

POLICIES & PROCEDURES

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| TITLE | Learner Involvement Strategy |
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| RESPONSIBLE OFFICER | Principal |
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Learner Involvement Strategy

● Introduction

These are the steps we take to maintain, enhance and build learner involvement in order to improve the effectiveness of our organisation and provision.

We seek to embed learner involvement throughout the organisation taking a proactive co-ordinated approach to listening to learners and develop ways to enable learners to be part of a wider learning community which has a real impact on the quality of improvement.

| Benefits for learners include..... | Benefits for the Institute include... |
|---|--|
| ✓ Engagement in the improvement process | ✓ Provides valuable feedback from the learners' perspective |
| ✓ Making a positive contribution | ✓ Use learners' experience and expertise to help improve services and delivery |
| ✓ Empowers learners to contribute to shaping their own learning experience and availability of services | ✓ Improved attendance, retention, success and progression |
| ✓ Leads to improved delivery of service and better outcomes for more learners | ✓ Better decisions about allocation of resources and priorities |

The Institute won two national Leading Learner Voice LSIS Awards in 2013 for the **Most Improved Adult Community Learning Provider** and for **Imaginative Approaches to Learner Voice**.

We achieved a Silver Badge for Autism Awareness from the Sycamore Trust in October 2015. In April 2016 were shortlisted for the Education and Training Foundation Outstanding Teaching, Learning and Assessment Award for our development of Learner Ambassadors (<https://vimeo.com/157043072>)

We plan to continue to develop a positive organisation learning culture in which learners develop the skills and confidence to have a strong voice in quality improvement.

● Elements of the learner voice process



For the *inform, consult* and *involve* elements we have a robust infrastructure in place which includes:

- Learner induction material
- A range of mechanisms to collect learners’ views
- The analysis and summary of learner feedback
- Reporting to managers and Governors and reporting back to learners on decisions made

COLLABORATE

- Aspects of decision-making are done in partnership with learners

EMPOWER

- Develop knowledge, skills and abilities to control and develop own learning. Learners work together, set agenda for change and contribute to some management decisions

Learners can feel little ownership of these processes and outcomes. We are continuing to develop strategies for collaborating and empowering learners as we go beyond listening to learners and responding towards providing opportunities for learners to act as change agents in quality improvement through collaboration and empowerment activities.

● Learner Involvement Activities

It is important that all existing involvement arrangements are kept under review in order to decide whether to plan to continue with and develop these arrangements. Current arrangements include:

| Learner involvement strategies | Process |
|--|---|
| Induction Survey | On line survey completed in first 5 weeks of a course; paper based available for out centres. Reports considered termly by Governors Posters used to feedback survey outcomes to learners |
| End of course learner satisfaction survey | On line and paper based system for out centres with no or limited IT access Paper based, adapted questionnaires used with ESOL and LDD learners Quantitative reports considered termly by Governors Qualitative data used by managers for self-assessment Survey format and questions kept under review |

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|--|---|
| Mid course evaluations | Completed on long provision and administered locally |
| National learner views survey | National on line survey which enables benchmarking with other ACL providers |
| Student Governors | There are two student Governors on a Board of 12 |
| Attendance | |
| (a) Attendance followup | Attendance tracking done at curriculum level by tutors and administrators |
| (b) Early leavers' survey | Telephone survey administered locally |
| Reception survey | Paper based; survey forms available in Receptions in Gearies and Mildmay |
| Course Request | Learners have the opportunity to request follow-up courses and new subjects. |
| Compliments, suggestions & complaints | Termly reports to SLT and Monitoring of Performance Committee(MOP) of the Governing Body Actions taken feedback in through posters displayed in centres and on website |
| Internal review | Usually one review annually; external observer reports on learner feedback |
| Learner Forum | Consultation & development of new policies Membership of 8-10 Up to four meetings per year |
| Learner focus groups | Used in curriculum areas for subject specific consultation and developments |
| Learning Walks | Completed by Link Governors and managers on a regular basis to talk to learners to check if learning is meeting their needs Also completed as part of peer review |
| Performance review board | Annual self-assessment validation process includes student governors |
| Events | For example: Learner Welcome Fair, participation in monthly Diversity Calendar activities Family Learning Showcase; Great Teaching and Learning Event |
| Learner Ambassadors | 8-10 learners are trained using the Learner Ambassador Toolkit Learner Ambassadors complete themed learning walks with staff and contribute to the feedback process |
| Staff Recruitment | Involving learners in the staff selection process |
| Destination survey | Student Data and Analysis Administrator contacts learners 6 months after course finishes to get feedback on sustained learning, volunteering and/or employment |

● Priorities for 2017/18

- making the Learner Conference on learning a regular event (<https://vimeo.com/60686741>)
- developing the volunteer role
- using social media to gather useful direct feedback

● Evaluation and reporting

The effectiveness of the strategy will be measured and reported. Learner involvement actions have been integrated within the Institute strategic planning and review cycle. Voice of the learner data is analysed and priority areas for action and improvement targets set within quality improvement plans.

The evaluation of the impact and effectiveness of our learner involvement strategy will form an integral part of our self-assessment.

We will ensure:

- ❖ An annual review of the strategy
- ❖ Learners will be involved in monitoring and refreshing the strategy.