

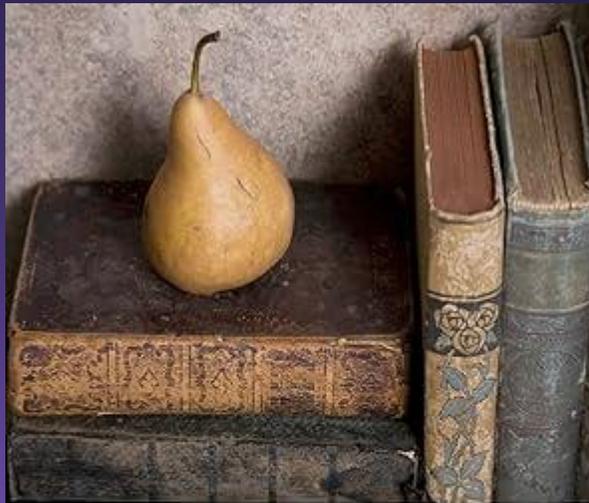


Student Voice: A Journey from SSLC to Co-creation

Professor Osama Khan, Deputy Vice-Chancellor, Aston University



Student Staff Liaison Committee



GENERAL REPORT OF THE COMMISSIONERS
UNDER THE UNIVERSITIES (SCOTLAND) ACT, 1889;
WITH APPENDIX CONTAINING ORDINANCES,
MINUTES, CORRESPONDENCE, EVIDENCE...

SCOTTISH UNIVERSITIES COMMISSION



 The University
Of
Sheffield.



Cambridge University Engineering Department

SSJC

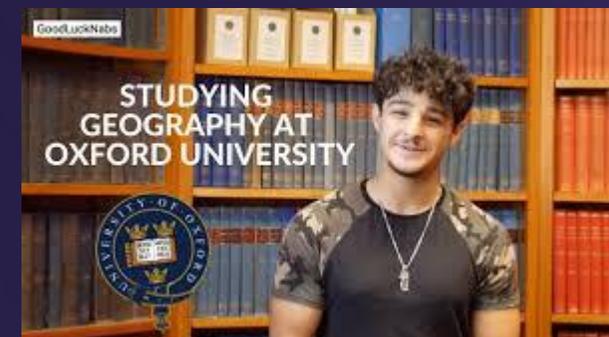
Staff Student Joint Committee



 University of
Nottingham
UK | CHINA | MALAYSIA



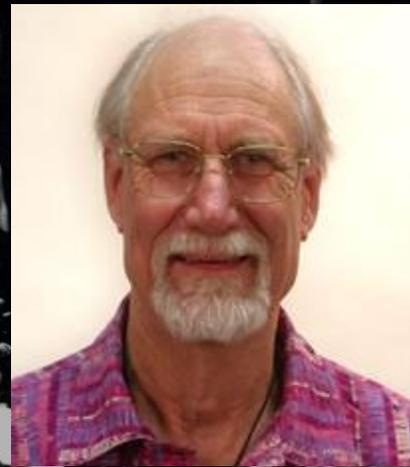
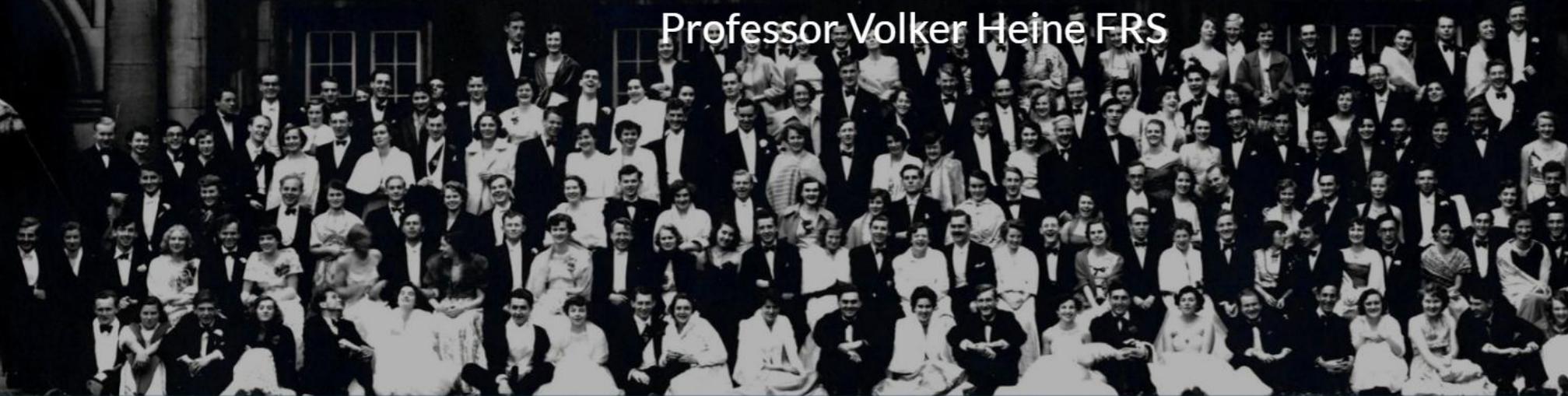
 University of
BRISTOL



 STUDYING
GEOGRAPHY AT
OXFORD UNIVERSITY

Cambridge University and Clare College since World War 2

Professor Volker Heine FRS



Perils of SSLCs

- ❖ Role ambiguity and weak efficacy for student reps
- ❖ Power imbalance and “partnership” rhetoric vs lived reality
- ❖ Tokenism risk: “voice” without action (politics of listening)
- ❖ Normative participation: the “tyranny of participation”
- ❖ Consumerism and governance tensions
- ❖ Termly cadence amplifies lag and weak follow-through (inference grounded in the literature)

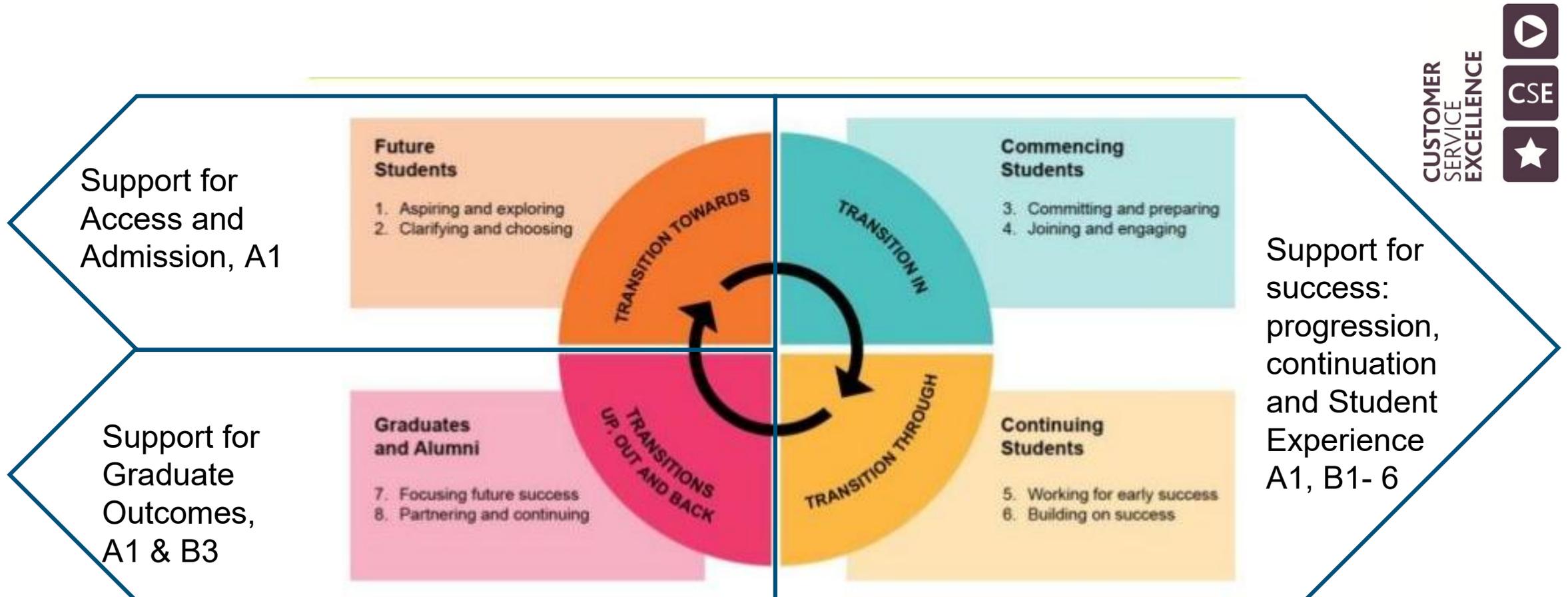
Perils of SSLCs

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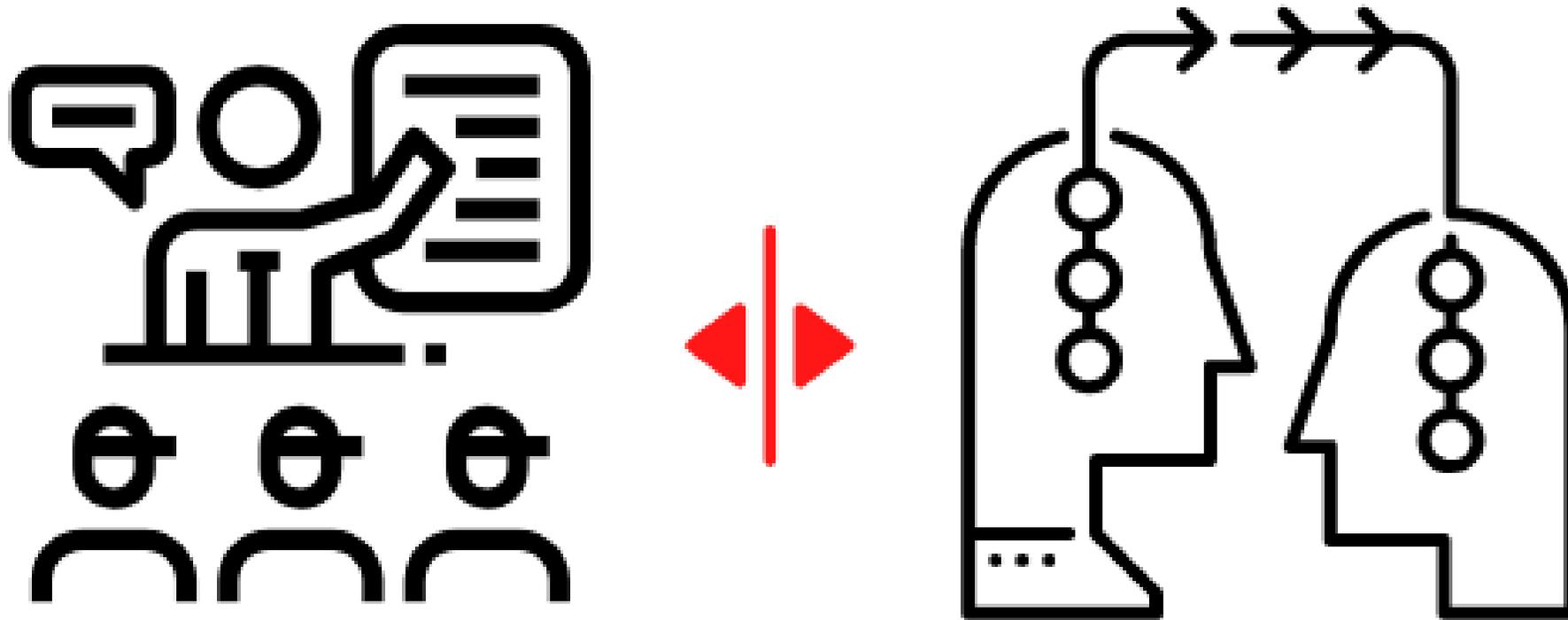
Finger on the “student voice” pulse



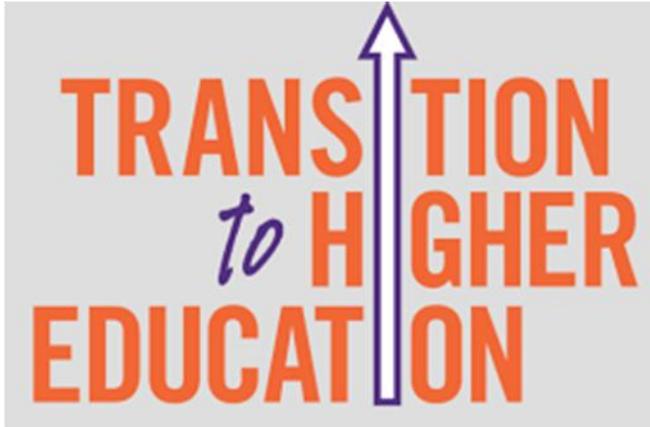
Support for Student Lifecycle



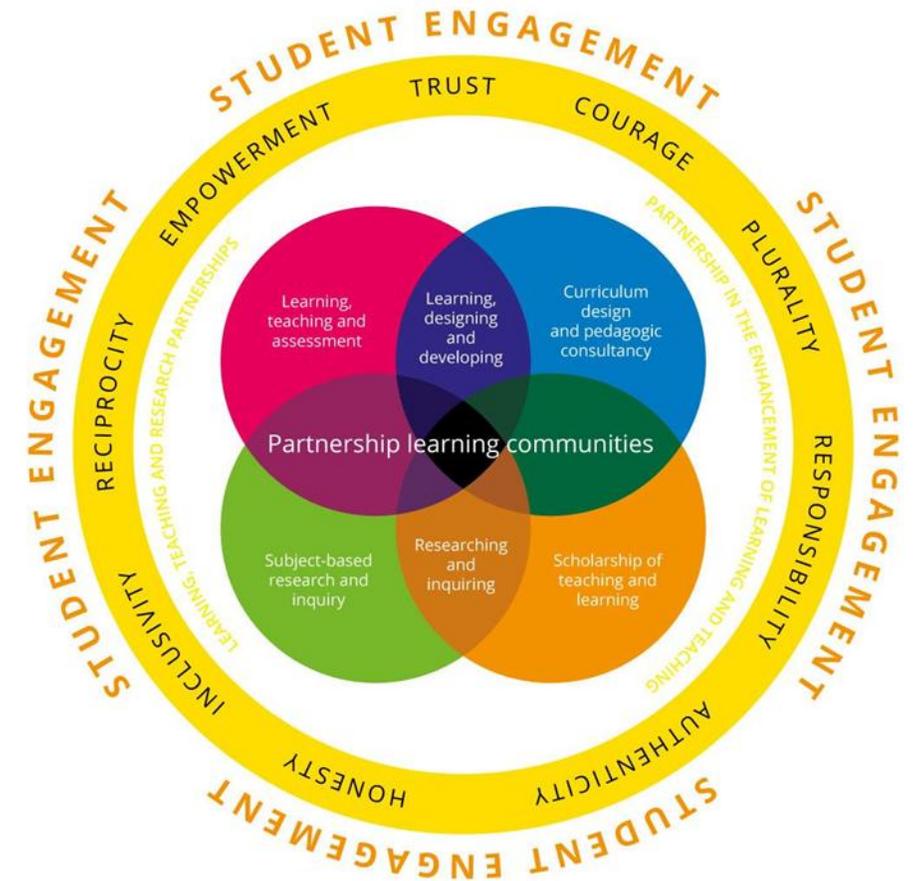
Teaching Vs. Training



Curriculum Review Principles

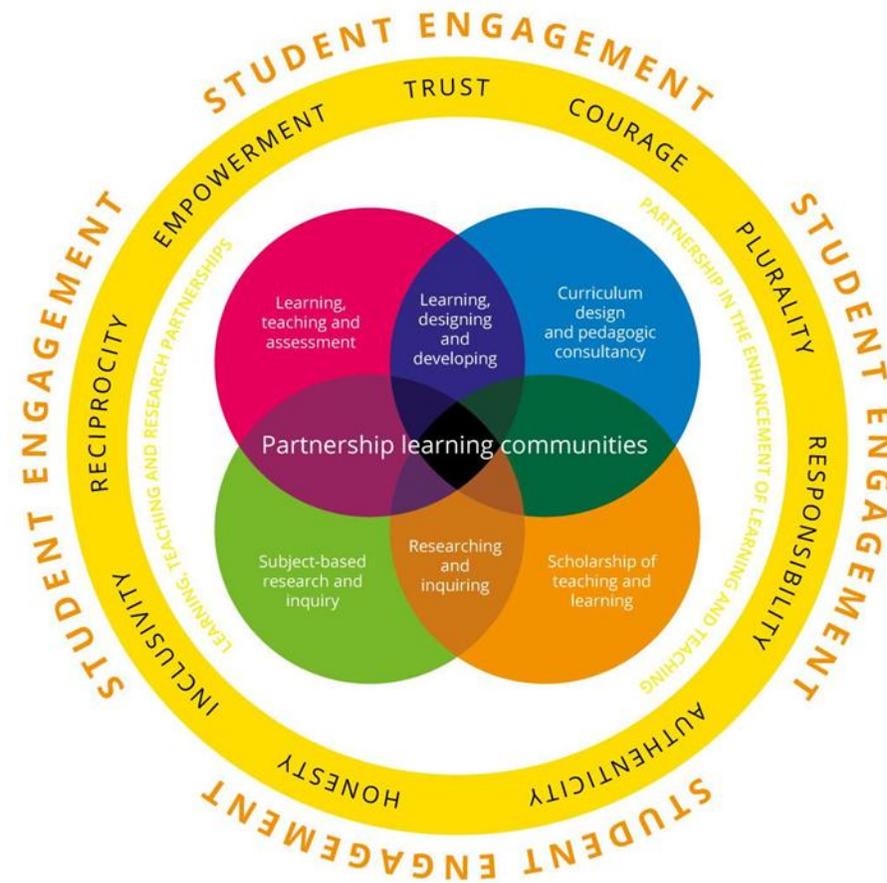


(Dyck 2015, Goralnik et al 2012)



Student Staff Partnership

Student Staff Partnership



Visibility of Partnership Model



Student Voice since NSS



Bantshire University

@BantshireUni



Students, struggling to complete the NSS survey? Share your login details with us and we'll complete it on your behalf! T&Cs apply.

6:55 PM · Feb 10, 2021

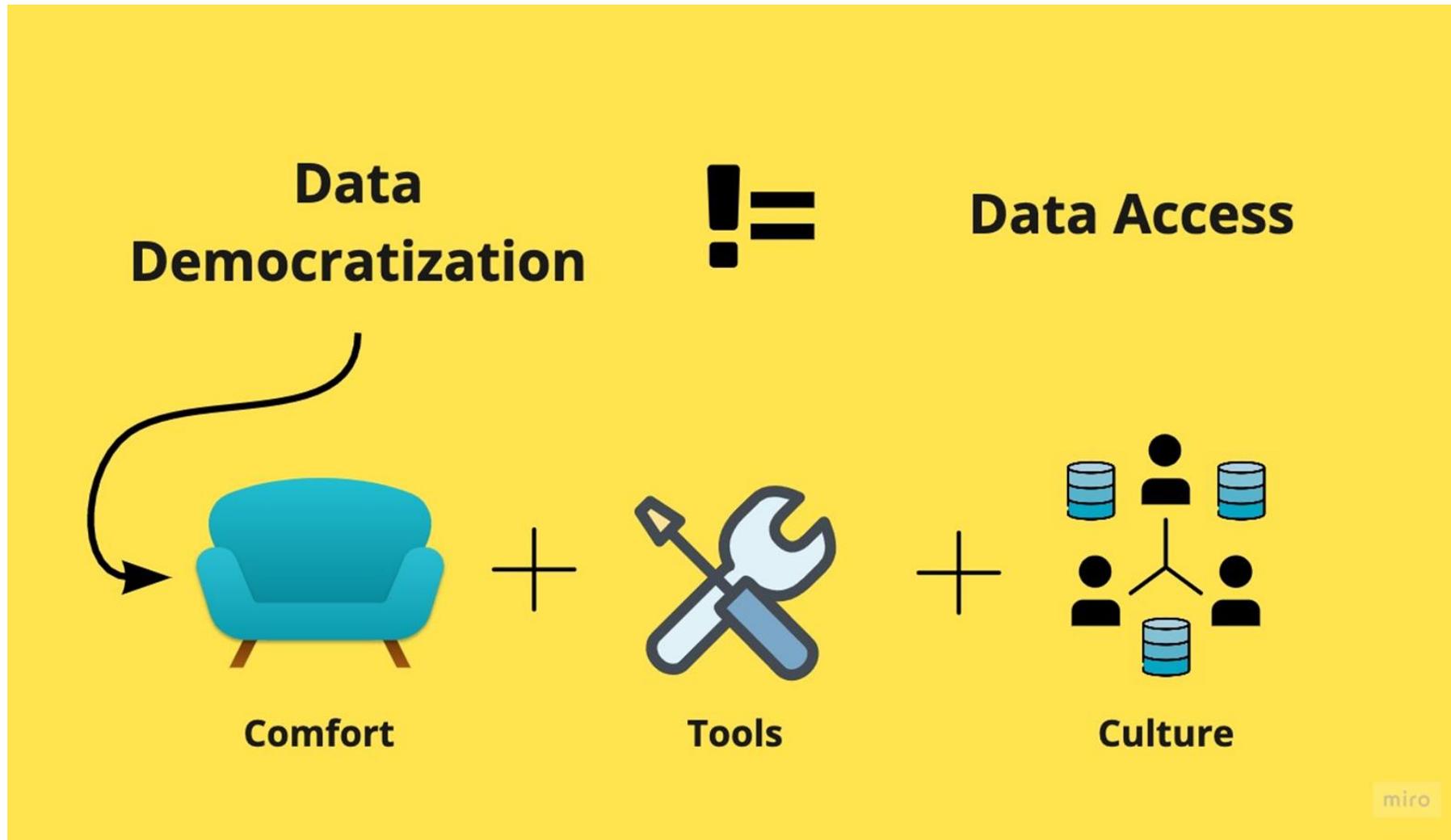
Module Evaluation by Students

- ❖ Scalable “student voice” at module level (breadth & speed)
- ❖ Reliable lead indicator for stage evaluation, NSS, PTES
- ❖ Good psychometric teaching performance when aggregated
- ❖ Formative feedback can improve teaching
- ❖ Potential (context-dependent) link with academic achievement
- ❖ Utility as one of the inputs in a wider evidence set for enhancement

Perils of Module Evaluation by Students

- ❖ Often weak (or nil) relationship with measured learning
- ❖ Systematic bias (fairness problem)
- ❖ Halo and “irrelevant” influences (looks, accent, identity cues)
- ❖ Incentive distortion (grade expectations/rigour)
- ❖ Statistical fragility in small modules & low response rates
- ❖ Comparability problem across disciplines/modules

Democratising Business Information



Finger on the “student voice” pulse

Year: 2025 Institutional - Demographics

Teaching on my course | Learning opportunities | Assessment and feedback | Academic support | Organisation and management | Learning resources | Learning community | **Student voice**

Category: Age, Care experienced, Disability, Domicile, Ethnicity (five-way split), Ethnicity (two-way split), IMD, Parental education, POLAR, Sex, Sexual orientation, Socio-Economic Classification

Positivity % by Year and Category Option

| Section | Asian | Black | Mixed | Non-UK |
|-----------------------------|-------|-------|-------|--------|
| Academic support | 87.8 | 87.9 | 88.6 | |
| Teaching on my course | 85.8 | 86.9 | 86.9 | |
| Learning resources | 88.3 | 86.2 | 83.7 | |
| Learning opportunities | 84.4 | 84.9 | 84.2 | |
| Student voice | 80.4 | 80.8 | 78.7 | |
| Organisation and management | 83.1 | 87.4 | 83.8 | |
| Assessment and feedback | 77.8 | 79.9 | 78.5 | |

File Year: 2025/6 File TP: TP1 MEQ - Headline

Yr. Study Filter: No

to Postgraduate

Undergraduate Positivity: 86.8%

Undergraduate Responses: 2,720

| College, Module Code and Name | UG1 | UG2 | UG3 | UG4 | UG5 | UG6 | UG7 | Total |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| AST | 100.0% | 95.5% | 100.0% | 90.9% | 95.5% | 85.7% | 100.0% | 85.7% |
| BSS | 91.2% | 85.5% | 89.7% | 90.0% | 90.0% | 82.5% | 92.4% | 81.3% |
| EPS | 87.0% | 79.6% | 87.4% | 87.8% | 87.1% | 79.4% | 100.0% | 89.7% |
| HLS | 94.1% | 87.0% | 89.2% | 91.9% | 91.4% | 85.0% | 78.6% | 94.3% |
| AOPY4FMP - Foundations & Misconceptions of Psychology | 100.0% | 100.0% | 100.0% | | 66.7% | | 50.0% | 66.7% |
| BB5MBB - Molecular Biology and Biotechnology | 100.0% | 77.8% | 88.9% | 100.0% | 100.0% | | 88.9% | 85.7% |
| BB6AMB - Advanced Molecular Biology | 93.8% | 93.8% | 93.8% | 100.0% | 93.8% | 45.5% | | 93.8% |
| BB6AMI - Applied Microbiology | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 75.0% | | 100.0% |
| BB6BTB - Bench to Bedside | 85.7% | 100.0% | 85.7% | 100.0% | 100.0% | 60.0% | | 100.0% |
| BB6CAN - Cancer Biology | 85.7% | 100.0% | 66.7% | 85.7% | 42.9% | 60.0% | | 71.4% |
| BB6IAI - Immunology and Inflammation | 100.0% | 88.9% | 88.2% | 100.0% | 88.9% | 93.8% | | 94.4% |
| BB6PAT - Pharmacology and Toxicology | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | | 100.0% |
| BB6RPP - Research Project Preparation | 87.5% | 83.3% | 82.6% | 70.8% | 83.3% | 70.6% | | 87.5% |
| BB6TMB - Topics in Molecular Biosciences | 100.0% | 100.0% | 100.0% | 100.0% | 75.0% | 50.0% | | 100.0% |
| BC6ACM - Advanced Cell Membranes | 100.0% | 66.7% | 100.0% | 100.0% | 100.0% | 66.7% | | 100.0% |
| BL6MET - Metabolic Disease | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | | 100.0% |
| BM5CLS - Clinical Sciences | 100.0% | 96.7% | 86.7% | 96.7% | 100.0% | 69.6% | | 100.0% |
| BM6CFM - Clinical and Food Microbiology | 93.8% | 81.3% | 100.0% | 93.8% | 81.3% | 92.9% | | 87.5% |
| CPDBC1 - Clinical Biochemistry | 66.7% | 66.7% | 66.7% | | 100.0% | | 66.7% | 66.7% |
| CPDHT1 - Haematology & Transfusion Science | 80.0% | 90.0% | 70.0% | | 88.9% | | 80.0% | 87.5% |
| EASPDV - Professional Development for Biomedical Scientists | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | | | 100.0% |
| Total | 89.9% | 83.3% | 88.7% | 89.3% | 89.0% | 81.7% | 81.3% | 91.6% |

College: All School: School of Biosciences Programme: All

Overall Positivity %: **87.8** (Response Rate %: **80.1**)

Overall Positivity % vs Last Year: **6.1**

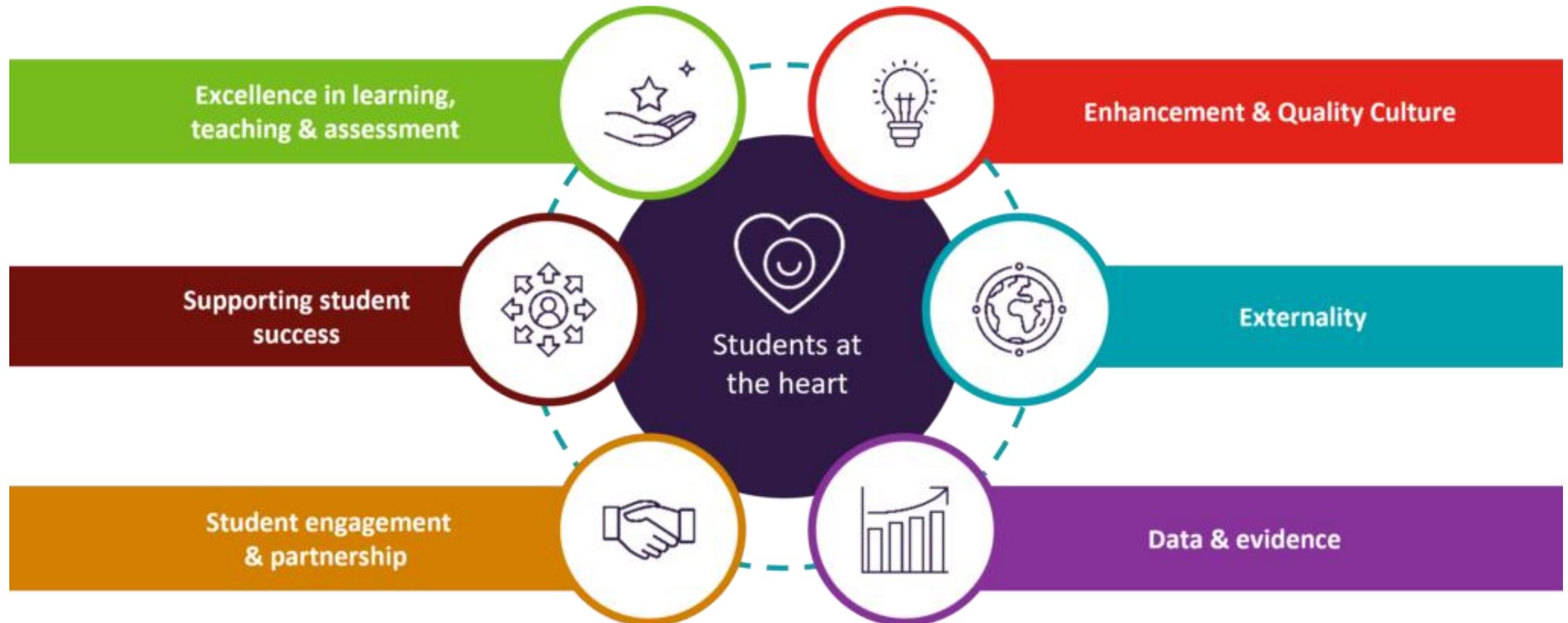
Aston 10 Target %: **85.0**

Overall Positivity % vs Aston 10 Target: **2.8**

Note: To match college level values in the data, programmes without enough responses to show have been grouped as Other

| Section | Positivity % | vs LY | vs SectAvg | vs Aston | Aston 10 Target | Positivity vs Aston 10 Target |
|-----------------------------|--------------|-------|------------|----------|-----------------|-------------------------------|
| Teaching on my course | 90.7 | 2.2 | | 5.5 | 90.0 | 0.7 |
| Learning opportunities | 90.1 | 3.1 | | 6.8 | 85.0 | 5.1 |
| Assessment and feedback | 80.8 | 14.3 | | 2.1 | 85.0 | -4.2 |
| Academic support | 93.0 | 11.1 | | 5.2 | 90.0 | 3.0 |
| Organisation and management | 85.3 | 0.7 | | 4.0 | 85.0 | 0.3 |
| Learning resources | 91.7 | -1.5 | | 5.1 | 92.0 | -0.3 |
| Student voice | 90.4 | 14.5 | | 11.7 | 85.0 | 5.4 |

Risk based enhancement led assurance



Risk based enhancement led assurance

Course Flagging



| Course Title | Flag 1 | Flag 2 | Flag 3 | Flag 4 | Flag 5 | Flag 6 | Flag 7 | No Flags |
|--|--------|--------|--------|--------|--------|--------|--------|----------|
| Computer Science with Business | ⊗ | ⊗ | ⊗ | | ⊗ | ⊗ | | 5 |
| Construction Project Management | ⊗ | ⊗ | ⊗ | | ⊗ | | ⊗ | 5 |
| Electrical and Electronic Engineering | ⊗ | ⊗ | ⊗ | | ⊗ | ⊗ | | 5 |
| Biomedical Engineering | ⊗ | ● | ● | ⊗ | ⊗ | ⊗ | | 4 |
| Business and Management | ⊗ | | | ⊗ | ⊗ | ⊗ | | 4 |
| Business Computing and IT | ⊗ | | | ⊗ | ⊗ | ⊗ | | 4 |
| Digital and Technology Solutions - Software Engineer | ⊗ | | | | ⊗ | ⊗ | ⊗ | 4 |
| Finance | ⊗ | | | ⊗ | ⊗ | ⊗ | | 4 |
| Leadership and Business Management | ⊗ | | | ⊗ | ⊗ | ⊗ | | 4 |
| Marketing | ⊗ | | | ⊗ | ⊗ | ⊗ | | 4 |
| Mechanical Engineering | ⊗ | | | ⊗ | ⊗ | ⊗ | | 4 |
| Business and International Relations | ⊗ | | | | ⊗ | ⊗ | | 3 |
| Business and Supply Chain Management | ⊗ | | | | ⊗ | ⊗ | | 3 |
| Business Enterprise Development | ⊗ | | | | ⊗ | | ⊗ | 3 |
| Civil Engineering | ⊗ | | | | ⊗ | ⊗ | | 3 |
| Human Resources and Business Management | ⊗ | | | ⊗ | | | ⊗ | 3 |
| International Business and Management | ⊗ | | | | ⊗ | ⊗ | | 3 |
| Neuroscience | ⊗ | | | | ⊗ | | ⊗ | 3 |
| Project Management | ⊗ | ● | ● | ⊗ | | ⊗ | | 3 |
| Accounting and Finance | ⊗ | | | | ⊗ | | | 2 |
| Design Engineering | ⊗ | ● | ● | | | ⊗ | | 2 |
| Digital Marketing | ⊗ | ● | ● | | | ⊗ | | 2 |
| Healthcare Science (Audiology) | | | | ⊗ | ⊗ | | | 2 |
| International Business and Economics | ⊗ | | | | ⊗ | | | 2 |
| Mathematics | | | | | ⊗ | ⊗ | | 2 |
| Medicine | | | | ⊗ | ⊗ | | | 2 |
| Politics with International Relations | ⊗ | | | | ⊗ | | | 2 |
| Professional Engineering (Manufacturing Engineer) | ⊗ | ● | ● | | | ⊗ | | 2 |
| Psychology and Business | | | | | ⊗ | ⊗ | | 2 |

| | Flag 1 | Flag 2 | Flag 3 | Flag 4 | Flag 5 | Flag 6 | Flag 7 |
|-----------|--------|--------|--------|--------|--------|--------|--------|
| Flagged | 32 | 3 | 3 | 13 | 35 | 21 | 5 |
| No data | | 11 | 11 | | | | |
| Unflagged | 21 | 39 | 39 | 40 | 18 | 32 | 48 |

Flag 1 - Where any two of the five areas of the NSS used in TEF are red (Teaching, Assessment and Feedback, Academic Support, Learning Resources, Student Voice) *Note that 2 ambers are deemed equivalent to a red - i.e. 2 ambers & 1 red or 4 ambers will be flagged.*

Flag 2 - Where Average across TEF sections drops by 10% or more since last year, and where it is below the university KPI (this year's target is 85%) and below the subject benchmark.

Flag 3 - Where Average across all sections drops by 10% or more since last year, and where it is below the university KPI (this year's target is 85%) and below the subject benchmark.

Flag 4 - Where a large course, (more than 25 students responding to the survey), has an average positive % across all sections below that of either; the university KPI (85%), or that which would place us in the top quartile satisfaction rates of all universities - whichever is lower.

Flag 5 - Where, in reviewing the last four years data, any NSS section used in TEF has 2 or more red within it. *(Note that as above 2 ambers are deemed equivalent to a red - i.e. 2 ambers and a red will also be flagged)*

Flag 6 - Where the all-section average over a 4-year period is at least 2% lower than the 4-year subject benchmark average.

Flag 7 - Where the course's all section positive average has a downwards trajectory over the past four years (first year>average>final year) and this year's all section positive average is below the subject benchmark.

| No Flags | Count |
|----------|-------|
| 5 | 3 |
| 4 | 8 |
| 3 | 8 |
| 2 | 13 |
| 1 | 15 |
| 0 | 6 |

Aston 10: Core Elements

1.



Hearts & Minds

2.



3.



4.



LIFE READY
WORK READY

Student Life and Lived Experience



Leadership and Advocacy

