# *SLE Questions for Class reps*

**Curriculum**

*Includes: course content; handbooks; study abroad opportunities; placements; optional and compulsory modules*

* Does the overall curriculum taught match your expectations from the information provided about the course?
* Do you undertake a placement or study abroad year? If so, do you feel you have the relevant information and support to do so effectively?
* Are you given the opportunity to help co-design courses/content alongside staff?
* Has your curriculum been adapted or modified in any way to include online learning?
* Is your timetable clear and easy to understand?
* Is there a curriculum outline provided?
* Do your classes help you to learn and develop your understanding and skills?
* Were your learning expectations clearly outlined?
* Do the learning outcomes correspond to what you are learning?
* Are you satisfied by the module choices that were offered?
* How are the modules structured?
* Do you find the course engaging and challenging?
* Does the way your curriculum is put together take account of student mental health and wellbeing?
* Does your curriculum include content from a range of different cultures, backgrounds, and identities?

**Learning resources**

 *Includes: library; IT; VLE; estates; classroom resources*

* Have you been provided with adequate equipment to complete your studies?
* Do you have access to, and have you been supported to use appropriate learning technologies, including new software and online tools?
* Have you been supported to access subject-specific facilities (e.g., labs, studios, theatres, computing rooms, etc.) or alternatives in an online environment?
* If you are studying a practical course, do you have access to the resources/tools/materials you need?
* Are there adequate library facilities and study spaces? Are they well maintained and fit for purpose?
* Are you supported by your institution to reduce your carbon footprint while learning? (e.g., through online learning and paperless submission to reduce commuting and printing)
* In courses for which you are not able to access the library on campus, do you have access to equivalent learning materials online?
* How much guidance and support do you get with use of VLE for learning and teaching?
* Are you able to access core course materials (lecture slides, reading lists, notes etc.) on the VLE?
* Are the lectures and other class learning materials easily accessible?
* Is their adequate provision of materials and equipment for the number of students who require it?
* Do reading lists contain a wide range of content from a range of different cultures, backgrounds, and voices?

**Learning and teaching process**

*Includes: contact time; independent and group work; class sizes; teaching styles; staff development*

* Have you had the opportunity to take part in group work?
* If you have any learning in an online environment, have you been given tasks that involve learning off-screen and the chance to take regular/appropriate breaks?
* Does your timetable work for you?
* Does your lecturer use any innovative methods for engaging with the more practical elements of your course?
* Do staff engage in continued professional development (CPD) around key learnings on topics such as student mental health, equality, and sustainability?
* Are you consistently/sufficiently guided to practice your skills throughout your course?
* Are there opportunities for experiential learning in your course? (e.g., field trips, placements, or outdoor classes)
* If your course uses an online/blended approach, do you feel all learning is appropriately covered and you are supported to engage in an online environment?
* Are there opportunities for asynchronous learning using video lectures and online materials which you can access whenever you like?
* Are you able to learn in a way that suits you?
* Are your classes stimulating/engaging and informative? 15
* Do you find the lectures a satisfactory method of imparting information?
* Are class sizes appropriate?
* Is teaching material up to date?
* Do you find your tutorials promote your understanding of the subject and further learning?
* Do you have enough contact time with your lecturers/tutors?
* Are there opportunities for peer-to-peer learning?
* Do your classes motivate you to learn independently?
* Are you given support to develop your independent learning skills?

**assessment and feedback**

*Includes: marking criteria; consistency of marking; number and type of assessments; choice of assessment; quality and promptness of feedback*

* Are there opportunities for flexible or personalised assessment, or alternative assessment options, including the opportunity for online assessments?
* Is it made clear to you on how you will be assessed and what assessments will look like?
* Have you experienced any barriers to engaging in any of your assessments?
* If you are writing your dissertation, are you provided with effective support and guidance?
* Do assessments adequately and fairly represent the content of the course?
* Was the course fairly marked?
* Do you receive adequate feedback from your assessments?
* Does the feedback you receive following assessments help you understand what you did well and what you need to do to improve?
* Are your assessment deadlines close together or are they scheduled to ensure that you do not have multiple assessments due on the same day?
* Are the assessment criteria clear to you?
* Is consideration given around assessments to support students who may be struggling, including extensions, extenuating circumstances, and additional assistance?
* Are you given enough time to prepare for assessments?
* Are there opportunities to discuss your progress with staff on a regular basis?
* Have you had the opportunity to complete formative assessments (assessments where the mark does not count towards your final grade)?

**Student progression and achievement**

*Includes: induction; the learner journey; links between courses; personal development and progression*

* Have you experienced any challenges progressing from one year of your course to the next?
* Have you identified any gaps in your knowledge due to how or where you transitioned from and into the institution?
* Before the start of the semester, were you kept up to date on what is being done to prepare for students’ arrival and kept informed of what your student experience may look like this year? 16
* Have you had the opportunity to attend induction events either online or in-person? Did you experience any particularly creative approaches to the delivery or content of these induction events? Are you able to progress easily from one module to the next?
* Are you able to evaluate and report on your own personal progress through your course?
* Are further course opportunities and pathways made clear to you?

**guidance and support**

*Includes: careers advice; personal support; counselling; academic support Have you been given the option to access academic, personal, and careers support either in-person, online or both?*

* Are you clear where you can seek support from if you need to discuss extensions or apply for special circumstances?
* Have you been made aware of hardship funding available through your institution?
* Have you experienced any innovative ways of developing and maintaining a sense of community on your course?
* Has your institution or department offered a way for you to engage with students and staff more informally?
* Have you been made aware of how to contact and access support services, including mental health services, either in-person or online?
* How much support are you getting with your academic work?
* Is there a place/person you can get help from if you’re struggling with your work?
* Are staff and students aware of the channels for dealing with issues?
* Is your personal tutor or advisor of studies helpful?
* Are you provided with sufficient employability guidance and advice?
* How has your course made you more employable?
* How informative and helpful is the careers centre?

**quality enhancement and assurance**

*Includes: institution-wide conversations about enhancement; external review; institution-led review; staff observation; survey development; interpretation of student feedback*

* Are you given opportunities to feed back to senior staff members at your institution on issues you are facing, e.g., through the opportunity to attend online or in-person ‘town hall’ style meetings where students can raise issues directly with senior leaders?
* Do you feel that the staff and department is receptive to student concerns and suggestions?
* Do you feel that you and your classmates’ opinions are listened to and taken seriously?
* What improvements have been made to your course during your time of study?
* Do you consider that there is a strong student voice culture embedded in your course?
* Are there opportunities for you to understand and engage in wider quality processes at your institutions?
* Does your institution gather student ideas for initiatives relating to topics such as sustainability, equality, and mental health, and if so, how do they do this?
* Do you have the chance to work with staff in developing and delivering student feedback gathering tools, and are you able to access and use relevant data?