

Performance & Resources Committee Meeting

Date of Meeting	Tuesday 6 December 2016
Paper Title	Widening Access Report
Agenda Item	11
Paper Number	PRC3-H
Responsible Officer	Robin Ashton, GCRB Executive Director
Status	Disclosable
Action	For Discussion

1. Report Purpose

- 1.1. To provide members with an analysis of reasons for non-achievement of the 2015/16 ROA widening access targets and to provide a range of potential options available to GCRB to increase SIMD (Scottish Index of Multiple Deprivation) participation levels.

2. Recommendations

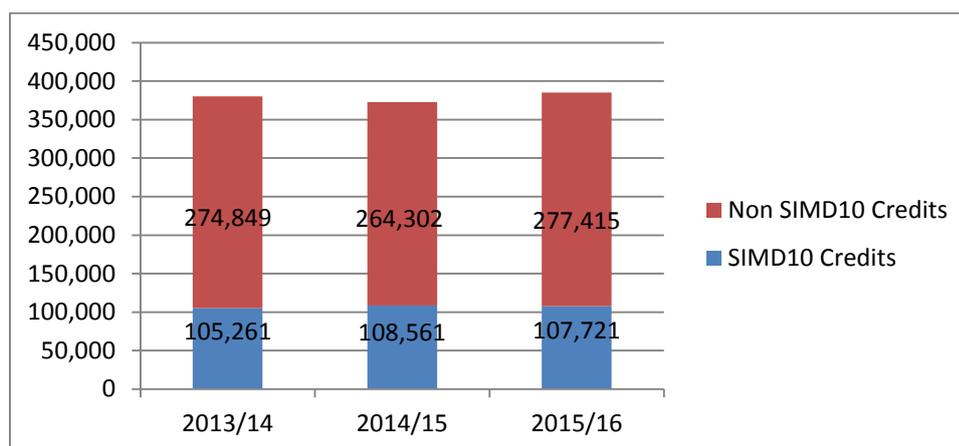
- 2.1. The Committee is invited to:

- **note** the SIMD10 ROA target analysis provided within this report;
- **note** the SFC requirements for assigned colleges to develop access and inclusion strategies for 2017/18 as part of ROA development work and that the committee will review these at their next meeting; and
- **note** the other potential regional approaches for supporting improvements in widening access and note that subject to feedback from the Committee and any amendment, some or all of these could be considered within work to develop the ROA 2017/18 and related activity to develop a regional strategy for college education.

3. SIMD10 ROA Target Analysis 2013/14 – 2015/16

- 3.1. Approximately one third of Glasgow City's population (around 200,00 people) live in datazones classed within the 10% most deprived in Scotland and in response to this, the 2014/15 – 2016/17 ROA committed to an increase in SIMD10 volumes of 5,000 Credits over the three year period, with a 2016/17 target of 110,356 Credits.
- 3.2. A review of Credit data shows however, that despite an increase in the overall SIMD10 volumes in 2014/15, it fell back in 2015/16 and is around 2,500 Credits below the 2016/17 target of 110,356 Credits.

Regional Credit Volumes by SIMD10/Non-SIMD10, 2013/14 – 2015/16



	2013/14	2014/15	2015/16	3-Year Trend
SIMD10 Credits	105,261	108,561	107,721	2,460
Non SIMD10 Credits	274,849	264,302	277,415	2,566
Total Credits	380,110	372,863	385,136	5,026
Proportion SIMD10	27.7%	29.1%	28.0%	0.3%

- 3.3.** At individual college level, the data below shows that both Clyde and Kelvin Colleges have reduced overall activity levels with limited impact on their SIMD volumes. In contrast, City of Glasgow College has increased activity by around 12%, but there has been a smaller (approximately 7%) increase in SIMD10 volumes which means that their (and therefore the overall regional) SIMD10 proportion has fallen.

Assigned College Credit Volumes by SIMD10/Non-SIMD10, 2013/14 – 2015/16

City of Glasgow College:	2013/14	2014/15	2015/16	3-Year Trend
SIMD10 Credits	34,894	36,419	38,011	3,117
Non SIMD10 Credits	113,980	112,191	127,875	13,895
Total Credits	148,874	148,610	165,886	17,012
Proportion SIMD10	23.4%	24.5%	22.9%	-0.5%

Glasgow Clyde College:	2013/14	2014/15	2015/16	3-Year Trend
SIMD10 Credits	36,038	36,409	35,848	-190
Non SIMD10 Credits	98,376	93,206	93,024	-5,352
Total Credits	134,415	129,615	128,872	-5,543
Proportion SIMD10	26.8%	28.1%	27.8%	1.0%

Glasgow Kelvin College	2013/14	2014/15	2015/16	3-Year Trend
SIMD10 Credits	34,328	35,733	33,862	-466
Non SIMD10 Credits	62,493	58,905	56,516	-5,977
Total Credits	96,821	94,638	90,378	-6,443
Proportion SIMD10	35.5%	37.8%	37.5%	2.0%

- 3.4. Members should note that the above data includes all Glasgow college SIMD10 residents, including a proportion of SIMD10 datazones outwith the Glasgow College Region (specified by the Scottish Government and the SFC as encompassing Glasgow City Council, East Dunbartonshire and East Renfrewshire).
- 3.5. Around 11,000 Credits of overall SIMD10 delivery is provided to learners from outwith the Glasgow College Region and in 2015/16, Glasgow colleges delivered approximately 25% of their Credits (95,950) to Glasgow College Region residents from SIMD10 households (representing 18% of City of Glasgow College Credits, 25% of Glasgow Clyde College Credits and 36% of Glasgow Kelvin College residents).
- 3.6. Whilst it should be noted that the region is allocated additional places for its metropolitan pull, the SFC demographic model which underpins the regional funding allocation assumes the Glasgow colleges deliver around 268,000 Credits to Glasgow local authority residents. In 2015/16, the Glasgow colleges delivered 209,000 Credits within the Glasgow local authority area and Glasgow City residents therefore received fewer places than SFC may have expected.

4. Potential Approaches to Supporting an Increase in SIMD10 Participation

A) Development of Assigned College Access and Inclusion Strategies

- 4.1. For 2017-18 onwards, SFC ROA Guidance requires all colleges to submit an Access and Inclusion Strategy. During 2015/16 SFC undertook a review of the Extended Learning Support (ELS) system which was part of the previous funding methodology. This concluded that ELS funds should be used by colleges to support their inclusive practices and that each college region should develop an evidence-based access and inclusion strategy as part of their Outcome Agreement document. The SFC Guidance for access and inclusion strategies is provided in Annex A to this report.
- 4.2. SFC ROA guidance requires colleges to set out their access and inclusion ambitions and states that this should refer to how they intend to support their intake ambitions in relation to the targets for volume and proportion of Credits delivered to SIMD10 residents.
- 4.3. The assigned colleges have agreed to provide by mid-December 2016, drafts of their access and inclusion strategies which set out how they plan to achieve their 2017/18 SIMD targets and these will be reviewed by the Performance and Resources Committee at its meeting on February 6, 2017.

B) Development of other regional approaches for widening access

- 4.4. In terms of other potential regional levers to increase participation rates from priority widening access groups, the following options are suggested for consideration:

Potential Strategic and Curriculum Planning Levers:

- ensure regional and college strategies prioritise widening access and set targets for increasing participation from priority groups; and
- expand provision which attracts higher levels of participation from priority groups.

Potential Funding Levers:

- review regional funding approaches to identify methods which target main grant funding more specifically at the successful recruitment of access students;
- review student support funding to assess financial barriers to college participation for of disadvantaged learners and identify actions to reduce these; and
- identify and allocate development funding to support targeted interventions and greater support for widening access related initiatives.

Potential Regional Recruitment/Admissions Levers:

- develop and implement a regional contextualised admissions system which identifies and reduces barriers for applicants from priority groups;
- develop and implement a system of inter-college articulation which increases progression rates from colleges/campuses with high participation from priority groups to colleges/campuses with low participation from priority groups;
- review and improve the promotion of regional college learning opportunities to relevant schools, pupils, parents, local authorities and teachers to increase applications from disadvantaged learners; and
- review and enhance the information, advice and guidance to disadvantaged learners at key transition phases.

4.5. Subject to feedback from the Committee, the above approaches could be considered within work to develop the ROA 2017/18 and wider activity to develop a regional strategy for college education.

5. Risk Analysis

5.1. This report is intended to support actions to address and mitigate risks related to achievement of regional widening access ambitions.

6. Legal Implications

6.1. There are no specific legal implications associated with this paper.

7. Financial Implications

7.1. There is a potential financial risk for the region if specified ROA outcomes and outputs are not effectively achieved. However, on the basis of feedback by SFC ROA managers on the Glasgow ROA self-evaluation, it is not anticipated that any financial implications exist for 2016/17 funding.

8. Regional Outcome Agreement Implications

8.1. Indicative student activity data for 2015/16 suggests that regional performance targets for widening access increases may not be achieved.



SFC Guidance

College Outcome Agreement Guidance AY 2017-18

Annex C: Access and Inclusion Strategy

1. During AY 2015-16 SFC undertook a review of the Extended Learning Support (ELS) system which was part of our previous funding methodology. We have concluded that these funds should be used by colleges to support their inclusive practices and that each college region should develop an evidence-based access and inclusion strategy as part of their Outcome Agreement document. This strategy should be identifiable within the overall document and colleges may wish to consider a separate annex.
2. This strategy must evidence **how you use this funding and the impact that this funding has.**
3. This strategy and approach is the outcome of a review of ELS. More details on that review can be found at the following links.

[The ELS Review – full report](#)

[The Access and Inclusion Committee report on the review](#)

[The Equality and Human Rights Impact Assessment \(see Annex B of this link\)](#)

What are these funds for?

4. These funds are intended to assist colleges in supporting inclusive practices in areas such as teaching, ICT and welfare for their students. This applies to all students in the college across all levels but we would encourage the college to give particular attention to the progression of students on introductory or access level provision i.e. up to SCQF Level 4.

5. These funds are intended to ensure that the intake ambitions reflected in our measures in the Outcome Agreement Guidance also result in successful completions, progressions and destinations for students as well as a positive engaging student experience whilst at college.
6. We accept that these funds are not new funds and as such may already be supporting high outcomes for your students. Where this is the case we ask that you evidence that success and where it is not the case we ask that you re-consider your use of the funding and commit to improvements in these areas.

What should be in my college's Access and Inclusion Strategy?

7. This strategy should **define the inclusive service you provide** and how you monitor its effectiveness and impact. It should outline the inclusive service you provide for your students and should **set out your ambitions**.
8. The college may also want to use this new approach to review their current practices and approaches. These changes should be outlined in their strategy alongside the student outcomes you feel you will achieve through these changes. In all cases, we ask the college to fully engage their Outcome Agreement Manager, staff and students in the development of this strategy. As these funds are to support parity of intake and outcomes including destinations, colleges can consider using them to support students in moving towards employment.
9. Colleges could also use the strategy to set out how they are working to meet the Scottish Government manifesto commitment: *'we will explore how students' health and well-being can be better supported to reduce drop-out rates and ease hardship.'*

Defining your inclusive practice

10. This strategy should define your access and inclusion approach. It should also outline your **high level spend** on access and inclusion to enable us to ascertain what would not be possible without this support¹. The total spend outlined should total, at least, your Access and Inclusion Fund allocation.
11. When defining your inclusive practices, you should outline the following areas:

- The **partnership working** at your college – how your ambitions link up with the ambitions within the region:

The ELS review praised the role of the colleges for identifying additional needs in young adults and putting interventions in place to assist them. Please outline as part of your strategy how you will continue to meet that

¹ Please note we do not require a detailed financial report simply a high level overview of what these funds enable you to support/invest in that would not be possible from core resource alone.

need and how you intend to report undiagnosed additional needs to relevant partners within your region. We would advise that this is best done through your representation on CPPs.

The ELS review also raised concerns from both colleges and stakeholders on transition planning for children with additional needs including those from a care experience background. This strategy should outline the college's involvement in transition planning in the region. Please also outline your role in transitions planning including any concerns you may have about the transition planning in your area and how these concerns are being reported back to your local authority/ies.

- Your **commitment to ongoing CPD** for all your staff in relation to your access and inclusions ambitions, for example:
 - Does your college have specialist staff to assist students with specific diagnosis such as autism or dyslexia etc?
 - Does your college have in place awareness mental health raising campaigns for academic staff and frontline staff?
- Your **investment in ICT** to support an inclusive approach for students. This should also link to your commitment to CPD for your staff to ensure that the benefits of ICT can be fully supported and utilised.
- Your **processes for providing bespoke individualised support** (as funded by price group 5²) for students. This should outline the groups of students supported and the processes in place to track and support their progression and destinations. This replaces previous outcome agreement guidance in relation to students with profound and complex needs.

Setting out the access and inclusion ambitions

12. The ambitions should refer to:

- **How you support your intake:** As evidenced in your outcome agreement primarily through MEASURES 1 and 2
- **Successful completions and destinations:** The inclusive practices supported by these funds should have specific impacts on the successful completions and destinations of the under-represented groups identified above including, where possible, students who:

² Please note that we do not require PLSPs for Price Group 5 provision.

- Reside in the 10% most deprived postcode areas (MEASURE 4b).
- Have declared a disability. Colleges should also outline the successful completions and destinations of students with a declared disability by type of disability when possible.
- Given the outcomes of the review, we are particularly interested in (but not exclusively) the outcomes of students with dyslexia, deaf or hard of hearing, visual impairments, autistic spectrum disorder and mental health conditions.
- Have declared an additional educational need including literacy and numeracy.
- Have declared a care experience background.³
- Are young carers or have significant caring responsibilities.⁴
- Are supported through bespoke provision (Price Group 5) at the college. Please note this strategy replaces Measure 7 in the Outcome Agreement Guidance and the corresponding guidance.
- Or a combination of the above.

13. As outlined above, where possible, colleges are asked to provide their ambitions by type of disability to ascertain if they are fully representing all students. The SFC will also be seeking to enhance the data they provide to college regions to enhance this process.

14. Please note that this list is not designed to be exclusive and we ask colleges to identify groups they are supporting not covered by the above such as travellers or juvenile offenders etc. We ask colleges to outline the intake and successful completions of these groups wherever possible (and where possible their destinations).

15. To enhance the strategy and to provide context, colleges may want to include evidence of distance travelled or student satisfaction levels. Colleges may also wish to include qualitative evidence of their successes.

16. As is the case for all Outcome Agreement processes, this strategy should include engagement with your students and Student Association and your regional/community partners. It should also be overseen by your Regional Strategic Body/ Board in the region. We are also keen that, where possible, this strategy includes the staff previously involved in the assessments for ELS.

³ Care experience is the term used to define people considered under The Children and Young People (Scotland) Act 2014. This Act outlines statutory guidance in relation to Corporate Parenting. It defines corporate parenting as: "An organisation's performance of actions necessary to uphold the rights and safeguard the wellbeing of a looked after child or care leaver, and through which physical, emotional, spiritual, social and educational development is promoted." (Scottish Government, 2015)

⁴ The Carers Trust defines a carer as follows: A carer is anyone who cares, unpaid, for a friend or family member who due to illness, disability, a mental health problem or an addiction cannot cope without their support.

Further information

17. Contact: Fiona Burns, Assistant Director / Outcome Agreement Manager, tel: 0131 313 6517; email: fburns@sfc.ac.uk.