

Development of Student Learning Experience model and accompanying principles

Context

In June 2021, the Scottish Funding Council (SFC) published its final report of its *Review of Coherent Provision and Sustainability*. One of the recommendations in the report was to develop:

'a single framework for quality for colleges and universities, to uphold academic standards and secure enhancement of the learning experience of students. This framework should have at its heart making Scotland the best place to be a student within a college or university and sharing good practice across tertiary education'.

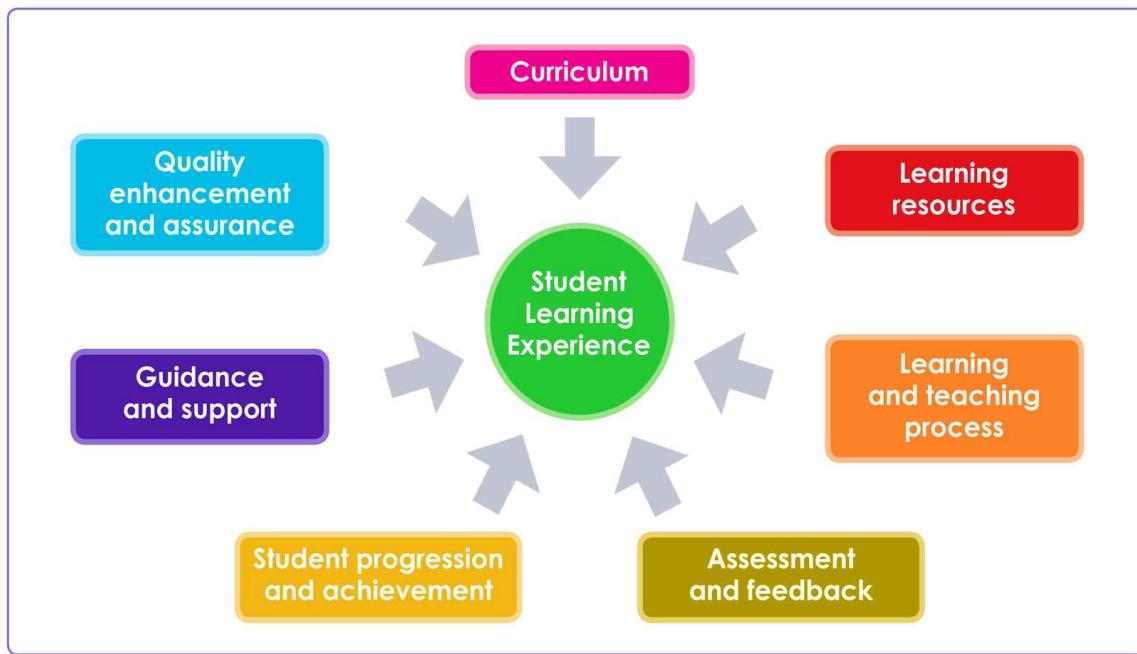
The new tertiary approach seeks to put the experiences of students at the centre of the sector's approach to quality. This necessitates a dialogue with students around learning and teaching and the range of professional services that support it.

To facilitate this dialogue, SFC commissioned sparqs to develop a shared sector reference point - the Student Learning Experience model. This model is being developed by students in partnership with staff across the sector, in order to be focused on what matters most to students studying in Scotland's colleges and universities. The model will form one element of how the sector engages with students as partners within the quality arrangements. For further context, please see the [project webpage](#).

sparqs' work to date

In developing this model, we built upon our [existing Student Learning Experience \(SLE\) tool](#). The existing tool is used widely across the sector and is the foundation of the training that sparqs delivers to course representatives. The tool breaks the SLE into several building blocks and then facilitates dialogues with a series of prompt questions, which help students explore their experiences within each building block.

The current SLE tool looks like this:



To develop the tool, sparqs began by undertaking a piece of desk research, investigating a range of existing sector reference points and research that explore the Student Learning Experience and set out principles for the types of activity that contribute to excellence in the student experience. Reference points we used included the UK Quality Code; Our Best Future (Education Scotland); a range of student surveys, including the National Student Survey (NSS), Student Satisfaction and Engagement Survey (SSES), and Postgraduate Taught Experience Survey (PTES); professional standards for teaching staff in both universities and colleges and some international reference points¹. This desk research suggested the following key areas as the major building blocks of the Student Learning Experience:

- Curriculum.
- Learning resources, environment and technologies.
- Learning, teaching and research process/approaches/pedagogy.
- Assessment and feedback.
- Progression and attainment/learner journey/transitions/pathways.
- Academic and pastoral support and guidance.
- Quality enhancement and assurance/monitoring and evaluation.
- Student voice/engagement/partnership.
- Learning/academic/research community.
- Personal and professional skills development.
- Organisation and management.
- Equality, diversity, inclusion and wellbeing.

Over summer 2022, sparqs piloted a workshop which we delivered at 3 events: our May 2022 joint meeting of our advisory groups and networks (JAG, NEON and SESN); to student officers and students' association staff at our That's Quality 2022 Residential; and to student rep trainers at our Associate Trainer Residential. These pilot workshops served a dual purpose – to begin the data gathering exercise to shape the new SLE model, and to gather initial feedback from experienced staff and students on the workshop itself and how we can most effectively deliver it across Scotland over the next

¹ The complete analysis of sector reference points is attached as an appendix to this paper.

few months. The pilot workshops formed the basis of the creation of an institutional SLE workshop series, which we subsequently delivered across the Autumn/Winter term of the 2022/23 academic year.

Phase 1 - September to January

In line with the SFC's intention to ensure this work is fully centred on the views of students, the SFC asked sparqs to undertake a major piece of work with students studying across the tertiary sector, to explore the key principles and approaches that constitute an excellent Student Learning Experience.

In phase 1 of this project (from September to January), sparqs worked with students to identify the principles of the Student Learning Experience that matter most to them. This took the form of a series of workshops with student reps and diverse student groups across Scotland. These workshops were designed to capture the views of students on what makes a good student learning experience.

We arranged sessions with students' associations and institutions to run workshops with their students. These workshops were facilitated by sparqs' Development Consultants, with some workshops delivered online and some in-person, depending on the format which worked best for the institution. 21 workshops took place across Scotland's colleges and universities during Phase 1 of the project, in addition to the 3 pilot workshops delivered during summer 2022.

Who did we speak to?

In phase 1 sparqs engaged with **301 students** from Scotland's colleges and universities. We ran institution-specific workshops with the following institutions:

Abertay University	Student reps	Dumfries & Galloway College	Student reps
University of Dundee	Graduate apprentices	Forth Valley College	Modern apprentices
University of Edinburgh	Postgraduate Taught students	UHI Inverness	Student reps
University of Glasgow	Student reps	NESCol Workshop 1	Student reps, including supported education students
Heriot-Watt University	Student reps	NESCol Workshop 2	LGBT+ Society
Queen Margaret University	Student champions	New College Lanarkshire	Student reps & students
Robert Gordon University	International students	South Lanarkshire College	Student reps & students
University of St Andrews	Student reps	West College Scotland: Workshop 1	Apprentices
University of Strathclyde	Widening access students	West College Scotland: Workshop 2	Senior phase school pupils studying at college
University of Stirling	Student reps	West Lothian College	Students

In addition to the institutions listed above, students and/or student officers from the following institutions also contributed to Phase 1 of the project through our cross-institutional workshops, including those in the pilot phase:

- Ayrshire College
- City of Glasgow College
- Edinburgh College
- Fife College
- Glasgow Clyde College
- Glasgow Kelvin College
- UHI Moray
- UHI Orkney
- UHI Perth
- SAMS & Argyll College UHI
- UHI Shetland
- SRUC
- University of Aberdeen
- Edinburgh Napier University
- Glasgow Caledonian University
- Glasgow School of Art
- University of the Highlands & Islands
- University of the West of Scotland

In this workshop series, we wanted to ensure that we were hearing from a diverse range of students from different demographics and levels of study, to ensure that the model works for all students however and wherever they learn. We therefore ran some workshops for specific groups of the student body, including international students; widening access students; and LGBT+ students. We also ran workshops with students studying at several levels of study and types of course, including modern and graduate apprentices, undergraduates across all year groups, postgraduate taught students, senior phase school pupils studying at college, and students studying on supported education programmes.

In addition, all participants were asked to complete a diversity questionnaire, to ensure the workshops as a whole heard from a diverse range of participants and that no student groups were unintentionally excluded from the project. The data from the questionnaires is still being inputted at the time of writing, but from the last data submission in mid-January here are some of the headlines (please note that these are indicative figures and do not represent a comprehensive analysis, and include respondent data from the pilot workshops where this diversity data was captured):

- 40% of respondents were over the age of 25.
- Just under a third of respondents identified as having a disability.
- 54% of respondents were women, 43% were men, and 3% were non-binary.
- 4% of respondents were trans.
- A third of respondents were Black and Minority Ethnic (BAME).
- A quarter of respondents described themselves with a term other than heterosexual/straight.
- 1 in 10 respondents were parents and 7% were carers.
- 1 in 10 respondents were care-experienced.
- 12% of respondents were studying part-time or studying their course while released from work.
- 51% of respondents were Scottish. 38% were international students (non-EU), 7% were EU students, and 4% were from the rest of the UK.

This snapshot was taken when approximately one third of the total number of students had undertaken the workshop, so while some of the statistics may be broadly indicative of the final cohort demographics, it is possible that the overall picture may change significantly for some of these areas. Once the inputting stage is complete, spars will look again at the data and consider whether there are any cohorts from which we have not yet sufficiently heard and how this can be responded to in Phase 2 of the project and beyond.

Phase 2 - February to May

In Phase 2 of the project, sparqs has begun by undertaking an initial thematic analysis of the principles data gathered in Phase 1. From this analysis, sparqs has identified an initial longlist of draft principles under each of the building blocks. These principles, and the wider phrasing and structure of the building blocks themselves, will be consulted upon and workshopped with students and staff across the sector at several national committees and events - we want to ensure that there is consensus at a sector-level on the model, so that, whilst it is centred on what students have said, it is owned by everyone. Sector committees and events we will attend include:

- CDN Quality Network
- College VP Network
- National Education Officers' Network (NEON)
- Scottish Higher Education Enhancement Committee (SHEEC)
- Student Engagement Staff Network (SESN)
- The Quality Forum (TQF)

Alongside this sector consultation activity, sparqs will establish a student and staff consultative group. This group will comprise volunteers from our existing networks (our Joint Advisory Group (JAG), NEON and SESN) as well as individuals with sector expertise on topics we need the model to support, such as EDI, digital learning and sustainability in the curriculum. This group will develop sections of the model in more detail, including considering key aspects of the model, such as how it should address the diversity of the student body, how we can ensure the model can be used for all modes of study, e.g. FE, HE, Apprentices and PGT, etc.

Once we have agreed as a wider group on the suggested new building blocks for the SLE, and their accompanying principles, sparqs will propose a Student Learning Experience model to be incorporated into the Framework, to be shared with the Scottish Funding Council in its final draft form in early May 2023.

After May, we will develop accompanying practices which will sit under the agreed upon building blocks and their principles. Some of the statements listed in the current longlist of principles may move to practices if they are deemed to be more suitably located at this more granular level.

A note on the draft principles:

We have begun the process of analysing the principles (over 500 in total) written by students at the workshop series. At the time of writing, this analysis of the data is still ongoing. Please therefore regard the longlist of draft principles below as an early version indicative of the completed list, but not as the final version which may be shown at other committees and events. This next stage of development will be iterative, with stakeholders given opportunities to shape the principles over the coming months. SHEEC is the first committee to see these principles and the final Phase 1 workshop with students took place only a week before this paper was prepared.

Please also note that the below set of draft principles is a summary of the themes coming out of the workshops with students and does not represent an exhaustive list of all the potential principles which could or should be included under each building block. The purpose of Phase 2 of the project is to use these draft principles as a starting point for discussion, and to identify gaps and suggest alternative phrasing in the existing list.

Initial reflections on the overall model and its 'building blocks' post-phase 1:

- In the current SLE model, the topic of *student voice* is included within the *quality enhancement* building block. For the workshops, we separated these two topics out, but students struggled to comment on 'quality' without the *student voice* part included. We would recommend bringing these back together in the final model.
- *Organisation and management* is not part of the current SLE model, but it was something students in the workshops commented on extensively. We would suggest that we should strongly consider adding this as a block in the new model.
- Although students did have several reflections on the *personal and professional skills development*, it wasn't always a category they intuitively understood. Should this building block perhaps be subsumed into the wider 'curriculum' block? Or is there value in keeping it separate?
- Students had a great deal of contributions to make on the *equality, diversity, inclusion and wellbeing* block. It was also a prominent theme throughout students' contributions to all of the other building blocks. Should it stay as a separate block or should we ensure it is captured within all of the blocks instead of being standalone? Or both?
- When developing the draft principles, it is evident that often students are talking about a concept we already have specific wording for in the sector (e.g. authentic assessment, metaskills), but that students in the workshops were not aware of this language. In the final set of principles, should we adopt the language students are using and familiar with, or should we use established wording from the sector?
- Some of the principles suggested by the students are, at least in part, outwith the control of the institution, such as principles related to accommodation and travel. Should these still be included in the final set of principles?

Our questions for SHEEC:

- 1) What do you think of the draft principles? What principles should stay in the final version of the model, what should be adapted, and what is missing?
- 2) What are your thoughts on the initial reflections and questions posed above on the overall model?
- 3) Which of the 12 proposed building blocks should we keep as they are and which blocks could be combined together? What should we call each of the building blocks?
- 4) What are your thoughts on the overall direction of the model? How does this work fit into current activity at the institutional and national level?
- 5) Would you like to volunteer to be involved with the project further as part of the student and staff consultative group? What would SHEEC like its role to be in relation to this model going forward?

Student Learning Experience Model: Draft Principles

Curriculum

- **Course design** involves **student input** and students have the opportunity to work in partnership with their institutions to amend, change and enhance their curriculum.
- Students understand **why** they are learning content, with **learning outcomes** shared with students at the start of the course and a curriculum which clearly links to the **assessment** of the course.
- Students are given clear guidance on the content of **optional courses** and their respective pathways through the programme as a whole.
- Course content is **reviewed regularly** to ensure it remains up to date and accurate.
- All subject areas aim for an **inclusive curriculum** which allows for and encourages engagement from students from all backgrounds and demographic areas.
- The curriculum of the programme contains opportunities for professional networking and placements where applicable, and courses are designed to allow students to undertake learning in realistic contexts.

Learning Resources, Environment and Technology

- Learning and teaching resources, both physical and digital, are kept **up to date**, relevant, and of industry standard.
- Course materials are **accessible** to all, provided in a **variety of formats**, and institutions proactively engage with students with additional needs to ensure resources can be used effectively.
- Learning resources are provided that function across all **modes of learning** (e.g. online, hybrid and in-person) and for use across different types of equipment (e.g. mobile phone, tablet, laptop).
- **Support for using learning resources** is visible, regularly signposted to students and staff, and provided consistently across all subject areas and levels of study.
- **Spaces for learning are fit for purpose**, adaptable, accessible, and designed with and for students.
- Students have access to sufficient **individual and group study spaces** and spaces are provided that promote community learning, both online and in person.
- Students have equity of access to **library** resources (both physical and digital), including sufficient subject-specific provision, within all levels of study and subject areas.
- The **virtual learning environment** is effective and accessible for all, with a consistent layout and structure across courses and services so that online resources are simple to find.

Learning, Teaching and Research Process/Approaches/Pedagogy

- The **pace and structure** of teaching over the whole programme is well-structured and students can follow the progression of the course.
- **Introductory courses** for skills that are relevant to the programme as a whole are provided early on in the programme.
- Consideration is given to the **mode of learning** of the course (e.g. in-person, online, hybrid), including what level of flexibility can be given to the student to engage.
- There is a balance of different **methods of teaching**, with students getting to experience a diversity of approaches throughout the programme.

- Approaches to learning and teaching are **accessible and inclusive**. Teaching methods are suited to the diverse learning styles of students and are adapted to a wide range of learning profiles and preferences.
- Students have the opportunity to take part in both **independent and group work** during their programme, with chances for peer learning and **interactive activities**.
- Opportunities for **interdisciplinary learning** are offered to students so that they can experience other disciplines outside of their main subject area.
- **Staff are responsive** to questions and concerns from students and encourage and listen to feedback on learning and teaching approaches.
- Students' learning and teaching is incorporated into the institution's ongoing **research activities**, with opportunities for students at all levels of study to take part in research-led teaching.

Assessment and Feedback

- The format and timescales of assessments are clearly **communicated** at the beginning of the course.
- **Diverse assessment methods** are offered which accommodate the diverse needs of the student body.
- Programmes have a **mix of continuous assessments and exams**, as well as individual and group work.
- Where relevant, students have the opportunity to undertake **practical assessments** which give the chance to apply their knowledge and skills to a realistic scenario or experience.
- Communication takes place between courses to **schedule assessments** in a way that avoids a student needing to complete multiple assessments for the same deadline.
- There is an agreed **marking framework** which is shared with the student at the start of the course so that they have clear expectations of their assessment. Feedback is consistent with the marking framework.
- There is an institution and/or department-wide **policy** for assessment and feedback, including turnaround times for marking assessments, and students are aware of this policy.
- There is a clear **link between the course content and its assessment** and students understand the relationship between these two elements.
- Staff provide students with examples of **past papers** or equivalent resources to support their understanding of the assessment.
- Assessments allow **accommodations** for those with additional needs for learning, such as scribes, additional time to complete exams, etc.
- The size and scale of the assessment is **proportionate** to the number of credits awarded to the student.
- Feedback is given in a **timely** manner.
- Feedback is given in a **supportive** manner, with a process for students to speak to staff to ask questions and discuss their feedback in more detail.
- Feedback is **specific, in-depth, constructive** and **actionable**, with clear suggestions for how the student can improve.
- Feedback is provided **throughout the course** rather than just at the end.
- The institution has an **appeals process** which students know about and understand how to access. Students who undertake an appeal are kept informed throughout the process and understand why the final decision has been made.

Progression and Attainment/Learner Journey/Transitions/Pathways

- **Application systems** are clear, accessible and supportive.
- Students are clear of the level of **prior knowledge/skills** needed to undertake the programme of study before they begin.
- The **prior learning** of students, gained through formal qualifications, through a workplace or through life experiences, is recognised by the institution within their admissions procedures and allows the student to enter the institution at the level which best reflects this prior learning.
- First year students have opportunities to **meet with students** already studying their programme as part of the application phase, and as new entrants once they have started their programme of study.
- **Induction** to the institution includes practical information on how to navigate logistical processes, such as getting a student card, gaining a national insurance number, and accessing student services.
- **Direct entry students**, who join the institution in year 2 or 3, are given a targeted induction process to ensure a smooth transition into the institution.
- The programme as a whole is **structured cohesively and logically**, with clear links between modules and between each year of the programme.
- Students are supported in the **transition** between different levels of study, such as HNC to HND, pre-honours to honours, and undergraduate to postgraduate study.
- Where possible, students can **change pathway** during their course and the institution provides guidance and support on how to navigate this process.
- Students are **kept informed** of their academic progress and made aware of the choices they have for progression pathways.
- There is a system in place to **identify students who are struggling** and to provide extra support for students who are 'falling behind'.
- Students are encouraged to engage with the **careers services** from their first year and resources are provided throughout their programme to help guide their next steps on to a career or future study.
- Students have access to take part in **career-related opportunities** during their programme of study e.g. internship programmes, fieldwork, practical lab-based work etc.
- The institution continues to engage with **alumni** after they graduate, through ongoing careers advice as well as through involving them in support and guidance activities for students currently on programme.

Academic and Pastoral Support and Guidance

- Students are **aware** of the variety of support services available to them and know how and when they can access them.
- There is a **proportionate amount** of support services available for the size of the student body.
- Applying for **mitigating circumstances** is a simple and accessible process which recognises that students may be in particularly vulnerable and challenging situations when they need to access this support.
- Academic and pastoral support are **signposted to students during induction and consistently** throughout the programme of study. This includes **direct entry students** entering in second or third year who miss first year inductions.
- Students are signposted to support **services external to the institution**, such as local and national organisations offering mental health support and financial advice.
- Students are informed of the **benefits** they have access to due to their student status, such as council tax exemptions, retail discounts, and free access to certain software.

- Staff have **dedicated time** set aside in their schedule to provide academic and/or pastoral support to students and receive recognition for this part of their role.
- Staff are **approachable, patient and understanding** when handling conversations related to support and guidance.
- All staff are **trained** to accurately signpost students to support services.
- All students, at all levels of study, have a **key contact** within the institution which they can go to for initial support and to ask for advice.
- Students are able to access **counselling support** in a variety of different formats, including the option of 1-2-1 or group sessions, and through online or in-person engagement.

Quality Enhancement

- Independent and anonymous methods of **feedback processes** are available, e.g. surveys, forums, conference, etc.
- There is a well-functioning **student rep system** which enables students to communicate their experiences to the institution and the students' association.
- There are appropriate **guidelines** available for students so that they understand what good quality learning and teaching looks like.
- There are appropriate methods in place for **closing the feedback loop**.
- Students understand the parameters of course and **awarding body requirements**.

Student Voice/Engagement/Partnership

- Students have **multiple opportunities** to give feedback throughout the year, including at the start, middle and end of their courses.
- The institution and the students' association promote a **variety of methods** for collecting student feedback.
- Designated **time is set aside in classes** for students to give feedback to their rep and/or directly to staff.
- Student reps are **trained** to successfully undertake their roles and to represent their student body most effectively.
- **Staff** are engaged with the rep system and understand its function.
- Staff at all levels have a responsibility to **listen to and act on** student feedback.
- There is **ongoing open dialogue** between the student body and the institution's senior management.
- **Senior management** prioritise and respect student feedback in their decision-making.
- The institution has a **policy** on student feedback, which includes where issues can be escalated through the institution's processes and committees.
- Students are involved in **key strategic decisions** about learning and teaching at the department and institutional level.
- Institutions and students' associations ensure that the voices of **all students** are heard through feedback processes and the rep system and that there are no barriers to student engagement for any groups or demographic of the student population.
- **Student-led projects** and initiatives are encouraged and supported by the institution, with clear avenues to progress ideas.

Learning/Academic/Research Community

- Learning communities are **accessible** to all students, with principles of universal design utilised when planning events or projects.
- There are **social opportunities** for students to get to know other students on their course outside of class.
- Students studying **online** are included in the learning community, with dedicated online spaces established to build community, such as forums, online chat platforms, and video conferencing spaces.
- Departments engage with their corresponding **academic societies** and work in partnership on community events and initiatives.
- **Postgraduate students** have dedicated social and academic community spaces and networks, with opportunities to engage specifically with other postgraduates and as part of the wider academic community of the institution.
- The institution and students' association run **welcome events** as part of induction activities to give students opportunities to meet one another.
- All students feel **included** in social and academic community spaces and feel that they belong and can participate.
- There are opportunities for **cross-course interactions** for students to meet people from outside their subject area.
- All students and staff are **respected** and feel safe and welcome on **campus**.
- There are opportunities for staff and students to work and socialise collaboratively as part of a learning community, with regular chances for networking within and between courses.

Personal and Professional Skills Development

- Opportunities for personal and professional skills development are embedded within the **curriculum**.
- Students can develop **transferrable skills** as part of their programmes of study which are relevant to their wider life outside of the education sphere.
- The institution works closely with **industry** to ensure any skills development opportunities within the programme meet the needs of the industry and the region and are regularly updated to ensure they remain current.
- Students have opportunities to try out **practical skills** as part of their course which they may use in future careers.
- Where applicable, students have access to relevant **work placements** and are given enough **time** on placement to gain the requisite experience and skills for the next stage of their lives.
- There are a variety of **roles and responsibilities** available through the institution and students' association where students can enhance their personal and professional development, such as student rep roles, opportunities to sit on committees, society leadership positions, etc.
- Opportunities for personal and professional development, such as volunteer roles with the institution or students' association, are **accessible** to all students.
- The **selection process** for additional opportunities (whether volunteer or paid roles) is consistent and fair.
- The institution has a **formal record** of student participation in extracurricular and professional development activities e.g. HEAR system, digital badges.

Organisation and Management

- Organisational structures and systems are **transparent** and **well-signposted** to allow for easier navigation by students.
- **Support services** are based on campus and available online and are visible, simple to access, and joined up.

- **Timetables** are set and communicated to students in a timely manner, with any changes clearly communicated to students with advance notice.
- Timetables are planned to allow students sufficient **time to travel** between classes and to have **breaks** during the day.
- **Senior management** are approachable and transparent.
- **Admissions processes** are informative, responsive, and easily accessible. Students can follow the **progress of their application**.
- Institutions have a strategic approach to **student communications**, which allows for timely information-sharing which is tailored to students' individual needs and interests.
- The institution has fair, standardised **policies** and these are followed consistently across departments.
- The institution has an **equality, diversity and inclusion** strategy and upholds inclusive practices throughout the creation and delivery of its processes and procedures.
- Students are involved in **strategic decision-making** at the institution and work in partnership with staff to identify issues and develop solutions.
- There are clear channels for staff and students to **communicate issues** and for **closing the feedback loop** once action has been taken.
- **Placements** are organised in a timely manner, with relevant information communicated to students as soon as possible. There is co-operation and co-ordination between the institution and industry partners to allow for placements to run as smoothly as possible.
- Systems and procedures are in place to provide alternative access to learning and teaching during **emergency circumstances**.
- There is sufficient and reliable public **transport** available to get students to class at a reasonable time, including in rural areas.
- Students have access to safe and habitable **accommodation**.
- All **course costs** are communicated in advance to prospective students, such as the cost of field trips, materials, and textbooks.

Equality, Diversity, Inclusion and Wellbeing

- Support for equality, diversity, inclusion, and wellbeing is effectively **resourced** at the individual, departmental and institutional level.
- Courses accommodate students who require **additional support for learning**, providing a range of support based on individual needs.
- **Events** organised by the institution and the students' association are accessible.
- Staff are **trained** in key EDI topics and are equipped to signpost students to the right support.
- All **policies** of the institution are based upon the principles of equality, diversity and inclusion and the institution has accountable and actionable plans to ensure changes are made where issues have been identified.
- The **impact of policies** and procedures are constantly measured and reviewed to ensure improvements are being made to the experiences and outcomes of diverse students.
- Support for **students with additional needs** is monitored regularly and re-evaluated to adapt to any changing needs of the student.
- The institution provides resources and support to students from **widening access backgrounds** to reduce barriers to entry and completion.
- **Buildings** on campus are accessible, flexible and safe.
- **Disability services** are widely accessible across campus and in locations which are convenient and suitable for those with a range of access requirements.

- Staff and students are mindful of their responsibilities to one another and foster a **positive, respectful, kind and inclusive** environment.
- Institutions and students' associations identify and understand the potential **barriers to engage within the rep system** or to be heard within engagement processes and put structures and solutions in place to alleviate these barriers.
- Services are available on campus and online to support students' **mental health and wellbeing**.
- Students are informed and respectful of the **multicultural** environment of their student body, as well as the **local cultural context** in which they study.
- Students have access to a diverse range of **food options** on campus to meet their dietary requirements and preferences.
- Institutions and students' associations are aware of any potential **financial barriers** to accessing any course opportunities or extracurricular roles and consider ways to remove these barriers.
- **Lectures are recorded** where possible and provided to students with accurate transcription.
- All subject areas aim for an **inclusive curriculum** which allows for and encourages engagement from students from all backgrounds and demographic areas.

Megan Brown, Development Consultant, sparqs
13th February 2023

SHEEC-60-06b	Curriculum	Learning resources, environment and technologies	Learning, teaching and research process/approaches/pedagogy	Assessment and feedback	Progression and attainment/learner journey/transitions/pathways	Academic and pastoral support and guidance
UK Quality Code Advice and Guidance	Course design and development		Learning and teaching	Assessments	Enabling student achievement	
HGIoC	Curriculum		Learning, teaching and assessments		Transitions/equity, attainment and achievement for all learners	Services to support learning
Our Best Future (Education Scotland)	Curriculum, L&T and Assessment					Services to support learning
Toolkit for Effective Learner Engagement (sparqs and Education Scotland)	Curriculum, L&T and Assessment		Learning and teaching - planning and delivery	Assessment		Services to support learning
ELIR (Technical report)		Learning environment, including the use of technology.			Supporting students in their learning at each stage of the learner journey from pre-admission to post-graduation, including outreach, admissions, articulation, graduate attributes, assessment, employability and enterprise and entrepreneurship.	
Student Satisfaction and Engagement Survey (SSES)		The online learning materials for my course have helped me learn.	Staff encourage students to take responsibility for their learning. The way I'm taught helps me to learn	I receive useful feedback which informs my future learning.	Staff regularly discuss my progress with me.	
National Student Survey (NSS)		Learning resources	The teaching on my course	Assessment and feedback		Academic support
Pilot National Student Survey		Learning resources	Learning opportunities	Assessment and feedback		
Postgraduate Taught Experience Survey (PTES)		Resources	The teaching on my course	Assessment and feedback		
Postgraduate Research Experience Survey (PRES)		Resources	Teaching and learning	Assessment and feedback		Support
Postgraduate Research Experience Survey (PRES)		Resources	Dissertation or major project	Assessment and feedback		Support
European Standards and Guidelines (ESGs): Internal Quality Assurance	Design and approval of programmes	Learning resources and student support	Student-centred learning, teaching and assessment Teaching staff		Student admission, progression, recognition and certification	
UK Professional Standards Framework: areas of activity	Design and plan learning activities and/or programmes of study.		Teach and/or support learning	Assess and give feedback to learners		Develop effective learning environments and approaches to student support and guidance
UK Professional Standards Framework: core knowledge	The subject material	The use and value of appropriate learning technologies	How students learn, both generally and within their subject/disciplinary area(s)	Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme.		
Professional Standards for College Lecturers: professional values	Leadership of learning		Methods for evaluating the effectiveness of teaching			
Professional Standards for College Lecturers: professional knowledge and understanding		Technologies and resources for learning, teaching and work	Learning, teaching and assessment theory and approaches		Student pathways and transitions within the wider education community	
Professional Standards for College Lecturers: professional practice	Creates innovative curriculum design and learning and teaching	Effective application of digital technologies to learning, life and work	Critical reflective and collaborative practice in learning and teaching			
NUS Comprehensive Guide to Learning and Teaching	Teaching and learning	Learning resources		Assessment and feedback		Academic support
European Students' Union Student-Centred Learning Toolkit for Students, Staff and HE Institutions: SCL Checklist	ECTS (European Credit Transfer System) and Learning Outcomes	Learning environment	Teaching and learning methods	Student assessment methods	Mobility, recognition and prior learning	
Student Learning Experience Diagram (sparqs)	Curriculum	Learning resources	Learning and teaching process	Assessment and feedback	Student progression and achievement	Guidance and support
Postgraduate Taught Student Learning Experience Diagram (sparqs)	Curriculum	Learning resources	Learning, teaching and research process	Assessment and feedback	Student transitions	Guidance and support
Postgraduate Research Student Learning Experience Diagram (sparqs)		Resources		Assessment and Progression		Guidance and support

Quality enhancement and assurance/monitoring and evaluation	Student voice/engagement/partnership	Learning/academic/research community	Personal and professional skills development	Organisation and management	Equality, diversity, inclusion and wellbeing.	Other
Monitoring and evaluation						
Concerns, complaints and appeals				Admissions, recruitment and widening access		
External expertise	Student engagement		Work-based learning	Partnerships		Research degrees
Leadership and quality culture				Partnerships	Wellbeing, equality and inclusion	
Evaluation to facilitate improvement						
Evaluation to facilitate improvement						
Effectiveness of the approach to enhancing the student learning experience.	Student representation and engagement, including responding to student views. Postgraduate taught and research student experience.				Recognising and responding to equality and diversity in the student population, including widening access and mode and location of study.	
	The College Students' Association influences change for the better. I believe student suggestions are taken seriously. I am able to influence learning on my course.	I feel I am part of the college community.	My time at college has helped me develop knowledge and skills for the workplace.	Any change in my course or teaching has been communicated well.	I believe all students at the college are treated equally and fairly by staff.	
	Student voice Students' Union	Learning community	Personal development	Organisation and management		
	Student voice Students' Union			Organisation and management	Mental wellbeing services	
	Engagement		Skills development	Organisation and management		COVID-19 pandemic
	Responsibilities	Research Culture	Research Skills Professional development			Supervision
Policy for quality assurance						
Public monitoring						
Cyclical external quality assurance						
On-going monitoring and periodic review of programmes				Information management		
			Engage in continuing professional development in subjects/disciplines and their pedagogy			
The implications of quality assurance and quality enhancement for academic and professional practice						
	students at the centre		Continuous professional development			
The principles, processes and purposes of quality assurance and improvement						Political, social and economic drivers
					Effective and inclusive practice and engagement with students and partners	
	Engagement, partnership and change		Personal development	Organisation and Management		
Quality assurance	Consultation with students		Professional academic development		The social dimension	
Quality enhancement and assurance						
Quality enhancement and assurance		Academic community and professionalism				
	Representation and Enhancement	Community and belonging	Professional and researcher development	Management and Organisation		Supervisory relationship