



# **That's Quality 2015 Universities Workbook**

Tuesday 14<sup>th</sup> – Wednesday 15<sup>th</sup> July 2015  
The Mews (NASUWT)  
35 Young Street North Lane  
Edinburgh  
EH2 4JD

## **Introduction to the event**

This event has been designed for you to work with your fellow students' association colleagues to create learning and teaching objectives for the year ahead and then to understand how the quality enhancement framework can be used to achieve these goals.

You will see this reflected in the aim and objectives below.

**Aim:** to equip you with the knowledge and ability to use the quality enhancement agenda to deliver change for your students' learning and teaching experience.

### **Objectives:**

By the end of the event you will:

- Be able to describe the various elements of Quality Enhancement Framework
- Be able to explain the roles of the different sector agencies and how they can support you
- Be able to explain how quality affects your students' learning experience
- Have created an action plan to enhance your students' learning experience

## **About your workbook**

The workbook aims to enhance your learning experience by acting as a tool for reviewing your learning as the amount of information that you are able to recall from any learning experience declines drastically within one week of the learning having taken place. It will also enhance your learning, thinking and remembering skills and will increase your knowledge and your confidence. Feel free to make notes all over the place and doodle when you need some thinking space.

By conducting a review of your learning at monthly intervals throughout the year ahead, not only will you be able to transfer this learning into your long term memory, but you will also remind yourself of ideas and aims that you wanted to achieve at the beginning of the year!

## Agenda

### Day 1: Tuesday 14<sup>th</sup> of July

10.30 – 11.00	<b>Registration</b>
11.00 – 11.15	<b>Introduction to day one</b>
11.15 – 12.45	<b>You're the expert</b> The aim of this session is to introduce you to the role of sparqs in supporting your role as a student expert and partner in learning and teaching decision making.
12.45 – 13.30	<b>Lunch</b>
13.30 – 14.30	<b>Scottish HE context panel</b> Rowena Pelik, Director QAA Scotland Gus MacLeod, Senior Policy Officer, SFC Rob Henthorn, VP Education NUS Scotland
14.30 – 15.00	<b>What you should know about quality</b> An introduction to the Quality Enhancement Framework.
15.00 – 15.15	<b>Coffee break</b>
15.15 – 17.00	<b>Using quality to drive change</b> Participative workshop in which you will learn how different quality mechanisms can be used to initiate change within your institutions.
17.00 – 17.15	<b>Conclusions and end of day one</b>

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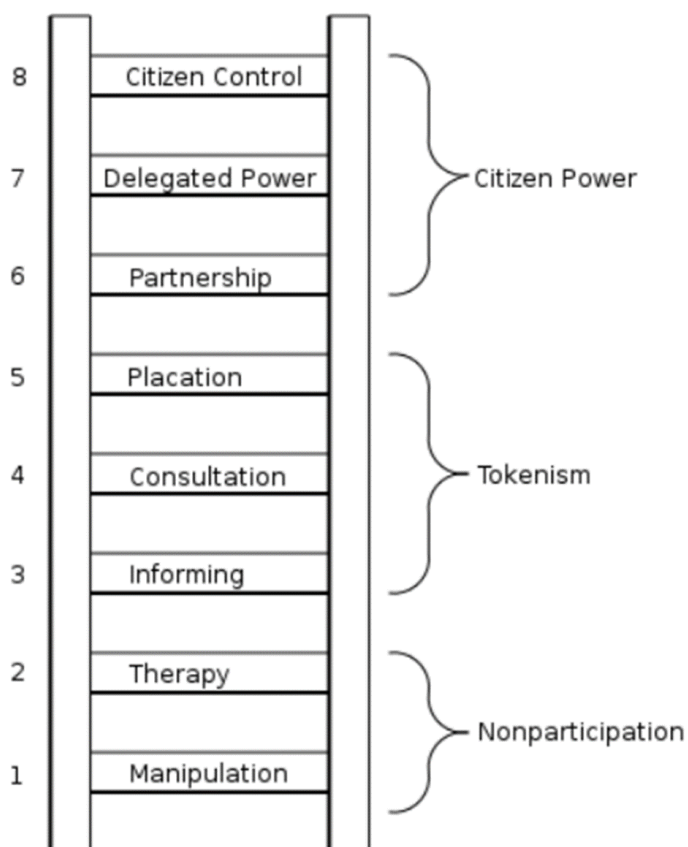
## Day 2: Wednesday 15<sup>th</sup> of July

09.30 – 10.00	<b>Introduction to day two</b>
10.00 – 11.00	<b>Understanding the national picture</b> Megan McHaney, Policy and Public Affairs Officer and Rob Henthorn, VP Education, NUS Scotland
11.00 – 12.00	<b>Reaching your students: engaging students and class reps in quality</b> Practical steps to involve students in quality processes and how to prepare them to participate successfully.
12.00 – 12.45	<b>Lunch</b>
12.45 – 14.45	<b>What do you want to achieve?</b> In this session you will have an opportunity to think about your key priorities in learning and teaching for the year ahead and develop your action plan.
14.45 – 15.00	<b>Conclusions and close</b>

**Day 1 - Tuesday 14<sup>th</sup> July 2015**

**You're the expert**

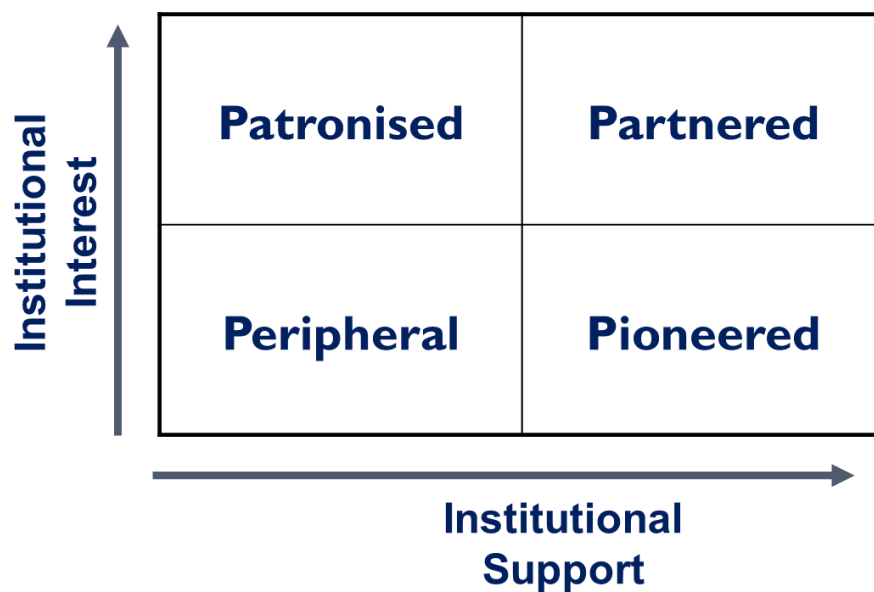
Eve Lewis, Head of sparqs



(A ladder of citizen participation, Sherry Arnstein, 1969)

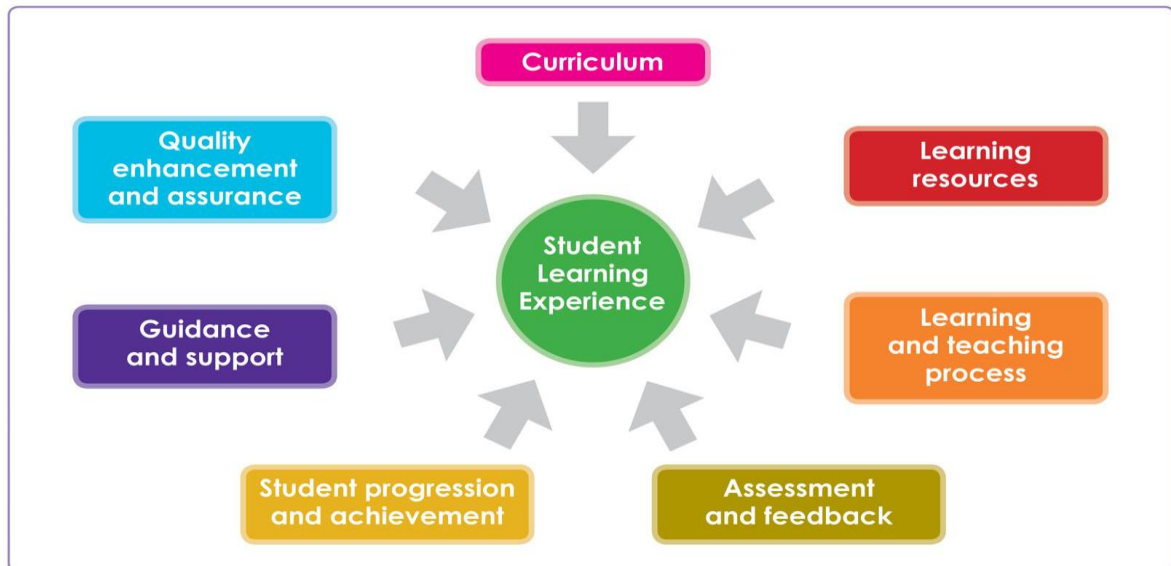
Your notes:

**Cadogan matrix of institutional / students' association relationships**



Your notes:

## The Student Learning Experience



Your notes:

**What issues made you stand for election?**

**What key education issue did you highlight in your manifesto?**

**What would you like to change about the Student Learning Experience at your institution? How will you know things have changed? Are there any other immediate issues you would like to explore after considering the SLE?**  
Keep notes of issues you might want to address as you go through the two days.



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**Scottish HE context panel discussion**

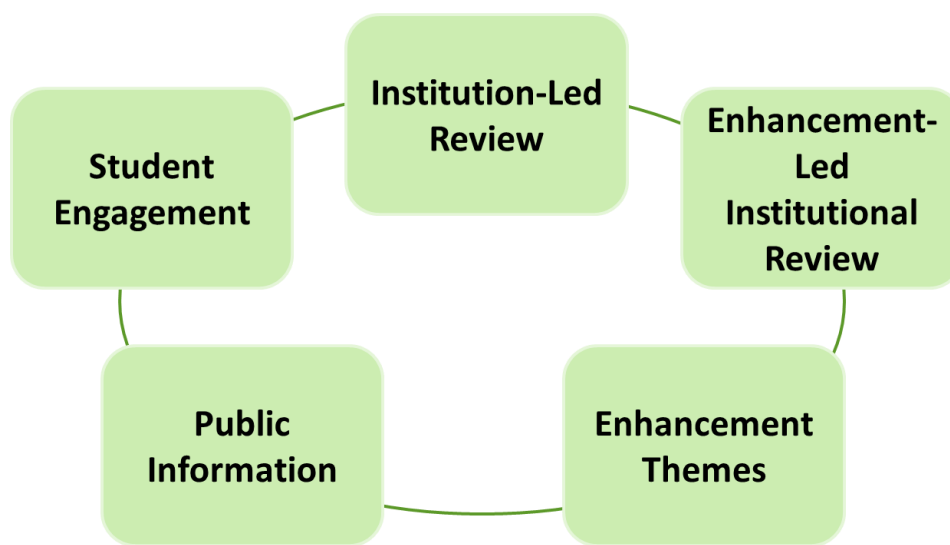
Rowena Pelik, Director QAA Scotland, Gus MacLeod, Scottish Funding Council  
and Rob Henthorn, VP Education, NUS Scotland

Your notes:

## What you should know about quality

Simon Varwell, sparqs

### Quality Enhancement Framework for Universities



Your notes:

**Using quality to drive change**

Hannah Clarke, sparqs

Your notes:

**Day 2: Wednesday 15<sup>th</sup> July 2015**

**Understanding the national picture**

Megan McHaney, Policy and Public Affairs Officer and Rob Henthorn, VP Education  
NUS Scotland

Your notes:

**Reaching your students: engaging students and class reps in quality**

Phil McGuinness, sparqs

Your notes:

## What do you want to achieve?

Simon Jones, sparqs

### Writing and Achieving SMART Objectives

#### Setting goals is easy but achieving them isn't

That's why setting "SMART" goals - Specific, Measurable, Achievable, Realistic and Timely - is the first step in making your goal a reality.

Make your goal as Specific as possible and express it in positive terms. Do you want to stop losing money or do you want to start making money? How much money do you want to make?

How do you Measure success? You'll need a way to evaluate your progress and determine if you're moving towards your goal. For example, if you want to improve your finances, then you should have a way of keeping track of income and expenses.

Is your goal Achievable? Consider whether you have the resources necessary to achieve your goal. If not, you need to determine if you can assemble everything required to streamline your process. Remove any obstacles before you get started!

Realistic goals are achievable goals, unrealistic goals are just dreams. It's not necessary to be negative but take time to honestly evaluate whether you're being realistic. Losing 30 pounds in 2 weeks is not impossible but it's not very likely and certainly not healthy.

Make your goal Timely by stating a due date for your goal AND the action steps involved in achieving it.

<b>Specific</b>	Is the objective precise and well-defined? Is it clear? Can everyone understand it?
<b>Measurable</b>	How will the individual know when the task has been completed? What evidence is needed to confirm it? Have you stated how you will judge whether it has been completed or not?
<b>Achievable</b>	Is it within their capabilities? Are there sufficient resources available to enable this to happen? Can it be done at all?
<b>Realistic</b>	Is it possible for the individual to perform the objective? How sensible is the objective in the current business context? Does it fit into the overall pattern of this individual's work?
<b>Timely</b>	Is there a deadline? Is it feasible to meet this deadline? Is it appropriate to do this work now? Are there review dates?

### **Align your goals with your values**

If your goal doesn't reflect your beliefs and character then you'll have difficulty achieving it. And even if you do manage to get what you want, you won't be very happy. Set a goal which is meaningful to you and be clear about the consequences of your outcome.

### **Share your goals with three to five key people**

Not everyone needs this strategy with every goal but almost everyone can benefit from it at some point. Finding supportive, positive people is key because you certainly don't need anyone sabotaging your progress.

### **Assemble everything you need before you need it**

This prep work is vital in eliminating the frustrating and time consuming "running around" which can derail your progress later on.

### **Minimise potential challenges**

There are 3 key ways to prevent overconfidence and poor planning from creating obstacles down the line:

- Create a complete, measurable, action plan which includes all the steps necessary to achieve your goal. Don't forget due dates for each step.
- Incorporate all your actions into your schedule. Add them to your calendar with anywhere from 10-20% flexitime to help you control any unexpected delays.
- Regularly evaluate your progress. You may need to make changes or adjustments as your project takes shape. Anticipate them so you won't get blind-sided.

### **Complete at least one action per day**

Consistent actions will propel you towards your goal. Even choosing a small task will make a dent in your to-do list and may motivate you to do even more.

### **Establish a support system**

Who or what can provide you with encouragement, advice, healthy feedback or a willing ear?

### **Reward yourself**

Don't wait until you achieve your goal, especially if it's a long-term one. Reward yourself as you reach certain milestones. Something as simple as scheduling time for yourself or perhaps a special treat that you've felt guilty about indulging in can keep you motivated to keep going.

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Your notes:



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Your notes:

sparqs  
1 Papermill Wynd  
Edinburgh  
EH7 4QL

T: 0131 622 6599  
[www.sparqs.ac.uk](http://www.sparqs.ac.uk)