

Business and Partnership Development and Apprenticeships

Learner Representative Handbook 2024-25

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Principles and Guidance for Learner Representatives

Northeastern University London takes pride in listening and responding to our students and learners, to ensure their satisfaction, continuously improve the learner experience, the quality of our courses and our overall programmes.

The purpose of the Learner Representative Handbook is to provide clear guidance on the role and responsibilities of a Learner Representative.

Learner Representatives play a key role in ensuring the 'Learner Voice' is at the heart of our day-to-day operations, course content, learning experience, programme development, operational management and governance, and play a key role in the continuous improvement of our apprenticeships, qualifications, training courses and work-related learning programmes. They will also be called upon to represent the University at formal and informal meetings, events, induction days for future learners, and will be asked to complete surveys, or collate information from their peers as and when required and should therefore commit to represent the University from a positive perspective from the outset.

Learner Representatives volunteer into these roles for each cohort and programme, and the position is held as an annual commitment (or until role is relinquished) with responsibilities to champion, communicate and share their collective peers' concerns and feedback. Learner Representatives are also responsible for communicating back to their peers any outcomes, actions or respective decisions that may be agreed in formal committee meetings they have attended on behalf of their cohort.

The NU London Committee Handbook is designed to help all learners and NU London students involved in the University's committee work. It aims to provide an overview of committee work, identifies good practice, and details specific guidance for committee Chairs and secretaries. You can read the full Committee Handbook [here](#), and should be referenced in conjunction with this Learner Representative Handbook to fully understand how NU London governance Committees operate, and what to expect in Committee Meetings.

If you have any questions regarding committee meetings or the role of the Learner Representative, please contact:

ApprenticeshipsAdmin@nulondon.ac.uk

We would like to thank all our Learner Representatives for their commitment to the University and positive contributions, they are valued volunteers and are recognised for their contribution, both within and outside of their Faculty/Programme.

Overarching Principles of Learner Representation

1. For the purposes of this document 'learner' refers to any person enrolled on an apprenticeship or work-related learning programme at Northeastern University London.

2. Apprenticeship or work-related learning programmes have a learner representative per cohort and programme, across all stages.
3. Learners have the opportunity to volunteer as Learner Representatives following welcome weeks and/or inductions per year facilitated by the Success Manager Team and Apprenticeships Admin Team.
4. The role of the Learner Representative is to represent the University and Apprenticeship programmes, as well as their peers and respective programmes. By communicating with peers, Learner Representatives have the responsibility to voice and communicate any feedback, evaluation, or concerns, as well as success stories and satisfaction with the Faculty and Professional Staff¹. They also have the responsibility to share with their peers any feedback or resultant actions being undertaken.
5. Learner Representatives may also be called upon to represent Northeastern University London, but not limited to other internal and external meetings, events, completion of surveys, or information sharing if required.
6. Learner Representatives are invited to attend formal committee meetings called 'Learner Voice', which occur quarterly. Learner Voice Meetings are a forum for learner representatives across all apprenticeship programmes to provide feedback and evaluation that will lead to an enhancement of the learner experience once resultant actions are implemented.
7. Minutes and Matters Arising from Learner Voice meetings are circulated to Academic Faculty and Professional Staff to ensure resolutions, improvements and any concerns are appropriately addressed. These also feed into 6-weekly Programme Focus Meetings, as well as Business and Partnership Development and Apprenticeships' Governance Committee – the Work-Related Learning Programmes Committee (WRLPC) to address any learner concerns, evaluation, and feedback, to monitor the implementation and resolution of these at governance level.
8. The Academic Director, Centre for Apprenticeships and the Business Relations Manager are fully engaged in learner representation with clear leadership, formal processes, and engagement with the learner representatives.
9. Learner Representatives should be fully engaged and active in their roles and be clear of what is expected of them as representatives (including maintaining a dialogue with all their cohort peers; being representative of their cohort; being empowered to be partners in decisions about the

¹ This is in addition to the existing procedures for individual learners to report concerns and communicate directly with the Business and Partnership Development and Apprenticeships' Academic Faculty, Success Manager Team and Professional Staff on an individual basis. See '[Committees and Frequency of Meetings](#)' in this Handbook for further information.

learner experience; ensuring they are fully prepared for meetings, and feel their voice is valued and heard. They have the opportunity to feed into developments affecting their learner experience at programme, subject and institutional level.

10. An important task for a Learner Representative is to keep their peers informed of the outcome of their query. The University will not always be able to act on the ideas and comments from learners, however it is important that the Learner Representative informs the learners what was discussed and why their comments cannot be acted upon.
11. Learner Representatives should know the appropriate method to escalate issues if items of discussion are not resolved to their satisfaction including recourse to the Academic Director, Centre for Apprenticeships, Business Relations Manager, Head of Operations and Quality Assurance or by using the formal Learner Complaints Policy and Procedures.
12. The University will take into account any potential increase in workload for, when inviting Learner Representative involved with these special projects. Learner Representatives are valued volunteers and are recognised for their contribution, both within and outside of their Faculty/Programme.
13. Learner Representatives should nominate a deputy or delegate the responsibility for attendance should they not be available.

Collating Feedback from Peers

Learner Representatives Whilst they are expected to collate and bring concerns, questions, as well as positive feedback from their peers to formal committees, they are not expected to address them personally. Learner Representatives should champion positive engagement with learning and University activities.

If any feedback or communication from their peers causes concern, please reach out directly to your [Success Manager](#) who will address this (discreetly where necessary) with the individual learner.

What Sort of Things Should a Learner Representative Expect to Deal With?

Learner representatives should expect to collate questions or concerns from their peers on:

- Curriculum – course content and structure.
- Teaching and Course Delivery – style of teaching, teaching hours, course leads.

- Learning Resources – matters affecting study, library, books and resources, Canvas, Learner Management System (LMS).
- Marking and Assessment Feedback – release dates, revision sessions and mock assessments.
- Community and Extracurricular Opportunities

What a Learner Representative Should Not be Dealing With

Learner representatives should not be dealing with questions or concerns on:

- Personal matters or grievances of individual students.
- Financial matters.
- Welfare matters.
- Formal procedures associated with student appeals or disciplinary action.

Collecting Feedback for Faculty and Learner Voice Meetings

As a Learner Representative you may wish to use the following as a guide to the sort of questions to help you collect feedback from your peers and to feed into Learner Voice Meetings. If any additional points for discussion are raised, please add or bring these to the respective meeting.

	Example questions	Comments from learners	Response from the meeting to share back with learners
1	How are you finding the workload? Is it challenging?		
2	How are you finding the online teaching style?		
3	Do you find the teaching material engaging?		
4	What is the reading list like? Are you able to access the books/journals/articles?		
5	Are the synchronous seminars helpful?		
6	Do your synchronous tutorials start on time?		
7	How is student morale across your cohort?		
8	How are you finding the tripartite reviews?		
9	Does your line manager attend your tripartite reviews as often as you would like?		
10	Do you receive your designated off the job training time?		
11	What do you enjoy the most about your Programme?		
12	Can you identify 3 positives from your courses or respective programmes?		
13	Are the assignments challenging?		
14	Are there plenty of community and extracurricular opportunities?		

Learner Representation Staff Coordination and Contacts

1. The Success Manager and Apprenticeship Admin Teams are responsible for the coordination of Learner Representatives, training and supporting them in their role. Learner Voice Meetings will be coordinated by the Secretary of the Learner Voice Committee Meetings.
2. Academic Director, Centre for Apprenticeships, is also a point of contact for each learner representative for support, as well as Academic Faculty who feed into the Learner Voice Committee meetings where appropriate.

Key Learner Representatives Contacts	
Success Managers Team	Successmanagers@nulondon.ac.uk
Apprenticeships Admin Team	ApprenticeshipsAdmin@nulondon.ac.uk

Learner Voice Forums, Surveys and Committee Meetings

All learners are reminded of the various surveys, forums and reviews where they are invited to give feedback, raise concerns and communicate directly with Faculty and Professional Staff. All Faculty and Professional Staff are available via email during normal working hours or through university phone numbers. Learners are encouraged to communicate as required with their Academic Course Leads, Academic Director, Centre for Apprenticeships, and the Success Managers Team. Learner Representatives will collate any feedback from their peers and take these formally into the respective committees as detailed below.

Surveys, Forums and Focus Groups

Group or Meeting	Frequency	Description	What Happens Next?
Tripartite Reviews	Every 6-8 weeks	Opportunity for learners to speak to the Success Managers team, Academic Director, Centre for Apprenticeships, Course Tutors, and Employers	The Success Managers team will respond directly
Optional Tutor/Success Manager Meetings	As required	Opportunity for learners to feedback concerns about their studies directly to the Course Tutor or Success Managers.	Course Tutor/Success Managers team will respond directly
Programme and Course Satisfaction Survey	Every 6 or 12 weeks (dependant on the course)	Feedback from individual Learners on their satisfaction, and overall quality of each course and their respective programme, completed in Canvas through End of Course Surveys. Completion of End of Course Surveys should be championed by all Learner Representatives.	Survey results are reviewed and reported at Governance Committees, and subsequent actions and improvements are addressed by Academic Faculty or Professional Staff where required.
NSS (UG only)	Final Year only	Feedback from UG Final Year learners on the overall quality of their programme. Completion of the NSS Survey should be championed by Learner Representatives.	Published feedback from UG Final Year Learners on the overall quality of their programme

Group or Meeting	Frequency	Description	What Happens Next?
ESFA Survey	Annual	Feedback from learners on the overall quality of their programme Completion of ESFA Survey should be championed by Learner Representatives.	Published feedback from Learners on the overall quality of their programme
Ofsted Survey	(When applicable)	During Ofsted inspections, learners may be required to feedback and support interviews with Ofsted inspectors.	Published feedback in the formal Ofsted report

Meetings

Group or Meeting	Terms of Reference	Frequency of Meeting	Description	What Happens Next?
Learner Voice Meetings	Terms of Reference	Quarterly	Opportunity for learners to provide feedback about programmes through Learner Representatives	Formal Minutes including Matters Arising (Actions) will be provided within three weeks after the meeting. Learner Voice Committee will approve minutes and address/action Matters Arising.
Work Related Learning Management Board	Terms of Reference	Quarterly	The Work-Related Learning Management Board (WRLMB) is responsible for the performance and risk management of the work-related learning programmes and reports to the Academic Board. WRLMB is responsible for the monitoring of KPIs and will make decisions about quality improvements and manage implementation of enhancement activities.	Learner and Employer Representative comments are fed into the Formal Minutes including Matters Arising (Actions). Confirmed minutes provided to the Academic Board.

Group or Meeting	Terms of Reference	Frequency of Meeting	Description	What Happens Next?
			Learner Representatives are invited to attend and have the opportunity to contribute to decisions at governance Management Level.	
Teaching Learning and Enhancement Committee (TLEC)	Terms of Reference	Quarterly	TLEC maintains an overview of the curriculum structure, organisation, assessment, learning resources and delivery of all programmes.	Learners responsible for closing the loop by communicating actions of feedback given. TLEC reports to Academic Board to escalate Learner feedback

Appendix A – Learner Voice Terms of Reference

Context

The Academic Director, Centre for Apprenticeships is responsible for maintaining and promoting excellence in their respective Faculty within Northeastern University London (the University). Each meeting supports its Faculty Director in the development of plans to ensure that relevant knowledge and skills are state of the art, and in the creation and effective management of the undergraduate and postgraduate apprenticeship programmes and courses specific to their Faculty. Each Learner Voice meeting inputs to the Academic Board (AcB), via the Faculty Director, on matters of strategy, and is responsible to the Teaching, Learning and Enhancement Committee (TLEC) for overseeing the management of the day-to-day academic quality and standards of these apprenticeship programmes and courses. The Academic Director, Centre for Apprenticeships also ensures effective engagement with learners on both course and programme-related matters and with other Heads of Discipline on matters of common interest in teaching and research.

Terms of Reference

1. To ensure that programmes and courses within their remit are operating in accordance with the University's academic policies and regulatory framework, modified following AQF4 Programme and Course Approval and Modification when required.
2. To serve as a channel of communication between faculty and students relating to the operation of the programmes and courses within their remit.
3. To ensure a robust academic quality, standards and student learning experience by considering the on-going development, curriculum, design and delivery of the programmes and courses, including research activities within their remit.
4. To propose enhancement to the curriculum, teaching, delivery, assessment and feedback for the programmes and courses within their remit.
5. Annual Discipline Reporting and Monitoring:
 - 5.1. To ensure Annual Course Reports are generated, in line with AQF5 Annual Monitoring and Reporting.
 - 5.2. To generate the suite of annual monitoring reports, in line with AQF5 Annual Monitoring and Reporting, for scrutiny and approval by Academic Board.
 - 5.3. To update the action plan as issues arise during the year, for scrutiny by TLEC and the Work Related Learning Programmes

Committee and approval by Academic Board. To track progress of all action points as a standing item.

- 5.4. To ensure effective communication on action outcomes with the student body.
- 5.5. To consider all student feedback on the programmes and courses within their remit arising from the surveys, and focus groups, and to ensure that appropriate actions are recorded and enacted.

Membership

Academic Director, Centre for Apprenticeships (Chair) [or nominee]

Heads of Discipline

Associate Dean of Teaching and Learning (Students)

Director of Business and Partnership Development and Apprenticeships

Business Relations Manager

Learner Representatives

Student Union Representative

Learning Technologist (optional)

Senior Administrative Coordinator or nominee (Secretary)

Minute Taker (arranged via Secretary)

Quorum

Meetings will be quorate when the Chair and 50% of the membership are present, including at least two learner representatives and one member of faculty. Frequency

Learner Voice Committee will meet quarterly.

Reports to

Teaching, Learning and Enhancement Committee

Work-Related Learning Programmes Committee

Learner Focus Meetings

Reports from

N/A

Rolling Agenda Items

Action plan from the Annual Course Reports

Student feedback

Appendix B – Example Agenda for Learner Voice Meetings

Learner Voice Meeting

Date of Meeting

Time of Meeting

Location of Meeting

Note:

Members are reminded that any conflict or potential conflict of interest should be declared to the Chair and the member involved will be asked to withdraw while that item is being discussed.

Agenda

No	Action	Item	Item Owner	Document Reference (if applicable)
1	To note	Welcome, introductions and apologies (incl. declaration of conflicts)	Chair	
2	To approve	Minutes of the last meeting dated DD/MM/YYYY	Chair	
3	To note	Matters arising	Chair	
4	To note	Chair's Actions	Chair	
5	To note	Learner Voice Terms of Reference	Chair	
6	To note	Learner Representatives Handbook - Guidance for Learner Representatives	Chair	
7	To discuss	Learner Feedback To be shared by Learner Representatives on behalf of cohort Shaped around the themes below: Curriculum Learning Resources Teaching and Course Delivery Marking and Assessment Feedback Community and Extracurricular Opportunities	All	
7	To note	Any other business	All	
8	To note	Date of next meeting	Secretary	

Minutes of Last Meeting

Item owner: Committee Chair

Item actions: To approve

Sample Committee

01 January 2000

12:30 – 13:30

Zoom

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(insert minutes here)

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