CITY OF GLASGOW COLLEGE

Board of Management

Students, Staff & Equalities Committee

Date of Meeting	**Wednesday 17 May 2017**
Paper No.	**SSEC3-E**
Agenda Item	**12**
Subject of Paper	**Student Experience Annual Review 2016/17**
FOISA Status	**Disclosable**
Primary Contact	**Gillian Plunkett, Student Experience Director**
Date of production	**5 May 2017**
Action	**For Noting**

1. Recommendations

SSEC are asked to note the contents of the Student Experience Annual Review 2016/17.

2. Purpose of report

To provide members of the Students, Staff and Equalities Committee with an overview of priority activity related to student support in 2016/17.

3. Context

Student Services and Curriculum Teams work together to achieve the College strategic priorities 'To be an inspirational place of learning' and to provide students with an outstanding student experience.

In Student Services individual needs are anticipated at every step in the student journey and are met in a proactive and meaningful way. We support and develop student engagement in all aspects of the student experience, which in turn informs service development leading to excellence in performance and delivery informed by our students.

Student support services also assist the College with meeting its Regional Outcome Agreement targets, by ensuring the access and inclusion of key priority groups, who require early support interventions and sustained support throughout the year to ensure achievement and success.

4. Impact and implications

Without efficient and effective student support services students would be more likely to drop out of College affecting both student aspirations and the College KPis. Student support services also play a key role in assisting the College in its public sector equality duty by ensuring that protected groups have equal access to student support and student funding, and that individual needs are anticipated and supported.

City of Glasgow College

Student Experience

Annual Review

2016/2017

Table of Contents

Our Services and Performance 2016/17

At City of Glasgow College our Student Experience Strategy sets out a commitment to be a college where; 'Individual needs are anticipated at every step of the student journey and are met in a proactive and meaningful way'. Our Services include:

- A professional and responsive admissions service
- Relevant student funding assessment and payment services
- School to College transitions services and 'getting ready for College' events
- Accommodation support and guidance
- A professional Careers Service
- A professional Counselling Service
- Academic study support in one-to-one or small group settings.
- Alternative Assessment Arrangements.
- Dyslexia screening.
- Training in specialist equipment and software.
- The loan of equipment and ICT hardware.
- Assessment and exam preparation and advice.

- Reader, scribe or support worker, Sign Language Interpreter in class.
- Application for Disabled Students Allowance (DSA).
- Mindfulness
- Staff CPD
- Support with progression via UCAS and SAAS applications
- In class workshops on motivation, teambuilding and resilience
- An active an supported Student Association
- Support for student elections
- Support for class representation and training
- A student magazine
- International Student Support
- An airport pickup service for international students
- Events throughout the year on health and wellbeing.
- A business and enterprise competition worth £24,000

Our 2016/17 Performance Highlights at a Glance

- 84% student satisfaction with full time student recruitment and admissions and 89% student satisfaction with part time admissions
- 86.5% student satisfaction with support services in the first impressions survey
- Achieved 18,000 ELS SUMs target, a 20% increase on last year
- 83.5% of students are aware of the system and process for electing class representatives
- 95% of classes have class representatives
- 100% of Student Association elected officer places filled
- 12% increase in the number of students voting in elections (1,678)
- 90% retention rate for students who are care experienced
- 79% retention rate for students with additional support needs
- 87% retention rate for those attending 'get ready for college' events
- Volunteer Friendly Award 2017 – June 2017

- 82% retention rate for those students receiving counselling support
- 35,352 admissions applications
- 3,603 Bursary and EMA applications
- 306 Childcare applications
- 1,764 Discretionary Fund applications
- 360 payment runs
- 109 (2,180 students) UCAS workshops
- 85 (1,700 students) SAAS workshops
- 368 (5,853) Student Engagement Delivering Excellence Workshops
- Developed a Good Mental Health Action Plan
- Developed a Smoke Free College Action Plan
- Developed a Corporate Parenting Action Plan
- Assisted with the development and consultation of the Student Experience Strategy
- Developed an Access and Inclusion Strategy
- On target to reach budget spend of £8.4m

- Secured £24,000 from the John Mather Trust for a second year
- Won NUS Officer Team of the Year 2017
- Won Saltire Summit Award – David Rhys Dunn (Charities Officer)
- Pending award – NUS International Students' Union of the Year 2017 – 13th May
- 1,337 Personal Learning Support Plans created for students with additional support needs
- 92 Educational Psychologist assessments made
- 143 Disabled Student's Allowance assessments
- Pending award - Healthy Body Heathy Minds (HBHM) Award – 3 Stars – 15th May

Service Developments 2017 - 2020

Every year we aim to maintain, develop and grow inspirational, excellent and innovative services which are relevant to our student community, based on valid research and consultation with students, staff and partners. The following areas will be developed over 1-3 years.

Student Experience Strategy

Our Strategy was developed in consultation with students and staff. Ideas from students are already being delivered. See page 4.

Good Mental Health Action Plan

Based on national and local research we developed and implemented our action plan in 2016. More on page 9.

Smoke Free College Action Plan

Comprising a cross college short life working group and student consultation this Action Plan is currently with ELT

Access and Inclusion Initiative

Following the national review of Extended Learning Support the College will develop targets for access and inclusion linked to the Regional Outcome Agreement.

Student Partnership Agreement

Development of an agreed set of priorities for the Student Association and the College is underway

Careers Management Standard

A quality standard for careers and employability guidance for students is in development

Corporate Parenting Action Plan

Under the act colleges have a duty to create, maintain and deliver an action plan. We aim to launch in May 2017

Digital Democracy Platform

A platform to give the student voice a digital boost. Starts from 2017/18

City Graduates

An initiative to share the experiences of City Graduates. Starts from 2017/18

Widening Access

Working across the Region to promote access and inclusion through fair admissions.

Focus on the Student Experience Strategy

In 2016 significant time was dedicated to the development of a new Student Experience Strategy. The Student Experience Leadership Group led a number of staff consultations and the Student Engagement Team facilitated several student focus groups and an online survey with over 1,100 students providing feedback.

Today's Objectives

- Start to shape the Student Experience Strategy & map out a comprehensive student journey
- Create a roadmap for change to fully integrate the student journey with the whole student experience
- Let's do things differently!
- Be innovative!

Staff were challenged to think differently and to contribute ideas to the 8 aims of the Student Experience Strategy. A number of 'spin off' initiatives have developed as a result of the consultation.

We considered the 'student experience' as a whole system and not just individual customer service interventions, ensuring that a holistic student experience message is clear and consistent across the college.
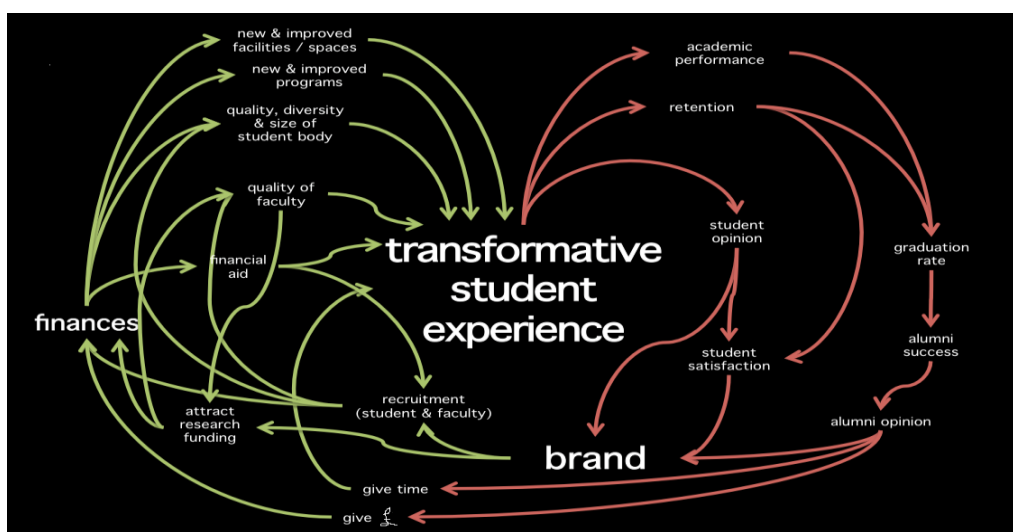
Student feedback was comprehensive and constructive. The full report is provided at Annexe A and a brief summary of the key learning points is given below.

- 88% of students agreed or strongly agreed that learning materials should be available in a digital format i.e. MyCity.
- 91% of students agreed or strongly agreed that the learning and teaching experience should reflect industry standards.
- 95% of students agreed or strongly agreed that it is important that the student voice is heard and acted upon at all levels within the College.

Students also thought that the Student Association could:-

- Improve the promotion of their events better (our newly appointed digital officer is already working on this).
- Organise more charity events and movie nights.
- Provide a student buddy/mentoring system
- Organise a Q and A with the Student President

Students were also keen to acknowledge staff skills and achievements with:-

98% saying it is important that staff are given opportunities to further develop their digital, technical & practical skills and 97% agreeing that staff achievements should be celebrated and recognised.

In terms of support and services students said the top 3 areas which support their Student Journey were; - student funding at 21%, work experience 20% and careers guidance 19%.
Students were also asked what enrichment opportunities might benefit their learning experience and highlighted Work Experience/ Trips and Visits/ Guest Speakers including talks and visits from City Graduates.

These messages have been taken on board and the following infographic sets out our actions in response to the students which has been promoted throughout the College.

YOU are the Expert! FEEDBACK

STUDENT EXPERIENCE WORKSHOPS - ISSUE 1

STUDENT OPINION

Responses by Faculties

- 319 Business
- Leisure & Lifestyle 247
- 186 Creative Industries
- Building, Eng & Energy 146
- 103 Education & Society
- Nautical 61

We held 5 Focus Groups across 2 campuses with 81 Participants

848 students told us the college provides helpful and relevant information, advice and guidance.

77% (814) Students strongly agree that it is important that the student voice is heard and acted upon at all levels.

85% agree that student needs at City are met in a supportive and meaningful way.

DID YOU KNOW...

Further education students will receive an additional **£100** for course materials/project work/travel for placement. The additional amount will be paid out with the students normal bursary payment (April 2017)

We have three qualified careers advisors in the Student Services Team. To book an appointment log onto MyCity or pop into Student Services on level two City or Ground level Riverside.

You can chat to the Student Engagement Staff and the Students' Association Team in the evening. Staff are based on level two in the Students Association Office.

Higher Education Students will be invited to apply for an additional **£100** for course materials/project/work/travel for placement through the HE Hardship Fund (from April 2017)

COMING SOON...

SA ON CAMPUS

In March you will see the launch of 'SA on Campus' a new initiative that will bring up-to-date information to your campus. Speak to the Student Association team to share your ideas.

NEW COMING SOON 'My City Events Calendar' Log onto MyCity to find out what's happening at your college.

We Asked... What resources would help to create a sense of community in the college?
You Said.. We want the library open later in the evening.
Did you know.. Libraries are open until 7pm Monday to Thursday and there are areas where you can access computers until the building closes? (Touch down area outside Riverside Library entrance, and 2nd level City)

You Said.. We want more support opportunities.
Did you know.. The Learning Support Team are offering drop in study sessions on Wednesday 5-7.

You Said.. We want new health and wellbeing initiatives.
Did you know.. The Healthy Body, Healthy Minds module. This details how you can get involved in City health and wellbeing initiatives. Log onto MyCity for more information.

Other responses were highlighted in the 'You Said…We Did' format throughout April and May 2017 on the College Onelan.

APRIL		
DATE	**You Said**	**We Did**
18/04/2017	You want more social activities and cultural day trips.	The Students' Association organise cultural visits and activities throughout the year, to get involved check out what's happening on the MyCity Calendar.
18/04/2017	You want new health and wellbeing initiatives.	The Healthy Body Healthy Minds module details how you can get involved in City health and wellbeing initiatives.
25/04/2017	You wanted better promotion of Students' Association services.	We have new noticeboards in the SA space that will let you know what is going on.
25/04/2017	You wanted your library open later in the evening.	The Senior Management Team are currently considering a proposal to extend library opening hours at Riverside.
MAY		
DATE	**You Said**	**We Did**
09/05/2017	You wanted better promotion of Students' Association services.	We employed a 'Digital Officer' to communicate with you in a better way and to raise the profile of your Students' Association.
09/05/2017	You wanted access to cash at City Campus.	There is an ATM on Level 0 next to Costa Coffee.
23/05/2017	That having a suggestion box in the Students' Association would encourage engagement.	We placed suggestion boxes in City and Riverside Campuses.
23/05/2017	You want your guidance sessions to have an employability focus where you can develop interview skills and CV writing.	Your Careers Team are working closely with lecturers to develop relevant class workshops.

Focus on Articulation and UCAS

A key strategic priority for the College is providing access and progression opportunities for all students. Student Services manage the College UCAS procedures & work with Curriculum Teams support students throughout the process.

University Information Day was held at the new City Campus on 4th October 2016. With approximately 600 students attending, that's double the number of students from last year!

The purpose of this annual event is to bring the Scottish Universities together so that our students can gain insight into university courses on offer.

12 of a potential 14 Universities attended, commenting on the superb attendance which they observed was 'by far the highest attendance' they had seen at a college event. In addition to the usual 'market stall' layout, specific workshops were delivered by the Universities, SAAS and our own careers advisors, all of which were fully booked. The workshops were highly praised by both students and University staff and in particular the 'How to Write a Personal Statement' workshops delivered by our careers advisors, which were over-subscribed. As a result we plan to deliver more of these in 2017/18.

Table 1 shows the number of students applying to University for entry in 2017/18 which are on track to reach over 1,800 applications by June 2017. The figures exclude direct entry students to Glasgow Caledonian and Strathclyde University who apply direct through the university internal application system.

Table 1 – Number of Applicants Applying to University (*April 2017)

	2013/14	2014/15	2015/16	2016/17*
Applicants	1,348	1,424	1,737	1,785
Number of Choices	5,651	5,778	6,625	7,594
Students successfully articulating	997	1,031	1,129	n/a

Focus on Student Mental Health and Well Being

Student Services and CitySA support the NUS campaign Think Positive. Research shows that experiencing mental illness or poor mental wellbeing can have a pronounced impact on a student's attendance, attainment, and even result in them leaving their course before completion.

In May 2016 NUS (Scotland) published figures showing a 47% increase in students trying to access mental health support services at Universities and Colleges, with institutions reporting that services were "struggling to meet this demand". These figures also followed a UK wide survey, which found that 38% of Scottish students feel their mental health is being affected by financial concerns.
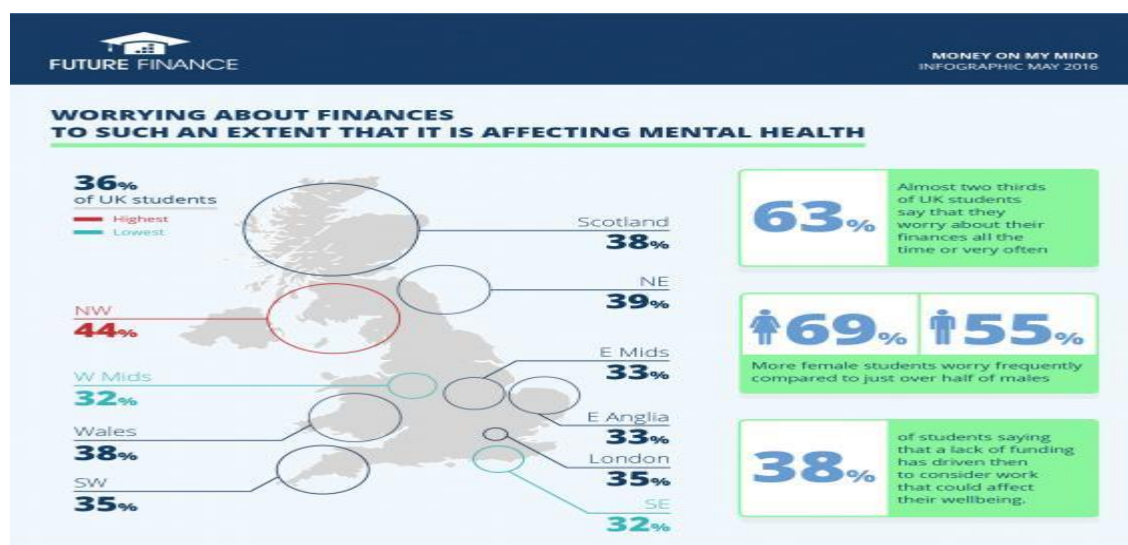
This research led us to focus our efforts through a short life working group to review mental health support for students at the College and develop an action plan of support.

We conducted our own research and found that the number of students entering City of Glasgow College with a disclosed mental health issue has increased steadily over the last 4 years, and the numbers presenting on course with a serious mental health issue has also increased. There is also evidence that health

models which advocate care in the community see colleges as a referral pathway for those in the recovery stage of mental ill health.

Students have highlighted the transition from School/Employment/Unemployment to College as the most stressful experience, entering a completely new environment and building new relationships, feeling ill equipped both emotionally and academically with no immediate friendships or understanding of their new role as a student or where to look for help.

Teaching staff have also reported dealing with increasing numbers of students in distress, and expressed the need for more knowledge and information on how best to deal with these situations. Staff expressed a commitment to helping students but feel anxious that they are doing the right thing

Our action plan at Annexe B aims to support students with mental health issues, promote well-being and support staff that support our students. The following provides a sample of some of the practical events offered by the support services in 2016/17.

Beat the Blues

Beat the Blues, held on 16 January 2017 is the official Blue Monday, deemed to be the most depressing day of the year. It is claimed that the date is calculated using and equation where

W=weather, D=debt, d=monthly salary, T=time since Christmas, Q=time since failing our new year's resolutions, M=low motivational levels, and N_a=the feeling of a need to take action

Our event was aimed at getting students to relax, interact and enjoy the event as well as thinking about their health and wellbeing. Specific activities included:

- 'Hug a Dug' pet therapy.
- Healthy eating demonstration and tasting.
- Sports students' activities.

- Beauty therapies.

- Information stalls from mental health charities.

- Giveaways- cupcakes and hair and beauty treatments.

Exhibitor's Hall @ Beat The Blues 2016

City Of Glasgow College

Leisure & Lifestyle Choices @ Beat The Blues 2016

City of Glasgow College

Hug The Dug @ Beat The Blues 2016

City of Glasgow College

Chill and Achieve

Chill and achieve was held on 23 March 2017on City Campus and 20 April 2017 on Riverside Campus. This is exam time in the academic calendar so our focus was on dealing with stress related to study and getting students to talk about their stress and activities, tools and techniques that can help. Specific activities included:

- Hug a Dug per therapy – back by popular demand!
- Mindfulness workshop.
- Healthy Studying – snacks and juices.
- Beat the Assessment Blues workshop/Be Confident Anywhere workshop.

In addition to the above 2 major events in the student events calendar we offer a range of practical support for students from Hardship Funds to Mindfulness and student counselling.

Our Student Counsellor is supported by 2 placement students from Glasgow Caledonian University studying the PhD in Counselling Psychology and 1 Counsellor who was on placement last year and has continued to volunteer at the College after completing the PhD in Counselling. This enhances our service by 0.8 FTE.

Table 2 below shows a year on year increase in those being referred to the counselling service with a 73% increase over the last 2 years. This year we have monitored the retention of those receiving counselling which is an impressive 97.5%. However, the overall retention when combined with those who do not take up the appointment offered is 82%.

Table 2 - Counselling Service Referrals

Status	2014/15	2015/16	2016/17
Engaged in service	56	102	158
Appointment offered-no response	58	61	81
Waiting List	26	0	2
Withdrawn students	n/a	n/a	2
Total Referrals	**140**	**163**	**243**

More female than male students have been referred to the service this session with 172 female and 71 male referrals, with females more likely to engage with the services by turning up for appointments.

Table 3 shows referrals by Faculty with Leisure and Lifestyle and Creative Industries referring the highest number of students.

Table 3 – Counselling Referrals by Faculty

Faculty	Number of referrals
Building, Engineering & Energy	13
Business	38
Creative Industries	74
Education & Society	31
Leisure & Lifestyle	82
Nautical	5
Grand Total	**243**

Table 4 provides information on referral reason with mental health being the most common. Our 3 year Mental Health Action Plan launched in 2016 will support students with their general mental health and aims to provide students with tools to support their own wellbeing.

**Table 4 – Counselling Referrals by Presenting Issue**

Presenting Issue	Percentage
Abuse	3%
Addiction- Alcohol	1%
Bereavement	10%
College	6%
Family/Relationship	15%
Housing	1%
Mental Health	62%
Other	1%
Transition	1%
Traumatic Incident	2%

Focus on Learning Support

A key strategic priority for the College is to provide access and inclusion for all recognising that access should mean access to success. Our Learning Support Team offer tutor support and guidance, equipment and assistive technologies training to students who have additional support needs.

During 2016/17 1,337 students with additional support needs have been supported through their studies. A detailed Personal Learning Support Plan (PLSP) is created and developed for each student and support will vary in complexity depending on student need. Table 5 shows that the highest number of students presenting were those with a disability 'not listed' which includes behavioural issues or literacy and numeracy difficulties, second were those with Dyslexia and third Mental Health.

Table 5 – Student Disability by Type
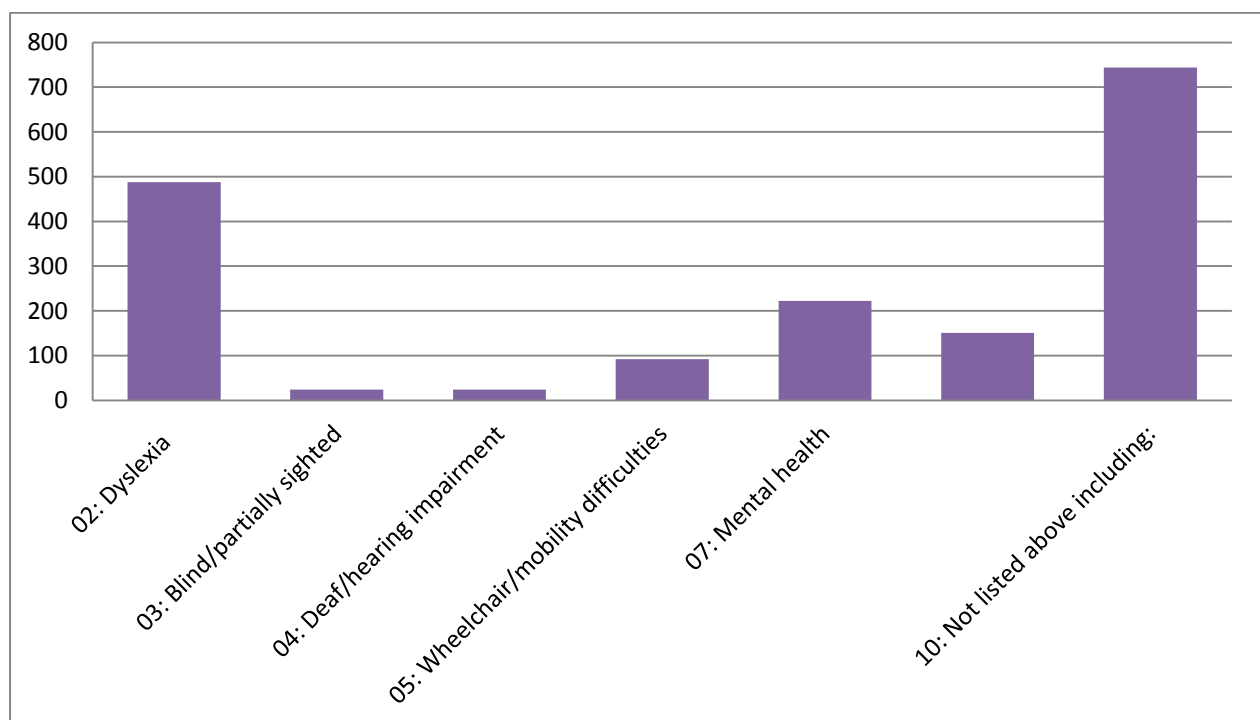
Learning Support staff are linked to specific Faculties to deliver support for their students. Table 6 below indicates the number of students supported with a PLSPs for each Faculty. As can be seen, we deliver the most interventions to the Faculty of Leisure and Lifestyle, who teach courses in beauty, hairdressing, hospitality and tourism.

Table 6 – Students Supported with PLSPs by Faculty
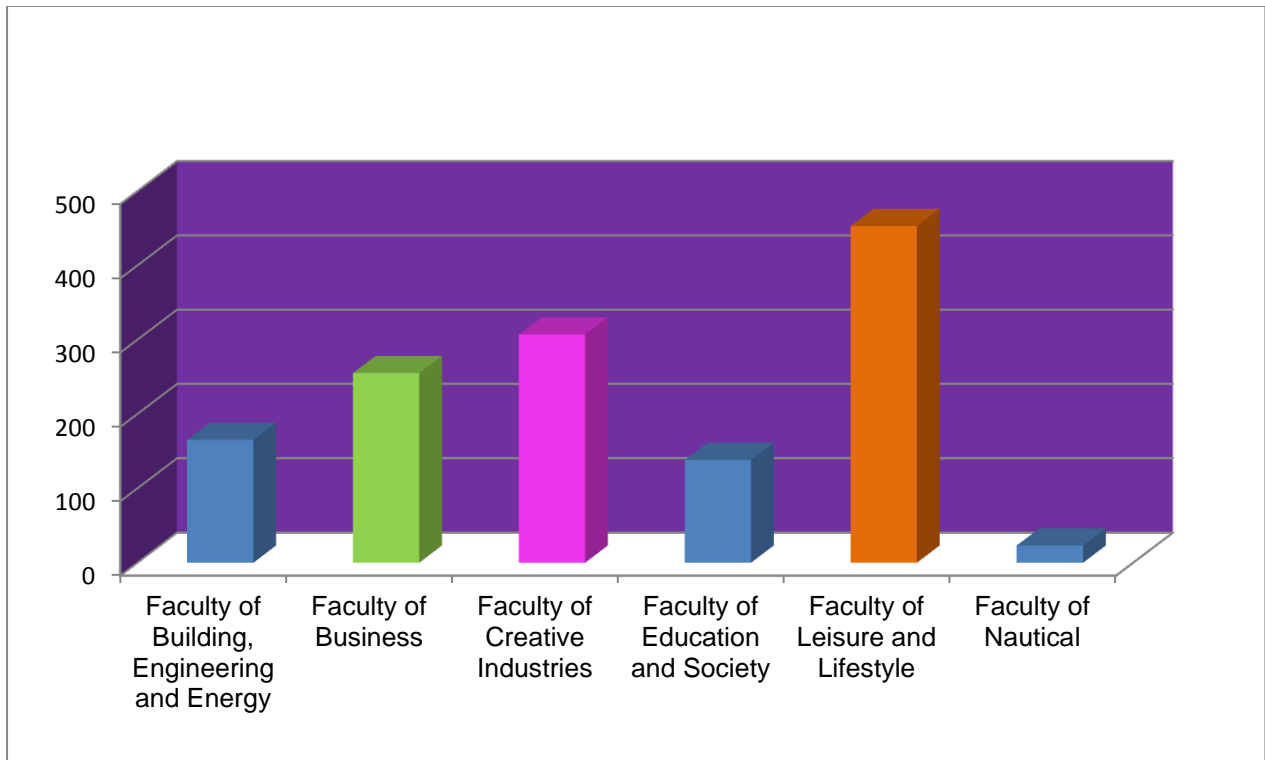
CAML+ screening for ESOL students

This session we have been piloting a specialised screening tool **CAML+** (Cognitive Assessments for Multilingual Learners Plus), designed specifically to investigate additional support needs for those where English is not their first language.

During the CAML+ screening, a suite of exercises allow conclusions to be made in relation to dyslexia, dyspraxia, AD(H)D, dyscalculia and Asperger's Syndrome. Those students who are identified as having an additional support need a result of the CAML+ Screening, will then have a Personal Learning Support Plan (PLSP) put in place, and support strategies offered such as alternative assessment arrangements, 1:1 coursework support, study skills and invited to tutorials or workshops. The lecturer also informs curriculum staff of the CAML+ findings and makes recommendations for learning and teaching strategies to support the student.

ESOL Learning Support Case Study

Karen is a highly motivated, articulate and hard-working ESOL student. She was referred to learning support by her lecturer who found it unusual that Karen was displaying persistent literacy difficulties, when her listening, understanding and speaking skills were very good. When asked Karen explained that she had been a successful journalist in Russia, however she has always struggled with word retrieval, spelling and reading.

When questioned as to why she never accessed support before, Karen explained that there was a stigma attached to asking for help in her own country and that she had developed very good coping strategies by using technology such as 'predictive text'. Karen agreed to participate in a CAML (Cognitive Assessment for Multilingual Learners) screening event. This assessment would help to pinpoint the specific difficulties that Karen experiences and enable targeted support to be put in place. The results demonstrated that Karen has poor visual and auditory memory, which would make it difficult for Karen to spell effectively and remember key information. Karen also displayed sequencing difficulties and slower reading and writing speeds than are typical. Karen also experienced visual 'noise' as bright colours could cause visual difficulties and headaches.

After the CAML assessment, Karen was able to access additional time for reading and writing assessments and she benefited from alternative assessment papers. She attended assistive technology workshops for mind-mapping and dyslexia-support software which she found really useful. Karen now uses an ipad in class with the assistive software for written tasks and to take notes. Karen attends the support workshops much less frequently now, as she feels much more confident completing course work and assessments independently. Karen feels more relaxed in class and her lecturer has reported that she is making fantastic progress.

Multi - Disciplinary Approach (or One Stop Shop Approach)

The Student Services Team have developed a case approach to dealing with student needs, seamlessly referring students for additional support between service areas and sharing knowledge and expertise creating a multi-disciplinary approach. The following case study originating with Learning Support exemplifies this approach

Transgender Student Case Study

Rachel is a transgender student who self-referred to Learning Support as she was experiencing mental health issues and dyslexic type difficulties, which were affecting her studies.

Her Learning Support lecturer immediately signposted her to the college's LGBTQ association for support and external LGBTQ support links were also provided.

As Rachel's attendance was being affected by frequent hospital appointments Learning Support informed the bursary staff so as to avoid the student's bursary being reduced. The student's course lecturer was informed of the detrimental effect the student's medication and hospital visits were having on her health and studies. It was therefore arranged that the student should have some flexibility with coursework deadlines.

Rachel was also experiencing financial difficulties and was referred to the Student Advisers for advice regarding accessing the Discretionary Fund.

To address her reading and writing issues, a dyslexia screening test was carried out by Learning Support which identified the student as being "at risk" of indeed having dyslexia. As she attended an HNC course, the student was then referred to an Educational Psychologist who carried out a formal assessment and she was given an official dyslexia diagnosis. She was eligible then to apply for Disabled Students' Allowance (DSA) funding which was subsequently carried out together with Learning Support, which then supported the purchase of assistive technology for dyslexia assistance along with 1:1 study skills to support her in her studies. Rachel is now more settled at college, has made friends and contacts through the Students' Association LGBTQ group, and is undertaking her graded unit assessments hoping to progress to the HND level of her course.

Focus on Student Engagement

A key strategic priority for the College is to enable individuals to excel and realise their full potential. Our Student Engagement Team offer innovative 'Developing Excellence' Workshops focused on building students' individual and group skillsets, increasing confidence and self-belief and assisting with retention and success.

Curriculum Teams can 'book' a Developing Excellence Workshop through Enquirer at any time of the year and for any class group, although our focus is mainly targeted at Further Education classes. We offer 3 types of workshop relevant to the student journey starting with 'Getting Started at City' in Term 1, 'Developing Skills to Achieve' in Term 2 and 'Focusing on the Future' in Term 3.

Table 7 below shows that the demand and popularity of these workshops has grown over the last 3 years through steady and consistent engagement with Curriculum Teams. Teaching staff see the workshops as a valuable way of building cohesion and confidence in class groups, assisting with engagement, retention and achievement and aiding the learning process.

Table 7 – Delivering Excellence Workshops 2014 - 2017

Year	2014/2015	2015/2016	2016/2017
Number of workshops delivered	110	357	368 (till April 2017)
Number of student interactions	1,834	5,564	5,853

Impact - Student and staff evaluations evidence the popularity of the workshops and the contribution they make to support the learning and teaching experience.

"Today's workshop was brilliant because it helped boost my confidence. I was able to express myself and interact with my colleagues." **Advanced ESOL Student 2016**

"This was the second session that has been delivered with this group, already students are beginning to develop confidence and self-esteem, and this was evident in today's group activities" **Creative Industry Lecturer 2017**

96% of Education and Society students felt that taking part in a developing excellence workshop made them feel part of the college community.

88% of Leisure and Lifestyle students suggested the workshops in block 1 informed them about the college's expectations.

94% of Building Engineering and Energy students told us that after participating in a workshop they felt encouraged to take ownership of their student experience.

90% of Creative Industry students agreed the workshops encouraged them to practice new skills.

87% of students in block 2 felt supported to supported take responsibility for their learning

Developing Excellence in Learning

Table 8 shows that the most popular workshop is Representation with a total of 124 sessions delivered across the College. Curriculum Teams use the session to support the election of class reps.

Table 8 – Developing Excellence Workshop Delivery 2016/17
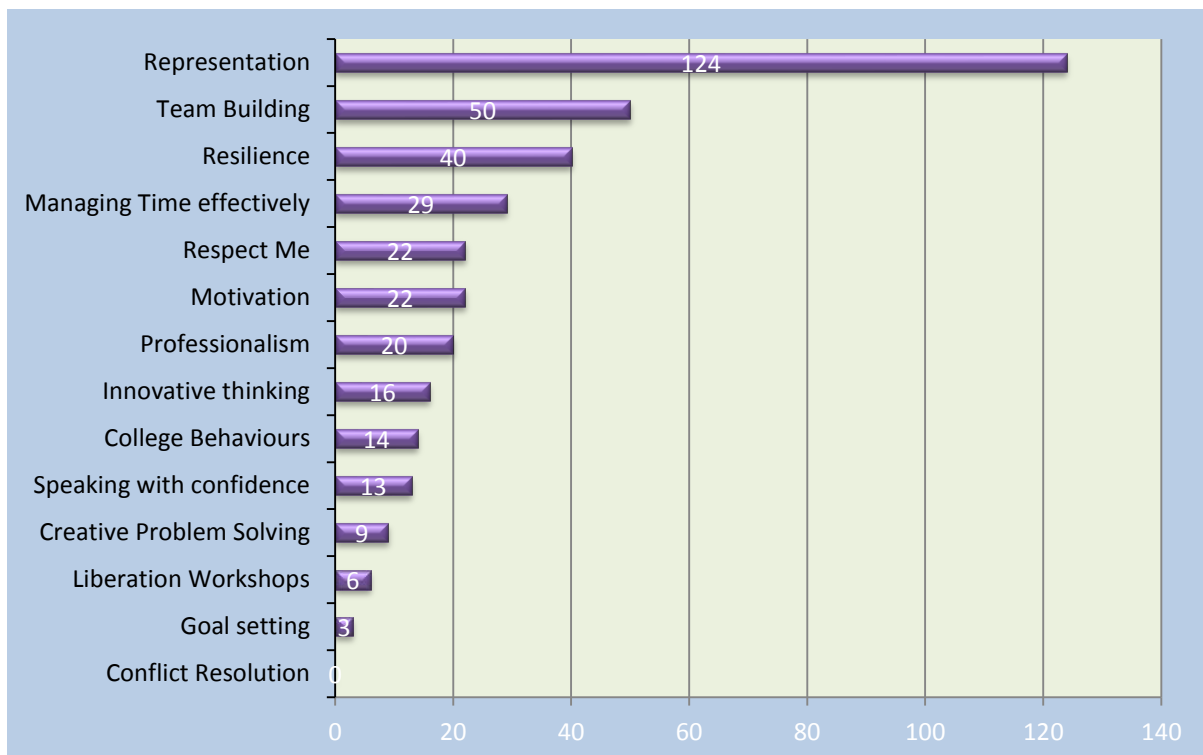
Faculty of Leisure and Lifestyle - engaged in a total of 143 (2,268 students) workshops covering all areas. The most requested workshops within the Faculty were Resilience, Teambuilding and Motivation.

Faculty of Nautical Studies - engaged with Representation Workshops only. Engagement staff are working with Nautical guidance lecturers to identify student need and new ways of working have been be agreed to support the learning and teaching experience. Plans for 2017/18 include leadership programmes, problem solving initiatives and innovative thinking.

Faculty of Business - engaged with most workshops offered in Term 2. Engagement staffs are working with the Faculty to develop workshops to support managing time, creative problem solving and speaking with confidence.

Faculty of Creative Industries - engaged with most workshops with the most requested being Resilience and Teambuilding.

Faculty of Education and Society – engaged with the 'Respect Me' workshop most. 240 students took part in the sessions which encourage individuals to challenge unwelcome behaviours both personal and through Social Media.

Faculty of Building, Engineering and Energy – engaged with the college Behaviours Workshops this year to support classroom management. Teambuilding has also been well utilised within the Faculty with engagement staff currently working alongside other student services staff and teaching staff to develop classroom interactions for construction groups and offsite team building opportunities that will increase retention and student achievement in 2017/18.

In 2017/18 we plan to further develop the Developing Excellence workshops to include a range of topical areas including; cyber safety workshops, use of social media and sessions to further explore self-esteem and confidence, setting personal goals and preparing for the future.

International Student Developments

We have a dedicated team of support for international students including a Student Engagement Officer for International Students. The Student Engagement Officer is based at Riverside and is on hand to arrange events, activities and trips to welcome students from all over the world to City of Glasgow College.

Get Ready for College

Prior to arriving in Scotland International students will receive information about their courses along with the 'International Student Guide'. This guide has been produced by the Student Engagement Team, with contributions from international students, and provides students with information on what to expect whilst studying in Scotland.

This has been utilised successfully this year, being provided to all international students prior to joining and is presently being updated for the 2017/18 intake.

Student Induction and Familiarisation

On arriving in the UK, International Students can access our airport pick up service where a volunteer will meet the students at the airport and escort them to the College Student Accommodation.

This service has been developed alongside the International Compliance Team and is offered to Tier 4 students where it is their first time visiting Glasgow. This year 69 airport pick-ups took place collecting 107 students.

The Student Engagement Team support International Students immediately they arrive in Scotland and advise on initial needs such student status letters which assists with accessing bank accounts and health services. For example upon enrolling students can request confirmation letters to open a UK Bank account, register with an NHS doctor or join a gym. In 2016/17, the team issued 346 bank letters, 376 NHS letters and 42 gym letters.

Induction, Guidance and Development

As part of the international student induction in 2016/17, we organised 4 "Meet & Greet" sessions. These sessions provide useful information around living and studying in Glasgow, including a safety briefing and an orientation of Glasgow's city centre. A "Welcome to Scotland" event was also held to introduce 75 new arrivals to services available to them within the college and to speak with community partners including Police Scotland.

Personal Support and Life Skills

Throughout the year, cultural excursions and events were held to give the students a full experience of studying in Scotland. The students were literally given a taste of Scottish culture at a Burns Supper; they experienced a Glasgow staple by attending a Celtic football match; and a group of 9 students were even taken on an overnight

excursion to Kilbowie Outdoors Centre where they developed leadership and team building skills. This year, 5 extra-curricular activities have been offered to international students with 88 student interactions recorded.

Students' Association

Working with the Students' Association an International Society has been developed this year with a new focus on providing students with an opportunity to engage with different cultures from across the globe. We are delighted that the work of the International Society has been recognised and City of Glasgow College Students' Association has been nominated for Internationalised Students' Union of the Year (FE) at the NUS International Student Awards 2017.
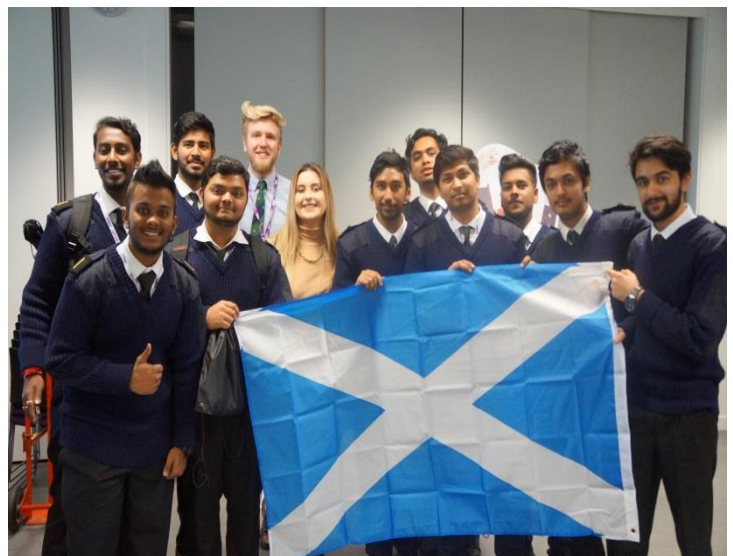
This year we have also been working on developing the International Student Journey which has involved staff across 3 areas – Student Services, Corporate Development and Faculty of Nautical Studies working collaboratively to improve services.

Our International Student Journey graphic is shown below and will be included in this year's International Student Guide.
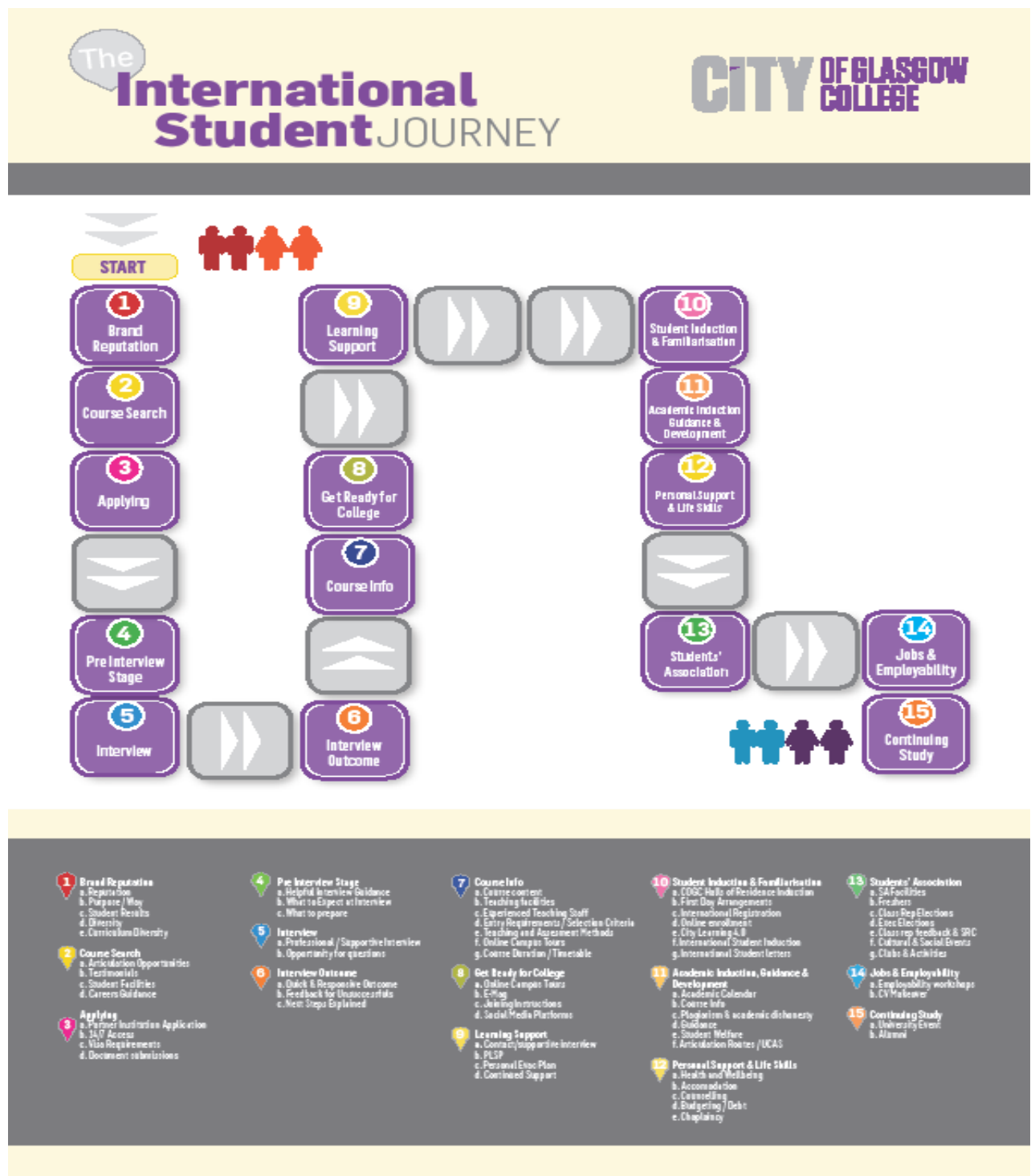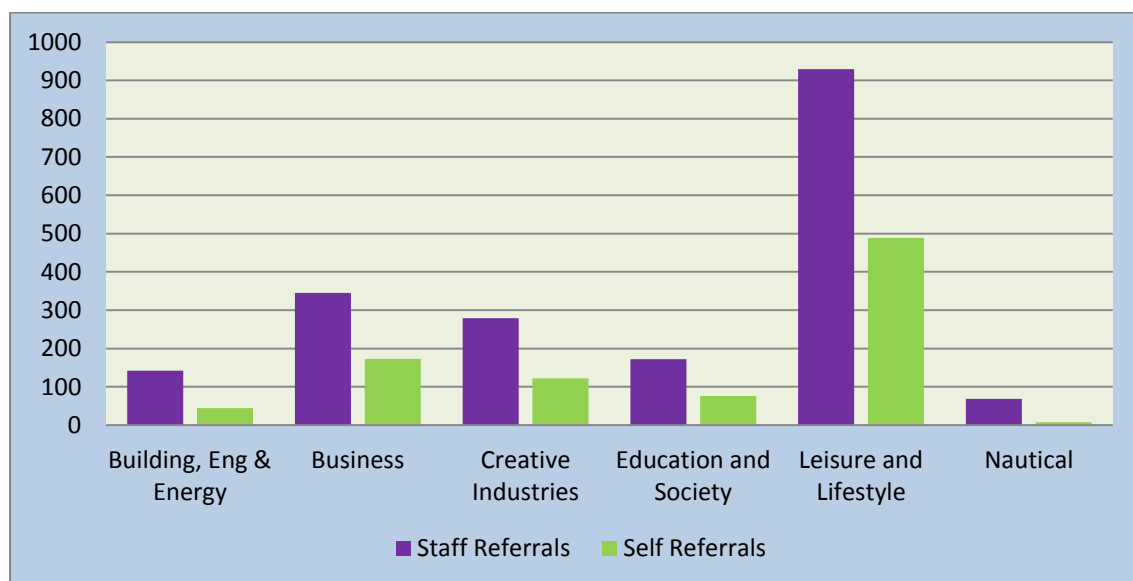
Focus on Student Advisory Services

Supporting transitions, retention and success is a key strategic priority for the College. The Student Advisory Services are often the first port of call for students and Curriculum Teams when students need help and the Team deal with a wide range of student personal issues.

Student Advisory Service

Table 9 provides information on student referrals with 68% of students referred by teaching staff and 22% by self-referral. The Faculty of Leisure and Lifestyle is by far the biggest service user with almost 50% of their full time students receiving support. On average student referrals account for around a third of all referrals except in the Faculties of Building, Engineering and Energy, and Nautical Studies which are both lower. There is evidence which suggests that males are less likely than females to seek support and both these Faculties have predominantly male students.

Table 9 – Student Referrals to the Student Advisors

Student support interventions from this Student Advisory Service are wide and varied as can be seen in Table 10. The Team play a significant role in the management of the UCAS process and getting students on track to apply. This begins at the University Info day (page 10) from October through to January each year. However, their second largest role is in the management of the Hardships Funds (£1.8m) from application to assessment and payment. Students seeking additional help usually have a number of underlying presenting issues such as debt, homelessness and mental health issues

Table 10 – Student Advisor Support Interventions
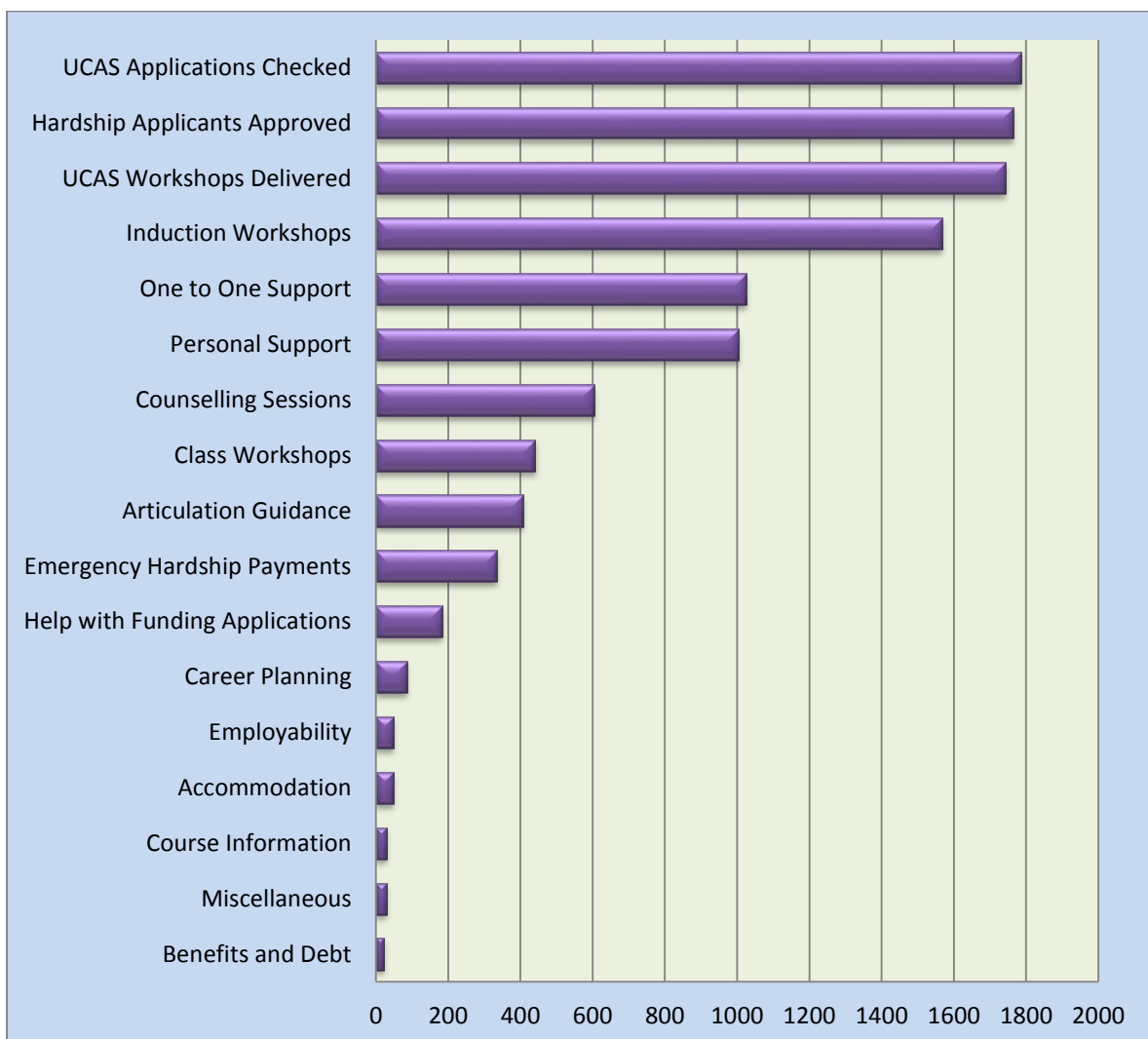
In addition to supporting students with transitions, funding and articulation throughout the student journey this team deal with complex socioeconomic and behavioural. As outlined in the following case study.

Case Study

James is 20 years old and enrolled on NC Computing. He self-referred to the Student Advisors in November 2016 concerned with money and his ability to pay his rent. We assessed him for Hardship Funds and supported him financially with £360 a month to pay his rent. We had concerns about James's attendance as this can impact on payments.

In January 2017 James disclosed that he suffered from anxiety and depression and confided to the Advisor that he self-medicated using Cannabis. James was referred to the Counselling Service to work through his issues. In late February the Advisor was called to the Business Department to work with James who was behaving erratically. His demeanour was different to normal and he was expressing paranoid thoughts. James' behaviour was very concerning and Paramedics were called, however he did not wish to go to hospital. The Advisor maintained contact with James's mother who has since let us know that James was sectioned under the Mental Health act and hospitalised because of his poor mental health.

Focus on Student Funding

Students told us via the Student Experience Strategy consultation that student funding was one of the most important aspects of the student journey. We strive to ensure that all student support funds get to the students who need it most.

This year we are on track to fully commit our full student support allocation of £8.2m. Table 11 shows that 4,729 students were assisted with Bursary, EMA, Childcare and Hardship Funds, (this excludes HE students who receive Student Loans and Grants from SAAS). On average 45% males and 55% females received an award. The number of males receiving childcare was only 7 % however this is not concerning as females are predominantly the main carers of children in families and in particular one parent families.

Construction students receive significant support from the FE Discretionary Fund which accounts for the higher number of males than females while in HE more students from the Faculty of Leisure and Lifestyle are supported and these students tend to be female with Hair, Beauty, Travel and Tourism.

Table 11 – Students Supported with Student Funding

Type of Funding	Total Students Assisted	Male	Female	Prefer Not To Say	Average Award	No. of Payruns made in Year
Bursary	1,986	985	1,001	0	£2,980	75
EMA	506	251	255	0	£30	65
Childcare	281	21	260	0	£3,633	65
FE Discretionary	777	429	348	2	£860	80
HE Discretionary	1,179	459	720	1	£600	75
Total	4,729	2,145	2,584	3	n/a	360

Table 12 below shows the number of students supported by Faculty (which also equates to distribution of actual funds) and shows that the Faculty of Leisure and

Lifestyle receives the highest amount of student funding support relevant to its size, however there is a recurring theme throughout this report that Leisure and Lifestyle students receive a high levels of intervention from support services which highlights the needs of these students predominantly in Beauty, Hairdressing, Sport and Food and Hospitality.

Table 12 – Number of Students Funded by Faculty
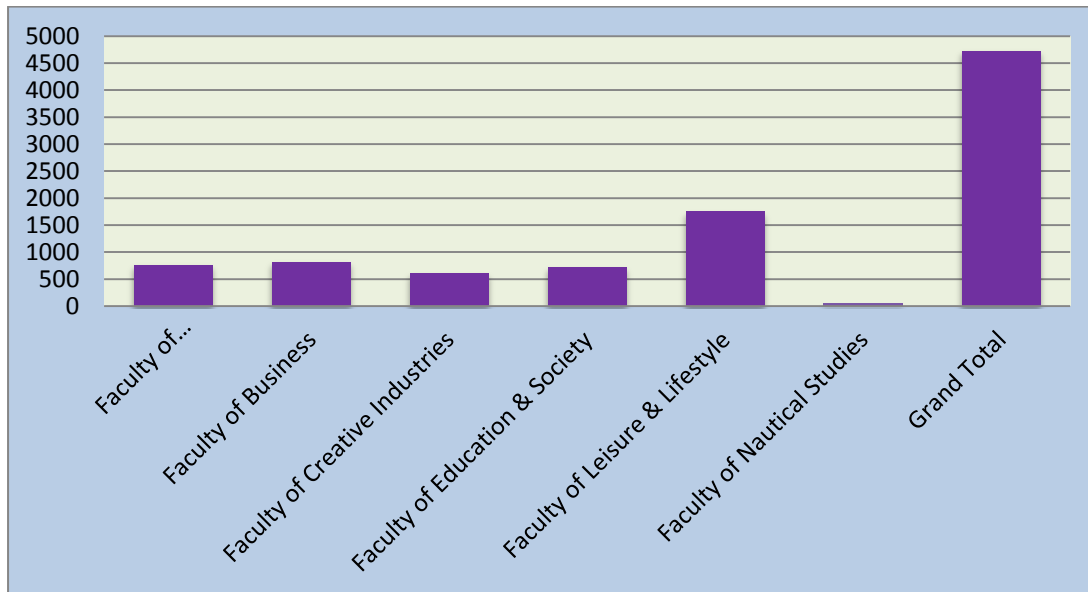
A full report and equalities review of student support funding will be submitted to the Students, Staff and Equalities Committee in November.

Performance and Quality

A key strategic priority for the College is 'To deliver excellence in performance' and 'To be efficient, effective, innovating and vigilant'. In Student Services we achieve this by understanding and monitoring our services, and focusing on student achievement and well-being. We set ourselves challenging targets which are shown below, and we are delighted that in our first year in our new campus we continue to deliver excellent results for our students.

Service Area Target Setting Framework

Performance Indicator (SMART) 2016/17 (Referenced to Strategic Plan/Strategy)	Manager Responsible	Actual from 2015/16	Target for 2016/17	Year to date against target	3 Year Target
Achieve a high level student satisfaction with student recruitment and admissions (+90%) *Strategic Priority 2.3. Increase student satisfaction.* *Student Experience Strategy –* *Aim 5 Engagement and Improvement Aim 6 Access, Inclusion and Well Being*	Student Experience Director/ Student Recruitment and Admissions Manager Evidence: Admissions Review	FT 89% PT 94%	FT 90% PT 95%	FT 84% PT 89%	2018 – 89%/92% 2019 – 92%/94% 2020 – 95%/95%
Achieve a high level student satisfaction for overall support services in the first impressions survey. (+89%) (*Strategic Priority 2.3. Increase student satisfaction).* *Student Experience Strategy –* *Aim 5 Engagement and Improvement Aim 6 Access, Inclusion and Well Being*	Student Experience Director/All Student Services Managers Evidence: First Impressions	87%	89%	City 86% Riverside 87%	2018 – 89% 2019 – 90% 2020 – 90%

Achieve student support fund budget and audit targets. *(Strategic Priority 2.4. Respond to the diverse and evolving needs of all students by providing).* *Student Experience Strategy –* *Aim 6 Access, Inclusion and Well Being*	Student Experience Director/SFM/SAGM/Head Of Student Development	£8,108,059	£8,127,574	£8,014,000	N/A
Achieve ELS Targets of 18,000 (+20%) *(Strategic Priority 7.2. Achieve optimum teaching delivery).* *Student Experience Strategy –* *Aim 6 Access, Inclusion and Well Being*	Head of Student Development/ Learning Support SLs	15,000	18,000	17,700	ELS SUMs target will discontinue from 2016/17 and l move to the new Access and Inclusion Fund
Student awareness of the system and process for electing class representatives is 88% or above. *(Strategic Priority 1.6. Champion the student voice in corporate and operational decision-making)* *Student Experience Strategy –*	Head of Student Development/ Student Engagement Manager Evidence: First Impressions	86%	88%	City 83% Riverside 84%	2018 – 88% 2019 – 90% 2020 – 90%

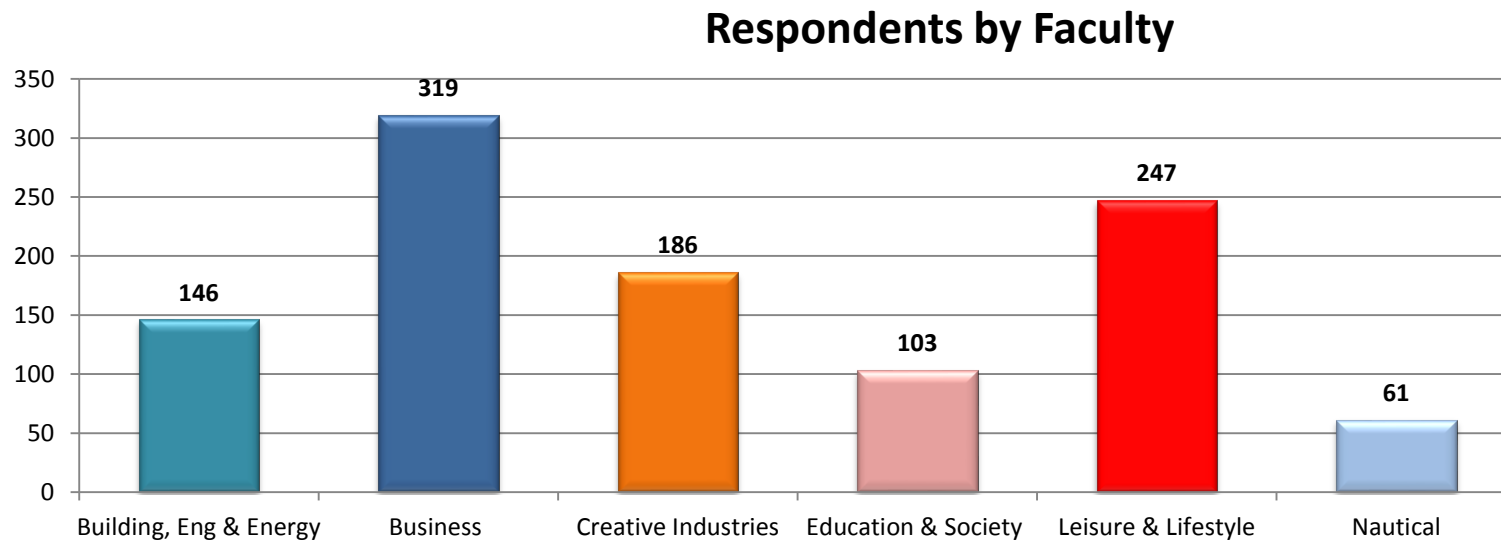|					
Aim 2 Student Empowerment *Aim 5 Engagement and Improvement*					
Number of Classes with Class Representatives. Number of Executive Officers elected *(Strategic Priority 1.6. Champion the student voice in corporate and operational decision-making)* *Student Experience Strategy –* *Aim 2 Student Empowerment* *Aim 5 Engagement and Improvement*	Head of Student Development/ Student Engagement Manager Evidence: First Impressions	96% 100%	98% 100%	95% 100%	2018 – 98%/100% 2019 – 98%/100% 2020 – 98%/100%
Increase the number of students voting in elections by 10% *(Strategic Priority 1.6. Champion the student voice in corporate and operational decision-making)* *Student Experience Strategy –* *Aim 2 Student Empowerment*		1,491	1,640	1,678	2018 – +20% 2019 – +10% 2020 – +10%

Aim 5 Engagement and Improvement					
Maintain or increase positive student destinations by 6%. (*Strategic Priority 2.3. Increase student attainment*). *Student Experience Strategy –* *Aim 5 Engagement and Improvement Aim 6 Access, Inclusion and Well Being* *Aim 7 Student Journey*	Student Advice and Guidance Manager Evidence: UCAS University Day and UCAS On Track	1,500	1,600	1,780 (+11%)	2018 – +10% 2019 – +12% 2020 – 15%
Improve retention for vulnerable groups to be on par with or better than the College average. (*Strategic Priority 2.4. Respond to the diverse and evolving needs of all students by providing*). *Student Experience Strategy –* *Aim 6 Access, Inclusion and Well Being*	Student Experience Director/All Student Services Managers Evidence: LS Stats, Care Leaver Stats, Under 16 Stats, Counselling stats, transition stats.		On par with or better than the College average.	Students who: Have ASN 94% Are Care Leavers 90% Are Under 16 60% Receive Counselling 82% Attend 'Get Ready for College' events 87%	Maintain or increase by 5%

Annexe A - Student Experience Strategy Student Consultation

In January 2017, 1,062 students responded to an online Student Experience Strategy consultation. Students were asked to give their opinion on what has worked well in their college experience so far, provide new ideas to improve the student journey related to each of the Student Experience Strategy themes and aims, and were advised that this feedback would help to shape and inform the new Strategy developement.

 The student opinion results are provided below.

Questionnaire Respondents by Faculty

Respondents by Faculty

Faculty	Respondents
Building, Eng & Energy	146
Business	319
Creative Industries	186
Education & Society	103
Leisure & Lifestyle	247
Nautical	61

Questionnaire Respondents by Curriculum Area
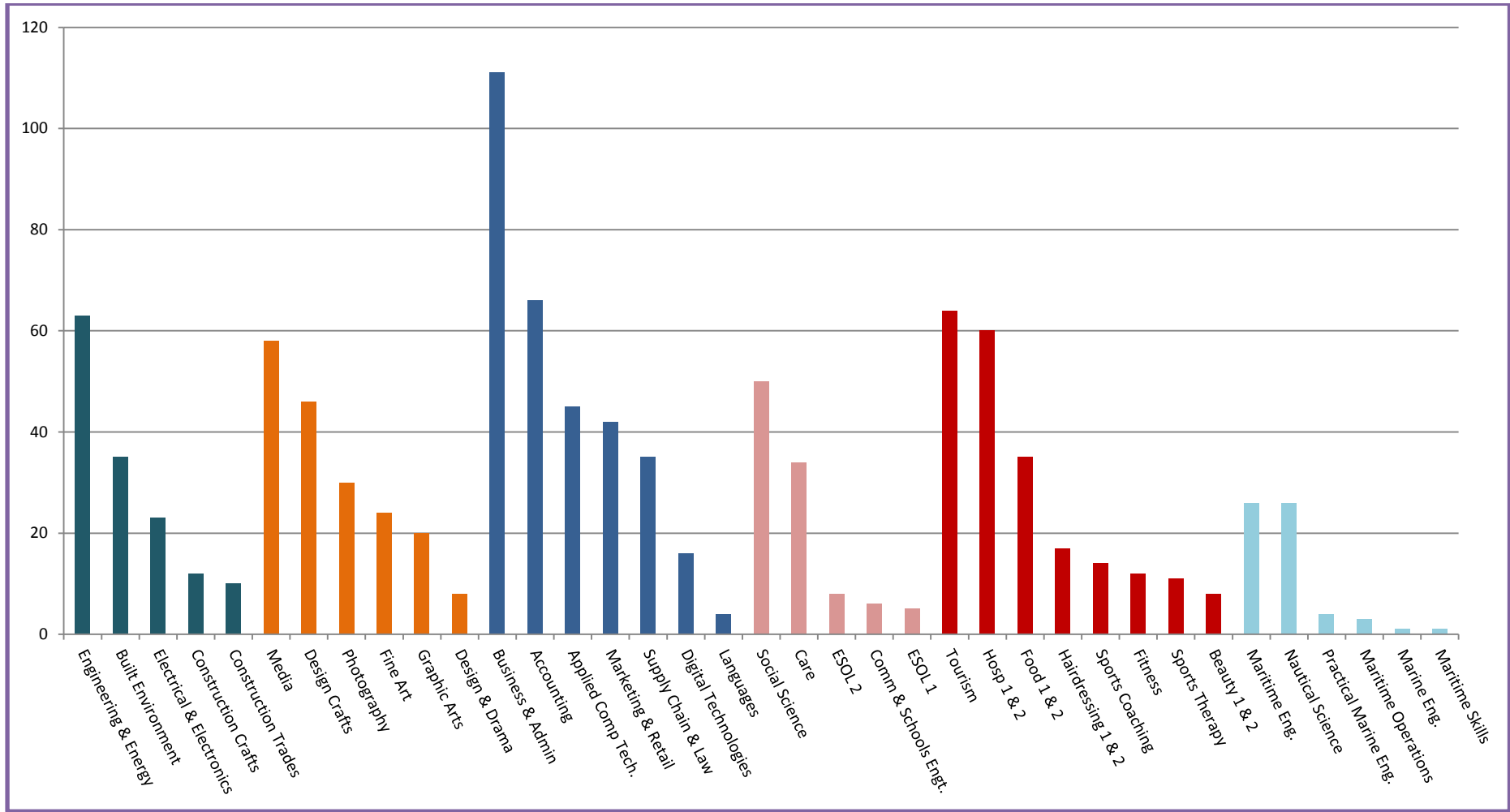
Aim 1 – Learning and Teaching

Where applicable, tell us what learning and teaching approaches work well on your course. (Check all that apply).

What other learning and teaching approaches could City offer?

Top 5

- More variety in Learning and Teaching
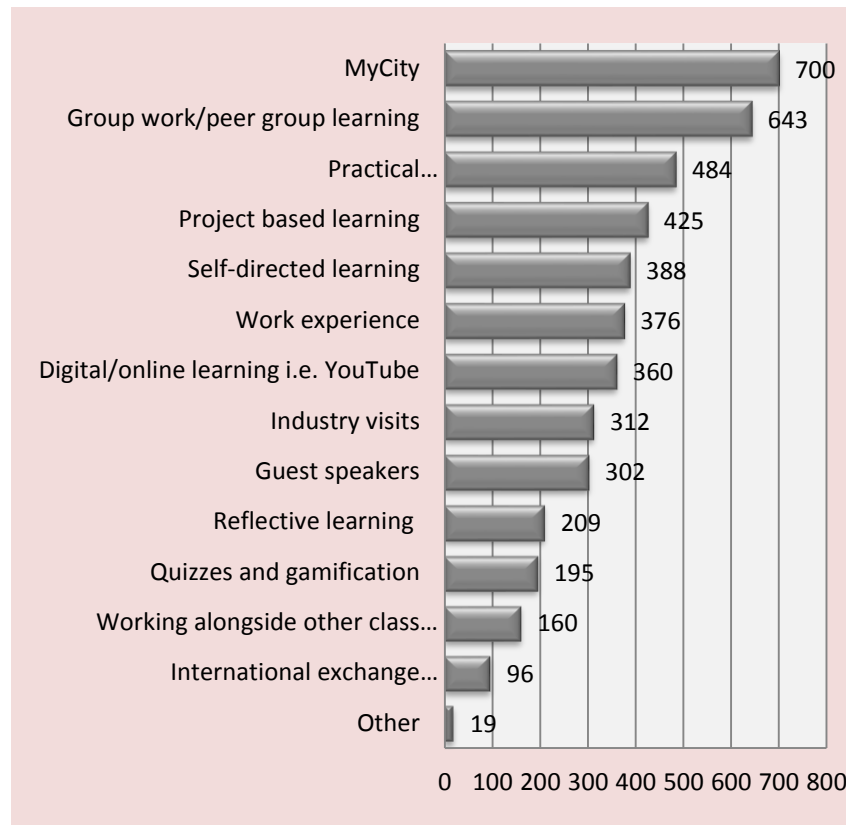- More Industry Visits/Trips/Briefs
- More Work Experience.
- More one to one support (Academic Guidance)

Other

- International trips/visits/study
- Graduate Talks
- Advanced students providing mentoring/class talks.
- Business and Language programmes for all.
- Recorded Lessons on MyCity

Category	Value
MyCity	700
Group work/peer group learning	643
Practical…	484
Project based learning	425
Self-directed learning	388
Work experience	376
Digital/online learning i.e. YouTube	360
Industry visits	312
Guest speakers	302
Reflective learning	209
Quizzes and gamification	195
Working alongside other class…	160
International exchange…	96
Other	19

Learning materials should be available in a digital format i.e. MyCity.

Strongly Agree	72% (762)
Agree	16% (173)
Don't Know	9% (98)
Disagree	2% (21)
Strongly Disagree	1% (8)

The learning and teaching experience should reflect industry standards.

Strongly Agree	70% (746)
Agree	21% (226)
Don't Know	8% (80)
Disagree	1% (7)
Strongly Disagree	0% (3)

What can the college do to better reflect industry standards on your course?

Top 5

- Guest Speakers (Industry Experts).
- Work Experience/Practical Learning.
- Industry projects.
- Industry trips and visits.
- Big picture industry sector information i.e. jobs/careers/conditions.

Other

- Teaching staff updating their industry knowledge.
- Ensure courses relevant to industry.

Aim 2 – Student Empowerment

It is important that the student voice is heard and acted upon at all levels.

Strongly Agree	77% (814)
Agree	18% (187)
Don't Know	5% (48)
Disagree	1% (8)
Strongly Disagree	0% (5)

What other opportunities can the Students' Association provide?

Top 5

- Better promotion of events.
- Clubs and Events - charity events, movie nights.
- Improve student representation/Engagement with evening classes
- Student buddy/mentoring system
- Q and A with President

Aim 3 – People

It is important that staff are given opportunities to further develop their digital, technical & practical skills.

Yes	98% (1,036)
No	1% (14)
Don't Know	1% (12)

Staff achievements should be celebrated and recognised.

Yes	97% (1,018)
No	2% (24)
Don't Know	1% (12)

How could we celebrate staff success?

Top 5

- Celebration events for staff achievements.
- Students recognition of teaching and support staff who go the extra mile.
- Staff incentives (free meals from bistro/scholars, vouchers for Amethyst).
- Staff recognition (digital badges and MyCity achievement page).
- Plasma promotion ('Staff of the Month').

Other

- Staff showcase events to share excellent practice.
- 'Spotlight On' newsletter.

Aim 4 – Learning Environment

What other facilities would reflect a real industry environment/experience on your course?

Top 5

- Learning environments that reflect industry i.e. travel agency, mock court room, window display space, model office, computer repair shop.
- Additional facilities that will benefit the student experience i.e. more food outlets/ATM/car park
- Industry visits and guest speakers
- Develop and maintain college resources i.e. equipment, IT, industry software.
- Seeing more of how the College works i.e. procurement, finance, health and safety, use the College as a real industry project access all areas and the building.

What other resources would help to create a sense of community in the college?

Top 5

- More social events for all students.
- Visible Students' Association providing varied activities.
- More seating, chill out space, class teambuilding.
- Cross-curricular collaboration and work.
- 24/7 Library (longer hours).

Other

- Study groups.
- Develop MyCity community.

Aim 5 – Engagement and Improvement

It is important that staff and students work together to review the learning experience.

Yes   98% (1,044)

No   1% (15)

Don't Know   0% (3)

How could you get involved in reviewing your learning experience?

Top 5

- More 1 to 1 with lecturers
- Feedback from lecturer
- Surveys and Questionnaires
- Class Reps/Class talks
- Access to lecturers

Other

- Q and A with Head of Department
- Comment box (encourages honest answers).
- Polling/Voting system.

Aim 6 – Access, Inclusion and Well Being

City of Glasgow College provides helpful and relevant information, advice and guidance.

Strongly Agree	48% (508)
Agree	32% (340)
Don't Know	16% (170)
Disagree	2% (24)
Strongly Disagree	2% (820

Student needs are met in a supportive and meaningful way.

Strongly Agree	45% (475)
Agree	30% (314)
Don't Know	19% (199)
Disagree	4% (47)
Strongly Disagree	3% 27)

What other services could be offered to meet your support needs?

Top 5

- Academic Guidance
- Access to Lecturers
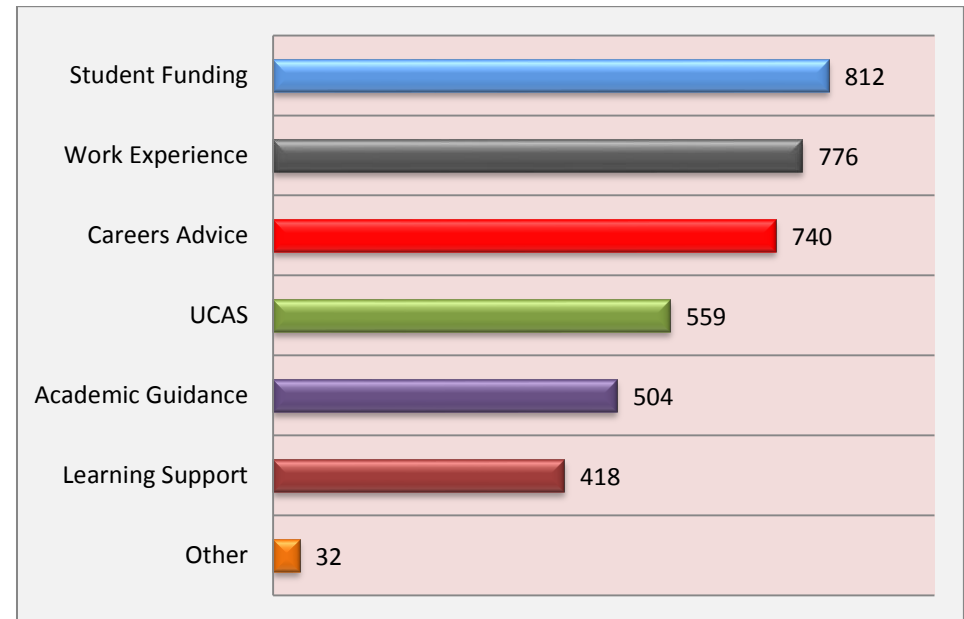- Better Promotion of Support Services
- Improve accessibility

Other

- Live Chat
- Longer hours for the Library
- Buddies
- Health Clinic

Aim 7 – Student Journey

Students should have access to professional career management, advice and guidance?

Strongly Agree	78% (828)
Agree	16% (167)
Don't Know	5% (57)
Disagree	1% (8)
Strongly Disagree	0% (2)

What services would support your Student Journey? (Select all that apply)

Student Funding	812
Work Experience	776
Careers Advice	740
UCAS	559
Academic Guidance	504
Learning Support	418
Other	32

Aim 8 – Student Enrichment

What other enrichment opportunities might benefit your learning experience?

Top 5

- Work Experience
- Trips and Visits
- Guest Speakers
- Careers Events
- One to one support (Academic Guidance)

Other

- Inter Faculty competitions and points system
- Ted Talks/documentaries/films in mezzanine at lunchtime/open mic events
- Class Team Building
- Class Group Work
- Work in College
- Library – longer opening hours.

Number of Student Responding per Theme

Annexe B - Student Mental Health and Well Being Action Plan

	Theme	Actions
1	Identify students with mental health issues as early as possible in the session and offer support to both the student and curriculum team.	1.1 Encourage and support students to disclose any mental health issues at the application and enrolment stage. 1.2 Include those who disclose a mental health issue as a priority group for pre entry learning support and development of a PLSP. 1.3 Ensure students who disclose a mental health issue provide the details of their next of kin on the enrolment form. 1.4 Encourage and support students disclosing a mental health issue to involve teaching staff in the discussion of potential trigger points and coping strategies for the year.
2	Help staff to distinguish between mild, moderate and severe episodes of mental ill health and the appropriate action to take in each situation, including crisis intervention and fitness to study.	2.1 Develop a Supporting Students in Distress Guide for staff. 2.2 Develop a Fitness to Study Policy. 2.3 Re-issue the College Safeguarding Policy and Procedure. 2.4 Develop a range of events and practical support that staff can refer/recommend to students.
3	Provide and promote relevant student support services to both students and staff, which are easy to access and responsive to meet the needs of the student.	3.1 Develop and promote a self-referral system for student counselling via MyCity. 3.2 Develop and promote a lecturer referral system for student counselling via Enquirer. 3.3 Provide a professional counselling service for students with a new mental health issue offering 4 sessions and assistance with referral to NHS services if appropriate. 3.4 At point of referral identify students with a pre-existing mental health issue & connect or reconnect the student with their health care plan & NHS support. 3.5 Monitor waiting list times for counselling services.

4	Promote and raise awareness college wide of a positive mental health approach and attitude.	4.1 Provide information on well-being at the pre entry stage.
		4.2 Continue to provide 'Keeping Warm' events that help students with transition.
		4.3 Provide information on well-being at Induction.
		4.4 Raise awareness of related issues that affect mental well-being, such as sexual health, alcohol/substance misuse, finance and debt, social media.
		4.5 Develop a range of practical events and support that students can participate in and that staff can encourage students to participate in to promote self-help and resilience.
		4.6 Continue to offer and develop learning support for students in time management, study skills and exam strategies.
		4.7 Continue to offer workshops on money management, debt and student funding.
		4.8 Continue to offer workshops on motivation, class relations, and EDI.
		4.9 Encourage the Students' Association to develop a well-being society.
		4.10 Work in partnership with external organisations to build capacity, knowledge and help raise awareness.
		4.11 Consider the differing needs and expectations of various student groups and those at risk i.e. away from home students and care experienced students.
		4.12 Continue to promote sports and leisure facilities for all.
		4.13 Continue to provide spiritual care provision through the College Chaplaincy and Quiet Reflection space on City and Riverside.
5	Provide appropriate support and training for staff.	5.1 Continue to promote and disseminate information and guidance on how to deal with mental health crises.

		5.2 Create a Safeguarding Forum and meet 3 times per annum.
		5.3 Offer CPD on college policy, procedures, referral procedure and practical support.
6	Raise awareness at SMT and ELT of the social trends and influences that affect student performance.	6.1 Collect and feedback statistics on service usage.
		6.2 Work with the Student Association and NUS on trends and influences affecting student's health and well-being.
		6.3 Obtain student feedback on the student experience to improve service responsiveness to issues affecting students.