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ACADEMIC COUNCIL

AGENDA

A meeting of the Academic Council will be held at 14:00hrs on Friday, 02 June 2017 in the Boardroom, Sighthill Campus.

		Lead Speaker	Paper
1	WELCOME & APOLOGIES	Chair	
2	DECLARATIONS OF INTEREST	Chair	
3	<u>MINUTES OF PREVIOUS MEETING</u> <i>for approval</i>	Chair	A
4	MATTERS ARISING	Chair	B
5	ENGINEERING & BUILT ENVIRONMENT: BEST PRACTICE	S Warden	Presentation
6	EDUCATION SCOTLAND ANNUAL ENGAGEMENT ACTION PLAN	S-J Linton	C
7	LEARNING, TEACHING & ASSESSMENT STRATEGY <i>for approval</i>	J Buglass	D

Item 7 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 27, Information Intended for Future Publication.

8	CURRICULUM STRATEGY <i>for approval</i>	J Buglass	E
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Item 8 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 27, Information Intended for Future Publication.

9	COLLEGE SATISFACTION SURVEYS		
9.1	Learning & Teaching Survey 2016/17 Report attached	S-J Linton	F
9.2	Induction Survey 2017/18 <i>for approval</i> attached	S-J Linton	G
9.3	Survey Recommendations Summary	S-J Linton	H
10	STUDENT FUNDING OVERVIEW attached	M Hoenigmann	I
11	REVIEW OF COMMITTEE OPERATION 2016/17	Chair	J

Item 11 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 27, Information Intended for Future Publication.

- 12 ANY OTHER COMPETENT BUSINESS
- 13 DATE OF NEXT MEETING: To be confirmed

FOR INFORMATION / DISCUSSION			
Meeting	Academic Council 02.06.17		
Presented by	Sarah-Jane Linton		
Author/Contact	Sarah-Jane Linton	Department / Unit	Policy, Planning and Performance
Date Created	17.05.17	Telephone	Ext. 77206
Appendices Attached	Appendix 1: Learning and Teaching Survey Report		
Disclosable under FOISA		Yes.	

LEARNING AND TEACHING SURVEY REPORT

1. PURPOSE

The Edinburgh College Learning and Teaching Survey is designed to assess students' opinions regarding key aspects of their classroom experience at the College, including: learning and teaching, learning climate, and assessment.

2. BACKGROUND

The survey was comprised of 26 questions covering the topics listed above, as well as general satisfaction questions and those regarding demographic/diversity information which are standard on every survey the College administers. Where possible the survey questions have been aligned with specific prompts contained within Education Scotland's External Review Quality Framework; 'How Good is Our College'.

3. DETAIL

The response rate was 38.3% overall, with 3,425 students responding out of the 8,937 students targeted. This is a decrease of 6% from last year's Learning and Teaching survey (44.5%) however this year there was a 38% increase in the overall number of students targeted and a 15% increase in responses. Overall the number of students responding is high for a survey and is statistically highly relevant.

Compared to last year's results, the college-wide satisfaction rates have increased across 17 of 19 comparable questions 15-16 to 16-17. Overall satisfaction with courses at Edinburgh College is high with 91% of respondents stating that they are satisfied with their course. This is an incredible increase of over 10% from last year. Additionally, 94% of students stated that they have greatly developed their knowledge and skills during their studies. This is up 10% from last year. The satisfaction rates for the questions were high overall, with the highest satisfaction rate being for the statement '*I have developed my knowledge and skills through my studies at Edinburgh College*' (94%). Learner motivation is up 10% to 91%.

4. BENEFITS AND OPPORTUNITIES

Whilst college-wide rates of satisfaction have enjoyed a favourable increase across almost all questions, satisfaction is still low in relation to learner involvement in planning and delivery of course content (62%); to suitable arrangements being made when lecturers are away (65%); and there is a similar level of satisfaction to last year with assessment-spacing satisfaction (74% from 73% last year). The opportunity presented by the adoption of the new quality framework 'How Good is Our College', coupled with the launch of our Learning, Teaching and Assessment Strategy are positioned to improve approaches to planning and delivery in the classroom through CPD, new techniques and tools to improve engagement. This revised approach will work in synergy with ENHANCE in terms of the provision of CPD related to the improvement of the learning and teaching experience. It should also be noted by the committee that industrial action may have had a slightly cooling effect on the output of these questions.

5. STRATEGIC IMPLICATIONS

All teams share the output of this survey to ensure it is reflected within operational and curriculum planning improvements.

6. RISK

High-level reputational risk where actions remain unaddressed and must be mitigated by ensuring actions are completed within the academic year. It is recommended that the committee continues to oversee the survey output annually and ensure actions are addressed.

7. FINANCIAL IMPLICATIONS

No specific financial implications.

8. LEGAL IMPLICATIONS

No legal implications.

9. WORKFORCE IMPLICATIONS

Workforce development project and ENHANCE are working in synergy to ensure staff CPD and skills are developed to provide current. Industry-led practice in the classroom.

10. REPUTATIONAL IMPLICATIONS

Item 6 refers.

11. EQUALITIES IMPLICATIONS

No specific equalities implications

CONCLUSIONS/RECOMMENDATIONS

The attached action plan (Appendix 1) provides a fuller analysis of the learning and teaching survey in report form to allow the committee to consider the actions arising.

EDINBURGH COLLEGE

LEARNING AND TEACHING SURVEY RESULTS—MAY 2017

INTRODUCTION

The Edinburgh College Learning and Teaching Survey is designed to assess students' opinions regarding key aspects of their classroom experience at the College, including: learning and teaching, learning climate, and assessment. The survey was comprised of 26 questions covering the topics listed above, as well as general satisfaction questions and those regarding demographic/diversity information which are standard on every survey the College administers. Where possible the survey questions have been aligned with specific prompts contained within Education Scotland's External Review Quality Framework.

The charts in the following pages summarise and compare overall student satisfaction in each of the topic areas across the Granton, Midlothian, Milton Road, and Sighthill campuses.

SCOPE

Just under 9,000 full-time and part-time students were targeted for completion of the survey, across Granton, Midlothian, Milton Road, and Sighthill campuses during a 5-week period from 20th February to 20th March 2017. This was a shorter run than last year when the survey was live for 7 weeks. The survey was made available to students via a link to the survey website posted on Moodle. As with last year, the budget constraints has meant that paper surveys were not used. Out of the 8,937 students targeted for the survey, 3,425 students responded (38.3%).

RESULTS

The response rate was 38.3% overall, with 3,425 students responding out of the 8,937 students targeted. This is a decrease of 6% from last year's Learning and Teaching survey (44.5%) however this year there was a 38% increase in the overall number of students targeted and a 15% increase in responses. This participation level is down from the Induction survey carried out before Christmas, which had a similar number of students targeted but a response rate of 53%.

TABLE 1-LEARNING AND TEACHING SURVEY PARTICIPATION RATES	2013	2014	2015	2016	2017
NUMBER OF STUDENTS TARGETED	c.10,000	11,676	11,009	6,681	8,937
NUMBER OF RESPONSES	4,104	4,986	4,783	2,976	3,425
RESPONSE RATE	41%	42.7%	43.5%	44.5%	38.3%

Compared to last year's results, the college-wide satisfaction rates have increased across 17 of 19 comparable questions 15-16 to 16-17. Overall satisfaction with courses at Edinburgh College is high with 91% of respondents stating that they are satisfied with their course. This is an increase of over 10% from last year. Additionally, 94% of students stated that they have greatly developed their knowledge and skills during their studies. This is up 10% from last year. The satisfaction rates for the questions were high overall, with the highest satisfaction rate being for the statement '*I have developed my knowledge and skills through my studies at Edinburgh College*' (94%). Learner motivation is up 10% to 91%. However, satisfaction is still low in relation to learner involvement in planning and delivery of course content (62%);

to suitable arrangements being made when lecturers are away (65%); and there is only a marginal improvement in assessment-spacing satisfaction (74% from 73% last year). The statement 'Lecturers on my course ask my opinion about learning and teaching' scores low at 64%. A similar, though not identical, question from 15-16 scored 72%.

ANALYSIS

Analysis of the Learning and Teaching Survey 2017 suggests the following key messages, areas for development, and areas for review.

Key messages:

- Students are very satisfied with their courses overall (94%), and with the development of their knowledge and skills (91%).
- Students are satisfied with the learning and teaching on their courses. Students feel very motivated to take part in lessons (91%) and feel that the way they are taught is helpful to their learning (86%). Students report that the teaching materials used are good and can be accessed easily (90%).
- Students are satisfied with certain elements of their learning environment. Students are satisfied with the pace of their lessons (86%), and they report that their classes start on time (88%). The majority of students surveyed feel comfortable asking their lecturers for help and further explanation (91%) and feel that lecturers treat all students fairly and equally (88%).
- Students report increased satisfaction this year with assessments. 90% of students reported that they know when assessments are due, and students largely feel that the feedback they receive is instructive and helpful (88%).

Areas for development:

Although there was an improvement to several aspects of assessment this year, certain elements still scored adequate-to-poorly and are areas for development:

- 74% of students reported that their assessments are well-spaced across the course
- 78% of students feel that doing assessments helps them to learn
- 80% of students report feeling well prepared for assessments

Particular aspects of the learning and teaching process are areas for development:

- Only 65% of students reported that suitable arrangements are made when a lecturer is away. This was highlighted as an area for review in last year's survey. There needs to be a continued effort to improve this as there has only been a very slight improvement from last year (+2%).
- 75% of students report that lecturers talk about equality and diversity when the opportunity arises (a fall from 81.3% last year)

Areas for review:

The questions which scored the lowest were related to student input and planning of course content. As with last year, the survey results indicate that students would like to be given more opportunities to provide input:

- 64% of students stated that lecturers ask their opinion about learning and teaching
- 62% of students felt they could influence the planning and delivery of content on their course

TABLES

Tables 1-4 (below) show the college-wide results for each question in each topic area. There is a comparison with the results for these questions from last year's Learning and Teaching Survey along with the percentage increase/decrease. Satisfaction results were determined by calculating the number of "agree completely" and "agree mostly" responses out of the total number of responses for a given question. Satisfaction rates falling within the 64.99%≤ range are identified as areas for review/high risk, and have been highlighted in red. Responses falling within the 65%-79.99% range are identified as opportunities for improvement and have been highlighted in amber. Responses sitting at 80% and above are identified as positive results and are highlighted in green.

TABLE 2-LEARNING & TEACHING	TOTAL	15-16 TOTAL	% DIFFERENCE
1. I feel motivated to take part in lessons	91%	80.7%	+10.3%
2. The way I'm taught helps me to learn	86%	75.4%	+10.6%
3. I am given the opportunity to talk about my progress and set goals	85%	72.9%	+12.1%
4. The teaching materials we use are good and I can access them easily	90%	82.2%	+7.8%

TABLE 3-LEARNING CLIMATE	TOTAL	15-16 TOTAL	% DIFFERENCE
5. I feel comfortable asking my lecturer for help and further explanation if I don't understand something	91%	85.3%	+5.7%
6. I find the pace of lessons appropriate	86%	78.3%	+7.7%
7. When my lecturer is away, suitable arrangements are made	65%	62.7%	+2.3%
8. My classes start on time	88%	83%	+5%
9. Lecturers on my course ask my opinion about learning and teaching ¹	64%	71.9%	-7.9%
10. I can influence the planning and delivery of content on my course	62%	63.8%	-1.8%
11. My lecturers treat us all fairly and equally	88%	80.3%	+7.7%
12. Lecturers talk about equality and diversity where the opportunity arises	75%	81.3%	-6.3%

TABLE 4-ASSESSMENT	TOTAL	15-16 TOTAL	% DIFFERENCE
18. I know when my assessments are due	90%	88.1%	+1.9%
19. Assessments are well-spaced across the course	74%	73%	+1%

¹ Question similar, though not identical, to that from 15-16 ('Lecturers on my course ask for and are open to receiving feedback').

20. Assessment tasks are made clear to me	83%	79.7%	+3.3%
21. The feedback I get tells me what I am doing well and where I need to improve	88%	82%	+6%
22. I feel well prepared for assessments	80%	75.9%	+4.1%
23. Doing assessments really helps me to learn	78%	76.4%	+1.6%

TABLE 5-GENERAL COMMENTS	TOTAL	15-16 TOTAL	% DIFFERENCE
28. I have developed my knowledge and skills through my studies at Edinburgh College	94%	83.9%	+10.1%
29. Overall, I am satisfied with my course	91%	80.9%	+10.1%

SUPPLEMENTAL INFORMATION

Learning and Teaching Resources

Students were asked several questions regarding the resources and approaches used as part of their course. Students reported that computers were the most frequently used resource (66%) while roleplay scored lowest (only 8%).

TABLE 6-LEARNING AND TEACHING MATERIALS	% OF STUDENTS
Computers	66%
Moodle	62%
Practical work	62%
Classes supported by notes	52%
Group work	49%
Hand/Notes/Worksheets	48%
Demonstrations	43%
Self-directed research/study	38%
Copying notes from board/screen	31%
Interactive whiteboard	18%
Visits	13%
Invited speakers	12%
Roleplay	8%

Again this year students have stressed the desire for more practical work and industry visits/talks.

Moodle

Students were asked how often they use Moodle as part of their studies. Just over half (54%) indicated that they regularly use it, 29% indicated that they occasionally use it, while 13% claimed to rarely use it and 4% stated that they never use it. Students were further asked to identify any features of Moodle they use. As with last year's results, students mainly use Moodle to upload assignments.

TABLE 7-FEATURES OF MOODLE USED	% OF STUDENTS
Uploading assignments	74%
Linking to resources (e.g. documents)	50%
Obtaining feedback from lecturer	47%
Logging in to student email	41%
Using interactive learning materials	30%
Accessing calendar for assignment deadlines	28%
Completing informal quizzes and tests	25%
Accessing study skills and advice pages	23%
Linking to external websites	21%
Monitoring achievement progress	20%
Using Turnitin originality check	20%
News/information/resources on homepage	17%
Accessing information from support services (e.g. Student Support)	13%
Communication with classmates	8%

Essential Skills

Almost all students (98%) reported that they have improved their skills during their studies at Edinburgh College, with only 2% selecting 'N/A'.

TABLE 8-ESSENTIAL SKILLS	% OF STUDENTS
Communication skills	77%
Working with others skills	61%
Study skills	59%
Problem-solving skills	47%
IT skills	43%
Numeracy skills	32%
Health and wellbeing skills	26%
Citizenship skills	17%

Support for Learning

The support for learning category contained the highest percentage of satisfaction for the entire survey for the statement 'My LDT was approachable', with 95% satisfaction. The responses indicate that students on courses with LDTs feel their LDT was a source of support while at college, and that their tutorial programme was beneficial to their chosen course of study.

TABLE 9-SUPPORT FOR LEARNING	TOTAL
My Individual/Personal Learning Plan has been useful in supporting my learning	68%
My Learning Development Tutor (LDT) has supported me	91%
My Learning Development Tutor (LDT) was approachable	95%
My tutorial programme with my Learning Development Tutor (LDT) is useful, and links in with my chosen course of study	82%
I found my Equality and Diversity tutorial sessions interesting and useful	68%

RECOMMENDATIONS FOR FURTHER ACTION

The Learning and Teaching survey statistics provide us with sound evidence that student satisfaction is for the most part high at the college. However, this is only a broad view and does not account for the individual student experience. The comment spaces within the survey provide further insight into individual experiences.

TABLE 10-LEARNER COMMENTS	Number	Percentage
Total learner comments	1393	
Positive comments	304	22%
"N/A", "don't know", "nothing to add" etc.	857	62%
Negative comments and/or suggestions	232	17%

Like last year's survey, a common theme in the comments was disorganisation. Many students felt staff shortages/absences/changes disrupted their learning, and some mentioned confusing changes to the curriculum at various points during the year:

"Overall the course has been mostly good. But there are few key issues that have occurred. One of which is that the course itself at times can feel unorganised. This has been in the form of classes often starting late and once a class had to be cancelled due to us not being able to find a classroom. Finding a classroom has also been a large issue, as there has been constant changes to where classes will be attended, and having to swap rooms with other classes. This can mean at times that I and the rest of the class are unsure which class to go to. When a lecturer is off, which was very often during the mid-section of the course, we were given little instruction and often we were just told to leave college early. This has caused one of the classes to have been held up drastically, which now feels somewhat rushed."

There were 41 such comments referring directly to disorganisation of courses. In the majority of these comments they are from individuals within the same class groups. As such, disorganisation does not appear to be a college-wide problem but it does seem to be one which plagues specific curriculum areas (for contrast, other students left comments like, "As a returning mature student, I feel the course has been well laid out and balanced"). As disorganisation was an issue raised in last year's Learning and Teaching survey this is an ongoing area that specific curriculum areas need to address for future courses.

Students mentioned that some teaching staff seemed too stretched and thus unable to devote the amount of time necessary to all of the students in class. However, this again seemed to be an issue pertaining to one particular curriculum area and overall learners seemed very positive about the time their lecturers dedicated to individually supporting students: "During my time at college I have struggled with NABS and assignments due to unforeseen circumstances. My lecturer has listened and gave me great support so I'm able to continue with my studies. Without her support and understanding I don't feel that I would have been able to continue."

As indicated by the statistics from the survey itself, issues with assessments featured frequently in the learner comments. Students reported insufficient preparation for assessments ("I feel that we are expected to know more than we currently know and to be able to do assessments where we have only had a limited class time on that subject") and insufficient notice prior to assessments taking place ("Assessments are often given with no warning - sometimes we aren't even told they are assessments"). The most prominent complaint was of assessment clashes with other modules: "I don't think that there is a good communication between lecturers when it comes to assessments and exams, they need to be able to schedule them so we do not have multiple assignments thrown at us at the one time". One student mentioned this clashing led to an instance of having five assessments to do in one week. Assessment clashes cannot always be avoided during peak times of the year, but perhaps this can be kept in mind for future assessment planning to prevent students from feeling disadvantaged by assessment scheduling.

Some students expressed a desire for better communication, particularly with regards to staff absences and room changes ("Communication between lecturers and students could be a lot better especially regarding absences and change of classrooms"). While absences and room changes often occur at the last minute and it is not feasible to inform students in much advance, efforts should be made where possible; perhaps by establishing an automated text alert system much like the college uses for staff during extreme weather.

A consistent theme in the comments was feedback. It can be seen with the survey statistics that the two statements relating to student feedback were lagging at 64% and 62% respectively, and there were over 20 learner comments relating directly to feedback. Students have expressed a demand for receiving feedback to inform their progress on their course of study. Comments such as, "Feedback from Lecturers is useful to students to allow them to know how they are progressing with the course. Lecturers, sometimes, fail to give this vital feedback even when they have said that they would" and "Feedback can be sporadic and quite often comes too late to feel it is useful". The comments left by students imply there is much inconsistency with volume and quality of feedback across curriculum areas and across modules within single courses. Further guidance and training should be provided to teaching staff on the importance of providing ongoing feedback as part of the teaching and learning process.

Students also indicated they would like more opportunities to provide their own feedback on teaching approaches and methods. Several students offered suggestions for improving current teaching materials which they feel are not beneficial to them (Powerpoint slideshows were mentioned as being overused and not as effective as other more practical teaching methods). Rather than glean this information from surveys towards the end of the academic year, it would be more useful to provide channels for students to

voice these concerns and ideas much earlier. At present student reps provide this 'channel', the feedback goes through ECSA, which then may be raised at teams' self-evaluation meetings and captured in the team action plan. Education Scotland published its new quality framework recently, wherein learner feedback and engagement are to play an increasing role in the way Scotland's colleges evaluate their performance.² Last year's Learning and Teaching survey report recommended establishing processes for student feedback but this still requires more work on our part as satisfaction has been consistently falling in this area for the past 2 years (66.7% in 2015, 63.8% in 2016, and 62% in 2017). The Quality team plans to provide a programme of short training sessions for the next academic year which will be targeted at teams who receive low levels of student satisfaction relating to feedback. The aim of these sessions is to develop staff skills in giving constructive feedback that drives learning, as well as giving guidance on providing students with opportunities to comment on which teaching approaches they find most useful and why.

² (*How good is our college?*, 2017).

FOR DISCUSSION / DECISION			
Meeting	Academic Council 02.06.17		
Presented by	Sarah-Jane Linton		
Author/Contact	Sarah-Jane Linton	Department / Unit	Policy, Planning and Performance/Quality
Date Created	20.05.17	Telephone	Ext. 77206
Appendices Attached	Appendix 1: Induction Survey 2017 (proposed changes)		
Disclosable under FOISA		Yes, the approved survey will be made available.	

INDUCTION SURVEY 2017/18

1. PURPOSE

This paper summaries the recommended changes to the forthcoming 2017 Induction survey.

2. BACKGROUND

The Academic Council approve all survey designs and provide governance of the output of each survey as required. The induction survey will be issued in the new academic year and provide the first empirical data on student satisfaction at induction once complete.

3. DETAIL

This paper sets out the recommended changes to the induction survey and requires approval from the committee to ensure that these are endorsed and issued when required.

Changes to Induction Survey:

Q7 "I was given good advice on the funding options available to me" (2016)

Q7 "I was given good advice on the funding options available to me (e.g. college bursary/EMA, SAAS, Disabled Students' Allowance (DSA), discretionary funding)" (2017)

This change is to provide students with specific examples as the term 'funding' is too vague.

Q8 "I was made aware of the support available to me (Student Services, Student Support, Edinburgh College Student Association)"

Q8 "I was made aware of the support available to me as a student at Edinburgh College (i.e. through the Student Services team, Student Support team, and the Edinburgh College Student Association)"

This is because 'Student Services' and 'Student Support' can be mistaken for each other as well as being seen as one distinct team, which they are not.

Q22 "The teaching on my course is good" (2016)

Q22 "The teaching on my course is of a high standard" (2017)

This relates to a suggestion by our College Education Scotland Link Inspector on the improvement to the learning experience.

In addition, this year, two new questions have been introduced after discussions with Martin Webb from the estates team regarding sustainability:

Q26 "What method of travel do you mainly use when traveling to and from college?"

This is a multiple choice with the options: Public transport, cycle, walk, drive (share), drive (alone), taxi, other.

Q27 "How long does your journey take on average?"

This is a multiple choice with the options: 30 minutes or less, 30-60 minutes, Over 60 minutes but less than 2 hours, 2 hours or more.

4. BENEFITS AND OPPORTUNITIES

The output of this survey and the corresponding actions for improvement directly relate to the retention of our students and our capacity to improve through 'How Good is Our College'

5. STRATEGIC IMPLICATIONS

This induction survey and successful conclusion of the actions arising will ensure that quality enhancement of the learner experience is paramount and continually improving.

6. RISK

High-level reputational risk where actions remain unaddressed and therefore it is recommended that this committee oversee the progress of the actions.

7. FINANCIAL IMPLICATIONS

No specific financial implications.

8. LEGAL IMPLICATIONS

No legal implications.

9. WORKFORCE IMPLICATIONS

Not applicable.

10. REPUTATIONAL IMPLICATIONS

Item 6 refers.

11. EQUALITIES IMPLICATIONS

No specific equalities implications.

CONCLUSIONS/RECOMMENDATIONS

The attached induction survey in full requires CONSIDERATION and APPROVAL by the Academic Council prior to its circulation.

1 What is your survey code? *

This is a 4 digit code given to you by your Learning Development Tutor or lecturer.

Oops! You must make a selection

2 The Edinburgh College website contained all the information I needed about the choice of courses available. *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

3 The information on the College website was clear about the entry qualifications I needed for my course. *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

4 The College website contained enough information about my chosen course (e.g. content, cost, special clothing and/or equipment required). *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

5 College staff gave me the help I needed to choose the right course. *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

6 It was easy to get help with my application. *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

7 I was given good advice on the funding options available to me (e.g. college bursary/EMA, SAAS, Disabled Students' Allowance (DSA), discretionary funding): *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

8 I was made aware of the support available to me as a student at Edinburgh College (i.e. through the Student Services team, Student Support team, and the Edinburgh College Student Association). *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

9 I was made aware of further opportunities in education and employment open to me after my course. *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

10 I learned I had a place on my course within six weeks of applying. *

Yes

No

11 If you answered 'no' to the previous question, how long did it take for you to hear about the outcome of your application?

12 I received a copy of my timetable before I started at College. *

Yes

No

13 I found the College Welcome Event informative. *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

14 My tutorials with my LDT (Learning Development Tutor) have helped me settle into college. *

If you do not have an LDT please select 'N/A'

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

15 I have been able to connect to the College's Wi-Fi network. *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

16 I was happy with how quickly I received my ID card. *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

17 Any financial support I was entitled to was in place at the start of my course. *

Yes No

18 If you answered 'no' to the previous question, please state why your financial support was not in place at the start of your course.

19 I feel I am studying at the right level. *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

20 I feel I am on the right course. *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

21 I had a good introduction to the subjects I will study in the course. *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

22 The teaching on my course is of a high standard. *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

23 The course is well organised. *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

24 I feel comfortable with my class group. *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

25 If you do not feel comfortable with your class group, please explain why:

26 What method of travel do you mainly use when traveling to and from college? *

- Public Transport
- Cycle
- Walk
- Drive (share)
- Drive (alone)
- Taxi
- Other

27 How long does your journey take on average? *

- 30 minutes or less
- 30-60 minutes
- Over 60 minutes but less than 2 hours
- 2 hours or more

28 I feel welcome at college. *

- Agree Completely
- Agree Mostly
- Disagree Mostly
- Disagree Completely
- N/A

29 I enjoy coming to college. *

- Agree Completely
- Agree Mostly
- Disagree Mostly
- Disagree Completely
- N/A

30 I feel safe at college. *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

31 Students behave well when they are in college. *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

32 Overall, I am satisfied with the College. *

Agree Completely

Agree Mostly

Disagree Mostly

Disagree Completely

N/A

33 Please provide any general comments you wish to make about the college or your course (e.g. aspects that have been successful or idea about what could be improved).

We ask for the following personal information so we can understand the experience of students,

ensure fairness for different groups within the College, and address the needs of all students. Personal data collected is stored in accordance with the Data Protection Act, and we will not publish any identifying information. Providing this information helps us to better meet your needs-- however, if you do not wish to answer any particular question, please use the 'prefer not to say' option where applicable.

34 How old were you on your last birthday?

15 or younger

16-19

20-24

25-39

40-59

60+

Prefer not to say

35 How would you describe your ethnicity?

Oops! You must make a selection

36 If you answered 'Other ethnic group' in the previous question, please state your ethnic group here:

37 What religion, religious denomination or body do you belong to, or what philosophical belief do you hold?

Oops! You must make a selection

38 If you answered 'Other religion or belief' in the previous question, please state your religion or belief here:

39 Which of the following describes how you think of yourself?

Female

Male

In another way

Prefer not to say

40 If you answered 'In another way' for the question above, please state how you would describe yourself:

41 Is your current gender (or sex) the same as the gender (or sex) you were born with?

Yes

No

Prefer not to say

42 Do you identify, or have you ever identified, as transgender?

Yes

No

Prefer not to say

43 Which of the following best describes how you think of yourself?

Bisexual

Gay Man

Gay Woman/Lesbian

Heterosexual/Straight

Not sure

Other

Prefer not to say

44 Are you an international student (i.e. were you offered your place by the International Team?
This usually applies to students from outside the EU)?

Yes

No

Prefer not to say

45 Do you consider yourself to have additional support needs?

Yes

No

Prefer not to say

46 Do you consider yourself to have an impairment, health condition, or learning difference?

No impairment or condition

Deafness or serious hearing loss

Blindness or serious sight loss

Learning impairment (e.g. Down's Syndrome)

Learning difficulty- specific (e.g. dyslexia, dyspraxia, or dyscalculia)

Social/communication impairment (e.g. Autism Spectrum Disorder)

Physical impairment or mobility issue (e.g. using a wheelchair or crutches)

Mental health condition (e.g. depression, anxiety disorder, or schizophrenia)

Long-term illness, disease, or condition (e.g. cancer, HIV, diabetes, chronic heart disease, epilepsy)

Other impairment or condition not listed above

Prefer not to say

47 Are you a Care Leaver (a person who has been looked after for at least 13 weeks since the age of 14 and who was in care on their 16th birthday)?

Yes

No

Prefer not to say

48 Do you have caring responsibilities?

No

Yes- for a child/children under 17

Yes- for a disabled child/children under 18

Yes- for an adult/adults over 18

Prefer not to say

Thank you for taking the time to complete this survey.



Submit

Never submit passwords! - [Report abuse](#)



For the future you want

FOR INFORMATION			
Meeting	Academic Council 02.06.17		
Presented by	Monica Hoenigmann		
Author/Contact	Monica Hoenigmann	Department / Unit	Student Experience
Date Created	19.05.17	Telephone	0131 297 4876
Appendices Attached			
Disclosable under FOISA		Yes.	

STUDENT FUNDING OVERVIEW

1. PURPOSE

In response to a request from the Academic Council on 17 March, this paper provides an update on the funding mechanisms in place for new starter in 2017/18 at the next meeting.

2. BACKGROUND

Edinburgh College is responsible for the disbursement of the following funds:

Educational Maintenance Allowance- (EMA)

This is payment of £30 per week for 16-19 year old students inclusive for students on low income families.

FE Bursary

Primarily for students over 19 years of age up to approximately £95 per week.

FE/HE Childcare Fund

We can meet the full costs of eligible students for registered childcare subject to means testing.

FE/HE Discretionary Fund

This is allocated to alleviate student hardship and is administered by the Edinburgh College Guidance and Information Team. Up to a maximum of £4000 per year per student is available.

SAAS Funding

This is administered directly through SAAS for HE level courses- HNC and above.

The issues faced by colleges is the administrative tasks related to each of the funding streams. In addition there is a challenge to ensure that all the national policies are adhered to and conditions are met to satisfy audit purposes.

These funds are cash limited and there may be instances where the College finds it cannot meet demands unlike SAAS.

There are challenges to be able to accurately predict demand for the next academic year.

Any unspent funds must be returned to SFC. This is a big challenge for bigger colleges like Edinburgh, however, we are using historical data to help with these predictions.

There is an increase in demand and cost of registered childcare. This also has a knock on effect for the workload of the funding team who are depleted across the college.

3. DETAIL

Edinburgh College has taken the following steps to enhance the disbursement of student funds:

- The college has opened up funding applications in April. We are only one of two colleges in Scotland to do so. In future years we hope to open as soon as college applications have been accepted. This will support students to have time to submit the relevant documentation and ensure that funding is in place for the start of their courses.
- Information has been improved by the production of a range of simplified Student Funding Guides.
- Student Funding have been working with IT to develop an electronic tool to enable students to get information, individual to their circumstances, to help them see if they are entitled to funding.
- Provided Student Funding support at College Open Days.
- Work is ongoing to target students who may need extra support with funding applications. E.g. Care Experienced, parents, school leavers, carers.

4. BENEFITS AND OPPORTUNITIES

It is hoped that there will be a range of benefits from these developments including:

- Improved information and targeting will result in earlier funding applications and more students having their funding in place for the start of college.
- Improved student satisfaction with level of information and support available.
- Fewer withdrawals due to lack of funding.
- Reduce need to administer emergency payments from the discretionary fund early in the course to subsidise for later childcare payments.

5. STRATEGIC IMPLICATIONS

Funding will support students to stay on their courses and will hopefully have a positive impact on the college credit targets.

Another implication on the delay of student funding is late information on course timetables and changes to timetables at the beginning and throughout the course.

6. RISK

Poor retention is a key risk highlighted on the college's top risk register. One of the current mitigations/controls in place is to ensure that 'all funding is in place before [student] start dates'. The risk rating of poor retention has improved significantly over 2016/17 given the work undertaken, current forecast position and increased confidence.

There is a risk of students with late applications, late course offers and changes to offers conditional offers including waiting for confirmation of SQA results. These will all have an impact on funding being in place at the start of their course.

7. FINANCIAL IMPLICATIONS

In order to mitigate any financial risk Edinburgh College must ensure the effective distribution of £10.5 million pounds. This is why we have to adhere to strict financial policies and procedures, annual audit and monthly reporting to the Senior Management Group.

8. LEGAL IMPLICATIONS

Not applicable.

9. WORKFORCE IMPLICATIONS

Not applicable.

10. REPUTATIONAL IMPLICATIONS

Failure to implement student funding effectively and in a timely manner may have reputational implications for the college.

11. EQUALITIES IMPLICATIONS

Student funding must take heed of all equalities legislation and funding must be distributed in a fair and equitable way.

CONCLUSIONS/RECOMMENDATIONS

The Academic Council are asked to NOTE the update provided on student funding.

