

Engaging students in Institution-led Review

A practice guide for universities and students' associations

EXECUTIVE SUMMARY

Developed in conjunction with The Robert Gordon University's
Gray's School of Art and IT Services Department

Institution-Led Review is a key part of quality arrangements¹ in Scotland's universities, through which they undertake periodic reviews of subject areas, service areas or institutional themes. The guide provides ideas on how to engage students before, during and after such reviews.

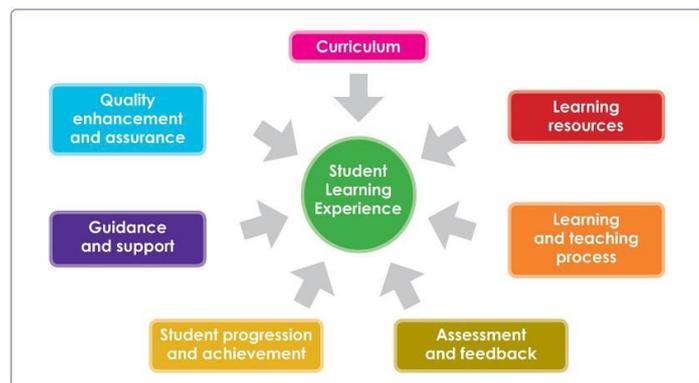
Before the review

Senior students' association officers or school-level representatives should be involved in planning for the review and included from the beginning in any working group leading the preparation.

One early decision in which to involve them is how students' views of their learning can be presented as part of the review materials. Course reps, who will already be engaged in researching the student view, or other dedicated student researchers, will be well placed to do this work.

Those student representatives or researchers will then need to be supported to work with their fellow students to create an evidence base of perceptions of the strengths and potential areas of development in the learning experience.

sparqs' Student Learning Experience diagram provides a useful set of headings to frame this research.



During the review

Student representatives may, as a result of their research, develop a good sense of which students or student groups have interesting experiences or perspectives to share. Such representatives should therefore be involved in identifying students to meet the review panel.

It is then important to ensure those students meeting the panel are appropriately briefed and debriefed so they are able to effectively engage with the review panel and provide meaningful perspectives.

After the review

Student representatives should, upon receipt of the review panel's report, be involved in outcomes from the review, including any working groups established to take forward action points. They can also contribute to the ongoing sharing of effective practice throughout the university and beyond that arises from the review.

Read the full version of this guide at <http://www.sparqs.ac.uk/resource-item.php?item=228>

¹ See more about the Quality Enhancement Framework at <http://www.qaa.ac.uk/about-us/scotland/development-and-enhancement>. The framework, and the sector's approach to reviews, is being revised and redeveloped throughout 2016. This practice guide will be updated to reflect any significant changes that impact on its content.

A suggested timeline for student engagement in Institution-led Review

