

Enhancing the Student Learning Experience through reflection on current practice #5



Self-Directed activity

You might like to print or save this document so that you can use it as a worksheet for making your own notes.

Intended Learning Outcomes

By the end of this activity you should be able to:

1. Reflect on your professional practice in terms of embedding 'students as partners' approaches.
2. Identify an area of the Student Learning Experience that you wish to enhance using a 'students as partners' approach.
3. Make initial plans for a related enhancement activity using the [Student Learning Experience \(SLE\) model](#).

Format

- Asynchronous resource.
- 30 minutes, self-directed activity.

Intended audiences

- Staff members working with students (in academic & professional services roles).
- Students' association staff.
- Sabbatical officers and course reps.

Acronyms

- SLE = Student Learning Experience
- sparqs = student partnerships in quality Scotland

Mapping to Professional Standards

[Professional Standards for Lecturer's in Scotland's Colleges](#) (GTCS): 1.1.2; 1.2.2; 1.3.2; 2.2.2/5/11; 2.5.1/3/6; 3.1.2; 3.2.2; 3.3.2/3; 3.5.2

[Professional Standards Framework 2023 \(PSF 2023\)](#) (Advance HE): V1, V5, K1, A1, A4



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Self-directed activity

a) Reflect on your current practice (10 mins)

- List concrete examples of how you work in partnership with students at the moment.

| Example | Why was this introduced? | What role do students have in this? | What role do you have in this? |
|---------|--------------------------|-------------------------------------|--------------------------------|
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b) Identify an area for future enhancement (10 mins)

- Select one priority area of your practice that you'd like to enhance using a 'students as partners' approach.
- Consider **why** you've chosen this (e.g. what evidence or data is available to you?).

Your notes:

c) Make initial plans for an enhancement activity using the SLE model (10 mins)

- Scan the [Student Learning Experience \(SLE\) model](#), paying attention to the SLE model on page 2, and SLE building blocks on page 5. Identify the building block that relates most closely to your chosen area for enhancement.

Your notes:

- Select questions from the relevant building block that will help you to explore and enhance this area of practice further.

Your notes:

- Draft initial plans for undertaking this enhancement activity.
(Some relevant prompt questions might include: When, Where, Who, How?).

Your notes:

Follow Up Activity:

- Discuss and reflect on the findings from your enhancement plan.
- Consider the following questions, 'So What?' and 'What next?'

Worked example

a) Reflect on your current practice (10 mins)

- List concrete examples of how you work in partnership with students at the moment.

| Example | Why was this introduced? | What role do students have in this? | What role do you have in this? |
|---|--|--|--|
| Treasure Hunt activity. (for Introductory Session of Course 1, Year 1) | To build community amongst new 1 st year student cohorts. To introduce key information from course handbook in an engaging, student-centred way. | Designed treasure hunt questions. Attend session with new cohort to offer peer support. Co-facilitate Treasure Hunt. | Initiated idea. Created learning outcomes for activity. Completed Health and Safety risk assessment. Co-facilitate Treasure Hunt. |

b) Identify an area for future enhancement (10 mins)

- Select one priority area of your practice that you'd like to enhance using a 'students as partners' approach

Extension requests from students.

- Consider **why** you've chosen this (e.g. what evidence or data is available to you?).

The number of extension requests received from students on my course has doubled over the past 2 years.

Feedback from end of course evaluations and informal feedback from our course rep also suggests that some students feel overwhelmed with assessment deadlines.

I'm keen to understand why this increase in extension requests has occurred. What can I learn from my students' perspectives about this? Are there any potential solutions that might help my students feel less overwhelmed?

c) Make initial plans for an enhancement activity using the SLE model (10 mins)

- Scan the [Student Learning Experience \(SLE\) model](#), paying attention to the SLE model on page 2, and SLE building blocks on page 5. Identify the building block that relates most closely to your chosen area for enhancement.

[Assessment and Feedback.](#)

- Select questions from the relevant building block that will help you to explore and enhance this area of practice further.

[Questions from SLE Building Block: Assessment and Feedback \(p10\)](#)

1. Is the format and timing of assessments strategically planned across the course and does this process consider a range of factors including student wellbeing, avoiding clustering of assessments, and external requirements?
2. Is the format and timescale of assessments clearly communicated at the beginning of the module?
3. How do students know how to access support if they are having challenges completing assessments? Are students aware of the associated processes they can access, such as applying for extensions, and are these processes simple and accessible to navigate?

- Draft initial plans for undertaking this enhancement activity.
(Some relevant prompt questions might include: When, Where, Who, How?).

[Initial Plan: Student Consultation on Course X extension requests](#)

Note to self - Work in partnership with my course rep to refine these plans from a student perspective:

When?

- Start of next semester, during timetabled gap between Course X classes.
- Allow 45-60 minutes for consultation session.

Where?

- Seminar room (we need computer, projector and screen).

Who?

- Participants: Work in partnership with course rep to invite all Course X students to attend (advertise purpose of session, and that snacks will be provided).
- Facilitators: course rep and I (Course Leader) to co-facilitate session.

How?

- Provide snacks during session.
- Structure consultation session around the SLE questions above.
- Use Mentimeter or Padlet to enable anonymous responses to be shared by students.
- Use post-it notes and blank wall to map out the overall assessment schedule for all parallel courses during the semester.