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1 INTRODUCTION

OHG is committed to providing high-quality qualifications which are assessed and awarded consistently, accurately and fairly and in which public confidence is maintained. OHG centre staff and all those involved in the implementation, assessment and quality assurance of Awarding Body qualifications are expected to demonstrate honesty, integrity and competence in carrying out their respective responsibilities.

We believe that embracing learner views and offering opportunities for learners to shape their own learning experience improves quality and increases learner success. We believe that learners play a key role in developing self-assessment, self-improvement and policy-making procedures. We are therefore committed to involving learners in our strategic and management processes. This commitment will ensure learners act not only as clients of the provider but as co-producers of their educational experiences, both individually and collectively. We believe in doing this to show our programmes are fit for purpose and to show the continuous improvement and development OHG are putting in to their organisation.

2 OBJECTIVE

We believe that all learners, individually and collectively, have an entitlement to participate in the co-production of their learning experience and in the evaluation of their teaching and learning through the mechanisms detailed in this document. We believe that encouraging learners to participate in the co-production of their learning experiences is a key opportunity for them to participate in active citizenship, and for them to develop the skills necessary to make a positive contribution to our democracy. At all levels we are committed to ensuring these mechanisms work.

This includes providing:

- Opportunities to provide formal and informal feedback
- Feedback on the impact of their involvement
- Direct involvement in planning of learning content and delivery
- A platform to facilitate the Learner Voice
- Appropriate information and resources to support informed choices about their learning

3 THE IMPERATIVE TO INVOLVE LEARNERS

From self-assessment to self-improvement in order to continually improve our service to learners it is essential that learners reflect and comment upon the service we provide, as well as make contributions to help to shape it for future learners. This learner involvement strategy therefore forms a central part of our self-improvement process, validating our commitment to the processes and practices of authentic self-regulation.

Triangulation:

As part of our quality improvement processes, and in order to ensure that our policies and procedures are having the desired effect, we will use management data and collect “inside and close up” feedback directly from learners. This ‘triangulation’ process will help to ensure our continued self-improvement.

Latent learner skills:

We recognise that within our learner community a significant amount of talent exists that could support and enhance our educational provision. This includes skills, knowledge, experience and social networks. Therefore we will continue to seek ways in which learners may enhance the educational experience of all learners by utilising

4 PRINCIPLES OF INVOLVEMENT

From consultation to involvement:

It is our intention to extend the level of involvement of learners in the design of their learning over time. Consultation with learners will be the minimum starting point for this policy. We intend to encourage all learners to contribute to the design of their educational experiences. We will do this by building an organisational culture where learners, both individually and collectively, make contributions to our decision-making and other processes, and take responsibility for these contributions. We will seek ways to encourage learner representatives to take possession of some agendas and to chair some meetings.

Supporting learners to succeed:

To ensure that learner representatives succeed on their role, we will ensure the following:

- that learners will not be financially or academically disadvantaged as a result of their participation in learner involvement
- through the work of the Learner Involvement Officer we will provide appropriate and timely support and training for learner representatives
- we will create communication channels to support the learner representatives in their role.

5 MECHANISMS OF INVOLVEMENT

The Senior Curriculum Manager leads on the Learner Voice initiative and ensuring learner involvement in planning and delivery of their learning. Their role will be to ensure the effective implementation of this policy. To do this they will:

- ensure the mechanisms in this section are implemented and their effectiveness monitored
- implementing and co-ordinating the learner Voice Strategy
- act as a first point of contact for learner representatives involved in the Learner Voice initiative who need advice or support in performing their role
- co-ordinate training or support of learner representatives including providing role-descriptions
- actively promote the role of learner representatives to other learners
- ensure messages from learner representatives are communicated to the senior management team
- ensure that the impact of learner involvement is effectively communicated to learner representatives and so to learners.

Communication channels:

We will make the following communication channels available to learners:

- question-time with the senior management team
- email and face-to-face meetings with Senior Management Team
- participation at some meetings
- Online forum on e-portfolio system

Feeding back:

We will ensure that learners receive timely feedback on the difference their involvement has made to process and, where necessary, why action has not been possible on an issue that is important to them.

Involving employers in evaluation, feedback and celebrating success is crucial to sustain the learner strategy and include changes because of consultation and collaboration to ensure continual improvement for quality assurance and for the employer.

We will promote the learner view link on the Ofsted website through inductions and other relevant materials.

The Learner View is an online questionnaire that gives learners the chance to tell Ofsted about their further education and skills provider. It is open to all learners at these providers, regardless of their age or which programme they are doing.

Learners can access the Learner View from the following web address www.learnerview.ofsted.gov.uk

6 FORMS OF INVOLVEMENT

We will engage learners in our processes in a number of ways. These are outlined below

Programme review and evaluation:

Learners will be involved in the evaluation of their programme through:

- meetings with their professional coach and Line manager
- learner surveys
- Outcomes from these sources are fed into our annual programme review and evaluation process.

Learner Survey:

The Learner Survey will be distributed to all learners and the results used to improve quality and content of programme. Action plans will be devised and monitored through quality processes.

Staff Training:

Our Learner Engagement Strategy is a part of staff induction and CPD.

7 REVIEW OF THE LEARNER INVOLVEMENT STRATEGY

This strategy is reviewed annually to ensure it continues to be effective, fit-for-purpose and that it enhances the learning experiences of our learners. The Senior Curriculum Manager is responsible for preparing a report that contributes to self-assessment. The following evidence contributes to this report:

- learner surveys and evaluations
- notes from Learner Voice activities
- feedback from professional coaches and line managers
- Learner feedback recorded during progress review

The report makes appropriate recommendations for modifications to the Learner Involvement Strategy as well as to other strategies and procedures that inhibit its effective implementation.