

AIDE MÉMOIRE FOR MEETING WITH STUDENTS

The meeting should be conducted as a single meeting to allow for the views of students to be heard by all panel members and for comprehensive minutes to be taken by the Minute Secretary.

The dialogue with students will normally start with a very brief outline of the purpose and transparency of the review. Students should be aware that they are meeting with an independent Panel and that no staff from the review area, whether academic or professional support, are included in the meeting. It may be relevant to establish how effective the review area has been generally in securing student involvement in the review process. Subsequent questions should enable issues identified from the SED in the first private meeting of the Panel to be explored in more depth.

A set of possible questions is therefore provided below; it is very unlikely that each of these questions will be needed therefore the questions should be carefully selected to enable effective use of the time available for the meeting. Throughout the meeting, students should be given opportunities to raise points not covered by the questions raised by the review team.

CAMPUS BASED STUDENTS

General matters in relation to quality and the student experience

- 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?

The curriculum

- 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 timetables and workloads appropriate?
- What opportunities are there for practical and vocational experience (if relevant to the programmes offered by the department/school)?
- What opportunities are there for international study? Should there be more opportunities?
- How are students engaged in curriculum development and approval?

Assessment and achievement

- Do students understand the criteria for assessment and the methods employed?
- Is assessment formative as well as summative?
- What feedback is there? Is it prompt and effective?
- In their experience, have the intended learning outcomes been achieved?
- Do academic staff discuss student achievement with students?
- Are further study and career aspirations likely to be satisfied?
- What do students understand is meant by 'authentic assessment'? Do they think they've had such assessments?

- Do students feel their digital skills have been developed and enhanced?

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?
- What do students think is meant by 'research connected teaching'? Do they think they've received this?
- What do students understand as 'active learning'? What opportunities have they had to undertake active learning?
- How has technology been used in teaching and learning?

Student support

- What admission and induction procedures are in operation?
- What are the arrangements for academic support?
- Do these arrangements extend to work experience, placements, study abroad and other off-site experiences?
- What skills are acquired? Do they enhance employability?
- Do students receive effective support?

The learning environment

- How good are the library services in terms of opening hours, access, user support, availability of books and journals?
- What IT support is there? Are opening hours, access, user support and availability of workstations and software appropriate?
- Are there suitable programme-specific materials?
- Is the accommodation and equipment adequate?

ONLINE STUDENTS

General matters in relation to quality and the student experience

- How are student views sought?
- Are student views influential? Can they provide examples?
- How do students know what the Department or School has done in response to their views?
- Did students make a contribution to the self-evaluation document?

The curriculum

- 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 future employment?
- Are timetables and workloads appropriate?

APPENDIX 7

- What opportunities are there for practical and vocational experience (if relevant to the programmes offered by the department/school)?
- How are students engaged in curriculum development and approval?

Assessment and achievement

- Do students understand the criteria for assessment and the methods employed?
- Is assessment formative as well as summative?
- What feedback is there? Is it prompt and effective?
- In their experience, have the intended learning outcomes been achieved?
- Do academic staff discuss student achievement with students?
- Are further study and career aspirations likely to be satisfied? What do students understand is meant by 'authentic assessment'? Do they think they've had such assessments?

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?
- Is there effective technical support and guidance?
- Do students have confidence in the security of the online classrooms and discussion fora?
- What do students think is meant by 'research connected teaching'? Do they think they've received this?
- What do students understand as 'active learning'? What opportunities have they had to undertake active learning?

Student support

- What admission and induction procedures are in operation?
- What are the arrangements for academic support?
- What skills are acquired? Do they enhance employability?
- Do students receive effective support?

The learning environment

- How good are the library services in terms of access, user support, availability of e-books and e-journals?
- What IT support is there? Are access to, user support and availability of software appropriate?
- Are there suitable programme-specific materials?
- Do students feel their digital skills have been developed and enhanced through the online environment?