



Student Representation for Reps at a Distance: Support, Community and Inclusion

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Starting points

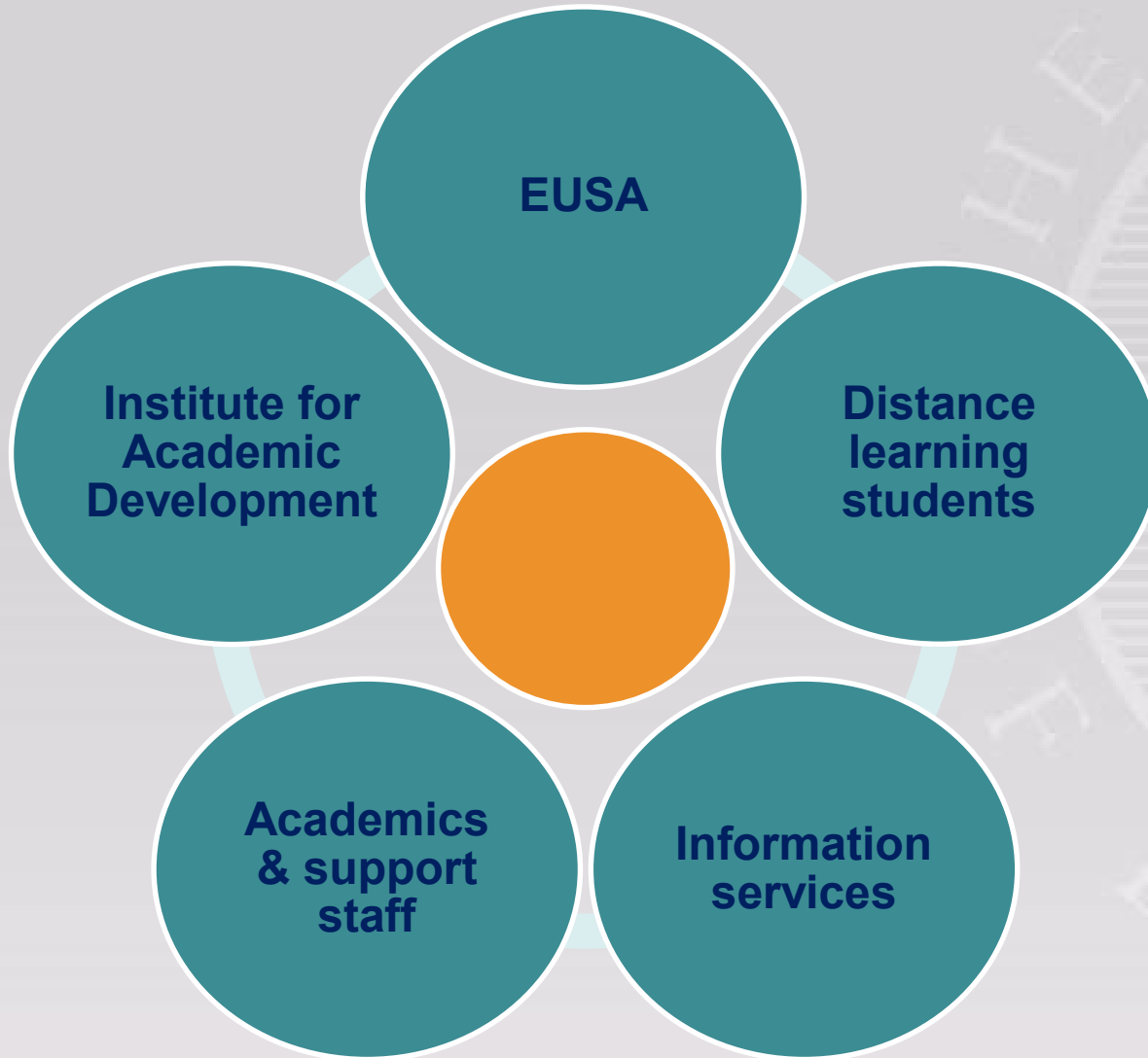
January 2014:
Review of QAA
Quality Code Part B



September 2014:
Task group
set up



Membership





Deliverables

Guidance for Schools re: ODL students & Quality processes

Guidance for Schools & EUSA re: effective communications with ODL students and representation structures

Outline of training requirements for meetings with ODL students



Central questions

How should the student representation system work for online distance learning at the University?

What needs to happen to enable the student representation system to operate effectively and inclusively of distance learners?

How can we put this in place, who will do it, and by when?



Recommendations

Share student university email address within the student representation system

Develop new ODL student representation web presence

Update existing guidance relevant to ODL student representation system

Develop briefing document for training providers

Develop briefing document for Schools



Successes

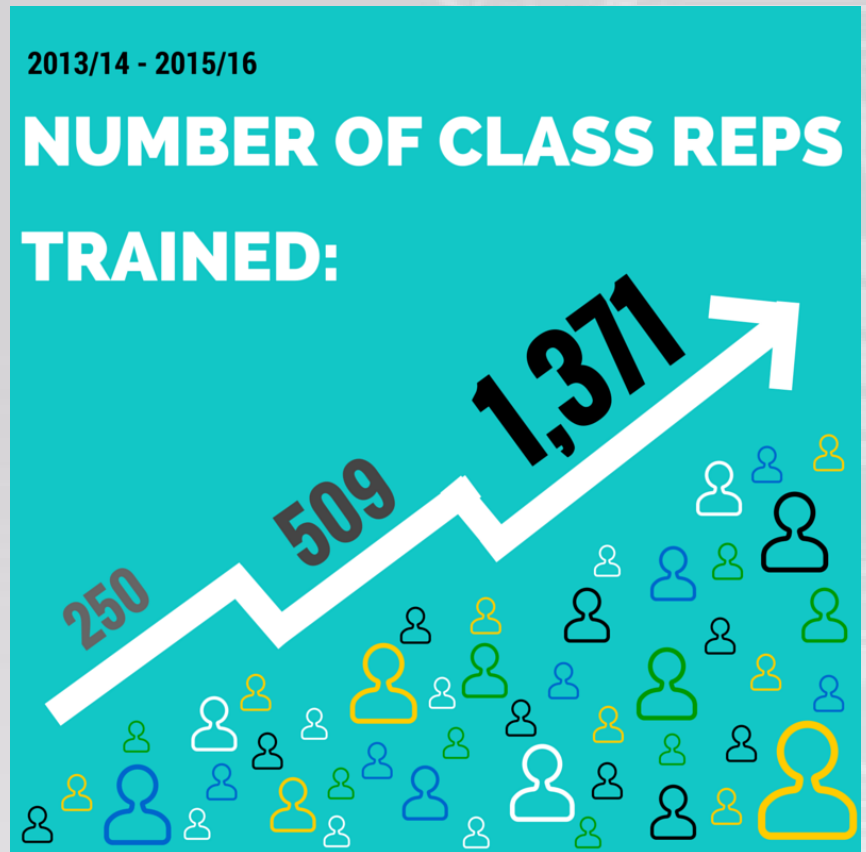
New webpages to clarify ODL student representation processes and facilitate inclusion

The screenshot displays the University of Edinburgh website. At the top left is the university's logo and name. A search bar is located at the top right. Below the header is a large image of two students smiling. A red banner with the word 'STUDENTS' in white is positioned below the image. On the left side, there is a navigation menu with the following items: 'Students home', 'Academic life', 'Surveys and student engagement', and 'Student representation for distance learners' (which is highlighted in red). The main content area shows the breadcrumb trail: 'Home > Students > Academic life > Surveys and student engagement > Student representation for distance learners'. The page title is 'Student representation for distance learners'. Below the title is a sub-header: 'Information for Online Distance Learning students on becoming a Rep and for staff supporting Reps.' There are four main content blocks, each with a red header: 'What is student representation?' (with a sub-header 'Effective student representation is a vital part of the University's quality assurance and teaching and learning enhancement processes.'), 'Becoming a Student Representative' (with a sub-header 'Why you should consider becoming a Student Rep and how to go about it.'), 'Current Online Distance Learning Student Reps' (with a sub-header 'Various forms of support are available for Online Distance Learning Student Reps.'), and 'Guidance for staff' (with a sub-header 'Find out more about including Online Distance Learning Student Reps in meetings, and access guidance from FIISA and the University').



Successes

Edinburgh University Students' Association developed Class Rep Online Training and trained a record number of 1,371 Class Reps





Successes

Engagement with Class Rep Online Training increased by 169%

ODL Reps could participate in the Edinburgh Award for Representing Students for the first time

Class Reps wrote nearly 200 blog posts, earned Open Badges to reflect on their work and share their successes with the students they represent

CLASS REPS

2015/16

ENGAGEMENT

1,371 BASIC TRAINING	
350 @ INTERMEDIATE TRAINING	
312 @ REP EVENTS	
110 EA INPUT 1	

SUCCESSES

78 REPS EARNT 162 OPEN BADGES FROM BLOGGING
237% INCREASE

1,371 CLASS REPS TRAINED

AN INCREASE FROM 2014/15 OF

169%





Challenges

Communicating new processes to staff

Communicating regularly with ODL Reps (not too much and not too little)

Engaging ODL Reps in our online Rep community and in wider student representation projects across the University



Discussion

- How do you support and create a community of Reps at a distance?
- What can be done to ensure ODL Reps are included in quality enhancement processes including student representation?