



For the future you want

ACADEMIC COUNCIL

AGENDA

A meeting of the Academic Council will be held at 14:00hrs on Friday, 10 November 2017 in the Boardroom, Granton Campus.

		Lead Speaker	Paper
1	WELCOME & APOLOGIES	Chair	
2	DECLARATIONS OF INTEREST	Chair	
3	MINUTES OF PREVIOUS MEETING <i>for approval</i>	Chair	A
4	MATTERS ARISING	Chair	B
5	HOSPITALITY, TOURISM AND BUSINESS: BEST PRACTICE	S-J Linton	Presentation
6	EDINBURGH COLLEGE STRATEGIC PLAN 2017-22 AND BLUEPRINT	A Bruton	Verbal
7	'HOW GOOD IS OUR COLLEGE?' UPDATE	J Buglass	C
<i>Item 7 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 27, Information Intended for Future Publication.</i>			
8	KEY PERFORMANCE INDICATORS AND PERFORMANCE REVIEW UPDATE	J Buglass / L Lyall	D
<i>Item 8 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 30, Prejudice to the Effective Conduct of Public Affairs.</i>			
9	COLLEGE SATISFACTION SURVEYS		
	9.1 Pre-Exit Survey Results 2016/17 Attached	L Lyall	E
	9.2 Survey Recommendations Summary	L Lyall	Verbal
	9.3 Learning and Teaching Survey 2018 <i>for approval</i>	L Lyall	F
<i>Item 9.3 is presently exempt from publication under the Freedom of Information (Scotland) Act 2002, Section 27, Information Intended for Future Publication.</i>			
10	ANY OTHER COMPETENT BUSINESS		
	10.1 Student Communications Overview	J Buglass	Verbal
	10.2 Class Rep Conference Feedback	N Black	Verbal

11 DATE OF NEXT MEETING: 09 February 2017



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FOR INFORMATION			
Meeting	Academic Council 10.11.17		
Presented by	Loraine Lyall		
Author/Contact	Loraine Lyall	Department / Unit	Policy, Planning and Performance
Date Created	17.10.17	Telephone	-
Appendices Attached	<i>Appendix 1: Pre-exit Survey Report 2016/17</i>		
Disclosable under FOISA	Yes.		

PRE-EXIT SURVEY RESULTS 2016/17

1. PURPOSE

The purpose of this paper is to disseminate the results of the Pre-exit Student Satisfaction Survey carried out during session 2016/17.

2. BACKGROUND

As part of the Quality Cycle, student satisfaction surveys are carried out three times per year, the Pre-exit survey being the last survey conducted in the cycle.

3. DETAIL

The Quality team is responsible for gathering data on levels of student satisfaction throughout the academic session. The Pre-Exit Survey carried out during session 2016/17 provides data that is considered as part of the College self-evaluation process.

4. BENEFITS AND OPPORTUNITIES

The data gathered is used to inform any changes required to meet student needs and help teams focus on things they are doing well and what requires to be improved. This supports a cycle of continuous improvement

5. STRATEGIC IMPLICATIONS

The College’s Strategic Plan is committed to providing a high quality student experience. The information provided through Student Satisfaction Surveys provides data to inform a process of continuous improvement.

6. RISK

Missed opportunities in identifying opportunities to improve and enhance the student experience.

7. FINANCIAL IMPLICATIONS

Not applicable.

8. LEGAL IMPLICATIONS

Not applicable

6. WORKFORCE IMPLICATIONS

Not applicable.

7. REPUTATIONAL IMPLICATIONS

Not applicable.

8. EQUALITIES IMPLICATIONS

Not applicable.

CONCLUSIONS/RECOMMENDATIONS

The Academic Council is asked to REVIEW the data gathered during the Pre-Exit Survey 2016/17 and CONSIDER progress made towards improving levels of student satisfaction and how the data can be used to make further improvements.

PRE-EXIT SURVEY RESULTS—JULY 2017

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 57 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.

SCOPE

Over 8500 full-time and part-time students were targeted for completion of the survey, across Granton, Midlothian, Milton Road, and Sighthill campuses during a 4-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 the 8573 students targeted for the survey, 1935 students responded.

RESULTS

The response rate was 23% overall, with 1935 students responding out of the 8573 students targeted. This is a decrease from last year's Pre-Exit survey (29.2%), with more students targeted this year (up 6%). The response rate for the Pre-Exit survey is also lower than that of the last College-wide survey (2017 Learning and Teaching Survey), which had a response rate of 38.3%.

TABLE 1- PRE-EXIT SURVEY PARTICIPATION RATES	2013	2014	2015	2016	2017
NUMBER OF STUDENTS TARGETED	10107	8614	9018	8112	8573
NUMBER OF RESPONSES	3921	2153	2820	2368	1935
RESPONSE RATE	38.8%	25%	31.3%	29.2%	23%

Overall satisfaction with Edinburgh College is on the rise, with 89% of respondents stating that they have enjoyed studying at Edinburgh College. This is up from 84.4% last year. Additionally, 87% of students would recommend Edinburgh College, which is up from 84.7% last year. The majority of students reported being satisfied with their college experience (89%), an increase in satisfaction levels of 8% since last year.

ANALYSIS

Analysis of the Pre-Exit Survey 2017 suggests the following key messages, areas for development, and areas for review:

Key messages:

- Overall satisfaction with the college is high, with 89% of students stating that they enjoyed studying at Edinburgh College, and 87% stating that they would recommend Edinburgh College to a friend.
- With regards to some Equality and Diversity aspects of the college environment, students report high satisfaction. Students report feeling welcome and respected at Edinburgh College (94%) and 86% 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 (84%) and they are confident they would be supported by the College if they complained of discriminatory treatment (85%).
- Students are happy with their LDTs, with 92% of students stating their LDT was approachable and 88% stating that their LDT had supported them.
- Students are aware of the opportunities available to them after their course (87%) and feel prepared to take their next steps (84%).
- 84% of students report that they received useful feedback which informs their future learning.
- 82% of respondents report being able to influence learning on their course.

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:

- 79% of students report that staff regularly discuss their progress with them. This has jumped up 8% from last year, however it still scores comparatively poorly against some of the abovementioned statements.

Support is another area for further development:

- 79% of students stated they found it easy to report an absence, indicating that instructions on this require clarification for students.

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 is an area for development:

- 75% of students report knowing how to look for a job, down 4% from last year.
- 79% of students stated that they have the confidence to apply for jobs, a small increase of 3% on last year.

Students have indicated that our facilities could be improved:

- 72% of respondents stated that food and drinks facilities are satisfactory.
- 76% of students reported that toilet and washroom facilities are satisfactory.
- 79% of students stated that student social spaces are satisfactory.

While most Equality and Diversity aspects of the college environment scored highly, only 70% of students reported that they found their Equality and Diversity tutorial sessions interesting and useful. This was a statement which also scored relatively poorly (68%) in the recent Learning and Teaching survey.

Areas for review:

The lowest satisfaction rates on the survey were regarding the topics of facilities and, in particular, support. The statements below experienced a decline in satisfaction rates in comparison with last year’s results:

- 38% of respondents stated that sports and recreation facilities are satisfactory.
- 52% of students reported they were pleased with the help and support provided by ECSA.¹
- 58% of respondents reported they were pleased with the help and support provided by Student Services.²
- 62% of respondents stated they were able to get help and support quickly.
- 66% of students stated they were able to get help and support easily.
- 61% of students stated that the College Students’ Association influences change for the better.
- 67% have had the help they needed to apply to university/higher education.

The following experienced an increase in satisfaction rates, however they still score comparatively poorly against some of the other statements:

- 69% percent of students stated that they believe student suggestions are taken seriously.
- 68% of students said that their Performance Development Review (PDR) has been useful in supporting their learning.

TABLES

Tables 1-7 (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 64%≤ range are identified as areas for review, and have been highlighted in red. Responses falling within the 65%-79% range are identified as areas for development and have been highlighted in amber.

Table 1- National Survey of Student Satisfaction and Engagement	Satisfaction Rate	Comparison with 2016
1. Overall I am satisfied with my college experience	89%	+8%
2. Staff regularly discuss my progress with me	79%	+8%
3. Staff encourage students to take responsibility for their learning	95%	+10%
4. I am able to influence learning on my course	82%	+7%
5. I receive useful feedback which informs my future learning	84%	+8%

¹ This figure is perhaps not wholly accurate as 1127 students selected ‘I have not asked the Student Association for help’ (58% of all respondents).

² This figure is perhaps not wholly accurate as 890 students selected ‘I have not needed to ask Student Services for help’ (46% of all respondents).

6. The way I'm taught helps me to learn	86%	+12%
7. My time at college has helped me develop knowledge and skills for the workplace	89%	+10%
8. I believe student suggestions are taken seriously	69%	+6%
9. I believe all students at the college are treated equally and fairly by staff	84%	+10%
10. The College Students' Association influences change for the better	61%	-5%

Table 2- Equality and Diversity	Satisfaction Rate	Comparison with 2016
11. I feel welcome and respected at Edinburgh College	94%	+5%
12. I think the College does enough to promote equal opportunities and fair treatment	86%	+2%
13. My time in College has helped broaden my outlook	79%	No change
14. I know who to speak to if I'm concerned about an Equality & Diversity issue	84%	+3%
15. I'm confident I would be supported by the College if I complained of discriminatory treatment	85%	+1%

Table 3- Facilities and Resources	Satisfaction Rate	Comparison with 2016
18. The sports and recreation facilities are satisfactory	38%	-28%
20. Access to computer facilities for my course is satisfactory	85%	+7%
21. Food and drink facilities are satisfactory	72%	+10%
22. Toilet and washroom facilities are satisfactory	76%	+7%
23. Student social spaces are satisfactory	79%	+4%
24. I've found the library useful during my studies	84%	+2%
25. I am happy with the support offered by Library staff	81%	-1%
26. I've found it easy to access Moodle	94%	+7%
27. I've used the library resources accessed through Moodle	67%	-5%

Table 4- Support and Engagement	Satisfaction Rate	Comparison with 2016
30. I was pleased with the help and support provided by ECSA	52%	-26%
32. I was pleased with the help and support provided by Student Services	58%	-20%
33. I was able to get help and support easily	66%	-13%
34. I was able to get help and support quickly	62%	-13%
35. I found it easy to report an absence	79%	+1%

Table 5- Learning Development Tutor	Satisfaction Rate	Comparison with 2016
36. My PDR has been useful in supporting my learning	68%	+3%
37. My LDT has supported me	88%	+5%
38. My LDT was approachable	92%	+5%
39. My tutorial programme with my LDT is useful	80%	+7%
40. I found my E&D tutorial sessions interesting and useful	70%	-3%

Table 6- Next Steps	Satisfaction Rate	Comparison with 2016
42. My course has fully prepared me to take my next steps	84%	+4%
43. I am aware of the possibilities open to me	87%	+3%
44. I now know how to look for a job	75%	-4%
45. I have the confidence to apply for jobs	79%	+3%
46. I have had the help I need to apply to university/higher education	67%	-12%

Table 7- Overall Impressions	Satisfaction Rate	Comparison with 2016
47. I have enjoyed studying at Edinburgh College	89%	+5%
48. I would recommend Edinburgh College to a friend	87%	+2%

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. This year the Support and Engagement area performed particularly poorly; with drops of over 10% satisfaction for all bar 1 statement. This year saw a 26% decline in satisfaction for the statement 'I was pleased with the help and support provided by ECSA', and a 20% decline for 'I was pleased with the help and support provided by Student Services'. There was a similar decline in satisfaction for how quickly and easily students received help. As has been mentioned in footnotes above, these statements may be skewed given the fact that if a student declared N/A (as in, they did not need to ask for help from either departments) it would reflect on the results as a negative response.

Students were asked what aspect of their college experience they most enjoyed, and students indicated a fairly even split between learning new skills and the opportunity college gave them to meet new people. Other students indicated that they enjoyed particular classes and practical work on their courses. Many students also expressed gratitude towards members of teaching and support staff who they felt had contributed very positively to their learning.

Students were asked what changes could be made to improve their tutorial time. While students report high satisfaction with regard to their LDTs, only 68% of students stated their PDR was useful in supporting

their learning. When students were asked how their tutorial time could be improved, the following topics were repeatedly suggested:

- Progression routes
- How and where to apply for jobs and/or apprenticeships
- More information on UCAS and university
- More information on funding and, particularly, SAAS funding
- Study skills, particularly revision and referencing
- Mental health awareness
- Topical debates around current affairs

Many students expressed the wish for tutorials to be more course-specific, with increased links to industry and possible visits by former students. A large number of students suggested making the tutorial slot time for self-study, with the option to speak to LDTs on a one-to-one basis during that time for particular problems the student may be experiencing. That said, many students who are not on courses with LDTs expressed the desire to have access to an LDT as they feel they do not receive the same levels of support as their fellow students on LDT courses. The statement, 'I found my Equality and Diversity tutorial sessions interesting and useful' received lower levels of satisfaction this year than last (a drop of 3%). A few students claimed they found these sessions to be overlong and not relevant to them, however many others requested tutorials covering issues that should have been covered during the E & D sessions. To reiterate the suggestion made in last year's report, the content of tutorials may need to be reviewed to ensure they are not only relevant to students' coursework, but are consistent across all LDT tutorial programmes.

The statement with the lowest satisfaction rate was 'The sport and recreation facilities are satisfactory' (38% with a drop of 28% from last year). Where students were asked to suggest what changes could be made to improve their college experience, facilities was the most popular topic. Students suggested:

- Cleaner toilet facilities
- More diverse food options in the college canteens
- Healthier options in the college canteens
- Cheaper food prices across the college campuses
- Improved IT facilities and more access to PCs

Student comments regarding the improvements they'd like to see included better organisation of courses. Specifically, this is in relation to the distribution of course work and assessment throughout the year, with many students complaining of end-loading assessments. Students want better communication between lecturing staff and between lecturers and students. As in the Learning and Teaching survey, students have expressed a demand for more varied teaching methods as many felt their lecturers relied too much on Powerpoint which did not engage them as much as they would have liked.

Students were asked to provide any other comments they wanted to make regarding their college experience. There were arguably more negative comments than in previous surveys due to the recent strike action. Some students felt the strikes interfered with their learning. Teaching staff were applauded by many students who felt they did everything possible to compensate for the disruption, but undoubtedly this did have a negative impact on many of our students this year.