

Board of Management Students, Staff & Equalities Committee

Date of Meeting	Wednesday 6 May 2020
Paper No.	SSEC3-D
Agenda Item	5.2
Subject of Paper	Student Experience Annual Review 2019/20
FOISA Status	Disclosable
Primary Contact	Gillian Plunkett Student Experience Director
Date of production	28 April 2020
Action	For Discussion and Decision

1. Recommendations

The Students Staff and Equalities Committee is asked to discuss the Student Experience Annual Review of 2019/20 and make comments/recommendations on current and future service priorities, aims and objectives.

2. Purpose of Report

To provide members of the Committee with an overview of student support service activity in 2019/20 and evidence of 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

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 Experience Annual Review provides an overview of some of the main service and performance achievements for students and staff in 2019/20.

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

Let Learning Flourish



Student Experience **Annual Review 2019/20**

Contents

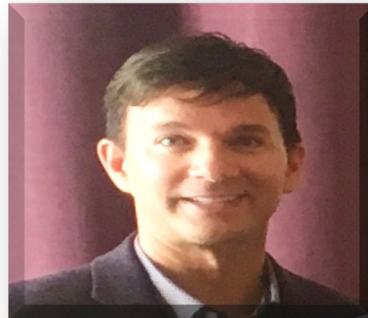
Meet the Team	2
Achievements at a Glance.....	3
Student Recruitment and Admissions	4
Student Support Funds	5
Student Support and Well Being	6
Learning Support	8
Student Engagement	10

Meet the Team



Gillian Plunkett

Director Student Experience



Scott Harrison

Associate Director Learner Journey



Graeme Brewster

Learning Support and Inclusion Manager



Sandra Cook

Student Engagement Manager



Brian Deeley

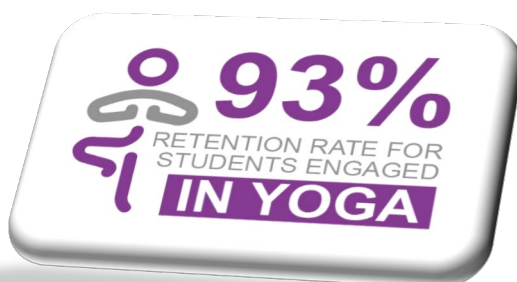
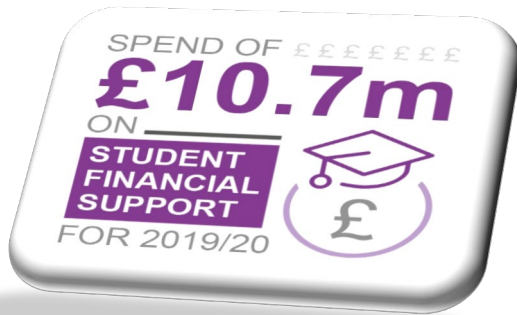
Student Recruitment and Funding Manager



Lisa Hardy

Student Support and Well-Being Manager

Achievements at a Glance

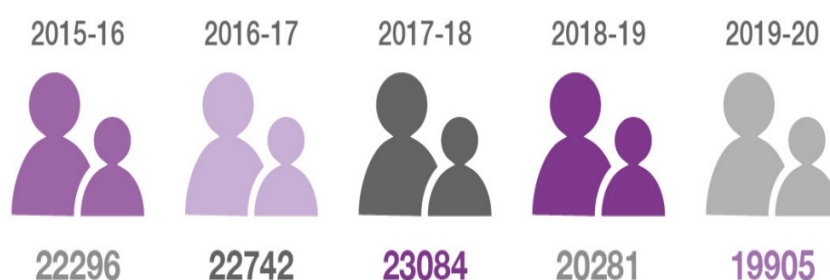


Student Recruitment and Admissions

The Admissions Team receive thousands of applications each year from those wishing to study at City of Glasgow College; and while the ratio of applications to places can vary from course to course, the College remains

the **1st choice destination** for School Leavers across Scotland. This year applications from pupils on Senior Phase programmes at the College also rose by 31%.

Headcount - 5 Year Trend (Main Full Time (Fresher's) Intake August)



Our Admissions Team take great pride in a **90%** customer satisfaction rate.

We survey all applicants, even those who are unsuccessful, and use this feedback to improve our service delivery.

In 2019 our applicant response rate was **27% (5,186)**.



Student Support Funds

Student funding is essential for **widening access** and providing opportunity for all.

A significant amount of staff time is spent on student welfare issues which

often involve assessing student finances, making emergency payments to students, supporting students with money management and accommodation issues.

This year the College will spend **£10.7 m** in student support*

Student Support Fund Expenditure 3 Year Trend

Fund Type	2017/18	2018/19	2019/20
Further Education Bursary Fund	£6,698,372	£7,426,533	£7,829,387
Further Education Childcare Fund	£483,995	£520,355	£450,000
Higher Education Childcare Fund	£447,611	£465,905	£610,000
Further Education Hardship Fund	£1,053,201	£910,182	£1,115,797
Higher Education Hardship Fund	£852,048	£920,371	£713,891
Total Expenditure	£9,535,227	£10,243,346	£10,719,075

*Due to COVID-19 and the need to support students with emergency funding this figure is likely to be higher.

It is essential that students are able to finance their studies, and without financial support the rich **diversity** of students that we currently see at City could not **flourish**.

To ensure that we support those most in need we target support to vulnerable groups – care experienced students, carers, lone parents and estranged students.



Student Support and Well Being

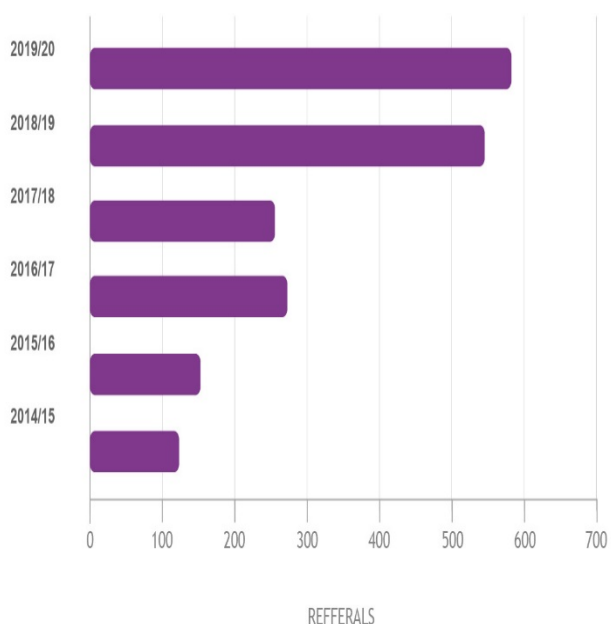
Student mental health and well-being continues to be a top priority for the College.

At 31st March 2020, 582 counselling and mental health referrals had been made, already a **5%** increase on last year's full year figure.

Our team have been significantly enhanced recently with the appointment of an additional counsellor and mental health coordinator in 2018, and a further counsellor in 2020, bring the total team to 4 dedicated FTE.

Counselling & Wellbeing Support August 2019 - March 2020

Counselling and Mental Health Referrals 2019/20 (to 31 March)



The College has also procured the **Big White Wall** where members can support each other, access support 24 hours a day, 365 days a year, with trained professionals available **24/7** to keep the community safe. During the first 4 weeks of launch in March 2020, **481** staff and students have engaged with the service.

BIG WHITE WALL[®]

We're online, anonymous and available 24 hours a day.

Visit bigwhitewall.com to join our mental health community

You're Not Alone

FREE to all students

16+

For more details, please refer to our T&C's during registration.

Case Study

Jenny is a 16 year old student studying sport and living in private student accommodation in Glasgow. She presented at a Student Advisors drop-in with a friend from her accommodation. She told the Advisor that her mood was low, she had experienced a family bereavement and she was feeling isolated as she was no longer living at home. At this point Jenny was not attending classes.

A college counselling assessment was booked for Jenny.

At the assessment Jenny disclosed that she was experiencing suicidal thoughts but did not want to go to her GP which was in the local area where her family lived.

With Jenny's permission, the Student Counsellor telephoned the GP to share information about Jenny's situation and ease her engagement with her GP. Jenny met with her GP and was also placed on the college waiting list for counselling.

Five days later Jenny drop-in to student services at City Campus, again accompanied by her friend. The Advisor who spoke with Jenny was able to read through Jenny's case history and quickly realised that Jenny was still having suicidal thoughts and was struggling to engage with a safety plan. The Student Advisor sought help from the college Mental Health and Wellbeing Coordinator (MHWC) and together they worked with Jenny to construct a safety plan that involved both the staff at Jenny's accommodation making regular welfare checks and her friend being identified as someone to speak to if she was struggling.

Jenny's friend was also given support, information, advice and guidance on how to support Jenny, how to look after themselves and who to contact if needed.

The MHWC saw Jenny regularly to support her attendance at college. Jenny was also referred to the Learning Support Team for help with her studies. In addition, with Jenny's consent, the MHWC met regularly with Jenny's lecturer to advise her on how to support Jenny in class.

Jenny was now in counselling and during a session Jenny disclosed that she had been physically assaulted by a family member. A safeguarding referral was raised and a joint-decision was made to contact Social Services who advised that as Jenny was under 18 the matter should be reported to Police Scotland.

Jenny was supported to speak to the Police but decided not to make a formal report. As Jenny was under 18 Social Services offered support but Jenny struggled to leave her accommodation due to anxiety.

However, the MHWC, lecturer and Learning Support team worked together to construct a plan to help Jenny attend classes again and catch up with work that she had missed. Through Jenny's hard work and the efforts of the team, Jenny is back attending classes and the MHWC continues to support Jenny to ensure she is accessing the right support for both inside and outside of college.

Learning Support

Our Learning Support Team provide essential study and skills development support to students with a disability or learning support need. At 31 March 2020 there were **1,997** Personal

Learning Support Plans (PLSPs), at this point an increase of **10%** increase on last year's full year figure.

Overall Students with Additional Support Needs with a Completed PLSP by Faculty during 2018/19 and 2019/20

Faculty	2018/19	2019/20
Creative Industries	585	655
Education & Humanities	530	504
Hospitality & Leisure	524	650
Nautical & STEM	171	188
Total	1,810	1,997

Students receive learning support in groups or one to one from a dedicated learning support lecturer and/or learning support advisor. Learning support work closely with other students support services to provide holistic and personalised support for students. In 2018/19 the success rate for full time Further Education students with a PLSP was a **70%** which was slightly higher than the college average. And an impressive result for some of our most challenged students.



Under the Reasonable Adjustments Duty of the Equalities Duty 2010 the College must anticipate and prepare for what students with a disability might need. To do this we record disability by type or need. Needs led is

by far the biggest category and what this means is that the student has not registered as having a disability but they have been referred for support. This category will include care experienced students, carers and estranged students who may be struggling with coursework.

Overall Students with Additional Support Needs with a Completed PLSP by Faculty during 2018/19 and 2019/20

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	133	86	134	60	413
A social/ communication impairment such as Asperger's Syndrome/other autistic spectrum condition	61	28	28	15	132
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	17	12	11	4	44
A mental health condition such as depression, schizophrenia or anxiety disorder	56	26	29	7	118
A physical impairment or mobility issue such as difficulty using arms or using a wheelchair or crutches	11	12	2	2	27
D/deaf or hearing impairment	6	6	10	2	24
Blind or a serious visual impairment uncorrected by glasses	3	7	2	1	13
A disability impairment or medical condition that is not listed above	17	11	16	2	46
A specific learning disability such as downs syndrome	0	0	0	2	2
Multiple Disabilities	133	56	85	14	288
Needs Led	218	260	333	798	890
Faculty and College Total	655	504	650	798	1,997

Student Engagement



The John Muir Award encourages participants to explore 'wild spaces'. 145 students from Supported Education, Travel & Tourism, Women in Construction and Graphic Arts participated in the 2020 project and received their Bronze Award.

City Explorers – students visited outdoor spaces (Glasgow Green, Clyde Walk Way and Glasgow Necropolis) took photos, collected leaves and learned about the environment around them. Students used this experience to create artwork and environmental focused posters.

City Bug Houses – Women in Construction, and Personal and Social Development students researched, designed, built and decorated bug houses by recycling reclaimed wood. The bug houses were placed in the Riverside Allotment and local Townhead Community Centre garden space.

Impact

- 95% of students said that the project gave them the chance to practice skills for employment.
- 97% of students said the project allowed them to understand and respect other better.
- 92% of students said the project let them feel part of the wider college community.

Your Voice Counts

Your Voice Counts involves **Class Representatives** and Faculty Staff working collectively to influence change. The initiative 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.

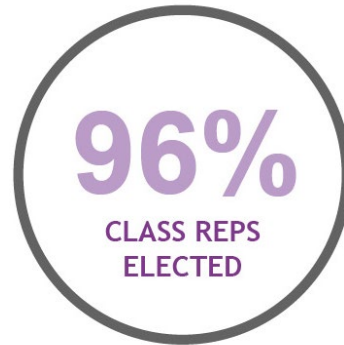
Three Faculties engaged with the initiative in 2019 to create a culture that **empowers and engages** the Class Representation system.

This type of initiative demonstrates to all students how their voice and opinions matter, and that by working in **partnership** with Academic Staff that real change can happen.

Students Said	We Did
We want the MyCity Calendar utilised better and updated with course deadlines and what we are coming into study on each day.	Curriculum staff have been trained on how to use the calendar with timetable data and daily Workflow.
We need access to specialist 3D animation software out with class time.	The specialist software has been installed in the in the libraries.
We need more information on course progression.	Skills Development Scotland delivered careers advice to all NPA courses. Specific career management workshops are planned by the student services team for next year.
If we can't login to the college system we can't get access to Adobe Suite software.	IT have resolved all login issues allowing students to access the software they need.
We want online case studies and risk assessments to more user friendly	Teaching staff working with Learning Technologists have improved this online content.

The Class Representation System at City of Glasgow College continues to be vibrant and engaged with 96% of class reps elected across the College.

We are particularly proud of our engagement with English as a Second or Other Language (ESOL) students and Foundation Apprenticeship School Groups this year



Student Engagement Workshops Representatives by Faculty

Faculty	CLASSES	WITH CLASS REPS	WITHOUT CLASS REPS	% ELECTED
Creative Industries	165	160	5	97
ESOL	35	35	0	100
Education & Humanities	99	93	6	94
Foundation Apprenticeship	11	11	0	100
Hospitality & Leisure	136	130	6	96
Nautical & STEM	90	81	9	90



Our Student Engagement Workshops also continue to be popular with both students and staff. 349 workshops were delivered including emotional intelligence, respect and social media and 6,369 students attending.