



Student and Staff Wellbeing Framework

2025 - 2028

Transforming Lives Through Education

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Contents

Introduction and Context

3

Insight-Led Action: Measuring What Matter

13-14

Our Strategy Map

4

Stronger Together: Building Sustainable Support Through Partnership

15-16

Purpose-Led Leadership

5-6

Review and Conclusion

16

Moving From Reactive to Proactive

7-8

Appendix

17-18

One College, One Culture: Connection, Communication and Inclusion

9-10



Introduction

West College Scotland is committed to creating a thriving, inclusive and psychologically safe environment, recognising the fundamental impact an individual's wellbeing can have on their ability to thrive. We understand that good wellbeing is a positive and fulfilling experience, which like good physical health is a vital resource for everyday life. Therefore, to enable our staff and students to feel safe, supported and valued we must take a holistic approach to wellbeing, considering and supporting the physical, emotional, financial, social and mental health of individuals.

Drawing on survey results, focus groups, and the insights of our staff and student wellbeing teams, this framework sets out our vision and priorities for enhancing wellbeing across the college community over the next three years.

This framework is a core enabler of our Learning, Teaching and Student Engagement Strategy and our People Strategy, particularly aligned with our People Strategy theme: *Empowering Excellence – Planning, Empowering and Thriving Together*.

Context

In an evolving post-pandemic landscape, staff and students face increased pressures, including financial stress, changing socio-economic conditions, and a rise in mental health concerns. Students often look to the College to fill gaps left by external services, while staff grapple with high workloads and a sense of disconnect during periods of change. Despite strong awareness of existing support services, barriers such as time constraints, changing social needs and experiences of learners, and strain on external mental health services pose ongoing challenges.

Therefore, wellbeing must be embedded as a shared responsibility across the College. It is not an optional add-on, but a vital component of organisational performance, influencing the retention and satisfaction of both staff and students. Our strategy takes a whole-College perspective, focused on prevention, empowerment, visibility, and collaboration,

allowing us to uphold our values, Student Centred, Trust, Respect, Innovation.

Our Vision

To create a resilient, inclusive, and connected College community in which all staff and students can thrive personally, academically, and professionally through a culture that prioritises and protects wellbeing.

Strategic Objectives

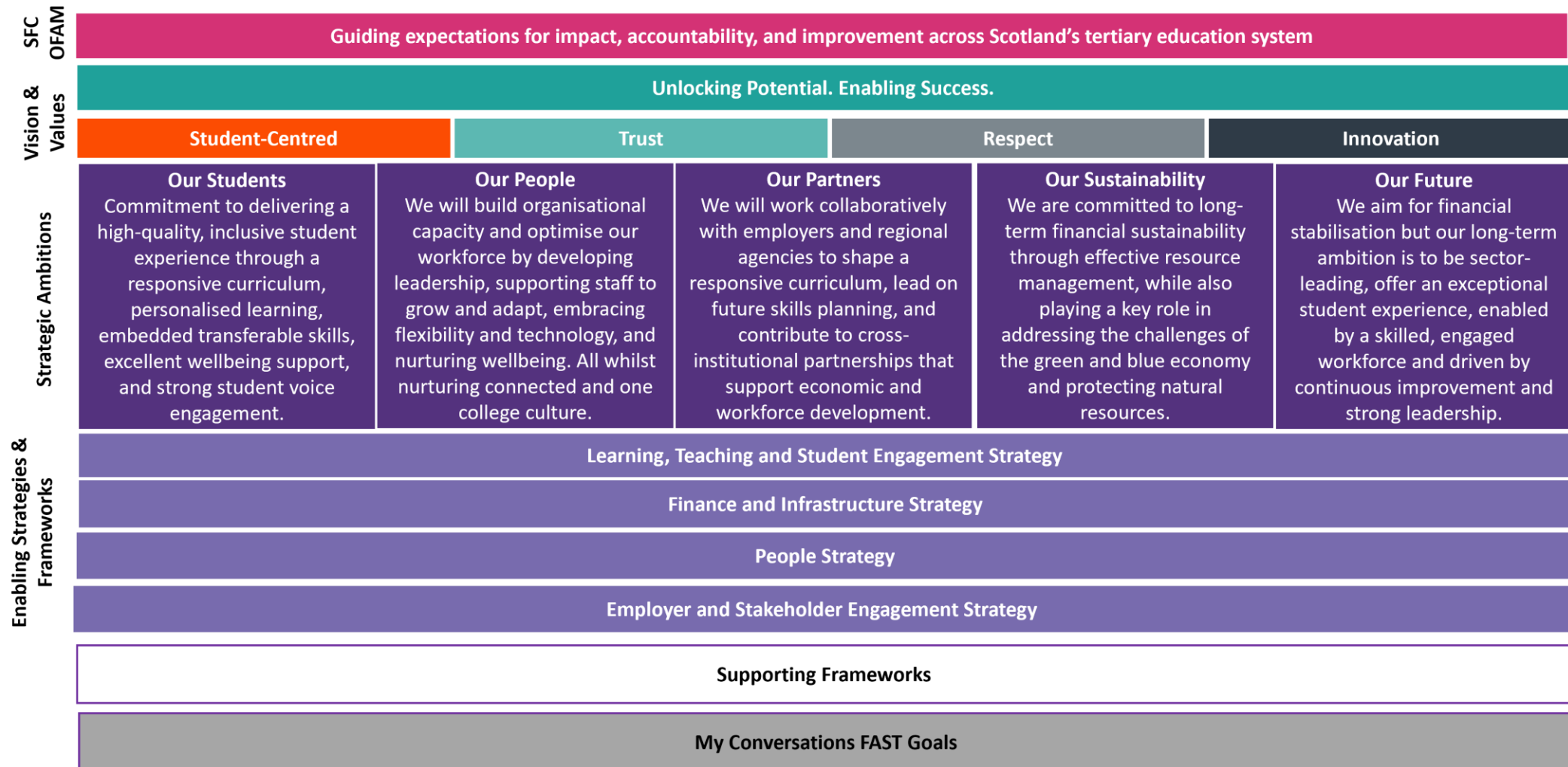
Our wellbeing framework is underpinned by a clear commitment to cultivating a positive, inclusive, and supportive environment where every individual can thrive. To turn this vision into meaningful action, we have identified five strategic objectives that will guide our efforts and ensure alignment with the College's broader priorities:

- Purpose-Led Leadership
- Moving From Reactive to Proactive
- One College, One Culture: Connection, Communication, and Inclusion
- Insight-Led Action: Measuring What Matters
- Stronger Together: Building Sustainable Support Through Partnership

Each objective reflects a deliberate shift in how we approach wellbeing – from leadership and culture to measurement and partnership. They are rooted in the belief that wellbeing is not a standalone initiative but a collective responsibility, embedded in the fabric of how we lead, connect, communicate, and support one another.

Our Strategy Map

Our Wellbeing Framework provides a clear and cohesive action plan for how West College Scotland will promote and support the wellbeing of our students, our staff, and our partners. It is closely aligned with our corporate strategy priorities and underpinned by the College's core values of being student centred, fostering trust, and demonstrating respect. Through this framework, we are working towards our shared vision of unlocking potential and enabling success for all. This strategic approach ensures that wellbeing is not a standalone initiative, but a fundamental component of how we create a thriving, inclusive environment that supports achievement, engagement, and collaboration across the College and with our wider community.



Purpose-Led Leadership

Deliver a whole-College approach to wellbeing that is visibly championed by leaders, embedded in everyday conversations, and embraced as everyone's responsibility.

Wellbeing is everyone's responsibility – but it must be led by example.

Ambition by 2028

Wellbeing is visible in how we lead, manage, and support one another because it reflects our values.

What we'll do for students

- Ensure wellbeing is part of the Student Association and Class Rep support systems including mental health first aid.
- Include wellbeing services in all inductions, ensuring individuals are aware of the different support systems and available to promote their positive mental, physical, social and financial wellbeing.
- Good wellbeing is modelled in the classroom by lecturing and teaching staff through integration of regular wellbeing check-ins, promotion of open dialogue around wellbeing and engagement with Wellbeing Matters team.

What we'll do for staff

- Senior leaders will model positive wellbeing behaviours through participation in and promotion of wellbeing initiatives.
- Wellbeing will be embedded into the *My Conversations* approach, including a wellbeing focused goal in yearly goal setting.
- Staff will be encouraged and given 'permission' to prioritise their wellbeing, by embedding wellbeing into individual and team meetings, and dedicated time for wellbeing during the academic year.
- Learning and teaching staff will be empowered to respond to student wellbeing at the point of need through understanding of available services and resources, engaging with the Wellbeing Matters team on this.
- Managing and leading people will include a wellbeing mindset, through mentally healthy workplace learning and development, engaging with the staff wellbeing service for advice and guidance and effective use of the [Mental Health & Wellbeing Policy](#).

Purpose-Led Leadership

Success by 2028:

Success will be recognised when wellbeing is clearly visible in everyday college life - reflected in leadership, staff interactions, and the classroom - and when both staff and students feel informed, supported, and confident to prioritise their wellbeing. We will measure our success by monitoring the following results, aiming to improve our percentage outcomes over the three years of our strategy.

Students – Key Performance Indicators

% of students who have an awareness of the wellbeing service offer. (Student Survey)

% of Class Reps and Student Association Officers trained in mental health first aid.

% of teaching staff who report actively modelling wellbeing behaviours in the classroom. (Wellbeing & Inclusion Survey)

% students who have awareness of who the curriculum leaders are in their subject area. (Student Survey)

Staff – Key Performance Indicators

% of staff who agree that leaders' actions and behaviours are consistent with the building our collective future framework. (My Voice Survey)

% of staff who agree that managers' actions and behaviours are consistent with the building our collective future framework. (My Voice Survey)

% of leaders and managers participating in learning and development with a focus in wellbeing-led leadership practices.

% Senior Leaders with a wellbeing focus in their My Conversations goals/ objectives.

% of staff who agree that 'I feel comfortable talking to my manager about my health and wellbeing'. (My Voice Survey)

% of staff who feel supported to work flexibly. (My Voice Survey)

Number of Actions in Self Evaluation Action Plan with a Wellbeing Focus.

Moving From Reactive to Proactive

Promote self-care, resilience, and early intervention through targeted learning, proactive education, and preventative support. While this is a commitment to moving from reactive responses, to empowering individuals to be more proactive in preventative approaches to maintaining positive wellbeing, we will continue to ensure that individuals are appropriately safeguarded and supported during times of crisis.

We believe in action not reaction.

Ambition by 2028

Everyone at WCS has the knowledge, tools, and permission to protect their wellbeing before crisis occurs.

What we'll do for students

- Build a learning and development offer on topics such as mental & physical health, nutrition, stress management, and financial wellbeing.
- Upskill Class Reps and the Student Association as Mental Health First Aiders.
- Equip students with wellbeing life skills that last beyond college through self-directed digital resources and tools for mental health, nutrition, and financial wellbeing etc.
- Wellbeing Matters will work in partnership with curriculum to deliver bespoke group interventions.
- Dedicated guidance sessions for academic development and nurturing wellbeing.

What we'll do for staff

- Continue a learning and development offer on topics such as mental health, nutrition, stress management, and financial wellbeing.
- Expand the Mental Health First Aid Network.
- Deliver mandatory wellbeing and safeguarding learning and development.
- Increase capability among managers to support staff wellbeing effectively.
- Wellbeing is embedded into professional development and not an optional extra with learning on self-care, stress management, and maintaining work-life balance etc., included in development days as core components.
- Design and deliver a CPD module for Guidance Lecturers to equip them with tools, techniques, and resources to support students' academic development and wellbeing at a first point of contact.

Moving From Reactive to Proactive

Success by 2028:

Success will be recognised when staff and students actively engage with wellbeing resources, feel empowered to take preventative action, and demonstrate increased confidence and resilience, showing that proactive support is embedded and valued across WCS. We will measure our success by monitoring the following results, aiming to improve our percentage outcomes over the three years of our framework.

Students – Key Performance Indicators

% of students engaging with wellbeing learning resources (e.g., courses, digital tools, events).

Planned verses Actual wellbeing interventions delivered annually (e.g., Wellbeing Matters programmes).

Staff – Key Performance Indicators

% of staff engaging with wellbeing learning resources (e.g., courses, digital tools, events).

% of staff trained in mental health first aid.

% of managers who report confidence in supporting staff wellbeing proactively (Wellbeing & Inclusion Survey).

Annual improvement in staff and student self-reported confidence and resilience scores (Wellbeing & Inclusion Survey).

One College, One Culture: Connection, Communication and Inclusion

Foster a supportive and inclusive culture through authentic connection and strong, consistent communication.

When people feel safe and valued, they can truly thrive.

Ambition by 2028

WCS is trusted to be a safe, respectful, and inclusive environment.

What we'll do for students

- The student voice is heard and acted upon through the Satisfaction Surveys and an active Student Association.
- Promote clear and consistent messaging about wellbeing offers.
- A consistent and clear approach and mechanism for dealing with discrimination, bullying and harassment.
- The Wellbeing Matters Team continue to offer personalised 1:1 support. Our Wellbeing Advisors offer short-term practical and emotional support, guidance and strategies to help students maintain their overall wellbeing and navigate college life. Student Counsellors offer professional therapeutic support to explore any issue affecting the mental health and wellbeing of students during their time at college.
- Active Campus Co-Ordinator provides opportunities for students to participate in group activities that promote and support physical wellbeing.

What we'll do for staff

- Establish an environment where learning is encouraged, and individuals feel they can speak up without fear of reprimand, through open communication, setting clear expectations and promoting transparent and constructive feedback.
- Promote clear and consistent messaging about wellbeing offers.
- A consistent and clear approach and mechanism for dealing with discrimination, bullying and harassment.
- Teams schedule time for wellbeing initiatives and check ins as part of the operational calendar.
- Active Campus Co-Ordinator provides opportunities for staff to participate in group activities that promote and support physical wellbeing.

Success by 2028

Success will be recognised when staff and students feel safe, heard, and valued, with trust in consistent communication and confidence in how concerns are addressed. A culture of inclusion and psychological safety will be evident in open dialogue, respectful relationships, and a shared sense of belonging across WCS. We will measure our success by monitoring the following results, aiming to improve our percentage outcomes over the three years of our framework.

Students – Key Performance Indicators

% of students who feel safe to speak up without fear of negative consequences (Wellbeing & Inclusion Survey).

% of students reporting discrimination, bullying, and harassment.

% of students who feel informed about wellbeing support and offers (Wellbeing & Inclusion Survey).

% of students who feel their voice is heard and acted upon (Student Survey).

% and Number of Students engaging with Student Wellbeing Advisors and Student Counsellors.

Annual improvement in student sense of belonging and inclusion scores (Wellbeing & Inclusion Survey).

Staff – Key Performance Indicators

% of staff who feel safe to speak up without fear of negative consequences (Wellbeing & Inclusion Survey).

% of staff reporting discrimination, bullying, and harassment.

% of teams engaging with staff wellbeing service offer.

% of staff who feel informed about wellbeing support and offers (Wellbeing & Inclusion Survey).

% Staff Engaging with Self Directed Resources or 1:1 Sessions from the Wellbeing at West Powered by Hapster platform.

Annual improvement in staff sense of belonging and inclusion scores (Wellbeing & Inclusion Survey).

Insight-Led Action: Measuring What Matter

Use real-time wellbeing intelligence to support staff and students throughout employment and study.

We won't measure wellbeing just with data – we'll hear the experiences

Ambition by 2028

Effectively embed and evolve our framework by using not only the data available to us, but through listening to our people.

What we'll do for students

- Continuously improve digital referral, case management, and booking systems.
- Monitor service usage to identify trends in issues, challenges and areas and provide targeted and bespoke support.
- Use Student Satisfaction Survey data to understand student wellbeing needs and provide targeted interventions.
- Understand student retention as it relates to mental health and wellbeing.
- Gather student and/or referrer feedback to understand the impact of wellbeing related supports & initiatives.

What we'll do for staff

- Monitor absence and exit survey data to identify trends and create bespoke solutions for managers and teams.
- Understand the relationship between wellbeing, absence, and retention and provide coaching to managers.
- Use wellbeing indicators from various sources to understand individual, team and organisational wellbeing.
- Evaluate the impact of wellbeing activities using staff feedback.

Insight-Led Action: Measuring What Matter

Success by 2028

Success will be recognised when data and lived experience are used together to shape bespoke personalised solutions, with clear evidence that wellbeing insights are driving targeted support, continuous improvement, and sustained impact for both staff and students. We will measure our success by monitoring the following results, aiming to improve our percentage outcomes over the three years of our framework.

Students – Key Performance Indicators

% of initiatives shaped by the voice of the student (Wellbeing & Inclusion Survey / Self Evaluation Reviews).

% of students satisfied with the wellbeing service offer (Wellbeing & Inclusion Survey / Self Evaluation Reviews).

% students accessing wellbeing service offer and were retained, partially or fully successful.

Staff – Key Performance Indicators

% Staff absence that are stress at work related.

% Staff who mention wellbeing as part of their exit survey/ interview.

% of managers participating in Supporting Attendance Learning and Development Modules.

% of staff who feel their feedback influences wellbeing initiatives (Wellbeing & Inclusion Survey / Self Evaluation Reviews).

Stronger Together: Building Sustainable Support Through Partnership

Create sustainable, collaborative solutions by working with internal and external partners to extend our reach and impact.

We don't do this for now – we do it for the future.

Ambition by 2028

Wellbeing at WCS is sustainable, embedded in how we work, and designed for long term impact, not short-term fixes.

What we'll do for students

- Collaborate with external organisations to promote out-of-hours and specialist supports.
- Ensure a sustainable support model, reviewing priorities and outcomes across internal services.
- Embed group wellbeing activity within the curriculum.
- Continue to promote internal supports such as Wellbeing & Counselling services and Active Campus Activities.

What we'll do for staff

- Build a strong partnership with our EAP provider, to ensure staff have 24/7 access to quality wellbeing support and information.
- Work with regional and third-sector partners on targeted wellbeing campaigns.
- Continue to promote internal support through the Staff Wellbeing service and further develop Mental Health Ambassador group.

Stronger Together: Building Sustainable Support Through Partnership

Success by 2028

Success will be recognised when wellbeing is embedded into everyday practice and supported by strong, sustainable partnerships that extend our impact and ensure long-term, joined-up support for both staff and students. We will measure our success by monitoring the following results, aiming to improve our percentage outcomes over the three years of our framework.

Students – Key Performance Indicators

Number of targeted student wellbeing initiatives delivered in partnership with external or regional organisations.

% of curriculum areas embedding group wellbeing activities into teaching delivery.

Annual review of internal student wellbeing services completed, with actions identified and implemented.

Staff – Key Performance Indicators

% Staff utilising EAP (Employee Assistance Programme) services.

Number of targeted staff wellbeing campaigns delivered in partnership with external or regional organisations.

Annual review of internal staff wellbeing services completed, with actions identified and implemented.

Number of external partnerships established and actively maintained to enhance wellbeing support.

Delivery and Review

This framework will be delivered collaboratively with leadership from Communications & Student Engagement and Organisational Development and HR. An action plan will set out annual priorities and responsibilities.

The framework will be reviewed annually by key stakeholders to ensure it remains relevant, evidence-based, and responsive to emerging needs.

Conclusion

West College Scotland recognises that true wellbeing is everybody's responsibility. It is about the presence of support, connection, and opportunity. Through this framework, we commit to building a culture where every individual feels empowered to care for their wellbeing, supported by the College, and able to thrive.

Appendix – Supports for Students



Student Wellbeing Advisors

Offering short-term practical and emotional support and guidance to students on any issues affecting their studies and/or mental health and wellbeing.
1:1 appointments, drop-in service, workshops and events



Time 4 U Counselling

A free, confidential, professional counselling service, offering 1:1 counselling to all our students from our registered BACP/BABCP counsellors.



Safeguarding

We are committed to safeguarding our students. We have a set of procedures and practices, grounded in law, policy and our values, aiming to keep our students safe from a wide range of potential harms, including abuse, neglect or risk to life.



Active Campus

Promoting positive physical and mental health and wellbeing by providing a variety of sport and physical activities on campus. Activities include yoga, football, netball, table tennis and a walking group.



Self-Help

If support is needed when the college is closed, students can view our range of self-help resources, including websites, apps and out of hours helplines, to support student mental health and wellbeing.



WELLBEING MATTERS

Counselling Safeguarding Wellbeing

Wellbeing at West



Wellbeing & Inclusion Advisor

Offering confidential 1:1 appointments, information sessions for teams and awareness raising events and activities across the college, the Wellbeing & Inclusion Advisor can provide guidance and support to all employees on issues relating to personal & professional wellbeing.



Employee Assistance Programme

Our EAP offers employees access to counselling and support from a range of therapists, specialising in a variety of areas. This service is confidential & free to access. Sessions can be booked through our wellbeing platform at employees own convenience.



Wellbeing Platform

Our Wellbeing Platform offers a range of innovative features including wellbeing assessments, interactive dashboards and tailored learning materials. This fresh approach empowers employees to manage their mental health and wellbeing in ways that work best for them.



Active Campus

Promoting positive physical and mental health and wellbeing by providing a variety of sport and physical activities on campus. Activities include yoga, football, netball, table tennis and a walking group.



Mental Health Ambassadors

Mental Health Ambassadors highlight mental health and wellbeing related events, activities, information and resources across teams and campuses. Mental Health Ambassadors have access to Mental Health First Aid training, allowing them to confidently offer initial support & signposting to colleagues.



WEST COLLEGE
SCOTLAND

