

PGR INTERNAL PERIODIC REVIEW

APPENDIX 8

QUESTIONS FOR MEETING WITH STUDENTS

The meeting with students enables reviewers to establish student views on the issues being considered. 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.

The meeting should be chaired by the Student Guild representative, who will introduce the Periodic Review Panel and provide a brief summary of the review method. They will outline the purpose of the meeting and will emphasise the importance of transparency of the review process.

The meeting should be conducted as a single meeting (and not split into smaller groups) to allow for the views of students to be heard by all panel members and for comprehensive notes to be taken by the Minute Secretary.

The dialogue with students will normally start with a question to establish the basis on which the students were selected to attend the meeting and to identify if any of the students are studying on an offsite or online basis.

Throughout the meeting, students should be given opportunities to raise additional points to those covered by the questions raised by the Review Panel.

The questions from the Review Panel can be related to the main themes of the Periodic Review. Suggested questions aligned to the student journey are provided below. These questions are neither prescriptive nor exhaustive and the Panel can utilise or disregard any of the questions as they see fit. Due to the likelihood of time constraints the Panel may wish to prioritise questions based on known issues or information provided in the Self-Evaluation Document.

GENERAL MATTERS

- How are student views sought?
- Are students represented on committees? If so, what is their role?
- Are student views influential? Can they provide examples?
- Did students make a contribution to the self-evaluation document?
- Do students understand the support on offer in the School/ Institute?
- Do students understand the PGR structure in the School/ Institute?

ADMISSIONS AND INDUCTION

- What admission procedures are in operation?
- What information was provided about funding during the admissions process?

- What information were they provided with prior to starting their programme and how helpful was it? (e.g. admissions offer letter, funding offer letter) Was this information received before commencing their programme, or thereafter?
- What were their experiences of the admissions process?
- How is induction managed within the review area? Does this work well, is it useful?
- Did they feel adequately informed and prepared for starting their research programme?

RESEARCH ENVIRONMENT

- What do they think of the facilities available in the review area?
- Do they have their own desk space?
- What social spaces are available?
- What opportunities are there for students to meet and mix with academics and other students?
- Do students feel part of the research culture of the review area?
- What opportunities are there for international study and research links?
- Is there a feeling of PGR community within the review area?
- Are students aware of research groups/ seminar series etc.?
- Do the students feel part of the School/Institute/Department?
 - Where do they identify with?
- Are students aware of any Equality, Diversity & Inclusion initiatives and/or training opportunities? How effective are they?

SUPERVISION

- Are students clear on their entitlements in relation to supervision?
- Is there a balance between informal and formal contact between students and supervisors?
- Do they feel their supervisors have sufficient time to provide effective supervision?
- Is there effective support and guidance for independent research?
- Do any of the students have supervisors from industry or professional practice? How well does this work?
- Are students clear on the responsibilities of each of their supervisors?
- Do any of the students have experience of having a supervisor replaced on their supervisory team? How was this managed?
- Who do students contact if they want to seek support or guidance from someone independent of their supervisory team?
- Do their supervisors have a good awareness of the support on offer across the University?

SKILLS, TRAINING AND EMPLOYABILITY

- Were their training needs assessed at the start of their programme?
- Are their training needs kept under review?
- What training have they engaged with?
- What are their views on the training they have accessed?
- Do they understand the expectations of them in terms of completing training?
- How well is training managed within the review area?

PROGRESS AND ASSESSMENT

- Do students understand the process for their annual progress being assessed?
- What support is available to prepare students for the annual progress procedures? (including preparation for the Progress Assessment Panels)
- What support is available to students who are not making satisfactory progress?
- What feedback is there? Is it prompt and effective?
- Are students aware of the viva examination process?
- Do students feel they are adequately prepared for their viva examination?
- Are students aware of the University's expectations?

COLLABORATION, POLICY AND QUALITY MANAGEMENT

- Are any students studying as part of a collaborative agreement? If so, what are their experiences of this?
 - How do any benefits of this contribute to the research training, environment and experience in their own areas/ departments?
- Are students aware of University policies?
- Are there mechanisms in place for students to provide feedback to the review area?