

Guidance DG(iv)

Agenda and guidance for meetings with current students, graduates and employers

Meetings with current Students and Graduates

Introduction

1. Meetings with students and, where appropriate, graduates, enable 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.
2. The meeting is normally chaired by the ISR Chair who will introduce the other reviewers and provide a brief summary of the review method. S/he will outline the purpose of the meeting and will emphasise the importance of transparency of the review process. The dialogue will normally start with a question to establish on what basis the students and graduates were selected to attend the meeting. Confidentiality will be stressed.
3. Throughout the meeting, students and graduates should be given opportunities to raise points not covered by the agenda.

Standard agenda items

4. **General matters in relation to quality and standards**
 - a. How are student views sought?
 - b. Are students represented on committees? If so, what is their role?
 - c. Are student views influential? Can they provide examples?
 - d. Did students make a contribution to the self-evaluation?
5. **The curriculum and intended learning outcomes**
 - a. Are students made aware of the intended learning outcomes by programme specifications or other means?
 - b. What is the match between the expectations of students, the intended learning outcomes and the curricular content?
 - c. What is its relevance to further study and prospective employment?
 - d. Are timetables and workloads appropriate?
 - e. What opportunities are there for practical and vocational experience?
6. **Assessment and achievement**
 - a. Do students understand the criteria for assessment and the methods employed?
 - b. Is assessment formative as well as summative?
 - c. What feedback is there? Is it prompt and effective?
 - d. In their experience, have the intended learning outcomes been achieved?
 - e. Do academic staff discuss student achievement with students?
 - f. Are further study and career aspirations likely to be satisfied?

Guidance DG(iv)

Agenda and guidance for meetings with current students, graduates and employers

7. **Teaching and learning**
 - a. Is the range of teaching and learning methods appropriate for delivering the curriculum?
 - b. How do students perceive the quality of the teaching?
 - c. Is there effective support and guidance for independent study?
8. **Student progression and support**
 - a. What admission and induction procedures are in operation?
 - b. What are the arrangements for academic support?
 - c. Do these arrangements extend to work experience, placements, study abroad and other off-site experiences?
 - d. What skills are acquired? Do they enhance employability?
 - e. Do students receive effective support?
9. **Learning resources and their deployment**
 - a. How good are the library services in terms of opening hours, access, user support, availability of books and journals?
 - b. What IT support is there? Are opening hours, access, user support and availability of work stations and software appropriate?
 - c. Are there suitable programme-specific materials?
 - d. Are the accommodation and equipment adequate?
10. In addition a number of additional questions should be addressed to graduates, if they are included in the student group:
 - a. How well did your course prepare you for employment in terms of subject specific knowledge?
 - b. How well did your course prepare you for employment in terms of skills?
 - c. Did you receive adequate careers advice to enable you to make an appropriate career choice?

Meeting with Employers

11. The following are some broad themes that review teams might like to discuss during their meeting with employers. This list is not meant to be exhaustive and is for guidance only):
12. **Employer Engagement**
 - a. Do the employers feel engaged with the University, faculty or school?
 - b. Do the employers have the opportunity to provide feedback to the subject team? If yes, could they see evidence that their feedback had been acted upon?
 - c. Are employer representatives used as visiting lecturers or asked to contribute to extra-curricular activities?

Guidance DG(iv)

Agenda and guidance for meetings with current students, graduates and employers

- d. Have the employers been invited to take part in any career related events at the University (for example 'speed interviewing')? If so, were they useful?
13. **Curriculum**
- a. Are the employers familiar with the learning outcomes and curriculum of the programmes?
 - b. To what extent do the employers feel that the curriculum articulates with industrial requirements?
 - c. Do the employers have the opportunity to input into the curriculum and module design?
14. **Placements**
- a. Do the employers take placement students from Kingston?
 - b. If so, do they feel that they were supported by staff from Kingston before, during and after the placement period?
 - c. Were the students adequately prepared for, and supported during, the placement?
15. **Job Market**
- a. Do the employers feel that the students are adequately prepared for the job market (e.g. CV writing skills and interview technique)?
16. **Expectations**
- a. Have the employers' expectations been met, in terms of the programme(s) producing graduates that have the necessary skills and subject specific knowledge?