**Course Committee (Staff/Student Liaison Committee) Training (Role-Play)**

**Tutor Notes**

**Learning Objectives:**

* describe and understand Course Committee Meetings
* share previous experience of Course Committee Meetings, reflecting on what works and what doesn't
* practice (and observe others) gathering feedback from classmates in a simulated classroom
* practice (and observe others) delivering this feedback to staff in a simulated Course Committee Meeting
* give and receive feedback on how well you did in picking out the relevant feedback from your classmates and presenting it to staff
* reflect and decide what you will start / stop / continue with when you go to a real Course Committee Meeting.

**Ice-Breaker**

Pop Quiz to see what they remember about Course Committee Meetings from Introductory Student Rep Training, and Share experiences of Semester One meetings.

**Task 1**

Ask students to share experiences of previous Course Committee Meetings that they have been to.
There is a slide on Good and Bad Practice to cover anything students might not have come across.

**Task 2 – Simulation - gathering feedback from classmates**

Remind students that Role Play is Active Learning - Curriculum for Excellence & Take 5, and see Colin Rose (1985) *Accelerated Learning.* Accelerated Learning, Ltd, Aylesbury.

Ask for 2 volunteers to play the role of Student Reps.

Others will be given the role of different students with different issues relating to their student experience.

Students read out the statements on their role-play cards in scripted order – they can ad lib and be as flamboyant as they wish, or just read out the words.

The Student Rep volunteers listen to all the feedback/discussion and try to pick out the key points they will want to relay to staff in the Course Committee Meeting

**Task 2 de-brief**

What did we, as Student Reps, learn from this role play task?

* Some students are more demanding than others

So Find the real issues affecting the majority

* Some students are quieter than others

So Encourage everyone to contribute

* Diverse student body

So Respect everyone, and make sure no-one abuses others for their views

* Managing group dynamics

So You are in charge in the session where you are gathering feedback from your classmates, so deal with bad/inappropriate behaviour. Doing this in pairs helps – which is 1 of the reasons why each class has 2 Student Reps.

**Task 3 – Simulation - Course Committee Meeting**

Recap the sparqs ABCD of effective feedback model.

Reps Volunteer – you will now place the role of Student Reps in the Course Committee Meeting (give them time to jot down the student feedback they want to present.

Everyone else – Listen and watch as the rep presents your feedback to the staff at the simulated Course Committee meeting. Use the Peer Observation Sheet to note down

* One good thing the reps do/say
* One thing the reps do that could be better
* One thing you will do at your next meeting

Remind students that we will all share these observations at the end, so BE KIND!

**Task 3 de-brief**

Discuss the observations and reflect on what worked and what could be improved.

**For VLE Delivery**

**E-tivity 1** is the Pop Quiz ice-breaker, delivered as an interactive fill-the-blank quiz.

**E-tivity 2** is *Sharing Experience of Previous Course Committees*. Students contribute their experiences to a Padlet (previously Wallwisher) online wiki, looking at what happened (or should have happened) before, during and after the meeting to make it effective.
This e-tivity can be extended to jointly develop a Code of Conduct for meetings.

**E-tivity 3** is *Gathering Student Feedback* . Students listen to an audio file of voices reading the role play cards, and use a template to note what elements of the feedback they heard and want to take to staff at a course committee meeting. Support material includes an interactive version of the sparqs Student Learning Experience model (resource also supplied).

**E-tivity** 4 is *Delivering the Feedback at a Meeting.* Students record an MP3 file of a piece-to-camera of them telling staff at a course committee meeting what their fellow students think. Sony Vado cameras can be provided to assist, but most smart phones have the same facility. The tutor has modelled an example video to scaffold the activity. Support material include the sparqs ABCD of Effective Feedback, so students ensure the messages they deliver to staff are heard.

**E-tivity 5** is *Peer Review* of the video performances. A template is provided to allow students to comment on the videos of 2 other students, moderated by the tutor, before sharing them with the video makers. A discussion board is provided for students to share the things other identified that they did well, and things they now know they can improve on.