


HE STUDENT INSIGHTS POLICY

APPROVED BY HE ACADEMIC BOARD MAY 2026

Applies to:	
Harrogate College	
Keighley College	
Leeds City College	
Leeds Conservatoire	x
Leeds Sixth Form College / Pudsey Sixth Form College	
Luminate Group Services	
University Centre Leeds	x



CHANGE CONTROL

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Joint Academic Board	06/05/26	2
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Policy will be communicated via:	UC Hub (VLE), CECIL, SPACE	
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Contents

1.	Policy Statement	4
2.	Aims and Objectives.....	4
3.	Principles	5
4.	Student Representation.....	5
5.	Curriculum and Policy Development.....	6
6.	How We'll Collect Student Insights	6
7.	Core Surveys	7
8.	Ethics and Data Protection	8
9.	Working with External Organisations	8
10.	Monitoring and Review	8
11.	Staff Development.....	8
12.	Equality, Diversity and Inclusion	9

1. Policy Statement

The majority of information within this policy is relevant to staff and students at both Leeds Conservatoire and University Centre Leeds. Where the word 'We' is used, it means both institutions. If the information is specific to just one of the institutions, we'll say which, e.g. 'Leeds Conservatoire' or 'University Centre Leeds'.

Both Leeds Conservatoire and University Centre Leeds have a firm commitment to:

- Providing regular, relevant and reliable feedback opportunities that are transparent, understood and robust;
- Making sure student voice is at the centre of our Quality and Standards processes, ensuring we are acknowledging and responding to feedback – sharing both changes made using student voice and also the reasons why we haven't or can't;
- Making sure we aren't asking too much of our students – we want to avoid overlap with surveys and other insight requests, so we'll carefully manage what is shared with students and when;
- Working with students co-create opportunities and elements of our provision – we want to strike a balance between providing what we know students need in their teaching and support services, as well as responding to what students ask for.

We've written this policy using advice, guidance and evidence from the higher education sector, the regulatory bodies we are accountable to, as well as the experience and knowledge of staff from both of our institutions. The QAA Quality Code for Higher Education (2024)¹ includes information on the best practice when working to include student feedback in how we make sure our provision is to a high standard.

'Student engagement is a multifaceted concept to which stakeholders in the learning process (students, staff and the Institution) have a contribution to make'. QAA (2024) p.6.

When we need student insight for an activity with the Office for Students² We use their guidance for completing this – recent examples of this have been our 25-28 Access and Participation plan and the Teaching Excellence Framework submissions. The insights section of this policy has also been greatly informed by the work of Saunders et al. (2011)³, who provide a robust approach to how higher education providers could communicate with and seek feedback from their students.

2. Aims and Objectives

Through this policy, we're aiming to:

- Make sure student insights and representation are part of our decision-making processes at all levels. This means feedback on courses, input in our committees and boards and asking students about the kinds of activities and opportunities they want;

¹ [QAA Quality Code for Higher Education \(2024\)](#)

² [OfS Student Engagement](#)

³ Saunders, M., Trowler, P. & Bamber, V. (2011) *Reconceptualising Evaluation in Higher Education: The Practice Turn*. Maidenhead: SRHE and Open University Press.

- Maintain consistency and clarity for students about how we collect their insights and use them, as well as when and why we aren't able to;
- Create a culture of openness and confidence for students in sharing their opinions. We believe that what we provide is improved when students share their thoughts with us, either individually or collectively. We actively encourage students to share their views to improve our offer for themselves and future students;
- Alongside this policy, provide clear guidance for staff as to how they should engage and gain feedback from students.

3. Principles

We'll look after the formal arrangements for engaging with our students and providing feedback opportunities. We'll make sure that they are regular, relevant, robust and most importantly, open to all our students. We'll also make sure that we aren't asking too often or too much; our priority is for students to be engaged in their teaching and learning.

Student insight is already part of the following processes and mechanisms:

- Enrolment and induction review and evaluation;
- OfS and student feedback/insight surveys
- Module and Programme evaluation and review;
- Student representation;
- Programme and the Provider staff-student Committees and Boards;
- Periodic review panels;
- Annual programme monitoring;
- NSS Surveying and related surveys;
- Programme approval, amendment and withdrawal;
- Other committees and working groups (for example, Awards Committee, peer reviews, validations)
- Teaching Excellence Framework
- Access and Participation

4. Student Representation

We want student representation to have a purpose, be inclusive and make an impact on what we offer. We believe that our students should be able to influence decisions that affect their experience with us and that we should be able to demonstrate exactly how students' feedback has been considered.

Alongside our individual and group strategies, we think our academic communities should be characterised by mutual respect between staff and students. We know that our staff and students have a collective wealth of expertise and experiences that will allow them to reflect on and enhance the opportunities we offer.

We'll take care of the processes for the formal elements of student engagement through student representation. This is slightly different at each institution.

At Leeds Conservatoire, our student body elects a Students' Union President. The Students' Union team are responsible for their election, training, guidance and support.

At University Centre Leeds, our student body elects a HE Student Representative who works with the Leeds City College (LCC) Students' Union. The LCC SU team, alongside programme teams at UC Leeds are responsible for the election process, and the Registry Team take care of providing training, guidance and support.

At both institutions, we also have other student representatives who are chosen to represent the interests of different groups in our student body, such as those with a protected characteristic or for a specific course. We call these our Diversity Reps and our Course Reps. Their support and training are provided in the same way as the President or HE Rep at their institution.

We ask our student representatives to represent the collective voice of the student bodies or the specific group they work with; they act as a link between the institution and the student body.

We'll do everything we can to make sure our student representation systems:

- Reflect the diversity of our student population
- Don't disadvantage students based on their mode of study, location or protected characteristics
- Make reasonable adjustments to enable effective participation
- Are manageable alongside students' study

5. Curriculum and Policy Development

We'll make sure there are opportunities for students to share their views on their courses as well as the ways we manage the student experience. Students will be consulted when we review existing or validate new programmes and seek to make changes to our academic regulations or other policy documents.

6. How We'll Collect Student Insights

This section looks at the different ways we might collect opinions from our students and how we will make sure those methods are appropriate, meaningful and ethical. We've produced some guidance alongside this policy, which staff and students should refer to if they are intending to carry out any kind of activity that aims to collect views and opinions from students at either of our institutions. The only activities that this policy doesn't cover are those that are necessary for course administration, such as enrolment.

At both of our institutions, we have smaller numbers of students than a typical higher education provider, so we'll try to make sure we strike a balance between collecting numerical and statistical data as well as opinion-based data. This will make sure we get the richest picture possible of what our students are experiencing.

We want to avoid our students feeling fatigued by surveys or questionnaires, so we'll encourage the use of other methods, such as interviews, focus groups and case studies. There may be other creative methods as well.

We know that some of our students will need to access these opportunities differently, so we'll ask the activity lead to make the activity fully accessible or consider how they could provide alternative methods of engagement.

Sometimes it helps to offer rewards and incentives when trying to gain feedback, but this also presents some ethical issues. In our guidance, we'll set out limits for what can be offered reasonably.

7. Core Surveys

There are some surveys that we run every year, which we call our core surveys. These surveys are essential for us to gain a good understanding of what our students experience. These surveys will always take priority over others.

At Leeds Conservatoire, these are:

Survey	Delivery Window
Enrolment, Induction and Welcome Survey	Semester 1 immediately following the end of Welcome weeks
Module Evaluation Questionnaires	Ad Hoc (around the end of teaching delivery for each module)
End of Year Survey	Around week 27
National Student Survey (NSS)	January to April for students in their final year only
Graduate Outcomes Survey	TBC – Delivered 18 Months post-graduation
Access and Participation Student Submission	As relevant, appropriate support will be provided to the Students' Union to have informed but autonomous submissions
Teaching Excellence Framework Student Submission	As relevant, appropriate support will be provided to the Students' Union to have informed but autonomous submissions

At University Centre Leeds, these are:

Survey	Delivery Window
Enrolment, Induction and Welcome Survey	Semester 1 immediately following the end of Welcome weeks
Module Evaluation Questionnaires	Ad Hoc (around the end of teaching delivery for each module)
National Student Survey (NSS)	January to April for students in their final year only
End of Year Survey	Around week 27
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8. Ethics and Data Protection

Alongside this policy, we want to make sure staff and students are aware of the accompanying policies and procedures that should be complied with when carrying out any kind of insight activity. These include:

- [Further and Higher Education Research Ethics Policy](#)
- [Luminate Data Protection Policy](#)
- [Luminate Data Retention and Disposal Schedule](#)

9. Working with External Organisations

There may be several reasons that surveys are shared with students via an external organisation. Sometimes we partner with them to deliver a specific activity, such as evaluating our Access and Participation activity, or they are part of a national activity like the National Students Survey. In some instances, we may have been approached to share a survey with our students. When this is the case, we'll make sure that we are confident with the intentions, purpose and security of the survey before we share it with our student body.

10. Monitoring and Review

We'll regularly monitor this policy, and it is currently scheduled for a full review in three years from it being approved. If there are significant changes that are needed, we'll do this as soon as possible before then.

Owner: Leeds Conservatoire Students' Union, HE Quality and Access & Participation

Introduced: January 2026

Last review: March 2026

Next Review: January 2029

Change Summary		
Version	Date	Summary of Changes
1	January 26	New Policy (Aligned)
2	March 2026	Review post consultation

We reserve the right to review this policy at any time

11. Staff Development

All Luminate staff receive training opportunities throughout each academic year. We'll introduce this policy through one of these opportunities and continue to provide updates and guidance throughout the time the policy is in place.

12. Equality, Diversity and Inclusion

As part of developing this policy, we have carried out an EDI Impact Assessment. We'll also make sure that this policy is followed in line with the Luminare EDI Policy, as well as guidance on student engagement from relevant awarding bodies.