**ACADEMIC COUNCIL**

**AGENDA**

A meeting of the Academic Council will be held at 14:00hrs on Friday, 23 February 2018 in the Boardroom, Sighthill Campus.

| | | Lead Speaker | Paper |
|---|---|---|---|
| 1 | WELCOME & APOLOGIES | Chair | |
| 2 | DECLARATIONS OF INTEREST | Chair | |
| 3 | SKILLS DEVELOPMENT SCOTLAND: REGIONAL SKILLS PLANNING | L Byrne / C Mack | Presentation |
| 4 | MINUTES OF PREVIOUS MEETING *for approval* | Chair | A |
| 5 | MATTERS ARISING | Chair | B |
| 6 | EDINBURGH COLLEGE BLUEPRINT 2017-22 | J Buglass | Verbal |
| 7 | 'HOW GOOD IS OUR COLLEGE?' UPDATE **Attached** | J Buglass | C |
| 8 | KEY PERFORMANCE INDICATORS **Attached** | J Buglass | D |
| 9 | COLLEGE SATISFACTION SURVEYS | | |
| | 9.1 Induction Survey Results 2017 **Attached** | L Lyall | E |
| | 9.2 Survey Recommendations Summary **Attached** | L Lyall | Verbal |
| | 9.3 Pre-Exit Survey 2018 *for approval* **Attached** | L Lyall | F |
| 10 | ANY OTHER COMPETENT BUSINESS | | |
| 11 | DATE OF NEXT MEETING: 25 May 2018 | | |

For the future you want

| FOR INFORMATION | | | |
|---|---|---|---|
| Meeting | Academic Council | | |
| Presented by | Jon Buglass | | |
| Author/Contact | Jon Buglass | Department / Unit | Executive |
| Date Created | 08.02.18 | Telephone | - |
| Appendices Attached | *Appendix 1 & 2:* Edinburgh College Evaluative Report and Enhancement Plan (EREP) 2016/17 | | |
| Disclosable under FOISA | | Yes. | |

**HOW GOOD IS OUR COLLEGE? UPDATE**

1. **PURPOSE**

   To update the Academic Council on the latest progress made towards the Edinburgh College Evaluative Report and Enhancement Plan (EREP) 2016/17.

2. **BACKGROUND**

   Edinburgh College Evaluative Report and Enhancement Plan (EREP) 2016/17 is the plan which sets the College's approach to measure 'How good is our College?'

   Edinburgh College has used AY 2016/17 to embed ownership of the new arrangements and develop approaches to evaluation and reporting that are suitable for the regional context and operating circumstances, with support from Education Scotland HMIs and SFC Outcome Agreement Managers.

   Edinburgh College will apply the grading approach outlined in the arrangements as a learning and development exercise in AY 2016/17, but will not formally submit the grading outcomes with its Evaluation Reports. The College will be expected to discuss grading outcomes with our HMIs and SFC Outcome Agreement Managers, and HMIs will also refer to these grading outcomes at Endorsement meetings with college Boards.

   The Edinburgh College Evaluative Report and Enhancement Plan submitted for 31 October 2017 has been through several revisions based on feedback from Education Scotland, SFC and Senior and Executive managers of the College. It has now been published following these minor revisions in relation to Community Planning Partnerships and corporate parenting and is available on the Education Scotland website.

3. **DETAIL**

   Details of the EREP were previously provided to the Academic Council in November 2017.

**4. BENEFITS AND OPPORTUNITIES**

The College Quality team is now monitoring progress against the Enhancement plan and has an evidence base to provide Education Scotland with during a visit which is expected post Easter.

There have also been discussions about the possibility of Associate Assessors to come to the College and review curriculum areas which require development and endorsement, in line with the College KPIs and to assess against the evaluative report. The specific areas have not been confirmed yet but are likely to take place in late March.

**5. STRATEGIC IMPLICATIONS**

The EREP is a key partner to providing the College's strategic aim of providing an excellent curriculum. The College's Curriculum Strategy supports the plan, along with the College's Learning Teaching and Assessment Strategy. Self-evaluation, Performance Review and the Summary of targets link closely to all the points contained within the EREP.

**6. RISK**

it is important that the College meets its targets as set out in the EREP. Failure to do so would raise the level of reputational risk with Education Scotland and SFC.

**7. FINANCIAL IMPLICATIONS**

None, although points emerging from the plan may have workforce implications.

**8. LEGAL IMPLICATIONS**

Not applicable.

**9. WORKFORCE IMPLICATIONS**

None, although points emerging from the plan may have workforce implications.

**10. REPUTATIONAL IMPLICATIONS**

See point 6 above.

**11. EQUALITIES IMPLICATIONS**

None, although points emerging from the plan may have equalities implications.

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**CONCLUSIONS/RECOMMENDATIONS**

To NOTE the progress made towards the Edinburgh College Evaluative Report and Enhancement Plan (EREP) 2016/17.

Please note, the EREP is provided for reference only (See Appendix 1 & 2).

SFC and Education Scotland formally endorse that the enclosed evaluative report concerning **Edinburgh College;**

- provides an accurate and appropriate account of the quality of provision and services being delivered by the college;
- identifies clearly what is working well ;
- identifies what needs to improve;
- takes appropriate account of the views of stakeholders, and
- Is supported by appropriately robust sources of evidence.

SFC and Education Scotland formally endorse that the enclosed enhancement plan concerning **Edinburgh College;**

- is well-informed by and linked appropriately to the findings of the evaluative report;
- communicates clearly the plans to address areas of provision and services which require improvement, and
- identifies clearly what the college aims to achieve and by when.

**19th January, 2018**

# Edinburgh College Evaluative Report 2016-17

**Section 1: Edinburgh College and its operating context**

Edinburgh College is one of the largest in Scotland with over 19,000 students enrolled in session 2016/17.  It serves a widespread region which includes the city of Edinburgh as well as Mid and East Lothian.  A significant number of learners travel to the college from Fife, the Scottish Borders and other parts of the country, to access the college's specialist provision. The college provides a large number of programmes for speakers of other languages, young people attending school and work-based learners.

 The college's curriculum covers almost all subject categories with programmes offered from SCQF levels 1 to 10.  Degree provision is offered in partnership with universities in several subject areas.  The curriculum is now configured through four faculties: Creative Industries; Engineering & Built Environment; Health, Wellbeing & Social Sciences; and Hospitality, Tourism & Business and incorporates over 700 courses.

Edinburgh City, East Lothian and Midlothian have a combined population of 680,920, with 21% of the population aged between 16 to 29 years old.  92% of school leavers within Edinburgh, East Lothian and Midlothian enter a positive destination, in line with the national average. The region has 6% of the population from the 10% most deprived areas nationally; although East Lothian has one of the lowest percentages nationwide (0.6%).

Health, financial services, professional, scientific and technical and retail are the largest employing sectors in the region.  Future employment growth in the region is expected to be driven by construction, financial services, health and social care and digital technology (especially data driven innovation). Overall, 7% job growth is expected by 2024, but skills and qualification gaps could prohibit growth and career progression.  In line with this analysis, the college has developed a STEM manifesto & new Curriculum Strategy, and has subsequently increased the number of students within Science, Technology, Engineering and Maths (STEM) subjects, as well as in health and social care programmes, construction and built environment programmes and business, legal and financial services programmes.

The college has a partnership agreement with Edinburgh College Students' Association (ECSA) which establishes it as an autonomous organisation. ECSA plays a key role as a strategic partner, as part of the Board of Management, and assists with quality enhancement. The college is involved in Community Planning Partnerships with each of the Local Authorities on a variety of groups, including Developing the Young Workforce, Edinburgh Partnership, Capital City Partnership, City Region Deal, Getting it right for every child (GIRFEC) and Children and Young Persons Services.

The college had a target of 186,028 credits for session 2016/17, and successfully overachieved this target by delivering 186,987 credits.

**Section 2: Methodology used to evaluate the quality of provision and services**

Edinburgh College has in place arrangements to reflect on performance across all aspects of college operations.  The main vehicles for doing so are:

1. Engagement between the College, SFC & Education Scotland
2. Business Transformation Plan (BTP) – Monitoring Mechanisms
3. The Renewed College Self-Evaluation process
4. The Operational Planning process

5. The Performance Review process
6. Consultation with stakeholders
7. Internal & External Audit
8. Governance & Regional Board

1. <u>Engagement between the college, SFC and Education Scotland</u>

The regular tripartite meetings with SFC and Education Scotland supported the effective evaluation of areas of positive practice and areas for development within the college. The College HMIe has made regular engagement visits to the Academic Council and the Policy and Resources Committee to evaluate progress against college actions. The College executive team meet on a monthly basis with our Outcome Agreement Manager & managers from SFC with regards progress towards meeting the objectives of the ROA and also progress of the Business Transformation Plan. (Appendix A)

2. <u>Business Transformation Plan (BTP) – Monitoring Mechanisms</u>

Edinburgh College's Business Transformation Plan was established to see the college through a challenging period of transformation. The plan has been in agreement with, and monitored by the Scottish Funding Council. It has focused on:

- Financial Sustainability
- Reshaping The Curriculum
- Student Recruitment and Retention
- Workforce Development

The BTP incorporates a project management approach with all projects/programmes being evaluated against set milestones and governed by the Board of Management. The execution of the plan has been considered at all stages in terms of milestones and transformation triggers achieved, risk and compliance. The programmes and projects within the Business Transformation Plan have been driven and overseen by programme boards for each of the four programmes and at an executive level by the Strategic Programme Board. It has been the subject of audit during 2016/17.

This process has provided an additional means of measuring college performance and improvement throughout session 2016-17. Through the BTP the College is on track in meeting its agreed financial objectives with the Scottish Funding Council. The Curriculum has been reshaped via a new college Curriculum Strategy (Appendix B), STEM Manifesto (Appendix C), and realised via the Renewed Self Evaluation Process (Appendix D), Operational Planning Process and Performance Reviews (Appendix E). Student Recruitment has dramatically improved with the college having exceeded ROA recruitment targets in 2016/17, and this continues to be the case with regards application trends for 2017/18. (Appendix F –Application Trends).

3. <u>The Renewed College Self-Evaluation Process</u>

The College has renewed the self- evaluation process to ensure that self-evaluation involves the whole learning community, and the sections that support it. The college has a wealth of data and information to allow curriculum areas to tell their own story to amend it through continual reflection through the year, to abridge it and most importantly, to add their own

ending. Self-evaluation, in this context becoming a dynamic endless process which is at the heartbeat of the college and the lifeblood of learning.

The process requires both curriculum and support teams to meet regularly to formally reflect on performance and produce an action plan to build on good practice and address areas of weakness.  Teams reflect on their performance using a bespoke data pack which includes PIs, student satisfaction, equality, and student destination data relevant to their specific team. The outcomes of this process form a key part of the evidence base used for this report.

4.  The Operational Planning Process

Operational Plans are internal documents, intended for staff of Edinburgh College to set out the operational objectives and targets relating to the College's overarching Strategic Plan 2012- 2017 (Appendix G), Operational Plans (Appendix H- exemplar), summarise the extensive planning which takes place in advance to the forthcoming academic year. Detailed departmental operational plans for the year covering all operations provide important context, aims and measures for curriculum and support areas.

The College Strategic and Operational Plans, together with the Board of Management Annual Report (Appendix I), and external review reportage from Education Scotland (Appendix J), inform the College's key planning and review processes. This set of documents represents the College's planning cycle, ensuring a direct link between operational target-setting and achievement, and key strategic aims and direction.

The overarching objectives both strategically and operationally are:

- To deliver for the needs and demand of learners, communities and business organisations the college serves;
- To deliver the national priorities of the Scottish Government, in particular governance and reform of the Further Education Sector;
- To ensure financially viability and sustainability.

    These objectives are a reflection of the college's regional outcome agreement.

5.  The Performance Review Process

Regular Performance Reviews are carried out across all curriculum teams.  Teams are tasked with reviewing the performance data and identifying actions to effect improvement. Performance Review data is used to inform evaluation of the quality of academic and support provision and services. Reviews take place on a monthly basis and are led by members of the senior management team. The open and supportive dialogue aims to promote a culture of open communication, discuss any weaknesses or problems that may exist within the area and most importantly help find positive solutions.  This process is aimed to be positively challenging, motivational, whilst helping build team understanding of, and commitment to, all aspects of the colleges business.

6.  Consultation with stakeholders

Consultation takes place with a variety of internal stakeholders (staff, Edinburgh College Student Association, College Board of Management) and external partners including, Community Planning Partners, DYW stakeholders, STEM employers, universities, school

leaders, Scottish Funding Council, Education Scotland and Skills Development Scotland. In embracing this approach the approach, the college has sought the development and shaping of future curriculum and services to particular communities; an acknowledgement of the need to involve stakeholders in service development, review and policy making.  The Colleges Business Transformation Plan, Strategic Plan 2017 – 2022 (Appendix K), and Blueprint for Delivery 2017 – 2022, (Appendix L), have been subject to wide consultation with stakeholders.

7.  <u>Internal & External Audit</u>

The College has an on-going full programme for internal audit and has also been externally audited in 2016/17 by Audit Scotland. Risk management and compliance from both audits are compared by senior management and the college's board of management. (Appendix M – exemplars).

8.  <u>Governance & Regional Board</u>

The Colleges Board of Management oversees all aspects of the quality of educational provision, through regular scrutiny and challenge on college processes and performance. The Academic Council provides guidance on curriculum development and performance as well as student experience.

**Section 3: Outcomes of evaluation**

**Leadership and Quality Culture**

**1.1 Governance and leadership of change**

Areas of positive practice

- The Regional Chair, the Board of Management and the Principal work well together to provide clear direction for the college's development. The college leadership has driven improvement through the introduction of The Business Transformation Plan (BTP), since December 2015. Scrutiny and challenge measures by the Board of Management have supported the delivery of targets set for BTP projects and ensured that the momentum for change and improvement is maintained.

- All college departments have been involved in the development, consultation or delivery of the BTP, this included ECSA leading on key projects such as retention.

- Staff awareness of the outputs of the Business Transformation Plan (BTP) and achievements of the plan are high, due to the college leadership team's communication strategy that includes regular campus briefings and updates.

- Restructure of the leadership team in 2016, including revised roles and responsibilities has brought about clearer leadership and accountability

- The college leadership team has successfully brought about change to stabilise the college finances. Measures to ensure that credit targets are met have been successfully implemented. These include the development of the college's curriculum strategy and improvements in college wide operational planning with regards the right number of students within curriculum areas.

- The college leadership team have reflected on quality assurance and improvement and a new role of Curriculum Leader to lead change and quality improvement within curriculum teams has been introduced in 2016.

- Managers and teams regularly engage with business intelligence data to plan and action change and performance improvement

- The college leadership team have improved planning and review processes which have helped the college maintain a greater focus on performance and improvement, these include:

  - A renewed self -evaluation process
  - A focus on curriculum planning focused on improving the learner experience that are owned and implemented at classroom and workroom level
  - A focus on reviewing performance
  - Stakeholder consultation
  - Greater analysis and correlation between internal and external audit.

- The college leadership team have created and implemented strategies and operational plans provide a clear and comprehensive basis for its future activities.

Following consultation with staff, students and stakeholders, the new Strategic Plan has been published and provides a clear vision for the college. Following the completion of the BTP, a college Blueprint has been designed to ensure a smooth transition and continued focus on improvement, enhancement and on-going transformation, In addition a new Curriculum Strategy and new Learning Teaching and Assessment Strategy are currently being implemented following successful consultation with staff, students and stakeholders for 2017/18.

- The college leadership team has developed a strategy for working across partner local authorities to ensure that the college offer is relevant and meeting the aspirations of our community planning partnership, the City Region Deal initiative and delivers key policy drivers such as Developing the Young Workforce. The curriculum has therefore been aligned with the Regional Skills Assessment, skills investment plans and DYW. Schools college partnership groups have helped informed curriculum development to meet the needs of students and employers. The college supports the local authority partnerships at a strategic level such as GIRFEC (Getting it Right for Every Child).

- The college leadership team have introduced guaranteed places for all eligible school leavers within the region. School –leavers will be tracked and schools will have direct access to our tracking system to enable them to monitor the status of each pupil and that effective provision is put in place to support their transition.

- The college leadership team have introduced a staff awards programme, where staff can be recognised by their peers for outstanding achievement

- The college leadership team have introduced a series of college 'Connect' groups in 2016, to encourage the development of communities of learning to evolve. These groups are made up of a cross section of staff who are keen to explore a range of delivery models and methods as highlighted within the Learning, Teaching and Assessment Strategy

- The college leadership team have ensured a focus on the quality of learning and teaching through the opportunity to reflect on good practice sharing events/ learning and teaching seminars in 2017 onwards. The first learning and teaching seminar took place on 25th October 2017 and had 70 pedagogical/ best practice themed workshops/ discussion/ seminars taking place with over 350 learning and teaching staff attending. A follow up event will take place in February 2018 and will be twice per year thereafter. The focus being on improving retention, student experience, success outcomes and innovation in learning and teaching.

- All staff have been involved in the development and consultation of The College Values:

  - Student Centred
  - Working Together
  - Responsible
  - Trustworthy
  - Respectful

- Given the importance of STEM within the college's curriculum, the college leadership team have ensured that the College has developed a STEM Manifesto and also gained STEM assured status in 2016 via the nationally recognised Institute of Knowledge Exchange. The College's STEM Manifesto was launched

at an event on 25<sup>th</sup> October 2017, and attended by a wide range of stakeholders including representation from the Scottish Government.

- The College leadership team has introduced a project management office (PMO), which has formalised document control and knowledge sharing for the development of strategy, policy and procedure.

- The College has developed an in-house brand, providing a strong and unified identity for Edinburgh College

Areas for development

- Develop curriculum leader training to continue to empower them and their teams to become quality champions, to become the drivers of PI improvement.
- Communicating and embedding models of excellence across all curriculum areas in learning, teaching and assessment.
- Communicating and encouraging even greater engagement with the colleges connect groups to facilitate cross college change.
- Systematic planning for information governance in advance to GDPR in 2018

## 1.2 Leadership of learning and teaching

Areas of positive practice

- The college has a strong commitment to learner engagement.  It works very effectively in partnership at a strategic level with ECSA and the learner voice is influential at Board, college committee and campus management level.

- Curriculum and support staff, as well as ECSA and student representatives actively engaged in the development of the new Learning, Teaching and Assessment Strategy and were able to influence strategies for the development of learning and teaching.

- The Curriculum Strategy sets out comprehensively the college's intentions in relation to its course portfolio.  The strategy evidences extensive and successful partnership working with a wide range of stakeholders. The college takes good account of stakeholder needs when it plans its programmes which ensures that they are at appropriate levels and reflect the requirements of different vocational sectors.  There are effective arrangements in place for preparing learners for employment.  This includes engagement with employers to make courses current, relevant and interesting.

- Through the Performance Review process, senior managers and curriculum managers collaborate effectively to develop plans to improve areas of poor performance.

- A wide range of successful and imaginative programmes for school pupils is delivered across all campuses.  The college Academies programme is a successful project which reflects constructive partnership working between universities, the college, employers and schools.  The Construction Academy has been developed in partnership with East Lothian Council.

- The college uses student satisfaction data gathered through its three annual surveys to plan improvement activities at course level.

- The college provides improved detailed and summarised data packs for use for curriculum team self -evaluation and performance review.

- The college has developed a Learning, Teaching and Assessment Strategy which includes a clear vision for the enhancement of learning, teaching and assessment across all curriculum areas.

- The Curriculum Managers have specific opportunities to reflect and improve on professional practice. These take place during regular forum meetings as well as themed 'two day' events.

Areas for development

- Initial teacher training arrangements are effective with areas of good practice, however CLPL arrangements require to be further developed to ensure that high quality, relevant opportunities are available to all staff to enhance their professional practice throughout their career.

- Building on good practice that exists within identified curriculum areas, we will develop communities of teaching practice across the organisation, to encourage collegiate working.

- The development of employability and employer engagement will require a more systematic and accelerated approach to improve alignment with the aims of DYW

## 1.3 Leadership of services to support learning

Areas of positive practice

- Support area managers at all levels are highly committed to improving the learner experience through effective planning with faculty teams. They have made a valuable contribution to the development of faculty operational plans and Connect groups to plan for improved service change. Collaborative working between Faculty Heads and Support Heads has been successful in driving improved services e.g. the development of the Positive Behaviour and Anti-Bulling Procedure.

- Managers engage well with external stakeholders to review and plan services to support learning. This is achieved through the DYW group which links employers, local authorities, regional leads and schools.

- Managers and teams engage with business intelligence data to plan actions for improvement as part of the self-evaluation process

- The Student Experience Team engages with local schools to ensure that services to support learners are put in place in a timely manner. This is particularly important given the increased number of younger learners taking up places at college.

- Research has been carried out to identify the causes of early withdrawal from courses so that the projected needs of students can be accommodated in services to support learning.

- ECSA works effectively with LDTs to engage students in college activities.

- College Connect groups (with a wide range of staff and student representation) have been established on a range of learning and teaching themes to consider the needs of learners and what resource and support may be required. These groups feedback directly to senior management

- Work with ECSA and student representatives has proven exceptionally successful, with feedback from over 400 student representatives helping to shape operational and curriculum plans and improvements for the future.

<u>Areas for development</u>

- Support Services contributed to the Faculty operational planning process, however more regular engagement with realising the plans needs to take place during the year. This is especially true with regards to planning budgets.

- The College has plans to develop a staff academy to improve opportunities for staff to gain qualifications, skills and consider professional development.

- The College plans to develop a multi skilled approach to student facing support, in order to provide a more streamlined and efficient delivery of service.

## 1.4  Evaluation leading to improvement

<u>Areas of positive practice</u>

- The provision of summary data to all Heads of Faculty has greatly enhanced the operational planning process. This has included ROA measures, and embedding this information in the process.  This has increased levels of engagement with the data and supported effective analysis and planning and as a result has seen greater attention to detail and specific areas for improvement within operational and curriculum plans

- The college has been expanding the quality of data and reportage available electronically on the Reports Pathway on the Staff Portal. This includes data on all performance indicators. With the focus on planning and performance Heads of Faculty and Curriculum Managers have been using the Reports Pathway to track the effects of changes that have been put in place and monitor trends. Most importantly middle and senior managers are using Reports Pathway and the data within to respond to new problems, and in creating evidence to help their teams make better decisions.

- ECSA's role includes increasing student engagement in all aspects of college life, including the evaluation of learning and teaching.  During AY 2016/17 they have successfully increased student involvement in the process of change and planning for

continuous improvement through their improved processes for the recruitment and training of class representatives (over 400) as well as improved communication methods and the introduction of themed conferences. This has resulted in Edinburgh College students being more effectively represented and given real opportunities to have their voice heard.

- The college Performance Review process has added an additional layer of scrutiny and evaluation of performance at course level, resulting in the identification of strategies to improve performance.

- Self- Evaluation in both support and academic sections has led to improved awareness of issues at stake and increased focus within operational planning

- College evaluation and research led to the colleges gender action plan being closely linked to curriculum development with a set of monitored actions for improvement

- Evaluation of Induction arrangements, open days and welcome events lead to regular improvements for the following academic year

Areas for development

- Levels of student engagement in the self-evaluation process have not been as high as expected and it's recognised that further work is required to address this.

- The college peer review model (The Reflective Practice Network) is in its early stages and will be further developed to realise the benefits in increasing teaching staff self-awareness, and in developing a better understanding of issues around learning and teaching and how to improve their practice.

**Delivery of Learning and Services to Support Learning**

**2.1 Safeguarding and child protection**

<u>Areas of positive practice</u>

- Effective arrangements for safeguarding and child protection to meet the college's legislative duties are in place.

- Edinburgh College has the following in place;

  - Safeguarding policy for young people and vulnerable adults, updated 2017
  - Safeguarding team Update for staff, updated 2017
  - Safeguarding leaflets for student and staff, updated 2017
  - Code of Good Practice for the Protection of children, young people and vulnerable adults, updated 2017
  - Attendance at the CDN Safeguarding Forum
  - Meetings with Local authority GIRFEC Coordinators to ensure joined up practice

- Mandatory training as part of the college induction process and annual safeguarding 'refresher' training is in place;

  - Refresher training for staff was delivered in 2017
  - Safeguarding training workshops delivered at College staff days to curriculum and support staff

Transition arrangements have been put in place to ensure compliance during the introduction of a new set of safeguarding and child protection arrangements.

  - Head of Student Experience and Student Experience Manager for LDTs/ SCP's are managing the Safeguarding incidents, Cause for Concern's and related communications and meetings. These are being recorded.

  - There has been an initial meeting of the Safeguarding Panel which will oversee College procedures and decisions

The College meets the requirements of the 'Prevent Duty Guidance for Scotland' through their:

  - Representation on two 'Contest' groups covering Edinburgh and Lothian and Borders
  - College bSafe group
  - Delivery of workshops on Prevent and on 'run, hide, tell'
  - Identification of the single point of contact (SPOC), Christine McDougall
  - Development of incident management BCPs

The College is alert to matters which adversely affect the wellbeing of care experienced young people and takes action to help these young people access appropriate services and support.  It has signed the Who Cares? Scotland Corporate Parent pledge, is a member of

the Care Experienced, Estranged and Carers East Forum (CEEFEF) and has in place a Corporate Parenting Plan.

Areas for development

- Development of a role within the college to ensure continuity, regular meetings , training and liaison with external agencies including MAPPA

- Strengthening safeguarding teams across all campuses through dedicated and listed membership

- Creating dedicated Safeguarding support in each curriculum area across all campuses through dedicated and listed membership

- Add to the staff portal an area which provides Prevent information as well as videos and on-line learning packages (e.g. 'run, hide, tell'; understanding Prevent; HOT etc.)

**2.2 Curriculum**

Areas of positive practice

- The college takes good account of stakeholder needs when it plans programmes. Effective approaches to curriculum design have been put in place, including the development of a curriculum planning tool that incorporates LMI data, current and historic PIs, equalities data, current credit-bearing enrolments and start enrolments for the current year, future expected credit bearing students for the next year and key regional skills assessment data in a RAG format. The application of this tool provides confidence that the college is offering the 'right' product to learners and stakeholders.

- The Curriculum Strategy sets out comprehensively the drivers behind curriculum development for the next three to five years and the college's intentions in relation to its programme portfolio to ensure that the needs of the region and its stakeholders are met.

- Effective engagement with employers ensures that the knowledge and skills taught are relevant and appropriate to support the development of students who are work ready on completion of their studies.

- Career Coach is used extensively and effectively to prepare students for the world of work by developing their career management skills.

- Team operational plans provide a clear and comprehensive basis for future activities including implementing curriculum priorities.

- The college curriculum mapping process is well designed to ensure that the incremental development of skills is supported and valid progression routes are provided in all curriculum areas.

- ECSA has successfully implemented the introduction of themed class rep. conferences which provide a forum for students to raise and discuss issues relating to the curriculum.

- The college's curriculum offer is effective and appropriate to meet the needs of its stakeholders.

Areas for development

- The Core and Essentials Skills Strategy will be further developed to ensure that core and essential skills compliment and support the curriculum and its delivery and the future skills required for the City Region.

- Increased employer engagement is required in certain curriculum areas as identified in the Curriculum Strategy.

**2.3 Learning, teaching and assessment**

Areas of positive practice

- Almost all learners are motivated and participate well in lessons.

- A wide range of learning resources is used well by staff and learners.

- Almost all learners develop their knowledge and skills through their studies at the college, and most learners learn effectively as a result of the teaching approaches used by teaching staff.

- Staff plan and support assessment well.

- Positive and very supportive relationships between staff and learners contribute to a purposeful climate for learning in classes. Almost all teaching staff are very approachable and actively seek to develop learners' confidence to take responsibility for their own learning.

- Almost all teaching staff provide effective feedback to promote further learning.

- Student satisfaction and performance data is routinely scrutinised to actively inform improvements to the teaching and assessment process.

- Staff are responsive to learners' views and use a range of both formal and informal methods effectively to reflect on and improve their practice.

- Almost all learners have positive and supportive relationships with staff and many students influence their own learning and set goals to improve. Students actively evaluate and celebrate the quality of the support provided by teaching staff by participating in increasing numbers in the ECSA-llence awards.

- Learners are confident about providing their views to staff on issues affecting their learning and most staff are responsive to them.

- Staff use performance data effectively to inform their reflection on their performance and the performance of the team. This enables them to use this data to develop a set of actions, based on the evidence, to drive improvement and enhancement.

- The Performance Review process complements the self-evaluation process and enhances the scrutiny of measures designed to effect improvement.

Areas for development

- Classroom observation and peer review model is limited to staff undertaking PDA and TQFE and those volunteering to be part of the college peer review scheme. The introduction of The Reflective Practice Network will improve this with an aim to develop a better understanding of issues around learning and teaching and how to improve teaching practices.

- The College plans to develop a series of learning and teaching seminars as a regular feature of staff development.

## 2.4 Services to support learning

Areas of positive practice

- Arrangements for providing potential and current learners with information, advice and support are effective. Learners have good access to information and support and benefit from welcoming and informative student advice and guidance centres in all campuses.

- Staff are highly committed to their role in supporting the learner experience.

- Learning Development Tutors (LDT) support many learners well to reflect on their progress.

- Early identification of additional student needs is effectively achieved through the application process so that students with ASNs can benefit from summer drop-ins to engage with support before they start college.

- The Student Experience team have developed productive working relationships with a range of external agencies which can be called on to supplement the services provided internally.

- Arrangements to share student information with external agencies have been greatly enhanced so that support arrangements can be put in place more efficiently.

- Effective arrangements are in place to support smooth transitions to further study and the workplace and support learners to achieve a positive destination.

- An intelligence led model is being implemented to ensure that services to support learning are being reshaped to focus resource where it is needed most.

Areas for development

- Student will have greater accessibility to their results in order to identify completed partial success, and have opportunities to re-sit timeously.

## 2.5 Transitions

Areas of positive practice

- The development of a Transitions Passport for school pupils progressing on to college has led to very effective working relationships between school and college staff and ensured effective transition arrangements into college programmes.

- A variety of arrangements is in place to ensure progression to further study and effective articulation arrangements with local universities has resulted in significant

numbers of students progressing to higher education. Positive feedback from these universities confirms that students are well prepared for their next steps in higher education.

- Career Coach is used increasingly to provide real time data to effectively inform student choices in relation to career options.

- Faculties employ a variety of useful approaches, including managing agents, employer councils and placement providers to ensure students make informed choices through relevant industry contacts.

- The college has increased entry level provision. This meets the needs of learners well by providing a wider range of entry points and choice of pathways.

- When students complete their course at the college, they are well prepared to move on to the next phase whether that be doing another course at college, moving on to university or the workplace.

Areas for improvement

- Strategic development is taking place with local universities to increase articulation with advanced standing.

**2.6 Partnerships**

Areas of positive practice

- Edinburgh College has undertaken a pivotal role within the City Region FE Group and Skills Proposition Working Group in providing source data, analysis and constructing project outlines and costings for consideration for both the identified projects in construction and digital skills, which in turn have informed the wider City Region Deal Proposals

- The college offer is aligned with the Regional Skills Assessment and Skills Investment Plans and meets the aspirations of the Developing the Young Workforce programme.

- Edinburgh College works closely with Local Authority Partners through the Children and Young Persons Partnership (City of Edinburgh Council), Children's strategic Partnership (East Lothian Council) and GIRFEC (Midlothian Council) to ensure collaborative working to support the wellbeing of all of our students by providing the right help at the right time from the right people.

- In the past year Edinburgh College has worked closely with our key Local Authority partners to review, evaluate, update and improve the Schools College Partnership offer. This has resulted in slight alterations to the curriculum on offer to Edinburgh and Midlothian and a completely re-designed offer for East Lothian to meet local needs.

- Through its work on the strategic board of the Capital City Partnership, Edinburgh College has been able to ensure that the courses offered in the college align with the city's Jobs Strategy with a view to improving outcomes from all of the city's locally funded employability services.

- Over the 16/17 period Edinburgh College has significantly improved its engagement with and contribution to the three CPPs of Edinburgh, East Lothian and Midlothian. The College also has an improved awareness of its duties under the Community Empowerment Act 2015 amongst the Board of management, The Executive and Senior Management groups. The college is committed to community planning partnerships working across the region, and this work is a significant feature of the ROA, Strategic Plan 17/22 and College Blueprint 17/22.

- The newly formed Local University Strategic Partnership Forum of which Edinburgh College is a member has made progress to refresh and advance planning and progression for articulating students. This has been achieved through seminars and planning meetings between the College, local University Executive and SFC whose role is to set and meet targets in relation to Associate Degree students, articulation agreements (with specific focus on providing better routes for Advanced Standing), contextualised admissions and School College curriculum with an emphasis on SESAP Academies and Foundation Apprenticeship progression.

- Edinburgh College is a member of the College Connect Advisory Group for Regional Coherence, providing inspiration and curriculum planning support to inform developments in SQA HND qualifications designed to address low uptake of these qualifications resulting from widening access at universities.

- The South East Scotland Academies Partnership (SESAP) with Queen Margaret University covering courses in Hospitality, Performing Arts and Health and Social Care is a successful model which supports high levels of student achievement at college prior to students articulating onto university

- The College is a premier partner member of both the Midlothian & East Chamber of Commerce and the Edinburgh Chamber of Commerce. These are strategic partnerships to ensure we are connected into the business community for our regions. This is critical to influencing the types of training and consultancy we provide, and helps us plan for future demand. In addition we hold joint events to promote activity at the college and forge those industry-meets-education links, as well as collaborate on marketing and communication plans.

- The Faculty of Engineering & Built Environment has developed strong working relationships with Managing Agents which enables Edinburgh College to effectively develop courses with meet the changing needs of industry. This is just one of many partnerships the Faculty has developed, all of which act as a catalyst for constant updating of courses to support the development of students who are work ready and conversant with the latest industry techniques.

- A recent review of the relationship between the Quality Assurance team at Edinburgh College and SQA confirmed that the college communicates effectively with SQA. As a result we are able to work in partnership to ensure compliance with awarding body requirements and effect changes to qualifications/assessments for the benefit of our students. The positive impact of such changes have recently been felt in courses in Sport & Fitness, Beauty Therapy and Make-up Artistry.

Areas for development

- The focus on Foundation Apprenticeships for DYW requires a new and innovative approach to connect schools, employers and the college.

- Working closer with employers to develop arrangements for the delivery of the Flexible Workforce Development Fund.

- The increase in Childcare provision (1140hrs) means new focus and partnerships are required to connect infrastructure and workforce needs of the region.

- As part of the College Blueprint, a strategic review of all College partnership activity will be undertaken during early 2018, which will include a review of work undertaken with each CPP. The purpose of the review is to strengthen engagement in key areas of CPP activity, specifically tackling poverty and inequality.

- The College, in partnership with local CPPs and Colleges Scotland, will develop policy and operational responses to new duties under the Community Empowerment Act 2015, for example asset transfer request and community participations requests.

**Outcomes and Impact**

**3.1 Wellbeing, equality and inclusion**

Areas of positive practice

- Most teaching and support staff have a good level of awareness of their responsibilities under current equality legislation.

- The college manages its curriculum well and takes decisions to run courses to ensure equality of access to education and training for the most hard-to-reach and disadvantaged groups in our community.

- The college has strong and effective partnership working arrangements with a range of external partners to promote equality and diversity. It is represented in community planning partnerships and other local agencies.

- The college has good arrangements for the involvement of learners in the promotion of equality and diversity in the life and work of the college, through a range of appropriate events and activities. These activities are often organised by ECSA.

- Mental health first-aid training undertaken by student experience staff and ECSA officers has effectively increased the college's capacity to respond appropriately to the needs of students with mental health issues.

- The college promotes the need to ensure promotion of equality and diversity in curriculum materials through QELTM guidelines.

- The college provides effective support to learners whose chances of participation and success may be at risk because of their individual circumstances.

- The college has effective arrangements in place to capture and analyse data in relation to learners' retention, attainment and progression rates by protected characteristic (apart from maternity and pregnancy) and uses this data to plan for equality in learner progress effectively.

- College equality outcomes set clear objectives with action plans to achieve them and take account of a wide variety of national initiatives to enhance the chances of those with protected characteristics.

Areas for development

- Consideration of equality and diversity issues require to be integrated more effectively and monitored in the self-evaluation process and in action plans.

**3.2 Equity, attainment and achievement for all learners**

Areas of positive practice

- Full-time retention college-wide increased by 0.35% compared to last session. This is positive result, which builds on improvements from the previous session.

- Retention of HE students increased by 1.74%, compared to last session.

- Compared to last session, most faculties and curriculum areas had a decrease in the percentage of students who completed their programme unsuccessfully.

- HE retention rates in the Institute of Construction and Building Crafts rose by 10.03%, whilst completed successful rates rose by 10.34%.

- The complete successful rate for BME and International students matches or exceeds the college average.

Areas for development

- Consideration of equality and diversity issues require to be integrated more.

- 57% of those who have left care & 59% of SIMD students aged 16-19 completed their course successfully, further attention within curriculum area plans is required to address these issues.

- Whilst early withdrawal rates have generally improved across curriculum areas, levels of further withdrawal & partial success remain variable and require specific curriculum interventions through planning and also a series of centrally orchestrated initiatives

- Levels of core skills achievement fell overall compared to last session, and consideration of core skills delivery models must be reviewed in line with curriculum development.

- Overall Success Outcomes have generally improved over a three year period (since 2014/15), reaching national benchmark levels for HE FT, and below national benchmark levels for FE FT but evidence shows that these could be significantly improved through reducing partial success and students missing one or two units. Similar approaches undertaken in the successful early withdrawal and retention project need to be applied.

# Edinburgh College Enhancement Plan 2017-18

**SECTION 1: ACTIONS FOR IMPROVEMENT**

**Leadership and Quality Culture:**

<u>Areas for Development</u>

- Develop curriculum leader training to continue to empower CLs and their teams to become quality champions in order to become the drivers of PI improvement.

- Communicating and embedding models of excellence across all curriculum areas in learning, teaching and assessment.

- Communicating and encouraging greater engagement with the college's Connect Groups to facilitate cross-college change.

- Systematic planning for information governance in advance of GDPR in 2018.

| Planned Actions | Who | When |
|---|---|---|
| Create a specific curriculum leader training programme to empower and assist curriculum leaders with their job, including a focus on quality assurance, quality enhancement, planning, self-evaluation and the quality of evaluation. | Quality Enhance-ment/OD | 2 year training programme to be developed by QE/OD and agreed by January, 2018. |
| Develop a curriculum leader toolkit and checklist to ensure consistency and standards in staff HR matters. | HR/OD | March, 2018. |
| Expand and develop the Learning & Teaching Seminars/Festival introduced in 2017 with regards sharing of good practice in order to continually improve practice and consolidate a culture of improvement. | PPP | March, 2018 |

| | | |
|---|---|---|
| Establish communities of practice through development of cross-college 'Connect' groups that explore blended learning approaches, inquiry based, co-operative and action based learning. | Teaching and Learning Advisers | Beginning February, 2018. |
| Develop and disseminate effective practice in the creation and use of learning resources, materials and activities. | TLAs/Learning technologists | Using staff zone on Moodle – beginning March, 2018. |
| Continue to implement the Learning, Teaching and Assessment Strategy and engage with all learning and teaching staff in its implementation. | PPP/OD/ Student Experience | Through L&T seminars and using staff zone on Moodle, starting March, 2018. |
| Develop the Reflective Practice Network to provide opportunities for practitioners to develop and share excellent pedagogy and practice. | QE | February, 2018. |
| Develop a Student Experience Improvement Project that concentrates on the stages of the student experience (first contact and admissions). | Student Experience | Project outline to be presented to SMG in February, 2018. |
| | | |

**Delivery of learning and services to support learning@**

Areas for development

- Support Services contributed to the Faculty operational planning process, however, more regular engagement with realising the plans needs to take place during the year. This is especially true with regards planning budgets.

- The College has plans to develop a staff academy to improve opportunities for staff to gain qualifications, skills and consider professional development.

- The College plans to develop a multi-skilled approach to student facing support, in order to provide a more streamlined and efficient delivery of service.

- Development of a role within the college to ensure continuity, regular meetings, training and liaison with external agencies including MAPPA.

- Looking at strengthening safeguarding teams across all campuses.

- Look at dedicated Safeguarding support in each curriculum area.

- As part of the College Blueprint, a strategic review of all College partnership activity will be undertaken during early 2018, which will include a review of work undertaken with each CPP.  The purpose of the review is to strengthen engagement in key areas of CPP activity, specifically tackling poverty and inequality.

- The college, in partnership with local CPPs and Colleges Scotland will develop policy and operational responses to new duties under the Community Empowerment Act 2015.

| Planned Actions | Who | When |
|---|---|---|
| The planning cycle to be reconsidered in line with self-evaluation and performance reviews, and completion of operational plans to be earlier to allow extended dialogue in budget planning. | PPP | For implementation session 2018-19. |
| The development of the College's Staff Academy to be undertaken as a major project within the College's Blueprint 2017-2022, and led as an initiative through the College's project management office (PMO). | OD/PMO | Plan to be developed during Jan-Feb. 2018 for implementation thereafter. |

| | | |
|---|---|---|
| The Staff Academy to align training and skills development to the changing skills of the workforce and to promote excellence in learning, teaching and assessment. | HR/OD/QE | As part of the project plan (above). |
| The staff academy will also focus on multi-skilling student facing support staff and providing the highest levels of customer service and customer satisfaction. | OD | As part of the project plan (above). |
| Consider existing staff capacity and skillset in relation to development of the new safeguarding liaison role and determine secondment and development opportunities or alternatively external appointment. | HR/OD/Student Experience | March, 2018. |
| Ensure the full membership of safeguarding teams across all campuses and that training events continue to be for team members and for curriculum areas. | HR/OD/Student Experience | Annual schedule of training to be developed following the development of safeguarding teams. |
| A strategic review of all College partnership activity will be undertaken during early 2018, which will include a review of work undertaken with each CPP.  The purpose of the review is to strengthen engagement in key areas of CPP activity, specifically tackling poverty and inequality. | Corporate Development | Early 2018 |
| The college, in partnership with local CPPs and Colleges Scotland will develop policy and | Corporate Development | Throughout session 2017/18 |

| | | |
|---|---|---|
| operational responses to new duties under the Community Empowerment Act 2015. | | |

**Outcomes and Impact:**

<u>Areas for development</u>

- Consideration of equality and diversity issues require to be integrated more effectively into the self-evaluation process and actions plans monitored.

- 57% of those who have left care & 59% of SIMD students aged 16-19 completed their course successfully. Further attention within curriculum area plans is required to address these issues.

- Whilst early withdrawal rates have generally improved across curriculum areas, levels of partial success and further withdrawal remain variable and require specific curriculum interventions through planning and also a series of centrally orchestrated initiatives.

- Levels of core skills achievement fell overall compared to last session and consideration of core skills delivery models must be reviewed in line with curriculum development.

- Overall success outcomes have improved over a three year period (since 2014/15), reaching national benchmark levels for FT HE and slightly below national benchmark levels for FT FE, but evidence shows that these could be significantly improved through reducing partial success and students missing one or two units. Similar approaches undertaken in the successful early withdrawal and retention project need to be applied.

| Planned Actions | Who | When |
|---|---|---|
| Establish an Equality and Diversity Steering Group to progress work to achieve the College Equality Outcomes, including targets set in the ROA. | HR | February, 2018 |

| | | |
|---|---|---|
| Quality Enhancement team to work with the Equality and Diversity Steering Group to develop the self-evaluation process to encompass equality and diversity issues. | QE | For implementation during self-evaluation meetings in October, 2018. |
| Curriculum areas to analyse and create plans to address issues with high levels of withdrawal and partial success from students who have left care and/or from SIMD post codes.  Support and resource to be considered within plans, including support where required via third party agencies. | Curriculum teams | As part of the self-evaluation process, during AY 2018-19. |
| Review the Core and Essential Skills Strategy and develop new approaches to improve student achievement and ensure coherence of approaches in delivering core and essential skills. | Head of Faculty | Beginning April, 2018, for implementation AY 2018-19. |
| All curriculum areas to develop specific plans to negate partial success (including additional taught activity, workshops, drop-in sessions, surgeries opportunities for re-sit and submission of evidence). | HOFs and CMs | Planning activities to commence April, 2018 for implementation AY 2018/19. |
| Quality and MIS to develop enhanced college systems to highlight student achievement and those students who are at risk of not achieving qualification through being short of units or elements of qualification. | QA/MIS | For implementation August 2018. |
| Student accessibility to records of their achievement/units achieved to be made available within system development. | MIS | For implementation August 2018. |

**SECTION 2: ARRANGEMENTS FOR MONITORING PROGRESS ON ACTIONS FOR IMPROVEMENT**

The Head of Curriculum Performance supported by the Assistant Principal Curriculum & Quality will organise and agree actions for improvement with the relevant Heads of Faculty, Curriculum Managers, Curriculum Leaders, support Heads and Managers and their teams. SMART action plans will be drawn up which will be ratified by the Executive. These will include identification of staff members responsible for implementation of the actions and measures of impact.

Updates on progress will be provided by identified leads to the Head of Curriculum Performance on a monthly basis. These updates will be scrutinised by the Academic Council (including ECSA representation) which will have overall responsibility for ensuring that actions are being implemented according to the schedule. Any deviation from the schedule will be monitored and those responsible charged with providing justifications and remedial action to get back on track.

The Head of Curriculum Performance will provide regular updates (both formal and informal) to SMG at their fortnightly meetings.

**Capacity to improve supporting statement**

Edinburgh College has come through a period of change and stands at a pivotal moment in its evolution. During session 2016/17, the introduction of the Business Transformation Plan, together with the wholesale change in the senior management team, has refocussed and re-invigorated the college. Effective leadership is now in place and is driving improvement and enhancement of the delivery of learning and services to support learning to ensure the best possible outcomes for all our learners.

The leadership has instigated effective approaches to improvement. It is strongly committed to continuous improvement through self-evaluation, performance review and scrutiny by the Board of Management and its committees in addition to robust

internal and external audit processes. A new Strategic Plan for 2017-2022 has been developed to provide the vision, values and strategic priorities for the college for the years ahead. The Edinburgh College Blueprint presents some detail on the work required to deliver against these strategic objectives through a Transformation Portfolio. The Edinburgh College Transformation Portfolio will build on the work already started through the Business Transformation Plan and be the main mechanism by which the college coordinates its strategic activities over the years ahead. The Business Transformation Plan continuing to operate until the end of all of its projects.

Delivery of learning and services to support learning are likewise at a critical point. Implementation of strategies and plans developed through the BPT projects will be key to achieving improvement and enhancement of these services. Both curriculum and support staff have the resilience, commitment, skills and experience to implement these changes and have already begun this process.

Staff at Edinburgh College care about our students and are committed to ensuring the best possible outcomes for them. Consideration of equity, attainment and achievement for all our learners runs through our college evaluation processes and is a constant and recurring theme in decision making. Staff remain committed to doing everything possible to provide our students with chances to succeed.

Edinburgh College is confident that it has identified appropriate areas for improvement and how these improvements will be achieved. Edinburgh College has made excellent progress over the past year and has a sound and strong capacity for improvement.

For the future you want

| FOR INFORMATION / DISCUSSION | | | |
|---|---|---|---|
| Meeting: | Academic Council 23.02.18 | | |
| Presented by | Jon Buglass | | |
| Author/Contact | Jon Buglass | Department / Unit | Executive |
| Date Created | 09.01.18 | Telephone | - |
| Appendices Attached | *Appendix 1:* SFC published Edinburgh College 2016-17 Performance Indicators | | |
| Disclosable under FOISA | | Yes. | |

**KEY PERFORMANCE INDICATORS (KPI) UPDATE**

1.  **PURPOSE**
    This paper is to confirm the Scottish Funding Council's (SFC) final KPI figures for Edinburgh College AY 2016/17, which is due to be published on February 13 2018.

2.  **BACKGROUND**
    A paper was reviewed by the Academic Council on 10 November 2017 regarding the college's analysis of KPIs. Recently the SFC conducted further data cleansing and some adjustments have been made, including a correction of coding surrounding the calculation and categorisation of partial success and part-time students on Employability Funded courses. Such adjustments resulted in a mismatch between the college's Further Education Statistical Return (FES) output and the previous Performance Indicator proforma.

    Further to this, performance indicators now include Associate students who were not calculated in the FES reports for 2016/17, and students studying SVQs at level 7 have now been moved to level 6 due to funding reasons. The latter are now counted in FE measures.

3.  **DETAIL**
    The college's Quality Department agree with the SFC statistical analysis. SFC exclude courses below 10 hours and the Appendix 1 states that it is for recognised qualifications. The college's KPI return includes all courses delivered by the College.

    The figures below show previously reported college figures vs updated SFC reported figures:

    *CS% (Completed Successfully)*

    | | | | | |
    |---|---|---|---|---|
    | FEFT - | COLLEGE 62.6% | vs. | SFC 62.9% | (0.3 % INCREASE) |
    | HEFT - | COLLEGE 73.1% | vs. | SFC 73.2% | (0.5% INCREASE) |
    | FEPT- | COLLEGE 76.7% | vs. | SFC 71.9% | (4.8% DECREASE) |
    | HEPT- | COLLEGE 80.4 % | vs. | SFC 82.1 % | (1 % INCREASE) |

*CPS% (Completed Partial Success)*

| | | | | |
|---|---|---|---|---|
| FEFT - | COLLEGE 13% | vs | SFC 11.8% | (1.2% DECREASE) |
| HEFT - | COLLEGE 12.7% | vs | SFC 12.1% | (0.6% DECREASE) |
| FEPT- | COLLEGE 14.6% | vs | SFC 18 % | (3.4% INCREASE) |
| HEPT- | COLLEGE 15.3 % | vs | SFC 14.6% | (0.7 % DECREASE) |

*Withdrawal*

| | | | | |
|---|---|---|---|---|
| FEFT - | COLLEGE 24.4% | vs | SFC 25.3% | (0.9 % INCREASE) |
| HEFT - | COLLEGE 14.2 % | vs | SFC 14.9% | (0.7 % INCREASE) |
| FEPT- | COLLEGE 8.7% | vs | SFC 10.1 % | (1.4 % INCREASE) |
| HEPT- | COLLEGE 4.3 % | vs | SFC 3.3 % | (1 % DECREASE) |

SFC published KPI data shows the following trends:

- Outcome trends for FEFT over the past 6 years have shown a steady average decrease of 1.5%.
- Outcome trends for HEFT over the past 6 years have been very consistent with little change overall.
- Outcome trends for FEPT over the past 3 years have shown a steady decrease of 6%.
- Outcome trends for HEPT over the past 3 years have shown a steady increase of 14.2%

4. **BENEFITS AND OPPORTUNITIES**
   Not applicable.

5. **STRATEGIC IMPLICATIONS**
   The college is required to confirm agreement with the figures that will be released as part of the National Statistics publication and to make these publicly available on the website once the 2016/17 College Performance Indicator report has been published on 13 February 2018.

   As highlighted at the last meeting of the Academic Council, the college set out plans to improve KPIs for AY 2017/18 by focusing on completed partial success. Each Faculty has completed a template with actions per course, and has signed up to two high level pledges to improve their operation. An example of this is a whole college approach to progress monitoring.

6. **RISK**
   See 'Reputation' below.

7. **FINANCIAL IMPLICATIONS**
   Not applicable.

8. **LEGAL IMPLICATIONS**
   Not applicable.

9. **WORKFORCE IMPLICATIONS**
   Not applicable.

10. **REPUTATIONAL IMPLICATIONS**
    Failure to improve completed partial success rates may have reputational implications for the college.

**11.** **EQUALITIES IMPLICATIONS**
Not applicable.

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**CONCLUSIONS/RECOMMENDATIONS**
The Academic Council are asked to NOTE the SFC KPIs and the adjustments highlighted.

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**Edinburgh College 16-17 Performance Indicators**

**Chart 1. Outcomes for FE on recognised qualifications (full-time)**

| Year | | Completed Successful | Partial Success | Withdrawal | Total |
|---|---|---|---|---|---|
| 11-12 | Full Time | 3,546 | 640 | 1,262 | 5,448 |
| 12-13 | Full Time | 3,387 | 701 | 1,003 | 5,091 |
| 13-14 | Full Time | 3,418 | 740 | 1,071 | 5,229 |
| 14-15 | Full Time | 3,095 | 810 | 1,297 | 5,202 |
| 15-16 | Full Time | 3,244 | 458 | 1,277 | 4,979 |
| 16-17 | Full Time | 3,259 | 614 | 1,312 | 5,185 |

| Year | | % Completed Successful | % Partial Success | % Withdrawal | Total |
|---|---|---|---|---|---|
| 11-12 | | 65.1% | 11.7% | 23.2% | 5,448 |
| 12-13 | | 66.5% | 13.8% | 19.7% | 5,091 |
| 13-14 | | 65.4% | 14.2% | 20.5% | 5,229 |
| 14-15 | | 59.5% | 15.6% | 24.9% | 5,202 |
| 15-16 | | 65.2% | 9.2% | 25.6% | 4,979 |
| 16-17 | | 62.9% | 11.8% | 25.3% | 5,185 |



Chart 1. Outcomes for FE on recognised qualifications (full-time)

**Chart 2a. Outcome Totals for FE on recognised qualifications (part-time)**

| Year | | Completed Successful | Partial Success | Withdrawal | Total |
|---|---|---|---|---|---|
| 14-15 | Total Part-Time FE | 9,766 | 1,754 | 1,002 | 12,522 |
| 15-16 | Total Part-Time FE | 6,524 | 1,424 | 917 | 8,865 |
| 16-17 | Total Part-Time FE | 6,100 | 1,529 | 857 | 8,486 |

| Year | | % Completed Successful | % Partial Success | % Withdrawal | Total |
|---|---|---|---|---|---|
| 14-15 | | 78.0% | 14.0% | 8.0% | 12,522 |
| 15-16 | | 73.6% | 16.1% | 10.3% | 8,865 |
| 16-17 | | 71.9% | 18.0% | 10.1% | 8,486 |



Chart 2a. Outcome Totals for FE on recognised qualifications (part-time)

**Chart 2b. Outcome Breakdown for FE on recognised qualifications (part-time)**

| Year | | Completed Successful | Partial Success | Withdrawal | Total |
|---|---|---|---|---|---|
| 14-15 | under 10 hours | 1 | | | 1 |
| | 10 up to 40 hours | 271 | 69 | 19 | 359 |
| | 40 up to 80 hours | 2,535 | 335 | 49 | 2,919 |
| | 80 up to 160 hours | 1,548 | 282 | 119 | 1,949 |
| | 160 up to 320 hours | 2,838 | 679 | 381 | 3,898 |
| | 320 hours up to FT | 2,573 | 389 | 434 | 3,396 |
| 15-16 | under 10 hours | | | | |
| | 10 up to 40 hours | 361 | 22 | 1 | 384 |
| | 40 up to 80 hours | 701 | 274 | 44 | 1,019 |
| | 80 up to 160 hours | 1,516 | 360 | 118 | 1,994 |
| | 160 up to 320 hours | 2,093 | 472 | 365 | 2,930 |
| | 320 hours up to FT | 1,853 | 296 | 389 | 2,538 |
| 16-17 | under 10 hours | | | | |
| | 10 up to 40 hours | 187 | 1 | 1 | 189 |
| | 40 up to 80 hours | 1,010 | 202 | 45 | 1,257 |
| | 80 up to 160 hours | 1,527 | 303 | 84 | 1,914 |
| | 160 up to 320 hours | 1,600 | 533 | 323 | 2,456 |
| | 320 hours up to FT | 1,776 | 490 | 404 | 2,670 |

| Year | | % Completed Successful | % Partial Success | % Withdrawal |
|---|---|---|---|---|
| 14-15 | under 10 hours   01 | 100.0% | | |
| | 10 up to 40 hours   359 | 75.5% | 19.2% | 5.3% |
| | 40 up to 80 hours   2,919 | 86.8% | 11.5% | 1.7% |
| | 80 up to 160 hours   1,949 | 79.4% | 14.5% | 6.1% |
| | 160 up to 320 hours   3,898 | 72.8% | 17.4% | 9.8% |
| | 320 hours up to FT   3,396 | 75.8% | 11.5% | 12.8% |
| 15-16 | under 10 hours   00 | | | |
| | 10 up to 40 hours   384 | 94.0% | 5.7% | 0.3% |
| | 40 up to 80 hours   1,019 | 68.8% | 26.9% | 4.3% |
| | 80 up to 160 hours   1,994 | 76.0% | 18.1% | 5.9% |
| | 160 up to 320 hours   2,930 | 71.4% | 16.1% | 12.5% |
| | 320 hours up to FT   2,538 | 73.0% | 11.7% | 15.3% |
| 16-17 | under 10 hours   00 | | | |
| | 10 up to 40 hours   189 | 98.9% | 0.5% | 0.5% |
| | 40 up to 80 hours   1,257 | 80.4% | 16.1% | 3.6% |
| | 80 up to 160 hours   1,914 | 79.8% | 15.8% | 4.4% |
| | 160 up to 320 hours   2,456 | 65.1% | 21.7% | 13.2% |
| | 320 hours up to FT   2,670 | 66.5% | 18.4% | 15.1% |



Chart 2b. Outcome Breakdown for FE on recognised qualifications (part-time)
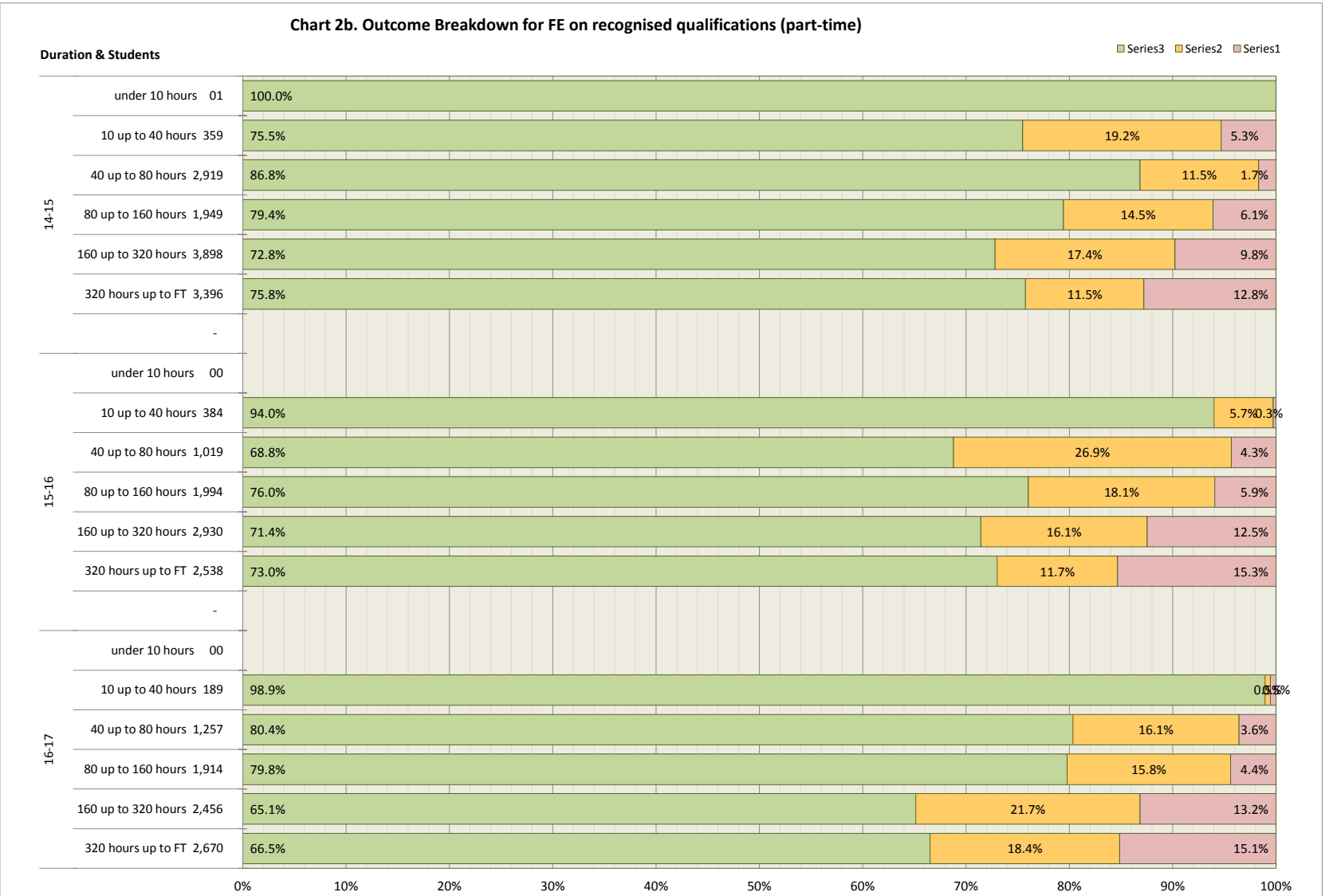
## Chart 3. Achievement for FE students with partial success

| | | |
|---|---|---|
| Number of students who complete their course without gaining any units / credits | 209 | 13.8% |
| Number of students completing their course achieving up to 25% of planned units | 235 | 15.6% |
| Number of students completing their course achieving 25 to 50% of planned units | 329 | 21.8% |
| Number of students completing their course achieving 50 to 75% of planned units | 374 | 24.8% |
| Number of students completing their course achieving at least 75% of planned units | 364 | 24.1% |
| | **1,511** | **100%** |

### Chart 3: Level of achievement for students funded by the SFC completing an FE course of 160 hours or more who did not achieve 'full' success (An overview of the 'Partial Success' group above)

- Number of students who complete their course without gaining any units / credits
- Number of students completing their course achieving up to 25% of planned units
- Number of students completing their course achieving 25 to 50% of planned units
- Number of students completing their course achieving 50 to 75% of planned units
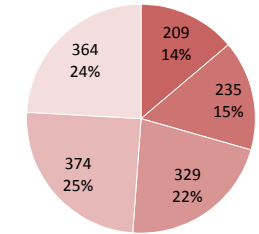- Number of students completing their course achieving at least 75% of planned units



## Chart 4. Outcomes for HE on recognised qualifications (full-time)

| Year | | Completed Successful | Partial Success | Withdrawal | Total |
|---|---|---|---|---|---|
| 11-12 | Full Time | 2,853 | 446 | 580 | 3,879 |
| 12-13 | Full Time | 2,752 | 494 | 532 | 3,778 |
| 13-14 | Full Time | 2,630 | 428 | 495 | 3,553 |
| 14-15 | Full Time | 2,767 | 455 | 530 | 3,752 |
| 15-16 | Full Time | 2,677 | 360 | 601 | 3,638 |
| 16-17 | Full Time | 2,735 | 451 | 558 | 3,744 |

| Year | | % Completed Successful | % Partial Success | % Withdrawal | Total |
|---|---|---|---|---|---|
| 11-12 | | 73.5% | 11.5% | 15.0% | 3,879 |
| 12-13 | | 72.8% | 13.1% | 14.1% | 3,778 |
| 13-14 | | 74.0% | 12.0% | 13.9% | 3,553 |
| 14-15 | | 73.7% | 12.1% | 14.1% | 3,752 |
| 15-16 | | 73.6% | 9.9% | 16.5% | 3,638 |
| 16-17 | | 73.1% | 12.0% | 14.9% | 3,744 |

### Chart 4. Outcomes for HE on recognised qualifications (full-time)
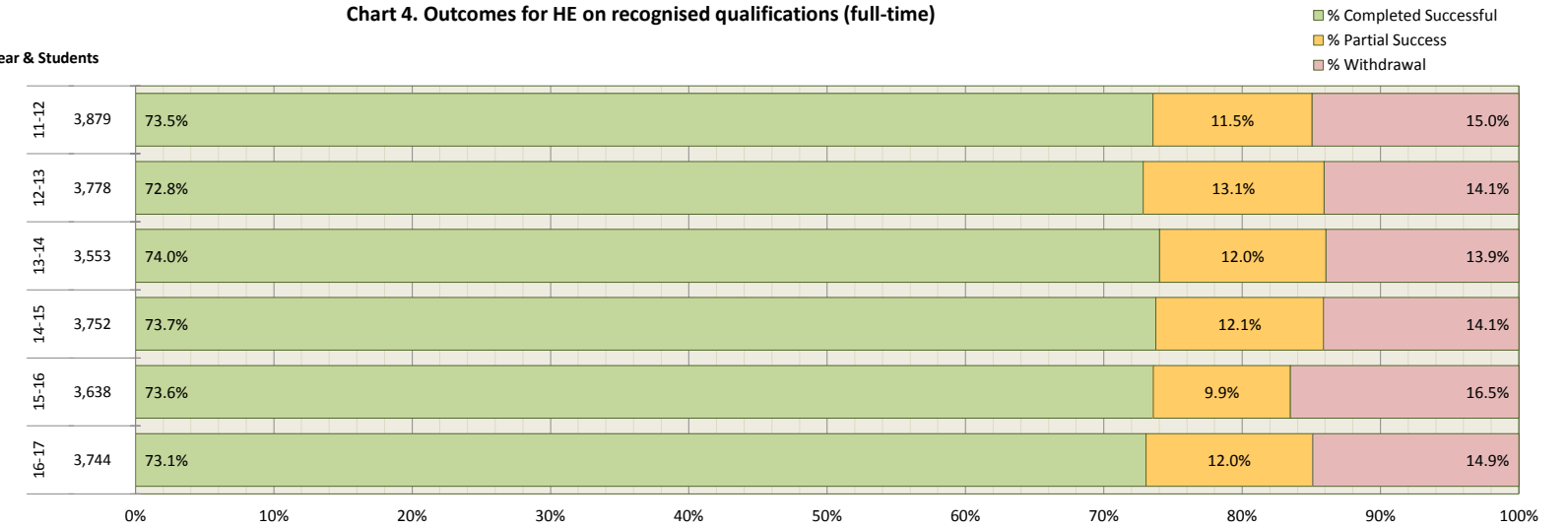
## Chart 5a. Outcome Totals for HE on recognised qualifications (part-time)

| Year | | Completed Successful | Partial Success | Withdrawal | Total |
|---|---|---|---|---|---|
| 14-15 | Total Part-Time HE | 895 | 358 | 79 | 1,332 |
| 15-16 | Total Part-Time HE | 1,276 | 266 | 124 | 1,666 |
| 16-17 | Total Part-Time HE | 1,633 | 290 | 66 | 1,989 |

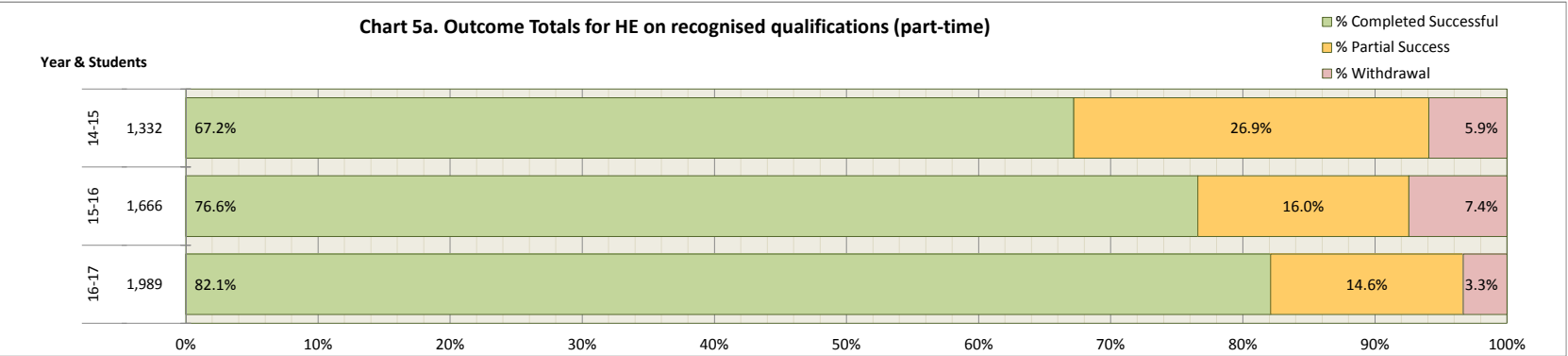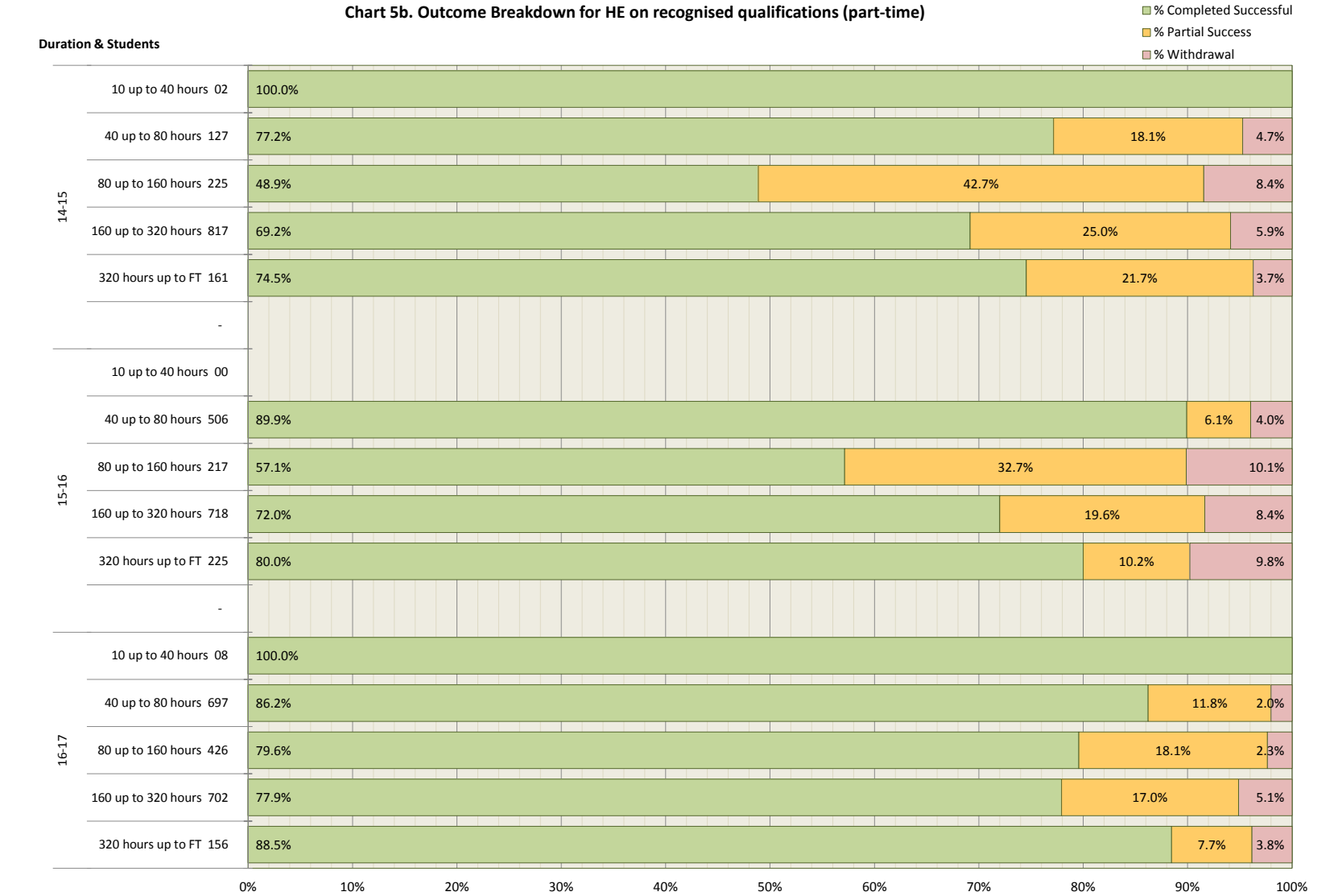| Year | | % Completed Successful | % Partial Success | % Withdrawal | Total |
|---|---|---|---|---|---|
| 14-15 | | 67.2% | 26.9% | 5.9% | 1,332 |
| 15-16 | | 76.6% | 16.0% | 7.4% | 1,666 |
| 16-17 | | 82.1% | 14.6% | 3.3% | 1,989 |

## Chart 5b. Outcome Breakdown for HE on recognised qualifications (part-time)

| Year | | Completed Successful | Partial Success | Withdrawal | Total |
|---|---|---|---|---|---|
| 14-15 | 10 up to 40 hours | 2 | | | 2 |
| | 40 up to 80 hours | 98 | 23 | 6 | 127 |
| | 80 up to 160 hours | 110 | 96 | 19 | 225 |
| | 160 up to 320 hours | 565 | 204 | 48 | 817 |
| | 320 hours up to FT | 120 | 35 | 6 | 161 |
| 15-16 | 10 up to 40 hours | | | | |
| | 40 up to 80 hours | 455 | 31 | 20 | 506 |
| | 80 up to 160 hours | 124 | 71 | 22 | 217 |
| | 160 up to 320 hours | 517 | 141 | 60 | 718 |
| | 320 hours up to FT | 180 | 23 | 22 | 225 |
| 16-17 | 10 up to 40 hours | 8 | | | 8 |
| | 40 up to 80 hours | 601 | 82 | 14 | 697 |
| | 80 up to 160 hours | 339 | 77 | 10 | 426 |
| | 160 up to 320 hours | 547 | 119 | 36 | 702 |
| | 320 hours up to FT | 138 | 12 | 6 | 156 |

| Year | | % Completed Successful | % Partial Success | % Withdrawal |
|---|---|---|---|---|
| 14-15 | 10 up to 40 hours  02 | 100.0% | | |
| | 40 up to 80 hours  127 | 77.2% | 18.1% | 4.7% |
| | 80 up to 160 hours  225 | 48.9% | 42.7% | 8.4% |
| | 160 up to 320 hours  817 | 69.2% | 25.0% | 5.9% |
| | 320 hours up to FT  161 | 74.5% | 21.7% | 3.7% |
| 15-16 | 10 up to 40 hours  00 | | | |
| | 40 up to 80 hours  506 | 89.9% | 6.1% | 4.0% |
| | 80 up to 160 hours  217 | 57.1% | 32.7% | 10.1% |
| | 160 up to 320 hours  718 | 72.0% | 19.6% | 8.4% |
| | 320 hours up to FT  225 | 80.0% | 10.2% | 9.8% |
| 16-17 | 10 up to 40 hours  08 | 100.0% | | |
| | 40 up to 80 hours  697 | 86.2% | 11.8% | 2.0% |
| | 80 up to 160 hours  426 | 79.6% | 18.1% | 2.3% |
| | 160 up to 320 hours  702 | 77.9% | 17.0% | 5.1% |
| | 320 hours up to FT  156 | 88.5% | 7.7% | 3.8% |



Chart 5a. Outcome Totals for HE on recognised qualifications (part-time)



Chart 5b. Outcome Breakdown for HE on recognised qualifications (part-time)

## Chart 6. Achievement for HE students with partial success

| | | |
|---|---|---|
| Number of students who complete their course without gaining any units / credits | 91 | 15.8% |
| Number of students completing their course achieving up to 25% of planned units | 119 | 20.6% |
| Number of students completing their course achieving 25 to 50% of planned units | 152 | 26.3% |
| Number of students completing their course achieving 50 to 75% of planned units | 113 | 19.6% |
| Number of students completing their course achieving at least 75% of planned units | 102 | 17.7% |
| | **577** | |

**Chart 6: Level of achievement for students funded by the SFC completing an HE course of 160 hours or more who did not achieve 'full' success (An overview of the 'Partial Success' group above)**

- Number of students who complete their course without gaining any units / credits
- Number of students completing their course achieving up to 25% of planned units
- Number of students completing their course achieving 25 to 50% of planned units
- Number of students completing their course achieving 50 to 75% of planned units
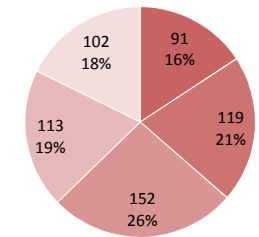- Number of students completing their course achieving at least 75% of planned units



## Chart 7. Enrolments by age group on courses lasting 160 hours or more
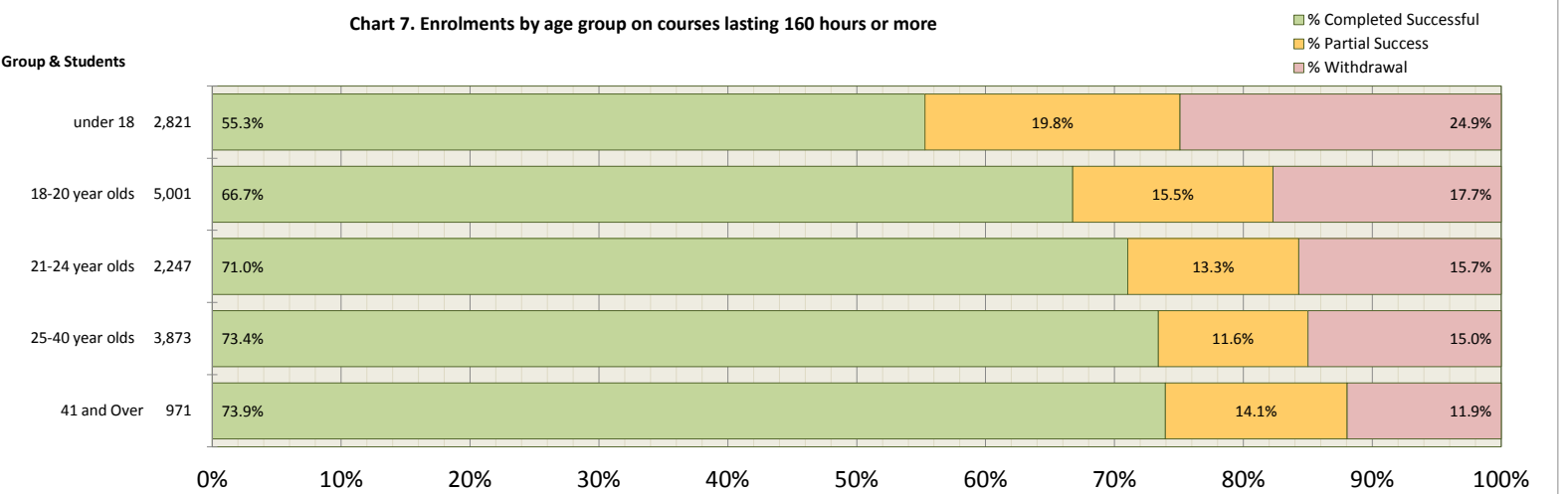
| | Completed Successful | Partial Success | Withdrawal | Total |
|---|---|---|---|---|
| under 18 | 1,560 | 558 | 703 | 2,821 |
| 18-20 year olds | 3,338 | 777 | 886 | 5,001 |
| 21-24 year olds | 1,596 | 298 | 353 | 2,247 |
| 25-40 year olds | 2,843 | 449 | 581 | 3,873 |
| 41 and Over | 718 | 137 | 116 | 971 |

| | % Completed Successful | % Partial Success | % Withdrawal |
|---|---|---|---|
| under 18     2,821 | 55.3% | 19.8% | 24.9% |
| 18-20 year olds     5,001 | 66.7% | 15.5% | 17.7% |
| 21-24 year olds     2,247 | 71.0% | 13.3% | 15.7% |
| 25-40 year olds     3,873 | 73.4% | 11.6% | 15.0% |
| 41 and Over     971 | 73.9% | 14.1% | 11.9% |



Chart 7. Enrolments by age group on courses lasting 160 hours or more

**Chart 8. FE Enrolments by ES subject group on courses lasting 160 hours or more**

| | % Completed Successful | Completed Successful | Partial Success | Withdrawal | Total |
|---|---|---|---|---|---|
| Sport and Leisure | 67.9% | 339 | 48 | 112 | 499 |
| Special Programmes | 69.1% | 456 | 76 | 128 | 660 |
| Social subjects | 46.5% | 484 | 290 | 266 | 1,040 |
| Science | 68.8% | 329 | 46 | 103 | 478 |
| Performing arts | 63.2% | 196 | 28 | 86 | 310 |
| Nautical studies | | | | | |
| Media | 51.1% | 47 | 11 | 34 | 92 |
| Languages and ESOL | 80.4% | 1,351 | 116 | 214 | 1,681 |
| Land-based industries | | | | | |
| Hospitality and tourism | 61.7% | 221 | 72 | 65 | 358 |
| Hairdressing, Beauty and Complementary Therapies | 53.5% | 293 | 84 | 171 | 548 |
| Engineering | 70.9% | 886 | 176 | 187 | 1,249 |
| Education and training | 72.0% | 118 | 24 | 22 | 164 |
| Construction | 62.9% | 670 | 267 | 129 | 1,066 |
| Computing and ICT | 60.7% | 332 | 96 | 119 | 547 |
| Care | 54.1% | 344 | 126 | 166 | 636 |
| Business, Management and Administration | 49.1% | 224 | 124 | 108 | 456 |
| Art and design | 65.5% | 345 | 53 | 129 | 527 |

| | % Completed Successful | % Partial Success | % Withdrawal |
|---|---|---|---|
| Languages and ESOL  1,681 | 80.4% | 6.9% | 12.7% |
| Education and training  164 | 72.0% | 14.6% | 13.4% |
| Engineering  1,249 | 70.9% | 14.1% | 15.0% |
| Special Programmes  660 | 69.1% | 11.5% | 19.4% |
| Science  478 | 68.8% | 9.6% | 21.5% |
| Sport and Leisure  499 | 67.9% | 9.6% | 22.4% |
| Art and design  527 | 65.5% | 10.1% | 24.5% |
| Performing arts  310 | 63.2% | 9.0% | 27.7% |
| Construction  1,066 | 62.9% | 25.0% | 12.1% |
| Hospitality and tourism  358 | 61.7% | 20.1% | 18.2% |
| Computing and ICT  547 | 60.7% | 17.6% | 21.8% |
| Care  636 | 54.1% | 19.8% | 26.1% |
| and Complementary Therapies  548 | 53.5% | 15.3% | 31.2% |
| Media  92 | 51.1% | 12.0% | 37.0% |
| nagement and Administration  456 | 49.1% | 27.2% | 23.7% |
| Social subjects  1,040 | 46.5% | 27.9% | 25.6% |

**Chart 8. FE Enrolments by ES subject group on courses lasting 160 hours or more**
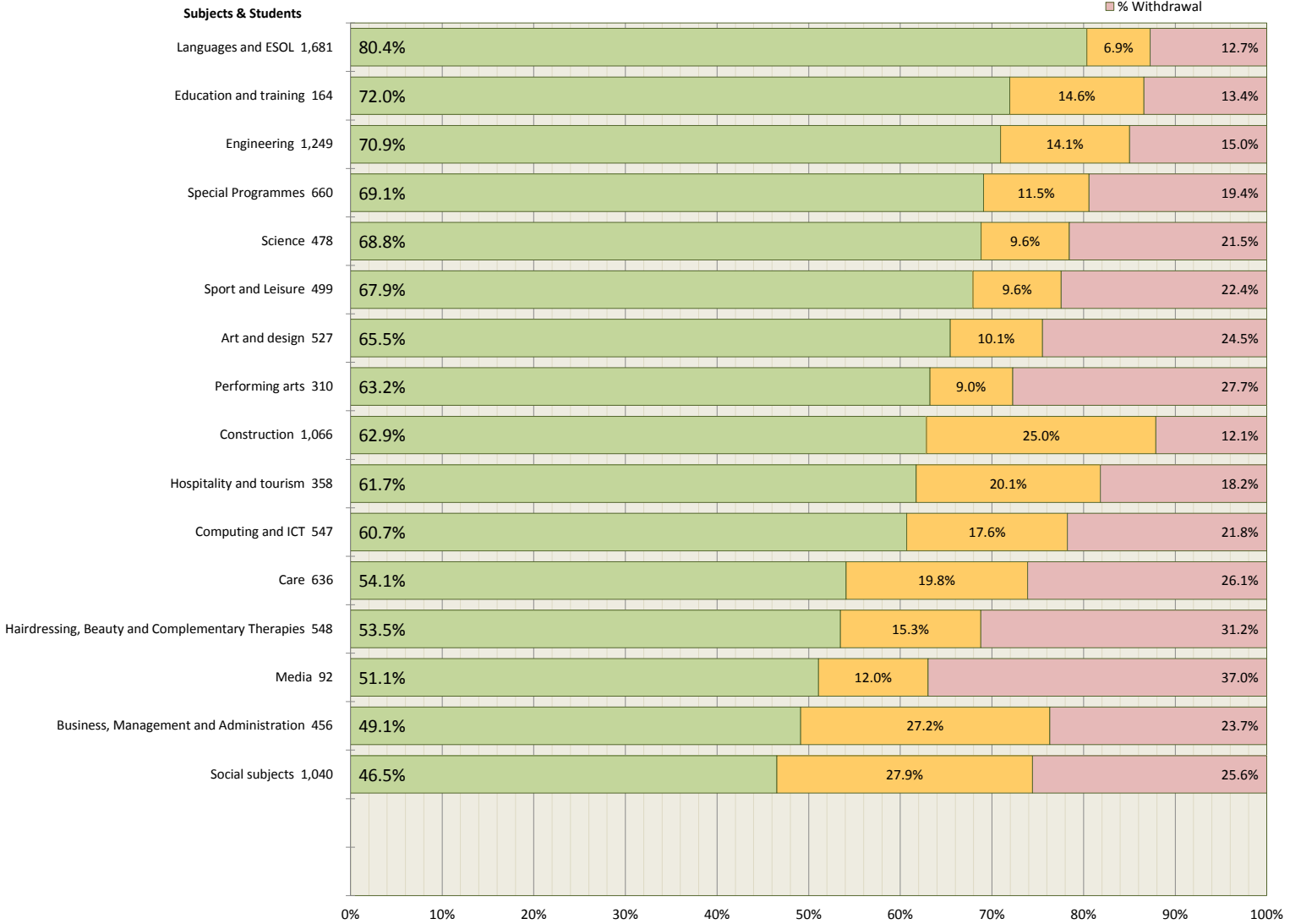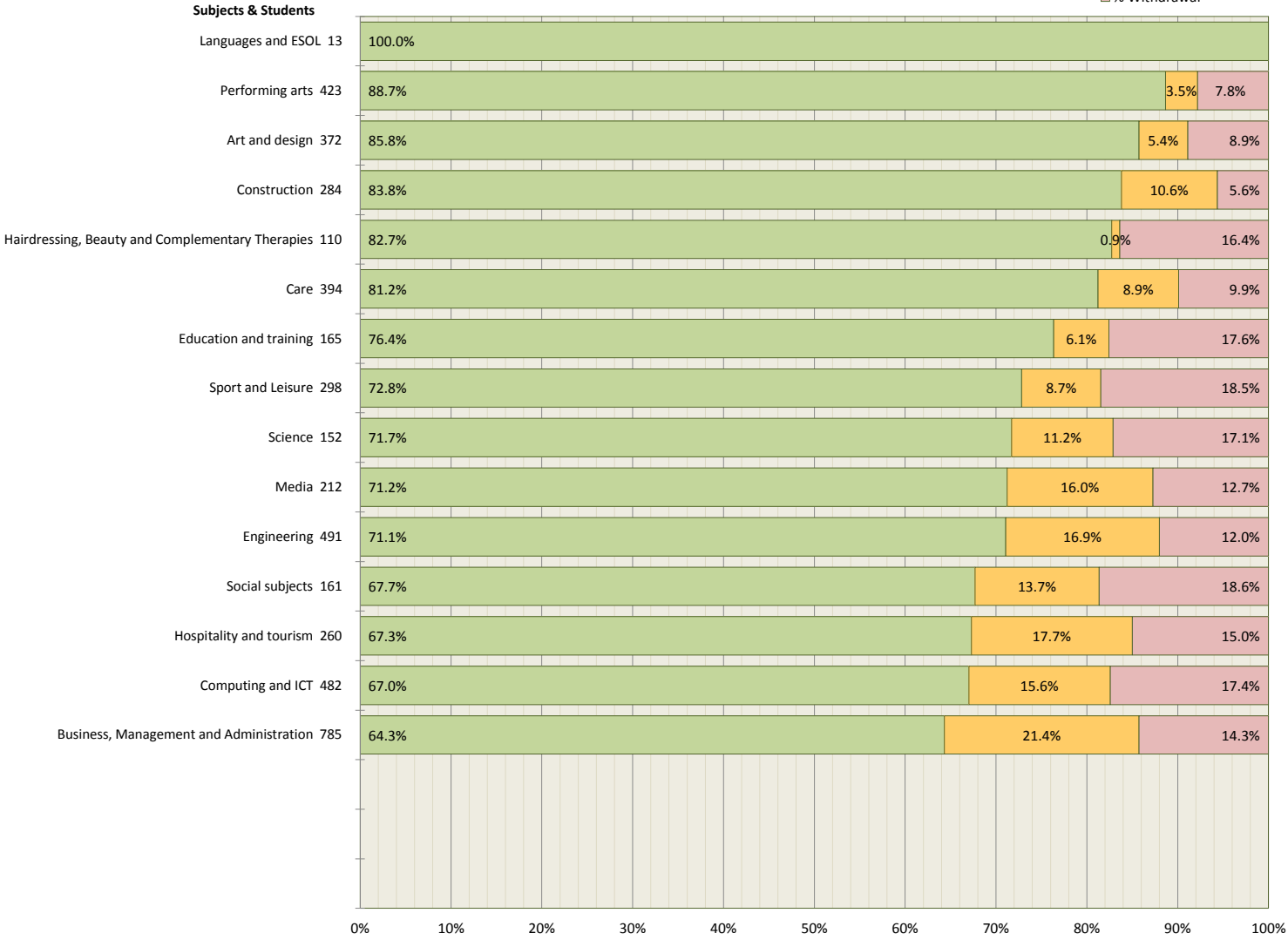
**Chart 9. HE Enrolments by ES subject group on courses lasting 160 hours or more**

| | % Completed Successful | Completed Successful | Partial Success | Withdrawal | Total |
|---|---|---|---|---|---|
| Sport and Leisure | 72.8% | 217 | 26 | 55 | 298 |
| Special Programmes | | | | | |
| Social subjects | 67.7% | 109 | 22 | 30 | 161 |
| Science | 71.7% | 109 | 17 | 26 | 152 |
| Performing arts | 88.7% | 375 | 15 | 33 | 423 |
| Nautical studies | | | | | |
| Media | 71.2% | 151 | 34 | 27 | 212 |
| Languages and ESOL | 100.0% | 13 | | | 13 |
| Land-based industries | | | | | |
| Hospitality and tourism | 67.3% | 175 | 46 | 39 | 260 |
| Hairdressing, Beauty and Complementary Therapies | 82.7% | 91 | 1 | 18 | 110 |
| Engineering | 71.1% | 349 | 83 | 59 | 491 |
| Education and training | 76.4% | 126 | 10 | 29 | 165 |
| Construction | 83.8% | 238 | 30 | 16 | 284 |
| Computing and ICT | 67.0% | 323 | 75 | 84 | 482 |
| Care | 81.2% | 320 | 35 | 39 | 394 |
| Business, Management and Administration | 64.3% | 505 | 168 | 112 | 785 |
| Art and design | 85.8% | 319 | 20 | 33 | 372 |

| | % Completed Successful | % Partial Success | % Withdrawal |
|---|---|---|---|
| Languages and ESOL 13 | 100.0% | | |
| Performing arts 423 | 88.7% | 3.5% | 7.8% |
| Art and design 372 | 85.8% | 5.4% | 8.9% |
| Construction 284 | 83.8% | 10.6% | 5.6% |
| ...and Complementary Therapies 110 | 82.7% | 0.9% | 16.4% |
| Care 394 | 81.2% | 8.9% | 9.9% |
| Education and training 165 | 76.4% | 6.1% | 17.6% |
| Sport and Leisure 298 | 72.8% | 8.7% | 18.5% |
| Science 152 | 71.7% | 11.2% | 17.1% |
| Media 212 | 71.2% | 16.0% | 12.7% |
| Engineering 491 | 71.1% | 16.9% | 12.0% |
| Social subjects 161 | 67.7% | 13.7% | 18.6% |
| Hospitality and tourism 260 | 67.3% | 17.7% | 15.0% |
| Computing and ICT 482 | 67.0% | 15.6% | 17.4% |
| ...nagement and Administration 785 | 64.3% | 21.4% | 14.3% |



Chart 9. HE Enrolments by ES subject group on courses lasting 160 hours or more

**Chart 10. Enrolments by level and gender on courses lasting 160 hours or more**

|  | Completed Successful | Partial Success | Withdrawal | Total |
|---|---|---|---|---|
| FE Females | 3,228 | 715 | 1,068 | 5,011 |
| FE Males | 3,400 | 919 | 968 | 5,287 |
| HE Females | 1,800 | 258 | 295 | 2,353 |
| HE Males | 1,617 | 324 | 303 | 2,244 |

|  | % Completed Successful | % Partial Success | % Withdrawal |
|---|---|---|---|
| FE Females    5,011 | 64.4% | 14.3% | 21.3% |
| FE Males    5,287 | 64.3% | 17.4% | 18.3% |
| HE Females    2,353 | 76.5% | 11.0% | 12.5% |
| HE Males    2,244 | 72.1% | 14.4% | 13.5% |



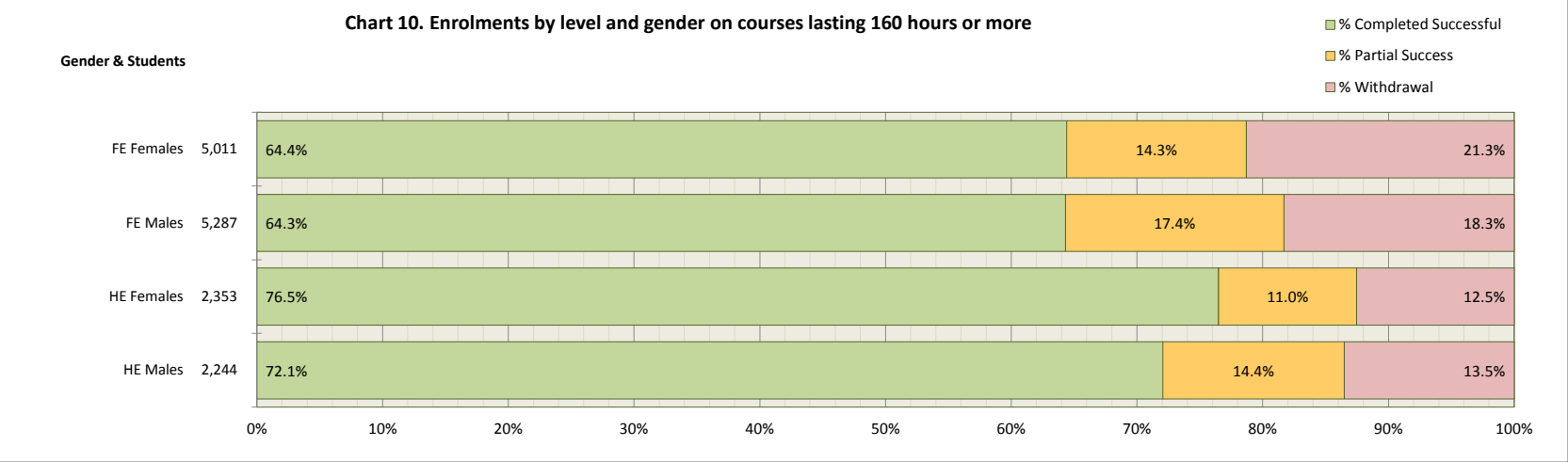Chart 10. Enrolments by level and gender on courses lasting 160 hours or more

**Chart 11. Enrolments by key group on courses lasting 160 hours or more**

|  | Completed Successful | Partial Success | Withdrawal | Total |
|---|---|---|---|---|
| SIMD comparator - all enrolments over 160 hours | 10,055 | 2,219 | 2,639 | 14,913 |
| 10% Most deprived datazone areas | 1,045 | 259 | 353 | 1,657 |
| 20% Most deprived datazone areas | 1,979 | 483 | 662 | 3,124 |
| Fees paid by employer | 530 | 105 | 52 | 687 |
| Ethnic minority | 1,192 | 248 | 247 | 1,687 |
| Disability | 1,563 | 382 | 588 | 2,533 |
| Year of study greater than first year | 1,503 | 298 | 116 | 1,917 |
| Care Experienced | 99 | 53 | 73 | 225 |

|  | % Completed Successful | % Partial Success | % Withdrawal |
|---|---|---|---|
| SIMD comparator - all enrolments over 160 hours  14,913 | 67.4% | 14.9% | 17.7% |
| 10% Most deprived datazone areas  1,657 | 63.1% | 15.6% | 21.3% |
| 20% Most deprived datazone areas  3,124 | 63.3% | 15.5% | 21.2% |
| Fees paid by employer  687 | 77.1% | 15.3% | 7.6% |
| Ethnic minority  1,687 | 70.7% | 14.7% | 14.6% |
| Disability  2,533 | 61.7% | 15.1% | 23.2% |
| Year of study greater than first year  1,917 | 78.4% | 15.5% | 6.1% |
| Care Experienced  225 | 44.0% | 23.6% | 32.4% |



Chart 11. Enrolments by key group on courses lasting 160 hours or more
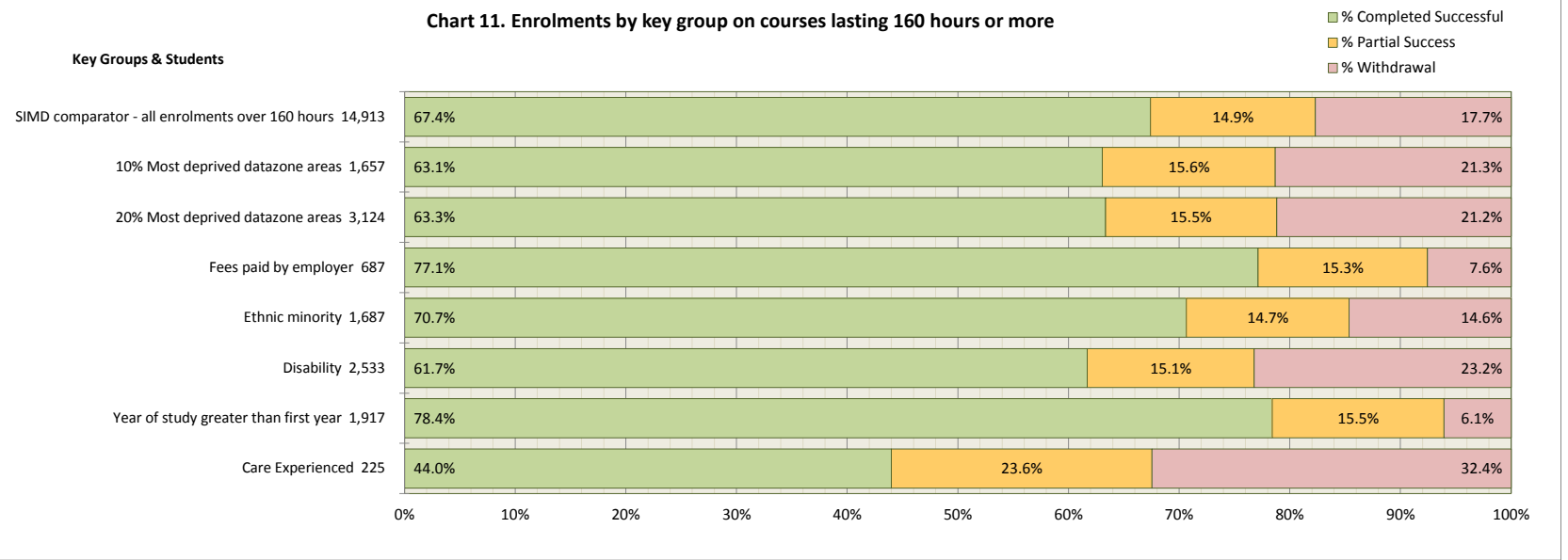
**Chart 12. Credit targets and achieved (core plus ESF)**

| | Credits/WSUMs | Year | Percentage |
|---|---|---|---|
| WSUMs achieved | 249,832 | | |
| 14-15 WSUM target | 254,687 | 14-15 | 98.09% |
| Credits achieved | 180,144 | | |
| 15-16  Credits target | 186,258 | 15-16 | 96.72% |
| Credits achieved | 186,978 | | |
| 16-17  Credits target | 186,028 | 16-17 | 100.51% |

**Performance against activity targets (credits)**

| | |
|---|---|
| 16-17 | 100.51% |
| 15-16 | 96.72% |
| 14-15 | 98.09% |

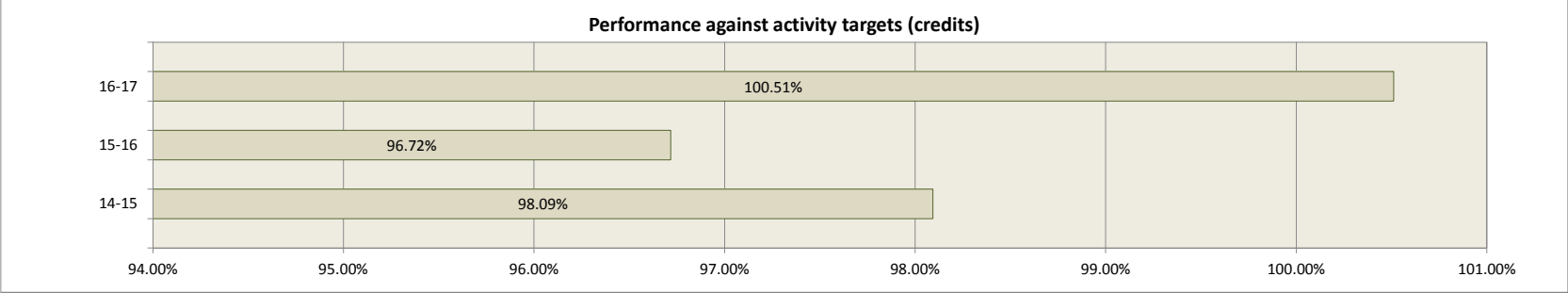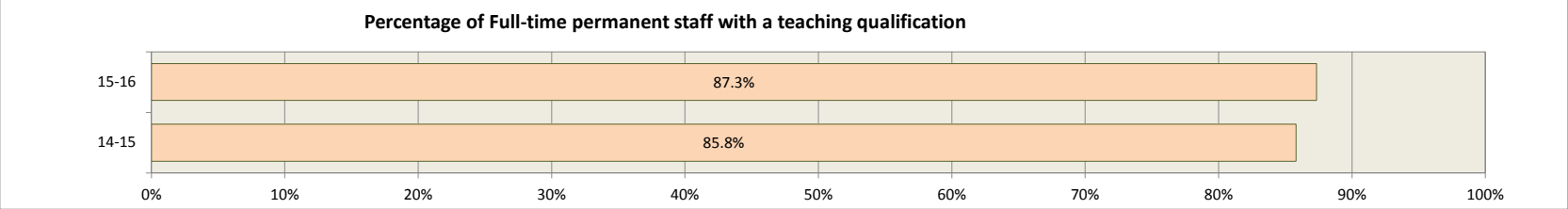94.00%  95.00%  96.00%  97.00%  98.00%  99.00%  100.00%  101.00%

**Chart 13. Staff with a recognised teaching qualification**

| | Permanent full-time teaching staff | Number with a Teaching Qualification | Year | Percentage |
|---|---|---|---|---|
| 14-15 | 366 | 314 | 14-15 | 85.8% |
| 15-16 | 316 | 276 | 15-16 | 87.3% |

**Percentage of Full-time permanent staff with a teaching qualification**

| | |
|---|---|
| 15-16 | 87.3% |
| 14-15 | 85.8% |

0%  10%  20%  30%  40%  50%  60%  70%  80%  90%  100%

Edinburgh College

For the future you want

| FOR DISCUSSION / INFORMATION | | | |
|---|---|---|---|
| Meeting | Academic Council 23.02.18 | | |
| Presented by | Loraine Lyall | | |
| Author/Contact | Loraine Lyall | Department / Unit | Policy, Planning and Performance |
| Date Created | 13.02.18 | Telephone | - |
| Appendices Attached | *Appendix 1:* Induction Survey Student Satisfaction Report – November 2017 | | |
| Disclosable under FOISA | | Yes. | |

**INDUCTION 2017/18 SURVEY REPORT – STUDENT SATISFACTION**

1.  **PURPOSE**
    To bring the results of the Induction Survey Report to the attention of the Academic Council and advise on how they will be used to drive improvement.

2.  **BACKGROUND**
    Each academic session an Induction Survey is carried out to gather information on levels of student satisfaction in relation to key aspects of their experience before starting college and during their first few weeks at the college, including: The Edinburgh College website, choosing and applying for a course, settling into college, their course, and their overall impressions of the college.

3.  **DETAIL**
    The survey was carried out over a six week period from September to November, 2017. The attached report summarises the results received.

    Whilst levels of satisfaction remain high (92% or above) in relation to many key aspects, overall levels of satisfaction are lower this session than in session 2016-17.

    Several areas for development and review have been identified, where satisfaction rates were between 62%-79.9%.

4.  **BENEFITS AND OPPORTUNITIES**
    The information gleaned from the survey presents opportunities to effect improvements for the future. The data will be used to inform projects associated with the Learning, Teaching and Assessment Strategy and the Evaluative Report and Enhancement Plan. It will be included in the data pack sent to teams in advance of their Self-Evaluation meetings for analysis, discussion and action planning.

5.  **STRATEGIC IMPLICATIONS**
    The College Strategic Plan and Blueprint are designed to deliver a superior student experience and will take into account student satisfaction with their college experience.

**6.**     **RISK**
The Quality Team will monitor action plans and their implementation to ensure that progress is being made and actions are having a positive impact on levels of satisfaction.

**7.**     **FINANCIAL IMPLICATIONS**
**n/a**

**8.**     **LEGAL IMPLICATIONS**
**n/a**

**9.**     **WORKFORCE IMPLICATIONS**
n/a

**10.**    **REPUTATIONAL IMPLICATIONS**
All opportunities to enhance the student experience must be taken to preserve and enhance the reputation of Edinburgh College.

**11.**    **EQUALITIES IMPLICATIONS**
The data gathered will be used to analyse levels of satisfaction of students with protected characteristics, care experienced and SIMD10.

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**CONCLUSIONS**

Student satisfaction surveys provide the means of monitoring the quality of the student experience. Data gathered is incorporated into the college self-evaluation process to identify areas of good practice and areas for improvement.

The Academic Council are asked to CONSIDER the attached report.

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# EDINBURGH COLLEGE

## INDUCTION SURVEY RESULTS—NOVEMBER 2017

## 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, including: the Edinburgh College website, choosing and applying for a course, settling into college, their course, and their overall impressions of the College. The Induction Survey was comprised of 31 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 the College or their course. Where possible the survey questions have been aligned with specific prompts contained within Education Scotland's External Review Quality Framework.

## SCOPE

Over 11,500 full-time and part-time students were targeted for completion of the survey, across Granton, Midlothian, Milton Road, and Sighthill campuses during a 6-week period from September to November 2017. The survey was made available to students via a link to the survey website posted on Moodle. Of the 11,518 students targeted for the survey, 4285 students responded (37.2 percent).

## RESULTS

The response rate was 37.2 percent overall, with 4285 students responding out of the 11,518 students targeted. This response rate is a decrease from last year's Induction survey (53.0 percent), with more students targeted this year (up 2960 students). The response rate for the Induction survey is also higher than that of the last College-wide survey (2017 Pre-Exit Survey), which had a response rate of 23.0 percent.

Although levels have experienced a slight decrease, satisfaction with Edinburgh College still remains high with 94.1 percent of respondents stating that overall they are satisfied with the College. This is down from 96.6 percent last year. Additionally, 93.1 percent of students stated that they enjoy coming to College (down from 96.0 percent last year). Students report feeling safe at College (96.5 percent) and that they feel welcome (96.8 percent).

The satisfaction rates for each of the questions on this year's survey that were also asked on last year's survey have declined for all bar one (10. *I learned I had a place on my course within six weeks of applying*). This may be indicative of a wider trend of decreased satisfaction at the college – particularly in relation to some of the front-line services referred to in questions 5, 6, 13 and 15 – or may simply be a side-effect of targeting a wider number of students this year.

## ANALYSIS

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

**Key messages:**

- Satisfaction with the College is high, with 94.1 percent of students stating that overall, they are satisfied with the College, and 93.1 percent stating that they enjoy coming to College.
- With regard to feeling welcome and safe at College, students report high satisfaction. Students report feeling welcome at Edinburgh College (96.8 percent) and 96.5 percent of students feel safe at College.
- Students report finding the College website informative, with 93.2 percent stating that the website contained all the information they needed about the choice of courses available, and 93.0 percent stating that the information on the website was clear about the entry qualifications they needed for their course.
- Survey respondents report feeling comfortable with their class groups (93.5 percent).
- Students report high satisfaction with their courses, with 92.8 percent stating they feel they are on the right course, 92.6 percent stating that they had a good introduction to the subjects they will study, and 91.8 percent stating that the teaching on their course is good.

**Areas for development:**

- 72.7 percent of students stated that College staff gave them the help they needed to choose the right course.
- 76.7 percent of students found it easy to get help with their application.
- 71.8 percent of students felt they were given good advice on the funding options available (also highlighted as an area for development last year).
- 79.6 percent of respondents felt they were made aware of further opportunities open to them after their course.
- 75.9 percent of students stated that they had received a copy of their timetable before they started at College (also highlighted as an area for development last year).
- 73.4 percent of students found the College Welcome Event to be informative.
- 79.4 percent of respondents felt that their course is well organised.
- Only 66.3 percent of students reported being able to connect to the College's Wifi network.

**Areas for review:**

- 62.7 percent of respondents stated that any financial support they were entitled to was in place at the start of their course (also highlighted as an area for review last year).

## TABLES

Tables 1-5 (below) display the overall College results for each of the questions on the survey. Satisfaction results were determined by calculating the number of "agree completely" and "agree mostly" responses out of the total number of responses for a given question. Questions with an asterisk next to them were asked as 'yes' or 'no' questions and the percentage listed reflects the number of 'yes' responses out of the total number of responses. Satisfaction rates falling within the 65.99%≤ range are identified as areas for review, and have been highlighted in red (Tables 1-5). Responses falling within the 66%-79.99% range are identified as areas for development and have been highlighted in amber (Tables 1-5).

| Table 1- Edinburgh College Website | 2017 | Compared with 2016 |
|---|---|---|
| 2. College website contained all the information I needed about the choice of courses available | 93.2% | -3.4% |
| 3. Information on website was clear about the entry qualifications I needed for my course | 93.0% | -2.4% |
| 4. Website contained enough information about my chosen course | 85.3% | -2.2% |

| Table 2- Before Starting College | 2017 | Compared with 2016 |
|---|---|---|
| 5. College staff gave me the help I needed to choose the right course | 72.7% | -14.9% |
| 6. It was easy to get help with my application | 76.7% | -11.6% |
| 7. I was given good advice on the funding options available to me | 71.8% | -7.4% |
| 8. I was made aware of the support available to me | 88.7% | -5.8% |
| 9. I was made aware of further opportunities in education and employment open to me after my course | 79.6% | -5.4% |
| 10. I learned I had a place on my course within six weeks of applying* | 86.5% | +4.4% |
| 12. I received a copy of my timetable before I started at College* | 75.9% | -3.7% |

| Table 3- Settling in to College | 2017 | Compared with 2016 |
|---|---|---|
| 13. I found the College Welcome Event informative | 73.4% | -15.5% |
| 14. My tutorials with my LDT have helped me settle into College | 87.5% | -2.1% |
| 15. I have been able to connect to the College's Wifi network | 66.3% | -16.5% |
| 16. I was happy with how quickly I received my ID card | 82.1% | -0.2% |
| 17. Any financial support I was entitled to was in place at the start of my course* | 62.7% | -3.1% |

| Table 4- Course | 2017 | Compared with 2016 |
|---|---|---|
| 19. I feel I am studying at the right level | 91.5% | -1.2% |
| 20. I feel I am on the right course | 92.8% | -1.9% |
| 21. I had a good introduction to the subjects on the course | 92.6% | -1.9% |
| 22. The teaching on my course is good | 91.8% | -2.4% |
| 23. The course is well organised | 79.4% | -4.6% |
| 24. I feel comfortable with my class group | 93.5% | -1.9% |

| Table 5- Overall Impressions | 2017 | Compared with 2016 |
|---|---|---|
| 26. I feel welcome at College | 96.8% | -1.8% |
| 27. I enjoy coming to College | 93.1% | -2.9% |
| 28. I feel safe at College | 96.5% | -1.9% |
| 29. Students behave well when they are in college | 89.0% | -3.1% |
| 30. Overall I am satisfied with the College | 94.1% | -2.5% |

**Supplemental information and recommendations for further action:**

Satisfaction rates remain high for some of the questions on the survey, however where questions were asked using the same or similar wording as last year there has been a drop in the satisfaction rates for all bar one of the questions (10). The satisfaction rates for the following questions experienced the steepest drops in this year's survey: *I have been able to connect to the College's WiFi network* (-16.5%); *I found the College Welcome Event informative* (-15.5%); *College staff gave me the help I needed to choose the right course* (-14.9%); *It was easy to get help with my application* (-11.6%); *I was given good advice on the funding options available to me* (-7.4%); *I was made aware of the support available to me* (-5.8%); *I was made aware of further opportunities in education and employment open to me after my course* (-5.4%); *The course is well organised* (-4.6%).

Funding accessibility and processing times, as well as advice on funding, are the key issues highlighted by students as requiring urgent action. 62.7 percent of students stated that any financial support they were entitled to was in place at the start of their course. This rate has dropped over last year (-3.1%), and was already identified as an area for review last year. Where students were asked why (if known) their financial support was not in place at the start of their course, many students stated they had been informed of a backlog of applications, prolonging processing times. Many students simply did not know why their financial support had not been awarded yet and expressed frustration and a lack of communication. Additionally, a number of students stated they struggled to get information on their funding due to a lack of available staff to speak with. More information on advice for funding (what is available, eligibility, time scales for applying, and documents required) should be made available to students as they have indicated through their responses again this year that this is an area of concern, with 71.8 percent of respondents stating that they received good advice on the funding options available.

General organisation continues to be identified by students as places where improvements could be made. 75.9 percent of students stated that they received a copy of their timetable before they started at College, which has dropped since last year. Some students complained that they had lost several hours of teaching at the beginning of the year due to no lecturers being in post, with a few stating that they were still waiting on teaching posts to be filled. One complaint that was raised by a number of students was class sizes being larger than they felt was appropriate, leading to a lack of seating/desks and/or a reduction in the quality of teaching.

For the future you want

| FOR DISCUSSION / APPROVAL | | | |
|---|---|---|---|
| Meeting | Academic Council 23.02.18 | | |
| Presented by | Loraine Lyall | | |
| Author/Contact | Loraine Lyall | Department / Unit | Policy, Planning and Performance |
| Date Created | 13.02.18 | Telephone | - |
| Appendices Attached | Appendix 1: Pre-Exit Survey 2017/18 | | |
| Disclosable under FOISA | | Yes. | |

**PRE-EXIT SURVEY 2017/18**

1. **PURPOSE**
   To seek approval from the Academic Council for the Pre-Exit Survey 2017/18.

2. **BACKGROUND**
   Each academic session a Pre-Exit survey is carried out to gauge levels of student satisfaction on a range of topics.

3. **DETAIL**
   The Pre-Exit survey was subject to review by the Academic Council and others during session 2016/17 and changes were made based on this process. The questions included in the survey provide data to meet the evidence requirements of the Evaluative Report and Enhancement Plan for Education Scotland in relation to their quality framework How Good is Our College? The questions are also designed to enable analysis in relation to equality targets set out in the College Equality Outcome Report.

4. **BENEFITS AND OPPORTUNITIES**
   The survey can be completed using a range of technologies and provides a consistent vehicle for gathering information from a large number of students.

5. **STRATEGIC IMPLICATIONS**
   The information gathered using this survey provides evidence of progress towards achieving college strategic aims.

6. **RISK**
   The college is required by the Scottish Funding Council to gather information which can be used for benchmarking purposes across the sector. This survey is the vehicle for gathering this information, without which we would not be compliant with SFC requirements.

**7.      FINANCIAL IMPLICATIONS**
Not applicable.

**8.      LEGAL IMPLICATIONS**
Not applicable.

**9.      WORKFORCE IMPLICATIONS**
Not applicable.

**10.     REPUTATIONAL IMPLICATIONS**
All opportunities to enhance the student experience must be taken to preserve and enhance the reputation of Edinburgh College.

**11.     EQUALITIES IMPLICATIONS**
The data gathered will be used to analyse levels of satisfaction of students with protected characteristics, care experienced and SIMD10.

---

**CONCLUSIONS/RECOMMENDATIONS**
The Academic Council are asked to APPROVE the Pre-Exit Survey 2017/18.

We are committed to constantly improving our student experience and especially the quality of the learning and teaching we provide to our students. The survey aims to assess student opinion and the answers you give will help improve the learning and teaching provided by Edinburgh College.

If you would like to make specific comments about any aspect of your course or college life, please make them in the comment boxes provided. Note that the answers you provide will be treated with the utmost confidentiality.

**1** What is your survey code? *

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

Ooops! You must make a selection

**2** Overall, I am satisfied with my college experience. *

Strongly Agree

Agree

Disagree

Strongly Disagree

**3** Staff regularly discuss my progress with me. *

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

**4** Staff encourage students to take responsibility for their learning. *

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**5** I am able to influence learning on my course. *

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**6** I receive useful feedback which informs my future learning. *

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**7** The way I'm taught helps me to learn. *

Strongly Agree

Agree

Disagree

Strongly Disagree

Both agree and disagree

**8** If you answered "Both agree and disagree above" please expand on this in the space below:

**9** My time at college has helped me develop knowledge and skills for the workplace. *

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

**10** I believe student suggestions are taken seriously. *

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

**11** I believe all students at the college are treated equally and fairly by staff. *

Strongly Agree

Agree

Disagree

Strongly Disagree

**12** The College Students' Association influences change for the better. *

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**13** If you have any other comments about learning and teaching at the college, please write them in the box below.

---

**14** I feel welcome and respected at Edinburgh College.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**15** I think the College does enough to promote equal opportunities and fair treatment for all students.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**16** My time in College has helped broaden my outlook about the diverse groups who make up our society.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**17** I know who to speak to if I'm concerned about an equality and diversity issue (including unfair treatment, bullying, or harassment).

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**18** I'm confident I would be supported by the College if I complained of discriminatory treatment, bullying, or harassment.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

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

Age        Disability        Gender        Race        Religion and Belief        Sexual Orientation

Pregnancy and Maternity        Gender Reassignment        Social Background        Appearance

I have not experienced unfair treatment at Edinburgh College.        Other

---

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

---

**21** The sports and recreation facilities are satisfactory.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**22** Access to computer facilities for my course is satisfactory.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**23** Food and drink facilities are satisfactory.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**24** Toilet and washroom facilities are satisfactory.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

**25** Student social spaces are satisfactory.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

**26** I've found the Library useful during my studies at Edinburgh College.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

**27** I am happy with the support offered by Library staff.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**28** I've found it easy to access Moodle.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**29** I've used the library resources accessed through Moodle.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

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

Learning & Teaching Issue     Accommodation     Bursaries     Discretionary Fund

Personal Support     Careers Advice     Childcare     Study Skills     Timetabling

Funding Advice     UCAS     SAAS     Societies and Sports     Other

I have not asked the Student Association for help

---

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

---

**32** I was pleased with the help and support provided by the Edinburgh College Student Association.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

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

Learning Support        Accommodation        Bursaries        Discretionary Fund

Jobzone/Job Search        Personal Support        Careers Advice        Childcare        Study Skills

Funding Advice        UCAS        I have not needed to ask Student Services for help        Other

---

**34** I was pleased with the help and support provided by Student Services.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**35** I was able to get help and support easily.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

**36** I was able to get help and support quickly.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

**37** I found it easy to report an absence.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

**38** My Performance Development Review (PDR) has been useful in supporting my learning.

This question is only applicable to students with a Learning Development Tutor. For those students without a Learning Development Tutor, please select N/A.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

**39** My Learning Development Tutor has supported me.

This question is only applicable to students with a Learning Development Tutor. For those students without a

Learning Development Tutor, please select 'No LDT'.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

No LDT

---

**40** My Learning Development Tutor was approachable.

This question is only applicable to students with a Learning Development Tutor. For those students without a Learning Development Tutor, please select 'No LDT'.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

No LDT

---

**41** My tutorial programme with my Learning Development Tutor is useful, and links in with my chosen course of study.

This question is only applicable to students with a Learning Development Tutor. For those students without a Learning Development Tutor, please select 'No LDT'.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

No LDT

**42** I found my Equality and Diversity tutorial sessions interesting and useful.

This question is only applicable to students with a Learning Development Tutor. For those students without a Learning Development Tutor, please select 'No LDT'.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

No LDT

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

This question is only applicable to students with a Learning Development Tutor. For those students without a Learning Development Tutor, please skip this question.

**44** My Course has fully prepared me to take my next steps in education, employment, or training.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

**45** I am aware of the possibilities open to me on completion of my course (e.g. more advanced courses or employment).

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**46** I now know how to look for a job.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**47** I have the confidence to apply for jobs.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**48** I have had the help I needed to apply to university/higher education.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**49** I have enjoyed studying at Edinburgh College.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**50** I would recommend Edinburgh College to a friend.

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

---

**51** Which part of your college experience did you most enjoy?

---

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

---

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

---

We ask for the following personal information so we can understand the experience of students, ensure fairness for different groups within the College, and address the needs of

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

---

**54** How old were you on your last birthday?

15 or younger

16-19

20-24

25-39

40-59

60+

Prefer not to say

---

**55** How would you describe your ethnicity?

Ooops! You must make a selection

---

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

---

**57** 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

---

**58** Which of the following describes how you think of yourself?

Female

Male

In another way

Prefer not to say

---

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

---

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

Yes      No      Prefer not to say

---

**61** Do you identify, or have you ever identified, as transgender?

Yes      No      Prefer not to say

---

**62** 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

---

**63** 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

---

**64** Do you consider yourself to have additional support needs?

Yes      No      Prefer not to say

---

**65** 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)

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

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

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

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

Other impairment or condition not listed above      Prefer not to say

---

**66** 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

---

**67** Do you have caring responsibilities?

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

Yes- for an adult/adults over 18      Prefer not to say

---

Thank you for taking the time to complete this survey.

**Submit**

Never submit passwords! - Report abuse