**Reflective questions related to professional services partnerships**

Phase 2 of the 2021-22 Focus On project: Professional Services Partnerships involved a student focus group on Professional Services Review (PSR) and partnerships. Details of the focus group and a summary of the student responses is published on the [QAA Scotland website](https://www.qaa.ac.uk/scotland/focus-on/professional-services-partnerships) including a set of reflective questions QAA Scotland developed for HE practitioners and students. These reflective questions have been additionally collated here for institutions to consider as they review professional services within their own context.

**The term ‘professional services’**

* When working in partnership with students on professional services projects, do students understand ‘professional services’ as a collective term and what services fall under that term?
* When communicating with students about the work of ‘professional services’ to students, who is the ‘student’ audience - Student Representatives or non-representatives?
* Are new Student Representatives familiar with the term, could they explain it to their peers?
* Are your new students aware of how non-academic services are described?
* Are students aware of how professional services can support their experience either as a singular service, or collectively, in partnership to offer tailored support?

**Impact of professional services on the student experience**

* How easy is it for students accessing services to understand what they have to do and how long it will take?
* How do your students engage with professional services in a post-COVID climate?
* Do youcelebrate successful services? How do teams learn about the successes and good practice of others, and how is this communicated?

**Student involvement in professional services review (PSR)**

* How do you identify which students are to be involved in reviewing services either as part of PSR or for other reasons (such as a collaborative project, etc)?
* Are you actively seeking a variety of opinions regarding professional services through your Student Representatives or similar or directly through the student body?
* Are your students/Student Representatives clear as to why and for what purpose their feedback on professional services is sought?

**Seeking student views**

* Do you use a broad range of methods to solicit student feedback and engage students with PSR?
* If you use feedback questionnaires to monitor and evaluate services, are they sent out in a timely manner?
* Are your focus groups chaired effectively? Are dominant voices managed to ensure you enable all participants to express their opinion? Do you offer training or briefings to focus group chairs and participants?
* How are approaches and/or opportunities to seek student engagement publicised as part of your institution’s commitment to enhancing professional services?
* Do you offer any form of recognition to those students who have contributed?
* How do you communicate the outcomes of PSR to students indicating where changes have/have not been made as a direct result of feedback?

**Effectiveness of professional services working in partnership?**

* When asking students to evaluate services, do you ask them about their experience throughout their student journey or about the individual services or support that have been accessed?
* Is there parity in how different services are advertised and communicated across the student body? How is this evaluated?
* Do staff in central hubs or equivalent have up-to-date training and are your students’ association/union advisors part of that training?
* Do your Student Representatives receive training about key services available to students?

**Communication of professional services**

* When did you last evaluate how students felt about the communications they receive about the services delivered by your professional services?
* When and how do you communicate to students at all levels and modes of study about professional services available to them? Is this communication continuous throughout the year, at key points in the year, or just during induction?
* Who communicates the information to students about different services - academic staff, professional service staff or both? How does the institution ensure that everyone involved in these communications to students is giving the same, up-to-date information? How is the effectiveness of the institution’s approach evaluated?
* How are academic staff and personal tutors trained regarding the professional services available to students? When did you last review the effectiveness of this training?
* Is your VLE accessible to those students who may need to avail themselves of these services, such as those with specific learning differences?

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