

Using the Student Voice to Improve Quality: Features and indicators of good practice

FEATURES	INDICATORS OF FEATURES IN ACTION
Organisations have a range of representative systems that enable all students to have a voice.	<ul style="list-style-type: none"> • The extent to which there are representative systems at: <ul style="list-style-type: none"> ◦ central/organisational level ◦ local/departmental/programme level • There is diversity of groups/associations and representatives reflect the diversity of the student body • There are linkages between these levels/types of representation
Students are resourced so that they are able to undertake representative work in a supported, meaningful and knowledgeable way.	<ul style="list-style-type: none"> • Resourcing of representative groups includes elements such as: <ul style="list-style-type: none"> ◦ Training ◦ Job descriptions and general guidance on how to manage the role ◦ Terms of Reference for committees ◦ Resources to support data collection, analysis and communication ◦ Networking opportunities ◦ Advocacy support
Students actively engage in student representative systems	<ul style="list-style-type: none"> • Students have a mandate from the people they are representing • Students engage / respond to representative systems (reactive) • Students contribute proactively • Students collect and analyse their own data and communicate back to other students • Students influence other students
Quality enhancements/ actions incorporate the student voice.	<ul style="list-style-type: none"> • Students use and value the representative systems • Quality enhancements are made as a result of student input • Quality enhancements made as a result of student input are communicated back to students
The organisation exhibits a culture of representation that values the student voice.	<ul style="list-style-type: none"> • Organisations meaningfully involve students in shaping the curriculum • Student voice is legitimised • Deliberate efforts are made to empower and involve students • Students are viewed as co-producers or partners in teaching and learning • Student contribution is recognised and rewarded • There is codification of representation (e.g. in terms of reference and constitutions of committees, boards etc.