



**Glasgow
Kelvin
College**



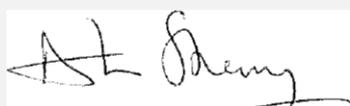
Foreword from the Principal

At Glasgow Kelvin College, we are committed to providing our learners, staff and stakeholders with an environment in which individuals are welcomed, valued and supported. We oppose all forms of discrimination, harassment and victimisation on any grounds and aim to provide a place where learning and working exists in an ethos that advances equality, celebrates diversity and allows everyone to achieve to their fullest potential.

We strive to embed equality in learning and the working life at the College.

Our professional learning strategy aims to increase staff knowledge and understanding of equality and diversity in order to create an environment, which promotes positive relations.

In our first equality outcomes and mainstreaming reports, we set out our vision for Glasgow Kelvin College. In those reports, we highlighted a range of activities and our plans that would embed equalities further into all that we do. Since these documents were published in April 2015, we have taken positive and meaningful steps towards embedding further equality into all our activities. The College has identified areas for further development that have informed our revised Equality Outcomes for 2017 – 2021. To that end, we have focused on further improvements and the advancement of our outcomes in this report (2017 - 2021).



1. Introduction

Glasgow Kelvin College serves the North and East of the City and the majority of learners are from Glasgow city itself, with some 79% making the College truly Glasgow's. [Context-Statement-2018-20.pdf](#). The College has equality mainstreaming embedded in its functions and practice. This report seeks to illustrate the College's commitment to mainstreaming by providing examples of good practice within this institution.

The majority of the teaching activity is focussed on vocational qualifications programmes, which support inclusive growth by enrolling Glaswegians in programmes designed to respond to labour market intelligence/need and delivered as part of the Glasgow Region Outcome Agreement. Four fifths of Glasgow Kelvin College students live in Glasgow and nearly three quarters live in the 20% most deprived areas while over 40% is delivered to SIMD10 residents. The Board of Management's Access and Inclusion Strategy ensures that a wide range of effective support services enable disadvantaged people to succeed at College.

2 Strategic Drivers

2.1 The Public Sector Equality Duty

The PSED consists of a general duty (Equality Act 2010 s149(1)) and specific duties (The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 amended by The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016).

The general duty consists of three needs which are underpinned by several specific duties. The specific duties are intended to assist public bodies to meet the general duty. It is important to note that institutions must meet both the general duty and the specific duties.

General duty

The general duty requires colleges and HEIs, in the exercise of their functions, to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- advance equality of opportunity between people from different protected characteristic groups, considering the need to:
- foster good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups.

The embedding of the Public Sector Equality Duty (PSED) into the strategic and operational plans ensures that meeting the three duties is considered at every stage of planning and implementing changes in the College. [Strategic Plan](#) All changes of functions or facilities also has to be equality impact assessed and this also keeps the needs of those with protected characteristics (PCs) at the forefront of planning and execution of changes. [Equality Impact Assessments](#) The further impact of this is that staff and learners engage with the EDI Manager to ask for advice and guidance in many areas of equality issues and this means that the dialogue and awareness is an everyday conversation and thus mainstreamed.

The Outcome Agreement process enables the College to demonstrate our strategic commitment to equality, and how this is recognised through our functions and processes.

The Board of Management of the College expect the management and staff to follow the Board's directives around equality and meeting the three general duties. Indeed equality is embedded into the values of the College. The Respect Value is framed around demonstrating a commitment to listening, understanding and appreciating the views of others and it is designed to

- Challenge and eliminate harassment, victimisation and discrimination in all its forms.
- Respect diversity of peoples, their ideas, beliefs and cultures.
- Advance equality of opportunity for individuals.

- Actively seek out the views and opinions of others.
- Foster good relations by showing respect and consideration for all.

2.2 Internal Equality and Diversity Committees and Working Groups

In order to advance mainstreaming the PSED there are established committees and working groups with different remits to mainstream equality across the College. The College has an Equality and Diversity Committee and two working groups; the Equalities into Action Group and the Senior Curriculum managers Equality leads Group, all advancing the mainstreaming of equality across all college areas.

2.2a Equality and Diversity Committee.

The Equality and Diversity Committee, has representation from, senior managers, teaching staff, support staff and student representatives and has the strategic overview of government drivers which set out how equality and diversity is managed in the College. By its composition, the committee helps mainstream equality by ensuring that all functions and procedural changes are equality assessed before implementation. The wide representation of managers, staff and learners ensure that mainstreaming is taken to all staff and learners thus raising the profile of equality in everyday functions.

2.2b Equalities into Action Group

The Equalities into Action working group is composed of teaching, support and student members and is operational in nature; organising events, campaigns and new initiatives to highlight equality themed months. This newly established group demonstrates that staff are invested in equality matters since all the members volunteer for the group. This group has aided the Equality, Diversity and Inclusion Manager (EDI) to increase the number of events and campaigns across the campuses and thus further embed equality into the workings of the College.

2.2c Senior Curriculum Managers – Equality Leads Group

To assist the EDI Manager to further mainstream equality into the teaching and learning areas, Senior Curriculum managers (SCMs) were identified to become the equality leads in each faculty. This group meets monthly to exchange ideas about equality matters and to feed into the equality outcomes reporting and mainstreaming. The SCMs also lead on the Gender Action Plan (GAP), [Gender Action Plan](#) which is designed to challenge the stereotyping of females and males in traditional areas of study.

The Scottish Funding Council (SFC), as the main funding body for the College, produces outcome agreements for the further education sector. Each college has to comply and report on its outcome agreement which includes guidance on the expected outcomes in relation to outputs around student funding, access and equality (2017-2020).

The SFC has, in response to the Scottish Government's Gender Equality Strategy, included a target in relation to the gender balance across the student population. The Gender Action Plan (GAP) is a new requirement. The GAP requires the College to try to support any subject discipline that has a greater than 75:25 differential in gender balance at student admission. The plan structured under five themes:

- Infrastructure
- Influencing the influencers
- Raising awareness and aspiration
- Encouraging applications
- Supporting success

While this is a long term aim of the Scottish government and with the direction of the Scottish Funding Council to meet challenging targets, work is starting to have some positive results. Teaching staff are holding taster sessions with local schools which allow young learners to try areas of study that they may not have considered, e.g. boys trying early education, and hair and beauty classes, while young girls are in engineering and construction areas. The feedback from the schools is very positive but it will be a few years before we can judge the success of these taster sessions by recruiting increased numbers of young people studying in non-traditional areas.

A full time SWAP class for men into professional care has been successful with 12 students enrolled, 6 progressing to Higher Education to study nursing degrees, 2 progressing to HNC Care and Administrative Practice and the others progressing to work in the care sector. This class will be running again for the next two years and then evaluated against targets. There are two men studying in Early Education which is a positive step forward and these learners will be used as case studies when recruiting new learners.

2.2d Equally Safe Project Group

Gender based violence is included as part of the Gender Action Plan and work has begun on adapting the Equally Safe framework, devised by the University of Strathclyde, for use within and throughout our campuses. A working group has been established including staff, learners, unions and external representatives to help shape this into an effective plan to prevent or tackle gender based violence on campuses.

The Gender Based Violence (GBV) train the trainer course has been credit rated by the College and two staff began the training last year. Once the training is completed, the Community Learning and Development (CLD) youth workers, will be trained on gender based violence in a community setting.

White Ribbon training will continued to be offered to learners and staff to continue to work to eradicate all forms of violence against women and girls.

Feedback received after White Ribbon presentations led to the development of a presentation on domestic violence against men. In Scotland, according to Police Scotland, 21% of reported incidents of domestic abuse are from men. This will be delivered to staff and learners to raise awareness of this and to signpost males to support agencies.

Over a thousand learners and staff have signed the pledge and work has been extended into local businesses and schools. This demonstrates that the issue of gender based violence is recognised as a barrier to equality and attainment and is a key driver for tackling gender inequality in the communities the College serves. This will have an impact on achievement and attainment and through education build confidence to be successful in employment and take families out of poverty.

This year saw the first Diversity Week with events being held to showcase the diversity work happening in each of the faculties and to demonstrate that equality work is mainstreamed in the teaching and learning areas. Learners and staff from supported learning programmes, construction, care, ESOL and fashion all showcased work and demonstrated a level of understating about inclusion across the campuses. This helped to foster good relations between disabled and non-disabled learners showing that everyone has ability and can achieve their full potential. It also increased knowledge and understanding of ESOL learners and their culture which breaks down barriers and helps prevent discrimination and harassment.



2.2e Access and Inclusion Committee

Funding for Extended learning Support has been encapsulated in the new Access and Inclusion strategy and action plans developed by each college to demonstrate how underrepresented groups, those with PCs, care leavers, student carers and those with mental health issues are supported to attain, achieve and progress [.Access and Inclusion Strategy.](#)

The College approach has been one of cross college responsibility for Access and Inclusion as identified in the College Strategy 2016/20 with both student and staff representation on working groups. The Access and Inclusion Plan and Update are attached as Appendix 1. One working group and one subcommittee were established as key areas were highlighted in the strategy – The Mental Health Working Group, as mental ill health is a recognised disability and the Digital Inclusion and Assistive Technology Subgroup to ensure accessibility for all.

Meetings of the Mental Health Working Group (MHWG) and Digital Inclusion and Assistive Technology Sub Group (DI&AT) identified early actions including:

MHWG

- Agreeing a Student Mental Health & Wellbeing Agreement
- Staff awareness and training priority
- Workshop to be organised to identify need
- Mental Health first Aid training to be provided

DI&AT

- Accessibility Guidelines subgroup established
- Baseline of knowledge for staff to be produced

The Assistive Technology and Digital Inclusion Committee Baseline of Knowledge and associated training was created to assist with raising awareness of assistive technology on offer at the College and help to enhance the student experience and provide a positive learner journey. The course has been set up to allow staff to develop an awareness of what is available and where to find it whilst using the college systems. This means that staff and students who have a need for accessibility tools will know how to access them in any area of the College and do not need additional support with this as it is part of the mainstream ICT suite of the College.

Other support areas identified as being key to inclusion are:

Admissions

- Paperless system introduced for quicker responses
- Applicants given choice around interview times/dates
- Larger interview groups to progress applicants quicker
- ESOL and Support for Learners given alternative arrangement
- Keep warm activity/contact introduced to system

Enrolment

- Posters displayed at enrolment events to encourage disclosure of disability and/or care experience
- Student Association and Students involved to welcome new learners and encourage disclosure
- All attendees given talk by Advice & Guidance on supports available

Management Information Systems (MIS)

- Online enrolment being developed with possibility of a pilot for January 2019 programmes. Data provided to support teams to follow up early those identifying on enrolment for a disability or as care experienced

Student Funding

- Joined up approach to information on website and intranet
- New attendance monitoring procedure introduced to offer support not sanctions
- Processing of application for funding completed quicker than previous years
- Care experienced learners supported to obtain higher bursary allowance quicker by early identification
- ESOL class visits and help with application processes, system streamlined leading to increase in those receiving awards earlier in programme

3 Advance equality of opportunity between people from different protected characteristic groups

3.1 Staff Equality

The Human Resources Team are committed to embedding equality and diversity throughout employment cycle. The function has a crucial role in ensuring that the policies, procedures, practices and systems meet the general and specific duties.

An analysis of staff data, including recruitment and retention, has been carried out across all protected characteristics. Please see the full detailed staff equality profile (Hyperlink). This report presents an equality profile of staff for the period 01 April 2017 to 31 March 2018.

Some key points taken from the data include:

- An increase in female staff at grade 8
- A slight increase of staff of a minority ethnic background, 0.3%%
- An increase in staff disclosing a disability, 3.3%
- An increase in LGBT+, 0.3% with a reduction of 5% in those who prefer not to disclose their sexual orientation
- There has been a continual improvement in disclosure rates across most of the protected characteristics

It is clear from the data that the College requires to focus on the following areas, these include:

- Attracting male and females into non-traditional roles
- The percentage of Minority Ethnic staff is 3.5% which compares favourably with the Further Education Sector but unfavourably with the National 2011 Census
- The College is attracting Minority Ethnic candidates and candidates are being successful however it is not attracting Minority Ethnic candidates for higher graded posts
- The percentage of staff who 'prefer not to answer' is still high in relation to some protected characteristics including Sexual Orientation, Disability and Religion and Belief however these percentages have reduced since the last report

3.2 Policies Procedures and Practices

3.2a Family Friendly and Flexible Working Policy

The College offers a wide range of support to staff under its Family Friendly and Flexible Working Policy which exceeds legislative requirements and provides flexible working arrangements to all staff and provides full pay under many of the leave entitlements.

Through monitoring the number of applications received the College identified that fewer males than females requested flexible working and accessed leave entitlements. During sessions 2016/17 and 2017/18 the College took a number of steps to promote the Policy and its benefits.

This included:

- Promotion articles in the staff bulletin

- Placing a summary of the leave entitlements and flexible working practices available on the intranet
- Placing a summary of the leave entitlements and flexible working practices available in the staff welcome back pack (at the start of each session staff receive a welcome back pack which contains information regarding the staff conference, which takes place at the start of each term, and other useful information)
- Incorporating information about the Policy into the staff induction process
- Placing a summary of the leave entitlements in staffs individual self-service portal

The promotion of the Policy has led to an increase in male staff accessing the Policy both in terms of Parental Leave, paternity and/or shared parental leave and flexible working arrangements. It has also led to an increase in the number of senior managers, male and female, accessing the leave entitlements.

The Policy is reviewed every two years and is currently under review in consultation with internal and external stakeholders.

3.2b Disability and Reasonable Adjustments

The College has in place an Attendance Management and Support Policy and Procedure. The Policy focuses on managing and providing support to staff who experience ill health, long-term health conditions or have a disability.

This was revised in consultation with stakeholders in 2015/16 and a number of adjustments were introduced. These adjustments have been monitored and feedback routinely sought from staff, managers and Trade Union representatives. Through offering support and advice and making reasonable adjustments in discussion with the staff member, the College had seen a slight increase in the number of staff who have disclosed a disability. Of the College's workforce 6.6% have disclosed a disability. As of 01 April 2018 a total of the College's workforce, 9% have disclosed a disability which is an increase of 3.3%.

As part of the ongoing monitoring of the policy and procedure and in consultation with staff the College introduced a phased return to work procedure in session 2016/17. The College recognise that the circumstances of each case of long-term absence differs and rehabilitation arrangements require to be managed in a sensitive and flexible manner. The procedure sets out the broad parameters in which a phased return to work programme could be supported and managed in conjunction with the Attendance Management Policy and Procedure. The Phased Return to Work Procedure provides staff with a four week phased return to work on full pay. Medical advice supports the return to ensure that the right support arrangements are put in place. The Procedure has been highly utilised by staff after a period of absence. The impact of the procedure will be reviewed as part of the 2018/19 review.

The Attendance Management and Support Policy and Procedure (and Phased Return to Work Procedure) is currently under review in accordance with the Policy Review Schedule. To further evaluate the impact of the Policy focus groups ran jointly with Trade Union representatives and Human Resources were held with staff. Feedback was particularly sought from staff with a disclosed a disability or who had a long-term health condition. Focus groups were also held with managers. The feedback received will inform further development of the Policy and Procedure in session 2018/19.

Following feedback for staff around concerns about mental ill health among the student population, HR, OD and the EDI manager devised a whole college approach to making the College a Mentally Healthy work place. The approach for learners is included under the Access and Inclusion subgroup – The mentally healthy work group.

Given the priority for training and awareness around mental health a half day workshop was organised to gather information and create a College approach to support learners and staff in the situation they face. Mental Health priorities addressed with documentation produced to support staff and learners including:

- A Staff Guide to Supporting Learners;
- A Wellbeing Action Plan;

- A Student Information Pack; and
- Staff and learner Presentations. [Mental Health Induction](#)

Planning commenced for the all staff conference in August 2018 which would focus on a Mentally Healthy College, by encouraging self-care and promoting the big conversations to reduce the stigma and discrimination around mental health.

Currently, 69% of learners have completed an individual wellness action plan which demonstrates that staff have delivered the presentation to their class at induction. There has been an increase in learners being referred to Learner Support to help them cope with issues before they have a negative impact on their learning. Year 2017-18 saw 40 counselling referrals while by November 2018 there has been 63 referrals.

This training will be delivered to all new learners each August to continue to support good student mental health and resilience.

There are now almost 100 staff trained as Scottish Mental Health First Aiders in addition to the mental health awareness training delivered by managers to their staff groups.

To support staff with their mental health, a new system of wellness action plans has been introduced this year, which will be used by staff and managers as an aide memoire when staff are struggling with issues, as well as training around resilience and mindfulness. These actions will be evaluated by HR staff to monitor staff health and stress levels.

3.3 Self-Service Portal

As part of the development of its Human Resources and Payroll Information System the College launched its self-service portal in session 2016/17 with further developments in session 2017/18. The function enables staff to maintain their own personal information, including the data the College holds on their protected characteristics, access pay slips and P60's online and book annual leave. The introduction of self-service allows staff to control their own data and to check the accuracy of the data held and to amend data when changes occur.

The percentage of staff disclosing information on their protected characteristics has continued to slightly improve year on year. The College is now in a position to produce accurate data for reporting purposes.

The electronic system also enables copies of policies, procedures and other documents which staff are required to read and make themselves familiar to be stored in the self-service account for ease of access and future reference. This includes documents such as the College Equality and Diversity Policy, Health and Safety Policy and Privacy Notice for example.

The College routinely promotes the self-service portal to staff in its News Bulletin to explain why it is important to disclose protected characteristics and encourage staff to review and update their equality data. Information articles are published explaining to staff the support available and reasonable adjustments.

Articles regarding what it is like to live with a disability are published to assist non-disabled employees understand the impact and staff testimonials are shared in support of the College's policies to encourage staff to disclose and contribute to the further development of policies, procedures and practices.

3.4 Equality Impact Assessment

The College has recently revised its website and the new site was launched in 2018/19. The College previously published its Equality Impact Assessments (EQIA) in various areas however a specific site for EQIAs has now been established and assessments are now being published.

The Equality, Diversity and Inclusion Committee is responsible for assessing EQIAs and two members of the Committee must sign off the document. This can entail a meeting with the manager/group who have written the EQIA to go through the document prior to sign off.

Feedback from staff going through the EQIA process has identified a need for the College to review its current practice and provide further development for staff. The College has identified, through CRER, a contact with

whom it can work in partnership to review its current process.

A review of the EQIA process will be undertaken in session 2018/19 and further development for staff scheduled in session 2019/20.

3.5 Recruitment and Selection

The recruitment and selection strategy seeks to select the best candidate for every job vacancy and achieve a fair and consistent approach in its Recruitment and Selection Procedures by promoting equality of opportunity. The College has an Equality and Diversity Policy that details its commitment to advancing equality of opportunity in employment. The College values diversity and welcomes applications from all groups in society. As an employer, the College is committed to advancing and promoting equality of opportunity. To fulfil these commitments it is crucial that the College adopts recruitment and selection procedures that are fair, lawful, objective and cost effective to promote consistent good practice. This will safeguard the interests of Glasgow Kelvin College and its good reputation as a fair employer. Recruitment and selection is a means of demonstrating the College's commitment to best employment practices and the option of choice applies equally to both the College and the applicant.

In session 2017/18 the College introduced its Recruitment online application process and removed names from the application form, candidates are asked to limit any information that might identify any protected characteristics. Candidates when applying for positions must complete the College's equality and diversity monitoring form before being able to proceed to the application process. The Recruitment online system transfers data into the personal file created for new employees and ensures that the data the candidate entered is transferred into system for future monitoring and reporting. The equality data entered by candidates during the recruitment process enables the College to monitor and assess the impact of its recruitment strategy.

A review of the Board's Recruitment and Selection Policy was undertaken in Session 2018/19 in consultation with stakeholders, taking full cognisance of the requirements of the Equality Act 2010. The Policy aims to outline the practices, which will give candidates equality of opportunity. The principles, which are set out in the policy, apply equally to the recruitment and promotion process and to internal and external candidates. To ensure that the College's Policy and Procedures are followed consistently, every Board Member and College manager who participates in the recruitment and selection process receives appropriate training in the process and the related equality and diversity legislation to ensure a consistent approach to recruitment and selection across the College.

The College sought feedback from 10% of its recent appointees from diverse backgrounds to evaluate the impact of the initiatives introduced. Feedback was received from appointees with the following protected characteristics: minority ethnic, disability, gender and other Nationality. Feedback focussed on five areas: the advert, the application process, pre-interview stage, interview stage and post interview stage. The feedback will further inform the development of the online system to ensure all candidates from diverse backgrounds find the process welcoming and easy accessible and inform the further development of the College recruitment strategy.

The College's recruitment and selection strategy has been under review with the involvement of internal and external stakeholders.

For example, feedback from the Coalition for Racial Equality and Rights (CRER) and EQUATE have assisted in the review. As part of this broad programme of work, the College wanted to hear the views of its minority ethnic staff on their perception on whether there are barriers to their career progression and sought feedback on what steps it could take to remove or assist to overcome these barriers.

Staff from a minority ethnic background attended a focus group to discuss their experience in working at the College with a representative from CRER. The feedback from this session informed further the development of the College's recruitment and selection strategy.

The College is committed to removing barriers to success and is in the final stages of creating its Recruitment web page to host its online system to promote the College. It aims to attract a diverse range of high calibre candidates through providing information about the College as an employer and service provider.

The new website being developed, with input from internal and external stakeholders, will include videos to introduce prospective candidates to the College and exhibit its organisational goals, ethos and values and culture. Staff from diverse backgrounds will talk about their experience of working at the College and their contribution towards creating an environment which transforms the lives of learners through education and College life.

The section on College staff will provide links to learner success with existing staff demonstrating how they, as a member of staff, made a difference to the life of individuals and the communities it serves. This approach is aimed at engaging and inspiring candidates to want to work with the College and attracting a diverse and talented candidate base. In particular, the site aims to promote the College and:

- Challenge attitudes and expectations based on gender norms to attract individuals into non-traditional roles
- Attract candidates from minority ethnic backgrounds, in particular into more senior roles
- Demonstrate the College’s commitment and approach to equality and diversity and as an employer of choice

The College delivered training in unconscious bias in sessions 2016/17 and 2017/18 for:

- Board Members - bias in decision making;
- Coaching and Mentoring for Managers; and
- Staff involved in recruitment and selection.

The College monitors recruitment and selection and publishes a breakdown of the recruitment and selection activity by all protected characteristics. Table @ below provides details of the number of appointments made since 2015/16 broken down by protected characteristics for each session. The initial data shows that in terms of the impact of the changes introduced there appears to be an increase in applicants from a minority ethnic background.

Table @ - Appointments made since 2015/16 by protected characteristic

Academic Year	Appointments	Gender	Race	Disability	Age - 51 to 60	LGBT+
2015/16	57	51% female 49% male	8.8 %	5%	23.9%	3.5%
2016/17	81	72% female 28% male	8.8 %	1.2%	20.7%	6.2%
2017/18	67	46% female 54% male	13.1 %	7.3%	5.7%	4.4%

4. Mainstreaming Equality in the Curriculum and tackling Occupational Segregation

4.1 Learning and Teaching Resources

A variety of resources are available to teaching staff to raise awareness of equality issues in the classroom. The training resource on Trans issues, the LGBT resources and the anti – sectarianism toolkit are all available to staff on the College intranet, on the Equalities support page. This is updated with relevant materials as they become available. Checklists for embedding equality in teaching and learning packs and in marketing materials have been devised and are used to ensure positive images and language. Staff use these and ask for guidance if they are unsure about materials or images. Thus this helps foster good relationships by increasing understanding of those with protected characteristic and break down barriers. There is also an Equality and Diversity Events calendar on the intranet and website to allow students and staff the opportunity to attend events to help deepen knowledge and develop relationships in a different way.

4.2 Strategies for Tackling Pay Gaps through Education

The Equality and Human Rights Commission (EHRC) published a report titled '*Fair opportunities for all: A strategy to reduce pay gaps in Britain*'. The aim of the publication is to set out what requires to change and who needs to take action to reduce gender, ethnicity and disability pay gaps. The recommendations within the strategy are based on substantial new evidence from research by the Equality and Human Rights Commission into the size and causes of these pay gaps, and whether interventions so far have been successful.

Based on the evidence gathered by the EHRC, they recommended that the UK, Scottish and Welsh Governments, their agencies, and employers need to take action to:

'Unlock the earning potential of education by addressing differences in subject and career choices, educational attainment and access to apprenticeships.'

It identified three areas for change under this recommendation.

- The barriers impeding educational potential
- Traditional stereotypes and subject choices that lead to occupational segregation
- The lack of diversity in apprenticeships

4.2a STEM education and training

The Scottish Government published its STEM Education and Training Strategy in 2017 with the purpose of improving education and training in Science, Technology, Engineering and Mathematics (STEM) in Scotland's schools, colleges and universities. The Strategy aims to build Scotland's capacity to deliver excellent STEM learning, and to close equity gaps in participation and attainment in STEM. It also aims to inspire young people and adults to study STEM, and to provide a better connection between STEM education and training and the needs of the labour market in Scotland.

The Government is working with colleges to bring the full-time college places in STEM subjects in line with regional employment needs. In order to meet the Government's objective the College as part of its Strategic Operational plan reviews Curriculum activities to focus on flexibility of pathways and develop further STEM provision and Work-based Learning Opportunities. One of the operational objectives is to consolidate partnerships with external agencies involved in the promotion and facilitation of STEM opportunities and the provision of work based learning activity, SmartSTEM.

As part of its gender action plan the College works in partnership with local schools, primary and secondary, to encourage pupils to consider jobs and careers in more non-traditional areas.

4.2b SmartSTEMs Partnership and STEM Diversity Event

During the course of session 2018-19 the College has further developed its partnership with SmartSTEMs, a not for profit organisation set up to promote careers in the STEM related areas and also with a clear focus in redressing the identified gender imbalance in recruitment to some of these areas.

Events run by SmartSTEMs target children aged 10 to 14 years and aim to encourage more people from diverse backgrounds to study STEM subjects at school.

Session 2018-19 saw the partnership organise two 'hub' events, one aimed at Primary 6/7 pupils and one designed to engage S1/2 pupils in slightly more advanced workshops and 'conference' style activity.

Both events were very successful with over 180 pupils from our local primary and secondary schools, 35 teaching staff and over 60 workshop delivery and 'marketplace' stallholders attending. This allowed the collaborative activity to provide keynote speakers and hands on, practical workshops, all with a STEM focus and very much promoting the message that careers in STEM areas and industries are accessible and definitely not gender specific.

Feedback from schools and participating industry representatives, as well as the College staff delivering on the day, was extremely positive and given the success of the partnership in this first year of operation, the intention is to increase the activity in session 2019-20.



Glasgow school children have been energised about careers in science, technology, engineering and maths (STEM) at the College's Springburn campus in the city.

Charitable organisation SmartSTEMs and headline partner EDF Energy teamed up with Glasgow Kelvin College's Springburn campus to deliver the session to 80 children.

The pupils from schools across the area, heard from a fashion student, Jerome Kasusula and Chrissy Mackay, founder of textile company, Beyonder about their involvement in STEM. They also took part in a series of hands-on workshops including forensic science and 3D printing for jewellery making.



At the moment just one in four people working in STEM careers in Scotland is a woman and in engineering there is an estimated shortfall of people with the right skills of up to 59,000 a year.



EDF Energy's Scottish Business Director, Paul Winkle, said:

"EDF Energy hopes that by capturing their imaginations at events like this one more children will be inspired to study STEM subjects at school."

Jobs in science, technology, engineering and maths are expected to grow at double the rate of other occupations but its projected that there won't be enough graduates and apprentices to fill the roles. We are delighted to be working with SmartSTEMs and the Glasgow Kelvin College to try and change that."

Stuart Macdonald, of SmartSTEMs said:

"We are delighted to pull together many wonderful industry partners and scores of generous volunteers to deliver this great event for these young boys and girls. Proud to be playing our part in making Scotland a great place to discover and pursue STEM careers."

4.2c SmartsSTEM Outreach event

The Jewellery department attended a SmartsSTEM outreach event at St Andrews High School, Coatbridge.

The pupils aged between 10 and 12, from schools across the area, heard from the Glasgow Science Centre on Tour team and Kerry-Anne McLaughlin from JP Morgan about their careers in STEM. They also took part in a series of hands-on workshops including forensic science and digital fashion design.



Carlyn McNab, Director of Curriculum at Glasgow Kelvin College said:

"As an inclusive college, Glasgow Kelvin is thrilled to be helping to host SmartSTEMS which will encourage local young people, especially young women, to engage with STEM learning and help to create greater diversity in the STEM workforce. The technical and scientific skills we deliver in this area are becoming ever more important for future careers and we are looking forward to a vibrant and exciting event for our partner schools."

Those at the SmartSTEMs session were also able to experience a virtual reality film that immersed them in the worlds of three successful women working in STEM-related industries. EDF Energy's Virtual Reality film can be viewed at edfenergy.com/prettycurious

The College was delighted to have been able to host this event and play a role in sparking the interest of local school pupils for careers in the STEM industries.



4.3d Get Into Engineering Programme

The Head of Faculty for Engineering, Construction and Science worked in partnership with local schools to encourage learners into the world of engineering through live projects.

Fifteen budding engineers from Eastbank Academy, St Mungo's Academy and Trinity High School took part in the ten-week 'Get Into Engineering' programme, run in collaboration between Robertson Group, Clyde Gateway, Glasgow Kelvin College and the University of the West of Scotland (UWS).

Pupils learned the basics and range of engineering skills by working on 'live' projects operated by Robertson Group.

Gemma Gourlay, director of social sustainability, Robertson Group, said:

"This is the third year that we have delivered this programme, working in partnership with Clyde Gateway and the schools to introduce the pupils to the diverse careers available within engineering and the wider construction industry. The 'Get Into Engineering' programme offers varied activities, allowing the pupils to identify their strengths and interests through practical work, hands-on classroom exercises and talks from industry experts. It's brilliant to support such a positive initiative that has a lasting impact on the next generation of construction engineers".

As part of the programme, the pupils carried out project work at Robertson Central construction sites, including piling and steelwork activities at College lands in Glasgow and an introduction to civil engineering at the Huntershill sports complex in Bishopbriggs. They also attended training sessions held by Robertson Central, where they received an introduction to mechanical and electrical engineering.

Ann-Marie Burns, project manager (education, business and community growth), Clyde Gateway, said:

“It’s great to see these young people successfully graduating from ‘Get Into Engineering’ – just one of the many programmes we carry out with Clyde Gateway schools to help prepare pupils for the world of work. ‘Get Into Engineering’ has proven to be a very popular and successful part of our on-going efforts, and in previous years a number of the young people have pursued engineering further in terms of work, college or university.

There is no doubt that the involvement of Robertson has been a key component in the achievement of such excellent outcomes, including the enjoyable, interesting and informative site visits.

Anne Porter, head of faculty, engineering, construction and science, Glasgow Kelvin College, said:

“We are delighted to be involved, for the second year running, with the ‘Get Into Engineering’ initiative. The pupils attended the College for hands-on workshop experience, introducing them to the skills involved in electronic and electrical engineering, providing pupils with experience of a workshop environment and helping develop employability skills.

The programme is a fantastic opportunity for pupils to learn about the wide range of careers in engineering”.

Cara Allan, a fifth year pupil at Trinity High School said:

“I enjoyed everything about ‘Get Into Engineering’, especially the visit to Kelvin College where we learned about all the different paths there were into engineering.

I’ve always been interested in engineering, but this has shown me all the different types of jobs that are out there, and I am now certain that I want to pursue a career in civil engineering.”

Attracting females and males into programme areas which lead to non-traditional jobs and careers will hopefully assist the College to attract female teachers into more male dominated subject areas in the future.

4.3e Sunamp Presentation

The College offer learners learning opportunities which provide job and career choices which challenge the gender norms and stereotyping as part of its programmes. It has attracted female learners into male dominated areas such as those within the Faculty of Engineering, Construction and Science.

Through engaging with industry the College seek to inspire all of its learners and open up opportunities particularly for female learners in encouraging them to consider a career in a male dominated industry, for example, partnerships with companies such Sunamp who are a leading thermal storage company. The Company delivered a hugely successful seminar to learners and staff on their cutting-edge Sunamp Heat Battery technology which uses phase change material to provide space heating and hot water from both renewable and non-renewable energy sources.

Almost 100 learners, male and female, and staff from Building Services Engineering – in this case Service & Maintenance and Plumbing – and staff from Sunamp provided an engaging introductory session on their heat batteries, heat replacement and retention.

Sunamp are an innovative Scottish company with a truly global reach and made a memorable impression at the recent 'Fully Charged Live' event for the building services engineering industry. See more at <https://www.sunamp.com/fully-charged-live-2018>

Lecturer George Blacker, who helped to organise the seminar, was enthusiastic about how participative the Sunamp session was for learners. He said:

"I think it's great that the College now has strong ties with a cutting-edge company like Sunamp. The learners got a lot out of it and it's great that they have seen a practical demonstration of renewable energy sources as this is the way forward for the industry. We're very grateful to Sunamp for their valuable time and effort in delivering such an engaging seminar and we look forward to continuing our work with them in the future."

Stuart Cunningham, Installation & Training Manager with Sunamp, said:

"It was a pleasure to introduce our technology and our vision to the learners and we thank Glasgow Kelvin College for the opportunity. It is important that the next generation of engineers have an understanding of how products like ours are set to make big changes in their sector. That the learners were interested and engaged in our technology was evident in the many thought-provoking questions I received at the session."

The introduction of renewable energy sources is a key component of all engineering-related disciplines and is becoming increasingly embedded within learning and teaching in these areas. It also aligns directly with the College's Sustainability Strategy.

5. Organisational Development

The College is committed to providing professional development for all staff. A comprehensive induction programme is in place with equality and diversity embedded. On commencing employment staff are required within the first week of their employment to complete online development modules including Equality and Diversity and Safeguarding.

The College entered into partnership with the 'Value the Difference' project as a member of the Glasgow Diversity Forum during session 2015/16 and has delivered a series of programmes over the past two years. The project aimed to tackle Unconscious Bias in the workplace through a combination of research activity, organisational intervention and individual support to employees. The project has included bespoke workshops for management teams and staff.

A series of planned events including a training programme delivered by both Brodie's LLP and University of Strathclyde on unconscious bias were delivered. Delivery of the programmes took place over two academic sessions. Events included:

- Interview Techniques;
- Enhance Management Skills;
- Resilience and Confidence Building;
- People Skills;
- Coaching and Mentoring for Line Managers;
- Career Coaching.

This programme offered staff the opportunity to participate in one-to-one career coaching sessions, the promotional campaign specifically encouraged staff from underrepresented groups to apply. The programme was offered over sessions 2016/17 and 2017/18. The aim of the activity was to ensure women, disabled people and people from ethnic minority communities are better prepared to achieve their career aspirations. This coaching helped individuals identify barrier to progression, increase self-confidence and skills and develop a career action plan.

All programmes offered were exceptionally well attended and a total of 35 staff participated in the one-to-one coaching sessions over the two year period.

5.1 Professional Development Fund

As part of the College's commitment to supporting the professional development of all staff, an element of the Continuous Professional Development budget is identified annually to enable individuals to bid for support to undertake certificated programmes in order to enhance their skills and knowledge. This fund was introduced in 2015-16 and applications are invited from staff on an annual basis.

The professional development fund has supported staff to gain qualifications such as:

- First Degrees;
- Postgraduate Certificate and Diplomas;
- Masters Degrees;
- Research Qualifications;
- Professional Examinations leading to Membership of Professional Bodies;
- Short Professional Development programmes; and
- Open University modules.

The Professional Development Fund has assisted forty-two members of staff to gain professional qualifications since its introduction in 2015-16.

In accordance with the requirements of the Equality Act the College monitor the protected characteristics of the staff who are supported through the Professional Development Fund. Data demonstrates that staff across the protected characteristics are accessing and being supported to undertake their selected qualification.

5.2 Professional Development through Partnership Working

The College worked in collaboration with Five Gazelle colleges during 2016/17 and a productive relationship was developed during this time with Barking and Dagenham College. This was partly due to the similarity in the learner profile and backgrounds. Through 2017/8 the College have continued to develop and share best practice and at the start of 2018 agreed to exploring 4 joint projects. One of the projects specifically focused on leadership development.

This process has led to the development of a Leadership Development Programme for the College. The first programme will be delivered this session and has 22 staff registered to take part. The participants include a diverse range of staff. The College is aware that staff across its management structure are from diverse backgrounds however the number of minority ethnic staff in promoted roles in its support staff structure are limited and there are no minority ethnic staff in teaching promoted roles. This has been a challenge for the College. The College is currently working with staff from a minority ethnic background to develop its recruitment strategy and to address any barriers identified by staff to their career progression.

5.3 Staff Conferences

The College delivers three all staff conferences per year to which all staff are invited, part-time and fixed-term staff are paid for the hours which they attend to ensure that this group of staff are included. The College monitor staff attendance to ensure that all staff participate. Analysis demonstrates that staff across protected characteristics and contract status engage with the all staff conferences.

6. Foster good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups.

The College continue to work with a variety of external organisations to share knowledge and best practice which can be adapted for use internally and assist us to increase understanding of those with protected characteristics, tackle prejudice and adapt services to advance equality of opportunity.

6.1 Glasgow Regional Equality Group (GREG) – The 3 Glasgow colleges continue to work together as the (GREG) which meets throughout the year to share practice and develop events across the region for staff and learners. The main focus this year will be the equality outcome themes and mainstreaming reporting and the regional Embracing Diversity Competition.

Regional FE/HE Equality Forum - A new network including the universities in Glasgow and the West of Scotland and the three colleges has been established. The first event organised by this group was a consultation with the deaf community on the BSL Action Plans for these organisations. This was a successful event and the feedback was collated and distributed in the sector. This helped inform the BSL Action Plan.

6.2 Corporate Parenting – Glasgow City Council have established a Community on Practice for the City's Corporate Parents to discuss the best ways to work collaboratively for the care experienced and care leavers of Glasgow. The College will also be represented on the working group taking forward work on Care Experienced Young People (CEYP) being a protected characteristic. This group will report their findings to the Scottish Government and the Scottish Funding Council. Work is also ongoing with both the West of Scotland Care Leavers Forum and the three colleges FE group for CEYP.

6.3 Bemis and Education Scotland group – The College is also represented at this group, evaluating teaching materials, which promote race equality. This work will help to create new resources for the College and undertake joint work with the universities around race.

6.4 Scottish Race Equality Network – In response to the Scottish Government's Race Equality Action Plan, the College is a member of this network to help advance race equality and eliminate discrimination and harassment in the sectors.

6.5 The Chaplaincy Group – The College held its first pastoral event and local faith groups were invited to identify contacts who can offer pastoral support for staff and learners. The details of contacts have been included in the learner handbook and are on the intranet for staff and learners.

The College will continue to build relationships and continue as a member of Action of Churches Together, Scotland, to enhance and promote the understanding of religion and belief which will advance the Board's agenda in relation to this protected characteristic.

The College website will advertise and promote faith and philosophical events and other equality events happening throughout the year.

This work will assist in meeting the needs of individuals from faith backgrounds or none to feel included and welcomed. New spaces are being sought to accommodate staff and learners who need a quiet reflection space to relax or de-stress during their time in college.

Another example of partnership working to the benefit of staff and learners is the College's work with Indian partners to develop opportunities for people with additional support needs:

6.6 College Partnership with Indian Partners to Develop Employment Opportunities



Global partnership shapes apprenticeships for people with additional support needs.

Glasgow Kelvin College has welcomed a delegation of partners from India and today announced plans to develop a new apprenticeship for people with additional support needs.

Supported by Jamie Hepburn MSP, Minister for Business, Fair Work and Skills who launched the event at the MacDonal Crutherland Hotel in East Kilbride, guests from India and the College presented their plans to an audience of senior HR professionals in the hospitality sector and beyond.

The programme is funded by the UK India Education Research Initiative (UKIERI) through the College and Skill Council for Persons with Disabilities. The business model already operates very successfully at The Lemon Tree Hotels Company, where much of the training is provided by Muskaan.

The Lemon Tree Hotels programme provides paid work-based training for people with Down's Syndrome and autism. Fully supported by and integrated with their colleagues, the apprentices are treated and paid the same while learning their trade in the hotel and hospitality industry. This approach ensures that employers have hard-working, enthusiastic and committed employees who contribute to the development of the business and their communities.

Glasgow Kelvin College hopes to replicate this pioneering best practice through encouraging Scottish employers to support a similar programme in Scotland by providing work opportunities. Their crucial input will help the College to develop a suite of funded, accredited apprenticeship qualifications. The College is in the early stages of planning, through Skills Development Scotland, a new Modern Apprenticeship framework which specifically provides training and opportunities for people with additional support needs.

The partnership is a prime example of how best practice can be shared internationally. As successful partnerships with India are a priority for Scottish Government international policy, all partners are keen to see their collaboration develop for the benefit of the employees and the businesses involved.

Minister for Business, Fair Work and Skills, Jamie Hepburn MSP, said:

"I was delighted to meet with representatives from Lemon Tree Hotels, the Skill Council for Persons with Disability and Muskaan at Glasgow Kelvin College's event at Macdonald Crutherland House Hotel.

It was fascinating to hear about the innovative work going on in India to support individuals with additional support needs to enter into and continue to thrive in employment, and to hear how that experience and knowledge is being shared in Scotland.

The Scottish Government is committed to growing the economy in a sustainable and inclusive way and the event today is an example of how effective collaboration between Government, employers, colleges and training providers can help to deliver this.”

Chief Executive of the Skill Council for Persons with Disabilities in India, Mr Anup Srivastava, said:

“After successful outcomes of UKIERI 2.0, the Skill Council for Persons with Disability in India and Glasgow Kelvin College have once again collaborated for the benefit of the Disability Sector in India and UK by sharing experiences, exchanging expertise and building linkages between the two countries.

‘Empowerment through Knowledge: A Programme for Social Justice’ is a multi-partner project and its main aim & objective is to put learners at its heart, combining Scottish and Indian expertise and developing a new framework of training aimed at helping disabled people.”

Alan Sherry, Principal of Glasgow Kelvin College, added:

“We are delighted to welcome our partners from India, whose pioneering work in the field of employment and training for workers with additional support needs forms an enlightening model from which we can all learn. It is crucial that employers can engage with the model as it also benefits businesses.

As well as helping to build the confidence, skills and experience of the learners involved, we anticipate the framework will help individuals improve their own life chances, access opportunities and make their contribution as active citizens in a growing, inclusive economy.”

7. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.

Crimes committed against someone because of their disability, transgender-identity, race, religion or belief, or sexual orientation are hate crimes and should be reported to the police. In total 3,249 charges relating to race crime were reported in 2017-18...284 charges were reported with an aggravation of prejudice relating to disability, 51% more than in 2016-17. In 2017-18, 1,112 charges were reported with an aggravation of prejudice relating to sexual orientation, 3% more than in 2016-17.. (And) In 2017-18, 49 charges were reported with an aggravation of prejudice relating to transgender identity, 7 more than in 2016-17. <http://www.gov.scot/Publications/2005/03/18798> (accessed 07/03/19).

The College was part of the consultation, with partners, the West of Scotland Race Equality Council, (WESREC), on the new hate crime legislation conducted by Lord Bracadale.

7.1 Third Party Reporting Centre

The College is now a 3rd party reporting centre as it was recognised that these crimes limit the lives chances of those with PCs who are victims. Colleagues received training on hate crime, what constitutes a crime, how and when to report. Staff also received training on cultural norms, world religions, trans issues and disability awareness. This training is designed to meet the general duty to eliminate discrimination, harassment and victimisation, by increasing understanding and giving staff confidence to challenge incidents.

Appendix 1



Access and Inclusion Update Report

December 2018

1. Introduction

Glasgow Kelvin College seeks to be an inclusive and accessible college. Three high level cross college outcomes for Access and Inclusion have been identified and outlined in the Access and Inclusion Strategy 2016/20. (Appendix 1)

These are:

- ***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.***

This report provides an update on Access and Inclusion Activity across the college, and will form the basis for an updated Strategy in line with SFC Guidance for session 2019/20.

The college will produce a new Access and Inclusion Strategy for 2020/2023 in line with Guidance from SFC.

2. Strategic Overview

The Scottish Funding Council undertook a review of the Extended Learning Support (ELS) system which was part of our previous funding methodology and concluded that from session 2017-18 onwards funds should be used by colleges to support their inclusive practices and that each colleges region must develop an access and inclusion plan. Due to the in-depth reporting already provided to SFC it was concluded that, colleges were only required to refresh current strategies and ensure they covered the relevant Outcome Agreement period. In addition it is proposed that colleges would not be required to review strategies annually with further guidance provided for the revision of the strategies from session 2020/21 onwards.

The SFC do allocate funds to college regions to support their crucial role in access and inclusion. These funds are additional to core teaching funds and are used to support the intake and support of key Scottish Government access priorities and to secure a parity of outcomes amongst learners.

3. Regional Strategic Context and Approach

The Glasgow Colleges Regional Ambition is that, *'together, we will build Scotland's most inclusive, most responsive, and most effective regional college system'* and we share a collective mission 'to deliver life-

changing learning through an efficient and effective regional college system which widens access, meets the needs of employers, and improves regional and national prosperity’.

Regional Approach

The Strategy is operationalised, supported and monitored through targets set out in the Regional Outcome Agreement (ROA).

To support the implementation of the three Glasgow Colleges individual strategies a regional group was set up to enable the sharing of practice and also to streamline common regional themes.

The following Access and Inclusion themes were initially identified in summer 2017 as:



The Regional Group continued to meet to discuss progress and actions in relation to Access and Inclusion and at the meeting in May 2018 it was agreed and recorded in the minute that *'The groups thought that the opportunity to share ideas and learn from each other had been helpful. The benefit of partnership working was highlighted'*. At the time of writing this report the group had not met this session.

4. A Whole College Approach

The College approach has been one of cross college responsibility for Access and Inclusion as identified in the College Strategy 2016/20 with both student and staff representation on working groups.

The strategy commits to:

*This **inclusive practice** is central to the College operation 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.'*

5. College Timeline of Main Activity

Following on from the Regional approach and the identification of themes the College progressed with the operationalisation of the Access and Inclusion Strategy. Current College processes and actions under each Regional theme were identified followed by a range of new or enhanced actions and activities which would help foster and establish a whole college approach.

Detailed below is a timeline of the actions undertaken:

October 2017

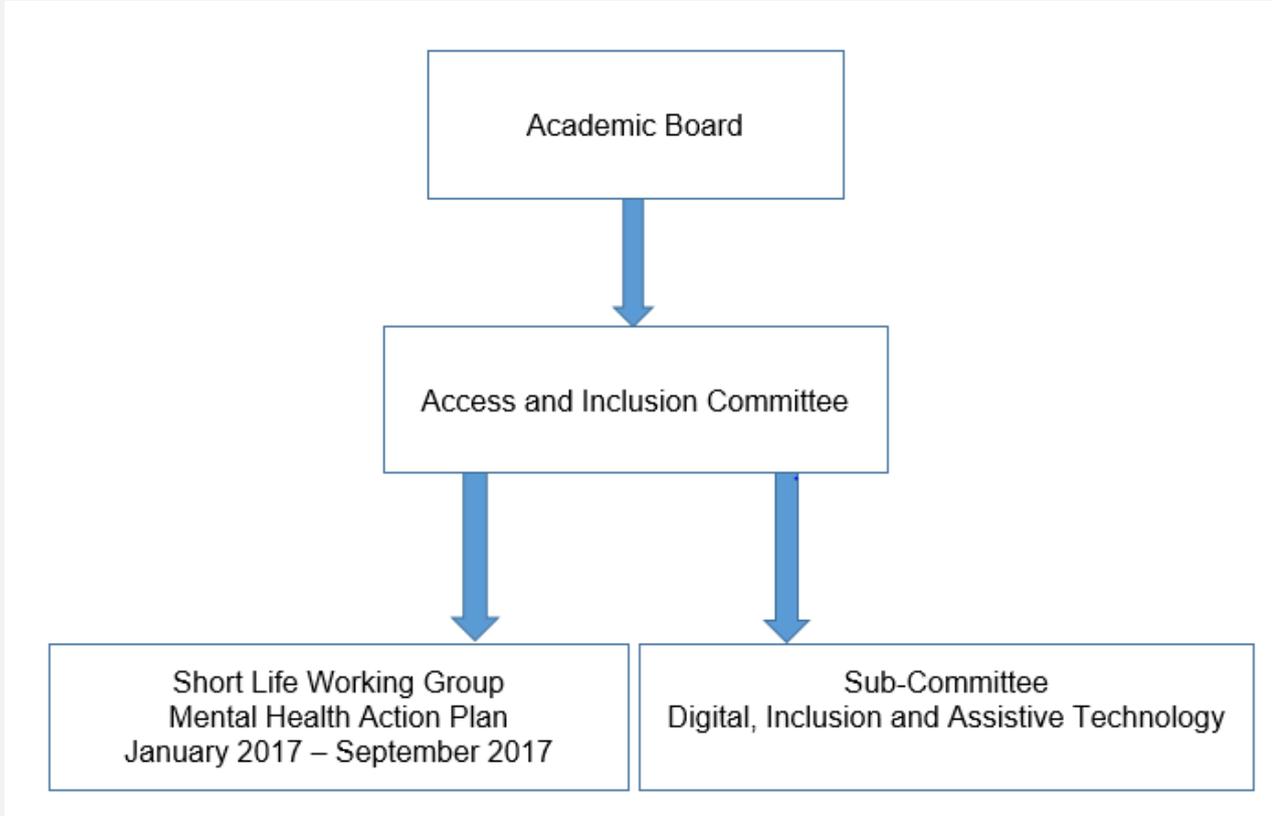
To involve staff in the planning of activity and identify actions around Access and Inclusion a workshop was organised in October 2017 which included staff from all college faculties and support areas. Following this one day workshop an initial Access and Inclusion Action Plan was created which identify actions under each of the identified 3 High Level outcomes.

The next steps were identified at this stage as:

- Feedback to be collated and priorities identified;
- Draft Action Plan created for implementation;
- All Staff Access and Inclusion Conference.

January/February 2018

The Action Plan was supported by the Senior Management Team and it was agreed that the responsibility for Access and Inclusion would sit with the Vice Principal, Human Resources and Organisational development, with the following Committee reporting structure:



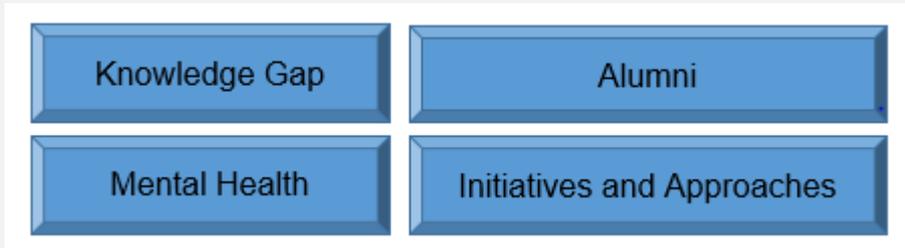
The first meeting of the Access and Inclusion Committee took place on 8 February 2018, sub group were established and remits and dates for future meetings agreed.

March/April 2018

All staff conference took place with a focus on Access and Inclusion. College promoted staff from faculties and support managers facilitated mixed staff groups to further explore the Access and Inclusion Action Plan and identify cross college activity and actions. Staff feedback was then incorporated into the action plan. (Appendix 2)

a. Staff Conference Feedback – Key findings

A summary of the main messages can be captured under 4 key findings:



Knowledge Gap

Staff have a varying understanding of the support services, events organised and what engagement happens with schools, employers and industry.

Alumni

Lack of approach in engaging with alumni to assist with:

- Role modelling;
- Case studies;
- Video content.

Mental Health

Key issues current for staff and learners.

Initiatives and Approaches

A variety of approaches and initiatives across faculties is evident. However there is a lack of consideration on how these can be effectively and systematically deployed across faculties, i.e. work experience, link industries, life projects, guest speakers.

b. Working Group Progress

Meetings of the Mental Health Working Group (MHWG) and Digital Inclusion and Assistive Technology Sub Group (DI&AT) took place and early actions were identified including:

MHWG

- Agreeing a Student Mental Health & Wellbeing Agreement;
- Staff awareness and training priority;
- Workshop to be organised to identify need;
- Mental Health first Aid training to be provided.

DI&AT

- Accessibility Guidelines subgroup established;
- Baseline of knowledge for staff to be produced;
- Jisc Audit to be completed as benchmark.

Given the priority for training and awareness around mental health a half day workshop was organised to gather information and create a College approach to support learners and staff in the situation they face.

May/June 2018

The Jisc snapshot was undertaken and completed with the overall results being positive. The recommendations were presented to the DI&AT Sub Committee and progress and updates are reported to Access and Inclusion committee and SMT as appropriate.

Mental Health priorities addressed with documentation produced to support staff and learners including:

- A Staff Guide to Supporting Learners;
- A Wellbeing Action Plan;
- A Student Information Pack; and
- Staff and learner Presentations.

Planning commenced for the all staff conference in August 2018 which would focus on a Mentally Healthy College, by encouraging self-care and promoting the big conversations to reduce the stigma and discrimination around mental health.

August/September 2018

The College session commenced with the all staff conference to develop a Mentally Healthy College, encouraging staff and learners to be part of the conversation around mental health and to support each other and themselves through Self Care.

In conjunction with this awareness raising, the College launched the Big White Wall to provide both staff and learners with access to on-line resources to support wellbeing.

The Big White Wall is an online Support Network and is an anonymous and stigma-free environment. Members follow their own path towards better mental wellbeing, the site offers:

- Peer support through our online community;
- Resources for self-management;
- Information and advice;
- Guided support programmes on a range of common issues;
- Monitored 24/7 by trained clinicians.

October/November 2018

Work continued on updating the Access and Inclusion Action Plan and reporting through the Access and Inclusion Committee. Working Group activities during this period included:

1. The Mental Health agenda priority developing wider and as such it was agreed to merge the 'Mental Health Work Group' and the 'Healthy Working Work Group'.

The remit of the new Working Group would be to:

- Develop, deliver and implement health and wellbeing strategy and approaches in the College for staff and learners;
 - Progress health and wellbeing accreditation for the College; and
 - Monitor and evaluate impact of mental health approaches within the College.
2. The Baseline of knowledge from the DI&AT subcommittee has been completed and agreed with EIS and Unison representatives. Work continues on the development of Accessibility Guidelines and implementation of the recommendations from the Jisc Audit. Undertaking of a Benchmarking exercise to gather evidence of practice from other institutions to improve services as appropriate.

6. Meetings

Planning and development meetings were ongoing early in 2017 both regionally and as a college, after the formalising of the Access and Inclusion Committee and its reporting mechanisms regular meeting were then scheduled. (Appendix 3)

7. Action Plan progress

The Access and Inclusion Action Plan is a working document and is designed to be flexible and proactive and should be used to inform practices across all teams. Although a number of roles within College are indicated as having a lead responsibility all staff have a shared responsibility for Access and Inclusion and have been actively involved in developing the Action Plan.

Progress has been made in a variety of areas since the Action Plan was shared with staff, some of the activity identified cross college is outlined below:

Mental Health

- Workgroup established;
- Half day workshop;
- Student Mental Health Agreement with Student Association;
- Documents produced – Staff Guide, Wellbeing Action Plan, Student Pack;
- All Staff Conference delivering awareness raising through presentations;
- Subscription to Big White Wall Resource for staff and learners;
- World Mental Health Day activity in all campuses.

Digital Inclusion & Assistive Technology

- Working group established;
- Accessibility Guidelines in development;
- Jisc Audit completed and recommendation being addressed;
- Agreed baseline of Knowledge for staff.

Admissions

- Paperless system introduced for quicker responses;
- Applicants given choice around interview times/dates;
- Larger interview groups to progress applicants quicker;
- ESOL and Support for Learners given alternative arrangements;
- Keep warm activity/contact introduced to system;
- Full review of Admissions completed;
- Team represented on Access and Inclusion Committee.

Enrolment

- Posters displayed at enrolment events to encourage disclosure of disability and/or care experience;
- Student Association and Students involved to welcome new learners;
- All attendees given talk by Advice & Guidance on supports available.

MIS

- Online enrolment being developed with possibility of pilot for January 2019 programmes;
- Data provided to support teams to follow up early those identifying on enrolment for a disability or as care experienced;
- Team represented on Access and Inclusion committee.

Student Funding

- Joined up approach to information on website and intranet;
- New attendance monitoring procedure introduced to offer support not sanctions;
- Processing of application for funding completed quicker than previous years;
- Care experienced learners supported to obtain higher bursary allowance quicker by early identification;
- ESOL class visits and help with application processes, system streamlined leading to increase in those receiving awards earlier in programme;
- Teams represented on Access & Inclusion committee.

Advice & Guidance & learner Support

- Short video to outline services introduced to website, intranet & shown at events, awareness raising of supports at enrolment events;
- Process of earlier identification of needs introduced over summer period to provide support at start of session;
- Target skills completed at enrolment events and results updated on ILP's with a 20% increase in participation;
- Follow up of those identifying a need via enrolment process has led to a 10% increase in support plans;
- Higher numbers engaging with services at an earlier stage;
- Attendance at over 40 events in schools and community settings;
- Ongoing progression activities to support transition;
- Team represented on Access & Inclusion Committee.

Learner Induction

- Mental Health presentation introduced and Big White Wall;
- Induction presentation updated;
- Moodle included in Induction.

Website/Marketing

- New website launched;
- Included in review as part of Jisc audit;
- Section updated and videos being introduced;
- Team represented on Access & Inclusion Committee.

Working with Schools

- College attendance at school events throughout year;
- Joint working with school staff to 'Inform the Informers' and give schools opportunity to get to 'Know your college;'
- Foundation Apprenticeship team liaise with 3 authority areas and attend events to enhance pathways.

Equalities

- SCM Equality Leads in place and are identifying projects;
- Equalities in Action group set up and exploring events for underrepresented groups;
- Corporate Parenting Action plan;
- Equalities representation on Access & Inclusion Committee.

Faculties

- Additional out of class support groups – Maths, Communications, Chemistry;
- Ongoing work placements and experience of work opportunities;
- Flexible admissions to encourage wider range of applicants;
- Increased referrals to learner Support;
- GCRB regional hub activity to map out regional learning routes;
- Cross Faculty representation on Access and Inclusion Committee.

8. Evaluation

The College completed its evaluative report and enhancement plan in October 2018 noting that in line with the Regional Outcome Agreement Evaluation 2017/18 that it had exceeded its key targets for widening access by increasing both the proportion of its activity delivered to SIMD 10 learners and the proportion of its activity provided at SCQF levels 1-6.

In the section on 'Evaluation of Widening Access Performance' the report further states that two key performance measures are used to evaluate regional progress towards ensuring that learning opportunities are accessible, supportive and representative of all:

- Volume and proportion of Credits delivered to residents from postcodes classed within the 10% most deprived in Scotland, recognising that around a third of Glasgow City households fall within this category; and
- Volume and proportion of Credits delivered at Further Education levels, directly addressing the significantly high levels of residents in Glasgow with low or no qualifications.

There has been an increase in both these measures and evidence of the significant role played by Glasgow Kelvin College in delivery of these key regional priorities, the college has grown its share of this activity year on year and ahead of target.

The College evaluation also considers how we support learners at GKC and noted that:

- Almost all College applicants and progressing learners benefit from a prompt, accurate and personalised application process. Arrangements ensure that all learners receive high quality advice and guidance which supports them to make informed decision about programme choices which meet their learning needs. Learners consistently agree that the admissions services (95%) and advice and guidance (95%) meet their needs. Admission and enrolment arrangements are reviewed on an annual basis in order to improve retention and the learner experience from application. Changes to the process made during academic year 2017/18 included:
 - Offering conditional offers based on application and attendance at an information session where appropriate ;
 - Implementation of an on-line booking system for interviews;
 - Development of an effective communication with successful applicants prior to enrolment; o implementation of a paperless admissions process; and
 - Implementation of an on-line booking system for summer enrolment events and core skills screening.

- Over 2000 internal offers were issued before commencement of the external applications processes making the journey smoother for continuing students.
- Pro-active application, interview and induction arrangements ensure prompt identification and provision of support needs for almost all learners.
- The Advice, Guidance & Learner Support Team invited FE learners to undertake Core Skills profiling over the summer period as part of the enrolment process. This improved participation by 40% between 2015/16 and 2016/17 and by 20% 2016/17 to 2017/18 supporting class tutors and learning support tutors to provide pro-active support.
- Following recognition that a number of learners experience financial hardship at the start of their programme, CAMS on-line application process for bursaries was introduced to provide a quicker response to applications.

In wider term the evaluation report highlights that the College continues to widen access and extend opportunities for the most disadvantaged learners. It plays a key role in supporting the regional priority to widen access by increasing the proportions of activity delivered to SIMD10 learners and at SCQF levels 1 to 6. The proportion of College activity delivered to the 10% most disadvantaged SIMD data zones has continued to rise (39.3% in 2015/16, 42.3% in 2016/17 and 42.9% in 2017/18). The proportion of College activity delivered at SCQF levels 1 to 6 has also risen year on year (59.1% in 2015/16, 66.6% in 2016/17 and 69.5% in 2017/18).

The College continues to play an active role in Community Planning arrangements in North East Glasgow and seeks to respond to local priorities to support vulnerable groups.

The College Admission review of applications for session 2018/19 has also shown progress in relation to Access and Inclusion statistics of applicants was analysed and it was found that:

- Just over 16% of all applicants declare a disability and over 19% of all offers are to applicants who have declared a disability,
- The percentage of Care Experienced applicants who receive an offer is slightly higher the percentage of applications received from this group.
- The largest proportion of applications are from learners in the 18 – 24 age group closely followed by under 18's.
- The majority of applicants are female.

The Admissions team provide information on protected characteristics identified through application process and the MIS team provide similar information on enrolment data to the Equality, Diversity and Inclusion Manager and wider college staff groups and committees as required.

The College was the first in Scotland to launch the Big White Wall (BWW) to support staff and learners. This online resource is a support network in an anonymous and stigma-free environment and was launched along with the College awareness raising campaign.

The online resource provides:

- Peer support through our online community;
- Resources for self-management;
- Information and advice;
- Guided support programmes on a range of common issues;
- Monitored 24/7 by trained clinicians.

Since its launch in August 2018, over 130 individuals have registered from the Glasgow Kelvin Community (August 28, September 58, October 44). The College receives a Monthly update on numbers which is detailed further in Appendix 4.

9. Next Steps

Newly identified and ongoing actions already outlined in the College Access and Inclusion Strategy 2016-20 will form the basis of the updated strategy as requested from SFC for next session. A new Access and Inclusion Strategy taking into account all associated college activities will be provided for 2020-23.

Work will continue in the college to improve our Strategy in line with the 3 identified High level outcomes:

- ***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.***

10. Main Conclusions

The College has made considerable progress since the introduction of the Access and Inclusion Strategy, as outlined in this report and Action Plan ensuring cross college activity being developed through a whole college approach.

The Access and Inclusion committee and its working groups including representation from learners and staff.

The four areas identified from the staff consultation have been the focus of new activity which was further added to the initial Access and Inclusion Action Plan.

In regard to the four areas identified the following has been considered and actioned:

a. Knowledge Gap

Access and Inclusion is now a term used in the College regularly with updates being shared with all staff on a regular basis, staff conference events now have sessions provided to improve staff knowledge including:

- Mental Health Awareness;
- Support Services Overview;
- Mind Your Mate (Suicide Prevention);
- Accessibility Guidelines;
- Baseline of Knowledge for Digital inclusion;
- ACE (Adverse Childhood Experiences);
- All Behaviour is communication.

The impact of training is that staff feel more comfortable and are aware of their own needs and responsibilities.

b. Alumni

Staff consider that we should be utilising our Alumni to tell positive stories of success, this is ongoing throughout the college and will increase as those learners on course who have faced barriers are identified as role models to encourage future learners.

c. Mental Health

One of the areas of success has been the 'Mentally Healthy College' initiative in direct response to staff feedback about the rise in need for supports and staff requiring the skills to deal with issues. This area was a priority for this session as it is a Scottish Government priority. The impacts of this activity have been:

- Professional dialogue including all staff to inform direction of change through a dedicated staff conference to start a 'big conversation' on mental health and wellbeing to create an environment where Mental Health can be discussed openly and support is available;
- Increase in Mental Health First Aid provision;
- A cascade approach to training and awareness raising was introduced, facilitators delivered Mental Health Awareness to staff at staff conference in August 2018 who in turn delivered to learners as part of induction, this included the introduction of the personal Wellbeing Action Plan;
- Introduction of the Wellbeing Action Plan to encourage self-help, recent learner stop and check questionnaires indicate that 66% of learners have completed an action plan in session 2018/19 ;
- First College in Scotland to provide The Big White Wall online resource to staff and learners with over 150 individuals registering for this self-help support tool in the first 3 months;
- Referrals to College services to support learners has increased and indicates that staff and learners are more aware of when support is required and how to access this support.

d. Initiative and Approaches

The identification that a variety of approaches and initiatives across faculties was evident, but an acknowledgement that there is a lack of consideration on how these can be effectively and systematically deployed across faculties has led to cross faculty collaboration and sharing of best practice this is evident in the ETA activities in the College.

A recent example of this is the Solution Focussed training, a pilot course was developed and delivered to staff from Glasgow Kelvin College and colleagues from Glasgow Clyde College. The approach is delivered in sessions to all support staff at the December 2018 staff conference and will then be delivered in a pilot to learners, this is a further development of the cascade method of delivery of key themes.

As well as the identified areas for improvement from the staff consultation which have been priority this session the college continues all other activity as outlined in the Access and Inclusion Strategy 2016/20 to ensure fair access to opportunity for all learners accessing education at Glasgow Kelvin College.

11. Main Recommendations

Going forward the following, three recommendations are made:

- That the current arrangements to progress Access and Inclusion are continued and the committee and working group continue to provide innovative ways of progressing the Access and Inclusion Agenda, both in the college and on a regional basis. The Committee reports directly to Academic Board;
- The College reviews its activity towards Access and Inclusion and uses the content of this report and the updated Access and Inclusion Plan to further develop the Whole College Approach;
- That a new Access and Inclusion Plan be produced for session 2020/21 through further staff and stakeholder participation and identification of activity to support learners at all stages of their Learner Journey with Glasgow Kelvin College.

Attachments

Glasgow Kelvin College Access and Inclusion Strategy 2016-20 (Appendix 1)

Glasgow Kelvin College Access and Inclusion Action Plan with Draft Actions following all staff consultation. (Appendix 2)

Schedule of Meetings (Appendix 3)

Big White Wall Update October 2018 (Appendix 4)

Appendix 1

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 establish 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.

Appendix 2

Glasgow Kelvin College

Access and Inclusion Action Plan

Access and Inclusion is a whole college approach to inclusive learning, this plan has been developed following collaborative working with support and teaching staff from across the college.

All college staff have a shared responsibility that the groups and communities the college serves are equally likely to:

- Access learning opportunities;
- Complete learning successfully; and
- Progress to work or further study.

Access and Inclusion is closely linked to other college strategies and plans, including:

- College Strategic Plan;
- Team Operational Plans;
- Gender Action Plan;
- Corporate Parenting Action Plan;
- Equality Outcomes Action Plan.

This Action Plan is designed to be flexible and proactive and should be used to inform practices across all college teams. Although roles within college are indicated as having a lead responsibility all college staff have a shared responsibility for Access and Inclusion.

All groups within the communities that the College serves are equally likely to **access learning opportunities**

	Actions	Success Measures	Lead Responsibility	Review Date
1	Monitor and report on all protected characteristics, Care experiences and young carers at admissions and enrolment.	Accurate data to allow services to be assigned as required.	Head of Services to Support Learners MIS Manager	Sept 2018
<p><u>Draft Actions following feedback from Consultation</u></p> <ul style="list-style-type: none"> • Develop more case studies and testimonials from learners around protected characteristics; • Provide a clear statement through privacy notice detailing how data on protected characteristics is going to be used. Run this as a campaign to reduce fear of disclosure and encourage culture of student disclosure; • Run an awareness raising campaign for learners on support measures available at GKC; • Increase number of support plans for learners which are developed at the earliest stage of the course; • Develop relationships with learners prior to the course commencing. Develop through the “keeping warm” project; and • Mental Health Approach – Consider as a key issue and continue work already being undertaken under the Access and Inclusion Committee and various mental health initiatives for staff and learners. 				
2	Early identification and contact with those requiring additional support.	Increase early intervention and needs led assessments. Increased support plans organised prior to course beginning. – increase retention.	Head of service to Support Learners	Sept2018

Draft Actions following feedback from Consultation

- Monitor the Target skills profiling to ensure this is completed at the earliest opportunity and if possible prior to the course commencement for full time and infill NC learners;
- Consider how teaching staff can engage with Target skills profiling with other groups of learners;
- Include in August 2018 Induction / Staff Handbook, a promotion of support services for learners;
- Continue to explore contextualised admissions;
- Encourage learners to engage with Support Services during summer period prior to course commencement (early engagement activity);
- Develop a campaign to increase knowledge, awareness and strategies for teaching staff to notice “needs” of learners at earliest opportunity;
- Further develop and update teaching staffs knowledge of learner support plans and the process for communication of these to faculty staff;
- Promote current video on Advice, Guidance and Learner Support which incorporates students’ perception of services . Promote to staff and learners; and
- Link point 1, Mental Health Key Issue – develop pathways to support learners.

3	Flexible admission processes to allow for consideration of individual needs, including supported learning and ESOL	Improved retention and attainment	Director of Curriculum and Hofs, Head of Services to Support Learners	Jan 2018
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Draft Actions following feedback from Consultation

- Consider how technology could assist a more flexible Admissions/Application process. Consider use of apps;
- Bulk interviews already progressing. Consider wider use and evaluation of this approach;
- ESOL learners are already tested prior to starting courses in regard to level of English. Develop a self-assessment quiz to evaluate English level similar to BBC Skill Wise;
- Continue to develop how to assess eligibility for support for ESOL learners, particularly in regard to finding if courses take more than 1 year to complete;
- ESOL and Support for Learning already being provided with an “adaptive admissions process” to ensure smooth transition for learners. Evaluate Impact.

4	Update all information, advice and guidance on the college website to ensure information is available and accessible for all.	Improve and increase applications. Improved retention.	Head of Services to Support Learners	Jan 2018
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Draft Actions following feedback from Consultation

- New website launched January 2018. Preview accessibility of website and use of simple language and forms to ensure ease of use;
- Develop more video's for use on website promoting current learning and teaching in action to inspire future learners;
- Consider how printable the web pages are; and
- Signpost availability of print versions;
- Update applications through Capita eg care experience definition.

5	Include all current course information on the Website. Improve search mechanism.	Improve and increase applications	Director of Business Development/Marketing Director of curriculum and HOFs	Jan 2018
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Draft Actions following feedback from Consultation

- Consider Live Chat and how it can be incorporated into the website;
- Consider Mobile Site and how accessible this is;
- Consider Mobile Apps; and
- Promotion campaign through website on what's different and better at Glasgow Kelvin College.

6	Create short experiential videos and blogs for use by the wider community and college partners and offer visits to groups as appropriate.	Increased applications from non-traditional routes.	Marketing/Curriculum Areas/ Support Services/Learner Engagement/ Students' Association.	Jan 2018
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Draft Actions following feedback from Consultation

- Develop more videos for use, website / you tube;
- Create a suite of videos from previous students – outlining their journey and success as role models for future learners;
- Develop the ability / skills of teaching staff to create their own videos to showcase through website / you tube etc; and
- Create the opportunity for current students to engage with prospective students.

7	Improved Schools Liaison/partnership working with Schools, including EVIP	Increase senior phase provision. Increase rates of senior phase learners progressing to college.	CM Schools Regional Foundation Apprenticeship Manager	June 2018
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Draft Actions following feedback from Consultation

- Ask schools what they want?
- Raise awareness across the College on how GKC currently engage with schools and community groups;
- Promote the plans and developments of joint CPD with schools; and

- Continue to develop CPD for school teachers to learn about college opportunities (link into Creative Industries Day (19th June), Informing the Informer Programme (23rd May) and the event for Probationary Teachers and Newly Qualified Teachers (16th May).

8	Deliver guidance activities with local partnership schools	Increase in applicants from SIMD 10/20	Head of Services to Support Learners	June 2018
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Draft Actions following feedback from Consultation

- Increase partnership working;
- Outline to staff the availability of college tours and the scale of school events;
- Discuss with youth groups to raise opportunity of college progression; and
- Link with previous learners to act as role model/mentors. This is part of wider issue of "ALUMNI" and how to develop and maximise this opportunity for continued links.

9	Complete target skills profiles during summer period	Increase number of learners profiled to identify support needs.	Head of Services to Support Learners	Sept 2018
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Draft Actions following feedback from Consultation

Already identified (Covered under Point 2 – Access):

- Core skills profiling to be conducted at earliest opportunity; and
- Engage with teaching staff to consider the use of core skills profiling with other groups of learners.

10	Offer early enrolment/welcome days – information giving – funding, bursaries and support services	Increase in enrolment numbers during summer. Increase in learners accessing services early.	Head of Service to Support Learners - Collaborative approach from support services.	Sept 2018
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Draft Actions following feedback from Consultation

- Continue to invite students into summer welcome days through 2018;
- Develop On-Line Enrolment for 2018/19;
- Consider how Apps could assist and also the feasibility of this; and
- Enable joint collaboration between support / funding / bursaries to produce a joint information resource for 2018/19

All groups within the communities that the College serves are equally likely to **complete learning successfully**

	Actions	Success Measures	Lead Responsibility	Review Date
1	Develop a Mental Health Action Plan	Increased levels of retention and attainment within this priority group	EDI Manager Head of Services to Support Learners Student Association	June 2018

Draft Actions following feedback from Consultation

- Mental Health Action Plan being developed through Access and Inclusion Committee. First Workshop arranged for 24th April 2018. This group will initially benchmark current initiatives and strategies however they will be asked to consider staffs feedback on:
 1. Mental Health First Aiders
 2. Chill out room for learners
 3. How to embed resilience with learners
 4. How to remove stigma mental health through “See Me”
 5. Counselling Service

- Clyde College SAMH contact will assist in collating mental health and wellbeing resources, so they can be available across the three Regional Colleges.

2	Offer a CPD programme to college staff to enhance the learner journey	Increase in learners accessing support Improved retention and attainment	OD Manager	August 2018
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Draft Actions following feedback from Consultation

- Consult fully on three conferences for 2018/19 to shape content and approach;
- Consider what CPD should be mandatory for staff on aspects of Access and Inclusion, Mental Health etc; and
- Ensure all staff undertake an annual PDR and create an individual CPD Action Plan.

3	Establish an Assistive Technology/Digital Inclusive working group	Increased use of Assistive technology to aid learning and teaching Increased retention and attainment	Head of Services to Support Learners EDI Manager	March 2018
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Draft Actions following feedback from Consultation

- An Assistive Technology / Digital Inclusive Action Plan has been established which feeds into the Access and Inclusion Committee.
- Key priorities have been established which will be progressed, these include:
 1. Establishing Baseline of knowledge in Assistive Technology;
 2. Development of Accessibility Guidelines;
 3. Development of a Digital Assistance Questionnaire;
 4. JISC audit of College accessibility from learners view point.

4	Implement an EDI in the Curriculum project	Increased participation from priority groups	Director of Curriculum EDI Manager	August 2018
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Draft Actions following feedback from Consultation

- The “EDI” in the curriculum project is a single project being run by EDI Manager;
- A number of equality projects were highlighted by staff under this section;
- Action for EDI Manager to lead on the development of cross curricular EDI project and evaluate the impact.

5	Provide a range of support services to meet the needs of all learners at all college campuses and online referral systems	Increased number accessing support Increased levels of retention and attainment	Head of Services to Support Learners	March 2018
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Draft Actions following feedback from Consultation

- Increase awareness of current on-line referral system across the College;
- Provide general awareness training on services, access and availability of support services across all campuses.

6	Offer additional support through essential skills tutorials and Moodle courses	Increased participation and increase in use of Moodle as a learning tool Increased levels of retention and attainment	Director of Curriculum and HoFs	March 2018
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Draft Actions following feedback from Consultation

- Consider how out of class support is being delivered in Chemistry and whether other opportunities exist to pilot in other areas;
- Maths/Comms tutorial available, however consider if staff who are not fully utilised could assist in rolling out support in other subject areas;
- Campaign a Moodle Engagement for all staff; and
- Consider Moodle Induction included at the start of all programmes.

All groups within the communities that the College serves are equally likely to **progress to work or further study**

	Actions	Success Measures	Lead Responsibility	Review Date
1	Provide Experience of Work activity to enhance learners employability and work readiness	Increased positive destinations	Director of Curriculum and HOFs	March 2018
<u>Draft Actions following feedback from Consultation</u>				
A wide variety of initiatives are taking place across the College. Consider how we effectively and systematically deploy opportunities across faculties.				
Current		Ideas/Suggestions		
<ul style="list-style-type: none"> - Constructionarium; - Events – Sound, Music, Fashion, Hair, Beauty, Photography etc. - Multi Media Events; - Question Time (ETA); - Founders 4 Schools; - Links with governing bodies; - Apprenticeships. 		<ul style="list-style-type: none"> - More marketing material showcasing progression routes; - Employees showcasing to College on work experience availability; - Real life activity contextualised working direct with employer; - Student blog/case studies/stories from previous students (Alumni); - Develop more industry links; - Course design mimic work experience; - More guest speakers. 		
Benchmark current practice and create action plan to develop further.				

2	Showcase a range of progression events to enhance knowledge of all progression opportunities	Increased positive destinations	Director of Curriculum and HoFs Head of Service to Support Learners	March 2018
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Draft Actions following feedback from Consultation

- Raise awareness of what's already in place including:
 1. Employment FairsSAAS events;
 2. HE visit to College;
 3. UCAS visit;
 4. Employability Workshops;
 5. CV writing;
 6. Interview skills training.
- Develop a College year planner mapping out current events;
- Consider how alumni could assist;
- Consider a progression week;
- Consider how the College could create a success boards throughout the College promoting routes learner have taken.

3	Range of support available to learners on the next step of their learner journey	Increased positive destinations	Director of Curriculum and HoFs	March 2018
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	including work with partner agencies		Head of Services to Support Learners Regional Foundation Apprenticeship Manager Learner Engagement	
<u>Draft Actions following feedback from Consultation</u>				
<ul style="list-style-type: none"> Raise awareness and promote articulation routes. Consider under bullet point 2 (progression) and bullet point 3 (progression). 				
4	Create case studies/blogs/video clips of alumni success stories and destination routes	Additional information for learners on next steps	Director of Curriculum and HoFs Director of Business Development/Marketing	Jan 2018
<u>Draft Actions following feedback from Consultation</u>				
<ul style="list-style-type: none"> Consider under bullet point 2 (success boards) and (Alumni). 				
5	Work with other Glasgow Regional Colleges to develop inter-college progression opportunities	Increased progression within Regional Colleges Group	Director of Curriculum and HoFs	Jan 2018

Draft Actions following feedback from Consultation

- Work with sister colleges to consider and map out inter college progression opportunities;
- Highlight to staff and learners the main inter college progression routes.

Appendix 3

Schedule of Meetings

Glasgow Regional Colleges Access and Inclusion Group	Meetings: 10th May 2017 1st November 2017 7th February 2018
GKC Access and Inclusion Committee	Workshop: 10th October 2017 Meetings: 8th February 2018 17th May 2018 13th June 2018 30th August 2018 11th October 2018 6th December 2018
Digital Inclusion & Assistive Technology Subgroup	Meetings: 15th March 2018 26th April 2018 14th June 2018 13th September 2018 24th October 2018
Mental Health Workgroup	Workshop: 24 April 2018 Meetings: 31st May 2018 22nd June 2018 14th September 2018 5th October 2018 9th November 2018 14th December 2018

Appendix 4

		Aug-18	Sep-18	Oct-18
Registrations (new users)		28	58	44
Gender	Female	39%	48%	57%
	Male	25%	14%	25%
	Other	0%	2%	2%
	Not Specified	36%	36%	16%
Age	16-24	29%	31%	20%
	25-34	21%	34%	34%
	35-44	18%	21%	25%
	45-54	11%	12%	18%
	55-64	21%	2%	2%
	65-74	0%	0%	0%
	75+	0%	0%	0%
Referral Routes (Top 3)	1	University Event	Student Support Service	Student Support Service
	2	University Website	University Event	University Website
	3	Student Support Service	University Website	University Event / Friend or Family
APM (Average Per Member)	Logins	3	2	2
	Time on Site	27 minutes	19 minutes	18 minutes
	Page Views	26	29	25
	Interactions (Posts)	1	1	1
	Pages of Useful Stuff	2	2	2
Self-Assessments		27	67	57

Big White Wal

Total Registrations	130
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