

Quality Handbook for Colleges 2018





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1. Understanding the Landscape

1.1 Sector Agencies

Student officers will encounter a number of different sector agencies in their role, all of whom have a remit, or aspects of their work, relating to quality assurance and enhancement. Their interaction with these agencies will vary from regular contact with some, to more limited contact with others, but it is useful to know who they are and what they do.

We asked five of the main agencies three questions (and also completed them for sparqs) to help get to know us all better:

1. Who they are and their overall role and remit.
2. Their role in quality and why it is important.
3. The role of students within their work.

student partnerships in quality Scotland

Who we are

student partnerships in quality Scotland (sparqs) is a publicly-funded agency for Scotland's university and college sectors which aims to support student engagement in the quality of the learning experience. We are funded by the Scottish Funding Council to advance education by promoting an environment where students are able to make a positive and rewarding difference to their own and others' educational experience. We support students to shape the nature of their learning and contribute to the overall success of learning provision, regardless of wherever and however they learn.

Our role in quality

Quality is at the heart of everything we do; our mission states that we want to "*ensure that students are able to engage as partners at all levels of quality assurance and enhancement activities.*" As such, our work focuses on empowering and supporting students to be partners in all aspects of quality. We provide training for student officers and students' association staff to help enable this, as well as a number of resources, including guidance and toolkits to help support them in their roles.

We have representation on most sector committees that have a quality remit, including the College Quality Arrangements Steering Group and the CDN Quality Development Network Steering Group (see page 9 for more details). We maintain strong working relationships with other sector agencies, e.g. our work with Education Scotland supports the How good is our college? (HGIOC) Framework.

The role of students

Students play a key role in the work of sparqs; we have student members on our College Advisory Group and University Advisory Group, as well as our Members Steering Group, which guides the direction of sparqs and our work. Our work is developed with students in mind, to help support them in their role and to enable them to be partners in their own education. We work closely with other sector agencies to facilitate student engagement with the quality arrangements and sector committees. We also support students and institutional staff from universities and colleges across Scotland and internationally to develop stronger partnership working within their own institutions.



Scottish Funding Council

Who we are

The Scottish Funding Council (SFC) is a public body which invests around £1.8 billion of public money each year on behalf of the Scottish Government. SFC's funding enables Scotland's colleges and universities to provide education opportunities for over half a million people, and to invest in research and innovation. SFC has a range of statutory functions, which include a specific statutory responsibility for quality assurance in colleges and universities.

Our role in quality

SFC has a statutory responsibility for quality assurance in colleges and universities. This involves ensuring that baseline quality standards are being met in all publicly funded colleges and HE institutions in Scotland. We hold colleges and universities to account for their performance. We report to Scottish Government, students and the public on the performance of institutions overall, including the quality of provision.

SFC contracts Education Scotland to provide external assurance and support improvement in the college sector; and QAA Scotland to provide external assurance and support enhancement in the higher education sector. All institutions in Scotland are above baseline quality standards, as Scotland has an excellent system of further and higher education, and SFC's expectation, therefore, is that colleges and universities will strive to continuously enhance their provision. SFC works in partnership with the sectors and learners to support continuous improvement of the quality of all aspects of the learner experience.

The role of students

A partnership approach with learners is a fundamental expectation of SFC's approach. We work at national level with sparqs and NUS on all aspects of the learner experience, and also provide funding to sparqs. We expect institutions to fully involve their students in all aspects of the learner experience.

National Union of Students Scotland

Who we are

The work of NUS Scotland has been crucial in shaping public life in Scotland. We strive for an education system in colleges and universities that supports students to enjoy their time, succeed in their chosen field and to be partners in their education.

NUS Scotland is the national campaigning organisation for students in Scotland – we represent over 500,000 students at college and university in Scotland. We promote, defend and extend the rights of students, and work to develop and champion strong students' associations. Whether that's through providing a chance for you to network with your peers across Scotland, celebrating best practice through the NUS Scotland Education Awards, or by leading the fight against TEF in Scotland to defend our unique quality arrangements. NUS Scotland is the collective movement that makes change happen.

Our role in quality

NUS Scotland passionately believes that the learner voice and partnership with students drives positive change and innovation in teaching and learning. Along with our member students' associations, we're fighting to defend Scotland from the effects of the marketisation of education that we've seen in England. We reject the increase in metrics and fees that we've seen in other parts of the UK, and continue to advocate to keep the learner voice at the heart of our education system. To us, a good education system goes beyond just getting student feedback, and instead asks learners to co-design, co-produce and co-evaluate their environment, moving beyond learning and teaching to encompass the whole institution. In a changing education landscape we must create and drive the



development of new models of learner voice that deliver quality, underpinned by principles of partnership and collectivism. We want to achieve a culture shift that puts learners at the heart of teaching and learning. The idea that students are experts in their learning, and in their wider lives, underpins all of our work. We believe that students should be supported to positively change their experiences both in the classroom, and outside of it.

Over the last few years we have:

- Campaigned to diversify the curriculum, highlighting the need for an end to reading lists which do not reflect the diverse student body.
- Won an extra £21million per year investment in student bursary support.
- Received funding to develop strong, sustainable, college students' associations.
- Supported students to engage in Gender Action Plans – tackling the gender imbalance in our education system.

The role of students

All of our work is led by students. Every year students from colleges and universities across Scotland gather together to discuss and debate policy and elect their student leaders at a national level. This is a chance for students to shape our work by bringing forward their ideas about the work that should be taken forward nationally, and how we should deliver on those objectives.

Gemma Jones, Deputy President of NUS Scotland, leads our work around learning, teaching and quality assurance arrangements. Through her role, Gemma represents students in Scotland on a number of national committees including the QAA Strategic Advisory Committee, the Scottish Higher Education Enhancement Committee, and the College Quality Arrangements Steering Group.

College Development Network

Who we are

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

Our role in quality

Our team of professionals and specialists offer a wealth of knowledge and experience. We typically host 300 events and meetings annually, for over 6000 delegates; we reach about 1000 people through our video conferencing, webinars and professional learning platform; and our 22 Development Networks, including our Quality Network, engage with over 4000 staff every year. CDN holds guardianship of the Professional Standards for lecturers in Scotland's colleges. Our CPD Frameworks support high standards in management, leadership and continuous professional learning. We offer a range of workshops, including governance workshops for College Board members. In addition, we are happy to offer bespoke workshops for colleges.

The role of students

Student organisations and students play a significant role in how we are rethinking our programme of work for the coming years. They will be central to a number of new activities that CDN will be undertaking, like promoting key career paths or embedding Gender Actions Plans in colleges. We are also re-gearing many of our events to more closely engage students, such as the introduction of a major new College Expo for Scotland, a national event with hundreds of activities, with both college staff and students as the core audiences. Students will play a starring role in the design and evaluation of that kind of programme.



Education Scotland

Who we are

Education Scotland is a Scottish Government executive agency charged with supporting quality and improvement in Scottish education and thereby securing the delivery of better learning experiences and outcomes for Scottish learners of all ages. Our status as an executive agency means that we operate independently and impartially, whilst remaining directly accountable to Scottish Government ministers for the standards of our work. This status safeguards the independence of inspection, review and reporting within the overall context of the National Performance Framework. Education Scotland's Chief Executive is responsible to Scottish ministers, within the terms of the framework document, for its management, performance, and future development.

Our role in quality

During 2017, new and significantly revised quality arrangements and an associated framework were introduced for colleges in Scotland. 'How good is our college?' (HGIOC) is an innovative and forward-looking framework that both builds on the existing effective internal quality arrangements within colleges and aligns with Education Scotland quality arrangements for other sectors. The framework also recognises and responds to the extensive changes experienced by the college sector over recent years and takes account of the SFC's arrangements for Regional Outcome Agreements. We are currently in a development phase and acknowledgement has been given to the need for the SFC, Education Scotland and colleges to have the time to plan, implement and adapt to working with the new arrangements. Through the use of HGIOC, colleges and their stakeholders identify what is working well and what needs to improve. The framework is based on the four high-level principles (which in turn are underpinned by challenge questions and quality indicators):

- Leadership and quality culture.
- Delivery of learning and services to support learning.
- Outcomes and impact.
- Capacity for improvement.

In responding to these principles, each college produces an Evaluative Report and an associated Enhancement Plan (EREP). These describe the methodology and approaches taken to evaluation and the context in which the evaluation was carried out. Colleges are required to retain all information used to support the evaluation processes, and where relevant, the allocation of grades. During this development phase, Education Scotland inspectors provide support and challenge to college staff in their understanding of the principles and approaches behind the new arrangements. The evidence gathered is used to evaluate the accuracy and appropriateness of the college-devised EREPs and associated proposed grading outcomes. Submitted reports are subject to independent scrutiny and endorsement procedures. In December 2017, individual college reports and associated endorsement statements were published on the Education Scotland website.

The arrangements place the role of the college HMI (Her Majesty's Inspector) at the centre to:

- Provide support and challenge to the college to produce an accurate and balanced EREP which is underpinned by a sound evidence base.
- Design and deliver appropriate training to staff and key stakeholders to engage in the new arrangements.
- Provide effective liaison with key, relevant Education Scotland and SFC colleagues, including Education Scotland Area Lead Officers and Developing the Young Workforce (DYW) Development officers.



- Collaborate with relevant HMI.
- Maintain appropriate records of engagement with colleges and relevant stakeholders; liaise and collaborate with Lead Officers to advise of additional input requirements, including Associate Assessors, subject and cross-college specialists, Student Team Members and Area Lead Officers.
- Liaise and collaborate with college learner representatives to ensure appropriate learner input.

The role of students

As learners are the key stakeholders in colleges, it is important that they have appropriate opportunities to inform and influence both the Evaluative Report and the Enhancement Plan. Education Scotland will ask colleges to identify a senior manager with a comprehensive strategic overview to fulfil the role of college nominee. The nominee will play a key role in co-ordinating ongoing engagement with Education Scotland and SFC and preparation of the EREP.

The inclusion of a college nominee in ongoing engagement aims to:

- Reinforce and support partnership working between the college, Education Scotland, SFC and key stakeholders, in assuring and improving the quality of provision and services.
- Help establish a culture of partnership, openness and transparency in evaluating and reporting on the quality of provision and services.
- Provide a point of reference for Education Scotland and SFC staff prior to, during and after engagement activities.
- Provide a point of reference for college staff, learners and key partners prior to, during and after engagement activities.

Colleges Scotland

Who we are

Colleges Scotland is the membership body for all 26 colleges in Scotland, spread across 13 regions. Our role is to promote and represent the interests of the college sector in Scotland, and we strive to create cohesive and sustainable partnerships, demonstrate positive impact, acting as representatives, and campaigning for the sector and aim to be at the heart of a world class college sector that is recognised, valued and available to all.

Our role in quality

As we continue to develop our role in the college sector, and as the Employers' Association, the focus will be on enabling colleges to deliver the best opportunities for those learners in colleges in Scotland. As the collective voice of the sector, our role is to provide a consistent and compelling case for Scotland's colleges and to use our influence to ensure that they are in a position to provide quality education choices to Scotland's people, long into the future.

The role of students

We continue to work in partnership with a number of student-facing sector agencies including College Development Network (CDN) and in consultation with stakeholders such as NUS Scotland and sparqs.



1.2 Sector Committees

There are a number of committees that student officers may have the opportunity to get involved with, all which have different responsibilities relating to quality across the sector. As well as the committees detailed below, sector agencies may also run short-life working groups and this provides an additional opportunity to get involved.

CDN Quality Development Network Steering Group provides a forum for staff operating in colleges across Scotland to meet on a formal and informal basis. This group allows its members to exchange information, network, and provide a specialist perspective and to undertake professional debate on a range of issues which impact on the themes of quality. The group also encourages, devises and supports continuing professional development activity for members, as well as acting as a consultative body on agreed topics of sector interest and providing formal responses on behalf of the colleges across Scotland to sector agencies when requested.

CDN Strategic Curriculum Leaders Forum is a forum that discusses some of the big topics in the sector, such as retention, progression and attainment. sparqs is keen to see student involvement in these discussions, where relevant.

CDN Development Committee is used to inform the CDN strategy and priorities and gathers intelligence to inform the design, development and delivery of CDN services. It facilitates effective engagement with the college regions and key stakeholders, ensuring quality and relevance to meet colleges' emerging priorities and development needs.

College Quality Arrangements Steering Group is the Scottish Funding Council's group which brings together representatives from a range of sector organisations to oversee the quality arrangements for colleges within Scotland. The group advises the SFC on the implementation of the quality arrangements and contributes different stakeholder perspectives to ongoing developments.

College Improvement Programme was launched by the Scottish Government in 2017 with the aim of improving retention and raising attainment in colleges through taking a quality improvement approach to developing evidence based practice. Five colleges (Dundee and Angus College, Edinburgh College, Inverness College UHI, New College Lanarkshire and West College Scotland) have formed an improvement team for the initial two-year phase (AY17-18 to 18-19). Feedback so far has been encouraging. After a year of trialling and testing, the project will now enter a period of consolidation over the summer, during which they will review emergent findings. The focus for the next academic year will be to continue to build, expand and refine the evidence base, while also seeking to engage more with the wider college sector.

Learner Journey Review - the 15 to 24 Learner Journey Review, was set up by the Scottish Government in 2016 and considered the learner journey from the senior phase (S4-S6) leading to employment, including the stages of further and higher education in college, higher education in university, vocational training and apprenticeships. The Scottish Government published a [Learner Journey Review Report](#) in May 2018 which presents the findings of the review and recommendations following evidence gathering and stakeholder engagement. The programme's vision is to ensure all learners are on the right route to the right job, through the right course via the right information. There are two drivers for the review: learner personalisation and choice, and system efficiency.

This group will now become the **Learner Journey Implementation Group**, which exists to advise the Scottish Government in its implementation of the recommendations derived from evidence gathering, aimed at increasing the effectiveness and efficiency of the learner journey. The first meeting of this new group will take place in Autumn 2018.



1.3 How good is our college? (HGIOC)

Developed by the SFC and Education Scotland, HGIOC is the new college quality framework, published in December 2016. Under the new framework, colleges are moving to a self-evaluative model of review with external validation provided by Education Scotland and the SFC. Active student engagement in college evaluation processes is a key part of the new arrangements, and the framework is designed to support colleges to engage learners, staff and partners in working together to continuously improve and enhance the student experience. In addition, the arrangements seek to foster increased collaboration across colleges and other educational providers to exemplify and share excellent practice across sectors.

The framework asks colleges to be forward thinking to explore and anticipate new and emerging priorities and to draw on this to plan future provision and services. The Education Scotland virtuous cycle of improvement is relevant to all sectors of education in Scotland. It illustrates the key features of evidence-based self-improvement at organisational and at system-wide levels. It shows how leaders can empower practitioners to interpret nationally shared aims, such as the principles of Curriculum for Excellence, and the aims of Developing the Young Workforce (DYW) and apply them to local contexts in ways which are most appropriate to them. It is designed to help practitioners draw on evidence-based internal and external evaluation to inform further improvement. For more information see the [How good is our college? Framework](#)



As part of the new arrangements, each college will produce an annual **Evaluative Report and Enhancement Plan** (EREP). Colleges are expected to demonstrate how learners have been engaged in the development of these documents. More information about how this process works is set out in [the arrangements for assuring and improving the quality of provision and services in Scotland's colleges](#).

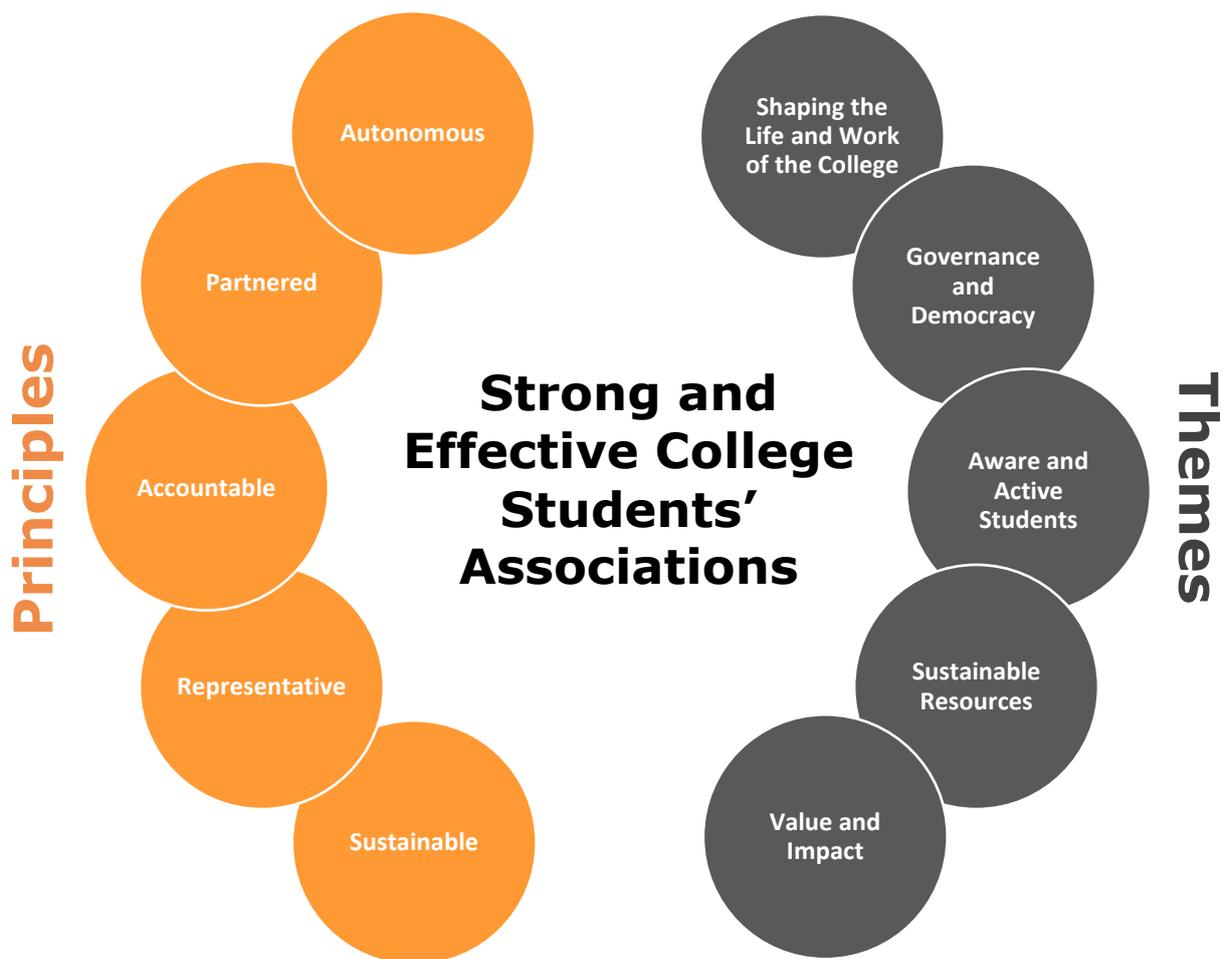


1.4 College Students' Associations Framework

The [Framework for the Development of Strong and Effective College Students' Associations in Scotland](#) was published and launched in June 2015. It was developed by the Scottish Government, NUS Scotland, the Scottish Funding Council, is endorsed by Colleges Scotland and had significant input from sparqs throughout. It was developed following the [2012 Griggs Report](#) recommendation which set out a series of principles which it recommended for students' associations in the regionalised college sector. The report said students' associations should be **sustainable, autonomous** and **appropriately funded**.

The Framework sets out how colleges and students' associations can work in partnership, with the support of sector agencies and NUS Scotland, to develop strong and effective students' associations. The Framework is housed on a dedicated [SA Framework website](#), which contains supporting documentation, including a [Self-Evaluation and Development Planning Tool](#), useful links and information around the continued support offered by NUS Scotland and sparqs.

The Framework has **five principles** which together make up the foundations of strong, effective students' associations and a culture which enables students' associations to thrive. There are also **five themes**, which are the practical steps and actions that students' associations need to take in order to embed the principles and to represent the interests of their students effectively.

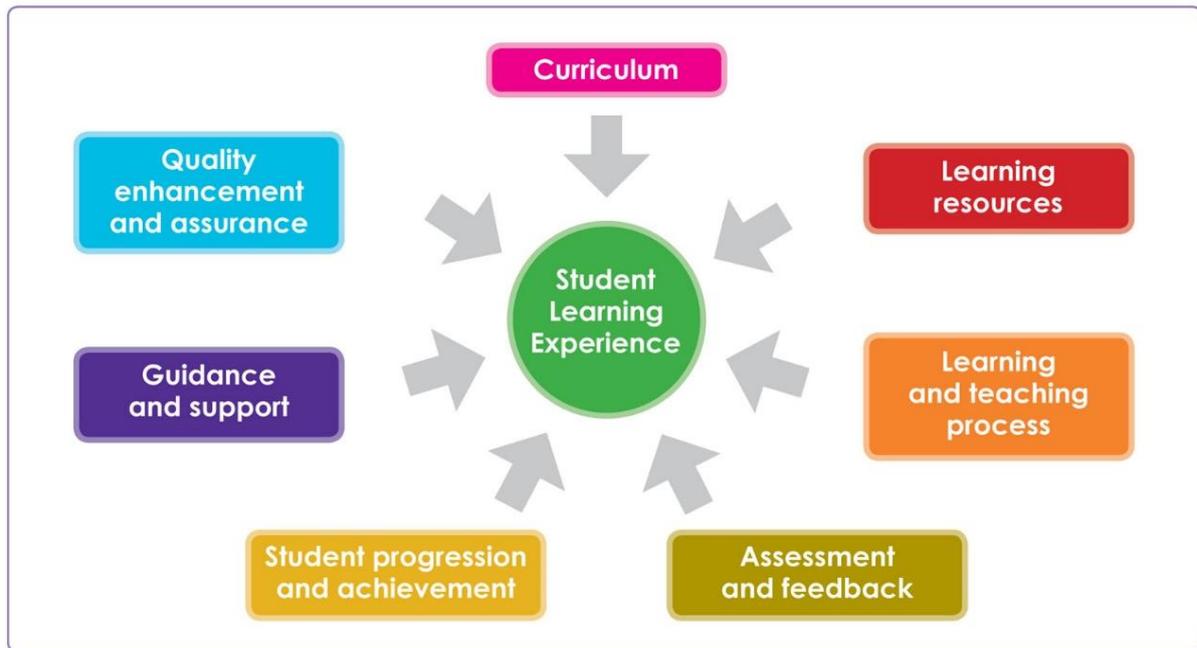




2. Quality in Action

2.1 The Student Learning Experience

The [Student Learning Experience](#) (SLE), developed by sparqs and a key component of Course Rep Training, refers to all elements of a student's experience during their time at their institution. There are seven elements: Curriculum, Learning Resources, Learning and Teaching Process, Assessment and Feedback, Student Progression and Achievement, Guidance and Support, Quality Enhancement and Assurance (*available in the Resource Library on the sparqs website*).



2.2 Outcome Agreements

Outcome Agreements set out what colleges plan to deliver in return for their funding and how the institution meets Scottish Government priorities. They also demonstrate how colleges are responsive to the skills and education needs in their region. They are managed by the SFC, on behalf of the Scottish Government and SFC Outcome Agreement Managers are responsible for working with institutions to negotiate the agreements.

Consistent with the approach to student engagement in quality, SFC expects colleges to show evidence of how the outcomes within the Outcome Agreements have been developed and discussed with college students' associations. SFC Outcome Agreement Managers will meet with staff, students and students' association officers in each college region to discuss Outcome Agreement engagement in general, and more specifically, the students' association's views on the content of the agreement and how they can contribute towards the achievement of college policy priorities. You can find out who your institution's Outcome Agreement Manager is [on the SFC website](#).

The strategic priority areas for the Scottish Government are:

- 1. High-quality learning and teaching.**
- 2. World-leading research.**
- 3. Greater innovation in the economy.**
- 4. Widening Access.**



Within those strategic aims, the key priority areas for Outcome Agreements are:

- A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds.
- An outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers, delivered in modern facilities.
- A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference.
- High-performing institutions – a coherent system of high performing, sustainable institutions with modern, transparent and accountable governance arrangements.
- Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy.

From 2018 onwards, the Scottish Government has asked for the Outcome Agreement process to be intensified, maximising the contribution that its investments make to achieving Scottish Government priorities. Ministers have also asked SFC to ensure a clear 'line of sight' through Outcome Agreements to a contribution to, and positive impact on, the delivery of national priorities, in particular, intensification of agreements in the areas of: widening access, articulation, attainment and retention, gender, DYW, skills, innovation and apprenticeships.

There are also three specific equality priorities for colleges and college regions for 2017-21:

- Inclusivity and widening access.
- Promoting gender equality for staff.
- Meeting equality and diversity within governance requirements.

SFC produce guidance for colleges on Outcome Agreements; you can find the latest [Guidance for the development of College Outcome Agreements](#) on the SFC website.

2.3 Student Partnership Agreements

Many institutions now have Student Partnership Agreements (SPAs) or equivalent documents in place with their students' associations. SPAs set out the relationship between the students' association and the college and identify a number of jointly-agreed priority areas for enhancing the student learning experience. These priority areas will have been decided upon as a result of looking at a range of evidence and will have gone through a process of consultation with students, and so should give a good indication of what matters to the student body.

Further information about SPAs is available in sparqs' [Guidance for the development and implementation of a Student Partnership Agreement in colleges](#) (*accessible in the Resource Library on the sparqs website*).

2.4 Gender Action Plans

In 2016, the SFC published its Gender Action Plan (GAP), setting out ambitious targets for tackling the long-standing problem of gender imbalance within colleges and universities. It stipulates that, by 2030, no individual subject at a Scottish college or university shall have a gender imbalance greater than 75:25, and that the gap between overall male and



female participation in undergraduate study shall be reduced to 5%. Meaningful and sustained student participation throughout the GAP process is key to ensuring that colleges and universities are bold and creative in their approaches, and put the needs of their students at the centre of the process. In July 2017, each institution was required to publish a GAP, detailing its plans for meeting the SFC's targets. A review of these institutional GAPs indicated that student engagement in the process had been patchy and inconsistent, and there was significant scope for improvement.

Further information on GAPs, including SFC's initial GAP and subsequent technical report, can be found [on the SFC's GAPs webpage](#).

2.5 Student Engagement Framework

[A Student Engagement Framework for Scotland](#) (available in the Resource Library on the *sparqs* website) is a document endorsed and owned by all the sector agencies and representative bodies in the college and university sectors. The Framework consists of five key elements of student engagement, and six features of effective student engagement. It offers a coherent and detailed way of understanding student engagement that can be helpful to institutions and students' associations as they attempt to develop and plan their student engagement activities.

2.6 Apprentices

Apprentices often have quite a different learning experience to full-time or other part-time students. Apprentices can often be experiencing learning out with the school environment for the very first time. They will often be working through the holidays other students have and are often divided between multiple different employers during the time they are not studying. Institutions and students' associations face a number of challenges in hearing the voice of apprentices. Traditionally, representation models within institutions mean that course rep meetings and forums are often scheduled at times that apprentices cannot attend, and many apprentices feel more like workers than students. The sector is working to develop the capacity of institutions and students' associations to work more closely with their apprentices, tailoring their representative structures or training their staff to deal better with their needs.

Apprentices themselves, are being developed to build on their capacity to feedback critically on issues related to enhancing their apprentice experience. Whether this is making sure their taught curriculum lines up with the needs of their employer, or ensuring that they receive the best possible careers support from their learning provider, apprentices want to make their collective voice heard across their learner journey.

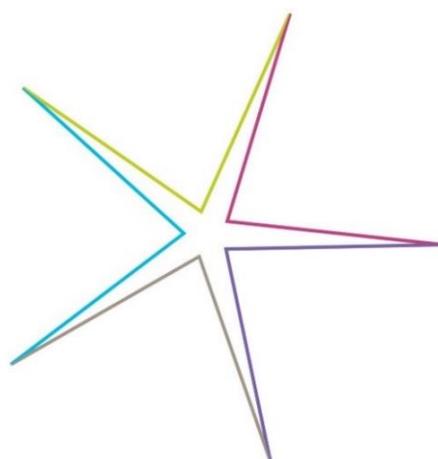
Since 2016-17, *sparqs* has offered materials to enable colleges to [train Apprentice reps](#). The materials include an introductory presentation, designed to be used by colleges to generate initial interest from apprentices. It focuses more on introducing apprentices to the concept of learning and teaching and how they can effectively feedback about their experience at college, whilst also introducing them to the role of the apprentice representative.

The materials for the training session, aimed at newly elected apprentice reps, contain a presentation, workbook and evaluation form. The training aims to develop apprentices' confidence in their rep role, as being an apprentice rep for the first time can be a daunting prospect.



2.7 Surveys

<u>What</u>	<u>Survey window</u>	<u>Purpose</u>
College Student Satisfaction and Engagement Survey (SSES)	8 week window between early March and end of April, during which colleges will be able to operate their survey for a period of 4 weeks.	An annual survey for college students run by the SFC. There are ten questions in the survey that relate to students' satisfaction with their college experience. The final question is about how the students' association influences change at the college. The SSES is a national approach to monitoring student satisfaction and engagement that, over time, will provide a consistent basis for college regions to evidence impact and improvement within their outcome agreements.
Early/Initial Experience Survey (or equivalent)	Around October/ November	Most colleges will run a survey shortly after the start of the 1 st semester. This will look at induction processes and initial impressions.
End of year Survey (or equivalent)	Around March/April	This survey will ask students to reflect back on their year in relation to student satisfaction, learning and teaching and overall engagement. Many colleges choose to include the 10 SSES survey questions into their end of year survey, along with their own College specific questions.
End of module/unit surveys	End of each semester	These are usually short surveys, issued at the end of each semester, which provide an opportunity to give direct feedback to the teaching staff on the module or unit, on things such as content, teaching methods and assessment & feedback.

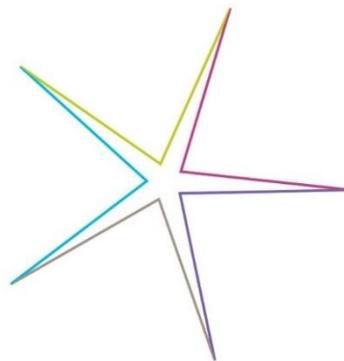




3. Tools of the Trade

3.1 Acronym Buster

ALO	Area Lead Officer
CDN	College Development Network
CoWA	Commission on Widening Access
CPD	Continued Professional Development
DfE	Department for Education
DYW	Developing the Young Workforce
EdS	Education Scotland
EREP	Evaluative Report and Enhancement Plan
GAP	Gender Action Plan
HGIOC	How good is our college?
HMI	Her Majesty's Inspector
KPI's	Key Performance Indicators
NUS	National Union of Students
OfS	Office for Students
PSRB	Professional, statutory or regulatory body
SAAS	Student Awards Agency for Scotland
SEF	Student Engagement Framework
SFC	Scottish Funding Council
SIMD	Scottish Index of Multiple Deprivation
SLE	Student Learning Experience
SMG	Senior Management Group
SPA	Student Partnership Agreement
SSES	Student Satisfaction and Engagement Survey
STM	Student Team Member
UCU	Universities & Colleges Union





3.2 Key sparqs contacts as at August 2018

To email a member of staff use the following format: firstname.surname@sparqs.ac.uk

Simon Varwell

Development Consultant

Colleges - all of the UHI colleges and North East Scotland College

Universities - RGU, Aberdeen, The Open University and UHI.

Morven Stewart

Development Consultant

Colleges - Ayrshire, Glasgow Clyde and Glasgow Kelvin.

Universities - GCU, Glasgow School of Art, the Royal Conservatoire of Scotland and Strathclyde.

Lindsay Isaacs

Development Consultant

Colleges - Borders, City of Glasgow, Dundee & Angus, Fife and SRUC.

Universities - Edinburgh Napier, QMU, SRUC and University of Glasgow.

Stef Black

Development Consultant

Colleges - Dumfries & Galloway, New College Lanarkshire, South Lanarkshire and West Lothian.

Universities - Edinburgh, Heriot-Watt and UWS.

Steph Kirkham

Development Consultant

Colleges - Edinburgh College, Forth Valley, Newbattle Abbey and West College Scotland

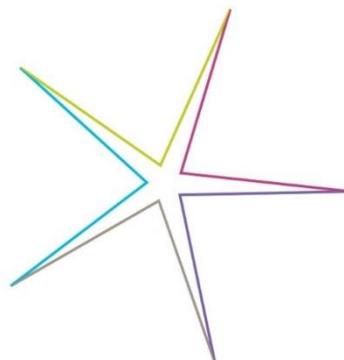
Universities - Abertay, Dundee, St Andrews and Stirling

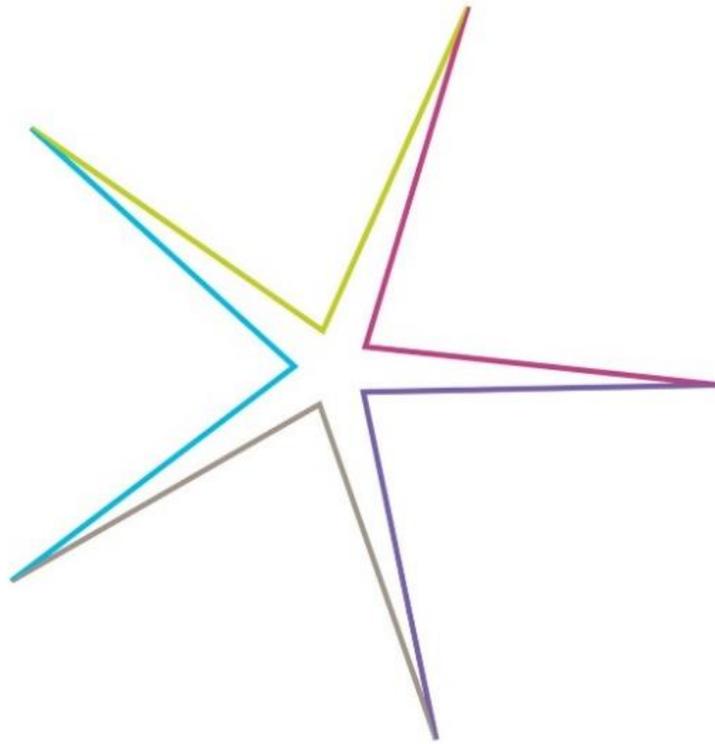
3.3 Where to find out more

WonkHE (pronounced wonky) – <http://wonkhe.com> (mostly HE, but some college stuff that may be relevant too)

More information on Apprentices - www.apprenticeship.scot and <https://www.apprenticeships.scot/take-on-an-apprentice/graduate-apprenticeships/>

College Development Network - <https://www.cdn.ac.uk>





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Registration number SC046172



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