



Student Voices
in Higher Education

CONFERENCE PROGRAMME

Amplifying Student Voices in Higher Education

The Power of Student Feedback and AI



 **explorance**

About Explorance

[Explorance](#) empowers higher education institutions with next-generation feedback analytics to accelerate the insight-to-action cycle. As a collaborative partner, Explorance aligns with institutions that embrace a feedback culture, where open and courageous conversations are encouraged to drive purpose, impact and growth.

In an AI-driven world where feedback is a critical tool that can lead to improved decision-making, Explorance stands by the philosophy of “Feedback for the brave”. Committed to amplifying the voices of students, staff, and faculty, Explorance tailors its solutions for institutions to advance vital initiatives through student and employee feedback: Teaching Effectiveness, Learning Excellence, Student Experience and Staff Engagement.

To learn more, please visit [Explorance.com](https://explorance.com) and connect with us on [LinkedIn](#), [Facebook](#) and [X](#).

We are excited to host the Student Voices in Higher Education conference, now in its second year, which provides a unique space for academic, professional and administrative teams to share best practice, insights and lessons learned from student voice initiatives, and ensure we all take active responsibility to gather and truly listen to student voices.

This conference brings together contributors and delegates with responsibility for strategic planning, teaching and learning, student experience, satisfaction and voice, quality assurance and enhancement, as well as course and module evaluation.



Agenda

Tuesday, 16 April | Day 1

Time	Session	Where
10:00-10:30	Registration & Morning Refreshments	Snow Room
10:30-10:45	Conference Welcome Samer Jaffar, General Manager - EMEA, Explorance	Paget Room
10:45-11:15	Keynote Address: Assurance and enhancement: effective student engagement, and why student voices matter Eve Alcock, Director of Public Affairs, QAA	Paget Room
11:15-12:00	Student Voice Discussion: Challenges and Opportunities John Atherton, VP Sales - EMEA, Explorance	Paget Room
12:00-13:00	Networking lunch	Snow Room
13:00-13:45	Enhancing the student voice at the University of Buckingham Professor Harriet Dunbar-Morris, Pro Vice-Chancellor (Academic) and Provost, University of Buckingham Toluwani Osamolu, Vice President – Student Voice, University of Buckingham Students' Union	Paget Room
13:00-13:45	Integrating module evaluation at Kingston University Rebecca Hampstead, Student Voice Manager Dr Gavin Roffe, Planning Manager (Institutional Performance & APP Metrics Lead) Kingston University	Courtyard Suite
13:45-14:05	Networking break	Snow Room

Agenda

Tuesday, 16 April | Day 1

Time	Session	Where
14:05-15:05	<p>Leaders' Panel: How can we ensure that student voices inform and impact institutional strategic priorities for enhancing teaching effectiveness and student experience? Chair: Phil Smith, Independent HE Consultant and Writer Professor Cassie Wilson, Pro-Vice-Chancellor (Student Experience), University of Bath Professor Harriet Dunbar-Morris, Pro Vice-Chancellor (Academic) and Provost, University of Buckingham Professor Brian Green, Deputy Associate Principal (Academic Quality and Student Experience), University of Strathclyde</p>	Paget Room
15:05-15:50	<p>Effective student feedback from a student perspective: issues, challenges, instruments, and opportunities Fiona Mcneill, Reader Nikola Popovic, Senior Lecturer Daisy Bao, PhD Student University of Edinburgh</p>	Paget Room
15:05-15:50	<p>What we learned from piloting a 'one-stop shop' approach to Student Voice Dr Richard Telling, Principal Lecturer (Student Experience Lead) Amber Raynes, Student Researcher Chathuri Nirukshika, Student Researcher Sheffield Hallam University</p>	Courtyard Suite
15:50-16:15	<p>Networking break</p>	Snow Room
16:15-17:00	<p>Next generation of feedback analytics Chris Slack, Solutions Engineer, Explorance</p>	Paget Room
17:00-17:15	<p>Day 1 closing remarks John Atherton, VP Sales – EMEA, Explorance</p>	Paget Room
19:00	<p>Social event Faulty Towers – The Dining Experience - Interactive Theatre</p>	President Hotel, Russel Sq.

Agenda

Wednesday, 17 April | Day 2

Time	Session	Where
09:00-09:30	Registration & Morning Refreshments	Snow Room
09:30-10:00	Keynote Address: Enhancing T&L for student and institutional success: how AI can create unprecedented drivers for change Dr Charles Knight, Assistant Director, Knowledge & Innovation, AdvanceHE	Paget Room
10:00-10:45	Student Representatives Panel: How can student voice lead to more powerful solutions that address learning excellence, teaching effectiveness and student experience? Chair: Phil Smith, Independent HE Consultant and Writer Lulu Chen, Education Officer, Newcastle University Students' Union Georgia Stephenson, Student Voice Coordinator, University of York Students' Union Simeon Anyalemechi, President, University of Salford Students Union	Paget Room
10:45-11:45	Structured networking break	Paget Room
11:45-12:30	Big data and learning analytics to support the student experience Dr Camille Kandiko Howson, Associate Professor of Education, Imperial College London	Paget Room
11:45-12:30	An integrated approach to reflecting and acting on student voice; Strathclyde's Learning and Teaching Improvement Framework Professor Brian Green, Deputy Associate Principal (Academic Quality and Student Experience), University of Strathclyde	Courtyard Suite
12:30-13:30	Networking lunch	Snow Room

Agenda

Wednesday, 17 April | Day 2

Time	Session	Where
13:30-14:15	Explorance MLY: Leveraging AI to amplify student voice Chris Slack, Solutions Engineer, Explorance	Paget Room
14:15-15:15	AI Panel: Unlocking the power of open-ended student feedback for better decision making Chair: Phil Smith, Independent HE Consultant and Writer Dr Charles Knight, Assistant Director, Knowledge & Innovation, AdvanceHE Michael Webb, Director of Technology and Analytics, JISC Matthew Abley, Institutional Research Analyst, University of Westminster Dr Elena Zaitseva, Head of Student Voice and Evaluation, Liverpool John Moores University	Paget Room
15:15-15:35	Networking break	Snow Room
15:35-16:20	Using alternative implementations of surveys to support student voice Carolyn Moir, Head of Student Evaluation and Enhancement, University of Worcester	Paget Room
15:35-16:20	Revolutionising student engagement through personalised feedback ecosystems Nyasha Mutembwa, DUSA President, Dundee University Students' Association	Courtyard Suite
16:20-16:35	Conference Close: summary, key takeaways, Explorance World Anastasia Tsimiklis, Chief Marketing Officer, Explorance	Paget Room

Descriptions: Keynote Speeches

Title:	Assurance and enhancement: effective student engagement, and why student voices matter
Keynote Speaker:	Eve Alcock, Director of Public Affairs, QAA & Morning Refreshments

This keynote will provide an update on QAA strategy 2023-27, particularly around Assurance and Enhancement. Within this, Eve will share her perspectives on effective student engagement, core practices around engaging students in the quality assurance and enhancement of their educational experience, and guiding principles on capturing student feedback through survey and course evaluations (including reporting outcomes back). She will also explore input to academic standards and institutional enhancement, as well as providing reflections on her time at the University of Bath Students' Union.



Eve Alcock
Director of Public Affairs, QAA

As Director of Public Affairs at the Quality Assurance Agency (QAA), the UK higher education sector's independent expert quality body, Eve leads the organisation's policy, stakeholder relationships and communications work. She has previously chaired QAA's Student Strategic Advisory Committee as an independent board member. Her background in the higher education sector comes from two years as President of the University of Bath Students' Union where she was also a governor of the University and Chair of the SU's Board of Trustees. She is also a Fellow on Aspen UK's Rising Leader fellowship programme.

Title:	Enhancing T&L for student and institutional success: how AI can create unprecedented drivers for change
Keynote Speaker:	Dr Charles Knight, Assistant Director, Knowledge & Innovation, AdvanceHE

This keynote will provide an update on AdvanceHE's strategy, particularly around its commitment to enhance teaching and learning for student and institutional success. Within this, Charles will provide perspectives on the growth of AI and information revolution and how these create drivers for change, and how AdvanceHE is supporting individuals and institutions to develop digitally-enabled student learning experiences. He will explore why student voices and student feedback matter, including through surveys and programme evaluations, and promoting inclusive student success strategies that enhance the student experience and outcomes.



Dr Charles Knight
Assistant Director, Knowledge & Innovation, AdvanceHE

As Assistant Director of Knowledge & Innovation at Advance HE, a member-led charity of and for the sector that works with partners across the globe to improve higher education for staff, students and society, Charles leads a team of consultants to deliver thought leadership content, reports, events and consultancy services to various global university partners. Charles is an academic leader with a proven track record in delivery in the areas of learning and teaching. Prior to joining AdvanceHE, he was Associate Dean (Student Experience) at Salford Business School where he worked with colleagues to introduce a series of innovative practices including short technical qualifications, block teaching and an increased emphasis on the use of simulations and experimental learning. He was previously Associate Director (Learning & Teaching, Student Experience) at Edge Hill University.

Descriptions: Forum Discussions & Sessions

Title:	Student Voice Discussion: Challenges and Opportunities
Presenter:	John Atherton, VP Sales-EMEA, Explorance

This session will provide the chance to engage in productive discussion with peers on topical challenges and opportunities relating to student voice issues across the HE sector. We will gather responses from delegates and share examples with the group. The objective is to encourage networking and the sharing of best practices to help each other learn and develop ideas for improvement.



John Atherton
VP Sales, EMEA

John is the VP Sales for EMEA at Explorance. He graduated from Sheffield Hallam University in 2007 with a Business Studies degree and has since worked in the higher education sector, supporting universities with student voice strategies and technologies. In that time, he has worked directly with over half the institutions in the UK and many more across Europe and Africa. John joined Explorance in 2015 to lead the growth and operations for the European region and continues to manage several university partnerships.

Title:	Enhancing the student voice at the University of Buckingham
Presenters:	Professor Harriet Dunbar-Morris, Pro Vice-Chancellor (Academic) and Provost, University of Buckingham Toluwani Osamolu, Vice President – Student Voice, University of Buckingham Students' Union

At the University of Buckingham we have introduced a new role of Vice President of Student Voice. The Vice President of Student Voice is working with the SU and the University to develop new approaches to capturing the student voice and feeding it into university and decision-making bodies. The new Pro Vice-Chancellor (Academic) and Provost, who brings experience of championing the student voice from her previous institutions, is working with the Vice-President Student Voice to draw on new ways and means to gather student feedback. This includes investigating the use of university survey mechanisms, AI, and other approaches in a university which is known for being a small, independent and disruptor institution. We will present our plans and our lessons learnt.



Prof. Harriet Dunbar-Morris PFHEA, NTF
Pro Vice-Chancellor (Academic) and Provost, Professor of Higher Education, University of Buckingham

As Pro Vice-Chancellor (Academic) and Provost at the University of Buckingham, Harriet is responsible for providing leadership for the academic and research strategies of the university. She is a leading expert in innovative and effective support for Learning, Teaching and Student Experience. To ‘make a significant difference to students’ experience of higher education’, she provides the environment for positive institutional change, and works with academic and professional services staff and the student body in an evidence-based, inclusive and egalitarian way.

After completing her Higher Education in France, culminating in a PhD from the University of Toulouse, and following a postdoc in Psycholinguistics, Harriet returned to the UK and undertook research in Higher Education at the University of Oxford. Post-Oxford, Harriet held positions at UCAS, the 1994 Group, and the universities of Bath, Bradford and Portsmouth.

See www.harrietdm.com for more detail.

Harriet tweets as [@HE_Harriet](https://twitter.com/HE_Harriet).



Toluwani Osamolu
Vice President, Student Voice, University of Buckingham

As Vice President- Student Voice, Toluwani advocates for deliberate and authentic inclusion of student opinions and perspectives in the decision-making process. He oversees academic representation and pushes the University to maintain high teaching standards. He was elected into the University of Buckingham Students’ Union as the first ever VP Student Voice in November 2022, and was re-elected in November 2023.

Toluwani holds a BSc in Mass Communication from the University of Ilorin, Nigeria, where he first became involved with organised student movements. He joined the University of Buckingham in January 2020 where he completed his LLB and LLM respectively.

Title:	Integrating module evaluation at Kingston University
Presenters:	Rebecca Hampstead, Student Voice Manager, Kingston University Dr Gavin Roffe, Planning Manager (Institutional Performance & APP Metrics Lead), Kingston University

This session will look at Kingston University's integrated approach to Module Evaluation Questionnaires (MEQs). MEQs are an important means of collecting data and student feedback on modules and the student experience. But how best to use this data? At Kingston we take an integrated approach to systems, data and metrics. We will look at how the University has integrated the Explorance Blue software with our data warehouse, student records system and Canvas; how we have integrated MEQs into the Annual Monitoring and Enhancement process; and how we have integrated MEQs into the wider institutional conversation around metrics, both internal and external. Our approach has improved access to and understanding of our MEQ data, and how we have been able to improve the student experience as a result.



Rebecca Hampstead
Student Voice Manager, Kingston University

Rebecca Hampstead is Kingston's Interim Student Voice Manager and leads on a range of student voice activities; including module evaluation, the National Student Survey and working with academics to promote the importance of student feedback. She is responsible for all survey communications with staff and students, a trained Blue administrator and uses survey outputs to monitor and improve response rates and student satisfaction with their modules and course. Rebecca and her team analyse the student survey data and provides reports to inform actions.



Dr Gavin Roffe
**Planning Manager (Institutional Performance & APP Metrics Lead),
Kingston University**

Dr Gavin Roffe works as a Planning Manager within Kingston's Institutional Performance team and is the institutional lead for data covering Kingston's Access and Participation Plan and OfS metrics. He co-leads on the development of Kingston's suite of Tableau dashboards to support institutional decision-making, particularly metrics related to student performance and satisfaction.

Title:	Leaders' Panel: How can we ensure that student voices inform and impact institutional strategic priorities for enhancing teaching effectiveness and student experience?
Panelists:	Chair: Phil Smith, Independent HE Consultant and Writer Professor Cassie Wilson, Pro-Vice-Chancellor (Student Experience), University of Bath Professor Harriet Dunbar-Morris, Pro Vice-Chancellor (Academic) and Provost, University of Buckingham Professor Brian Green, Deputy Associate Principal (Academic Quality and Student Experience), University of Strathclyde

Are universities taking a robust and strategic approach to course/module evaluation and other student voice surveys? Does this approach explicitly support wider initiatives around student satisfaction, student engagement and the student experience? Is this creating a culture of continuous improvement across their institutions? This panel discussion will explore the views of senior leaders who are tasked with devising strategies around student voice. It will consider differentiated approaches to capturing, and responding to, student feedback, specific challenges and how these are being addressed, and seek to identify best practice on student voice policy and practice. It will make a case for consistency of approach to feedback and evaluation within institutions and across the higher education sector.



Prof. Cassie Wilson
Pro-Vice-Chancellor (Student Experience), University of Bath

Professor Cassie Wilson is the Pro-Vice Chancellor for Student Experience and in this role has strategic oversight of the student experience including support and wellbeing, engagement, and employability for students across all levels of study. Cassie took up her role in 2021 and is responsible for leading on the University's Student Experience Strategy working in close collaboration with the faculties, School and colleagues across our university community. Prior to taking on the role of Pro-Vice Chancellor for Student Experience, Cassie held various leadership roles including Vice-President (Student Experience), Associate Dean (Learning and Teaching) in the Faculty of Humanities and Social Sciences, and Director of Teaching in the Department for Health. Cassie is a Senior Fellow of the Higher Education Academy. Cassie gained her BSc and PhD degrees from Loughborough University (in 1999 and 2003) and was then appointed as lecturer and then Senior lecturer at Cardiff Metropolitan University. She joined the University of Bath in 2008 and became a Professor of Sport and Exercise Biomechanics in 2021.



Prof. Harriet Dunbar-Morris PFHEA, NTF
Pro Vice-Chancellor (Academic) and Provost, Professor of Higher Education, University of Buckingham

As Pro Vice-Chancellor (Academic) and Provost at the University of Buckingham, Harriet is responsible for providing leadership for the academic and research strategies of the university. She is a leading expert in innovative and effective support for Learning, Teaching and Student Experience. To 'make a significant difference to students' experience of higher education', she provides the environment for positive institutional change, and works with academic and professional services staff and the student body in an evidence-based, inclusive and egalitarian way. After completing her Higher Education in France, culminating in a PhD from the University of Toulouse, and following a postdoc in Psycholinguistics, Harriet returned to the UK and undertook research in Higher Education at the University of Oxford. Post-Oxford, Harriet held positions at UCAS, the 1994 Group, and the universities of Bath, Bradford and Portsmouth.

See www.harrietdm.com for more detail.
 Harriet tweets as @HE_Harriet.



Prof. Brian Green

**Deputy Associate Principal (Academic Quality and Student Experience),
University of Strathclyde**

Quality assurance and enhancement are central to Brian's role. Brian Convenes Strathclyde's Quality Assurance Committee and has a central, strategic role within University Senate, Education Strategy, Learning Enhancement and Student Experience. Externally, Brian has been an Academic Reviewer for QAA Scotland for the Enhancement Led Institutional Review and Quality Enhancement and Standards Review. He is a member of SFC and QAAS's advisory groups for Scotland's Tertiary Quality Enhancement Framework, Universities Scotland Learning and Teaching Committee, and the Quality Council for UK Higher Education.

Student voice features strongly in Brian's portfolio; he Convenes Strathclyde's Surveys and Metrics Working Group overseeing reporting, reflection and actions in response to internal and external surveys, learning analytics and module evaluation.

Title:	Effective student feedback from a student perspective: issues, challenges, instruments, and opportunities
Presenters:	Fiona Mcneill, Reader, University of Edinburgh Nikola Popovic, Senior Lecturer, University of Edinburgh Daisy Bao, PhD Student, University of Edinburgh

The provision of feedback to the institution has become a normal part of university life for students worldwide. Yet students often seem hesitant to feedback, as evidenced by poor engagement with feedback processes. This disengagement poses challenges for improving the student experience, building sustainable learning communities, and developing more humane institutions overall. We will present results of our recent Principal's Teaching Award Scheme-funded project, aimed at engaging stakeholders to share their own perceptions of feedback and co-create mechanisms for amplifying the student voice and closing the feedback loop. An integral part of the project, led by student interns, was the sampling of student perception through focus groups with students drawn from Schools across all three Colleges in the University. We will display and interpret findings from our focus group data which has been interwoven with insights gathered from interviews with key staff in the University.



Fiona Mcneill
Reader, University of Edinburgh

Fiona McNeill is a Reader of Computing Education and Director of Students in the School of Informatics at the University of Edinburgh. She received the EUSA Teacher of the Year Award (College of Science and Engineering) in 2022 and the Principal's Medal for Outstanding Contribution for her work supporting students in 2021. She is an FRSE and a PFHEA, both based on her contribution to access to CS and STEM education for typically excluded students. She has broad experience of student-staff partnership projects and student-focussed research.



Dr Nikola Popovic
Senior Lecturer, University of Edinburgh

Nikola Popovic is a Senior Lecturer in Applied and Computational Mathematics in the School of Mathematics at the University of Edinburgh. He was PI on the recent Principal's Teaching Award Scheme-funded project "Amplifying the student voice: co-creation of resources to facilitate student feedback on learning and teaching across the University" and Director of Quality in the School of Mathematics. He has a keen interest in course design and innovative teaching and learning techniques. He has received multiple Teaching Award nominations.



Daisy Bao
PhD Student, University of Edinburgh

Daisy Bao is a senior PhD student in higher education, with research in student learning experience, student engagement, power and authenticity in HE, and digitalisation in HE. She has explored teaching-related topics, such as effective student feedback, curriculum co-creation, and student-staff relationships, and has taught in the University. In addition to her experience in teaching and learning, she has expertise in research design, mix-method, and qualitative and quantitative analysis, based on her experience as a student lead in several research projects.

Title:	What we learned from piloting a 'one-stop shop' approach to student voice
Presenters:	Dr Richard Telling, Principal Lecturer (Student Experience Lead), Sheffield Hallam University Amber Raynes, Student Researcher, Sheffield Hallam University Chathuri Nirukshika, Student Researcher, Sheffield Hallam University

For the first time in the 2023-24 academic year, level 4 modules were taught sequentially in one department at Sheffield Hallam University. This decision was high risk but provided academic leaders with an opportunity to reimagine student voice processes. The department therefore piloted a half-day 'development session', a one-stop shop approach to all things student voice-related, midway through the semester. This presentation focuses on what the department learned from staging this intervention.

Focus groups were conducted among level 4 students to learn whether they perceived the intervention to be a useful one in raising, and responding to, their course-related concerns. To allow comparison, focus groups were also conducted among level 6 students for whom student voice mechanisms were administered business as usual. The intervention was delivered in February 2024 and we plan to share the outcomes, which we anticipate to be both positive and significant.



Dr Richard Telling
Principal Lecturer (Student Experience Lead), Sheffield Hallam University

Dr Richard Telling joined Sheffield Hallam University in 2013. He is a Principal Lecturer in Tourism and Hospitality Management and teaches business and management strategy, small business and entrepreneurship, and is the module leader for the management consultancy module which offers all final year students a real-world consultancy experience. Richard's research interests focus on adolescent work in a family business context, and he has published articles in the Journal of Family Business Management and Hospitality and Society. Richard's current leadership role focuses on Student Experience within the Department of Service Sector Management.



Amber Raynes
Student Researcher, Sheffield Hallam University

I am a MSc Developmental Psychology student, undertaking my second year in the role of a student researcher at Sheffield Hallam University. My psychological background has allowed me to demonstrate key skills within research such as conversation analysis, statistical analysis, thematic analysis and various ways of collecting both qualitative and quantitative data within several departments in the university. My research interests are Autism and Neurodiversity, Student Experience and I strive to emphasise the importance of participatory research projects. Currently, I am pursuing multiple avenues of research, and I am and have been excited to explore the area of Student Voice with my colleagues.



Chathuri Nirukshika
Student Researcher, Sheffield Hallam University

Chathuri Nirukshika, currently pursuing an MSc in Logistics and Supply Chain Management, serves as a Student Researcher and Student Ambassador at Sheffield Hallam University. Her academic journey has honed a diverse skill set in conversation analysis, statistical methodologies, and qualitative and quantitative data collection.

Engaged in research projects, she focuses on amplifying student voices, improving multilingual student experiences, and exploring sustainable procurement practices. Passionate about participatory research, Chathuri strives to empower stakeholders. Actively involved in multiple research avenues, including Student Voice exploration, she is dedicated to fostering positive change within the university community through rigorous methodologies and innovative solutions.

Title:	Next generation of feedback analytics
Presenter:	Chris Slack, Solutions Engineer, Explorance

In today's rapidly evolving educational landscape, empowering students and amplifying their voices is paramount for creating an inclusive and effective learning environment. With Next-Generation Feedback Analytics, Explorance empowers institutions to continuously collect and measure student feedback across the academic lifecycle. Technology is the backbone to unlocking the power of feedback and providing a holistic view of the student experience to develop data-driven strategies for student success.

Join this session to learn how:

- Explorance Blue can be the foundation of your feedback culture.
- Institutions unlock the student voice and drive engagement with a continuous listening strategy.



Chris Slack
Solution Engineer, EMEA

Chris is a Solutions Engineer that covers the EMEA region. Having recently joined Explorance from the University of Leeds, he supports institutions in the region to understand the range of solutions through product demonstrations. He has worked in the higher education sector since graduating from the University of Huddersfield in 2012 and holds a Senior Fellowship award from Advance HE, for work within the teaching and learning area.

Title:	Student Representatives Panel: How can student voices lead to more powerful solutions that support academic excellence and improve student experience?
Panelists:	Chair: Phil Smith, Independent HE Consultant and Writer Georgia Stephenson, Student Voice Coordinator, University of York Students' Union Lulu Chen, Education Officer, Newcastle University Students' Union Simeon Anyalemechi, President, University of Salford Students Union

Why is it important that universities invest time and effort in capturing student voice? How can they ensure that all student voices are heard? Do students understand how their feedback is being used, and does it make a difference? This panel discussion will gauge student leaders' own experience of course/module evaluation and other student voice surveys, how universities approach capturing student feedback, and what institutions could do differently going forward. It will also explore their expectations of universities in terms of responding to the student voice, how module evaluation feedback is being used to support quality assurance and quality enhancement processes, and the extent to which universities and student union teams are working in partnership on this agenda.



Lulu Chen
Education Officer, Newcastle University Students' Union

My name is Lulu, and I am the Education Officer at Newcastle University Students' Union (NUSU). I am from China, and I studied a Master's in Media and Journalism at Newcastle University.

In my role, I sit on the University's Council and Senate where I represent the student voice on key decisions. I also chair the Student Union Cost of Living Group, which was recently jointly nominated along with the University Cost of Living Group for the Educate North Awards for Student Experience. My other passions include fostering better inclusivity of international students on campus and improving assessment and feedback."



Georgia Stephenson

Student Voice Coordinator, University of York Students' Union

I've been working in the wonderful sector of higher education at the University of York Students' Union, specifically Student Voice and Representation, for three years now. My journey in SUs started some years prior - when I was an undergraduate I did a research project for my SU. I knew after this that higher education was a sector I wanted to not just work in, but make a difference in.

I started in YUSU as the Student Engagement Coordinator - a role involving supporting our amazing team of Academic Representatives. Whilst I have stayed very much within Student Voice, my role has evolved over the years. Last year we ran a brand-new academic representation project in several departments and I was responsible for supporting the departments and students involved. This led to an opportunity to speak about this pilot project at the Membership Services Conference.

This year my role has focused on data collection to gather insight on what our students are talking to us about and what their priorities / concerns are. This is an area of work I find incredibly rewarding and enjoyable, and it is what I want to keep working on for the foreseeable future.



Simeon Anyalemechi

President, University of Salford Students Union

As the President and Chair of the Board of Trustees at University of Salford Students' Union (Salford SU), Simeon lead the strategic direction and governance of the organisation, representing the interests and voices of over 25,000 students. He also serve on the boards of Salford SU and the University of Salford, overseeing the financial, legal and ethical aspects of both entities. With a Master's degree in Operations Management and a Bachelor's degree in Educational Management/Economics, Simeon has strong background in managing complex and diverse operations, customer relationships and supply chains. He has also acquired multiple certifications in Linux, Microsoft Azure, and Diversity, Inclusion and Belonging, demonstrating his commitment to continuous learning and innovation. Simeon's mission is to empower students to achieve their academic, personal and professional goals, and to enhance the quality and impact of education and research at Salford. He is passionate about creating a culture of excellence, inclusivity and social responsibility that reflects the values and vision of Salford SU and the University.

Title:	Big data and learning analytics to support the student experience
Presenter:	Dr Camille Kandiko Howson, Associate Professor of Education, Imperial College London

Artificial Intelligence (AI) and analytics are all the talk in higher education—causing the sector to rethink assessment and fret about plagiarism. But AI and learning analytics also offer the potential to address key questions about students’ experiences—without having to survey them. This session will explore how data can unlock insights into how students are engaging on campus and on digital platforms, identify patterns of under—or over—engagement, and how sentiment analysis can be used to support student mental health and well-being.



Dr Camille Kandiko Howson
Associate Professor of Education, Imperial College London

Dr Camille Kandiko Howson is Associate Professor of Education in the Centre for Higher Education Research and Scholarship (CHERS) at Imperial College London. She is an international expert in higher education research with a focus on student engagement; student outcomes and learning gain; and quality, performance and accountability. Camille’s current research focuses on international and comparative higher education and using learning analytics to support the student experience. She is passionate about making higher education more equitable and fair, supporting women and those underrepresented to access, succeed and work in academia. She is a Principal Fellow of the Higher Education Academy.

Title:	An integrated approach to reflecting and acting on student voice; Strathclyde's Learning and Teaching Improvement Framework
Presenter:	Professor Brian Green, Deputy Associate Principal (Academic Quality and Student Experience)

QAA reviews in 2019 and 2023 commended the University for its data-led and data-informed approach and processes for utilising student survey and feedback information to drive strategy and policy development and to enhance the student learning and teaching experience at institutional and disciplinary levels. Core to this activity is the Learning and Teaching Improvement Framework (LTIF).

We'll show how the LTIF facilitates planning, student partnership, actions and activities through University, Faculty and Departmental learning and teaching events, which encourage the sharing of reflective practice that drives continuous improvement and evaluation of learning and teaching outcomes.

The presentation will describe the LTIF's evolution and highlight how a range of survey mechanisms including student module evaluation are integrated into the framework to enhance the Strathclyde student and staff experience.

Co-Authors

Helyn Gould; Deputy Associate Principal (Education, Systems and Enhancement)

Caroline Breslin; Head of Education Insight, Education Enhancement



Prof. Brian Green
Deputy Associate Principal (Academic Quality and Student Experience),
University of Strathclyde

Quality assurance and enhancement are central to Brian's role. Brian Convenes Strathclyde's Quality Assurance Committee and has a central, strategic role within University Senate, Education Strategy, Learning Enhancement and Student Experience. Externally, Brian has been an Academic Reviewer for QAA Scotland for the Enhancement Led Institutional Review and Quality Enhancement and Standards Review. He is a member of SFC and QAAS's advisory groups for Scotland's Tertiary Quality Enhancement Framework, Universities Scotland Learning and Teaching Committee, and the Quality Council for UK Higher Education.

Title:	Explorance MLY: Leveraging AI to amplify student voice
Presenter:	Chris Slack, Solutions Engineer, Explorance

In this session, learn how Explorance MLY can inform student experience and retention strategies by completing the student feedback picture – distilling valuable insights into student needs and expectations from open-text comments.

Explorance Solutions Engineer Chris Slack will demonstrate:

- Explorance MLY Self-service Portal
- How the solution categorizes comments into student-specific topics and sentiment analysis
- Topic Explorer

Explorance MLY is an award-winning, AI platform purpose-built to understand the student experience and amplify the student voice both inside and outside the classroom. Explorance MLY leverages machine learning to provide in-depth analysis of qualitative feedback by determining topic-specific sentiment analysis, identifying feedback patterns, and highlighting recommendations expressed on what to start, continue, or stop doing.



Chris Slack
Solution Engineer, EMEA

Chris is a Solutions Engineer that covers the EMEA region. Having recently joined Explorance from the University of Leeds, he supports institutions in the region to understand the range of solutions through product demonstrations. He has worked in the higher education sector since graduating from the University of Huddersfield in 2012 and holds a Senior Fellowship award from Advance HE, for work within the teaching and learning area.

Title:	AI Panel: Unlocking the power of open-ended student feedback for better decision making, and application to the NSS and beyond
Panelists:	Chair: Phil Smith, Independent HE Consultant and Writer Michael Webb, Director of Technology and Analytics, Jisc Dr Charles Knight, Assistant Director, Knowledge & Innovation, AdvanceHE Matthew Abley, Institutional Research Analyst, University of Westminster Dr Elena Zaitseva, Head of Student Voice and Evaluation, Liverpool John Moores University

One of the major challenges facing universities in capturing, and acting upon, student feedback is how they effectively analyse qualitative comments and open-ended feedback, and in doing so allowing institutions to act quickly. AI is transforming higher education at speed and for student voice presents a new opportunity in feedback analytics. Tools which distil data-driven actionable feedback from huge amounts of unstructured comments are emerging and being welcomed by the sector. This panel will explore AI to make a difference in teaching and learning. It will include universities' perspective on Explorance MLY, and how this is being applied to student voice surveys including module evaluation surveys, student intervention reviews and the National Student Survey (NSS).



Dr Charles Knight
Assistant Director, Knowledge & Innovation, AdvanceHE

As Assistant Director of Knowledge & Innovation at Advance HE, a member-led charity of and for the sector that works with partners across the globe to improve higher education for staff, students and society, Charles leads a team of consultants to deliver thought leadership content, reports, events and consultancy services to various global university partners. Charles is an academic leader with a proven track record in delivery in the areas of learning and teaching. Prior to joining AdvanceHE, he was Associate Dean (Student Experience) at Salford Business School where he worked with colleagues to introduce a series of innovative practices including short technical qualifications, block teaching and an increased emphasis on the use of simulations and experimental learning. He was previously Associate Director (Learning & Teaching, Student Experience) at Edge Hill University.



Michael Webb
Director of Technology and Analytics, JISC

Michael Webb leads the AI team at Jisc, which supports the responsible and effective adoption of artificial intelligence across the tertiary education sectors. As the UK's premier digital, data, and technology agency, Jisc focuses on tertiary education, research, and innovation. Michael has authored several key AI reports and guides, including 'AI in Tertiary Education' and 'The Generative AI Primer' for Jisc. The team provides advice and guidance, hosts community events, and manages various AI pilot programs. Beyond artificial intelligence, Michael has engaged in projects related to the Internet of Things, virtual reality, and learning analytics. Prior to joining Jisc, he held leadership positions in IT and learning technology services at the University of Wales, Newport, and the University of Plymouth.



Matthew Abley

University Institutional Research Analyst, University of Westminster

Matthew Abley, holding a PGCE and an MA, works as an Institutional Research Analyst at the University of Westminster. A distinguished alumnus of Royal Holloway, Birmingham City University, and Warwick University, Matthew is also a proud member of the 2016 Teach First cohort.

With a career dedicated to enhancing student outcomes across secondary and higher education, Matthew began as an English teacher before transitioning to the Third sector. There, he spearheaded the design, execution, and assessment of pilot initiatives aimed at boosting the performance of marginalised student demographics. His expertise in change management and qualitative research methodologies consistently emphasises the enrichment of the student experience.

In his current role at the University of Westminster, Matthew is a key contributor to the Business Intelligence and Institutional Research directorate. He excels in extracting actionable insights from significant national surveys, such as the NSS and PTES. His collaborative efforts with peers on primary research techniques and his strategic recommendations to the university's leadership are instrumental in fostering student engagement and academic achievement.

Matthew's recent endeavours include overseeing the deployment of AI tools to streamline the dissemination of insights and actions. His innovative approach in developing qualitative lead indicators serves to enhance and provide context to quantitative data, furthering the university's commitment to student success.



Dr Elena Zaitseva

Head of Student Voice and Evaluation, Liverpool John Moores University

Dr Elena Zaitseva is Head of Student Voice and Evaluation at Liverpool John Moores University, and Reader in Student Voice in Higher Education. She leads an institutional research team responsible for providing high-quality data and insight into students' learning experiences through the management of internal and external surveys, and evaluation of Access and Participation Plan related activities. Her research interests are in student surveys, student voice, and equity and student success.

Elena has been utilising text mining for analysis of large institutional and national data sets and informing academic practice and institutional policies since 2011. She has got a particular expertise in the application of unsupervised semantic mapping of natural language for analysis student feedback. She is the lead editor of the book *Analysing Student Feedback in Higher Education: Using Text -Mining to Interpret the Student Voice* (2021, Routledge). With contribution from Australia, Canada, China, Ireland, New Zealand, UK and USA, the book provides insights enabled by computer-aided analysis in distilling the student voice and turning large volumes of data into useful information and knowledge to inform actions.

Title:	Using alternative implementations of surveys to support student voice
Presenter:	Carolyn Moir, Head of Student Evaluation and Enhancement, University of Worcester

End-of-module evaluations are a sector standard for capturing student voice, however one size doesn't always fit all. The University of Worcester has been piloting some alternative approaches to module evaluation, including running a course rather than module-level survey, and taking a different approach to survey timing. The intention is to reduce the administrative effort required to chase response rates, and facilitate better access to surveys for large professional courses. The presentation will cover the approach taken in the pilots, together with an overview of outcomes to date and lessons learned. It will cover feedback from pilot groups and plans for further enhancements to the process.



Carolyn Moir

Head of Student Evaluation and Enhancement – University of Worcester

As the Head of Student Evaluation & Enhancement at the University of Worcester, Carolyn is responsible for managing and coordinating student surveys across the institution, supporting the annual evaluation process for courses, and providing analysis and reporting on key data. With over 20 years in project and operations management roles she has extensive experience of working to develop new processes, networks, and reporting structures across organisations. She works with colleagues across the University on a range of quality enhancement projects focused on the student experience and supporting the wider goals of the institution.

Title:	Revolutionising student engagement through personalised feedback ecosystem
Presenter:	Nyasha Mutembwa, DUSA President, Dundee University Students' Association

Embark on an exhilarating exploration into the future of education, where the convergence of compensation, AI, and student-led initiatives forms a groundbreaking hypothesis for reshaping higher learning. Join us in unravelling the transformative potential of compensation as a catalyst, igniting an era where active student participation becomes the cornerstone of institutional development. Dive into the world of AI-driven personalised feedback ecosystems, envisioning a landscape where every student's journey is meticulously guided, correcting pitfalls in real-time and creating a dynamic learning experience. Picture a campus where incoming students are not just welcomed but immersed in projects championed by their peers, collectively shaping campus expectations. This session promises to spark your imagination, leaving you inspired by the prospect of an education system where every feedback loop is not merely closed but propels us towards an exciting future of continuous improvement, innovation, and student-centric excellence.



Nyasha Mutembwa

DUSA President, Dundee University Students' Association

Nyasha, more commonly known as Ash, is a Civil Engineering graduate from the School of Science and Engineering at the University of Dundee. She has been re-elected for 2 consecutive terms in office as President of Dundee University's Student Association, due to excellent role in being the lead representative and spokespersons for DUSA and all University of Dundee students.

She is responsible for managing and supporting the DUSA executive, to achieve their manifesto goals, working closely with the Chair of DUSA's Board of Trustees and Senior Management. Her terms top 4 strategic goals are centred around the following: Building Belonging, Reconnecting Representation, Advancing Academic Equity and Innovative City-Wide Partnerships.

