

# National Education Officers' Network

Thursday 9<sup>th</sup> March 2023

**Welcome!**



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Your sparqs team today...

**Megan Brown**, Development Consultant  
(@sparqs\_Megan)

**Simon Varwell**, Senior Development Consultant  
(@sparqs\_Simon)

**Justin Walker**, Development Consultant  
(@sparqs\_Justin)

**Gloria Laurini**, Development Consultant  
(@sparqs\_Gloria)



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# Ok zoomers

- You can use your audio or the chat box to speak.
- Mute your microphone when not talking.
- To speak, type \* in the chat window or click the “raise hand” icon.
- If you are having any tech issues, post a comment in the chat.
- **Please change your display name to your own name and institution.**



# Agenda



10.00am	<b>Welcome and headlines</b>
10.15am	<b>Course Rep Training Planning</b>
10.30am	<b>Student Learning Experience model development</b>
11.15am	<b>Break</b>
11.30am	<b>Tertiary enhancement topic</b>
12.00noon	<b>Monitoring the Diversity of Course Reps Project</b>
12.30pm	<b>Conclusions and informal chat</b>
1.00pm	<b>Close</b>



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# Headlines from sparqs



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# Useful resource

- Developing the future careers of students' association education officers: an outduction toolkit
- <https://www.sparqs.ac.uk/uploads/Education%20officer%20outduction%20toolkit%202023-24.pdf>



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# RAISE network



- RAISE conference opened call for contributions.
- Themes relating to belonging, engagement and student success
- <https://www.raise-network.com/call-for-contributions>



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# Photo Exhibition – learner communities!



- The Student-Led Project is looking for **photo submissions** from students currently attending a Scottish university or college. We want to see examples of how you interact with and learn in your community.
- Some possible suggestions of photos are:
  - Photos of your journey from home (transport to campus, international and local journeys home for holidays, etc).
  - Photos of your learning space (formal and informal).
  - Photos of places where you feel part of a learning community.
  - Photos of spaces where you interact with your local community.
- Please email your photo(s) to Hitanshi Badani - [hb207@st-andrews.ac.uk](mailto:hb207@st-andrews.ac.uk) – by 31<sup>st</sup> March with your name, institution and a short 1-2 line description.
- All students whose images are selected will be sent a link to the final digital gallery and will be entered into a draw for a £50 gift voucher.



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Save the dates!



- That's Quality! Residential: 7<sup>th</sup> and 8<sup>th</sup> August
- Associate Trainers Training: 22<sup>nd</sup>, 23<sup>rd</sup> and 24<sup>th</sup> August



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# Higher National “Next Gen” pilots

## Course Rep Training 2023-24

Justin Walker, Development Consultant



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# Higher Nationals "Next Gen" pilots



SQA HN  
Student  
Engagement  
Activity

24 April 23  
to  
18 May 23

Agriculture  
Agricultural Technology  
Childhood Practice  
Computing  
Engineering  
Horticulture  
Physical Activity and Health  
Radio  
Social Services  
Social Sciences  
Television

Ayrshire College  
City of Glasgow  
Dumfries + Gal  
Dundee + Angus  
Edinburgh  
Glasgow Clyde  
New Col Lanarkshire  
NESCol  
SRUC  
South Lanarkshire  
UHI  
West College Scotland



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# HN Next Gen – Student Engagement



- Timetable of visits – NEON Jiscmail  
Register at: [www.jiscmail.ac.uk/sparqsNEON](http://www.jiscmail.ac.uk/sparqsNEON)
- Nominated college staff member for SQA
- Focus group discussion guide
- Course reps



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# Course Rep Training 2022-23

## Planning for the year ahead

### Two parts:

1. Online module
2. Workshop with trainer

### The workshop:

1. Online (Zoom)
2. In-person

### Three models:

- A. The AT Scheme
- B. The IAT Scheme
- C. In-house training



# Course Rep Training in 2023-24



1. The model of **module + workshop**.  
Does model this work for you? Why or why not?
2. **In-person or online** workshops?  
Which works better at your institution, and why?
3. Have you detected any **difficulties in getting students to attend in-person** events and training?  
Dop you have suggestions to help address this?



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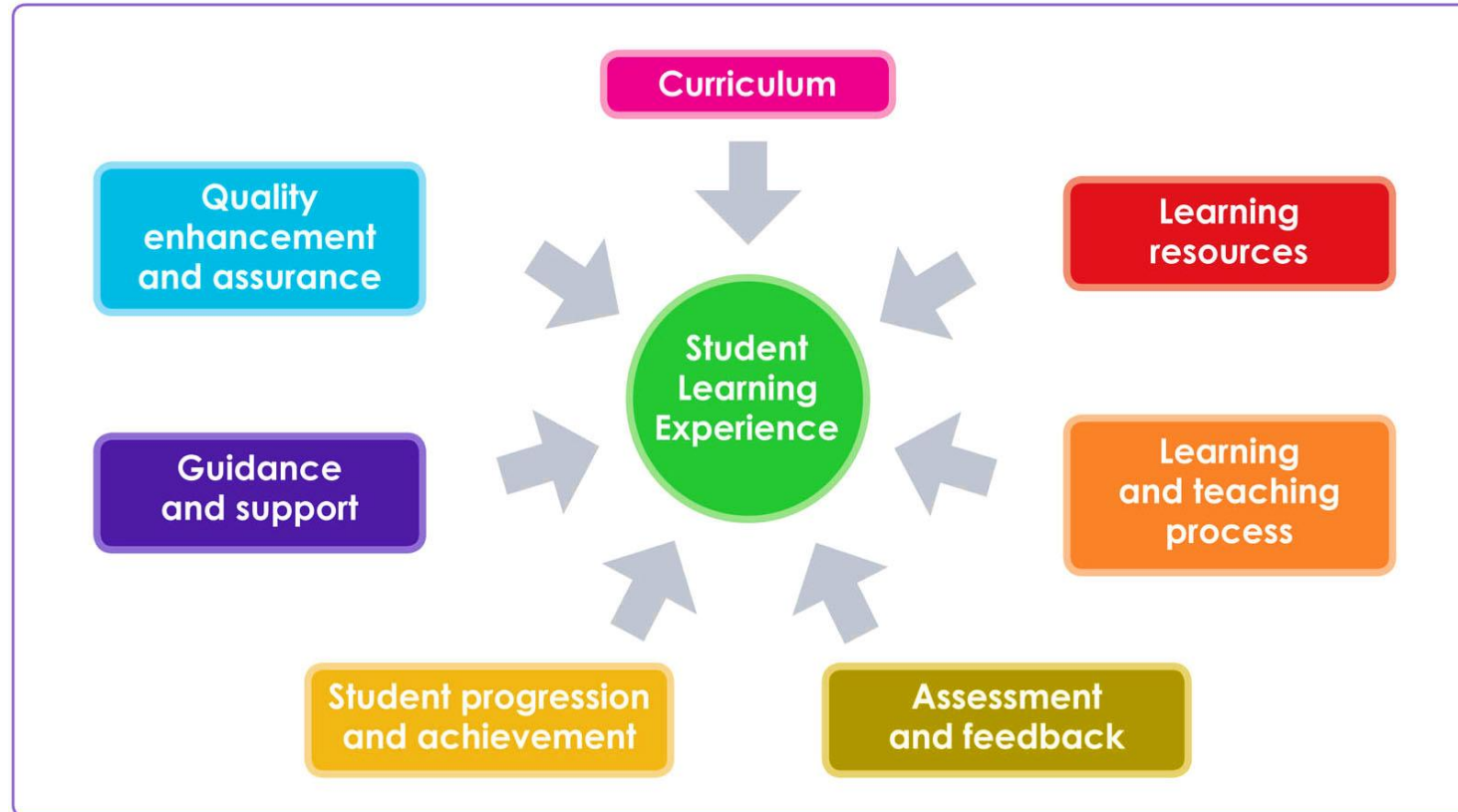
# Student Learning Experience Model Development

Megan Brown, Development Consultant



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# sparqs' current Student Learning Experience (SLE) model:





# 12 building blocks:

**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 community/  
academic community/  
research community**

**Personal and  
professional skills  
development**

**Organisation and  
management**

**Equality, diversity,  
inclusion and  
wellbeing**



<b>Institution</b>	<b>Group</b>	<b>Institution</b>	<b>Group</b>
<b>Abertay University</b>	Student reps	<b>Dumfries &amp; Galloway College</b>	Student reps
<b>University of Dundee</b>	Graduate apprentices	<b>Forth Valley College</b>	Modern apprentices
<b>University of Edinburgh</b>	Postgraduate Taught students	<b>UHI Inverness</b>	Student reps
<b>University of Glasgow</b>	Student reps	<b>NESCol Workshop 1</b>	Student reps, including supported education students
<b>Heriot-Watt University</b>	Student reps	<b>NESCol Workshop 2</b>	LGBT+ Society
<b>Queen Margaret University</b>	Student champions	<b>New College Lanarkshire</b>	Student reps and students
<b>Robert Gordon University</b>	International students	<b>South Lanarkshire College</b>	Student reps and students
<b>University of St Andrews</b>	Student reps	<b>West College Scotland Workshop 1</b>	Apprentices
<b>University of Strathclyde</b>	Widening access students	<b>West College Scotland Workshop 2</b>	Senior phase school pupils studying at college
<b>University of Stirling</b>	Student reps	<b>West Lothian College</b>	Students

## Headline stats:

- 301 students took part in the workshops.
- 24 workshops were delivered across Scotland.
- 18 institutions delivered workshops and a further 18 were represented at national events.
- Over 500 principles were developed.
- We spoke to students studying at multiple levels of study and from diverse groups and demographics.



## In small groups:

- What do you think of the building block titles? Should any of them be changed? Merged together? Removed altogether?
- Choose one of the building blocks and take a look at the draft longlist of principles. What should stay, what should be adapted and what is missing?



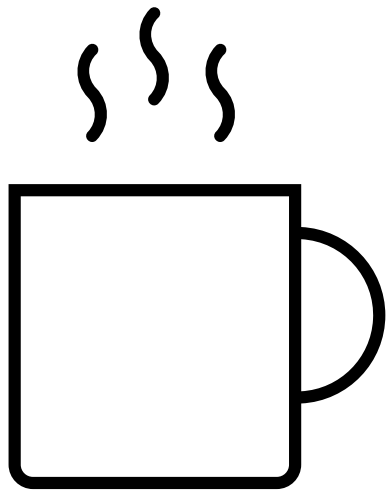
## Next steps

- We're taking the model and its draft principles to several sector committees and events, including NEON next week.
- The model and its principles will go to the Scottish Funding Council in its final draft form in May.
- We're looking for volunteers for consultative group – email Megan if you're interested in getting involved!



## Break

**Please stay connected,  
and be back at 11.30am**



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# Tertiary Enhancement Topic

Gloria Laurini, Development Consultant



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# What is the Tertiary Enhancement Topic?



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

- Questions sent in advance of the meeting
- Have you managed to talk to course reps/students?



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# Over to you

For the next 20 minutes, let's split into breakout rooms and discuss:

- [https://docs.google.com/document/d/1DZ\\_4iXE98yJrHpwiaZx-bV2nQVvQFmzNExIRRLR9LMo/edit?usp=sharing](https://docs.google.com/document/d/1DZ_4iXE98yJrHpwiaZx-bV2nQVvQFmzNExIRRLR9LMo/edit?usp=sharing)
- Identify one person in the group who can write down answers/comments



# Monitoring the Diversity of Course Reps Project

Justin Walker, Development Consultant



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# Diversity of Course Reps

A sparqs national project



- Helps SAs to understand the profile of their reps, against a range of diversity characteristics.
- Helps understand groups of students that might be underrepresented.
- Informs discussion on appropriate targeted actions to address underrepresentation.



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# Diversity of Course Reps



Reps respond to a survey on:

Faculty  
Year of study  
Level of study  
FT or PT  
Origin (UK, EU, etc)

Age  
Disability  
Sign language  
Gender (inc trans)  
Ethnicity

Faith / belief  
Sexual orientation  
Parent / carer  
Care experienced  
Hours of (paid) work

# Diversity of Course Reps

## SAs participating in 2022-23:



Borders College  
City of Glasgow  
Dumfries + Galloway  
Fife College  
Glasgow Clyde  
Glasgow Kelvin  
NCLan

Newbattle Abbey  
NESCol  
South Lanarkshire  
  
Aberdeen Uni  
Abertay  
Edinburgh Napier  
Edinburgh Uni

Glasgow Uni  
Heriot Watt  
RGU  
Royal Conservatoire  
SRUC  
Stirling Uni  
Strathclyde Uni  
UWS



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# Diversity of Course Reps



Three ways to administer the survey questions:

Within **sparqs**  
Course Rep Training  
(CRT) module.

Within **in-house**  
Course Rep Training  
(CRT) module.

Questions embedded  
within **existing**  
**in-house survey.**



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# Diversity of Course Reps



Reports and data that the SA can receive:

Institution-level  
report.

Institution-level  
datasheet.

National summary  
report.

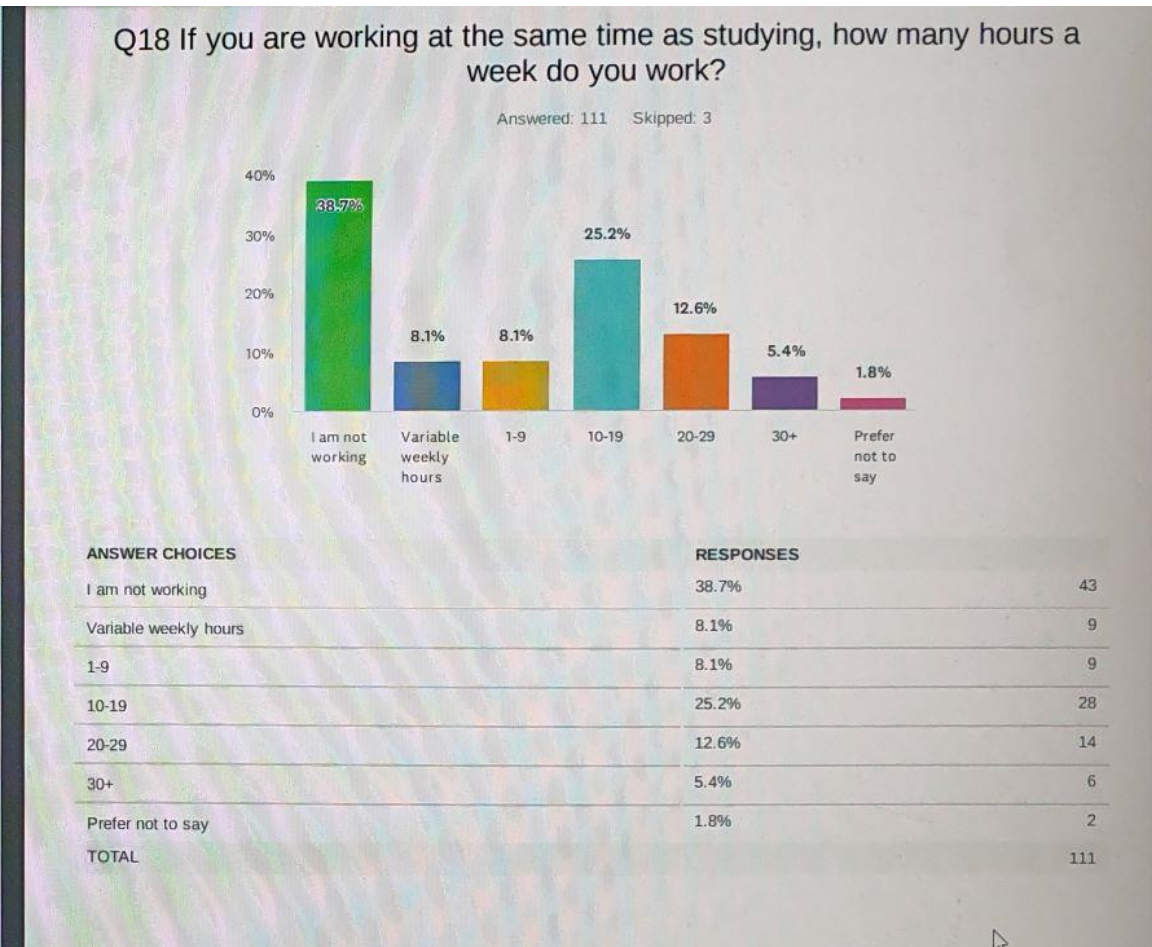
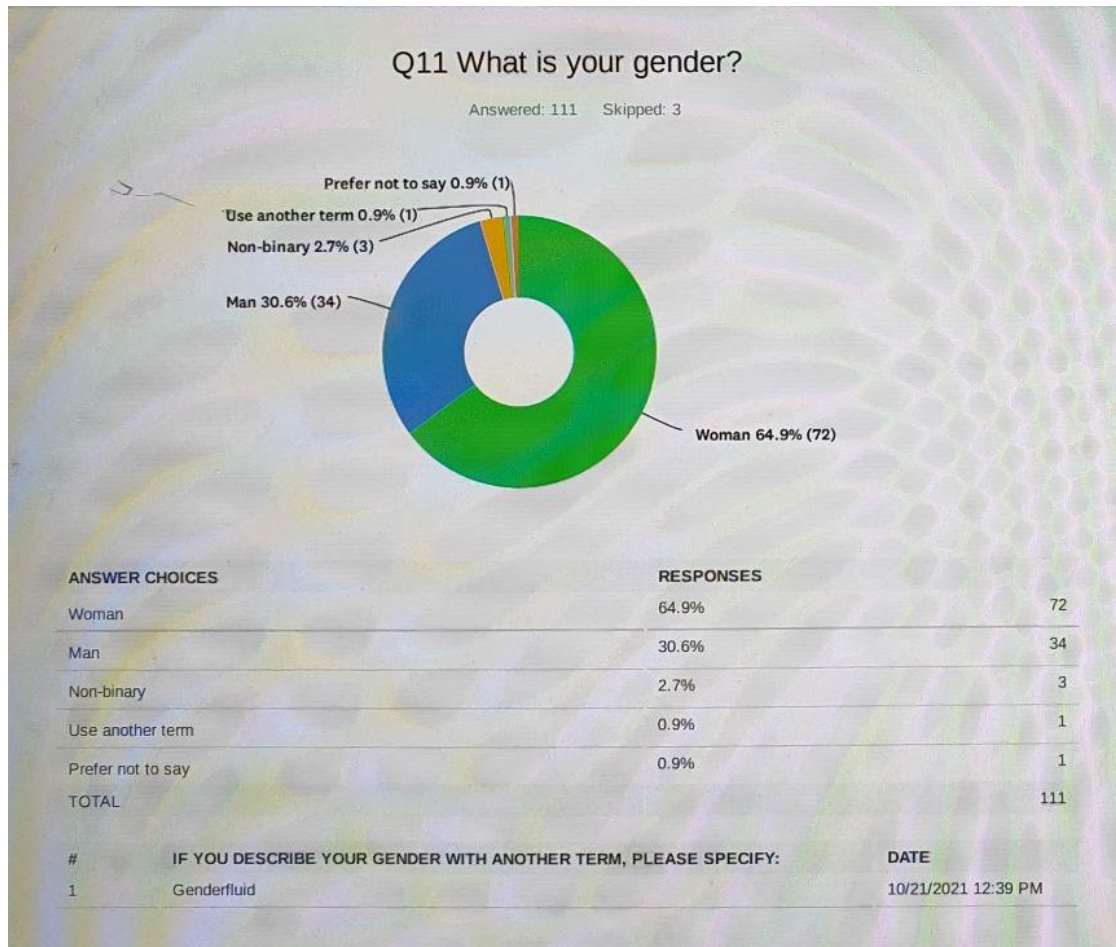


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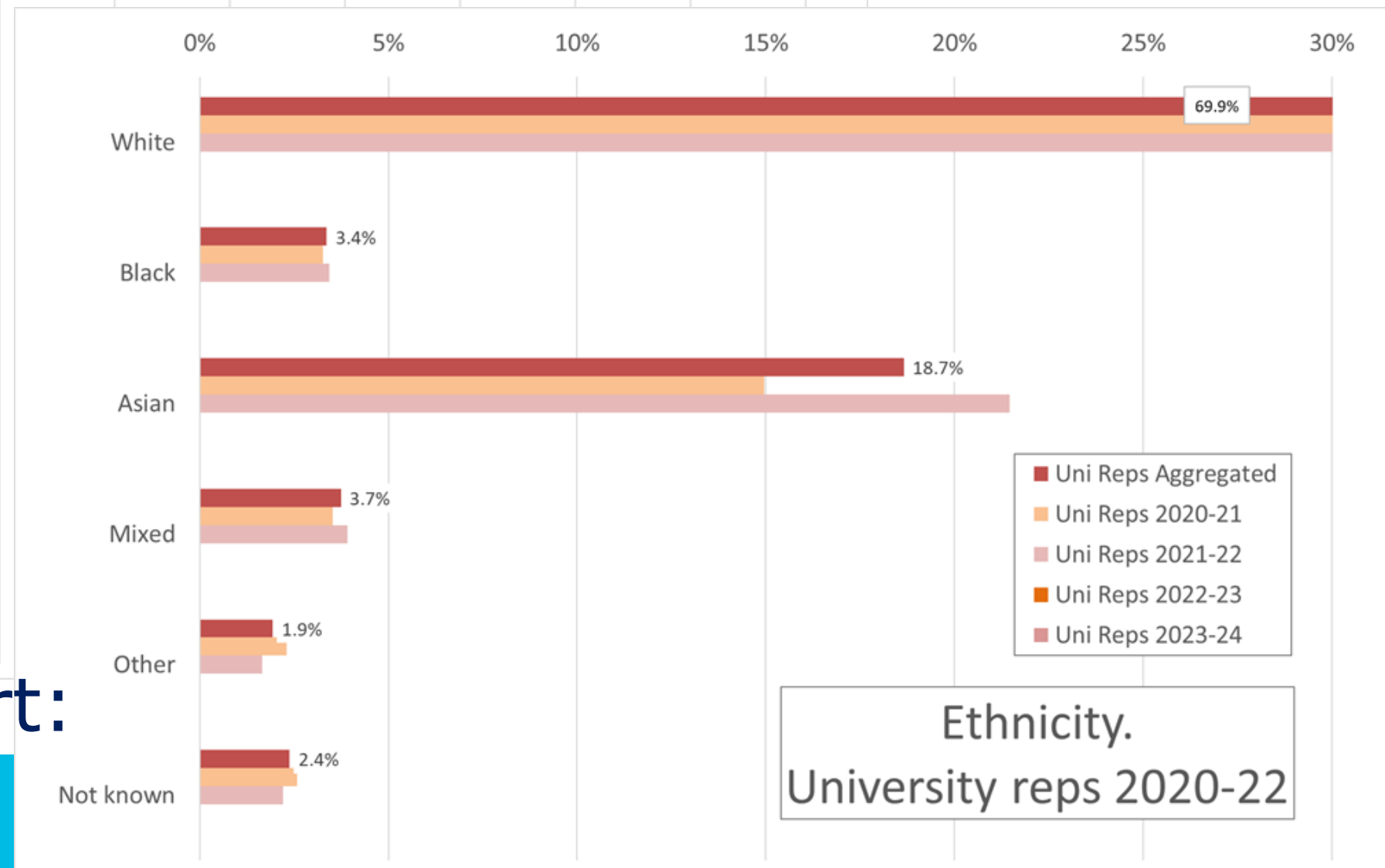
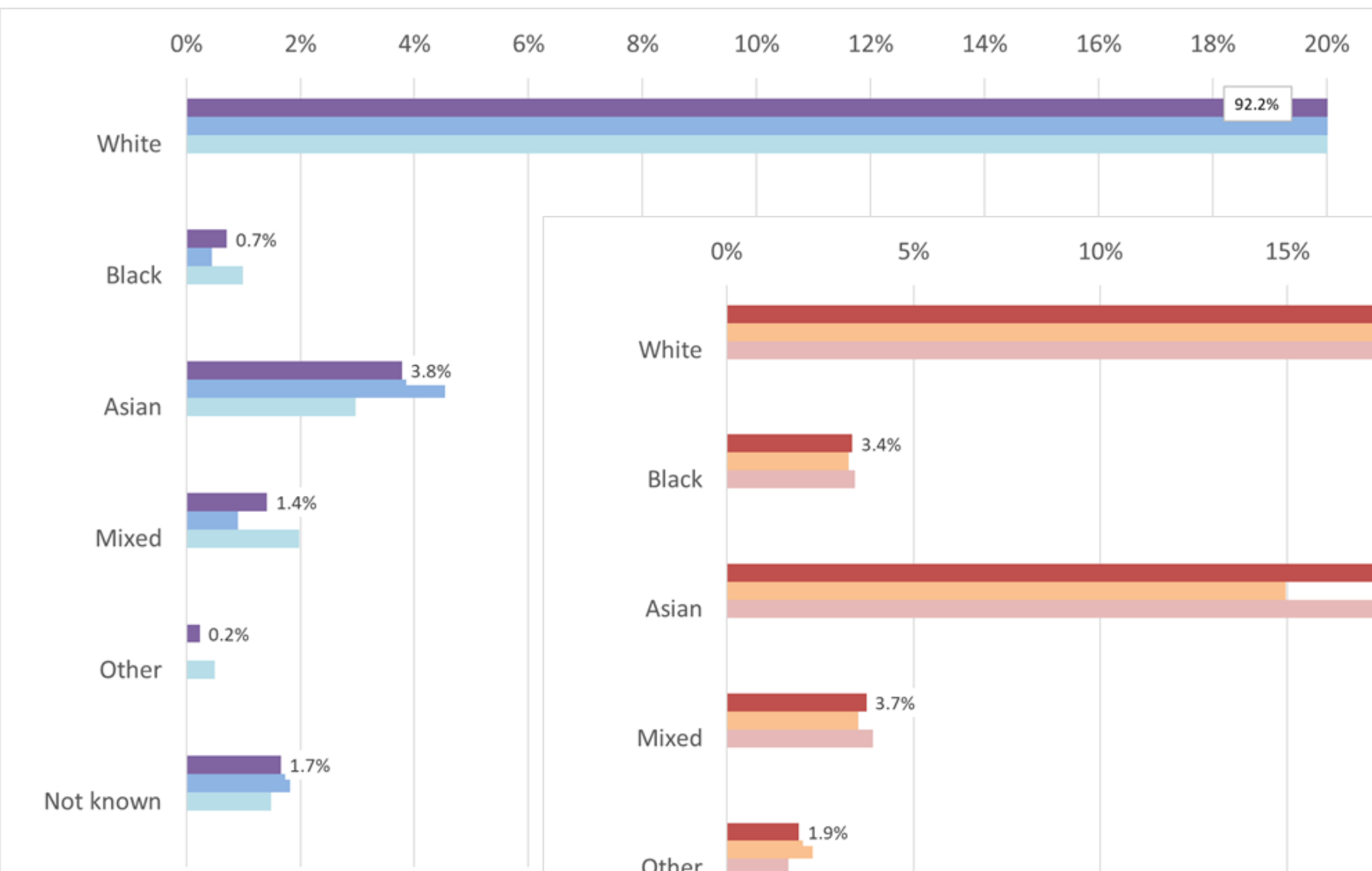


# Diversity of Course Reps

## Institution-level report:







National report:

Ethnicity.  
University reps 2020-22

# National report:

## Course rep diversity tracker - Ethnicity



# Diversity of Course Reps

## Students' Association Actions



1. Does your SA participate?
2. Discuss the institution-level report (May 22+23).
3. Discuss the national report (approx. May 2023).
4. Discuss:
  - the diversity of your group of reps
  - groups that may need stronger representation
  - representation for harder-to-hear voices
5. What do these data tell us about equality of opportunity in our SA?



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# Diversity of Course Reps

## SESN Discussion Questions



1. How to organise SA-level discussions on rep diversity, and representation of diverse group.
2. Actions the SA can take to help ensure good representation of diverse groups.
3. Any suggestions for the course rep diversity project – what would help you?



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# National Equality Outcomes

Six of the SFC / EHRC National Equality outcomes (published January 2023) are these:



<b>Age</b>	The retention outcomes for university students aged 25 and over will improve.
<b>Age</b>	The success rates for college students aged under 19 will improve.
<b>Disability</b>	The success and retention rates of college and university students who declare a mental health condition will improve.
<b>Disability</b>	Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course
<b>Race</b>	Institutions should have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.
<b>Sex</b>	Institutions will have regard to significant imbalances on courses and take action to address it.



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# Conclusions and evaluation



# Our next NEON meeting



In person, all-day joint  
SESN/NEON/JAG 4<sup>th</sup> May,  
hosted by QMU

Link to register:

**[JAG/SESN/NEON Strategic  
Planning Day – 4th May 2023](#)**



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## Before you go...

- Complete the [evaluation form](#) (select “March”).
- Sign up to the [sparqs newsletter](#).
- Sign up to the [NEON’s Jiscmail](#) (and do use the list to chat and share!).

