



Evidence for Enhancement: Improving the Student Experience

RESPONDING TO STUDENT VOICE: PRINCIPLES OF PRACTICE CARDS INTRODUCTORY SHEET

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

Student feedback plays a crucial role in every aspect of tertiary and higher education. 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, and questions around how effectively institutions and students' associations are doing this are increasingly important.

What impact does student feedback have on your policies and practices? Are students aware of this impact? How does your approach to feedback vary across your organisation? Do students understand the processes that underpin your decisions? What role do students play in this part of the feedback cycle?

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

This set of cards sets out a series of interrelated principles of practice, designed and shaped by students and staff working in partnership, which will aid you in addressing these questions (and more besides) and improving the policies, processes, and practices which help you respond to student voice.



WORK IN PARTNERSHIP

Empower staff and students to participate fully and meaningfully in student feedback cycles regardless of whether they are studying face-to-face, online or at a distance.



UTILISE REPRESENTATIVE SYSTEMS

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



ENCOURAGE DIALOGUE

Encourage respectful and open-ended dialogue between staff and students to ensure feedback cycles are dynamic and inclusive.



BE TIMELY

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



ENSURE TRANSPARENCY

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



EMBED ETHICS

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



SUPPORT ENHANCEMENT-LED APPROACHES

Approaches to responding to student feedback should be regularly evaluated and reviewed with a view to supporting continuous improvement.



CELEBRATE ACHIEVEMENT

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

Who could use these?

The principles are designed to be accessible to a wide range of people working and studying in tertiary education and applicable in a wide range of contexts. The cards are intended to provoke discussion and reflection, and to be useful in planning and review exercises at any scale and at any time among any students and staff who want to enhance the way they respond to student feedback.

Each card presents a principle, a short definition, and some challenge questions on the front, and on the reverse, an exercise encouraging critical reflection and enhancement-focused and evidence-engaged planning. These cards will be of interest to, among others, student officers and representatives, students' association staff, institutional staff engaged with feedback, and senior staff in institutions with responsibility of policy, strategy and relevant committees.

RESPONDING TO STUDENT VOICE

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? Please consider here 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.

Reflect
What are you doing now?

Evaluate
What would success look like?

Plan
What are you going to do next?

When could I use these cards?

The principle cards can be used by individuals or groups in formal and informal contexts. Ultimately, the cards should be used in an active way rather than simply consulted as a check-list. You should write on them, annotate them, use them as a stimulus for discussion, and as mechanism for planning changes. Here are some possible applications, suggested by students and staff involved in the project which delivered these cards:



To audit institutional or students' association policies



In staff development sessions



In workshops with students and/or staff



To gauge consistency and difference across the institution or students' association



During programme or module review exercises



In staff and student representative inductions



As a framework for establishing student views



To identify, evaluate, and share effective practice

Using the notes on the back of each principle card, the A3 planning grid sheet included in the pack can be used to plot activities and interventions across the principles.

How do I get more information?

These cards, along with a range of related resources are available to download from the [Enhancement Themes website](#).

If you have any questions or would like to discuss the materials, the project from which they emerged, or the Enhancement Theme overall, please get in touch with QAA Scotland at: ARCAAdmin@qaa.ac.uk.



Published by QAA, and produced by the sector and QAA Scotland, this resource has been commissioned by the Scottish Funding Council to support its duty to secure provision for assessing and enhancing the quality of fundable further and higher education provision.



Last updated – 13 March 2023
First published – 16 November 2018

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Registered charity numbers 1062746 and SC037786
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