

Learner Involvement Procedures

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1. Purpose

The purpose of this procedure is to maximise opportunities for working in partnership with students to contribute to decision-making and operational management processes.

2. Scope

The college will work to build an organisational culture where learners, both individually and collectively, take personal and collective responsibility for their own input and feedback into college decision making processes. This will involve creating bodies and structures that students may take part in and contribute to.

The college will operate the Ladder of Engagement model where learners are informed, consulted, involved, collaborated with and empowered in the decision-making process.

The college will work with students and their representatives to create an equality of opportunity to participate in college learner engagement processes. This process will create several different actions designed to ensure the participation of all learners in the college community.

The college is committed to providing appropriate resources to enable and encourage mechanisms to work to ensure student voices are heard at every level within the college, to make a valuable contribution to its leadership and in raising the quality of its provision.

By involving learners, the college will be able to gather views and perceptions of their experiences or emerging issues and take action quickly with timely feedback.

Benefits for learners include:

- A more responsive, more engaging and higher quality learner experience.
- Empowerment and engagement in shaping their own learning experience and deliver improved outcomes for all learners.
- An opportunity to acquire and develop their employability skills; confidence, self-esteem, motivation, responsibility, leadership and advocacy and enhance their self-worth.
- Develop their personal communication, creating better relationships with other students, tutors and staff.
- Develop empathy for others and make a positive contribution.
- Develop an interest and commitment to the wider college community.

Benefits for the College include:

- Increased participation, retention, progression and achievement.
- Better quality of information from the students' perspective to drive quality improvement and raise standards.
- Better decisions about resource allocation and investment.

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- Learners who feel more involved and are motivated to put something back into the organisation.
- Improving the effectiveness of the learner journey process.
- Improving how processes are quality audited.
- Feedback to practitioners – teachers, assessors, Progress Coaches etc.

This policy reflects the College's commitment to the AOC Charter for Student Engagement to ensure that College's meet the culture of student partnership and engagement set out in the AOC Charter (July 2019).

This policy demonstrates that the College acknowledges that learners are partners in the education process and benefit enormously from engaging with them at every level. This engagement is authentic and meaningful and builds on our learners' knowledge, skills, experience and aspirations.

The College creates a culture of partnership and engagement by:

- Treating all students as active partners in learning and ensuring all college staff treat students with respect, listen to their views and take them into account.
- Valuing, promoting and embedding student engagement across the range of college work and ensuring college processes build in opportunities for student feedback and action on that feedback.
- Creating inclusive student representative structures and committing sufficient resources, training and development to support them.
- Helping students develop the skills and confidence needed for participation, leadership, advocacy and deliberation. Encouraging high participation in all student elections and consultations.
- Promoting equality and celebrating diversity and ensuring that student engagement reflects the full diversity of the student cohort.
- Providing opportunities for student involvement in Youth Social Action, volunteering, personal and social development and leadership activity.
- Encouraging students to become informed, healthy, critical and active citizens.
- Making the connection between student engagement and values of equality, democracy, the rule of law, respect and tolerance, individual freedom, political literacy and broader social issues.

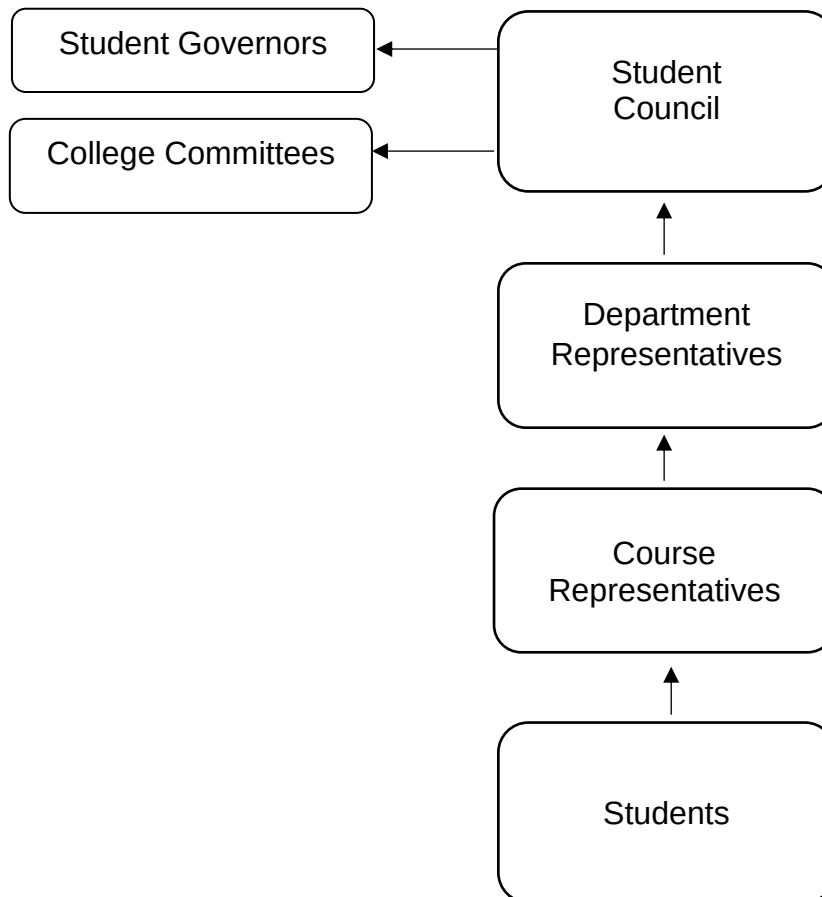
Association of Colleges (AoC) July 2019 v.6

3. Responsibility

Overall responsibility for this procedure lies with the Vice Principal – Quality & MIS, supported by the Director of Quality, Quality Practitioner and Curriculum Managers.

4. Procedure

4.1 Mechanisms of Engagement (FE)



All students will take part in Student Voice at least once a term and this information will be shared with Department Curriculum Managers by the Course Representative. Department Representative will share Student Voice and Class Representative feedback at the Student Council. New forms of engagement will be developed on an ongoing basis in collaboration with students.

4.1.1 Student Community (FE)

Every student is a member of the Student Community. The Student Community have a shared vision to improve the learner experience of all and give something back to the organisation.

The Student Community will have the opportunity to attend the Student Council meetings, which will be held a minimum of once per term. This

meeting will be facilitated by the Quality Practitioner and by invitation, members of ELT. These will be an opportunity for Department Representatives to share the feedback from Student Course Representatives based on Student Voice feedback.

Specific themes (for example Equality & Diversity, Mental Health, etc.) will also be discussed at these meetings and relevant college staff will be invited accordingly.

All students can share their views and suggestion via the Student Voice tile on the student grid.

4.1.2 Course and Department Representative System (FE)

Student involvement in the management of courses and curriculum is sought formally through Learner Voice, Student and Department Representative Meetings with the Curriculum Manager.

Each course will nominate a 'Course Representative' – elected by the students, to voice the views of their group in contributing to the Quality Improvement process. Course Representatives will be identified in the first half term of each academic year. Out of the Course Representatives, two Department Representatives will be appointed and a minimum of one of these should attend all Student Council Meetings.

Course/Department Representatives will meet with their Curriculum Manager every half term. After these meetings, Curriculum Manager will ensure feedback is given to all learners and will produce "You Said, We Did" posters so that students can see how their feedback drives forward improvement.

A member of Quality Department will attend meetings with Curriculum Manager and will also collate feedback from all meetings.

4.1.3 Student Governors

Two students will be elected as Student Governors on an annual basis from the Student Community (One FE representative, One HE representative). Full training is provided to student governors by the Clerk to the Corporation.

The FE Student Governor will attend the Student Council termly prior to every Governor's Standards and Curriculum Meeting to discuss student feedback including ideas and concerns.

4.1.4 Student Surveys

A formal questionnaire-based survey will be undertaken twice per academic year. This will cover all full-time learners, Apprentices and

substantive part-time learners. Results from these formal surveys will be fed into all levels of the Self-Assessment Reports.

The following process is specific to Higher Education Learners:

All HE students participate in two online surveys per year. Autumn term survey (QDP1) is benchmarked against other Further Education College's higher education programmes. The spring survey (QDP2) questions for those on programme are in line with NSS questions and will be benchmarked nationally. The results from these surveys are included in the bi-annual HE Programme Reviews as well as the annual College HE Self Evaluation Document and Quality Improvement Action Plan.

4.1.5 Focus Groups

Student focus groups are conducted throughout the year and can be facilitated by Quality, Safeguarding and Inclusion Managers or curriculum teams to address any issues in a timely manner. The first impression survey is also part of learner voice and will be conducted in the first half term.

4.1.6 Student Ambassadors

Students will be encouraged to share their experiences with their fellow students at every opportunity, by raising aspirations (for example progression in college and to HE). Students will also be encouraged to share their experiences with prospective students at Open Evenings, Networking events and School Liaison events.

4.1.7 Lesson Observations and Internal Reviews

Students will be asked to provide feedback during learning walks and deep dives through verbal questioning by the observer.

Selected students will be asked to provide feedback during Internal Reviews through verbal questioning and discussion as part of a focus group.

4.1.8 Staff Appointments

Students will be involved in the recruitment process. Their views will be collected from micro teach sessions, tours and participation in focus group panels.

4.1.9 Complaints & Compliments

Compliments and Complaints will be received and monitored by the Quality department. These will then be reported in the overall College summary. This information is used in self-assessment, strategic planning, and marketing and reporting to Governors, and relevant outside bodies.

4.1.10 Early Leavers

The information from Early Leavers enables the college to elicit views on their college experience, provide feedback to curriculum areas and guidance to learners on alternative opportunities. Learner Services contact all learners who withdraw and record any information gathered on the student's EBS Learner Record. This information is used in self-assessment to address any trends/issues.

4.2 Parent/Carer Involvement

An annual survey will be conducted to gather parent / carer views.

4.3 Support for Students

Some learners will need support to enable them to represent themselves and others in the processes outlined above. This will be provided in the form of space, resources and training. They will be supported by the Learning Support Team and the Safeguarding and Inclusion Managers to ensure the necessary support is in place for learners who require it.

5. Monitoring

The impact will be monitored through the following routes:

- Internal Review
- Self-Assessment updates
- Direct dialogue with students through the Representatives system and Student Council
- "You said, we did" feedback process

The procedure will be reviewed annually and will be available to staff and students via the college intranet and/or website.