LEAPS will begin to explore partnership links with colleges, building on Stevenson College's involvement in delivery of a Modern Languages course at Summer School.

Widening Participation in Higher Education remains an issue of fairness and equality for Scotland. The Scottish Funding Council's *Learning for All* (2005) report notes:

*"In Scotland today, educational participation and achievement is highly skewed, particularly by socio-economic background, geography and gender. People from lower socio-economic groups are less likely than the average to stay on at school and achieve, or to participate in higher education. These patterns are so stark that they cannot be explained by differences in innate ability. If we want a more just and effective society with people well equipped to work and contribute to their communities, then we must tackle the causes of these patterns."*

This Annual Report demonstrates that the LEAPS partnership continued to 'tackle the causes of these patterns' during 2005-2006. I hope that you enjoy reading about our work within this Report.



Ged Lerpiniere  
Director

**LEAPS is a partnership of Heriot-Watt University, Napier University, Queen Margaret University College, Scottish Agricultural College, The University of Edinburgh, Edinburgh College of Art, City of Edinburgh Council, East Lothian Council, Midlothian Council, West Lothian Council and Careers Scotland.**

# 1. BACKGROUND TO LEAPS

---

## 1.1 Aims and objectives

### Aims

LEAPS aims to promote social inclusion and equality of opportunity by facilitating increased participation and success in Higher Education of young people (in Edinburgh and the Lothians) whose ability to choose higher education as a post school option and/or to demonstrate or realise their potential may have been inhibited by economic, social or cultural factors.

### The LEAPS objectives are to:

- i) Provide (a) young people and (b) their parents with advice, information and encouragement to consider higher education, accessed directly or through further education, as an attractive and attainable option.
- ii) Provide impartial information and advice about courses and routes to higher education.
- iii) Raise awareness of widening participation issues and the need to challenge traditional assumptions about admissions criteria within (a) higher education institutions and (b) schools.
- iv) Enhance the prospects of young people fulfilling their academic potential by promoting positive attitudes to learning and acquisition of learning skills to ensure effective transition to and success in higher education.
- v) Monitor and evaluate student progression into, through and beyond higher education.

## 1.2 The LEAPS Partnership

LEAPS exists with the support (financial and 'in-kind'), goodwill and expertise of the following partner organisations: Heriot-Watt University, Napier University, Queen Margaret University College, Scottish Agricultural College, The University of Edinburgh, Edinburgh College of Art, City of Edinburgh Council, East Lothian Council, Midlothian Council, West Lothian Council and Careers Scotland.

## 1.3 LEAPS Schools

LEAPS works with all 46 state secondary schools in Edinburgh and the Lothians. The level of support provided to each school is determined by the tradition of school students progressing onto Higher Education.

---

## Eligibility and Entitlement

The schools are allocated to 1 of 3 categories below and receive elements of the Schools Programme based upon this allocation. The allocation of school category is reviewed every 3 years and reflects a strategic commitment to:

- Target whole school populations where, for economic, social and cultural reasons, few people have in the past progressed to university, in order to promote positive perceptions of Higher Education and raise aspirations.
- Raise awareness of the benefits of higher education and the realities of student life in whole school populations where, for economic, social and cultural reasons, few people have in the past progressed to university, in order to promote positive perceptions of higher education and raise aspirations.
- Offer encouragement, information and impartial advice and the opportunity to attend the LEAPS Summer School to all students who meet the LEAPS eligibility criteria.

### i) LEAPS Designated Schools (Group 1)

Eligible for all elements of the LEAPS Schools Programme from S2 to S6:

Armadale Academy	Inveralmond Community High School
Castlebrae Community High School	Leith Academy
Craigroyston Community High School	Liberton High School
Drummond Community High School	Musselburgh Grammar School
Forrester High School	Newbattle High School
Gracemount High School	Ross High School
Holy Rood RC High School	The High School (WHEC)

### ii) LEAPS Associate Schools (Group 2)

- (a) Short S5 presentation about LEAPS.
- (b) S5 workshops about student life and strategies for identifying courses of interest.
- (c) Student Life Experience activity for S5 LEAPS eligible students.
- (d) Individualised pre-UCAS application guidance for students eligible to apply for admission to LEAPS Summer School.
- (e) S6 workshops on preparing students for Higher Education.
- (f) LEAPS Summer School presentation.
- (g) Input to S5/S6 induction programme.
- (h) LEAPS/ECA portfolio preparation classes.
- (i) Parents Information Evening S5.

Broughton High School	Preston Lodge High School
Broxburn Academy	St David's RC High School
Dalkeith High School	Tynecastle High School
Deans Community High School	Whitburn Academy
James Young Community High School	

---

### iii) Schools eligible for individual student support (Group 3)

- (a) Individualised pre-application guidance for students eligible to apply for admission to LEAPS Summer School.
- (b) Student Life Experience activity for S5 LEAPS eligible students.
- (c) LEAPS/ECA portfolio preparation classes.
- (d) Parents Information Evening S5.

Balerno High School	North Berwick High School
Bathgate Academy	Penicuik High School
Beeslack High School	Portobello High School
Boroughmuir High School	Queensferry High School
Craigmount High School	The Royal High School
Currie Community High School	St Augustine's RC High School
Dunbar Grammar School	St Kentigern's Academy
Firrhill High School	St Margaret's Academy
James Gillespie's High School	St Thomas of Aquins High School
Knox Academy	Trinity Academy
Lasswade High School Centre	West Calder High School
Linlithgow Academy	

## 2. TRACKING LEAPS – SOUTH EAST FORUM (SEF)

### Tracking LEAPS students through their years in Higher Education- *Paula McClements*

In 2001-2002 LEAPS set out to track students through partner Institutions and the University of Stirling. Very few quantitative studies of this type have taken place in relation to Widening Participation students. In total this study tracked 1455 students through their academic careers with the conclusions confirming the efficacy of the LEAPS approach to Widening Participation:

*“This research set out to identify whether LEAPS students perform differently from traditional students at University. The evidence suggests that LEAPS students perform at least as well as more traditional students. 87% of LEAPS students successfully complete first year and, as expected, the greatest attrition is at the end of first year. The levels of success for LEAPS students are higher than the corresponding Higher Education Statistics Agency (HESA) figures for young students from low participation neighbourhoods (for Scotland) which ranged from 81% to 84% for the academic years in the study. LEAPS students fare better and LEAPS must take the credit. The extensive programme of events available, particularly to group 1 schools and the LEAPS summer school, equip the students for university both in making the right course choices and in the confidence to succeed.”*

---

In particular the report points out the advantages of Summer School attendance:

*“LEAPS firmly believes that Summer School is a very worthwhile exercise. It takes a great deal of time and effort from a number of parties to ensure its smooth running. Encouragingly students who complete summer school are more than twice as likely to successfully complete first year at university as non Summer School students.”*

This study validates the LEAPS programme and is valuable as an evaluation tool. Progression rates to Higher Education in LEAPS Group 1 schools continue to rise and whilst LEAPS is one contributory factor to this encouraging trend, it is reassuring that this research confirms that the students perform as well as ‘traditional’ students once they have entered a Higher Education Institution.

LEAPS would like to thank the researcher Paula McClements who conducted this research over a number of years. LEAPS thanks SEF for the funding and the HEI staff contributing the data. The full report is available in hard copy from the LEAPS office or PDF format at:  
[www.leapsonline.org](http://www.leapsonline.org) and [www.southeastscotlandforum.ac.uk](http://www.southeastscotlandforum.ac.uk)

### 3. PRE AND POST UCAS SUPPORT

#### 3.1 Pre and Post-UCAS application support

LEAPS engages with students prior to their applying to university or college. Support continues to be offered to the students in a number of ways throughout the school year and directly following Summer School.

#### 3.2 Pre-UCAS application (‘One-to-One’) interviews

Between August and November LEAPS and partner university staff, interviewed 1170, with a further 96 supported post application. Demand for this service has been maintained. Destinations can be found at point 4.

Measure/Target	Outcome	Comments
Assist schools to identify LEAPS eligible students and meet target of 900 interviews for 2005-2006.	<b>Achieved - 1170 Interviews took place.</b>	Meets LEAPS objectives 1-4. A successful outcome. Student numbers have been maintained. 1185 were interviewed in 2004-2005.

#### 3.3 Pre-Application Enquiry Service

Pre application enquiries (PAE’s) are requested following a One to One interview, with a view to boosting confidence and helping students focus their ambitions. PAE’s raise awareness with university admissions staff regarding adverse circumstances that might have affected a student’s academic performance. PAE’s are not requested for every student.

Measure/Target	Outcome	Comments
Monitor Responses from PAE service and identify fair entrance conditions. Negotiate with Admission staff on behalf of students.	<b>Total number of PAE's 761 for 439 students.</b>	Maintaining a more focussed approach has resulted in a more positive response rate from Higher Education Institutions. Meets LEAPS objectives 2, 3 and 4.

### 3.4 LEAPS/Edinburgh College of Art Portfolio classes

In partnership with ECA LEAPS initiated portfolio preparation classes for the first time between January and March 2006. 28 students took advantage of this opportunity. This 'pilot' activity has now been embedded in the programme.

## 4. DESTINATIONS OF STUDENTS INTERVIEWED BY LEAPS

The figures below summarise the destinations of 1209 students of the 1264 students who were either interviewed or supported by LEAPS during the UCAS process.

Destinations	City of Edin	E.Loathian	Mid Lothian	W.Loathian	Total 2006	Total 2005	Total 2004	Total 2003	Total 2002
Higher Education	374	123	117	157	771	845	757	597	503
%	63%	65%	67%	61%	64%	72%	67%	65%	68%
College	102	22	35	56	215	162	187	145	92
%	17%	12%	20%	22%	18%	14%	17%	16%	13%
Employment	95	33	21	35	184	115	126	122	113
%	16%	17%	12%	14%	15%	10%	11%	13%	15%
Unemployment	13	11	1	4	29	28	37	33	9
%	2%	6%	1%	2%	2%	2%	3%	4%	1%
School	6	0	0	4	10	18	19	16	19
%	1%	0%	0%	2%	1%	2%	2%	2%	3%
<b>Total: Numbers</b>	<b>590</b>	<b>189</b>	<b>174</b>	<b>256</b>	<b>1209</b>	<b>1168</b>	<b>1126</b>	<b>913</b>	<b>736</b>

The Statistics in this table have been rounded.

---

#### **4.1 Higher Education and LEAPS partners**

Table 2 reflects the destinations of students into Higher Education. 771 (64%) of the cohort made the transition to Higher Education. The overall number and percentage has fallen since 2004-2005, more students have entered the college sector and employment

525 students entered partner organisations in 2005-2006 which accounts for 68% of the Higher Education destinations. This is a 4% increase on the figure for 2004-2005.

#### **4.2 Geography**

All Scottish Higher Education institutions are represented in Table 2, in keeping with LEAPS multi exit strategy. It is notable that 65 students went on to study at The University of Stirling and 38 at University of Glasgow. Other students entered Oxford and Cambridge meanwhile 3 students took scholarships to the USA and will return to study in Scotland after one year. It is unsurprising that large numbers of Edinburgh and Lothians based students have chosen to study in Edinburgh and at The University of Stirling. In discussions with students' financial worries figure prominently and it is possible to speculate that these circumstances have contributed to the rise in LEAPS eligible students entering employment in 2005-2006.

#### **4.3 Summary over 6 years**

With the help of Careers Scotland LEAPS has located the destinations of 5997 LEAPS eligible students over a 6 year period. 3982 (66%) of whom have entered Higher Education Institutions from school.

#### **4.4 The College Sector**

LEAPS has detailed here the destinations of students entering colleges in Edinburgh and the Lothians. Previously the destinations had been grouped together under the heading FE Colleges. LEAPS recognises that many students will begin their Higher Education careers in colleges and may later articulate into a Higher Education Institution to complete their studies. 215 students (18%), the largest number since the figures have been available have entered the college sector in 2005-2006.

#### **4.5 Employment**

Since 2002 there has been a decline in the percentage of young people entering employment. In 2005-2006 this is reversed with a rise of 5% from 10% 2004-2005 to 15% for 2005-2006. In collecting this data LEAPS spoke to many students who accepted employment opportunities with a view to entering Higher Education or the College Sector in 2007.

## University and College destinations

Table 2: Higher Education and College destinations									
Destinations	City of Edin	E.Loathian	Mid Lothian	W.Loathian	Total 2006	Total 2005	Total 2004	Total 2003	Total 2002
Napier	73	26	29	13	141	146	161	136	99
Edinburgh	99	33	29	36	197	216	157	133	100
Heriot-Watt	62	16	15	21	114	102	107	94	106
QMUC	31	10	13	6	60	79	54	39	21
Aberdeen	8	6	9	3	26	32	46	13	20
Glasgow	23	2	2	11	38	21	38	22	25
Stirling	19	14	6	26	65	47	35	44	35
Glasgow Cal.	4	1	2	12	19	38	25	18	17
Strathclyde	7	1	1	9	18	15	18	13	14
Abertay	5	1	2	3	11	8	18	7	7
Dundee	8	3	1	5	17	19	16	18	15
ECA	4	3	2	2	11	12	14	8	n/a
RGU	5	1	1	2	9	19	13	2	7
St Andrews	4	4	2	0	10	17	11	11	6
Paisley	2	0	0	1	3	2	9	5	n/a
SAC	2	0	0	0	2	3	0	0	n/a
Other HE	18	2	3	7	30	69	35	33	31
<b>HE Total</b>	<b>374</b>	<b>123</b>	<b>117</b>	<b>157</b>	<b>771</b>	<b>845</b>	<b>757</b>	<b>596</b>	<b>503</b>
Edin Telford	51	10	15	7	83				
Stevenson	36	4	8	9	57				
West Lothian	1	0	0	34	35				
Jewel & Esk Valley	12	5	10	0	27				
Other	2	3	2	6	13				
<b>College Total</b>	<b>102</b>	<b>22</b>	<b>35</b>	<b>56</b>	<b>215</b>				
<b>Overall Total</b>	<b>476</b>	<b>145</b>	<b>152</b>	<b>213</b>	<b>986</b>	<b>845</b>	<b>757</b>	<b>596</b>	<b>503</b>

## 5. THE LEAPS SCHOOLS PROGRAMME

---

### 5.1 Supporting schools and their students

The LEAPS Schools Programme aims to increase understanding of Higher Education and to generate applications to (and increase participation in) Higher Educational study. Activity is primarily targeted at Group 1 schools. Group 2 and Group 3 schools receive support in S5 and S6. LEAPS extended early intervention provision in 2005-2006 with the support of Determined to Succeed funding.

### 5.2 Workshops, volunteers, schools and university campus-based events

The LEAPS Schools Programme employs 'intervention activities' to raise awareness and understanding of Higher Education amongst school students. During 2005-2006 the following activities were delivered:

#### **73 school-based workshops and events including:**

- 19 workshops to S4 students
- 25 workshops to S5 students
- 18 workshops to S6 students
- 11 Choosing and Applying presentations to S5 and S6 students

#### **11 university campus-based events**

- 4 S2 University Workshops
- 7 S3 Student for a Day events

#### **56 other events**

- 21 School-based parents' evenings
- 2 LEAPS organised 'On-Campus' parents information evenings
- 33 LEAPS promotional presentations

#### **TOTAL: 140 events**

#### **In addition to these activities:**

- 46 School Planning Meetings took place in 2005-2006. The Planning Meetings take place in May, June and August each year to set the level of activity within schools. This is formalised in a Service Level Agreement

*For Summer School events see point 6*

*In 2005-2006, 64 university student volunteers from partner institutions made 266 contributions to the workshops and campus-based events.*

Measure/Target	Outcome	Comment
Deliver workshops in all Group 1 schools and maintain level of 60 workshop events.	<b>Achieved - 73 workshops and 11 'on-campus' events took place to an audience of 2209 students. All 14 Group 1 schools participated.</b>	Meets LEAPS objectives 1-4. Total number of events rose from 123 (2004-2005) to 140 2005-2006.
Reduce average group size to 1 volunteer per 10 students.	<b>Achieved: 64 volunteers made 266 contributions and average group size was 7 to every 1 volunteer.</b>	Meets LEAPS objectives1-4.

### 5.3 Student Tutoring

Student Tutoring was offered to all Group 1 schools. 8 placements were delivered.

Measure/Target	Outcome	Comment
Offer Tutoring to all Group 1 schools. Deliver 15 student tutoring placements.	<b>Not achieved: 8 placements were delivered to an overall audience of 912 students from 104 visits in Group 1 schools.</b>	Meets LEAPS objectives 1, 3 and 4. Demand for tutoring placements continues to decline with both schools and volunteers less inclined to take up the opportunity.

### 5.4 Student Life Experience

Student Life Experience involves school students participating in a series of half day campus-based events that offers an introduction to university life. School students have the opportunity to visit any LEAPS partner institutions:

Measure/Target	Outcome	Comment
Deliver Student Life Experience with 150 students participating in events.	<b>Achieved: 166 students participated.</b>	Meets LEAPS objectives 1, 3 and 4. High Quality visitor experience maintained with 82% of students finding the events very enjoyable or enjoyable and 92% finding the events worthwhile or very worthwhile

---

## 5.5 Schools Programme Audience

The total audience for the School Programme in 2005-2006 was 3380. However this does not take into account the 33 induction events addressed to whole S5 and S6 school groups, parents' evenings and other LEAPS events such as Summer School presentations to students and parents.

*For further detailed information the LEAPS Schools Programme Report is available from the LEAPS Office.*

## 6. THE 2006 LEAPS SUMMER SCHOOL

259 students applied for the 2006 LEAPS Summer School. 192 enrolment forms were received and 159 students commenced study on June 6th 2006. 148 students subsequently graduated. 40 of the 46 LEAPS partner schools were represented amongst the student population. All 14 Group 1 schools, 7 Group 2 schools and 19 Group 3 schools, were represented amongst the 148 graduates.



### 6.1 Summer School Promotion

Students and parents attended 51 promotional and information events. The breakdown of the Summer School promotional events was as follows:

- 46 Summer School Presentations
- 4 Summer School Information Evenings
- 1 Summer School Course Choices/Enrolment Evening

### 6.2 Summer School Reports

Summer School reports summarise individual student performance. The reports are used to help admissions staff assess a student's ability particularly if he or she does not achieve the entry conditions set by a Higher Education Institution.

- 111 Summer School reports were issued to Higher Education Institution.
- 35 students met their conditions for university entry.
- 117 students who graduated went into Higher Education.
- 80 students were admitted on the basis of their Summer School reports.
- 60 of those admitted on the basis of their reports accepted their conditional firm or insurance offer.
- 12 students went into clearing or were offered an alternative course with their Summer School report.
- 8 students were admitted to alternative courses using their Summer School report
- 2 students held unconditional offers.

---

### 6.3 Summer School destinations

- 28 students entered The University of Edinburgh
- 27 entered Napier University
- 23 entered Heriot-Watt University
- 9 entered Queen Margaret University College
- 1 entered Scottish Agricultural College
- 15 students entered The University of Stirling
- 4 entered University of Aberdeen
- 3 entered University of Strathclyde
- 2 entered The University of Glasgow
- 1 entered The Robert Gordon University
- 1 entered University of Dundee
- 1 entered University of Sunderland
- 1 entered University of Aberystwyth
- 1 entered University College Northampton
- 20 entered colleges or returned to school
- 11 entered employment or took a year out

#### Graduating numbers by local authority

No. of students by local council	City of Edin.	East Lothian	Midlothian	West Lothian
Graduating number 148	80	24	18	26

*1273 students have graduated from the LEAPS Summer School since 1996.*

## 2006 Summer School Targets

Measurement/Target	Output	Comment
Deliver Summer School talks in all Group 1 and 2 schools (23). Deliver 4 Information Evenings, 1 course choice event and enrolment interviews for all Summer School students.	<b>Achieved: 46 Summer School presentations, 4 Information Evenings, 1 course choice event delivered. All Summer School Students received an enrolment and interim interview.</b>	Meets LEAPS objectives 1-4.
Recruit required numbers of staff to deliver Summer School.	<b>Achieved. Over 100 members of staff recruited to deliver Summer School.</b>	Meets LEAPS objective 1-4.
Recruit 10-15 Personal Tutors as required according to size of the Summer School.	<b>Achieved. 12 Personal Tutors recruited.</b>	Included promotion, recruitment, selection, short listing, preparation training and support. Meets LEAPS objectives 1-4.
Produce Summer School Report ready for publication November 2006.	<b>Achieved. Report completed November 2006.</b>	Meets LEAPS objective 3. Summarises and evaluates Summer School.

## 6.5 Case Studies



**Cheryl Hendry** attended Craigroyston Community High School and made the most of the opportunities presented by Summer School. Cheryl gained a place at Queen Margaret University College to study Film and Media on the strength of her performance and a positive Summer School report:

*“I was accepted into QMUC to do Film and Media on the basis of my Summer School report. So Summer School not only helped me prepare for uni it helped me achieve my goal. The Learning Skills course gave me new skills and I have managed to impress my teachers with my knowledge of referencing and proof reading.”*



**Dean Nodzak** attended St Augustine's RC High School in Edinburgh and is now studying a BSc in Medical Sciences at The University of Edinburgh

*"LEAPS Summer School was a great experience for me and has proved to be thoroughly useful. When I first heard about the programme I immediately knew it would be helpful to me as I was holding a first choice conditional offer. Although I did not meet my conditional offer, I still find myself using the skills I learned at Summer School now that I am at university.*

*Whenever I am writing an essay or report I still regularly reach for my Learning Skills notes I received from LEAPS! Not only has Summer School set me in good stead for my learning at university, it gave me a head start as to how the social life was going to be. I found it easier to settle in to my course as I had already experienced what it was like to meet new people in the same situation as me. All in all Summer School gave me a great insight into university life and I would highly recommend it to anyone who is considering it."*

## **Fidelity International**



LEAPS is indebted to Fidelity International for their continued support of the summer school. Fidelity again provided funds for LEAPS to run the Computer Science course.

**[www.fidelity.co.uk](http://www.fidelity.co.uk)**

*A full Summer School report is available from the LEAPS office*

## 7. FINANCIAL REPORT

---

### Income

LEAPS is financially supported by its partner organisations. The current financial agreement was reached in 2004 and it continues until August 2008. Total contributions from partners in 2005-2006 amounted to £261230. In addition to this SEF contributed £18278 to cover the cost of the secondment of a member of LEAPS staff to SEF for 6 months. A balance of £6452 from 2004-2005 was carried forward to 2005/06 to give a final total of £285960.

Several additional contributions were made during the year. Summer School students received a bursary from the combined contribution of the Cumingasaga Trust and an anonymous benefactor, Fidelity International sponsored the Computer Science course at Summer School. Local Councils contributed Determined to Succeed monies (which are included in the total contributions from partners in the first paragraph above). SEF provided a further £10092 to allow the tracking project to continue.

LEAPS thank all parties for their support and generosity.

LEAPS also recognises the in-kind contribution provided by all partner institutions, whose staff augmented the LEAPS team when delivering the programme of events throughout the year. This includes the support of The University of Edinburgh who provided Finance, IT support and Human Resource services for the LEAPS team.

### Expenditure

Actual Spend	Totals 2005/06	Budget	Variance	Totals 2004/05
Staff	205467.35	207510	2043.65	180027.57
Consumables	13975.82	17824	3848.18	19382.11
Travel	4892.53	5560	667.47	3238.53
Schools Prog	16.10	2700	2683.90	585.11
Summer School	47203.38	49080	1876.62	44464.60
Non Recurrent	3266.57	3285	18.43	1776.52
Totals	274821.14	285960	11137.95	249474.44

Please note that the Schools Programme costs shown above only cover Student Tutoring Travel. Consumables, travel and non recurrent expenditure shown above all include costs arising from the Schools Programme.

Overall, careful financial management for 2005-6 resulted in LEAPS ending the year with a small positive balance which will be used to enhance service delivery in 2006-2007.

---

## 8. WORKING WITH PARENTS

LEAPS continues to view working with parents and guardians as a priority. In 2005 -2006 LEAPS attended 21 schools based parents' events and also delivered two on-campus events for parents. In November S5 parents and guardians visited Queen Margaret University College campus and in February parents and guardians of S2 students attended Heriot-Watt University. These events are tailored to help parents plan for their children's progress to Higher Education. The events covered topics such as funding, student finance, employment prospects for graduates and there was an opportunity to tour the campuses. These events are now embedded in the programme.

## 9. WORKING IN PARTNERSHIP

### SEF

LEAPS continues to work in partnership with the South East Forum (SEF). 2005-2006 was an interesting period for LEAPS and SEF collaboration. LEAPS Assistant Director James Lamb was appointed Development Manager for SEF on a secondment basis to work on a development plan which led to the creation of the schools outreach programme Routes2Success (R2S).

As reported at point 5 SEF also supported the LEAPS tracking evaluation report which was completed this year. LEAPS thanks SEF for the continued support and look forward to further initiatives in future.

### **Determined to succeed, Private and corporate benefactors**

As covered elsewhere in the report LEAPS continues to work with partners in the public and private sectors.

## 10. SUMMARY AND CONCLUSION

LEAPS delivered in total 190 schools, summer school and parents presentations events and workshops in 2005-2006.

The LEAPS School Programme

- 73 School Workshops
- 33 Promotional presentation delivered in schools
- 23 parents' events
- 4 S2 University Workshops
- 7 S3 Student for a Day events
- 166 school students took part in Student Life Experience
- 64 university student volunteers contributed to the schools and campus based activity
- 46 Schools Planning meetings took place

---

## **Pre-Application Interview Service and LEAPS Summer School 2005-2006**

- 1170 Pre-Application (One-to-one) interviews were delivered in schools. 761 (64%) of school students subsequently entered Higher Education Institutions.
- 596 Pre-Application enquiries carried out
- 51 Summer School promotional events delivered
- 259 Summer School applications received
- 159 students commenced Summer School 148 of whom graduated and 117 entered Higher Education Institutions for 2006-2007 session

## **Other Activity and Achievements in 2005-2006**

- LEAPS 5-year tracking research completed with a very positive conclusion
- LEAPS successfully bid for additional funding to support a new low participation initiative
- Attracted further support from benefactors and the corporate sector
- ECA portfolio classes were launched

## **Conclusion**

The number of activities LEAPS delivered in 2005-2006 rose and having set a high standard this must be maintained. This is another encouraging annual report with many positive outcomes. The tracking research endorses the LEAPS approach to Widening Participation work. The progression rates onto Higher Education for the 46 schools in Edinburgh and the Lothians continue to move in the right direction and the partnership can take their share of the credit for what has been achieved. 2006-2007 is LEAPS twelfth year in existence, the partnership will continue to lead the debate and embrace change and look forward to another exciting year of development and achievement.

## **Comments**

*“The extensive programme of events available, particularly to group 1 schools and the summer school, equip the students for university both in making the right course choice and in the confidence to succeed.”* Paula McClements Tracking LEAPS students through their years in Higher Education.



### **Summer School Students comments**

*“I’ve had a great time. The Summer School experience is something that I would definitely recommend to anyone going into higher education. I now feel a whole lot more confident about going to uni as I know what to expect.”*

*“I have really enjoyed my time at Summer School. I have learned a lot in these 8 weeks, met really nice fellow students which made my time here more enjoyable and made me eager to learn.”*

*“I have thoroughly enjoyed Summer School. Early trains and hard work were well and truly worth it to meet the lovely people I have met, and to have such support from LEAPS staff. I feel confident about starting uni, knowing the campus, the library, and quite a few friendly faces. Summer School has done so much for me since leaving school, where I was unhappy in many ways. Now I have gained confidence in myself and my abilities and cannot wait to start university.”*