

Learner Involvement Strategy

Purpose

Halesowen College is committed to providing an inspirational educational experience for its learners. As part of this experience the College feels it is essential for learners to be involved in shaping their learning experience and the College environment. The College sees its learners as helping shape the future development of the College and helping the College, and its learners, to Learn, Succeed and Flourish.

The College has a wide variety of learners across our three campuses – Whittingham Road, Shenstone House and Coombs Wood, as well as some outreach centres. Learners study on full time and part time courses, as well as on apprenticeships and as work based learners. We are committed to giving a voice to all our learners to ensure that the views of all can be heard and taken into account.

This strategy is embedded within the College's Quality processes through Curriculum Area Reviews (CAR) and the Self-Assessment Review (SAR).

Aims

- To involve learners, both individually and collectively, in the life of the college to improve the learner experience and to strengthen teaching and learning.
- To strengthen and increase learner participation and involvement.
- To create a culture of learner involvement amongst learners and amongst staff, both teaching and support.

Objectives

- To give all learners the opportunity to participate and fully engage in College life.
- To embed the Learner Voice within College policies and structures.
- To involve learners appropriately in decision making at all levels.
- To ensure that findings from Learner Voice activity are used to support the OTLA strategy (and vice versa).
- To ensure all staff can listen to and work collaboratively with learners.
- To develop learners to represent their peers.
- To improve and develop mechanisms for feeding back to learners.
- To help empower learners with new skills and knowledge for the future, to help develop them beyond their course.

Benefits of Learner Involvement

The benefits of learner involvement are both to the College and the learners themselves:

- Increased participation, retention, achievement and progression.
- More independent, motivated and self-confident learners.
- Increased learner feedback to help the College change and improve provision.
- To ensure facilities and learning are targeted and amended as needed by the learners.
- A fully learner focused College with the learners helping to plan strategy and improve quality.
- Identification and sharing of best practice.

The Learner Voice Cycle

We have streamlined the process and it is now more efficient. This makes it easier for learners to use but it should also make it easier for staff to follow up and make sure issues have been dealt with to measure impact.

There is a greater use of online platforms to more regularly gather learner feedback, social media, TV screens and the ambassador network promote the work of the Learner Voice and the Learner Voice activities.

Learner Voice has two strands – curriculum and cross-college.

Consultation – formal and informal feedback mechanisms (Appendix 1)

Cross-College Strand

Learner feedback is gathered using a range of methods, including surveys and focus groups. Regular short thematic surveys are completed by learners during the academic year, following a cycle of activity which covers onboarding and induction, teaching and learning, student experience and action planning. These more regular ‘temperature checks’ allow the learners’ voice to impact on strategic decision making and in ‘real time’ impact on the operational activities of the college. All learners are invited to fill in questionnaires and participate.

A full benchmarking exercise is run on an annual basis, with a more detailed set of questions asked, this allows leaders and managers to effectively assess their provision and benchmark their areas against others. Focus Groups are held to complement the findings of surveys, which are facilitated by either a Head of Division and Assistant Principal, alongside a student ambassador, and a member of the College Leadership Team (CLT) wherever possible. Focus Groups use a set of questions to allow the college to gather more detailed views and develop solutions. Feedback from surveys, questionnaires and focus groups are used by college staff to support their course reviews which take place at the end of each term to continually improve the learner experience, they feed into the quality cycle described above.

Timelines for the temperature checks are integrated into the Quality Cycle and the following activities will fall part of this:

1. An induction checklist mid-September to check that the students are ready for learning – This will include work placements, digital resource access, mental fitness and Navigate. Global targets will be uploaded to Navigate and student reflections included.
2. First cycle of Learner Voice surveys using Microsoft Forms at the beginning of November to send feedback on induction effectiveness, embedding of PREVENT/Safeguarding/EDI, access to resources, enrichment and mental well-being. Hot topics can also be tested to inform ‘you said, we did’.

3. Second cycle of Learner Voice surveys will be at the end of February and will gather feedback on teaching and learning, readiness for exams and continued embedding of PREVENT/Safeguarding/EDI. Hot topics can also be tested to inform 'you said, we did'.
4. Final cycle of Learner Voice will be at the end of May. As well as temperature checking Teaching and Learning, it will cover progression and next steps, and mental well-being.

After each of the stages the Learner Experience team will use a 'you said, we did' approach to publicise actions taken based on learner voice.

Curriculum Strand

Around 30 Student Ambassadors are selected and appointed each academic year, they represent all study programme (Level 1-3) students and cover all vocational areas of study and A-level provision. Ambassadors act as representatives for divisions and are frequently consulted on the adoption of new systems, processes and policies, Ambassadors are also invited to attend meetings with external bodies, who are wanting a student view on the College, for example OFSTED, Matrix and any Organisational Health checks including sitting on the panel for Senior Leader and some teaching appointments. Recruitment for the roles of ambassadors takes place in during the summer term. These ambassadors also attend school information events to represent the College with members of the marketing team, and have other cross college roles such as promoting events, such as world mental health day, and developing our approaches to embed British Values, and Equality and Diversity issues, as well as capturing the learner views from their own division and across the college.

A Student Governor is nominated and elected by their peers and represents the student perspective at corporation meetings. The Student Governor is expected to attend the Governors meetings and be the representative of the learners.

Learner views are also captured during Teaching and Learning observations and Learning Walks, with observers questioning learners to help form judgements relating to the quality of education.

Actions undertaken during the year to address Learner Voice feedback voice are collated and displayed on the 'You said...We did' posters that are displayed around the college sites.

Responsibilities and Organisation

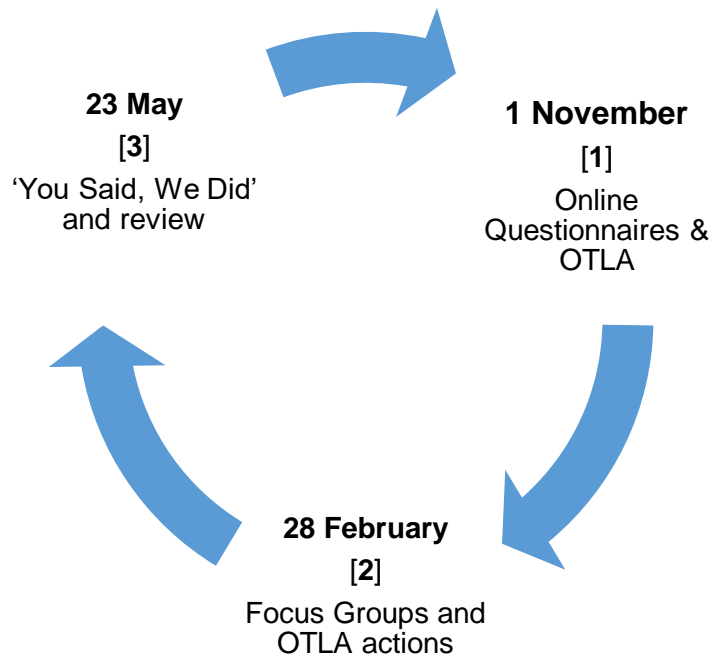
The Principal and CLT have the strategic responsibility for ensuring an effective framework for Learner Voice exists. They work with the students to ensure they get the most out of their time at Halesowen College and that they are thoroughly involved in the improvement and development of the College.

The CLT member responsible for Learner Voice is the Director of Learner Services, working closely with the Deputy Principal responsible for curriculum. Operational management of the Learner Representation framework is overseen by the Head of Learner Experience.

Reviewed / Approved	By	Date
Reviewed by	Helen Stockdale/Andy Dobson	November 2022
Consulted with		
Approved	SCQC	15.03.23
CLT approved		
Website	Yes	
Next Review date		01.11.23

Learner Voice Cycle

16- 19 Study Programme Learners:



N.B. Adult and Apprenticeship/work-based learners – the cycle starts on a roll-on/roll-off basis depending on programme start to suit the needs of the learner.