

Student Engagement Staff Network

Tuesday 13th February 2024

Welcome!



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Your sparqs team today...



Eve Lewis, Director

Megan Brown, Senior Development Consultant
(@sparqs_Megan)

Gloria Laurini, Development Consultant
(@sparqs_Gloria)



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Ok zoomers

- You can use your audio or the chat box to speak.
- Mute your microphone when not talking.
- To speak, type * in the chat window or click the “raise hand” icon.
- If you are having any tech issues, post a comment in the chat.
- **Please change your display name to your own name and institution.**



Agenda

10.00am	Welcome and headlines
10.15am	Tertiary Enhancement Topic: latest updates
10.45am	Course Rep training discussion
11.15am	Break
11.30am	Course Reps Systems project
11.45am	Understanding the Representative System at UWS
12 noon	Measuring student success: data & evidence in TQEF
12.30pm	Conclusions and informal chat
1.00pm	Close



Headlines from sparqs



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Cost of Living Crisis: Call for Case Studies



- QAA Scotland and SHEEC are taking forward a project: **Supporting our learners to thrive: Promoting learner success during the cost of living crisis.**
- Do you have **case studies or examples of practice** that have been adopted by your institution/SA to support students to survive and thrive through the ongoing cost of living crisis? These examples can be drawn from the perspective of student support, learning and teaching practice and changes to institutional policy.
- Submit details of these activities to QAA by **Thursday 29th February 2024** using the following email address: **ARCAdmin@qaa.ac.uk**. QAA are happy to receive information in a variety of formats including links to website information.



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College thematic review

Meeting the additional needs of learners



We are collecting info for the HMI Thematic Review

College SAs are well placed to tell us about the needs that learners face, and to give us accounts of students who have had their needs met well, or less well.

Survey Monkey tool for collecting responses.

Answer those questions that you can – no need to answer all the questions.

Deadline: Wed 21 February

See PDF instructions.



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SQA Next Gen HNCs and HNDs Rep Supergroup



Thank you for submitting names of your
rep volunteers to SQA.

SQA are contacting those reps,
to fix the first meeting of the
supergroup.



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Next SESN and NEON



- Next SESN Tuesday 19th March, registration open, on Zoom, from 10 am to 1pm
- Next NEON this Thursday, 15th February, and Thursday 21st March, remind your officers to sign up



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Latest updates on the quality enhancement topic

Gloria Laurini, development consultant



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Current status



- The tertiary enhancement topic is a two-year project which started in academic year 2022/23 and is taken forward by four Scottish quality agencies: QAA Scotland, sparqs, College Development Network and Education Scotland. It was commissioned by the Scottish Funding Council on the topic of online and blended learning.
- During the first year, the project aim was to carry out research and produce a report on the state of the nation, regarding the mode of delivery of further and higher education in Scottish colleges and universities.
- sparqs has contributed to the research and gathering of evidence by consulting students on the topic in a number of ways, to ensure the learners voice was evident throughout the report.
- The report will be published on 19th February 2024. sparqs will ensure that students and relevant staff members are aware of its publication by producing a briefing once the report is published.



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Planned activities



The activities in the pipeline for the second year of the project:

- A dedicated website, which will function as an online resource hub, containing resources for practitioners when developing active blended learning sessions, examples of best practice and student experience of active blended learning.
- A staff development programme, consisting in a number of workshops aimed at academic programme teams, to be delivered tentatively in two colleges and two universities, focusing on curriculum development for blended learning.
- A resource aimed at learners transitioning into tertiary education.



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Outline of web hub structure



The current proposal for the resource hub structure is to split it in the following 7 sections:

1. Overview/Introduction
2. Definitions
3. Values of different modalities of delivery
4. Preparing for active blended learning
5. Active blended learning and learners
6. AI and active blended learning
7. Examples of good practice



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Questions



1. How do we generate discussion about closing the gap and getting an understanding of what students need to effectively engage in their course? Is there any support available in your institution to equip students when they first start their course to engage with the various modes of delivery?
2. Some of the website content which is now being developed can be beneficial to students, possibly to have a better understanding of relevant terminology, and to engage with best practice cases and student experience feedback. Sparqs is going to contribute by adding the relevant Student Learning Experience reflective questions. Do you have any suggestions about content which you feel would be useful for students and practitioners on the website? What do you think of the current proposed structure?



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Course Rep Training discussion

Gloria Laurini, development consultant



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Context



- Review of Course Rep Training (CRT) systems to understand if current offer continues to suit the needs of institutions.
- Number of reps trained over the past 5 years has fluctuated due to numerous factors: staff changes, desire to deliver own training etc.

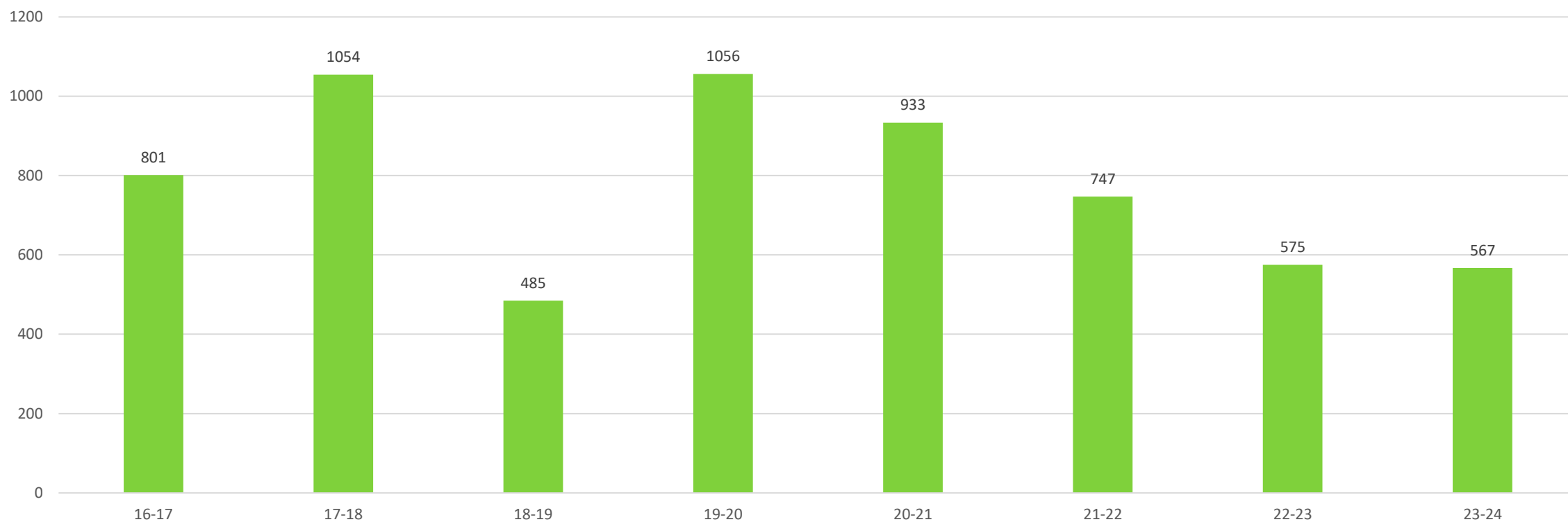


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Some statistics



Number of students trained through CRT



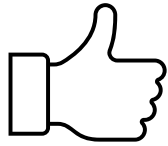
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The current delivery

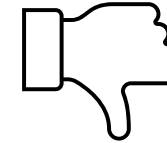
- Last delivered face to face training in institutions in 2019-20. Offered in person training this year, but almost all institutions have remained with online.
- On average, 57% of people who registered for a training session this year actually attendended.
- Trialled 3 national CRT sessions online, open to participants from colleges and universities throughout Scotland.
- Good feedback from all national sessions, from participants and from trainers.



National training sessions



- sparqs sets the date according to our trainers' availability;
- institutions need only pass on a link to register;
- Link is sent to all institutions regardless of their indication of wanting sparqs training.



- In national sessions the reps don't have the opportunity meet with other reps in their institutions;
- Reps cannot talk about things in a group that are specific to their institution.



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Questions for discussion



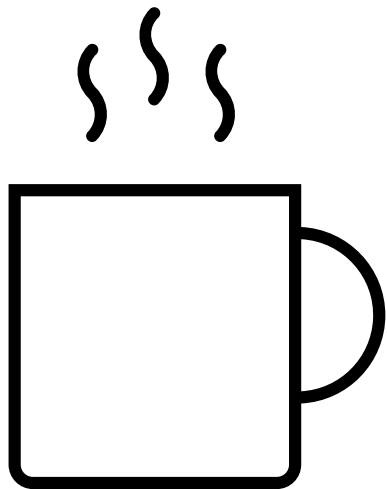
1. Initial thoughts on in person & online delivery – what is preferred?
2. Should sparqs run national sessions next academic year alongside institution requested/specific training or trial mainly national sessions with some institution requested training?
3. Any rep engagement issues that you are facing at the moment?
Any issues with recruitment and/or communication with reps,
issues with engagement?
4. What can sparqs do to support institutions with such issues?



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Break

**Please stay connected,
and be back at 11.30am**



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Course Rep Systems

Gloria Laurini, development consultant



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Project and working group



Course Rep System Toolkit: sparqs available resources on the website include:

1. [A framework for developing an opportunity profile for course reps](#) - a tool you can use to help think through how to articulate the role of course rep to students, in a way that is clear, attractive and understandable.
2. [A course rep lifecycle, from the point of view of the institution](#) - to help you plan out activities that support and inform the course rep role.
3. [Mapping Your Rep Activities](#) - a session plan that will help to gather information on the strengths and weaknesses of the current system as well as any opportunities and threats. It also helps you define what a course rep does at your institution and what they have to do to be effective in their role and who is responsible for what.
4. [Self-Assessment Tool](#) - to help you break down the different policies and activities associated with course reps; it also provides a structure to identify areas for enhancement.



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Over to you



1. Do you feel your current course rep structure is fit for purpose?
2. Is there a need for a course rep toolkit and what does this look like? An introductory tool, signposting to resources already available? Or something more rounded, including way forward/accreditation?
3. Would you be interested in being part of a working group developing this toolkit?



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Understanding the Representative System at UWS

Claire Lumsden, UWS SU



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Background



UWS SU are developing a short self study module for academic and support staff to increase understanding of the Representative system and promote partnership working with elected Representatives at UWS.

During this session, UWS SU will outline their initial aims and Learning Objectives of the session and would welcome any feedback or suggestions colleagues may have.



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Data and evidence in the TQEF

Megan Brown, senior development
consultant



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Background

- Alongside a recommendation to explore the development of a single quality framework, the SFC review gave a commitment to '**enhance data, analytics and evidence sharing** to secure public confidence in the sectors and enhance our collective ability to **make good decisions**'.
- In the new tertiary approach to quality, we need to consider **what data and evidence institutions will be asked to measure and report upon.**



How will data and evidence be used in the TQEF?

- By **institutions** to gather, collate, analyse and reflect on their own data and evidence in all aspects of **internal review**.
- By **external quality agencies** as part of the **external review method** and if asked to undertake any additional review work where potential issues have been identified.
- By **SFC** as part of its **assurance** over the quality and standards delivered at institutions and to provide independent corroboration of what institutions and external quality agencies are telling them about quality assessment and enhancement through the SEAP and external review.



SFC proposes using to following data and evidence to test and corroborate information about quality and standards from institutions and the quality agencies:



- Data on **student outcomes** (quantitative) and how institutions are taking action to improve outcomes (qualitative) for students of all backgrounds, with a particular interest in measures and actions about:
 - Retention;
 - Progression;
 - Success; and
 - Employability.
- **Student survey results** (e.g., NSS in universities and SSES in colleges) and how institutions are addressing feedback from such surveys.
- **Course closures** and the management of students in flight on those courses.
- **Qualitative information** from key stakeholders, such as sparqs, NUS and Student Associations.
- Staff, student or other **complaints** about quality and standards.
- **Industry and employer feedback** on the preparedness of graduates / leavers.



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Discussion questions

- Are these the right measures? Is there anything you would add?
- What counts as student success? How do we measure this?
- Qualitative information from sparqs, NUS & students' associations – how could we provide this? What form could this take? Do any of you already collate this information?



Conclusions and evaluation



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Before you go...

- Complete the [evaluation form](#)
- (select "February").
- Sign up to the [sparqs newsletter](#).
- Sign up to the [sparqsSESN Jiscmail list](#) (and do use the list to chat and share!).



Informal chat – over to you!



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