

# Student Engagement Staff Network

Wednesday 29<sup>th</sup> November 2023

## Welcome!



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Your sparqs team today...

**Eve Lewis**, Director

**Justin Walker**, Development Consultant  
(@sparqs\_Justin)

**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	<b>Welcome and headlines</b>
10.10am	<b>Latest updates on the quality workstreams</b>
10.35am	<b>Officers priorities</b>
11.15am	<b>Break</b>
11.30am	<b>Course Reps management</b>
12.00noon	<b>Monitoring the Diversity of Course Reps Project</b>
12.30pm	<b>Conclusions and informal chat</b>
1.00pm	<b>Close</b>



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# Headlines from sparqs



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# NEON next week and new resource



- Next NEON, December 6<sup>th</sup>, on Zoom, from 10 am to 1pm, remind your officers to sign up!
- College specific briefing coming soon, related to quality arrangements for this year



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# College thematic review

## Meeting the additional needs of learners



Visits to colleges, Jan and Feb  
(Education Scotland HMIs)

sparqs will gather student  
feedback, which will...

1. Help prepare SAs for visits
2. Help us compile student feedback for the review

We need SAs to:

1. Gather information from students
2. Send me a summary

Reverse volunteering –  
college and university SAs



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# SQA Consultation survey on AI



Sign up to SESN Jiscmail:  
<http://www.jiscmail.ac.uk/sparqsSESN>

I will write about this survey:  
<https://www.smartsurvey.co.uk/s/58NZO4/>

This is a staff survey.  
A student consultation will follow.

The survey takes 20-30 minutes to answer and has three sections:

1. familiarity or experience with AI tools
2. attitudes around its use by learners and practitioners
3. thoughts on the risks or opportunities associated with the software



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# HN Next Gen pilot colleges



Ayrshire College  
City of Glasgow College  
Dumfries & Galloway College  
Dundee & Angus College  
Edinburgh College  
Glasgow Clyde College  
Glasgow Kelvin College

New College Lanarkshire  
North East Scotland College  
SRUC  
South Lanarkshire College  
UHI  
West College Scotland

**SQA intend to set up a supergroup of course reps from those courses – that is, a focus group that they can meet with and learn from.**



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# Latest updates on the quality workstreams

Eve Lewis, director



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Shaping the common approach - management of co-creation and integration of workstreams



Using data and evidence to understand, evaluate and improve student outcomes



Strengthening institutional monitoring, self-evaluation and reporting on quality



Evaluating and enhancing the student learning experience and student partnership



Tertiary sector enhancement activity

**SFC has set up a series of 5 workstreams to help shape different parts of the tertiary approach.**

# Institutional monitoring & self-evaluation



- This workstream will deliver a template **Self-Evaluation and Action Plan (SEAP)** for the college and university sectors.
- The SEAP is designed to enable institutions to develop an **annual high-level reflection** on institutional quality assurance and enhancement activities and to **identify key strategic areas** for improvement articulated through the action plan.
- The template SEAP will be **piloted** in Autumn 2023.
- The final template will be made available to institutions in **Spring 2024**. All institutions will be required to use the new template to submit a self-evaluation and action plan by the **30<sup>th</sup> of November 2024**, reflecting on the 2023-24 academic year.



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# Enhancing student partnership



- Draft **indicators of practice** and **values and approaches** of student partnership in quality processes have been created.
- These will be used by institutions piloting the SEAP.



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# Enhancing the student learning experience



- sparqs' Student Learning Experience model was published at our birthday party on 5<sup>th</sup> October 2023. We have produced a **hard copy resource**, as well as a longer **digital resource** which includes the full set of **reflective questions**.
- Over the next year, we will develop **supporting guidance** to facilitate institutions and students' associations to use the model in practice. This will include use of the model in **rep training** and development; in institution's **self-evaluation** and **enhancement planning**; and as a **sector benchmark** in **internal and external reviews**.



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# Tertiary sector enhancement activity



- **Event** on 11<sup>th</sup> October at West Lothian College allowed sector colleagues to contribute to the development of the external approach to thematic enhancement activity.
- Some of the key areas covered at this event included **ownership, leadership and management of the approach**; number of **topics** and length of **activities**; and the **role of students** in the approach.
- Led by a Tertiary Enhancement Activity **Advisory Group**.
- Final proposal for a national approach to enhancement activity will be submitted to SFC in **June 2024**.
- **What is the role of students in national enhancement activity?**



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# External review method

- QAA has established a **cross-sector advisory group** to support development and delivery of this workstream.
- What does student engagement look like in the **design and development** of the review method?
- What does student engagement look like in the **review method itself**?
  - Student partnership in self-evaluation & action planning.
  - Role of students meeting with review panel.
  - Role of student reviewers.
  - Role of the students' association.





# Tertiary Quality Student Expert Group (SEG)



- Established to support student engagement across the **full breadth** of the move to tertiary.
  - Including SEAP, external review, national enhancement approach, existing quality committees.
- Group is comprised of college & university students.
- Members of the group will attend relevant sector meetings.
- First 2 meetings have taken place, next 23<sup>rd</sup> January 2024.



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sparqs' areas of work going forward:



- Supporting the development of the **SEAP**, including embedding the SLE and student partnership.
- Supporting the development of the **external review method** – what will be the role of students in this method?
- Supporting the development of the national approach to **enhancement** (aka new Enhancement Themes).
- Guidance & support **resources**.
- Tertiary Quality **Student Expert Group**



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# Questions

1. What should the role of students be within the national tertiary approach to enhancement? What reward and recognition should students get for their contributions to this work e.g. should they be paid? Should we have a separate student-led project or should students be embedded in project work across the theme at institutional and national level?
2. What should the role of students be within external review? This could include the role of students as reviewers and the role of students within their institution's processes, including self-evaluation, meeting the review team, etc.
3. As the workstreams develop, sparqs has identified a need for us to produce a clearer approach to how our work on the SLE and student partnership fits into all the workstreams and beyond. This might include a high-level statement on student partnership that we can include across all activities as well as more detailed information within various elements of the arrangements. What might a high-level statement on partnership look like? What would institutions find most useful?



# Officers priorities

Eve Lewis, Director



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# Officers priorities in August 2023



- In August 2023, sparqs ran our annual 'That's Quality' training, aimed at student officers and students' association staff.
- During the event, we ran an activity to gather student officers' key priorities for 2023/24.
- Officers were asked to organise their priorities under the 9 building blocks of sparqs' new Student Learning Experience model



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# Number of comments in each block



	Frequency
Support and Guidance	65
Community and Belonging	55
Student Partnership	46
Assessment and Feedback	34
Resources, Environment & Technologies	30
Learning and Teaching Delivery	25
Progression and Achievement	23
Curriculum	21
Organisation and Management	19
Total	318



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# Questions



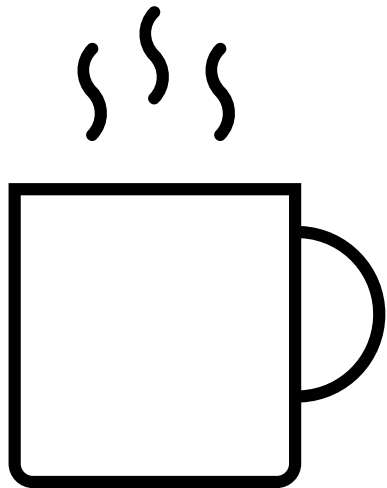
1. Do these key priority areas feel familiar to you? Are there any in particular that your institution or students' association is prioritising? Any that are missing?
2. This paper captures a national picture of priorities for student officer. Are there key takeaways that you can identify from this paper that will support you in your role in your institution and in other national activity?



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## Break

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



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# Now that we have reps... ... what are we going to do with them?

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Now that we have reps...  
... what are we going to do with them?

- **recruitment** of academic reps
- **training** of academic reps
- **management** of course reps  
(including gathering and collating feedback)
- **developing partnerships** between reps and staff
- **anything else** related to reps and rep systems



Now that we have reps...  
... what are we going to do with them?



The session will divide into three parts:

1. We will generate and record our ideas using a **Google doc**.
2. We will divide into **breakout rooms**, to discuss one of the above sections.
3. We have a brief **60-second presentation** from each of these five groups.



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Now that we have reps...  
... what are we going to do with them?



1. **Google doc**
2. **Breakout rooms**
3. **Presentations**



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Now that we have reps...  
... what are we going to do with them?



Those SAs that get the best from their reps are often those that are most **proactive in these four ways**:

- **recruitment** of academic reps
- **training** of academic reps
- **management** of course reps  
(including gathering and collating feedback)
- **developing partnerships** between reps and staff



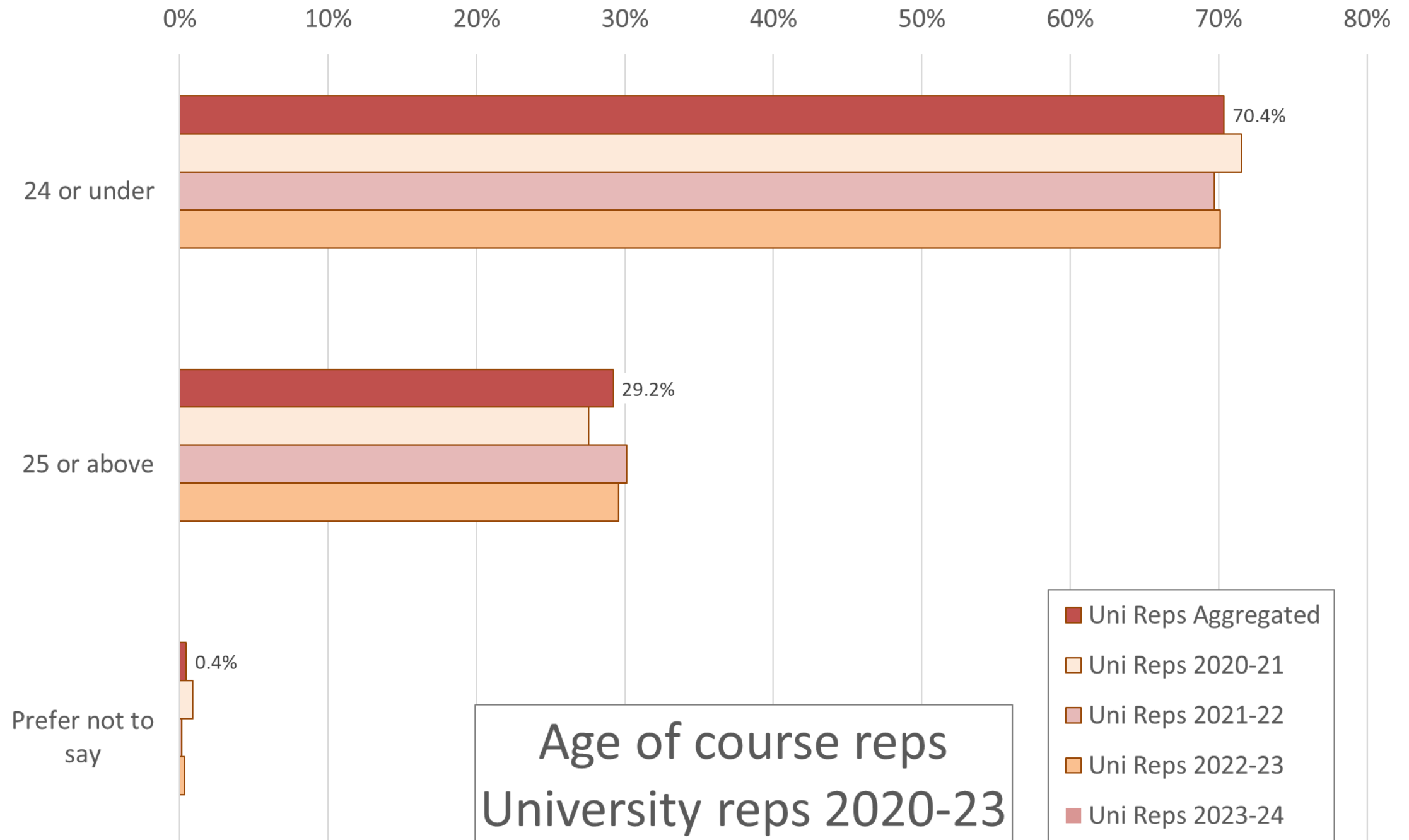
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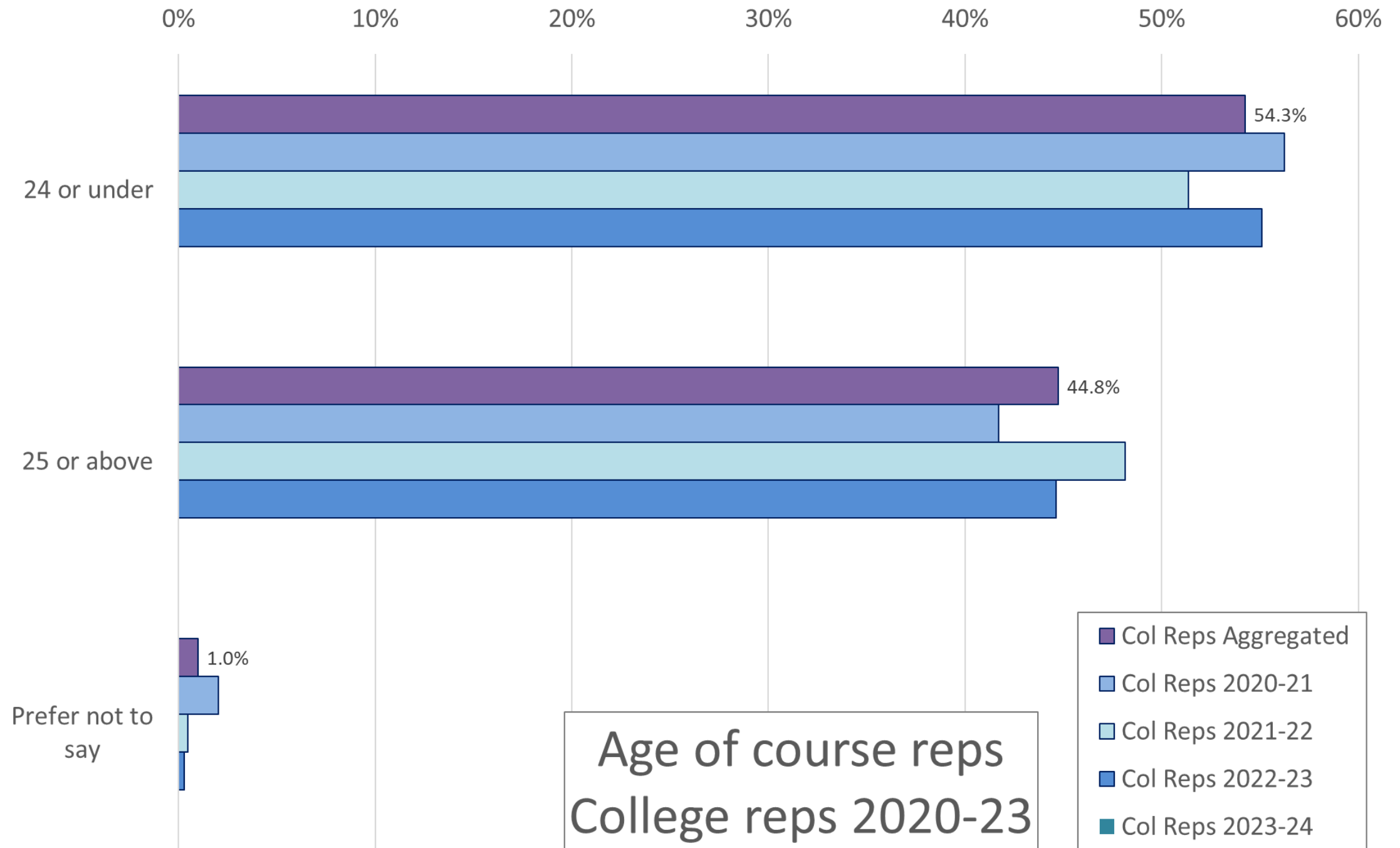
# Course rep diversity SESN

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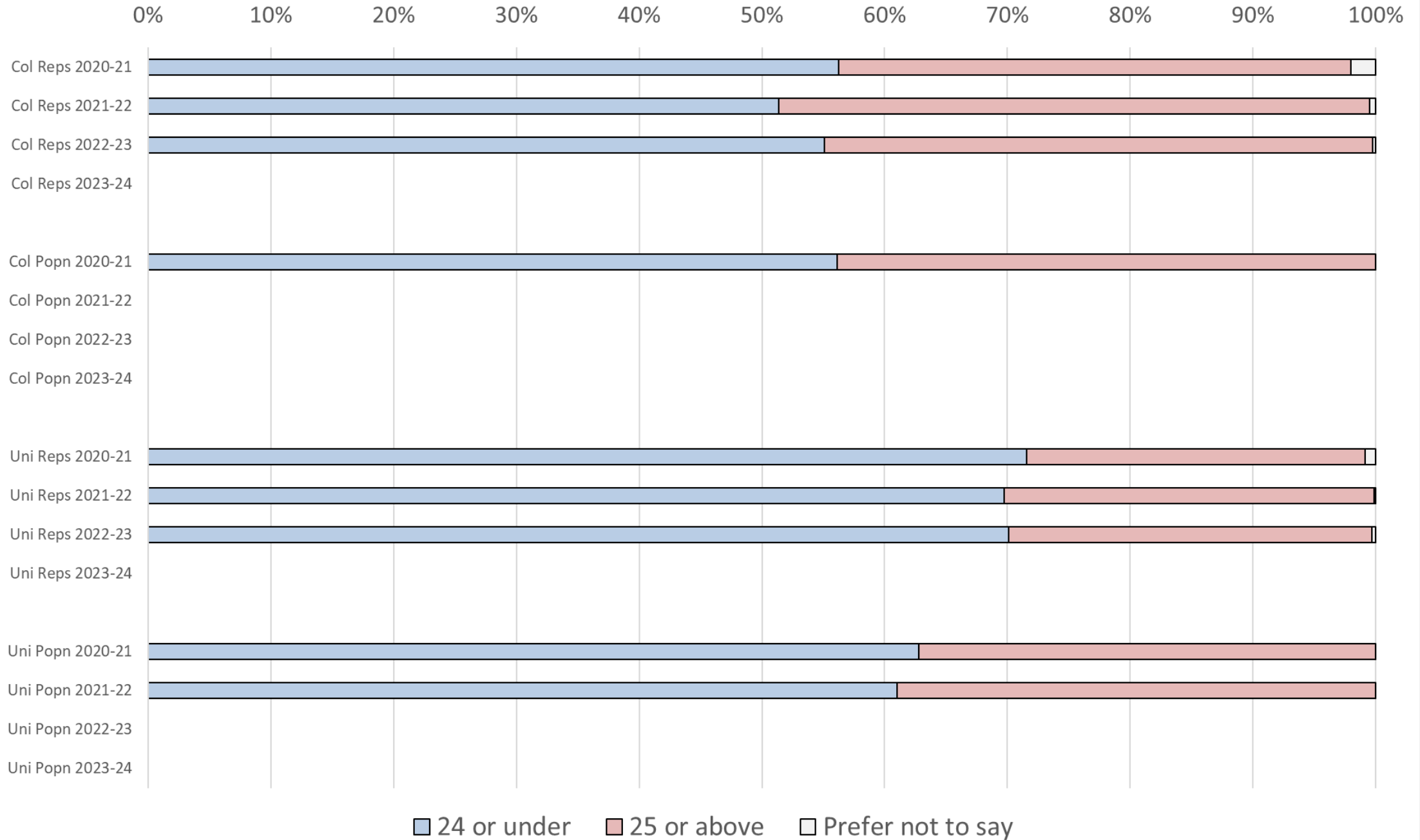


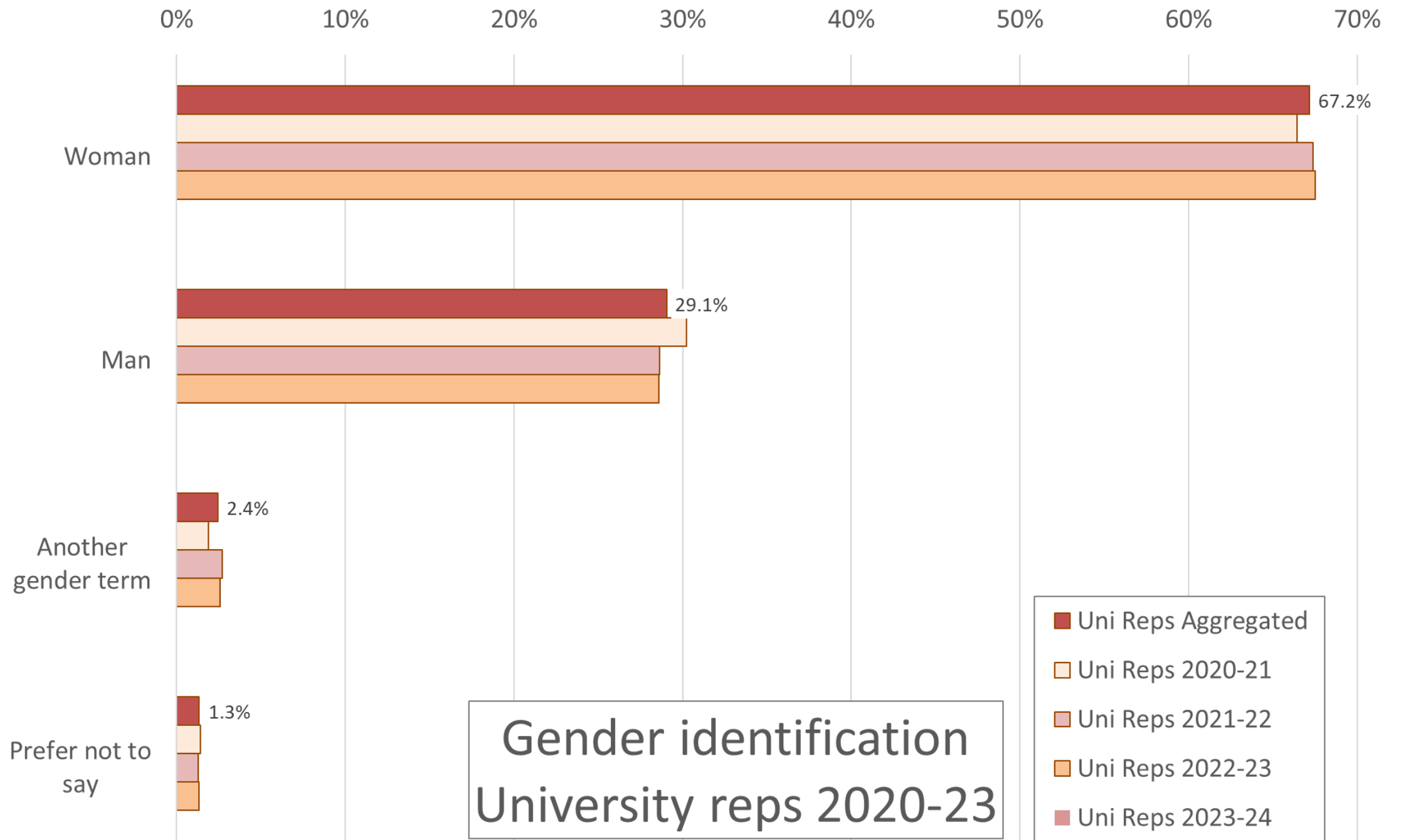
Age of course reps  
College reps 2020-23

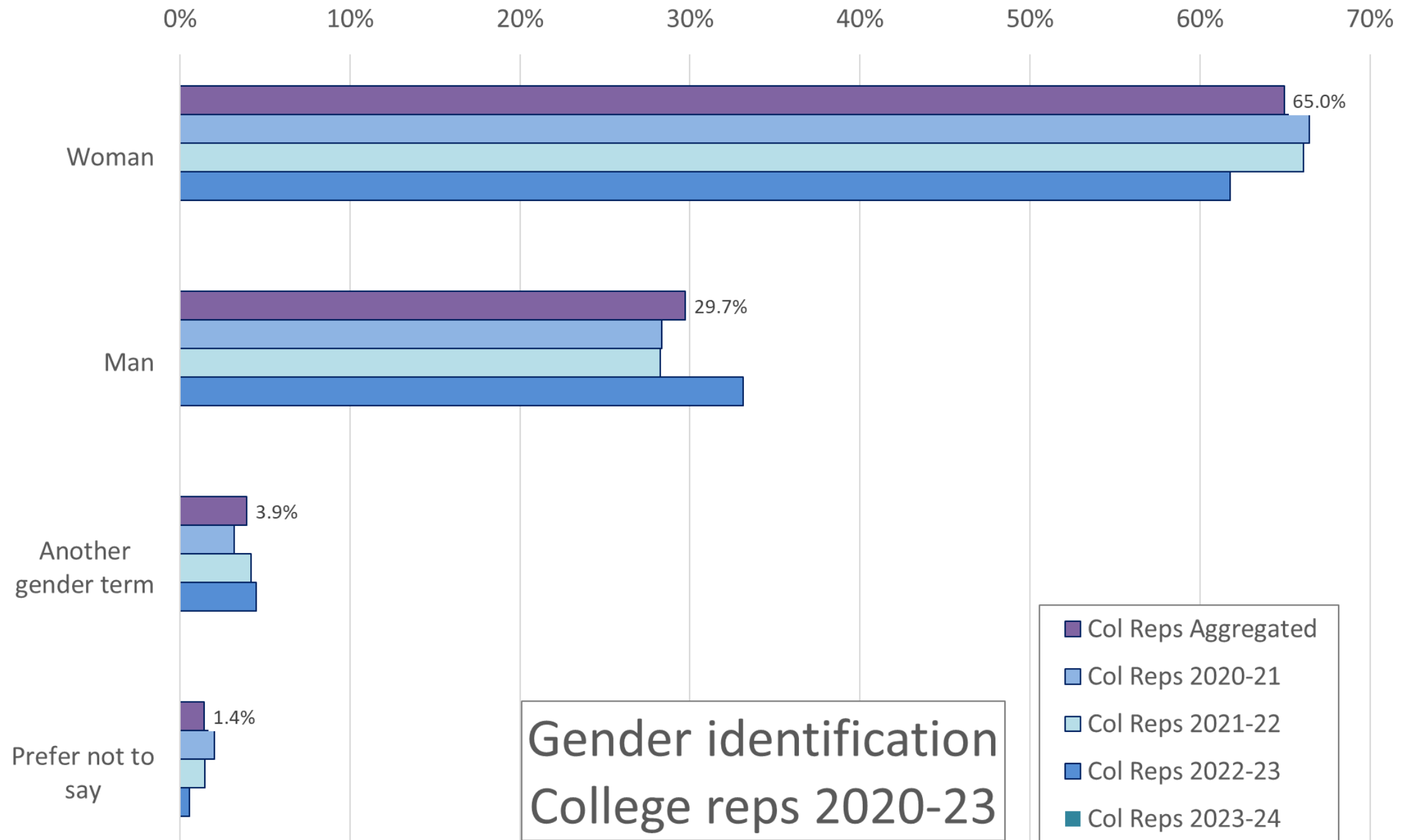
- Col Reps Aggregated
- Col Reps 2020-21
- Col Reps 2021-22
- Col Reps 2022-23
- Col Reps 2023-24



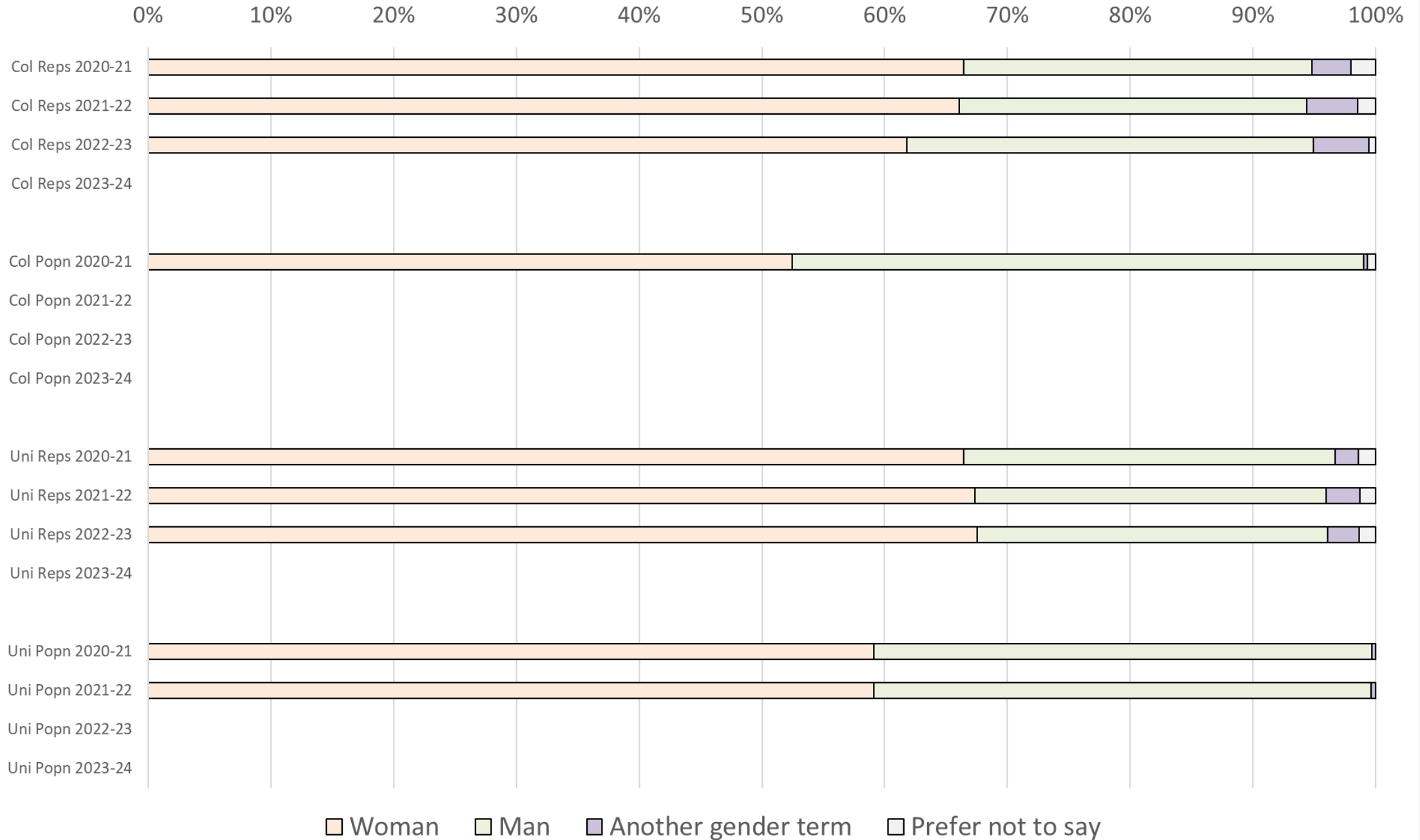
# Course rep diversity tracker - Age

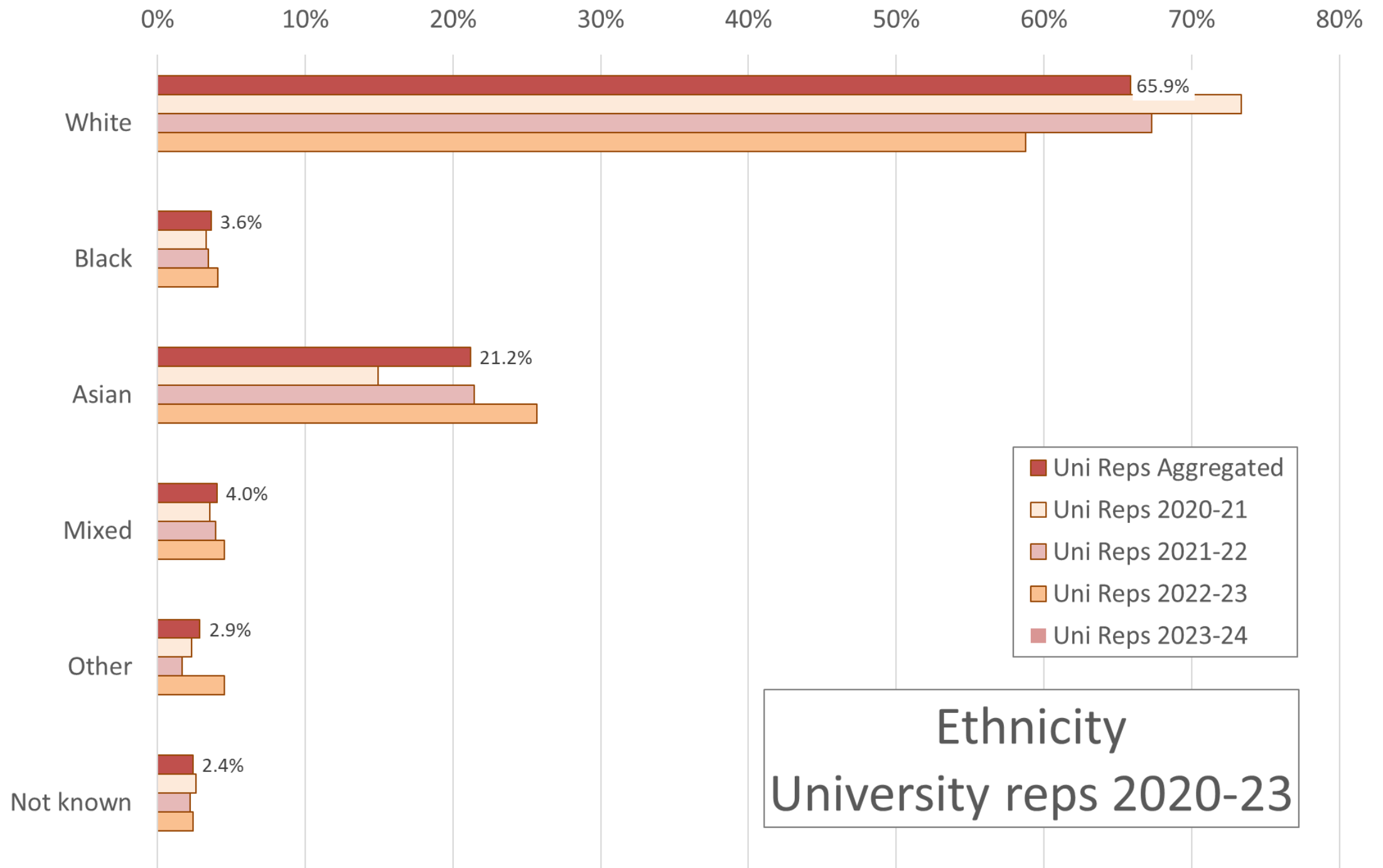






# Course rep diversity tracker - Gender





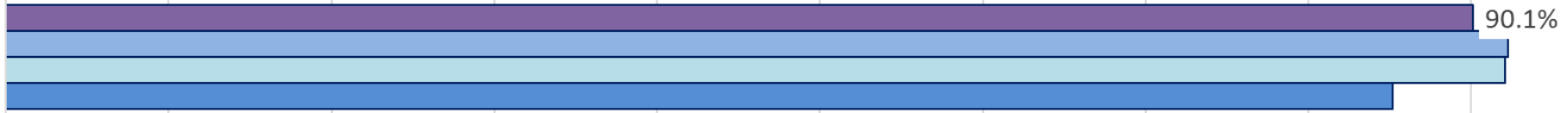
Ethnicity  
University reps 2020-23



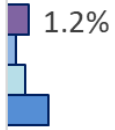
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



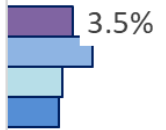
White



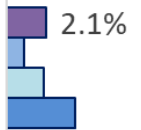
Black



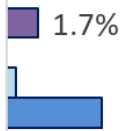
Asian



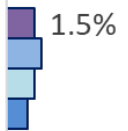
Mixed



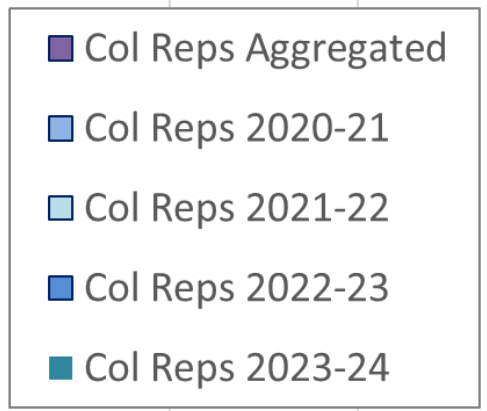
Other



Not known

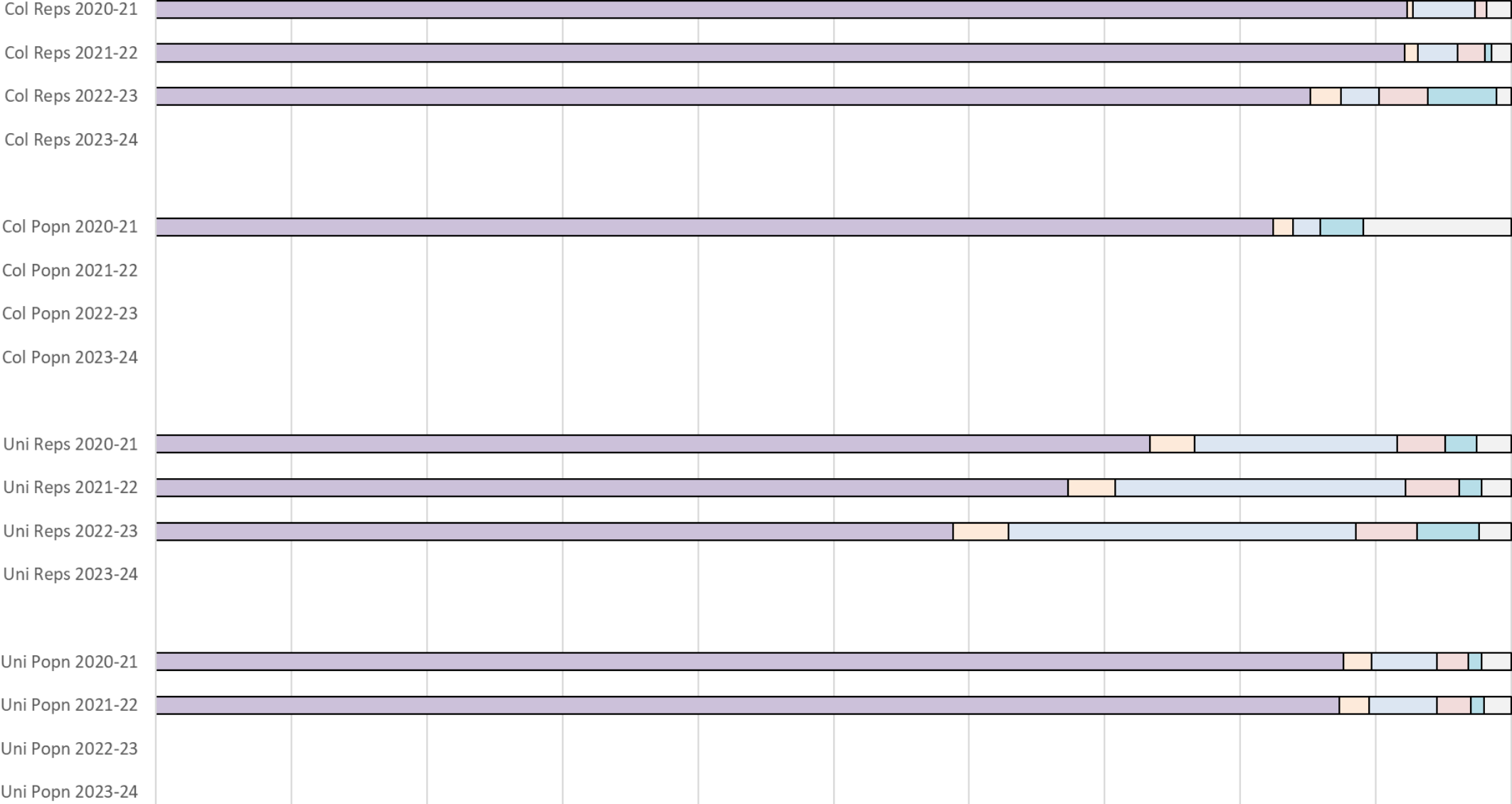


# Ethnicity College reps 2020-23



# Course rep diversity tracker - Ethnicity

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



White Black Asian Mixed Other Not known



# SAs involved in the project



Ayrshire College  
Borders College  
City of Glasgow College  
Dumfries and Galloway College  
Edinburgh College  
Fife College  
Forth Valley College  
Glasgow Clyde College  
Glasgow Kelvin College  
New College Lanarkshire  
Newbattle Abbey College  
North East Scotland College  
South Lanarkshire College  
West College Scotland

Abertay University  
Edinburgh Napier University  
Glasgow School of Art  
Heriot Watt University  
Queen Margaret University  
Robert Gordon University  
Royal Conservatoire of Scotland  
SRUC  
University of Aberdeen  
University of Edinburgh  
University of Glasgow  
University of St Andrews  
University of Stirling  
University of Strathclyde  
University of the West of Scotland  
HISA / UHI



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# Diversity of Course Reps



Reps respond to a survey on:

Faculty  
Year of study  
Level of study  
FT or PT  
Origin (UK, EU, etc)

Age  
Disability  
Sign language  
Gender (inc trans)  
Ethnicity

Faith / belief  
Sexual orientation  
Parent / carer  
Care experienced  
Hours of (paid) work

# Diversity of Course Reps



Reports and data that the SA can receive:

Institution-level  
report.

Institution-level  
datasheet.

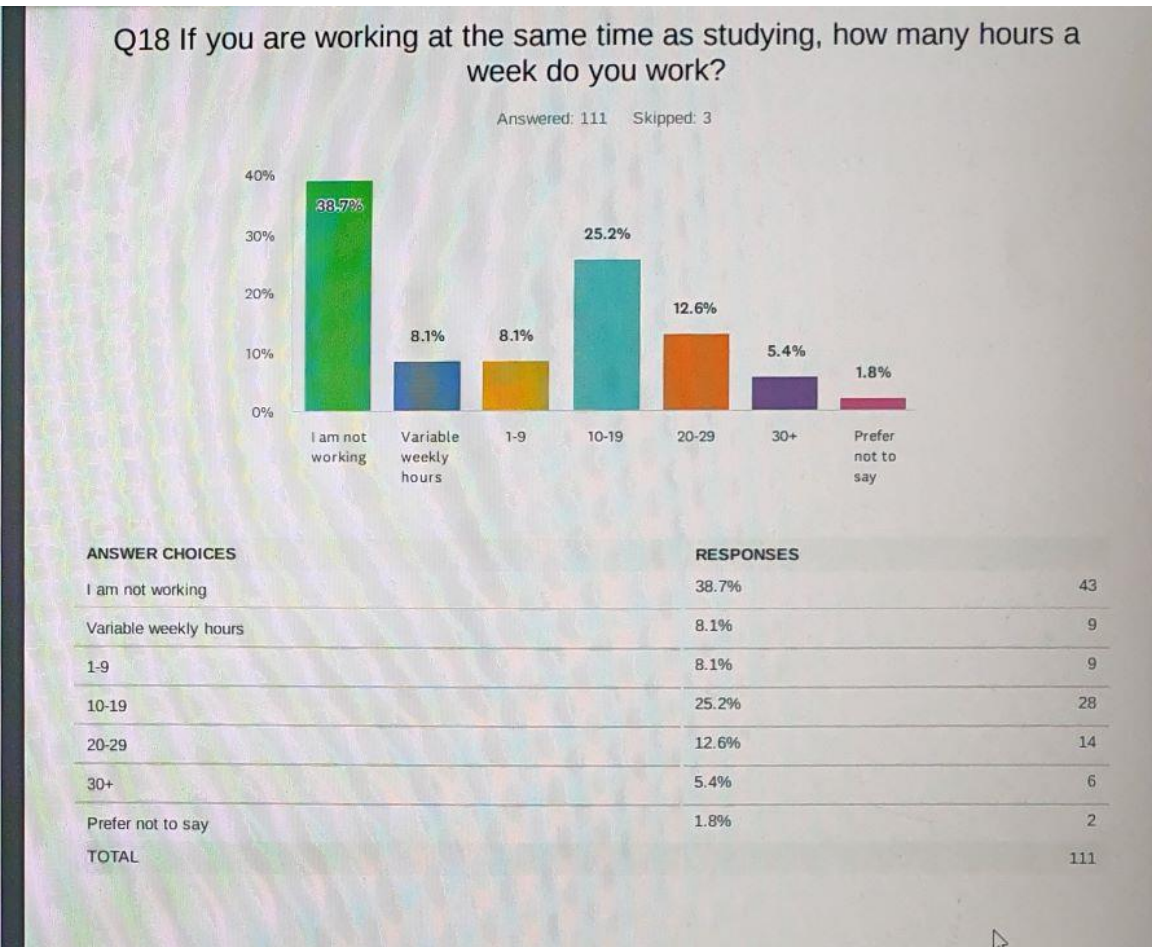
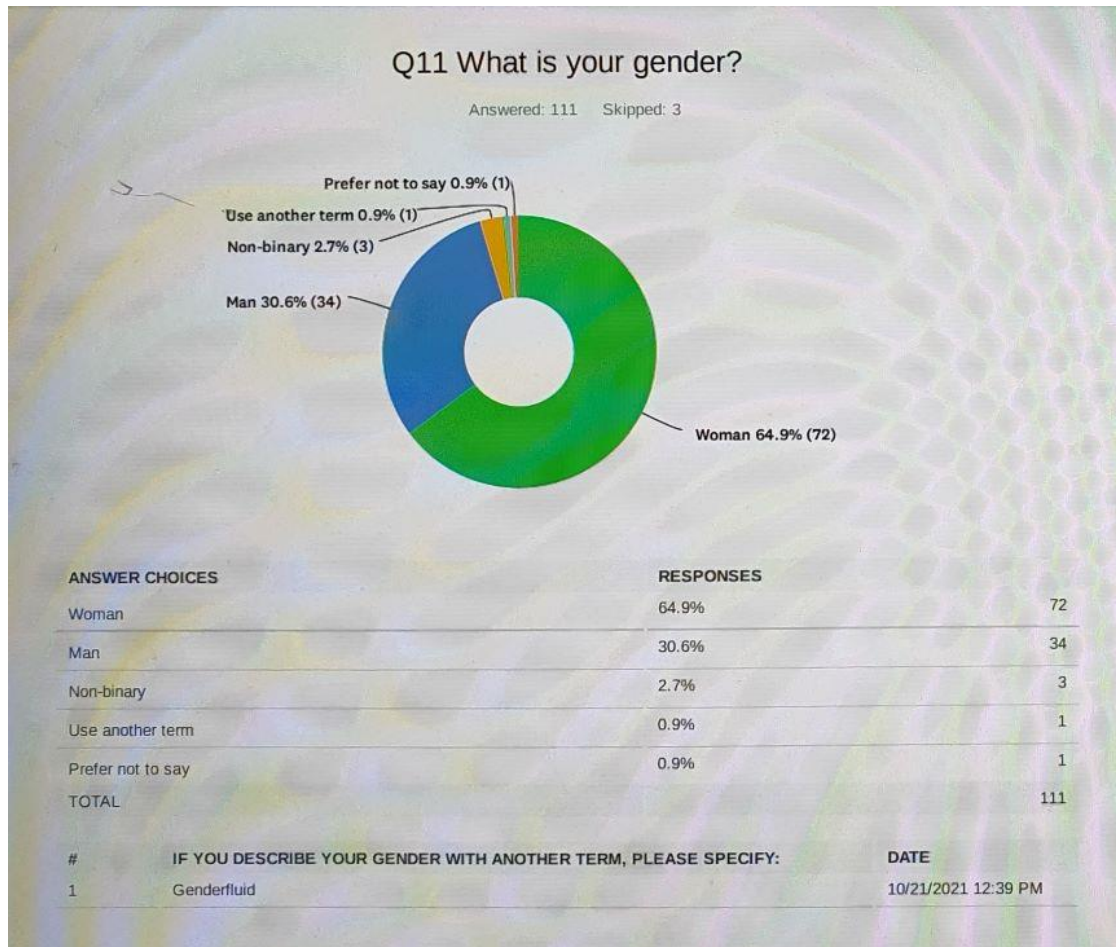
National summary  
report.



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# Diversity of Course Reps

## Institution-level report:



# Course rep diversity

## Discussion questions

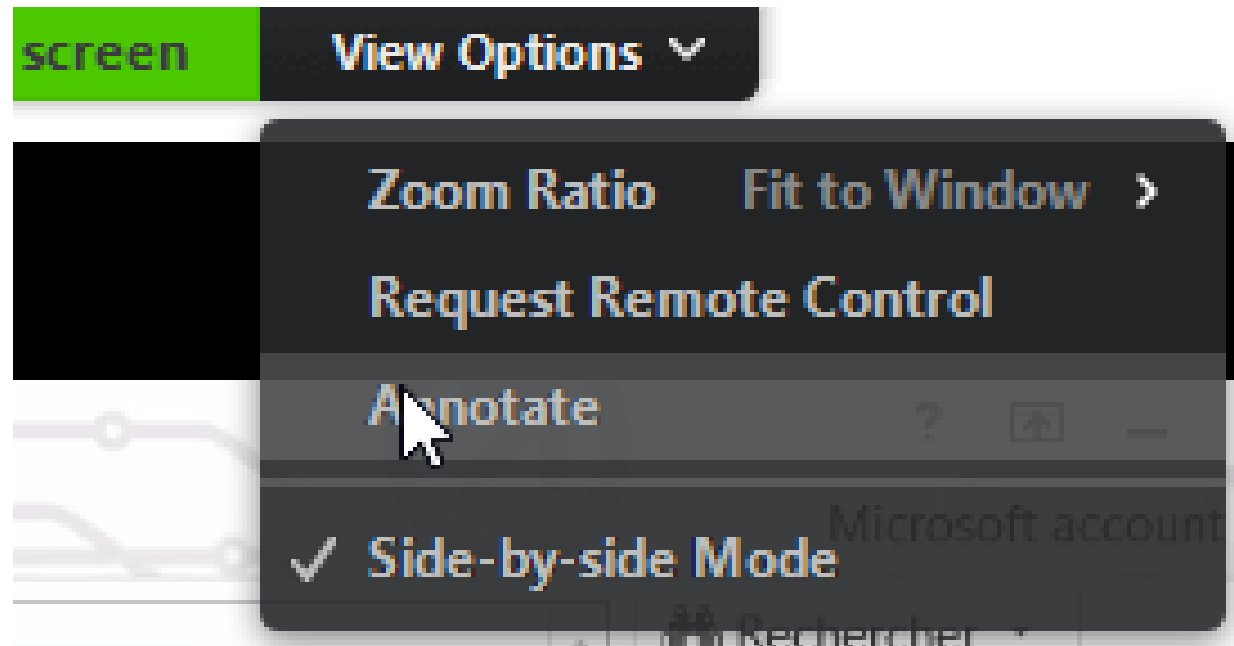


1. How do you find your student population diversity data? Any tips for others?
2. How do you use diversity data in your SA? What are your SA priorities this year in terms of diversity in your representation system?
3. Which are the 'harder to hear' groups of students that may not be well represented by our representation systems?
4. Any ideas for how our rep systems can better represent all students, including the harder to hear students?



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# Slide annotation in Zoom



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1. How do you find your student population diversity data? Any tips for others?



2. How do you use diversity data in your SA?  
What are your SA priorities this year in terms of diversity in your representation system?



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3. Which are the 'harder to hear' groups of students that may not be well represented by our representation systems?



4. Any ideas for how our rep systems can better represent all students, including the harder to hear students?



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# National Equality Outcomes

Six of the SFC / EHRC National Equality outcomes (published January 2023) are these:



<b>Age</b>	The retention outcomes for university students aged 25 and over will improve.
<b>Age</b>	The success rates for college students aged under 19 will improve.
<b>Disability</b>	The success and retention rates of college and university students who declare a mental health condition will improve.
<b>Disability</b>	Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course
<b>Race</b>	Institutions should have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.
<b>Sex</b>	Institutions will have regard to significant imbalances on courses and take action to address it.



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# Course rep diversity

## **Closing points**



1. National equality outcomes, NEOs
2. Are you aware of targets or development goals that relate to diversity at your institution?
3. Look out for further communications from sparqs on this subject.



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# Course rep diversity SESN

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# Conclusions and evaluation



## Before you go...

- Complete the [evaluation form](#)
- (select “November”).
- 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!**