



2020/2023

**GLASGOW KELVIN COLLEGE
ACCESS & INCLUSION STRATEGY**

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PRINCIPAL'S WELCOME

As the Principal of Glasgow Kelvin College it is my pleasure to present our Access and Inclusion Strategy for 2020/23 which sets out our ambition to be a Scottish byword for accessible learning, engagement and a cornerstone of fair access to economic and social renewal.

Our mission is to enhance our learners' aspirations, careers and lives through accessible, inclusive, high quality lifelong learning.

Guided by this strategy, we will help transform lives through inclusion for our learners and communities so they can participate fully in accessing learning opportunities, successfully completing learning and then progressing to work or further study.

Our Learning environments provide the opportunity for individuals to build their confidence, gain knowledge and understanding whilst establishing skills to thrive and achieve their potential.

STRATEGY PURPOSE

The college aims to deliver an accessible, inclusive, high-quality learner experience for all our Learners. To ensure this the college commits to providing an accessible, accredited, high-quality learner experience with flexible entry/exit points, offering clear progression pathways to employment and/or to further learning.

The Access and Inclusion Strategy is a whole college approach to inclusive learning and as such all college staff have a shared responsibility.

Access and Inclusion is closely linked and draws on a number of other college strategies and plans, including:

- College Strategic Plan
- Digital Transformation Strategy
- Mental Health Strategy
- Gender Action Plan
- Corporate Parenting Action Plan
- Equality Outcomes Action Plan

Strategic priorities for Access and Inclusion is that groups and communities the college serves are equally likely to:

1.

Access learning opportunities

2.

Complete learning successfully

3.

Progress to work and/or further study

Strategic objectives:

1.1

Improve access and equality of opportunity both through physical access to College buildings and in approaches to Learning, Teaching and Assessment

1.2

Maximise access by providing accurate and meaningful college information and ensure that learners are able to make informed choices

1.3

Ensure the priorities of users are reflected in curriculum planning, based on comprehensive labour market trends, employer needs and the social, economic and demographic trends in the communities served by the College

1.4

Provide an extensive range of partnerships to develop provision that targets under-represented and/or vulnerable groups

2.1

Maximise opportunities to support learners individually to reflect on their progress and needs, to improve retention, achievement and attainment

2.2

Provide extensive support service arrangements using early disclosure and intervention arrangements to support learners with their individual learning journey

2.3

Develop college staff to ensure quality and Innovation, supporting the development of learning, teaching and assessment approaches; making use of technologies to make learning more accessible

2.4

Provide learners with the opportunity to engage in planning and co-create the curriculum

3.1

Provide experience of work activity on college programmes to enhance learners employability and work readiness

3.2

Showcase a range of employment/ progression events to provide options and support for next steps for learners at all stages of their learner journey

3.3

Maximise the potential for progression opportunities for learners by working with other Glasgow Regional Colleges to develop inter-college progression opportunities

3.4

Increase the articulation agreements with Universities to provide a seamless progression for learners

The Strategy is also supported by the approaches the College takes to establishing its ethos and values framework including commitments to:



the priority of the needs of the service user



provide sensitive, appropriate and objective pre-entry guidance, helping learners to make informed choices



quality and innovation which supports the development of learning, teaching and assessment approaches



ethical curriculum design which delivers programmes and pathways that are designed to meet learners needs



improving access and equality of opportunity for all



engage learners in enhancing their own learning, contributing to the enhancement of college programmes and services



staff involvement which both values and develops their professional skills, knowledge and competence



team working that establishes and maintains the widest possible network of partnerships and collaborative ventures which engage and support learners



de-centralisation and outreach seeking to provide a comprehensive service within easy reach of our potential learners , communities and employers.

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OFFER PRE ENTRY EVENTS/DIGITAL INFORMATION TO PREPARE LEARNERS FOR COLLEGE	ADMISSIONS PROCESSES THAT CONSIDER INDIVIDUAL NEEDS INCLUDING SFL AND ESOL LEARNERS	CREATE CASE STUDIES/BLOGS/ VIDEO CLIPS OF ALUMNI SUCCESS STORIES AND DESTINATION ROUTES	ACCESSIBLE WEBSITE INFORMATION WHICH IS ACCURATE, MORE VISUAL AND REFLECTS COURSES
EARLY CONTACT WITH THOSE IDENTIFYING SUPPORT NEEDS THROUGH APPLICATION/ ENROLMENT	PROMOTE WORK-BASED LEARNING/ EMPLOYER ENGAGEMENT	OFFER CPD TO COLLEGE STAFF TO ENHANCE THE LEARNERS JOURNEY AND PROMOTE INCLUSIVE APPROACHES TO LEARNING, TEACHING & ASSESSMENT	
INCREASE THE USE OF ASSISTIVE TECHNOLOGY TO AID LEARNING AND TEACHING FOR ALL	DEVELOP MENTAL HEALTH SUPPORT INCLUDING ONLINE TOOLKIT TO MEET INDIVIDUAL NEED	COMPLETE CORE SKILLS PROFILES BEFORE SESSION BEGINS TO IDENTIFY SUPPORT NEEDS	WORK CLOSELY WITH SCHOOLS TO OFFER PRIORITY ACCESS TO COLLEGE RANGE OF OPPORTUNITIES INCLUDING APPRENTICESHIP SUITE
DELIVER SUPPORT SERVICES AT ALL COLLEGE CAMPUSES WITH ONLINE REFERRAL SYSTEMS	PROVIDE ACCESSIBILITY TOOLS ON COLLEGE ONLINE PLATFORMS	MONITOR & REPORT ON PROTECTED CHARACTERISTICS TO INFORM FACULTY ACTION PLANNING AND EARLY INTERVENTIONS	

