

TRINITY LABAN

ACADEMIC QUALITY HANDBOOK

CHAPTER J – STUDENT VOICES

1. Introduction

- a. At Trinity Laban, we believe that receiving and acting on high-quality feedback is crucial to our success and the success of all our students. Student representation and student voices are embedded throughout the ways in which we work. We value the differing perspectives that students have on their own learning experiences. Trinity Laban operates a range of formal and informal opportunities through which students can engage in quality assurance activities. Through these opportunities, students and staff at Trinity Laban work collaboratively to enhance the quality of the student experience.
- b. Student representation and student voices, for the purposes of this section of the Academic Quality Handbook (AQH) refers to the participation of students in quality enhancement and assurance activities at Trinity Laban, these include:
 - i. Trinity Laban Students' Union
 - ii. The student representation system
 - iii. The programme forum system
 - iv. Quality Monitoring and Review (Student Surveys)
 - v. Validation and Revalidation
 - vi. Partnership Approval Panels
- c. Trinity Laban maintains and publishes a formal [Learning, Teaching and Student Experience \(Engagement\) Strategy 2025-2028 \(LTSE Strategy\)](#). The LTSE Strategy includes 8 themes, including Theme 5 Empowering Voice. The goal of theme 5 is that "Trinity Laban creates outstanding environments where student voice is central to continuous improvement and institutional development."
- d. In addition to the formal structures for student representation, Trinity Laban often designs and promotes informal or 'ad hoc' opportunities for students to be involved in enhancement activities. These can include joining discrete working groups or being asked to provide views on contemporary topics impacting our communities.

2. Trinity Laban Students' Union

- a. Trinity Laban Students' Union (TLSU) is the primary body for the representation of students and their voices at Trinity Laban. TLSU is a union run for and by students and its role is to:

- i. Promoting the interests and welfare of students during their course of study and representing, supporting and advising students.
 - ii. Being the recognised representative channel between students, the Conservatoire and any other external bodies.
 - iii. Providing social, cultural, sporting and recreational activities and forums for discussions and debate for the personal development of its students
 - iv. Fostering and encouraging freedom of speech and taking measures to encourage and build a student community which celebrates the diversity of its members.
- b. The President and the Vice-President of TLSU become governors of Trinity Laban for their one-year period of office. As governors they have a full role and part in representing student voices in determining strategy at the highest level. The governing documents and Board committee structure can be found [here](#).
- c. In addition to representation at the Board of Governors, students and student voices are represented by TLSU officers throughout the Conservatoires Reporting and Management Structures. The Academic Board Committees Handbook can be found in the annexes to [Chapter B](#) in the Academic Quality Handbook.

3. The student representation system

- a. The student representation system is a fundamental part of how Trinity Laban ensures that students are represented in discussions, at all levels of the Conservatoire, regarding the development of any aspect of the student experience.
- b. Student representatives represent the views and opinions of their cohort on the quality of their academic and overall student experience and assist the Conservatoire in its continual programme of enhancement. They do this by gathering and presenting those views (both positive and critical) of students they represent at programme forums (and for Lead Student Representatives at Quality Committees); making sure students are aware of actions taken by the Conservatoire; and acting as a first point of contact for students, signposting them to the most appropriate person, service or department.
- c. Trinity Laban sees the student representation system as an opportunity for those students to gain significant skills over and above those they learn on their programmes. These include:
 - i. gain an understanding of how arts institutions operate;
 - ii. develop useful networking skills and forge strong relationships with staff and students;
 - iii. increase confidence in public speaking
 - iv. enhance employability skills
- d. Student representation nomination and election
 - i. Any student who is a current registered student and not in a period of interruption may nominate themselves to represent their cohort.
 - ii. Dance and Musical Theatre programmes may elect up to two student representatives per year of their programme (a “cohort”). Music programmes

- may elect up to two student representatives per department and year of their programme (a “cohort”).
 - iii. Where no more than two students have nominated themselves by the published deadline for their cohort, those students will automatically be appointed.
 - iv. Where three or more students have nominated themselves by the published deadline for their cohort, an election will be held to enable students in their cohort to elect their chosen representatives.
 - v. Student representatives are elected for a period of one academic year.
- e. Student representatives for relevant music programmes, also serve as departmental representatives for the department to which they belong. Departmental meetings are a forum for teaching staff and students to come together to hear the latest departmental news and general updates from the Head of Department. These meetings provide an opportunity to discuss the future direction of the Department and to feed back on department specific curriculum, teaching, assessment and associated activities.
- f. Student representatives are supported through:
- i. formal training, co-delivered with the TLSU, in Term One of the Academic Year;
 - ii. opportunities to meet with quality committee chairs ahead of meetings;
 - iii. support and advice from the Quality & Governance Team;
 - iv. regular meetings with Trinity Laban Students’ Union;
 - v. committee mentoring scheme.
- g. Lead Student Representatives
- h. Each programme also elects one Lead Student Representative. Lead student representatives are student representatives who have additional responsibilities. These responsibilities are:
- i. serving as members of the relevant Quality Committee (undergraduate music; postgraduate music; undergraduate dance; postgraduate dance);
 - ii. where they are unable to attend a Quality Committee, ensuring that student voices are represented either by asking another student representative or the relevant TLSU officer to act on their behalf; or by providing comments to the Quality Committee secretary in advance.
- i. The Lead Student Representative is chosen from and by the student representatives for each programme.

4. Programme Forums

- a. Programme Forums are termly meetings between all students per year, on a programme, and the Programme Leader and other relevant staff. The purpose of the meeting is to enable discussion of the students' experiences of their programme; raise any relevant issues; consider and agree actions; and receive feedback on actions taken.

- b. All issues raised; actions proposed; and feedback provided will be recorded on the Programme Action Plan, which is maintained by the Programme Leader. A template Programme Action Plan can be found in the annexes to Chapter J.
- c. It is the responsibility of the Programme Leader to:
 - i. schedule programme forums for the programmes they lead, ensuring they take place at least one week prior to the relevant Quality Committee meeting.
 - ii. ensure the space being booked can accommodate all relevant students and is arranged in a manner conducive to discussion.
 - iii. ensure programme forums appear in students' calendars.
 - iv. send relevant communications to students and staff in good time.
 - v. submit updated Programme Action Plans to the Quality Committee secretary at least one week before the relevant Quality Committee.
 - vi. share updated Programme Action Plans with students following programme forums.
- d. Programme Action Plans are submitted to the relevant Quality Committee on a termly basis, which monitor the feedback provided by students; actions proposed; and progress against those actions.
- e. Programme Action Plans should be written using plain English, be professional and clear for students to use and understand. Each issue raised and action proposed should be understandable without reference to another document.
- f. Quality Committees receive Programme Action Plans from the programmes the committee covers. The Action Plans and the student feedback provided are scrutinised by members of the Quality Committees ensuring that actions are appropriate and progress is monitored. Quality Committees report on and summarise Action Plans to the Academic Standards & Quality Board, ensuring that institutional issues arising from student voices are addressed appropriately.

5. Student Surveys

- a. Trinity Laban continually monitors and reviews its programmes to maintain the quality and standards of its academic provision and to identify enhancements and disseminate good practice.
- b. The quality monitoring and review framework includes annual programme evaluation. This is the annual critical appraisal of the quality and delivery of programmes, modules, and components by those most directly involved. As part of this annual programme evaluation process, students are given the opportunity to evaluate their experiences during the academic year by completing anonymous Module/Component surveys and Programme/End of Year surveys.
- c. In addition, Trinity Laban also participates in national surveys including the National Student Survey and Graduate Outcomes Survey.
- d. The data generated from student surveys is a significant source of feedback to the Conservatoire for the enhancement of the student experience.

- e. Further information on the monitoring and reviewing of programmes can be found in [Chapter D](#) of the Academic Quality Handbook.

6. Validation and Revalidation of Programmes

- a. Students are included as part of programme design, approval and reapproval. This takes place in a number of ways including:
 - i. Formal consideration of student feedback via programme, module and (where relevant) NSS surveys.
 - ii. Formal consideration of actions arising from Programme Forums.
 - iii. Student participation in Programme Review Groups.
 - iv. Student Panel Member – the panel considering the validation or revalidation of Trinity Laban programmes always includes a student panel member. They are ordinarily drawn from the officers of the Trinity Laban Students' Union but may also be a student representative or a student with relevant knowledge of the programme being validated or revalidated.
 - v. Panel meetings with students – the panel considering the validation or revalidation of Trinity Laban programmes will ordinarily seek to meet with current or recently graduated students from the programme (or a similar programme for a newly validated programme).
- b. Further information on the processes for validation and revalidation can be found in [Chapter C](#) and [Chapter D](#) respectively.

7. Partnership Approval and Reapproval Panels

- a. Students are included as part of the approval and reapproval of partnerships with other institutions. This takes place in a number of ways:
 - i. Formal consideration of student feedback via programme, module and (where relevant) NSS surveys.
 - ii. Formal consideration of actions arising from Programme Forums.
 - iii. Student Panel Member – partnership (re)approval panels include a student representative nominated by the President of the Trinity Laban Students' Union.
 - iv. Panel meetings with students – partnership (re)approval panels will ordinarily seek to meet with current or recently graduated students with experience of the partnership (or a similar partnership for newly proposed partnerships).
- b. Further information on the processes for approval and reapproval of partnerships can be found in [Chapter I](#).