

That's Quality! Colleges

Thursday, 16th June



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Welcome! Your sparqs team today



**Eve Lewis –
Director**

**Simon Varwell –
Senior Development
Consultant**

**Stef Black –
Development
Consultant**

**Justin Walker –
Development
Consultant**

**Megan Brown –
Development
Consultant**

**Gloria Laurini –
Development
Consultant**

**Patrycja Mitrut –
Development
Consultant**

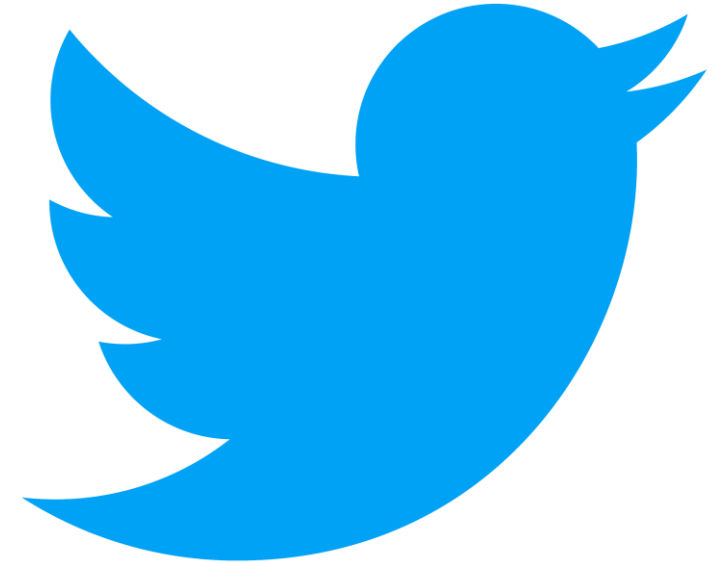
**Nicola Cameron,
Sarah Davidson and
Ali McDade – Central
Support Team**



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Twitter

- Twitter – tweet throughout the days
@sparqs_scotland and individual accounts
(@sparqs_name)
- Individual accounts:
 - sparqs_Simon
 - sparqs_Stef
 - sparqs_Justin
 - sparqs_Megan
 - sparqs_Gloria
 - sparqs_Patrycja
- Twitter hashtag **#sparqsTQ**



Zoom Etiquette

- We have **captioning** enabled: instructions on how to turn this off are in the chat box.
- If you are having any **tech issues**, post a comment in the chat.
- Please change your **display name** to your own name.
- When you go on breaks, please **don't disconnect** from the session.

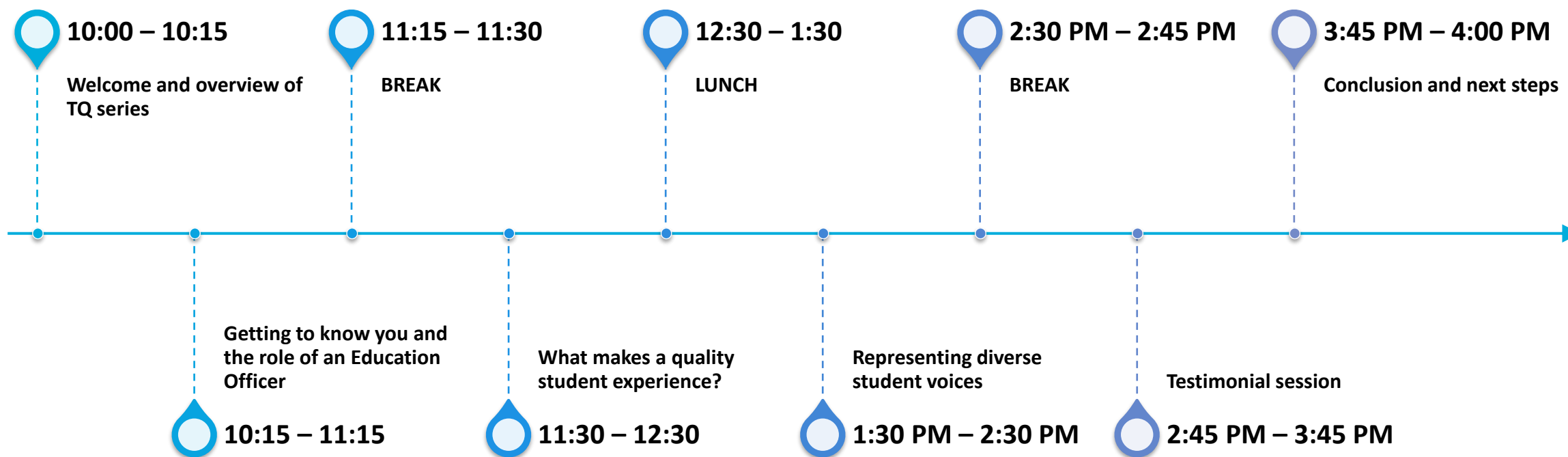


Zoom Etiquette

- You can use your audio or the chat box to speak.
- **Mute** your microphone when not talking.
- Type * in the chat window if you would like to speak.
- We understand there may be other distractions – let us know if there's anything we can do to support you during the event.



AGENDA



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**Key
information**

Format of today

Online module

TQ in-person event (8/9th August)

Evaluation form

NEON/SESN



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Objectives for That's Quality

To give officers and SA staff the opportunity to make connections from across the Sector

To enable officers to think about the diversity of the students they represent and the implications of this

To explore the quality landscape in Scotland and begin to understand the new quality processes

To get to know key players in the Sector and hear about other officers experience



GL Gloria Laurini

That's Quality! Colleges 2022

START COURSE

DETAILS ▾

SAVE THE DATE...

SESN:

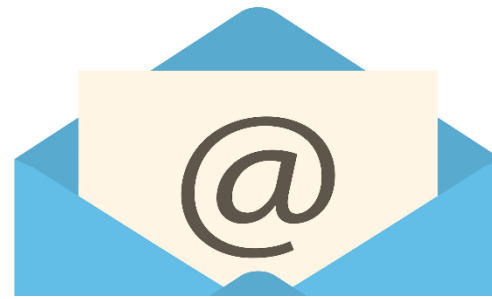
Tuesday, 4th October
(location TBC)

NEON:

Thursday, 6th
October Location
TBC



NEON and SESN jiscmail



- Following requests from officers about setting up a NEON mailing list – this is now LIVE and you can sign up [here!](#)
- You can sign up to the SESN mailing list [here](#).
- Both members and sparqs can email around all those on the list to ask questions, share experiences or seek support
- Encouraged – you sign up
- Useful to have one easy, accessible space to speak to all Education officers/student engagement staff.
- The mailing is not over-used, so semi-regular contact but not overwhelming.



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Tutor Groups



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Getting to Know You



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Introduce yourself to the group with:

- Name
- Institution
- Newly elected or returning officer/staff member?



Post one key manifesto aim in the chat.



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Group communication

- Zoom chat
- Raise hand icon



EVALUATION

Please complete the evaluation form assessing your pre-course knowledge and experience:

<https://www.surveymonkey.co.uk/r/J9JSZW9>



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Tutor group ground rules

This is our shared understanding of how we will work together as a tutor group:

We will **listen** to each other.

We have **different perspectives** and may not always agree – that is ok.

We will **respect** each other and **seek to learn** from each other's views.

We will **work together** and support each other's learning.

This is a **safe space** to share our hopes and fears.

We will treat information carefully and will **not share private or sensitive information** outside of this group.



Discussion

What do you think are some of the key responsibilities of an education officer?



What is your biggest hope for your year ahead?



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What are you most worried about for the coming year?



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What do you hope to gain from attending TQC?



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Break

Please be back by 11:30



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What makes a quality student experience?

Stef Black
Development Consultant



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What *is* Quality?

- 'Quality assurance' is the process of ensuring that universities and colleges are meeting a certain set of standards and delivering qualifications to students which are of value.
- Quality enhancement is ultimately about *improving* things and making the institution better.

What you do every day as officers is part of the quality process.



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Assurance v. enhancement



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Key Principles

In 2007, the funding arrangements for colleges and universities were brought together by the SFC and the sector agreed a joint approach to quality.

Although approaches to internal and external reviews are distinct between colleges and universities, the sector agreed on three key principles that would **underpin quality arrangements across the sector:**

- High quality learning
- Student engagement
- Quality culture

This is a distinctive Scottish approach to quality, which is has been recognised and replicated internationally.



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Our frameworks are committed to **student engagement**, but we also know that four other key aspects are fundamental to the success of our system

an
enhancement
approach

self-
evaluation

external peer
review

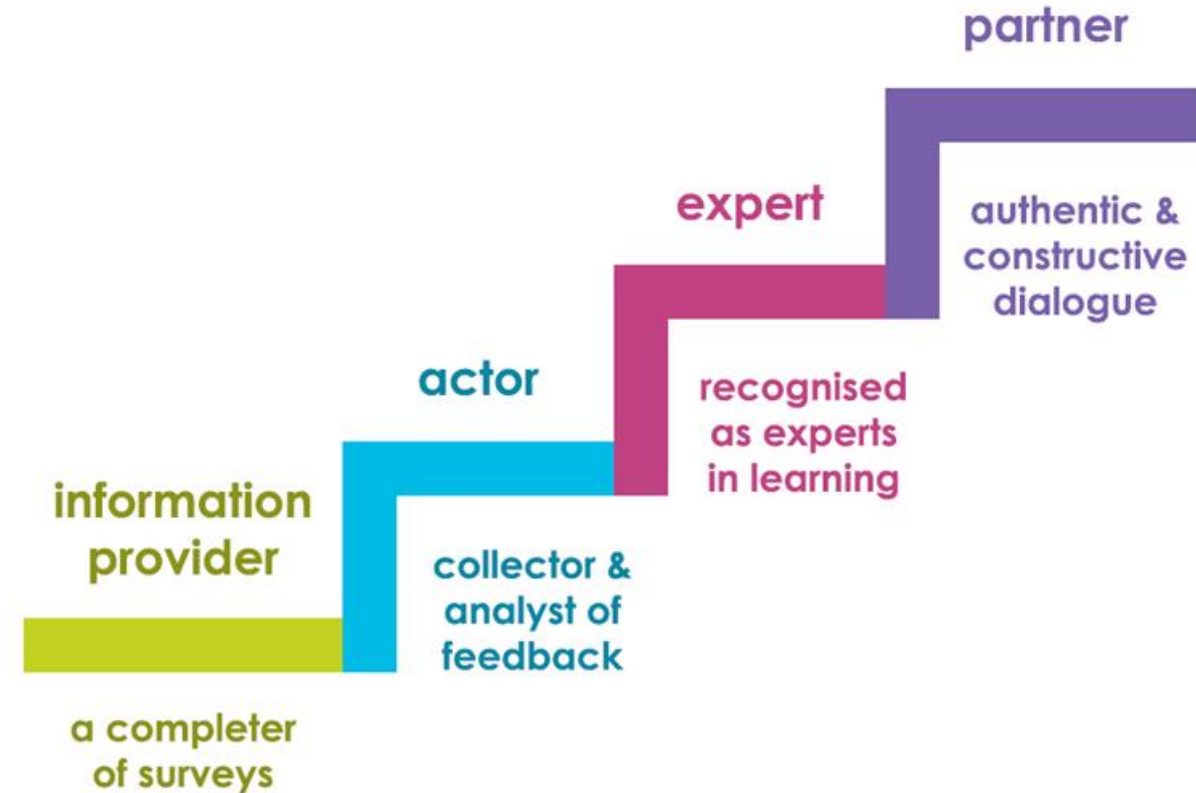
openness
and honesty



Student engagement in quality

At a **minimum** this means students being consulted about their views and providing feedback

The **ambition** is of students working in **partnership** with their institution and being able to contribute to improvements, enhancing the experience of **all** learners.



Tutor group session



Choose an image...



QUALITY



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Tutor group activities



Reflect on your own student experience...



What was good? What could have been better?



How could it have been made better?



How were you able to communicate what worked and what didn't?



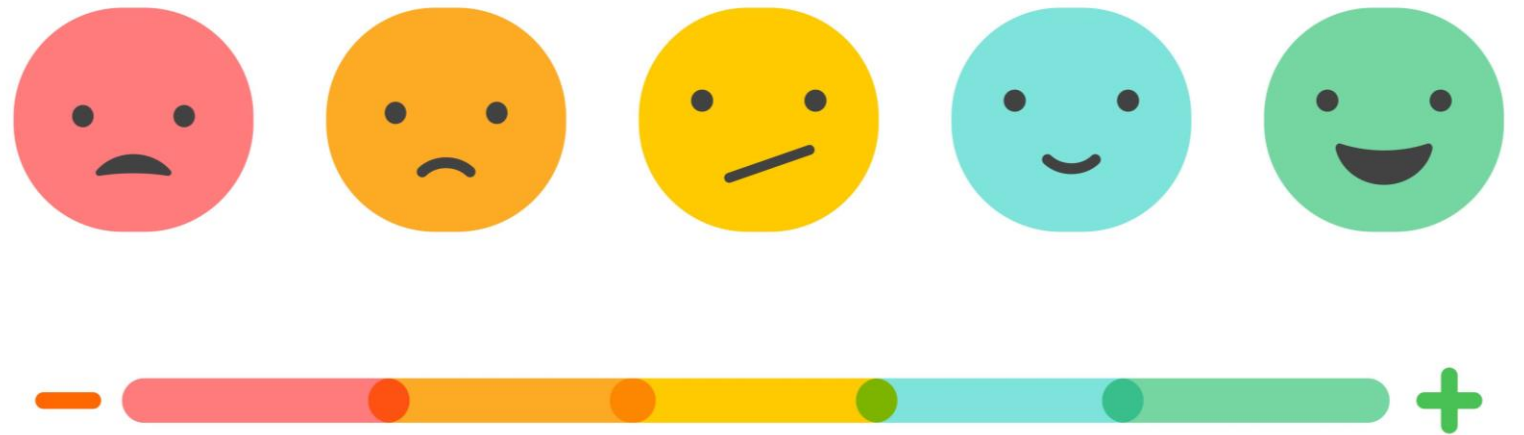
What mechanisms did or would have enabled your engagement?



Think about your own student experience...what was good, what could have been better?



What tools and mechanisms were available to you to feedback?



New quality arrangements

Gloria Laurini
Development Consultant



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Interim arrangements 2021-22



Progress Visits for every college, likely between November and March



Visit carried out by a team including a **Student Team Member** (STM), one **Education Scotland** representative (HMI) and likely associates from other institutions.



You can prepare for the visits with your college quality department.



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What happens during the visit?

- STM to **meet with Students' Association** and ask questions based on **Toolkit for Learner Engagement** (focusing on learner engagement and quality of learning & teaching).
- STM might ask to **meet groups of students**.
- SA may be involved in meetings with progress visit team and college management.



What does this mean for you?

Consider whether your SA have any written reports or evidence that could be added to the submitted documentation for the progress visit, such as class reps feedback and reports.

Attend meetings before the visit and work with college quality team to discuss topics that will come up during the visit.

Make sure you are in touch with sparqs to find out any updates on the arrangements and any specific topics (such as quality of L&T and level of learner engagement).

The visit is NOT an assessment of the SA work. Being involved in quality arrangements means being a partner with the institution in its self-evaluation.



Lunch

Please be back by 1.30pm



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Representing Diverse Student Voices

Megan Brown
Development Consultant



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What this session will cover



An understanding that the student body is diverse.



The ways in which students may experience university differently than one another.



How you can find out information about your student body.



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**Who are you
representing?**



What are the protected characteristics?

Age

Disability

Gender
reassignment

Marriage and
civil
partnership

Race

Religion or
belief

Pregnancy and
maternity

Sex

Sexual
orientation



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Who else?

- Student parents
- Student carers
- Part-time students
- Students working alongside studying
- Postgraduate students
- Mature students
- Students whose first language is not English
- Widening participation students
- International students
- Commuter students
- Students studying in a rural location



There is no such thing as *the*
student experience.



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The wider context: access

In 2016/17, male students made up 83.8% of all students on HE STEM courses compared with 16.2% of female students.

Advance HE, Colleges in Scotland Statistical Report (2018)

In FE, there is a striking gap in the proportion of students who studied STEM students between those who disclosed a disability and non-disabled students (15.3% compared with 27.3%).

Advance HE, Colleges in Scotland Statistical Report (2018)



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The wider context: completion

In 2016/17, at HE level students who disclosed as disabled had lower rates of completion (81.2%) than non-disabled students (86.4%), a difference of 5.2 percentage points.

Advance HE, Colleges in Scotland Statistical Report (2018)

The highest successful completion rates were among female students in SIMD Q2-5 (77.3%) and lowest among male students in SIMD Q1 (67.3%).

Advance HE, Colleges in Scotland Statistical Report (2018)



The wider context: educational environment

Around a quarter of students from an ethnic minority background (24%) said they had experienced racial harassment since starting their course.

Equality and Human Rights Commission, Tackling Racial Harassment Report (2019)

Three in five trans students (60 per cent) and more than one in five lesbian, gay and bi students who aren't trans (22 per cent) have been the target of negative comments or conduct from other students.

Stonewall, LGBT in Britain University Report (2018)



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**What information can you access
about student demographics & the
student learning experience?**



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What do colleges have to do?

Publish equality information at least once a year

Prepare and publish equality objectives at least every 4 years

These will be published on the universities' website (usually called something like *Equality Outcomes Progress Report* or *Equality Mainstreaming Report*)



Other sources of equality and diversity data:

- British Sign Language (BSL) Plans
- Students' Association Equality & Diversity Reporting e.g. elections
- Monitoring the Diversity of Course Reps



Tutor Group Session



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What is it we want you to take away from this session?



To consider the ways that you as an officer can make your practice as accessible and inclusive as possible.

To consider how you can most effectively use data and information to make change at your institution.



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Scenario 1

Student numbers at your institution have increased. Your institution has identified that they need to extend the teaching week, in order to have enough time to deliver in-person teaching to everyone. Potential proposals are:

- **Extending the teaching day to run from 8am-8pm.**
- **Running classes on Saturdays.**

You are asked to feedback on which of these options would work best.

- **Which groups of students could be impacted by these changes, and in what ways?**
- **What sources of evidence could you use to support your position?**
- **Are there alternatives/solutions that you could propose?**



Who is affected – some suggestions

- Student parents – particularly those that need to take their children to school/nursery in the morning.
- Student carers.
- Students who work on evenings and at weekends.
- Jewish students (Saturday is the Jewish Sabbath when work should not be done).



What alternatives can be proposed?

- Offering multiple sessions covering the same content, and giving students a choice as to when they attend.
- Asking your institution if they have considered offering more asynchronous content that students can access any time.



Scenario 2

You run a survey with students to find out where they would most like meetings with the students' association to be hosted for the next year. There are 10 options and students put a tick in the box next to their preferred venue option. Your plan is to collate the feedback and choose the venue that the majority of the respondents prefer.

- **Are there any issues with this approach?**
- **Are there alternatives you would suggest?**



Challenges

- By only expressing the views of the majority, you run the risk of '**tyranny of the majority**', where only those objectives important to the largest group are heard, and the very real issues experienced by minority groups are ignored or go unnoticed.



Challenges

- Your survey only gathers quantitative feedback. You don't know *why* a student may prefer a particular viewpoint e.g. access reasons.
- Although it is important to understand the most popular viewpoint, often *depth* of feeling is as important as *breadth* of feeling.
- Something that is *deeply* felt by just one or two people is as important to consider as something that is *widely* felt (but perhaps not strongly) by most.



Alternatives

- Where possible, consider offering only accessible options in the first place when designing your survey. Or consider whether this needs to be a survey at all?
- You should be actively seeking out the views of students from diverse demographics and groups – this may involve asking specific questions that ensure these views are captured.
- Communicate *why* you make the choices that you do – students will tend to understand as long as you share with them the rationale.



Scenario 3

The institution approaches you as they want to make a decision about how to approach the delivery of blended learning from September. Should they deliver more content online or in person? How much should be pre-recorded and how much should be 'live'? They ask you what the students want their learning and teaching to look like going forward.

How would you approach this situation?

How will you provide evidence to the institution in order to answer their question?



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How can you gather evidence?

- **Existing survey results** e.g. many institutions and students' associations will have run COVID-related surveys over the past year.
- Gathering qualitative feedback from **diverse student groups**, through focus groups or surveys.



How can you make your case?

- **'Casework to campaign'** approach. Tell a story. Qualitative data can be as persuasive as quantitative data.
- Remember that evidence on online learning and teaching is **evolving** and we're all learning together – you may not have all the answers. You don't need to have a 'position' but you do need to have a commitment to working on the issue.



Top Tips

- Sometimes the evidence you need is already out there. Don't run a survey for the sake of it.
- Make friends with your quality team. They can give you a great deal of the data you may need!
- Data is only as good as the questions you ask.
- Remember: not all students will have the same experience. You need to ensure you are capturing the experiences of your diverse student population.



'Although we are all weathering the same storm, we are not all in the same boat'

Helen Barnard, Joseph Rowntree Foundation



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Testimonial session

Emma Wallace, FCSA President Education & Representation and Student Team Member

Sasha Brydon, NESCol SA President

Margaret Rose, Education Scotland

Eve Lewis, Director at sparqs



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Emma Wallace video



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Evaluation form

Please fill in the evaluation form which can be found at this link:

<https://www.surveymonkey.co.uk/r/T77TZV5>



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Thank you!

Keep in touch and look out for future sparqs events throughout the year.

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