**Enhancing Your Course Rep Activities: A Self-Assessment Tool**

This tool can be found on our website, and helps you think through and evaluate different areas of the course rep role. Have a look at the questions that relate specifically to training.

* **How can this support you in re-developing your training material?**
* **Who would you need to get round the table to do this?**

**The course rep lifecycle**

This tool can be found on our website, and illustrates a suggested lifecycle of the course rep role – from the perspective of the institution. You can find this (and a lifecycle from the course rep’s perspective) in the appendix of our HEAR Guidance.

You can use this tool to develop a sense of what needs to happen and when, and is a great way of creating a sense of partnership and co-ownership of the course rep system between staff and students.

* **How can you use this to generate discussion around how the course rep system should work?**
* **And specifically, how can you get staff and students to comment on the content, timing, format etc of the training?**
* **Who would you need to get round the table to do this? There is probably a value in using experienced course reps, teaching staff, course committee chairs, quality staff and others, who will have a lot to learn from each other.**

**Tailoring our course rep training**

For those who use sparqs’ introductory course rep training, delivered by our Associate Trainers, we recommend inserting an extra thirty or so minutes of material that provides institutional context.

This guide, available on our website, helps you develop that material. Have a look at two past examples of tailored training materials on the computer.

* **How can this guide help you think about the institutional-specific information you would want course reps to know?**
* **Whose input on this would you require?**

**Our consultancy support**

sparqs is available to provide individual institutional support on a range of issues, and of course this includes course rep training development. We can use the tools on the other stations, plus other customised approaches, to help you meet your needs. Our consultancy work on course rep training often includes:

* Facilitating strategic partnership working on course rep training between the institution and the students’ association.
* Redeveloping training materials, including promotional and evaluative tools.
* Developing online training.
* Supporting the creation of Institutional Associate Trainer schemes.
* Developing and piloting specific materials for certain student groups (such as training for students with additional support needs, ESOL students, or students learning through the medium of Gaelic), that we can go on to offer elsewhere.
* **Where might it be useful for you to not just have access to our materials, but draw upon our on-site consultancy support?**
* **What would you be expecting from us? What can we bring that you don’t necessarily have?**
* **Which colleagues in your institution and students’ association should be involved in agreeing what you would like to achieve?**

**What else?**

sparqs always seeks to develop its services to meet the needs of those we’re funded to work with. Sometimes this depends on new ideas from universities, college and students’ associations that we might never have thought about, or challenges we might not have been aware you were facing.

* **What else should we be doing in terms of developing course rep training that we are not doing?**
* **What impact would this have that other existing support doesn’t quite achieve?**