# National Education Officers' Network (NEON)

Thursday 6th October

10am–4pm

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# Your sparqs team today…

**Simon Varwell**, Senior Development Consultant (@sparqs_Simon)
**Stef Black**, Development Consultant (@sparqs_Stef)
**Gloria Laurini**, Development Consultant (@sparqs_Gloria)
**Justin Walker**, Development Consultant (@sparqs_Justin)
**Megan Brown**, Development Consultant (@sparqs_Megan)
**Eve Lewis,** Director

# Agenda - Morning

**10.00 Welcome**

**10.15 Student Learning Experience tool update**

**10.45 sparqs plans for the upcoming year**

**11.15 Break**

**11.30 Quality arrangements session**

**12.15 The Tertiary Enhancement Topic**

**12.30 Lunch**

# Agenda - Afternoon

**13.30 Disagreeing well: building partnership with your institutional senior managers**

**14.30 Social activity**

**15.15 Conclusion and next steps**

Final discussion and close of meeting by 16.00

# Welcome

- sparqs: **s**tudent **par**tnerships in **q**uality **s**cotland.
- NEON: National Education Officers' Network

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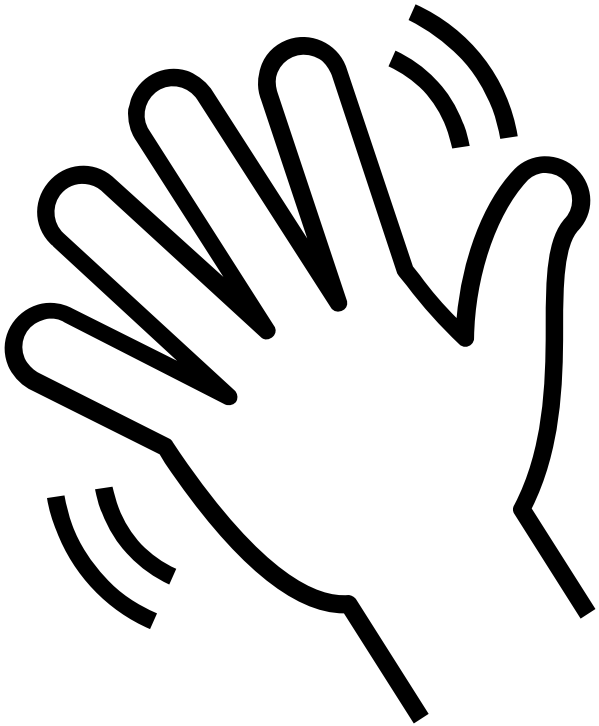
# Getting to know you

- Introduce yourself: name, role, institution, what are you expecting from today
- First time at NEON? Let us know!



# Support for SQA 2022-23

For action – volunteer officers:

NQ qualifications – Nat 5s, Highers

- The SQA Learner Panel (with SYP)
- NQ23 Strategic Group
- Communications

Please contact justin.walker@sparqs.ac.uk

For info

Next Gen Higher Nationals (HNs)

Pilot colleges

Student engagement national tour

# HN Next Gen pilots

| | |
|---|---|
| Accounting | Ayrshire College |
| Agricultural Technology | City of Glasgow |
| Childhood Practice | Dumfries + Gal |
| Computing | Dundee + Angus |
| Engineering | Edinburgh |
| Horticulture | Glasgow Clyde |
| Physical Activity and Health | New Col Lanarkshire |
| Radio | NESCol |
| Social Services | SRUC |
| Social Sciences | South Lanarkshire |
| Television | UHI |
| | West College Scotland |

# Student Learning Experience Tool: Development Update

Megan Brown, Development Consultant, sparqs

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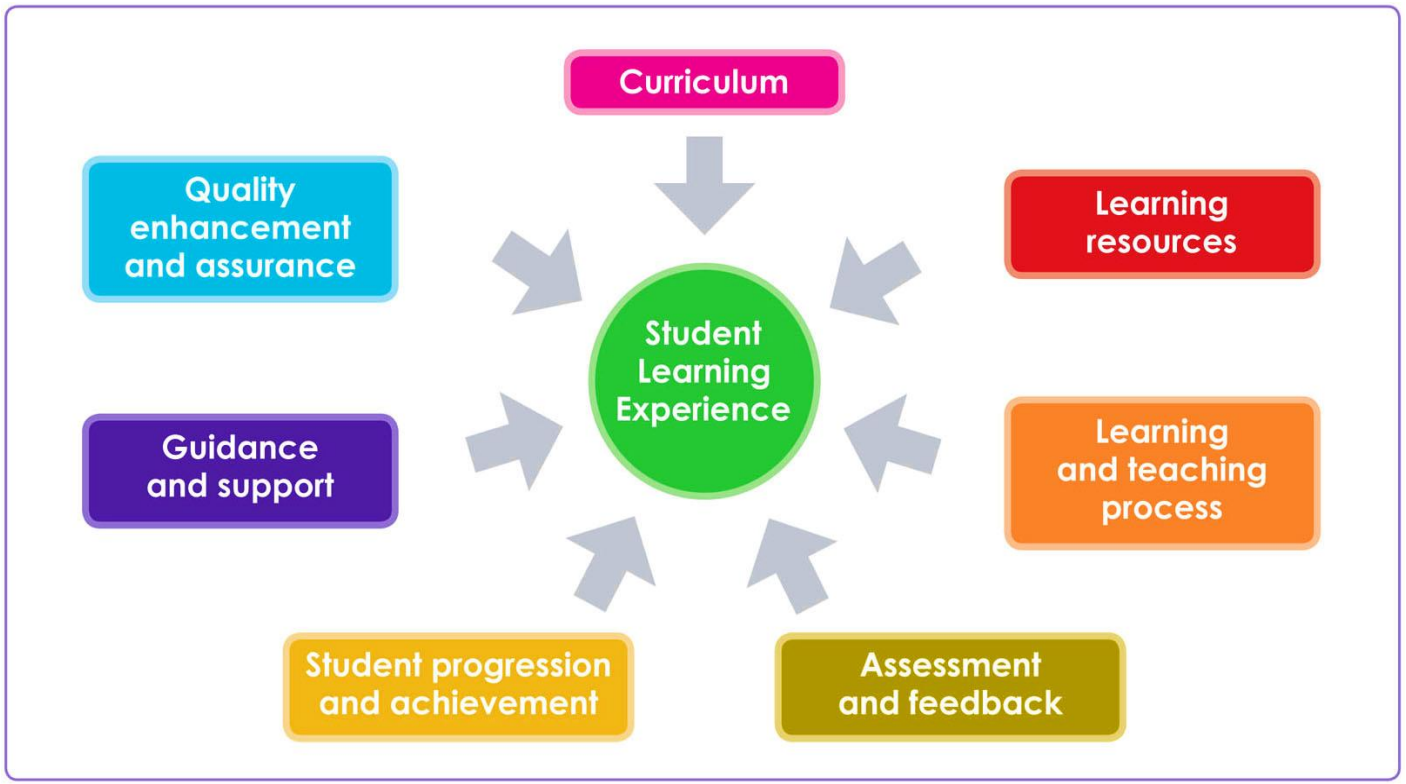
# Current sparqs SLE Tool



# This year we're developing a new SLE model

- The SFC has commissioned sparqs to work on a new SLE model for inclusion in their development of a new quality framework which will operate across both colleges and universities.
- We've looked at existing documents and frameworks in further and higher education that break down the student learning experience into smaller categories.
- From this, we identified 12 potential themes for the new building blocks

# 12 themes:

| | | | |
|---|---|---|---|
| Curriculum | Learning resources, environment and technologies | Learning, teaching and research process/ approaches/ pedagogy | Assessment and feedback |
| Progression and attainment/ learner journey/ transitions/ pathways | Academic and pastoral support and guidance | Quality enhancement and assurance/ monitoring and evaluation | Student voice/ engagement/ partnership |
| Learning/ academic/ research community | Personal and professional skills development | Organisation and management | Equality, diversity, inclusion and wellbeing |

# What next?

- The work we have done up to now has focused on referencing external documents and on sparqs' own internal expertise and processes.
- We now need to work with students to ensure that the tool is based on what matters to students in Scotland right now.
- We therefore need to carry out **research with students in Scotland**, to ensure that it is *students themselves* who define the student learning experience and identify what makes that experience the best it can be.
- We have from now until **April 2023** to do this and we need your help!

# Plan for Phase 1 (now until Dec/Jan)

- This will take the form of a **series of workshops** with student reps and diverse student groups across Scotland. These workshops will be designed to capture the views of students on what makes a good student learning experience. We envisage delivering some workshops online and some in-person.
- Institutions may want to offer the workshop as an additional opportunity for **experienced reps**, or to integrate the workshop as part of their wider training and development programme for all reps.
- We also want to ensure that we are hearing from a **diverse range of students** from different demographics and levels of study. We will therefore be running some workshops for specific groups of the student body.

# Plan for Phase 2 (Jan – Apr)

- We will establish a sector expert group to take the research from Phase 1 forward and work with us to develop the principles of the SLE.
- Sub-groups will ensure the SLE considers:
  - Online and blended learning.
  - Equality, diversity and inclusion.
  - Education for Sustainable Development.
  - Mental health and wellbeing.
  - Learner journey/pathways.

# Over to you!

- Which groups of students should we engage with during Phase 1? Demographics/levels of study?
- Are there any ready-made groups or events at your institution where we could run a workshop e.g. attached to a Council meeting, at a Rep Conference?
- Could we run a workshop with course reps at your institution? Perhaps aimed at experienced reps?
- What should SESN's role be in this process?

# sparqs plans for the 2022/23 Academic Year

Eve Lewis,
Director, sparqs

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# Sector priorities

- Tertiary Quality Arrangements
  - Phase 1
  - Phase 2
  - Tertiary Enhancement topic
  - SLE/partnership work
  - Quality pilots
  - EdS thematic review
- Enhancement Theme/Focus On/Student-Led project
- Student SLE priorities – online and blended learning mental health and wellbeing, ESD, EDI, Learner journey
- Persistent inequalities, antiracist curriculum
- Micro credentials, RPL, academic integrity, NSS/SESS
- Learner Journeys, widening access
- Curriculum Reform/Qualifications and Assessment reform

# Rationalised support

- Institutional Support – focussed on TQF, Phase 1,SLE and Student Partnership model development
- SLE – Online/Distance Learning(tertiary enhancement topic, mental health wellbeing, ESD, EDI, Learner journey
- Some work such as PGR, apprentices will pause except for how it relates to above pieces work

# Break
## 11.15 – 11.30

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# Quality Arrangements 2022-2024

Stef Black & Gloria Laurini

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# Student engagement in quality

- Period of flux - move towards a tertiary approach and quality framework.
- Building on the established practice that students should be partners in the formulation, operation and evaluation of an institution's approach to enhancement.
- Embedding student partnership at the heart of the new quality framework and arrangements.

**Briefing note**

Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

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**FAO Vice Principals of Learning and Teaching/Student Experience, for wider dissemination to all relevant institutional staff**

**Supporting student engagement in the SFC Review of Coherent Provision and Sustainability**

In June 2020, the Scottish Government called on the Scottish Funding Council (SFC) to undertake a review considering how best the SFC and the sector can fulfil its mission in securing coherent provision in post-16 education.

Since the launch of the review, sparqs has worked to support student engagement in the review, including sessions at our summer training events 'That's Quality' and our respective network meetings for student officers and students' association staff, NEON and SESN. These sessions have aimed to provide context and background to the review and have worked towards building the capacity of officers to ensure they can have a meaningful role to play as the review develops.

In August 2020, SFC put out a call for evid
and agencies, as well as other relevant sta
the review should explore further. Over 1
inform the phase one report. sparqs subm
response, as well as NUS Scotland's.

sparqs has continued to work closely with
formation of a Student Engagement Advis
members, was established in November 2
tools and mechanisms for student engage
contribute to, and influence, the review as

We appreciate that the initial consultation
students were not as heavily consulted as
time and space is given to students to ens
review as it progresses, and that student
chance to contribute to discussions.

**Phase One Report**

On 20th October 2020, the SFC published t
*Sustainability: A review of Scotland's Colle*
*Develop Further.'* The report, along with s
website.



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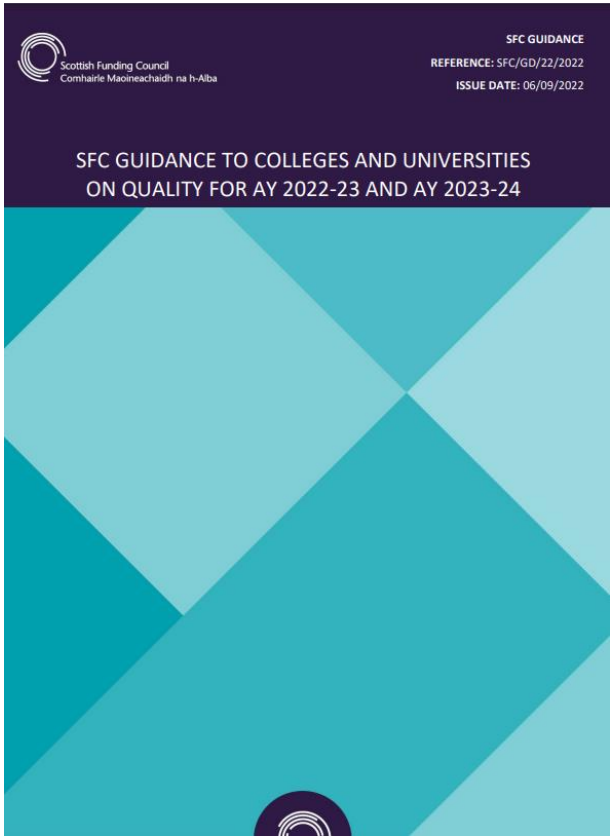
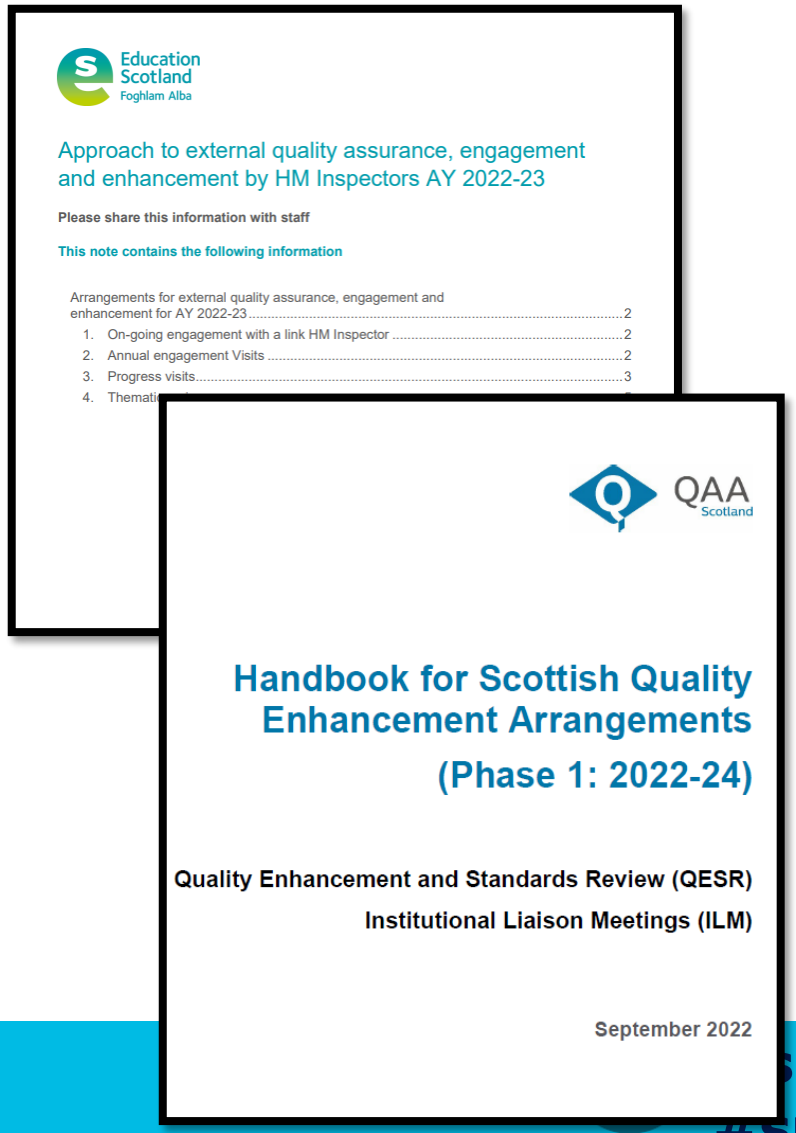
# ‘Phase 1’

- SFC Guidance published September 2022 details arrangements for universities and colleges for next two years.
- Phase 1 will focus on the foundations on which each institution's enhancement-driven approach to management of quality assurance and academic standards are built.



# What is changing?




Both the university and colleges sectors will operate new quality arrangements for the next two years (2022-2024) - *interim/phase 1*

These arrangements replace existing processes (ELIR 4 ad HGIOC?) Both QAA Scotland and Education Scotland have produced new handbooks detailing the new processes.

The next two years will also see the development of long-term tertiary arrangements that will be introduced for the AY 2024-2025, alongside a new national framework for quality (Tertiary Quality & Engagement Framework TQEF)

Students and students' association will play a key role during the operational period of the arrangements for the next two years, as well as the development of new arrangements.

# University arrangements

# Quality Enhancement & Standards Review (QESR)

The QESR review is intended to support scrutiny of an institutions management of its academic quality and standards, and to assure a baseline has been establish which will then inform phase 2 (an enchantment-led 'deep dive' approach)

The outcomes from the institutions previous review method (ELIR4) will be considered, along with any subsequent institutional activity.

A one-day visit will take place; it is planned that these will take place online, although it could potentially be in-person.

A variety of documentation and evidence will be submitted to support engagement with the review process, and the SA will be involved in contributing to this. There is no expectation to produce new materials, rather utilise what an institution has already created. Cover sheers can be used to contextualise documents.

# ‘Student submission’

*“In addition, if there is any annual report or paper reflecting on the student partnership arrangements and/or student engagement in the quality assurance and enhancement of their experience, produced by either the Students' Association (or equivalent) or the HEI, this would be welcomed as an optional addition to the document set listed above. There is no compulsion to include such a document and one should not be produced solely for the purposes of this process. The absence of such a document will not be considered negatively with regard to the HEI.”*

- Handbook for Scottish Quality Enhancement Arrangements (Phase 1: 2022-24) QAA Scotland

# QESR

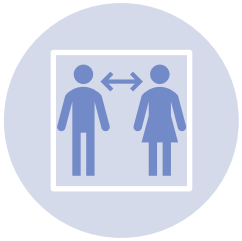
The visit will see the review team meet with key contacts such as the quality lead for the institution, the vice-principal responsible for L&T and the student association president/VP education.

There should also be time scheduled for the Review team to meet with a range of students, and with intuitional staff including senior management and those in lead academic roles.

After the visit, a summary of findings will be produced in the form of a short report, which will be published on QAA Scotland's website. The report will include recommendations of action the institution should take, as well as instances of good practice to inform phase 2 activity.

The institution will produce an action plan based on the report.

# Institutional Liaison Meeting (ILM)



The Institutional Liaison Meeting will be a lighter touch two-hour meeting between a QAA officer and representatives of the institutions, including the Student Association President and/or VP Education.

The purpose of this meeting will be primarily for exceptions reporting and will allow institutions to seek advice from and provide information to QAA officers.

The outcome of this meeting will either determine that there are no concerns to raise, or it may report recommendations for action to ensure that management of academic standards and the student learning experience are maintained.

A formal note of the outcome of the ILM will be included in annual reports to SFC.

# Schedule of Reviews 2022-2023

| Institution | Date of Review Visit |
|---|---|
| Queen Margaret University (QMU) | Thursday 24 November 2022 |
| Royal Conservatoire of Scotland (RCS) | Friday 9 December 2022 |
| University of Aberdeen | Tuesday 14 February 2023 |
| Edinburgh Napier University | Wednesday 22 February 2023 |
| University of West of Scotland (UWS) | Tuesday 14 March 2023 |
| University of Glasgow | Thursday 20 April 2023 |
| University of Dundee | Friday 28 April 2023 |
| University of Strathclyde | Thursday 11 May 2023 |

# What does this mean for students?

Students will be panel members of the Review team. QAA Scotland have been recruiting students over the last few months and will continue to accept applications over the academic year.

QAA Scotland have delivered student reviewer training and sparqs have supported delivery to students on the importance of student engagement in quality enhancement review processes

President and VP Education (or equivalent) likely to have a lot of engagement with Quality Team when preparing for visit, as well as meeting with Review team and supporting other students to engage in visit.

# What do you need to do?

**To Read –**

- SFC Guidance on Quality 2022-23 and 2023-24 - https://www.sfc.ac.uk/publications-statistics/guidance/2022/SFCGD222022.aspx
- QAA Scotland Handbook for Scottish Quality Enhancement Arrangements (Phase 1: 2022-24) https://www.qaa.ac.uk/docs/qaas/reviewing-he-in-scotland/handbook-for-scottish-quality-enhancement-arrangements-phase-1.pdf

**Speak to –**

- Student Association staff
- Quality Manager / team
- Vice Principal Learning & Teaching (or equivalent)

# College arrangements

# Annual Engagement Visits (AEV)

AEV's will take place in colleges where clear progress is being made and no issues or concerns have been raised or worries over aspects of performance. They will be light touch, short meetings, usually last one day and taking place on-site in-person.

In attendance will be the HMI link inspector for the college, an Associate Assessor (AA) and a Student Team Member (STM). Other HMI's may be involved as and when required.

After the AEV, colleges will receive an initial verbal report/outcome, followed by a subsequent written report that will be shared with the college and SFC. A short statement confirming the outcomes of the visit and next steps will be published.

# Progress Visit (PV)

PV's will be undertaken in colleges where improvements and enhancements are needed, and where aspects of performance require further exploration, either identified by the college HMI link inspector or by the SFC. PV's will explore what is working well, what needs further improvement and will consider key indicators of performance, and their impact on the learning experience.

Progress Visits will be managed by a Lead HMI with other HMI colleagues supporting the visit, including the college link HMI. AA and STMs will also be in attendance.

It is likely that a PV will last 2-3 days. Both the team composition and size, and the length of visit will be adjusted in line with the college context. They will be planned in collaboration between the college, HMIs and the SFC.

# ...continued

It is expected that the college provide updates to the PV through a self-evaluation process, to reflect the progress made and highlight any changes in circumstances. PV planning will be intelligence-led.

The SFC guidance states that "Pre-visit planning discussions will be held with SFC and sparqs and will consider a range of evidence." We will need to explore what this will look like, who is involved and how we organise/manage this.

After the PV, colleges will receive an initial verbal report/outcome, followed by a subsequent written report that will be shared with the college and SFC. A short statement confirming the outcomes of the visit and next steps will be published.

# What does this mean for students?

- Student Team Members (STMs) will work with ES as part of the visits
- Student officers will have engagement with review teams and in preparing for AEV/PVs
- Students' Association has a role in reflecting on learner engagement – what is working, what needs to improve
- SA and students should work with college to develop action plans for areas of development

# What do you need to do?

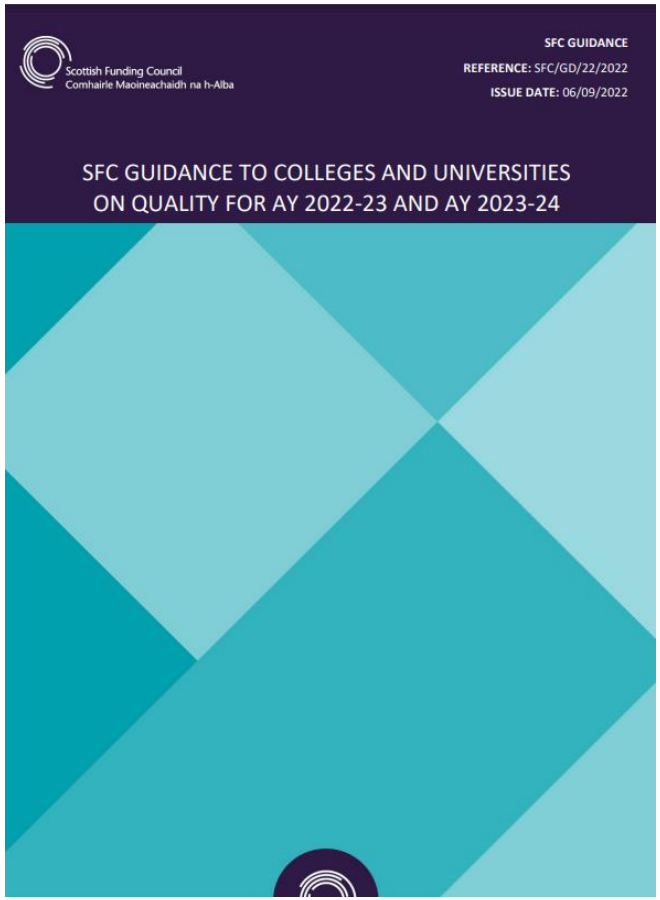
**To Read –**

- SFC Guidance on Quality 2022-23 and 2023-24 - https://www.sfc.ac.uk/publications-statistics/guidance/2022/SFCGD222022.aspx
- Education Scotland Approach to external quality assurance, engagement and enhancement by HM Inspectors AY 2022-23 – https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/inspection-and-review-sector-specific-guidance/college-reviews/

**Speak to –**

- Student Association staff
- Quality Manager / team
- HMI Link Inspector
- Vice Principal Learning & Teaching (or equivalent)

# SFC Guidance – expectations of sparqs




- *SFC will seek assessment from sparqs (and Education Scotland and QAA Scotland) on the effectiveness of how students and student representatives are engaged in quality arrangements for AY 2022-23 and AY 2023-24.*
- *PV planning will be intelligence-led. Pre-visit planning discussions will be held with SFC and sparqs and will consider a range of evidence.*

# Tertiary Enhancement Topic

Megan Brown, Development Consultant, sparqs

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# What is the Tertiary Enhancement Topic?

- Move to a tertiary approach to quality requires closer collaboration between sectors.
- SFC have proposed the introduction of a Tertiary Enhancement Topic.

# Work to date

- SFC met with Education Scotland, QAA Scotland, College Development Network and sparqs in May 2022 to discuss themes from quality review activity carried out in 2021-22.
- The group identified potential areas of commonality within these themes.

# Chosen topic:

***'The future of learning and teaching: defining and delivering an effective and inclusive digital/blended offering.'***

Context included links between aspects of digital learning and student outcomes, retention and attainment. There is also alignment with the work SFC has commissioned Jisc to do on a Scottish level standard for online and blended learning.

# Timeframe:

- The topic will be a focus for two academic years, covering 2022-2024.

# What next?

- SFC have asked quality agencies to plan how this work might be taken forward.
- It is likely that the work will need to be supported by a cross-sector level set of outcomes and indicators.
- The project could develop a recognised sector reference point for what an effective digital/blended offering should look like, against which provision can be reviewed.
- The topic will be developed in partnership with students.

# Over to you!

- What are some of the key issues you can highlight under this theme?
- Are you doing existing work in this area?
- Can you think of any ways in which you could get involved with the Tertiary Enhancement Topic over the next couple of years?

# Lunch
## 12.30 – 13.30

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# Disagreeing well: building partnership with your institutional senior managers

Simon Varwell

Senior Development Consultant

sparqs

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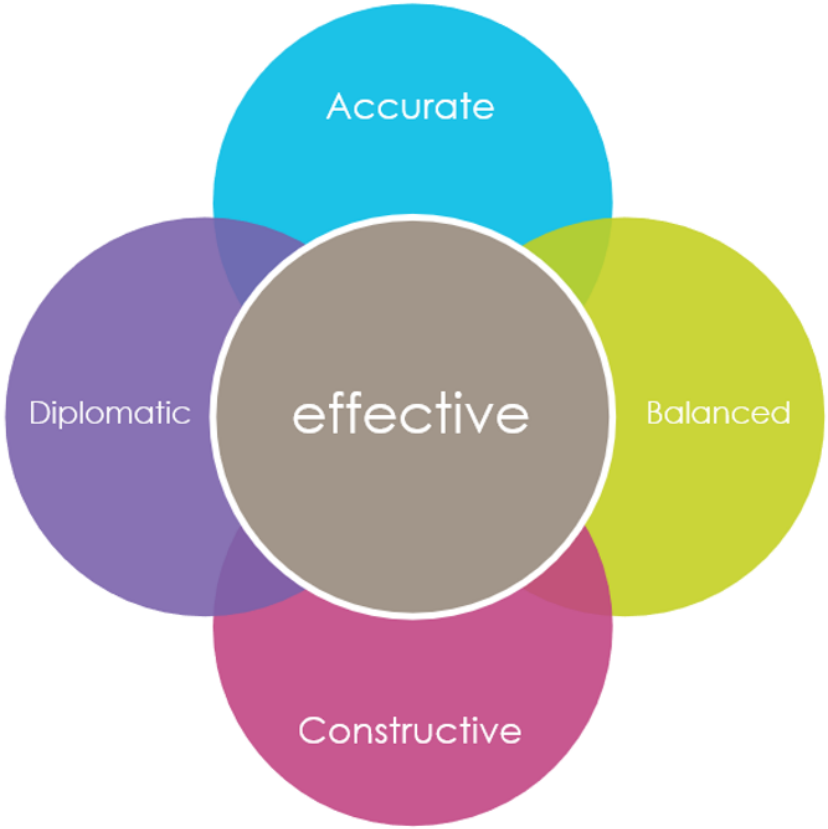
# What senior leaders say…

"I love being challenged by student officers."

"My SA President is brilliant, but infuriating."

"I learn so much from my student officers… I don't know if they know that!"

# The ABCD of effective feedback




How can you develop communication with management that is…

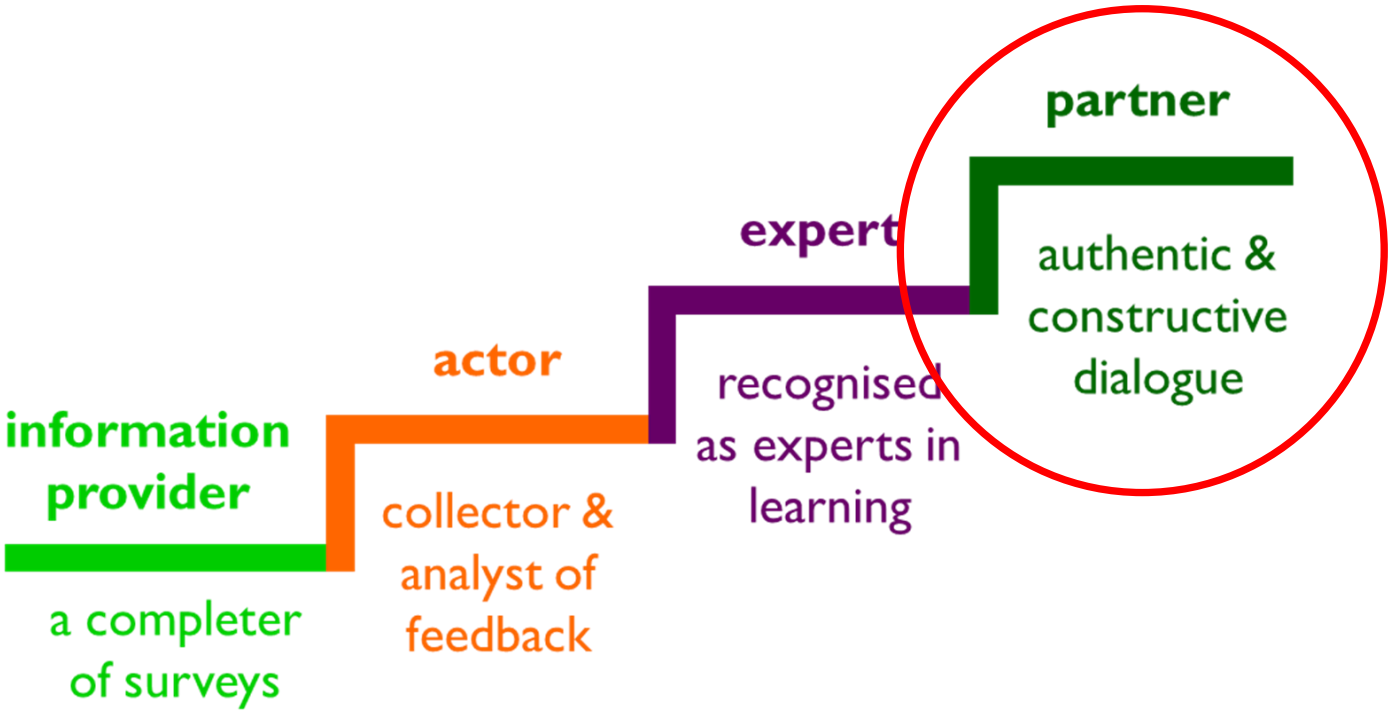
**Accurate**

**Balanced**

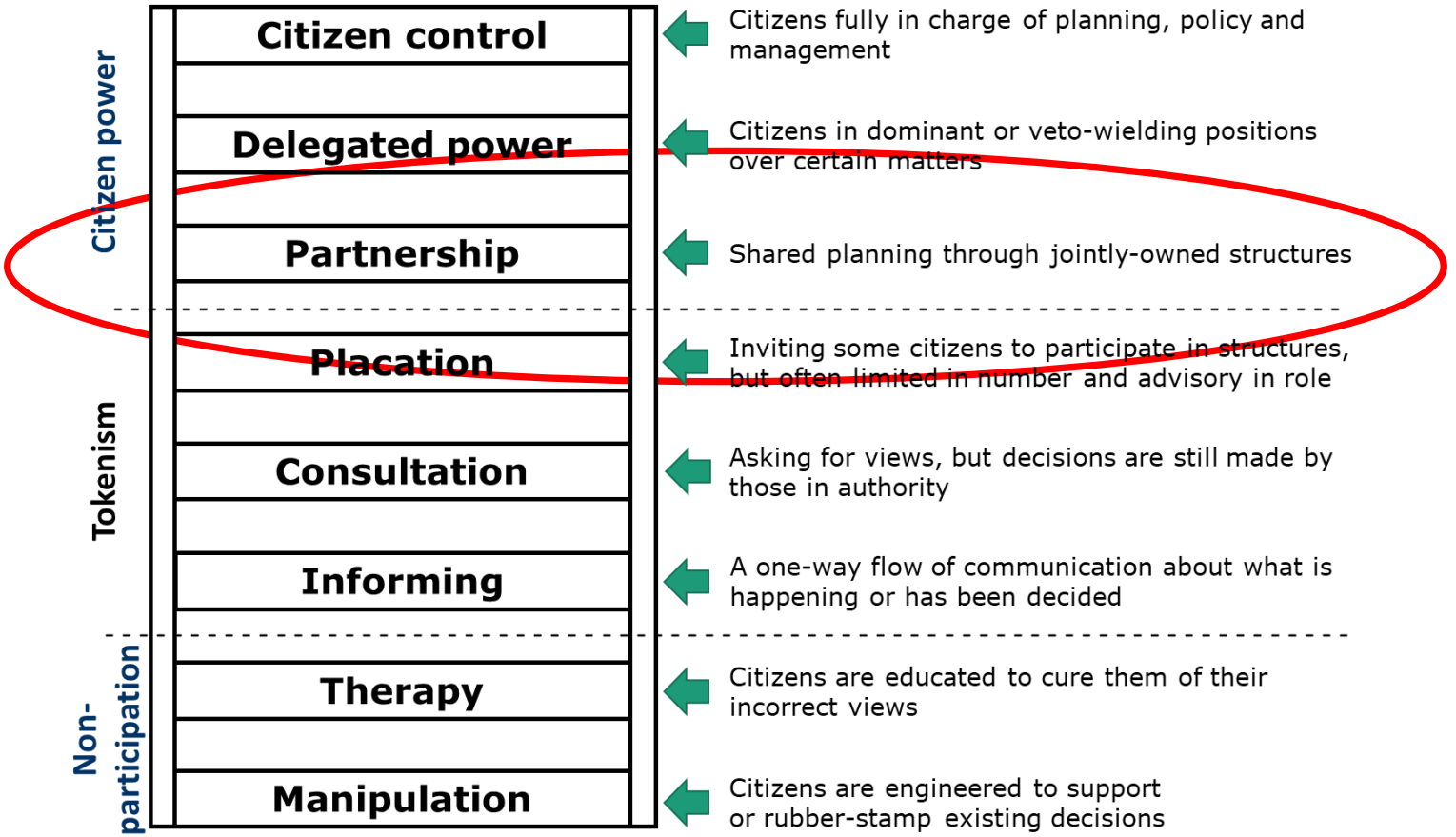
**Constructive**

**Diplomatic**

# What is partnership?



# What is partnership?



# What is partnership?

**"…different but equally valuable contribution of students."**
(Student Engagement Framework for Scotland)

**"a fundamental characteristic of our approach to quality assurance, improvement and enhancement in our colleges and universities in Scotland."**
(SFC quality arrangements)

# What is partnership?

**"the right to participate in the decision-making processes of the university but at the same time become duty bound to cooperate in the support, evaluation, and enhancement of education and to shoulder a collective responsibility with respect to the outcomes of such processes."**
(Tanaka, 2019)

**"a dialogic and values-based approach to learning and teaching that has the potential to be transformative, developmental and fun."**
(Gravett et al, 2019)

**"reciprocal learning"**
(Healey, Flint and Harrington, 2014)

**"dialogue, negotiation, and exchange of ideas"**
(Mercer-Mapstone et al, 2017)

# Over to you!

1. How would **you** define partnership?
2. What can **you** do as education officers to help build that partnership with your institutional leadership on the year's big topics?
3. How can sparqs support you and your colleagues?

# Social activity
## 14.15 – 15.15

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# Next steps and discussion
## 15.15 – 16.00

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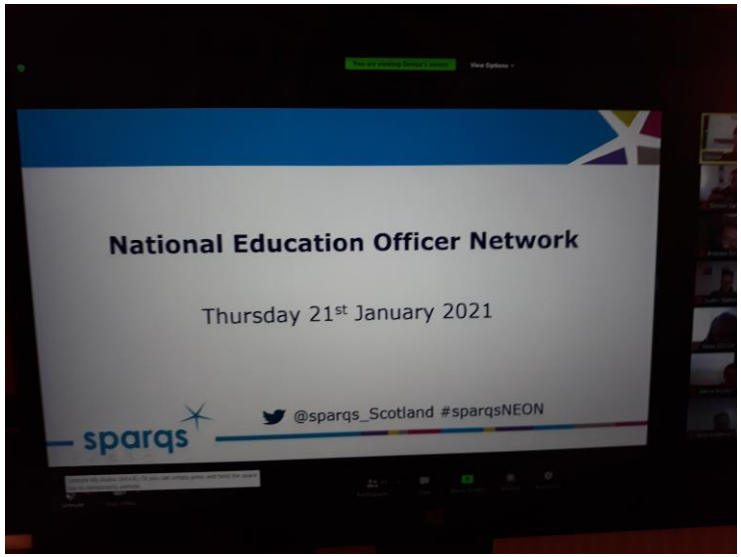
# Forthcoming NEON meetings

- 8th December 2022 (online, via ZOOM)
- 9th March 2023 (online, via ZOOM)
- Sign up to NEON's Jiscmail.