

<b>Subject:</b>	Learner Involvement Strategy
<b>Date of Approval:</b>	June 2021
<b>Effective date:</b>	January 2023
<b>Person responsible:</b>	Director – SEND, Safeguarding & Prevent (UC), Director – 16-19 Programmes and Progression (HC) Head of Student Engagement (RC)
<b>Approved by:</b>	SLT, Corporation & Student Council
<b>For action by:</b>	All staff
<b>For information to:</b>	All staff and students

**POLICY NO: S20/23**

## 1. Wider Context

In the college's Corporations Instruments and Articles there are a number of minimum requirements regarding learner involvement. These include the requirement to have student members on corporations and a broad requirement for the governing body to publish arrangements for obtaining the views of students on the matters for which the body are responsible.

The usual way for this duty to be met is for the Corporation to review and annually approve a revised Learner Involvement Strategy.

## 2. Vision statement

Harrow College, Richmond College and Uxbridge College (HRUC) believe that where learners participate in decisions affecting their learning experience, they are more likely to succeed. HRUC is committed to actively seeking the views of learners and empowering them to understand how the College operates so that they can raise and initiate discussion on decisions.

HRUC believes that giving learners direct opportunities for involvement in shaping and assessing their own learning experience has a significant and effective impact on developing the college's quality improvement processes, increasing learner success and developing our learners as effective citizens in the wider community.

## 3. Procedures

This Learner Involvement Strategy uses both College led approaches and learner led approaches to seek the views on issues and develop systems and structures to empower learners to raise issues and promote discussion:

### 3.1 College Led approaches:

#### 3.1.1 Surveys

There will normally be two main student surveys each year:

- A first Impressions survey (start of year) - reported at the Quality, Curriculum & Students Committee
- A mid-year survey (February) with an embedded FE Choices survey - reported at the Quality, Curriculum & Students Committee

N.B. Surveys may not offer all questions to all students e.g. questions on tutorials may not be provided to part-time adults.

In addition to these two surveys there are a number of other College led surveys such as:

- Group reviews conducted by SLT and Senior managers
- Termly student rep meetings with Head of School/Curriculum managers

Other surveys may also be used such as:

- LRC user surveys
- Enrolment surveys
- Learning Support survey
- Short course feedback surveys.
- Other online surveys
- Remote surveys

Results from these surveys are analysed and action plans implemented where appropriate. These are included in the HRUC Quality calendar and reported to HRUC governors.

Work based learning students will complete satisfaction surveys during the course of their studies which are reviewed as part of the quality process for this area. In addition, HRUC will also take part in the external Employer satisfaction survey.

HRUC participates in the FE Choices learner satisfaction survey each year and the HE National Student satisfaction survey. HRUC will also support Ofsted's 'Learner Views' website when requested to do so.

### **3.1.2 Directly seek views on major matters of strategy and policy**

Where major changes to the College are being proposed HRUC will seek the views of students. E.g. new strategic plans.

Where possible relevant policies and projects which directly involve learner groups will include consultation with learners, such as: Student Code of Conduct, Learner Involvement Strategy.

Corporate Services managers are encouraged to meet with students or survey them online from areas such as: IT, marketing, Student Support, LRC's, estates, security, IAG, admissions etc. This feedback is used to shape services for both current and future students.

There may also be special interest groups that meet and discuss particular issues, such as bullying; safety; equality and diversity, sustainability etc.

In addition, there is a complaints and suggestions scheme available to all students. Complaints are analysed and responded to in accordance with the College's complaints policy.

## **3.2 Learner Led approaches**

### **3.2.1 Student Council and Governing Body**

Learners will be elected to represent HRUC within the Governing Body.

Three will be Student Governors and full members of the HRUC Governing Board (one from Harrow, one from Richmond and one from Uxbridge). These Student governors will attend the full corporation meetings and their local Stakeholder and Scrutiny Committees.

There will be three Stakeholder and Scrutiny Committees and at each there will be student representatives, one of whom is the student governor and up to 2 that are non-executive advisors, one of whom is an HE student (at Uxbridge SSC only).

Elections for these posts will usually take place in May at Harrow, Richmond and Uxbridge.

All Student Governors and non-executive advisors will receive training for their role internally (and externally when available).

They will work closely with Student Support to use mechanisms to collect feedback and report outcomes. The 'you said...we did...' format is used to provide this.

In addition, there will be separate Student Councils formed at Harrow, Richmond and Uxbridge and separate HE student forums at Harrow and Uxbridge. There is a Student Council Constitution for HC, RC and UC.

### **3.2.2 Student Reps**

All full-time FE and HE classes in HRUC elect a representative. It is the duty of these reps to gather comments and feedback from their group. Reps then meet with their Head of School / Curriculum Managers every term to discuss issues raised by the learners in that area. These issues and responses are made available to all students.

Tutor Reps duties involve providing feedback on these meetings to their tutor groups. This is to help close the loop of learner voice. The tutor reps are required to do this three times a year after each meeting with their Head of School/Curriculum Managers.

The Tutor Reps receive training once elected. The training includes discussion of the issues that particularly require learner involvement, training on gathering the views of other students and making those views known. Training will take place in October at Harrow, Richmond and Uxbridge.

Where appropriate part-time groups and work-based learning group have a tutor rep. Where this is not the case learners are advised initially to raise any concerns with their tutor individually and are also given additional contact details for comments and complaints.

All students should and will be positively encouraged to be active participants in all facets of the Student Voice processes at HRUC – the Student Services teams will be targeting their promotional efforts to those groups and with individual curriculum areas, who are currently under represented within this provision. In addition, the College will make reasonable adjustments and will assist learners to participate where necessary.

### **3.2.3 Informing Teaching, Learning and Assessment (TL&A)**

There are a number of ways learner involvement informs the quality of TL&A:

- The tutor rep meetings with heads of school/curriculum (and the tutor group reviews) specifically require learner views on teaching learning and assessment. Feedback from learner comments at these meetings form part of the 'you said... we did...' Feedback for each school and are reviewed at SLT meetings.
- Learner's views will be gathered during lesson observations and recorded as part of the observation to help reinforce the observer's findings.
- Both the start of year survey and the mid-year survey have questions on the quality of teaching, learning and assessment.
- Learning walks may focus on learner views
- As part of regular best practice academic staff are encouraged to periodically ask their learners for feedback on particular lessons and will make appropriate adjustments to style and content as a result.

## **4 Measuring and reporting on the impact of the Learner Involvement Strategy**

Learner Involvement is reported to the Governing body through the Quality, Curriculum and Students Committee and the Stakeholder and Scrutiny Committees.

Impact is measured in the results of the internal and external surveys and through qualitative methods including discussion on the effectiveness of both the college led and learner led approaches.

There are a number of ways learner involvement provides evidence of the impact of using learner views to shape teaching, learning and assessment. Impact may be measured through improved lesson observation grades and satisfaction through the range of surveys and feedback.

## **5 Responsibilities**

All members of staff will be expected to support the implementation of this strategy by ensuring that appropriate opportunities are provided for learner involvement and that feedback is provided to learners.

The Student Governors have approved this strategy.

Signature:  
HC Student Governor:

Signature:  
RC Student Governor:

Signature:  
UC Student Governor: