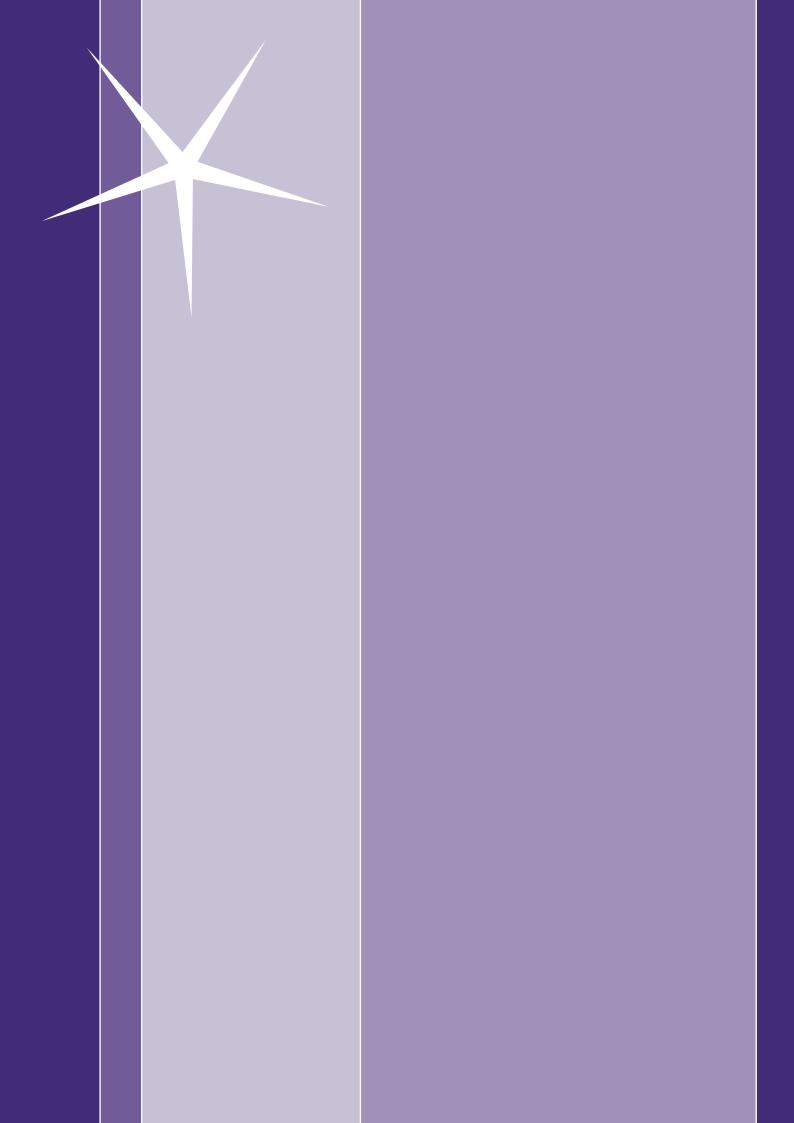# sparqs

student participation in quality scotland

**report of the further education mapping
exercise of student involvement in quality
assurance & improvement processes**

report of the further education mapping exercise of student involvement in quality assurance & improvement processes

DUNCAN COCKBURN

Contents

involvement in quality assurance & improvement processes

What is the sparqs Mapping Exercise?

Over the course of the 2004-05 academic year **sparqs** undertook a series of interviews with institutional staff and students in order to chart how students and their representatives were involved in institutional quality assurance and enhancement processes.
In doing so the aim was to provide information to the further education sector on the strengths and weaknesses as well as identifying practice which other colleges in the sector may consider adopting.

Student representation on college committees

All colleges surveyed had student members of their college board of management. It was clear that for a significant number of colleges getting students to attend meetings of the board was sometimes hard. The report also indicates that there was for some colleges a significant problem in retaining the same student as student member of the board of management for the duration of an entire academic year. Over half of colleges had student representation on cross-college committees, the most popular being the academic board (or equivalent), the health and safety committee, and the disability committee. Across the sector there was little, if any, representation in decision-making bodies at the middle level of college management. A handful of colleges had a sabbatical officer – either paid on a full-time or part-time basis. It was clear that where a college invested in this arrangement of having a sabbatical officer it produced better student representation on college committees and in most cases a better organised course representative system.

The course representative system

At almost every college surveyed some form of course representative system was the primary means of student representation. There is often a significant overlap between college and students' association systems, which frequently aids communication. At the vast majority of colleges there is no clear remit or profile for course representatives to guide them in their work. Most course representatives are members of the course team board (or equivalent) within colleges. Many colleges recognise the difficulties that course representatives have in being effective within these meetings; with some colleges adapting their system to provide more support for course representatives.

Students who are involved and those who are not

Out of the students' associations who were surveyed, most rated themselves good at communicating with course representatives in general. They also rated themselves at good at getting a view which they considered represented a balance of younger and mature students, advanced and non-advanced students as well as from a spread of curriculum areas. Students' associations rated themselves less well at communicating with students other than full-time students and students on satellite campuses.

In many respects this echoed colleges own estimates of how well college course representative systems involved students or missed students out.

Incentives and barriers

Generally, student officers interviewed stated that they believed that the two major reasons that students were interested in becoming course representatives were firstly, to help others or to make an improvement to their course and secondly, to enhance their curriculum vitae. Amongst the reasons given by student officers for students not wishing to become course representatives: were their existing time commitments as well as the perception that being an effective course representative automatically takes a considerable amount of time.

Miscellaneous mechanisms of involvement

This report notes the use of questionnaires by colleges to collect student comment and opinion on their learning experience and the more general college experience; it does not pass comment on the effectiveness of such mechanisms. A number of colleges use other mechanisms to involve students within their quality assurance and enhancement processes these include:

- Involvement within the college self-evaluation process

- The use of focus groups and interviews with students

- Involvement within the teaching observation programme

- Complaints and appeals processes

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- Sector-wide best practice events
- Preparation for HMIe review

Further detail of how certain colleges involve students in these processes can be found within the main body of the report.

Informal relationships

Positive informal working relationships between student representatives and staff at both levels of representation (course and college) appear to greatly aid the functioning and effectiveness of student representation and involvement. Student officers generally used positive words to describe their relationships with the senior management of colleges. Student officers viewed properly functioning students' association as the factor that could make the biggest difference for students.

Next steps

The survey showed that student officers had identified a number of parts of the representative system that they wished to improve.

The four most popular aspects included full-time sabbaticals; space for student representatives to meet; improvements in communication between the students' association and students; and at employing a part-time or full-time member of staff. Student officers also gave an opinion on issues they felt they should be more involved with in the future, including: strategic decisions and timetabling as well as course content and the manner in which students are taught in.

A Note on Terminology Used

At the various further education colleges – each with their own distinctive missions, structures and procedures – there are differences in terminology used denoting roughly the same activity or function. Where possible – and in order to avoid confusion – throughout this report the same expression is used for all institutions. Beneath is a note on the terminology used in this report and what the term is used to cover:

Course representative   is used in a generic sense and covers several varieties including "programme representative" and "class representative".

Course   means the actual programme of study; it may also include the same subject of study at different levels.

Section   is used to describe the middle level of institutional management, between the institutional level committees and the subject-disciplines. It is recognised that at some institutions this level will be called the "section", the "school" or the "faculty".

Course Team Board   denotes the place at which course representatives meet with the team responsible for delivering the curriculum, and the variously named equivalents.

Students' association   has been used throughout this report as a generic term for the student representative body within an institution, regardless of whether they are called a students' association, students' union or students' guild.

Introduction

When the Funding Councils initially funded the **sparqs** service, the service was asked to undertake what was a called a 'mapping exercise' of how students were involved within institutional quality assurance and enhancement processes. This report represents the outcome of work undertaken with institutions and student representatives from between August 2004 and March 2005. A detailed account of the methodology involved can be read in the following section.

This report represents the first attempt to extrapolate strengths and areas for development of how students are involved in quality assurance and enhancement mechanisms across the Scottish further education sector. The focus of the current study is on student involvement at an institutional level, and it is clear from discussions with interviewees that there are slight variations in practice across different subject areas in colleges. This report also shows variation among institutions in how they engage students with their quality assurance and improvement mechanisms,

and suggests that across the further education sector, institutions struggle in similar areas to involve students in quality matters.

The report contains two main sections. The first aims to give an overview of the places where student representatives can feed in the view of students to an institution's decision-making processes. It attempts to indicate what is working in most institutions and where the sector – as a whole – needs to develop areas of current weakness. We highlight methods of involving students that might be considered unique or rare. The second section gives an account of how students are involved within each further education college in Scotland. This can be found on the **sparqs** website.

It would be misleading to give the impression that there are any "magic solutions" to some of the difficulties that both institutions and students' associations find in involving students more fully in discussions of the quality of their learning and teaching. It is hoped that in the future **sparqs** will be

able to work with institutions and students' associations across Scotland to start to redress some of the areas of weakness this report highlights. While this report highlights approaches that some institutions have adopted for involving students, it does not dwell in depth on case studies. It is planned to produce a further publication before the end of the academic year that deals with these "case studies" in further detail.

In the meantime it is hoped that the current report will provide institutions and students' associations with material to help them to reflect upon how they might further improve and refine their systems for involving and engaging students in commenting upon their learning experience.

The author of this report would like to extend his warm thanks and appreciation to all whom assisted with the task of assembling this report, particularly those individuals from institutions and students' associations who so generously gave of their time in responding to his enquiries.

Methodology

The findings and conclusions of this report are based upon research that **sparqs** has conducted into how students are involved across the further education sector in Scotland, extending from August 2004 until March 2005.

Employing the methodology used for a similar mapping exercise in the higher education sector, a series of interviews were held with institutional staff who have management responsibility for quality assurance and with student officers (generally the President of the students' association). These interviews fell into two types:

- A series of semi-structured interviews held with staff of institutions (conducted either in person or by phone);
- A survey (largely conducted by phone) of student representatives.

The first series of semi-structured interviews was held with staff (or groups of staff) in 43 out of the 46 further education colleges between August 2004 and January 2005. This work forms the basis of institutional profiles found on the **sparqs** website. The issues raised with these contacts were agreed with members of the **sparqs** Steering Group, and were shared with the individuals concerned before the interview. Although the focus of the interviews was upon the nature of the processes used within the institution, questions were also asked about the perceptions of the institution of its student representatives in general.

Between January and March 2005 a survey of student representatives was undertaken. A total of 22 student officers responded to requests to assist with the survey. A number of factual questions were asked about the structure of the students' association, and the answers to these questions have informed the second section of each of the institutional profiles. The remainder of the survey was treated confidentially and aimed at exploring student representatives' perception of their engagement with the institution, its staff and its processes. This report draws on 22 completed surveys out of a possible 46.

For an organisation that has a remit to support student participation in quality assurance and enhancement activities it might seem odd that we conducted the institutional interviews before we conducted the interviews with student representatives. The research was conducted in this order because it was the institution's processes that were under discussion. We delayed conducting the survey of student representatives until January so that we would be interviewing individuals with a broadly similar length of office who were likely to have experienced one full cycle of committee meetings.

Information presented in this report has been supplemented by a brief literature search focusing on student representation and institutions' and students' association's websites. Some reference has been made to HMIe review reports. It is worthy of noting that the literature search showed up very little information on the topic of student representation with in higher education.

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Student representation on college committees

The first substantive section of the survey of college staff was the issue of student representation on cross-college committees, for example the board of management and its sub-committees, or the management committees of the college.

The most popular committee that students are represented on is the board of management, with all colleges surveyed stating their compliance with the law in having a student representative on the board. Most colleges had other committees that students sat on within their structures. Twenty-three colleges had student representatives on their main academic committee, for example an Academic Board. Significantly fewer institutions had student representatives on their boards main strategic planning sub-committee, for example a Finance and General Purposes Committee, with five colleges having students on this committee (Aberdeen College, Banff and Buchan College, Barony College, John Wheatly College and Sabhal Mor Ostaig). In three instances this committee also acted as the equivalent of the academic board at these colleges.

Type of Committee	Number of Colleges
Board of Management	43
Academic Board	23
Health and Safety Committee	13
Equal Opportunities Committee	12
Teaching, Learning Support Committee	7
Finance & General Purposes Committee	5
Inclusivity/Disability Committee	4
Student Liaison Committee	4
ICT Forum	2
Other committees	9

At 10 colleges student representatives were members of one committee only: the board of management.

Number of committees with student representatives on them	Number of colleges
1	10
2	4
3	13
4	7
5	3
6 or more	5

When asked whether or not students attended and participated in these committee structures, just over half of the college staff interviewed indicated that attendance by student representatives at such committees was poor. Interestingly, we noted correspondence between the colleges that reported poor attendance from students at college committees and the students' associations that never responded to the sparqs survey of student officers. The colleges that reported poor engagement by student officers in their committee structure tended also to be the colleges where no student member of the board of management attended the sparqs Board of Management training in October 2004. This might suggest a strong relationship between early recruitment of a student member of the board of management and sustained student involvement within the college committee system.

It is clear however that a significant minority of student members of the board of management resign and are replaced midway through

the year. The lack of retention of student members, is likely to harm student involvement in the college committee system. The institutions that reported the most student involvement in their committee structures, were the institutions that also had sabbatical officers employed on either a full- or part-time basis. This point will be considered in greater detail later.

Student Involvement at the Section Level

Colleges had few formal committees at section level – most sections appear to have a management executive that meets on a regular basis. There are no student members of such executives and apart from one college, no institution reported any student involvement at this level of college management. The one exception was Aberdeen College, which arranged meetings between groups of course representatives and the Principal every six to eight weeks, and reflecting this practice sector managers are expected to meet groups of course representatives from their section monthly. These meetings are to discuss academic issues as well as the wider college experience.

Sabbatical Officers and Non-sabbatical Officers

Out of the 46 colleges, 13 institutions had an arrangement whereby they paid students to undertake roles of responsibility within the students' association. These individuals are generally, the presidents of the students' associations and generally through their positions on their College Board of Management, are the

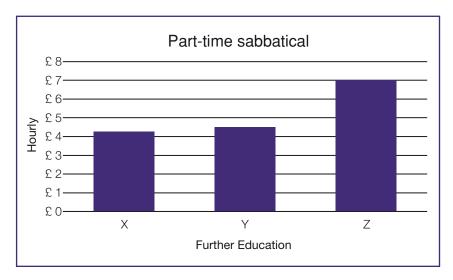| College	Position	part/full-time	Hours (per week)
Aberdeen	President	full-time	35
Angus	President	part-time	10
Dundee	President	full-time	35
Glasgow College of Building and Printing	President	full-time	35
Falkirk	President	full-time	not provided
Fife	President	full-time	not provided
Inverness	President	full-time	35
James Watt	President	full-time	38
Jewel & Esk Valley	President		
Kilmarnock	President	full-time	35
Perth	President	full-time	37.5
Reid Kerr	President	part-time	17.5
Telford	President Vice-President	part-time part-time	12 6

In the 2005-06 academic year, eight colleges have full-time sabbatical officers (Aberdeen, Adam Smith, Dundee, Inverness, James Watt, Kilmarnock, Lauder, and Reid Kerr). Eight colleges have part-time sabbaticals (Angus, Ayr, Clydebank, Forth Valley, Glasgow Metropolitan, Jewel and Esk Valley, Perth, Stevenson), one further college had two part-time sabbaticals (Edinburgh's Telford).
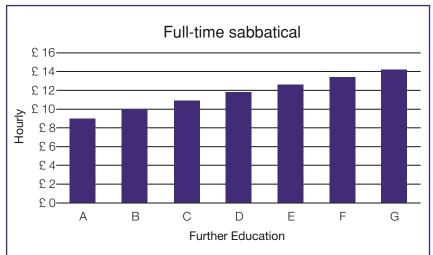
primary student representatives. Seven of these sabbaticals are full-time and the remaining three are part-time. Interestingly, the staff of two of the institutions were not aware that their college had a sabbatical officer within the students' association and at one institution staff thought their college had a sabbatical officer, when in fact they did not.

There is little doubt that where a college paid for a sabbatical President (either part-time or full-time), the attendance at the board of management meetings (and any other sub-committee meetings) was greater. It is also fair to say that these students' associations generally had better communication with their course representatives as well. Part of this was due to the fact that a sabbatical had the time to arrange

induction talks to class groups about the students' association and the course representative system. The link between having sabbatical officers and attendance at board of management meetings was made by college staff even at those institutions where there was no current sabbatical officer, but there had been one in the past. At nine colleges, staff acknowledged that when there had been a sabbatical officer in the past, there had been a better organised course representative system and better attendance at board of management meetings and other committees. Almost all who gave reasons as to why there was no longer a sabbatical officer at their institution, said it had been due to some financial irregularity on the part of the students' association which had resulted in the sabbatical officer being removed.

Among institutions where there was a sabbatical officer there appeared to be a large difference in their pay. The following graphs indicate, without attribution, the hourly rates of pay for part-time sabbatical officers and for full-time officers. The information given in these graphs is generated from information provided by the student officers themselves.

Part-time sabbatical

Hourly (£0 – £8)

X   Y   Z

Further Education

Full-time sabbatical

Hourly (£0 – £16)

A   B   C   D   E   F   G

Further Education

The graphs above indicate that giving averages for sabbatical pay would obscure significant differences between the rates in different colleges. All the part-time sabbatical officers claimed to be working significantly more than the hours asked in order to fulfil their duties, while also combining this, in most cases, with full-time study.

While four students' associations out of the 22 who were surveyed stated that they would welcome a sabbatical officer if they could be given extra resources, only one institution out of the 43 that were surveyed stated that they were currently investigating the possibility of a sabbatical officer. One institution where there was already a full-time sabbatical President was investigating the possibility of a full-time sabbatical Vice-President, in order to support further development of the students' association.

Question: Other than the Board of Management, what committees is it appropriate for students to sit on?

Question: How might attendance at Board of Management meetings by students members be increased?

Question: Is any student involvement required at the middle-management (section level) of colleges?

Question: How can students' associations be developed and strengthened to promote student involvement in the running of the college?

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The course representative system

Every college in Scotland apart from one has some form of course representative system. The one college that does not is particularly small and offers only a limited number of courses. At medium-sized colleges the course representatives are representatives for the college's purposes and also make up the students' association's elected members. Generally this system appears to work well except two colleges where the "course representative" is the one who attends students' association meetings and does not necessarily liase with college or course staff.

In the majority of cases the course representative meets at

the "Course Team Board" or its equivalent. There are only five exceptions to this, with one further college having started to allow students to attend the Course Team Board. At all five colleges there are other mechanisms for course representatives to feedback their comments regarding their teaching and learning experience. One college has a staff-student liaison committee that feeds into the Course Team Board by running meetings the week beforehand. The other four colleges rely upon meetings between the course leader or another tutor and the course representatives, the outcomes of which are then taken to the Course Team Board.

At the remaining colleges the forum where the course representatives raise issues on their course is the Course Team Board. At the vast majority of colleges this board meets either two or three times a year, generally either at the end of the term or semester. At a small number of colleges the board meets more frequently: at five colleges course boards meet on four occasions a year and at one college they will generally meet on six occasions. With only four exceptions the course boards set an agenda across the College. In most cases this set agenda is based to some extent on the HMIe framework. The manner in which the HMIe framework is used ranges from using the area A1-A9 topics as agenda items, to producing agendas that emphasise certain elements for the framework at different times of the year. Some colleges have added their own agenda items to the HMIe framework.

In 27 further education colleges the course representative is actually a class representative chosen from each of the class groups on the course. At 16 colleges there is one course representative for all students undertaking that particular course. The advantage of having a representative from the class appears to be twofold: first it allows student representatives from modes of study aside from full-time students, although actual attendance from such students may still be patchy. Second, students are more likely to attend a Course Team Board with other students, something which many staff interviewees suggested benefits the contribution that the student representatives make at the Course Team Board. Some 20 colleges have some form of mechanism that allows students from modes of study other than full-time students to become course representatives. Nonetheless, the majority of these institutions still attested to significant difficulties in engaging students, first, in becoming course representatives and second, in actually attending the Course Team Board meetings.

A number of colleges have devised mechanisms to encourage involvement by a greater number of students in the Course Team Board meetings. It was recognised by around half the colleges that participation could be extremely intimidating for a sole student member. Some colleges combined the Course Team Boards of several cognate programmes, occasionally resulting in having more students than staff at meetings. Glenrothes

College had recently moved towards a system of electing two course representatives and John Wheatley College does something similar by electing "deputy" course representatives. At North Glasgow College, Course Team Boards are "open meetings" which means that course representatives can bring other students on the course to the meeting. At Stevenson College some courses often produced poor attendance by course representatives or no volunteers at all. Tutors were then encouraged to hold whole class groups that discussed the learning experience of students. These developments had all occurred because these colleges noticed that allowing more than one student to attend meetings meant either there was one student at the meeting, or the two students were able to support one another. Either way the result was a higher level of student representation. Conscious of the fact that many students could not always guarantee their attendance at Course Team Boards, Coatbridge College allowed course representatives to nominate an alternative to attend in their place. Three colleges (Coatbridge College, Edinburgh's Telford College and Lauder College) also had "proformas" that could be completed by the course representative(s) and submitted to the course leader if they were going to be absent from the meeting. These proformas often meant that course representatives completed them with the whole class group ensuring that what they reported to Course Team Boards was representative of the whole class they represent.

At most colleges, most course representatives are selected after volunteering for the position. Actual elections appear to be rare, partly because where two individuals wished to undertake the role, they were often both elected to be course representatives together, allowing them to share duties and support each other. At one college there was a unique way of electing course representatives, staff nominated students to become course representatives; then acted as their "election agent". This encouraged other students to treat the elections and the position more seriously as well as generating interest in the position of course representative. Several college staff commented on the timing of the elections for course representatives. Some colleges preferred to get students elected as quickly as possible at the start of the academic year while most waited until the beginning of October. A significant number of colleges waited until October to elect their course representative at the beginning of the year had chosen a very vocal student who turned out not to work particularly well as a representative of other students. Waiting for an election in October meant that individuals within class groups had got to know one another better and as a result tended to elect individuals who were better able to represent the opinions of the whole class.

In the interviews conducted with staff of colleges we gained an anecdotal picture of the types of students involved and not involved in the course representative system. Generally speaking the group of students best served by existing structures of representation were full-time students. Six colleges have course representatives for full-time courses only. At colleges which had mechanisms for getting course representatives from other modes of study many reported significant difficulties in getting these students elected and then attending meetings. Even amongst the full-time course representatives attendance was not always guaranteed. There appeared to be significant difficulties in getting students from certain subject areas involved in the Course Team Boards. It appeared that subjects such as care, arts and business/ management have little difficulty in finding students to act as representatives, but that subject areas such as construction and engineering found it difficult to engage students in becoming course representatives. A number of reasons were advanced by those that we spoke to regarding this trend, with some suggesting that the nature of the subjects meant that they were more likely to produce students that were interested in representation and commenting on their learning than others. Others suggested that these were subjects that were usually dominated by one sex and this might lead to a difference in the take up rate for becoming a course representative. A further suggestion was that the staff within these subject areas may act as a significant encouraging force to students becoming course representatives.

The interviews with college staff also revealed other trends amongst the full-time students. Location of studies appeared to be a significant feature. Students at learning centres were much less likely to become course representatives. Where such students were represented by a course representative based at the main campus, it was often recognised that the learning experience of the students based in the learning centres would be unlikely to be represented at a Course Team Board. Overall it was slightly more likely that women became course representatives than men. Course representatives tended to be mature students rather than young students – and at a number of institutions and students' associations tension between these two groups was reported as an impediment to discussing learning and teaching. Generally it was easier to involve students if they were undertaking "advanced" level courses as opposed to "non-advanced" level courses, except for students who were studying for their Higher Grades. The most likely group of students not to act as course representatives from across various colleges were young men.

The manner in which students were informed about the course representative system varied greatly among colleges. One college reported that the right to be represented by a course representative was enshrined in their Student Charter. Most colleges relied upon their induction process to inform students about the course representative system. The second most popular way in which colleges informed students about the system the college

operated was through a student handbook or a student diary, where often there would be a paragraph or two informing students of what course representatives were. Six colleges relied upon individual tutors to pass information about the course representative system on to students and to get students elected as course representatives. Frequently where the college employed a sabbatical officer, the students' association took a lead role in informing students about the course representative system. This involvement very often led to an individual from the students' association participating in induction talks across the college or going into individual classrooms to discuss the role of the students' association and course representatives. Colleges where the students' associations took on significant responsibilities in getting course representatives elected were also the colleges where the students' association had the strongest link between officers and course representatives; often through regular meetings.

While there were generally effective means at most colleges to inform the student body about the course representative system, relatively little information existed for students once they were elected as course representatives to assist them in undertaking their duties. Only two colleges reported having remits for their course representatives, and interestingly both were institutions where the representatives did not attend the Course Team Board meetings. A further college was in the process of drawing up a remit for course

representatives and at another college, where there were remits for staff who sat on Course Team Boards, the students' association had amended this to provide the course representative with a remit. One college, Inverness College, had produced guidelines to assist course representatives in undertaking their role.

During the meetings with college staff the topic of rewards and recognition for undertaking the role of course representative was mentioned. At only one college was there any form of recognition given to the course representatives on a college-wide level: Glasgow College of Nautical Studies issued certificates at the end of the year to all its course representatives. A couple of staff mentioned the fact that students could use the experience of being a course representative on their curriculum vitae or on UCAS applications and another college stated that it would be possible for tutors to give references to those who had been course representatives.

During the course of the Higher Education Mapping Exercise, course representatives within further education colleges were mentioned by only one institution: the UHI Millennium Institute. Excluding the colleges that are partners in the UHI network, 12 colleges were responsible for delivering teaching on a university degree course. In 11 cases the course representative system that operated was part of the accrediting universities and in only one case were the course representatives part of the college's

quality systems, attending Course Team Boards as opposed to being involved in the university's system.

Question: How can students' associations and course representatives be supported in effectively communicating with each other?

Question: What steps can colleges take to encourage course representatives to give richer feedback at course team meetings?

Question: When is the best time to elect course representatives?

Question: How might students within certain subject areas be encouraged to participate in the course representative system, particularly in engineering, building and construction?

Question: How might students who don't study full-time be included in giving feedback on the teaching they receive and the learning they achieve?

Question: What general information should be given to students about the course representative system?

Question: What specific information do course representatives need to undertake their duties effectively?

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Communication with students

Earlier we noted that there are trends across the further education sector concerning the type of student who becomes involved in student representation at a course level, and the types of students who do not. Given that student officers on college committees – particularly the board of management – are supposed to represent all the different and diverse student groups within the college, our survey asked questions about the students' association's ability to communicate with various groups of students. Each student officer that participated in the survey was asked to rate their students' association's ability to communicate with a series of groups of students on a scale of 1 to 5, where 1 represented a disaster and 5 represented excellent, with 3 being OK.

The results reflect the anecdotal information gained from the interviews with college staff. Many students' associations found part-time course representatives were more difficult to involve than full-time course representatives. The ability to communicate with students from both advanced and non-advanced courses was good, but colleges found that engagement at Course Team Boards was better from advanced level students, and students' associations found that involvement in their own structures from advanced level students was often limited due to the time commitments they needed to give to their courses. Students' associations reported that there were significant difficulties in ensuring that students in outreach centres were involved in their decision making or activities. A couple of students' associations noted they had reasonably good communication with students from their "minor" campuses as they had surgeries and other

events there. One students' association commented that it had good communication with satellite campuses as the college paid for course representatives from these campuses to get taxis to the course representative meetings that the students' association held.

The main way that students' associations communicated with course representatives was through regular meetings with them – out of the 22 respondents in our survey of students' representatives 17 met with course representatives. The vast majority meet with course representatives every month, three met every fortnight and three met less than once a month. Five of the students' associations that responded to our survey did not meet with course representatives. These students' associations generally cited practical difficulties in getting busy students to attend such meetings, although one students' association stated that although it wanted to meet with course representatives it had been unable to do so because the institution would not provide it with a list of contact names and details of the course representatives. One students' association reported significant difficulties in students being allowed to attend meetings as they were not allowed time off classes for course representatives meetings with the students' association or to attend Course Team Board meetings. Conversely, three colleges noted that attendance by course representatives at these meetings had increased when they had been held over lunchtime and lunch had been provided to the course representatives.

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Group of students	1	2	3	4	5
Ability to communicate with course representatives in general		2	7	10	3
Ability to communicate with part-time course representatives	1	7	9	2	2
Ability to communicate with advanced and non-advanced course representatives		1	10	10	1
Ability to communicate with course representatives from a spread of subjects		1	9	7	5
Ability to communicate with mature and younger students in general		1	5	10	6
Ability to communicate with students in outreach centres in general	5	9	4	2	
Ability to communicate with students on day-release or block placements in general	3	3	7	6	

Issues discussed at students' associations meetings with course representatives	No of respondents
Class issues raised by course representatives	11
Campaigns and forthcoming events	8
Major issues in the college	7
Complaints	4
Board of Management feedback	3
Reports from student officers	3
Transport	2
Student welfare	1
Canteen	1

Around a half of the college staff we interviewed commented that there was difficulty in getting course representatives to discuss learning and teaching issues around their specific curriculum areas. Instead the course representatives often preferred to raise issues concerning the general college experience at Course Team Board meetings, such as car-parking and the canteen or vending machines. Colleges which had "proformas" for course representatives noted that when these were used they tended to increase the number of comments based on the curriculum and decrease the comments on the more general elements of the college experience. As part of the students' association survey we asked student officers what sorts of issues they dealt with during their meetings with course representatives. Only half of those surveyed stated that they discussed what we term here as "class issues": issues around teaching and learning. Around half discussed the major issues of the college, many of them presumably giving feedback from recent college meetings, even if this was not explicitly mentioned. Other meetings discussed the general business of the students' associations, particularly the campaigns and events that were being organised by the association. So although students' associations may have regular meetings with students' associations this does not mean that these meetings provide a forum for discussion about the wider learning and teaching issues or the major issues of the college.

> *Question:* How might students' associations be supported in communicating more effectively with a greater range of students?

> *Question:* How might students from outreach centres and satellite campuses be encouraged to communicate with other course representatives and their students' associations?

> *Question:* How are the issues raised at course representative meetings feeding into college quality processes?

Incentives and barriers to student participation

We asked student officers about their perceptions of what encouraged students to become involved as course representatives within their colleges, and what factors acted as a barrier. It was left to student officers to mention the factors that they felt acted as incentives or barriers to participation, and to mention more than one factor under each heading.

The most frequently mentioned incentive to becoming a course representative was the desire to get class problems solved. Less popular choices by student officers include, enhancing their curriculum vitae and increasing their sense of belonging within the college. The first two suggestions were the ones that most college staff had themselves mentioned as ways in which students were encouraged to become course representatives. Perhaps disappointingly, only three student officers suggested that enthusiasm from the students' association and the college led to students becoming course representatives. In all three cases, however, it was clear that the students' association took a large amount of time to visit most classes during the first few weeks of the academic year and get course representatives. This included representatives from those groups which in other parts of the further education sector it appeared very difficult to get representatives from.

Student officers' explanations of why students do not become involved as course representatives were a little more complicated. It was

Factors that encourage student involvement	No of respondents
Getting class problems solved or desire to improve courses	12
Good CV	8
Social side / sense of belonging	5
Enthusiasm from the SA and college	3
Being the leader in the class	1
Get out of classes for meetings	1

Factors that hinder student involvement	No of respondents
Don't have the time	12
Timetabling of courses and/or assessments	8
Workload of representative too complicated or too large	6
Intimidated by staff	3
Don't understand what a representative does	2
Don't care - apathy	2
Lack of payment for undertaking the role	2
Perception of what you are expected to do	1
Students not seeing themselves as students, e.g. part-time evening students	1

The use of questionnaires within further education colleges

Although an analysis of the use made of questionnaires by further education colleges in Scotland was not one of the deliverables of this report, they do merit mention as a major source of information about the student experience in college. It should be noted that there is significant variation between colleges on the number of questionnaires used, from two a year up to eight. Across the sector there appears to be three sets of questionnaires:

- Those relating to the course, usually collected every term or semester, but in some cases once a year;

- Those relating to the college experience generally: many colleges survey students over the induction process and then at the end of the year (around May). Around half of the colleges still used the questions which the Funding Council had developed as part of their survey of student satisfaction;

- A few colleges had developed questionnaires for their support services in addition to the other types of questionnaire. In most colleges, information on the support services was collected via the general college experience questionnaire.

clear that students feel they do not have enough time to act as course representatives. It should be noted that this referred both to lack of time because of demanding courses and other commitments such as part-time work. Two-thirds of the students asked about barriers, identified that many HN students, due to their demanding academic work found it difficult to become involved as course representatives. This – alongside the suggestion from six student officers that the workload of a course representative seems too large – suggests that ways should be found to reassure students

that the workload is not large, and much of the work is done naturally alongside the course.

Question: How do national organisations, students' associations and colleges 'sell' the experience of being a course representative?

Question: What action can be taken to ensure that course representatives realise that it doesn't need to take large amounts of time to be an effective course representative?

A number of institutions mentioned West Lothian College's on-line questionnaires, stating that they were either in the process of moving to on-line questionnaires or were exploring this. A handful of colleges appeared to be moving away from using questionnaires and instead

using focus groups as they provided richer information as to the cause of satisfaction or dissatisfaction. Around half the institutions surveyed sampled their student population for questionnaires, while the other half attempted to survey all full-time students and sample the other modes of study. Across the sector there appeared to be a trend towards moving away from issuing questionnaires to the whole student population and a move towards sampling methods.

Other mechanisms for student involvement

So far this report has considered student involvement within college committees, in the course representative system and more indirectly through the use of questionnaires. This section of the report examines the other, more "miscellaneous", mechanisms that colleges employ to involve students in their quality assurance and enhancement systems. It covers student involvement in college self-evaluation processes, other internal audit functions, complaints and appeals procedures, sector-wide best practice events and any other means by which colleges include the student voice in their deliberations.

Student involvement in the self-evaluation process

At the majority of colleges the self-evaluation process takes place at the course or cognate course level. At a handful of colleges it takes place at a slightly more removed level at the departmental or subject-area level. There is little scope for such colleges to involve students in their self-evaluation processes

partly because of the limited student representation at such levels.

Of those colleges where self-evaluation took place at the course level just over half of the colleges surveyed claimed that students were involved, and just under half stated that they were not directly involved. In most cases the way in which students were involved was similar at both self-defined groups of colleges. Generally, students were involved through their comments at the Course Team Board meetings and through questionnaire responses. In many colleges, drafts of the self-evaluation reports or annual reports were presented at the final Course Team Board meeting of the year and therefore an opportunity was presented to course representatives to comment on the actual text of the report itself. In some colleges this possibility was specifically excluded because it was deemed as inappropriate that students should see the self-evaluation report. The fact that around half of the staff interviewed saw this process as a mechanism of involving students in the self-evaluation process and half did not view this as direct involvement introduces the question of what student involvement in the self-evaluation process actually is.

Asking the question about student involvement in the self-evaluation process often prompted a discussion about the merits or otherwise of such a suggestion. Staff at two colleges suggested this was something that they would wish to investigate further. Many individuals interviewed stated that they were not sure what students could bring to the process of self-

evaluation and that they were not able to take in the bigger picture, which rendered their input limited.

Student involvement in other internal audit processes

During the course of the interviews some 17 colleges mentioned processes which might be classified as internal audit processes that were not related to the self-evaluation process. Of these, 7 involved students as part of the audit process. The remaining colleges either made no use of students within these additional audit processes or made no mention of them when asked.

Three of the colleges stated that they made use of students in other internal audit processes by interviewing them (Banff and Buchan College, Clackmannan College, and James Watt College).

The four remaining colleges involved students in different ways. Lauder College conducts internal subject reviews for each of its curriculum areas, as part of which it interviews students studying within that subject area. Cardonald College involves students in its External Review Board process – every two years every course undergoes this process of review in addition to its self-evaluation, which means that every year half of the College's curriculum undergoes this review. The review board consists of staff, students, former students, members of local business and HEIs that review the curriculum of the course. Aberdeen College involves students in its programme of teaching observations. As part of teaching observations that are carried out by the Quality

Unit within the College, those who have just carried out the teaching observation speak to the students without a member of staff present to ascertain how the students actually reacted to the lesson they had just received. In addition to this the Quality Unit of the College will also carry out teaching observations if requested to do so by the course representative or a group of students on the course. The College has found that while this prerogative is used by students it does not appear to be abused by them.

Appeals and complaints procedures

Every college in Scotland now appears to have some form of complaints as well as academic appeals procedures for students, with the last college putting in place its complaints procedure in the 2003-04 academic year. From anecdotal information collected as part of the interviews; in nearly every college the complaints procedure is used more regularly than the academic appeals procedures. There would appear to be a large difference among colleges as to how frequently the procedures are used, not necessarily relating to the size of the college. Some colleges reported that the procedures were hardly ever used and others reported considerably more frequent use of the procedures.

Under the procedures that most colleges have developed students are allowed to bring a representative – usually another student or their guidance tutor – to a hearing where the complaint or appeal is decided. It should be noted, however, that in a number of colleges the success

or otherwise of the complaint is decided by the Principal without a hearing. There is only one college (John Wheatley College) where the panel that decides on complaints from students includes a student member, usually nominated from the students' association. Around half of the colleges have included a suggestions or comments box as part of their procedures. Frequently, in colleges that have these suggestion boxes the college produces a report to one of the college committees (in one case the Board of Management) outlining the suggestions and comments received over a set period. A number of staff interviewed, commented on the difficulty of feeding back on how the college has responded to the comments and suggestions of students. The feeling that often student comments and suggestions are related to complaints is perhaps underscored by the fact that at around a fifth of colleges the complaints policy also includes more positive-sounding words such as "commendations" or "quality improvement".

Mention might be made of two further colleges in relation to their complaints procedures. At the time of the interview Barony College's complaints procedures were being updated to take into account the fact that there may be "class action", as had happened over the course of the 2003-04 academic year. Langside College's procedure was able to deal with petitions from groups of students to ensure that they were considered and responded to within an appropriate time-scale.

Sector best practice events

As part of the interview of college staff, colleges were asked to identify whether there had been any involvement of students from their college at the best practice events organised by agencies such as the SFEU and HMIe for the sector. 100% of the colleges that were surveyed said that no students had attended these events. A small number of colleges suggested reasons why this might be. Some suggested that these events were of little benefit to staff and so there was no point in sending students as well. Some noted that the places for each college were frequently limited to two or three, it was hard to see what benefit taking a student could bring to the college's contingent, when arguably, other individuals could make a bigger impact in taking ideas and suggestions back to the college.

Having established that there was no student involvement in the best practice events themselves, colleges were asked if students were involved in the dissemination of best practice events within the college after the events. Around a quarter of colleges surveyed suggested that if there was any dissemination of the results, it would be done informally either at the Course Team Board or through service managers discussing issues with student officers from the students' association. No college had any formal mechanism to involve students in generating of ideas from best practice events. Only one college (Banff and Buchan College) could actually point to examples of the senior management team mentioning ideas from best practice events

to officers of the students' associations for their comments.

Preparing students for HMIe Review

Interviewed colleges were asked how they had prepared the student body for a visit by the HMIe review panel. Of the colleges surveyed, 28 said they sent around the letter that HMIe itself had produced for students before the review visit. Fifteen colleges used other methods in addition to this. By far the most common technique used by colleges to raise awareness of an impending HMIe visit was an announcement by either course tutors or guidance staff that the college was being reviewed and not the students. A smaller number of colleges ensured that they spoke to those students who would actually meet reviewers. Four colleges briefed the students' association and/or course representatives. At Newbattle Abbey College, staff held an open meeting for students to explain the HMIe visit and its purpose and also to discuss the students' expectations and fears about the impending inspection. Glenrothes College used posters to raise awareness of the HMIe review visit and another college organised a "mock review" involving students before the actual review by the HMIe team. The interview with one college took place just a couple of weeks before their HMIe review was due to take place under the new framework. Their experience of preparing their student body, students' association and course representatives, suggests that more information will be forthcoming for students under the new review framework than under the previous framework.

Other mechanisms

During the course of interviews with staff of colleges, a number of other mechanisms of involving students in commenting on their learning experience emerged. Within this category a number of colleges mentioned feedback mechanisms, which would be equally applicable to other colleges as well. For example, four colleges mentioned they had guidance tutors and/or systems that could act as a mechanism of collecting information if several students were to mention similar issues. One college mentioned that its Personal Learning Plans might similarly pick up issues if a number of students were referring to them. A number of smaller colleges, stated that their informal or open-doors policy meant that students could raise issues outwith the formal channels and that they could be addressed before they became serious issues. In terms of creating an environment that fosters belonging and ownership of the learning experience and whether this has any effect on effective student feedback and resultant action of the part of the institution, these mechanisms are worthy of further exploration.

The most common of these "other mechanisms" were focus groups, which were mentioned as being used in ten colleges, and appear to be used increasingly regularly. Some of the largest colleges conducted over a hundred focus groups each year. Perhaps the most advanced system of focus groups employed within the further education sector was the 'Student Voices' scheme operated by Dumfries and Galloway College.

The 'Student Voices' scheme uses students to lead their class in a discussion of their programme across the different area A headings of the HMIe framework. This discussion amongst students leads to them giving a grade for each aspect of the framework. This feedback is then used by the college and programme team for action planning and self-evaluation purposes.

Question: Should students have a greater role in the self-evaluation process, and if so, how might this be achieved?

Question: Could focus groups be used to add information at either the college or subject-level of colleges?

Question: How might students usefully contribute to sector-wide best practice events?

Training and support of course representatives

The support that was provided to course representatives was primarily perceived by college staff as provision of training and a handbook to allow students to undertake the role of a course representative. In most cases this meant that the institution booked the **sparqs** course representative training and ordered resources from **sparqs**. Most institutions commented that before **sparqs** had been established they had provided little in the way of training and support for their course representatives at an institutional level. It was acknowledged by

most staff interviewed that much of the support provided to course representatives was local and took place between individual staff on the Course Team Boards and the course representatives. As mentioned earlier, some institutions provide additional support by supplying forms for course representatives to complete if they can't manage to make a course team meeting.

Support and training provided by the students' association for course representatives

As part of the survey of student officers, the topic of support and training for course representatives was discussed. In just over half of the students' associations who responded the main form of support was through meetings between the students' association President (or Executive Committee) and the course representatives to discuss common issues. This form of support appeared to aid the participation of students at both college committee level and the Course Team Boards. Other forms of support included co-ordinating the training from **sparqs** as well as offering classes during induction to explain the course representative system to students (see table above).

Students' Associations views of their institution's provision of support and training for course representatives

The survey of students' officers also asked students' associations to comment on what they thought their institution provided in terms of support and training for the role of the course representative. From the responses collated in the

Support and training provided	No of respondents
Students' association and course representatives meet regularly	12
Co-ordinating **sparqs** training/resources	10
Open Door Policy	9
Induction talks about course representation by student officers	6
Help individual course representatives with issues	3
Provide course representatives with information, e.g. handbooks	3
Packs made up for elections	1
Limited	1

table below it would appear that students' associations' views of this support are quite limited.

It is clear that both institutions and students' associations could be doing more to support course representatives. Generally speaking, students' associations wished to support their representatives more than they were doing, but in many instances, claimed that lack of resources hindered their ability to provide that support. It was also clear that institutions and students' associations could do more by working together on these issues.

> *Question:* What college-specific information should supplement the basic **sparqs** course representative training?

> *Question:* How might students associations and colleges enhance the support they provide course representatives?

Support and training provided	No of respondents
Room provided	10
Encouragement to attend students' association meetings	4
Nothing	2
Publicity from students' association to course representatives	2
Mentoring of student officers by staff member	2
Allow students off classes to attend meetings	2
Clerical/administration staff	2
List of name and contact details provided	1
Computing facilities provided to students' association	1

Relationships with college staff

The interviews with college staff suggested that at just under half of the colleges meetings were regularly attended by the student representatives who were members of the committee. As part of the survey of students' associations the relationships between the student President with college staff was explored. Officers were given a list of words and asked to indicate which ones described their own relationship with college staff. The students were told that they could pick as many words as they wished irrespective of whether they appeared to contradict one another.

Given that 22 student officers were interviewed it will be noted that every single officer described their relationship with college staff as "useful", and indeed, over two-thirds of words the student officers picked were positive. Nevertheless it should also be noted that around half chose a series of negative words to describe their relationship with college staff, and only two student officers chose no negative words.

Where can students make the biggest differences within the college?

As part of the survey of students' associations we asked student officers where and how they thought they could make the biggest difference within their college for the students they represented. A few student officers indicated more than one means by which they could make a large difference (which is why the figures don't add up to 22). Perhaps unsurprisingly given the constituency we asked the

Words that describe student representatives interaction with college staff	Number of student officers agreeing
Useful	22
Intelligent	18
Partnership	18
Worthwhile	18
Practical	17
Valuable	17
Well-meaning	17
Challenging	16
Participative	16
Objective	16
Engaging	15
Full of Potential	15
Hard Work	15
Satisfactory	15
Enthusiastic	14
Fun	14
Equal	13
Frustrating	12
Stimulating	10
Tense	9
Attentive	8
Patronising	7
Strained	5
Disorganised	5
Ineffective	4
Indifferent	3
Intimidating	3
One-sided	3
Too short / basic	2
Radical	2

question of, one of the responses was having a strong and visible students' association. A significant number of student officers gave this answer unprompted. Some of the responses indicated that officers themselves felt that often they were the only visible feature of the students' association; this was particularly the case in colleges where the students' association had no permanent home and limited resources. It was clear that student officers saw this issue of "identity" as important, and from many of their responses the current identity was frequently tied to the individual who held the position of President within the college. It should be emphasised that there was nothing egotistical in these responses – having no permanent home or other identity for the students' association meant that individuals felt a huge pressure on themselves year-on-year to be the face of the students' association. Frequently the identification of a properly functioning students' association as a mechanism for making a difference was aspirational – a desire to have more resources and facilities so the students' association could make more of a difference.

Perhaps disappointingly, given the generally positive words that were used to describe relationships with college staff, student officers did not rate speaking at the board of management or their senior management as effective. Three student officers felt they needed to take more direct action, through local press or by holding demonstrations. They suggested this not merely as a way of making

Issue or area	No of respondents
Properly functioning students' association executive (issue of visibility)	17
Speaking at board of management / taking issues to senior management	6
Campaigning	3
Press publicity	2
Demonstrations	1

the biggest difference, but the only way of changing the senior management's opinions.

Question: How can we encourage good working relationships between staff and student representatives?

Question: How can the sector reduce the number of 'negative' comments describing staff-student officer relationships?

Question: How can we encourage students' associations to be more visible on campus(es)?

Question: How can we encourage student representatives and students' associations to address issues informally with senior management within colleges?

Future developments in student representation

Developing students' associations

As already noted, only 23 out of a possible 46 students' associations responded to the survey of student representatives carried out as part of the mapping exercise. This reflects upon the state of development of many students' associations, which are almost without exception the poorer cousins of not just higher education students' associations but in many cases also further education colleges south of the border.

As part of the student representative survey students were asked what areas they would develop if they were given extra resource.

Extra Resource	Number of respondents
Not sure	2
Full-time sabbatical	4
Space for student representatives to meet	4
Improvement in communications between students' association and students	4
Look to employ member of staff (part or full time)	4
More regular or frequent training	3
Consider further sabbatical officer	2
Extra materials to recruit and maintain representatives	2
Website/electronic notice board	2
Training for students' association officers	1
Like to develop in-house training	1
Training (if **sparqs** were not there)	1
Incentives to students to become representatives	1
Support for sports clubs	1
Better handover between student officers	1

not specific, but into the general. The following is a collated table of comments of these areas:

There was an even divide between representatives who felt that their college involved them in all decisions appropriate, and those that felt their college could do more to involve them in all decision-making processes within the college. It should be noted however, that few of the structures through which students are involved and areas on which students are already consulted vary between colleges. Given this, it may be that the divided opinion between whether or not students could be more involved in college decision-making structures represents a difference of opinion amongst student representatives themselves.

The rest of the table indicates areas which were named by the student representatives and will perhaps give institutions food for

While there is much food for thought here for future development of students' associations, it is clear that some of the more popular suggestions will involve investing resources in students' association activities. Almost universally, those who mentioned the students' association also commented on its limited resources.

Areas of decision-making

The survey of student representatives showed a number of areas that students' associations would like to be involved in or involved in more within their own institutions. Student representatives were not given a list of possible choices, but rather asked to highlight areas or topics

themselves. One of the drawbacks of this mechanism is that just under half of the responses were

Topic/Area	Number of respondents
More involvement in general	5
Nothing further – large say already	5
Not sure	3
Strategic decisions, for example, in new campus plans or merger discussions	3
Timetabling	3
Manner students are taught in	2
Course content	2
General college facilities, for example, common room or estates issues	2
Academic decisions in general	1
Feedback to students regarding decisions taken	1
When things aren't working in specific area	1

thought on involving students further in these areas. Perhaps it is worth considering the response of one student representative, who commenting that there could be more involvement in general, said "Pretty much all [decisions] – every decision affects students". Equally there was acknowledgement that students could do more to involve themselves in decision-making. One student representative stated that students would get more of what they wanted at their college if they approached staff and spoke to them.

Question: How can we support the suggested areas for development for student representation?

Question: Do we need to raise expectations amongst student representatives on what issues they might be asked to comment on in the future?

Conclusions: Strengths, weaknesses and areas for development

This mapping exercise has found that most colleges have a functioning course representative system. The effectiveness of this system, however, varies considerably from college to college. Clearly the priority for some colleges was to develop their course representative system so that students volunteered to become course representatives and saw value for them and other students in the system. For other colleges the priority might be to ensure that students from across the subject spectrum on offer see the value in becoming course representatives.

Across the sector the course representative system is good at representing the views of full-time students who attend the main campus of the college. It is clear however, that many colleges struggle to engage students studying on the satellite campuses and in modes of study other than full-time. There is the suggestion that difficulty attracting students from engineering and construction may be related to the high numbers of students studying at colleges through their employment. One individual suggested that the trade union movement might be one way in which these students could contribute their views and opinions into college quality systems. Most colleges appear to use the course representative training provided by **sparqs** as well as ordering the course representative handbook for representatives. It is clear that until this support was provided, few colleges were training and supporting their course representatives beyond providing support from individual tutors at the course level.

Communication between the various stakeholders in individual colleges' course representative systems was an area that both colleges and students' associations could be improved. Colleges clearly feel that students could do more to provide feedback on their learning experience at college rather than the more general college experience. Students' associations stated that they would welcome greater communication between themselves and course representatives with a significant number citing this factor as one which would do the most to make student representations more effective. Strong and positive informal communication between college senior management and student officers in the students' association was clearly linked with a better functioning course representative system.

Across the sector there appears to be some agreement that students should sit on the board of management and the academic board or equivalent. Some colleges reported significant difficulties in getting students to attend these meetings, with the highest attendance and the most effective representation appearing to come from those students' associations that had sabbatical officers. These colleges also had the largest numbers of committees that students were members of.

Student representation on college committees

> *Question:* Other than the Board of Management, what committees is it appropriate for students to sit on?
>
> *Question:* How might attendance at Board of Management meetings by students members be increased?
>
> *Question:* Is any student involvement required at the middle-management (section level) of colleges?
>
> *Question:* How can students' associations be developed and strengthened to promote student involvement in the running of the college?

The course representative system

> *Question:* How can students' associations and course representatives be supported in effectively communicating with each other?
>
> *Question:* What steps can colleges take to encourage course representatives to give richer feedback at course team meetings?
>
> *Question:* When is the best time to elect course representatives?
>
> *Question:* How might students within certain subject areas be encouraged to participate in the course representative system, particularly in engineering, building and construction?
>
> *Question:* How might students who don't study full-time be included in giving feedback on the teaching they receive and the learning they achieve?
>
> *Question:* What general information should be given to students about the course representative system?
>
> *Question:* What specific information do course representatives need to undertake their duties effectively?
>
> *Question:* How might course representatives be rewarded or recognised for their activities?

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Communication with students

> *Question:* How might students' associations be supported in communicating more effectively with a greater range of students?
>
> *Question:* How might students from outreach centres and satellite campuses be encouraged to communicate with other course representatives and their students' associations?
>
> *Question:* How are the issues raised at course representative meetings feeding into college quality processes?

Incentives and barriers to student participation

> *Question:* How do national organisations, students' associations and colleges 'sell' the experience of being a course representative?
>
> *Question:* What action can be taken to ensure that course representatives realise that it doesn't need to take large amounts of time to be an effective course representative?

Other mechanisms for student involvement

Question: Should students have a greater role in the self-evaluation process, and if so, how might this be achieved?

Question: Could focus groups be used to add information at either the college or subject-level of colleges?

Question: How might students usefully contribute to sector-wide best practice events?

Training and support of course representatives

Question: What college-specific information should supplement the basic **sparqs** course representative training?

Question: How might students associations and colleges enhance the support they provide course representatives?

Relationships with college staff

Question: How can we encourage good working relationships between staff and student representatives?

Question: How can the sector reduce the number of 'negative' comments describing staff-student officer relationships?

Question: How can we encourage students' associations to be more visible on campus(es)?

Question: How can we encourage student representatives and students' associations to address issues informally with senior management within colleges?

Future developments in student representation

Question: How can we support the suggested areas for development for student representation?

Question: Do we need to raise expectations amongst student representatives on what issues they might be asked to comment on in the future?

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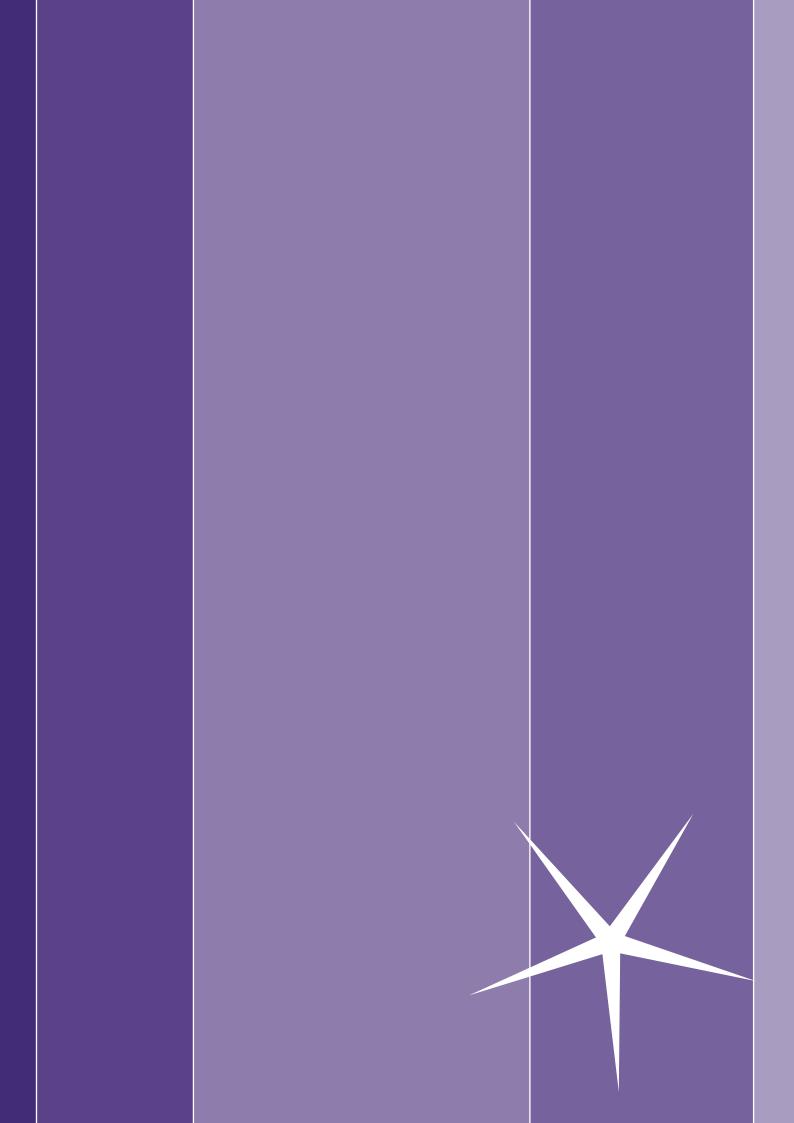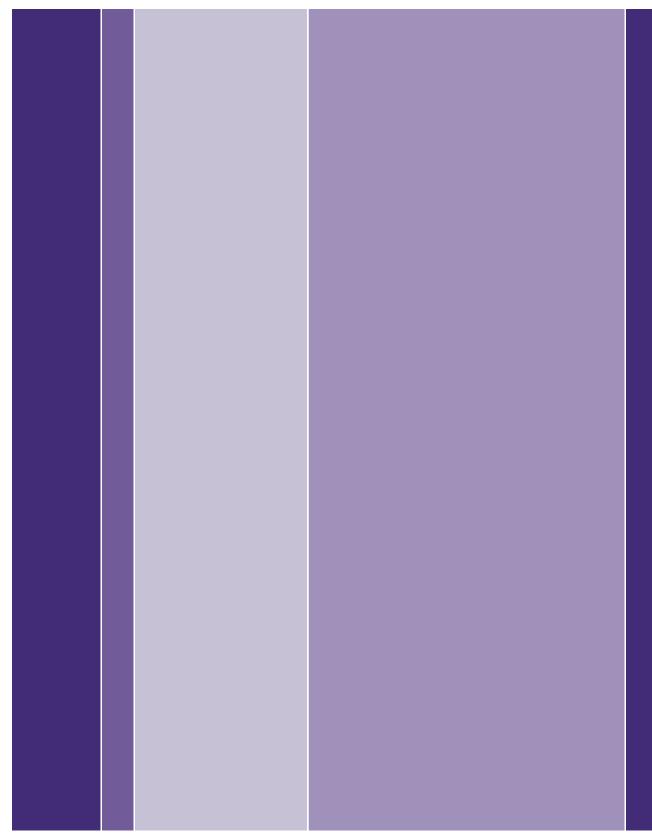
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