

# National Education Officers Network

Wednesday 6<sup>th</sup> December 2023

**Welcome!**



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Your sparqs team today...

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

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

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



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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>Meeting the additional needs of students</b>
10.35am	<b>Diversity of Course Reps – some data and analysis</b>
11.15am	<b>Break</b>
11.30am	<b>Latest updates on the quality workstreams</b>
12.00noon	<b>Officers priorities</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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## New resource



- College specific briefing coming soon, related to quality arrangements for this year



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# HN Next Gen pilot colleges



Ayrshire College  
City of Glasgow College  
Dumfries & Galloway College  
Dundee & Angus College  
Edinburgh College  
Glasgow Clyde College  
Glasgow Kelvin College

New College Lanarkshire  
North East Scotland College  
SRUC  
South Lanarkshire College  
UHI  
West College Scotland

**SQA intend to set up a supergroup of course reps from those courses – that is, a focus group that they can meet with and learn from.**



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# Meeting the additional needs of learners NEON

Justin Walker, Development Consultant



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# College thematic review

## Meeting the additional needs of learners



Visits to colleges, Jan and Feb  
(Education Scotland HMIs)

sparqs will gather student  
feedback, which will...

1. Help prepare SAs for visits
2. Help us compile student feedback for the review

We need SAs to:

1. Gather information from students
2. Send me a summary

Reverse volunteering –  
college and university SAs



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# Meeting the additional needs of learners NEON

Justin Walker, Development Consultant



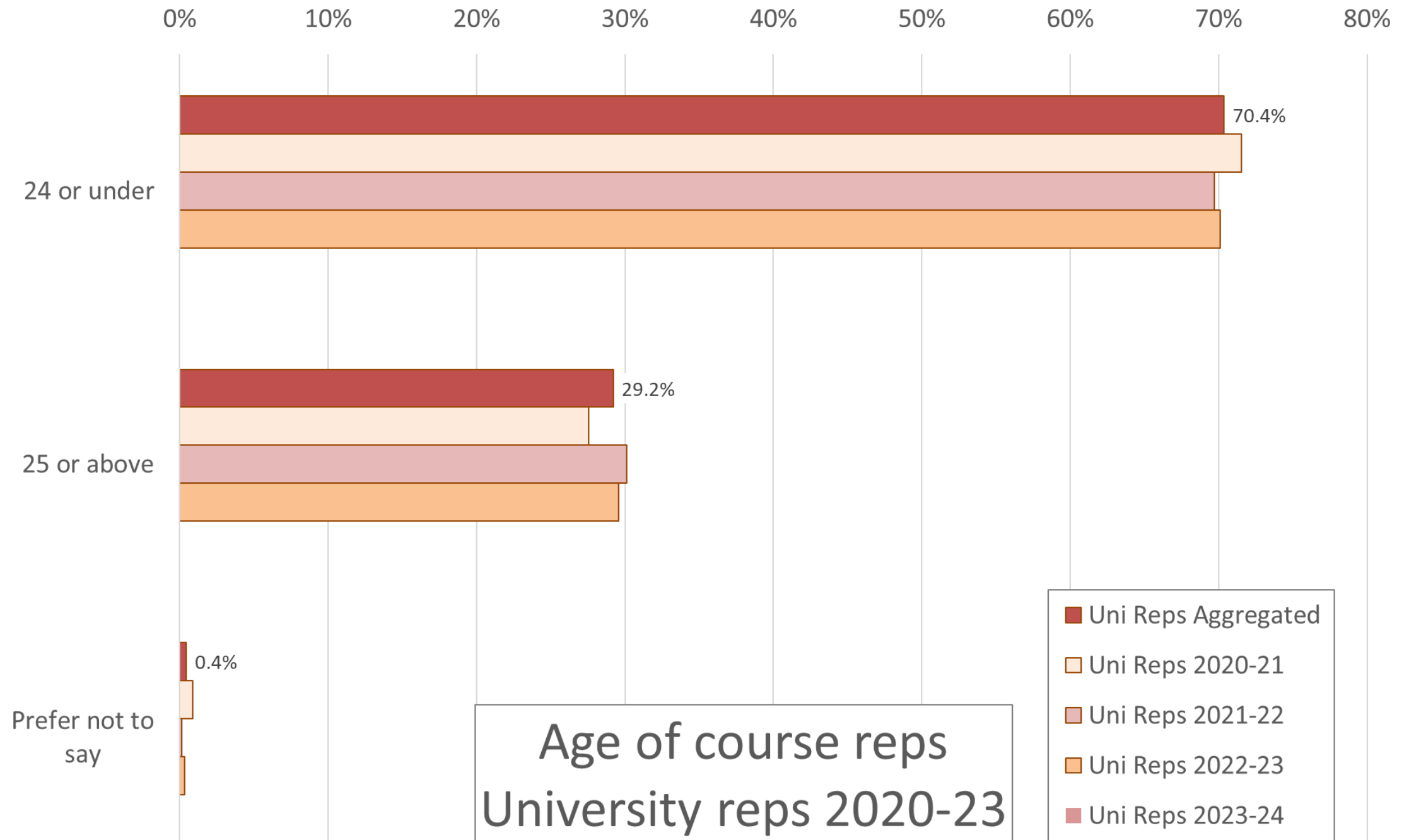
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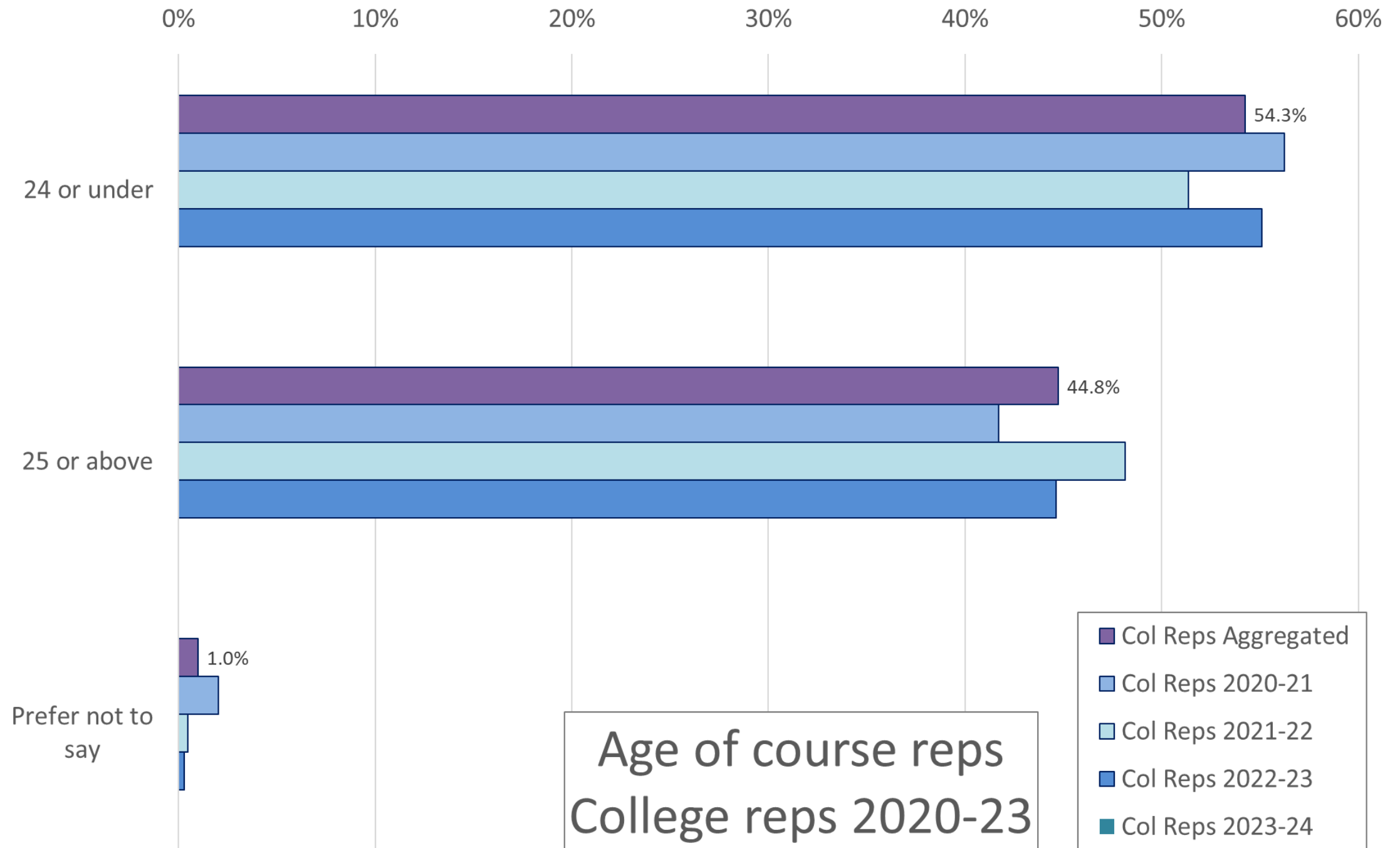
# Course rep diversity NEON

Justin Walker, Development Consultant



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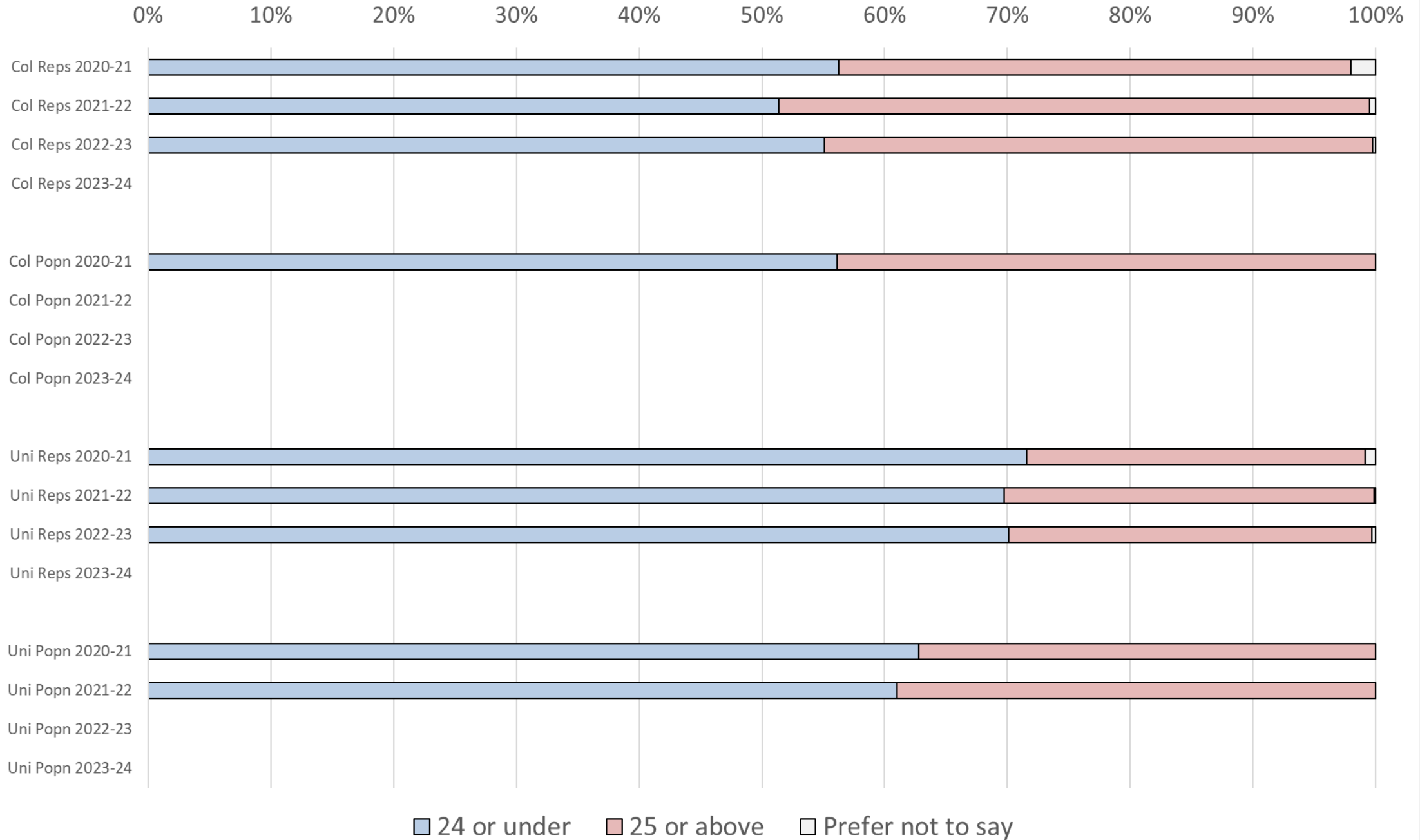


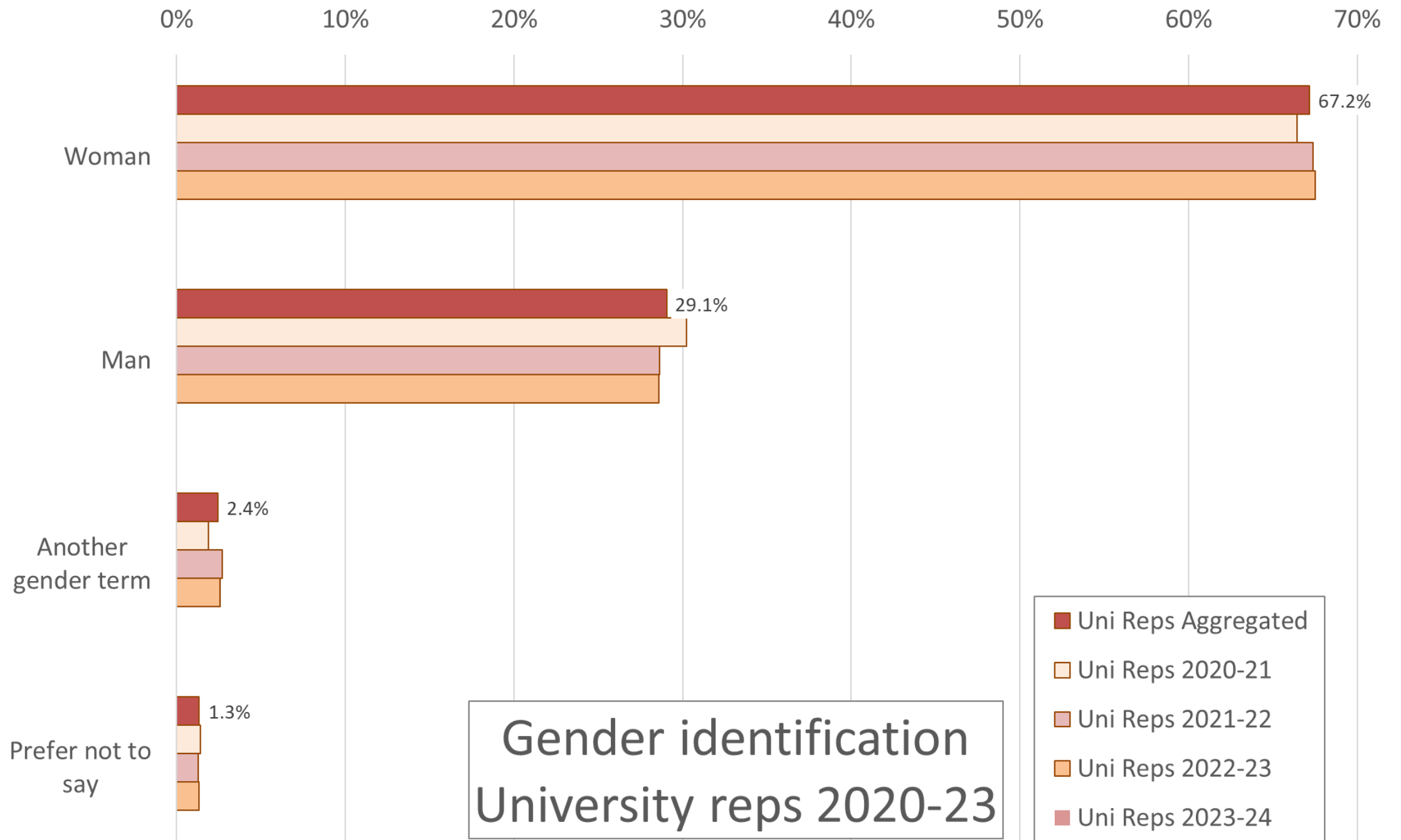


Age of course reps  
College reps 2020-23

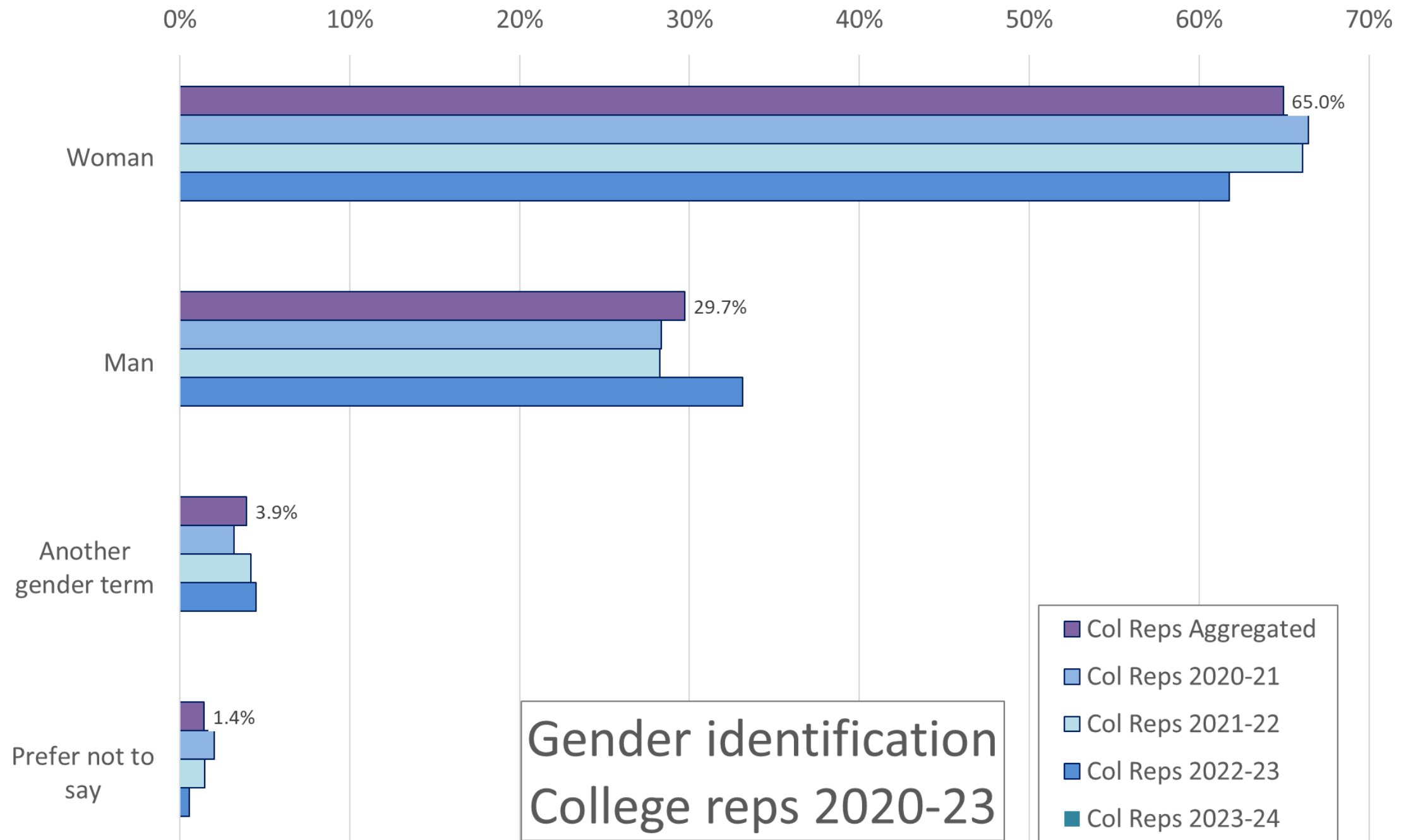
- Col Reps Aggregated
- Col Reps 2020-21
- Col Reps 2021-22
- Col Reps 2022-23
- Col Reps 2023-24

# Course rep diversity tracker - Age



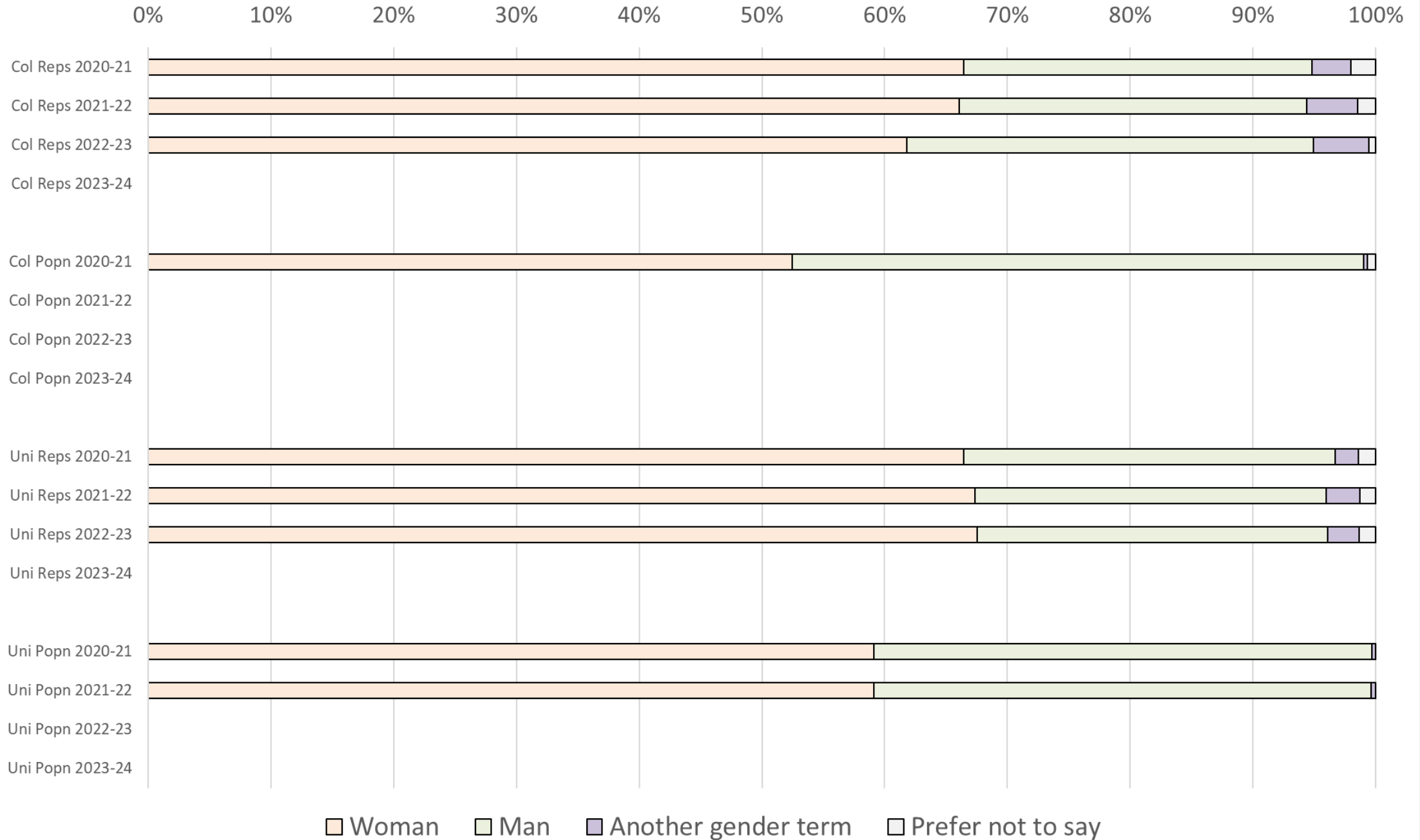


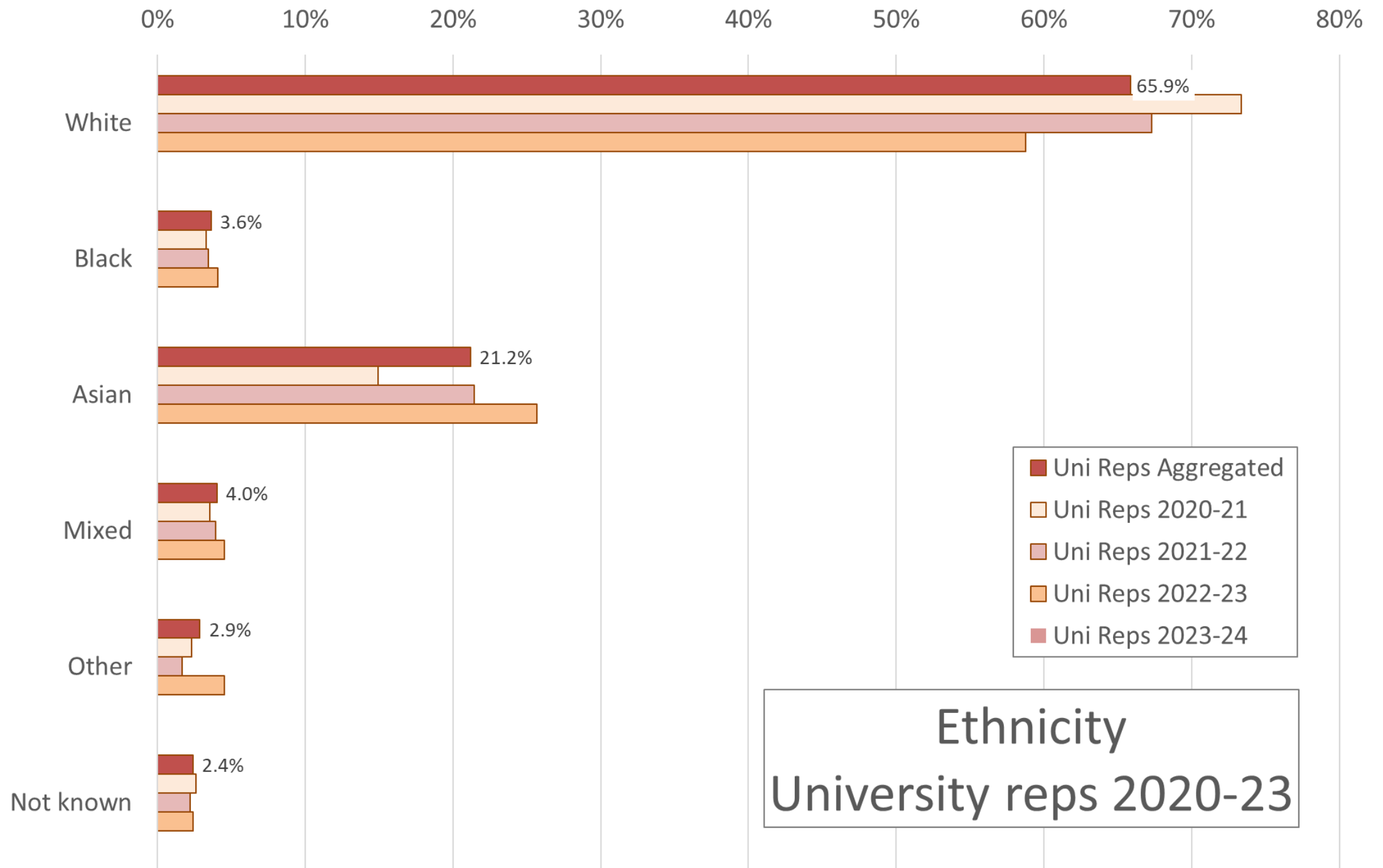
## Gender identification University reps 2020-23

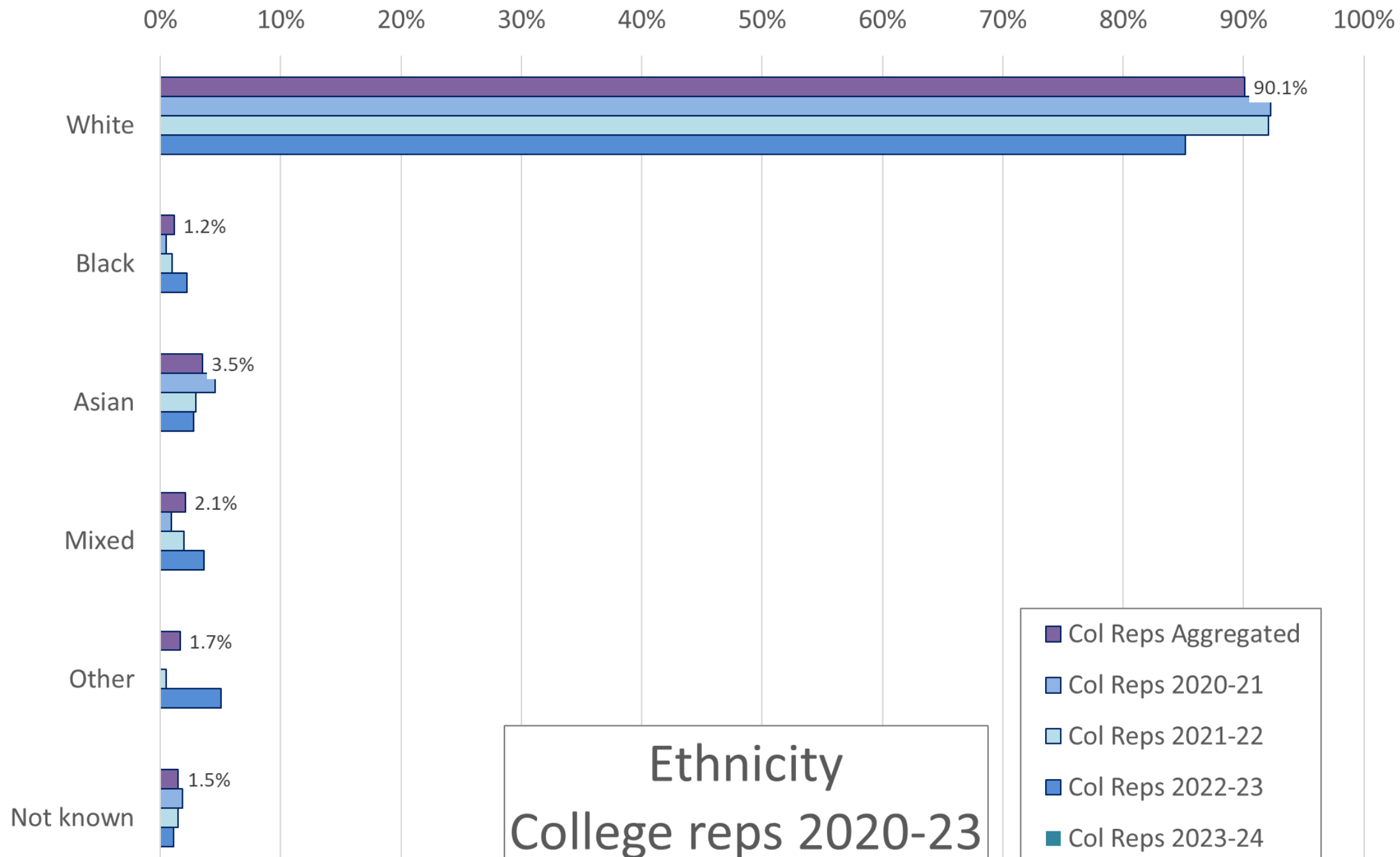




# Course rep diversity tracker - Gender







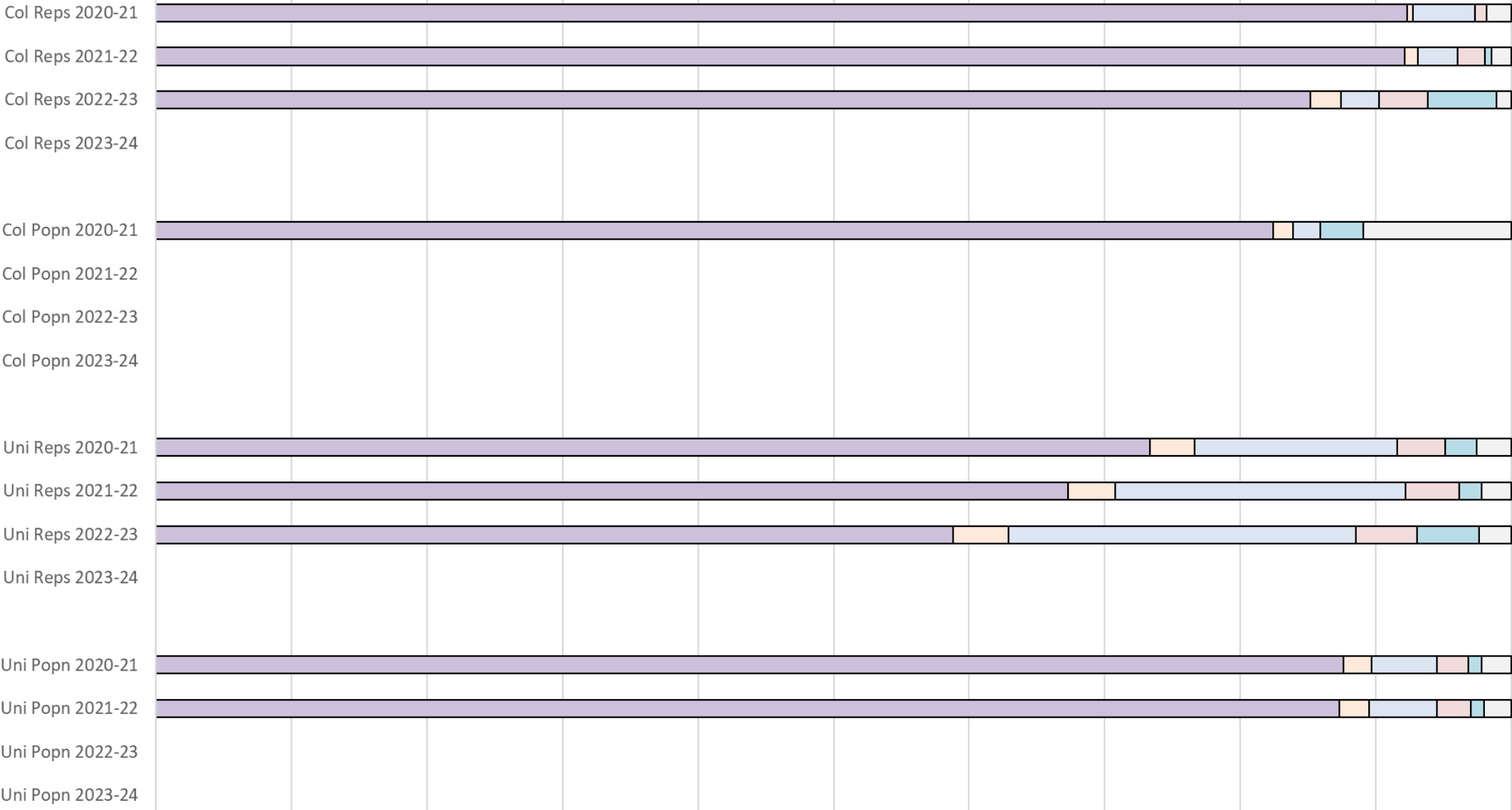
# Ethnicity College reps 2020-23

- Col Reps Aggregated
- Col Reps 2020-21
- Col Reps 2021-22
- Col Reps 2022-23
- Col Reps 2023-24



# Course rep diversity tracker - Ethnicity

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



White Black Asian Mixed Other Not known



# SAs involved in the project



Ayrshire College

Borders College

City of Glasgow College

Dumfries and Galloway College

Edinburgh College

Fife College

Forth Valley College

Glasgow Clyde College

Glasgow Kelvin College

New College Lanarkshire

Newbattle Abbey College

North East Scotland College

South Lanarkshire College

West College Scotland

Abertay University

Edinburgh Napier University

Glasgow School of Art

Heriot Watt University

Queen Margaret University

Robert Gordon University

Royal Conservatoire of Scotland

SRUC

University of Aberdeen

University of Edinburgh

University of Glasgow

University of St Andrews

University of Stirling

University of Strathclyde

University of the West of Scotland

HISA / UHI



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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



Reports and data that the SA can receive:

Institution-level  
report.

Institution-level  
datasheet.

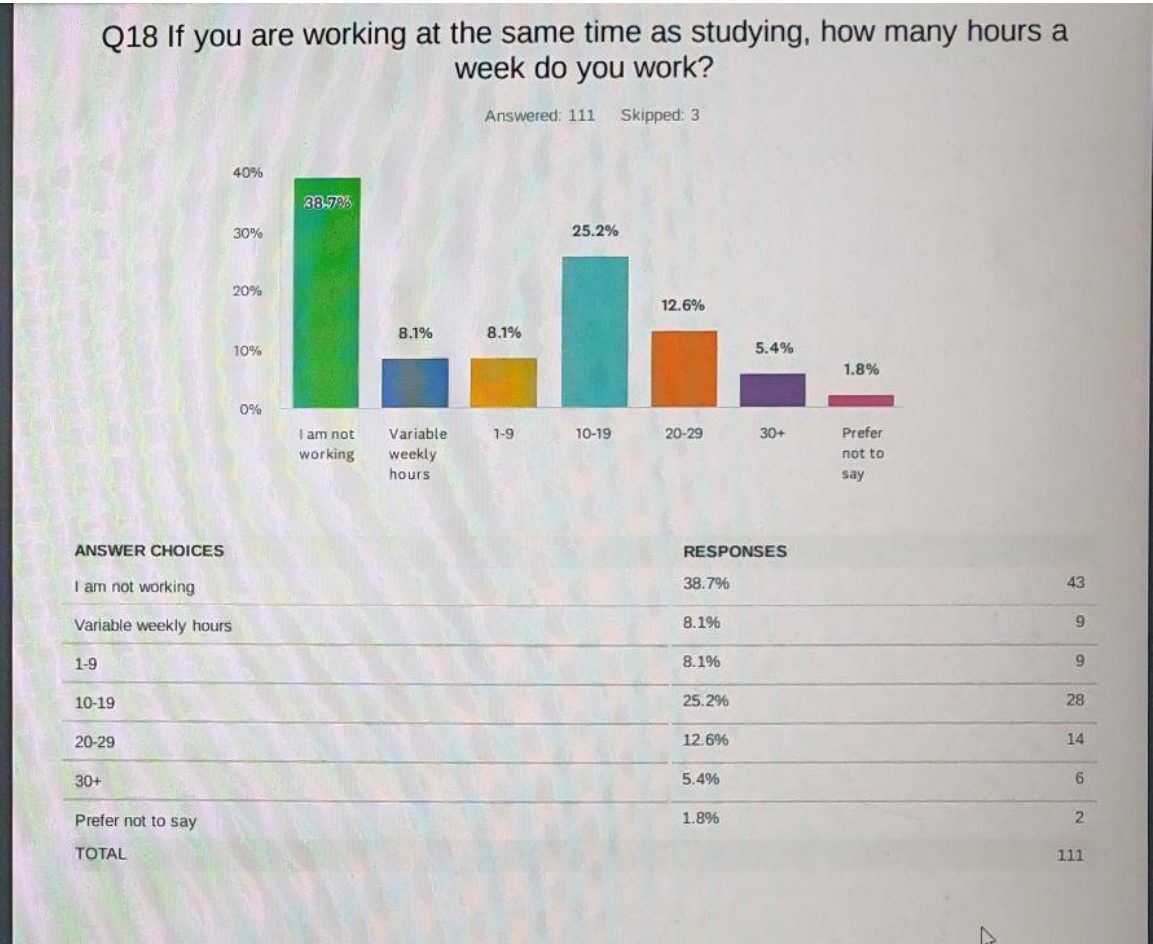
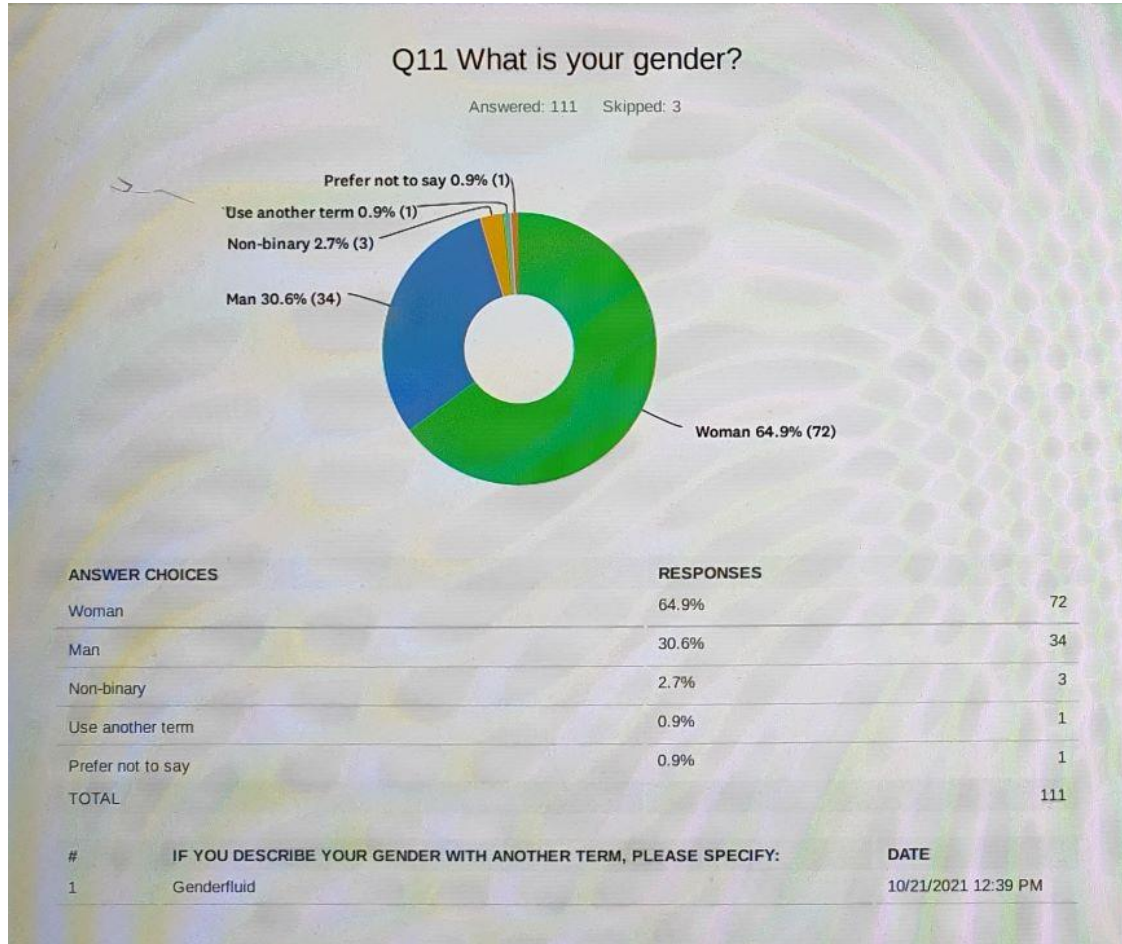
National summary  
report.



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# Diversity of Course Reps

## Institution-level report:





# Course rep diversity

## Discussion questions

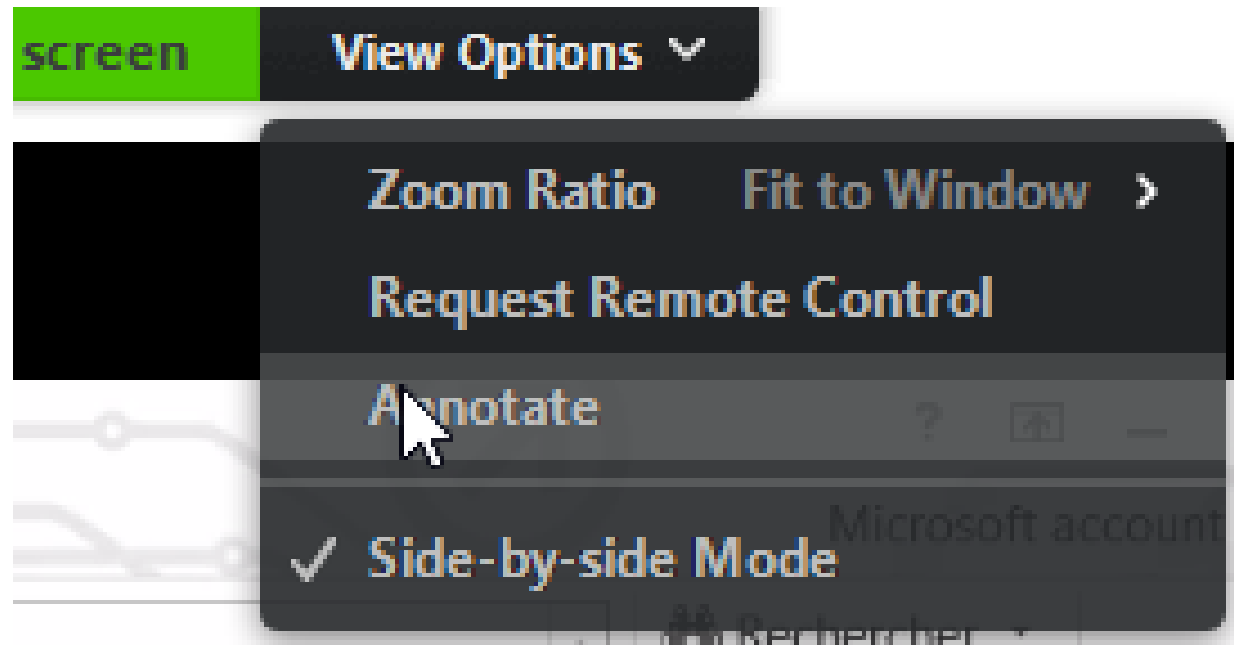


1. How do you find your student population diversity data? Any tips for others?
2. How do you use diversity data in your SA? What are your SA priorities this year in terms of diversity in your representation system?
3. Which are the 'harder to hear' groups of students that may not be well represented by our representation systems?
4. Any ideas for how our rep systems can better represent all students, including the harder to hear students?



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# Slide annotation in Zoom



1. How do you find your student population diversity data? Any tips for others?



2. How do you use diversity data in your SA?  
What are your SA priorities this year in terms of diversity in your representation system?



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3. Which are the 'harder to hear' groups of students that may not be well represented by our representation systems?



4. Any ideas for how our rep systems can better represent all students, including the harder to hear students?



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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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# Course rep diversity

## **Closing points**



1. National equality outcomes, NEOs
2. Are you aware of targets or development goals that relate to diversity at your institution?
3. Look out for further communications from sparqs on this subject.



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# Course rep diversity NEON

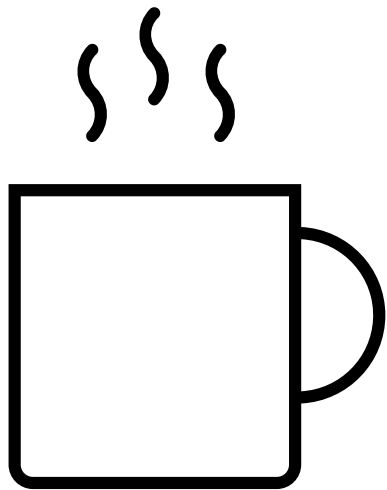
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## Break

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



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# Latest updates on the quality workstreams

Megan Brown, Development Consultant



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Shaping the common approach - management of co-creation and integration of workstreams



Using data and evidence to understand, evaluate and improve student outcomes



Strengthening institutional monitoring, self-evaluation and reporting on quality



Evaluating and enhancing the student learning experience and student partnership



Tertiary sector enhancement activity

**SFC has set up a series of 5 workstreams to help shape different parts of the tertiary approach.**

# Institutional monitoring & self-evaluation



- This workstream will deliver a template **Self-Evaluation and Action Plan (SEAP)** for the college and university sectors.
- The SEAP is designed to enable institutions to develop an **annual high-level reflection** on institutional quality assurance and enhancement activities and to **identify key strategic areas** for improvement articulated through the action plan.
- The template SEAP will be **piloted** in Autumn 2023.
- The final template will be made available to institutions in **Spring 2024**. All institutions will be required to use the new template to submit a self-evaluation and action plan by **Autumn 2024**, reflecting on the 2023-24 academic year.



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# Enhancing student partnership



- Draft **indicators of practice** and **values and approaches** of student partnership in quality processes have been created.
- These will be used by institutions piloting the SEAP.



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# Enhancing the student learning experience



- sparqs' Student Learning Experience model was published at our birthday party on 5<sup>th</sup> October 2023. We have produced a **hard copy resource**, as well as a longer **digital resource** which includes the full set of **reflective questions**.
- Over the next year, we will develop **supporting guidance** to facilitate institutions and students' associations to use the model in practice. This will include use of the model in **rep training** and development; in institution's **self-evaluation** and **enhancement planning**; and as a **sector benchmark** in **internal and external reviews**.



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# Tertiary sector enhancement activity



- **Event** on 11<sup>th</sup> October at West Lothian College allowed sector colleagues to contribute to the development of the external approach to thematic enhancement activity.
- Some of the key areas covered at this event included **ownership, leadership and management of the approach**; number of **topics** and length of **activities**; and the **role of students** in the approach.
- Led by a Tertiary Enhancement Activity **Advisory Group**.
- Final proposal for a national approach to enhancement activity will be submitted to SFC in **June 2024**.
- **What is the role of students in national enhancement activity?**



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# External review method

- QAA has established a **cross-sector advisory group** to support development and delivery of this workstream.
- What does student engagement look like in the **design and development** of the review method?
- What does student engagement look like in the **review method itself**?
  - Student partnership in self-evaluation & action planning.
  - Role of students meeting with review panel.
  - Role of student reviewers.
  - Role of the students' association.



# Tertiary Quality Student Expert Group (SEG)



- Established to support student engagement across the **full breadth** of the move to tertiary.
  - Including SEAP, external review, national enhancement approach, existing quality committees.
- Group is comprised of college & university students.
- Members of the group will attend relevant sector meetings.
- First 2 meetings have taken place, next 23<sup>rd</sup> January 2024.



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sparqs' areas of work going forward:



- Supporting the development of the **SEAP**, including embedding the SLE and student partnership.
- Supporting the development of the **external review method** – what will be the role of students in this method?
- Supporting the development of the national approach to **enhancement** (aka new Enhancement Themes).
- Guidance & support **resources**.
- Tertiary Quality **Student Expert Group**



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# Questions



1. What should the role of students be within the **national tertiary approach to enhancement**? What reward and recognition should students get for their contributions to this work e.g. should they be paid? Should we have a separate student-led project or should students be embedded in project work across the theme at institutional and national level?
2. What should the role of students be within **external review**? This could include the role of students as reviewers and the role of students within their institution's processes, including self-evaluation, meeting the review team, etc.
3. As the workstreams develop, sparqs has identified a need for us to produce a clearer approach to how our work on the SLE and student partnership fits into all the workstreams and beyond. This might include a high-level statement on student partnership that we can include across all activities as well as more detailed information within various elements of the arrangements. What might a **high-level statement on partnership** look like? What would institutions find most useful?



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# Officers priorities

Megan Brown, Development Consultant



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# Officers priorities in August 2023



- In August 2023, sparqs ran our annual 'That's Quality' training, aimed at student officers and students' association staff.
- During the event, we ran an activity to gather student officers' key priorities for 2023/24.
- Officers were asked to organise their priorities under the 9 building blocks of sparqs' new Student Learning Experience model



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# Number of comments in each block



	Frequency
Support and Guidance	65
Community and Belonging	55
Student Partnership	46
Assessment and Feedback	34
Resources, Environment & Technologies	30
Learning and Teaching Delivery	25
Progression and Achievement	23
Curriculum	21
Organisation and Management	19
Total	318



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# Questions



1. Do these key priority areas feel familiar to you? Are there any in particular that your institution or students' association is prioritising? Any that are missing?
2. This paper captures a national picture of priorities for student officer. Are there key takeaways that you can identify from this paper that will support you in your role in your institution and in other national activity?



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# Conclusions and evaluation



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## Before you go...

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





**Informal chat – over to you!**



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