

Exploring the SLE model at SVR meetings: Progression and Achievement (October)

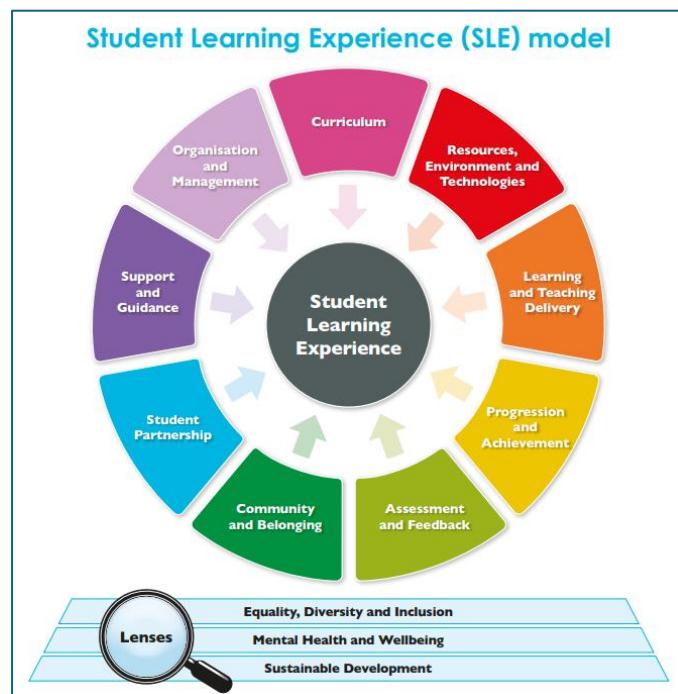
Introduction

The [Student Voice Rep system](#) is a key element of staff-student conversations about learning, links between students and HISA, and a core part of UHI's effective quality enhancement system. HISA organises meetings across the academic year for SVRs, to update them on key developments in the student experience, and gather ideas and suggestions from SVRs about their and their coursemates' learning. Feedback is used to inform HISA's work and is passed on where relevant to UHI/AP staff.

The Student Learning Experience (SLE) model

Scotland's [Tertiary Quality Enhancement Framework](#) uses [the SLE model](#) to provide a framework for conversations with students about their learning. It comprises **nine building blocks** with three underpinning **lenses**. Each building block contains nine questions that can be used or adapted to explore learning with students and staff.

Over 2025-26, and following a trial in 2024-25, HISA is using most building blocks as prompts for discussion at SVR meetings and through other channels. This allows SVR input to be gathered proactively and spread across the learning experience.



October's theme: Progression and Achievement

The building block Progression and Achievement was chosen for October's meeting as a means of exploring induction, as students transitioned from previous levels of study or newly into study at UHI.

Our meetings in October were held on a cross-campus basis, allowing SVRs to interact at the start of the year with fellow reps from other parts of UHI. 41 SVRs in total attended. Discussion was generated both at those two cross-campus meetings and in the SVR Teams space. The following is a summary of themes covered in the feedback.

Positive praise was given for...	Criticisms or suggestions were...
<ul style="list-style-type: none"> • Thoroughness of inductions. • Quality and depth of information. • Warm welcome received. • Great support from and connection with PATs. • Good coverage, in terms of learning how to access all that was needed. • Prior information available before inductions. • Information about HISA. • An induction trip. • “I found it so easy and so useful with the help of the staff within the college. They made things so much easier for me without the help of them I don’t think it would have been as easy as it as it was.” • Ease of induction for those transitioning from a previous qualification. • “Really in-depth demonstration of the course and what’s the come. We even got to know each other a little bit” 	<ul style="list-style-type: none"> • Cases where in-person induction in online courses were not well attended. • Less time until formal induction (this was in the case of a PGR SVR, for whom inductions take place every six months in person, and where on-site induction didn’t quite cover everything). • More help on Brightspace for those who have not studied for many years. • Campus orientations (so tours beyond immediate course environment). • Campus maps available in Brightspace. • Last minute information, for instance about length of induction/number of days involved. • Desire for more induction about equipment and technical spaces. • Desire for more information about clubs and societies and (for those relocating) engagement with local community. • Confusion between online and in-person inductions. • A lack of food.

Where relevant, we are taking up individual comments with relevant staff in UHI/APs. All comments are also being taken on board to inform HISA’s approaches and activities.

HISA

Thursday 30th October 2025