



THE UNIVERSITY
of EDINBURGH

How can a shared programme ethos and structures create a meaningful dialogue with students? The development and experience of learning mentors on the MSc Clinical Education.

Clinical Education Team

Teaching and Learning Conference

June 2026

Overview



Situation/ Semantics - S



Background - B



Actions - A



Reflections/Recommendations - R

Situation/ Semantics

What is a Learning Mentor?

Qualities and responsibilities

- Academic leadership
- Build individual relationships which nurture their sense of belonging and mattering.
- Co-ordinate learning activities to support our student's sense of belonging.
- Dialogic communication to promote collaboration.



Background

UoE moved away from the Personal Tutor scheme

Lack of continued, ongoing interaction/support

Programme Director allocated as Cohort Lead for the entire programme cohort – for Clinical Education, approx. 200 students

Actions

Signposting to/from professional services – open communication and offering flexibility.

Working as a team to mentor our students from induction to graduation.



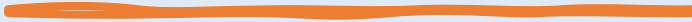
Actions

Induction Week

Thrive not Survive



Actions



Marking, assessment and feedback

Comparison part 1

Identify two other written submissions that you can use to compare with your own. Both should have aspects that you think are good.

[name of student] [name of student]

Comparing those two examples with each other, identify the following:

Two or three common good features:

Two or three areas of difference:

Write two to three sentences on each feature, attempting to go beyond the superficial.

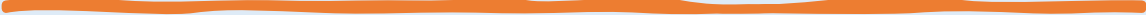
Focusing now on your own work, how does looking at these two comparators make you think you could improve your work? Write two to three sentences.

Comparison part 2

After doing comparison part 1, what would you change about your own work, and why? Write a few of your thoughts here explaining both the changes and your reasoning.

What did you learn from the experience of doing all of these? (bullet points are fine for this one).

Reflections



Case studies and sharing student feedback

Case study

Writing a blog post for Teaching Matters

7TH OCTOBER 2024

The uniqueness of learning:
Rethinking the meaning of student-centred education



Image credit: unsplash, Ying Ge, CC0

Applying for Student-Staff Partnership Project

Just-in-time and Just-enough

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

* Required

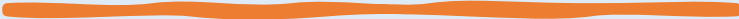
Just-in-time and Just-enough-exploring and improving feedback culture and practice for PGT

This project aims to create a safe and supportive space for students to reflect on how assignment feedback is given, received, and acted upon, and to share their perspectives openly. By engaging students as partners in this research, we hope to better understand what makes feedback meaningful and actionable, and to identify ways of strengthening feedback practices within the programme. The insights gained will be used to inform future enhancements and contribute to the ongoing development of an inclusive and effective feedback culture. This project is funded by the Student-Staff Partnership Agreement 2026 and approved by the EMS Ethics Committee (ethics approval number: 2026-7)

Thank you for your time.

Shelly Arora (1st year student MSc in clinical education)

Student feedback



End of course feedback - Term 1, Year 1

- “This course has been a revelation – a real eye-opener for myself. I pride myself in being a constant learner and course has managed to address this. The teachers and especially my learning mentor have been extremely encouraging”
- "Thank you very much for the thoughtful feedback on my final assignment in your course--I appreciate the time spent reading and marking my work. I really enjoyed your course and look forward to seeing you throughout the program!"

Case study

- Value of regular email check-in with students.
- Example;
 - Email sent in early weeks of Term 2 – mail merge used (personalised and efficient).
 - My offer – discuss term 1 feedback and how might take forward into future learning and assignments.
 - Reminder of academic support as and when needed.
- Sixteen students replied (Yr1 x 9, Yr2 x 4 , Yr3 x 3)
 - Sharing insights or thanks related to assignment feedback, how they feel related to studies, work/life balance.
 - Links conversations and contacts between courses and across years. Continues discussion of feedback to support learning. Allows me to tailor and personalise support, where necessary.

Student feedback

" I really enjoyed the recent module, especially the debriefing topics. They were fantastic, and I found them very relevant and useful for my own practice."

"I'm finding this term a little more difficult to get my head round. I loved what felt like more structure last term (the learning theories etc)."

"Thank you for your email. I am doing well. Trying to keep on top of the content for term 2 better than I did for term 1. Learning on the go how to manage a job / education at the same time but it is getting a lot better. "

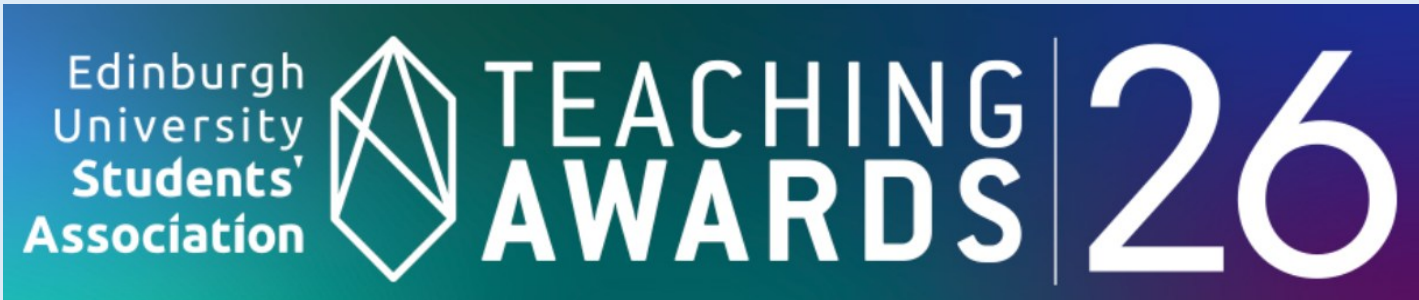
"With that clarity, I am reassured and will move forward positively. Thank you again for checking in on me and for your continued support. Wishing you a good week ahead."

Case study

Progression conversations and guidance

Year 2	MSc Year 3	MSc Year 3	MSc Year 3
	Pathway 1 3 x 20 credit taught courses	Pathway 2 1 x 20 credit course and 1 x 40 credit course	Pathway 3 Dissertation (60 credits)
Welcome back to your studies Tuesday 8 September 07:30 - 8:30 pm A guide to finding your learning materials in Learn Ultra Thursday 10 September 09:30 - 10:30 am	Welcome back to your studies Tuesday 8 September 07:30 - 8:30 pm A guide to finding your learning materials in Learn Ultra Thursday 10 September 09:30 - 10:30 am	Welcome back to your studies Tuesday 8 September 07:30 - 8:30 pm A guide to finding your learning materials in Learn Ultra Thursday 10 September 09:30 - 10:30 am	
Policy, Leadership and Management Live Conversations: Tuesdays at 6.30pm-7.30pm UK time Formative Assignment Deadline: Thursday 8 October at 12 noon Written Assignment Deadline: Monday 26 October at 12 noon Presentation Assignment Deadline: Thursday 19 November at 12 noon	Policy, Leadership and Management Live Conversations: Tuesdays at 6.30pm-7.30pm UK time Formative Assignment Deadline: Thursday 8 October at 12 noon Written Assignment Deadline: Monday 26 October at 12 noon Presentation Assignment Deadline: Thursday 19 November at 12 noon	Policy, Leadership and Management Live Conversations: Tuesdays at 6.30pm-7.30pm UK time Formative Assignment Deadline: Thursday 8 October at 12 noon Written Assignment Deadline: Monday 26 October at 12 noon Presentation Assignment Deadline: Thursday 19 November at 12 noon	
or	or	or	
Critical Literature Review Live Conversations: Wednesdays at 6.30pm - 7.30pm Formative Assignment Deadline: Thursday 15 October at 12 noon Summative Assignment Deadline: Thursday 19 November at 12 noon	Critical Literature Review Live Conversations: Wednesdays at 6.30pm - 7.30pm Formative Assignment Deadline: Thursday 15 October at 12 noon Summative Assignment Deadline: Thursday 19 November at 12 noon	Critical Literature Review Live Conversations: Wednesdays at 6.30pm - 7.30pm Formative Assignment Deadline: Thursday 15 October at 12 noon Summative Assignment Deadline: Thursday 19 November at 12 noon	
Digital Cultures Live conversations: Tuesdays 6.30 pm - 7.30 pm Formative Assignment Deadline: Thursday 17 December at 12 noon Summative Assignment Deadline: Part 1: Monday 18 January at 12 noon Part 2: Monday 8 February at 12 noon	Digital Cultures Live conversations: Tuesdays 6.30 pm - 7.30 pm Formative Assignment Deadline: Thursday 17 December at 12 noon Summative Assignment Deadline: Part 1: Monday 18 January at 12 noon Part 2: Monday 8 Feb at 12 noon	Adopting Quality Improvement Methodology Approaches to Clinical Education QI Project Proposal 40 Credits Live conversations: Thursdays at 6.30pm-7.30pm Formative Assignment Deadline: TBC Summative Assignment 1 - Presentation Deadline: TBC	Year 3 Dissertation Live Conversation Dates: Welcome and introduction to the dissertation Wednesday 9th September 6.30pm - 7.30pm Ethics and data management Wednesday 23th September 6.30pm-7.30pm Searching the Literature Thursday 1st October 6.30 pm - 7.30 pm Thinking about your methodology Wednesday 7th October 6.30pm- 7.30pm Dissertation clinic: Wednesday 4th November 6.30pm - 7.30pm Dissertation clinic Wednesday 2nd December
Interprofessional Education for Collaborative Practice Live conversations: Wednesdays Summative Assignment Part 1: Thursday 7 January at 12 noon Formative Assignment Deadline: Monday 18 January at 12 noon Summative Assignment Part 2: Monday 8 February at 12 noon	Interprofessional Education for Collaborative Practice Live conversations: Wednesdays Summative Assignment Part 1: Thursday 7 January at 12 noon Formative Assignment Deadline: Monday 18 January at 12 noon Summative Assignment Part 2: Monday 8 February at 12 noon		
or	or		
Quantitative Research in Clinical Education Live conversations: Tuesdays 6.30 - 7.30 pm Formative Assignment Deadline:	Quantitative Research in Clinical Education Live conversations: Tuesdays 6.30 - 7.30 pm Formative Assignment Deadline:		

Case study



APPROACHABLE

"X has been an exceptional [...] learning mentor From the outset, she created a learning environment that was supportive, inclusive, and intellectually stimulating [...] making it easy to seek guidance or discuss concerns, and she has always been highly responsive - truly **“only an email away”** [...]

COMPASSIONATE/RESPONSIVE

Whenever I faced challenges with deadlines or uncertainty around my assignments, she responded with understanding and **without judgment**, working collaboratively to find practical solutions. This compassionate and flexible approach allowed me to continue progressing without feeling discouraged, and it exemplifies her **commitment to her students' success**. [...]

Case study

Edinburgh
University
Students'
Association



TEACHING
AWARDS

26

EMPOWERING

Her guidance has been instrumental in shaping my development as a learner and educator. Importantly, her encouragement has had a lasting impact on my academic journey. I initially enrolled with the intention of completing only the PGCert, but with her support, I progressed to the PGDip, and ultimately to the full MSc. **Through thoughtful discussion and reassurance**, she gave me the confidence to pursue a research dissertation, addressing my concerns about time and workload, and connecting me with an excellent supervisor. [...]

STUDENT-CENTRED

She is exceptionally responsive and supportive, but most importantly, **she inspires her students to achieve their best work**. She has unwavering faith in her students, even at times when they may doubt themselves, and this belief is both motivating and transformative. "

How can a shared programme ethos and structures create a meaningful dialogue with students?



Individual-Centred Support: promote a personalised approach that acknowledges each student's unique development needs, learning goals and circumstances.



Collaborative Ecosystem: Foster a team approach, incorporating Learning Mentor-inspired actions within an ecosystem of support that facilitates connections with faculty and peers.



Compassionate Pedagogy: Support individuals to thrive through a "compassionate" pedagogical approach which boosts student self-efficacy and identity.



Balancing Standardisation and Personalisation: tailored academic approaches are not at odds with consistency across programmes and the organisation.