

Item	Examples of Positive Practice
Committee	Learning Teaching and Research Committee
Date paper prepared	18/05/2026
Date of committee meeting	03/06/2026
Subject	Examples of Positive Practice
Author	Ally MacLeod
Action requested	☒ For Information ☒ For Discussion ☐ For recommendation ☐ For Endorsement ☐ For Approval
Purpose of the paper	To demonstrate to the committee how student feedback is gathered, engaged with, and used to improve teaching, course delivery, and campus facilities across the college.
Brief summary of the paper	This report highlights specific examples where student feedback has led to changes in lessons, assessment design, timetables, and learning tools. It also examines the unique challenges of engaging Further Education (FE) and apprentice cohorts, identifying clear areas for operational growth.
Consultation How has consultation with partners been conducted?	Curriculum Managers were asked to gather real-life examples directly from frontline teaching teams.
Resource implications What are the risks with this proposal?	None. The focus is entirely on improving existing operational practices.
Risk implications	A failure to systematically act on student feedback risks lowering student satisfaction, reducing retention, and failing quality audit compliance.
Link with strategy	Summarise how the paper is linked with the University's strategic plan, policy, or operational framework, where relevant. The paper links with the Tertiary Curriculum Strategy, Student Experience Strategy and aligns directly with the college's strategic goal to embed the "Student Voice" at the centre of institutional operations.

Item	Examples of Positive Practice
Equality, Diversity and Inclusion	Summarise how any actual or potential (positive or negative) equality, diversity, and inclusion implications have been considered in the development of the paper. Please refer to the Equality, Diversity and Inclusivity Policy for more information. Positive impact. Documented actions include modifying digital environments to align with student ethical values, adjusting course delivery to support student-tutor rapport, and adapting feedback models to suit diverse student demographics.
Island Community Impact	Has an Equalities and impact assessment been undertaken i.e.: It has been assessed that this policy will have no direct equalities impact."
Paper status	Highlight the paper status in the list below: ☒ Open – the paper may be circulated to non-members of the committee and published online without restriction. ☐ Restricted – the paper must not be circulated to non-members or published online until after the committee meeting. ☐ Confidential - the paper must not be circulated beyond the committee members and should not be published online. [Please note papers may still be subject to Freedom of Information requests, as specified in the next section].
Freedom of information (FOI)	Highlight the FOI status in the list below. Refer to NWH Freedom of Information Site for more information: ☒ Open ☐ Closed – disclosure would substantially prejudice a programme of research. ☐ Closed – disclosure would substantially prejudice the effective conduct of public affairs. ☐ Closed - Disclosure would substantially prejudice the commercial interests of any person or organisation. ☐ Closed - Disclosure would constitute a breach of confidence actionable in court. ☐ Closed - Disclosure would constitute a breach of the Data Protection Act. ☐ Closed - Other, please specify.
Freedom of information (FOI) disclosure date	If closed/ withheld is selected above, enter the date when this will become 'open': Click or tap to enter a date.

Main Report: Examples of Positive Practice

1. Introduction

The Learning, Teaching & Research Committee requested examples of "positive practice" to understand how students actively contribute to the development of the curriculum.

Rather than relying on a narrow, single-sector viewpoint, the scope of this inquiry was widened to include all teaching staff across the institution. Curriculum Managers were requested to cascade the call for evidence to their respective teams, allowing frontline lecturers a direct voice to the Board.

To ensure a balanced and constructive review, this report covers both successful practices and the structural challenges that require attention.

2. Current Feedback Mechanisms

Student opinions and data are currently gathered through three primary channels:

- **Official Surveys:** Institutional surveys deployed at key stages of the academic year, including the Early Student Experience Survey (ESES), Student Satisfaction and Engagement Survey (SSES), and the National Student Survey (NSS).
- **Student Representation:** Class-elected Student Voice Representatives (SVRs) who attend the initial segment of Course Committee Meetings (CCMs) to present the aggregated views and concerns of their cohorts directly to management.
- **Direct & Digital Dialogue:** Ongoing verbal communication in class, direct emails to Lecturers, and community engagement via department-specific social media platforms (such as the course Instagram page).

3. Evidence of Impact

The consultation revealed several clear examples where student feedback resulted in direct, positive changes across various departments:

- **Ethical Imagery in Digital Environments:** Students on campus raised concerns regarding the use of AI-generated imagery on computer lock screens. They had specific ethical objections related to creativity and sustainability. This feedback was escalated to the IT department, and the images were promptly replaced with professional work produced by HNC Photography students. This resolved the issue while validating the creative output of the student body.
- **Curriculum Relevance in Core Skills:** Feedback raised through SVRs indicated that the existing Meta Skills content felt disconnected from the students' specific vocational paths. Lecturers collaborated with the module tutor to adapt the delivery. This change resulted in immediate improvements in student engagement and fostered a stronger working relationship between the tutor and the cohort.
- **Clarity in Assessment Design (Engineering):** During informal classroom discussions, Further Education (FE) students highlighted that the wording of a specific assessment question was confusing. Based on this feedback, the lecturing staff updated the wording for the following academic year, eliminating the ambiguity for the next cohort.
- **Timetabling Restructuring for Wellbeing:** Higher Education film students highlighted that having two major production modules scheduled back-to-back in Semester 1 caused a stressful concentration of assessment deadlines. In response, the teaching team restructured the timetable for the upcoming academic session to deliver these modules concurrently, effectively spreading the workload.
- **Adaptation of Industry Tools:** Students utilizing an industry-recommended sustainability spreadsheet (GFSA PEACHy) noted that the tool was designed for large-scale commercial productions rather than small student

crews. The college utilized its membership network to pass this feedback to the international body, resulting in the adoption of a newly developed, student-friendly BETA version for the next academic year.

- **Localization of Learning Resources:** Following student requests via the ESES for fresher, original learning materials, teaching teams filmed new, high-quality footage of local towns and landscapes specifically for use in post-production video modules.
- **Estates and Facilities Responsiveness:** Through an informal class representative system, block-release apprentices raised concerns regarding poorly maintained toilet facilities in the engineering department. A maintenance ticket was promptly raised with Estates and Maintenance, resulting in a swift resolution to the hygiene issues.

4. Challenges & Room for Growth

While current practices are positive, staff identified several recurring hurdles that impact the effectiveness of the formal feedback process, particularly among specific student demographics:

- **Survey Engagement among FE School-Leavers:** Experience shows that younger FE students often ignore formal surveys. If required to complete them during class time, there is a tendency to select "very good" for all options simply to complete the task quickly, which fails to generate useful or accurate data.
 - *Proposed Action:* Shift the focus for FE cohorts away from rigid digital surveys and toward scheduled, informal classroom chats, which have proven far more effective at uncovering genuine issues.
- **Apprentice Representation & Block-Release Schedules:** Trade apprentices on block-release schedules rarely volunteer to become fully fledged SVRs, as the formal committee commitments do not align with their intensive timetables.
 - *Proposed Action:* Formalize a localized "Class Rep" model for apprentice cohorts. This allows them to choose a spokesperson for quick, informal catch-ups with lecturers without requiring them to attend lengthy campus-wide committees.
- **The "Silent" Cohort:** The standard representative system relies heavily on student confidence. Shyer students often do not approach their SVRs, meaning their viewpoints can be omitted from official meetings.
 - *Proposed Action:* Develop structured toolkits to help SVRs proactively and anonymously poll their peers rather than waiting for complaints.
- **Survey Fatigue and Timing:** End-of-module surveys typically open as assessments conclude. Response rates are frequently low because students have mentally "checked out" for the semester.
 - *Proposed Action:* Encourage wider use of informal, online mid-semester surveys to catch actionable data early.

5. Conclusion

The feedback collected shows that student opinions are a valuable tool for changing courses, improving assessments, and fixing campus facilities. When staff look beyond standard statistics, real and positive changes happen.

However, a single approach to collecting feedback does not work for everyone. Standard surveys and formal committees work well for Higher Education students, but younger Further Education school-leavers and apprentices respond much better to informal, in-class chats.

Moving forward, the college should support these flexible feedback methods, encourage quick checks halfway through the semester, and always show students the concrete changes made because of their views.