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|  | STUDENT VOICE EVALUATION |
|  | REGULAR |
| Calendar, Monthly, Office, Schedule | |  |  | | --- | --- | |  | How often has this taken place? | |  | Have you kept a record of dates? | |  | How have you ensured broad student participation? | |  | Have you looked across at the calendar of student voice activity and made sure it makes sense in terms of the student journey? | |  | Have you checked there is no overlap or repetition? | |
|  | RESPONSIVE |
| Reply All, E-Mail, Email, Letter, Post | |  |  | | --- | --- | |  | How have the actions from the activity been recorded? | |  | How have they been fed upwards for response? | |  | How has the response been recorded and relayed to the students? | |  | Do students know where to look to find response details when they have shared their views? | |  | How have you kept changes under review? | |
|  | ACCESSIBLE |
| Referral, Business, Communication | |  |  | | --- | --- | |  | What kind of methods were used and did all/many students participate? Which methods generated the most useful responses? | |  | Have you used face-to-face and small group/one-to-one approaches to listening and feeding back to students? | |  | Have you used larger scale, anonymised surveys? | |  | Have any students/student groups thoughts not been sought/voiced? | |
|  | ETHICAL |
| Magnifier, Glass, Lens, Object, Viewing | |  |  | | --- | --- | |  | Did the activity require ethical clearance? | |  | How have you ensured students views are kept confidential where necessary? | |  | Have there been any inappropriate questions asked or responses given? How are you making sure that students or staff do not feel victimised as a result of sharing their feedback? | |  | Have relationships between all stakeholders improved as a result of your student voice activity? How do you know? | |

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|  | | INCLUSIVE | |
| One, Inclusiveness, Unity, United | | |  |  | | --- | --- | |  | Have students felt that they have been asked about things that matter to their community? | |  | Have students had the opportunity to volunteer feedback without being asked? | |  | Have students had the opportunity to lead the agenda/chair meetings? | |  | Is everyone confident that student voice activities are inclusive and undertaken without bias (for students and for staff)? How have you found out whether this is the case? | | |
|  | | | FORMAL AND INFORMAL |
| Teamwork, Team, Gear, Gears, Drive | |  |  | | --- | --- | |  | Are students and staff clear about the formal processes for student representation? | |  | Do students and staff participated fully in student representative elections? | |  | How much support and training do you give to your students, and student representatives, on giving good feedback? Where is this recorded? | |  | Is there senior leadership endorsement and support of student representation? | |  | How are your student representatives rewarded and recognised? | |  | How many of your student representatives complete the Hallam Award? | |  | Are staff and students clear about student voice contributions that are separate to formal representation? | | | |