Orkney College UHI
Access and Inclusion Strategy 2017
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1. Introduction and context

Orkney College UHI is committed to ensuring that both equality and diversity are embedded across all services, disciplines, and practice. It is our aim to support the development of an inclusive culture, to ensure fair access to all, to enhance the student experience and to develop a culture of continuous improvement within our service provision. Promoting means recognising that everyone has different needs and taking positive action to promote equal access and participation for students within the College.

The following Access and Inclusion strategy outlines how access and inclusion is currently promoted and integrated across our institutional functions and what further actions are planned going forward.

Orkney College understands that the development of its Access and Inclusion strategy across the institution will be an iterative approach and is fully committed that an ethos within the institution will be continually fostered which promotes and supports a diverse community. Furthermore, Orkney College recognises that in doing so, resources, time and specialist staff are required to ensure that access and inclusion is fully embedded within both the culture and operations of the college.

Orkney Islands Council, a public body, responsible for all local government services within Orkney, incorporates Orkney College UHI. In addition, Orkney College is a partner organisation of the University of the Highlands and Islands and the thirteen partners will also be submitting individual Access and Inclusion strategies.

The College’s strategy aims to embed the three key aims which are identified in “Delivering Equity and Excellence in Scottish Education”, these being:

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

The College’s Access and Inclusion strategy will also identify how our funding is used and includes four sections as outlined as follows:

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

- **Financial overview of our spend**
  This section provides a high level overview of our across College spend for access and inclusion

- **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 academic session. It also details the impact of our approach on our priority groups including our intake and outcomes.

- **Future planned enhancements and how Orkney College UHI is working to the Scottish Government’s manifesto commitment “we will explore how student’s health and well-being can be better supported to reduce drop-out rates**

This section provides an overview of our future plans and developments around access and inclusion which will direct our access and inclusion action plan and our specific focus and ambition over the forthcoming year.

Although our Access and Inclusion Strategy applies to all of our learners and students, it is of particular importance to those learners on access level provision up to SCQF level 4.

This Access and Inclusion strategy is aligned with Orkney College’s Inclusiveness Policy and is linked to the following college policies:

- Orkney College Learning Support Policy
- Orkney College Disability Statement
- Orkney College Corporate Parenting policy
- Orkney College Guidance Policy
- Orkney College Development Plan
- Orkney College Equal Opportunities Policy
- Orkney College Safe-Guarding Policy
2. A profile of Orkney College UHI

Orkney College UHI is situated in an island community (population circa 21,500) which is both rural and predominantly agricultural. The College is the main provider of both further and higher education in Orkney, the latter provided through the University of the Highlands and Islands (UHI) of which the college is an active partner. Orkney College provides a wide range of programmes, including a range of short courses for businesses and longer-term vocational training for employed people.

Orkney College UHI is one of a very few in Scotland that is incorporated; the responsibility for further education being vested in Orkney Islands Council. The governance of the college also falls within the remit of Orkney Islands Council with all matters affecting the college referred by Orkney Islands Council to the College Management Council. The college is funded by the Scottish Funding Council (SFC) for further education (FE) provision which is delivered through the Highlands and Islands Regional College.

The Orkney economy has traditionally depended on agriculture and fishing, although recent years have seen significant diversification. Farming and tourism sectors are currently the main industries. Renewables is a key growth sector, with Orkney leading the way in tidal and wave energy. Tourism, hospitality, construction and the service sector are key areas of economic activity in Orkney and the college aims to provide programmes to support learners in each of these areas. Employment in Orkney generally remains high.

Orkney College UHI offers provision from SCQF access level-to-level 12. In 2015-2016, the college enrolled 108 full-time FE learners and 3731 part-time FE learners. In the same academic year, Orkney College enrolments for Higher Education programmes included 24 full-time and 38 part time Post-Graduate students and 105 full-time and 111 part-time undergraduate students together with a further 16 PhD students. In this part academic year 2016 – 2017 to date (August to March 2017), there have been 416 disclosures and 67 students have Personal Learning Support plans.

The current teaching profile is approximately 60% further education and 40% higher education. There are 91 staff employed at the college, which comprise both 52 teaching staff (full-time and part-time) and 39 support staff (both full-time and part-time).
3. Orkney College UHI - Defining our approach to Access and Inclusion and our ambitions

The mission statement of Orkney College UHI is “Orkney College UHI – Realising your Potential” which reflects the college’s commitment to all of its students in order “to provide an education and research environment that will help people further themselves in life.” *(Orkney College UHI, Mission Statement).*

The college continually strives to embed access and inclusion into the ongoing work of the College and promotes access and inclusion as an integral part of its educational provision and support services. A strategic aim across UHI is to ‘widen participation’ and this means making provision inclusive, while providing specific requirements for individual learners.

Our approach is to place every learner at the centre of what we do and therefore Access and Inclusion underpins all of our activity and encompasses every aspect of the learner journey. We have a firm commitment to ensuring that our provision is accessible to all and an ethos among all our staff to remove barriers and provide solutions so that our learners feel holistically supported throughout their time at College.

As an island college, we do not have an extensive ‘in-house’ student support team; however we are able to offer a high level of individual support through our experienced Curriculum Leader in Inclusive Practice (CLIP) who has also well-established relationships with local partners and specialist services. The CLIP provides a single point of contact for learners with additional support needs. Support is provided through the development of a Personal Learning Support Plan (PLSP) which is devised as part of a needs assessment.

In addition, the College employs both full-time and part-time Student Support Assistants to support both individual and learner cohorts, mainly at SCQF 1 through to SCQF level 4 subjects, and beyond. The College’s academic teaching staff also include highly experienced practitioners in care, social work, nursing including learning disability nursing and autism, whose expertise and experience can be accessed when needed. These staff also contribute to the College’s staff development programme to disseminate both good practice and professional update.

The following identifies how individuals’ are supported throughout their time at Orkney College.

- **Application and transition** – individual consultation with learner, parents and carers and partners (e.g. schools) and those involved with the transition of the learner regarding individual need.
- **Disclosure** – the College encourages a positive declaration ethos where learners can declare to college staff if they require further support (if they haven’t already disclosed at application)
- **Meeting need** – following the needs assessment by the Curriculum Leader for Inclusive Practice there is a clear process for informing and advising the relevant teaching and support staff of what support an individual needs. A range of services
are available to learners to support them in their curricular and extra-curricular activities.

- **Accessible curriculum**— learners are counselled to programmes to meet individual need and a realistic level of study to promote a positive outcome and destination.
- **Inclusive teaching and assessment practices**— all staff receive access to on-going and regular CPD opportunities which promote inclusive practices. Adjustments to assessments are made to support and meet learner need.

### 3.1 Application and transition

#### 3.1.1 Assessing Learning Needs

The process for assessing individual learner needs is outlined in our Additional Support Needs Policy and procedure. Learners who disclose a disability or learning support need at point of application are identified on our Student Records system and are invited to meet with the Curriculum Leader for Inclusive Practice (CLIP) to devise a personal learning support plan (PLSP). Prior to application the CLIP may have had appropriate dialogue with the applicant or transition partner to ensure a positive transition into College and counselling to the appropriate programme.

The CLIP will recommend learning strategies for the learner and will receive confirmation as to what information can be shared with lecturing and support staff given that the assessment will include confidential information. Where relevant, the use of assistive technology (AT) is discussed and demonstrated to the learner.

Learner progress is reviewed 3 times per session with their course tutor and twice with the CLIP with their needs being re-evaluated and/or confirmed at this point. Any additional support which may be needed is followed up and discussed with those staff involved with the learner.

#### 3.1.3 Working with partners and transitions

Given the relative size of Orkney College, partnership working is incredibly important; and in terms of access and inclusion, it is especially crucial around transition planning. Our transition planning is focused upon:

- Learners transitioning into college from social care settings
- Learners transitioning into college from third sector organisations
- Learners transitioning into college from the criminal justice system
- School pupils transitioning to College from school
- School pupils transitioning to College to undertake ‘Links’ classes as part of their S4 diet
- School pupils transitioning into College as part of their Senior Phase
- School pupils at risk of dropping out of school/exclusion accessing specialist individual support
• Care Experienced learners transitioning into College
• Learners transitioning into employment or further study and higher education

**Transition Planning for School Pupils**

Senior staff together with the Student Engagement Officer visit both our local secondary schools to provide overviews of Senior Phase provision; this input is to both pupils, guidance teachers and parents/carers.

Presentations and college visits start in S3 and continues regularly through S4, S5 and S6. In addition, the Curriculum Leader for Inclusive Practice maintains regular dialogue throughout the academic year with key staff within the secondary schools for those pupil with identified additional support needs in preparation for transition to College.

The College works closely with both secondary schools in Orkney and Orkney Islands Council to shape our senior phase curriculum offering, known as “The Orkney Offer” to ensure it meets the needs of our young people coming from schools.

The College works with its partners to:

• Provide ‘tasters’ to enable young people to experience college life
• Provide specialist visits to departments to speak with college staff about courses
• Provide transition days to pupils from schools to help ease their transition

We work with our local partners to establish that at the point of application we have received as much information relating to an individual’s support needs as possible. The Curriculum Leader for Inclusive Practice liaises regularly with partners about individual transition.

**Transition Planning for Supported Education Students**

The College has transition arrangements for school pupils coming to College as part of their Senior Phase. Transition planning includes visits to the College and opportunities to meet college teaching and support staff.

Transition planning arrangements are also in place for individuals coming from other providers such as the third sector, social care settings and criminal justice.

**Transition Planning for Care Experienced Individuals**

Our care-experienced students make up a very small percentage of the total population of the College cohort, typically in single figures. We have established links with social workers and guidance staff in schools for care-experienced learners and have an identified Single Point of Contact within the College for care- experienced learners.
As a College we have recently published our Corporate Parenting Plan which provides corporate parenting support for individuals who have disclosed that they are care-experienced at application up to the age of twenty six years.

**Students transitioning into Employment or Further Study**

The College offers a high level of support to individuals who are transitioning out of College either into employment or into further study.

Throughout the year employability events are held within the college with workshops given by Skills Development Scotland and My World of Work as well as local employers. The College’s Employability Officer works with small groups of learners on the Get Ready for Work programme to help individuals into employment. In addition, learners undertake an Employability Award on our access course and Employability and work placement feature in both the Stepping Stones and Preparation for Progression programmes which include units ranging from level 3 to level 5.

**3.2 Disclosure**

The College has a growing number of learners who disclose an additional support need at application 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.

<table>
<thead>
<tr>
<th>Academic Session</th>
<th>Disclosures</th>
<th>PLSPs</th>
<th>Enrolments</th>
<th>% Disclosures</th>
<th>% PLSPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>416 (part year)</td>
<td>67 (part year)</td>
<td>3329 (part year)</td>
<td>12.50%</td>
<td>2.01%</td>
</tr>
<tr>
<td>2015-16</td>
<td>578</td>
<td>51</td>
<td>5172</td>
<td>11.20%</td>
<td>0.98%</td>
</tr>
<tr>
<td>2014-15</td>
<td>684</td>
<td>38</td>
<td>5988</td>
<td>11.40%</td>
<td>0.63%</td>
</tr>
</tbody>
</table>

This table shows that there is an increase in the percentage of students disclosing support requirements and a substantial increase in the requirement for a personal learning support plan and the subsequent implementation of support strategies.
3.3 Meeting need

The process for meeting individual learning needs is determined by the needs assessment and is outlined in the Additional Support Needs Procedure. The College is able to 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
- Provision of education
- Access to a benefit, facility or service

Orkney College UHI provides a range of services to ensure equity of opportunity for all of our learners. The Early Experience Student Survey provides some context to the feedback we gather and receive from our students around their experience.

**Accessible infrastructure:** The College building comprises of two floors with lift access between each. There are electronic doors with touch pads into the main building and disabled toilets including a disabled bathroom with hoist on the lower ground floor.

Fire drills are arranged each term to coincide when there are learners in College with mobility issues; on each occasion, the drills are timed to ensure that learners are studying in a different room and floor at the time of the drill and evacuation. All learners with mobility issues have a personal evacuation plan. Feedback from the drill and evacuation are fed into the Physical Resources committee for review and action if needed.

**Library** - the library service offers a postal loan service for those learners who cannot physically access the Library or who are distance learners. Learners are also have access to online resources with many of these having accessibility features such as coloured overlays, audio and large print.

In addition, the library staff are able to assist learners with both texts and online resources for study skills.

**ESOL learners** - Orkney College has a qualified ESOL tutor for those learners where English is not their first language. In addition the college has a line management responsibility for Orkney Islands Council Adult Literacy Centre, The Learning Link, which also employs a part-time qualified ESOL tutor for additional support.
3.4 Accessible curriculum

Orkney College as a tertiary institution delivers a diverse range of curriculum ranging from SCQF level 1 to SCQF level 12. Although our Access and Inclusion Strategy applies to all of our learners and students, it is of particular importance to those learners on access level provision up to SCQF level 4.

Orkney College delivers a number of programmes at Access SCQF Level 1 to SCQF Level 4, which have a specific focus on building skills, confidence and independence; these include:

- Pathways to Independence – SCQF 1 (students with more complex needs)
- Skills for Social Enterprise –SCQF 1 (an outreach and College-based programme for students with more complex needs)
- Preparation for Progression – SCQF 3, 4 and 5 to accommodate individual learners
- Stepping Stones – SCQF Level 4 and 5 including Certificate of Work Readiness.

For the next academic year 2017-2018, a new SVQ Level 1 programme in Hospitality will be added to the portfolio; this programme has been developed in consultation with local partners, including the NHS.

All of the above programmes receive a high level of support with Student Support Assistants working with learners under the direction of the tutor. All learners have a personal support plan to help track and support progression. Personal care for students is provided by external agencies.

The College has good and regular links with both the secondary schools in Orkney and provide a senior phase pathway for learners in S4 and S5 who require additional learning support. The College’s School Link programme enables school pupils to attend College half a day a week as part of their school week.

3.5 Inclusive teaching and assessment practices

3.5.1 The Inclusive Classroom

Inclusive learning and teaching practices are promoted and embedded within the College’s Learning and Teaching strategy.

Teaching staff are encouraged to develop an inclusive classroom through a variety of pedagogic approaches including blended learning methods. The university’s virtual learning environment, Blackboard, has a positive impact on making materials accessible for all learners. Other materials such as weekly notes, PowerPoints, journals and links to key sites are available so that learners can use study methods that accommodate their learning requirements.

Learners regularly use assistive technologies to access materials on Blackboard which increases accessibility. The development and formatting of these materials online has been resources intensive however it is felt that the investment has increased academic access for learners. The increased focus on using Blackboard in Further Education means that learners
are developing the skills required for study at Higher Education and this helps prepare students for the transition from Further Education to Higher Education.

A variety of development opportunities are provided for staff throughout the academic year and all staff also participate in specified staff development weeks twice per year.

Within the staff development weeks, relevant workshops focus on topics such as Autism Awareness, Mental Health First Aid, Diversity and Inclusion and Corporate Parenting; there is always a specific and regular focus on access and inclusion aspects within these weeks.

Professional development is also enhanced through participation in informal groups which are led by the Practice and Pedagogy Group within the College which provides a platform for staff to share best practice.

3.5.2 Commitment to Ongoing Continued Professional Development

Orkney College has an ongoing commitment to investing in Continual Professional Development and the Assistant Principal with responsibility for staff development throughout the year provides staff development opportunities to support our approach to access and inclusion.

The College fully understands the importance of continued professional development of its staff and best practice is regularly featured in the College’s Practice and Pedagogy session. In addition, the College’s Access and Inclusion committee also discusses CPD opportunities for staff. Professional development requirements are also captured through individual professional annual review.

3.5.3 Staff Induction

All College staff (both academic and support) are required to complete a mandatory induction programme which includes Safeguarding, and Prevent through OIC’s iLearn portal and as well as mandatory WRAP3 training. Corporate Parenting also features within staff development weeks. New academic staff also are peer mentored.

3.5.4 Professional Development to Support Students with Additional Support Needs

Despite being a small college and team, within our resources, staffing and links we are able to offer a diverse service to our students; this is possible by accessing the expertise of the academic teaching staff and expertise within our local partners. We have a highly experienced Curriculum Leader in Inclusive Practice and one full-time and two part-time experienced student support assistants who all receive ongoing staff development training throughout the year. We are able to access the expertise of our academic lecturers who have Social Work, Social Care, Learning Disability and Nursing backgrounds and as a college which takes a lead on UHI’s autism provision we are also able to offer expertise in this area.

Teaching staff are supported by ongoing staff development and digital skills training takes place throughout the academic year. New and experienced teaching staff work together informally to observe and to share best practice. Creating and maintaining an inclusive classroom is a strong theme within the Practice and Pedagogy Group where access and
inclusion strategies together with embedding excellent learning and teaching across all vocational areas is progressed throughout the year.

3.5.6 Supporting learning with technology - Investment in ICT
Assistive technologies are provided to individuals to support their learning needs.

My Study Bar is accessible on all the computers in the college (except Macs). At the beginning of the academic year, learners receive instruction on how to use this “study skills tool box” to assist them with their learning and study skills and to also support their production of course work.

In addition, the Curriculum Leader for Inclusive Practice provides one-to-one study skills tuition and support for learners throughout the year as required.

4. Financial Overview of our spend to support our Inclusive Approach
The following offers a financial overview of how funds are used to support our inclusive practices. Funding for student support is allocated to enable equal access for all learners with additional needs and to make provision accessible for all our learners.

<table>
<thead>
<tr>
<th>Access and Inclusion Commitment 2015-16</th>
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</thead>
<tbody>
<tr>
<td><strong>Pay Costs (including overheads)</strong></td>
</tr>
<tr>
<td>Curriculum Leader Access and Inclusion</td>
</tr>
<tr>
<td>Student Support Workers</td>
</tr>
<tr>
<td>Course Leaders student support</td>
</tr>
<tr>
<td>Guidance/Student Engagement</td>
</tr>
<tr>
<td>Schools Liaison</td>
</tr>
<tr>
<td>Staff Development</td>
</tr>
<tr>
<td><strong>Pay Total</strong></td>
</tr>
<tr>
<td><strong>Non-Pay Costs</strong></td>
</tr>
<tr>
<td>Supplies to Deliver</td>
</tr>
<tr>
<td>Fees – software and specialist services</td>
</tr>
<tr>
<td><strong>Non-Pay Total</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>SFC FE Grants</strong></td>
</tr>
<tr>
<td>% spend on A&amp;I of total SFC FE Grant</td>
</tr>
</tbody>
</table>
5. How Orkney College UHI monitors the effectiveness and impact of its Access and Inclusion strategy

As a College, we employ a whole-college approach for supporting all of our learners, in order that they achieve a successful outcome and enjoy a positive learning experience.

The Curriculum Leader for Inclusive Practice (CLIP) regularly meets and reviews progress with individual learners; Course Leaders also work closely with the Curriculum Leader to support progress. The Access and Inclusion Group reviews college-wide processes, indicators and issues, to inform future practice and initiatives.

Also at an operational level, both the Student Records Officer and Curriculum Leaders track learner attendance and the latter also monitors progress and attainment. Curriculum Leaders will alert both Assistant Principals and the CLIP, if appropriate, with regards to any individual they perceive may be at risk of not sustaining their studies in order to ascertain if an intervention is needed to reduce the risk of withdrawal. The Senior Management Team reviews all withdrawals monthly.

Inclusion is a key aspect of the Student Engagement Officer’s remit which includes promoting ‘the student voice’ and engaging with students to enable them to take a full and active part in college life. The Student Engagement Officer also co-ordinates activities and meetings in liaison with HISA officer and student representatives to encourage increased participation within the college. This role also engages with staff to ensure that feedback from students is considered and acted upon where necessary.

The Access and Inclusion Group within the College has the remit to oversee all aspects of the Inclusiveness Policy and to ensure that all policies and practices are learner-centred. The context for the policy is based upon The Equality Act 2010 which protects individuals from discrimination and promotes equality of opportunity. This group also has the remit for progressing the College’s Equality Outcomes, Corporate Parenting, Gender Action Plan and Student Well-Being.
5.1 Student Completion and Attainment

(A) Further Education Programmes with substantial periods of study

You are blind or have a serious visual impairment

- 100% FES - Completed course, assessed and successful

You have a disability, impairment or medical condition

- 60% FES - Completed course, assessed and successful
- 20% FES - Completed course, assessed, not successful
- 20% Progress with Less Than 70% achievement.

You have a long standing illness or health condition

- 57% FES - Completed course, assessed and successful
- 29% FES - Completed course, assessed, not successful
- 14% FES - Withdrawn from course & destination unknown
You have a mental health condition, such as depression

- 46%: FES - Completed course, assessed and successful
- 27%: FES - Completed course, assessed, not successful
- 27%: FES - Withdrawn from course & destination unknown

You have a social/communication impairment such as

- 34%: FES - Completed course, assessed and successful
- 33%: FES - Completed course, assessed, not successful
- 33%: FES - Withdrawn from course & destination unknown

You have a specific learning difficulty such as dyslexia

- 48%: FES - Completed course, assessed and successful
- 13%: FES - Completed course, assessed, not successful
- 13%: FES - Withdrawn from course & destination unknown
- 17%: Progress with Less Than 70% achievement.
- 9%: Progressed with at least 70% Achievement.
(B) All Further Education Programmes of Study

You have physical impairment or mobility issues, s

- Completed Course but not assessed as Flex/Open Lrn: 50%
- FES - Completed course, assessed and successful: 50%

You have two or more impairments and/or disabling

- FES - Completed course, assessed and successful: 75%
- FES - Withdrawn from course & destination unknown: 13%
- Progress with Less Than 70% achievement: 12%

Use for FE Direct only - Dyslexia

- FES - Completed course, assessed and successful: 69%
- FES - Completed course, assessed, not successful: 26%
- Completed Course but not assessed as Flex/Open Lrn: 3%
- FES - Withdrawn from course & destination unknown: 1%
- Completed Prg Not assessed as not required: 1%
You are blind or have a serious visual impairment

- 100% FES - Completed course, assessed and successful

You are deaf or have a serious hearing impairment

- 63% FES - Completed course, assessed and successful
- 33% Completed Course but not assessed as Flex/Open Lrn
- 4% Completed Prg Not assessed as not required

You have a disability, impairment or medical condi

- 53% FES - Completed course, assessed and successful
- 32% FES - Completed course, assessed, not successful
- 4% Completed Course but not assessed as Flex/Open Lrn
- 4% Progress with Less Than 70% achievement
- 7% Completed Prg Not assessed as not required
You have a long standing illness or health condition

- FES - Completed course, assessed and successful: 71%
- FES - Completed course, assessed, not successful: 22%
- FES - Withdrawn from course & destination unknown: 5%
- Completed Prg Not assessed as not required: 2%

You have a mental health condition, such as depression

- FES - Completed course, assessed and successful: 54%
- FES - Completed course, assessed, not successful: 22%
- Completed Course but not assessed as Flex/Open Lrn: 8%
- Progress with Less Than 70% achievement: 6%
- FES - Withdrawn from course & destination unknown: 2%
- Completed Prg Not assessed as not required: 2%
You have a specific learning difficulty such as dyslexia:

- FES - Completed course, assessed and successful: 71%
- FES - Completed course, assessed, not successful: 4%
- Progress with Less Than 70% achievement: 4%
- Progressed with at least 70% Achievement: 3%
- FES - Withdrawn from course & destination unknown: 4%

You have physical impairment or mobility issues:

- FES - Completed course, assessed and successful: 77%
- Completed Course but not assessed as Flex/Open Lrn: 8%
- Completed Prg Not assessed as not required: 15%

You have two or more impairments and/or disabling:

- FES - Completed course, assessed and successful: 72%
- FES - Completed course, assessed, not successful: 7%
- Progress with Less Than 70% achievement: 2%
- FES - Withdrawn from course & destination unknown: 17%
- Completed Prg Not assessed as not required: 2%
5.2 Care Leaver Attainment

(A) Further Education Programmes with substantial periods of study

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>FES - Completed course, assessed and successful</td>
<td>64%</td>
</tr>
<tr>
<td>FES - Withdrawn from course &amp; destination unknown</td>
<td>9%</td>
</tr>
<tr>
<td>FES - Withdrawn from course &amp; gone into employment</td>
<td>18%</td>
</tr>
<tr>
<td>Progressed with at least 70% Achievement.</td>
<td>9%</td>
</tr>
</tbody>
</table>

(B) All Further Education Programmes of Study

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>FES - Completed course, assessed and successful</td>
<td>67%</td>
</tr>
<tr>
<td>FES - Withdrawn from course &amp; destination unknown</td>
<td>19%</td>
</tr>
<tr>
<td>FES - Withdrawn from course &amp; gone into employment</td>
<td>2%</td>
</tr>
<tr>
<td>Progressed with at least 70% Achievement.</td>
<td>3%</td>
</tr>
<tr>
<td>Progress with Less Than 70% achievement.</td>
<td>7%</td>
</tr>
</tbody>
</table>
6. Future enhancements and how Orkney College is working to the Scottish Government’s manifesto commitment “we will explore how students health and well-being can be better supported to reduce drop-out rates and ease hardship”

Given our relative size and small class sizes, Orkney College is fortunate in that we are able to know our students well and to respond to their issues and needs, quickly. We continually strive to improve our provision and to ensure that not only do our students succeed but they also receive a positive learning experience.

To this end we access expertise both within and outwith the college. The College uses a local counselling service for those learners who have requested or are signposted towards counselling. The management team review the counselling arrangements annually.

The Student Engagement Officer is able to signpost individuals to internal and external services and staff with regards to funding, careers and employability, accommodation information, support with applications, and signposting to personal support services.

The Course Leader also supports learners throughout their course in a pastoral role. This role is not only key to face to face on-going support which individuals need but also critical in signposting individuals to other services when required.

As a Corporate Parent, the College is fully committed to supporting individuals with a care-experienced background to ensure that they have equal access to opportunities and to success. The College has both a Corporate Parenting policy and action plan. The College has a Single Point of Contact for care experienced young people.

The management team reviews the College’s Corporate Parenting Plan quarterly and there is an ongoing programme of staff training to ensure that staff understand the needs and situation of care experienced young people. The College now tracks this group of learners within the Access and Inclusion group.

For the forthcoming year, the College has identified several actions to progress and prioritise:

These include setting and publishing new equality outcomes by the end of April 2017, as a requirement of the Scottish specific duties of the Equality Act 2010. These outcomes outline how Orkney College intends to further one or more of the parts of the public sector equality duty (PSED) in terms of eliminating discrimination, advancing equality of opportunity and fostering good relations by:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Meeting the needs of people with protected characteristics
- Encouraging people with protected characteristics to participate in public life or in other activities where their participation is low
- Fostering good relations between people from difference groups, tackling prejudice and promoting understanding between people from difference groups.
The duty to set equality outcomes is relatively new and setting equality outcomes has inevitably been a developmental process. Members of the Access and Inclusion Group regularly meet in the academic year to discuss progress made against our original equality outcomes and their relevance to the College’s strategy for the forthcoming four years. Four Equality Outcomes were originally published and it was felt that this was an appropriate number for the College to progress. The members who reviewed the original outcomes felt that:

- Equality Outcome 1 was still relevant and appropriate;
- Equality Outcome 2 needed amending to bring further clarity and focus;
- Equality Outcome 3 was still relevant however the wording needed amending slightly;
- Equality Outcome 4 was not possible to achieve given that Orkney Islands Council’s policies apply so this should be abandoned and another outcome devised as a replacement.

The group felt that the proposed changes and introduction of a replacement outcome would ensure that there was identified focus for staff, students, the curriculum and a specific important issue which the College wishes to address for the duration of the period of the plan:
Equality Outcome 1 (*unchanged*)

<table>
<thead>
<tr>
<th>Protected Characteristics</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disability</td>
</tr>
<tr>
<td></td>
<td>Gender reassignment</td>
</tr>
<tr>
<td></td>
<td>Marriage and civil partnership</td>
</tr>
<tr>
<td></td>
<td>Pregnancy and Maternity</td>
</tr>
<tr>
<td></td>
<td>Religion and Belief</td>
</tr>
<tr>
<td></td>
<td>Race</td>
</tr>
<tr>
<td></td>
<td>Sex</td>
</tr>
<tr>
<td></td>
<td>Sexual Orientation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Duty</th>
<th>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advance equality of opportunity by Removing or minimising disadvantage Meeting the needs of particular groups that are different from the needs of others Encouraging participation in public life Foster good relations</td>
</tr>
</tbody>
</table>

Students understand their responsibility regarding anti-discriminatory practices in relation to the protected characteristics. Students achieve this within a curriculum that is inclusive and ensures a non-discriminatory experience.
### Equality Outcome 2 (re-worded for clarity and focus)

<table>
<thead>
<tr>
<th>Equality Outcome 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continually develop staff awareness of protected characteristics to inform their inclusive practices.</td>
</tr>
</tbody>
</table>

| Protected Characteristics | Age  
|                          | Disability  
|                          | Gender reassignment  
|                          | Marriage and civil partnership  
|                          | Pregnancy and Maternity  
|                          | Religion and Belief  
|                          | Race  
|                          | Sex  
|                          | Sexual Orientation  |

<table>
<thead>
<tr>
<th>General Duty</th>
</tr>
</thead>
</table>
| Eliminate discrimination, harassment, victimisation or any other prohibited conduct  
| Advance equality of opportunity by  
| Removing or minimising disadvantage  
| Meeting the needs of particular groups that are different from the needs of others  
| Encouraging participation in public life Foster good relations |

### Equality Outcome 3 (wording amended for clarity)

<table>
<thead>
<tr>
<th>Equality Outcome 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender balance encouraged for courses where statistics suggest that they are male or female dominated</td>
</tr>
</tbody>
</table>

| Protected Characteristics | Age  
|                          | Disability  
|                          | Gender reassignment  
|                          | Marriage and civil partnership  
|                          | Pregnancy and Maternity  
|                          | Religion and Belief  
|                          | Race  
|                          | Sex  
|                          | Sexual Orientation  |
General Duty

Eliminate discrimination, harassment, victimisation or any other prohibited conduct

Advance equality of opportunity by
Removing or minimising disadvantage
Meeting the needs of particular groups that are different from the needs of others
Encouraging participation in public life

Foster good relations

Work with schools and SDS to promote relevant courses

Equality Outcome 4 *(abandoned and replaced with a specific issue to address)*

**Equality Outcome 4**

Work to develop an ethos where mental health is not a barrier to study, and ensure that staff have the resources and knowledge to support students.

- Stronger networking & partnership working
- Staff development

Protected Characteristics

Age
Disability
Gender reassignment
Marriage and civil partnership
Pregnancy and Maternity
Religion and Belief
Race
Sex
Sexual Orientation

General Duty

Eliminate discrimination, harassment, victimisation or any other prohibited conduct

Advance equality of opportunity by
Removing or minimising disadvantage
Meeting the needs of particular groups that are different from the needs of others
Encouraging participation in public life

Foster good relations
The College has aimed to highlight that there is a clear alignment with the overall aims of the Access and Inclusion strategy to our revised Equality Outcomes. The actions resulting from the revised equality outcomes and Access and Inclusion Strategy will further direct and influence both the staff development and learning and teaching strategies.

The Access and Inclusion group have also identified supporting Young Carers and those learners with significant caring responsibilities as an area, which needs further development within the College. This group will feature throughout the year and beyond in our actions as will further embedding our Corporate Parenting action plan with local partners.

The Gender Action Plan is currently in development by the Access and Inclusion Group and will align with the Access and Inclusion Strategy and the new Equality Outcomes for submission by July 2017.

In summary, together, all of these strategies and outcomes support our overall objective to develop an inclusive culture, to ensure fair access to all, to enhance the student experience and to develop a culture of continuous improvement within our service provision.