

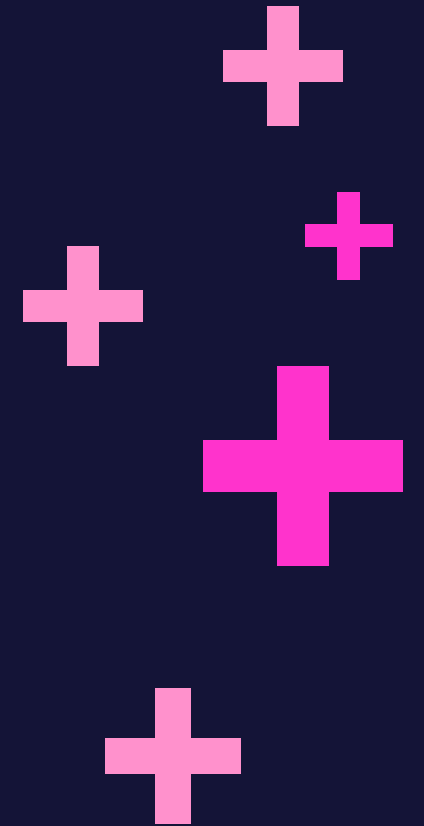
WONKHE

IN PARTNERSHIP WITH



Survey feedback for **student** success

A framework for building effective
student survey feedback systems



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WONKHE · EVASYS

The principles behind the framework

Five principles treat student surveys not as a set of forms, but as a living system that has to be designed, governed and cared for.

1

Surveys function as a system. Multiple actors execute elements of it over time – if one element fails, all the others become less effective.

2

No single optimal design

When, how and on what topics you survey should fall out of education strategy and student success objectives.

3

Oversight & governance

Some degree of institutional governance is needed to design, coordinate and enhance the system.

4

Meaningful to staff & students

It must work for both groups at the right points – only then is it widely trusted and used.

5

Pedagogically coherent

Align broad success objectives (including NSS) with the focused questions worth asking at module level.

KEY TAKEAWAY Surveys are a system – fix the connections between the steps, not just the forms.

The framework

Read down for three levels of system maturity; read across for the three groups the system must work for.

01

Institutional coordination

Distinct surveys, doing distinct jobs, understood by all.

02

Strategic alignment

Survey data connected to student success objectives.

03

System enhancement

An active conversation that keeps the system honest.

THE THREE LENSES



Governance

Who designs, coordinates and oversees the system, and keeps it aligned to strategy.



Staff engagement

Who turns survey data into pedagogical action, in partnership with students.



Student engagement

Who the system must make sense to, serve, and be trusted by.

Not a scorecard – a shared language for asking “where are we, and where do we want to be?” The three levels are cumulative, not sequential.

What “good” looks like

Read down for the three levels of maturity; read across for the three groups. Each cell describes what “good” looks like.

	GOVERNANCE	STAFF ENGAGEMENT	STUDENT ENGAGEMENT
1 Institutional coordination	We know what we’re asking students, when and why – with good practice defined for survey design, execution and follow-up.	Staff understand the institutional approach and rationale for surveying, and discuss findings with students as appropriate.	Students know why they’re asked, expect to hear what changed as a result, and are represented in survey governance.
2 Strategic alignment	We’re confident survey practice aligns with our student success and enhancement objectives – and we use evidence to demonstrate it.	Staff use survey data to systematically enhance modules, programmes and experience, evidencing how, in partnership with students.	Students grasp the link between their own efforts, experiences and environment, and can offer constructive comment to improve it.
3 System enhancement	We run a rolling programme of analysis to check the system is working as intended, making changes and refreshments where needed.	Staff reflect on how well feedback systems work in their context, feed in ideas, and pilot new approaches when needed.	Students understand why feedback is collected, and will comment on the experience of being asked – and what helps them engage.

What makes the system trusted and used

User experience – five things that make the experience a good one

01

Clarity of purpose

Knowing what this survey is for, and why now.

02

Sight of process

Seeing the path from collection to action and feedback.

03

Sense of agency

Believing feedback can genuinely change something.

04

Support to use

Having the skills to take part, or to act, well.

05

Safety & safeguards

Trusting feedback is handled fairly, for everyone.

THE VALUE OF A DEDICATED SURVEY PLATFORM

+ Real-time response

Automating data processing so insight arrives while it can still be acted on.

+ Managing fatigue

Central oversight of what is being asked, of whom, and when.

+ Beyond walls of text

Dashboards with demographic and course-level splits, not comment dumps.

+ From crunching to dialogue

Shifting staff effort towards pedagogical conversation with students.