**Responding to the Student Voice: Good practice case study**

## Context

The Centre for History run a variety of undergraduate and postgraduate programmes. All undergraduate programmes are networked using a blend of online delivery and synchronous teaching by video conference (VC). Many postgraduate programmes are fully online.

Feedback from students about their learning experience is gathered through University surveys (such as the NSS and end of module surveys) and also via student reps who summarise these for Course Committee Meetings (CCMs).

## Previous practice (before 2018/19)

**Responding to the student voice:** Programme Leaders sent out a ‘You Said...We Did’ email after each CCM. These were time-consuming to create as they involved gathering and synthesising feedback from different sources. There was also evidence that students did not read the emails.

**Involving student reps:** Student reps would be invited to each CCM (twice per year towards the end of each semester) to talk through feedback from the student body. Student reps, and any other students interested in attending would be invited to part of the meeting.

## Current practice (2018/19 onwards)

**Responding to the student voice:** Just before the beginning of semester 1, the Programme Leader created a series of short audio clips, organised by theme, summarising all of the feedback received from students in the previous academic year. In these clips she summarised outlined any problems or issues that students had highlighted, and explained if and how these would be addressed. These were made available to students via the VLE.

**Involving student reps:** Rep attendance at CCMs was replaced with a Student-Staff Conversation; a VC meeting which happens mid-semester (around week 7). Attendees are a mix of the reps and other interested students. The Conversation is used to reflect on student feedback from the previous academic year, looking at whether there has been an improvement regarding any issues highlighted in the previous year’s feedback, and also for picking up any live issues.

In the most recent Conversation (October 2019) the discussion focused on current coursework issues, as well as broader reflections on the previous year. The students who attended commented positively on the introduction of the audio clips as a useful way of seeing how staff respond to student feedback.