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**Training for Taught Postgraduate Course Reps**

**Tutor Notes**

This guide will help course rep trainers create and deliver training to course reps from postgraduate taught (PGT) courses.

It has been developed by sparqs (student partnerships in quality scotland), which works with Scotland’s universities, colleges and students’ associations to develop student engagement in shaping the quality of the learning experience. There is more about its work at [www.sparqs.ac.uk](http://www.sparqs.ac.uk). sparqs delivers, or supports the delivery of, training to over 4,000 course reps each year. These materials are specifically to support institutions and students’ associations to create and deliver Course Rep Training to PGT course reps.

The intended audience of this document is those in institutions or students’ associations with responsibility for developing and delivering Course Rep Training. The questions raised below should be explored by such staff in partnership with others, such as:

* Senior students’ association officers with education remits.
* Students’ association officers with responsibility for PGT matters.
* A selection of PGT course reps.
* Academics and managers involved in delivering or directing PGT study.
* Staff with quality enhancement and assurance remits.

The guide should be used in conjunction with, and refers to, the module’s accompanying handbook and PowerPoint slides.

sparqs is grateful for the input of Dundee University Students’ Association and University of Strathclyde Students' Association in the development of these materials.

**About the training**

This training module has been produced for course reps on postgraduate taught (PGT) courses in Scotland.

The training builds on our introductory Course Rep Training, used or adapted across the country by institutions and students’ associations, and makes it more relevant to the distinct learning experiences of PGT study. The intended audience is any academic representative at PGT level, be that course or module reps.

It is assumed that those receiving this training will have a good understanding of student representation in Scotland and the concepts of student engagement and quality enhancement. Specifically, it is assumed that participants will have undertaken introductory Course Rep Training in the past, either in past years (if they have studied at the same institution immediately prior to PGT study) or earlier in the same academic year.

As such, it is envisaged that this training is timed for very slightly after the usual round of introductory Course Rep Training.

The session as written is a 90 minute session that aims to help PGT course reps to:

* Understand course representation at PGT level and the work involved in being a PGT course rep.
* Be able to describe the importance of partnership between staff and students in shaping the learning experience.
* Discuss the PGT Student Learning Experience and explore how it can be used to them in their role as course rep.
* Reflect on the skills used as a course rep.

However, the following notes outline ways in which the training should be adapted by trainers to local contexts.

**Institutional context**

These delivery notes, and the accompanying PowerPoint presentation and handbook, are written in a generic style, with scripts and suggestions for trainers that do not presume any particular institutional structure or approaches. You should adapt the materials to local needs, including:

* ***Style*** – Do adapt the training to your in-house style, including logos where relevant. You can remove sparqs’ template from the materials, but please attribute sparqs as per the licence at the bottom of the final page of these notes.
* ***Terminology*** – You may refer to course reps by other names, and they may not only represent at the course level but at module, cohort or programme level. “Academic rep” is an alternative generic term. “Course committee” or “staff student committee” refers to the body where staff and academic reps from the course or programme meet to discuss enhancements but again you might use other names.
* ***PGT profile*** – PGT curriculum and student profiles vary between institutions. You should therefore think about the nature and range of subjects you teach at this level, student numbers, and the diversity of students in terms of their background and how they learn. Think about if you have, for instance, large numbers of international PGT students who may be new to Scottish higher education, or a mix of delivery models, including face to face, online and distance learning.
* ***Existing postgraduate representative structures*** – Are there school or faculty level reps for PGT students or PGT student forums that you will need to refer to in the training? What broader students’ association structures are there? How and by whom are PGT students represented at institutional committees that manage the PGT student learning experience?
* ***Evaluation processes*** – There is a standard evaluation form accompanying this training. Note that some questions require completing before the training, so you can compare changes in participants’ understanding before and afterwards. You should adapt these questions to your own templates where you have them.

**Group sizes**

As with sparqs’ introductory Course Rep Training, the training is designed with groups of between 12 and 25 in mind. Where PGT student numbers can be very different, you will need to consider how the materials might work differently at those two extremes. Numbers may even warrant delivery to smaller groups, in which case the training will take on more of an informal, discursive style. How can you adapt these materials for the kinds of groups you might have?

**Formats of delivery**

In a diverse PGT student profile, you may not only wish to deliver this training in face to face sessions, but through other means such as Virtual Learning Environments (VLEs) or video-conferencing. Ideally you should deliver training in a way that best reflects, and utilises the facilities of, participants’ learning experiences. So if reps are studying predominantly online, this training should be adapted to online delivery.

Online training does not simply mean posting the PowerPoint presentation and handbook to a VLE space. Training is more than the passing on of information, and the real value in this training comes from reps interacting with and learning from each other. Thought will need to be given as to how the exercises and intended discussions in this session can be productively adapted to maintain a fast-paced, participative and interactive style.

Doing this will usefully involve learning technologists and staff involved in delivery of teaching to PGT students. You may already have undertaken similar developments with introductory Course Rep Training.

**Support from sparqs**

Although these materials has been developed by sparqs, institutions and students’ associations are best placed to develop and adapt them to their own contexts and needs. However, sparqs can offer support where required to assist in the development of customised materials. To find out more about how sparqs can help, and to get in touch, visit [www.sparqs.ac.uk](http://www.sparqs.ac.uk)

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| **Training for Taught Postgraduate Course Reps** | | **90mins** |
| **Aim** | To provide specific training to course reps from taught postgraduate courses. | |
| **Objectives** | * Understand course representation at PGT level and the work involved in being a PGT course rep. * Be able to describe the importance of partnership between staff and students in shaping the learning experience. * Discuss the PGT Student Learning Experience and explore how you can use it to assist you in your work as a course rep. * Reflect on the skills you will use as course rep. | |
| **Resources** | * Handbook. * PowerPoint presentation. | |
| **Environment** | Tables and chairs in a training room, set up for a group of 4 to 5 participants, or multiple groups thereof.  Data projector and laptop. | |

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| **Introduction** | | |
| **Timings** | **Tutor Activity** | **Slide** |
| *10 mins total* | AIM: Introduce session.  OBJECTIVES:   * Introduce the session and sparqs. * Develop a sense of the group’s diversity and experiences. |  |
| 7 mins | **Welcome**   * + *As people are coming in and before you begin the training, ask people to complete the first five questions in the evaluation form.*   + *Introduce yourself.*   + *Thank everyone for coming.*   + *Get everyone to introduce themselves – name, course, why they’re studying it, where they did their undergraduate level course, what else they do (e.g. if they study part-time).*   + *Description of session.*   **Background to the session**  This workshop aims to provide specific support to course reps on taught postgraduate (PGT) courses, and to generate discussion among PGT reps about how they can draw on their skills and experience to engage with enhancement in their often quite different learning experiences from most undergraduate students.  You’ve invariably come with plenty experience and may have been a course rep at undergraduate level, possibly at this university, so we want to learn from you as much as you might from us.  *(The facing slide will only apply if delivered by a member of sparqs staff. It should be adapted if delivered in-house, with an overview of sparqs’ work and their support in enabling this training to be adapted and delivered.)* |  |
| 3 mins | **Learning objectives**  This section introduces the learning objectives and explains key concepts and sections of the training.  There are four main objectives to today’s session.  Firstly we will aim to develop your understanding of course representation at PGT level.  Secondly we’ll take a look at partnership in quality between staff and students, which is especially important at PGT level.  Third, we’ll look at the PGT Student Learning Experience – a key concept at the heart of your role. More on that later.  Fourthly, we’ll reflect on the skills you will use as a course rep. We don’t have the time to do much skills development, and indeed you probably already come with a range of great skills.  There are five main parts of the training – communication with both staff and students, the PGT SLE we mentioned a moment ago, some scenarios you might face, and finally we’ll briefly touch on meetings. |  |
| **Communication with staff** | | |
| *15 mins total* | AIM: To explore how PGT CRs can communicate effectively with staff.  OBJECTIVES:   * Explore the nature of staff-student communication in often small cohorts. * Discuss how to raise often complex issues around the learning experience. * Identify how to remain focused in discussions on enhancement. |  |
| 10 mins | There are many differences and similarities between undergraduate and PGT study. PGT study can be intense, often shorter than undergraduate study, and much more professionally focused, so one of the differences is that PGT students will find themselves working with staff more closely and in different ways than at undergraduate level. So as a rep your successful engagement with staff is crucial.  Though when we say staff, there are multiple roles out there, and depending on how representation works in your university and department, you may engage with different staff at different times.  The course co-ordinator has overall responsibility for your degree course, but as you may only be studying some modules you may not meet them all that often as an ordinary student. As a rep you will need to talk to them regularly about the overall shape of the course, common issues you find with other reps on the degree, and the course committee (which you will sit on and which they may well chair).  The module co-ordinator will be responsible for each module that you study, and you, as a rep, will work closely with them on issues relating to those modules. They may or may not be joined by other tutors or lecturers who will be teaching you on a day to day basis in face to face classes or VLE discussions. When it comes to research elements of your course, you will probably have an assigned research supervisor.  There will be a head of department, in which your degree programme sits alongside many others, undergraduate and postgraduate. You, as a rep, might meet them where issues you are raising are bigger than simply your own module or degree.  Don’t forget that in course committees you will be dealing not only with the chair but the clerk too – but we’ll come briefly to meetings later in this session.  You may also regularly meet departmental administrative staff, who may contact you about quality processes such as meetings, surveys and so on. They are always a good person to talk to if you are ever unsure how things work!  Those staff may be the same types of roles you encounter at undergraduate level. But what might be quite different at PGT level is the way you work with them. Here are some of our suggested features of PGT study. What do you think are the implications of each for your work with staff on enhancing the learning experience?  *Generate discussion around each of the points. Some of the things you should raise if they do not come up are:*   * *If studying full-time, time to develop relationships and make substantial changes will be tight.* * *If studying part-time, time to engage with staff may be at a premium. Reps may also study online, so only able to speak to tutors on phone, email, etc.* * *Small but diverse cohorts – Often relationships can build quickly, and reps can be thorough in the perspectives they present because they can easily hear from all their students.* * *Though even in small cohorts, there may be huge diversity among students’ experiences – a range of international students who studied undergraduate courses elsewhere and who don’t know the university or students’ association well, alongside students who have continued at the same university so will be familiar with much that is going on and may even have been course reps at undergraduate level; and a mix of both early- and mid-career students. What might be the implication for this in terms of generating a clear picture of what students want from their learning?* * *Heavy professional focus – staff and students may be more like peers than at undergraduate level. There may be strong input from professional or industry bodies – which of course may be a feature in many of your undergraduate learning environments too, though it is generally more of a focus at PGT. This may be both an opportunity in terms of knowledge and applicability, but also a limit in terms of industry-approved curriculum that cannot change easily.* * *More informal contact with staff means that conversations will be on the basis of an “academic community” – scope for a particular respect for views expressed by students; but that comes with an expectation for input to be mature, professional and helpful.* * *It works both ways, too – reps can encourage staff, by working in partnership, to better understand the rep role and appreciate the value and impact it can have.*   *Throughout this discussion, focus on the good ideas and suggestions generated in the group, and the actions and approaches that people might be able to adopt.*  Let’s sum up our discussions. On top of the ideas you will have created yourselves, here are our top tips.  The nature of the PGT experience, not least the close working relationship with staff, may feel like a contradiction, but try to see that as the best of both worlds: you both have freedom as students to generate your own views, and on the other you have the listening ears of staff who want to work closely with you.  Secondly, when you have ideas or suggestions that you worry staff might take the wrong way, you should focus on the learning, not the teaching. You aren’t here (and don’t need to try) to tell staff what to do, but to describe what you and your course mates hope for the learning experience.  That links to our third point, about working in partnership with staff. You’re both here for the same reason – delivery of the best possible learning experience, but that does mean that you will need to accommodate and respect each other’s views. |  |
| 5 mins | Finally, our ABCD of Effective Feedback, which you may have seen in our Introductory CRT.  **A is for accurate** – being evidence-led, using data and examples from students on your course will help your point be more credible, respected and actionable. You may also have access to university surveys or national surveys such as the Postgraduate Taught Experience Survey (PTES), which may help provide wider comparisons.  **B is for balanced** – do praise the positive at the same time as criticising what you feel are negative aspects. Don’t forget that staff appreciate knowing what they’re doing well – it’s not only a courtesy that helps build good relationships, but it also helps them know what elements of the learning experience to keep if they themselves are unsure.  **C is for constructive** – especially at this level of study, it’s not enough to simply point out the problems. Come up with useful, realistic ideas that you think could help make things better.  **D is for depersonalised** – as we discussed earlier, avoid naming names, especially if it is negative. Keep things focused on the impact on learning. When you’re often in small groups and talk regularly to staff at PGT level, this is especially important. |  |
| **Communication with students** | | |
| *15 mins total* | AIM: Explore how PGT CRs can communicate with students.  OBJECTIVES:   * Define how best to communicate with students on course. * Identify importance of communication with fellow CRs. * Explore the importance of the SA. |  |
| 10 mins | As you’ll be aware, communication is key to being a course rep – not least communication with staff and students.  In terms of communication with students, there are three channels of communication: with your fellow students, with other reps, and with the students’ association.  **With fellow students** – you’ll know better than us, but there are a range of ways in which you can communicate with those on your course to find out about their experiences of learning.  *Generate brief discussion – answers will vary according to learning methods, but should touch on class chats, social space chats, VLE discussions, social media groups and emails. You may want to explore the VLE forums versus social media forums – and including or excluding staff.*  **With other course reps** – when course reps talk to each other, wider understandings are created about whether, and how, issues are affecting more than just one course or module. Some things will be specific to the postgraduate experience, so you’ll find yourself communicating a lot with fellow PGT CRs, or even PGR CRs, especially those in your school or faculty. Often, however, it might be subject-specific or relating to general facilities and there will be common issues with undergraduate CRs.  *This is a good time to add in slides and narrative about the representative structure in the university, the different kinds of reps that exist, and the department/institutional forums in which reps will engage with each other.*  *Generate discussion about how much of all this the participants are aware – and where they are not, what they can find out and how.*  *Ask participants whether and how PGT CRs may have the sort of skills and experience that could make them useful sources of advice to undergraduate CRs.*  **With the students’ association** – senior officers of the association have a key role on university-wide committees, especially relating to learning and teaching. They also engage with university-wide and national quality activity, such as surveys.  *This is a good time to introduce information about the SA, and how it links into the decision-making structures in the university that you’ve just mentioned.*  Some SAs don’t feel they hear the PGT voice strongly enough, so it could be really useful for their sense of the issues facing the whole learning experience for you to tell them your perspectives as a PGT student and rep.  *Some participants may say that at PGT level there is less engagement. If this comes up, agree that there are often challenges due to the overwhelmingly undergraduate profile of most universities, but don’t overstate the problem, especially for those in the training who are new to the university and who may not have the same preconceptions. Emphasise briefly the opportunity for increased co-operation with the students’ association and talk about who in the SA might have responsibility for engagement with PGT reps.* |  |
| 5 mins | **Closing the loop** – To conclude, it is really important to feed back to students about what has happened. Student feedback on their learning, at any level but especially at PGT level, is not a linear transaction where students tell staff something and it is quietly fixed for them (or they’re ignored!). The partnership working you have with staff should manifest itself as a continuous cycle of communication – students’ input helps you identify the issue, you hopefully resolve it, and students give further feedback on how it works – and so on. The same also applies when talking to other reps and the students’ association, as you want to keep them in the loop about changes, developments and new ideas.  Continuing to feed back is a great way to build relationships and everyone’s confidence in the representative system.  *If there is time, have a discussion about how reps feel they can keep students up to speed on what they are doing and achieving in the role.* |  |
| **The Taught Postgraduate Student Learning Experience** | | |
| 20 mins | AIM: Explore the elements of the PGT Student Learning Experience.  OBJECTIVES:   * Understand the SLE. * Explain how to use the SLE to gather and organise feedback from students. |  |
|  | Having discussed how you can communicate with students, the question now is what do you communicate with them about?  To help us, we’ll explore the PGT Student Learning Experience. The SLE is core to our Course Rep Training generally, and if you’ve done undergraduate CRT that we have supported or delivered then you may have seen a similar diagram. The idea is that the elements act as headings under which you should conduct research into your fellow students’ views about their learning experience, and headings under which you might want to present that evidence to staff as a basis for collaboration and enhancement.  This one is an adaptation of our general SLE diagram for the PGT experience. It’s the result of research across the sector and consultation with PGT students about whether, and how, they feel their learning experience is distinct. There are 8 key elements to it, and there are questions in your handbook that relate to each one.  ***Curriculum*** – this is about the content of your course and the way it is constructed. Do your modules have clear learning objectives? Are they delivered in a meaningful order? Is there an appropriate balance between core and optional modules, or between theory and practice (including work placements), or between learning and research (e.g. in your dissertation)? As PGT students you might want to think about whether the curriculum is specific enough to draw you deeply into a specialism but at the same time broad enough to give you meaningful choice over your learning and its impact on your professional work.  ***Learning resources*** – this relates to the physical or virtual things that you use to learn effectively. It might relate to technology, equipment, books or anything else you use – from lab tools to the VLE (the latter being especially important if you or colleagues study online). Some may be provided in line with professional or industry requirements. Given the level of autonomy you have as a PGT student, the resources you depend on will be especially important. Do they enable you to study independently and effectively?  ***Learning, teaching and research process*** – what is the day to day experience like on the course? What is it like to study the modules, and what sort of teaching styles are used by staff? It’s worth thinking also about how well the learning, teaching and research matches or draws upon industry and workplace requirements and opportunities.  ***Assessment and feedback*** – this, obviously, is how you are assessed and what constructive comments you get back from staff. Is the method of assessment appropriate? Does it feel like a challenging level of assessment that takes you beyond the complexity of undergraduate study? Given the short, intense nature of the degree (especially when studied full-time) being able to learn about and successfully apply suggested improvements is really vital, so you should think about the quality and applicability of the feedback you receive on your work.  ***Student Transitions*** – across universities in Scotland we think a lot about how well (and how commonly) students transition between different levels of study. That’s an especially acute consideration if you’re doing your PGT in one year – you’ll barely be adjusting to the transition from undergraduate before you’re having to think about the transition to more advanced study or the workplace. Does the support available to you help make this a smooth and meaningful process?  ***Academic community and professionalism*** – like Student Transitions, this is an element specific to the PGT SLE. As PGT students you will perhaps have a more intimate professional connection to your department or faculty, and perhaps even to your industry. That, allied to your greater level of autonomy as a student, should make you reflect on whether you and fellow students are provided with opportunities to develop your skills and competences not merely within the formal curriculum but in a broader sense alongside your teaching staff and fellow industry practitioners.  ***Guidance and support*** – this is one of the more self-explanatory elements. Do you know where to go when you need extra help with various academic skills? Do you have an allocated personal academic tutor? Where you or fellow students might need extra support, what opportunities or sensitivities are presented by the fact you are studying in often small numbers and with close working relationships with the staff?  ***Quality assurance and enhancement*** – this final element is, in a way, the umbrella that draws all the other elements together. There are various processes by which the degree is monitored and continually improved – both by the course team and others across the faculty or university. Students should be playing a key part in this – whether by filling in module evaluation questionnaires or the Postgraduate Taught Experience Survey (PTES), sitting on committees (as you will as a course rep), getting involved in working groups or focus groups, or generally telling staff what you think about the course. What evidence do you see that improvements are being made as a result of students’ views? And to what extent do you or course mates feel that you should have a deeper role in this by virtue of the nature of PGT study?  ***Conclusion***  So that is the PGT SLE in a nutshell. The headings – and the notes in your handbook – are hopefully a good guide to conducting meaningful research into the learning experience and getting practical, realistic ideas or suggestions out of it  There are two questions to sum up the SLE that we want you to think about:  Firstly, what do you think might be some of the strengths or weaknesses in your course, and what SLE elements do they relate to? Do you think there are some elements where your course is stronger than in others?  Secondly, where you think you can identify development areas, or you feel it might be worth doing some research into fellow students’ views, what might be the best times and methods of doing so?  *Encourage participants to think back to your points about dealing maturely with the sensitivities that may arise from close working relationships with staff. How can they bear these considerations in mind when compiling evidence of the student view to discuss with staff? See if each participant in the training can identify one action point that the SLE inspires.*  *Explain that by identifying the heading or headings for a particular issue or suggestion, you can then get an idea of how change might work and who you would need to work with.*  For instance, if something is a curriculum matter, it affects the very basis of the course and the rationale behind its existence. It is probably the module or course leader you would need to work with. Change here will potentially have a great impact, but may not be possible until the next year.  Meanwhile a matter relating to learning, teaching and research process is probably something the tutor or module leader can deal with, and it may be solvable very quickly or easily. |  |
| **Scenarios** | | |
| 15 mins | In terms of taking forward issues that students raise, and how you work with staff, here are a few examples we’ve been given by universities across Scotland.  Read one or two of them in groups and discuss how you might approach them as a course rep.  *In facilitating discussion of resolutions, ask for reflection about the area of the PGT SLE it relates to (there are suggestions below), and how partnership working with staff can be promoted in the solution. For each scenario think about the following points:*  ***Scenario 1:*** *This should prompt discussion about the concept of equivalence for full-time and part-time students, and the related dimension of online learners. One obvious solution is to live stream the talks, or record them for later upload to the VLE. That should also open the door to the prospect of speakers coming from beyond the area too. The wider issue here relates to how the course leaders have designed the curriculum and delivery in a way that equitably accommodates part-time or distance learning students. If this is one oversight, how else are PT or ODL students being excluded?* ***PGT SLE elements:*** *Curriculum; Learning, teaching and research process; Academic community and professionalism.*  ***Scenario 2:*** *Collusion is tricky, and the damage could be serious at PGT level. However you’re not here to take on case work. Refer them to the students’ association’s advice centre or university student services for help. Speak to the lecturer if this is a wider issue – are students receiving sufficient information? Is there an impact on induction or access to support services? Do some (sensitive!) research among course mates to help inform your conversation.*  ***PGT SLE elements:*** *Assessment and feedback; Guidance and support; Student transitions.*  ***Scenario 3*** *– This could be big! Both the SA and university could need to drastically change here. Don’t feel the need to take all this on yourself, but do note the impact that the lack of structure is having on staff and student engagement with each other. Speak to other PGT course reps to get their experiences, and if you can, write a short paper for your course leader and the students’ association.* ***PGT SLE elements:*** *Quality enhancement and assurance.*  ***Scenario 4*** *– There are questions about expectations here. Were they set out to the class at the start of the course or module? What specific examples can the student give of support not being given that should have been? If you don’t know the supervisor well, have a chat with your own tutor or course leader to ask advice. There could be a wider issue about developing shared understanding of expectations.* ***PGT SLE elements:*** *Learning, teaching and research process; Guidance and support.*  ***Scenario 5*** *– Timetable clashes are always a tough one! Sometimes it is hard to get new times or rooms at short notice, but clearly if students are unable to undertake their learning then there is a problem. Speak to the course leader about whether anything can be done, for example alternative sessions, notes or recordings on the VLE, or better mapping of module choices and numbers to prevent this happening next time.* ***PGT SLE elements:*** *Curriculum.*  ***Scenario 6:*** *In a sense, it doesn’t matter what the issue is that students are complaining about here – what’s most interesting is the fact that, as may frequently happen, you are asked as a rep to take up issues you don’t personally agree with. You’re entitled to your own views, but must remember that your job is to be a “representative” representative. Remember the ABCD here! For instance, ask the complaining students to help provide clear evidence that might back up their point, which you could then take to staff in a diplomatic manner. If you’ve found resources that others don’t seem to have, perhaps you could share them – or suggest that staff give a quick overview again of the range of resources they feel students should be using.*  ***PGT SLE elements:*** *Curriculum, Learning resources.* |  |
| **Meetings** | | |
| 5 mins | AIM: Discuss effective meeting skills.  OBJECTIVES:   * Look at how to engage effectively with course committee meetings. * Consider the role of SA meetings. |  |
|  | Once you have done research into the student view, using the SLE diagram, you need to present views at meetings, and there are two that you will probably be involved in – course committees, where you meet with the teaching staff and your degree is managed on an ongoing basis; and often you will be entitled to attend SA meetings, sometimes called course rep meetings, where you can help shape the bigger picture of the university-wide learning experience. Bringing the PGT experience to these meetings is especially important as it may not always be all that prominent.  If you haven’t already been told about dates of meetings, your expected role, the remit and composition, then you should try to think about how you can find this out.  *Encourage brief discussion to resolve this if required – signpost people to their course leader or the SA.*  However, for both meetings there are probably the same guiding principles in terms of how to approach them before, during and after they take place. A lot of this is basic common sense and the sort of communication skills you already have in abundance as PGT students. However, do add anything or comment if you wish!  *Briefly ask participants whether they or others might have higher expectations on them in terms of the quality of their written or verbal contributions to meetings or the depth of their research as reps as a result of being PGT students. Does this present opportunities to support and informally mentor other reps, or for others to learn from their valuable experience?* |  |
| **Next steps** | | |
| 10 mins | AIM: To recap the session.  OBJECTIVES:   * Summarise action points. * Re-emphasise support available. * Reflect on skills. * Recap learning objectives. |  |
|  | That’s nearly the end of the session.  *Encourage participants to reflect on any action points they may have identified. And share what yours might be as a trainer, perhaps in terms of feeding back any issues or concerns expressed in the session.*  *Emphasise that there is plenty support available – from the SA (who will always be keen to learn about traditionally under-represented groups like PGTs), teaching staff and – importantly – each other.*  *Finally, stress that the PGT role shouldn’t be onerous in terms of time commitment, but what time is invested should reap a reward in terms of contributing to individual professional skills development.*  *Recap the learning objectives, ask for completed evaluation forms, and thank participants for coming.* |  |
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