



Bury College - Arrangements for obtaining the views of staff and students

The Articles of Government of the College require the publication of arrangements for obtaining the views of staff and students on the determination and periodic review of the educational character and mission of the College and the oversight of its activities.

Students

Our Learner Voice activity aims to give students a voice, build their confidence, self-esteem and motivation. It encourages them to develop an interest in their learning environment and current events. It also helps them to develop teamwork skills, to formulate and express their own opinions whilst listening to others. Learner Voice is an important way of developing learner citizenship and employability skills and empowering them to take appropriate action on matters that concern them. Evidence and experience suggest that this has a direct impact on satisfaction thus a positive impact on learner Outcomes. Our learner voice activity directly inputs to our quality improvement and assurance efforts. It enables us to define specific actions to address immediate concerns and support longer term improvement.

Summary: We capture student feedback via a number of forums including:

1. Student Council and Student Representatives: regular meetings with students/students reps to feedback peer or group voices or ideas, thus encouraging learners to identify solutions
2. Student Governor reports
3. Compliments and Complaints: The College has a system in place for logging and monitoring complaints and compliments. Complaints are viewed as opportunities for improvement and the process is made available to all students during induction.
4. Focus Groups: Generic and targeted focussed focus groups to provide detailed feedback a face to face approach where issues can be explored
5. Surveys: internal and external surveys with are carried out at key points during the year and where available compared to national or peer college/HEI benchmarks. Results of these surveys inform actions to improve the overall provision.
6. Stop and Ask: During the academic year, the Quality and Standards Team undertake a series of 'Stop and Ask' with our students to explore key themes. These themes are linked to our tutorial and wider pastoral agenda and aim to identify the effectiveness and impact of message delivery and to address gaps. In addition to identifying the effectiveness of our strategies, opportunity is taken to inform students any counter and misconceptions. Themes include: Safeguarding, Positive Futures, Fundamental British Values, Prevent and Target Setting.

Responding to learner feedback is done in a variety of ways. Where feedback from learners requires improvements to be made, and changes of practice as a result, these

are addressed by appropriate managers in the college. In response to this, 'you said, we did' campaigns act as a response to learner feedback. Often, feedback from learners requires an individual response to learners, either face to face or in writing. Where feedback from learners identifies underperformance of individual staff, improvements are driven by the college's performance management processes.

Staff

The College seeks to engage with staff through the following opportunities:

1. Staff Surveys - Including termly Wellbeing Pulse Surveys.
2. Joint Consultation Committee and Staff Forums in Safeguarding, Health and Safety, Equality and Diversity and Mental Health and Wellbeing.
3. Principals weekly update.
4. Bi-weekly management meetings.
5. Monthly Directorate meetings.
6. Whole Staff Briefings by the Senior Team as required.
7. Focus Groups as required
8. Staff Conference

Staff and Student Governors

Two Staff Governors (One Academic and One Business Support) and two Student Governors are elected to the Board of Governors and play a full, active part in the business of the Board. In addition to its responsibility to review the educational character, mission, values and strategic priorities the Board also monitors all aspects of the College's provision, its financial performance and its outcomes for students.

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