



Access & Inclusion Strategy

Academic Years 2021/22 – 2025/26

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How to use this Strategy

It is intended that this strategy will provide clear direction to the Board of Management, staff, and stakeholders of UHI Inverness on our strategic approaches Access and Inclusion. Staff will make use of this strategy when creating their quality enhancement Plans and setting team objectives.

Context

Our approach to Access and Inclusion underpins and guides all we do, thus providing an umbrella under which every aspect of the student journey is encompassed. Our students are at the centre of all we do, and we recognise the individuality of students and their intersecting needs. As such, our approach to access and inclusion is integrated throughout all services across the organisation and the student journey.

The principles of access and inclusion are firmly embedded in our Strategic Plan and embedded across the work and life of UHI Inverness. Our Access and Inclusion Strategy applies to all our students but is of particular importance to introductory and access level provision, up to SCQF Level 4, and to our students from priority learner groups who may require extra consideration:

- Care experienced young people
- Students with caring responsibilities
- Students from the 10% most deprived backgrounds (SIMD10)
- Students with a disability
- Estranged students
- Veterans and ex-armed forces and their families

The objectives in this strategy are ordered under five areas:

- To further embed our effective use of data to support improvement
- To further enhance our accessible curriculum and our approach to inclusion
- To extend early identification and intervention to support the needs of individuals
- To further enhance our suite of on course high quality and tailored support
- To extend the accessibility of our campus facilities

Strategic Objective 1:

To further embed our effective use of data to support improvement

We will achieve this by:

- Maintaining robust and effective systems and mechanisms to gather, process and use student data in line with relevant regulations and guidance.
- Continuing to identify relevant data sets and information for analysis, comparison, and target setting with internal, sector and/or regional benchmarks.
- Continuing to make relevant data on student and college performance readily accessible to staff and presented in a way that supports continuous evaluation and improvement
- Ensuring that staff receive training in line with their role to enable them to access and use data appropriately and effectively to support evaluation, planning and improvement.
- Using national and regional data to identify our priorities around access to learning within our tertiary environment and targeting specialist support where required to achieve outcomes.

Strategic objective 2:

To further enhance our accessible curriculum and our approach to inclusion

We will achieve this by:

- Considering the evolving needs of learners from our priority groups to inform the way we approach curriculum planning, course design, and learning, teaching, and assessment, to best support learner needs and outcomes.
- Creating flexible pathways throughout our courses and programmes to ensure our curriculum is responsive to the needs of individuals.
- Working with external partners to explore further opportunities to expand our curriculum to meet the needs of those furthest from education and individual priority learner groups.
- Extending staff opportunities for professional development around inclusive and trauma-informed practice, and sharing emerging and best practice through the work of the Learning and Teaching Enhancement Team
- Continuing to work with the local authority and UHI partners to deliver a coordinated approach to access for Senior Phase pupils, which removes duplication and provides a coherent and comprehensive offer to learners

Strategic objective 3:

To extend early identification and interventions to support the needs of individuals

We will achieve this by:

- Continuing to promote our positive declaration environment which encourages early disclosure of the needs of individuals.
- Maximising applications from disadvantaged learners by proactively promoting the access thresholds to the relevant schools, pupils, parents, local authorities, and teachers.
- Continuing to liaise with external partners and our secondary schools to identify and support applicants and students with enhanced transition needs
- Extending our pre-start engagement with applicants to ensure individuals are ready to continue studying with the appropriate level of early intervention and wrap-around support to meet their needs.
- Supporting our staff to recognise and respond to the needs of individuals through further professional development opportunities and the sharing of best practice.

Strategic objective 4:

To further enhance our suite of on course high quality and tailored support

We will achieve this by:

- Continuing our organisational commitment to, and recognition of, the value of services to support learning as a key element in supporting student successful outcomes.
- Continuing to use Learning Support Plans (PLSP) and Transitions Plans as the conduits in providing tailored support to individuals whilst continuing to monitor their effectiveness.
- Expanding our responsive suite of student support made available to all students throughout their student journey and delivered through *The Bothy* both on campus and online.
- Continuing to be responsive to the wellbeing and mental health needs of our students through the provision of tailored support solutions.
- Reviewing our model of support across our tertiary provision to ensure we remain responsive to changing needs and provide equitable support across the student body.

Strategic objective 5:
To extend the accessibility of our campus facilities

We will achieve this by:

- Continuing to make adaptations to both our campus building and grounds to ensure we maximise accessibility for all students.
- Extending our arrangements for out-of-hours service provision to continue to support students during campus closure periods.
- Extending our provision of flexible learning spaces and the use of technology enhanced learning to maximise accessibility to learning.
- Continuing to be responsive to the demand for quiet spaces on campus providing a supportive environment to learners experiencing mental health challenges or distress.

Key Performance Indicators

Our institutional key performance indicators are set annually and monitored against profiled targets on a monthly basis. KPI reports are accessible to all staff and are reviewed regularly by relevant Board committees, as a mechanism for monitoring progress against our strategies.

KPI Measures
Early Satisfaction & Engagement Survey (ESES) – by priority groups
Student Satisfaction & Engagement Survey (SSES) – by priority groups
FE FT Successful Outcomes – by priority groups
HE FT Successful Outcomes – by priority groups
Mental Health Support appt (non-emergency) offered for within 3 - 10 working days
Learning Support appt offered for within 6 - 20 working days