



Student Voice Policy

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1. Introduction

William College is committed to providing an inclusive, supportive, and fair learning environment for all students. The College recognises that students may encounter unexpected, serious, or unavoidable events which can significantly impact their ability to complete assessments or meet academic deadlines.

This policy applies to all students and academic staff engaged in teaching, learning, and assessment. It aligns with external expectations, including OfS and sector-wide principles of academic integrity observed by partner institutions such as Bath Spa University (BSU).

2. Purpose

The purpose of this policy is to:

- Establish a clear and consistent framework for student voice, feedback and representation.
- Ensure that feedback from all student groups is actively encouraged, meaningfully reviewed and acted upon.
- Formalise the processes for appointing, training and engaging Student Representatives.
- Describe the procedures for quality assurance, consultation, escalation and communication (“closing the loop”).
- Align with existing William College policies, including but not limited to the Student Retention Strategy and Student Induction Guidelines.

3. Scope

This policy applies to all students enrolled at William College, and all staff who contribute to the delivery of the student experience. The policy extends to every location/campus operated by the College, including programmes delivered through franchise partnerships.

This policy governs all activities relating to student representation, feedback and consultation.

4. Definitions

Term	Definition
Student Voice	The collective processes by which students express their opinions about their learning environment, support services and college experience.
Feedback	Any information provided by students relating to their academic, pastoral or community experience.
Student Representative Group (SRG)	A formal body of elected Student Representatives who articulate student views

	at programme and governance levels.
Underrepresented Students	Students who may experience structural or cultural barriers to participation, such as mature students, disabled students or those from disadvantaged backgrounds.
Closing the Loop	The process of communicating back to students how their feedback has been considered, what actions have been taken, and where changes are not possible, the reason why.

5. Policy Statement

William College commits to:

- Providing structured, transparent and inclusive mechanisms for students to express their views.
- Ensuring that feedback is reviewed at the appropriate governance level.
- Promoting fair and equitable representation of all student demographics.
- Ensuring that actions arising from feedback are recorded, monitored, implemented and communicated.
- Embedding a culture of continuous improvement informed by student experience.

6. Student Feedback and Consultation Strategy

6.1 Principles

The Student Feedback Strategy is underpinned by the following principles:

1. **Accessibility:** Students must have multiple, easily accessible routes to provide feedback.
2. **Inclusivity:** Feedback mechanisms must engage all student groups, with targeted activity where necessary.
3. **Timeliness:** Feedback must be collected regularly and reviewed promptly.
4. **Transparency:** Students must clearly see how their feedback has been used.
5. **Quality Enhancement:** Feedback should directly influence improvements in the learning environment and support services.

6.2 Feedback Collection Mechanisms

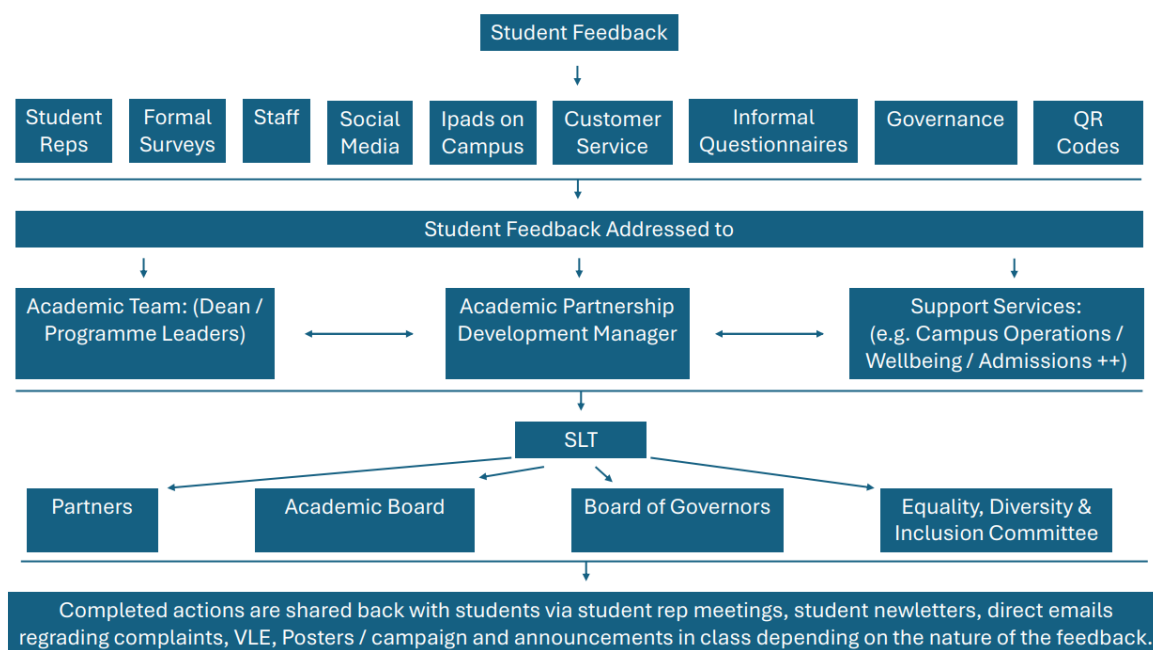
Feedback is collected through the following methods listed below.

William College also acknowledges a broad ecosystem of other student feedback routes including Student Representatives, National Student Survey (NSS), staff interactions, social media

submissions, campus iPad kiosks, customer service touchpoints, informal questionnaires, and QR code access points.

The range of feedback mechanisms and how they feed into formal College structure are displayed below.

Note that Senior Leadership Team (SLT) is now Senior Leadership and Management Team (SLMT).



These channels collectively ensure that all students, regardless of communication preference or campus engagement pattern, can express their views.

a) Initial Course Evaluation (ICE)

An initial course evaluation will be conducted early in the student journey to gather feedback on induction, course delivery, learning resources and the overall student experience. Feedback will be reviewed by relevant staff to identify and address any immediate issues and inform ongoing course enhancement.

b) Module Evaluation Questionnaires (MEQs)

MEQs are administered at the end of every module. They provide insight into teaching quality, assessment clarity, learning resources and overall module experience. All MEQ results are reviewed by Module/Year Leaders and actions recorded as part of Module Monitoring Report (MMR).

c) End of Year/Course Evaluation (ECE)

An end-of-year course evaluation will be conducted to gather student feedback on the overall course experience, including teaching, learning resources, support services and student outcomes. Feedback will be reviewed to inform annual monitoring, quality enhancement and future course development. This survey also captures wider institutional issues such as belonging, wellbeing, services, employability and campus experience.

d) Student Representative Group

The SRG meets termly to analyse programme-wide themes, ensure that diverse student voices are represented, and prepare any relevant items or referral actions as part of termly meetings outlined in the Student Representative Handbook. e) *Focus Groups and Forums*

Focus groups are held at least annually, led by Student Engagement Officers, and additionally when significant changes to policy, programmes or services are proposed. They should include targeted forums for underrepresented groups to ensure equitable participation and to generate a richer evidence base for enhancing support, belonging and educational outcomes.

6.3 Relationship to Complaints, Appeals and Whistleblowing

Student feedback mechanisms are not a substitute for formal complaints, academic appeals, or whistleblowing procedures. Where feedback raised within direct focus groups causes concern, students will be signposted to the appropriate policy and supported in accessing the relevant formal route. Where feedback raised within anonymous routes causes concern, appropriate signposting information will be provided within relevant open communications (i.e. Closing the loop documents).

6.4 Formal Consultation Process

William College undertakes structured consultation activities to ensure that students are actively involved in shaping academic provision, support services and strategic developments. Consultation is a deeper, more deliberate form of engagement than general feedback and is used when changes may significantly affect students or when the College seeks detailed insight from groups.

Formal consultation will occur in the following circumstances:

- When new policies, procedures or student-facing frameworks are developed or revised.
- When major programme changes, timetable adjustments or assessment structure modifications are proposed.
- When the College is evaluating the effectiveness of support services, induction processes or wellbeing provision.
- When targeted insight is required from underrepresented or specific student groups.

Consultation will be carried out through structured focus groups, forums, representative-led discussions, student panels and targeted short-form surveys.

A consultation plan will be created for each relevant exercise, setting out the purpose, methods, student groups involved, timelines and how outcomes will be used. Following the consultation, a summary report will be produced, published to all Student Representatives, and presented to the relevant governance committee. Outcomes will be presented to students, outlining agreed actions, next steps and, where proposals are not taken forward, the rationale.

All consultation activities must be recorded and reviewed annually as part of the Annual Student Voice Report.

6.5 Feedback Review and Action Planning

Feedback at William College is reviewed through a structured and continuous cycle. This review process ensures that feedback supports both quality assurance and quality enhancement, driving improvements in teaching, learning, assessment, support services and the wider student experience.

At the end of each semester, Module Leaders review Module Evaluation Questionnaires (MEQs) to identify improvements and escalate issues where necessary. Programme Leaders analyse feedback across modules and cohorts to inform annual monitoring and enhancement planning, with Student Representatives contributing to ensure student perspectives are reflected, after termly meetings with SRGs and gathering feedback. The findings will be reviewed and reported to both the Academic Board and Senior Leadership and Management Team.

At the institutional level, feedback themes are reviewed through the annual quality cycle and used to inform strategic planning, staff development and service improvement, with consideration given to the experiences of different student groups.

Action plans at module, programme and institutional levels must be evidence-based, identify clear responsibilities and timescales, and demonstrate how feedback has informed improvement. Student Engagement Officers support this process through regular feedback reviews and escalation where appropriate.

All feedback will be collected and processed in accordance with data protection legislation and the College's Data Protection Policy. Feedback may be provided anonymously where possible, and confidentiality will be maintained except where safeguarding, wellbeing or legal obligations require disclosure.

6.6 Communication (Closing the Loop)

Throughout the review cycle, the College maintains a commitment to transparency. Outcomes of the action planning process are shared with students through formal "closing the loop" communications, including updates on campuses, via Moodle, programme briefings, newsletters, SRG updates and feedback summaries (e.g. "You Said, We Did").

Communication must be timely, clear and accessible to all students. This ensures that students can see how their views have shaped improvements and reinforces a culture of trust, responsiveness and partnership.

6.7 Monitoring Equity of Participation

Student Engagement Officers will monitor participation in student feedback and representation activities to ensure that engagement reflects the diversity of the student body. Where participation from groups is low, targeted actions will be taken to remove barriers and promote inclusive engagements. Outcomes will be reviewed through an Annual Student Voice Report and presented in the Equality, Diversity and Inclusion Committee.

7. Student Representative Process

7.1 Purpose

This section formalises the structure, expectations and governance of Student Representatives at William College. It defines the representative function, outlines the duties and expectations of the Student Representatives, as outlined in the Student Representative Handbook. It also clarifies the College's commitment to training, supporting and recognising representatives as key partners in institutional decision-making and quality enhancement.

Student Representatives serve as an essential link between the student community and the College's academic and professional services teams. They ensure that student perspectives inform decisions at programme, departmental and institutional levels, and they act as trusted leaders who communicate effectively, promote inclusion, and support peers in navigating College processes.

7.2 Appointment/Election

Student Representatives are appointed through a structured and transparent nomination and election process. The number of Student Representatives for each programme and intake will be determined based on cohort size, student needs and the requirements of effective student representation.

Candidates must be active students in good academic standing, with appropriate levels of attendance and engagement. Students may nominate themselves, where multiple students nominate themselves, an election will be held. If no students stand for election, Student Engagement Officers may identify suitable candidates and invite them to take on the role.

All appointed representatives must complete the mandatory Student Representative Training before commencing their duties. In addition, each Representative will be supported by a Vice Representative who will attend meetings in their absence and assist in the fulfilment of their responsibilities.

7.3 Responsibilities of Representatives

Student Representatives will have clearly defined responsibilities that reflect their role as partners in shaping the academic and social experience at William College.

Representatives must collect and present feedback objectively, ensuring they capture views from across their peers, including those who are underrepresented or less vocal. They are expected to attend all termly meetings, which are remunerated, and to participate in additional committee meetings when invited. They must communicate meeting outcomes back to their cohort in a clear and timely manner, using agreed communication channels.

Representatives also support their peers by offering guidance and directing students to appropriate staff, services or procedures. They actively encourage engagement with formal and informal feedback mechanisms, including surveys, consultation events, focus groups and student forums. They are required to escalate safeguarding or urgent concerns immediately to staff in line with the College's policies.

The role also includes participation in institutional activities such as working groups, programme review discussions, events and surveys. Representatives must engage constructively with academic and support staff, contribute to quality enhancement activities and ensure that any issues raised are supported with evidence and communicated professionally.

Vice Representatives provide essential support to Student Representatives, attending meetings in their place when required, assisting with feedback collection and supporting the organisation of student forums or engagement initiatives.

7.4 Expectations for Conduct and Engagement

Representatives are expected to uphold the College's values and always conduct themselves professionally. They must promote inclusivity, encourage participation from all students and maintain an unbiased approach when presenting cohort feedback. Representatives are responsible for maintaining confidentiality where required and must avoid conflicts of interest. They are prohibited from engaging in activities that compromise the integrity of the representative role, including offering paid academic services such as tutoring or assignment support.

Representatives are expected to be well prepared for all meetings by gathering student feedback, reviewing previous minutes and action logs and preparing key discussion points. Following meetings, they must promptly disseminate outcomes to their cohort and ensure students understand how their feedback has influenced decisions.

7.5 Training, Support and Recognition

Student Representatives receive a comprehensive induction that includes training on representation, communication, problem solving, equality and diversity, confidentiality and meeting procedures. They also receive ongoing mentoring and regular support from the Student Engagement Officers.

Representatives are invited to share best practice, reflect on challenges and contribute to shaping future training content. They are also supported through structured meetings with campus staff ensuring that systemic concerns are escalated and addressed.

The College recognises the significant contribution of Student Representatives. Representatives receive a certificate of recognition upon completion of their term and receive remuneration for attendance at formal meetings. They also gain valuable employability skills including leadership, communication, negotiation, advocacy, public speaking and problem solving.

Representatives are encouraged to record their activities for use in CVs, personal statements and professional development portfolios.

7.6 Reference to Student Representative Handbook

The Student Representative Handbook provides students with a clear and accessible guide to the representative role from a student perspective. It outlines responsibilities, expectations, communication approaches, meeting preparation, benefits of the role and key contacts. All representatives are required to read and adhere to the guidance set out in the handbook, which complements this policy and provides operational clarity for day-to-day engagement.

8. Compliance and Review

This policy is monitored through an integrated, multi-layered approach that aligns with the William College Strategic Framework, Institutional KPIs and the Student Voice and Engagement Framework. Monitoring focuses on effectiveness, consistency and demonstrable impact on the student experience.

8.1 Annual Monitoring and Reporting

The Academic Board oversees the annual monitoring of this policy. The Student Engagement Team will produce the Annual Student Voice Report which is submitted to the Academic Board. The Annual Student Voice Report includes:

- Analysis of trends from ICE, MEQs, ECEs, SRG findings and institutional surveys.
- Evidence of consultation activity and outcomes.
- Assessment of how feedback and consultation have informed programme and institutional enhancement.
- Summary of “You Said, We Did” outcomes published to students.

Findings will feed into the College’s annual quality monitoring cycle, including Annual Programme Monitoring Reports and the institutional self-evaluation.

8.2 Alignment with Strategic Framework and KPIs

The College’s Strategic Framework emphasises belonging, engagement, representation and continuous enhancement. This policy contributes to key strategic goals by ensuring that:

- Student voice is embedded in quality assurance and decision-making structures.
- Annual satisfaction and engagement KPIs inform targeted action planning.
- Representation mechanisms support equitable outcomes for all demographic groups.
- Withdrawal, continuation and progression indicators are monitored in conjunction with feedback data.

8.3 Oversight by Management and Governance Committees

Management and Governance oversight occurs through:

- Academic Board, which receives the Annual Student Voice Report and approves any major amendments to this policy.
- Senior Leadership and Management Team, which reviews institutional themes, risk areas and strategic actions.
- Board of Governors will receive student related reports and will have a student representative present on the committee.
- Other relevant committee meetings which monitor student feedback, quality and local actions within their respective areas (e.g. Equality, Diversity and Inclusion Committee).
- Academic Board, the Equality, Diversity and Inclusion Committee and their sub-committees will have student representatives present at meetings.

8.4 Monitoring of the Student Representative Group (SRG)

The Student Engagement Officers oversee SRG engagement, attendance, training completion and termly reporting. An annual SRG Impact Statement will summarise:

- Key issues raised throughout the year.
- Improvements achieved through SRG recommendations.
- Participation and representation trends.
- Areas where further training or structural development is required.

8.5 Continuous Development of the Policy

This policy will be reviewed annually, or sooner where required to reflect regulatory change, partner university requirements, student feedback trends or internal evaluation outcomes. Amendments will be approved by Academic Board and communicated to staff and students.

9. Policy Review

This policy is reviewed annually by the Academic Board. Any changes to this policy will be communicated to students in advance via email and VLE announcements.

10. Related Policies and Documents

- Annual Monitoring and Evaluation Procedures (Section 4.1).
- Student Mental Health and Wellbeing Policy.
- Student Code of Conduct.