ACADEMIC COUNCIL

AGENDA

A meeting of the Academic Council will be held at 14:00hrs on Friday, 11 March 2016 in the Boardroom, Sighthill Campus.

		Lead Speaker	**Paper**
1	WELCOME & APOLOGIES	Chair	
2	DECLARATIONS OF INTEREST	Chair	
3	MINUTES OF PREVIOUS MEETING *for approval*	Chair	A
4	MATTERS ARISING	Chair	B
5	EDUCATION SCOTLAND ANNUAL ENGAGMENT VISIT	K McGlynn	Verbal
6	STUDENT SURVEYS	K McGlynn	
	6.1 Induction Survey Results 2015/16 **attached**		C
	6.2 Pre-Exit Survey 2016 *for approval* **attached**		D
7	APPRENTICESHIP MODELS	J Thomson/ M Jeffrey	E

Item 7 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 33, Commercial Interests and the Economy.

8	STEM ASSURED STATUS **attached**	M Jeffrey	F
9	SCHOOL COLLEGE PARTNERSHIPS AND DEVELOPING SCOTLAND'S YOUNG WORKFORCE **attached**	J Handley	G
10	DATE OF NEXT MEETING: 03 June 2016		

2015 Induction Survey Report

Purpose of the Report

To update the Board on the results of the 2015 Student Induction Survey and identify areas of strengths and areas for improvement. The paper also includes 3 main recommendations for action.

These results were used in the course self-evaluations sessions in February.

Action required

Members are asked to DISCUSS the induction survey report.

Strategic Implications

Risk	Yes \ No	Details
Governance \ legal	Yes	The Academic Council shall retain an oversight of quality enhancement initiatives.
Financial	No	
Executive Approval	**Yes \ No**	**Details**
Reviewed by Executive (if required)	Yes	
Other	**Yes \ No**	**Details**
Equality Impact	No	

EDINBURGH COLLEGE

INDUCTION SURVEY RESULTS—FEBRUARY 2016

INTRODUCTION

The Edinburgh College Induction Survey is designed to assess students' opinions regarding key aspects of their experience before starting at the College and during their first few weeks at the College, such as: the application and interview process, induction, first impressions, and their particular courses. The survey was comprised of 41 questions covering the topics listed above, as well as the questions requesting 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 and benchmarked against 109 UK education providers.

SCOPE

Over 9,700 full-time and part-time students were targeted for completion of the survey, across Granton, Midlothian, Milton Road, and Sighthill campuses during a 7-week period from September to November 2015. The survey was made available to students via a link to the survey website posted on Moodle, and through the provision of paper copies for students unable to access college computers. Out of the 9,788 students targeted for the survey, 4,618 students responded (47.2 percent).

RESULTS

Survey response rate is presented below (Table 1). This figure represents the number of students completing the survey as a percentage of "current" students on eligible courses on the student record system at the start of the survey.

Survey Response Rate:

TABLE 1- RESPONSE RATE	TOTAL
TARGET LIST	9788
RESPONSES	4618
RESPONSE RATE	47.2%

The response rate was 47.2 percent overall. This is a decrease from last year's Induction Survey (52.2 percent), but an increase in the number of respondents to the last College-wide survey (2015 Pre-Exit Survey, 31.3 percent).

Overall satisfaction with Edinburgh College is moderately high with 88.9 percent of respondents stating that they enjoy coming to College and 87.8 percent that they are satisfied with the College. Students also report having felt welcome on their first day (91.6 percent) and comfortable with their class group (90.8 percent). Survey respondents report high satisfaction with their courses, with 90.0 percent of students stating that they feel they are on the right course, and 89.2 stating that the teaching on their course is good. Where students were asked to choose three words that best described their first few weeks at Edinburgh College, more chose 'friendly,' 'interesting,' and 'exciting' than any of the other options. Additionally, where students were asked to provide comments about their course, more made positive statements than any other type of statement.

BENCHMARKS

External benchmarks compare the survey responses from students at Edinburgh College with responses from 494,563 students across 109 providers in the UK. 26 of the 37 questions on the survey where satisfaction rates could be calculated were included in the benchmark. Edinburgh College did not rank[1] in the upper quartile for any of the questions. See Table 2 below.

Edinburgh College ranked in the lowest quartile for 15 questions. The scores were particularly low for the following statements: I received a full copy of my timetable (-15 from the benchmark); I was promptly informed as to the outcome of my application (-13); I received good advice on financial help (-13); My induction has helped me settle into college (-11); I was made aware of further opportunities in education and employment open to me after my course (-10). Edinburgh College received its highest benchmark scores for the following statements: Students behave well when they are in college (+2 from the benchmark); I've had a good introduction to the subjects I will study in the course (0); and, I feel comfortable with my class group (0).

Table 2

Question	Benchmark Score	Difference from UK Benchmark	UK Quartile
I was told all I needed to know about the choice of courses available	62	-7	4th
College staff gave me all the help I needed to allow me to pick the right course to meet my goals	59	-6	4th
I was given sufficient information about my chosen course	61	-9	4th
I was given all the information I needed about the support available	65	-6	4th
I was promptly informed as to the outcome of my application	60	-13	4th
I knew what entry qualifications I needed for my course	76	-4	4th
I received good advice on financial help	49	-13	4th
I was made aware of further opportunities in education and employment open to me after my course	54	-10	4th
I received a full copy of my timetable	66	-15	4th
The written information I received from the College was easy to understand	68	-5	4th
After the interview, I knew that I had a work placement/work experience as part of my course	56	-6	4th
My induction has helped me settle into college	63	-11	4th
I was able to log on to the college IT systems easily	63	-6	4th
I felt welcome on my first day at College	78	-2	3rd
I enjoy coming to college	73	-2	3rd
I feel safe at college	81	-1	3rd
All students are treated fairly and equally	76	-3	3rd
Students behave well when they are in college	65	+2	2nd
I am satisfied with the College	72	-5	3rd
I am satisfied with my course	74	-3	3rd

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[1] Ratings are determined by assigning a value to responses before determining the average. "Completely agree" answers are weighted by one point, while "mostly agree" answers are weighted by .5 points.

I feel I am studying at the right level	74	-2	3rd
I feel I am on the right course	78	-5	4th
I had a good introduction to the subjects I will study in the course	74	0	3rd
The teaching on my course is good	73	-5	3rd
The course is well organised	62	-8	4th
I feel comfortable with my class group	79	0	3rd

When compared to the Scottish-only benchmark, Edinburgh College's results improve for each of the eight questions listed, except one: "I feel safe at college." The rating of 81 for that question is 3 points lower than the Scottish benchmark number.

Edinburgh College's benchmark scores have, for the most part, stayed the same or increased over last year. Of the 24 questions where comparisons can be made, 16 had equal or higher scores than last year. The largest increases were for the statements, "The course is well organised" and "I was given all the information I needed about the support available" (both +4 over last year's score). There was no question for which the rating fell more than 2 points. The questions that decreased by 2 points were, "College staff gave me all the help I needed to allow me to pick the right course to meet my goals," "I was promptly informed as to the outcome of my application," and, "I received a full copy of my timetable."

ANALYSIS

Analysis of the Induction Survey 2015 suggests the following key messages, areas of concern, and areas for review:

Key messages:

- Students feel safe at college (93.2 percent) and reported feeling welcome on their first day (91.6 percent).
- Student satisfaction is high with regard to their courses: students feel they are on the right course (90.0 percent) and that the teaching on their course is good (89.2 percent). 88.8 percent of students stated that they were satisfied with their course.
- Students report that they are comfortable with their class groups (90.8 percent) and that all students are treated fairly and equally (89.0 percent).
- Overall satisfaction with the College is moderately high, with 88.9 percent of students stating that they enjoy coming to college and 87.8 percent stating that they are satisfied with the College.

Areas of concern:

With regard to receiving information about their courses from the College before they attend, student satisfaction rates can be improved:

- 77.4 percent of respondents said they were given sufficient information about their chosen course
- 76.1 percent said that College staff gave them all the help they needed to allow them to pick the right course
- 75.4 percent reported that they were promptly informed of the outcome of their application
- 75.4 percent received a full copy of their timetable
- 71.3 percent were made aware of further opportunities in education and employment available to them after their course
- After their interview, 68.5 percent of respondents knew they had work placement/experience as part of their course

Access to the College systems continues to be an area of concern with:

- 76.3 percent of respondents stating they were able to log on to the college IT systems easily
- 72.8 percent stating that they were able to access printing easily, and
- 65.3 percent stating that they were able to connect to the College's Wi-Fi network

Areas for review:

- Financial support continues to be an area for review. Only 60.8 percent of students reported that the financial support they were entitled to was in place at the start of their course and 65.1 percent of students reported that they received good advice on financial help.
- Satisfaction rates were low with regard to how quickly students received their ID cards (62.5 percent), although this rate is skewed by a particularly low rate at Granton (46.5 percent).

TABLES

Tables 3-6 (below) reports the College results for each question in each topic area. Satisfaction results were determined by calculating the number of "completely agree" and "mostly agree" responses out of the total number of responses for a given question. Satisfaction rates falling within the 65.99%≤ range are identified as areas for review/high risk, and have been highlighted in red (Tables 3-10). Responses falling within the 66%-79.99% range are identified as opportunities for improvement and have been highlighted in amber (Tables 3-6).

TABLE 3- BEFORE STARTING COLLEGE	TOTAL
1. I was told all I needed to know about the choice of courses available	80.4%
2. College staff gave me all the help I needed to allow me to pick the right course to meet my goals	76.1%
3. I was given sufficient information about my chosen course	77.4%
4. I was given all the information I needed about the support available to me	79.4%
5. I found it easy to apply online	87.1%
6. When I applied, my application was acknowledged promptly	82.4%
7. I was promptly informed as to the outcome of my application	75.4%
8. I knew what entry qualifications I needed for my course	88.0%
9. I received good advice on financial help	65.1%
10. I was made aware of further opportunities in education and employment available to me after my course	71.3%
11. I received a full copy of my timetable	75.4%
12. The written information I received from the College was easy to understand	84.8%

TABLE 4- INTERVIEW AND INDUCTION	TOTAL
13. I was informed by email/text of the date, time, and location of my interview	91.4%
14. After the interview, I was clear about when I would learn the outcome of my application	81.4%
15. After the interview, I knew that I had a work placement/ work experience as part of my course	68.5%
16. I received a communication of the date, time, and location of my induction day	83.9%
17. My induction has helped me settle in to college	78.8%
18. I was able to log on to the college IT systems easily	76.3%
19. I was able to connect to the College's Wi-Fi network	65.3%
20. I was able to access printing easily	72.8%
21. I was happy with how quickly I received my ID card	62.5%
22. Any financial support I was entitled to was in place at the start of my course	60.8%

TABLE 5- FIRST IMPRESSIONS	TOTAL
25. I felt welcome on my first day at College	91.6%
26. I was satisfied with the College's Freshers' Fair	71.4%
27. I enjoy coming to college	88.9%
28. I feel safe at college	93.2%
29. All students are treated fairly and equally	89.0%
30. Students behave well when they are in college	83.2%
31. I am satisfied with the College	87.8%
32. I am satisfied with my course	88.8%

TABLE 6- COURSE	TOTAL
34. I feel I am studying at the right level	88.8%
35. I feel I am on the right course	90.0%
36. I had a good introduction to the subjects I will study in the course	89.0%
37. I understand the relevance of all my subjects to the course	88.9%
38. The teaching on my course is good	89.2%
39. The course is well organised	79.4%
40. I feel comfortable with my class group	90.8%

Recommendations for further action:

1. The area of financial support and information regarding what support is available needs to be addressed. Although the satisfaction rates for advice regarding financial help have increased over last year, this area still requires attention. Further investigation into what improvements are required should be undertaken. Additionally, while the percentage of students who reported that their financial support was in place at the start of their course has risen over the last three years college-wide, there is still room for improvement (60.8 percent satisfaction rate). Efforts should be made to determine what is preventing students from receiving the financial support they are entitled to at the start of their course. Where students were asked to offer comments regarding their course and what improvements could be made, many stated that funding could be better, more straightforward, and the time spent waiting for funding should be reduced.

   Action: Head of Support for Learning to investigate funding issues

2. Although satisfaction rates regarding the organisation of courses have improved over last year (79.4 percent compared with 74.6 percent), organisation remains an issue. Where they were asked to provide comments, students commented more often about organisation/timetable issues than any other area for improvement. The percentage of respondents who stated that they received a full copy of their timetable has decreased since last year (75.4 percent compared with 77.8 percent last year). Comments also pointed to issues with organisation when it comes to timetables (students were not aware of where they were supposed to be and when as timetables and rooms changed), coverage when lecturers were absent, equipment and materials not being available at the start of the course, ID cards not being ready at the start of the course, and the time it took to hear about the outcome of their applications.

   Action: Issues to be reviewed under the student recruitment and retention plan

3. While satisfaction rates for the statements regarding students' awareness of further opportunities and work experience are roughly the same as last year, students' responses indicate that they would benefit from receiving

more information about their courses before they start at College with particular attention given to progression routes. Satisfaction rates have declined since last year with regard to the following statement, 'College staff gave me all of the help I needed to pick the right course to meet my goals (76.1 percent compared with 79.2 percent last year).'

Action: Issues to be reviewed under the student recruitment and retention plan

While the indicators of overall satisfaction with the College remain high, students report that they are satisfied with their courses and the teaching on their courses, and there have been increases over last year for many of the questions on the survey, continued evaluation and improvement is needed.

The self-evaluation process will continue to be the avenue to determine what can be improved on and what practices should be continued to ensure high satisfaction rates.

Pre-Exit Survey 2016 Draft

Purpose of the Report

To update the Board on the contents of the 2016 Pre-Exit survey. This survey includes the 10 questions of the SFC's National Survey of Student Satisfaction and Engagement.

Action required

Members are asked to CONSIDER and APPROVE the 2016 Pre-Exit Survey.

Strategic Implications

Risk	Yes \ No	Details
Governance \ legal	Yes	The Academic Council shall retain an oversight of quality enhancement initiatives.
Financial	No	
Executive Approval	**Yes \ No**	**Details**
Reviewed by Executive (if required)	Yes	
Other	**Yes \ No**	**Details**
Equality Impact		

Edinburgh College

We are committed to making our services better and the answers you provide will be taken very seriously. When answering the questions in this survey, please tell us how you feel about your course and your lecturers in general. If you would like to make specific comments about any aspect of your course or college life, please make them in the comment boxes at the end of the survey. Note that no-one will know who you are.

If a question on the survey does not apply to you, please tick 'N/A' for 'not applicable.' If you need help to complete the survey, please ask. Thank you for taking the time to participate in the survey.

Please place <u>ONE</u> cross in the box (using black/blue ink), e.g. ☒, next to the number which best describes how much you agree with each of the following statements below:

1 ☐ - Strongly Agree 2 ☐ - Agree 3 ☐ - Disagree 4 ☐ - Strongly Disagree 5 ☐ - Not Applicable

National Survey of Student Satisfaction and Engagement

Strongly Agree → Strongly Disagree | N/A

Office Use Only		Strongly Agree			Strongly Disagree	N/A
(223)	1 Overall, I am satisfied with my college experience.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(118)	2 Staff regularly discuss my progress with me.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(42)	3 Staff encourage students to take responsibility for their learning.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
	4 I am able to influence learning on my course.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(452)	5 I receive useful feedback which informs my future learning.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(35)	6 The way I'm taught helps me to learn.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(214)	7 My time at college has helped me develop knowledge and skills for the workplace.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(298)	8 I believe student suggestions are taken seriously.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(180)	9 I believe all students at the college are treated equally and fairly by staff.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
	10 The College Students' Association influences change for the better.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Equality and Diversity

Office Use Only		Strongly Agree			Strongly Disagree	N/A
(168)	11 I feel welcome and respected at Edinburgh College.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(397)	12 I think the College does enough to promote equal opportunities and fair treatment for all students.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
	13 My time in College has helped broaden my outlook about the diverse groups who make up our society.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
	14 I know who to speak to if I'm concerned about an equality and diversity issue (including unfair treatment, bullying, or harassment).	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(369)	15 I'm confident I would be supported by the College if I complained of discriminatory treatment, bullying, or harassment.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

1

(please continue over the page)

Equality and Diversity (contd)

16 I have personally experienced unfair treatment in this college on one of the following grounds:

(Please place a cross in all that apply)

Age ☐ *1*	Disability ☐ *2*	Gender ☐ *3*	Race ☐ *4*
Religion and Belief ☐ *5*	Sexual Orientation ☐ *6*	Pregnancy and Maternity ☐ *7*	Gender reassignment ☐ *8*
Social Background ☐ *9*	Appearance ☐ *10*	Not applicable ☐ *11*	

17 If you answered yes to the question above, please give further details of the unfair treatment you experienced (any information given will be treated in the strictest confidence):

Please place <u>ONE</u> cross in the box (using black/blue ink), e.g. ☒, next to the number which best describes how much you agree with each of the following statements below:

1☐ - Strongly Agree **2**☐ - Agree **3**☐ - Disagree **4**☐ - Strongly Disagree **5**☐ - Not Applicable

Office Use Only	Facilities and Resources	😊 Strongly Agree → 😞 Strongly Disagree	N/A
	18 The sports and recreation facilities are satisfactory.	1☐ 2☐ 3☐ 4☐	5☐
	19 Transport services between campuses are satisfactory.	1☐ 2☐ 3☐ 4☐	5☐
(286)	20 Access to computer facilities for my course is satisfactory.	1☐ 2☐ 3☐ 4☐	5☐
(285)	21 Food and drink facilities are satisfactory.	1☐ 2☐ 3☐ 4☐	5☐
(173)	22 Toilet and washroom facilities are satisfactory.	1☐ 2☐ 3☐ 4☐	5☐
(242)	23 Student social spaces are satisfactory.	1☐ 2☐ 3☐ 4☐	5☐
(80)	24 I've found the Library useful during my studies at Edinburgh College.	1☐ 2☐ 3☐ 4☐	5☐
	25 I am happy with the support offered by Library staff.	1☐ 2☐ 3☐ 4☐	5☐
	26 I've found the electronic resources (eBooks, journals, etc.) useful.	1☐ 2☐ 3☐ 4☐	5☐
	27 I've found it easy to log on to access Moodle.	1☐ 2☐ 3☐ 4☐	5☐

Support and Engagement

28 I have asked Edinburgh College Student Association for help with one or more of the following:

(Please place a cross in all that apply)

Learning & Teaching Issue ☐ *1*	Accommodation ☐ *2*	Bursaries ☐ *3*	Discretionary Fund ☐ *4*
Personal Support ☐ *5*	Careers Advice ☐ *6*	Childcare ☐ *7*	Study Skills ☐ *8*
Timetabling ☐ *9*	Funding Advice ☐ *10*	UCAS ☐ *11*	SAAS ☐ *12*

■ 2

■ ■

| Societies and Sports | [ ] 13 | Other | [ ] 14 | I have not asked the Student Association for help | [ ] 15 |

29 If you answered 'Other' in the previous question, please state what you asked ECSA for help with:

[   ]

Please place <u>ONE</u> cross in the box (using black/blue ink), e.g. ☒, next to the number which best describes how much you agree with each of the following statements below:

1[ ] - Strongly Agree **2**[ ] - Agree **3**[ ] - Disagree **4**[ ] - Strongly Disagree **5**[ ] - Not Applicable

Support and Engagement

☺ Strongly Agree ⟶ ☹ Strongly Disagree N/A

30 I was pleased with the help and support provided by the Edinburgh College Student Association.
1[ ] 2[ ] 3[ ] 4[ ] 5[ ]

31   I have asked Student Services for help with one or more of the following:

(Please place a cross in all that apply)

Learning Support	[ ] 1	Accommodation	[ ] 2	Bursaries	[ ] 3	Discretionary Fund	[ ] 4
Jobzone/Job Search	[ ] 5	Personal Support	[ ] 6	Careers Advice	[ ] 7	Childcare	[ ] 8
Study Skills	[ ] 9	Funding Advice	[ ] 10	UCAS	[ ] 11	I have not needed to ask Student Services for help	[ ] 12

Please place <u>ONE</u> cross in the box (using black/blue ink), e.g. ☒, next to the number which best describes how much you agree with each of the following statements below:

1[ ] - Strongly Agree **2**[ ] - Agree **3**[ ] - Disagree **4**[ ] - Strongly Disagree **5**[ ] - Not Applicable

Support and Engagement

☺ Strongly Agree ⟶ ☹ Strongly Disagree N/A

32 I was pleased with the help and support provided by Student Services.
1[ ] 2[ ] 3[ ] 4[ ] 5[ ]

33 I was able to get help and support easily.
1[ ] 2[ ] 3[ ] 4[ ] 5[ ]

34 I was able to help and support quickly.
1[ ] 2[ ] 3[ ] 4[ ] 5[ ]

35 I found it easy to report an absence.
1[ ] 2[ ] 3[ ] 4[ ] 5[ ]

■ 3 ■

(please continue over the page)

Please place __ONE__ cross in the box next to the number which best describes how much you agree with each of the statements.

1☐ - Strongly Agree **2**☐ - Agree **3**☐ - Disagree **4**☐ - Strongly Disagree **5**☐ - Not Applicable

Learning Development Tutor

Strongly Agree ⟶ Strongly Disagree   N/A

Office Use Only		Strongly Agree				N/A
(116)	36 My Individual/Personal Learning Plan has been useful in supporting my learning.	1☐	2☐	3☐	4☐	5☐
	37 My Learning Development Tutor has supported me.	1☐	2☐	3☐	4☐	5☐
(123)	38 My Learning Development Tutor was approachable.	1☐	2☐	3☐	4☐	5☐
	39 My tutorial programme with my Learning Development Tutor is useful, and links in with my chosen course of study.	1☐	2☐	3☐	4☐	5☐
(222)	40 I found my Equality and Diversity tutorial sessions interesting and useful.	1☐	2☐	3☐	4☐	5☐

41 Please suggest any topics or changes that would improve tutorial time:

Please place __ONE__ cross in the box (using black/blue ink), e.g. ☒, next to the number which best describes how much you agree with each of the following statements below:

1☐ - Strongly Agree **2**☐ - Agree **3**☐ - Disagree **4**☐ - Strongly Disagree **5**☐ - Not Applicable

Next Steps

Strongly Agree ⟶ Strongly Disagree   N/A

Office Use Only		Strongly Agree				N/A
(412)	42 My course has fully prepared me to take my next steps in education, employment, or training.	1☐	2☐	3☐	4☐	5☐
(149)	43 I am aware of the possibilities open to me on completion of my course (e.g. more advanced courses or employment).	1☐	2☐	3☐	4☐	5☐
(152)	44 I now know how to look for a job.	1☐	2☐	3☐	4☐	5☐
	45 I have the confidence to apply for jobs.	1☐	2☐	3☐	4☐	5☐
(230)	46 I have had the help I needed to apply to university/higher education.	1☐	2☐	3☐	4☐	5☐

Overall Impressions

Office Use Only						
(186)	47 I have enjoyed studying at Edinburgh College.	1☐	2☐	3☐	4☐	5☐
(184)	48 I would recommend Edinburgh College to a friend.	1☐	2☐	3☐	4☐	5☐

49 Which part of your college experience did you most enjoy?

4

Overall Impressions (contd)

50 In your opinion what would be the one key thing we could improve on that would give students a better overall college experience?

51 Please insert any other comments you'd like to make about your experience at Edinburgh College.

About You

We ask for this 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.

52   Do you consider yourself to have additional support needs?

(Please place ONE cross in appropriate box)

Yes ☐ *1*   No ☐ *2*   Prefer not to say ☐ *3*

53   How old were you on your last birthday?

(Please place ONE cross in appropriate box)

15 or younger ☐ *1*   16-19 ☐ *2*   20-24 ☐ *3*   25-39 ☐ *4*

40-59 ☐ *5*   60+ ☐ *6*

54   How would you describe your ethnicity?

(Please place ONE cross in appropriate box)

White- Scottish ☐ *1*		White- British ☐ *2*		White- English ☐ *3*	
White- Northern Irish ☐ *4*		White- Welsh ☐ *5*		White- Irish ☐ *6*	
White- Gypsy/Traveller ☐ *7*		White- Polish ☐ *8*		White- Other ☐ *9*	
Any mixed or multiple ethnic groups ☐ *10*		Pakistani/Pakistani Scottish/Pakistani British ☐ *11*		Indian/Indian Scottish/Indian British ☐ *12*	
Bangladeshi/Bangladeshi Scottish/Bangladeshi British ☐ *13*		Chinese/Chinese Scottish/Chinese British ☐ *14*		Other Asian/Asian Scottish/Asian British ☐ *15*	
African/African Scottish/African British ☐ *16*		Other African ☐ *17*		Caribbean/Caribbean Scottish/Caribbean British ☐ *18*	
Black/Black Scottish/Black British ☐ *19*		Other Caribbean or Black ☐ *20*		Arab/Arab Scottish/Arab British ☐ *21*	
Other ethnic group ☐ *22*		Prefer not to say ☐ *23*			

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

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

(Please place ONE cross in appropriate box)

Male ☐ *1* Female ☐ *2* In another way ☐ *3* Prefer not to say ☐ *4*

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

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

(Please place ONE cross in appropriate box)

Yes ☐ *1* No ☐ *2* Prefer not to say ☐ *3*

59 Do you identify, or have you ever identified, as being a transgender or trans person?

(Please place ONE cross in appropriate box)

Yes ☐ *1* No ☐ *2* Prefer not to say ☐ *3*

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

(Please place ONE cross in appropriate box)

Bisexual ☐ *1* Gay Man ☐ *2* Gay Woman/Lesbian ☐ *3*

Heterosexual/Straight ☐ *4* Not sure ☐ *5* Other ☐ *6*

Prefer not to say ☐ *7*

61 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.) ?

(Please place ONE cross in appropriate box)

Yes ☐ *1* No ☐ *2* Prefer not to say ☐ *3*

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

(Please place ONE cross in appropriate box)

None ☐ *1* Buddhist ☐ *2* Christian- Protestant ☐ *3* Christian- Roman Catholic ☐ *4*

Christian- Other ☐ *5* Hindu ☐ *6* Jewish ☐ *7* Muslim ☐ *8*

Pagan ☐ *9* Sikh ☐ *10* Spiritualist ☐ *11* Other religion or belief ☐ *12*

Prefer not to say ☐ *13*

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

(Please place a cross in all that apply)

No impairment or condition ☐ *1* Deafness or serious hearing loss ☐ *2* Blindness or serious sight loss ☐ *3*

Learning impairment (e.g. Down's Syndrome) ☐ *4* Learning difficulty- specific (e.g. dyslexia) ☐ *5* Developmental condition (e.g. Autism Spectrum Disorder) ☐ *6*

Physical impairment ☐ *7* Mental health condition (e.g. depression or schizophrenia) ☐ *8* Long-term illness/disease/or condition (e.g. cancer/HIV/diabetes) ☐ *9*

6

(please continue over the page)

■   ■

Other impairment or condition [____] 10   Prefer not to say [____] 11

---

64   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)?

(Please place ONE cross in appropriate box)

Yes [____] 1   No [____] 2   Prefer not to say [____] 3

---

65   Do you have caring responsibilities?

(Please place a cross in all that apply)

No [____] 1   Yes- for a child/children under 17 [____] 2

Yes- for a disabled child/children under 18 [____] 3   Yes- for adult(s) over 18 [____] 4

Prefer not to say [____] 5

STEM ASSURED

Purpose of Paper

STEM Assured is a crucial differentiator and a powerful recruitment and marketing tool for educational establishments, ensuring that the curriculum stays fresh and students are attracted to the vibrancy of the courses on offer.

On 18 February, the Senior Management Group agreed that the College would work towards STEM Assured status. A project plan to attain recognition will now be implemented.

Action Required

The Academic Council are asked to NOTE the information provided on STEM Assured.

A supporting presentation will be provided by the Head of Engineering, Mike Jeffrey, at the Committee meeting. The presentation slides are attached as Appendix 1.

Strategic Implications

Risk	Yes \ No	Details
Governance \ legal	Yes	The Academic Council shall retain an oversight of quality enhancement initiatives.
Financial	No	
Executive Approval	**Yes \ No**	**Details**
Reviewed by Executive	Yes	Presentation received by SMG on 18.02.16.
Other	**Yes \ No**	**Details**
Equality Impact	No	

Appendix

1. STEM Assured presentation

STEM ASSURED

STEM Assured is a crucial differentiator and a powerful recruitment and marketing tool for educational establishments, ensuring that the curriculum stays fresh and students are attracted to the vibrancy of the courses on offer.

Overview

In the highly competitive education and training market, it is important to stand out. STEM Assured is the ONLY standard that provides independent, industry-backed validation of the quality of an institution's science, technology, engineering and mathematics provision. It is an outcome based standard that provides a powerful catalyst for helping educational institutions forge new partnerships and create new revenue stream opportunities.

By achieving the STEM Assured status, an institution can demonstrate that:

- Its STEM-related provision is of a consistently high quality and aligned with current and anticipated industry requirements.
- Its provision provides a multi-disciplinary context to its students to reflect real world needs and scenarios.
- Its employability and related transferrable skills are embedded into the curriculum and reflect their students' journey.
- It is committed to continual improvement and innovation of its provision to ensure that it keeps pace with rapid advances in technology and the changing jobs market.
- It has clear engagement processes with employers and key stakeholders.

STEM Assured status last three years. The STEM Foundation reviews progress with each STEM Assured institution annually, monitoring and supporting its process of continual improvement.

To achieve the STEM Assured status, education providers (schools, colleges, universities) are assessed against a robust framework that benchmarks their capability to design and deliver STEM courses that keep pace with emerging technology and the evolving needs of employers.

STEM assured status

Assuring the Quality of STEM provision

Creating opportunities for Edinburgh and the Lothians

What is STEM assured?

- STEM Assured is suitable for a range of institutions including schools, further and higher education providers and academies.

- NEF also uses the STEM Assured framework to collaborate with clusters of institutions in a particular city or region, ensuring that the educational offering is of high value and differentiated across all organisations. This helps stakeholders, including councils, LEPs and Chambers of Commerce, take a more strategic and coordinated approach to education, ensuring that STEM courses fully meet regional economic priorities.

- STEM Assured is acknowledged by the Department of Business, Innovation and Skills, the National Apprenticeship Service and the UK Commission on Employment and Skills.

Creating opportunities for Edinburgh and the Lothians

The Process

Creating opportunities for Edinburgh and the Lothians

Benefits

- Provides a stronger visibility of your STEM specialties to local employers and the community it serves
- Demonstrates your capability to meet the needs of business and industry
- Encourages and fosters a high level of consistency in the quality of STEM education and training and drives professionalism in your students
- Promotes cross-curricular collaboration in teaching and learning, knowledge transfer and business innovation
- Increased interest in STEM subjects by students through visible employment prospects
- Membership of an elite network of STEM Assured institutions

Creating opportunities for Edinburgh and the Lothians

Strategy and Manifesto

- Develop your STEM strategy
- Stimulate innovation
- Nurture behaviours that support and drive open and creative practices, making the most of existing and potential talent.
- Ensure that the implementation adds value to your organisation whilst maintaining the high level of the standard, the process is undertaken in iterative stages.
- The STEM Strategy will enable you to prioritise your investment and curriculum planning. We will guide you to publish a **STEM Manifesto®** that highlights a series of STEM Pledges to your students, employers, governors, partners and the community at large. Ultimately, the STEM Manifesto will help you to reposition your institution as a STEM leaders and strengthen you engagement with all stakeholders

Creating opportunities for Edinburgh and the Lothians

Project Plan

Activity	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16
Start STEM in Development with the STEM Matrix		Feb-16							
STEM Matrix Returned			11-Mar						
STEM Strategy for WCS Facilitated Meeting				12-Apr					
Initial draft Strategy					02-May				
STEM Strategy Delivered					20-May				
STEM Assured Commences					23-May				
STEM Assured Self-Assessment Returned						17-Jun			
STEM Assured Validation Visit						28-Jun			
Final STEM Assured Report Completed and Verified							15 Jul	01-Aug	
Celebration Event in Edinburgh									end Sept

Creating opportunities for Edinburgh and the Lothians

SCHOOL COLLEGE PARTNERSHIPS AND DEVELOPING SCOTLAND'S YOUNG WORKFORCE

Purpose of Paper

The paper outlines the college's engagement with Schools / College Partnership and Developing Scotland's Young Workforce.

Action Required

The Academic Council are asked to NOTE the paper.

Strategic Implications

Risk	Yes \ No	Details
Governance \ legal	Yes	The Academic Council shall retain an oversight of quality enhancement initiatives.
Financial	No	
Executive Approval	**Yes \ No**	**Details**
Reviewed by Executive	No	
Other	**Yes \ No**	**Details**
Equality Impact	No	

Edinburgh College's engagement with Schools/College Partnership and Developing Scotland's Young Workforce

Schools/College Partnership (SCP)

What is it?

The SCP is an agreement between the Local Authorities and the College for the provision of educational services to schools pupils.

Each of the three legacy colleges had a school college partnership of sorts. When we merged we brought the three together, devised a new Service Level Agreement with our partners in the Local Authorities and put one offering out to all schools.

The aim is to offer college courses to pupils in the Senior Phase, S4 to S6.

The outcomes are: progression, opportunities and awareness of college opportunities in Further Education (FE) and Higher Education (HE) and into employment.

It also develops the 4 contexts of Curriculum for Excellence:

- Successful learners
- Confident individuals
- Effective contributors
- Responsible citizens

What do we offer to schools?

We have a **range of courses** in Creative Industries, Construction, Engineering, ESOL, Health and Wellbeing, Social Sciences, Tourism and Hospitality. Within each of these headings we have a range of provision.

We also have a course for pupils with **additional support needs** and we link up with Special Schools and Special teams within secondary schools to offer pupils a taste of college. While at college, the pupils can be assessed for a college course that best fits their needs when leaving school.

The **Academy programme** brings together school, college, university and employers. Their aim is to create a positive destination and career opportunity for young people.

They improve transition between school, college, university and employment.

All our SCP courses have progression to mainstream college provision.

How do we promote SCP?

The College holds events for Head Teachers, Guidance Teachers and SDS advisers, giving an opportunity to hear about the provision, give feedback and talk to Heads of Curriculum Centres.

SCP Coordinators (3) visit schools on a regular basis, attend events in schools, distribute booklets and liaise on a regular basis once pupils are attending college.

Marketing, pulling together all the provision from across the College into one place, produces a booklet. A link to this booklet is distributed to all the local authority schools.

What is the scope of the SCP?

All local authority secondary schools in the region, including special schools, are included in the SCP. The number of schools are:

Edinburgh   23
Midlothian   6
East Lothian   6
Special schools   10

Developing the Young Workforce (DYW)

What is "Developing the Young Workforce"?

The Scottish Government has produced a Youth Employment Strategy to Develop the Young Workforce – this is a 7-year implementation plan and follows the findings of the Commission for Developing Scotland's Young Workforce, chaired by Sir Ian Wood. The headline target is to reduce youth unemployment by 40% by 2021 - 5 years from now.

The objective is a world-class system of vocational education, in which colleges work with schools and employers to deliver learning that is directly relevant to getting a job, as a mainstream option for all pupils in the senior phase of secondary school. In doing so, the Government wants to address gender imbalance in learning, and contribute to a significant reduction in youth unemployment by ensuring that what is on offer is relevant to labour market needs and addresses the needs of science, technology, engineering and mathematics (STEM).

What is the role of colleges?

There are 39 recommendations in Scotland's Youth Employment Strategy, 11 of them name colleges directly and indirectly colleges are included in many of the others.

We need to work with schools and employers to deliver learning relevant to getting a job. The work the College does through the SCP and the Academies programme contributes to the objectives of DYW.

Why do we need a Steering Group?

Key to the success of the approach is working with partners. The College has brought together a group of key people to join their steering group to drive forward the recommendations placed on colleges. This group has membership from Local Authorities – Directors of Education or their representatives, Heads of College Curriculum, Heads of Marketing and Business Development, local employers, Equality & Diversity, Department of Work and Pensions, Regional DYW Group and Skills Development Scotland.

What is the scope?

This is a national initiative with implantation plans within the Strategy in five sections headed:

Schools
Colleges
Apprenticeships
Employers
Equality

There are key themes, milestones and strategic priorities set out in the Strategy for the 7 years from 2014/15 to 2020/21.