Appendix B

Glasgow Clyde College's Progress Report

1. **Progress of your FE/HE's Institution's BSL Plan**

   a. Since the implementation of your institution's BSL plan, which action points have progressed?
   b. Which action points have been more difficult to progress?
   c. How have you promoted your BSL plans to students and prospective students?

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a.

3.1 Across all our services

"Across the Scottish public sector, information and services will be accessible to BSL users"

Cross College-

We have set up a BSL working group with staff from different faculties getting involved. The meeting is run on a quarterly basis and has both deaf and hearing participants along with a BSL interpreter providing communication support.

We now have more BSL users on our staff with four Deaf BSL lecturers. The recent recruitment of our new BSL lecturer included the job advert in BSL.

We offer a BSL Studies Course
https://www.glasgowclyde.ac.uk/courses/474487-bsl-studies-level-1/2466 18 students on the BSL Studies course this year and 14 from last year.
Promotional video of the BSL Studies Level 1

Plus we are offering an additional course this session-
https://www.glasgowclyde.ac.uk/courses/759946-computing-skills-for-british-sign-language-bsl-users

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Identified the need for BSL awareness and now embedded into the following courses-
BSL Introduction in ESOL Transitions to Early Education and Childcare Course
BSL Introduction in ESOL Transitions to Healthcare Course

We have hosted a range of events which are open to both students and staff and have proved popular on a regular basis.

BSL Café Sessions-
Attended by all BSL Studies students and 6 people attended from local/deaf community.

BSL Film Night –
Thursdays – once per month
5 nights with around 8 people attending each - all BSL users (Deaf or learners beyond beginner)

We have promoted BSL within 2 of our campuses by offering informal lunch time club for students and staff to attend. This was a great success with over 30 students and staff in attendance over both campuses.
We will be looking at carrying this on in the future.

Graduation Ceremonies include a BSL Interpreter and will continue to do so.

Website-

Improved accessibility on the website with current BSL welcome to be updated
In addition to promoting the plan, we have used filmed BSL to promote open days and the work of our Learning Inclusion dept.

Learning Inclusion offering for Virtual Open Day June 2020
https://www.youtube.com/watch?v=_pu-HBS751Y

Info day June 2019
https://www.youtube.com/watch?v=c-qbW8ZRSSQ

Open Day March 2019
https://www.youtube.com/watch?v=eztjZYHtp1k

January Open Day 2019
https://www.youtube.com/watch?v=iLsednT3FMM

Student Association-

From 2019 the GCCSA (Glasgow Clyde College Student Association) had BSL videos recorded and put on social media promoting Fresher's events. This was a positive step along with the presence of Action for Hearing Loss at the Fresher's events. This year our virtual Fresher's event page will include content from Action on Hearing Loss with links to learning basic BSL, a BSL alphabet guide sheet, and how to protect your hearing. Promotional BSL videos will continue to be used by the GCCSA.

BSL video examples promoting GCCSA events can be found on their Facebook page

Democracy- GCCSA sabbatical officers fully support any BSL users during the election process and undertake all relevant training

Staff Training and Continuous Professional Development-

All staff training provided in June 2019 at Development Days included:

- **BSL Taster** - This session was a short introduction to British Sign Language for people with no previous experience to have the chance to try out the language. Learners got a brief look at the basics, which included the use of the eyes and facial expression to get a feel for what it is like to be Deaf. The sessions were offered to all staff with a total of 48 places available and delivered by Deaf BSL Lecturers
  - ✓ The topics covered included
    - Greetings
    - Finger Spelling
    - Numbers

- College vocabulary and simple role plays

- **Deaf Awareness -** These sessions raise awareness of the barriers faced by people who are deaf or have hearing loss and helps to develop an understanding of how to overcome these challenges. The sessions were offered to all staff with a total of 48 places available and delivered by Deaf BSL Lecturers
  - ✓ The topics covered included
    - identify and provide solutions to situations in your organisation where people who are deaf or have a hearing loss may face accessibility and communication barriers
    - recognise and respond to the different ways people who are deaf or hard of hearing communicate
    - understand and demonstrate different ways how you can communicate with people who are deaf or have a hearing loss

- **Suicide Let's Talk** (This course is available in BSL)
- **Disability confident course** (This course is online and includes modules on deaf awareness)

D/deaf staff enrolling for any training courses, including professional development such as national qualifications e.g. PDA Teaching in FE or Teaching Qualification in Further Education qualification, are offered the necessary individual support to attend and aid the best learning experience.

Contact Scotland-

Use of contact Scotland has been promoted with instructions for use to all staff via all internal communication channels and embedded within all staff signature strips.

contactSCOTLAND-BSL
BSL users can contact me using contactSCOTLAND-BSL,
the online British Sign Language interpreting service.

Culture & Arts -

Production of the HNC Acting and Performance Pantomime include BSL performances

Fundraising for BSL Show

Photos of the BSL performers

Attendance at external Deaf Blind Scotland BSL theatre event for relevant students

Mental Health & Wellbeing-

SLIs have supported Deaf students attending our college counselling services.

Webinars and training promoted to relevant student support departments and counselling staff including events from National Deaf Children's Society such as Deaf Mental Health Taster sessions

Careers-

Establishing a fully accessible Careers, Information and Guidance Service is planned which will be developed and monitored in line with sectoral access and inclusion strategies, ensuring appropriate specific support for BSL users.

b.

- Access to BSL interpreters – availability, booking in advance. Employing BSL registered interpreters for staff learning and development, including professional qualifications, are difficult to progress as they are in high demand.
- Cost of qualified BSL Interpreters, communication support assistants, live captioning, translation and subtitling services prohibitive to fully access. Emergency cancellations of support incurs full costs.
- Quality standards of BSL interpreters and support assistants can differ greatly
- Absence of a coordinated approach and a specialised BSL coordinator post with in the college due to lack of funding
- National qualifications/courses often designed around reading and discussing course textbooks and policy documents (very academic), not available in BSL. The college has a Teaching Pathway which builds from a College uncertified course to PDA and Post Graduate University qualifications. Due to the amount of written English work required to complete even the first stage of the pathway it has become obvious that even the provision of one to one interpreters is not sufficient support for BSL users. The concern is that progression to PDA and Post Graduate TQFE qualifications will not be fully accessible for BSL users as the costs and availability of the level of support are prohibitive, be that sign language interpreters or translation etc.
- ESOL Qualifications for International Deaf learners and support
- Providing training remotely to BSL users via Zoom and Microsoft Teams has proved challenging at times
- Creating videos, editing and captioning is costly and therefore has been an issue to roll out to every relevant area of the website/VLE/staff intranet
- Data capture and analysis has been an issue due to staff capacity. Operational SMART plan to sit under the overarching BSL Plan will ensure we action tasks/priorities effectively.
- GCCSA faces similar challenges to the college as a whole when creating accessible content online, hosting fully inclusive events, putting on relevant training due to staff capacity and funding of resources.
- Informal student social activities can be less inclusive at certain times such as lunch/coffee breaks due to support assistants/interpreters often being unavailable due to time constraints/costs. The availability of support during informal social times needs to be factored into any planning/costs of SLIs involved in educational environments.

c.

The BSL plan Action Plan can be found on our website, including the introduction to the college's BSL plan filmed by our Principal, Jon Vincent.

https://www.glasgowclyde.ac.uk/glasgow-clyde-college-bsl-action-plan

The action plan was also promoted on the homepage of our website until very recently when we had to streamline the content there. It was also promoted via videos/posters on all relevant social media including relevant BSL group pages on Facebook pre and post publishing.

BSL videos filmed to promote previous events/college departments are all available on our YouTube Channel.

2. Challenges and Gaps

a. What challenges have you faced towards implementing your institution's BSL plan, and how did you address them?
b. Do you feel that there are gaps arising from your institution's BSL plan? If yes, please detail what they are.

a.

The main challenges associated with implementing the BSL plan are:
- The ability to change unconscious bias and wider societal prejudice
- Sourcing suitably qualified individuals
- There are no addition resources to implement the plan which makes if extremely challenging to make actions impactful

We aim to address these challenges by engaging with the deaf community and investigating alternative funding streams.

- The lack of specific ring-fenced funding has been a major issue in order to resource consistently high levels and standards of support and training for both students and staff. The cost of supporting staff and students is exorbitant and as there is no ring-fenced funding, nothing is streamlined and thus resourcing has been extremely challenging. This lack of resource also leads to challenges to upskill staff.

- BSL planning/responsibility lies in different departments across the college sector and this causes challenges for collaboration and benchmarking even with in regions. For example, in some colleges BSL responsibility sits within Learning Inclusion which is accessed solely by students, in other colleges it sits within the Equality & Diversity remit which covers both staff and students. Surely responsibility must lie within a cross college function such as Equality to progress the work in all areas of the organisation. The responsibility for BSL within a college cannot sit solely within departments focused on student support, as it requires expertise and coordination for students and staff to ensure the successful recruitment and development of a diverse and inclusive college community?

- More prescriptive and sector wide guidance, specific to the college sector, separate from the universities, would be welcome. It must be acknowledged that colleges and universities are very different. They have very different resources, dissimilar access to funding and therefore capacity. The university and the college sectors do not engage with similar student/staff communities and therefore expectations of what meaningful progress can be made, must be evidence based, relevant to the specific organisation's demographic and remain realistic if not funded appropriately.

- The pool of fully qualified SLIs nationally is limited yet now overrun by demand and therefore availability can be difficult, particularly if short notice. A national strategy for training and qualifications in BSL to help allow for more qualified SLIs must become a priority. It also needs acknowledged that there are different levels of BSL support required within a college setting from academic specialisms to informal communications at lunch time. Therefore, a suite of standardised qualifications for all levels from communication support assistants to formal professional SLIs would be useful and if resourced effectively, could help to upskill staff within colleges and the deaf community.

b.

No. It is the lack of specific funding which is causing gaps in resourcing the necessary work.

3. BSL-signing Students

a. Have you received any feedback from BSL students about your institution's BSL plan?
b. If yes, please provide a summary and what methods they used?
c. If no, what do you think contributed to this?

a. No formal feedback has been received. It was promoted within deaf groups on social media, and is fully accessible and available on our website but we have not received any formal comments.

b. N/A

c. We received anecdotal comments from SLIs that Deaf/BSL community were overwhelmed and put off by the saturation of engagement requests, particularly at the outset of the BSL plan work across Glasgow due to all relevant public sector organisations holding information gathering focus groups, requesting feedback, hosting events etc all aimed at a limited number of people, all being asked the same questions.

4. Future Actions and Plans

a. What actions are still required to be achieved from your institution's BSL Plan?
b. What future additions & changes will be implemented in your institution's BSL Plan?
c. What future engagement activities do you have planned with your BSL students?

a.

Focus communications throughout the college re BSL via awareness raising events, sharing good practice.
Highlighting and promoting the SMART operational action plan to ensure the overarching plan is completed. New ideas sought via partners and engagement with deaf learners/staff which may include a refresh of the working group to ensure full compliance.

Website videos- BSL area created on website to support prospective deaf learners and staff, with a new 'Welcome video' updated.
Captioning of all relevant videos
Update contact Scotland details on website

Collection and analysis of data to include BSL users and inform best practice and support benchmarking at local, regional and national levels. It will also highlight data gaps along with engagement with feedback to influence and create a more inclusive college.

Further appropriate training offered to all staff

b.

Create specific post within the college to coordinate and prioritise BSL work. Any post holder would have to have relevant life skills and expertise in the area. Funding this post is a challenge and therefore funding streams needs to be explored.

Collaborative and partnership working both regionally and nationally

Researching relevant/analysing regional data and gaining more feedback from the deaf community

Linking with HE/training institutions to offer placements/work experience for students studying on their BSL Interpreting courses

An online portal available to staff for all BSL resources to be created and to include guidance for inclusive teaching, working with BSL interpreters in the classroom and online, relevant step by step guides for staff and students which will be produced in conjunction with the BSL users within the college/external partners. BSL Plan updates, shared good practice, links to external partner resources and promotion of BSL related events etc.

c.

GCCSA will ensure that anything they do considers engagement with BSL students and all social events/social media posts are fully accessible. The promotion of Fresher's weeks previously via BSL videos was a good trial/start but feedback from deaf leaners will focus future GCCSA work.

Online BSL area created for all learners on the VLE (Canvas)

Inclusion of deaf awareness/BSL organisations at student events throughout the year and relevant student training opportunities made available to all.

Continuation and development of BSL lunch clubs, BSL cafes and BSL movie nights

5. FE/HE Institutions

a. Did you work with other FE/HE institutions, BSL Lead Officers & Public Bodies to provide and receive support in implementing your BSL plan?
b. If yes, please provide a summary.
c. Has your institution's Outcome Agreement been updated to reflect their corresponding BSL Plan?

a. Yes

b.
The Colleges and Universities in Glasgow and the West worked together to engage BSL users, and communities including BSL/English Interpreters, parents/carers of D/deaf children and young people, about all aspects of post school education. The organisations involved were:

- Glasgow Clyde College

- Glasgow Kelvin College

- Glasgow Caledonian University

- Royal Conservatoire of Scotland

- University of Glasgow

- University of Strathclyde

- University of the West of Scotland

The BSL Plan Engagement Meeting with HE and FE institutions took place on Saturday 25th August 2018 10am-12pm at Deaf Connections in Glasgow. The venue hire was funded by Advance HE. Staff from across Glasgow Clyde College including those in Student Advice, Learning Inclusion, GCCSA, Marketing & Equality attended and met with members of the D/deaf/Deafblind community and BSL users.

This drop in session provided essential feedback regarding all areas of the learner journey and the information received helped influence the attending institutions' local BSL action plans, in order improve the student and staff experiences across the city and the west.

c.

As part of the Glasgow Colleges Regional Group we have an institutional plan which has been developed with appropriate reference to the wider Glasgow Region Regional Outcome Agreement. The ROA is refreshed on annual basis to reflect changing priorities and the BSL plan is reviewed in relation to this development work.

6. **Deaf Action**

a: Do you feel you have a good understanding of Deaf Action's role in supporting FE/HE institutions with their BSL Plans?

b: Is there any specific support that you would like to receive from the BSL Officers at Deaf Action, and to what extent?

a.

The College would welcome any support from Deaf Action as we progress through our implementation plan.

It would be good to more fully understand the scope of support that is available.

b.

Specific support with development of relevant BSL related job descriptions, staff training and consultancy for development work would help our work.