

Course Committees:

Focus on Engagement and enhancement

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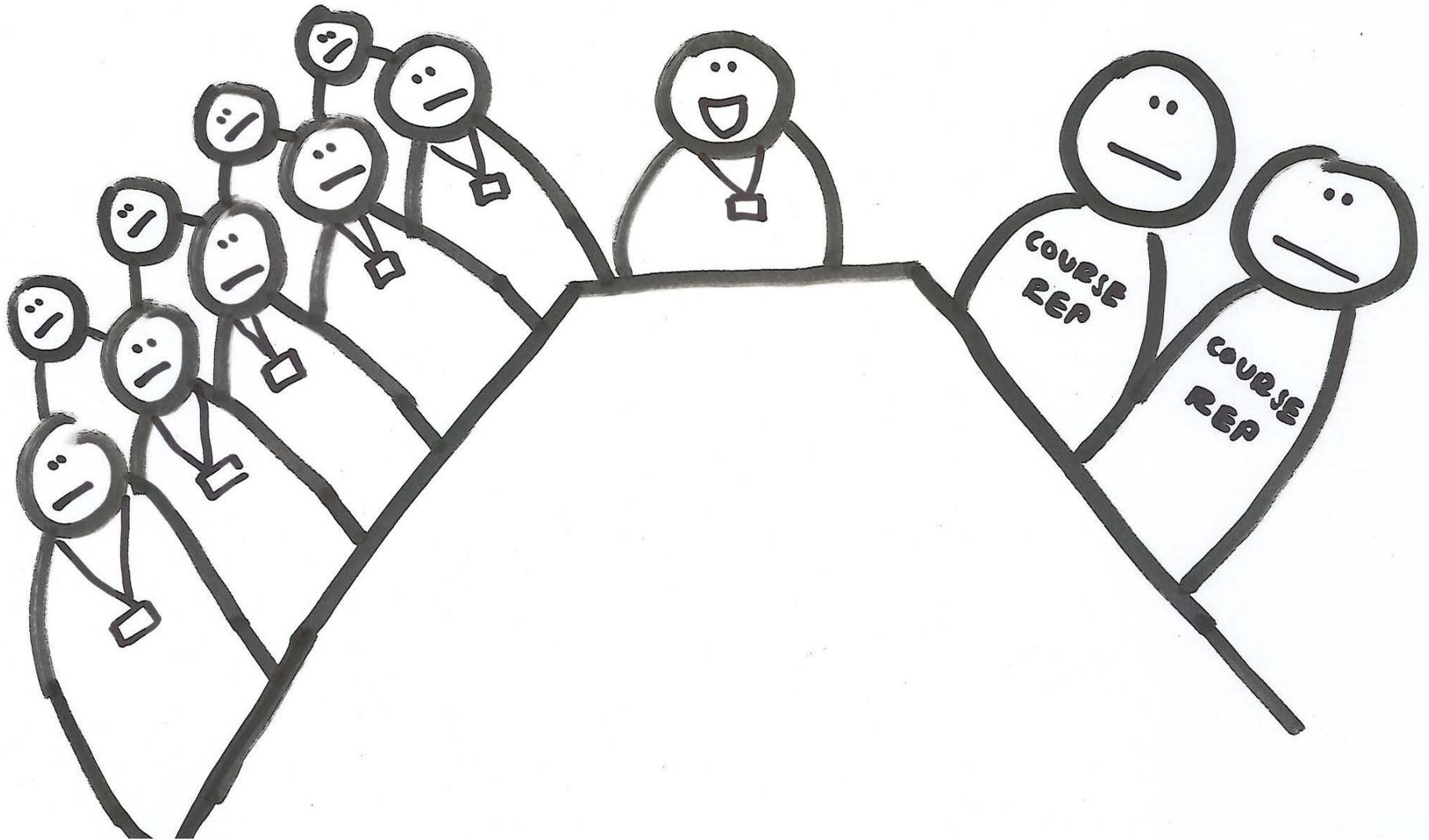
Introduction

- My experience of our course committees
- Taking an enhancement approach
- The bigger picture: improving the course rep role (Neval Gazette)
- Discussion: your suggestions

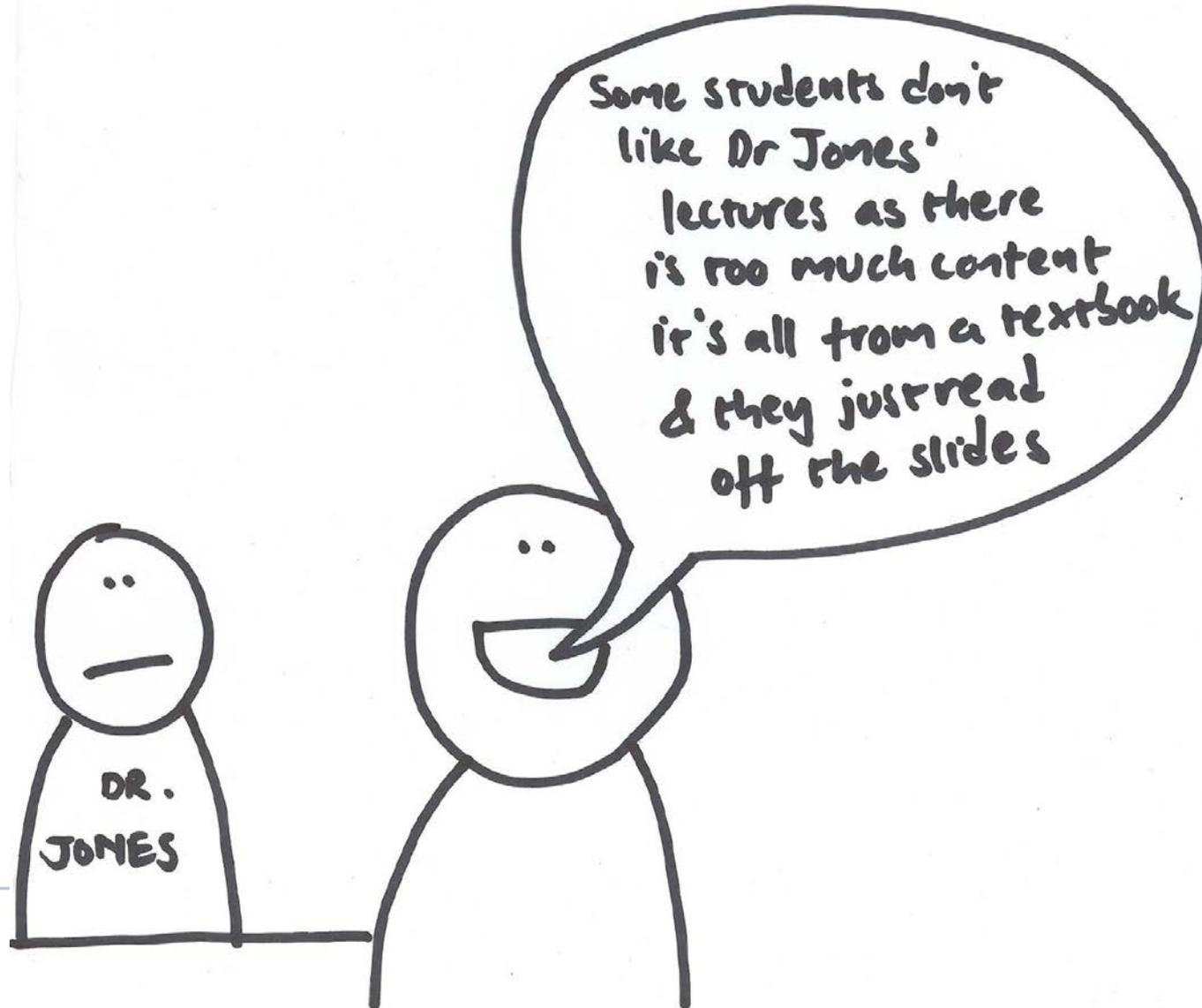
Course committees

- In your course committee meetings, the issue most identified is.....

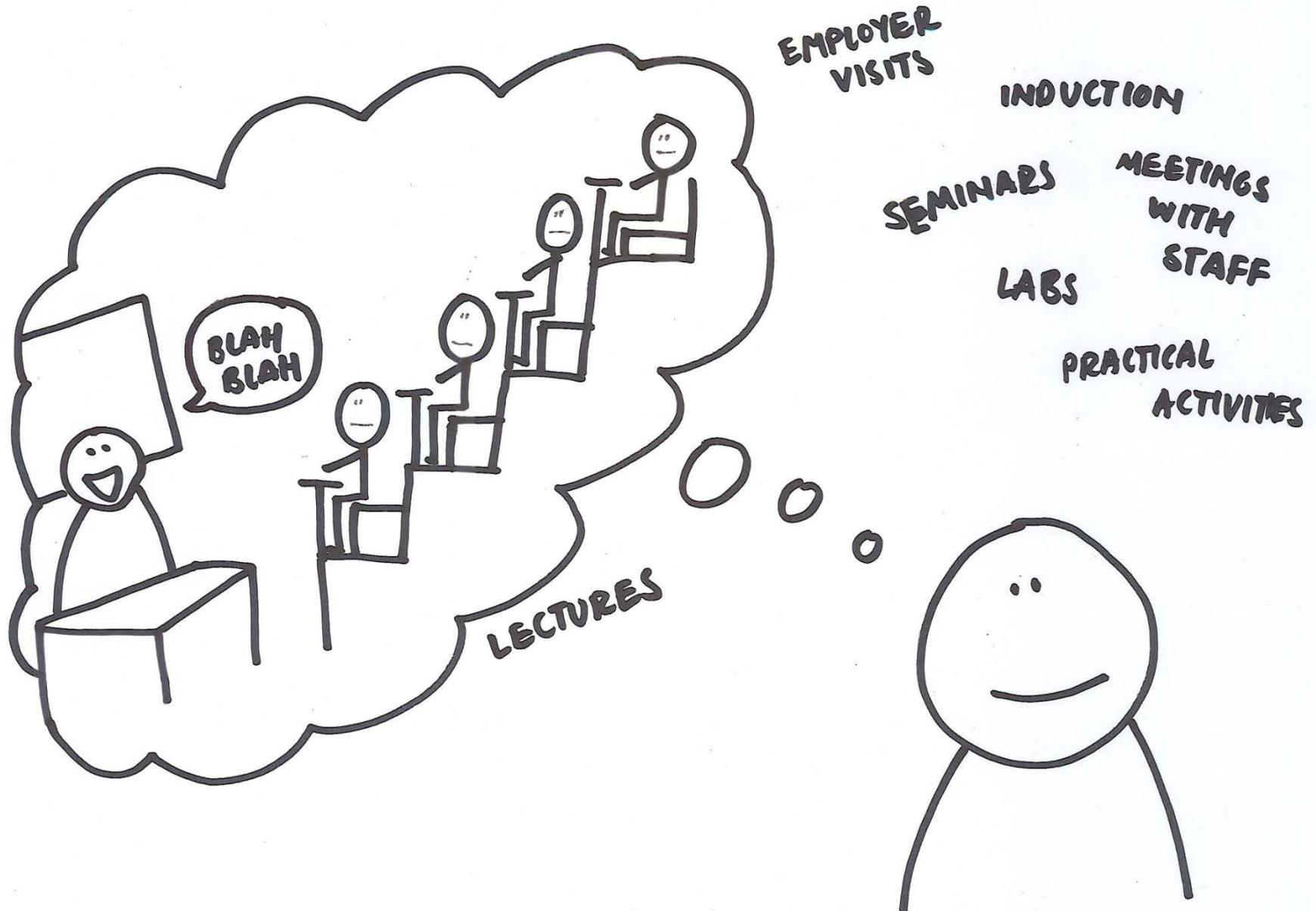
Course committee meetings



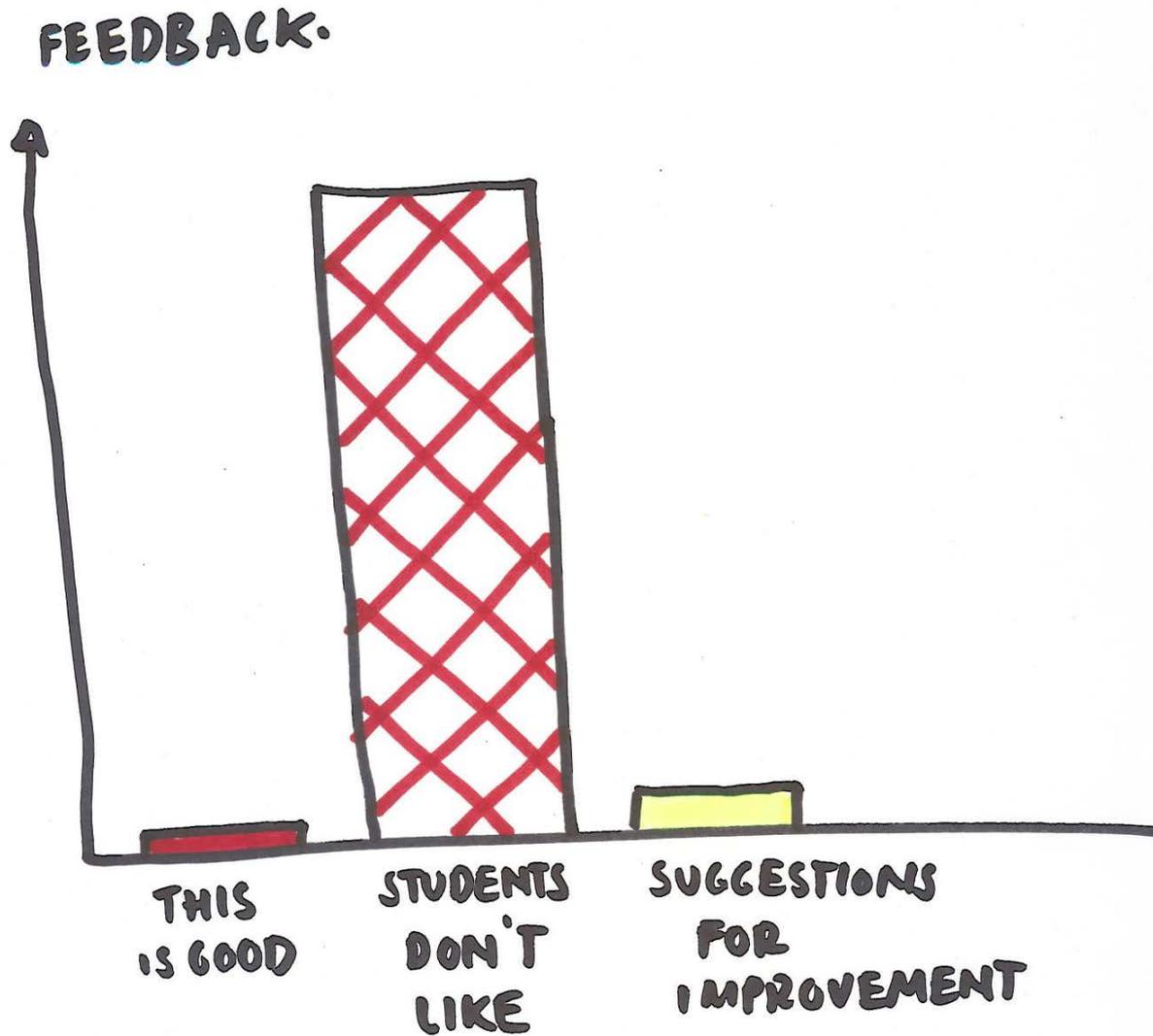
Meetings can be challenging...



Feedback emphasises the lecture experience

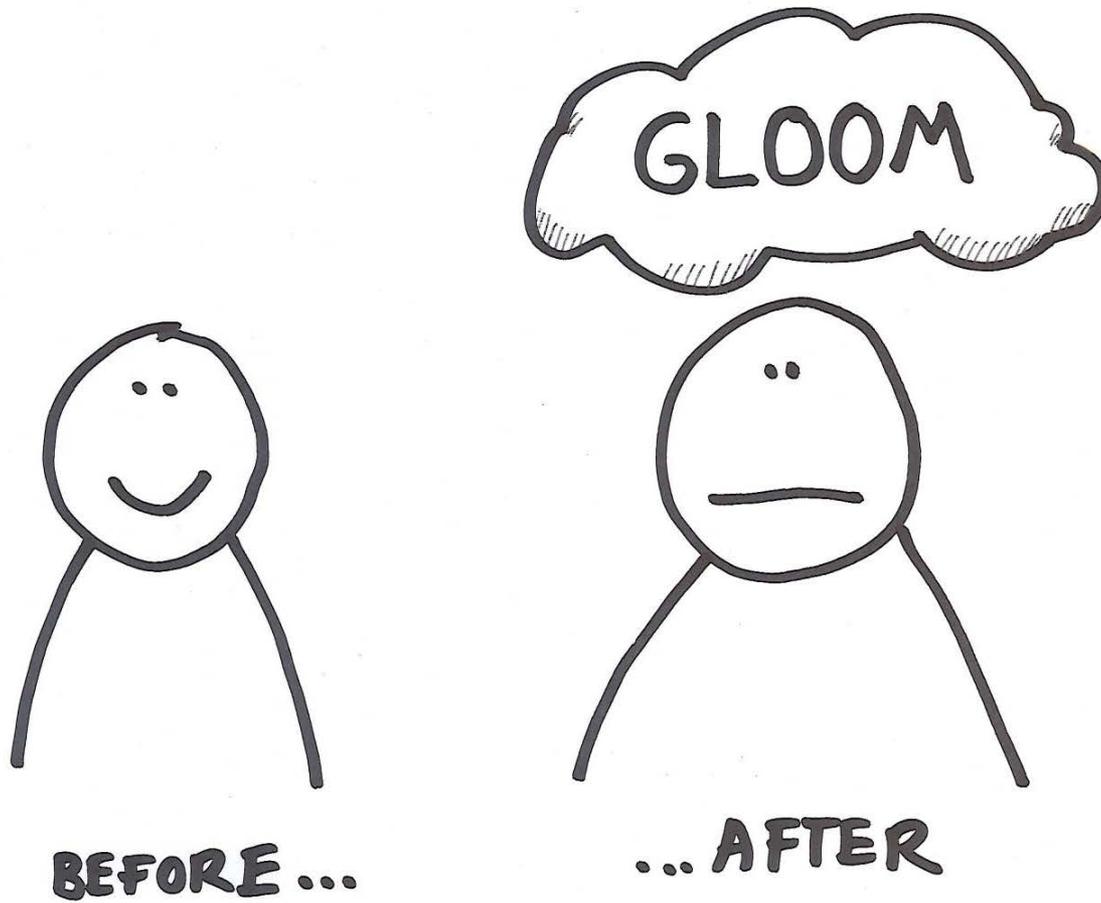


The focus of feedback



My experience of course committee meetings was that they could;

- Be too long
- Involve students and staff presenting their views, without any real dialogue or efforts to develop a shared understanding
- Be difficult for students; where negative feedback may be presented by a rep on a lecturer who is present at the meeting.
- Be negatively focused; emphasising issues or negative aspects of students' experience, whilst diminishing the many positive things we do
- Raise issues, without actually discussing possible solutions, (or whether they could actually be solved)



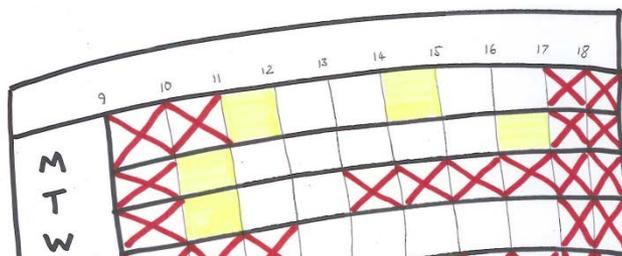
This year we have piloted a different approach...

Before the meeting

- There is some pre-discussion around themes that aren't necessarily solvable, e.g. timetabling, and assessment scheduling
- There is a reminder of positive developments

Particular timetable times

Monday mornings, Thursday Mornings and Friday afternoons, are just some of the less favoured timetable slots. However, if we avoided having scheduled sessions at these times (and on Wednesday afternoons) it would be a struggle to fit your sessions in, particularly when you factor in all of the other courses on campus! And so it's inevitable that sessions will be scheduled at these times!



At the meeting

- There are opportunities for staff and students to have a discussion on key themes
- There is a focus on ideas for enhancement
- A **dialogue** between staff and students in partnership

- Learning activities
- Teaching
- Support for learning
- Staff accessibility
- Learning resources
- Timetabling
- Volunteering/gaining experience
- Placements
- Sandwich placements
- Employability
- Enterprise/entrepreneurship

KEY COURSE THEMES

- Induction
- Re-induction
- Assessment types scheduling
- Course design options content
- Feedback formative summative
- Course identity
- The course rep role
- NSS

Ideas for developing course identity?

• 1 Activity Day ②
+ Social at the
start of the
courses

② Course Identity

Social events
(organised)

- All courses together
- Courses separately

Student +/rep organised

MULTI-SPORT DAY

Cross year links and alumni links?

④ INVOLVE 2ND YEAR STUDENTS IN 3RD YEAR MAJOR PROJECTS AS "HELPERS"

④ Involvement of peers.

- Graduates speaking in induction week.
- Targeted involvement in teaching sessions
- Student involvement in seminar teaching.

Start of 2nd year - talk ~~about~~ ^{from} 3rd years.

The wider role of course reps

Neval Grazette

Yr 2 B.Sc. Sport and Exercise Science



- Through discussions with Neval, he highlighted that course committee meetings are only one part of a bigger picture of effectively engaging course reps
- He provided some great suggestions...
 1. To formally acknowledge the role of reps, e.g. with a formal email/letter
 2. To provide recognition, e.g. through something as simple as a lanyard, a hoodie, or a termly celebration dinner, as in outreach type activities he has been involved with,
 3. To outline clear expectations of the role, perhaps on a termly basis, and to schedule a meeting with each student rep to follow up on whether they have been meeting the requirements of this role
 4. Getting the right person in the role: To quiz any volunteers about why they want to do the role before they engage in it, to get a better feel for the type of students who volunteer in the first place
 5. To provide praise: e.g. Well done on doing such a good job of...

Discussion

- Write down your suggestions on some paper and we'll collect them together
- help provide some suggestions for;
- Enhancing course committee meetings
- Enhancing the role of course reps