



Learner Involvement Strategy

Lead responsibility:	Vice Principal – Curriculum & Learner Experience
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1. Background

The success and well being of learners are central to the college's mission and strategic objectives. Learner involvement needs to be embedded throughout the organisational culture, to ensure the college is responsive to the needs of the individual and of groups.

Learner involvement covers a wide variety of practices that seek to enable, equip and motivate learners to voice their views and shape their learning. We are committed to maintaining effective mechanisms for involving learners in review processes which feed back annually into our self-assessment process and have an impact on the quality of services we offer during the year.

Our policy is responsive to the changing profile and needs of learners and national developments and takes full account of the latest Ofsted Common Inspection Framework.

2. Aims of the Strategy

To involve learners in the leadership of the organisation enabling them to have an impact on the quality of services they receive as well as the development of their personal skills.

To ensure that the views of learners inform college self-assessment and contribute to quality improvement plans

To involve learners in wider social and community events

To develop the citizenship skills of learners.

3. Objectives

3.1 Learners are able to overcome obstacles to learning with support, resulting in increased motivation, stronger personal ambition to achieve and involvement in college life

3.2 Learners can influence the development and improvement of the provision, leading to increased learners' satisfaction

3.3 Learners receive the help they need at any point in their stay at college in ways that best meet their needs

3.4 Learners are encouraged to take on extra responsibility and play an active part in shaping services and supporting the wider local community including those learners with disabilities

4. Structure and Systems

The College operates the policy through its Learner Involvement Action Plan, which is monitored by the Senior Management Team.

Reports and the analysis of the learner voice surveys are provided to the College Executive and Governors to agree priority areas for action and improvement targets.

4.1. Learner Involvement Co-ordination

We recognise that realising the full value of learner involvement requires a co-ordinated approach across the organisation to ensure that information gained from learner feedback has an impact on the quality of service and that learners play a part in college leadership and self assessment and improvement planning at all levels. School based responsibility for the learner voice is essential to our approach.

The Assistant Director of Quality and Equalities has the responsibility for ensuring that the learner voice and involvement is effectively captured and recommendations acted upon. The Director of Learner Support will also contribute to the monitoring and evaluation of the policy in relation to the Student Union in particular but to other learner centred initiatives managed through the Directorate.

Learner feedback derived from all sources will inform the Learner Involvement Action Plan, which will identify action to be taken and assign responsibilities and timescales.

Learner Representation Structures

Individual Learners

All learners are allocated a personal tutor who will assess and monitor progress. Individual learners will have Individual Learning Plans and will meet regularly with their tutor to discuss and review.

Class Representatives

Each class will have an elected representative who will attend course team meetings and raise issues with staff members.

School Councils

Each School will have an active School Council that meets every four weeks to discuss issues within the school. The Council will be made up of class representatives from every group within the School.

Centre Councils

Each School will elect two representatives to attend the Centre Council that meets every half term to discuss centre wide issues.

College Council

Each Centre will elect six representatives from the Centre Council who will meet to bring together learners from across the College to create a sense of one college voice. The College Council reps will be encouraged to put themselves forward for the roles of the Student Union Executive Committee Officers.

Student Union and the Executive Committee

The Student Union President is the primary voice of the learner body, elected by learners and a College Governor along with other member of the Executive Committee.

Learner Focus Groups

The College undertakes focus groups on a range of issues, such as dealing with smoking on sites, anti-bullying policy development, and plans to continue the process.

Learner Surveys

We will continue to survey all learners twice a year to gather feedback. The survey will be online and be conducted in October and in June. Results are compiled and a report presented to the Senior Management Group. Results are also discussed with learners within tutor groups and within the school groups.

Learner Feedback: Complaints

The College has a clear complaints policy and procedure. All learners are informed of this at induction. Complaints are monitored termly and appropriate action taken. An annual complaints report is presented to SMG and Governors.

Staff Recruitment

Learners are involved in staff recruitment and we aim to develop this further.

5. Evaluation and reporting

5.1. Each year we will review the current mechanisms for collecting learners' views and involving learners in the leadership of the organisation and in college practices and processes, evaluate their effectiveness and take steps to make any necessary improvements. Learners will be involved in all stages of this review.

5.2. SMT/CLEG

An annual report will be made, by the Vice Principal Curriculum and Learner Support to SMT/CLEG on the impact of the Learner Involvement Strategy in June 2010.

5.3. Governors

An annual report will be presented to Governors' Standards Committee on the ways in which learner feedback has been sought and actions taken as a result.

Governors are also encouraged to attend the Council meetings which are taking place throughout the academic year.

Appendix 1

Role Statement for Learner Representatives

There should be 2 reps from each group. Ideally one should be male and one female; ideally one should be 16 – 18 and the other 19+ - but this depends upon the demographics of the group.

Election of Representatives

- The Representatives should be elected and the Tutor should administer the ballot during tutorial.
- Candidates should be nominated by members of the group and all nominees put into the electoral school.
- The ballot should be secret and written.
- Each group member may cast two votes for separate candidates.
- The winners are decided by a first past the post system – whether they are drawn from two electoral schools (1 male and 1 female) or from one overall electoral school, should be dependent upon the demographics of the group.
- Should there be a tie, group members should cast a third vote for the tied candidates.
- The Tutor may not vote but may nominate candidates.

The roles and responsibilities of the Learner Representative

1. To be available to group members to hear their issues, concerns, and suggestions, in private, that they may have about lecturers, course leaders, tutors, the administration of their course, the quality of their learning, cross college issues about resources, procedures and so on.
2. To record said issues, concerns and suggestions and anonymously pass these on to the Tutor or course leader within 5 working days.
3. To represent the views of the learners in their group at course review meetings, sector review meetings and the Student Council and feedback the responses and actions to the group.
4. To attend any voice-of-the-learner and quality meetings with college managers, curriculum managers and student union elected representatives, to express their group's opinions and feedback responses from said voice-of-the-learner meetings to their group.

Learner Involvement Action Plan 2010 -11

Processes in place	Action required	Success criteria	Person responsible	Completed by
Successful one to one and group tutorials for all full and part time learners on long and short courses contributes to higher retention and achievements.	Train all tutors and appropriate key staff in the new Tutorial Policy and Support systems. Monitoring of tutorial activity	All learners have access to group and one to one tutoring Learner activity contributes to their personal skills development and improves chances of success	Heads of School Assistant Director Quality and Equality	Review Progress in SAR June 2011 Learner results
Effective involvement of the learners in the development of and use of their own ILP	Embed new simplified E-ILP for Learners and involve learners in the process of target setting Assessment of understanding of the new system and process through focus groups	All learners have access to, develop and use their own E-ILP Learner contributes to the process and includes own comments in the target setting activity. Learners understand the process and how to improve.	Heads of School Assistant Director Quality and Equality	Review Progress in SAR June 2011 2008-09, 2009-2010 results
Effective representation of learners at all levels, individual, course, school , centre and college	Election of representatives by tutors Regular meetings scheduled by Heads of School Centre and College Council meetings scheduled and monitored	Meetings take place and views of learners are acted upon in a timely manner. Active learner involvement at all levels	Heads of School Assistant Director Quality and Equality Director of Learner Support	Termly review of progress
Successful learners are mentors to their peers. This contributes to higher retention and achievement	Continue and increase this activity at Tottenham Centre Develop the provision at the Enfield Centre	Learner activity contributes to the mentors' personal skills development and improves success for the mentored	Director of Learner Support	2010-2011 results (Impact data)
Involve learners and their views in assessing Micro teaching at interviews for new teaching staff	100% of new teacher interviews to include learner views on Micro teaching	Director of HR working with Curriculum Directors	Directors	June 2011

Processes in place	Action required	Success criteria	Person responsible	Completed by
A range of effective and popular Enrichment activities linked to curriculum delivery that enhance learner satisfaction	Enrichment team to work with Heads of School and support agreed activities in line with tutorial Schemes of Work	Learner activity contributes to their personal skills development and improves success and learner satisfaction ratings	Director of Learner Support	2010 -2011 results (impact data)
Learners volunteer to support the local community E.g. Involvement in BRACE and local and police initiatives	Continue and increase volunteering and peer communication projects at both centres including sexual health peer communicators	Learner activity contributes to their personal skills development and improves chances of success	Director of Learner Information and Support	2008-09, 2009-2010 results
Learners volunteer to support a wide range of college activities- Act as ambassadors at enrolment and at college open days, parents' evenings and events Learners contribute to Marketing activities e.g. the Tottenham Carnival and to Marketing literature e.g. the student handbook	Develop action plan to recruit different learners for activities throughout the year so that as many learners as possible can volunteer and contribute, 14-19, Adult, FT, PT all BME groups, learners with disabilities and ESOL	Learner activity contributes to their personal skills development and improves chances of success Learner involvement has impact on the quality of service	Director of Learner Information and Support working with Heads of Service	Action Plan Sept. 2009 2008-09, 2009-2010 results SAR June 2009, 2010
Learners with learning disabilities successfully contribute to the running of and work in the college Stationery shop	Continue and improve	Learner activity contributes to their personal skills development and improves chances of success	Head of School	2010-2011 results