Item 07
For Approval

GLASGOW KELVIN COLLEGE

Learning and Teaching Committee – 13 September 2023

Draft 2023-24 Quality Enhancement Priorities

Report by Vice Principal Curriculum and Quality Enhancement

1. Introduction

This report sets out draft quality enhancement priorities resulting from the analysis and discussion of 2022-23 performance indication information, alongside being informed by the evaluation of student feedback and the outcome from the College's Education Scotland report resulting from their annual review visit in May 2023.

2. Quality Enhancement Priorities

The following high-level College quality enhancement priorities for 2023-24 have been informed by an evaluation of College-level student performance data, a review of student feedback undertaken and the areas for action identified by Education Scotland resulting from their recent annual review. Based on this review and reflection, the following six College-level quality enhancement priorities for learning and teaching are proposed for 2023-24:

Two Existing Projects:	Four New Projects:	
1. Improve student recruitment performance and conversion of applicants to attending enrolments	**3. Strengthen Faculty Quality and Self-Evaluation Arrangements**	**4. Strengthen Teaching Development Activity**
2. Respond more effectively to student attendance issues	**5. Strengthen Student Engagement and Representation**	**6. Strengthen Student Health and Wellbeing Support**

The Section below provides more detail on how each of these areas will be progressed.

1. <u>Improve student recruitment performance and conversion of applicants to attending enrolments.</u>
   The College will continue to build on the improvements made to strengthen pre-enrolment engagement and support introduced in 2022-23. This includes a strong focus on regular contact with applicants across the recruitment period through Support Service and Faculty led 'keep warm' activity. In addition, we will initiate targeted recruitment and marketing activity at areas where

recruitment conversion is low, including a specific focus on growing Senior Phase and Foundation Apprenticeship enrolments.

As this is a continuing priority, actions related to it are now embedded in operational plans.

2. Respond more effectively to student attendance issues.
   We will also continue to extend our work to respond more rapidly and responsively to student attendance issues. This includes strengthening our data reporting on student attendance and delivering consistent and systematic interventions by lecturing and support staff. A key focus of this activity will be on targeting action at students most at risk of withdrawal.

   As this is another continuing priority, actions related to it are now embedded in operational plans.

3. Strengthen Faculty Quality and Self-Evaluation Arrangements.
   As we recover from the Covid pandemic we will rebuild our quality processes with a renewed focus on prioritising student engagement and success. We will do this by strengthening existing approaches to deliver more consistency and impact. Key new elements for 2023-24 will be the introduction of a risk-based approach with differing levels of quality enhancement activity dependent on the level of student outcomes relative to national averages. In addition, our new arrangements will give greater prominence and consistency to student representation activity ensuring all delivery takes account of learner feedback.

   As this is a new priority, a high-level outline of key actions is set out in Appendix 1. Once initiated, these actions will be embedded in existing operational planning arrangements.

4. Strengthen Teaching Development Activity.
   The quality of teaching is central to supporting the delivery of engaging and positive learning experiences and high levels of student success. In 2023-24, we will strengthen support for teaching practice through stronger leadership for teaching development activity, and through providing more structured and consistent opportunities for staff to share teaching practice and provide peer support.

   Whilst some initial thinking has been undertaken as to how this priority could be progressed, as involvement and buy-in of lecturing staff will be key, the plans for this area will be discussed through staff forums early in the new academic year. A further report on this action will be presented to the next meeting of the Committee.

5. Strengthen Student Engagement and Representation.
   The severe restriction in face to face learning caused by the Covid pandemic had a very detrimental impact on the student experience. A significant aspect of this was a diminution of opportunities for student engagement and for student views to contribute to college service delivery. The College made substantial headway in recovering from this in 2022-23, with for example, record levels of students contributing to surveys. However, our Education Scotland progress visit highlighted weaknesses in the strength of relationship between the Students' Association, Class Representatives and Curriculum delivery teams.

As a result, in 2023-24 we will improve the support for, and effectiveness of, College student representation activity.

As this is a new priority, a high-level outline of key actions is set out in Appendix 2. Once initiated, these actions will be embedded in existing operational planning arrangements.

6. Strengthen Student Health and Wellbeing Support.
Student feedback in 2022-23 provided evidence that health and wellbeing issues are the most significant contributor to student withdrawal. This was further reinforced by feedback from Lecturing and Guidance staff working directly with learners. Therefore, providing appropriate and sufficient health and wellbeing support to students is of critical importance and in academic year 2023-24 we will strengthen our support for students in this important area.

As this is a new priority, a high-level outline of key actions is set out in Appendix 3.. Once initiated, these actions will be embedded in existing operational planning arrangements.

The table below highlights the strong overlap between the identified student outcome improvement projects and the goals of the College's Learning, Teaching and Assessment Strategy.

	A) Deliver High Quality Learning and Teaching	B) Ensure assessment promotes effective learning	C) Value the Learner Voice	D) Embed Digital Innovation	E) Develop Wider and Transferrable Skills
1. Improve Student Recruitment Performance	X			X	
2. Respond More Effectively to Student Attendance Issues	X		X	X	
3. Strengthen Faculty Quality and Self-Evaluation Arrangements	X	X	X	X	X
4. Strengthen Teaching Development Activity	X	X		X	X
5. Strengthen Student Engagement and Representation	X		X		X
6. Strengthen Student Health and Wellbeing Support	X		X		

Actions across all of the quality enhancement priorities will to be integrated into, and monitored through, College operational planning and cross-college quality enhancement activity.

3. Impact on Students

The quality enhancement priorities set out in this report focus on improving outcomes and experiences for students.

4. Resource Implications

There are no specific resource implications arising directly from this report.

5. Equality

There are no equalities implications arising directly from this report.

6. Risk and Assurance

This report provides assurance that the College is effectively reviewing its performance and identifying areas for improvement.

7. Data Protection

There are no data protection implications arising directly from this report.

8. Environmental and Sustainability

There are no environmental and sustainability implications arising directly from this report.

9. Recommendations

Members are recommended to:

i) Consider and approve the proposed quality enhancement priorities for 2023-24.

10. Further Information

Members can obtain additional information on the contents of this report from Robin Ashton, Vice Principal Curriculum and Quality Enhancement, or John Gallagher. Head of Quality

Glasgow Kelvin College
RA
28/08/2023

Quality Enhancement Project 3: Strengthening Faculty Quality and Self-Evaluation Arrangements

Sponsor: Vice Principal Curriculum and Quality
Delivery Leads: Head of Quality and Faculty Directors

1. Introduction and Context

As we recover from the Covid pandemic we can rebuild our quality processes with a renewed focus on prioritising student engagement and success. We will do this by strengthening existing approaches to deliver more consistency and impact for our quality enhancement activity. Wherever possible, we will implement arrangements which build on existing good practice and deliver the most efficient use of time and resources.

2. Implementing a Risk-Based Approach to Quality Enhancement Activity

Supporting a lean approach, we will also prioritise activity on a risk-based approach, with differing levels of quality enhancement activity, dependent on the risk of students not completing their course successfully. All College courses will be categorised into the following risk categories:

Green – low risk. This category is for courses which are operating at a high level of performance with student outcomes around or above college and national averages. To begin we will categorise all College courses which are no more than 5% below the full-time college average for that level (i.e. Further Education or Higher Education) as low risk courses.

Courses within this category follow standard quality enhancement processes and quality enhancement activity led by the Curriculum Manager.

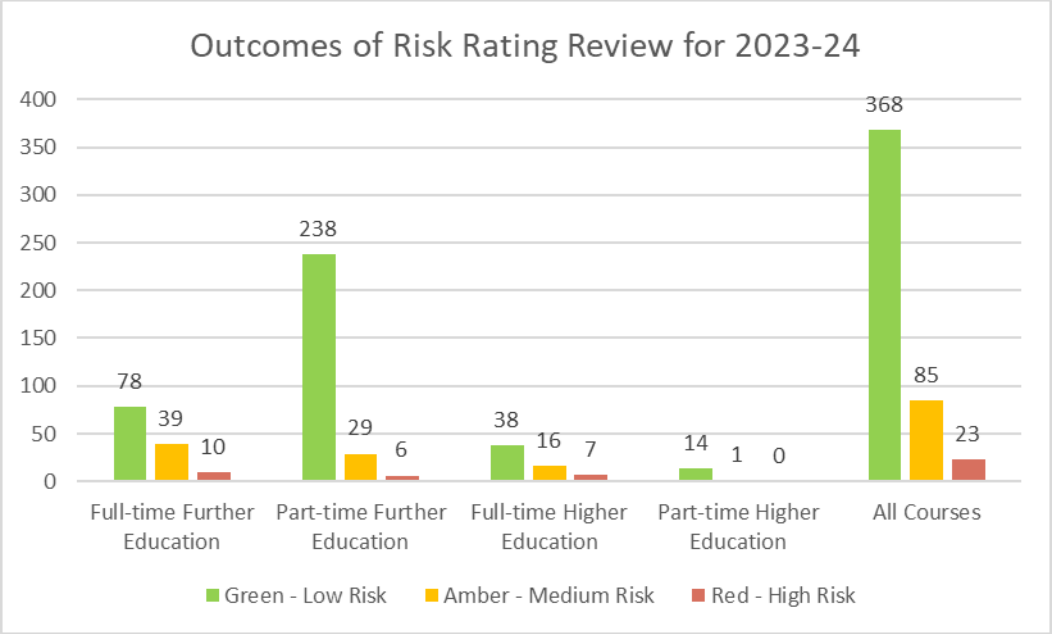
Amber – medium risk. This category is for courses operating at an unsatisfactory level of performance where student outcomes are well below college and national averages. Significant changes will need to be made to these courses to improve student outcomes. We will categorise all College courses which are more than 5% - 15% below the full-time college average for that level as medium risk courses.

For courses within this category, alongside following standard quality enhancement processes, all courses will complete an additional Improving Performance and Course Transformation (IMPACT) Plan. The IMPACT Plan replaces the QIAP and includes a stronger focus on course design. This additional quality enhancement activity will be led by the Senior Curriculum Manager, supported by the Curriculum Manager.

Red – high risk. This category is for courses where performance is so poor that we need to give serious consideration as to whether we continue to run these courses or remove these from the College curriculum portfolio. All courses which have regularly* been more than 15% below the full-time college average for that level will be classed as high risk (*assessed across previous 3 academic years).

For courses within this category, alongside following standard quality enhancement processes, all courses will be subject to an At-Risk Review process. This process will consider the performance of the course and whether any further more radical action has a likelihood of improving the performance of the course. At the end of these considerations, a decision to be made before December of that academic year whether to continue to run these courses. If a decision is made to continue running the course, recommendations for significant change will be agreed within an At Risk Improvement Plan. This additional quality enhancement activity will be led by the Director of Faculty, supported by Faculty managers.

Using the above category boundaries, the College's curriculum has been reviewed and the chart below provides a summary of the risk assessment process.



In summary this means 77% of College courses have been assessed as low risk, 18% medium risk, and 5% low risk.

3. Enabling a Collective and Supportive Approach to Quality Enhancement Activity

To ensure capacity and to provide collective support for our quality enhancement arrangements, we will identify allocated and common time across Faculty management. For 2023-24 this will be organised on Fridays as this is normally the time when teaching demands are lowest. By agreeing a common time when all staff are available, this will allow Faculty managers to collectively consider and share practice and expertise on quality enhancement and management development issues. The following Faculty Management schedule for Fridays is therefore:

9.00 - 10.30 Course Quality Review Meetings – These weekly meetings of SCMs and CMs (or with Directors in Faculty meetings) will monitor and review course metrics such as recruitment, attendance, and student pass rates to identify and implement quality improvement actions.

11.00 – 12.00 Cross-College Quality Development Meetings – These bi-weekly meetings will provide opportunities for Faculty managers to collectively develop and build capacity in relation to quality enhancement. A schedule of regular activities to be developed which support Faculty managers to enhance the quality of their curricular areas. Some suggested sessions include:

- Using college systems to monitor student activity and outcomes
- Exploring SQA systems and verification arrangements
- Sharing practice of project based learning
- Considering course design and use of accredited units
- Increasing opportunities for the student voice to impact on course design and delivery
- Integrating sustainability development into course delivery
- Assessing metaskills development opportunities in course delivery
- Understanding SFC Funding methods and student funding arrangements

Sessions could also include external partners/speakers or training.

Friday afternoons will be reserved for internal Faculty work, such as management meetings or self-directed quality enhancement activities.

4. Levels of Quality and Self-Evaluation Activity

In order to support the most effective use of staff time and resources, responsibilities for differing aspects of quality enhancement activities have been disaggregated across differing levels of responsibility. This allows information to move up and down from individual students through management structures to enable a collective, whole college approach to quality review and enhancement as illustrated below.

Information

Student	Lecturer	Class Tutor	Curriculum Manager	Senior Curriculum Manager	Director of Faculty	Whole College

The table overleaf sets out at in broad brush terms the differing responsibilities across these levels.

Level	Lead	Purpose	Supporting Document	Timing
Individual/ Class	Lecturers and Class Tutor	To monitor individual student progress towards successful course completion and to organise supportive guidance activity.	Attendance Monitoring Report	Reviewed on a weekly basis.
Courses and Subject Areas	Curriculum Manager	To monitor course performance and to work with course teams to identify and implement quality enhancement actions.	Curriculum Manager Log-Book	Course team meetings held once per month.
Subject areas	Senior Curriculum Manager	To monitor the performance of subject areas and to work with Curriculum managers to identify and implement quality enhancement actions.	Senior Curriculum Manager Log-Book	Weekly meetings with Curriculum Managers, six meeting with Directors of Faculty and IMPACT plan meetings
Faculty	Faculty Director	To set out a plan of Faculty priorities and activities informed by quality review and self-evaluation activities and aligned to college strategic goals.	Faculty Operational Plan	Draft completed by August and reviewed each Block

The schedules overleaf provide more detail on quality enhancement activities for Curriculum Managers and Senior Curriculum Managers.

5. **CM Quality Calendar (three Blocks)**

Wk	Block 1	Block 2	Block 3
Before start of term or Quality and Development week	Meet with Course teams to set student outcome targets and identify quality enhancement and operational actions to support achievement	Meet with Class Representatives and Course teams to review student performance and identify quality enhancement and operational actions for the teaching Block ahead	Meet with Class Representatives and Course teams to review student performance and identify quality enhancement and operational actions for the teaching Block ahead
1	Update CM log and quality enhancement action plan	Update CM log and quality enhancement action plan	Update CM log and quality enhancement action plan
2	Ensure all classes select a Class Representative	Update CM log and quality enhancement action plan	Update CM log and quality enhancement action plan
3	Review course metrics and prepare for Course team meeting the following week	Review course metrics and prepare for Course team meeting the following week	Review course metrics and prepare for Course team meeting the following week
4	Hold Course team quality review meetings.	Hold Course team quality review meetings.	Hold Course team quality review meetings.
5	Ensure all courses undertake the Block 1 'Stop and Check' survey	Ensure all courses undertake the Block 2 'Stop and Check' survey	Ensure all courses undertake the Annual Student Satisfaction survey
6	Review Block 1 'Stop and Check' survey results and respond to any issues	Review Block 2 'Stop and Check' survey results and respond to any issues	Review the Annual Student Satisfaction survey results and respond to any issues
7	Update quality enhancement action plan prepare for Course team meeting the following week	Update quality enhancement action plan prepare for Course team meeting the following week	Update quality enhancement action plan prepare for Course team meeting the following week
8	Hold Course team quality review meetings.	Hold Course team quality review meetings.	Hold Course team quality review meetings.
9	Update CM log and quality enhancement action plan	Update CM log and quality enhancement action plan	Update CM log and quality enhancement action plan
10	Update CM log and quality enhancement action plan	Update CM log and quality enhancement action plan	Update CM log and quality enhancement action plan
11	Ask Class Representative to meet with the class and gather feedback from the course attendees using Feedback Form.	Ask Class Representative to meet with the class and gather feedback from the course attendees using Feedback Form.	Ask Class Representative to meet with the class and gather feedback from the course attendees using Feedback Form.
12	Review course metrics and prepare for Course team meeting the following week	Review course metrics and prepare for Course team meeting the following week	Review course metrics and prepare for Course team meeting the following week
			Meet with Class Representatives and course teams and complete course evaluation documentation

	Course team meetings
	Individual quality review and preparation activity
	Student voice activity

6. SCM Quality Calendar (three Blocks)

Wk	Block 1		Block 2		Block 3	
Before start of term or Quality and Development weeks	Attend and support course team quality review meetings		Attend and support course team quality review meetings		Attend and support course team quality review meetings	
1	Weekly Quality and Curriculum Planning Meetings	Initiate IMPACT Plans	Weekly Quality and Curriculum Planning Meetings	Support implementation of IMPACT Plans	Weekly Quality and Curriculum Planning Meetings	Support implementation of IMPACT Plans
2						
3						
4						
5		Review CM logs		Review CM logs		Review CM logs
6		Submit SCM Evaluative Reviews		Review student survey feedback		Review student survey feedback
7		Oversee IMPACT Plan Review meetings		Oversee IMPACT Plan Review meetings		Oversee IMPACT Plan Review meetings
8						
9						
10		Prepare for quality Review meetings the following week		Prepare for quality Review meetings the following week		Prepare for quality Review meetings the following week
11		Quality Review Update with DoF – focus on review of At-Risk Course		Quality Review Update with DoF		Quality Review Update with DoF
12		Review CM logs		Review CM logs		Review CM logs
					Attend and support course team quality review meetings	

	Course and DoF quality review meetings
	Coordination of IMPACT Plans
	Individual quality review and preparation activity
	Weekly quality meetings

Glasgow Kelvin College

Improving Performance and Course Transformation (IMPACT) PLAN

Curriculum area:	**Curriculum Manager:**
Senior Curriculum Manager:	**Date:**

A) Course Profile

Unit Name / **Delivery Details**															
(Mainly) Face to Face															
(Mainly) Online															
Hybrid															
SCQF Level															
SQA (S) or Non-modular (N)															
Unit Pass Rate (Prior Year) %															

B) Student Outcomes

Course(s)	Class code(s)	PI Enrolments	Early withdrawal	Further withdrawal	Successful (SO)	*Student Satisfaction %

(*percentage of students reporting overall satisfaction with the course)

C) Course Evaluation

College Learning, Teaching and Assessment Strategy Priorities	**Score course performance against each objective below using a 4-point rating scale (4 – Good, 3 – Satisfactory, 2 – Improvement required, 1 – Poor/No activity)**				**Score**			
Learning & Teaching	Accessible, engaging and purposeful learning experiences. (*A1)*	Range of approaches to active, self-directed and independent learning. *(A2)*	Learning and teaching approaches and resources effective to meet learning needs. *(A3)*	Evaluation of the quality and impact of teaching. (*A4)*				
Assessment	Approaches to assessment are diagnostic, formative and summative to encourage and support effective learning. *(B2)*	Assessment approaches are responsive to learner needs and ensure that feedback to learners is timely, accurate and developmental. *(B3)*	Use of integrated and project-based assessments. *(B4)*					
Learner Voice	Use of student-centred learning and peer to peer learning. *(C1)*	Students contribute to planning, design and delivery of learning activities. *(C2)*	Students take responsibility for their own learning, through monitoring and reflecting on their progress. *(C3)*	Guidance and support – Availability and Impact *(C4)*				
Digital Innovation	Availability of E-learning platforms and digital technologies to support learning, teaching and assessment. *(D1)*	Use of technology and e-learning resources in learning, teaching and assessment *(D2, D3)*						
Wider and Transferrable Skills	Use of integrated learning activities which build wider skills. *(E1)*	Use of project-based and experiential learning activities which develop transferrable and meta skills. *(E2)*	Use of experience of work, realistic work environments, practices and placements. *(E3)*	Use of tools and techniques to encourage students to set, review and reflect the development of personal, social and study skills. *(E4)*				
				Total Score:	**/68**			

D) Identifying opportunities for Improvement

College Learning, Teaching and Assessment Strategy Priorities	Strengths (What we do well?)	Weakness (What we don't do so well?)	Opportunities (What could we do to improve course performance?)
Deliver High Quality Learning and Teaching (A1 to A4)			
Ensure Assessment Promotes Effective Learning (B1 to B4)			
Value the Learner Voice (C1 to C4)			
Embed Digital Innovation (D1 to D4)			
Develop Wider and Transferrable Skills (E1 to E4)			

E) Action Planning and Progress Updates

Action Required	Target Date	Action Owner	Progress Update – October	Progress Update – Jan/February	Progress Update – May

F) Target Setting

Course Title	PI enrols	Target withdrawal %	Progress Update – October	Progress Update – Jan/Feb	Progress Update – May	Target Success %	Progress Update – June

Glasgow Kelvin College

Course At Risk Review

Faculty:	**Director of Faculty:**
Curriculum area:	**Curriculum Manager:**
Senior Curriculum Manager:	**Date:**

Course Review and Analysis

Student Performance Indicators						
Academic Year	**Course Title**	**PI Enrol**	**Early Withdrawal %**	**Further Withdrawal %**	**Successful Outcome %**	**Student Satisfaction %**
2022/23						
2021/22						
2020/21						

Admissions and Recruitment Performance							Application Processing		
Academic Year	**Course Title**	**Applications**	**Offers Made**	**Target Enrols**	**Actual Enrols**	**Funded Enrols**	**Web**	**Interview**	**Task**
2022/23									
2021/22									
2020/21									

Course Resources					
Academic Year	**Course Title**	**Funded Credits**	**Teaching Delivery Hours**	**Credits Per FTE**	**Details of Non-staff Costs**
2022/23					
2021/22					
2020/21					

Further Consideration Factors	**Score each consideration factor below using a 4-point rating scale (4 – Good, 3 – Average, 2 – Limited, 1 – Poor/None)**		**Score**	
Course Demand/Popularity	With employers	With students		
Progression & Employment Opportunities	Progression to employment opportunities (Job availability in subject area and at SCQF level)	Progression to FE/HE opportunities		
Course Availability	In Glasgow region (*All, Two or GKC Only)	West of Scotland (* High, Low or GKC Only)	*	*
Resource Availability	Staffing resource – Teaching and Support (Hours/Skills)	Estate and equipment		

Faculty Director Evaluation and Recommendations:

Senior Management Team Review and Decision

Summary of SMT Discussion:			
Decision: The course should be removed from the College curriculum portfolio	☐	The course should continue to be offered but subject to the agreed remedial actions given being completed/delivered on time	☐

Remedial Action(s) Required	Target Date	Action Owner	Updates

Quality Enhancement Project 5: Strengthening Student Engagement and Representation

Sponsor: Head of Student Support Services

Delivery Lead: Student Support Services Manager

1. Introduction and Context

The severe restriction in face to face learning caused by the Covid pandemic had a very detrimental impact on the student experience. A significant aspect of this was a diminution of opportunities for student engagement and for student views to contribute to college service delivery. The College made substantial headway in recovering from this in 2022-23, with for example, record levels of students contributing to surveys. However, our Education Scotland progress visit highlighted weaknesses in the strength of relationship between the Students' Association, Class Representatives and Curriculum delivery teams. The result of this was an action for development to improve the support for, and effectiveness of student representation.

This paper sets out how in academic year 2023-24 we will strengthen student engagement and representation across the College.

2. Arrangements for Student Engagement and Representation in 2023-34

Two broad objectives have been set for strengthening student engagement and representation this coming academic year. These are to:

1. promote and facilitate the engagement an of learners in enhancing college programmes and college services; and
2. promote and facilitate the engagement of learners in enhancing the work and wider life of the college.

Across these two objectives, a strong focus will be put on articulating the student voice and representing this within College decision making processes. The tables overleaf set out a Student Engagement and Representation Action Plan for 2023-24 which aims to deliver on the two objectives above.

Student Engagement and Representation Action Plan for 2023-24

Objective	Action	Lead	Timescale
1. Promote and facilitate engagement of learners in enhancing college programmes and college services	Students Association Presidents to undertake bespoke training on their role and responsibilities with a particular focus on advocating for students and raising the student voice at meetings and committees.	Learner Engagement	June/July 2023
	Lead Freshers activity planning and contribute to wider student welcome preparations.	Learner Engagement/SA Presidents	Summer months through to week 2
	Set-up and manage voluntary student ambassador system of experienced students to support the induction and integration of new college students into college life and their programmes of study.	Learner Engagement/SA Presidents	Summer months through to week 5
	Work with Marketing to raise the profile of the Students' Association including a strong presence on social media and MyKelvin.	SA Presidents	Across the Academic Year
	Ensure all full-time groups have a Class Representative in place by Week 3	Curriculum Managers	Block 1 Week 3
	Initiate early engagement training programme for Class Representatives with a strong focus on their representative role and clearly defined expectations.	Learner Engagement/SA Presidents	By end of September 2023
	Organise monthly meetings of Class Representatives and provide opportunities for Class Representatives to engage with College managers.	Learner Engagement/SA Presidents	Once per month
	Ensure Course Teams for all full-time courses regularly engage with Class Representatives and provide written 'You said/We did' style feedback to student input.	Curriculum Managers	By Week 2 in Blocks 2 and 3.
	Coordinate elections for Student Executive and hold bi-weekly meetings of the Executive Team. Utilise Executive Committee skills base to enhance work of Students' Association and ensure officers have clearly defined tasks and support.	Learner Engagement/SA Presidents	End of September at latest
	Undertake regular student engagement activities and Learner Focus Groups to hear and articulate the student voice. Ensure these views are fed into college management and planning processes.	Learner Engagement/SA Presidents	Across the Academic Year
	Review feedback from cross-college Student Surveys and identify and seek to resolve issues being raised by students.	SA Presidents	Once per Block
	Provide an end of year College certificate to Class Representatives to records and reward their participation.	Learner Engagement	June 2024

Objective	Action	Lead	Timescale
2. Promote and facilitate engagement of learners in enhancing the work and wider life of the college.	Learner Engagement Staff and Students Association Presidents to create timetable of planned student engagement activity across the forthcoming academic year. This work to include engagement with SPARQS and NUS, as well as partnership work with regional colleges and universities. To include also joint delivery plans with new Sports Scotland funded Active Campus Coordinator and Wellbeing Officer.	Learner Engagement/SA Presidents	Across Academic Year
	Organise three 'Meet the Managers' events for students to engage directly with Senior College Managers	Learner Engagement/SA Presidents	Once per Block
	Identify and implement actions which support and enhance opportunities for learners to undertake volunteering activity. Support at least 5 students per block (15 students) to undertake volunteering opportunities.	Learner Engagement	Across Academic Year
	Contribute effectively to College management meetings, including the College Board, the Learning and Teaching Committee and the Academic Board.	SA Presidents and wider Student Executive	Across Academic Year
	Support and encourage student involvement in sustainability/environmental activities. Work with the Sustainability Officer to develop and implement a communication and activity plan.	SA Presidents and wider Student Executive	Across Academic Year
	Promote active travel and communicate benefits and events such as led rides and walks, cycle training, active travel awareness events, cycle route planning and bicycle maintenance sessions (at least one visit per block of the bicycle maintenance sessions).	SA Presidents and wider Student Executive	Across Academic Year

In addition to the above actions, at least two visits to other Colleges and/or Universities will be arranged to share practice and support benchmarking and further development of College activity.

Quality Enhancement Project 6: Strengthening Support for Student Wellbeing and Resilience

Sponsors: Head of Student Support Services, Senior Curriculum Manager Sport

Delivery Lead: Team Leader Advice Guidance and Learner Support, Active Campus Coordinator

1. Introduction and Context

Student feedback in 2022-23 provided evidence that health and wellbeing issues are the most significant contributor to student withdrawal. This was further reinforced by feedback from Lecturing and Guidance staff working directly with learners. Therefore, providing appropriate and sufficient health and wellbeing support to students is of critical importance. This paper sets out how in academic year 2023-24 we will strengthen our support for students, both in terms of general mental wellbeing and resilience, and physical fitness.

2. Arrangements for Student Mental Health and Wellbeing Support in 2023-34

For 2023-24, the College will continue to fund existing Wellbeing Officer and Counsellor roles to maintain services as a level consistent with previous years. In addition, the College will make greater use of placement counsellors working in conjunction with local universities.

The Wellbeing Officer will continue to be available for students for one to one support as appropriate and will be supported in this by Guidance Advisers. Students requiring Counselling for mild to moderate mental health interventions will be referred to college counsellors. Students requiring more in-depth counselling support will be referred to NHS services.

Our Wellbeing and Counselling services will continue to develop external partnerships to help support students including:

- NHS Greater Glasgow and Clyde
- Glasgow Association for Mental Health
- Sport Scotland
- Local community organisations

Whilst our Wellbeing and Counselling services will continue to provide response-based services dealing with individual needs, a particular focus for session 2023-24 will be to build the resilience of all students and provide techniques and tools to support them deal with health and wellbeing issues. This preventative approach will in the long term provide greater impact and benefits to students.

The following new resilience building student engagement activity will be delivered in 2023-24:

Dates	Events	Wellbeing/Resilience Activity
10 August	Staff Welcome Back	Presentation to all staff: • Signposting College and external Support/Wellbeing Services • Information on student workshops • How to refer students for support
W/C 14 August	Welcome & Freshers	Publicity to Students on Support Services: • Information leaflets/referral cards distributed to all new learners • Information stall at Freshers events • Wellbeing focus to welcome and Freshers activity

Dates	Events	Wellbeing/Resilience Activity
Induction Period 21 Aug to 1 Sept	Student Information Sessions	Delivery of MSTeams and face to face sessions focused on building wellbeing and resilience: • Opportunity for all full-time students to attend MSTeams and hybrid building resilience sessions. • Promotion of wider Student Support Services offer and how to get support. • Continued proactive presence of Wellbeing Support Officer across all campuses.
Term Time (at least once a month)	Wellbeing and Resilience Sessions	Student Wellbeing & Resilience Sessions: • Teams or Hybrid Sessions • Delivered by Wellbeing Officer and/or external partners Planned Sessions to include: • Basic Mental Health Awareness Workshops • Anxiety Management Workshops • Wellbeing & Resilience Workshops (SAMH) • Financial Wellbeing Workshops • Social Anxiety Workgroups • Good Money Management – The Building Blocks to Financial Wellbeing Workshops delivered by Glasgow Credit Union.
Across Academic year	Student Engagement	• Regular Engagement with the College Students' Association and Class Representatives. • Awareness raising campaigns and promotion through social media/teams posts. • Stalls and on-campus engagement activity.

In addition to the above events and activities, the MYKelvin Wellbeing page will be reviewed and updated to ensure links and information are up to date and this resource will provide a toolkit for students to improve their own wellbeing.

3. Establishment of an Active Campus Coordinator

With the support of funding from Sports Scotland, the College has successfully secured resources to employ a dedicated full-time Active Campus Coordinator for the duration of 2023 to 2025. With the support of our newly formed Active Campus Steering Group, and by collaborating closely with the Student's Association, and Sport and Fitness department, the Active Campus Coordinator will play a proactive role in championing the integration of sports and physical well-being into the routines of students, staff, and our local communities.

By cultivating a diverse range of sports clubs, teams, and innovative physical activity initiatives, the Active Campus Coordinator will be the main link between the College and Scottish Student Sport when it comes to organising fixtures and events. Through encouraging a wider range of sport related activities, clubs, and events, we hope that the Active Campus Coordinator encourages an increased number of College students to participate in physical activities.

The Active Campus Coordinator will also play a key role in increasing volunteering opportunities for the College's Sport students.