

Student Engagement Staff Network

Thursday 2nd March 2023

Welcome!



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Your sparqs team today...



Eve Lewis, Director

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)

Nicola Cameron, Business Manager



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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	Welcome and headlines
10.10am	Course Rep Training Planning
10.30am	Student Learning Experience model development
11.15am	Break
11.30am	Tertiary enhancement topic
12.00noon	Monitoring the Diversity of Course Reps Project
12.30pm	Conclusions and informal chat
1.00pm	Close



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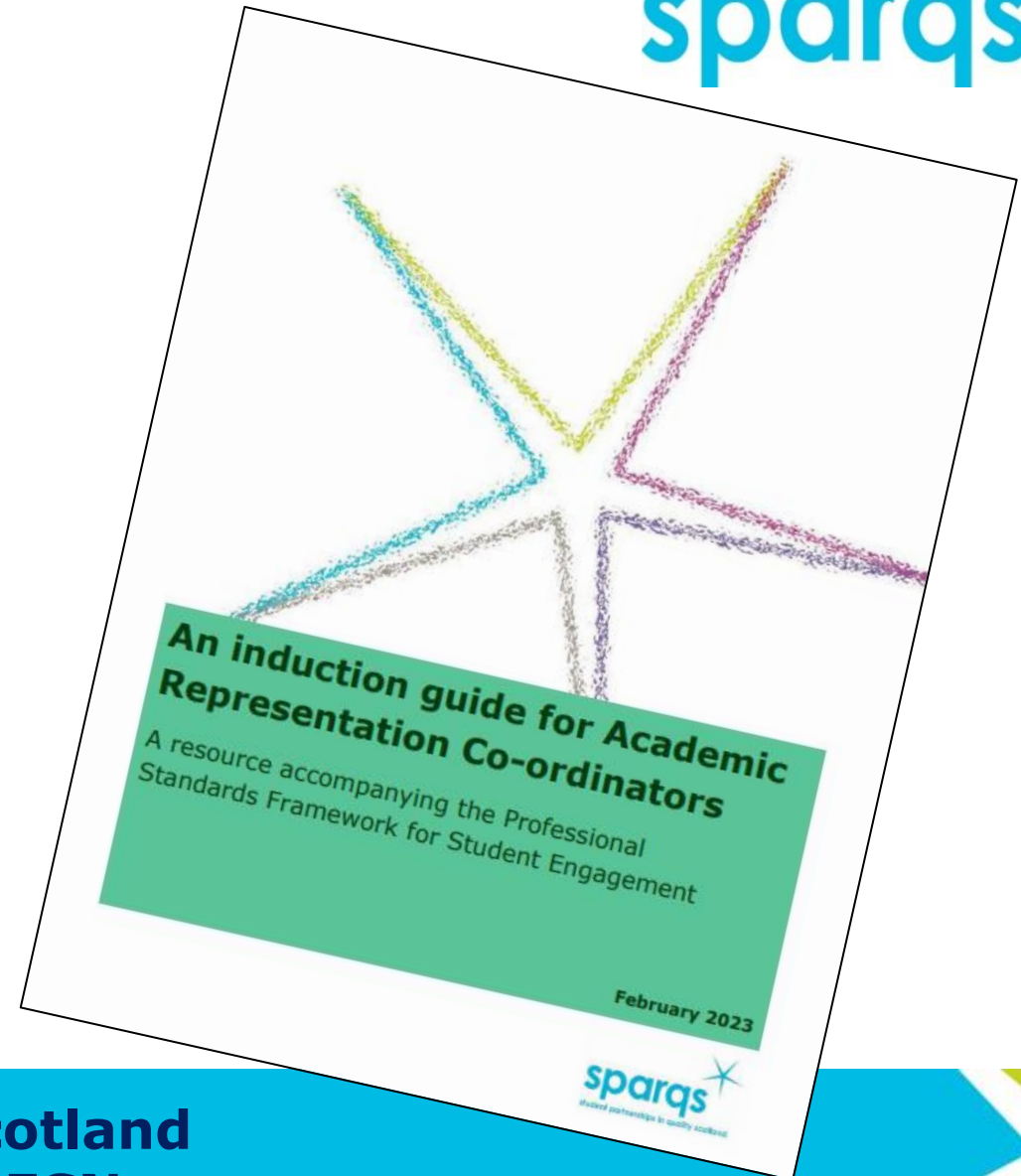
Headlines from sparqs



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New sparqs resource!

- New guide for new staff members in student engagement or academic representation roles.
- Draws on sparqs' Professional Standards Framework for Student Engagement (PSFSE) to help new practitioners to reflect on their development in the role.



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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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Save the dates!



- That's Quality! Residential: 7th and 8th August
- Associate Trainers Training: 22nd, 23rd and 24th August
- NEON next week, 9th March



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Course Rep Training Planning

Justin Walker, Development Consultant



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Course Rep Training 2023-24

Discussion questions



1. Module + workshop. Is this a good model?
2. CRT workshop – in-person or online, or both?
3. Workshop is peer-training. Is this a good model?
4. How to motivate good attendance at workshop.
5. Timescale for 2023-24 CRT decisions?



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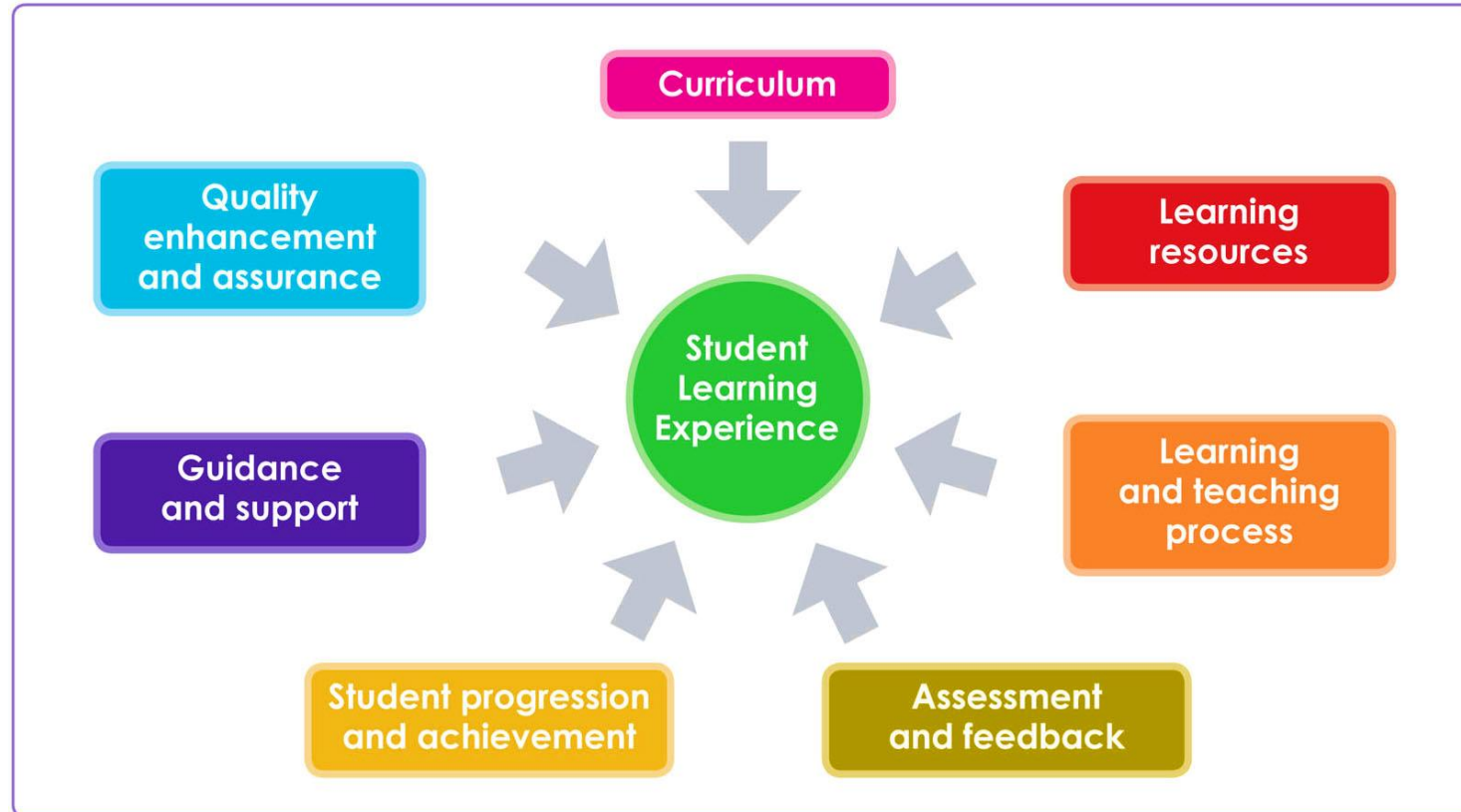
Student Learning Experience Model Development

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**



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

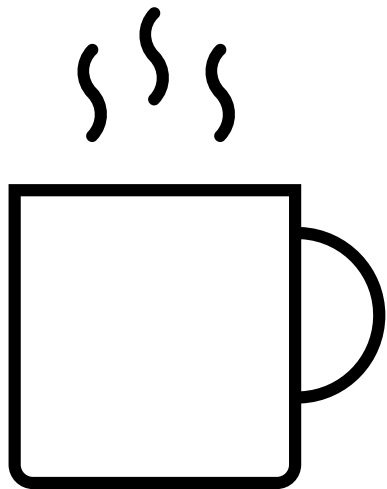
- We're taking the model and its draft principles to several sector committees and events, including NEON next week.
- The model and its principles will go to the Scottish Funding Council in its final draft form in May.
- We're looking for volunteers for consultative group – email Megan if you're interested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



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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/1ndc2ejyhJ__JfQ0nUxE8sD2cV87vrafXgfHAXz4qomU/edit
- 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.

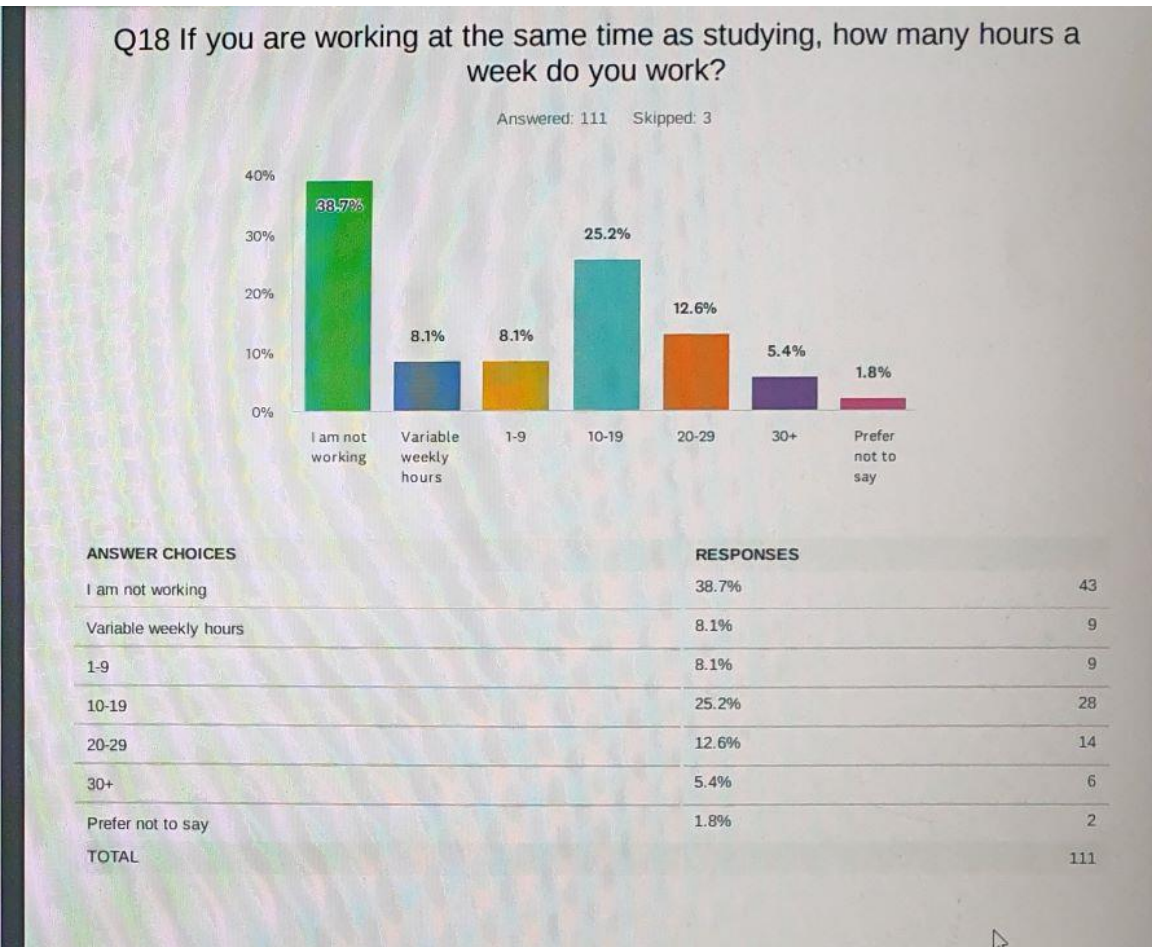
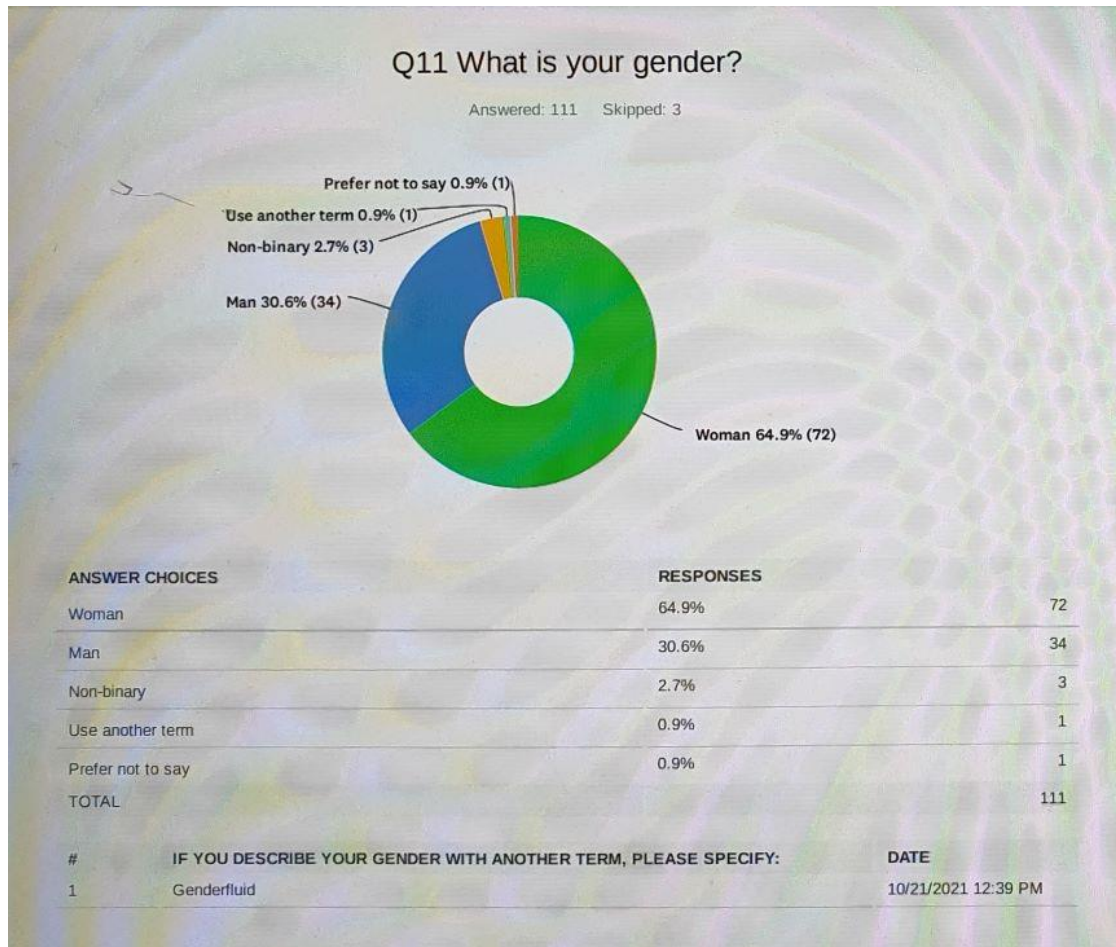
National summary
report.

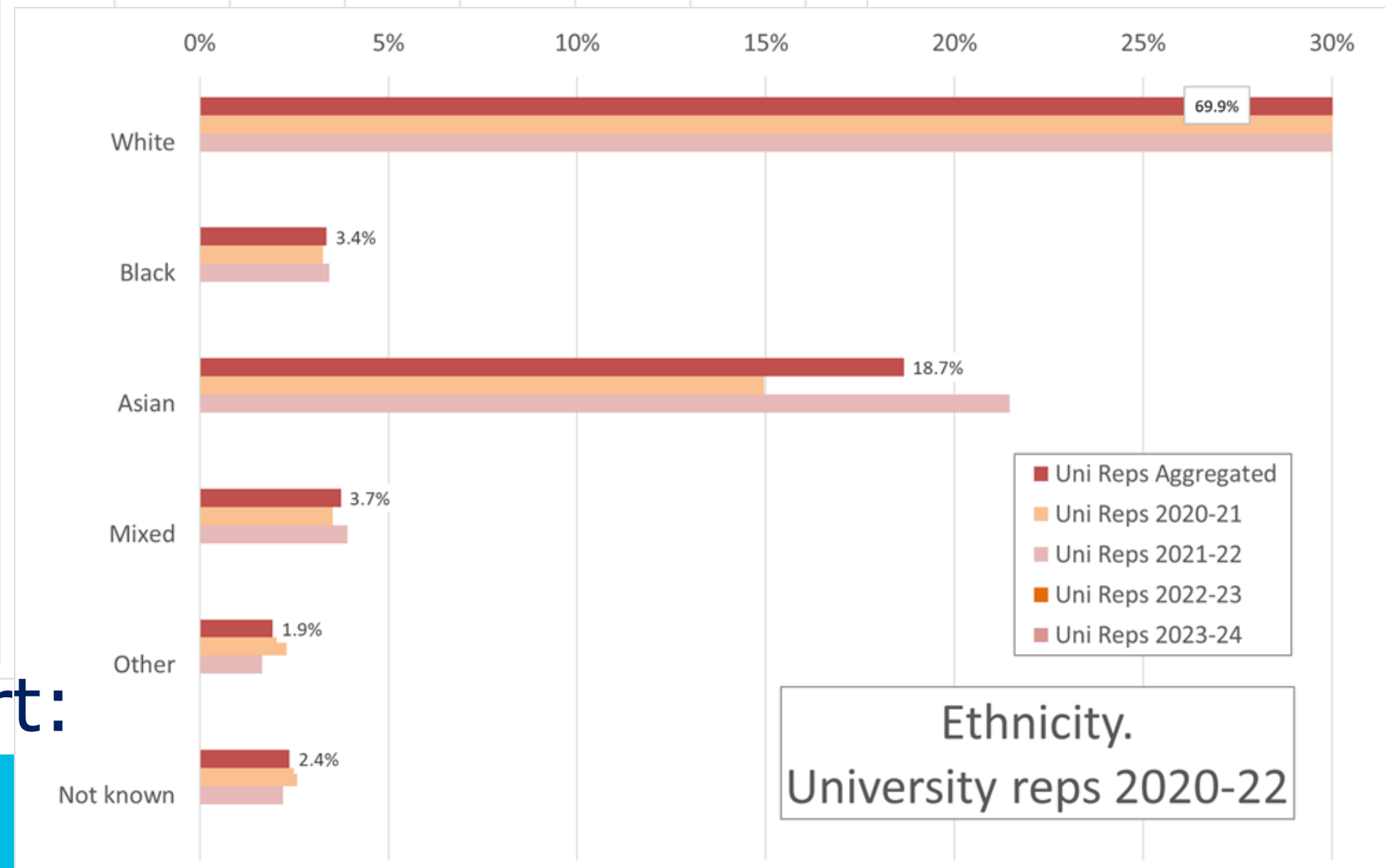
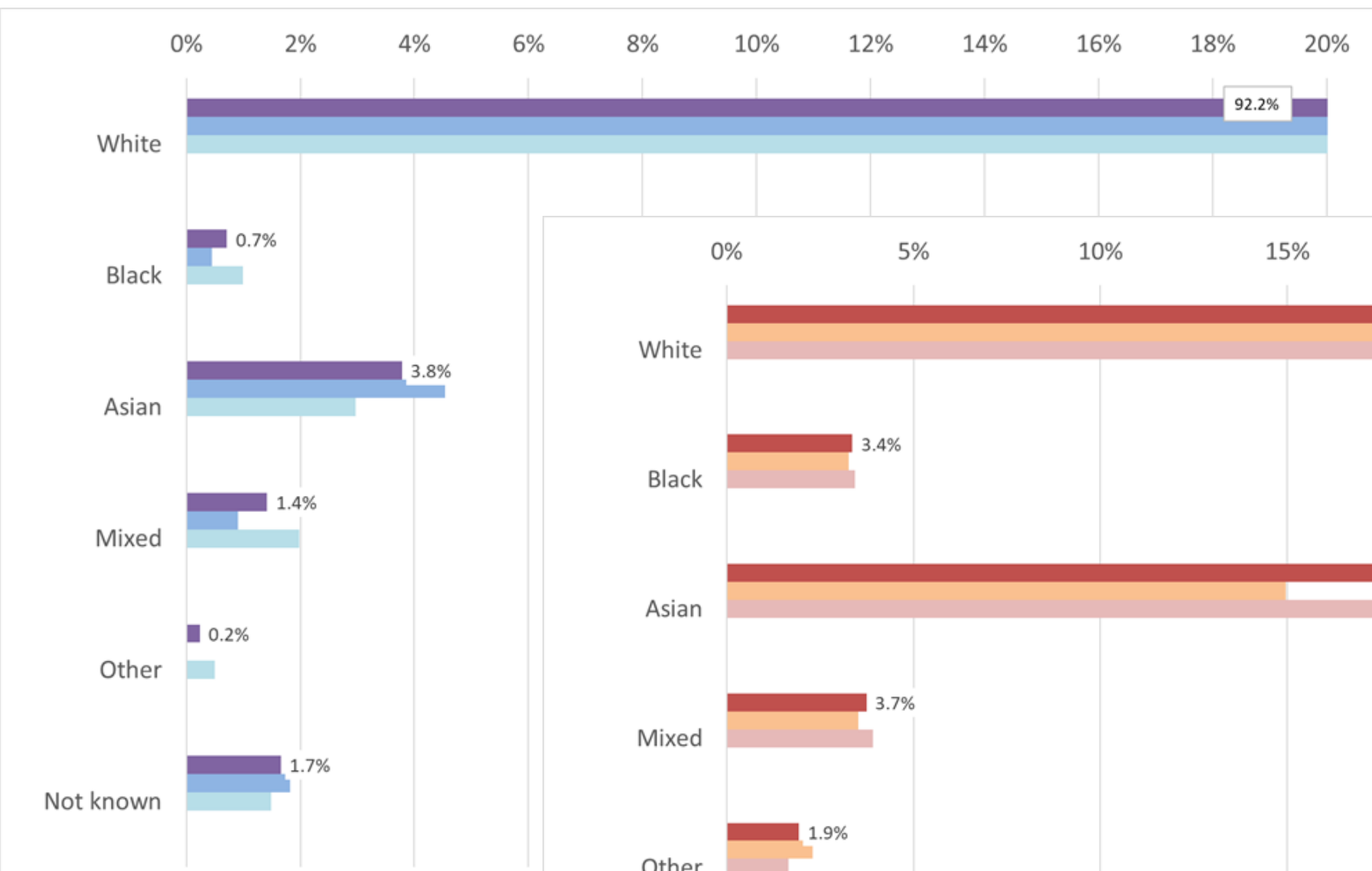


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Diversity of Course Reps

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:



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



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Conclusions and evaluation



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Our next SESN meeting



In person, a all-day joint
SESN/NEON/JAG 4th 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 [sparqsSESN Jiscmail list](#) (and do use the list to chat and share!).



Informal chat – over to you!



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