

Board of Management Student, Staff & Equalities Committee

Date of Meeting	Wednesday 24 October 2018
Paper No.	SSEC2-K
Agenda Item	14
Subject of Paper	Student Mental Health Action Plan (MHAP)
FOISA Status	Disclosable
Primary Contact	Gillian Plunkett – Student Experience Director
Date of production	14 September 2018
Action	For Noting

1. Recommendations

The Students, Staff and Equalities Committee (SSEC) is asked to note the Student Mental Health and Well Being Action Plan (MHAP) at Appendix A which was approved by SMT on 26th September.

2. Purpose of Paper

This paper provides background information and context to raise awareness of the SSEC of the rising rate of student mental health problems, progress made

towards implementation of actions to support students and staff and the development of a Student Mental Health Agreement.

3.Strategic Context and Key Points

- 3.1 The rising rate of student mental health problems is considered a global issue with recent research citing key stressors as social pressures, finances, concerns about employability and work/study balance. Commentators recommend a whole systems approach is require to tackle this issue.
- 3.2 The College Purpose, Way and Values are underpinned by our strategic priorities for students '**To enable individuals to excel and realise their full potential**', and the environment required to allow this to flourish for both staff and students is '**a healthy, supportive, and collaborative working environment**'. Our Student Mental Health and Well Being Action Plan (MHAP) aims to support the achievement of these priorities.
- 3.3 The Ministerial Letter of Guidance to the SFC for 2018/19 (April 2018), requires Colleges and Universities to work closely with their Students' Associations to develop a Student Mental Health Agreement. Our MHAP builds on the significant work that the College and CitySA has already accomplished in this area, including the achievement of the Healthy Body Healthy Mind (HBHM) 5 Stars Award from the NUS in 2017/18. Both initiatives (MHAP and HBHM) will continue to form the basis of our approach to student mental health and well-being and will support the further development of a Student Mental Health Agreement with our Students' Association in 2018/19.
- 3.4 The City of Glasgow College MHAP has 8 key themes aimed at ensuring a whole college collaborative approach. These themes will be taken forward by a cross college working group comprising the CitySA, teaching and support staff from within the College and key external partners.

4. Impact and Implications

- 4.1 It is essential that the College has plans and support in place to address student mental health and well-being which is fundamental to the Student Experience. Students should enjoy a transformative experience while at City of Glasgow College where they can not only achieve academic success, but flourish and where their well-being is supported and nurtured.
- 4.2 There is also an equalities component to the issue of mental health and well-being, in that low wellbeing is more common among those from more deprived and/or minority backgrounds. Ensuring that a range of support services are available and sensitive to the varying needs of all students, supports the College's Equalities Duty and Values.
- 4.3 The Ministerial Letter to the SFC emphasised that 'The SFC, through its reporting mechanisms with universities and colleges, should ensure that arrangements (to develop a Student Mental Health Agreement) are in place and are effective.' The development of the College MHAP will ensure that the College is prepared to respond positively to this policy direction.
- 4.4 Following previous SMT agreement the new posts of Student Mental Health Coordinator and Student Counsellor have now been filled bringing the dedicated student mental health and well-being team to 3 FTE. This shows the College's commitment to addressing the needs of students, and the concerns of staff at the rising number of students presenting with mental health issues.
- 4.5 In addition, realignment of service provision within the Student Advisor and Learning Support Teams has allowed for further refocus on priority groups such as care experienced students and mental health and well-being at no additional cost.

4.6 Currently staff time is the only significant cost associated with the implementation of the MHAP. All associated costs for example, Yoga sessions and Mindfulness for students are being met from within existing budgets.

Senior Management Team

Date of Meeting	Wednesday 26 September 2018
Paper No.	SMT5-C
Agenda Item	3
Subject of Paper	Student Mental Health Action Plan (MHAP)
FOISA Status	Disclosable
Primary Contact	Gillian Plunkett – Student Experience Director
Date of production	14 September 2018
Action	For Approval

1. Recommendations

SMT are asked to approve the Student Mental Health and Well Being Action Plan (MHAP) at Appendix A.

2. Purpose of Paper

This paper provides background information and context to enable SMT to approve the recommendations, pending any agreed amendments.

3. Strategic Context and Key Points

- 3.1 The rising rate of student mental health problems is considered a global issue with recent research citing key stressors as social pressures, finances, concerns about employability and work/study balance. Commentators recommend a whole systems approach is require to tackle this issue.
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Introduction

The College purpose is to '**Let Learning Flourish**' through **Inspiration, Excellence and Innovation**. Our core values include the 'Individual' and 'Equality, Diversity and Inclusion' supported by our key themes and priorities to support students to excel and realise their full potential (Students), and to achieve a healthy, supportive and collaborative working environment for both staff and students (Growth and Development).

In achieving an environment where students, staff and learning can flourish, good mental health is essential as it is at the core of our ability as humans to think, emote, interact with each other, earn a living and enjoy life. [Rethink](#), a mental health charity considers everyone to have mental health "***being mentally healthy is also about having strengths to overcome the difficulties and challenges we can face at times in our lives – to have confidence and self-esteem, to be able to take decisions and to believe in ourselves***".

At City of Glasgow College we recognise that to develop our students' confidence, wellbeing, and skills for learning, work and life we need an approach that supports the whole individual throughout the learner journey. We believe this is best achieved by working collaboratively across the education sector and beyond with our Student's Association, the NUS, Schools, Local Authorities, Employers, Universities and third sector organisations to develop innovative transition arrangements and inspirational progression opportunities for our students.

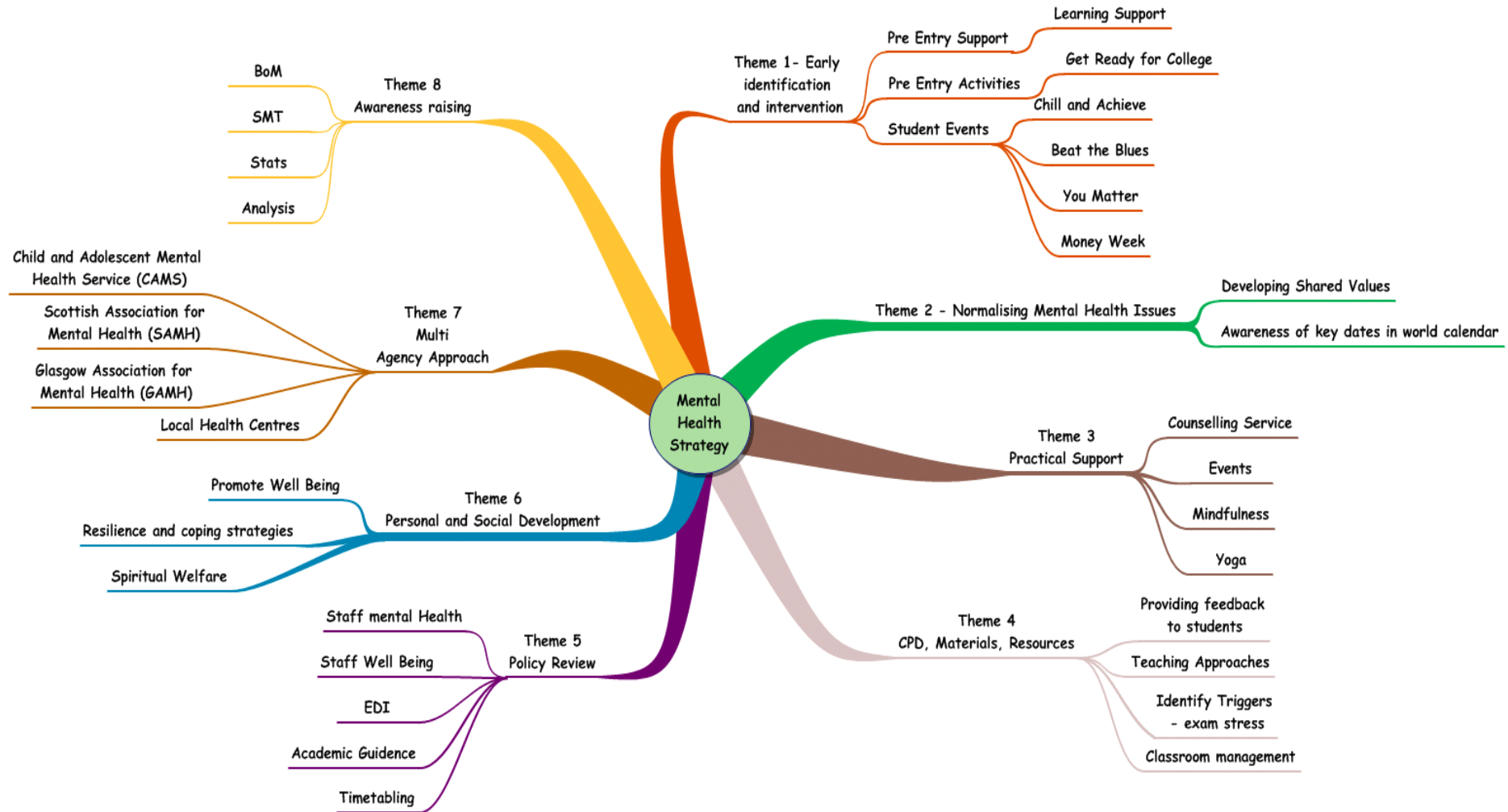
Recently, public discussion about student mental health and wellbeing and the growing concerns from our staff about the increase and impact of mental health issues at the College, has led the College to conclude the need for a whole systems approach to meet the needs of students and the staff who teach and support students. The need for a whole systems approach has also been highlighted by NUS research into [Further Education and Mental Health](#) (2017) which called on colleges to 'not just invest in services but also to look at the whole of college life, and create policies and procedures to both provide better mental health support in addition to tackling its causes'.

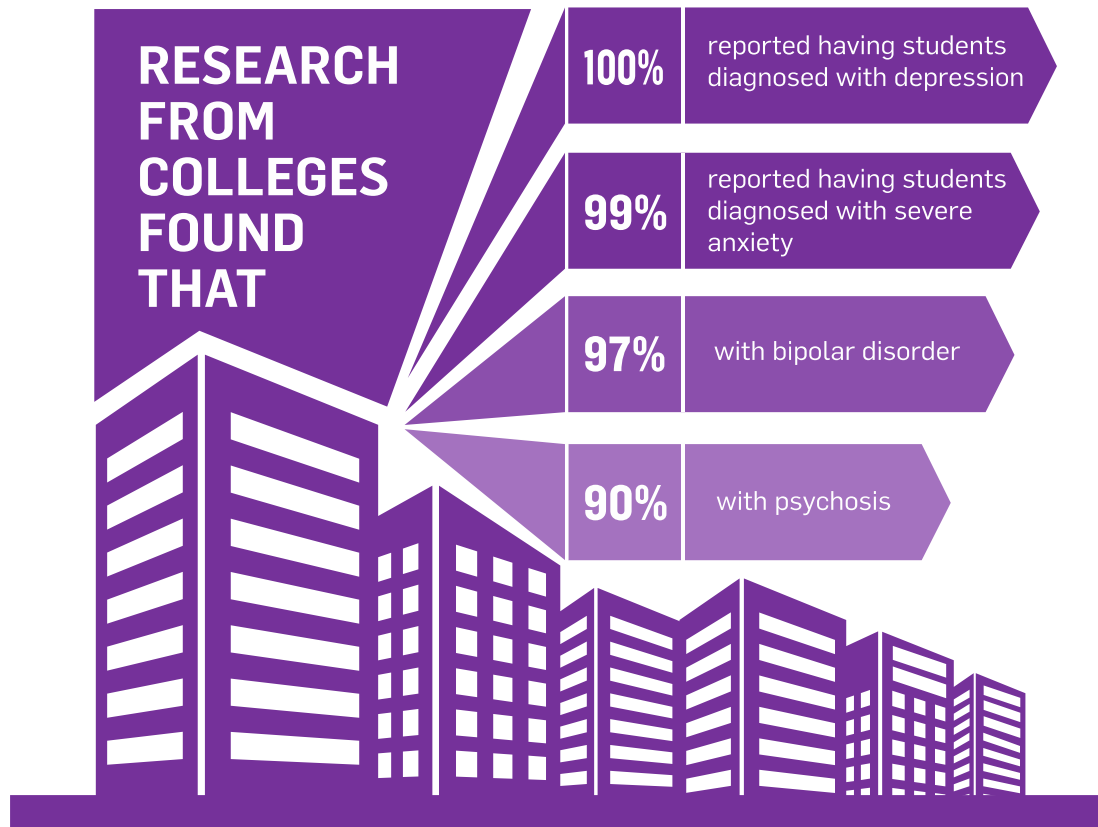
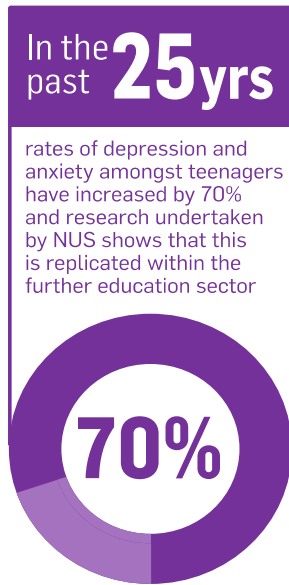
The City of Glasgow Student Mental Health and Wellbeing Action Plan has 8 key themes aimed at ensuring a whole college and multi-agency approach. These themes will be taken forward by a cross college working group which will meet to agree and implement actions throughout the academic year, and it is anticipated that the action plan will continue to evolve as we work with our Students' Association to further develop a [Student Mental Health Agreement](#) in 2018/19.

Our Key Themes

1. **Early identification and intervention** for students who disclose a mental health issue or are referred for support.
2. **Normalising mental health issues** and developing shared values around mental health.
3. **Development of a range of practical supports** which are easy to access and responsive to the needs of our students.
4. **Development of CPD, materials, resources and approaches** to support the inclusive classroom.
5. **Continuous review of college policies, procedures and practices** to ensure these consider the impact on students and support student wellbeing.
6. **Personal and Social Development and Promotion of** good mental health and wellbeing across the College.
7. **Development of a multi-agency** and holistic approaches in supporting students at various stages throughout the learner journey.
8. **Awareness raising at Senior/Board level** of the social trends and influences both external and internal that affect student wellbeing and performance.

Mental Health Strategy





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¹ References (from left to right): Young Minds Mental Health Statistics (2016); Time to Change; Children and Young People's development (2013) and AoC, Survey on students with Mental Health conditions (2017)

Student Applications – Mental Health Disclosure

This year students have been asked to disclose their specific disability including any mental health issues at the application and enrolment stage (please see Action 1.1 in of the Mental Health Action Plan).

The table below shows that mental health issues are the third highest disability disclosed by students.

Type of Disability	Percentage of applicants
Dyslexia	34%
Aspergers	20%
Mental Health issues	18%
Blind/partially sighted	2%
Deaf/have a hearing impairment	4%
Mobility difficulties	4%
Unseen disability e.g. Diabetes, epilepsy, asthma	6%
A disability not listed	11%
Did not specify	1%

Student Counselling Service

Currently City of Glasgow College have two full-time counsellors and they are supported by 2 placement students from Glasgow Caledonian University studying the PhD in Counselling Psychology. It should be noted that many FE Colleges do not have a professional counselling service on campus.

Table 1 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. During the last academic year there was a high number of students who failed to keep appointments with the Counselling Service. We are currently reviewing the counselling referral process and have piloted a self-referral system via My City to improve student engagement with the service due to enhanced autonomy and motivation to access counselling.

Table 1 - 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. One of our actions this year is to engage with more male students and staff to increase take up in this area.

Mental Health Action Plan

	Theme	Actions	Who	Stream /Lead	By	Measures of Success
1	Early identification and intervention for students who disclose a mental health issue or are referred for support.	1.1 Encourage and support students to disclose any mental health issues at the application and enrolment stage.	Mental Health & Wellbeing Coordinator/ Learning Support	Mental Health and Well Being Action Plan (MHAP)	Nov 2018	Increased number of disclosures. (KPI's on retention and success)
		1.2 Include those who disclose a mental health issue as a priority group for pre entry learning support and development of a PLSP and transition plan. 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.	Mental Health & Wellbeing Coordinator/ Learning Support	MHAP	Jan 2019	Increased number of early LS interviews and partnership working with Schools (Transitions Plans) Increased number of students sharing and increased normalisation of mental health issues (KPI's on retention and success)

	Theme	Actions	Who	Stream /Lead	By	Measures of Success
		<p>1.3 Ensure students who disclose a mental health issue provide the details of their next of kin on the enrolment form.</p>	<p>Head of Student Records</p>	<p>MHAP</p>	<p>Complete</p>	<p>100% collection of data achieved</p>
		<p>1.4 Consider type of details to be collected from international students who disclose a mental health issue.</p>	<p>Mental Health and Wellbeing Coordinator/ Admissions</p>	<p>MHAP</p>	<p>Jan 2019</p>	<p>Collection of data from international students</p>
		<p>1.5 Manage student expectations and review focus of Get Ready for College events to help students with transition to college.</p> <p>Good mental health can be maintained through preparation to start college; having an understanding of what to expect and how to develop good and supportive relationships to enable</p>	<p>Mental Health and Wellbeing Coordinator/ Learning Support</p>	<p>MHAP</p>	<p>Feb 2019</p>	<p>Improved preparation, reduced early withdrawal, increased normalising. (Focus Groups)</p> <p>Attendance at these events for this group</p> <p>College KPI's on early withdrawal, retention and success</p>

	Theme	Actions	Who	Stream /Lead	By	Measures of Success
		1.6 Develop lecturer and student referral systems to counselling service	Mental Health and Wellbeing Coordinator/ Student Counsellors	MHAP	Complete	See 3.1
		1.7 Analyse data clusters and target support.	Head of Student Development/ Learning Support	MHAP	Complete	Improved early retention
2	Normalising mental health issues and developing shared values around mental health.	2.1 Awareness of a range of mental health issues through various pop up stands/ promotion of key dates/days. See 6.4 - Articles in student magazine. - 2018 Year of Young People - Celebrate mental health awareness days	All	MHAP	All Year 2018/19	Student Focus Group Number of events taking place

	Theme	Actions	Who	Stream /Lead	By	Measures of Success
3	Develop a range of good quality services and practical supports which are easy to access and responsive to meet the needs of the student.	3.1 Provide a professional counselling service and to develop support for students presenting with complex mental health needs	Student Mental Health Team	MHAP	Interim report by Jan 2019	Service usage statistics Reduce 'did not attend' rates
		3.2 Improve health literacy by developing a directory of age appropriate local services. To include apps and online resources as well as face-to-face, self-help materials, books, audio visual, online, apps, VR and guidance for students on how to use these. Achieved through the creation of a wellbeing hub on My City	Student Mental Health Team/ Library/ Learning Technologies/ Learning Support/Library	MHAP	April 2019	List of items available and report on usage Directory completed and published. Student Focus Group Wellbeing Hub established.
		3.3 Develop a range of alternative therapeutic provision CBT	Mental Health and Wellbeing Coordinator/Learning Support	MHAP	April 2019	Service Usage Statistics

	Theme	Actions	Who	Stream /Lead	By	Measures of Success
		3.4 Mindfulness and Yoga	Student Engagement/ Student's Association/ Mental Health and Wellbeing Coordinator	HBHM	Oct 2018	Service Usage Statistics
		3.5 Consider logistical issues and support for students off campus i.e. at sea, distance learning.	Mental Health and Wellbeing Coordinator/ Learning Support	MHAP	April 2019	Service Usage Statistics in relation to this service
		3.6 Develop a range of events which promote the above.	Student Advisors/Student Engagement	MHAP HBHM	Complete	Attendance and awareness at these events and student testimonials.
		3.7 Develop a range of events which promote the above.	Student Advisors/Student Engagement	MHAP HBHM	Complete	Attendance and awareness at these events and student testimonials.

	Theme	Actions	Who	Stream /Lead	By	Measures of Success
		3.8 Develop a stronger focus on protective factors such as coping strategies and promoting social and community networks, particularly for at-risk groups. (Particular focus on SIMD and Young Males).	Mental Health and Wellbeing Coordinator/ Learning Support	MHAP HBHM	Dec 2018	Improved engagement with SIMD and male students.
		3.9 Review deceased student procedure to consider developing communication procedures and support offered to students following the death of a student	Student Mental Health Team	MHAP	April 2019	New procedure in place

	Theme	Actions	Who	Stream /Lead	By	Measures of Success
4	Development of CPD, materials, resources and approached to support the inclusive classroom.	4.1 Develop a Supporting Students in Distress Guide for staff	Student Mental Health Team	MHAP	Complete	Staff Focus Group
		4.2 Develop Fitness to Study Policy.	Student Mental Health Team	MHAP	April 2019	Fitness to Study policy in place.
		4.3 Re-issue the College Students Safeguarding Policy and Procedure.	Student Experience Director	MHAP	Dec 2018	Feedback from Forum
		4.4 Create a Safeguarding Forum and meet 3 times per annum.	Student Experience Director	MHAP	May 2019	Attendance and Feedback from Forum
		4.5 Develop staff CPD for specific student groups i.e. students on the autism spectrum and themes i.e. cyber bullying, exam stress etc.	Mental Health and Wellbeing Coordinator/ Learning Support	MHAP	Oct 2018	Attendance and Feedback
		4.6 Implement new attendance monitoring system by developing health and wellbeing 'triage' to ensure appropriate support and resources are used effectively	Student Funding Manager	MHAP	Aug 2018	Student contact and improved attendance.

	Theme	Actions	Who	Stream /Lead	By	Measures of Success
		4.7 Develop a Student Mental Health Agreement.	Students' Association My Voice	HBHM	Dec 2018	Ideas raised and implemented
5	Review college policies, procedures and practices to ensure these consider the impact on students and support student well-being.	5.1 Include consideration of well-being in equality impact assessments.	EDI	MHAP	Oct 2018	
		5.2 Improve understanding of the relative importance and potential interaction of different 'stressors' for students around the curriculum so that preventative solutions can be put in place; e.g. Assessments, exams, start of term, working in project groups.	Students' Association My Voice	MHAP HBHM	Oct 2018	Ideas raised and implemented
		5.3 Review communal spaces to ensure these support wellbeing.	Students' Association My Voice	HBHM	Feb 2019	Ideas raised and implemented
		5.4 Develop a Student Mental Health Agreement.	Students' Association My Voice	HBHM	Dec 2018	Ideas raised and implemented

	Theme	Actions	Who	Stream /Lead	By	Measures of Success
6	Communicate and Promote good mental health and wellbeing in personal and social development and in learning and teaching.	6.1 Provide information on wellbeing at the pre-entry and Induction stage. (This is different from encouraging disclosure)	Mental Health and Wellbeing Coordinator/ Learning Support	MHAP	Jan 2019	Conversion rates for this group
		6.2 Raise awareness of related issues that affect mental wellbeing, such as sexual health, alcohol/substance misuse, finance and debt. There may be other areas which are relevant to specific groups or themes in the College i.e. gender based violence, cyber bullying, LGBTQ, social exclusion, away from home students (including those at sea) and those that are care experienced.	Student Advisors	MHAP HBHM	Jan 2019	Student Focus Groups

	Theme	Actions	Who	Stream /Lead	By	Measures of Success
		6.3 Develop a range of events that promote good mental health (e.g. World Mental Health Day and You Matter); self-help and resilience such as sports and smoking cessation.	Student Advisors/ Mental Health and Wellbeing Coordinator/ Learning Support/ Student Engagement	HBHM	All Year	Number of events taking place
		6.4 Continue to offer and develop learning support for students in time management, study skills and exam strategies. Look at timing and Faculty focus.	Learning Support	MHAP	Oct 2018	Learning Support Questionnaire
		6.5 Continue to offer workshops on money management, debt and student funding.	Student Advisors/ Student Funding	HBHM	Complete	Student Focus Group
		6.6 Continue to offer workshops on motivation, class relations, and EDI.	Student Engagement	HBHM	Ongoing	Number of workshops offered and feedback

	Theme	Actions	Who	Stream /Lead	By	Measures of Success
		6.7 Encourage the Students' Association to develop a wellbeing society.	Students' Association	HBHM	Oct 2018	Student participation rate
		6.8 Continue to provide spiritual care provision through the College Chaplaincy and Quiet Reflection space on City and Riverside.	Mental Health and Wellbeing Coordinator/ Learning Support/EDI	MHAP	Nov 2018	Improved room usage
		6.9 Develop student resilience and awareness around online activities.	Mental Health and Wellbeing Coordinator/ Learning Support/ Student Engagement	MHAP	Nov 2018	Student participation rate
7	Development of a multi-agency approach in supporting students at various stages throughout the learner journey.	7.1 Develop a range of partner networks to build capacity within the College. Look at potential for on campus partnerships with NHS, SAMH, and GAMH for example. Look at other LS groups	Mental Health and Wellbeing Coordinator/ Learning Support	MHAP	April 2019	Number of partnership agreements
		7.2 Develop a regional working group of Colleges and Universities.	Student Experience Director	MHAP	Dec 2018	Membership of HEI Mental Health Advisors Network

	Theme	Actions	Who	Stream /Lead	By	Measures of Success
		7.3 Work with the Student Association and NUS on trends and influences affecting student's health and wellbeing and develop a Student Mental Health Agreement.	Students' Association	MHAP HBHM	Dec 2018	Student Mental Health Partnership in place
		7.4 Obtain student feedback on the student experience to improve service responsiveness to issues affecting students i.e. through the Your Voice Counts work with class reps.	Student Engagement	MHAP HBHM	May 2019	Ideas on partnership working etc.
		7.5 Collaborate across the sector to ensure that a range of accommodation is available at different price points to reduce financial stress, while ensuring there is provision of the 'community' approach throughout	Student Support and Wellbeing Manager	MHAP HBHM	May 2019	Partnership working on accommodation.

	Theme	Actions	Who	Stream /Lead	By	Measures of Success
8	Awareness raising at Senior/Board level of the social trends and influences both external and internal, which affect student wellbeing and performance.	8.1 Develop appropriate impact and performance measures on student mental health and well-being and provide analysis to Faculty/ SMT.	Student Experience Director	MHAP HBHM	May 2019	Award winning MHW Action Plan HBHM 5 Stars Improved PIS Additional space/resource for improved services.



Reference - Kessler RC et al (2005), [NHS England, 2016 and](#) [Office for National Statistics \(2015\)](#)