

National Education Officers Network (NEON)

28 October 2025



sparqs is a Scottish Charitable Incorporated Organisation funded by the Scottish Funding Council. Registration number SC046172.



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Your sparqs team today



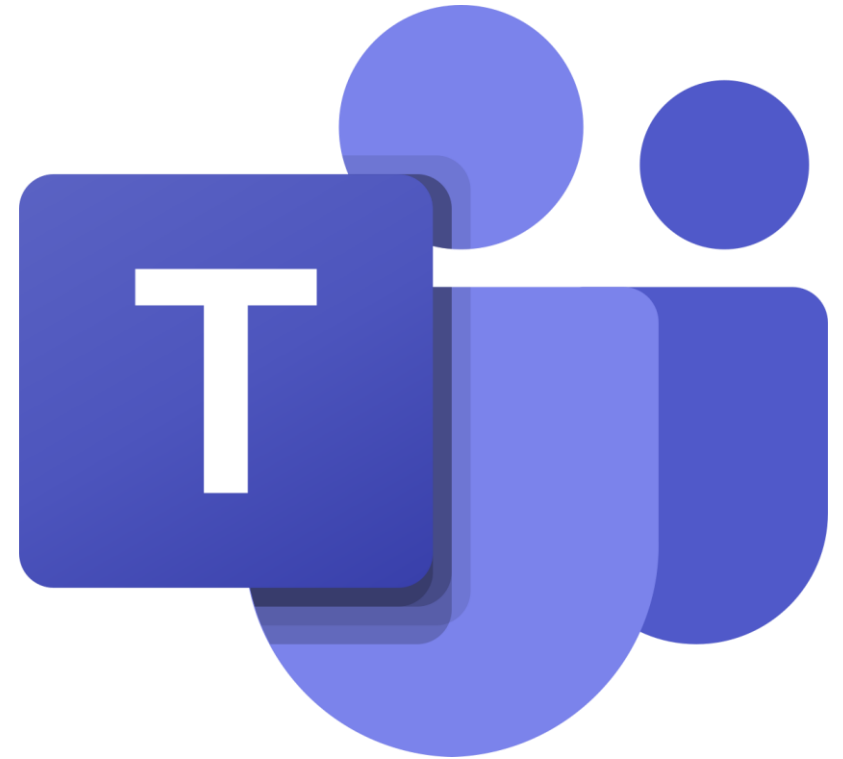
Chase Greenfield, Development Consultant

Amy Monks, Development Consultant

Shona Agnew, Development Consultant

Okay, Team!

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

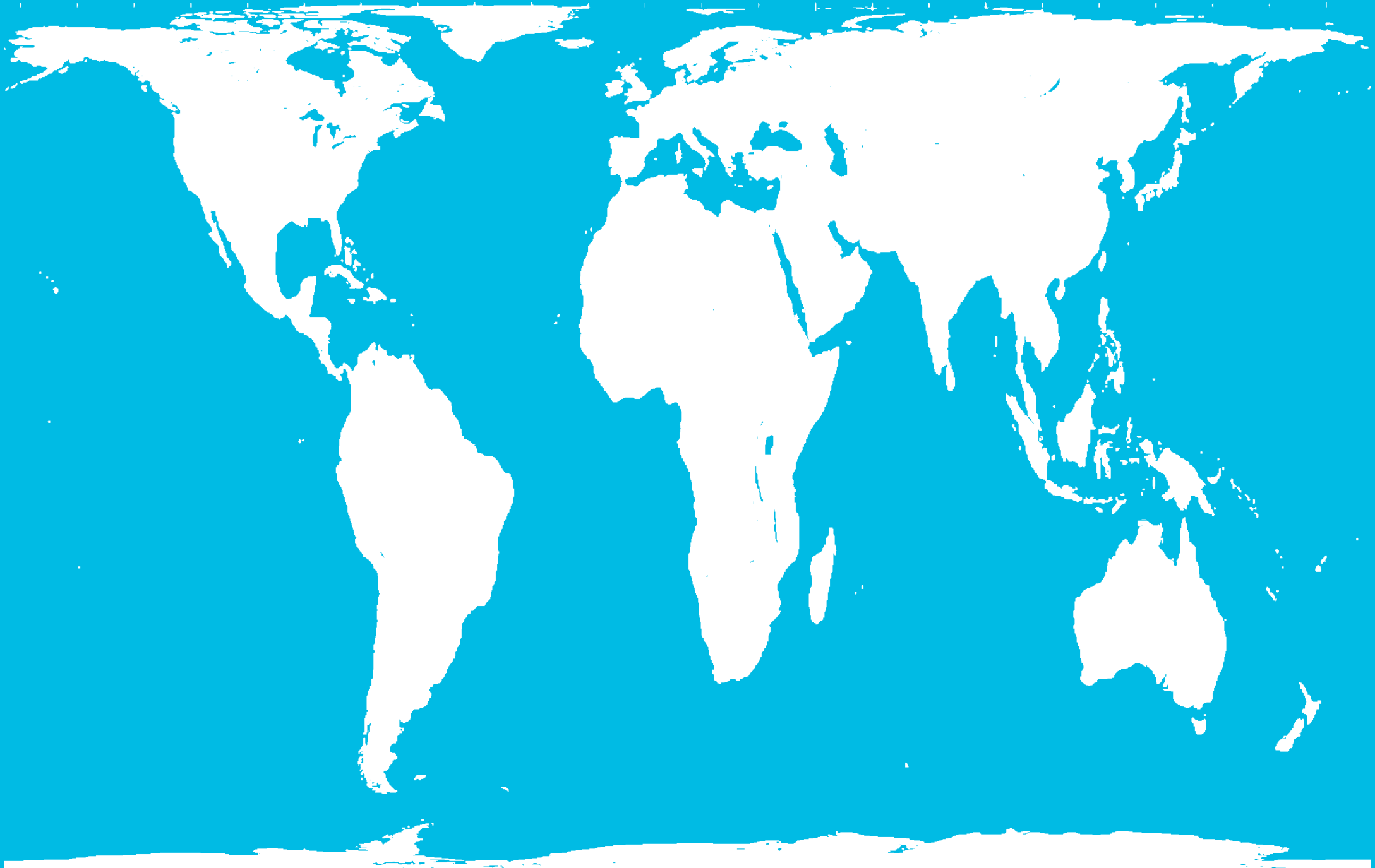


Agenda

10.00am	Welcome and Introduction
10.25am	Student Partnership in the SEAP – Part 1
11.05am	Break
11.20am	SEAP – Part 2
12.05pm	Short Break
12.15pm	Officer Priorities
12.55	Close

Icebreaker – “Where in the World”





What is NEON?

- **National Education Officer's Network**
 - Not limited to those with "Education Officer" title!
- **Your space** for:
 - Ongoing training and development opportunities
 - Collaborating with and meeting other student officers
 - Sharing projects, priorities, and challenges
- **Four meetings** per year
 - 17 December 2025, 5 March 2026, and 12 May 2026

NEON Communications



- NEON Mailing List
 - ask questions
 - share experiences
 - or seek advice

- Other modes of communication?
 - Microsoft Teams Chat/Channel?



Student Partnership in the SEAP

with

Karen Gray (Assistant Director, Learning & Quality)

Stewart Squire (Policy Officer)

Scottish Funding Council



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Today's Workshop



- Goal is to help you connect student priorities to the SEAP.
 - and understand what student partnership in the SEAP has looked like at your institution so far.
- For those going through a TQER, this is still relevant!
- Some timeline clarifications:
 - Current SEAP (due 2 Dec.) is on **AY 2024-2025**
 - Next SEAP (due in 2026) is on **this Academic Year**

Why does it matter if the student voice is a part of the SEAP?



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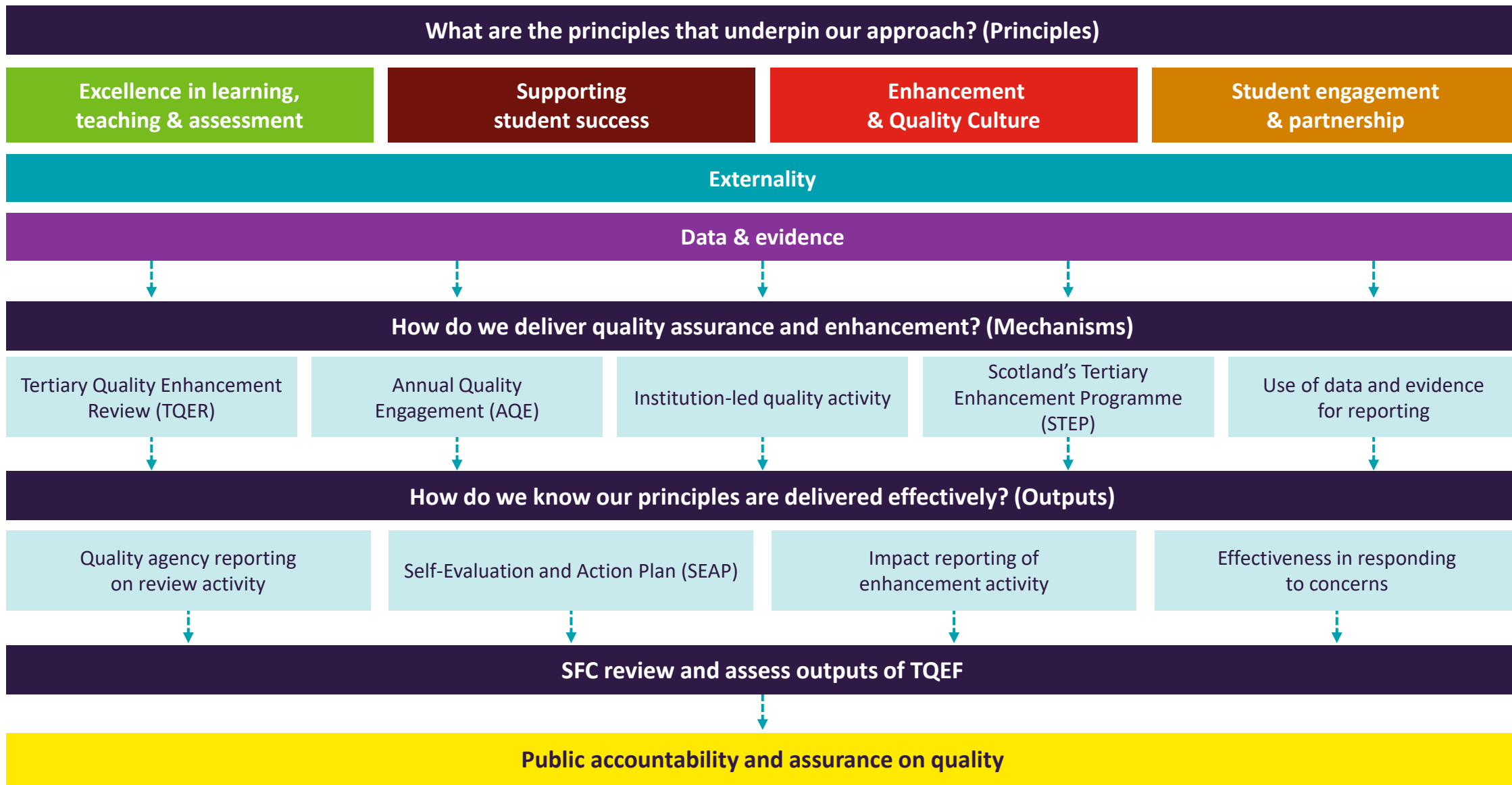
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Scotland's Tertiary Quality Enhancement Framework- role of the Student Officer in the SEAP.

Karen Gray: Assistant Director, Learning and Quality
Stewart Squire: Policy Officer, Learning and Quality

Scotland's Tertiary Quality Enhancement Framework (TQEF)



Role of students in the TQEF



Student voice and student representation



Working in partnership with institutions in quality assurance and enhancement activities



Student reviewers in internal and TQER review processes



Development of evidence to support internal and external quality review



Students at the heart



Participating in evidence sessions as part of external quality review visits

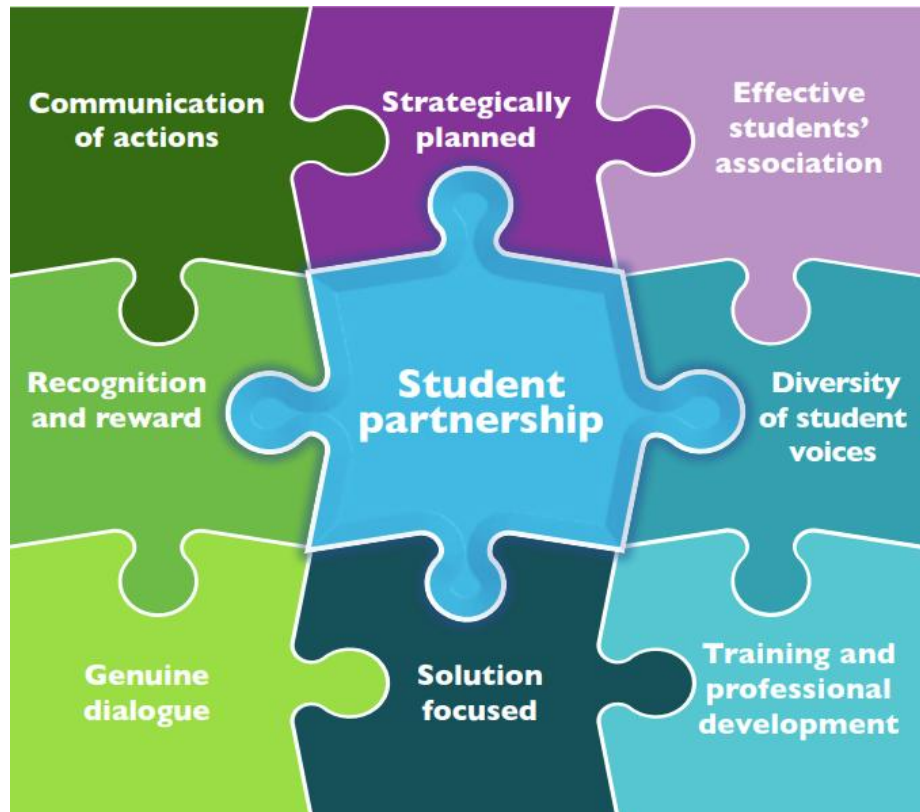


Working in partnership to action plan.

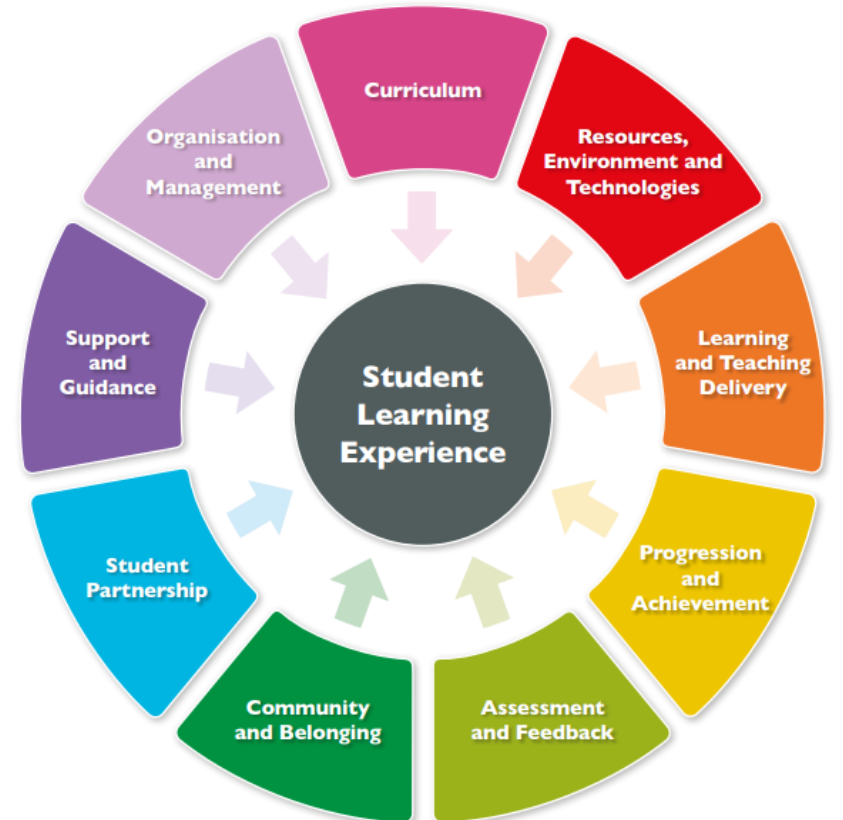


Reflecting on review reports and contributing to the development of recommendations and areas of positive practice

Student Engagement and Partnership



Student Learning Experience (SLE) model



Scotland's Ambition for Student Partnership (SASP)



Students and the use of data.

One of the features of the student partnership ambition is that **‘partnership is solution focused. Together, students and staff collect, review, and interpret evidence; identify priorities and design solutions that address diverse student needs; and meet institutional challenges’.**

We recognise that partnership will be a developing theme within the TQEF and would encourage institutions to consider how they can support students to engage effectively with relevant data and evidence.

SEAP Guidance

Students as Partners: Institutions should engage students as partners in the preparation of the annual SEAP and in the monitoring of the implementation of the actions.

Student partnership is a key aspect of the TQEF, which is expected to develop and mature over time. Institutions should consult the sparqs resource “[Scotland’s Ambition for Student Partnership](#)” and accompanying resources to support this approach.

Mentimeter Activity



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SEAP Overview

- SEAP = Self Evaluation and Action Plan
- Part of the institution's wider commitment to reviewing and enhancing the quality of learning & teaching.
- The SEAP focuses on **outcomes** (does not describe processes).

How is the SEAP produced?



- Drafted internally on *past* academic year based on *existing* data and evidence
- Self Evaluation section:
 - Responds to four principles
- Action Plan section:
 - Planned enhancement activities based on self-evaluation
- Final deadline for submission: 2 December 2025



Scotland's Tertiary Quality Enhancement Framework - role of the Student Officer in the SEAP.

Karen Gray: Assistant Director, Learning and Quality

Stewart Squire: Policy Officer, Learning and Quality



Supporting your Role in the TQEF as a Student Officer?

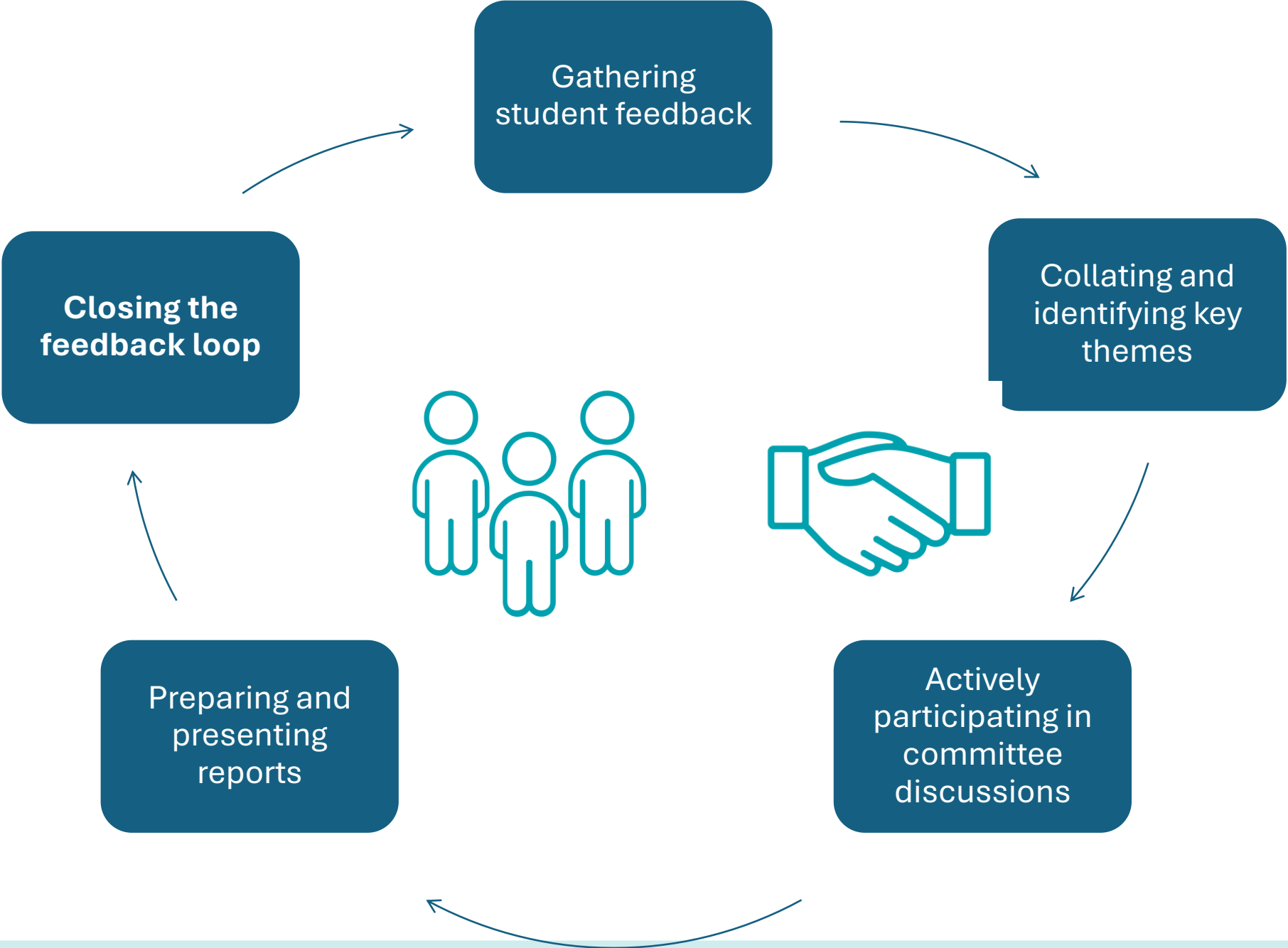
Recognising
your
responsibilities



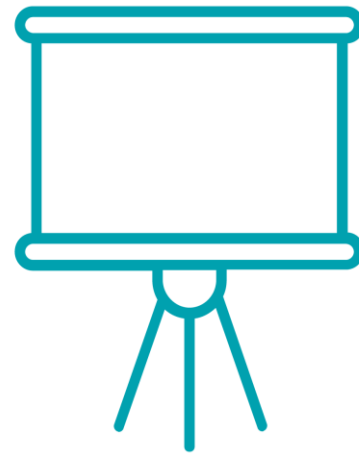
Your
experience
enhances



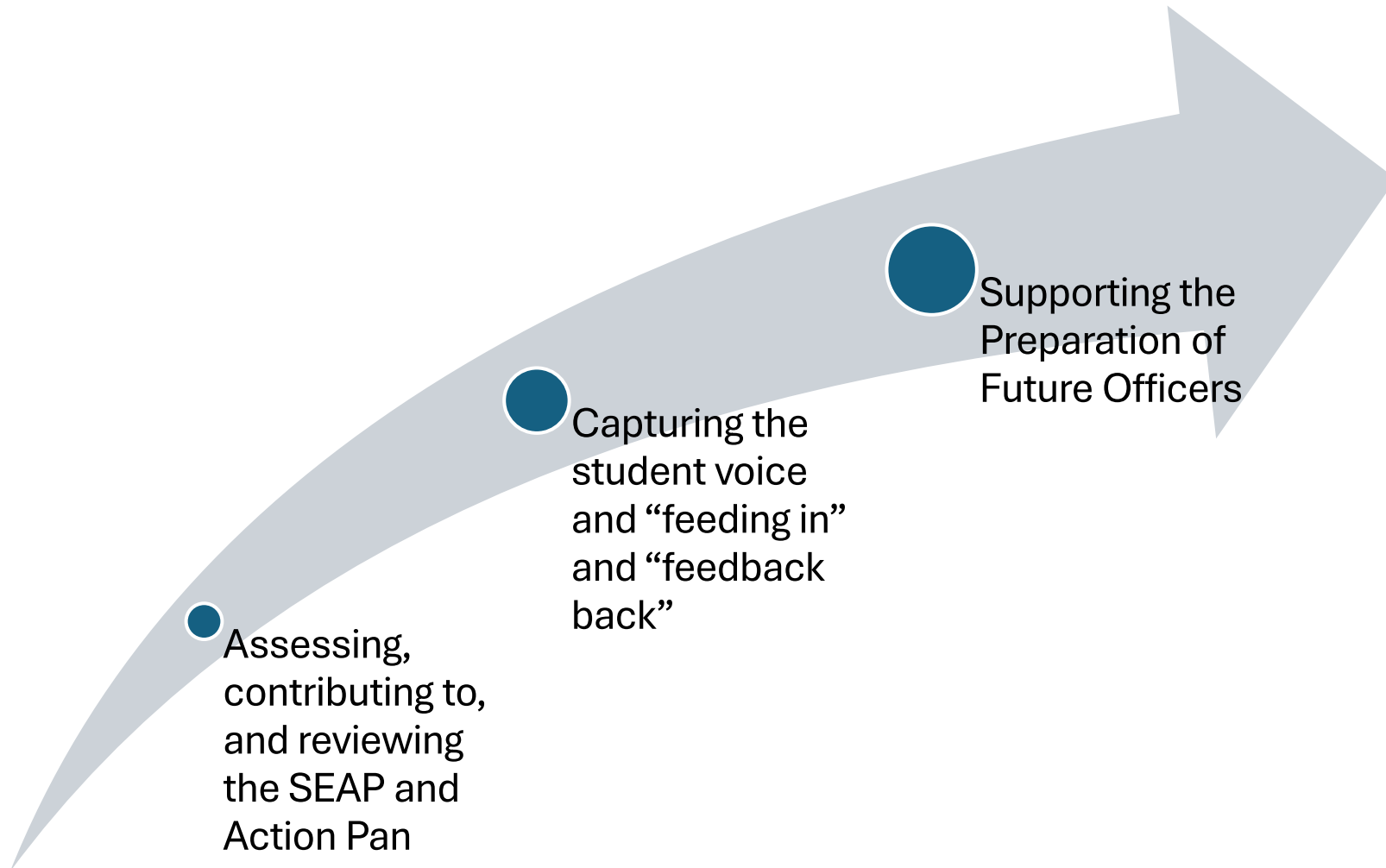
Understanding
and Preparing



Role of Student Officers in the SEAP?



Overview of the role



Comfort Break

15 Minutes



Connecting your goals to the SEAP



- Identify a **goal or priority** you have for the year
 - From your manifesto
 - From your induction/training
 - From the term so far
- **Discuss:**
 - How have you approached this goal so far?
- **Breakout rooms**

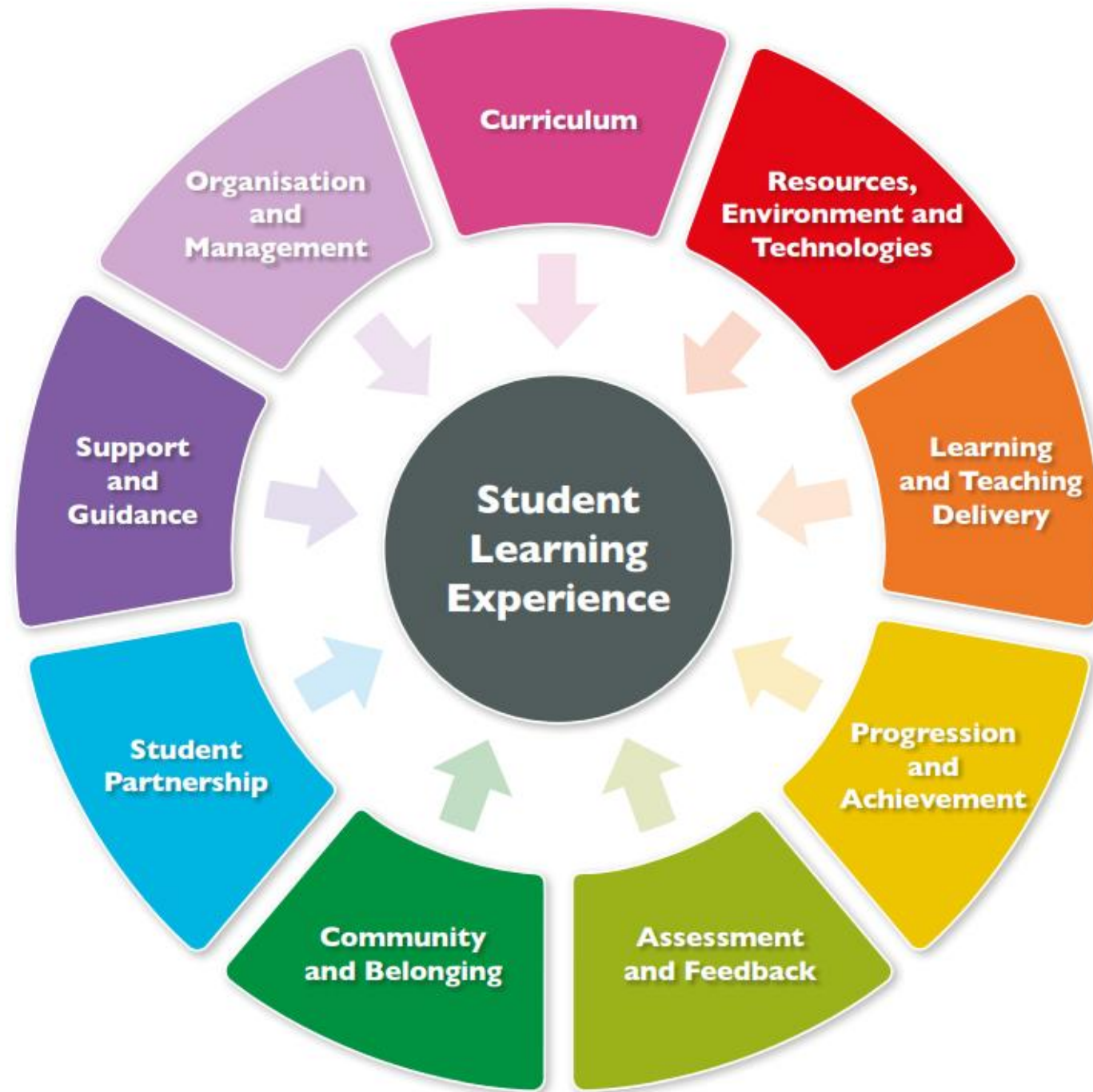
Where does your goal fit on the
Student Learning Experience Model?



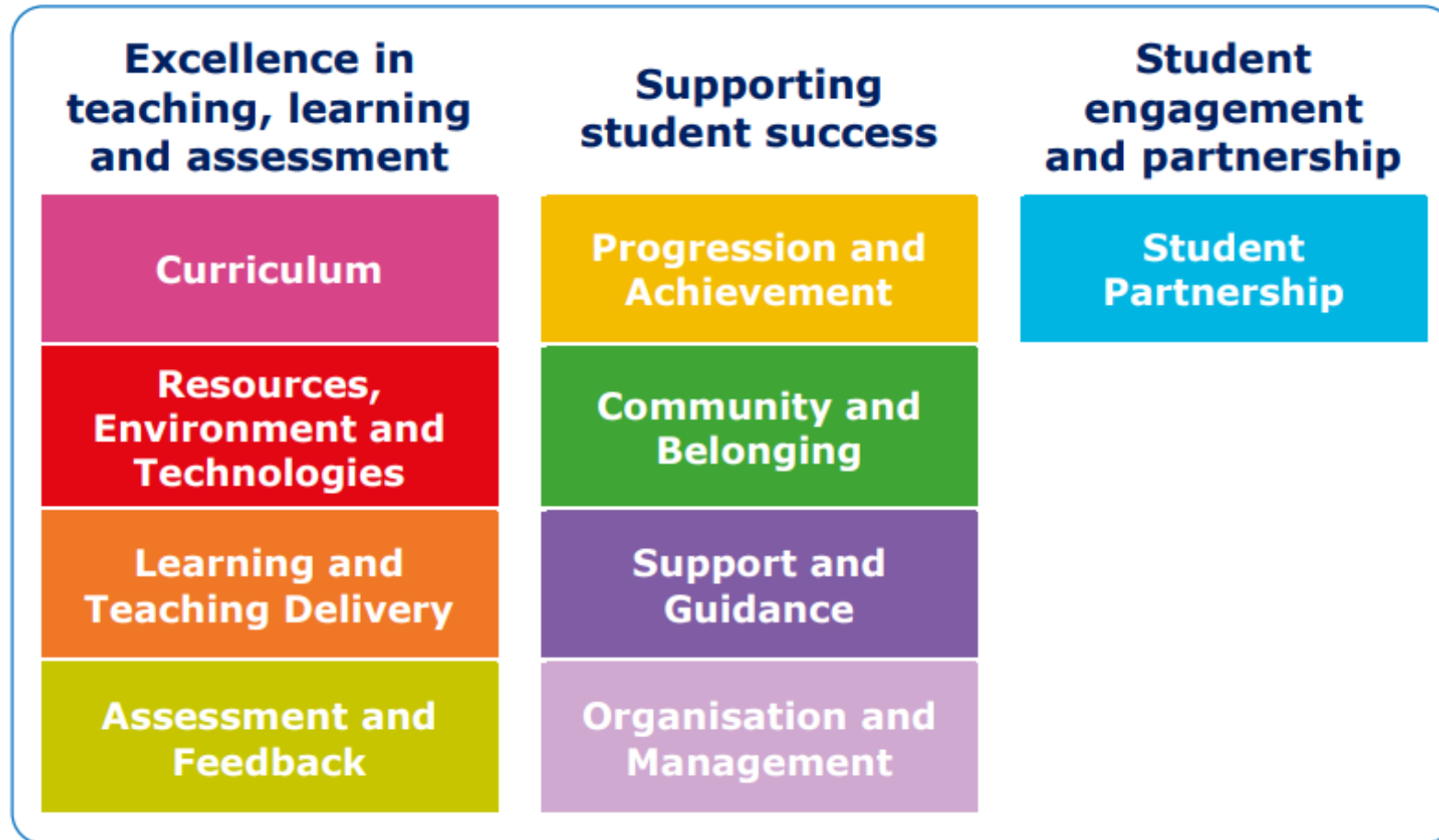
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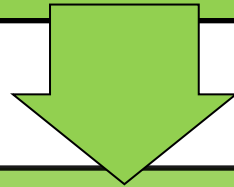


Sections of the SEAP (Principles)



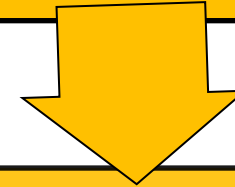
Will your goal...

Be completed by the end of the academic year?



Self Evaluation
Section of next SEAP

Continue into the next academic year?



Action Plan
Section of next SEAP

Discussion Questions



1. How can the work you're doing on your goal **be recorded** for self-evaluation and action planning next year?
2. **Who** at your institution or students' association have you already talked to about your goal? **How can they help you** record the work you do this year?
3. What **information would next year's officer** and your institution's quality staff **need** to be able to write about your work on this goal in next year's SEAP?

Incorporating Your Other Goals



1. Match your goal to a building block within the SLE Model.
2. Map the building block to its corresponding SEAP Principle.
3. Record your work throughout the year
 - Committee meetings
 - Conversations with your quality team and SA staff
 - Handover

Your Next Steps

- **Map** your other goals using the SLE Model
- Continue to **talk** to Quality Team and the rest of your Students' Association about your goals
 - What principle(s) they align with
- **Record** the work you're doing – focus on outcomes
 - Provide a handover to your successor

SEAP Resources and Reminders



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SEAP - Actions for the Students' Association



- Participate in existing processes and knowledge
 - Ensure Students' Association priorities are included in the SEAP
 - Handover for new officer
- Use the SLE to collate existing data and evidence
 - Gather new evidence for next year's SEAP using the SLE
- Use Scotland's Ambition for Student Partnership to evaluate your partnership working

SEAP Guidance



Scottish Funding Council Guidance

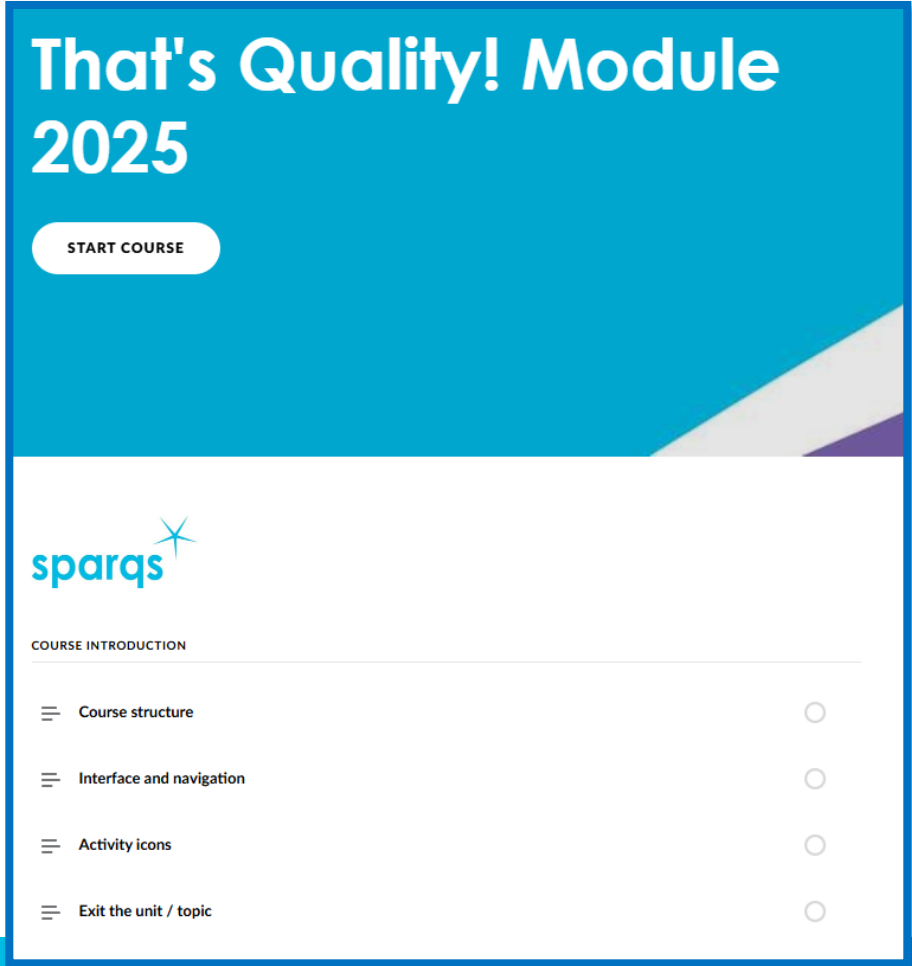
sparqs "Practical Guide" for Students' Associations

Available as part of the [SFC
Guidance on Quality](#).

Available in the [sparqs Resource
Library](#)



“That’s Quality!” Online Module



- Remember you can access the module year-round!
- Helpful reminders and overviews of key quality topics.
- Access through [Rise](#) [Articulate](#) (online)

SFC Resources for Student Officers



- SFC TQEF Webpages: [Scotland's Tertiary Quality Enhancement Framework - Scottish Funding Council](#)
- SFC Guidance on Quality for Colleges and Universities 2024-25 to 2030-31: [SFC Guidance on Quality for Colleges and Universities 2024-25 to 2030-31 \(refresh\) - Scottish Funding Council](#)
- SFC TQEF FAQ: [Tertiary Quality Enhancement Framework FAQs - Scottish Funding Council](#)
- SFC TQEF Toolkit: [TQEF Toolkit - Scottish Funding Council](#)
- SFC Self-Evaluation and Action Plan Thematic Report: [Self-Evaluation and Action Plan Thematic Report](#)

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Self-Evaluation and Action Plan Thematic Report

Introduction and context

1. Institutional Self-Evaluation and Action Plans (SEAPs) are an important output of the internal quality assurance and enhancement activity that all institutions undertake. They are designed to enable institutions to report on these activities both internally and externally. Externally, the SEAPs form part of two of the key delivery mechanisms of Scotland's Tertiary Quality Enhancement Framework (TQEF) i.e. the annual quality engagements (AQE) with the Scottish Funding Council (SFC) and the institutional liaison meetings (ILMs) with the Quality Assurance Agency (QAA). They are also used to contribute to the evidence base for and action planning as a result of, the Tertiary Quality Enhancement Review (TQER).
2. The SEAP is (from AY 2024-25), the only annual reporting on quality submitted by institutions to the SFC for the High-Quality Learning and Teaching Outcome of the [Outcomes Framework and Assurance Model](#) (OFAM). The SEAP is one part of the evidence that will be used to evaluate and assure the "High Quality Learning and Teaching" outcome of the OFAM, and the annual quality engagement informs the monitoring thereof. Further discussions with Outcome Managers (OMs) are scheduled across the academic year and encompass data and evidence to support the other outcomes within the Outcome Framework.
3. The SEAP replaces both the annual report and statement of assurance on Institution-Led Review for universities, and the Evaluative Report and Enhancement Plan (EREP) which formed part of the *How Good is our College* framework for colleges. The SEAP also replaces the learning and quality aspects of SFC's Outcome Agreement process for both colleges and universities.
4. Institutions are not required to submit a SEAP in those years of the review cycle where they undergo a TQER. In those years colleges and universities will instead submit a Strategic Impact Analysis (SIA) to the QAA focusing on self-evaluation against the principles of the TQEF. The SIA complements the SEAP and is intended to support institutions to reflect on their effectiveness, specifically on the principles of the TQEF, on which the TQER is based.
5. For those institutions undergoing a TQER and so submitting a SIA to the QAA, SFC will gain assurance on quality for that year from the external review itself and from SFC's ongoing review of annual student data submissions and other routine monitoring information (e.g. student satisfaction surveys).



Questions

email: quality@sfc.ac.uk (for any questions arising after the session)



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Short Break

10 Minutes



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Student Officer Priorities



Some Possible Topics

- Class Rep Recruitment
- Induction and Welcome Events
- Feedback emerging from student representation and survey mechanisms
- Class Rep Training
- **YOUR current priorities, challenges, or ideas!**

Conclusions and evaluation

Next NEON Meeting

- **When:** 17 December 2025, 10am-1pm
- **Where:** Online (via Microsoft Teams)
- **Topic:** Scotland's Tertiary Enhancement Programme (STEP) – Projects in Action
- **Registration Open:** on the [sparqs website](#)

Before you go...

- Complete the [evaluation form](#) (select October)
- 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!**