Policy	Student Involvement and Learner Voice Policy - SS76
Document owner	Principal & CEO
Date first implemented	September 2021
Date last reviewed	September 2024
Date of next review	September 2027
Date governor-approved	January 2023
Associated documents	Student Involvement and Learner Voice Strategy EDI Policy
Initial reviewing body	Principal & CEO
Final approval body	Standards and Effectiveness Committee
Published on website	Yes

Purpose	Derwen College is committed to seeking, analysing and acting upon learner voice and involving learners meaningfully in key aspects of its operation. Leaders and Managers at all levels of the organisation believe that by ensuring learners have direct involvement in shaping their own college experience significant benefits can be gained in the following areas: • the quality of student experience • positive student outcomes • responsiveness to student need • the level of student satisfaction • the level of stakeholder satisfaction • continuous improvement of the College offer
Scope	This policy applies to: • All learners • All sites • Pre-entry, on role and alumni
Equality, Diversity & Inclusion	*"[Derwen] College is committed to promoting equality, good relations and to challenging discrimination. This is reflected in all College policies, procedures, processes and practices."* *Derwen College Equal Opportunities Policy* Derwen College's ethos is to embrace diversity, to offer equality of opportunity, and to treat every individual fairly and with respect. Equality, diversity and inclusion are embedded throughout the organisation. This policy should be applied in accordance with this ethos. Derwen College is committed to ensuring an inclusive environment with a mix of sexes across most of its residences/accommodation. The following characteristics do not impact upon the allocation of accommodation and will not be taken into consideration in the event that this information is disclosed to the College: • Gender identity

	• Race or ethnicity • Sexual orientation • Religious or philosophical beliefs It is the College's aim to create residences which are homes to students and clients from a variety of diverse backgrounds, and any request to be housed in a certain way will be considered in light of the College's Equal Opportunity Policy. If you would like a copy of this document in a different format, such as large print, please contact the Human Resources Department who will provide help with alternative formats.

1.0 Importance of Student Involvement and Learner Voice

Effective and meaningful student engagement is central to providing an outstanding learning experience and a culture of continuous improvement across college. The college aims to ensure that learner voice mechanisms are learner led, fully integrated throughout the organisation and reflective of our multi-site operation and the evolving support needs of our current and future cohorts.

For our students the benefits include:

- a more responsive, more engaging, higher quality offer
- empowerment to help shape their own college experience
- improved outcomes for more learners
- development of specific expertise and independence e.g. self-advocacy skills, citizenship, teamwork
- feeling more involved and motivated to put something back into the College either during their time as a student or in the future

For Derwen College the benefits include:

- increased participation, retention, progression and achievement
- better quality of information about the students' perspective, which can be used to triangulate other sources of data and inform quality improvement activity
- better informed decision making about resource allocation and investment
- better informed strategic planning

Effective Student Involvement is also:

- a key characteristic ofa high performing college
- creates a college community where students' opinions are listened to, valued and responded to

2.0 Derwen College approach

The college works hard to ensure that student involvement is embedded throughout the organisational culture.

We aim to promote a culture where:

- students are motivated and supported to give constructive feedback
- they see their feedback is taken seriously and results in appropriate change
- staff have the skills and resources to encourage and respond positively to feedback
- there are measurable outcomes that show the impact that student involvement has had on the life of the college

The effectiveness and impact of student involvement and learner voice is reviewed annually under five headings:

1. Involvement of students individually to ensure responsiveness to individual needs
2. Involvement of students collectively to ensure student participation and representation
3. Ongoing development of the organisation to ensure a culture of learner led involvement
4. Involvement of students in a range of community, citizenship or other enrichment activities in or outside the college
5. Ensuring that Learner Voice is integral to the College's decision-making processes

Improvement activities, identified through review, are outlined and monitored through the Student Involvement and Learner Voice Strategy.

The following are example activities under each area:

Area One: Involvement of students individually to ensure responsiveness to individual need

Key activity includes:

- Admissions and marketing activities including virtual open days, initial assessments, visits, taster days, development of bespoke timetables and induction involving the prospective student (and their family as appropriate) at every stage.
- Student Code of Conduct discussed and agreed on entry to college
- Positive Behaviour Support (PBS) and individual Behaviour Support Plans agreed with the student and PBS approach embedded across college
- Annual Reviews / Education and Health Care Plan (EHCP) Reviews with supported student involvement
- Personal Tutorial system providing a regular interactive discussion on progress and achievement throughout the programme
- Key worker system providing personalised support
- Emotional and wellbeing support including counselling services
- Individual Learning Plan (Including therapy)
- Person Centred Planning process (PCP) (on Nourish) including Risk Assessment
- RARPA process – Recognising and Recording Progress and Achievement
- Candidate feedback on qualifications
- Information Advice and Guidance (IAG) provision and transition support
- Sports, leisure and wellbeing programme
- Safeguarding and Student Services support including Helpdesk
- Buddy system

Area Two: Involvement of students collectively to ensure student participation and representation

Key activity includes:

- Student Council activity
- Celebrations of achievement including use of social media
- Annual graduation
- Residence meetings
- Emotions and wellbeing groups
- Risk assessment
- Personal, Social and Health Education (PSHE) 'Moving On' groups
- Functional skills transition groups e.g. 'Money Sense' and 'Taking it with me'
- Themed days e.g. leavers feedback day and Safer-Internet day
- Recognising and recording progress and achievement (RARPA) process
- Active participation / active support model
- Third party feedback

Area Three: Ongoing development of the organisation to ensure a culture of learner-led involvement and improvement

Key activity includes:

- College mission, values and strategic priorities
- Student Involvement and Learner Voice Strategy
- Annual Self-assessment and quality improvement process (SAR and QIP)
- Governor involvement
- Observation Programme
- Continuing Professional Development
- Teaching and learning initiatives e.g. travel training, CV and ready for work apps
- Focus on British values and Welsh ethos across the organisation
- Matrix process including student feedback on the quality of the Colleges Information, Advice and Guidance (IAG) provision
- Organisational learning e.g. Compliments and complaints, learning reviews
- Responsive timetabling

- Student Council and resources
- Safeguarding and student services
- Staffing structure e.g. Personal Tutorial and Key Worker systems

Area Four: Involvement of students in a range of community, citizenship or other enrichment activities in or outside the college

Key activity includes:

- National Union of Students (NUS)
- Natspec Learner Voice Parliament
- Sports, leisure and wellbeing programme including trips
- Community projects
- External work experience
- Independence and travel training
- Competition activity
- Duke of Edinburgh Award Scheme
- Links with local places of worship
- Disability awareness raising
- Use of social media

Area Five: Ensuring that Learner Voice is integral to the College's decision-making processes

Key activity includes:

- Strategic planning process
- Governor involvement e.g. reports to Board, Standards and Effectiveness Committee and Student Council
- Self-assessment and quality improvement process (SAR and QIP)
- Outcome data
- Student feedback
- Project work e.g. Quiet Voice Mapping
- National Autistic Society (NAS) accreditation

- Partnership working including LA’s, other specialist and mainstream organisations
- Accessibility including Autism, Makaton friendly environments, accommodation strategy
- Campus development and rolling Accessibility Action Plan