

F

REGIONAL BOARD REPORT

Subject: Student Engagement	Purpose: For Approval <input type="checkbox"/> For Discussion <input checked="" type="checkbox"/> For Information <input type="checkbox"/>	
Prepared by: Heather Anderson	Date: 20/4/20	
Purpose: To update Board on the level of student engagement and the measures being used to monitor engagement during this period of off-campus delivery.		
Linked to Strategic Goal 1: Respond to the needs of our region.		
Executive Summary:		
Recommendation: Board are asked to note the paper and ask any questions they might have.		
Previous Committee Approvals: No		
For publication <input checked="" type="checkbox"/>	For publication with redactions <input type="checkbox"/>	Not for publication <input type="checkbox"/>

STUDENT EXPERIENCE REPORT – April 2020

The College has created a new Performance Matrix which enables weekly tracking of measures relating to Students, Staff and our Financial situation. This report provides a summary of progress against the Student Engagement measures to 3rd April 2020.

Tracking the level student engagement is important to ensure our students are able to be successful, motivated and are working purposefully. There are a number of measures calculated weekly to enable us to monitor the levels of engagement shown in detail in Appendix A.

The first measure is to calculate the percentage of units completed against the expected date of completion. This is currently at 74% and the MIS department, together with the Curriculum and Learning Managers, are identifying the units and the reasons they have not been completed by expected date of 3rd April. A major concern is the ability of construction apprentices to complete their apprenticeship close to the usual timescales. CITB, SNIPEF and SECTT have furloughed 85 – 90% of apprentices.

The second measure is activity on Moodle for both staff and students. This Virtual Learning Platform is one method of online learning being utilised by staff and students. A significant amount of online learning is being delivered through TEAMS and Office 365 – One Note. (JISC recently published an article on our CDN award winning submission <https://www.jisc.ac.uk/membership/stories/bridging-the-gap-16-apr-2020>)

The third measure is the number of contacts made by our Achievement Coaches to students who have not engaged with teaching staff. Early indications are that students on SCQF Level 4 courses are engaging the least and are at a greater risk of non-achievement. Any students requiring additional support are referred to the Student Wellbeing Advisors.

The fourth measure is the number of contacts made by the Student Support Team to those requiring support for mental health reasons or who were previously identified as a “high risk” student. Student Wellbeing Advisors are carrying out weekly or sometimes daily wellbeing check ins for those of most concern.

We are using various Social Media platforms to promote mental health support information with a range of options for students to consider. A Student Support Service was maintained during the Easter holiday for one hour per day (with the exception of Easter Friday and Monday)

The Learning Support team have set up a variety of communication options for those student groups requiring Learning Support. This includes:

- Teams pages for HN programmes
- Facebook closed communities for lower level programmes
- Learningsupport@borderscollege.ac.uk email
- One-note set up for individuals
- 1-2-1 phone calls

The fifth and final measure is student engagement which is calculated on a weekly basis and replaces the usual “timetable register” for attendance.

ADDITIONAL INFORMATION

SFC have announced £5 million of bursary funding originally for travel costs and childcare costs is to be diverted to hardship funding. They have also relaxed the criteria and applications are being supported by our Student Services Team.

We have also allocated additional funding to enable students to purchase mobile data for those experiencing difficulty with wifi access.

CURRICULUM DEVELOPMENT

The teaching staff are continuing to develop new units for delivery next academic year and we are monitoring progress as shown below:

	NO OF UNITS	COMPLETED BY END OF APRIL	COMPLETED BY END OF MAY	COMPLETED BY END OF JUNE
TOTAL NUMBER OF UNITS	52	6	14	32

The College has also recently joined a Blended Learning Consortium (through Heart of Worcester College) which has provided staff with access to over 1600 hours of interactive learning resources. CPD is being provided to staff in the next few weeks to provide them with the ability to upload relevant resources to our college VLE – Moodle.

FULL TIME ADMISSIONS AT MONDAY 20 APRIL 2020

The College continues to recruit full time students for next academic year and the table below indicates that we are progressing well against our overall target of 1326 applications.

	<i>Admissions Target</i>	<i>Applications 20/4</i>	<i>Applications v Admissions</i>
FULL TIME ENROLMENT TARGET	1326	1179	-152
FEFT (minus apprentices)	1000	899	-106
HEFT	326	280	-46

APPENDIX A

STUDENT PERFORMANCE MEASURES AT	3rd April	
	Expected	Actual
Predicted SRs/% of modules completed (classroom and workbased)	100%	74%
Volume of Moodle Engagement (staff & student)		858
Achievement Coach Interactions		490
Mental Health/Wellbeing Interactions		29
Student engagement	84%	93%

DEFINITIONS
This is the % of modules expected to be fully completed by this date.
Number of contacts between achievement coach and student as directed by lecturing staff.
Number of contacts for mental health and high risk students
Engagement means that during a full week period the student has communicated with a member of the course team (including the Achievement Coach) and/or has submitted any type of assignment and/or has participated on one of the online applications I.e. Moodle or Edmodo