20

Years of Enhancement

Enhancement Themes

Evidence for Enhancement:
Improving the Student Experience

RESPONDING TO STUDENT VOICE: PRINCIPLES OF PRACTICE CARDS

RESPONDING TO STUDENT VOICE: PRINCIPLES OF PRACTICE

Responding to student voice involves paying attention to how student feedback is processed and how the impact of this activity is communicated back to students. Questions around how effectively institutions and students' associations do this are increasingly important.

How well do you respond to the feedback you receive from students? Where could you make improvements? How could you go about making changes and enhancements? What role could students play in this?

This set of cards sets out a series of interrelated principles of practice, designed and shaped by staff and students working in partnership, which will aid you in addressing these questions and improving the policies, processes and practices which help you respond to student voice, whether teaching face-to-face or online.

The cards are designed to be dynamic, to encourage reflection, and to be useful in planning and review exercises at any scale and at any time among students and staff who want to enhance the way they respond to student feedback. The definitions and reflective questions presented on each card should be actively used rather than passively consulted or 'checked–off'. The reverse of each card presents an opportunity to reflect and plan around the principle featured on the front. The planning grid that accompanies this set can be used to plot activities and interventions across the principles, and the pack's introductory sheet contains suggested uses and applications.

RESPONDING TO STUDENT VOICE: PRINCIPLES OF PRACTICE

In responding to student feedback, **institutions** and **students' associations** should...

WORK IN PARTNERSHIP

UTILISE REPRESENTATIVE SYSTEMS

ENCOURAGE DIALOGUE

BE TIMELY

ENSURE TRANSPARENCY

EMBED ETHICS

SUPPORT ENHANCEMENT–LED APPROACHES

CELEBRATE ACHIEVEMENT

Enhancement Themes

WORK IN PARTNERSHIP

Empower staff and students to participate fully and meaningfully in student feedback cycles.
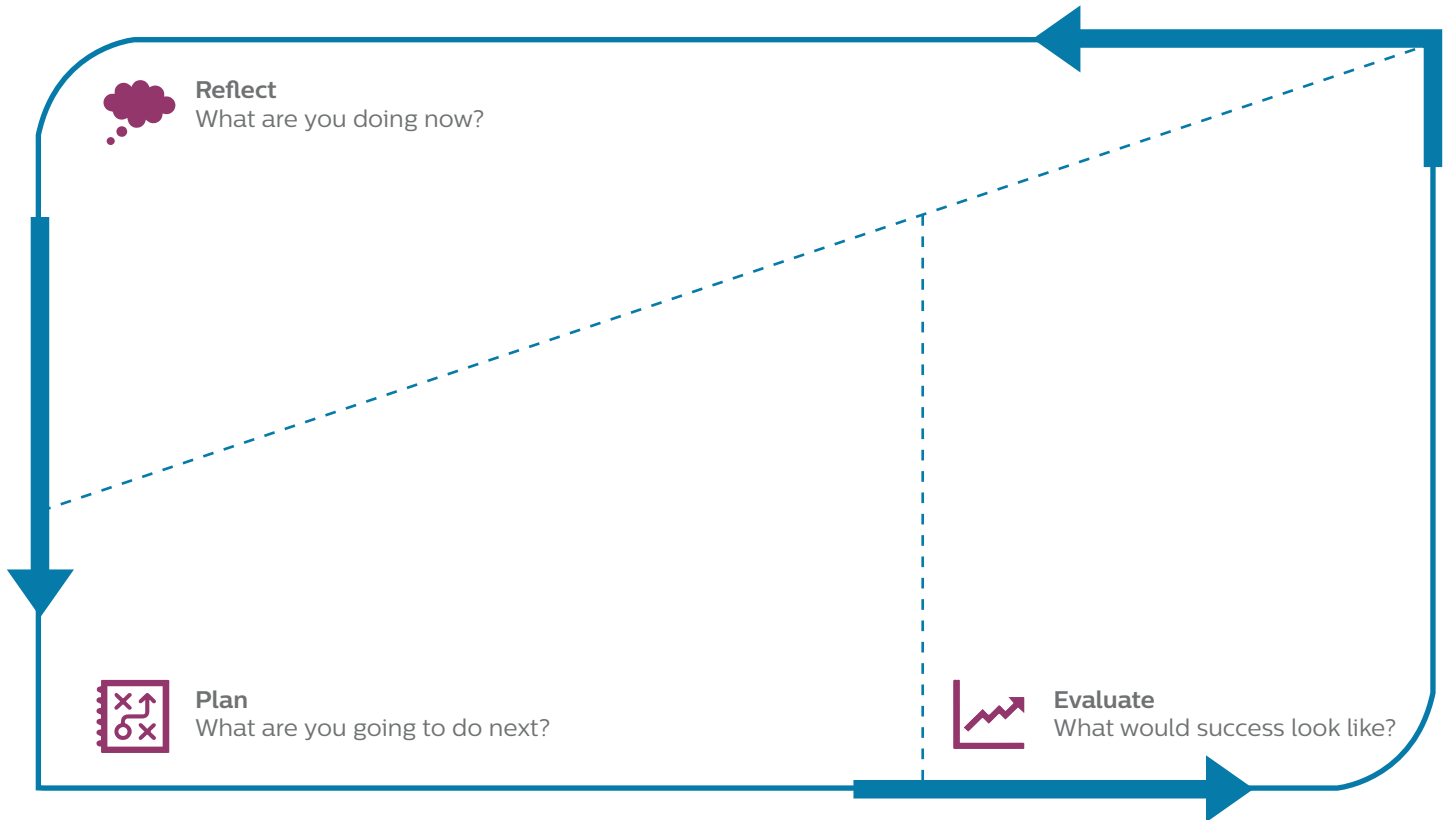
Something to think about...

Q: What does a partnership approach look like? How would you define partnership in this context? Are there occasions or circumstances where a partnership approach might not work or be appropriate? What particular mechanisms should you consider when students are typically studying at a distance to the institution?

Q: Do you have any student-led initiatives or groups working on responding to student feedback? What impact do these have on policy and practice, and how do you measure this?

Q: Do you know whether the students involved feel like they are partners in these processes? How do you gauge this? Have you ensured that online learners have opportunities to participate?

PRINCIPLE: WORK IN PARTNERSHIP

ACTION: Use the boxes below to **reflect** on your current policy and practice, **plan** how you will make improvements, and explore how you will **evaluate** progress towards meeting this principle.

Reflect
What are you doing now?

Plan
What are you going to do next?

Evaluate
What would success look like?

RESPONDING TO STUDENT VOICE

Enhancement Themes

UTILISE REPRESENTATIVE SYSTEMS

Continue to engage with and evolve student representative structures as a framework for meaningful discussions on student feedback.

Something to think about...
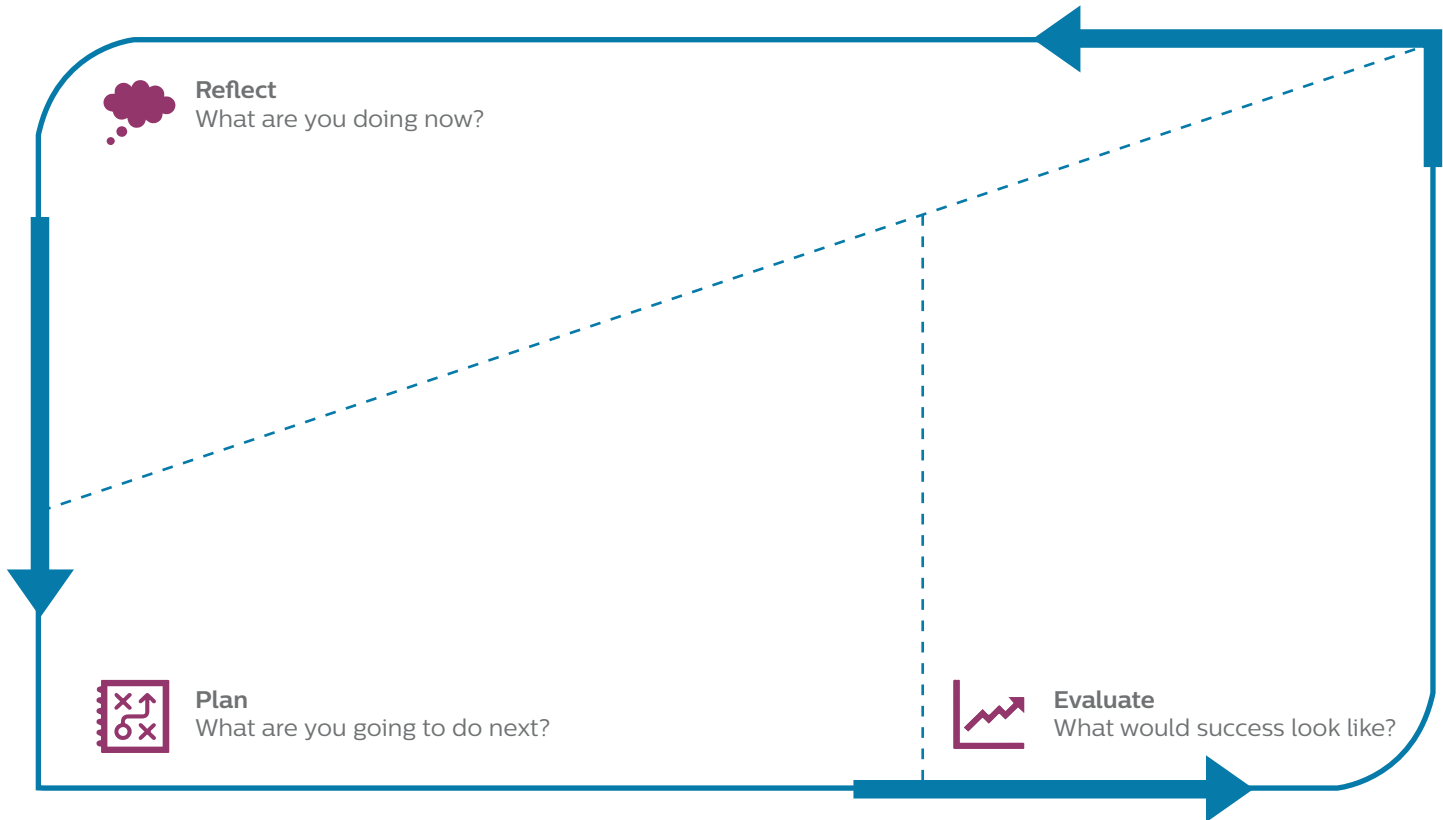Q: Do all of the committees and groups processing student feedback have input from students?
Q: What role(s) do students and/or student representatives have on the committees and groups that process student feedback?
Q: Are all of your committees and groups involving students effective? Do their decisions and recommendations have measurable impact? Do they include students who are not typically studying on campus?
Q: Have you reviewed your representative structures to ensure they are inclusive and representative?

PRINCIPLE: UTILISE REPRESENTATIVE SYSTEMS

ACTION: Use the boxes below to **reflect** on your current policy and practice, **plan** how you will make improvements, and explore how you will **evaluate** progress towards meeting this principle.

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Enhancement Themes

ENCOURAGE DIALOGUE

Encourage respectful and open-ended dialogue between staff and students to ensure feedback cycles are dynamic and inclusive.
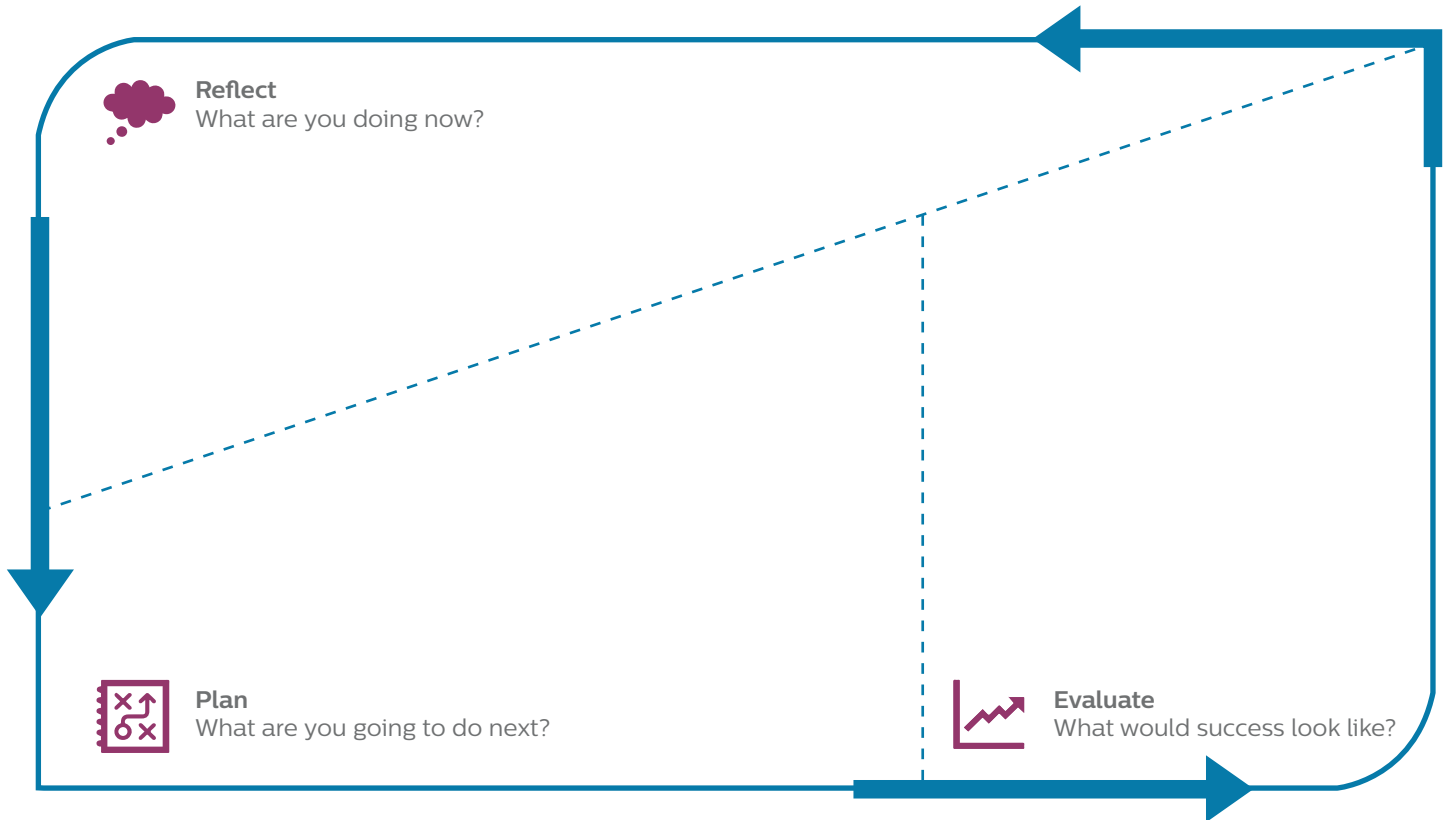
Something to think about...
Q: Which of your current policies and practices encourage open-ended dialogue? Have you considered how you will ensure there is dialogue with all your students whether they are studying online or face-to-face?
Q: Do you think that students feel their feedback is part of an ongoing conversation?
Q: When communicating the impact of changes made as a result of feedback, do you encourage further engagement from students?

PRINCIPLE: ENCOURAGE DIALOGUE

Enhancement Themes

ACTION: Use the boxes below to **reflect** on your current policy and practice, **plan** how you will make improvements, and explore how you will **evaluate** progress towards meeting this principle.

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RESPONDING TO STUDENT VOICE

Enhancement Themes

BE TIMELY

Process feedback efficiently and share outcomes emerging from this activity at a time which will benefit students.
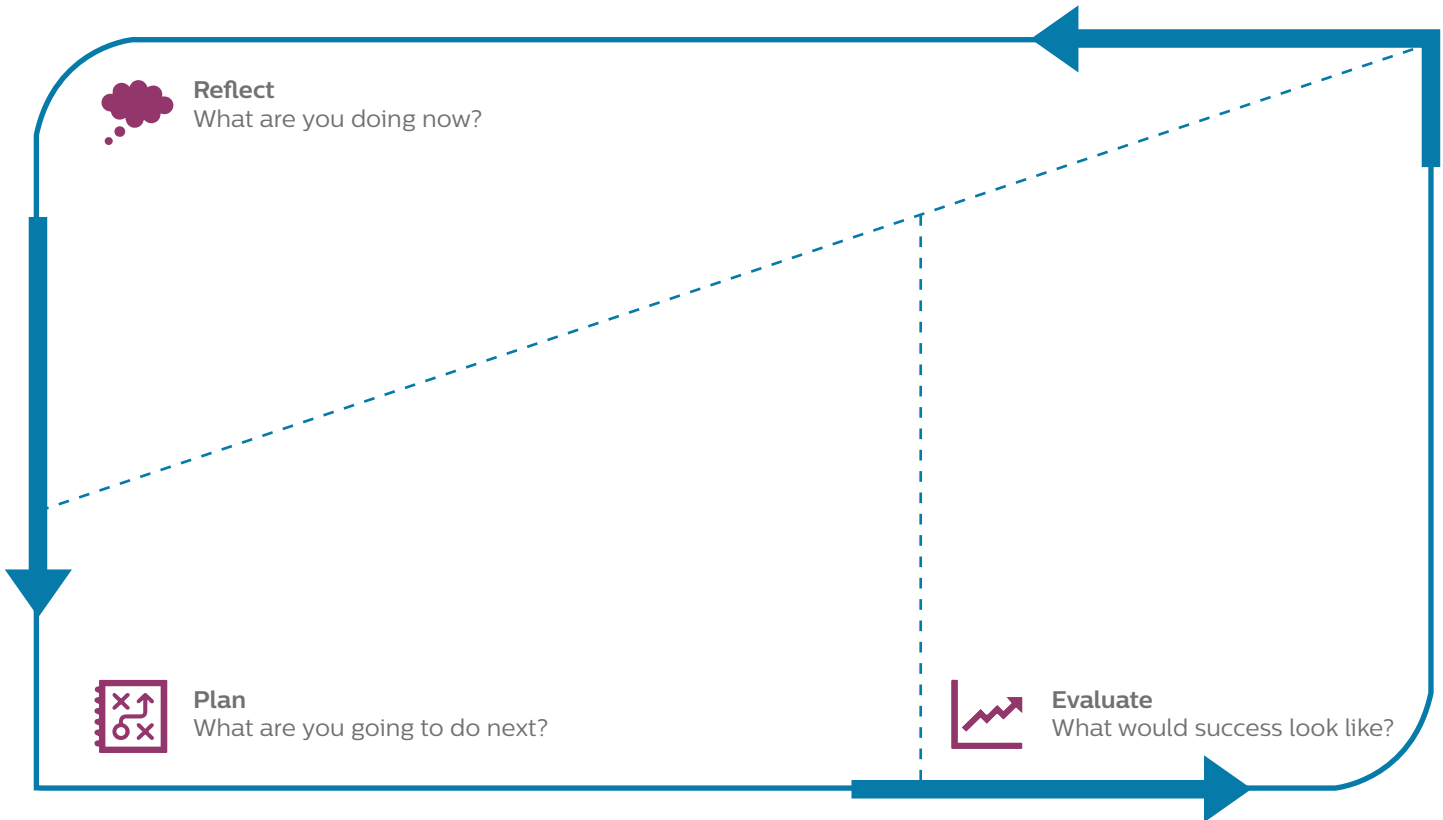
Something to think about...

Q: Do you process feedback in a timely manner? Are there examples of effective or ineffective practice in your institution/students' association you could examine and learn from?
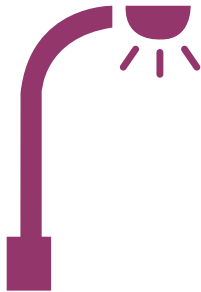
Q: What challenges do you face in processing and communicating the impact of student feedback? Consider how you will communicate with students who are not on campus, for all or most of the time.

Q: Where the outcomes of the feedback process are not communicated to the students who provided the feedback, what could be done to change this?

PRINCIPLE: BE TIMELY

ACTION: Use the boxes below to **reflect** on your current policy and practice, **plan** how you will make improvements, and explore how you will **evaluate** progress towards meeting this principle.

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Enhancement Themes

ENSURE TRANSPARENCY

Provide accessible and clear explanations of feedback processes and information about who is responsible for these processes.
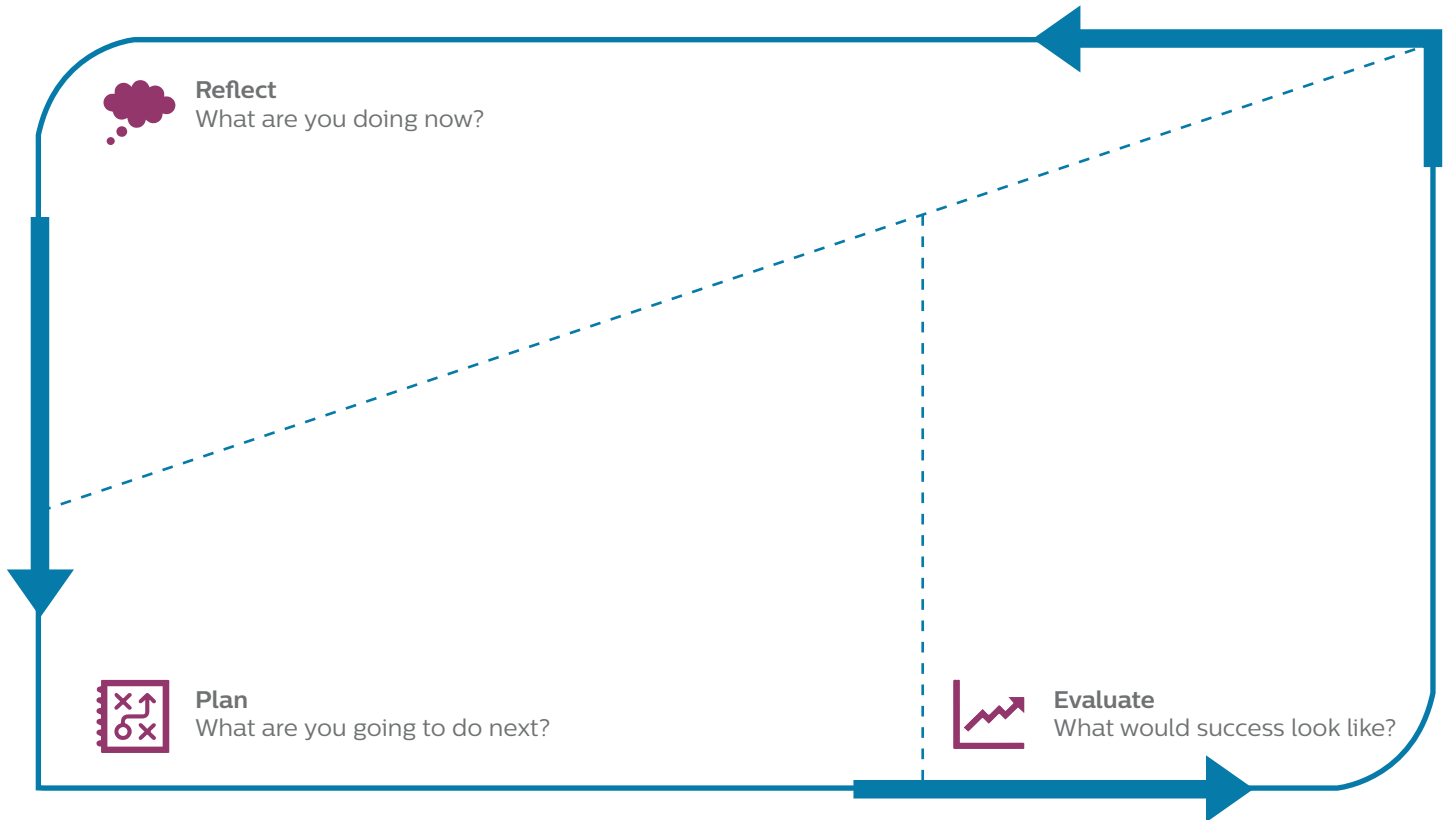
Something to think about...

Q: Is it clear who is responsible for different feedback processes? Do you have a set of guidelines or a policy on how you communicate the impact of changes made as a result of student feedback? Who gets to see the evidence at different stages in the feedback cycle(s)?

Q: Is your position on student feedback coherent? Are different parts of the institution/students' association operating different approaches to responding to student feedback? How do you evaluate and learn from these different approaches?

Q: Could a student or staff member find all of the relevant policies and resources relating to student voice in one place on your website?

PRINCIPLE: ENSURE TRANSPARENCY

Enhancement Themes

ACTION: Use the boxes below to **reflect** on your current policy and practice, **plan** how you will make improvements, and explore how you will **evaluate** progress towards meeting this principle.

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RESPONDING TO STUDENT VOICE

Enhancement Themes

EMBED ETHICS

Adhere to all relevant ethics standards and procedures when processing student feedback and communicating outcomes realised through this activity.

Something to think about...

Q: Do any of the processes involved in your approach to student feedback require formal ethical approval? What training and support do you provide on ethics for staff and students involved in responding to student feedback? How will you deliver this to students who are not on campus?
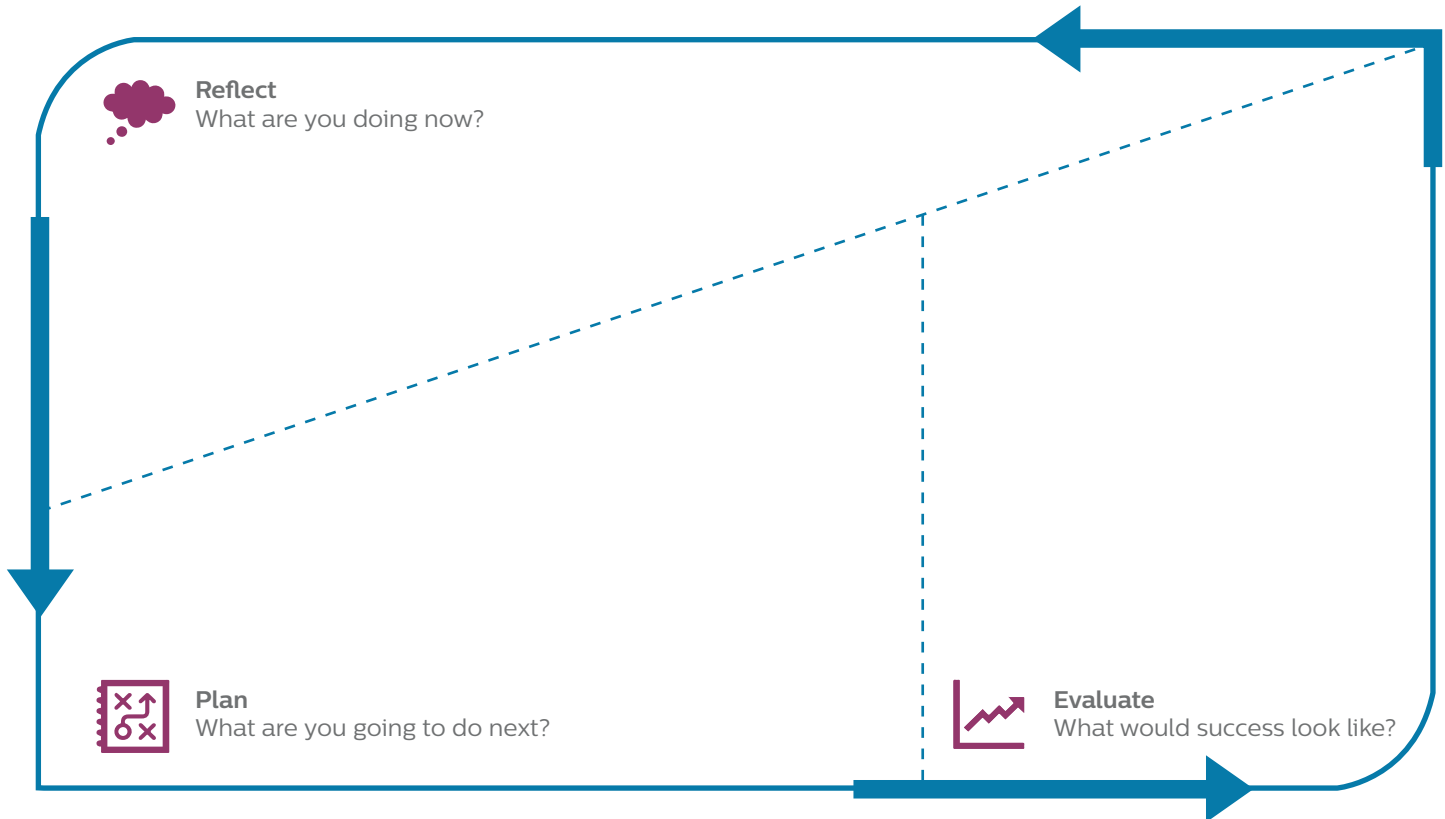
Q: What ethical standards do you apply to the processing and communication of outcomes from student feedback?

Q: How do you decide whether particular ethical standards apply or not? Are students involved in this process?

Q: Do you make students aware of all the ways that their feedback might be used?

PRINCIPLE: EMBED ETHICS

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RESPONDING TO STUDENT VOICE

Enhancement Themes

SUPPORT ENHANCEMENT–LED APPROACHES

Approaches to responding to student feedback should be regularly evaluated and reviewed with a view to supporting continuous improvement.
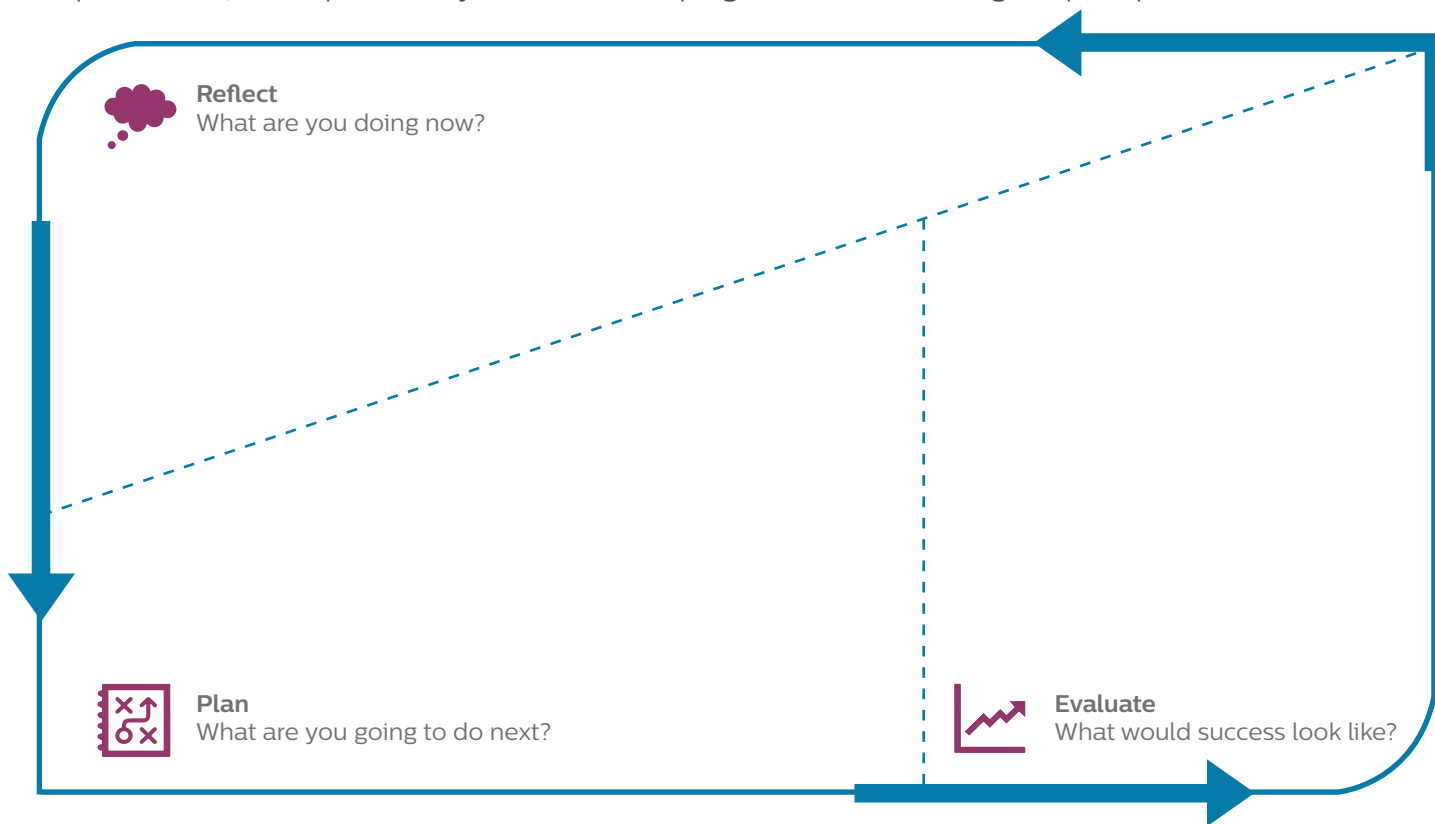
Something to think about...
Q: How do you currently review your processes and approaches to communicating the outcomes associated with student feedback?
Q: Which committees or groups would be best placed to own such a review process?
Q: What role do/should students and/or student representatives play in these review processes?

PRINCIPLE: SUPPORT ENHANCEMENT–LED APPROACHES

Enhancement Themes

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Enhancement
Themes

CELEBRATE ACHIEVEMENT

Ensure achievements emerging from actions taken as a result of student feedback are shared and celebrated.

Something to think about...
Q: How do you currently celebrate and promote positive changes made as a result of student feedback? Do you ensure that online learners or those who are not on campus are included in this?
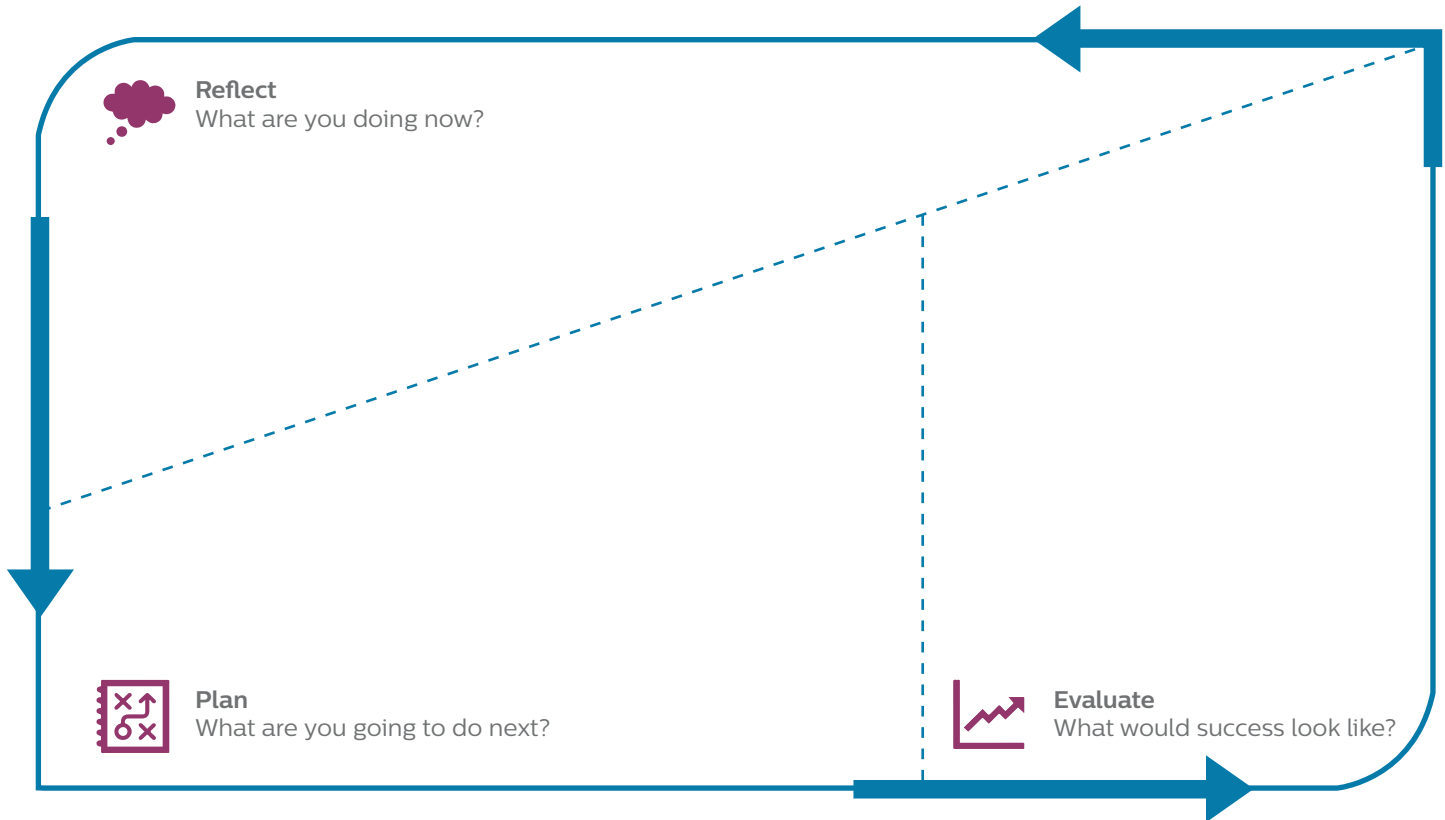**Q:** What kinds of change do you celebrate (e.g. only the really big things)?
Q: Are there areas of activity or changes made as a result of feedback, that you might be overlooking?
Q: How do you share information across your institution/students' association about changes made as a result of feedback? What more could be done? How do you measure how effective these mechanisms are?

PRINCIPLE: CELEBRATE ACHIEVEMENT

Enhancement Themes

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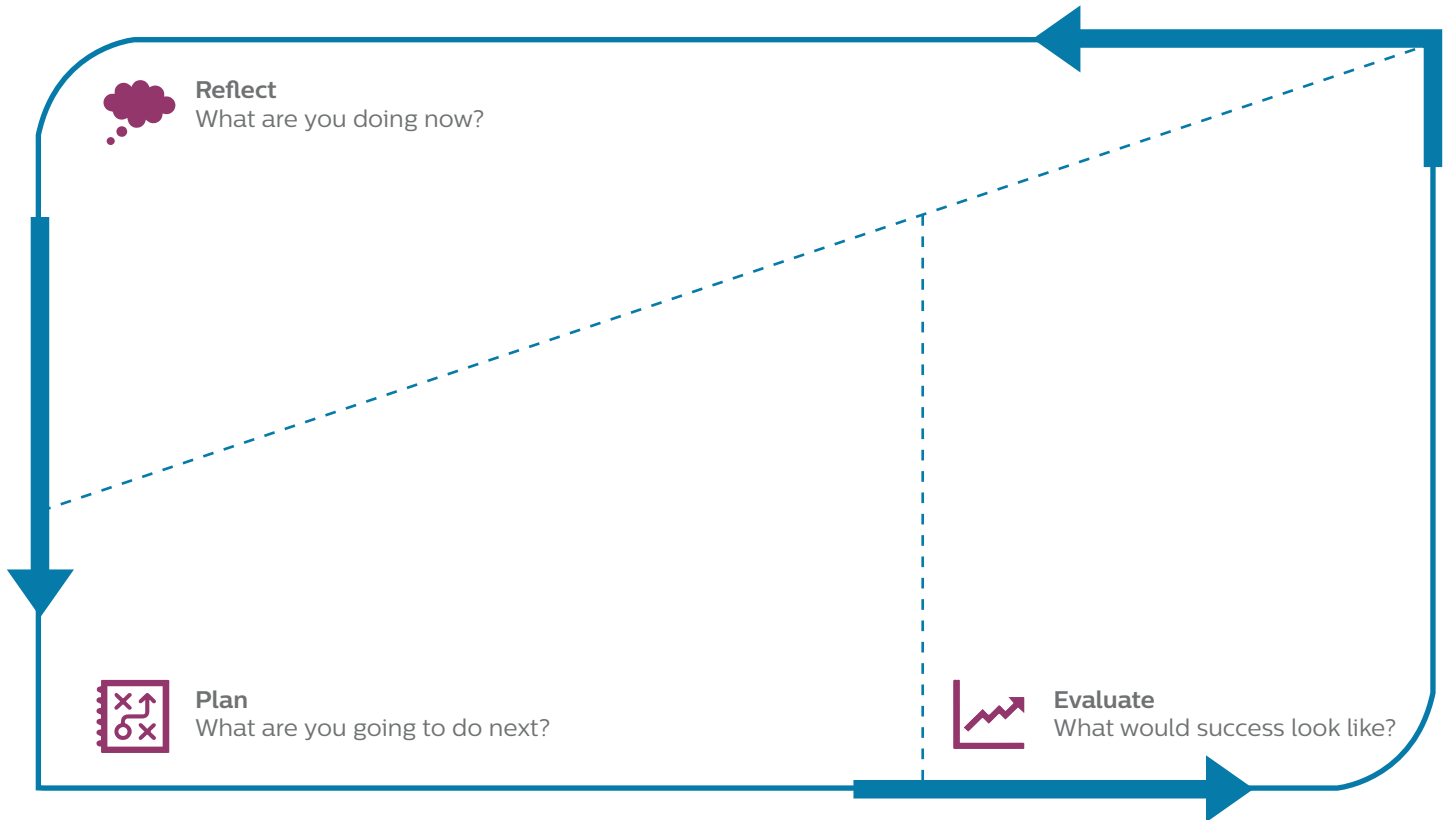
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PRINCIPLE

Definition

Something to think about...

PRINCIPLE:

ACTION: Use the boxes below to **reflect** on your current policy and practice, **plan** how you will make improvements, and explore how you will **evaluate** progress towards meeting this principle.

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