



WELCOME TO THIS YEAR'S COURSE REP TRAINING

REGISTER YOUR ATTENDANCE

You must complete all of the training in today's session to be a registered Course Rep.

You should have already registered to be a Course Rep on our website.

At the end of today's session we will show the QR code to register your attendance.

If you are unable to stay for the entire training please speak to the presenter before the training or in the break.

TODAY'S SESSION WILL INCLUDE:

GROUP WORK AND DISCUSSION



So introduce yourself to those sitting around you!
Let them know your name, pronouns, what you study, and what your dream job was when you were younger.

LOTS OF INFORMATION



You can make notes if you wish, but **all slides are available on our website.**

READING PRINTED HANDOUTS



If you have any accessibility needs that we are not yet aware of, please speak to a member of staff.

MEET THE EDUCATION QUALITY TEAM



Hannah Lockey
Education Quality Manager

Hannah (she/her) studied Philosophy at Sheffield University before becoming a secondary school teacher for 7 years. After moving to London in 2023 she became the Education Quality Manager at Arts SU.



Eleanor Smith
Education Quality Coordinator

Ellie (she/her) studied BA Politics and International Relations at UWE and MA Gender and Politics at University of Bath. After university, she spent time working in charity & education sectors and started working at Students' Unions in 2023. Ellie joined Arts SU in September 2024.



Lee Anderson
Education Quality Coordinator

Lee (he/him) studied BA English & Film and Theatre at University of Reading and MA Text and Performance at Birkbeck, University of London. After university, he spent time working for theatre companies and started working at Arts SU in 2022.

PLAN FOR THE SESSION

PART 1:

About the SU and
the EQ team

About your role and the
wider student voice
systems

Course Rep responsibilities
and expectations



PART 2:

How to collect feedback

How to present feedback
to staff

How to close the
feedback loop

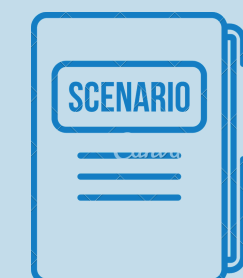


PART 3:

Problem-solving skills

Good practice in the
Rep Community

Next steps



BY THE END OF TRAINING...



I WILL BE ABLE TO **DEFINE...**

What the SU, Course Reps, School Reps, and Officers do



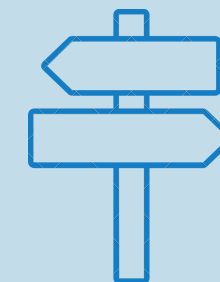
I WILL BE ABLE TO **EVALUATE...**

Different ways of collecting student voice and different ways to present feedback to staff



I WILL BE ABLE TO **DESCRIBE...**

My responsibilities as a Rep including how I will engage with the SU and how I will prepare for Course Committees



I WILL BE ABLE TO **RESPOND...**

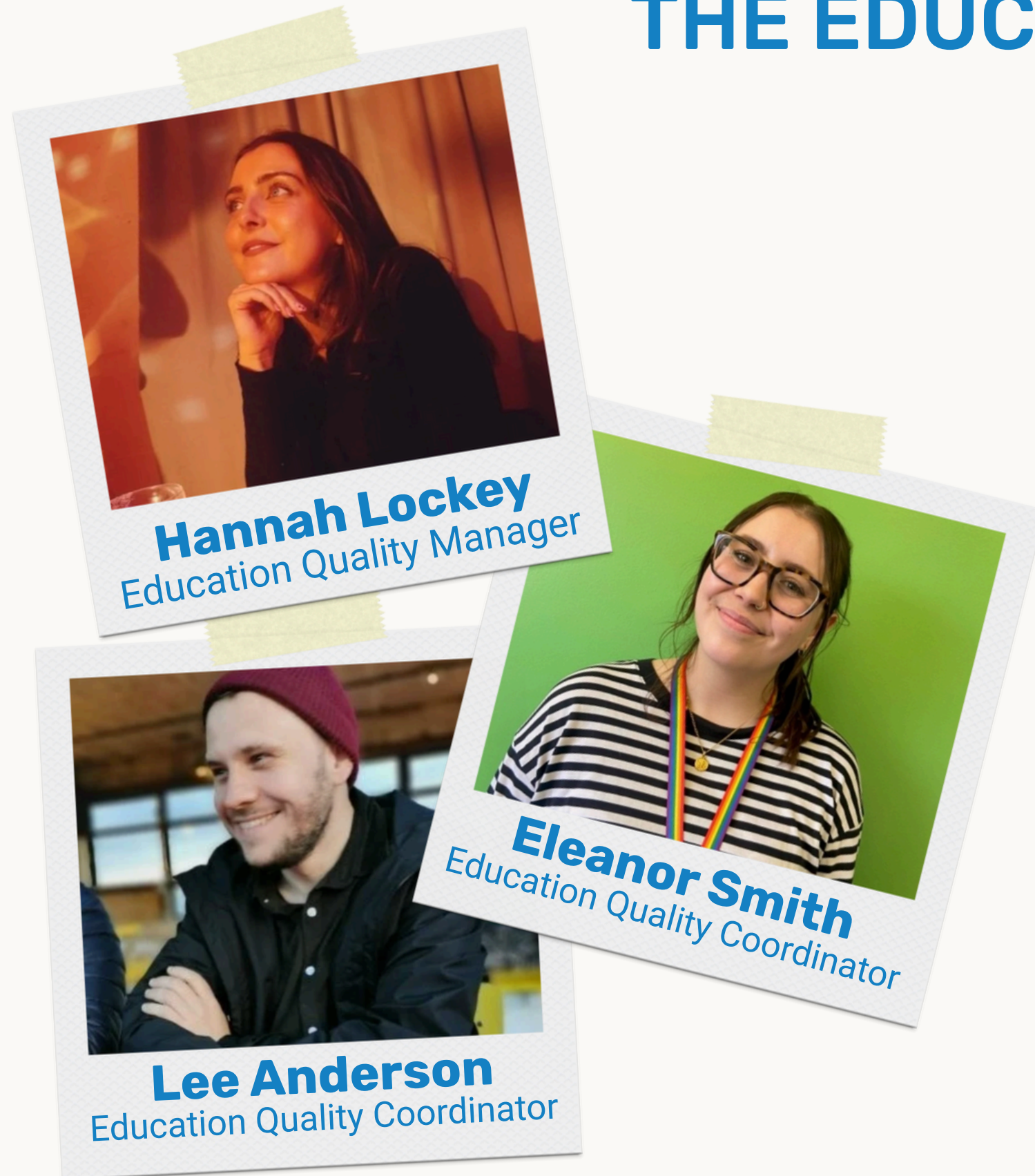
To different common scenarios as a rep and to students who need support beyond my responsibilities



PART 1: THE ARTS SU TEAM

Who we are, what we do and
how we support you.

THE EDUCATION QUALITY TEAM



- We are the team at Arts SU that specialise in academic experience and ensuring student voices in academic spaces
- We oversee the Student Rep system which includes over 1200 Course Reps and 26 School Reps
- We are your go-to people for raising issues with your course/studies
- Training and supporting Course Reps
- Using a range of student-led sources, we make recommendations to UAL of how to improve academic experience
- Annual events: Rep Conference and Arts Awards - celebrate and recognise good practice.



WHAT IS A COURSE REP?

DEFINING THE ROLE



WHAT IS A COURSE REP?

You are **volunteers** who **advocate** for **students' academic needs**

You **speak to students on your course**, find out about their academic experience and **share this feedback** with UAL staff and School Reps

You raise **feedback** at key meetings throughout the year and via informal channels with individuals (e.g. school reps and course leaders)

You undertake **1-2 of hours of activity** per week, often concentrated around key dates

Your role will include different responsibilities depending on the time of year.

It might be that elections are happening, or you have a Course Committee to prepare for.

But every week will include communications, speaking to staff/students, and closing the feedback loop.

Check for emails from my School Rep
Read through the Course Rep Newsletter
Create and send out a survey to my classmates
Check my course WhatsApp
Check the SU Website for events/ updates
Look at the Course Rep calendar
Prepare for my Course Committee
Reach out to other Course Reps to support/ connect
Speak to my Course Leader/ Course Support for updates
Reach out to students to close the feedback loop

YOU MIGHT WANT TO TAKE A
PICTURE OF THIS SLIDE!



IMPORTANT THINGS TO REMEMBER

- Course Reps collaborate **with** UAL staff to help students get the best out of their courses; please **raise feedback with staff in a constructive manner**, not a confrontational manner
- UAL and Arts SU **share a commitment to anti-racism** and work together to create a university culture based on respect, compassion and inclusivity for all students and staff - we expect Course Reps to abide by these values
- Course Reps **gather and raise feedback about their course** on behalf of their fellow students; it is not a role designed to amplify personal grievances or push personal agendas
- If you decide to become a Course Rep, remember to **communicate with your fellow students**: tell them who you are and **communicate the outcome of feedback discussions with staff and peers on your course**

DEMOCRACY & INFLUENCING

STUDENT FORUM

**ANNUAL MEMBERS
MEETING**

CAMPAIGNS



Nathalie Grigorenko
Democracy & Influencing Manager

SHE/THEY



Calum Sherwood
Senior Policy & Research Officer

HE/HIM

YOUR SABBATICAL OFFICERS



Ayon Ghosh
CSM Officer

HE/HIM



Charmiane Chikiwa
CCW & CCI Officer

SHE/THEY



Ellie Walsh-O'Neill
Student Communities Officer

SHE/HER



Jianing Lu
LCF Officer

SHE/HER

YOUR SABB OFFICERS (CONT.)



Summer Lam
Union Affairs Officer

SHE/HER



Zaine Cowan
LCC Officer

HE/HIM



SCHOOL REPS

- School Reps represent student voice across ALL courses across their school.
- When you gather feedback from students, you can share it with your School Rep to better understand the challenges.
- You will be joined in meetings by School Reps who are in regular contact with senior UAL staff – they support you in speaking up.
- School Reps will ask you for help to gather student feedback on key issues they're working on – support them. Feedback to students the changes they make.
- **You are a key component of the Feedback Loop.**



WHO DO I SPEAK TO AT UAL?

COURSE LEADERS

Course Leaders are your **first point of contact** for any feedback related to Teaching and Learning, Learning Resources and/or Assessments.

COURSE SUPPORT TEAM

Course Support Team are your **first point of contact** for any feedback related to Blackboard, Moodle and Timetabling - contact your Course Support Team.

SCHOOL DEANS

School Deans are your **second point of contact**. They manage all courses in your school. If you have already raised student feedback with Course Leaders but the issue(s) have not been resolved in time – contact your School Dean second.



WHAT DOES STUDENT VOICE LOOK LIKE? & WHY DOES IT MATTER?

ACTIVITY

Working in groups of 3-4 people, make sure you have a Student Voice Map

Talk to those in your group to discuss what each of the roles/meetings are below:

- School Rep
- Course Rep
- Officer
- Student Forum
- Course Committee
- Course Leader
- School Boards of Study
- School Dean
- Education Quality Team
- Course Support

Add them to your Student Voice Map to plot the different routes you might take to advocate student voice

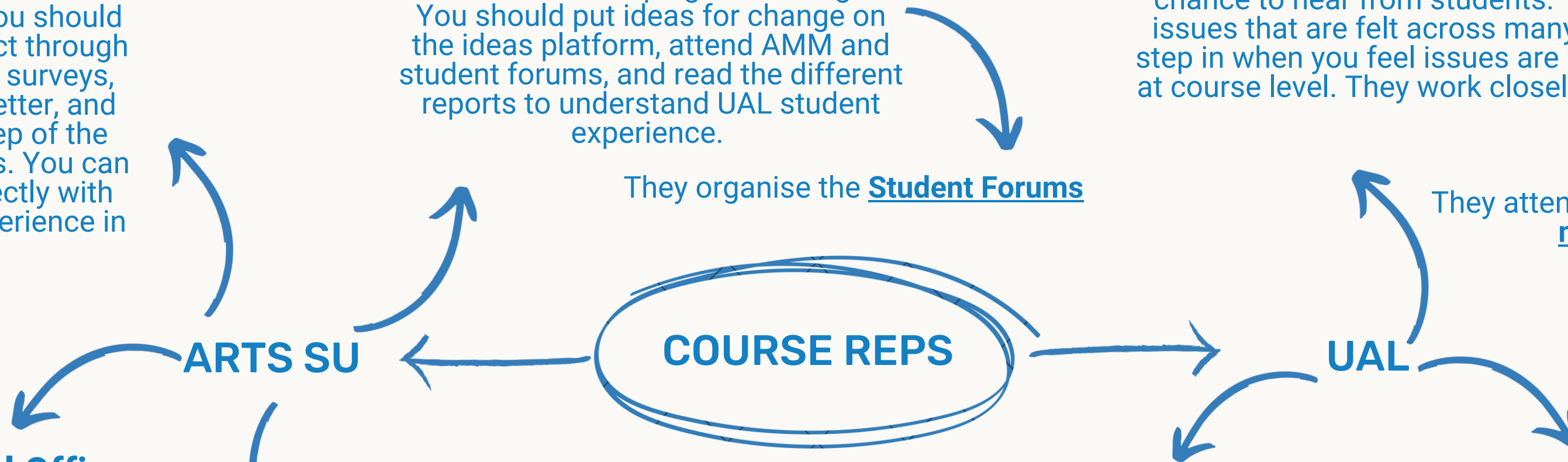
Democracy and Influencing Team

This team oversee elections, campaigns and research. They run the ideas platform and work with students to campaign for change. You should put ideas for change on the ideas platform, attend AMM and student forums, and read the different reports to understand UAL student experience.

They organise the Student Forums

This person oversees all courses within their school. They are senior to Course Leaders but really value the chance to hear from students. They can help with issues that are felt across many courses and also step in when you feel issues are not being dealt with at course level. They work closely with School Reps.

They attend **Boards of Study meetings**



These are paid, full-time members of staff that were voted in by students. They work to represent student voice at a senior level. You should speak to them to understand the work they are carrying out at your college and to raise important feedback. TH

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These are current UAL students. They have been elected to take on this role. You should speak to these students to understand whether issues are felt across other courses and if you feel an issue needs to be raised with the Dean.

This team is here to help with all things needed to make your course run smoothly. You should speak to them about any general course inquiries, such as Moodle, attendance or other UAL policies.

They attend Course Committees

This is the academic staff member responsible for the day-to-day management of a specific course. Their duties include overseeing teaching, learning, and assessment. You should speak to them regularly and build a good relationship. They will chair the Course Committee meetings.

SIGNPOSTING

It is important to know what is **NOT** a course rep responsibility

If a student raises a concern unrelated to academic representation, such as health, mental health and wellbeing, you are not expected to try to address this yourself in any way.

The best response in this scenario is to explain where the Student can get expert help and support, e.g. the UAL Advice & Wellbeing Service.

We want to make sure you always take care of yourselves in this role, and you are not expected to take on responsibility for these issues yourself.

OTHER USEFUL STUDENT SERVICES

UAL COUNSELLING & WELLBEING

SU ADVICE SERVICE

CAREERS

LIBRARY SERVICES

DISABILITY SERVICES

SIGNPOST STUDENTS TO...

UAL COUNSELLING & WELLBEING

- Mental & Physical Health Support
- Chaplaincy
- Counselling
- Wellbeing Resources

General staff: +44 (0)20 7514 6251 or counselling@arts.ac.uk
Direct mental health support: +44 (0)20 7514 6426 or studenthealth@arts.ac.uk

DISABILITY SERVICE

- Advisors
- Funding
- Non-medical help providers

disability@arts.ac.uk
arts.ac.uk/students/student-services/disability-and-dyslexia

LIBRARY SERVICES

- General Academic Support
- English Language development
- Research & Library skills
- Borrowing, space booking, printing

academicsupport@arts.ac.uk
General staff: +44 (0)20 7514 6251 or counselling@arts.ac.uk
Direct mental health support: +44 (0)20 7514 6426 or studenthealth@arts.ac.uk

CAREERS

- 1:1s
- CV Support
- Employability Workshops
- Job Opportunities

arts.ac.uk/students/student-careers

SU ADVICE SERVICE

- University Issues (e.g. extenuating circumstances & appeals)
- Housing Issues

arts-su.com/advice/

YOU MIGHT WANT TO TAKE A PICTURE OF THIS SLIDE!



QUIZ

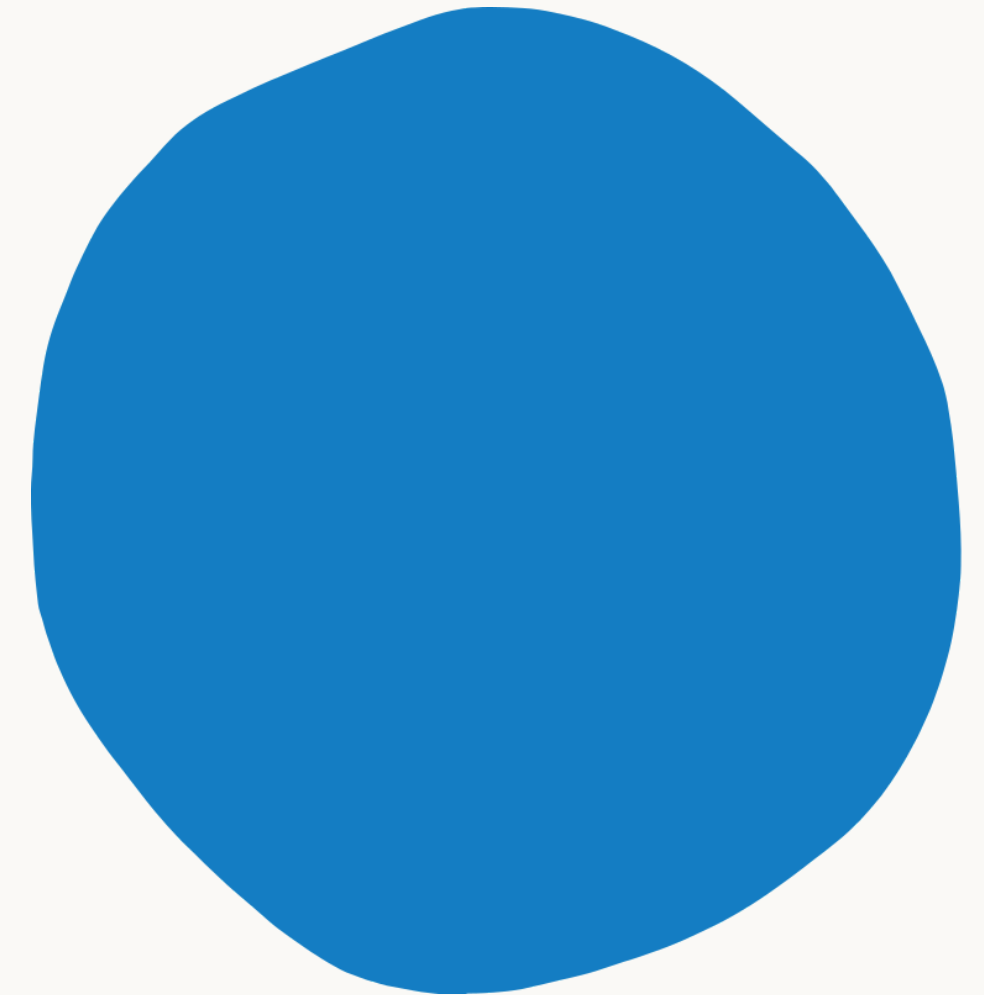
QUIZ

**WHAT OTHER
STUDENTS
SUPPORT YOU IN
YOUR ROLE AS A
COURSE REP?**



QUIZ

**HOW MANY
HOURS PER-
WEEK DOES A
COURSE REP
VOLUNTEER?**



QUIZ

**WHO IS THE
FIRST POINT OF
CONTACT WHEN
RAISING
FEEDBACK WITH
UAL STAFF?**





PART 2: HOW TO COLLECT FEEDBACK

How the feedback loop works

WHAT MAKES AN EFFECTIVE REP?

AN EFFECTIVE COURSE REP...

Is proactive in collecting student voice.

Ensures that students know who they are.

Listens to the voices of all, even if they are not majority.

Regularly communicates with students, School Reps, Course Leaders, and SU staff on issues raised/changes made.

Raises issues in a constructive and respectful way with staff.

Is committed to anti-racism and does not discriminate against staff or students.

Curious to understand a situation, whilst also creative and resilient in improving it.

THE DO'S AND DON'TS OF AN EFFECTIVE REP

DO'S

- Collect student voice throughout the year
- Feedback to staff and students regularly
- Show evidence of students' views in committees
- Engage with Arts SU, e.g. through the Student Forum
- Read the monthly Course Rep Newsletters
- Share feedback with School Reps to spot patterns
- Ensure the voices of all students are valued
- Remember your own wellbeing and use signposting

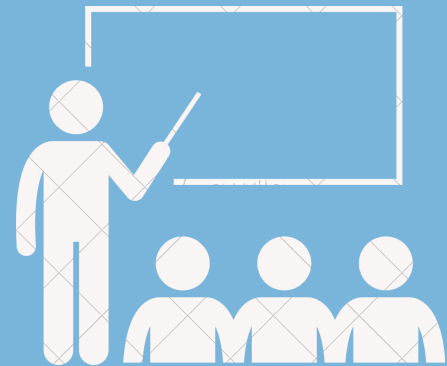
DON'TS

- Voice only your own views/assumptions
- Communicate only with SU or only with UAL staff
- Rely on just the same small group of voices
- Forget you are a rep of the SU as a whole
- Put your Rep role before your own studies when busy
- Ignore emails from the EQ team, Officers, or School Reps

TOPICS TO COLLECT FEEDBACK ON

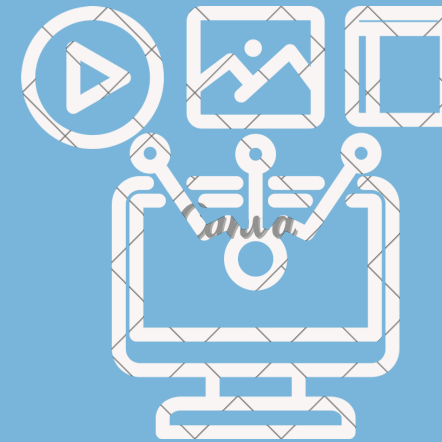
As a Course Rep, you are only collecting information on the **ACADEMIC EXPERIENCE** of student life not more general topics such as Cost of Living, canteen prices, or commercial spaces.

TEACHING



- What do you think of the teaching quality on your course?
- Are learning outcomes for assessments clearly communicated?
- Do expectation and course-content match up?

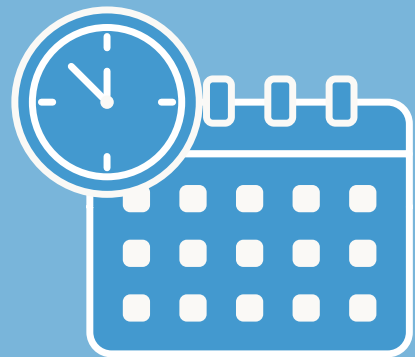
LEARNING RESOURCES



- Do you have access to the learning resources you need?
- What is your experience using Blackboard and Moodle?
- Are additional course costs clearly signposted in advance?

TOPICS TO COLLECT FEEDBACK ON (CONT.)

COURSE ORGANISATION



- Have you had any problems with your timetable?
- Is there good communication from staff when changes are made?
- Does your school/programme respond to student feedback?

ASSIGNMENTS & FEEDBACK



- Do tutors provide you with timely feedback on your work?
- Do you find this feedback useful?

**STEP ONE:
SPEAK TO STUDENTS**

Speak to students in your school/department and identify feedback they have about the course, school/department or University.

THE FEEDBACK LOOP**STEP THREE:
FEEDBACK TO STUDENTS**

Feedback the outcomes of your discussions with staff. This includes where changes and outcomes are, whether still being considered, or are not as easy to implement as first thought.

**STEP TWO:
RAISE FEEDBACK WITH STAFF**

It's simply about sharing feedback and your evidence with the most relevant staff member. Share what is working well, where there are issues and maybe even suggest solutions to resolve them.

HOW TO COLLECT FEEDBACK

STEP ONE: SPEAK TO STUDENTS

There are lots of different methods for collecting feedback. You might want to try a few different methods to work out which is best for your course/ that time of year.

ACTIVITY: GATHERING FEEDBACK

STEP ONE: With the people on your table, write down lots of different ways to collect student feedback (2 mins)

STEP TWO: In pairs, pick one method and write down a strength and a weakness of using that method, e.g., consuming/ not detailed/ easily accessed (2 mins)

STEP THREE: Get ready to share feedback to the room



HOW TO PRESENT FEEDBACK

STEP TWO: FEEDBACK TO STAFF

HOW you present your findings to staff is very important.
The following guidelines are useful:

PROVE

Always present data/ evidence of student voice so staff can see that this is not just your view.

PREPARE

Collect feedback before key events such as Course Committees.

PRECISE

Give examples and testimonies from students having these experiences.

POSITIVE

It is just as important to say what works well and what you want more of.

PRODUCTIVE

Come with possible solutions, speak to other courses to see how they do things, be open to finding solutions.

PROACTIVE

Speak to your school rep, course leader, the EQ team and create opportunities for change. You don't have to wait to be asked!

HOW TO PRESENT FEEDBACK

STEP TWO: FEEDBACK TO STAFF

ACTIVITY: PRESENTING FEEDBACK

STEP ONE: Look at the findings from a recent survey that you and other Reps on your course have collected

STEP TWO: Decide which topics that you think should be raised - this cannot be based on your own personal choice/ interests.

STEP THREE: Write down some notes to take with you to your next Course Committee - use the 6Ps to help ensure you are feeding back in the best way!

PROVE

PREPARE

PRECISE

POSITIVE

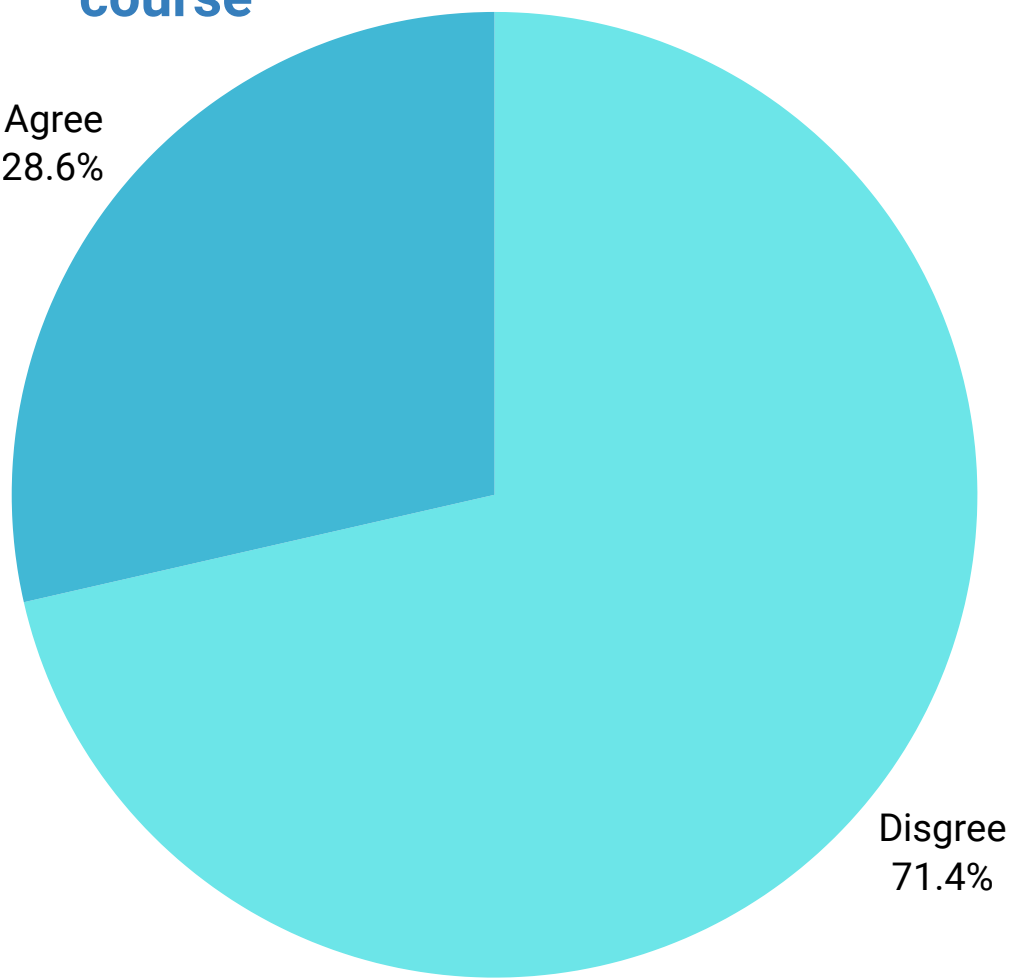
PRODUCTIVE

PROACTIVE

HOW TO PRESENT FEEDBACK

STEP TWO: FEEDBACK TO STAFF

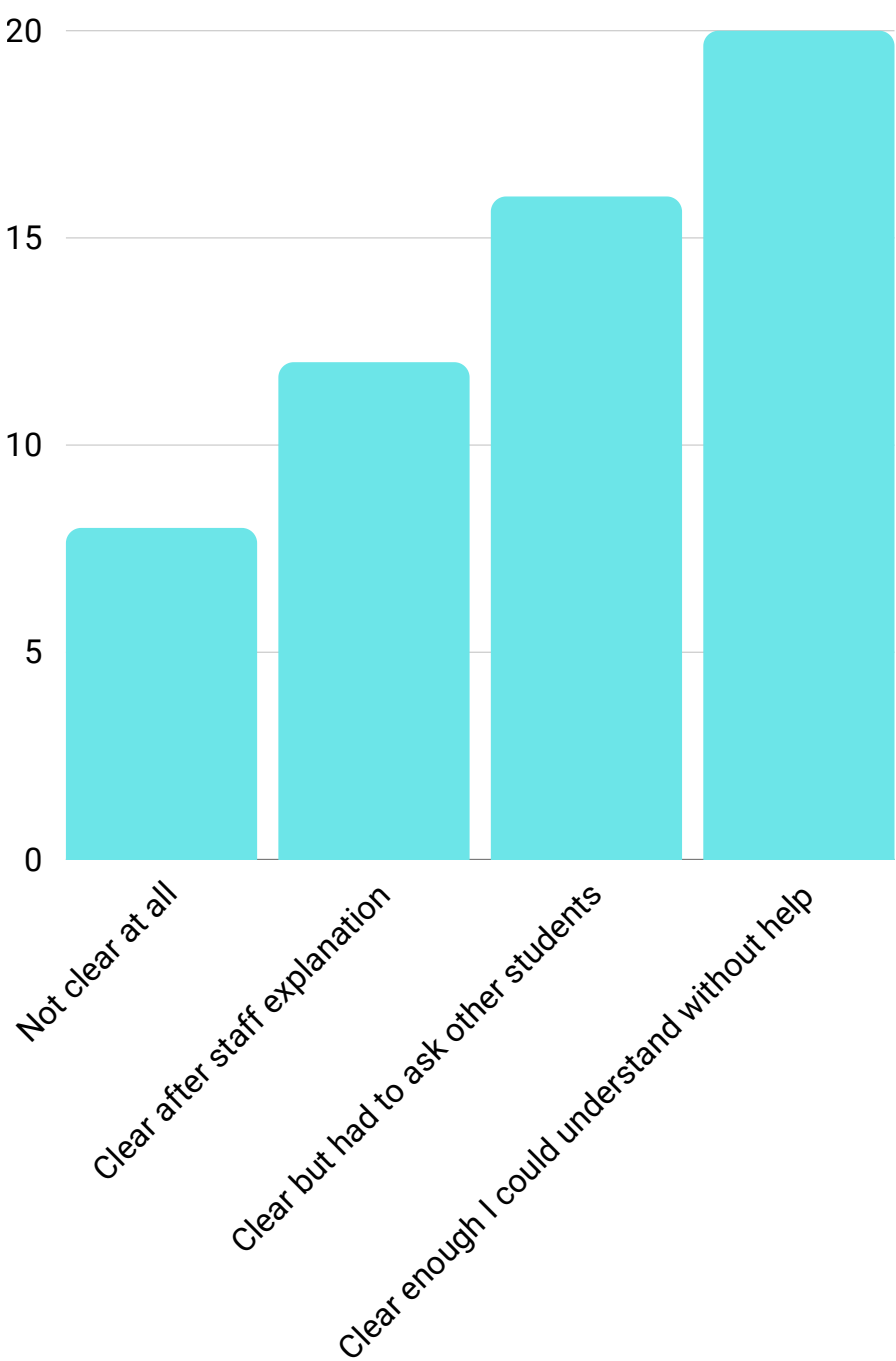
Q1. 'My course provides useful industry talks that feel relevant to my career plans and the course'



Q2. Do you have any issues you would like to raise?

- 'I find that the curriculum is challenging and engaging, especially our work on South Asian artists'
- 'Thank you for the library introduction, it has been a HUGE help for year 1 students'
- 'Every teacher uses moodle differently and its so confusing'
- 'I have had an email about my VISA and attendance but I have not missed 1 class?'
- 'We need more guidance with moodle, it is so confusing and we have no help'
- 'The cost of food in the canteen is too much, it is disadvantaging poorer students and affecting our ability to study'
- 'The moodle resources are out of date and I am struggling to know where to look for the things I need.'
- 'Is the attendance system accurate? I have had threatening emails about my VISA being revoked but I have only missed 1 lecture'

Q3. How clear was your last assessment brief?



HOW TO FEEDBACK TO STUDENTS

STEP THREE: CLOSE THE FEEDBACK LOOP

Closing the Feedback Loop is one of the most important parts of the Course Rep role.

This is the part of the process where you let students know the impact that their voice has had. Without this, students can lose faith in Student Voice mechanisms and feel forgotten.

IT IS IMPORTANT TO FEEDBACK:

As soon as you can so students feel part of the process

Even if their issue can't be solved - it is important to explain why and what else can be done

During the process - don't wait until something is solved; students should be updated regularly of change

HOW TO FEEDBACK TO STUDENTS

STEP THREE: CLOSE THE FEEDBACK LOOP

ACTIVITY: WHAT WOULD YOU FEEDBACK FROM THESE MINUTES?

STEP ONE: Each group should have some minutes taken from a recent Course Committee. Read through these.

STEP TWO: Select which information the minutes should be fed back to students.

STEP THREE: Decide how you would do this and what you would say.



PART 3: PROBLEM SOLVING SKILLS

What does good practice look like?

EXAMPLES OF GOOD PRACTICE

ACTIVITY: Listen to some examples of Course Rep actions and decide if they are good practice or bad practice and why.

I had a deadline coming up but I was worried that I would not have my project completed in time. I spoke to my course rep and told them that my grandma has recently died and it affected my work. The course rep listened and showed empathy and arranged a meeting with the Course Leader to explain my situation on my behalf.

Our Course Rep cares about our course and is proactive in raising feedback from students. He also consults with multiple staffs to solve our problems. He helps us to communicate with the tutor and also school, and regularly attend meetings and report the result back to us.

Our Course Rep has demonstrated exceptional initiative in gathering feedback by introducing the use of Mentimeter, which allowed all students to contribute their opinions inclusively and anonymously. This method ensured that quieter voices, often overshadowed in traditional feedback sessions, were equally heard, providing a more accurate and representative view of the cohort's overall experience. Her approach fostered a consensus that reflected the entire class rather than just the more vocal participants.

Our course rep attends all course-related meetings and and engages regularly with the cohort, as she also leads a Course Community team that creates social events for her fellow classmates. She also keeps in regular contact with students (the Course Leader) via WhatsApp to lets staff know if there are any issues, allowing them to solve them swiftly. She proactively suggests what's going well, what could be improved and always has potential solutions. She communicates regularly and effectively with the other students, making sure to reach as many as possible when collecting feedback and keeping people informed about the outcomes of meetings.

COMMON CHALLENGES

ACTIVITY:

STEP ONE: Read through the scenario

STEP TWO: With the other Course Reps on your table, decide how you might want to overcome this issue.

CHALLENGE ONE

A Course Rep hears that a disabled student on their Course feels uncomfortable in Crits. The Course Rep does a survey to see if others feel the same but the majority of students enjoy Crits. The Course Rep wants to support this student but it is not widely felt on the course.

CHALLENGE TWO

Students aren't responding to your survey that you sent out, and the few students who are responding are giving very little detail. The Course Committee is in 2 weeks, and you are worried you will not have anything to present.

CHALLENGE THREE

A student on your course is having a very difficult time and it is affecting their academic life. They have recently found out their parent is seriously ill and they will need to fly home to be there with them. However, they have deadlines they need to meet during that time.

CHALLENGE FOUR

You share feedback at a Course Committee and you're told it is not in the committee's remit, what could you do next?

CHALLENGE FIVE

Students in your course have fed back that they feel isolated and that there is no sense of community in the course. A lot of international students feel this way, as well as some home students.

This is the team dedicated to student voice. This team runs the Rep System. You should be in regular contact through emails, answering surveys, reading the newsletter, and completing the Rep of the Month submissions. You can come to them directly with any issues you experience in the role.

This team oversee elections, campaigns and research. They run the ideas platform and work with students to campaign for change. You should put ideas for change on the ideas platform, attend AMM and student forums, and read the different reports to understand UAL student experience.

This person oversees all courses within their school. They are senior to Course Leaders but really value the chance to hear from students. They can help with issues that are felt across many courses and also step in when you feel issues are not being dealt with at course level. They work closely with School Reps.

They organise the _____

They attend _____

ARTS SU

COURSE REPS

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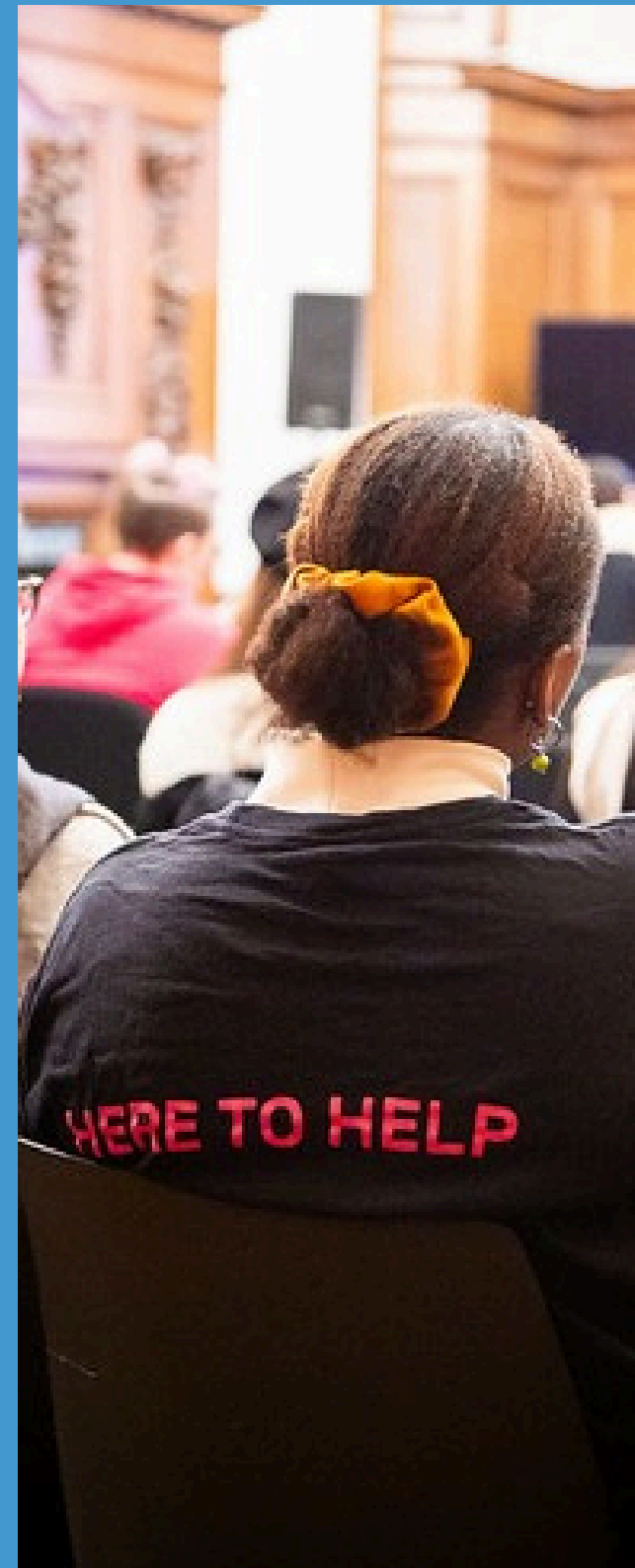
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SUPPORT AND REWARD

SUPPORTING OUR REPS

There is a network of support around you in this role, from EQ coordinators to School Reps, School Deans, Course Leaders, Course Support, Advisors and many more!

If you need any help or support at all throughout the year, all you have to do is email coursereps@su.arts.ac.uk, and you will receive 1:1 support from one of our full-time coordinators.



CELEBRATING OUR REPS

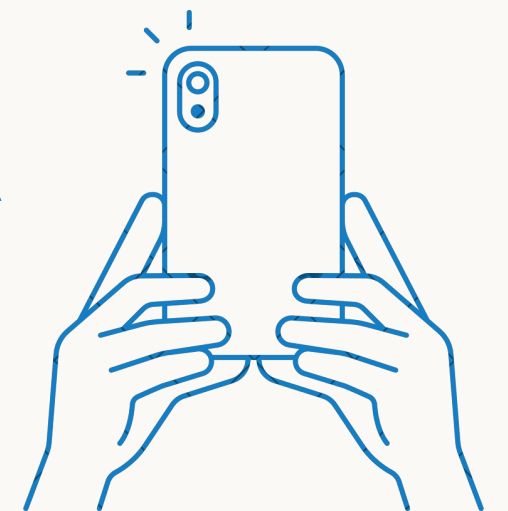
There are over 1200 Course Reps doing amazing work across UAL each year. It is so important that the Education Quality Team hear about all this brilliant work. Hearing about the work you do helps us to promote the Rep system and help other Reps to make a difference on their course.

Please complete the monthly Rep of the Month form to let us know what you, or another Course Rep, have done that month. The nominated Reps will have a chance to win a voucher to say thanks!

WHAT NOW? NEXT STEPS...

1. Check for an email from my School Rep - reply to them.
2. Arrange with your Course Leader a chance to introduce yourself to the students in your Course.
3. Read the Course Rep Newsletter each month - our first copy will be sent out: DATE HERE
4. Watch the video on how to create a survey and give it a try
5. At the end of the month, complete the Rep of the Month form to tell us about your work
6. Some Reps like to organise a social or set up a Course WhatsApp (Optional!)
7. Visit the SU Website to see what we do and understand the organisation you are representing
8. Add key dates from the Course Rep calendar into your own diary
9. Speak to your Course Leader about the upcoming Course Committee and start to prepare
10. Speak to other Course Reps to support/ connect/ share ideas

YOU MIGHT WANT TO TAKE A
PICTURE OF THIS SLIDE!





Research Insiders is a new membership and rewards programme run by Arts SU.

UAL students can sign up to **Research Insiders** to get exclusive invites to take part in research opportunities in return for **rewards**. One opportunity could be a short survey about the costs on your course, while another could be an online focus group about the conditions of your halls of residence.

Every time you accept an opportunity, you will be **rewarded for taking part**.

Whether that's a **cash voucher** for your time or entry into a **prize draw** to win **big prizes**.

Sign up to Research Insiders to get **exclusive opportunities** to **win rewards** and **share your views**



NUS Conference Rep (2 vacancies)

Duties:

- Represent UAL students in national spaces
- Voting for NUS Officer roles
- Attend democratic events
- Participate in NUS campaigns

Note: Costs associated with the overnight stay, including accommodation food, and transport, will be paid for by Arts SU.

Requirements:

- Be available for an overnight conference 19th -20th of November in Coventry

Selection process:

- We will accept statements of interest until October 31st
- We will aim to notify successful reps within one week of the above deadline

Send your statement of interest to democracy@su.arts.ac.uk

THANK YOU!

YOUR TRAINING IS NOW COMPLETE!
PLEASE SCAN THIS
QR CODE AND REGISTER YOUR TRAINING
ATTENDANCE.



Course Rep Training Attendance
Form 2025/26



FUTURE SKILLS DEVELOPMENT

PLEASE COMPLETE THIS BRIEF SURVEY
TO TELL US WHAT YOU WOULD LIKE US TO
RUN FUTURE SESSIONS ON.

