Well the strategic communications agency takes students really on a journey from their student life into working and working in a communication consultancy. So it simulates if you like real time work for real projects in the real world and part of that bridge building into the real world we have to be really conscious of their concerns about the subject, what it's delivering, what it's not delivering, where there's any gaps, and I really want them to tell me how I can plug those gaps and give them the skills they need. If there's something not in the course, if there's something we need to do extra with that subject, what is it and we can deliver it for you. If they don't tell me I'll never know and I don't want to guess.

We really have two mechanisms. We have the broader student feedback system which we take on board which really tells us what people think and often we went to drill down a bit more and say why people think that. So we asked three additional questions in the agency, we make it compulsory for students to feedback, it's part of their assessment and that is what's the best thing about the subject, the worst thing about the subject and how can we improve the subject, what can we do to improve it. And what we've found is we've been astonished is that there's really good ideas on how we can improve it and our job therefore once we've got that is to implement it. But the most importantly, having asked is to come back to the students and say your suggestion's actually a great idea, it's good, and we are implementing it, we're going to do it because it's a good idea and it will improve the subject. If we didn't ask we'd never know.

Well the masters program is different so we like to engage them at that level but it's usually a smaller cohort of students so we just run a 15 minute focus group at the end, what was working, what isn't working, of the speakers we may have got in to talk who was better, who was worse, what would you like to know more of, did we cover everything, can we just get that feedback off them straight away and for 15 minutes you can ensure that the next time you run that you're going to be far more efficient, you're going to drive more satisfaction in the results you're going to get and the engagement with those students, so it's an absolute win-win.

I really like having open-ended questions being very qualitative with the students. Sometimes you may have missed something, you haven't quite understood, you haven't picked the cues and to give them that opportunity for them to phrase back to you with their own words how they believe your subject can be improved is really valuable and I think rather than thinking we know very often what questions we need to ask, taking that time to actually get from them what questions we should be asking them gives you a little edge and it does mean you can get ahead of the game in terms of driving their levels of satisfaction with how you're teaching.