APPENDIX 5 – AGENDA FOR STUDENTS

AGENDA FOR MEETING WITH STUDENTS

Introduction

• Meetings with students should enable reviewers to establish student views on the issues being considered. These meetings should 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 normally be chaired by the Review Panel Chair, who should introduce the members of the Panel and provide a brief summary of the review method. The Panel Chair should outline the purpose of the meeting and emphasise the importance of transparency of the review process.

The following is a suggested list of questions that the Panel may wish to ask students but throughout the meeting students should be given the opportunity to raise points not covered by the agenda.

General matters in relation to quality and standards

• How are student views sought?
• Are students represented on the student-staff exchange committees? If so, what is their role? Do they attend? Is the level of representation appropriate? Is this an effective means of seeking student views on their programme/Department/School?
• Are there opportunities for students on programmes involved with collaborative provision and flexible and distributed learning (including distance and e-learning) to make their views known?
• Are student views influential? Can they provide examples?
• Did students make a contribution to the self-evaluation?
• Do students feel central to and involved in the activities of the School/Department/programme?

The curriculum and intended learning outcomes

• Are students made aware of the intended learning outcomes by programme specifications, programme handbooks, websites or other means?
• What is the match between the expectations of students, the intended learning outcomes and the curriculum?
• Does the curriculum encourage the development of knowledge and skills and what is its relevance to further study and prospective employment?
• Are timetables and workloads appropriate?
• What opportunities are there for practical and vocational experience, where appropriate?

Assessment and achievement

• Do students understand the overall assessment strategy including the criteria for assessment and the methods employed?
• Is the assessment appropriate including for students on programmes involved with collaborative provision and flexible and distributed learning?
• Are students provided with clear guidance in advance of assessment such as dates and times?
• Is the assessment procedure secure particularly for programmes involved with collaborative provision and flexible and distributed learning?
• 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?
Learning and Teaching

- Do students understand the overall learning and teaching strategy? Is the range of learning and teaching methods appropriate for delivering the curriculum including programmes involved with collaborative provision and flexible and distributed learning?
- Are delivery systems appropriate and reliable e.g. are there alternatives available in the event of failure of ICT and BLE systems?
- How do students perceive the quality of the teaching? What are the positive aspects of such or possible areas for enhancement?
- Is there effective support and guidance for independent study?

Student progression and support

- What admission and induction procedures are in operation?
- Is there effective/adequate preparation for transition to different levels of study?
- What are the arrangements for academic and pastoral support including for those on programmes involved with collaborative provision and flexible and distributed learning? Are these effective?
- Where part-time staff are used are they accessible?
- Is e-mail communication used to help address the particular situation of working adults?

Learning resources and their deployment

- 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 work stations and software appropriate?
- Are there suitable programme-specific materials?
- Are the accommodation and equipment adequate?
- Are the learning resources appropriate for programmes involved with collaborative provision and flexible and distributed learning e.g. is use made of ICT and BLE systems?

Research students

- Is there a suitable research environment, facilities to undertake the research, opportunities for students to participate in seminars, workshops, conferences?
- Is there a Department/School Sub-Committee with responsibility for overseeing admission and progression of research students?
- Is the decision to admit taken by two or more suitably experienced or trained academic staff, constituted for this purpose, after interview?
- What is the provision of both discipline-specific and generic research training?
- Are students aware of the Birkbeck Graduate Research School (BGRS) and the Bloomsbury Skills Network and do they take up the opportunities offered by both such as generic skills workshops, the BGRS Research Resources Room, student representation on the BGRS Steering Committee?
- Is each student assigned a principal and second supervisor (or supervisory team)?
- Are there any instances of principal supervisors who are on probation or who have not been a member of a previously successful supervisory team?
- What are the procedures for monitoring students’ progress and for transfer from MPhil to PhD?
- Is there training available to research students wishing to become involved in teaching?
# APPENDIX 6 - GLOSSARY

## GLOSSARY OF TERMS AND ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ABExCo</td>
<td>Academic Board Executive Committee</td>
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<tr>
<td>BETA</td>
<td>Birkbeck Excellence in Teaching</td>
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<tr>
<td>BGRS</td>
<td>Birkbeck Graduate Research School</td>
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<td>BSIS</td>
<td>Birkbeck Student Information System</td>
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<td>BSN</td>
<td>Bloomsbury Skills Network</td>
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<tr>
<td>C&amp;IT</td>
<td>Communications and Information Technology</td>
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<td>CAS</td>
<td>Common Awards Scheme</td>
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<td>CCP</td>
<td>Central and Collaborative Provision</td>
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<tr>
<td>CLPD</td>
<td>Centre for Learning and Professional Development</td>
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<tr>
<td>CMS</td>
<td>Content Management System</td>
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<tr>
<td>CPC</td>
<td>College Programmes Committee</td>
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<td>EAP</td>
<td>English for Academic Purposes</td>
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<td>eLAG</td>
<td>eLearning Advisory Group</td>
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<td>FHEQ</td>
<td>Framework for Higher Education Qualifications</td>
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<td>HEA</td>
<td>Higher Education Academy</td>
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<td>HEIS</td>
<td>Higher Education Introductory Studies</td>
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<td>ITS</td>
<td>Information Technology Services</td>
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<td>MOOD</td>
<td>Moodle</td>
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<td>NSS</td>
<td>National Student Survey</td>
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<td>PDR</td>
<td>Progress and Development Review</td>
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<tr>
<td>PSRB</td>
<td>Professional, Statutory and Regulatory Bodies</td>
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<tr>
<td>QE</td>
<td>Quality Enhancement</td>
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<tr>
<td>ASQ</td>
<td>Academic Standards and Quality</td>
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<td>RDP</td>
<td>Research Degree Programmes</td>
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<td>SED</td>
<td>Self Evaluation Document</td>
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<tr>
<td>SEWP</td>
<td>Student Experience and Widening Participation</td>
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<td>SICS</td>
<td>Specialist Institutions’ Careers Service</td>
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<td>SPC</td>
<td>Strategic Planning Committee</td>
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<td>SSEC</td>
<td>Student-Staff Exchange Committee</td>
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<td>STQEC</td>
<td>School Teaching and Quality Enhancement Committee</td>
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<tr>
<td>TQEC</td>
<td>Teaching and Quality Enhancement Committee (College)</td>
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<td>VLE</td>
<td>Virtual Learning Environment</td>
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<td>WebCT</td>
<td>Web Course Tools</td>
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## WEB LINKS

- **Birkbeck Graduate Research School**
- **Birkbeck Mission Statement**
- **Collaboration**
- **College’s Common Awards Scheme**
- **Data Protection Code of Practice**
- **Disability and Dyslexia**
- **English Language provision**
- **Financial support information**
- **Framework for Higher Education Qualifications**
- **Higher Education Academy (HEA) Subject Centre**
- **HE Credit Framework for England**
- **International Students**
- **ITS (IT Services)**
- **Open evening registration**

- **Postgraduate Training and Research Code of Practice**
- **Professional Accreditation**
- **ASQ**
- **Strategy for Learning Teaching and Enhancement SLATE**
- **Student Union**
- **Subject Librarian**
- **Tableau reports**
- **Term dates**
- **UK Quality Code for Higher Education**