

## Scottish Higher Education Enhancement Committee

### Terms of reference

#### Role and operation of the committee

1. The **role** of the Scottish Higher Education Enhancement Committee is to support and promote quality enhancement of the student learning experience within Scottish higher education and to ensure that higher education in Scotland continues to be regarded as being at the forefront of developing and enhancing the student learning experience and student success. This will be achieved through:
  - embedding effective enhancement-led approaches to managing quality within Higher Education Institutions (HEIs)
  - sharing innovative practice between HEIs
  - continuing review of the areas/topics to be pursued through the Enhancement Themes and other related SHEEC work and projects (such as Focus On and Learning from ELIR projects) in supporting HEIs' enhancement work
  - supporting the evaluation of the effectiveness of the Themes and other SHEEC work and projects in supporting HEIs enhancement work
  - providing a developmental and supportive environment for SHEEC members to consider key policy issues and how to support and manage change in institutional quality cultures.
2. The work of the Committee will draw on, and be informed by, national and international developments This will include the maintenance of productive working relationships nationally with Quality Enhancement Framework (QEF) partners: the Quality Assurance Agency Scotland, the Scottish Funding Council (SFC), National Union of Students Scotland (NUS), Student Participation in Quality Scotland (sparqs), Universities Scotland (NUS) and the Higher Education Academy (HEA), as well as with other relevant national and international groups.
3. The **work** carried out by the Committee will be concerned with:
  - developing approaches to the institutional strategic management of quality enhancement. Topics within this could include how best to: engage with/embed an enhancement-based approach to quality; embed innovation; engender an enhancement-led culture and practice and engage staff and students at all levels within the HEI; facilitate the development of the reflective institution and taking forward the outcomes of these.
  - engaging with and supporting the Themes and other SHEEC work and projects. This will include Themes work institutionally and across the sector, including support for events such as the annual enhancement conference
  - maintaining a sector-wide overview of institutional strategic priorities and plans in respect of the Themes and other SHEEC work and projects
  - periodic revisiting of the overall outcomes from Themes and consequent new developments/practices emerging across the sector as HEIs embed new approaches. This revisiting could also include some element of review or scanning of developments elsewhere including nationally and internationally and from ELIR reports through thematic overview reports

- regular review of the programme and timetable of Themes, projects and other work
  - reviewing the overall impact of the Themes and other SHEEC work and projects in contributing to enhancement of the student learning experience.
4. The outcomes of this work are intended to have a major and long term benefit in terms of:
    - supporting the embedding of an enhancement-led approach to quality within HEIs both individually and collectively
    - supporting HEIs in their work to enhance practice in particular areas
    - gaining an overview of the overall impact on the student learning experience in Scotland and
    - providing a developmental and supportive environment for SHEEC members to consider key policy issues and how to support and manage change in institutional quality cultures.
  5. The Committee will make reports and, where required, recommendations to the Universities Quality Working Group. It will receive regular reports from the Themes and related SHEEC projects on their progress and any substantive issues arising.
  6. In order to help inform its programme of work, the Committee will also receive summary reports on general enhancement issues and potential topics including those identified through the reports of Enhancement-Led Institutional Reviews.
  7. The Committee will be resourced along the same lines of the existing Theme committees with a budget for such things as workshops and conferences including the annual conference, and the commissioning of reviews, research and development work.
  8. The committee will meet at least three times a year and will have, where appropriate, workshops related to key policy areas.

### **Membership**

9. Members of the committee are senior colleagues from across the sector who have institutional responsibility for teaching and learning (for example, Vice-Principals, Assistant Principals or other staff with similar institution-wide responsibilities) and have a pivotal role in supporting the embedding of effective enhancement-led approaches to managing quality in HEIs.
10. Every Scottish HEI has a representative on the committee. There are also four student members, in addition to observers from NUS, sparqs, US, TQF and HEA. Any committee member who is unable to attend more than one of the three meetings for the year should arrange to nominate another senior colleague as an alternate and notify QAA officers accordingly.
11. The term of office for student representative members is one year, from 1 September to the 31 August.
12. A Chair and Vice-Chair will be elected from among the institutional representatives. The term of office for both positions is three years from 1 September to 31 August. One second consecutive term of office is permitted for both positions.

### **Current Office Bearers**

Chair – Professor Peter McGeorge, University of Aberdeen, 1 September 2017 to 31 August 2020 (second term)

Vice Chair – Dr Alastair Robertson, Abertay University, 1 August 2016 to 31 August 2019 (first term)