Section L
Student Voice

Contents

Guidance Notes

LG (i)	Roles and responsibilities in the Student Voice Cycle

Abbreviations in this section

CEP	Course Enhancement Plan
EC	Education Committee
EMR	Early Module Review
FEC	Faculty Education Committee
KCEP	Kingston Continuous Enhancement Process
LTEC	Learning and Teaching Enhancement Centre
MEP	Module Enhancement Plan
MEQ	Module Evaluation Questionnaire
NSS	National Student Survey
OfS	Office for Students

Definition

1. Students have a range of opportunities to provide feedback (including informal meetings with their Course Leaders). This section is mainly concerned with the formal opportunities for students to feedback to the University about their experience and how the student voice contributes to quality assurance and enhancement processes that result in improvements to the student educational experience both for current and future cohorts.

2. For the purposes of this section, student feedback opportunities involve seeking student opinion of their experience at Kingston University and their course (including but not limited to their experience of learning, teaching, and assessment) whilst following a programme of study leading to an award of Kingston University.

   For note: Any reference to 'Students' includes 'apprentice learners'.

Purpose

3. Students can provide ongoing formal and informal feedback as part of their studies. This feedback is highly valued by the University and appropriate action should be taken in response to it. Student feedback feeds into established processes to improve the student educational experience both for current and future cohorts.

4. The main purposes of student voice in quality assurance and enhancement processes are:
   - To enhance the students' experience of learning, teaching, and assessment.
   - To contribute to monitoring and review of quality and standards.
   - To ensure the effectiveness of course design and delivery.
   - To help identify, disseminate, and share good practice.

Process

5. The University operates formal mechanisms for the gathering of feedback directly from students. These are as follows:
   - Surveys (MEQs and NSS)
   - Student Voice Committees (SVCs) (via Course Reps)
   - Faculty Forums
   - Other formal meetings/committees,

   Note: Relevant feedback from SVCs will feed into School Education Committee and Faculty Forums.

6. Informal student feedback is also drawn from Early Module Reviews, Course Reps and ad hoc conversations between students and staff.

7. Student feedback feeds into established Kingston Continuous Enhancement Process processes and can be used to inform MEPs/CEPs.

Formal opportunities for students to directly feedback

Module Evaluation Questionnaires (MEQs)

Scope

8. Module Evaluation Questionnaires (MEQs) are a requirement for all modules. Most MEQs will ask standard University questions. They have been designed to gather feedback on individual modules and do not seek information about the wider student experience which is gained in other ways.

9. All collaborative partners will be included in the MEQ process, unless they notify the University that it would not be appropriate for them to do so (for example, if they have their own process for the collection of student feedback at module level).

10. The feedback from MEQs (or equivalent mechanisms run by collaborative partners) is expected to feed directly into MEPs and contribute to module improvements.

11. The MEQ asks students 10 questions, using a four-point response scale to align MEQs to the updated NSS question style used from 2023 onwards. The questionnaire also includes two open text questions in which students are asked to feedback on the best things about the module and how the module could be improved.

12. MEQs will not be run where fewer than five students are enrolled on a module.

Process

13. At the beginning of each academic year, Heads of Department should review, amend, and approve the scheduled MEQ dates for all modules. Course and Student Administration offices will then update OSIS with the approved information.

14. MEQ start dates should be three or four weeks before the end of teaching on the module. For those modules that are taught using a block delivery, the MEQs should be distributed at the end of the block.

15. Module leaders should promote the MEQ feedback opportunity (see stage 2 of the Student Voice Cycle as stated in LG(i)).

16. Students will receive an email invitation to complete a MEQ with a link to the survey. The link will also be published into each module and accessed via 'My Module Evaluation' on Canvas. It is best practice to allow students time in a class or chosen session to complete the MEQ.

Analysis of results

17. If the response threshold has been met, Module Leaders will have access to the MEQ report for their module within 24 hours of a MEQ ending. The link, to the report, will be published into each module and accessed via 'MEQ Reports' on

Canvas. Results are also accessible via a series of dashboards available via StaffSpace.

18. Module leaders are responsible for analysing the quantitative outcomes of the MEQs and the qualitative comments from students.

19. Module leaders are responsible for sharing and discussing the MEQ results with relevant members of the module and course team.

20. The quantitative data from MEQs will be used to populate the relevant section of the MEP (where threshold response levels are achieved).

21. Module leaders should refer to the quantitative and qualitative MEQ data when completing their MEPs.

22. MEQ reports/analysis should be retained and made available to external examiners.

23. MEQ reports should be made available to Course Leaders and discussed at the next available SVCs as relevant.

24. A paper summarising the MEQ project and response rates from across the University will be submitted to the Education Committee.

Feedback to students

25. If the response threshold has been met, students will have access to the MEQ report for their module within 24 hours of a MEQ ending. The link, to the report, will be published into each module and accessed via 'MEQ Reports' on Canvas.

26. Module leaders should review, reflect on, and discuss the MEQ data (see stage 3 of the Student Voice Cycle as stated in LG(i)) with students in class; this should take place prior to the end of the module, or electronically if block taught.

27. Module leaders should communicate impact i.e., how the feedback has been acted on (see stage 4 of the Student Voice Cycle as stated in LG(i)). This should happen electronically within one month of the module ending. There is no set format for this feedback so module leaders are able to approach this in the way that they feel is most appropriate (*note: the qualitative comments should be summarised and not shared with students' word for word*).

National Student Survey (NSS)

Scope

28. All final year undergraduate students are invited to complete the National Student Survey (NSS) administered by Ipsos, an independent market research company.

29. The NSS is intended to give eligible final year students an opportunity to report back on their experience, and to help future students choose the right course and university.

30. The survey runs across all publicly funded higher education providers in England, Wales, and Northern Ireland, and participating higher education providers in Scotland. Additionally, since 2008, further education colleges with directly funded higher education students in England have been eligible to participate.

31. The survey asks students questions relating to various aspects of the student learning experience.

32. Students are also given the opportunity to provide comments on their student learning experience as a whole at their college/university.

33. Actions in relation to the feedback from this survey are expected to feed directly into CEPs.

Process

34. Course leaders should promote the feedback opportunity (see stage 2 of the Student Voice Cycle as stated in LG(i)).

Analysis of results

35. The results of the NSS are published on the Office for Students (OfS) website. Kingston University results are accessible via a series of dashboards available via StaffSpace.

36. Consideration of feedback from the NSS takes place at:

   - Programme/course level through CEPs and SVCs
   - Faculty and School level, through Faculty Education Committees and School Education Committees
   - Student Voice Group via Education Committee (EC)
   - Directorate level
   - As part of KCEP+

Feedback to students

37. Course leaders should communicate impact i.e., how the feedback has been acted on (see stage 4 of the Student Voice Cycle as stated in LG(i)), this should happen in class at the start of the academic year.

Other Kingston University Surveys

38. From time to time, the University undertakes other surveys of its students. Surveys will be administered centrally.

39. These surveys are overseen by Student Voice Group, a sub-committee of Education Committee.

Formal student representation at meetings/committees

Student Voice Committee (SVC)

Scope

40. SVCs are a requirement for each course or closely related or overlapping groups of courses. They make use of the Academic Representative system.

41. The SVC Terms of Reference document can be found in Section O document OG (xvi).

Process

42. SVCs are held at least twice per academic year and action minutes must be taken.

Student representation - SVC membership:

43. SVCs should comprise student representatives of all years/levels of a course and all constituent courses.

44. It is recognised that in some courses the whole student group may act as a SVC meeting with key staff (e.g., some postgraduate courses and courses with small numbers). However, even in these cases it will be necessary to recruit representatives to represent students' views at other times, and to collect student views and represent the course at Faculty Forums.

45. The number of staff on the SVC should be limited to ensure that student membership dominates. Where the number of staff significantly exceeds the number of students in attendance at a meeting, the Chairs should ask some staff members to leave the meeting in order to meet this requirement.

46. Staff membership should include course leader(s) and other staff with key responsibilities.

47. Where possible, the committee should be co-chaired by a member of staff and a student representative. The committee should agree the Chairs from amongst its members.

48. SVCs should be provided with administrative support, for example, in the preparation and distribution of agenda and minutes, provision of noticeboards and Canvas modules, etc.

49. Chairs and clerks of SVCs must ensure that agendas are agreed based on consultation, information for students and feedback on previous items.

50. The committee should take clear decisions (carefully minuted) about items that can reasonably be addressed to the SVC itself, reserving other matters to be raised at Faculty Forums or the School Education Committee via the Head of

Department reports.

51. SVCs should consider outcomes from surveys.

Follow-up of SVC outcomes

52. SVC action minutes should be considered by the Head of Department (HoD), who should follow up on actions agreed, where actions need to be escalated or discussed further within the faculty these should be included in the HoD summary report which is presented at the School Education Committee. SVC minutes should also be provided to course representatives, the Students' Union, and lodged on noticeboards/Canvas Course pages.

Feedback to students

53. SVC minutes should clearly detail how feedback from the SVC will be delivered to the student body (for example, posted on noticeboards and/or Canvas Course pages). This should occur within two weeks of the meeting.

54. Where SVC points are escalated for consideration at Faculty Forums or School Education Committees, SVC Chairs should ensure that outcomes of these discussions and agreed actions are fed back at the following SVC meeting to ensure the feedback loop is closed.

55. Chairs of SVCs and course leaders should regularly review the effectiveness of their SVC and the mechanisms for follow-up with members of the committee and student constituents.

Faculty Forum

Scope

56. Faculty Forum is a meeting of the course representatives in a faculty with senior faculty staff. Faculties may appoint co-chairs for the Faculty Forum (the Dean and a nominated course representative).

57. The meeting is intended to raise and address issues which are outside the remit of SVCs. It would be expected that these issues would be non-course specific and could cover a range of topics e.g. catering, accommodation, facilities, IT, University services. Such topics raised by students at SVCs should be brought to the Faculty Forum for discussion and action. Students should also be invited to raise new matters at this meeting.

Student representation at Faculty Forums

58. All School and Faculty Representatives in the Faculty should be invited to attend the relevant Faculty Forum.

Process

59. The Faculty Forum should meet at least twice per academic year. SVCs should

be scheduled to meet prior to the Faculty Forum.

60. A suggested agenda is below:
    - Welcome and introduction.
    - Apologies and minutes from previous meeting
    - Matters arising / Outstanding actions from the last meeting.
    - Discussion topics – any issues raised at Student Voice Committee (SVC) for discussion at Faculty Forum
    - Course Rep feedback on:
        - Catering
        - Social spaces and sense of belonging
        - IT / Library
        - Building and facilities (incl. accommodation / labs / workshops)
        - Support & University services.
        - Faculty specific topic
    - Any Other Business
    - Date of next meeting

61. The outcomes and any agreed actions of the Faculty Forum should be recorded and circulated to all in attendance and those who have been given actions. The outcomes of any matters referred to the Faculty Forum by other faculty committees should be reported back to those committees to ensure that feedback loops can be closed.

Substantive Review (part of KCEP process)

62. Student views are represented at Substantive Reviews. Substantive Reviews are part of the KCEP process (see Section E for further information).

Student representation - Substantive Review membership

63. 1 student panel member, who may be an Inclusive Curriculum Consultant (appointed by QAE). See AQSH: Section E for further information.

Validation Panel

Student representation - Validation Panel membership:

64. Student panel member (nominated by QAE). For more information see AQSH: Section C

Course and module modifications panel (CMMP)
65. Students views are gathered for any proposed changes to courses and/or modules, this can be via the Student Voice Committee or other direct process such as by correspondence via email.

Other opportunities for students to feedback:

Early Module Review

Scope

66. The Early Module Review (EMR) aims to:
    - Enable students to give and Module Leaders to receive quick, timely, anonymous, and honest feedback.
    - Facilitate engaged discussion that aims to resolve problems and enhance practice quickly or provide explanations immediately.
    - Empower students to be active learners in their university journey and feel their voice is being sought, understood, and acted upon
    - Reinforce the collaborative and cooperative relationship Module Leaders develop with students.
    - Standardise the approach across the University and provide students with an equitable experience.

67. It is expected that Module Leaders lead EMR one-quarter of the way through the module, during timetabled face-to-face sessions. It is required that EMRs take place for all modules.

68. All collaborative partners will be required to undertake the EMRs, unless they notify the University that it would not be appropriate for them to do so (for example, if they have their own process for the collection of similar early student feedback at module level).

Process – Guidance for Module Leaders (ML)

69. The following guidance suggests how to lead an Early Module Review (EMR):

    Set-up/planning
    - In the module plan, one-quarter of the way through the module, MLs are to allocate time within face-to-face timetabled sessions to
        a) lead the EMR (recommended 15 mins)
        b) acknowledge the feedback and close the feedback loop at a subsequent session (within a week of leading the EMR)

    Leading Early Module Reviews
    - During a face-to-face timetabled session, ML should lead the EMR.
    - To ensure a meaningful response rate and input from students, it is advised that the EMR takes places during a session with good student attendance (e.g., more than 50%). Where attendance is poor, the ML should re-schedule and/or re-run the EMR for alternative face-to-face session(s).
    - Using an anonymous mechanism to gather feedback (e.g., via Mentimeter, Padlet, post-its), MLs are to ask module cohorts three standard questions
        o What is going well?
        o What isn't working well?
        o Are there any issues or areas that need further explanation?

- MLs are encouraged to ask additional questions, relevant to their module, that will support students and module enhancement.
- MLs are encouraged to explain why this process and student feedback is important to them.
- MLs are encouraged to discuss and address the student feedback during the EMR.
- After the initial EMR session, it is recommended that MLs ask Course Reps to collate and return any additional feedback from their cohort. Course Reps may wish to return this additional feedback to the ML or via another method (e.g., to the Course Leader or at SVCs).

Feedback to students

70. Within a week of leading the EMR, MLs should acknowledge the feedback and close the feedback loop in a subsequent timetabled face-to-face session and/or post a Canvas announcement in the module.

71. For any additional feedback received from Course Reps after the EMR, MLs should address these points and provide commentary to their cohort (ideally face-to-face).

72. Feedback to students should:
- Convey that the student feedback has been received and considered.
- Provide explanations immediately.
- Reveal actions being put in place, as a direct response to the student feedback, on the module for this year to resolve issues and/or enhance practice.
- Communicate what areas will be worked on further with actions to be embedded into future module enhancements.

Taking action

73. In response to student feedback received during the EMR process, MLs should
- implement immediate changes/enhancements where possible (e.g., to the assessment brief or to the timetable)
- identify actions for changes which cannot be made immediately (e.g., changes to the number or weighting of assessment elements) and include actions in the Module Enhancement Plan for the following year.

74. Module Leaders may also wish to comment on the outcome of EMRs and any action taken in future Module Enhancement Plans, as part of the KCEP process, should they wish to.

Course Representatives

75. Course Representatives (Course Reps) are an essential way of ensuring that all students have their voice heard within the University on a variety of issues.

76. The role of the Course Rep is to:
   i. Collect feedback from fellow students on the course.

ii.   Relay student feedback to course teams and other staff.
iii. Represent students' views at meetings (e.g. SVCs), and in consultations.
iv.   Signpost students to services across the University.
v.   Make monthly announcements to promote events/opportunities.
vi.   Update fellow students on how their feedback has been received.
vii. Other e.g. chair meetings, attend other meetings/focus groups, organise a course social event.

School Representatives

77. School Representatives (School Reps) exist to represent students' interests at a School level, engaging with Course Reps in their School, escalating, and coordinating issues that arise across courses within a school.

78. The role of the School Rep is to:

i.   Collect feedback from Course Reps within a School, building an understanding of activities within the School.
ii.   Relay student feedback to staff as relevant.
iii. Represent students' views at meetings (e.g. SVCs, Faculty Forums), and in consultations.
iv.   Signpost students to services across the University.
v.   Make monthly announcements to promote events/opportunities.
vi.   Update Course Reps and fellow students on how their feedback has been received.
vii. Other e.g. chair meetings, attend other meetings/focus groups, organise a school social event.

Faculty Representatives

79. Faculty Representatives (Faculty Reps) exist to represent students' interests at a Faculty level, engaging with School Reps and Course Reps within their Faculty, escalating, and coordinating issues that arise across schools within a faculty.

80. The role of the Faculty Rep is to:
i.   i. Collect feedback from School Reps within their Faculty.
ii.   ii. Relay student feedback to staff as relevant.
iii. iii. Represent students' views at meetings (e.g. Faculty Forums), and in consultations.
iv.   iv. Signpost students to services across the University
v.   v. Make monthly announcements to promote events/opportunities.
vi.   vi. Update School Reps and fellow students on how their feedback has been received.
vii. vii. Other e.g. chair meetings, attend other meetings/focus groups, organise a course social event.

Recruitment Process

77. The promotion of recruitment in relation Course, School and Faculty Representatives is a shared responsibility between the university and the Students' Union. The dates of recruitment will be agreed on an annual basis.

78. For Course Reps, which is an un-elected and self-nominated role, students can register their interest in becoming a Course Rep through the Students' Union. A ration of two Course Reps for the first 50 students, and 1:50 thereafter is recommended as a minimum.

79. Course Leaders are encouraged to work with the Students' Union to ensure that Course Reps reflect the demographic profile and diversity of the course cohort.

80. Course Reps should serve for one year, though they may be encouraged to continue and should contact the Students' Union if they would like to do so, but there should be an opportunity for others to come forward.

81. Students are confirmed in their role as a Course Rep upon the successful completion of training, facilitated by the Students' Union.

82. Courses that commence at times in the academic year other than September will secure course representatives as described above and within one month of the course start date. This should be arranged with the Students' Union.

83. For School and Faculty Reps, which are elected roles, students can submit a nomination through the Students' Union on an annual basis. These roles are recruited on an annual basis. Should a position fall vacant, the Students' Union will run another election to fill the post. For School Reps, there is one undergraduate and one postgraduate taught post per School. For Faculty Reps, there is one undergraduate, one postgraduate taught and one postgraduate research post per faculty. School and Faculty reps will be trained by the Students' Union. School and Faculty Reps are elected on a one-year term and must be re-elected if they wish to continue for another.

84. Schools and Faculties are encouraged to support academic representatives in their work by helping to facilitate opportunities for representatives to consult with, share information with and feedback to students. For example, Course Leaders are encouraged to liaise regularly with their Course Reps to receive on-going informal feedback.

85. Academic Reps will receive training alongside ongoing support and development throughout the academic year.

Specialisms

86. Course Reps are invited to register a specialism at the point of recruitment, and upon successful completion of training, that specialism will be shared with their corresponding School. Specialisms are a 'bolt-on' to their substantive role as a Course Rep and will receive additional training to support them in this role, delivered by the Students' Union.

87. Specialisms are a way of letting Course Reps represent their own, and fellow students' opinions due to their lived experience. They exist with two principles in mind:

    i.   To empower students from diverse backgrounds to utilise their own experiences to anticipate change and confidently give a different perspective.

    ii. For faculties to identify students from diverse backgrounds that want to get involved in relevant project work.

88. Specialisms should not be shared with students as standard, but a Course Rep with a

specialism may opt to do so themselves.

Student Academic Development Research Associate Scheme (SADRAS)

89. Students will be invited to participate in research projects led by the Student Academic Development Research Associate Scheme (SADRAS). It is expected that findings from these individual projects will feedback informally to the relevant part of the University.

90. SADRAS is funded via the University's Access and Participation Plan and managed by the Learning and Teaching Enhancement Centre. It aims to encourage staff and students to undertake joint educational and pedagogic research, with the purpose of improving the academic experience of students at the University. Projects are particularly focused on improving the access and success of students from disadvantaged backgrounds and groups nationally underrepresented in higher education.

Student Voice and Collaborative Provision/Partnerships

91. It is recognised that not all requirements and guidance described in this section can apply to courses with a collaborative provision/partnership's arrangement with Kingston University.

92. For courses under such arrangements, local provision for Student Feedback, Student/Course Representatives must be articulated in 'The Liaison Document' (Guidance BG (ii)). See AQSH: Section B for further information.