

The Glasgow School of Art Student Mental Health Agreement 2022 - 2024



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SETTING AT 4PM.

The Glasgow School of Art Student Mental Health Agreement, co-created with the Student Association

As part of the NUS Think Positive Student Mental Health Project, The Glasgow School of Art signed up to NUS Think Positive and committed to co-creating a Student Mental Health Agreement in partnership with the GSA Student's Association. This was in support of the first GSA Student Partnership Agreement 2022/23 which sets the ambition to:

“grow our understanding of students’ learning experiences....., foster a sense of trust, honesty and reciprocity....., identify and take forward a range of partnership projects to improve learning, teaching and the wider student experience”

The Student Mental Health Agreement is aligned with the core values guiding our behaviour and decision making as evidenced in our [GSA Strategic Plan 2022-2027](#) and is in support of the GSA Equality Outcomes for 2021-2025, specifically point 1.8 in the [2021-2025 Equality Outcome Action Plans](#).

A short life working group was developed consisting of the Head of Student Support, the GSA Mental Health Advisors and representatives from the Student Association with support from NUS Think Positive.

1. Student engagement

Student engagement involved a number of feedback opportunities over a series of events including the Fine Art School Forum, the Blythswood Mental Health Day and the annual counselling and mental health survey for those that have accessed the service. Feedback included:

- *72% of students stated they were aware of the Mental Health support available to them as a student at GSA.*

Despite pre entry, pre enrolment and induction information with all classes receiving input from Student Support, over a quarter of students are still unaware of the services available with one suggestion being additional visual reminders such as posters in each studio.

- *58% of students reported to have accessed one of more of the mental health services currently available.*

When students were asked: What do you think we can do better to support your mental health?

Most answers actually referred to other factors such as more communal support, more meetings with personal tutors and increased awareness and visibility of cultural diversity. A review of the personal tutor process is planned with cultural diversity referenced within GSA's [Equality Outcomes](#).

When students were asked: What additional resources, services, information or events would you like to see developed at GSA? Most answers were targeted towards events and an increase in social space including the reopening of the Vic, the

Student Association venue. This feedback is being addressed via the Estates Strategy and the current tender process for the reopening of the Vic.

2. Mapping of current services

A mapping exercise of current service was collated (see appendix 1) and utilised by the working group to inform the draft co-created actions.

3. Consultation

After creation of the Draft Student Mental Health Agreement further consultation occurred at the Equality Diversity and Inclusion Committee, the Student Partnership Group and the Senior Leadership Group before final approval.

4. Evaluation

The working group will monitor the implementation and progress quarterly with impact measured and evaluated on a yearly basis to ensure there is a proactive approach and momentum is maintained. A yearly update report will be submitted to the GSA Equality Diversity and Inclusion Committee before being published in partnership with NUS Think Positive.

Any existing Student Mental Health Agreement shall remain valid and enacted until a new Agreement is in place.

WORKING AREAS FOR THE STUDENT MENTAL HEALTH AGREEMENT

Working Area 1: To deliver an increased range of mental health events and workshops which challenge stigma and discrimination, offer supportive strategies to promote wellbeing.

These events and activities will capitalise on the enthusiasm and abilities of students at the Glasgow School of Art to continue the process of creating a more supportive culture on campus. This also gives the students the opportunity to give feedback on the Student Mental Health Agreement and what they feel could be improved. Student feedback has highlighted that this is a really impactful area of work and something they really value.

<p>Actions</p>	<ul style="list-style-type: none"> • A yearly student mental health event will be delivered with the express aim of reducing stigma, allowing opportunity for informal access to knowledge of available support, participation in wellbeing activities and the opportunity to provide feedback on issues and service provision. • A schedule of workshop activity available to all will be planned and advertised via Canvas notifications to all students and newsletters from the Student Association. • The Wellbeing Wednesday initiative will be piloted in semester one of 2022/2023 offering in person drop in sessions and planned activity such as the Wellbeing Wednesday Group • Student Support will work in partnership with the Students Association to promote and fund a yearly competition to submit art work depicting and/or celebrating positive mental health.
<p>Success measures:</p>	<ul style="list-style-type: none"> • Increased engagement of students accessing services available to them • Attendance at events will be monitored and reported to evidence increased participation. • Attendance at group workshops will be monitored and reported to evidence increased participation. • Feedback will be sought to evidence the difference made and inform future practice.

Working Area 2

To promote services available to students throughout the year; raising the profile of wellbeing supports and enhancing the capacity of students and staff to identify, support and signpost.

As part of our ongoing commitment to raising student and staff awareness of how to maintain positive mental health, together with developing an understanding of mental health we will continue to promote our mental health and wellbeing services throughout the year.

Actions

- Redevelopment of induction material for 2022/2023 to include a wellbeing section
- Mental Health and Counselling participation in Freshers event and student induction week
- Development of pilot programme; Wellbeing Wednesdays with GSASA supporting communication and potential space for activity.
- Increase signposting to resources such as the Student Intranet, Mental Health and Wellbeing pages. Content will be reviewed on 6 month basis with a monthly timetable of activity communicated to all students via Canvas notification.
- Implement and encourage the use of GSA's Report and Support online reporting platform *
- Partnership approach with GSASA supporting student comms.
- Ensure all staff are familiar with the current safeguarding process and procedure. Information will be communicated via each School Board of Study, the Student Support yearly Programme Monitoring Annual Review (PMAR) and the Student Support staff Intranet.
- Offer awareness sessions for specific staff groups e.g. Studio Assistants
- Increase staff awareness via Boards of Study, Student and Staff Consultative Committees (SSCC's), all staff communications, further development on the student Intranet etc.
- Offer of Student Support staff information sessions for targeted groups e.g. Studio Assistants, GSASA, Technical Services and Personal Tutors.

	<ul style="list-style-type: none"> • Targeted delivery of workshops, for example Look After Your Mates sessions will be offered to accommodation staff, Student Association team and Lead Reps. Once these key groups have been offered support we will extend the offer. • Increase staff awareness of Glasgow Association of Mental Health (GAMH) Compassionate Distress Response Service (CDRS) for out of hours referral via Boards of Study, Student and Staff Consultative Committees (SSCC's), all staff communications, further development on the student Intranet • Promoting GSA's mental health support offer via the Think Positive Hub - https://thinkpositive.scot/resources/glasgow-school-of-art/
<p>Success measures:</p>	<ul style="list-style-type: none"> • Revised induction materials in place • Positive feedback from SSCC's and BOS • Evaluation of Wellbeing Wednesday pilot • Staff report increased awareness of internal and external services <p><i>* Report and Support is an online tool where staff, students and others can report issues relating to all forms of unacceptable behaviour, including race, inequality, discrimination and hate crime. It provides a clear, visible pathway to enable students and staff to report discrimination or harassment with the option to report anonymously. Report and Support also provides information about internal and external support, policies and procedures and allows for tracking and yearly reporting.</i></p>
<p>Working Area 3: Increase the Training and Development opportunities for students and staff</p>	
<p>Actions</p>	<ul style="list-style-type: none"> • Communicate and encourage students and staff to make use of GSA's Report and Support *

	<ul style="list-style-type: none"> • Increase percentage of staff that have completed the mandatory online training modules of Identifying and Responding to Student Mental Health Problems and Safeguarding. • Mental Health staff will contribute to the delivery of the GSA Learning and Teaching Conference to support awareness. • Reinstate the opportunity of the Mental Health First Aid Course for staff and monitor and report on participation rates • Explore and implement an online Suicide Awareness module for students • Programme of student workshops developed and delivered by GSA Mental Health staff such as in Person Mindfulness Drop in Sessions and workshops, 5 Steps to Wellbeing and Look After Your Mates.
<p>Success measures:</p>	<p>Increase percentage of staff that have completed the mandatory online training modules of Identifying and Responding to Student Mental Health and Safeguarding. As of 2022, 76% of GSA staff have completed the Safeguarding eLearning module and 72% have completed Identifying and Responding to Student Mental Health.</p> <ul style="list-style-type: none"> • Monitor and report on staff participation rates for Mental Health First Aid. • Implementation of online Suicide Awareness module for students • Monitor student attendance at workshops and evaluate impact • Collaboration with the staff healthy working lives group if appropriate. <p><i>* Report and Support is an online tool where staff, students and others can report issues relating to all forms of unacceptable behaviour, including race, inequality, discrimination and hate crime. It provides a clear, visible pathway to enable students and staff to report discrimination or harassment with the option to report anonymously. Report and Support also provides information about internal and external support, policies and procedures and allows for tracking and yearly reporting."</i></p>

Working Area 4: Focus on combating student social isolation

It has been a particularly difficult time for students due to the COVID-19 pandemic with many students still feeling the effect of social isolation, exacerbated inequality and financial hardship, either directly or indirectly caused by the pandemic and it is essential to promote online and face to face opportunities to improve their sense of community and wellbeing.

<p>Actions</p>	<ul style="list-style-type: none"> • GSASA will actively promote all internal student support services and current student societies, clubs and activities available to students via official social media channels • GSASA will run a programme of online and in person activities for students throughout the academic year to promote community and combat potential isolation • Student Support will actively promote access to student hardship funds and the GSA Digital Inclusion Scheme • Review of the Personal Tutor Scheme to support consistency of student experience resulting in effective signposting and support for undergraduate students. • Collaborative programme of events between GSASA, Student Support, the Library, Sustainability, and GSA Halls • Reopening of the Vic (student space) to support community and wellbeing • Ensure quiet rooms are available, accessible and communicated to students
<p>Success measures:</p>	<ul style="list-style-type: none"> • Monitoring and evaluation of student participation in GSASA events • Hardship funds and the Digital Inclusion Scheme continue to be fully utilised • Personal Tutor Scheme embedded across all Schools with consistency of approach and improved awareness of effective signposting • Mapping of current GSA and GSASA sport and fitness activities with development of opportunities identified for future planning

Working Area 5: To explore the possibility of enhanced partnerships and referral pathways with external organisations including the NHS

This is in support of the 2021 [Thriving Learners Survey](#) Recommendation 3

The NHS and HEI sector should undertake a process to agree the parameters on the duty of care of universities. This should be supported by agreement on a streamlined referral pathway for students who need more intensive support than can be provided within the university setting. Once agreed these pathways should be implemented across the sector.

*This is a longer term aim that requires sector and government support.

<p>Actions</p>	<ul style="list-style-type: none"> • Develop relationship with Glasgow Association of Mental Health (GAMH) Compassionate Distress Response Service (CDRS) • Further develop relationship with local GP surgery • Partnership work with the library e.g. develop a bookmark advertising support services available for students • Initial contact with Greater Glasgow Health Board • Discussion with Glasgow HE's re regional approach • Participate in sector and government forums • Investigate Partnership with Listenwell Scotland to increase support for Forres. A formal partnership and memorandum of understanding with Listenwell Scotland will support our students in the Forres campus by providing an additional potential in person service to support early intervention and increased awareness of mental health difficulties. • Investigate possible space at Forres campus for the Listening Service to operate supporting both students and the local community. • Investigate and invest in possible additional training opportunities for targeted staff e.g. first line responders and personal tutors to complement current delivery.
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	<ul style="list-style-type: none"> • Investigate opportunities to expand the service to include Glasgow campus
<p>Success measures:</p>	<ul style="list-style-type: none"> • Increased staff and student knowledge of GAMH service (CDRS) • The Head of Student Support will represent GSA at sector meetings such as the University Scotland Student Mental Health Group and participate in any government consultation. • Local GP service will participate in fresher's week • Set up access to the Listening service for students at the Forres campus offering online and in person appointments. • Formal partnership agreement in place including a Memorandum of Understanding between GSA and Listenwell Scotland. • Evidence student engagement with Listenwell service. • Partnership between all Glasgow HE's and Greater Glasgow Health Board * • Direct referral pathways will be in place for NHS crisis teams * • A data sharing agreement will be in place * <p>*These are long term aims which will require a sector approach with support from Government to progress</p>

Name of GSA Lead: Julie Grant

Position: Head of Student Support

Signature: *Julie Grant*

Date: 12/01/2023

Name of GSASA Lead: Rory O'Neill

Position: GSA Student President

Signature: *Rory O'Neill*

Date: 12/01/2023

Appendix 1

Glasgow School of Art Mapping Exercise of Current Services

Institutional support available to students:

The Personal Tutor Scheme is now in place across all Schools for Undergraduate students however there is a lack of consistency at present.

The GSA have trained 270 staff (including GSASA staff) in Mental Health 1st Aid

Mandatory staff training includes:

Equality and Diversity in the Workplace

Identifying and Responding to Student Mental Health Problems

Safeguarding

Staff have the option to complete a GBV module however this is not compulsory.

Mandatory student training includes the Tea and Consent module

Events: Pilot initiative in 2021/2022, Wellbeing Day for students in halls (workshops and sessions to include: Self-care group, Gardening, Yoga classes, Mindfulness drop-ins, Healthy eating initiative, Hand or head massage, Mural project, Therapet)

The GSA Student Association offer signposting and casework support for students going through student facing processes at GSA eg. Complaints, Academic Appeals processes, Disciplinary

Membership and free access to [Togetherall](#), [SilverCloud online platforms](#)

All of these strategies raise awareness of issues, promote healthy conversations and support internal signposting for specialised support.

Specific support available via Student Support and Development

Events: Pilot initiative in 2021/2022 Wellbeing Day for students in halls (workshops and sessions to include: Self-care group, Gardening, Yoga classes, Mindfulness drop-ins, Healthy eating initiative, Hand or head massage, Mural project, Therapet)

Common: cross-referrals between teams for the benefit of the student and with their permission; all one-to-one appointments available both via Zoom and in-person to suit the student's needs

<i>Counselling</i>	<i>Mental Health Advisers</i>	<i>Learning Support and Development/Disability</i>	<i>Student Welfare</i>
<ul style="list-style-type: none"> • One-to-one sign-up counselling sessions • Five steps to wellbeing • Emotional regulation workshop • Insomnia psychoeducational group (in partnership with the MH adviser) • Anxiety psychoeducational group (in partnership with the MH adviser) • Look after your mate workshop (managing boundaries and signposting; in 	<ul style="list-style-type: none"> • Assistance with GP and MH appointments (including support to make appointments and providing company if required) • Linking with external organisations in support of students • Support in managing prescribed medication • Assistance with attending other facilities (e.g. support groups or agencies) • Liaising with teaching staff to support the 	<ul style="list-style-type: none"> • Learning needs assessment for disabled students • Individual requirements form • Disabled Student Allowance applications • Mentoring • Study skills development • Help with social aspects of study <p>Zoom sessions on:</p> <ul style="list-style-type: none"> • Speaking your mind: English Language Support discussion groups 	<ul style="list-style-type: none"> • Advice on GSA policies and practices • Support with appeals • Good Cause/ leave of absence/ programme transfer application support • Pre-arrival support (covering both prior to application and once they receive an offer) • Registering for a GP and accessing NHS services • Advice and guidance on wellbeing and safety (including sport and recreational facilities and

<p>partnership with the MH adviser)</p> <ul style="list-style-type: none"> • Compassion-focused therapy group (currently in development) 	<p>implementation of reasonable adjustments for students</p> <ul style="list-style-type: none"> • MH monitoring (checking in with students and supporting them in their university and personal life) • Individual MH support plan • Mindfulness-based Stress Reduction course taught to students (combining psychoeducation and coping techniques) • Mindfulness drop-in sessions • Mindfulness for creativity course • Sensory soothing workshop • Insomnia psychoeducational group (in partnership with one of the counsellors) • Anxiety psychoeducational group (in partnership with one of the counsellors) 	<ul style="list-style-type: none"> • starting research/essay writing and academic reading • research/essay planning • conducting research/interviewing • academic writing/writing for research • using and reviewing academic resources • Organisation and time management for creative practice • Talking about your creative ideas • Inspiration, block and creative routines – How to keep going • Communicating your ideas at GSA – Preparing for presentations • Staying connected • Writing about your work: Statements, manifestos, poetry, creative writing • Curatorial practice – Visual glossaries and reading groups • Portfolios 	<p>life in Glasgow in general)</p> <p>Private accommodation support:</p> <ul style="list-style-type: none"> • Advice and resources • Help to look at tenancy agreements • Help in resolving landlord disputes • Contact with potential flatmates <p>Funding and finance support:</p> <ul style="list-style-type: none"> • SAAS and SFE applications • Budgeting advice • Council Tax exemption (via Registry) • Opening a bank account (via Registry) • Hardship fund applications (SAAS discretionary fund) • Childcare fund applications • Studentship fund applications
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	<ul style="list-style-type: none"> • Look after your mate workshop (managing boundaries and signposting; in partnership with one of the counsellors) • Acceptance and commitment workshop (currently in development) 		<ul style="list-style-type: none"> • US Federal Student Aid and Canadian loans • Immigration and visa support: <ul style="list-style-type: none"> • Advice and information is available around student visas, Schengen visas, post-study visa options and EU settlement scheme • For international students - visa support, induction sessions and help to build soft skills in order to successfully acclimate to university life in Scotland • Pastoral support for loneliness and isolation • Any other non-academic concerns
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