



Training

Learner Involvement and Feedback Policy

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Purpose:	To improve our services by ensuring delivery models reflect the needs of learners across a range of sectors. This involves developing comprehensive and diverse feedback mechanisms that encourage learner involvement and ensure learners are encouraged and able to inform and influence on going programme and curriculum development.	
Audience:	Our employees and anyone working on behalf of Babcock, within our training capabilities. This policy should also be shared with our learners, employers and those representing Babcock through sub-contracted provision.	
Scope:	Work based and academy based workplace learning provision	
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Reference number:	C082	
Cross-referenced policies:	C127 Customer Care Policy C002t Equality, Diversity and Inclusion Policy (for customers) C002 Equality, Diversity and Inclusion Policy (for employees) C082a Employer Involvement and Feedback Policy	
Further information:	QP5 Quality Procedure for Management and Monitoring QIP1 Quality Improvement Plan B017 Key Improvement Log	

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Organisation positioning statement

Babcock recognises that customer feedback is paramount in creating and maintaining first class quality training, support and development. Our service delivery is diverse and includes learners of all ages and backgrounds, both full and part-time, working across a wide range of sectors and employer premises.

We will ensure all learners have an equal voice and are pro-actively encouraged to share their experiences and suggestions throughout and on completion of their learning programme. Feedback, whether positive or negative, will then be used to inform and support further development and expansion of our service proposition for all potential, new and existing customers.

The voice of the learner will be further reflected by engaging with a range of external partners who have responsibility, either statutory or otherwise, to reflect learner need, including:

Funding Bodies	Awarding Organisations
Institute for Apprenticeships	Industry and Sector Networks
Employers	Career Services and Advisors
Schools, Colleges and other FE Providers	Sector Skills Councils
National external inspection organisations including: Ofsted in England, Estyn in Wales, Eti in Northern Ireland and Education Scotland/SDS in Scotland	Other specialist external organisations for kitemarks; such as ISO, Investors in People (IiP), and the Matrix standard

Aims

This policy defines learner involvement at Babcock and aims to foster and promote a culture of learner participation in all aspects of decision making across the organisation. Learners will be proactively encouraged to be involved in developing:

Teaching, learning and assessment	Lifelong learning opportunities
Curriculum planning	Quality improvement
Information, advice and guidance	Equality, diversity and inclusion
Health, safety and environment	Welfare and safeguarding
Personal development	Overall customer service



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Benefits of effective learner involvement

- Learners become more independent, confident and self-motivated, enabling them to shape both their own future and that of new entrants.
- Enhanced commitment and experience between face-to-face visits, engaging individuals to take ownership of their learning.
- Increased learner inclusion through a wide range of learner focused activities.
- Removal of barriers to learning and assessment and raising commitment levels.
- Improved retention, achievement and progression levels across all learner groups.
- Services and programmes which continually meet the expectations and evolving needs of industry and its learners, employers and future workforce.
- Provision of a safe and healthy environment, free from bias and discrimination.
- Shared and developed good practice throughout the organisation.
- Embedded and full promotion of British Values of:
 - **Mutual respect and tolerance** of all people's backgrounds and cultures, ages, genders and sexualities, and religions or beliefs or no beliefs;
 - **Democracy** including the right to vote and to make your opinion count;
 - **Individual liberty** including the right to free speech and freedom of choice;
 - **The rule of law** in our society.

Mechanisms of learner involvement

In addition to face-to-face communication via the review process, Babcock will continue to make good use of communication technologies such as; mobile phone, text, email, social media, and e-portfolio, to involve learners in discussions around all aspects of the quality of the service provided to them.

Planned satisfaction surveys, both paper-based and electronic, will be utilised to target particular groups of learners and their employers from across all sectors and programmes. Our full scale annual Babcock learner survey takes place in September/October each year, with further survey engagement and evaluation via the Ofsted Learner Voice survey, together with any specific surveys gathered to reflect bespoke projects/feedback requests throughout the year.

Learners will be given the opportunity, at any time, to feedback either through the Babcock free phone number or via their Trainer/Internal Quality Assurer. Further feedback mechanisms are set out in the Customer Care Policy (C127). Babcock also welcomes the views of parents/guardians, employers and other interested parties, with an equivalent Employer Involvement and Feedback Policy (C082a) in place to reflect our commitment to gaining and reflecting employer feedback across our apprenticeship delivery models.



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Action

Learner feedback is reviewed by quality managers, the TLA Committee and via management monitoring and review processes (set out in QP5). Actions resulting from learner feedback are recorded in the digital Key Improvement Log (B017) and/or Quality Improvement Plan (QIP1) and monitored in line with quality policies, processes and procedures.

Success measures

Success measures of this policy include:

- A whole organisational approach through training our employees to support and promote effective learner involvement.
- Learners empowered and using a range of user friendly methods, in which views can be sought, analysed and disseminated.
- Learners provided with the skills, knowledge and confidence to make informed decisions and effectively put forward their viewpoints.
- Prevention of barriers to learning through addressing individual learning and social needs.
- Engagement with learners to raise the skills and qualifications of the UK's workforce and to support future progression and lifelong learning.
- Appropriate information, advice and guidance delivered to Matrix standard, to enable learners to make better informed decisions both at work and in their personal life.

Communication

The principles of this policy will be communicated to Babcock employees and demonstrated to all learners through appropriate channels including:

- During face-to-face review processes.
- Via the observation of teaching, learning and assessment process.
- Electronically; via survey monkey and, where applicable, social media.

Monitoring and review

This policy is company-wide and forms a key part of Babcock's self-assessment and quality assurance processes, both regionally and nationally, and will be reviewed, at a minimum, annually.

Equality, diversity and inclusion

Babcock will ensure that all learners are given fair opportunities for involvement both internally and externally. This may include feedback mechanisms in the medium of Welsh. Babcock's Equality, Diversity and Inclusion Policies for customers (C002t) and employees (C002) will be adhered to at all times.