Appendix A:

Ways to Engage: Student Voice activities framework

This framework provides an overview of Student Voice activities currently in place at Waipapa Taumata Rau and the resources that are required to support these activities

Dimension	Expression		Consultation					Participation	Partnership			Advocacy	Leadership
Contribution	"Comment"		"Consult"						"Collaborate"			"Co-create"	
Definition	Students volunteering opinions, celebrating, complaining, praising, objecting		Students being asked for their opinion, providing feedback, serving on a focus group, completing a survey					Students involved activities in which decisions are made, frequent inclusion when issues are framed, and actions planned	Students have a formalised role in decision making, standard operations require (not just invite) student involvement, staff trained in how to work collaboratively with students			Student identifying problems, generating solutions, creating co-curricular experiences, organising responses, agitating and/or educating for change both in and outside University context	Planning, making decisions and accepting significant responsibility for outcomes, guiding group processes, conducting activities
Examples	Social media comments (e.g. Instagram, Facebook)	Complaints (e.g. academic complaints process)	Informal feedback opportunities (e.g. informal discussions on proposed programme changes, user-testing for new technology)	Programme evaluation (e.g. SET - Summative Evaluation Tool)	Surveys (e.g. Learning and Teaching Survey, New Student Survey)	Student elections (e.g. AUSA Elections, Student Rep for Council elections) – *this category refers to the voting student not the candidate/ elected student*	Focus Groups (e.g. SSFR1&2 focus groups facilitated by PWC)	Peer advocacy (e.g. Class Representative System)	Project Groups (e.g. Curriculum Framework Transformation Project, Student Voice working group)	Reference Groups/ Advisory Groups (e.g. Youth Advisory Group, Sexual violence prevention advisory group, Residential Advisory Committee)	University Committees (e.g. Student Consultative Group, Board of Graduate Studies)	Student groups and associations creating co-curricular experiences for student cohorts (e.g. E-sports arena idea driven by E-Sports club)	Student-led association committees (e.g. Student Council)
Description	The University has several social media platforms through which students can share their opinions. This is an organic channel, often with limited moderation.	The University has several defined processes in place to capture complaints relating to academic disputes and concerns, behavioural issues and University service performance.	Informal feedback opportunities are often used to capture initial observations prior to more formal consultation. As primary users/recipients students are well placed to provide useful insights on planned changes.	SET is the University's system for student course and teaching evaluation. It is designed to facilitate student feedback on learning and teaching, teachers and academic managers.	Surveys are a useful tool to collect large amounts of data on a particular topic. The University runs a small number of large scale formal surveys across the year.	Elections are held to democratically elect Student Representatives into positions of influence, including student representative on council and AUSA Executive positions. All enrolled students are able to vote in student elections	Focus groups are an effective process from which to gather in depth information about a particular topic. Well structured and well-facilitated sessions enable extensive information to be gathered through probing questions.	The Class Representative System is organised and delivered by AUSA. Within each department there are Class Representatives or Year Representatives who are elected by their class to advocate for fellow students and seek solutions to issues faced within their	Working groups are typically a small group of 'experts' brought together to address a specific issue or planned outcome. Such groups are usually active for a defined period of time or until the outcome has been delivered.	Reference and advisory groups are made up of individuals whose background, interests, or values are aligned with the topic for which the group has been assembled to address. Members of such groups are invited to provide insights and ideas from their own	Forums for staff and students to share information and perspectives on strategic issues affecting the student experience at the University. Elected representatives from Student Associations, along with senior University staff make up the membership of University	The University has an active Student Groups community with over 250 organisations in operation. Students contribute significantly through their roles as club executives to create on-campus events and other co-curricular experiences which add to the vibrancy of	Student Council is organised and chaired by student association representatives. Issues or projects are identified by the group and escalated through University committees to be discussed and a plan of action developed where appropriate. University staff are invited to feed into Student Council agendas and

							departments.		personal experiences.	committees	campus and create a sense of belonging for their members.	contribute to discussions.	
Policy(ies) *Governance and expectations (Examples provided)*	Required Social Media Policy and Guidelines	Required Academic disputes and complaints	Not required	Required Enhancement and Evaluation Policy and Procedures	Required Student Survey Policy and procedures	Required Elections procedures & AUSA constitution	Not required	Required Class representation policy	Required Curriculum Framework Transformation Terms of Reference	Required Terms of Reference	Required – Student Consultative Group Terms of Reference	Required – Club constitution	Required – Terms of reference
Guidelines and processes to support staff and students *(Examples provided)*	Required Social Media Community Guidelines	Required Support for students making complaints	Not required	Required - Enhancement and Evaluation Policy and Procedures	Required - Student Survey Policy and procedures	Required – Council Appointments Procedures & AUSA constitution	Required – *to be developed*	Required – Class representation guidelines	Required – *to be developed*	Required – *to be developed*	Required - Committee responsibilities and processes	Required – Club Handbook	Required - *to be developed*
Named point of supervision required	Not required	Not required	Not required	Not required	Not required	Not required	Required – convenor *key responsibilities to be developed*	Required – programme lead *key responsibilities to be developed*	Required – line manager *key responsibilities to be developed*	Required – line manager *key responsibilities to be developed*	Required – line manager *key responsibilities to be developed*	Required – facilitator (Uni) *key responsibilities to be developed* Executive (Club)	Required – facilitator (Uni) key responsibilities to be developed Executive (Association)
Setting expectations and limitations	Not required	Required - Procedures	Not required	Required – Activity summary *template to be developed*	Required – Activity summary *template to be developed*	Required – Activity summary *template to be developed*	Required - Activity briefing t*emplate to be developed*	Required – Roles and responsibilities	Required - Position description *template to be developed*	Required - Position description *template to be developed*	Required - Position description *template to be developed*	Required - Handbook	
Training and enabling resources	Not required	Guidelines required	Not required	Guidelines required	Not required	*Not required for those students participating in voting process*	Required - Activity briefing template to be developed	Required - Induction/ training *resources to be developed*	Required - Induction/ training *resources to be developed*	Required - Induction/ training *resources to be developed*	Required - Induction/ training *resources to be developed*	Required (as part of renewal process) - Induction, training and guidelines	Required - Induction/ training
Recognition and contribution	Not required	Not required	Token of appreciation (e.g. retail vouchers)	Incentivisation	Incentivisation	Not required	Token of appreciation (e.g. retail vouchers)	Compensation - various	Remuneration – casual contract	Remuneration - casual contract	Remuneration - – casual contract	Compensation - various	Compensation - various
Feedback expectation	Not required	Required – outcome of the complaint should be communicated to the student	Required – outcome of the feedback and progress of the changes should be informally communicated directly to the	Required – summaries of the results should be made available to students through accessible channels (canvas, website)	Required – summaries of the result should be made available to students through accessible channels (canvas, website)	Required – results of elections should be made available to students through accessible channels (website, social media)	Required – outcome of the focus group to be communicated directly with the participating students (this should be done	Required – outcomes of feedback received through the class rep system should be provided through Staff-Student	Required – meeting notes to be made and circulated to the group. Updates of projects to be provided through	Required – meeting notes to be made and circulated to the group. Updates to be provided to the group at key stages	Required – meeting notes to be made and circulated to the group. Updates of projects to be provided to the group at key	Required – regular updates to be provided through the Student Groups Network comms channels or directly to the	Required – meeting notes to be made and circulated to the group. Updates to be provided to the group at key stages throughout

			student				immediately after activity but also at the completion of the project)	Consultative Committees. Feedback should also be provided more widely through accessible channels (Canvas, Faculty newsletters, E-mails)	relevant University committees. Key milestones to be communicated to wider student body through accessible channels (e-mails, website, social media)	throughout the project.	stages throughout the project.	Executive of the club(s) involved.	projects.