

LEARNER INVOLVEMENT STRATEGY

Document Control

Reference: ISPOL7600006

Issue No: 01

Author: Charlie Royal

Approver: David Evans

STRATEGY

Scope and Application

Pembrokeshire College is committed to involving learners in shaping all aspects of College life. This strategy sets out the mechanisms through which the College will seek to develop a robust process for engaging with learners and acting upon their feedback to improve the overall College experience.

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1.0 Scope and Purpose

- 1.1 Pembrokeshire College strives to place the learner at the centre of all its activities. Already committed to involving its learners in its strategic and operational planning processes, this strategy sets out the steps that the College will take to further strengthen the voice of learners in all aspects of College life through the creation of a learner-led strategy for learner involvement.
- 1.2 The strategy covers all full-time further education learners as well as those on higher education programmes. Work-based learners, part-time learners and adult learners are also under the scope of this strategy. The approach for these groups of learners differs to that taken for FE and HE to ensure the voice of these learners is also heard and acted upon.
- 1.3 The College Strategy will be compliant with the National Occupational Standards for Learner Involvement.
- 1.4 Unless otherwise specified, any learner voice activities outlined in this strategy are for FE and HE learners.

2.0 Roles and Responsibilities

- 2.1 Roles and responsibilities associated with the **Learner Involvement Strategy** are outlined in the table below:

Role	Responsibilities
Assistant Principal	<ul style="list-style-type: none"> ➤ Strategic management of the Learner Involvement Strategy
Marketing and Learner Recruitment Manager	<ul style="list-style-type: none"> ➤ Responsible for operational management of the Learner Involvement Strategy
Learner Voice Co-ordinator	<ul style="list-style-type: none"> ➤ Day-to-day management of Learner Voice engagement within the College for FE and HE learners including: ➤ Liaising with learner representatives and learner governors, ➤ organising focus groups and committee meetings
Aspire Team	<ul style="list-style-type: none"> ➤ Responsible for quality assurance and planning for improvement for all learner voice activity including: ➤ Facilitating surveys ➤ Creating data reports and analysing data ➤ Managing the quality assurance process

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	➤ Incorporating learner voice data into self-assessment
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3.0 Changing the Culture

- 3.1 For real change to happen staff at all levels must embrace a culture of learner involvement. This strategy is based on a shift towards a partnership culture where staff and learners work together with a common goal of improving the College's services, provision and outcomes.
- 3.2 FE learner voice surveys are aligned to the core values of Positivity, Equality, Opportunity, Potential, Learning, Excellence (PEOPLE).
- 3.3 FE surveys will also be created in an easy read format for Inclusion learners to undertake.
- 3.4 To implement an effective Learner Involvement Strategy, during the initial stages, both staff and learners will require support and training which will be provided in partnership with the College's Youth Worker, Pivotal coaches and the Cynnydd team.
- 3.5 The strategy is central to Quality Improvement and the Learner Voice is cited in the Learning and Teaching Strategy and Quality Assurance Policy as an important source of evidence to assess the quality of teaching practice at the College. Learner voice results are a part of the Course Action process.

4.0 Learner Involvement Strategy Aims and Objectives

- 4.1 The Learner Involvement Strategy has two overriding objectives:
- For learners to be actively involved in the management of the College and their learning;
 - For College managers to act promptly on learner feedback creating a College environment which is informed by the views of its learners.
- 4.2 This strategy outlines how the College intends to further develop its existing Learner Voice activities. The strategy is dependent on:
- The active involvement of learners in providing honest and open feedback on their views of all aspects of College life from curriculum, to facilities, to staff; and
 - The willingness of managers to act proactively and promptly on student feedback to improve the overall learner experience.
- 4.3 To deliver the strategy the College is committed to:

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- Giving all learners the opportunity to provide feedback on all aspects of their course delivery and College life;
- Helping to equip learners with the confidence and communication skills they need to be able to get involved;
- Motivating learners so that they want to get involved; and
- Ensuring that staff and managers are able to positively act on student feedback in a timely manner.

5.0 Key Elements of the Learner Involvement Strategy

5.1 Learner Voice Co-ordinator

Central to this strategy is the annual appointment of a Learner Voice Co-ordinator to lead on learner voice activity within the College.

- 5.1.1 In the summer term of each academic year a Learner Voice Co-ordinator will be elected from the student body to take on the role for the next academic year.
- 5.1.2 The role will be advertised to all students and a formal application and interview process will take place.
- 5.1.3 The appointed learner will take on responsibility for engaging with learners across all curriculum areas and driving learner voice activity ensuring the views of learners are heard and acted upon.

5.2 Course Representatives

All courses (FE and HE) will be required to have a learner representative who will bring forward the views of learners and give their perspective on their learning experience and the College as a whole. These learner representatives will provide a vital link between learners and managers in informing change within the College and improving outcomes.

- 5.2.1 At the beginning of each new academic year every class will elect a Course Representative who will be responsible for putting forward the views of that group during the academic year for which they are in post. Course tutors will be provided with a short PowerPoint presentation and handout to inform learners of the role of Course Representative. By the end of September all course tutors should have forwarded the name and contact details of their Course Representative to the Learner Voice Co-ordinator.
- 5.2.2 A training session for all Course Representatives will be held during the first half of term one. All Course Representatives will be given a Course Rep handbook to help them to fulfil their role. For those unable to attend the initial training sessions, further sessions will be held following half term.
- 5.2.3 All Course Representatives will be given an orange lanyard to identify them to both staff and fellow students as Course Reps.

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5.2.4 Details of Course Representatives for each area will be placed around the College to raise the profile of Course Reps within each Faculty.

5.2.5 Each term Course Representatives will be required to attend their Faculty Learner Voice Committee meeting where they will present the views of their peers and raise any issues relating to their course or the College in general.

5.3 **Student Governors**

Two learners will be elected on an annual basis to the role of Student Governor and will attend Corporation Board meetings to present the learner voice of the College. The Learner Voice Co-ordinator will make sure that all Course Representatives are made aware of the Student Governor positions and have the opportunity to put themselves forward for the post during the summer term of each academic year.

5.3.1 Informal meetings will take place with all Course Representatives who express an interest in the roles. During these meetings the role will be discussed in full and their suitability will be assessed. All learners interested in becoming a Student Governor will be required to present their reasons for applying at a meeting with the College senior managers and learner representatives where staff and learners will vote to appoint the new Student Governors.

Training will be provided for the Student Governors by ColegauCymru and the College Board.

5.3.2 As part of their role, once per month Student Governors will be required to undertake Student Walks to informally meet with learners and gather their views of both their course and the College as a whole.

5.4 **Learner Voice Committee Meetings**

All Course Representatives are invited to termly Faculty Learner Voice Committee meetings (separate meetings are held for FE and HE learners). Minutes of these meetings are posted on MyDay for all learners to access. The Learner Voice Committee serves as the forum for elected course representatives and provides the opportunity for:

- Learners to come together to share views
- The identification of issues and development of a common agenda
- Feeding back any issues or concerns to SMT

5.4.1 At each meeting the Course Representatives will be asked to suggest topics for discussion at the next meeting. Agreed topics will be emailed to all Course Representatives prior to the next meeting for discussion with their course peers so they are prepared to feedback at the next committee meeting.

5.4.2 The committee meetings will be facilitated by the Learner Voice Co-ordinator and be attended by senior College managers along with other managers with responsibility for areas raised in the common set of questions.

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5.4.3 During Learner Voice Committee meetings, Course Representatives are expected to:

- Report on all aspects of the learner experience
- Present issues and suggestions from students on their course to the Learner Voice Committee
- Provide input into College policy
- Provide the College with valuable feedback that will help to promote the quality of the services provided
- Promote partnerships between staff and students

Course Representatives will be kept informed of developments on issues raised with 'You said. We did' posters being prominent around the College campus and on MyDay and through presentations from staff from key areas such as Estates, MIS and Chartwells.

5.5 Online Surveys

Termly surveys will take place to assess learner satisfaction with their course and the College as a whole.

- 5.5.1 During the first half of term one all first year FE and HE learners will be directed to a survey to get feedback on the learner experience including their initial views of College life.
- 5.5.2 During January/February, learners will be asked to complete an online survey which will focus on teaching and learning, support, assessment and cross-College facilities.
- 5.5.3 In term three a final survey will be issued looking at the overall student experience during that academic year.
- 5.5.4 Data from these surveys will be available to staff via the Dashboard for each SSA. The results will be analysed by the Aspire Team with a report being prepared for the College Governors, the Quality Assurance Management Group (QAMG) and Curriculum Cluster.
- 5.5.5 Any good practice arising from the surveys will be shared and areas in need of improvement will be targeted and acted upon.
- 5.5.6 Additional short surveys may be used throughout the year in response to specific issues raised or where the College seeks to deliver an offer based entirely on learner needs and requirements.
- 5.5.7 A sample of undergraduate HE learners who are in their final year are selected by the University to undertake the National Student Survey (NSS) as part of the University's process. This survey takes place between February and April each year.

5.6 Learner Focus Groups

Course Representatives will be invited to attend Learner Focus Groups in response to

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learner feedback where this is deemed as beneficial to gaining qualitative feedback and a greater insight into a certain topic/issue.

5.7 **Student Walks**

As part of the Learner Involvement Strategy, the College Management Team will be involved in daily Student Walks to find out what are the key issues affecting students across the College.

5.8 **Learner Suggestions**

Learners are encouraged to post suggestions to improve any aspect of the College through the Learner Voice area on MyDay and through the Learner Voice pod which will be in the atrium and CAMPUS 6 on a monthly basis.

5.8.1 Comments are reported back to Learner Voice Committee on a termly basis. Items regarded by the Learner Voice Co-ordinator as confidential are forwarded under confidential cover to the appropriate Head of Faculty.

5.8.2 Concerns raised through the online suggestion box are referred to the appropriate Head of Faculty. Responses are published against the concerns raised and also the actions that have been taken to resolve matters.

5.8.3 Bi-annual reports regarding learner comments are taken to Quality Assurance Management Group (QAMG), Curriculum Cluster and SMT by the Aspire Team.

6.0 **Hard to Reach Learners**

6.1 The College is committed to ensuring that all learners have the opportunity to have their views heard and to engage in the Learner Voice process. Hard to reach learners include:

- Part-time learners
- Work-based learners (WBL)
- Adult community learners

6.1.1 WBL will undertake surveys on the Questback system which is facilitated by the B-wbl Team. There are three stages of learner voice surveys:

- Induction – this is sent directly to new learners around the 5th of each month
- In learning – for traineeships this is around half way through their programme. For apprenticeships this is once they have been on programme for seven months. These get emailed directly to the learner around the 25th of every month.
- Exit – this is done with a learner at their exit review either online or paperbased.

6.2 Meetings will be held with key staff responsible for these learners to ensure that they are able to participate in Learner Voice activities.

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7.0 Learner Involvement in College Committees and Access to Complaints Procedures

- 7.1 The College promotes the inclusion of learners on its strategic committees most notably the Equality & Diversity Committee and the Board of Governors. Learners are also invited to attend meetings held by marketing, admissions and support services.
- 7.2 Opportunities to attend these meetings will be advertised to Course Representatives via the Learner Voice Co-ordinator and MyDay.
- 7.3 The College has an open and transparent complaints policy which is made known to learners during induction. These documents enable learners to raise concerns or to make a formal complaint should they feel the need to do so.
- 7.4 All members of the Executive, SMT and Faculty management teams operate an open door policy. If available, managers welcome 'drop in' discussions with learners and they are also accessible through scheduled appointments. This facility is also extended to parents.
- 7.5 The College is committed to refining and improving these processes in order to best meet the needs of learners.

8.0 Communicating with Learners

- 8.1 Designated Learner Voice display boards will be placed in key areas around the College. These will be used to raise the profile of Course Representatives as well as to display 'You said. We did' feedback.
- 8.2 A photo of each Course Representative will appear on the relevant course notice board within each faculty.
- 8.3 Learner Voice will have a designated area on MyDay for all students to access. From here they will be able to post suggestions, access minutes of the Learner Voice Committee meetings, find out about upcoming meetings and topics for discussion as well as accessing 'You said. We did' information.
- 8.4 Plasma screens will be used to display current and upcoming Learner Voice information.

9.0 Monitoring the Effectiveness of the Strategy

- 9.1 The College Learner Involvement Strategy will be reviewed annually in relation to its effectiveness and the difference that it makes to students in terms of their experiences and qualification outcomes.

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- 9.2 The review will draw on feedback from learners and will result in an action plan identifying new areas of development whilst also highlighting good and outstanding practice. As part of this, Course Representatives will be consulted regarding the impact that they feel their role is having.
- 9.3 The College will involve representatives of the student body in the review of the Learner Involvement Strategy. The Learner Voice Co-ordinator will use the last Learner Voice Committee meeting of each year to discuss with course representatives the learner voice process and any changes needed.

10.0 The Welsh Language

- 10.1 The Corporation is committed to the promotion of the Welsh Language and will endeavour to address and support the needs of Welsh speakers in accordance with the College's Welsh Language Scheme.

Yr Iaith Gymraeg

Mae'r Gorfforaeth yn ymrwymedig i hyrwyddo'r iaith Gymraeg a bydd yn ymdrechu i ddelio ag anghenion siaradwyr Cymraeg â'u cefnogi yn unol â Chynllun Iaith Gymraeg y Coleg.

11.0 Definitions

Term	Meaning
All defined within the policy	

12.0 General

The College is committed to the promotion of Education for Sustainable Development and Global Citizenship (ESDGC), the Welsh language, Equality and Diversity, Essential Skills, Health, Safety, Safeguarding, Wellbeing and the Environment.

Mae'r Coleg wedi ymrwymo i hyrwyddo Addysg ar gyfer Datblygiad Cynaliadwy a Dinasyddiaeth Fyd-eang (ADCDF), yr iaith Gymraeg, Cydraddoldeb ac Amrywiaeth, Sgiliau Hanfodol, Iechyd, Diogelwch, Diogelu, Lles a'r Amgylchedd.

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EQUALITY IMPACT ASSESSMENT

To be completed for all policies, procedures, Guidance Notes and Strategies

For further guidance on completing the EIA– refer to the Guidance for Managers on completing an EIA

What is the impact or potential impact on the following protected groups;	Positive Impact Y/N	Negative Impact Y/N	No Impact Y/N
Age (<i>older people and younger people</i>)	Y		
Disability (<i>all disabilities or impairments, e.g. physical, sensory, learning, long-term illness etc.</i>)	Y		
Gender Reassignment (<i>including transgender</i>)	Y		
Marriage and civil partnership			Y
Pregnancy, maternity, paternity and adoption (<i>pregnant or adopting or on maternity/paternity or adoption leave</i>)	Y		
Race (<i>Black and minority ethnicity</i>)	Y		
Religion / Belief (<i>all religious and faith groups</i>)	Y		
Sex (<i>Male, Female</i>)	Y		
Sexual Orientation (<i>lesbian, gay and bisexual etc.</i>)	Y		

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<p>Welsh Language (<i>i.e. what are the opportunities for learners, staff or member of the public to use the Welsh language, and the Welsh language is treated no less favourably than the English language</i>) For further guidance on Welsh Language – please refer to the Welsh Language Standards 92 – 94</p>			Y
<p>Other – Please state: (<i>e.g. Human Rights, poverty, rurality, Non-majority language speakers, Persons with dependents, Gypsy and Traveller communities</i>)</p>			Y

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Equality Impact Assessment Action Plan

Outline how you could limit any negative impact OR if you are not going to limit any negative impact, please justify why;

What is the negative impact?	What action will you take to limit any negative impact? <i>(if there is substantial impact, summaries of EIAs will need to be published)</i>	If you are not going to limit any negative impact, please indicate why?	By Whom	By When

Completed By: Charlie Royal

Job Title: Marketing & Learner Recruitment Manager

Date: 09/07/2018

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A – ANNUAL PLAN FOR LEARNER VOICE PARTICIPATION

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
COURSE REPS	Election of Course Reps by 30 Sept	Course Rep Training	Mop-up Training Faculty Learner Voice Committees			Faculty Learner Voice Committees			Faculty Learner Voice Committees	
ONLINE SURVEYS	SURVEY 1 – Enrolment & Induction				SURVEY 2 – Teaching & Facilities				SURVEY 3 – Overall College Experience	
STUDENT WALKS	Daily by CMT	Daily by CMT	Daily by CMT	Daily by CMT	Daily by CMT	Daily by CMT	Daily by CMT	Daily by CMT	Daily by CMT	Daily by CMT
STUDENT WALK BY STUDENT GOVERNORS		Date tbc		Date tbc		Date tbc		Date tbc		Date tbc