



Southport
Education
Group

Learner Engagement Strategy

Academic Year 2023/25

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1 Introduction

1.1 The Learner Engagement strategy aims to bring together all learner voice activities throughout Southport College and KGV Sixth Form College, guided by our vision and mission. At the heart of our decisions and actions, we are committed to placing students at the forefront of everything we do. This strategy provides a framework for learners to express their opinions, concerns, and ideas in a safe and respectful manner. It ensures that the voices of learners are heard and valued in all aspects of college life, promoting a culture of openness and inclusivity. The college recognises the valuable contributions of learners in improving programmes and services and is committed to acting upon their feedback to enhance the overall learner experience.

2 Scope

2.1 The Learner Engagement Strategy encompasses all learner voice activities within Southport College and KGV Sixth Form College. It establishes a framework for gathering, analysing, and acting upon learner feedback to enhance the overall learner experience. The scope includes expectations for management and governors to actively engage with the feedback, make informed decisions, and drive improvements. Regular monitoring and evaluation ensure accountability and transparency in addressing learner concerns and communicating progress updates.

3 Mechanisms and Channels for Collecting Learner Voice

3.1 The college employs various mechanisms and channels to collect learner feedback, ensuring a comprehensive approach to gathering and integrating their perspectives. These mechanisms include:

- 3.1.1 **Surveys** - Two learner surveys will be carried out each academic year. The Learners Induction Survey and the Learners End of Year Survey. These surveys will be conducted using QDP, enabling the college to benchmark itself against 75 other colleges.
- 3.1.2 **Student Representatives** - Each Progress Group will nominate a student representative at the beginning of the academic year. Student reps will be supported by their Progress Tutor to gather information, which they will then relay to the Head of Studies and their Curriculum Manager each term. The Head of Studies and Curriculum Manager will collect all responses to the questions the student reps ask and provide feedback via the Progress Groups.

3.1.3 **Focus Groups** –

3.1.3.1 **Themed focus groups** - will take place each year, exploring topics such as Safeguarding, Advice and Guidance, Enrichment, and Prevent. These pulse surveys provide valuable insights into learners' understanding of specific subjects and inform the Progress Tutor curriculum.

3.1.3.2 **Focus Groups during the Observation Process** – Focus Groups during the Observation Process - Focus groups during the observation process are conducted alongside classroom or activity observations to gather direct feedback from learners. These focus groups provide an opportunity for learners to share their experiences, perspectives, and suggestions in real-time, offering immediate and valuable insights.

3.1.3.3 **Ad-hoc Focus Groups** - Ad-hoc focus groups may be conducted as needed to address specific topics, issues, or initiatives that require focused input from learners. These focus groups are formed on a temporary basis, with the purpose of gathering targeted feedback and insights from a select group of learners.

3.1.4 **Student Council** - Student council elections will take place in the first term through an application process. Student Governors will also be members of the student council. The student council will meet every half term.

3.1.4.1 **Student Governor** - The inclusion of a student governor, who also sits on the college's Board of Governors, highlights the importance of student voices in shaping the direction and policies of the institution. The role of a Student Governor is to work closely with the rest of the Governing Board to ensure that the opinions of the students are at the heart of the decision-making process.

3.1.5 **Principal Focus Groups** - Two Principal Focus Groups will take place each year, forming part of the Student Rep and Student Council calendar.

4 **Gathering Feedback from Marginalised Groups**

4.1 The college recognises the importance of ensuring that feedback mechanisms are accessible and inclusive of all learners, including those from marginalised groups. To gather feedback effectively, the college will:

4.1.1 Provide multiple communication channels and mechanisms that cater to diverse learner preferences, including online platforms, suggestion boxes, and face-to-face meetings.

4.1.2 Conduct targeted outreach and engagement initiatives to reach learners from marginalised groups, ensuring their voices are heard and valued.

- 4.1.3 Collaborate with student support services and inclusion teams to create a supportive environment for marginalised learners to express their opinions, concerns, and ideas.
- 4.1.4 Regularly review and assess feedback mechanisms to identify and address any barriers or biases that may impede marginalised learners from participating effectively.

5 Enrichment and Co-curricular Activities

- 5.1 Enrichment and co-curricular activities play a vital role in the Learner Engagement Strategy as they provide learners with opportunities to explore their interests beyond the traditional academic curriculum. These activities support learners in remaining engaged in their learning, fostering a sense of ownership over their education.
- 5.2 Enrichment activities can take various forms, including clubs, sports teams, arts programmes, volunteer opportunities, and academic competitions. By participating in these activities, learners can develop new skills and knowledge, build relationships with peers and mentors, and experience a sense of accomplishment and pride.
- 5.3 The colleges' enrichment and co-curricular activities aim to foster a sense of community, bringing learners together to pursue shared interests and goals. This collaboration encourages socialisation, increased engagement, and a stronger sense of belonging.

6 Monitoring and Feedback Management

- 6.1 The feedback gathered from the various learner engagement activities will be primarily monitored by the Programme Management Group (PMG). The PMG consists of the Vice Principal - Curriculum and Support, the Head of Student Services, the Head of Studies, the Head of Learning Support and Inclusion, and the Head of Marketing. The PMG will oversee the implementation and continuous improvement of the Learner Engagement Strategy.
- 6.2 The responsibilities of the PMG in monitoring and managing learner feedback include:
 - 6.2.1 Developing and implementing feedback mechanisms and channels that are accessible and meaningful to all learners.
 - 6.2.2 Collaborating with relevant departments to ensure the collection, collation, and analysis of learner feedback.
 - 6.2.3 Reporting the findings and recommendations from learner feedback to relevant stakeholders, including the Governors, Senior Leadership Team (SLT), curriculum departments, and staff.

- 6.2.4 Integrating learner feedback into decision-making processes to inform programme and service improvements.
- 6.2.5 Ensuring that learner feedback is acknowledged and responded to in a timely and respectful manner.
- 6.2.6 Monitoring the progress and effectiveness of actions taken in response to learner feedback and providing regular updates to stakeholders.
- 6.2.7 Using learner feedback to drive transparency and accountability by sharing updates and progress through initiatives such as "You Said, We Did."

6.3 The PMG will work closely with the respective departments responsible for learner engagement activities to ensure that feedback is effectively collected, analysed, and acted upon. This collaborative approach will enable the college to make informed decisions, enhance the learner experience, and continuously improve the programmes and services provided.

7 Governor Oversight

7.1 Governor oversight plays a crucial role in ensuring the effective implementation and impact of the Learner Engagement Strategy. The Governors of the College are responsible for holding management to account for college performance and student voices are essential evidence for measuring this. Governors are committed to having close regard to the voice of its students and the quality of the student experience. This is central to all board decisions; therefore, the effectiveness of this strategy is critical to enabling them to fulfil their responsibility. To facilitate this Learner Engagement update reports are provided to the Standards Committee, followed by an annual report presented to the full corporation.

7.2 The key aspects of governor oversight in relation to learner engagement are as follows:

7.2.1 **Standards Committee Review:** The Learner Engagement Update reports will be reviewed by the Standards Committee twice a year. The Standards Committee consists of governors who are responsible for monitoring and evaluating the quality of education and support provided by the colleges. This review ensures that learner feedback is given due consideration and that appropriate actions are taken based on the feedback received.

7.2.2 **Annual Report to Full Corporation:** An annual report summarising the outcomes and progress of the Learner Engagement Strategy will be presented to the full corporation. The full corporation comprises all governors and serves as the ultimate decision-making body for the colleges. This report provides an overview of the learner engagement

initiatives, the impact of learner feedback on decision-making, and the improvements made in response to the feedback received.