

# The UofG Student Voice Framework

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**Co-created by  
students**

**Inclusive and  
participatory**

**Ongoing Dialogue**

**Effective feedback  
mechanisms**

**Actionable and  
Measurable**

## What is student voice?

Student Voice is the collective voice of the student body at the University of Glasgow. It can be heard through a variety of channels including informal feedback, surveys, consultation groups, formal feedback mechanisms, and of course, through the student representatives who volunteer their time to represent their peers.

Student Voice also refers to all the systems through which students provide the University with feedback as they progress through their university degrees. This feedback can be due to a positive or less positive experience, can help identify an area where students need more support, and can provide suggestions for programmes, schools or to the University as a whole.

## What is a student voice framework?

The Student Voice Framework is a document (this one!) which lays out the University's ambitions for student voice and the principles that guide its student voice administrative processes. The framework guides staff towards best practice and establishes a standard of quality for the student voice systems that operate in the University.

The Student Voice Framework was developed by the Student Voice Working Group; a staff-student co-lead initiative. The framework was co-created in partnership with staff (both Academic and Professional Services) and students across all four Colleges during the 2024-25 academic year. Through a series of workshops, open discussions helped to shape the framework and define the principles outlined below.

## How can I use the student voice framework?

The Student Voice Framework can be used by staff and students to help them understand student voice, to guide conversations between staff and students, and to help shape how staff and students can communicate with each other through the student voice systems.

For more information on student voice or for access to practical information, guides, and resources, you can go to the following links:

For Students – [www.gla.ac.uk/myglasgow/sld/studentvoice/](http://www.gla.ac.uk/myglasgow/sld/studentvoice/)

For Staff – <https://www.gla.ac.uk/myglasgow/learningandteaching/studentvoice/>

## Vision and Aim

To develop a feedback culture of continuous learning and improvement for our academic programmes and courses and broader student University experience where:

- Students are engaged, equipped, confident, and comfortable to share honest and constructive feedback on their experience at the University at different points along their journey.
- The University can evidence that it listens, reflects, acts on, and communicates actions in response to student feedback powering improvement.
- Students are active partners in the creation, implementation, and evaluation of feedback mechanisms.

The principles of the framework are accompanied by a set of reflective questions. These have been developed to help students and staff use the framework with ease. They should be used when developing a new Student Voice process or when evaluating an existing one.



## Principles

### Co-created by students

- Students are active partners in the Student Voice.
- Students are given the opportunity and tools to contribute and shape University Student Voice processes in partnership with staff.
- Class representatives and SRC representatives are included when co-creating Student Voice mechanisms.
- Students have clear expectations of the value of their feedback and how it can shape their University experience.

#### Reflective questions

1. How are students supported to create Student Voice mechanisms in partnership with the University?
2. What additional or different mechanisms could be introduced to enhance student engagement?
3. How do class and SRC representatives contribute to the co-creation of Student Voice processes?
4. How aware are students of the actions taken based on their feedback?

### Inclusive and participatory

- Student Voice mechanisms with themes, actions and outcomes are managed and evidenced through visible and clearly signposted University reporting structures.
- Equality, diversity and inclusion embedded in processes and actions.
- Ensure and evidence student views are key factors in decision-making and co-creation.
- Student Voice mechanisms engage students at different points in their journey.
- Different feedback mechanisms enable engagement that responds to the diversity of the student population.

#### Reflective questions

1. What clear pathways are established for the University to report and act on feedback from students?
2. How do feedback mechanisms enable all students and staff to participate equitably?
3. In what ways can students with different preferences and needs be actively involved in Student Voice mechanisms?
4. How can students access the response to their feedback?
5. How are students and student representatives actively involved in decision making processes?

## Ongoing Dialogue

- Active listening and engagement by staff and students.
- Timely and responsive communications, which channel feedback received to the appropriate people.
- Active communications detailing and making visible plans, actions, and outcomes.
- Training for staff and students to promote feedback literacy.

### Reflective questions

1. How are students able to provide feedback on their university experience and in ways in which they feel comfortable?
2. How is the Student Voice acknowledged and responded ensuring that it reaches as many students as possible?
3. How does the timing of feedback processes allow for actions to be taken and communicated in appropriate timescales?
4. How are students and staff encouraged to engage with and understand feedback?
5. What opportunities are provided for staff and students to follow up on the implementations of any changes or actions?

## Effective feedback mechanisms

- Constructive feedback that leads to concrete actions.
- Consistent and appropriate processes for students and staff.
- Timely collection and response from the appropriate member of staff.
- Guaranteed anonymity where possible.

### Reflective questions

1. How is feedback received in a form to ensure that is actionable, timely and leads to meaningful improvements?
2. In what ways do Student Voice mechanisms support students' ability to provide feedback easily and consistently?
3. How are students enabled to express their views anonymously if they wish?
4. Reflecting on all available mechanisms, how well do these work together to create an effective Student Voice system? Which aspects need the most improvement?

## Actionable and Measurable

- Feedback arising from Student Voice mechanisms is recorded to enable it to be used in the University's processes at local and institution wide levels.
- Robust data analysis allowing identification of short and long-term trends and actions at all levels
- Develop and share reports and action plans involving relevant staff and students.
- Evaluate and report student feedback and actions.

### Reflective questions

1. How is student feedback recorded and managed to enable effective use?
2. How effective is data analysis in identifying both short and long-term actions at course, programme, School, College, and University level?
3. How well do reports and action plans communicate the necessary information to students, staff, and other stakeholders including University leadership?
4. What indicators are used to measure the effectiveness of an action, and how reliable are they in reflecting progress?