

BHASVIC

Student Voice Strategy

Last Updated:

Summer 2026

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Student Voice Strategy

1. Strategy statement

- 1.1. This strategy is formulated in partnership with students at BHASVIC.
- 1.2. The College will promote an inclusive learning environment that values the views of all students by creating and nurturing a culture of partnership and engagement.
- 1.3. Each student is entitled to have their opinions about their experiences of the College listened to and considered in a respectful way.
- 1.4. Students will benefit from this strategy through the development of key skills and confidence needed for participation, leadership and advocacy.
- 1.5. As a result of this strategy, it is the College's aim that students will become informed, critical and active citizens.
- 1.6. Valuing and promoting student engagement and developing opportunities for student feedback will result in a higher quality educational experience for all.
- 1.7. The College will benefit from this strategy through improved decision-making as a result of better information about the student perspective, leading to more effective quality assurance and better student retention.
- 1.8. We want all students to see democracy in action, and to see that when they put forward their voice, thoughtfully and respectfully, they see positive change.

2. Strategy scope

- 2.1. This strategy applies to all students and their activity at the college, including curriculum, support, enrichment and other services.
- 2.2. 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.
- 2.3. The Student Voice Strategy and Guidelines should be in writing and be clear, known and understood by all College staff.

3. Strategy aims

- 3.1. To promote our college's community values: Democracy; Rule of Law; Respect and Tolerance; Individual Liberty; Human Rights; Wellbeing; Inclusion; Diversity and Freedom of Speech. It is important that students have the opportunity to engage with democratic processes and can see their voice being heard and making a difference to their community.
- 3.2. 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.

- 3.3. To involve students in the development of new college strategies, ensuring their views are sought and that they are involved in decision-making processes.
- 3.4. To ensure opportunities exist for members of all groups of students to be involved in the process, promoting equality, celebrating diversity and ensuring that student engagement reflects the diversity of the student cohort.
- 3.5. To create inclusive student representative structures and commit resources, training, and development to support them.
- 3.6. To ensure student voice permeates all aspects of the institution.
- 3.7. To acknowledge the centrality of good, trusting, supportive relationships between staff and students, and the importance of open debate about how decisions are made.
- 3.8. To ensure that Student Voice activity is conducted in a way that advances our students' genuine development and understanding of these important values and life skills.
- 3.9. To provide our students with employability skills such as communication, teamwork, reliability, events organisation and information gathering and sharing.
- 3.10. To use a range of methods to ensure that student voice is listened to and acted upon, and that students are made aware of the impact they have had.

4. Making the strategy work

- 4.1. All students, individually and collectively, will have an opportunity to be involved in college decision making and to participate in feedback about BHASVIC provision, either through Representation of other students or Student Voice feedback.
- 4.2. Representation gives students a voice and provides them with the opportunity to influence decision making:
 - 4.2.1. **Student Union:** All students at BHASVIC are automatically members of the Student Union (SU). Students can opt out if they wish. The Executive members of the Student Union will be elected by the whole student body annually. High levels of participation will be encouraged.
 - 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. **Tutor Ambassadors:** Each tutor group will select at least one student to become a Tutor Ambassador. Ahead of each Student Forum meeting Tutor Ambassadors will discuss the agenda with their groups, collecting student voice on relevant items, to take forward to the Forum. Following each Student Forum, Tutor Ambassadors are to feedback to their groups on the discussion and any agreed actions.
 - 4.2.4. **Student Ambassadors:** All students are able sign up for a range of Student Ambassador roles at the beginning of each academic year. A Student Ambassador may represent the student body in key areas of interest such as Wellbeing and EDI, and/or assist the college with the delivery of key events. Student Ambassadors are encouraged to attend the half termly Student Forum. Student Ambassadors support student voice by valuing, promoting and embedding positive student engagement in college processes.
 - 4.2.5. **Student Forum:** Hosted by the Student Union and open for anyone to attend, the Student Forum is an opportunity for BHASVIC Ambassadors to feed back to the SU and the Senior Management Team (SMT). The SU will put together the agenda and will chair the meetings. SMT will attend all

Student Forum meetings. Forum participants will be actively involved in the decision-making process.

- 4.2.6. **Curriculum Representation:** Curriculum Departments have the discretion as to how to set up, nurture and acquire student voice feedback to inform their quality improvement and to ensure that they hear from their students about their needs, wishes and ideas. Departments may employ bespoke student voice mechanisms best suited to their subjects and context. Best practice will ensure that engagement is meaningful, outcomes are recorded and shared with students, and findings inform quality improvement processes. Methods may include the use of Class Representatives, whereby each class chooses representatives who put forward views to the Head of Department or Course Leader at various points within the academic year. Departments may also use dedicated focus groups, class discussions or survey methods. Where representative models are used, departments should ensure meetings or discussions occur regularly, that discussions and outcomes are recorded, and that students receive feedback on actions taken.
- 4.2.7. **Other Representation:** To ensure the College meets its strategic objectives, whilst also responding to and meeting the needs of students, there will be various other student voice and feedback groups and activities. The format and duration of these groups will be determined by the aims and objectives of that group. Examples of these, at the time of writing, include the Sustainability Group and those involved in Closing the Gap student voice. Members of the Student Union Executive will be part of these groups and receive regular feedback and updates.
- 4.2.8. **Informal student feedback:** Student voice gathered by staff through day-to-day interactions may also contribute to the college's understanding of student experience. Such evidence should be recorded appropriately and used alongside direct student voice methods rather than replacing them.

4.3. **Student Feedback** is where information from students about 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 and give feedback on their courses at different points in the year. These evaluations will feed into the Departmental Self-Assessment Review and Action Plans (SARAPs). Courses will have a mechanism to inform students when action on their feedback has occurred.
- 4.3.2. **Whole College Student Surveys:** College-wide Student Surveys will be carried out annually for each course. These will be administered electronically. Curriculum teams should actively support participation in Whole College Student Surveys through appropriate opportunities provided during lessons, tutorials, or via online methods, such as MS Teams assignments. Curriculum leaders should communicate the purpose and impact of student surveys and encourage participation by emphasising that student feedback is used in SARAPs and leads directly to quality improvement. 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. The results of the surveys will also be shared with students, and suggestions for improvements will be reflected in SARAPs. Other surveys about specific areas and issues (e.g., Induction, IT Services, Student Conferences) are carried out throughout the year.
- 4.3.3. **Student experience on their courses:** The College will ask students for feedback, via the annual whole College and course surveys. Course teams will also regularly check-in with their students about their experiences and progress. Specific quality and development projects will normally also include student voice. Fundamentally, the college has a culture of teachers continually gaining feedback from their students about their learning.
- 4.3.4. **Student Focus Groups:** Most strategies and projects should consider and utilise student focus groups as an important method and tool to steer their direction and ensure the student

perspective runs through the core of that strategy or project. Records of focus groups and resulting actions should be retained and referenced within departmental SARAP process.

- 4.3.5. **Feedback, 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.

Related Documents:

- 1. AoC Student Engagement Charter
- 2. Safeguarding and Child Protection Policy and Procedures
- 3. Complaints Policy
- 4. Quality Improvement and Assurance Policy
- 5. BHASVIC Strategic Plan
- 6. Equality Diversity and Inclusivity Policy

Student Voice Strategy guidelines on roles and responsibilities

Role	Responsibility
All Students	- Take part in Student Union elections and select both Forum and Curriculum Representatives - Take part in discussions related to Student Forum, Student Union or Curriculum Representative activities - Participate in course-related and other College reviews
Tutor Ambassadors	- Gather and represent the views of their tutor group on agenda items ahead of Student Forum meetings - Provide feedback to their tutor group following Student Forum meetings, communicating discussion outcomes and agreed actions
Student Ambassadors	- Promote positive student engagement and support the College's commitment to embedding student voice across college activities and processes - Represent student perspectives in their area(s) of interest or responsibility, such as Wellbeing, Equality, Diversity and Inclusion, sustainability or College events - Sign the Student Ambassador Commitment which includes attending Student Forum meetings, sharing feedback and helping to communicate student views to the wider college community
Student Union Executive	Read and sign off the Student Voice Strategy and help to promote the importance of student voice at the College.
Student Union Coordinator	- Agree the dates, times and venues of Student Forum meetings with the Principal's EA - Ensure that the Student Voice Strategy is promoted by the Student Union Executive /Student Ambassadors at Induction and throughout the academic year - Facilitate the holding of Student Forum and focus groups by ensuring adequate publicity of the event, suitable timings, suitable accommodation and refreshments - Ensure that copies of the agendas and minutes of Student Forum meetings are circulated to SMT and all relevant students and staff before and after meetings - Ensure that the Communications Officer has a complete list of all Student Ambassadors and their email addresses and is responsible for sending out appropriate information in a timely manner
Head of Student Experience	- Line manages the Student Union Coordinator - Ensure the Student Union Coordinator agrees the dates, times and venues of Student Forum meetings with SLT to ensure a member of SLT can be present - Attend Student Forum

Role	Responsibility
Guidance Managers and Tutors	• Ensure students are encouraged to participate in subject and course reviews • Ensure students are encouraged to sign up to become BHASVIC Student Ambassadors • Ensure attendance records show an authorised absence when students have been attending legitimate student voice activities, for example, Student Union, Student Forum and other meetings • Ensure Ambassadors are attending Forum meetings and feeding back to Tutor Groups
All Staff	• Support the implementation of the Student Voice Strategy
All Support Staff Teams	• Ensure there is a mechanism for collecting feedback on the service they provide
Curriculum Managers and Course Leaders	• Ensure that all team members are thoroughly briefed on and understand the Student Voice Strategy • Ensure that students are invited to participate in course reviews throughout the year and that feedback on their learning experience is sought, responded to, and acted upon • Where necessary, ensure Curriculum Representatives are elected, meetings are held, and that issues raised are reported and acted on • Ensure departmental self-assessment reviews and action plans include the views of students and that student views are acknowledged when action planning • Ensure that students are made aware of the impact that they have had when changes occur resulting from Student Voice
Heads of Faculty	• Ensure that curriculum managers and their teams are thoroughly briefed on and understand the Student Voice Strategy • Ensure that the mechanisms for listening to students are embedded in curriculum practices, e.g., 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 Student Voice Strategy • Monitor the implementation by curriculum teams of the Student Voice Strategy
Head of Faculty with cross-college responsibility for Student Voice	• Monitor, review and draft this strategy • Work with all stakeholders to share good practice in use of Student Voice • Report on Student Voice surveys and other activity for the college's Self-Assessment and Quality Cycle
Executive Assistant to Deputy Principal	• Ensure annual and centralised surveys are conducted with students • Collate results into reports and provide initial analysis and inferences for quality work

Role	Responsibility
Deputy Principal (Curriculum & Quality)	• Review and update the Student Voice Strategy every three years (or more frequently if necessary) gaining both Student Union and Principal approval before being published • Ensure that involvement activities are incorporated into curriculum planning, delivery and review • Ensure that student views are reflected in the College's Self-Assessment Report (SAR) • Ensure the Student Voice Strategy is incorporated into all aspects of quality processes • 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 Student 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 College's website • Monitor the implementation of the Student Voice Strategy with curriculum managers and the Student Union Executive • Provide reports to SMT, as required
Principal	• Ensure that there is a Student Voice Strategy • Ensure the strategy is approved by the Corporation • Ensure that all relevant dates are published in the BHASVIC Calendar
Governors	• Assure Student Voice informs the overall college strategic plan • Assure the use of Student Voice as an important evidence base throughout the college's quality cycle