

Introduction to the Student Learning Experience (SLE) model (Screencast) #3

Transcript

0:00

Welcome to our short introduction to the sparqs Student Learning Experience Model or SLE model.

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If you'd like to, you can access a copy of the model using the QR code on the slide.

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This slide shows the acronyms that we've used in this resource and we've also shared another QR code to our sparqs Acronym Buster, and you may find this helpful as you navigate terminology within the Scottish tertiary sector.

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In this short introduction, we plan to explain why do I need to know about the Student Learning Experience Model?

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What's the background to the model?

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How does it link with the Tertiary Quality Enhancement Framework?

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What is the SLE model and how should or could it be used?

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So let's start by outlining why you need to know about the Student Learning Experience model.

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Well, firstly, it's a sector wide reference point which underpins Scotland's shared emphasis on a student-centred approach and the importance of working in partnership to enhance learning and teaching practices within tertiary education.

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The SLE model helps us to breakdown the holistic student learning experience into important building blocks in a way that allows us to use common language and understanding.

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It aids our reflective practice in the context of Scotland's Tertiary Quality Enhancement Framework, which are the quality arrangements for Scottish colleges and universities.

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It maps onto relevant professional standards for colleagues working in these institutions and can help support our professional development.

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And finally, but crucially, it provides a framework for genuine dialogue with our students.

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So we've mentioned the Tertiary Quality Enhancement Framework, or TQEF, and this image provides more detail about the shared principles that have been used to shape this framework's development and which underpin and permeate every aspect of it.

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These six principles are enhancement and quality, culture, externality, data and evidence, student engagement and partnership, supporting student success and excellence in learning, teaching and assessment.

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And at the core of these shared principles is the desire to deliver better outcomes for our students and to place them at the heart of the framework.

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And the SLE model was developed to underpin the principle of student engagement and partnership, but it also plays a role in two other principles, namely supporting student success and excellence in learning, teaching and assessment.

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So how was the SLE model developed?

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Well, it was an existing tool that sparqs have used with course reps for more than a decade to support their understanding of different elements which make up the holistic concept of the student learning experience.

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Important features to be aware of for the 2023 version are that it was founded on the views of students across Scotland on what makes an excellent quality learning experience and this was achieved by co-creating it with more than 300 students who represented 36 Scottish tertiary institutions.

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Key stages in the development of the model included desk-based research and sector benchmarking to update the existing model using existing reference points, and this was then followed by a series of national workshops, establishing a student and staff advisory group and dialogue with various sector committees in Scotland.

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So let's go into more detail about the SLE model.



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It can be used across a range of diverse learner journeys and it's intended to support the provision of a high quality learning experience to all students, however and wherever they learn.

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The model comprises 9 building blocks which are shown in the coloured sections on the slide here, or in the model itself if you want to download that.

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And each of these represent a key element of the student learning experience and help to break this down into practical bite sized chunks which can then be explored and discussed by students and staff using partnership approaches.

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The model also has three lenses which can be applied to each building block and these are equality, diversity and inclusion, mental health and well-being, and sustainable development.

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And finally, in terms of the content of the SLE model, each building block has an accompanying set of 10 reflective questions, which can be used to develop an understanding of both strengths and areas for future enhancement.

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This slide shows the 10 reflective questions for the Assessment and Feedback building block.

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So you might want to pause the presentation to read these in detail or you may prefer to consult the SLE model itself to read these.

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So if we move on to consider how should or could the SLE model be used?

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It's not intended to be a checklist, but it is a key sector reference point within the TQEF.

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It plays a role in supporting institutions with Self Evaluation and Action Planning, which is known as the SEAP, and in institutional Tertiary Quality Enhancement Review visits.

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It's also a practical tool that has other potential uses for individuals, for programme teams, for institutions and for Students' Associations.

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For example, we've mentioned that it can play a key role in promoting and supporting dialogue between staff and students, particularly during staff student meetings.

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It's also an excellent tool for prompting reflection and enhancement planning, either as part of annual quality and course review processes or as a key element within staff development activities.

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You can also see further potential uses within the SLE model itself, and we'll be capturing other uses in case studies from a variety of Scottish tertiary institutions, so keep a lookout for these.

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So we've already mentioned that the SLE model plays a role in supporting institutions with Self Evaluation and Action Planning, or SEAP, and this is an annual process undertaken as part of the quality arrangements in Scotland.

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SFCs guidance on quality for colleges and universities includes an annex dedicated to SEAP and this outlines how the SLE model should be utilised by staff in activities that underpin 3 of the TQEF principles, namely Excellence in Learning, Teaching and Assessment, Supporting Student Success and Student Engagement and Partnership.

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And further details around the role of the SLE model within SEAP are explained in one of our other sparqs resources.

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So in summary, we hope that this short introduction has explained why you need to know about the Student Learning Experience model, the background to the model, how it links with the TQEF, what it is, and how it should or could be used.

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And we leave you with some questions to consider in terms of what next.

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So we recommend that you download the SLE model and read it in full.

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And then we encourage you to consider some of the following questions.

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So how could the SLE model support your practice?

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How could you use it to plan a dialogue between staff and students?

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Which building blocks would you prioritise and why?



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And which building blocks might students and staff at your institution prioritise?

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And are these different?

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And if so, why?

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And whatever your role, we hope that you find this and our other resources helpful as you engage with quality arrangements within the Scottish tertiary sector.