![GCRB Glasgow Colleges' Regional Board]

Performance & Resources Committee Meeting

Date of Meeting	Monday 13 March 2017
Paper Title	Assigned Colleges Access and Inclusion Strategies
Agenda Item	8
Paper Number	PRC5-D
Responsible Officer	Robin Ashton, Executive Director
Status	Disclosable
Action	For Decision

1. Report Purpose

1.1 The purpose of the report is to provide for members review and comment, the assigned colleges access and inclusion strategies which are due to be provided to the Scottish Funding Council (SFC) along with the 2017-18 Glasgow Regional Outcome Agreement (ROA) in support of proposed ROA performance targets.

2. Recommendations

2.1. The Committee is invited to:

- **note** the requirements of SFC guidance for college regions to set out access and inclusion strategies in support of their outcome agreement performance targets;
- **consider** the college access and inclusion strategies attached as annexes to this report;
- **note** the intention not to provide a breakdown of Extended Learning Support expenditure unless specifically required to do so by the SFC following submission of the draft Glasgow ROA;
- **agree** that the GCRB Executive Director should submit the college access and inclusion strategies to the SFC as supporting documentation for the 2017-18 Glasgow Regional Outcome Agreement; and
- **agree** that the monitoring, implementation and further development of these access and inclusion strategies is undertaken as part of regional work to oversee delivery of the ROA.

3. College Access and Inclusion Strategies

3.1. During 2015-16 the SFC undertook a review of the Extended Learning Support (ELS) system. Prior to this review, ELS funding was provided on a per student basis with each student meeting ELS funding criteria flagged within college data systems. For 2017-18, the SFC have provided an overall regional allocation of ELS funding within the main teaching grant allocation and have requested that each college region should develop an evidence-based access and inclusion strategy as part of their Outcome Agreement document.

3.2. Members will be aware that Outcome 2 of the draft 2017-18 Glasgow Regional Outcome Agreement (ROA) for 2017-18 sets out a range of high level outcomes and actions in relation to widening access. This includes performance measures for volume of Credits related to learners from the 10% most deprived postcodes and volume of Credits related to Further Education level delivery. In addition, Outcome 3 sets specific attainment targets for learners from the 10% most deprived postcodes.

3.3. In order to support achievement of the regional outcomes and actions set out within the draft Glasgow ROA, and in recognition of the fact that each college is provided with a specific allocation of ELS funding, the three assigned colleges were each asked to provide an institutional level access and inclusion strategy.

3.4. The SFC guidance for the development of access and inclusion strategies states that the ELS funds are intended to assist colleges in supporting inclusive practices in areas such as teaching, ICT and welfare for their students. The guidance asks that colleges:

- define the inclusive service they provide and how they monitor its effectiveness and impact;
- outline high level spend on access and inclusion;
- the partnership working and how college ambitions link up with the ambitions within the region;
- commitment to ongoing CPD for staff in relation to access and inclusions ambitions;
- processes for providing bespoke individualised support;

3.5 The attached college access and inclusion strategies provide for members' information and comment, overviews of the strategic aims and operational actions each college intends to take in relation to the three year ROA planning period.

3.6 The following high level priorities are set by the Glasgow colleges within their access and inclusion strategies:

City of Glasgow College
- widen access;
- support retention and access; and
- improve progression to further study and/or employment.

Glasgow Clyde College
- provide a reliable base line data set in relation to the priority access groups within the college;
- promote a supportive environment that encourages self-declaration across the protected characteristics and SFC's priority groups;
- provide an overview of how SFC funds are used to support access, inclusion and equality;
- gather and share reliable evidence that shows key learning points about what works well; and
- increase the successful completion rates in the college particularly for the protected characteristics and SFC's priority groups.

Glasgow Kelvin College
- all groups within the communities that the college serves are equally likely to access learning opportunities;
- all groups within the communities that the college serves are equally likely to complete learning successfully; and

- all groups within the communities that the college serves are equally likely to progress to work or further study.

3.7 Whilst different in format and aspects of content, the three College access and inclusion strategies provide evidence as to how each college intends to support inclusive practices in areas such as teaching, ICT and welfare and how it will support successful completions and progression for all students irrespective of their needs. Taken as a whole, they therefore provide assurance to GCRB that the performance measures set within the draft Glasgow ROA will be supported by related college level activity.

3.8 Members should note that the three access and inclusion strategies do not consider planned ELS funding levels, nor do they specify high level spend on access and inclusion, despite this being requested within the SFC's ROA guidance. This aspect of the guidance has been a source of some contention within the sector, particularly as the outcome of the ELS funding review was purportedly to move the sector away from linking ELS funding to specific activity and take a more strategic and outcome focussed perspective on access and inclusion. In addition, ELS funding has been provided within the overall college core grants as a notional value, and that the link between specific college expenditure and these funds often not simple to determine and given the level of notional ELS funds per college (ranging from approximately £2 - £4 million per college in Glasgow), providing a breakdown of this expenditure would be a significant task of potentially limited value.

3.9 Members should also note that the SFC is currently consulting with the sector on a proposal to mainstream ELS funding (either partially or wholly) within the core grant for 2019-20 onwards and this would mean that current levels of specific ELS funding could change substantially.

3.10 It is therefore suggested for the reasons outlined above, that the Glasgow College Region does not initially provide a breakdown of ELS expenditure within the draft ROA or college access and inclusion strategies unless specifically requested to do so by the SFC following submission of the draft Glasgow ROA.

3.11 As stated earlier the draft ROA contains a range of actions and performance measures related to access and inclusion, and these strategies are intended to support the achievement of these. It is therefore proposed that monitoring, implementation and further development of these access and inclusion strategies is undertaken as part of regional work to oversee delivery of the ROA. In addition, once the regional strategy for college education is agreed, an annual operational plan will be developed and this will provide further opportunity to enhance the alignment of college-level access and inclusion strategies with regional aims.

4.   Risk Analysis

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

5.   Legal Implications

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

6.   Financial Implications

6.1. There is a potential financial risk for the region if specified ROA outcomes and outputs are not effectively achieved.

7. Regional Outcome Agreement Implications

    7.1. College access and inclusion are intended to support the achievement ROA aims and performance measures.

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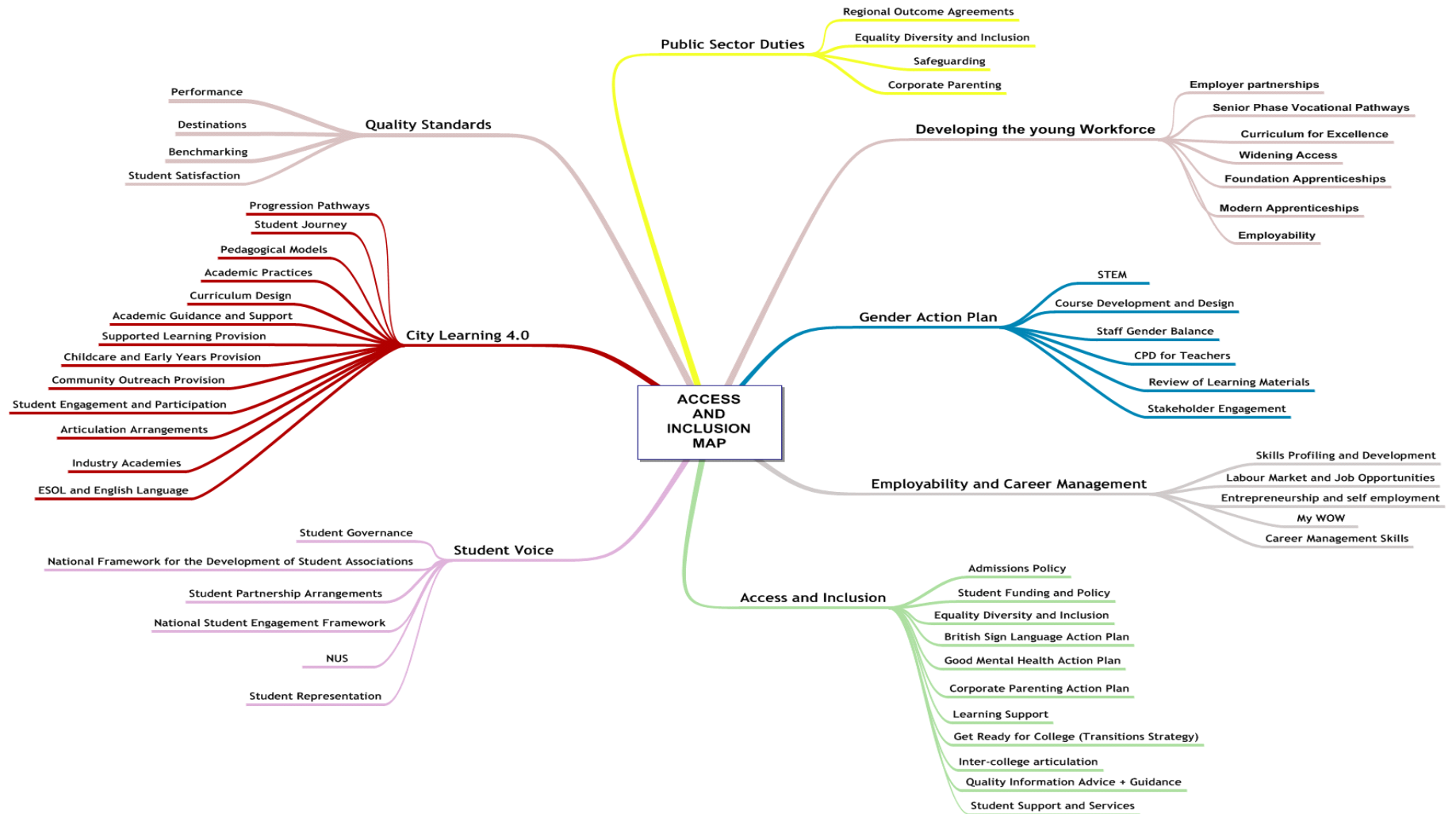
8. Significant progress in access and inclusion has been made in all areas of College Activity and a review of practices and approaches are provided in the following paragraphs.

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
Total accepted places	9	47	79
No. still enrolled June 2016	9	33	54
No. withdrawn by June 2016		14	25
No. achieving qualification	7	20	44
% achieved	78%	61%	81%

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
Total	54

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

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
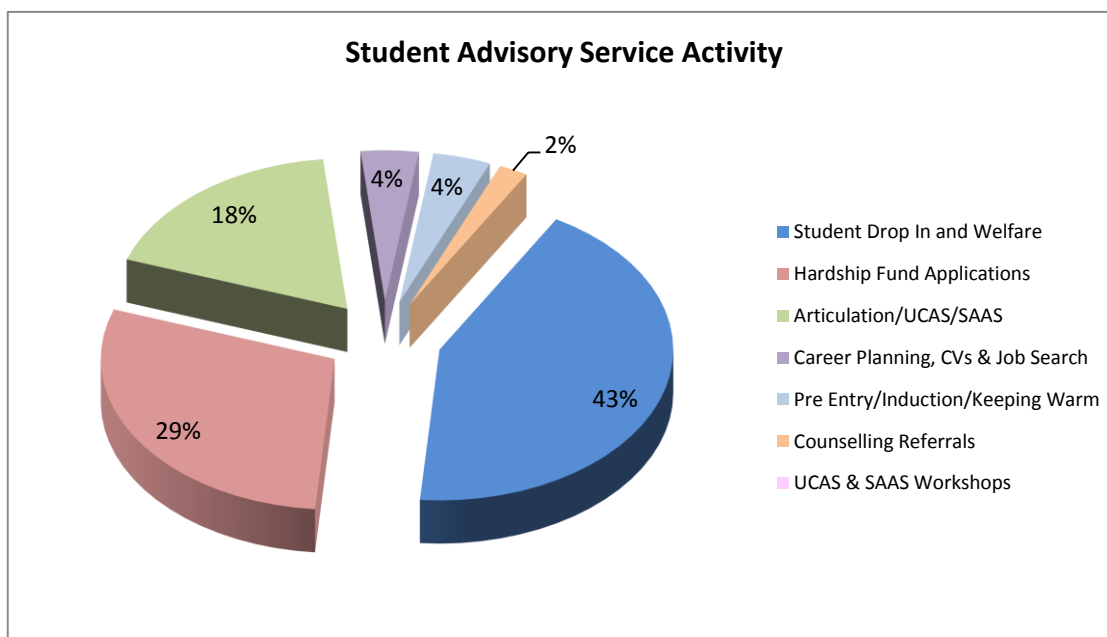
Bursaries, Educational Maintenance Allowances (EMAs) and Childcare support are essential for most students. At City funding assessments start during the admissions process and the main aim is to support retention by ensuring that students have their funding in place for the start of their course. For 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
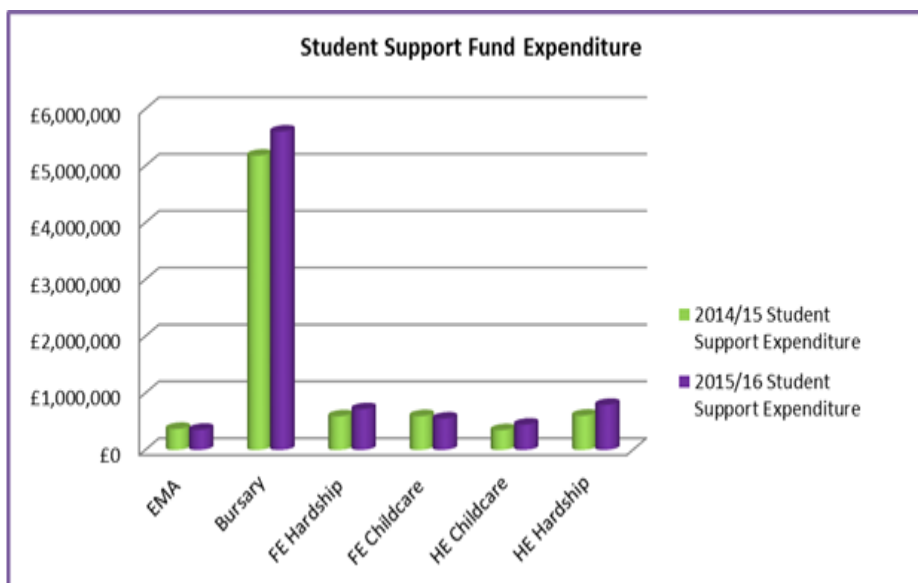
Figure 6 – Number of Student Supported 2014/15 and 2015/16
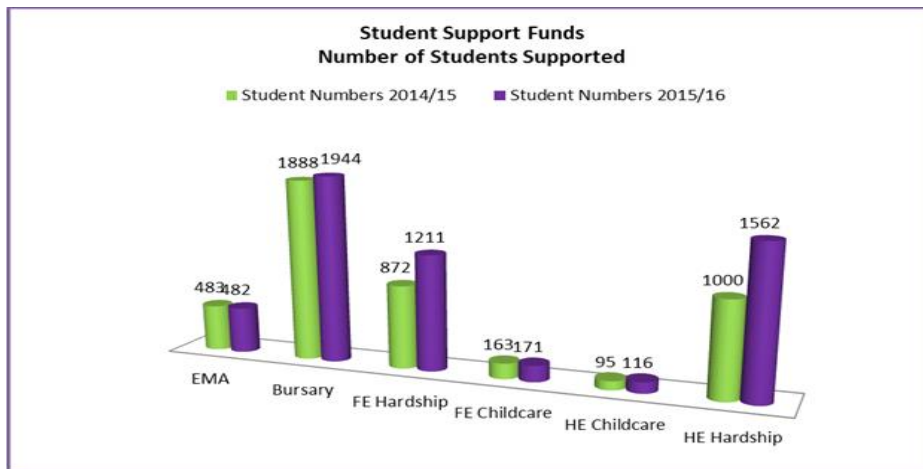
New for 2014/15 and 2015/16 the Student Engagement Team have become involved in developing and delivering class based workshops in a range of social, emotional and psychological behaviours specifically aimed at improving retention and building confidence. Figure 7 provides information on the range and 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
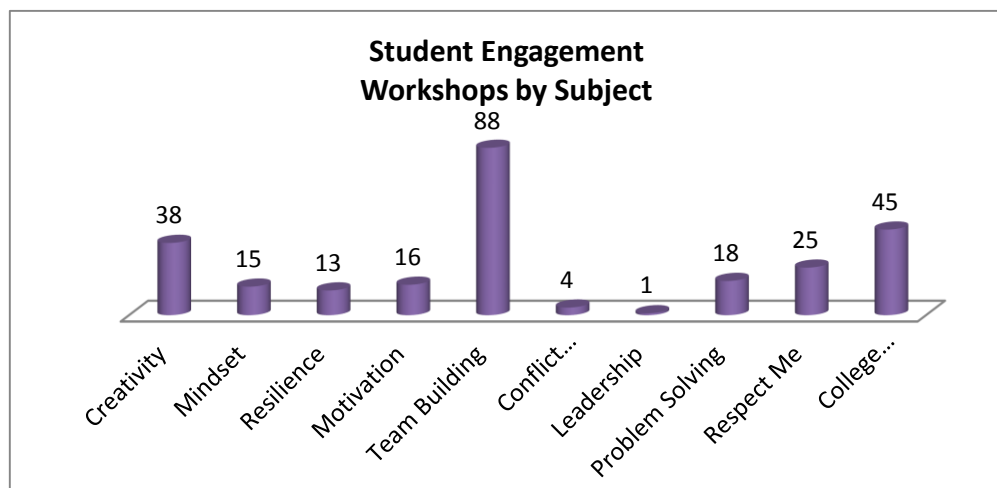
9. Over the last 2 years the College has also exceeded our targets for learning provision, so that more students have been able to take advantage of the opportunities we provide to acquire new skills and knowledge.

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

STUDENT SUPPORT INITIATIVES

STUDENT ACTIVITIES
- INTERNATIONAL CULTURAL VISITS
- Freshers'
- STEP COUNT CHALLENGE
- READING FOR STRESS
- SPORTS ACTIVITIES
- MOVIE NIGHTS

STUDENT EVENTS
- KEEPING WARM EVENTS
- CAREERS WEEK
- UNIVERSITY INFORMATION DAY
- DISABILITY AWARENESS MONTH
- DR BIKE
- YOU MATTER
- CHILL AND ACHIEVE
- BEAT THE BLUES
- MONEY WEEK

STUDENT STUDY SUPPORT
- TEAM TEACHING
- 1:1 SUPPORT
- GROUP SUPPORT
- ELECTRONIC NOTE-TAKER
- EDUCATION SUPPORT WORKER
- SIGN LANGUAGE INTERPRETER
- CURRICULUM LIAISON
- EQUIPMENT LOAN
- PERSONAL LEARNING SUPPORT PLAN

STUDENT WORKSHOPS
- RESILIENCE — Motivation
- RESPECT ME — Self Awareness
- CREATIVITY — SAAS
- BURSARY — COLLEGE BEHAVIOURS
- MINDFULNESS — NLP
- SOCIAL MEDIA AND JOB HUNTING
- UCAS
- CV PREPARATION
- MOVING ON FROM HND
- TEAM BUILDING

STUDENT SERVICES
- STUDENT FUNDING
- DISABLED STUDENT ALLOWANCE
- STUDENT ADVISORS / PERSONAL SUPPORT
- ALTERNATIVE ASSESSMENT ARRANGEMENTS
- COUNSELLING
- LIFE COACHING
- ADMISSIONS SERVICE
- CHILDCARE
- Airport Pickups

STAFF CPD
- SAFEGUARDING
- ASSISTIVE TECHNOLOGY TRAINING
- STUDENT MENTAL HEALTH
- STUDENTS IN CRISIS
- DISABILITY AWARENESS
  - Hearing Impairment
  - Visual Impairment
  - Dyslexia and Dyspraxia
  - Autism Spectrum Disorder
  - Epilepsy
  - Unseen Disabilities

STUDENT ENGAGEMENT AND REPRESENTATIONS
- STUDENT ASSOCIATION
- STUDENTS ON COMMITTEE
- CLASS REPRESENTATIVES
- STUDENT ELECTIONS
- AGM
- INTERNSHIPS
- CLUBS AND SOCIETIES
- STUDENT MAGAZINE
- FINGER ON THE PULSE
- INSPIRE

18

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.

CITY OF GLASGOW COLLEGE

Our Actions to Widen Access

	Action	Measures of Success	2017/18	2018/19	2019/20
1	Monitor and report on all protected characteristics, SMID, Care Leavers and Carers at both admissions and enrolment level to ensure parity of intake. Where we have places, offer a guaranteed interview for every student with the minimum entry requirements.	All flags included at admissions and enrolment stages and report through College Dashboard on a course by course basis.	All apart from carers introduced. Stats considered by SSE Committee and appropriate action taken	Complete Stats considered by SSE Committee and appropriate action taken	
2	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.	Student Satisfaction Survey Student Focus Groups Feedback	75%+	80%+	85%+
3	Carry out an EQIA on the undernoted processes to ensure the College strategies for widening access are met. • entry procedures and services; • interview processes;	Admissions satisfaction survey. Increased or sustained representation from key priority groups.	85%+ Undertake EQIA and implement recommendations related to full	90%+ Introduce recommendations related to full time.	90%+ Introduce recommendations related to part time

			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.	Increased number of students progressing from Glasgow Kelvin and Glasgow Clyde Colleges to City of Glasgow College Increase in those from SIMD20.	Access Humanities and NQ Social Science from Kelvin College. HND2 Hospitality and Level 6 Hairdressing from Clyde College.	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.	Improved gender balance in SFC target areas. Improved gender balance in STEM.	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 PIs/achievements refer to the full Gender Action Plan	increased by 5% over 2017-2021. For more detailed PIs/achievements refer to the full Gender Action Plan	increased by 5% over 2017-2021. For more detailed PIs/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

	Action	Measure of Success			
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

		More students generally involved in college activities, clubs, societies and healthy lifestyle. Student Association involvement.	issue is equal to College average.		
14	Further refine the College Corporate Parent Action Plan.	Updated Action Plan/SMT Trained/Board Trained Improve retention from 68% Improve success from 81% Improve articulation to HEI	Complete – Feb 2017. 75% 85% 13%	Complete – Feb 2017. 80% 88% 20%	Complete – Feb 2017. 85% 90% 40%
15	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%

Glasgow Clyde College Access, Inclusion and Equality Strategy (2017-2020)

Purpose of the Strategy

The Access, Inclusion and Equality Strategy will ensure the ongoing development of programme delivery that ensures a parity of intake and outcome so that the college student population appropriately reflects the demography and needs of the Glasgow Clyde College. All students will be appropriately supported to provide equality of opportunity, process and outcome. Students with the protected characteristics and SFC's priority groups will be supported in ways which ensure they have an equal chance of having a successful learner journey.

Through this strategy all students will be assisted through their learner journey in an inclusive way. The intake ambitions of the college, reflected in the SFC's measures and in the OA guidance, will result in increases in participation from priority groups*, successful completions, and positive progressions and destinations. We will ensure positive engaging student experiences.

The strategy will widen access and provide a better and more inclusive delivery of learning and equitable outcomes. The strategy takes account of the new and emerging technologies available to learners and staff and the speed of change within the workplace. It will provide a coherent pathway towards employability of students and increase the life chances of students attending Glasgow Clyde College.

Current Context

The strategy will be implemented within the context of the Scottish government's ambitions for access, inclusion and equality. The Glasgow Regional Outcome Agreement (ROA) and the outcomes set for the promotion of inclusion and economic and social mobility within the Glasgow City Council Single Outcome Agreement (SOA) will inform the outcomes that are set for the college. Glasgow Clyde College aims to deliver a coherent curriculum which meets national, regional and local learner and employer needs in an accessible and inclusive way. The strategy takes account of the Equality Act 2010, Public Sector Equality Duty and the Scottish specific duties.

The key intentions of the strategy are to:

- Provide a reliable base line data set in relation to the priority access groups within the college

- Promote a supportive environment that encourages self-declaration across the protected characteristics and SFC's priority groups

- Provide an overview of how SFC funds are used to support access, inclusion and equality

- Gather and share reliable evidence that shows key learning points about what works well

- Increase the successful completion rates in the college particularly for the protected characteristics and SFC's priority groups

Principles of the Access & Inclusion Strategy

- Access, inclusion and equality will be advanced within the student learning experience and supported through staff CPD
- Glasgow's regional Equality Outcome themes will be advanced and the college will move towards embedding them into the organisation

Key Themes for Development (2016-2019)

Creation of reliable data sets

The college will work with the regional board and partners to ensure that data provided enables the Access, Inclusion and Equality strategy to be implemented effectively with realistic percentage increases that can be easily and reliably measured

The college will provide a positive and supportive environment that encourages self-declaration across the protected characteristics and SFC's priority groups. The college will ensure that the portal for gathering data is accessible to all students

The college will provide a definition of the inclusive service that it provides to its students by giving a description of the student journey through transitions to destination highlighting inclusive processes employed through this journey

The college will agree with the Regional Board the qualitative evidence that can be used to show success and distance travelled. The college will then provide the evidence.

The college will benchmark the services provided for access, inclusion and equality. The benchmarking will be against the SFC data for the assigned colleges.

Impact of an inclusive approach on Performance Indicators of successful completion rates

Best practice will be adopted within the college and resource made available where possible to meet the Scottish government's ambitions for completion rates for students with the protected characteristics and SFC's priority groups

The college will benchmark the performance indicators for students from the lowest 20% SIMD and implement improvements to the inclusive approaches to test their impact on performance indicators.

Impact of an inclusive approach on intake and outcomes of the priority access groups

All students will be encouraged to engage in and contribute to the development of both the learning and teaching within the college and also the wider work and life of the college.

Students will be nurtured in becoming effective contributors and responsible citizens in key college committees and groups

We will engage in dialogue with external partners to ensure a mutual understanding of access, inclusion and equality

External partners will be clear on the service(s) that will be provided by the college as partners to improve the outcomes for all students

The role and contribution of external partners in the development of the students of the college will be fostered and optimised.

All staff will undertake professional development relevant to access, inclusion and equality

Evaluation of the access, inclusion and equality approach

Key questions that will be addressed by the college will include:

- What impact does our current inclusive approach have on students?
- What improvements within the financial restrictions of the fund will have the most impact on students' successful outcomes?
- What action will we need to take to ensure all of the region's colleges show an agreed improvement in outcomes?
- Do we need to change/ improve any existing partnerships?
- How well does the college ensure equity of success and achievement for all learners?

Access, Inclusion & Equality Strategy Action Plan (2017-2020)

Development Area	Development Plan Objective Supported	Action	Resource Implications	Responsible	Target Date	Equality Outcomes
Provide a reliable base line data set in relation to the priority access groups within the college based on national benchmarks	Supporting the achievement if key policy priorities of the Scottish Government and stakeholders served by the college	Produce a data set of students and staff in relation to the priority access groups within the college	MIS to produce the data sets HR to produce data set	EB L. McG	June 2017 June 2017	The diversity of students and staff reflects the communities the college serves.
	Providing a safe and inclusive environment that fosters good relations, eliminates discrimination and advances equality of opportunity	Work towards embedding the regional Equality Outcome themes within the organisation	All new strategies, policies and procedures to undergo Equality Impact assessment scoping and full assessment where appropriate and include Equality Outcome themes within them	SMT	August 2018	Students and staff actively engage in fully inclusive and accessible learning and teaching
	Removing barriers to ensure that our courses are accessible to	Set targets for three year period increasing where required the number of	Review by CAPs	BH	August 2017	Successful student and staff outcomes are increased irrespective of protective characteristic

	the widest spectrum of learners.	students within the priority access groups				
Promote a supportive environment that encourages self-declaration across the protected characteristics and the SFC's priority groups	Promoting a high standard of physical and mental health and well-being for all students and staff	Ensure that all staff are aware of the need to encourage self-declaration across the protected characteristics	CPD for all staff	L McG	June 2017	Students and staff experience and contribute to a culture of dignity and respect
	Embracing and developing digital business transformation processes to improve business efficiency	Create a portal for gathering data that is accessible to all students and staff	Systems development	T.E	August 2018	Students and staff benefit from inclusive and accessible spaces, environments and services
	Promoting a high standard of physical and mental health and well-being for all students and staff	Monitor self-declaration and pilot approaches to increase disclosure	Contribution from support units	SMT	March 2018	Students and staff benefit from inclusive and accessible spaces, environments and services
	Supporting and empowering staff to achieve	Define best practice for the college and adopt best practice	Contribution from all staff		August 2018	Successful student and staff outcomes are increased irrespective of protected

	their maximum potential	across the college				characteristic
Increase the successful completion rates in the college particularly for the protected characteristics and SFC's priority groups	Embracing and developing digital business transformation processes to improve business efficiency	Baseline data on successful completion rates of the protected characteristics and SFC's priority groups	MIS staff to produce data	EB	October 2018	Successful student and staff outcomes are increased irrespective of protected characteristic
		Employ measures for increasing successful completion rates	Faculty Staff Organisational Development to provide CPD	CAPs L.McG	January 2018	Successful student and staff outcomes are increased irrespective of protective characteristic
	Maximising the impact of the students' association by working with them to encourage students to engage at the highest level and be involved in the creation of their learning	Pilot inclusive and accessible approaches in faculties and support units	Identified faculty staff and support unit staff	CAPs	February-August 2018	Successful student and staff outcomes are increased irrespective of protective characteristic

Definition of the inclusive service provided by the college to its students	Embracing and developing digital business transformation processes to improve business efficiency	Baseline data on the inclusive services currently offered	All staff	SMT	August 2017 – June 2018	The diversity of students and staff reflects the communities the college serves
	Informing decision – making through continuous engagement and communication with students, staff and partners	Define best practice and adopt best practice within learning and teaching to ensure that an inclusive service is being offered to all students	All teaching staff	SMT	August 2018-19	Successful student and staff outcomes are increased irrespective of protective characteristic
	Informing decision – making through continuous engagement and communication with students,	Define best practice and adopt best practice within support functions to ensure that an inclusive service is being offered to all students	All support staff	SMT	August 2018-19	Successful student and staff outcomes are increased irrespective of protective characteristic

	staff and partners					
	Informing decision – making through continuous engagement and communication with students, staff and partners	Pilot engagement with external partners to ensure understanding of access, inclusion and equality		SMT	August 2019-June 2020	Successful student and staff outcomes are increased irrespective of protected characteristic
	Informing decision – making through continuous engagement and communication with students, staff and partners	Pilot engagement with internal partners to ensure understanding of access, inclusion and equality	CPD Systems development	DM	August 2019-June 2020	Successful student and staff outcomes / interventions are increased irrespective of protected characteristic
	Informing decision – making through continuous engagement	Pilot a joined up approach with internal support functions to improve the learner journey	School Staff time Support staff time	SMT	August 2019-June 2020	Successful student and staff outcomes / interventions are increased irrespective of protected characteristic

	and communication with students, staff and partners				

GLASGOW KELVIN COLLEGE

BOARD OF MANAGEMENT

ACCESS AND INCLUSION STRATEGY, 2016 – 2020

1.   **Introduction and High Level Outcomes**

Glasgow Kelvin College seeks to be an inclusive college which is accessible to all members of the communities it serves and which supports them to achieve their learning goals and aspirations.

Its **high level outcomes** for Access and Inclusion are that:

- *all groups within the communities that the College serves are equally likely to access learning opportunities;*
- *all groups within the communities that the College serves are equally likely to complete learning successfully; and*
- *all groups within the communities that the College serves are equally likely to progress to work or further study.*

2.   **Strategy for access and inclusion**

To achieve these aspirations, the College has developed a number of strategic approaches:

- the Board has established and implemented an inclusive ethos which sets out its commitments to:
    - o   the priority of the needs of the service user;
    - o   quality and innovation;
    - o   ethical curriculum design;
    - o   improving access and equality of opportunity;
    - o   learner engagement and customer care;
    - o   staff involvement;
    - o   collaborative working; and
    - o   de-centralisation and outreach;
- through its Learner Engagement Strategy and its Learning Teaching and Assessment Strategy it has established a framework within which learning can be individualised. Learners are engaged in planning their learning and have Individual Learning Plans which set out their learning goals and the support they require and which provide a focus for reviewing progress;
- class tutors play a key role in supporting learners individually to reflect on their progress, identify their support needs and access support, stay on course and succeed;
- extensive learning support arrangements are in place, including access to assistive technology and external specialist services;
- the College has developed an extensive range of partnerships to develop provision that targets under-represented and/or vulnerable groups; and

- using early intervention and positive role models to address gender balance in subjects where gender imbalance is strongest.

  The College also recognises the role that Equalities play in supporting inclusion. It has developed a series of Equalities Outcomes in partnership with its regional sister colleges. It routinely monitors its activities in relation to protected characteristics and all Board papers consider equalities issues.

3. **Supporting the Strategy**

   The strategy is operationalised, supported and monitored through the baseline analysis and annual enhancement targets set out in the Glasgow Region Outcome Agreement (ROA). Progress made in delivering the ROA is reviewed regularly and evaluated annually.

   The Strategy is also supported by the approaches the College takes to establishing its ethos:

   - the commitment to **the priority of the needs of the service user** are reflected in curriculum planning that is based on a comprehensive analysis of local, regional and national labour market trends and the social, economic and demographic trends in the communities served by the College. The College seeks to ensure, by means of sensitive and objective pre-entry guidance, that learners are able to make informed choices about the suitability of particular courses individually. Individual Learning Plans are developed with each learner to support their individual learning journey;

   - the commitment to **quality and innovation** supports the development of learning and teaching approaches which more effectively engage and support vulnerable or challenging learners as well as the use of ICT and other technologies to make learning more accessible;

   - the commitment to **ethical curriculum design** means that programmes and pathways are designed to meet learner need. Nationally recognised qualifications which are valued in the workplace are delivered whenever appropriate but a range of alternative qualifications or provision credit rated or benchmarked within the Scottish Credit and Qualifications Framework is also used to engage under confident learners. Higher National programmes are designed to support articulation with advanced standing in order to support learners to make efficient journeys through further and higher education;

   - the commitment to **improving access and equality of opportunity** is reflected in both physical access to College buildings and in approaches to learning. The College will never seek to discourage any learner from embarking on a programme of study by virtue of their age, gender, pregnancy and maternity, race, religion or belief, sexual orientation, gender reassignment, marital or civil partnership status, disability or socio-economic status;

   - the commitment to **learner engagement and customer care** is reflected in the Board's Learner Engagement Strategy which seeks to engage learners in enhancing their own learning, contributing to the enhancement of College programmes and services and in the work and wider life of the College. Learner feedback is collected through representatives, surveys and focus groups and is routinely considered both by College managers and by the Board's Learning and Teaching Committee;

   - the commitment to **staff involvement** both values staff and develops their professional skills and knowledge. It recognises that they have a vital contribution to make to the

development of provision and the quality of services that the College can provide. The College recognises the importance of Career Long Professional Learning in supporting staff to meet the range of challenges and support needs they will encounter within their practice. The College Professional Development Review process seeks to enable all staff to define their personal future training and professional development needs within the overall framework of the College's future priorities and their individual goals. Through initiatives such as *Empowered to Take Action*, staff are also encouraged to participate in improving the quality of the College's provision and services by having access to the resources necessary to initiate their own projects which address priorities which may not have been recognised by senior management;

- the commitment to **collaborative working** involves the College in the establishment and maintenance of the widest possible network of partnerships and collaborative ventures which engage and support learners. This network involves partnerships with the private and public sectors, local and central government, local social and economic initiatives and appropriate voluntary organisations. The College views these partnership activities as key early interventions to engage under-represented groups in learning. They also enhance the services available to learners supporting health and well-being as well as progress in learning; and

- the commitment to **de-centralisation and outreach** sees the College seeking to provide a comprehensive service within easy reach of its potential learners. The College regards its youth access and wider access outreach programmes as a key resource in broadening the base of participation in post-compulsory education and training for under-represented groups. Progression pathways from such provision to its mainstream provision is an important element of the curriculum portfolio.

This **inclusive practice** is central to the operation College and all College staff, services and resources are dedicated to supporting the College mission.   The College budget is in turn dedicated to supporting access and inclusion and successful learner journeys. At a high level, spend on the College Access and Inclusion Strategy is therefore the College budget.

Partnership approaches to access and inclusion

1   The general approach of the College is to work in partnership, particularly within local community planning structures and arrangements so that the College is an integral part of the planned response to local priorities. The College also specifically recognises that partnership working is essential in order to serve people who are 'hard to reach' (*or easy to ignore*) because voluntary sector and other partners have already developed the trust relationships essential for people lacking confidence to begin learning. The College also seeks to make as early intervention as is possible (because prevention is generally more effective than cure).

Working with young people

2   The College has four significant elements to its early intervention work with young people: the provision that it makes for schools, its Enhanced Vocational Inclusion Programme (EVIP) provision, the Transitions to Learning and Work programme and the Youth Access programme.

3   College Senior Phase provision supports young people into vocational programmes in partnership with schools throughout the Glasgow Region, and in particular those located in the north east of Glasgow. The partnership work conducted to support and deliver this programme includes the work undertaken to harmonise local school timetables so that viable groups of pupils can access a comprehensive range of vocational areas.

4   The EVIP programme is otherwise known as the 'virtual school' because its physical location is within colleges and the commitment of the College to this form of early intervention makes it the largest of the regional college partners. This partnership supports young people, for whom the mainstream school experience has not been successful, to gain vocational qualifications in full time programmes. The partnership operation extends beyond organisational arrangements to a co-delivery model in which young participants are supported simultaneously by 'Vocational Coaches' employed by Glasgow City Council (GCC) as well as College teaching staff, so that the problematic behaviour which characterises many of the participants can be supported without distraction from the teaching process.

 Community Learning Development (CLD) Workers and EVIP Coaches- The College seeks to support teaching staff delivery on certain programmes complemented with College based CLD workers and EVIP coaches. Both these groups of staff provide additional and, at times, specialist support to enhance the classroom experience in partnership with College teaching staff.

Support can take a range of formats including behavioural and emotional, facilitating time out sessions for learners, developing employability and citizenship skills, assisting in developing positive relationships across College campus with other staff and learners and also assisting the Lecturer with teaching and learning activities.

5   The Transitions to Learning and Work programme involves partnership working with a range of organisations with referral and ongoing support agencies including social work and GCC education department. In addition there is ongoing support from parents and other carers. Internally, this programme also takes a partnership approach with mainstream faculty staff to support both vocational taster experiences and the progression opportunities which arise from this.   Furthermore this programme also requires internal partnerships between the

College CLD Workers and teaching staff, supported by the Senior CLD Worker who manages the youth work elements of the programme and the Curriculum Manager who manages its taught elements and internal progression and employment progression arrangements (which include working in partnership with the College's Business Development service to secure work placement and employment opportunities).

6   The Youth Access programme is an evening and weekend programme which works in partnership with the host organisations who provide venues and other youth work providers who support youth work activities. These co-delivery partnerships enable the College to work in the context of a wide array of other activities but with a focus on the agreement of learning targets and certification. The services are arranged through engagement with wider youth networks, in particular the Glasgow North East Strategic Youth Alliance and to a lesser extent the North West Youth Network, in which College Senior CLD Workers engage in meetings of operational managers, with a combination of Head of Faculty and Senior CLD Worker engagement as part of the strategic steering groups. This provision is a key element in supporting engagement of particularly young men in danger of disengaging from education and to developing skills which are required for life, work and learning.

Skills Development Scotland

7   The College has a strong working relationship with Skills Development Scotland, defined in a Partnership Agreement which is negotiated annually. The partnership activity includes:

- Mechanism in place for SDS to be informed of potential early leavers/confirmed early leavers from non-advanced courses and those not progressing to another college course
- Offer guidance/employability support to school pupils on early release/alternative to school provision. SDS target support at young people on programmes with greatest potential for drop out to help identify and target/reduce early leavers.
- Care experienced young people to be identified and offered extra support as necessary. Include updates from links with the MCR Pathways mentoring programme of.
- Use the FE Providers Forums to further enhance the effectiveness of the strategic skills pipelines by discussing effective provision, referrals and progressions
- List of key contacts to be drafted to ensure effective communications/information flow between College/SDS

Working with community groups

8   The College engages with community groups and services through its work in the context of the City's Thriving Places planning groups (and in particular the associated 'community breakfasts'), its engagement with local youth networks and its engagement with partners hosting the learning centres which form the John Wheatley Learning Network (described below). In addition, it works with community groups through two other significant areas of work: its community development programmes (the HNC 'Working with Communities' and the PDA in Youth Work) and its Wider Access programme.

9   Both the HNC 'Working with Communities' and the PDA in Youth Work programmes are based on a combination of taught and practice (work placement) elements, supporting deep understanding of theory through practical application and reflection. The work placement elements support capacity building in partners both with existing staff and volunteers and with placements of students without existing practice opportunities, and provide the

opportunity for community groups and services to engage with the College, broadening opportunities for service users to engage with its provision, building relationships and so encouraging service users to develop confidence in the College as a destination for themselves.

10   The College Wider Access programme democratises the curriculum offer by making available a significant part of the College's teaching budget to respond to requests from community groups and services, based on the interests of people living in disadvantaged neighbourhoods or who are disadvantaged through other circumstances , for example through poor mental health and plays a key role in engaging members from underrepresented groups in education. The Wider Access programme supports other agencies to use the College as their educational partner, enhancing their capacity to deliver a range of services and supporting the College in recruitment and the ongoing support required by the people the partnerships serve. In addition, these partnerships support the College to be responsive in its curriculum development rather than determining in advance local need.

11`   The Community Achievement Awards programme is based on co-delivery as a solution to serving people otherwise at a significant distance from further education. The Awards programme was developed in response to the Statement of Ambition for Adult Education and the challenge of capacity building requirements to support co-production as part of the Thriving Places priority. The Community Achievement Awards programme is recognised by Volunteer Glasgow as an asset in support of signatories to Glasgow's Volunteering Charter and supports SCQF accredited outcomes at levels 4 to 7 for people who are involved in, delivering and developing community activities. The Awards programme is delivered in partnership with a wide range of voluntary sector partners including Bridgeton Community Learning Campus, the North East Recovery Community, the Fuse Youth Café, A&M Scotland, GoWell, GAMH and churches. In February, the success of this programme was recognised by the then Cabinet Secretary Angela Constance in an awards ceremony in Wallacewell and the partnership with the Glasgow Centre for Population Health (in the GoWell project) has recently been commended by the Royal Town Planning Institute in its awards.

12   The Community Achievement Awards programme supports people engaged in community settings, often without previous attainment or after a substantial time away from formal education to gain SCQF credit points through the planning of and subsequent engagement in community activities and reflection on the learning involved and the impact on other people of their engagement. This is an important opportunity for learning which supports progression from a wide range of community settings and activities made possible by the context-independent nature of the Awards framework design, and it supports progression to further learning and to employment.

       Working with vulnerable people

13   The College has developed a number of partnerships which support transition planning for young people who need additional support to learn. These include:

   • **Individual School Partnerships** - the College has partnerships with 11 mainstream schools and 3 supported schools where learners are identified by the schools and college staff will carry out visits/talks/meetings in schools to establish needs, levels of ability and the

curriculum to be delivered. Pupils usually then attend on a school link basis between 3 and 5 hours per week accessing provision across a range of levels (from SCQF level 1 to SCQF level 4) and a range of areas (including independent living skills, skills for employability and introduction to mainstream vocation learning).

- **Social Work Services** work in collaboration with the College to identify learners and the level of support individuals required to attend a course. They also engage with the College on behalf of learners, mainly in mainstream schools, who have been school refusers, who have mental health issues, additional learning needs and/or social work family involvement.
- **Glasgow City Council Schools Partnerships - i**n addition to the individual school partnerships above, a partnership also operates at a Glasgow City wide level where learners are identified by schools and attend on a school link basis for 5 hours per week to undertake a Level 1 independent living skills programme or level 3 coaching/health and well-being activities.
- **Autism Resource Centre -** Supports with early intervention for learners from mainstream schools to assist with their effective transition to college.
- **Internal Progression** is supported by providing **l**earners on link programmes priority consideration for transition into full-time College programmes. Often transition from a part-time supported school link programme will be "lateral" – ie progression into full-time college provision at the same SCQF level based on the principle of lateral and/or horizontal progress set out in the Curriculum for Excellence framework.
- A number of City services and external partners also support these learners in progression from college. These include:
  - the Glasgow Guarantee which provides opportunities for apprenticeships.
  - Glasgow Independent Living Centre who liaise with learners and offer support to set up Self-Directed support packages.
  - Enable who work with learners to support transition from college to employment
  - Prince's Trust work with learners to support transition/progression from college.
  - SDS, RNIB both work with learners to support transition/progression from college and offer volunteering during college experience.
  - Additional Partners support curriculum delivery – e.g. The Bike Project, and CKUK.
  - There are also a number of 3rd sector partners, who assist in the provision of work placements, as well as private sector nurseries, care homes and hotels who also assist in the provision of suitable placements.

14   The College has recognised a rise over recent years in the number of learners presenting with mental health issues, as well as issues around homelessness, family breakdown and social isolation. The safeguarding and corporate parenting team support learners who are referred by course tutors and work with a range of key partners to provide these learners with contacts in other agencies who can provide on-going support. Internally assistance may be sought from the Advice and Guidance and Learner Support teams. Furthermore there is access to external agencies include GCC social work services, Children and Adolescents Mental Health Services (CAMHS), Marie Trust, housing and through care and aftercare services for care experienced young people. A number of staff have been trained as mental health first aiders. This has helped in the recognition of signs of mental distress, and early intervention can help in accessing early support and in keeping learners attending college and attaining their goals. This training also supports staff who are encouraged to talk about difficulties they encounter when dealing with distressed and vulnerable learners.

People vulnerable through homelessness or in-work poverty

15 The College recognises the importance given by the Glasgow CPP Vulnerable People priority on supporting people experiencing or at risk of homelessness and people experiencing in-work poverty in terms of the requirement to address access and inclusion issues.

16 In order to support people experiencing or at risk of homelessness, who are by the nature of their challenges less likely than others to sustain formal educational places, the College works in partnership through its Wider Access programme and the John Wheatley Learning Network to support flexible provision in the context of partner services such as those provided by Glasgow Homelessness Network (GHN), the Marie Trust and the Lodging House Mission. Programmes are designed in partnership with GHN and the Marie Trust to support the development of confidence and the attainment of the formal learning outcomes required for progression to mainstream courses, and the partnerships are designed to support co-delivery so that additional supports are designed into the programme from the beginning. The partnership with the Lodging House Mission offers both Wider Access teaching support and the range of additional support required for digital inclusion through the John Wheatley Learning Network.

17 In addition, the College recognises that some of the people most at risk of homelessness are care experienced young people who face independent tenancy arrangements when leaving care without the parental support generally available to young people. In addition to existing partnership work with services like GenR8 and GHN in support of young people enrolled in the College's Transitions to Learning and Work programme, the College's Community and Flexible Learning faculty is working in partnership with a range of services for young people in secure and supported accommodation including the good Shepherd Centre, the Kibble, Aspire Scotland and the Ardfern School to develop resources to support delivery of an award which prepares young people to develop the skills and knowledge requires to successfully gain and sustain a tenancy, look after their home, live in a community and manage money.

18 The College response to the challenge of supporting people experiencing in-work poverty has been to further develop its range of flexible learning provision. The principal issue the College seeks to address for people experiencing in-work poverty is the lack access to learning opportunities experienced by people in employment. The College provides five days a week drop-in flexible learning opportunities for both initial and more advanced digital skills qualifications which support people employed in zero hours and shift work to gain access at times which suit them and, in recognition of the additional time required for transport and its cost, supports learning in a range of community venues which enable access to learning close to home for many. Further, the College is developing a range of online learning programmes which support skills development. Further, the College applies fee waiver policies so that people in receipt of in-work benefits do not have to pay fees. The finite College resources require curriculum prioritisation and the flexible learning opportunities provided focus on the development of digital skills which are often a barrier to enhanced employment prospects.

Refugees and Asylum Seekers

19   The College provides programmes of English for Speakers of Other Languages (ESOL) to engage and support refugees and asylum seekers. It works alongside a range of partners (Glasgow City Council, Glasgow Life, WEA, ESOL Forum, Glasgow Clyde College, City of Glasgow College and community partners via ESOL Network Project and EASE project) as part of city wide approach to allocation of additional ESOL Funding and coordinating ESOL provision. This group commissioned market research on ESOL demand in Glasgow and has gone on to establish the Glasgow ESOL Access Project (GEAP) developing a register which can be used to establish demand for ESOL, co-ordinate initial testing and inform those seeking ESOL classes of relevant provision.

20   The ESOL Network Project operates in the north of the city and provides a co-ordinated approach for initial testing and link for community based learning. The College hosts initial testing sessions for this initiative.

21   Working with colleagues from Glasgow Clyde College and City of Glasgow College, new units have been developed to ensure accredited provision to meet the needs of pre-literacies learners. These units have now been approved by SQA.

22   Through the College Wider Access programme a number of community partners have been identified and supported. Currently, ESOL groups run in partnership with the Cranhill Development Trust and last session an ESOL group was run in partnership with A&M Scotland in North Glasgow. An adult ESOL class was also provided for parents of young people who attend the Glasgow Chinese School. Learners from these projects routinely progress to other/mainstream college provision where this is appropriate.

Young people with care experience

23   The **Transitions to Learning and Work** programme arises from partnership between the College and GCC Social Work Services. It supports vulnerable young people aged 15 and 16 from backgrounds in which they are 'looked after' or 'accommodated' (mostly at home) towards independence in living, learning and work. For most of the young people supported by this programme, there has been no previously sustained attendance in any form of learning activity, but during the programme young people progress from a youth work programme into gaining experience of more formal vocational education supporting the development of skills and attitudes required for employability and responsible citizenship. The Transitions programme supports approximately 40 young people to positive destinations each year.

Vulnerable women

24   Routes into Learning

The College's Routes into Learning Project is a partnership initiative, working primarily with 218 Service, that takes a person centred approach in dealing with the issues that women offenders face, and latterly working with the Tomorrow's Women Service, a ground breaking project based at the Glasgow Community Justice Centre.

The project also provides services in partnership with other organisations supporting vulnerable women including work with the Liberated Prisoners Link Project, Glasgow YWCA, the BULB Partnership and Lodging House Mission.

The Routes into Learning Project was initially established to meet the needs of women who have been involved in prostitution and has since expanded and now specialises in working with women within the criminal justice system.

This group of women experience a range of issues including gender based violence, addictions, homelessness, mental health, physical health, being brought up in care system, being separated from children and family, isolation, recidivism, low levels of educational attainment, low levels of employment, living on benefits and poverty.

The Routes into Learning project aims to work with partners and their service users to develop and deliver adult literacy and numeracy services within our partners' premises to ensure that women have direct access to quality learning that will enhance their ability to progress to further education and employment.

25   Tomorrow's Women

Literacies support is also provided by the College in the 'Tomorrow's Women' project (formally the Community Justice Centre in the Gorbals). The Gorbals centre offers a multi-agency approach, with a consultant psychologist, two mental health nurses, addiction experts and social workers and on secondment a prison officer and a housing officer, with access to police, procurators fiscal and sheriffs.

Support for Learners

The College aims to provide appropriate learner centred support which will aid, develop and encourage all our learners to fulfil their academic and personal potential, whilst benefiting from college life. The College encourages all of our learners to disclose any additional support needs, disabilities, difficulties or barriers as early as application and enrolment. Once a need has been identified, Learner Support will communicate with the relevant learners to organise and implement suitable support strategies.

Referral processes

As well as referring by disclosing in the manners described above, learners can also self-refer online via the website or intranet. Alternatively, they can drop in or contact a Learner Support Advisors at any of our four campuses. Tutors are also encouraged to refer if they feel, after discussion with the learner, that a need should be explored and supported.

Extended Learning Support

Extended Learning Support is available for learners requiring additional support with their studies. The Learner Support team can offer a wide range of support measures and has specific resources available to assist learners with:

- Specific learning difficulties e.g. dyslexia;
- Physical disability/mobility difficulties;
- Sensory impairment;
- Medical/health problems;
- Mental health problems; and
- Social, emotional and behavioural difficulties.

Learner Support Advisors use a 'Needs Led' model to ensure strategies and solutions are implemented to support each individual. These could include:

- alternative exam arrangements such as additional time, readers, scribes, interpreters or use of Assistive Technology;
- dyslexia screening, referrals to Educational Psychologists; and
- advice and assessment for DSA.

Student funding (including hardship and childcare funding)

Childcare Funding

The College administers a Childcare Fund to help learners with the cost of Childcare which attending College. This fund is advertised to all learners offered a place before they commence college and information sessions are run over the summer period to help those applying.

The fund is allocated on a first come, first served basis and the College does not, unlike other institutions, restrict applicants by number of children childcare is required for. All applicants in the past have been given support.

Discretionary Funding

The College administers FE and an HE discretionary funds to support learners facing financial difficulty. The fund helps out with costs of travel for part time learners who live outwith 2 miles of the college and have no other funds available to them. In August of each academic year the 'emergency' discretionary fund is advertised to help those still awaiting funding from SAAS or bursary, this allows the College to pay one off amounts to keep students on course while awaiting their regular funds. In October of each academic year the main fund is opened and is advertised in a variety of formats to all learners and information sessions are run to help with form completion.

Bursary/EMA

Learners studying non-advanced (FE) programmes are funded by EMA (under 18s) and Bursary (over 18s). The Scottish Government has established a group to review student support funds and the outcome may impact on these two key elements of student funding.

Disabled Students Allowance

The Disabled Students Allowance (DSA) is a non-income assessed allowance to cover any extra costs or expenses students might have while studying at HN level, which arise because of a disability. These costs will provide access to assistive technology, travel and 'personal human support' as well as other support and assistance which may be required. The Learner Support team currently has three members of staff who are fully qualified DSA Assessors. Another four members of the team are also currently studying towards becoming fully qualified Assessors.

Core Skills Assessment

Target Skills is a powerful set of learning resources which initially allows the College to profile the literacy and numeracy skills of learners and then helps to develop these skills. It uses an ICT-based initial 'assessment' package to gauge the learner's literacy/numeracy levels. It then uses a series of ICT-based teaching materials to explore, practise and develop skills. It also has a tracking system to allow tutors to set activities which encourage skill development in relevant areas.

Pre-entry Guidance

The College offers free impartial guidance and advice to anyone considering the further education. Advisers meet with individuals who are considering College and discuss the best plan to meet the individual's needs, considering funding and the financial implications of becoming a student. The Advice & Guidance team visit schools and community groups to provide this guidance to help with life choices. Impartial advice and guidance is also provided to schools and the Advice & Guidance team attend parents evening as well as visiting year groups in school to discuss 'College as an option' these talks are generic and focused on FE as a general option.

Admissions

The College application is available on line but can also be completed in paper format, paper applications are available at Receptions, the Admissions team has also developed a simplified form to help those applying for ESOL programmes whose first language is not English. College

applications are dealt with in the order they are received to provide all applicants with the same opportunity. All applicants meeting entry requirements are invited for interview.

Ongoing & Progression Guidance

Once enrolled on a programme support is provided to learners from the Advice & Guidance Team to help with the following:

- ongoing financial implications of being a student;
- support with welfare issues;
- ongoing general support to help keep students on track;
- support with the UCAS application process; and
- progression guidance, Careers Guidance, job seeking and employability

These services are advertised to all learners in a variety of formats and up to date information is posted on the student portal.

The College does not at the moment have a Counselling Service for learners, but has recently agreed a partnership with Strathclyde University to provide counselling through student placement opportunities, this will be evaluated and will evidence if there is a need for this service.

The Advice & Guidance team have a built up a network of relationships with local community organisation to help learners with a range of issues and use these networks to provide positive referrals as required to support learners during their time at college.

Library & information services

The College integrates its library and digital information services to support learners in main campuses so that information is made available in all internet-enabled access points (including at home or on mobile devices) and the library service supports book class sets for students on bursary programmes to overcome financial barriers to accessing learning resources.

Many of our online library resources which are available 24x7 can be customised to meet learners' needs and staff in the centres support learners using these resources. Our services are inclusive and we work closely with faculties and partners in promoting literacy including the reading challenge for ESOL groups.

Library services in Easterhouse are provided in partnership with Glasgow Life. This delivers an integrated public library and student library service with the benefit of greatly increased opening hours including public holidays and access to the resources of this city wide service.

A significant development in supporting additional and flexible access to learning materials and to assist in recovery from interrupted attendance has been the College's drive to support online learning as part of its blend of learning support services. A central support service enables teaching staff to exploit the online learning environment provided by the College VLE (Moodle) and tutorials and seminars are provided as part of CPD for staff. Following a successful conversion of the disparate online learning platforms used at the point of merger to a single online learning environment the College planning process now includes faculty-determination of priorities for further support.

In a recent development, the information services provided for the learning network at http://johnwheatleylearningnetwork.scot/ are also based on Moodle, enabling partners in the John Wheatley Learning Network to gain access to the College's developing online learning provision, which will support learners in community settings to develop the access skills required for successful subsequent learning in main campus provision.

Additional tutorials/flexible learning support

The College recognises that a significant barrier to access to learning arises from poor physical or mental health or recovery from them or addictions issues which interrupts or diminishes the ability of people to attend mainstream programmes with the consistency required to attain qualifications. To address this issue, the College provides a range of (mostly digital skills) flexible learning programmes which support people to learn on a drop-in basis, both in its main campuses and as a strategy for its outreach services to support people in groups who have very individual starting points, interests and capacities.

The main campus flexible learning centres support the additional IT skills and study support needs of learners linked to a flexible learning approach to provide support tutorials and individual support for communications and numeracy skills development.

Employment Development Officer

This role was established to work with learners to establish their interests/needs and then source external organisations/business to offer work placements to suit those interests and needs. The Employment Development Officer also prepares learners for interviews, assists learners in attending placements, visits learners whilst they are on placement and provides feedback to learners and partner organisations. The introduction of this role has led to the establishment of many sustainable links with external partners.

Learning Support Assistants

Learning Support Assistants are critical to the day to day operation of the Support for Learning section. Their role is to oversee groups of learners by ensuring learners are in class and assist with supervision and support during break and lunch times. They will also work with the class lecturer to support the delivery of group work. They will assist the Class Tutor in providing support for on-going behavioural, social and emotional issues and thereby support the guidance process. They are a link between the college, the learner and the learner's external support.

Small group supported learning

Class sizes in Support for Learning range from 6 – 10 depending on level of needs of learners. At lower levels, experiential learning is used with activities differentiated to provide an individualised curriculum to meet the needs of the learners. The ILP is used as the basis for this.

In curriculum delivery, interactive technology is used extensively and staff use smartboards, tablets and a range of ICT based resources to ensure visual focus.

Learners are accompanied by carers and teaching staff must also work with them to assist the learners in addition to delivering the curriculum.

At Levels 3 and 4, extensive social and emotional support is provided by learning support assistants and the class tutor. A significant number of learners are on the autistic spectrum which means that consistency of staff, approach and location can be vital.

Safeguarding

The College has a Safeguarding and Corporate Parenting Team who support vulnerable young learners and adults referred to them. The team is trained in safeguarding and Corporate Parenting and this training is ongoing to ensure staff keep abreast of changes in these areas. Team members support learners till matters are resolved. They then support each other through debriefing and ongoing support from HR. They also ensure class tutors or others making referrals to the team are debriefed and have an update on how their learner is being supported and by whom. The College is a member of the sector's Safeguarding Forum and updates and developments are fed back to the team to make sure current knowledge and practice is being applied.

The Corporate Parenting Action Plan for the College was developed in partnership with *Who Cares*? Scotland and in consultation with staff, key stakeholders and learners. The plan is designed to support our care experienced young people through their learning journey and to make their experience a positive and fulfilling one. Getting Right for Every Child (GIRFEC) principles are embedded in the plan and the College recognises that physical and mental wellbeing are essential for successful outcomes. Key partners for our young people are; SDS, who have a named person for our learners, MCR Pathways, to continue to support young learners attending College instead of school, Glasgow, Corporate Parenting Forum, Focus West of Scotland Care Leavers Forum to expand articulation pathways and support. The Students' Association has a key role in being a voice for young learners or encouraging them to be class representatives and putting the class needs to lecturers and support staff to ensure that they have all the academic and other support they require to make their time at college successful.

Outreach services

The College recognises that to support learning in areas characterised by high levels of deprivation and poor public transport links and to support groups of people not ready or experiencing other barriers to attending main campus provision (including poor health and lack of confidence) it needs to take its learning programmes to people rather than expecting people to come to it, and so provides an array of outreach learning services in partnership with other agencies in local venues, recruitment and other supports. In addition to the youth services supported through the Youth Access programme the College supports adults in community settings through its Wider Access programme. The range of Wider Access provision includes 12 week programmes in digital skills, art and photography as well as one day courses in customer care, food hygiene, health and safety and first aid.

Learning Network

The John Wheatley Learning Network (which won the Education Award at the Inspiring City – PEOPLE MAKE GLASGOW Awards 2016) is partnership of 27 different host organisations supporting digital inclusion in 35 community based learning centres as well as the College flexible learning centres, supported by Glasgow Kelvin College in a strategic partnership with the Wheatley Group. The Learning Network provides a substantial contribution to the City's Digital Glasgow Programme and is of significance in supporting access and inclusion because it enables the College to provide community support through its Wider Access and Youth Access programmes. The Learning Network also provides partners with the opportunity to support informal learning prior to

engagement with College learning services. Importantly, the Learning Network also provides for mainstream students the opportunity for access to the College's online services in local communities away from main campuses, and supports the development of key digital skills required for success in College programmes.

Integrated ALN

One of the most considerable barriers to access to and participation in learning arises from problems with literacy skills related to reading, writing and numeracy and the College provides a range of support services to help overcome these barriers.

The College provides literacy support in small groups in its main campuses and in outreach services (for example, supporting parents in the Westmuir School) and is working in partnership with the Glasgow CPP Thriving Places initiative and the Building Connections project to respond to need identified in community settings.

In addition, it provides literacy support integrated into its Guidance services for students on introductory programmes struggling with the literacy requirements of formal provision, to overcome attainment and progression barriers. It also integrates literacy support with dedicated work in support of Care Leavers (in the Care Leavers Employment Services in partnership with the City's Education department) and with work to support women offenders (through its Routes into Learning programme which works in partnership with the Routes Out of Prostitution project based in the 218 Centre and work in support of the Tomorrow's Women project). Literacy support is also built into the Youth Access and Wider Access programmes and the digital skills programmes which can act to lessen the stigma of literacy support needs through the more socially acceptable digital skills needs.

Students' Association

The Students' Association supports students through a wide variety of activities which promote health and well-being, wider participation in the work and life of the college and campaigning.