



# **LINCOLN COLLEGE**

## **LEARNER INVOLVEMENT STRATEGY**

**POLICY CQ/PO/18**

### **SPONSOR**

Head of Quality Improvement/Head of Library and  
Guidance

## **Equality and Diversity Statement**

Lincoln College strives to treat all its members and visitors fairly and aims to eliminate unjustifiable discrimination on the grounds of gender, race, nationality, ethnic or national origin, political beliefs or practices, disability, marital status, family circumstances, sexual orientation, spent criminal convictions, age or any other inappropriate grounds.

# LINCOLN COLLEGE

## LEARNER INVOLVEMENT STRATEGY

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# LINCOLN COLLEGE

## LEARNER INVOLVEMENT POLICY

### 1 PURPOSE

This policy outlines the principles and practice of learner involvement at Lincoln College by ensuring that there are multiple opportunities for learners to contribute to all aspects of their college experience, to present their views, to inform developments and to ensure they receive timely feedback on issues they raise. This policy is supported by the Learner Involvement Strategy (Appendix A).

### 2 OBJECTIVES

- To ensure that learners are involved at a strategic level within the organisation.
- To ensure that learners can contribute to organisational decision making.
- To ensure that the quality of teaching, learning and assessment includes input from learners.
- To ensure that learners have their own representative system to encourage sustained participation.

### 3 RATIONALE

Lincoln College is committed to involving learners in its strategic and operational decision-making, by ensuring the processes and systems are in place to facilitate this.

### 4 STRATEGIC DECISION MAKING

Lincoln College is committed to empowering learners to be part of the decision making at a strategic level within the organisation. The College will ensure that learners are represented on key committees, so that their views are listened to and actively encouraged. They will also be provided with training and support to enable them to develop their skills.

#### **Membership of the Board of Corporation**

There should be least two democratically elected students on the Board of Corporation.

### 5 ORGANISATIONAL DECISION MAKING

The College will ensure that learners can contribute to organisational decision making through a range of mechanisms.

#### **The Students' Union as a partner**

The College will recognise the Students' Union (SU) as the representative body of learners within the College to be involved in organisational decision

making. E.g. developing policies and procedures. The College will formally consult the Students' Union regarding organisational decisions.

### **Membership of committees**

There will be student representation on committees within the College including but not limited to:

- Academic Affairs Committee
- Quality Standards Committee

This includes representatives from the SU being members of College working groups and committees:

- Equality and Diversity Working Group
- Health and Safety Committee
- HE Forum
- Learner Voice Working Group

## **6 LEARNER REPRESENTATIVE SYSTEM**

The College is committed to a strong Students' Union led by democratically elected SU Officers. The College supports a self-determined and governed community through the incorporation of a Students' Union under the Education Act 1994.

The College will support the SU to develop, so that it can provide a strong voice for the learner community at the College, this may include financial support through the allocation of a Block Grant and the funding of a Sabbatical Officer position.

The College supports student participation in a democratic process through ensuring that elections are fair through the allocation of a member of College staff who acts as a Returning Officer and providing the space and resources required to run the elections.

### **Support for the Students' Union and Student Representatives**

The College will ensure that the SU and representative systems are supported in their role through a range of methods:

- Training

The College will offer training to all elected Class Representatives and the SU Officers to support them in their role.

- Supporting students through staff

The College will allocate a member of staff to support the elected Student Representatives including the SU Officers.

## **Class Representatives**

Each class nominates and elects at least one Class Representative whose role is to listen to the views of other students in their class and to then represent their views at Class Rep Forums. The Class Rep also acts as link between each class and the SU Officers.

## **Class Rep Forums**

All curriculum areas will hold local Class Rep Forums to discuss feedback and issues. Student Council Representatives will be nominated from the Class Reps and elected to represent the wider views at the Student Council.

## **Student Council Representatives**

Student Council Reps represent the views of a broader curriculum area at the Student Council.

## **Student Council**

Student Council Representatives, the SU Officers and the Heads of any SU Societies comprise the membership of the Student Council which meets at least three times a year. Senior members of the College Management team may attend the meetings.

## **SU Executive Team**

Elected by all students, the SU Officers form the Student Executive Team and are the senior leaders of the student body, responsible for listening to the views of students voiced at the Student Council and other formal and informal channels.

Roles are included in the Student Executive Team to represent Apprentices, Work Place Learners and students at the Newark and Gainsborough campuses.

## **Student President**

Democratically elected by the student body, the Student President represents students and leads the Students' Union including the Student Executive Team. The Student President position is a sabbatical post available to a student from the preceding year.

## **Student membership of College Committees**

Members of the Student Executive Team sit on the following groups:

- Health and Safety Committee – Student President
- Equality and Diversity Working Group – Student President and E&D Officer
- Quality Standards Committee – Student President
- Academic Affairs Committee – HE Vice President
- HE Forum – HE Vice President

## **Student Governors**

The Student President, the HE Vice President and the Vice President are all automatically members of the Board of Corporation.

## **Membership of Appeal Boards**

The College will ensure that students have the right to representation through formal College policies and procedures:

- Customer Complaint and Grievance Policy

The Student President is a member of the appeal board.

- Student Disciplinary Policy

A learner has the right to be accompanied and represented by a fellow student of Lincoln College or SU Officer or parent/guardian/next of kin during any disciplinary meeting.

## **NUS Affiliation**

The College is affiliated to the NUS. This enables the Student President and Student Executive Team to have access to independent support and resources.

The link with the NUS also enables students to influence decisions outside of the College e.g. Local Authority, Public Transport, SFA/EFA, and Ofsted.

The SU is able to raise independent funds through the sale of NUS Extra cards. All funds raised through the sale of NUS Extra cards must be allocated to the Students' Union to spend. Any funds raised and not spend in an academic year must be carried forward to the next academic year by the College.

## **7 LEARNING, ASSESSMENT AND TEACHING**

At Lincoln College, we value each and every learner, and see them as a partner and co-producer in an educational journey that aims to inspire all to become highly skilled, employment ready and well-rounded individuals.

We strive to provide challenging, well-paced and dynamic learner centred sessions, which facilitate an enjoyable learning experience and celebrates learner successes. Teachers, trainers and assessors demand that learners have high aspirations and expectations regarding their achievement, behaviour and personal development, and further to this, engaging activities for learners to complete outside of sessions are set in order to extend their learning opportunities and to promote the development of the independent learner.

As part of the learning journey we involve learners in the planning, monitoring and development of personal progress and also course review and development.

## **Ongoing development**

As part of the learning journey, all learners are encouraged to provide a regular evaluation of how they feel their course is going, which will then be used to enhance learning, teaching and assessment practices and the learning experience as a whole. These evaluations should be provided via informal, routine means such as end of class evaluations and informal conversations, and via more formalised methods such as end of module/unit evaluations.

## **Self-Assessment**

On a regular basis, the performance of each course is reviewed and reflected upon by the teaching, training or assessment team to ensure the best possible learning experience is being provided. Learners are an integral part of this process and can contribute in the following ways:

- By providing informal and/or in session evaluations of their learning experience directly to their tutor
- By undertaking unit/module evaluation questionnaires or focus group activity
- By contributing to cross school and cross college discussions and meetings
- By reviewing and commenting on self-assessment reports at a course, school or college level.

## **Digital Student Ambassadors**

Digital Ambassadors are recruited annually to work with the eLearning department in the enhancement of the digital student experience and creating a student and staff digital partnership. The team of students lead projects to investigate how digital technologies can be used to enhance learning, teaching and assessment. They also aim to raise awareness and understanding of the concept of digital fluency and why it is important for both academic and professional practice. They are integral to developing and implementing activities with both student groups and academic staff members aimed at identifying and sharing effective digital practice, and will develop and support creative approaches to integrating technology into learning, assessment and teaching.

## **Participation in the recruitment of teaching staff**

Learners are a vital part of the recruitment process and where a lecturer or instructor is being recruited, learners participate in 'micro teaches' as part of this process. Acting as an audience or simulated class, this process allows learners to experience and reflect upon the candidate's suitability to teach and provide an appropriate learning experience for others at Lincoln College.

## **Supporting Class Reps**

Teachers and tutors will support the election of Class Reps each year. Teachers/tutors will also facilitate Class Reps to effectively undertake their



role i.e. gather feedback and pass on information to the rest of the class about their experience of learning, assessment and teaching.

### **Supporting Class Rep Forums**

Heads will be responsible for organising and running the Class Rep Forums for their curriculum areas prior to the Student Council meetings. The aim of the Class Rep Forums is to identify any local issues which can be resolved by the curriculum team including learning, assessment and teaching. Items of wider interest and any “hot topic” discussions should be taken forward to the Student Council by the Student Council Reps.

Heads will be responsible for ensuring Student Council reps are selected. Minutes from the Class Rep Forums will be sent to the Student President.

The Students’ Union will be invited to Class Rep Forums.

### **Surveys**

All learners will have an opportunity to contribute to college-wide surveys during their time studying with the College. Reports on the outcomes of college-wide surveys will be submitted to the Quality Standards Committee for consideration, review and action as required. A significant element of these surveys is the learning, assessment and teaching experience, with evaluations and reviews being used to inform teaching team meetings and formal reviews such as the course Self-Assessment Report.

Learners will be kept informed of actions taken in response to their feedback. The College is committed to informing learners about the outcome of their feedback. See Appendix B. Methods of providing an update on any actions taken and improvements made as a result of feedback include:

- College VLE
- Tutorials
- Noticeboards
- Digital Signage
- Social Media
- Direct to learner e.g. in person, via email

## **APPENDIX A**

### **LEARNER INVOLVEMENT STRATEGY 2016-19**

The Learner Voice Strategy sets out how learners will be active participants and key partners in the journey to extraordinary, as set out in the Lincoln College Group Strategy 2016-2019, contributing to the organisation's ambitions.

#### **1 Learners are involved at a strategic level in the organisation**

Learner representatives are seen as essential members of the Board of Corporation

- By 2017/2018 all Student Governors will be democratically elected.

#### **2 Learners contribute to decision making within the organisation**

Involving students in decision making ensures that learners' views are considered and incorporated into policies

- By 2017/2018 the College will routinely consult Learner Representatives (via the Students' Union) about key policies as they are changed, developed or created, so that the learner voice is part of the decision making process.

#### **3 The quality of teaching, learning and assessment includes input from students**

Learners are actively involved in improving and developing the quality of their education and skills:

- At each Student Council meeting from 2016/17 onwards, there will be a "hot topic" for discussion which will focus on a key aspect of learning and teaching.
- The Quality team will routinely invite the Students' Union to work with them to review the results of student surveys to identify any areas for development.
- The results of learner surveys will be published electronically so they are accessible to learners.
- The Quality Team will recruit Digital Student Ambassadors whose role will be to collaborate with staff to support learning and teaching within the organisation.
- Class Representatives will attend local Class Rep Forums in their curriculum areas once a term, so that they can raise course specific issues directly with a College manager.
- By 2017/2018, a programme will be in place – Learners Observing Learning (LOL) as part of the Learning, Assessment and Teaching Strategy.
- By 2017/2018, the College will routinely involve Learner Representatives (via the Students' Union) in the Self-Assessment process at all levels.

#### **4 Strong Learner Representation**

The Lincoln College Students' Union will be a vibrant and active body working closely with the College; led by democratically elected student officers who represent the wider student body:

- At least 10% of the student population will vote in student elections in 2017 rising to 30% in 2018 and 50% by 2019.
- By 2017/2018, there will be learner representation across the organisation with all Student Officer positions democratically elected.
- The student body will have a greater awareness and recognition of the role of the Students' Union to improve College life.
- The Students' Union will utilise a range of channels to communicate and involve students, in particular focusing on social media platforms.
- By 2017/2018 all learners will routinely be made aware by the College about their opportunities to participate in the student representative systems at the College.
- By 2017/2018, there will be greater representation of HE students on the Student Executive Team.
- By 2018/19, the College will introduce an additional elected Sabbatical Officer position to support HE student representation at the College.

## APPENDIX B: LEARNER VOICE FEEDBACK ACTIVITIES

Type of Feedback	The Process	Report To	Measured by	Feedback to Learners	Lead/ Responsibility
Learner Voice Survey	<p>Online Learner Voice Survey available for all students online during the Summer Term (Annual)</p> <p>Results at College level</p> <p>Analysis by protected characteristics</p> <p>Analysis by course area</p>	<p>Quality Standards Committee</p> <p>Equality and diversity working group</p> <p>Directors' Operational Meeting</p>	Course, area and high level self-assessment reports and QIPs	<p>Survey results summarised and published on LV area of Moodle</p> <p>Posters/Digital signage of survey around college</p> <p>Actions taken/ improvement made #sorted on Moodle</p>	<p>Quality Team</p> <p>LV Working Group</p> <p>Directors and Heads of Curriculum and Learning</p>
First Impressions Survey	<p>Online survey available to all new students during the Autumn Term (Annual)</p> <p>Results at College level</p> <p>Analysis by course area</p>	<p>Quality Standards Committee</p> <p>Directors Operational Meeting</p>	Course, area and high level self-assessment reports and QIPs	<p>Survey results summarised and published on LV area of Moodle</p> <p>Posters/Digital signage of results</p> <p>Actions taken/ improvement made You said, we did on Moodle ( LV and Course Moodles)</p>	<p>Quality Team</p> <p>LV Working Group</p> <p>Directors and Heads of Curriculum and Learning</p>
Student Council Meetings	Held termly at Lincoln, Newark and Gainsborough with Student Council Reps from each curriculum area and location attending	Minutes circulated to Directors, Heads and Leads	Actions from the minutes	<p>Minutes posted on Learner Voice area of Moodle</p> <p>Minutes circulated to Class Reps who attend.</p>	Managing Director of Education and Training

Type of Feedback	The Process	Report To	Measured by	Feedback to Learners	Lead/ Responsibility
Learner Representative System	<p>Student President appointed each year following interview</p> <p>Class Representatives appointed by peers at the beginning of each academic year on all full time FE courses and all HE courses</p> <p>Attend Class Rep training during the Autumn Term</p> <p>Student Executive Team appointed using a democratic process. Student Exec meetings held throughout year</p> <p>Class Reps represent their peer group at the Class Rep Forums</p> <p>Student Council reps chosen at Class Rep Forums. Student Council meetings held at each campus once a term</p> <p>Class Reps and/or Student Executive Team involved in organisational policy decisions</p>	Quality Standards Committee	<p>Student President report at each QSC meeting</p> <p>Class Representative list</p> <p>Student Executive minutes</p> <p>Record of Class Rep Forums</p> <p>Student Council Minutes</p> <p>Student President on Board of Governors to represent students. HE VP and FE VP(s) on Board of Governors to represent students.</p>	<p>Information available on LV area of Moodle</p> <p>Information sent directly to Class Reps for them to disseminate</p> <p>Exec meeting summary posted on LV area of Moodle</p> <p>Student Council meeting minutes available in Learner Voice area on Moodle</p> <p>Class Reps feedback to their peers</p>	Student President
Student Governor Representatives	Student President represents students' views on the Board of Governors	Governors	<p>Board of Corporation minutes</p> <p>Attendance of Students at Board meetings</p>		Clerk to Board of Corporation

Type of Feedback	The Process	Report To	Measured by	Feedback to Learners	Lead/ Responsibility
	<p>HE Student Governor represents HE student views on the Board of Governors</p> <p>Vice President represent student views of the Board of Governors</p>				
Learning, Assessment and Teaching Policy	<p>During observations opportunities will be sought, with students, to look at and discuss samples of their work, without deflecting students' attention from learning activities.</p> <p>Performance Review system for teaching staff includes feedback from learners</p>	<p>Observers</p> <p>Quality Team</p> <p>Line Managers</p>	LAT Policy	Not applicable	<p>Quality Team</p> <p>Directors, Heads and Leads</p>
Complaints	Formal policy available to all learners	<p>Quality Standards Committee</p> <p>Academic Affairs Committee</p>	<p>All formal complaints are monitored.</p> <p>Annual report provided to the Quality Standards Committee including reviewing trends.</p> <p>An annual HE complaints report is provided to validating HEI</p>	Individual reply to complainant	<p>Quality Team</p> <p>Higher Education Lead</p>
Learner Representation for teaching staff interviews	Students provide feedback on micro-teach	Interview panel	Interview panel appointments	Verbal feedback from interview panel	Directors and Heads of Learning

Type of Feedback	The Process	Report To	Measured by	Feedback to Learners	Lead/ Responsibility
Course approval paperwork (FE and HE)	The course approval form requires that student views are sought and included on the documentation	Quality Standards Committee  Academic Affairs Committee	Committee minutes which include information about course approvals		Quality  Higher Education Lead
Ad-hoc themed based surveys throughout the year as required e.g. British Values, E&D etc	Themed surveys made available for students including EP to provide feedback during the year	Relevant Director or Manager	Review of survey results and feedback to Directors	Feedback to Learners as appropriate e.g. via Moodle, Posters etc	Relevant College Manager
<b>Curriculum specific</b>					
<b>SSS</b> End of term/end of Unit questionnaires	Surveys conducted on Moodle or paper-based to ask students for feedback about the curriculum in terms of teaching, learning and assessment	Leads and Head	Review of feedback in course team meetings and Heads/Lead meeting	Leads provide feedback to students in tutorial	Heads Leads
<b>SSS</b> Tutorial feedback	Opportunity for students to provide feedback in tutorials, Feedback collected by Class Rep on a termly basis	Leads	Review of feedback in course team meetings and Heads and Lead meeting	Leads provide feedback to students in tutorial	Heads and Leads
<b>School of Professional Industries</b>	Feedback postcards available for students to fill in at any time. Feedback postcards actively distributed at set times during the year to all classes to obtain feedback. Feedback is anonymous but the course information is included in order to take action and close the feedback loop	Director of Education and Training (Lincoln)	Review of feedback in course team meetings by Heads and Leads  Feedback records kept on spreadsheet to monitor	Heads and Leads to provide feedback to students in tutorial	Heads in Professional Industries

Type of Feedback	The Process	Report To	Measured by	Feedback to Learners	Lead/ Responsibility
<b>Support Services Specific</b>					
Library Customer Survey	Online survey available to all students regarding Library services, resources and facilities (Every 2 years)	Quality Team	Library Survey action plan	Survey results available in Libraries  Survey results available on Library Moodle  You said, we did posters/digital signage in Libraries	Head of Library
<b>Library</b>	Feedback postcards available for students to fill in at any time.  Completed cards sent to Head of Library and Guidance to respond or forward to other departments as appropriate  Records kept on a spreadsheet	Head of Library and Guidance	Review of feedback in team meetings	Response directly to student who has sent feedback  #sorted posters used where appropriate	Head of Library and Guidance
<b>HIGHER EDUCATION SPECIFIC</b>					
HE First Impressions Survey	HE specific online survey available to all new HE students on Moodle (Annual)	HE Forum	HE AMR  Programme level APMR's  Action plans monitored at HE Forum and at CCM's	HE Information Centre on Moodle	Higher Education Lead
HE National Student Survey	HE specific survey available to all final year full time HE students (Annual) run by external organisation	Academic Affairs Committee  HE Forum	HE Annual Monitoring Report  Top level action plan updates at each AAC  Programme level APMR's	HE Information Centre on Moodle  Actions taken /improvement made - You Said, We did posters	Higher Education Lead



Type of Feedback	The Process	Report To	Measured by	Feedback to Learners	Lead/ Responsibility
		Course Committees	Monitored and reported also at HE Forum	Courses post APMRs to Moodle	Learning and Skills Leads
HE End of Module/Unit evaluation	Online survey at the end of each module available on Moodle	HE Exam Boards	Programme level APMR's Monitored and reported at Course Committee meetings	Course Committee meetings Course Moodle pages	Heads and Learning and Skills Leads Higher Education Lead
HE Destination of leavers from Higher Education Survey	DLHE is completed via an independent research company (Annual)	Academic Affairs Committee HE Forum	HE Annual Monitoring Report Action plan reviewed at AAC Programme level APMR's	HE Information Centre on Moodle Course Moodle	Higher Education Lead Learning and Skills Leads
HE Library Survey	Online survey for all HE students regarding Library services, resources and facilities (Every 2 years)	HE Forum	HE Library survey action plan	HE Information Centre on Moodle Survey report in HE Study Room You said, we did posters in HE study room	Head of Library and Guidance
HE Class Rep Meetings	Meetings held with HE Class Reps throughout the year	Academic Affairs Committee	Monitored and reported at AAC	Minutes circulated to all HE Class Reps Minutes available on HE Information Centre on Moodle	Head of Library and Guidance and Head of HE
<b>EMPLOYER PROVISION SPECIFIC</b>					
10/12 week review	Meeting between learner and assessor and employer Recorded on OneFile.	IQA / TSL	Review of feedback in team meetings and standardisation meetings.	Via assessor at review and also through e-portfolio – OneFile Review.	Heads and Leads

Type of Feedback	The Process	Report To	Measured by	Feedback to Learners	Lead/ Responsibility
End of Unit Feedback for College-based apprentices	Survey/feedback at end of group learning session sent to all apprentices.	TSL/LSL and Heads (Curriculum & EP)	Review of feedback in standardisation meetings with EP and curriculum teams.	Via assessor through one to one sessions Via VC & Bev Sadler via group communication (email)	Heads and Leads
Mid Term Survey End of Course Survey	Survey sent out electronically to employers and learners using Google Docs (to be put on Survey Monkey during this academic year)	TSL/LSL and Heads (Curriculum & EP)	Review of feedback in team meetings and standardisation meetings.	Via OneFile alerts  Directly to learners and employers as appropriate	TSL/LSL and Heads (Curriculum & EP)
Work place representative chosen from LC employed apprentices	Represents LC apprentices Feedback taken at group learning sessions / moodle and mid term / end of programme survey.	TSL/LSL and Heads (Curriculum & EP)	Review of feedback in team meetings and standardisation meetings	Via OneFile alerts  Directly to learners and employers as appropriate	TSL/LSL and Heads (Curriculum & EP)
Opportunity for Learner feedback during scheduled Group Learning sessions	Learners provide feedback to staff  Student President attends scheduled inductions to meet EP learners and discuss feedback mechanisms	TSL/LSL and Heads (Curriculum & EP)  Quality Standards Committee	Review of feedback in team meetings  Student President report to Quality Standards Committee	Via OneFile alerts  Directly to learners and employers as appropriate	TSL/LSL and Heads (Curriculum & EP)