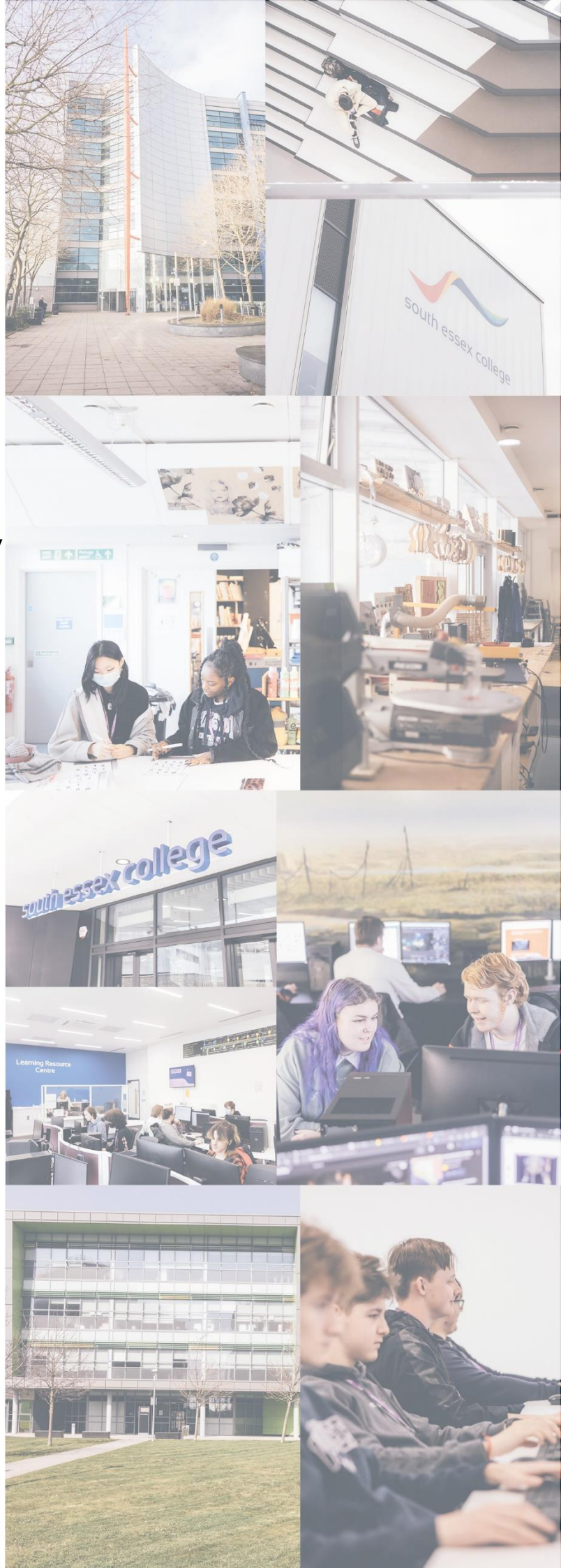




FE Learner Voice Strategy

1st September 2023



SIGNIFICANT CHANGES FOLLOWING REVIEW

| PAGE NUMBER OR HEADING NAME | DETAILS OF SIGNIFICANT CHANGE | CHANGES MADE BY |
|--------------------------------|--|-----------------|
| Throughout Document | HE Learner Voice removed | TE |
| 8 | Removed Compliments/complaints from Appendix 1 | TE |
| 8 | Learner Voice Activities updated - Appendix 1 | TE |
| 10 | Timeline FE Learner Voice - date changes | TE |
| Appendix 4 | Action plan removed | TE |

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Equality Impact Assessment

It is proposed that this form be included in all college policy template from hereon before the contents page..

The aim of an equality impact assessment (EIA) is to consider the equality implications of any new or amended policy, procedure, practice, project, function on different groups of staff, students and visitors to the college. This EIA tool provides a simple framework that helps evaluate whether the change may inadvertently disadvantage protected characteristics and identify ways to proactively advance and promote equality.

You will need to consider each of the equations and provide information as to consideration and any changes made in relation to Equality, diversity and inclusion.

| | |
|---|--|
| Date EIA completed. | 1 September 2023 |
| Name of person responsible for completing the EIA | Tracy Espinosa |
| Role of person responsible for completing the EIA | Student Services Manager (Engagement and Funding) |
| Who is affected by the policy / decision / change | All Further Education students |
| What's the reason for the new policy / change in policy, practice, process etc. | To provide a more concise document which can be easily understood by all |

You will need to consider whether its possible that the proposed new policy / change in policy /procedure/practice etc could discriminate or unfairly discriminate or disadvantage people. You should consider:

| | |
|---------------------------|--|
| Who gets to participate | Who does not, or who now does not due to the changes proposed / made. |
| Who is at an advantage | Who is at a disadvantage, and again has this changed? |
| Who will benefit | Who will not benefit (or who did and now doesn't due to the changes proposed in policy |
| Who can access the policy | Who cannot, or now cannot. |

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| Protected Characteristic | What degree of impact does the change have (score 1-5 with 1 the lowest and 5 the highest) | What is a potential positive, neutral or negative impact? Include what you have considered. Are there any barriers? | What action will be taken to address any negative impact or remove any potential barriers identified? Note if we are not able to resolve anything identified. | Date by when and whom will this action be taken. |
|--|--|---|---|--|
| Age | | | | |
| Disability | | | | |
| Gender (Sex) | | | | |
| Gender Reassignment | | | | |
| Marriage or Civil Partnership | | | | |
| Pregnancy / Maternity | | | | |
| Race | | | | |
| Religion or Religious Belief | | | | |
| Sexual Orientation | | | | |
| Any other element that needs to be considered. | 5 | This is a positive change for Students for whom English is a second language although they may still struggle to understand this strategy | Appropriate action will be taken to ensure any person who discloses English as a second language are provided with adjustments to enable them to understand and be aware of processes | Ongoing – throughout academic year |
| | | | | |

Note:

1. The terms stated under protected characteristics are the terminology used in the Equality Act 2010.
2. As part of the policy approval process Executive Board will consider the EIA assessment and any potential barriers which we may not be able to overcome and whether the action proposed will mitigate sufficiently within legislation or whether we decide to not implement the new policy if the risk are significant. If the policy is approved the EIA is also approved.

FE LEARNER VOICE STRATEGY

INTRODUCTION

South Essex College Group values the views of its learners. Learners are defined as any person studying at the College whether full time, part time, day release, distance learner or apprentice. The College believes that listening to learners' views and involving them in decision making will result in engaged, inspired and empowered individuals, leading to improvements in teaching learning and assessment, enhanced learning environments, improved retention and successful outcomes and progression.

Text goes here

POLICY AIMS

The purpose of this policy is to set out the intentions of South Essex College Group in seeking, listening to and acting on student views.

RELATED COLLEGE POLICIES AND PROCEDURES

HE Learner Voice Strategy

Key Principles

- To inspire our learners to maximise opportunities available to ensure learners' views are heard and responded to across all types of provision.
- To ensure that the learner voice permeates throughout the College to support continuous improvements
- To proactively promote learner voice mechanisms so that every learner knows how to share their views
- To offer a range of methods to gather the views of learners
- To encourage all learners to be involved in decision-making and strategic development
- To establish feedback as a route that leads to improvement
- To ensure fair opportunities for all groups of learners across all College Groups to engage with the learner voice
- To actively engage learners as 'participants', 'evaluators' and 'co-creators'

Learner Voice Activities (see Appendix 1)

All learners will have an opportunity to provide feedback about the College either individually or collectively. Learner representation provides our learners with a voice to influence decision making and the feedback provides information from the learner

experience, which will have a significant impact on the future development and success of students, the college and the local community.

Responsibilities

The Student Services team will:

- Provide support and guidance to College Student Council
- Manage Student Council elections
- Engage learners in cross College activities/meetings
- Introduce regular Feedback & Solution/Pledge Walls
- Provide feedback/responses on Cross College learner voice activity

Heads of School/Curriculum Leaders/Teams will:

- Manage School learner focus groups
- Appoint Class/Course Representatives
- Provide feedback/responses to issues raised via School and Student Experience based focus groups.
- Gather learner voice during observations of teaching, learning and assessment (TLAR)
- Respond to compliments and complaints
- Facilitate College surveys e.g. QDP survey

Compliments and Complaints are the responsibility of all College staff. Detailed information and responsibilities are published within the Compliments and Complaints Policy.

Student Union

All learners become a member of the College's Student Union when they enrol. The Student Union is part of the National Union of Students (NUS) and exists to improve student experience at the College. Membership of the union gives students access to advice and information, discounts on parking, shopping, stationery and other benefits. All College students are encouraged to take an active part in shaping the Student Union.

The Student Union will run as two associations under the branding FE Student Council and HE Student Union. FE course representatives will form a FE Student Council who will vote in a President from each campus. Annual FE elections within the Student Council will take place and Class representatives can put themselves forward for the roles of President.

South Essex College Group Student Union will meet termly with representation from both the FE and HE along with student governors and relevant staff members.

For further information please refer to the Student Union constitution.

Feedback, Reporting and Impact

The College provides feedback to learners in a variety of ways through social media, College website, meetings, letter or email (where appropriate) and via infographics. Impact will be measured through 'do you know' and 'you said, we did' activities, timely responses to compliments and complaints, positive distance travelled in survey results and improved retention and outcomes.

Monitoring and review of the Strategy

The FE Learner Voice Strategy will be reviewed at the end of each academic year by the Group Director, Student Experience and the Student Services Manager (Funding and Engagement).

Appendix 1

Learner Voice Activities

Coffee with the College Principals: Termly informal face to face opportunity to meet and discuss anything College related.

School Learner Focus Groups: Meetings take place at 3 points in the academic year to obtain learners views (all funding streams) on their experiences of schools and courses. A cross section of learners from all levels, subjects and campuses, and Class Representatives are invited to attend. Heads of School will keep records of learner focus group meetings. Actions are identified and Managers are responsible for ensuring this is communicated to all learners and monitored. The Apprenticeship Team hold 'themed' Focus Group Meetings.

Executive Board: Learners will have the opportunity to engage with the Executive board termly via a Virtual Padlet wall

Feedback & Solution/Pledge Walls: Feedback & Solution Walls provide learners (FE and Apprentices) with the opportunity to share their views, express opinions on issues and suggest solutions, at various points throughout the year (at least once each term). The walls are linked to current themes and events and often link to British Values. The walls are anonymous.

FE Class Representatives: At the start of each academic year, each class will elect a Class Representative who will be the main point of contact for their group. All learners are invited to attend campus based Student Experience Learner focus Groups who will meet to discuss Extra+, Catering, Facilities, IT and Student Experience. Minutes of meetings, feedback and responses will be posted on the Learner Voice Team pages and updates will be provided to Group Principals' and Executive board.

Learner Representation at Committee/Board Meetings: FE learners are invited to attend Board Meetings at the College, which take place regularly throughout the year.:

| Committee/Board Meetings | Learner Representation |
|--|---|
| Governing Board (4 times a year plus 2 x board development days) | 1 FE Learner (learner governor candidate) |
| Academic Board (2 x per year in May and December) | 4 x FE Learners |
| Curriculum and Quality Committee (3 times per year) | 1 FE Learner (learner governor candidate) |

Learner Surveys: Learner Voice surveys take place regularly across College. A welcome to College Survey for FE students is carried out in October and an In Year Survey in March for FE Learners. The Apprenticeship Team carry out surveys at three points, a Welcome Survey, a Midpoint Survey and an Exit Survey.

Smart Assessor: Apprentices use the Smart Assessor e-portfolio software which provides them with the opportunity to provide feedback on sessions scheduled with their assessor.

Student Governors: The College appoints one FE Student Governor each academic year.

Appendix 2

Timeline FE Learner Voice

| Month | Activity | Week commencing |
|------------------|--|-----------------|
| September | Class Representatives appointed (Tutorial) | 25/09/23 |
| | Governor Elections | 25/09/23 |
| | Coffee with College Principals | 25/09/23 |
| | Induction Survey | 09/10/23 |
| October | FE Class Rep Training | 09/10/23 |
| | FE Student Council President Elections | 16/10/23 |
| | School Learner Focus Group 1 | 30/10/23 |
| November | Campus Based Learner Focus Groups | 06/11/23 |
| December | Executive Board Padlet Wall | 04/12/23 |
| January | Coffee with College Principals | 08/01/24 |
| | School Learner Focus Group 2 | 29/01/24 |
| February | Campus Based Learner Focus Groups | 26/02/24 |
| March | Executive Board Padlet Wall | 04/03/24 |
| | College In Year Survey | 25/03/24 |
| | Learner Voice Conference | 25/03/24 |
| April | School Learner Focus Group 3 | 15/04/24 |
| | Coffee with College Principals | 15/04/24 |
| | Executive Board Padlet Wall | 29/04/24 |
| | Campus Based Learner Focus Groups | 29/04/24 |

AN OVERVIEW OF LEARNER VOICE at South Essex College Group - Further Education

Complete a Learner Voice Survey (Induction and In Year Surveys)

Comment or feedback via social media, Facebook or Twitter

Post your feedback on one of the regular College Feedback Walls

Engage with College Principals

Provide Feedback on Smart Assessor (Apprentices only)

LEARNER VOICE OPPORTUNITIES

Complete a College Feedback Form or email a compliment or complaint to Yoursay@southessex.ac.uk

Become a member of the Student Council

Attend a Focus Group in your School

Engage with the Executive Board Termly

Speak to your personal tutor, Course Team Leader or Head of School

Become a Class Rep, attend Campus Based Focus Groups

Become a Student Governor

Attend the Learner Voice Conference

How the College provides feedback about issues raised:

- Social Networking sites Facebook/Twitter/Instagram
- Via Learner Voice Teams Pages and Moodle
- 'Do you know' posters and 'You Said, We Did' web page

- Email/letter (individual responses to complaints)
- Infographics
- Student Council



| | |
|---|---|
| Senior Leadership Responsibility | Adam Fahey, Deputy Principal, Curriculum and Quality |
| Policy Author | Tracy Espinosa |
| Roles Responsible for Reviewing | Group Director, Student Experience Student Services Manager (Engagement and Funding) |
| Issue date of current version | 1 September 2023 |
| Date to be reviewed | August 2024 |
| Type of Policy | Public / Internal |