

Co-creating an Enhancement Plan for the Student Learning Experience (at course, programme or institutional level) #8



Session Plan

Format

- On campus.
- 90 minute workshop: Standalone.
- 60 minute workshop: If Part 1 undertaken as a pre-session asynchronous activity and the break is excluded.

In advance of session:

- **Define scope: Course, programme or institutional level enhancement planning?**
- **Plan session accordingly, and clearly articulate scope to participants.**

Session components

- Part 1: Preparation and Reflecting on the current Student Learning Experience (individual reflection).
- Part 2: Sharing good practice and identifying enhancement priorities (small group discussion).
- Part 3: Ranking priorities and co-creating an Enhancement Plan (small group activity).

Intended audiences

Collaborative mixed cohorts that offer both staff and student perspectives for the defined scope of the session (course, programme or institution):

- Student lens: Students studying on course/programme, course reps, student officers, students' association colleagues.
- Staff lens: Teaching team, Course Leaders, Programme Leaders, Curriculum Leads, Quality Leads, Directors or Associate Deans for Learning and Teaching.

Mapping to Professional Standards

[Professional Standards for Lecturer's in Scotland's Colleges](#) (GTCS):

1.1.1/2; 1.3.2/3/5; 2.2.1/2/4/5/11/12; 2.5.2/3/6; 3.1.1/2/4; 3.2.1/4; 3.3.2/3; 3.5.2/3

[Professional Standards Framework 2023 \(PSF 2023\)](#) (Advance HE):

V1, V5, K1, K2, K3, K5, A1, A4

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Session outline

Scope of workshop

Enhancement planning at either course or programme or institutional level (please delete as appropriate)

Intended learning outcomes

By the end of this session participants will be able to:

1. Outline the Student Learning Experience (SLE) model and consider its relevance to their course/programme/institution.
2. Identify and share examples of good practice that have enhanced the Student Learning Experience in their course/programme/institution.
3. Discuss and rank priorities for a co-created Enhancement Plan for the Student Learning Experience in their course/programme/institution.
4. Co-create initial ideas for an Enhancement Plan for the Student Learning Experience in their course/programme/institution.

Small group composition

- 3-4 participants per group, each group containing mixture of staff and students.

Resources required

1. Electronic (via QR code) or hard copies of the [Student Learning Experience \(SLE\) model](#) – one per person.
2. A3 hard copies of the [SLE model recording diagram](#) – one per person + one extra for group.
3. [‘Diamond Nine’ Activity \(#12\) cards for SLE model](#) – one pack per group.
4. [Diamond Nine recording sheet](#) – one per group
5. Coloured marker pens (e.g. Sharpie) in two different colours - one colour for students, another colour for staff.

Part 1: Preparation and Reflecting on current Student Learning Experience

Note: Part 1 could be undertaken by participants as an asynchronous preparatory task in advance of the session.

Individual activity (20 minutes total)

Activity 1a: Preparation (10 mins)

- Familiarise yourself with the Student Learning Experience (SLE) model.
 - Start with: 'Introduction to the Student Learning Experience (SLE) model': [watch screencast](#) or [read summary paper](#).
 - Flick through the [Student Learning Experience \(SLE\) model resource](#), reading page 5 (SLE Building Blocks) in full.
- Reflect on how the SLE model could be used to inform an Enhancement Plan for your course/programme/institution.

Activity 1b: Identify good practice and your priority area for enhancement. (10 mins)

You will need: A copy of the [SLE model recording diagram](#).

- Work around the SLE model diagram identifying and noting down existing examples of good practice for each building block from your course/programme/institution.
- Repeat this for as many building blocks and examples of good practice as you can.
- Pause, reflect and consider any gaps on your SLE model diagram.
- Identify one building block that represents your top priority for an Enhancement Plan for the Student Learning Experience in your course/programme/institution.
- **Note: Be ready to share your SLE model diagram, and to discuss your examples and priority building block in small groups.**

Part 2: Sharing good practice and identifying enhancement priorities

Small group activity (20 minutes)

Activity 2a: Sharing good practice (15 mins)

You will need:

- For reference - your individual SLE model diagrams (from Activity 1b).
- A new copy of the [SLE model recording diagram](#) for your group.
- Marker pens in two different colours.

Small group composition:

- 3-4 participants per group, each group containing mixture of staff and students.

Individually

- Select the appropriate colour pen (one colour for all student group members, and a different colour for all staff group members).
- Add a tick (✓) to the relevant building block on your group's SLE model diagram for every example of good practice that you identified during Activity 1b.

As a group

- Review your group's SLE Model diagram and discuss the pattern of distribution of ticks (good practice).
 - Which building blocks had the most ticks?
 - Which building blocks had fewest (or no) ticks?
 - Were there any differences between students and staff? Why might this be?
 - Work around each building block, inviting group members to share and discuss one example of good practice that they identified during Activity 1b.
 - Capture each example of good practice on your group's SLE Model diagram.
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Activity 2b: Identify individual priorities for an Enhancement Plan (5 mins)

- Without further discussion, invite each group member to individually circle the building block that represents their individual top priority for an Enhancement Plan for the Student Learning Experience in their course/programme/institution.
 - Which building blocks had the most circles?
 - Were there any differences between students and staff? Why might this be?
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Break (10 mins)

We suggest including a 10 minute break here if combining Parts 1, 2 and 3 of the session.

Part 3: Ranking priorities and co-creating an Enhancement Plan

Small group and plenary activity (40 minutes)

Activity 3a: Small group - Ranking enhancement priorities (15 mins)

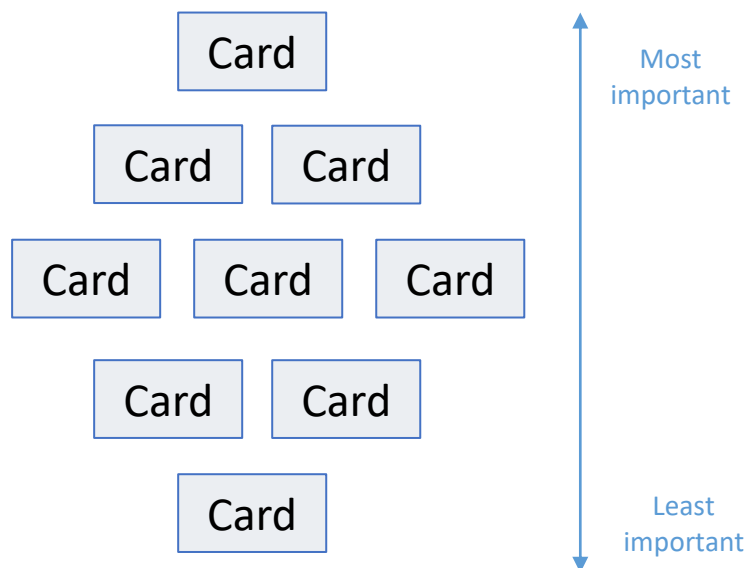
You will need:

- Your group's SLE model diagram.
- A pack of [Diamond Nine' Activity \(#12\) cards for the SLE model](#), and a [Diamond Nine recording sheet](#).

As a group

In your small group, you will rank your priorities for the enhancement of the Student Learning Experience in your course/programme/institution using a Diamond 9 Activity.

- Ensure that everyone's voice is heard. We suggest inviting student members of your group to share their thoughts first.
- Nominate the following roles and tasks:
 - Timekeeper: keeps the group to time.
 - Scribe: writes down key discussion points during the activity.
 - Spokesperson: feeds back verbally to wider group at end of session.
- Discuss, negotiate, rank and arrange your 9 cards into the 'Diamond 9' shape shown below. Ensure that your 'Scribe' captures key discussion points on your Diamond 9 recording sheet as you do this.
- The blank card is intentional, your group can add your own category to this if you wish to, otherwise there is no need to use it.



Activity 3b: Small group – Initial enhancement planning (10 mins)

As a group

- Select the top-ranked SLE building block from your Diamond 9 activity.
- Brainstorm initial ideas for a draft Enhancement Plan for this SLE building block.

Activity 3c: Plenary – Share group outputs (10 mins)

In plenary

- Invite each group to share:
 - a. Their priority area for enhancement (from Activity 3a) with other groups.
 - b. One **example from their draft Enhancement Plan** (from Activity 3b) with other groups.

Activity 3d: Plenary - Summary and close: (5 mins)

In plenary

- Summarise key messages and outputs from the session and agree next steps for Enhancement Planning.