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LEARNER INVOLVEMENT POLICY & PROCEDURE

Policy Review

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Author/Owner	Summary of Changes	Date	Date last reviewed by SED	Version	Recommend to SED Y/N
Michelle Dennett	Minor amendments to enhance HE element	06.09.16			Y
Susie Peart	Rewritten and updated to reflect current practice	24.03.23			
Susie Peart	Minor Amendments made as per OU requirements.	22.06.23		v1	
Donna Short	Minor amendments	14/5/24		v1.1	
Tina Callow	Minor amendments	28/02/25		v1.2	

Summary of Comments including Recommendations from Equality & Diversity Group Review:					
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1. PURPOSE

1.1 The College is committed to consulting its' learners on all aspects of the organisation, including teaching, learning and assessment, facilities, support services and overall strategic direction. The importance of the learner focus in creating high quality learning experiences is enshrined in the College's values and strategic plan.

2. SCOPE

2.1 The College is diverse and includes full and part-time learners across Further Education (FE) and Higher Education (HE) as well as apprentices across a range sectors and curriculum provision. All learners have an equal voice; how they exercise that voice may vary according to the nature of their relationship with the College, and the expectations which govern their form of curriculum. The Principal and the Senior Management Team have strategic responsibility for ensuring an effective framework exists to work in partnership with learners and to respond to the learner voice.

3. CONTEXT

3.1 An effective learner involvement strategy supports the College in informing quality improvement plans, strategic decision making and in delivering inclusive, participatory education for all. It provides robust evidence for self-assessment and demonstrates that the College is meeting its obligations regarding funding conditions and the Education Inspection Framework and other regulatory bodies.

3.2 For Higher Education provision there is a clear expectation detailed through the UK Quality Code[1] relative to student engagement and enhancement.

3.3 **Benefits of learner involvement**

3.4 The benefits to both the College and its learners of effective learner involvement are:

    3.4.1 increased participation, retention, achievement and progression

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[1] https://www.qaa.ac.uk/the-quality-code

3.4.2   more independent, motivated and self-confident learner.

3.4.3   detailed feedback specific to the learner experience.

3.4.4   services and facilities which are better targeted to learner needs.

3.4.5   identification and sharing of best practice.

3.4.6   learners as co-owners of their education – through programme design, evaluation, quality, standards and development

3.5   **Aims of the Learner Involvement Strategy**

3.5.1   to involve learners, individually and collectively, to strengthen teaching, learning and assessment.

3.5.2   to strengthen learner participation and learner involvement

3.5.3   to create a culture of learner involvement.

3.6   **Objectives**

3.6.1   to establish a range of ways in which learners' views can be heard.

3.6.2   to involve learners from all levels in the decision-making process.

3.6.3   to empower all learners to participate and engage fully in College life.

3.6.4   to ensure all staff can support the listening ethos and where appropriate be trained in how to work collaboratively with learners.

3.6.5   to ensure that comprehensive mechanisms are in place to gather and respond to feedback from learners and other service users.

3.6.6   to ensure that there are processes which empower learners to influence the direction of their curriculum, and the College as a whole.

3.6.7   to ensure learners with a range of learning difficulties and/or disabilities are able to participate fully in these processes.

3.6.8   to better understand any attendance, retention or achievement concerns or gaps

3.7   Involving learners

3.7.1   The College recognises that involving learners in all aspects of the organisation will support us in our journey to becoming an outstanding College by increasing our responsiveness to the needs both of individuals and of the wider College community, we are therefore committed to embedding a culture of learner involvement throughout the College.

3.7.2   This strategy includes several different approaches to enable us to listen and respond to the learner voice:

3.8   Consultation - aimed at gathering learners' views through formal and informal feedback mechanisms

3.8.1   A suite of formal learner surveys are administered annually; these may be at programme level and/or as part of a cross-College survey. The results of the surveys are discussed with student groups as part of follow up meetings chaired by a member of the Senior Management Team. The feedback from the surveys and follow up meetings is used to inform programme, curriculum and College improvement plans.

3.8.2   The changes implemented as a result of student feedback are shared with the student body in the form of ''You said, we did'' announcements. Details of specific consultation arrangements for HE and FE, Apprenticeships & Adults are outlined in Appendices 1 & 2.

3.8.3   The College Customer Feedback policy/procedure[2] ensures that all formal learner feedback is handled appropriately, and a summary of all feedback is reported at appropriate management meetings.

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[2] Available at https://www.yeovil.ac.uk/policies-reports/

3.8.4   Learner feedback is sought through lesson observations, Internal Monitoring Visits (IMVs) and focus groups to discuss the quality of education and the wider curriculum.

3.8.5   Learners are included in the audience for the 'microteaching' element of the recruitment process for lecturer appointments wherever possible.

3.8.6   Learners who leave their programme early are encouraged where possible to complete an exit tutorial (see End of Year tutorial on ProMonitor). If this is not possible, reasons for leaving *and onward destination* is recorded by the tutor on Pro Solution.

3.8.7   Encouraging learner feedback during termly Academic 1:1 tutorials fosters a collaborative environment for constructive dialogue and continual improvement.

3.9   **Representation – using formal structures, such as learner governors**

3.9.1   The College allocates a liaison practitioner from the Student Support Services team to work with the Student Union.

3.9.2   Two Student Governors (one FE, one HE) are appointed and attend Corporation meetings.

3.9.3   All students are members of the Student Union and are entitled to participate in the annual recruitment and selection of the Colleges Student Union Officers.

3.9.4   All student cohorts in HE elects a Student Representative to attend meetings on behalf of the cohort, as outlined in Appendix 1.

3.10   **Participation in College life – through internal events and activities and, externally, through links with the local community**

3.10.1   Curriculum areas offer a range of opportunities for learners to participate in enrichment activities to enhance their learning and employability, including trips, competitions, and projects, some delivered in collaboration with the local community and employers.

3.10.2   Learners have the opportunity to be involved in a wide range of extra-curricular activities, ranging from College sports teams, charity events, volunteering, fundraising, enterprise, etc. Students also have the opportunity to volunteer as Student Ambassadors, supporting staff at college wide events.

3.10.3   Learners participate with College publicity events for example, open days, external events including regional shows.

4.   RELATED POLICIES, PROCEDURES, DOCUMENTS, DEFINITIONS

4.1   UK Quality Code for Higher Education, Advice and Guidance: Student Engagement[3]

4.2   Your Voice CAM reports

4.3   Corporation Summary survey reports

4.4   Survey follow up form template

4.5   Customer Feedback Policy and Procedure (including Complaints)[4]

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[3] https://www.qaa.ac.uk//en/the-quality-code/advice-and-guidance/student-engagement
[4] Available at https://www.yeovil.ac.uk/policies-reports/

YEOVIL COLLEGE UNIVERSITY CENTRE (YCUC) STATEMENT ON STUDENT VOICE

1.   Student Voice is a very important part of our management and quality assurance processes at Yeovil College University Centre (YCUC). In line with the aims, objectives and operational strategies outlined above in the Learner Involvement Policy and Procedure, we are committed to proactively engaging students, individually and collectively, in the development, assurance and quality of their educational experience.

2.   We recognise that all of the stakeholders in a course (including students, tutors, support staff, managers, and members of our business community) have legitimate, but different, perceptions and experiences. We invite Student Representatives from each cohort to attend termly Programme Team Meetings to provide feedback and participate in the management and oversight of their programme. Student Representatives are also invited to twice-yearly YCUC-wide Student Voice meetings to share their experiences of the University Centre with members of the Senior Management Team and drive improvements moving forwards. We understand that learning is a partnership, and whilst we do not guarantee that all recommendations made by HE Student Representatives will be actioned, they will all be given due consideration as we work together to facilitate the continuous improvement of high-quality academic experiences at Yeovil College University Centre. We use a range of mechanisms to communicate with students how, when and where their feedback has been used and acted upon, as well as providing a clear rationale where we cannot take action in response to feedback.

3.   We recognise that for student engagement to contribute effectively to quality assurance and enhancement processes, it needs to capture the voices of all students, irrespective of location, mode of delivery, mode of study, or discipline. Therefore, when our HE Student Representatives attend meetings, they should give feedback on behalf of their whole cohorts. Before meetings, they should seek feedback from their peers in order to ensure that they are giving a meaningful and inclusive account. It is important for the Student Rep to represent accurately whether the student feedback they are presenting has come from most, some, or a minority of their classmates, whilst giving due consideration to be sensitive to protecting the anonymity of their peers. Staff should always remember that confidential information about any students in the cohort should not be discussed in meetings where HE Student Representatives are in attendance – any conversations about students should take

place in the 'closed agenda' part of a meeting once Reps have left.

4.   In addition to Student Reps, there is a HE Student Governor – a current YCUC student who sits on the governing body and attends Corporation meetings, to ensure the HE learner perspective is brought to the College at a strategic level. To further strengthen Student Voice within the College, we have created the role of YCUC Student Voice Officer. This is a dedicated role for a HE student, focussing upon ensuring YCUC students are able to engage fully with life at the College, and continuously improving the quality of the HE student experience.

5.   Alongside these systems of student representation, all learners are welcome and warmly encouraged to give feedback to either their programme staff or the central University Centre team at any point.

YEOVIL COLLEGE ADDITIONAL ARRANGEMENTS FOR CONSULTATION WITH FE, APPRENTICESHIP AND ADULT LEARNERS

1.   Learner Voice surveys collect data about a range of aspects of Teaching, Learning, Assessment and Quality. The target response rate is set at 80% for all groups and where an area does not meet this target, the Curriculum Manager must put in interventions and strategies to ensure that learners respond, preferably in a structured and guided environment, such as a classroom session. Questions in the survey are posed as statements to which learners respond as follows: "Strongly Agree"- "Agree"- "Disagree"- "Strongly Disagree".

2.   Data is collected using the QDP survey software and disseminated to Managers within 10 working days of the survey closing using the *Your Voice CAM report*. Data is analysed and shared by the Quality Manager at a whole-College level with all stakeholders, including governors. Specific outcomes and comments for curriculum and/or programme teams are shared with Curriculum Managers and Assistant Principals. Managers are then required to hold follow up meetings, either with cohort groups, or with representative focus groups from the student groups surveyed. These meetings provide the opportunity to discuss:

2.1   Actions that have been taken/improvements made since the last survey.

2.2   Further investigation of any issues raised in the current survey (any aspect with less than 80% "Agree or Strongly Agree" MUST be addressed and other comments, areas can be investigated at the Manager's discretion).

2.3   Any other comments learners would like to raise, not covered in the survey (using prompts such as parking and grounds, classrooms and facilities, food and drink outlets, IT services etc.).

3.   Actions/improvements that the College, curriculum or programme manager will carry out to address issues raised.

4.   Minutes of these meetings and actions are submitted to the Quality Hub within 4 weeks of the survey closing (*survey follow up forms*) and actions are added to the college, area or

programme improvement plans as appropriate.

5. This mechanism ensures that learners have a voice and receive feedback about the impact of their voice.