**1: PARTNERSHIP**

This introductory section of the resource would set out the key principles that should guide the development of a course rep system. Primary among these would be partnership, as emphasised in key sectoral documents such as [Scotland’s Student Engagement Framework](http://www.sparqs.ac.uk/upfiles/SEFScotland.pdf).

Content in this section could include exercises such as:

* A reflection on the nature of partnership within the institutional context, including key strategic documents.
* Agreement of who, specifically, are seen as partners of course reps, and what the implications of that relationship are for all parties – such as teaching staff, support units, senior management, students’ association officers, fellow course reps, and of course ordinary students.
* Development of partnership working on the course rep system between the students’ association and institution, drawing particularly on the [Student Partnership Agreement](http://www.sparqs.ac.uk/institute.php?page=128).

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| **What else would you want this section to achieve?** | **What practice can you offer?** |
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**2: ROLE AND PURPOSE**

This section would look at what a course rep is actually for, including intended activities and impact.

Content in this section could include exercises such as:

* Development of a role summary for a course rep, for the attention of potentially interested students.
* Development of a person specification matched against likely or potential training needs.
* Agreement of desired outcomes and impacts of a course rep for:
	+ The learning experience for fellow students on the course
	+ Course level quality monitoring activity
	+ The course rep themselves
	+ The institution
	+ The students’ association

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| **What else would you want this section to achieve?** | **What practice can you offer?** |
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**3: COURSE REP LIFECYCLE**

This section would look at the [lifecycle of the course rep](http://www.sparqs.ac.uk/resource-item.php?item=209), mapping intended activities against wider processes.

Content in this section could include exercises such as:

* Mapping of the following activities:
	+ Promotion of course rep role
	+ Recruitment of course reps
	+ Training and induction of course reps
	+ Meetings – both institutional and SA
	+ SA communication and engagement
	+ School or department level activity
	+ Course monitoring activity
* Developing a “year in the life of a course rep” tool from institutional, students’ association and course rep perspectives, that includes planning, undertaking and evaluation activities of the above activities.

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| **What else would you want this section to achieve?** | **What practice can you offer?** |
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**4: DEVELOPING TRAINING**

This section would look at the training of course reps, and specifically how that training can be managed and developed.

Content in this section could include exercises such as:

* Evaluating the format of training – comparing online, face to face and blended etc
* Exploring delivery cross-institution, by subject area, level etc
* Components – one broad session, or multiple modules?
* Developing learning styles – complementing the nature of courses being studied, student profile etc.
* Collaboration – building an institutional partnership approach, including learning technologists, quality staff, academics etc.
* Testing and refining – how to best assess the quality of training prior to delivery.
* Assessment and enhancement – how to assess training and provide meaningful data for enhancement.

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| **What else would you want this section to achieve?** | **What practice can you offer?** |
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**5: ACCREDITATION AND RECOGNITION**

This section would look at what can be given back to course reps to capture and reward the value of their work.

It will heavily draw on our [2016 guidance on accreditation and recognition of academic reps](http://www.sparqs.ac.uk/institute.php?page=193), though with an obvious focus specifically on course reps.

Content in this section could include exercises such as:

* Consideration of the motivations for accreditation and recognition – eg as an incentive, reward, thanks, validation of learning, or measure of impact.
* Exploration of case studies from across the sector.
* Exploration of the three challenges highlighted in the above guidance:
	+ Participation v impact
	+ Recording data
	+ Resource and management implications

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| **What else would you want this section to achieve?** | **What practice can you offer?** |
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**6: STAFF DEVELOPMENT AND ENGAGEMENT**

This section would look at the role that staff, particularly teaching staff, can and should play in the course rep system. It will strongly build on section 1, relating to partnership.

Content in this section could include exercises such as:

* Consideration of the stake that academic staff have in a good course rep system.
* Developing materials for briefing academic staff on the course rep role.
* Measuring staff awareness (and expectations) of course rep impact.
* Developing partnership approaches to the promotion and recruitment of course reps.
* Good practice in engaging course reps in:
	+ Course committee meetings.
	+ Internal review activity, including course monitoring.
	+ Curriculum design.
	+ Informal communication and enhancement activity.

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| **What else would you want this section to achieve?** | **What practice can you offer?** |
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**7: EVALUATION AND ENHANCEMENT**

This section would look at how to reflect on the activities and impact of a course rep system, especially towards the end of a year, to identify areas of risk or potential enhancement.

Content in this section would probably build upon sparqs’ two “[Enhancing your course rep activities](http://www.sparqs.ac.uk/institute.php?page=206)” tools which accompany this sheet.

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| **What else would you want this section to achieve?** | **What practice can you offer?** |
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**8: BEYOND COURSE REPS**

This final section would look at the role of course reps in a changing educational environment, and encourage participants to be willing to radically rethink course rep systems – how they work, and if they should even continue to exist as we recognise them.

Content in this section could include exercises such as:

* Evaluation of the impact of the growth of online & distance learning and transnational education on the traditional course rep model.
* Consideration of the impact of technology on staff-student communications and the scope for all students to engage with quality through their views.
* Exploration of other, potentially “competing” student roles, such as researcher or reviewer.
* Exploration of the impact of mass data on quality systems.

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| **What else would you want this section to achieve?** | **What practice can you offer?** |
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