

UK Graduate College

Student Voice Process and Procedure

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Who does this policy apply to?

If you are...	Then..
A Higher Education / Pathways member of staff or student	This policy applies to you

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1. Purpose

This document outlines the process and procedures for effectively capturing and responding to student voice at UK Graduate College. The aim is to ensure students have meaningful opportunities to express their views, contribute to decision-making, and help enhance the quality of their educational experience. This procedure ensures that UK Graduate College fosters a culture of partnership and continuous enhancement through active student engagement.

2. Scope

This process applies to all Higher Education and Pathway students enrolled at UK Graduate College across all faculties and departments.

3. Definitions

- **Student Voice:** The collective opinions, feedback, and suggestions provided by students regarding their academic and campus experience.
- **Student Representative:** A student elected or appointed to represent their peers in academic and administrative forums.

4. Process Overview

4.1 Feedback Collection

- Regular collection of student feedback through multiple channels including:
 - Induction Survey
 - Module Evaluation Questionnaires (MEQs) (see Appendix A)
 - National Student Survey (NSS) participation
 - Annual Internal Student Survey
 - Focus groups and forums
 - Online feedback platforms and surveys

4.2 Student Representation

- Election or appointment of student representatives at department and college levels.
- Representatives attend Staff-Student Committees (SSCs) and other relevant meetings.
- Representatives gather peer feedback and communicate it to staff.
- Election of a Student Governor to sit on the Board of Governors

4.3 Analysis and Reporting

- Academic and administrative staff analyse feedback data alongside other module data, to identify trends and areas for improvement.

- Termly reports are prepared and shared with relevant stakeholders including students.

4.4 Action Planning

- Collaborative development of action plans involving students and staff to address identified issues, both in year and for the next academic year.
- Prioritization of actions based on impact and feasibility, with submission of major/minor amendments where necessary and full consideration of CMA.

4.5 Communication and Feedback Loop

- Regular updates provided to students on actions taken in response to their feedback using the 'You said – We Did' approach.
- Transparency maintained through published reports and meeting minutes.

5. Roles and Responsibilities

- **Students:** Provide honest and constructive feedback; participate in surveys and forums.
- **Student Representatives:** Act as liaison between students and staff; attend meetings; communicate outcomes.
- **Academic Staff:** Facilitate feedback collection; analyse data; implement improvements.
- **UK Graduate College Administration:** Support the student voice process; ensure communication channels are effective.
- **HE Academic Quality Manager:** ensures all relevant staff are trained to implement these procedures and provides training for the Student Representatives and the Student Governor

6. Confidentiality and Data Protection

- All feedback is treated confidentially, where possible, and in accordance with data protection regulations.
- Anonymity is preserved where appropriate to encourage open and honest feedback.
- Meeting minutes will be published, with any concerns raised allocated to the programme area for transparency rather than named individuals.

7. Review and Continuous Improvement

- The student voice process will be reviewed annually to ensure effectiveness.
 - Feedback on the process itself will be sought from students and staff.
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Appendix A

UK Graduate College Module Evaluation Form

We value your views on the modules you take, for monitoring and development purposes. Please tick the box that is closest to your views and add any comments in the spaces to the right. Your comments are anonymous.

Course:

Module:

Date:

	Comments
1. I achieved the learning objectives of this module Strongly agree ☐ ☐ ☐ ☐ ☐ Disagree strongly 5 4 3 2 1	
2. I felt classes for this module were generally well-prepared and organised Strongly agree ☐ ☐ ☐ ☐ ☐ Disagree strongly 5 4 3 2 1	
3. Adequate help was available when I needed it Strongly agree ☐ ☐ ☐ ☐ ☐ Disagree strongly 5 4 3 2 1	
4. I found the pace of this module Far too slow ☐ ☐ ☐ ☐ ☐ Far too fast 5 4 3 2 1	
5. I found the coursework for this module Far too easy ☐ ☐ ☐ ☐ ☐ Far too difficult 5 4 3 2 1	
6. I felt the amount of course work required for this module was Far too little ☐ ☐ ☐ ☐ ☐ Far too much 5 4 3 2 1	
7. Feedback on my progress in this module, so far, has been Excellent ☐ ☐ ☐ ☐ ☐ Non-existent 5 4 3 2 1	
8. I found this module interesting Strongly agree ☐ ☐ ☐ ☐ ☐ Strongly disagree 5 4 3 2 1	

9. I found the teaching and learning of this module was engaging and intellectually challenging Strongly agree ☐ ☐ ☐ ☐ ☐ Strongly disagree 5 4 3 2 1	
10. I came prepared to class for this module Strongly agree ☐ ☐ ☐ ☐ ☐ Strongly disagree 5 4 3 2 1	
11. LRC resources (books and journals) for this module were Excellent ☐ ☐ ☐ ☐ ☐ Extremely poor 5 4 3 2 1	
12. The VLE/Moodle resources for this module were Excellent ☐ ☐ ☐ ☐ ☐ Extremely poor 5 4 3 2 1	
13. IT resources while studying this module were Excellent ☐ ☐ ☐ ☐ ☐ Extremely poor 5 4 3 2 1	
14. If you have an ILP: My required needs were met in this module Strongly agree ☐ ☐ ☐ ☐ ☐ Strongly disagree 5 4 3 2 1	

15. What did you like best about this module?

1.

2.

16. What would you change about this module?

1.

2.

Please use the space below to expand on any of your comments, or to add any other observations you think would be useful. Thank you for your co-operation.