ACADEMIC COUNCIL

AGENDA

A meeting of the Academic Council will be held at 13:30hrs on Friday, 03 June 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	CORE & ESSENTIAL SKILLS STRATEGY *for approval*	M Jeffrey	C

Item 5 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 27, Information Intended for Future Publication.

6	COLLEGE SURVEYS		
	6.1 Learning & Teaching Survey Report 2016 **attached**	K McGlynn	D
	6.2 Induction Survey 2016 *for approval* **attached**	K McGlynn	E
	6.3 Review of College Surveys **attached**	K McGlynn	F
7	BUSINESS TRANSFORMATION PLAN		
	7.1 Business Transformation Plan Update	A Bruton	G
	7.2 2015/16 Recruitment & Credits Update	J Pearson	H
	7.3 Curriculum Planning Report	J Buglass	I
	7.4 Innovation in Learning, Teaching & Assessment	J Buglass	J

Item 7 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 30, Prejudice to the Effective Conduct of Public Affairs.

8	EDUCATION SCOTLAND ANNUAL ENGAGEMENT VISIT	A Bruton/ K McGlynn	Verbal
9	REVIEW OF COMMITTEE OPERATION	Chair	K
10	ANY OTHER COMPETENT BUSINESS		
11	DATE OF NEXT MEETING: 04 November 2016		

LEARNING & TEACHING SURVEY REPORT 2016

Purpose of the Report

To update the Academic Council on the results of the 2016 Learning & Teaching Survey Results. The report identifies areas of strength and improvement, and puts forward recommendations for further action.

Action Required

Members are asked to CONSIDER the 2016 Learning & Teaching Survey Report and the further actions outlined.

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	25.05.16
Other	**Yes \ No**	**Details**
Equality Impact	No	

EDINBURGH COLLEGE

LEARNING AND TEACHING SURVEY RESULTS—MAY 2016

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 30 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 and benchmarked against 109 UK education providers.

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

Over 6600 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 February to March 2016. The survey was made available to students via a link to the survey website posted on Moodle. Due to budget constraints, paper surveys were not available, resulting in fewer students being targeted for the survey than in previous surveys. Out of the 6681 students targeted for the survey, 2976 students responded (44.5 percent).

RESULTS

The response rate was 44.5 percent overall, with 2976 students responding out of the 6681 students targeted. This is a slight increase over last year's Learning and Teaching Survey (43.5 percent) but with far fewer students targeted this year. The rate of 44.5 percent is lower than for the last College-wide survey (2015 Induction Survey), which had a response rate of 47.2 percent.

Overall satisfaction with courses at Edinburgh College is moderate with 80.9 percent of respondents stating that they are satisfied with their course. This is down from 83.6 percent last year. Additionally, 83.9 percent of students stated that they have greatly developed their knowledge and skills during their studies. This is down from 85.5 percent last year. The satisfaction rates for the questions were moderate overall, with the highest satisfaction rate being for the statement 'I know when my assessments are due' (88.1 percent). Compared to last year's results, the college-wide satisfaction rates were lower for each question on the survey except 'I feel well prepared for assessments' (75.9 percent this year compared with 75.7 percent last year).

BENCHMARKS

External benchmarks compare the survey responses from students at Edinburgh College with responses from 494,563 students across 109 providers in the UK. 19 of the 22 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 1 below.

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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.

Edinburgh College ranked in the lowest quartile for 17 of the 19 questions included in the benchmark. The scores were particularly low for the following statements: 'when my lecturer is away, suitable alternative arrangements are made' (-20 from the benchmark); 'I feel well prepared for assessments' (-20 from the benchmark); 'I find the pace of delivery appropriate' (-19 from the benchmark); 'the way I am taught helps me to learn' (-18 from the benchmark); and, I'm given the opportunity to talk about my progress and set goals (-18 from the benchmark). Edinburgh College received its highest benchmark scores for the following statements: I know when my assessments are due (-1 from the benchmark); and, lecturers cover equality and diversity issues during the course (-3 from the benchmark).

Table 1

Question	Benchmark Score	Difference from UK Benchmark	UK Quartile	Difference from Scottish Benchmark
I feel confident my lecturer is helping me to learn	66	-10	4th	-3
I feel motivated to take part in lessons	60	-15	4th	
I fully understand what I'm supposed to be doing in class	59	-15	4th	
The way I am taught helps me to learn	54	-18	4th	
I'm given the opportunity to talk about my progress and set goals	54	-18	4th	
The teaching materials we use are accessible, readable, and available in a variety of formats	64	-8	4th	-3
I feel comfortable asking my lecturer for help if I don't understand something	70	-12	4th	
I find the pace of delivery appropriate	57	-19	4th	
When my lecturer is away, suitable alternative arrangements are made	47	-20	4th	
My classes start on time	66	-14	4th	-5
My lecturers treat us all fairly and equally	67	-12	4th	
Lecturers cover equality and diversity issues during the course	65	-3	3rd	
Assessments are well-spaced across the course	56	-15	4th	-7
I know when my assessments are due	74	-1	3rd	
Assessment tasks are made clear to me	61	-14	4th	-7
The feedback I receive tells me what I am doing well and where I need to improve	65	-10	4th	-6
I feel well prepared for assessments	54	-20	4th	
I have greatly developed my knowledge and skills through my studies at Edinburgh College	62	-15	4th	
Overall, I am satisfied with my course	62	-15	4th	

Six of the questions listed above were included in the Scottish-only benchmark (see results above). Edinburgh College's results improve for each of those questions when compared with the UK-wide results. 17 of the questions on this survey were also included in last year's benchmark—the benchmark scores are lower for each of those questions compared with last year's results.

ANALYSIS

Analysis of the Induction Survey 2016 suggests the following key messages, areas for development, and areas for review:

Key messages:

- Students are satisfied with their courses (80.9 percent), and the development of their knowledge and skills (83.9 percent).
- Students are satisfied with the learning and teaching on their courses. 83.6 percent of respondents feel confident that their lecturers are helping them to learn. Students report that the teaching materials used are accessible (82.2 percent).
- Students are satisfied with their learning environment with 85.3 percent of students reporting that they feel comfortable asking their lecturers for help, and 80.3 percent stating that their lecturers treat all students fairly and equally.

Areas for development:

Although students report that they know when their assessments are due (88.1 percent), satisfaction rates with regard to other aspects of assessments can be improved:

- 79.7 percent of students stated that assessment tasks are made clear to them
- 76.4 percent reported that doing assessments helps them to learn
- 75.9 percent feel well prepared for assessments
- 73.0 percent stated that their assessments are well-spaced across the course

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

- 79.2 percent of students stated that they fully understand what they are supposed to be doing in class
- 78.3 percent find the pace of delivery appropriate
- 75.4 reported that the way they're taught helps them to learn

Survey results indicate that students would like to be given more opportunities to provide input:

- 72.9 stated that they were given the opportunity to talk about progress and set goals
- 71.9 percent stated that their lecturers ask for and are open to receiving feedback
- 63.8 percent of students stated that they feel they can influence the planning and delivery of subjects on their course

Areas for review:

- Arrangements for covering lecturer absences continues to be an area for review—only 62.7 percent of respondents stated that suitable arrangements were made when their lecturers were away.

TABLES

Tables 2-5 (below) compare the results for each question in each topic area by campus with the overall College results. 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 2-5). Responses falling within the 66%-79.99% range are identified as opportunities for improvement and have been highlighted in amber (Tables 2-5).

TABLE 2-LEARNING & TEACHING	TOTAL
1. I feel confident my lecturer is helping me to learn	83.6%
2. I feel motivated to take part in lessons	80.7%
3. I fully understand what I'm supposed to be doing in class	79.2%
4. The way I'm taught helps me to learn	75.4%
5. I'm given the opportunity to talk about progress and set goals	72.9%
6. The teaching materials we use are accessible	82.2%

TABLE 3-LEARNING CLIMATE	TOTAL
10. I feel comfortable asking my lecturer for help	85.3%
11. I find the pace of delivery appropriate	78.3%
12. When my lecturer is away, suitable arrangements are made	62.7%
13. My classes start on time	83.0%
14. Lecturers on my course ask for and are open to receiving feedback	71.9%
15. I feel I can influence the planning and delivery of subjects on my course	63.8%
16. My lecturers treat us all fairly and equally	80.3%
17. Lecturers cover equality and diversity issues during the course	81.3%

TABLE 4-ASSESSMENT	TOTAL
18. I know when my assessments are due	88.1%
19. Assessments are well-spaced across the course	73.0%
20. Assessment tasks are made clear to me	79.7%
21. The feedback I get tells me what I am doing well and where I need to improve	82.0%
22. I feel well prepared for assessments	75.9%
23. Doing assessments really helps me to learn	76.4%

TABLE 5-GENERAL COMMENTS	TOTAL
28. I have greatly developed my knowledge and skills	83.9%
29. Overall, I am satisfied with my course	80.9%

Supplemental information and recommendations for further action:

Most students reported that they have improved their skills during their studies at Edinburgh College, particularly their communication skills (80.5 percent), working-with-others skills (71.2 percent), and study skills (62.6 percent). Students also report that their lecturers are helping them to learn (83.6 percent) and they feel comfortable asking their lecturers for help (85.3 percent). Due to the general nature of the questions, the responses reflect the students' overall impressions. So while in general students feel comfortable approaching their lecturers and they feel their lecturers are helping them to learn, where students were asked to provide comments on their courses, more students gave general comments regarding issues with the teaching on their course than any other topic (117 out of the 889 comments given—13.2 percent). Such comments include 'certain aspects of teaching leave me feeling a little frustrated' and 'I have found that certain classes are poorly delivered.' An additional 22 comments point to mixed responses to lecturing on their courses. Though student comments often cover a few different topics, it is clear that many of the students' issues arise from organisation, approaches, and communication.

On the theme of organisation—issues of timetabling, absences not covered, classes cancelled and the cancellations not being properly communicated are frequently mentioned in the comments offered by students. Such comments include, "Course timetable leaves long, unnecessary gaps which is a waste of student time," "I find the content brilliant in college, but the course is unorganised and there is a lot of communication between lecturers missing," and "My course was a mess as (a) lot of tutors have been off or moved and suitable cover hasn't been available." The statement, 'When my lecturer is away, suitable alternative arrangements are made'

had the lowest satisfaction rate of all the questions on the survey (62.7 percent). This is a decrease from last year when the satisfaction rate was 65.3 percent. If not already established, there should be a policy and procedure followed for covering absences or communicating absences in time for students to plan their travel accordingly. Timetabling should be reviewed with the aim of minimising long gaps in students' schedules.

Students were asked what resources and approaches were used as part of their course. More students indicated that computers and Moodle were the most used resources, followed by handouts/notes/worksheets, group work, and practical work. Students were asked what features they most use on Moodle, and more students use Moodle to upload assignments than any other feature. Students also use Moodle to obtain feedback from lecturers, link to resources, and log in to student email. Where students were asked to indicate which teaching resources or approach they found the most useful, more stated that Moodle, practical work, and demonstrations were the most useful to their learning. Students were also asked what approaches they would like to see used more often, and they indicated that visits, practical work, and invited speakers would be the most welcome approaches for their course. While students do have suggestions to offer regarding what would help them to learn, the themes of communication and student input continue to be an area of review and further action. Students report low satisfaction regarding feeling able to influence the planning and delivery on their course (63.8 percent). This is down from 66.7 percent last year. Student responses also indicate they would like more opportunities to discuss their progress and to provide feedback. Some mechanism for student input concerning their courses, their progress, and feedback for lecturers should be established where this is not already being done.

Further Actions

The three aspects for development related to assessments, the learning and teaching process and opportunities for students to provide input to their learning will be highlighted in the June self-evaluation process. Teams will be requested to reflect on their practice and consider actions that will lead to improvements. These actions will be reviewed in by the Quality Enhancement Team.

STUDENT INDUCTION SURVEY 2016

Purpose of the Report

To update the Academic Council on the contents and format of the upcoming 2016 student induction survey. A draft version of the Student Induction Survey is attached, however, it should be noted that the survey will be conducted entirely online.

The online survey can be found here: https://leao.typeform.com/to/pbtiGm

Action Required

The Academic Council are asked to CONSIDER and APPROVE the Student Induction 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	Yes	25.05.16
Other	**Yes \ No**	**Details**
Equality Impact	No	

We are committed to improving our services and the answers you provide will be taken seriously. Thank you for taking the time to complete the survey and please note that no-one will know who you are.

start

The questions in this survey are about your course and the College in general. If a question does not apply to you, please tick 'N/A' (not applicable). If you would like to make comments, there will be the chance to do so at the end of the survey.

1 Please enter the 4-digit code provided to you by your LDT or lecturer: *

2 Before Starting at College

a. I was told all I needed to know about the choice of courses available.

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

b. College Staff gave me the help I needed to choose the right course to meet my goals.

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

c. I knew what entry qualifications I needed for my course.

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

d. I was given enough information about my chosen course (e.g. content, cost, equipment required).

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

e. I was given all the information I needed about the support available to me (e.g. Student Services, Student Support, and Funding).

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

f. I received good advice on financial help.

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

g. 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

h. I received a full copy of my timetable.

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

----

3 Interview and Induction

a. After the interview, I was clear about when I would learn the outcome of my application.

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

b. After the interview, I knew that I had a work placement/ work experience as part

of my course.

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

c. My induction has helped me settle into college.

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

d. I was able to connect to the College's Wi-fi network.

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

e. I was happy with how quickly I received my ID card.

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

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

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

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4 First Impressions

a. I enjoy coming to college.

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

b. I feel safe at college.

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

c. Students behave well when they are in college.

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

d. I am satisfied with the College.

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

e. I am satisfied with my course.

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

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5 Course

a. I feel I am studying at the right level.

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

b. I feel I am on the right course.

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

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

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

d. The teaching on my course is good.

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

e. The course is well organised.

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

f. I feel comfortable with my class group.

○ Agree Completely

○ Agree Mostly

○ Disagree Mostly

○ Disagree Completely

○ N/A

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

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│                                                               │
│                                                               │
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7 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. This data 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.

a. Do you consider yourself to have additional support needs?

○ Yes   ○ No   ○ Prefer not to say

b. How old were you on your last birthday?

○ 15 or younger   ○ 16-19   ○ 20-24   ○ 25-39   ○ 40-59   ○ 60+

○ Prefer not to say

c. How would you describe your ethnicity?

| Ooops! You must make a selection   ▼ |

d. If you answered 'Other Ethnic Group' to the previous question, please state your ethnic group here:

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e. Which of the following describes how you think of yourself?

○ Female   ○ Male   ○ In another way   ○ Prefer not to say

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

○ Yes   ○ No   ○ Prefer not to say

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

○ Yes   ○ No   ○ Prefer not to say

h. 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

i. 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

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

| Ooops! You must make a selection ▼ |

k. If you answered 'Other religion or belief' to the previous question, please state the name of your religion or belief here:

```
[                                                                              ]
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l. 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)

☐ Developmental condition (e.g. Autism Spectrum Disorder)   ☐ Physical impairment

☐ Mental health condition (e.g. depression or schizophrenia)

☐ Long-term illness/disease/condition (e.g. cancer/HIV/diabetes)

☐ Other impairment or condition   ☐ Prefer not to say

m. 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

n. Do you have caring responsibilities?

☐ No   ☐ Yes- for a child/children under 17   ☐ Yes- for a disabled child/children under 18

☐ Yes- for adult(s) over 18   ☐ Prefer not to say

Submit

Never submit passwords! - Report abuse

REVIEW OF COLLEGE SURVEYS

Purpose of the Report

To provide Academic Council with a summary of proposed changes to student surveys and proposed improvements to the capture of the student voice.

Action Required

The Academic Council are asked to CONSIDER the proposals put forward by the Quality Enhancement Team.

Strategic Implications

Risk	Yes \ No	Details
Governance \ legal	Yes	The Academic Council shall retain an oversight of quality enhancement initiatives.
Financial	Yes	Proposed changes to the survey methodology may provide greater cost efficiency.
Executive Approval	**Yes \ No**	**Details**
Reviewed by Executive	Yes	25.05.16
Other	**Yes \ No**	**Details**
Equality Impact	No	

1.   Introduction

This paper summaries the proposed changes to the college's student satisfaction surveys and proposed improvements in the capture of the student voice.

2.   Review of Student Satisfaction Surveys

A review of the student satisfaction surveys was undertaken in May 2016. This included a review of the purpose, content and methodology; feedback from teaching staff, curriculum managers and ECSA were used during the review. The following findings, conclusions and proposals were established as part of this process.

3.   Purpose

Student Satisfaction Surveys are used to provide student feedback on a range of aspects of the student journey and their learning experience. These are broadly:

- The information, advice and guidance students have received
- The quality of learning and teaching on their course
- Overall satisfaction with the student learning experience
- The satisfaction with the level of support available to them
- If students believe they were treated fairly and with respect

The findings and quantitative results of the surveys are shared with the Academic Council, SMG and curriculum teams. The results are used in the college's self-evaluation process to formulate quality improvement plans. There are no plans to change the reporting and usage of the survey results and findings.

One area for improvement is how the findings are reported back to the students. It is suggested a student infographics report be developed in conjunction with ECSA for distribution amongst the class representatives and also displayed on the screens at each campus.

4.   Content

Feedback suggested that the surveys were too long, the language was often inaccessible and a number of questions were not reflective of the learning experience, e.g. college facilities. Consequently, it is proposed that the number of questions be limited to approximately 20, be specific to the learning experience, or key services or processes (e.g. application process) and use accessible language.

The capture of equality data was identified as an issue because of the amount of questions asked. It has been previously suggested that an IT solution be sought to link and transpose the student's equality data to the survey directly, however, it is believed this may contravene the Data Protection Act. There has also been suggestions to remove the equality data from all or two of the surveys. However, this would have a detrimental effect on the capture of equality information on key college services and processes and the learning experience. Consequently, it is proposed the equality data captures remains in the student satisfaction surveys.

Additional surveys will be developed for ESOL and ACE students in conjunction with subject specialist staff to ensure the surveys capture appropriate and relevant student feedback.

5.   Methodology

The current method used to facilitate and manage the student satisfaction surveys consists of using an on-line survey through a third party service provider, QDP. The surveys are managed and co-ordinated by the Quality Enhancement Officer and facilitated with the help of the LDTs: LDTs allocate time for students to complete the surveys on PCs. Paper copies of the surveys were also requested for a few curriculum areas. These were collated and scanned by QDP. Survey links were distributed to named individuals for courses not assigned an LDT; however, response rate from these courses were comparatively low.

The QDP package also provided benchmarking data across Scotland and the UK.

It is proposed through the PBB process that we no longer use QDP's survey manager software. The Quality Enhancement Officer has sourced and tested a free software package which will be trialled during the induction survey. We plan to continue with LDTs facilitating the allocation of PC time for students to complete the survey; this is shown to be an effective method to ensure a good response rate. This software also appears to be mobile friendly, consequently we will email links to named staff for courses without an LDT and ask them to encourage students to use their own devices to complete the survey. There will be no paper copies of surveys distributed because of costs and resource to input results. However, the Quality Enhancement Team propose to hold drop-ins to support any student wishing to complete the survey.

With regards to benchmarking, we propose to use the SFC's 10 questions as the quality benchmark going forward.

6.   Additional Feedback Mechanisms

The team also consider more interactive, responsive ways of capturing qualitative student feedback. It is envisaged that these additional mechanisms be used as snap shot, or pulse surveys on key themes around learning and teaching. The concept being that there could be key themed questions posed through media to provide more routes for the student voice to be captured. The team considered use of Vox Pop, Instagram and twitter to name a few, however, the team are mindful of the risks associated with social media and suggests this needs further consideration.

Use of an Education Scotland Student Team Member is also considered to be of value. The recent Annual Engagement included a student team member, which was successful in collating a range of student views across four campuses.

Summary of Proposals:

1. A student survey infographics report to be developed, in conjunction with ECSA, for distribution amongst class representatives and for it to be displayed on the screens at each campus.
2. Cease using QDP's survey manager software.
3. Survey questions should be limited to approximately 20, be specific to the learning experience, or key services or processes, and use accessible language.
4. Manual input of the equality data remains in the student satisfaction surveys.
5. Additional surveys to be developed for ESOL and ACE students in conjunction with subject specialist staff.

6. Continue with LDTs facilitating the allocation of PC time for students to complete the survey
7. Email survey links to named staff for courses without an LDT and encourage students to use their own devices to complete the survey.
8. Do not issue paper copies of surveys but hold drop-ins to support any student wishing to complete the survey.
9. Use the SFC's 10 questions as the quality benchmark going forward.
10. Consider the use of pulse surveys through social media to capture qualitative information for the student body.
11. Consider using an Education Scotland student team member model to collate student views on their learning experience.