

**Engaging diversely: how online students,
postgraduates and others can (and should!)
be full partners in quality**

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About sparqs

- **Student Partnerships in Quality Scotland.**
- Works with Scotland's agencies, institutions and students' associations.
- Engages in projects, conferences and consultancy beyond Scotland.
- Staff of 10 plus a team of student trainers.
- Provides training, research, consultancy, events and more.
- Keep up with us at www.sparqs.ac.uk.



Some features of Scottish higher education



- Student engagement a foundation of quality:
 - Partnership with students' associations.
 - Student reviewers, and strong enquiry about student roles.
- Enhancement-led model: how can we be ever-better?
- Increasing diversification:
 - Social indicators.
 - Methods of learning.



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What to engage students in:

1. Wider life of institution.
2. Learning.
3. Shaping the learning.
4. Formal decision-making.
5. National decision-making.

How to engage students:

1. A culture of engagement.
2. Students as partners.
3. Responding to diversity.
4. Valuing the student contribution.
5. Focus on enhancement & change.
6. Appropriate resources & support.



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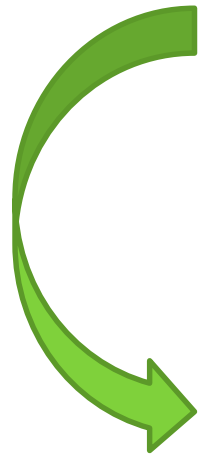


Capacity for partnership



**Students and
students' associations**

**Institutional
management, staff
and governors**



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Broadening the scope by engaging diversely: Training and support of students

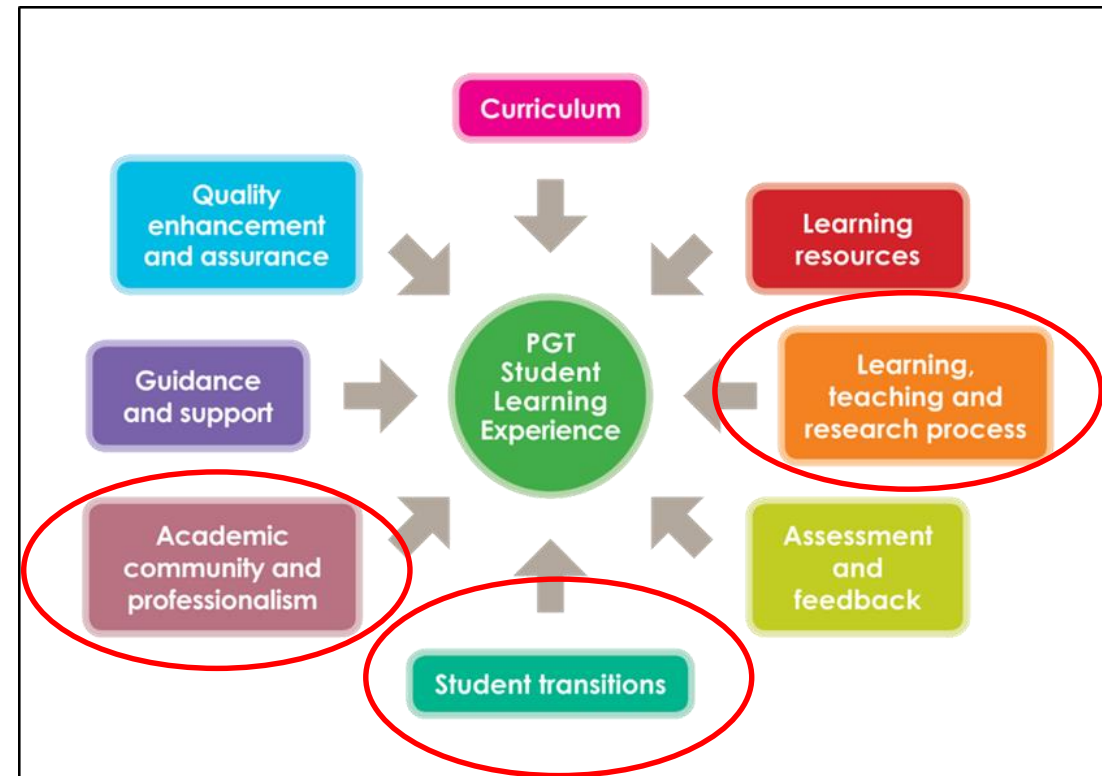
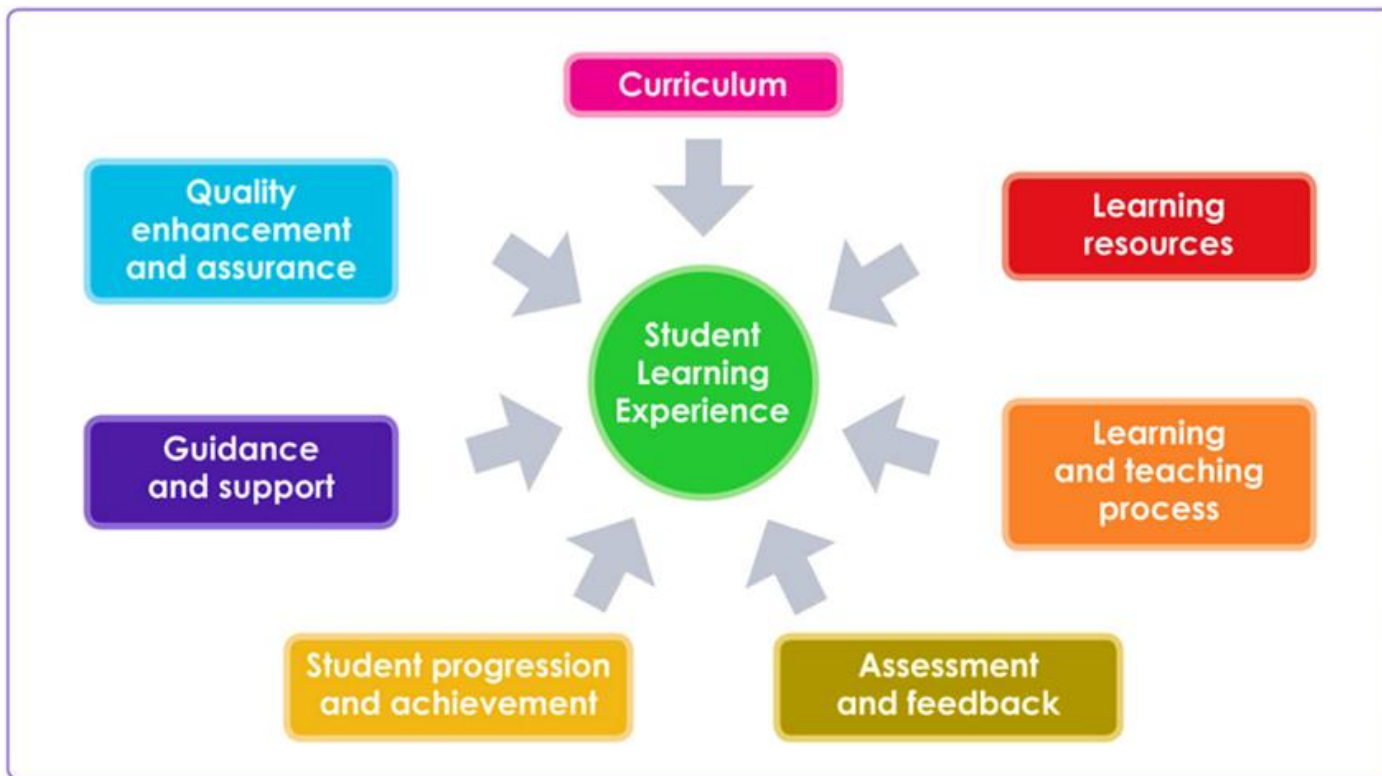


1. Student reps may need to approach their roles in different ways.



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Broadening the scope by engaging diversely: Training and support of students



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1. Student reps may need to approach their roles in different ways.
2. Student reps may need to be trained in different ways.



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Broadening the scope by engaging diversely: Training and support of students

Introduction

What is student representation?

The class rep role

- Benefits of being a rep
- Expectations as a rep

Why is representation important?

The student learning experience

The class rep cycle

Identifying the issue

Developing and implementing the solution

Closing the loop

Support available to you

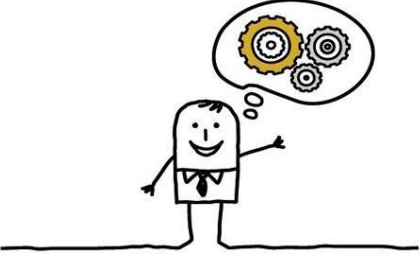
Your future rep career

Jargon buster


Quiz and evaluation

The class rep role

As a class rep you **represent** all the students on your course and are the link between staff and students. This is an important role in communicating students' issues and views and working in partnership with staff to make positive changes to your learning, as well as the overall student experience.



Shutterstock



HISA: Why are class reps important?

[View transcript]

Exercise 1 – Your class rep role

Thinking about your role as a class rep, what would you say:

- is the **purpose** of the class rep?
- are some of the **tasks** a class rep might have?
- are the **skills** that a class rep might need?

Use the button below to view suggested answers.

[View answers](#)

Rep Training

Why is representation important?

The student learning experience

The class rep cycle

Identifying the issue

Developing and implementing the solution

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Support available to you

Your future rep career

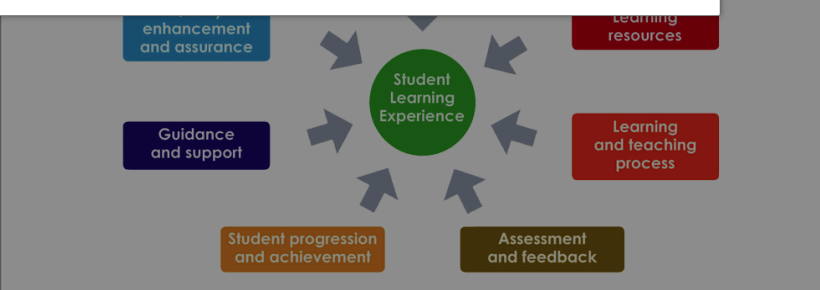
Jargon buster

Quiz and evaluation

Assessment and feedback:

Assessment is the way in which a student's progress and achievement is measured. Feedback then allows students to reflect on their learning and identify areas where they can improve. Think about:

- Are assessments spaced out well?
- Are they the right kind of assessments for the type of module/unit/course?
- What kind of feedback is given? Is it of good enough quality?
- Does the feedback help you see where and how you need to improve?
- Are you given enough time to prepare for assessments?
- Are there opportunities to discuss your progress with staff on a regular basis?



Exercise 3 – using the Student Learning Experience

Referring to what you liked most about your course and the areas you would like to see improved, think about what areas of the **Student Learning Experience** these would best fit into.



Broadening the scope by engaging diversely: Training and support of students



1. Student reps may need to approach their roles in different ways.
2. Student reps may need to be trained in different ways.
3. Student reps need to be supported to be representative representatives:
 - Training on seeking diverse views through flexible means.
 - Diversity monitoring of rep cohorts.



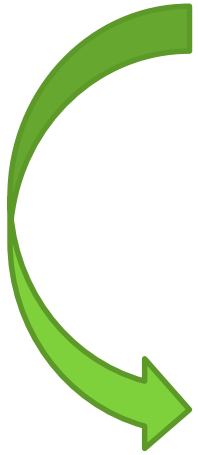
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Broadening the scope by engaging diversely: Building institutional capacity

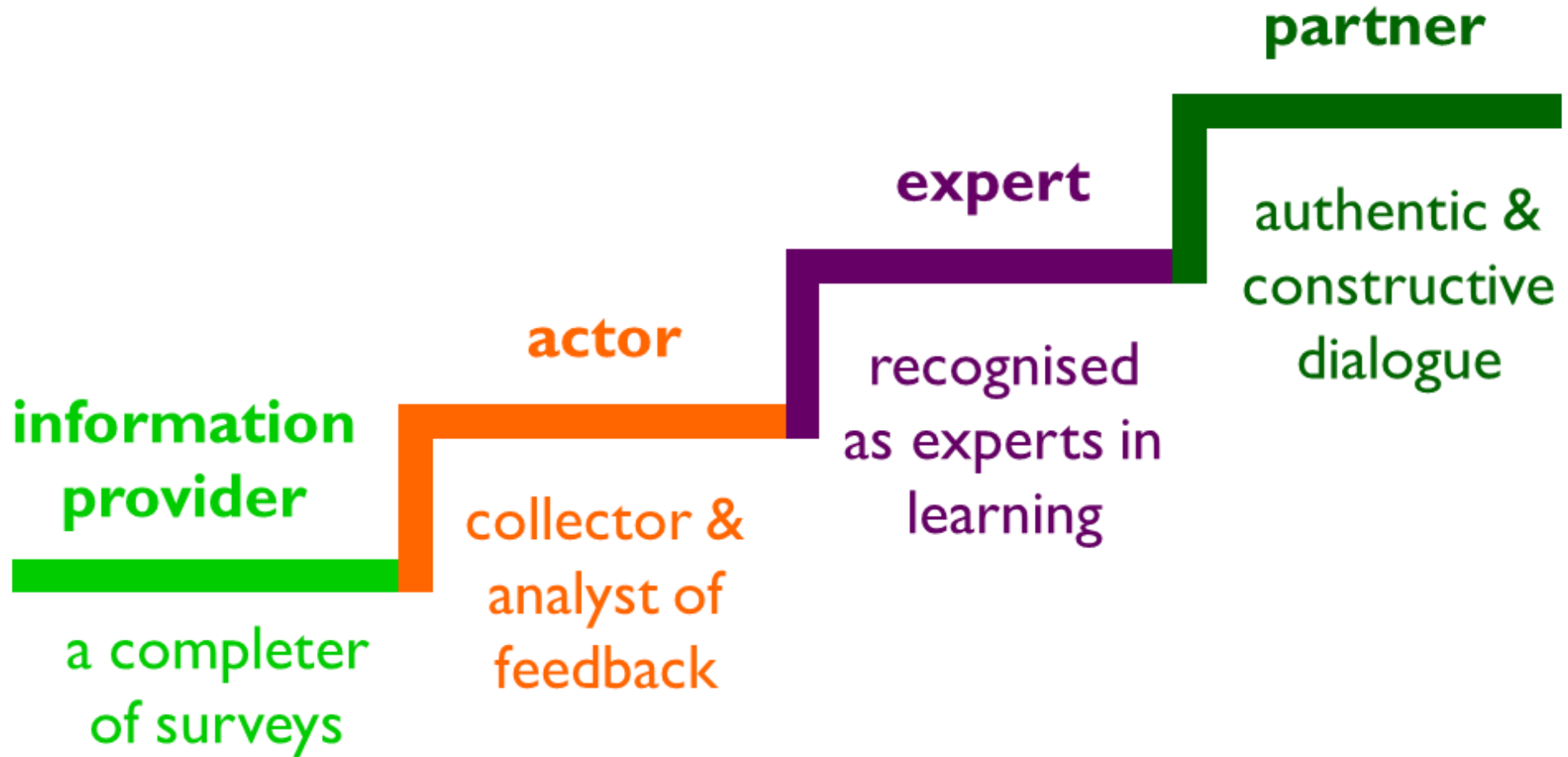


1. What sorts of activities can students undertake?



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Student partnership staircase



Broadening the scope by engaging diversely: Building institutional capacity



1. What sorts of activities can students undertake?
2. What approaches can be taken to representing students?
 - Autonomous – self-governing group.
 - Academic – representation by subject area.
 - Executive – responsibility directly with academic affairs lead.



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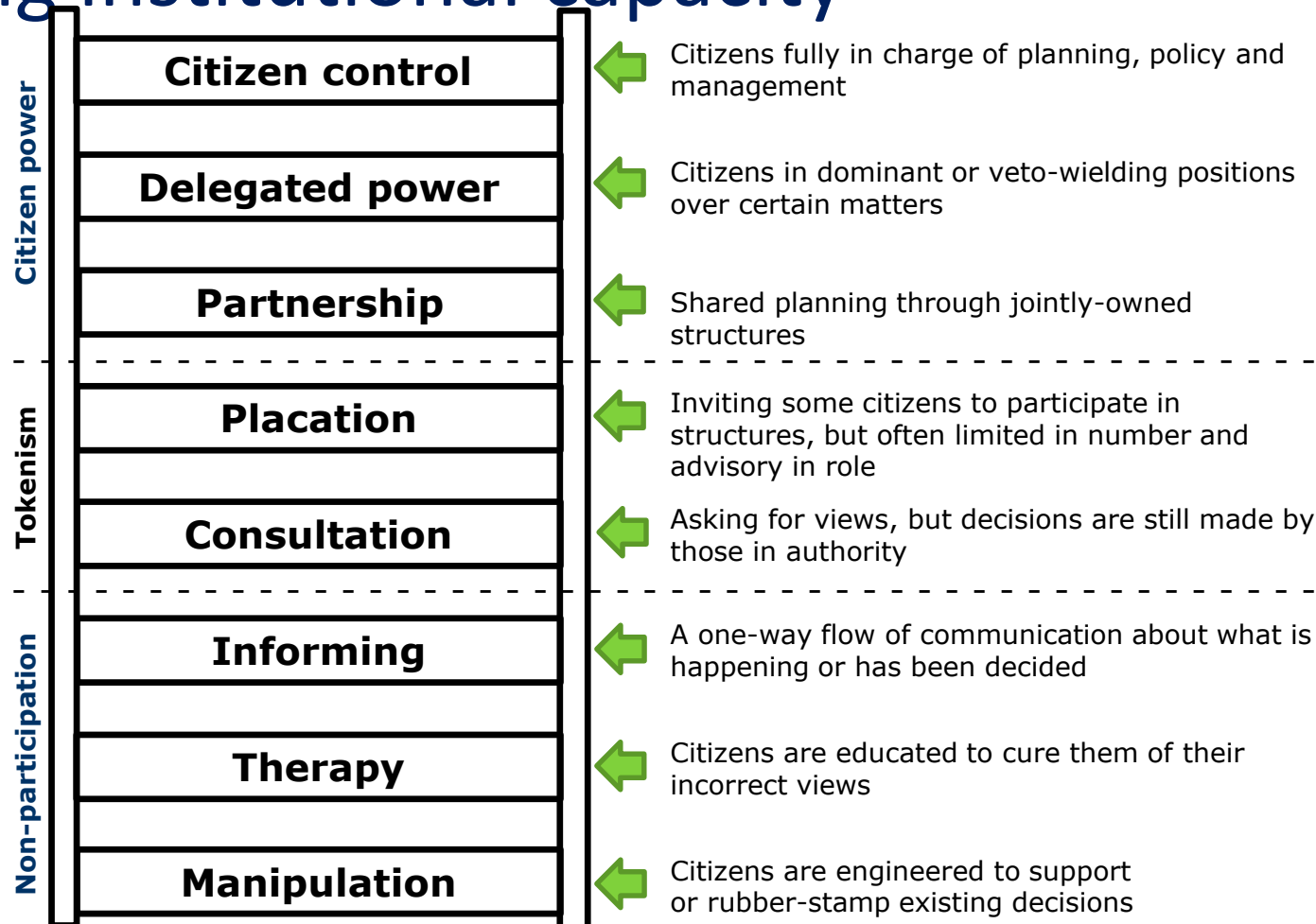


1. What sorts of activities can students undertake?
2. What approaches can be taken to representing students?
 - Autonomous – self-governing group.
 - Academic – representation by subject area.
 - Executive – responsibility directly with academic affairs lead.
- Are students partners? Or something else?



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Broadening the scope by engaging diversely: Building institutional capacity



A Ladder of Citizen Participation
by
Sherry R Arnstein
(1969)



More information

- Find our resources:
 - In the paper.
 - Collect some at the end of the session.
- Find them all at www.sparqs.ac.uk
- Contact me: simon.varwell@sparqs.ac.uk



Questions from paper (summarised!)

1. How can your student data inform your strategies for engagement?
2. Do your institutions and student bodies work in effective partnership to broaden engagement?
3. How can you develop partnership for typically less engaged students?

