

Student Engagement Staff Network

Thursday 30th April 2026

Welcome!



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Your sparqs team today



Amy Monks
Development
Consultant

Chase Greenfield
Development
Consultant

Shona Agnew
Development
Consultant

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Ok team...

- You can use your audio or the chat box to speak.
- Mute your microphone when not talking.
- To speak, click the “raise hand” icon.
- If you are having any tech issues, post a comment in the chat.
- Transcript on for notetaking.



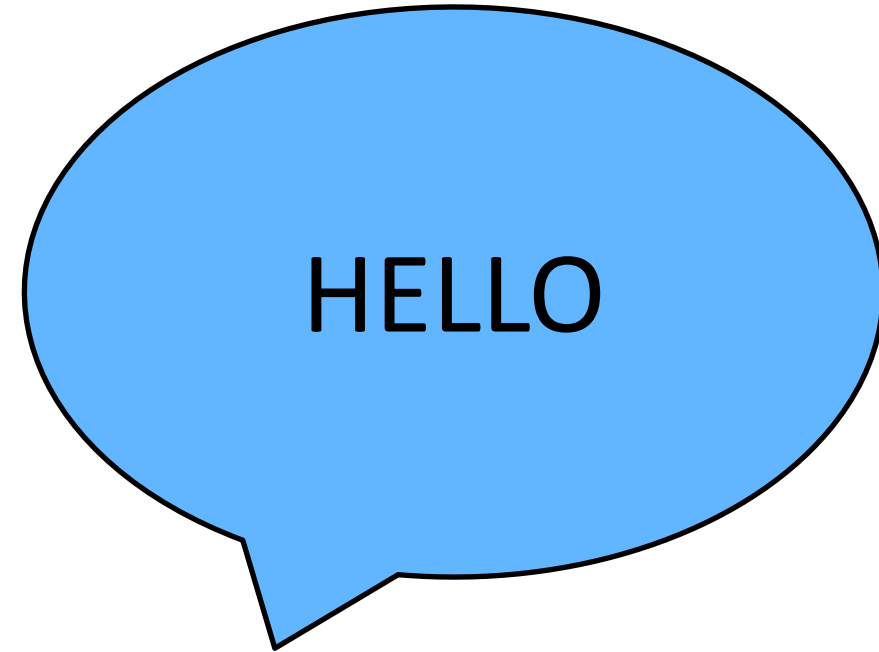
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About you

- Your name
- Your Institution
- Your role
- Favourite memory from this academic year



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Agenda



- 10.00am - **Welcome and settling in**
- 10.10am - **Discussion – Tertiary Concerns Scheme**
- 10.40am - **SESN Share - Positive partnership**
- 10.55am - **Break – 10 mins**
- 11.05am - **SESN Share - Starting Something Project**
- 11.20am - **SESN Share – Academic Representation Conference**
- 11.35am - **Interactive Activity**
- 11.50am – **sparqs updates & feedback**
- 12.00pm - **Close**

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Discussion

Tertiary Concerns Scheme

Kerry Merrill,
Blake Stevenson (external evaluation team)

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SESN Share

Positive partnership

Toni McInnally & Louise Docherty,
Glasgow Clyde College and Students' Association

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Class Representative Carousel Event

Glasgow Clyde College's Quality team worked in conjunction with our Student Association to develop a method of incorporating the sparqs SLE Model into our suite of Student Feedback mechanisms. The result of this collaboration was:

'The Class Rep Carousel'



Planning – what did we ask ourselves?

How can we utilise the sparqs SLE Model alongside our existing student feedback processes without **overburdening** learners with additional surveys?

Where should we start given the **enormity** of the SLE model, which includes 90 (sometimes multipart) reflective questions across 9 different Building Blocks?

How can we **simplify** the relatively high-level language of the SLE Model reflective questions to ensure they can be understood by learners at **all** SCQF levels?

How can we reach as **many** students as possible?

Solutions - what did we conclude?

After considering several feedback mechanisms including small targeted surveys, suggestion boxes and focus groups, amongst others - we landed on **Class Rep Carousel** events

We decided to tackle two SLE Building Blocks per academic year over the next five years, and to start with the '**Student Partnership**' Building Block to get a base readout

We fed the SLE Model into **Co-pilot** and asked it to provide us with **simplified** prompts covering the requirements of the Student Partnership Building Block

We engaged **Class Reps** to get the strongest student voice possible

How did the Carousel event work?

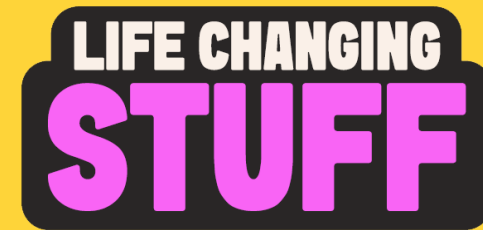
1. Class Reps were invited to attend a Carousel event by our Student Association.
2. At the event five stations were set up around the room, each with a different set of simplified prompts related to the Student Partnership Building Block.
3. Reps were split into five teams and told to go to one of the five stations with their group.
4. They were asked to read the prompts at the station and discuss them together.
5. They were then asked to write down their thoughts, examples, or ideas on sheet of flipchart paper.
6. After 10 minutes, reps were instructed to move to the next station to look at a different set of prompts.
7. They were then told to keep rotating until they had visited all five stations.
8. Each station had either a Quality team member or elected Student Association Officer facilitating the discussion.
9. Sweets and goodies were provided on each table to keep the students going...



What happened next?

Every thought, example, or idea our students wrote on the flip chart pages was typed up and fed into Co-pilot to analyse, giving us the following high-level judgements in relation to Student Partnerships:

- Five things Glasgow Clyde do well
- Five areas that need improvement
- Five Actionable Recommendations



These findings were **shared with all participants** and allowed our **Student Association to create an action plan** and a **'You Said – We Did'** campaign to let students know we heard them and were acting on their feedback.

STUDENTS MAKE STUFF HAPPEN

YOU SAID:

Launch a Visible Class Rep Awareness Campaign.



WE DID:

- Launched Student Connects, our new digital newsletter in December 2025.
- Installed digital screens across all campuses to boost visibility.
- Shared College Quality processes with Class Reps and clarified their role in TQEF.

STUDENTS MAKE STUFF HAPPEN

YOU SAID:

Provide in person and
online Class Rep training.



WE DID:

- Created a dedicated Class Rep Canvas hub with year round training opportunities.
- Added two new modules, Being a Class Rep and Get to Know Your Student Association on Canvas.
- Highlighted student representation sessions for all new students.

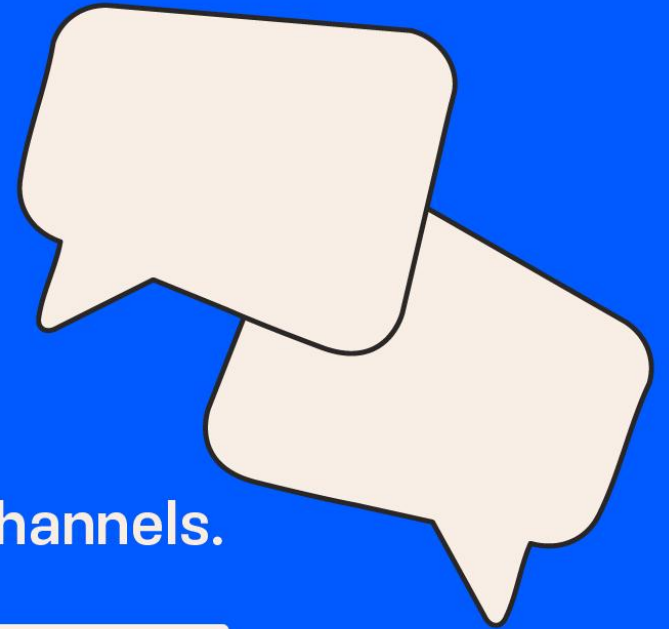
STUDENTS MAKE STUFF HAPPEN

YOU SAID:

Diversify feedback channels.

WE DID:

- Set up weekly Class Rep drop-in session across all campuses.
- Launched an online suggestion box, featured in the first Student Connects newsletter.



What did we learn from our first event and what improvements have we made?

First Carousel Event	What did we do differently for the second Carousel on Organisation and Management?
<p>Our Student Association took responsibility for inviting Class Reps, and there were around 30 participants</p>	<p>Class Reps were still invited to attend by the Student Association, however the Quality team got more involved by better engaging teaching colleagues to explain the importance of the Carousels and to ensure ALL available Reps were released from class to attend (a wee bit of an attendance mandate). Lecturers were sent information and reminders in the lead up to the event. Over 100 class reps participated in the second Carousel!</p> <p>WORKING IN PARTENERSHIP WITH TEACHING STAFF IS CRUCIAL.</p>
<p>Class reps were invited to attend the Carousels with fairly limited information on what the session was about</p>	<p>Class Reps were sent information on why we had arranged the Carousels and were provided with the prompts well in advance to discuss with their peers before attending the sessions.</p> <p>SENDING CLASS REPS INFORMATION IN ADVANCE LED TO THEM TO FEELING MORE CONFIDENT TO ATTEND AND ALLOWED THEM TO SEEK FEEDBACK FROM THEIR PEERS TO SHARE, THUS WIDENING THE STUDENT VOICE FURTHER.</p>

Questions?



**Break – 10 minutes/ back at
11.07am**



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SESN Share Starting Something Project

Luke Wells,
Dumfries and Galloway College Students'
Association

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**“START +
SOMETHING,”**

>>>>

SPARQS Presentation

Luke Wells

Introduction

- Pilot funded by South of Scotland Enterprise (SOSE)
- The objective:
 - The goal wasn't to run this as a formal academic enterprise module
 - It was to find a way to take students with great ideas and give them the skills and confidence they need to launch a business
- The demographics:
 - This wasn't just for business students
 - We had students from hairdressing, beauty therapy, cyber security and photography who wouldn't normally thought of themselves as entrepreneurs

The Project Structure

- Five formal workshops covering idea creation & action, how to pitch your idea and networking with professionals.
- Planned 3 guest speaker sessions with industry professionals of which we managed to get 2 excellent speakers (Alister Fell & Andy Robinson) who imparted some great advice and wisdom.
- External events with other institutions
 - Collaborative Workshop at SRUC with Karis Gill
 - Start Up Factory held at Borders college and then University of Glasgow
- Internal competition at DGC, feeding into the regional competition in May between DGC, Borders College & SRUC



Engaging Students as Partners

- The workshops were structured as semi-formal sessions
- Part delivering material and part discussion session
- Brought in Dominos during workshops to entice them in and give them a good reason to come along when the project started
- Towards the end of the sessions, we would discuss questions from students in an open forum environment where both myself and other students would contribute
- After discussions, if there was anything that students didn't understand, we would make time in the next session to go over this

The Pitching Competition

- Happened just yesterday!
- We had 7 students step up and pitch to a panel of three external judges
 - Katie Nairn – Co-founder and owner of Nairn Construction Ltd
 - Amanda Wilson – MD at DG Project Solutions Ltd
 - Cynthia Moore – Business Coach at SOSE
- A range of diverse ideas, from a cyber security business, a restaurant and a make-up & beauty consultancy



Impact & Takeaways

- More than Money:
 - The top 3 pitches each walked away with £1,000 to use for their business but all the students walked away with the ability and confidence to stand up in front off a group of strangers and pitch an idea to them
- Student Feedback
 - The students involved have greatly enjoyed their experience and are hoping it will run again next academic year (which we hope it will, pending confirmation from SOSE post Scottish elections).

Thank you for listening!

SESN Share Academic Representation Conference

Amy McLaughlin,
St Andrews University Students' Union

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ACADEMIC REPRESENTATION CONFERENCE

Amy McLaughlin, Academic
Representation Coordinator

Our Rationale

- Increased recognition for academic representatives
- A rep-specific event to showcase progress, encourage engagement, and partnership with the working, can be posted about on LinkedIn or on their CV
- A space for networking across schools, faculties, and levels and the opportunity to connect across shared goals and areas
- Connecting relevant staff members to areas of representation, for example: the sustainability coordinator from the University was placed on a table with the sustainability representatives



Academic Representation Conference 2026

Agenda

Location: St Andrews Students' Association, The StAge. 16:00-18:30

President of Education – Emily Bannister 10 minutes

Making an impact and maximising your semester

School of Physics and Astronomy – Bridey Simpson (4th year rep) 10 minutes

How I've made an impact as an academic representative

Careers Centre and Your Union – Sarah Winter and Amy McLaughlin 20 mins

Highlighting rep skills and utilising them in your next interview

Director of Student Experience – Ros Claase 20 minutes

Staff and Student Partnership, working together to shape your student experience

Break & Networking (30 minutes)

Interactive Group Session 50 minutes

Using SPARQ's Student Learning Experience Model, attendees will work alongside a student and/or staff lead to identifying shared goals for the semester and areas for staff-student partnership

Feedback Questionnaire and Closing 10 minutes



ORGANISATION

- Planned by me (Academic Rep Coordinator), Emily Bannister (President of Education), Nick Townsend (Academic Rep Intern), Ariane O'Rourke and Maya Fenyk (Faculty Presidents)
- Invited a class rep to present on what had been achieved in their school in semester 1
- Collaborated with the careers centre, and invited the University's Director of Student experience to talk about our student-staff partnership agreement
- Students were in groups with relevant staff members to their faculty, level, or role and had an opportunity to share their goals and break down how they can be achieved together

OUTCOMES

PROS

Bringing people together and making their role feel less abstract

Interactive session and networking opportunities between staff and students

Student talk inspired new ideas and highlighted excellent relationship between the school and reps and how that has led to effective representation

CONS

Too UG/taught focused

Room set up not efficient for the presentations (we had more attendees than expected)

Less presentations and more collaboration

REFLECTIONS

- Interactive session earlier in the event/break up the presentations
- Ringfence tickets for PGs or have additional conference for PGs in the summer
- More student input, the student presentation was everyone's favourite (including staff!)
- Posters from each school (conference style) highlighting rep wins



Activity – Your year and the year ahead (part 1)

- What is something you are proud of from this academic year in your Students' Association or role?
- Which feature of Scotland's Ambition for Student Partnership does it relate to?
- Tell us about it in the chat.



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Activity – Your year and the year ahead (part 2)

- What is something you want to enhance in the next academic year in your Students' Association or role?
- Which feature of Scotland's Ambition for Student Partnership does it relate to?
- Tell us about it in the chat.



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sparqs updates

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Institution Led Quality Review (ILQR)



- sparqs is updating guidance from previous review method
 - Overall guide (like available TQER, SEAP, STEP guides)
 - Training materials for student panel members
- May also add in:
 - Role description for student reviewers
 - Training materials for other panel members (on student engagement)
 - Preparatory briefing presentations (aimed at students)
- What would be useful to you? Do you have a unique approach to ILQR that we can include as a case study?

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Course Rep Training Survey



Course Rep Training - Institution-
Wide survey (sparqs)



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Equality Diversity & Inclusion Lens Workshop



EDI Lens - Student Learning
Experience (SLE) Model -
Workshop dates



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That's Quality



2026 is **open** for bookings!

The event is now a two-part package consisting of a **self-study module** and an **extended two and a half-day residential event across 10th, 11th and 12th August 2026** at QMU.

[sparqs News Article.... That's Quality! 2026 open to book](#)

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Next SESN

Joint meeting
with NEON & STAG
Tuesday 12th May
10am – 12pm

In Person – Queen Margaret University



[sparqs News Article.... reminder re joint STAG/SESN/NEON meeting May 2026](#)

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While we have you...

- Complete the evaluation
- Sign up to the sparqs articles
- Sign up to the [sparqsSESN Jiscmail list](#) (and do use the list to chat and share!)

SESN EVALUATION 2025/26



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Discussion/Q&A



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