Board of Management

Students, Staff & Equalities Committee

Date of Meeting	**Wednesday 29 May 2019**
Paper No.	SSEC4-F
Agenda Item	10
Subject of Paper	**Student Experience Annual Review 2018/19**
FOISA Status	**Disclosable**
Primary Contact	**Gillian Plunkett, Student Experience Director**
Date of production	**20 May 2019**
Action	**For Noting**

1. Recommendations

To note the contents of the 2018/19 Student Experience Review.

2. Purpose of Report

To provide members of the Students, Staff and Equalities Committee with an overview of student support service activity in 2018/19; 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.** Evaluating our performance is an important factor in meeting our Student Experience Strategy objectives and in meeting our Regional Outcome Agreement objectives in relation to widening participation.

4. Background

4.1 The College Student Experience Strategy puts students 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 2018/19; 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

2018/19

Contents

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Summary – 2018/19 Student Experience

- ❖ 91% of students say they were treated fairly throughout the admissions process.
- ❖ On budget for £10.1m spend on student financial support for 2018/19.
- ❖ Relaxation of financial penalties related to student absence hailed as sector leading by CitySA and the NUS, and recently reported in the Times Educational Supplement.
- ❖ New responsibilities and reportage on Senior Phase and Foundation Apprenticeship activity centralised within the Student Experience Directorate to support progression of senior phase pupils within the College.
- ❖ 375 school pupils participated in a range of senior phase and foundation apprenticeship programmes at SCQF levels 5/6.
- ❖ 1,720 students supported to apply through UCAS by January 2019 deadline.
- ❖ New Student Mental Health and Wellbeing Co-ordinator plus additional Student Counsellor, strengthens support for students with mental health issues.

- ❖ 420 (at 31 March 2019) students received access to counselling services.
- ❖ High satisfaction levels with counselling services, and evidenced reduction in student stress for those receiving counselling.
- ❖ 97% retention rate for students engaged in Yoga and Mindfulness.
- ❖ 1,820, students had a Personal Learning Support Plan (PLSP) a 38% increase on last year.
- ❖ Focus on the inclusive college through realignment of Learning Support and new manager for Learning Support and Inclusion.
- ❖ 95% of classes have class representatives.
- ❖ High levels of student engagement with 7 curricular quality improvements supported through the class representative system and 'Your Voice Counts' initiative.
- ❖ High levels of student engagement with 8 cross college ideas for improvements achieved through the 'MyVoice Platform'.
- ❖ The Student Engagement Team secured £5,000 from the Victoria League Scotland to create a travel

- guide for overseas students – the 'City Goes Exploring' travel guide.
- ❖ £24,000 secured from John Mather Trust for 3rd Year.
- ❖ £20,000 distributed on behalf of the Salvesen Memorial Trust to Nautical students.
- ❖ NUS Healthy Body Healthy Mind 5 Star Award.
- ❖ NUS Diversity Award - All-Together-Different arts project achieved.
- ❖ NUS Relationships and Partnerships Award – 'Student Partnership Agreement'
- ❖ NUS People Award – 'Make a Difference' – Dynamic Learning Initiative in the community.

- ❖ NUS Officer Team of the Year.
- ❖ Sparqs College Impact 'Student Partnership Agreement' - for the team's approach through the My Voice platform.
- ❖ Sparqs Engaging Diversely 'Make a Difference' – Dynamic Learning Initiative in the community
- ❖ Launch of new Students' Association website
- ❖ Student Services Team shortlisted for TES Professional Services Team of the Year.
- ❖ New appointment of Associate Director Learner Journey has strengthen leadership with the department.

Focus on Widening Participation

City of Glasgow College is committed to widening participation through fairness, opportunity and respect, and wholly supports the Commission on Widening Access and the recommendations in their report A Blue Print for Fairness (March 2016).

The College, through its curriculum, admissions policies and procedures, and sector leading support services continues to provide access and participation to a wide and diverse student community. The College remains the 1st choice destination for young people seeking a college place directly upon leaving school and we continue

to increase our enrolments from key groups such as the 16-24 year old age group, those from the 10% most deprived postcodes in Scotland (SIMD10),care experienced young people, those who are carers, estranged students and international students.

The Student Services Team are currently involved in a number of national initiatives such as Developing the Young Workforce and the 15-24 Learner Journey Review to look at improvements in access and progression opportunities for young people. Specific projects related to widening access include work undertaken through the Glasgow Regional Board to support cross region progression pathways. See diagram 1 below.

Diagram 1 – Regional Progression Pathways
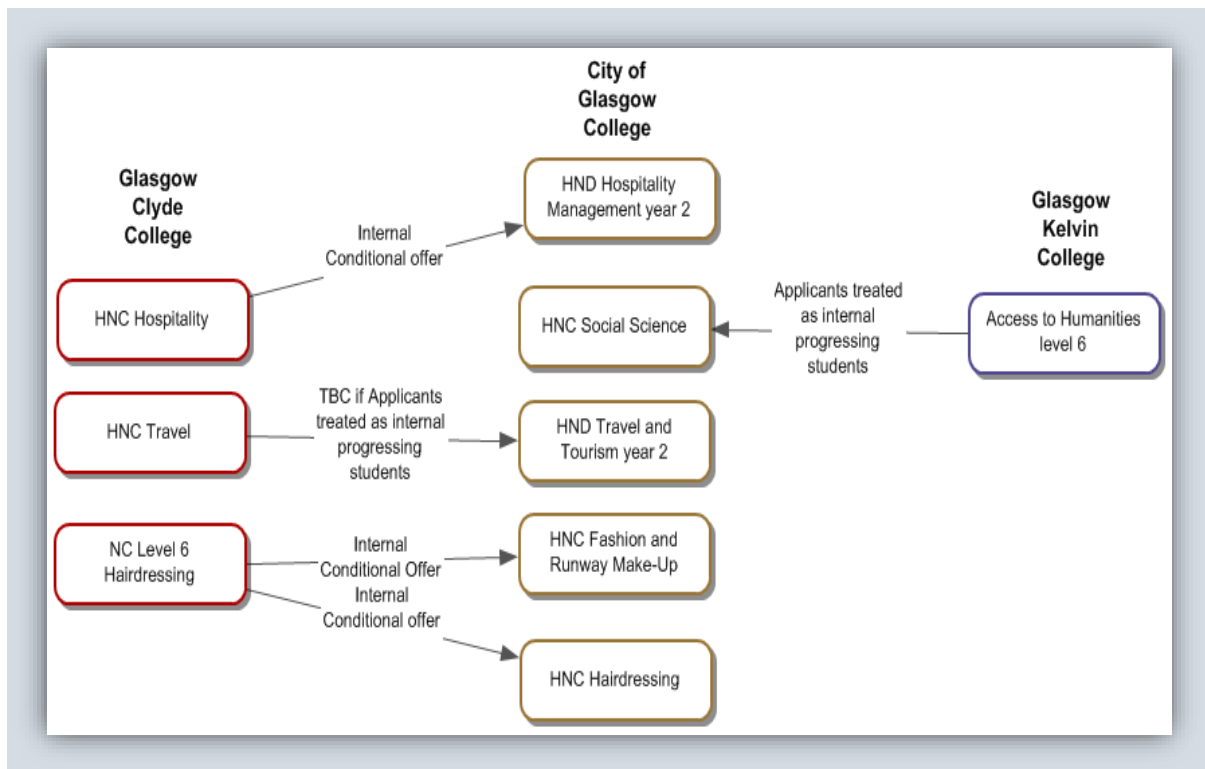
The Student Experience Directorate is also now responsible for the coordination of senior phase and foundation apprenticeship activity which was centralised following the leadership reorganisation in 2018. This will align schools activity more firmly within existing processes and student support, improving efficiency and ultimately the retention, success and progression of senior phase pupils, and thus influencing

their decision to make City of Glasgow College their first choice destination on leaving school.

Senior Phase and Foundation Apprenticeships activity for 2018/19 is highlighted in Table 1, and shows that 375 school pupils participated in a range of programmes at SCQF levels 5 and 6. These 'school pupils' are treated as internal students within the admissions process at City, receiving careers advice, early access to the applications system, automatic conditional offers and participating in 'Get Ready for College 'events.

Table 1 – Senior Phase and Foundation Apprenticeship Activity 2018/19
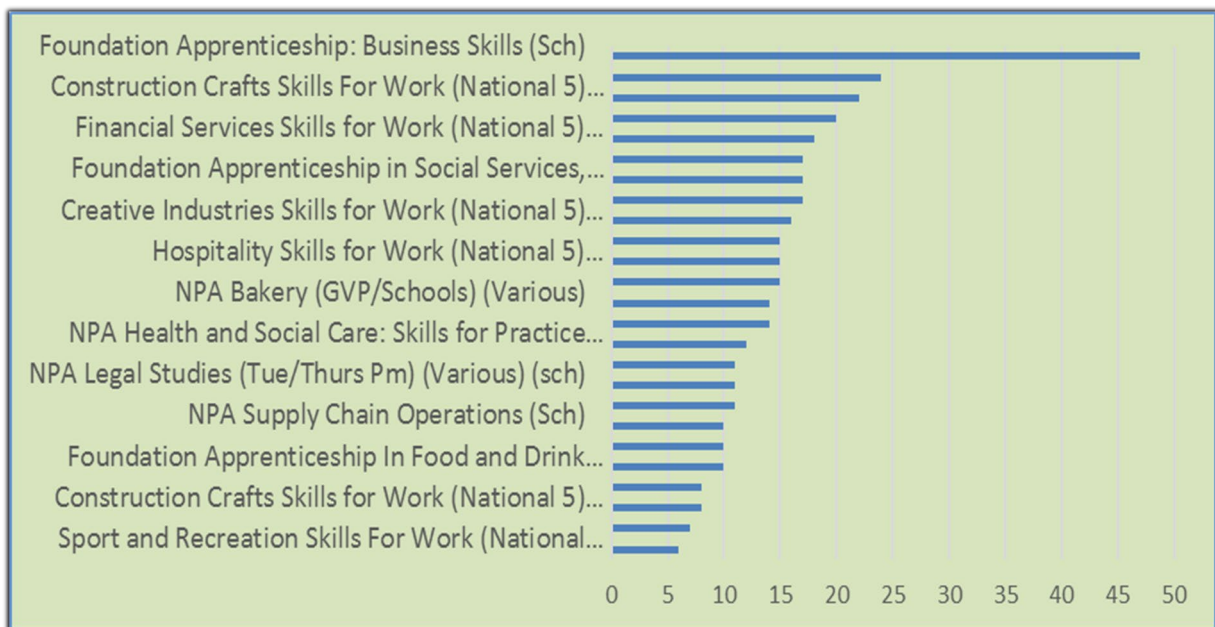
Care Experienced Young People

The College is committed to widening participation for disadvantaged groups and care experienced young people have been a focus for student services over the last few years. Table 2 shows a significant increase in the number of students enrolling with a care experienced status over a 6 year period with 294 enrolling in session 2018/19.

Retention rates for this group are also higher than in any of the previous years which is partly due to the Scottish Government's commitment to support Care Experienced students with non-repayable bursaries equating to the Living Wage. Full-time students on further and higher education programmes are guaranteed an income of at least £8,100 while studying. Removing the financial barrier to study has had a positive impact on disclosure rates, enrolments and retention. We currently have 90 students receiving the FE Care Experienced Bursary.

Table 2 – Care Experienced Student 2013 - 2019

Stage	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Enrolled	9	33	54	75	174	294
Retained	9	19	29	58	127	281
Withdrawn	0	14	25	17	47	13
Retention rate	100%	58%	54%	77%	73%	96%

Table 3 shows that 44% of care experienced students reside in SIMD10 (Scottish Index of Multiple Deprivation 10% worst postcodes) which is significantly higher than the college average for all enrolments which is 25%. In addition, 22% of care experienced students have a disclosed disability compared to the college average of 11%. These figures highlight the interaction between a range of poverty indicators and the complex needs of those who are care experienced.

Table 3 – Care Experienced Students by SIMD

SIMD Quintile	% from each SIMD Quintile
1	44%
2	24%
3	17%
4	9%
5	6%

Engagement with Care Experienced Students

An important part of the College's Corporate Parenting Duty is to deliver services and support through our action plan and ask our care experienced students what works well to support them, so we surveyed students to find out more about the support they were looking for from the College.

Student Survey: from over 200 invitations to complete the survey, 29 students completed it in full. We offered a £50 Buchanan Galleries voucher to a random winner. This was won by a HND student.

Students advised us that they prefer to get information relevant to them via email and would prefer dealing with one member of staff for all their needs. Students had a strong feeling of needing to be understood without explaining themselves, needing academic support and requiring some help with finances. When asked about budgeting and figuring out the benefit system a few students recognised they need support.

We asked about the services and support that we could offer and students chose recreation opportunities as the most popular choice of activity with support requests a close second.

The students suggested the following activities to be taken forward:

- Breakfast club.
- Life skills.
- Study Skills.
- Recreation Opportunities.

Harvard Summer School: two of our students have made an application to the Harvard Summer School.

Robertson Trust: the College can submit up to four applications from students moving on to University placements in 2019 and we have submitted two from care experienced students so far.

Phoenix Centre Case Study

Widening participation activities are also undertaken through work with Faculties to create cross curricular activity between diverse groups of students. The following case study highlights an exciting cross curricular project in 2018, with construction, business and journalism students working together on a community project to refurbish the Phoenix Centre in Easterhouse... View our video link – Phoenix Centre Easterhouse

Phoenix Centre Project Objectives

- For the College to work in partnership with the Easterhouse Phoenix Centre over a four week period helping them revamp areas of their Centre – Kitchen, Toilets, External façade.
- To provide an exciting work based project for our students on access level construction courses where retention is a challenge.
- To role model philanthropy, working in partnership with local communities, good citizenship and giving back through community projects.

What Took Place

The Phoenix Centre in Easterhouse is a charity run by volunteers who aim to provide low to no costs sport and physical activity in the Easterhouse community. Easterhouse is ranked within the 5% most deprived areas in Scotland and is part of a Scottish Index of Multiple Deprivation (SIMD) project established in partnership with Glasgow Life, Glasgow Sport and sport Scotland.

Students from Wall and Floor Tiling, Bricklaying, Painting and Decorating, Joinery and Bricklaying helped to refit the Centre's kitchen, build planters and repaint the Centre's toilet facilities and facade. Many of the students on these courses will come from Easterhouse or similar housing schemes with high levels of deprivation and this was a way to give something back to the community.

The project also provided an opportunity for cross curricular involvement and diverse student groups to work together. While the construction students helped with the refurb, the business students helped the Phoenix Centre to develop areas of its website to promote the Centre's activities, and the journalism students wrote about the project which was then published on the Centre's website. The project took 4 weeks to complete.

Focus on Student Funding

Students tell us 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 (2018/19) we are on track to spend our full student support fund allocation of £10.1m. So far 5,000 students have been assisted with Bursary, EMA, Childcare and Hardship Funds, (this excludes HE students who receive Student Loans and Grants from SAAS) with 70% of funds being spent on Bursaries.

Bursaries are paid to our Further Education (FE) students on courses at SCQF level 6 and below. The average Bursary provided is £2,266 which equates to around £63 per week and is less than half of what Higher Education (HE) students (SCQF level 7 and above) can expect via their minimum loan. It goes without saying that most students struggle with money, however FE students are worse off than their counterparts on HE courses.

To help redress this imbalance in 2018/19, the College has relaxed the most stringent financial penalties related to absence which were compounding financial problems for FE students, and particularly the most disadvantaged such as those with health issues and chaotic lifestyles. This is a sector leading initiative wholly supported by CitySA and the NUS and recently reported in the Times Educational Supplement.

In terms of student need the Faculty of Leisure and Hospitality continues to receive the highest amount of student funding support relevant to its size. Table 4 below provides the number of students supported by Faculty (based on Faculty names pre restructure for the purposes of reporting only). Leisure and Hospitality have a high level of support needs which is a recurrent theme predominantly in Beauty, Hairdressing, Sport and Food and Hospitality.

Table 4 – Number of Students Funded by Faculty
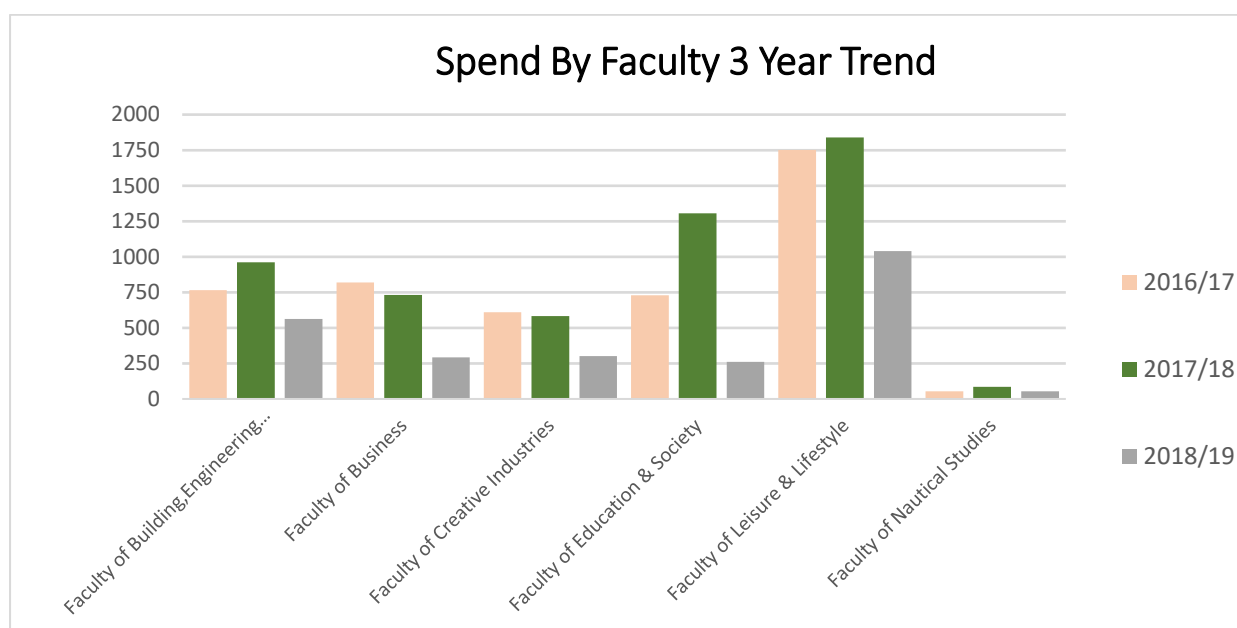
Focus on Articulation and UCAS

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.

Universities and Colleges Application Service (UCAS)

With the UCAS deadline in mid-January each year the main challenge is engaging with our students early in the new session to provide information, advice and guidance on progression pathways, University options and the application process.

Our main internal event is the Uni Expo and in October 2018, 780 students visited the exhibition during the 12-2 lunch period.

14 universities attended the event including, for the first time, the Royal Conservatoire Scotland and Northumbria University. Our Alumni were also present to give our students advice and tips about university progression.

- Glasgow University
- Glasgow Caledonian University
- Heriot Watt University
- Northumbria University
- Robert Gordon University
- Royal Conservatoire Scotland
- University of Stirling
- University of Strathclyde
- University of West of Scotland
- University of Aberdeen
- University of Dundee
- Queen Margaret University
- Open University
- Abertay University
- Student Award Agency Scotland
- City of Glasgow College Alumni

71 students provided feedback on the event and were 100% satisfied with the number and variety of Higher Educational Institutions exhibiting at the event, and their experience in terms of improved understanding and knowledge of the UCAS process.

Table 5 shows the number of students applying and being accepted to university over a six year period with numbers applying for entry in August 2019 having dropped slightly due to a reduction in the number of HNC cohorts including Product Design, Social Science and Business.

Table 5 – Number of City of Glasgow Students Applying to University

	Year of entry						
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20*
Applicants	1,348	1,424	1,737	1,611	1,817	1,961	1,720
Number of choices	5,651	5,778	6,625	6,678	7,722	8,402	6,990
Students articulating	997	1,031	1,129	1,136	1,373	1,462	n/a

*Figures at May 2019

The majority of students progressing to university do so with advanced entry to partner institutions Glasgow Caledonian and University of West of Scotland. Table 6 shows that more than half of successful students articulated to these institutions.

Table 6 - Student University Applications

University	Number accepted places
Glasgow Caledonian University	506
University of the West of Scotland	365
University of Strathclyde	138
Edinburgh Napier University	88
University of Stirling	85
University of Dundee	38
Heriot-Watt University	34
University of Glasgow	32
City of Glasgow College	28
Glasgow School of Art	27
Robert Gordon University	26
Rest of UK	24
Queen Margaret University, Edinburgh	23
Abertay University	14
University of Edinburgh	12
University of the Highlands and Islands (UHI)	12
University of Aberdeen	8
SRUC Scotland's Rural College	2

Focus on Student Mental Health and Well Being

Student Services and CitySA support the NUS campaign <u>Think Positive</u>. 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.

The Student Mental Health and Well Being Action Plan has 8 objectives and takes a whole college approach to supporting student mental health and well-being, the action plan can be found on our website <u>here</u>.

Focusing on a whole college approach ensures that we consider all aspects of student and academic life, and how the impact on student mental health and well-being. While counselling services play a big part in helping students to overcome immediate difficulties, they should not be our sole focus as we consider how to create more inclusive and supportive college environments.

The following provides a summary of the top 3 areas achieved in our student mental health and well-being action plan this year and what we will do in 2019/20 to further our work in this area.

Top 3 achievements via our mental health and well-being action plan this year;

1. We have re focused our staff resource to better support students and help develop an inclusive college approach.

   Increased frontline staff and visibility of mental health and well-being services;-
   - New Student Mental Health and Wellbeing Co-ordinator;
   - 2 qualified Counsellors, increased by 1 FTE;

- 3 trainee counsellors from Glasgow Caledonian University's (GCU) Postgraduate Doctorate in Counselling Psychology, University of Strathclyde's Postgraduate MSc in Counselling Psychotherapy and ACT Counselling. The latter provides capacity to offer students Cognitive Behavioural Therapy (CBT) and brings new skills to the team.

Refocused existing posts:-
- 4 Learning Support and Development Advisors who strengthen the Learning Support Team and will be available out with term time;
- Inclusion and Learning Support Manager new job description focused on inclusion;
- Student Support and Well Being Manager new job description focused on well-being.

Strengthened Leadership;-
- Associate Director Learner Journey new senior post.

2. Increased student engagement with counselling services through improved referral procedures;

3. Introduced Mindfulness and Yoga sessions resulting in a 97% on course retention rate for the 134 students participating.

Top 3 ambitions for 2019/20;

1. **Inclusive College Baseline Survey** - We will analyse the results of our inclusive college baseline survey and take an evidenced based approach to develop a range of initiatives which will support the inclusive college/classroom.

2. **Building student resilience** - We have engaged with Tree of Knowledge (motivation/team building) to pilot a 90 minute workshop to 1,500 students on

the power of positive thinking, mind-sets and resilience as part of the college wide induction programme in August 2019.

3. **Develop online support 24/7** - We will review a multi-award winning digital mental health and wellbeing service called the Big White Wall which offers safe, anonymous online support available 24/7. It offers a range of therapeutic pathways, including peer and professional support and creative self-expression.

The following information provides a brief overview of counselling service activity.

Student Referrals

Table 7 shows that 416 students were referred for counselling to end March 2019, which is an increase of 197% since 2014/15. This trend which is mirrored nationally, has been attributed in part to societal issues and particular pressures on young people, together with reduced and over stretched NHS provision.

Table 7 – Student Mental Health Referrals
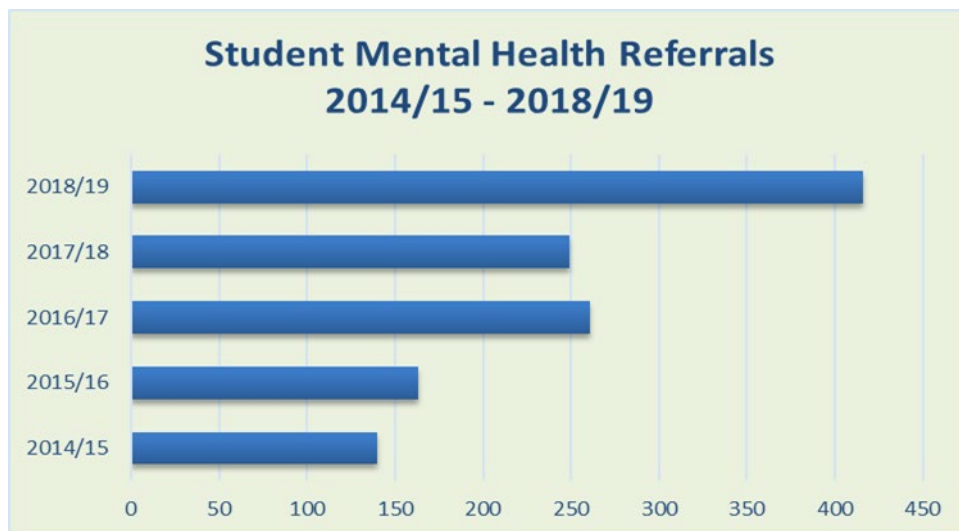
Personal Characteristics

The information below is based on the analysis of the socio economic characteristics of the 416 students presenting for counselling and evidences engagement with a diverse range of students which supports the college's widening participation agenda. The exception is male students who tend to be under represented in this support area and to help address this we have developed a partnership with Brothers in Arms which is a mental health charity targeted at males.

  ➢ 36% had a SIMD10 postcode compared to 25% across the college;
  ➢ 64% were female, 35% male and 1% prefer not to say/other compared to 49% for females and 51% for males across the college;
  ➢ 21% had a declared disability not necessarily mental health, compared to 14% across the college;
  ➢ 44% of students were 16-19 years old, 32% 20-24 years old and 24% were over 25 years;
  ➢ 7% were Gay, 12% were Bi Sexual and 9% prefer not to say, the numbers, among young people under 24 years presenting for counselling who disclosed their sexuality as Gay or Bi sexual were higher than the college average;
  ➢ 8% were young carers while 5% were care experienced young people which is again higher than the college average.

Source of Referrals

Table 8 provides the referral source, with almost half of the students self-referring as a result of a new online booking option introduced to MyCity. Staff referrals can still be made to help students access counselling, however the new system of self-referral and/or supported referral confirms that students are more likely to engage with the service where they self-refer.

Table 8 – Referral Source

Referral Source

- Self-referral — 46%
- Staff only Referral — 36%
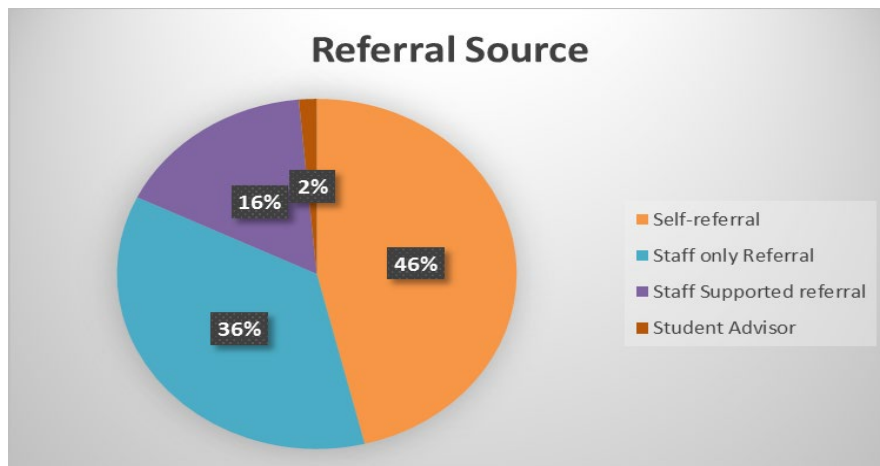- Staff Supported referral — 16%
- Student Advisor — 2%

Table 9 provides information on referrals by Faculty, with Faculty results closely mirroring Faculty full time enrolment numbers.

Table 9 – Referrals by Faculty 2018/19

Referrals by Faculty

- Creative Industries — 154
- Hospitality and Leisure — 135
- Education and Humanities — 95
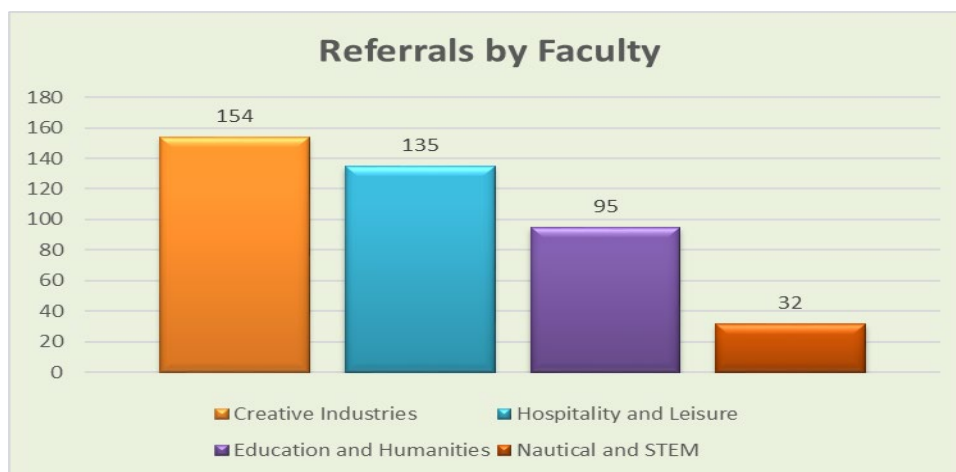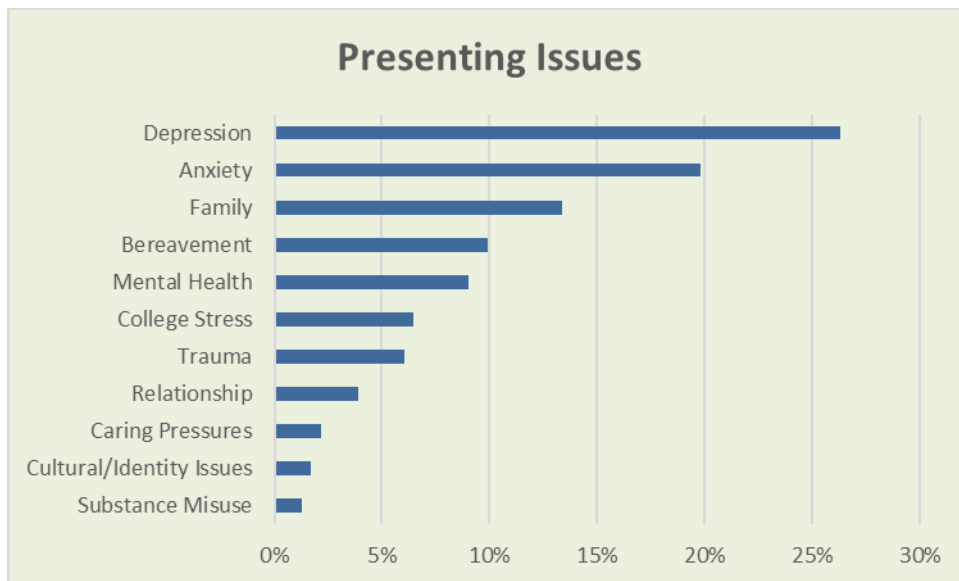- Nautical and STEM — 32

Table 10 below shows that mental health (this is where students have a diagnosed condition) continues to be the most prevalent presenting issue and this year we separated out depression and anxiety to better support students in these areas.

Table 10 – Referrals by Presenting Issue 2018/19

Presenting Issues

Depression	
Anxiety	
Family	
Bereavement	
Mental Health	
College Stress	
Trauma	
Relationship	
Caring Pressures	
Cultural/Identity Issues	
Substance Misuse	

0%   5%   10%   15%   20%   25%   30%

Counselling Service Outcomes and Evaluation

The counselling team evaluates the outcome of counselling using a nation-wide tool referred to as CORE 10 (Clinical Outcomes in Routine Evaluation). This tool allows the team to assess how the student was feeling at the start of counselling and whether there was an improvement in their wellbeing by the end of the counselling sessions. The tool is based on a set of 10 questions about wellbeing which are scored. The total score is measured against the guide for interpreting scores shown in Table 11.

The average score for students at City so far this year is a starting score = 21, with an end score = 11 indicating an average reduction from moderately severe to mild psychological distress which is an excellent result.

Table 11 - Guide for Interpreting Score

Total Score	Interpretation
0-5	Healthy
>5 to 10	Low Level Problems
>10 to 15	Mild Psychological Distress
>15 to 20	Moderate Psychological Distress
>20 to 25	Moderately Severe Psychological Distress
>25 to 40	Severe Psychological Distress

In addition to CORE 10 scores, the student counsellors collect qualitative data from students when they complete their sessions. The evaluation questionnaire was introduced in January 2019 and 28 responses have been received to date. Overall the feedback is positive with 100% of respondents so far having had a positive experience working with a student counsellor.

Table 12 shows the feedback with 100% of respondents having had a positive experience working with a student counsellor.

Table 12: feedback on student experience of service

Feedback on service	Strongly agree	Agree	No strong opinion	Disagree	No answer
1st impression of my counsellor was positive	61%	39%	0%	0%	0%
My counsellor focussed on what was important to me	86%	11%	0%	0%	0%
My counsellor was non-judgemental	89%	11%	0%	0%	0%

My counselling sessions started and ended on time	82%	18%	0%	0%	0%
My counsellor listened to me effectively	96%	4%	0%	0%	0%
My counsellor was easy to talk to	96%	4%	0%	0%	0%
The location is convenient	50%	36%	7%	0%	7%
The room is comfortable	46%	36%	4%	7%	7%
The room is private	54%	32%	4%	4%	7%
The room is quiet	50%	29%	14%	0%	7%

Table 13 also shows high rates of satisfaction with the service, indicating it is meeting the needs of the students using the service. Students are offered 6 sessions and 79% of respondents indicated that this was an appropriate number of sessions. 21% felt the number of sessions was inadequate for their needs.

Table 13: Satisfaction with service

Satisfaction with service	Very satisfied	Satisfied	Average	No answer
Overall experience of counselling service	75%	18%	0%	7%
Ease of booking an assessment	50%	32%	11%	7%
Length of time waiting for appointment	61%	21%	11%	7%

Student testimonials

Students were asked to let us know about their experience of counselling and the impact it has had on their lives. The feedback was overwhelmingly positive.

- Easier to talk to and interact with family and classmates and has changed the way I look at myself and who I want to be.
- I have had a very rewarding and productive time in counselling. It left me with self-help skills on top of generally great sessions, having a long term positive effect on my mental wellbeing.
- I felt it was efficient, the time between getting an appointment and being assessed. Being sent extra support booklets online for coping mechanisms has been really helpful.
- The meditation exercise myself and the student counsellor did was very helpful and we recorded it so I could use it anytime needed. This was a turning point for me and my mental health.
- I enjoyed and found useful having the sheets to take home and track how things were going. It helped me stay on track and try harder because it was documented.
- Having someone listening and guiding me through a difficult time and giving me information on bereavement when am not at counselling so I always feel am not alone and someone always there for me!
- The environment was very useful. It always felt private and like a safe space in the meeting rooms. The support from all the staff in Student Services was excellent as well.
- Lots of great communication. Really liked how my counsellor emailed me materials to help me based on each session. Very understanding and helpful.
- I feel the advice about the mindfulness and Calm apps really helped with finding ways to deal with my anger and anxiety.
- The talking itself was a massive help to me personally and having the change to just be listened to.
- I've had a very positive experience. Being able to separate different aspects of my personality using chairs was helpful.

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 create quality improvements, enhancement, and lead to greater satisfaction among the student population.

Your Voice Counts

Your Voice Counts is an initiative which allows class representatives and staff to work together to influence change. The diagram below outlines how it works.
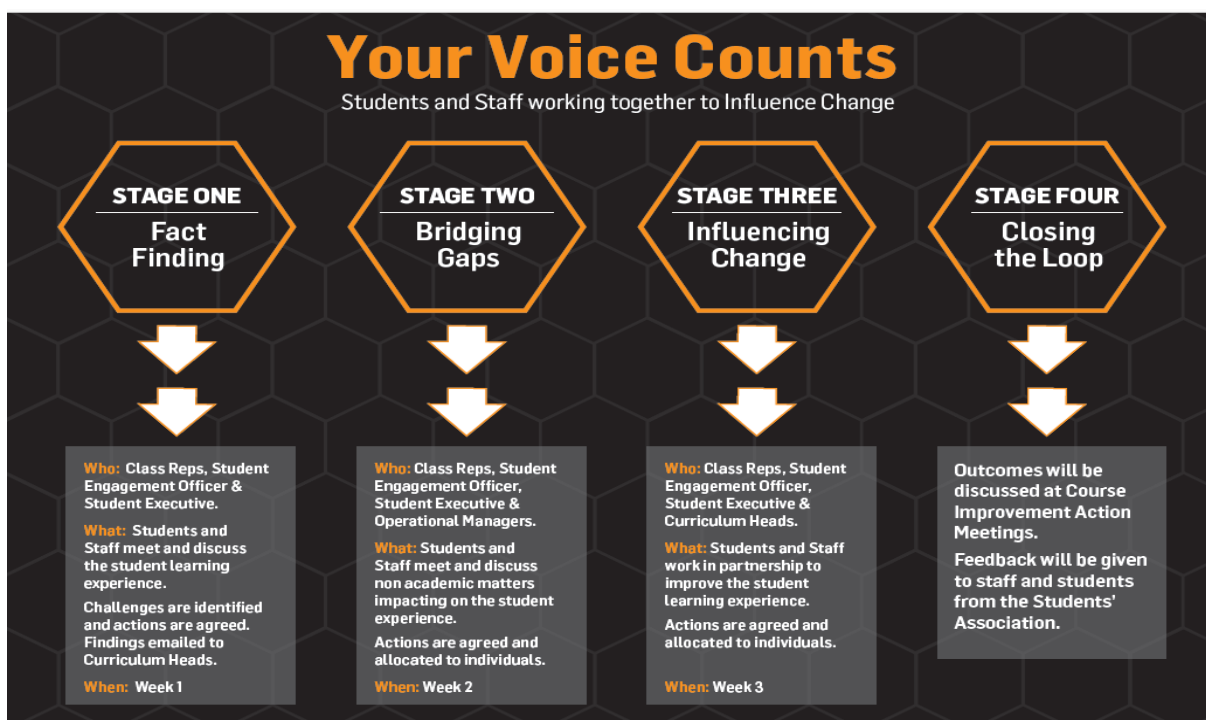
This initiative creates an environment that puts students at the heart of the decision making process and promotes a student first culture, ensuring the student's voice is heard and acted upon. The initiative aims to offer an environment where Class Representatives constructively comment on the learner experience. The intention is to increase student satisfaction within identified low performing curriculum areas.

Table 14 below provides an example of some of the changes made through the 'Your Voice Counts' initiative in 2018/19

Table 14 – Your Voice Counts

Student Challenge	Output
Timetabled classes after 4pm are counterproductive – students struggle to concentrate towards the end of the day and graded unit work is important to the final mark.	Graded Unit classes in block 3 will not be timetabled after 4pm. The rationale behind this in block 2 was to avoid the timetable extending to an extra day.
Students from the NQ group felt their IT unit could have been moved to the start of their course as this would have helped them with various computer based projects.	The IT unit within the course will now be taught at to the start of the year for next term.
Students were concerned about the computer resources in the mezzanine area, saying that many computers were not working properly and that at times they had to pair up.	IT conducted thorough checks in each classroom to ensure all computers were functioning and made repairs were necessary.
Students would like staff to have up to date notes and software to be used while teaching, some of the notes being used were dated and the software was not available on all computers.	Staff will ensure that all lectures are using relevant and up to date notes. Innovative Robotics teaching hardware is being developed and will be piloted over the next few months.
Students are not always able to access MyCity on their mobile devices and are often faced with error pages on both mobile and College computers.	MyCity team have been looking to make significant changes with the layout and content. They are currently creating a My City guide book that student will all be able to access.
Students would like more constructive feedback from lecturers to allow them to be able develop their academic skills.	There will be dedicated one to one feedback time made available to students and more time made available for guidance.
Students would like more opportunities to take part in work experience	Staff have a range of industry visits that will be taking place over the next few weeks, students have will also have the opportunity to take part in the Erasmus + exchange.

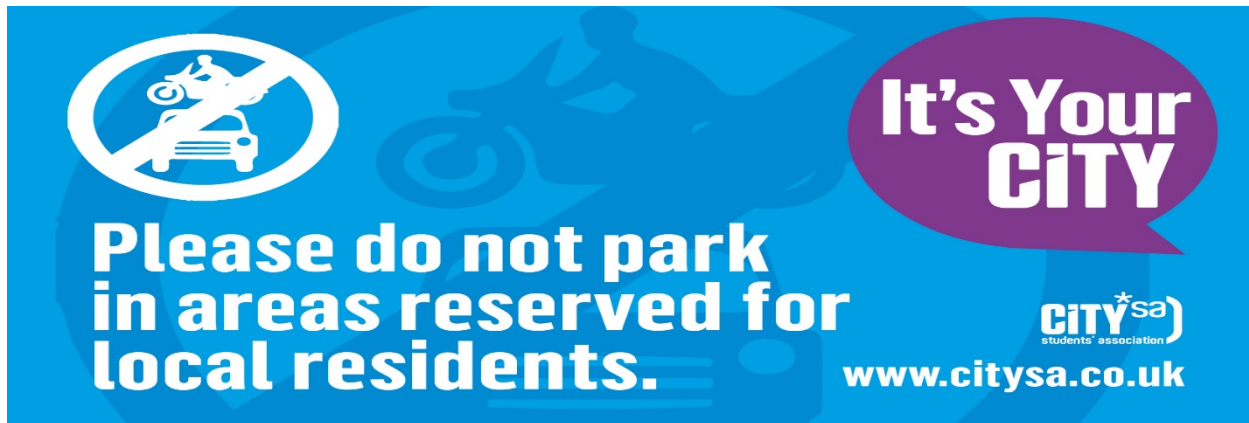**Student Partnership Agreement**

Using the My Voice digital platform, the Students' Association have devised a unique way to make the Student Partnership Agreement at City a live and dynamic process bringing forward fresh ideas from the student community each block.

Table 15 highlights the outputs from 2018/19

Table 15 – Outputs from My Voice

Student Feedback	Outputs
Students want affordable car parking	We have found local fixed rate day parking to promote to students
Lack of seating and long queues at lunch time at City Campus	Staggered lunches to be introduced at City Campus from August 2019
No outside seating at Riverside Campus	Outdoor furniture to be installed at Riverside Campus in May 2019
Wi-Fi in Student Accommodation can't access gaming networks	The College have committed to providing Wi-Fi that allows students to play games online by June 2019
More information required about industrial action	The College and Students' Association have provided online up-to-date information
All day breakfast	The College caterers are providing breakfast available until 2pm
Reduce disposable packaging in College	The Students' Association are providing free reusable water bottles and Estate have agreed to remove paper cups from drinking fountains
Extend Library Opening Hours	Saturday Library opening hours were piloted at the start of the year and these will resume in May and June. 8AM Library opening in place from mid-April to end of term.

The City Partnership Forum will also present areas for college/student collaboration to the student body managed through the Student Executive. In 2018/19 the college asked the CitySA to engage students in taking ownership of the college campuses, which resulted in the **Respect Campaign** shown below.

Please do not park in areas reserved for local residents. It's Your CiTY — www.citysa.co.uk

Please do not litter your College. It's Your CiTY — www.citysa.co.uk

Please do not smoke or vape on your College grounds. It's Your CiTY — www.citysa.co.uk

Please do not jump over barriers, they are there for your safety. Always carry your Student I.D. www.citysa.co.uk It's Your CiTY

Communications – Students' Association

Developing a new communications strategy has been a primary focus for the Students' Association this year to ensure they're effectively communicating to over 30,000 students at City of Glasgow College.

CitySA currently communicate to students digitally via:

- the newly launched Students' Association website;
- social media;
- email;
- newsletter;
- internal one lans and;
- My City.

With 83% of the adult population using social media in 2018 social media has been a major focus for the City SA to get messages out to students. CitySA currently has 3,400 followers on Facebook, 1,357 on Twitter and 424 on Instagram making it the most followed Students' Association in Scotland on social media (April 2019).

Through assessing the demographics of each social media channel, CitySA have tailored their approach to appeal to different students in the college. For example Instagram Stories have over 500 million daily users, so this was a focus for the SA in 2018/19 with 124 Instagram Stories and an average viewing rate of 132. Instagram Stories is also used to gather feedback from students, as well as promoting the work of the CitySA

Facebook and Twitter continue to remained strong channels to use to reach students and are used by CitySA to promote students' association and student engagement initiatives, clubs and societies and events.

This year CitySA revamped the Students' Association Update (https://www.citysa.co.uk/news/article/0/Students-Association-Update/) an online newsletter which is promoted through social media, all student emails and via the website. The newsletter now includes a 'Student Spotlight' which highlights the

achievements of individual students in the college. In 2018/19, four editions of this newsletter have been published with a readership of over 5500.

International Student Engagement

The Student Engagement Team has worked effectively with the Nautical and STEM Faculty this year to deliver teambuilding workshops, information sessions and a comprehensive induction to all international groups as part of their wider College induction.

In 2018/19 the Student Engagement Team was successful in securing £5,000 from the Victoria League Scotland a charity organisation that supports international students. The bid was to create a travel guide for overseas students using the £5,000 awarded plus £5,000 match funding from the college.

The initiative is called the City Goes Exploring travel guide project and has allowed the college to increase the number of activities, trips and visits for overseas students while involving different student groups and Faculties across campus. A Media Team of 24 students from overseas groups in Nautical and STEM, Creative Industries, Travel and Tourism, and Journalism has been created as part of the guidebook project where students attend events, take pictures and write reviews as part of the project output.

271 students have attended trips and events so far, with a further 108 spaces available across 8 daytime and evening trips running from April – June 2019.

As part of City Goes Exploring, students have visited and reviewed 31 venues across Glasgow and Scotland including:-

- Falkirk Wheel and Kelpies;
- Museum of Rural Life and Burns Museum/Cottage;
- Edinburgh Castle and Dungeons;
- V&A Dundee;
- Highland Wildlife Park;
- Loch Katrine;
- Glasgow Science Centre.

The Student Engagement Team also run an International Society / Culture Club at Riverside and the international students have participated in the following events so far this year;-

- Trips and visits around Glasgow;
- Movie night in-house;
- Flip Out Trampolening;
- Bowling;
- Kings Theatre Pantomime;
- Pizza Punks.

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 disclosed a disability or additional support need. The team consists of a new Inclusion and Learning Support Manager (See page 8 - part of a refocus of staff to support inclusion), Lecturers who provide academic support and guidance to students, Learning Support and Development Advisors (See page 8 - part of a refocus of staff resource to support inclusion) 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

Table 16a provides a 5 year trend on the number of students with a completed PLSP and shows a significant increase in 2018/19 with 1,810 (at May 2019) students having a PLSP. This is partly due to system improvements where a PLSP is automatically created when a student discloses a disability/need which has improved responsiveness to students who require support. However, there is also evidence of higher numbers of students in the college who require support.

Table 16b presents PLSPs by Faculty based on the new structure for 2018/19 and shows that the Faculty with the largest number of students with a PLSP is Creative Industries.

Table 16a - PLSP by Faculty from 2014/15 to 2018/19 (By Old Faculties)

Faculty	2014/15	2015/16	2016/17	2017/18	2018/19
Building, Engineering & Energy	295	200	161	136	202
Business	138	241	254	273	443
Creative Industries	174	288	297	285	344
Education & Society	76	116	145	171	300
Leisure & Lifestyle	252	392	437	416	497
Nautical Studies	9	20	22	23	47
Total	**944**	**1,257**	**1,316**	**1,304**	**1,810**

Table 16b - PLSP by Faculty 2018/19 (By New Faculties)

Faculty	2018/19
Creative Industries	585
Education & Humanities	530
Hospitality & Leisure	524
Nautical & STEM	171
Total	**1,810**

Table 17a provides a 3 year trend in relation to the additional support needs of students who received support through a PLSP. Needs-led support for non-disabled students was the highest disclosure of need reflecting our commitment to providing an inclusive service for all students. In 2018/19, dyslexia continued to be the most common impairment disclosed among the student population, followed by multiple disabilities, autism and mental health issues.

Table 17a - Additional Support Needs of Students from 2016/17 to 2018/19
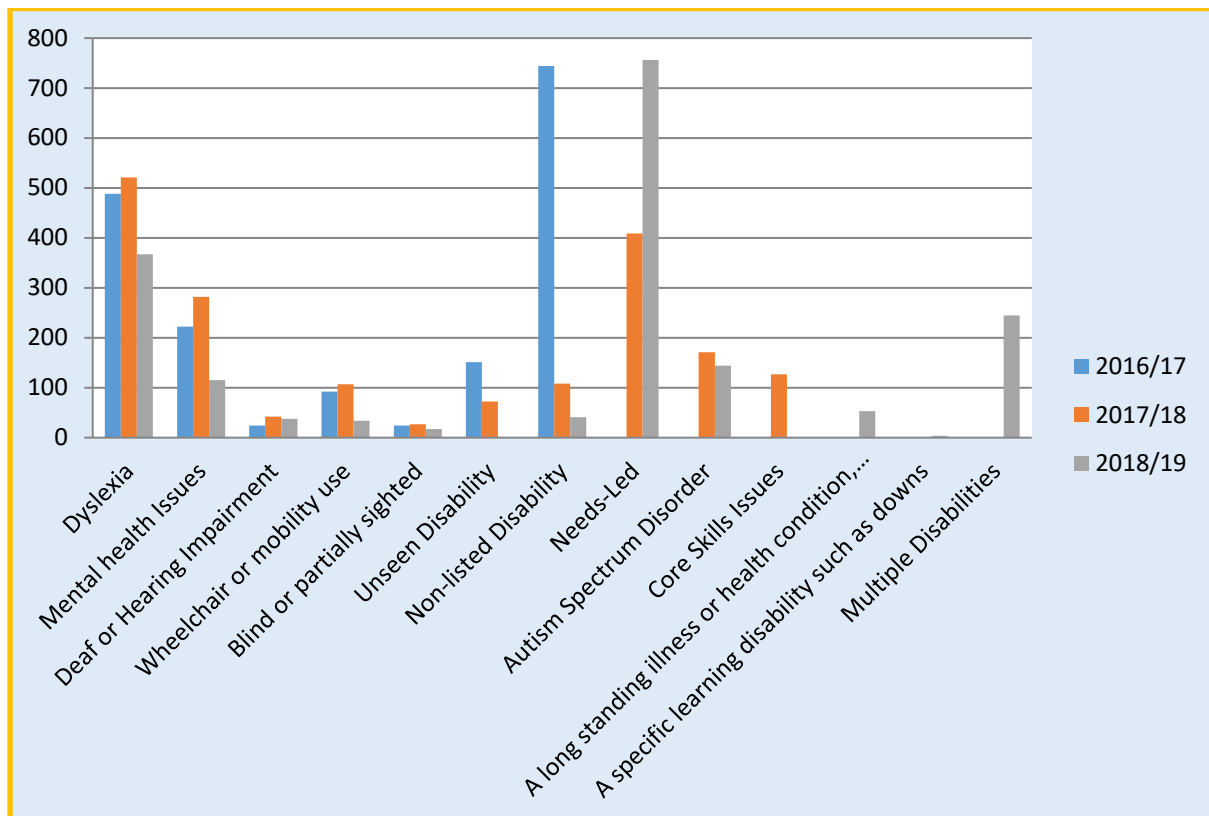

Table 17b provides information on the new structure configuration for 2018/19 and shows that across all faculties, students with a completed PLSP most commonly received needs-led, non-disability related support followed by support for dyslexia and other learning difficulties. Needs led support relates to interventions to tackle social, emotional and behavioural challenges, or an overall difficulty in understanding teaching materials presented.

Table17b - Breakdown of Students with Additional Support Needs by Faculty

Impairment Type or Need	Creative Industries	Education & Humanities	Hospitality Leisure	Nautical & STEM	Impairment Type or Need Total
A specific learning difficulty such as dyslexia, dyspraxia or ADHD	119	89	105	54	367
A social/ communication impairment such as Asperger's Syndrome/other autistic spectrum condition	68	24	32	20	144
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	19	24	8	2	53
A mental health condition such as depression, schizophrenia or anxiety disorder	47	34	29	5	115
A physical impairment or mobility issue such as difficulty using arms or using a wheelchair or crutches	7	22	5	0	34
D/deaf or hearing impairment	12	12	13	1	38
Blind or a serious visual impairment uncorrected by glasses	4	9	3	1	17
A disability impairment or medical condition that is not listed above	15	12	13	1	41
A specific learning disability such as downs syndrome	1	2	1	0	4
Multiple Disabilities	94	68	63	20	245
Needs Led	200	236	253	67	756
Faculty and College Total	**585**	**530**	**524**	**171**	**1,810**