



## Student Voice and Participation Policy

### Contents

A. Introduction .....	1
B. Scope.....	1
C. Underlying Principles .....	2
D. Mechanisms for Receiving Student Feedback.....	2
E. Consideration of Feedback.....	3
F. Confidentiality and Data Protection.....	4

### A. Introduction

1. The Arts Educational Schools (ArtsEd) is committed to supporting students to fulfil their potential. We include in this, responding to the student voice and ensuring a positive student experience, which assists students to engage fully with their studies and with the ArtsEd's community. Therefore, and in accordance with this policy, ArtsEd seeks to provide effective structures to encourage students to offer their views and to obtain student feedback; collectively, we recognise this as the student voice and a measure of their participation and engagement.
2. The policy outlines how ArtsEd gathers feedback from students about their experience and how this feedback is utilised in quality assurance and enhancement processes and student experience activities.
3. The policy should be read in conjunction with the following documents:
  - [City Senate Regulation 19: Assessment Regulations](#)
  - [Student Charter](#)

### B. Scope

4. **This Student Voice and Participation Policy applies to** current ArtsEd students throughout their period of study on a programme leading to a Higher Education award.

## C. Underlying Principles

5. Every student should have the opportunity to give their feedback on the different aspects of their student experience.
6. Feedback from students is essential to inform the development of ArtsEd's courses and to help shape all aspects of their current and future learning and broader experience. ArtsEd actively seeks and encourages students to share their views.
7. Student feedback is analysed at several levels, including Institutional-Level, School-Level, Course-Level, and by demographic factors (such as fee status, widening participation factors etc). Student feedback is routinely used in the formal processes of ArtsEd to inform enhancements to the quality of the student experience. Business planning, course validation and annual monitoring processes all require commentary from Schools on the issues raised through student feedback mechanisms, and any actions taken or proposed.

## D. Mechanisms for Receiving Student Feedback

8. In addition to day-to-day dialogue between students and staff, feedback is received from students in more formal settings. These include:
  - a. **School Boards of Studies:** A Board of Studies in each School is used for: engaging with students; considering their views on the quality of their courses; seeking views on strengths and areas for improvement; and responding to issues raised.
  - b. **Student Voice Steering Group:** This group supports partnership working between staff and students at institutional level complementing the work of the School Boards of Studies. It acts as a sounding board for any student-related matters from initial offer through to graduation and is co-chaired by a member of the Student Union and a member of ArtsEd Staff, and the majority of its members are students.
  - c. **National Surveys, Focus Groups, and Interviews:** A range of mechanisms are used to gain student views, including the National Student Survey (NSS), ad hoc surveys, focus groups or interviews. Please note that question sets for the NSS are set nationally.
  - d. **Module Evaluation Surveys:** These are the primary direct means by which every student can participate in quality assurance at the Institution. ArtsEd operates a common question set for module evaluation so that we are consistent in how we monitor the quality of our courses. Module survey results also form part of the annual monitoring process.
  - e. **Additional Surveys:** From time to time, these will be used to gather feedback from students on specific topics. In some cases, proposals for an additional survey at School level will require consideration and approval by the Higher Education Committee; this will ensure that the survey is relevant and contribute to the formal oversight mechanisms identified in this policy.
  - f. **Company Meetings:** Each Head of Year holds a timetabled weekly structured meeting with each student year group to discuss academic matters that might be affecting the group. These meetings offer students a regular forum to provide feedback to senior staff on their learning experiences. Issues that are raised are escalated to the next weekly meeting of the Executive Team of the relevant School, and any actions agreed are recorded in the minutes and reported back to the year group.

9. ArtsEd normally invites students to participate in only one programme-related survey per year. This approach is to minimise survey fatigue as well as to target the most relevant feedback from our students to monitor and enhance their experience. The NSS stands separate from this as a broader national survey aimed at all final year undergraduate students.
10. The results of all student feedback surveys are considered at both Institutional and School level, influencing School and Course-level action plans.

## **E. Consideration of Feedback**

11. Feedback from students will comprise both positive experiences and areas for development. Where actions need to be taken, the nature of the feedback usually indicates who should address the issue. Day-to-day matters relating to course content and delivery will normally be addressed by the relevant School Executive Team. Broader issues may require management action at Institutional level.
12. Boards of Studies are the main forums where all course-related student feedback is discussed between staff and students. Where feedback indicates that actions are required beyond the School Executive Team, these will be referred to the Senior Leadership Board.
13. All course-related feedback and associated actions, including those undertaken beyond the School Executive Team, will be recorded, tracked, and monitored within the Annual Programme Evaluation (APE) action plans.
14. The recorded feedback will be used throughout the year as the definitive course development plan. The recorded feedback will make provision for the identification of issues, proposed action(s) to be taken, who is responsible for taking that action and by when it is likely to be achieved.
15. Each Board of Studies should have the APE as a standing agenda item and monitor its progress. Plans should be kept up-to-date and available to all students on that course, for example, via the intranet.
16. Boards of Studies are primarily responsible for monitoring APE plans and ensuring that actions are being taken in response to issues arising. Boards of Studies are also responsible for monitoring response rates for student surveys and for determining actions to improve student participation and engagement, where necessary.
17. Minutes arising from Boards of Studies must be made available to students within two weeks of the meeting with actions incorporated into the APE plan or cross-referenced appropriately. Where it is not possible to act in response to feedback from students, the rationale for this should be discussed at Boards of Studies and made available to the wider student cohort, including via any relevant student group meeting such as the Student Voice Steering Group Meeting.

18. The Higher Education Committee, chaired by a Trustee, will receive reports on the progress of actions and will consider all APEs as part of the Committee's oversight of institutional quality assurance and the student experience.

## F. Confidentiality and Data Protection

19. All information derived from the operation of this policy are held in accordance with General Data Protection Regulations (GDPR), Data Protection legislation and our Student Privacy Notice. We ensure that matters handled by us as part of this process are undertaken with the appropriate level of confidentiality and information is only made available to those who need it for the purposes of managing and responding to student feedback.
20. Where open-ended comments are collected, these are monitored for inappropriate language or information which might result in an individual being identified before they are disseminated.
21. To protect the anonymity of respondents and to provide robust data, a minimum reportable response rate/number of responses is/are set specific to each survey, both for analyses of 'total responses' and for sub-groups.
22. Where an issue raised via a student feedback mechanism may meet the definition of a student complaint, the student may be directed to the [Student Complaints Procedure](#).

Version Control	
Document Title	Student Voice and Participation Policy
Maintained By	Registrar
Owned By	Registrar
Approving Committee / Ratifying Body	HE Committee
Last Reviewed	October 2024 (minor updates): <ul style="list-style-type: none"><li>• Updates to web links to other policies and regulations</li><li>• Addition of version control table</li></ul>
To be Reviewed	March 2026 (or prior if required)
Current Version	Version 1.2
Location of master document	Organisational File Shares > Policies > HE
Web location	<a href="https://artsed003.blob.core.windows.net/policy/student-voice-and-participation-policy.pdf">https://artsed003.blob.core.windows.net/policy/student-voice-and-participation-policy.pdf</a>