BHASVIC

Learner Voice Strategy

Last Updated: September 2018

Review Date: July 2021

Learner Voice Strategy

1. Strategy statement

1.1. The College will promote a learning environment that values the views of all leaners, as well as staff

1.2. Each student is entitled to have their opinions on their experiences of the college listened to and considered, as decisions are made on how to develop any aspect of the College's provision

1.3. The College believes that learners are likely to benefit through the development of a higher quality educational experience

1.4. The College believes that we will benefit in a number of ways, including improved decision-making as a result of better quality information about the student perspective, more effective quality assurance and better student retention.

2. Strategy scope

2.1. This strategy applies to all staff at the College, plus any agency/casual staff and any workers at the College who are here on a voluntary basis

2.2. The Learner Voice Strategy and Guidelines should be in writing and be clear, known and understood by all College staff

3. Strategy aims

3.1. To gather the views of students on a wide range of issues such as teaching and learning, curriculum, assessment methods, timetabling, resources, environment, student services such as welfare and guidance, extra-curricular provision, college buildings, the communication of core values and setting of direction by leadership and management (including governors), staffing appointments and overall effectiveness

3.2. To ensure the learner voice permeates all aspects of the institution

3.3. To promote community values of democracy, rule of law, tolerance, human rights, individual liberty and respect for others views and beliefs. Learner voice activity should be conducted in a way that advances our students' genuine development and understanding of these important values and life skills

3.4. Provide our students with employability skills such as communication, events organisation and information gathering and sharing

3.5. To acknowledge the centrality of good, trusting, supportive relationships between staff and students, and the importance of opening up debate about how decisions are made

3.6. To involve learners in the developing of new strategies which ensure their views are gained and that they are involved in decision-making

3.7. To use a range of methods to ensure the learner voice is listened to and acted on

3.8. To provide learners with appropriate training

3.9. To ensure fair opportunities for members of all groups of students to be involved

4. Making the strategy work

4.1. All students, individually and collectively, will have an opportunity to be involved in College decision making and participate in feedback about the College, either through Learner Representation or Learner Feedback

4.2. **Learner Representation** gives students a voice to influence decision making

   4.2.1. **Student Union**: All students at BHASVIC are automatically members of the Student Union. Students can opt out if they wish. The Executive members of the Student Union will be elected by the whole student body annually.

   4.2.2. **Student Governors**: Two student governors from the Student Union Executive will be assigned annually to the Corporation and Quality and Curriculum Committee.

4.2.3. **Student Council**: A representative of each tutor group will be elected to join the Student Council, which will be hosted by the Student Union Executive. The SU will put together the agenda and will chair the meetings. SMT will attend all Student Council meetings. Student Council representatives are able to influence decision making through Council meetings.

4.2.4. **Curriculum Representation:** Curriculum Departments have discretion as to how to set up, nurture and acquire learner voice representation, to inform their quality improvement and to ensure that they hear from their students about their needs, wishes and ideas. The most common and recommended model follows the whole college Student Council model, whereby each class elects a representative who puts forward views to the Head of Department or Course Leader at key stages of the year, usually in teams. However, departments may wish to use dedicated focus groups, class discussions or survey methods to acquire meaningful and valid learner voice feedback. This should occur at least termly through the year, however, and students should be informed of developments and changes made due to learner voice feedback.

4.3. **Student Feedback** is where information from students of their experiences is collected, analysed, published and acted on.

4.3.1. **Course Review and Evaluation**: Students will be provided with a range of opportunities to evaluate their course. These evaluations will feed into the Departmental Self-Assessment Review and Action Plans (SARAPs).

4.3.2. **Student Surveys**: College-wide Student Surveys will be carried out annually. These will be administered electronically. The results of the surveys will be shared with students and suggestions for improvements will be reflected in action plans. Appropriate managers will monitor the implementation of action plans. Students will be surveyed annually for each course they have studied and the outcomes of this will be included in annual quality data for departments. Student satisfaction percentages for courses and for their overall college experience will form a part of the college's headline performance data, reported in the college SAR and to Corporation. Other surveys into specific areas and issues (e.g., Induction, IT Services, Library) are carried out throughout the year

4.3.3. **Evaluation of Teaching and Learning**: student input: The College will involve students in the evaluation of teaching and learning as part of the teaching and learning observation process. Where areas of concern emerge in curriculum quality, learner voice will be a keystone in assessing issues and informing resolutions.

4.4. **Suggestions, Concerns and Complaints:** Students will be informed at Induction of the College's Complaints procedure and how they might make suggestions or raise concerns about the College.

5. **Monitoring and review of the strategy**

5.1. This strategy will be reviewed and updated every three years by the Deputy Principal, to ensure both currency and effective application.

5.2. Efficacy of the college's ability to meet the strategy aims will be assessed and reported upon through the college's quality cycle and self-assessment processes.

5.3. Where necessary the strategy and guidelines will be reviewed more frequently to ensure compliance with legislation or national requirements

Learner Voice Strategy guidelines on roles and responsibilities

Role	Responsibility
Corporation	• Approve the Learner Voice Strategy.
Principal	• Ensure that there is a Learner Voice Strategy. • Ensure the strategy is approved by the Corporation. • Ensure that all relevant dates are published in the BHASVIC Calendar
Deputy Principal (Curriculum & Quality)	• Review and update the Learner Voice Strategy every three years or more frequently if necessary, gaining Principal approval before being published. • Ensure that learner involvement activities are incorporated into curriculum planning, delivery and review. • Ensure that learners' views are reflected in the College's Self-Assessment Report (SAR). • Ensure the Learner Voice Strategy is incorporated into all aspects of quality processes eg teaching and learning observations, student induction • Review quality processes to ensure that opportunities for listening and responding to students' views are maximised • Ensure the staff induction process includes reference to the Learner Voice Strategy and that appropriate training is provided for all staff. • Conduct student surveys in accordance with the agreed timescale and ensure that findings from student surveys and action plans are published on the BHASVIC VLE. • Monitor the implementation of the Learner Voice Strategy with curriculum managers and the Student Union Executive. • Provide reports to SMT, as required.
Executive Assistant to Deputy Principal	• Ensure all annual and centralised surveys are conducted with students. • Collate results into reports and provide initial analysis and inferences for quality work.
Heads of Faculty	• Ensure that curriculum managers and their teams are thoroughly briefed on and understand the Learner Voice Strategy. • Ensure that the mechanisms for listening to students are embedded in curriculum practices, eg student induction, through the course review process, in curriculum planning and in the departmental self-assessment report and action plan. • Support curriculum managers in implementing the Learner Voice Strategy. • Monitor the implementation by curriculum teams of the Learner Voice Strategy.
Curriculum Managers and Course Leaders	• Ensure that all team members are thoroughly briefed on and understand the Learner Voice Strategy. • Ensure that students are invited to participate in annual course reviews and that student feedback on their learning experience is sought, responded to and acted upon. • Ensure that all student voice activity includes a feedback loop, whereby all students on the course are informed of points and issues raised through student voice and what has or will be done in response. • Ensure Curriculum Representatives are elected, meetings held and issues raised reported and acted on. • Ensure departmental self-assessment reviews and action plans include the views of students and that students views are acknowledged when action planning.
Guidance Managers	• Ensure the Student Union Officer agrees the dates, times and venues of Student Council meetings with the Principal's PA. • Attend Student Council Meetings. • Ensure that all student voice activity includes a feedback loop, whereby all students are informed of points and issues raised through student council and what has or will be done in response.

	• Implement college-wide strategies to support all student voice activity and the broad objectives of this strategy.
Personal Tutors	• Ensure students are encouraged to participate in subject and course reviews. • Ensure attendance records show an authorised absence when students have been attending legitimate learner voice activities, for example, Student Union, Student Council and other meetings. • Ensure Reps are attending CC Meetings and communicating feedback with Tutor Group
Student Union Officer	• Agree the dates, times and venues of Student Council meetings with the Principal's PA. • Ensure that the Learner Voice Strategy is promoted by the Student Union Executive / Student Council at Induction and during the academic year. • Facilitate the holding of Student Council meetings and focus groups, by, for example, ensuring adequate publicity of the event, suitable timing, suitable accommodation and refreshments. • Ensure that copies of the agendas and minutes of Student Council meetings are circulated to SMT and all relevant students and staff at least 10 days in advance. • Liaise with HoDs and tutors to ensure that students who represent their course at College student review meetings and Student Council meetings are awarded College achievement certificates. • Ensure that the Communications Officer has a complete list of all Reps and their email addresses and is responsible for sending out appropriate information in a timely manner
All Support Staff Teams	• Ensure there is a mechanism for collecting feedback on the service they provide.
All Staff	• Support the implementation of the Learner Voice Strategy.
All Students	• Take part in elections of Student Council / Student Union elections / Curriculum Representatives • Take part in discussions related to Student Council / Student Union or Curriculum Representative activity • Participate in course related and other College reviews.