INTERNAL QUALITY AUDIT: STUDENT INDUCTION 2016/17

Purpose

The purpose of this audit was to ascertain whether induction is being carried out as specified by Procedure 6.4.1 Student Induction and to determine whether students were satisfied with the induction they received to Glasgow Clyde College and their course.

Previous Audit Findings

There were five action points as a result of the Student Induction audit which took place during October and November 2015 and all were closed out as follows:

Action Point	Action Taken
Ensure that all staff who provide induction are aware of, and are using the formal college process and associated documentation for Student Induction.	Staff emailed regarding requirements of current Student Induction process.
Consider whether students formally signing a Code of Conduct is still a necessary requirement of the Student Induction Process given that a declaration is included within the Enrolment form.	It was considered that students still require signing a Code of Conduct (which contains a significant amount of detail) even though a declaration is included in the Enrolment form.
Consider whether a formal retention period for Student Induction paperwork should be agreed and detailed within Procedure 6.4.1.	It was considered that a formal retention period should be implemented, hence the addition of a retention period to the procedure.
Review Procedure 6.4.1 and disseminate so that staff are fully aware of any amendments to the process / paperwork for the 2016-17 academic year.	Procedure reviewed and disseminated September 2016.
Review existing Course Handbooks against the 'Main sections to be included in all Course Handbooks' reference document and update as applicable for use during 16-17.	Course Handbook template created to encourage standardisation of information available to students.

Current Audit Method

Part 1: One course, per School, per campus, was randomly sampled (41 courses in total). For each course the completed Student Induction Checklist and Student Induction Register were requested to ascertain which students participated in formal induction and what was covered during their induction.

Procedure: 6.4.1 Student Induction
Audit Date: October / November 2016

Part 2: Each student from the sampled courses was provided with a survey comprising questions regarding induction, and inviting opinion on the usefulness of the induction they received.

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Results

Part 1 Evidence of Student Induction

INDICATOR	Yes	No
Completed Student Induction Checklist made available	98%	2%

Student Induction Checklists were returned for 40 out of the 41 courses in the sample (98%). This is an improvement on the 84% made available for the 2015 audit.

It was noted that for five courses, staff carrying out induction had asked each student to complete an individual Student Induction Checklist. The Student Induction Checklist is not intended for the students to complete, instead it should be used by the member of staff to record which topics they covered during induction.

In reviewing the completed Student Induction Checklists, it was clear that most staff carrying out induction covered all mandatory induction elements, although checklists confirmed that some staff had not covered everything.

The most common point not covered by staff during induction was the Student Mobile App (not covered during eleven inductions). Other areas which some staff did not cover included VLE, progression routes, complaints, academic appeals and class reps.

INDICATOR	Yes	No
Completed Student Induction Register made available	95%	5%

Student Induction Registers were returned for 39 out of the 41 courses (95%). This is a marked improvement on the 77% returned for audit in 2015.

From registers provided, it was evident that nearly all students within the sample had participated in a formal group induction, with 92% signing a Student Induction Register during a group session.

The majority of students who did not participate in formal group induction started the course later than the main student induction date. It was indicated by most auditees that late starters receive an individual induction upon commencement.

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Part 2 Student Satisfaction with Induction

639 completed questionnaires returned from a possible 793 students = return rate of **81%**

QUESTION	2016		vs	2015	
	Yes	**No**		**Yes**	**No**
Were you satisfied with the introduction you got to fellow students and relevant staff?	98%	2%		97%	3%
Was the process of enrolment / getting your student card satisfactory?	98%	2%		98%	2%
Were you given information about applying for funding and submitting required documentation?	90%	10%		89%	11%
Were you told about the Student Mobile App?	68%	32%		56%	44%
Did you get information and / or a handbook about your course and subjects?	91%	9%		97%	3%
Did you get information about progression routes for example further study or employment?	88%	12%		86%	14%
Were you given information about Assessments?	96%	4%			
Were you told about the Malpractice (e.g. cheating, plagiarism) procedure?	90%	10%		86%	14%
Were you told about the Academic Appeals procedure?	75%	25%		Combined question for 2015	
Were you told about the Complaints procedure?	77%	23%			
Were you told about the Absence procedure?	95%	5%		95%	5%
Did you discuss the Student Code of Conduct and sign a copy of it?	96%	4%		90%	10%
Did you discuss the College Equality and Respect Statement?	91%	9%		NA	
Were you given any information about Extended Learning Support?	88%	12%		80%	20%
Were you given information about Health and Safety including fire evacuation?	95%	5%		97%	3%
Did you get information about VLE / Moodle?	92%	8%		87%	13%
Were the Student Association and Class Representative systems explained to you?	92%	8%		88%	12%
Were you given the opportunity to ask questions during Induction?	99%	1%		98%	2%

Overall how would you rate the usefulness of your induction?

	2016	2015
Very useful	53.2%	46.6%

	2016	2015
Useful	37.3%	42.7%

	2016	2015
Quite useful	8.5%	9.8%

	2016	2015
Not useful	1.0%	0.9%

Conclusions

Based on evidence provided, it can be concluded that Student Induction is essentially very well organised and effectively documented. It was evident that the majority of students within the sample had participated in formal induction and for the most part, College devised Checklists and Registers were completed by staff and students to verify this. This is a much improved picture compared to the evidence provided for audit in November 2015.

From survey results, it is clear that students regard the induction process very positively, with more than half of those sampled - 53.2% rating their induction as 'very useful', which was the highest grading available, and is an improvement on 2015 where 46.6% selected 'very useful'. The majority of others felt that their induction was 'useful', with only 1% rating it 'not useful'.

Some comments from students regarding their induction included 'My induction was very helpful, I was informed of everything I need to know', 'I felt my induction was very helpful and full of information', 'It was broken down into several small sessions which was less tedious than one long' and 'It was very welcoming and I felt comfortable'.

Some suggestions to improve induction included 'Offer an in-depth overview of the course – talking about assessment process and lesson layouts', 'I would like to have a proper discussion about the careers and progression routes after I finish my NC', 'Explain funding in more detail', 'More discussion, get to know activities with classmates', and 'Get advice from current students'.

The survey results demonstrate that generally, there was an improvement in the quantity and quality of information students received during induction. It was however noted that there were some mandatory induction elements for which a number of students highlighted they did not receive information.

The main point students felt they were not advised about was the Student Mobile App (32% disagreement), which correlates with the high number of inductions where the member of staff did not discuss the App. The other areas which showed a high level of disagreement from students was provision of information about Academic Appeals (25% disagreement) and Complaints (23% disagreement). Covering the mandatory elements on the Student Induction Checklist, guarantees that all students are provided with essential information in a consistent manner.

Each auditee received individual feedback regarding the evidence they supplied for audit.

Action Points

Action Point	Responsible	Timescale
Ensure that staff are made aware of the importance of covering all mandatory points on the Student Induction Checklist during the formal induction process	David Marshall	Feb 2017