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| --- | --- | --- | --- |
| **FOR DISCUSSION/INFORMATION** | | | |
| Meeting: **Curriculum and Student Affairs and Outcome** | | | |
| Presented by | Ann Baxter | | |
| Author/Contact | Ann Baxter | Department / Unit | **Executive** |
| Date Created | 1 February 2025 | Telephone | **2359** |
| Appendices Attached | **Did We Get It Right? - Initial Perception Student Survey Report** | | |
| Disclosable under FOISA | | **Yes** | |

1. **PURPOSE**

To update CSAO on the output from annual monitoring of initial student satisfaction.

1. **BACKGROUND**

College to distribute survey as a means to evaluate early experience of students at NCL.

1. **DETAIL**

The report shows departmental, level and mode of attendance and campus completion rates.

1. **BENEFITS AND OPPORTUNITIES**

Information has been shared with staff and actions for improvement identified.

1. **STRATEGIC IMPLICATIONS**

The Board retains an overview of NCL activity in the interests of good governance.

1. **RISK**

**N/A**

1. **FINANCIAL IMPLICATIONS**

There are no financial implications.

1. **LEGAL IMPLICATIONS**

There are no legal implications.

1. **WORKFORCE IMPLICATIONS**

There are no workforce implications

1. **REPUTATIONAL IMPLICATIONS**

There are no reputational implications

1. **EQUALITIES IMPLICATIONS**

There are no equality implications

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| **CONCLUSIONS/RECOMMENDATIONS**  CSAO are asked to note the information contained in this report and raise or discuss any issues which may prevent publication. |

Did We Get It Right?

Initial Perception Student Survey Report

Session 2024/25

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Survey Rationale & Methodology

The invitation to complete the initial perception study “Did we get it right?” was provided to all enrolled students regardless of the number of credits within their programme and data collected was analysed on student mode of attendance. Given that this is the second full academic year all students have returned to learning on campus at the start of the session, the data gathered will be benchmarked against information gathered in session 2023/24.

As far as possible, students are encouraged to complete the survey online and to facilitate this online links are distributed via MyNCL App, and Academic Departments, however for many students who prefer to complete the survey on paper, this is accommodated and data is entered on their behalf. Daily updates on participation levels are provided to the Academic Heads of Departments and Academic Leaders, who in turn encourage class groups to complete the survey.

Early identification of issues does enable the college to adjust support for students or update systems that would benefit students commencing in January 2025. The College recognises that this feedback is an early indicator of the student journey at NCL and can lead to enhanced learning outcomes, improved performance, and increased motivation among students.

Information in relation to actions taken as a result of this feedback will shared with students via a number of modes, such as part of class rep discussions, MyNCL App, electronic displays and noticeboards.

Departmental completion rates

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Department** | **Actual Response** | **Possible Response** | **Response Rate % in 24/25** | **Response Rate % in 23/24** |
| Access and Progression | 409 | 549 | 74.5 | 76.2 |
| Automotive Studies | 270 | 506 | 53.4 | 67.4 |
| Beauty, Aesthetics and Hair Design | 457 | 695 | 65.8 | 67.5 |
| Computing and Digital Technologies | 775 | 1154 | 67.2 | 52.4 |
| Construction Trades Technology | 506 | 865 | 58.5 | 57.4 |
| Culinary Arts | 133 | 212 | 62.7 | 67.3 |
| Dental, Science, Health and Social Care | 642 | 1187 | 54.1 | 57.5 |
| Education and Sport | 557 | 898 | 62 | 62.2 |
| Humanities | 416 | 709 | 58.7 | 31.9 |
| Lanarkshire Business School | 385 | 584 | 65.9 | 60.8 |
| Music Industries and Performing Arts | 468 | 593 | 78.9 | 55.5 |
| Supported Learning | 156 | 219 | 71.2 | 37.1 |
| Visual and Creative Arts | 297 | 444 | 66.9 | 37.6 |
|  |  |  |  |  |
| **Total** | 5471 | 8615 | 63.5 | 57.4 |

All Departments achieved at least 50% response rate in session 2024/25.

Level and Mode of attendance completion rates

|  |  |  |
| --- | --- | --- |
| **Level and Mode** | **Response Rate %**  **24/25** | **Response Rate % 23/24** |
| Further Education – Full Time | 69.7 | 63.2 |
| Further Education – Part Time | 47 | 46.2 |
| Higher Education – Full Time | 72.8 | 61.2 |
| Higher Education – Part Time | 49.1 | 35.3 |
|  |  |  |
| **Overall Total** | 63.5 | 57.4 |

All levels and modes of attendance had an increase in the completion rates for session 2024/25, although FEPT and HEPT did not quite achieve 50% completion.

Complete rates in relation to campus

|  |  |  |
| --- | --- | --- |
| **Campus** | **Response Rate %**  **24/25** | **Response Rate %**  **23/24** |
| Broadwood | 85.7 | 89.4 |
| Coatbridge | 68 | 62.4 |
| Cumbernauld | 68.9 | 59.3 |
| Kirkintilloch | 72.2 | 78.4 |
| Motherwell | 59.9 | 53.7 |
| Online/various | 39.1 | 15.2 |
|  |  |  |
| **Total** | 63.5 | 57.4 |

With the exception of online activity, all campuses achieved at least 50% completion.

Satisfaction rates in relation to individual questions and level of study

Percentage of students agreeing with the statement

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **FE FT satisfaction %**  **24/25** | **FE PT satisfaction %**  **24/25** | **HE FT satisfaction %**  **24/25** | **HE PT satisfaction %**  **24/25** | **Combined FE satisfaction % 23/24** | **Combined HE satisfaction % 23/24** | **Overall satisfaction %**  **24/25** | **Overall satisfaction %**  **23/24** |
| When I applied I was dealt with promptly | 92.3 | 91.3 | 91 | 88.8 | 92 | 90 | 91.6 | 91 |
| I know about the help I can get if I have a learning problem | 92.8 | 92.4 | 91 | 92.5 | 91 | 89 | 92.2 | 90 |
| If I needed it, I received good advice on financial help | 86.6 | 87 | 84.8 | 84.9 | 84 | 81 | 86.1 | 83 |
| It was easy to enrol | 89.5 | 89.7 | 90.2 | 86.8 | 85 | 88 | 89.6 | 86 |
| The Induction/Introduction helped me settle in to College | 91.5 | 92.1 | 89.8 | 90.9 | 90 | 89 | 91.1 | 89 |
| I was clear about the support I can get from the College | 92 | 92.3 | 88.8 | 91.8 | 90 | 86 | 91.2 | 89 |
| The expected standards of attendance and punctuality were made clear to me | 94.7 | 94.6 | 94.3 | 96 | 94 | 92 | 94.6 | 94 |
| I feel I am on the right study programme | 94 | 95.4 | 93.6 | 98.4 | 93 | 93 | 94.4 | 93 |
| The arrangements for any extra activities/enrichment were made clear to me | 83.7 | 84.1 | 76.5 | 84.4 | 81 | 73 | 81.8 | 78 |
| All students are treated fairly and with respect | 92.8 | 96.1 | 92.2 | 96.4 | 94 | 93 | 94.5 | 93 |
| I enjoy coming to the College | 93.4 | 94.5 | 92.4 | 95.6 | 93 | 92 | 93.4 | 92 |
| Overall, this is a good College | 94.6 | 95.5 | 94.1 | 95.2 | 95 | 94 | 94.7 | 94 |

Actions to take forward

When a question has 85% or less overall satisfaction key actions have been identified and will be taken forward.

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| **The arrangements for any extra activities/enrichment were made clear to me** |
| NCL’s Getting to Know You campaign promotes extracurricular activities and peer networks, connecting students via social interests and goals supporting students to feel valued, understood, and emotionally connected to the college community.    NCL adopted a new approach towards learner engagement resulting in a two-week induction that included multiple teambuilding activities to support students to get to know the curriculum staff, bond with their teams and familiarise themselves with the college facilities.    Students engage in site visits and trips engaging students in activities that were relevant to their programme of study.    NCL has a weekly running club -NCL All Runners Club operating at the Ravenscraig campus;  BOCCIA sessions Cumbernauld and Motherwell campus;  BOCCIA festival at Ayrshire College, 8 teams of 3 students participated:  Table tennis, basketball, badminton, football, yoga, meditation, boxing.  Women only circuit classes and all student circuits  Students’ Association activity calendar.  Departmental activities highlighted to students. This includes site visits, guest speakers and returning alumni to share their experience.  Social events publicised via Facebook, X, Instagram and website. |