Guidance on including achievement as a course representative in the Higher Education Achievement Report

sparqs student participation in quality scotland

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About this guidance

This guidance was developed in consultation with a Working Group made up of staff and student officers from several universities who took part in development sessions to design and plan the pack.

The guidance aims to support universities and students' association in their discussions around development of the Higher Education Achievement Report (HEAR). It advocates that course reps (indeed all student reps) should have their work accredited through inclusion in section 6.1 of the HEAR. How this can be approached is discussed with suggestions for formalising this, but it frames it with discussion and suggestions for supporting course reps in their role, to develop them and thereby enabling them to be effective.

Acknowledgements

Introduction

Evidence we have from those institutions that have moved rapidly to implement the Higher Education Achievement Report highlights three key factors that set the context for this document:

- The HEAR is best viewed not simply as a final summary document produced in Registry; developing the HEAR effectively requires a cross-institutional approach, from senior managers, the registry, academic colleagues and those involved in supporting learning and teaching, careers and employability staff and, crucially, students and student representatives.

- The HEAR – as a richer record of graduate achievement – emphasises both academic and 'lifewide' achievement. Section 6.1, dealing with 'Additional Achievements' verified by the institution outside the formal degree programme provides the context for the latter, which has rightly been emphasised by those Vice Chancellors and others charged with steering this initiative to be one of the major components at the heart of the HEAR. Indeed, there is a clear view that, without this section, the document will not fulfil the requirements for being termed a HEAR at all.

- While the HEAR is an institutional record, a strong emphasis in trial work has been upon the development of partnership arrangements with students' unions (or other comparable representative bodies) to develop arrangements for the inclusion in Section 6.1 of activities in which the students' union has a role in delivery and/or verification.

The HEAR – as a richer record of graduate achievement – emphasises both academic and 'lifewide' achievement.

Such experience sets the context for the guidance presented here, emphasising as it does the role of the course representatives as providing a key opportunity for wider learning and achievement for students. It offers a structured framework which will support institutional decision taking in this important area, together with exemplars and resources. The ideas presented here will hopefully be helpful to those developing the HEAR, whether as a format to follow or as the basis for structured discussions at institutional level through which acceptable local arrangements are forged. Either should serve to support the HEAR as a mechanism through which the value of the overall HE experience can be emphasised and students/graduates can be supported in developing the capabilities and achievements which will enable them to succeed in progressing from HE, whether to employment or further study.

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Executive summary

1. The university sector in Scotland continues to develop and support its course reps. There has been a growing need to recognise and reward students that act as representatives and universities for some time have been exploring how this could be done. The Higher Education Achievement Report (HEAR) provides the opportunity for this to happen.

2. Section 6.1 - where a student's additional achievements can be recorded - is an essential part of the HEAR; this will be where extra-curricular activities can be recognised and this can include being a course rep.

3. However the university decides to develop criteria for identifying what can be included in section 6.1, the criteria should be clear, developed in partnership with the students' association and be clearly communicated to students.

4. Course reps give up a significant amount of their time to act on behalf of their class. They undergo training to support them in their role and commit to attending meetings, and by doing this, they are contributing to the learning and teaching quality of the university. By doing their job well, they are improving the experiences of students and supporting academic staff.

   Accrediting this vital role recognises this contribution and demonstrates the value the university places on reps. It will help reps to convey the work they did and the skills they gained to future employers.

5. A framework for institutions to consider as a basis for recognising the achievement of course representatives is discussed. This is based upon four elements:

   - Participation in initial training (the minimum requirement suggested).
   - Attendance at meetings.
   - Reflection.
   - Participation in ongoing training.

6. For each element, suggestions for recording are also identified which will ensure achievement can be captured with confidence for inclusion in a university document.

7. As an alternative approach, the accreditation of course rep roles might be included within wider skills awards, though care will be necessary to ensure that such a wider framework does not exclude course reps from having their achievements recognised.

8. A range of approaches and issues in respect of recording are further discussed in the detailed document, and exemplars offered.

Participation in initial training

- Attending course rep training should be the base line for recording the work of course reps for HEAR.
- Recording attendance at training is relatively straightforward but it might need some additional processes to be in place, particularly if the university is also recording reflection.
- It is important that all the staff are aware of the recording process.
- Alternatives to standard training are available should attendance not be possible.

Attendance at meetings

- Decide on a proportion of meetings course reps will be expected to attend and communicate this to them as early as possible.
- Meeting processes and procedures should be communicated as early as possible.
- Meetings should be accessible for course reps.
- Attendance can be established through minutes, or if a reflective diary is used, by the Chair signing to agree attendance.
- Alternative ways of contributing are available should attendance not be possible.

Reflection

- A reflective diary will allow the course rep to record their attendance at training and meetings.
- It will enable them to demonstrate personal development through fulfilling their role.
- It should include opportunity for the rep to reflect on the contribution to learning and teaching.
- It is a tool to record the rep fulfilling their role at this stage, it is not to measure their contribution.
- Guidance or support will need to be provided on what level of reflection the university will accept.

Participation in ongoing training

- This is an optional element – it should only be considered if it does not add significantly to the work a course rep must do.
- It can consist of course rep specific training, access to university wide training or to training through a leadership or skills award.
- Attendance can be recorded through a reflective diary.
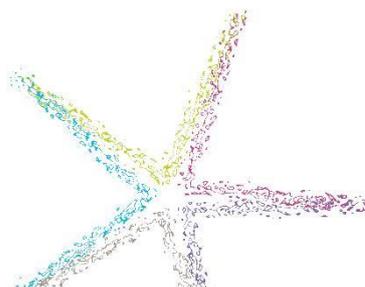
How sparqs can help

Many universities are currently developing HEAR and section 6.1. As this guidance discusses, it is important to explore and put into place mechanisms that recognise the role of course reps. It is also important to ensure that students are actively involved in the process.

From the beginning, sparqs can support the process, for instance, sparqs keeps attendance records for all of its training so this can be shared with the university (with the student's permission) thereby going some way to recording training attendance.

sparqs is happy to work with institutions to develop processes and tools to take the development of section 6.1 forward.

For more information on the work of sparqs and the support we provide, visit www.sparqs.ac.uk
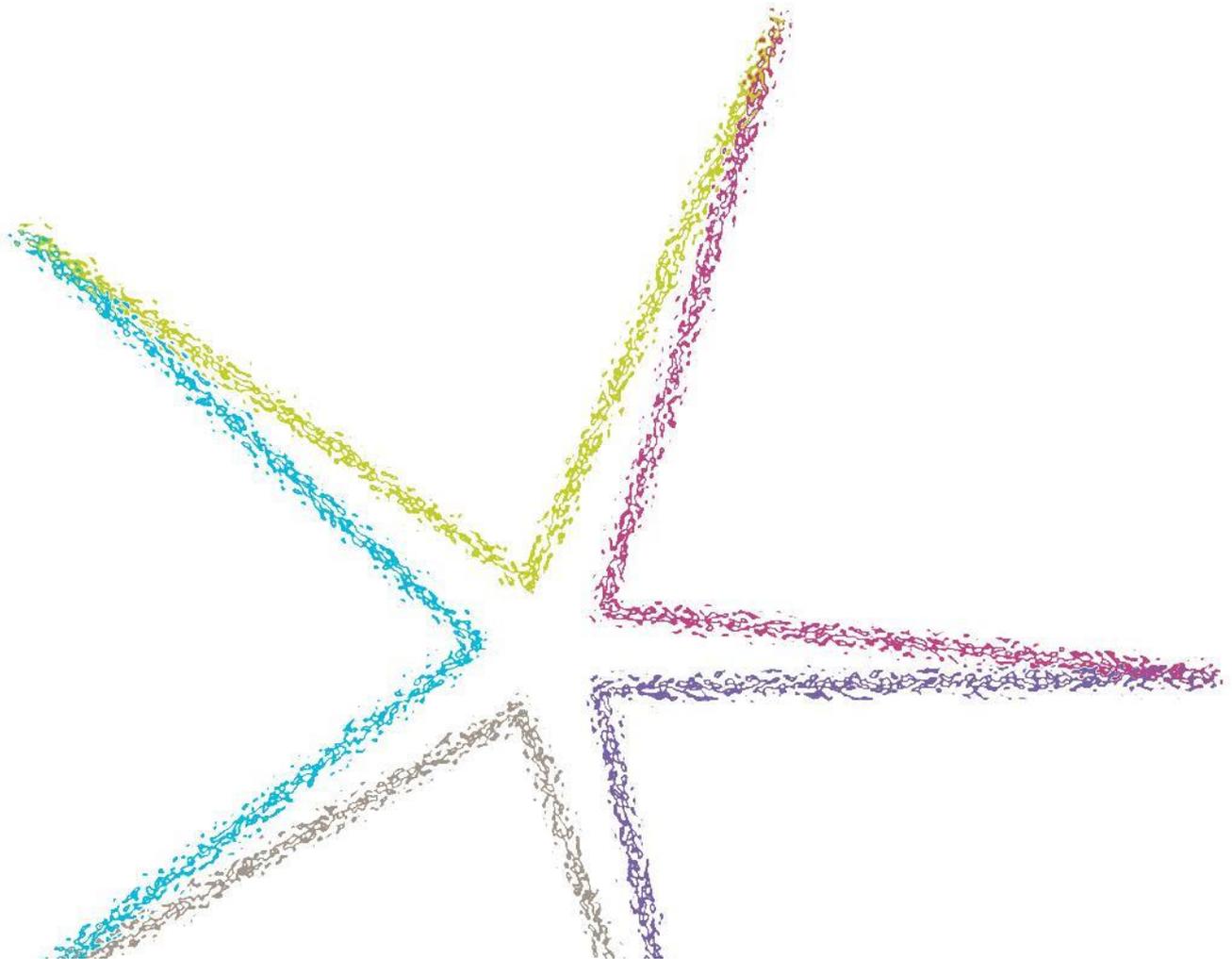
Section one - Higher Education Achievement Report

1.1 Background to HEAR

Almost a decade ago, the UK higher education sector began discussing how best to assess, calculate, record and present student achievement. A scoping group identified a case for change and the subsequent Measuring and Recording Student Achievement Steering Group, led by Professor Bob Burgess, was tasked with reviewing the UK honours degree classification system. In its final report, published in 2007, it said that:

> "the UK honours degree is a robust and highly-valued qualification but the honours degree classification system is no longer fit for purpose. It cannot describe, and therefore does not do full justice to, the range of knowledge, skills, experience and attributes of a graduate in the 21st century."[1]

It proposed the development of a Higher Education Achievement Report (HEAR) which would sit alongside the degree certificate and contain a detailed academic record of modules undertaken and marks obtained and a record of additional achievements, such as in volunteering or representative roles, particular additional university awards, and academic or professional prizes.

1.2   Recognition of extra-curricular activities

Section 6.1 is where the student's additional achievements can be recorded. It is an important part of the HEAR; this will be where the extra-curricular activity can be recorded and this can – subject to institutional agreement – include undertaking the role of a course rep.

Information in section 6.1 will be recorded under one of three headings:

- University, Professional and Departmental Prizes.
- Non-academic performance accredited by, or with external accreditation recognised by the university.
- Additional formal roles taken by students for which no recognition is provided in terms of academic credit, e.g. course representatives or student officers.

Activities will be included only when they can be verified by the awarding institution. This means that volunteering opportunities offered through the university or the students' association, such as buddying, mentoring or course reps, can be recorded, but opportunities offered outside of the university are unlikely to be, unless the university agrees.

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[1] *Beyond the Honours Degree Classification: Burgess Group Final Report*, p5 (Universities UK, 2007)

Opportunities to be included in 6.1 should be equally open to all students.

Not all universities will be set up to include a full range of information in 6.1 immediately; in such circumstances aspects can be left empty but this should be noted on the HEAR. A university that does not include information in 6.1 at the start of their use of HEAR should be working towards including information in this section, possibly in a phased process. It is intended that this section will be used, although it was recognised that it might take longer to agree entries for it than for the rest of the HEAR.

1.2.1 What can be left out?

A student may not want all their achievements to be included in their HEAR. For instance, if a university takes the decision to include presidents of societies, a student of a more frivolous society might prefer not to have this recorded. Also, a student involved in the LGBT Society may not want this recorded on their HEAR. Students can be given the option of removing elements from 6.1 of the HEAR only.

1.3 Approaches to recognising roles

Criteria should be clear, developed in partnership with the students' association and be clearly communicated to students.

However the university decides to develop criteria for identifying what can be included in section 6.1, the criteria should be clear, developed in partnership with the students' association and be clearly communicated to students.

Institutions that have begun including information in section 6.1 have developed different approaches:

1. Identifying a list of activities that can be recorded and developing a range of protocols that enable this to be effective.
2. Establishing overarching criteria and assessing applications for roles to be included under this criteria.
3. Utilising existing award programmes within the university.
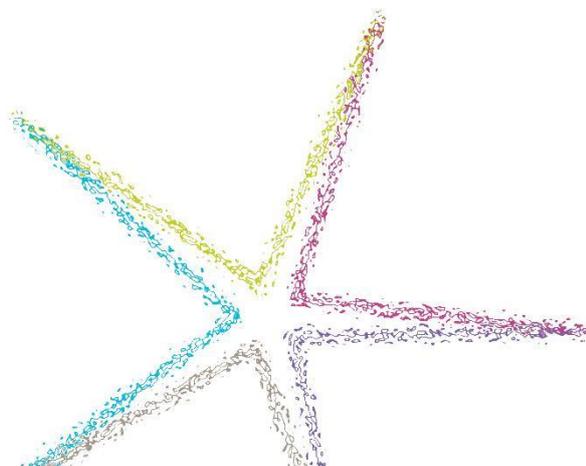
1.4 Additional points to consider when including information in section 6.1

There are some additional points to be aware of when including information in section 6.1 that are worth being considered during the development process. These may be challenges, however, they also represent valuable opportunities to develop course rep structures and support. By being aware of these issues at the beginning of the HEAR development process, you can begin to put mechanisms or resources in place to counter any disadvantage that might arise.

"Equally accessible" to all students

To be recorded in section 6.1 the opportunity must be equally available to all students. However, this does not mean all students may be able to take up the opportunity. For instance, a student may have additional responsibilities outside of university such as part-time work or caring commitments that make it difficult or impossible to take on additional responsibility.

Articulation

Increasing numbers of students are taking less traditional routes through university with some articulating from college and others moving between universities. The HEAR is provided by the degree awarding university and there may be no mechanism in place for the transfer of information in respect of extra-curricular achievements between institutions.

Volunteering elsewhere

The HEAR only includes volunteering and other opportunities that the university agrees to verify and validate, meaning volunteering and opportunities outside of this cannot currently be included.

Skills awards

Several universities have, or are developing, their own skills or leadership awards that are open to volunteers (including course reps). These would satisfy the requirement for validation but may be a higher level of recognition than is necessary for recording in a HEAR (depending on how the university has decided the criteria.) A skills award can be a route to having a role recorded on a HEAR but wider criteria would allow more roles and students to be recognised.
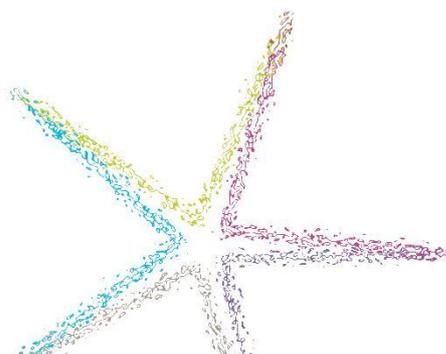
Section two - A four element framework for recognition

2.1 Why accredit course reps?

Course reps are an integral and important part of the learning and teaching process.

Course reps are an integral and important part of the learning and teaching process. By representing the views of their course they ensure the student view is included in decision making processes that impact on the learning and teaching of students.

Course reps give up a significant amount of their time to act on behalf of their class. They undergo training to support them in their role and commit to attending meetings, and by doing this, they are contributing to the learning and teaching quality of the university. By doing their job well, they are improving the experiences of students and supporting academic staff.

The role of the course rep is open to a wide and diverse group of students so, on a practical level, accrediting course reps is a straightforward way to recognise the wide range of contributions from a large and broad group of students.

As this guidance discusses, to be recorded in a HEAR the work done by a course rep needs to be quantified in some way. For a course rep to do their job properly, a course rep should be supported by the university. By accrediting reps it represents a valuable opportunity to balance this expectation of reps with provision of support.

Accrediting course reps is a straight-forward way to recognise the wide range of contributions from a large and broad group of students.

Accrediting this vital role recognises this contribution and demonstrates the value the university places on the work of course reps. It will help reps to convey the work they did and the skills they gained to future employers.

2.2 What should be included?

This guidance suggests that recording attendance at course rep training is an essential base-line, however, there are good arguments for including other requirements on top of this.

- Course rep training is only one aspect of the course rep journey. Making use of the skills and knowledge gained on a practical level is essential to be an effective rep.
- It is possible for a course rep to do the training but to then fail to do their job effectively.
- Not all course reps attend training. While sparqs would suggest that it is a vital part of the course rep experience that equips them with the key skills and knowledge to be effective, there are effective reps who have not attended training.
- Course reps may have attended training in college or in other institutions or in university but prior to it being recorded for HEAR.
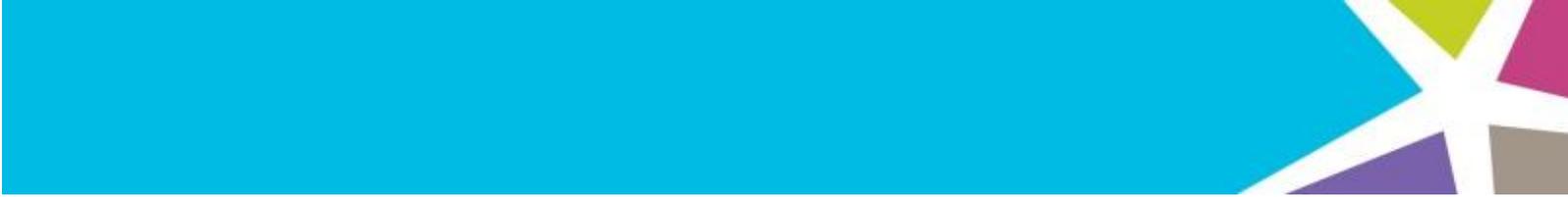
By considering the life cycle of a course rep (Appendix 1) it can be established how the work they do over their time can be identified and recorded.

This section discusses the four elements that could be recognised in relation to HEAR. The four elements are recommended as a basis for institutional recognition. They are:

1. Participation in initial training.
2. Attendance at meetings.
3. Reflection.
4. Participation in ongoing training.

They are discussed in this order because recording for some or each of the four elements already exists at several universities. Participation in ongoing training is the area that is likely to need the most development. Reflection should, however, underpin the three other sections. It enables the course rep to learn from their experiences but also to identify where they have made a difference to the university. Recording training is a good place to start, but this should be seen as the first stage of the journey. Training alone is not enough; planning for the whole process should be built into development from the start.

This section discusses each of these elements and what it might mean for the institution and the course rep if the elements are to be a requirement for the course rep role to be included in HEAR.

2.3 Providing support

As this guidance discusses, to be recorded in a HEAR the work done by a course rep needs to be quantified in some way. To support a course rep to meet these expectations, additional support might need to be provided.

When considering each element it is important to also consider what support the university can provide to enable the rep to meet these requirements. This is considered further in the guidance. It is also worth aiming for setting up requirements that do not add to the work load of reps significantly as an additional workload will decrease the likelihood of course reps being able to fulfil their commitments.

Ways of identifying and providing support are discussed in section 3.

It is also important to communicate clearly with course reps and potential reps what is expected of them and the commitment they need to give to ensure they do the role effectively. This can be done by making a clear statement of expectations and support provided in an opportunity profile.

2.4 Course rep training

Once course reps are in post, training is vital to ensure they are clear about the purpose of their role, they understand the skills they will need to complete their role as well as the process they should use to identify solutions to them, and their fellow classmates' issues. It should also signpost to the sources of help and support that are available to them.

2.4.1 Recording for HEAR

Requiring course reps to have attended training in order to be recognised on the HEAR is a minimum expectation. It can signify, to a certain extent, commitment to the role and a desire to do the job well.

As already mentioned, requiring course reps to have attended training in order to be recognised on the HEAR is a minimum expectation. It can signify, to a certain extent, commitment to the role and a desire to do the job well.

Attendance will need to be recorded in some way. Identifying whether a course rep has completed course rep training is a relatively straightforward matter – a simple sign-in sheet is likely to be enough. However, consider it to be a sign-out sheet. Asking course reps to sign it after the session will evidence that they stayed for the length of the session.

For various reasons, not all course reps will be able to attend training. It may not be on a day that suits them or they may be distance learning or part-time students and not attend university regularly. In order to maximise the opportunities for training and to minimise any disadvantage that could arise from not being able to attend training it is important to consider alternative ways to deliver training. For instance, this could be through online training or through providing workbooks that the course rep can work through and hand in to the university as evidence they have completed it.

Recording training is a relatively straightforward process. If the institution takes up sparqs training attendance is recorded and sparqs can provide the evidence the course rep completed the training.

2.4.2 Training for course reps

You can deliver course rep training in a number of ways:

1. sparqs' Course Rep Training Scheme.
2. sparqs training delivered by the institution or students' association.
3. Training designed and delivered by the university or students' association.

However you choose to deliver the training it is important to regularly review its effectiveness through evaluation. Ensure that being able to record attendance is built into the training session.

Also consider different levels or types of training for returning course reps. For instance a more detailed or advanced training for reps who have completed the introductory training or who have undergone training elsewhere i.e. at college. This ensures they will be able to have their achievement recognised on HEAR despite not undertaking the training at university and it also means that ongoing development is possible, as discussed further in section 2.7.

2.4.3 Sources of support

sparqs provides a great amount of support to institutions regarding the delivery of course rep training. These include the Course Rep Training Scheme and the Institutional Associate Trainer Scheme, as well as events that support and develop staff who deliver their own training.

More information about how sparqs can support institutional delivery of training can be found on the sparqs website at:
www.sparqs.ac.uk/training

2.5   Attendance at meetings

One of the key functions of a course rep is to attend meetings to convey the views of their course mates. The most common place for this to happen is during Staff Student Liaison Committees (SSLC) and expected attendance at these meetings should be fully explained to prospective course reps. A course rep might also be expected to attend other meetings such as student parliament meetings or student conferences. Recording attendance at all meetings is recommended and this can be done by using the reflective diary discussed in section 2.6.

Which meetings and how often should be clearly communicated to the course reps when they are considering standing for the role. It is important to ensure that the responsibilities of the course rep are not seen as onerous and this can be communicated by having a clear opportunity profile that outlines times commitments.

This guidance only recommends recording attendance at meetings. Going beyond this, to evaluating the role of reps in meetings, presents several issues:

- What would count as contributing in meetings? This could include speaking up during meetings, adding items to the agenda or even co-chairing or chairing.
- Even by "contributing" at meetings would this be enough? Some way of valuing or measuring the contribution might then be necessary.
- The measure of the contribution might depend on perspective: Depending on the issue, the students, if asked, might place a different value on the contribution than the university.
- How much opportunity do individual reps get to speak at meetings? Larger meetings might only be attended by certain reps due to the large numbers.
- It is possible for a course rep to attend meetings and to "contribute" but to then fail to do their job effectively by perhaps not raising the issues of their class.
- Alternatively, an effective course rep might be able to resolve issues outside of meetings, making their contribution, at face value, look less important.
- Courses with consistent and effective formal and informal feedback mechanisms may have less relevant issues for course reps to raise.
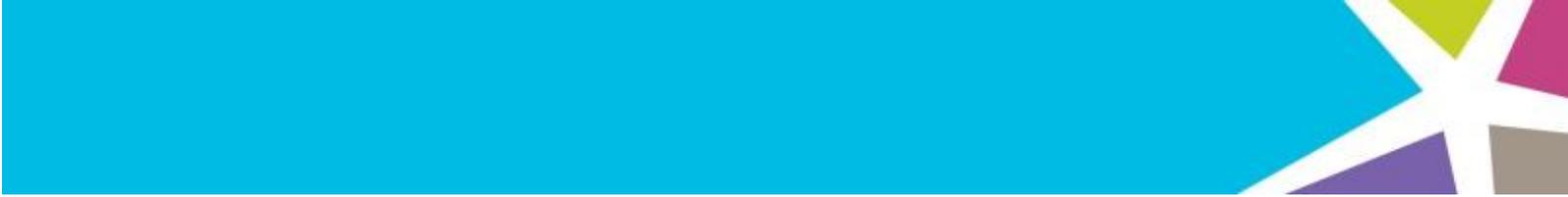
All of these things might be true and it's not possible for any system to address these issues. However, a student attending meetings can self-reflect on their role and contribution using a self-reflection tool, as discussed in section 2.6.

Universities that have taken the decision to record meetings for HEAR have concentrated on attendance only.

2.5.1 Recording for HEAR

Attendance will need to be recorded in some way. Identifying whether a course rep has attended is a relatively straightforward matter as it will be included in the minutes of the meeting. However, extracting this information to be used in HEAR will require some additional processes to be in place.

If the university considers including reflection as one of the elements it is recording, using the reflective diary in Appendix 4 will give the reps responsibility to have this completed by the Chair of the meeting. There may be a slight complication if the diary is online.

2.5.2 Which meetings?

At the very least, course reps should be attending SSLC meetings but they may also attend other meetings such as the students' association course rep meetings, meetings with school or departmental reps or the student parliament. It is important to identify which meetings course reps will be expected to attend and which ones they can choose to attend and include this information in the opportunity profile.

As well as which meetings, it is important that course reps know how many meetings they will be expected to attend. For instance, if there are three SSLC meetings over the year, a requirement that the course reps attend at least two meetings may not be unreasonable. It might be more of a difficulty if there are only two meetings a year, in which case it might be reasonable to expect the course rep to attend both.

2.5.3 Barriers to attending meetings

If course reps are expected to attend a certain number of meetings in order to be accredited, it is important to ensure that any barriers to this are minimised or removed.

Consideration will need to be given to the time and place of meetings. It might seem obvious, but ensuring that the course reps are all able to attend the meetings is the first issue. This is particularly important for course reps who are part-time or in non-traditional modes of study.

Some course reps might not have attended meetings like this before, meaning they may be lacking in confidence (or over-compensate), be unsure when to speak or how to phrase issues. While the sparqs training aims to address some common issues for course reps attending meetings, not all reps are trained, and the reality of the meeting might be different from the training room.

The purpose of the meeting should be clearly explained to course reps, along with the role of everyone attending, to ensure that the rep brings relevant issues to the meeting. Be clear about practicalities of the meeting and explain how it will be conducted. Ideally, communicate this information before reps are nominated, or at least during their induction.

Also ensure that course reps have the contact details of the Chair of the meeting and dates and times as early as possible.

2.5.4 Alternatives to attending meetings

Ideally, the course rep should be able to attend all the relevant meetings, however there might be times when this is not possible. The meeting might clash with academic commitments, the rep might have other responsibilities that mean they cannot attend, or they may be ill. The university should have a contingency plan to ensure a committed rep is not disadvantaged by circumstances that may be outwith their control.

Consider alternative ways for a course rep to contribute to the meeting.

Try to ensure meetings are held at times that are likely to meet most people's needs, taking into account times and dates. For instance, a very early or late meeting could be difficult for someone with childcare commitments.

Consider alternative ways for a course rep to contribute to the meeting. Video conferencing enables a part-time or distance learning student to participate. It may be possible for a course rep who cannot attend to submit a written paper with the points they wish to raise and why. By allowing a course rep to participate in different ways you are minimising any disadvantage by widening the group of students who can then be included in HEAR discussion.

2.6 Reflection

Reflection is a key part of any learning or development process. It enables an individual to identify progress they have made but also to explore where further development might be necessary. Reflection can also play an important role in reinforcing the value of reps for the rep and the university. It enables the course rep to identify and recognise the difference they have made to the student experience. Many courses, within education and healthcare particularly, have self-reflection built into them so the concept will be a familiar one to some students. For others it may be a new or little understood idea and although quite a simple one, it can be daunting, especially to people unfamiliar with it as a tool.

The aim of this section is to try and encourage universities to incorporate some form of reflection into the work of the course reps with a view to perhaps using this as an element for accreditation as well as a support to making the most of the experience.

Reflection on practice can take place in a number of ways:

- Keeping a journal.
- Seeking feedback, and recording the outcomes of this.
- Taking time at the end of each day, meeting, experience etc. to reflect on actions.

Ideally, all reflection should be about viewing experiences with a fresh eye. However, this can be extremely difficult to do at times: separating out the personal issues or experiences from the outcome of the event is not easy to do. A student may require support and guidance to begin to view what happened in meetings or what they had achieved objectively. The aim is to encourage the course rep to reflect on the experience without making the process complicated or time consuming.

There are pros and cons for each of these approaches for course reps which are discussed below.

From the university's perspective, developing a reflective process is straightforward. This guidance proposes a reflective diary and outlines what should be included in one, as well as including an example in Appendix 4. The course rep is responsible for personal reflection and completing the diary development. The university collects the reflective diary at the end of the year and the test is simply, has it been done? For each of the other elements the student is expected to attend and reflect, making the diary their responsibility.

The aim is to encourage the course rep to reflect on the experience without making the process complicated or time consuming.

2.6.1 What is reflective practice?

Reflective practice is a way of continuously learning from experience by reflecting upon actions, thoughts and interactions. By considering the event an individual has participated in, what they contributed to it and what they achieved from it, they can celebrate the progress they have made, but also identify areas for further development. By recognising what has been learnt and how the individual contributed to the learning, the act of reflection is a great way to increase confidence and enables them to become more proactive in their own development. Encouraging course reps to reflect on their experiences can increase their engagement in the process as they can explore and recognise the positive changes they have made.

2.6.2 Purpose of reflection for HEAR

The HEAR, the CV and PDP tools all exist separately and perform different functions. A reflective diary can be a useful tool that could help the course rep with all three of these. Connecting the reflective diary to a PDP tool, or making it part of one, reduces the duplication of work for the rep who is already completing an online PDP. By reflecting on what they did during meetings, they can develop an awareness of the skills they used and the effects they helped contribute towards, which should help them break down the role for the purposes of a CV. And by completing one, where it is required, it could go towards them having the course rep role recorded in section 6.1 of their HEAR.

As already mentioned elsewhere, the purpose of this guidance is to try and encourage support and development beyond the initial training for course reps. Reflection is a self-development tool that can enable the student to identify not only their strengths but also their weaknesses, and by extension, where they may need some additional support. If the reflective diary can be shared with support staff in the university following an event, it would enable the university to provide necessary support or additional training for next time.

It enables students to recognise the contribution they have made and what changes they brought about. They then recognise the benefit to the wider student body and to the quality of learning and teaching. By actively recognising that they have made a difference it reinforces the value of the role and is good for the rep and good for the university.

The university would need some criteria for including reflection in the accreditation process. Although the quality of the reflection is not being evaluated, each section of the diary should be completed in such a way as to demonstrate personal learning and development as well as contribution. The university might consider providing guidance or examples of acceptable responses.

2.6.3 Reflective diary

The reflective diary should encourage the rep to address their learning and possible gaps in their understanding in order to seek support.

A reflective diary has been developed to encourage course reps to reflect at the end of each action, such as training sessions or meetings. This can be found in Appendix 4. After each event, the course rep is asked three short questions about their experience. The advantage of this approach is that it is relatively simple and straightforward and should only take a small amount of time. However, it should encourage the rep to address their learning and possible gaps in their understanding in order to seek support.

This approach would require the student to set aside a short amount of time to consider what had happened in the training or meeting and expect them to identify their contribution to it. By recording the short answers to two or three simple questions the reflection should be of value to the student but not onerous.

While the reflective diary is the course rep's for the year, as part of an ongoing support process, it could be shared with staff to encourage discussion about further development.

What this approach does not enable is ongoing evaluation of the role of the rep or provision of information on overarching issues in learning and teaching. It will not contain enough information for this to be extrapolated and will only be the views of one student. As well as this, their reflections are personal to them and their experiences of being a course rep. Further analysis of these reflections would be difficult because of this, and students may not be comfortable with their personal reflections being used in this way. If the reflection was to be used and analysed this would need to be very clearly communicated before the nomination and election process, when students are informed of the course rep system.

However, it may be possible, in the future, to structure the reflective process to enable evaluation of the reflective analysis process and students individual views of their experiences.

2.6.4 What could a reflective diary contain?

Identification page
At the front of the reflective diary should be a page that allows the student rep to record their personal information. This means the university can take the booklet at the end of the year and have all the relevant information to identify the rep and to connect the information with existing institutional data systems.

The identification page should contain only the information needed to identify the student and how they can be contacted. The information obtained should relate to the data control systems that collate the information needed to evidence outcomes for HEAR. It might be necessary for the university to discuss how this reflective diary will connect with HEAR data control systems in order to identify what personal information it will need to collect.

An example of an identification page is in Appendix 4.

Personal details
It is suggested that possible information needed could be taken from the following list:

- Name.
- Matriculation number.
- Student email address.
- Contact phone number.
- Course.
- Year of study.
- Accredited position.
- Start and end dates of the position held.

Declaration
Along with a signature, and possibly a date, you may want to include some form of declaration. The University of Derby uses:

"I am a current student at the University of Derby and a full member of the University of Derby Students' Union (UDSU). I confirm that the information given above is correct."

Explaining the purpose of the reflective diary
This section should explain to the student rep what the purpose of the booklet is. It should include:

- A statement about what the university will use this information for and who will see it.
- What HEAR is.
- Why the student rep is completing a reflective diary.
- How the student rep should complete it.

How to complete the reflective diary
This section should provide the rep with some guidance on how to complete the reflective diary with a 'how to' guide and some examples of good and bad reflective pieces.

What does your students' association do?
It is important to give some information on the role and structures of the students' association. Students' associations have ownership of student reps and have a responsibility to provide support to them. They are often actively involved in training student reps and organising ongoing events such as a Course Rep Conference, or overseeing leadership programmes which student reps can access.

Things to cover:

• The students' association's structure (not naming individual officers otherwise the reflective diary may need to be re-written every year) (include any diagrams or flow charts).
• Students' association staff support.
• How the students' association is involved in training and supporting student reps.
• How and when student reps would speak to the students' association.
• What the students' association is looking for from student reps.
• Main students' association contact details.

What is a course rep?
It would be useful here to include the opportunity profile for the roles of the student reps that you have and explain how the different roles connect to each other.

Student rep training opportunities
In this section you can list all of the development and training opportunities that are available to reps and how they can access them.

Introductory Course Rep Training
As attendance at this may be compulsory if a student wants their role as rep recorded in their HEAR, it would be useful to give an outline of what the training involves.

Further development opportunities
The university may offer other training and development opportunities that would complement the initial training. These could form part of a compulsory training and development plan. For instance, Edinburgh Napier University runs its Confident Futures Programme http://www.napier.ac.uk/confidentfutures/Pages/default.aspx which is a programme of personal and professional development for students.

It may be that the training programme is quite broad, in which case, the university might only want to consider including ones that relate to student rep functions as part of the HEAR. For instance, offering courses on leadership, teamwork, negotiation and presentation skills.

Expectations
Be clear about what is expected of reps i.e. how many sessions they should attend, whether they need to get their attendance signed off, and if they need to demonstrate any learning following the training.

Reflection on training
The important part of the rep attending training is not the attendance but what they learnt and how they use this in their role. For those students wanting their training to be recorded on HEAR it is suggested they complete a reflection on the training over and above the training session evaluation.

An example of reflective training diary is in Appendix 4.

Attendance at meetings
Although this information may also be included in the opportunity profile, detail here the meetings that the reps are expected to attend, who else might be present and what will be expected of them.

In the early stages of HEAR development, this section may only be about attendance at Staff Student Liaison Committee meetings, but over time it could be expanded to include attendance at course rep conferences or the students' association council if these are formally part of the course rep role.

Evidence
The rep will need to provide evidence that they attended the meeting. The most straightforward way to do this is to have the person acting as Chair sign the reflective diary to evidence attendance.

Clearly state the number of meetings the rep is expected to attend over the year to meet level needed for inclusion in HEAR.

Reflection
While the above approach will record that the rep attended the meeting, it's also important that the rep contributes to the meeting and acts on behalf of their class. Asking that they complete a reflective diary following the meeting can help identify what issues reps are raising.

An example of reflective meeting diary is in Appendix 4.

End of year reflection/evaluation
Finally, the institution might want to consider an end of year reflection where the student rep reflects on their work during the year and how they were supported.

An example of this is in Appendix 4.

Online diaries
Having the reflective diaries online will save considerable time and effort for the course rep when completing one, and for the university when it needs to establish whether one has been completed. Having a discussion early on in the process of developing reflection as part of HEAR regarding what an online diary would look like, where it would be hosted and who could have access to it, would be useful.

2.6.5 Other reflective tools

Reflective journal
A reflective journal is a potentially deep reflection on behalf of the student. It could require a significant amount of time and effort and result in a detailed piece of reflection. For this to be an appropriate tool, the reflection should ideally contribute towards a bigger piece of work and be able to be analysed and evaluated as part of this process. It is an ideal tool to use as part of a student skills award for instance, but could be quite onerous for a course rep wanting their work recognised as part of HEAR.

Seeking feedback
There is value in a course rep seeking feedback on their work and it begins the journey toward measuring the impact of the course rep role. However, there are wider questions around who should provide this feedback, i.e. staff or students or both? Each may have a completely different perspective and opinion, but each will be valid. The feedback could also be impacted on by the type of work a course rep has had to do. For instance, a rep in an effectively functioning course may have less to do than a rep in a poorer quality course. For feedback to be effective, controls and structures may need to be in place.

Reflective Portfolio for the Plymouth Award

The University of Plymouth runs its Plymouth Award Scheme which recognises students' involvement in university life. The student must show engagement in extra-curricular activities and demonstrate the learning they have achieved through those activities.

As an element of the Plymouth Award, students are required to complete a reflective portfolio. Recognising the value of reflection in professional learning is an important part of the Award and the importance of the depth of reflection is highlighted. The student creates a "patchwork of thoughts" while they are undertaking the activities and it should show the students' thoughts on their learning at the time of the activity. At the end of the process the student should attend a peer to peer review session and a reflective session. The student then writes a short reflective essay bringing together their patchwork of thoughts. It should be a critical analysis of their time as a volunteer, identifying their learning.

A template is provided for the essay and students are given guidance on reflection which includes:
- Guidelines for their final reflective portfolio.
- Study guide: Reflection.

The University intends to evaluate the reflective essays using Post Graduate Researchers, who have been given guidance on how to do this. An agreed standard will be set based on a recognition that there are several depths of reflection: description, reflection and evaluation. It aims to have all the reflections achieving beyond straightforward description and into evaluation.

Information on the Plymouth Award can be found at
http://www.plymouth.ac.uk/pages/view.asp?page=32288

2.7 Training and support throughout the year

Course reps are offered access to training on how to be a course rep at the beginning of their year. However, providing additional, skill-specific training on a regular ongoing basis allows course reps to attend depending on their perceived training needs.

2.7.1 Recording for HEAR

While providing ongoing training and support is good practice, including attendance at ongoing training as a requirement for HEAR is potentially onerous for the course rep who may not need or want to undertake extra work to help them do their job. It is included in this guidance as a possible consideration for inclusion if it does not add too much extra work for course reps as it would enable course reps to demonstrate their ongoing commitment to the role and the additional learning they have undertaken to support this. If a university considers including it as part of HEAR, recording attendance and learning at additional training would be the same as in the Training and Reflection sections.

2.7.2 Types of training

There are several ways that additional training could be provided. This guidance discusses:

- **Course rep specific training.**
- **University wide training schemes.**
- **Skills awards training.**
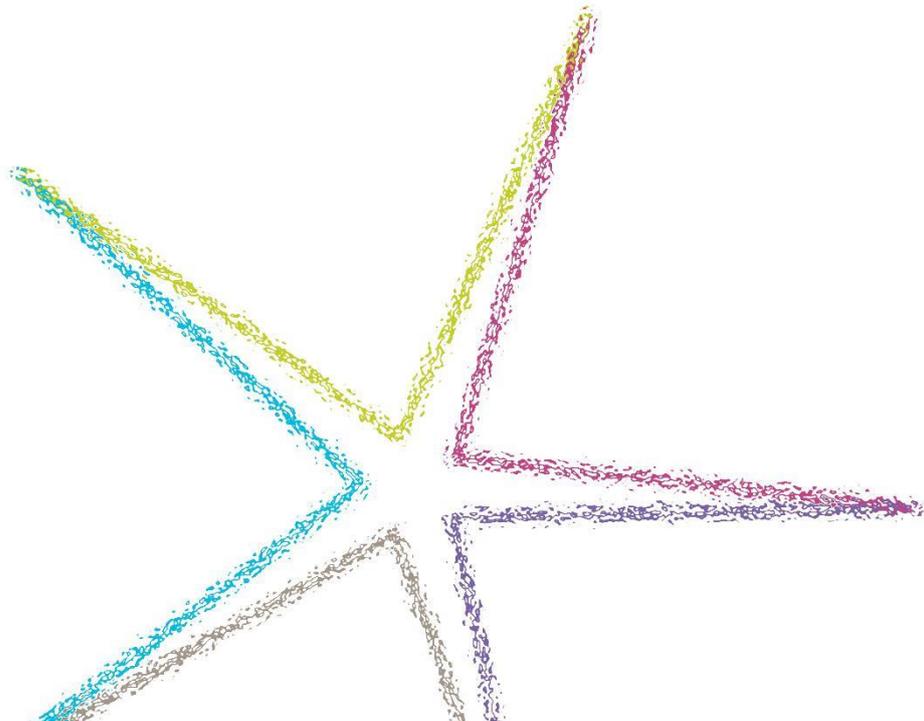
Course rep specific training

A university can provide skills based training specifically to course reps following discussion about their training needs with them. These sessions can be run over the year on an open basis with course reps choosing to attend if they are free and interested in the topic. Relevant topics could include presentation skills, assertiveness, time management or leadership training.

Edinburgh University Students' Association Learning Lunches

Described by reps as an opportunity for "networking, representation, and communication," Edinburgh University Students' Association's (EUSA) Learning Lunches have become a fun and effective way of supporting course reps.

Lunches are held approximately once a month and include short, informative presentations delivered by key members of the University community on topics ranging from an interactive demonstration of PebblePad by Career Services staff, to a discussion of ELIR with the University's Director of Academic Standards and Quality Assurance.

Learning Lunches offer reps:

- Insight into the University and EUSA.
- Knowledge of key developments they can share with their class.
- The opportunity to share thoughts and ideas with other reps, sabbaticals and EUSA staff.

EUSA, the University and the wider student body benefit through:

- Informing reps of University issues or key EUSA campaigns.
- Hearing and responding directly to reps' suggestions, concerns, and feedback.

Due to the success of the Learning lunches, staff are increasingly coming forward to present sessions.

For further information contact class.reps@eusa.ed.ac.uk
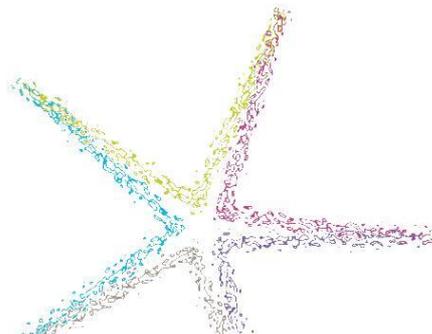
University wide training schemes

Universities will often run academic support training that is open to all students. Course reps can therefore also access this training. If a university chooses to include ongoing training as a requirement for HEAR and allows course reps to do this through access to university wide skills development training it might want to specify which elements of the training scheme it will accept. For instance, essay writing skills training is not relevant, but time management training is.

Edinburgh Napier University Confident Futures Programme

Edinburgh Napier University offers an academic development programme available to all students. It states that the programme aims to:

Enhance students' ability to succeed by helping them to develop their self-management skills and attitudes and to empower them to achieve their full potential by equipping them to:

- Be responsible for their own development.
- Identify and maximise their personal strengths and abilities.
- Be resilient in the face of challenges.
- Work effectively with others.
- Promote themselves confidently.

A large part of the training programme is academic related, however, there are a number of courses that are relevant to course rep development such as:
Creating Convincing Proposals; Assertiveness; and Creative Problem Solving.

More information can be found at
http://www.napier.ac.uk/confidentfutures/Pages/default.aspx

Skills awards training

Several universities now offer skills awards to students who contribute to the university or who volunteer. Students are usually expected to contribute a certain amount of time to their volunteering and to provide some form of evidence that they undertook the volunteering and the learning they gained from the experience. In return, as part of the development process, students are offered skills training or personal development training that will go towards the final award.

This approach fits well with the need for universities to be able to validate and verify the volunteering experience. The "measurement" of the students' volunteering has already been defined for the purposes of the award and any training given will have been either designed or delivered by the university, or by a training provider recognised by the university. Several universities have therefore taken the approach of including their skills awards in section 6.1 of the HEAR.

This a straightforward way of including volunteering in 6.1, however it is potentially quite a narrow approach as requirements for the skills award may be high or require a significant time commitment, beyond that of a course rep.

It is suggested that utilising skills awards is one way of recording student volunteering and course reps, but other approaches should also be considered that could sit alongside this. This would open the opportunity up to a wider range of students.

Glasgow Caledonian University Leadership Programme

GCU offers a leadership programme to all students that perform 'volunteering' roles within the university, including course reps. It is split into three levels, Bronze, Silver and Gold, with students starting at Bronze with the opportunity of working through to Gold.

At each level, students must complete four actions:

1. Volunteer and have attended either introductory training or an induction for this role.
2. Attend a leadership based seminar.
3. Attend a Personal Development based seminar.
4. Complete a short online Reflective Journal.

This approach is similar to the approach suggested by this guidance: initial training, additional development and some reflection.

For more information visit http://www.caledonianstudent.com/slp

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Section three - How to develop support for course reps

3.1 Balancing expectations with support

While this guidance focuses on how the role of a course rep can be quantified in some way to be able to effectively identify reps who have fulfilled their role profiles, there is another function of this guidance. By clearly identifying what course reps need to do to have their work recorded on their HEAR, the corresponding element is that it should be clearer to the university what support might need to be provided, and when, to enable reps to fulfil their role effectively.

To help support the development of additional support (if needed), additional tools were developed alongside this guidance and can be found in the appendices.

The course rep timeline could be used as part of the induction process and in the course rep handbook to explain what they can expect and roughly when.

3.2 A 'Year in the Life of a Course Rep'

There are two timelines based on the year of a course rep: one from the university's perspective and one from the course rep's perspective. The university timeline covers the entire academic year and includes the key points where the university will need to provide support or input into the process, while the course rep perspective covers their time in office and their main functions.

How can this be used?
It can be used in a number of ways. As a document it can obviously be adapted and developed so that it represents what actually happens at your university.

The course rep timeline could be used as part of the induction process and in the course rep handbook to explain what they can expect and roughly when.

The university timeline can be used to keep the course rep system under review to enhance the process.

The university timeline can be used to keep the course rep system under review to enhance the process. It can act as a prompt to consider elements of support that might be needed at various points across the year. It can also be used to share with front line academic staff to support them in their work with course reps. Using the timeline in this way should mean that there is a clearer, shared understanding of the functions of the course rep across the university.

The timelines can be found in Appendices 1 and 2.

3.3 Course rep opportunity profile

The course rep opportunity profile is a collation of all the tasks and functions of a course rep from a number of existing job profiles currently used by institutions. It considers the role of the course rep, initially by function, then goes on to break this into tasks that would be expected of this function. It goes on to suggest what this might mean for course reps, before outlining possible support that could be provided by the university to support the course rep to achieve the initial function.

How can it be used?
This tool can be used as a "basket" of possible course rep job functions. So when creating or reviewing an opportunity profile you can pick and choose from the list which ones are most appropriate. By doing this you can also follow this through to providing additional support.
It could also be used as part of the course rep induction or in the course rep handbook to firstly outline what the role of a course rep is, but then to explain how the university will support them.

The job description can be found in Appendix 3.

3.4 Course rep experience self-assessment 'Health Check Activity'

sparqs has produced a self-assessment tool to support institutions to identify how "healthy" their course rep systems are. It contains nine areas that together comprise a model for developing an effective course rep system.

How can it be used?
As part of a development process it should be used at the start to give institutions a baseline of where they are in supporting course reps. Used in conjunction with the course rep timelines it will help identify where the system is working well, but also where it could be improved.

The Course rep experience self-assessment 'Health Check Activity' can be found at
http://www.sparqs.ac.uk/upfiles/Inspiring%20Course%20Reps%20-%20Self%20Assessment.pdf
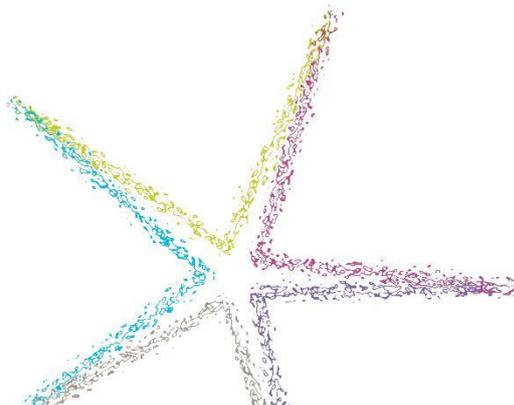
Appendix 1: Course Rep life cycle from the university's perspective

Colour code
Admin processes
Course reps
Institution/Students' association

Year starts

Year ends

Development of opportunity profile

Planning recruitment

Staff awareness

Advertising

Recruitment

CR induction

Intro CR training

First CR meeting

First SSLC meeting

Second CR* meeting

Second SSLC meeting

Third SSLC meeting

Review process with students

Recognition and reward

Stand for re-election

Intermediate CR training

Ongoing training and support

Fulfilling roles and responsibilities

Attendance at other meetings

* CR meeting = meeting with institution

Meeting cycle

| Introduction | Before | During | After | Evaluation |

- Introduce to class
- Ensure class know the role of a CR
- Introduce self to tutor
- Introduce self to Chair / Secretary
- Identify ways of communicating with class
- Time/date of meeting
- Talk to class
- Add to the agenda/paper
- Read all papers
- Talk to other reps
- Take notes
- Speak to paper/issues
- Ask questions/ clarify
- Support other reps in the meeting
- Feedback to class
- Check minutes
- Do 'actions'
- Follow up areas of concern
- Discuss with other CRs/SA
- Peer evaluation
- Self-evaluation

CR ←→

Ongoing training and support ←→

Reflection ←→

Meeting attendance ←→

Appendix 3 Course rep opportunity profile

The aim of this course rep opportunity profile is to provide a clear link from the role of the rep and their tasks through to support and evaluation.

It is a collation of all the tasks and functions of a course rep from a number of existing job profiles currently used by institutions. It considers the role of the course rep, initially by function, then goes on to break this into tasks that would be expected of this function. It goes on to suggest what this might mean for course reps, before outlining possible support that could be provided by the university to support the course rep to achieve the initial function.

It is designed in such a way as to enable you to choose the elements of the role that best fit your current structures.

Responsibilities	What is involved	What is expected of a course rep (CR)	What support could be provided?	How can the work of a CR be evidenced?
1. **Relationship with students/ 'Student Voice' element**	**a)** Make yourself known to your course mates and tutor.	**a)** You introduce yourself to the class. Introduce yourself to the tutor. Explain role of the CR and what you intend to do. How you can be contacted.	**a)** Information on being a CR in handbook, i.e. functions, structures, support, etc. Contact list of key university staff/students' association (SA) officers and staff. Leaflet/presentation/ training during induction for whole class.	**a)** Evaluation form for CR to give to class. Self-evaluation tool.

Responsibilities	What is involved	What is expected of a course rep (CR)	What support could be provided?	How can the work of a CR be evidenced?
	b) Gather the views, concerns, opinions, suggestions of class.	**b)** Set up processes or use existing processes for gathering opinion and communicating with class in discussion with the class. Create questionnaires, support to analyse questionnaires, etc. for gathering evidence.	**b)** Proactive and reactive. Access to research, surveys, questionnaires used in the university that CR can utilise. Info/toolkit for CRs on possible tools to gather evidence.	**b)** CR 'You said… We did…' Self-evaluation tool.
	c) Identify student issues and needs.	**c)** Collate info. Prioritise it based on need. Ensure your interpretation is accurate.	**c)** Access to SA support. Peer mentoring.	**c)** End of year report summary document. Self-evaluation tool. Central space perhaps on VLE – 'these are issues raised by CRs, this is what happened' connecting it to wider/SA policy. CR conference. Reference from course tutor.

Responsibilities	What is involved	What is expected of a course rep (CR)	What support could be provided?	How can the work of a CR be evidenced?
	d) Convey student opinion.	**d)** Conflate views into clear points; Use ABCD of feedback. Prepare presentation/paper for committees. Discuss with committees.	**d)** Access to SA support. Peer mentoring.	**d)** End of year report summary document. Self-evaluation tool. Central space perhaps on VLE – 'these are issues raised by CRs, this is what happened' connecting it to wider/SA policy. CR conference. Reference from course tutor.
	e) Reflect on own experiences.	**e)** Review actions and contributions following training and meetings to identify your role in developments and ways to improve.	**e)** Training on reflection or analysis as part of an ongoing training and development plan. Designated contact on SA. Peer mentoring to enable discussion.	**e)** Self-evaluation tool.

Responsibilities	What is involved	What is expected of a course rep (CR)	What support could be provided?	How can the work of a CR be evidenced?
2. Training	**a)** Attend Introductory CRT	**a)** Attend full training session. Complete self-reflection after session.	**a)** Training diary as early as possible. A variety of training session times.	**a)** System of recording attendances – sign in sheet. Self-evaluation tool.
	b) Attend any other development opportunities available.	**b)** Attend full training session. Complete self-reflection after sessions.	**b)** Training programme available to CR as early as possible.	**b)** System of recording attendances – sign in sheet. Diary of events open to CRs with online booking. Self-evaluation tool. End of year training evaluation to inform training plan for following year.

Responsibilities	What is involved	What is expected of a course rep (CR)	What support could be provided?	How can the work of a CR be evidenced?
3. Committee meetings	**a)** Attend and participate in staff/student liaison committees (SSLC).	**a)** Introduce self to key members in advance; Attend a defined number of meetings. Read papers in advance. Submitting hard evidence/papers relating to issues and present on them. Talk to other reps. Take notes. Ask questions/clarify points. Support other reps in meetings.	**a)** Observe meetings if possible prior to attending. Meeting dates advertised as early as possible. Shadow/peer mentor scheme. Chair of first SSLC of the year spends 15 minutes explaining *to everyone* purpose, outcomes and practicalities of meeting. Access to previous minutes. Train staff new to meetings alongside students. List of other committee meetings suggested they attend. Pro-forma for note taking. SSLC checklist.	**a)** System of recording attendances – sign in sheet submitted to appropriate office. Evidence in minutes that CR brought info to meeting and discussed. Self-evaluation tool.

Responsibilities	What is involved	What is expected of a course rep (CR)	What support could be provided?	How can the work of a CR be evidenced?
	b) Attend and participate in other committee meetings as necessary.	**b)** As **3)a)**.	**b)** As **3)a)**.	**b)** As **3)a)**.
	c) Influence decision making.	**c)** Propose agenda items as necessary. A decision was made that you contributed to.	**c)** Staff training to support CRs in meetings. Suitable training, i.e. CRT and short sessions on, for example, influencing, leadership or assertiveness. Access to SA support. Peer mentoring.	**c)** Self-evaluation tool. Meeting minutes.
	d) Liaise with Course Director/course tutor	**d)** Make yourself known to Course Director - meet with them as necessary. Ensure class are aware of this relationship.	**d)** Provide contact link between staff and students.	**d)** Self-evaluation tool.

Responsibilities	What is involved	What is expected of a course rep (CR)	What support could be provided?	How can the work of a CR be evidenced?
4. Communication	a) Feedback to students following meetings.	a) With staff/SSLC/SA/other reps/etc. Summarise meeting points/minutes of meetings. Utilise **1)b)** to talk to class.	a) Pro-forma for note taking. Guidance/info on analysis or to pull out key issues. Access to SA support. Peer mentoring.	a) Evaluation form for CR to give to class.
	b) Feedback on L&T issues where relevant to the SA policy.	b) Note key issues raised during meetings with other reps/consistent themes in meetings. Attend any SA meetings. Inform class of these using **1)b)**.	b) Access to SA support. CR/SA meetings re L&T.	b) Self-evaluation tool. Evidence in minutes that CR brought info to meeting and discussed.
	c) Communicate to staff as appropriate.	c) Through formal structures.		

Responsibilities	What is involved	What is expected of a course rep (CR)	What support could be provided?	How can the work of a CR be evidenced?
5. Relationship with other rep structures	**a)** Engage with other reps as necessary – school, faculty, departmental.	**a)** Be aware of the overall rep structure and who you are most likely to communicate with. Liaise with other reps between meetings Support other reps during meetings. Feed into other reps consultations as necessary.	**a)** Clear information on rep structures, hierarchies, routes of communication and when to use them. Organised opportunities for peer networking, i.e. CR conferences, CPD events, online networking. Development of online group – FB, wiki, Blackboard space controlled by SA. Network of regional rep forums. Rep buddy scheme.	**a)** Diary of events open to CRs with online booking. Attendance records for voluntary events. Self-evaluation tool.
	b) Get involved in Student Forum/Student Parliament.	**b)** Attend and contribute to Forum/Parliament meetings.	**b)** Access to SA support. Peer mentoring.	**b)** Attendance records for voluntary events. Self-evaluation tool.
	c) Engage with SA.	**c)** Input into SA L&T policy work. Contribute to SA/other rep campaigns on L&T issues. Ensure class knows and can contribute through y*ou*.	**c)** SA/rep meetings. Communication from SA – email/newsletter.	**c)** Attendance records for voluntary events. Self-evaluation tool.

CR commitment	You are expected to: • Attend CRT. • Attend X meetings out of Y which last Z minutes. • Spend X minutes per month in preparation for meetings. • Be accountable to the SA.
SA/University's commitment	The university and students' association will: • Provide course rep training. • Provide additional skills training/lunchtime lectures/ongoing CPD. • Provide guidance on CR system for staff and students. • Provide CR promotional materials, information and election support. • Provide opportunities for peer support. • Maintain database of CR contact details. • Evaluate process regularly, involving SA/CRs in the process.
What's in it for you	• Increased employability. • Transferable skills – communication/negotiation/problem solving/time management/team work. • Full training and support. • Change your course/learning experience. • Access to leadership programme/skills awards. • Certificate. • Networking. • Incentive – 'opportunity to win HMV voucher'. • Possibility of reference from SA President for longer serving/higher level reps.

Appendix 4: Example of a reflective diary

### 1: Example of a personal details page

Name: _____

Matriculation number: _____

Email: _____

Phone number: _____

Programme: _____   Year of study: ____

Accredited position: _____

- -

Declaration: I am a current student at the University of Everywhere and a full member of the University of Everywhere Students' Union. I confirm that the information given above is correct.

Signature: _____

Date: _____

2: Example of a training reflective diary

Course title: [   ]

Date of training: [   ]

Trainer's signature: [   ]

Print name: [   ]

What **3 key things** have you learnt from the training?

How will you use these things in your course rep role?

3: Example of a meeting reflective diary with sample text

As a course rep there are some meetings you are expected to attend and your attendance will be recorded as evidence of your work as a course rep. You will need to evidence that you attended 75% of the Staff/Student Liaison Committee (SSLC) meetings to satisfy the criteria for inclusion in HEAR. At the end of the meeting, ask the Chairperson to sign and date your diary as evidence of your presence.

SSLC meetings are where learning and teaching issues at course or programme level are raised. It is the opportunity for you to raise your course's concerns and comments (remember the A,B,C,D of effective feedback from the Introductory Course Rep Training).

In preparation for the meeting, you might want to re-visit your Introductory Course Rep Training workbook for tips on what to do before, during and after the meeting.

To fulfil the ongoing requirement for reflection, you are also expected to complete the following reflective diary after every SSLC meeting.

Meeting:

Date attended:

Chair's signature:

What issues did you raise?

What was the outcome?

What did you do to take these outcomes and any outstanding issues forward?

4: Example of a final reflection

What issues have you dealt with in the past year?

What have you enjoyed about your experience as a course rep?

What have you learned from your experiences over the year?

What changes have you made as a course rep?
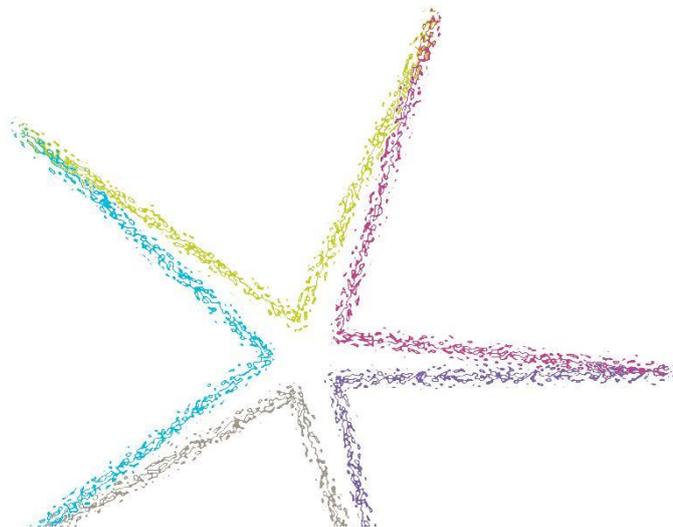
Appendix 5: Resource List

Centre for Recording Achievement is supporting those institutions that wish to move toward implementation of the Higher Education Achievement Report.
http://www.recordingachievement.org/

Course rep experience self-assessment 'Health Check Activity' sparqs
http://www.sparqs.ac.uk/upfiles/Inspiring%20Course%20Reps%20-%20Self%20Assessment.pdf

Course Rep Systems Benchmarking Tool, AMSU and NUS
Explore how effective your course rep system is by measuring and identifying how to improve it.
http://www.nusconnect.org.uk/asset/news/6066/CourseRep-Benchmarking-Systems.pdf

HEAR Readiness Self-assessment Framework
Multiple choice questions resulting in a green/amber/red result.
http://hear.igsl.co.uk/

sparqs student participation in quality scotland
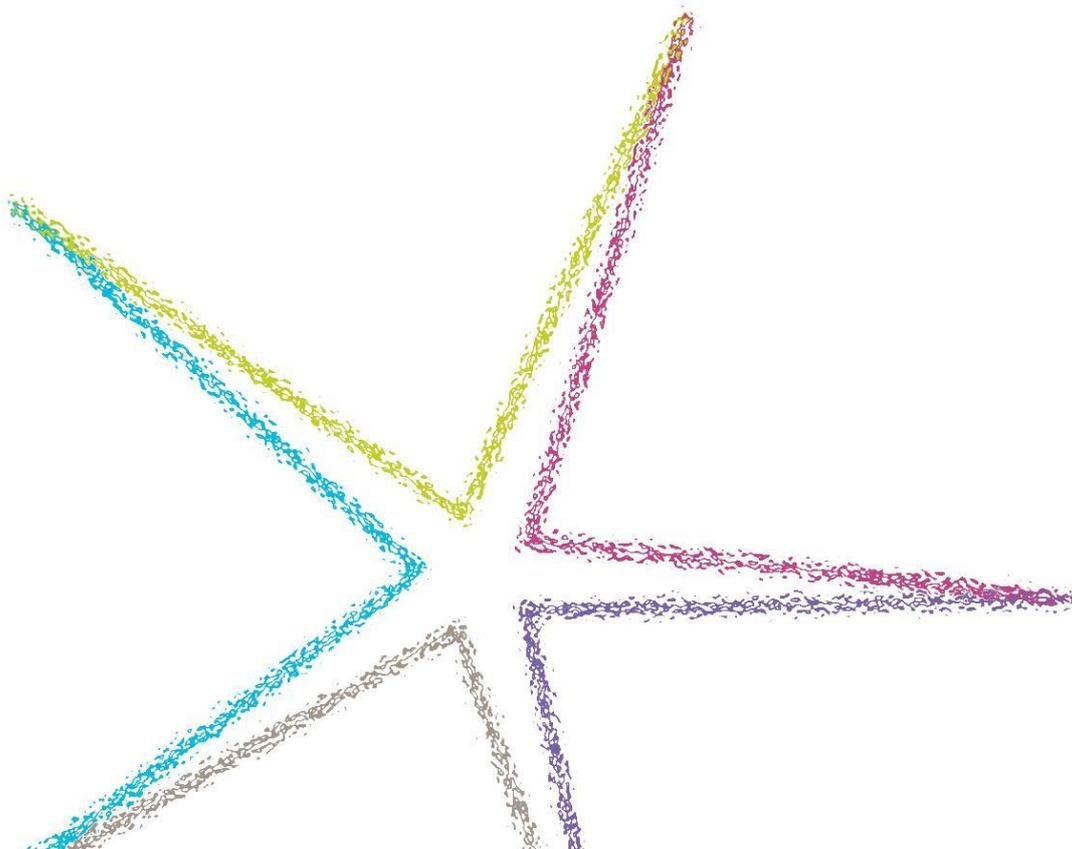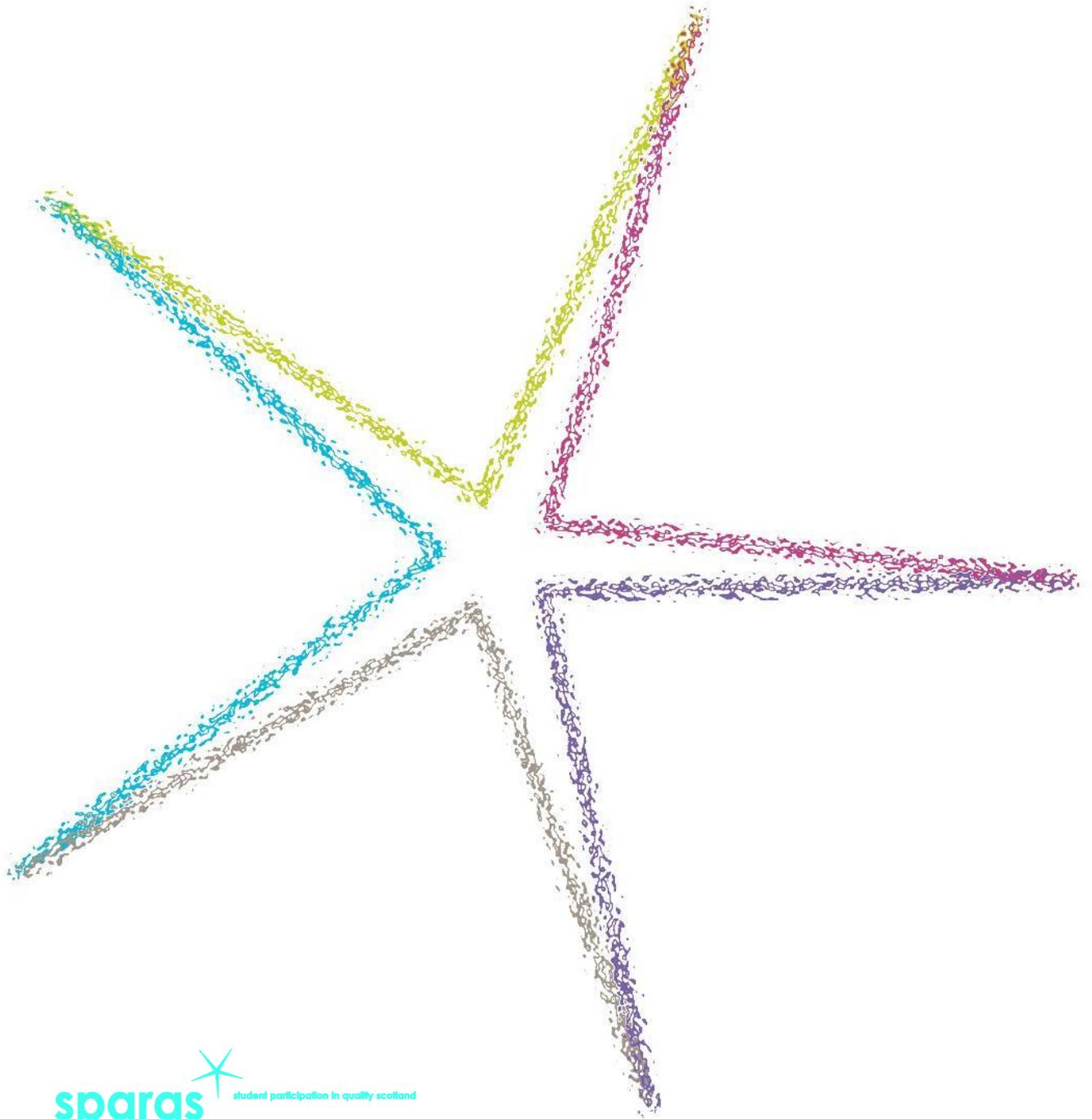
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