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

Purpose of the Strategy

The Access and Inclusion Strategy will ensure that all students will be appropriately supported to provide equality of opportunity, process and outcome. The ongoing development of programme delivery will ensure a parity of intake and outcome so that the College student population appropriately reflects the demography and needs of the communities served by Glasgow Clyde College. 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 ROA 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 and inclusion. 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 and inclusion 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.

Progress so far- Review of Practices and Approaches

The College has reviewed its current practices and approaches and listed below are the approaches taken to ensure that access and inclusion is supported for staff and students.

Student Recruitment and Admissions

Recruitment and admissions procedures have been reviewed in accordance with Equality Challenge Unit guidelines on equitable admissions. The college introduced an Admissions Review Group to ensure fair and consistent policies and procedures are applied to recruitment, selection, admissions and enrolment of all students. This Group has representatives from all areas of the college and has made a number of positive changes to practice including information e-mails on the support available for interview to applicants, a video on making the most of your application on the college website and pre-entry videos are sent with joining instructions to assist induction.

Whilst an online application process exists, paper applications and staff support is given to any applicants who require additional assistance.

Clear and consistent interview guidelines have been developed, are available to all relevant staff, and ensure consistent practices are adhered to through the interview process.

Learning Support

College is now developing a needs-based model for learning support rather than focusing upon the traditional medical-based model. This ensures that students needs drive the provision of support rather than evidence of a medical condition. This has led to the development of greater use of assistive technology within teaching facilities and the learning inclusion bases within the college. In addition, staff are delivering focused and group sessions for students to reduce the requirements for one-to-one support. The Learning Inclusion team are working closely with our Assistive Technologist to reduce the emphasis upon one-to-one support and to promote an inclusive classroom.

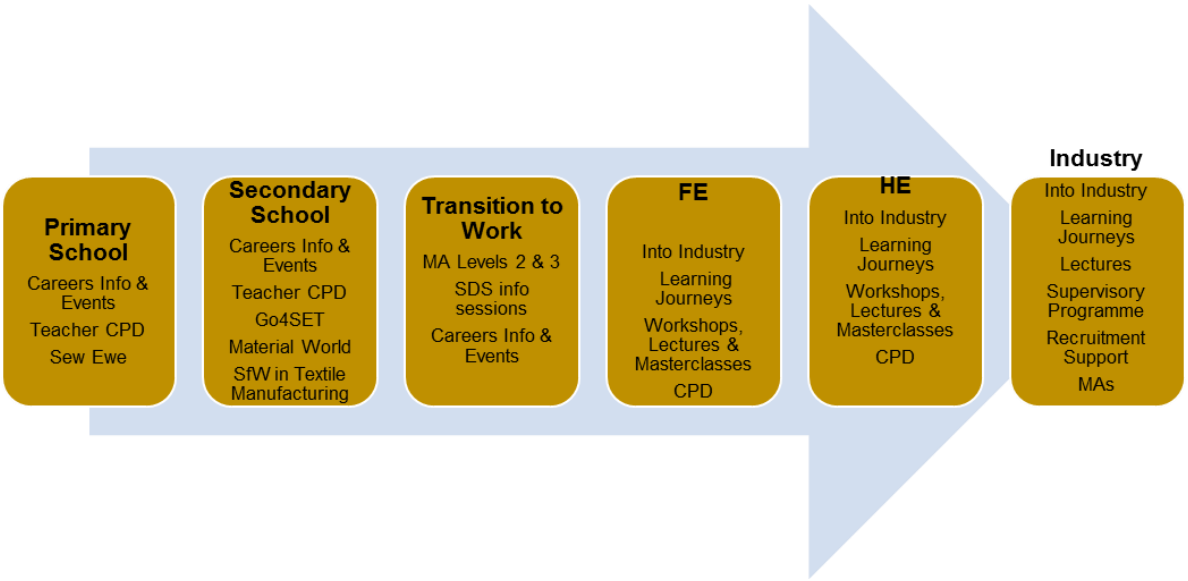
Developing the Young workforce (DYW)

Glasgow Clyde College offers a substantial Senior Phase delivery to over 1000 school pupils in over 70 programmes from 4 different local authorities (Glasgow, East Renfrewshire, East Dunbartonshire and North Lanarkshire). Our DYW team work closely with DYW leads and other regional partners to offers a complementary city-wide delivery of programmes and group awards from SCQF 1 to 7. For the first time, the Glasgow Vocational offer has published all courses on offer in a single catalogue which covers all Additional Support for Learning and mainstream provision in a single document.

Significant highlights of this extensive offer include:

- HNCs and NCs offer over 2 years part-time
- Foundation Apprenticeships (FAs) offered for the first time in 3 different areas with Clyde the sole deliverer of FAs in Health and Early Years
- EVIP Courses designed for pupil's outwith mainstream education. This year the EVIP programmes in Hospitality and Sport boasted excellent attainment Performance Indicators of between 90% and 100%, earning them a UK wide TES nomination in the process
- Supported Programmes for ASL learners
- Local Open Door programmes for schools
- English language Courses
- May Taster Programmes which are designed to ensure an identical learning experience for pupils of any gender, with boys present in beauty classes and girls present in engineering lessons

Further to the above there has been a specialist collaboration with the Scottish Textiles Skills Partnership which has benefited school learners. Through this the College has developed relationships with a wide range of partners to create and develop a pathway of interventions and learning opportunities into and through the Scottish Textiles sector. An overview is illustrated below:



A summary of some of the key outputs achieved during the first 2 years of this project , particular to developing the young workforce, are captured below:

- 82 schools engaged in projects delivered by STSP
- 1700 pupils participated
- 17 employers worked in partnership with schools
- New Skills for Work in Textile Manufacturing award developed in partnership with industry, schools and colleges.
- Development of “Material World” – a STEM based textile teaching resource
- More than 220 MAs in training in Manufacturing Textile Products (Levels 2 and 3), Leather Production & Manufacture (Levels 2 and 3) and Kilt-making (Level 3) frameworks
- MAs available across an increasing number of sub-sectors including weaving, knitting, apparel, technical textiles, accessories, dyeing & finishing, kilt-making, leather production & manufacture
- Career progression pathways available from operator (Level 2) to technician/supervisor (Level 3)
- Almost 200 learners taking part in learning journeys to improve their understanding of the sector, job roles and skills

- **“Into Industry”** events have been held in colleges and universities bridging the gap between industry, academic staff and learners by providing an informal forum for employers to showcase their products and discuss directly with learners their recruitment needs and skill requirements.

As a result, learners, including young people, have enhanced employability, increased understanding of the sector, the job roles available and the skills in demand by employers and employers have improved their knowledge of local School/FE/HE provision and access to a future talent pool.

Gender Action Plan

The College has developed a Gender Action Plan. The initial focus has been on decreasing the gender inequality in engineering and construction. The college identified that women were under represented in engineering and construction. Research showed that there was a lack of knowledge about job roles and articulation routes through college to university and into employment. Initial discussions have taken place with local schools to support career guidance and STEM events to engage women in engineering and construction.

Information from Google Analytics for courses within the Engineering, Computing and Built Environment Faculty provided evidence around gender. This provided the faculty with a data set that showed the gender split looking at the website was 50/50. However this did not convert into actual applications. Further research is now underway to understand the reasons behind this and to determine where positive action can be taken.

A pilot programme has started in partnership with Skills Development Scotland. An Industry video has been created to support the focus of removing perceived barriers by conveying the social impact STEM related jobs can have. Staff from the Faculty of Engineering, Computing and the Built Environment met with Equate to discuss the terminology and photographs used on the college website. This provided evidence that marketing supported gender stereotypes. Marketing material has been improved and neutral language and photos are now being used in faculty promotional material.

A second initiative has been to improve the number of males in dance programmes. The Boys into Dance programme has achieved a 233% increase in Dance participation among males in the 2016-17 intake with 86% retention. Concerted effort by staff to adjust the branding of Dance Studio Scotland to integrate males into mainstream full time courses has been successful.

English for Speakers of Other Languages (ESOL)

Glasgow Clyde College ESOL continues to follow the principles of the national ESOL strategy in meeting the English Language needs of New Glaswegians. Funding for this comes from:

Core SFC, ESOL strategy funds and Integrated Grant Funds

The ethos of Access of Inclusion is supported by:

- Wide, flexible and responsive Community provision
- Varied Campus provision which allows both Full-time and Part-time study and offers specialist Youth provision for unaccompanied minors.
- Internal partnerships aiming to progress ESOL students to Vocational courses
- 2 dedicated ESOL advice staff supporting retention, progression and work placements leading to employability.

Productive external partnerships include working effectively with:

- City of Glasgow College
- Kelvin College
- Glasgow Life/Glasgow City Council
- WEA
- Glasgow ESOL Forum

Each of these organisations has also joined the Glasgow ESOL Access Project (GEAP) which has established a 'one-stop' approach to ESOL applications by creating the "Glasgow Register" which all new ESOL applicants join. This Register is supported within the college by the EASE (Entry Advice and Support for ESOL) project which runs testing sessions across the South side of the city.

Other partnerships have been developed with the partners listed below to improve access and inclusion for ESOL students

- Bridges Programme
- BEMIS
- Positive Action in Housing
- Scottish Refugee Council
- Refugee survival trust
- Integration networks

The unique Glasgow context requires us to respond to the English Language needs of:

- Asylum Seekers and Refugees
- European Migrant Workers
- Settled Local BME students

This diverse student demand also requires that we continue to develop our expertise in working with the widest possible range of Language ability including students at 'Literacies' and Beginners level.

Early Years and Childcare

Glasgow Clyde College offers Early Years and Childcare courses from SCQF levels 4 to 9.The courses are offered on a fulltime and part-time basis and provision for schools. Early Education and Childcare is a strong specialism of Glasgow Clyde College and we work with local authorities, the Scottish Childminders' Association, Early Years Scotland and other third sector groups to ensure the widest possible access to careers in childcare and education throughout the city and nationally. Glasgow Clyde College is committed to help deliver the expansion of childcare provision required to meet Government targets by 2020 and will be increasing delivery of HNCs and PDAs at Level 9 to do this. The college has also started work on online delivery of the HNC which it is hoped will attract more males into this sector.

Our programmes are designed to either better equip the workforce in addressing disadvantage or to help those from disadvantaged groups to enter employment in this field. The chief qualifications offered are:

- Skills for Work and National Progression Awards (Levels 4-5) – these are entry level qualifications for school pupils interested in a career in Early years. The PDA includes significant work experience and is also offered to adults in our Firsts Steps programmes who are parents in 'just coping' families.
- Foundation Apprenticeships (Level 6) – These enable school pupils to make significant headway into achieving the SVQ (Level 2) in Social Services (Children and Young people and so progress onto MAs or VQs at Practitioner level.
- NC in Early Education and Childcare (Levels 5 and 6) – These full-time programmes allow students to gradually build a solid foundation of early years knowledge with a year's placement at level 6.
- PDA in Education Support Assistance (Level 6) – This blended qualification combines knowledge of additional support needs with the skills required to operate as a Primary or Secondary School Pupil Support Assistance. It is commonly used as a first qualification in the area by adult returners.
- HNC/D Additional Support Needs (Level 7 and 8) – Glasgow Clyde are the only providers of this specialist qualification in Glasgow which gives a solid training in teaching and assessment theory aimed at ASL learners.
- HNC in Childhood Practice (Level 7) – This is the qualification required by the SSSC to work as a Child Development Officer in Scotland.
- PDA in Childhood Practice (Levels 8 and 9) –Glasgow Clyde College is the only college approved to offer this qualification which provides a degree equivalent qualification approved by the SSSC for the Lead Practitioners and Centre Managers. The college-based, evening, part-time model is popular among learners lacking the financial resources or confidence to attend full-time degrees at university.

Additional Support for Learning Programmes

In 2015-16 Glasgow Clyde College School of Additional Support for Learning offered 8 courses ranging from day release for school pupils through to full time courses in its three campuses.

The courses are designed to meet the needs of the individual students as well as ensuring current access and inclusion policies are adhered to.

SCQF Level	Course
2,3 & 4	**Schools Link (including Glasgow Vocational programme** - provides appropriate short courses that allow pupils in the Senior Phase to experience learning in a Further Education establishment. This assists pupils in their transition from school to more adult environments. Pupils develop and learn both existing and new skill sets such as core, interpersonal and vocational, as well as gaining overall self-confidence.(34 classes)
2	**Learning for Independence** – supports ASL learners to develop their practical, personal, social and independence skills to make the transition from school to further education or supported employment through external agencies.(4 groups)
2	**Moving on to Independence –** promotes personal and social development and encourages independence, while investigating the world of work- students are offered an internal work placement.
3	**Skills for Life & Work** - This course is for young people who have additional support needs, who wish to improve their employability skills. The course has a block of work placement activity.(6 groups)
3	**Moving on to Work –**improves employability skills, and includes an extended work placement.
3 & 4	**Project SEARCH** -employability programme in partnership with a supported employment service and a host business. This is a highly successful programme with 16 learners with additional support for learning needs now in employment .
3 & 4	**Transition to Mainstream** -This course is designed to support young people who have additional support for learning needs but have the potential to move onto mainstream courses in the future. (1 group)
1 & 2	**Lifelong Learning**- The Lifelong Learning programme offers lifelong learning opportunities for adults who need additional support for learning. The programme aims to support lifelong learning, personal development, self-determination and social inclusion. (18 classes)

Community Based Adult Learning Provision

The College is committed to widening access and participation in learning among all sections of the community and in particular to raise aspirations, improve skills levels in some of the most disadvantaged areas of Glasgow.

This in part is achieved through the College having a dedicated and experienced Community Learning & Development Team that engages with and encourages socially excluded adults to participate in learning opportunities within their own learning communities.

The CLD team work with a range of community stakeholders throughout Glasgow with a particular focus on organisations based within the Thriving Places Communities identified by Glasgow Community Planning Partnership.

All Glasgow Clyde community based adult learning programmes recognise and reflect the requirements of key policy documents including; Glasgow's Colleges Regional Outcome Agreement, CLD Scotland Regulations, Adult Learners in Scotland Statement of Ambition, Glasgow Community Planning CLD Action plan, ALIS 20/20 and other key policy documents.

Glasgow Clyde College, has 8 Integrated Grants Funded Programmes from Glasgow City Council Community Planning Partnerships which have all secured funding until 31 March 2018.

The Community Learning & Development team has the responsibility to promote, manage and deliver six of these Programmes across the North West and the South sectors of the city.

In the period April – June 2016, the following delivery took place:

Lifeskills Programme delivered 24 varied informal and formal learning opportunities to 220 individual learners from the South East learning community. Additional community based courses were also directly delivered by local community partners; Finns Place, Minority Ethnic Employment Training Project, Glasgow Life and Ardenglen Housing Association.

South West CLD Programme delivered 32 varied informal and formal learning opportunities to 363 individual learners from the South West learning community. Additional community based courses were also directly delivered by local community partners; The Village, WEA, Galgael, Together for a Better Life, Homestart and Glasgow Life.

North West CLD Programme delivered 19 varied informal and formal learning opportunities to 196 individual learners from the North West learning community. Additional community based courses were also delivered by local community partners including Cope and YWCA.

North West Learning Programme delivered 13 varied informal and formal learning opportunities to 105 individual learners from the North West Learning Community.

Pathways Programme delivered 9 varied informal and formal learning opportunities to 219 individual learners from the North West learning community.

EASE Programme assessed 269 ESOL learners in venues located within the South East learning community. A key partner in this project is Glasgow Life.

Partnership working is key to the success of the Colleges CLD programmes and this has been developed through collaboration with local organisations within the South and North West Glasgow areas. Many of these organisations are also members of the South Adult Learning Partnership and the North West Adult Learning Partnership which bring partners together to enhance and improve access and inclusion into the range of learning opportunities available within the South and North West learning communities.

Corporate Parenting

The College was already Buttle accredited and is finalising its Corporate Parenting Plan with support from Who Cares Scotland. The three regional Colleges already work in partnership through the Glasgow Colleges Corporate Parenting Forum which also includes participation from Glasgow City Council, SDS and MCR Pathways to fully promote and reflect Care Experienced students as a priority group through the Glasgow ROA and within Glasgow Clyde College. We are also working closely with East Renfrewshire Council and are partners on their Corporate Parenting Group.

All Care Experienced students have a dedicated contact on each campus who will support the individual, advice on support that is available and act as an advocate if required to support the learning journey of the student.

Mentally Healthy College

The College currently offers mental health well-being classes in conjunction with NHS within the Cardonald campus and also offers student counselling across all 3 campuses. The College was allocated funding through the Glasgow Clyde College Education Foundation to support the development of a Mentally Healthy College. Working in partnership with SAMH, we have now developed a 2 year logic model to support capacity building of staff and students as well as promoting increased awareness of mental health and embedding support networks. A project lead has been recruited and will take up post in May 2017 to spearhead the implementation of the programme.

Student Welfare and Support

The College follows a 3-step model of adult guidance to support the learner journey from pre-entry through on-course guidance and on to pre-exit to smooth transition and secure positive destinations. This approach sees Student Advice, Student Funding and GCCSA working together to ensure student enquiries and concerns can be effectively and swiftly dealt with. Referral points are provided for teaching staff to ensure that students are fully supported both inside and outwith the classroom and are better able to sustain their place on their programme of study.

Student Funding staff work within the parameters of SFC guidance but work closely with student advice, the Student Association and the Faculties to provide the most appropriate funding packages for our FE and HE students.

The College has recently begun a two-year funded programme to develop a new Careers Education, Information, Advice and Guidance Model (CEIAG) which aims to provide targeted support for student groups in conjunction with Faculties and external partners such as SDS.

Core Skills Profiling and Support

Core Skills Profiling is offered to all full-time NC and NQ programmes. Core Skills Profiling uses an online assessment tool to identify skills gaps in numeracy and literacy. Profiling results are accessible to all teaching staff via the college Intranet and form the basis of academic support classes. Students can access their results via the student Intranet.

Support classes are available to all students and are designed to fit around course timetables.

Profiling results are utilised by teaching teams to design and adapt teaching and organise support. The number of students profiled in 2015-16 was 1224 and this increased in 2016-17 to 1375 students. Students are offered group support and online support. The service has been extended to include external partner organisations. 95% of students who attended core skills support sessions in 2015-16 found the classes beneficial to their programmes.

Student Support Initiatives

The College is in the first year of an Assistive Technology programme aimed at promoting the inclusive classroom. The project has seen developmental work taking place between Learning Inclusion, Equality, Student Advice and teaching faculties to target groups of learners regardless of any identified additional need. The focus has been upon developing and promoting inclusive practice across the College to increase accessibility to teaching and support services.

Key Themes for Development (2017-2020)

Creation of reliable data sets

The college will work with the regional board and partners to ensure that data provided enables the Access and Inclusion 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 and inclusion.

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 and Inclusion Strategy Action Plan (2017-2020)

Development Area	Development Plan Objective Supported	Action	Target Date	Equality Outcomes Themes
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	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	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 the widest spectrum of learners.	Set targets for three year period increasing where required the number of students within the priority access groups	August 2017	Successful student and staff outcomes are increased irrespective of protective characteristic
Promote a supportive environment that encourages self-declaration across	Promoting a high standard of physical and mental health and well-	Ensure that all staff are aware of the need to encourage self-declaration across the	June 2017	Students and staff experience and contribute to a culture of dignity and respect

the protected characteristics and the SFC's priority groups	being for all students and staff	protected characteristics		
	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	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	March 2018	Students and staff benefit from inclusive and accessible spaces, environments and services
	Supporting and empowering staff to achieve their maximum potential	Define best practice for the college and adopt best practice across the college	August 2018	Successful student and staff outcomes are increased irrespective of protected 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	October 2018	Successful student and staff outcomes are increased irrespective of protected characteristic
		Employ measures for increasing successful completion rates	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	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	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	August 2018-19	Successful student and staff outcomes are increased irrespective of protective characteristic

	Informing decision – making through continuous engagement and communication with students, staff and partners	Define best practice and adopt best practice within support functions to ensure that an inclusive service is being offered to all students	August 2018 – June 2019	Successful student and staff outcomes are increased irrespective of protective characteristic
	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	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	August 2019- June 2020	Successful student and staff outcomes / interventions are increased irrespective of protected characteristic
	Informing decision – making through continuous engagement and communication with students, staff and partners	Pilot a joined up approach with internal support functions to improve the learner journey	August 2019- June 2020	Successful student and staff outcomes / interventions are increased irrespective of protected characteristic