

## Board of Management Students, Staff & Equalities Committee

<b>Date of Meeting</b>	<b>Wednesday 17 May 2017</b>
<b>Paper No.</b>	<b>SSEC3-G</b>
<b>Agenda Item</b>	<b>14</b>
<b>Subject of Paper</b>	<b><i>College Access and Inclusion Initiative</i></b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>Student Experience Director</b>
<b>Date of production</b>	<b>17 May 2017</b>
<b>Action</b>	<b>For Noting</b>

### 1. Recommendations

SSEC are asked to:-

- Note the recommendations of the national Extended Learning Support (ELS) Review for Colleges to produce an Access and Inclusion Strategy as part of the Regional Outcome Agreement (ROA);
- Note the changes to the national funding methodology of ELS from SUMs to an Access and Inclusion Fund;

## **2. Purpose of Report**

The national review of ELS in 2016 resulted in a number of recommendations which will impact on the way in which the College will fund and monitor the delivery of learning support. The change will take place in 2017/18 and will replace the current funding of Extended Learning Support (ELS) activity with an Access and Inclusion Fund.

## **3. Context**

A summary of actions and proposals resulting from the Review is provided below.

### **3.1 Immediate Actions which Impact on the College**

- Rename ELS to the Access and Inclusion Fund.
- OA guidance from AY 2017-18 requires colleges to develop an Access and Inclusion Strategy demonstrating their inclusive practices, investment in their staff and college resources, and outcomes for students.
- The implementation of this new approach would result in the removal of the ELS flag in Further Education Statistics (FES) system from AY 2017-18 onwards and the need to record students as ELS students. It would also result in the removal of the need for Personal Learning Support Plans (PLSPs) for each ELS student and the audit requirements attached to them.

### **3.2 Future Actions which Impact on the College**

#### **Student Funding Issues**

- SFC to discuss with the Student Awards Agency Scotland (SAAS) and the Scottish Government the possibility of transferring Disabled Students' Allowance (DSA) funds to the colleges. This establishes parity of funds for advanced and non-advanced students and moves towards a more holistic approach. If approved, this could be reported through the Access and Inclusion Strategy.

- Further work to be undertaken to consider the transfer of bursary funds currently used to support the additional study costs of students with additional educational needs into the Access and Inclusion fund and strategy approach. This would require future consultations with students and colleges including Student Support staff.
- To create a more equitable system for UHI and SRUC, future guidance should ensure that funding streams work together to provide seamless support packages for both non-advanced and advanced students.

### **Curriculum Design Issues**

- More should be done nationally to understand why certain subject areas attract certain types of students with similar backgrounds and needs. A pedagogic approach should be considered to better meet these needs.

### **Student Support and Transition Issues**

- The review also uncovered issues relating to the wider system, including a global rise in the number of students declaring mental health difficulties within universities and issues relating to approaches to best meet the needs of students with profound and / or complex needs. The findings of the ELS review should be considered in relation to the future policy developments of this provision.
- Data sharing should be improved with local authorities, schools, colleges, and the Scottish Government to overcome transition and disclosure issues.
- As part of SFC's OA Guidance, SFC should work with the Scottish Government Support and Wellbeing Unit and SDS Post 16 data-hub to facilitate data sharing and assist the future proofing of additional needs within the sector.
- SFC should enhance their regional and national reporting of disability and mental health and their expectations of this reporting in the OA process.
- To address concerns raised by stakeholders and colleges regarding the needs of deaf students, SFC should work in partnership with the sector to develop a national approach for the deaf community alongside the expectations of the BSL (British Sign Language) Bill.

- SFC should finalise and publish an Equality and Human Rights Impact Assessment. This will include protected characteristics, equality, diversity, human rights considerations, and wider issues impacting students' educational attainment.

#### **4. Finance and Resource Implications**

SFC are currently consulting with the sector on potential indicators to devise a funding methodology for the new Access and Inclusion Fund. A broad range of demographic statistics are being considered and at an initial meeting of College senior staff and SFC, there were no particular areas for concern for the College. However, it will be important for the College to continue to gather evidence on the impact and performance of access initiatives within the College, as SFC have made it clear that this evidence together with current work on the Student Journey, will determine the focus of future policy and, access and inclusion funding.

#### **5. Risk to the College**

These new developments will impact on the way in which the College supports students with learning support needs and it will be important to ensure that students are not disadvantaged by any changes. There is a risk that a new funding methodology or way in which Funds are distributed by the GRCB funds could disadvantage the College.

## City of Glasgow College

### Access and Inclusion Initiative 2016 - 2020

#### **Our Strategic Priorities**

1. A strategic priority for City of Glasgow College is ‘to enable individuals to excel and realise their full potential’. To this end the College is committed to meeting the challenge of social mobility, by ensuring that the needs of the City and all of its citizens are met with fairness and equality.
2. The College aims to be an inspirational place of learning and sets a high priority in providing industry-relevant learning experiences for its students, developing effective links with industry, and prioritising investment in tomorrow’s learning and teaching facilities and equipment, which are essential to a vibrant, developing, curriculum.

#### **Our Ambition and Approach to Access and Inclusion**

3. At City of Glasgow College our access and inclusion initiatives aim to anticipate individual need, identify barriers to participation and eliminate or mitigate these to ensure that everyone gets a fair and equal opportunity to an outstanding student experience.

Our ambition is to create a learning environment which:-

- Advances access for all;
  - Provides a positive, engaging student experience and fosters good relations between students and staff;
  - Enhances retention and success through inclusive practices;
  - Presents progression to further study or employment.
4. Our approach focuses on the whole student journey from pre entry through to graduation and beyond and recognises the importance of:

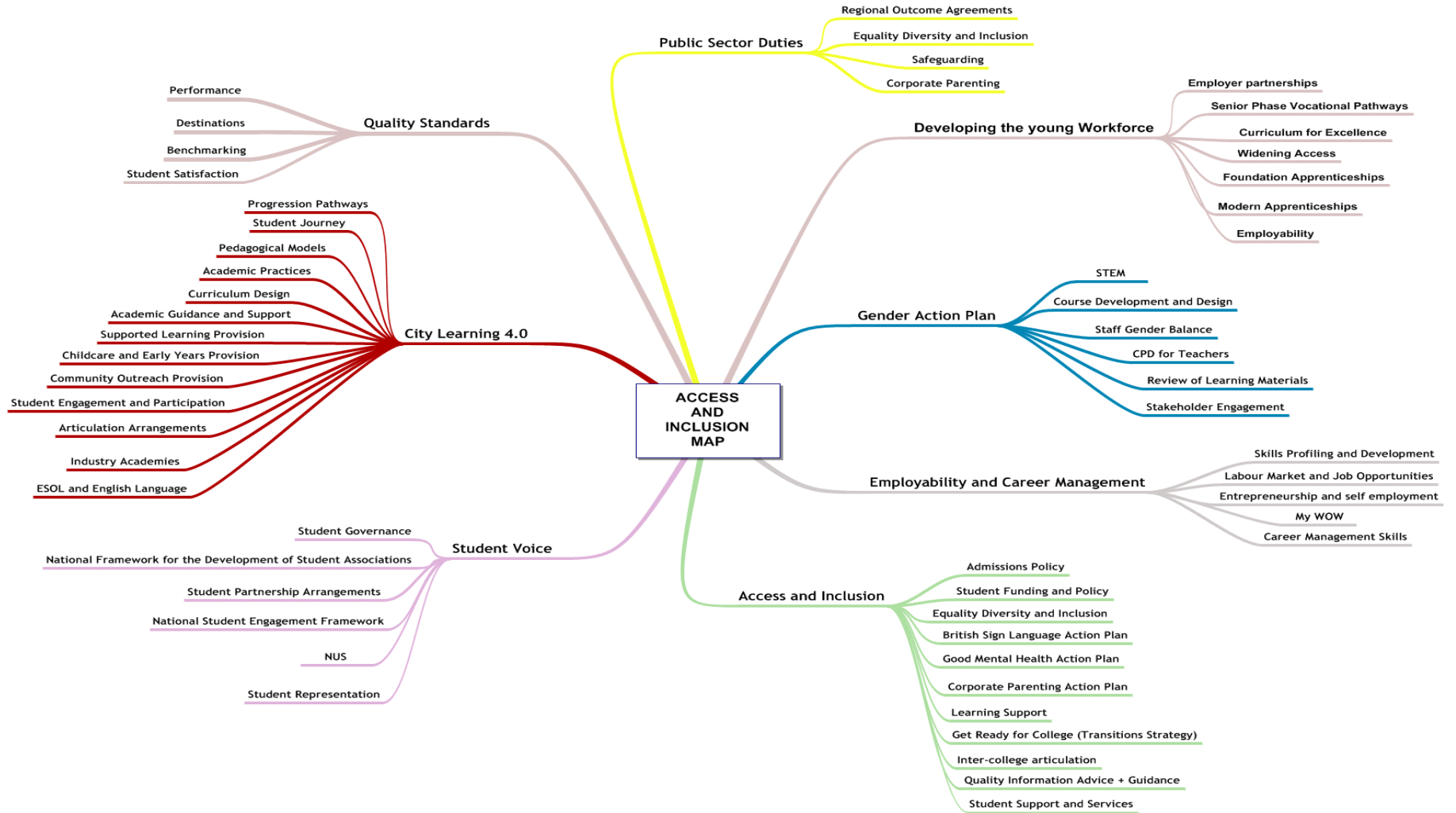
- a diverse student community;
  - a range of professional ,well designed student support and development services that sustain diversity and promote student well- being;
  - the alignment of systems and processes across the whole College to evaluate what works well to ensure greatest impact;
  - collaboration with other Colleges across the Region;
  - the continued development of partnerships Nationally and Internationally to support student success and progression; and
  - Working with external organisations and stakeholders who can help us to improve our reach and impact.
5. Our approach recognises the College’s legal responsibilities to students and staff in relation to Equality, Diversity and Inclusion, Safeguarding and Corporate Parenting by promoting a culture in which signs of possible harm, mistreatment, neglect or attempts to radicalise are recognised and appropriately acted upon.
6. Our Access and Inclusion Initiative has been informed by the Glasgow Regional Outcome Agreement and its ambitions to engage a wider section of the City’s population in education and training.

## **Progress So Far - Review of Practices and Approaches**

7. The College has developed a wide range of access and inclusion initiatives to support the Scottish Government’s plans for closing the educational attainment gap and opening the doors of opportunity to all.

**Making Our Education System World Class with Equal Opportunities for All** (Scottish Got, Sept 2016) provides the focus for the College’s access and inclusion activities which permeate all college activities as shown in Figure 1 - the College Access and Inclusion Map.

Figure 1 - Access and Inclusion Map



8. Significant progress in access and inclusion has been made in all areas of College Activity and a review of practices and approaches are provided in the following paragraphs.

## 8.1 Good Practice in Student Recruitment and Admissions

In 2014/15 and 2015/16, the College took part in an Equality Challenge Unit (ECU) led project to develop good practice in student recruitment and admissions.

From this involvement the College has developed a number of annual good practice initiatives to identify and eliminate barriers to entry at the recruitment stage including:-

- an Equality Impact Assessment (EQIA) of entry requirements and selection criteria;
- a review of course demand, achievement of enrolment targets and comparison of applicant characteristics at both application and enrolment to ensure parity;
- an applicant survey; and
- An online training module in good practice for teaching staff involved in student recruitment.

These initiatives help the College to ensure that conversion to enrolment reflects applicant characteristics and is representative of groups at a local (Glasgow Region) and national level.

As a result of the ELS review the College is currently reviewing data collection and aims to make all applicants characteristic statistics live during the admissions period via the College Dashboard on a course by course basis. This will allow the College to develop a risk matrix to identify students most at risk of early withdrawal and focus support and guidance in this area.

## 8.2 Learning Support

The Learning Support Team support students with a range of challenges such as; autistic spectrum disorder (ASD); Asperger's; dyspraxia; dyslexia; vision and



hearing impairment or loss; reduced mobility; literacy and numeracy and, social and behavioural issues.

In 2015/16, 9.6% of students disclosed a disability or additional support need with 1,350 requiring a Personal Learning Support Plan (PLSP). 848 of these students were categorised as requiring extended learning support which involves significant regular contact with the student and usually one or more study interventions for example an Educational Support Worker in class to take notes, 1:1 study skills and specialist equipment loan.

The development of a PLSP starts with a detailed assessment of what the student feels they need to help them during timetabled classes, self and social study and may involve specialist assistance. In 2015/16 the support offered to students included:-

- 93 students assessed by Educational Psychologists for dyslexia.
- 19 Education Support Workers every week to assist students in class throughout the session.
- 125 successful applications for Disabled Student Allowance.
- 20 Sign Language Interpreters in college every week, supporting students who had a hearing impairment, completing a total of 1,430 hours.

In 2015/16 the overall success rate for students declaring a disability was 87 % which was 1% higher than the overall College rate at 86%. This is an excellent outcome given that these students are facing significant personal, physical, social and emotional challenges.

Having a dedicated team to help identify student need and create a personal learning support plan has been a successful model however, there is an opportunity to review and further improve within the context of a fully integrated student experience.

### 8.3 Developing the Young Workforce Initiative

City of Glasgow College currently offers 20 schools programmes at SCQF Level 3 - 6, increasing to 30 programmes at SCQF level 3-7 in 2017/18, and includes delivery of Foundation Apprenticeships over 6 Frameworks. All Faculty areas are engaged in this provision and the range of courses and levels on offer ensures

that every young person has an opportunity to realise their full potential at a level appropriate to their needs.

Work Experience and Employer visits are included in the delivery of some programmes and these work well to enhance the college experience and give exposure of the working world to school pupils.

The College delivers Outreach/In School programmes across 5 Secondary Schools in both the mainstream and Additional Support Needs sectors engaging a range of young people from S2 - Senior Phase in practical activities. The rationale for this is to introduce early stage college programmes while allowing pupils to remain in the safe environment of School; this has proved successful in building confidence and interest in progression to Senior Phase College programmes.

Bespoke programmes are also delivered in Hospitality/Front of House courses which have been specifically designed for young people from the Romanian community.

In 2015/16 College delivery included:-

- Outreach/In School - Approximately 100 young people were enrolled on courses in Practical Cookery, Personal Presentation, ICT, Creative Crafts and Construction. The young people accessing this delivery were from S2 - S5. Progression leads on to the Senior Phase programmes if appropriate to the young person's needs and ability.
- Level 1 - 3 programmes - These are smaller class sizes with an opportunity of 1-1 support when needed in Transitions, Personal Presentation, Practical Cookery and Introduction to Food Service Skills. Progression leads on to the Level 4 courses and above.
- The Transitions courses programmes are specifically for young people with an ASD diagnosis preparing them for coming to college post school. Most young people attending will apply for full time Supported Learning courses.

- Level 4 - 7 programmes - Senior Phase programmes were offered to S4-S6 attending 2 half days per week. Young people apply for the courses in the subject area they have identified as a potential career path. Progression often leads to full time college courses.
- Foundation Apprenticeships- These are offered as part of the Senior Phase programmes to local authority Schools

The College works collaboratively with Schools and Colleges across the Region to develop and deliver DYW programmes responding to employer/ economic sector and School needs and requirements. In 2015/2016, after detailed review and consultation, significant improvements have been achieved in the management and organisation of Local Authority vocational programme teams, with a greater emphasis on a centralised approach to recruitment, including a single prospectus for College programmes and a shift in timetabling of senior phase options. These changes have had a significant positive impact.

For example, alignment of the day of the week that programmes are offered across 3 Local Authorities has streamlined timetabling and improved integration and consistency in delivery with School groups and programmes mixed across all local authorities and provision. This also improves efficiency as enrolment targets are more likely to be met.

#### 8.4 Gender Action Plan (Inc. STEM)

A College level Gender Action Plan (GAP) and supporting Faculty specific action plans have been created to take this initiative forward. Successful developments include 3 programmes offered in 2015/16 aimed at improving the participation rates of women in engineering and construction, and men in childcare.

HNC Mechanical Engineering Programme for Women achieved a 91% success rate. (Full Time 2015/16).

- NC Construction Crafts for Women achieved a 60% success rate. ( Full Time 15/16) - New retention strategies have been introduced for 2016/17 to improve success on this programme.
- NC Men into Childcare achieved a 100% success rate. (2015/16 Part Time Evening).

These programmes will continue to be offered in 2017/18 with further programmes in IT and Computing for women currently at the development stage.

Additional actions included in the College Gender Action Plan:-

- An assigned senior lead to coordinate the planning, delivery and evaluation of the College GAP, supported by the Equality, Diversity & Inclusion Manager.
- Assigned leads at both Faculty and Curriculum level to coordinate the planning, delivery and evaluation of Faculty level GAPs.
- Quarterly progress updates with related actions.
- Progress in delivering the GAP will be embedded in operational plans and progress reviews.
- Significant stakeholder engagement.
- A review of staff gender balance and refresh of HR policies.
- The Glasgow Colleges' Regional Board will receive regular updates, as required, in support of the Glasgow Region Outcome Agreement.
- The College's GAP will be incorporated into and published as part of the College's Equality Outcome Framework 2017-2021.

## 8.5 English for Speakers of Other Languages (ESOL)

The College supports the [Government's ESOL Strategy for Scotland 2015 - 2020](#) by working in partnership across the Glasgow Region to maximise available resources and share best practice to provide high quality English language skills. The College offers a range of entry levels from Beginners through to Higher ESOL, on a part time basis both day and evening, and works with a range of community partners for example The Bridges Partnership and Positive Action on Housing, to ensure access and provide support to ESOL students.

The College has developed an ESOL Job Club which has been successful in providing work placement opportunities to ESOL students both within the College and externally through our partners. For example, interviews with employers such as First Bus are arranged in College to provide students with support into employment.

The ESOL Access Register and ESOL Network Project are examples of successful collaborative initiatives across the Glasgow Region funded by Glasgow City Council. The [ESOL Access Register](#) offers a “one stop shop” for anyone requiring English language classes across the City. All 3 colleges and other providers in the City use the register as a means of accurately reflecting unmet demand and maximising resources. The ESOL Network Project aims to effectively and efficiently level test all potential learners across the City. This service offers advice and information on ESOL provision such as level testing centres, community and college centres and general EOSL advice.

## 8.6 Early Years and Childcare

The College offers Early Years and Childcare programmes from SCQF levels 5-8 covering a range of modes including part time, full time and Senior Phase provision. These programmes feature in the College’s access plans by targeting SIMD areas in Glasgow Region offering opportunities to study Early Years qualifications thus supporting the growth of nursery and pre-school provision in SIMD areas. These programmes also feature in the College’s Gender Action Plan through delivery of evening provision targeting men into childcare which is aims to address the gender gap in the workforce.

This activity supports the Government’s commitment to increase [Early Years and Childcare](#) provision to support the growth of nursery and pre-school provision. The College aims to grow this provision increasing places offered at NC, NPA, PDA and HNC levels continuing to target SIMD areas within Glasgow Region.

## 8.7 Supported Learning Programmes

In 2015/16 the College offered 9 supported learning programmes over 4 areas as follows:-

- **Development Programme Supported Learning (SCQF Level 3)**  
To assist students with additional support needs with independent living and progression to further study. In 2015/16 the success rates for these programmes were between 80-100%.
- **City Works Supported Learning (SCQF Level 3)**  
Designed for students with additional support needs and offers work placement to improve employment prospects. This is a new project for 2016.
- **Transitions Programme Supported Education (SCQF Level 3-5)**  
Designed for students with Asperger's Syndrome who require support to transition to further education. In 2015/16 the success rates for these programmes were 90-100%.
- **Project Search Employability Programme (SCQF Level 4)**  
Designed to help increase the employment prospects of students on the autistic spectrum. These courses are delivered in partnership with Glasgow City Council Supported Employment Services, Autism Network Scotland and the University of Strathclyde. In 2015/16 the success rates for these programmes were 88-90%.

Destinations for these groups so far include 6 students going in to full time employment and 33 students progressing to further mainstream study within the College.

## 8.8 Community Provision

The College engages with a range of community stakeholders throughout Glasgow and works with adults who have addiction issues, and also those who are vulnerable in a range of community and residential recovery locations, homeless projects, forensic mental health projects, gender based and community projects, as well as offering a number of campus based courses offered as progression routes for community students. All programmes are aimed at meeting the key targets outlined in the Regional Outcome Agreement.

In 2015/16 the College offered:

- 11 Riverside Campus based basic skill courses per week where the opportunity to progress through different levels of SQA qualifications was available.
- 20 Stakeholder/Community based basic skill courses per week which were designed in collaboration with our stakeholders after robust service user input - partners include the Marie Trust, Princes Trust and Rosemount Lifelong Learning.
- In addition to our Integrated Grant Fund programmes, the College funded an additional 7 programmes from stakeholder funding and a further 15 programmes were funded via a public social partnership with NHS Greater Glasgow and Clyde, in their Forensic Mental Health Projects in Rowanbank Clinic and Leverndale Hospital.
- 478 community students achieved an above 90% success rate.
- Projects with the BBC Skillswise and Bitesize programmes where community students review new online resources.

## **8.9 Corporate Parenting - Care Experienced Students**

Over the last year the College has introduced a range of student support initiatives to advise and guide students who are care experienced. Students who have experienced the care system, whether this is foster care, residential care, looked after at home or kinship care, are asked to declare their status at application and enrolment stage at which point they are assigned a Student Advisor. Our dedicated Student Advisor is also identified on our website and provides support to care experienced students throughout their time at College.

We also continue to work with our partners SDS, MCR Pathways, Social Work and Throughcare to identify students who may require additional support. Figure 2 below provides information on the number of students supported over the last 3 years and key performance indicators. These figures show that the numbers of care experienced students presenting at College and numbers achieving a qualification have increased and we anticipate this trend continuing.

Figure 2 - Care Leavers - 3 Year Trend

Referrals	2013/14	2014/15	2015/16
Referred by Agency	14	14	17
Declared on application/enrolment	n/a	48	62
<b>Total accepted places</b>	<b>9</b>	<b>47</b>	<b>79</b>
No. still enrolled June 2016	9	33	54
No. withdrawn by June 2016		14	25
No. achieving qualification	7	20	44
<b>% achieved</b>	<b>78%</b>	<b>61%</b>	<b>81%</b>

As a Corporate Parent it is important that the College monitors and tracks the performance of students who are care experienced including the reason for early withdrawal where this occurs. In 2016 the Student Advisers contacted the 25 students who withdrew to help them re engage with the College or other option with the following results.

- 9 students re-applied to City of Glasgow College.
- 2 went to other colleges.
- 1 declined an offer.
- 1 was unsuccessful.

Figure 3 below provides information on those students with a positive destination and shows 13% articulating to University, 4% in employment and 65% continuing to engage with their studies at City (61%) or another College (4%).

Figure 3 - Destinations for Care Leavers in 2015/16

Articulation route	Number
University	7
City of Glasgow College (next level of course)	29
Waiting list at City of Glasgow College	4
Other FE college	2
Full-time employment	2
Unknown destination	10
<b>Total</b>	<b>54</b>

We are currently working with Who Cares? Scotland to further improve our Corporate Parent Action Plan with training for the Senior Management Team



(SMT) organised in February 2017 and the College Board of Management (BoM) in March.

## 8.10 Student Good Mental Health Action Plan

At City of Glasgow College the number of students entering college with a disclosed mental health issue has increased steadily over the last 4 years. Teaching staff have reported dealing with increasing numbers of students in distress, and expressed the need for more knowledge and information on how best to deal with these situations. Staff expressed a commitment to helping students but feel anxious that they are doing the right thing

We have a full time Counsellor who was appointed in January 2016 in response to a sharp increase in student need and we supplement the counselling service with student placement volunteers from Caledonian University. However we still have waiting lists and we have developed a variety of approaches to maintaining good mental health through our Mental Health Action Plan, for example offering fitness sessions, cookery classes, reading for stress and Mindfulness which are accommodated through our existing support services.

Referrals for Counselling over the last 3 years are provided below.

2014/15 = 140

2015/16 = 163

2016/17 = 103 (to 30 Nov 2016)

Our projection for this year is just over 200 which will be about a 25% increase on last year and we currently have waiting lists for this service.

In September 2016 the College launched the Student Mental Health and Well Being Action Plan which has 6 themes aimed at raising awareness of mental health, developing practical approaches to good mental health and well-being, and

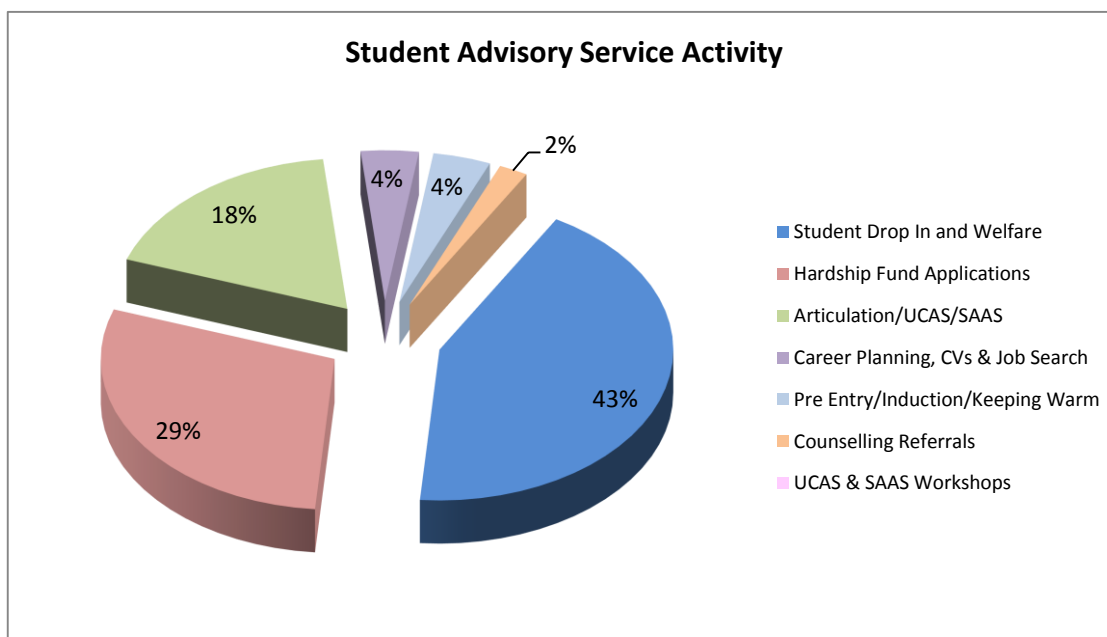
providing training for staff and support for students. In this first year we are monitoring progress to see what works well for students.

## 8.11 Student Welfare and Support

Figure 4 below shows the main areas of support provided by the College Student Advisors in 2015/16. Drop in services continue to be the main focus of service activity providing students with practical help and support on a wide range of social, economic and emotional issues including, debt, homelessness and relationship difficulties.

At City of Glasgow College the Student Advisors distribute Hardship Funds rather than Bursary Officers. This allows the Advisors to follow up with the students on any relationship, debt or emotional issues and works well. Supporting students in financial hardship is the second biggest area of activity for the Student Advisors with 2,773 students receiving a one off or regular monthly payment to help make ends meet. Without this financial support many students would be unable to continue with their studies. Our Hardship applications can now be completed online which has improved response times to students as they can complete the form anywhere and upload supporting documentation from home.

**Figure 4 - Student Advisory Service Activity 2015/16**



Bursaries, Educational Maintenance Allowances (EMAs) and Childcare support are essential for most students. At City funding assessments start during the admissions process and the main aim is to support retention by ensuring that students have their funding in place for the start of their course. For a number of years we have used an online funding application which improves response times to students. Paper applications are also available if required and we find that most new applicants will attend Bursary Workshops to receive assistance with form completion which works well. We offer this support as part of a package of ‘Get Ready for College’ events which support student transition.

Student support funding is heavily regulated by the Scottish Funding Council through national funding policies; students must meet a range of eligibility criteria, awards are means tested and the College must comply with rigorous audit requirements. This creates a complex process for students and staff to navigate. Over the last 2 years student support expenditure has increased by 11% to £8,108,059 (Fig 5) with the number of students supported increasing by 21% to 5,486 (Fig 6). This is in line with College growth plans. For 2015/16 student support expenditure was within budget with the exception of HE hardship funds which were overspent by £107,398.

**Fig 5 - Student Support Fund Expenditure 2014/15 and 2015/16G**

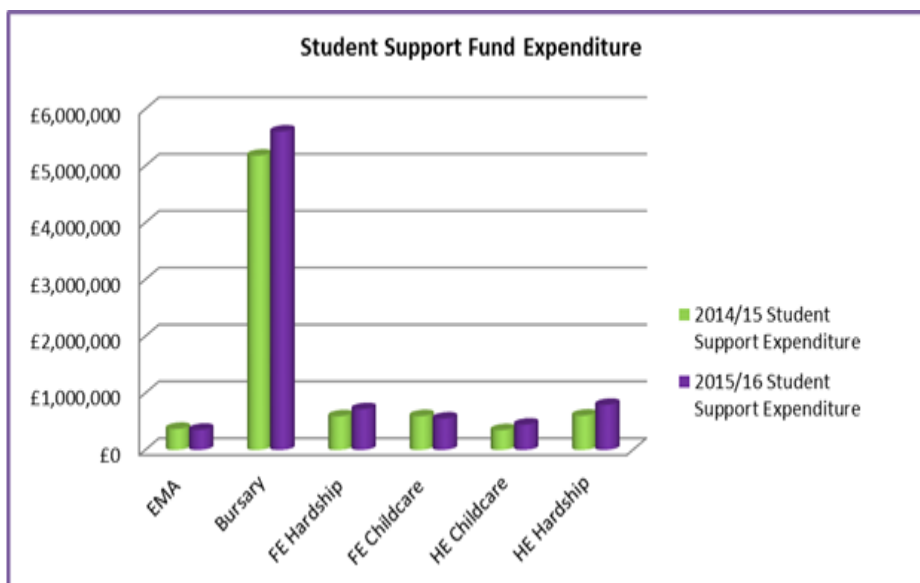
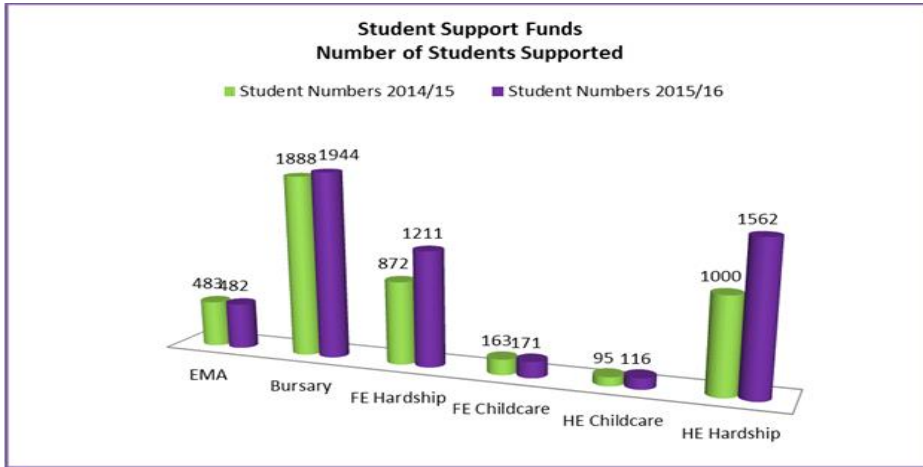
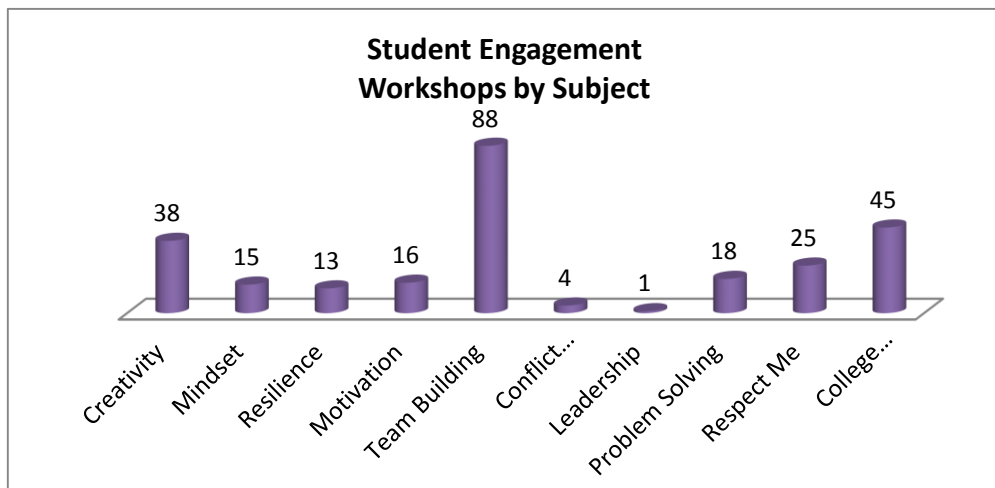


Figure 6 - Number of Student Supported 2014/15 and 2015/16



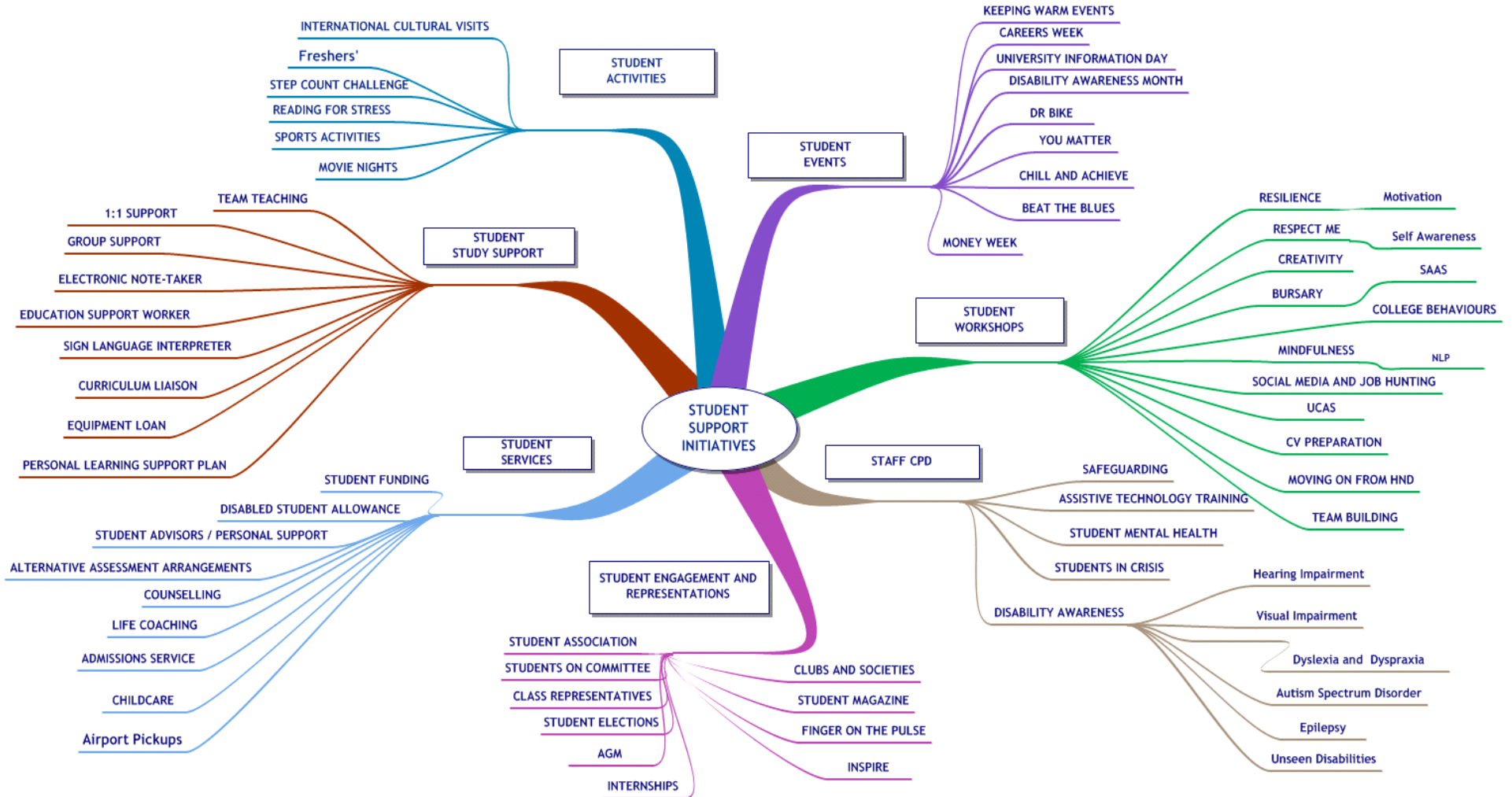
New for 2014/15 and 2015/16 the Student Engagement Team have become involved in developing and delivering class based workshops in a range of social, emotional and psychological behaviours specifically aimed at improving retention and building confidence. Figure 7 provides information on the range and number of workshops delivered in 2015/16. These workshops have been successful in improving retention and can be booked on demand by teaching staff to support student personal and social development.

Figure 7 - Student Support Workshops



9. Over the last 2 years the College has also exceeded our targets for learning provision, so that more students have been able to take advantage of the opportunities we provide to acquire new skills and knowledge.
10. We have realigned our curriculum in collaboration with the Glasgow Regional Colleges to support those most distant from the labour market.
11. We continue to improve rates of attainment and success so that more City of Glasgow College students are able to progress to positive destinations.
12. We have increased our proportion of activity for the 16-24 year old age group.
13. We have worked with the Glasgow Regional Colleges to develop a curriculum and estates implementation plan, A Vision for College Learning, to enhance economic relevance of the curriculum and support improved access and social inclusion.
14. We have collaborated extensively with employer engagement activity across the Region, Nationally and internationally with a range of employers, representative bodies and stakeholders. This has been further endorsed through our Industry Academy curriculum delivery model.
15. We have increased the proportion of courses which lead to accredited and vocationally relevant qualifications.
16. We have worked across the Region to develop shared equalities outcomes.
17. We have extended our vocational progression partnership activity with schools, universities and employers.
18. We have undertaken significant work with the National Engineering Foundation (NEF) to develop regional and individual college STEM strategies, leading to the award of STEM assured status for all three colleges.
19. We have developed a range of award winning, professional student support and services which sustain our access and inclusion ambitions. These are shown in Figure 8 - Student Support Initiatives.

Figure 8 - Support and Services



## Our Actions

20. Good progress has been made within City of Glasgow College to widen access and improve participation rates from a wide range of students with diverse social and cultural backgrounds. However, we acknowledge that there is a need to do more and that there are still gaps in success outcomes between different groups of students within the College.

Our Action Plan for addressing these issues is provided below. We recognise that there is a requirement to balance an inclusive approach with the needs of the individual, which should remain paramount, and to deliver and develop our Action Plan will require continued financial support to both sustain the current service levels, which are positively supporting success, and meet new priorities, such as support for care experienced students, those who are carers, those who are in debt, and new developments required under the BSL (Scotland) Act 2015.

Our Access and Inclusion Action Plan 2016-2020 is outlined below and will be supported by a review of the whole student journey within the College focusing on the needs of varying student types and modes in order to:-

- Widen Access;
- Support Retention and Access; and
- Improve Progression to Further Study and/or employment.

## Our Actions to Widen Access

Action	Measures of Success	2017/18	2018/19	2019/20	
1	<p>Monitor and report on all protected characteristics, SMID, Care Leavers and Carers at both admissions and enrolment level to ensure parity of intake.</p> <p>Where we have places, offer a guaranteed interview for every student with the minimum entry requirements.</p>	<p>All flags included at admissions and enrolment stages and report through College Dashboard on a course by course basis.</p>	<p>All apart from carers introduced.</p> <p>Stats considered by SSE Committee and appropriate action taken</p>	<p>Complete</p> <p>Stats considered by SSE Committee and appropriate action taken</p>	
2	<p>Refresh all information, advice and guidance on the college website to ensure support services are available for all priority groups and support diversity e.g. carers, care experienced students, LGBT groups etc.</p>	<p>Student Satisfaction Survey</p> <p>Student Focus Groups Feedback</p>	75%+	80%+	85%+
3	<p>Carry out an EQIA on the undernoted processes to ensure the College strategies for widening access are met.</p> <ul style="list-style-type: none"> <li>entry procedures and services;</li> <li>interview processes;</li> </ul>	<p>Admissions satisfaction survey.</p> <p>Increased or sustained representation from key priority groups.</p>	85%+	90%+	90%+



	<ul style="list-style-type: none"> <li>Entry requirements.</li> </ul>		time.	Undertake EQIA and implement recommendations related to part time.	
4	Work with other Glasgow Regional Colleges to develop inter-college progression opportunities at City of Glasgow.	<p>Increased number of students progressing from Glasgow Kelvin and Glasgow Clyde Colleges to City of Glasgow College</p> <p>Increase in those from SIMD20.</p>	<p>Access Humanities and NQ Social Science from Kelvin College.</p> <p>HND2 Hospitality and Level 6 Hairdressing from Clyde College.</p>	TBC	TBC
5	Review course portfolio at access and entry level to ensure those with low/no entry qualifications can gain entry.	Increase in those from SIMD20	24.4%	TBC	TBC
6	Implement Gender Action Plan.	<p>Improved gender balance in SFC target areas.</p> <p>Improved gender balance in STEM.</p>	Student representation of gender in courses currently characterised by significant imbalance of over 90% is	Student representation of gender in courses currently characterised by significant imbalance of over 90% is	Student representation of gender in courses currently characterised by significant imbalance of over 90% is

			increased by 5% over 2017-2021.  For more detailed Pls/achievements refer to the full Gender Action Plan	increased by 5% over 2017-2021.  For more detailed Pls/achievements refer to the full Gender Action Plan	increased by 5% over 2017-2021.  For more detailed Pls/achievements refer to the full Gender Action Plan
7	Developing the Young Workforce	More applications and enrolments from the 16-19 year old age group.	ROA	ROA	ROA
8	Improved Schools Liaison/partnership working with Schools	Increase in number of Senior Phase pupils successfully completing.	FE 76.7% HE 80.8%	TBC	TBC
9	Work with the Regional Foundation Apprenticeship Manager to ensure those on FAs at Regional Colleges is treated as internal candidates.  Update information on website.  Collaborate in the development of a regional form.	Progression rate from FAs to mainstream programmes improved.  Increase in students from SIMD10.  Improved gender balance on GAP target programmes.	60%  Refer action 5 Refer Action 6	70%  TBC TBC	80%  TBC TBC

10	Develop core skills profiling on application form.	Core skills can be identified pre entry to assist with development of 'at risk' matrix.	Pilot	Complete	
11	Ensure targeted student funding. Review CAMS Review procedure for care experienced and carers. Update flags	Retention improves for those with protected characteristics, SIMD10, Care Leavers, Carers.	+10%	TBC	TBC
12	Improve early identification of need.	Increase in completion of DSA at admissions stage.	Increased by 10%	Increased by 20%	Increased by 50%

### Our Actions to Support Retention and Success

	Action	Measure of Success	2017/18	2018/19	2019/20
13	Develop a Mental Health Action Plan.	More students with declared mental health completing successfully.	Retention and success of those with a declared mental health	TBC	TBC

14		More students generally involved in college activities, clubs, societies and healthy lifestyle.  Student Association involvement.	issue is equal to College average.		
	Further refine the College Corporate Parent Action Plan.	Updated Action Plan/SMT Trained/Board Trained	Complete – Feb 2017.	Complete – Feb 2017.	Complete – Feb 2017.
		Improve retention from 68%	75%	80%	85%
		Improve success from 81%	85%	88%	90%
15		Improve articulation to HEI	13%	20%	40%
	Develop Getting Ready for College Transitions Action Plan for priority groups.  Develop 360 degree Induction and Guidance	Improved retention and reduced early withdrawal of those participating.	Retention equal to college average for these groups.	TBC	TBC
16	Develop British Sign Language Action Plan	Develop Action Plan.  Increased number of staff with BSL  Increased number of hearing	Action Plan Developed	Action Plan Implemented	

		impaired students at College			
17	Review Learning Support delivery re assistive technologies.	Develop an Assistive Technology Action Plan and reduce reliance on ESWs/note takers.	Action Plan Developed	Action Plan Implemented	
18	Ensure all full time groups have a Class Rep.	Number of full time classes with Class Reps.	90%	95%	98%
19	Offer CPD to teaching staff on specific learning support needs.	Number of events offered and staff engaged.	Increase by 10%	Increase by 20%	Increase by 30%

### Our Actions to Improve Progression to Further Study and/or Employment

Action	Measure of Success	2017/18	2018/19	2019/20	
20	Review delivery of career management skills and develop a Career Management and Guidance Action Plan.	Action Planned Developed. Increase in number of students from SIMD10 with successful destination.	Develop Action Plan	Implement and Deliver Action Plan	
21	Number of students articulating to	Increase in number of students from SIMD20	1,100	1,150	1,250

	University with advance standing.	articulating to HEI.			
22	Continue work with supported learning groups, ESOL and community groups to introduce work placement and progression opportunities with Glasgow Regional Colleges.	Increased number of students with successful destinations to work or mainstream study. Number of work placements increased.	Increase by 5%	Increase by 10%	Increase by 10%
23	Continue Student Engagement/Careers Development work with ESOL groups to support progression to mainstream courses.	Increased number of students with successful destinations to mainstream study.	Increase by 5%	Increase by 10%	Increase by 10%