Guidance LG (ii)
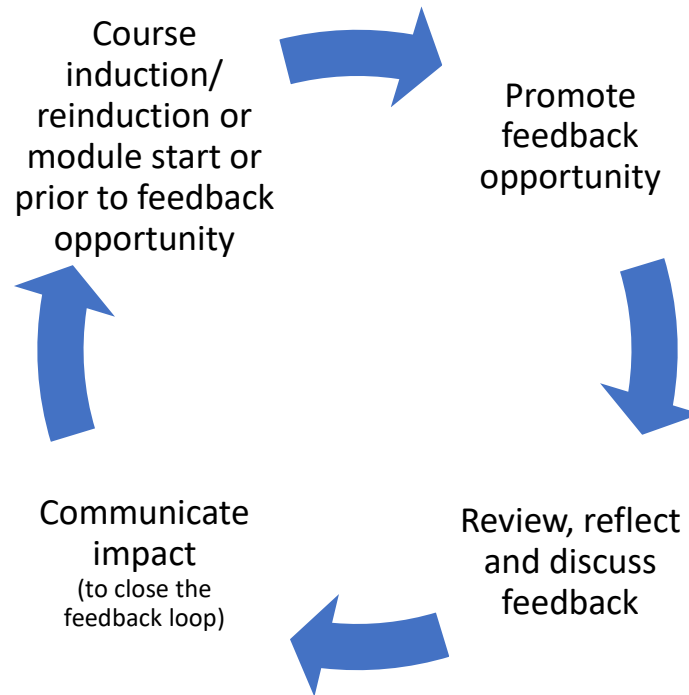
Roles and responsibilities in the Student Voice Cycle

Role of course/module leaders in the student voice cycle

Course induction/ reinduction or module start or prior to feedback opportunity → Promote feedback opportunity → Review, reflect and discuss feedback → Communicate impact (to close the feedback loop) → (back to start)

Actions/responsibilities of academics (course/module leaders) at each stage of the student voice cycle, for each student feedback opportunity, would include:

Induction/reinduction or module start or prior to feedback opportunity (stage 1)
At the start of the academic year/module, or prior to the start of a feedback opportunity, each CL/ML should:

- Explain how students in last year's cohort fed back on their experience and how their feedback led to changes.
- Emphasise where enhancements have been implemented for the course/module this year (this will include making improvements as well as building on the areas that students found beneficial).
- Raise awareness of the opportunities that students will have, over the year/module, to feedback on their experience via:
  - Course reps – promote the opportunity to be a rep by directing them to the Students' Union recruitment process, explain how to contact the course reps, and how the reps will feed back to CLs/MLs.
  - Student Voice Committee (SVC)/Faculty Forums - explain what these are, when they take place and how students can feed into them via course reps.
  - Early Module Reviews (EMRs) and Module Evaluation Questionnaires (MEQs – outline when these take place and the value these can have for the student.
  - Level 6 students will be invited to complete the National Student Survey (NSS).

Promote feedback opportunity (stage 2)
At the start of each feedback opportunity, academics (CLs or MLs) will be expected to:

- Remind students how previous feedback has made positive enhancements for them, and how valuable their feedback is.
- Brief students on the surveys (NSS /MEQs).
- Promote the feedback opportunity:
  - Provide time within lectures e.g., to complete the survey (except for NSS), for cohorts to feedback to course reps for SVCs.
  - Send Canvas announcement reminders.
  - Invite course reps to promote the opportunity.
  - Display slides/QR codes (in lectures) to remind students to participate.
- Invite course reps to seek feedback on a particular topic from their cohort in order to feedback into SVCs.
- Monitor survey response rates and remind students to complete the survey if rates are low.
- In surveys, make every attempt to reach a 50% response rate for their Module/Course Group (CGP).

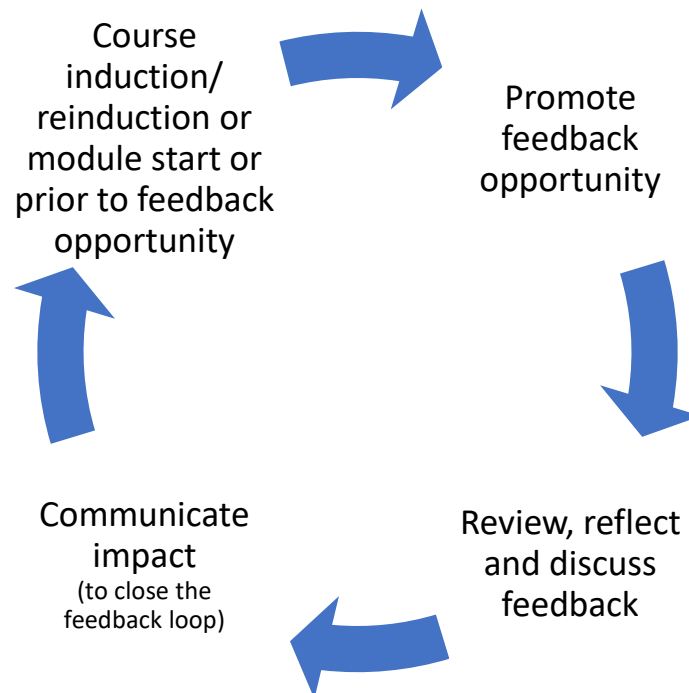## Review, reflect and discuss feedback (stage 3)

- Review the data (qualitative and quantitative) noting positive and negative areas of the feedback.
- Compare results with the previous two years data (where available e.g., where questions remain the same).
- Benchmark against School/Faculty averages (including subject and sector benchmarks where available).
- Disseminate and discuss feedback with course/module teams.
- Where themes emerge that relate to Department/School/Faculty level, escalate as per the faculty process.
- Where themes emerge that relate to central services, liaise with the relevant directorate to address the relevant issue(s).
- Academics (CLs or MLs) to, ideally, address students face-to-face in class:
  - Thank students for their feedback.
  - Discuss feedback with students.
    - Note the successes and how the module/course could build on these.
    - Reflect on areas to be discussed and address areas where students had concerns.
    - Highlight how outcomes will be used for enhancements/improvement.
    - Address areas that may require further discussion within the course/department team or will be raised at Faculty/University level.
    - Explain what the next steps will be to implementing enhancements to the course/module.
- Take survey results and proposed actions to SVC meetings for discussion.

Communicate impact to close the feedback loop (stage 4)

- Academics (CLs or MLs) to cascade out to students the impact that their feedback had. Highlight enhancements and modifications that have been made to a module/course as a result of the student feedback. It is important that these communications are timely and address specific points raised in the feedback by students.
- Academics should communicate the following face-to-face in class or via Canvas (or both):
  - Immediate impact - changes that have been implemented immediately (improvements to issues or where positive areas are being reinforced).

- o Mid-term impact – discussions that have taken place amongst course/department teams and what the next steps are.
- o Long term impact - points that have been escalated to Faculty/University level and how these will be taken forward.
- o It is important to address areas that cannot change and explain the reasons behind this.
- o Academics (CLs or MLs) to incorporate module/course enhancements within CEPs/MEPs to address themes highlighted by survey results.

Role of Faculty leadership teams in the student voice cycle

Course induction/ reinduction or module start or prior to feedback opportunity

Promote feedback opportunity

Review, reflect and discuss feedback

Communicate impact
(to close the feedback loop)

Actions/responsibilities of the Faculty Leadership Team (FLT), Associate Deans (AD), Heads of School (HoS) and Heads of Department (HoD), at each stage of the student voice cycle, for each student feedback opportunity, would include:

Induction/reinduction or module start or prior to feedback opportunity (stage 1)

- Faculty to ensure CLs/MLs are highlighting to new cohorts where the feedback had an impact on the course/module and what feedback opportunities are available to students during the year.

Promote feedback opportunity (stage 2)

- Brief staff on surveys (NSS/MEQs).
- Encourage staff to promote the feedback opportunities to students.
- Monitor engagement levels and remind staff to encourage student to participate in the feedback opportunity if engagement is low/survey response rates are low.
- In surveys, make every effort to reach a 50% response rate at Module/Course Group (CGP) level.

Review, reflect and discuss feedback (stage 3)

- Faculty to review and discuss student feedback themes relevant to Department/School/Faculty.

- Faculty to ensure CLs/MLs review, reflect on and discuss feedback with course/module cohorts.
- Ensure that SVCs are held and minuted, at least twice per academic year, for each course or closely related or overlapping groups of courses.
- Hold and minute Faculty Forums.

Communicate impact to close the feedback loop (stage 4)

- Faculty to ensure CLs/MLs communicate impact of feedback with students.
- Faculty to feedback to CLs/MLs and/or student cohort's actions to address themes (relevant to Department/School/Faculty level) raised by student feedback opportunity.
- Faculty to follow the AME process incorporating CEP/MEP actions are driven by student feedback.
- Faculty to escalate University-wide/central services related issues.