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Board Meeting

Date of Meeting	Wednesday 22 March 2017
Paper Title	2017-18 Regional Outcome Agreement
Agenda Item	6
Paper Number	BM5-C
Responsible Officer	Robin Ashton, GCRB Executive Director
Status	Disclosable
Action	For Discussion

1. Purpose of Report

1.1 To provide for member agreement an updated draft of the 2017-18 Glasgow Regional Outcome Agreement (ROA), related Equality Impact Assessment, and assigned college Access and Inclusion Strategies prior to submission to the Scottish Funding Council.

2. Recommendations

2.1 Members are asked to:

- **consider** the updated draft 2017-18 ROA, related Equality Impact Assessment, and assigned college Access and Inclusion Strategies attached as annexes to this report;

- **note** that the joint development work undertaken by GCRB and college management to produce these documents has included consultation with the SFC, student and staff representatives, and other regional partners including local authority education services and Skills Development Scotland.

- **agree** to the recommendations of the GCRB Performance and Resources Committee that:

  o the GCRB Board should agree to the commitments made within the attached 2017-18 ROA;

  o GCRB should not provide a breakdown of Extended Learning Support expenditure unless specifically required to do so by the SFC following submission of the draft Glasgow ROA;

  o the GCRB Executive Director should submit the ROA and supporting documentation to the SFC by March 31, 2017.

3. 2017-18 Regional Outcome Agreement and Equality Impact Assessment

3.1   The Scottish Government's Post 16 Education Act requires each college region to have regard to the economic and social needs of its region, its skills needs, social inclusion needs and equalities needs, and to seek to improve the economic and social well-being of the region. The regional outcome agreement is a key element in meeting these responsibilities and a draft ROA for 2017-18 is attached as Annex A for member consideration and comment.

3.2   This draft ROA has been developed in consultation with the SFC, the three assigned colleges, including student and staff representatives, and regional partners including local authority education services and Skills Development Scotland.

3.3   Since the ROA was reviewed by members at the previous meeting of the Board, the following amendments have been made:

- Performance targets have been updated in light of the SFC announcement on 10 February of ROA funding and associated activity levels. As the Credit volumes specified in the SFC announcement were very close to those being used to model targets (within approximately 2,000 Credits), Credit based performance targets have been recalibrated proportionately in line with final college total Credit targets.

- Minor textual amendments have been made to the ROA text in light of SFC feedback on the draft ROA. In particular, the SFC outcome agreement manager requested that the ROA include further narrative content on:
  - ambitions in relation to care experienced learners
  - commitment to students and staff who are carers
  - further detail on ambitions for gender balance
  - British Sign Language commitments in light of new legislation; and
  - compliance with the financial memorandum.

- Following agreement at the GCRB Board meeting of 27 February, the operational actions now specify regional lead roles as part of actions to develop a collaborative management approach to regional staffing. The following roles have been set out:

  - regional Developing the Young Workforce lead;
  - regional Professional Development lead; and
  - regional Admissions lead.

- Following consultation with Glasgow college equality managers, an overview of shared regional equality outcomes has been added to the supporting narrative section.

- An introduction from the GCRB Chair has been added.

3.4   The above changes have been highlighted in red font for members' ease of reference.

3.5 The ROA Equality Impact Assessment has also been updated in light of member comments and is provided as Annex B.

4. College Access and Inclusion Strategies

4.1 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.

4.2 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.

4.3 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 college access and inclusion strategies attached as Annex C provide for members' 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 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 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 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.

4.4   Members should note that the SFC have required that Gender Action Plans are submitted by July 2017.

5.   Risk Analysis

5.1   Since the ROA represent to a significant extent, GCRB's strategic aspirations, the main risks are those contained in GCRB's risk register.

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.   Legal Implications

7.1   No legal implications are identified.

8.   Regional Outcome Agreement Implications

8.1   This paper addresses development of the next Regional Outcome Agreement.

2017-18 Glasgow Regional Outcome Agreement

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Chair's foreword

It is my pleasure to introduce the 2017-18 Regional Outcome Agreement (ROA) for the Glasgow Region.

The Glasgow Colleges' Regional Board (GCRB) has a duty to secure the coherent provision of high quality further and higher education in the locality of the regional colleges and ensure that college delivery meets the social and economic needs of the Glasgow region. This ROA is an important element in delivering an effective and inclusive regional college system and has been developed jointly with City of Glasgow College, Glasgow Clyde College and Glasgow Kelvin College.

GCRB is responsible to the Scottish Funding Council for the delivery of this outcome agreement and funding is provided on the condition that GCRB complies with the terms of the Financial Memorandum and commits to work with the three Glasgow region colleges to deliver the outcomes set out in this document. The Glasgow College Region represents just over one fifth of all of Scotland's college education and I believe that a regional board working closely with the assigned colleges provides the right structure, capacity, and flexibility to meet the needs of Scotland's largest city region.

In academic year 2017-18, the Glasgow College region will receive £81,789,905 main teaching and fee waiver grant from the Scottish Funding Council to plan and deliver an equivalent of 368,574 Credits of further and higher education in the region. In addition to this the region will deliver 20,383 Credits funded through the European Social Fund.

This outcome agreement collectively commits GCRB and the Glasgow colleges to working collaboratively to ensure that we deliver the right learning in the right place, that we widen access and support high quality and efficient learning, and that we play a significant role in the development of the regional and national workforce.

The Glasgow colleges have achieved a great deal over recent years, including exceeding the targets for learner recruitment and increasing attainment.   GCRB and the three Glasgow Colleges work closely with a range of stakeholders, including over 2,000 different employers, to ensure curriculum delivery maximises opportunities for learners to progress to employment or further study and in 2016, national performance data showed that 98% of Glasgow full-time college leavers were in work, training and-or further study 3-6 months after qualifying. This considerable progress has been facilitated greatly by the strong partnership work and support of the three colleges, for which I wish to record here the thanks of both myself and the Board.

Margaret Cook

Chair, Glasgow Colleges' Regional Board

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1. Introduction to the Glasgow Region 2017-18 Regional Outcome Agreement

The development of this ROA has been informed by a wide range of information related to stakeholder and employer needs.   This includes information on national economic drivers such as the Scottish Government Economic Strategy, the Scottish Enterprise Business Plan, National Skills Investment Plans and the Scottish Government Youth Employment Strategy alongside information on regional economic drivers such as Regional Skills Assessments, local authority action plans, local authority Single Outcome Agreement priorities, regional employment supply and demand levels.

Integral to the development of this ROA, alongside extensive consultation with the three assigned colleges, has been specific consultation on curriculum planning proposals with stakeholders including representatives from Scottish Funding Council, Skills Development Scotland, student associations, staff trades unions, and local authorities. This is in addition to other regional consultation activity related to both the development of a regional strategy for college education and consultation undertaken as part of participation in the Glasgow City Council Commission on College and Lifelong Learning.

Further to this, besides the wider economic and skills analysis outlined above, the colleges constantly consult with the sectors they currently serve and potential new sectors related to existing expertise. This involves engagement at a national level on sector needs, analysis of Sector Skills data on predictions of skills needs, employer feedback, local economic trends and awareness of developments within the University sector.

A significant contributor to an understanding of the socio-economic operating environment of the Glasgow colleges has involved consideration of the Glasgow Regional Skills Assessment (RSA) and Glasgow City's new economic strategy for 2016-2023 (Annex A: Regional Context Statement, provides a summary of key points from these two documents).

The RSA provides a single, agreed evidence base on which to base future investment in skills, built up from existing datasets and results from a partnership of Skills Development Scotland (SDS), Highlands and Islands Enterprise (HIE), Scottish Enterprise (SE), the Scottish Funding Council (SFC) and the Scottish Local Authorities Economic Development Group (SLAED).   A summary of the most recent Glasgow Region RSA is provided in Annex A and the full RSA and associated data sets can be accessed at: http:--www.skillsdevelopmentscotland.co.uk-what-we-do-partnerships-regional-skills-assessments-

The 2016 Glasgow RSA highlights a set of key imperatives for skills training providers, based on a review of socio-economic evidence and forecasts. This suggests that for the Glasgow College Region, there should be priority given to curriculum activity which:

- **Meets the needs of employers**. We should ensure that the volume and content of delivery is appropriately matched to employment demand, particularly in sectors and occupations in the regional economy where replacement demand is strong, including business services and

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financial and professional services, retail, social care/child care and tourism. It is also important that we provide skills training which meets the region's infrastructure needs and this will require adequate construction, engineering and professional skills given anticipated levels of demand arising from City Deal and other capital investment. Tackling gender imbalances in learner programme choice within should be part of meeting these needs.

- **Widens access and increases the pool of labour.** Economic activity levels have risen, however there remain more than 1 in 10 residents with no qualifications in the region, and deprivation levels have remained at a similar proportion of the Scotland total. Skills shortages are reported by employers, and more regional residents need to be helped to take up employment opportunities where they exist.

- **Enhances progression routes and pathways.** Demand for skills in the region is strongest at the upper and lower skills levels – professional and elementary occupations – and so progression to upper skills levels needs to be engendered and facilitated. The region's colleges need to increase the supply of well qualified learners to ensure the higher level skilled base required for businesses to move up the value chain and improve productivity and competitiveness. The Glasgow region has made significant strides in moving to a more knowledge-based economy and there will need to be strong skills supply to sustain this transition.

- **Provides more flexible provision**. Non-permanent employment is a feature of the regional economy and more of the future jobs are expected to be part-time. Non-traditional employment also means less conventional career paths, and movement between sectors. Skills provision must be equally flexible, with work-based learning a feature of a more demand led approach to meeting the needs of employers.

This ROA set out how the Glasgow College Region will undertake action to deliver learning opportunities which meet the above key imperatives in 2017-18.

2. Priority outcomes and impacts for 2017-18

The Scottish Government's Post 16 Education Act restructured the Scottish college sector into 13 college regions. The purpose of this regionalisation process was to align college service delivery more closely to regional needs and the Act requires each region to have regard to the economic and social needs of its region, its skills needs, social inclusion needs and equalities needs, and to seek to improve the economic and social well-being of the region. This regional outcome agreement is a key element in meeting these responsibilities and it seeks to improve regional performance across the four key outcomes set out in the following sections of this ROA. This document is also intended to support the work of the community planning partnerships which operate within the Glasgow College Region.

Outcome 1: Delivering the right learning in the right place

We will work collaboratively to better align the curriculum to economic and social needs and provide an increased range of study modes and entry and exit points for learners. In doing so, we will ensure that more residents of Glasgow and Scotland are in employment, education or training.

Key performance measures for this outcome in 2017-18 are:

	2015-16 Regional Benchmark	2017-18 Regional Target	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
Total core credit target	366,827	368,574	170,151	121,041	77,382
ESF Credit Target	18,276	20,383	10,668	7,319	2,396
Total Credit Target	385,103	388,957	180,819	128,360	79,778

Key regional actions supporting this outcome will be to:

- Implement year 3 of the aims of the regional Curriculum and Estates plan through delivery of agreed levels of core and ESF Credits, and associated volumes of activity related to economic sectors and levels of study.
- Continue to review curriculum alignment to the social and economic needs of the region through stakeholder engagement and an evaluation of national and local labour market intelligence, Skills Investment Plans, Regional Skills Assessments, local authority Single Outcome Agreements, economic regeneration plans and any other relevant policy, socio-demographic or environmental information.
- Review and enhance the range and extent of learning modes offered, with a particular focus on increasing the flexibility of learning opportunities and the volume of work-based learning so that more employees are able to upskill an progress within the workplace.
- Develop and implement actions to be led by regional Curriculum Hubs which:
  - enhance regional engagement with employers/stakeholders; and
  - develop and increase opportunities for joint curriculum and sharing of practice within hub subject areas;
  - promote increased participation and innovation in STEM-related course delivery;
  - review subject level performance indicators and identification of quality enhancement actions to improve the learner experience; and
  - consider post-course progression data and identify actions to increase rates of direct progression into employment..
- Continue to review and provide appropriate levels of English language and Adult Literacies learning tuition matched to local population needs to support integration and access to employment and play a lead role in the successful delivery of tuition, including that coordinated through Community Planning Partnerships.

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Outcome 2: Widening access

We will work collaboratively to increase participation from under-represented groups across all subject areas. In doing so, we will work to ensure that learning opportunities are accessible, supportive and representative.

Key performance measures for this outcome in 2017-18 are:

	2015-16 Regional Benchmark	2017-18 Regional Target	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
Volume of SIMD10 Credits	107,666	111,726	44,142	37,294	30,289
Proportion of SIMD10 Credits	28.0%	28.7%	24.4%	29.1%	38.0%
Volume of FE Level Credits	207,359	218,353	79,786	86,552	52,015
Proportion of FE Level Credits	53.8%	56.1%	44.1%	67.4%	65.2%

Key regional actions supporting this outcome will be to:

- Establish a regional Admissions lead to work with the colleges to:
    o review admissions processes to identify and reduce barriers for applicants from under-represented and priority groups, including considering implementing a system of contextualised admissions, a regional clearing system, a learner charter and a regionally consistent, high quality exit and progression service.
    o develop a system of inter-college articulation which improves access for existing Glasgow college learners to the full Glasgow College Region curriculum and increases rates of progression between Glasgow colleges; and
    o enhance access to information, advice and guidance for all learners at key transition phases.
- Investigate more fully the rates of learners classing themselves as disabled and identify any barriers to participation or reasons for non-disclosure.
- Engage with partners to support access and increase participation levels of learners from priority groups such as care experienced or disabled learners, and monitor and improve where appropriate retention and attainment rates for selected groups;
- Promote the sharing of practice with respect to the development of college Access and Inclusion strategies and develop a shared approach to mainstreaming equality across College functions, and to conducting equality impact assessments.
- Maintain a dialogue with regional local authority education services during the period of the Regional Outcome Agreement and jointly assess with them, within resource requirements, if any greater level of college support for learners with profound and complex needs is required.

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Outcome 3: Delivering high quality and efficient learning

We will work collaboratively to improve learner success and positive progression in work or further study.   In doing so, we will work to ensure that learning opportunities are accessible, supportive and representative.

Key performance measures for this outcome in 2017-18 are:

	2015-16 Regional Benchmark	2017-18 Regional Target	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
FT FE % Success (all learners)	67.2%	67.5%	72.2%	66.5%	67.0%
PT FE % Success (all learners)	79.5%	80.0%	87.5%	71.0%	81.5%
FT HE % Success (all learners)	74.6%	75.0%	76.7%	75.1%	72.0%
PT HE % Success (all learners)	79.0%	80.5%	81.8%	82.5%	80.0%

	2014-15	2017-18			
FT FE % Success (SIMD10)	65.3%	65.7%	69.5%	65.7%	65.0%
PT FE % Success (SIMD10)	73.2%	74.5%	78.1%	69.3%	80.0%
FT HE % Success (SIMD10)	68.6%	69.8%	73.1%	69.3%	70.0%
PT HE % Success (SIMD10)	73.8%	78.2%	78.0%	78.9%	78.0%

	2014-15	2017-18			
No. articulating to degree	1,329	1,725	1,100	375	250

Key regional actions supporting this outcome will be to:

- Work with Education Scotland and the Scottish Funding Council and Senior Managers within the three Glasgow colleges to develop and implement the new national quality college framework and arrangements in a manner which takes account of the Glasgow College Region structure.
- Further extend articulation arrangements with universities and where appropriate, develop regional strategic partnership agreements to provide a simplified interface for Glasgow college liaison.
- Ensure alignment of curriculum content with degree level articulation opportunities and support transitions in this context.
- Establish a regional Professional Development lead to work with the colleges to:
  - promote and facilitate the sharing and development of good practice across the region's colleges
  - support the development of online teaching resources which are accessible by all Glasgow college staff and learners; and
  - develop a regional and collaborative approach to delivery of the PDA in teaching development , which allows new teaching staff to access mentors from all three colleges as a means of developing best practice within the Glasgow Region.

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Outcome 4: Developing the workforce

We will work collaboratively to provide more learners with opportunities to experience work and develop employment relevant skills. In doing so, we will work to ensure that more learners develop the appropriate skills needed to get a job, keep a job or get a better job.

Key performance measures for this outcome in 2017-18 are:

	2015-16 Regional Benchmark	2017-18 Regional Target	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
No. of senior phase pupils (SCQF 5+)	348	669	34	285	350

	2015-16 Regional Benchmark	2017-18 Regional Target	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
FT % progression to work or study	97.6%	97.7%	96.8%	98.0%	98.0%
% destinations known	85.9%	87.0%	91.4%	80.0%	80.0%

Key regional actions supporting this outcome will be to:

- Establish a regional Developing Scotland's Young Workforce lead to work with the colleges to support delivery of the recommendations of the Commission for Developing Scotland's Young Workforce including::
    - strengthen partnerships and collaborative work, including with the three Glasgow Region local authorities and Regional Invest in Youth Groups, to fully meet regional demand;
    - enhance the marketing and promotion of college vocational learning opportunities;
    - extend early intervention approaches and seek to provide to all regional school pupils at least one opportunity to experience college before they make their Senior Phase subject choices;
    - align the provision of Senior Phase work experience to college vocational pathways;
    - promote a focus on STEM provision aligned to labour market needs;
    - support actions to improve gender balance and increase the impact on other protected groups; and
    - enhance opportunities for school and college teaching staff to share practice and develop their understanding of vocational learning pathways.
- Identify baseline indicators for levels of work placements on all vocational courses and develop an action plan to increase these.
- Deliver an enhanced regional Foundation Apprenticeships programme.
- Continue to develop and enhance delivery of high quality Modern Apprenticeships (MAs).
- Through the Community Planning Partnership infrastructure, work with local partners to ensure college employability work is directly aligned to the Strategic Skills Pipeline and responds to the needs of local employability partners.
- Present a coordinated region wide bid to SDS which provides an improved approach to offering and delivering SDS Employability Fund programmes.

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Annex A: Regional Context Statement

The 2016 Glasgow Regional Skills Assessment (RSA) highlights the following characteristics of the Glasgow College Region:

- it has a diverse economy, particularly as the college region includes Glasgow City, East Dunbartonshire and East Renfrewshire;
- it benefits from its central location at the hub of Scotland's transport network with easy access to jobs and markets in the central belt, although parts of the region are more rural and remote;
- it benefits from the successful transformation of the Glasgow economy to a service driven economy with a strong cultural and tourism offer and large health and education sectors; and
- whilst it is a region with considerable strengths, it is also one which faces significant challenges to reduce concentrations of low income and workless households in some areas.

The Glasgow Region RSA provides a range of evidence which suggests that the Glasgow Region economy is growing, with strong employment growth over the last five years particularly in the areas of health, education, retail and business administration and ICT. The data presented also suggests there have been significant job losses in the industrial economy, logistics and professional, scientific and technical sectors in the same time period.

The Glasgow region is forecast to experience the second highest rate of employment growth of all 13 college regions, increasing by 2.5% over the 2016-2024 period. Overall, an additional 12,200 people will be in employment. However, despite the forecast employment growth, improving productivity will become the key determining factor in increasing economic prosperity.

The Glasgow Region has a higher than average proportion of employees who work in higher level occupations (49%) and all three Local Authority areas are above the Scotland average of 42%. 26% of those in employment work part-time with the percentage fluctuating between 22% and 27% over the past 10 years. In the Glasgow Region, 6.2% are in non-permanent employment, a higher percentage than nationally (5.4%) and rising to 6.7% in Glasgow City.

In terms of population trends, the current Glasgow College Region population is estimated at 806,240 which represents 15% of the Scotland total population. Over the period 2014-2037, the regional population is expected to grow more quickly than in Scotland as a whole (+10% compared to +8%) and the working age population will also grow compared to a national fall (+2% compared to -4%). Over the longer term, the age structure of the region's population will become older, although less markedly than other areas.

The Glasgow Region is distinctive in the lower than average proportion of residents who are in employment, with only 69% (and 67% for the Glasgow City local authority area) of working age residents in employment compared to the Scottish average of 73%. The regional unemployment rate is falling but remains above Scottish (6%) and UK averages (5%) and within the region the

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unemployment rate was highest in Glasgow City (9%) and lowest (4%) in East Dunbartonshire and East Renfrewshire.

In line with the above, 2016 SIMD data shows that the Glasgow City area continues to have the largest proportion across Scotland of data zones in each area which are among the most deprived, with 48% of the 20% most deprived data zones. This data shows that the level of relative deprivation in Glasgow is broadly similar in comparison with 2012, the last time this data was produced. For example, just over two-fifths (43%) of the 746 Data Zones in Glasgow are ranked in the bottom 15% most deprived neighbourhoods in Scotland, similar to the level (42%) recorded in 2012. Glasgow also continues to have the highest proportion of its neighbourhoods in the bottom 10% across Scotland, with one third of Glasgow College Region residents residing in SIMD10 datazones.

With respect to travel to work patterns, there are very high levels of out-commuting from East Dunbartonshire and East Renfrewshire to Glasgow City with only 25% and 18% respectively of residents working within their home local authority.

The Glasgow College Region workforce has become increasingly well-qualified between 2005 and 2015 with the proportion holding level 7+ qualifications increasing at a faster rate than nationally and whilst there has been a significant decrease in the proportion with no qualifications over that period, there remains a significant proportion of Glasgow residents with low/no qualifications as compared to Scotland as a whole.

In terms of employment demand within specific economic sectors, the Glasgow Region RSA highlights the following:

- Total employment (jobs) is forecast to rise by 0.4% per year over the 2016-24 period, twice the rate of 0.2% for Scotland and this equates to 17,700 additional jobs in the area by 2024.
- Administrative & support and professional, scientific & technical activities are expected to account for over half of new jobs (10,400) in the area over the 2016-24 period. The construction sector is also expected to experience significant job creation (2,700 jobs). In contrast, jobs losses are expected within manufacturing (2,600 jobs) and public administration & defence (2,800 jobs).
- Growth is expected across all occupations over the forecast period, with the exception of administrative and secretarial occupations, which is expected to see a decline (500 people). Professional (3,100 people) and elementary occupations (2,100 people) are forecast to see the biggest increases and growth is expected in associate professional and technical, caring, leisure and other service, and sales and customer service occupations (1,600 people each).
- More modest growth is also expected in managers, directors and senior officials (900 people) and process, plant and machine operatives (400 people) over 2016-2024.
- The majority of openings in Glasgow over the forecast period will require individuals with higher level qualifications, in part a reflection of the sectoral and occupational trends expected over this period. Individuals qualified to SCQF level 7 or above will account for 59% of the 216,500 openings expected to be created between 2016 and 2024. The remaining opportunities will mainly be for individuals qualified to SCQF levels 5-6, equivalent to 31% of

openings over the forecast period. There will be limited demand for those with qualifications below this level.

The recently launched, Glasgow Economic Strategy: 2016-2023, aims to make Glasgow the most productive major city economy in the UK. The strategy recognises that whilst Glasgow has been the fastest growing major city economy in the UK with a diverse business and industry base and a highly skilled population, more could be done to encourage more innovation, grow our business base, better link skills provision with the needs of the local economy and tackle longstanding health issues, the city so that the city can fully realise its potential.

Overall, the strategy concludes that while Glasgow's economic growth has been remarkable, their analysis has shown the nature of the challenge faced and that creating jobs, tackling poverty, poor health and inequalities has to be the number one priority. The strategy identifies development actions within 10 themes:

- Raising health
- Skills for all
- A fairer Glasgow
- Supporting our key sectors
- Innovation/high value employment
- Smart infrastructure investment
- Housing mix
- Supporting enterprise
- Linking education to employment opportunities
- Increasing our population

In terms of a focus on the development of specific economic sectors, the following areas of the economy are highlighted within the strategy as areas of priority growth:

- Digital Technology
- Finance and Business Services
- Creative Industries
- Low Carbon
- Health and Life Sciences
- Engineering, Design and Advanced Manufacturing
- Tourism and Events

Example actions direct relevant to college activity include delivering an in-work progression programme, piloted with the care sector, increasing the number of young people gaining qualifications in IT, working in partnership with employers, to pioneer a new approach to work experience, ensuring headteachers, parents and higher and further education institutions are informed of economic trends and opportunities , work with colleges to develop a coordinated approach to delivery of the City Deal, and joining up schools, colleges and universities to ensure Glasgow citizens have skills relevant to the local economy.

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Annex B: Supporting Narrative

1. **Economic Sector Volume Plans**

In order to enable and support the planning of a regionally coherent curriculum which responds to economic and social needs, the Glasgow regional curriculum has been grouped into the following eight sectors:

- Administration, Financial and Business Services
- Creative and Cultural Industries
- Energy, Engineering, Construction and Manufacturing
- Food Drink, Tourism, Hospitality and Leisure
- Life and Chemical Sciences
- Health, Care and Education
- Land Based Industries
- Access and Inclusion (includes Special Programmes and ESOL)

Based on an extensive review of a wide range of socio-economic information, in 2014-15 the Glasgow college region developed a five-year curriculum and estates plan which set out proposals that the Glasgow College Region should make changes to the overall shares of core curriculum activity related to these economic sectors.

A review of student activity data presented in the 2015-16 ROA Self-evaluation provided evidence that the Region had broadly delivered on these curriculum and estates proposals and evidence showed that the region had:

- increased delivery volumes related to the key regional economic sectors of Administration, Financial and Business Services, Energy, Engineering, Construction and Manufacturing, Food, Drink, Tourism, Hospitality and Leisure and Health, Care and Education;
- maintained delivery levels within Land-Based Industries and Life and Chemical Sciences sectors; and
- reduced provision within Creative and Cultural Industries delivery so that it aligns more appropriately to regional employment demands.

The data for activity related to Transition and Supported learning suggested a reduction in provision greater than planned (reduced to 13% compared to a planned reduction to 14%). However, analysis suggested that significant contributory factors to this were a reduction in general education delivery which overlapped with school provision, alongside a re-categorisation of lower level transition orientated delivery, particularly in relation to computer-based learning (the latter supported by the greater than planned increase in activity for the Administration, Financial and Business Services sector).

A key focus of the work of the regional Learning and Teaching Group in session 2016-17 has been to review the regional curriculum based on the most up to date labour market, economic and

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demographic information. This work has been undertaken jointly with Skills Development Scotland and overall findings of this are:

- When considering replacement demand and identified growth areas, it would seem that the current overall proportions of activity for each economic sector are broadly appropriate and that rather than set specific growth or reduction targets for each sector grouping, they should instead be regularly monitored and reported on over the three year ROA period in the context of any new socio-economic information.

- As an exception to the above, the national government commitment to increase significantly childcare entitlements is likely to require significant expansion of Early Education and Childcare provision. However, initial indications by the SFC are that this will be supported by discrete additional funding and therefore this growth should not displace existing activity.

- Regional and college level curriculum planning should continue to review and develop the curriculum in light of labour market, economic and post-course destination information to better support the employment prospects of learners, and should be reflected in commitments and actions made in college enhancement plans, access and inclusion strategies and gender action plans.

The table below sets out planned overall curriculum delivery volumes for 2017-18 within each of the economic groupings used within the Glasgow Region.

	Glasgow Region	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
Administration, Financial and Business Services	79,734	50,964	18,673	10,096
Creative and Cultural Industries	59,275	28,191	19,474	11,611
Energy, Engineering, Construction and Manufacturing	76,717	35,113	19,392	22,212
Food, Drink, Tourism, Hospitality and Leisure	68,820	42,136	17,093	9,592
Health, Care and Education	38,984	9,531	19,357	10,096
Land-Based Industries	2,823	0	2,823	0
Life and Chemical Sciences	11,388	100	7,249	4,039
Transition and Supported Learning	51,704	14,784	24,300	12,621

In line with the above, the focus of regional activity for curriculum sector groupings led by the work of Regional Curriculum Hubs will be to develop and implement actions which:

- enhance regional engagement with employers/stakeholders;
- develop and increase opportunities for joint curriculum and sharing of practice within hub subject areas;
- promote increased participation and innovation in STEM-related course delivery;
- review subject level performance indicators and identification of quality enhancement actions; and

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    o consider post-course progression data and identify actions to increase rates of direct progression into employment.

2. Equality Outcomes

Glasgow's colleges are committed to serving a regional college learner population which reflects the diversity of the region and which demonstrates regional commitment to widening access through the delivery of a coherent regional curriculum.

To support a coherent regional approach, the colleges have jointly developed the following shared equalities outcomes:

- the diversity of students and staff reflects the communities the College serves;
- students and staff experience and contribute to a culture of dignity and respect;
- students and staff benefit from inclusive and accessible spaces, environments and services;
- students and staff actively engage in fully inclusive and accessible learning and teaching; and
- successful student and staff outcomes are increased irrespective of protected characteristics.

Each college has developed action plans and measures to support achievement of these outcomes and which seek to enhance accessibility, encourage greater participation from learners from all protected characteristic groups, and challenge stereotypes and under-representation.

3. Meeting the needs of young people with care experience

Glasgow is a national "hotspot" in relation to numbers of young people with care experience and many are looked after at home or in the community, which increases the likelihood that they leave school with few or no qualifications and that they do not then participate in the opportunities available nationally to all young people.

Glasgow colleges acknowledge this challenge and provide a number of targeted approaches to working with care experienced young people. The colleges recognise that it becomes increasingly difficult to re-engage with this group of learners after they have left school and as a consequence early intervention and partnership working is key to improving outcomes for this group of young people. Specific provision for care experienced young people includes:

- The Enhanced Vocational Inclusion Programme (EVIP), delivered in partnership with Glasgow City Council's Education and Social Work Services, provides a full-time alternative to school for vulnerable young adults and looked after and cared for young people (at S4 stage) who no longer attend school. Glasgow colleges currently deliver approximately 10 EVIP programmes each year in areas such as Construction, Creative Industries, Hairdressing & Beauty Therapy and Sport. Learners on these programmes are supported by City Council "vocational coaches" as well as by college tutors. These programmes have continued to develop over recent years and now include a part-time pathway programme and "EVIP plus" for some of the most vulnerable and challenging young learners, which has a significant youth work-personal development element and which has a more gradual introduction to vocational study.

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- Other college programmes delivered in partnership with schools, social work services and health services, provide targeted support to around 50 care experienced young people on an annual basis. It provided individually flexible programmes of personal development, including youth work activities, and vocational skills development in order to re-engage a particularly vulnerable group of young people in formal learning and to support their progression to further study, training or employment.

- Glasgow colleges also work with a range of community partner organisations to support care leavers. These include GENR8, a housing project for homeless young people, run by NCH (Scotland), which works in partnership with colleges to assess and develop the independent living skills of young people being offered tenancies as well as to support their progression on to employability programmes. The colleges also work with the Care Leavers' Employment Service, a partnership between Social Work Services, the Careers Service and colleges, which supports care leavers from across Glasgow. The colleges deliver adult literacy and numeracy programmes for the young people who engage with the project as well as providing progression opportunities.

In addition, Glasgow's colleges participate in the national Corporate Parenting Pilot Project being led by *Who Cares? Scotland*. This involves a 12 month commitment to work with *Who Cares? Scotland*, the signing of a "Pledge to Listen", training for Board members and senior staff, the development of a Corporate Parenting plan, access to online training for 250 staff, and opportunity to share practice with other colleges and universities.

Glasgow's Colleges will continue to engage with partners to support access and increase participation levels of learners from priority groups such as care experienced learners. In 2017-18, the colleges will review and take actions to improve, where appropriate, retention and achievement in the aim that outcomes of care experienced learners are comparative to their peers.

4. Meeting the needs of carers

Glasgow's colleges commit to enhance support for students and staff who are carers. In 2017-18, this will include college level improvement actions to increase the identification of those who are carers including students or staff who become carers during the year, alongside the promotion of a positive declaration environment, and work undertaken in partnership with local authorities to help them meet their duty under the Carers (Scotland) Act 2016.

5. British Sign Language (BSL) support

Glasgow's colleges are committed to supporting the implementation of the British Sign Language (Scotland) Act 2015, and will play a role in promoting and delivering the outcomes of the BSL National Plan for Scotland. In particular, as the new legislation is implemented, college level plans will be developed to ensure compliance with the new statutory obligations.

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6.   Meeting the needs of English for Speakers of Other Languages learners

In terms of ethnicity, data on population and college headcount suggests that the Glasgow College Region broadly reflects the regional population in terms of levels of representation across the ethnicity groupings. However, in terms of the impact of migration on resultant demand for English tuition, 2011 census data provided evidence that approximately 17,000 Glasgow College Region residents claim to speak little or no English.

Corresponding to these suggested high levels of demand for English tuition, Glasgow Colleges provide a significant level of English for Speakers of Other Languages (ESOL) tuition. Given the rising numbers of non-UK nationals resident in Glasgow City, Glasgow Region Colleges will continue to provide appropriate levels of English language tuition matched to local population needs to support integration and access to employment. In doing so, colleges will play a lead role in the successful delivery of ESOL tuition, including that coordinated through Community Planning Partnerships.

7.   Meeting the needs of disabled learners

The table below provides an overview of Glasgow Region college learners in 2014-15 who disclosed a disability and shows that the proportion in Glasgow Colleges is slightly less than as across Scotland as a whole.

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Figure 14. Number and Proportion of College Learners Classing Themselves as Disabled, 2014-15

Area	No Disability	Disabled	% Disabled
Glasgow College Region	43,689	5,729	11.6%
Scotland	201,175	29,465	12.8%

Source: SFC InFact Database

In comparison to the above, 2011 Census data for Scotland showed that 22.7% of Glasgow City's population classed themselves as having a long-term activity-limiting health problem or disability, 3% higher than the national average of 19.6%. Alongside this, data on incapacity benefit claimants shows that in Glasgow City, 12.6% of working age adults are claiming Employment Support Allowance and Incapacity Benefits, compared to a Scottish average of 8.2%.

Given the higher than average rates of residents classing themselves as disabled or incapable of work, and the lower than average rates of Glasgow college disabled learners, the Glasgow colleges will investigate more fully the rates of those classing themselves as disabled and identify any barriers to participation or reasons for non-disclosure. This will include partnership work with Community Planning Partnerships and disability support agencies.

Glasgow City Council Education Services have well established arrangements with colleges and a range of specialist centres to ensure pupils with profound and complex needs receive appropriate support from the most suitable providers. Glasgow colleges will maintain a dialogue with the Education Department during the period of this Regional Outcome Agreement and jointly assess with them if any greater level of college support for learners with profound and complex needs is required. Across the Glasgow colleges there is an ongoing dialogue with Glasgow Education Services to ensure provision continues to be sufficient to meet needs and there is also significant joint planning with the Education Services and the Additional Support Needs Schools to ensure college places on appropriate courses are optimised for the majority of leavers. A large School/College provision is also in place for those still at school who can benefit from college input.

The introduction of *Self-Directed Support* to improve social inclusion and independence for young people and adults with disabilities means that colleges should support learners with additional support needs to make informed decisions about further education. In response to this, the Glasgow colleges ensure that they provide tailored information about requirements for entry to college to allow pupils and their carers/agencies to make an informed choice with regard to available college provision and to ensure that best use is made of the resource provided by self-directed support. Colleges also promote accurate and full information about support available on courses on offer to ensure that applicants can make a fully informed choice. Working in partnership with appropriate agencies, Glasgow Region Colleges will also ensure that all reasonable support is in place prior to a place being accepted by a student with additional support for learning needs.

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8. **Developing the Young Workforce (DYW), Senior Phase Vocational Pathways and Foundation Apprenticeships**

Developing the Young Workforce

The Developing the Young Workforce (DYW) implementation programme is a seven year long programme to deliver the policy agenda of the Scottish Government in relation to increasing the employment prospects of the young workforce.

DYW recommendations aim to ensure that all young people have the opportunity to engage in purposeful and directly work related learning while at school, building on the strong school-college partnerships that already exist across the country.

A genuine, long-term partnership approach between schools, colleges, training providers, employers, parents and young people themselves is central to the success of this agenda. It is only through a partnership approach that we will widen the range of options available to young people and support them to make the most appropriate choices for their futures.

The Regional Outcome Agreement guidance sets specific targets for colleges in relation to delivering DYW. These themes include:

- Young people able to access more vocational options during the senior phase of secondary school, which deliver routes into good jobs and careers, developed through effective partnership between schools, colleges, local authorities and other partners
- Improving opportunities and experiences for all learners, with a focus on reducing gender imbalance on course take-up
- Provision aligned with economic needs and regional planning, with a focus on STEM where appropriate
- Further developing college outcome agreements to underpin improvements and measure progress
- Modern Apprenticeships focused on higher level skills and industry needs
- More employers engaging with education and recruiting more young people
- Advancing Equalities

Senior Phase Vocational Pathways

The three Glasgow colleges are working closely with local authority partners to build on well established relationships – engaging with 46 secondary schools across Glasgow, East Dunbartonshire and East Renfrewshire. An increased number of discrete programmes will be offered in 2017-18. This includes:

- HNC (SCQF level 7) delivery
- NC (SCQF level 6) delivery
- Foundation Apprenticeships
- Personal Development Awards (PDA) and National Progression Awards (NPA)

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- Enhanced Vocational Inclusion Programmes (EVIP) – for the most vulnerable S4 pupils and those looked after or in care
- Senior Phase Supported Programmes
- Transitions to Learning and Work
- Winter leaver programmes
- Local Open Door Programmes – bespoke arrangements with local schools in addition to the formal vocational programmes
- Youth Access Programmes

The establishment of a Regional Invest in Youth Groups aims to increase the influence of employers in the development of vocational pathways. School-Business partnerships are now in place across the majority of the city's schools with plans to replicate in college Curriculum Hubs

The colleges have sharpened the focus on Science, Technology, Engineering and Maths (STEM) by recently launching a regional STEM strategy to support our young and emerging workforce. All three colleges have also gained UK recognised STEM Assured accreditation with NEF (The Innovation Institute) - the first STEM development by a region in the UK.

This STEM strategy commits the colleges to strengthening economic growth by ensuring our vocational programmes are fit for purpose and our emerging workforce have the technical and transferable skills required to engage effectively in a rapidly changing world of work.

Foundation Apprenticeships

Glasgow's Colleges are committed to the delivery of Foundation Apprenticeships. The frameworks support directly the Developing Scotland's Young Workforce (DSYW) policy and will play a major role in further strengthening the partnership between employers, colleges, schools and the Glasgow community. This commitment led to a decision being taken by the Glasgow Colleges Group in 2015 that a single regional bid would be submitted on behalf of the three Glasgow colleges to deliver Foundation Apprenticeships. The rationale for reaching this decision was to develop a coherent regional response to local authorities, schools and employer stakeholders and to provide young people with regional opportunities that are in line with regional labour market needs.

The 2016-18 Programme started in August 2016 with 78 learners recruited to seven of the nine frameworks spread across the three Glasgow Colleges. For the 2017-19 Programme two new frameworks have been added, namely Creative & Digital Media and Laboratory Skills. A recruitment target of 248 places has been set shared across the three colleges and local authority areas. The table overleaf provides a breakdown of places to be offered for 2017-18.

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Framework	Target number of learners (year 1)	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
Civil Engineering	24			24
Mechanical Engineering	24	24		
Engineering Systems	24			24
ICT Hardware	24	12	12	
ICT Software	24	12	12	
Social Services – CYP	24		12	12
Social Services – Healthcare	20		20	
Financial Services	24	12	12	
Business Skills	12	12		
Creative Digital Media	36	12	12	12
Laboratory Skills	12		12	
TOTAL:	248	84	92	72

The partnership wishes to build high quality and comparable offers that are consistent, as far as possible, across Glasgow.

A Project Board, governing how the three colleges and partners work together within this single bid was formed and includes participation from the three assigned colleges, and Glasgow City, East Renfrewshire and East Dunbartonshire Councils. Further dialogue has taken place with organisations such as Glasgow Chamber of Commerce, Glasgow Economic Leadership as well as industry representative bodies to ensure that a comprehensive stakeholder engagement plan is implemented. Supporting the Project Board is a centralised Foundation Apprenticeship Team specifically tasked with overseeing the implementation and operational development of the Programme. With regard to specific frameworks, it is anticipated that, where only one college is delivering a framework, that college will lead on that framework. Where a framework is delivered by more than one college, one college will be nominated to take the lead on that framework on behalf of the partnership, and will report directly through the FA Team to the Project Board.

9. **Gender and equalities**

Comparison of Regional population shares and proportions of Glasgow college learners by gender show a close similarity as indicated by the table below.

Comparison of Male/Female Regional Population and Student Headcount Shares

Measure	Males	Females
Glasgow Regional Population Shares (2011)	48.2%	51.9%
Glasgow College Headcount Shares (2014-15)	51.0%	49.0%

Source: Scotland's Census and SFC In Fact Database

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However, when student gender proportions are analysed at subject level, significant variations exist across different subject groupings.

The Scottish Government, through DYW, has set out its ambitions for colleges to address gender imbalances at subject level, within the following KPI to 'increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses among 16-24 year olds by 2021'.

For 2017-18, the SFC have asked for all colleges to outline their key ambitions to tackle gender imbalances at a subject level within their Gender Action Plans. Within their gender action plans for 2017-18, each assigned college will set clear outcomes focused on the subjects with the greatest gender imbalances at the college. This will focus particularly on addressing gender imbalances in the following subjects by superclass where 90% or more learners* are of one gender.

Superclass	Total	Male	Female
Oil Gas Operations	103	100%	0%
Transport (gen)	119	100%	0%
Marine	794	98%	2%
Building Services	506	96%	4%
Engineer/Tech(gen)	635	96%	4%
Marine Transport	1,372	96%	4%
Electronic Engineering	127	96%	4%
Building & construction	303	96%	4%
Mechanical Engineering	907	95%	5%
Electrical Engineer	870	95%	5%
Civil Engineering	314	93%	7%
Built Environment (gen)	278	92%	8%
Construction (gen)	1,172	90%	10%
Dec Me Crafts/Jewellery	355	10%	90%
Dance	139	9%	91%
Hair/Personal Care Services	2,093	7%	93%
Child Care Services	984	7%	93%

(* Note: only includes subject groupings with more than 100 enrolments.)

Glasgow's colleges will also identify where they have an imbalance between male and female learners within completion by subject and outline the outcomes they hope to achieve in addressing the imbalance.

10. STEM

Strategically a particular priority has been placed by the colleges on the development of STEM provision and pathways. Glasgow's colleges have worked with the National Engineering Foundation (NEF) to develop individual college and regional STEM strategies. The colleges are also supporting the development of a Glasgow City Council Education Services STEM Academy with a hub in the new City of Glasgow College estate to support delivery throughout the region's schools and colleges. At

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the same time the colleges are working with both employers and HE partners to develop efficient STEM pathways from school, through colleges and university and to employment. This builds on the success of early initiatives such as the Engineering Scholarship and is being both led and supported by a range of partners and complimentary initiatives.

Supporting improved gender balance on STEM programmes through earlier engagement of young people with STEM pathways is a specific focus of regional STEM developments. Current regional curriculum review activity seeks to ensure that provision has a strong focus on labour market need and that there are clear regional pathways to employment, both directly and via higher education. This process includes establishing clear links between school-college senior phase activity and these employment pathways and again STEM provision has been prioritised for regional development. In terms of volume targets, the section above on economic sector volumes provides an indication of planned credit volumes for 2017-18 in the following STEM related economic sectors: ICT Services, Creative & Cultural Industries, Energy, Engineering, Construction & Manufacturing, Health, Care & Education, and Life & Chemical Sciences.

11. Work Experience

In September 2016, the Scottish Funding Council produced guidance on a Work Placement Standard for Colleges. This provided direction and highlighted best practice in the college sector and set the expectation that all college learners should benefit from high quality work placements or other workplace experience in line with the Scottish Government's Developing the Young Workforce strategy. The aim of the SFC guidance was to improve significantly and consistently the future employment prospects of all learners studying in colleges in Scotland.

In response to this guidance, Glasgow's colleges will assess the scale of work experience/work simulation in place within courses during session 2016-17 in order to identify a baseline of such activity and then determine an increase in this type of activity for different curriculum areas for future years, in line with the Commission's recommendation that all vocational courses should include a significant element of work experience. The colleges will continue to build on existing good practice across the sector, sharing knowledge and practical solutions, and working in closer partnership with employers and other stakeholders. The colleges will deliver a range of activity, maximising opportunities for contextualised learning and practical skills development, including working with partners to align the provision of Senior Phase work experience element to college vocational pathways.

12. Employer Engagement

Glasgow Region Colleges engage with over 2,000 different employers and the colleges utilise a variety of strategic approaches and operational plans related to employer engagement. This includes work at both an individual organisational level, as well as work with regional and national groupings. The colleges are committed to maximising existing partnerships and developing new ones to provide additional opportunities and better employment outcomes for learners.

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Regional Curriculum Hubs also contribute to enhancing employer engagement and developing new partnerships, including targeting key regional employers and sectors not currently engaging with the region. Two examples are the Creative Industries sector and STEM, specifically Engineering and Science sectors. In each area the Hubs are holding seminars to directly engage with employers and other key stakeholders. Additionally the Care and Life Sciences Hubs are involved in supporting the outcomes of the refreshed NHS-College Education Partnership Strategy.

A regional approach to the management and delivery of agreed learning programmes will enhance accessibility for learners and generate efficiencies in programme management. Currently, the three Glasgow colleges manage a significant volume of programmes on behalf of employers across a range of industry sectors. The colleges will continue to provide these services to employers in a manner that meets employer demand, delivering workforce development programmes and offering enhanced learning and development to individuals and employers, alongside continuing to design, develop and deliver employer led qualifications in a variety of modes to meet employer and individual needs.

Overall, the regional colleges expect modest growth in Modern Apprenticeships and the Employability Fund. The Foundation Apprenticeship numbers are planned to increase significantly, reflecting the fact that the programme is relatively new and current numbers are low.

13. Gaelic language ambitions and current provision

The Glasgow College Region is the sole provider of full-time Gaelic courses in mainland Scotland. This provision is a relatively small volume (approximately 300 Credits), but currently meets regional applicant demand. This provision is regularly reviewed and this includes the potential to offer mainstream, vocational subjects in Gaelic medium, dependent on demand. Extending provision to meet the demands of adult Gaelic learners who want to be able to use their Gaelic language skills in a variety of learning situations would support achievement of the aims of the National Gaelic Language Plan to 'normalise Gaelic'.

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Glasgow Regional Outcome Agreement 2017-18 Equality Impact Assessment

1. **Identification and Scope**

   1.1 <u>Description of the decision, policy or practice being assessed</u>

   The commitments made in the Glasgow 2017-18 Regional Outcome Agreement (ROA).

   1.2 <u>Aims of the decision, policy or practice</u>

   The Scottish Government's Post 16 Education Act requires each college region to have regard to the economic and social needs of its region, its skills needs, social inclusion needs and equalities needs, and to seek to improve the economic and social well-being of the region. The regional outcome agreement is a key element in meeting these responsibilities and it seeks to improve regional performance across the following four key outcomes:

   1. Delivering the right learning in the right place
   2. Widening access
   3. Delivering high quality and efficient learning
   4. Developing the workforce

   1.3 <u>People affected by the decision, policy or practice</u>

   Students (both current and potential) and college staff

2. **Research and Consultation**

   2.1 <u>Outline evidence/research</u>

   The development of the 2017-18 ROA has been informed by a wide range of information related to stakeholder and employer needs.   This includes information on national economic drivers such as the Scottish Government Economic Strategy, the Scottish Enterprise Business Plan, National Skills Investment Plans and the Scottish Government Youth Employment Strategy alongside information on regional economic drivers such as Regional Skills Assessments, local authority action plans, local authority Single Outcome Agreement priorities, regional employment supply and demand levels.

   A significant contributor to an understanding of the socio-economic operating environment of the Glasgow colleges has involved consideration of the Glasgow Regional Skills Assessment (RSA) and Glasgow City's new economic strategy for 2016-2023.

   The RSA provides a single, agreed evidence base on which to base future investment in skills, built up from existing datasets and results from a partnership of Skills Development Scotland (SDS), Highlands and Islands Enterprise (HIE), Scottish Enterprise (SE), the Scottish Funding Council (SFC) and the Scottish Local Authorities Economic Development Group (SLAED).

   2.2 <u>Consultation Undertaken on the Curriculum Proposals</u>

   Integral to the development of the Glasgow 2017-18 ROA, alongside extensive consultation with the three assigned colleges, has been specific consultation on curriculum planning proposals

with stakeholders including representatives from Scottish Funding Council, Skills Development Scotland, student associations, staff trades unions, and local authorities. This is in addition to other regional consultation activity related to both the development of a regional strategy for college education and consultation undertaken as part of participation in the Glasgow City Council Commission on College and Lifelong Learning.

Further to this, besides the wider economic and skills analysis outlined above, the colleges constantly consult with the sectors they currently serve and potential new sectors related to existing expertise. This involves engagement at a national level on sector needs, analysis of Sector Skills data on predictions of skills needs, employer feedback, local economic trends and awareness of developments within the University sector.

3. **Research Key Findings**

The 2016 Glasgow Regional Skills Assessment highlights a set of key implications for skills training providers, based on a review of socio-economic evidence and forecasts. This suggests that for the Glasgow College Region, there should be priority given to curriculum activity which:

- **Meets the needs of employers**. We should ensure that the volume and content of delivery is appropriately matcher to employment demand, particularly in sectors and occupations in the regional economy where replacement demand is strong, including business services sector and financial and professional services, retail, social care/child care and tourism. It is also important that we provide skills training which meets the region's infrastructure needs and this will require adequate construction, engineering and professional skills given anticipated levels of demand arising from City Deal and other investment. Tackling gender imbalances in the sector should be part of meeting these needs.
- **Widens access and increases the pool of labour.** Economic activity levels have risen, however there remain more than 1 in 10 with no qualifications in the region, and deprivation levels have remained at a similar proportion of the Scotland total. Skills shortages are reported by employers, and more regional residents need to be helped to take up opportunities where they exist.
- **Enhances progression routes and pathways.** Demand for skills in the region is strongest at the upper and lower skills levels – professional and elementary occupations – and so progression to upper skills levels needs to be engendered and facilitated. The region's colleges need to increase the supply of well qualified labour to ensure the higher level skilled base required for businesses to move up the value chain and improve productivity and competitiveness. The Glasgow region has made significant strides in moving to a more knowledge-based economy and there will need to be strong skills supply to sustain this transition.
- **Provides more flexible provision**. Non-permanent employment is a feature of the regional economy and more of the future jobs are expected to be part-time. Non-traditional employment also means less conventional career paths, and movement between sectors. Skills provision must be equally flexible, with work-based learning should be a feature of this.

The Glasgow 2017-18 ROA set out how the Glasgow College Region will undertake action to deliver learning opportunities which meet these key implications over the period 2017-18 to 2019-20.

4. **Step 3 – Assessing the Impact**

The table below suggests likely impacts which implementing the Glasgow 2017-18 ROA may have on people who share protected characteristics.

Protected Characteristic	Likely Impact
Age	Potential Impact A number of actions within the Glasgow 2017-18 target specific age groups. Work to support delivery of the recommendations of the Commission for Developing Scotland's Young Workforce will seek to increase the number of school aged pupils studying college vocational courses and to strengthen pathways from school to college. Actions to enhance the range and extent of learning modes offered, with a particular focus on increasing the flexibility of learning opportunities will seek to increase the number of employed learners who are likely to be older. Further, a range of actions focussed on widening access will target those furthest from the labour market which could also potentially increase the proportion of college provision provided to those aged over 25. As the majority of college learners are currently aged 16-24, increasing participation from an older age group would have a positive impact in terms of the age profile of the college region reflecting the regional population.
Disability	Positive Impact The Glasgow College Region has proportionately more residents who class themselves as disabled or incapable of work. However, the regional college population has lower than average rates of learners who class themselves as having a disability. Therefore, this ROA commits the Glasgow colleges to investigating more fully the rates of those classing themselves as disabled and identifying any barriers to participation or reasons for non-disclosure. This will include partnership work with Community Planning Partnerships and disability support agencies. Glasgow Colleges will also maintain a dialogue with the Education Department during the period of this Regional Outcome Agreement and jointly assess with them if any greater level of college support for students with profound and complex needs is required.
Gender	Positive Impact The Glasgow 2017-18 ROA notes the commitment of the three assigned colleges to outline their key ambitions to tackle gender imbalances at a subject level within a Gender Action Plans. These will set clear outcomes focused on the subjects with the greatest gender imbalances at the college. Colleges will also identify where they have an imbalance between male and female students within completion by subject and outline the outcomes

	they hope to achieve in addressing the imbalance.
Gender reassignment	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Marriage and Civil partnership	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Pregnancy and Maternity	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Racial group	<u>Positive Impact</u> In terms of ethnicity, data on population and college headcount suggests that the Glasgow College Region broadly reflects the regional population in terms of levels of representation across the ethnicity groupings. However, in terms of the impact of migration on resultant demand for English tuition, 2011 census data provided evidence that approximately 17,000 Glasgow College Region residents claim to speak little or no English. Corresponding to these suggested high levels of demand for English tuition, Glasgow Region colleges will continue to provide appropriate levels of English language tuition matched to local population needs to support integration and access to employment, including that coordinated through Community Planning Partnerships.
Religion or belief	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Sexual orientation	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Deprivation	<u>Positive Impact</u> A number of aims and actions within the ROA seek to widen access to education for people from the widest range of backgrounds. In particular, Outcome 2: Widening access sets out how the region's colleges will work collaboratively to increase participation from under-represented groups across all subject areas, ensuring that learning opportunities are accessible, supportive and representative.

5. **Action to Remove or Minimise Any Actual or Potential Negative Impacts Identified**

No negative impacts on protected characteristic groups are identified.

6. **Monitoring and Evaluation**

The Glasgow 2017-18 ROA results from an ongoing review of the regional curriculum based on the most up to date labour market, economic and demographic information. Therefore, refinements will be made annually as appropriate to ensure a continued best fit of the curriculum to employment opportunities within the Glasgow region. This joint curriculum planning activity will take place within Regional Outcome Agreement development and delivery arrangements and within this activity participation rates for protected characteristic groups will continue to be monitored and reviewed.

7. **Evaluation Outcome**

Glasgow's colleges should proceed to implement the Glasgow 2017-18 ROA, including the actions outlined in Section 4 above to better advance equality.

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.

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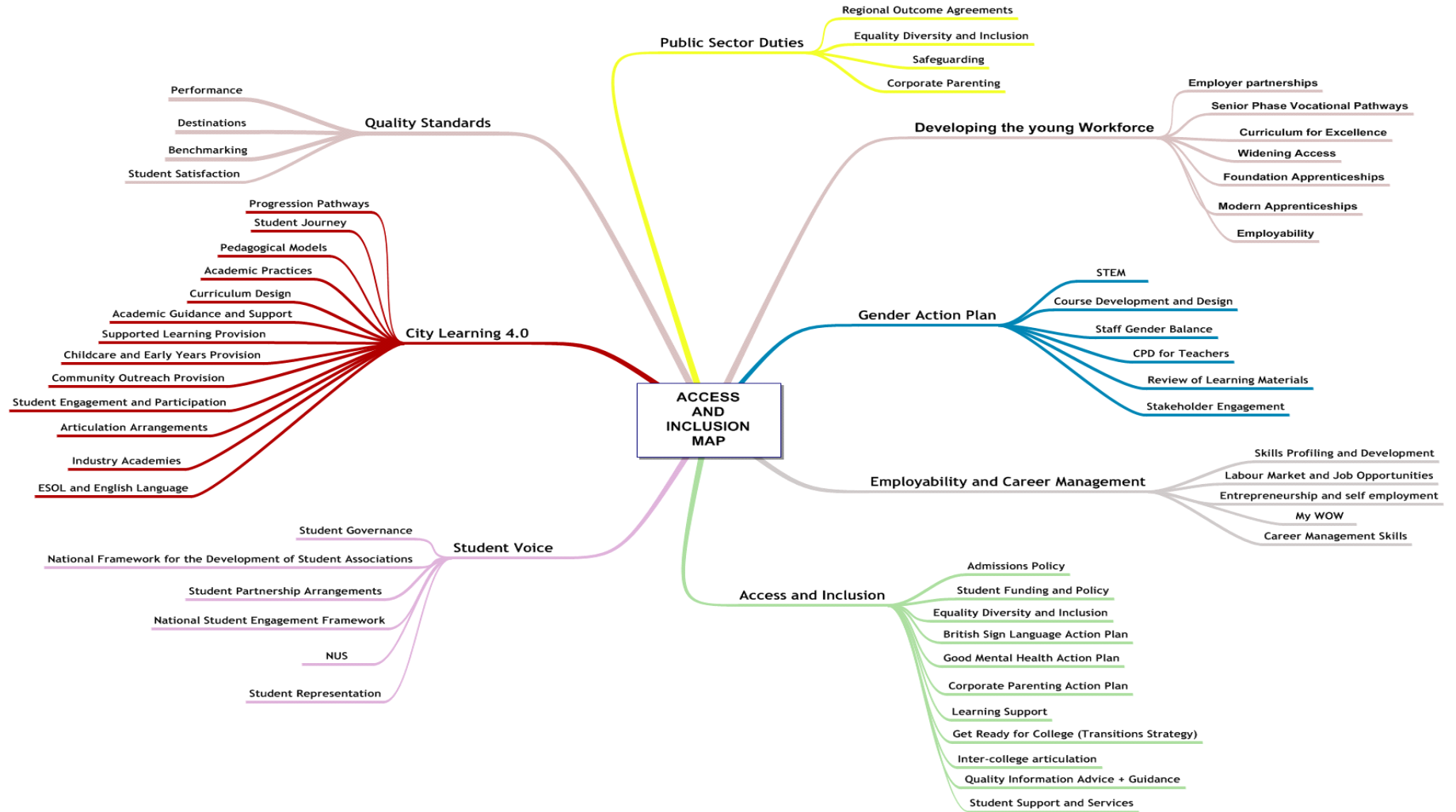
8. Significant progress in access and inclusion has been made in all areas of College Activity and a review of practices and approaches are provided in the following paragraphs.

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

(SMT) organised in February 2017 and the College Board of Management (BoM) in March.

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
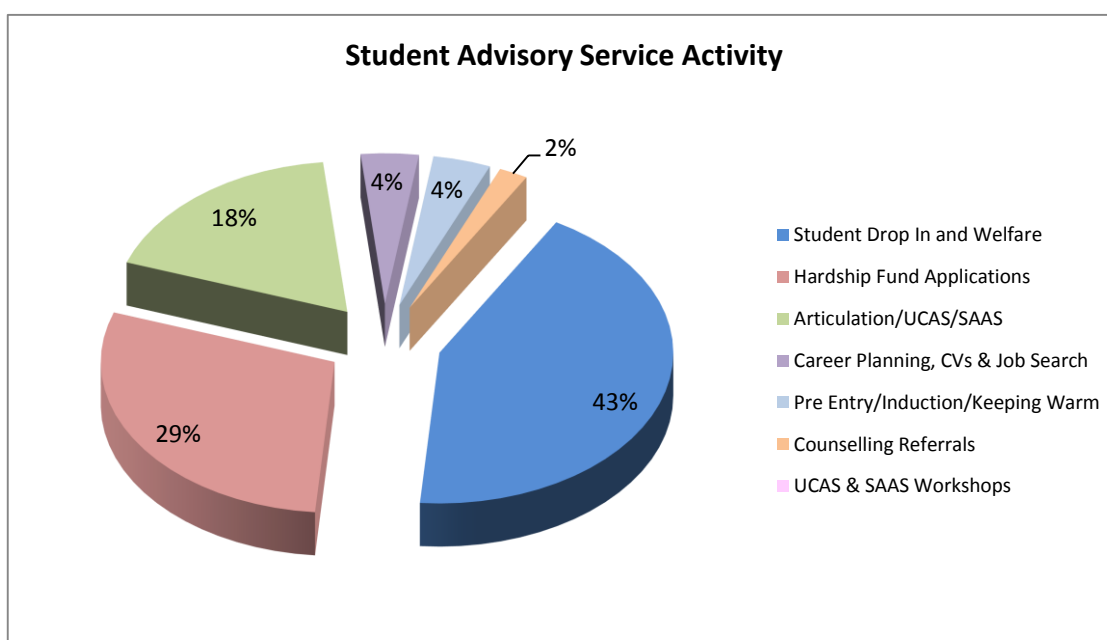
Bursaries, Educational Maintenance Allowances (EMAs) and Childcare support are essential for most students. At City funding assessments start during the admissions process and the main aim is to support retention by ensuring that students have their funding in place for the start of their course. For 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.

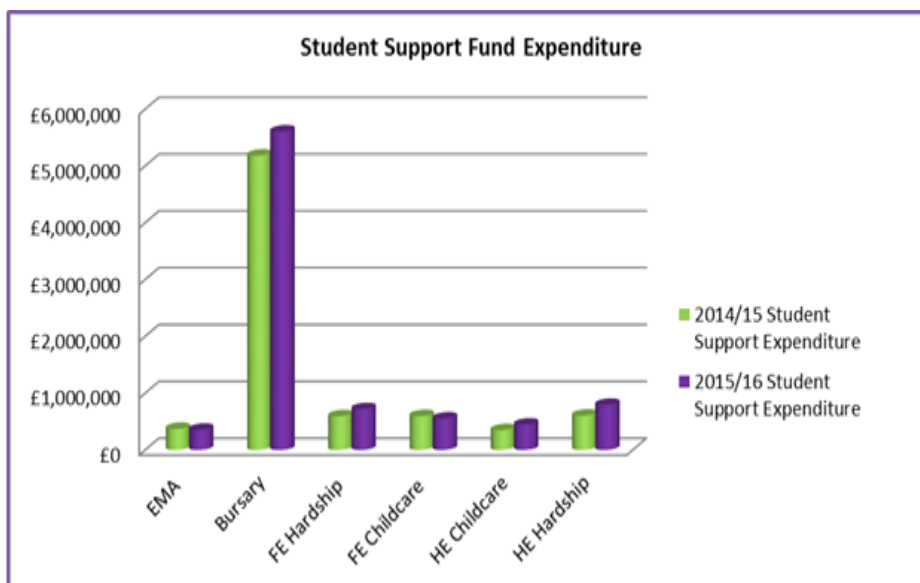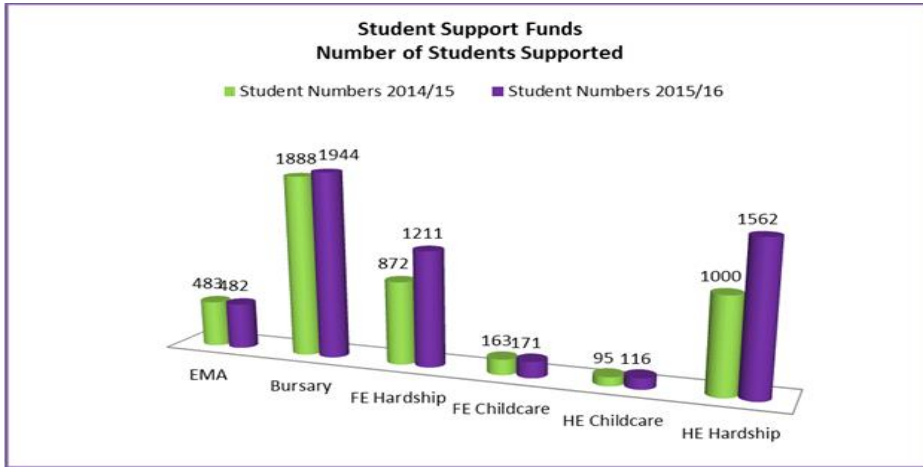**Fig 5 – Student Support Fund Expenditure 2014/15 and 2015/16G**

Figure 6 – Number of Student Supported 2014/15 and 2015/16

Student Support Funds
Number of Students Supported

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

Student Engagement
Workshops by Subject
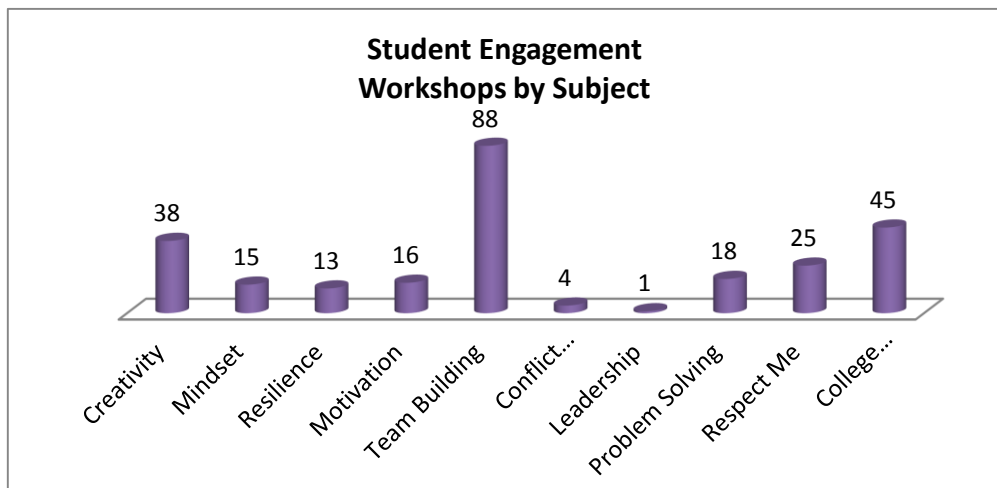
9. Over the last 2 years the College has also exceeded our targets for learning provision, so that more students have been able to take advantage of the opportunities we provide to acquire new skills and knowledge.

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
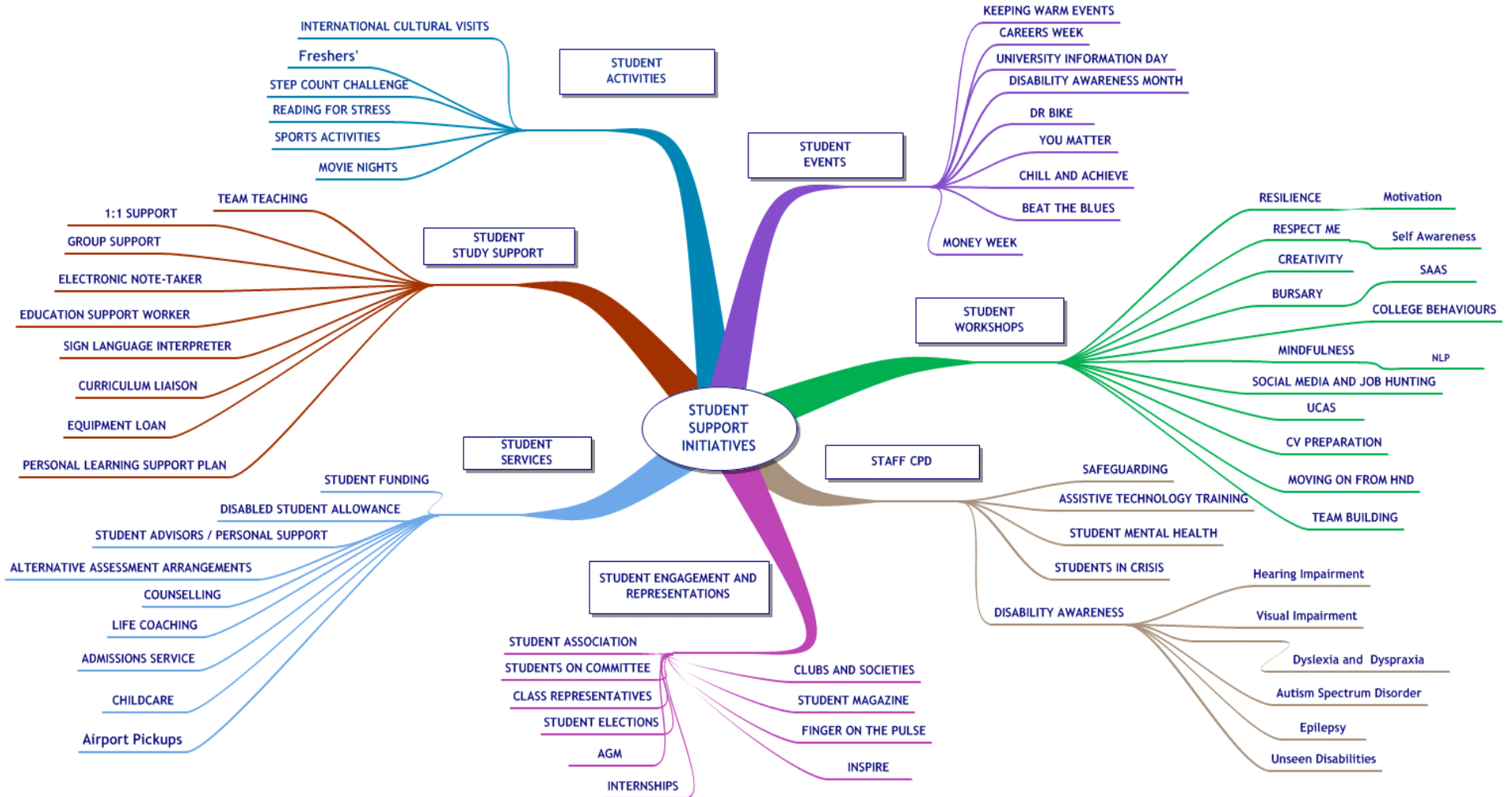
Our Actions

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.

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.	
	• Entry requirements.				
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 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.
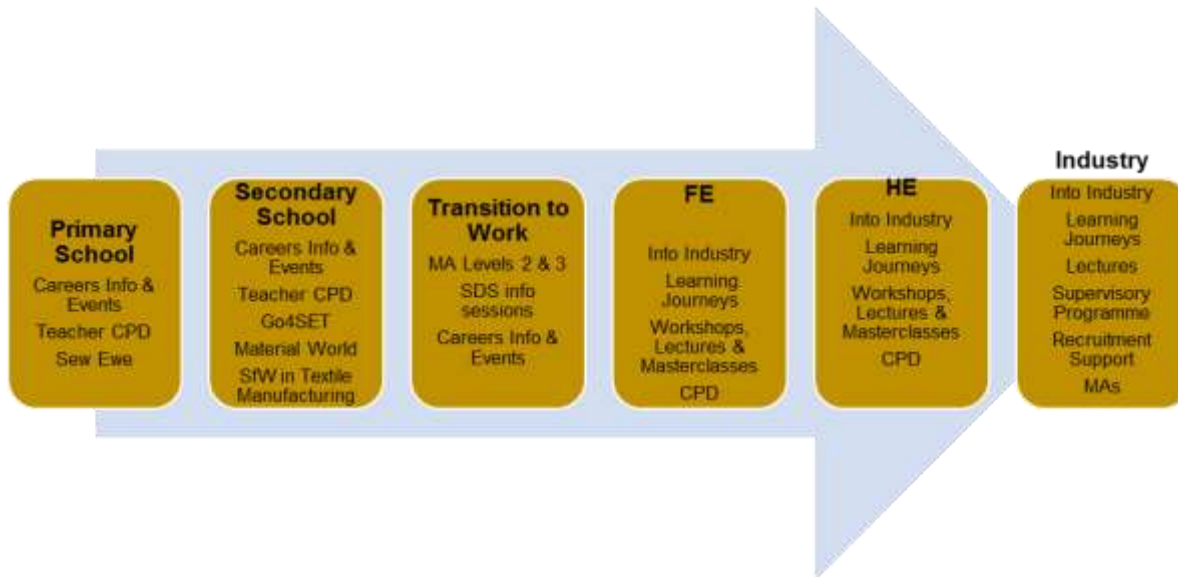
Developing the Young workforce (DYW)

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 (2016-2020)

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 the protected	Promoting a high standard of physical and mental health and well-being for all students	Ensure that all staff are aware of the need to encourage self-declaration across the protected	June 2017	Students and staff experience and contribute to a culture of dignity and respect

characteristics and the SFC's priority groups	and staff	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	Define best practice and adopt best	August 2018 – June 2019	Successful student and staff outcomes are increased

			irrespective of protective characteristic
continuous engagement and communication with students, staff and partners	practice within support functions to ensure that an inclusive service is being offered to all students		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