



Fife College

**Access & Inclusion Strategy
March 2020**



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3	Introduction	Targets changed to priority outcomes	March 2020
	Priority 2 Mental Health	Additional information added regarding Fife College Counselling provision and workshops Additional information added with hyperlink to FCSA work on Student Mental Health agreement and 'Networked for life'	
	Priority 2 Future ambitions	Additional information added regarding the recruitment of a Corporate Parenting Coordinator	
	Associated costs	Additional costs added, Dyslexia screening, ReciteMe	
	Appendix	Added - Access and Inclusion report 2020-23	
2		Strategy refresh and update to refine content. Various changes made to included priorities.	March 2019
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Fife College: Vision, Mission & Values



Introduction and Context

Student success is at the centre of everything we do at Fife College and we strive to make the student journey as positive and seamless as possible. The College has developed a comprehensive approach to meeting the needs of all students, including those who may encounter additional barriers to learning. This begins with our vision to support people from a wide range of backgrounds to access a high quality educational provision and ultimately improve their positive destinations in life.

Fife College is highly committed to its obligations under equality legislation and this underpins all that we do throughout the organisation. These opportunities must however be delivered within the resources available. The College has agreed priority outcomes in our Regional Outcome Agreement and [Strategic Plan](#) that will allow us to measure impact and success of our Access and Inclusion strategy for our students.

Key priority's set out in [Fife College Strategic Plan 2018-23](#) are:

- Foster ambition and develop successful students ready to progress through an inspirational and high quality learning experience
- Provide a first class learning environment
- Provide a dynamic environment that will engage, empower and enhance experience.
- Develop and empower our staff to work in a culture of trust and respect in a successful and reputable college
- Maintain long term financial sustainability and become more commercially focused.

Each Key Priority Aim has a number of objectives which the college will aim to achieve.

The Access and Inclusion strategy will also support national priorities in terms of closing the attainment gap for students with protected characteristics and/or from deprived backgrounds. A specific focus will be placed on supporting Care-Experienced Young People as described in the ROA and in accordance with the [Fife College Corporate Parenting Plan 2018 - 2021](#)

Fife College is an inclusive and diverse college which aims to utilise a range of support methods to allow the widest possible access to its provision to those who are able to take advantage of the learning opportunities within the context of a career progression pathway. It offers a wide range of support to students who have additional learning or support requirements including: physical or sensory impairments; specific learning difficulties e.g. dyslexia; autistic spectrum disorder; physical/medical/mental health conditions; being a young carer; being care experienced etc.

In keeping with its inclusive learning and teaching strategy, Fife College seeks as far as possible to meet the needs of the student within its inclusive learning environment. Particular emphasis is placed on the promotion of inclusive teaching practices which reduce/remove the requirement for interventions/adjustments for individual students. Staff use a variety of techniques, study aids and resources to ensure that a wide range of learning styles and learning differences are considered. Lectures are structured to include clear objectives and aims whilst incorporating choices, variations and differentiation.

We will continue to provide educational and progression opportunities for those with learning disabilities and will work with a range of partners, which include Fife Council, NHS Fife and third-sector agencies, to ensure that students with profound and complex needs continue to participate in programmes which enhance their knowledge, skills and employment prospects.

We will also ensure that; the educational provision provided for these students is matched to their ability to learn; that on-going support is detailed in a Personal Learning Support Plan; and that realistic learning targets and progression strategies are set and achieved in conjunction with partner agencies.

Priorities

Priority 1 – Wider Access to Education

- Ensure early identification
- Actively engage with external stake holders to enhance transition and create seamless pathways
- Recommend reasonable adjustments to improve access to education
- Develop comprehensive support mechanisms

Early identification of learning and or support needs is crucial if individuals are to make informed choices about their futures, and the Inclusion Team works proactively with the local authority and social work services to aid in the transitions to and from College for all students who have a recognised support need. Students may also self-refer or be referred to the Inclusion Team to discuss their support needs by a member of staff during pre-entry guidance, induction or at any time during the course. A robust support needs assessment process, including the creation of meaningful Personal Learning and Support Plans, identifies where additional support may be required and reasonable adjustments made in the learning environment which will assist the student when studying at the College.

A range of tailored and targeted support can be provided by Inclusion staff on a 1-1 or small-group basis, either in the Inclusion support areas or in-situ within curriculum classroom settings.

In addition to the undertaking of support needs assessments (including assessments for Disabled Students Allowance) for students across the College on both mainstream and supported programmes who have additional learning/support needs, the Inclusion Team is also responsible for:

- Implementing the process of alternative assessment arrangements across the College
- Co-ordinating across the College the processes centred on the creation and ongoing recording of Additional Learning Support and Extended Learning Support and preparation for audit
- Developing study skills materials and self-help resources to meet the learning needs of students ensuring compliance with internal quality standards and appropriate legislative requirements including copyright and data protection
- Organising and delivering literacy, language, and/or numeracy and study skills sessions, facilitating a range of activities appropriate to students' needs
- Providing students with advice and assistance on appropriate approaches and strategies which they may adopt to facilitate effective study and core skill development, including assistive technologies training and support as required
- Providing in-class learning and study skills support in line with demand across all curriculum areas
- The management of care experienced students to ensure that their transition to/from College and their College journey is a positive and successful one, and working with curriculum staff and a range of external agencies to support and signpost them to the support services available to them
- The promotion of inclusive practices Cross-College and facilitation and support of improved student's achievement, retention, transitions to/from College etc. through effective working with curriculum staff and external agencies
- Work with the Partnership Matters group to ensure a holistic approach to the support provision for students who have complex support needs

Evidencing and documenting additional support arrangements:

- PLSPs - including additional support in class and in Student Learning Hubs, alternative/additional assessment arrangements, health & safety measures.
- PEEPS – evacuation plans for students with mobility difficulties or sensory impairments.
- Social Support Plans – vulnerable students additional support arrangements.
- Time-sensitive medical requirements.
- Young Epilepsy form.
- Ensuring student information is up to date in relation to: student records, PEEPs.

School-College Partnership:

- Liaising with schools to provide early transition visits for students with complex and additional support needs.
- Additional information targeted at Winter Leavers issued during the spring while they are still at school, on induction and mid-semester 1.
- Working with SDS to provide additional CIAG to school leavers not offered a place at College or who leave early in semester 1.

STE(A)M activities:

The [Fife College STEM Strategy](#) is supported with interventions and experiences delivered in Fife primary schools to connect with the younger minds of school pupils and open up the world of opportunities in Science, Technology, Engineering and Mathematics in an engaging, fun and non-gender specific way to dual approach to address the gender gap in many of these related industries

Assistive Technology

General roll-out, including plans to deliver training at level 4 across the curriculum, plus software and training offered to specific students in response to needs identified in their PLSP. Also engagement with local high schools to pilot Texthelp training in schools to benefit students while completing current courses and ahead of their transition to College.

Partnership Working:

Strong working relationships with Fife Council, NHS Fife and third-sector agencies to provide additional support and additional referral opportunities for students. For Example

- Local Authorities
- Local Universities
- Police Scotland
- CELCIS
- Who Cares? Scotland
- College Development Network
- Skills Development Scotland
- Colleges Scotland
- NHS Fife
- National Autistic Society
- Penumbra
- MS Society

Future ambitions

- Enable early identification of Additional Support Needs - Students feel part of a supportive institution, improving retention and achievement

- Actively engage with external stake holders to enhance transition and create seamless pathways by developing employability and life skills in students with additional support needs
- Updating inclusive support strategies, policies and procedures reducing educational inequalities and increasing equity - Ensuring access to opportunities which best meet needs. Providing learning opportunities which ensures high retention, attainment and achievement.
- Creating accessible procedures - Most students are supported in their journey from beginning to end and are able to access materials in a way most suited to their needs
- Mental Health Advisor - Employed by Fife College and NHS Fife to support student's mental health.

Priority 2 – Meeting the needs of all students through a proactive approach

- Provide tailored curriculum targeting additional needs.
- Improve attainment of vulnerable students by appropriately addressing their needs.
- Promote a positive and proactive approach to health and wellbeing.

The college offers supported learning programmes - Levels 1 – 4

Life Skills (SCQF Level 1-2)

- Life Skills is for profound multiple learning difficulties (PMLD) support needs to allow students to develop their skills are working towards SCQF level 1-2. Predominantly from DAS departments or special schools. The groups are made up of 16- 18 year olds.

The courses are delivered over a two-year duration. Life Skills students will work towards attaining ASDAN Towards Independence certificates. Independent living, essential and core skills, citizenship and vocational experiences are built into the curriculum.

Future Pathways (SCQF Level 2-3)

- Future Pathways: Is aimed at students with an additional support needs who have a moderate learning difficulties (MLD) or who may not have achieved the correct grades from mainstream at school. The groups are made up of 15- 18 year olds.

The course is delivered over a two-year duration. Future Pathways students will work towards attaining essential core skills, National 3 SQA and ASDAN certificates. Personal development, enterprise and employability are built into the curriculum along with vocational and work experiences.

NPA Employability and Enterprise (SCQF Level 3-4)

- Designed for students with additional support needs as a feeder course into hospitality or as a transition course out into employment or meaningful activity. The students will work towards attaining National 4 SQA group awards in Employability and a National Progression Award in Enterprise and Employability. During their year at college they will undertake a vocational day in hospitality or retail. All students will undertake a work experience to improve employment prospects. This course is supported by a work placement coordinator who coordinates opportunities in industry and in the community.

Access to Further Education (SCQF Level 4)

- Designed for students with moderate learning difficulties (MLD) students or those with social, emotional and behavioural development needs (SEBD) who require support to transition to further education.

The course is one year in duration and students will work towards attaining essential core skills and a personal development award all at National 4 SQA. During the course they will have the opportunity to experience volunteering and vocational tasters.

The students will work with the delivery team who will assist with progression to mainstream.

Students on these programmes are supported by Inclusion Assistants looking after student's wellbeing both in and out the class. In addition, Inclusion Assistants can also provide 1-1 support for individual students, teaching staff on Supported programmes have a pastoral role with assigned groups to look after any additional support needs and their development.

In addition to its Supported Learning provision and Cross-College arrangements to support essential skills requirements and facilitate accessible delivery, the College comprises specialist teams and specialist staff involved in the Access and Inclusion Approaches: The Inclusion Team, Guidance, Faculty of Community and Supported Learning, and the Fife College Students' Association (FCSA).

The comprehensiveness of the College's approach to Access and Inclusion is demonstrated when a sample of activities are mapped against the SHANARRI model.

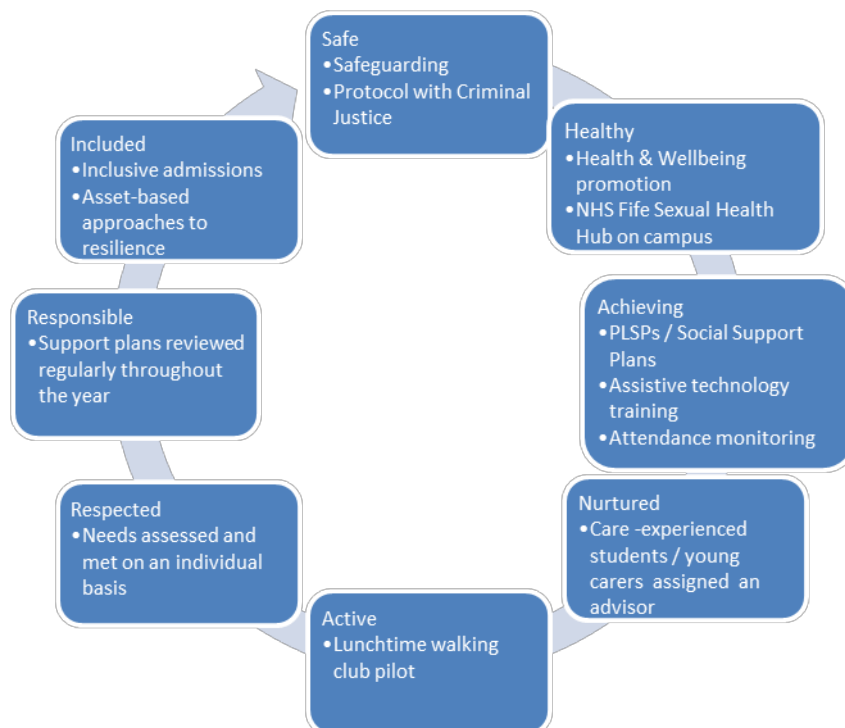


Figure 23:Shanarri Indicators

Fife College BSL Plan.

- The BSL plan was completed by Fife College in October 2018, this was written in consultation with members of the D/deaf community and external partners. The BSL plan outlines Fife College's commitment to the D/deaf community in Fife and provides and provides an action plan on how we plan to make the college more accessible.

Corporate Parenting:

- Progress of every care-experienced applicant is monitored by a designated Guidance Advisor, with support offered to each young person and connections established with their high school and social worker where requested.
- Each care-experienced student offered a designated Guidance Advisor to work with them through their course.
- Access to Advocacy through the support agreement with Who Cares? Scotland and the College.
- Fife College purchased Christmas gifts for all our care experienced students and holds additional funds raised by students for emergency situations.
- Active engagement with care experienced students supporting awareness raising.

Young Carers:

- Young Carers asked to identify themselves on application / enrolment.
- Offered a designated Guidance Advisor during their application and through their course.
- Strong working relationship with Fife Young Carers.
- As of February 2019, Fife College has committed to achieving the Go Further Recognition Award for their development and improvement of support available to Carer students.

Sexual Health:

- Every Guidance Advisor is condom-distribution trained.
- There is a sexual health inbox for students to email any issues or questions that they have that are sexual health related
- Fife College distributes free access to Sanitary products across all campuses.

Mental Health:

- Scottish Mental Health First Aid Training delivered 3 times a year for the past 2 years, with more than 120 staff trained to date.
- Action plan: bringing together existing and proposed health promotion measures, plus proposals to resource additional measures to support students with mental health conditions, including partnership working with NHS Fife to provide additional staff training.
- Fife College Counselling Provision: Fife College is committed to the provision of high quality support for students to improve and enhance their physical, emotional and mental wellbeing being. Our Counselling Service offers one to one counselling sessions and group support, information and advice to individuals and families, a fully confidential service, triage assessment, referrals to other external agencies and staff training.
- A number of workshops relevant to student life will be delivered throughout term time focusing on good mental health and wellbeing. Examples of workshop topics might include stress management, exam stress, maintaining good mental health, suicide awareness and prevention and mindfulness.
- In partnership with Fife College the FCSA has created their annual Student Mental Health Agreement, and their new Student Partnership Agreement(SPA). The '*Networked for Life*' project within the SPA focusses on all aspects of our students' Health and Wellbeing.

Gender-based Violence Action Plan:

- Assessing students' experiences of gender-based violence and developing a College-wide programme of activities to support victims and minimise future exposure.

Food Poverty

- Strong working relationships with local food banks; breakfast clubs to be trialled on two campuses spring 2017, with funding from Fife Council.

Future Ambitions

- Continued implementation of BSL Strategy - Ensuring almost all D/deaf students have equitable access to College services and provision.
- Work with curriculum areas – advising on inclusive practice and inclusive and accessible learning materials - Ensuring all students have equitable opportunities and they feel part of a supportive institution.
- Corporate Parenting - Create a supportive and inclusive environment for all care experienced students as well as the awareness sessions with academic staff. This will continue the increase in partnership working.
- Mindfulness sessions with students - Improve mental health and wellbeing for most students and more students will gain an alternative coping mechanism to deal with stress, depression and anxiety.
- Health and Wellbeing showcase - Raising awareness of a variety of organizations and internal teams to support and promote mental health and well-being.
- Corporate Parenting - Fife College are recruiting a Corporate Parenting Coordinator who will:
 - Provide a professional, highly visible, accessible and responsive welfare service to Care Experienced students, throughout the student journey, from pre entry through to progression to positive destination.
 - Support the transition into college including assistance with college applications and other necessary documents.
 - Ensure regular contact using a variety of methods including face to face, telephone, emails, and social media.
 - Support teaching staff in the development of knowledge and understanding. Support staff training and awareness raising.
 - Ensure that the views and opinions of Care Experienced students within Fife College are included in consultation, discussions and debates on all matters which affect their lives.

Priority 3 – targeting resources

- Utilise skill knowledge and specialist experience of staff to ensure effective provision for support.
- Increase our CLPL opportunities and engage our staff to further develop.
- Evolve a student-centred culture, working in close partnership with the Student Association to enhance student participation in the shaping of their learning.

Inclusion Team:

- Student Advisors Inclusion assessing student support needs and providing specialist study support out with the classroom
- Inclusion Assistants providing specialist study support in the classroom. Maintaining a student-led service, in line with the requirements of the [Equality Act 2010](#), presents a double challenge. First is keeping pace with an increasingly diverse and complex student body, with disability disclosure rates increasing year-on-year, especially mental health conditions. Second is managing the uncertainty of not knowing the final make-up of the student body until the start of session with recruitment continuing through clearing and into

the start of September, putting a pressure on the College to access additional temporary staff that were not budgeted for to meet student needs.

Assistive Technologist:

- Providing specialist software advice and training to students and staff.
- Short and long term equipment loan to students including laptops, digital recorders and coloured overlays.
- Delivering training for a number of specialist assistive software packages including Texthelp Read and Write Gold, Sonocent Audio Notetaker, Brain in Hand, Mindview and Global Autocorrect.
- Working with and building links with partners such as Karten Foundation, JISC and CDN to share best practice and find the best possible technological solutions for Fife College staff and students.

DSA Needs Assessment Provider

- Better understanding of conditions and how they affect the students.
- Better understanding of Mental Health issues, effects and services.
- More equipped to work collaboratively with lecturing staff on more inclusive teaching practice.
- Better equipped to support students to become independent learners.

Employability Team

- Fife College views embedding employability as providing the opportunities to develop knowledge, skills, experiences, behaviours, attributes, achievements and attitudes to enable all students to make successful transitions and contributions, benefitting them, the economy and their communities addressing STEAM and other economic priorities. Employability is relevant to all students and at all levels of study.

The Employability Teams Annual Plan includes:

- Launch of an Employability Strategy and a new collaborative service.
- Introduction of Employability Badges and a Digital Portfolio recording skills, qualifications and achievements supported by MWOW.
- Mock Interview Workshop Events - tailored to each department & Industry supported by guest employers.
- Database of Employers willing to participate in Work Experience/Placements/Mentors and Career Opportunities.
- Employer Information sessions/visits to employers for our students during their course of study. (DYW).
- Increase collaborative working with FCSA, Guidance and Inclusion relating to 'awareness events'.
- New Positive Outcome process to support reduction in student withdrawals.
- A targeted focus on sustained positive destinations.
- Promote career pathways including self-employment, entrepreneurial skills (linked to the Enterprise Strategy), mind sets and behaviours.
- Develop /Expand the Employer Engagement and potential mentoring, strengthening effective partnerships with Employability Team.

Mental Health

- The College has enjoyed close partnerships with a variety of local organisations including Penumbra and NHS Fife/CAMHS to provide additional mental health support over and above the frontline work undertaken by Fife College staff. Through the work of our

Guidance team and external partnerships, we have a clear insight into both the increasing incidences of mental health issues amongst our students but also that this increase will continue to impact students in the future. Using this insight effectively allows the College to adapt and grow the services on offer. In addition to further training of frontline staff, the College appointed a Health and Wellbeing Advisor in 2018 in order to boost the support available to students and promote overall positive health and wellbeing. The Health and Wellbeing Advisor has developed a Fife College Mental Health Strategy, in line with Scottish Funding Council Guidelines and the Fife Mental Health Strategy, which outlines the support activities and positive mental health promotion that is currently being delivered and developed.

Vulnerable Students

- *Corporate Parenting:* The College has had a corporate parenting plan in place since mid-2016. Fife College has developed strong links with the Fife Regional Corporate Parenting Board. Since submitting the first report to ministers in April 2018 the college has raised the profile and undertaken significant improvements for care experienced students. The college has raised awareness with staff at all levels through interactive staff development sessions. Sustaining the resources of some improvements will require additional core central funds.
- *Young Carers:* The College is extending its work with students who are young carers, in association with Fife Young Carers. As with care-experienced students, furthering and deepening this work will present a challenge and require additional resourcing, again to gain staff engagement and offer those students a better level of response to their support needs.
- *Other Vulnerable Students,* including homeless, estranged and victims of domestic violence. The complexity of our students' support needs grows each year, reflecting the challenges experienced across Fife's society. Staff capacity to provide an immediate response and support students in their studies is stretched and as third-sector funding is also reduced, the range of external partners we can refer students to has shrunk markedly in recent years. The College has an ambition to model good practice elsewhere in the sector and establish close case-working relationships available to all but especially vulnerable students but it currently lacks the staff capacity to offer this routinely.

Blended Learning / Developing Independent Study

- The move across all departments and levels of study towards increased blended learning and independent study under the College's Teaching & Learning Strategy presents many opportunities for students. For some, though, there will be an increased support requirement, especially through the Student Learning Hubs, to ensure that teaching methodologies can be developed early in the course to sustain greater independence later on.

Commitment to ongoing CLPL

All College staff are offered relevant development opportunities around inclusiveness and where these necessarily underpin particular roles this development will be mandatory. All new staff receive a comprehensive induction programme which introduces them to the College Vision and Values and explains their duties under the [Equality Act \(2010\)](#) and other relevant legislation, corporate parenting and safeguarding are covered in the induction programme.

All new teaching staff undertake training to help them become skilled in designing and implementing learning experiences which are active, engaging and inclusive. Support is provided for new staff to achieve a teaching qualification within recommended time frames.

Ongoing training is provided to develop learning and teaching skills including the use of a range of digital technologies within the learning environment. Training is provided for staff who are required to assess students which includes inclusive assessment and the implementation of alternative assessment arrangements.

Inclusion staff are supported to achieve qualifications such as the Post Graduate Certificate in Inclusiveness or the PDA in Inclusiveness as appropriate.

Training events are provided which raise awareness of equality issues, such as mental health, dyslexia, Asperger's syndrome, LGBTI, religion, culture etc.

The College ensures that all managers are trained in conducting Equality Impact Assessments. The College fully engages in staff participation at the Colleges Development Network (CDN) events.

Fife College Student Association

The role of the Students' Association (FCSA) is to ensure that the student voice is represented at local and national level. It is to improve the student experience, to facilitate student engagement and contribute to the college quality mechanism. In shaping the life and work of the College and encouraging student participation the ambition is that we can empower all students to be responsible and active citizens and encourage an inclusive environment that respects, encourages and advances equality and diversity.

To do this the Students' Association will work collaboratively with support services and curriculum teams and will:

- Run democratic processes to recruit Officers to promote Equality and Diversity and Health and Wellbeing. The FCSA will ensure that it is representative of the whole student voice on Committees and Boards by actively engaging with all members through Executive Committees, Class Representative Councils and Annual General Meetings
- The FCSA will undertake to support students where necessary to be actively involved in Clubs, Groups, Societies and Volunteering Opportunities within the Association
- The FCSA will seek advice from its partners to ensure that materials used in training etc. are appropriate for delivery to all student groups including ESOL and Learning Opportunities
- The FCSA will work closely with College to ensure that opportunities to take an active role in the Association through the course rep system, events, societies, campaigns and elections are promoted to all students and participation is encouraged and facilitated
- The FCSA will, through Peer Led activities, ensure that it is capturing the student voice and creating a positive declaration environment for student feedback relating to all aspects of the Student journey from pre application to transition stages.
- The FCSA will ensure that students have access to its entire staff and resources so that students feel supported and are signposted to appropriate support.
- The FCSA will seek to create a safe and Inclusive environment for all students and while campaigning on behalf of all students will seek to ensure that on-going awareness raising is conducted in respect of those within the protected characteristics groups including the Care Experienced.
- The FCSA will actively participate in training opportunities to raise staff awareness of the vision, values and purpose of the FCSA to enable staff to fully understand and support the activities of the FCSA to encourage student participation and ensure an inclusive approach is implemented.
- The FCSA will offer tailored training sessions which ensure every Class Representative is confident and able to accurately represent their peers through the College's Quality Assurance systems.

Future Ambitions:

- Work with curriculum areas – advising on inclusive practice and inclusive and accessible learning materials
- Collaborative working and pilot work put in place to allow for extra focus on withdrawals. This will inform further efforts to reduce our withdrawal rates
- Develop and invest in our colleagues
- Encourage staff to embrace technology to their advantage
- Provide a high quality, sector leading learning experience

Associated Costs

There are additional costs relating to the implementation of Access and Inclusion resources and activities this includes costs associated with:

- Providing additional assessments and examinations arrangements.
- Provision for dyslexia screening.
- Alternative marketing and support materials (internal and external e.g. Stonewall & RecitMe).
- Specialist software and assistive technologies.
- ICT equipment, including additional devices required to support students who may not have access to them out with College.
- Costs associated for provision of additional information management processes (e.g. specialist options to be developed for Management Information System) including support for data sharing with external agencies and more forensic data collection and reporting.

The College facilitates all members of staff to continuously update and develop their skills, knowledge and expertise and sees this as both an entitlement and responsibility. All members of staff have an opportunity to discuss annually through the Professional Development Review Process their development needs and to record these. The outputs from this process are used to form a programme of activity throughout the following year and individual qualification or attendance at external conferences is managed through an approval system over and above that programme. Access and inclusion is a key consideration in the programme and activities are included to address these annually. For example, there were sessions in the November 2018 Professional Activities Week to support access and inclusion such as Scotland's Mental Health First Aid, Professional and Respectful Team Cultures (Where Well-Being Thrives), Text Help Read and Write Gold, SPSO Complaints Investigation Training and Providing Academic References for Students Applying to UCAS.

To date, over 50 members of staff have been supported to study various qualifications to support access and inclusion for example, the PDA in Inclusiveness, the PDA in Dyslexia and the HNC Additional Support Needs and BSL Level 1&2. It is anticipated that the level of support by the end of this academic year will at least be in line with that for the previous year. Members of staff undertaking such qualifications are encouraged to share their learning with others both in and across teams within the College.

While the College remains committed to supporting all students, it is currently extremely difficult to source sufficient numbers of communication workers and BSL interpreters, who are able to charge premium rates for their services. While an increase in the number of students from the Deaf community would be welcomed, each will require significant additional funding to be sourced if we are to support them adequately.

Responsibilities

The Senior Executive team	Responsible for monitoring the strategy
College Senior Management Team	Responsible for ensuring the implementation of the strategy
Director Student Experience and Engagement	Responsible for ensuring the achievement of the priorities within the strategy
All College staff are responsible for supporting the delivery of the strategy	

[Related Documents](#)

- Fife College Strategic Plan 2018-23
- Regional Outcome Agreement
- Learning and Teaching Strategy
- Assessment Arrangement Policy and Procedure
- Positive Outcome Procedure
- Corporate Parenting Plan 2018-21
- Fife College BSL Plan 2018-24

Future Ambitions

Priority 1. Wider Access to Education						
PI	Objective	Actions 2018-19	Expected outcome and impact	Responsibility	Appropriate timescale	Update 2019-20
Strategic Plan - P1 HGIOC 2.4, 2.5, 3.1	Ensure Early Identification	Enable early identification of Additional Support Needs	Students feel part of a supportive institution, improving retention and achievement	Inclusion Team	June 2019	Ongoing work with the SCP
Strategic Plan - P1 HGIOC 2.5, 2.6	Actively engage with external stake holders to enhance transition and create seamless pathways	Develop employability and life skills in students with additional support needs	The majority of students will be able to progress independently.	Engagement and Employability	May 2018	Ongoing work with the SCP
Strategic Plan - P2, P3 HGIOC 1.3, 1.4 2.3, 2.3	Recommend reasonable adjustment to improve access to education	Updating inclusive support strategies, policies and procedures reducing educational inequalities and increasing Equity and Equality	Ensuring everybody has the same opportunities. Providing learning opportunities which ensures high retention, attainment and achievement.	Inclusion Team	July 2018	Complete
		Creating accessible procedures/processes	Most students are supported in their journey from beginning to end and are able to access materials in a way most suited to their needs	Inclusion Team	September 2018	Ongoing and continually updated
Strategic Plan - P2 HGIOC 2.4, 3.1, 3.2	Develop comprehensive support mechanisms	Mental Health Advisor	Employed by Fife College and NHS Fife to support students mental health	Director – Students Experience and Engagement, FSCA	May 2018	This has been completed and we will continue to implement the service

Priority 2. Meeting the needs of all students through a proactive approach						
PI	Objective	Actions 2018-19	Expected outcome and impact	Responsibility	Appropriate timescale	Update 2019-20
Strategic Plan – P1	Provide tailored curriculum targeting additional needs	Write and implement Fife College BSL Plan	Ensuring almost all D/deaf students have the same opportunities to access college.	Director Student Experience and Engagement Inclusion Manager	Oct 2018	This has been completed and we will continue to implement and update the plan
HGIOC 2.2, 2.3, 2.4, 2.6		Work with curriculum areas – advising on inclusive practice and inclusive and accessible learning materials	Ensuring all students have the same opportunities and they feel part of a supportive institution.	Inclusion Team	Ongoing	Learning Hubs open 4-5pm on all campuses’ for tutor drop ins
Strategic Plan – P1	Improve attainment of vulnerable students by appropriate addressing there needs	Corporate Parenting	Create a supportive and inclusive environment for all care experienced students as well as the awareness sessions with academic staff. This will continue the increase in partnership working.	Student Experience and Engagement Department and Curriculum	June 2018	This has been complete and we will continue to improve the service
HGIOC 2.4, 3.2						
Strategic Plan – P2	Promote a positive and proactive approach to health and wellbeing	Mindfulness sessions with students	Improve mental health and wellbeing for most students and more students will gain an alternative coping mechanism to deal with stress, depression and anxiety	Wellbeing and Support team.	March – June 2018	Ongoing project
HGIOC 3.1		Health and Wellbeing showcase	Raising awareness of a variety of organizations and internal teams to support and promote mental health and well-being.	Students Experience and Engagement Department, Curriculum and Marketing.	March 2018	Ongoing project

Priority 3. Targeting Resources						
PI	Objective	Actions 2018-19	Expected outcome and impact	Responsibility	Appropriate timescale	Update 2019-20
Strategic Plan – P4 HGIOC 1.3, 2.4, 2.6	Utilise skills knowledge and specialist experience of staff to ensure effective provision for support	Work with curriculum areas – advising on inclusive practice and inclusive and accessible learning materials	Ensuring all students have the same opportunities and they feel part of a supportive institution.	Inclusion Team	Ongoing	Learning Hubs open 4-5pm on all campuses’ for tutor drop ins
		Withdrawal Project	Collaborative working and pilot work put in place to allow for extra focus on withdrawals. This will inform further efforts to reduce our withdrawal rates	Wellbeing and Support Team	May 2018	This has been complete and we will continue to improve the service
Strategic Plan - P4 HGIOC 2.4	Increase our CLPL opportunities and engage our staff to further develop	Develop and invest in our colleagues	Promote a college of talent and great leaders	Senior Management team	On going	All Fife College staff have access to enroll in any appropriate college course.
		Encourage staff to embrace technology to their advantage	Improve the student experience	Inclusion Team – Assistive Technologist CLPL team	On going	CLPL sessions throughout the year
Strategic Plan - P1 HGIOC 3.2	Evolve a student-centered culture, working in close partnership with the Student Association to enhance student participation in the shaping of their learning	Providing a high quality, sector leading learning experience	Innovative teaching practice and student engagement	FCSA	On going	Continued partnership working.

Appendix 1 Access and Inclusion report 2020-23

What are the strategic aims and objectives of your Access and Inclusion plan?

- Widening access to learning provision at Fife College
- Meeting the needs of a wide range of students with a focus on equity
- Considered targeting and utilisation of resources

Have these remained the same, or have they changed?

Overall aims and objectives for the Access and Inclusion Strategy (A&I) have broadly remain the same for 2020-23. We have reflected on the first iteration, and will continue to be responsive to changes in need/demand for services and changes to the overall cohort of our students.

Please define the inclusive service you will provide for your students.

- Implementing the process of alternative assessment arrangements across the College
- Co-ordinating across the College the processes centred on the creation and ongoing recording of Additional Learning Support and Extended Learning Support and preparation for audit
- Developing study skills materials and self-help resources to meet the learning needs of students ensuring compliance with internal quality standards and appropriate legislative requirements including copyright and data protection
- Organising and delivering literacy, language, and/or numeracy and study skills sessions, facilitating a range of activities appropriate to students' needs
- Providing students with advice and assistance on appropriate approaches and strategies which they may adopt to facilitate effective study and core skill development, including assistive technologies training and support as required
- Providing in-class learning and study skills support in line with demand across all curriculum areas
- The management of care experienced students to ensure that their transition to/from College and their College journey is a positive and successful one, and working with curriculum staff and a range of external agencies to support and signpost them to the support services available to them
- The promotion of inclusive practices Cross-College and facilitation and support of improved student's achievement, retention, transitions to/from College etc. through effective working with curriculum staff and external agencies
- Work with the Partnership Matters group to ensure a holistic approach to the support provision for students who have complex support needs
- The service is easily accessible to students and support is available at any time, without the need for appointment. Having a safe space such as the Student Learning Hubs allows learners a supported learning environment or a quiet space to take time out. For learners with a chaotic lifestyle this provides a stable work area for them to study.
- By implementing a person-centred learning support plan prior to the transition, support is implemented which is adequate and effective, removing barriers to participation and allowing them to reach their fullest potential. It allows students the opportunity to accomplish short- and long-term goals, while

developing and enhancing their employability skills. By creating a positive learning environment which facilitates independence, confidence and equality and diversity; it creates a sense of belonging for our students, which has a positive impact on their own mental health.

Please give details of how you currently measure the effectiveness and impact of this service and how you will continue to measure this.

- Learner surveys are carried out 3 times a year to measure student satisfaction. The most recent student survey showed that student satisfaction has risen to 94% percent, this is a 3% increase from the previous survey.
- Monitoring of college PIs with a specific focus on students from priority access groups
- Feedback from teaching staff regarding the effectiveness of student support strategies and recommendations
- Regular audits completed by the Quality Team
- Monitoring the number of students who are accessing support services by assessing the number of students with PLSPs - including additional support in class and in Student Learning Hubs, alternative/additional assessment arrangements, and health & safety measures.
- Recording the variation in the number of personal emergency evacuation plans.
- Social Support Plans – vulnerable students additional support arrangements.
- Monitoring usage of resources for access and inclusion activity
- We will continue to share student Case-studies of intervening tactics/support provided by inclusion which has helped students remain on course.
- The Inclusion team continue to support the attainment of our most vulnerable students by targeting their specific areas of support need. The team are the 'go to' for providing specific knowledge in technology/apps support.
- Where there has been engagement with the Inclusion team, retention and understanding of student difficulties has improved.
- The trust and rapport we build means that our judgement is trusted when signposting students to other areas.

All these measures will continue to occur and be monitored by all appropriate staff.

Outline how these funds have been used to support this service and how you will continue to use these funds.

- Staffing costs
- Staff CLPL to ensure that students are getting support from highly skilled staff in areas of additional support needs, assistive technology and communication.
- Assistive technology – Texthelp, hearing equipment, braille machine
- Providing specialist support such as BSL Interpreters
- Ergonomic equipment and alterations to buildings to make them more accessible including personal care equipment
- Providing additional assessments and examinations arrangements.
- Alternative marketing and support materials (internal and external e.g. Stonewall).
- Specialist software and assistive technologies.
- ICT equipment, including additional devices required to support students who may not have access to them out with College.

Please outline any changes you intend to make to your use of this funding.

- Continue to work closely with schools to improve transitions to College for young people and better understand the support technologies used in school. Possible development of a 'Prep for College' package, engage and support students to transition to college, make clear what support available.
- Continue to work in close partnership with the FCSA, to enhance student participation and shaping their learning.
- Examine issues around identification/disclosure of students from Travelling/Gypsy Communities and lack of progression into FE.
- Potentially look at range of priority access groups such as children of service personnel; prisoners' accessing learning in prison and examine transition to learning when released
- Examine area around individual student academic ability/course level and involvement of Inclusion team.
- Look at possibility of developing Study skills sessions, i.e., Numeracy/Literacy/Specialist(Tutor) led
- Examine usage of technologies in school/college with view to providing similar to aid transition for students starting college
- Examine recording kit in classrooms where teaching staff can control what material is recorded for further use
- Consider options around use of Educational Psychologist for assessments; look at CPD for staff to undertake assessments required for DSA purposes e.g., dyslexia.
- Consider wider provision of some key kit, e.g., Chromebooks with appropriate software installed

Please outline who was included in the development of your Access and Inclusion plan, such as Learning Support or equivalent teams.

- Executive Management team
- Director of Student Experience and Engagement
- Inclusion Team
- Guidance, Wellbeing and Support Team
- Engagement and Employability Team
- Fife College Student Association
- Department of Supported and Community programmes

How are you using these funds to secure a parity of outcome?

Fife College Access and Inclusion Strategy clearly details how we use the funds to target inequality especially regarding students with protected characteristics and priority access groups.

The table below shows the proportion of enrolled students successfully achieving a recognised qualification.

Level	Mode	Year	2016-17	2017-18	2018-19	Year	2016-17	2017-18	2018-19
FE	Full time	Proportion				Proportion			
		Under 16	39.2%	48.5%	37.5%	Under 16	52.5%	53.4%	47.9%
		16-19	53.6%	57.3%	54.5%	16-19	62.4%	63.7%	61.7%
		20-24	57.5%	57.4%	59.4%	20-24	65.4%	65.3%	66.3%
		25 and over	66.8%	64.3%	65.1%	25 and over	71.9%	72.3%	71.8%
		Male	58.8%	59.3%	60.2%	Male	65.4%	66.1%	65.4%
		Female	56.2%	58.9%	55.3%	Female	65.2%	66.1%	65.0%
		SIMD10	51.3%	55.9%	55.6%	SIMD10	62.0%	63.2%	62.1%
		Disabled	57.6%	59.6%	60.4%	Disabled	64.3%	65.7%	64.6%
		BME	66.7%	57.8%	64.0%	BME	66.5%	68.1%	67.7%
		Care Experienced	0.0%	40.4%	50.0%	Care Experienced	52.5%	51.0%	58.0%
Price Group 5	63.9%	72.8%	76.8%	Price Group 5	76.7%	76.3%	76.9%		
Level	Mode	Year	2016-17	2017-18	2018-19	Year	2016-17	2017-18	2018-19
FE	Part time	Proportion				Proportion			
		Under 16	53.3%	44.9%	64.8%	Under 16	73.7%	70.0%	70.0%
		16-19	65.1%	71.2%	73.1%	16-19	69.9%	72.9%	71.4%
		20-24	79.9%	83.9%	88.9%	20-24	79.9%	80.7%	83.1%
		25 and over	73.1%	77.9%	90.1%	25 and over	81.3%	82.0%	84.9%
		Male	74.8%	78.5%	88.4%	Male	80.1%	81.1%	82.8%
		Female	64.2%	70.9%	79.5%	Female	74.0%	75.2%	76.4%
		SIMD10	67.0%	67.3%	77.2%	SIMD10	73.8%	74.5%	76.2%
		Disabled	59.6%	69.6%	77.6%	Disabled	75.1%	74.3%	73.6%
		BME	72.0%	73.5%	81.5v	BME	78.8%	77.6%	79.1%
		Care Experienced	-	53.3%	38.5%	Care Experienced	64.3%	72.3%	66.6%
Price Group 5	53.0%	64.7%	76.3%	Price Group 5	78.0%	76.4%	78.7%		
Level	Mode	Year	2016-17	2017-18	2018-19	Year	2016-17	2017-18	2018-19
HE	Full time	Proportion				Proportion			
		Under 16	-	-	-	Under 16	-	-	100%
		16-19	66.0%	64.2%	66.0%	16-19	71.2%	70.4%	68.1%

		20-24	67.4%	69.7%	68.1%	20-24	71.9%	71.8%	70.3%
		25 and over	72.2%	67.5%	68.9%	25 and over	72.2%	72.3%	71.8%
		Male	62.4%	63.8%	64.8%	Male	67.9%	68.0%	66.5%
		Female	73.2%	69.0%	69.7%	Female	74.7%	73.9%	72.5%
		SIMD10	70.1%	58.8%	62.5%	SIMD10	68.5%	66.7%	67.3%
		Disabled	64.1%	61.2%	61.7%	Disabled	66.2%	66.3%	65.6%
		BME	68.1%	61.3%	55.7%	BME	70.0%	70.6%	69.5%
		Care Experienced	-	61.5%	71.4%	Care Experienced	65.4%	60.9%	58.1%
		Price Group 5				Price Group 5			
Level	Mode	Year	2016-17	2017-18	2018-19	Year	2016-17	2017-18	2018-19
HE	Part time	Proportion				Proportion			
		Under 16	0.0%	0.0%	-	Under 16	58.1%	78.4%	95.5%
		16-19	65.9%	68.5%	79.5%	16-19	82.6%	80.7%	78.7%
		20-24	77.5%	81.7%	86.4%	20-24	79.7%	80.3%	79.4%
		25 and over	65.0%	79.1%	86.8%	25 and over	76.8%	80.4%	78.7%
		Male	71.3%	82.0%	88.5%	Male	79.2%	80.5%	79.9%
		Female	64.3%	74.1%	83.1%	Female	77.6%	80.3%	77.8%
		SIMD10	64.9%	80.4%	83.0%	SIMD10	73.4%	78.3%	75.4%
		Disabled	53.8%	80.7%	76.4%	Disabled	70.0%	75.7%	69.6%
		BME	63.6%	75.7%	90.6%	BME	74.1%	78.4%	76.1%
		Care Experienced	-	-	-	Care Experienced	78.1%	56.4%	65.2%
		Price Group 5	-	-	-	Price Group 5	-	-	-

How do these funds support the college infrastructure?

- Staffing costs within the Student Experience and Engagement team such as specialist Student Advisers.
- Assistive technologist – providing specialist training across all 5 campuses on various software's, apps and technological solutions.
- Purchasing specialist equipment to remove barriers to learning for example equipment for D/deaf students, braille printers and students with complex mobility difficulties.
- Supported programmes are funded at price group 5. This allows us to develop the curriculum to support smaller class size, tailored to the additional support need of the group. In class support is provided by Inclusion Assistants this can be 1:1 provision, group support or class support. Pastoral support is provided by teaching staff or the Supported Programmes Trainer/Assessor, who create the students Personal Learning Support Plans (PLSP) to identify any additional support and identify and measure the student's development. All staff within supported programmes are encouraged to maintain specialist training and development to keep their practise up to date.
- Mainstream provision is provided by Inclusion Student Advisers, Guidance student advisers, and Inclusion assistants. Inclusion Advisers assess student needs in order to develop and implement student PLSPs. Each PLSP is tailored to the student and provides background information, support measures, Alternative Assessment Arrangements, to ensure students' needs are met effectively. Guidance advisers provide support, advice and support the student to achieve a positive outcome. All staff within the Student Experience and Engagement Department are encouraged to undertake specialist training and development to keep their skills and knowledge relevant.

How do these funds support training and development?

- Ongoing CPD to support students with complex needs i.e Buccal Epilepsy, moving and handling, BSL, PDA Advancing equality and diversity through Inclusiveness, CALMS and Corporate Parenting.
- All College staff are offered relevant development opportunities around inclusiveness and where these necessarily underpin particular roles this development will be mandatory. All new staff receive a comprehensive induction programme which introduces them to the College Vision and Values and explains their duties under the Equality Act (2010) and other relevant legislation, corporate parenting and safeguarding are covered in the induction programme.
- All new teaching staff undertake training to help them become skilled in designing and implementing learning experiences which are active, engaging and inclusive. Support is provided for new staff to achieve a teaching qualification within recommended time frames.
- Ongoing training is provided to develop learning and teaching skills including the use of a range of digital technologies within the learning environment. Training is provided for staff who are required to assess students which includes inclusive assessment and the implementation of alternative assessment arrangements.
- Inclusion staff are supported to achieve qualifications such as the Post Graduate Certificate in Inclusiveness or the PDA in Inclusiveness as appropriate.
- Training events are provided which raise awareness of equality issues, such as mental health, dyslexia, Asperger's syndrome, LGBTI, religion, culture etc.
- The College ensures that all managers are trained in conducting Equality Impact Assessments. The College fully engages in staff participation at the Colleges Development Network (CDN) events.

How do these funds support health, wellbeing and student welfare?

The college has formed a partnership with Aramak catering to ensure that no student has to go to class without having breakfast. A choice of cereal, toast or porridge and a drink is available every morning free of charge to all students. This has been welcomed by the student body.

The College has enjoyed close partnerships with a variety of local organisations including Penumbra and NHS Fife/CAMHS to provide additional mental health support over and above the frontline work undertaken by Fife College staff. Through the work of our Guidance team and external partnerships, we have a clear insight into both the increasing incidences of mental health issues amongst our students but also that this increase will continue to impact students in the future. Using this insight effectively allows the College to adapt and grow the services on offer. In addition to further training of frontline staff, the College appointed a Health and Wellbeing Advisor in 2018 in order to boost the support available to students and promote overall positive health and wellbeing. The Health and Wellbeing Advisor has developed a Fife College Mental Health Strategy, in line with Scottish Funding Council Guidelines and the Fife region Mental Health Strategy, which outlines the support activities and positive mental health promotion that is currently being delivered and developed

How do these funds support working in partnership with other organisations in your region?

- Fife College currently works in partnership with NHS Fife to jointly fund a Health and Wellbeing Adviser
- Fife College has a partnership with Fife Council to ensure the provision of BSL Interpreters
- Fife College works in partnership with Fife Council to ensure all students with complex needs are supported through their whole student journey from school to college

Please outline what proportion of your funding is used for individual support including support for accessing SAAS.

- At least 70% of the funding is used to supports individual within the classroom, study support, application support, pastoral support and mentoring.
- At present we have 6 DSA needs assessors with an additional 4 beginning training June 2020

Please outline any additional considerations for AY 2020-23 onwards not included above or in your Outcome Agreement.

Anticipating increase in support and potential change in demographics of students accessing college provision due to impact of Covid-19.