

# **An Induction Guide for Academic Representation Co-ordinators**

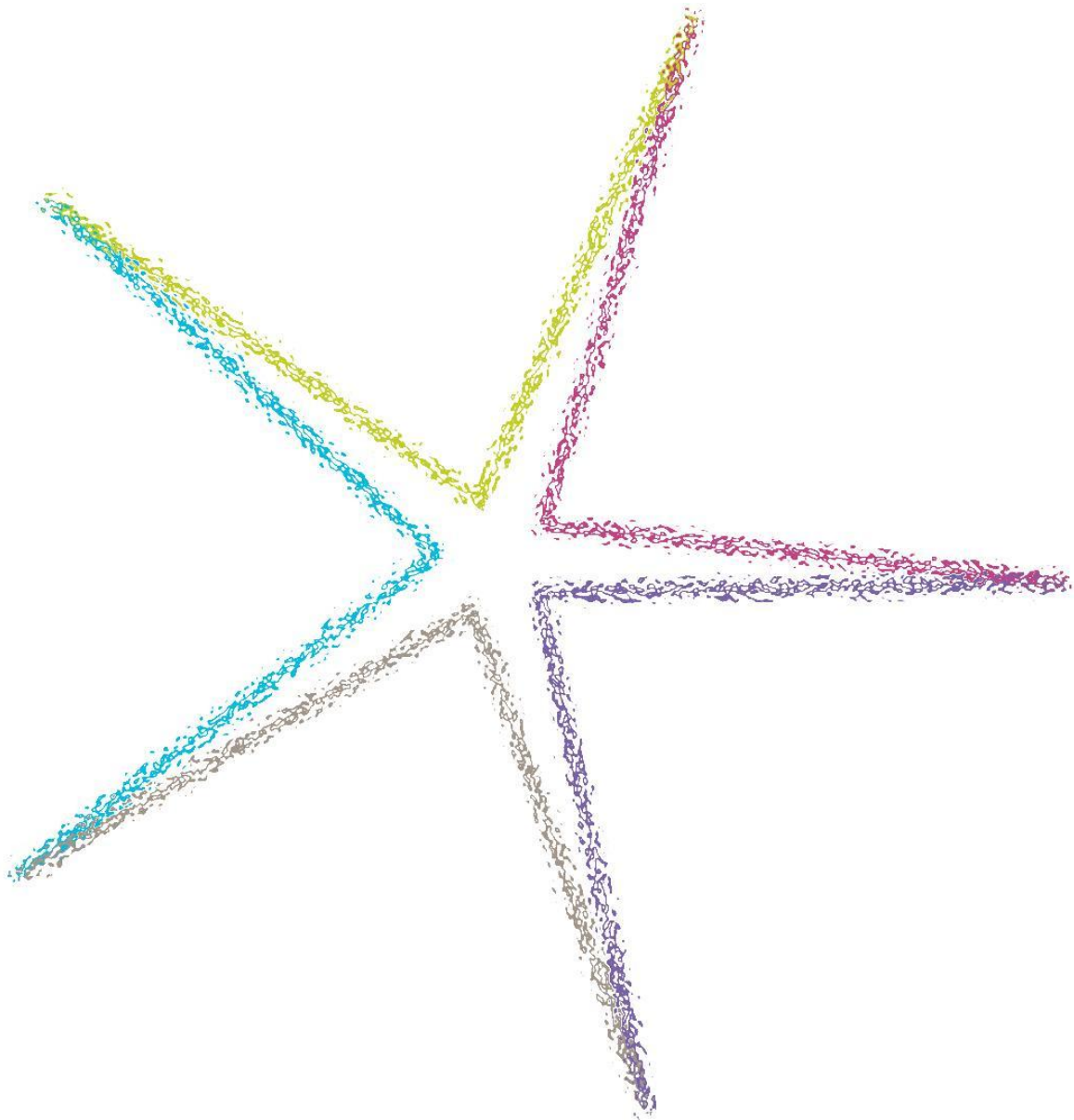
**Including student engagement and students' association staff**

**July 2026**

**AUTHORS:**

Written by Simon Varwell in 2022  
(previous sparqs Senior Development Consultant)

Reviewed annually by current sparqs staff



# CONTENTS

<b><u>Purpose of this guide</u></b>	<b>4</b>
<b><u>Your role</u></b>	<b>4</b>
<u>What is student engagement and partnership?</u>	4
<b><u>The tertiary quality landscape</u></b>	<b>6</b>
<u>Context for your role</u>	6
<u>Tertiary Quality Enhancement Framework (TQEF)</u>	6
<b><u>How sparqs supports you</u></b>	<b>7</b>
<u>About sparqs</u>	7
<u>Building partnerships</u>	7
<u>The Student Learning Experience Model (SLE)</u>	8
<u>Quick Activity: SLE</u>	9
<u>Scotland's Ambition for Student Partnership</u>	10
<u>Quick Activity: Partnership Ambition Statement</u>	11
<u>Student Engagement Staff Network (SESN)</u>	12
<u>Course Reps and Course Rep Training (CRT)</u>	13
<u>Academic Development Toolkit</u>	14
<u>Professional standards</u>	15
<b><u>Sector agencies and context for partnership</u></b>	<b>16</b>
<u>Scottish Funding Council (SFC)</u>	16
<u>National Union of Students (NUS) Scotland</u>	16
<u>Quality Assurance Agency (QAA) Scotland</u>	16
<u>College Development Network (CDN)</u>	17
<u>Colleges Scotland</u>	17
<u>Universities Scotland</u>	17
<u>Advance HE</u>	17
<u>Scottish Credit and Qualifications Framework (SCQF)</u>	18
<b><u>Directory of useful resources and key next steps</u></b>	<b>18</b>
<u>Resources</u>	18
<u>Next Steps</u>	19
<b><u>Timeline for Academic Representation Co-ordinators</u></b>	<b>20</b>
<b><u>Glossary of terms</u></b>	<b>21</b>

## Purpose of this guide

This induction guide aims to support you as you begin, or continue, a student engagement role in a students' association or institution (for instance in its quality or student experience department). Such roles typically include responsibilities such as co-ordinating course rep and lead rep systems; support to senior students' association education officers; liaison with institutional staff on student engagement in quality; and ensuring effective student engagement in committees, governance and review activities.

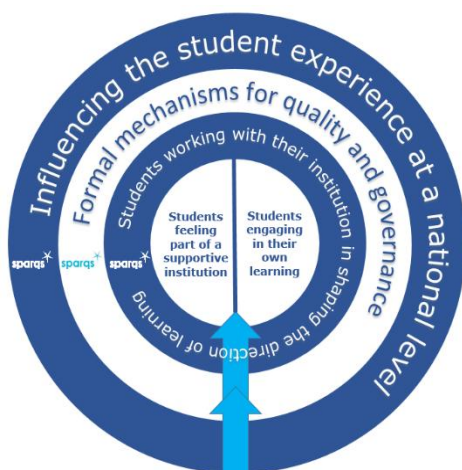
You may feel you have a lot to learn about what effective student engagement practice means, or perhaps you've already begun learning about the best ways to engage students in an 'on-the-job' or hands-on way. No matter your level of preparation and prior knowledge, this guide contains information and resources that give you an understanding of the nature of your role in the wider context of higher and further (collectively described as tertiary) education in Scotland.

At sparqs we work closely with sector agencies, colleges, universities and students' associations. We are therefore well placed to support you in your role and to provide you with the opportunity to learn from, and share with, similar student engagement professionals in other Scottish institutions. You are a very welcome part of our network of practitioners!

## Your role

### What is student engagement and partnership?

Student engagement and student partnership are important concepts within tertiary education and many definitions and resources exist to explore them. One useful way of understanding student engagement is through Scotland's unique and pioneering [Student Engagement Framework](#), which sparqs led the sector to create in 2012. This sets out the different elements and features of student engagement that can be found across the many areas of institutional and student life.



sparqs' work particularly focuses on: students working with their institution in shaping the direction of learning; formal mechanisms for quality and governance; and influencing the student experience at a national level (the three outer rings of the Student Engagement Framework diagram). It's worth noting that your role (or other student engagement-focused roles around you) may focus more directly on the central elements of the diagram related to the student experience – that is, activities that provide engaging, meaningful teaching and the activities to support students within that learning.

Increasingly, when we talk about student engagement, we also talk about student partnership. Partnership is an approach that can be applied to all aspects of student engagement – whether at a local level (the inner rings of the diagram) or at a sector-wide level (the outer rings of the diagram). [Scotland's Ambition for Student Partnership](#) is most focused on student partnership in quality enhancement processes and arrangements – the outer rings of the Student Engagement Framework.

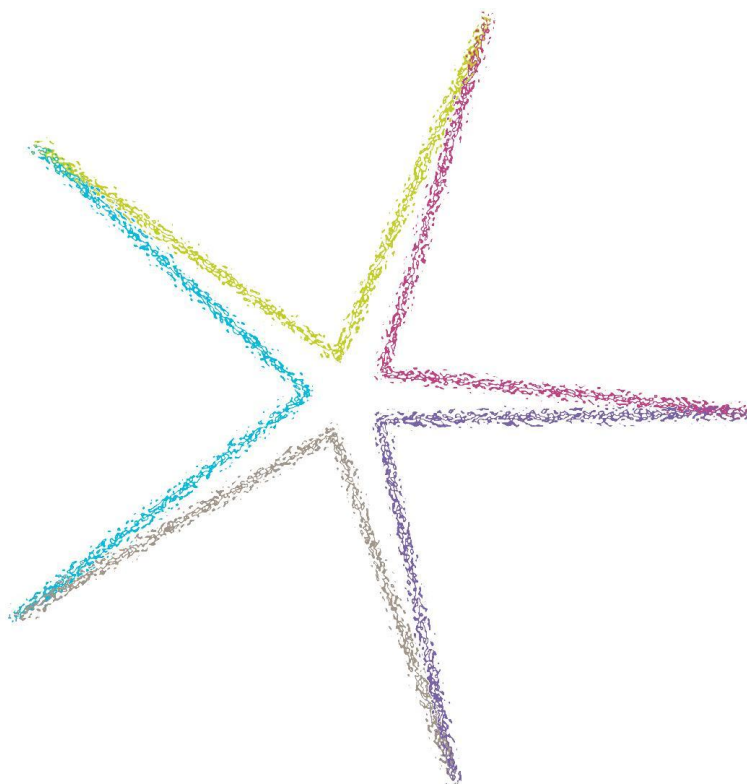
The ambition sets out a shared vision for how students and staff work together to shape learning, teaching and the wider student experience. At its core, the ambition emphasises that students are not simply participants in education, but active partners in shaping it. This includes working collaboratively with institutions to influence the direction of learning and teaching, contributing to formal quality processes and governance, and engaging in national-level conversations that shape the student experience across Scotland.

sparqs' work particularly supports partnership in areas such as:

- Enhancing learning and teaching, where students and staff co-create meaningful and engaging educational experiences.
- Quality and governance, where students play an active and valued role in decision-making and quality enhancement processes.
- National engagement, where students contribute to shaping policy and practice across the sector.

While some roles focus more directly on supporting day-to-day student learning and experience, these activities are still part of the wider ambition for partnership. They provide the foundation for collaboration, ensuring that students' perspectives are embedded in how education is designed and delivered.

Student partnership is not a separate activity, but an approach that underpins all aspects of student engagement. Scotland's Ambition for Student Partnership places particular emphasis on partnership in quality enhancement and decision-making processes, while also recognising that meaningful collaboration should be evident at every level – from the individual learning experience to sector-wide developments.



## The tertiary quality landscape

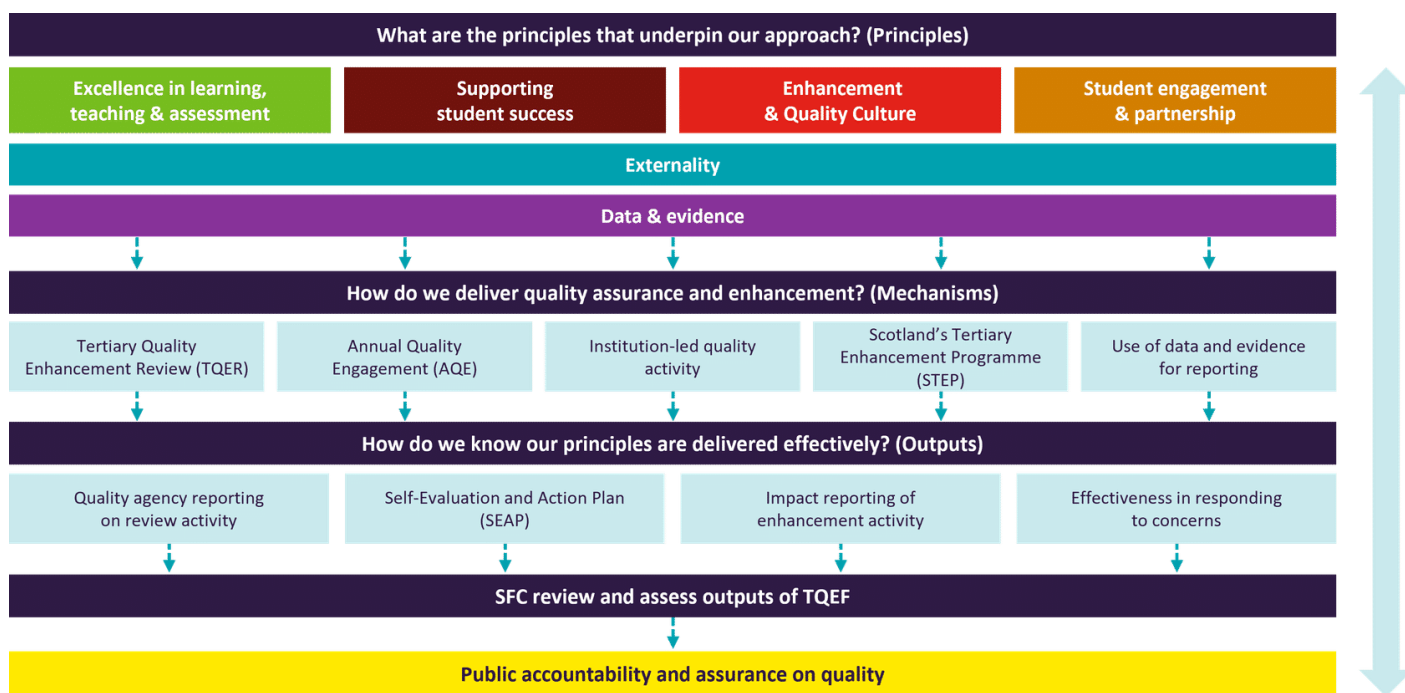
### Context for your role

The Scottish Government, on behalf of the public, has an interest in making sure that the education that happens at colleges and universities is continuously improving. The particular principles, guidelines and processes that evaluate how well colleges and universities are delivering their educational programmes are often referred to as the “Quality Framework”.

Your position plays a crucial role in helping enable the various quality processes by which institutions keep their promise to Scotland’s students and the wider public.

### Tertiary Quality Enhancement Framework (TQEF)

Scotland’s **Tertiary Quality Enhancement Framework (TQEF)** is the Scottish tertiary education sector’s approach to quality assurance and enhancement for colleges and universities. It is built on the legacy of the last 20 years of Scotland’s leading approach to quality assurance and enhancement.



In further training and guidance, you’ll learn more about how institutions and students’ associations deliver quality assurance and enhancement and how they evaluate the success of that delivery. For now, it’s important to know that **your role in the quality framework is largely focused on supporting students to engage as equal partners with the mechanisms and outputs and to support their contributions.**



## How sparqs supports you

### About sparqs

student partnerships in quality Scotland (sparqs) is Scotland's student engagement agency and is unique in the world. We support colleges and universities, students' associations, and other national agencies to develop student engagement and partnership in the quality of the learning experience.

We are funded by the Scottish Funding Council (SFC).



Scotland takes its commitment to student engagement seriously and the SFC funds sparqs to support these activities in students' associations and institutions. This means that colleges and universities in Scotland can access our support free of cost.

Our vision is:

***Students are partners in shaping the quality of learning, making positive change to their own and others' experience, however and wherever they learn.***

*You have a key contact for your institution in the sparqs team, and if you haven't already met them, please get in touch.*

Through your role, how much of this vision are you involved in?

Our work focuses on empowering and supporting students to be partners in all aspects of quality. We provide training for student officers and students' association staff to help enable this, as well as a number of resources, including guidance and toolkits to help build approaches to partnership in quality.

There are links to different areas of our work at the end of this document.

### Building partnerships

A core part of our support to you, is enabling you to be most effective as a key contributor to partnership. Whether you work in an institution or students' association, you will be an important part of building partnership between the two, and we can help you individually, and with colleagues, to think about the tools and approaches you might need and the professional relationships you could build.

You have a key contact for your institution in the sparqs team, and if you haven't already met them, please get in touch.

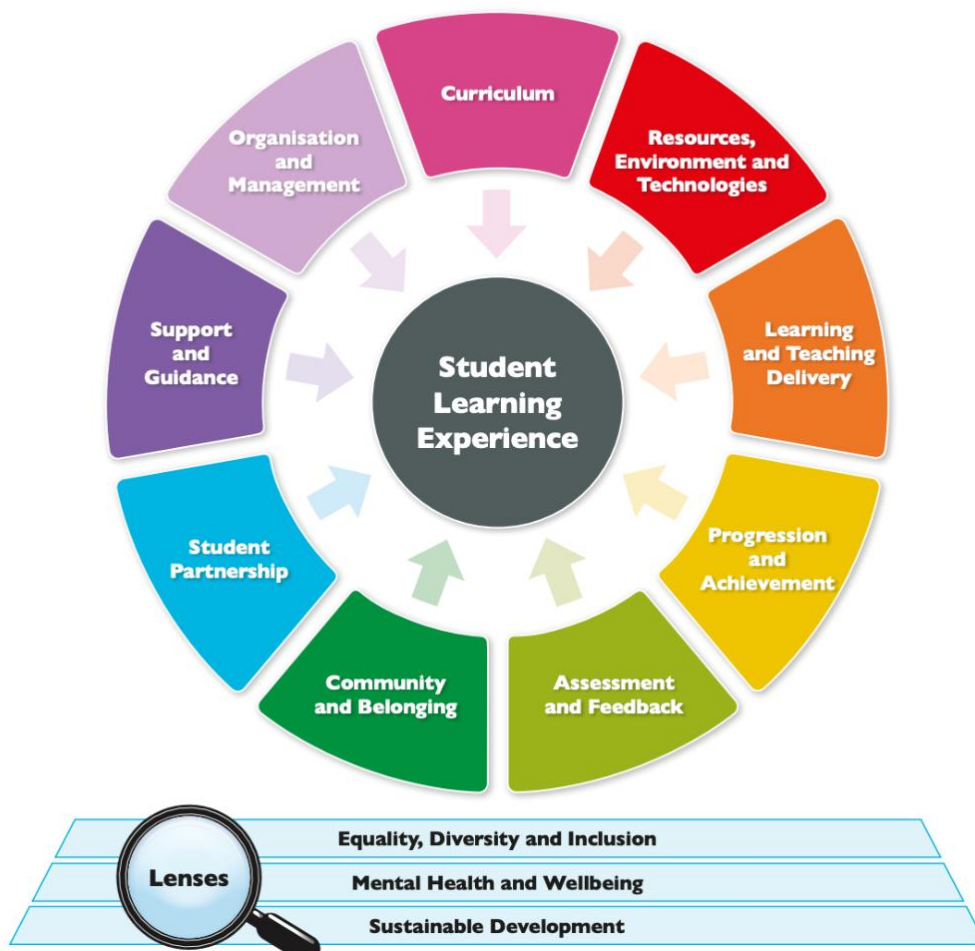
You can find a link to their contact details in the 'next steps' section on page 19.

## The Student Learning Experience (SLE)

All of sparqs' work (and indeed the work of student engagement staff and student officers) centres around improving and enhancing the Student Learning Experience. With over half a million learners at colleges and universities in Scotland, we need tools to help us create a common understanding of the "Student Learning Experience".

Working in partnership with students and staff from across the Scottish sector, sparqs published its redeveloped [Student Learning Experience model](#) (2023) to build just such a tool.

## Student Learning Experience (SLE) model



The model depicts nine "building blocks" that bring together the distinct elements of student life at a college or university today. The building blocks (and the reflective questions that accompany them) were designed to sit at the heart of conversations with students, enabling students and staff to work together to identify priorities to enhance the quality of learning. The model plays a key role in Scotland's quality arrangements and will continue to evolve alongside the tertiary approach to quality.

Take a look at the full model, including the reflective questions which accompany each building block and see how they apply to your role as a student engagement professional.

## **Quick Activity – Putting the SLE model into practice**

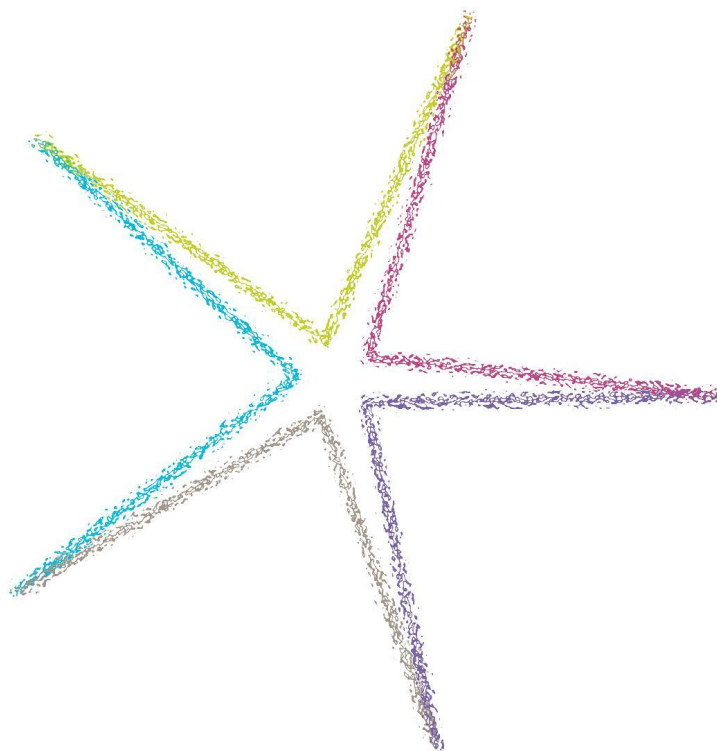
Before you continue with this induction resource, take a short pause for a reflective activity.

First, take a look at the [Student Learning Experience model](#); **what building blocks and reflective questions stand out to you?**

Next, identify a **goal** you have for yourself in your role. This can be a priority that's been assigned to you, an idea based on conversations you've had with students, or something you come up with yourself. Write out what you'd like to prioritise or achieve.

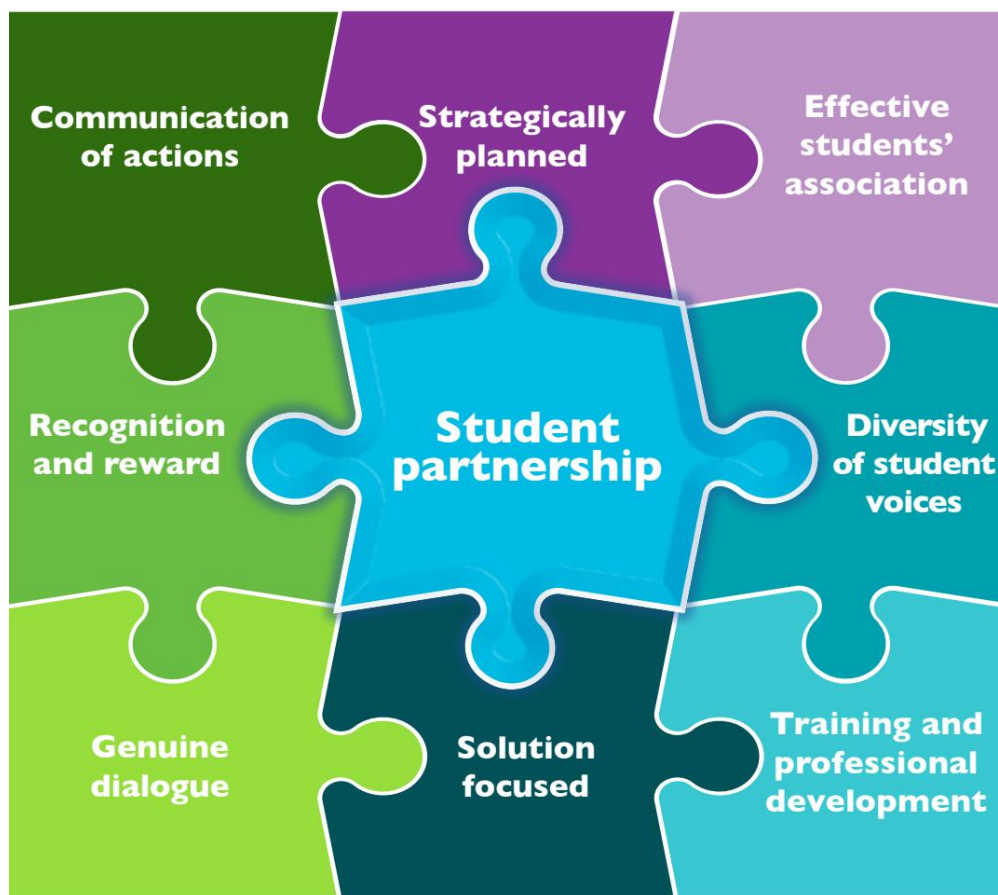
Finally, **connect that goal to a building block from the Student Learning Experience model**. Which element of the SLE does your goal contribute to? Perhaps your goal is related to improving student partnerships; maybe it's about improving learning and teaching delivery. It's possible your objective has ties to multiple building blocks within the SLE.

As you move forward with your goal, consider utilising the reflective questions to encourage meaningful dialogue with students and staff and to deepen your understanding of how the work you're aiming to do will affect and support students.



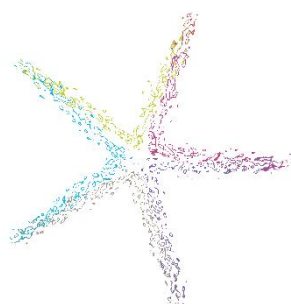
## Scotland's Ambition for Student Partnership

"Student Engagement and Partnership" is embedded in the TQEF as one of the six principles. Scotland's Ambition for Student Partnership underpins this principle. The Scottish Funding Council commissioned sparqs to create this resource in order to identify the key features of partnership and to provide a shared understanding of student partnership across the sector.



Together, the eight features identified above will support the tertiary education sector to work towards [Scotland's Ambition for Student Partnership](#) and to enhance their approaches to student engagement and partnership.

Within the resource, sparqs has developed several "indicators of practice" for each feature. These are practical examples of each feature and are designed to help institutions and students' associations to identify their strengths and areas for development with regard to student partnership.



## **Quick Activity – Putting Scotland’s Ambition for Student Partnership into Practice**

Before continuing, take a short pause for reflection.

First, take a moment to think about [Scotland’s Ambition for Student Partnership](#).

What ideas or features stand out to you? (e.g. genuine dialogue, strategically planned, effective students’ association).

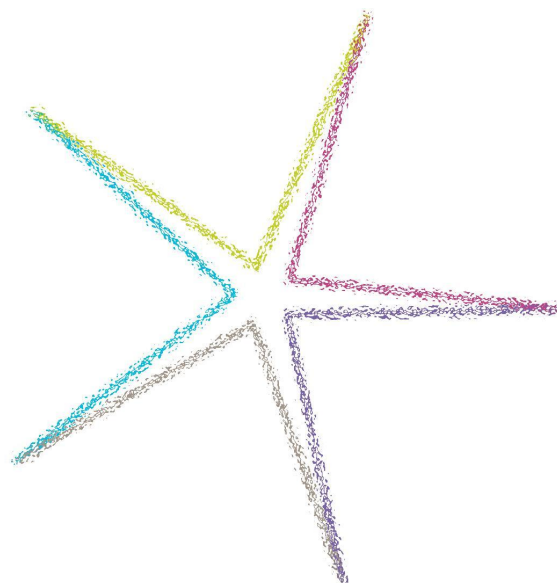
Next, identify a goal you have in your role.

This could be something you’ve been asked to do, an idea from conversations with students, or something you’d like to improve. Write down what you want to achieve.

Finally, connect your goal to a feature of the ambition for student partnership. How does your goal involve or impact students as partners?

- Does it give students a voice?
- Does it involve working in partnership with students rather than doing something for them?
- Does it support collaboration or shared responsibility?

As you move forward, think about how you can actively involve students and create opportunities for genuine partnership in your work



## Student Engagement Staff Network (SESN)

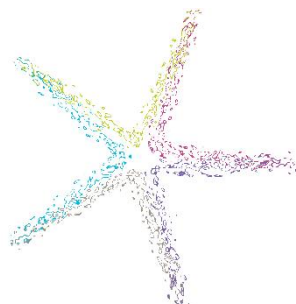
sparqs' **Student Engagement Staff Network (SESN)** is a professional community for staff in colleges, universities and students' associations with roles relating to the co-ordination and development of student engagement in quality, like your role.

These include students' association academic representation co-ordinators or those in institutional quality teams with student engagement remits.

- We hold regular meetings throughout the academic year, some in person and some online. The meetings are a valuable opportunity for practitioners of student engagement to network, meet people in similar roles, find out about development opportunities and have a platform to share best practice and ask for advice. Dates for these are available on our [SESN webpage](#).
- We also have a [mailing list for SESN members](#) to keep in touch with each other by email.
- Take part in our [Buddy Scheme](#) which connects individual practitioners from different institutions with each other, to learn and share. Staff are usually invited to register their interest for the coming academic year around September, with a further intake opened in the new year for anyone who missed the initial opportunity.
- Your work in supporting representative systems and senior students' association officers with education remits is also a key part of creating effective partnership. We can help to provide this support and help you equip your officers to participate in our National Education Officers' Network (NEON).

*SESN meetings are a useful opportunity for practitioners of student engagement to network, meet people in similar roles, find out about development opportunities and have a platform to share best practice and ask for advice.*

*Strong and effective student engagement is crucial to the student view on learning, and good professional staff support to representation and engagement activity is in turn essential to make this happen.*



## Course Reps and Course Rep Training (CRT)

One of our core ways of supporting the sector is our Course Rep Training (CRT) programme. Course representatives are key figures in institutions, gathering the student voice in their courses and programmes and providing feedback to academic staff, taking part in course review meetings, and linking with their students' associations.

We have a variety of approaches to training your reps, or supporting you to do so in ways that suit you and your institution. We will be in touch with you regularly throughout the year about your CRT delivery, and the [CRT page on our website](#) provides detailed information on the best training option for you, how to book it, who to get in touch with, etc.

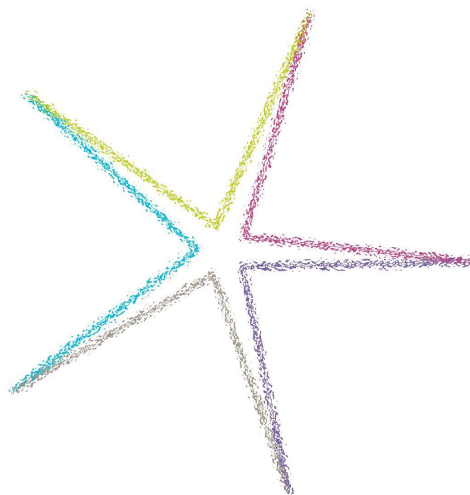
Our CRT includes our core Introductory training, plus materials for specific groups, such as students with additional support needs or ESOL (English as a Second or Other Language) students. We deliver all this training either directly through our team of Associate Trainers (students employed by us on a part-time basis) or through what we call Institutional Associate Trainers – which your institution or students' association will employ to deliver CRT in a more locally relevant way.

If you have course reps, your options for training include:

- 1. Entirely sparqs delivered** – whereby sparqs provides its own Associate Trainers to deliver your CRT.
- 2. sparqs trains your trainers** – to deliver your own (or our) CRT module/workshop. You can send up to three student trainers (per institution) to our Institutional Associate Trainer Scheme.
- 3. Entirely run in-house** – you can still reference or explore sparqs' training resources if these would be helpful for you.

sparqs can also support your development in delivering CRT; get in touch with your sparqs Development Consultant to talk more about ways we can support you in this regard. As you learn more about the diversity of your student rep population and student rep system, you can work with us to explore the various different content and delivery options.

*As you learn more about the diversity of your student rep population and student rep system, you can work with us to explore the various different content and delivery options.*



## Academic Development Toolkit

### Using the sparqs Academic Development Toolkit in your role

The [sparqs Academic Development Toolkit](#) is a flexible resource designed to support staff in embedding meaningful student partnership within learning, teaching and quality processes. Published in March 2026, following an extensive staff development project and pilot, the toolkit brings together a range of bite-sized, evidence-informed resources and structured activities that can be adapted to suit different institutional contexts and levels of experience.

For student engagement staff, the toolkit could be used in the following ways:

#### Supporting staff development and training

You can draw on the toolkit's ready-made activities (e.g. introductory sessions, reflective exercises, and workshop plans) to co-design or deliver training for academic staff and student representatives. These activities are grouped across three levels - *introductory*, *enhancing your own practice*, and *enhancing others' practice* - allowing you to pitch sessions appropriately.

#### Embedding student partnership in practice

The toolkit is aligned and embeds other sparqs resources such as the Student Learning Experience model and Scotland's Ambition for Student Partnership. You can use it to help colleagues move beyond consultation towards genuine partnership, for example by facilitating discussions, co-creation activities, or reflective practice sessions with students and staff.

#### Enhancing quality processes

Resources can be applied directly to quality assurance and enhancement work at course, programme, or institutional level. For example, you might adapt activities to support programme reviews, student-staff committees, or thematic enhancement projects, ensuring the student voice is embedded in decision-making.

#### Personalising and adapting resources

The toolkit is intentionally designed to be **customisable**. Student engagement staff are encouraged to select, adapt, and combine resources (e.g. screencasts, summary papers, podcasts and activity sheets) to create tailored workshops or materials that respond to local priorities.

#### Building capacity across the institution

By using the toolkit collaboratively with academic developers, you can help build shared understanding and confidence in student partnership approaches, supporting a wider culture change across your institution.

In practice, the toolkit works best when used collaboratively with both staff and students, enabling co-creation of development activities and ensuring that student perspectives remain central to enhancing the learning experience

*Resources have been curated into a range of activities for three levels of target audience and professional practice:*




- 1- Introductory resources.*
- 2- Enhancing your own practice.*
- 3- Enhancing others' practice.*

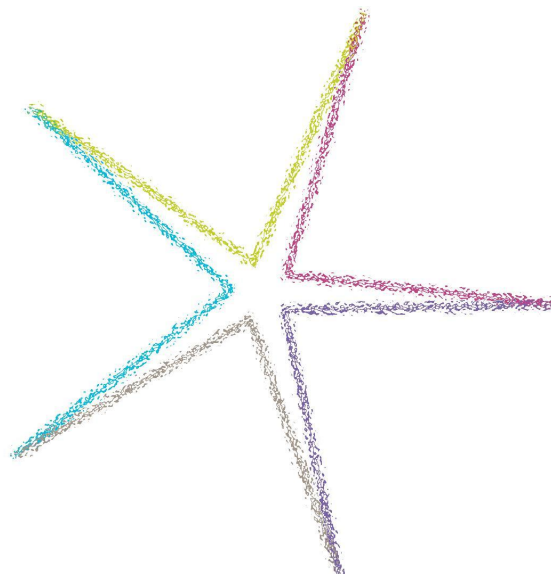
*The toolkit resources and activities have intentionally been developed using a range of bitesize, asynchronous formats so that colleagues can curate, adapt and contextualise if they wish.*

## Professional standards

In 2022, sparqs, alongside staff and students from across the tertiary sector, created a [Professional Standards Framework for Student Engagement](#) (PSFSE).

This framework sets out the values, knowledge and activities that might underpin someone in a student engagement job in a students' association or institution. A useful exercise early in your role might be to look at the three sets of indicators and reflect on how much you know about them, which ones you might like to develop, and how you might do so.

<b>Values</b> 	<b>Knowledge</b> 	<b>Activities</b> 
<p><b>V1</b> A belief in education as a positive, inquisitive and liberating force for wider societal change.</p> <p><b>V2</b> Placing the student voice at the heart of continuous enhancement and co-creation of the student learning experience.</p> <p><b>V3</b> Recognition of the centrality of equality, diversity, liberation and inclusion to student engagement.</p> <p><b>V4</b> A belief in students' associations as vital collective, democratic contributors to institutional life and students' experiences.</p> <p><b>V5</b> A commitment to transformative partnership as an underpinning aspect of work with staff and students.</p>	<p><b>K1</b> The implications of the diversity and intersectionality of the student population in its demography, pedagogy and geography.</p> <p><b>K2</b> How institutions manage and develop learning and teaching.</p> <p><b>K3</b> The role of evidence and data in effective student engagement in quality enhancement and assurance.</p> <p><b>K4</b> The purpose, role and dynamic structures of students' associations.</p> <p><b>K5</b> How the national and international policy and agency landscape affects, and is shaped by, students.</p> <p><b>K6</b> Policies, theories and strategies relating to student engagement, feedback and partnership in quality.</p>	<p><b>A1</b> Empowering all students to own and shape their learning.</p> <p><b>A2</b> Supporting and enabling academic representative systems.</p> <p><b>A3</b> Facilitating and promoting the recognition of student engagement activities.</p> <p><b>A4</b> Working with, supporting and developing student officers as they engage in strategic decisions about learning and teaching.</p> <p><b>A5</b> Informing and advising decision-makers on students' views and priorities.</p> <p><b>A6</b> Enabling the generation and use of data about the learning experience.</p> <p><b>A7</b> Championing partnership-based collaborations between staff and students.</p> <p><b>A8</b> Acquiring, sharing and applying knowledge about student engagement policy and practice.</p>



## Sector agencies and context for partnership

Many organisations and agencies exist at the national level, whose policies and activities impact student engagement and your role. You should be aware of their functions and know who in your institution or students' association is engaged with them.

### Scottish Funding Council (SFC)

The Scottish Further and Higher Education Funding Council, more commonly known as the Scottish Funding Council (SFC), is a public body which invests around £1.8 billion of public money each year on behalf of the Scottish Government. SFC's funding enables Scotland's colleges and universities to provide education opportunities for over half a million people, and to invest in research and innovation.

SFC has a range of statutory functions, which include a specific statutory responsibility for ensuring the quality of fundable provision across further and higher education in Scotland. They work to secure quality learning and teaching provision, to protect and enhance the student learning experience, and to ensure quality assurance processes are robust, transparent, and support confidence in standards.

To this end, Scotland's [Tertiary Quality Enhancement Framework](#) (TQEF) is the tertiary education sector's new approach to quality assurance and enhancement for colleges and universities. The TQEF comprises a shared set of principles, delivery mechanisms, and outputs that can be applied to the different contexts of all our institutions to give assurance on academic standards, the quality of the student experience, and ensure accountability for public investment in learning and teaching.

See the [SFC website](#) for further information.

### National Union of Students (NUS) Scotland

The National Union of Students (NUS) Scotland is part of NUS UK, a confederation of 600 students' unions across Scotland, England, Northern Ireland and Wales. Working with the majority of university students' associations across Scotland and all college students' associations, the main purpose of NUS is to defend, promote and extend the rights of students to make a real difference to their educational experience.

NUS Scotland believes that the learner voice and partnership with students drives positive change and innovation in teaching and learning. All of NUS's work is led by students. Every year at NUS, students from colleges and universities across Scotland gather to discuss and design policy and celebrate their successes from the past year – it's their chance to shape NUS's work by bringing forward their ideas about the issues that should be taken forward nationally.

See the [NUS Scotland website](#) for further information.

### Quality Assurance Agency (QAA) Scotland

QAA Scotland is part of the UK-wide Quality Assurance Agency (QAA). In Scotland, QAA is responsible for safeguarding academic standards and improving the quality of tertiary education.

QAA Scotland is responsible for reviewing all of Scotland's colleges and universities, with the aim of ensuring public and stakeholder confidence in: (1) academic standards; (2) a commitment to enhancing the quality of the learning experience; and (3) how they enable student success.

See the [QAA Scotland website](#) for further information.

### College Development Network (CDN)

The College Development Network (CDN) supports the development of college staff, resources and approaches to learning by leading thinking, through events, workshops and networks; creating opportunities for innovation, continuous professional development and networking and sharing of practices in all aspects of college work. They work for the college sector, as part of the sector, reacting to the needs of the sector quickly and effectively.

CDN holds guardianship of the Professional Standards for lecturers in Scotland's colleges. The Continuous Professional Development Frameworks support high standards in management, leadership and continuous professional learning. They offer a range of training, including governance information packs and online modules for college board members.

See the [CDN website](#) for further information.

### Colleges Scotland

Colleges Scotland is the membership body for all 26 colleges in Scotland, spread across 13 regions. Their role is to promote and represent the interests of the college sector in Scotland, and strive to create cohesive and sustainable partnerships, demonstrate positive impact, act as representatives, and campaign for the sector. They aim to be at the heart of a world-class college sector that is recognised, valued and available to all. Their focus is on enabling colleges to deliver the best opportunities for those learners in colleges in Scotland.

See the [Colleges Scotland website](#) for further information.

### Universities Scotland

Universities Scotland is a membership organisation working for the Principals and Directors of Scotland's 19 higher education institutions. They develop and influence higher education policy, and campaign on issues where the members have a shared interest, with the aim of securing a policy and funding landscape which best supports the continued success of the Scottish higher education sector. Universities Scotland covers almost all aspects of higher education activity in Scotland, from learning and teaching, widening access and employability, to research, innovation, internationalisation, and governance and funding.

See the [Universities Scotland website](#) for further information.

### Advance HE

Advance HE is a global, member-led charity that works with higher education institutions to improve outcomes for staff, students, and society. It supports the sector through expertise in teaching and learning, leadership, governance, and equality, diversity and inclusion, aiming to build confidence in HE, tackle systemic inequalities, and respond to evolving societal needs. Through professional development, research, accreditation, and sector-wide initiatives such as fellowships and equality charters, Advance HE helps institutions enhance practice and performance. Its overarching purpose is to enable higher education to transform lives by realising the potential of its people, with a vision of inclusive, sustainable, and high-performing systems worldwide.

See the [Advance HE website](#) for further information.

## Scottish Credit and Qualifications Framework (SCQF)

The SCQF is the qualifications framework for Scotland. It is used to compare and understand our country's wide range of qualifications. The SCQF has 12 levels, ranging from basic introductory skills (level 1) to doctoral degrees (level 12). Each level signifies the complexity of the learning outcomes. Credit points indicate the amount of learning, with one SCQF credit point representing an average of 10 hours of learning. SCQF credit points can sometimes be transferred to other programmes, so learners don't have to repeat what they've already studied. Universities, colleges and awarding bodies decide how many of these points can be transferred into their programmes.

See the [SCQF website](#) for further information.

## Directory of useful resources and key next steps

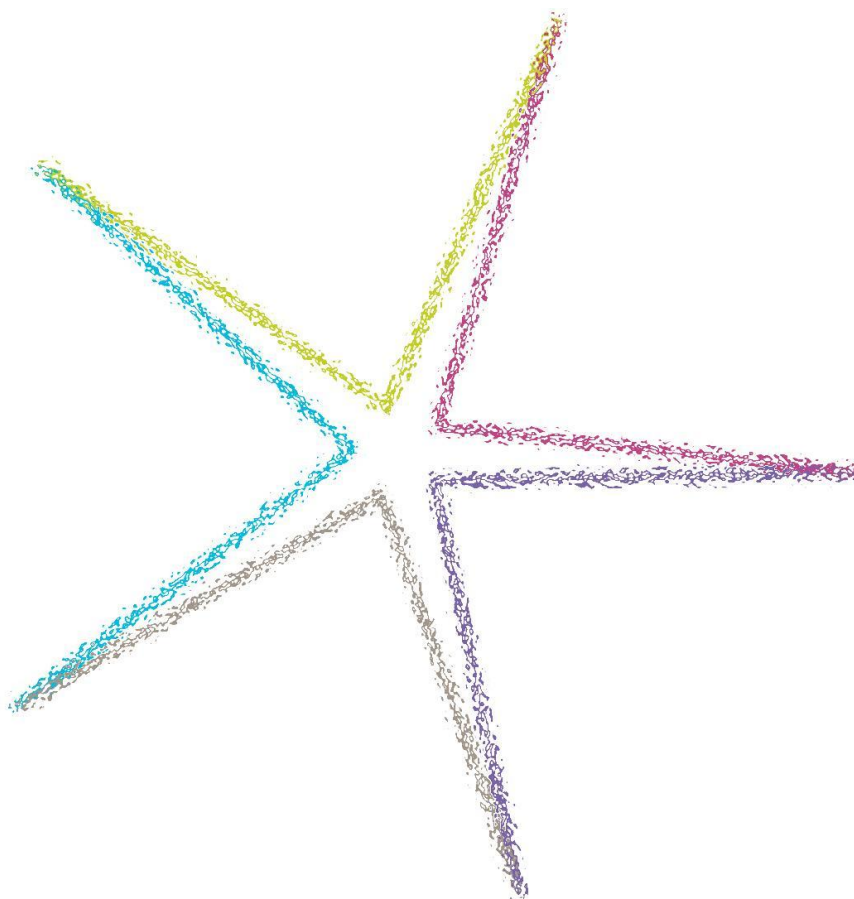
### Resources

- **That's Quality!** is our annual programme for new education officers and their staff (including you!) in colleges and universities. Part of the programme includes a self-study module containing useful information about quality assurance and enhancement in Scotland, and an understanding of the role of student engagement and partnership in quality. You should take some time to read the [That's Quality! Online Module 2025](#) (updated each academic year).
  - It may also be helpful to review [sparqs' webpage on the Quality Arrangements](#).
  - Once you're more familiar with the TQEF, check out our [guidance on the Self-Evaluation and Action Plan \(SEAP\)](#).
- The [Developing College Student s' Associations framework and project](#), which provides support on how students' associations can be developed (this framework and toolkit can be useful for those in universities too!).
- [Student Learning Experience model](#)
- [Scotland's Ambition for Student Partnership](#)
- [Professional Standards Framework for Student Engagement](#)
- [A Student Engagement Framework for Scotland](#)
- [Academic Development Toolkit](#)
- The [sparqs acronym buster](#) to help you learn key terms and abbreviations.
- Keep in touch with sparqs by reading our [news articles](#).

## Next steps

Here are a few actions you should consider:

- 1.** Identify and get in touch with your [key contact in the sparqs team](#). They can talk with you more one-to-one and recommend further support.
- 2.** Read through the resources listed on the previous page and evaluate how they intersect with your goals and key project areas; *talk about them with your reps/students*.
- 3.** If you're not already subscribed, please [sign up to our mailing list](#). This is the best way to stay up to date on the latest sector developments and support available.
- 4.** Find out how your students' association provides Course Rep Training and talk to sparqs about utilising our [Associate Trainer Scheme](#) or [Institutional Associate Trainer scheme](#) as suits your needs.
- 5.** Sign up to attend the next [Student Engagement Staff Network \(SESN\)](#) meeting, where you can meet other people in a similar role to you!
- 6.** If you haven't already, introduce yourself to your institution's quality team and connect with them about key priorities.



## Timeline for Academic Representation Co-ordinators

To help with your induction, sparqs has prepared a mock outline of a year from the perspective of an Academic Representation Co-ordinator. Add these activities to your calendar and planning cycles! (Key actions are **highlighted in green!**)

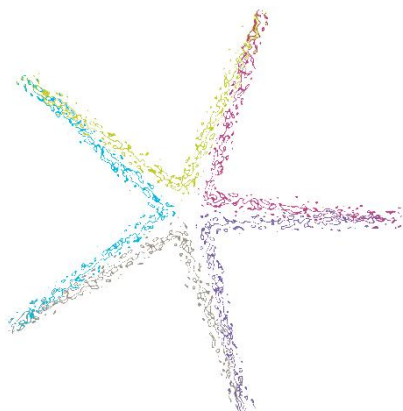
Activity*	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Relevant sparqs resource
Delivery of Course Rep Training (Semester 1)													<a href="#">Course Rep Training</a>
Institution's Self-Evaluation and Action Plan (SEAP) due			Nov 30 <sup>th</sup>										<a href="#">sparqs SEAP Guidance</a>
Semester 1 Reporting (achievements, projects in progress, etc.)													
Delivery of Course Rep Training (Semester 2)													<a href="#">Course Rep Training</a>
Officer Elections													
Annual Teaching/Rep Award programmes													
Course Rep Training planning													<a href="#">Course Rep Training</a>
Annual Quality Engagement meetings with QAA (Institutional Liaison Meeting) and SFC (Quarter 1 meeting)													<i>Guides coming soon</i>
Sign up for sparqs AT or IAT Scheme (if you're using them!)													<a href="#">AT Scheme</a> and <a href="#">IAT Scheme</a>
Recruit your institution's Course Rep Trainers													<a href="#">IAT Scheme</a>
End of Year Reporting (impact report or similar)													
Induct new Education Officer (including handover)													<a href="#">Education Officer Induction</a>
Provide outduction to outgoing Education Officer													<a href="#">Education Officer Outduction</a>
Register for "That's Quality!" training programme													<a href="#">That's Quality!</a>
Conduct a self-evaluation using the PSFSE													<a href="#">Professional standards framework for SE</a>
Attend "That's Quality!" residential training													<a href="#">That's Quality!</a>
SESN, NEON, and other sparqs meeting schedules released													<a href="#">Student Engagement Staff Network</a>

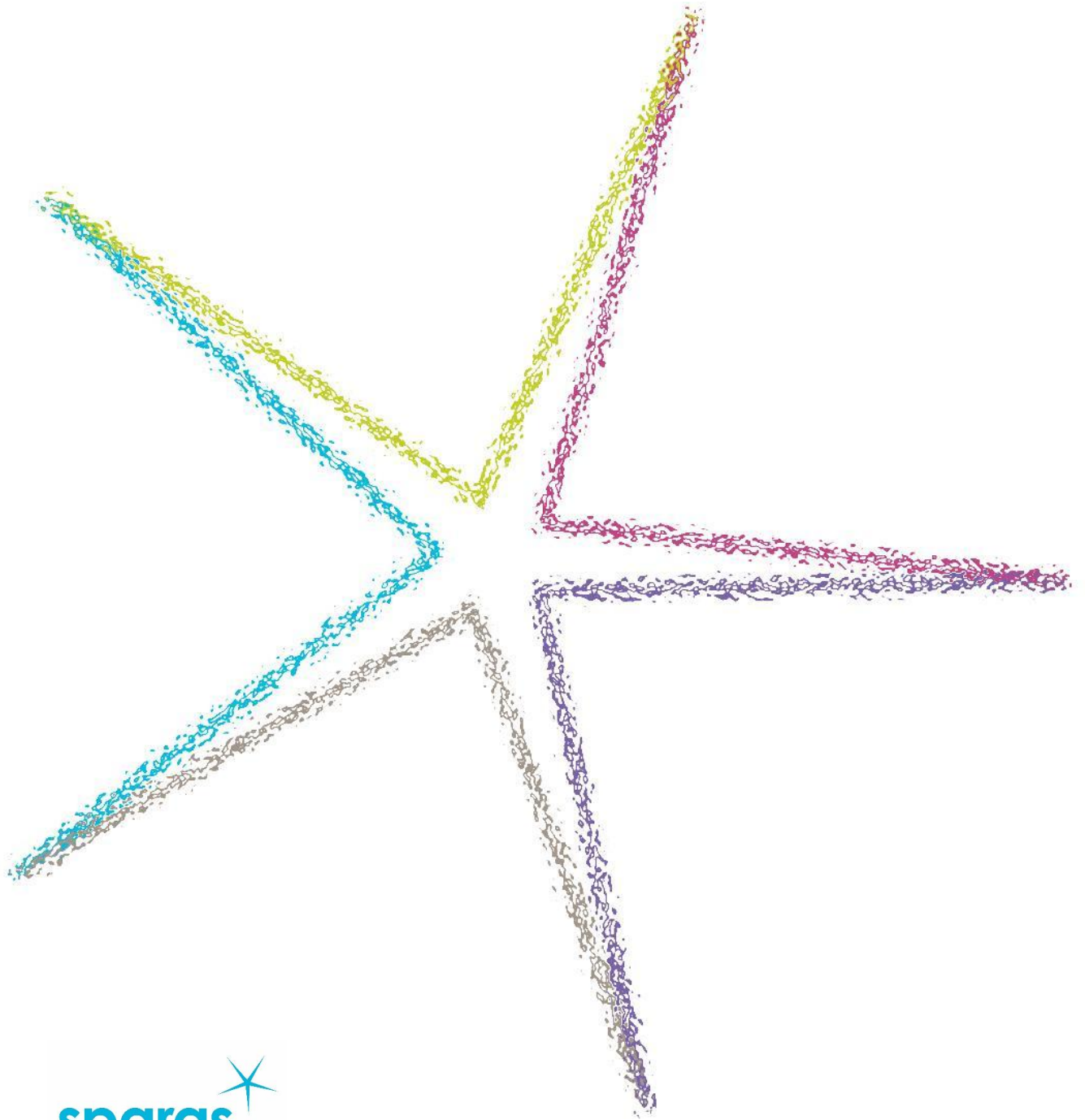
\*Note that specific timelines and activities may vary across each institution.

## Glossary of terms

Below are the acronyms and terms used in this guide. **For a full list of acronyms common in the sector**, check out [the sparqs "Acronym Buster"](#) - a webpage that is kept up to date with the latest terminology.

<b>AQE</b>	Annual Quality Engagement
<b>AT</b>	Associate Trainer
<b>CDN</b>	College Development Network
<b>CPD</b>	Continuing Professional Development
<b>CRT</b>	Course Rep Training
<b>FE</b>	Further Education
<b>HE</b>	Higher Education
<b>IAT</b>	Institutional Associate Trainer
<b>ILM</b>	Institutional Liaison Meeting
<b>NEON</b>	National Education Officers' Network
<b>NUS</b>	National Union of Students
<b>PSFSE</b>	Professional Standards Framework for Student Engagement
<b>QAA</b>	Quality Assurance Agency for Higher Education
<b>SEAP</b>	Self-Evaluation and Action Plan
<b>SEF</b>	Student Engagement Framework
<b>SESN</b>	Student Engagement Staff Network
<b>SFC</b>	Scottish Funding Council
<b>SLE</b>	Student Learning Experience
<b>SCQF</b>	Scottish Credit and Qualifications Framework
<b>TQEF</b>	Tertiary Quality Enhancement Framework
<b>TQER</b>	Tertiary Quality Enhancement Review





**t: 0131 622 6599**  
**e: [info@sparqs.ac.uk](mailto:info@sparqs.ac.uk)**  
**w: [www.sparqs.ac.uk](http://www.sparqs.ac.uk)**

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Funded by the Scottish Funding Council. Registration number SC046172



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