**Top Tips for Gathering Feedback**

What Is Feedback?

Feedback is any information from students about their academic experience. It could be anything: a quick message, survey results, a comment during a chat, or even feedback from an informal discussion. If it helps us understand how students are experiencing their education, it counts!

As a School Rep or Programme Rep, gathering feedback is a core part of your role. It’s important because it allows you to:

* Justify the need for change – Provides evidence to support necessary improvements.
* Measure student satisfaction – Helps us understand how students feel about their education.
* Spot systemic issues or inequalities – Highlights where things may be going wrong.
* Reflect student opinion on teaching, assessments, or support – Provides insight into how students view academic practices.
* Celebrate what’s working well – Recognises and reinforces the positives.

You might want to gather feedback on areas such as:

* Blended learning and digital tools
* Assignment deadlines and assessments
* Campus and teaching facilities
* Academic support (e.g., tutors, wellbeing)
* Communication and responsiveness
* Sense of academic belonging

When Should You Gather Feedback?

Timing is key! Here are a few moments to consider:

* Avoid survey fatigue: Don’t overload students, especially when university-wide surveys (e.g., NSS or PTES) are running.
* Before and after key meetings: Collect feedback before and after Programme Boards or Student Voice Forums to gauge students’ views on what was discussed.
* Plan ahead: Let students know when you’ll be asking for feedback (e.g., at the start, midterm, or end of the module).
* Act proactively: If something changes (e.g., new timetable, updated policy), ask students what they think about it.

What To Do With Feedback

You’ve gathered feedback – now what?

1. Quick fix? If the issue is minor (e.g., missing materials), act directly. Reach out to the lecturer or relevant staff.
2. Check with other reps: See if your fellow reps are hearing the same feedback. This helps you assess if it’s a wider concern.
3. Raise it in meetings: If the issue is broader, bring it up in meetings like SEC/SEG or Programme Boards.
4. Big issue? If it’s a significant issue, escalate it by informing RSU or the VP Education.
5. Use the MSL system: Once live, you can log feedback directly to RSU through the MSL system.
6. Not sure where to go? If you're unsure, email us at studentvoice@roehampton.ac.uk for guidance.

Giving Feedback to Staff Effectively

When providing feedback to staff, it’s important to be clear, respectful, and evidence-based:

* Be specific: Instead of saying "students hate the exam," say, "15 out of 20 students said they felt the exam was unclear because..."
* Balance constructive and positive feedback: Don’t just highlight problems – offer solutions and acknowledge what’s working well.
* Be timely: If the issue is urgent, don’t wait for the next meeting. Act promptly to address concerns.
* Provide evidence: Use data to back up your points. For example, say, "30 students responded to a poll," rather than, "I think some people might be concerned about this."

Top Tips for Effective Feedback Collection

1. Be Clear About the Purpose

* Let students know why you’re asking for feedback and how it will be used. Transparency encourages greater participation.

2. Use Multiple Channels

* Don’t rely solely on surveys. Use focus groups, one-on-one conversations, suggestion boxes, or social media. Offering multiple ways for students to give feedback can increase engagement.

3. Keep It Short and Focused

* Avoid long surveys or too many questions. Keep your feedback process short, focused, and relevant to maintain high response rates.

4. Ensure Anonymity and Confidentiality

* Reassure students that their feedback is anonymous, especially for sensitive issues. This can encourage more honest input.

5. Follow Up and Communicate Outcomes

* Acknowledge receipt of feedback, even if you can't act on it immediately. Let students know what changes, if any, will be made based on their input.

6. Balance Positive and Constructive Feedback

* Address both areas of concern and things that are working well. This balanced approach builds trust and motivates both students and staff.

7. Continuously Improve the Feedback Process

* Ask students for feedback on how you're collecting feedback. This will help you refine your methods for future interactions.

By incorporating these tips and utilising the MSL feedback system once it’s live, School and Programme Reps can gather, process, and act on feedback more effectively, creating a more responsive and supportive academic environment.

Need Help?

If you’re unsure where to raise something, you’re dealing with sensitive feedback, or just need advice, contact:

studentvoice@roehampton.ac.uk