



Learner Involvement Strategy

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1. Statement of intent

- 1.1 Seevic College is committed to working in partnership with learners in its strategic decision-making and operational management processes. The College recognises that embracing learner views and offering learners the opportunity to act as collaborative partners will bring a wide range of benefits to learners, staff and the College community.
- 1.2 Seevic College takes the views of learners very seriously and there are currently a number of processes in place to ensure that the views and opinions of learners feed in to and impact on College processes, development and decision-making. Learner involvement mechanisms include:
- Formal student representational structures
 - Focus groups
 - Surveys
 - Other forums (informal feedback, comment boxes, consultations etc)
- 1.3 Impact on teaching and learning - Empowering learners and supporting staff to involve learners as partners in the learning experience increases student motivation and success. The College believes that with high quality learner participation and consultation, learners are supported in their development as effective citizens in the wider community and teaching staff are able to develop their skills in accordance with the needs of learners.
- 1.4 Impact on organisational development - By embedding the principles of Learner Involvement, we will ensure that both the structure and culture of the College remains student focussed. A greater focus on mutual respect and understanding between learners and staff, and an increased awareness of College processes by students and a shared sense of purpose will stimulate growth and drive quality improvement.

2. General Principles

- 2.1 The College will be fully compliant with relevant legislation and guidance relating to learner involvement.
- 2.2 The College will actively promote student-staff partnerships and adopt a collaborative approach to develop every aspect of the College.
- 2.3 The College will support the development and work of a students' union (Student Association), and agree and embed its processes.
- 2.4 The College will encourage learners to become involved in focus groups and meetings and strive to involve students in all aspects of the College's decision-making.
- 2.5 The College recognises that not all students will fully engage with opportunities to become involved. To this end we will provide the generality of students with a range of regular opportunities and mechanisms (locally and cross-college) to:
- Offer meaningful feedback
 - Be open, transparent and consultative
- 2.6 The College will promote the value and impact of meaningful learner involvement to staff and students.

2.7 The approach to consultation should be straightforward and easy for learners and potential learners to understand and engage with.

3. Legal Background or relevant legislation

3.1 The Education Act 1994 Part II Section 22(3) incorporating the requirements of Section 22(2).

4. Linked Policies and Procedures

4.1 Other related Policies include:

- Seevic College Student Association Constitution and Schedules

5. Link to Procedure

5.1 Some Student Association processes are driven through the College's Tutorial Programme.

6. Responsibilities – Nominated Person/Lead Staff

6.1 All enquiries regarding this Policy should be to the Head of Student Services.

7. Monitoring, Review and Evaluation

7.1 The College will review this policy annually (or sooner) to take account of any new legislation or best practice.

7.3 The College will work in partnership with the Student Association Executive Committee to assess the impact of the work of the Student Association.

7.2 The impact of the policy in relation to learner involvement and the Student Association will be evaluated through monitoring participation in and development of student-staff partnerships, and analysis of the impact of good practice.

7.3 It is also expected that, where fully embraced by staff and students, the effectiveness of the measures outlined within this policy will have an impact on the quality of teaching and learning and student perceptions.

	AGE	DISABILITY	GENDER Reassignment	RACE	RELIGION or BELIEF	SEX	SEXUAL ORIENTATION
Which of the following protected characteristics may be affected by this policy or procedure? <i>(please tick the relevant box)</i>	√	√	√	√	√	√	√
Other concerns (e.g. protected groups such as carers, young parents, women during pregnancy, young people living independently)	No						
Does this policy impact on: <i>(please tick the relevant box)</i>	Staff √	Students √	Parents or Carers	Members of the Public	External providers of services		
Does your assessment show that this policy/procedure might have an adverse impact on relations between different protected characteristics? <i>(please tick the relevant box)</i>	No			No √			
If yes, can the adverse impact be justified on the grounds of promoting equality of opportunity for one group, or as part of a wider strategy of positive action in relation to particular groups? <i>(please give reasonable justification)</i>							
Consultation What steps have been taken to ensure that the different protected groups have been consulted during the development of this policy/procedure?							
Staff Development and Training Please list any staff development or training issues arising from this assessment.							
Change/Modification As a result of the Impact Assessment, have any changes/modifications to this policy/procedure been made?							