



### THE ROLE AND RECRUITMENT OF CLASS REPRESENTATIVES

#### Resource 3: Self-Assessment Tool for Class Rep Systems

This Self-Assessment Tool was developed as part of NStEP Project 1 on the Roles and Recruitment of Class Reps. This project was led by the National College of Ireland (NCI) and NCI Students' Union, and was developed in partnership with sparqs (Student Partnerships in Quality Scotland).

To find out more about the projects and associated student engagement resources, visit

[studentengagement.ie/resources](http://studentengagement.ie/resources)

This particular resource is based on Enhancing Your Course Rep Activities: A Self-Assessment Tool created by sparqs, which is accessible on their website.

#### PURPOSE :

This self-assessment tool is designed to encourage all interested parties to examine the effectiveness of their institution's Class Rep System (CRS) as it currently exists and to identify areas for enhancement in a manner that improves accountability and increases student engagement. The tool is broken into four sections, with each one representing a core area of the CRS:

1. Understanding the Class Rep System (CRS) and the role of the Class Rep (CR)
2. Recruitment Process
3. Initial Training and Ongoing Support
4. Recognising Achievements and Measuring Impact

Each section contains a number of statements. Participants are required to rate each statement accordingly:

|                                |   |                   |
|--------------------------------|---|-------------------|
| (1) Strongly Disagree          | ➤ | (1) First Steps   |
| (2) Disagree                   | ➤ | (2) Development   |
| (3) Neither Agree nor Disagree | ➤ | (3) Establishment |
| (4) Agree                      | ➤ | (4) Enhancement   |
| (5) Strongly Agree             | ➤ | (5) Next Steps    |

Rating each statement as outlined above will allow participants to determine what stage of development each of the core areas is currently at. To encourage a more evidence-based approach to quality enhancement activities, participants are asked to provide evidence to support their rating. This can take the form of qualitative feedback or quantitative data, depending on the scope of this self-assessment exercise. To improve accountability and enhance student engagement in all core areas, participants are asked to identify who are the current owners of the process(es) associated with each particular statement and the extent to which CRs are currently and can be further involved in these processes.

Finally, in the spirit of continuous improvement, participants should identify both areas for enhancement and examples of best practice. The owners of the processes associated with these best practices can then be consulted regarding potential enhancement activities, thereby encouraging collaboration between students and staff, improving awareness of achievements in the particular area across the institution.

**1. Understanding the Class Rep System (CRS) and the role of the Class Rep (CR)**

| STATEMENT  | RATING | EVIDENCE | OWNERSHIP | CR INVOLVEMENT | ENHANCEMENT |
|--|--------|----------|-----------|----------------|-------------|
| Students understand the purpose of the CRS and the role of the CR within it                              |        |          |           |                |             |
| Staff understand the purpose of the CRS and the role of the CR within it                                 |        |          |           |                |             |
| There is a jointly owned statement between the HEI and SU on the purpose of the CRS                      |        |          |           |                |             |
| There is a definition of the role of the CR that was co-authored by the HEI and SU                       |        |          |           |                |             |
| The responsibilities of each interested party associated with the CRS are outlined in a written document |        |          |           |                |             |

**2. Recruitment Process**

| STATEMENT  | RATING | EVIDENCE | OWNERSHIP | CR INVOLVEMENT | ENHANCEMENT |
|--|--------|----------|-----------|----------------|-------------|
| Purpose of the CRS and definition of the CR role is used during recruitment    |        |          |           |                |             |
| Meaningful incentives are advertised to attract students to the CR role        |        |          |           |                |             |
| There is a consistent and transparent election process in place across the HEI |        |          |           |                |             |
| Students are aware of and understand the CR election process                   |        |          |           |                |             |
| Staff are aware of and understand the CR election process                      |        |          |           |                |             |

### 3. Initial Training and Ongoing Support

| STATEMENT   | RATING | EVIDENCE | OWNERSHIP | CR INVOLVEMENT | ENHANCEMENT |
|---|--------|----------|-----------|----------------|-------------|
| There is an induction process in place for CRs each year                |        |          |           |                |             |
| Training is promoted across the HEI and attended by the majority of CRs |        |          |           |                |             |
| CRs have access to an up-to-date Handbook                               |        |          |           |                |             |
| There is an identified staff member whose role is to support CRs        |        |          |           |                |             |
| There are development opportunities for CRs based on skills assessments |        |          |           |                |             |

### 4. Recognising Achievements and Measuring Impact

| STATEMENT   | RATING | EVIDENCE | OWNERSHIP | CR INVOLVEMENT | ENHANCEMENT |
|---|--------|----------|-----------|----------------|-------------|
| Achievements of CRs are formally recognised at both the local and the institutional level |        |          |           |                |             |
| Experienced CRs are given the opportunity to support new CRs                              |        |          |           |                |             |
| Information on the impact of CRs work is communicated across the HEI                      |        |          |           |                |             |
| The impact of CRs work is measured and reviewed on an ongoing basis                       |        |          |           |                |             |

Student partnerships in quality Scotland (sparqs), Enhancing Your Course Rep Activities: A Self-Assessment Tool. Available at:

<https://www.sparqs.ac.uk/upfiles/Enhancing%20your%20Rep%20Activites%20A%20Self-Assessment%20Tool.pdf>

