![Edinburgh College logo]

ACADEMIC COUNCIL

AGENDA

A meeting of the Academic Council will be held at 14:00hrs on Friday, 04 November 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		
	4.1 Matters Arising Report	Chair	B
	4.2 Review of Committee Operation	Chair	C
5	TERMS OF REFERENCE *for approval*	Chair	D
6	COLLEGE GOVERNANCE OVERVIEW	P Davis	Presentation
7	BUSINESS TRANSFORMATION PLAN		
	7.1 Business Transformation Plan Update	A Bruton	E
	7.2 Recruitment & Retention Report	J Buglass	F
	7.3 Curriculum Programme Report	J Buglass	G

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	REGIONAL OUTCOME AGREEMENT (ROA)		
	8.1 ROA Self-Evaluation 2016 *for approval*	S-J Linton	H

Item 8.1 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 27, Information Intended for Future Publication.

	8.2 SFC Guidance on College Quality Arrangements	S-J Linton	I
9	EDUCATION SCOTLAND ANNUAL ENGAGEMENT ACTION PLAN	S-J Linton	J

tem 9 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 27, Information Intended for Future Publication.

10	COLLEGE SATISFACTION SURVEYS		
	10.1 Pre-Exit Survey Results 2015/16 **attached**	S-J Linton	K
	10.2 Survey Recommendations Summary	S-J Linton	L
	10.3 Learning and Teaching Survey 2017 *for approval* **attached**	S-J Linton	M

11   ANY OTHER COMPETENT BUSINESS
       11.1   Future Items of Business **attached**   J Buglass   N

12   DATE OF NEXT MEETING: 20 January 2016

PRE-EXIT SURVEY REPORT

Purpose of the Report

To update the Academic Council on the results of the 2016 Pre-Exit Survey. This will be the last report to reflect the benchmarking available through QDP Services, as we are currently using free survey software.

Overall the response rate was 29.2%, with 2368 students responding out of the 8112 students targeted. This is a decrease from last year's Pre-Exit survey (31.3%), with fewer students targeted this year. The response rate for the Pre-Exit survey is also lower than that of the last College-wide survey (2016 Learning and Teaching Survey), which had a response rate of 44.5%. The low rate of return is attributed to removal of external survey agency cost from QDP (the college's external survey partner), generating savings of approx. £5k as a result of zero based budgeting, but no alternative strategy was implemented at the time to offset the loss of the specialist support. A Short Life Working Group was proposed by the SMG and will be chaired by the Quality Enhancement Manager to ensure a greater yield of response.

Action Required

The Academic Council are asked to CONSIDER the Pre-Exit 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	Reviewed by Senior Management Group on 27.10.16
Other	**Yes \ No**	**Details**
Equality Impact	No	

EDINBURGH COLLEGE

PRE-EXIT SURVEY RESULTS—JULY 2016

INTRODUCTION

The Edinburgh College Pre-Exit Survey is designed to assess students' opinions regarding key aspects of their experience at the College, including: equality and diversity issues, facilities and resources, support and engagement, Learning Development Tutors and tutorials, and students' next steps and overall impressions of the College. This survey also contained the ten questions comprising the National Survey of Student Satisfaction and Engagement co-ordinated by the Scottish Funding Council. The Pre-Exit Survey was comprised of 51 questions covering the topics listed above and additional questions regarding demographic and diversity information which are standard on every survey the College administers. The survey also provided the opportunity for students to offer their comments about what they most enjoyed about their college experience and what they felt could be improved. 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 8100 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 April to May 2016. The survey was made available to students via a link to the survey website posted on Moodle. Of of the 8112 students targeted for the survey, 2368 students responded (29.2 percent).

RESULTS

The response rate was 29.2 percent overall, with 2368 students responding out of the 8112 students targeted. This is a decrease from last year's Pre-Exit survey (31.3 percent), with fewer students targeted this year. The response rate for the Pre-Exit survey is also lower than that of the last College-wide survey (2016 Learning and Teaching Survey), which had a response rate of 44.5 percent.

Overall satisfaction with Edinburgh College is moderate with 84.4 percent of respondents stating that they have enjoyed studying at Edinburgh College. This is down from 86.8 percent last year. Additionally, 84.7 percent of students stated that they would recommend Edinburgh College to a friend. This is down from 86.7 percent last year. Most students also report being satisfied with their college experience (81.4 percent). This is a decrease in the satisfaction rate for the same question last year (84.5 percent). Where students were asked to provide comments on their college experience, more offered positive statements than any other type of statement. Compared to last year's results, the college-wide satisfaction rates were lower for each question on the survey except for the following questions: Access to computer facilities for my course is satisfactory (78.0 percent compared with 74.9 percent last year); I've found it easy to access Moodle (86.9 percent compared with 81.6 percent last year); I was pleased with the help and support provided by ECSA (78.1 percent compared with 76.6 percent last year); I was pleased with the help and support provided by Student Services (77.6 percent compared with 77.1 percent last year); I was able to get help and support easily (78.5 percent compared with 77.7 percent last year); and, I was able to get help and support quickly (74.7 percent compared with 72.2 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. 30 of the 42 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.

Rankings for 22 of the 30 questions included in the benchmark fell into the 4th quartile. The scores were particularly low for the following statements: 'The way I'm taught helps me to learn' (-25 from the benchmark); 'Staff regularly discuss my progress with me' (-23 from the benchmark); 'My ILP has been useful in supporting my learning' (-22 from the benchmark); 'I believe all students at the college are treated equally and fairly by staff' (-19 from the benchmark); and, 'I believe student suggestions are taken seriously' (-18 from the benchmark). Edinburgh College received its highest benchmark scores for the following statements: I've found the library useful during my studies (equal to the benchmark); and, I have had the help I need to apply to university/higher education (equal to the benchmark).

Table 1

Question	Benchmark Score	Difference from UK Benchmark	UK Quartile	Difference from Scottish Benchmark
Overall, I am satisfied with my college experience	62	-15	4th	-13
Staff regularly discuss my progress with me	50	-23	4th	
Staff encourage students to take responsibility for their learning	68	-7	4th	
I am able to influence learning on my course	54	-2	3rd	
I receive useful feedback which informs my future learning	56	-16	4th	
The way I'm taught helps me to learn	53	-25	4th	-15
My time at college has helped me develop knowledge and skills for the workplace	61	-10	4th	
I believe student suggestions are taken seriously	44	-18	4th	
I believe all students at the college are treated equally and fairly by staff	57	-19	4th	-12
I feel welcome and respected at Edinburgh College	72	-3	3rd	
I think the College does enough to promote equal opportunities and fair treatment	64	-13	4th	
I know who to speak to if I'm concerned about an Equality and Diversity issue	66	-16	4th	
I'm confident I would be supported by the College if I complained of discriminatory treatment	66	-9	4th	
Access to computer facilities for my course is satisfactory	60	-9	4th	-3
Food and drink facilities are satisfactory	46	-12	4th	
Toilet and washroom facilities are satisfactory	52	-10	4th	

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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.

Student social spaces are satisfactory	54	-12	4th	
I've found the library useful during my studies	64	0	3rd	
I've found it easy to access Moodle	72	-3	3rd	
I was pleased with the help and support provided by Student Services	60	-17	4th	
My Individual Learning Plan has been useful in supporting my learning	46	-22	4th	
My LDT has supported me	69	-7	3rd	
My LDT was approachable	74	-2	3rd	
I found my Equality & Diversity tutorial sessions interesting and useful	56	-12	4th	
My course has fully prepared me to take my next steps	61	-12	4th	
I am aware of the possibilities open to me upon completion of my course	65	-7	4th	-2
I now know how to look for a job	61	-3	3rd	
I have had the help I need to apply to university/higher education	61	0	2nd	
I have enjoyed studying at Edinburgh College	68	-7	4th	
I would recommend Edinburgh College to a friend	69	-8	4th	

Five 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. 27 of the questions on this survey were also included in last year's benchmark—the benchmark scores are lower for 21 of those questions compared with last year's results. There was no change in the benchmark scores for two of the questions, and the benchmark scores were higher for four of the questions. The largest increases in the benchmark scores over last year's were for the statements: 'I've found it easy to access Moodle' (+8), and 'Access to computer facilities for my course is satisfactory' (+4).

ANALYSIS

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

Key messages:

- Overall satisfaction with the college is high, with 84.4 percent of students stating that they enjoyed studying at Edinburgh College, and 84.7 percent stating that they would recommend Edinburgh College to a friend.
- With regard to the Equality and Diversity aspects of the college environment, students report high satisfaction. Students report feeling welcome and respected at Edinburgh College (88.6 percent) and 83.6 percent of students think the College is doing enough to promote equal opportunities and fair treatment. Respondents to the survey report that they know who to speak to if they're concerned about an equality and diversity issue (81.4 percent) and they are confident they would be supported by the College if they complained of discriminatory treatment (83.6 percent).
- Students are happy with their LDTs, with 87.0 percent of students stating their LDT was approachable and 83.5 percent stating that their LDT had supported them.
- Students are aware of the opportunities available to them after their course (84.4 percent) and feel prepared to take their next steps (80.3 percent).

Areas for development:

While students report that staff encourage them to take responsibility for their learning, communication around learning and teaching topics is an area for further development:

- 75.7 percent of students report that they received useful feedback which informs their future learning
- 75.4 percent of respondents report being able to influence learning on their course
- 70.7 percent of students report that staff regularly discuss their progress with them

Support is another area for further development, with:

- 78.5 percent of students stating they were able to get help and support easily
- 78.1 percent of students reporting that they were pleased with the help and support provided by ECSA
- 77.6 percent of respondents reporting that they were pleased with the help and support provided by Student Services
- 74.7 percent of respondents stating they were able to get help and support quickly

While students are aware of the opportunities available to them after their studies and most report that they are fully prepared to take their next steps, preparedness for employment and higher education/university is an area for development:

- 78.6 percent of students report knowing how to look for a job
- 78.5 percent have had the help they needed to apply to university/higher education
- 76.5 percent of students stated that they have the confidence to apply for jobs

Areas for review:

The lowest satisfaction rates on the survey were mainly regarding the topics of engagement and facilities:

- 65.8 percent of respondents stated that sports and recreation facilities are satisfactory
- 65.7 percent of students stated that the College Students' Association influences change for the better
- 64.6 percent of students said that their ILP has been useful in supporting their learning
- 62.9 percent of students stated that they believe student suggestions are taken seriously
- 62.3 percent of respondents stated that food and drinks facilities are satisfactory

TABLES

Tables 2-5 (below) display the overall College results for each of the questions on the survey. 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, and have been highlighted in red (Tables 2-5). Responses falling within the 66%-79.99% range are identified as areas for development and have been highlighted in amber (Tables 2-5).

Table 2- National Survey of Student Satisfaction and Engagement	Satisfaction Rate
1. Overall I am satisfied with my college experience	81.4%
2. Staff regularly discuss my progress with me	70.7%
3. Staff encourage students to take responsibility for their learning	85.5%

4. I am able to influence learning on my course	**75.4%**
5. I receive useful feedback which informs my future learning	**75.7%**
6. The way I'm taught helps me to learn	**74.0%**
7. My time at college has helped me develop knowledge and skills for the workplace	**79.0%**
8. I believe student suggestions are taken seriously	**62.9%**
9. I believe all students at the college are treated equally and fairly by staff	**73.9%**
10. The College Students' Association influences change for the better	**65.7%**

Table 3- Equality and Diversity	Satisfaction Rate
11. I feel welcome and respected at Edinburgh College	**88.6%**
12. I think the College does enough to promote equal opportunities and fair treatment	**83.6%**
13. My time in College has helped broaden my outlook	**79.5%**
14. I know who to speak to if I'm concerned about an Equality & Diversity issue	**81.4%**
15. I'm confident I would be supported by the College if I complained of discriminatory treatment	**83.6%**

Table 4- Facilities and Resources	Satisfaction Rate
18. The sports and recreation facilities are satisfactory	**65.8%**
19. Transport services between campuses are satisfactory	**69.2%**
20. Access to computer facilities for my course is satisfactory	**78.0%**
21. Food and drink facilities are satisfactory	**62.3%**
22. Toilet and washroom facilities are satisfactory	**69.2%**
23. Student social spaces are satisfactory	**75.2%**
24. I've found the library useful during my studies	**82.3%**
25. I am happy with the support offered by Library staff	**82.2%**
26. I've found it easy to access Moodle	**86.9%**
27. I've used the library resources accessed through Moodle	**72.4%**

Table 5- Support and Engagement	Satisfaction Rate
30. I was pleased with the help and support provided by ECSA	**78.1%**
32. I was pleased with the help and support provided by Student Services	**77.6%**
33. I was able to get help and support easily	**78.5%**

34. I was able to get help and support quickly	**74.7%**
35. I found it easy to report an absence	**77.7%**

Table 6- Learning Development Tutor	**Satisfaction Rate**
36. My ILP has been useful in supporting my learning	**64.6%**
37. My LDT has supported me	**83.5%**
38. My LDT was approachable	**87.0%**
39. My tutorial programme with my LDT is useful	**72.7%**
40. I found my E&D tutorial sessions interesting and useful	**72.7%**

Table 7- Next Steps	**Satisfaction Rate**
42. My course has fully prepared me to take my next steps	**80.3%**
43. I am aware of the possibilities open to me	**84.4%**
44. I now know how to look for a job	**78.6%**
45. I have the confidence to apply for jobs	**76.5%**
46. I have had the help I need to apply to university/higher education	**78.5%**

Table 8- Overall Impressions	**Satisfaction Rate**
47. I have enjoyed studying at Edinburgh College	**84.4%**
48. I would recommend Edinburgh College to a friend	**84.7%**

Supplemental information and recommendations for further action:

Funding continues to be the topic students most often seek help with. Where students were asked what they had asked ECSA for help with, more answered Bursaries, SAAS, and Funding Advice than any other topic. Students asked Student Services for help most often with Bursaries, Funding Advice, Learning Support, and Discretionary Fund. Overall most students were happy with the help and support they received from both ECSA and Student Services, however student responses indicate that they would like to receive support more quickly.

Students were asked what aspect of their college experience they most enjoyed, and students indicated they enjoyed the social aspect more than any other part of their college experience. Other students indicated that they enjoyed particular classes and practical work on their courses. Where students were asked to provide comments, many expressed that they would like more opportunities to interact with students on other courses. These comments tie in with others relating to facilities and resources in that many students commented that they would like more student social spaces. Other students mentioned particular classes they especially enjoyed, and many commented that the practical work on their courses was the most useful and enjoyable part of their course.

Students were asked what changes could be made to improve their tutorial time. While students report high satisfaction with regard to their LDTs, only 64.6 percent of students stated their ILP was useful in supporting their

learning. Additionally, only 72.7 percent of students found their tutorial programme useful. When students were asked how their tutorial time could be improved, more stated that tutorials should not be mandatory than offered any other suggestion. Students stated that their tutorial sessions should be more organised—for example, by making sure there is cover when LDTs are absent. Students also expressed the wish that tutorials were more relevant to their course. Again, only 72.7 percent of students reports that they found their Equality and Diversity tutorial sessions interesting and useful. The content and timing of tutorials, as well as ILPs, may need to be reviewed to ensure they are up-to-date and relevant to students' coursework.

Two of the questions with the lowest satisfaction rates had to do with resources and facilities. In particular, the question regarding food and drink facilities had the lowest satisfaction rate (62.3 percent). Where students were asked to suggest what changes could be made to improve their college experience, more students made comments relating to College facilities and resources than any other aspect of the College. Many offered comments stating they would like better and more varied food options, more car parking spaces, and better access to computers and printing capabilities. Sports and recreation facilities also received low satisfaction rates (65.8 percent). This is reflected in some of the students' comments stating that they'd like more student social spaces and access to recreation facilities and activities.

Student comments regarding the improvements they'd like to see made included comments about improving timetables—by having shorter breaks between classes or condensing classes to fewer days during the week. Students stated that they would like their courses to be more organised. While in many instances it was unclear what students meant by organisation, others mentioned specifically that they would like cover when lecturers were absent, and better communication when classes are cancelled. Many students also commented that they would like to see improvements made to the structure of their courses to include improving course content.

Students were asked to provide any other comments they wanted to make regarding their college experience. More students made positive comments than any other type of comment. Again, Facilities and Resources, and Organisation were the other themes that appeared most often in those comments.

LEARNING & TEACHING SURVEY 2017

Purpose of the Report

To provide the Academic Council with an opportunity to review the Learning & Teaching Survey 2017, prior its dissemination to students on 06 February 2017.

Action Required

The Academic Council are asked to DISCUSS and APPROVE the attached Learning & Teaching Survey.

Strategic Implications

Risk	Yes \ No	Details
Governance \ legal	Yes	The Academic Council is responsible for oversight of College performance and successful implementation of the strategic plan and government directives.
Financial	No	
Executive Approval	**Yes \ No**	**Details**
Reviewed by Executive (if required)	Yes	Reviewed by Senior Management Group on 27.10.16
Other	**Yes \ No**	**Details**
Equality Impact	No	

LEARNING & TEACHING SURVEY 2017

1. Introduction

The Edinburgh College Learning & Teaching survey is designed to ascertain student opinion on key themes relating to the **learning process, teaching process and its content and assessment for learning.** Data provided by the survey informs the self-evaluation activities of academic staff; where possible its questions have been aligned with specific prompts contained within Education Scotland's *External Review Quality Framework*.

2. Scope

All current full-time FE and HE programmes will have the opportunity to participate in the Survey.

Additionally, the Quality Enhancement Team will identify all non full-time courses eligible for the survey. Participation of part-time courses in the survey is agreed with Curriculum Managers based on the relevance of the survey questions to the course(s) in question.

It is anticipated that as a result of this approach, and as per previous sessions, Pathways programmes, and a number of staff development, workplace-based-assessment, one-day commercial courses and outreach/school partnership courses, will not be surveyed in this manner. It is important to note that questions pertaining to the evaluation of the work of LDTS will only be posed to students who are engaged with an LDT, a drop down box will ensure learners are not asked questions which do not relate to them and their experience.

3. Method

The survey will be available online through the Typeform platform. The link to the survey will be available on Moodle, and it can be sent to LDTs and lecturers if necessary. As in previous sessions, ring-fenced individual survey timeslots will be available for each eligible course, in computer-equipped locations across the four main college campuses.

The timing of these survey slots will be agreed with Learning Development Tutors (full-time programmes only), who will be responsible for ensuring students attend their designated time-slot during tutorial sessions. Part-time courses will be catered for through liaison with delivery staff. Please note due to budget constraints there will be no paper copies of the survey.

4. Reporting

Survey results will be broken down on a course-by-course basis and supplied to Curriculum Managers and academic teams, to support the academic self-evaluation process in June 2017.

A summary report will be produced by the Quality Enhancement Team and supplied to college managers and the Academic Council.

1 Overall, I am satisfied with my course.

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

2 I feel motivated to take part in lessons.

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

3 The way I'm taught helps me to learn.

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

4 I'm given the opportunity to talk about my progress and set goals.

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

5 The teaching materials we use are good and I can access them easily.

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

6 Tick the resources and approaches below that really helped you to learn:

☐ Computers　　☐ Moodle　　☐ Classes supported by notes　　☐ Demonstrations

☐ Invited speakers　　☐ Group work　　☐ Interactive whiteboard　　☐ Handouts/Notes/Worksheets

☐ Practical work　　☐ Visits　　☐ Role play　　☐ Copying notes from board/screen

☐ Self-directed research/study

7 What resource or approach have you found the most useful?

8 Please list any other resources or approaches you would like to see used:

[   ]

9 I feel comfortable asking my lecturer for help and further explanation if I don't understand something.

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

10 I find the pace of lessons appropriate.

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

11 When my lecturer is away, suitable arrangements are made.

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

12 My classes start on time.

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

13 Lecturers on my course ask my opinion about learning and teaching.

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

14 I can influence the planning and delivery of content on my course.

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

15 My lecturers treat us all fairly and equally.

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

16 Lecturers talk about equality and diversity where the opportunity arises.

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

17 I know when my assessments are due.

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

18 Assessments are well-spaced across the course.

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

19 Assessment tasks are made clear to me.

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

20 The feedback I get tells me what I am doing well and where I need to improve.

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

21 I feel well prepared for assessments.

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

22 Doing assessments really helps me to learn.

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

23 My Individual/Personal Learning Plan has been useful in supporting my learning.

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

24 My Learning Development Tutor (LDT) has supported me.

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

25 My Learning Development Tutor (LDT) was approachable.

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

26 My tutorial programme with my Learning Development Tutor (LDT) is useful, and links in with my chosen course of study.

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

27 I found the Equality and Diversity tutorial sessions useful.

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

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

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29 Through my studies at Edinburgh College, I have improved the following Essential Skills:

☐ Communication Skills   ☐ Numeracy Skills   ☐ Problem-solving Skills

☐ Information Technology Skills   ☐ Working with Others Skills   ☐ Study Skills

☐ Citizenship Skills   ☐ Health & Well-being Skills

30 The following resources meet my learning needs:

☐ Classrooms meet my needs   ☐ Workshops meet my needs   ☐ Equipment meets my needs

☐ Studios meet my needs

31 How often have you used Moodle as part of your studies?

◯ Regularly   ◯ Occasionally   ◯ Rarely   ◯ Never

32 Which of the following features of Moodle do you use (if any)?

☐ Uploading assignments   ☐ Communicating with classmates

☐ Obtaining feedback from lecturer   ☐ Logging into student email   ☐ Linking to external websites

☐ Linking to resources (e.g. documents)   ☐ Using interactive learning materials

☐ Completing informal quizzes and tests   ☐ Accessing study skills and advice pages

☐ Monitoring achievement progress   ☐ Using Turnitin originality check

☐ Accessing calendar for assignment deadlines   ☐ News/information/resources on home page

☐ Accessing information from support services (e.g. Student Services)

33 I have developed my knowledge and skills through my studies at Edinburgh College.

◯ Agree Completely   ◯ Agree Mostly   ◯ Disagree Mostly   ◯ Disagree Completely   ◯ N/A

34 Please tell us about anything else on your course you would like to mention:

35 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' in the previous question, please state your ethnic group here:

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│                                                     │
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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?

○ None   ○ Buddhist   ○ Christian- Protestant   ○ Christian- Roman Catholic

○ Christian- Other   ○ Hindu   ○ Jewish   ○ Muslim   ○ Pagan   ○ Sikh   ○ Spiritualist

○ Other religion or belief   ○ Prefer not to say

k. 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, ADHD)

☐ 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, 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

l. Are you a Care Experienced Person? (A person aged 25 or younger who has been looked after by a local authority for at least 13 weeks since the age of 14 and who was looked after by the local authority at age 16 or older.)

○ Yes   ○ No   ○ Prefer not to say

m. 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

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FUTURE ITEMS OF BUSINESS

Purpose of the Report

The Academic Council is scheduled to meet on quarterly basis with the 2016/17 academic year, in November, January, March and June. This paper provides an overview of key items of Academic Council business which will be considered during the course of the year.

Action Required

For information.

Strategic Implications

Risk	Yes \ No	Details
Governance \ Legal	Yes	The Board is required to maintain oversight of key Executive business.
Financial	No	
Executive Approval	**Yes \ No**	**Details**
Reviewed by Executive	No	
Other	**Yes \ No**	**Details**
Equality Impact	No	

1. College Satisfaction Surveys
Student satisfaction surveys are used to provide student feedback on a range of aspects of the student journey and their learning experience. The Academic Council reviews three surveys during the course of the academic year, prior to their dissemination to students and following the collation/analysis of results. Reports on the Induction Survey, the Learning & Teaching Survey and the Pre-Exit Survey will all be presented to the Committee in due course.

2. Regional Outcome Agreement 2017-2020
Outcome agreements were introduced by the Scottish Funding Council (SFC) in 2012/13 to enable colleges and the SFC to demonstrate the impact of the sector and its contribution to meeting Scottish Government priorities. In April 2016, Edinburgh College submitted the final refresh to its 2014-17 Outcome Agreement and has since initiated the process of developing a new 2017-2020 Outcome Agreement. The Academic Council will be provided with an opportunity to review an initial draft of the Outcome Agreement at its meeting on 20 January.

3. Learning & Teaching Strategy
Innovative Learning and Teaching is central to the measured success of the student learning experience at Edinburgh College. On 20 January, the Assistant Principal will bring forward the College's new Learning & Teaching Strategy for consideration by the Academic Council.

This will make clear the College's approach to Blended Learning and the mechanism by which progress will be made. It will further highlight how the learning environment, learning resources and staff CPD will be planned in order to create the optimum impact on the student learning experience.

4. Learning Engagement Framework ('Stay the Course')
As part of the Business Transformation Plan, ECSA have been leading on an innovative collaborative approach with the Senior Management Group to identify students at risk of withdrawing from the course. This is to ensure that all possible assistance is provided to the student, which will in turn improve the College KPIs. Updates will be provided by ECSA on progress made.

5. Business Transformation Plan
The Academic Council will continue to receive updates on the Business Transformation Plan throughout the academic year – as appropriate. Following an update on the transformation plan at the meeting on 04 November, it is proposed that next significant update will take place on 11 March 2017.

6. Other Key Initiatives
To raise awareness amongst Academic Council members of key initiatives relating to learning, teaching & assessment and Quality, Heads of Faculty will be invited to present to the Committee at future meetings on the following topics:

- Employability and employer engagement;
- Best practice in learning and teaching;
- Innovative use of blended learning approaches;
- Collaborative working within a STEM context;
- Current and new activity which highlights widening access and providing opportunities for all;
- Horizon scanning and future developments.