South Lanarkshire College
Access and Inclusion Strategy and Action Plan

<table>
<thead>
<tr>
<th>Strategy created</th>
<th>December 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owner</td>
<td>Equality Group</td>
</tr>
<tr>
<td>Approved by</td>
<td>Access and Inclusion Strategy Steering Group</td>
</tr>
<tr>
<td>EIA</td>
<td>March 2017</td>
</tr>
<tr>
<td>Review date</td>
<td>December 2017</td>
</tr>
</tbody>
</table>
South Lanarkshire College Access & Inclusion Strategy 2017-2020

Foreword by Principal and Chief Executive

As Chair of the Equality Group and also as Principal, I am particularly committed to ensuring that Access and Inclusion at the forefront as the College develops and continues to deliver a high quality learning experience.

We are committed to the aspirations set out in our Access & Inclusion Strategy and to supporting all Access & Inclusion initiatives. The College has a clear vision and strategy to promote equality, access and inclusion, and this links with all aspects of our activity, as can be demonstrated by our key core value to promote equality and diversity.

Our Access & Inclusion Strategy outlines the continuing steps we have taken and will continue to take to demonstrate our commitment to ensuring equalities remains an integral part of College life. We are also committed to regularly reviewing and refocusing our priorities to ensure that we continue to make progress in this key area.

We strive to ensure that there are no barriers to entitlement or success at South Lanarkshire College. We positively influence attitudes in the promotion of Access & Inclusion, supporting people in gaining access to education, employment and services provided by the College, free from any form of bias or difficulties.

We look forward to further progressing the aims of The Equality Act 2010, and to continuing to ensure Access & Inclusion are firmly embedded into all functions at South Lanarkshire College, East Kilbride.

Stewart McKillop MA (Hons) Dip Acc Dip Ed
Principal and Chief Executive
PURPOSE
South Lanarkshire College is committed to developing and implementing services, policies and procedures with a positive focus on Access & Inclusion as an essential part of all aspects of the College’s work. This document brings together all of the actions from previous equality arrangements and policies with this newly developed Access & Inclusion Strategy, to ensure that SLC continues to develop with a positive focus. As with all of the College’s policies and procedures, this strategy is Equality Impact assessed.

This document sets out SLC’s commitment and approach to delivering the corporate and legal responsibilities for Access and Inclusion taking into account the Commission on Widening Access. The First Minister’s ambition is to give every child born in one of our most deprived communities, the same chance of entering a University course as a child born into one of the least deprived communities. In doing so, the College will communicate what is to be achieved through Equality Outcomes and will outline the approach to mainstreaming Access & Inclusion in all functions and activities. This involves local ownership and delivery of Access & Inclusion across all areas (teaching and non-teaching) of the College, to make a positive difference to the lives of individuals and groups.

The aim of this Access & Inclusion Strategy is to make sure that account is taken of the needs of all students, staff and diverse communities within and beyond the College and that, where appropriate, these are addressed. It seeks to include all students as well as staff and therefore will not single out any one “category” but assume equal and fair opportunity is granted to everyone without bias or prejudice.

South Lanarkshire College is a Disability Confident employer. Together, the ethos statement, ‘We believe in equality and diversity’ and the award for FE provider of the Year for Equality and Diversity highlight the College’s commitment to this agenda and are affirmation that Access & Inclusion is well established in the behaviours and culture of SLC. This strategy will ensure continued improvement of the service delivered through seeking feedback from students and staff and by monitoring relevant Performance Indicators (PIs).

The College holds Investors in Diversity stage two accreditation and is the first organisation in Scotland to achieve this standard as well as holding Leaders in Diversity status. South Lanarkshire College has achieved Investors in People Platinum, the first College to do so. SLC is also a centre for reporting Hate Crime.

At Academic Boards full account is taken of the protected characteristics as defined in the Equality Act 2010 of: religion, race, age, sex, gender identity, sexual orientation, pregnancy and maternity or disability. In addition, reports on these are delivered annually to the Board of Management, actions are identified for improvement and monitored. The College’s annual engagement with, and periodic reviews by Education Scotland also increasingly focus on the important links between quality and equality within the College.
South Lanarkshire College currently gathers data relating to both students and staff. This information is analysed by, Course Teams, the Equality group, Academic Board, Board of Management and College Management Team to allow for full consideration of any Access & Inclusion related issues. Particular data is considered in terms of student recruitment, retention, achievement, progression, support, outcomes of student and staff surveys, staff recruitment, staff retention and staff profile information.

The College is the highest in Scotland for HE attainment at 77.4% and the Full-time FE attainment rates are well above the Scottish average. 92% of our students have a positive destination at the end of their course. (SFC college leaver destination September 2016). 98% of our students, when asked, said that they were being encouraged to develop good learning and study skills (from 1,500 who responded to the annual student survey in 2016).

**Mainstreaming Access & Inclusion**

“Mainstreaming”, as described by The Equality and Human Rights Commission means integrating equality into the day to day work of a public body, by means of taking equality into account in the way it works, and by making equality a part of everything that is delivered by the College.

“Access” is an issue of fairness and it is the belief of the Widening Access Commission, that Scotland has a moral, social and economic duty to tackle inequality.

The College will encourage access and inclusion, and thus widen participation, by recognising, prioritising and meeting the needs of individuals and groups which comprise the communities the College serves. Some key enablers of Access and Inclusion include:

- Local Market Intelligence – what employers need and the key employment sectors for the Region
- Curriculum Design
- Marketing and Communications
- Community Engagement including LAs
- Student Recruitment and Selection
- Student Funding
- Student Services
- Student Learning Support
- HR Recruitment and Selection
- Staff CPD and Development
APPROACH AND SERVICE WE PROVIDE

Institutional/group support and bespoke individualised support

Learners with an additional support need are identified or can self-refer at a number of stages:

- On their original application form
- Prior to interview or at interview
- At enrolment or induction
- In one-to-one guidance sessions or
- At any time during their course

Barriers to learning may be identified by staff at any time, where there has been non-disclosure and there is an obvious dislocation between a student’s performance and the manner in which they present themselves. Care has been taken to assure confidentiality and to remove, as far as possible, any stigma attached to the need for additional support.

The students will be interviewed by the Learning Development Team to ascertain the support required to meet their individual needs.

Learning Development on average assists around 4% of students annually. However, many more are assisted who do not fit into the traditional Extended Learning Support (ELS) categories for funding. This is growing year on year, both as the student population increases but also as students become more comfortable in disclosing. Currently, these learners are tagged in the FES system. Going forward, Access & Inclusion includes not only those students eligible under the ELS funding mechanism but students with any kind of barrier to success whether it is social, financial, medical, personal, ability to communicate using the English language, or any other.

Assistance comes in a wide variety of forms, dependent on learner need. Recommendations are passed on to the Faculties by the Learning Development Team and in some cases equipment and/or software may be lent out or a Support for Learning Assistant may be deployed to assist a learner. The learner will also receive any training required to operate equipment or use any software. In addition, resources and facilities within the campus are accessible to all students; there is a hearing loop capability available and accessible toilets on all floors of the main building and in the Annexe, some with hoists and changing facilities.

Continued Professional Development (CPD) for staff in dealing with a range of additional support needs is ongoing on three annual, designated staff development days, at the Staff Conference and on an ongoing basis as required if a learner with a specific need is in one of their class groups. Additional information to inform staff is available on the College portal. Career Reviews are used annually to identify or suggest training needs of all staff both teaching and non-teaching.
Specialist staff are employed in the Learning Development area to assist learners and to complete Disabled Students Allowance (DSA) assessments. The College employs a British Sign Language Interpreter and a range of Support for Learning Assistants.

**Partnership working**

The College works in partnership with Local Authority schools and with other Colleges to provide a smooth transition for learners coming to or moving on from the College. Assistance is purchased from an Educational Psychologist for Dyslexia testing as required and a partnership with the local Council’s Psychological Services assists, on occasion, in areas outwith staff expertise. There are links with a wide range of local disability organisations, the local Council and with local assistive technology and equipment suppliers for specialist help when required. Advice was sought from South Lanarkshire Access Panel and other disability organisations in the design of our new building.

**Ongoing CPD**

Staff development activity centred around Access & Inclusion is an ongoing priority and is a key element of successful and sustained mainstreaming. Annually, significant levels of Access & Inclusion training, covering a range of related topics, are delivered.

All staff have undertaken an equality training scheme, developed in partnership with ‘DisabledGo’ and all staff have undergone Quality and Equality in Learning and Teaching Materials (QELTM) training. It is mandatory for all new staff. In addition to these all staff training initiatives, a significant amount of Access & Inclusion training covering protected characteristics is delivered. The annual All Staff Conferences are additionally used to promote Access & Inclusion to staff. SLC has responded to and won tenders relating to Access & Inclusion awareness in the workplace. Courses have been delivered successfully and repeat business has been requested based on the quality of the trainer and the benefits for the workforce.

Continued Professional Development (CPD) for staff in dealing with a range of additional support needs is ongoing on three annual, designated staff development days, at the Staff Conference and on an ongoing basis as required if a learner with a specific need is in one of their groups. Additional information to inform staff is available on the College Portal. Career Reviews are used annually to identify or suggest training needs of all staff both teaching and non-teaching.
**Investment in ICT**

A wide range of hardware and software is available for students to ensure independence in learning. Much of the software is available via the College network to ensure that it is available to all staff and students. There is a wealth of “free” resources available to supplement the college-based support. The variety of up to date equipment available throughout the College ensures that staff are able to adopt a wide range of teaching and learning methods and students can learn in a way that is best suited to their needs. ICT is constantly being updated within the College to ensure that the most recent equipment possible is available to all.

**Supported Programmes**

The College provides a range of supported programmes to give students, previously identified as DPG18, access to educational provision and to allow them to progress at a rate suitable to their abilities. Courses are held in College and in outreach locations and are both full time and part time in nature ranging from SCQF Level 1 to Level 4. In AY 2015/16, this represented 36% of enrolments and 15% of the College’s credit target. There is a programme for school pupils in partnership with the Council, allowing them to have work experience and the college experience as well as completing their school curriculum.

**Other Initiatives to enhance Access and Inclusion**

- Counselling Service available two days per week to students
- College devised initial diagnostic core skills testing tool for those without a profile
- Workshops to brush up on core skills held daily
- Chaplaincy Service available to students covering a range of denominations
- Health & Well Being Week held every year
- Sustainability Week held every year
- Managing your money sessions offered regularly to students
- Equalities Week held every year
- Destination Success and Employability sessions held every year
- Partnerships
- Specialist Workshops held at appropriate time throughout the year eg for UCAS applications
- Mental Health Committee and mental health promotion and awareness promoted regularly
- Equalities Committee meet regularly to ensure equality is being maintained
• Mindfulness Classes held weekly
• SDS Careers Guidance available as required to individuals and groups
• ASIST trained staff (suicide prevention) to counsel students
• Adjustments to the environment made as required to adapt to individual needs
• Documents available in alternative formats as required
• Transition pathways from school and from College – links to ensure smooth transitions
• Monitoring of Protected Characteristics, Care Leavers, Carers takes place at regular points each year
• Accessible Minibus for wheelchair users
• UCAS personal statement support workshops
• The garden is fully accessible

**Ambitions to support our diverse profile of learners**

• To provide assistance to those who do not fit the old ELS categories eg English for Speakers of Other Languages (ESOL)
• To provide in-college work placement opportunities for students on supported programmes
• To make all software across the College network available to all, not just as assistive technology – digital inclusion
• To provide supportive apps for both android and apple devices
• To increase the number of workshops available and providing more specialised ones
• To enhance the number of Level 4 and below programmes available with identified progression routes
• To provide courses for those in the more remote areas of Lanarkshire via the College’s Virtual Learning Environment
• To provide more Dyslexia testing for students (other than those on Higher National level courses)
• To provide courses for students with more complex and profound needs with identified progression routes
• To enhance partnership working
• To set up an online booking system for Access & Inclusion
• To improve dedicated rooms for Access & Inclusion with more privacy
• To provide further printing resources for alternative formats
• To increase Mindfulness and resilience workshops
• To employ and train more guidance and provide support for specialist staff
• To enhance CPD for both staff and the Students’ Association
• To provide financial help to purchase appropriate clothing for interview for vulnerable students
• To provide fitness and healthy eating classes
• To further enhance relations with an active Students’ Association
• To focus on marketing/promotion of the Access & Inclusion agenda across all college programmes
• To have focussed marketing of the Access 1-4 courses with potential progression into employment
• To further liaise with employers re giving opportunities to students under the Access & Inclusion banner
• To invest in development of distance learning packages and the relevant staff support for learners in remote areas of Lanarkshire, possibly by using or developing MOOCs (Massive Open Online Courses)
• To ensure staff training about learners with complex and profound needs to ensure succession planning
• To build on the good Access & Inclusion foundation within South Lanarkshire College
• To mainstream all Access & Inclusion activity and ensuring that it is adequately funded and accounted for
• To update the accessible minibuses and provide drivers

**Measuring Success**

The College will know if the Strategic Priorities and Objectives have been delivered by:

1. measuring our self against a range of Key Indicators:

   • Volume and attainment of learners in:
     o Age Ranges
     o Multiple Deprivation Indices
     o All Protected Characteristics especially gender/transgender ...
     o Schools, especially Senior Phase
     o Care leavers
     o Carers
     o ESOL
     o Disability
     o Learning difficulties
     o Literacy and numeracy
     o Price group 5
2. by self-evaluation:
   - carried out annually
   - at Academic Boards – three per year
   - through Course Reviews – three per year
   - through student and staff feedback – throughout the year

3. external audits and reviews:
   - by Education Scotland
   - by Investors in Diversity
   - by Investors in People
   - by SQA
   - by City & Guilds
   - by Responsible Futures
   - by the Scottish Funding Council

Distance travelled to date and satisfaction rates

SLC is already a very inclusive College but cannot be complacent and must constantly endeavour to maintain and improve this status by constantly monitoring progress and taking action to ensure that Access & Inclusion are completely mainstreamed within the organisation.

Impact & Statistics:

- In Lanarkshire as a whole 11% of the population live in the 10% most deprived postcodes – intake to SLC from these postcodes is 17.9% (8389 credits) with a 73.4% success rate, compared to the Scottish average of 65.4%. According to UCAS, 18 year olds from Scotland’s 20% least deprived communities are more than 4 times as likely to enter University as those from the 20% most deprived communities. Working with support from Who Cares Scotland and our Local Authority partners, the College will work to positively influence those statistics. The ambition of the Widening Access Commission is that by 2030 students from the 20% most deprived backgrounds should represent 20% of entrants to Higher Education. The College will work towards supporting that goal.
- SLC delivered 1204 credits involving formal qualifications to learners with complex needs – 2.6% of delivery, with Scottish target of 1.1%
- Success rates for those indicating a disability at SLC was 75.7%, compared to the Scottish average of 65.9%
**Some Success Stories**

**Andrew (quote):**
“I began my College journey on the Fresh Start programme where I slowly built up my confidence through educational activities like drama, raising the profile of important topics such as bullying. This gave me the reassurance I needed to progress to a mainstream programme learning the skills required to work in an office. I wanted to make myself and my tutors proud of me so I worked as hard as I could and was rewarded with the Student of the Year Award at the end of the course. I then decided to study Administration at a higher level and despite some issues with writing, for which I received help and support from the College, I was confident to start looking for that job that I hadn’t felt ready for when I first came to College. I have been treated really well by my fellow students and by my tutors. I was given plenty of support through challenging times and I don’t think any other College would have been so supportive and helpful.”

**Martin:**
Martin came to SLC on a supported programme, Fresh Start, in 2012 having already achieved a number of SQA qualifications at school and elsewhere. He was interested in a career in painting and decorating but felt he needed some additional support and confidence to enable him to progress onto further education as he has Asperger’s Syndrome.

As part of his course Martin completed an intensive work placement 2.5 days a week with the college Facilities department whilst studying core skills, personal development, citizenship and employability units.

Martin successfully completed all the elements of his programme and gained a place on a Skills Development Scotland programme which included a further 6-week work placement within the Facilities department, predominantly doing painting and decorating in the college as well as some maintenance tasks. During this time, he gained his CSCS card and also completed Preparing for Employment: First Steps. He then successfully applied for the 22-week Construction crafts pre-apprenticeship course at SLC in 2013-14 where he gained the full group award in Employability and Leadership as well as Construction Crafts.

He has recently achieved Construction Crafts Pre-Apprentice of the year in Painting and Decorating, Joinery and Bricklaying and is soon to represent the college at a regional competition. This is a terrific success for Martin and reflects the enormous progress he has made in terms of his skills and confidence and his ability to work alongside his peers. For his next step Martin is now considering a wide range of options including the Diploma in Painting and Decorating.

**Michael:**
Michael started on Intro to FE (formerly Fresh Start), got supported to apply for Project Search at Hairmyres hospital, got selected with feedback saying he was the best candidate they had ever interviewed and now has a permanent job at Hairmyres.
Ambitions to build on and develop current practice

Based on the available data for academic session 15/16 and using attainment as the measure of the impact of current support services offered to various groups this is what we know already:

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of enrolments</th>
<th>Attainment/Completed successful at SLC</th>
<th>Scottish average where known</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% most deprived data zones</td>
<td>576</td>
<td>73.4%</td>
<td>65%</td>
</tr>
<tr>
<td>20% most deprived data zones</td>
<td>981</td>
<td>75%</td>
<td>65%</td>
</tr>
<tr>
<td>Care leavers</td>
<td>68</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>Carers</td>
<td>178</td>
<td>90%</td>
<td></td>
</tr>
</tbody>
</table>
| Deaf or serious hearing impairment           | 34                   | 76%                                   | Scottish benchmark is for all disabilities taken together = 66%  
SLC completed successful for all disabilities = 76% |
| Blind or serious visual impairment           | 33                   | 88%                                   |                              |
| Dyslexia/Learning difficulty                 | 212                  | 78%                                   |                              |
| Health condition: Diabetes, heart condition, epilepsy | 62 | 85% | |
| Mobility issues/wheelchair users             | 36                   | 72%                                   |                              |
| Aspergers/other autistic disorder            | 30                   | 80%                                   |                              |
| Mental health condition e.g. depression      | 105                  | 68%                                   |                              |
| Any other non-listed condition               | 117                  | 86%                                   |                              |
| Student has no known disability              | 4445                 | 77%                                   |                              |
| Ethnic minority                              | 162                  | 72%                                   | 70%                          |
### Success by age group:

<table>
<thead>
<tr>
<th>Age</th>
<th>Enrolments</th>
<th>Completed successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-19</td>
<td>1167</td>
<td>70%</td>
</tr>
<tr>
<td>20-24</td>
<td>1340</td>
<td>79%</td>
</tr>
<tr>
<td>25-29</td>
<td>619</td>
<td>78%</td>
</tr>
<tr>
<td>30-34</td>
<td>422</td>
<td>79%</td>
</tr>
<tr>
<td>35-39</td>
<td>293</td>
<td>71%</td>
</tr>
<tr>
<td>40 and over</td>
<td>1166</td>
<td>81%</td>
</tr>
</tbody>
</table>

![Success by Age Group](image-url)
## Extended Learning Support by Curriculum area/Department:

<table>
<thead>
<tr>
<th>Curriculum Manager</th>
<th>ELS enrolments</th>
<th>Completed successful</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality</td>
<td>9</td>
<td>7</td>
<td>77%</td>
</tr>
<tr>
<td>Learning development</td>
<td>13</td>
<td>9</td>
<td>69%</td>
</tr>
<tr>
<td>Business</td>
<td>25</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>Administration, IT, creative Industries and Events</td>
<td>12</td>
<td>8</td>
<td>66%</td>
</tr>
<tr>
<td>Access and Timber</td>
<td>9</td>
<td>5</td>
<td>55%</td>
</tr>
<tr>
<td>Plumbing, Gas, Renewables and Commercial</td>
<td>7</td>
<td>3</td>
<td>42%</td>
</tr>
<tr>
<td>Timber Crafts and Built Environment</td>
<td>4</td>
<td>0</td>
<td>0% But all 4 students progressed to the next year.</td>
</tr>
<tr>
<td>Painting and decorating and Associated Finishes</td>
<td>7</td>
<td>3</td>
<td>42%</td>
</tr>
<tr>
<td>Access and Trowel Crafts</td>
<td>9</td>
<td>2</td>
<td>22%</td>
</tr>
<tr>
<td>Social Services and Care</td>
<td>19</td>
<td>17</td>
<td>89%</td>
</tr>
<tr>
<td>Early Education and Childcare</td>
<td>24</td>
<td>20</td>
<td>83%</td>
</tr>
<tr>
<td>Beauty Therapy and Sport and Fitness</td>
<td>24</td>
<td>12</td>
<td>50%</td>
</tr>
<tr>
<td>Health and Social Care</td>
<td>12</td>
<td>11</td>
<td>91%</td>
</tr>
<tr>
<td>Hairdressing and Make-up Artistry</td>
<td>13</td>
<td>5</td>
<td>38%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>187</strong></td>
<td><strong>115</strong></td>
<td><strong>61% with 74% completed successful + Progressed to next year (70% of assessed credits achieved)</strong></td>
</tr>
<tr>
<td>Aim</td>
<td>Measure</td>
<td>Date for completion/Action</td>
<td>Impact</td>
</tr>
<tr>
<td>--------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Provide in-college work placements for price group 5 students</td>
<td>Placements sourced, carried out, reviewed and evaluated; recorded on the CRM system</td>
<td>Session 2016/17</td>
<td>Greater opportunities of employment following the end of their courses</td>
</tr>
<tr>
<td>Achieve Digital Inclusion</td>
<td>All staff and students have access to all software, apps and hardware, as appropriate, across the college network</td>
<td>By December 2017</td>
<td>Greater attainment: Partial Success and Completed Successful at all levels and modes of delivery</td>
</tr>
<tr>
<td>Increase the number of open and specialist workshops available, including ESOL</td>
<td>Additional workshops offered and numbers attending</td>
<td>From August 2017</td>
<td>Increased number of students accessing support than previously due to ELS restrictions eg ESOL learners</td>
</tr>
<tr>
<td>Increase Mindfulness workshops and incorporate resilience training into guidance sessions</td>
<td>Capacity to meet the needs of all applicants delivered and evaluated</td>
<td>From September 2017</td>
<td>Increase retention and decrease Early Withdrawal especially</td>
</tr>
<tr>
<td>Increase the number of level 4 and below programmes with progression routes</td>
<td>Additional courses offered across the college with identified progression</td>
<td>For session 2017/18</td>
<td>All students progress to the next level of course or onto a different course or into sustainable employment</td>
</tr>
<tr>
<td>Provide learning to remote areas and provide materials on the VLE for rural learners</td>
<td>SSE Community Benefit project outcomes and increase the number of units available and the quality of the learning materials</td>
<td>For session 2017/18</td>
<td>Increase enrolments at the College; attract hard to reach and disengaged learners including those without any qualifications or employment</td>
</tr>
<tr>
<td>Provide Dyslexia testing as required</td>
<td>Number of non-advanced students accessing testing with evidence of positive outcome</td>
<td>From August 2017</td>
<td>Increased attainment among non-advanced learners with diagnosed Dyslexia</td>
</tr>
<tr>
<td>Provide courses for learners with profound and complex needs</td>
<td>List of courses with potential progression routes</td>
<td>For session 2017/18</td>
<td>Maintain provision and progression where appropriate</td>
</tr>
<tr>
<td>Set up an online booking system for Access and Inclusion meetings and provide dedicated spaces for Access and Inclusion</td>
<td>Record of applications for support; record of support provided; e-PLPs and appropriate rooms provided</td>
<td>By June 2017</td>
<td>Faster referral and support put in place to aid retention and positively impact Early Withdrawal</td>
</tr>
<tr>
<td>Support with more confidentiality in location</td>
<td>New printers with appropriate capability</td>
<td>By end of 2017/18</td>
<td>Remove barriers to progression/attainment for those students who require this support</td>
</tr>
<tr>
<td>Provide alternative printing resources for alternative formats</td>
<td>Guidance tutors trained on staff development days and list of staff and students trained; involvement of SPARQs as appropriate; maintain enrolments to at least 2.6% of delivery (1204 credits) (Scottish target 1.1%)</td>
<td>Throughout session 2017/18</td>
<td>More staff trained lowers the pressure on the service and provides faster responses and support to learners</td>
</tr>
<tr>
<td>Train guidance tutors to support all learners and enhance CPD for staff delivering to students with profound and complex needs as well as for support staff in frontline roles and for the Students’ Association</td>
<td>Guidance tutors trained on staff development days and list of staff and students trained; involvement of SPARQs as appropriate; maintain enrolments to at least 2.6% of delivery (1204 credits) (Scottish target 1.1%)</td>
<td>Throughout session 2017/18</td>
<td>More staff trained lowers the pressure on the service and provides faster responses and support to learners</td>
</tr>
<tr>
<td>Provide financial support for students attending job interviews: clothing allowance</td>
<td>Financial support provided and recorded</td>
<td>As requested</td>
<td>Remove barriers on grounds of financial hardship</td>
</tr>
<tr>
<td>Continue to provide fitness and healthy eating sessions</td>
<td>Sessions provided and feedback collected for evaluation</td>
<td>Throughout session 2017/18</td>
<td>Maintain health and well being agenda for staff and students: healthier populations</td>
</tr>
<tr>
<td>Further enhance relationship with Student Association</td>
<td>List of activities recorded</td>
<td>From January 2017</td>
<td>Support of SA with officers appointed to represent all groups within the protected characteristics will enhance retention.</td>
</tr>
<tr>
<td>Provide a focus on Access and Inclusion in all marketing and promotional materials and provide focussed marketing of Access 1-4 level courses with potential progression into employment</td>
<td>Materials checked for Access and Inclusion prior to being used and record numbers on courses, attainment and progression; maintain or improve the success rate (73.4%) of learners from the 10% most deprived post codes (Scottish average 65.4%)</td>
<td>From January 2017</td>
<td>Reinforces the ethos and culture of the College as one promoting Equality and Inclusion and carrying aspirations into reality</td>
</tr>
</tbody>
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