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POSSIBLE WAYS IN WHICH STUDENTS CAN BE INVOLVED IN QUALITY

Student representatives are not focused on simply raising problems and complaints but also on proposing ideas and suggestions
We have meetings and/or forums which encourage staff and students to explore key learning and teaching issues
We can identify projects where students and staff are working together to improve the quality of the student experience
Students are active contributors to the committees they are members of and their views and opinions are valued and acted upon
We have plenty of students involved in representative activities - they turn up to meetings and engage readily
Students are present when we explore challenges or make decisions around key learning and teaching issues
We have confidence that when students' representatives contribute to meetings their views are based on the views of the students they represent
Students regularly add items for discussion to the agenda of meetings and present papers and/or make presentations
Student representatives have the opportunity to develop the skills and knowledge to contribute constructively to the decision-making at a programme/course level
There are staff within academic units who have a role in supporting the role of student representatives at that level
There are staff within academic units (faculties/departments) who have a role in supporting student representative activities and these staff have effective links with quality staff and senior managers and can use those links to progress issues appropriately
There are clear roles for student representatives in institution-led quality assurance and enhancement processes
We can identify decisions that have been shaped significantly by student leaders
There are opportunities for student leaders to communicate with their electorate, to report back on their activities and to be held accountable for their actions
Student leaders are active contributors to the committees they are members of and their opinions are valued and acted on
We are aware of student leaders and senior staff both compromising and negotiating to make decisions
Student leaders have a good awareness of the national quality arrangements and are able to engage with them at an institutional level
Student leaders have a good awareness of the national quality arrangements and are able to engage with them at a national level
The national quality arrangements detail a clear and effective role for students and this is communicated and widely understood

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Student representatives and staff at a programme/course level are aware of the key learning and teaching challenges arising from programme monitoring and internal quality mechanisms and are working together to address these
There are effective mechanisms in place to collect individual student feedback
Students are involved in the design and approval of programmes
When things are going wrong on a particular course or programme there are opportunities for students to raise this and for changes to be made in time to improve the experience for those students
Conversations with students on how a course is progressing and meeting learning objectives is a regular part of the interaction between students and teaching staff in the class room
Teaching staff are approachable and it is easy to contact them if there is a problem with delivery on a course
Students are involved in giving feedback on the performance of teaching staff
Students and staff have access to data relating to the student experience at a course/programme level
Students are members of all the key committees at a faculty/school and departmental level
Students fill in feedback questionnaires around their learning experience and believe these results are taken seriously
Actions taken as a result of questionnaires regarding the student learning experience are communicated to students
Students help design feedback questionnaires around the student learning experience and help promote them to the student body
There are opportunities for staff and student representatives to discuss survey results together
Students contribute to the ongoing review of programmes
Students are aware of actions planned or taken as a result of programme monitoring
Student representatives at course or programme level have a clearly defined role focused on learning and teaching and quality issues
Student leaders and senior staff have agreed a clear set of priorities that they will work on together to enhance the student experience
Student leaders are members of all the key committees relating to institutional quality assurance and enhancement and governance
Student leaders are present when decisions are taken about institutional strategy and priorities
Student leaders help shape institutional strategy and priorities
Student leaders and senior staff have conversations about key institutional challenges arising from internal evaluation and external influences, working together to shape programmes of action that will benefit students
Student leaders are elected in a democratic and transparent way that adheres to national guidelines and/or legal requirements

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There is a high turnout in student leaders elections
The constituencies for elections reflect the representative role – e.g. a student leader representing students at an institutional level is elected by all students on campus and a student leader representing students at faculty level is elected by all students in that faculty
The student representative structures support the delivery of a considered student opinion at all levels of the institution's decision-making processes
Student leaders are aware of the outcomes and recommendations of quality review processes and are able to use these to inform their priorities
Student leaders provide appropriate challenge and can be seen to disagree with institutional decisions when they feel it is necessary
There is a clear and defined role for student leaders from the institution when subject to external quality review, including contributing to any internal self-assessment
The student representative body has resources and support staff that help it achieve its goals
Student leaders understand the key issues affecting the student experience at all levels of the institution and those affecting specific groups of students
Student leaders have clear points of contact within the senior management team who support them achieving their objectives
Student representatives have the opportunity to develop the skills and knowledge to make constructive contributions that influence institutional decisions.
There are effective links between institutional student leaders and the national student representative organisation
Institutional student leaders are aware of national trends and challenges and draw on this knowledge in strategic conversations
Students are members of all the key committees at a national level
Students are members of our quality agency committees and are able to shape developments in national quality arrangements
Institutional student leaders are able to use local student opinion to shape learning and teaching policy decisions within the national student representative organisation
Students are full members of external quality review panels
Student members of external quality review panels are able to contribute effectively to reviews
National student leaders are able to review data and trends from external quality review processes and other key performance indicators
National student leaders are able to draw on a range of information and data concerning key learning and teaching challenges at a national level

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There are opportunities for student leaders and institutional leaders to discuss national challenges and opportunities and contribute to the development of joint strategies to address these

We are confident that when national student leaders contribute to meetings their views are based on the views of the students they represent

Student leaders operating at a national level have the opportunity to develop the skills and knowledge to contribute constructively to decision-making

There are opportunities for student leaders to meet at a national level to explore and develop their understanding and thinking on key learning and teaching issues

We can identify instances where student leaders and government/educational leaders have identified strategic priorities and have agreed joint programmes of action to address these

National student leaders provide appropriate challenge and can be seen to disagree with national decisions when they feel it is necessary