



Recognition and Reward of Class Reps and School Reps

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Edinburgh
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Setting the Scene

We use recognition schemes to:

- show Reps that we value their time and effort in the role
- reward and incentivise their different types and levels of engagement with the role
- help measure the impact of student representation



Evolution of Class Rep HEAR Recognition

2014-15 academic year (and before)

- In-person training appears to be required but in actuality all Class Reps received HEAR recognition

2015-16 academic year

- Online training was implemented, and only those Class Reps who successfully completed it received HEAR recognition

2016-17 academic year

- Online training (for new and returning Class Reps) and a short blog/vlog post to earn an Open Badge were required for Class Reps to receive HEAR recognition

The screenshot displays the 'Student Rep Forum - CHSS 2015-16' interface. It includes a 'Table of Contents' with links for Welcome, Training Structure, Aims of the Online Training, Contacts, Glossary, and Begin the Online Training. The 'Training Structure' section features a progress bar with five stages: Welcome, Part 1, Part 2, Part 3, and Part 4. Below the progress bar, a list of resources is provided for each part, including videos, resources, and quizzes. For example, Part 1 includes Video 1, Resources, and Quiz 1. Part 4 includes Video 4, Resources, Quiz 4, and Feedback.

The video thumbnail shows a drawing of a building with the text 'EDINBURGH UNIVERSITY STUDENTS' ASSOCIATION' above it. The video player interface shows a progress bar at 0:05 / 3:12.

The quiz question asks: 'Select the incorrect answer regarding the representation at EUSA.' The options are: a) The Student Council is the main decision-making body at EUSA, it is led by the four Sabbatical Officers; b) The Academic Committee deals with academic life at the University, such as learning and teaching; c) The Welfare Committee campaigns on issues regarding student wellbeing, such as mental health and safety; d) The External Committee deals with issues that affect students off campus such as higher education funding; e) The Postgraduate Group is led by the Sabbatical Officers.

Two Open Badges are shown. The first is a purple badge for 'STUDENT REPRESENTATION STUDENT-STAFF LIAISON COMMITTEE MEMBER CLASS REP'. The second is a blue badge for 'RESEARCH & COMMUNICATION COMMUNICATION SKILLS CLASS REP'. Both badges feature the Edinburgh University Students' Association logo.

The logo for the Edinburgh University Students' Association, featuring a stylized white geometric shape on a blue background.

Edinburgh University Students' Association

Evolution of School Rep HEAR Recognition

2015-16 academic year (and before)

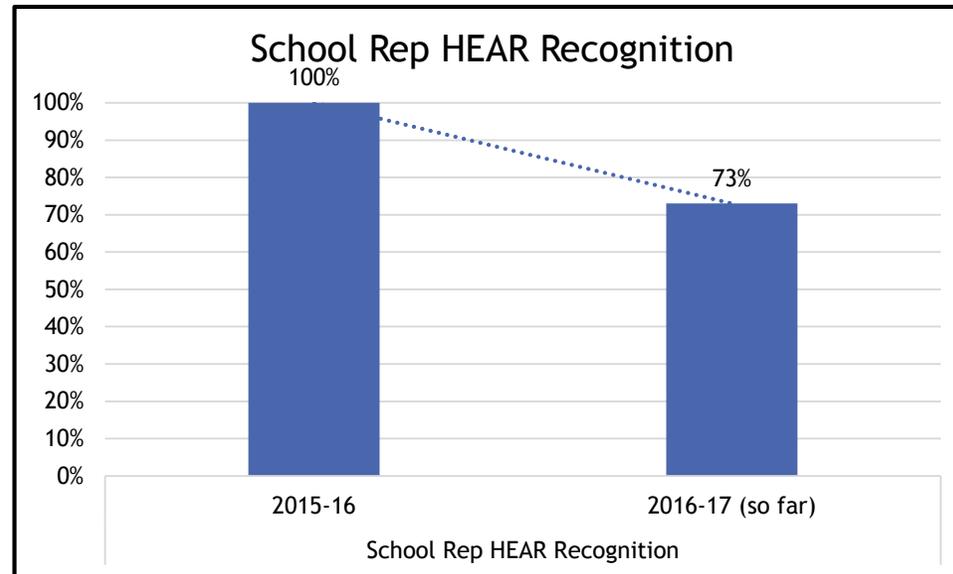
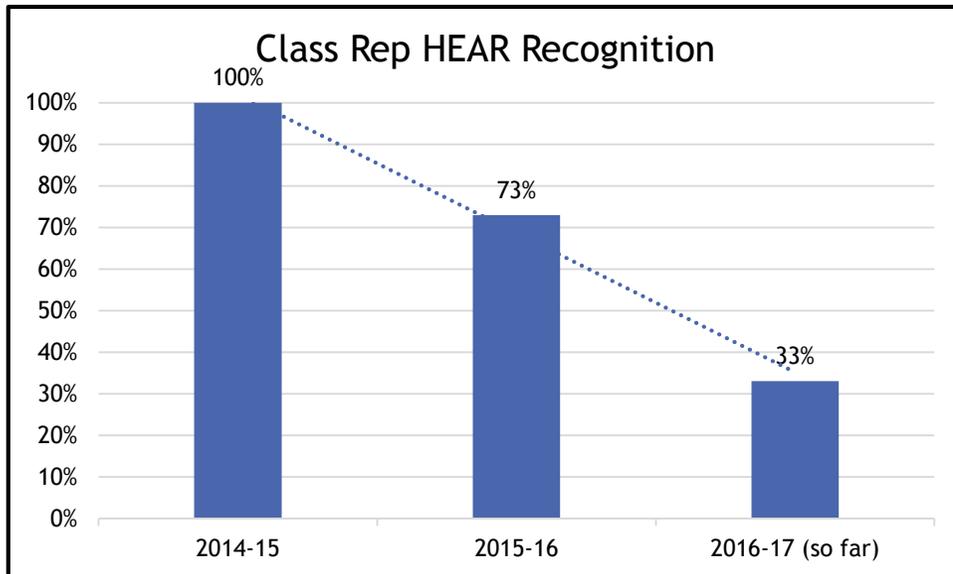
- All elected Reps received HEAR recognition

2016-17 academic year

- Elected Reps receive HEAR recognition only if they:
 - attend the basic in-person training for their role
 - do not miss (or send apologies before) two or more Student Council meetings



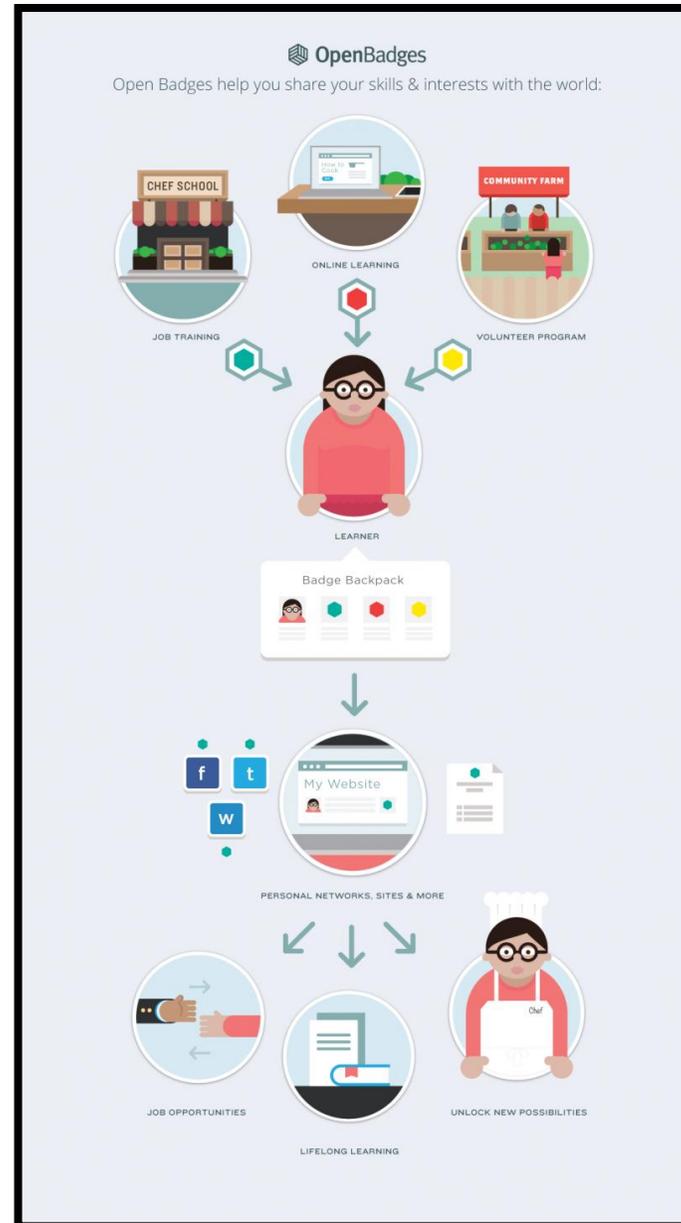
Engagement with HEAR Recognition



Open Badges

What are open badges?

- Flexible, free, digital accreditation
- Full of information (metadata)
- Open source – organisations and companies around the world use them!



Evolution of Open Badges

2014-15 academic year

- Developed framework (Nov – March) and piloted Open Badges (March – June)

2015-16 academic year

- Open badges offered on an optional basis

2016-17 academic year

- Open Badges became a new requirement (in addition to online training) for gaining HEAR recognition as a Class Rep, showing active work in the role and meeting criteria



Our Badge Scheme



Benefits of Open Badges

Benefits for Students:

- Better understanding all aspects of the role
- Reflecting on and documenting their work
- Sharing work and successes with other Reps & the students they represent
- Earning additional recognition that could be displayed on LinkedIn, helping them transition out of the role and into employment

Benefits for the Students' Association:

- Learning more about the local work of Reps in their School and sharing anonymised posts at eusa.ed.ac.uk/representation/your_school
- Learning more about the impact of the Rep role on students' personal and professional development
- Increased engagement with the Class Rep role through gamification
- Providing a new form of recognition and reward for Reps



Impact of Open Badges

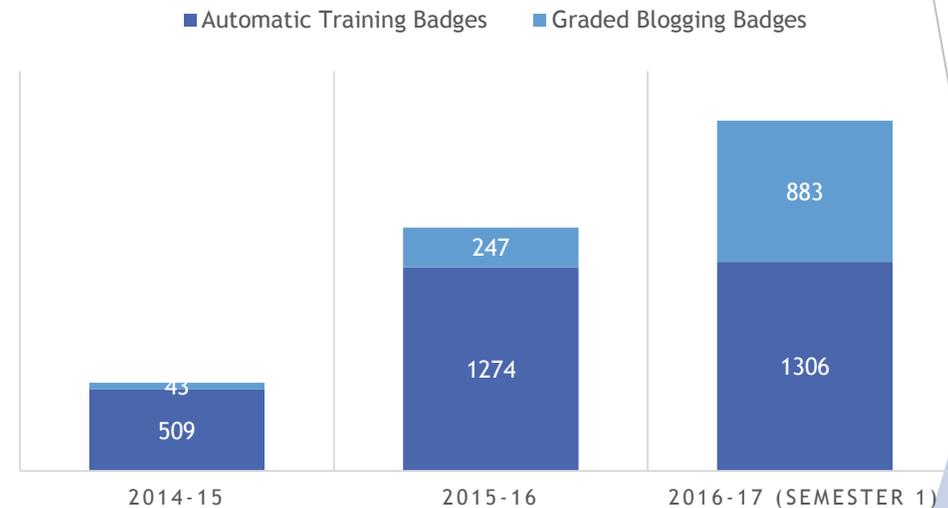
Quantitative impact

- Growing numbers of badges earned, especially through blogging (43 earned during pilot, 247 last year, 880+ in Semester 1 this year)

Qualitative impact

'I am able to **listen more assiduously to criticisms** and **liaise more effectively** with members of staff, **putting new procedures in place**. Whilst no longer being afraid to **challenge the status quo**, I can nonetheless recognise that **sensitivity** and **diplomacy** are essential tools in **change management**.'

CHART TITLE



Edinburgh Award for Representing Students

STEP 1 - ASPIRING (Input 1 from Sept to Nov)

- What do you hope to achieve as a Rep, and how do you plan to develop personally and professionally?

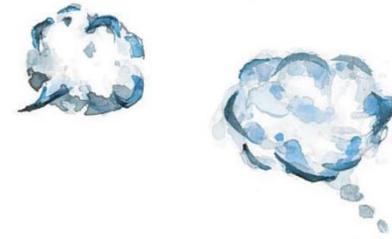
STEP 2 - DEVELOPMENT (Input 2 from Nov 2016 to Feb)

- What impact have you been achieving and how could you increase this?

STEP 3 – OWNING YOUR DEVELOPMENT (Input 3 from Feb to March)

- What have you gained from your role as a Rep, what impact have you made in the role to improve the experience for other students?

STEP 4 – CELEBRATE! (April)



Schools Fund

- Offers grants to students in any of the 20 Schools at the University of Edinburgh
- Provides funding for Student-Led projects which build community either within a School or between Schools
- Applications which support the academic community are particularly welcome, but projects which focus on the more social aspects of university life are also considered



Successful Schools Fund Applications 2016/17 (Until Jan. 2016)

Name	Project/Event	Amount	School
Emma Driver	Welcome Week Ceilidh	£300	Vet
Andy Leod	ECA Welcome Week Events	£125	ECA
Muireann Crowley	Scavenger Hunt	£175	LLC
Sofia Shan	Master's Workshops	£200	EDU
Rosie Herrington	National Students One Health Conference	£200	Vet
Kirsty Gaul	Biomedical Netball Team	£200	Biomed
Sarah Thompson	10th anniversary of Retrospect Journal launch	£100	HCA
Zody Huynh	MSc Sociology & Global Change Speaker Series	£200	SPS
Chloe Webb	Italian Aperitivo	£200	LLC
Carlos da Costa Filho	Tutors and Demonstrators Focus Groups	£41.15	GeoSciences
Baber Rasheed	Class Rep Lunch	£100	Biomed
Nicolas Angelides	Physics and Astronomy Social Activities	£150	Physics
Vanessa Muller	International Christmas Dinner	£200	HSS
Rosanna Marshall	Buddy Up Event	£36.20	HCA
Alys Gilbert	The Grey People Exhibition	£200	ECA
Marianne Wilson	The Inkwell Publication	£100	PPLS
Arina Tamborska	9th ATRIUM National Conference Research in Action	£200	Medical School
Heather Ross	Fieldwork Fair	£100	HCA
Joe Boyle	Coding Club	£200	GeoSciences



IMPACT AWARDS 2017

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EXCEPTIONAL
STUDENTS

CELEBRATING
OUTSTANDING
ACHIEVEMENTS

IN PEER LEARNING AND SUPPORT,
GLOBAL AND STUDENT REPRESENTATION

Find out more and nominate before Wed
1 March at eusa.ed.ac.uk/ImpactAwards

SUPPORTED BY:

TeachFirst

Impact Awards

- Co-run between:
 - Representation and Democracy
 - Peer Learning and Support
 - Global
- Celebrates exceptional student leaders

“...dedicated to contributing to a higher quality of student experience...”

“...the school would be a poorer place without them...”

“...it was her early example as a student leader that motivated me to take on a representative role this past year...”

“...their impact has increased student pride, and is a huge step towards a more unified and diverse community of thinkers...”



Challenges

Culture shift with increasing the level of Reps' accountability

- More is required of them now, and sometimes engagement with the Students' Association clashes with their deadlines and some were unhappy with increased number of 'hoops' to jump through

Not a time-saver

- Time spent responding to questions, especially right before deadlines
- Student staff manually grading blogs and recording participation

Finding proxies for engagement

- We have focused on proxies which we have data for and can monitor, but are they the right things to measure?



Discussion

Do you require that Reps write a blog post, complete a survey or attend SSLCs in order to receive HEAR recognition?

How do we fairly give HEAR recognition to Reps who are accountable and have been active in their role without adding unnecessary hoops for them to jump through?

What other forms of recognition do you offer Reps? Payment or discounts in venues?

Which forms of recognition work best to incentivise and engage Reps?



**Thank you for listening.
Questions welcome!**

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