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**2026 Annual Quality Report Innopharma Education**  
**CASE STUDIES RELATED to**  
**Academic Year September 2024 –**  
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## **CASE STUDY 5**

**Title:** Digitally Enhancing Student Representation: Redesigning Class Representative Training

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**Theme:** Learner Voice & Enhancement

**Keywords:** Student representation, class representatives, asynchronous learning, digital enhancement, learner voice, quality improvement, scalability

### **Short Abstract**

This case study outlines the redesign of Class Representative Training from a live delivery model to a structured asynchronous module developed using Articulate Rise and hosted on Moodle. The enhancement improved accessibility, consistency, and sustainability within student representation structures, while strengthening institutional learner voice processes and documentation.

### **Introduction**

Class Representative Training supports structured learner voice and student engagement across programmes. Historically, training was delivered live using materials adapted from national NSTEP resources. While the content was appropriate, the delivery model presented recurring challenges relating to scheduling, attendance variability, and repetition. Learners who missed scheduled sessions were provided with slides or recordings; however, this approach reduced engagement and introduced variability in training quality. The model was time-intensive and dependent on synchronous participation, limiting accessibility for adult learners balancing professional and personal commitments. Following institutional reflection on sustainability, accessibility, and consistency, the training model was reviewed as part of ongoing quality enhancement processes aimed at strengthening learner voice infrastructure.

### **Enhancement Intervention**

The training was redeveloped as a structured asynchronous module using Articulate Rise and integrated into Moodle. This ensured consistent content delivery and documented completion across cohorts.

- Clearly sequenced learning pathway outlining the purpose and responsibilities of the class representative role
- Interactive knowledge checks to reinforce understanding
- Guidance on communication protocols and boundaries
- Emphasis on professionalism, confidentiality, and constructive feedback
- Alignment with institutional learner voice principles

Class representatives are enrolled on the Moodle page and complete the module at their own pace. Completion is tracked within the system, providing an auditable record of participation. Following confirmed completion, representatives receive formal acknowledgement of their appointment prior to being introduced to their cohort in their official capacity. They are also provided with a small institutional token of appreciation in recognition of their contribution.

### **Learner Impact**

- Improved consistency in training completion
- Enhanced flexibility for adult learners
- Greater preparedness and confidence in fulfilling the representative role
- More structured and reflective engagement with responsibilities

The self-paced format supports ownership and accountability, ensuring representatives are introduced only after confirmed completion.

### **Institutional and Quality Enhancement Impact**

- Standardised training across programmes and cohorts
- Reduced administrative burden without reducing quality
- Improved documentation and traceability of representative preparation
- Scalable model aligned with institutional growth

The redesign strengthens institutional learner voice mechanisms by ensuring representatives are consistently prepared and supported. The documented completion process enhances transparency and aligns with broader quality assurance and enhancement objectives.

**Evidence of Enhancement and Ongoing Development**

Evidence includes increased completion consistency, reduced reliance on passive recorded sessions, positive informal feedback regarding flexibility and clarity, and streamlined coordination processes. The asynchronous format provides a sustainable foundation for future refinement and potential deeper integration within governance structures.

**Conclusion**

The transition from live to asynchronous Class Representative Training represents a targeted quality enhancement initiative. By embedding the training within Moodle and redesigning delivery through structured digital tools, the institution has strengthened learner voice processes, improved accessibility, and enhanced sustainability without compromising standards