NWSLC

NORTH WARWICKSHIRE & SOUTH LEICESTERSHIRE COLLEGE

Student Involvement Policy(v2) 2023

North Warwickshire and South Leicestershire College

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Document History

Version Number	Amended By	Date of Revision	General Revision Description
2	KU	September 2023	Minor amendments to this Policy to update on terminology to reflect current practice.

Student Involvement Policy(v2) 2023

1. Introduction

1.1 North Warwickshire and South Leicestershire College (the College) is committed to involving users in its strategic decision making and operational management processes. The College firmly believes that embracing student views and offering an opportunity to have direct involvement in assessing and shaping their own learning experience will have a significant and effective impact on developing the College's quality improvement processes and increasing student success. The College also believes in engaging student, employers, parents, carers, and other partners in the improvement of the service we provide.

1.2 This Policy is enabled by facilitating student input not only as a customer of the College but by ensuring students act as co-producers of their educational experiences and outcomes, both individually and collectively, via the College's decision-making processes.

1.3 This Policy also recognises the national context around Ofsted's requirements for student involvement. Ofsted's Further education and skills handbook for September 2023 explains the expectations within Leadership and Management, it states judgements will be made on:

> "whether leaders engage with learners, parents, their community and employers to plan and support the education and training that learners get and to meet the skills needs of the economy"

1.4 The vision underpinning this Policy is that every learner is actively involved in all aspects of the College, creating a supportive and successful environment which will motivate individuals to be challenged, developing them both personally and intellectually beyond their aspirations:

i. encouraging them to build their personal confidence and self esteem

ii. attain skills that will improve their employability

iii. enabling them to develop an interest and commitment to becoming active citizens

1.5 Student Voice at the College is open, honest, celebrated and clearly demonstrates that the College cares. It is pivotal to all quality improvement processes and built into every single thing that the College does. The College has a wide range of inclusive methods that it uses to capture the Student Voice, consults frequently with students, and responds appropriately and in a timely way to their constructive criticism. The Student Voice is central to the development and improvement of learning and teaching; in all practice learner voice is used in a collaborative way by staff and users to improve the experience of both. Ways of hearing and listening to the Student Voice are routinely planned into schemes of work and lesson plans. Formative assessment methods are designed to capture not only what students are learning, but their feelings about how they are learning it. Staff discuss their methods openly with students and engage in dialogue about learning and how it could be improved. The skills of staff and students are developed to achieve this. Observations and self-assessment reports on the effectiveness of Student Voice strategies highlight and celebrate good practice and provide useful feedback on how to improve.

2. Definitions

2.1 For the purpose of this Policy 'Student Voice' refers to the views and opinions of all enrolled students at the College .

3. Related Policies, Procedures and Documents

3.1 Safeguarding & Protection of Children and Vulnerable Adults Policy.

3.2 The Equality Scheme.

3.3 Comments, Compliments and Complaints Policy.

3.4 Freedom of Expression Policy 2021

3.5 Student Recruitment Policy 2022

3.6 Student Union Constitution

3.7 Other policies and documents may be identified from time to time as circumstances change and may be added to this list.

4. Rationale

4.1 All Student Voice activities have one common purpose: to improve outcomes for students and to improve the experience of all those who engage with the College.

4.2 The expected benefits of effective student engagement are:

i. better decision makings about resource allocation and investment.

ii. increased participation, retention, progression and achievement.

iii. students who are more expert and independent.

iv. better quality of information about the student perspective which can be used to triangulate other sources of data and drive professional and organisational development and quality improvements.

v. students who feel more involved and motivated and who can actively contribute to the success of others.

vi. the provision of a more targeted, effective and demand-led curriculum that more closely reflects the needs of students and employers.

vii. increased promotion and awareness of equality, diversity and safeguarding amongst all users.

viii. improved knowledge of entitlement, rights and responsibilities across all users

5. Core Principles

5.1 It is essential that the Policy has a demonstrable impact on the experiences of all users and contributes to the improvement of outcomes for students. To achieve this, the College clearly sets out the following matters:

i. the full range of student involvement strategies; including range of students, staff and other users;

ii. responsibilities for designing, implementing, monitoring and reviewing strategies;

iii. processes for responding to student views;

iv. processes for monitoring interventions and responses following student feedback;

v. procedures for measuring the impact of interventions and responses on the student experience;

vi. the range of measures in place to monitor the inclusivity of arrangements (including fewer formal mechanisms) and the specific steps taken to ensure that different groups are heard and responded to.

6. Equality Analysis

6.1 By virtue of the provisions of the Equality Act 2010, the College has a duty to have due regard to the need to:

i. eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct;

ii. advance equality of opportunity between people of different groups;

iii. foster good relations between people from different groups.

6.2 In implementing this Policy and associated procedures, the College will actively take these aims into account as part of its decision making process and will demonstrate how this has been undertaken.

6.3 Where necessary a full equality impact assessment will be undertaken.

7. Data Protection Impact Assessment

7.1 Data Protection Impact Assessments (DPIA) are an essential part of the College's accountability obligations under the UK GDPR. Conducting a DPIA is a legal requirement for any type of processing, including certain specified types of processing that are likely to result in a high risk to the rights and freedoms of individuals. Under UK GDPR, failure to carry out a DPIA when required may leave the College open to enforcement action

7.2 A DPIA, relating to any relevant areas within this Policy and Procedure, will therefore be undertaken to enable the systematic analysis, identification and minimisation of data protection risks and to demonstrate how the College complies with its data protect obligations.

8. Implementation, Monitoring and Review

8.1 The College will develop and communicate an appropriate range of systems, structures and processes to fully implement all aspects of the Student Voice policy by providing the following:

i. clarity of procedures and requirements;

ii. procedures and requirements that reflect the size, remit and scope of the College;

iii. resources, including time and space to implement the Policy;

iv. clear reporting, monitoring and implementation procedures for all aspects of the Policy;

v. evaluation and review to measure the effectiveness and impact of the Policy;

vi. support for all students to engage effectively with the Policy.

8.2 The impact of the Student Involvement Policy will be monitored and measured in terms of process and outcomes.

8.3 Process measures are measures of whether or not students are being involved successfully and may include the following:

i. assessing participation and involvement; i.e. how many students are taking up the opportunities provided by the College;

ii. ensuring inclusion; including students who have protected characteristics and a range of other students i.e. those who are 'part time';

iii. determining the extent to which the impact of students' views is communicated to them;

iv. identifying whether students are satisfied with the processes by which they are being involved.

8.4 When evaluating outcomes, the College will consider the achievement of the aims, on the basis that the College is able to:

i. respond to and consult students in a timely and effective manner

ii. create knowledgeable and independent students who are able to have an impact upon the quality of services that they receive;

iii. develop active citizens.

8.5 Outcome measures are measures of the impact of student involvement. Hard measures will include:

i. student satisfaction rates

ii. the numbers of students involved in different activities

iii. the increase in involvement over time.

8.6 Softer measures will include an assessment of the quality of responses to complaints, how students feel about their environment and an assessment of impact of the Student Voice on an annual basis through the self-assessment process. The user voice will be a standing agenda item at team meetings. Termly updates will be provided to the Executive and a summary will be reported to the Corporation through the relevant committee, covering:

i. responses from students/users to changes made and the impact of those changes

ii. improved levels of student satisfaction

iii. feedback from managers and teachers on changes made

iv. retention and achievement data

v. identified improvements triggered by student views

vi. self-assessment content and performance improvement actions which can be directly linked to documented student views

vii. student involvement activities lead to clear and well-publicised lists of actions that are then implemented.

8.7 The impact of this Policy will be addressed as part of the self-assessment process and action will be taken to address any areas of shortfall.

8.8 This Policy will be reviewed every three years, or as otherwise directed by the Principal, College policy or legislative changes.

Appendix 1

Key Objectives

1. Involve students in College decision-making processes through:
    i. A programme of curriculum forums for each subject area and level.
    ii. A termly survey of student satisfaction which always features safeguarding.
    iii. The course representative system.
    iv. The establishment of a termly Campus Student Parliament attended by Executive.
    v. The creation of an active Students' Union.
    vi. An annual student conference.
    vii. The appointment of at least one student governor
2. Involve students in decisions about their own needs at an individual level through:
    i. Providing effective and appropriate information, advice and guidance.
    ii. Providing comprehensive induction activities to enable students to understand how they learn.
    iii. Providing a weekly Personal Development Programme.
    iv. Effective involvement of students in the development and use of their targets and individual learning plans.
    v. A comprehensive and consistent approach to the Personal Development Programme.
    vi. Effective monitoring of attendance and a programme of support.
    vii. An effective system to monitor and respond to praise and complaints.
3. Facilitate students becoming involved within the community through:
    i. Providing a range of volunteering activities that students can become involved with.
    ii. Promoting a healthy lifestyle in partnership with agencies based within the community.
    iii. Encouraging students to organise events and fundraising activities to support the local community.