Learner Involvement Procedures

Procedure name:	**Learner Involvement Procedures**
Procedure reference:	**Pro-LI-QA**
Created by:	**Director of Quality and Curriculum**
Approved by:	**Assistant Principal – Quality & MIS**
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Contents

1. Purpose

The purpose of this procedure is to maximise opportunities for working in partnership with students in strategic 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 a number of 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

- 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, learning mentors etc.

This policy reflects the College's commitment to the AOC Charter for Student Engagement to ensuring the College's meets the culture of student partnership and engagement set out in the AOC Charter (March 19).

This policy demonstrates that the College acknowledges that learners are partners in the education process and colleges 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) March 2019 v.6

3. Responsibility

Overall responsibility for this procedure lies with the Assistant Principal - Quality and Learner Experience, supported by Directors of Quality and Curriculum, Engagement Officers, Safeguarding and Inclusion Managers, Progress Coaches and Curriculum Managers.

4. Procedure

4.1 Mechanisms of Engagement (FE)
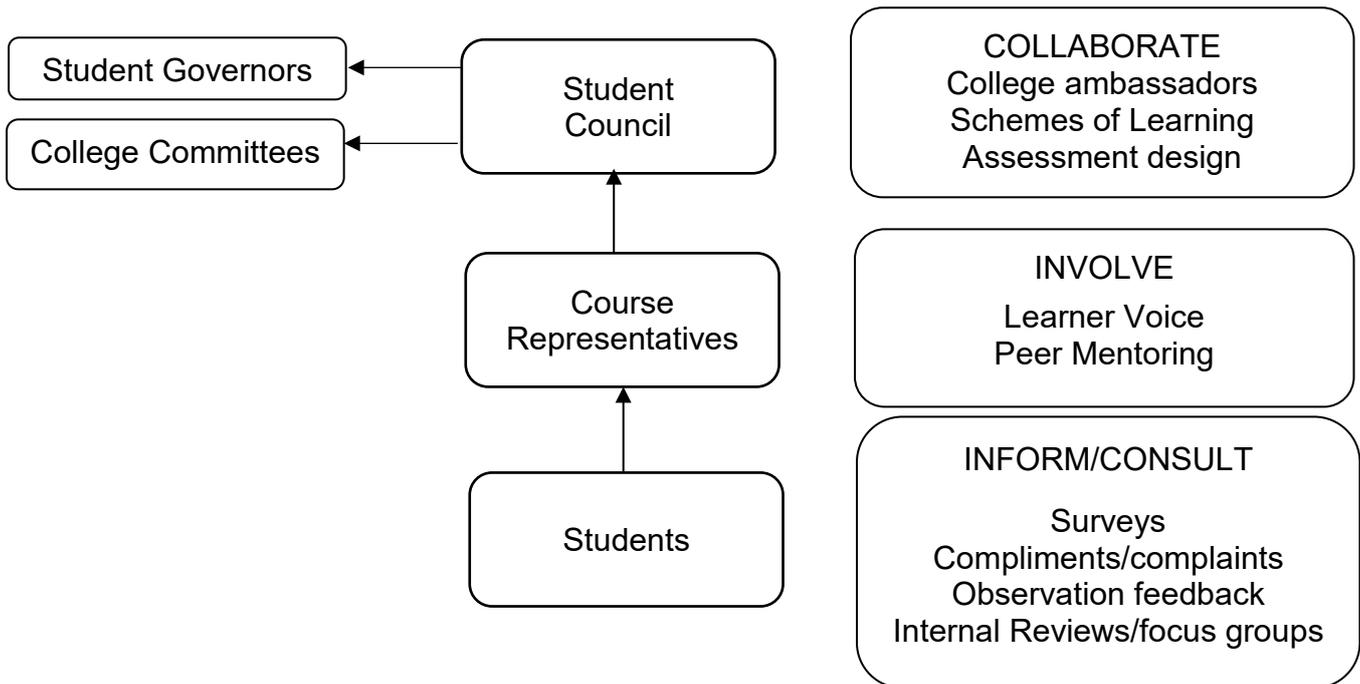
New forms of engagement will be developed on an ongoing basis in collaboration with students.

4.1.1 Student Council (FE)

The Student Council is a body of FE student volunteers with the shared vision to improve the learner experience of all and give something back to the organisation.
The Student Council meets formally each half term to discuss cross-college issues and developments. This meeting is facilitated by the Engagement Officers and supported by the Safeguarding and Inclusion Managers.

The Principal (and other invited members of the College's ELT and SMT) may join this meeting for a Q&A session with the Student Council to respond to and illicit learner views.

Specific themes (e.g. Equality & Diversity) will also be discussed at these meetings and relevant college staff will be invited accordingly.

The Student Council will also engage in eliciting learner views through the use of a variety of mediums including the learner voice "Big Voice" activity.

The Student Council receive an introductory and on-going training program of development activities led by The College's Engagement Officer.

The following process is specific to Higher Education & Higher Level Learning (level 4 +) Learners:

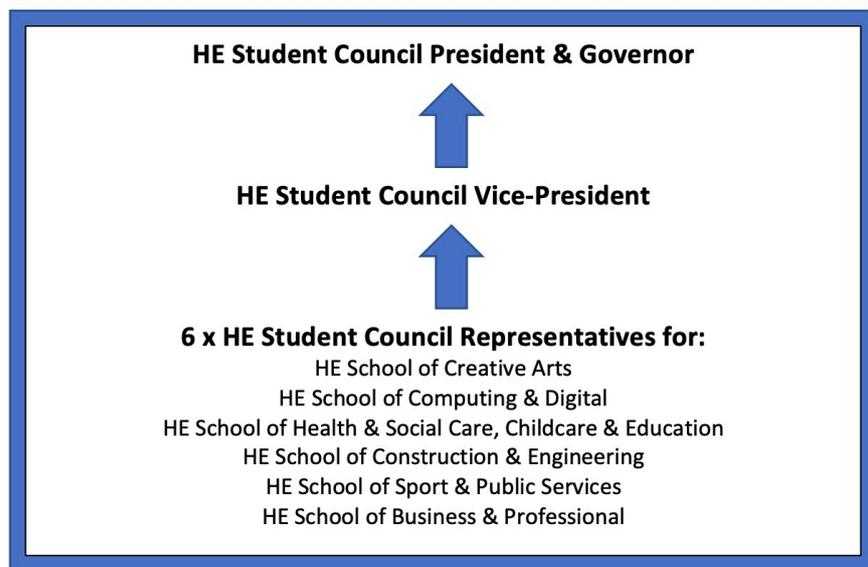The college operates a HE Student Council comprised of:
- A HE Student Council President & Governor
- A HE Student Council Vice-President
- HE Student Council Representatives (one per HE School)

The HE Student Council work closely with the college's HE Management team to garner student feedback, influence HE policy & procedures, identify opportunities for HE learners and support HE events.
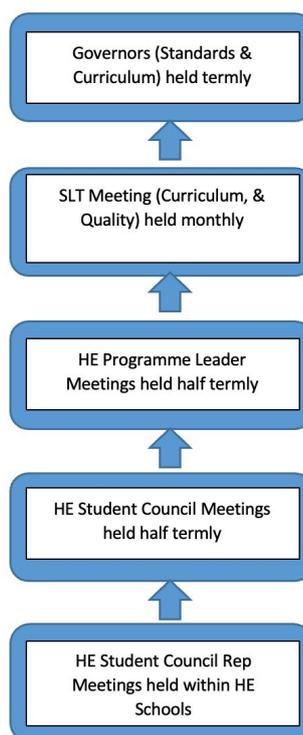
The HE Student President also sits on the college's Governing Body in order to monitor quality and standards, as well as challenge the college's Senior Leadership Team on curriculum and quality matters.

Student feedback is garnered at a HE programme level by the HE Student Council representatives and feeds up into HE Student Council meetings, HE management meetings and monthly Senior Leadership Team meetings. HE reports are also presented at the termly Standards & Curriculum Governors meeting which is also attended by the HE Student Governor. This ensures that identified areas for improvement are actioned appropriately and monitored at a senior level.

HE Student Council Structure

HE Student Council President & Governor

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HE Student Council Vice-President

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6 x HE Student Council Representatives for:
HE School of Creative Arts
HE School of Computing & Digital
HE School of Health & Social Care, Childcare & Education
HE School of Construction & Engineering
HE School of Sport & Public Services
HE School of Business & Professional

HE Meeting Structure

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┌─────────────────────────────┐
│   Governors (Standards &    │
│   Curriculum) held termly   │
└─────────────────────────────┘
               ▲
┌─────────────────────────────┐
│   SLT Meeting (Curriculum, &│
│   Quality) held monthly     │
└─────────────────────────────┘
               ▲
┌─────────────────────────────┐
│   HE Programme Leader       │
│   Meetings held half termly │
└─────────────────────────────┘
               ▲
┌─────────────────────────────┐
│   HE Student Council Meetings│
│   held half termly          │
└─────────────────────────────┘
               ▲
┌─────────────────────────────┐
│   HE Student Council Rep    │
│   Meetings held within HE   │
│   Schools                   │
└─────────────────────────────┘
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4.1.2 Learner Voice Week/Tutorials

These are termly for all FE students and are prior to the Course Representatives meeting with the Curriculum Managers. These tutorials ensure that the Course Representatives know what issues need to be fed forward to the meeting with the Curriculum Manager. It also enables the Course Leader/ Tutor/Senior Practitioner/Progress Coach to deal with any local issues that do not need to be referred forward. Learner Voice feedback tutorials take place during the week following the Curriculum Area Learner Voice meeting.

Course Tutors for part time learners will elicit views and issues from their students. The Course Tutor will then liaise with their Curriculum Manager. Feedback on actions taken will be communicated back to students via their Senior Practitioner/Progress Coach/Course Tutor. This will be a regular cycle.

4.1.3 Course Representative System (FE)

Student involvement in the management of courses and curriculum is sought formally through Learner Voice Tutorials and Student 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 Assurance process through attendance at regular Course Team meetings and Curriculum Area meetings.

Course Representatives will be identified in the first term of each academic year, and will be required to attend training with the Engagement Officer prior to their first meeting.

Course Representatives will meet with their Curriculum Manager every half term. After these meetings, Curriculum Manager will ensure feedback is given to all learners via Senior Practitioners/Progress Coaches and will produce "You said, we did" posters so that students can see how their feedback drives forward improvement.

Safeguarding and Inclusion Managers/Progress Coach will attend meetings with Curriculum Manager and will also collate feedback from all meetings.

4.1.4 Student Governors

Two students will be elected as Student Governors on an annual basis from the Student Council (One FE representative, One HE representative). There is also student representation from the Student Council on the College's various committees. Full training is provided to student governors by the Clerk to the Corporation.

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

The HE Student Governor also undertakes the role of the HE Student Council President and leads the team of representatives to garner and relay student feedback.

4.1.5 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.

Surveys are also conducted by the support services within college (e.g. the LRC).

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.

4.1.6 Student Forums

Learner voice is used throughout the year which will be managed by the Safeguarding and Inclusion Managers to address any issues in a timely manner. First impression survey is also part of learner voice and will be conducted in the first half term.

4.1.7 Sharing Experiences

Students will be encouraged to share their experiences with their fellow students at every opportunity, by raising aspirations (e.g. 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

4.1.8 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.

4.1.9 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.

4.1.10 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.

4.1.11 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. The Learning Support Manager and Safeguarding and Inclusion Managers will be responsible for providing the necessary support with particular emphasis on providing training for those learners involved in the Student Councils and in the Course Representative system.

Each student who is involved in the Student Council or who is a Course Representative will undertake relevant training.

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.