

BOARD MEETING

Date of Meeting	29 March 2017
Paper Title	Glasgow Clyde Access and Inclusion Strategy
Agenda Item	17.16
Paper Number	17.16A
Responsible Officer	B Hughes; Vice Principal Curriculum and External Relations
Status	Disclosable
Action	For Discussion

1. Report Purpose

This paper provides members with the proposed Access and Inclusion Strategy for Glasgow Clyde College.

2. Recommendations

The Board is asked to **discuss** this paper and provide any comment as appropriate.

3. Background

In a previous funding model, based on an activity measure known as Weighted Sums (WSUMs), colleges were able to claim additional WSUMs when students were identified as having Extended Learning Support (ELS) needs. Essentially the number of WSUMs attaching to that student were doubled – so if the student attracted 20 WSUMs through being on a course, this was doubled and we claimed 40 WSUMs of activity. That student was then provided with a plan through which the college met their additional needs. Because the college was able to claim this activity without providing additional courses, there was an equivalent monetary value attached to this ELS activity. E.g. if the college's activity target was 50,000 WSUMs the college could achieve this by providing 45,000 WSUMs of teaching input and 5,000 WSUMs attached to identified individuals.

In implementing the new (simplified) funding model the SFC removed this mechanism and now provides the funding for ELS as a direct sum of money to the region / college.

As a consequence of that change, a new requirement was introduced into the Regional Outcome Agreement guidance specifying that colleges must produce an Access and Inclusion Strategy, setting out the ways in which it will meet the needs of learners and prospective learners. This approach moves the mechanism away from supporting specific individuals and proactively explores the needs of the wider student population. The purpose of the strategy identifies that *“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.”*

We will still however provide support as required to individual learners who identify that they have additional needs that require support.

This strategy differs from other college strategies in the amount of detail it contains. Most college strategies run to only a couple of pages. The content of this strategy is directed by SFC requirements.

For session 2017/18, the ELS funding provided to the Glasgow Region is £9.28 million, of which Glasgow Clyde will receive just over £3.1 million.

SFC is currently consulting with the sector on a proposal to mainstream ELS funding, either wholly or in part, which would embed this funding within the core grant from 2019/20 onwards.

4. Risk Analysis

There are no specific risks associated with the college adopting the new Access and Inclusion Strategy.

5. Legal Implications

The public sector equality duty in the Equality Act 2010 came into force in April 2011 – this is often referred to as the general duty. As a college covered by the legislation we must have 'due regard' to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Our Access and Inclusion strategy outlines the actions that we will take to comply with those duties.

6. Financial Implications

The financial issues around the funding of activities designed to support learners are outlined above. Colleges will continue to receive discrete funding until session 2019/20 if the current consultation indicates that the distribution mechanism should change.

7. Regional Outcome Agreement Implications

The Access and Inclusion Strategy will be provided to SFC as an Annex to the ROA.

8. Has an Equality Impact Assessment been carried out (Y/N/NA)

The Access and Inclusion Strategy is specifically designed to improve outcomes for individuals and groups.