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| “Weekly catch ups with Student services were/are great.”  “Good communication between curriculum and support staff seemed key to this – some additional support needs are emerging and being addressed swiftly.”  Clear focus on collaborative support | Staff are better placed to identify and develop support options| Student issues are dealt with swiftly | Closer relationship between curriculum staff and student support teams| Provides an alternative to informal staff catch-ups on campus | Builds on ‘one college one team’ approach Pre-emptive Triage Support for StudentsWest Highland College UHI W | **Goal:** To identify student related issues at an early stage, and build closer relationships between curriculum and support teams.  **Submitted by:** Lesley Hawkins on behalf of WHC Student Services team **Project:** To create a process which enables staff from curriculum areas and student support teams to regularly meet to discuss any issues, share good practice, and build on the ‘one college one team’ approach **Benefit to:** All students   |  |  | | --- | --- | | ****Key message: Foster pre-emptive support for students**** | | | Provide a regular and safe space to discuss low-level issues | | | Replace the face-to-face informal discussions which would usually take place on campus | | | Create regular opportunities for curriculum and support staff to liaise | | | Utilise online systems while staff work from home | | | Find ways to efficiently deal with issues arising from the pandemic and subsequent lockdown, such as IT needs | | | **Project delivery** |  | | Regular weekly meetings scheduled between student support teams and each of the curriculum areas | | | Creation of a Microsoft Teams space for the meetings, which can also be used for conversation using the ‘Chat’ function | | | Curriculum staff have been able to identify students who are not engaging or who have raised issues, who are then contacted by the student support team | | | IT needs were quickly identified, and staff were able to work with student funding to complete digital poverty applications | | | Significant improvements were made around communication and information sharing, on a 2-way basis | |   **Impact:**  Colleagues have developed a deeper understanding of issues facing different teams and student issues have been quickly identified, with staff working in a joined-up manner to resolve these and provide the required support. The systems in place have continued beyond the initial lockdown period. |