

Board of Management Students, Staff & Equalities Committee

Date of Meeting	Wednesday 27 October 2021
Paper No.	SSEC1-E
Agenda Item	4.5
Subject of Paper	Corporate Parenting Action Plan British Sign Language Action Plan
FOISA Status	Disclosable
Primary Contact	Gillian Plunkett, Student Experience Director
Date of production	21 September 2021
Action	For Approval

1. Recommendations

SSEC is asked to approve the Corporate Parenting and British Sign Language Action Plans.

Purpose of Report

1.1 The purpose of this report is to provide the Committee with the opportunity to review and approve the draft College Corporate Parenting Action Plan and the British Sign Language Action Plan. Both Plans have been approved by SMT and will be published on the college website subject to approval by SSEC.

2. Key Insights

2.1 College Corporate Parenting Duty – The Children and Young People (Scotland) Act 2014 passed legislation relating to Corporate Parenting with Post-16 Education Bodies, and a range of other public sector bodies considered to be ‘corporate parents’ from 1 April 2015. This involves carrying out a range of responsibilities to support children and young people who are, or were, looked after by local authorities. This duty only applies to this specific group of students. (College Lead: Student Experience Directorate).

The College Corporate Parenting Action Plan (Draft) outlining actions achieved and future ambitions is attached at Appendix A.

2.2 The British Sign Language (Scotland) Act 2015 and the British Sign Language National Plan 2017 – 2023, require public bodies in Scotland to publish local action plans on a six-yearly basis, showing how they will promote and support British Sign Language (BSL). (College Lead: Student Experience Directorate).

The College BSL Action Plan (Draft) outlining actions achieved and future ambitions is attached at Appendix B.

4 Impact and Implications

4.1 Our Corporate Parenting and BSL duties and responsibilities are directly related to the successful delivery of the College’s core activity, and the positive experience of our students, with clear implications in terms of potential impact upon College students and staff, as well as the College’s wider reputation and legal compliance status.

4.2 The costs associated with the delivery of these duties require to be embedded within college budgets. Provision of BSL interpretation services at key college events and in key publications for example must be considered across all college functions.

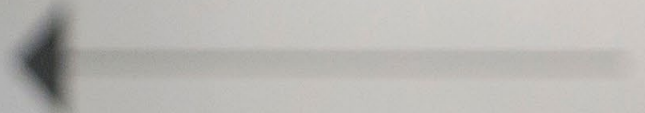


Corporate Parenting Plan 2021-2024



CITY OF GLASGOW
COLLEGE

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STUDENT ASSOCIATION



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1. Introduction

City of Glasgow College is proud to be a Corporate Parent, and while it is a great privilege it is also a significant responsibility which we take seriously as a College.

Having been awarded the Buttle UK Quality Mark in 2011, (awarded to celebrate the commitment of the College to support students who have experienced care before 2015) the College now has over 10 years experience in supporting care experienced (CE) students and we continue to pledge our support in meeting the future needs of CE students through our successful partnership with Who Cares? Scotland.

This Corporate Parenting Plan outlines both current practice and our aspiration to do the very best we can for our care experienced students; both potential and current, and our Student Academic Experience Strategy, which is informed by students, sets out a commitment to be a College where “Individual needs are anticipated at every step of the student journey and are met in a proactive and meaningful way”.

To support inclusion and opportunities for all, our College offers a wide range of educational, technical and training opportunities, ranging from foundation courses through to Higher National Diplomas and degree programmes in association with our Higher Education partners. Our curriculum supports success and progression, enabling all of our students to reach their full potential.

We also work collaboratively across the tertiary education sector, industry partners and with the Glasgow Colleges’ Regional Board, other Glasgow Colleges, and Scotland’s Corporate Parents to widen access and promote Equality, Diversity and Inclusion (EDI), guided by our EDI Statement of Fairness, Opportunity and Respect.

We maintain a commitment to Let Learning Flourish through inspiration, excellence and innovation, and our Corporate Parenting Plan sets out how we aim to achieve this for our care experienced students from Glasgow and beyond.



2. Challenges for Care Experienced People

Studies have shown that care experienced people are more likely to become vulnerable to a range of socio/economic disadvantages including offending behaviour and health problems which significantly reduce life chances and opportunities.

For example:

- Around 40% of young people in custody report that they have been in care however, it is widely acknowledged that this statistic is likely to be significantly understated.¹
- Educational outcomes for care experienced people are poor compared with their non-care experienced peers. For example, in 2019/20 64% of all school leavers had 1 or more qualification at SCQF level 6 or better, whereas only 14% of school leavers that were care experienced in the same period had qualifications at that level.²
- Care experienced young people are less likely to be in positive destinations nine months after leaving school. Figures from 2019-20 show that only 75% of school leavers that were care experienced were in positive destinations. This is compared to 92% of all school leavers.³
- Care experienced young people are more likely to be unemployed nine months after leaving school. 22% of school leavers who were care experienced in 2019/20 were unemployed, compared to 7% of their non-care experienced peers.⁴
- Formal statistics on statutory homelessness state that 6% of local authority homelessness applications in Scotland between 2019-20 were from people who have been previously looked after by a local authority at some point, with 1,196 being homeless in 2019-20. This figure relies on self-declaration and does not include those who are sofa-surfing, or in unsuitable accommodation. Practitioners estimate this number could be as high as 30-50%.⁵

¹ Scottish Prison Services, 2021. <http://www.sps.gov.uk/Corporate/Publications/Publication-7393.aspx> "Vision for Young People in Custody."

² Scottish Government, 2021. <https://www.gov.scot/publications/education-outcomes-looked-children-2019-20/> "Educational Outcomes for Looked After Children 2019/20."

³ Scottish Government, 2021. <https://www.gov.scot/publications/education-outcomes-looked-children-2019-20/> "Educational Outcomes for Looked After Children 2019/20."

⁴ Scottish Government, 2021 <https://www.gov.scot/publications/education-outcomes-looked-children-2019-20/>. "Educational Outcomes for Looked After Children 2019/20."

⁵ Scottish Government, 2020. <https://www.gov.scot/publications/homelessness-scotland-2019-2020/pages/5/> "Homelessness in Scotland 2019-2020."

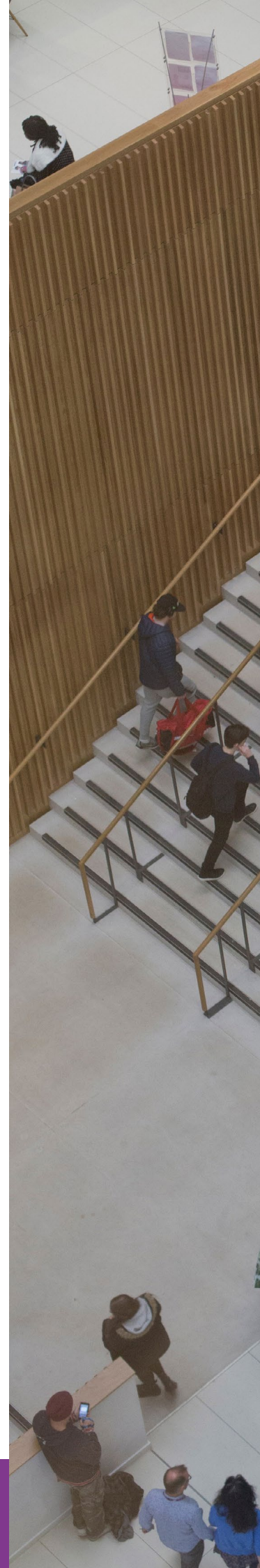
3. The Role of the College

City of Glasgow College is a Corporate Parent as defined by the **Children and Young People (Scotland) Act 2014**. As Corporate Parents the College has specific responsibilities for care experienced students who are attending college.

We must ensure that the support and opportunities provided by any parent to their children are offered by the College to students who have experienced care. Although the Act refers to CE people up to the age of 26, this Corporate Parent Plan is targeted at supporting all of our CE students regardless of age.

Section 58 of the Act outlines six statutory duties for Corporate Parents which include:

- **Alert:** to be alert to matters which, or which might, adversely affect the wellbeing of a care experienced individual.
- **Assess:** to assess the needs of care experienced young people for any services or support provided.
- **Promote:** to promote the interests of this group of young people.
- **Opportunities:** to seek to provide care experienced young people with opportunities to promote their wellbeing.
- **Access:** to take appropriate action to ensure care experienced young people can access opportunities and make use of services available to them.
- **Improve:** to review, evaluate and improve our practice and procedures to Corporate Parenting.





As a Corporate Parent the College is committed to working towards the **National Ambition and Vision** set by the Scottish Funding Council ‘for there to be no difference in the outcomes of care experienced learners’ comparative to their peers’. The College aims to provide an environment where an individual’s needs are met at all stages of the student journey to enable them to become confident, responsible and effective members of the community. Although we cannot replicate some aspects of ‘family’ life, there are many steps we can take to ensure our care experienced students feel genuinely supported while at College.

To help make sure everyone – children, young people, parents, and the services that support them – has a common understanding of what wellbeing means, The Scottish Government describe wellbeing using eight indicators. The eight wellbeing indicators are commonly referred to by their initial letters - SHANARRI. The College uses the SHANARRI indicators to ensure that Care Experienced people at City of Glasgow College are provided with equality of opportunity to achieve their potential, realise their talents and ambitions and become successful.

Chart 1 SHANARRI Indicators





4. Our Care Experienced Students

The College works closely with our care experienced students and partner agencies to provide relevant, person-centred support.

All students find transition from school, work or unemployment stressful, but for those without family support it can be a real challenge particularly moving on from a care environment to independent living.

To support transition, we first need to identify our CE students and Chart 2 shows the various 'touchpoints' where students are encouraged to disclose their status as 'Care Experienced'. We also work closely with our specialist partners

MCR Pathways, Action for Children, Quarriers, Kibble, Throughcare and Aftercare Services, Skills Development Scotland and Leaving Care Services to both support students referred by these agencies and to help us develop services and support relevant to the needs of CE students.

We have a named Student Advisor identified on our website who works with our partners, and care experienced students to help identify transition issues.

Chart 2 - Touchpoints to Disclose Care Experienced Status

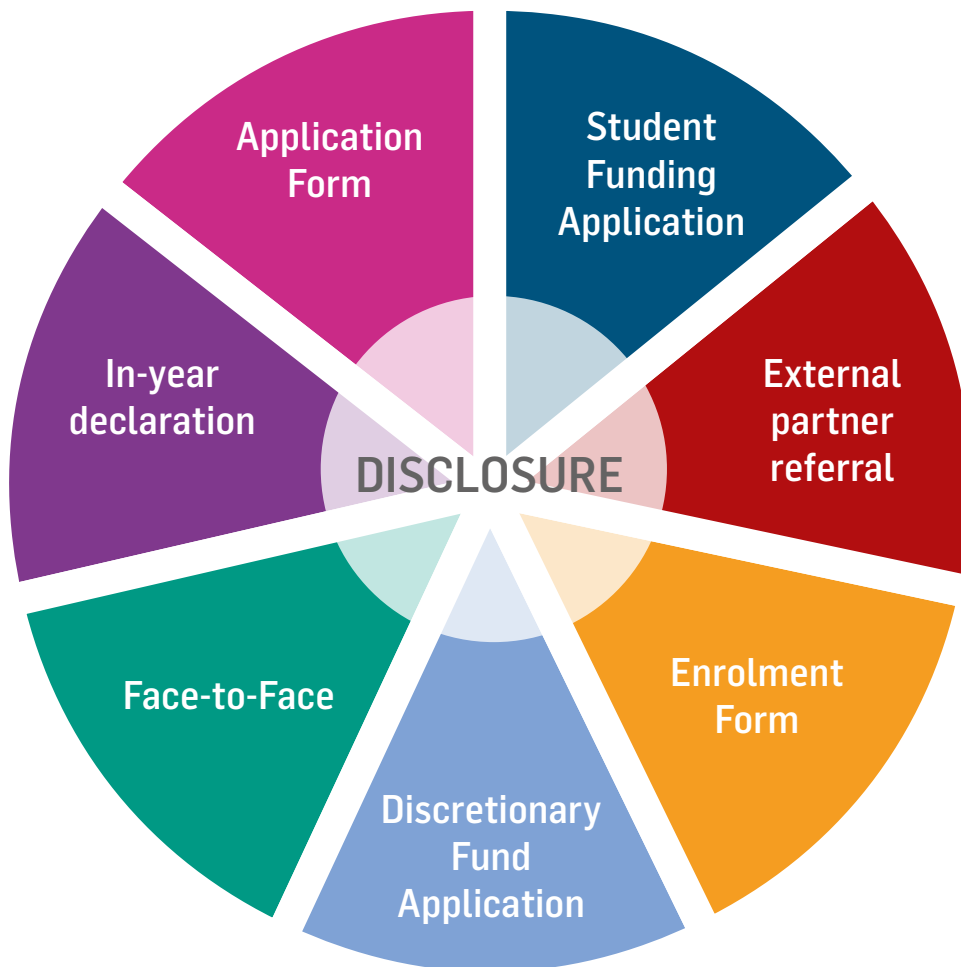
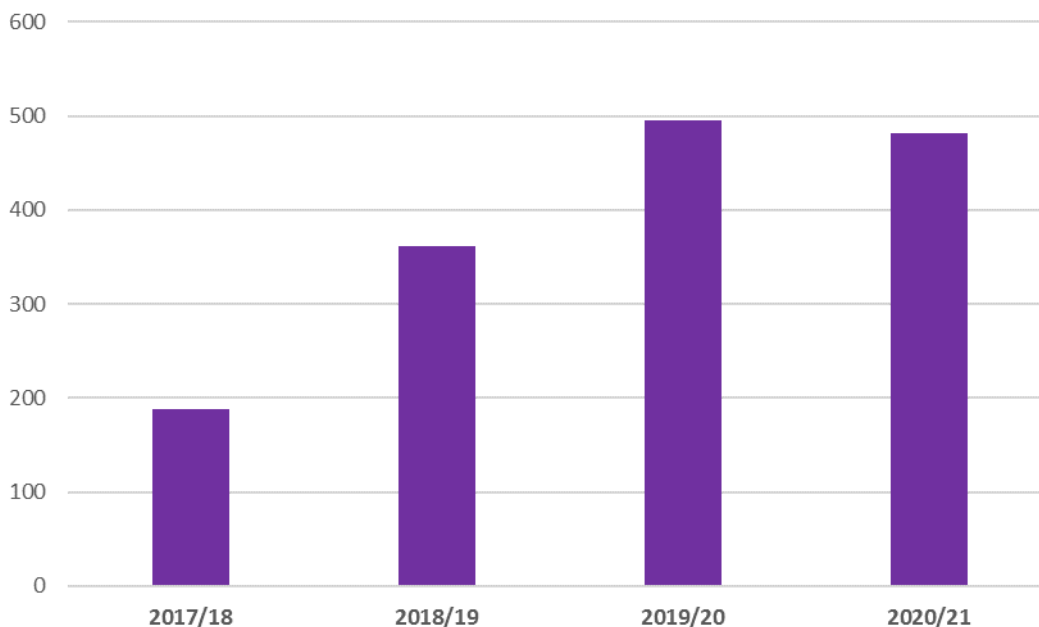


Chart 3 provides information on CE student enrolments over a four year period and shows a significant increase of 300% in those declaring CE status which is due in part to care experienced individuals being more aware of the benefits of self-declaration.

Chart 3 - Care Experienced Student Enrolments 2017/18 - 2020/21



Student destinations for this group are positive. The College leaver destination survey 2018 identified that 75% of respondents had continued in full-time education, and that only 2% were unemployed. 170 students with Care Experience responded to the survey.

Chart 4 - Next steps destinations 2018

Responding Care Experienced Students	Percentage
Studying full-time	75%
Studying part-time	2%
Taking time to travel	1%
Unconfirmed	8%
Unemployed and looking for work	2%
Working full-time	9%
Working part-time	3%

5. Partners

The College works closely with our partners across Glasgow and is represented on a number of Corporate Parent Forums which provide an opportunity to network and share good practice with other Corporate Parents.

- Glasgow Colleges Corporate Parent Forum is a regional forum working with Skills Development Scotland, Social Work, Action for Children and MCR Pathways.
- West of Scotland Care FE & HE Experienced, Estranged and Carer Forum brings named contacts for Care Experienced students at universities and colleges across west and central Scotland.
- Glasgow City Corporate Parent Forum is a working group of corporate parents from across Glasgow city including police, fire service, social work and education providers.
- CDN Access and Inclusion Network is a national FE steering group which includes information and developments regarding Corporate Parenting.

Action for Children Support to Achieve for You (STAY) Project

Glasgow College's Regional Board and Action for Children have created a new project focussing on retention of care experienced young people at College. The STAY Project has funded three Support Workers to work full-time within the three Glasgow Colleges. This project is targeted at Care Experienced people at risk of withdrawing from their course due to external factors including accommodation, lifestyle and mental health. The Support Workers can work intensively with up to 30 young people who have a high risk of leaving college. The Support Workers have been in place since September 2019. The impact of the project is reviewed annually and has been extended for 2021/22. In addition to this project, the STAY Transitions project was launched with Glasgow City Council in 2020/21. This project aims to support young vulnerable school leavers into positive destinations, including college. The support worker will work with the individuals while they are at school and will continue to support them at college.





6. Action Plan 2021-2024

Our Action Plan was developed with our Care Experienced students. The plan focuses on Section 58 of the Children and Young People's (Scotland) Act 2014, and outlines our continued actions 2021-2024. This is a working document and is updated annually.

1. Be alert to matters which, or which might, adversely affect the wellbeing of a Care Experienced individual.

Point	Aim	Actions	Lead	Target date
1.1	Be alert to developments within the sector	<p>1. Continued membership within and attendance at local and national groups aimed at sharing good practice in regards to Care- Experienced (CE) students.</p> <p>2. Continue to seek guidance from relevant organisations, such as Who Cares? Scotland and CELCIS.</p> <p>3. Attend and be active in local and national organisations, boards and conferences to actively participate in discussions/decisions</p>	<p>Student Support and Well Being</p> <p>Student Support and Well Being/ Associate Director Learner Journey</p> <p>Student Support and Wellbeing</p>	These elements are continuous and ongoing
1.2	Raise awareness of the college role as a corporate parent across college	<p>1. Board of Management and Senior Management Team awareness raising training. Renewed every 3 years.</p> <p>2. Mandatory online corporate parenting module is part of all-staff integration. Completion rates are monitored annually.</p> <p>3. Deliver in-person training to front of house staff and frontline staff.</p> <p>4. Deliver in-person training to Heads of Service and Curriculum Heads.</p>	Organisational Development/ Associate Director Learner Journey	<p>June 2022</p> <p>This element is ongoing</p> <p>Dec 2021</p> <p>June 2022</p>
1.3	Identify curriculum areas with high numbers of CE students and provide targeted support to curriculum staff	<p>1. Proactively engage with Curriculum staff to outline support routes for CE students where clusters exist.</p> <p>2. The Inclusive College programme will embed inclusive practice within Learning and Teaching providing tools and knowledge to effectively support CE students within the classroom.</p>	<p>Student Support and Wellbeing</p> <p>Learning Support</p>	<p>August 2022</p> <p>June 2022</p>

Point	Aim	Actions	Lead	Target date
1.4	Increase CE student engagement with support services by 25%.	<p>1. Engage students in Get Ready for College pre-entry activities.</p> <p>2. Develop a newsletter and online vlog targeted at CE students.</p>	Student Support and Wellbeing	Dec 2022

2. To assess the needs of Care Experienced students for any services or support provided.

Point	Aim	Actions	Lead	Target date
2.1	Ensure that College internal referral procedures are clear to all staff involved in support and learning and teaching to ensure that CE students are provided with early and responsive support.	<p>1. Priority Group Referral Procedures (includes flag at application and enrolment stage) are followed by support services. Faculties are alerted to these procedures and have access to a 'knowledge bank' of information and resources.</p> <p>2. An annual Get Ready for College event for CE offer holders and their carers prior to courses starting provides an opportunity to attend classes for Library induction; to complete outstanding funding applications and enrolment forms; and engage with support services. Participant feedback will inform development of sessions.</p>	<p>Admissions/ Student Support and Wellbeing/ Learning Support/ Faculties</p> <p>Student Support and Wellbeing</p>	<p>Annually</p> <p>August 2022</p>
2.2	External partnership working with other CPs supports the individual student and helps develop services (including social workers, local councils, local schools and guidance teachers).	<p>1. Support CE students to secure continuity of appropriate accommodation. Working with student accommodation providers to offer 52-week leases. Support CE students into their own tenancy.</p> <p>2. Identify applicants working with MCR Pathways early in application process to engage them with services.</p> <p>3. Strengthen referral routes for Glasgow City school pupils working with Action for Children Transitions project.</p>	Student Support and Wellbeing	<p>Annually</p> <p>June 2022</p> <p>June 2022</p>

Point	Aim	Actions	Lead	Target date
2.3	The College provides professional, dedicated support for all CE students.	<p>1. CE students are provided with an enhanced rate of Bursary.</p> <p>2. CE students have a named student advisor dedicated to their support needs. This is enhanced by partnership working with MCR Pathways, Action for Children and Glasgow City Council.</p> <p>3. CE student attendance is tracked to identify issues and offer early support.</p> <p>4. CE students are directly contacted with information on additional support, services and opportunities which may be relevant to them.</p> <p>5. In AY 2021/22 CE students will be provided with enhanced levels of careers guidance and advice. Numbers engaging in employability workshops will be reported as will numbers articulating to University</p> <p>6. CE students are provided with enhanced levels of learning support.</p> <p>7. Report on student withdrawals who are CE.</p> <p>8. CE students are considered in development of the Student Mental Health Agreement.</p>	<p>Student Funding</p> <p>Student Support and Well Being</p> <p>Learning Support</p> <p>Student Support and Well Being</p> <p>CitySA</p>	<p>These elements are continuous and ongoing.</p> <p>June 2022</p> <p>Annually</p> <p>Termly</p> <p>Annually</p>

3. To promote the interests of this group of young people.

Point	Aim	Actions	Lead	Target date
3.1	The College is a place where the interests of CE students are taken fully into account	<p>1. Celebrate the success of CE students through College communications including social media.</p> <p>2. Promote key dates such as Care Week, Care Day, Care Experienced History month, Become to staff and students.</p> <p>3. Approach journalism and radio departments to promote care experience related articles, and features.</p>	<p>Corporate Communications</p> <p>Corporate Communications / Student Support and Wellbeing</p> <p>CitySA</p>	<p>Annually</p> <p>Annually</p> <p>June 2022</p>

4. To seek to provide Care Experienced students with opportunities to promote their wellbeing.

Point	Aim	Actions	Lead	Target date
4.1	Increase number of CE people making a successful transition from school to college.	<p>1. Analyse application data to identify schools where CE students apply from to target them early with outreach support.</p> <p>2. Establish clear routes for transition with partner organisations to support a warm handover for CE students.</p> <p>3. Increase number of offer holders engaging in Get Ready for College activities to aid affiliation and increase conversion rates/early retention for this group.</p> <p>4. Conversion rates are reported on annually.</p>	<p>School College Co-ordinator</p> <p>Student Support and Wellbeing</p> <p>Student Support and Wellbeing</p> <p>Admissions/ Student Support and Well Being</p>	<p>Dec 2021</p> <p>Continuous and ongoing</p> <p>Annually</p> <p>Annually</p>
4.2	Support the wellbeing of CE students exiting the college.	<p>1. Increase number of CE students engaging with Careers Advisor for exit support to support a positive destination.</p> <p>2. Offer financial support to those while seeking/applying for Universal Credit.</p> <p>3. Work with Action for Children to reduce risk of CE.</p> <p>Students becoming NEET (Not in Education, Employment or Training).</p> <p>4. Report on number of withdrawn students who are CE and report on annually to create actions for improvement.</p>	<p>Student Support and Wellbeing</p>	<p>June 2022</p> <p>These are ongoing and continuous.</p> <p>Annually</p>

5. To take appropriate action to ensure Care Experienced students can access opportunities and make use of services available to them.

Point	Aim	Actions	Lead	Target date
5.1	Ensure that CE students are aware of local, regional and national support available.	1. Work with external partners to ensure a network of support is available for this group e.g. Quarriers Life Coaching initiative.	Student Support & Wellbeing	Annually
		2. Continue to identify appropriate referrals for AfC STAY project to engage with to improve retention to CE students at risk of withdrawal.	Student Support & Wellbeing	Annually
		3. Work with partner universities to support students moving from FE to HE institutions.	SA/Student Support and Wellbeing	June 2024
5.2	Ensure that CE students are aware of and have access to local health services and entitlements.	1. Ensure CE students are registered with their local health centre and if not, signpost to nearest service.	Student Support & Wellbeing	Annually
		2. Create online resources with links and signposting to various health and wellbeing services including college services.	Student Support & Wellbeing	Annually
		3. Plan and develop activities, which highlight safety in relation to social media, drugs and alcohol, which may have been missed at school or from family guidance.	Student Support & Wellbeing	June 2022

6. Collaborate with other Corporate Parents when exercising their corporate responsibilities.

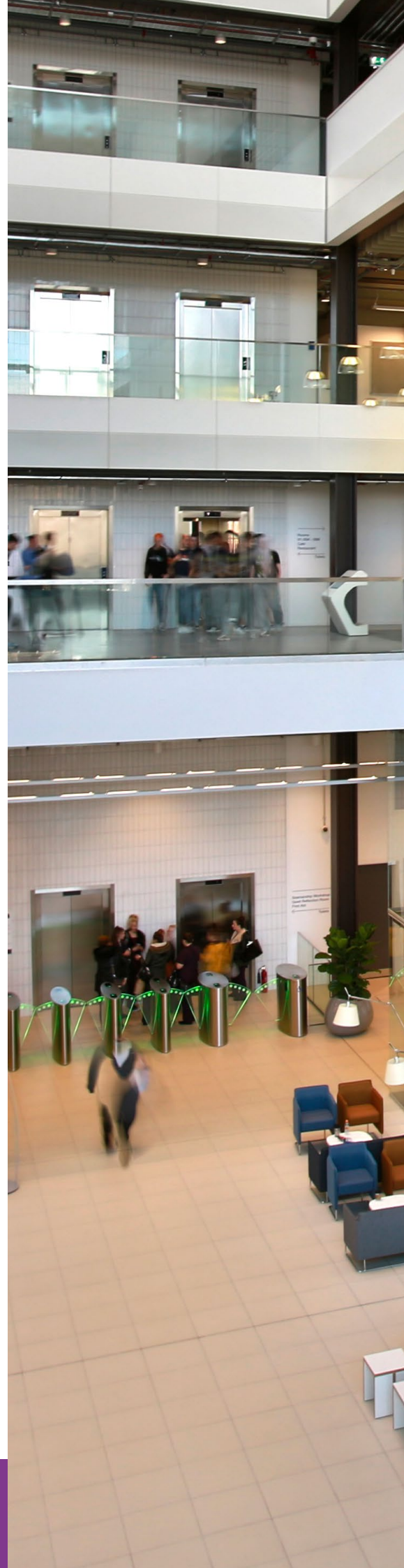
Point	Aim	Actions	Lead	Target date
6.1	Ensure continuation and building of relationships with partner agencies.	1. Engage in feedback from partner organisations including CELCIS and Who Cares? Scotland to facilitate continuing improvement in support for this group. 2. See Section 1.1.	Student Support & Wellbeing	June 2022
6.2	Provide opportunities for partner agencies to work collaboratively with the college to support either individual CE students or a group of CE people.	1. Provide opportunities to work on-campus with individuals or groups of students, in line with college policies and procedures. 2. Support outreach work of partner agencies.	Student Support & Wellbeing	June 2024

7. To continually review, evaluate and improve our practice and procedures to Corporate Parenting

Point	Aim	Actions	Lead	Target date
7.1	Ensure college policies take account of and support the success of CE students.	<p>1. Review the process for Equality Impact Assessment to include care-experienced individuals. Include within the EQIA guidance.</p> <p>2. As an employer, include information for CE people in recruitment to highlight support available to this group.</p>	<p>Equality, Diversity and Inclusion</p> <p>Human Resources</p>	<p>June 2022</p> <p>June 2023</p>
7.2	Monitor and report conversation rates, retention and success indicators to ensure that PIs for this group are on track.	<p>1. Report to SMT and BoM Students, Staff and Equalities Committee annually.</p> <p>2. Benchmark college performance with national average.</p> <p>3. Benchmark CE student performance with non CE student performance across a range of indicators.</p>	Student Experience Director	These elements will be reported annually
7.3	Publish results	<p>Publish the results for care-experienced students in the College Annual Report to include:</p> <ul style="list-style-type: none"> % applications declaring care-experience. % success on course. % withdrawal. % destinations 	Student Experience Director/ College Secretary	These elements will be reported annually
7.4	Engage with CE students to review this action plan.	Engage CE students in focus groups to review operational actions connected to this action plan.	Associate Director Learner Journey	Annually

7. Monitoring & Reporting

In accordance with section 60 of the Children and Young People (Scotland) Act we will produce our first full Corporate Parenting Report annually in July of each year. The first report was submitted to Scottish Government in July 2018. Further reports will outline the commitments we have made and will outline further actions up to 2024. The College is fully committed to its duties towards Care Experienced Young People and understands that Ministers will require the College to report on progress. In this regard the College will ensure that progress is monitored and recorded.



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Scottish Charity No SC036198



British Sign Language (BSL)
College Action Plan 2017- 2023



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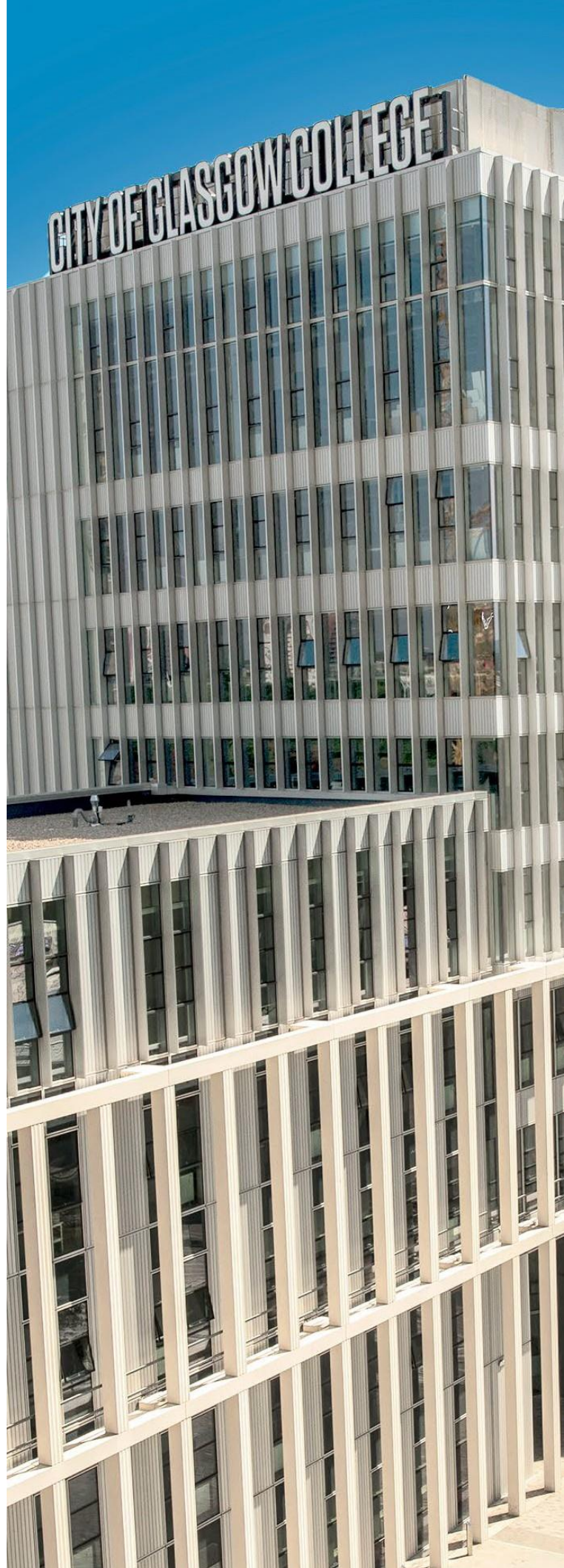
1. Introduction

The [British Sign Language \(Scotland\) Act 2015](#) and the [British Sign Language National Plan 2017 – 2023](#) require public bodies in Scotland to publish local action plans on a six yearly basis, showing how they will promote and support British Sign Language (BSL).

The BSL National Plan sets out Scotland's ambition to 'be the best place in the world' for BSL users to live, work and visit through 10 long-term goals for BSL in Scotland encompassing:

- Early Years and Education;
- Training and Work;
- Health, Mental Health and Wellbeing;
- Transport;
- Culture and the Arts, and;
- Justice and Democracy.

The City of Glasgow College BSL Action Plan is developed around these key themes where these are applicable to the college context.



2. City of Glasgow College Context

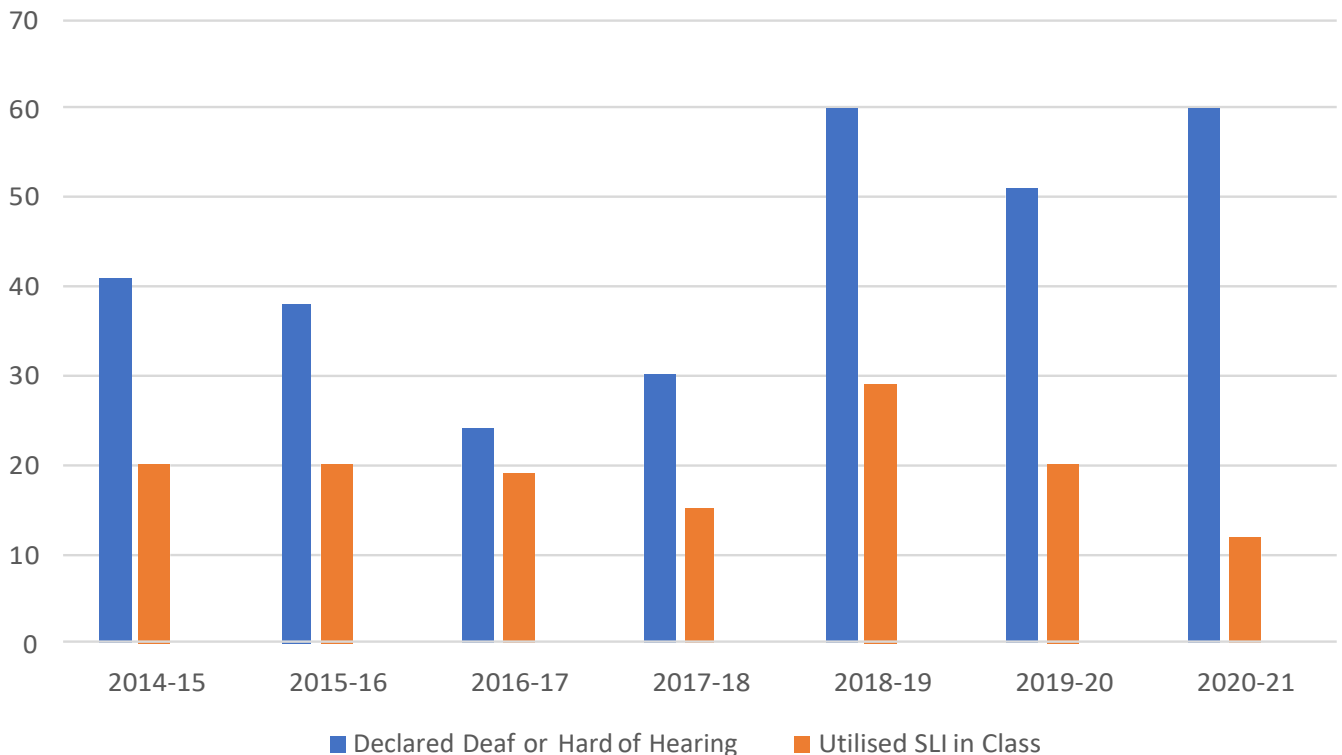
The College recognises that BSL is a language in its own right, with all the creative nuances of dialect, grammar, syntax and vocabulary. Throughout the plan when we refer to 'BSL users' we mean D/deaf and/or Deafblind people who receive the language in a tactile form due to sight loss, and whose first or preferred language is British Sign Language.

Chart 1 below shows a seven-year trend in both the number of students at City of Glasgow College who have declared as Deaf or Hard of Hearing, and those who were BSL users and utilised a Sign Language Interpreter (SLI) in class.

Early evidence shows that Covid-19 restrictions such as mask wearing, online learning and social distancing have had particularly severe impacts on deaf students. This is likely to account for the decrease in the number of BSL using students studying at City of Glasgow College, hence the reduction in SLI use over the last two academic years.

Students disclosing Deaf or Hard of Hearing are enrolled mainly in the Faculties of Creative Industries followed by Hospitality & Leisure. Most popular subject areas in Creative Industries include Decorative Glass, Jewellery and Photography, followed by Cookery and Bakery in Hospitality & Leisure.

Chart 1 – Seven Year Trend in Students Declaring Deaf or Hard of Hearing and those Utilising a Sign Language Interpreter in Class



3. Engagement and Progress

To help develop and progress our BSL Action Plan we created a BSL Working Group in 2018 which now comprises Learning Support staff, teaching staff, deaf student representation, the Students' Association, HR, Brand & Communications, EDI and DeafScotland. The working group meets biannually to review this action plan and discuss new initiatives.

Since 2018, City has made good progress and has embedded good practice within a range of areas across the college for our BSL students. This includes improvements in the areas of:

Recruitment:

- Students who identify as D/deaf or Hard of Hearing in their application are offered an SLI at interview stage and for pre-entry events.

Funding:

- Specific support is available to complete student funding applications including the Disabled Students' Allowance (DSA) application.

Support and Wellbeing:

- Services can be provided with an SLI as required for careers events and advice, support and guidance, or counselling through the College or our specialist external counselling service CrossReach.

Health & Safety:

- Specific fire alert arrangements are in place for all BSL users.
- The College is accessible to BSL users via contactSCOTLAND.

Learning Support:

- Individual needs assessments are undertaken for BSL users and a Personal Learning Support Plan (PLSP) is created.
- An assigned lecturer within the Learning Support team provides a single point of contact for all referrals and support for BSL users.
- Sign Language Interpreters and electronic note takers are available in classes as required.
- Alternative assessment arrangements are put in place as required.
- Equipment loan is available together with specialist software.

Staff CPD:

- Evening classes in BSL language Level 1 are on offer and promoted to staff to achieve this qualification.

The College is committed to supporting BSL users to enable them to excel and realise their full potential. We continue to support the Scottish Government's National Plan 2017 – 2023, and progress the City of Glasgow Action Plan which follows.

Student Experience Directorate
September 2021



4. City of Glasgow College BSL Action Plan

4.1 Our Services

The BSL Nation Plan includes the long-term goal of “Across the Scottish public sector, information and services will be accessible to BSL users”. (National BSL [Plan](#), Page 8).

Point	Actions	Lead	Target date
4.1.1	Develop a BSL video on the student funding application process to include on the BSL website page.	BSL working group	January 2022
4.1.2	Provide introductory BSL training to all frontline staff to raise awareness of the college role in supporting BSL users and to improve the customer service experience for these students.	Learning Support	March 2022
4.1.3	Provide CPD opportunities to achieve BSL qualifications for all staff who work with BSL users.	Organisational Development	March 2022
4.1.4	Include an introduction to BSL legislation and the College’s BSL Action Plan in new staff College integration.	Organisational Development	January 2022
4.1.5	Ensure access for BSL users to open days, Graduation, welcome and orientation events by providing a Sign Language Interpreter.	Brand & Communications / Learning Support	Annually
4.1.6	Ensure that the cost implications of BSL interpretation services and associated staff training are considered in annual budgets.	Finance	Annually
4.1.7	Include national BSL related events in the College communications plan so that we can support these on our website and social media.	BSL working group / Digital Communication Officer	September 2021
4.1.8	Encourage staff who are teaching and supporting BSL students to include information on contactSCOTLAND in their email communications.	Learning Support	January 2022

4.2 Post-School Education

The BSL Nation Plan includes the long-term goal for all post-school education of “BSL users will be able to maximise their potential at school, will be supported to transition to post-school education if they wish to do so and will receive the support they need to do well in their chosen subject(s)”. (National BSL [Plan](#) , Page 14).

Point	Actions	Lead	Target date
4.2.1	Produce a shorter summary video of the College BSL Action Plan in an accessible BSL format for the college website.	BSL working group	January 2022
4.2.2	Create an alert to flag applications that disclose Deaf or Hard of Hearing for early intervention and offer of support.	IT / Student Admissions / Learning Support	November 2021
4.2.3	Fast track applications that disclose Deaf or Hard of Hearing to arrange PLSP meetings and ensure transitions information is in place in advance of orientation and Get Ready for College events.	Student Admissions/ Learning Support	Annually
4.2.4	Ensure SLIs have access to presentations, handouts and glossaries of technical and significant vocabulary in advance of classes, to better assist them in preparation for in-class student support.	Learning Support	Annually
4.2.5	Offer transitions planning and other moving-on and employment opportunities offered by the College with the support of an SLI as required.	Student Support & Wellbeing / Learning Support	Annually
4.2.6	Assist BSL users to complete their university Statement and help submit a SAAS application if required.	Student Support & Wellbeing	Annually
4.2.7	Publish regular BSL updates in the Student Experience newsletter.	BSL working group / Digital Communications Officers	Annually
4.2.8	Explore the creation of a BSL Society to ensure access to participating in full College events including the support of an SLI for: <ul style="list-style-type: none"> - Focus groups - Questionnaires - Surveys - Social events - Alumni visits - Class rep training - Elections - Student Parliament 	BSL working group / Learning Support / Performance / Brand & Communications / Students' Association	November 2021

4.3 Government Goals

The BSL Nation Plan includes the long-term goal for family support, early learning and childcare of “The Getting it Right for Every Child (GIRFEC) approach will be fully embedded, with a D/deaf or Deafblind child and their family offered the right information and support at the right time to engage with BSL”. (National BSL [Plan](#), Page 10)

Point	Actions	Lead	Target date
4.3.1	Investigate the possibility of free opportunities to learn BSL to students on the College’s Early Years and Care courses.	Learning Support / Faculty of Education & Humanities	October 2021

The BSL Nation Plan includes the long-term goal for democracy of “BSL users will be fully involved in democratic and public life in Scotland, as active and informed citizens, as voters, as elected politicians and as board members of our public bodies”. (National BSL [Plan](#), Page 30).

Point	Actions	Lead	Target date
4.3.2	Produce key college documents in BSL format and embed this practice.	BSL working group / Learning Support	April 2022
4.3.3	Work with the Students’ Association to encourage participation by deaf students in class rep training, clubs, societies, sports and Parliament.	Learning Support / Students’ Association	October 2021

5. BSL Working Group

- Lead Officer – Scott M. Harrison, Associate Director Learner Journey
- Robert Anderson – Learning Support Lecturer
- Nancy Mitchinson – Learning Support Advisor
- Sandra Boyle – Staff representative
- Erin McCluskey – Student representative
- Sinead McKenna – Students' Association
- Miriam Campbell - Human Resources
- Naira Dar - Equality, Diversity & Inclusion
- Gary Brannan – Brand & Communications
- Janis McDonald - DeafScotland
- Gillian Ure - Organisational Development



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