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Student Voices

Policy

Version:	9.00
Status:	Final
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Date:	08/09/2025

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Approval History

Version	Date	Name	Organisation
01.00	11/06/2013	Academic Board	UCEM
02.00	25/02/2015	Academic Board	UCEM
03.00	09/05/2017	Quality Standards and Enhancement Committee	UCEM
04.00	25/07/2019	Chair of the Quality Standards and Enhancement Committee	UCEM
05.00	04/11/2020	Quality Standards and Enhancement Committee	UCEM
6.00	13/08/2021	Quality Standards and Enhancement Committee	UCEM
7.00	09/08/2022	Quality Standards and Enhancement Committee	UCEM
8.00	04/02/2025	Quality Standards and Enhancement Committee	UCEM
9.00	08/09/2025	Quality Standards and Enhancement Committee	University of the Built Environment

Document History

Version	Date	Reason	Person
V6.01	04/03/2022	Updates following audit and EIA review	Sophie Elliott
V6.02	16/08/2022	Updates following Audit Committee and QSEC feedback	Marina Lopes
V7.01	09/09/2024	Updates following Quality Audit Group Meeting	Ella Wheeler
V8.01	31/07/2025	Updates to incorporate LSA students	Ella Wheeler

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Introduction

This policy sets out the principles on which student representation at University of the Built Environment is based. More information can be found on the University's Virtual Learning Environment (VLE)(opens new window) and on the website of the London School of Architecture (opens new window)

Principles

Partnership

Learning is an on-going partnership between students and staff.

Students provide an invaluable perspective on what is needed for a high-quality academic experience. All feedback is valuable, and no student will be disadvantaged as a result of providing feedback to University of the Built Environment or to the London School of Architecture (LSA).

Working in partnership is based on mutual respect between students and staff and on the values of openness; trust; honesty; agreed shared goals and values; and regular communication between staff and students.

This partnership will include:

- providing suitable opportunities for students to feedback individually, both formally and informally.
- providing suitable opportunities for students to contribute to the quality assurance of their experiences.
- working together to sustain an effective student representation system that underpins a high-quality student experience and is embedded at all levels of governance across the University and LSA; and
- working with student representatives to consider feedback and respond to the student community.

Feedback from students will help inform the learning, teaching and activities provided by the University and LSA.

The effectiveness of the student-staff partnership at the University and LSA will be measured through key performance indicators, agreed in partnership with students. These indicators may look different for online and in-person learning.

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Student Voices

There are a number of methods by which students work in partnership with us.

London School of Architecture:

- Elected student representatives for each year group who meet monthly with the LSA core staff team.
- Monthly course forum where students provide feedback on strengths and areas for development within the programme.
- Student representatives take part in interview panels, workshops and focus groups.

All other schools of University of the Built Environment:

- The University's Learning Experience Student Panel, where students are asked to consider some proposals to enhance their learning experience and work in partnership with the university.
- Deliberative committees, where Student Representatives are invited to share their views and the views of their fellow students with different teams.
- Student Representatives, the key contact between students and the University.
- Student trustees, who provide a student perspective and insight at the board.
- Participation in re-validation work, focused consultations, and delivery of welcome activities for new students.

Surveys are also used to enhance knowledge of student feedback:

- The Institution's Student Experience Survey and the National Student Survey.
- Module feedback and of module evaluations.
- Graduate Outcomes Survey.
- Academics also use module feedback to proactively work with students to enhance their experience.

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The University and LSA will deal with student feedback promptly, passing it to other teams if needed, and will work collaboratively to share ideas on how to make students' experiences the best they can be. Both the University and LSA will respond to students' feedback as soon as possible.

It is crucial that students know their feedback can change their experience at university, as well as the experience of their fellow students.

Student satisfaction is a key part of the University's CX Strategy (opens new window) and all students are encouraged to contact any member of staff at UnivBE or LSA with any recommendations on how to enhance their experience.

Representation

Student Representatives are the voice of the student community. Student Representatives listen to student views and advocate for their peers. For more information on how to become a Student Representative visit the Student Representation area on the Virtual Learning Environment (VLE) (opens new window)

Regular communication is expected between Student Representatives and the wider student body to ensure the feedback provided represents our wide and diverse student community.

Inclusivity

As part of the student community, all students have the right to be heard, regardless of their location or any protected characteristic identified in the Equality Act 2010 (opens new window). For completeness, protected characteristics are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

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Student Voices

The University will work with Student Representatives to provide a range of opportunities to become involved in student representation. To be accessible to all students, the range of opportunities will have differing levels of commitment required.

The University will work with Student Representatives and staff to offer support, training, and development, as well as any appropriate adjustments required to roles, to enable participation from all groups of students.

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Appendix A Sources of Further Information

QAA (2024), UK Quality Code for Higher Education (opens new window)

QAA (2018), UK Quality Code for Higher Education, Advice and Guidance: Student Engagement (opens new window)

QAA Quality Code 2024 (opens new window)

QAA (2025) UK Quality Code for Higher Education – Advice and Guidance Sector-Agreed Principle 2 – Engaging Students as partners (opens new window)

Student Engagement in Higher Education Journal (opens new window)

May, Felsinger (2010), Strategic approaches to disabled student engagement (opens new window)

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