



# **That's Quality! 2017 Universities**

## **Workbook**

Wednesday 26<sup>th</sup> and Thursday 27<sup>th</sup> July 2017  
West Park Conference Centre  
319 Perth Road  
Dundee  
DD2 1NN

## **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.

**Audience:** Student officers with an education remit, students' association staff and senior reps/executive officers.

The aim of the event is to equip participants with the knowledge and ability to use the quality enhancement agenda to deliver change for their students' learning and teaching experience.

The event will enable student officers and students' association staff to develop:

- A broad understanding of student partnership and student engagement in quality enhancement.
- An awareness and understanding of the five elements of the Quality Enhancement Framework.
- An understanding of the new Enhancement Theme and how it relates to your students.
- An understanding of the different sources of data and information universities use and how you can use these to make change.

The hashtag for the event is **#TQ17uni**

## **Important Information**

The safeguarding phone number is **07966104056**. Please phone this number in case of emergencies only.

---

## **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 memory 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

**Wednesday 26<sup>th</sup> July 2017**

10.00 – 10.30	<b>Registration and coffee</b>
10.30 – 10.45	<b>Introduction and welcome</b>
10.45 – 12.15	<b>Quality Enhancement in Scotland and why it matters to students</b> Representatives from the Scottish Funding Council, QAA Scotland and NUS Scotland will discuss the Scottish HE Landscape, priorities for the sector and why quality matters to your students.
12.15 – 12.30	<b>Coffee break</b>
12.30 – 13.30	<b>What is student partnership?</b> This session will introduce you to the role of sparqs, and some key concepts that will guide your work this year.
13.30 – 14.15	<b>Lunch</b>
14.15 – 15.15	<b>Understanding the quality landscape</b> An introduction to the Quality Enhancement Framework and the other mechanisms and procedures that ensure the best possible student experience at universities in Scotland.
15.15 – 15.45	<b>Coffee break and check into accommodation</b>
15.45 – 17.00	<b>Engaging Students in Institution-led Review (ILR)</b> This session will look at the background and purpose of ILRs, how students can be involved at all stages and what support is needed to ensure meaningful student engagement.
17.00 – 17.15	<b>Conclusions and end of day one</b>
19.00	<b>Dinner</b>

## Thursday 27<sup>th</sup> July 2017

09.30 – 10.00	<b>Check-out, arrival and coffee</b>
10.00 – 10.30	<b>Introduction to day two</b>
10.30 – 12.00	<b>Engaging with the new Enhancement Theme</b> This session will provide an introduction to the new Enhancement Theme and an opportunity to discuss how students can shape the work of the Theme over the next three years. The session will be led by Professor Karl Leydecker, Vice-Principal Learning and Teaching at the University of Dundee and Chair of the new Theme.
12.00 – 12.45	<b>Lunch</b>
12.45 – 14.15	<b>Understanding and Using Data</b> This session will introduce you to a variety of data universities use (including NSS, LEO and TEF) and how students' associations can use this information for change. This session will be led by Dr Alastair Robertson, Director of Learning and Teaching Enhancement at the University of Abertay.
14.15 – 14.30	<b>Break</b>
14.30 – 15.30	<b>What's next?</b> In this session you will have an opportunity to think about your key priorities in learning and teaching for the year ahead and what you need to do when you go back to your institution.
15.30 – 15.45	<b>Conclusions and finish</b>

## **Quality Enhancement in Scotland and why it matters to students**

Representatives from the Scottish Funding Council, QAA Scotland and NUS Scotland will discuss the Scottish HE Landscape, priorities for the sector and why quality matters to your students.


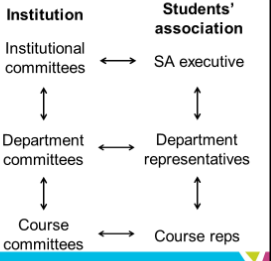


### **Your notes**

## What is student partnership?

This session will introduce you to the role of sparqs, and some key concepts that will guide your work this year.


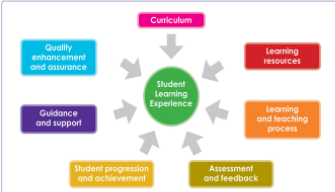

### Your notes from introductory presentation



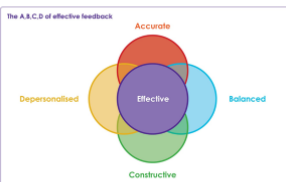
### Your notes from participative exercise

Students	Your notes
<p><b>Representative structures</b> </p> <p>The diagram on the right is a generic example of a representative structure. What does yours look like?</p> <p>What are the strong or weak links in your representative structures and engagement with your institution?</p> <p>How can you ensure that the Exec is aware of the experiences and work of course reps, and indeed ordinary students?</p> <p>And how can the student view be effectively communicated to staff and university committees?</p> 	
<p><b>Responding to diversity</b> </p> <p>A feature of Scotland's Student Engagement Framework is "responding to diversity".</p> <p>This means two things:</p> <ol style="list-style-type: none"> <li><b>1. Demographic diversity</b> – age, gender, sexual orientation, disability, nationality and so on.</li> <li><b>2. Educational diversity</b> – which includes so-called "non-traditional" students such as those doing postgraduate, part-time, distance learning, transnational or work-based study.</li> </ol> <p>How do you engage with and represent all these diverse students and learning experiences effectively?</p> 	

Partners	Your notes								
<p><b>Citizen Control</b> – Citizens fully in charge of planning, policy and management.</p> <p><b>Delegated power</b> – Citizens in dominant or veto-wielding positions over certain matters.</p> <p><b>Partnership</b> – Shared planning through jointly-owned structures.</p> <p><b>Placation</b> – Inviting some citizens to participate in structures, but often limited in number and advisory in role.</p> <p><b>Consultation</b> – Asking for views, but decision are still made by those in authority.</p> <p><b>Informing</b> – A one-way flow of communication about what is happening or has been decided.</p> <p><b>Therapy</b> – Citizens are educated to cure them of their incorrect views.</p> <p><b>Manipulation</b> – Citizens are engineered to support or rubber-stamp existing decisions.</p> <p><a href="http://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation.html">http://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation.html</a></p> <p><b>A Ladder of Citizen Participation</b> by Sherry R. Arnstein (1969) was developed from researching citizen involvement in local community decision-making in the USA, but the model is widely applicable to education.</p> <p>For most, partnership is the ideal. But...</p> <p>Where do you see tokenism or non-participation in your institution? Why do they happen? How can you change this?</p> <p>Where might there be justification for delegated power or citizen control in your institution? Why might that be in both students' and the institution's interests?</p>									
<p><b>A Matrix of Institutional and SA Relationships</b></p> <p>This matrix was developed by an experienced SA manager who reflected on how a university's support for and interest in the SA affects the relationship between the two.</p> <p>For example, if the university is neither supportive nor interested, the SA is <b>peripheral</b> to its thinking.</p> <p>If it provides little support to the SA but shows great interest in its work, it is <b>patronising</b> it.</p> <p>Low interest but high support leads to a <b>pioneering</b> SA.</p> <p>Giving both will create <b>partnership</b> between the two.</p> <p>(Peter Cadogan) <a href="http://www.sparqs.ac.uk/resource-item.php?item=166">http://www.sparqs.ac.uk/resource-item.php?item=166</a></p> <table border="1" data-bbox="347 734 647 898"> <tr> <td rowspan="2" style="vertical-align: middle;">Institutional interest in SA ↑</td> <td style="text-align: center;">Patronised</td> <td style="text-align: center;">Partnered</td> </tr> <tr> <td style="text-align: center;">Peripheral</td> <td style="text-align: center;">Pioneered</td> </tr> <tr> <td></td> <td colspan="2" style="text-align: center;">Institutional support to SA →</td> </tr> </table> <p>Where do you think your SA is currently, and what is your evidence for this? If you want to be somewhere different, how do you get there?</p>	Institutional interest in SA ↑	Patronised	Partnered	Peripheral	Pioneered		Institutional support to SA →		
Institutional interest in SA ↑		Patronised	Partnered						
	Peripheral	Pioneered							
	Institutional support to SA →								
<p><b>Students as...</b></p> <p>We say students should be partners – but there are different models of partnership.</p> <p>When we help universities and students' associations develop Student Partnership Agreements, we use an exercise to help participants think about sort of partnership they would like to develop.</p> <p>Have a look at the accompanying cards. Which model (or models) of partnership do you currently have between your university and students' association, and which would you aspire to having?</p>									



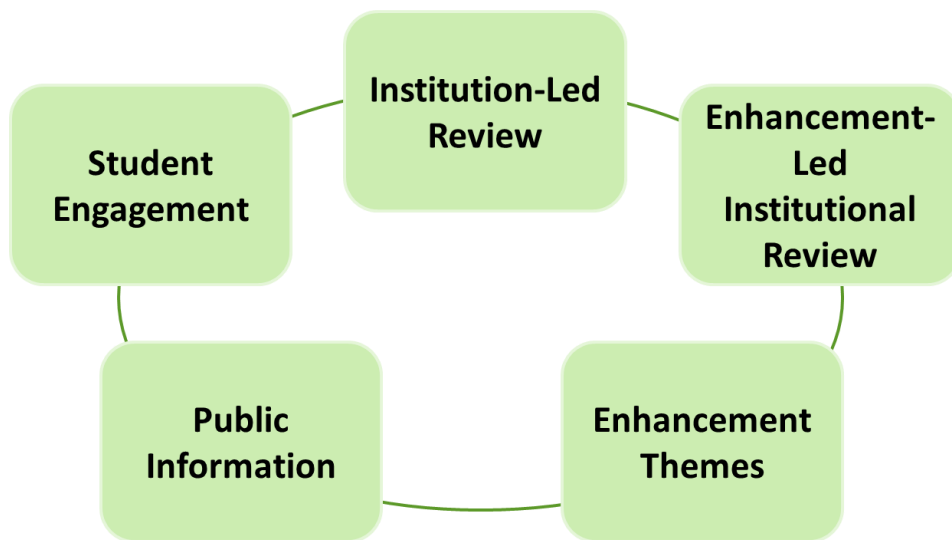
Quality	Your notes
<p><b>The Student Learning Experience</b> </p>  <p>sparqs' Student Learning Experience diagram is at the heart of much of its work. It helps students (and staff) to create conversations about specific, meaningful elements of learning and identify the student view in each. That in turn helps improve quality.</p> <p>Have a look at the questions against each heading on the accompanying sheet. There are too many to answer just now, but discuss how, through your representative structures or other means, you could find out the answers. And are there some headings where you know more or have more concerns than in other headings?</p>	
<p><b>The Quality Code</b> </p> <p>The UK Quality Code for Higher Education sets out the expectations that all providers of UK higher education are required to meet. It was developed in conjunction with the sector and is maintained and published by the Quality Assurance Agency.</p> <p>The expectations relate to a range of different aspects of standards and provision, and are spread across multiple chapters. See <a href="http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code">http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code</a></p> <p>Let's just look at one chapter - B3: Learning and Teaching. Look at the nine indicators it contains. Think about how you would find out what your university does to achieve these indicators, and what role your students' association plays (or should play) in achieving them.</p>	

Enhancement	Your notes				
<p><b>Enhancement v assurance</b> </p> <p>Universities undertake both quality assurance and quality enhancement. What activities can you think of within your university that would be examples of either assurance or enhancement? What are the advantages of assurance and enhancement, and how can your SA contribute to them?</p> <table border="1" data-bbox="207 1265 638 1433"> <thead> <tr> <th>Quality assurance</th> <th>Quality enhancement</th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> <li>About achieving set standards within learning and teaching.</li> <li>Often driven by data and policies.</li> <li>Can be great at identifying "at risk" areas of work or weaknesses in compliance with regulations.</li> <li>Is sometimes criticised for being too focused on "ticking boxes" and not encouraging new ideas.</li> </ol> </td> <td> <ol style="list-style-type: none"> <li>About always trying to do better, regardless of how well you're already doing.</li> <li>Requires constant reflection on your own practice.</li> <li>Depends on a regular stream of new ideas and fresh thinking.</li> <li>Doesn't let universities rest on their laurels - so can feel exhausting!</li> </ol> </td> </tr> </tbody> </table>	Quality assurance	Quality enhancement	<ol style="list-style-type: none"> <li>About achieving set standards within learning and teaching.</li> <li>Often driven by data and policies.</li> <li>Can be great at identifying "at risk" areas of work or weaknesses in compliance with regulations.</li> <li>Is sometimes criticised for being too focused on "ticking boxes" and not encouraging new ideas.</li> </ol>	<ol style="list-style-type: none"> <li>About always trying to do better, regardless of how well you're already doing.</li> <li>Requires constant reflection on your own practice.</li> <li>Depends on a regular stream of new ideas and fresh thinking.</li> <li>Doesn't let universities rest on their laurels - so can feel exhausting!</li> </ol>	
Quality assurance	Quality enhancement				
<ol style="list-style-type: none"> <li>About achieving set standards within learning and teaching.</li> <li>Often driven by data and policies.</li> <li>Can be great at identifying "at risk" areas of work or weaknesses in compliance with regulations.</li> <li>Is sometimes criticised for being too focused on "ticking boxes" and not encouraging new ideas.</li> </ol>	<ol style="list-style-type: none"> <li>About always trying to do better, regardless of how well you're already doing.</li> <li>Requires constant reflection on your own practice.</li> <li>Depends on a regular stream of new ideas and fresh thinking.</li> <li>Doesn't let universities rest on their laurels - so can feel exhausting!</li> </ol>				
<p><b>The A,B,C,D of Effective Feedback</b> </p> <p>Quality enhancement gives great scope for student views, but depends on those views being conveyed in a spirit of partnership.</p> <p>How can you ensure that, at all levels, the student view meets the ABCD of Effective Feedback? What behaviours or activities will contribute to this?</p>  <p><b>Accurate</b> - Creating a case for change by providing research and data, rather than just generalisations.  <b>Balanced</b> - Building good relationships by praising positives and not just criticising negatives.  <b>Constructive</b> - Proposing potential solutions, rather than the customer model of just identifying problems.  <b>Depersonalised</b> - Talking about the impact on students' learning, rather than criticising individual staff.</p>					

## Understanding the quality landscape

An introduction to the Quality Enhancement Framework and the other mechanisms and procedures that ensure the best possible student experience at universities in Scotland.

### Quality Enhancement Framework for Universities



**Your notes**

## **Engaging Students in Institution-led Review (ILR)**

This session will look at the background and purpose of ILRs, how students can be involved at all stages and what support is needed to ensure meaningful student engagement.

### **Your notes**

## **Engaging with the new Enhancement Theme**

This session will provide an introduction to the new Enhancement Theme and an opportunity to discuss how students can shape the work of the Theme over the next three years. The session will be led by Professor Karl Leydecker, Vice-Principal Learning and Teaching at the University of Dundee and Chair of the new Theme.

### **Your notes**

## **Understanding and Using Data**

This session will introduce you to a variety of data universities use (including NSS, LEO and TEF) and how students' associations can use this information for change. This session will be led by Dr Alastair Robertson, Director of Learning and Teaching Enhancement at the University of Abertay.

### **Your notes**

## **What's next?**

In this session you will have an opportunity to think about your key priorities in learning and teaching for the year ahead and what you need to do when you go back to your institution.

## **Your notes**

## sparqs University Support Contact List 2017-18

<p><b>David Scott</b></p> <p>The University of Edinburgh University of Stirling</p>	<p><b>Simon Varwell</b></p> <p>The Robert Gordon University University of Aberdeen University of the Highlands and Islands</p>
<p><b>Hannah Clarke</b></p> <p>Edinburgh Napier University University of Abertay University of Dundee University of St Andrews</p>	<p><b>Morven Stewart</b></p> <p>Glasgow Caledonian University Glasgow School of Art Royal Conservatoire of Scotland</p>
<p><b>Lindsay Isaacs</b></p> <p>Queen Margaret University SRUC University of Glasgow</p>	<p><b>Stef Black</b></p> <p>Heriot-Watt University University of Strathclyde University of the West of Scotland The Open University in Scotland</p>

## SFC Outcome Agreement Manager Contacts

To find out who your Outcome Agreement Manager is please visit the Scottish Funding Council website:

<http://www.sfc.ac.uk/aboutus/Staff/StaffAccessSkillsandOutcomeAgreements.aspx>

## **sparqs Contacts**

### **Director: Eve Lewis**

Mobile: 07813 014679

Email: [eve.lewis@sparqs.ac.uk](mailto:eve.lewis@sparqs.ac.uk)

As Director of sparqs, Eve is responsible for managing the agency on behalf of the Scottish Funding Council. She provides strategic direction and management support to the sparqs team, and maintains close links with other sector agencies both at home and abroad. Eve took up her post within sparqs in July 2010. Previously, she was Education and Welfare Manager at Heriot-Watt University Students' Association for eighteen years, managing their non-commercial activities including their extensive work on academic representation.

### **Institutional Support and Development Manager: David Scott**

Mobile: 07977 980867

Email: [david.scott@sparqs.ac.uk](mailto:david.scott@sparqs.ac.uk)

David leads on two of the strategic aims of sparqs work; supporting students to engage in their university/college experience and supporting the development of student engagement practices and activities in institutions and their students' associations. He is the lead on sparqs' conferences, oversees Course Rep Training provision and is a key member of the international ESPAQ project, which focuses on student engagement in Armenian higher education's national quality processes. Previously, he was Head of Learner Services at Dundee and Angus College with responsibility for a range of academic support services as well as working for Education Scotland as an Associate Assessor. David joined sparqs in June 2014.

### **Development Consultant: Simon Varwell**

Mobile: 07815 938966

Email: [simon.varwell@sparqs.ac.uk](mailto:simon.varwell@sparqs.ac.uk)

Simon works mainly within our first two strategic aims. His current projects include our work on student engagement in transnational education and online & distance learning, a forthcoming combined toolkit on course rep systems, our Academic Representation Co-ordinators' network, and the development of various course rep training modules. He works with the College Development Network and NUS Scotland on college board member inductions, and is involved in a number of sparqs' international projects, such as in Ireland and Armenia. He is also responsible for our Twitter content and Talking Student Engagement interview series. He is a graduate of the University of Aberdeen, where he was President of the Students' Association, and has previously worked for UHI Millennium Institute (the precursor to the University of the Highlands and Islands) and Glasgow University SRC. Simon has been with sparqs since 2007 and is based in Inverness.



**Development Consultant: Hannah Clarke**

Mobile: 07966 104056

Email: [hannah.clarke@sparqs.ac.uk](mailto:hannah.clarke@sparqs.ac.uk)

Hannah's main work area is around working to support student engagement with national sector agencies, and university and college quality arrangements. She oversees sparqs' work around the QAA Enhancement Themes and is the lead within sparqs on Student Partnership Agreements. She previously worked in college articulation at Glasgow Caledonian University and in student support services at the University of St Andrews. She is a graduate of the University of St Andrews and the University of London. Hannah joined sparqs in June 2014.

**Development Consultant: Morven Stewart**

Mobile: 07469 354246

Email: [morven.stewart@sparqs.ac.uk](mailto:morven.stewart@sparqs.ac.uk)

Morven is a previous sparqs Associate Trainer, having joined us in 2013-14 while studying at Glasgow School of Art. She went on to join the main staff team in 2016, initially to complete a number of projects, including revising our Course Rep Training materials for supported education students and developing and implementing training for Apprentice Reps. Morven's main work areas are around the pupil voice in schools and our work with apprentices, working with both colleges and employers.

**Development Consultant: Lindsay Isaacs**

Mobile: 07469 354245

Email: [lindsay.isaacs@sparqs.ac.uk](mailto:lindsay.isaacs@sparqs.ac.uk)

Lindsay's main work areas include providing support to those involved in our Institutional Associate Trainer scheme, continuing our work around staff development and developing an Equality & Diversity resource pack for students' associations. During her initial weeks in post, Lindsay was involved in the pilot of Annual Support Visits within colleges, a new piece of work for the sparqs team. Lindsay is a graduate of The University of Edinburgh and University of Stirling. She joined sparqs in November 2016.

**Development Consultant: Stef Black**

Mobile: 07880 192722

Email: [stef.black@sparqs.ac.uk](mailto:stef.black@sparqs.ac.uk)

Stef's main areas of work include supporting developments in the role of students in Institution-led Review and supporting and developing the role of School/Faculty Officers in universities, as well as senior/lead reps in colleges. She will also work to support developments in Course Rep Training and enhancements in online training. Her other areas of work will include the use of data within colleges and sustainability in the curriculum. Stef is a graduate of Bangor University, Wales and has worked within a number of universities for the past five years. She joined sparqs in March 2017.

**Your notes**

**Your notes**



sparqs  
1 Papermill Wynd  
Edinburgh  
EH7 4QL  
0131 622 6599  
[www.sparqs.ac.uk](http://www.sparqs.ac.uk)

student partnerships in quality scotland (sparqs) is a Scottish Charitable Incorporated Organisation.  
Registration number SC046172



Licensed under a Creative Commons Attribution Non-commercial 3.0 [licence](https://creativecommons.org/licenses/by-nc/3.0/).

You are free to copy, communicate and adapt the work, so long as you attribute sparqs.