

Student Engagement Staff Network

Tuesday 19th November 2019

Welcome!

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Your sparqs team today...



- **Simon Varwell**, Senior Development Consultant
- **Stef Black**, Development Consultant
- **Megan Brown**, Development Consultant
- **Justin Walker**, Development Consultant



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Agenda



10.45am **Latest developments in sparqs**

11.15am **Sector quality sessions**

Colleges

- Supporting engagement in Education Scotland Progress Visits.
- Update on SFC 4-way meetings.
- Review of College SA Framework.

Universities

- Intangibles project workshop.
- Enhancement Themes outputs.
- sparqs' PG engagement projects.

12.45pm **Lunch**
Including tour of the campus



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Agenda



- 1.30pm** **Education officer induction and support**
 - Looking back at That's Quality!
 - sparqs' induction resource
 - case study: accreditation of Executive officers at Dundee University SA.

- 2.30pm** **Break**

- 2.45pm** **Course rep case studies**
 - Training and support for course reps at Aberdeen University SA.
 - Staff resource on course rep representation at UHI.

- 3.50pm** **Conclusions**

- 4.00pm** **Finish**



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2019-20 meetings



- Tuesday 4th February 2020 (provisional)
 - Forth Valley College (the new Falkirk campus!)
- Tuesday 5th May 2020
 - University of the West of Scotland (Paisley campus)



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Latest developments in sparqs

Simon Varwell

Senior Development Consultant, sparqs



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New staff: Megan Brown and Justin Walker



 **Megan Brown**
@sparqs_Megan

Last week, I visited @aberdeenuni and @ausatweet to talk about student representation and online learner engagement. Also had a chance to see their amazing cube-shaped, zebra-striped library and be treated to this beautiful view over the Firth of Forth on my journey up.



♥ 3 7:18 AM - Oct 9, 2019

 [See Megan Brown's other Tweets](#) 

 **Justin Walker**
@sparqs_Justin

@AyrshireColl on a rainy Friday in Kilmarnock... but looking forward to meeting sunny members of the @AyrshireCollSA to talk about partnership and quality learning.



♥ 1:01 PM - Nov 1, 2019

 [See Justin Walker's other Tweets](#) 



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Our new Education Officers' Network



- Like SESN, but for education officers.
- Met 14th November – and will meet three times a year.
- We are open to ideas for priorities, discussion topics, sharing opportunities.
- How can you support your education officers – and others – to participate?



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SE Staff Network



- Our new name!
- Reflects our broadening scope.
- But format much the same:
 - “Learn, share, develop”.
 - 3 meetings a year.
 - Focus on professional support for academic representation and student engagement.



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Institutional support



- Change is afoot!
- No more ASVs – or not as you know them.
- More organic and responsive contact from sparqs.
- Focus on your priorities.
- Desk-based mapping and gathering.
- Face to face support where and how you want it.



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Institutional support



- How might you internally identify priority areas?
- What can sparqs usefully do to help?
- What can you contribute to our work?
 - Current work or projects.
 - Successes and evidence of impact.
 - Pointers to future challenges.



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Sector sessions

Colleges

- Supporting engagement in Education Scotland Progress Visits.
- Update on SFC 4-way meetings.
- Review of College SA Framework.

Universities

- Intangibles project workshop.
- Enhancement Themes outputs.
- sparqs' PG engagement projects.



University session



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What is the true value of a higher education experience? Going beyond the metrics

sparqs November 19th 2019

What happens when ...



and add a dash of curiosity

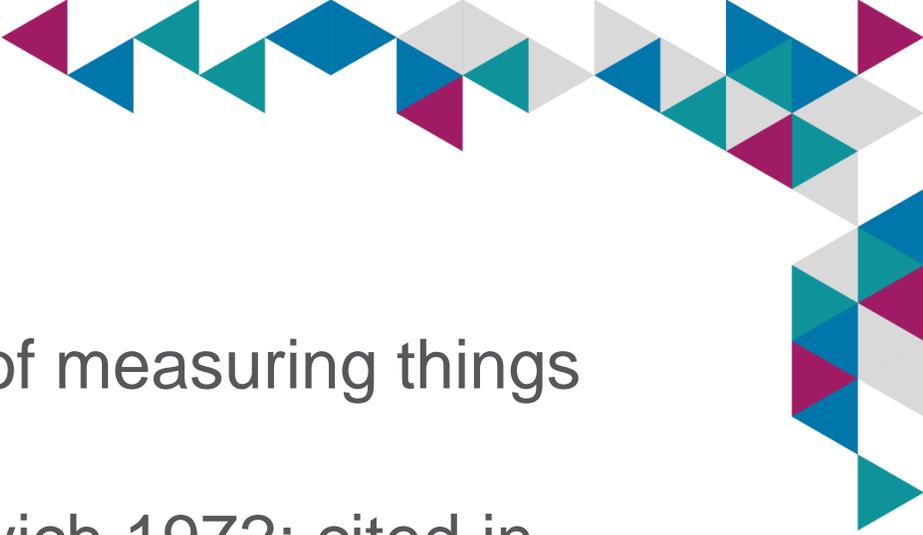


Beyond the Metrics: Charting the Intangible Aspects of Enhancement

Dr. Alastair Robertson, Abertay University
alastair.robertson@abertay.ac.uk

Prof. Elizabeth Cleaver, UWE Bristol elizabeth.cleaver@uwe.ac.uk

Dr Fiona Smart, Edinburgh Napier University f.smart@napier.ac.uk



Introduction to the project

- The ‘wicked problem’ (Rittel & Webber, 1973) of measuring things that can’t be counted
- Encountering the McNamara Fallacy (Yankelovich, 1972; cited in O’Mahony, 2017)
- Haskell & Westlake (2017) – the rise of the intangible economy
‘we are now trying to measure capitalism without counting all of the capital’ (p.7)

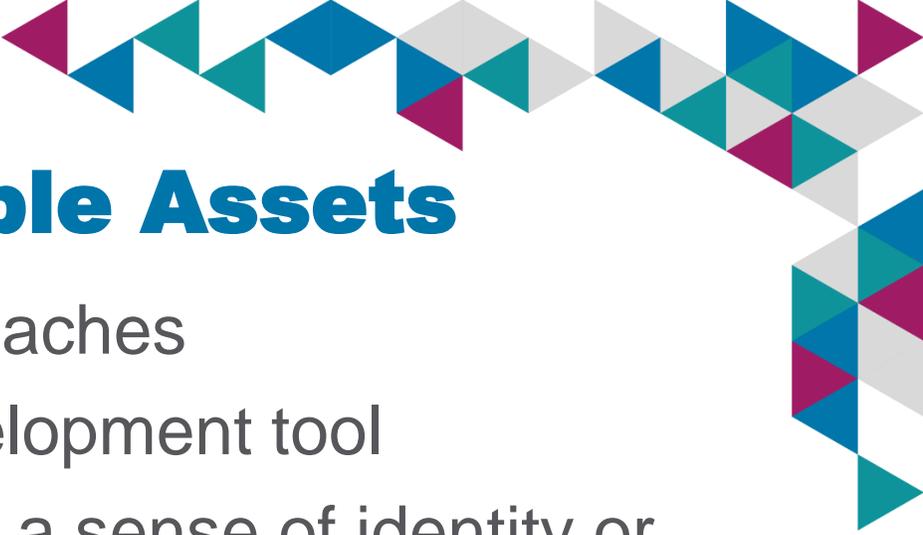
Key Question:

In an educational world increasingly dominated by metrics and data, how can we ensure that we don’t fall into the trap of measuring educational excellence or value, without counting all of the education?

Our Aim

To provide a renewed understanding of contributory aspects to the success of higher education that are deemed to be important yet not easily measurable or quantifiable: our so-called 'intangible assets'.





Identifying and Mapping Intangible Assets

- draws on cultural mapping literature and approaches
- a practical and participatory planning and development tool
- to identify aspects of place or culture that build a sense of identity or place but are not easily quantified.
- prioritises a community's intellectual capacity and its ability to define its own meaningful resources

Methodologically if one accepts that the intangible, the subjective and the immaterial are important to what culture is as an object of study, then quantitative methods alone are inadequate. This interest in making the intangible visible heightens the importance of drawing on cultural research traditions that are primarily qualitative in nature (Duxbury, Garrett-Petts & MacLennan, 2015 p.18)



Identifying and Mapping Intangible Assets

Based on cultural mapping methodology - focused on 3 key steps:

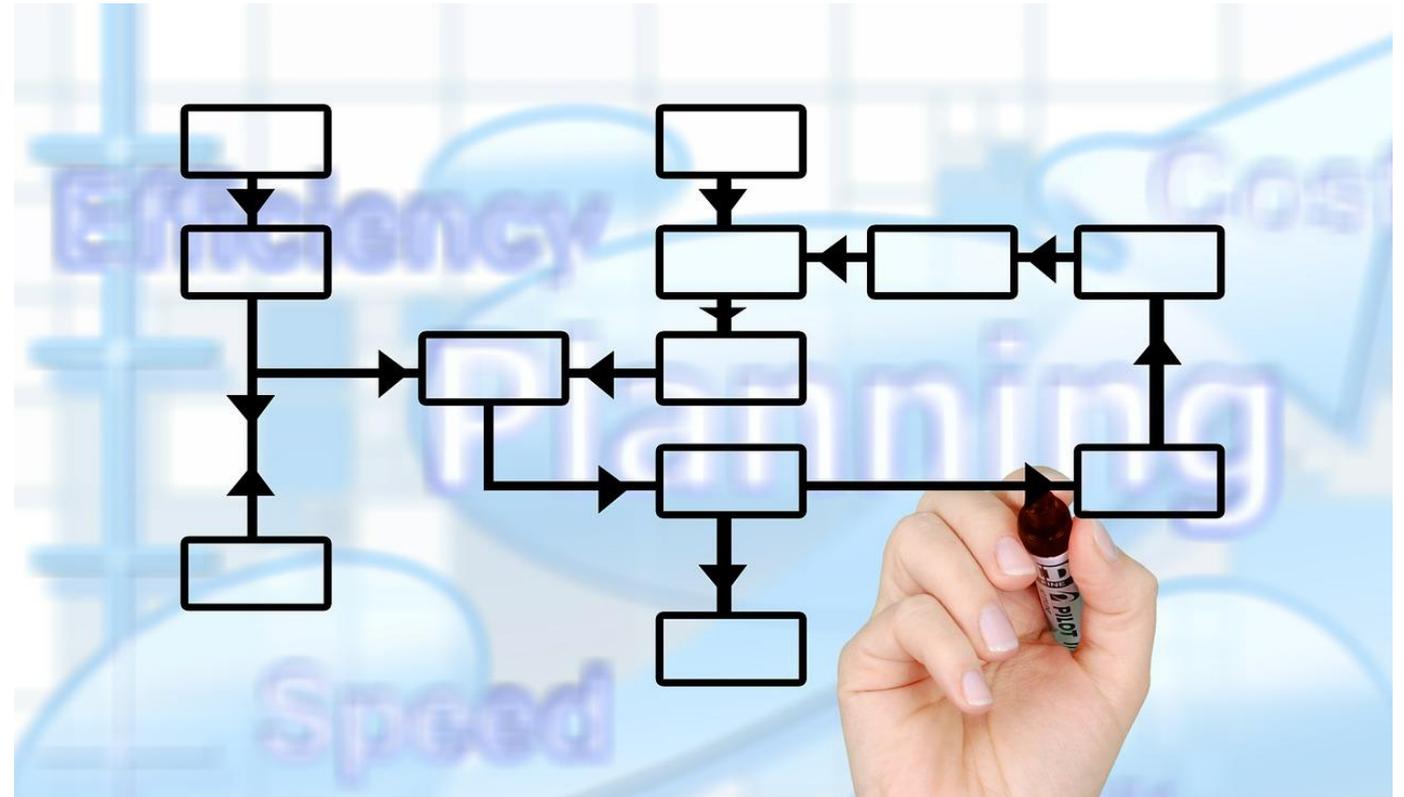
Step 1: What are the most important IAs for us and our stakeholders and why are they important?

Step 2: How do we know that we value the IA – can we map it?

Step 3: Now we know what is important and where we invest in it, is this making a difference - and for whom?

Step One

- We engaged in conversations across the sector
- Nine workshops
 - England
 - Scotland
- 147 participants



Step 1: Our evidencing value grid

What is important to your education experience which you can't easily measure?



Why does this intangible aspect of your experience matter to you? Why does it have value to you?



If you dared to dream, how might your intangible be recognised as being of importance/ value in your institution?



At the moment, do you have a proxy measure for this intangible?

Our findings

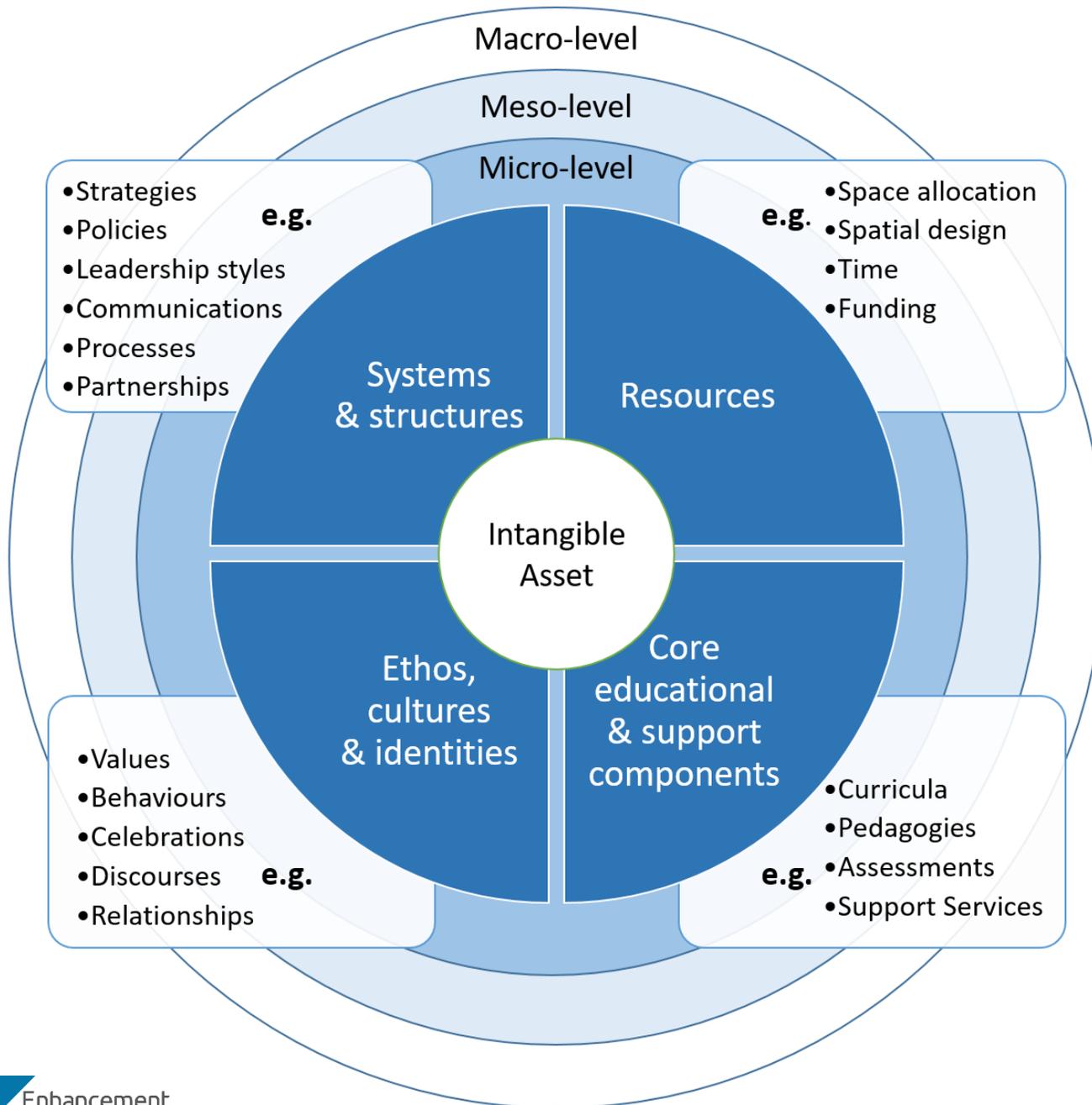
Priority assets

1. Sense of belonging/academic community belonging
2. Relationships between staff members and staff and students
3. The transformative impact of higher education
4. The wellbeing of staff and students
5. Student engagement and participation



Step Two: Mapping the Intangibles #1

- To support the mapping of the intangible assets and to showcase evidence of investment, gaps and over investments we developed our **Evidencing Value Organisational Framework**
- Based on:
 - organisational design and effectiveness literature
 - evidence and insight gathered through this study



Mapping the Big Picture: the Evidencing Value Framework



Step 2: Mapping the Intangibles #2

- Are your most important IAs adequately captured and evidenced?
- Are there any opportunities for additional/new value creation and capture?
- Are there areas of over-valuation to the disadvantage of others?
- How do you know your activities are enhancing the intangible asset? Are you spending your time effectively?



Step 3: Evidencing Value through Narrative, Affirmation and Evaluation

- How does your evidence help you to ‘map’ your intangibles through words and stories?
- Do current communications reflect and affirm value of each intangible asset for the greatest impact?
- Are existing evaluation activities targeted in the right areas and asking the right questions?
- Are there opportunities to collect more nuanced and focused evidence of impact and case studies?



‘Testing our thinking’ workshops

Our model into practice ...



In small groups, focus on

Universal Design for Learning

- From a Macro Level perspective map how it is revealed in your respective institutions?
- Is there evidence that it is valued/ matters/ is invested in
 - (or indeed over invested in)?
- Where are the gaps?
- How might our model assist you/ your priorities/ those of your institution?

Any questions, next steps and get in touch



- Still learning
- Still curious

Meanwhile ...

If you would like us to run workshops at your institutions then please get in touch



References

Duxbury, N., Garrett-Petts W.F. & MacLennan, D. (2015) *Cultural Mapping as Cultural Inquiry*. New York: Routledge.

Haskel, J. & Westlake, S. (2017). *Capitalism without Capital: the Rise of the Intangible Economy*. Princeton: Princeton University Press.

O'Mahony, S. (2017) Medicine and the McNamara fallacy. *Journal of the Royal College of Physicians Edinburgh*. 47, pp. 281–7. Available: <https://doi.org/10.4997/JRCPE.2017.315>

Rittel, H. & Webber, M. (1973) Dilemmas in a general theory of planning. *Policy Sciences*. 4 (2), pp.155-69.

Yankelovich, D. (1972). *Corporate priorities: A continuing study of the new demands on business*. Yankelovich Inc., Stamford, CT.



Beyond the Metrics:

Charting the Intangible Aspects of Enhancement

<https://www.enhancementthemes.ac.uk/current-enhancement-theme/defining-and-capturing-evidence/the-intangibles-beyond-the-metrics>

Student-led Project Outputs

Stef Black
Development Consultant
sparqs



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Student-led Project Outputs



The Student-led project has produced three main outputs over the last two years:

1. Responding to the Student Voice Principles of Practice Cards
2. Guide to Using Evidence in Higher Education
3. Data and Evidence Planner



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Questions to consider....



- For those who have used them – in what ways have you used them? Were they a useful tool? How could they be improved?
- For those who haven't – in what ways do you think you could use them, are there practical applications for their use in your association?
- To all – in what ways can sparqs support you in your use of these tools?



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Postgraduate Research Student Engagement



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Background



- sparqs began a project in 2018 to explore and develop practice in postgraduate research student engagement and representation
- The project was supported by a working group comprised of staff and students from across Scotland's universities



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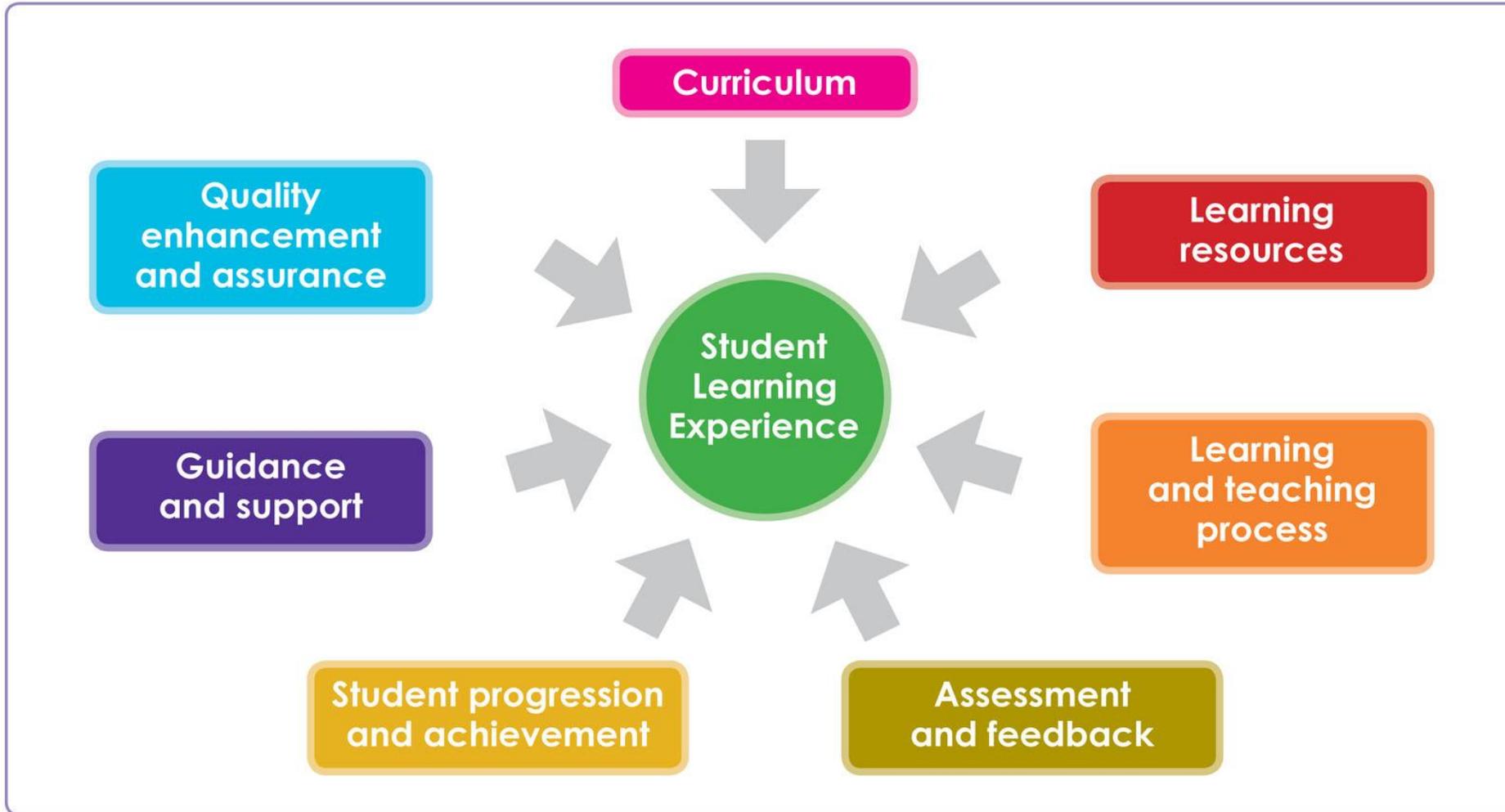
The working group identified three areas of activity for sparqs to develop:



- **Development of a PGR Student “Learning” Experience diagram** and tool, allowing for the creation of headings and supplementary questions under which areas of the PGR experience can be explored



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The working group identified three areas of activity for sparqs to develop:



- **Development of a PGR Student “Learning” Experience diagram** and tool, allowing for the creation of headings and supplementary questions under which areas of the PGR experience can be explored
- **Development of models of PGR representation**, building on different approaches taken around the country
- **Toolkit on institutional processes**, allowing for co-creation or co-review of policies and procedures relating to PGR support, supervision and development.



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What we would like from you



- All the students from the original working group have now graduated, so we are looking for 2-3 PGR students to join the group
- Email Megan.Brown@sparqs.ac.uk to get involved



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College session



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What we will be covering



- Progress Visits
- 4-way meetings
- College SA Framework developments



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Progress Visits



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What are Progress Visits?



- PVs are new for 2019/20 and will take place annually.
- Meetings between Education Scotland HMIs and the college. (They also may include the SFC Outcome Agreement Manager, a Student Team Member or an Associate Assessor).
- The purpose is to explore how the college is working towards the targets in the Enhancement Plan.
- Will last between 2-3 days.
- The college will be informed of the date 6 weeks in advance of the visit.



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Progress Visits



- The team will speak to managers, staff, student representatives, other groups of learners and, where required, other key stakeholders.
- The team will provide a verbal report of the findings to the principal, senior managers and student representatives including a provisional statement regarding overall progress.
- Three weeks after the PV is completed, a final written report will be provided to the college and shared with the Board. **The reports will not be published.**
- The outcomes of the PV will inform a refreshed Evaluative Report (ER) and EP (2020-23) due to be submitted by all colleges in October 2020.



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“Learner engagement is fundamental to the college’s ability to identify areas for development. Colleges should view students as partners in supporting improvement and should have effective processes for engaging students in contributing to the development of the Evaluative Report and Enhancement Plan (EREP). ”

“During PVs, HMIs and Associate Assessors (AAs) will engage in conversations with groups of learners to identify the progress they are making and how effectively they engage in and influence their individual learning experiences.”

Education Scotland, Briefing note for colleges: progress visits



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What you need to do: before the PV



- Are you familiar with your EREP? If not, read it!
- Do you know what the college's key targets are? Find out!
- Talk through the EREP in detail with students' association staff/Quality Manager/Vice-Principal.
- Be prepared for the college to ask you to find groups of students to talk to the PV team.



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What you need to do: during the PV



- You will meet with the PV team during the visit.
- Make sure you you're prepared to discuss the students' association's involvement in the EREP – did you help write it? Which areas of the EREP are most relevant to the students' association? How is the SA supporting efforts to fulfil the ambitions set out in the EREP?
- You will be present at the end of the PV when the team presents a verbal report on the college's overall progress.



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What you need to do: after the PV



- After the college receives a draft report on the findings from the PV. The college then has 5 working days to send comments/respond. You may be asked to submit your comments to the college's response.
- Three weeks after the PV, a final report will be provided to the college and presented to the Board. You should be prepared to talk about this at your next Board meeting.



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Any questions?



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SFC 4-way meetings



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What were the 4-way meetings?



- Part of the Development College Students' Associations project, funded by SFC and work undertaken by NUS Scotland and sparqs.
- A chance to take stock and review: how are SAs developing, what are the strengths and continuing challenges?
- Meetings with all colleges (or regions) now done.



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What's next



- Collation of data across the meetings.
- Work with SFC to create a summary report.
- Further information and advice to colleges.



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For discussion



- How did the meetings feel to you?
- Did they spark work in your college and SA?
- What headlines do you want us to take away?



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College SA Framework review



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Lunch



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Education Officer Induction

Simon Varwell, Senior Development
Consultant

Stef Black, Development Consultant
sparqs



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That's Quality



- We host two training events for student officers and SA staff every summer; one for universities and one for colleges;
- Based on feedback, we introduced a prerequisite online module for the first time for all attendees;
- We continue to adapt and enhance the TQ programme and delivery and welcome all feedback to ensuring we can make it the best it can be....



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Feedback



- What impact do you think attending TQ has had on your officers? How has it helped develop them professionally and prepare them for the role?
- Does it's current format (online module followed by a two day residential) work? Have your officers continued to use the online module?
- Is there things that TQ does that you also do with your own induction processes, or are there gaps and material that neither cover?
- In what ways could we improve TQ, or how could we align it better to your own induction processed?



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Resource on induction



- Demand from colleges: but applicability in universities too.
- Informed by ideas from our previous ARC meeting and our last College Advisory Group meeting.
- Aims to equip colleges and SAs to work in partnership to create or enhance effective induction for VP (Education) or equivalents.



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Resource on induction



- To be used by key staff and SA personnel in run-up to induction of new officer.
- Will complement the module.
- Key themes:
 - Building relationships.
 - Creating partnership.



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Resource on induction



- What are the key questions the resource should support exploration of regarding:
 - The students' association
 - The institutional structures and policies
 - Governance: Court/Board of Management
 - The national level



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Professional Development Certificate for Sabbatical Team

Lynsay Pickering, Careers Service,
University of Dundee



Challenges faced

- Supporting development of team while in a very demanding role
- Building professional relationships with University staff
- 'Buy-in' from University

Feedback



“I have undoubtedly had the best experience of personal development while in a job post.”

“I struggled to value myself personally and professionally while in University and through this course I have come to realise my work and what I contribute to a workplace, a team and to life.”

Charlie Kleboe-Rogers DUSA Vice President for Academia
2018/19



“From an Executive perspective, this programme has brought the team close together, at least from my perspective as a team leader. Through the course we are learning a lot of things about each individual exec member. I believe it is a strong team-building exercise that continues to help the team progress as a high-performance community with a common goal.”

Sofia Skevofylaka DUSA President 2018/19

Graduate Careers & Professional Development Certificate



- Graduate Programme run by the University of Dundee
- Matriculated as students so graduate at the end with a qualification
- fees attached as a teaching programme (paid by the University)

- Two modules;
 - Module 1: Maximising your experience: Understanding yourself and others
 - Module 2: Workplace skills development & opportunity awareness



Assessment: On-line Portfolios



“The tangible portfolio outcome from the course will allow me to prepare for job applications and interviews as I now have a resource to draw upon from the breadth of my sabbatical year.”

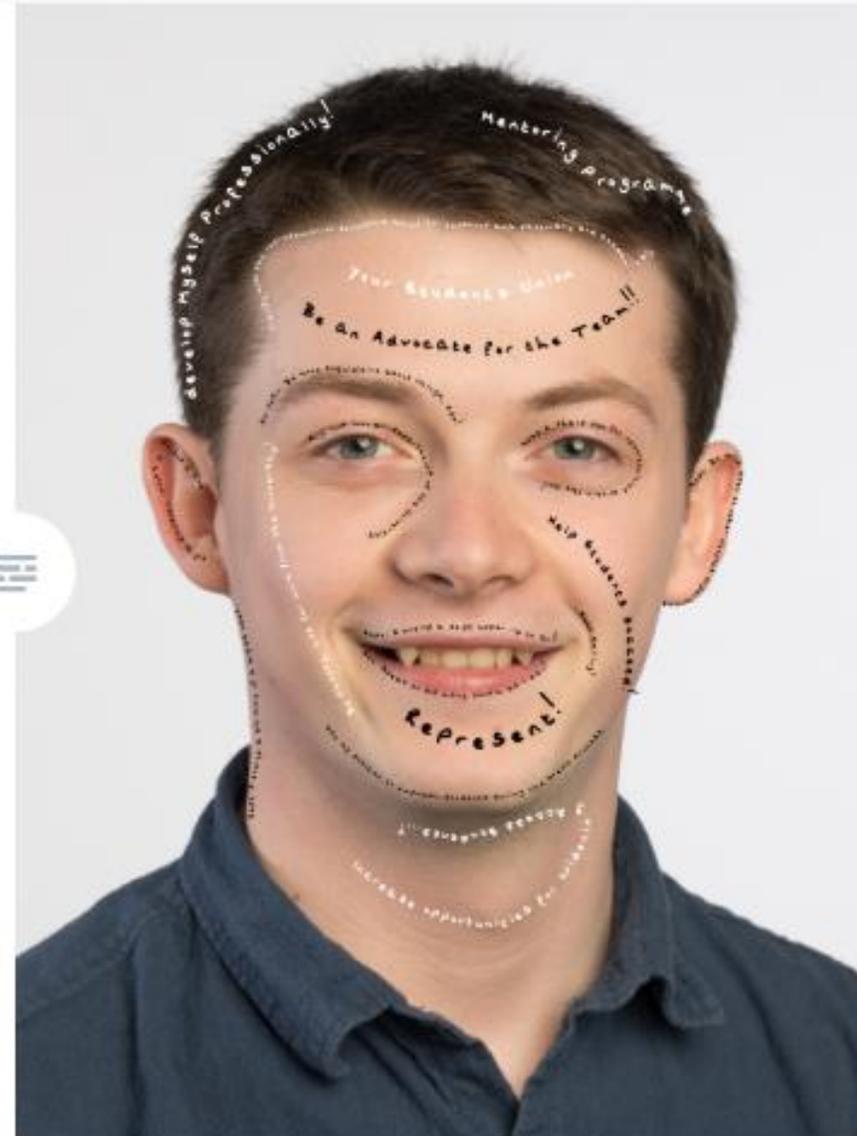
Claire Hartley DUSA Vice President for Communications & Campaigns 2018/19



Infograph.

I have had time to think of what I would like to achieve over the next year. Having been heavily influenced by Paula Scher as a designer I have created a self discovery infographic that I will update during the year to highlight what I would like to

[READ MORE](#)



Team Values Charter



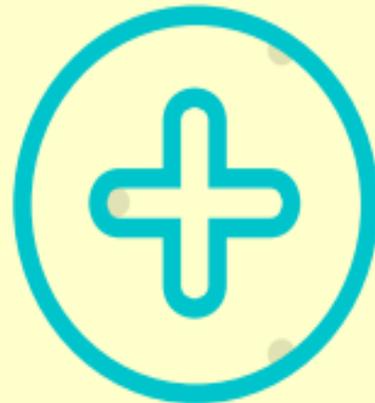
Communication



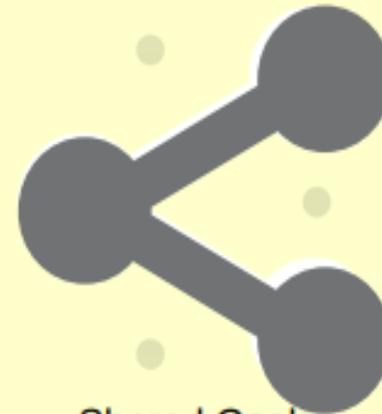
Working Together
and Understanding Each
other



Honesty



Positivity



Shared Goals



Having a sense of
humour and not taking
things too seriously

SEP 17, 2018

Communication Poster



The following is a collaborated group poster on how to effectively communicate with each member on the team.



JUN 16, 2019

Evidence 1 – AGM and Interim Report



One of the big work products this year for me is the interim report and AGM. Part of my remit involves me organising the AGM of the organisation and producing the interim report.



Exec(hibition)

It's come the time for us to reflect on the year that we've had in office. And for our final submission for GCPDC we were asked to complete a slide show and present it to various people from across both the University and DUSA. Of course, us being

[READ MORE](#)

EXEC(HIBITION) GCPDC 2018/19

CHARLIE ACADEMIA
Any academic issue you're facing, don't face it alone, come see me!

CLAIRE COMMUNICATIONS
I publish and promote all the things we do to support you! If it's out there for you to see, it's useful to know!

OLAF REPRESENTATION
The representation empire needs you, unlat now!

JOELY WELFARE
Mental and sexual health, housing and everything in between, if you need support I can help!

CRAIG ACTIVITIES
Uni isn't all about lectures, learning and the library! Come see me to expand your horizons outside the classroom!

TONI ENGAGEMENT
If you want to get engaged don't bother buying a ring, just contact me!

SCOTT FUNDRAISING
We can't use 'em here to put the fun' back in fundraising, it's too cheesy!

SOFIA PRESIDENT
I'm here to make sure you get the best student experience you can have and empower you to lead change for an ever better university life!

DUSA EXECUTIVE



“This course has enriched my term in office greatly. The reflective practice it encourages has allowed me to appreciate and consolidate the skills I have gained in my role.”

Claire Hartley DUSA Vice President for Communications & Campaigns 2018/19



What next?

- Keen to role out and offer to other Executive teams
- Other roles within Student Union could access this programme too!

Contact

l.pickering@dundee.ac.uk

Break

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Supporting Class Reps

Iina Jaara
AUSA Student Representation Coordinator

Class Reps at University of Aberdeen & AUSA

What are Class Reps? An overall term for any student who represents either a course, year level or postgraduate programme. How Class Reps operate will depend on their role but the resources provided and process of becoming a rep is the same for all. Some are in their role for one term, others for the full year.

How many? Currently 712 reps, including reps on both main campuses (Old Aberdeen and Foresterhill) and Qatar. Next intake is in January-February 2020.

What is the process? The Class Rep system is shared between the University and AUSA which is functional but has its challenges.

- AUSA sends Class Rep guidelines to the individual Schools before the start of term (e.g. recommended number of reps, election/selection process, when AUSA needs to be notified of reps' contact details).
- Once AUSA has knowledge of reps, they are provided with access to training, resources, support and recognition.
- Schools provide attendance lists of SSLC meetings to AUSA.

Closer look at Class Rep resources

Introduction email with access links to online resources, information about in-person induction sessions and other workshops, and any relevant deadlines (e.g. completion of training, recognition sign-up).

Online training comprises of a [prezi](#) and a questionnaire. Reps view one section of the prezis at a time and answer questions based on the content on the AUSA website. The online training is available throughout the year.

In-person training sessions are organised on both Old Aberdeen and Foresterhill campus for two weeks. Each session is roughly 90 minutes, including a presentation and group exercises.

The Class Rep Handbook covers more in-depth knowledge on topics like representation structure, how to prepare for SSLC meetings, example survey questions, etc.

Online training

Part 1 – What is AUSA?

This part covers aspects like AUSA's representation structure and how Class Reps feed into it, the services AUSA offers (e.g. Representation and AUSA Advice) and what the Education Officer does. Reps need to answer the following questions; *What is AUSA? How are Class Reps part of representation at AUSA? What does the Education Officer do?*

Part 2 – The basics of being a Class Rep

The second part covers the main duties of reps, what are School Conveners and SSLC meetings.

Part 3 – Step by step guide for Class Reps

This part includes more in-depth guide on various methods on how to contact your fellow students, how to collect feedback, example survey questions, the ABCD of good feedback, how to work together with academic staff and available support services for reps. This part also encourages reps to think about the feedback loop which both class reps and academic staff should be mindful of.

Part 4 – Practical information

The final part highlights additional training and recognition opportunities.

In-person induction training

The in-person training is a great opportunity for Class Reps to *network, ask questions and meet some of the School Convener*. The content of the training is the same as the online training, but half of the session is reserved for group work. Class Reps form pairs or small groups to discuss example scenarios, how they would proceed in them and who they could turn to for advice.

Reps have described the example scenarios the most helpful part of their training.

Examples

- A classmate comes to you to talk about their course. They say they're having a hard time, and that they're considering dropping out. When you ask why they say they don't know if this level of study is right for them – they're demotivated and are thinking of leaving and getting a job instead. What would you do in this situation?
- Students approach you after class and complain about the lecturer's attitude. They feel the lecturer is making inappropriate jokes and remarks about religious groups and they find it offensive. They also say the lecturer is spending too much lecture time speaking about his own opinions. How would you proceed?

Closer look at Class Rep resources

University of Aberdeen **lecture recording policy** and **framework for academic feedback policy** are also included in the resources, which reps might find useful in their role.

A Feedback workshop is offered for a week which in the past has focused on the ABCDs of good feedback, how to collect and deliver it, how to analyse surveys, etc. This workshop is currently under revision.

Additional communication is sent out regularly regarding additional training opportunities (e.g. Suicide prevention training) and representation related updates (e.g. School Conveners).

All resources include information on AUSA (and University) **support services** for reps/students (e.g. student support, AUSA Advice, counselling) and information on **how to gain recognition** for their role (AUSA scheme or STAR Award).

Key themes

Although all the resources include useful tips on other aspects like how to collaborate on a survey with academic staff and how to be confident during SSLC meetings, the key themes and message to Class Reps overall are..

- Students as the experts of their learning experience
- Ownership over policies (e.g. Compulsory lecture recording)
- Closing the feedback loop
- Collaborate – but do not fear escalation
- When in doubt, contact AUSA!

Thank you for listening!

**For any questions, please contact
ausareps@abdn.ac.uk 😊**



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Case study: staff resource on student representation

Aimee Harvey
Student Development Officer

Background

From this...

the *Class Reps* what you need to know



Class Reps are the link between staff and students.

They play an important role in enhancing student satisfaction in learning and teaching, as well as the overall student experience through facilitating communication and working in partnership with staff to make positive changes.

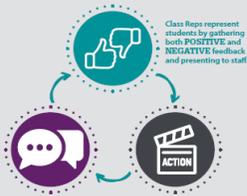
Benefits of your Class Reps

- ✓ Receive valuable feedback which can inform improvements
- ✓ Discover issues early on which can then be addressed
- ✓ An opportunity to see things from the student perspective
- ✓ Get help in communicating messages to students
- ✓ Build relationships with students through Class Rep partnerships

the *Feedback loop*

The role of the Class Rep is to gather feedback from students and present this to staff at Course Committees, or similar staff-student meetings.

Following attendance at meetings, Class Reps are required to feed back to students on any actions taken or to provide an update on why matters may not be taken any further. This part of the process is called **CLOSING THE FEEDBACK LOOP** and is a very important stage as it maintains trust in the system by allowing all students to see that their issues are being dealt with or to find out why they aren't.



Class Reps **COMMUNICATE** outcomes and actions to students, and disseminate information from staff.

Staff consider these views and take **ACTION** to **IMPROVE** the student experience where possible.

Supporting your *Class Reps*

Make sure Class Reps have been elected by end of September. Promote and explain the role and hold a vote if required (a simple show of hands will suffice). The elected students' name and contact details should then be passed to the relevant staff member or your local HSA officer to be recorded.

Allow Class Reps time in class/lectures to make contact with students. Just 5 minutes can make all the difference to both gain feedback and disseminate information. It may be useful to create a group page on the VLE for Class Reps to connect with all students on their course.

Lecturers / Course Leaders are the main point of contact. You can be actively involved in supporting your Class Reps to carry out their role effectively, and encourage them to not just identify problems but to work with you to develop solutions and implement actions.

Support Class Reps to be prepared for meetings, ensuring they are given plenty of notice of the meeting date and advised where/how they can attend. It may be helpful to hold a pre-meeting with the Class Rep(s) ahead of attending their first Course Committee to clarify any questions they may have.

To this...

The screenshot shows a website titled 'Student Representation: Staff Resource'. It features a navigation menu on the left with items like 'Introduction', 'Promoting the Role', 'The Recruitment Process', 'Recording your Reps', 'Rep Training', 'Working with Reps', 'Course Committees', 'Closing the Feedback Loop', 'Case Studies', and 'Useful Resources'. The main content area has a 'Welcome' section with text about the importance of student representation. Below this is a video player showing a presentation slide that says 'You get the opportunity to see things from the student perspective.' and 'Create a dialogue with Reps to help students leaders and when immediate change is not possible.'



Resource aims

Overarching aim - to provide more, and improved, information and guidance to support teaching staff with engaging in the process of student representation.

- To set out the process and timeline for recruitment of class reps and the various stages in a rep's lifecycle.
- To provide information about how to work effectively with class reps, encouraging student-staff partnership working.

Working with Reps

Teaching staff have a key role to play in working with reps and supporting them to carry out their role effectively. Reps are just volunteers after all and may need your help at times to keep them on the right track. This page sets out some useful tips for working with your reps, helping to create a positive experience for both students and staff.

When: throughout the year

In working in partnership with students it is important to recognise that students bring to the table their own perspectives, based on their own expertise and experience. They should be encouraged to engage in discussions and be actively involved in finding solutions.

Give reps the opportunity to make contact with all students in their class to allow them to explain their role and to advise the class how best to contact them. This can be done by either providing reps with time in class, or setting up an area on Brightspace for reps to communicate with the class.

This is really important where students are studying online or attending VC lectures as they won't have the same opportunity to meet each other face-to-face and are therefore not as visible to the students they are representing.

On networked programmes where there may be reps at multiple locations it is recommended that the reps are put in contact with each other. This allows them to benefit from being able to discuss issues with each other, find out if similar issues are being experienced at other academic partners or have been experienced by a previous year group.

It also gives reps the opportunity to share ideas and solutions. Reps will benefit from the support of each other, but working together will also help to ensure consistency of messages and that

Class reps should be encouraged to contact staff outwith set meetings, to allow issues to be addressed as early as possible. It is worth bearing in mind that students may perceive issues surrounding position and power of staff. It is therefore important to be open,

Intended outcome – more effective class reps who have a more rewarding experience of the role.



Let's take a look...

<http://staffresources.uhi.ac.uk/studentrepresentation>



Feedback

- Resource circulated and promoted to teaching staff in advance of the academic year starting.
- Positive response so far...
 - *The website looks great – nice work....this has prompted me to contact last year's reps to see if they can speak to incoming students at induction next week (Programme Leader, History)*
 - *It is very useful in highlighting the importance of student representation as part of our quality monitoring process, and in terms of practical advice about structure and procedures (Curriculum Manager, Applied Life Studies Subject Network).*
 - *I used the Class Presentation PowerPoint when I recruited HNC Business reps (Personal Academic Tutor, HNC Business)*
- Will evaluate and update as we go forward to ensure it's the most useful and relevant for staff.



Thanks for listening 😊

Any questions?



Conclusions

Simon Varwell, Development Consultant



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2019-20 meetings



- Tuesday 4th February 2020 (provisional)
 - Forth Valley College (the new Falkirk campus!)
- Tuesday 5th May 2020
 - University of the West of Scotland (Paisley campus)



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Final tasks



- Complete your evaluation forms!
- Sign up to the [sparqs newsletter](#)
- Sign up to the [sparqsSESN Jiscmail list](#)



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Thank you and goodbye!



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