

Board of Management

Students, Staff & Equalities Committee

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Paper No.	SSEC3-J
Agenda Item	13
Subject of Paper	Student Services Annual Review 2017/18
FOISA Status	Disclosable
Primary Contact	Gillian Plunkett Student Experience Director
Date of production	30 April 2018
Action	For Noting

1. Recommendations

To note the contents of the 2017/18 Student Services Review.

2. Purpose of Report

To provide members of the Students, Staff and Equalities Committee with an overview of student support service activity in 2017/18; and statistical information which evidences the reach and breadth of our service provision.

3. Strategic Context

Creating an inclusive environment that anticipates and supports student need through excellent advice, guidance and support is fundamental to the College's **Strategic Priority 2 - To enable individuals to excel and realise their full potential.** Our support services strive to meet or exceed the expectations of our student population and continual evaluation of our performance is also an important factor in achieving the College **Strategic Priority 5 - To deliver excellence in performance.**

4. Background

The College Student Experience Strategy ensures that the Student is at the heart of all we do at City of Glasgow College. We aspire to engender a passion for Learning among our students and we are committed to raising standards through a culture of continuous improvement to achieve the highest level of student performance, student engagement and student satisfaction.

The Student Services Annual Review provides an overview of some of the main service and performance achievements for students and staff in 2017/18; and includes updates on our Student Experience Strategy initiatives which focus on developing themes which are relevant to students and offer a personalised experience.

4. Finance and Resource Implications

There are no finance and resource implications.

5. Risk to the College

Student support services work together with learning and teaching to support College KPIs in retention and success. Failure to provide support could impact on the College's performance in relation to these KPIs.



**City of Glasgow
College
Student
Experience
Annual Review
2017/2018**

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Our Services and Performance 2017/18

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.
- Flexible student funding assessment and payment services.
- School to College transitions services and 'getting ready for College' events.
- Accommodation support and advice.
- A professional Careers Service.
- A professional Counselling Service.
- Academic study support in one-to-one or small group settings.
- Alternative Assessment. Arrangements for students with additional support needs.
- 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 proactive and empowered Students' 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

- 82% student satisfaction with full time student recruitment and admissions and 97% student satisfaction with part time admissions.
- 91% of students say they were treated fairly throughout the admissions process.
- 84% 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
- 45% increase in the number of students voting in elections (2,441).
- 90% retention rate for students who are care experienced.
- 98% retention rate for those students receiving counselling support.
- 27,035 1st choice admissions applications.
- 3,199 Bursary and EMA applications.
- 313 Childcare applications
- 2,069 Discretionary Fund applications.
- Processed 412 payment runs.
- 117 (1,989 students) UCAS workshops.
- 41 (779 students) SAAS workshops (to date).
- 183 (3,218 students) Student Engagement Workshops.
- Implemented a Good Mental Health Action Plan.
- Implemented a Smoke Free College Action Plan.
- Implemented and made first report to the Scottish Government (March 2018) on our Corporate Parenting Action Plan.
- Implemented a range of initiatives based on student and staff consultation on the Student Experience Strategy in 2016/17.
- Developed and implemented an Access and Inclusion Strategy.
- On target to reach budget spend of £9.4m.
- Secured £24,000 from the John Mather Trust for a third year.
- Pending submission – NUS Education Award, Officer Team of the year Award, College SA Award, Student Opportunity Award.

- 1,350 Personal Learning Support Plans created for students with additional support needs.
- 95 Educational Psychologist assessments made.
- 123 Disabled Student's Allowance assessments.
- Pending award - Healthy Body Heathy Minds (HBHM) Award – 4 Stars – May 2018.



Service Initiatives 2018 - 2021

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

Year 1 of our Strategy developed in consultation with students and staff. Ideas from students are already being delivered.

Good Mental Health Action Plan

Year 2 of our Action Plan based on national and local research. We plan to develop a well-being hub on My City for 2018/19.

Smoke Free College Action Plan

Year 1 of a pilot for smoking cessation clinics, this initiative links to our Healthy Body Healthy Minds initiatives.

Access and Inclusion Initiative

Year 1 of development of our Access and Inclusion Strategy now published on our website and part of the Regional Outcome Agreement.

Student Partnership Agreement

Year 1 of the development of an agreed set of priorities for the Student Association and the College to work in partnerships on specific ideas brought forward by the students.

Careers Management Standard

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

Corporate Parenting Action Plan

Year 1 of our Corporate Parent Action Plan. Our first report to the Scottish Ministers was made in March 2018.

Digital Democracy Platform

Year 1 of our digital democracy platform to ensure that the student voice is live and dynamic.

Widening Access

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

Personalisation of Support

From 2018/19 a focus for the support services will be to improve the use and analysis of student data to personalise support with a view to improving student outcomes in retention and success.

Review of Learning Support

Continue to implement the recommendations of our internal Learning Support Review. We have redesigned our electronic Personal Learning Support Plan and aim to streamline support for students.

Developing a British Sign Language Strategy

- The British Sign Language (Scotland) Act 2015 requires public bodies to develop a BSL Action Plan by 2018. The City of Glasgow College BSL Plan is framed around the same long-term goals as the National Plan. We are engaging with the wider college prior to publication of our plan in October 2018.

Focus on Widening Access

City of Glasgow College is committed to widening access through fairness, opportunity and respect and wholly supports the Commission on Widening Access (CoWA) and the recommendations in their report [A Blue Print for Fairness](#) (March 2016). The starting point for our inclusive approach is our admissions policy and practices and how we support students to achieve their potential. The following provides information on how we will meet our widening access commitments.

Admissions and Student Recruitment

At City of Glasgow College entry requirements and selection criteria are reviewed annually at the curriculum planning stage. Entry requirements are set at the **minimum threshold** required for students to participate and succeed, while selection criteria is impact assessed to ensure there are no unintentional constraints or barriers to entry.

We also guarantee that every applicant who meets the minimum threshold for entry will receive a course interview where there are places available. This ensures that applicants from a wide range of socioeconomic backgrounds and personal characteristics have fair access, which supports the College's **Strategic Plan 2017 – 2025, Priority 2 'To Enable Individuals to Excel and Realise their Full Potential'** and fulfils the requirements of the College Access and Inclusion Strategy and the Glasgow Regional Outcome Agreement,

The following provides a summary of the support in place to ensure an inclusive college experience at the student recruitment and pre enrolled stage for all students;-

- To ensure openness and transparency our entry requirements and selection criteria are published on our website;

- Response times to students are monitored throughout the recruitment stage;
- Interview processes are supportive and consistent, accessibility issues are anticipated and met and additional help is available with, for example, note takers or sign language interpreters;
- Feedback on interview outcomes and next steps is provided within 2 weeks, or less of the interview date;
- A Careers Guidance interview is offered to students who are unsuccessful;
- A named Student Advisor for Care Leavers is published on our website. The Advisor will make contact with young people who are care leavers at the application stage;
- Contact is made with Young Carers to establish what help they might need in relation to funding, finances and flexible approaches to study;
- Get Ready for College events are held to build enthusiasm and affiliation, these are open to all students with a focus on those with additional support needs such as Asperger's, Autism and mobility issues;
- Student Funding workshops are offered to all students at the pre entry stage to ensure that students have the required financial support in place at the start of their course;
- 3 emags are sent to students over the summer providing useful information on student life and being a student. The articles are fun and informative and also provide an opportunity to show case the work and testimonials of previous students;
- The College Induction and Orientation Schedule is published on the College website from July;
- Detailed Joining Instructions are sent to students in July outlining Induction and Orientation Events and what to expect next;
- A student satisfaction survey is conducted with all applicants (approx. 25,000) to inform quality improvements and service enhancement;
- College wide Induction and Orientation Events are organised during the two week period immediately before course commencement;
- The College wide Induction and Orientation Events are supported by a Student Welcome Team and Student Association Ambassadors;
- Fresher's Fayre is organised during week 3 of the term.

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 Universities and College Application Service (UCAS) procedures and work with Curriculum Teams to support students throughout the UCAS process.

Through surveys and focus groups aimed at service enhancement and improvement, students told us that they wanted more help with UCAS. On discussing this issue further with students the underlying concern was about time, where students felt they were under pressure to complete applications and personal statements for the January deadline.

In 2017, to address student concerns, we introduced UCAS Summer Bootcamp for students moving from Year 1 HND to Year 2 HND. This involved providing targeted workshops over the summer recess to help students get ahead with their UCAS applications. The UCAS Bootcamp was targeted at large cohorts including Business, Accounting, Sports, Social Science and Engineering, and included subject areas with high levels of competition such as Social Work, Nursing and Teaching. However, uptake was patchy, so in response, Bootcamp for 2019 university entry will be held in June 2018 to encourage students to participate before summer recess and start applications as early as possible.

Students also told us that that our traditional University Information Day should be rebranded as 'Uni Expo 2017,' and this was held at City Campus on 11th October 2017.

Most Scottish Universities exhibited (exceptions were the Royal Conservatoire and Glasgow School of Art) and over 700 students attended the Uni Expo. Students were able to book application and personal statement masterclass workshops through MyCity. The workshops were led by University representatives including Glasgow Caledonian, Stirling and Strathclyde and were so popular they were oversubscribed, with feedback from students and University staff delivering the workshops overwhelmingly positive on the level of engagement.



Table 1 below provides a 6 year trend on the number of students applying to University and over this period there has been an impressive 45% increase in applications, with an 8% increase in the last year. The 2018/19 figures are based on information at April 2018 and so this figure is likely to increase.

The number of students who were successful in gaining a University place for 2017/18 is 1,373 which represents 76% of those applying. It should be noted that these figures exclude direct entry students to Glasgow Caledonian and Strathclyde University who apply direct through the university internal application system. These figures should be available later this session.

Table 1 – Number of Applicants Applying to University (*April 2018)

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19*
Applicants	1,348	1,424	1,737	1,611	1,817	1,961
Number of Choices	5,651	5,778	6,625	6,678	7,722	8,402
Students articulating	997	1,031	1,129	1,136	1,373	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. The College's Mental Health Action Plan was launched in 2016 and we have made steady progress in delivering practical support for the students and staff in the College.

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 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.

The result was the launch of our Mental Health Action Plan in 2016 which takes a holistic view of mental health and wellbeing focusing on social events which provide opportunities to get involved, physical activities to increase fitness, support for academic work and progression and awareness of emotional wellbeing and the effects of stress. Our achievements to date include:-

- Self-referral systems for students seeking counselling have been developed on My City. This allows students who may be concerned about sharing their mental health issues with teaching staff to seek help directly;
- Student Counselling has been enhanced by student counsellor placements through a partnership programme with Caledonian University
- Pre entry support is provided to students disclosing a mental health issue at the application stage;

- Student support staff – Student Advisors, Learning Support and the Students’ Association have been trained in Scottish Mental Health First Aid (SMHFA) to ensure that they are equipped to deal with students who may present or disclose mental health issues.
- Learning Support is available to those with a mental health issue with twilight classes in study skills and mind mapping offered at both campuses.
- Learning Support offer teaching staff a CPD workshop on ‘How to ensure Inclusiveness in the classroom for those with mental health issues’, as part of their suite of staff workshops developed this session.
- A range of well-being events for students is held throughout the year, Beat the Blues, Chill and Achieve, You Matter. Further information on these events is provided below.
- Physical activity and getting involved in the College is encouraged through a range of initiatives including the Step Count Challenge, Dr Bike maintenance workshops in partnership with local charities, large scale events such as Fairtrade Football and a range of clubs, societies and activities available through the Students’ Association.
- International events and daytrips frequently have a wellbeing focus, signposting students to services within the College as well as encouraging physical activity through hill walking, social and cultural events and attending sporting events.
- We have worked in partnership with our hospitality partners Baxterstorey, who have provided a range of free food and drink with a health focus at our student events throughout the year, and have taken on board student suggestions for improved healthy options at food outlets throughout the College.
- The Library encourages student wellbeing through reading which reduces anxiety by providing focused reading lists including the classics, food, travel, self-help and summer reading lists, book of the week and reading clubs to share views and make friends.
- The Glasgow Association for Mental Health is the Students’ Association designated charity of the year for 2017/18. There are 2 forthcoming fundraising coffee mornings for the Glasgow Association for Mental Health

(GAMH) which will take place in May at both campuses. GAMH were also invited to attend Fairtrade Football events within the College, as were LEAP (Leadership, Equalities and Active Participation) sports, who are an organisation with an LGBTQi focus.

- There are frequent Healthy Body, Healthy Mind working groups with for example, ASH Scotland who have helped College staff develop various initiatives to help students to stop smoking including delivering incentives on national No Smoking Day (swap the ciggie), the #Notafavour campaign and our recent pilot of smoking cessation clinics run by the NHS which we plan to roll out in 2018/19.
- Students from the presidential and executive teams have been attending events and conferences to engage in discussions around mental health so they can lead informed discussion at a College and a national level.
- Middle managers within the College have received training on Safeguarding which includes recognising and managing students with mental health issues. In addition, a Safeguarding training module has been developed for roll out in May 2018, with a Corporate Parenting Training module available in June 2018, and a specific guide has been created for staff entitled Supporting Students in Distress Guide which includes actions to take in the event of a student mental health crisis situation.

Our Mental Health Action Plan is now well underway and our main focus to date has been on developing practical support for students. The following pages give an idea of the social health and wellbeing activities which are now embedded in the student events calendar.

You Matter – 27th October 2017



You Matter was the first of three health and wellbeing events targeted at all students in 2017/18, and there were multiple activities focussed on reducing stress and promoting positive leisure and lifestyle choices. An estimated 500 students engaged in the event which included:

- 'Hug a Dug' Pet Therapy
- Marketplace of external support agencies including Glasgow Council on Alcohol, Cruse Bereavement, Women's Aid and the College's Chaplains.
- Beauty therapies.
- Fitness MOTs.
- Healthy Smoothie tasters and Make Your Own Pizza provided by Baxter Storey.
- Mindfulness sessions.

Beat the Blues 15th and 16th January 2018

Timed to coincide with Blue Monday, deemed to be the most depressing day of the year, these events were held at both City and Riverside Campuses.

Our event was aimed at getting students to relax, interact and enjoy the event as well as thinking about their health and wellbeing. Around 450 students participated in activities including:

- 'Hug a Dug' pet therapy.
- 'STWEP' (a healthy winter warming soup) giveaways by Baxter Storey.

- Lifestyle choices focussing on 1-mile walking groups, nutrition, and cycle challenge on spin bikes, and beauty treatments.
- Marketplace of information stalls.



Chill and Achieve 20th – 22nd March 2018

Aimed to coincide with exam time in the academic calendar, our focus is on dealing with stress related to study and getting students to talk about and recognise stress and how to use activities, tools and techniques to help alleviate stress. Specific activities included:

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

This year our event was supported by the HND Radio students, who have been broadcasting extensively on students and mental health this year. They were happy to adapt their shows to fill the campuses with music to support 'Chill and Achieve'. Event exhibitors were interviewed on the day. You can hear DangerDebs podcast [here](#).



Student Counselling

Our Student Counsellor started in January 2016 and is supported by 2 placement students from Glasgow Caledonian University studying the PhD in Counselling Psychology which enhances our service by 0.2 FTE. It should be noted that many FE Colleges do not have a professional counselling service on campus.

However, we are delighted to announce that SMT have approved a new Mental Health Practitioner post increasing the number of dedicated mental health specialists in the College to 2.2 FTE. This post will be available for 2018/19 and will assist in renewing and refocusing effort in the development of mental health student support and CPD for staff in particular.

Table 2 below provides a 4 year trend on counselling service referrals. Figures for 2017/18 are based on numbers at April 2018 and it is anticipated that referrals this year will outstrip numbers referred in 2016/17. Unfortunately, this year there was a high number of students who failed to keep appointments. We are currently investigating the underlying reason for this result and early indications may point to inappropriate referral by teaching staff which will be addressed in future CPD.

However, retention for those accessing counselling is an impressive 98% when compared to the overall College retention for full-time students of 87%.

Table 2 - Counselling Service Referrals

Status	2014/15	2015/16	2016/17	2017/18
Engaged in service	56	102	174	120
Appointment offered-no response	58	61	85	124
Waiting List	26	0	0	5
Withdrawn students	n/a	n/a	2	0
Total Referrals	140	163	261	249

Similar to previous years more female students than male students are referred to the service, with 160 female and 89 male referrals. Female students are also more likely to engage with the service by turning up for appointments.

Table 3 shows referrals by Faculty and highlights another potential training issue related to the female/male imbalance previously mentioned, in that those Faculties with the lowest referrals also have predominantly male staff. The Faculty with the highest number of referrals as a percentage of Faculty enrolments continues to be the Faculty of Leisure and Lifestyle, with Creative Industries second.

Table 3 – Counselling Referrals by Faculty

Faculty	Number of referrals 2016/17	Number of referrals 2017/18
Building, Engineering & Energy	15	10
Business	40	55
Creative Industries	78	59
Education & Society	33	32
Leisure & Lifestyle	88	85
Nautical	7	8
Grand Total	261	249

Table 4 provides information on referral reason with mental health having increased significantly over the last year.

Table 4 – Counselling Referrals by Presenting Issue

Presenting Issues	2016/17	2017/18
Bereavement	7%	7%
Mental Health	57%	71%
Other	17%	6%
Relationships/Family	10%	10%
Self-Harm	5%	2%
Substance Misuse	1%	0%
Traumatic incident	2%	4%

For student mental health and wellbeing our focus in 2018/19 will be to work with Organisational Development (OD) to further develop staff CPD around mental health. The newly approved Mental Health Practitioner post will greatly assist in renewing and refocusing our efforts in the development of mental health student support and CPD for staff.

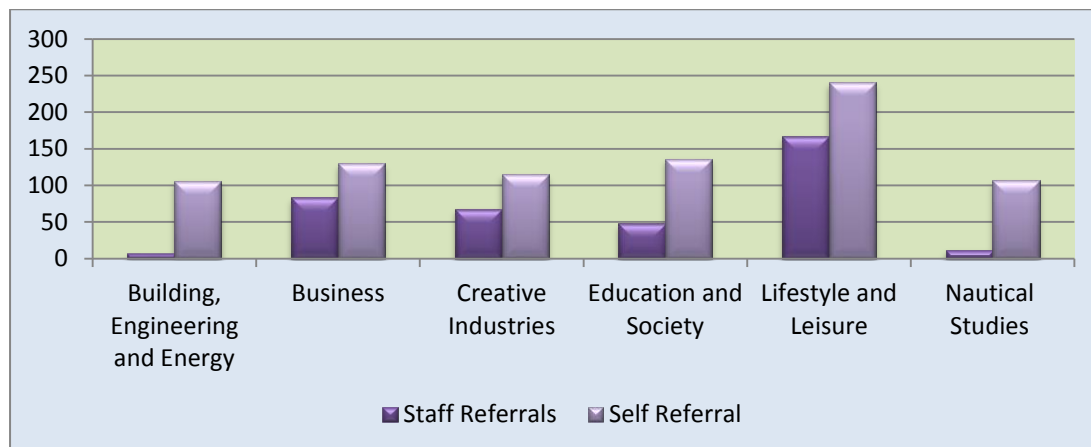
Focus on Student Advisory Services

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 this Team deal with a wide range of student personal issues.

The Student Advisors provide a drop-in service at both City and Riverside Campuses. 10,173 student drop-ins have been recorded this session. Table 5 provides information on student referrals with 32% of students referred by teaching staff and 68% by student self-referral.

The Faculty of Leisure and Lifestyle is by far the biggest service user, with a third of all referrals, while self-referrals from other Faculties are relatively similar across the board. When comparing these figures with previous years, it is encouraging to note more students are self-referring from the Faculty of Nautical Studies and Building, Engineering and Energy than previously, although staff referrals remain low which may suggest staff training is required. These Faculties have a high male student and staff population and there is evidence which suggests that males, including male staff, are less likely to seek and refer to support.

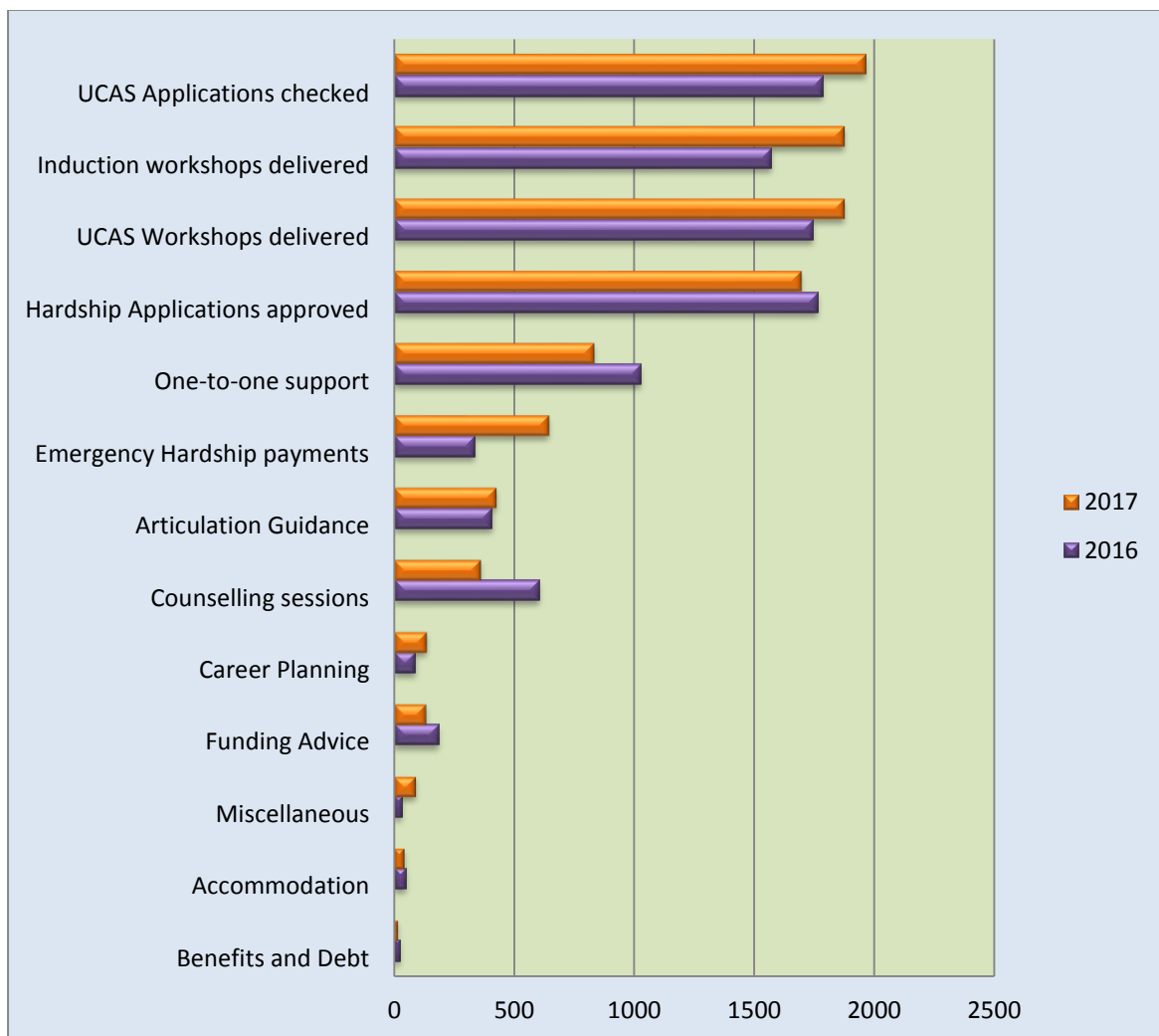
Table 5 – Student Referrals to the Student Advisors



Student support interventions from the Student Advisory Service are wide and varied as can be seen in Table 6. The Team play a significant role in the management of the UCAS process and getting students on track to apply. This begins in September with workshops, includes the University Info day (page 8) and reaches a peak in January each year.

The second largest service activity is the management and distribution of the Hardship Funds (£1.8m). The Team manage the process from application to assessment, and payment, providing advice and guidance to students along the way. This ensures both a whole system and person centred approach, as students seeking additional help usually have a number of underlying presenting issues such as debt, homelessness and mental health issues.

Table 6 – Student Advisor Support Interventions – 2 Year Trend



In addition to supporting students with transitions, funding and articulation throughout the student journey the Student Advisors Team deal with complex socioeconomic and behavioural issues. As outlined in the following case study.

Student Advisory Service Case Study

Cara is 22 years old and enrolled on NC Creative Printmaking. She was diagnosed with Bi-polar Disorder during her first academic year in 2016. She accessed Hardship Funds at the start of the year and received £350 per month to help with her rent.

In November she experienced a significant deterioration in her mental health and came to College in a manic state. She was supported to access her GP by the Learning Support Team and was so unwell that she was hospitalised for psychiatric observation.

While in hospital Cara lost the lease on her flat and subsequently became homeless. She was supported by the Student Advisors to apply for Personal Independence Payment (PIP), Housing Benefit and was given additional funds from Hardship to pay for a deposit on a new flat. Cara was released from hospital and moved into her new accommodation in March and is still attending despite the challenges she has faced.

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.

The Learning Support team work with students who have a disclosed disability or additional support need. The team consists of lecturers who provide academic support and guidance to students, and a central support team who organise loan equipment, assistive technology training, arrange note-takers in class, organise assessment arrangements, and book Sign Language Interpreters for students who use British Sign Language.

Early intervention is essential for students with an additional support need and this involves creating a Personal Learning Support Plan (PLSP) for students who require one. Support will vary in complexity depending on student need and the Learning Support Team have adopted the **Pyramid of Support** model (Fox et al., 2003; Hemmeter, Ostrosky, & Fox, 2006) see diagram 1, which has been adapted from a pyramid model for supporting social emotional competence in infants and young children. This model comprises three main tiers of student support, which offers different degrees of interventions and assistance. This can range from general inclusive support which addresses the needs of the greatest percentage of our students to intensive help for a small percentage of our students with particularly complex and specific needs.

The model offers three tiers of intervention practice:

Tier 1: inclusive support and experiences available for all students

Tier 2: short-term interventions to address immediate support needs for students at risk

Tier 3: significant long-term interventions needed for students with persistent challenges

Diagram 1 - Pyramid of Support diagram

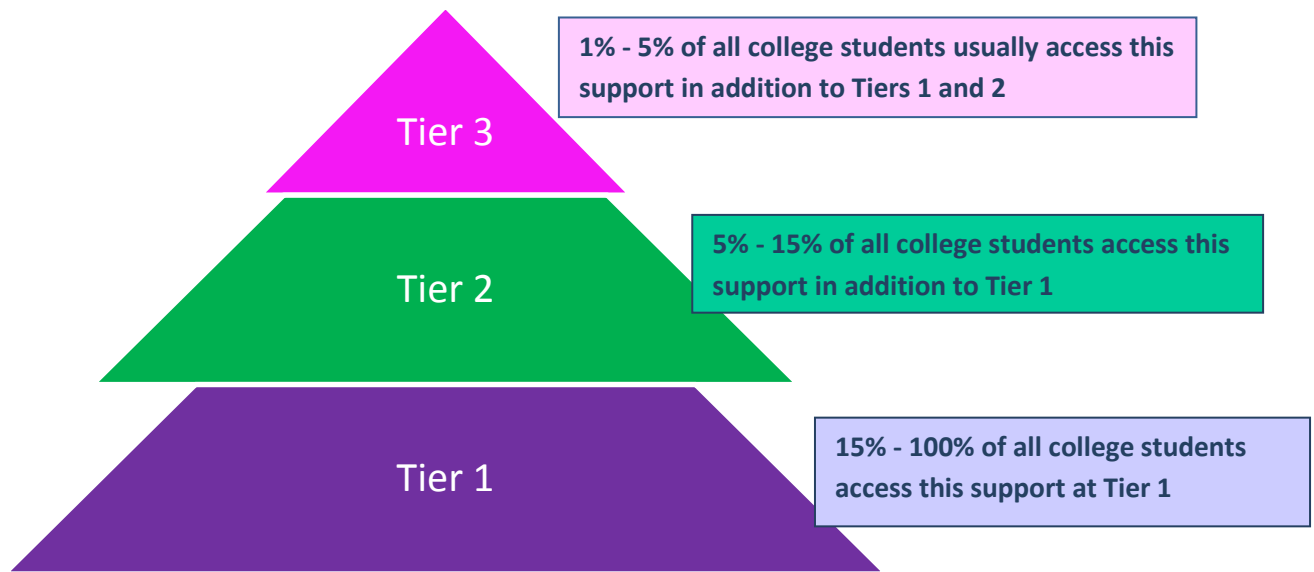


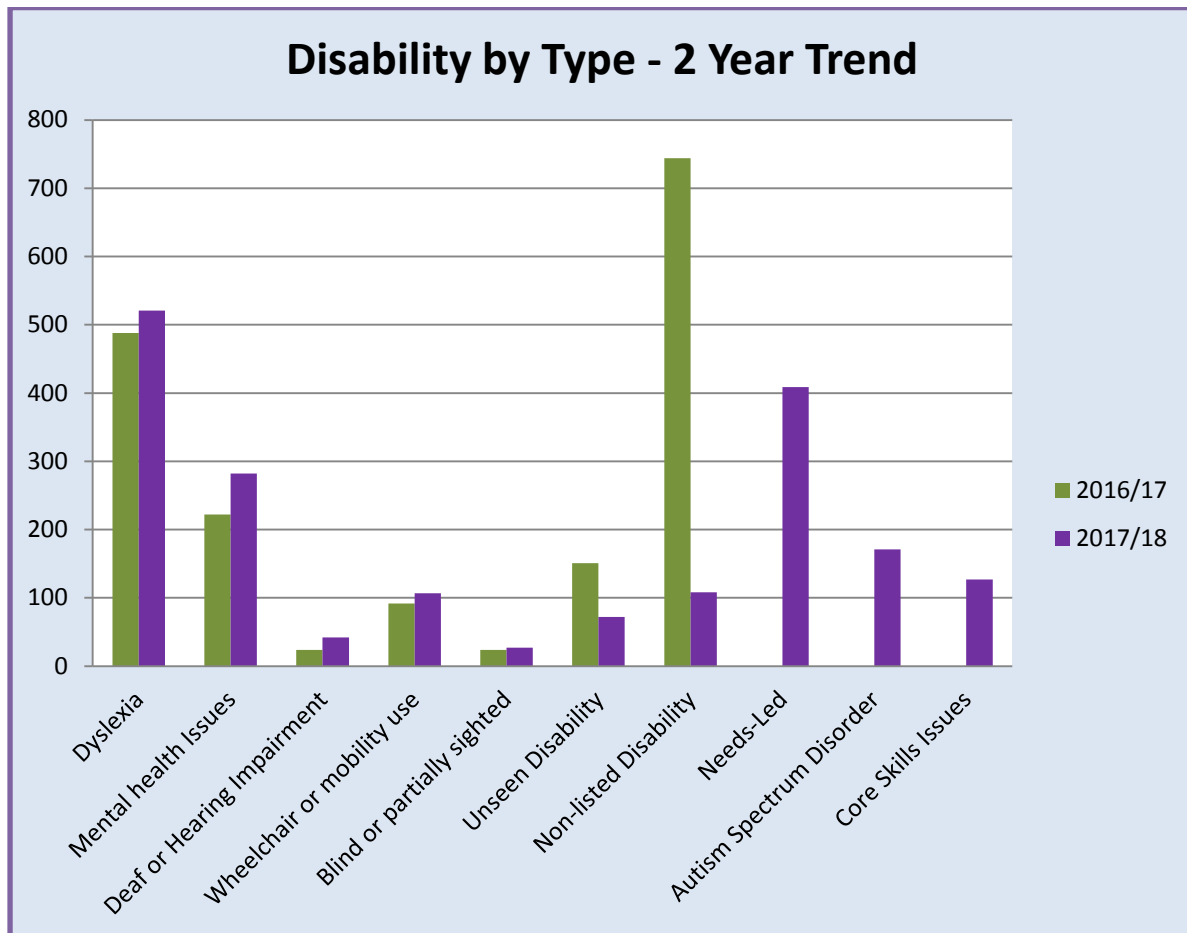
Table 7 below provides a 4 year trend on the number of students presenting with an additional support need and shows that in 2017/18 1,304 (*April 2018) students presented with an additional support need. It is anticipated that this figure will increase to rise above last year’s figures.

Table 7 - Students with Additional Support Needs by Faculty – 4 Year Trend

Faculty	14/15	15/16	16/17	17/18*
Building, Engineering and Energy	295	200	161	136
Business	138	241	254	273
Creative Industries	174	288	297	285
Education and Society	76	116	145	171
Leisure and Lifestyle	252	392	437	416
Nautical	9	20	22	23
Total	944	1,257	1,316	1,304

Table 8 below provides a 2 year trend in relation to the disability type disclosed by students and counts students with multiple disabilities more than once. In 2017/18, 1,866 disability types have been recorded to date with dyslexia continuing to be the most common disclosure of need among the student population. We have also updated our categorisation this year to show the number of students with a 'Needs led' issue which is a social, emotional or behavioural issue and students disclosing Autistic Spectrum Disorder, both areas show an increasing trend in addition to students disclosing a mental health issue.

Table 8 – Student Disability by Type – 2 Year Trend



Learning Support Lecturers are linked to specific Faculties and curriculum areas, as far as possible, to ensure consistency for the students, although in times of staff absences, student exams, staff working patterns, or crisis requests from curriculum staff, lecturers will support students from any Faculty or course as the need arises.

Table 9 provides information on distribution of students with additional support needs by Faculty and disability type. Presentation of disability type within Faculties can vary significantly each year making it a challenge to plan and deliver support. We have piloted a ‘hotspot’ analysis map for 2018/19 which we hope will help to identify volume and improve planning and early intervention.

Table 9 – Disability by Faculty and Type

Disability Type	Building, Engineering & Energy	Business	Creative Industries	Education & Society	Leisure & Lifestyle	Nautical
Dyslexia	53	94	113	41	201	19
Mental Health Issues	32	52	82	38	78	0
Deaf or Hearing Impairment	7	6	11	6	12	0
Wheelchair or mobility use	8	19	15	36	29	0
Blind or partially sighted	3	11	4	6	3	0
Unseen Disability	5	14	13	16	24	0
Non-listed Disability	10	10	28	19	41	0
Needs-Led	76	107	29	39	155	3
Autism Spectrum Disorder	8	52	57	12	42	0
Core Skills Issues	63	6	1	15	42	0
Total	265	371	353	228	627	22

Table 9 also shows that the Faculty with the largest number of students, who have disclosed an additional support need, is the Faculty of Leisure & Lifestyle, who teach courses in Beauty, Hairdressing, Hospitality, Sports and Tourism. Within this Faculty, Dyslexia is the greatest barrier to learning followed by a general needs-led issue where students may be finding difficulty in their learning due to social, emotional, behavioural or an overall difficulty in understanding teaching materials presented.

The following case studies provides some insight into the nature and complexity of support provided by the Learning Support Team.

Case Study 1 – Hearing Impairment

Anna grew up in Europe but moved to Scotland in order to study for an HND in at City of Glasgow College four years ago.

Anna has a cochlear implant but uses sign language in her day-to-day life. To fully access the curriculum she has required the support of a Sign Language Interpreter in each of her classes. Although she is a sign language user she can use her voice to communicate although this may have some issues.

She uses a number of languages – German, German Sign Language, British Sign Language and now English in her day-to-day life. She was taught English in school in her home country, but has also had to adapt to using British Sign Language here in Scotland.

With the help of the Sign Language Interpreters in each of her classes, Anna successfully completed the HND and progressed onto the BA (Hons) course. At present she is completing the Honours year, and just recently submitted her Honours year dissertation. It is a considerable feat for her to write and submit an Honours year dissertation in English, which is essentially her fourth language.

Anna recently attended a class trip to one of the Scottish Islands for a couple of days as part of her course. Unfortunately a local or nearby Sign Language Interpreter was unable to be sourced to accompany Anna during this time. Anna knew of a phone App called AVA, which allowed her to access class information and communication that was taking place with rest of the group.

This remarkable & easy to use App was downloaded by all the students & lecturers on the trip, who spoke into their phones, the speech was instantly converted to text to enable Anna to read in real time and she could then text back. Anna took part in group discussions, obtained lecturer feedback, and enjoyed the evening meals, quiz night, & general chat with her group.

Case Study 2 – Dyslexia

Lucy is a final year student on one of the college degree programmes. An initial referral came from her Curriculum Head with concerns over her writing skills whilst in her 3rd year. Lucy was assigned a Learning Support lecturer who spoke to the CH for more background information. They were concerned that she would not pass her degree and her marks were quite low for assessments.

Lucy then met with her Learning Support lecturer who set up a PLSP, discussed her concerns, learning issues and the barriers she met at college. Lucy had brought in her latest assessment which had been marked as 32%. The Learning Support lecturer was concerned that her writing, organisation and processing issues could be dyslexic in nature and never picked up throughout school or college. She had difficulties and was unable to process information and present it in a coherent way. There were clear issues with spelling, punctuation and transferring her thoughts on to paper.

A dyslexia screening assessment was arranged and the outcome was that Lucy had a high risk of being dyslexic, so she was then referred to the Educational Psychologist for formal diagnosis, who indeed identified Lucy as being dyslexic.

A plan was put together to improve her writing style, grammar skills and analysing questions to present them in a more academic format. Her overall goal was to graduate with her degree; something she believed was not going to happen.

Lucy now regularly attends study skills sessions with her LS lecturer. She takes on board any strategies given by both learning support and her subject lecturer. To help with her high anxiety about writing during exams, and now with her dyslexia diagnosis, a Scribe is provided for her assessments with extra time and separate accommodation and she has found this really helped her.

As a result of her combination of regular support and hard work, her marks have

gone up from 32% to 54% for the next written piece of work , to the marks she is receiving now which are in the 60 -75 bracket..

Lucy was advised about the Dyslexic Society in her area and she has contacted them. She has attended meetings and supports others with the same additional support need. She has now been asked to be an ambassador by the Society. She has recently been for an interview for a graduate entry position with a large organisation and her confidence in her own abilities has really improved during this last session. Her diagnosis has proved a springboard to improved performance on her course with the support of the LS lecturer and the other resources she needs, to ensure she has a fantastic student experience here at college.

Focus on Student Engagement

A key strategic priority for the College is developing a strong and effective Student Voice through empowering our Students' Association, engaging with our students and developing systems for effective student representation and feedback that will create quality improvements and enhancement, and lead to greater satisfaction among the student population.

Class Representation

Working alongside the Student's Association, the engagement team undertook a comprehensive review of the Class Representative System in 2017/18. The outcome was a move from a paper based class rep system to an online class rep module, a new and improved system of localised class rep drop-ins which has resulted in more

relevant class rep meetings and more elected class reps. Table 10 shows that the number of Class Reps elected are up 25% on last year and Class Reps trained up 66%.

Table 10 - Class Rep Elections and Training

Year	Class Representatives Elected	Class Representatives Trained
2014/15	734	260
2015/16	852	350
2016/17	924	242
2017/18	1161	402

Class Rep Review Feedback:

93.75% of Class Reps told us they enjoyed supporting the students in their class. It is important that students enjoy being representatives, feel supported and see the benefits to both themselves personally and their classmates.

Class Reps told us that the top 3 skills learned by being a class rep were: Listening, Confidence and Leadership. Students will use this in future CV development and for personal statements when applying to University.

Student comment - “I was able to find my voice and was able to help support other classmates with being heard, any problems that arose with lecturers the class mates would tell me and I would speak up for them. I learned that just one person is all it takes to show leadership.”

My Voice/Student Partnership Agreement

The City of Glasgow Student Partnership Agreement is unique, no other College or University uses a live digital platform to bring forward ideas from students and provide feedback.

This system is designed to be responsive to student needs through the ongoing development of partnership projects based on ideas submitted by students throughout the year, and the topics which generate the student ideas are based around the themes of the College Student Experience Strategy. This ensures we are delivering our strategic priorities and that our Student Experience Strategy remains relevant, progressive and authentic.

To date 1,172 students have contributed 292 ideas with 15,738 ratings, 235 replies and 826 comments. A full evaluation of the impact of the Student Partnership Agreement will be undertaken at the end of term.

Outcomes from the Student Partnership Agreement

Library opening hours: From 8.30am to 9pm Monday-Thursday. Saturday opening piloted from April 2018 with a gradual increase in opening times increasing to 24/7.

Student led teaching awards: There are plans in place to introduce this in the next academic session. This is very common in universities and we hope it'll be a success.

Open classrooms: Appropriate time tabling of these spaces has been agreed with ELT.

Student gateway spaces: A short life working group has been set up to ensure consistency among faculties and to ensure students have good communication with academic staff.

My voice helps inform our Student Partnership Agreement but also helps us fix minor issues quickly and continually update students on progress and feedback from college departments.

My Voice (Digital Platform)

The My Voice platform has led to change at City; here are a few of our outcomes:

You Said	We Did
Extend the library opening hours	Extended opening hours are now in place at both City and Riverside campus
We would like the funding application process to be easier	The information on our website and the software we use has been improved
More food options for those who are vegetarian, vegan or with intolerances	Baxter Storey has introduced many new options on their menu for different dietary requirements
My City is not available due to maintenance	My City maintenance will now be carried out during the summer months
Menu selection and prices to be displayed more clearly in the canteen	Baxter Storey have now installed new overhead boards to clearly display selection and pricing
We would like more seating in the canteen	Additional seating has been made available in the canteen
We would like garden furniture	The college have introduced outdoor seating in the courtyard and 7 th floor of City Campus
There are long queues at serving points	To manage queues, we have moved furniture to create more space
Sanitary towel and tampon dispensers	There are machines on level 0 and 2. We are installing dispensers on level 7. The Students' Association provides free sanitary products at both campuses.
We would like better choice of healthier food	We have introduced frozen yoghurt at Costa on level 0 of City campus. Cereal bars are now available at all food outlets and healthier options have been added to vending machines
Charging cables in the college	Students are welcome to plug their devices into any wall socket or via USB to any computer

Student Engagement Initiatives

Step Count Challenge – November 2017

City 'Step Count Challenge' was a student focused enrichment activity. The purpose was to promote positive mental health and emotional wellness between students and staff, using walking as an engagement tool.

The event brought 110 students and staff together and created opportunities for participants to socialise informally, having fun by competing with one another in a safe way. Students and Staff walked a grand total of 23,124,894 steps which converts into 11.890 miles. The Spring 2018 Step Count Challenge has been launched this month and has an aim to increase City steps to over 25,000,000.



Step Count Challenge

- Would you like to improve your health and wellbeing by setting some new walking goals?
- Are you interested in competing with staff and students to win amazing prizes?

30th October - 13th November

For more information please contact....
robert.scullion@cityofglasgowcollege.ac.uk

walk to college walk at lunchtime take the stairs

paths for all healthier scotland healthy body healthy mind award CITY*sa students' association

Student Comment “The step challenge has been a great experience so far. I believe it has brought a great sense of college team spirit, which is much needed, now that we are in a new building. It's been a great incentive to stay active and promote a healthy lifestyle”.

Fair Trade Fun Day – March 2018

In recognition of City of Glasgow College achieving “Fair Trade” Status the Student Engagement Team worked alongside the Students’ Association to provide a football tournament to celebrate the award and to highlight the ethos and spirit of Fair Trade.

The event brought students together from across all curriculum areas, encouraging students to develop supportive and meaningful relationships with their class mates and peers while also creating a sense of community within the college.

160 students took part in the event and £1,500 was donated to the Fair Trade cause.

City Celebrates Fair Trade

5-A-SIDE FOOTBALL TOURNAMENT
city*sa) students' association for students and staff

Fri 23rd Mar 18, 1pm - 4pm
at Powerleague, Townhead

healthy body
healthy mind
award

All money raised is
donated to Fair Trade

FAIRTRADE

ESOL & Tourism Festive Cultural Exchange

This year the Student Engagement Team facilitated two festive cultural exchanges between ESOL 2 and Tourism students, over 150 students took part. The team organised activities that encouraged discussion around traditional customs from around the world.

The event gave ESOL students the opportunity to discover the festive traditions celebrated in Scotland while practicing their English language skills with home students.

“This is exactly the sort of thing we've been crying out for: our students interacting with the wider college and, while partying like its 1999, doing some meaningful language practice.” **Michael Orr, ESOL Senior Lecturer**

International Student Engagement 2017/2018

Our Student Engagement team offer engaging, energising and supportive events for our international students to welcome and get them involved in the College and to experience Glasgow and Scotland.



We organise monthly trips for our international students to give them a chance to see more of Scotland, learn about local culture and socialise with each other and the Team. The destinations and venues visited were selected by the students based on feedback on where they would like to visit. This year we have visited:

- Celtic Park: 15 students
- Ice Hockey Match: 10 Students
- Edinburgh Castle: 37 Students
- Burns night Ceilidh: 8 Students
- Whitelee Wind Farm and Culzean Castle: 15 Students
- Royal Yacht Britannia and Tantallon Castle: 25 Students



International Spring Fling March 2018

The International Spring Fling was organised to give new and existing international students a chance to meet each other, learn more about the College and take part in some activities that would be fun and engaging for them.

Impact on Students

- Students had a chance to meet new people from the College; the event created an opportunity for existing students to make friends with international students who arrived in January and February.
- The event was fun, informal and a good opportunity to make new friends.
- The students had a chance to make some art, learn about community projects in Glasgow and make items to take away as a memory of the event and the College.
- There was a caricature artist there to provide something fun for the students to get involved in.
- The students learned more about the Students' Association and activities the College can offer them, as well as meeting more members of the Student Support Team



Key Outcomes

- 53 students participated in the event.
- 19 provided feedback on the event.
- The feedback was largely positive; with the only critical points being made to the venue itself (students asking for a larger venue).
- 36% of students surveyed felt more of a sense of belonging to the College.
- 21% learned more about the Students' Association.
- Several students are interested in engaging more with the dept.; particularly day trips, sports related events and sports clubs such as cricket and cycling.

International Winter Warm Up – December 2017

The event aimed at integrating international students and all students on campus, bringing them together at lunchtime to have a pre-holiday celebration of food, activities and a reward for their hard work this year.

The theme was holiday celebrations around the world which was reflected through the food and drinks provided. There was a stall where students could post letters home to their families and include pictures taken in the Pop-Up Photo booth.

In addition, the Students' Association hosted a stall to raise awareness of what the Students' Association do, collecting feedback of the event and student opinions in exchange for being entered into a raffle.

Impact on Students

- Students enjoyed the event and got an opportunity to unwind during a busy exam period.
- Students learned about different cultures holiday celebrations.

- International students got to mix with Hospitality and Events students and make new friends.
- Students learned more about the work of the Students' Association.
- Students received information about people who are less fortunate at holiday times and the South East Glasgow Foodbank attended the event.
- International students received information about low cost, self-led trips around Scotland from a Scottish Tour Company on campus.

Key Outcomes

- 134 students attended
- 75% were international students
- 33 international students sent holiday cards too their family
- 100% of students think the Student Association is valuable to their Student Experience.
- 50% said the event was excellent, and 50% said the event was good.

Student Engagement Workshops

Our Student Engagement Workshops are predominantly aimed at Further Education students who tend to be younger with less life experience. The workshops focused on building students' individual and group skillsets, increasing confidence and self-belief. The workshops support class interaction and improve group work which is an essential part of the learning process within the College.



Student Engagement

Student Engagement Workshops

Student Engagement workshops aim to explore how students represent themselves, their ideas and the college. This year's workshops include:

- Team Building
- Representation
- Social Media
- Respect

[Click here to find out more](#)

Table 11 provides information on the number and type of workshop delivered by Faculty. The types of workshops delivered have been developed and agreed with teaching colleagues in response to issues which arise in class. The issues tend to be people centred and related to student interaction. Our social media workshops for example involve students in discussing safe use of social media, the harm and hurt that can be caused by online bullying and inappropriate posting.

Table 11 – Number of Student Engagement Workshops

Workshop Title	Building Eng & Energy	Business	Creative Industries	Education & Society	Leisure & Lifestyle	Nautical	Total
Representation	23	0	9	9	6	13	60
Respect	7	2	3	16	7	0	35
Social Media	6	2	2	8	21	0	39
Team Building	9	21	3	2	13	1	49
Total	45	25	17	35	47	14	183

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

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

“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**

“I learnt to never give up no matter what comes in my way” **HNC Business, Student**

Focus on Student Funding

Students tell us through various surveys and consultations that student funding is 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 £9.4m.

Table 12 shows that so far this year 5,581 students have been assisted with Bursary, EMA, Childcare and Hardship Funds, (this excludes HE students who receive Student Loans and Grants from SAAS). Last year a high proportion of HE students were supported with small amounts from the HE Hardship Fund as a result of the Lecturer's dispute which resulted in classes being extended. Students were provided with additional travel and living costs over a 2-3 week period to allow coursework and assessments to be completed. As a result the overall number of students supported under the HE Hardship Fund will be less this year than last year although the overall expenditure will remain similar.

On average 45% males and 55% females received an award which is similar to last year. 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.

Under gender/sex PNTS refers to students who prefer not say what their gender/sex is and the 'other' category will include students with non-binary gender identities. Non binary is a catch all category for gender identities that are not exclusively masculine or feminine, or neither.

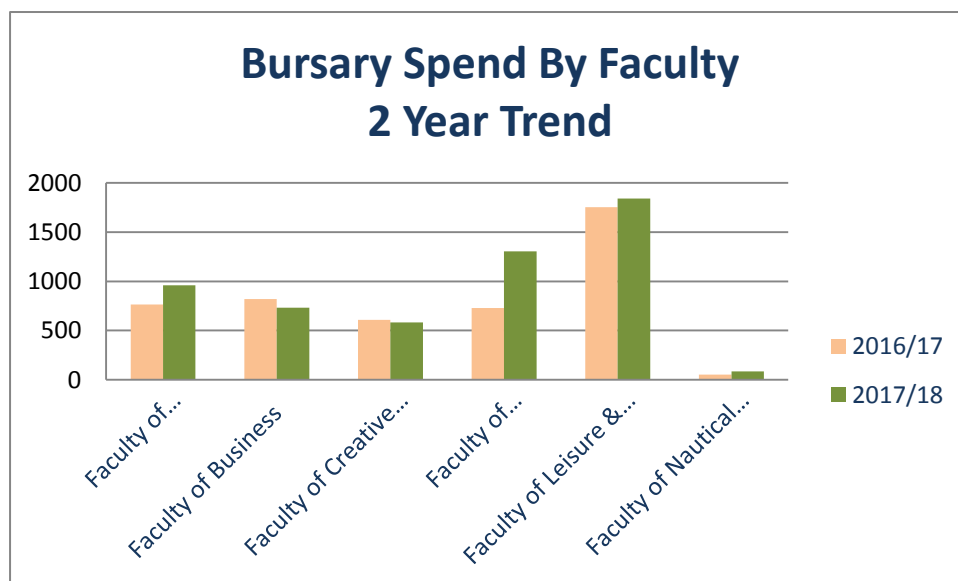
There is no significant change in the average award per student except under HE discretionary Funds which is significantly lower last year due to the number of students supported during the dispute.

Table 12 – Students Supported through Student Funding – 2 Year Trend (2017/18 figures to April 2018)

Type of Funding	Total Students Assisted		Male		Female		PNTS/Other		Average Award		No. of Pay runs made in Year	
	16/17	17/18	16/17	17/18	16/17	17/18	16/17	17/18	16/17	17/18	16/17	17/18
Bursary	2535	2675	1265	1271	1266	1396	4	8	£2,447	£2,685	75	85
EMA	505	524	245	256	260	268	0	0	£30	£30	65	77
Childcare	281	313	21	23	260	290	0	0	£3,596	£3,012	65	79
FE Discretionary	1313	1347	767	671	543	670	3	6	£648	£529	80	86
HE Discretionary	3968	722	1409	289	2559	431	0	2	£180	£887	75	85
Total	8602	5581	3707	2510	4888	3055	7	16	n/a	n/a	360	412

Table 13 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. There is a recurring theme throughout this report that Leisure and Lifestyle students receive 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 January 2019 after the 2017/18 support funds audit.

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 continue to deliver excellent results for our students.

Service Area Target Setting Framework

<i>Performance Indicator (SMART) 2016/17 (Referenced to Strategic Plan/Strategy)</i>	<i>Manager Responsible</i>	<i>Actual from 2016/17</i>	<i>Target for 2017/18</i>	<i>Year to date against target</i>	<i>3 Year Target</i>
<p>Achieve a high level student satisfaction with student recruitment and admissions (+90%)</p> <p><i>Strategic Priority 2.3. Increase student satisfaction.</i></p> <p><i>Student Experience Strategy –</i></p> <p><i>Aim 5 Engagement and Improvement Aim 6 Access, Inclusion and Well Being</i></p>	<p>Student Experience Director/ Student Recruitment and Admissions Manager</p> <p>Evidence: Admissions Review</p>	<p>FT 84%</p> <p>PT Not asked</p>	<p>FT 89%</p> <p>PT 90%</p>	<p>FT 82%</p> <p>PT 97%</p>	<p>2019 – 89%/98%</p> <p>2020 – 90%/98%</p> <p>2021 – 90%/98%</p>
<p>Achieve a high level student satisfaction for overall support services in the first impressions survey. (+89%)</p> <p><i>(Strategic Priority 2.3. Increase student satisfaction).</i></p> <p><i>Student Experience Strategy –</i></p> <p><i>Aim 5 Engagement and Improvement Aim 6 Access, Inclusion and Well Being</i></p>	<p>Student Experience Director/All Student Services Managers</p> <p>Evidence: First Impressions</p>	<p>87%</p>	<p>89%</p>	<p>Question removed in 2017/18</p>	

<p>Achieve student support fund budget and audit targets.</p> <p><i>(Strategic Priority 2.4. Respond to the diverse and evolving needs of all students by providing).</i></p> <p><i>Student Experience Strategy – Aim 6 Access, Inclusion and Well Being</i></p>	<p>Student Experience Director/SFM/SAGM/Head Of Student Development</p>	<p>£8.8m</p>	<p>£9.4m</p>	<p>£9.4m</p>	<p>N/A</p>
<p>Student awareness of the system and process for electing class representatives is 88% or above.</p> <p><i>(Strategic Priority 1.6. Champion the student voice in corporate and operational decision-making)</i></p> <p><i>Student Experience Strategy – Aim 2 Student Empowerment Aim 5 Engagement and Improvement</i></p>	<p>Head of Student Development/ Student Engagement Manager</p> <p>Evidence: First Impressions</p>	<p>86%</p>	<p>88%</p>	<p>84% college stat Building, Engineering and Energy 82% Business 82% Creative Industries 82% Education and Society 84% Leisure and Lifestyle 87% Nautical 78%</p>	<p>2019 – 88% 2020 – 90% 2021 – 90%</p>
<p>Number of Classes with Class Representatives and Number of Executive Officers elected</p> <p><i>(Strategic Priority 1.6. Champion the</i></p>	<p>Head of Student Development/ Student Engagement Manager</p> <p>Evidence: First Impressions</p>	<p>96%/100%</p>	<p>98%/100%</p>	<p>95% college stat Building, Engineering and Energy 96 % Business 95%</p>	<p>2019 – 98%/100% 2020 – 98%/100% 2021 – 98%/100%</p>

<p><i>student voice in corporate and operational decision-making)</i> <i>Student Experience Strategy –</i> <i>Aim 2 Student Empowerment</i> <i>Aim 5 Engagement and Improvement</i></p>				<p>Creative Industries 97% Education and Society 100% Leisure and Lifestyle 99% Nautical 83%</p>	
<p>Increase the number of students voting in elections by 10% <i>(Strategic Priority 1.6. Champion the student voice in corporate and operational decision-making)</i> <i>Student Experience Strategy –</i> <i>Aim 2 Student Empowerment</i> <i>Aim 5 Engagement and Improvement</i></p>		1,678	2,013	2,441	<p>2018 – +20% (Exceeded) 2019 – +10% 2020 – +10% 2021 - +10%</p>
<p>Maintain or increase positive student destinations by 6%. <i>(Strategic Priority 2.3. Increase student attainment).</i> <i>Student Experience Strategy –</i> <i>Aim 5 Engagement and Improvement Aim</i></p>	<p>Student Advice and Guidance Manager Evidence: UCAS University Day and UCAS On Track</p>	1,611	1,817	1,961	<p>2018 – +10% (*% to date April 2018) 2019 – +12% 2020 – 15% 2021 – 15%</p>

<p><i>6 Access, Inclusion and Well Being</i></p> <p><i>Aim 7 Student Journey</i></p>					
<p>Improve retention for vulnerable groups to be on par with or better than the College average.</p> <p><i>(Strategic Priority 2.4. Respond to the diverse and evolving needs of all students by providing).</i></p> <p><i>Student Experience Strategy –</i></p> <p><i>Aim 6 Access, Inclusion and Well Being</i></p>	<p>Student Experience Director/All Student Services Managers</p> <p>Evidence: LS Stats, Care Leaver Stats, Under 16 Stats, Counselling stats, transition stats.</p>	<p>n/a</p>	<p>On par with or better than the College average.</p>	<p>Students who:</p> <p>Are Care Leavers 90%</p> <p>Receive Counselling 98%</p> <p>Attend 'Get Ready for College' events 87%</p>	<p>Maintain or increase by 5%</p>