

## **ANNEX Z.3 (Annex 8 ISR)**

### **Agenda for meeting with employers**

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### **Introduction**

- 1 In order to validate or review the subject provision against the stated aims and objectives, the Panel will meet with employers of current and recent students or placement providers. Such a meeting can provide valuable evidence on the involvement of employers in the evaluation of standards and quality. A meeting with employers is not an essential component of the validation or review method and only takes place if employers constitute an appropriate source of relevant evidence.
- 2 Meetings with employers enable the Panel to establish employers' views on the programmes being considered and inform the Panel's judgements on the curriculum on offer and their perceptions of their employees' (the students) learning experience. 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 employers' feedback and representation.
- 3 The Panel Chair chairs the meeting, introduces the Panel members and provides a brief summary of the review method. S/he will outline the purpose of the meeting and will emphasise the importance of openness in the validation or review process. The meeting will normally start with a question to establish on the basis on which employers were selected to attend the meeting.
- 4 No School or Subject staff attend this meeting and the Panel will strive to ensure that individual employers are not identified if they discuss comments from these meetings with University staff. Employers will be given opportunities to raise points not covered by the Panel's agenda.
- 5 The agenda should focus particularly on the relevance and usefulness of the curriculum and the knowledge and skills gained by students. The Panel will be interested in establishing the extent to which the curriculum on offer is of direct benefit to the employers' organisation or industry.
- 6 The Panel will need to satisfy themselves on the following matters which may be discussed with the employers. This agenda is indicative and will be used selectively by the Panel, reflecting the context in which the Subject operates.

### **Indicative agenda for meeting with employers**

#### **Intended learning outcomes and curricula**

- What role, if any, have employers had in the design of the curricula?
- Were employers consulted on the content of the curriculum offered?
- Are employers aware of the full range of optional units offered?
- Are employers made aware of the intended learning outcomes by programme specifications and/or other means?

- What is the match between the expectations of employers and the curricular content?
- Does the curricular content encourage the development of knowledge and skills? Are they of relevance to the employer's organisation?
- What is the relevance of the curriculum to further study and staff promotion?
- Do they offer, or have they been approached, to provide practical demonstrations to students?

### **Assessment and achievement**

- What contribution have employers made to student assessment?
- Do employers of part-time or placement students understand the criteria for assessment and the methods employed?
- Are they approached to help with the design of assessment in areas in which they have specialist and relevant knowledge?
- What feedback do employers receive on assessed work submitted by their employees? Is it helpful?
- In their experience, do employers consider that the intended learning outcomes have been achieved?
- Are employees' further study and promotion aspirations likely to be satisfied?

### **Teaching and learning**

- What contribution have employers made to teaching and learning?
- Are employers aware of the range of teaching and learning methods used on the course(s)?
- How do employers know about the quality of the teaching?
- Are employers content with the range of methods of teaching and learning used? Do they feel that students are supported and guided effectively?
- Are they asked, or have they offered, to deliver specialist knowledge to student groups?

### **Student progression and support**

- Do lecturers discuss part-time and placement students or employees' academic progress with employers on a regular and formal basis?
- Do employers know the arrangements for academic support? Are they sufficient and effective? Are they proactive or reactive?
- Do these arrangements extend to visits to the employers' organisations by staff?

### **Learning resources and their deployment**

- Are employers aware of the library services in terms of access, including opening hours, the quantity, availability and currency of books and journals, and user-support?
- Are employers aware of the availability and location of information and communication technology provision? Are they aware of access arrangements, including opening hours and open-access, the availability of computers and software, including subject-specific materials, and user-support?
- Do employers consider that specialist accommodation, equipment and consumables is adequate in terms of quantity, currency and availability?
- Do employers know if general teaching accommodation is suitable? For example, is it appropriate for the method of teaching and learning used?
- Are employers approached, or have they offered, to give access to or demonstrate specialist equipment?

### **Employer contribution to the maintenance and enhancement of standards and quality**

- How are employers' views sought?
- Are employers represented on Departmental, Subject or Programme committees? If so, what is their role?
- Are these effective channels for eliciting employers' opinions?
- Are employers' views influential? Can they provide examples of ways in which programmes in the subject have changed in response to their comments?
- Did employers make a contribution to the academic proposal or self-evaluation?