

The Scottish Funding Council's expectations around student engagement in the institution-led review process (ie, Academic Review at HWU) is detailed within the [Scottish Funding Council guidance to higher education institutions on quality from August 2017-2022](#). An extract from the guidance is provided below.

Scottish Funding Council Guidance

Extract from SFC

“Institutions are expected to continue extending student engagement and participation in quality in line with the Student Engagement Framework for Scotland. It is expected that students will be engaged at all stages of the ILR process including the development of the self-evaluation, as full members of ILR teams, and in follow-up activity.”

Development of the Reflective Analysis

Challenges

Engaging students in the development of the self-evaluation process, and production of the reflective document, can be a challenge, particularly when work is taking place outside the semester, however, Schools are asked to consider and agree ways by which this might be achieved. Below are some examples of student engagement that have previously taken place.

Examples of Engagement

- Targeted survey providing key evidence for identifying a review theme
- Independent external research exercise to gather views from prospective, current and graduated students
- Contribution towards the drafting and/or reviewing of the reflective document (via School Officers and Class Representatives)
- Seeking specific feedback relating to the review through various feedback mechanisms
- Considering the draft through Student-Staff Liaison Committee meetings
- Considering the final draft through the committees with student representative (eg SSC and SSLC)
- Contribution to the topic/preparation for the Enhancement Workshop
- Production of a student overview section of the reflective document

Referencing the process

The Reflective Analysis documents should include, within the introduction, a brief explanation on the process followed for producing and approving the reflective document, this should include information as to how the student body was included in the process. Guidance is available on the web.

Student Overview Section

The student body should be given an opportunity to contribute a section to the reflective analysis document through the production of a 'Student Overview' section, commenting upon their student learning experience. For undergraduates, this would be managed by the UG School Officer; an equivalent opportunity should be offered to the PGT/PGR students. The School should liaise with the relevant representatives who may seek support from the Student Union.

The Student Overview section should be a report on the students' views of their student learning experience. The views should be recent (ie sought specifically for this review). If possible, the views of postgraduate students (taught and research) should also be sought and incorporated into the report.

The report should provide a **balanced, constructive and objective summary of the students' views on their learning experience**. The topics within the report will be determined by what the students feed back, however, some topics reported on in the past are shared below.

- General experience of programme (teaching, learning materials, environment etc)
- Personal Tutors
- Student Representation
- Resolution of issues raised
- Assessment methods
- Feedback on Assessment
- Laboratories
- Employability / PDP
- Supervision