

# National Education Officers Network

Tuesday 10<sup>th</sup> December 2024

**Welcome!**



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Your sparqs team today...

**Gloria Laurini**, Development Consultant

**Megan Brown**, Senior Development Consultant

**Justin Walker**, Development Consultant

**Catriona Bell**, External Consultant



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# Ok zoomers

- You can use your audio or the chat box to speak.
- Mute your microphone when not talking.
- To speak, type \* in the chat window or click the “raise hand” icon.
- If you are having any tech issues, post a comment in the chat.
- **Please change your display name to your own name and institution.**



# Agenda

11.00am

**Welcome and headlines**

11.10am

**Discussion on the SEAP**

12.15pm

**Conclusions and informal chat**

12.30pm

**Close**



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# Headlines from sparqs



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# Call for Student Reviewers



- “QAA, through an open call and through nominations by institutions, is seeking to expand its pool of QAA Reviewers, to include peers with experience of Further and/or Higher Education, to take part in Tertiary Quality Enhancement Review from academic year 2025-26. More information can be found on QAA’s website here: [Current opportunities](#).
- QAA is also seeking current or recent UK based students or sabbatical officers in a college or university with experience in representing students’ interests who can support and challenge constructively the ambitions of individual institutions to join its student reviewer pool.”
- If you have any questions about the role, you can contact Helen Kealy from QAA Scotland by emailing at [h.kealy@qaa.ac.uk](mailto:h.kealy@qaa.ac.uk).



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# Scotland's Ambition for Student Partnership



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# Background:



- In 2023, the Scottish Funding Council (SFC) commissioned sparqs to develop a resource that *'explores the way in which students play a role as partners in the quality assurance and enhancement arrangements and strengthens student partnership in quality'*.
- This resource is designed to enable understanding of the extent to which students are **key partners** in Scotland's **quality processes**.
- In other words, how are students and staff working together in partnership to improve the student experience?



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Student partnership is embedded in Scotland's Tertiary Quality Enhancement Framework (TQEF).

Our ambition is to develop and mature this partnership, ensuring that students are central to shaping the quality of learning and making a positive impact on their own and others' experience, however and wherever they learn.

Student partnership is achieved when there is trust and mutual respect for both student and staff expertise, a robust representative system which is accountable to the diverse student body, and student and staff capacity to co-create and implement solutions.

Central to this is an equal partnership where students are essential to all levels of decision making, self-evaluative activity, enhancement planning and quality processes.

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Ambition for  
Student  
Partnership



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## Features of Student Partnership

# Indicators of Practice

- Examples of the ways in which the features can be illustrated in practice.
- Not an exhaustive list or designed to be a checklist!



# Uses of the Partnership Ambition



- A tool to carry out a **high-level evaluation** of your student partnership activities across the institution.
- An evaluation of student partnership within a **particular department** or **subject level**.
- You might choose a **specific feature** and/or group of indicators you want to explore in more detail.
- Acts as a **sector benchmark** when writing your SEAP and your Strategic Impact Analysis.



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# What is the role of students' associations in the development of the SEAP?



There are two ways in which institutions can demonstrate student partnership in the development of the SEAP itself:

1. The ways in which student partnership is embedded into the ***process*** of creating the SEAP narrative and action plan.
2. The ways in which students have been engaged in the activities and projects outlined within the ***content*** of the SEAP document.



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# What can institutions do to engage students in the SEAP



- Support the Students' Association to understand the process and the key dates.
- Utilise existing processes and knowledge.
- Use the Student Learning Experience Model to gather further evidence and data.
- Use Scotland's Ambition for Student Partnership, and its accompanying features & indicators, to evaluate practice.



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# Current and future sparqs resources and support



- [SEAP Guidance](#)
- Tertiary Quality Enhancement Review (TQER) Guidance – by July 2025
- Scotland's Tertiary Enhancement Programme (STEP) Guidance – by July 2025
- Targeted support for institutions and students' associations going through TQER.



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# GoogleDoc or open discussion



1. Engagement of sabbatical officers with the SEAP this academic year: how did it go?
2. After going through the SEAP for this first year, how could sparqs support you more going forward?
3. Do you have any suggestions or examples of good practice for encouraging Programme Leaders/ Course Leaders and Class Reps to work closely together?
4. What additional support and resources would help you to engage with the wide range of learning, teaching and quality activities currently being asked of students' associations and sabbatical officers?



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# Conclusions and evaluation



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## Before you go...

- Complete the evaluation form [evaluation form](#) (select December)
- Sign up to the [sparqs newsletter](#).
- Remember to sign up to the [NEON's Jiscmail](#) (and do use the list to chat and share!).



**Thank you and see you next time!**



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