

Nomination of SHEEC Student Representatives and Student Enhancement Theme Lead (2020-21)

The role of the Scottish Higher Education Enhancement Committee (SHEEC) student representatives

SHEEC is the main group responsible for the Enhancement Themes in the sector. Every Scottish institution is represented on SHEEC usually by their vice principal (learning and teaching) or equivalent. The [membership for 2019-20](#) is available on the QAA Scotland web site.

The student representative role involves participating in meetings of SHEEC (usually three per year; dates for 2020-21 are to be confirmed), preparing for meetings by reviewing the agenda and papers and liaising with QAA Scotland officers on agenda business and topics. In session 2020-21 we will be refreshing SHEEC's Vision and Strategy, which will set out SHEEC's future priorities and ambitions.

QAA Scotland reimburses meeting travel expenses for SHEEC student representatives.

The role of the Enhancement Theme Student Lead

The Student Lead plays a key role in ensuring the student voice informs Enhancement Theme activities. The Student Lead works with colleagues across the sector developing student-focused resources and contributing to sector events, such as Enhancement Conferences. To see some of the great student-led work produced as part of Evidence for Enhancement: Improving the Student Experience, take a look at our work on [Responding to the Student Voice](#) and [Students Using Evidence](#).

In addition to attending meetings of SHEEC (three per year), the student lead will also attend meetings of the Theme Leadership Team (approximately four per year) and the Theme Leaders' Group (usually four per year). The new Enhancement Theme is starting in 2020 and there will be an important role for the Student Lead in establishing a strong student voice from the very beginning of the Theme.

More generic information about Themes management is available from the [Enhancement Themes](#) web pages.

So what's the new Theme all about?

Find out more by taking a look at a **short paper (appendix below)** outlining the scope of the next Theme.

If you need more convincing about the value of this role and what you can gain from it, and might bring to it, hear what our 2019-20 Student Theme Lead, [Alex Hedlund](#), has to say.

What is the nomination process?

Nominations can be made either by Student Associations or through student self-nomination. If Student Associations are nominating a student, please check the nominee is willing to sit on SHEEC. Self-nominees should inform their Student Association and include

the name and email contact details of someone who will second (or support) their nomination.

We also advise you to liaise with your SHEEC staff representative regarding nominations.

We need: the name and email contact details of the person being nominated (nominee). We would also like a short (around 200 words) statement from the nominee, indicating why the person is suitable and what their skills and experience will allow them to bring to SHEEC.

Please provide these details by 19 May 2020.

In making a nomination, please consider the following:

- The nominee doesn't need to be a sabbatical officer, but would need to demonstrate experience and involvement beyond their immediate programme and department/school
- There can be only one nomination from each Student Association – Student Associations can nominate someone from another institution
- Some (or possibly all) of the student members of SHEEC will be invited to join the Theme Leaders' Group – which is the group responsible for organising the current Enhancement Theme.

In the event of there being more nominations than vacancies, QAA Scotland will consider the following factors and, if necessary, hold a ballot by email (details of any ballot will be provided should the need arise):

- The value in having a spread of institutional type represented on SHEEC
- A desire to include nominations from Student Associations which are not affiliated to NUS as well as those which are
- The order in which nominations are received.

If you also wish your **SHEEC nominee** to be the **Theme Student Lead** for 2020-21 please include **additional text** (around 200 words) indicating why the person is suitable and what their skills and experience will allow them to bring to the role. Please note that the Student Theme Lead has automatic membership of SHEEC.

We look forward to receiving nominations by **19 May 2020** to ARCAdmin@qaa.ac.uk

Need to chat?

Interested but want to talk it through? We want to hear from you! If you would like to have a chat about either of the roles, please contact us at ARCAdmin@qaa.ac.uk

Resilient learning communities - Enhancement Theme 2020-23

Key questions the sector would seek to address through the next Theme:

1. We want to ensure the sector is agile enough to meet the changing needs & values of an increasingly diverse student community, and a rapidly changing external environment.
 - What will our learning communities look like by 2023? And how can we prepare for the learning communities of the future?
 - Who are our students and how will they want to learn? How will we gain a clear understanding of the nature and learning needs of our current and likely future student population? What granular information do we need to enable us to support their learning better?
 - How can we capitalise as a sector on the attributes students bring into their learning?
 - How do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our infrastructure?
 - How should we anticipate, influence and respond to the changing external environment? How can we engage with our stakeholders and ensure we are influencing strategy and policy both in Scotland and beyond?
2. In seeking to address these questions, the Theme would operate at three levels: sector strands (with the aim of involving all HEIs), collaborative clusters (between groups of HEIs) and individual institutional activity.

Sector strands

3. Sector strands would have a focus on students and staff as well as being aimed at influencing and engaging with stakeholders. We would draw on our established collaborative and collegiate approach which supports the identification of common trends between institutional strategies and sector-wide priorities in learning & teaching. Specific strands of activity might include:
 - Building on past success, preparing a digest of previous Enhancement Theme learning and tools to ensure we are building on past work. This would include drawing on Evidence for Enhancement, Student Transitions, Graduates for the 21st Century, as well as the suite of Focus On and related activity.
 - Learning from international practice on responding to diverse student needs, as well as drawing on work in the previous Themes to promote good practice in responding to the needs of different student groups.
 - Conducting a sector-wide piece of work (perhaps a meta-literature review) to help us understand what we really mean by learning communities.
 - Identifying key (external) drivers for change in the curriculum and/or wider student experience and focusing sector strand activity around those. For example, the rapid adjustment to online delivery and assessment, or the likely increased drive towards work-based learning.

Collaborative clusters

4. The collaborative clusters have been highly successful in the current Theme: enabling wider groups of staff and students to be directly engaged in the work of the Theme; and supporting quick progress on matters of priority to particular groups of institutions, ultimately benefiting the whole sector.
5. While there might be some continuity from the current to the new Theme, we also anticipate refreshing the collaborative clusters for 2020-23. A series of 'sandpit sessions' will be facilitated in September to support brainstorming on topics for clusters to run during 2020-23.
6. Potential topics might include (these are illustrative and not exhaustive or prescriptive):
 - Skills and work-based learning
 - Student and staff wellbeing
 - De-colonising the curriculum

Institutional activity

As with previous Themes, each institution will be asked to formulate a plan of work under the broad auspices of the Theme. This will provide scope for institutions to make the Theme their own but also to share practice and learning with the rest of the sector.