



Edinburgh College

**Students'**  
**Association**

2017

ECSA Learning & Teaching Report

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## President's Introduction

This year ECSA have been working closely with students & reps at the curriculum level to embed continuous improvement to the quality of Learning & teaching at Edinburgh College. Working to Develop & foster a 'Quality culture' between staff, students & ECSA.

By using our Learning Engagement Framework (LEF) to give our students every opportunity to have their say on their own learning & teaching we proved how effective and sector leading we can be.

This approach of having students as experts talking about learning & teaching, and ensuring a greater emphasis on closing the feedback loop for learners, has been a key driver for ECSA, whilst also building effective relationships with college senior management. ECSA's approach of working in partnership with learners has strengthened ECSA's role as the college's 'critical friend', working to tackle key student issues throughout the academic year. LEF is guiding ECSA's work and making a difference to the 'quality culture' within Edinburgh College.

With the good work only just beginning, having this process in place with greater buy-in from more staff and students, who see LEF and partnership as a solution to an improved Learning environment, the future looks good for learning & teaching at Edinburgh College.

This report provides the details of our systems and processes, highlighting all the positive work ECSA and our membership have done to improve learning & teaching, whilst also identifying where we haven't quite got it right just yet.

As this report shows, and as defined by our new strategic plan, our work is Powered by Students, Driven by Values and Committed to Better.

A handwritten signature in black ink, appearing to read 'N Black'.

**Neal Black**

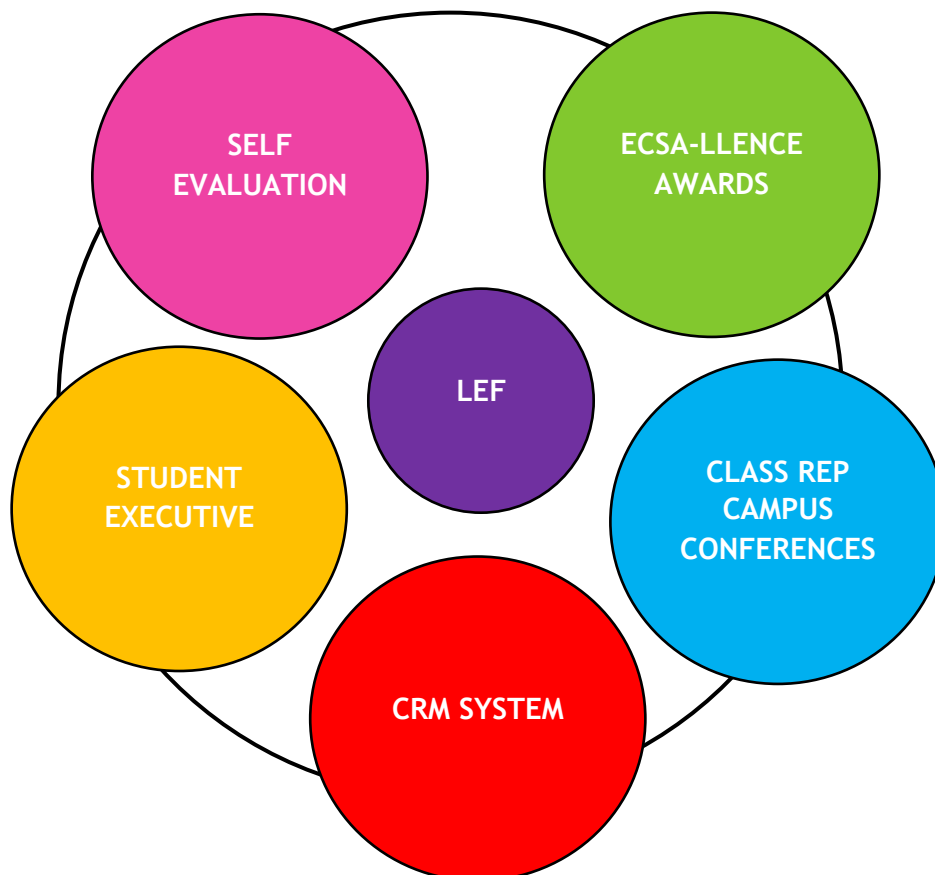
**Student President**

## Learner Engagement Framework

The Learner Engagement Framework (LEF) was developed by ECSA in an effort to focus the conversation with reps and students on their learning & teaching. LEF is the bedrock foundation of systems and processes that facilitates students speaking about their experiences and using that to improve the overall learning experience for all. This change in approach required ECSA to be proactive in working with students, and has been achieved by introducing new engagement mechanisms and changing the methods ECSA have used previously to fit this more proactive model.

The goal of this new approach was to create a 'Quality Culture' in which students are more engaged in their learning and are genuine partners working with the college in shaping that learning experience. This work ensures ECSA can continue to have its 'finger on the pulse' of students' wants & concerns, thus aligning with the college's goals as highlighted in Education Scotland's 'How Good Is Our College?' framework. This framework talks about students as partners consistently throughout and constantly asks the question 'How do you know you are doing something right?'. This is exactly the approach ECSA have been building towards through LEF. The use of data-driven systems and collection allows for an analysis of themes and trends whilst also retaining the ability to deal with students' individual issues throughout the academic year.

A diagram of the framework and its 5 key components is shown below. Each component highlights an ECSA activity and process.



## Class Rep Conferences

*What is it and how does it fit within the LEF?*

Class Rep conferences are ECSA's key engagement event with reps, these happen twice per semester on each campus. At these events, reps gather to discuss with ECSA specific & campus wide issues. This gives ECSA face to face time with reps, informing them of upcoming events and opportunities as well as a chance to find individuals who look to be more involved in the work of the Association through elections and other student opportunities.

*What has happened in the past academic year?*

This year, ECSA themed each block of Conferences (one per campus for a total of four per block). This was to create a more open dialogue with students, allowing reps to identify issues and lead the discussion at these workshops, working collaboratively with their peers and ECSA to develop solutions to problems to take forward with the college. This workshop format was a step change for ECSA, creating a more engaging and participative experience for reps, moving away from the 'PowerPoint talk' that had dominated the previous year's Conferences which ran more like an accountability session for Student Officers.

The themes from this Academic year are as follows:

Conference	Theme	Purpose	Activity	Output
October	Retention	The reasons why students drop out of their course	<ol style="list-style-type: none"> <li>1. Workshop with Reps identifying issues</li> <li>2. Feedback Session</li> <li>3. Develop possible solutions as a group</li> </ol>	<ol style="list-style-type: none"> <li>1. 4x campus reports highlighting specific campus issues</li> <li>2. ECSA report identifying the '5 key student issues' of why students drop out</li> </ol>
December	Student Values	Find out the values students want from their Student Association	<ol style="list-style-type: none"> <li>1. Schwartz 'Human Values' Exercise</li> <li>2. Tally students choices</li> </ol>	<ol style="list-style-type: none"> <li>1. 'Student Values' document</li> <li>2. ECSA's strategic plan 2017-2020</li> </ol>
February	Evaluation	Prepare & encourage students to attend Self Evaluation meetings	<ol style="list-style-type: none"> <li>1. Workshop on 'What's good, not good &amp; how to improve your course</li> <li>2. Discussion about why it's important for reps to attend S.E</li> </ol>	<ol style="list-style-type: none"> <li>1. 25+ completed S.E forms from reps unable to make meetings</li> <li>2. An increase in students attending S.E meetings</li> <li>3. 100 reps trained in S.E processes</li> </ol>
March	Success & Progression	Evaluate students experience	<ol style="list-style-type: none"> <li>1. Workshop on how prepared students feel to move on after their course finishes</li> <li>2. Evaluation on their experience as Class Reps</li> </ol>	<ol style="list-style-type: none"> <li>1. Data on students opinion on their college experience</li> <li>2. A survey of reps experience for the year to set a benchmark</li> <li>3. A list of students who 'want to be more involved' in AY 17</li> </ol>

## What were the outputs?

The change in moving to themed conferences, producing reports, closing the feedback loop with students and creating more engaging conferences has had several positive effects for ECSA.

Students have shown a much higher level of satisfaction than in previous years. This year 89% of reps surveyed said ECSA and reps has had *some* or *significant* success in 'Improving the Student experience at Edinburgh College'. With 80% of reps surveyed saying their overall experience of being a Class Rep had been good, very good or 'ECSA-llent'. This is our first year of surveying reps with our new engagement tools, but anecdotal evidence from 2015/16 was not as positive with many students expressing frustrations. In the past, students found Conferences to be boring and not engaging. This is a welcome improvement for ECSA.

Another highlight for ECSA has been an increased level of rep attendance. With the first conference of the year at Granton having over 100 participants spilling out into 3 separate rooms. In total the first block of conferences had well over 200 participants across the 4 campuses. This is a testament to ECSA's work at the beginning of term during Welcome Weeks, Freshers' week and extensive Class Rep talks (this year over 350 talks were given by ECSA between week 3 and 5 of term time). ECSA having such a visible presence at the beginning of the year has had a direct impact on Class Rep recruitment. ECSA have identified it is critical to have contact with students as early as possible. Ensuring students are aware of ECSA as soon as possible increases the chances they will engage with us throughout the year. The success of Class Rep recruitment also speaks volumes to the relationship between ECSA and Learning Development Tutors (LDTs) who work collaboratively to pull together a timetable involving over 40 LDTs & 6 ECSA staff across 4 campuses. This has grown significantly over the last 2 years and ECSA has been pleased with the refinement of this process and the future development of this partnership.

## What could we do better?

While this year is full of many successes, there are things that could be improved to further strengthen Class Reps and the Conferences. Most of these areas are processes, outwith the Conferences, which would have a direct impact on the events and the student voice within the college.

1. ECSA did not have access to student data for the first 8 weeks of term time. This caused issues for ECSA and LDTs trying to register Class reps through the forms ECSA had provided. Leading to there being missing contact information on reps or worse reps not being registered at all.

### Solution

- a. Having the college's student data uploaded to the secure ECSA Civi-CRM system before Class Reps recruitment starts to ensure a smooth process to maximise class rep recruitment.
2. LDTs have been critical in aiding ECSA to deliver 'ECSA talks'. However this limits the team to only classes with LDTs. There is still poor recruitment in areas without LDTs as well as a maximum capacity issue for ECSA staff in reaching more classes. In AY 2016 there was no point of contact at a curriculum level for ECSA to coordinate recruitment with outside of LDTs.

### Solution

- a. ECSA to produce an 'ECSA talk' video & 'How to register a rep' guide to be made available to all teaching staff at the start of semester one. This will allow more reps to be recruited from a wider group of courses.
- b. Work with the newly appointed Curriculum Leaders (CLs) to highlight gaps in Class Rep recruitment and identify whether reps are not recruited or just not registered. This will 'fill the gaps' in a coordinated and more efficient process than in previous years.

4. The conferences this year, whilst markedly improved from previous year, did suffer from drop off in turnout throughout the year. This is a historic problem for ECSA, and while overall participation & engagement saw an increase on previous years, there was still less than stellar attendance in the final meetings. Additionally, turnout in Milton road was the poorest of all the campuses throughout the year.

#### Solution

- a. ECSA to ensure a high delivery of class rep talks on all campuses with a focus on driving engagement at the Milton Road campus.
- b. Giving Students 'tasks' before & after each Conference and encouraging them to bring evidence/information to the Conferences to develop more engagement throughout the year.
- c. Training & supporting Reps to lead an entire conference workshop in the second semester to build on the 'student led' aspect of ECSA's values.

## **Class Rep Conferences in relation to 'How Good is Our College?'**

### Section 2

- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Services to support learning

## Case Work

### *What is it and how does it fit within the LEF?*

Case work makes up the more individualised work ECSA staff and officers undertake. This is generally when a student makes contact with the Student Association highlighting a problem with their experience at college. These can include areas such as Academic, Funding, estates etc. ECSA staff work with the student to take them through the correct procedures both within ECSA & the college to assess the situation and hopefully achieve a positive outcome for the student, for example when a student's bursary application hasn't been processed in a timely manner. ECSA would go through a process to identify why this has happened and sign post to the appropriate college teams.

ECSA works to solve individual cases for students and also class wide issues. ECSA also support students through formal college processes such disciplinary, academic appeal and the college complaints procedure. This requires a strong working partnership between ECSA, student services, academic staff & the quality department.

This work is important because as student facing organisation based within the college, hearing issues from students across the 4 campuses can help ECSA identify trends and patterns of more systemic issues. Identifying these issues can lead to discussions with key senior staff about implementing process changes.

### *What has happened in the past academic year?*

The biggest change this academic year is the implementation of a digital system (Civi-CRM) to track case work. In previous years ECSA would receive complaints from students on issues regarding the college, but ECSA would have little to no evidence when approaching senior management. ECSA would mostly solve individual issues but this would not sometimes address the wider systemic problems due to lack of evidence, as much of this work would be solved via phone calls, one to one conversations and sometimes via email. This meant ECSA had a positive impact in the immediate, for individual students, but at times were less effective in being able to provide robust evidence based arguments for larger long term changes.

The new digital system (Civi -CRM) has allowed ECSA to track all of its casework which has benefitted the Association staffs ability to manage caseloads operationally. The new system has also allowed ECSA to oversee the types of cases coming through the doors, and analyse them for common themes.

An extra benefit has been the central storage & management of cases allowing staff working across different campuses to pick up work if the original appointed staff member is unable to continue working on the case. This centralised system ensures a more positive experience for students, as information from the case can be accessed efficiently and instantly by staff with the appropriate permissions.

### *What were the outputs?*

In total, 61 formal cases were logged within the CRM in Academic year 2016. The vast majority of these are academic. Of the 61 cases logged 38 are solved, 21 are parked 2 are ongoing.

### *What could we do better?*

The new digital case work system has internally benefitted ECSA's ability to be efficient and responsive to students, staff are positive about the benefits of Civi as a tool for greater operational efficiency and effectiveness. However it is the first year of operating this new system and there is some areas that could be refined for the next academic year.



## Case Work in relation to 'How Good is Our College?'

1. The current cases logged in Civi do not reflect the full number of cases dealt with by ECSA in this year. There is 2 reasons for this.
  - a. A lack of student data at the beginning of term created extra barriers to engaging with students with casework. Fixing relatively small student issues became more difficult due to lack of information available to ECSA staff. In some cases it took longer to gather the student's information into Civi than solve the issue. This defeated the one of the key aims of Civi which was to produce a more accessible experience for students at the point of accessing ECSA services. This barrier absolutely led to a loss of cases being logged in the first few weeks when many students walk through our door with a range of issues including funding and bursary enquiries.
  - b. The second is due to the system being so new, ECSA are still adjusting to using Civi-CRM consistently.

### Solution

- i. The inclusion of a student data upload at the beginning of the academic term will help eliminate the issue of the Civi-CRM system lacking the correct student data.
  - ii. Training to be delivered to all staff formally during the summer break, as well as ongoing training throughout the year to ensure adherence by staff on the implementation of Civi-CRM
2. An area worth highlighting is the number of parked cases. This number is quite high, many of these cases have been parked due to the student no longer making contact, or the staff member within the college not providing any further response to enquiry. While it is inevitable that cases will go 'cold'. It is important ECSA does its due diligence and shuts these down appropriately.

### Solution

- i. Work to be done cross referencing students enrolment status of with their unsolved case, and presenting this evidence to senior staff. This will look to show there is a link between the failure in systems and processes on the student experience & retention of students. ECSA would hope to see a reduction of parked cases or at least an increase in the detail of parked cases moving forward.

## Section 2

- 2.1 Safeguarding & child protection
- 2.3 Learning teaching & assessment
- 2.4 Services to support learning

## Section 3

- 3.1 Wellbeing, equality & inclusion
- 3.2 Equity, attainment and achievement for all learners

## Student Executive

### *What is it and how does it fit within the LEF?*

The Student Executive is the group of students who engage with ECSA throughout the year as part of the decision making processes. They are generally elected by the student body or sometimes co-opted into vacant positions.

The student executive includes the Full Time Officers (FTOs) and part time volunteers. These officers bring the political mandate to the organisation and represent the most involved & engaged volunteers. Their voices should strengthen the organisation and hold the FTOs to account. These students help with events and policy but also in raising issues from within the student body through manifestos and issues that occur through their studies.

### *What has happened in the past academic year?*

ECSA tried to introduce a simplified structure to the part time officer roles within the Executive. A greater focus on Reps working at a campus level rather than in previous years, in which they were expected to travel between campuses to get involved in meetings & events. The theory was sound, and students seemed to approve of the new process however, in practise the follow through was not so good with a high number of part time roles vacant after the elections in the 1<sup>st</sup> semester.

ECSA officers, both part time and full time make up membership of various college boards and committees including having 2 places on the Board of Management. The student voice has been further strengthened over the last few years through its expanding membership on many of the decision making bodies of the college. Student officers actively participate in these meetings, meaning that the student voice is involved as a key decision maker within the working life of the college.

### *What were the outputs?*

Current ECSA memberships of boards and committees:

- Board of Management - 2 places
- Academic council - 4 Places
- External engagement - 1 place
- Nominations - 1 place
- Representation on Health & Safety Committee
- Representation on STEM Group
- Representation Learning & Teaching Assessment Strategy (and sub groups)

### *What could we do better?*

The part time officer elections for the Executive have always happened during semester one. This is during peak activity for the organisation, and is early in compared to some other Student Associations. Student uptake in standing for and voting in Executive elections has been poor in the past, including this year. Once elected the Executive, notwithstanding the Full-Time officers have lagged in engagement. Some of this is linked to them not having been involved enough with ECSA throughout the year to be fully inspired & engaged about ECSA and their role to contribute effectively.

Current recruitment & election cycle for part time officers is not fit for purpose

#### Solution

- i. To create opportunities for students to get involved from semester one in a much less formal process starting from 'Welcome weeks' & Freshers' week
- ii. Link this up with a campaign & training day of 'get involved with our work' in November
- iii. Move Executive elections to semester two when the FTO & 'Big Student Elections' happen.

This will provide more student opportunities at the end of the year when elections come up by allowing students who have engaged throughout the year an option to 'stay involved, which does not mean giving up their studies. It will increase the number of students involving themselves in elections & provide ECSA and the new officer team to be in place before the summer break. This means both Part time and FTOs can be involved in the planning cycle for 2018/19 which grows our engagement and participation of students shaping ECSA's work.

## Student Executive in relation to 'How Good is Our College?'

### Section 1

- 1.1 Governance & leadership of change
- 1.2 Leadership of learning and teaching
- 1.3 Leadership of services to support learning

### Section 2

- 2.2 Curriculum
- 2.3 Learning, teaching & assessment

### Section 3

- 3.1 Wellbeing, equality and inclusion
- 3.2 Equity, attainment and achievement of all learners

## ECSA-Illence Awards

*What is it and how does it fit within the LEF?*

The ECSA-Illence Awards launched in 2016 and is ECSA's student led teaching awards. Allowing students to recognise 'ECSA-Illent' learning & teaching through a nomination and submission process. These nominations are then Shortlisted by a panel of students based on qualitative nomination criteria. This project is about creating a positive environment within the college helping to foster a 'Quality Culture'. It also provides ECSA with detailed nominations on what students consider to be excellent learning & teaching, which helps give context to the quantitative data provided by college surveys. This project encourages students to critically evaluate their learning experience, which in turn ECSA can use to identify and share best practise.

*What has happened in the past academic year?*

This year, the ECSA-Illence Awards were nomination process was completely digital and fully integrated into the ECSA website & Civi system. This along with a targeted communication strategy for the project before and during the campaign window led to a surge in nominations. The simple ability to have an automated form that created relationships between nominees and nominators, coupled with the powerful analytic tools of Civi enhanced the Association's ability to effectively shortlist, analyse and process the nominations in a more effective manner this year. Reducing inefficiency and allowing the post nomination processes ahead of the event night to be far smoother, leading overall to a more successful project.

*What were the outputs?*

	2016	2017
Total Nominations	266	713
Individual Staff nominated	104	230
Individual Students Nominated	31	35
Attendees at the event	40	120+

## What could we do better?

The ECSA-llence Awards have become a key part of ECSA's and indeed the college's calendar. A highlight of the Academic Year in which students and teaching staff celebrate the success of the wonderful work happening within the college. The increase in participation at every level of the awards this year should highlight the positive change happening with regards to learning & teaching within the college, however there is more ECSA and the college could do to put this project and that data to good use going forward.

1. ECSA gathers a large sum of data in relation to the ECSA-llence awards relating to student's qualitative experiences. If ECSA had more data on which course these were related too they could better cross reference with L& T survey & Self Evaluation meetings to allow the sharing of best practise

### Solution

- i. ECSA to modify the nomination form to include the course/subject and link this in Civi to provide more accurate and useful information in relation to analysing high quality learning & teaching.
- ii. Take this analysis and not only share the best practise but inform S.E meetings & cross reference with L&T survey

2. While there was a large number of nominations and a huge increase in 2017 on 2016's numbers. Some curriculum areas have far less nominations than other.

### Solution

- i. Raise the total nominations to over 1000 in 2018 by targeting curriculum areas and teams to uplift total number of nominations per department. Including areas with low nominations such as Part time & ESOL.
- ii. To include the ability to provide Video submissions to make the nomination process more accessible

## ECSA-llence Awards in relation to 'How Good is Our College?'

### Section 1

- 1.4 Evaluation leading to improvement

### Section 2

- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Services to support Learning
- 2.6 Partnerships

## Self-Evaluation

### *What is it and how does it fit within the LEF?*

Self-Evaluation (formerly Course Team Self Evaluation) is Edinburgh Colleges program of evaluating the quality of its courses. Undertaken at a department & curriculum level. Teaching staff meet with Curriculum Managers (CM's), Curriculum Leaders & students to discuss a cluster of courses. The basic premise of Self-Evaluation is to discuss what works, what isn't working & how can they improve the courses? This leads to an action plan being drafted which is immediately published and accessible by all staff, individual actions are linked to staff and provides a trail of accountability on who is responsible for implementing change. Self-Evaluation provides CM's and staff the opportunity to work collaboratively to develop solutions to issues, while also providing students the space to contribute on equal footing with academic staff. Currently these meetings happen twice a year in non-teaching time.

### *What has happened in the past academic year?*

The changes this year on ECSA's part have included updating the role of the Class Rep to include Self Evaluation as part of their responsibilities. Ensuring our materials & information, such as Class Rep talks & the Class Rep Handbook include references to this aspect of the role, with the aim to increase the number of students participating. ECSA also ran a Class Rep conference before the Self-Evaluation in February to ensure students were made to feel as confident and equipped with the skills needed to effectively participate in those discussions as possible. This workshop also covered discussion on the 3 key parts of self-evaluation and data from these workshops were sent to the corresponding course team. ECSA also used Civi to provide logistical support to the quality department. This involved targeted emails to Class Reps with information regarding their specific meeting time & place. ECSA for the first time was also able to track student's participation in Self-Evaluation including sign up events for Class Reps. This helped paint a more accurate of Class Rep engagement without relying on patchy information from college staff.

### *What were the outputs?*

In 2015/16 there was around 12 students who attended the Course Team Self-Evaluations at the end of term. In February 2017 around 50 students either attended a meeting or submitted an evaluation report to ECSA. The logistical communication for June 2017 was more targeted and clearer but due to operational delays leading on from industrial action and term being finished the uptake dropped considerably.

## What could we do better?

Self-Evaluation has progressed to a far more structured process over the last 2 academic years. However student participation is still low. ECSA is committed to ensuring a strong student voice in these meetings.

1. There has been an inconsistent level of student engagement across the college when it comes to learning & teaching, mostly students are consulted through the college surveys. There was little to no 'Quality Culture' in the college in 2015 in relation to student participation. This is something that simply takes time to address and requires a coordinated effort from various teams across the college not just ECSA and the quality department.

### Solution

- i. Teaching staff to take more of an active role in informing students about meeting dates. ECSA are still encountering staff who do not understand the role of Self-Evaluation, and that students are key players in these meetings.
  - ii. The New Curriculum Leader role give ECSA a key contact in each team to coordinate with at a course cluster level. This capacity building will hopefully strengthen individual participation from students as the CLs will start to lead on the expectations and behaviours needed to strengthen Self Evaluation in their area.
  - iii. ECSA projects like the evaluation workshops, Class Rep training & ECSA-llence Awards focus on creating a culture where students understand they are a part of shaping their learning, focussing on delivering these to a high standard with large student participation will boost the levels of students engaging with Self-Evaluation.
2. The meetings, as they stand currently happen in non-term time to suit lecturer's timetables, whilst ECSA recognise the reasons for doing this having these meetings during non-term time disadvantages students who may not be able to come to college during non-term time for reasons including work commitments, child care commitments, and lack of funding for transport.

### Solution

- i. Work with Curriculum Leaders to encourage and support the growth of Self-Evaluation meetings outside of non-teaching time.
- ii. Coordinating at a course level and providing data to CLs to allow them to effectively target and communicate with their Class Reps to build a rapport and effective working relationship, ensuring students feel welcome to attend and participate at these meetings.

## Self-Evaluation in relation to 'How Good is Our College?'

### Section 1

- 1.4 Evaluation leading to improvement

### Section 2

- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.5 Transitions

# Summary of future Developments & Measurements

	Development	Action to be taken	Measure of success	'HGIOC?'
Conferences	Increase in recruitment of Class Reps from classes without LDT's	Record 'Class Rep recruitment' video during summer break to be used as part of the 'Class Rep talks' campaign in week 5 & 6	Increase in class rep recruitment specifically in areas with traditionally low levels of Class Reps	2.2-3
	Fill gaps at the curriculum level after Class Rep talks	Use the CRM system to identify gaps at the curriculum level and work with CL's for targeted recruitment	Reduction in number of 'classes without Class Reps'	2.2-4
	Increase attendance & retention at 'Class Rep Conferences'	Provide at least one task for Reps to do in between each conferences to increase engagement Support a group of reps to Develop and run a conference to build on the 'student led' part of ECSA's values	Increase in participation & engagement across all 4 campus conference 'blocks' in the academic year Increased numbers of Class Reps completing ECSAs Class Rep EOY evaluation	2.2-4
Civi CRM	The CRM system to contain up to date data of student information	Work with college Senior staff and key teams (MIS) to ensure ECSA have access to up to date student records	CRM data download in place before week 5 of term	2.2-4 3.1-2
	ECSA to reduce its total % of parked cases in the CRM system	Staff effectively shutting down cases, ensuring clear case notes and where possible striving to obtain a clear outcome on cases.	Reduction in the total % of parked cases	3.1
Student Executive	Growth in students engaging and participating as volunteers & officers	ECSA to recruit and engage students during the first 8 weeks of term time for 'student opportunities'	Filling of officer roles, committee & groups to shape ECSA's work and campaigns	1.1-3 2.2-3
	Link this up with a campaign & training day of 'get involved with our work' in November	Hold a training day in which engages these students and have them 'sign up' to take part in campaigns	An increase in student participation & volunteer at ECSA events	3.1-2
	Move Executive elections to semester two when the FTO & 'Big Student Elections' happen.	Launch the marketing campaign for Elections in December, encouraging as many students as possible to stand for part-time & full-time roles	Increase in total students standing for all elected roles during the 2018 Election	3.1-2
ECSA-llence	ECSA-llence awards nominations to be used more for analysing L&T	ECSA-llence award nomination to include course name as part of nomination process	ECSA-llence nominations to be given to CL's to be used in Self-Evaluation meetings	1.4
	Overall increase in ECSA-llence nominations	Work with CL's, CR and departments for a coordinated campaign to drive submissions Video submissions as an accessibility option	ECSA-llence awards nominations to increase to over 1000 nominations And there to be at least 10 video submissions	2.2-6
Self-Evaluation	Further develop & embed a 'Quality Culture'	Work with Teaching staff to ensure a coordinated & informed approach to Self-Evaluation for students. ECSA to strengthen and embed its materials & training programs & projects to enhance the 'Quality Culture' such as ECSA-llence awards, class rep training & Self Evaluation	A 100% increase in attendance of students at Self Evaluation. Evidence from Curriculum Areas of how and when students were engaged in Self Evaluation on their course	2.2-6
	Increase student participation in S.E meetings	Work with CL's to move dates of future SE meetings to happen at more appropriate times that students can participate in	An increase in student attendance at S.E. meetings Evidence of their engagement & input at meetings	1.4