MET UNION

Course Rep Handbook

Everything you need to represent your course, from your first week to the end of the year

2026-27 · londonmetsu.org.uk/studentreps

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Start here

Welcome from Met Union

Welcome to the Course Rep team, and thank you. By putting yourself forward, you have taken on one of the most important student roles at London Met.

Course Reps are the link between students and the people who design and teach their courses. You will listen to what students on your course are saying, help staff understand what is working and what isn't, and make sure student views are part of decisions about teaching, assessment and the wider student experience.

Met Union exists to help every student succeed and thrive at London Met and Course Reps are at the heart of that. Your views can travel from your Course Committee Meeting all the way to the University's Student Success Committee.

You don't need any previous experience. Many reps start the role unsure what to expect, and this handbook is written with that in mind. It explains what the role involves, how to get started, how to raise issues well and where to go for help. Keep it to hand all year.

You won't be doing this alone. Your Student Voice Assistant is your first point of contact, our Student Voice team is here to support you, and you are part of a community of reps across all five schools.

We are looking forward to working with you this year.

The Met Union Student Voice team

Start here

Welcome from London Met

On behalf of London Metropolitan University, welcome to your role as a Course Rep, and thank you.

We believe the best education is created with students, not simply delivered to them. Co-production and student partnership are central to how we work: involving students in the decisions that shape their courses, listening carefully to what they tell us, and working on solutions together.

Our Student Success Strategy sets out how we will support every student to continue on their course, complete it and go on to a successful future. Course Reps play a vital part in delivering it. The feedback you share helps course teams understand what students need and shapes each course's Course Enhancement Plan.

Your views also inform the work of our School Student Success Committees and the University's Student Success Committee, which oversees how well we are supporting students across every school.

Our Student Partnership Agreement with Met Union sets out the values that guide how staff and students work together. We are reviewing it with Met Union this year, and the experience of Course Reps will be an important part of that conversation.

We commit to listening to you, responding to what you raise, and telling you what has changed as a result. If you see me around the University, please do say hello! I'd love to hear your ideas, feedback, and experiences.

Julie Hall, Vice Chancellor and Chief Executive
London Metropolitan University

Start here

About Met Union

Here to help every student succeed and thrive at London Met.

Met Union is London Met's students' union. Every student is automatically a member from the day they enroll. We are a charity, independent of the University and led by students.

We run activities and student groups, give free, confidential and independent advice through Met Union Advice, and make sure students have a real say in their education.

Course Reps are the foundation of that student voice. You hear directly from students on every course, and what you hear shapes what the union campaigns on and what the University changes.

Students also decide the union's direction through elected School Reps, Student Council and Members' Meetings (page 20).

Start here

What a Course Rep does

Your role in a nutshell

As a Course Rep, you represent your **cohort**: the students on the same course and in the same year as you. You're the link between them and the staff who run the course, making sure students' views are heard, taken seriously and acted on.

In practice, that means talking to people on your course, finding out what's working and what isn't, and taking that to your course team, most often at your Course Committee Meetings. Afterwards, you let everyone know what happened.

What the role isn't

You're not expected to fix everything yourself. You're also not there to take on individual cases like appeals or complaints, or to give academic or welfare advice. When a student needs that kind of help, your job is to point them to the people who can help (page 16).

How much time it takes

Most reps spend about 1-4 hours a month on the role, a little more around meetings. You're a volunteer, and your studies always come first. You can read the full role description here Met Union - Student Rep Role Description.pdf.

Start here

Your first 30 days

Your first month sets you up for the rest of the year. Work through this checklist at your own pace. Your Student Voice Assistant can help with any of it.

Week 1

- [ ] Complete your Course Rep training, live or on demand
- [ ] Introduce yourself to your course in class, on Weblearn or in your group chat. Say what a rep does and how to reach you
- [ ] Meet your course leader and agree how you will keep in touch

Week 2

- [ ] Ask your course leader to add you to the Course Team Details page on Weblearn
- [ ] Find out the date of your first Course Committee Meeting and put it in your diary
- [ ] Say hello to your Student Voice Assistant at a drop-in

Weeks 3 and 4

- [ ] Ask for last year's survey results and what changed because of them
- [ ] Gather your course's views before your first meeting (page 8)
- [ ] Start your Course Rep Journal (page 26)

Doing the role

Hearing from your course

You can only represent your course if you know what people on it actually think, so listening is at the heart of the role. The best reps use a mix of approaches and keep listening all year, not just in the week before a meeting.

The classroom is a good place to start. Most lecturers are happy to give you five minutes at the start of a session to introduce yourself and ask how things are going. Online, a post on Weblearn or in your course group chat works well. Quick polls are useful too: one or two questions get far more replies than a long survey.

Don’t underestimate a simple chat before or after class, either. People often tell you more face to face.

Try to hear from everyone, not just your friends or the loudest voices. Think about students who commute, work, have caring responsibilities or study part-time, and give them a way to reply that suits them.

Doing the role

The 5 Rs of representation

The 5 Rs are a simple way to think about any issue, from the moment you first hear about it to the point where you tell your course what happened.

Reach out. Students can only come to you if they know who you are, so make sure people know your name, what you do and how to get in touch.

Research. Before you raise something, find out how many people it affects and how much it matters to them. A quick poll or a show of hands gives you evidence staff can work with.

Raise. Take the issue to the right person: a module leader for something small, your course leader for something bigger, or your Course Committee Meeting.

Record. Keep a note of what you raised, who you spoke to, what they said and when. Your Course Rep Journal is ideal for this, and you can log the issue on our issue tracker too (page 14).

Report. Finally, tell your course what happened, even if nothing has changed yet. It's the step that's easiest to forget, and the one students notice most.

Putting it together. Say several students tell you assignment feedback is arriving late. You run a quick poll to see how many agree, raise it at your Course Committee Meeting with the results, note what the course leader agrees to and by when, then post an update for your course.

Doing the role

Course Committee Meetings

Course Committee Meetings, or CCMs, are the most important meetings you'll go to as a rep. They bring Course Reps together with your course leader, other teaching staff and sometimes colleagues from services such as the library, to look at how the course is going.

They're the main place to raise issues on behalf of your course and, just as importantly, to share what's working well. Your course leader sets the dates, usually two times a year. If a meeting clashes with a class, it's fine to ask for it to be moved.

What you say really does matter. Discussions are recorded and help shape the course's **Course Enhancement Plan**, the course team's plan for improving the course over the year. Senior staff review these plans, so your feedback travels much further than the room you're sitting in.

Doing the role

Before, during and after a CCM

Before the meeting

Ask your course leader for the date and any papers, then let your course know the meeting is coming up and ask what they'd like you to raise. Try to settle on your top two or three issues and gather some evidence for each. If you can't make it, send your points in writing beforehand so they still get heard.

In the meeting

It helps to start with what's going well. Then raise each issue clearly, with your evidence, and before you move on, ask what will happen next, who will do it and by when. Take notes or ask for a copy of the minutes.

Afterwards

Within a week, send your course a short update on what was discussed and agreed (the next page shows you how). Share it with your Student Voice Assistant too, keep a note in your Course Rep Journal, and follow up on anything that was promised.

Feeling nervous? That's completely normal, especially at your first meeting. Writing your points down beforehand really helps, and your Student Voice Assistant can try to come along with you if you'd like some support.

Doing the role

Close the feedback loop

Students give more feedback when they can see it makes a difference.

Closing the loop simply means telling your course what happened after they gave feedback, even if the answer is “not yet” or “no”. Without it, students tend to assume nobody listened, and they stop telling you things.

Try to post your update within a week of the meeting. Keep it short: five lines is plenty. Be honest about anything that hasn’t changed and why, and ask your course leader whether they’d share it on Weblearn too, so it reaches everyone.

A template you can copy

You said: [what students raised]

We did: [what was agreed, and who will do it]

What happens next: [next step and date]

Still waiting on: [anything not yet sorted, and why]

Questions? [how to reach you]

Post it on Weblearn, share it in your group chat, or read it out at the start of a class.

Doing the role

Raising issues well

How you raise an issue matters almost as much as what you raise. Staff are far more likely to act on feedback that's clear, fair and backed up, so it's worth taking a moment to prepare.

Be as specific as you can. "Feedback on the first essay took six weeks" gives staff something to act on in a way that "feedback is slow" doesn't. Say how many people raised it and how you know, whether that's a poll, a show of hands or comments in your group chat. If students have an idea for how to fix it, share that too.

Remember you're speaking for the course, not for one person, so never name individual students. It also helps to be fair: mention what's going well, and bear in mind that staff may be dealing with pressures you can't see.

Before the conversation ends, check what will happen next, who will do it and by when. That gives you something concrete to report back.

Doing the role

The Course Rep issue tracker

Tell us what's happening on your course, as it happens.

We've created a Course Rep issue tracker so you can let us know, in real time, about issues students on your course are raising with you, or that you're aware of yourself.

Logging an issue doesn't replace raising it with your course team. What it does is let us see what's going on, so we can support you as you raise it and, where we can, help you find a resolution. It also helps us spot when the same issue is coming up on more than one course.

What to log

Anything students have raised with you about the course, from assessment and feedback to timetabling or facilities, as well as anything you've noticed yourself. Log the issue, not the person: please don't include students' names or personal details.

How to get access

We'll show you how to access and use the issue tracker during your Course Rep training.

Doing the role

A student raises an issue. What now?

Does it affect only the student who raised it? — **Yes** → It's an individual issue. Signpost them to the right service (page 16).

No ↓

Does it affect other students on your course? — **Yes** → It's a course issue. Raise it with your module or course leader, or at your CCM.

No, or not sure ↓

Might it affect other courses or the whole school? — **Yes** → Tell your Student Voice Assistant. Your elected School Rep can take it to the School Student Success Committee.

Not sure, or don't want to take an issue on? That's fine. Tell your Student Voice Assistant and they will help or find someone who can.

Doing the role

Signposting: who helps with what

If a student needs help with...	Send them to...
An appeal, complaint, academic misconduct or another individual problem	Met Union Advice: free, confidential and independent - The Advice Service
Enrolment, timetables, mitigating circumstances, changing course, taking a break or anything else about their course	Student Zone | Student Zone Online
Mental health and Wellbeing	Counselling Service | Student Zone Online
Disability support	Disabilities and Dyslexia Service (DDS) | Student Zone Online
Careers, placements or work experience	Career and employability advice | Student Zone Online
Money and Accommodation	Student Money and Accommodation | Student Zone Online
Someone in immediate danger	Security - London Metropolitan University If someone's life is at risk, call 999

A full signposting guide is available here: Signposting Guide Met Union LMU.docx

Explain why you're pointing them elsewhere. Not sure who to suggest? Ask your Student Voice Assistant.

Doing the role

Boundaries, confidentiality and safety

Keeping things confidential

Students will sometimes tell you personal things. Unless they say it's OK, don't share what they've told you with staff or anyone else. The one exception is if you're worried about a student's safety or wellbeing.

If you're worried about someone

You don't need to deal with it yourself. Inform the student voice team at Studentvoice.su@londonmet.ac.uk or the Met Union Advice team as soon as you can, and they'll take it from there.

If someone is in immediate danger, contact University security (page 35). If someone's life is at risk, call 999.

Looking after personal data

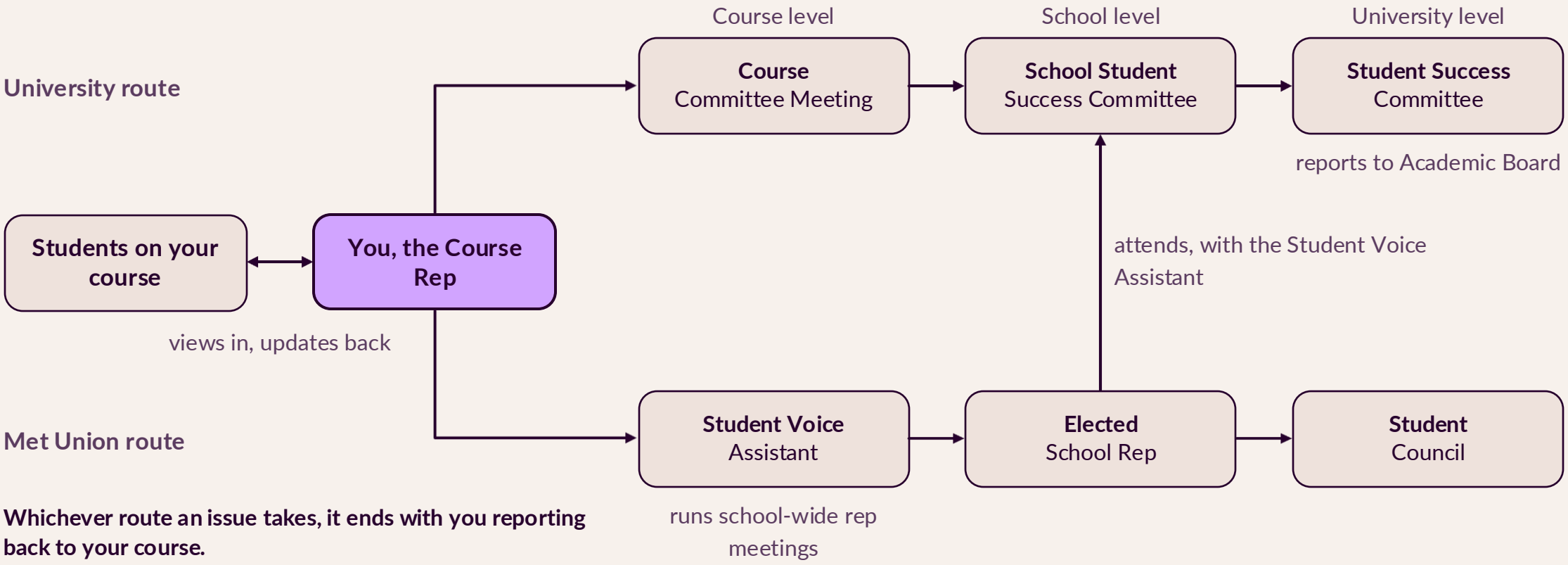
Under UK GDPR, you must never pass on a student's personal details, such as a personal email address or phone number, without their permission. Use your London Met email for anything to do with the role.

Looking after yourself

Keep your personal phone number private and remember you don't have to deal with everything. If something feels too big, or isn't right for a Course Rep, you can hand it to your Student Voice Assistant at any time.

Where your feedback goes

How student voice works at London Met



Whichever route an issue takes, it ends with you reporting back to your course.

Where your feedback goes

Your school

School-wide rep meetings

A few times a year, your Student Voice Assistant brings together all the Course Reps in your school, along with school staff. These meetings are a chance to share what's happening on your course, spot issues that affect several courses at once, and hear about changes that are on the way.

> They happen around 2 times a year. If you can't make one, send your views to your Student Voice Assistant beforehand and they'll make sure they're heard.

School Student Success Committees

Each of the five schools also has a School Student Success Committee. It looks at the quality of teaching, the student experience and how students are getting on, and decides what the school needs to improve.

Your elected School Rep and your Student Voice Assistant attend on behalf of students. They take the issues reps raise to the committee and bring back what was decided. Above them, the University's Student Success Committee oversees all five schools.

Where your feedback goes

Your union's democracy

Student Council

Met Union's main student decision-making body. It debates issues that matter to students, sets union policy and holds elected officers to account. The five elected School Reps sit on it, and Course Reps can stand for election each autumn, including for Chair or Deputy Chair.

Members' Meetings

Open to every London Met student, these are a chance to hear what the union has been doing and to ask questions. Any student can propose a motion, a direct way to change what Met Union does. There is an Annual Members' Meeting each year.

Liberation Officers

Met Union's elected Liberation Officers represent groups of students who face discrimination, and lead campaigns. If a student on your course wants to get involved, put them in touch with our Student Voice Team, and we will direct them to the right place: studentvoice.su@londonmet.ac.uk

Find out more: londonmetsu.org.uk

Where your feedback goes

Surveys, and how you can help

The surveys you'll hear about

Each year, students are asked for their views through a few big surveys. Final-year undergraduates complete the National Student Survey (NSS), whose results are published and compared across the UK.

Other taught students complete London Met's own Student Experience Survey. Postgraduates are asked to complete national surveys too: PTES for taught courses and PRES for research.

How you can help

Surveys only work if people fill them in, and that's where you come in. Ask your lecturer for ten minutes in class so students can complete the survey there and then, and explain why it matters: the results shape what the University improves.

It's also worth asking your course leader for last year's results and what changed because of them. Sharing a "You said, we did" update shows students their feedback is being used, which makes them more likely to take part next time.

Where your feedback goes

Partnership and quality

The Student Partnership Agreement

London Met and Met Union have a Student Partnership Agreement, which sets out how staff and students work together. It's useful to have in your back pocket: when you're talking to staff about making things better, it gives you a shared set of values to point to.

The agreement is being reviewed during 2026-27, and Course Reps' experience will be an important part of that. Your Student Voice Assistant will let you know how to have your say. You can read it at Student Partnership Agreement - London Metropolitan University

Academic Quality and Development

Academic Quality and Development, or AQD, is the University team that looks after the quality and standards of courses. It works with Met Union to make sure student voice is built into how courses are designed and run.

Every so often, AQD invites students onto panels that approve new courses or review existing ones. If that interests you, tell your Student Voice Assistant. The rules behind all of this are in the University's Quality Manual at Academic Quality and Development - London Metropolitan University

Support for you

Who can help

Your Student Voice Assistant

Your first contact for anything. See below:

Your elected School Rep

Takes school-wide issues to committees and Student Council. You can see who the reps are here: Student Reps

Student Voice team

Studentvoice.su@londonmet.ac.uk

School	School Rep Assistant	Drop In Time (Term-Time only)	Associate Dean*
Art, Architecture and Design	Position Open		Emma Davenport
Business, Environment and Law	Olivia Opara, tsoopar2@londonmet.ac.uk	Monday: 4 to 5pm	Dr Hemakshi Chokshi
Computing and Digital Media	Sofia Oredugba, tsoored1@londonmet.ac.uk	Thursday: 4 to 5pm	Elena Moschini
Human Sciences	Sophie Williams, tsswill7@londonmet.ac.uk	Monday: 1 to 2pm	Jo Jenkins
Social Sciences and Professions	Deborah Maragh, tsdmara2@londonmet.ac.uk	Wednesday: 1 to 2pm	Claire Bradshaw

*Associate Dean Learning, Teaching and Quality: go to them if your course leader can't resolve an issue.

Support for you

Our agreement with you

What you can expect from us

Being a Course Rep is a volunteering role, and we take our side of it seriously. We'll give you an induction and training before you start, and your School Rep Assistant will support you all year round. If the role costs you anything, such as travel, we'll pay back agreed expenses under our expenses policy.

We also want to recognise the work you do, with a certificate, a mention on your degree transcript and our annual awards. And because we want the rep scheme to keep getting better, we'll ask for your views on it and act on what you tell us.

What we ask of you

In return, we ask you to complete your Course Rep training, attend each Course Committee Meeting (or send your views if you can't), and report back to your course afterwards. Keeping your Course Rep Journal up to date helps too.

We ask everyone to treat others with respect and to keep personal information confidential. And if things change and you can't carry on, just let us know. The full details are in our Volunteering Policy and Member Code of Conduct at Student-Volunteering-Policy.pdf

Support for you

Training and support

Your Course Rep training

Every Course Rep completes training at the start of the role. You can join a live session or work through it on demand, whichever suits you better.

The training covers what the role involves, how Course Committee Meetings work, how to signpost students to the right help, and how to handle confidential information.

Training invitations will be sent to your email address once available.

Support all year round

Training is only the beginning. Your Student Voice Assistant runs regular drop-ins and sends updates throughout the year. Our Met Union Volunteers site on Weblearn has on-demand training, refreshers and resources you can dip into whenever you need them. If you're not enrolled yet, just ask your Student Voice Assistant.

Alongside this handbook, your Course Rep Journal will help you prepare for meetings and keep track of your work (page 26).

Support for you

Your Course Rep Journal

What it's for

Your Course Rep Journal goes alongside this handbook. The handbook explains how the role works. The journal is where you think about how it's going for you: preparing for meetings, keeping track of what you've raised, and reflecting on what you're learning.

Over the year it builds a record of what you've done, which gives you real examples for your CV and for award nominations.

Getting your copy

Choose a printed booklet to write in, or a Word version to fill in on screen. Ask your Student Voice Assistant, or download it here: Met Union Course Rep Journal 2026-27.pptx

When to use it

It only takes a few minutes at a time. Fill it in when you start, before and after each Course Committee Meeting, once a term, and at the end of the year. There are no right or wrong answers, and nobody is marking it.

Your Student Voice Assistant may suggest talking some of it through at a check-in, so they can support you. You decide what you share.

Issues, not people. Don't write students' names or personal details in your journal. If you're worried about a student, inform the Student voice advice team at Studentvoice.su@londonmet.ac.uk or the Met Union Advice team (page 17).

Support for you

Skills and recognition

How we say thank you

Being a Course Rep takes time and effort, and we want to recognise that. At the end of the year you'll receive a certificate, and your role will be recorded on your degree transcript.

Our annual awards also celebrate the reps who have made a real difference to their course, so keep a note of what you achieve.

Skills that last

The role builds skills employers look for. You'll get better at speaking up clearly and calmly, making a case that changes a decision, and turning people's views into evidence. You'll also learn to work with staff and other students, to prepare for and contribute to meetings, and to balance it all with your studies.

Use your Course Rep Journal to note real examples as you go. They make strong answers in job applications and interviews.

Support for you

If things go wrong

Most of the time the role runs smoothly, but every rep hits a bump at some point. Here's what to do when that happens.

If nobody replies

Staff are busy, so give them a week, then follow up politely. If you still hear nothing, tell your Student Voice Assistant, who can help you take it further.

If it's getting too much

You don't have to deal with everything. Hand issues to your Student Voice Assistant and put your studies and wellbeing first.

If there's a problem with the role

Talk to your Student Voice Assistant first. We always try to sort things out informally and fairly, in line with our Volunteering Policy and Member Code of Conduct.

If you need to step down

That's absolutely fine: life changes. Let your Student Voice Assistant and course leader know, and we'll find someone to take over so your course is still represented.

Support for you

Questions reps often ask

What if nobody answers my poll?

Try another channel, keep it to one or two questions, or ask in person at the start of a class.

Can I help a friend with their appeal?

Not as a Course Rep. Individual cases go to Met Union Advice, who can support them properly.

I can’t make my CCM. What should I do?

Ask for another date or send your points in writing to your course leader and Student Voice Assistant beforehand.

What if a lecturer gets defensive?

Stay calm, focus on the issue and the evidence rather than the person, and mention what is going well. Ask your Student Voice Assistant for help if you need it.

Only one person raised it. Do I take it forward?

Check whether others feel the same. If they do, raise it. If it’s just them, signpost them to the right service.

Is there another rep on my course?

Often, yes. Ask your Student Voice Assistant to put you in touch so you can share the work.

Reference

Your year at a glance

Sept to Oct

Course Reps recruited

School Rep and Student Council elections

Training opens

Nov to Dec

First Course Committee Meetings

School-wide rep meetings

Student Success Committees meet

Jan to Feb

Reps recruited for January-start courses

Training for new reps

National Student Survey opens

Mar to Apr

Course Committee Meetings

School-wide rep meetings

Annual Members' Meeting

May to July

Reps chosen for next year on continuing courses

Volunteer survey

Awards and end-of-year celebration

Exact dates, times and places: londonmetsu.org.uk/studentreps

Reference

Jargon buster: A to C

Academic appeal
A formal request to review an assessment decision. An individual matter: refer the student to Met Union Advice.

Academic Board
The University's most senior academic decision-making body.

Academic misconduct
Breaking assessment rules, such as plagiarism or misusing AI. Refer the student to Met Union Advice.

AQD (Academic Quality and Development)
The University team that looks after course quality and standards.

Associate Dean Learning, Teaching and Quality
The senior school lead for teaching quality and the student experience. Go to them if your course leader can't resolve an issue.

CCM (Course Committee Meeting)
Where reps and course staff review how the course is going.

Closing the feedback loop
Telling students what happened after they gave feedback.

Cohort
Students on the same course in the same year.

Course Enhancement Plan
The course team's plan for improving the course each year. Feedback from your CCM helps shape it.

Course leader
The member of staff who runs your whole course. Your main contact as a rep.

Course Rep
A student who represents their cohort's views to course staff. That's you.

Elected School Rep
A student elected to represent a whole school, who sits on Student Council.

Reference

Jargon buster: L to S

Liberation Officers
Elected officers who represent groups of students who face discrimination.

Members' Meeting
A meeting open to all students, where anyone can propose a motion.

Met Union
London Met's students' union. Every student is a member automatically.

Met Union Advice
Free, confidential and independent advice for students with individual problems.

Mitigating circumstances
Something outside a student's control that affected their assessment, such as illness.

Module and module leader
A unit of study within your course, and the member of staff who runs it.

NSS (National Student Survey)
A national survey of final-year undergraduates.

OfS (Office for Students)
The regulator for universities in England.

PTES and PRES
National surveys for postgraduate taught (PTES) and research (PRES) students.

Quality Manual
The University's rules for approving, reviewing and improving courses.

Safeguarding
Protecting people from harm or abuse. See page 17 if you are worried about someone.

School
A group of related subjects within the University. London Met has five schools.

Reference

Jargon buster: S to W

School Office
Each school's help desk for enrolment, timetables, mitigating circumstances and course changes.

Student Voice Assistant
A student employed by Met Union to support Course Reps in a school. Your first point of contact.

School Student Success Committee
Each school's committee on teaching quality, the student experience and how students are doing.

School-wide rep meeting
A meeting of all the Course Reps in a school, with school staff.

SES (Student Experience Survey)
London Met's own survey for taught students who are not in their final year.

Signposting
Pointing a student to the right service instead of solving an individual problem yourself.

SPA (Student Partnership Agreement)
The agreement between London Met and Met Union on how staff and students work together.

Student Council
Met Union's main student decision-making body. It sets union policy.

Student Success Committee
The University committee that oversees teaching quality, the student experience and outcomes.

Student Zone
The University's student support and information service, online and on campus.

UK GDPR
Data protection law. Never share a student's personal details without their permission.

Weblearn
London Met's online learning platform. Met Union also runs a Weblearn site for volunteers.

Reference

Useful contacts

In an emergency

If someone is in immediate danger, contact University security:

Holloway: 020 7133 6666, or 6666 from an internal phone

Aldgate: 020 7320 3333, or 3333 from an internal phone

If someone's life is at risk, call 999 for police, fire or ambulance.

Other help

NHS 111 for urgent medical help that isn't an emergency

Police 101 for non-emergencies

Samaritans 116 123, free, any time, if you or someone you know needs to talk

Met Union Advice: Met Union Advice Service Contact Form

Course Reps: londonmetsu.org.uk/studentreps