

That's Quality! Residential

Monday 8th and Tuesday 9th August
Apex City Quay Hotel, Dundee



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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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Welcome, housekeeping and getting started



- Toilets
- Fire alarm
- Accommodation & food



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Safeguarding

- Who to speak to if you need help or support
- What to do in an emergency
- Safeguarder details:
 - Simon: 07815 938966
 - Stef: 07977 980867



Objectives for That's Quality



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

To enable offices 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 introduce officers to sector-wide activity, such as the Enhancement Theme, and how they can get involved



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AGENDA – DAY 1

- 10.30 – 10.45 **Introduction to the day**
- 10.45 – 11.45 **Exploring the Student Learning Experience: part 1 (Tutor Groups)**
- 11.45 – 12.00 **Break**
- 12.00 – 13.15 **Exploring the Student Learning Experience: part 2 (Whole Group Activity)**
- 13.15 – 14.15 **Lunch**



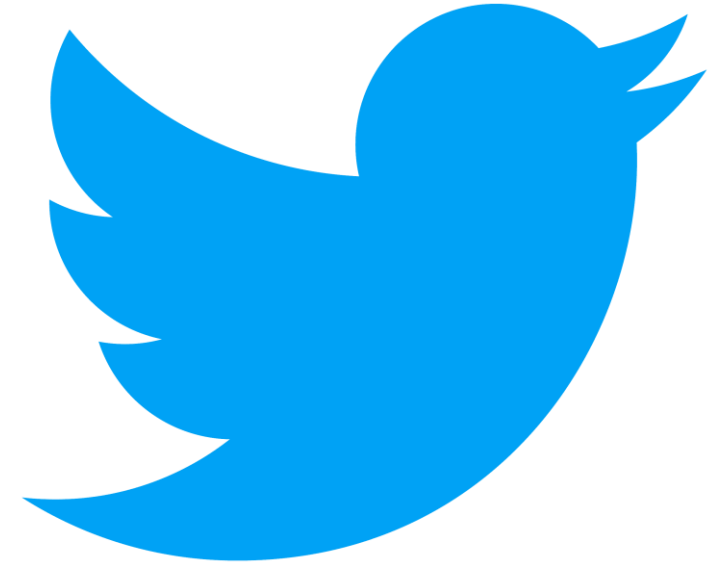
Agenda – Day 1

- 14.15 – 15.30 **The importance of understanding and using data**
- 15.30 – 15.45 **Break**
- 15.45 – 16.45 **Partnership in action**
- 16.45 – 17.00 **Conclusions and introduction to Day 2**
- 17.00 **Check into accommodation**
- 19.00 **Dinner**



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**



Tutor Groups

Simon (Barcelona)	Justin (Venice)	Patrycja/Eve (Melbourne)
Robin Chandler	Jennifer Abali	Lauryn Baldie
Micole Cochrane	Subuola Elufioye	Hannah Carragher
Vishal Khattar	Kevin Gavryluk	David Elder
Molly Knight	Claire Green	Nicole Matthews
Zechariah Laari	Angela Grindle	Ryan Robertson
Sophie MacGregor	Arran Lamont	AK Schott
Sunita McKenna	Emma Leslie	Alan Simpson
Tash Miller	Kieran Robson Renner	Blair Stewart
Andrew Skene	Elliot Stradling	Liam Thorpe
Laiba Tareen	Susan Taylor	Lucy Treasure
		Ash Watkins



Tutor Groups



Gloria (Washington)	Stef (Vancouver)	Meg (Quay Suite)
Fiona Bingham	Akua Agyeman	Carrie Beaton
Karine Bourdarias	Oluwafunmilola Akinoso	Ross Brand
Liam Fowley	Nomathamsanqa Dube	Madeline Brown
Matthew Freeman	Chukwuma Egbujori	William Campbell
Lindsay Graham	Heather Innes	Amber Little
Ellie Jamieson	Sanjit Jagannath Krishnakumar	Sam Maccallum
Tamsyn Lampkin	Aaron Johnson	John Mavileth
Micaela Levesque	Megan McClellan	Sandor Nagy
Genna Nesbitt	Abbie McGrath	Obiozor Okoro
Olivia Robertson	John O'Hara	Alba Sanchez
Alexandra Romeoimade	Craig Walker	Josh Taylor



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Exploring the Student Learning Experience

Tutor Groups



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Introduce yourself!

- Name
- Institution
- Role



Exploring the Student Learning Experience

Tutor Groups



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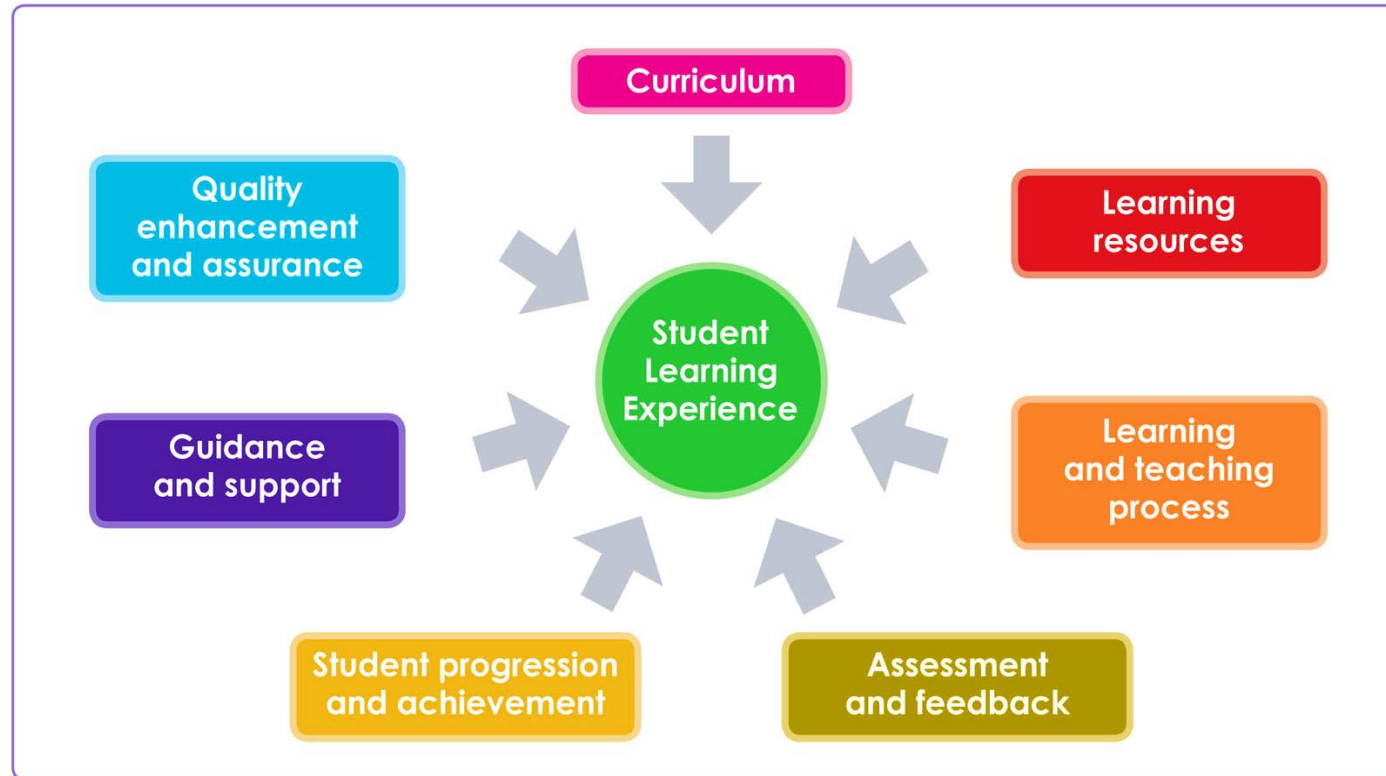
Purpose of this session

- To develop your understanding of the student learning experience and how you can use it in your work.
- To introduce you to an important sector project taking place this year to develop the SLE model and get your input into this process.



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Student Learning Experience (SLE) model:



This year we're developing a new SLE model

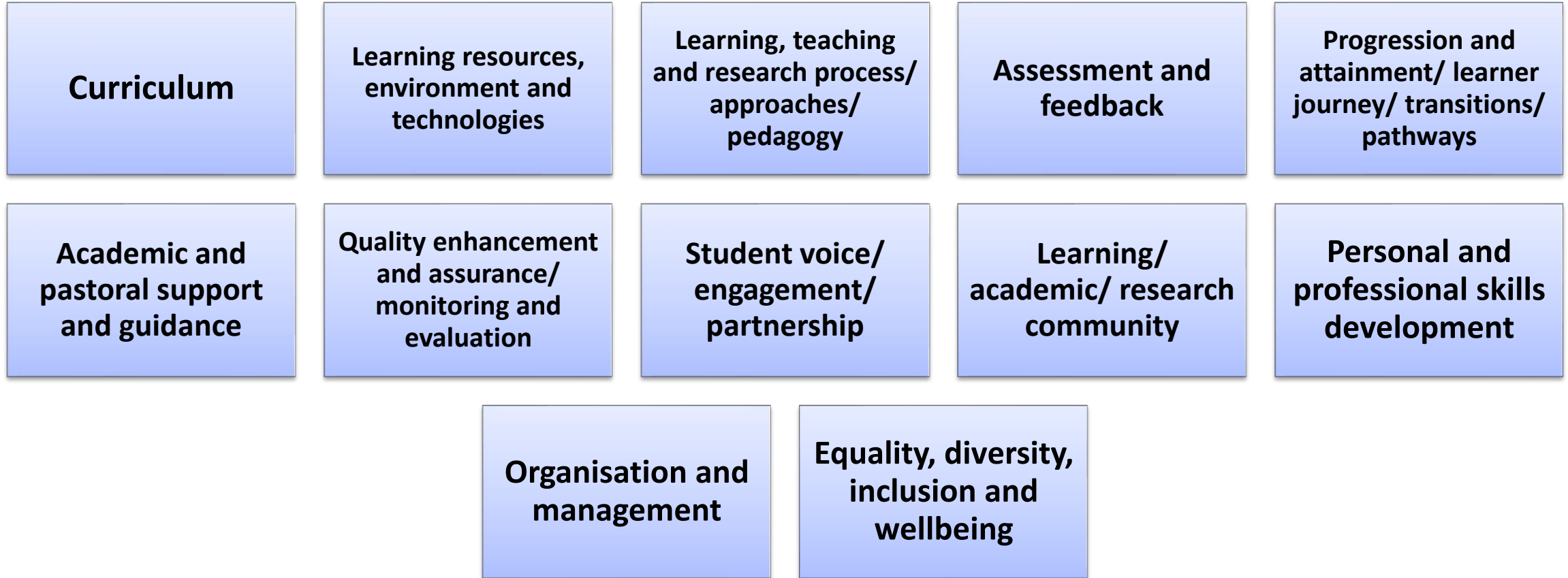


- We looked at existing documents and frameworks in further and higher education that break down the student learning experience into smaller categories.
- From this, we identified 12 potential themes for the new building blocks



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12 themes:



What next?

- The work we have done up to now has focused on referencing external documents and on sparqs' own internal expertise and processes.
- We now need to work with students to ensure that the tool is based on what matters to students in Scotland right now.
- We therefore need to carry out **research with students in Scotland**, to ensure that it is *students themselves* who define the student learning experience and identify what makes that experience the best it can be.
- We have from now until **April 2023** to do this and we need your help!



Activity:

- Think of your own learning experience
- Take some green and pink post it notes
 - On the **green post-its**: what was good about your course?
 - On the **pink post-its**: what was not so good about your course?
- Stick each post-it note on the most relevant category of the SLE.
- Remember to be specific!
- In pairs or threes, pick a category and group the post-it notes together in to themes. Write the theme name on a new post-it note.



What happens next?

- Take your post-it notes through to the main room, keeping them grouped.
- On the tables are the category names. Add the post-it notes to the categories (ensuring you keep your themed notes together!).
- After the break, we'll begin to dig into each theme and develop some principles under each topic.



Break

Please be back at 12pm



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Exploring the Student Learning Experience: Part 2



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Activity

- Continue to **group the post-it notes** together into themes – some groups may have both identified the same theme so bring those together!
- Under your category, **identify 6-8 'principles'** i.e. what are the elements of your category that are important for a good student experience?
- As you work through this activity, keep a note of where you had **differences of opinion** – this isn't a bad thing!



Activity

- Take the next 5-10 minutes to go around the room and read the principles other groups have developed.
- We'll then finish this session with a **debrief and discussion** on the Student Learning Experience and what we've created as a group.



What happens next?

- This year, sparqs will be running workshops very similar to the one you've just taken part in with students across Scotland.
- If you would like to **volunteer to host a workshop** with your student reps, please let us know.
- We also want to ensure we're capturing the views of **diverse students** so we also want to hear from you if your institution can help us engage with a particular cohort e.g. apprentices, postgraduates.



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Lunch

1.15 – 2.15



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The importance of understanding and using data

Stef Black and Justin Walker
Development Consultants



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Session today will explore



Accessing data

Which types of data might help you respond to these...?



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Which types of data might help you respond to these?

“Students in this learning institution are content with their courses.”

Which kinds of data could help investigate this statement?

You are asked to report on **whether students prefer in-person classes or online classes.**

What kinds of data would help you answer this question?
What other considerations might there be with a question like this?



“Students in this learning institution are content with their courses.”

1. Survey data

- Institution surveys
- SA/SU surveys
- National surveys (NSS, SSES)

- a) Are we asking the right questions?
- b) What is this survey telling us?
- c) Which students have we heard from?



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“Students in this learning institution are content with their courses.”

1. Survey data
2. Course rep feedback

- a) Reps for all our courses?
- b) Are our reps trained?
- c) Are our reps supported?
- d) Are our reps asking the right questions? SLE Questions.
- e) What do reps do with the student feedback?



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“Students in this learning institution are content with their courses.”

1. Survey data

- Institution surveys
- SA/SU surveys
- National surveys (NSS, SSES)

2. Course rep feedback

3. Focus groups



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You are asked to report on **whether students prefer in-person classes or online classes.**

1. Survey data

- Institution surveys
- SA/SU surveys

2. Focus groups



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You are asked to report on **whether students prefer in-person classes or online classes.**

1. Survey data
 2. Focus groups
 3. Published research
- a) A web search
 - b) Search a database of academic papers
 - c) Ask someone responsible for the professional development of staff.



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You are asked to report on **whether students prefer in-person classes or online classes.**

1. Survey data

2. Focus groups

3. Published research

Other considerations

a) Achievement rates

b) Mental health and social needs

c) Different courses

d) Multiple student experiences



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Accessing data –summary points

1. Which data do we already have? Who can I ask?
2. Deconstruct the question or statement.
3. Partnership between the SA/SU and your institution.
4. Does our data tell the whole story? What else do we need?
5. Are there different viewpoints?



Useful sources of data

Student surveys

- NSS
- SSES

Internal data

- SA/SU data
- Institution data

The new quality system

- QESR reports
- In-house reports and data

The old quality system

- ELIR reports
- College evaluative reports



Understanding data

How do you know what the data is
telling you...?



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Understanding data

What does the data tell you? What does it not?

What are some of the benefits/challenges to the data sets you've been given?

What support do you need to better understand the data?
Where do you get that?

What are some of the things you need to think about when analysing or evaluating data?



Using data



What do I do next...?




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You could...


- Work with academic developers on SLTA data to develop a course for staff that develops their learning and teaching practices based off the nominations of those who were highly praised for their practices.
- Meet with staff and course reps to further review module evaluation forms and develop an action plan to target areas with low positive feedback.
- Set up a 'student survey' working group to discuss multiple data sets from national and internal surveys with a cross-range of staff and students.
- Discuss with relevant staff or external agencies to provide training for course reps, school officers etc to engage with data as part of their role.
- Develop a new survey or evidence collection activity to try and capture the student voice of groups that are not present in currently available data sets.





Questions to ask yourself...


 What data do you have access to? How do you access it? Do you know where it is held?


 Does the SA have ownership over certain types of data collected? If so, what types?


 Is there staff support in place to access and analyse the data?

 What training do you have for SA staff/student officers/ reps to analyse and understand data?

 Do you produce reports relating to analysed data? If so, who looks at these reports and how are they used?

 How do you discuss what the data tells you, do you have working groups/committees?

 How do you use data to enhance the student learning experience; does the data inform operational plans or strategic documents, such as SPAs?

 Do you share the data with students and empower them to use the data to enhance the student learning experience?



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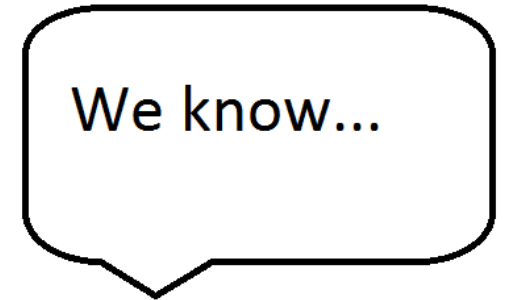
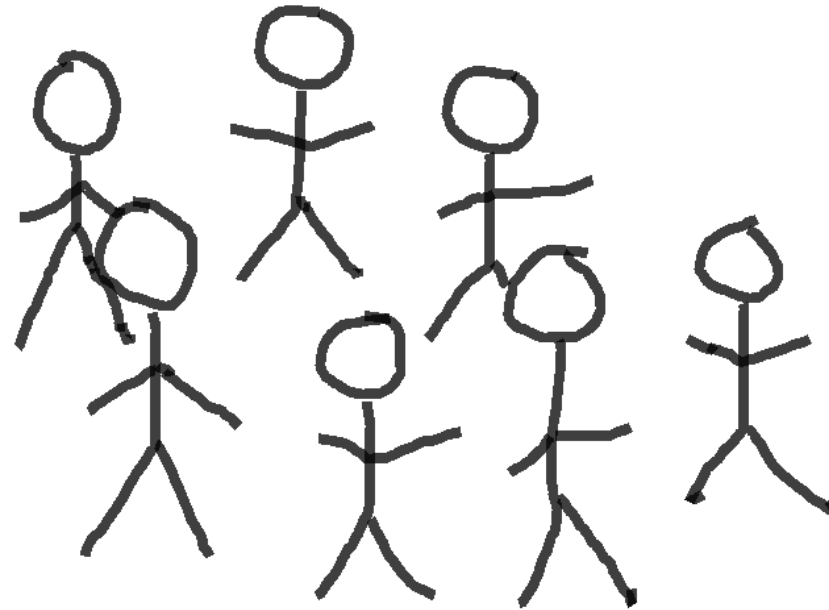
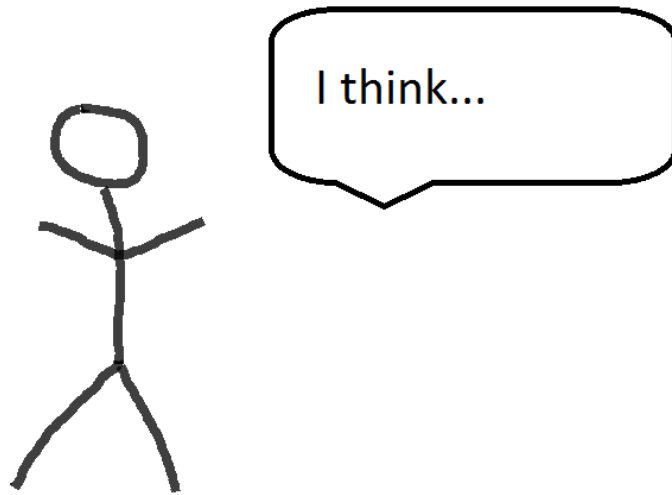
So, why do we even need data?



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Evidence informed...



Data can tell us interesting things...



University researchers found that **Female-named hurricanes are more deadly**. Based on a study of the most damaging hurricanes in the United States during six recent decades, the ones with “relatively feminine” names killed an average of 42 people, almost three times the 15 killed by hurricanes with “relatively male” names.



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Our Students' Association and student reps DO NOT have access to data, DO NOT understand or analyse the data and DO NOT use it to enhance the student learning experience

Our Students' Association and student reps DO have access to data, but DO NOT fully understand nor analyse the data effectively, and DO NOT use it to enhance the student learning experience

Our Students' Association and student reps DO have access to data, DO fully understand and analyse the data effectively, but DO NOT use it to enhance the student learning experience

Our Students' Association and student reps DO have access to data, DO fully understand and analyse the data effectively, and DO use it to enhance the student learning experience



Partnership in Action

Simon Varwell, Senior Development Consultant
Stef Black, Development Consultant



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What we are covering

1. Different ways of viewing partnership.
2. What is (and isn't) partnership.
3. Partnership in our sector – and in your role.



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Let's play cards!

- On your table is a pack of cards: each contains a short scenario.
- You also have a diagram about partnership.
- Work together to place the cards on the diagram.
- You have 15 minutes!



Check out the other diagrams

- Was your diagram helpful and easy to use?
- Which is most useful for helping you understand **partnership for individual students?**
- Which is most useful for helping you understand **partnership for students' associations?**
- Is partnership always achievable?
- Is partnership always desirable?
- How would you define what partnership is and isn't?



Tertiary Quality Framework



As part of the development of a new TQF, sparqs have developed a new draft partnership model based on our existing staircase.

The expectation is that this new partnership model will sit at the centre of the framework and in the development of new quality arrangements.

As such it will be important for you to consider what student engagement and partnership looks like as this develops.



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What does student engagement in quality look like?

Student Learning Experience

Dialogue with students
+ feedback and survey data;
+ other evidence of student success.

Student as . . .



Partner

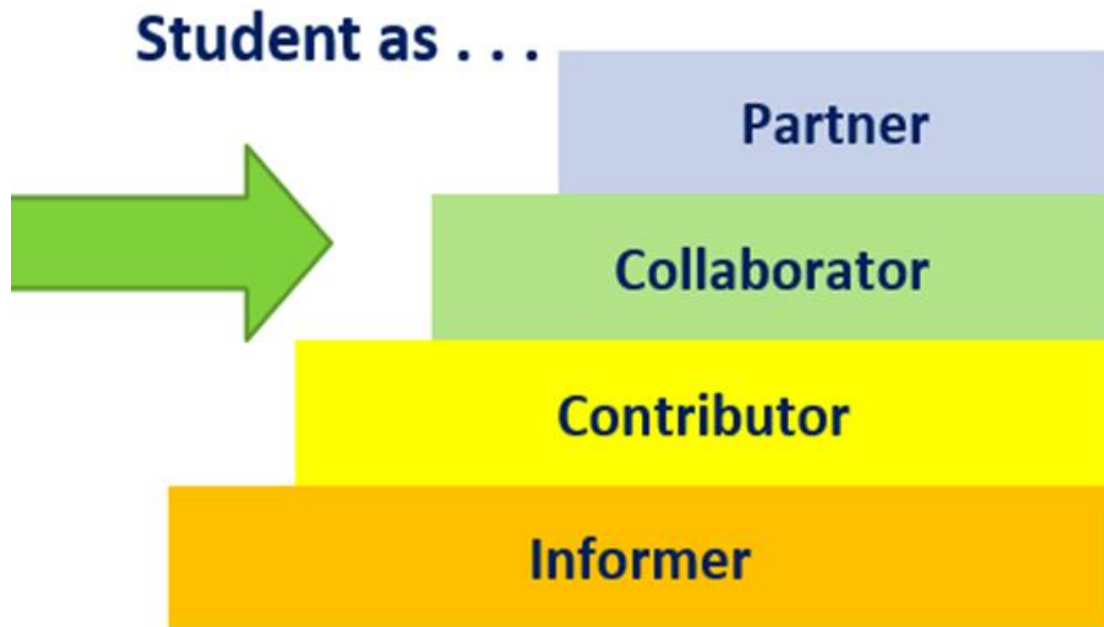
Collaborator

Contributor

Informer



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This model is **not hierarchical** to be used like a ladder, where you move up from informer to contributor and so on; rather the levels are like building blocks, the focus is on the importance of building a **partnership approach**, whilst recognising that students will continue to **engage at every and all levels, sometimes simultaneously.**



Informer

Students are aware of, and understand, the opportunities that exist to provide feedback and engage in those processes.



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Contributor

Students are identified as key providers of insight for specific projects and generate clear objectives that shape change.



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Collaborator

Students are recognised as having a role in shaping processes and can identify areas that they have influenced. They will support the generating and using of evidence and data in development, analysis, and action planning.



Partner

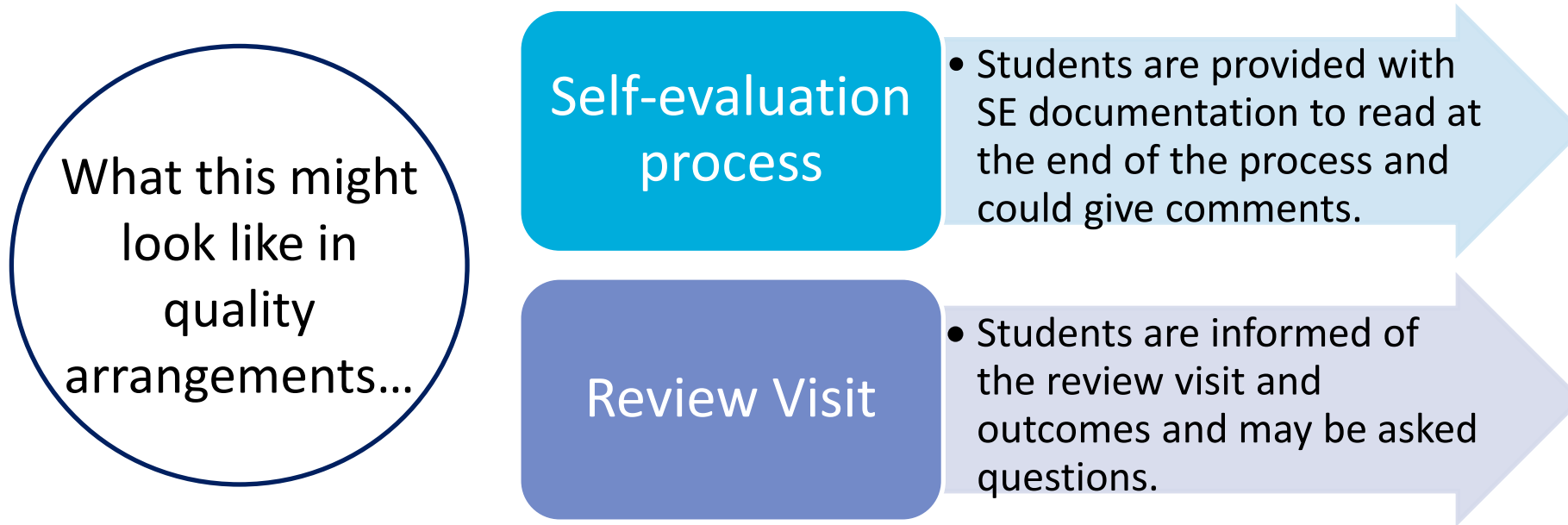
Students are actively engaged and involved on an equal basis in all aspects of the process, from co-design to implementation.



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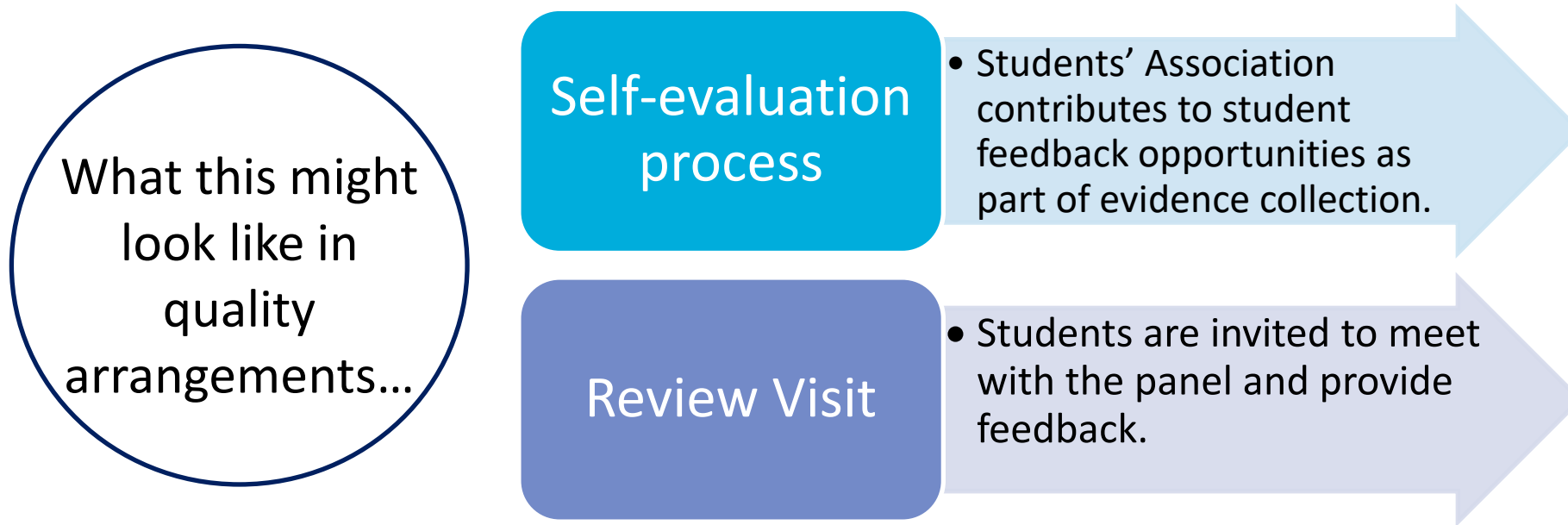
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Students are aware of, and understand, the opportunities that exist to provide feedback and engage in those processes.



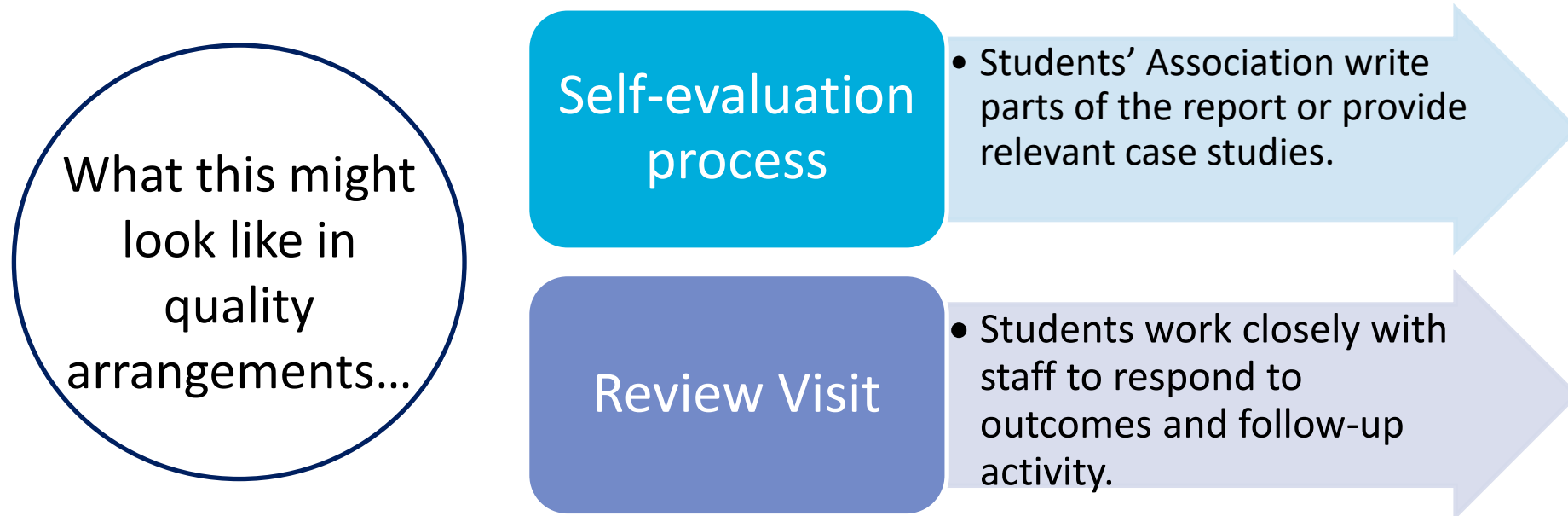
Contributor

Students are identified as key providers of insight for specific projects and generate clear objectives that shape change.



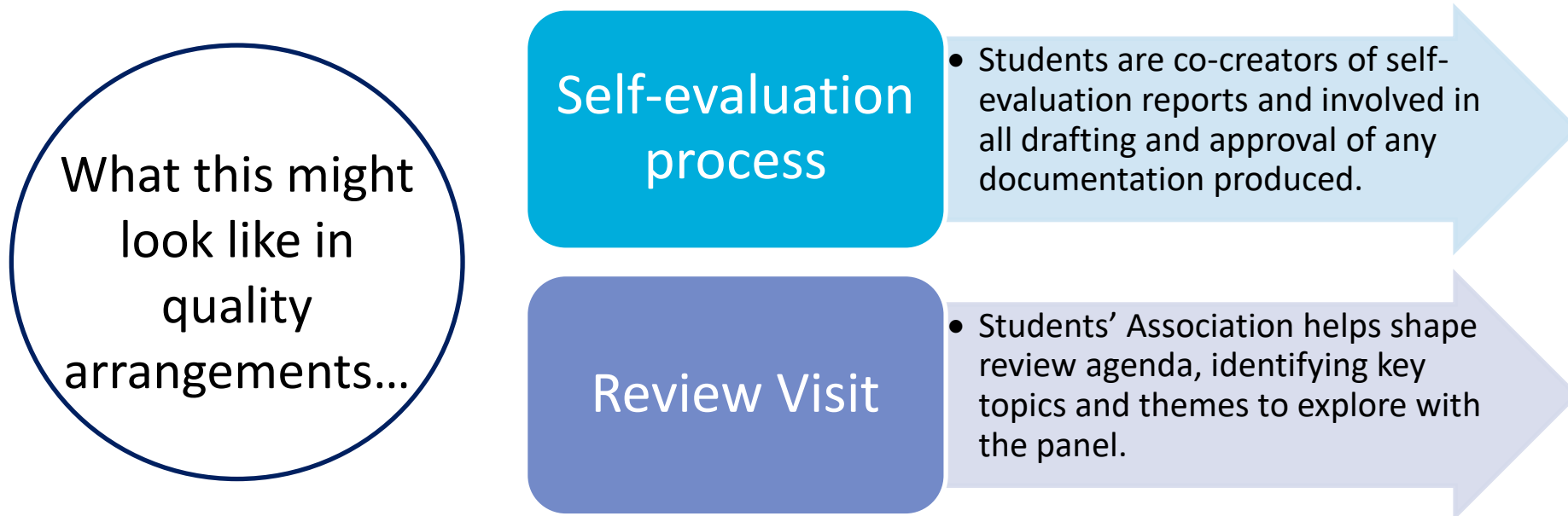
Collaborator

Students are recognised as having a role in shaping processes and can identify areas that they have influenced. They will support the generating and using of evidence and data in development, analysis, and action planning.



Partner

Students are actively engaged and involved on an equal basis in all aspects of the process, from co-design to implementation.



What do you need to do?

Think critically about partnership: is it truly partnership of just placation? How can you support students to engage as partners and help the institution to recognise students as partners?

Reflect on your own approach: do you embody a partnership approach in your work as an officer, whether that is with your fellow officers, course reps, or staff?

Recognise challenges: how can you ensure that a wide range of diverse students can be active partners in exploring the quality of their learning experience? What opportunities and support are needed to ensure all can engage?



What next?



Further explore TQF and new quality arrangement



Think about who do you need to work with start the conversation



Consider how sparqs support you and get in touch



Explore other areas of work like SPAs, SE analysis workshops as tools to develop and support strong partnership working



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Conclusions and Intro to Day 2



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Monitoring the Diversity of Reps

- For the past 5 years, sparqs have undertaken a project monitoring the diversity of course reps across Scotland.
- In 2021/22, the project received responses from over 3000 reps in 23 institutions.
- As the project develops further, sparqs aims to build an increasingly complete understanding of rep diversity at the national level in Scotland.
- This includes understanding the **diversity of our national officers**.
- Please take a couple of minutes now to fill out our diversity questionnaire.



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Introduction to Day 2



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Welcome to Central Scotland University College!



- Tomorrow, each tutor group will become the Students' Association for the newest tertiary institution in Scotland.
- Throughout the day, you'll be working on activities, receiving visits from sector organisations, and experiencing a day in the life of quality!



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What do we know about Central Scotland University College (CSUC)?



- CSUC is a **tertiary institution**, offering courses across the full range of Scottish qualifications, including (but not limited to!) apprenticeships, NQs, HNDs & HNCs, undergraduate degrees and doctorates.
- The **curriculum is broad**, offering courses across a large range of subject areas.
- CSUC is **multi-campus** and has sites across Scotland.
- It's still fairly **new**, so there's a lot of development work going on and some processes and procedures may still be in development.
- The Students' Association is comprised of around 12 officers and staff members – you!



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What's the purpose of this activity?

This simulation will give you the chance to:

- try out some of the learning you've gained over the course in practice in a safe space.
- develop problem-solving, critical thinking, communication, negotiation, teamwork and time management skills.
- learn from your fellow officers and staff members.
- meet sector agency staff you'll work with in your roles.



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What will I need to do?

- In tutor groups, you'll become the students' association of CSUC.
- You won't be allocated specific roles e.g. President.
- You will receive communications into your in-tray throughout the day and make decisions as a group about how to handle them.
- You'll also be receiving two visits throughout the day – one from Education Scotland and QAA Scotland and the other from the Scottish Funding Council.



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Time	Barcelona	Venice	Washington	Vancouver	Melbourne	Quay
10.00	Introduction to day 2					
10.15						
11.00	Review visit			SFC visit		
11.30		Review visit			SFC visit	
12.00			Review visit			SFC visit
12.30	Lunch					
13.15		SFC visit			Review visit	
13.45	SFC visit			Review visit		
14.15			SFC visit			Review visit
14.45	Complete your reflections					
15.15	Break					
15.30	Debrief and Meet the Agencies					
16.30	Conclusions					
16.45	Finish					



Top Tips

- Just be yourself - you don't need to 'act' (unless you want to!)
- Be creative and use your imagination – but keep within the realms of real life!
- None of the tasks are designed to 'catch you out'. Having said that, read them carefully!
- If you need help, speak to your tutor group lead. We can't tell you what to do, but we can provide guidance and help you understand the tasks.



End of day 1

- Thank you for all of your hard work!
- After this closing session you can check-in to the accommodation.
- **Dinner is at 7pm**
- Check-out of accommodation tomorrow after breakfast.
- Be back here **between 9.30 and 10 tomorrow** to start day 2!



**Thank you and see you at 7pm for
dinner!**



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