Evidence for Enhancement:
Improving the Student Experience

RESPONDING TO STUDENT VOICE: PRINCIPLES OF PRACTICE CARDS (ONLINE)

What are the Responding to Student Voice: Principles of Practice cards?

As part of the Evidence for Enhancement: Improving the Student Experience Enhancement Theme and the Student Engagement strand, Scottish institutions and students' associations developed a set of core principles that should underpin effective practice in responding to student voice in a range of contexts.

These cards set out a series of interrelated principles of practice, designed and shaped by students and staff working in partnership, which will aid you in responding to questions of the impact of student feedback on the student learning experience and to improve the policies, processes, and practices which help you respond to student voice.

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

How can these cards be used at a distance?

The cards were designed to promote dynamic and innovative use, encourage reflection, and support planning and review exercises for staff and student teams who want to enhance their processes for responding to student feedback. In online or distance learning environments, it is particularly important that institutions and students' associations/unions have clear processes for gathering, analysing, acting upon, and responding to student feedback. Use of the cards in a virtual learning environment does not fundamentally change the variety of ways that they can be employed.

We would recommend that you read the Responding to Student Voice: Principles of Practice Cards introductory document for all suggested uses of these cards. The following information provides advice on the use of the cards online.

Ensure that you use the editable version of the cards – this will allow staff and students to type directly on the cards.

Break your participants into small groups to discuss individual principles. If you are using software or a virtual learning environment that allows 'break out rooms', try using them! Don't forget to discuss any key points after all participants return to the 'main room'.

If you have limited time, provide brief instructions and the editable cards to your participants prior to the meeting. You can use the meeting to discuss your reflections and agree the next steps.

Take advantage of sharing your screen when working through the cards to encourage co-creation and group writing for each of the principles.

Be clear about which processes, workflows and/or campaigns that you want to review at the beginning of the session. If you want to review more than one, consider organising separate meetings/workshops for each process.

Provide clear instructions on how you want participants to use these cards. It may be helpful to share examples of completed cards with staff and students. You could also record an example video and share it with the participants before your workshop.

If you are using software of a virtual learning environment, you can record the workshop and reflect on the points made by the student and staff participants. This may also help you to identify key points of learning that you might have missed.

People learn in different ways – use online drawing tools to help staff and students visualise your next steps and areas for evaluation.

How do I get more information?

The [Enhancement Themes website](#) includes instructional sheets, PDF and editable versions of the cards, an A3 planning sheet, an A2 poster, a research report, and examples of practice.

If you have any questions about the materials, the Student Engagement strand or the Enhancement Themes, please get in touch with QAA Scotland at ARCadmin@qaa.ac.uk.