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|  | STUDENT VOICE EVALUATIONThese questions should be asked of any student voice activity undertaken, both regular and incidental. A record should be kept for reporting purposes.  |
|  | REGULAR |
| Calendar, Monthly, Office, Schedule |

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|  | How often has this activity 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? |

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|  | RESPONSIVE |
| Reply All, E-Mail, Email, Letter, Post |

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|  | 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?  |

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|  | ACCESSIBLE |
| Referral, Business, Communication |

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|  | 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? |

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|  | ETHICAL |
| Magnifier, Glass, Lens, Object, Viewing |

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|  | 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 |

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|  | 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? |

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|  | FORMAL AND INFORMAL |
| Teamwork, Team, Gear, Gears, Drive |

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|  | 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? |

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