

<b>Teitl:</b> <b>Title:</b>	Learner Involvement Strategy 2021 -2024
<b>Fersiwn:</b> <b>Version</b>	2
<b>I bwy mae'r Polisi hwn yn berthnasol?</b> <b>Who does this Policy Relate to?</b>	Myfyrwyr / Staff / Myfyrwyr a Staff / Arall (rhowch fanylion) Students

#### Cydraddoldeb ac Amrywiaeth / Equality & Diversity

Dolen at Gam 1 Asesu Effaith (ar Gydraddoldeb a'r Gymraeg): / Impact Assessment Stage 1 (Equality & Welsh) link:	<a href="#">Learner Involvement Strategy 21 - 24 EIA Stage 1</a>
<i>Effaith ar yr Iaith Gymraeg</i>  <i>Mae asesiad effaith wedi'i gynnal ar y polisi hwn i ystyried ei effaith ar yr Iaith Gymraeg yn unol â Safonau'r Gymraeg (94-104) a Mesur yr Iaith Gymraeg (Cymru) 2011.</i>	<i>Welsh Language Impact</i>  An impact assessment has been carried out on this policy to consider its effect on the Welsh Language in accordance with the Welsh Language Standards (94-104) and the Welsh Language (Wales) Measure 2011.

#### Adolygu a Chymeradwyo / Review and Approval

<b>Perchennog y Ddogfen:</b> <b>Document Owner:</b>	<i>Teitl swydd / Job title</i> Learner Experience & Enterprise Manager		
<b>Ymgynghoriad / Consultation:</b>	Students via Student Committees and Student Voice activities		
<b>Dyddiad cymeradwyo / Date Approved</b>	Cymeradwyaeth y Pwyllgor Mewnol e.e. Grŵp Diogelu / Internal Committee Approval e.g. Safeguarding Group	<i>Head of Corporate Communications and Welsh Language</i>	
	Pwyllgor Cyfathrebu a Diwylliant / Communications & Culture Committee:	08/12/21	
	Pwyllgorau'r Bwrdd / Board Committees:	Pwyllgor Archwilio a Risg / Audit & Risk Committee:	-
		Pwyllgor Cwricwlwm a Safonau / Curriculum & Standards Committee	16/2/2022
		Pwyllgor Cyllid, Pobl a Diwylliant / Finance, People & Culture Committee:	-
	Corff Llywodraethu / Governing Body:	6/4/2022	
<b>Dyddiad Adolygu:</b> <b>Review Date:</b>	08/12/24		

Anfonwch y ddogfen wedi ei chymeradwyo i'w chyfieithu gan ddefnyddio'r [Ffurflen Cais Cyfieithu](#)  
Send approved document for Translation using the [Translation Request Form](#)

Rhifwch bob adran a pharagraff  
Please number each section and paragraph

## **Table of Contents**

1. Purpose	2
2. Introduction	2
3. Aims and Objectives of the Learner Involvement Strategy 2021-2024	3
4. Objectives for 2021-2024	3
5. Purposes of Student Voice	4
6. Learner Representation	5
7. Student Voice meetings	5
8. Enabling all learners to participate	7
9. Supporting learners to Become Leaders	8
10. Appendix A - Student Communication	8

## Learner Involvement Strategy 2021 -2024

### 1. Purpose

This strategy has been put in place to set and evidence the clear strategic direction of student involvement at Coleg Cambria.

### 2. Introduction

Coleg Cambria firmly believes that embracing learner views and offering an opportunity for learners to have direct involvement in assessing and shaping their own learning experience will have a significant and effective impact on developing the college's quality improvement processes and increasing student success. Coleg Cambria also believes that learners have key roles to play in self-assessment, self-improvement, decision-making and operational management procedures.

Key documentation formulating this strategy:

- Education Act (1994)
- Welsh Government Learner Involvement Strategy (2010)
- Students Shaping Post-16 Skills (NUS, 2017)
- [Coleg Cambria Student Constitution](#)
- [Parent Engagement Strategy](#)
- [Teaching and Learning Strategy](#)
- [Higher Potential programme](#)

### 3. Aims and Objectives of the Learner Involvement Strategy 2021-2024

**Aim: Coleg Cambria Student Voice exists to make life and learning better for students. Every single student is equally important and has an opportunity to get involved.**

Coleg Cambria 2020 Vision strategic plan states that the College will continue to '*ensure equality of opportunity and a learner-first culture is maintained across all services and functions, championing the Student Voice to provide the best possible experience*' and the College is committed to embracing learner views and offering a wide range of opportunities for learners to have direct involvement in shaping their own learning experience, developing our students as effective citizens in the wider community.

### 4. Objectives for 2021-2024

Since Coleg Cambria was formed in 2013 and the Learner Involvement Strategy first developed, the College has worked hard to develop a fully inclusive Student Voice process, which enables all learners to have their say.

#### a. **Engaging More Learners in Student Voice Activities**

**KPI: By 2024 the number of learners involved in any aspect of Cambria activity will increase 5% year on year**

The 2017 review of Student Voice revealed that it needs to encompass a wider number of learners at grassroots level. Whilst the systems and processes of the current process create a small cohort of student leaders who demonstrate impressive levels of leadership and citizenship, the College should now consider how it can encourage a wider cohort of learners, some of who may not be physically in college, but who are still learners at Cambria to be represented, to participate and to lead on change. This can only be achieved by utilising digital media methods including webinars and online forums. As Coleg Cambria grows, the number of part time professional learners, higher education and higher apprenticeship learners is increasing. The Learner Involvement Strategy for the medium to longer term, therefore needs to develop more flexibility and agility in engaging a wider range of learners (beyond full time further education learners) in a wider range of Student Voice activities.

#### **b. Engaging Learners More in Student-Led Enrichment Activities**

**KPI: By 2024 Parent survey 95% satisfaction that the college has a well developed range of enrichment activities for learners**

Many students would like to develop their leadership skills further and take a more active part in enhancing the learning environment and 'college experience' for all learners. Every student in their time at College should 'make memories.' What this means for every student is that college should have valuable, enjoyable and memorable times where they make new friends and gain new experiences. This is also an ideal opportunity for more able and talented learners to develop a wide range of skills, develop student-led enrichment activities and take an active role on committees relating to student experience, equality and diversity and charitable activities.

#### **c. Developing More Opportunities for Student Leaders**

**KPI: By 2024 College has a well-established Student Leader programme covering all aspects of provision**

Student Voice activities need to give learners the opportunities to develop their leadership skills and act as role models and student leaders.

This includes inviting learners to:

- support parents evenings and advice evenings
- speak publicly about their experiences at college to external visitors and parents
- support induction and taster day activities by acting as student buddies for new and prospective students
- support skills competition and enrichment activities, including WorldSkills, inspiring new students to take part
- represent the college at external student activities, including NUS conferences
- act as a student leader and represent other learners at campus council and governing body committees

#### **d. Developing Learners' Active Citizenship Skills Incrementally**

**KPI: By 2024 all learners should be familiar with the diagram below and be able to map their Citizenship skills**

The Student Voice Strategy for 2021-2024 gives a clearer pathway of how learners' skills can be developed incrementally through the following steps:

<p><b>Engage</b></p> <p>Take an interest, express a view/ idea about college or course experiences</p> <p>Think about the things you would like to see at college</p>	<p><b>Participate</b></p> <p>Express opinions and listen to others. Work in a group to develop ideas</p> <p>Take part in activities and work with other students</p>	<p><b>Activate</b></p> <p>Take a leadership role. This could be representing others or working on a student-led activity</p> <p>Problem solve, be creative and innovative</p>	<p><b>Lead</b></p> <p>Take a leadership role by helping others (including new students) to develop their skills and confidence. Represent students on behalf of the college.</p>
---	--	---	--

This needs to be actively taught and considered in Progress Coach sessions as part of their Future Generations Personal Tutorial Programme at Cambria.

## 5. Purposes of Student Voice

### 5.1 Self Assessment and Quality Improvement

This Learner Involvement Strategy plays a vital role within the self assessment and quality improvement process. As part of the College's Student Voice programme, all learners and parents will be invited to take part in a range of surveys which are often benchmarked against national data. These surveys are used to self-assess provision and create improvement actions. They are reported on at senior management and at governing body committee meetings. The annual learner survey overall satisfaction rating forms one of the 10 overarching Cambria key results with a key performance indicator agreed with the Governing Body and is the first crucial part of student engagement.

### 5.2 Citizenship Skills

Participation in Learner Involvement activity should be seen as a key opportunity for learners to participate in Active Citizenship and democratic processes with election processes for student roles and the development of meetings and committees with structure, outcomes and accountabilities.

Learners are encouraged to lead on the agendas of meetings and to chair learner-led meetings. We will provide independent support, if necessary, to enable learners to compile the agenda for learner-led meetings. Learners will elect a regular chair of meetings who is a learner and we will respect the principle of accountability that has grown up in learner organisations. Learner leaders who do not attend meetings regularly or misrepresent their peers will be open to votes of no confidence by other learners through a documented process in the Student Association or related body's constitution.

### 5.3 Learners Influencing Post-16 Skills

Employed learners should be encouraged to comment on the relevance of their apprenticeships and technical education and to work with their employers to ensure that they have an input into the design of programmes to meet their employment needs. This is in line with the NUS Students Shaping Post-16 Skills (2017)<sup>1</sup>

<sup>1</sup><https://www.nus.org.uk/PageFiles/12238/Students%20shaping%20post%2016%20skills%20-%20executive%20summary.pdf>

## **6. Learner Representation**

### **6.1 Class and Campus Council Representatives (Reps)**

Each learner group from every curriculum area of the college nominates up to two class representatives who are commissioned to voice the views of the group at meetings of the course. Class Representatives will meet with each other in class rep meetings.

Class Representatives will elect Campus Council representatives who will form the student membership of the Campus Councils for each site/campus of the college. As representative bodies, these councils form a part of the Student Voice constitution and feed into the Student Voice Parliament.

The Campus Council reps on each site will elect a site Student Vice President for that site.

### **6.2 Student Presidents**

The whole student body will elect two Student Presidents whose term of office will be 1 year. These Student President elections take place via the student intranet and all students are eligible to vote.

### **6.3 Executive Committee**

The Executive Committee meet at least twice a year to discuss issues arising from campus councils and to develop strategic approaches to common student areas for concern or development. The Executive Committee consists of Student Voice Officers, each responsible for different duties across the campuses. The Executive Committee is responsible for the day-to-day running of Student Voice in line with the constitution and any schedules, any relevant legislation and any decisions made by the Campus Council, or by members at a Parliament or Referendum.

### **6.4 Student Governors**

2 Student Governors are chosen by a combination of election and interviews to represent the interests of the students on the board of Governors.

## **7. Student Voice Meetings**

The structure of learner involvement meetings will develop the skills of learners to present their views in an organised argument, representing their peers and developing the skills to advocate, challenge and problem solve to develop creative solutions.

In order to keep the integrity of the Student Voice activities and to improve inclusivity, the following developments will be coordinated by the Learner Engagement Officer:

### **7.1 Face to Face forums (virtual attendance also now possible):**

#### **Student Rep Meetings**

The Student/Class Reps for each class are required to gain feedback, concerns, suggestions and ideas from the students in their class or tutor group. These are then raised through the Student Voice Channels below and Student Rep Meetings once a month.

## **Student Rep Meetings – Sub-Directorate / Directorate**

Student Reps are often asked to meet as a sub-directorate / directorate at least once per term. These meetings are often held in the presence of a Vice Principal, Assistant Principal or Curriculum Director and incorporate Classroom Viewpoints. Each learner group from every curriculum area of the college nominates up to two class representatives who are commissioned to voice the views of the group at meetings of the course (or course cluster) teams via the Classroom Viewpoints process. These meetings represent a great opportunity for learners to become engaged and share their views.

## **Campus Council Meetings**

Campus Councils are comprised of Campus Representatives from each learning area, a senior member of staff from the site/campus, a member of the Student Executive and a College Governor. Campus Council members can include the CEO, deputy CEOs, the Principal, and representative Vice Principals, Assistant Principals or Curriculum Directors. The Campus Councils meet twice a year. At these meetings, papers are prepared and presented by students, matters relating to learner experience are discussed and students have the chance to ask the Principal questions about topics of concern to them, with questions sent to the Principal prior to the meeting. As representative bodies, these councils form an essential part of the Student Voice constitution, act as a consultation forum for raising matters to feed into the Student Voice Parliament. The Campus Council representatives on each site will elect a **Student Vice President** for that site.

**Sub groups/ Focus groups** - where there is an identified issue which students would like to discuss in more depth, there will be development of a sub group. This may be for a task and finish purpose, for more regular monitoring purposes (e.g. catering) and these groups may be short or longer term in operation. These groups are created by the Executive Committee and reported to Student Rep meetings and notes placed on the Student Voice webpage.

**Annual Student Parliament** consists of class representatives and meets once a year, bringing together all Student Reps, Campus Council reps and Student Vice/Presidents from all campuses. Student Presidents/Governors will assist in chairing the Parliament and the agenda will be created with their input.

Some of the decisions affecting a learner's learning experience are made outside the college community by the Government, DfES, Public Transport operators, the National Union of Students, Careers Wales (Wales) and others. Student Voice will, with the collective consent of learners, normally affiliate to the National Union of Students (NUS). All learners will be encouraged to participate in its structures and in those of other bodies that directly represent learners. The college will enable learners to influence and participate in these through assisting learners with the necessary consent, travel and health and safety procedures. Where there are public consultations which affect students in terms of their learning or college experience, learners will be encouraged to organise an organisational response, gauging the views of learners via surveys or at the Student Parliament.

## **7.2 Social Media & Digital Communication:**

The use of digital forums and media has enabled Student Voice at Coleg Cambria to be heard during periods of lockdown and remote learning/ social isolation. They are available to all FE, HE and WBL students. Meetings can be promoted, recorded and stored on the student intranet.

- Coleg Cambria Student Voice has its own website on the student intranet: <https://www.cambria.ac.uk/student-voice/> This provides platforms for FE, HE and Work-based learners to put forward their opinions, ideas and suggestions for Coleg Cambria to continuously

improve as well as to promote college activities, events and opportunities. This platform successfully promoted and hosted online clubs, societies and Student Rep meetings throughout periods of lockdown and remote learning, providing an invaluable social link for students and a sense of belonging.

- Regular e-newsletters go out to all students and staff to inform of upcoming events, activities and opportunities at the college and within our local communities. The College App is also used for easy access to information.
- Twitter, Facebook and Instagram are also used to communicate events, working closely with Marketing. Closed Facebook has been created to encourage dialogue between class representatives and have proved useful in planning cross college meetings. These are facilitated and overseen by the Learner Engagement Officer. Information is also shared via email to class reps, pastoral coaches, personal tutors and cross college staff.
- There is an online HE Forum via the form of a Google community for students to communicate ideas and suggestions.

### **7.3 Student Led Activities:**

The Learner Engagement Officer will lead on developing opportunities for learners to take part and develop enrichment activities themselves. There will be a steering group for enrichment activities led by students and a seed fund available along with support from the Learner Engagement Officer for learners who wish to start an enrichment activity or club for other learners. These activities will be subject to approval, with risk assessments undertaken.

Enrichment will be promoted regularly for students via the intranet and social media and be available across all sites, although activities will vary from site to site.

Students will be encouraged to participate in College committees and meetings which further student experience at college. These include groups relating to equality and diversity, charitable activities and wellbeing.

## **8. Enabling all learners to participate**

The Learner Engagement Officer will work with all learners to create an equality of opportunity to participate in college learner involvement processes. This strategy will create a number of different actions designed to ensure the participation of all Cambria learners. This includes supporting:

- Work-based learning learners who do not come into college for classes
- learners studying via delivery partner (subcontracted) provision
- ILS learners and those with additional learning needs
- part time, professional and higher education learners
- learners on school links courses
- Welsh for Adults learners
- Community Students who attend community locations

The college supports learners to participate fully in meetings and will provide enablers for those who have difficulty participating in meetings due to a disability. The college is also committed to paying travel costs, where appropriate. Virtual access is offered at all meetings via Google Meet. Learners should also not lose any EMA payments if they are elected to attend meetings. The college is committed to the principle that no learners will be financially disadvantaged due to their participation in Student Involvement activities. If a formal meeting is during lunchtime, the college will provide food/light refreshments as appropriate.



Coleg Cambria encourages any learners who wish to lead or participate in meetings through the medium of Welsh. A Coleg Cenedlaethol Branch Officer works with the Learner Engagement Officer to ensure that all learners have equal opportunities to use their preferred language of Welsh or English and to plan in any translation requirements for all Student Voice activities .

Learners who participate in student voice activities will receive a range of Cambria digital badges which provide evidence for CVs and student references for higher education.

### **8.1 Training**

Class Rep training is in place for all learners supporting them to understand what responsibilities are attached to the class rep role and equipping learners with some essential skills to support them to be a class rep, including developing networks, holding a meeting and representing learner views. This training can also be accessed online.

Learners involved in Campus Councils and Student Governors will be supported and trained to fully participate in these committees and meetings.

## **9. Supporting learners to Become Leaders**

The Learner Engagement Officer will work with curriculum teams and managers to develop opportunities for students to undertake leadership activities at College. This includes developing more student buddy roles in taster and induction days, supporting college advice and parents evenings and developing opportunities for learners to work with other students and support them. The College is also keen to develop the skills of students to act as ambassadors and representatives of the College at external events, including NUS conferences.

## Appendix A - Student Communication

### Learner Involvement Strategy Explained

**Coleg Cambria Student Voice exists to make life and learning better for students. Every single student is equally important and has an opportunity to get involved.**

Coleg Cambria has an excellent system in place for learners to meet, discuss and present ideas with each other and with college managers and leaders. To improve further over the next three years we need to:

- Get more learners involved in student voice activities (including part time, work-based and professional learners)
- Get more learners involved in taking part in, developing and leading clubs and activities outside of classes
- Get more learners to become student leaders
- Help learners to see the benefits of being involved in student voice activities to help them develop their citizenship and leadership skills

Here is how student skills can develop their skills by undertaking student voice activities:

<b>Engage</b>	<b>Participate</b>	<b>Activate</b>	<b>Lead</b>
Take an interest, express a view/ idea about college or course experiences  Think about the things you would like to see at college	Express opinions and listen to others. Work in a group to develop ideas  Take part in activities and work with other students	Take a leadership role. This could be representing others or working on a student-led activity Problem solve, be creative and innovative	Take a leadership role by helping others (including new students) to develop their skills and confidence. Represent students on behalf of the college.

### **Major changes to Meetings during 2018-2021**

We have been able to develop many more opportunities for online meetings and learning opportunities for students, as well as blending virtual and face-to-face meetings. This will help us to develop more links with learners who are employed and learn in the community in the future.