

Compassionate pedagogies

Shannon MacCallum, Vice-President (Education)
Simon Varwell, Director of Student Engagement and Representation

LTA Connect: Thursday 28th November 2024



What we will cover

1. The context for compassion.
2. HISA's work.
3. Discussion of the Student Learning Experience model.



The context for compassion

Principles of compassionate pedagogy



Image from Microsoft PowerPoint Stock Images

- Empathy
- Patience
- Equity
- Holistic support
- Flexibility



Compassionate Communication Commitment

- 1 We commit to adopting a **Culture of Kindness** and incorporating it into student-facing policies, processes, and communications.
- 2 We commit to **Mindful Communications** which are clear, empathetic, action-focused, and supportive.
- 3 We commit to **Timely Communications** ensuring that careful consideration has been given to both delivery and timings, enabling students to access advice and support when they most need it.
- 4 We commit to **Inclusivity** by actively identifying and addressing barriers to engagement, as well as carefully considering the impact of processes and communications on all student groups.
- 5 We commit to the principle of **Reflection and Continuous Improvement** by dedicating time to review challenges and successes in delivering student-facing policies, processes and communications with compassion and empathy.



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HISA's work on compassion: diversity




HISA's work on compassion: groups




Highlands and Islands Students' Association



Neurodiversity Students Network
Category
Cross Campus



Pride Student Network
Category
Cross Campus



Student Accessibility Network
Category



Advice Service

Academic Misconduct / Appeals

Non-academic Disciplinary Hearings

Mitigating Circumstances

Complaints

Fitness to Practice Matters

University Halls Disciplinary
Procedures



Phone / WhatsApp: 07894 907024

Email: Hisa.advice@uhi.ac.uk



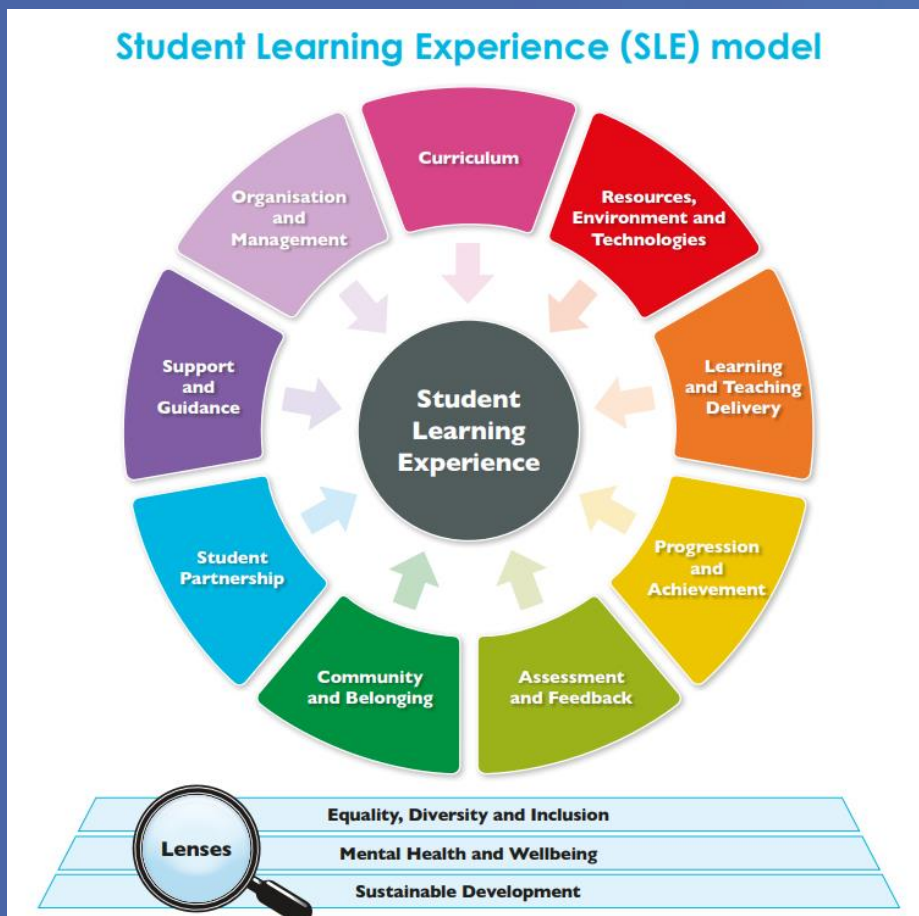
Compassion in the HISA Awards

“...consistently supported me... with wisdom and kindness. I have had a number of serious health issues this year that X has handled professionally and with **compassion**, while never seeing these issues as a barrier to my learning.”

“...very empathetic to the study process and stress involved and reminds students to take time away to recharge. I have no doubt without X’s intervention and the genuine **compassion** shown I would have struggled to continue with my studies and may have dropped out.”



The Student Learning Experience



CONTENTS < >

- SLE model
- Scope and uses of the model
- Elements of the model
- SLE Building Blocks

SLE Reflective Questions

- Curriculum
- Resources, Environment and Technologies
- Learning and Teaching Delivery
- Progression and Achievement
- Assessment and Feedback
- Community and Belonging
- Student Partnership
- Support and Guidance
- Organisation and Management

SLE Reflective Questions

Support And Guidance

- To what extent are **support services**, including disability services and services to support students' mental health and wellbeing, **available, visible, and joined up**? Are services accessible to all learners, including online and for those with a wide range of access requirements?
- Are there **sufficient** support services available proportionate to the needs of the student body and can services be accessed in a **timely** manner?
- How are students made **aware** of the variety of support services available to them and how do they know how and when they can access them? Is academic, pastoral, and financial support **signposted to students** during induction and consistently throughout the course of study?
- Do all students, at all levels of study, have a key contact within the institution who they can go to for initial support and to ask for advice? Do staff have **dedicated time** set aside in their schedule to provide academic and/or pastoral support to students?
- Are all staff **trained** to accurately and sensitively signpost students to the right support?
- Are students who require **additional support** for learning and student life provided with a range of support based on individual needs? Is support for students with additional needs **monitored regularly** and re-evaluated to adapt to any **changing needs** of the student?
- What access do students have to **academic skills** resources and support across a range of topics, such as referencing, time management, critical thinking, statistical techniques, study skills, and good academic practice and avoiding academic misconduct?
- What **systems** are in place to identify and support **individual students who are at risk**, as well as to identify **trends** across the student body and plan developments to strategically improve the student experience cross-institution?
- Is the institution and the students' association aware of potential **financial barriers** to accessing course opportunities or extracurricular roles and in what ways do they consider how to remove these barriers?
- Are students signposted to **services external to the institution**, such as local and national organisations offering mental health support and financial advice?

<https://www.sparqs.ac.uk/slemodel>



The Student Learning Experience

Learning and teaching delivery J:

“In what ways do staff facilitate a respectful, constructive and compassionate learning environment and are they mindful of the wider context of students’ lives, experiences and identities?”

Community and belonging G:

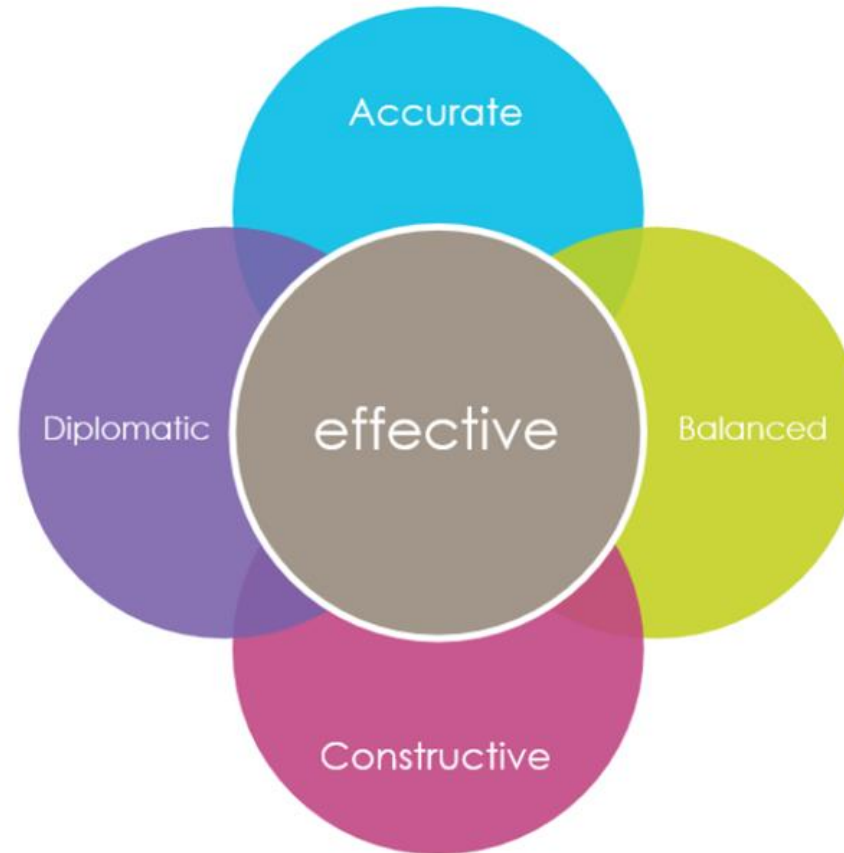
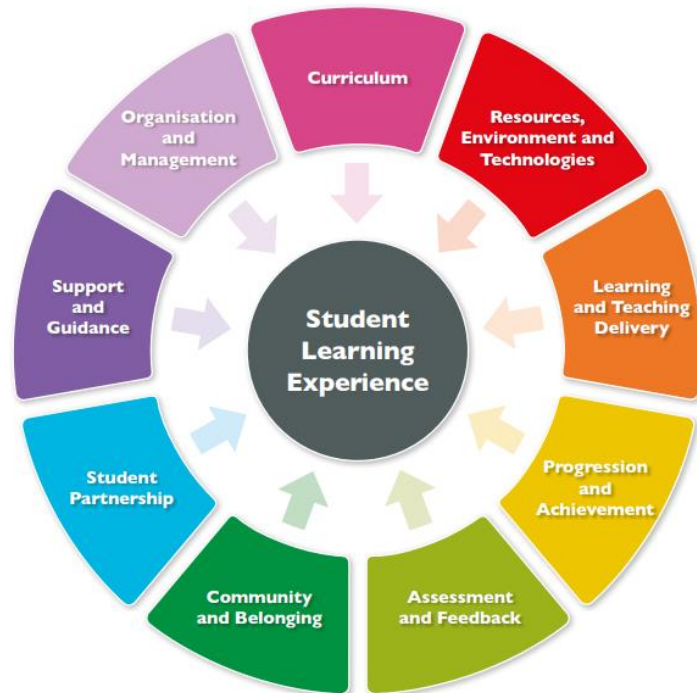
Are students and staff mindful of their responsibilities to one another and foster a positive, respectful, kind, and inclusive environment?”

Also arguably the entire building blocks for **Student Partnership, Support & Guidance, and Organisation & Management.**



Compassion in student partnership

Student Learning Experience (SLE) model



Compassion key to student experience



Resources and support

Academic Registrars' Council's compassionate communication commitment:

<https://arc.ac.uk/student-commitment>

Dickinson, J. (2024) Who has the time to care – or feel cared for? *Wonkhe*, 22

November. <https://wonkhe.com/blogs/who-has-the-time-to-care-or-feel-cared-for/>

sparqs' Student Learning Experience model: <https://www.sparqs.ac.uk/slemodel>

sparqs' ABCD of Effective Feedback: <https://www.sparqs.ac.uk/resource-item.php?item=260>

Brown, M., & Varwell, S. (2024). Scotland's Student Learning Experience model:

Building partnership in quality in a tertiary context. *Journal of Perspectives in Applied Academic Practice*, 12(2). <https://jpaap.ac.uk/JPAAP/article/view/605>

And keep in touch with us! <https://hisa.uhi.ac.uk>

