Learner Voice Strategy

Context

Educational developments have highlighted the importance of the individual learner to ensure that their views are sought and their individual needs are properly met. Research has also focused on the value of listening to learners' views and involving them in decision-making to ensure both policies and practice have a real impact on improving the quality of provision.
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An increased focus on learner voice can have several benefits. Learners are likely to benefit through the development of a higher quality educational experience. Training providers and Colleges will benefit in a number of ways including improved decision-making as a result of better quality information about the student perspective, more effective quality assurance and better student retention.

Key Principles
• To develop a clear vision of what it means to value the learner voice
• To ensure the learner voice permeates all aspects of the institution
• To acknowledge the centrality of good, trusting, supportive relationships between staff and students, and the importance of opening up debate about how decisions are made
• To involve learners in the developing of new strategies which ensure their views are gained and that they are involved in decision-making
• To use a range of methods to ensure the learner voice is listened to and acted on
• 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, buildings, the communication of core values and setting of direction by leadership and management, staffing appointments and overall effectiveness
• To provide learners with appropriate training
• To ensure fair opportunities for members of all groups of students to be involved

The Learner Voice strategy

All students, individually and collectively, will have an opportunity to be involved in decision making and participate in feedback. Learner Representation and Learner Feedback are different. Learner Representation gives students a voice to influence decision making, Learner Feedback is where information from students of their experiences is collected, analysed, published and acted on.

Cross Tutor Group Council: A representative of each tutor group will be elected to join the Cross Tutor Group Council which will be hosted by the Lead Learner. The company will have a regular agenda item and attend all Cross Tutor Group Council meetings. Cross Tutor Group Council representatives are able to influence decision making through Council meetings. The discussion could focus on the following things:
• The delivery of the course
• The facilities required for the course
• Assessment deadlines and the turnaround of marked work

• Problems encountered by students on the course e.g., workloads
• New assessment measures, specification changes and new regulations
Course tutors/assessors could also use the representatives to gain feedback on changes they have made / would like to introduce.

Course Review and Evaluation: Students will be provided with a range of opportunities to evaluate their course. These evaluations will feed into a Director of the company.
Student Surveys: Student Surveys will be carried out annually. The results of the surveys will be shared with students and suggestions for improvements will be reflected in action plans. The Head Manager will monitor the implementation of action plans. Other surveys into specific areas and issues are carried out throughout the year
Evaluation of Teaching and Learning: student input: The company will involve students in the evaluation of teaching and learning as part of the teaching and learning observation process.
Suggestions, Concerns and Complaints: Students will be informed at Induction of the Company's Complaints procedure and how they might make suggestions or raise concerns about the company .

Monitoring and review of the Strategy
A report on the Strategy will be provided to the Directors on an annual basis.