

# **Access and Inclusion Action Plan**

## **2017-2020**

*Our Access and Inclusion Services*

Strategy Statement	Implication	Status R/A/G/B	Actions	
			2017-19	2019-20
<b>Our Access and Inclusion Strategy demonstrates our commitment to creating an inclusive curriculum which recognises the needs of all individuals studying at our College.</b>	West College Scotland aims to enable and empower all students in the above abilities and competencies to ensure they have skills for learning, skills for work and skills for life. This inclusive approach will enable all students to become 'independent learners.		<p>Enabling services delivered over 30 workshops for staff and students in the use of specific software to support learning and teaching.</p> <p>Large increase of additional support slots from the Essential skills department. Over 800 students have accessed this additional support in (Literacy, numeracy, ICT confidence building)</p> <p>Over 3000 students accessing the YES portal reflecting on personal skill development for all students (Early Education Clydebank as good practice)</p> <p>Staff continue to liaise and discuss on what we can offer to support students where servicing or engagement with enabling services is low or has been withdrawn.</p> <p>Staff and students are encouraged to explore further opportunities to embrace new initiatives through engaging partnerships both with internal and external stakeholders. This allows a wider audience to be involved in the development of Essential skills and a greater opportunity for college staff collaboration for structured academic support across all curriculum areas</p>	<p>More Curriculum staff need to be aware of the strategy/ Action plan and how they can support all students within an inclusive curriculum.</p> <p>More expansive use of YES portal</p> <p>Pilot the use of assistive technology with all students.</p> <p>Pilot the use of an electronic diagnostic test for all students in literacy and numeracy.</p> <p>Focus on the gender imbalance in the number of males accessing the support offered in Essential skills and Enabling Services</p> <p>Can we raise attainment for all students at all levels of the curriculum in literacy and numeracy – needs unified West College Scotland Action Plan (National Improvement framework)</p> <p>CQLs have had training in supporting survivors of gender-based violence</p> <p>Mental Health First Aid training offered to Teaching Staff</p> <p>Introduction to British Sign Language training delivered cross campus</p> <p>Equality Audit Tool has been reviewed to enhance accessibility of curriculum planning and project team has been set up to enhance access to VLE</p> <p>Promotional material for Essential Skills and Enabling Services uses mix of gender to assist with tackling stereotypes</p>

*Our Access and Inclusion Services*

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			2017-19	2019-20
<b>Given the identified, specific, priority focus on ensuring students are supported and positively progress within the College, the ELS Department at West College Scotland has been restructured in order to provide a more effective and responsive service for students to respond to the Government Agenda and SFC requirements.</b>	The creation of this structure, and associated business partner model with the Faculties they serve, aims to immerse the team with mainstream curriculum staff and vice versa. This close partnership working aims to ensure that interventions are carried out proactively and in advance of escalation. The presence of an Enabling Services Co-ordinator on each campus will ensure that there is a promoted post presence on all campuses in order to respond to any day-to-day issue as they arise and provide a consistency of service across the College.		<p>New structure in Enabling services has significantly improved the service however due to the ever-increasing demand on the staff the service can be stretched at times.</p> <p>Over the past 3 years over 3000 students have been support by the enabling services team across all three campus and outreach centres.</p> <p>We are one of the only colleges in Scotland with a designated Co-ordinator for Sensory Services Co-ordinator and 2FTE permanent BSL facilitators that work cross campus. We have a designated facility in Greenock to support BSL students.</p> <p>West College Scotland BSL action plan completed.</p> <p>There has been in certain curriculum areas an improvement in Retention and attainment reflecting the additional support provided by Enabling services team.</p> <p>Supporting students in the community outreach programmes across all regions.</p> <p>Over 2000 students have accessed the core skills top up and various workshop seminars</p> <p>Every student accessing support from the enabling services team will have a PLSP.</p> <p>Continue to work successfully in partnership with all sectors.</p> <p>We continue with the top up sessions and increase the number of hours available for students to access the Essential skills support. 6 hours per week is allocated on each campus for Essential skills top up and workshop delivery.</p>	

*Our Local Authority and Government reporting*

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			2017-19	2019-20
<b>We will no longer use an ELS flag in FES to identify individual students in our student records system</b>	The Enabling Services Department will work closely with MIS to capture, track and monitor the levels of enabling services activity within the department whilst liaising closely with curriculum and other services teams within the College.		<p>Use of internal data base to record student interaction with Enabling services and Essential skills.</p> <p>Information sent on demand to sectors for data analysis regarding the numbers of students requiring any specific support</p> <p>For all students who have accessed the Enabling services support the staff will produce a PLSP for tracking progress throughout the year.</p> <p>Improved communication between sectors has allowed increased effective support for all students.</p>	
<b>We will collectively work to improve our data collection in order to be able to assess the impact that this approach specifically has on our priority access groups at a regional and national level</b>	The Enabling Services Team will work closely with MIS and curriculum teams to analysis the positive impact of Enabling Services' interventions, support, referrals and guidance in realising student potential and enabling progress in learning		<p>Better links with MIS team in sharing and tracking of data.</p> <p>Improved communication with other support areas to allow quicker and effective interventions put in place.</p> <p>Improvements required in data analysis especially around positive destination.</p>	
<b>We will retain Student Personal Learning Support Plans (PLSPs) when it is in the best interest of the student although they are no longer required for financial audit</b>	Enabling Services Team will work closely with curriculum teams to ensure that PLSPs log all activity and progress diligently and thoroughly to track the progress of all interventions and support provided by all teams.		<p>PLSP are stored electronically and are used extensively to support and track the student's progression.</p> <p>Communication is a priority across all areas to track and monitor the support given.</p> <p>Looking to create a link PLSP with the college unit-e system.</p>	

*Our Local Authority and Government reporting*

Strategy Statement	Implication	Status R/A/G/B	Actions	
			2017-19	2019-20
<b>We will use Learning Plans for all students as evidence to support the claim and as good practice. For students whose needs cannot be met through our inclusive approaches alone, we will complete a PLSP as per the SFC expectations.</b>	Rigorous guidance Learning Plans will ensure that progress reports for all students are held in a consistent manner to track the learner journey of our students.		<p>Enabling services to have detailed PLSPs for all students that interact with the department. The PLSPs stored electronically and are used extensively to support and track the student's progression.</p> <p>Essential skills record centrally the support given to every student through the college Top up slots</p> <p>More structured guidance system across all campuses that supports all students across all areas of the curriculum</p>	
<b>The SFC, though our Outcome Agreement Manager, will work closely with West College Scotland to provide information on our priority access groups for comparison with a Scottish level.</b>	Enabling Services Team will analyse the data and report internally and externally on the findings and any necessary changes or improvements which are highlighted as a result. We will ensure a close working relationship on this via our Outcome Agreement Manager.		<p>Increased admin support to 1FTE has facilitated the improvement in data analysis.</p> <p>Campus co-ordinators have developed a more systematic tracking and monitoring in the sector– more rigorous and systematic analysis of action planning</p> <p>Quality department produced data for priority access groups to support the WCS ROA</p> <p>Better sharing of data analysis with all areas of the college.</p> <p>Revisit student survey for individuals who access the Enabling Services support.</p>	

*Our Local Authority and Government reporting*

Strategy Statement	Implication	Status R/A/G/B	Actions	
			2017-19	2019-20
<b>We will monitor the intake and outcome ambitions we have set ourselves for our priority access groups. When considering this, representation of the priority access groups at a regional, subject and Scottish level will be considered.</b>	All staff involved in Access and Inclusion at West College Scotland will contribute to monitoring our performance.		<p>Enabling services delivered over 30 workshops for staff and students in the use of specific software to support learning and teaching.</p> <p>More Curriculum staff need to be aware of the strategy/ Action plan and how they can support all students within an inclusive curriculum.</p> <p>Piloting the use of various assistive technology with Hair and Beauty students in Paisley 2019-20 to improve attainment for all students</p> <p>Better utilisation of all areas of our sector to support courses where retention and attainment is poor through an integrated structured support plan.</p> <p>Equality Audit Tool has been reviewed to enhance accessibility of curriculum planning and project team has been set up to enhance access to VLE</p>	

*Our Local Authority and Government reporting*

Strategy Statement	Implication	Status R/A/G/B	Actions	
			2017-19	2019-20
<b>We will track and monitor our intake working in strong partnerships with our local authorities and external agencies with designated points of contact for care experienced students and other vulnerable groups.</b>	Pre-entry engagement with care teams and their young clients to aid the transition to college. The outcomes for care experienced students will be monitored and analysed as with other groups with a protected characteristic		<p>The college works closely with various external agencies with regards to Care experience students. This close collaboration supports their transition into college and the positive destinations after college.</p> <p>WCS have designated staff on each campus to liaise with all areas internally and external to support each care experience student throughout their college life.</p> <p>Examples of external partners are</p> <ul style="list-style-type: none"> <li>-Skills Development Scotland (MCMC)</li> <li>-Through care and after care teams</li> <li>-Local councils Social work departments.</li> <li>-Local Schools</li> <li>-Who cares Scotland</li> </ul> <p>And various third sector organisations including</p> <ul style="list-style-type: none"> <li>-Quarries</li> <li>-Kibble</li> <li>-RAMH</li> <li>-Impact arts</li> </ul> <p>All staff as part of the college self-evaluation process will monitor and analyse all groups with protected characteristics. Internal data can be obtained from the Quality/MIS department enabling teams to put in place the relevant actions to support all students within an inclusive curriculum.</p>	
<b>We will track and monitor our successful completions and destinations</b>	The Access and Inclusion department at West College Scotland will track, monitor, support and evidence the successful completion and destination statistics of the following groups in particular		<p>PLSPs are stored electronically and are used extensively to support and track the student's progression.</p> <p>Better use of sharing the data with all staff to highlight areas for improvement.</p> <p>Improve critical analysis of performance standards– more rigorous internal and external benchmarking and action planning</p>	

*Our Local Authority and Government reporting*

Strategy Statement	Implication	Status R/A/G/B	Actions	
			2017-19	2019-20
We aim to create an inclusive learning environment which is conducive to student engagement and making connections that will positively influence student mental health and wellbeing. Our goal is to ensure the provision of adequate, effective and interconnected mental health services which employ “best practice” knowledge in the support of students who are experiencing mental health issues and to maintain responsive processes for individual students at risk.	We will engage our staff and partners in a process of valuing and initiating actions which promote mental health and wellbeing. We will support students who are experiencing mental health issues, connect them to college support services and signpost external specialist agencies.		<p>Developed and agreed with SA Student Mental Health Agreement</p> <p>New Student Wellbeing Advisor Post</p> <p>“Gies a Break” Café to support students and their wellbeing</p> <p>Mental Health First Aiders</p> <p>Investment in online mental health support platform (Silver Cloud)</p> <p>Work placement risk assessments improve support for student with mental health conditions</p>	



*Our Partnership Approach*

Strategy Statement	Implication	Status R/A/G/B	Actions	
			2017-19	2019-20
<b>Who will engage with our WCS Access and Inclusion strategy?</b> <ul style="list-style-type: none"> <li>• all our staff across all Directorates and Faculties at West College Scotland</li> <li>• our students and our Student Association at West College Scotland</li> <li>• our regional and community partners</li> <li>• our Regional Strategic Board in the areas we serve</li> </ul>	We will continue to meet the support needs by ensuring staff and students are fully aware of the support on offer, the process of referral and we will expand our reporting in relation to undiagnosed additional needs within the teams to build a profile of requirements for our College.		We are pleased the department is reaching wider audiences, both internally and externally. This has been clearly highlighted as we are now seeing the benefits of a collaborative supportive culture which reflects the needs of the students and the aspirations and ambitions of the staff.  Greater connectivity with internal and external agencies is a must moving forward, thus enabling staff to plan where the appropriate resources and support can be put in place to allow every student to be successful at college.  A more coherent structured and collaborative college wide approach to student support.	

*Our Commitment to CPD*

Strategy Statement	Implication	Status R/A/G/B	Actions	
			2017-19	2019-20
<b>The College fully supports Continuing Professional Development providing all staff the opportunity to update their professional skills, knowledge and understanding in order to support every student within the College and assist in the future career progression for all. Training and support are provided to ensure that all staff are comfortable, confident and competent to meet the educational needs of all students.</b>	<p>Enabling Services team will continue to work with our Continuing Professional Development team and Marketing to:</p> <p>Conduct raising awareness campaigns of what we can offer; offer advice and guidance on how to spot when referrals are necessary; offer specific strategies to staff to support student learning; promote the Enabling Services Lecturer workshops in embracing the benefits of assistive technologies</p> <p>Enhance our own professional development in relation to the latest specialist knowledge, skills and approaches to ensure full student inclusive support in learning; cascade information within the teams; stay abreast of new and existing government initiatives to ensure we connect to wider requirements including Developing the Young Workforce.</p>		<p>Staff CPD is continuous and seen as a priority for the sector.</p> <p>Currently we have 2 staff completing the Brite training to support the DSA referral process</p> <p>Delivered over 30 workshops for staff in the use of specific software to support learning and teaching within an Inclusive Curriculum.</p> <p>Level of awareness and impact of Essential skills, Enabling Service and Library Resources has improved throughout 2018-19 we will continue to deliver structured CPD workshops, formal presentations at various staff and student events</p> <p>Mandatory online equality and diversity course all staff must complete. CPDR process has been reviewed in consultation with trade unions</p> <p>Various WCS Training provided includes: -</p> <p>Mental Health First Aid, Responding to GBV, Introduction to BSL, Dyslexia Awareness, Promoting Understanding of Behaviour and Autism Spectrum Disorders, and Helping Learners with Mental Health Problems.</p> <p>Mandatory online equality and diversity course has been redeveloped to assist staff in meeting the needs of students.</p> <p>Set up of the Centre of Learning Technologies website (CoLT) to support all staff in learning and teaching.</p>	

*Our Investment in ICT organisation*

Strategy Statement	Implication	Status R/A/G/B	Actions	
			2017-19	2019-20
At West College Scotland, we recognise the key role that Information Technology has in underpinning the development, improvement and success of our College and all its users.	<i>Our investment in ICT will continue to support an inclusive approach for students. There will continue to be investment in technological advances for the benefit of the students. We will continue to upskill the workforce in the use of these existing and emerging technologies. A specific driver at West College Scotland is the further development of the Digital Literacy agenda. This includes the creation of a baseline for staff skills and student skills in digital and assistive technologies to ensure smooth processes in learning and support for learning.</i>		Financial and personal investment in assistive technology resources from the department is a key priority and we are consistently witnessing the positive influence it is having on the student experience encouraging them to work more independently while improving their resilience and confidence.  A strategic priority for 2018-19 was for the sector was to create stronger internal partnerships and communication opportunities for sharing knowledge.  The staff continue to develop and deliver various workshops for staff and students around digital technologies to enhance learning, and teaching, personalised individual support and digital resources that are available within WCS Libraries  Greater utilisation to of Digital Technologies, Assistive technology and Library resources we have within the college.  Partnership with WCS and Leonard Cheshire 'Go Digital' project.  National wide event to be held at WCS showcasing Assistive technology to support all students.  This investment in the technology and staff from our sector will help to future proof the college giving opportunities for an innovative, inspirational curriculum that fully embraces diversity with a clear focus and link to the WCS Digital Strategy.  Staff training around accessibility of documents and teaching material lead by the <b>Learning Technology Team</b>	

<u><i>Our Bespoke one-to-one Support</i></u>				
Strategy Statement	Implication	Status R/A/G/B	Actions	
			2017-19	2019-20
The overriding approach to Access and Inclusion at West College Scotland is to ensure that its inclusive practices, which support all learners, are embedded throughout the curriculum with specialist staff provide tuition in the use of assistive technology.	Our processes for providing bespoke individualised support for students including our use of PLSPs will continue to be enhanced and customised to the individual's requirements. We will enhance our tracking of their progression and destinations.		We provide personalise bespoke rap around support for students who have been identified by staff through structured partnerships and collaboration across the college for over 3000 students.  To further enhance and develop personalise bespoke rap around support for <b>all students</b> through structured partnerships and collaboration across the college.	

<u><i>Our Student Association Engagement</i></u>				
Strategy Statement	Implication	Status R/A/G/B	Actions	
			2107-19	2019-20
<b>We believe that the engagement of the West College Scotland Student Association is crucial in driving the approach forward, enabling all students to be fully aware of the opportunities for support available while studying at College, seeking student views and feedback on what is working well and where we need to improve the service, seeking student views on further enhancement and development of the area to best support students.</b>	<i>Communication and close partnership working with the Student Association Executive team is key to delivering a productive and effective service to support the students and to achieve what our joint strategy is setting out to deliver. The role of the Student Representative Council will be key and their group meetings important as a vehicle for knowledge exchange and dissemination of information across the College to the wider student body.</i>		<p>Introduction of Mental Health Student Association Officer.</p> <p>Introduction of LGBT Student Association Officer.</p> <p>Student Association held events to promote Access and Inclusion within the college.</p> <p>Student Association working in partnership with the college to win Health and Wellbeing award.</p> <p>Student Association continuing to hold events to raise awareness of Mental Health, LGBT etc.</p> <p>Student Association to continue being an active contributor on the EDI committee.</p>	

Use the Red/Amber/Green/Blue to indicate your assessment of progress. Use Blue to indicate that the priority has been achieved.

Submission dates: