**Student Voice in Partnership: Good practice case study**

## Context

Child and Youth Studies BAH is a fully online programme with students taught via the university’s Virtual Learning Environment (VLE). It’s one of the university’s largest courses with upwards of 400 students enrolled across 9 of the academic partners.

Feedback from students about their learning experience is gathered through University surveys (such as the National Student Survey and end of module surveys) and ‘you said, we did’ is currently used to communicate back to students on the feedback provided.

## ‘How was it for you?’

A VLE announcement template was created for all module leaders to use to encourage students to complete their module evaluations, highlighting how important students’ views are in helping to continuously improve students’ experiences. Students were asked to think about what was going well, so that good practice could be continued, as well as providing constructive comments on where there were areas for improvement. The announcement also included a ‘you said, we did’ section based on feedback provided by the previous year’s students. This provided current students with the opportunity to see what feedback had been previously raised, and what action the module leaders had taken to respond to the feedback. The approach to setting out the ‘you said, we did’ was very open and honest and posed questions back to students in such a way as to find out if students were satisfied with the actions being taken, creating an open dialogue between module leaders and their students.

This approach has led to more targeted and constructive feedback from students that better informs module leaders about what is working well, and what areas need improved.

The new approach has also seen a positive impact through increasing the number of students engaging in the module evaluation surveys. Students are also presenting a wider variety of views from the initial survey responses and are taking up the opportunity to have a more open dialogue through responding to the module leaders’ responses to their feedback, either in agreement or disagreement.

An example announcement

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| **How was it for you?**  The module evaluation survey opens today. This is your chance to tell us what you think we are doing well, and where we can improve. The survey takes a couple of minutes to complete, and your views are used to help us continuously improve students’ experiences. It would be good for us to know what went well (so we can continue with areas of good practice) as well as constructive comments on where there are areas for improvement.  We would also like to know if you have gained anything in completing this module, especially considering interprofessional education (IPE). The purpose of this module was to offer a live experience of partnership working with a built in element of interprofessional education that would offer a solid grounding for moving into the work place - it would be useful to know whether the module has helped you to develop this and if this has had an impact on your learning overall.  These are the areas that last year's students highlighted for improvement and what we were doing well and should continue doing:   |  |  | | --- | --- | | **You said...** | **We did...** | | |  | | --- | | Being able to fit studying in around my life | | Being able to access all weeks from the beginning to read ahead. | | Online discussion and the expectation that we post each week means I focus on what has to be done and kept me on track. The tutors were helpful and offered advice and support when asked | | Collaborating with others online helped me gain a better understanding of the topic. | | I enjoyed this module even tho I was apprehensive about the collaborative part. I had a great group and we worked well together. | | In response to some of the comments from the student survey last year we have continued to provide help and support to students outside of working hours in the recognition that this module does have a high percentage of students who are in full time employment. The team on this module work very hard to achieve this and often over and above their working hours.    We have a heavily collaborative module and have ensured that there are weekly collaborations on tasks to ensure a high participation level, to ensure all students feel included. | | |  | | --- | | less tasks. | | Assessment 1 - working together on Wiki Page was a challenge, especially if everyone's time scales are different. Understand that shows the reality of WIP but didn't enjoy it. Also too much required to do for such a small percentage of grade, think it should be higher. | |  | | The weekly work was too much. There was far too many pages in each section and then additional readings on top of that. As someone with dyslexia and a slow reading speed it was impossible to keep up with everything which left me confused about the course content. | | The collaborate chats did not take into consideration that some of the students work full time therefore couldn’t access them & also feedback on the day next assessment due was not helpful. | | This year in response to the survey last year we have reduced the weekly tasks, especially in assessment weeks to help students focus on the marked content. We are looking at only having assessment tasks for weeks 4-7 next year.    We have made sure that the collaborate sessions are suitable and are also scheduled in the evening to be accessible for all students and we have also made provisions this year for individual students who could not make any of the sessions | | |  | | --- | | Useful module to understand realities of Multi-Agency work. Also showed benefits and disadvantage of WIP. | | My experience of inter professional working for the assessment was not the best and I struggled with the fact that others in my group did not participate regularly | | We intentionally leave the organising of the partnership to the groups and this can result in many different ways to achieve the shared goal of the partnership, however, the reason for this is so that you can experience what a real partnership might be like and all the problems that can come with it. Di you find this useful? | |

To access the surveys, log in to UHI Records and go to Student Hub>Modules>Module survey

Please note that all responses are anonymous and will not influence your grades in any way. Teaching staff do not have access to individual survey responses and only receive a summary of the total responses and comments received.

We look forward to receiving your feedback.

Mei-Li and the module team