



SSP Group Guidance

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Closing the feed

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Minutes/action points after each meeting. In so4aF2 12 0 0 1 3

evaluation or student surveys; for example, reviewing the assessment for a particular module or discussing accessibility of field trips.

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DQG 6FKRROV UHVSODVH ARW. A wide range of other reports and data will also be available to SSP Groups should they wish to consider them. These include National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), UK Engagement Survey (UKES) and careers data, the outcomes of module and programme evaluation, and documentation for six- \HDUO\ 3HULRG LF 5HYLHZ Self-Evaluation Document and the final Periodic Review Report). The staff co-Chair should ensure that SSP Group members are made aware of what is available and where to find the information.

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Course Reps should send a brief written summary of any issues raised by their peers to the (co-)Chair(s) in advance of SSP Group meetings. This allows time for discussion and (where possible) quick resolution of issues outside of meetings, and leaves more time during meetings to discuss and resolve more complex issues and to develop particular areas of work through a partnership approach.

Course Reps can gather feedback from their peers via ROSiE, a quick and simple digital rep tool which provides Student Reps with a way to gather (and report on) student feedback on all aspects of the student experience. Course Reps could also gather feedback through Student Voice meetings, by conducting a short survey or by using online tools such as Padlet. They could email their peers using Blackboard or via the

Gathering feedback in the Department of Mathematics and Statistics

³\$ NH\ SDUW RI RXU VWUDWHJ\ WR HPSRZHU VWXGH numerous avenues to have their voice heard and be given influence; working with Course Reps to build an authentic and genuine student voice is an essential component of this.

Firstly, it is important to minimise the time between students being asked for feedback and feeding back what has been done with their contribution. This is especially important for empowering Course Reps and for the Department to demonstrate a genuine commitment to listening to the student voice and working in partnership with students. Led by Dr Peter Chamberlain, we have, since Autumn 2015, been posing a simple survey to our students in the third week of each teaching term. This provides students with a simple, high profile mechanism for providing us with feedback on their current experience at a time when we can act on this to implement enhancements. Using Survey Monkey, we ask each Part of our cohort separately the following three questions:

1. Tell us about something(s) that is/are going well with your modules this term.
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2. Tell us about something that is going badly with your modules this term? What do you find unhelpful? How could it be better?
3. Anything else you want to tell us? (Remember this is anonymous!)

The results from this survey are shared with Course Reps and acted on where appropriate, and reported to SSLC. Course Reps are encouraged to use their networks to report back to the cohort alongside more formal reporting from the Department about actions taken in response to student input.

In addition to this, we maintain a number of on-going channels for students to have their voice heard and acted on:

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Straightforward changes that are agreed at an SSP Group meeting should be

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from SSP Group meetings.

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- x Start the meeting by checking W K D W H Y H U \ R Q H N Q R Z V H D F K R W K ask everyone to introduce themselves (starting with the co-Chairs).
- x Foster an inclusive environment where everyone is encouraged ±but not required ±

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- x If using Blackboard Collaborate, make the student co-Chair a moderator so they can bring fellow students into the discussion and avoid particular people dominating.
- x Ask specific members to speak/respond to particular issues to prevent everyone trying to speak at once.
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What is the Coffee Club?

The Coffee Club was first introduced in 2018/19 on a trial basis. It covers the Business and Management suite of programmes (approximately 1000 students) and replaced the previous Student-Staff Liaison Committee, which had experienced poor attendance by students.

The Coffee Club meets three times each term, so roughly once per month, and meetings are timetabled for the whole year in advance. They are very informal and typically last for one hour. Coffee is provided wherever possible!

Who is involved?

The Programme Area Director runs the Coffee Club. All students are invited to attend by D J U R X S H P D L O 3 U R J U D P P H ' L U H F W R U V D O V R V H Q G W D I students. Course Reps are expected to attend. The number of academic staff is restricted to ensure there are more students than staff in attendance (typically,

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Given the frequency of meetings, changes can be made quickly. At the first ever meeting, students raised a concern about an issue in a particular module which was then resolved by the third week of term.

HBS introduced a new module called Understanding Sales on the basis of feedback from students in the first year of the Coffee Club. The module was introduced within 12 months; it received high feedback scores from students and was praised by the External Examiners.

NSS scores for Student Voice improved significantly for the Business and Management suite of programmes from 2019 to 2020, increasing by 8.5 percentage points to 74.2%.

Challenges

Work is continuing to address a number of challenges associated with the Coffee Club. Although attendance has improved compared to the previous SSLC, it remains low with a small number of engaged students attending (although they do canvas their peers). Student Reps rarely attend meetings; contributions tend to come from students who are active in other roles (e.g. running student societies). One of the biggest challenges is how to engage Part 3 students.

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What is the SIN?

The SIN is a co-operation of staff and students making changes and making them fast. It is an informal, responsive, nimble structure which works alongside the Student-Staff Liaison Committee.

Who is involved ?

The School Director of Teaching and Learning and the Teaching and Learning Associate lead the SIN. Any student in the School can join by asking to be added to the mailing list, and they can then attend as many meetings as they would like. Anyone can instigate the organisation and running of a meeting. So far, meetings have -3(n)-3(j.782.87 Tm 0 g 0 G [(A)

