BORDERS
B
COLLEGE

Working Together

Student Feedback Procedure

August 2018

History of Changes

Version	Description of Change	Authored by	Date
1.1	To move this procedure to a three year review cycle as there is little change year on year. General updating and the inclusion of the National Student Satisfaction Survey and the First Destinations Survey.	D Killean	31/05/2016
1.2	Change of roles PL to CLM and HOF to AP.
Inclusion of Student Experience Committee and associated student roles.
Inclusion of feedback to the Principal and User Groups	H Anderson	6/9/2018
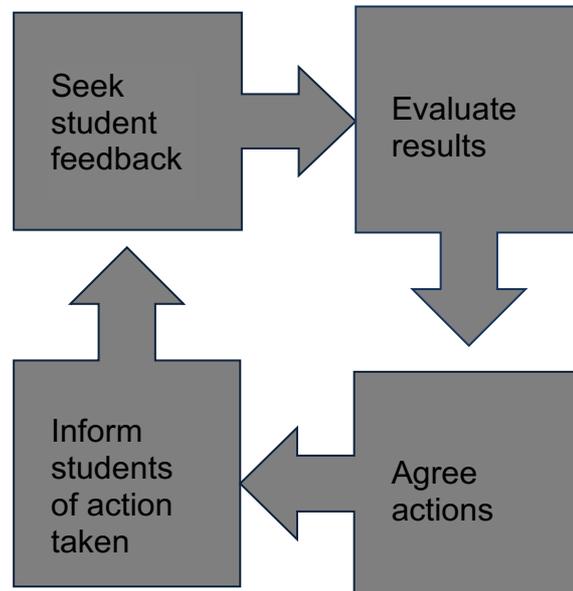|			

Student feedback is required for these 3 areas of College service:

Curriculum   Facilities   Student Support

The following process is followed in each case:

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Seek student feedback  →  Evaluate results
        ↑                        ↓
Inform students    ←    Agree actions
of action taken
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There is also a National Student Satisfaction Survey administered by the Scottish Funding Council that the College incorporates within its own annual online survey.

College

The Principal welcomes feedback from students on all aspects of College life at any point during the academic year. Students can provide feedback through:

•   A text service that students send messages directly to the Principal on any matter. Posters are displayed around the college and include the mobile number 07520634863
•   Open forums held by the Principal throughout the year.
•   Student Representatives attendance at formal user groups for ICT, Library and Facilities

Curriculum

Student feedback is collected using Focus Group meetings, Cross-College Focus Group meetings, Class Rep Conferences Student Experience Committees (SEC's), provide in-year evidence of student satisfaction, ideas and areas of concern. These allow for early response to students concern and create the opportunity to respond to these concerns in-year if this is possible. In addition, the annual online survey and the National Survey provide information on trends in satisfaction levels and supports longer-term planning for improvement.

The Course Tutor will hold a meeting in week 4 of the students' programme with their whole course tutor group. This meeting is to evaluate how well the students have settled in to their course during the induction period and whether they are aware of and how satisfied they are with the range of student services. There is a standard set of questions in two separate sections which are provided in Appendix A. In addition to this, the Course Tutor will meet with any students individually during the induction period who are having difficulty settling in to college and to help them deal with any initial problems.

The Course Tutor sends Part 1 of the feedback to the Head of Student Services for collation with other feedback and where appropriate to inform development plans. Part 2 is sent to the Curriculum and Learning Manager for collation into a report to the SEC where any appropriate actions are agreed. The Lead Rep and Students' Association are responsible for informing students of the agreed actions from the SEC. The Course Tutor should ensure that time is made available during tutor group meetings to discuss this feedback once it has been disseminated.

Curriculum and Learning Managers

The Curriculum and Learning Managers will meet a minimum of 2 groups of students reflecting the range of students and level within their Portfolio every block. Example prompt questions are attached (Appendix B).

Curriculum and Learning Managers will collate their reports and present their findings to the SEC where actions are agreed and progress reported at the next meeting.

The Course Tutor should ensure that class representatives have the opportunity to discuss feedback from the SEC with their classmates.

Assistant Principals

The Assistant Principals will meet with a group of students from their Portfolio area each block, reflecting the range of students and level within their Portfolio. These will include cross college items.

Example prompt questions are attached (Appendix C).

The Assistant Principals will collate the results from these and will agree appropriate actions at the Assistant Principal Meeting. The results will be shared with the Student Experience Committee.

Support Services

The annual online survey incorporates the National Survey at the beginning and also contains college-devised questions on Student Services and Campus facilities including the Union, the Library, Health and Safety and ISLT access.

Results are collated by the Quality Assurance Coordinator and a draft report is circulated to the members of the Senior Leadership Team (SLT). If the level of satisfaction is below 87% then the manager responsible must plan appropriate action for improvement with their team. The actions are then incorporated into the report and the following Self-evaluation development plan. The annual survey therefore informs longer term strategic plans for improvement.

Summary reports on actions/recommendations are given to Senior Leadership Team, and the Curriculum and Quality Committee.

Destinations Survey

The College conducts an annual destinations survey of all successfully completing students. This is done between 3 & 6 months after they complete their course. It tracks whether students have gained employment or continuing in further and higher levels of study. The information is collated into an annual report that is used for future planning. The results are reported to the Senior Leadership Team and are published as part of the Outcome Agreement context statement.

Survey and Focus Group Calendar

STUDENT FEEDBACK	DATE CARRIED OUT
Course Tutor - Initial Student Feedback	September
Curriculum and Learning Manager – Block 1 Focus Groups	October
Assistant Principal – Block Groups – 2 per portfolio area	November
Quality Assurance Coordinator – Annual online survey	January – February
Head of Commercial and Community Development Evening Classes – student evaluation	January and May
Quality Assurance Coordinator/Head of MIS – Student Destinations Survey	October – March
Curriculum and Learning Manager – Block 2 Focus Groups	February
Assistant Principal – Block Groups – 2 Facilities	March
Work Placement Co-ordinator – Employers Survey	May – June

Informing Students

All actions relating to Student Feedback are agreed at the SEC. These are recorded in the minute of the meeting with the Lead Representatives given the opportunity to share the outcome of these meetings with students via newsletter and/or video.

Course Tutor - Initial Student Feedback

Notes of Guidance - Preparation for Effective Feedback

1. Discuss with the students why we seek their views and the importance of these views in helping to improve their experience at college. Emphasise the model used, with college being a partnership between the students and lecturing staff: The students having responsibility for their learning with the lecturers and other staff supporting their learning through teaching and provision of other services and resources.

2. Explain to the students what makes for useful feedback. The College has adopted the same model for effective feedback as SPARQs introduced during their training for Class Representatives and Office Bearers – "The ABCD of effective feedback". Explain this model to the group and ask them to use it when providing feedback to the Course Tutor during this session.

    The ABCD of feedback:

    A = Accurate – feedback must be accurate and based on facts.
    B = Balanced – it should consist of a mix of both positive and negative comments
    C = Constructive – not just a list of complaints
    D = Depersonalised – primarily about the impact on their learning rather than about the teaching.

3. Explain that there are two aspects to this feedback session. Firstly, to find out how well they have settled in to their programme and into college life. Secondly, to ensure that they know how to access the Student Support Services.

4. Explain that the Course Tutor will see any student individually who is having difficulty settling in to College life and their course.

5.   Explain what will happen with the feedback they give:

   a.   The Course Tutor may be able to deal with some of the issues raised immediately, for example where a student was unaware of an existing service.
   b.   Feedback on curricular issues will be reported to the Curriculum and Learning Manager for consideration and, where necessary, appropriate action taken.
   c.   Feedback given on the enrolment day and student services will be sent to the relevant managers. They will consider the feedback from all the programme groups and, where it is necessary and possible to introduce changes, they will implement them as soon as is possible.

6.   Explain that the Curriculum and Learning Manager will collate the feedback on curricular issues from all the programme groups and report to the Student Experience Committee where any necessary actions will be agreed. The SEC will receive regular feedback on progress with these actions. Feedback on student services issues will be given to the Executive Team of Borders College Students' Association. The Course Tutor should explain that the Class Rep will be responsible for collecting class feedback and submitting this to the Students' Association via Moodle. and that the Lead Rep will collate feedback across department areas to be reported at Student Experience Committees. Lead Reps will also be members of the Executive Team.

Initial Student Feedback (Part 1)

Course _____

Date _____

Course Tutor _____

Number of students participating in feedback _____

How was your enrolment day?

As a group ask the students to agree what they would:

Keep_____

_____

Improve _____

_____

Stop _____

_____

Start _____

_____

Do you have the following services in place to support you?

Ask the group if there is any feedback they would wish to give on:

EMA/Bursary – FE Students only _____

_____

SAAS – HE Students only _____

_____

Indicate Number of students experiencing difficulties_____

Transport _____

_____

Indicate Number of students experiencing difficulties _____

Learning Support _____

_____

Indicate Number of students experiencing difficulties _____

Any students with specific issues should be met individually and issues discussed with and/or referred to appropriate staff.

<u>Please send a copy of this completed form to the Head of Student Services</u>

Initial Student Feedback (Part 2)

Course _____

Date _____

Course Tutor _____

How was your induction into College life and work?

As a group ask the students to agree what they would:

Keep_____

_____

_____

Improve _____

_____

_____

Stop _____

_____

_____

Start _____

_____

_____

Please send a copy of this completed form to the Curriculum and Learning Manager

Curriculum and Learning Manager Focus Group Block 1 and 2 - Group Questions

1. Tell me about the relationships between the staff and students?

2. Tell me about the support and help given by staff?

3. Do you know about the different types of support you can get in College?

4. Do you know what to do if you were unhappy with an assessment result?

5. Do you receive regular feedback from your lecturers (e.g. verbal feedback, written feedback, class meeting)?

6. What makes a lesson interesting for you?

7. What do you not like about the lessons?

8. What type of learning activities do you have on your course (e.g. practical work, group work, use of computers, VLE, handouts etc)?

9. Which of these activities do you find most useful?

10. Tell me how you learn core skills?

11. Do you feel lecturers are prepared for class and on time for class?

12. Have you received an assessment schedule?

13. How are you getting on with your Personal Learning Plan?

Comments Section – Please add a short comment below:

What is the best part of your College experience so far?

What is the worst part of your College experience so far?

Is there anything else you would like to tell me?

INFORM STUDENTS – The results of this will be fed back to the Student Experience Committee where any appropriate actions will be agreed. The Curriculum and Learning Manager will keep the Committee updated on progress with the actions.

Assistant Principal
Combined Group Questions

Wider College Issues

1. How well do you feel the class representative system is working – do you get feedback from your class rep?

2. How well do you think the Student Experience Committee system is working?

3. Are you aware of the Student Association?

4. Do you feel you are receiving adequate support to enable you to complete your course (e.g. Learning Support, Student Welfare Support)?

5. Do you feel you are treated fairly when at College?

Course Related Issues

6. Where in your course do you have the opportunity to cover:

    a) citizenship?
    b) employability?
    c) enterprise or sustainability?
    d) equality and diversity?

7. Do you feel you have a say in the way you learn?

8. Do you feel you have a say in the way your course is delivered?

9. Do you have a Personal Learning Plan? If so what parts are working well and where do you think it could be improved?

10. Have you had a 'one to one' meeting with your course tutor?

11. How are you getting on with your core skills?

12. Is there anything else you would like to say?

Keep_____

_____

_____

Improve _____

_____

_____

Stop _____

_____

_____

Start _____

_____

_____

INFORM STUDENTS - The results are discussed with the appropriate Curriculum and Learning Manager and action taken where appropriate.

Equality Impact Assessment

(Rapid impact assessment tool)

What Impacts may there be from this proposal on any group's ability to use the College services?

Policy: Student Feedback Procedure

Positive Impacts (Groups affected)	Negative Impacts (Groups affected)
The Student Feedback Procedure is design to collect and act on the views of both full and part time students on the quality of service they receive from the college. The aim of the procedure is to ensure that we constantly working to improve the experience and success of our students.	None
Actions taken to alleviate any negative Impacts:	
Not required	
Recommendations:	
Not required	

From the outcome of the rapid equality impact assessment, have negative impacts been identified for any protected characteristic or any other potentially disadvantaged group?

Has a full Equality Impact Assessment been recommended?

Yes ☐

No x

Reason for recommendation:

No negative impacts

Student Feedback Procedure

Status: JCCP TBC
Policy Dated: September 2018
Author: Vice Principal: Curriculum and Student Services
Review Date: August 2020
Equality Impact Assessed: August 2018