

## **Learner, Employer and Community involvement Strategy**

### **Introduction**

HTP Apprenticeship College aims to raise participation and attainment through high quality training which meets the needs of learners, employers and wider community. To ensure provision is responsive to local, regional and national employment needs stakeholders are actively involved at every stage of the training journey.

### **Aim**

This strategy explains how HTP Apprenticeship College involves partners in the scrutiny of training services and seeks their input to shape and develop new products and working practices including future involvement strategies.

The positive outcomes of this strategy are seen as increased learner and employer engagement in training leading to improved motivation, satisfaction, progression and achievement levels, with more participation and greater improvement from under-represented groups.

### **Our Commitment**

HTP Apprenticeship College is committed to:

- Continuing to extend the opportunities for learners, employers and communities to be involved in the development of products and services;
- Personalising training in response to the needs and aspirations of individual learners, employers, services and communities;
- Motivating stakeholders to get involved and helping them develop the necessary associated skills and confidence;
- Ensuring staff and managers develop the skills they need to involve stakeholders.

### **Participation and Representation Activities**

HTP Apprenticeship College uses a range of formal and informal tools to gather both qualitative and quantitative feedback. Results are used to evaluate existing provision, identify areas for improvement and highlight emerging development needs to ensure products and services meet the needs of stakeholders. HTP Apprenticeship College's involvement strategy incorporates:

#### Teaching, learning and assessment involvement

Regular progress review meetings take place over the length of the learning programme with each learner, and where appropriate the employer, to monitor progress, identify/discuss emerging needs and plan further training and support. All

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discussions are recorded and a copy of the report can be accessed by the learner and employer/mentor. The Individual Training Plan is updated to reflect changes to the training provision as a result of feedback obtained.

Learners and employers have the opportunity to provide feedback on the teaching, learning and assessment they have received from HTP Apprenticeship College throughout and on completion of training, (see Section 4.2 below). In addition HTP Apprenticeship College Managers and Awarding Body Representatives, including Ofsted Deep Dives, observe training sessions to monitor the quality of teaching, learning and assessment. The views of learners and employers are actively sought as part of these monitoring activities.

### Surveys

Online surveys to gather feedback from learners and employers involved in longer programmes of training, including apprenticeships, are conducted periodically over the length of training to obtain feedback on all aspects of the learning journey. Data gathered is reviewed by Managers and Directors. Actions to address areas requiring strengthening are agreed by the Senior Management Team and disseminated through Team and Learner Progress Review meetings and HTP's virtual learning environment. Impact, as a result of changes, is monitored by Training Managers in regular one to one discussion with Training Consultants.

### Focus/consultation groups

Focus Groups are held with sub-contractors, agencies, sector employers and representative learner groups to help identify the needs of specific sectors and discreet groups at a national, regional and local level. These include hard to reach young people in the NEET group and those from disadvantaged socio-economic backgrounds.

Regular contact is maintained with a wide range of stakeholder organisations and Government funded support agencies including Local Economic Business Partnership Groups, Youth Trusts, County Council Careers Advice Services, Local Education Authorities, Sector Skills Councils, Youth Offending Teams, Careers Development Groups, National, regional and local charities, employers and vocational sector representative groups.

## **Developing learner, employer and community involvement**

### Induction

All learners undertake an induction programme at the commencement of their training programme; this involves the employer for those in employment. At this point of the programme learners and employers are provided with guidelines on how they can contribute to the training and services provided by HTP Apprenticeship College.

### Developing learners

Personalising learning, making learners and employers co-creators of their training programmes, requires ongoing and constructive dialogue. A comprehensive method of identifying needs and linking these to the individual training plan has been developed. However, it is recognised that some learners need help to identify their preferred learning styles and ways of working. Providing structured feedback in this area enables learners to develop the confidence needed to engage in discussion and recognise the support they need.

### Staff Training

This strategy forms part of the staff induction process. Training is provided on the ways HTP Apprenticeship College collects and encourages feedback and responds to learner, employer and community involvement.

### **Involving learners in pastoral support and enrichment**

HTP Apprenticeship College and learners work together in specific programme areas to develop models of peer mentoring. This is a powerful way of cementing new learning skills and passing them on to other learners and provides a satisfying and rewarding experience for the learners.

### **Monitoring and reporting feedback from learners, employer and community involvement**

There are many examples of how feedback from stakeholders has triggered change and these are reflected in the Quality Improvement Plan, which is reviewed and updated at Senior Management, Team and Standardisation Meetings and includes details of the actions taken and improvements made as a result of feedback.

Participation levels and feedback from progress reviews, training sessions, surveys and observation of training activities is closely monitored and reviewed by members of the Senior Management Team. Qualitative and quantitative data is reported internally and externally on the dedicated staff and learner VLEs as appropriate. This approach aims to encourage the spread of good practice, identify any areas for concern and agree actions required across all programme areas.

### **Future development of involvement strategies**

HTP Apprenticeship College is committed to improving learner, employer and community involvement. A number of ways in which HTP Apprenticeship College can extend the opportunities for consultation have been identified. These include:

- Investment in Learning Management Systems (for example: PICS Web and E-Surveys)

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- Extending learner involvement in external feedback groups including social media initiatives;
- Extending peer mentoring across all programme areas;
- Involving learners, employers and community groups in the assessment of this strategy through regular meetings.

### **Monitoring impact**

This strategy is a living document and is reviewed annually as part of HTP Apprenticeship College's Deep Dive and Quality Improvement processes.