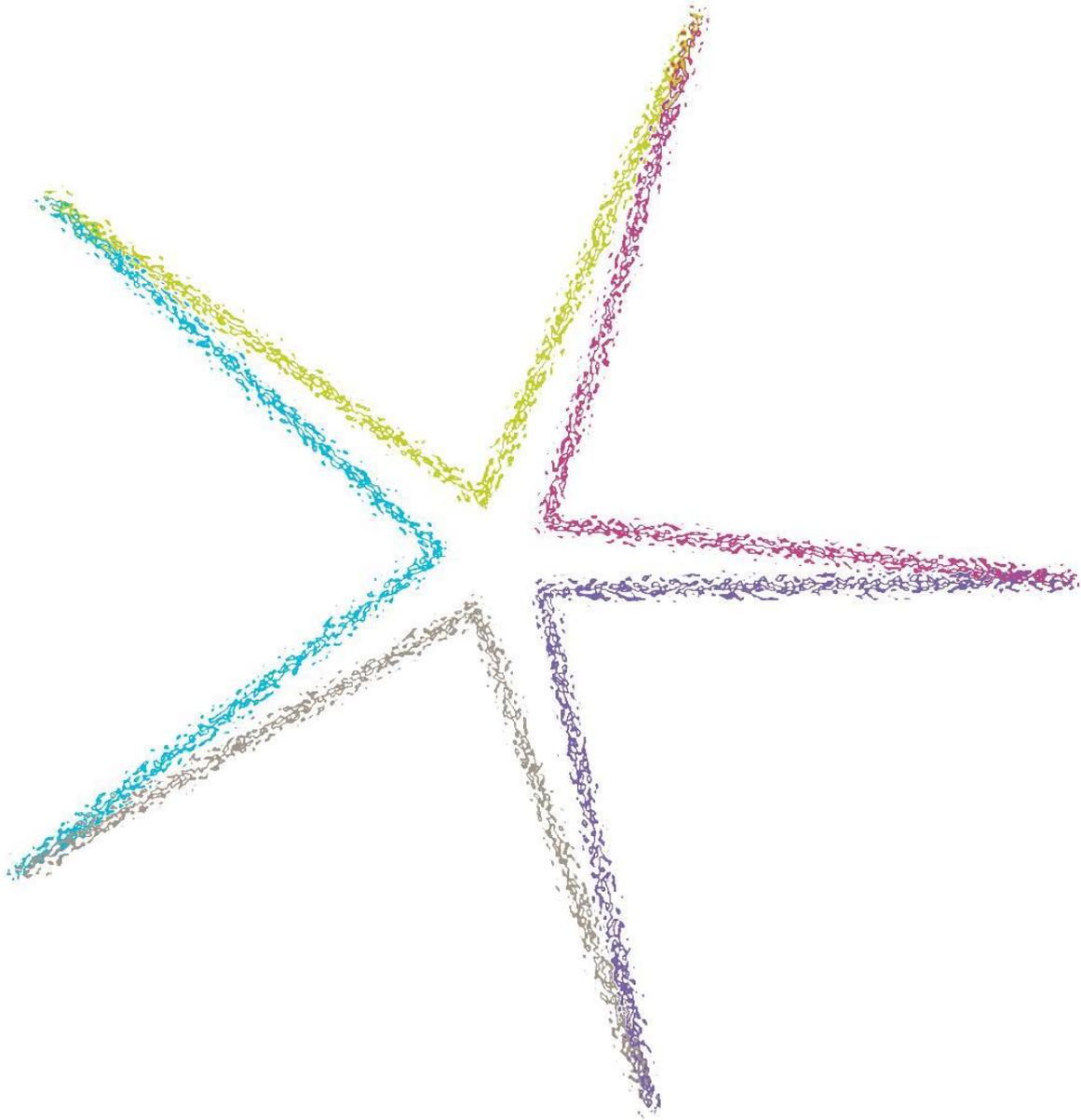


A guide to inducting students' association education officers in colleges for 2021-22

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AUTHOR:

Simon Varwell
Senior Development Consultant
sparqs



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Introduction

Education officers in college students' associations play an important role in the leadership and development of student representative systems, learning and teaching, and colleges as a whole. At their most effective and most engaged, education officers can be valued and trusted colleagues who can make major contributions to the work of the college.

At their most effective and most engaged, education officers can be valued and trusted colleagues who can make major contributions to the work of the college.

A supportive and successful induction for such officers is therefore essential. This is especially true at a time of uncertainty and substantial transformation in colleges, where the well-informed views of students' association officers have never been more vital in ensuring that the changes in learning happen with, and not merely to, students.

sparqs has developed this resource to help colleges and their students' associations to work together in partnership to induct education officers for the 2021-22 year, equipping them to be as effective as they can during what will be a challenging but hopefully very rewarding term of office. The ideas and tools in this document can be used as a basis for creating a new induction process, or adding to, or reflecting on, an existing programme.

This resource defines education officers as those lead representatives within the students' association whose remit includes student engagement in the quality and governance of the learning experience. Students' associations may have dedicated posts with a title such as "Vice President (Education)", or the responsibility might lie within a more general President or Vice President role. The portfolio may also form an element of one or more campus- or faculty-based executive officers. As a convenient shorthand, this resource will define all such posts as "education officer", and will further assume that they are full-time or at least part-time paid sabbatical positions.

"Partnership is crucial to how we work as students' association education officers. We form the bridge between students and the college, and by being a partner to both we can target the main areas of focus for the students and make sure their voices are heard, their stories are told, and the change they need is enacted. That is why during induction it is important to make those relationships to take forward over our term of office."

Andrew Smirthwaite
President 2019-21
Forth Valley College

The partnership context for education officer inductions

"The college board... must put in place robust partnership procedures."¹

Code of Good Governance for Scotland's Colleges

"Colleges should view students as partners in supporting improvement."²

College quality arrangements

"Students' Associations should be strengthened and become appropriately funded, autonomous and sustainable."³

Griggs report

Partnership with students is one of the defining features of the college sector and is a strong theme in the sector's most important underpinning policies. Students' associations, too, are recognised as having a central role in shaping learning and the wider life and work of colleges.

"It's an important feature of Scottish colleges that the student board members are full and equal members of the board. This means that they play a vital role in ensuring that the college is well run, has a clear strategy and is focused on the success of its students. CDN provides a wide range of support to student board members and we encourage those designing their education officer's induction to incorporate this."

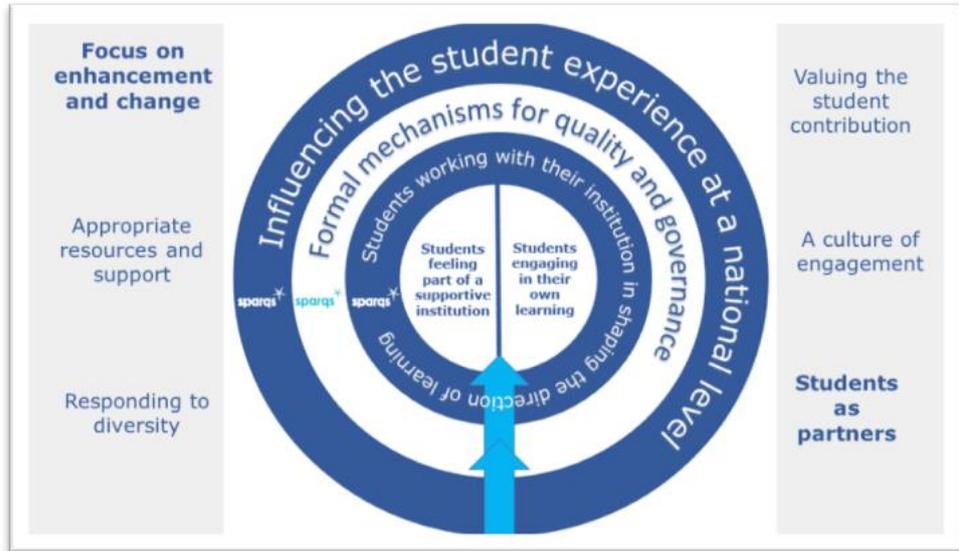
Gordon Hunt
Head of Leadership, Governance & Research (maternity cover)
College Development Network

Well-inducted education officers are important for creating this partnership and building these strong students' associations, and there are plenty tools to help colleges and students' associations do this.

Two such tools are the *Student Engagement Framework for Scotland*⁴ and the *Framework for the Development of Strong and Effective College Students' Associations in Scotland*⁵, which both contain useful guidance, while of course sparqs as an agency exists to help colleges and students' associations promote and develop partnership within our sector.

There is also guidance on partnership during the pandemic in sparqs' [COVID-19 briefing note on Student Partnership Agreements](#).

A Student Engagement Framework for Scotland

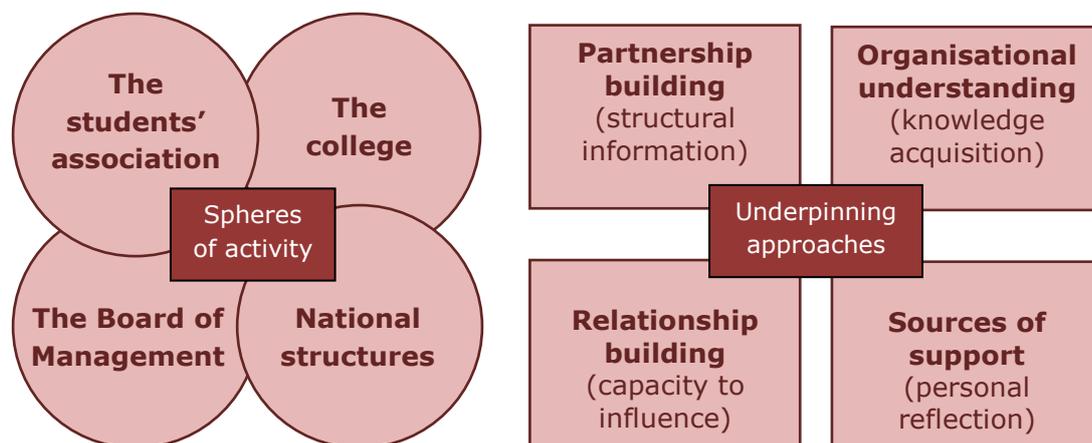


Framework for the Development of Strong and Effective College Students' Associations in Scotland



About this resource

This resource has two main sections. The first looks at four spheres of activity of a typical education officer that should be covered in an effective induction. The second explores four underpinning approaches that should inform the development of an induction.



A successful approach to inducting education officers requires partnership working.

A successful approach to inducting education officers requires partnership working, and we suggest that this resource is read, discussed and built into an action plan and induction timetable by a small co-ordinating group. This group should contain those who will have the closest working relationships with education officers.

Such roles will vary between colleges, but might include:

- **Outgoing officers**, including the outgoing post-holder (and, if different, the President).
- **Students' association staff**, in particular the director/manager and representation co-ordinator.
- **Senior management**, such as a Vice Principal or Head of Quality.
- **Governance personnel**, including the secretary to the Board of Management or any board member who might have relevant expertise or be mentor to the student members.
- **Staff from relevant services**, such as quality, student engagement, student experience or student services teams.
- **Staff from academic sections or who chair key committees** and working groups that involve the education officer.

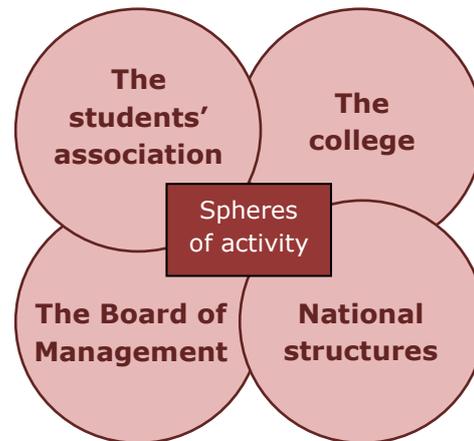
We recommend that this group reads through the resource, meets together to discuss it, and then uses the ideas and case studies to begin developing a plan for induction.

Your key sparqs' contact can provide support throughout this process.

Part A: Spheres of activity of education officers

We can view the work of a typical education officer as spreading across four distinct but overlapping spheres of activity.

This section will look at how you could develop an induction that covers each of these four spheres.



The students' association

While a broader executive induction will look at the students' association's structures and operations, the education officer will also require to learn in detail about the association's work on academic matters. Such topics could include:

- **The course rep system** – New officers may or may not have been a course rep prior to being elected, but either way, it will be valuable to look at the key policies or information about course reps, such as the job description, meeting schedules and formats, and plans for training and support in the next academic year.
- **Current issues in quality** – Learning about the course rep system will be a good springboard for discussions about the overall themes from the ideas and suggestions of the past year's course reps, and the students' association's current priorities and activities on learning and teaching.
- **The role of staff** – While a broader induction will cover the working relationship between students' association staff and officers, particular attention should be given to how a post such as representation co-ordinator will support and work with the education officer.

Particular attention should be given to how a post such as representation co-ordinator will support and work with the education officer.

Depending on the capacity of the students' association, there may be a staff role dedicated to engagement in learning, teaching and quality and to support academic representatives. They may have a title such as representation co-ordinator. They will typically also provide policy support and guidance to the education officer, so their role in this part of the induction – as well as the induction as a whole – will be very important.

As the box on the following page shows, there are a number of important activities typically associated with these posts. They are distinct as professional support tasks from the more political leadership role of the education officer, and collectively represent a permanent link with the college. Where such a post does not distinctly exist, consideration will need to be given as to where these responsibilities lie – and indeed if there is a case for such a role to be created. sparqs can help discuss the value of such a role.

Representation co-ordinators

An effective students' association will generally have a staff member whose remit relates to academic representation and education policy. Their job title may vary, but might be representation co-ordinator or similar. They will usually provide close support and guidance to education officers. Benefits of this role are the ability to provide continuity to the students' association's work on education, as well as being a permanent point of contact for college staff.

Typical responsibilities of a representation co-ordinator include:

- Day-to-day support to the education officer, including policy briefings and guidance on college committees or other external events they will attend.
- Attendance, alongside the education officer or other reps, at certain academic committees or working groups.
- Mapping and co-ordination of students' association engagement in all committees, internal reviews, and other quality processes.
- Design and delivery of training to course reps.
- Ongoing support for the course rep system.
- Implementation of students' association policy on learning and teaching matters, and related communication to college staff, externals and others.
- Provision of a permanent point of contact and expertise for academic, management and quality staff, on student engagement and the students' association.

The education officer is a key part of the college's approach to the quality of learning and teaching.

"At the start of our sabbatical officers' term, we organise a two-day strategy retreat, where the presidents discuss their pledges with the FCSA team and with the college senior management. Collaboration with key college staff during the Presidents' induction is vital to that process of working together on the learning experience."

Gloria Laurini
Student Engagement Coordinator
Fife College Students' Association

The students' association may also have a distinct senior staff post, who may be titled manager or director. They will also have a key role to play in the education officer's induction and may lead on the broader induction programme for the whole incoming executive team.

The college

The education officer is a key part of the college's approach to the quality of learning and teaching. As the lead voice of the students' association, they will (or should) be widely known throughout the college and indeed at a sectoral level. The induction into college activities and processes is therefore of critical importance, so that officers and the students' association can support the college in building on its strengths and addressing its challenges in partnership.

It is important that the education officer feels they have a stake in shaping the college's approach to self-reflection, enhancement planning, course level monitoring and student feedback.

They will spend much time working with college staff in roles relating to quality and the leadership of learning and teaching. Partly, this will happen through formal processes such as committees and working groups. It will also, of course, take place in informal contexts, where a strong, mutually respectful and trusting relationship will require to be built up quickly. The views of key staff members such as the Vice Principal or head of quality on this part of induction, will be very valuable.

A dedicated meeting between the education officer and the college's leadership early in the induction process is a good opportunity to learn about the college and the current work of the management team. This could happen alongside the other incoming officers, perhaps at a dedicated introductory away-day or retreat. Topics for discussion and sharing could include:

- **A strategic overview of the college** – Its structure, senior management roles and current priorities, and key documentation such as the Outcome Agreement, Strategic Plan, Gender Action Plan and Student Partnership Agreement. Conversation could usefully focus on where these affect, or relate to, the quality of the learning experience and the role of the students' association. This may prompt reflection for both senior managers and the new officer.
- **Key policies on learning** – This might include the college's strategies for learning and teaching, student engagement, and COVID-19 response, and other learning-related documentation relating to the library, IT, learning support, and academic development. Specific processes relating to quality will also be valuable, such as engagement with Education Scotland's [Our Best Future resources](#). It is important that the education officer feels they have a stake in shaping the college's approach to self-reflection, enhancement planning, course-level monitoring and student feedback.
- **Key staff roles** – Incoming officers should also have a chance to get to know the staff they will be working most closely with, such as the Principal, Vice Principal (Learning and Teaching) and quality team. The above discussion points will be a chance for this to happen, but it is also worth early informal meetings to create a strong culture of communication and mutual trust outside decision-making arenas, and identify the common ground on which the education officer and college management can productively work together.
- **Key academic committees** – Conversations could be led by relevant chairs or clerks, and include the overall academic committee structure, and their remit, composition and current issues, plus discussion of where student input has been found to be most useful.

As highlighted on page 16, such a conversation is also an opportunity for the senior management to learn from the new officers in turn.

The Board of Management

Education officers are very likely to be one of the two student members of the college's Board of Management or a member of one or more of its sub-committees. Irrespective of these committee roles, they will still need to know about the board's responsibility for the learning experience and wider student experience, and they will have formal and informal opportunities to meet board members to discuss the students' association's work on the learning experience. The secretary or chair of the board can contribute to imparting this knowledge and building a strong relationship.

Topics could include:

- The board's remit and composition. Where the education officer is a board member, this content will overlap with national support to student board members (see below).
- The work of the board's learning and teaching committee or equivalent.
- The board's engagement with, and reflections on, the Code of Good Governance, especially part B, which relates to the student experience.
- Discussions with the board secretary and chair. While these individuals may be involved in the wider executive induction, a specific meeting with the incoming education officer about the board's governance of learning and teaching will be particularly useful.

"With the student experience being a central focus of the Board, effective and engaged student officers are crucial to drive change in the right direction. At Perth College, we strive to ensure that officers are supported before, during and after they take office, and the induction process plays a key part in building a solid foundation for a mutually-beneficial year."

Ian McCartney
Clerk to the Board of Management
Perth College UHI

National support to student board members

The College Development Network (CDN) provides considerable support to all members of college Boards of Management – including student members. CDN organises induction workshops for new board members (to which National Union of Students (NUS) Scotland and sparqs contribute), and provides [information about governance](#) and a dedicated [Governance Hub](#), to which all new board members will be given access.

There is also a specific annual event for new student board members each autumn, run by NUS Scotland in conjunction with CDN and sparqs.

National structures

So much within our sector is shaped or led at a national level – either by government or various sector agencies. It is important that new officers understand something of this landscape and how to contribute to it.

This sphere of activity is the main focus of That's Quality!, sparqs' annual induction event for new student officers and their staff with education remits. Individual colleges and students' associations, especially representation co-ordinators, will be well placed to contextualise this national picture for education officers.

Topics covered by college and students' association staff may include:

- **That's Quality! module** – Representation co-ordinators may be well placed to support incoming education officers to engage with this module (see below) and to make time for reading it within the wider induction timetable.
- **National agencies and contacts** – It will be useful for education officers to know, and meet with, their college's key agency contacts, such as the key contact in sparqs, the contact HMI in Education Scotland, their officer and staff contacts in NUS Scotland, and the Scottish Funding Council (SFC) Outcome Agreement Manager. Representation co-ordinators could usefully support or join in these meetings. It will be useful for education officers to understand the various agency roles, and how they are likely to work with them in the coming year.
- **Quality arrangements through college eyes** – There will be some overlap with the section above on how the college manages quality, but it will be helpful for officers to understand the college's involvement nationally (for instance through events, forums and other sectoral sharing). Those in the college who are Associate Assessors or Student Team Members with Education Scotland may have valuable perspectives to share on the link between the institutional and national levels.

So much within our sector is shaped or led at a national level... It is important that new officers understand something of this landscape and how to contribute to it.

That's Quality!

sparqs runs two induction events for new education officers and related staff, one for universities and one for colleges. That's Quality! Colleges is normally a two-day online event in August. It is complemented by an online module which contains around six hours' worth of prior reading about the college sector, its agencies, the quality arrangements and other key documentation; meaning the event can build on that knowledge to be more discursive and interactive.

This year's That's Quality! will include sessions that explore engaging and supporting student representatives online, considerations of equality and diversity in the student learning experience, and an opportunity to reflect on and capture the impact of the changes that have occurred as a result of COVID-19, to support future enhancement and quality arrangements.

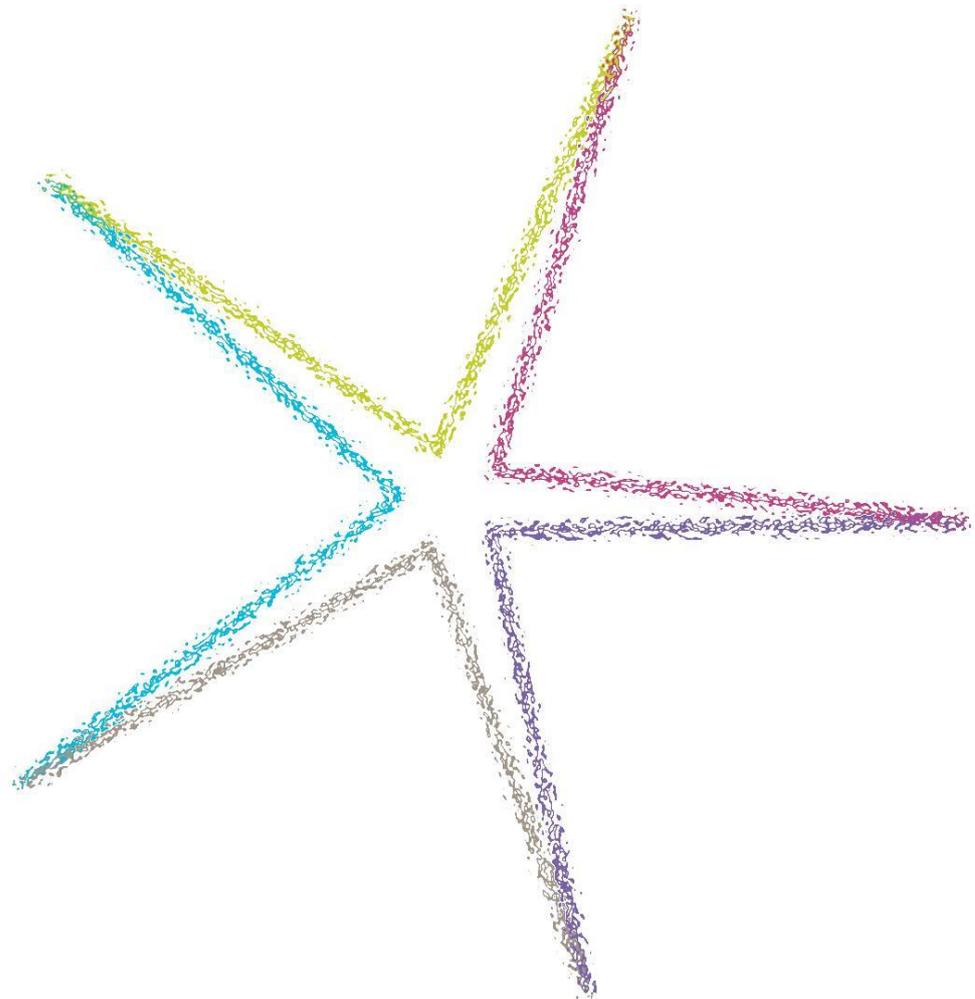
Lead and Change

This annual summer training event run by NUS Scotland, usually in July, is an opportunity for education officers, and indeed incoming officers with other remits, to understand more about students' associations and their role within them.

Designed as an online programme, Lead and Change will provide networking opportunities and the chance to develop the skills officers need during their time in office.

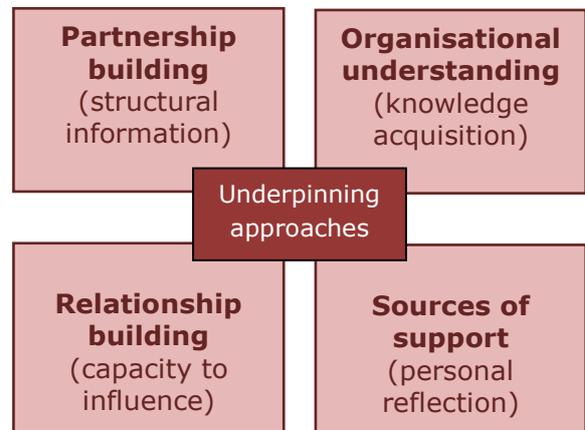
Lead and Change will cover a wide range of topics, such as the history of the student movement, engagement, representation, campaigning and governance. NUS Scotland will provide opportunities for officers to build connections with other officers based on their manifesto points, and to start to plan the year ahead.

This training aims to enhance officers' ability to create the change they want to see in their associations.



Part B: Underpinning approaches

Incoming education officers do not merely require knowledge. To underpin the more practical topics and ideas outlined in the spheres of activity in Part A, this section looks at the skills and concepts that can shape a successful approach to the role.



Those shaping the education officer induction could consider and agree how these approaches can underpin and inform the spheres of activity.

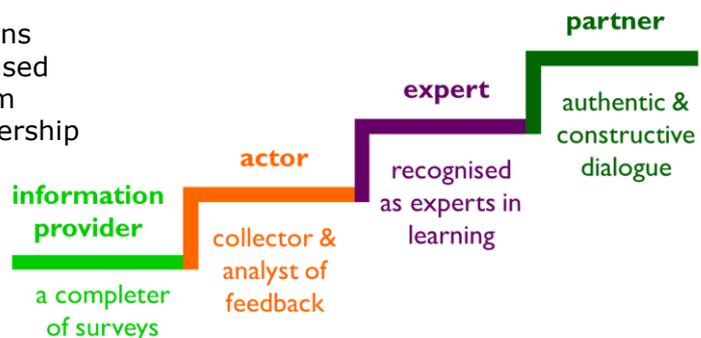
Discussion of the principles and ideas within these approaches will help set the tone for the induction programme, and may also help those influencing the induction to reflect on their own practice and approaches in working with the new officer.

What needs to exist within college cultures and practices to create the conditions for an authentic and constructive dialogue?

Partnership building (structural information)

Partnership is, as outlined in the introduction, at the heart of our sector. Therefore, it should be central to all that your college does, and to your education officer’s induction. It will be important for them, and those they work with, to understand, agree on, and live out an agreed definition of partnership. That way, it will be clear to all about the broader culture in which they are operating.

Here are two definitions of partnership often used by sparqs. One is from sparqs’ student partnership staircase, where partnership is described as **“authentic and constructive dialogue”**.⁶

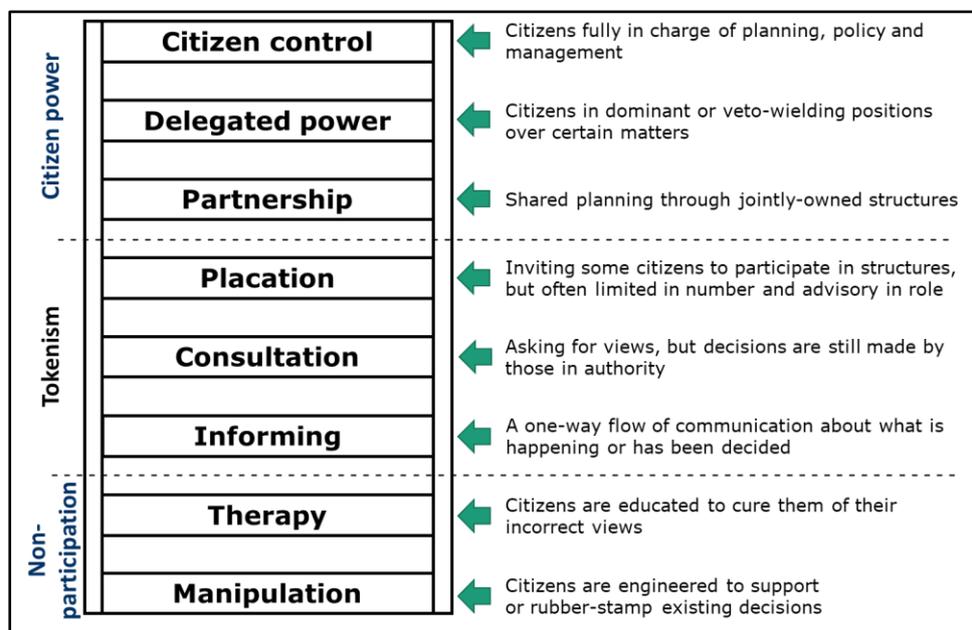


This tells us much about the approach that should be taken by an education officer. But what needs to exist within college cultures and practices to create the conditions for such a dialogue? What can management do to quickly build a culture of mutual trust and respect, drawing the education officer into the sharing of complex pressures, challenges and decisions? How can management make it clear that they will welcome and depend on such an authentic and constructive dialogue, especially at a time of transition, when decisions might need to be made rapidly?

What does "shared planning" mean for how the education officer is expected to contribute to the college's strategic approach to the learning experience?

A second definition of partnership comes from Arnstein's ladder of citizen participation – paraphrased by sparqs in the diagram below as **"shared planning through jointly owned structures."** If this is to be true of the college-wide approach to the learning experience, this will convey rights and responsibilities on both the education officer and the management they will work closely with. What does "shared planning" mean for how the education officer is expected to contribute to the college's strategic approach to the learning experience? And what does "jointly owned structures" mean for the gathering and processing of data about the learning experience? What does this definition of partnership mean for the culture of formal decision-making bodies such as academic committees, where the education officer and fellow student reps will be a minority among staff, management or governor members?

A Ladder of Citizen Participation



Sherry R. Arnstein, 1969 (adapted by sparqs)

Organisational understanding (knowledge acquisition)

To create a culture where education officers can truly be partners, will usefully involve reflection on both the formal and informal channels of communication. The next part will look at the informal channels, while this part will look at the formal.

In a complex role such as education officer, individuals will be engaging with a wide variety of staff, students, governors and other stakeholders, both internal and external. Moreover, officers will be involved in discussions at all levels, including individual student comments, internal review in curriculum areas, highly sensitive informal discussions with management, strategic decisions at college-wide committees, and national forums and events. Such a wide remit is part of the appeal of the role, but also creates complexity.

Therefore, understanding how the college works and the context it works within, is a critical part of the induction. While a short term of office will always include an element of "learning on the job", it is in the interest of the postholder, and all they work with, that education officers have the organisational understanding to do the job effectively.

"Our students' association education officer is a key partner to our senior management. We depend on officers being fully equipped so we can work with them and learn from them as we strategically develop the learning experience, especially at this time of change and uncertainty. Their induction is therefore a critical part of the year, and I'm always keen to be involved in it and work with the students' association to shape our key messages to them and identify where we can work together in the year ahead."

Lindsay Snodgrass

Director of Student Experience, Inverness College UHI

As covered in the previous section and on page 10, this will include knowledge of the college's committee structure and policies. But this is also a two-way process, in that college management can also learn from, and about, the students' association and its new education officer. This learning can help to underline the expertise the education officer is to bring, especially if they come from a background very different to that of the management, and this can effectively build relationships and create useful grounds for reflection.

Such conversations might explore:

- Complementarity or alignment between the students' association's strategic and operational priorities, including the education officer's manifesto, and the college's policies and strategies relating to the quality of the learning experience.
- Common areas of work on quality, outlined, for instance, through the Student Partnership Agreement or college's Evaluation Report and Enhancement Plan.
- Management, board and staff awareness of the students' association's structure and the work of the course rep system.
- The extent to which a culture of partnership permeates beyond management to all departments and sections of the college.
- Recognition of the unique skills and professional or personal experiences of the education officer.
- Shared expectations of the education officer or other reps on academic committees.

Relationship building (capacity to influence)

An education officer is unlikely to impact on the direction of the learning experience purely through a few well-informed comments at a committee meeting or a strongly-researched written paper (though such contributions will rightly be expected). What will make the difference is the education officer's ability to win trust and respect from those they work with, and their ability to influence, persuade, and co-create visions for the learning experience. The informal channels and soft interpersonal skills are crucial areas of competence for all student officers.

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What attributes are expected by management in education officers? How can such attributes complement, rather than contradict, the education officer's role as a leader of an autonomous representative body? How can such attributes be manifested at times of sincere disagreement about priorities or directions?

While the students' association staff will be crucial in supporting and guiding education officers, college management will also have a role to play in recognising the power dynamic in which they operate.

Management approaches which may help here are:

- Contributing to the shaping of a role description for education officers prior to elections. See appendix A.
- An offer of regular, informal catch-ups with the education officer.
- Learning about the life experience of the education officer, and the perspective and insight this brings to the strategic direction of the learning experience.
- Being champions among staff for student engagement in quality.
- Building trust, for instance by quickly drawing the education officer into informal or confidential discussions about difficult strategic challenges, or sharing sensitive data about the learning experience.
- Demonstrating a willingness to compromise and experiment with student ideas on learning and teaching.
- Proactivity in making time to discuss ideas about learning and teaching with education officers and other reps.

Sources of support (personal reflection)

Finally, a successful induction depends on the inductee willingly participating in a process of learning. That can, given the nature of the post, be a year-long process, with officers having the potential to continue learning new ideas throughout their term of office. At the start, this learning has an impact on their effectiveness in post. Towards the end, it adds up to valuable transferable lessons for their future employability.

This learning can come from multiple sources, but equally campuses may be closed and officers might find themselves distanced from their colleagues, fellow students or fellow officers at other institutions. Therefore, it is especially important that key staff across the college and students' association proactively give appropriate support and guidance to their education officer and help them to network as effectively as they can through the means available

It is especially important that key staff across the college and students' association proactively give appropriate support and guidance to their education officer.

"So much of the influence education officers have is through the informal partnership work they are involved with between the committee cycles. A big part of my role in their induction is to ensure that they engage with relevant college staff, so they can complement each other's work and priorities throughout the term of office. Education officers and college quality teams have a real symbiotic relationship - when partnership is the cornerstone, that is when both the college and officers can truly improve the learning experience. Getting that balance right from the start is key to my approach."

Al Wilson
Director, Edinburgh College Students' Association

The officer's ability to reflect on this learning is critical, as is the internal and external support they receive.

Internal support – It is worth considering what support is available to education officers. Key to this is the staff member in the students' association who leads on education matters (see the Representation co-ordinators section on page 9). Not all college staff will be aware of this post, but those with roles in management and quality are likely to need to work very closely and regularly with them, and will themselves provide a lot of direct support to education officers.

On one level, all college staff whom education officers work with are likely to be hugely supportive, and it is important throughout the induction to emphasise this – whether through "open doors", keeping in touch regularly, or proactive steps such as meeting with, and learning from, officers.

Such support can sometimes be very effective coming from individuals who do not work on a day-to-day basis with the education officer and who therefore might have more of an objective perspective. For instance, it may be appropriate for the education officer to have a mentor who understands something of the sector. Often student officers are mentored by independent members of the Board of Management, or by identified experts elsewhere, such as staff from other students' associations.

External support – Education officers have a wealth of support available to them from external sources, including their key contacts within agencies such as sparqs, Education Scotland, NUS Scotland and SFC. The induction should be designed in a way that encourages contact with these individuals and draws upon their expertise and guidance. Relatedly, those creating the induction should be aware of all key training events, such as those offered by sparqs and NUS Scotland outlined elsewhere in this document.

Education officers have a wealth of support available to them from external sources, including their key contacts within agencies such as sparqs, Education Scotland, NUS Scotland and SFC.

External events to watch out for

There are many external training and networking events that education officers will be able to attend and benefit from, which are mentioned at various points throughout this resource – including those that will be relevant to the education officer if they are also a member of the college Board of Management. These events should be built into the induction programme for the education officer, and they should be enabled and supported to participate in them.

- That's Quality! (sparqs) – see page 12.
- Lead and Change (NUS Scotland) – see page 13.
- Board member induction (CDN) – see page 11.
- Student board member training (NUS Scotland) - see page 11.
- [National Education Officers' Network](#) (sparqs) - see the following page.

Such events will be an opportunity to learn about the national picture, but also, valuably, meet with education officers from other students' associations to share their experiences.

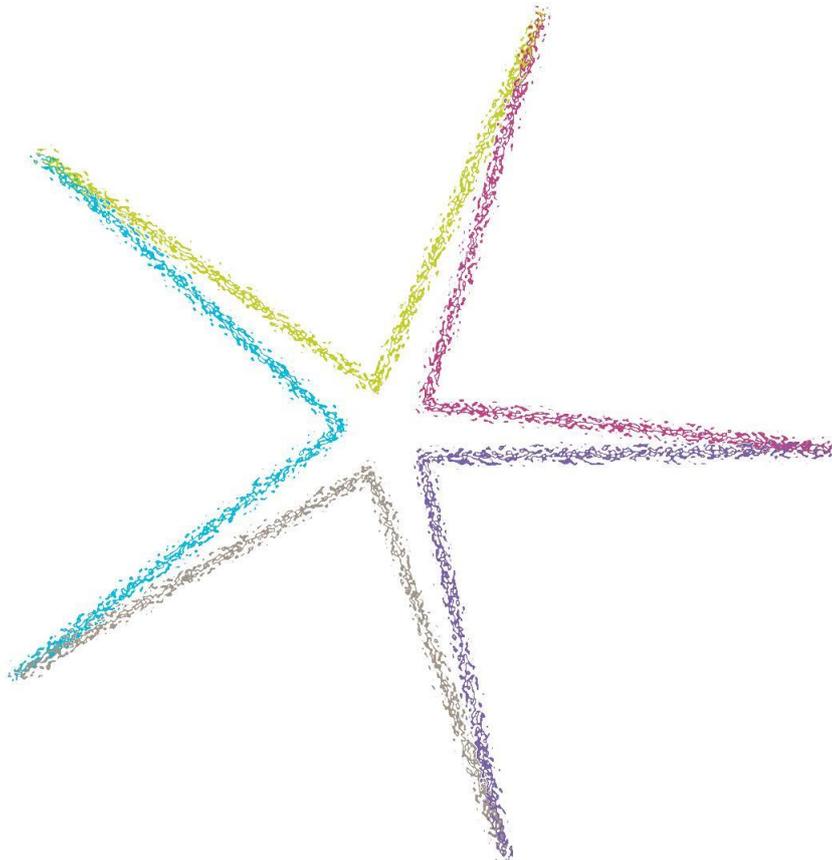
sparqs' National Education Officers' Network is a particularly useful forum for learning and networking. At a time when officers might be working predominantly from home, enabling them to participate in online meetings of NEON will provide significant reassurance and encouragement.

National Education Officers' Network (NEON)

sparqs organises regular NEON events throughout the year, which are attended by education officers from students' associations in Scotland's colleges and universities. These informal gatherings have proved valuable during the COVID-19 crisis as a way for officers to learn about, and contribute to, national developments, and meet other officers.

Content covers a variety of issues relating to education, including national policy processes, sparqs' own projects and publications, plus updates and discussions about latest developments in quality. Education Scotland and other agencies are regular contributors. This content helps officers to understand how they can communicate national policy on learning, teaching and quality in an accessible way to their fellow reps, and contribute to shaping national debates and consultations.

NEON is also a valuable networking opportunity, through which education officers can share experiences across different colleges and universities, while learning from and supporting each other.



Appendix A: Developing a role profile

The following toolkit can be useful in either creating a role description for the education officer or reflecting on an existing document, prior to opening nominations for the elections.

You can use the following questions, and others they might prompt, to note down some ideas that could then be measured against a formal job description or person specification. The table includes some prompts to help you answer the questions.

It is important to remember the valuable perspectives from across the college that can help to answer these questions, including from those in quality, management and board roles. Involving key college staff will also help them critically reflect on how they work with and support the education officers. Outgoing postholders, and indeed all other reps they work with, may also have good ideas.

In an open, democratic election, any student is entitled to stand for the post, so a role description will read as something encouraging and enabling, rather than a deterrent.

Questions	Some considerations
What is the purpose of the education officer?	How would you sum up this job in a sentence or on a poster? What makes it different from other posts? How can you put key words like "learning" or "education" at the forefront of your message?
What are the tasks of the education officer?	Think about different groups of responsibilities – for instance within college decision-making, the board, the students' association itself, and national forums.
Who will the education officer work with?	This is similar to the tasks but is more about the people behind them, who the education officer will communicate with as mutually respected colleagues on a regular basis. You may want to list certain roles, such as the Vice-Principal (Learning and Teaching), the quality manager, other key college staff, and officers and staff in the students' association. It is not just about working with students all day!
What support will the education officer have?	This is subtly different from the above question. Day to day support may come from the students' association director, representation co-ordinator or administrator, the secretary to the college Board of Management, sparqs, or a mentor.
What are the skills the education officer might <i>use</i> in the role?	These could include both soft skills, such as negotiation and communication, as well as technical skills such as basic IT proficiency. Think also about the message the skills transmit: for instance, this is going to be more about working in partnership with the college than simply "fighting" for students.
What are the skills the education officer might <i>develop</i> in the role?	How will the role change and progress an officer's capabilities? They may gain an understanding of education policy, or a proficiency in meeting skills or formal writing.
What might an education officer do after their term of office?	If someone is impactful in the role, how might they wish to consider using their experiences? For instance, there may be national roles in representation or quality, or voluntary roles in governance, where they can share the considerable experiences they will have gained.

Appendix B: Timeline

The following is a suggested outline of what an induction can look like. It takes account of likely events, and creates space for other activities to be included. The responsible individual is also suggested.

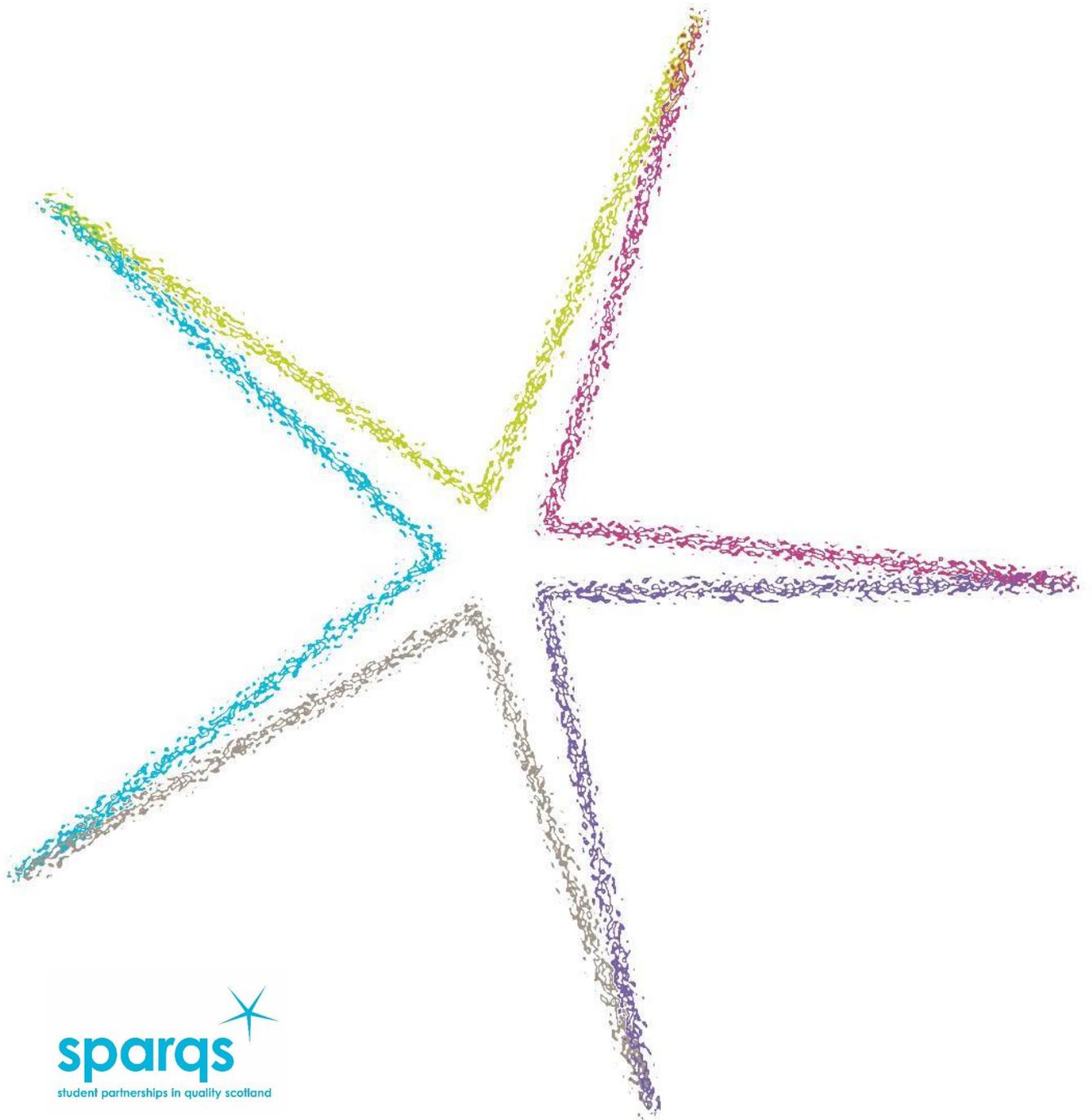
Time	Activity	Responsible
Soon after election	Informal meetings with key college staff	Relevant college manager
Soon after election	Informal meetings with key students' association staff	Students' association manager/director or representation co-ordinator
Between election and end of handover	Pre-meeting and shadowing of all end-of-year committee meetings that the officer will serve on in the coming year	Relevant committee chairs or clerks
Week 1 or 2	Discussion about college policies, strategies and processes	Relevant college manager and representation co-ordinator
Week 1 or 2	Exploring the learning experience	College quality manager and representation co-ordinator.
Week 1 or 2	The students' association's representation structures	SA director and/or representation co-ordinator.
Summer 2021	NUS Scotland Lead and Change	NUS Scotland, representation co-ordinator
Six hours spread over the week or two prior to That's Quality!	Time spent undertaking the pre-event module for That's Quality!	Representation co-ordinator
August 2021	That's Quality!	sparqs, representation co-ordinator
The week after That's Quality!	Reflection on That's Quality! training, applying learning points or setting up relevant meetings	Representation co-ordinator
Late summer	Meetings with key agency contacts	Representation co-ordinator
Autumn	CDN college board induction (for all new board members)	Board secretary
Autumn	Student board member training	NUS Scotland
Monthly, from autumn	National Education Officers' Network	sparqs, representation co-ordinator

Appendix C: Further reading

- *Arrangements for Assuring and Improving the Quality of Provision and Services in Scotland's Colleges* (Scottish Funding Council, Education Scotland, updated Sept 2019) - [https://education.gov.scot/Documents/College_Quality_Arrangements_September_2019_\(1\).pdf](https://education.gov.scot/Documents/College_Quality_Arrangements_September_2019_(1).pdf)
- *Code of Good Governance for Scotland's Colleges* (Code of Good Governance Steering Group, August 2016) - <https://collegesscotland.ac.uk/briefings-and-publications/publications/792-code-of-good-governance-for-scotland-s-colleges-august-2016/file>
- College Development Network Governance Hub – <https://professionallearning.collegedevelopmentnetwork.ac.uk/course/index.php?categoryid=29>
- R. Griggs, *Report of the Review of Further Education Governance in Scotland* (commonly known as the Griggs report) (January 2012) - <https://www2.gov.scot/resource/0038/00387255.pdf>
- *Putting Learners at the Centre – Delivering our Ambitions for Post-16 Education* (The Scottish Government, September 2011) - www.scotland.gov.uk/Publications/2011/09/15103949/3
- *Guidance on the Development and Implementation of a Student Partnership Agreement in Colleges* (sparqs, May 2015) - <https://www.sparqs.ac.uk/ch/Student%20Partnership%20Agreement%20Guidance%20-%20Colleges%20-%20final%20version.pdf>
- COVID-19 briefing note: Student Partnership Agreements during COVID-19 (sparqs, January 2021) - <https://www.sparqs.ac.uk/upfiles/COVID%20SPA%20Briefing%20note.pdf>
- Supporting the development of College Students' Associations page on the sparqs website: <https://www.sparqs.ac.uk/institute.php?page=595>
- *Framework for the Development of Strong and Effective Students' Associations in Scotland* (NUS Scotland, Scottish Funding Council, The Scottish Government, May 2015) – www.saframework.net
- *A Student Engagement Framework for Scotland* (sparqs, Education Scotland, The Higher Education Academy Scotland, NUS Scotland, Quality Assurance Agency Scotland, Scotland's Colleges, Scottish Funding Council, Universities Scotland, December 2012) - www.sparqs.ac.uk/SEFScotland
- *Student partnership staircase* (sparqs, 2018) - <https://www.sparqs.ac.uk/resource-item.php?item=254>

References

1. *Code of Good Governance for Scotland's Colleges* (Code of Good Governance Steering Group, updated August 2016) - <https://collegesscotland.ac.uk/briefings-and-publications/publications/792-code-of-good-governance-for-scotland-s-colleges-august-2016/file>
2. *Arrangements for Assuring and Improving the Quality of Provision and Services in Scotland's Colleges* (Scottish Funding Council, Education Scotland, updated September 2019) - [https://education.gov.scot/Documents/College_Quality_Arrangements_September_2019_\(1\).pdf](https://education.gov.scot/Documents/College_Quality_Arrangements_September_2019_(1).pdf) – Last accessed 24.05.20
3. R. Griggs, *Report of the Review of Further Education Governance in Scotland* (commonly known as the Griggs report) (January 2012) - <https://www2.gov.scot/resource/0038/00387255.pdf> - Last accessed 24.05.20
4. *A Student Engagement Framework for Scotland* (sparqs, Education Scotland, The Higher Education Academy Scotland, NUS Scotland, Quality Assurance Agency Scotland, Scotland's Colleges, Scottish Funding Council, Universities Scotland, December 2012) - www.sparqs.ac.uk/SEFScotland
5. *Framework for the Development of Strong and Effective Students' Associations in Scotland* (NUS Scotland, Scottish Funding Council, The Scottish Government, May 2015) – www.saframework.net
6. *Student partnership staircase* (sparqs, 2018) - <https://www.sparqs.ac.uk/resource-item.php?item=254>
7. Sherry R. Arnstein, *Theory of partnership: Ladder of Citizen Participation* (1969) – adapted by sparqs - <https://www.sparqs.ac.uk/resource-item.php?item=168>



**1 Papermill Wynd
Edinburgh
EH7 4QL**

**t: 0131 622 6599
e: info@sparqs.ac.uk
w: www.sparqs.ac.uk**

 [@sparqs_scotland](https://twitter.com/sparqs_scotland)

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