

Agenda for meeting with current and/or former students

Introduction

1. Meetings with students enable the Panel to establish student views on the questions being considered, and inform the Panel's judgments on the quality of the student learning experience. The Panel holds meetings with representative groups of current students and, where relevant, former students. Either of these may include prospective students in the case of a validation. These meetings provide an opportunity not only to hear the direct views of those present, but also to establish more generally whether there are effective arrangements for student feedback and representation. Examples may be the appointment of student representatives or a questionnaire system.
2. The meeting is normally chaired by the panel chair, who will introduce the panel members and provide a brief summary of the validation or review method. S/he will outline the purpose of the meeting and will emphasise the importance of transparency of the process. The dialogue with students will normally start with a question to establish on what basis the students were selected to attend the meeting. When meeting former students, the Panel will wish to confirm the year in which they completed their studies.
3. Subject and School staff do not attend meetings with students, and the Panel will strive to ensure that comments from these meetings are not attributed to individuals. Throughout the meeting, students will be given opportunities to raise points not covered by the Panel's agenda. The agenda which follows is indicative and the Panel use it selectively and contextualise it so that questions are relevant and meaningful to the particular group of students.
4. When used for the meeting with former students, the agenda should focus particularly on the relevance and usefulness of the knowledge and skills delivered by the programme for their careers. The Panel will need to bear in mind that the programme is likely to have changed since former students have completed their studies. This is likely to be particularly so in the case of learning resources. The Panel will wish to learn the nature of any continuing relationship former students have with the University.

- 5 A comparison of the experiences of current and former students can highlight the effectiveness, or otherwise, of student opinion in the maintenance and enhancement of standards and quality.

Indicative agenda

Intended learning outcomes and curricula

- Are students made aware of the intended learning outcomes by programme specifications or other means?
- What is the match between the expectations of students, the intended learning outcomes and the curricular content?
- Does the curricular content encourage the development of knowledge and skills?
- What is its relevance to further study and prospective employment?
- Are workloads and timetables and workloads appropriate?
- What opportunities are there for practical and vocational experience?

Assessment and achievement

- Do students understand the criteria for assessment and the methods employed?
- Is there an assessment schedule, which is communicated clearly to students?
- Are assessments linked explicitly to intended learning outcomes?
- Is assessment formative as well as summative?
- What feedback do students receive on submitted work? Is it prompt, detailed and helpful?
- In their experience, do students feel that they have achieved the intended learning outcomes?
- Are students' further study and career aspirations likely to be satisfied?

Teaching and learning

- Is the range of teaching and learning methods appropriate for delivering the curriculum?

- How do students perceive the quality of the teaching?
- Is there effective support and guidance for independent study?
- How are students' key and subject-specific skills developed?

Student progression and support

- What are the admission and induction procedures? Are they helpful?
- How and when are students' learning support needs identified?
- Do academic staff discuss students' progress with them on a regular basis?
- What are the arrangements for academic support? Are they sufficient and effective? Are they proactive or reactive?
- Do these arrangements extend to work experience and other off-site experiences and study overseas?
- What careers advice, guidance and support is provided? Is it effective?

Learning resources and their deployment

- How good are the library services in terms of access, including opening hours, the quantity, availability of books and currency of books and journals, and user-support?
- What IT support is there? Are opening hours, access, user support and availability of work stations and software appropriate?
- Are the specialist accommodation, equipment and consumables adequate in terms of quantity, currency and availability?
- Is teaching accommodation suitable? Does it facilitate large and small-group teaching and learning?

Student Input into the maintenance and enhancement of standards and quality

- How are student views sought? For example, are students represented on committees? If so, what is their role?
- Are they invited to attend re-validation or periodic review events?
- Are there effective channels for eliciting student opinion?
- Are student views influential? Can they provide examples?

ANNEX V (Annex 4 ISR)

- Did students make a contribution to the academic proposal or self-evaluation?