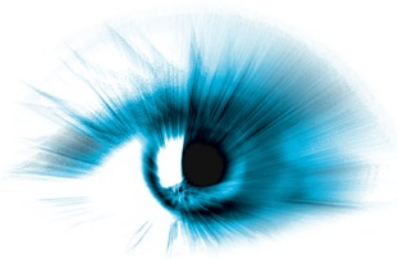


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FOREWORD



Establishing a cross section of society within higher education is a measure of a fair and equal society. The LEAPS partnership aims to widen participation and provide fairer access to higher education by striving to provide ‘equal opportunities for equal potential’.

The work carried out by the partnership remains a key component of support for schools, addressing several criteria within the *Curriculum for Excellence* agenda. This annual report for 2007-2008 details the partnership’s demonstrable and effective response to meeting the challenge of a widening participation agenda that continues to evolve. In November 2008 The Sutton Trust published the paper *Productive Partnerships? An examination of schools’ links with higher education*. The first recommendation in the report states:

‘Longer term programmes should be developed rather than one-off activities. This would have benefits in terms of planning and relationship building between schools and universities but also would be more effective in providing a continuum of engagement for pupils. Longer term planning would mean that activities could be built into the school’s yearly timetable, thus making preparation and follow up activities and events easier.’

The success of the LEAPS partnership has been built on this model of working since 1995. Progression to higher education from Edinburgh and Lothian schools has continued to rise since 1995/96. In 2001 sixteen schools were categorised as LEAPS priority Group 1 schools with progression below 16% over a five year period. The latest figures released by the Scottish Government reveal that for 2007/2008 only five schools have progression below 17%. The ‘bar’ has been raised so that there are now seventeen Group 1 schools and to qualify progression must fall below 21% over a five year period, the latest figures also reveal that only eleven schools in 2007/2008 have progression below 21%. We continue to monitor these statistics annually and will review priority Group 1 schools in 2011.

The partnership continues to play its part in driving this progression forward but many challenges remain. For example, the statistics reveal that some schools will have peaks of progression which are difficult to sustain. Helping schools to maintain good consistent progression over a number of years remains a significant challenge to the partnership.

For 2009 LEAPS will meet a considerable new challenge. The South East Forum and Scottish Borders Council will join the partnership to fund the development of a new phase of delivery in Scottish Borders schools, beginning in December 2008. LEAPS have employed a Project Officer to begin work on this project and we look forward to reporting on this activity in 2008-2009. Developing a service for Scottish Borders schools will require a different method of delivery which recognises the significant geographical distances between the partners higher education institutions and the schools.

The three main strands of LEAPS activity relate to Pre UCAS preparation, the Schools Programme and The Summer School. Reporting on this activity forms the basis of this report and I would like to thank all those involved for contributing their time and expertise to LEAPS in 2007-2008. The lecturers, demonstrators, course co-ordinators and personal tutors working throughout Summer School; the admissions and recruitment staff in the universities; the link teachers in the 46 state secondary schools in Edinburgh and Lothians; colleagues from Careers Scotland; university careers staff, student volunteers and the staff who represent the partners on the LEAPS committees; all have contributed to LEAPS work in 2007-2008.

LEAPS has continued to deliver additional activity focused on three schools; Wester Hailes Education Centre, Craigmoynton Community High School and Castlebrae Community High School. A more personalised service has led to greater numbers of students from the schools engaging with LEAPS (11 students commenced Summer School in 2008) and ultimately 27 students entered degree or Higher National level programmes in 2008. LEAPS thanks the South East Forum for their support for 2007-2008, and we look forward to a fruitful partnership with the Sutton Trust who will support the 3 schools project in 2008-2009 (*point 7*).

The development of a new service in the Scottish Borders in 2008-2009 will undoubtedly present a variety of logistical challenges. However, with the continued support and strength of the LEAPS partnership, we are confident that a service committed to the principles of fairness and equality will continue to be delivered not only across Edinburgh and Lothians but in the Scottish Borders also.

I hope you enjoy reading this report and please contact me if you wish to discuss any of the content.



Ged Lerpiniere
Director

1. BACKGROUND TO LEAPS

1.1 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, 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.

1.2 Aims and Objectives

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 five LEAPS Objectives are to:

- Provide young people and their parents with advice, information and encouragement to consider higher education, accessed directly or through further education, as an attractive and attainable option.
- Provide impartial information and advice about courses and routes to higher education.
- Raise awareness of widening participation issues and challenge traditional assumptions about admissions criteria within (a) higher education institutions and (b) schools.
- 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.
- Monitor and evaluate student progression into, through and beyond higher education.

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 allocation of schools to the two categories below and the elements of the Schools Programme which schools in each group receive is reviewed every three years. Allocations reflect 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 realities of student life in whole school populations and to individuals, in schools and communities where few people have progressed to higher education. To improve the chances of students who for social or economic reasons might not consider progression to higher education this includes students from care or care leaver backgrounds.

-
- 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) 2007 – 2008

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

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

ii) LEAPS (Group 2) 2007 – 2008

- S6 Introduction to LEAPS – What is LEAPS?
- Individualised pre-application guidance for students eligible for LEAPS support.
- Eligible students can attend the LEAPS Conference for S6 Students.
- Eligible students can attend LEAPS Conference for S5 Students.
- Summer School Presentation for LEAPS eligible students and the opportunity to apply.
- Admission to Summer School for eligible students.

Balerno High School	North Berwick High School
Bathgate Academy	Penicuik High School
Beeslack High School	Portobello High School
Boroughmuir High School	Preston Lodge High School
Broxburn Academy	Queensferry High School
Craigmount High School	The Royal High School
Currie Community High School	St Augustine's RC High School
Dalkeith High School	St David'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
James Young Community High School	Trinity Academy
Knox Academy	West Calder High School
Lasswade Community High School	Whitburn Academy
Linlithgow Academy	

NB In previous years LEAPS worked with a 3 group programme. This has changed to a 2 group structure, for 2008-2011. This will be reviewed in 2011.

2. PRE AND POST UCAS APPLICATION SUPPORT

2.1 Pre-UCAS application ('one-to-one') interviews

Between August and November 2007 LEAPS and partner university staff interviewed 1392 students. Destinations can be found at point 4 of the report including comparable data from previous years. A further 127 students were supported by LEAPS post application who did not receive a LEAPS interview between August and November 2007. 1519 students in total were supported by LEAPS through the pre-UCAS process.

Measure/Target	Outcome	Comments
Assist schools to identify LEAPS eligible students and meet target of 900 interviews for 2007-2008	Achieved - 1392 Interviews took place 1519 students applications supported	Numbers interviewed has steadily risen and have doubled since 2001 when 763 students were interviewed.

2.2 Pre-Application Enquiry Service

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

Measure/Target	Outcome	Comments
PAE service designed to identify fair admission criteria and to negotiate on behalf of students	Total number of Pre Application Enquiries: 726 for 549 students (39% of those interviewed)	PAE are requested to clarify admission criteria & boost student confidence prior to UCAS applications. Meets LEAPS objectives 2, 3 and 4

2.3 Portfolio classes

In partnership with Edinburgh College of Art (ECA) Portfolio preparation classes start in October and January. The aim is to assist LEAPS eligible students to become accustomed to their surroundings and to build a stronger portfolio for admission to design related programmes.

Measure/Target	Outcome	Comments
Encourage students to attend classes in autumn and spring terms	96 students took part in the programme. An increase from 32 in 2007-2008	Portfolio classes have proven to be very popular with a large two thirds increase since 2006-2007

3. THE LEAPS SCHOOLS PROGRAMME

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 begins in S2 targeting Group 1 schools. Provision for Group 2 schools begins in S5.

3.1 Workshops, Volunteers, Schools and University campus-based events

During 2007-2008 the following events took place:

School based workshops and events including:

- 25 workshops to S4 students
- 19 workshops to S5 students
- 15 workshops to S6 students
- 9 University Enterprise events to S5 and S6 students.

University campus based activity

- 9 S2 University Workshops
- 13 S3 Student for a Day events

Other Events

- 26 School parents events
- 1 LEAPS organised 'On Campus' parent event
- 34 Introduction to LEAPS presentation
- 1 Student Life Experience Conference
- 1 S6 Student Conference

TOTAL: 153 events

In addition to these activities:

46 School Planning Meetings took place in 2007-2008. These meetings produce a formalised partnership agreement between the school and LEAPS.

For Summer School events see point 6.

In 2007-2008, 73 University student volunteers from partner institutions made 333 contributions to the workshops and campus based events.

Measure/Target	Outcome	Comment
Offer workshops to all Group 1 schools and deliver where requested	Achieved - 90 workshops & 'on campus' events took place to an audience of 6740 students	Meets LEAPS objectives 1-4. The total number of events rose from 87 to 90 and the audience increased by 681
Involve trained volunteers in all Schools Programme activity	Achieved: 73 volunteers made 333 contributions compared to 83 students making 365 contributions in 2006/07	Meets LEAPS objectives 1-4

3.2 S5 Student Life Experience

Student Life Experience involves students in a series of campus-based events that offer an introduction to university life. School students have the opportunity to visit the LEAPS partner institution of their choice.

Measure/Target	Outcome	Comment
Deliver multi-campus event aimed at S5 LEAPS eligible students in all 46 schools.	Achieved - 346 students participated including 79 students from Borders schools.	Meets LEAPS objectives 1, 3 and 4. 267 students attended from Edinburgh and Lothian schools

3.3 Schools Programme Audience

The total audience for the Schools Programme in 2007-2008 was 6740 students.

This does not include parents evening events and other LEAPS activities such as Summer School presentations to students and parents or the pre UCAS interview programme. A further 558 attended the S5 Student Life Experience and S6 Conference half day events.

The following table demonstrates how the Schools Programme has developed over a seven year period. Some activities have evolved but the statistics demonstrate how the programme has become more efficient and effective over the period.

3.4 A 7 year comparison of Schools Programme activity (2001/2 to 2007/8)

Workshops, Presentations and events for parents

Schools Programme activity	2001/2	2002/3	2003/4	2004/5	2005/6	2006/7	2007/8
S2 University Workshop	n/a	n/a	n/a	2	4	7	9
S3 Student For A Day	2	4	8	11	7	11	13
S4/S5/S6 School Workshops, Choose & Applying	44	62	59	64	73	72	68
S5/S6 What is LEAPS promotional presentation	16	22	32	33	33	34	34
Parents' evenings in school	11	11	11	15	21	20	26
Determined to Succeed Campus Parents' Events	n/a	n/a	n/a	2	2	2	1
Total events delivered	73	99	110	127	140	146	151

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

3.5 S6 Post UCAS Application Conference

Measure/Target	Outcome	Comments
Deliver conference event aimed at LEAPS eligible S6 students. Students receiving a pre UCAS interview were invited	222 students attended the event. Positive feedback received	S6 Conference now embedded in the LEAPS programme. The conference aims to keep students motivated and tackle issues of study, finance and coping with the transition from school to higher education

The S6 Conference is now embedded in the Schools Programme.

4. DESTINATIONS OF STUDENTS INTERVIEWED BY LEAPS

The three tables produced here relate only to the destinations of students supported by LEAPS through the pre-UCAS interview process. **Table 1** demonstrates a remarkably consistent eight year pattern in relation to progression to university entrance in percentage terms. However the numbers involved have increased significantly. In 2000/01 LEAPS interviewed and supported 834 students and 509 went onto university, in 2007/08 LEAPS interviewed and supported 1509 students with 992 going onto university.

Table 3 represents the numbers entering a specific institution either a university or college. For the first time in **table 2** we have broken down the numbers entering college into a Higher National (HN) qualification and other qualifications. Combining Higher National qualifications and degree destinations is the favoured method of calculation of the Scottish Funding Council and the Wider Access Forums. This gives us a better understanding of students progressing to all higher education programmes. If we add the degree and the HN level qualifications together, the percentage rises from 66% to 75% (1131 students) of those supported in their final year at school.

12% (178) of those interviewed by LEAPS entered employment on leaving school. This number has varied from 21% in 2001 to a low of 10% in 2005. The current economic climate may affect this figure in 2009.

LEAPS partners are the favoured destinations for the majority of students in **Table 3** with 69% (675) of students accepting places at partner institutions. Universities in Glasgow, Stirling, Dundee and Aberdeen have all attracted Edinburgh and Lothians students. Geographically, it is perhaps unsurprising that 35 of the 79 students entering the University of Stirling are from West Lothian.

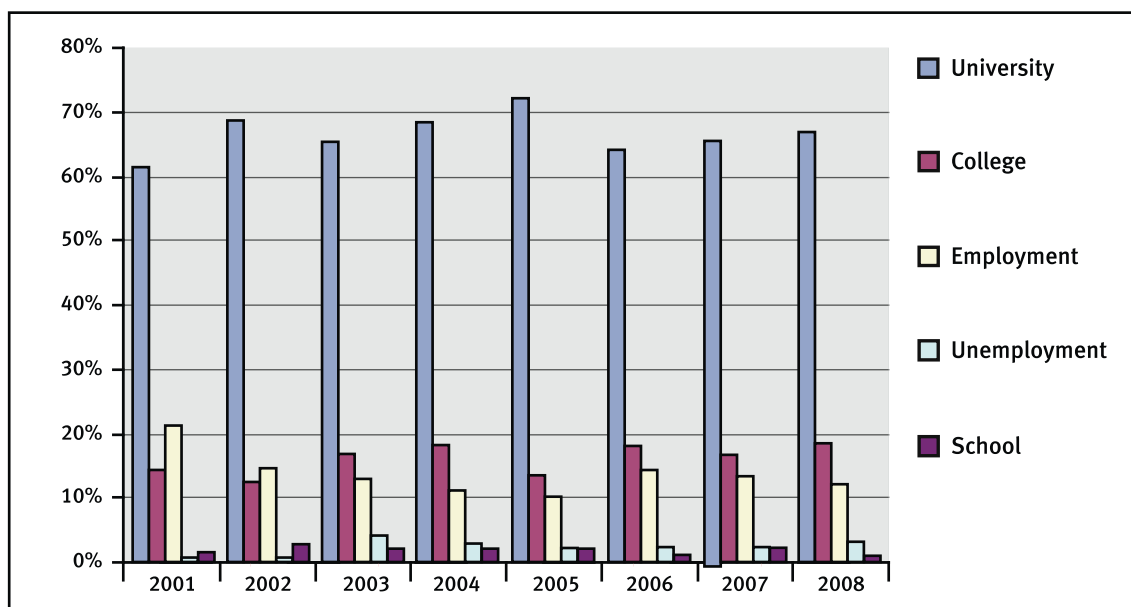


Table 1 –Percentage destinations from 2001-2008



Destinations	City of Edin	E.Loathian	Midlothian	W.Loathian	Total 2008	Total 2007	Total 2006	Total 2005	Total 2004
Higher Education %	447 67%	163 63%	157 69%	225 63%	992 66%	815 65%	771 64%	845 72%	757 67%
College - HNC/HND %	60 9%	25 10%	19 8%	35 10%	139 9%				
College - other courses %	59 9%	27 10%	22 10%	29 8%	137 9%	220 17%	215 18%	162 14%	187 17%
Employment %	70 11%	33 13%	23 10%	52 15%	178 12%	178 14%	184 15%	115 10%	126 11%
Unemployment %	24 4%	10 4%	6 3%	9 3%	49 3%	27 2%	29 2%	28 2%	37 3%
School %	5 1%	1 0%	0 0%	8 2%	14 1%	19 2%	10 1%	18 2%	19 2%
Total: Numbers	665	259	227	358	1509	1259	1209	1168	1126

Table 2 –Total Destinations by local authority

Destinations	City of Edin	E.Loathian	Midlothian	W.Loathian	Total 2008	Total 2007	Total 2006	Total 2005	Total 2004
Napier	110	35	36	41	222	139	141	146	161
Edinburgh	118	38	36	48	240	218	197	216	157
Heriot-Watt	60	24	20	30	134	111	114	102	107
QMU	21	11	22	7	61	81	60	79	54
Aberdeen	12	9	5	3	29	32	26	32	46
Glasgow	25	3	5	9	42	43	38	21	38
Stirling	27	10	7	35	79	44	65	47	35
Glasgow Cal.	5	2	1	12	20	16	19	38	25
Strathclyde	10	2	5	6	23	22	18	15	18
Abertay	5	3	0	3	11	16	11	8	18
Dundee	12	8	7	4	31	25	17	19	16
ECA	7	1	3	4	15	3	11	12	14
RGU	5	3	1	4	13	21	9	19	13
St Andrews	8	3	3	5	19	10	10	17	11
UWS	0	0	0	0	0	0	3	2	9
SAC	2	1	0	0	3	4	2	3	0
Other HEI	20	10	6	14	50	30	30	69	35
HEI Total	447	163	157	225	992	815	771	845	757
Edin Telford	61	19	13	13	106	85	83		
Stevenson	34	11	13	15	73	55	57		
West Lothian	1	0	1	22	24	27	35		
Jewel & Esk Valley	15	20	11	1	47	35	27		
Other	8	2	3	13	26	18	13		
College Total	119	52	41	64	276	220	215		
Overall Total	566	215	198	289	1268	1035	986	845	757

Table 3 –Higher Education and College destinations

In addition to the above, the destinations of a further 7 students were obtained. They are doing voluntary work, taking a year out, are unwell or have moved away.

The destinations of 3 students across the local authorities are unknown (0.2% of the total). This figure was 1.2% in 2007, 3.5% in 2006 and 7% in 2005. The unknown destinations are omitted from the table. From 2008 Table 2 shows the split in college destinations between students studying Higher National and other qualifications. All figures in the table have been rounded.

5. RESEARCH

In 2007-2008 LEAPS concluded a study titled: '*A study of parental support for children making the transition to higher education and their attitudes towards career guidance and related guidance services in 17 state secondary schools in Edinburgh and Lothian*'. The research was conducted by surveying 700 parents of S5/S6 students in the 9 schools with progression rates to higher education of 17% or below and 8 schools with progression rates of 40% or above.

"The responses to the questionnaire do provide some answers and evidence to support the premise implicit in the question that between the two groups of schools there are differences in parental and family backgrounds that affect the support given to children. The study supports the notion that parents with more professional and managerial backgrounds and greater academic qualifications, have higher expectations, are more confident about those expectations being met and are more able to support their children, for example through access to a tutor, than those of the group of parents whose children attend the lower achieving schools."

The research also made use of focus groups at various events for parents organised by LEAPS. The research was carried out to help LEAPS review activities with parents and to support the initiation of the low progression activity in the three schools project and the High Flyers programme. The study also reinforces the programmes targeted approach to delivery. The full paper can be viewed here along with previous research carried out by LEAPS http://www.leapsonline.org/measuring_success.html

LEAPS is currently investigating the employment destinations of LEAPS eligible students with partner universities.

6. TECHNOLOGICAL DEVELOPMENT

Using the latest technology to support learning

A long-standing challenge for staff teaching the Summer School Learning Skills course has been convincing students that, although they are on the verge of higher education, they still have a long way to go before they can regard themselves as 'effective learners'.

During 2008 we developed a series of weekly downloadable audio casts to support the Learning Skills course. The audio casts aimed to:

- Bring potentially 'dry' academic themes 'to life' by including first-hand accounts by undergraduates;
- Lend additional academic credibility to the course through the input of lecturers from a range of subject areas and universities, and;
- Demonstrate how learning strategies are applicable to a range of different disciplines.

Interviews were recorded with academic staff and undergraduates, the results were digitally edited and polished into sound bites. These clips were then compiled directly after classes each week, with material selected to emphasise key learning themes from the preceding lectures and class discussion. The audio casts were available to download the same day from a dedicated online course blog, thereby covering the topics while they were still 'hot'.

Feedback at the end of the course showed that the audio casts were well received by students, although despite their accessibility, not everyone took advantage of the extra information on offer.

In 2009 we hope to target some of the 'harder to reach students' by including first-hand accounts of degree-level study within lectures, thereby exposing the entire class to the learning experiences of current undergraduates. Once again we will ask a broad range of students to share their experiences, although this time on film. The best material will then be embedded within lectures to emphasise key points.

With assistance from our colleagues at South East Forum we have arranged access to an educational tool called VOXUR that is designed to gather feedback and aid learning outcomes by recording short 'vox pop' film clips. By embracing new technologies such as audio casting, blogging and video casting we are working to make sure students become effective learners and that Summer School graduates enter university aiming for success rather than simply hoping for survival.

7. LOW PROGRESSION INITIATIVE

In November 2006 LEAPS began an additional programme in 3 schools in Edinburgh, Wester Hailes Education Centre, Craigroyston Community High School and Castlebrae Community High School. The programme is designed to add supplementary individual and collective support for students and parents in schools with very low progression rates to higher education. A Project Officer works intensively in the three schools to raise aspiration and ultimately attainment. LEAPS aims to work with the schools to improve the chances of students achieving the grades required to ensure progression is an option.

Work with S6 Students

Meetings with the students in each school were followed by one to one contact through: e-mentoring, interview preparation sessions, preparation for college and UCAS applications. Post application support was given to help students respond to offers. Eleven students started LEAPS Summer School and nine completed the course and graduated.

Work with S5 Students

Has included group sessions, individual interviews, e-mentoring and a university enterprise activity in which students from the three schools had the opportunity to meet, and to work together. The aim being that students will be better prepared for the LEAPS pre-UCAS interview in S6.

High Flyers and work with S4

The residential High Flyers event was hosted at Heriot Watt University. Utilising the expertise of LEAPS partners at Heriot Watt, the University of Edinburgh, Napier University and Queen Margaret University a 4 day residential learning experience was delivered for 35 students from the three schools and students from Inveralmond Community High School. The students engaged in a variety of workshops concentrating on specific areas of university study such as: Mechanical Engineering, Law, Psychology, Sports and Exercise Science, Events Management, Entrepreneurship, Media Studies and Drama. Students also attended sessions on student finance and the social side of student life.

The evaluation of the High Flyers Event has been very positive, for further details on High Flyers and a full evaluation please contact Roy Crichton at LEAPS or Ian Sutherland at Heriot Watt University.

S1, S2, S3 and Primary 7

Introductory sessions were held for S1, S2 and S3 students in all three schools, comprising of awareness and aspiration raising activities. For all age-groups interaction with parents has been a key factor. LEAPS attended events for parents in the schools for all age groups. Individual letters of introduction have been sent to the parents of able P7 children (as identified by their schools).

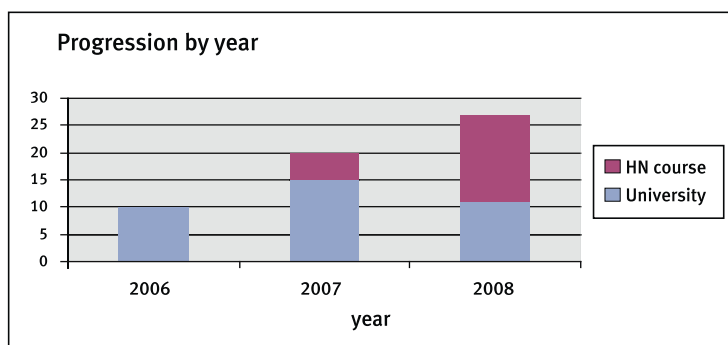
Progression & Summer School completion	2006	2007	2008
Universities	10	15	11
College for HN qualifications	0	5	16
LEAPS Summer School completion	2	7	9

Destinations of the 11 students who entered universities in 2008:

Napier University 4, The University of Edinburgh 1, Heriot-Watt University 1
Queen Margaret University 1, The University of Dundee 1, University of Aberdeen 1
University of Stirling 1, Southampton Solent University 1

Destinations of the 16 students who entered college at higher national level:

Telford College 6, Stevenson College 6, Jewel & Esk Valley College 3, Dundee College 1



LEAPS is indebted to the South East Forum for the financial support that has driven the three schools low progression initiative. The Sutton Trust is now funding the continuation of this activity for 2008-2009 and we are grateful for their commitment to LEAPS.

8. THE LEAPS SUMMER SCHOOL 2008

LEAPS received 245 applications for Summer School 2008 of that number 175 were converted to enrolment forms. The reduction from initial interest to enrolment is due to a number of factors which include students deciding not to go to university, receiving unconditional offers, deciding to take a year out or opting for college or full time employment. LEAPS also took the decision this year

not to offer places to those students who would miss two weeks of Summer School due to holidays. This policy decision was taken in collaboration with the course co-ordinators who feel that it is difficult to assess a student's full potential if they have missed two weeks or more of the eight week programme.

147 students commenced study on June 3rd and 133 graduated on the 25th July.

119 (89%) of those who graduated went onto university courses – the figure for 2007 was 126 (88%).

41 of the 46 Edinburgh and Lothian Schools were represented.

15 of the 17 Group 1 schools were represented and 11 students from the schools taking part in the Low Progression Initiative attended (which compares with 7 in 2007).

8.1 Summer School Promotion

Students and parents attended 47 promotional and information events. This figure comprises of 46 Summer School presentations in schools and 1 Summer School Course Choices/Enrolment Evening. For 2007-2008 parents received a Parents Pack which included a copy of the Summer School DVD. This was sent to the parents of the 245 initial applicants. Parents reported that the pack helped them support their child's decision making and gave them an understanding of what Summer School is about.

8.2 Summer School Reports

Reports summarise individual student performance across the 8 week period.

The reports are used to help admissions staff assess a student's ability particularly if the student does not achieve the entry conditions set by at Higher Education Institution.

55 students met their conditions for university entry

64 students were admitted on the basis of their Summer School reports

49 of those admitted on the basis of their reports accepted their conditional firm or insurance offer

15 students went into clearing or were offered an alternative course with their summer school report

5 students held unconditional offers

8.3 Summer School Destinations:

The University of Edinburgh	17	Glasgow Caledonian	2
Heriot Watt University	19	University of Glasgow	1
Queen Margaret University	18	Strathclyde University	1
Napier University	37	University College London	1
University of Stirling	13	Anglia Ruskin University	1
University of Aberdeen	3	De Montford University	1
The University of Dundee	2	Southampton Solent University	1
Abertay University	2		

Graduating numbers by local authority

No. of students by local council	City of Edinburgh	East Lothian	Midlothian	West Lothian
Graduating number 133	69 (52%)	16 (12%)	23 (17%)	25 (19%)

1549 students have graduated from the LEAPS Summer School since 1996.

2008 Summer School Targets

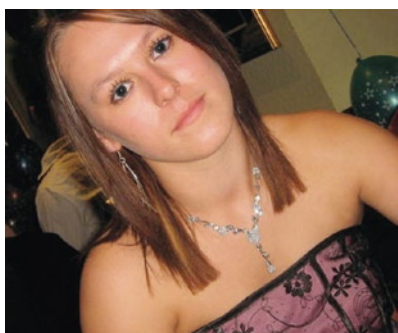
Measurement/Target	Output	Comment
Deliver Summer School talks in all 46 schools and enrolment interviews for all Summer School students	Achieved 46 Summer School presentations. All students received an enrolment interview	Meets LEAPS objectives 1-4
Recruit required numbers of staff to deliver Summer School	Achieved over 100 members of staff recruited to deliver Summer School	Meets LEAPS objective 1-4
Recruit and train 10-14 Personal Tutors as required according to size of the Summer School	Achieved 14 Personal Tutors recruited and trained	This activity includes the promotion, recruitment, selection, short listing, preparation, training and support
Produce Summer School Report ready for publication November 2008	Achieved Report Completed November 2008	Meets LEAPS objective 3. Summarises and evaluates Summer School



Ian Gray MSP for East Lothian and leader of the Scottish Labour Party at the Holyrood Parliament addresses the Summer School graduation.

8.4 Summer School student voices

Sarah Rosie was a pupil at Wester Hailes Education Centre and is now studying BSc Sport and Exercise Science at Napier University.



Sarah Rosie

LEAPS, for me was a fantastic experience and a great opportunity that should not be passed-by. I applied as I was concerned about meeting my conditions which the university had asked for and I was curious about what university life was all about. At first I was incredibly nervous about Summer School as I did not think I was ready for university at all but the LEAPS team put me at ease and I quickly adjusted to the requirements. At Summer School I studied Language, Literature and Media and Mathematics as these were the two subjects in my exams that concerned me most. My other subject was Learning Skills, which has enable me to pick up some of the key skills required to be a successful student at university, such as referencing and essay writing, and I would recommend it to anyone with plans of going to university from school.

In the August when the exam results came through I did not meet the conditions and quite literally “freaked-out.” I felt if I did not go to university to study sport then I had nothing else, no matter how much the LEAPS team told me that it was not the end of the world if I did not get in. However during my days of worry, my Summer School report was doing all the work. I eventually got a message on my UCAS application to say that I had been accepted.

I am now at Napier University studying a BSc (Hons) degree in Sport and Exercise Science and loving every minute. I met the most amazing people at Summer School and now I would be lost without some of them. It really is a life changing experience (the short eight weeks last forever) and I would give up my summer to do it over and over again. I highly recommend, to all school students, going to LEAPS Summer School. Thank you LEAPS team for all your hard work and helping me get to where I am.



Samantha McMullan attended Whitburn Academy and is now studying Podiatry at Queen Margaret University in Edinburgh.

I attended the LEAPS Summer School in 2008 because I wanted to increase my chances of getting into university as I was unsure whether I would get all the grades required for the course I wanted to study. Summer School helped me a lot for example the learning skills course taught me a lot about referencing and group work.

I will recommend Summer School to younger friends as something that is enjoyable and definitely worth doing. I really enjoyed it, made a lot of friends and to top it all off I didn't get the grades required but the Summer School report gained me a place at university. Now I am at university, and with the skills I developed at Summer School I am able to help my friends with assignments.

9. FINANCIAL REPORT

Income

LEAPS is financially supported by the partners. The current financial agreement ran until August 2008 and the partners accepted a Business Plan in 2007 to continue financial support from 2008-2012. Total contributions from partners in 2007-2008 amounted to £271304. Added to this was the balance from 2006/07 of £67637 which was carried forward to 2007/08 to give a final total of £338941.

Several additional contributions were made during the year. A contribution from the Cumingasaga Trust was used to assist in covering the travel costs of Summer School students. Fidelity International once again sponsored the Computer Science course at Summer School. Local Councils contributed Determined to Succeed monies.

The South East Forum provided funds to enable continuation of the employment of a Project Officer from November 2007 until July 2008 to allow additional work in 3 High Schools with the Lowest Progression Rates. This allowed release of funds which had been set aside at the end of 2006/07 to cover the Low Progression Project to end of the original staff contract pending the result of the funding bid to South East Forum. The Sutton Trust is providing funds to allow the continued employment of the Low Progression Project Officer from August 2008 to July 2009.

LEAPS thank all parties for their continued support and generosity.

LEAPS also recognises the valuable in-kind contribution provided by all partner institutions, whose staff augment 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.

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

Expenditure

Actual Spend	Totals 2007/08	Budget	Variance	Totals 2006/07
Staffing Costs	230963.52	236770	5806.48	194232.10
General Budget	11306.73	20975	9668.27	12737.79
Schools Programme	3427.50	6327	2899.50	4015.69
Summer School	54313.13	66274	11960.87	47077.73
Non Recurrent	5087.64	8595	3507.36	5389.48
Totals	305098.52	338941	33842.48	263452.79

Overall, prudent financial management for 2007-8 resulted in LEAPS ending the year with a positive balance. The carry forward will be used to support the additional work with the low progression schools.

10. WORKING IN PARTNERSHIP

As noted above in the financial statement LEAPS works in partnership with a number of organisations out side of the core partnership. LEAPS seeks to engage with new partners to add substantial additional services and value to the programme. The funds received from organisations outside of the core partnership have helped LEAPS reach out to students and improve the quality of the experience.

All financial support to LEAPS is gratefully received by the partnership and we thank all additional partners for this support and commitment.

www.suttontrust.com

www.southeastscotlandforum.ac.uk

www.determinedtosucceed.co.uk

www.fidelity.co.uk

11. SUMMARY AND CONCLUSION

LEAPS delivered a total of 200 Schools Programme, Summer School and events for parents in 2007-2008.

LEAPS School Programme 2007-2008

- 68 S4,S5,S6 school workshops and University Enterprise events
- 33 introductory presentation delivered in schools
- 26 events with parents in school and on campus
- 9 S2 University Workshops
- 13 S3 Student for a Day events
- 346 students took part in Student Life Experience
- 73 university student volunteers were trained and contributed to the schools based activity
- 46 Schools Planning meetings took place
- 1 S5 Student Life Experience Conference

Pre-Application Interview Service, Pre UCAS Support and LEAPS Summer School 2007-2008

- 1392 pre-application(1:1) interviews were delivered in 46 schools, a further 127 students were supported post UCAS application and 992 students subsequently entered higher education institutions
- 139 entered Higher National level courses at college
- 726 Pre-application enquiries for 549 students were carried out
- 222 students took part in S6 Conference
- 96 students attended portfolio preparation classes at ECA
- 47 Summer School promotional events delivered
- 245 Summer school applications received
- 147 Commenced summer school 133 of whom graduated 8 weeks later
- 119 entered higher education for 2007 -2008 session
- 1 Admissions seminar for school and university staff

CONCLUSION

LEAPS continues to develop and all activity is reviewed annually to ensure that the investment made by the LEAPS partners delivers best practice and the best possible value. Since 2001 when LEAPS was re-launched activity has increased year on year, as the statistics contained in this report demonstrate. LEAPS has developed new partnerships to add value to the programme and to deliver new services. In 2005/06 portfolio classes at ECA were introduced, in 2006 the low progression three school initiative was launched and in 2008-2009 LEAPS will welcome 9 state secondary schools in the Scottish Borders, Scottish Borders Council and South East Forum as new partners. Two further examples of development from the last 12 months include the new technological approaches to delivery and the research carried out by LEAPS. All development informs delivery as we seek to provide a better service compatible with our key aims and objectives laid out at the beginning of this report.

A recent report by the Scottish Funding Council: *Scottish Participation in Further and Higher Education* found that: *'In 2006-2007, those from the most deprived areas of Scotland had about the same likelihood of being in university or college education as those from other areas. In previous years they were less likely to have been studying but that gap has steadily narrowed since 2001-2002.'* The report suggests that the work carried out by universities, widening access fora and partnerships like LEAPS, is having an impact and that a greater cross section of society is now represented in the higher education population.

The coming year will present LEAPS with many new challenges; we look forward to reporting on how those challenges were met in 2010.





Summer School 2008

Students and Personal Tutors enjoy a pleasant day at the Graduation in July.

Comments from Summer School students

*“It has shown me different ways of learning -
I am not quite as scared to go to University.”*

*“I think it has been a very useful experience
and I would be happy to go back to my school
next year and recommend it to the S6 students.”*

*“It’s a great way to prepare for University...
it also improved my confidence and I’ve made
friends that are going to the same Uni as me! Fab!”*

*“I have enjoyed it and I think it was well worth coming.
I’m glad I made the decision to attend!”*



