
Student Voice Policy

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| Policy Ref: | TBC |
| VCAG Policy Owner: | Professor David Main |
| Approving Body: | AQSC |
| Date Approved: | 25 October 2025 |
| Review Date: | 2028 (every 3 years) |

1. Policy Statement

1.1 The University has a clear commitment to enhance the student experience at all levels of study by ensuring excellence in learning, teaching and postgraduate research across all degree programmes and awards.

1.2 The Student Voice Policy establishes a framework for capturing students' views of their University experience and involvement in governance and decision-making processes.

1.3 The University's commitment to working in partnership with its students is articulated in University policies and aims to foster and embed a culture of working with students to enhance the learning and student journey experience and to ensure students have a meaningful voice in the process.

2. Scope

2.1 This policy applies to all current and potential students and staff of the Royal Agricultural University, and as set out in academic collaborative partner agreements.

2.2 To maintain a high-quality student experience, the University is committed to ensuring all students have opportunities to reflect on and evaluate their experiences of academic study and the wider university offering.

2.3 In this policy, the student experience encompasses the learning, teaching and assessment experience, as well as the wider student experience, which includes student support services.

2.4 The University also recognises that students are not a homogenous group and as such there will be a range of student voices within the university. Our student voice mechanisms should ensure that conversations are inclusive and enable all students to participate so that all voices can be captured.

3. Relevant legislation / guidance

3.1 [The Office for Students \(OfS\) provides guidance](#) to Higher Education providers on ways in which they can support student engagement in access and participation activities. Student engagement helps providers to understand the experiences of specific groups at different stages in the student lifecycle including the involvement of students' unions, making activities accessible, inclusive and relevant, ensuring students are represented at a high level, involving students in evaluation work and the communication of implementation, monitoring and evaluation processes by providing feedback at each stage.

3.2 The [UK Quality Code for Higher Education](#) sets out the expectation that students are actively engaged, individually and collectively, in the quality of their educational experience. This includes engaging students in the development, assurance, and enhancement of the quality of their educational experience. Formal structures of collective student representation and individual student feedback are twin core elements.

3.3 Student engagement should be strategically led but widely owned by both students and staff at all levels, with students considering, deliberating, and developing informed views independent of the University. The purposes of engagement are enhancement, innovation and transformation, and their effectiveness should be monitored and evaluated regularly, including via key performance indicators. Engagement should be inclusive and adequately resourced and supported, with responses to feedback communicated back to students closing the feedback loop.

3.4 The University's Academic Quality and Standards Committee (AQSC), as a key part of the University's Quality Assurance framework, ensures adherence to these external expectations. Subject areas are required to report on student feedback and actions taken in response through their Annual Programme Monitoring, internal and external student survey outcomes and University wide annual improvement plans. This should also reflect on the effectiveness of the student voice activities.

4. Policy Principles

The underlying principles for student voice policy are:

- **Enhancement-focus** - The University recognises that student engagement and partnership is a continuous process and is committed to improving Student Voice processes and mechanisms based on evolving feedback and best practices.
- **Co-creation** – Students are valued as partners in the co-creation of their educational experience. Students should be made aware of the opportunities to provide feedback and engage in the design and delivery of feedback activities.
- **Confidentiality and Inclusivity** – By ensuring anonymous feedback and confidentiality, this policy encourages open and honest communication. Student

Voice mechanisms should ensure that conversations are inclusive and enable all students to participate considering diverse perspectives and experiences within the university community.

- **Transparency and Accountability** – Clear mechanisms should explain why student feedback is collected, what and how it will be used and by whom. Likewise, clear lines of communication and escalation routes should be outlined for when feedback cannot be responded to directly.
- **Adhere to ethical standards and be conducted with dignity and respect** – Feedback mechanisms must adhere to ethical standards, and feedback should be given and received in accordance with the University's Dignity at Work Policy¹

4. Policy details

4.1 The University values students' opinions about their modules and courses. As such, the University provides a wide range of opportunities for students to give feedback regularly. Current Student Voice provides opportunities for students to feedback through formal channels such as Mid-Module Evaluations (MMEs); End-of-Module Evaluations (EMEs); Programme Evaluations (PEs); Programme Committees, Student Experience Committees, the National Student Survey (NSS) and Graduate Outcomes Survey.

4.2 The Student Voice process also shows how the institution closes the feedback loop, essentially demonstrating that student voice matters. An effective communication system is included highlighting how student feedback is used to improve the academic and wider student experience. This is acted upon via a 'You said ... We did ...' format and shared through a combination of face-to-face, online posts onto Gateway and university-wide marketing campaigns and incorporated into improvement plans.

4.3. In addition to internal student surveys, Programme Committees and Student Experience Steering Group are included once each semester to provide additional opportunities for closing the feedback loop. These committees and steering group should be viewed as a dialogic process for both staff and students working together in partnership with a common goal of improving the student learning experience.

4.4 Lines of Communication - Open, transparent and clear lines of communication are necessary to build a strong relationship between students and the institution, and ensure effective and rapid response. In addition to the above surveys and feedback strategies, clear lines of communication for student academic feedback are 1) Module Leader and/or Student Course reps; 2) Programme Leader; 3) Deans of Subject. For any general feedback, a Student Voice email address is available, StudentVoice@rau.ac.uk monitored by the Student Success Manager.

4.5 The specific Student Voice Protocol will be updated each year by the start of each semester by the Student Success Manager

5. Responsibilities

The responsibilities of the University, and of staff and students under the policy are set out as follows:

5.1 Students

- Provide open and constructive feedback;
- Actively participate in enhancement activities, ensuring their input leads to meaningful improvement;
- Ensure feedback is respectful and free of Unconscious Bias.

5.2 Student Representatives

- Provide representative feedback to relevant staff and/or committees to support the enhancement of the student experience;
- Signpost students to the correct feedback mechanisms to ensure they are aware of how the institution hears their voices and responds to their feedback.
- Engage with students on their modules and programme to capture student feedback and report outcomes back to students.
- Keep in contact with their programme and module leaders to ensure effective communication.

5.3 Deans of Subject

- Set out the subject areas approach to collecting course, programme and subject area feedback, ensuring that the principles in this Policy are followed;
- Ensure that all students are offered appropriate ways of providing feedback at course, programme and subject area level;
- Ensure that students are engaged in the design of feedback processes;
- Ensure that subject area approaches to student feedback are reported and reflected upon in annual quality reports.

5.4 Programme Leaders and Module Leaders

- Offer at least two opportunities for students to provide feedback in each module;
- Ensure students have the opportunity to provide programme feedback through Programme Evaluation surveys and National Student Survey;
- Listen to student feedback and let students know how their feedback has or has not been acted on and why.
- Report on student voice engagement and responses as part of annual quality monitoring processes.
- Facilitate opportunities for students to meet with External Examiners

5.5. Student Success Manager

- Supports the development, implementation and regular review the student voice policy;
- Provides support in the creation of standardised, institutional mechanism for feedback collection;
- Provides high-level overview reports for Programme and Student Experience committees;
- Provides support in creating guidance for staff and students to promote engagement in feedback exercises.

- Support Module Leads, Programme Leads and Deans in reporting feedback from internal surveys and the NSS.

5.6 Academic Quality Team

- Supports the development, implementation and regular review of institutional policies and processes for student voice;
- Leads on programme reviews and annual monitoring processes which engage students as partners and reflect on student voice insight

5.7 Learning Technology (LT) and University Communications (UC) Teams

- LT sets up and supports mid-module and end-module student surveys;
- LT collates student feedback and provides access to module and programme leaders;
- LT provide support in the creation of standardised, institutional mechanism for feedback collection;
- LT provides support in creating guidance for staff and students to promote engagement in feedback exercises.
- LT/UC actively promote enhancements developed, and actions taken, from student feedback at all levels across the University;
- UC actively promote any opportunities for students to engage in student voice activities.

5.8 Academic Quality and Standards Committee

- Approves institutional policies and procedures for student voice as applicable to both formal representation and individual feedback;
- Approves the schedule of internal surveys for the University;
- Receives and considers Annual Programme Monitoring updates to ensure student voice activities are in line with the expectations of this policy;
- Receives and considers high-level reports from student voice activities and endorses recommendations.

5.9 University Committees

- Provide a forum for student representation;
- Provide a forum for sharing best practices and resources.

5.10 RAU Students' Union

- Nominate appropriate student representatives to attend and represent the interests of students at key University Committees.
- Promote the role of Student Representatives and support with the delivery of recruitment and training.
- Work in partnership with the university to monitor, review and enhance the RAU student voice mechanisms.

6. Equality, Diversity and Inclusion

6.1 The University's Equality, Diversity and Inclusion Strategy has been developed to promote the University's commitment to an inclusive community and promote equality

and diversity. The Strategy guides actions, reflects the University's priorities and supports progress and sets out how the University will put this Policy into practice.

6.2 The University values the dignity of each individual and recognises that the promotion of a culture of equality, diversity and inclusion is vital to success. The University is committed to the elimination of unlawful discrimination and the advancement of good relations between different groups, and seeks to celebrate diversity and provide an inclusive working environment.

6.3 The University will strive to ensure that equality is embedded in all of its activities, policies and decisions and will work with partners to share good practice.

7. Other related policies / procedures

- Equality, Diversity and Inclusion Policy (May 2021)
- Data Protection Act 2018
- General Data Protection Regulation
- Dignity at Work Policy

8. Consequences

Deans of Subject will follow up with academic staff members not adhering to the policy in the appropriate subject team they lead as line managers.

9. Review

It is expected that the Student Voice Policy will be normally be reviewed on at least a three-yearly cycle.

Version control

| Version number | Change | Name and job title | Date |
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