

EDA COLLEGE



EDUCATE | **D**EVELOP | **A**CHIEVE

Student Voice Policy¹

<i>Version Control/History</i>	
Policy Title	Student Voice Policy
Policy Reference	EDA-AC-SV-01
Version	1.0
Approved by	Academic Board
Date of Approval	August 2025
Review Date	August 2026
Version	1.1
Approval Date	11 September 2026
Approved by	Board of Governors
Next Review Date	September 2027
Policy Owner	Academic Manager, Programme Leader and Registrar jointly
Applies To	All staff, students, governors, partners and contractors involved in the design, delivery and review of the student experience at EDA College

¹ Aligned with OfS Conditions B2, B3 and E1, the UK Quality Code Advice and Guidance on Student Engagement, and the Equality Act 2010

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1. Policy Statement

EDA College (“the College”) is committed to working in partnership with its students. The College recognises that its students are at the heart of everything it does, and that their experience, perspectives and ideas are essential to the design, delivery, assurance and enhancement of high-quality higher education.

This Student Voice Policy sets out the College’s overarching commitments to listening to, engaging with, and acting on the views of its students. It defines the channels through which the College gathers student views, the principles that guide their use, and the ways in which decisions and actions are fed back to students. The policy supports the College’s compliance with the Office for Students (OfS) conditions on resources, support and student engagement (B2), positive outcomes for students (B3), and the public interest governance principles (E1). It is informed by the UK Quality Code for Higher Education and the Advice and Guidance theme on Student Engagement.

2. Purpose

The purpose of this policy is to:

- Set out the College’s commitments to engaging with students as partners in their education.
- Define the principles, channels and behaviours through which student voice is captured and used.
- Establish a clear framework for the recognition, training and support of student representatives.
- Define the responsibilities of staff, students and governors in relation to the student voice.
- Ensure that student voice activity is inclusive of the diversity of the College’s student body, including under-represented and seldom-heard groups.
- Demonstrate how the College closes the feedback loop with students through clear and accessible reporting.

3. Scope

This policy applies to all students enrolled on credit-bearing programmes delivered by, with or on behalf of EDA College, irrespective of mode, level, location or provider, including full-time and part-time students, undergraduate and postgraduate students, international students, students on partnership or subcontracted provision, and apprentices where applicable.

It applies to all College activities that affect the student experience, including curriculum design, teaching, assessment, student services, governance, premises, digital infrastructure and external partnerships.

4. Regulatory and Sector Framework

- OfS Regulatory Framework, in particular conditions B2 (resources, support and student engagement), B3 (student outcomes), B6 (Teaching Excellence Framework, where applicable) and the public interest governance principles (E1).
- UK Quality Code for Higher Education, including the Advice and Guidance theme on Student Engagement.
- Higher Education and Research Act 2017.
- Equality Act 2010 and the Public Sector Equality Duty.

- UK GDPR and the Data Protection Act 2018, in respect of personal data captured through student voice activity.
- OIA Good Practice Framework (in particular on complaints and academic appeals as routes for student voice).
- QAA Membership Resources and the National Student Survey (NSS) where applicable.
- European Standards and Guidelines for Quality Assurance (ESG), as a wider sector reference point.

5. Definitions

5.1 Student Voice

The collective and individual views, experiences and ideas of students about their education and the wider student experience, gathered and used to inform decisions and enhancement.

5.2 Student Engagement

The ways in which students are involved in, and contribute to, their own learning, the College's decision-making and the wider community of practice.

5.3 Students as Partners

An approach to engagement in which students and staff work together as partners in the design, delivery and enhancement of education, with mutual respect and shared responsibility.

5.4 Student Representative

A student elected, appointed or recruited to represent the views of their peers in formal mechanisms (e.g. programme committees, governance bodies, validation events).

5.5 Closing the Loop

The process by which the College tells students how their views have been used, what action has been taken, and where action has not been possible, why.

5.6 Seldom-Heard Groups

Groups of students whose views are typically less well represented in standard feedback channels (for example, part-time, distance, international, mature, disabled, care-experienced or estranged students).

6. Guiding Principles

Principle	Application
Partnership	Students and staff work together with mutual respect, shared responsibility and shared purpose.
Inclusivity	Channels are designed to reach the diversity of the student body, including seldom-heard groups, and to remove barriers to engagement.
Authenticity	Student views are sought genuinely, listened to, and given appropriate weight in decision-making.
Timeliness	Feedback is sought at points where it can influence decisions, and responses are provided in a timely manner.
Transparency	Methods, purposes and outcomes of student voice activity are communicated openly to students, staff and governors.

Triangulation	Student voice is used alongside other evidence (e.g. data on outcomes, external examiner reports) to inform balanced decisions.
Closing the loop	Action taken in response to student voice is fed back to students through clear and accessible channels.
Recognition	Students who contribute to student voice activity are recognised, supported and where appropriate trained to undertake their roles.
Confidentiality	Personal data captured through student voice activity is processed in accordance with the UK GDPR and the College's Data Protection Policy.

7. Channels and Mechanisms for Student Voice

The College uses a range of complementary channels to capture student voice. These operate at different levels and time horizons and are designed to be accessible to all students.

Level	Channel	Purpose
Module	Module evaluations and end-of-module surveys; in-class quick polls and reflections; module-level focus groups.	Capture experience of teaching, assessment and learning resources to inform module enhancement.
Programme	Programme committees with student representatives; programme-level surveys; staff-student liaison meetings; co-creation activities.	Inform programme-level decisions, monitoring, review and (where relevant) validation events.
Institutional	Academic Board student members; Student Voice Board; institutional surveys.	Inform College-wide policy, strategy and investment decisions.
Governance	Student member(s) of the Board of Governors or its committees, where the College's constitution permits; student attendance at validation panels and periodic reviews.	Embed the student voice in the College's overall governance and academic assurance arrangements.
Sector and external	National Student Survey (NSS) where applicable; Graduate Outcomes; PSRB feedback mechanisms; Postgraduate Taught Experience Survey (PTES) where applicable.	Benchmark the College's performance with the wider sector and inform external assurance.
Day-to-day and digital	VLE feedback tools; College feedback inbox; pulse surveys; suggestion schemes; anonymous reporting platform.	Capture experience and concerns at the time, including from those less likely to engage with formal channels.

8. The Student Representative System

Student representatives are central to the College's engagement framework. The College commits to:

- Operating a transparent process for the election or selection of student representatives at module, programme, school and institutional level, with one or more representatives per cohort.
- Encouraging diversity in the student representative system to reflect the student body.
- Providing accessible training to all student representatives at the start of their term, including training on representation skills, equality and diversity, data protection and the College's decision-making processes.
- Providing dedicated staff support to student representatives and clear escalation routes to enable concerns to be raised effectively.
- Recognising the contribution of student representatives, including through certificates, awards and (where appropriate) inclusion on Higher Education Achievement Records (HEAR) or comparable transcripts.
- Reviewing the operation of the system annually with student representatives themselves.

9. Surveys, Evaluations and Other Feedback

Surveys and evaluations are used proportionately, not as the only or default channel. The College will:

- Maintain a published Survey Calendar so that students and staff are aware of when feedback opportunities will arise and how the data will be used.
- Limit the volume of surveys to avoid survey fatigue, and design them to be accessible (in length, language and format) for all students.
- Use a balanced mix of quantitative and qualitative methods.
- Make use of recognised national surveys, including the NSS where applicable, alongside internally designed surveys.
- Triangulate survey findings with other evidence (e.g. continuation, completion and progression data, external examiner reports, academic personal tutor insights).
- Take particular care to capture the voices of seldom-heard student groups through targeted methods (e.g. interviews, focus groups).

10. Student Engagement in Programme Approval, Monitoring and Review

Students are partners in the College's academic governance and quality assurance arrangements. The College will:

- Include student representatives in programme design and modification activities.
- Invite student representatives to participate in programme approval, validation and periodic review events.
- Include student perspectives in annual programme monitoring reports and action plans.
- Engage student representatives in the consideration of external examiner reports and the responses to them.
- Provide student members of governance bodies with appropriate briefing, induction and support to fulfil their roles effectively.

11. Closing the Loop

Closing the loop is essential to the credibility of student voice activity. The College will provide regular and accessible feedback to students about how their views have been used, including:

- “You said, we did” summaries at module, programme and institutional level.
- Briefings on the outcome of major surveys, including actions taken in response to themes.
- Feedback at programme committees and within the VLE about the impact of student input.
- Specific feedback to those who participated in focus groups, interviews and consultations, where reasonably practicable.

Where action is not feasible, the College will explain why, so that students understand the reasoning and the trade-offs involved.

12. Inclusion of Seldom-Heard Voices

The College recognises that some groups of students may be less well represented in standard feedback channels. The College will:

- Identify groups likely to be under-represented in feedback (e.g. part-time, distance, online, mature, disabled, care-experienced, estranged, sanctuary-background, international, BAME and LGBTQ+ students).
- Use targeted approaches such as facilitated focus groups, in-depth interviews and outreach by Student Services to capture their views.
- Disaggregate feedback by characteristic where the data allows and where it is meaningful and proportionate to do so.
- Build accessibility into the design of all engagement activity (e.g. plain language, multiple formats, scheduling that takes account of work and caring patterns, reasonable adjustments under the Equality Act 2010).

13. Use of Student Voice Data

Student voice data will be used:

- To inform the College’s academic governance and quality assurance arrangements (programme design, monitoring, review, validation, action planning).
- To inform the College’s strategic decision-making and resource allocation.
- To meet external regulatory and reporting expectations (including OfS, awarding bodies and PSRBs).
- To inform staff development and recognition of teaching excellence.
- To support the College’s commitments under the Access and Participation Plan or Statement and the Equality, Diversity and Inclusion Policy.

Personal data captured through student voice activity will be processed lawfully, fairly and transparently, in line with the UK GDPR and the College’s Data Protection Policy. Anonymised, aggregated data will be used wherever possible, particularly when reporting to wider audiences.

14. Protection from Detriment

Students who engage with the College's student voice channels in good faith will not be subject to any detrimental treatment as a result. Concerns about detriment, victimisation or retaliation should be reported under the Bullying and Harassment Policy, the Student Disciplinary Procedure (where the alleged conduct is by a student) or the Disciplinary Policy and Procedure for staff (where the alleged conduct is by a member of staff).

15. Roles and Responsibilities

Role	Key Responsibilities
Board of Governors	Approves this policy; receives reports on the operation of student voice; ensures arrangements meet the OfS public interest governance principles.
Academic Board	Provides academic governance for student engagement; oversees arrangements for student voice in academic governance and quality assurance.
Academic Manager & Registrar	Joint owners of this policy; coordinate the College-wide student voice framework; report on its operation.
Programme Leader	Embed student voice in programmes; chair programme committees; ensure that feedback informs decisions and that the loop is closed with students.
Module Leaders and Teaching Staff	Run module-level evaluations; respond to feedback; engage student representatives; embed an inclusive classroom culture.
Quality Assurance / Registry	Coordinate surveys; support programme committees; collate and report on student voice data; ensure data protection compliance.
Personal Tutors	Support student representatives; encourage individual engagement; signpost concerns to appropriate channels.
Student Representatives	Represent the views of their peers fairly and constructively; engage with training and committees; help close the loop with their cohort.
All Students	Engage with the channels available; share views constructively; respect each other in feedback and discussion.

16. Monitoring and Reporting

The implementation of this policy will be monitored through:

- An annual Student Voice Report to the Senior Leadership Team, Academic Board and Board of Governors, summarising activity, themes, action taken and lessons learned.
- Programme-level student voice activity captured in annual programme monitoring reports.
- Disaggregated analysis of student voice data, where meaningful and proportionate, in line with the College's Equality, Diversity and Inclusion Policy.
- Internal audit of the operation of the student representative system, surveys and the closing-the-loop process.

End of Policy