

## **Learner Involvement Strategy**

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## 1. Introduction

The College's vision is 'to be exceptional'. The Strategic Plan states that "Halesowen College has a culture of high standards, innovation and ambition; a learning environment where staff and students' wellbeing is paramount, where everyone can be themselves, which is outward facing into industry and the community and which always puts students first allowing them to learn, flourish and succeed."

This Learner Involvement Strategy sets out the steps the college will take to maintain, enhance and build learner involvement, in order to improve the effectiveness of the college and its provision.

The continual development of the Learner Involvement Strategy is an opportunity to embed citizenship, raise standards and improve learning by:

- Providing feedback from the learners' perspective to strengthen quality assurance and the evaluation process.
- Modelling the behaviours and attitudes contained in our values which are inclusion, care, ambition and respect; and helping to develop articulate and reflective learners who are able to engage in discussion and constructive criticism and evaluation of their learning experience.

This strategy includes every college service, it seeks to involve learners in providing feedback about all aspects of the college.

The strategy will cover all learners of Halesowen College: Further Education full time and part time students and those on part time 14-16 programmes. The College will also promote the essential elements of the Learner Involvement Strategy to apprentices, adult community learners, and Higher Education learners.

## 2. Aims

This strategy sets out how the College will support and further develop the 'Learner Voice'. It will encourage and facilitate learner scrutiny of existing involvement arrangements and actively involve learners in the development of new mechanisms.

By involving learners, the College will be able to gather learner views of their current experiences or emerging issues and take prompt action. When this is not possible, there is the opportunity to provide feedback. This feedback on their learning experiences is an important contribution to enabling the College to help meet learner need in a timely manner.

The College is committed to:

- Involving learners, both individually and collectively, in the life of the College to improve the learner experience and to strengthen learning and teaching.
- Strengthening and increasing learner participation and involvement.
- Creating a culture of learner involvement amongst learners and amongst staff, both teaching and support.

## 3. Outcomes

The outcome of the strategy for learners is an involvement in the management of the College, enabling them to have an impact on the quality of services they receive as well as the

development of their wider knowledge and skills.

The College benefits from a wide range of perspectives and reflects the recognition that its operation and self assessment are informed by the view of its learners.

## **4. Formal Learner Involvement Opportunities**

### **4.1 Surveys**

There will normally be three main student surveys each year:

- A 'first impressions'/Induction Survey (October) – reported at Learning, Teaching and Quality Team.
- Survey two will be issued online in February. This survey is designed to gain learners' view on teaching and learning and assessment, course organisation, accommodation and equipment, support services, enrichment, work placements, general cross-college facilities and services and quality assurance.
- An 'end of year' survey (May) – reported at Learning, Teaching and Quality Team. The results will be analysed by the Assistant Principal Quality and Standards. Good practice will be shared and discussed at various forums in order to ensure that where applicable, this is adopted across the College. Areas in need of improvement will be targeted by the Assistant Principal Safeguarding and Students and the appropriate Heads of Division.

n.b. Higher Education students undertake a different survey based on the National Student Survey (NSS). After each of the stages the Assistant Principal Safeguarding and Students will use a 'You Said We Did' approach to publicise actions taken based on learner voice.

### **4.2 Cross College Committees**

Learner representatives will sit on cross college committees related to functions such as equality and diversity, safeguarding and environmental, health and safety groups.

These opportunities are advertised as part of the Student Ambassador scheme and all learners are eligible to apply.

The representatives will be given the opportunity to table issues at meetings generated by the student body.

### **4.3 Ongoing Learner Suggestions**

Learners will have the opportunity to feedback throughout the year via an online platform where learners can make suggestions and raise concerns.

### **4.4 Snapshot Surveys**

Snapshot surveys will be held at appropriate times during the academic year. Some of these will be set out in advance of the academic year and some reactive to relevant issues as they arise.

### **4.5 Principals Focus Weeks**

Each academic year every division will have a Principals Focus Week – this will involve the Senior Leadership Team visiting classes within the area to seek student views about what is going well and what needs to be improved.

#### 4.6 Student Governor

A student from the ambassadors will be elected Student Governor annually to sit on the Corporation Board of the College. This student will attend the main Corporation Board of the College. This student will attend the main Corporation Board meeting and will be eligible to attend sub-committees – usually Students, Curriculum and Quality.

The College will ensure that the selection of Student Governor is as fair and democratic as possible.

It is the intention for the Student Governor to attend the first Corporation Board meeting in the Autumn Term.

The College will provide training and support for new Governors in their role. This will include an induction.

#### 4.7 Students' Union

- A Students' Union in the College is not consolidated into the college group. It has independent financial arrangements from Halesowen College.
- All enrolled learners are eligible to become members of the Students' Union on enrolment. It is a self-governing association of learners with its own Constitution, which functions to represent learners' interests and can act as a coherent voice of their views and concerns. The Education Act 1994 places an obligation on the College's Governing Body to acknowledge the Students' Union representative role in academic, disciplinary and other matters relating to governance of the College.

#### 4.8 Student Ambassadors

Around 30 Student Ambassadors are selected and appointed each academic year, they represent all study programmes (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 panels for leadership and teaching appointments.

Recruitment for the roles of ambassadors takes place during the summer term.

These ambassadors also attend school information events to represent the College with members of the school liaison and/or marketing team, and have other cross college roles such as promoting events like Open Day, World Mental Health Day etc.

#### 4.9 Shadow Student Board

A shadow Student Board will be constituted from the Student Ambassadors to form a direct conduit to the College Leadership Team.

The shadow Student Board will meet termly with CLT to discuss matters from the student body and key issues from CLT.

HCE also have two student representatives to feed into the board.

#### 4.10 Hard To Reach Learners

The College has a commitment to ensure that all learners have the opportunity to engage in the learner voice process.

Hard to reach learners include:

- Part Time
- Work Based
- Distance Learning
- Adult Community Learning
- 14-16
- ESOL

Appropriate meetings will be held with key staff to ensure that learner voice activities and resources are accessible to all learners.

## 5. Communication With Learners

Teams, emails, TV screens, Moodle, word-of-mouth and posters will be used for general learner voice information, for advertising cross college activities and promotion of Student Ambassador vacancies and 'You Said We Did' feedback.

## 6. 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 Assistant Principal Safeguarding and Students, working closely with the Deputy Principal.

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