



LEARNER VOICE STRATEGY

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Learner Voice Strategy

Context

Educational developments over the past decade have highlighted the importance of the individual learner to ensure that their views are sought and their individual needs are properly met. Research has also focused on the value to schools and colleges of listening to learners' views and involving them in decision-making to ensure both policies and practice have a real impact on improving the quality of provision. Central to this has been the Every Child Matters (DCSF 2003) agenda. The new Ofsted Common Inspection Framework planned for full implementation from September 2012 also contains substantial references to learner voice.

An increased focus on learner voice can have several benefits. Learners are likely to benefit through the development of a higher quality educational experience. Colleges 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.

Key Principles

- To develop a clear vision of what it means to value the learner voice
- To ensure the learner voice permeates all aspects of the institution
- 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
- To involve learners in the developing of new strategies which ensure their views are gained and that they are involved in decision-making
- To use a range of methods to ensure the learner voice is listened to and acted on
- 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, school buildings, the communication of core values and setting of direction by leadership and management (including governors), staffing appointments and overall effectiveness
- To provide learners with appropriate training
- To ensure fair opportunities for members of all groups of students to be involved

The Learner Voice strategy

All students, individually and collectively, will have an opportunity to be involved in College decision making and participate in feedback about the College. Learner Representation and Learner Feedback are different. Learner Representation gives students a voice to influence decision making, Learner Feedback is where information from students of their experiences is collected, analysed, published and acted on.

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.

Student Governors: Two student governors from the Student Executive will be elected annually to the Corporation.

Cross College Council: A representative of each tutor group will be elected to join the Cross College Council which will be hosted by the Student Union Executive. SMT will have a regular agenda item and attend all Cross College Council meetings. Cross College Council representatives are able to influence decision making through Council meetings.

Curriculum Representatives: Just as tutor groups elect a tutor group representative for Cross College Council, each class elects a representative who puts forward views to the Head of Department or Course Leader at key stages of the year. The discussion could focus on the following things:

- The delivery of the course
- The facilities required for the course
- Assessment deadlines and the turnaround of marked work
- Problems encountered by students on the course e.g., workloads
- New assessment measures, specification changes and new regulations

Heads of Department and Course leaders could also use the representatives to gain feedback on changes they have made / would like to introduce.

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).

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. Other surveys into specific areas and issues (e.g., Induction, IT Services, Open Learning Centre) are carried out throughout the year

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.

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.

Monitoring and review of the Strategy

A report on the Strategy will be provided to the Senior Management Team and to Governors through the Quality & Curriculum Committee on an annual basis.

This strategy will be reviewed and updated every three years by the Vice Principal (Assistant Principal Quality & Curriculum).

Appendix:

Roles and Responsibilities for implementing the BHASVIC Learner Voice Strategy

Role	Responsibility
Corporation	<ul style="list-style-type: none"> • Approve the Learner Voice Strategy.
Principal	<ul style="list-style-type: none"> • 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
Vice Principal (Assistant Principal Quality & Curriculum)	<ul style="list-style-type: none"> • Review and update the Learner Voice Strategy every three years or more frequently if necessary • 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 • 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 and governors as required.
Assistant Principal Student Services	<ul style="list-style-type: none"> • Ensure the staff induction process includes reference to the Learner Voice Strategy and that appropriate training is provided for all staff.
Heads of Faculty	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 and acted upon. • 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.
Senior Tutors and Tutors	<ul style="list-style-type: none"> • 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, Cross-College Council and other meetings.
Governors, including student governors	<ul style="list-style-type: none"> • Governors approve the Learner Voice Strategy, receive an annual report on its impact and ensure the learner voice is heard at Corporation level.
Senior Tutor with responsibility student surveys and for line managing the Student Union Officer	<ul style="list-style-type: none"> • Ensure the Student Union Officer agrees the dates, times and venues of Cross College Council meetings with the Principal's PA.
Student Union Officer	<ul style="list-style-type: none"> • Agree the dates, times and venues of Cross College Council meetings with the Principal's PA. • Ensure that the Learner Voice Strategy is promoted by the Student Union Executive / Cross College Council at Induction and during the academic year. • Facilitate the holding of Cross College 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 Cross College Council meetings are circulated to SMT and all relevant students and staff. • Liaise with HoDs and tutors to ensure that students who represent their course at College student review meetings and Cross College Council meetings are awarded College achievement certificates.
All Support Staff Teams	<ul style="list-style-type: none"> • Ensure there is a mechanism for collecting feedback on the service they provide.
All Staff	<ul style="list-style-type: none"> • Support the implementation of the Learner Voice Strategy.
All Students	<ul style="list-style-type: none"> • Take part in elections of Cross College Council / Student Union elections / Curriculum Representatives • Take part in discussions related to Cross College Council / Student Union or Curriculum Representative activity • Participate in course related and other College reviews.