

## Outcome Agreement Measures

### 1) Students' association officers are equipped and supported to carry out their roles

- i. Reach of training
  - Number of student officers attending national training events and developmental opportunities.
  - Number of college SAs in attendance at national training and developmental events.
  - Number of college SAs involved in bespoke/tailored development training or events
- ii. Satisfaction with training
  - % of attendees who find training very useful or useful.
  - % of attendees who would recommend training.
- iii. Impact of training
  - % increase in understanding of role
  - % increase in understanding of programme objectives
  - % reporting they can apply learning to their activities
  - % reporting they have built their network or collaborated with another SA or external stakeholder
- iv. Commentary on extent to which training and developmental events have equipped officers particularly in relation to the project objectives e.g. where training and development activities have increased student officer ability to utilise digital platforms or reach wider range of students.

### 2) Students' Associations are supported to develop strong and robust systems of governance, management and democracy and can engage with a wide section of their membership

- i. Number of SAs receiving consultancy support and commentary of key support areas addressed.
- ii. Description of the range of national development projects designed to meet project objectives.
- iii. Numbers of people and colleges engaging in developmental projects.

- iv. Number of colleges reporting they have been able to use outputs from projects to develop their own association/college activities.
- v. Number of college students' associations agreeing or strongly agreeing they have the staffing and resources in place that will allow them to plan effectively for the coming year and into the future.
- vi. Commentary on support provided and how this is strengthening SAs as organisations including progress on planning activities, democratic structures, staffing, use of online platforms and understanding and responding to the diversity of their membership.
- vii. Commentary on the use of key management tools such as strategic plans, annual reports etc. and of the Framework by SAs and their contribution to achieving the project objectives.

### **3) Students' associations deliver a programme of activities that enrich the Student Experience and support learner success**

- i. Commentary on the breadth and depth of SA activity as service provider and how this is contributing to the student experience and learner success.
- ii. Number of colleges agreeing or strongly agreeing that the SA has provided a valuable range of services and activities that enrich the student experience and contribute to learner success.
- iii. Number of colleges agreeing or strongly agreeing that the services provided by the students' association are embedded and are expected to continue from year to year.
- iv. Number of SAs agreeing or strongly agreeing that they are confident they have the support and resources to continue successful programmes that enrich and support the student experience.
- v. Evidence from external sources of the contribution SAs make to the student experience – e.g. evidence from EdS review or similar activity.
- vi. Commentary on the extent to which SA activity reflects the diversity of the students it represents and targets groups of students e.g. apprentices, students with caring responsibilities, students with limited access to digital resources.

#### **4) Students' associations are equipped to influence college and national policy and can use this understanding to develop their own activities**

- i. Number of SAs engaging with projects and resources aimed at increasing understanding of key national and college priorities.
- ii. Number of SAs that can identify areas of their strategic/annual planning or activities that have been developed from an understanding of national and college priorities.
- iii. Number of student officers and association staff who agree or strongly agree they have access to, understand and can use College KPIs, self-assessment and enhancement planning and other performance data and information.
- iv. Number of college boards that agree or strongly agree that they understand the role of the student's association and how they can utilise it in addressing college enhancement activities and meeting college challenges.
- v. Number of college boards/SMTs that can identify key decisions that have been influenced by the SA.
- vi. Number of colleges that agree the SA has taken steps to gather and use effectively underrepresented student voices.
- vii. Evidence from external sources of contribution SAs make to college decision making self-evaluation and enhancement planning – e.g. evidence from EdS review or similar activity.
- viii. Commentary on the extent to which project activities are improving Student Associations contribution to a range of national priorities.

Many of the outcomes listed above will be gauged through progress against some key questions to the sector, e.g. how effectively boards feel they can engage with SAs. These measures will be gathered through a stakeholder survey that will be developed as part of the project. The development of this survey will be carried out in consultation with the sector and the SFC and so the exact wording of some measures may be subject to change as this initial piece of work progresses. However, any changes will preserve the ability to comment effectively on these key outcomes.