



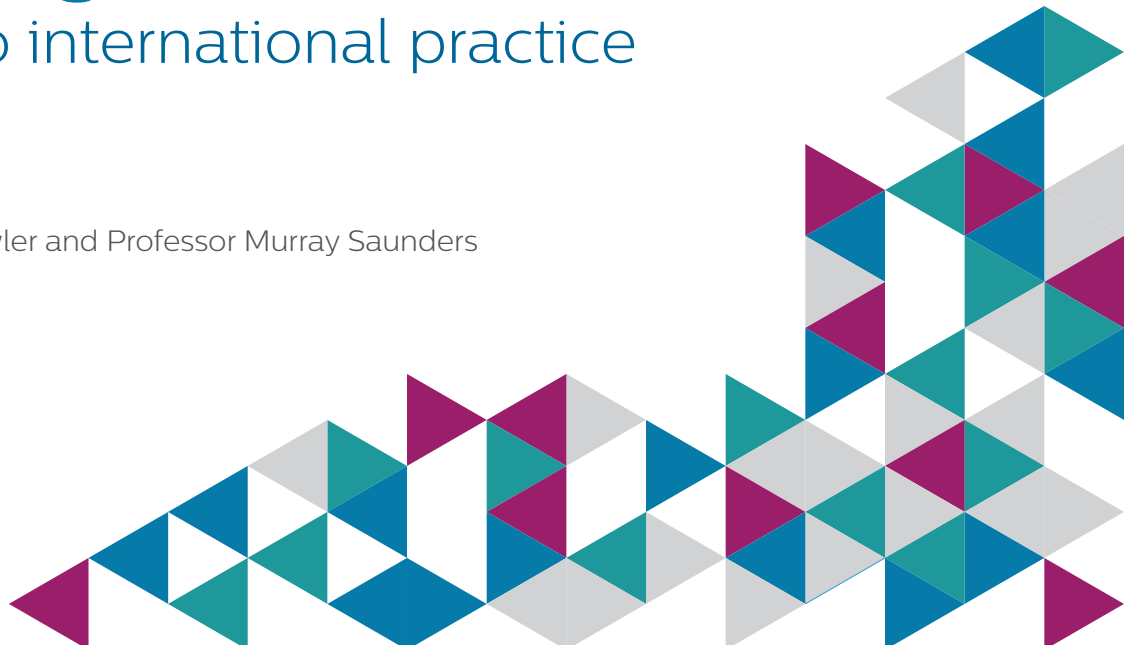
Responding to Student Voice:

Insights into international practice

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Executive summary

Responding to Student Voice: Insights into international practice arose from research conducted on behalf of QAA Scotland, as part of the current Enhancement Theme (see www.enhancementthemes.ac.uk/current-enhancement-theme). This research included a scan of the published literature, which found very little systematic analysis of practices concerned with feeding back to students about the changes made in response to student input. While there was some 'grey' literature, this tended to make claims without supporting them with evidence of the effectiveness or sustainability of initiatives. Literature tended to be older and to blur distinctions between taking action based on student voice and communicating the action taken back to students.

We found the term 'student voice' being used to mean many different things in the literature and arrived at the following working definition for this report:

Student voice entails the engagement of students in shaping their studies and study contexts through expressing their views, needs and concerns. It puts students into working relationships (including, but not limited to, partnership) with policy makers, providers, practitioners and other agencies, and challenges organisations to respond appropriately to the issues student voices raise

Primary data was collected through an online survey and Skype interviews, with informants at universities in Wales, England, Switzerland, Australia, South Africa and the USA, and are augmented by data from a workshop with the European Students Union conducted by sparqs (student partnerships in quality Scotland). The data revealed a continuum of practices, from informing practices (such as 'you said, we did' posters), consultative practices (often, but not only, involving student representatives), negotiation practices (with students and staff working together in full partnership on communication initiatives) and student-initiated practices, where the action is taken (or initiated) by students. Themes which emerged from this data considered trust, institutional culture, time, and power. Concerns about reaching 'hard to hear' students, whose voices are often silenced or unheard, were cited and some mechanisms for reaching some of these students noted.

A table of practices follows, compiled from those detailed by our informants, together with advantages and disadvantages, and the report concludes with some considerations to bear in mind when responding to student voice, distilled from the contributions of our informants.

- Context matters – simply reproducing a practice that was reported as successful in one context, provides no guarantee of success in another context. Adapting rather than adopting practices, informed by an understanding of one's own institutional context, offers a better chance of success.
- New practices that are congruent with existing practices are more likely to be adopted, and to be sustainable.
- Building good rapport based on respect and putting relationships at the centre, is important.
- Honesty matters – be honest about what is and is not within one's power (as student association or institution) to deliver.

- Consider the effects of time - whether it involves being prompt in responding, taking the time a process needs, or harnessing the 'right moment'.
- Be clear about the purpose for collecting input, and relate feedback given to that.
- Proceed ethically and protect students' interests: process matters as much as outcomes.
- Be honest and mindful about issues of power concerning students.
- Be clear about the boundaries of students' roles.
- Be careful about student voice being co-opted.
- Be aware of risks and tensions which may occur.

Responding to Student Voice: Insights into international practice

1. Introduction

In 2017 the National Student Survey (NSS) introduced a new scale on ‘student voice’, consisting of three questions. While the average for Q23 (‘I have had the right opportunities to provide feedback on my course’) was in the mid 80s (highest in Scotland and Wales, at 85), the mean for Q25 (‘It is clear how students’ feedback has been acted on’) was disappointingly lower. This question ranged from an average of 63 in Wales down to an average of 53 in Scotland. It was clear that students, while being given an opportunity to provide input, were unhappy with the amount of information provided to them about any changes made on the basis of their input. QAA Scotland, as part of the current Enhancement Theme (see www.enhancementthemes.ac.uk/current-enhancement-theme) commissioned research to surface how universities internationally are responding to student voice. Responding to Student Voice: Insights into international practice reports on this research in a way we hope will be useful and accessible to readers in student associations, student affairs departments, and others interested in enhancing student voice activities in their institutions.

We have arranged this document as follows. After introducing student voice and providing a working definition, we go on to explore the uses to which student voice is put: who elicits student voice (other than students), and why? What does this mean for the way students get positioned in these activities? We then examine responses to student voice, from institutions - where does the input go and what is done with it? We then introduce our Student Voice continuum, which sets out different reciprocal relationships around responding to student voice. After this, we provide with examples of what has been done elsewhere, what tools others have tried, and what risks and tensions they have encountered. We conclude with some considerations to bear in mind when responding to student voice.

2. What we did and what we found

We began by trawling the literature to see how universities were responding to student voice internationally. We found very little published work providing evidence of ‘good practice’, though some ‘grey literature’ made such claims without any real evidence. (You will find some of these examples cited in this document.) Literature was analysed using NVivo. The disappointing lack of published literature suggests that either nobody is doing anything interesting enough to publish - and anecdotal evidence of practice in Scotland suggests this cannot be the case - or that people who are doing interesting things are too busy doing them to write them up in a format that gets them published in journals and indexed in databases. Systematic analysis of evidence-informed practice, indexed with useful keywords to allow it to be found, is in short supply.

So, what did we find? ‘Student Voice’ means many things to many people. As a term, it is particularly popular among authors discussing how to make the American K-12 (compulsory education) sector more inclusive, responsive or democratic. While a search of databases such as Education Abstracts delivered no results in response to the search string ‘responding to student voice’, a search on ‘student voice’ delivered 288 results, of which only 58 remained when the terms ‘K-12’ and ‘school’ were excluded. Even then, half a dozen of the remaining results focused on the compulsory education sector. Similarly, a Google Scholar search on ‘responding to student voice’ yielded 38 results, all of which were concerned with schools, and the overwhelming majority of the 33,200 results found by a search for ‘student voice’ focused on the compulsory education sector.

Of the post-compulsory sector results, about half drew on the ‘academic literacies’ tradition, with the balance emerging from the ‘feedback’ tradition. The complementary literature on student representation (particularly from the UK) provided some overlap with the ‘feedback’ literature. This is illustrated in Figure 1, below. Broadly speaking, the literature from the ‘academic literacies’ tradition was concerned with the development of voice while the ‘feedback’ and ‘representation’ traditions focused on the exercise of voice. While some of the tools used by the ‘academic literacies’ literature, such as digital storytelling, are of potential value, the emphasis in this document is on the latter two traditions, with particular emphasis on feedback.

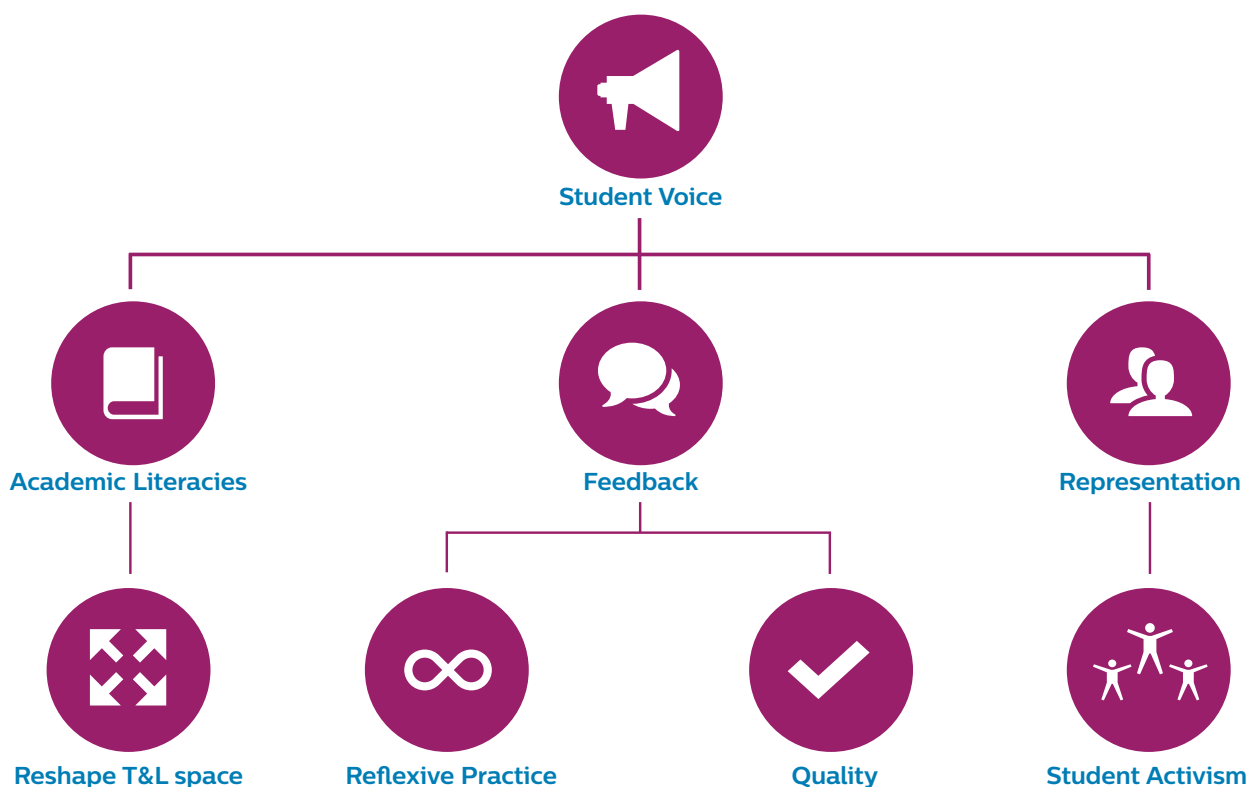


Figure 1: Mapping the literature

In Sections 3 to 8 we discuss in more detail what we found in the literature. Very little was found regarding the specifics of how institutions respond to student voice – a few authors stressed the importance of closing the loop, by which some meant taking action in response to student input, while others meant communicating back to students about actions taken in response to their input, but little was said about how this might be done. Individuals, institutions and the higher education (HE) system in general all have an interest in seeking and using student input, for a variety of reasons, which we present in these sections. These reasons draw on sets of assumptions that position students in a number of roles, which we go on to discuss, and which inform the model we developed during this project as presented in Section 9 – The Student Voice Continuum.

Next, we carried out an online survey and conducted interviews with informants in the UK (outwith Scotland) and internationally. (The voices we quote in this document, and the survey and interview prompts, appear in the appendix.) The online survey was conducted via Google Forms, which allows free-form qualitative data to be collected alongside multiple-choice type questions. Responses were analysed using NVivo. Interviews were conducted

via Skype, recorded with a SmartPen and transcribed and analysed using NVivo. Several themes emerged from the analysis, including the following:

2.1 Issues of trust

Issues of trust emerged at a number of sites, notably in the US and South Africa (SA), both of which have witnessed significant student protests in recent years. Where trust was low, both university management and students, or their representative bodies, often resorted to very direct forms of communication.

Mistrust ran both ways between university management and students, and the Students Representative Council (SRC) was often mistrusted from both sides. This resulted in students 'going outside of the structures', engaging in protest action (which was ignored in the US context, but drew response in the SA contexts).

In contrast, informants at a relatively small university in Wales reported a high-trust, highly collaborative environment.

2.2 Issues of culture

Issues of trust reflect on institutional climate, as distinct from culture.¹ The back story that underpins current interactions can have important influences on them, with relationships tending towards the conflictual or the collaborative or, in some cases, a kind of social contract having been negotiated in the past. This operates most powerfully when it is embedded in structures and processes within the university, such as at sites within Wales.

2.3 Temporal issues

Informants raised a range of issues with a temporal dimension. Broadly, these fell into considerations about congruence, immediacy, and sustainability. Congruence was linked to 'the right time and the right people', while immediacy was associated with 'holding to account' and a sense of urgency. (The university was seen as less fleet of foot, arriving 'too late' to conversations on social media, particularly in SA examples.)

By contrast, informants at European sites noted the importance of allowing time after student input for changes to happen. While sustainability (largely predicated on student transience) was raised by both European and SA/USA informants, it was framed differently, with trust surfacing in the SA narrative and 'structured resilience' in the Welsh narrative.

2.4 Issues of power

In the US context in particular, undergraduate students were seen as having 'little power'. In the UK, many informants highlighted the importance of student partnership, while observing that the pretence of equal partnership often hid the real disparities of power, consistent with authors such as Brooman, Darwent and Pimor (2015) and McLeod (2011). Being seen to consult with students was sometimes regarded as more important to the institution than the content of the student view.

Buckley (2012:13) attributed to the NSS a rebalancing of power in favour of the student voice, with institutions 'impelled to give greater consideration to their students' opinions' because of the effects of NSS scores on rankings, reputation and resourcing. This awareness of the potential power of student voice led some informants positioning themselves as duly respectful, or even deferential, to student voice.

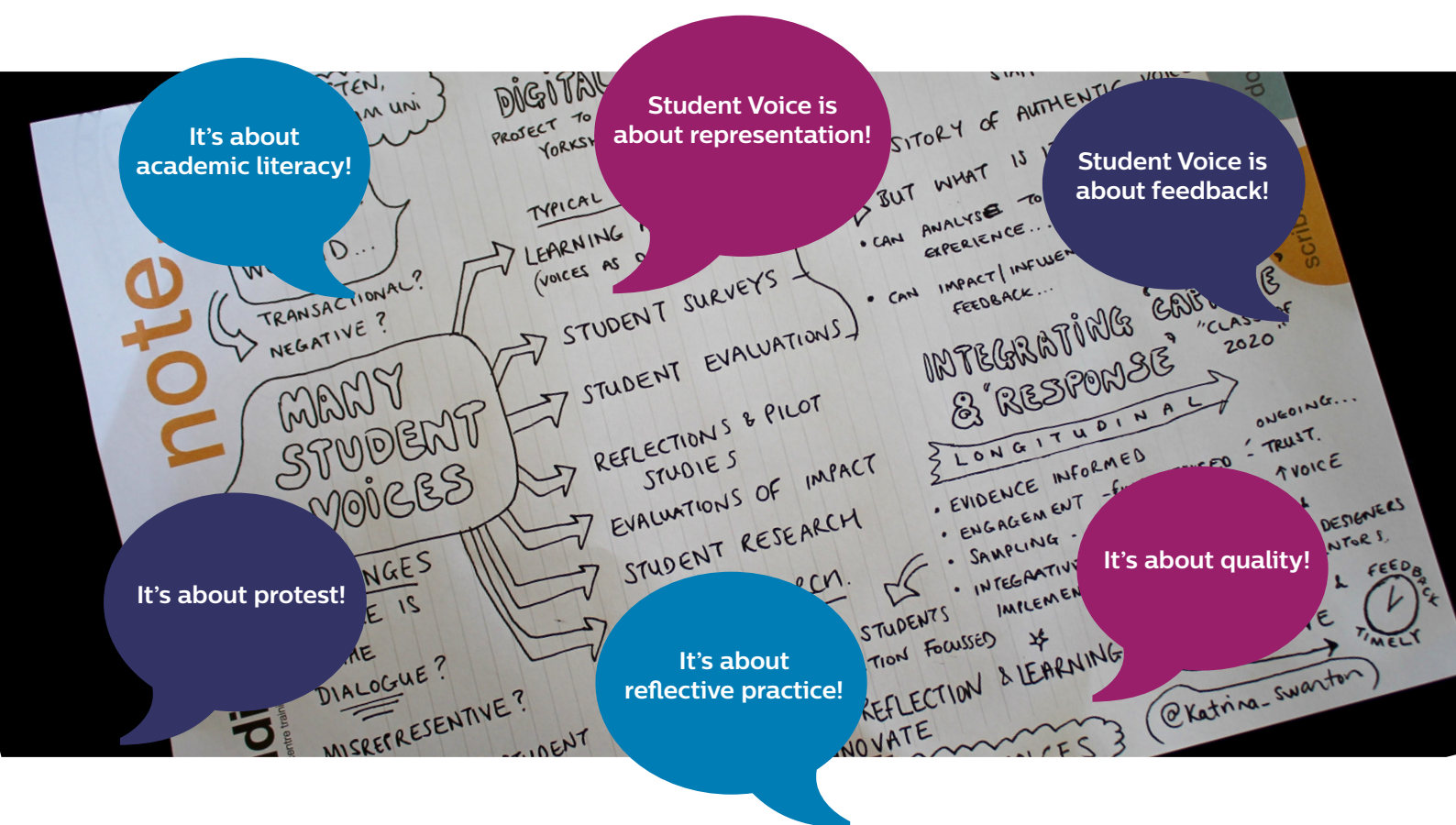
1. 'Climate, compared to culture, is more concerned with current perceptions and attitudes rather than deeply held meanings, beliefs and values' (Peterson & Spencer, M G (1990)).

A view implicit in some of the views expressed in interview concerned a form of ‘inverse patronisation’ in which the student voice was ‘over-privileged’. This is a subtle point and refers to the situations where the notion of partnership has been distorted to include a privileged platform in which all suggestions/statements/positions taken by students are given air-time simply because they were made by students. It is, however, a fine line between this process and a form of affirmative action in which power balances between staff and students are addressed.

Participants were located at different points in their institutions – some in senior leadership roles, some on the ‘chalk face’, and others in between. Their views necessarily reflect their locations, and cannot be deemed representative of their universities in their entirety.

3. What do we mean by student voice?

Student voice means many things to many people.



There is some contestation over whether we should refer to ‘student voice’, or ‘student voices’ (in the plural), especially in situations where some voices are not heard, or are not articulated. We have characterised such voices as ‘hard to hear’ in their institutional contexts, whether they are withheld, silenced, constrained, marginalised or misrecognised.

In this document, we have adopted the following working definition of student voice (adapted from NIACE, quoted in LSIS 2012:6):

Student voice entails the engagement of students in shaping their studies and study contexts through expressing their views, needs and concerns. It puts students into working relationships (including, but not limited to, partnership) with policy makers, providers, practitioners and other agencies, and challenges organisations to respond appropriately to the issues student voices raise.

4. Factors affecting student voice

When responding to student voice, universities often draw distinctions between sources of student input, the nature of the input, the purpose of the input, and the levels of response (bearing in mind that responses are subject to translation/interpretation at each level).

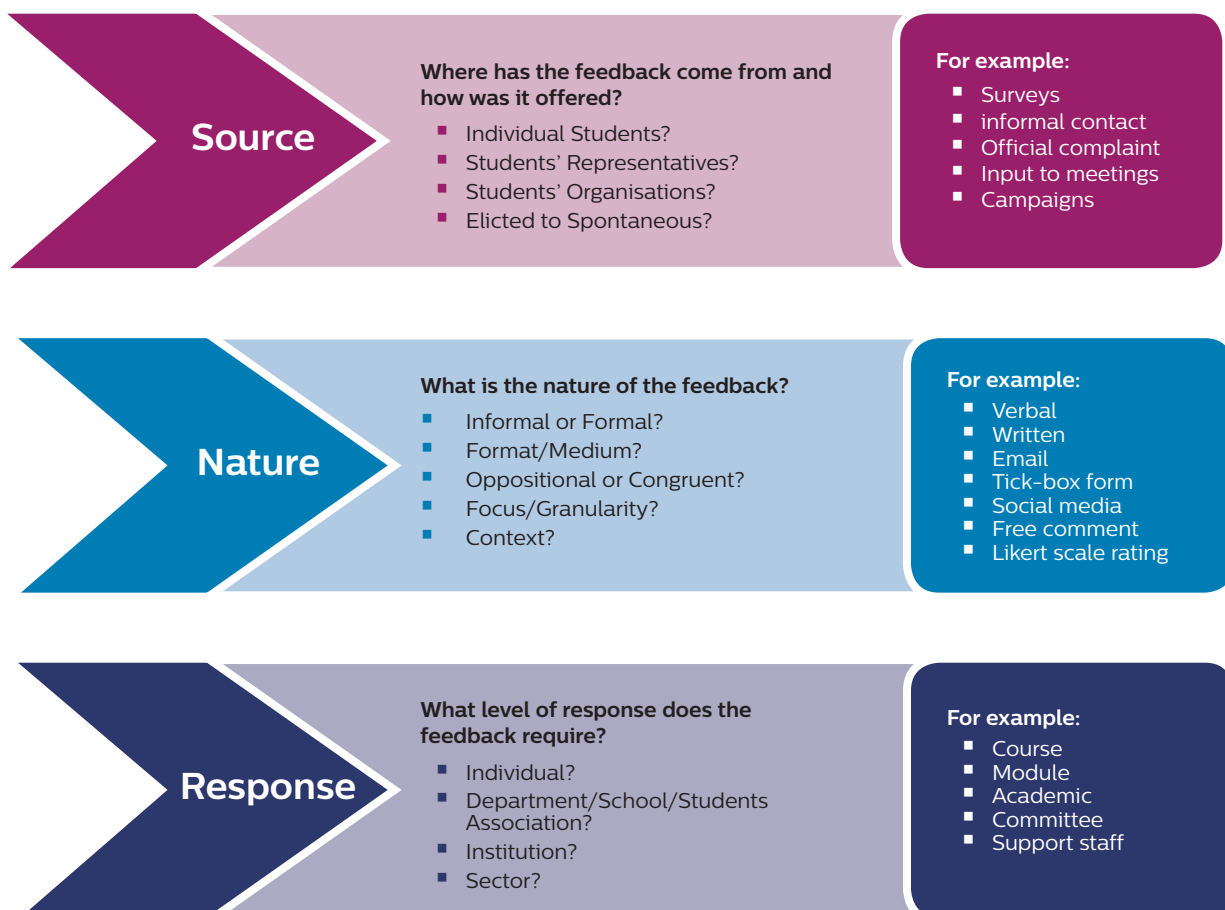


Table 1: Factors in considering responses to student voice (from primary data collected for this project)

5. Who elicits student voice, and why?

Here we are concerned with student voice that is sought, through surveys or other means, rather than student input that is offered spontaneously (such as a student memorandum of demands, informal feedback offered in an email, or items put on an agenda by student representatives). Purposes for seeking student input may be:



Professional (formative)

- Concerned with staff development, identifying good practice, and informing pedagogy or shaping the curriculum
- Of interest to wide range of individuals, especially institutional staff members and departments



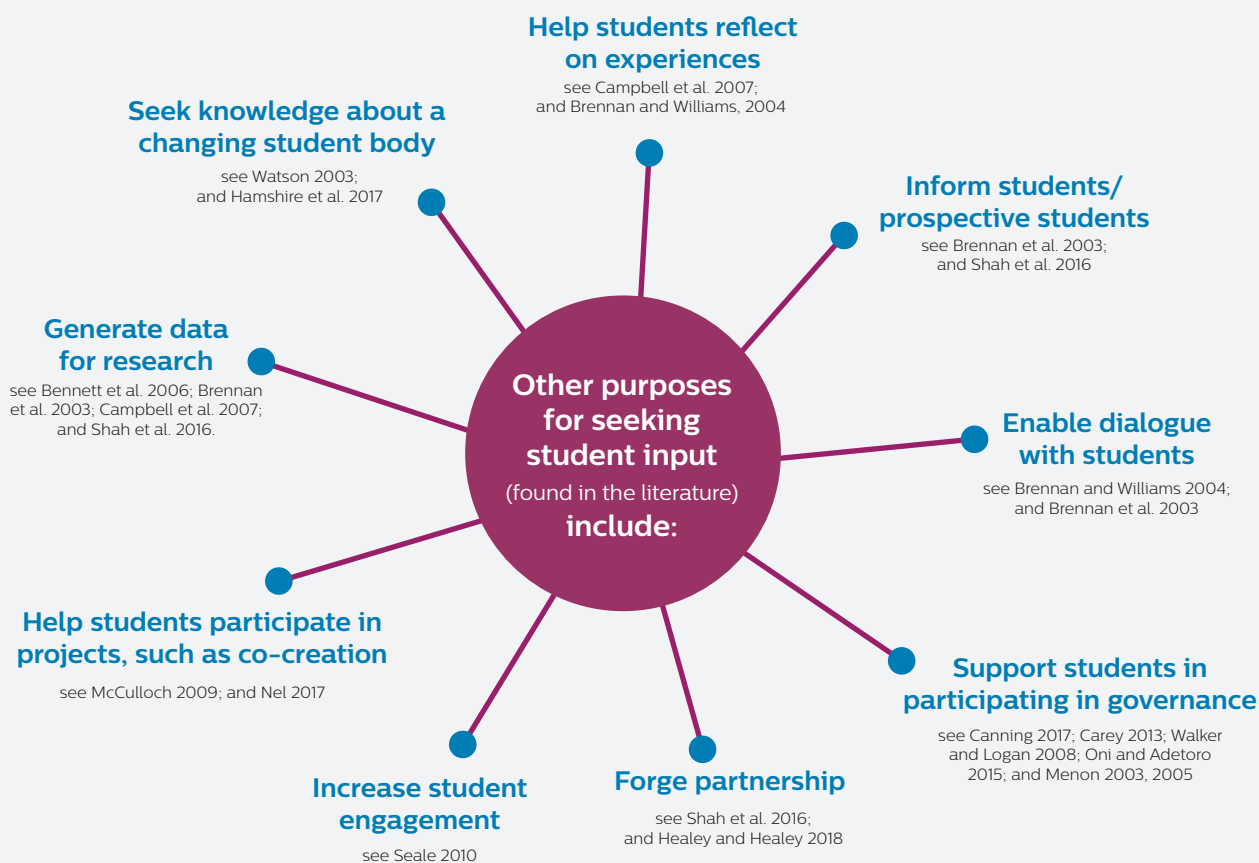
Performative (summative)

- Concerned with quality (such as evaluation, monitoring or enhancement), student satisfaction and the student experience, informing management decisions, or marketing
- Of interest to departments, institutions, the sector



Related reading

- **Reflective Practice:**
Jamie et al. 2002; Turner 2006; Blair and Valdez Noel 2014
- **Identifying good practice:**
Brennan and Williams, 2004
- **Professional academic development:**
Arthur 2009, Knight 2002; Nicholls 2002; Ramsden 2003; Brennan and Williams 2004
- **Shaping the curriculum and pedagogy:**
Campbell et al. 2007; Flodén 2017; QAA 2013; Blair & Valdez Noel 2014
- **Evaluation and feedback:**
Symons 2006
- **Benchmarking:**
Williams and Cappuccini-Ansfield 2007
- **Monitoring and review of standards:**
HEFCE 2006; Arthur 2009; Brennan and Williams 2004
- **Quality enhancement:**
Harvey 2011;
- **Improving the student experience:**
Brennan and Williams 2004; Brennan et al. 2003
- **Informing management decisions:**
Alderman et al. 2012; Marsh and Dunkin 1992; Shah et al. 2016; Kember et al. 2002; Young et al. 2018
- **Marketing:**
Campbell et al. 2007; Canning 2017



Who uses student input, and why:

Staff	Programme Teams	Units	Institutions	Sector
Improve teaching	Enhance quality	Monitor quality	Monitor quality	Monitor quality
Increase student engagement	Review curriculum	Inform management decisions	Inform management decisions	Inform management decisions
Help students reflect on their experiences	Enable student participation in co-creation	Enable dialogue with students	Enable dialogue with students	Improve the student experience
Enable student participation in co-creation	Check student satisfaction	Enable students to participate in governance	Enable students to participate in governance	Inform current students
		Improve the student experience	Improve the student experience	Inform prospective students
		Inform current students	Enable student participation in co-creation	Learn about changing student body
		Inform prospective students	Inform current students	Check student satisfaction
			Inform prospective students	
			Forge partnership	
			Learn about changing student body	
Researchers	Current students	Prospective students		
Gather data	Inform module choice	Inform university or programme choice		

Table 2: Users and uses of student input (adapted from Brennan et al (2003), and from primary data from this project)

6. How do students get positioned?

The literature suggests that students are given a position or role in the feedback process, based on a series of different assumptions about motivations and behaviours. The most common positions or roles are shown in figure 2.

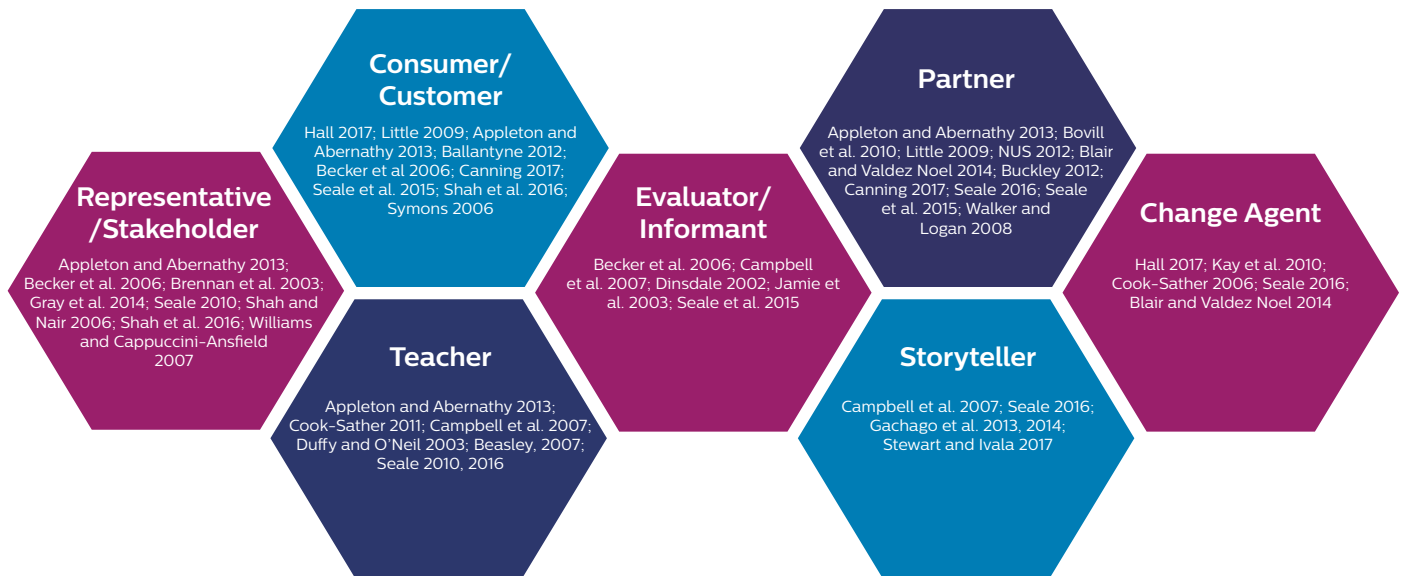


Figure 2: Positioning of students giving input (adapted from Seale (2009), with primary data and other literature)

For example, inviting student feedback on a module may position the students as 'evaluators', while students approaching university management with a petition demanding longer opening hours for the library are positioning themselves as 'change agents'. These roles are context dependent and open to contestation: are students invited onto a curriculum review panel serving as partners, evaluators, change agents or customers - or perhaps a little of each? Is there a common understanding of what their role is, and how it might change over time?

7. How do Individuals respond to student voice?

In Figure 3 (below) Smith (2008:521) sets out a mechanism for staff to use student feedback for staff development through reflective practice.

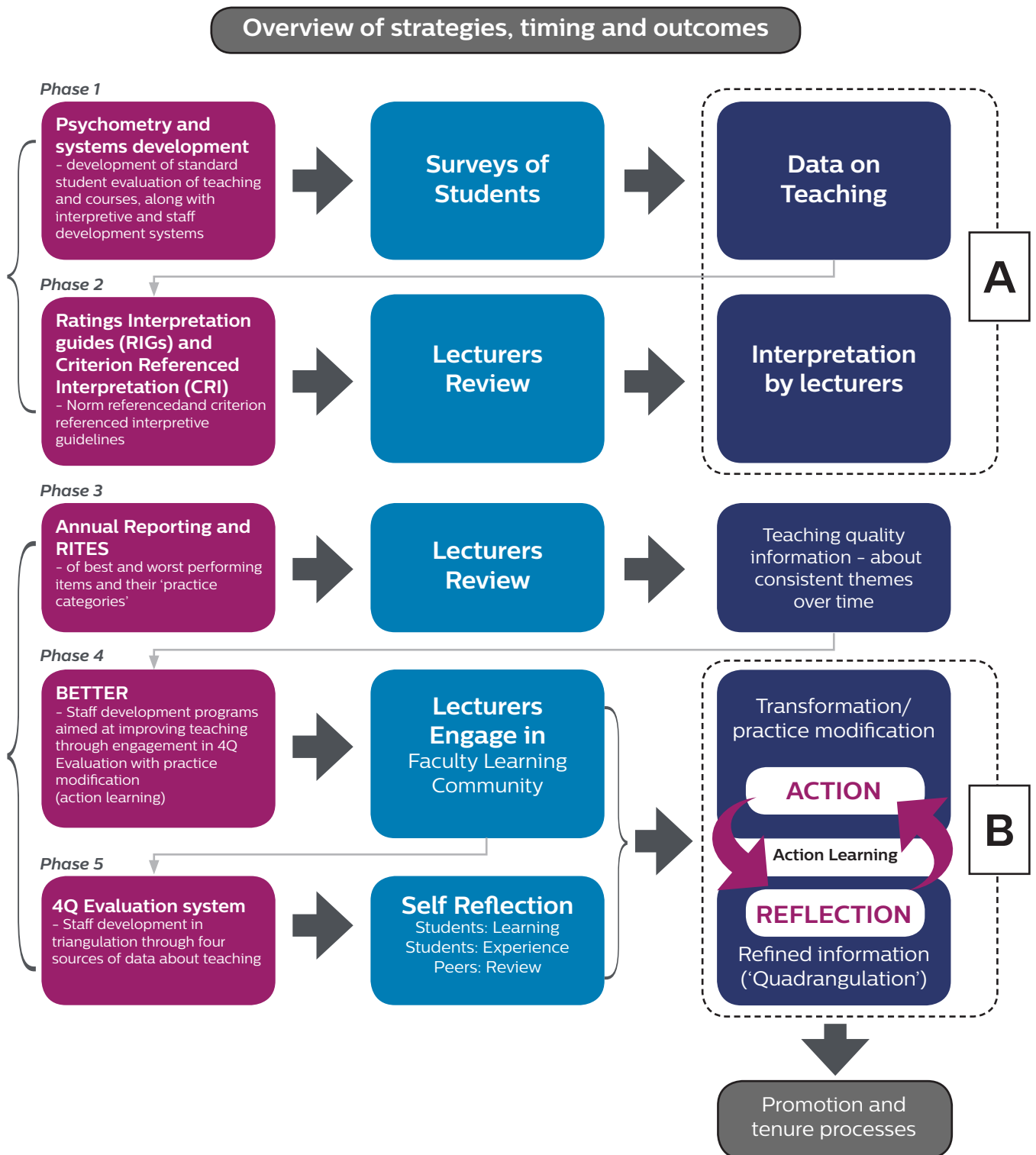


Figure 3: Student Evaluation of Teaching (SET) and staff development, from Smith (2008:521)

However, when it comes to actual staff using actual feedback, things can be a little more complex. Sometimes staff receiving negative input may feel overwhelmed, defensive or angry, particularly in contexts where they feel they have little ability to influence the outcomes. Arthur (2009) proposed the following typology of responses, illustrated in Figure 4, below.

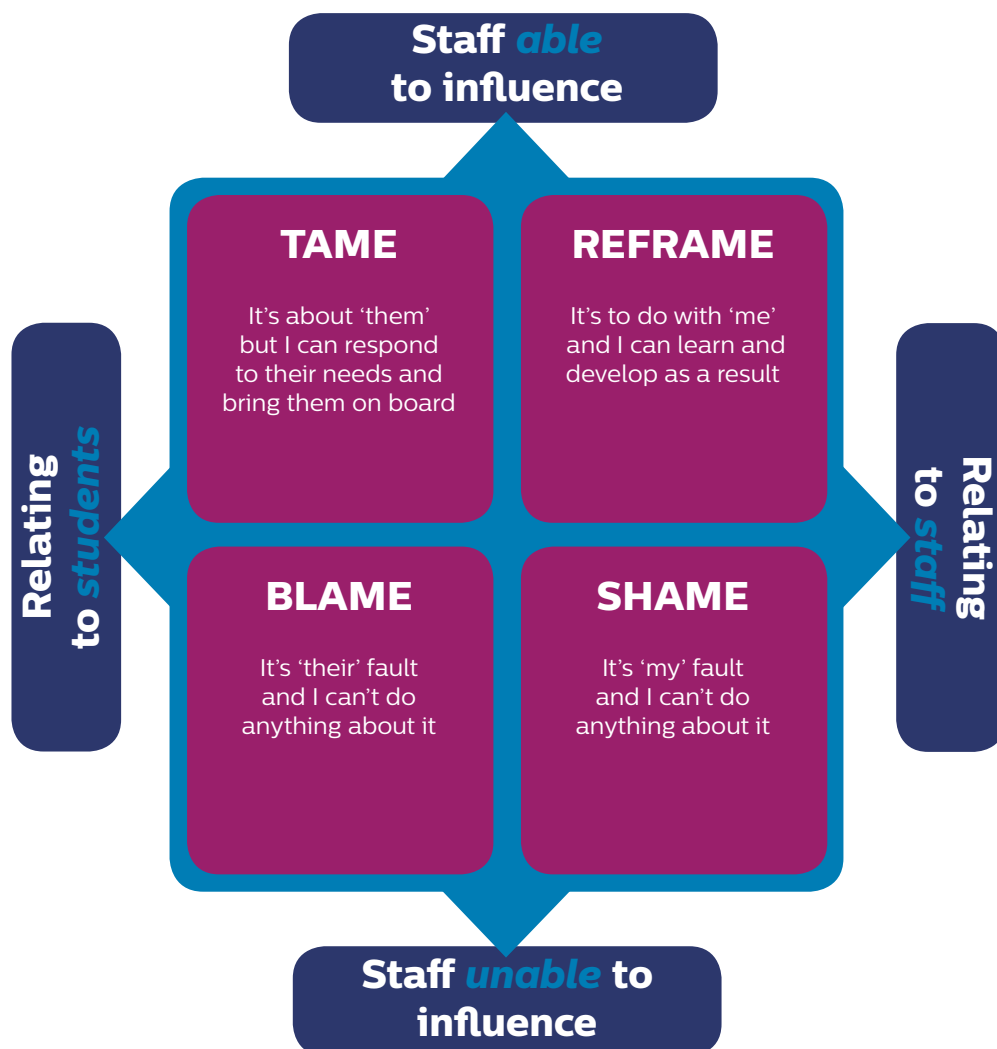


Figure 4: Staff responses to student input, adapted from Arthur (2009)

Arthur suggests that staff may begin in the bottom right-hand quadrant, and progressively move clockwise (from 'shame', through 'blame' and 'tame', to 'reframe') to the point where they are able to use the input constructively.

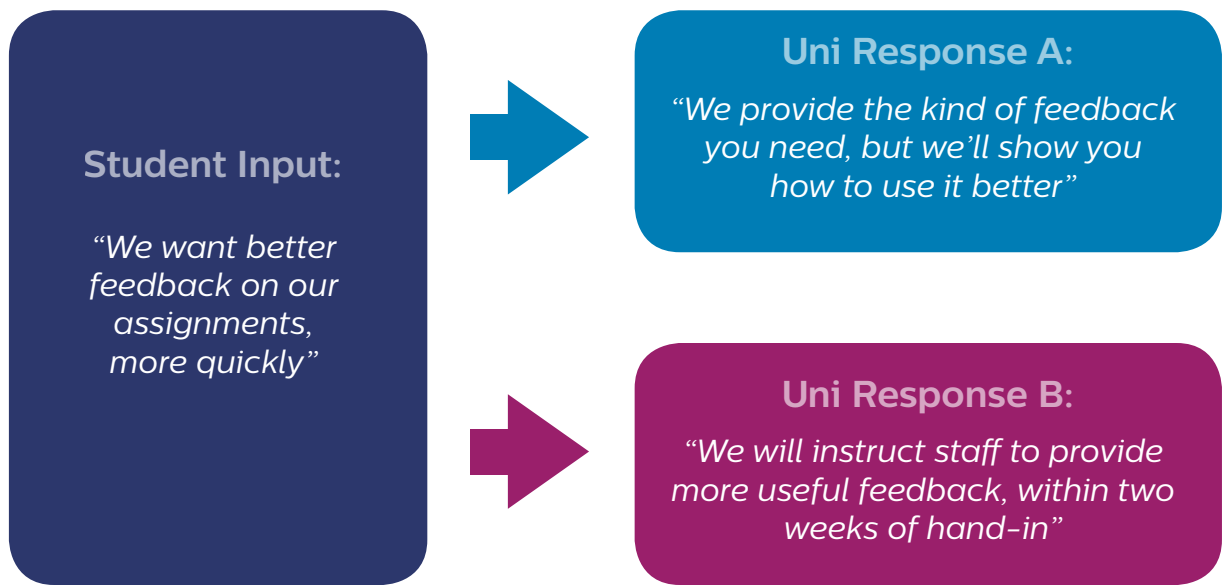
If staff feel overwhelmed, defensive or angry, they are less likely to respond constructively to student input perceived as negative. If staff feel supported, they are more likely to respond constructively and to use the opportunity for reflection and to adapt their practices appropriately, where it is within their means to do so.

8. How do institutions respond to student voice?

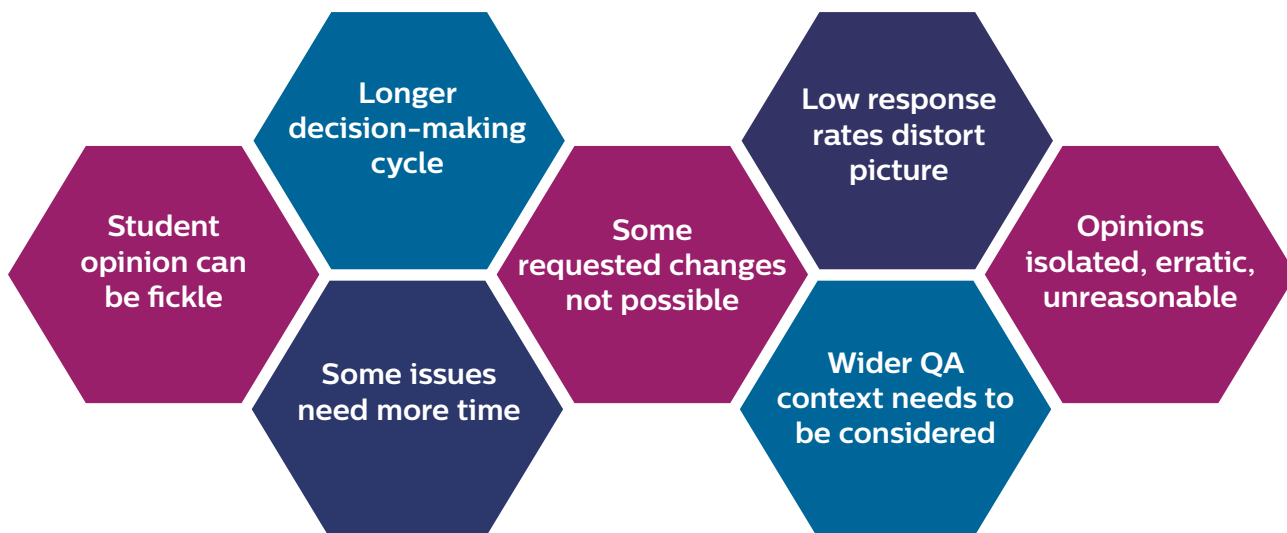
As Williams (2011) observes, institutions typically respond in one of two ways to student input:

- to clarify their procedures to students; or
- to undertake to improve their processes.

When action is taken, it is also not always immediately visible, nor is it always 'real' action. The drawing below illustrates this:



Brennan et al (2003) uncovered a number of institutional concerns regarding acting on feedback:



Acting on student input, and/or notifying students of action taken in response to student input, is referred to in the literature as 'closing the loop'. One depiction of closing the loop is shown below in Figure 5.

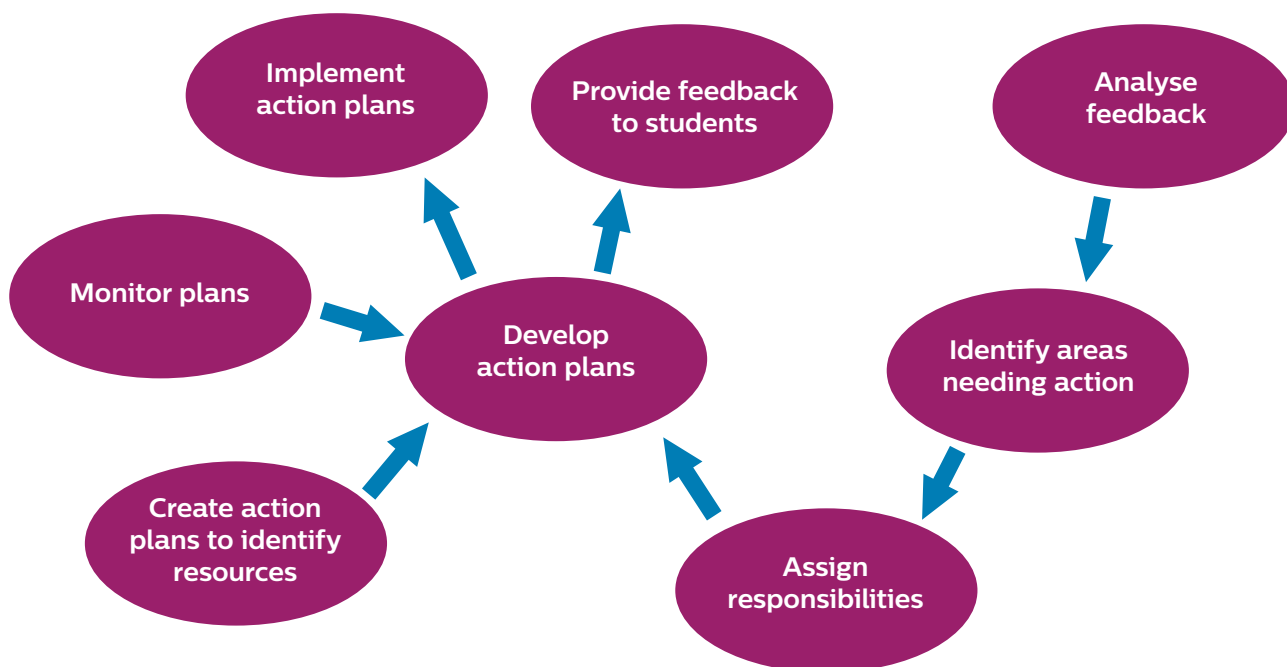


Figure 5: Closing the loop, from Shah et al (2016)

9. The Student Voice Continuum

How universities respond to student voice is also shaped by how students are positioned, as discussed in Section 6 (page 12).

A model (Figure 6, below) that shows how students and institutions are reciprocally positioned in roles which shape the type of response to student voice arising from, and appropriate to, that context and those roles. Note that this model is not normative and does not assume a hierarchy (where ‘empowerment’ is held up as the pinnacle of good practice). Rather, it recognises that context matters and that full partnership is not always possible or desirable; that the impetus for student input arises sometimes from students themselves, sometimes from within the institution, and sometimes from outside (such as the NSS or PTES) and that this necessarily conditions the roles available to students and institutions.

The Student Voice Continuum: Mapping Relationship Possibilities

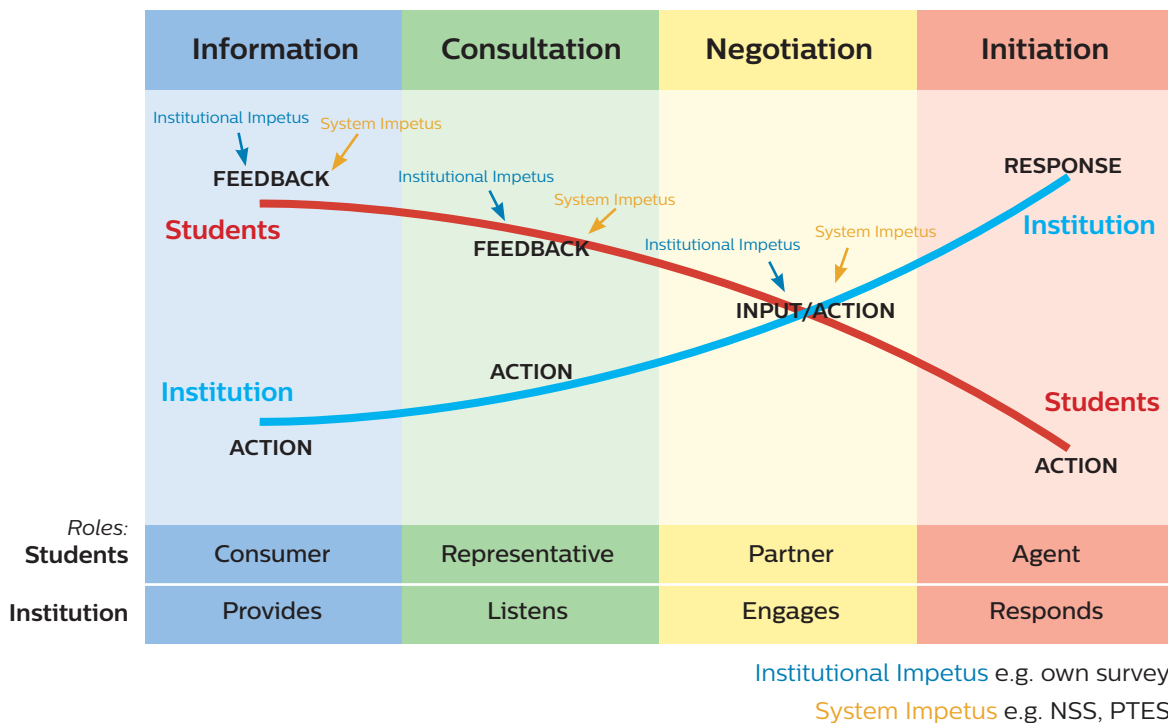


Figure 6: The Student Voice Continuum

Thus, there will be occasions when the most appropriate response to student voice will be ‘information’ – the student may be situated as a ‘consumer’ who is informed about actions taken in response to student feedback; for example, if a student makes a complaint that leads to disciplinary action against a staff member or fellow student. Once due process is followed, the outcome would be communicated to the student.

A second category concerns consultation, where a student is situated in a representative role together with the institution, which listens in a process of consultation. An example might involve the institution consulting the students, through representatives, about proposals to redesign an area of the campus. Following consultation, a decision will be taken and communicated to the student representative.

A third category entails negotiation. Here students are situated as partners, engaged by the institution. In this scenario, input and action are intertwined, and undertaken jointly or jointly sponsored. An example of this might feature a working group of staff and students reviewing and redesigning a module. Although roles and responsibilities may differ, all parties are fully invested in all parts of the process.

The fourth category considers student-initiated actions, such as a student request or memorandum of demand, or student protest action. Here the student is situated as the agent, and the institution's role as responder. The #FeesMustFall protests in South Africa in 2015 would be an example of this.



10. What is 'Good Practice'?

This series of reports on responses to student voice presents a challenge concerning the status of the various sources of practice we have uncovered. We have identified:

- Descriptions of practice in the grey literature, much of which is presented by the authors as good or even best practice
- The systematic research evidence which is thin on the ground
- Descriptions of practice derived from our key informant interviews, online survey, and sources such as university or Students' Union websites.

We are treating these various sources of evidence as 'situated vignettes of practices'. Methodologically, it is clear that in analysing these accounts, it is difficult, or even epistemologically muddled, to approach them with an essentialist view on what counts as good practice, let alone best practice. This is irrespective of how the authors of these accounts may understand them. The accounts are experienced as 'good' (expressed as effective) or 'bad' (more often expressed as ineffective) based on the actors' experience of them in a particular setting or context.

Thus, students may experience them, in a situated setting, as effective, useful or 'just'. The same may be said for staff experiences. Value is attributed to them based on a set of values (associated with social justice or participation in decision making) and/or more pragmatic concerns associated with managing an institution and using all available resources for improvement effectively. The point is that their value is constructed by the actors in a particular place at a particular time.

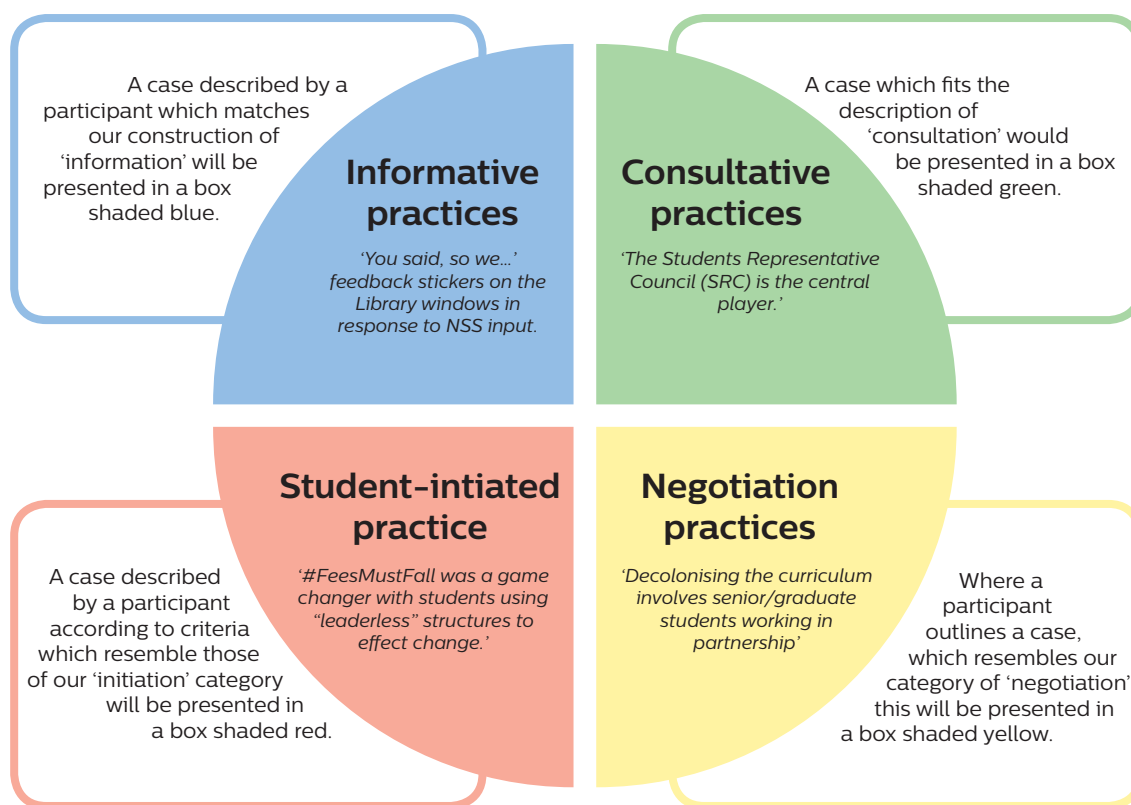
So, actors in the social context in which the practices take place or commentators on those practices may construct them as ‘good’ or ‘best’ practices. For some, these practices may have been in place for some time, for others, they constitute a big step forward. We do not privilege any practice in that way but offer the vignettes as embodiments of communicative practice which may act as evocative exemplars for others. These exemplars may provide resources from which new practices can be developed. This is conditional on the congruence between aspects of the vignettes (situated in time and place) and the situated practices of the reader.

A final point on the value or not of these vignettes concerns how they might be used. The expectation may be that an interesting or evocative example can simply be ‘transferred’ (a common metaphor in these situations and why the ‘best practice’ approach has been superseded). This is not the case because of the particularities of the vignettes as we describe above. A much more effective metaphor is ‘reconstruction’, which denotes how a person, or a group might use an effective example from one source and apply it to their own situation. It is a complex process of adaptation and modification to suit their situated realities. We envisage that the vignettes we identify here will be used in that way.

11. ‘Evocative Exemplars’

Examples sourced from the literature will contain the reference in the heading; those drawn from the web or from apps will contain the reference at the bottom of the coloured box. Reports of practices from European Students’ Union reps, from the workshop conducted by sparqs, are identified in the headings. Quotes from interviews or our survey will be headed with the informant code (see Appendix) for example RUK1.

The examples we present in this document will be colour-coded following the continuum presented in Figure 6 (page 17).



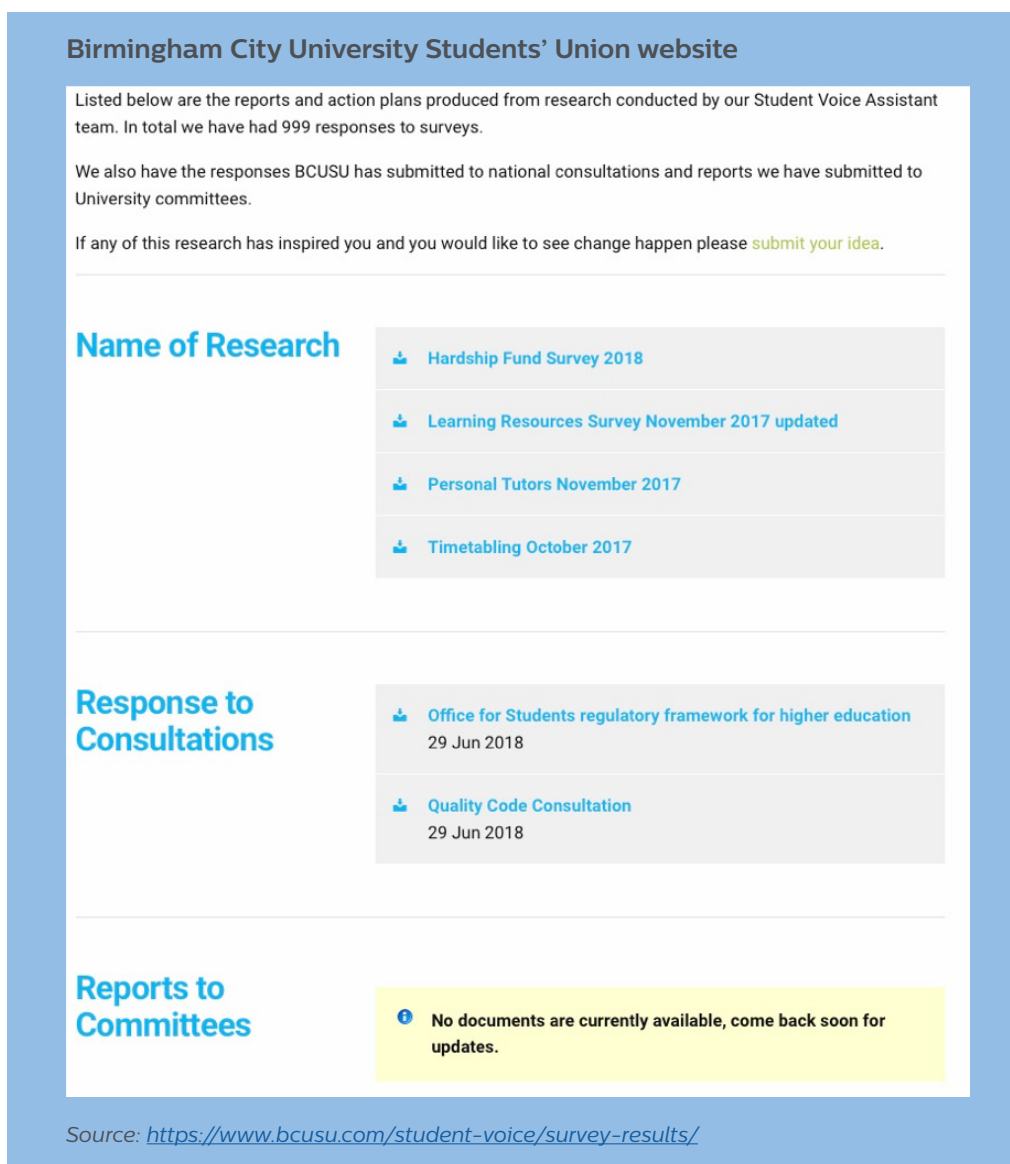
11.1 Examples of informative practices

RUK3, a University in Wales, adopted a systematic response to student input as well as input from other sources, compiling everything into a strategy document that served as a repository to inform practice. This had the dual advantage of being 'actionable' (with deadlines and accountability), and of withstanding changes of personnel (such as students graduating, or staff leaving).

RUK3:

'A lot of the resilience of the University comes from the structured way in which input from various sources is continuously incorporated into the University's rolling strategy document: the NSS Action Plan.'

A common example of informative practice involves the use of websites. The example below provides an illustration of this.



Birmingham City University Students' Union website

Listed below are the reports and action plans produced from research conducted by our Student Voice Assistant team. In total we have had 999 responses to surveys.

We also have the responses BCUSU has submitted to national consultations and reports we have submitted to University committees.

If any of this research has inspired you and you would like to see change happen please [submit your idea](#).

Name of Research

- Hardship Fund Survey 2018
- Learning Resources Survey November 2017 updated
- Personal Tutors November 2017
- Timetabling October 2017

Response to Consultations

- Office for Students regulatory framework for higher education
29 Jun 2018
- Quality Code Consultation
29 Jun 2018

Reports to Committees

No documents are currently available, come back soon for updates.

Source: <https://www.bcsu.com/student-voice/survey-results/>

One limitation of this approach is attracting students to the website to ensure that they get the feedback/responses. This limitation is addressed in the following examples.

INT3, a university in South Africa, needed to find ways of reporting back to students directly, without relying solely on the Students Representative Council (SRC) to convey the University's response to the student body. This was deemed particularly necessary in a climate where the SRC was subject to mistrust by both the University and the student body. Several forms of dissemination were used, including student media, as noted in the quote below.

INT3:

'At INT3 the Journalism Department acts as a mentor, and so the student radio and student newspaper is used as feedback mechanisms to students. At (INT5) the student media is more independent and student driven, so using that as university feedback would be unthinkable.'

This form of dissemination was considered effective, since students were seen to be listening to the campus radio station, and reading the student newspaper, and were thus assumed to be more likely to pay attention to the feedback from the University through these media than, for example, to read mass emails from the University or take notice of posters placed on noticeboards.

Despite the feedback being clearly flagged as being from the University and not the editorial collective of the radio/newspaper, the University saw its inclusion in student media as somehow helping to convey to the student body that there was some level of 'student buy in', if only at the level of agreeing to carry the feedback. This was contrasted to another, similar university (INT5) where such a practice would not have been tolerated by the SRC, who insisted that student media remains strictly independent of the University.

This principle of 'communicating with students where they happen to be' informs the use of the iLancaster app as a medium for conveying feedback in response to student voice, and can be seen in the example below.

iLancaster App:

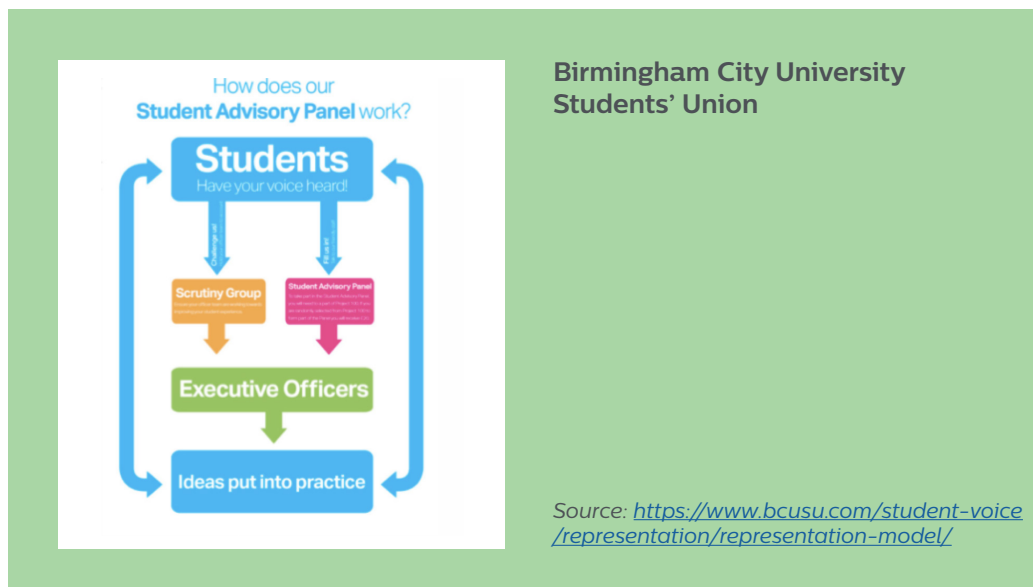
The striking feature of this app is the ability to select a user profile (staff/student/alumni/prospective student/resident of Lancaster city) which determines what is displayed. Student/staff view provides a rolling banner of announcements, which is used to provide information, for example in response to student voice. Because it contains information on, for example, events of interest in the city, students are drawn to use it, unlike many university apps or portals.

Source: Google Play Store



11.2 Examples of consultative practices

Consultation can involve student representatives, or the student body in general, as the example below illustrates.



Working closely with student representatives is a mainstay of consultative practice in those contexts where student representation systems are working well and have legitimacy. This can happen at a number of levels, as illustrated in the following example which showcases working with the Students' Union, representatives at school level, and student representatives at student-staff course committee level.

Nicola Poole, Cardiff Metropolitan University (from Buckley (2012))

'We have built a close relationship with the Students' Union and they are an important part of helping to promote all parts of the NSS. They are involved in gathering students together for the discussion of the results in September/October and the SU president attends all meetings from which information is used for the Dean of Learning and Teaching of each individual School to create their yearly action plan.

They are also involved with the learning and teaching development unit and marketing department in putting together information on what changes have been made and where and how to disseminate them. This occurs through a number of activities including adverts on TV screens around all campuses, regular articles in the student newspaper on change and effects that are occurring and where the need for these changes has come from. The School Representatives' blogs are also used as a vehicle to raise awareness and discuss any issues and actions that have taken place in response to the NSS results and discussions. The NSS is also discussed at Student-Staff Course Committees and staff are required to complete a section regarding their NSS scores as part of their annual evaluation of academic programme report.

Examples of actions that have taken place and that are discussed at committees and through the student rep system include improved allocation of funding to the library - not just the amount but the way the money was spent - an increase in e-journals and e-books, and the inclusion of a one-page synopsis regarding general feedback for the whole class prior to full individual written/audio feedback in response to students feeling feedback was not prompt enough to assist in their next assignment.'

One of our informants stressed the importance of building good relationships to enable consultative practices to work well.

RUK1:

'We involve the NUS/students' union in a dialogue. The challenge is that there is a continual change in the cast of characters, personalities change, and it takes time to build up relationships.'

Engaging in dialogue with student representatives allows for more informed practices of feedback or response. Good working relationships between the university and student representatives also allow for a climate of partnership – even if partnership is not always possible in every situation.

Partnership is most often characterised by practices of negotiation, with all parties having a say in the final outcome, and it is to these practices we now turn.

11.3 Examples of negotiation practices

RUK3, a university in Wales, had a strong partnership between the Students' Union and the University. While they used a suite of approaches for responding to student voice, including informing, consulting and negotiating practices, these took place against a backdrop of a solid, trusting relationship characterised by regular meetings.

RUK3 student union official:

'...there is open communication of all sorts and a trusting relationship between the universities top team and the student union. There are meetings with the top team and/or particular members of it every week.'

The following three examples overleaf were offered by delegates attending a European Students Union workshop facilitated by student partnerships in quality Scotland (sparqs).

The first example, from Finland, also showcases the practice of regular meetings. The partnership dimension of students and staff addressing feedback together and developing activities is noted, as is the important consideration that context matters, with each college choosing what works best for their context.

Finland - statutory student engagement/representation and feedback (from sparqs ESU workshop)

In Finland, there are two sectors in the tertiary education: traditional universities and universities of applied sciences. Everything starts at the level of the university of applied sciences. Our university of applied sciences are limited companies and their activities are governed by a government which has a statutory student representative. Thereafter, the governing structure has a rector who usually meets student district representatives monthly. This part is not statutory, but is a common habit.

Each college has its own ways of developing training. Some schools have development teams with some expertise in the pool. In each of the above mentioned places, there is always a Student Representative. Feedback from students is collected from each course. Students give feedback on the whole course and the subject matter. Traditionally, the feedback is then handled together with the students and staff so that activities can be developed. However, every college differs in how this has been done. One model is not suitable for everyone.

The second example, from Germany, also notes a formal requirement to provide feedback to students while observing that this can take different forms in different contexts. Provision is made for sanctions through the quality system should programme coordinators not provide students with the required feedback.

Germany - End of module surveys (from sparqs ESU workshop)

Up until the end of last year, all programmes were required to implement feedback loops to evaluate lectures, to ascertain the students' work load and to survey the alumni... The students have to be informed about the results of this monitoring, but this, too, can look very different. If students gain no insight into the results at all, theoretically the programme coordinators should be reprimanded at the mandatory QA Audits.

The third example, from Denmark, describes a partnership approach where students and staff sit together and negotiate changes in response to student input.

**Finland - statutory student engagement/representation and feedback
(from sparqs ESU workshop)**

Students and staff sit together and develop strategies and actively shape and change content at a programme level. Students' representatives on boards within HEIs together with teachers and non-academic staff work with the results of surveys to decide on strategic directions and changes at a programme level.

Students' Unions can also use results from surveys (both programme and a new national survey) to help direct and conduct political advocacy although this is not necessarily common practice.

HEIs then communicate changes made through various means, emails, social media platforms and newsletters; however, it is up to individual institutions to do this and even if changes are made due to student feedback it isn't communicated as such.

Interestingly, while the students and staff work together in developing strategies for change, these changes are communicated by the institutions alone, and the impetus for change is not attributed to student input.

Negotiation practices are often seen as characteristic of partnership approaches, underpinned by climates of trust and respect. However, even when trust has broken down, such practices can still be constructively employed. INT5 is a university in South Africa which has been subject to significant student protest in recent times. In addition, there have been questions raised regarding the perceived legitimacy of student representative structures, particularly the Students Representative Council (SRC).

Despite a climate often tempered with mistrust, negotiation practices can be used to move discussions beyond the deadlock of formal consultation, as illustrated in the following quote.

INT5:

'Communications which take place outside of formal structures (such as consultative workshops on issues) offer greater flexibility... It avoids adversarial posturing and increases the student voice.'

Increasing the student voice is also at the heart of the following example, drawn from Flint et al (2009:614). 'Dialogue sheets' provide a mechanism to facilitate negotiation practices, with teams of staff and students sitting around a dialogue sheet that has been pre-populated with input obtained from anonymised student sources.

This technique was used at Sheffield Hallam University, augmented with 'You said, we did...' leaflets (paper and electronic versions), in-class briefings and other activities under the auspices of a dedicated NSS communications group. Flint et al's (2009:616) report improved NSS scores, as well as observable improvements in low scored areas and 'qualitatively different conversations within the institution' around student voice and the issues raised.

11.4 Examples of student initiated practices

Not all student input is elicited. While student voice gathered by means of surveys (such as the NSS) or scheduled meetings (such as student-staff course committee meetings) can be anticipated and responded to within structures and processes set up for this purpose, spontaneous student initiated input can sometimes demand an immediate response – which isn't always possible, as the example below (from a survey respondent at a university in South Africa) illustrates.

SUR1:

'Muslim students asked about breaking their fast during evening exams scheduled during Ramadan. After a sarcastic reply from a lecturer went viral, the university made arrangements for Muslim students to be allowed extra time during the exams to allow them to break their fast.

The downside (of using mass email to communicate with students) is it's a carefully crafted response so it takes time and it's basically fighting fires then. And the scandal travels faster than the response, so everyone knew about the lecturer's sarcastic email but the new exam policy took longer to get around because not everyone checks their university email every day.

Most students use Twitter or WhatsApp but when the university arrives to those conversations it's usually too late.'

Here, the university appeared to adopt a two-pronged approach: the reliable standard mass email to all students, and social media. While the second method engages students 'where they happen to be', the immediacy of the medium acts against the university as official responses are necessarily slower than the tweets and retweets forwarded by the students and may lack the viral urgency of the original tweets.

On other occasions, a more appropriate response to student initiated input is to allow sufficient time for the required process to run its course. The example below, from another university in South Africa (INT5) illustrates this.

INT5:

'The review of student governance took 10 years, but it was student-driven and student owned. It wasn't top-down. That was important for student ownership and legitimacy. It had to wait for the right time and the right people.'

In this example, the university allowed several successive executives of the SRC to deprioritise the restructuring of the student governance system until an incoming executive considered it important enough to prioritise and bring to fruition. As a result, the project was student-driven and seen to be legitimate by both staff and the student body in a way that a university-driven restructuring would not have achieved. Because of this, the structures are now widely considered to be robust and effective, even when individual elected office-bearers may have their legitimacy questioned.

The 2017 NSS summary data shows some correlation between Q25 ('It is clear how students' feedback on the course has been acted on') and Q26² ('The Students' Union effectively represents the students' academic interests'). There are many possible reasons for this apparent correlation - including coincidence - but if there is some causal link between representing students' voices authentically, and ensuring that students receive feedback on changes brought about in response to student voice, then legitimacy and the perception of legitimacy of student governance and student representative structures do matter.

'Authentic student voice' is not always presented in a palatable form, as the following example (from RUK2, a Welsh university) illustrates. When a channel such as UNITU is made available for student input, some of the input may be off-topic, offensive, or unpopular (with university management or with the student representative body).

RUK2:

'UNITU, is owned by students, when we tried it in Engineering, we had a 10% jump in participation in the fora. We do have a difficulty in managing it though, sometimes inappropriate comments go up. That said we have to be robust, it is an open forum...the student union didn't like some of the criticism and boycotted it for a while.'

The example shows an increase in students' visible engagement in student voice activity, which the university considers a worthwhile outcome despite the time and effort required to 'manage' the platform. However, participation would be unlikely to be sustained if the perception of student voice being acted on was not also present. The following example - provided by an informant at a South African university (INT3) - concerns student-initiated activity at a UK university, where the immediacy of participation was rewarded with a concrete response.

INT3:

'[A UK] Students' Union was conducting a poll, a vote of no confidence in the VC. Students in South Africa could watch as the votes showed live on the Facebook feed. There was a sense of immediacy, of participation, especially when the VC resigned midway through the day.'

This example also showcases the global reach of student voice activities, especially those which are student initiated. This has been evident recently in the rise of campaigns questioning the dominance of whiteness in curriculum in the UK, the US, South Africa and elsewhere, and student fee protests internationally.

2. On both of these questions, the Welsh mean score is highest, and the Scottish lowest, of the four nations represented.

12. Risks and tensions

Enabling and empowering student voice, and operating with an assumption that student voice has the potential to effect meaningful change, comes with risks and tensions. For student leaders, if the university is to be seen to be sufficiently responsive this may lead to accusations of student leaders 'being co-opted' and having their legitimacy questioned, as illustrated by earlier examples. Institutional leaders and student leaders, meanwhile, have to balance the desire for 'authentic' student voice with the risk of that voice being used beyond what was envisaged.

RUK3:

'We have had an issue with that in the very early days when some inappropriate material (about members of staff) was shared and it is outside of the university control. Even though this was in a private Facebook group, staff members were told about it and evidenced by another student. It can be difficult to negotiate the difference between privacy and professional standards, and to protect against defamation and reputational damage while still acknowledging fair comment.'

Bahou (2011:4) noted the risk of student voice being co-opted, leading to student cynicism or instrumentalism, or staff defensiveness. One of our informants cautioned about the risk of the student voice being co-opted for internal political purposes.

RUK3:

'Some time ago there was a rumour that a popular staff member's job was at risk due to organisational restructuring. Students took up this issue very vocally in that person's defence. There is no evidence for it in this case, but it might be quite easy to mobilise student opinions and actions in support or defence of particular causes such as potential job losses.'

Another risk was presented by attempts to move along the continuum (see Figure 6 on page 17) further than current practices and the past trajectory of prefiguration makes advisable.

RUK1:

'At a subsequent staff meeting, departmental staff considered whether this model would be a good one to continue with. There were some positive comments but on the whole there was concern about a number of issues:

- some comments were felt to be “not appropriate”
- the discussion was “quite public” and should be contained within a programme group
- some of the issues leading to critical comments “should be dealt with in advance”
- some representatives “didn’t understand the purpose of the meeting”
- – a clear rubric needed to be provided
- doesn’t allow for the previous practice where students “send me loads [of feedback] and I filter out what is not relevant”.

The proposal seemed a step too far for many and did not fit current patterns of identity and power relations. The general consensus was that a virtual discussion area could be opened before the meeting, but that the meeting should continue to take place face-to-face and only that formal meeting be minuted.'

One informant cautioned about a risk that presented even when NSS scores of 100 per cent satisfaction were received.

RUK3:

'High student satisfaction [ratings] in subjects that take this intensive, person-centred approach are evidence of the effectiveness of the approach. There are 100% NSS scores in some disciplines also the number of official complaints has dropped significantly in recent years. This has been noted by the Office of the Independent Adjudicator. Despite these achievements we try to have an approach of continuous quality improvement [Kaizen], but one danger of this is to undermine morale and diminish the appreciation of our achievements.'

13. Reaching the 'hard to hear'

“Some voices are totally unheard; others are not heard in the places where they may inform universities' practices. Others are misunderstood or misinterpreted. And just because a sound is being made does not mean it is of value to the hearer whether the hearer seeks the student voice for viewpoint, marketing, enhancing the quality of teaching and learning or listening to the student voice because it is the right thing to do according to procedures.”

Canning 2017: 526

The reification of student voice occludes some voices while privileging others. Whose voices are amplified, whose are privileged – and whose are muffled or silenced? Including these hard to hear voices provides a challenge, as noted by several informants.

INT5:

‘In South Africa, postgraduate students are often not included in the same way as undergraduate students because they are at a greater distance.’

INT6:

‘Undergraduate students at INT6 can be hard to reach, being spread out over four boroughs and many colleges. Also, many of them are working full-time, or working two or three jobs, or they have kids...’

A similar example of a kind of ‘shout out event’ was given from a much bigger university.

RUK4:

‘One example given in reaching “hard to hear” students is that of the programme leader for a Hong Kong LLB Hons who goes to Hong Kong twice a year and always makes sure that the timing is such that she can have a face-to-face session with the students to receive feedback from them and get their input. Otherwise they may be “hard to hear”.’

RUK3:

‘Although the University is small and collegial, there are some hard-to-reach populations: part-time students, Erasmus and other overseas visiting students, mature students and those on satellite campuses, such as RUK3a, where various animal sciences are the focus. So although students in general are very engaged with representation, special measures have to be taken for these hard to reach populations. One example is “shout out events”, where us officers from the student union goes out to talk to students in RUK3a. They have also involved students in making a video about the campus and the students there...I like going out and engaging with people.’

Reaching – and thus hearing – students can also be difficult when student representatives fail to attend meetings, as noted by a couple of informants.

INT2:

'We have student reps on all our boards and we try to encourage them to attend but they don't come... they're not keen.' 'We have student reps on all our boards and we try to encourage them to attend but they don't come... they're not keen.'

SUR5:

'biggest problem is that for some programmes the student reps do not attend.'

Technology helped amplify some normally 'muffled' voices as the example below demonstrates.

RUK1:

'Because of UCU industrial action, a decision was taken to change the format of the departmental meeting. It would be held virtually, opening in advance of the strike and remaining open for written contributions to an online forum for a number of weeks. This allowed striking members of staff to participate in the meeting without disrupting its business.

The nature of the contributions from students and staff changed entirely in this extended online format. Because programme reports had to be written, including written statements of actions taken as a result of student feedback, often within the extended period of the meeting itself, much more detail was available to students and they had longer to consider it.

The online mode was beneficial in this respect: student representatives contributed much more fully, making very long reports ("like an essay") with elaborated requests for action and sometimes criticisms.



Students made useful comments about the actions taken in response to previous feedback from their programme and (for the first time ever) made comments about each other's reports. In short, the online format shifted the dynamic from one-way communication to a much more engaging, consultative and egalitarian format with considerably extended contributions from all participants when compared to the face-to-face format.'

Some informants reported that their institutions had addressed similar problems through strategies such as professionalising the representative role or offering incentives, but cautioned that this might lead to a more instrumental approach to representation.

Digital Storytelling has also been used to great effect with 'hard to hear' students (see Gachago et al (2013); Gachago et al (2014); Yorkshire Universities n.d. as examples).

14. Useful practices

Our research has shown us that people are in very different places when it comes to how their institution responds to student voice. In some contexts, the idea of systematically seeking student input, acting on it, and responding to students to let them know, is still quite new; in other contexts, students have long been welcomed as full partners and many of the examples below might feel old and timeworn. While the practices below may not feel revolutionary in your own context, the advantages and disadvantages may provide food for thought. Our informants cited the following practices as being of use in their contexts.

ADVANTAGES	 USEFUL PRACTICES 	DISADVANTAGES
Can reach entire staff/student body with same message	Group/mass email	Caution about using university email addresses which students might not use regularly
Provides evidence of communication	Posters/stickers	Becomes “clutter”
Sign of good faith	Direct contact	Time consuming; Excludes those who can't be there
Reach students where they are	Social media	Students may prefer social media for “fun”, not work
Student owned	Campus radio	Students may not allow use in this way
Student owned	Student newspapers	Students shape the narrative
Regular, scheduled	Student-staff committees	Students may struggle to find reps; reps may not be representative
Student voice represented throughout university	Students involved in university governance	Students may struggle to find reps; reps may not be representative; students may hijack agenda
Students working as partners (at least in theory)	Project / issue-based workshops, task teams, etc.	Students may struggle to find reps; reps may not be representative; staff usually set agenda
Work at “coal face”; develop good relationships with students	Student affairs staff	Role conflict – representing the university, or advocating for students?
Authentic student voice	Informal conversations	Not available to everyone

Student initiated	Memoranda of demand	Sets up conflict
Can be very effective	Student protest	Escalates conflict
All students have access	Dedicated online spaces	Can be “hijacked” for “inappropriate use”
Targeted to particular student groups	A one-stop survey page	Difficult to attract students to the page
Targeted face-to-face interactions, especially with “hard to hear” groups	Shout out events	Resource intensive
A location for input from different sources and of different types to be turned into action points, with deadlines and allocated responsibilities	Rolling strategic plan	If, as in the example here, the structure is driven by a national survey such as the NSS, it may be only appropriate and targeted for some student groups
Encouraging applications, interviewing, selecting reps according to clear job and person specifications. Paying representatives.	Treating the student rep role as a job	Can attract people to the role for instrumental reasons
A low-cost way to ensure dialogue between course representatives and course leaders in an informal, neutral, setting	Giving student representatives a small amount of money to “take out” course leaders for coffee and cake	Requires course leaders to be already amenable

Table 3: Useful practices identified in literature and research

15. Some considerations to bear in mind

From the contributions of our informants, we have distilled a number of considerations to bear in mind when responding to student voice.



Context matters

- Simply reproducing a practice that was reported as successful in one context, in another context, provides no guarantee of success. Adapting rather than adopting practices, informed by an understanding of one's own institutional context, offers a better chance of success
The example on p21 about using student media at INT3 which did/could not work at INT5, illustrates this



Try to work with existing systems

- New practices that are congruent with existing practices are more likely to be adopted and to be sustainable.
See the example of RUK1 on p31



Build rapport

- Building good rapport based on respect, and putting relationships at the centre, is important
RUK3, on p25, illustrates this; see also Arthur 2009; Smyth 2006



Timing makes a difference

- Consider the effects of time: whether it involves being prompt in responding, taking the time a process needs, or harnessing the "right moment"
See section 5.3, pp 12-5, in "Together We Changed": Responding to Student Voice. Voices from the Field



Honesty matters

- Be honest about what is and is not within one's power (as student association or institution) to deliver
See Buckley 2012; Seale 2016; Shah et al 2016; INT3 on p 10 of "Together We Changed": Responding to Student Voice. Voices from the Field



Be clear

- Be clear about the purpose for collecting input, and relate feedback given to that
See Young et al. 2011; Brennan et al. 2003



Ethics

- Proceed ethically and protect students' interests: process matters as much as outcomes
See Seale 2016; Campbell et al 2007; Taylor & Robinson 2009



Power

- Be honest and mindful about issues of power concerning students and be careful about student voice being co-opted
See Campbell et al 2007; Carey 2013; Hall 2017; also RUK3 on p 26, Seale 2016; Canning 2017; section 5.4, pp 15-6, in "Together We Changed": Responding to Student Voice. Voices from the Field



Student role

- Be clear about the boundaries of students' roles
See Seale 2016; Buckley 2012

Readers may also find Seale’s (2016) Amplitude Framework useful in considering the success of student voice initiatives in their own institutions.

Factors/criteria	Reach	Fitness
AIMS AND ASSUMPTIONS	INTERSUBJECTIVE VALIDITY The extent to which all participants ‘bought’ into the aims, identified problems and assumptions of the student voice project	CONTEXTUAL VALIDITY The extent to which the assumptions on which the student voice project is based are accurate or evidenced based
PROCESS	PARTICIPATORY VALIDITY The extent to which all participants in the project had opportunities to influence, make choices and have a voice	ETHICAL VALIDITY The extent to which processes are put in place/planned into the student voice project to enable meaningful responses to the student voice The extent to which university personnel have the power or are willing to act on student voices
OUTCOMES	CATALYTIC VALIDITY Extent to which transformation occurs for both students and tutors	EMPATHIC VALIDITY The extent to which students and staff understand one another better

Table 4: Amplitude framework for evaluating student voice projects in HE, from Seale (2016)

16. Conclusions

Our scan of the published literature found very little systematic analysis of practices concerned with feeding back to students about the changes made in response to student input. While there was some ‘grey literature’ (in the form of conference presentations, reports and anecdotal accounts), this tended to make claims without supporting these claims with evidence of the effectiveness or sustainability of initiatives. Literature tended to be older, and to blur distinctions between taking action based on student voice and communicating the action taken back to students.

Primary data was collected through an online survey and Skype interviews, with informants at universities in Wales, England, Switzerland, Australia, South Africa and the USA. The data revealed a continuum of practices, from informing practices (such as ‘you said, we did’ type posters), consultative practices (often, but not only, involving student representatives), negotiation practices (with students and staff working together in full partnership on communication initiatives) and student-initiated practices, where the action is taken (or initiated) by students. Themes which emerged from this data considered trust, institutional culture, time, and power. Concerns about reaching ‘hard to hear’ students, whose voices are often silenced or unheard, were cited and some mechanisms for reaching some of these students noted.

A table of practices compiled from those detailed by our informants, together with advantages and disadvantages, is offered – with the caution that context matters, and practices should be adapted rather than simply adopted across contexts. Further to this, we present a list of considerations to bear in mind distilled from practices shared by our informants.

This is an emerging field of practice and study, and we hope that others will respond to this initial attempt to surface how universities are responding to student voice internationally with further publications.

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Appendix

Key to Interview examples cited in this document:

Informant's role	Location	Uni Listed in document as:
PVC Education	England	RUK1
Academic staff member	England	RUK1
PVC (T&L)	Wales	RUK2
Associate Head of School	Wales	RUK3
Students Union VP	Wales	RUK3
Programme Approval Manager	England	RUK4
Dean of Faculty	Switzerland	INT1
Academic staff member	South Africa	INT2
Dean of Students	South Africa	INT3
Director: Student Affairs	South Africa	INT4
SRC ³ President	South Africa	INT5
Academic staff member	USA	INT6
Postgrad student	South Africa (survey)	SUR1
Associate Head of School	Australia (survey)	SUR2
Staff member	Undisclosed (survey)	SUR3
Academic staff member	Undisclosed (survey)	SUR4
Responsible for HE quality	Undisclosed (survey)	SUR5

3. Students Representative Council.

Interview prompts

Responding to student voice – communicating the impact

This research and development project is funded by the Quality Assurance Agency, Scotland. It investigates different forms of communication with students about how their higher education institutions have acted on feedback from them.

The project aims to:

1. Understand different approaches taken to inform students about how their feedback/input has been used to improve policy and practice in higher education institutions.
2. Identify good practice and a set of principles which can be adopted by students' associations and HEIS to communicate effectively with students about how their feedback/input is being used

It will produce the following project outputs:

- A report of the literature review and primary data on these topics.
- A set of exemplary case studies illustrating principles, approaches and tools used in communicating with students.
- An accessible summary, with brief illustrations, of key principles of effective practice in approaches to communication aimed at student organisations and institutions.

As well as a comprehensive literature review, primary data will be collected through a web-based survey, social media and Skype interviews.

Names and institutions will remain anonymous with a pseudonym used where necessary for institutions. Where permission is given to follow-up written data with an interview or to use an institution as an exemplary case study, names will only be used with formal permission granted.

The project's principal investigator is Dr Vicki Trowler. Co-researchers are Professor Paul Trowler and Professor Murray Saunders.

Prompts:

1. Please broadly describe your role in your institution, and any experience you have of a decision or decisions to change practice based on student feedback/input there.
2. Could you describe how communication with students about decisions to change practice is done?
3. What benefits do you see in your institution's communication to students of responses to feedback, and what problems have there been in this, if any?
4. In your view, have these communication efforts been successful and what makes you come to your conclusion on that?
5. Is there anything else that your institution should be doing in relation to communicating feedback?
6. We are interested in the tools used to communicate with students, and any tools that enhance that communication (eg. graphical images). Can you give any examples of successful or unsuccessful ones?
7. Generally, is the communication with students about this one way (informing the students) or is the communication in the form of consultation or negotiation about the actions that need to be taken?

Finally, is there anybody else you would suggest we should speak to?

Online survey instrument

Responding to Student Voice – Communicating the Impact. The Survey.

This research and development project is funded by the Quality Assurance Agency, Scotland.

The project aims to:

1. Understand different approaches taken to inform students about how their feedback has been used to improve policy and practice in higher education institutions (HEIs).
2. Identify good practice and a set of principles which can be adopted by students associations and HEIs to communicate effectively with students about how their feedback is being used.

The survey's area of interest is summarised in the diagram at the end of the survey, below.

This survey will help us to achieve these aims and so we thank you from the researchers for completing it:

* Vicki Trowler (Principal Investigator)

* Paul Trowler

* Murray Saunders

Email: student_voice.project.2018@gmail.com

Twitter: <https://twitter.com/StudentVoicePrj>

LinkedIn: <https://www.linkedin.com/in/student-voice-01020304>

Facebook: <https://www.facebook.com/StudentVoicePrj>

Website: <https://studentvoiceprj.weebly.com/>

HERE IS THE SURVEY.....

Please think of an experience you are familiar with of a decision to change practice based on student input. (For the rest of the questionnaire you may want to have this example in mind). In a sentence or two, please summarise this decision.

Your answer

Please broadly describe your role (as a student, staff member etc) and your institutional context (while retaining anonymity if you wish).

Your answer

Thinking of your own context and perhaps the example decision in question one, could you describe how communication with students about decisions to change practice is done?

Your answer

What benefits do you see in your institution's communication to students of responses to input, and what problems have there been in this, if any?

Your answer

In your view, have these communication efforts been successful and what makes you come to your conclusion on that?

Your answer

We are interested in the tools used to communicate with students, and any tools that enhance that communication (eg. graphical images). Can you give any examples of successful or unsuccessful ones?

Your answer

What is the most common form of interaction with students in this area, in your own experience?

- Informing students of decisions already taken
- Consulting students about decisions concerning how to respond to their feedback
- Negotiating with students about decisions to respond to their feedback
- Students initiating actions to improve things
- Other: _____

Do you have any other observations on this topic for us?

Your answer

Would you be willing to be interviewed via Skype about this? (The interview would take about 45 minutes). If so please give your email address.

Your answer



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