



# CITY OF GLASGOW COLLEGE

## Access & Inclusion Strategy

Let Learning Flourish

**City of Glasgow College**  
**Access and Inclusion Strategy 2016 - 2020**

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## **Our Strategic Priorities**

1. A strategic priority for City of Glasgow College is ‘to enable individuals to excel and realise their full potential’. To this end the College is committed to meeting the challenge of social mobility, by ensuring that the needs of the City and all of its citizens are met with fairness and equality.
2. The College aims to be an inspirational place of learning and sets a high priority in providing industry-relevant learning experiences for its students, developing effective links with industry, and prioritising investment in tomorrow’s learning and teaching facilities and equipment, which are essential to a vibrant, developing, curriculum.

## **Our Ambition and Approach to Access and Inclusion**

3. At City of Glasgow College our access and inclusion initiatives aim to anticipate individual need, identify barriers to participation and eliminate or mitigate these to ensure that everyone gets a fair and equal opportunity to an outstanding student experience.

Our ambition is to create a learning environment which:-

- Advances access for all;
  - Provides a positive, engaging student experience and fosters good relations between students and staff;
  - Enhances retention and success through inclusive practices;
  - Presents progression to further study or employment.
4. Our approach focuses on the whole student journey from pre entry through to graduation and beyond and recognises the importance of:
    - A diverse student community;
    - A range of professional ,well designed student support and development services that sustain diversity and promote student well- being;

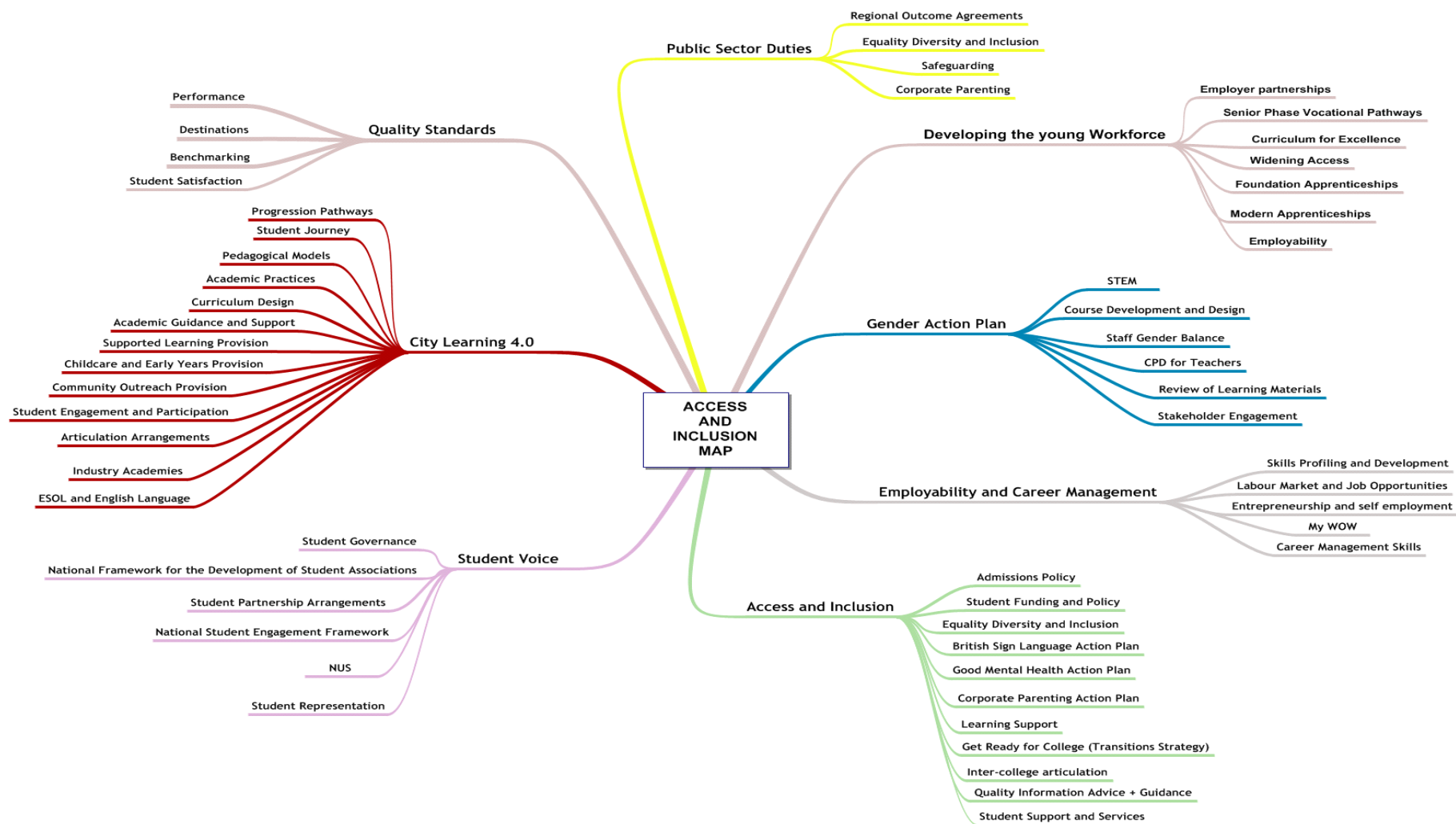
- The alignment of systems and processes across the whole College to evaluate what works well to ensure greatest impact;
  - Collaboration with other Colleges across the Region;
  - The continued development of partnerships Nationally and Internationally to support student success and progression; and
  - Working with external organisations and stakeholders who can help us to improve our reach and impact.
5. Our approach recognises the College's legal responsibilities to students and staff in relation to Equality, Diversity and Inclusion, Safeguarding and Corporate Parenting by promoting a culture in which signs of possible harm, mistreatment or neglect are recognised and appropriately acted upon.
  6. Our Access and Inclusion initiatives are informed by the Glasgow Regional Outcome Agreement and its ambitions to engage a wider section of the City's population in education and training.

### **Progress So Far - Review of Practices and Approaches**

7. The College has developed a wide range of access and inclusion initiatives to support the Scottish Government's plans for closing the educational attainment gap and opening the doors of opportunity to all.

**Making Our Education System World Class with Equal Opportunities for All (Scottish Govt, Sept 2016)** provides the focus for the College's access and inclusion activities which permeate all college activities as shown in Figure 1 - the College Access and Inclusion Map.

Figure 1 - Access and Inclusion Map



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

### **8.1 Widening Access**

Working with the Equality Challenge Unit (ECU) the College has participated in widening access initiatives to ensure good practice in student recruitment and admissions. Further information on these initiatives is available [here](#). The main outcomes achieved from this partnership include:-

- An Equality Impact Assessment (EQIA) of entry requirements and selection criteria;
- A review of course demand, achievement of enrolment targets and comparison of applicant characteristics at both application and enrolment to ensure parity;
- An annual applicant satisfaction survey; and
- An online training module in good practice for teaching staff involved in student recruitment.

The College undertakes an annual Admissions Review to ensure that conversion from application to enrolment reflects applicant characteristics and is representative of groups at a local (Glasgow Region) and national level.

Student recruitment data collection and analysis is live during the admissions period via the College Dashboard on a course by course basis. This allows the College to target services and early support to those most in need.

### **Learning Support**

A key strategic priority for the College is to provide access and inclusion for all recognising that access should mean access to success. Our Learning Support Team offer tutor support and guidance, equipment and assistive technologies training to students who have additional support needs.

In academic year 2016/17, 1,337 students with additional support needs were supported with their studies. A detailed Personal Learning Support Plan (PLSP) was

created for each student and support will vary in complexity depending on student need. Table 1 shows that the highest number of students presenting were those with a disability 'not listed' which includes behavioural issues or literacy and numeracy difficulties, second were those with Dyslexia and third students with mental health challenges.

**Table 1 - Student Disability by Type**

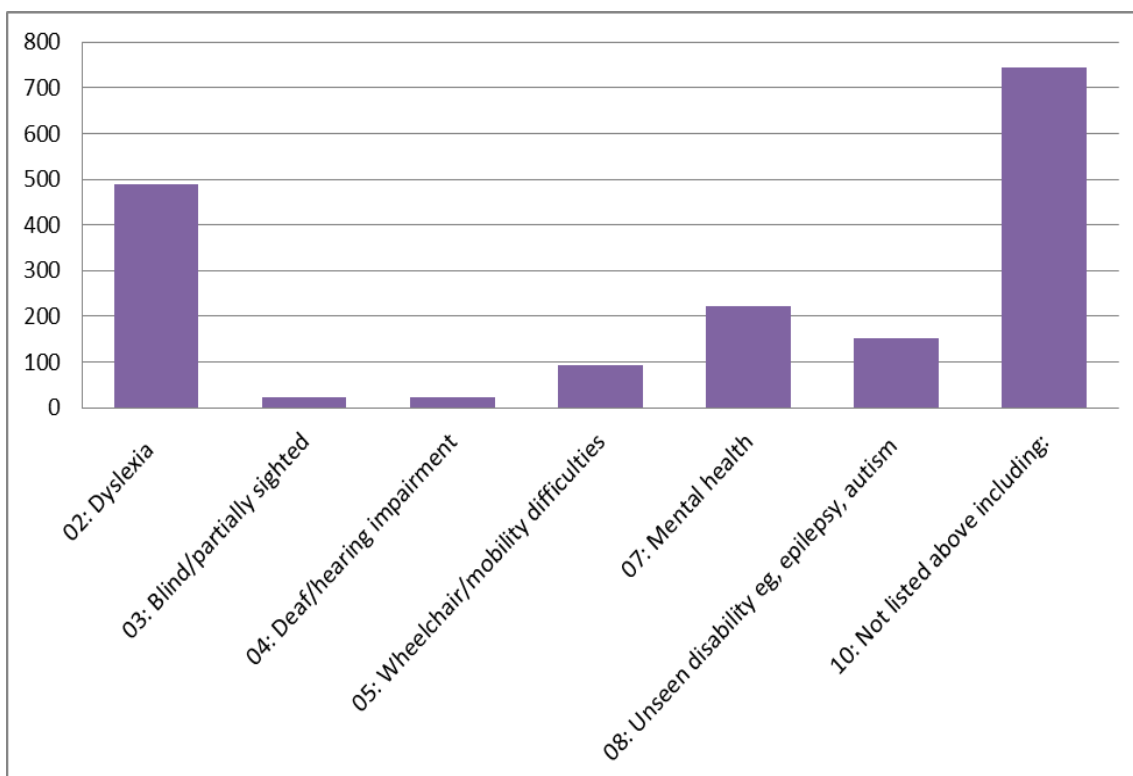
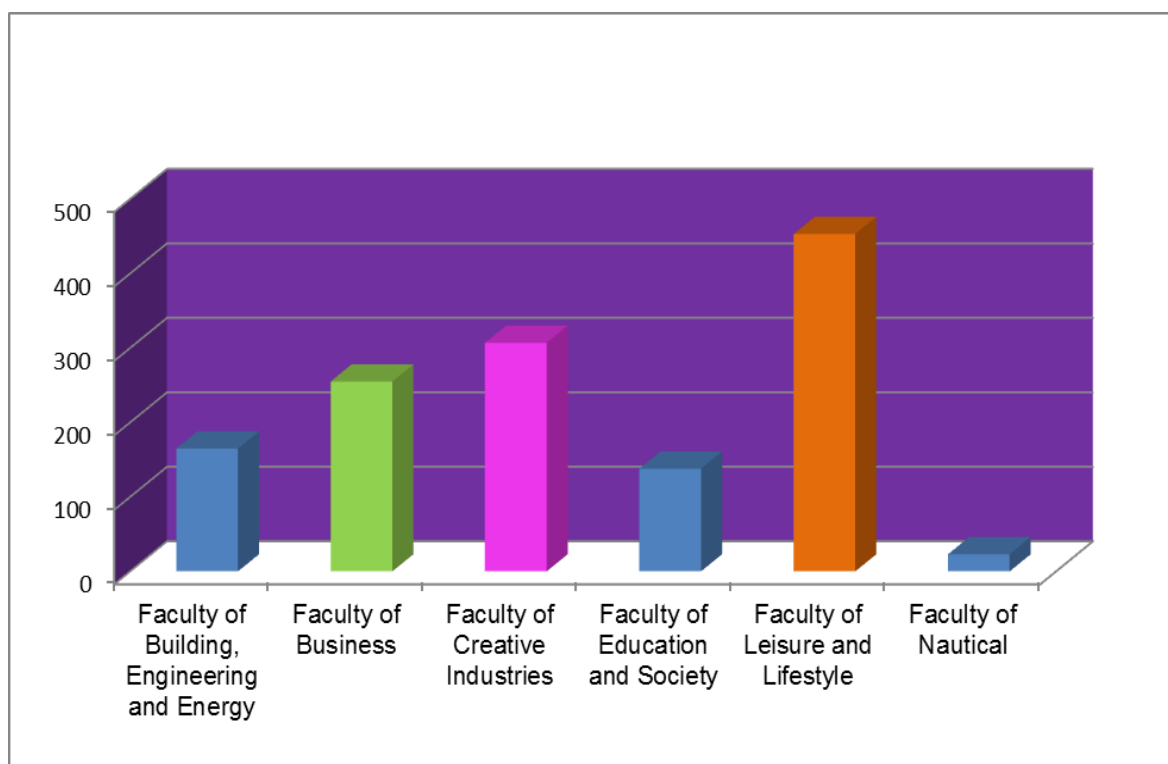


Table 2 below indicates the number of students supported with a PLSPs on a Faculty basis and highlights that most interventions were delivered to students from the Faculty of Leisure and Lifestyle which includes the curriculum areas of beauty, hairdressing, hospitality and tourism. This Faculty supports high numbers of students from the 20% most deprived postcodes in Glasgow and Scotland.

**Table 2 - Students Supported with PLSPs by Faculty**



## 8.2 Developing the Young Workforce

Developing the Young Workforce aims to ensure that all young people have the opportunity to engage in purposeful and directly work related learning while at school, building on the strong school-college partnerships that already exist across the education sector.

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

City of Glasgow College offers 20 schools programmes at SCQF Level 3 - 6, increasing to 30 programmes at SCQF level 3-7 in 2017/18, and includes delivery of Foundation Apprenticeships over 6 Frameworks. All Faculty areas are engaged



in this provision and the range of courses and levels on offer ensures that every young person has an opportunity to realise their full potential at a level appropriate to their needs.

Work Experience and Employer visits are included in the delivery of some programmes and these work well to enhance the college experience and give exposure of the working world to school pupils.

The College delivers Outreach/In School programmes across 5 Secondary Schools in both the mainstream and Additional Support Needs sectors engaging a range of young people from S2 - Senior Phase in practical activities. The rationale for this is to introduce early stage college programmes while allowing pupils to remain in the safe environment of School; this has proved successful in building confidence and interest in progression to Senior Phase College programmes.

Bespoke programmes are also delivered in Hospitality/Front of House courses which have been specifically designed for young people from the Romanian community.

In 2015/16 College delivery included:-

- Outreach/In School - Approximately 100 young people were enrolled on courses in Practical Cookery, Personal Presentation, ICT, Creative Crafts and Construction. The young people accessing this delivery were from S2 - S5. Progression leads on to the Senior Phase programmes if appropriate to the young person's needs and ability.
- Level 1 - 3 programmes - These are smaller class sizes with an opportunity of 1-1 support when needed in Transitions, Personal Presentation, Practical Cookery and Introduction to Food Service Skills. Progression leads on to the Level 4 courses and above.
- The Transitions courses programmes are specifically for young people with an ASD diagnosis preparing them for coming to college post school. Most young people attending will apply for full time Supported Learning courses.

- Level 4 - 7 programmes - Senior Phase programmes were offered to S4-S6 attending 2 half days per week. Young people apply for the courses in the subject area they have identified as a potential career path. Progression often leads to full time college courses.
- Foundation Apprenticeships- These are offered as part of the Senior Phase programmes to local authority Schools

The College works collaboratively with Schools and Colleges across the Region to develop and deliver DYW programmes responding to employer/ economic sector and School needs and requirements. In 2015/2016, after detailed review and consultation, significant improvements have been achieved in the management and organisation of Local Authority vocational programme teams, with a greater emphasis on a centralised approach to recruitment, including a single prospectus for College programmes and a shift in timetabling of senior phase options. These changes have had a significant positive impact.

For example, alignment of the day of the week that programmes are offered across 3 Local Authorities has streamlined timetabling and improved integration and consistency in delivery with School groups and programmes mixed across all local authorities and provision. This also improves efficiency as enrolment targets are more likely to be met.

### **8.3 Gender Action Plan (Inc. STEM)**

The Scottish Government has set out its ambitions for colleges to address gender imbalances at subject level, within the following KPI to ‘increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses among 16-24 year olds by 2021’. For 2017-18, the SFC has asked for all colleges to outline their key ambitions to tackle gender imbalances at a subject level within their Gender Action Plans.

A College level Gender Action Plan (GAP) and supporting Faculty specific action plans have been created to take this initiative forward. Successful developments

include 3 programmes offered in 2015/16 and 2016/17, aimed at improving the participation rates of women in engineering and construction, and men in childcare.

HNC Mechanical Engineering Programme for Women achieved a 91% success rate. (Full Time 2015/16).

- NC Construction Crafts for Women achieved a 60% success rate. ( Full Time 15/16) - New retention strategies have been introduced for 2016/17 to improve success on this programme.
- NC Men into Childcare achieved a 100% success rate. (2015/16 Part Time Evening).

These programmes will continue to be offered in 2017/18 with further programmes in IT and Computing for women currently at the development stage.

Additional actions included in the College Gender Action Plan:-

- An assigned senior lead to coordinate the planning, delivery and evaluation of the College GAP, supported by the Equality, Diversity & Inclusion Manager.
- Assigned leads at both Faculty and Curriculum level to coordinate the planning, delivery and evaluation of Faculty level GAPs.
- Quarterly progress updates with related actions.
- Progress in delivering the GAP will be embedded in operational plans and progress reviews.
- Significant stakeholder engagement.
- A review of staff gender balance and refresh of HR policies.
- The Glasgow Colleges' Regional Board will receive regular updates, as required, in support of the Glasgow Region Outcome Agreement.
- The College's GAP will be incorporated into and published as part of the College's Equality Outcome Framework 2017-2021.

#### **8.4 English for Speakers of Other Languages (ESOL)**

The College supports the Government's ESOL Strategy for Scotland 2015 - 2020 by working in partnership across the Glasgow Region to maximise available resources and share best practice to provide high quality English language skills. The College offers a range of entry levels from Beginners through to Higher ESOL, on a part time basis both day and evening, and works with a range of community partners for example The Bridges Partnership and Positive Action on Housing, to ensure access and provide support to ESOL students.

The College has developed an ESOL Job Club which has been successful in providing work placement opportunities to ESOL students both within the College and externally through our partners. For example, interviews with employers such as First Bus are arranged in College to provide students with support into employment.

The ESOL Access Register and ESOL Network Project are examples of successful collaborative initiatives across the Glasgow Region funded by Glasgow City Council. The ESOL Access Register offers a "one stop shop" for anyone requiring English language classes across the City. All 3 colleges and other providers in the City use the register as a means of accurately reflecting unmet demand and maximising resources. The ESOL Network Project aims to effectively and efficiently level test all potential learners across the City. This service offers advice and information on ESOL provision such as level testing centres, community and college centres and general EOSL advice.

In 2016/17 the College piloted a specialised screening tool CAML+ (Cognitive Assessments for Multilingual Learners Plus); designed specifically to investigate additional support needs for those where English is not their first language. During the CAML+ screening, a suite of exercises allow conclusions to be made in relation to dyslexia, dyspraxia, AD(H)D, dyscalculia and Asperger's Syndrome. Those students who are identified as having an additional support need as a result of the CAML+ Screening, will then have a Personal Learning Support Plan (PLSP) put in place, and support strategies offered such as alternative assessment arrangements, 1:1 coursework support, study skills and invited to tutorials or workshops.

## 8.5 Early Years and Childcare

The College supports the Scottish Government's Strategy for Childcare and Early Years Provision and offers specific Early Years and Childcare programmes from SCQF levels 5-8 covering a range of modes including part time, full time and Senior Phase provision. These programmes feature in the College's access plans by targeting SIMD areas in Glasgow Region offering opportunities to study Early Years qualifications thus supporting the growth of nursery and pre-school provision in SIMD areas. These programmes also feature in the College's Gender Action Plan through delivery of evening provision targeting men into childcare which aims to address the gender gap in the workforce.

This activity supports the Government's commitment to increase Early Years and Childcare provision to support the growth of nursery and pre-school provision. The College aims to grow this provision increasing places offered at NC, NPA, PDA and HNC levels continuing to target SIMD areas within Glasgow Region.

## 8.6 Supported Learning Programmes

The College offers 9 supported learning programmes over 4 areas as follows:-

- **Development Programme Supported Learning (SCQF Level 3)**  
To assist students with additional support needs with independent living and progression to further study. In 2015/16 the success rates for these programmes were between 80-100%.
- **City Works Supported Learning (SCQF Level 3)**  
Designed for students with additional support needs and offers work placement to improve employment prospects. This is a new project for 2016.
- **Transitions Programme Supported Education (SCQF Level 3-5)**  
Designed for students with Asperger's Syndrome who require support to transition to further education. In 2015/16 the success rates for these programmes were 90-100%.
- **Project Search Employability Programme (SCQF Level 4)**

Designed to help increase the employment prospects of students on the autistic spectrum. These courses are delivered in partnership with Glasgow City Council Supported Employment Services, Autism Network Scotland and the University of Strathclyde. In 2015/16 the success rates for these programmes were 88-90%.

Destinations for these groups so far include 6 students going in to full time employment and 33 students progressing to further mainstream study within the College.

## **8.7 Community Provision**

The College engages with a range of community stakeholders throughout Glasgow and works with adults who have addiction issues, and also those who are vulnerable in a range of community and residential recovery locations, homeless projects, forensic mental health projects, gender based and community projects, as well as offering a number of campus based courses offered as progression routes for community students. All programmes are aimed at meeting the key targets outlined in the Regional Outcome Agreement.

The College offers:

- 11 basic skill courses per week where the opportunity to progress through different levels of SQA qualifications is available.
- 20 Stakeholder/Community based basic skill courses per week which were designed in collaboration with our stakeholders after robust service user input - partners include the Marie Trust, Princes Trust and Rosemount Lifelong Learning.
- In addition to our Integrated Grant Fund programmes, the College funded an additional 7 programmes from stakeholder funding and a further 15 programmes were funded via a public social partnership with NHS Greater Glasgow and Clyde, in their Forensic Mental Health Projects in Rowanbank Clinic and Leverndale Hospital.
- 478 community students achieved an above 90% success rate.
- Projects with the BBC Skillswise and Bitesize programmes where community students review new online resources.

## 8.8 Corporate Parenting - Care Experienced Students

The College has a Corporate Duty defined in the Children and Young People (Scotland) Act 2014 as: “the formal and local partnerships between all services responsible for working together to meet the needs of looked after children, young people and care leavers”. As a Corporate Parent the College is committed to working towards the National Ambition and Vision for Care Experienced Students set by the Scottish Funding Council “for there to be no difference in the outcomes of care experienced learners” compared to their peers’ by 2021.

The College is committed to help care experienced young people who are students at the College, and to collaborate with other Corporate Parents to achieve results. The Board of Management receive bi annual updates on the development and completion of the College Corporate Parent Action Plan, noting that it has received positive feedback from looked after children and care leavers. This plan will continue to be developed, and the College will maintain and report evidence of related actions and achievements.

In partnership with CELCIS (Centre for Partnership for Looked after Children in Scotland) and Who Cares? Scotland, the Board of Management and Senior Management Team undertook training and development in session 2016-17, recognising their statutory duties in supporting this vulnerable group. The Board also included a full session on this subject at its Planning Residential event in May 2017. Further college wide training will take place in 2018.

By April 2018, 195 care experienced young people had enrolled at the College which constitutes a 24% conversion rate of those originally applying, and a 214% increase compared to the same period in 2016 (full-time enrolments).

Over the last 3 years the College has introduced a range of student support initiatives to advise and guide students who are care experienced. The College works with partners Skills Development Scotland, MCR Pathways, Social Work and Throughcare to identify students who may require additional support.

Figure 2 below provides information on the number of students supported over the last 3 years and key performance indicators. These figures show that the numbers

of care experienced students presenting at College and numbers achieving a qualification have increased and we anticipate this trend continuing.

**Figure 2 - Care Leavers - 3 Year Trend**

Referrals	2013/14	2014/15	2015/16
Referred by Agency	14	14	17
Declared on application/enrolment	n/a	48	62
<b>Total accepted places</b>	<b>9</b>	<b>47</b>	<b>79</b>
No. still enrolled June 2016	9	33	54
No. withdrawn by June 2016		14	25
No. achieving qualification	7	20	44
<b>% achieved</b>	<b>78%</b>	<b>61%</b>	<b>81%</b>

As a Corporate Parent it is important that the College monitors and tracks the performance of students who are care experienced including the reason for early withdrawal where this occurs. In 2016 contact was made with the 25 students who withdrew to help them re engage with the College or other option with the following results.

- 9 students re-applied to City of Glasgow College.
- 2 went to other colleges.
- 1 declined an offer.
- 1 was unsuccessful.
- 

Figure 3 below provides information on those students with a positive destination and shows 13% articulating to University, 4% in employment and 65% continuing to engage with their studies at City (61%) or another College (4%).

**Figure 3 - Destinations for Care Leavers in 2015/16**

Articulation route	Number
University	7
City of Glasgow College (next level of course)	29
Waiting list at City of Glasgow College	4
Other FE college	2
Full-time employment	2
Unknown destination	10
<b>Total</b>	<b>54</b>



## 8.9 Student Good Mental Health Action Plan

At City of Glasgow College the number of students entering college with a disclosed mental health issue has increased steadily over the last 4 years. Teaching staff have reported dealing with increasing numbers of students in distress, and expressed the need for more knowledge and information on how best to deal with these situations. Staff expressed a commitment to helping students but feel anxious that they are doing the right thing

The College employs a full time Counsellor who was appointed in January 2016 in response to a sharp increase in student need supplemented by student placement volunteers from Caledonian University. Despite this the College continues to have waiting lists for this support and we have developed a variety of approaches to maintaining good mental health through our Mental Health Action Plan, for example offering fitness sessions, cookery classes, reading for stress and Mindfulness which are accommodated through our existing support services.

Referrals for Counselling over the last 3 years are provided below.

**Table 3 - Counselling Service Referrals**

Status	2014/15	2015/16	2016/17
Engaged in service	56	102	158
Appointment offered-no response	58	61	81
Waiting List	26	0	2
Withdrawn students	n/a	n/a	2
<b>Total Referrals</b>	<b>140</b>	<b>163</b>	<b>243</b>

More female than male students have been referred to the service in 2016/17 with 172 female and 71 male referrals, with females more likely to engage with the service by turning up for appointments.

Table 4 provides information on referral reason with mental health being the most common. Our 3 year Mental Health Action Plan launched in 2016 will support students with their general mental health and aims to provide students with tools to support their own wellbeing.

**Table 4 - Counselling Referrals by Presenting Issue**

Presenting Issue	Percentage
Abuse	3%
Addiction- Alcohol	1%
Bereavement	10%
College	6%
Family/Relationship	15%
Housing	1%
Mental Health	62%
Other	1%
Transition	1%
Traumatic Incident	2%

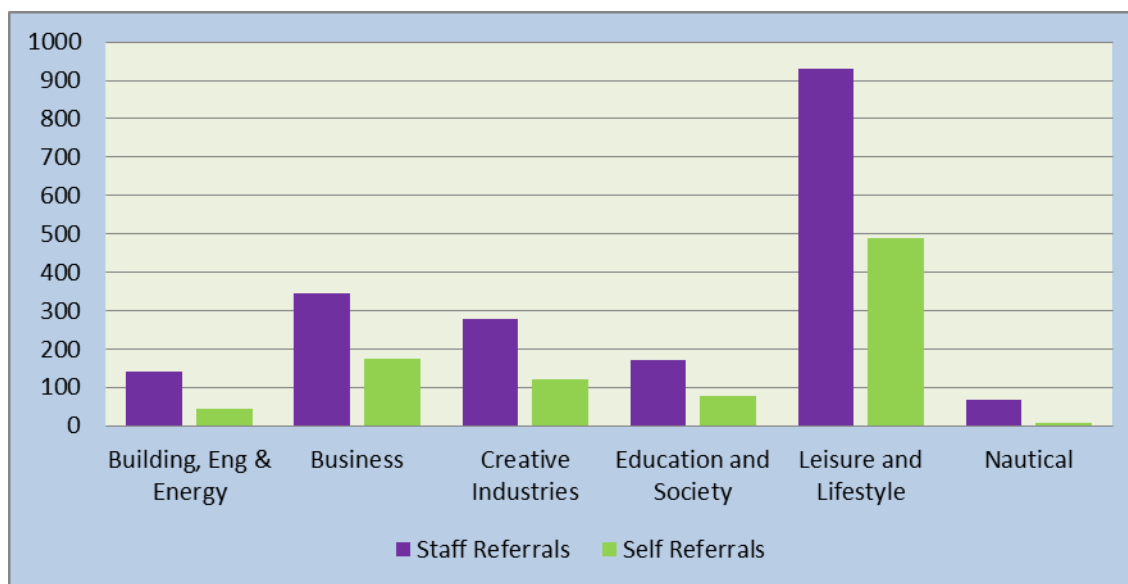
## 8.10 Student Welfare and Support

Supporting transitions, retention and success is a key strategic priority for the College. The Student Advisory Services are often the first port of call for students and Curriculum Teams when students need help and the Team deal with a wide range of student personal issues.

Table 5 provides information on student referrals with 68% of students referred by teaching staff and 22% by self-referral. The Faculty of Leisure and Lifestyle is by far the biggest service user with almost 50% of their full time students receiving support. On average student referrals account for around a third of all referrals

except in the Faculties of Building, Engineering and Energy, and Nautical Studies which are both lower. There is evidence which suggests that males are less likely than females to seek support and both these Faculties have predominantly male students.

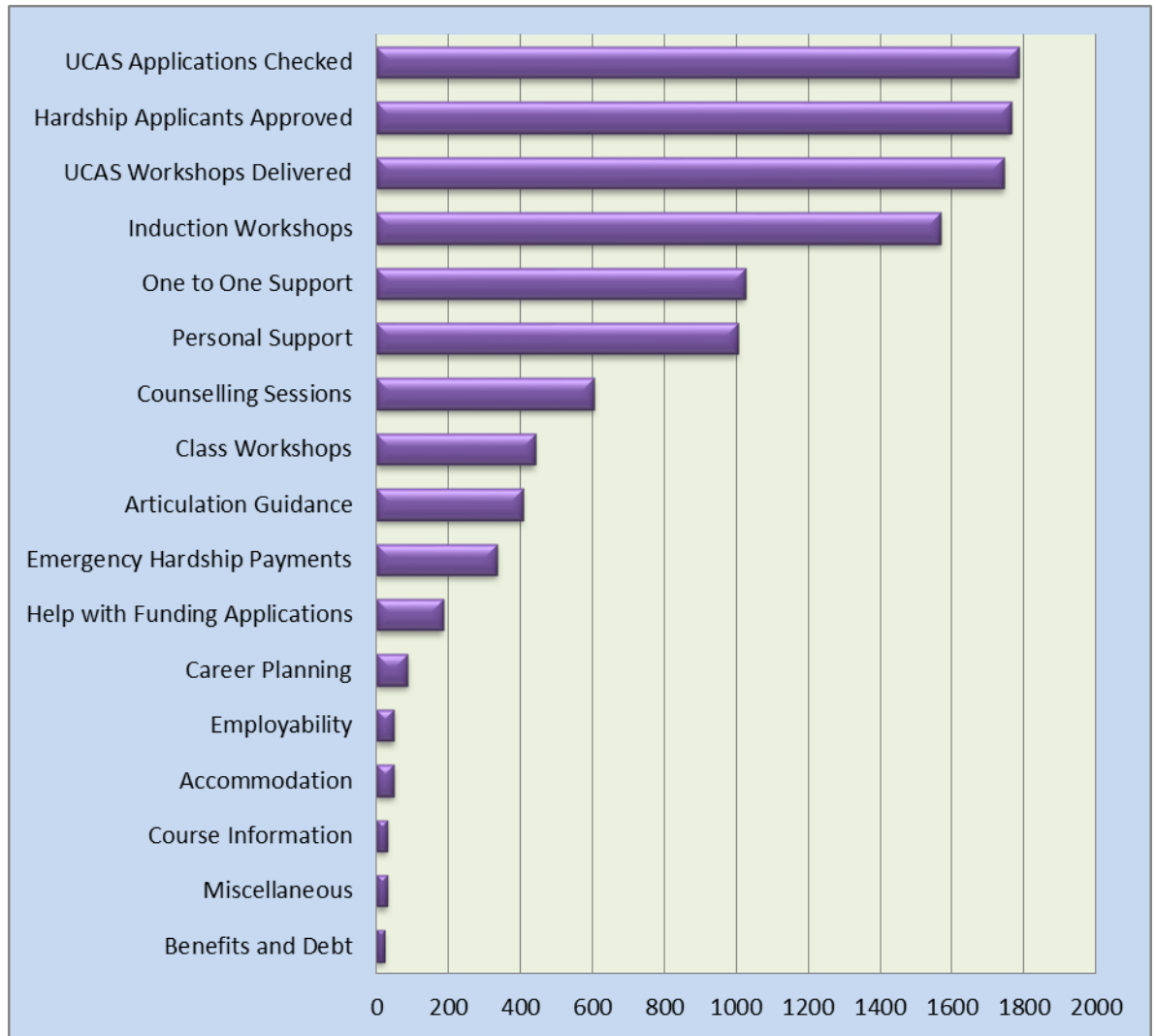
**Table 5 – Student Referrals to the Student Advisors**



Student support interventions from this Student Advisory Service are wide and varied as can be seen in Table 6 below. The Team play a significant role in the management of the UCAS process and getting students on track to apply. This begins at the University Info day from October through to January each year.

The second largest support intervention is in the disbursement and management of the College Hardship Funds (£1.8m) from application to assessment and payment. Students seeking additional financial help usually have a number of underlying presenting issues such as debt, homelessness and mental health issues. Having the Student Advisors manage these Funds ensures that follow up appointments can be made to address underlying issues in addition to finance.

**Table 6 – Student Advisor Support Interventions**



### 8.11 Student Support Funds

Through our Student Experience Strategy consultation in 2017 students made it clear that student funding was one of the most important aspects of the student journey. We strive to ensure that all student support funds get to the students who need it most.

In 2016/17 our student support allocation of £8.2m was fully committed. Table 7 shows that 4,729 students were assisted with Bursary, EMA, Childcare and

Hardship Funds, (this excludes HE students who receive Student Loans and Grants from SAAS).

Of those receiving a funding award 45% are male and 55% female which is in line with cross college enrolments. Construction students receive significant support from the FE Discretionary Fund which accounts for the higher number of males than females, while in HE, more students from the Faculty of Leisure and Lifestyle were supported and these students tend to be female within the curriculum areas of Hair, Beauty, Travel and Tourism.

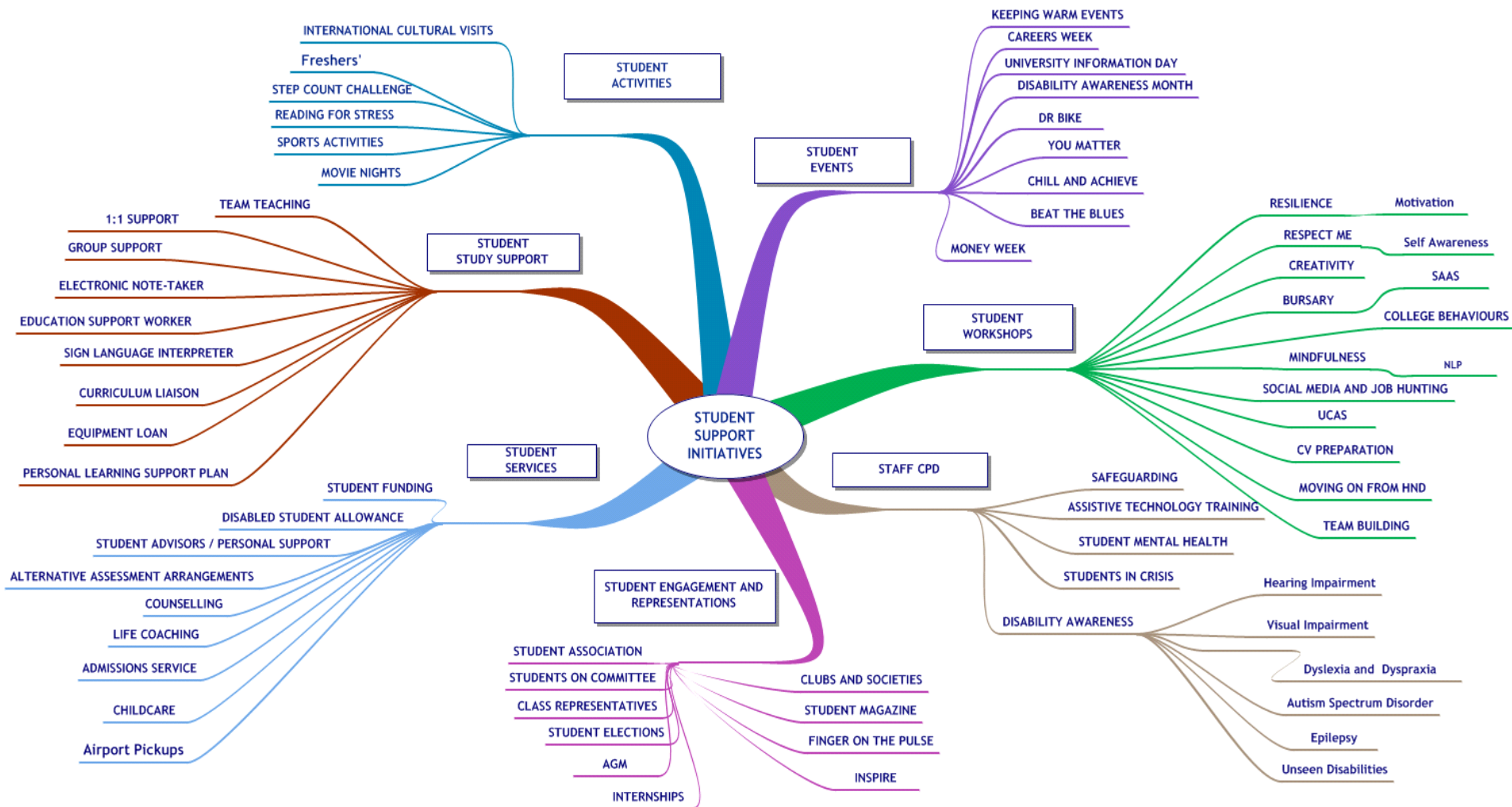
**Table 7 – Students Supported with Student Funding**

Type of Funding	Total Students Assisted	Male	Female	Prefer Not To Say	Average Award
Bursary	1,986	985	1,001	0	£2,980
EMA	506	251	255	0	£30
Childcare	281	21	260	0	£3,633
FE Discretionary	777	429	348	2	£860
HE Discretionary	1,179	459	720	1	£600
<b>Total</b>	<b>4,729</b>	<b>2,145</b>	<b>2,584</b>	<b>3</b>	<b>n/a</b>

### 8.12 Student Support and Services

The College Student Support Services and Students' Association have developed a wide range of award winning support and services to support students throughout their time at College. Refer to Figure 8.12 below.

Figure 8.12 - Support and Services Map



9. Over the last 2 years the College has also exceeded our targets for learning provision, so that more students have been able to take advantage of the opportunities we provide to acquire new skills and knowledge.
10. We have realigned our curriculum in collaboration with the Glasgow Regional Colleges to support those most distant from the labour market.
11. We continue to improve rates of attainment and success so that more City of Glasgow College students are able to progress to positive destinations.
12. We have increased our proportion of activity for the 16-24 year old age group.
13. We have worked with the Glasgow Regional Colleges to develop a curriculum and estates implementation plan, A Vision for College Learning, to enhance economic relevance of the curriculum and support improved access and social inclusion.
14. We have collaborated extensively with employer engagement activity across the Region, Nationally and internationally with a range of employers, representative bodies and stakeholders. This has been further endorsed through our Industry Academy curriculum delivery model.
15. We have increased the proportion of courses which lead to accredited and vocationally relevant qualifications.
16. We have worked across the Region to develop shared equalities outcomes.
17. We have extended our vocational progression partnership activity with schools, universities and employers.
18. We have undertaken significant work with the National Engineering Foundation (NEF) to develop regional and individual college STEM strategies, leading to the award of STEM assured status for all three colleges.

## Our Actions

19. Good progress has been made within City of Glasgow College to widen access and improve participation rates from a wide range of students with diverse social and cultural backgrounds. However, we acknowledge that there is a need to do more and that there are still gaps in success outcomes between different groups of students within the College.

Our Action Plan for addressing these issues is provided below. We recognise that there is a requirement to balance an inclusive approach with the needs of the individual, which should remain paramount, and to deliver and develop our Action Plan will require continued financial support to both sustain the current service levels, which are positively supporting success, and meet new priorities, such as support for care experienced students, those who are carers, those who are in debt, and new developments required under the BSL (Scotland) Act 2015.

Our Access and Inclusion Action Plan 2016-2020 is outlined below and will be supported by a review of the whole student journey within the College focusing on the needs of varying student types and modes in order to:-

- Widen Access;
- Support Retention and Access; and
- Improve Progression to Further Study and/or employment.



## Our Actions to Widen Access

	Action	Measures of Success	2018/19	2019/20	2020/21
1	All protected characteristics, plus care leavers, plus carers included at admissions and enrolment stages and report through College Dashboard on a course by course basis.	Volume and proportion of credits delivered to:-			
		Male Learners;	51.8%	51.8%	51.8%
		Female Learners;	48.6%	48.6%	48.6%
2	Refresh all information, advice and guidance on the college website to ensure support services are available for all priority groups and support diversity e.g. carers, care experienced students, LGBT groups etc.	BME Learners;	12.5%	12.5%	12.5%
		Students with known Disability;	10.1%	10.1%	10.1%
		Care Experienced Students;	1.5%	1.5%	1.5%
		Carers.	TBC	TBC	TBC
		Admissions Satisfaction Survey/Student Focus Groups Feedback	75%+	80%+	85%+
3	Carry out an Equality Impact Assessment on admissions processes to ensure the College strategies for widening access are met. <ul style="list-style-type: none"> <li>entry procedures and services;</li> <li>interview processes;</li> <li>Entry requirements.</li> </ul>		Undertake EQIA and implement recommendations related to full time.	Introduce recommendations related to full time.  Undertake EQIA and implement recommendations related to part time.	Introduce recommendations related to part time

4	Work with other Glasgow Regional Colleges to develop inter-college progression opportunities at City of Glasgow.	Increased number of students progressing from Glasgow Kelvin and Glasgow Clyde Colleges to City of Glasgow College	Access Humanities and NQ Social Science from Kelvin College.  HND2 Hospitality and Level 6 Hairdressing from Clyde College.	HNC Travel from Clyde College	TBC
5	Review course portfolio at access and entry level to ensure those with low/no entry qualifications can gain entry.	In Volume and proportion of credits delivered to those from SIMD10	24.8%	25.1%	25.3%
6	Implement Gender Action Plan.	Improved gender balance in SFC target areas.  Improved gender balance in STEM.	Student representation of gender in courses currently characterised by significant imbalance of over 90% is increased by 5% over 2017-2021.  For more detailed PIs/achievements refer to the full	Student representation of gender in courses currently characterised by significant imbalance of over 90% is increased by 5% over 2017-2021.  For more detailed PIs/achievements refer to the full	Student representation of gender in courses currently characterised by significant imbalance of over 90% is increased by 5% over 2017-2021.  For more detailed PIs/achievements refer to the full

			Gender Action Plan	Gender Action Plan	Gender Action Plan
7	Developing the Young Workforce	Volume and proportion of credits delivered to senior phase aged students.	0.4%	0,4%	0.5%
8	Improved Schools Liaison/partnership working with Schools	Increase in number of Senior Phase pupils successfully completing.	FE 76.7% HE 80.8%	TBC	TBC
9	Work with the Regional Foundation Apprenticeship Manager to ensure those on FAs at Regional Colleges are treated as internal candidates.  Update information on website.  Collaborate in the development of a regional form.	Progression rate from FAs to mainstream programmes improved.  Increase in students from SIMD10.  Improved gender balance on GAP target programmes.	60%  Refer action 5 Refer Action 6	70%  Refer action 5 Refer Action 6	80%  Refer action 5 Refer Action 6
10	Develop new core skills profiling model at pre entry.	Core skills can be identified pre entry to assist with development of 'at risk' matrix.	Pilot	Complete	
11	Improve early identification of need.	Increase in completion of DSA /PLSP at admissions stage.	Increased by 10%	Increased by 20%	Increased by 25%

## Our Actions to Support Retention and Success

Action	Measure of Success	2017/18	2018/19	2019/20	
12	Develop a Mental Health Action Plan.	More students with declared mental health completing successfully.  More students generally involved in college activities, clubs, societies and healthy lifestyle.  Student Association involvement.	Retention and success of those with a declared mental health issue is equal to College average.	TBC	TBC
13	Further refine the College Corporate Parent Action Plan.	Updated Action Plan/SMT Trained/Board Trained  College wide training  Improve retention from 68%  Improve success from 81%  Improve articulation to HEI	Complete - Feb 2017.  Complete Dec 2018  70%  85%  13%	N/A  N/A  75%  88%  20%	N/A  N/A  805%  90%  40%
14	Develop Getting Ready for College Transitions Action Plan for priority	Improved retention and reduced early withdrawal of	Retention equal to college average for these	TBC	TBC

	groups. Develop 360 degree Induction and Guidance	those participating.	groups.		
15	Develop British Sign Language Action Plan	Develop Action Plan. Increased number of staff with BSL Increased number of hearing impaired students at College	Action Plan Developed	Action Plan Implemented	
16	Review Learning Support delivery re assistive technologies.	Develop an Assistive Technology Action Plan and reduce reliance on ESWs/note takers.	Action Plan Developed	Action Plan Implemented	
17	Ensure all full time groups have a Class Rep.	Number of full time classes with Class Reps.	90%	95%	98%
18	Offer CPD to teaching staff on specific learning support needs.	Number of events offered and staff engaged.	Increase by 10%	Increase by 20%	Increase by 30%

## Our Actions to Improve Progression to Further Study and/or Employment

Action	Measure of Success	2017/18	2018/19	2019/20	
20	Review delivery of career management skills and develop a Career Management and Guidance Action Plan.	Action Planned Developed. Increase in number of students from SIMD10 with successful destination.	Develop Action Plan	Implement and Deliver Action Plan	
21	Number of students articulating to University with advance standing.	Increase in number of students from SIMD20 articulating to HEI.	1,100	1,150	1,250
22	Continue work with supported learning groups, ESOL and community groups to introduce work placement and progression opportunities with Glasgow Regional Colleges.	Increased number of students with successful destinations to work or mainstream study. Number of work placements increased.	Increase by 5%	Increase by 10%	Increase by 10%
23	Continue Student Engagement/Careers Development work with ESOL groups to support progression to mainstream courses.	Increased number of students with successful destinations to mainstream study.	Increase by 5%	Increase by 10%	Increase by 10%

