

**Inspiring class / course reps: Class / course rep**

**experience self assessment**

**‘Health Check Activity’**

Inspiring class / course reps: Class / course rep experience self

assessment ‘Health Check Activity’

*This self assessment contains 9 areas that together comprise a model for developing an effective class / course representation system. This exercise invites you to consider the statements within each area and assess the extent to which these are being developed within your institution / student association. Consider each statement and put a tick in the box that corresponds with your knowledge and experience.*

**Opportunity profile (1 of 9)**

|  |  |  |  |
| --- | --- | --- | --- |
| Impact statement | No action being taken | Developing | Developed |
| There is a clear opportunity profile in place |  |  |  |
| The opportunity profile is downloadable from the institution / student associations’ web site |  |  |  |
| The opportunity profile is promoted in classes / during lectures / VLE |  |  |  |
| Information about the role is contained within the institutions’ prospectus |  |  |  |
| Total |  |  |  |

**Nomination & voting process (2 of 9)**

|  |  |  |  |
| --- | --- | --- | --- |
| Impact statement | No action being taken | Developing | Developed |
| There is a transparent and fair (s)election process in place |  |  |  |
| Rep (s)elections are promoted and advertised across campuses |  |  |  |
| Rep (s)elections are promoted and advertised electronically |  |  |  |
| There is a clear process for recording and communicating contact details of elected reps to the central database |  |  |  |
| Total |  |  |  |

**Induction (3of 9)**

|  |  |  |  |
| --- | --- | --- | --- |
| Impact statement | No action being taken | Developing | Developed |
| There is an induction process in place for newly elected reps |  |  |  |
| This process involves an introduction to the Student Association |  |  |  |
| This process involves an introduction to the institution |  |  |  |
| Total |  |  |  |

**Training (4 of 9)**

|  |  |  |  |
| --- | --- | --- | --- |
| Impact statement | No action being taken | Developing | Developed |
| All newly elected reps are invited to take up basic / introductory training |  |  |  |
| Training is made available at a range of times to suit reps availabilities and advertised well in advance |  |  |  |
| Training is clearly advertised and promoted across campuses |  |  |  |
| Training is clearly advertised and promoted electronically |  |  |  |
| Training is made available in a range of formats to suit a range of learning needs, language or any physical / learning difficulties |  |  |  |
| Training is made available that reflects students differing modes of study e.g. online / distance learning |  |  |  |
| Total |  |  |  |

**Recognition and reward (5 of 9)**

|  |  |  |  |
| --- | --- | --- | --- |
| Impact statement | No action being taken | Developing | Developed |
| There are attractive and worthwhile incentives advertised to attract reps / recognise their efforts and achievements |  |  |  |
| Incentives are both material e.g. iPod and developmental e.g.award ceremony |  |  |  |
| The efforts and achievements of reps are celebrated annually |  |  |  |
| Total |  |  |  |

**Policies and procedures (6 of 9)**

|  |  |  |  |
| --- | --- | --- | --- |
| Impact statement | No action being taken | Developing | Developed |
| There is a joint policy on student engagement between the institution and student association |  |  |  |
| There is a Charter of Rights developed with and for students |  |  |  |
| A commitment to student engagement is listed an essential criteria on all staff job descriptions |  |  |  |
| There is an identified staff member whose role is to support student engagement |  |  |  |
| Student engagement is a key element in all staff learning and development programmes |  |  |  |
| Minutes of formal meetings are circulated detailing decisions made |  |  |  |
| Agendas of formal meetings are circulated inviting items to be tabled |  |  |  |
| Total |  |  |  |

**Structures for representation (7 of 9)**

|  |  |  |  |
| --- | --- | --- | --- |
| Impact statement | No action being taken | Developing | Developed |
| There are clear structures in place for student engagement |  |  |  |
| There are transparent mechanisms in place for student representation |  |  |  |
| Information about how the structures work is presented in wall chart form across campuses |  |  |  |
| Information about how the structures work is available electronically |  |  |  |
| Class / course level meetings are scheduled to take place between staff and students |  |  |  |
| Details of the class/course rep structures and mechanisms are reflected in training and the rep handbook |  |  |  |
| Total |  |  |  |

**Channels for communication (8 of 9)**

|  |  |  |  |
| --- | --- | --- | --- |
| Impact statement | No action being taken | Developing | Developed |
| Reps receive constructive feedback about performance throughout the academic year |  |  |  |
| There are planned opportunities for reps and staff to network |  |  |  |
| Regular meetings are scheduled to take place between reps and their class / course |  |  |  |
| Reps receive regular updates regarding developments e.g. 'You Said We Did' |  |  |  |
| Reps are supported by staff to communicate updates to fellow students |  |  |  |
| Total |  |  |  |

**Mechanisms for enhancing the class / course rep system (9 of 9)**

|  |  |  |  |
| --- | --- | --- | --- |
| Impact statement | No action being taken | Developing | Developed |
| The opportunity profile is informed and enhanced by reps feedback about their experiences |  |  |  |
| The nomination and voting process is informed and enhanced by reps feedback about their experiences |  |  |  |
| The induction process is informed and enhanced by reps feedback about their experiences |  |  |  |
| Training is developed and enhanced by reps evaluations |  |  |  |
| The ways in which reps are recognised and rewarded is informed by their feedback and opinions |  |  |  |
| Students are actively involved in the development of policies and procedures relating to student engagement and representation |  |  |  |
| Structures for student engagement and representation are informed by reps feedback about their experiences |  |  |  |
| Mechanisms for communication are informed by reps feedback about their experiences |  |  |  |
| Total |  |  |  |

**Assessing your progress**

*To get a snapshot view of how your institution is progressing with the development of class / course representation systems within your institution, now total your number of ticks for each level of development within in table. When you have done this, transfer them to the summary table below and then calculate them as a percentage entering the percentage in the corresponding column.*

**Summary Table**

|  |  |  |
| --- | --- | --- |
| Stage of development | Number of ticks / 46  | Expressed as a percentage |
| No action being taken |  |  |
| Developing |  |  |
| Developed |  |  |

|  |
| --- |
| Reminder of formula for calculating percentagesTotal number of ticks divided by 46 then multiplied by 100 |

**Monitoring your progress**

*You can annually repeat the above activity and use your findings as a means to monitor your progress over a number of academic years.*