Student Voice Statement 24/25

WINDSOR
FOREST
COLLEGES GROUP

Vision, Purpose & Values

Our Vision

Our students will be recognised locally & nationally for their positive impact on the communities and industries in which they choose to work.

Our Purpose

To inspire our students to gain the skills, knowledge and behaviours they need to be resilient and thrive in an ever-changing world.

Our Values

Excellence: A culture of creativity, high expectations, ambition and aspiration

Respect: Showing fairness, courtesy and mutual respect to each other and our environment

Integrity: Honesty, openness and trust at the heart of College life

Diversity: Celebrating diversity and inclusivity as a key to our success

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1. Introduction

1.1. The College recognises that listening to and acting on the views of its students is key to improving the quality of the services we provide. The College believes that embracing student views and offering structured ways for students to have direct involvement in assessing and shaping their own learning experience is vital to strategic planning, quality improvement, increasing student success and developing our students as effective citizens in the wider community. We are keen to ensure the full diversity of students is represented and heard.

2. Objectives

2.1. This strategy sets out the different ways students can express their views both formally and informally at the College and describes our commitment to an approach that involves students at all stages of their journey at WFCG. This will inform decision making processes wherever possible in relation to delivery and provision of our services across our sites.

2.2. In particular our objectives are:

- To support students in feeling welcomed and part of the college community, by being involved in the planning of their experiences and in the evaluation of teaching, learning and assessment.

- To recognise that resources are needed to enable and encourage these mechanisms to work – in particular providing readonable finacnical resources for the Student Union, the Student Parilament and the Student Ambassador Scheme as well as other student rep meetings.

- To involve the Student Union Leaders and other representatives in the formation and development of this statement.

- To offer a range of student surveys to assess the student experience and quality of teaching, learning and assessment with external benchmarking where possible, to support quality improvement.

- To ensure that all students have appropriate and effective ways to contribute their views to improve their learning experience.

- To be committed to give students timely feedback on concerns / issues raised, through feedback to student leaders, via mechanisms such as newsletters and displays.

- To describe and promote opportunities within the College for students to develop the skills, attributes and values for effective development, employment and democratic participation in and outside of the college.

3.   Principles of Involvement

3.1.   From consultation to action

3.2.   Students will be consulted about their learning and wider student experience through surveys, focus groups and other methods. Where appropriate, student representation will be encouraged and supported on all College committees. The Student Union, to which all students belong, and associated structures such as the Student Conference will be promoted as key routes for students to initate ideas and improvements about the the College in general.

3.3.   Democracy and citizenship education

3.4.   During induction and throughout the academic year, the College will take opportunities to promote the importance of student feedback and to encourage students to be involved in activities that allow for democratic participation.

3.5.   This includes understanding the benefits to them as individuals, the College and wider society by helping to develop more self-confident and empowered individuals.

3.6.   Democratic processes will be central to the selection of student representatives, in particular the election of the Student Union Executive, Tutor / Class / Course Reps and Student Governors.

3.7.   In line with our Prevent Policy (part of our Safeguarding Policy and Procedures), we also look for opportunities to promote British Values and link these to the College values as well as our Equality and Diversity Policy.

3.8.   College staff are encouraged to and are given opportunities to debate and discuss sensitive and controversial issues wherever possible through the curriculum and tutorial delivery mechanisms. These are linked to the development of employability skills as well as understanding of equality, diversity and inclusion.

3.9.   Our student contract (which all students sign) as well as our student management procedures, explicitly promote key positive values such as mutually respectful behaviour and tolerance of others.

4.   Supporting Students to use Their Voice Effectively

4.1. The College will work with students to ensure they are equipped and confident to exercise their voise across a variety of structures and processes. This involves a commitment to training, where appropriate, and supporting the development of elected student representatives as well as rapid feedback on student raised issues under the banner of 'You Said, We Did' to ensure students are motivated to contribute.

4.2. Training can be provided through a variety of mechanisms including inter-campus working groups between student representatives, training with Student Voice staff leads, training provided by external organisations in person or web-based training.

5. Recognising Diversity

5.1. Student Services will work with the wider staffing body to ensure that wherever possible all student voice activities are accessible across our student cohorts and are representative of our diverse student body.

6. Student Voice Structures

6.1. Individual campuses will operate varying delivery models according to the needs and composition of students on their individual sites; however below is an outline of the available representative structures.

6.2. Our structures are broadly representative of the UK Democratic structures and represented at the following levels:

- The Student Union Executive Presidents – Leader of the UK Parliament
- Student Union Executive – UK Cabinet Office
- Student Parliaments / Conference – House of Commons
- Tutor Reps / Course Reps – Members of Parliament
- All Students - Constituents

7. Student Roles

7.1. Tutor / Course Reps

7.2. Tutor or Course Reps are chosen by their peers in the September of each year and are lined to the Student Union Executive via Student Conference. Reps are expected to attend Student Conferences termly at each college site and to talk on behalf of students either within their particular curriculum or tutorial area. Reps will be given discussion topics to gain feedback from their respective groups, if relevant, or will be asked to bring any general concerns to feedback to staff.

7.3. This structure allows as much as possible, fair representation across the full student body at each site.

7.4. Specific roles are designated for Higher Education, Apprentices and Adult students.

7.5. **Student Union (Windsor Forest Colleges Group Student Union)**

7.6. The College has its own student union (WFCGSU) with elected officers with provision for all students across the College e,g, apprentices, part time students and HE students.

7.7. The WFCGSU has an agreed and published constitution approved by governors.

7.8. All full-time students are members of the Windsor Forest Colleges Group Student Union and are entitled to vote to elect members of their designated College Student Union Executive. Communication between the Executive and its members occurs through activities such as social media channels, notice boards, posters and newsletters.

7.9. Where appropriate the WFCGSU will have an advisory role in respect to College policies and procedures.

7.10. The College supports the Student Union with financial resources in the form of funding which is transparently shared between Student Services staff and the Student Union Executive. College staff will also provide administrative support and advice and guidance in relation to college policies and procedures.

7.11. The College seeks to strengthen it representational structures, increase communication between the Student Union Executive, its members, Governors and staff and continue to provide and promote opportunities for training for those involved in student representation.

7.12. The Student Union Executive is accountable to the Student Conference and will support the meetings which are held three times a year.

7.13. **Student Governors**

7.14. There are two Student Governor posts within the Governing Body, one for Sixth form and one for Further Education. The Governors will be elected or appointed at the same time as the main Student Union Executive.

7.15. They will be supported to attend and fully participate in Corporation meetings by a designated member of staff, usually the Clerk, who will be invited to participate in Student Union meetings or Student Parliaments where possible.

7.16. The Corporation meetings contain Student Voice agenda items and the Chair of Governors is invited to attend Student Conference along with the Principal and other senior managers as appropriate.

7.17. Students have the opportunity to apply for annual roles as Student Ambassadors. These roles involve an application process to select suitable candidates and training to support their success. Student Ambassadors have a mix of tasks to support College events in the areas of schools liaison, marketing, induction and parent / carer events.

8. Feedback Structures

8.1. Course Focus Groups

8.2. Course focus groups provide a channel of communication and feedback for students to teachers, managers and vice versa. This happens mainly through meetings scheduled during the academic year within the curriculum areas.

8.3. General Focus Groups

8.4. College teams convene focus group meetings as appropriate to secure student views on particular topics, service usage, strategies for improving attendance and punctuality, etc.

8.5. SPOCS

8.6. SPOCS (Student Perception of Course) surveys are completed at designated points within the academic year and all students are expected to respond via curriculum. These surveys capture feedback around student satisfaction.

8.7. Exit / Satisfaction Surveys

8.8. These surveys focus on the impact of services. This could be a one-ff larger event (Conference and Fairs), for one to one interactions (e.g. Careers meetings), for activities (e.g. lunch time clubs).

8.9. Ad Hoc Surveys

8.10. These surveys are distributed as and when an issue arises, this would typically be associated with a safeguarding concern or national issue and identifies any additional support required by students.

8.11. Student Conferences

8.12. Student Services will plan at least 3 Student Conference meetings each academic year at each college. These are student-led and attended by Student Reps (see above) as well as the Student Union Executive members who will report activity and progress against their development plan.

8.13.   College senior managers participate and governors are invited.

8.14.   Focus of the Conferences will broadly follow the following agenda, subject to any key areas of concern being highlighted:

- Term 1. Discussing student experience and feedback
- Term 2. Inviting key managers to speak directly to students regarding their experience
- Term 3. Key managers to feedback on changes made

8.15.   The College commits to giving timely feedback within 3 working weeks to any issues raised.

8.16.   **Liaison Committees**

8.17.   The liaison committees are held three times a year at each College and are chaired by a member of the senior leadership team or Governing team. Any student may attend.

8.18.   The committees are an opportunity for students to speak to a key member of staff and give feedback on any issue of concern. Feedback from these meetings is presented after each round to the Quality and Curriculum Committee of the Governing Body where issues are discussed.

8.19.   **Higher Education**

8.20.   TWFCG asks for feedback from students undertaking higher education courses through an annual induction survey, this survey is administered and analysed in-house. Higher education students are also asked to complete the NSS survey, this survey gives students the opportunity to voice their experience of their course at the College with both what they like and what they think could be improved.

8.21.   The feedback will be used to help shape the future of fellow students and help those considering higher education to decide where and what to study.

8.22.   **Staff Recruitment**

8.23.   Where appropriate posts will include an opportunity for students to evaluate the skills of shortlisted candidates and contribute to the selection process.

9.   **Reporting and Measuring the Impact of Student Voice**

9.1.   Student Voice should be reviewed annually by the College and students will be involved in its review. Some of the ways in which the impact of student voice will be assessed are:

- Evidence in minutes of meetings that student views are listened and responded to.
- Student surveys report high levels of satisfaction.
- Evidence in the self-assessment process that students' views have led to improvements.
- A student focussed annual impact report of student voice activites, particularly the work of the Student Union on each site. More detailed analysis will be made available in the SAR where appropriate.

10. Summary

10.1. In making the commitment to our student-led approach, there will be times when we are not able to implement aspects of the feedback we have received. When the College is unable to implement suggestions, we will explain clearly why this is the case.

11. Linked Documents

- Student Union Constitution
- Student Liaison Committee Terms of Reference
- Student Contract
- Student Management Procedures
- Safeguarding Policy and Procedures