



West Highland College UHI

**Access and Inclusion Strategy 2017
(Update on Progress 2019)**

West Highland College UHI

ACCESS AND INCLUSION STRATEGY 2017 (UPDATE ON PROGRESS 2019)

ELT manager	VP Academic Affairs
Responsible officer	Head of Student Support
Date first approved by BoM	June 2017
Last Review Date	May 2019 (update on progress)
Date review approved by BoM	June 2019 (update on progress noted by CMG)
Next Review Date	May 2020
Equality impact assessment	
Further information (where relevant)	

Reviewer	Date	Review Action / Impact	BoM
Myra McCabe	May 2019	To note – see below Updates on Progress 2019/20	

West Highland College UHI Access and Inclusion Strategy 2017

“Our ambition is to be the education provider of choice in the West Highlands of Scotland, delivering excellence in learning, training and support for all students, businesses and rural communities”

Introduction

West Highland College UHI was created in 2010 as a result of merger of two legacy colleges in order to provide enhanced access to, and a more coherent provision of, tertiary education for the communities of Lochaber, Skye and Wester Ross. This area covers a sixth of Scotland's landmass, with a population of approximately 40,000 people, and contains some areas of very high rurality. The college was created to meet the needs of learners, communities and businesses. In doing so, it seeks to address the very considerable historic gap in access to and opportunities for post-16 education and aspires to reach and exceed the national average for participation in further education across the area it serves.

The college has 10 centres equipped with online learning technologies, bringing access to further and higher education to the entire area and population of Lochaber, Skye and Wester Ross - from Ullapool in the north, to the Isle of Skye and the extremely remote Ardnamurchan peninsula in the west, Fort William and Kinlochleven in the south. There are 10 secondary schools within the area that WHC UHI serves and the college is committed to offering opportunities to enhance Curriculum for Excellence and contribute to senior phase options to offer positive destinations and transitions for young people in the western highlands.

The college serves an area where traditionally participation in further education has been around 55% below national average. West Highland College UHI is a significant contributor in addressing this shortfall, by vastly improving access to further and higher education throughout the area. The college has a major function in contributing to the communities it serves. Through its commitment to widening participation and the development of an accessible and inclusive culture, it is helping to tackle inequality and offer opportunities to support learning. This commitment is reflected through the college values as outlined in the strategic plan: Innovative; Inspirational; Inclusive; Individualised; Intercultural Personalised Learning.



Context

As from academic year 17/18 the Scottish Funding Council requires colleges to publish an Access and Inclusion Strategy aligned to their Outcome Agreements. The strategy will set out the college ambitions for the development of a cross college culture of widening access and inclusion and demonstrate how the college will use the Access and Inclusion funds (previously the Extended Learning Support ELS premium) to achieve those ambitions. The funds are to be used to ensure a parity across all students to allow them to successfully complete and achieve on their programme of learning and to have a positive destination for the future. The funds are to support the college to develop inclusive practice across areas with a direct or indirect impact of students:

- Learning and teaching
- ICT
- Student support services
- Student engagement
- Welfare
- Key partnerships
- Equalities

The strategy will sit alongside current WHC UHI strategies and be aligned in its ambition to:

- Strategy for Learning @WHC 'Excellence for All'.
- Equalities Strategy
- Learner Engagement Strategy
- Estates Strategy
- Curriculum Strategy
- Staff Learning and Development Strategy

It will also reflect the requirements of the college Corporate Parenting Plan, the Gender Action Plan and our ambitions to support Developing Scotland's Young Workforce.

Evaluation and monitoring of the ambitions and targets laid out in the strategy will be part of the college planning and self-evaluation process and key targets will be linked to and reported on through the Outcome Agreement and the Quality Framework. Ongoing monitoring of the strategy will be through the Academic Affairs Team and will be reported appropriately to the College Board of Management and UHI Further Education Regional Board (FERB).

Update on Progress 2019/20

The college continues to be committed to the delivery of its Access and Inclusion Strategy and work has been ongoing to improve the infrastructure to support this aim. A number of key deliverables have been achieved by updating and refreshing key college strategies:

- **The College Strategic Plan has been updated following an engagement day with the Board of Management, Student representation and staff input. Additional commitment to widening access for students**
- **The development of a student engagement strategy**
- **A refreshed learning and teaching strategy**
- **The development of a new Quality Enhancement Cycle**
- **The college now chairs the DYW Lochaber Operational group, which has led to improved partnership planning to increase access for young people across Lochaber and Wester Ross. In addition the DYW worker on Skye is located in the college premises**
- **The set up of a cross college team at course leader level (Academic Affairs Operations Group) to ensure a consistent approach to learning engagement and inclusion.**

The College Commitment to Access and Inclusion

College Centres

The college has 10 learning centres located in Fort William, Ullapool, Gairloch, Auchtertyre, Broadford, Portree, Mallaig, Kinlochleven, Strontian and Kilchoan. Each is firmly rooted in the community it serves, working hard to provide accessible, locally relevant opportunities for all potential and enrolled students and to serve the needs of local business, schools and partners. The centres offer the same range of services to all students regardless of where they study. Students can access support on site, to include current technology to support on line learning and access to additional support if required. The centres are located close to secondary schools in order to best support the schools/college partnership work of the college, allowing young people to have access to courses that enhance the school curriculum and offer progression opportunities in the local area. The centres host students studying across UHI on a range of programmes at all levels of study from level 1 with our Supported Learning Programmes to Degree level. The number of students accessing study from our centres has increased steadily over the past 3 years

The Centres aim to provide support and learning to students that is equitable to that offered at the largest college campus in Fort William. The centre managers are able to support students in all aspects from application to graduation to include:

- Course Information and pre-entry guidance
- Induction
- Learning Support
- Curriculum staff provide on course guidance for our FE and HE students at all our centres and act as Personal Academic Tutors (PATs) for our hosted students from our UHI partner colleges at Fort William.
- Learning Centre Managers take on the PAT role for hosted students at our other centres.
- Support to access IT and VC
- Hosting and support for networking students studying at any of our partner colleges across UHI.

Their role also includes a remit to build and maintain community relationships and to ensure that the college is an integral and essential part of the community they serve. This allows students to have access to all of WHCUHI and the wider UHI opportunities to study in their local area.

Student Services Team

The college has a dedicated Student Services team with members based in Fort William and Portree centres. They co-ordinate and deliver the services to deliver Support for Learning to include Extended Learning Support across all the college learning centres. The team comprises 5.8 FTE experienced advisers and staff who can give advice, information and support to students and staff. Although the team is primarily based between

Fort William and Portree Centres they work with their colleagues in all the college learning centres to ensure an equivalence of service to support all of our students. The team covers: Admissions, Learning Support, Student Finance, Pre-entry information and guidance, Learning Resources, Accommodation, Safeguarding, and Corporate Parenting. The team is committed to offering an inclusive and student focussed service regardless of the support requirement of the student. As we move forward to implement the access and inclusion agenda the team will continue to be at the forefront of service delivery and continue to ensure that students have an appropriate assessment of need and personal learning support plans as appropriate.

Student Engagement

The college seeks to promote a student led culture in all its centres. We are partners with HISA and have a Depute President based at Fort William campus but who has a remit for all students. We also have a part time student engagement officer based in Portree who supports the HISA Depute to recruit, train and meet with class reps. HISA is represented at Board level and wider student representation is sought for college committees. The college also seeks student feedback through its programme of surveys, course committee meetings and events. The college has a strong ethos of student involvement and consultation. We involve students in the review of our strategic plan and other significant changes. We regularly ask them to be part of working groups e.g. the Health Happy You project that the college undertook in spring 2016, which won the CDN award. The degree of student involvement was a major contributor to us being successful in both the project and the award submission.

Update on Progress 2019/20
<ul style="list-style-type: none">• The college has developed and published a student engagement strategy in partnership with HISA.• We have increased the number of students participating in student elections by 209% over a period of two years. With the number of participants rising from 65 to 169.• The participation in surveys has also increased with 100% of our FE students being satisfied with their student experience

Employability

The college has a dedicated Employability team of 2FTE that delivers a programme, which is responsive to the needs of the wider rural Skye, Lochaber and Wester Ross community and Employers to achieve better connectivity between training, education and the world of work in keeping with current government policies. In particular Developing Scotland's Young Workforce. The College has been successful over recent years in the delivery of employability programmes and has been recognised at regional and national levels for our achievements.

The Employment & Development Advisors have built up an excellent working relationship with a significant number of local employers in a variety of industry sectors; construction, retail, service industries, tourism and hospitality. This relationship is extremely valuable when it comes to placing

students for work experience. We work hard at managing the expectations of both the student and the employer. Considerable attention is paid to helping students to understand the expectations of the Employer.

We appreciate that each student will come with a differing set of expectations, challenges and support needs. Through careful attention to the requirements of the individual, we will work with them to design an individual training plan, which will empower our students and will encourage them to stay motivated until they are ready to move into study, employment or further training.

We offer an inclusive programme; there are no barriers to participation. The courses are open and accessible to all and will be run in locations where physical access is not an issue. Should individuals have language issues (ie English not the first language), additional support may be made available should it be necessary. We offer our courses at outreach centres within some of the most socially deprived areas in our catchment.

Update on Progress 2019/20

The Employability Team continues to effectively deliver the Employability Fund contract and in 2018/19 exceeded this with additional places. They are growing the work that is delivered in the community with a number of new initiatives offering access at a local primary school as part of their programme of community support.

They are working effectively with Highland Council and the Job Centre to further develop our contribution to supporting those furthest from education, employment and training in to a service.

Curriculum

The college works in partnership with employers, local community planners, skills and employment agencies, schools and communities to ensure that its provision is accessible, demand-led, and sustainable. The present curriculum offers access to a broad range of relevant further education courses, which provide foundation skills to work, or progression to further and higher study. The college's curriculum seeks to meet the needs of individual learners, communities and businesses and offers opportunities to study across a range of disciplines:

- Tourism and Hospitality, Leisure Industries
- Business and Finance
- STEM
- Computing, Digital and I.T.
- Construction & Environment
- Maritime
- Agriculture and Aquaculture
- Creative Industries
- Outdoor Adventure
- Care

I.T. and Enabling Technology

West Highland College UHI has a suite of assistive technology systems, adaptive and rehabilitative devices/ software for disabled people and people with specific learning difficulties enabling students to carry out their studies and achieve their academic goals.

PCs and laptops available to students at all sites have a range of standard assistive technology software and further software can be made available based on individual student needs. Videoconferencing facilities are available throughout West Highland College. The college also has a commitment to using Blackboard and Blackboard collaborate to support learning and teaching, an approach that has widespread benefits for both students and staff.

Update on Progress 2019/20

- **The college is working with UHI and other partner colleges to move to Brightspace as the online platform for all VLE delivery.**
- **In addition the range of IT courses available have increased to offer an improved opportunity for progression and access to further study at a local level**
- **We continue to develop the use of enabling software and have been increasing the use of apps on iPads for students**

Health and Wellbeing

Health can be defined as a state of complete mental, physical and social wellbeing” (Official Records of the World Health Organization,1946). One of the key strategic objectives in Scotland’s National Performance Framework 2016, is “We live longer, healthier lives”. Scotland performs lower than most other European countries when it comes to life expectancy. We know the benefits of healthy eating, improving fitness and socialising. A small and regular amount of exercise can improve mental health and wellbeing. West Highland College UHI is very well placed, with its ten rural centres to support and encourage students, staff and people in the West Highlands to consider making small changes. Small changes, which over time can have a positive impact on health and wellbeing. To support this ethos across the college we have established a group of staff and students who will promote “A More Active Scotland” vision.

Update on Progress 2019/20

Over the past two years we have built up activity around a culture of health and wellbeing. Actions include:

- **Continuing to be an active participant in UHI Student Health and Wellbeing Group.**
- **Staff Development Day for departments under Head of Student Support focussing on Listening Skills, delivered by the Samaritans.**

- Developing a programme of events and information sessions in partnership with HISA around mental health awareness and external partners e.g. Ewan’s Room an organisation which offers a suicide helpline, Mental Health Market Place, a range of events for Mental Health Awareness Week
- Training for staff including Mental Health First Aid trainer training – we now have a fully trained trainer on site
- Extending the list of external counsellors we work with and setting up a Service Level Agreement with them to ensure a consistent and effective referral mechanism.
- Access for students to the online UHI counselling service if appropriate
- All staff conference theme of Mental Health and Wellbeing for June 2019 to raise awareness and to build on the college culture
- Promotion of awareness for all staff around Gender Based Violence through the toolkit
- Contribution to the cross UHI BSL plan
- Promotion of guidance and support organisations through the use of stickers in quiet locations across all our college centres.

Staff Development and CPD

At West Highland College UHI continuing professional development (CPD) is a central and established practice, which will support the enhancement and on-going development of a culture for learning. A culture where:

- learning and excellent practice is recognised, promoted and shared
- challenge is relished and embraced
- self-evaluation and critical reflection is embedded in practice

The college strategy for Staff Learning and Development aim is to develop competence, confidence, resilience and professional expertise in our staff, recognise efforts made and raise standards across the college.

Element 1: Meeting the needs of our students			
Requirement	Area	Activity	Responsible person
Processes for providing bespoke individual support	Student Support Department	As part of its ongoing commitment to Access and Inclusion and support for learning the college has over the past three years been working to build an organisational structure that is fit for purpose to move forward and support growth. A key element of this has been the commitment to the development of a Student Support Department to build on an existing	Head of Student Support

		<p>commitment to support for students identified in the College strategic plan. A Head of Student Support was appointed in August 2016 and a new team of customer services and administration was formed from two existing teams. This team has been brought together with the Student Services Team and the Learning Centre Managers Team to form a support network across all of the college learning centres and to build a one-college ethos and approach to student support. The team will be working to agree a student entitlement standard across the college.</p> <p>Current activity includes:</p> <ul style="list-style-type: none"> • Information on website at point of enquiry on how to access support and the services on offer from the college • Multiple opportunities for students to disclose a support need – on application form, at interview, at induction, on course, by referral (self-referral or from a lecturer) • Literature which is sent to students at application on the range of support services available • Preferential interview dates and times can be arranged for students with additional support needs or care experience • A named person is allocated to students for learning support and care experienced students • Personal Learning Support Plans for all students with additional support requirements • Additional Assessment support and arrangements – the team have a bank of readers, scribes, and invigilators • In class support for core skills from one of the learning support team. • DSA Needs assessment on site from 2 fully trained advisors – Brite 4 qualified • The college has been awarded the ButtleUK quality mark for supporting care experienced students • Corporate Parenting Plan with an action plan to roll out across the college to raise awareness and further engage staff 	
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		<ul style="list-style-type: none"> • The college has an established and trained Safeguarding Team comprising the Head of Student Support and three safeguarding co-ordinators. The safeguarding policy and procedures covers Child Protection; Adults at Risk of Harm and Prevent. • We are currently engaged in a review of induction to ensure parity across all centres for the 2017/18 intake. • Counselling – the development of key partnerships in Fort William and on Skye to support students. In 15/16 the team managed to secure a grant and has also budgeted a small resource to support referral to an external counselling service for students. This service has proved vital with seven students being referred in the first year and to date for session 16/17, eight students have been referred. 	
		<p>Update on Progress 2019/20</p> <p>This past two years have seen a number of developments in the Student Services Team:</p> <ul style="list-style-type: none"> • The development of the Student Support Department which has brought all key non-academic support services for students under one department structure allowing us to plan and co-ordinate an approach and culture of accessibility and inclusion. • The adoption of the UHI cross partner Admission Policy and Procedure to ensure equal access • The adoption of the UHI cross partner Learning Support Policy and Procedures to ensure equal access • The adoption of the UHI Student Support Funds Policy and Procedures focussing on attendance and enagement. • An increase in the bank of readers/scribes allowing us to offer improved in class support • The appointment for a named person for Care Experienced students and active participation in the UHI Care Leaver and Carers Group • Refreshed and updated Corporate Parent Plan. • Board of Management training in relation to Corporate Parent responsibilities • The development of a new Induction plan working with lecturing staff and HISA • Increased partnership working with HISA • Increased access to counselling services including on line 	

		<ul style="list-style-type: none"> • A more proactive approach to delivering student support through our Centres with the improved distribution of information and support. • Improved access to learning resources and the library and a greater involvement induction for library staff 	
Programmes to support students with specific identified learning needs.	Supported Learning Programmes course team	<p>The supported learning team offer programmes at SCQF Levels 1 – 3. We currently offer Access to Skills and Learning Programme and have worked through curriculum planning to develop a Building Ops 1 and 2 to allow for progression opportunities which can go on to Access to FE. Access to FE runs over a full academic year so that students have multiple opportunities to join the course at a time that works for them. The college continues to monitor applications to our level 1-4 provision with a view to ensuring that all our students have access to this where possible. There are two full time programmes at our Fort William Centre for Building Opportunities and the others are part time offered at the following centres.</p> <ul style="list-style-type: none"> • Fort William • Portree • Ullapool • Gairloch • Auchtertyre 	Head of Curriculum
		<p>Update on Progress 2019/20</p> <p>We consistently meet our recruitment targets in this area and continue to look at course design and the variety of courses offered. Internal opportunities in mainstream college departments such as Catering has been brought in to the course set up in Fort William and work experience opportunities as being developed for our Portree student cohort.</p>	

<p>Partnership Working to Support Inclusion</p>	<p>Employability</p>	<p>The college has a number of key partnerships which support our plans to meet a number of key Scottish Government and SFC priorities: <i>Developing Scotland's Young Workforce; Opportunities for All; Youth Employment Strategy</i></p> <p>The college has representation on our Community Planning Partnership Groups. We have representation at Principal level and where appropriate local representation from our centre managers. We are also a partner on the newly formed DYW group for Lochaber and have a strong partnership with Highland Council in relation to the school/college partnership and the development of the senior phase. We also work closely with High Life Highland to develop and run community courses at all of our centres.</p> <p>Skills Development Scotland (SDS) have a presence in our Fort William centre. The college employability team work closely with SDS and with various partners and agencies: e.g. Job Centre Plus; Lochaber Chamber of Commerce and local employers. We offer support to groups and individuals to overcome their perceived barriers ranging from low self-esteem, criminality, lone parent, substance misuse, long term unemployment, redundancy, and bereavement, anything preventing them from moving forward.</p> <p>There are a range of services, some with eligibility criteria and specific referral routes via Job Centre Plus, Skills Development Scotland and other partner agencies that we are able to support.</p> <ul style="list-style-type: none"> • Activity Agreements • Employability Fund • Deprived Area Fund <p>We offer a range of support to groups and individuals covering:</p> <ul style="list-style-type: none"> • Personal and group development skills, assertiveness, taking control, communication, citizenship and participation • Register with SDS My World of Work; build C.V., job search skills, application form assistance, interview techniques supported by SDS, complete client digitalisation • Group/individual budgeting skills, opening bank account, obtaining recognised ID • Assertiveness/taking control/ownership awareness • Work on reality of what it means to have a job/enter training and how to keep it 	
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	<p>Schools College Partnership</p>	<ul style="list-style-type: none"> • How we live and how it affects us in relation to finding and sustaining employment or further education. • Regular reviews form an important aspect of our programmes; as the student becomes more skilled and confident, his/her training plan will be reviewed and new challenges will be introduced as appropriate. The candidate will be supported onto the next phase of their development. • Through 1:1 and group activities we help students to build confidence, increase their communications skills and to consider the other activities such as sport and volunteering that they do, which all help to demonstrate to employers that they do have transferrable skills. Students will receive ongoing support from our Employment & Development Advisors in the transition to the next stage of their journey, through the pipeline towards employment or further training. <p>In academic session 15/16 the employability agenda came under the line management of the Head of Curriculum and a focus on delivering employability across all college courses has been developed with in-class sessions and workshops being delivered in all curriculum areas. The ambition for the future is to link this work to the development of the Student Support Team to ensure a 'One Stop Shop' approach to signposting, information and guidance to support the strategic Aim 1 'To have the right learning in the right place'</p> <table border="1" data-bbox="689 818 1868 1161"> <tr> <td data-bbox="689 818 1868 858">Update on Progress 2019/20</td> </tr> <tr> <td data-bbox="689 858 1868 1121">In academic session 18/19 the management of this team came under the Head of Student Support to embed the One Stop Shop approach as outlined above. This work is now progressing well and the service is being further developed to foster greater community engagement and will continue to look for new funding opportunities. The college continues to meet its targets and milestones for the Employability Fund contract and met and exceeded the agreed work for 18/19 by the delivery of additional places in agreement with SDS.</td> </tr> <tr> <td data-bbox="689 1121 1868 1161"></td> </tr> </table> <p>The college also has a strong commitment to the Schools College Partnership (SCP) as outlined in the Schools Strategy. The aim of this strategy is to develop a long-term partnership approach to the planning, development, promotion and delivery of a vocational curriculum that:</p> <ul style="list-style-type: none"> • meets the needs of schools, employers and individual pupils 	Update on Progress 2019/20	In academic session 18/19 the management of this team came under the Head of Student Support to embed the One Stop Shop approach as outlined above. This work is now progressing well and the service is being further developed to foster greater community engagement and will continue to look for new funding opportunities. The college continues to meet its targets and milestones for the Employability Fund contract and met and exceeded the agreed work for 18/19 by the delivery of additional places in agreement with SDS.		
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		<ul style="list-style-type: none"> • provides a vocational education stream within schools which has equal priority to the academic stream of the curriculum • helps to establish parity of esteem between vocational and academic curriculum choices with pupils, parents, school and guidance staff • provides innovative models of delivery that allows pupils in all schools access and progression to vocational subject choices • helps to strengthen subject choice and provision in the STEM area <p>Our School College Partnership Programme offers courses which are usually delivered in years 3-6 as part of the Senior Phase of Curriculum for Excellence. They are usually at SCQF levels 4 & 5 with some at level 6. Our schools activity makes a significant contribution to the overall enrolment targets of the college and allows us to work on improving transitions for pupils moving on to FE and HE study with the college and the wider UHI partnership with a current target for enrolments of 533 students generating 1734 credits.</p> <p>Of the 9 secondary schools that we currently work with only 1 is identified as a 'School to Higher Education Programme' (SHEP) school and located within a lower 'Scottish Index of Multiple Deprivation' (SIMD) area. Programmes are developed both in school and for transition to support students from this school but numbers are low and are not represented in meaningful targets.</p>	
		<p>Update on Progress 2019/20</p>	
		<ul style="list-style-type: none"> • SCP work continues to flourish with the development of the Highland Council Strategic and Operational Schools groups. • We have increased year on year the applications to our Foundation Apprenticeship courses and have one of the highest uptake for the session 19/20. Up from 10 in 18/19 to 46 for 19/20 • We are an active participant in the Highland virtual schools partnership with Highland Council. We continue to grow our offer for this on line delivery model. This allows us to offer a very accessible SCP offering and will develop Level 7 modules for this mode of delivery for the future. 	

Commitment to ongoing CPD for staff	Learning and Development	<p>The college is committed to creating and maintaining a competent and confident workforce. Our learning and development strategy sets out our policy:</p> <p>‘to improve performance standards in learning and teaching, workplace productivity and output and career development resulting in staff satisfaction and commitment.’</p> <p>To that end we have a commitment to continuous professional development across all staff groups. It is a requirement for all staff who teach qualifications to hold the minimum teaching qualification to ensure that we maintain standards in learning and teaching. In addition, we also support a number of initiatives across the college to demonstrate our commitment and maintain and professional and engaged staff team:</p> <ul style="list-style-type: none"> • Annual Staff Conference with the ongoing themes around ‘Excellence for All’ which are inclusive of all staff within the college • College Wide Conversations on how we deliver a standard of learning across all out centres. • On line training at induction for all new staff in equalities, safeguarding, health & safety. • Two Identified CPD days for teaching and associated staff to have a focus on learning and teaching. Themes for the day planned for February 2017 include: <ul style="list-style-type: none"> a. Classroom Behaviour Management b. VLE Standardisation c. Technology enhanced learning 	A.P. Quality, Learning and Teaching
		<p>Update on Progress 2019/20</p> <ul style="list-style-type: none"> • In June 2019 the all staff conference will be dedicated to the theme of mental health and wellbeing awareness. • We now have a trained mental health first aid trainer in house and will be rolling out a programme of training for staff in A/Y 19/20 • The college has a mandatory digital capabilities tool with a focus on digital skills for staff and students and digital inclusion. • Staff Development Day for departments under Head of Student Support focussing on Listening Skills, delivered by the Samaritans. 	

Investment in ICT to support inclusive learning and teaching	I.T and Curriculum Areas	<p>The College has access to UHI online networks and virtual learning environment and had also made a significant investment in and commitment to online infrastructure to support learning across our 10 learning centres. In addition to using the VLE extensively to allow remote access to study, the college has also invested in a range of software and equipment to support students with additional support for learning needs. Students have access to the following:</p> <ul style="list-style-type: none"> • Text help - Dyslexia software • Claro-read - Supports reading and writing • Mindview - Mind mapping software • Inspiration - Visual thinking software • Boardmaker - Picture communication software • Dragon Naturally speaking - Speech recognition software <p>Support is not limited to software, West Highland College UHI can also provide accessible keyboards/ mice; screen reading, magnification devices, digital recorders and are happy to source enabling technology as appropriate to support individual student requirements. Adjustments to work stations can be achieved with the provision of specialist chairs and height adjustable tables.</p>	Head of Estates, Facilities, and I.T.
How is the college supporting Gov't ambitions on health and wellbeing for our students		<p>The college has established a Health and Wellbeing group and has recently won the CDN award for their approach to supporting health and wellbeing. The group has agreed the following responsibilities:</p> <ul style="list-style-type: none"> • Promote Health and Wellbeing throughout the College • Represent the views/ideas of staff and students linking to HISA, WHC class rep groups and the staff Information and Consultation Group • Consider all ideas and where possible take forward those which are relevant to the ethos of the college • Assist in the coordination and promotion of 'Healthy Happy You' fortnight across the college each year • Link with other Academic Partners • Review and monitor the effectiveness of all initiatives 	Academic Affairs Team

Element 2: Using the Funds			
Specific activity around the provision of support services	Ongoing funding of the student services team	The student services team has a total staffing establishment of 7.16 FTE of which 5.8FTE are direct service support for students with additional support requirements. The team has a total budget of £261,391 for academic session 16/17. Of that £201,500 is set aside for staffing. With £4,000 of the overall staffing budget being identified to support ad hoc requirements. In addition there is £1350 set aside to support enabling technology purchase.	Head of Student Support
Specific activity around the delivery of Price Group 5	Ongoing funding for the delivery of bespoke programmes.	In addition to the central support services the college has a commitment to deliver programmes under credit price group 5. A budget of £175,149 is allocated for the delivery and development of Price Group 5 programmes at 5 of our centres. This includes outreach work and summer school activity to support transitions and covers both staff and resources costs.	Head of Curriculum
Commitment to on line learning and IT infrastructure	The college has identified a budget for the development of a sustainable IT infrastructure across all college centres.	Due to the dispersed nature of our college centres it is essential that the college invests in its IT infrastructure and support systems. For the academic session the college is currently investing £40K in the ongoing support of IT provision. This will include upgrades to our laptop inventory to allow greater flexibility and access to online learning to allow students to study in a way that best suits them and from a location that best meets their needs. This includes the purchase of large screen laptops to facilitate accessibility in computing courses in one of our local high schools. In addition, we have established a network connection with two of our local high schools to facilitate direct learning opportunities with the college VLE. In addition, a budget of £1350 to support the purchase of specific enabling technology that may be required. (see above)	Head of Estates, Facilities and I.T.
CPD	CPD training budget for general and specific training to support the development of	In academic year 16/17 the college set aside a budget of £25,500 to cover CPD across the college Training events for the development and support of inclusive teaching practice and the development of an inclusive culture include: <ul style="list-style-type: none"> • inclusive pedagogical practices • appropriately trained teaching staff 	A.P. Quality, Learning and Teaching

	inclusive learning and support	<ul style="list-style-type: none"> • student engagement • Staff conference as an annual event funded to support best practice widening access and inclusion • Safeguarding training • Corporate Parenting training • Mental Health 1ST Aid training 	
Creation of a Student Support Department	Additional resource was allocated in 15/16 to set up a customer services and admin team to improve frontline information and signposting.	<p>The college has budgeted £70K to put in place a Customer Services and Administration Team headed by a manager who will work to ensure that a standard of student entitlement in relation to information, and student experience is introduced across all our centres. This is in addition to the £196,381 budget allocated to our 9 centres other than Fort William which ensure that we maintain our local access and community presence across Lochaber and Wester Ross.</p> <p>The newly created Student Support Department will bring together this resources and the student services team to allow for a more joined up approach to the delivery of student support across all centres.</p>	Head of Student Support
Exam support	Budget to support AAR	£1,800 is budgeted to support additional exam requirements which will cover additional staff hours for invigilation, reading and scribing.	
Total Budget Resource		<p>Across all areas of activity which supports widening access, the college identifies a significant spend as outlines above. The direct services to support previous ELS support, Price Group 5 activity and the delivery of student support funding amounts to more than 10 % of the total college budget and currently sits at £437,890. This includes a small amount for enabling technology and in class support for mainstream students. This support makes no distinction between FE and HE learners and is offered to all our students across all WHCUHI Learning Centres.</p> <p>Update on Progress 2019/20</p> <p>This commitment to effectively fund Access and Inclusion remains an integral part of the college budget allocation</p>	

Element 3: Measuring the impact

The college intends to use the following measures to track progress and monitor the impact of the strategy. In order to do this, it is important to agree a set of baseline figures. The following measures will be used:

FE Planned enrolments by category.	FE Planned Curriculum	Student Numbers Full Year Enrolled 2017-18	Student Numbers Full Year Target 2017 - 18	Actual Credits 2017-18	Projected Credits 2018-19
	Full Time	211	189	3228	3750
	School Link	356	592	1629.13	1745
	Part Time	274	329	1406.85	1369
	FA	22	58	155.07	264
	BEST Commercial	822	822	159.95	0
	Employability	19	0	0	0
	Total				

Early Student Retention Figures	16/17 ESR	17/18 ESR	18/19 ESR
Early Student Retention			
All FE Target	98%	98%	98%
Full Time FE	95%	95%	94%
School-link FE (all)	98%	98%	98%
Part Time FE other	99%	99%	99%
Full Time HE	97%	96%	98%
Structured PT HE	100%	95%	98%
Unstructured PT HE	98%	100%	100%

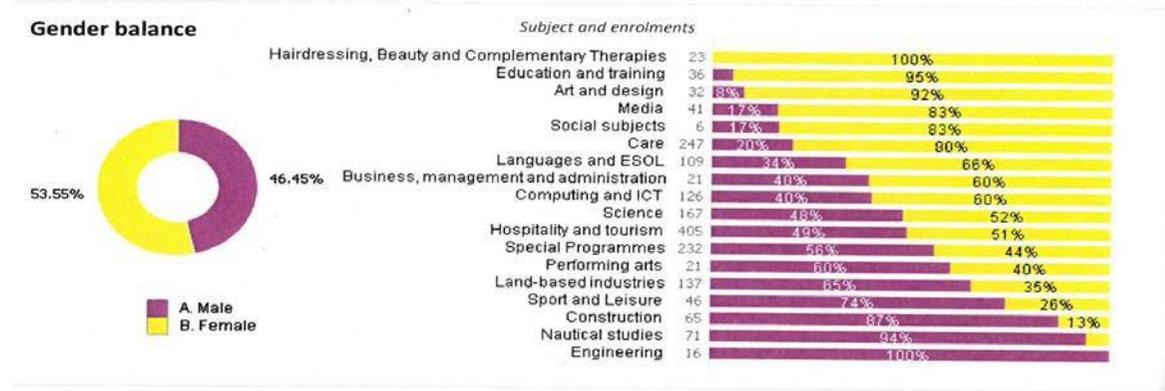
Student Retention Figures	16/17 SR	17/18 SR	18/19 SR
Student Retention			
All FE Target	95%	95%	93%
Full Time FE	82%	77%	84%

	<table border="1"> <tr> <td>School-link FE (all)</td> <td>93%</td> <td>94%</td> <td>90%</td> </tr> <tr> <td>Part Time FE other</td> <td>98%</td> <td>97%</td> <td>97%</td> </tr> <tr> <td>Full Time HE</td> <td>93%</td> <td>91%</td> <td>94%</td> </tr> <tr> <td>Structured PT HE</td> <td>95%</td> <td>85%</td> <td>98%</td> </tr> <tr> <td>Unstructured PT HE</td> <td>100%</td> <td>97%</td> <td>100%</td> </tr> </table>	School-link FE (all)	93%	94%	90%	Part Time FE other	98%	97%	97%	Full Time HE	93%	91%	94%	Structured PT HE	95%	85%	98%	Unstructured PT HE	100%	97%	100%				
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	<p>We believe that the information from our current suite of reports shows a very positive upward trend in relation to our activity around recruitment, retention, achievement and positive destinations. However, this does not mean that we do not see room for improvement. The Academic Affairs team and the College Management Team will continue to develop appropriate measures and will monitor progress through our annual planning</p>																								

	<p>cycle of self-evaluation and operational planning to ensure we identify both areas of good practice and areas for improvement as part of our implementation of the new Quality Framework 'How good is our College?' Progress against our operational plans will be reported to the College Board of Management and the Education Committee.</p> <p>Target: The college aspiration is to achieve the targets set for 16/17 which reflects an ambition to exceed the national average in Early Retention, Retention, and Success by a minimum of 1% based on the higher figure in the reported range for the groups.</p>
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Element 4: Outcomes and Ambitions for Priority Groups		
Reporting and monitoring.	<p>The college will be working to improve and refine reports and reporting structures to reflect the identified measures as part of the Outcome Agreement as follows:</p> <ul style="list-style-type: none"> • Enrolments by gender • Enrolments gender balance in identified subjects e.g. construction • Enrolments by age 16-19 • Enrolments by age 20- 24 • Enrolment Care Experienced/Carer • Targets for retention and achievement • Targets for curriculum development at level 1-4 • Enrolments and achievements by equalities groups <p>For areas where no data is currently available we will seek to work with UHI to ensure that we develop appropriate reports and data collection to be able to breakdown information as required. The college will also monitor progress against the targets for early retention, retention and success for students with a declared disability, equalities groups, care experienced students and carers.</p> <p>Target: Develop a suite of standard reports to reflect Outcome Agreement Priorities and monitor through KPI reports and self-evaluation. Achieved: We are working with UHI partners to develop a dashboard to allow us to monitor all protected characteristics and priority groups across all stages of the learner journey.</p>	Academic Affairs
Enrolment by gender	Information from the SFC report for 14/15 shows that while WHCUHI enrolments overall show a fairly even gender spilt with 53.55% female students and 46.45% male students the	

breakdown by course shows a trend that does not represent this: hairdressing 100% female; construction 87% male; nautical studies 94% male; engineering 100% male.



The college has taken steps to address this but it is important to note that many of our courses serve traditional industries such as maritime and while we have had some success in the recruitment of females; we have had female involvement on the course for the past three consecutive years the percentage remains low.

Hairdressing shows the same issues with the recruitment of males. In both examples it is important to note context e.g. location, environment, culture.

Target: To monitor recruitment numbers by gender. To agree a targeted marketing campaign to encourage application to non-traditional gender subjects.

Achieved: We are now able to get reports that allow us to track offer, retention, achievement and withdrawal by protected characteristic and UHI are working on simplifying the access to this information. We use this information on course teams and through our Academic Affairs Operations group to monitor progress. An example of this is our development of a Men in to Care Course and a Men in to Childcare course and the increased recruitment of females in to both Maritime and Construction for academic year 18/19

Care Experienced/Carers

The College Board of Management have agreed our Corporate Parenting Plan. The college will implement the associated action plan over the session 2017 – 2019.

	<p>The college will continue to monitor applications and actively encourage declaration of care experience. We believe that the plan will allow us to monitor progress and achievement for this group of students.</p> <p>Target: to implement the corporate parenting action plan and maintain the standard of support required to meet the parameters of the Buttle UK Quality Mark</p>	
Development of Curriculum to support access	<p>The college will develop opportunities for learners to study at level commensurate to their ability and will offer programmes from SCQF Level 1 to SCQF level 10. This will allow for appropriate progression through well-planned programmes and transitions. We will introduce Foundation Apprenticeships and continue to offer Modern Apprenticeships to support access to vocational study and support Developing Scotland's Young Workforce (DTW) aspirations.</p> <p>Target: 17/18 To deliver 5 Foundation Apprenticeship Frameworks across the follow areas – Children & Young People; Health and Social Services; Computing Science Software Development: Business Skills.</p> <p>Achieved and exceeded.</p>	
Support for students	<p>The college will continue to commit resources to providing support for students with an assessed and identified support need. The number of students accessing our services has grown significantly this session as we encourage early declaration, self-referral and improved support for a wider range of learning support needs.</p> <p>Target: To further develop the student support services across all WHCUHI centres by setting up a Student Support Department with a focus on the student experience.</p> <p>Achieved: The department was formed over AY 17/18 and consists of the Student Services Team, Customer Services, Centre Management Teams, Employability Team and the Commercial Team. Education Scotland feedback on this model was positive and contributed to our Very Good for Services to Support Learning.</p>	
Equalities Monitoring	<p>The college has set up a strategic steering group which will meet in December 2016 to lead a revision on the equalities outcomes and to monitor recruitment, retention and success for the identified equalities groups.</p>	

	<p>Target: to revise the current application form to allow for improved equalities monitoring and set benchmark for 17/18 onwards.</p> <p>Achieved: the cross UHI admissions project developed a common application form and we have since developed an online schools application form. There are now consistent practices around application, interviews and recruitment.</p>	
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