

## Board of Management Students, Staff & Equalities Committee

<b>Date of Meeting</b>	<b>Wednesday 2 November 2016</b>
<b>Paper No.</b>	<b>SSEC1-G</b>
<b>Agenda Item</b>	<b>10</b>
<b>Subject of Paper</b>	<b>Student Services Annual Review 2015/16</b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>Gillian Plunkett, Student Experience Director</b>
<b>Date of production</b>	<b>October 2016</b>
<b>Action</b>	<b>To Note</b>

### 1. Recommendations

To note the contents of the Student Services Annual Review 2015/16.

## **2. Purpose of report**

To provide members of the Students, Staff and Equalities Committee with an overview of priority activity related to student support in 2015/16.

## **3. Context**

Student support services work with learning and teaching staff, to help achieve the College Strategic Priorities to maximise student attainment and employability and by supporting the College themes on equality of opportunity and widening access.

Student support services are also involved in assisting the College with meeting its Regional Outcome Agreement targets by prioritising key groups who require early support interventions and sustained support throughout the year.

## **4. Impact and implications**

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

**Student Services  
Annual Review  
2015/16**



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## **1. Student Experience Directorate**

In February 2016, the student support services at City of Glasgow College were united under single leadership within the new Student Experience Directorate (See Figure 1 Structure Diagram Page 3).

The aim of the Directorate is to develop a holistic service, aligned with the learning and teaching strategy, to offer an outstanding and distinctive student experience. This review will focus on how support services, and curriculum teams, work together to deliver a seamless and integrated high quality College experience in the achievement of the College Strategic Priorities that:-

- Provide Access and Progression Opportunities for all. (Strategic Aim 1.5)
- Maximise Student Enrolments to Optimum Capacity (Strategic Aim 2.1)
- Increase Student Satisfaction (Strategic Aim 2.3)
- Respond to the Diverse Needs of Students Through Guidance and Support (Strategic Aim 2.4)

The Inclusive Services Map (Figure 2) on page 4, shows the wide range of support and services provided to students by a highly professional and dedicated student support team. The recent Education Scotland Review Team recognised the College support services as playing a vital role in retention and achievement and highlighted the 'wrap around support' provided to students as an example of excellent practice.

Our business model to continuously improve the student experience starts with mapping the student journey. We used this technique in 2015/16 to review and improve a range of services including admissions, student funding and the international student journey. An example of our main (full time) student journey is shown on page 5.

**Figure 1**  
**Student Experience Directorate**

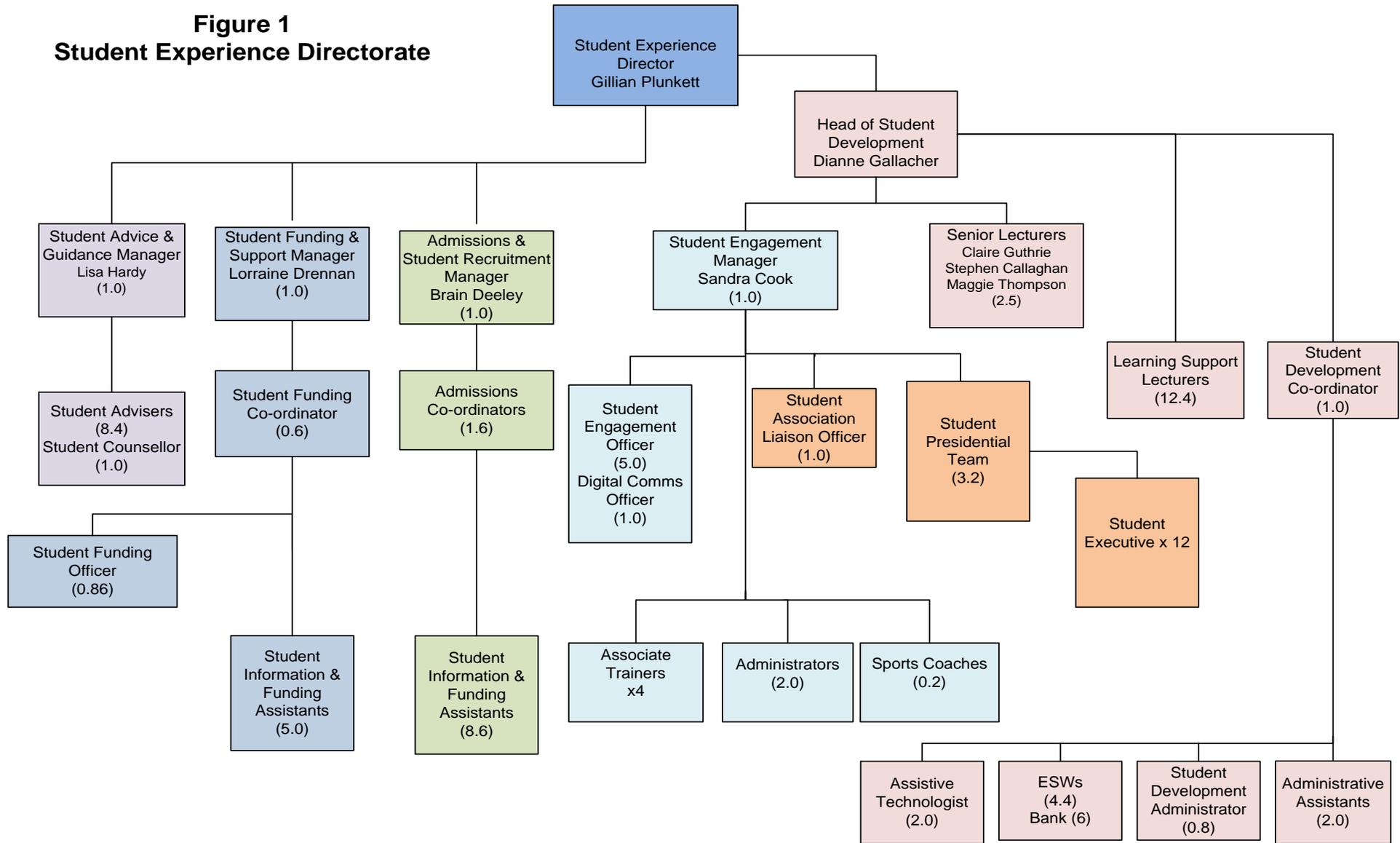


Figure 2 - Student Inclusion Map

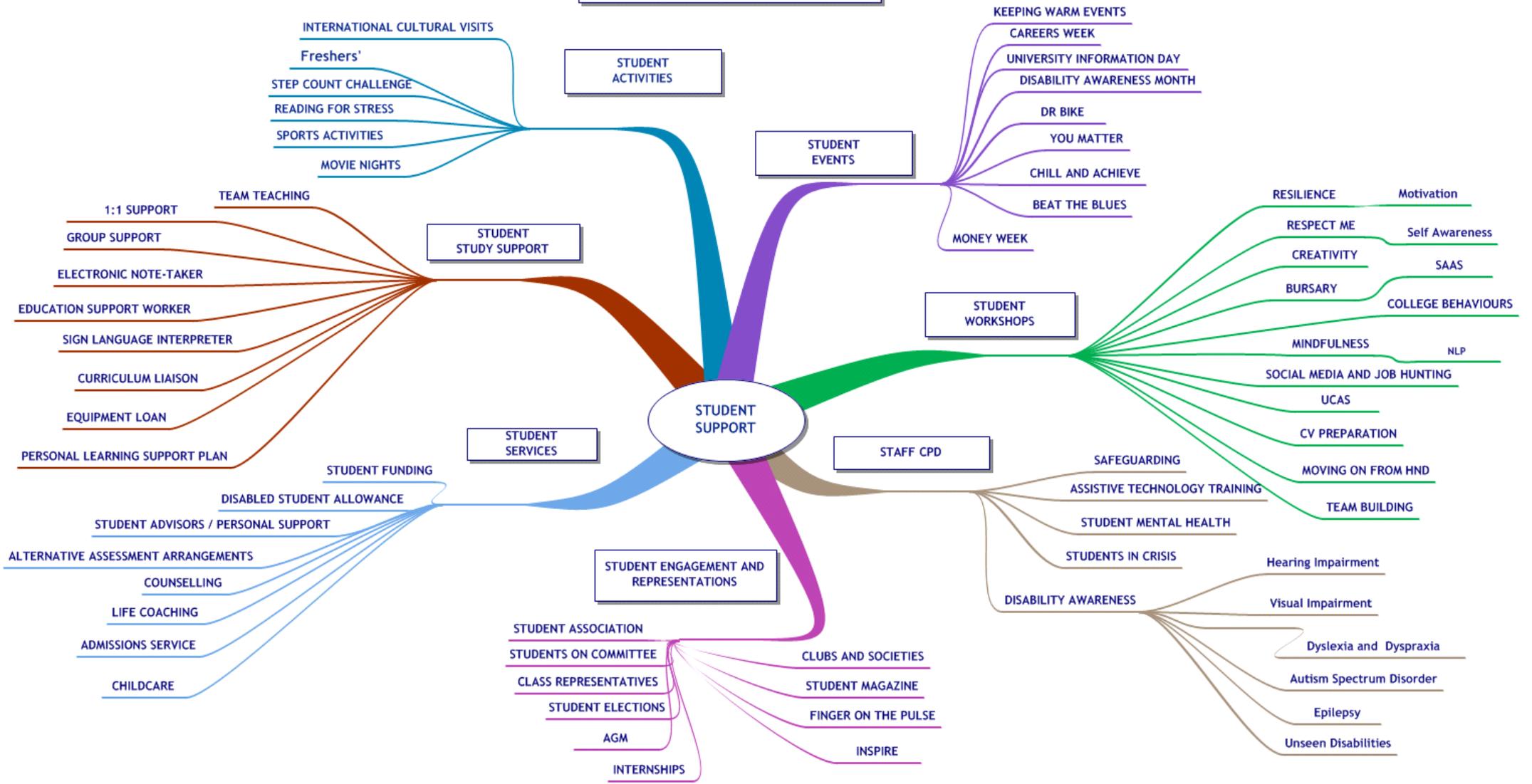
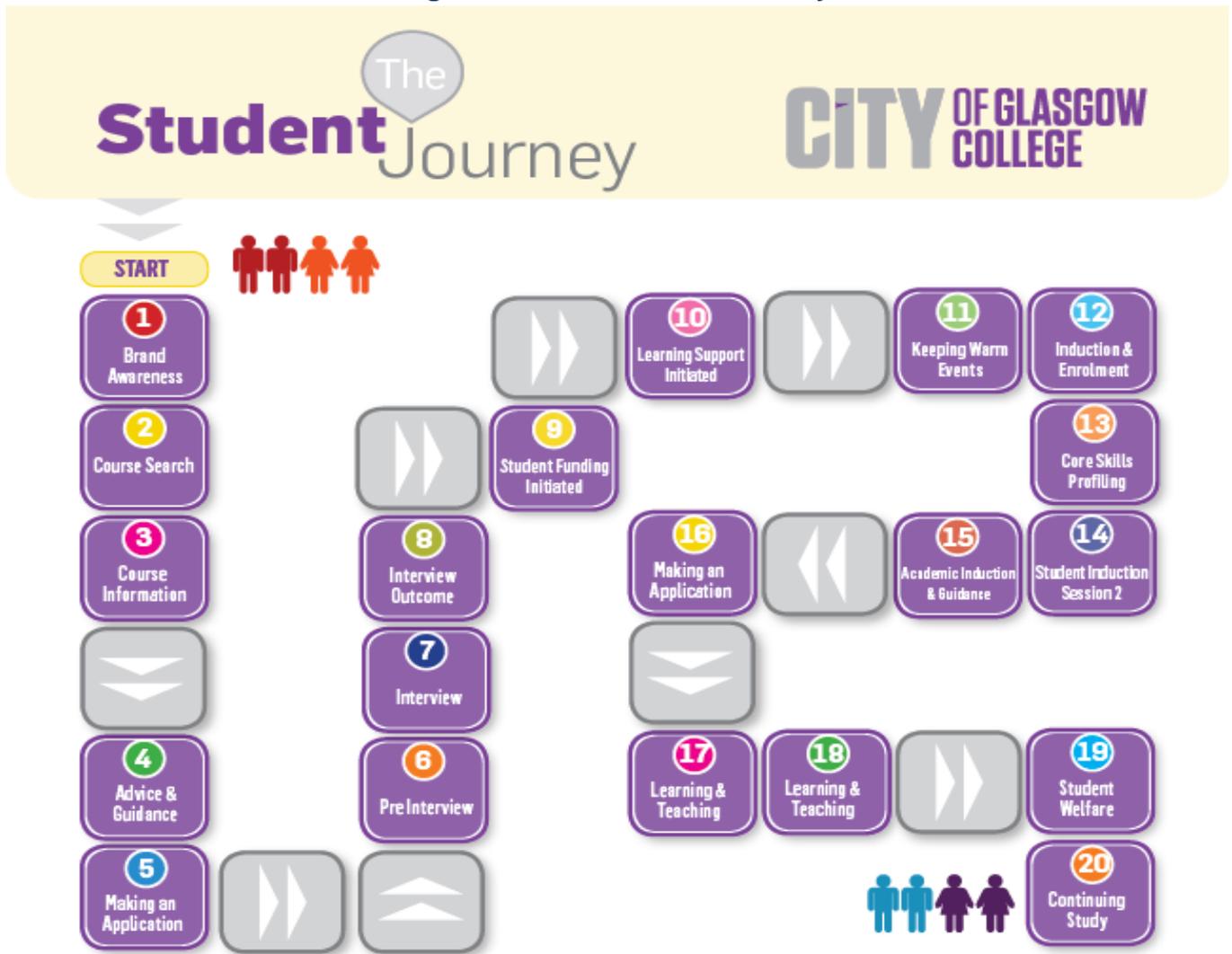


Figure 3 – The Student Journey



- |   |  |   |
|---|--|---|
| <p><b>1 Brand Awareness</b></p> <ul style="list-style-type: none"> <li>• Our Reputation</li> <li>• Mission, Vision, Values</li> <li>• Success Rates/Awards/Ranking</li> <li>• Testimonials</li> <li>• Location/Travel Links</li> </ul> <p><b>2 Course Search</b></p> <ul style="list-style-type: none"> <li>• Careers/ Jobs</li> <li>• Articulation Opportunities</li> <li>• Facilities</li> <li>• Testimonials/Success rates</li> </ul> <p><b>3 Course Information</b></p> <ul style="list-style-type: none"> <li>• Course Content</li> <li>• Entry requirements/Selection Criteria</li> <li>• Teaching and Assessment Methods</li> <li>• Start/End/Duration/Hours</li> <li>• Course Location</li> </ul> <p><b>4 Student Support and Guidance</b></p> <ul style="list-style-type: none"> <li>• Choosing a Course</li> <li>• Qualifications Explained</li> <li>• Student Funding</li> <li>• Accommodation</li> <li>• Learning Support</li> <li>• Student Welfare</li> <li>• Careers</li> </ul> <p><b>5 Making an application</b></p> <ul style="list-style-type: none"> <li>• How to Apply</li> <li>• Ease of Process</li> <li>• Application Tracking</li> <li>• FAQs</li> </ul> <p><b>6 Pre-Interview Stage</b></p> <ul style="list-style-type: none"> <li>• Book an Interview Date</li> <li>• Prepare for Interview</li> <li>• Location/Travel Links</li> </ul> | <p><b>7 Interview</b></p> <ul style="list-style-type: none"> <li>• Welcoming Arrival</li> <li>• Support for Interview</li> <li>• Information About College/Course</li> <li>• Next Steps Explained</li> </ul> <p><b>8 Interview Outcome</b></p> <ul style="list-style-type: none"> <li>• Quick response</li> <li>• Feedback for Unsuccessful</li> <li>• Next Steps Explained</li> </ul> <p><b>9 Student Funding Initiated</b></p> <ul style="list-style-type: none"> <li>• Funding explained</li> <li>• Application workshops offered</li> </ul> <p><b>10 Learning Support Initiated</b></p> <ul style="list-style-type: none"> <li>• Contact/supportive interview</li> <li>• Disabled Students Allowance initiated</li> </ul> <p><b>11 Keeping Warm Events</b></p> <ul style="list-style-type: none"> <li>• Campus Visits/Tours</li> <li>• College E-Map</li> <li>• Meet The Team</li> </ul> <p><b>12 Induction and Enrolment</b></p> <ul style="list-style-type: none"> <li>• Joining Instructions</li> <li>• Enrolment Process</li> <li>• Student Induction Course – Session 1</li> <li>• Fire Induction</li> <li>• President and Principal welcome</li> <li>• Student Diary and Support Letter</li> <li>• Student Agreement and Attendance</li> <li>• Student Voice</li> <li>• College Facilities</li> <li>• Orientation Tour</li> <li>• Timetable provided</li> <li>• Next Steps explained</li> </ul> <p><b>13 Core Skills Profiling</b></p> | <p><b>14 Student Induction Course – Session 2</b></p> <ul style="list-style-type: none"> <li>• ID Card Issued</li> <li>• How to Guide</li> <li>• MyCity Login (Email)</li> <li>• MyCity Library Induction</li> <li>• College Mission, Vision, Values</li> <li>• College Behaviours</li> <li>• Health and Safety</li> <li>• EDI Online Module</li> <li>• Student Policies</li> <li>• City Listen: Complaints and Compliments</li> </ul> <p><b>15 Academic Induction and Guidance</b></p> <ul style="list-style-type: none"> <li>• Academic Induction</li> <li>• Academic Calendar</li> <li>• Course Location</li> <li>• Course Content and Structure</li> <li>• Course Objectives and Skills Map</li> <li>• Approaches to teaching and learning</li> <li>• Approaches to Assessment</li> <li>• Submission of assessment</li> <li>• Assessment Timetable/Feedback/Certification</li> <li>• Plagiarism and academic dishonesty</li> <li>• Academic Appeals</li> </ul> <p><b>16 Making an Application</b></p> <ul style="list-style-type: none"> <li>• Guidance &amp; Development</li> <li>• Guidance Tutor/Personal Learning Plan</li> <li>• Attendance Monitoring</li> <li>• Academic Guidance Timetable</li> <li>• Core Skills profiling</li> <li>• Essential Skills Development</li> <li>• Learning Support</li> <li>• Personal Support</li> </ul> <p><b>17 Learning and Teaching</b></p> <ul style="list-style-type: none"> <li>• Subject Delivery</li> <li>• Facilities/Equipment</li> <li>• Assessment/Exams</li> <li>• Student Engagement - Review and Feedback</li> <li>• MyCity Resources/Assessment</li> <li>• Project/Work/Work Placement</li> <li>• Visits/Event Talks</li> <li>• Entrepreneurial/Business skills/Employability</li> <li>• Curriculum for Excellence</li> </ul> <p><b>18 Jobs &amp; Employability</b></p> <ul style="list-style-type: none"> <li>• Jobshop - College Vacancy Service</li> <li>• Volunteering Opportunities</li> <li>• Work Placement Opportunities</li> <li>• Careers Week</li> <li>• Employability Workshops</li> <li>• CV Masterclass</li> <li>• Job Interview support</li> <li>• Specialist careers software/Adult Directions/My World of Work</li> <li>• Venture - work and study abroad.</li> </ul> <p><b>19 Student Welfare</b></p> <ul style="list-style-type: none"> <li>• Safety and Safeguarding</li> <li>• Money Awareness Week</li> <li>• Health and Well Being Events</li> <li>• Local health services</li> <li>• Homesickness</li> <li>• Student Counselling/Mentors</li> <li>• Spiritual Care - Chaplaincy</li> </ul> <p><b>20 Continuing Study</b></p> <ul style="list-style-type: none"> <li>• College Wide University Day Event</li> <li>• University Visits</li> <li>• Support with UCAS - applying personal statements &amp; references</li> </ul> |
|---|--|---|

## **2. Student Recruitment and Admissions Service**

The Admission Team plays an important role in the student journey by ensuring that clear information, advice and guidance is provided on our website and publications about how to make an application. The Team are often the first point of contact for new students and their stakeholders, and must have an excellent understanding of the courses and services offered by the College.

The Admissions Service works closely with Curriculum Teams to ensure that entry requirements and selection criteria for courses support the College's access and inclusion agenda.

### **Admissions Achievements**

- 2 year plan to develop paperless admissions and reduce storage requirements in time for move to New Campus - complete August 2015.
- Development of new admissions system as a result of introduction of new website - complete April 2016.
- Development of admissions customer journey map to improve service delivery – underway.
- Seamless move to New Campus with minimal disruption to admissions – complete August 2016.

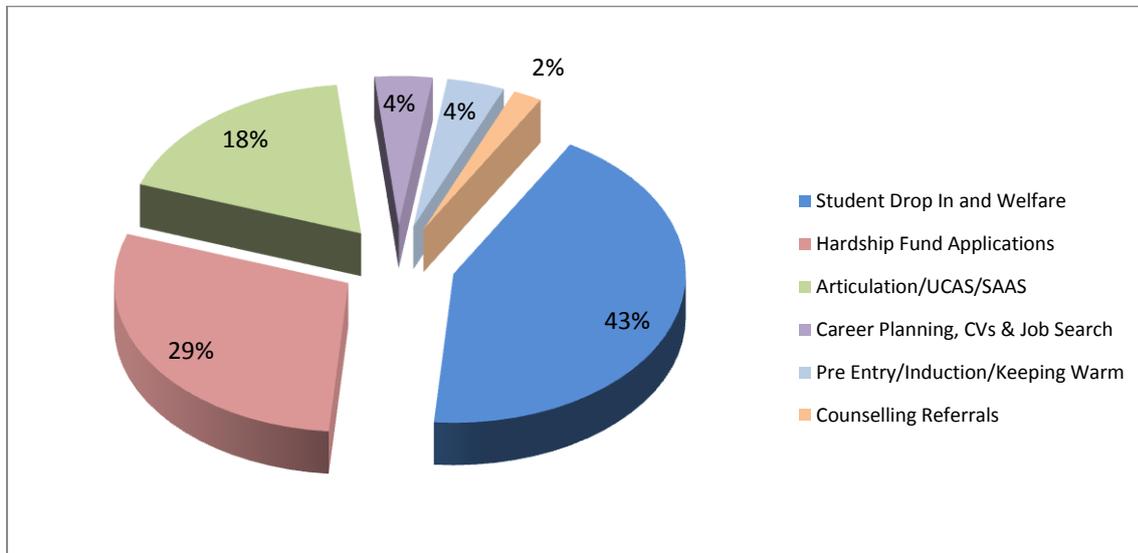
## **3. Student Advisory Service**

Figure 4 shows the main areas of support provided by the Student Advisory Service.

As in previous years, drop in services continue to be the main focus of service activity providing students with practical help and support on a wide range of social, economic and emotional issues including, debt, homelessness and relationship difficulties.

Supporting students in financial hardship is the second biggest area of activity for the Student Advisors with 2,773 students receiving a one off or regular monthly payment to help make ends meet.

**Figure 4 - Student Advisory Service Activity 2015/16**



### **Student Welfare Case Study**

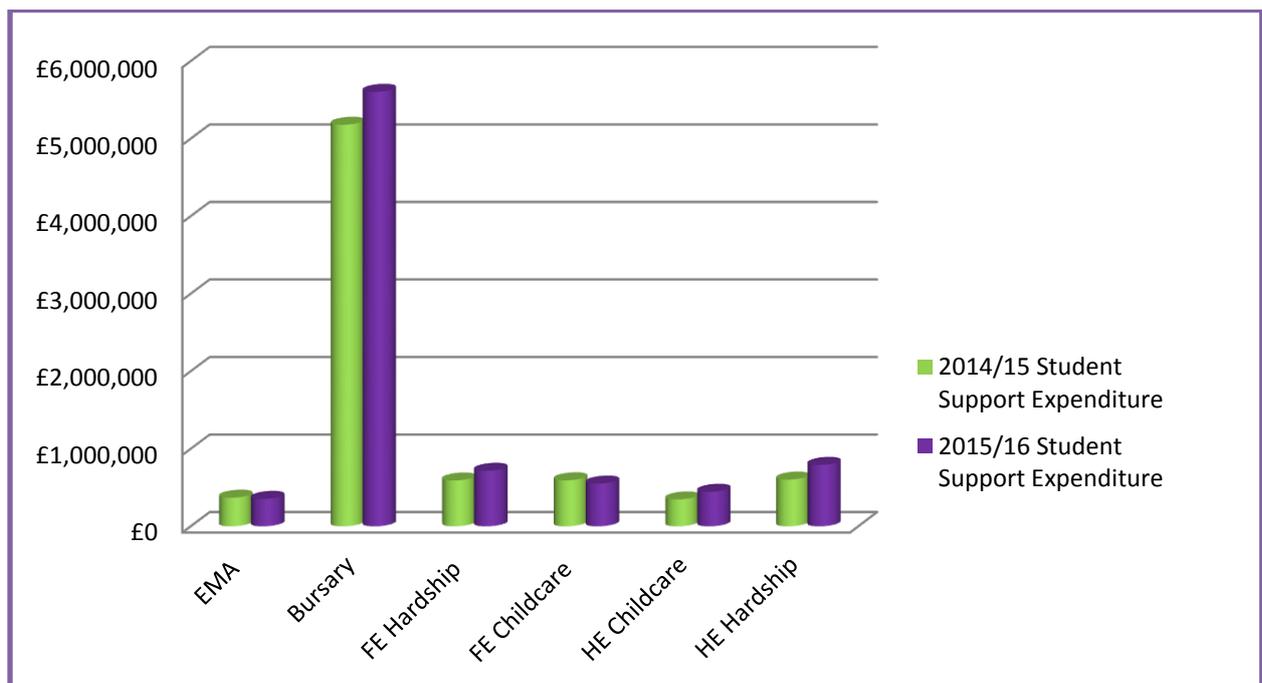
*Liam is 20 year old HN student at the college with £8,000 of debt owed mainly to BrightHouse, a rent-to-own company, for white goods and furniture. Sadly he was conned in to purchasing the white goods for a family member who then sold the goods for cash leaving Liam with the debt and nothing to show for it. He moved out of his family home because of this situation and now lives in a private let. Liam sees college as an opportunity to develop his skills and get a job. However, when Liam came to see a Student Advisor his student loan was being swallowed up in monthly debt repayments, he had missed two rent payments and was in danger of being evicted. The Student Advisor organised a Hardship Payment direct to his landlord to cover his rent and helped Liam to get some of his debt written off, as well as a freeze on the interest on his debt, and an agreed payment plan which will allow Liam to be debt free within 2 years.*

#### 4. Student Funding and Support Services

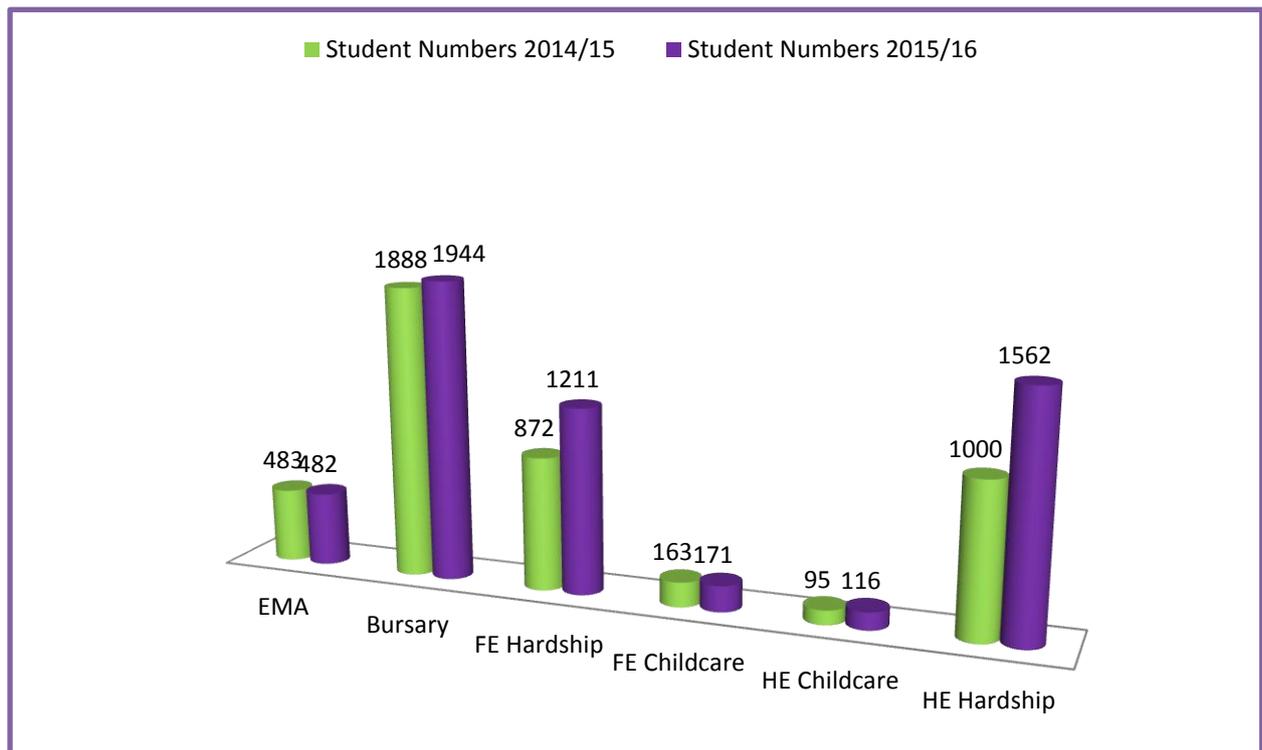
The Student Funding and Support Team are responsible for assessing students for a Bursary, Educational Maintenance Allowance (EMA) and /or Childcare to support the College's Further Education (FE) students. Funding assessments start during the admissions process and the main aim of the Team is to support retention by ensuring that students have their funding in place for the start of their course. Throughout the academic year the Team make regular weekly and monthly payments to students based on attendance. Student support funding is heavily regulated by the Scottish Funding Council through national funding policies; students must meet a range of eligibility criteria, awards are means tested and the College must comply with rigorous audit requirements. This creates a complex process for students and staff to navigate.

Over the last 2 years student support expenditure has increased by 11% to £8,108,059 (Fig 5) with the number of students supported increasing by 21% to 5,486 (Fig 6). This is in line with College growth plans. For 2015/16 all expenditure was within budget except for HE hardship which was overspent by £107,398.

**Figure 5 – 2 Year Trend in Student Support Fund Expenditure**



**Figure 6– 2 Year Trend in Number of Student Supported**



### **Student Funding Case Study**

*Fiona is 19 and lives at home with her mum and her mum’s partner. She has a place on an NC programme at the College and when she applied for a Bursary she was asked for information on her family’s household income. She provided her mum’s P60 showing that her mum earned £32,000 the previous year and this would have provided Fiona with a Bursary of £75 per week. However, the national Bursary rules require that her mum’s partner, who lives in the house, also provides his income for the assessment. Both mum and partner were reluctant about this because the partner is not Fiona’s dad and has only been living with Fiona’s mum for 2 years however they comply and provide the details requested. The partner’s income is £30,000 per annum bringing the total household income above the threshold which means that Fiona will receive no financial support. She lives in East Kilbride and travel expenses alone will be £14.50 per week which means that she is unlikely to stay on course.*

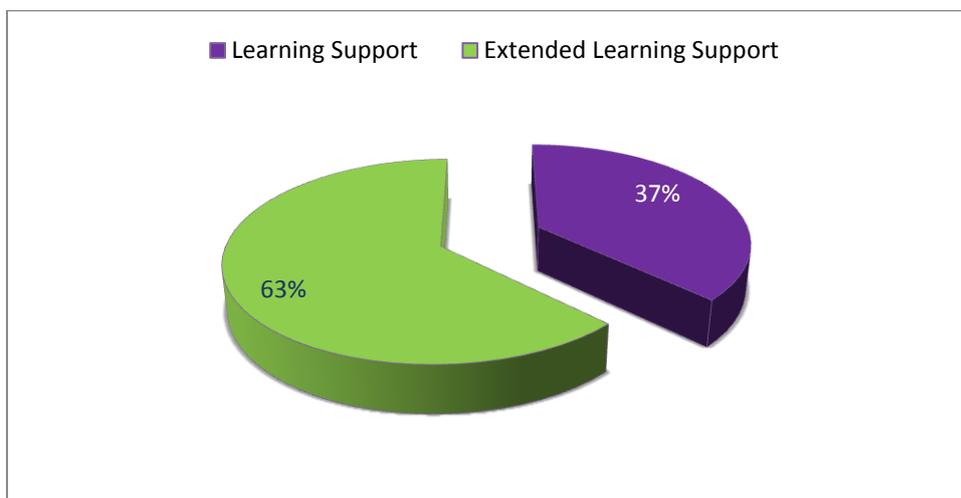
## 5. Learning Support

Learning Support lecturers help students with a range of challenges such as: autistic spectrum disorder (ASD); aspergers; dyspraxia; dyslexia; vision and hearing impairment or loss; reduced mobility; literacy and numeracy and, social and behavioural issues.

Until 2015/16, the Scottish Funding Council (SFC) funded ELS students at 2.5 times the rate of students who did not need this additional support through additional WSUMS for these students. The Learning Support Team have achieved their SUMS target each year including a 10% increase in 2015/16 in line with College growth. However, a recent review of ELS by the SFC has recommended a new approach which is more focussed on access and inclusion. To meet this recommendation the College will develop a new Access and Inclusion Strategy over the next 3 -6 months.

In 2015/16, 2,277 students disclosed a disability or additional support need representing 8% of the student population with 1,350 requiring a Personal Learning Support Plan (PLSP). 848 of these students were categorised as requiring extended learning support (ELS) (See Fig 7) which involves significant regular contact with the student and usually one or more study interventions for example an Educational Support Worker in class to take notes, one to one study skills and specialist equipment loan.

**Figure 7 – Personal Learning Support Plans**



The development of a PLSP starts with a detailed assessment of what the student feels they need to help them during timetabled classes, self and social study. More specialist assessment may also be required for example last year there were:-

- **93** students assessed by Educational Psychologists for dyslexia.
- **19** Education Support Workers every week to assist students in class throughout the session.
- **125** successful applications for Disabled Student Allowance.
- **20** Sign Language Interpreters in college every week, supporting students who had a hearing impairment, completing a total of 1,430 hours.

### **Learning Support Case Study**

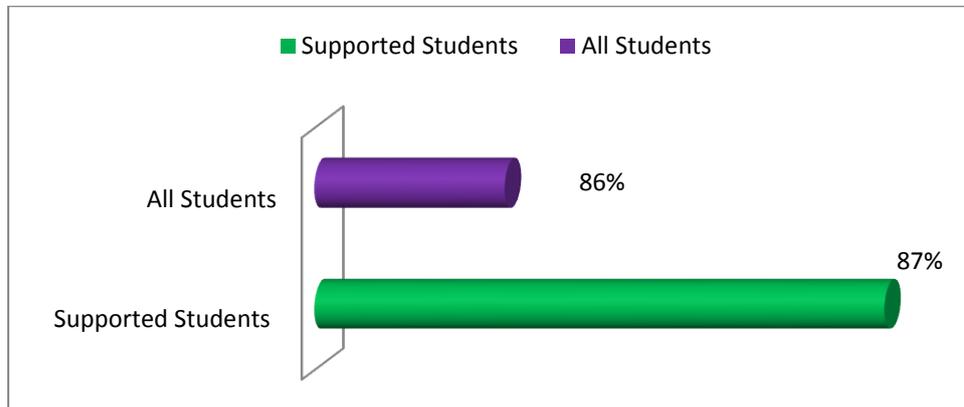
*Rachel has mobility issues as a result of having a Cerebral Vascular Accident (CVA) when aged 5. She wears a splint to college which limits her mobility over longer distances and she has limited hand function. She has dyslexia, dyscalculia and Meares Irlen syndrome, and feels that she had never had a positive learning experience at school because others did not fully understand her needs.*

*With a great deal of support- Disabled Students Application, assistance with travel, regular study skill support, regular meetings with her curriculum lecturers to discuss the impact of her dyslexia on her studies Rachel made good progress. Even when there were set backs, for example some bullying in class and difficult class relationships, the learning support staff and curriculum lecturer supported Rachel throughout.*

*Last year Rachel obtained a 2.2 degree and is absolutely thrilled and has stated that she felt hugely supported throughout her time at City of Glasgow College, and for the first time, felt a real sense of achievement.*

The overall success rate for students receiving learning support is slightly above that of the College as a whole (See Fig 8) which is an excellent outcome given that these students are facing significant personal, physical, social and emotional challenges.

**Figure 8 – Supported Student Success**

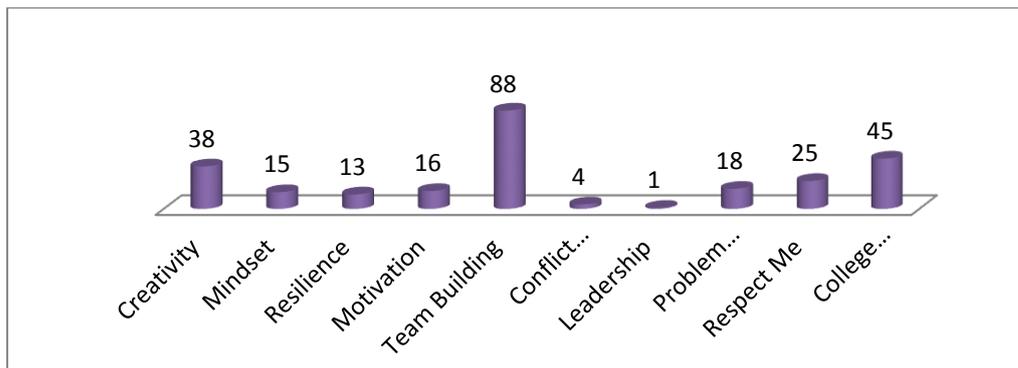


## 6. Student Engagement

The Engagement Team have a unique role within the College which is to support and strengthen the Student Association, the Class Representative System and the 'Student Voice.'

Recently, the Student Engagement Team have become increasingly involved in developing and delivering class based workshops in a range of social, emotional and psychological behaviours specifically aimed at improving retention and building confidence. Figure 9 provides information on the range and number of workshops delivered in 2015/16.

**Figure 9 – Student Engagement Workshops Delivered to Students**



### **Class Representation**

Working alongside the students association, the Engagement Team undertook a comprehensive review of the Class Representative system. The outcome was a move from paper to a digital version of the ‘Finger on the Pulse’ feedback sheet, an online class rep module and a new and improved system of local and more relevant class rep meetings. The system has drawn praise across the sector and has been presented to the SPARQS (Student Participation in Quality Scotland) Course Rep Network as an example of best practice.

### **Class Representation Case Study**

*“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 which can vastly change the communication between each other and is a professional way to do things.”*

Achievements this year include:-

- An increased in the number of elected Class Reps from 812 in 2014/15 to 924 in 2015/16
- Increased delivery of developing excellence workshops from 110 in 2014/15 to 357 in 2015/16
- Development of new and improved student and staff feedback systems
- Increased number of enrichment activities and themed events from 19 events in 2014/15 to 36 events in 2015/16
- In 2016 the Student Engagement Team won the NUS/UKCISA Excellence Award for International Student Support in FE
- Dougie Smith, Students' Association Liaison Officer was awarded the NUS Scotland Staff Member of the Year 2016

## 7. Events, Projects and New Initiatives

### John Mather Trust Award

On 4<sup>th</sup> February 2016 we were delighted to receive an award of £24,000 from the John Mather Charitable Trust in support of our proposals which are outlined below. We were also fortunate to receive a pledge from the College for the same amount.

The table below outlines our original proposal and funding.

	Proposal	John Mather Charitable Trust Award	City of Glasgow Pledge
1	Annual College wide business start-up award.	£10,000	£10,000
2	Annual 4 Bursaries of £1,000 to support Glasgow residents in Deck Officer Trainee Programme and Engineering Officer Programmes at City of Glasgow College.	£4,000	£4,000
3	a. Employability Fund. b. Pilot business skills programme.	£5,000 £5,000	£5,000 £5,000
	<b>Total</b>	<b>£24,000</b>	<b>£24,000</b>

The following paragraphs provide an update on activity and highlight the highly collaborative nature of this initiative which involved the Student Advisor Team, Industry Academy Heads, and external partners from the Business and Enterprise, and Health Sectors.

### **Innovation & Enterprise Competition and Pilot Business Skills Programme**

Thanks to the John Mather Trust this is the first time City of Glasgow College have had the opportunity to offer a business/enterprise start up competition. Working with our business partners Bridge to Business, the Prince's Trust, Young Enterprise Scotland and Scottish Enterprise we launched our competition in May 2016.

The deadline for entries was 14 June 2016 and we were delighted to receive 20 entries from City of Glasgow College students, 19 of which were deemed to be potential viable business proposals.

On the advice of our competition partners, we organised an away weekend (July 2016) for our competition entrants to allow them some time to develop their ideas with trained business professionals from our partner organisations, and to allow the competition judges some time with the entrants to better understand their business ideas. Our budding entrepreneurs were also involved in the Elevator Challenge where team building and leadership skills are honed through participation in physical and mental activities.

Judging took place on 5<sup>th</sup> October and we are delighted to announce that we have 5 winners. Their ideas are outlined below.

Name	Business Title	Description	Amount Won
<b>Stevie Adams</b>	Indigo Aana	Stevie designs and makes jewellery using silver, gemstones and resin. He also creates pieces using CAD (Computer Aided Design) software where he can then send these off to be 3D printed and then cast in silver. CAD is a fantastic way to design and make pieces that cannot be done by hand.	£4570
<b>Lisa Crockard</b>	Lisa Crockard Jewellery	Lisa offers contemporary Scottish handmade jewellery, with an elegant and strong look to discernible clients across the world who want something a little bit more individual.	£2500
<b>Nicola Henderson</b>	N J Henderson   Artist	Nicola is an artist based in Glasgow with a business selling a select range of contemporary ceramic artworks, all designed, developed and hand-made in Scotland. Making things by hand in clay is her passion.	£1800
<b>Luke Hubbard</b>		Luke's aim is to run a successful, creative and educational workspace. The space will be multifunctional with a focus on teaching creative welding to students, running life-drawing classes and creating bespoke furniture for commercial purposes within the festival and hospitality circuit.	£3500
<b>Saffron Mullen</b>	Crocus Healing	Complementary Therapies within the Renfrewshire Area. The therapies provided shall be: <ul style="list-style-type: none"> <li>➤ Swedish Massage</li> <li>➤ Aromatherapy Massage</li> <li>➤ Reflexology</li> <li>➤ Seated Acupressure</li> <li>➤ Seated/Indian Head Massage</li> <li>➤ Stress Management &amp; Lifestyle Advice</li> </ul>	£5000

Stevie Adams



Luke Hubbard



Lisa Crockard



Nicola Henderson



Saffron Mullen



## **Engineering Summer Placement Programme**

£5,000 was awarded to support 8 aspiring female engineers into the industry between June and August 2016. The College match funded the contribution by funding 6 additional students by covering the following costs.

- Bursaries and travel costs for placed students
- Health and Safety Environment (CSCS) Training, Testing and Certification – required to access workplaces

The following employers were involved in the project:

- Sheperds Engineering Services
- City Technical Services
- Offshore Renewable Energy Catapult
- Interserve
- Primary Engineer
- Babcock
- Alexander Dennis
- GeoSeas DEME
- Transport Scotland

All students participated in a minimum of 4 weeks' placement with the maximum placement lasting for 12 weeks. The feedback has been extremely positive and has resulted in increased confidence, awareness of the industry and knowledge, skills and experience of engineering principles. All placements were successfully completed.

## **Healthcare Simulation**

The healthcare simulation experience will take place in 2016/17 at a cost of £3,000.

This will involve 100 students from HNC Care and Admin Practice (Clinical Route) and NC Health and Social Care, experiencing a day at the Scottish Centre for Simulation and Clinical Human Factors based in Forth Valley Hospital. The event will

be hosted by the Centre Director and Consultant Anaesthetist at the hospital Dr Michael Money Penny (yes this is his actual name!).

This full day event will provide a considerable practical skill advantage to our students in terms of progression in employment search, academic progression and articulation. The simulation days are accredited by the centre itself who are also responsible for teaching NHS hospital healthcare staff, so the added value to the student and their qualification is second to none and a wonderful opportunity.

### **Annual Bursaries for Deck Officer Trainee Programme and Engineering Officer Programmes.**

£8,000 has been awarded with 8 students receiving an award of £1,000. Of the 8 students supported, 6 students were studying at phase 5 of the Professional Diploma in Marine Management and 2 students were studying the Maritime Coastguard Agency (Written and Orals Preparation). Students studying Phase 1-4 receive help from SAAS however this stops in Phase 5 and many students struggle to make ends meet.

### **Articulation and Progression**

Delivered by the Student Advisors and working in partnerships with Lecturers and our partner Universities, the University Information Day is an annual event held in October involving all of the Scottish Universities and SAAS. This year the 4 hour event was held on City Campus with over 600 students visiting the event which had exhibition stands, prospectuses and freebies for our students to browse and get first-hand information and advice from University staff.

New for 2016 Herriot Watt University/University of West of Scotland/University of Dundee and the University of Abertay delivered specific workshops and our CoGC Careers Team also facilitated Personal Statement Masterclasses on the day which were immensely popular with students.

In addition, building up to the event Glasgow Caledonian University (GCU) Connect Team provided seven pop-up stands across both campuses throughout September with GCU staff and a Student Mentor from GCU offering advice and guidance to students. Feedback from GCU has been positive with a high level of interest from our students.



Figure 10 shows that the numbers applying and successful in gaining entry to University increases each year with by 8.4%. These figures do not include direct entry students to Glasgow Caledonian and Strathclyde University who articulate through our 2 plus 2 partnership arrangements.

**Figure 10 – Students Progressing to University**

	2011/12	2012/13	2013/14	2014/15	2015/16
<b>Applicants</b>	1,262	1,361	1,348	1,424	1,737
<b>Number of Choices</b>	5,059	5,707	5,651	5,778	6625
<b>Students successfully articulating</b>	925	970	997	1,031	1,118

## Corporate Parenting Duty

*'It's by no means a given, but children who spend time in the care system are less likely than other children to achieve academic success or benefit from stable relationships.*

*They are more likely to have problems with crime, drugs and mental health than their peers.'* (<http://www.thewhocarestrust.org.uk/pages/the-statistics.html>, 2016)

- *Only 6% of care leavers go to university - compared with 38% of all young people.<sup>2</sup>*
- *One third of care leavers are not in education, employment or training - compared with 13% of all young people.<sup>3</sup>*
- *23% of the adult prison population has been in care and almost 40% of prisoners under 21 were in care as children (only 2% of the general population spend time in prison).*
- *A quarter of young women leaving care are pregnant or already mothers and nearly half become mothers by the age of 24.*

Over the last year - since Colleges and Universities became Corporate Parents as set out in the Children and Young People (Scotland) Act 2014 - we have introduced a range of student support initiatives to advise and guide students who are care experienced. Students who have experienced the care system, whether this is foster care, residential care, looked after at home or kinship care, are asked to declare their status at application and enrolment stage. We also have a named Student Advisor who is identified on our website and who provides support to these students throughout their time at College. We continue to work with our partners SDS, MCR Pathways, Social Work and Throughcare to identify students who may require additional support. Fig 11 provides information on the number of students supported and key performance indicators.

**Figure 11 - Care Experienced Student Performance Trends**

Referrals	2013/14	2014/15	2015/16
Referred by Agency	14	14	17
Declared on application/enrolment	n/a	48	62
<b>Total accepted places</b>	<b>9</b>	<b>47</b>	<b>79</b>
<b>No. still enrolled June 2016</b>	<b>9</b>	<b>33</b>	<b>54</b>
<b>No. withdrawn by June 2016</b>		<b>14</b>	<b>25</b>
<b>No. achieving qualification</b>	<b>7</b>	<b>20</b>	<b>44</b>
<b>% achieved</b>	<b>78%</b>	<b>61%</b>	<b>81%</b>

As a Corporate Parent it is important that the College monitor and track the performance of our students who are care experienced. The Student Advisors have contacted all students who withdrew to help them re-engage with the College.

Of the twenty-five students who withdrew:

- Nine students have re-applied to City of Glasgow College with five accepting the offer.
- Two going to other colleges.
- One declined an offer.
- One was unsuccessful.

Figure 12 provides information on those students with a positive destination 13% articulating to University, 4% in employment and 65% continuing to engage with their studies at City (61%) or another College (4%).

**Fig 12 – Care Experienced Student Articulation**

Articulation route	Number
University	7
City of Glasgow College (next level of course)	29
Waiting list at City of Glasgow College	4
Other FE college	2
Full-time employment	2
Unknown destination	10
<b>Total</b>	<b>54</b>