

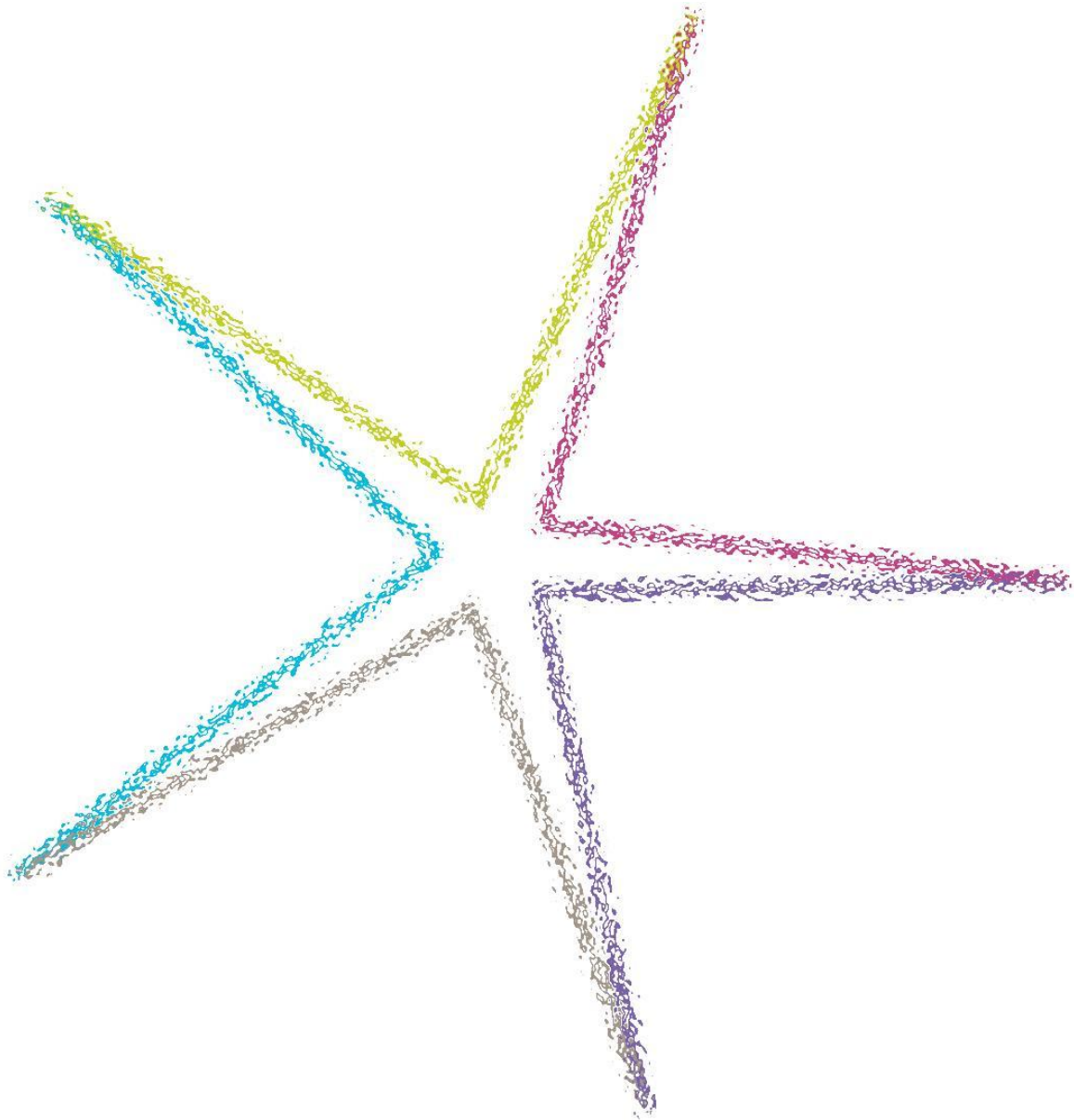
A guide to inducting students' association education officers in 2026-27

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CONTENTS

<u>Introduction</u>	<u>4</u>
<u>Intended audience</u>	<u>4</u>
<u>How to use this resource</u>	<u>5</u>
<u>The students' association</u>	<u>6</u>
<u>What should already be covered</u>	<u>6</u>
<u>Handover from the outgoing officer</u>	<u>7</u>
<u>Academic representation structures and processes</u>	<u>8</u>
<u>Association work on academic/education matters</u>	<u>8</u>
<u>Example induction activity: Introduction to the Student Learning Experience</u>	<u>9</u>
<u>The institution</u>	<u>10</u>
<u>Institutional staff and partnership</u>	<u>10</u>
<u>Institutional strategy and policy</u>	<u>11</u>
<u>Approach to quality and key academic/education topics</u>	<u>11</u>
<u>Institutional committees, boards and working groups</u>	<u>12</u>
<u>Example induction activity: Mock Paper</u>	<u>13</u>
<u>The governing body</u>	<u>14</u>
<u>General governance induction</u>	<u>14</u>
<u>Key education/academic topics</u>	<u>14</u>
<u>National support to student board members</u>	<u>15</u>
<u>National guidance and support</u>	<u>16</u>
<u>Appendix A: Developing a role profile</u>	<u>17</u>
<u>Appendix B: Timeline</u>	<u>18</u>
<u>Appendix C: Resources</u>	<u>19</u>

Introduction

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

sparqs has developed this resource to help institutions and students' associations to work together in partnership to induct education officers for the 2026-27 academic year, equipping them to be as effective as possible throughout their terms 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 for an education officer.** While students' associations usually develop a comprehensive induction programme for their whole executive team, role-specific activities are important within that, and this guide can help develop content for onboarding the education officer.

Defining "education officer"

This resource defines education officers as those lead representatives within the students' association whose remit includes learning and teaching, quality, and academic representation (among other responsibilities). 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. Although this may differ from your own practice, as a convenient shorthand, this resource will define all such posts as "education officer" and will further assume that they are full-time, sabbatical positions.

The next sections include induction ideas for the **students' association**, the **institution**, and the **governing body**. The resource concludes with **national-level guidance and support**. In the appendices you can find a suggested role descriptor, induction timeline and a list of useful resources.

Intended audience

The main audience for this resource is those who are likely to work together to shape the education officer's induction. Such roles will vary between institutions, but might include:

Students' association	Institutional staff	Governing body stakeholders
<ul style="list-style-type: none">● Outgoing officers, including the outgoing post-holder.● Students' association staff, in particular the director/manager and representation co-ordinator.	<ul style="list-style-type: none">● Senior management, such as a Vice Principal or Head of Quality.● Staff from relevant services, e.g. quality, student engagement, student experience, academic development, or student services teams.● Staff from academic sections or those who chair key committees and working groups that involve the education officer.	<ul style="list-style-type: none">● Governance personnel, including the secretary to the Board or Court, or any governing body member who might have relevant expertise or be mentor to the student members.

We recommend that stakeholders from **all three groups** be involved in the planning and delivery of a cohesive and successful induction programme.

How to use this resource

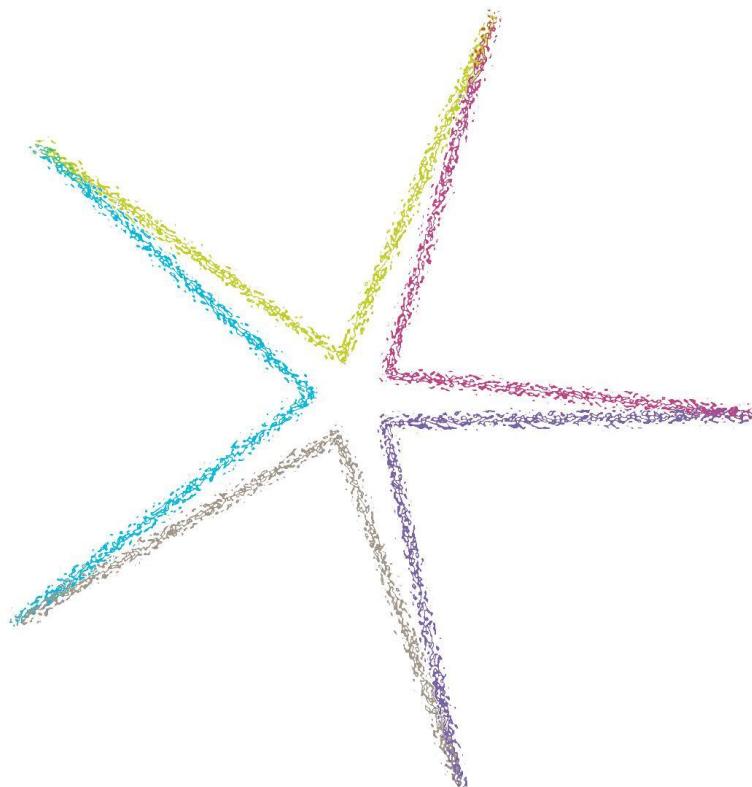
Students' associations and institutions may find it helpful to take a collaborative approach, as outlined below, to build or revise an education officer induction programme.

While individual institutions may plan for induction differently, consider following this general process as you review this guide:

- 1.** Encourage all stakeholders involved in education officer induction to read through this resource.
- 2.** Hold a joint meeting (among leads from the students' association and institution) to discuss relevant content from this guide and outline a general induction plan.
- 3.** Identify leads and timelines for individual induction sessions/meetings.
- 4.** Build out individual induction sessions/meetings according to the agreed plan of action, inviting the new education officer once completed.

Your key [sparqs' contact](#) can provide support throughout any stage of this process.

Ideally, the questions and ideas presented in this guidance will help you to build, enhance or refine your programme of induction for your next education officer. In addition to the suggestions we provide, it is also worth considering consulting the new education officer on their preferences and needs when it comes to induction. Developing additional sessions or refining planned sessions to match their expertise and areas for development will strengthen the overall programme.



The students' association

The following section includes suggestions for how the students' association should support induction for the education officer.

Key participants in this section of the induction programme from the students' association might include: management/director-level staff, co-ordinator-level staff, the outgoing officer(s), including the outgoing role-holder, and any relevant student staff.

Academic representation co-ordinators

An effective students' association will generally have a staff member whose remit relates to engagement in learning and teaching, quality, supporting academic representatives, and education policy. Their job title may vary, but might be academic representation co-ordinator, or similar. They will usually provide close support and guidance to education officers and have responsibility for the course rep system. Benefits of this role include the ability to provide continuity to the students' association's work on education, as well as being a permanent point of contact for institutional staff. The role also provides crucial support for the education officer, empowering them to achieve their goals and develop new leadership capabilities.

Where such a role does not exist, sparqs can support conversations about its value and creation, and the [Professional Standards Framework for Student Engagement](#) and its accompanying resources is a useful resource to draw on as part of this process.

What should already be covered

This guide assumes that the broader students' association induction programme for new officers already includes some training, such as:

- An overview of the **students' association's structures and operations** (including governance).
- Review and enhancement of the officers' **digital and professional skills**, such as IT skills, workload management, proactive approach and business etiquette (timely response to emails and requests, sending apologies if unable to attend a meeting, etc.).
- **Internal procedures and policies** (e.g. payroll, complaints, equality and inclusion, etc.).
- **Teambuilding** and "get to know you" activities for officers and key staff.
- **Trustee board induction** (in the case that the education officer sits as a member of a students' association governing board).

The rest of this guide therefore does not include suggested approaches for these and related activities.

Handover from the outgoing officer

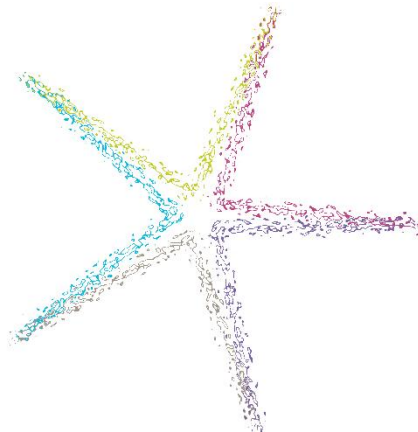
Most years, education officers will transition out of their role, and an effective handover can help to ensure continuity and preserve institutional memory throughout these transition points.

Suggested induction sessions between the outgoing and incoming education officers include:

- **Key takeaways and lessons learned** – stepping into a new role can be overwhelming. Running a general advice session (or a series of sessions) where the outgoing education officer can impart knowledge about their top tips for success and the pitfalls they learned from, can help set the context for an incoming officer.
- **Feedback and suggestions on incoming officer's goals** – it may also be helpful for the outgoing officer to talk with the new education officer about the latter's goals and objectives for the year. They can offer advice about places to get started, people who can be of help, and other lines of work that might connect to what the new officer wants to do. While all of this advice can be insightful, it's also important to give the new officer the chance to try things their own way or to take new approaches to the role.
- **Handover document** – no matter how much the outgoing/incoming education officers meet, there will still be questions that go unaddressed. Having the outgoing officer's thoughts written down in a handover document can help give the new officer a resource to refer back to throughout the academic year. Further, collecting handover documents each year gives the students' association a historical record of advice from each outgoing officer that can be imparted to new student leaders each year.

Note: while an effective handover can help a new officer get a head start in their role, it's important to **let the incoming education officer have their own experiences and priorities** in their term. Don't let handover become too prescriptive; treat the content covered as suggestions, guidance and advice, rather than a transfer of obligations and opinions.

Additional staff support may be needed in cases where officers might not agree or be enthusiastic about the handover process – for example, in cases where the incoming and outgoing officers stood against each other for elections. It's important to remind officers of their shared priorities related to improving the student experience and explain how handover helps further these common goals.



Academic representation structures and processes

The education officer should be well integrated into a wider system of representation for students' academic interests. Possible induction sessions that could support this integration might 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 role description, meeting schedules and formats, and plans for training and support in the next academic year ([in which sparqs can help](#)). This session should also cover how the education officer interacts with, supports or learns from the course rep system, and how issues are escalated up from a course level to an institutional level.
- **Students' association committees related to education** – the students' association may have various committees, working groups, forums, or boards related to the education officer's remit. Staff should ensure that the new officer has a good understanding of these decision-making groups and how the officer is expected to engage in them, as well as how they can utilise meetings to make progress on the officer's goals.
- **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.

Association work on academic/education matters

The education officer will also need to learn in detail about the association's existing work on academic matters. Possible induction sessions relevant to building up this understanding might include:

- **The officer's manifesto objectives** – staff and students should understand the new education officer's core priorities and objectives. Running a workshop to timeline or prioritise manifesto objectives (or goals) or connect them to existing projects or workstreams early in an officer's term would be an effective way to incorporate new ideas into the rest of handover.
- **The Student Learning Experience** – education officers need to have a strong understanding of the Student Learning Experience (SLE) at their institution. To aid in this, sparqs developed the [SLE model](#), which gives a shared language to the various elements of the student experience. Consider discussing key themes and ideas from previous years' course reps, the students' association's current priorities, and activities on learning and teaching.
- **History and context on projects** – help a new education officer understand the history of their role by describing a bit about the previous campaigns, projects and initiatives that the association has run in areas related to education.
- **Data, evidence and reports** – student officers will need data and evidence to make effective change. As part of their induction, go over some of the sources of data and insight that the students' association has at its disposal. For example, go over recent data from institutional surveys; national surveys (e.g. National Student Survey (NSS) in universities and the Student Satisfaction and Engagement Survey (SSES) in colleges); course representative feedback mechanisms; annual impact reports; and other relevant sources. It's also helpful to discuss and plan with the new officer how they might seek new evidence or perspectives to support their priorities.

Example induction activity:

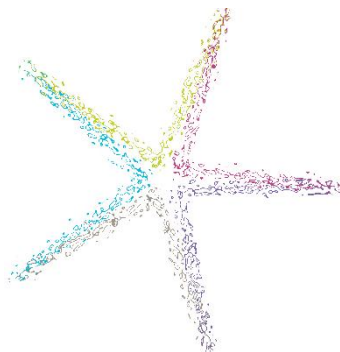
Introduction to the Student Learning Experience (SLE)

Here is an example of an activity that students' association staff can consider running with the new education officer as part of their induction. To run this activity (online or in person) take the following steps:

- 1.** Get a copy of the [SLE model](#) ready to display, including the core building blocks. Very briefly, go through what each building block means and define any terms the officer isn't familiar with (page 5 of the SLE model can help with this step).
- 2.** Starting with the first building block (Curriculum), ask the officer to answer one of the reflective questions from their own perspective as a student.
- 3.** Have a brief dialogue about the officer's answer and help them to think about how they could go about gathering a wider perspective that is representative of the student body.
- 4.** Proceed through the remaining eight building blocks, repeating steps (2) and (3) for each.
- 5.** Wrap up the session with a summary of why thinking about all the various elements of the SLE are important and provide a few practical suggestions of how the students' association represents student interests across every building block within the model.
- 6.** Leave the officer with a copy of the model and ask them to reflect on how they might use the wider set of reflective questions and/or building block descriptions as they approach their goals for the academic year.

This exercise is a simple way to get the officer thinking about all the various elements that make up the student experience. This tool will be referenced a lot throughout their term, so getting the officer thinking about how to use it and feeling comfortable with the model early will be a big help!

Later in the induction programme, you may consider running a reflective exercise where you connect key topics to the SLE model to widen, strengthen or deepen an officer's perspective.



The institution

The following section includes suggestions on how the institution should support induction for the education officer.

The education officer is a key part of the college or university's approach to the quality of learning and teaching. As the lead voice for learning and teaching from the students' association, they should be widely known throughout the institution and, eventually, across the wider sector. New education officers greatly benefit from a strong induction to institutional activities and processes. A well-supported education officer (and students' association) can in turn support institutional staff colleagues in building on strengths and addressing challenges in partnership and the Student Learning Experience.

Key participants in this section of the induction programme from the institution might include: staff in roles relating to quality, senior leadership in the area of learning and teaching, and staff who chair relevant committees and working groups related to education.

Institutional staff and partnership

Setting the overall landscape for how the students' association and institution work together is an excellent place to begin the education officer's induction. It's also important for the education officer to have an understanding of who they can seek support from on topics and goals.

Possible early induction sessions from the institution might include:

- **Dedicated meeting with institutional leadership** – this is a good opportunity for the education officer to learn about the institution and the current work of the management team (and indeed for the institutional leadership to learn from officers' perspectives and experiences). Such a meeting could happen jointly with the other incoming officers, perhaps at a dedicated, introductory away-day or retreat. Participants may include the Principal, the Vice Principal for Education (or their equivalents) and other senior leaders.
- **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 quality team, student services teams and any other staff with a key student engagement or support role. Early, informal meetings may also help 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 institutional management can productively work together.
- **Student partnership** – a key outcome of induction is to ensure that the new education officer understands how the institution and students' association work together in partnership. Going over strategic approaches to partnership – such as through a self-evaluation using [Scotland's Ambition for Student Partnership](#) or reviewing key working groups, policies and strategies – will empower the education officer to contribute to shared initiatives throughout their term of office.

Note: it may be helpful for students' association staff to support or co-deliver some initial induction sessions with the institution. For instance, involving students' association management and other officers in an induction session focused around approaches to student partnership demonstrates shared ownership and investment.

Institutional strategy and policy

Once the incoming education officer has been introduced to some of their key staff partners, it's helpful to give them context on how decisions are made within the institution, as well as advice about how the officer can contribute to these processes.

Some suggested sessions to introduce the education officer to the institution's decision-making processes include:

- **A strategic overview of the institution** – its structure, senior management roles and current priorities, and key documentation such as the Strategic Plan and strategies or policies on student engagement. Conversations could usefully focus on where these affect, or relate to, the quality of the learning experience and the role of the students' association. Space should be dedicated to learning about the incoming officer's priorities and how these relate to key strategic objectives within the institution.
- **Key policies on learning** – this might include the institution's strategies for learning and teaching, student engagement, enhancement planning, and other learning-related documentation relating to learning support, academic development, research affairs, or the wider student experience. Specific processes relating to quality will also be valuable, such as engagement with review activity. It is important that the education officer feels that they have a stake in shaping the institution's approach to self-reflection, enhancement planning, course-level monitoring and student feedback, and that they recognise their important role and unique perspective in such processes.

Approach to quality and key academic/education topics

A short series of introductory meetings with the institution's quality team would greatly benefit a new education officer. Topics that heads of quality and their staff might wish to discuss during an education officer's induction might include:

- **Overview of quality mechanisms and outcomes** – why and how does the institution review and enhance the quality of its learning and teaching provision? Quality staff can be especially effective at bringing in institutional context and specifics to complement the new officer's other training around the Tertiary Quality Enhancement Framework (TQEF). If the institution has recently undergone a Tertiary Quality Enhancement Review (TQER), talking about the outcomes and next steps would be helpful. An overview of Institution-led Quality Review (ILQR) processes, annual quality engagements, and Scotland's Tertiary Enhancement Programme (STEP) are also strong topics for this section of induction.
- **SEAP submission** – each year (excluding years where your institution is undergoing a Tertiary Quality Enhancement Review), the education officer will be a key partner in developing the institution's Self-Evaluation and Action Plan (SEAP). Going over previous submissions, the evaluation and planning processes, and key themes in learning/teaching from the academic year, can help prepare the new officer for their role in developing the upcoming SEAP. It may be helpful to include students' association staff (or possibly the outgoing officer) in the planning and development of your SEAP, as the new officer may not have context on the previous academic year.

sparqs Tertiary Quality Enhancement Framework guidance

To help institutions and their students' associations work together in partnership on all mechanisms of the Tertiary Quality Enhancement Framework, sparqs has published a series of "practical guides," including:

- [Self-Evaluation and Action Plan \(SEAP\) guidance](#)
- [Tertiary Quality Enhancement Review \(TQER\) guidance](#)
- [Scotland's Tertiary Enhancement Programme \(STEP\) guidance](#)

sparqs is in the process of developing further practical guides related to Institution-led Quality Review (ILQR) and Institutional Liaison Meetings (ILM). These will be added to the sparqs [Resource Library](#) once complete.

Refer to these resources as you approach conversations about the SEAP, TQER, or STEP with your new education officer, and be sure to also refer to the full [SFC guidance](#) and [QAA guidance](#).

Keep in mind, it may be helpful to schedule quality-specific meetings with new education officers once they've had a chance to benefit from some of the national context described in the final section of this document (National guidance and support).

Institutional committees, boards and working groups

The education officer is responsible for representing the student voice on a variety of institutional committees and other decision-making groups. Each committee has a distinct purpose and remit, while contributing to interlinked institutional priorities. The chair (and/or clerk) of each committee on which the education officer serves, should try to meet with the new officer to provide key information needed for them to contribute to discussions and projects.

It is advised that committee chairs/clerks cover the following topics in a one-to-one induction with the incoming education officer:

- **Overview of terms of reference** – who serves on the committee, how often does it meet, what is its remit, and how does it fit into the wider institutional governance structure?
- **Officer's role on the committee** – what responsibilities does the officer have as a member of the committee? What is expected of them, and in exchange, what powers do they have? Are they there to represent all student voices, to approve or decline policy changes, or to lend a particular perspective? Where has student input been most effective in the past on this committee?
- **How to contribute to the committee** – student members should be treated as equal members of the committee, with the same ability to submit papers and policy as any other member. The new officer will need guidance on how to submit or collaborate on papers and policy, raising motions, and how voting works.
- **Brief history of recent topics** – what topics have been on the committee's radar recently? Have any papers of particular importance been passed in the last academic year? What items might come up on future agendas?

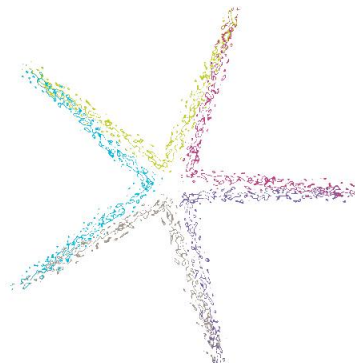
Note: it may help the education officer to have a list or an overview (via an organogram or similar) of exactly which committees they serve on before receiving individual inductions from committee chairs.

Example induction activity: Mock Paper

Here is an example of an activity that institutional staff can consider running with the education officer as part of their induction. To run this activity (online or in person) take the following steps:

- 1.** Identify an institutional committee where the education officer is a key stakeholder.
- 2.** Jointly with the education officer, select a topic or recent priority relevant to that committee's remit (you can also use the [SLE model](#) to identify a focus area, or you can ask the officer to pick a topic connected to one of their own goals).
- 3.** Set up a collaborative document with the committee paper template; walk the new officer through the template's various sections and how to go about writing them.
- 4.** Write out a mock paper on the agreed-upon topic, noting where additional detail, consultation and evidence would go into the real version.
- 5.** Describe the paper submission process to the officer, so that they understand how to write and submit a paper in the future.
- 6.** Reflect with the officer about the areas within the paper template that were the most challenging or confusing, and which areas they felt most confident in. Clarify any outstanding questions and provide suggestions for how to approach collaborative paper-writing in the future.

The exercise of writing a mock paper together with the new education officer can help familiarise them with governance processes and what to expect when serving on committees. It also introduces student-staff partnership in a practical way and offers both the new officer and the staff facilitating the activity new insight into each other's perspectives. This can be a great way to set the scene and tone for collaborative working in the year ahead!



The governing body

The following section includes suggestions on how the governing body should support induction for the education officer.

Education officers are very likely to be one of the two student members of the institutional governing body (college Board of Management, University Court, or equivalent), and with that they may be members of one or more of its sub-committees.

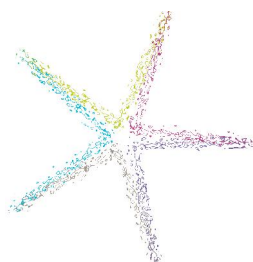
Where they are not governing body members, they will still need to know about governing bodies' responsibility for the learning experience and wider student experience, and they will have formal and informal opportunities to meet board members to discuss the students' association's work on the learning experience. The secretary/Governance Professional or chair of the governing body can contribute to imparting this knowledge and building a strong relationship.

General governance induction

- **Governing body remit and composition** – provide a basic overview of the governing body's governing documents and operating procedures to the incoming officer. It's also worth highlighting how the education officer can contribute to board sub-committees, papers and discussions. For instance, if there is a student updates section on the agenda, provide guidance and support to the new education officer about how to approach this responsibility.
 - Where the education officer is a board member, this content will overlap with national support to student board members (see the following page).
- **Discussions with the 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.

Key education/academic topics

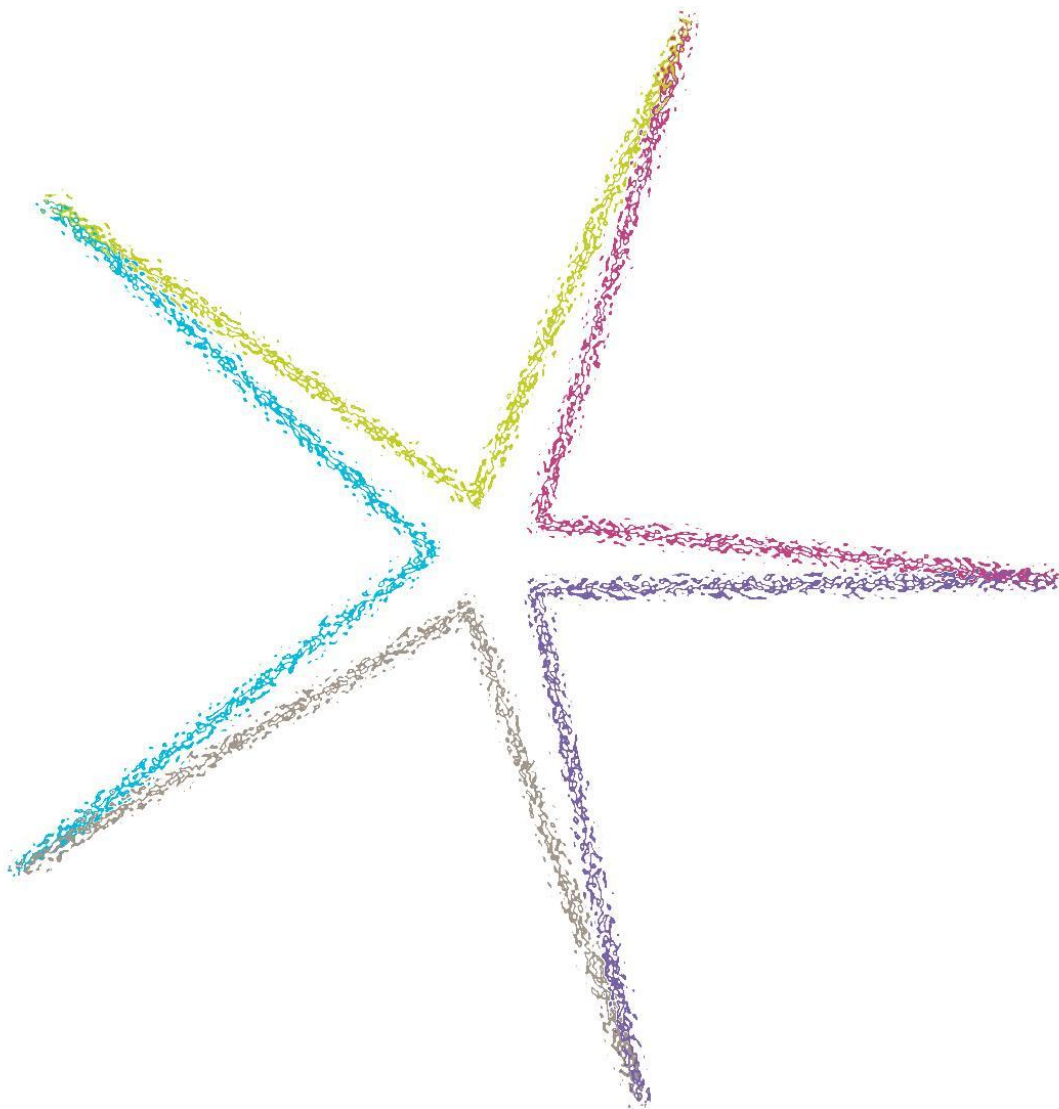
- **Relationship with learning/teaching governance** – how does the work of the governing body intersect with the learning and teaching committee, academic senate, or equivalent? What is the relationship between these two bodies and how are their remits/responsibilities distinct? Consider elaborating on how the education officer can be a conduit between these two governance groups.
- **Student Learning Experience** – how does the governing body reflect on its responsibilities for the student experience? It will be helpful to contextualise what elements of the learning experience are within the governing body's remit and which fall to other governance structures within the institution. Consider using the [SLE model](#) to guide these discussions with the education officer.



National support to student board members

In Scotland's **college** sector, the College Development Network (CDN) provides considerable support to all members of college Boards of Management – including student members. CDN offer this training as an [online module](#), accessible on their website, along with [information about governance](#) and a dedicated [Governance Hub](#), to which all new board members will be given access.

In **universities**, Advance HE provides [governance resources](#) to its subscribing institutions, including broad training for University Court members and specific training for student Court members, as well as specific training for Scottish University Court members (see appendix B). They host an interactive [Governor Competencies Map](#) which signposts to key resources and training opportunities.



National guidance and support

Many topics in the tertiary education sector are shaped or led at a national level - by government, various sector agencies or the institutions and students' associations collectively. It is important that new officers understand something of this landscape and how to contribute to it.

Institutions and students' associations can work together to support the education officer's integration into the national landscape. Here are a few suggestions of how to support their understanding of the national context:

- **National agencies and contacts** – it will be useful for education officers to be introduced to their institution's key agency contacts and how they are likely to work with them in the coming year. These can include the [key contact in sparqs](#), their [Quality Assurance Agency \(QAA\) Scotland](#) contact, their officer and staff contacts in the [National Union of Students \(NUS\) Scotland](#) (if affiliated), the [College Development Network](#) and their [Scottish Funding Council \(SFC\) Institutional Engagement and Outcomes Lead](#). Academic representation co-ordinators and/or staff from the institution could join or facilitate these introductory meetings.
- **Quality arrangements through institutional eyes** – there will be some overlap with the earlier section on how the institution manages quality, but it will be helpful for officers to understand the institution's involvement nationally (for instance, through events, forums and other sectoral sharing). Those in the institution who have been involved in quality activity nationally (for instance, as part of reviews with QAA) may have valuable perspectives to share on the link between the institutional and national levels.
- **That's Quality! training programme** – a key part of an education officer's induction to the quality arrangements is through sparqs' That's Quality! training programme. Academic representation co-ordinators should sign up the incoming officer to the training through the sparqs website and ensure that time for attending the training and completing the online module are included within the wider induction timetable. Optional (online) information sessions about That's Quality! will also be scheduled in the weeks leading up to the residential.

That's Quality!

sparqs runs an induction programme for new education officers and related staff (such as academic representation co-ordinators). [That's Quality!](#) is a two-part package, consisting of a self-study module and a two and a half-day residential event (see appendix B). The module, which officers have a chance to complete in their own time before the residential, contains prior reading about the national sector, its agencies, quality arrangements and other key documentation. The residential is a chance to reflect and build on the introductory online module, get to know the sparqs team, key sector agency staff and fellow education officers and academic rep co-ordinators from across the sector, and explore key issues in depth.

The residential will take place at Queen Margaret University from **Monday 10th August to Wednesday 12th August 2026**. [Registration is now open for That's Quality! 2026](#) on the sparqs website.

Between these national resources and the suggested approaches to induction within institutions, their students' associations and their governing bodies, education officers should enter their terms of office with a strong understanding of how to be an effective partner in enhancing learning and teaching quality.

Appendix A: Developing a role profile

The following grid can be useful in either creating a role description for the education officer, or reflecting on an existing document, prior to 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. The resource could have value in supporting the education officer to reflect on their role, in combination with the [Professional Standards Framework for Student Engagement](#).

Consider approaching these questions with key staff from the institution, students' association staff, outgoing postholders, as well as student representatives, as all of these stakeholders can help critically reflect on how they work with and support the education officers.

In an open, democratic election, any student is entitled to stand for the post, so a role description should 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 institutional 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 institutional staff, and officers and staff in the students' association.
What support will the education officer have?	Day-to-day support may come from the students' association director, representation co-ordinator or administrator, the Governance Professional, sparqs, or a mentor. Consider highlighting additional resources you may have, such as access to professional development opportunities and any subsistence/travel support available.
What are the competencies the education officer might use 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 institution than simply "fighting" for students.
What are the skills the education officer might develop 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 experience in organisational governance.
What might an education officer do after their term of office?	Consider describing how an officer can continue to make an impact or utilise their skillset beyond their term of office. 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. sparqs' outduction toolkit contains ideas.
What impact can an education officer have for students?	Even more than the personal development these roles offer, education officers and other student officers are in a great position to positively impact students' experiences. List examples of how previous officers have made changes, worked in partnership with staff, and made meaningful enhancements to student learning.

Note: not all questions need to be addressed in a formal role description for the education officer. Some materials can be described in appendices to the role description, or in candidate briefings during elections.

Appendix B: Timeline

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

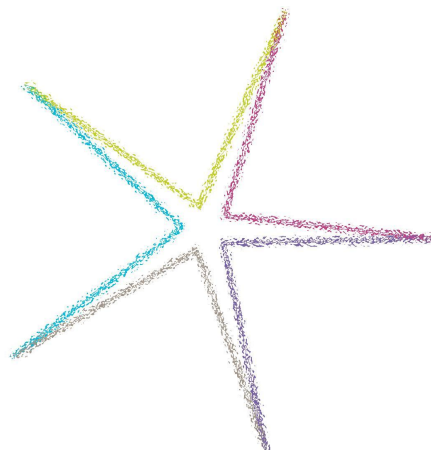
Time	Activity	Responsible
Soon after election	Informal meetings with key students' association staff.	Students' association manager/director.
Soon after election	Informal meetings with key institutional staff.	Relevant institutional manager.
Between election and end of handover	Pre-meeting and shadowing of all end-of-year committee meetings that the officer will serve on in the coming year.	Relevant committee chairs or clerks.
Prior to outgoing officer departure	Handover from outgoing officer sessions.	Outgoing officer and representation co-ordinator.
Week 1 or 2	Academic representation structures and processes sessions.	SA director and/or representation co-ordinator.
Week 2 or 3	Association work on academic/education matters sessions.	SA director and/or representation co-ordinator.
Week 2 or 3	Institutional staff and partnership sessions; Institutional strategy and policy sessions.	Relevant institutional senior manager and representation co-ordinator.
14th July 2026	NUS Scotland College SA Lead and Change.	NUS Charity, representation co-ordinator.
Early July 2026	That's Quality! online self-study module becomes available.	sparqs, representation co-ordinator.
28th, 29th and 30th July 2026	NUS Lead and Change (UK-wide large colleges and universities leadership residential).	NUS Charity, representation co-ordinator.
6 hours prior to That's Quality! residential	Time spent reading That's Quality! module.	Representation co-ordinator.
10th, 11th, and 12th August 2026	That's Quality! residential event.	sparqs, representation co-ordinator.
Mid-August	Approach to quality and key academic/education topics sessions.	Quality manager and representation co-ordinator.
Mid/late summer	Governing body inductions.	Governance Professional.
Late summer	Meetings with key agency contacts.	Representation co-ordinator.
Throughout summer	Individual inductions to institutional committees/boards/working groups.	Committee chairs/clerks.
Online module	College student board member training.	CDN, Governance Professional.
Online module	College board induction (for new college board members).	CDN, Governance Professional.
Usually October 2026 (TBC)	Advance HE induction event for new Governors of Scottish HEIs (university Court members).	Secretary to University Court.
November 2026 (TBC)	NUS Small SUs Lead and Change (UK-wide development event for college and small HE SUs).	NUS Charity, representation co-ordinator.
November 2026 (TBC)	NUS Scotland Winter Event.	NUS Scotland, representation co-ordinator.

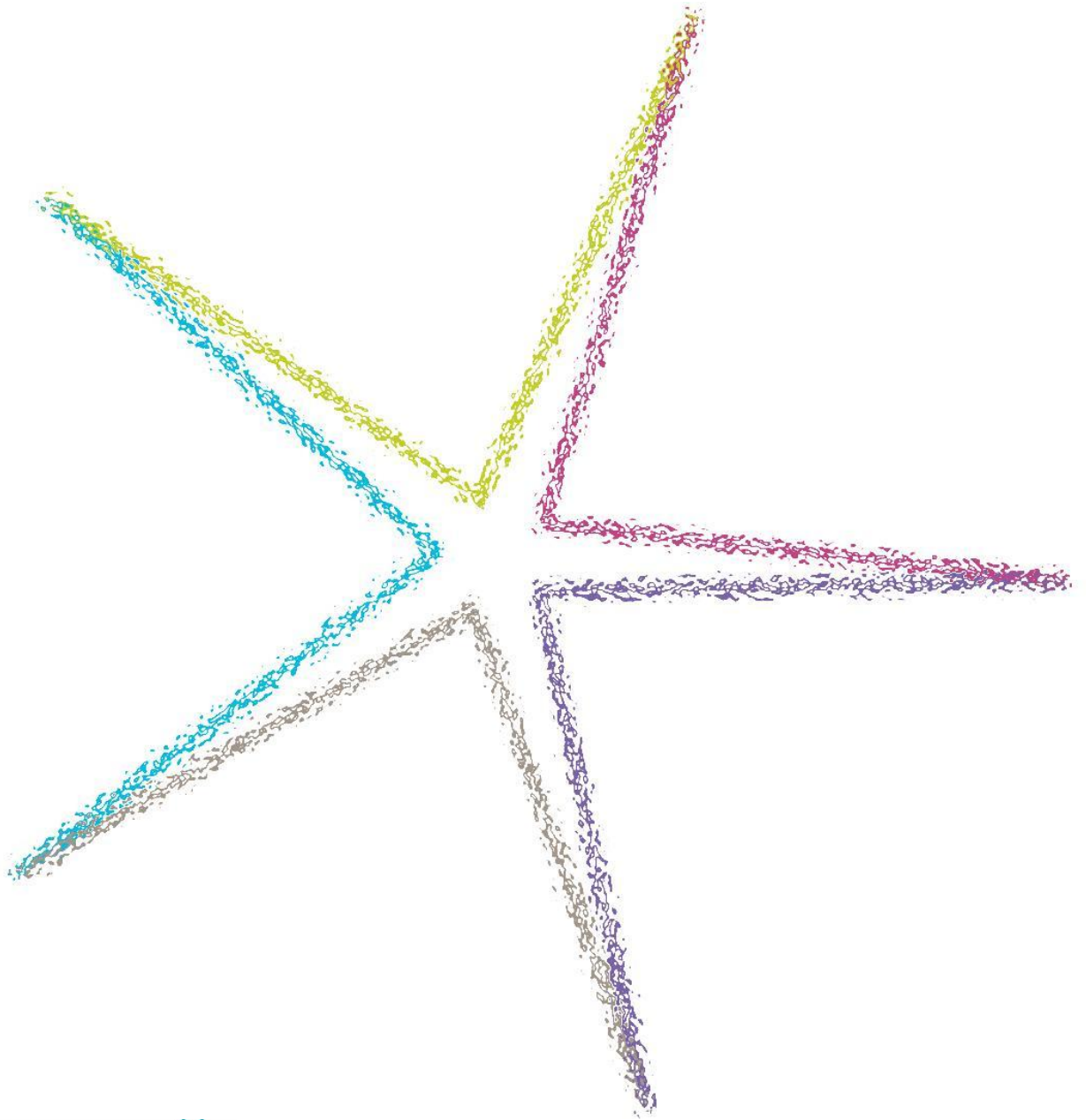
Appendix C: Resources

The following links are to documents that may be helpful in reflecting on an education officer induction, and in identifying key messages, activities and support structures that should be included.

- [The Student Learning Experience model.](#)
- [Scotland's Ambition for Student Partnership.](#)
- [Self-Evaluation and Action Plan \(SEAP\) guidance](#)
- [Tertiary Quality Enhancement Review \(TQER\) guidance](#)
- [Scotland's Tertiary Enhancement Programme \(STEP\) guidance](#)
- [The Framework for the Development of Strong and Effective College Students' Associations.](#)
- The [Professional Standards Framework for Student Engagement.](#)
- College Development Network's [governance resources.](#)
- Advance HE's [Governor Development Programme.](#)
- [Scotland's Student Engagement Framework.](#)
- [National Education Officers' Network.](#)
- [Education officer "outduction" toolkit.](#)
- Keep in touch with sparqs by reading our [news articles.](#)

Finally, please get in touch with your [key contact in the sparqs team](#) if you would like support at any stage within your induction process for education officers.





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