

Periodic Review

Engaging with Students: Feedback on the Process

It is important that students have the opportunity to be involved in the periodic review process as much as possible, but the methods of engagement will vary from area to area. As part of the documentation required for periodic review, review areas are required to produce a plan setting out how they will communicate and engage with students from the early stages of preparation through to the post-review activity of drafting an action plan, progressing actions and providing feedback to students. In addition, the template for the action plan requires details of how feedback is provided to students and staff.

1. Pre-review Communication and Engagement Plan

As early as possible, the review area should contact the Faculty Student Voice Coordinator and work with them to produce a communication and engagement plan. Below are some of the points that it should cover:

1.1 Communication and engagement:

- i. How will the review area arrange for the periodic review process to be explained to students?
- ii. How will the review area explain to students what the Self Evaluation Document (SED) is and how they can contribute to it?
- iii. Are there any other ways in which the review area will seek students' contribution to the preparation for the review?
- iv. What methods of communication will be used to inform students of the meeting they can attend with the review Panel?
- v. How will the review area explain to students what happens after the review and how they can contribute to the action plan?
- vi. How will feedback be provided to students throughout the process?
- vii. What methods of communication does the review area plan to use e.g. Student-Staff Liaison Committee meetings, focus groups, Canvas, social media?
- viii. Who will be responsible for communicating to students?
- ix. Who will be responsible for providing feedback to students?
- x. If the review area has online programmes, how will communication and engagement with online students be managed, and the feedback given to them?
- xi. If the review area has students at Truman Bodden Law School, what are the communication and engagement plans in respect of these students?
- xii. In the Faculty of Humanities and Social Sciences, how will the review area communicate and engage with Combined Degree students studying 25% or 50% components from the review area, but with a 'home' department in another department?

1.2 Incentives:

There is no requirement to provide incentives to encourage students to contribute to or participate in the periodic review process; however, it is something review areas may want to consider. Generally

the review Panel's meeting with the students is the first meeting of the event. Subject areas may want to consider holding pre- or post-review meetings with students to discuss preparations for or the outcome of the review. The area may consider incentives to encourage students' engagement e.g. printing credits. When any incentives are used, there should be consideration that they are applied fairly and transparently, and all costs should be borne by the review area. The Faculty Student Voice Coordinator should be contacted for advice on providing incentives to students. Details of any incentives should be included in the plan.

2. Post-review Action Plan

After the review event, the review area will be required to produce an action plan in response to the recommendations and details of how students will contribute to this action plan should be set out in the student engagement plan. This is distinct from an additional requirement in the action plan template (see Appendix 11) to explain how feedback will be given to students on each action or area of activity in the action plan; responsibility for the feedback and the method used is likely to vary depending on the action and the timescale for completion.

The action plan will be updated after approximately six months to report progress against the actions and to explain how progress is communicated to students, this should also explain how new students who were not present when the review took place, are informed of the process.