



**Higher Education Services  
Student Voice  
Policy &  
Framework**

**July 2025**

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# Higher Education Services Student Voice Policy & Framework

## 1.0 Introduction

1.1 The student voice is of key importance to FutureLearn and its university partners. The following document outlines the ways in which students can get involved and help to develop their own programmes.

1.2 **The student voice refers to the active participation, opinions, and perspectives of students in decisions that affect their learning environment.** Empowering students to share their views fosters a sense of ownership, engagement, and responsibility in learning. When students are given a platform to express themselves through surveys, online discussions, or collaborative projects they develop confidence, critical thinking skills, and a stronger connection to their learning community.

1.3 Listening to the student voice also helps FutureLearn create more inclusive, relevant, and effective learning experiences. Students often provide insights into what works and what does not in their modules, helping FutureLearn tailor approaches to better meet their needs. Moreover, recognising the student voice can contribute to improved mental health and wellbeing, as learners feel heard, respected, and valued.

1.4 Incorporating a student voice is not just about giving students a say, it is about genuinely considering their input and involving them as partners in shaping their educational journey. FutureLearn prioritises its students' voice to build a culture of mutual respect and continuous improvement, where students are not passive recipients of knowledge but active contributors to their learning community. Ultimately, embracing the student voice prepares them for active citizenship and lifelong engagement in society.

## 2.0 Student Voice Feedback System

2.1 FutureLearn offers several opportunities for students to engage with the organisation and the university partners. Enabling students to have a voice provides ongoing formal and informal communications to continue. We find this feedback is highly valuable when developing the high-quality programmes offered.

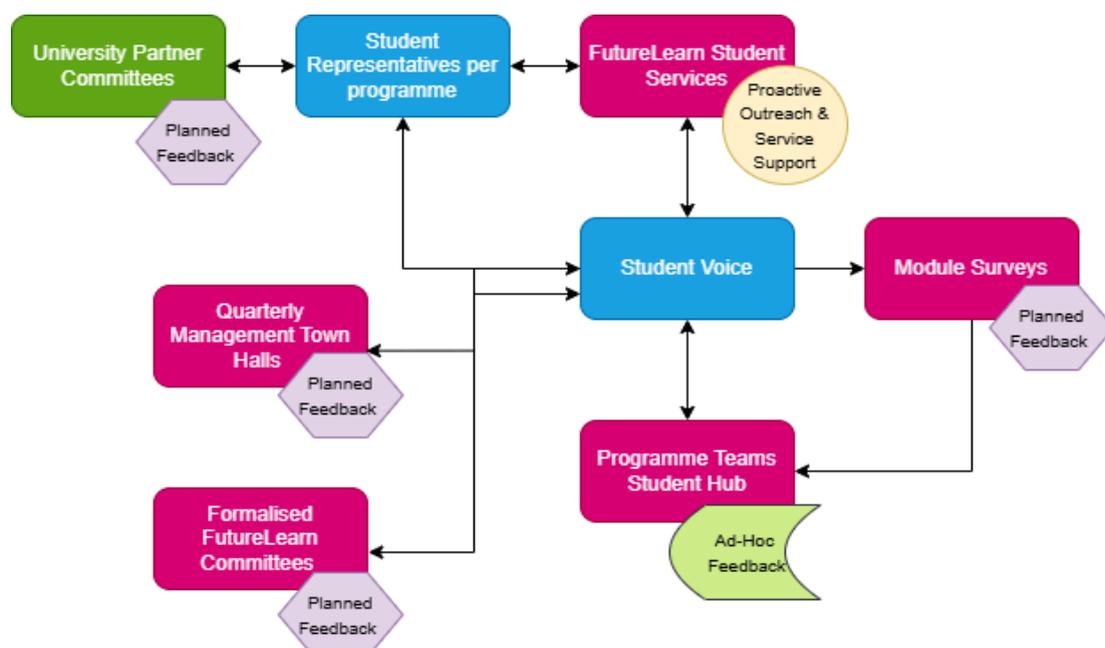


Figure 1: Student Voice Feedback System

2.2 The main purpose of the student voice is to make the experience with FutureLearn even better.

## 2.3 Quality and enhancements enable:

- Better teaching, learning and assessment opportunities to occur.
- Feedback helps to develop new and existing programme content.
- Feedback helps to identify and share good practice.
- Feedback gives us the opportunity to do better.

## 3.0 Process for Student Feedback

### 3.1 Methods of Feedback

- End of module surveys
- Formal committee meetings at FutureLearn or partner universities
- Quarterly Town Hall meetings
- Programme forums
- Feedback through student services
- Student representatives

### 3.2 Formal Feedback Systems

**3.2.1 End of module surveys** are a requirement on all modules. They have been designed to gather feedback on individual module experiences. The questions refer to the module content, teaching, support, and assessment and use a scale to measure satisfaction. The feedback from the end of module surveys will feed into the following:

- Partner committees
- Student Engagement, Quality and Programme committees
- Team meetings

**3.2.2** Questions are reviewed annually and are approved through the Student Engagement, Quality and Programme Committee. The Academic Quality team then updates them.

**3.2.3** [Surveys](#) are made available to students one week before the end of their module via the support teams and are accessible up to two weeks after the module has been completed.

**3.2.4** Once responses are received, the Programme Leaders together with the Module Leaders analyse the data and share the results with relevant members of the team.

**3.2.5** An annual report summarising the response rates and themed responses across all modules will be made available for the Learning, Teaching and Assessment Committee via the annual monitoring reports.

**3.2.6** To close the feedback loop, replies from surveys will be communicated to students in the Student Hub.

**3.2.7 Formalised Committees** include partner university programme and student voice committees, and FutureLearn's [Academic Governance Committees](#). These are held four times per academic year, and minutes and actions are recorded.

**3.2.8** At least one student representative in attendance at the Student Engagement, Quality and Programme Committee. The student will represent the student population within the Higher Education Services Division. By proxy, a written report from the representative can be submitted if attendance is not possible. Where points are escalated for consideration at these committees', minutes will be taken and relevant actions recorded.

**3.2.9 Town Hall meetings** are considered a formal part of the student feedback system. They are planned into the academic calendar. The more senior members of the academic teams facilitate Town Hall meetings. All students are invited to attend and are encouraged to provide feedback on their entire student experience of the online learning environment. Students can speak freely about their experience, the quality of teaching, resources available and any issues that may be arising.

**3.2.10** Members of FutureLearn teams include:

- Director of Academic Affairs
- Head of Programmes
- Student Services

**3.2.11** The Head of Programmes will record any actions and feedback to FutureLearn's Learning, Teaching and Assessment Committee. Any actions or concerns in relation to partner universities will be raised through the partner's link tutor. To close the feedback loop, responses to concerns and any subsequent actions are recorded in the Student Hub.

**3.2.12** The **Student Representative** body is an elected body at each partner university.

- Brunel University, [Student Reps](#)
- University of Roehampton, [Academic Representation](#)

**3.2.13** The students apply to be a student representative online. Representatives' roles include:

- Gathering feedback from peers about their course and learning experience.
- Present concerns and suggestions to staff at meetings.
- Communicate updates and improvements back to learners.
- Contribute to the ongoing co-creation of programme content.

### **3.3 Informal Feedback Systems**

As well as speaking to module lecturers there are other ways feedback can be provided informally to FutureLearn teaching and support teams.

**3.3.1 Programme Team Student Hubs** are available on each programme. The hubs are designed to enable students to access their programme information and academic teams easily. Programme leaders or delegated academic staff monitor this space and respond to student queries. The hubs largely comprise of:

- Programme information
- Support information
- Notification of monthly coffee mornings or teatime catch ups with academics
- Current news or interesting discussions
- Live free events

**3.3.2 Student Support teams** are also a crucial link between FutureLearn and its students. The support team provides pastoral care to students and signposting to university wellbeing resources. In addition, the

teams will provide responsive support and resolutions to student's queries, but also initiative-taking outreach interventions to assist students and gain feedback. The phased approach includes:

- Pending Module Outreach Email (Week 2 of every module)
- Canvas Inactivity Outreach Email (Week 4 of every module)
- Upcoming Submission Reminder via Intercom (2 weeks before submission deadline)
- End of Module Reminder via Intercom (Last Friday of the module)
- Final Submission Reminder via Intercom (Last Monday before submission deadline)
- PASS Phase 1 Email (reminding students who don't submit on time of potential next steps) - Sent on the day of the submission deadline.
- PASS Phase 2 Email (informing students who did not pass a module of potential next steps and reassessment information) - Sent on grade release day.

## **4.0 Review**

**4.1** The FutureLearn student voice system will be formally reviewed annually for its effectiveness and a report submitted to the Student Engagement, Quality and Programme Committee for information, discussion, or action.

# Appendix

## Feedback Survey

### Question 1

1 pts

Help us understand the student group you belong to. Could you share the name of your Lecturer?

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12pt Paragraph B I U A T<sup>2</sup> :

I am satisfied with the following aspects of the module:

### Question 2

0 pts

The quality of the module's content

- Strongly agree
- Mostly agree
- Neither agree, nor disagree
- Mostly disagree
- Strongly disagree
- N/A

### Question 3

0 pts

The quality of the Tutor's feedback

- Strongly agree
- Mostly agree
- Neither agree, nor disagree
- Mostly disagree
- Strongly disagree
- N/A

### Question 4

0 pts

The quality of the Academic support I've received on this module

- Strongly agree
- Mostly agree
- Neither agree, nor disagree
- Mostly disagree
- Strongly disagree
- N/A

### Question 5

0 pts

The quality of the administrative (non-academic) support I've received on this module

- Strongly agree
- Mostly agree
- Neither agree, nor disagree
- Mostly disagree
- Strongly disagree
- N/A

### Question 6

0 pts

The quality of the Learning resources associated with this module

- Strongly agree
- Mostly agree
- Neither agree, nor disagree
- Mostly disagree
- Strongly disagree
- N/A

Question 7

1 pts

The opportunity I've been given to engage with a Learning community as part of this module

- Strongly agree
- Mostly agree
- Neither agree, nor disagree
- Mostly disagree
- Strongly disagree
- N/A

Question 8

0 pts

The opportunity I've been given to express feedback

- Strongly agree
- Mostly agree
- Neither agree, nor disagree
- Mostly disagree
- Strongly disagree
- N/A

Question 9

0 pts

Overall satisfaction with the module

- Strongly agree
- Mostly agree
- Neither agree, nor disagree
- Mostly disagree
- Strongly disagree
- N/A

Question 10

1 pts

Could you share anything that made it easier or harder to find the information you needed in your Canvas classroom?

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Question 11

0 pts

What overall suggestions would you give for improving this module?

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Question 12

0 pts

What were the most positive, helpful or enjoyable aspects of this module?

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