START
TOMORROW
TODAY

Access & Inclusion Strategy

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Introduction and Context

Inverness College UHI is the main provider of education and skills development in the Highland region and touches the lives of many. In August 2015 the College relocated to the setting of Inverness Campus, and re-developed the Scottish School of Forestry in Balloch. We also have a footprint in Badenoch and Strathspey with the Falcon Centre hosting our community based learning hub for the area.

The College has an income of approximately £25m and provides education and training for approximately 6,500 students, with over 2,600 of them attending on a full-time basis. In the last four years our higher education provision has grown significantly and, as the presence of the University of the Highlands and Islands in Inverness, we are the key provider of higher education in the region. The College's provision however spans all Scottish Credit and Qualification (SCQF) levels from foundation through to doctoral level study and as an organisation we pride ourselves on our ability to support the needs of all of our students, no matter what their level of study. In this sense, our provision is truly accessible and inclusive.

At the heart of our organisation is a commitment to parity of esteem for vocational and academic study. We value both equally and indeed seek to blur the boundaries between the two, providing meaningful experience that properly equips our students for progression to higher level study or to employment and a rewarding career. We provide work-based learning pathways that stretch from the school Senior Phase through to graduate-level study. We provide Supported Education programmes for some of the most vulnerable in our community, as well as post-doctoral research opportunities in state-of-the-art laboratories. We aim to be the first port of call for anyone in the Highlands or beyond seeking post-compulsory education and training and as such we sit at the heart of the community, working in close partnership with regional agencies.

Our Strategic Plan for 2017 – 20 sets out our ambitions of how the College will develop during the next three years and how we intend to contribute to the realisation of the University of the Highlands and Islands' strategic vision, as set out in the UHI Strategic Plan. Our focus is on providing seamless pathways that blur the boundaries between school and college, and college and university; and that support all of our students in the development of rewarding careers, and our region in its continued prosperity.

Our approach to Access and Inclusion is guided by our Strategic Plan, by the Scottish Funding Council's Guidance, and by our legal responsibilities as outlined in the Equality Act 2010. Our vision is to –

Be recognised as a centre of excellence, working with partners to deliver a coherent education system founded upon:

- Inclusive practice that encourages participation and closes the attainment gap;
- Courses of excellent quality that respond to industry demand;
- Seamless pathways through all levels of education;
- Research that informs teaching and drives regional innovation.

Our approach to Access and Inclusion underpins and guides all we do and provides an umbrella under which every aspect of the student journey is encompassed. The student is at the centre of all we do and as such our approach to Access and Inclusion is cross cutting throughout all services within the College. The principles of Access and Inclusion are firmly embedded in our Strategic Plan[1] and across the workings of the College. Our Access and Inclusion Strategy applies to all students but is of particular importance to introductory and access level provision up to SCQF Level 4.

Our Strategy takes account of a range of different strands and influences in Scottish Education such as –

- Delivering Excellence and Equity in Scottish Education[2]
- Education Scotland new Quality Framework for Inspection and Review 2017
- IC UHI Corporate Parenting Plan [3]
- Career Education Standard (3-18)
- IC UHI Additional Support Needs Policy [4]
- IC UHI Additional Support Needs Procedure [5]
- IC UHI Framework for Excellent Learning and Teaching [6]
- Getting it Right for Every Child to improve outcomes for all
- Curriculum for Excellence
- National Youth Work Strategy
- SFC Gender Action Plan
- Developing the Young Workforce
- Teaching Scotland's Future
- Scottish Attainment Challenge
- The National Improvement Framework and the 6 drivers –
    - Performance Information
    - School / College Improvement
    - Assessment of Progress

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[1] Strategic Plan 2014-17 and 2017-2020
[2] Delivering Excellence and Equity in Scottish Education, Scottish Government
[3] IC UHI Corporate Parenting Plan
[4] Additional Support Needs Policy
[5] Additional Support Needs Procedure
[6] IC UHI Framework for Learning and Teaching

- o Parental Engagement
- o Teacher Professionalism
- o School / College Leadership

As a College we are cognisant that an individual's circumstances – where they live, their gender, their support needs, their family's circumstances – still have a disproportionate impact on their chances of success. As a College we are keen to do all we can to ensure that there is *equity in opportunity* for individuals. However, we are keen to put in place any additional support we can to ensure there is also *equity in outcome* for individuals so their circumstances do not disadvantage them. We have gathered data on our 20 per cent most deprived postcodes and have recently narrowed this to look at 10 per cent most deprived. To supplement this, we have also started to use the Socio-Economic Performance (SEP) Index and the 8 Fold Rurality Index which we have linked to our Equalities data on our Enrolment Dashboard.

Our improvement agenda around access and inclusion focuses our action around the three core aims as identified in *Delivering Equity and Excellence in Scottish Education* –

- Closing the attainment gap
- Ensuring we have a responsive curriculum
- Empowering our communities

We will use our Access and Inclusion Fund to support the achievement of these core aims through inclusive practices which will support all of our students. Our Strategy will be identifiable within our Regional Outcome Agreement (ROA) and will identify what our funding is used for as well and its impact.

Our Access and Inclusion Strategy has 4 elements: -

1. **Defining our Approach to Access and Inclusion**
   This section looks at how we how we approach access and inclusion including how we assess and meet the needs of students

2. **Financial Overview of our Spend**
   This section provides a high level overview of our across College spend for access and inclusion

3. **Expected Impact of the College's Access and Inclusion Strategy on Performance Indicators**

   This section provides the narrative around the trend in our Performance Indicators over the last 3 academic sessions. It also details the impact of our approach on our priority groups including our intake and outcomes.

4. Future Enhancements around Access and Inclusion

This section provides an overview of our future plans and developments around access and inclusion which culminate in our access and inclusion action plan.

Our Access and Inclusion Strategy sits alongside various other Inverness College UHI strategies which all align in terms of their ambitions –

- Human Resources
- Staff Development
- Learning and Teaching
- International
- Marketing
- Enterprise
- Estates and Infrastructure
- Procurement
- ICT & Assistive Technology
- Student Engagement
- Quality Enhancement and Engagement

Consultation and Engagement

We have consulted with a wide range of internal and external stakeholders in the writing of our Access and Inclusion Strategy. These have included –

Internal Stakeholders	External Stakeholders
IC UHI Board of Management	Community Planning Partnership
IC UHI Staff	Third Sector and Charitable Organisations
IC UHI Student's Association	Highland Council Schools
	Skills Development Scotland

Each of these stakeholders have had opportunity to feed into our Strategy and provide their views on it. This Strategy has also been overseen by the Regional Strategic Board.

1   Defining our Inclusive Approach

We have a firm commitment to making our College accessible and inclusive to all learners and this approach penetrates every aspect of our student experience from start to finish. We strive to provide access to education, employment, services, programs, and activities to all persons, regardless of physical or mental disabilities. As such, members of the College work together in an effort to create solutions to any barriers that may exist for an individual with a disability or a need for additional support.

Across the entirety of the student journey we have taken steps to ensure that individuals feel supported through our positive declaration environment and are further supported by the processes which follow.

Placing the learner at the centre of all we do is the overarching principle which guides our work and helps us to encourage students to take an active role in their learning. Our Student Services Teams, in conjunction with curriculum colleagues, ensure that students are holistically supported throughout their learner journey.

Guidance, Access and Progression Advice

Robust Transition Planning

Careers and Employablity Support

Learning Resources, Study Skills Support, Library Services and ICT Support

Inclusive Classroom

Accessible Curriculum Pathways

Staff Development

Learner at the Centre

Additional Support Needs

Dedicated Support for Care Experienced Leavers

Health and Wellbeing Service

Counselling Service

Contextualised Admissions and support with Student Funding

Supporting Individuals at Each Step

- *Initial Enquiry* – website information is accessible and available in a range of formats
- *Disclosing Accessibility Barriers* – we have a positive declaration environment[7] where individuals are encouraged at various points to declare if they have any learning need which they will require support with
- *Assessing an Individual's Needs* – we have a thorough needs assessment to enable us to accurately assess what support needs to be put in place for learning[8]
- *Putting Support in Place*[9] - following the needs assessment, we have a clear process in place to ensure that relevant staff are informed of how best to support an individual
- *Monitoring Support Measures* – we regularly monitor individuals through the role of the Personal Academic Tutor[10]
- *Supporting learning through Technology* - assistive technology hardware and software tools are suggested to some individuals to meet the needs of students with various disabilities
- *Exam Arrangements* – adjustments to exams can be made in order to support an individual's chances of successful completion[11]
- *Creating Accessible Content* – Inclusive learning and teaching practices are promoted and embedded within our Framework for Excellent Learning and Teaching
- *Monitoring Successful Outcomes* – our PI dashboard [12] enables us to disaggregate our outcomes by protected characteristic so we can closely monitor progress by group. Our INSIGHT Monitoring and Tracking Process[13] provides the tool for us to monitor attendance and progress of individuals on a weekly basis and put timely interventions in place when required.

1.1 Contextualised Admissions

Improving access to higher education, and education in its widest sense, for people from the widest possible range of backgrounds, is a key priority of The Scottish Funding Council and is addressed in the UHI outcome agreement. As a College we are committed to ensure that there are no barriers to entrants from protected characteristic groups such as age, gender, ethnicity, disability, care leavers; SIMD areas and SHEP schools.

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[7] ASN Policy

[8] ASN Procedure Flow Chart

[9] ASN Procedure

[10] PAT Guide to Supporting Students

[11] Exam Arrangements

[12] PI Dashboard - P:\Staff\Student Records\Reports

[13] INSIGHT Procedure

Contextualised Admissions[14] is one of our key principles in terms of ensuring there are no barriers to access during the admissions process.

Each applicant who has positively disclosed information related to indicators 1 to 3 on their application form, will be flagged in SITS as *'contextualised admissions'.*

- *Indicator 1 – Applicants with experience of being looked after / in care for a period of time*
- *Indicator 2 – Applicants whose parents or guardians have not previously attended   university*
- *Indicator 3 – Applicants who have participated in outreach activity or access programmes*

As a College we record our contextualised admissions, showing the number of applicants identified in this group, by programme of study and outcome of applications. Our Admissions Team work closely with our Students Records and MIS Manager to ensure individuals who have made disclosures are flagged and supported appropriately.

1.2   Partnership Working

Partnership working is critical to the holistic way in which we support our students and runs through every aspect of the College. In terms of access and inclusion, we identify that partnership working is critical around transition planning. Our transition planning is focused around –

- School pupils transitioning into College as part of their Senior Phase
- Care Experienced Individuals transitioning into College
- School pupils transitioning into Price Group 5 Supported Education programmes as part of their Senior Phase
- Students transitioning into employment or further study

Transition Planning for School Pupils

We visit each of our local secondary schools to provide an overview of the Senior Phase provision which we offer. This input starts in S3 and continues annually through S4, S5 and S6. We also work closely with the Highland Council to shape our curriculum offering to ensure it meets the needs of the young people coming from schools. We currently offer provision from SCQF level 1 to 9 [15].

We have many vulnerable young people transitioning from school to college and who benefit from enhanced support. An estimate of 5 transition visits per week take place for these pupils at key times, whether current or prospective students, which provides extra support.

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[14] Admissions Flow Chart
[15] Senior Phase Brochure

The Schools for Higher Education Programme (SHEP) is funded by the Scottish Funding Council. Our local provider, ASPIRE North, provides support in 10 schools across the North of Scotland that traditionally have low progression rates to higher education. ASPIRE North encourages young people to make more positive and better informed decisions about their post-school educational choices. Inverness College UHI works closely with this partner to input into their programme for pupils from Highland schools including –

- Providing tasters for S3 pupils to enable young people to experience college / university life and to help motivate them to continue with their school education and progress to post school further or higher education
- Supporting the S4 residential weekend giving a guest lecture and helping to inspire young people to reach their educational goals
- Providing study skills sessions to S6 pupils helping to ease their transition between school and college / university

The College Access and Progression Manager is the Regional Chair for ASPIRE North contributing to both the strategic and operational planning and management of the programme.

We will also work with partner schools to ensure that at point of application we are receiving adequate information relating to an individual's support needs. We have regular meetings with Head Teachers and Guidance Teachers and transition planning is firmly on the agenda. We will move to an online application process for school pupils coming to us as part of their Senior Phase. This will enable us to gather data around support needs at point of application and support us in putting nay support measures in place. This will also enable us to record this data on our student records system.

Transition Planning for Supported Education Students

We have robust transition arrangements for school pupils coming to College as part of their Senior Phase. Transition planning includes visits to the campus and opportunities to meet college teaching and support staff; liaison with school pupil support assistants (PSAs) who are offered campus visits to allow arrangements for personal care needs to be in place; flexible arrangements with schools to release PSAs to provide 1:1 support for individuals including medical and personal care for those attending the College Link programme. We have developed close partnerships with schools who send pupils to the College Link programme.

Robust transition planning is also in place for individuals coming from other providers such as third sector and charitable groups like L'Arche, Richmond Fellowship, Key or those who come under the care of Community Psychiatric Nurses. Separate open events are run for individuals coming to Price Group 5 programmes to make it more accessible for them. Individual lecturers also go out to deliver taster sessions within familiar surroundings to assist future students in becoming more comfortable with the prospect of coming to College. At point of initial needs assessment, we gather information which is relevant to the individual such as medical protocols and

previous care plans from agencies. Once enrolled we have initial settling in discussion with the individual, and any support worker who accompanies them in College, to establish if they are being supported appropriately.

Transition Planning for Care Experienced Individuals

Currently Inverness College UHI have highly effective working relationships with Barnardos and other third sector organisations, Highland Council Social Work department, and Highland schools working with young people in care. We have a data sharing agreement with Barnardos which helps us to fully support young people who are either in or about to come out of care.

Our care experienced students make up a small percentage of the total population of the College cohort, however their support need is often high. We have a dedicated Transitions Co-ordinator who works to support this vulnerable group in a range of different ways across many aspects of their life at College. Individuals who actively use the service will usually access support weekly and engage with other support services such as Guidance, ASN and counselling / wellbeing. We have robust systems and processes in place which means that individuals are fully supported from point of disclosure[16]. As a College we have recently published our Corporate Parenting Plan[17] which provides corporate parenting support for individuals who are looked after at their 16th birthday. We have chosen to remove the upper age of this support entitlement to enable any individual with a care experienced background to receive enhanced support.

Students transitioning into Employment or Further Study

We provide a high level of support to individuals who are transitioning either out of College into employment or into further study[18]. Our aim is to help to prepare students for further study and/or employment. Throughout the year we offer workshops that can be delivered in a classroom situation relating to progression, careers and employability and we encourage Personal Academic Tutors to book these workshops for their student groups. We also encourage students to drop into the Student Services Centre to arrange one to one support in job searching, completing applications, personal statements and CVs and also advise about academic progression either within Inverness College UHI or in other universities and colleges.

Our ambition is to work with academic departments to ensure that all students leaving Inverness College are work ready and have an up to date CV and Personal Statement.

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[16] https://www.inverness.uhi.ac.uk/students/student-support/care-leavers
[17] Corporate Parenting Plan
[18] Guidance Workshop Booklet

1.3   Commitment to Ongoing Continued Professional Development

We invest in our staff resource to support our approach to access and inclusion and the continued professional development of our staff is critical to ensure we have highly trained specialised staff. This is a focus within our Learning and Teaching and Organisation and Professional Development Strategies.

The Inclusive Classroom

Inclusive learning and teaching practices are promoted and embedded within our Framework for Excellent Learning and Teaching[19]. Within each of the 8 characteristics, the underlying principles put learners at the centre and as our primary focus, ensuring the learning of each individual is both accessible and inclusive. The framework is also underpinned by our opportunities for continuous professional development which support colleagues to develop themselves as skilled professionals who share emerging practice.

A variety of development opportunities are provided for staff throughout the academic year and all staff also participate in 4 specified college-wide development days per year. On staff development days, relevant workshops focus on topics such as Autism Awareness, Mental Health First Aid, Diversity & Inclusion and Corporate Parenting. We therefore put a real emphasis on staff development around access and inclusion.

Professional development is also enhanced through participation in informal groups which are led by the Learning and Teaching Working Group and provide a platform for staff to share best practice.

Staff Induction

All of our staff complete a mandatory induction programme[20] which covers Safeguarding, Health & Safety and Corporate Parenting. This ensures that all of our new staff coming in have an immediate awareness of the importance of access and inclusion for our students. Teaching staff complete a further mandatory induction programme[21] which includes sessions on Building a Rapport with Students; Supporting Students; The Inclusive Classroom. This induction programme also incorporates digital skills training for staff on the use of Smartboards and our Blackboard Virtual Learning Environment. This training ensures that these technologies can be used by all teaching staff to enhance their practice and aid inclusivity in their classrooms. Our Learning Technologist also provides training on assistive technology during induction so that all teaching staff are aware of what is available to students.

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[19] Framework for Excellent Learning and Teaching
[20] New Staff Induction Programme
[21] New Staff Learning and Teaching Induction Programme

Professional Development to Support Students with Additional Support Needs

With the College we have a highly skilled ASN Team who work first hand with individuals with additional support needs. Two members of staff hold the *PDA in Inclusiveness*, an SQA qualification at Level 9. A third member of staff is in the last stage of this training. All members of our ASN Team have gone through BRITE training.

DSA Needs Assessors attend at least three training courses per academic year to ensure their practice is current, particularly around developments in technology and the compensatory strategies that can be recommended to students.

Staff across the ASN, Student Funding and Admissions, and Guidance Teams have been trained in supporting students with mental health difficulties, counselling needs, Autism, Dyslexia, other specific learning difficulties as well as hearing and visual impairments[22]. We also have four trained counsellors who between them support individuals with mental health difficulties. The College supports them to keep their qualifications and registration up to date. The College has also invested in professional development for our Guidance Team who are qualified at SVQ3 level in Guidance and who have also gone through Introduction to Counselling, Careers Coaching and Mental Health First Aid. This enables us to provide a first level Guidance and support service out with the formal counselling service. Informally, all members of the Guidance and ASN Teams take part in on-going CPD through College Development Network and third sector agencies to help keep their practice and skills relevant.

Teaching staff are supported by the Learning Technologist and the Digital Skills Training Officer in creating accessible content for use in the classroom and online. Our Technology Enhanced Learning Studio provides the equipment necessary to create a variety of materials using different media. Ongoing staff development and digital skills training takes place throughout the academic year[23].

New and experienced teaching staff work together informally to observe and to share best practice in all areas of pedagogy[24]. Creating and maintaining an inclusive classroom is a strong theme within these groups and they help to raise awareness and embed excellent learning and teaching across all vocational areas.

1.4   The Services We Provide

Inverness College UHI provides a range of services to ensure equity of opportunity for individuals in terms of their access and inclusion in College life and the outcomes they achieve. The Early Experience Student Survey[25] provides some context to the feedback we gather and receive from our students around their experience.

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[22] Staff Development Matrix
[23] TEL Staff Development Opportunities Overview
[24] LED overview
[25] Early Experience Student Survey

Student Services Centre

We have consciously decided to make our Student Support Services visible and accessible within our campus to ensure our students feel they have easy access to the services they rely on for support. The Centre provides a triage type facility to students to provide support across a broad spectrum. Our Access, Progressions and Guidance Team, our ASN Team and our Admissions and Student Funding Team are all visible within the Student Services centre and are on hand to provide support.

Additional Support Needs Service

The College has a dedicated team who support anyone with additional support needs. Support is provided through the Personal Learning Support Plan which is devised as part of a needs assessment[26]. We have a growing number of individuals who disclose an additional support need and who are supported through a PLSP. This upward trend is likely to continue as we further improve our pre-course information, our transition planning and our positive declaration environment. We also provide bespoke one to one support to those who have a visual or hearing impairment.

Disclosures	Application	Enrolment	Student	Grand Total	PLSPS per session	
2015	**950**	**1353**	**821**	**3124**	**2014/15**	183
February	35			35	**2015/16**	288
March	85			85	**2016/17**	363
April	82			82	**Total**	834
May	109	1		110		
June	163	391	4	558		
July	172	446	262	880		
August	121	376	401	898		
October	51	55	87	193		
November	46	41	39	126		
December	86	43	28	157		
2016	**1111**	**1502**	**2165**	**4778**		
January	163	80	142	385		
February	158	26	113	297		
March	228	42	136	406		
April	268	14	254	536		
May	184	1	109	294		
June	104	335	70	509		
July		591	496	1087		
August	1	273	629	903		
October		42	127	169		
November		41	46	87		

[26] ASN Policy and Procedure

December	5	57	43	105	
2017		**63**	**141**	**204**	
January		55	127	182	
February		8	14	22	

We also provide enhanced support for those with Autism or Anxiety and run support groups for individuals with these conditions. Our Autism Support group is run in partnership with third sector agency Autism Initiatives. Students with Autism can settle into their new surroundings at Inverness College UHI quickly, and flourish in their chosen paths, thanks to the Support Group. The initiative, which aims to provide a weekly forum where students with the condition can share their experiences, took the University of the Highlands and Islands Student Support Initiative Award in 2016. This support group, among others, provide a high level of support to individuals and provide a valuable service which helps them sustain their studies. There has been a significantly positive improvement on student outcomes for those who have disclosed Autism. Over a three year period there has been an improvement in success rates from 74% to 88%. The cause of this is unclear but participation in the support group is likely to be one of the factors for this.

Health and Wellbeing and Counselling Services

We operate a triage system for students who are referred to counselling. Students requesting counselling or wellbeing are offered a Wellbeing Consultation. In this solution-focused session, counselling referral and/or other options will be discussed. Specialist wellbeing support for any student experiencing significant or enduring difficulties. We regularly liaise with external services (such as local NHS hospitals and community teams) to ensure students are able to access appropriate support, and co-ordinate support so that impact on studies is minimised[27].

Access, Progression and Guidance

Our students are supported by our Access, Progression and Guidance Team who provide a wide range of support in house but also signpost individuals to external services as well. The Guidance Team provide support on an individual and class basis on a range of aspects including information, guidance and advice on progression; funding advice; careers and employability advice; accommodation information; support with applications; and personal support.

Support through the Personal Academic Tutor

All students are assigned a Personal Academic Tutor (PAT)[28] who will support them throughout their studies. This role is not only key to the face to face on-going support which individuals need but also critical in signposting individuals to other services when required. The PAT has dedicated time allocated on a weekly basis to carry out their support duties.

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[27] Well Being Service
[28] PAT Guide to Supporting Students

Support for Care Experienced Young People

We are committed to supporting individuals with a care experienced background to ensure they have equal access to opportunities and to success. We have chosen to extend the support we provide to –

- Those of any age with a care experienced background (government recommendations are up to the age of 26)
- Young carers
- Other young people deemed to be vulnerable

We offer 1:1 support for care experienced young people, young carers and other vulnerable young people and have a dedicated member of staff who will provide support from the initial enquiry stage. We have a Corporate Parenting Plan in place to demonstrate our commitment to this group and have an action plan which is reviewed quarterly. All of our staff have now completed Corporate Parenting training to ensure care experienced young people are given full understanding of their situation and needs.

Library, Learning Resource Centre and SkillZone Services[29]

We have an accessible library service and offer a [Postal loans service](#) for students who cannot physically access the Library due to mobility or transport issues, or to those who are distance learners. We are also keen to take a holistic approach to our approach to health and well-being and as such we signpost any students with mental health issues to our Reading Well book collection, a collection of self-help literature put together by our Health and Well Being Team. Due to the nature of many of our programmes, we offer [24/7 access to resources through provision of online resources](#) such as ebooks, journals and online collections. Many of these resources have accessibility features such as coloured overlays, audio and large print making them fully accessible for those with additional support needs.

We also have a dedicated drop in facility for those who require study support of any kind. This is very wide ranging and includes support around –

- ESOL support from literacy tutor
- ECDL materials which can be accessed from home, so students only need to come to College for assessments
- Print copies of support guides available as well as online versions – all aspects of study skills covered such as Referencing, Essay Writing, Note Taking, Time Management, Managing Deadlines and so on
- [Social media](#) presence to make this facility accessible and proactive
- Core suite of Study Skills workshops available, but bespoke sessions also available, for class tutors to book

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[29] [Library Guide](#)

Accessible Infrastructure

As a new building, our infrastructure and facilities are fully accessible and inclusive. We have taken cognisance of learners who may have additional requirements in terms of our infrastructure and the environment they learn in and have introduced a Multi Faith Room and a Quiet Room in response to student feedback.

1.5 Investment in ICT and Assistive Technology

As a College we provide a wide range of ICT devices and software to support student's learning needs and to make learning accessible to all –

- Literacy software on all PCs: assisting staff and students with dyslexia, other learning difficulties or those whose first language is not English;
- Provide a bank of laptops that are tailored to individual student need, where the student has additional learning requirements;
- A range of interactive screens to provide interactive content, as well as a touch screen for students to contribute to classes via touch as well as vocally;
- Hearing loops are provided in the core multimedia and VC rooms as well as at Reception and in the Library
- The College also has a Technology-Enhanced-Learning Studio. The purpose of this resource is to improve the digital skills of staff, the quality of blended learning materials being developed, and the subsequent engagement of students through more inclusive content.

We also have a Learning Technologist who can produce teaching materials in accessible formats for individuals with specific needs.

1.6 Providing Bespoke Individualised Support

As a College we run a range of bespoke supported programmes within Price Group 5 for individuals with complex needs[30]. These programmes fall within our Supported Education department and all receive a high level of support through classroom assistant input for all groups. We also work in partnership with external agencies who support individuals through support workers in class. We provide a high level of support to these groups and all individuals have a personal support plan to help track and support progression. As a College we have a very clear progression pathway for individuals coming through our Supported Education programmes with a focus on building knowledge, skills and independence. We have built good links with local schools and provide a senior phase pathway for individuals in S4-6 who have more sever and complex needs. Our College Link programme has been designed to enable school pupils to attend College 1 day a week in preparation for commencing a part time programme with us when they leave school.

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[30] Supported Education Provision

We are also beginning to track individuals who are subject to welfare guardianship and will include that in the data we collect from 2017-18 applications. This will enable us to ensure that Carers are included in information and decisions in the best interest of prospective and current students.

As a College we have considerable spend in terms of making College accessible to students. Students who require transport to College are supported by College staff to

access a taxi service paid for through bursary funds. Whilst we do not provide personal care for students, we liaise very closely with external agencies to ensure that individuals are aware of the accessible facilities we have to help support the delivery of personal care[31].

1.7   Assessing Students' Learning Needs

The way in which we assess a students' learning needs is clearly stated in our ASN Policy and procedure[32]. Students who disclose a disability or learning support need at point of application are automatically flagged on our Student Records system and invited to make a personal learning support plan (PLSP) with a specialist needs assessor. A confidential, student centred, holistic approach is taken and covers the nature of the difficulties; the student's educational background and history of support; the difficulties experienced previously and at present; the student's learning style and perceived strengths and weaknesses; and the strategies employed to date. The needs assessor then recommends learning strategies for the student to try and agrees with them what information will be forwarded to the lecturing staff via the Personal Academic Tutor (PAT). Where relevant, use of assistive technology (AT) is discussed and demonstrated to the student and access to this arranged.

The PLSP is recorded in the student HUB so that they can view at any time what was agreed and request any changes that arise during the course. The student's progress is reviewed three times per session through the PAT [33] and ASN with their needs being assessed at this point. Any additional support which they may require is then followed up on through our referral system to Student Services[34].

1.8   Meeting Students' Learning Needs

The way in which we meet the learning needs of individuals is determined by the needs assessment which individuals are invited to and are outlined in our ASN Procedure[35]. The College provide reasonable adjustments in certain circumstances where a student or prospective student would otherwise be disadvantaged by a provision, criterion or practice operated by the College. The relevant matters to which such adjustments might relate to include:

- Deciding who is offered admission as a student

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[31] See previous page – *Accessible Infrastructure*
[32] ASN Policy and Procedure
[33] PAT Review Forms
[34] Student Services Referral Form
[35]ASN procedure

- Provision of education
- Access to a benefit, facility or service

Whether it is reasonable for an education provider to make any particular adjustment will depend on a number of factors, including:

- The effectiveness of making the adjustment and whether it is practical to do so
- The financial resources available
- The availability of grants, loans and other assistance to disabled students, such as Disabled Student Allowance, or charitable trusts
- The extent to which aids and services will be provided to disabled students from other sources
- Health and safety requirements – this means if the adjustment increased the risks to the health and safety of another person
- The relevant interests of other people – this means where the adjustment results in significant disadvantage for other people

The College also has a dedicated facility for students to receive additional study support, the SkillZone[36]. Students' learning needs are identified by PATs, other lecturers, ASN, SkillZone or the Guidance Team and they are referred to the SkillZone for additional support with their studies. This could be in the form of -

- PATs/Lecturers identify areas in which their groups need support and book visits from SkillZone or Guidance to facilitate this.
- PATs/Lecturers identify areas with which an individual student requires support and via the Student Referral Form, requests this from SkillZone.

1.9   INSIGHT Monitoring and Tracking

As a College we are committed to supporting all students to achieve a successful outcome. Our INSIGHT Attendance and Progress Monitoring Procedure[37] is a whole college approach to supporting student attendance, progress and attainment and supports successful outcomes for all students. The key purpose is to ensure that all students are fully supported to sustain their studies and are provided the opportunity to do their best to achieve their qualification. In particular, INSIGHT helps us to predict when an individual is at risk of not sustaining their studies and enables us to put interventions in place in a timeous manner to help support them. A whole college approach is taken to supporting student success and positives outcomes for all. Key principles of INSIGHT include –

- Appropriate support is identified and provided to those who need it
- Interventions and support is provided in a timely manner

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[36] SkillZone Offering
[37] INSIGHT Procedure

- Individuals feel fully supported and equipped to continue their studies and achieve success.

INSIGHT helps us to pay particular attention to those we deem most at risk –

- Individuals who are Care Experienced Leavers / Looked After Children
- Individuals with outstanding funding evidence
- Individuals who have declared an additional support need

INSIGHT operates a flagging system whereby those falling within these categories are highlighted to the attention of the Personal Academic Tutor. This raises awareness of the PAT around the increased challenges which these individuals may face and also prompts them to keep a close check on their attendance and progress. A series of automatic communications have been established for individuals who fall below the thresholds for attendance and or progress. This enables us to put interventions in place which are timely and appropriate and reduces the risk of the individual withdrawing. The Student Services referral form has helped us to streamline the process in terms of the way in which we meet direct students accordingly to help meet their needs. Support and intervention is timely and targeted through this system[38].

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[38] Student Services Referral Form

2   Financial Commitment to our Inclusive Approach

We have a significant spend on access and inclusion across College which has had a positive impact on our student recruitment and outcomes, as demonstrated in 1.12. A high level financial overview has been provided which highlights how our funds are used to support our inclusive practices. A more detailed breakdown has also been provided[39]. Our access and inclusion spend accounts for approx. 21% of our SFC FE grant.

Access and Inclusion Commitment 2015-16		
Pay Costs		**2015/16**
	T5801 - Supported Education	427,800
	T5630/S8900 - ASN	81,779
	T5350 - Essential Skills	37,072
	Falcon Centre	37,229
	A9500 - LRC	147,040
	A7900 - Guidance	203,202
	T5620 - VPP Schools Liaison	25,401
	T5640 - Admissions & Funding	130,458
	A9802 - Staff Development	15,972
Pay Total		**1,105,953**
Non-Pay Costs	Supplies to Deliver	62,735
	Fees – software and specialist services	56,324
Non-Pay Total		**119,059**
	Overhead allocation at 30% of staffing	331,786
Non-Pay including Overheads		**450,845**
Total including Overheads		**1,556,798**
SFC FE Grants		7,407,169
% spend on A&I of total SFC FE Grant		**21%**

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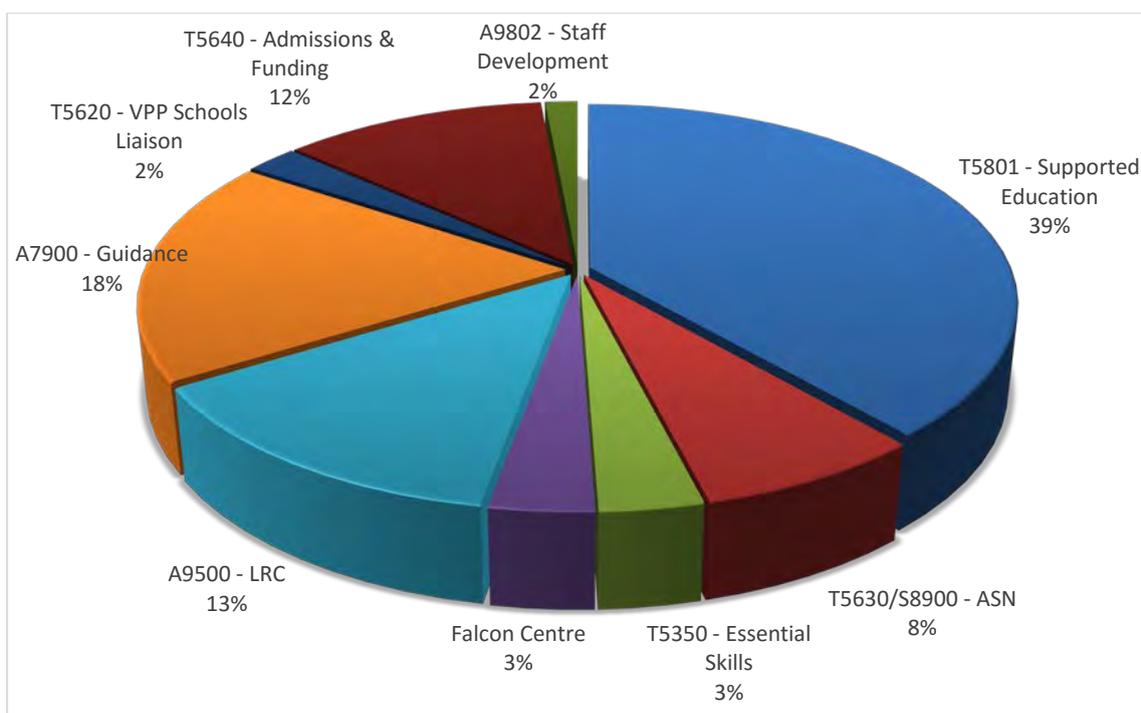
[39] High level overview of our spend

3   Expected Impact of the College's Access and Inclusion Strategy

The approach we take to access and inclusion has made a significant, positive contribution to student recruitment and outcomes over the last three years.

- **Student Recruitment**

  The college exceeded its FE activity targets in 2014-15 (by 3%) and in 2015-16 (by 10.6%).

- **Successful Completion Rates**

  Rates of successful completion for learners on full-time FE programmes have improved year-on-year and are now above latest published sector levels. Rates for learners on part-time FE programmes have remained high over the last three years and are also above sector levels.

- **Positive Destinations**

  Positive destination rates for FE learners successfully completing programmes at the college, as a percentage of all qualifying leavers, are high (94.6% for those leaving at the end of 2014-15), have increased over the last two years and are above sector levels.

Full-time FE: completed successful

Part-time FE: completed successful

% positive destinations: all qualifiers
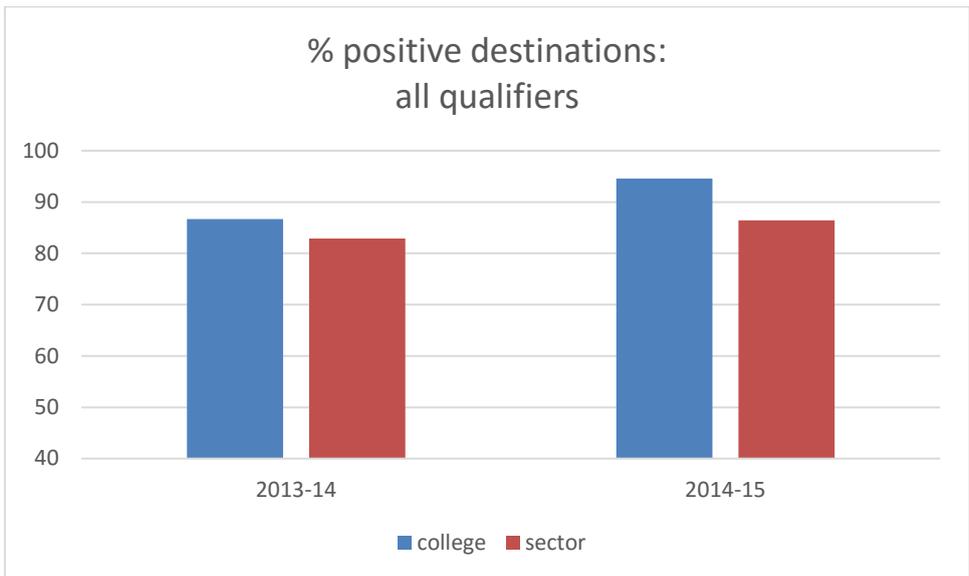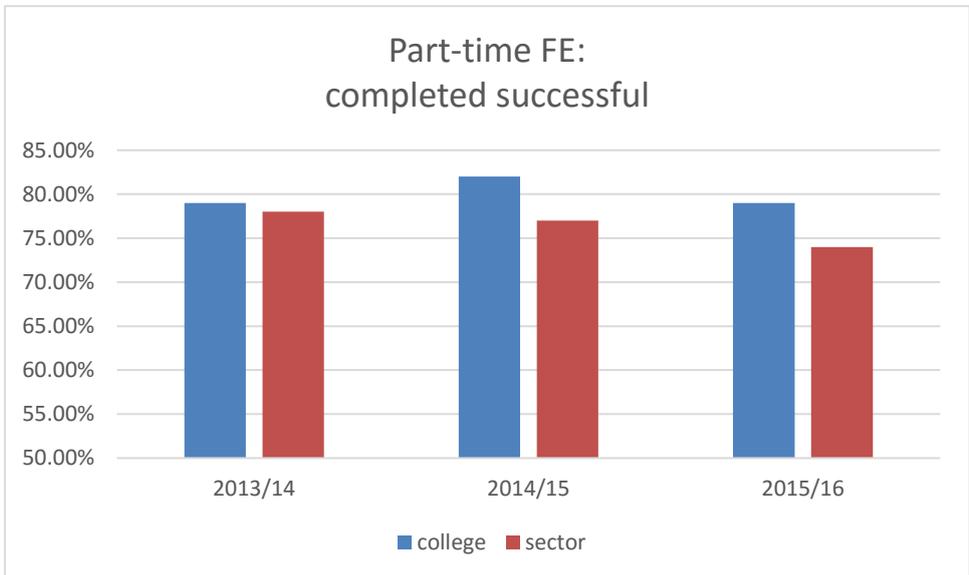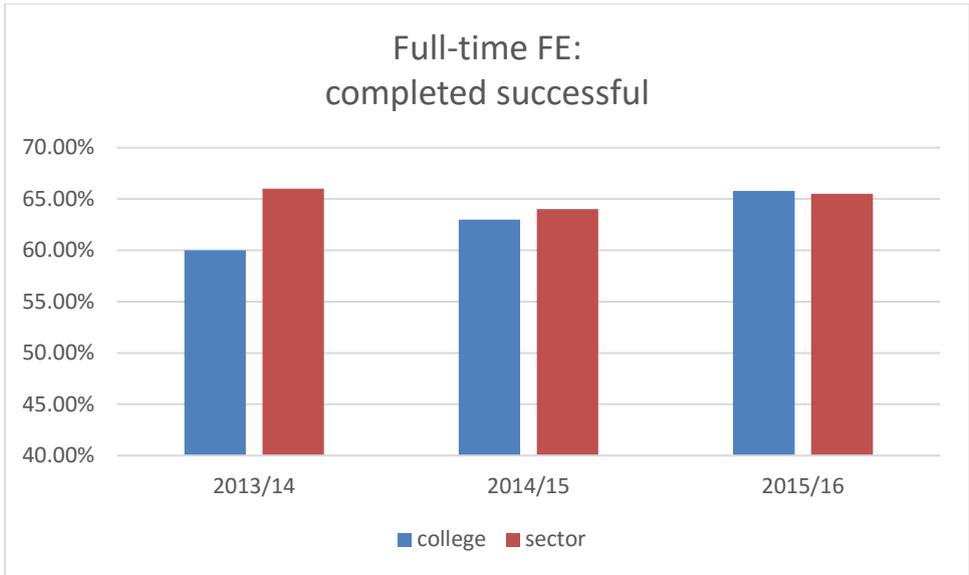
3.1 Student Satisfaction

Satisfaction rates for learners on FE programmes are high, although there was a slight drop in 2015-16 due to the difficulties experienced in moving into the new college buildings. The chart below shows the satisfaction levels recorded in the SFC Students Satisfaction and Engagement Survey (SSES) pilots: it should be noted that the sector returns include both FE and HE students, whereas the college returns include FE students only.
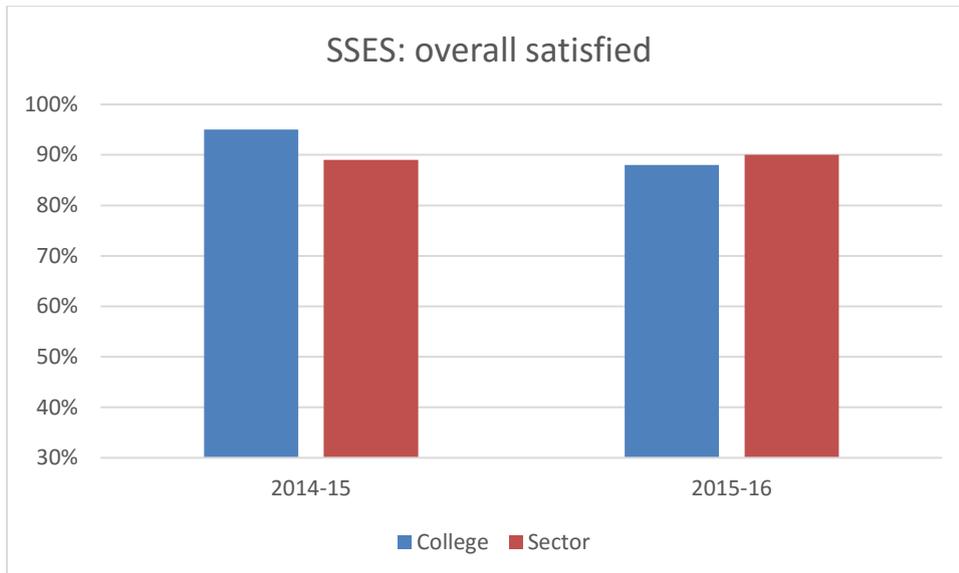

3.2 Enrolments by learner group

Enrolments in 2015-16 by specific learner groups, as a percentage of overall FE enrolments, are shown below:

Learner Group	% Enrolments	% Credits
Disability	20%	22%
SIMD 10	5%	6%
Remote/rural*	23%	22%
Carers	10%	10%
Care experienced	2%	3%
Price Group 5**	6%	4%

** Learners living in postcodes categorised as *remote rural* or *very remote rural* by the Scottish Government's Urban Rural Classification.
***Previously Dominant Programme Group (DPG) 18.
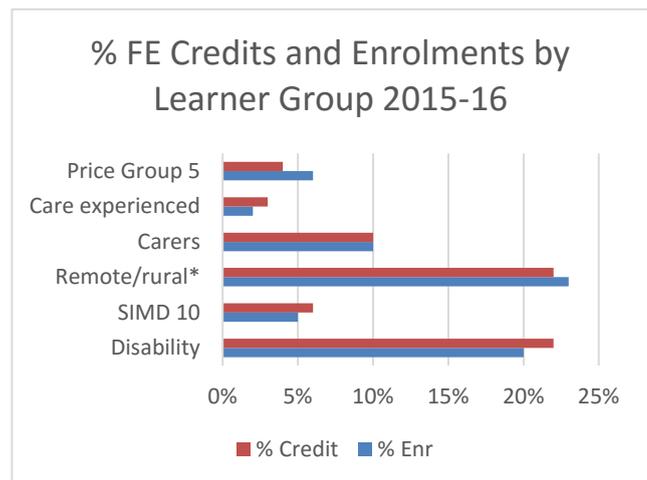
3.3 Successful completion rates by Learner Group

The successful completion rates for learners on FE programmes (including those on programmes not leading to a recognised qualification) in 2015-16 by specific groups are shown below:

Learner Group	% Success (college)	% Success (sector)
Disability	68%	75%
SIMD 10	62%	77%
Remote/rural	77%	86%
Carers	75%	76%
Care experienced	56%	56%
Price Group 5	73%	81%
All students	75%	79%

FE Completed Successful % by Learner Group
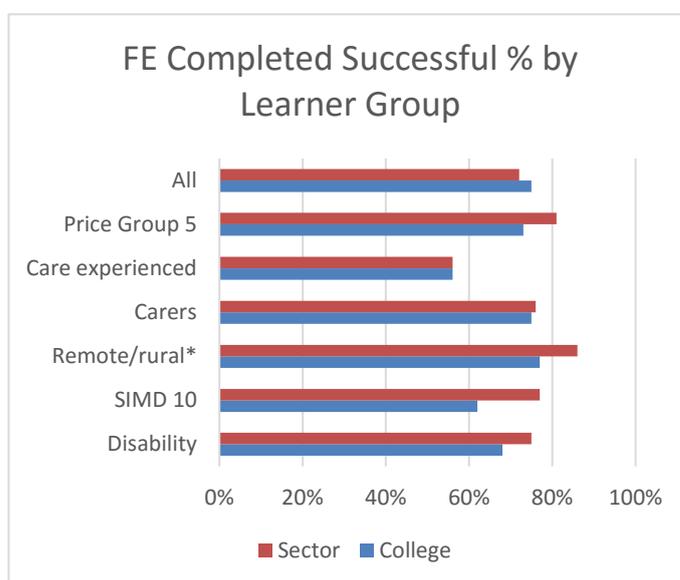
Success rates for learners on FE programmes in 2015-16 by type of disability are shown below (categories with less than 20 enrolments and programmes not leading to a recognised qualification have been excluded):

DISABILITY TYPE	Enrl.	% Success
No known disability	**3783**	**78%**
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	319	69%
You are deaf or have a serious hearing impairment	42	80%
You have a mental health condition, such as depression, schizophrenia or anxiety disorder	136	57%
You have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	41	88%

3. 4 Our Access and Inclusion Ambitions for Priority Groups

The College is working more closely with the Highland Council particularly to share data to help widen access and further improve transition planning for priority groups. We are in the early stages of establishing a Transitions Steering group comprising of colleagues from the Highland Council, schools and from the College. The purpose of this is to enhance our partnership approach particularly around how we share data and provide a seamless transition for young people progressing into College. Initial work has been done to help us benchmark our enrolments for those who are care experienced and those who disclose an additional support need

against Highland Council data.

	% within Highland Council area	% of Inverness College Enrolments	% credits delivered to group
Care Experienced young people*	2%	2%	3%
Disclosure of ASN**	26%	20%	22%

* Data for Highland Council relates to young people aged 15-20; data for Inverness College is based on those up to age 26
* Data for Highland Council relates to young people aged 15-20; data for Inverness College is based on all enrolments

All FE: targets for credits delivered by learner group:

	Actual		Targets		
Learner Group	% Credits 2015-16	% Credits 2016-17 tbc	% Credits 2017-18	% Credits 2018-19	% Credits 2019-20
SIMD 10	6%	6%	7%	7%	7%
Care experienced	3%	3%	3%	3%	3%

All FE: targets for successful completions by learner group:

	Actual		Targets		
Learner Group	% Success 2015-16	% Success 2016-17 tbc	% Success 2017-18	% Success 2018-19	% Success 2019-20
Disability	68%	70%	71%	72%	73%
SIMD 10	62%	66%	67%	68%	69%
Carers	75%	78%	78%	79%	80%
Care experienced	56%	56%	57%	58%	60%
Price Group 5	73%	75%	77%	78%	79%
All learners	75%	77%	78%	79%	80%

All FE: targets for learners on FE programmes in 2015-16 by type of disability:

	Actual		Targets		
DISABILITY TYPE	% Success 2015-16	% Success 2016-17 tbc	% Success 2017-18	% Success 2018-19	% Success 2019-20

A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	69%	70%	71%	72%	73%
You are deaf or have a serious hearing impairment	80%	Maintain at level of learners with no known disability, as minimum			
You are blind or have a serious visual impairment uncorrected by glasses	n/a[40]				
You have a mental health condition, such as depression, schizophrenia or anxiety disorder	57%	58%	59%	60%	61%
You have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	88%	Maintain at level of learners with no known disability, as minimum			

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[40] Less than 10 enrolments

4 Future Aspirations and Enhancements around Access and Inclusion

As a College we have aspirations to further enhance our approach to access and inclusion. Key areas for future enhancement include –

- Staff Development
- Monitoring and Tracking of Students
- Transition Planning
- Pre-Course Information
- Monitoring student outcomes by priority groupings
- Support for student carers
- Support around careers and employability
- Assistive Technology
- The PAT Role

These have been collated into our Access and Inclusion action tracker[41] and are aligned with our Strategic Plan and our cross College Quality Enhancement Plan.

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[41] Access and Inclusion Action Tracker