

Using the Student Voice to Improve Quality: Reflective Questions

Establishing the partnership in which the student voice is to be heard

- How do governance arrangements show that the student voice is important to and valued by your organisation?
- How are student representatives involved as partners within committees and other mid-level organisational structures?
- What consultation mechanisms exist, so that students are invited to contribute to organisational decision making and their perspectives treated with respect?
- What mechanisms exist for students to influence the quality of individual courses for their own and future cohorts?
- How are student representatives given feedback about what has happened as a result of their input?
- How can the above systems and processes be improved, to ensure the student voice visibly enhances quality at the organisation?

Legitimising the student voice

- How is an active and independent student voice encouraged at your organisation?
- Are the mechanisms used by student representatives for gathering the student voice fit for purpose?
- How does your organisation demonstrate that it is listening to the student voice?
- To what extent are there demonstrable lines of accountability from those who speak for students back to the student body?

Establishing clear roles for those delivering the student voice

- Are student representatives well prepared, and how do they work with other students to ensure that the views they put forward are genuinely representative?
- Who is responsible for orienting student representatives to their role(s), and how is this orientation provided?
- Are student representatives on committees given job descriptions, terms of reference etc.?
- Within committees, how are the different pressures on students' time compared to that of other committee members acknowledged and managed?
- How can these systems and processes be improved to ensure that student representatives at all levels speak effectively for students?





Providing training for those delivering the student voice

- Is there training available for student representatives, who provides it, and what percentage of representatives are being trained?
- How is such training monitored and reviewed to ensure it is fit for purpose?
- How does training account for the specific needs of different representative positions?

Providing adequate resources for supporting the student voice

- What resources can student representatives access to speak effectively for students (rather than only on the basis of their personal experience)?
- What organisational information exists that would assist student representatives, and how is this shared by the organisation?
- If applicable, what data does any student association collect, and how is this shared with representatives, the student body and the organisation?
- How do processes for collecting student data encourage participation and avoid 'survey fatigue'?

Hearing and heeding the student voice

- To what extent is the student voice embedded in the organisation's processes and structures?
- What evidence shows that the student voice has made a difference to organisations' decisions and the quality of provision?
- How is evidence of the student voice's effectiveness publicised to students?



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