



LINCOLN COLLEGE

STAKEHOLDER VOICE STRATEGY

POLICY CQ/PO/18

SPONSOR

Director of Performance and Standards

Equality and Diversity Statement

Lincoln College strives to treat all its members and visitors fairly and aims to eliminate all forms of unlawful discrimination, specifically across all protected characteristics. We will work towards a fair and just organisation and promote inclusion for all those impacted by Lincoln College and the wider community.

LINCOLN COLLEGE

STAKEHOLDER VOICE STRATEGY

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LINCOLN COLLEGE

STAKEHOLDER VOICE STRATEGY

1 PURPOSE

This policy outlines the principles and practice of listening to the stakeholder 'voice' at Lincoln College by ensuring that there are multiple opportunities for stakeholders to contribute to all aspects of the college experience, to present their views, to inform developments and to ensure they receive timely feedback on issues they raise.

2 RATIONALE

Lincoln College values the views of stakeholders and is committed to facilitating stakeholder involvement in the organisation.

3 OBJECTIVES

- To ensure that stakeholder voice is used as a tool for co-creation of quality assurance activity, leading to the continued enhancement of the learning experience and the meeting of stakeholder expectations.
- To ensure that all key stakeholder groups have a voice and are represented to inform strategic decision making.
- To ensure that the voice of all key stakeholder groups informs operational change at the college.

4 STRATEGIC DECISION MAKING

Lincoln College is committed to ensuring that stakeholder views are received and thoroughly considered at strategic decision-making groups, such as governors or group leadership team, and used to inform change within the organisation. The college will ensure that stakeholders' views are conveyed to key committees via direct representation or indirectly via collated stakeholder feedback reports. Bespoke mechanisms for facilitating direct or indirect representation at a strategic level are detailed in the appendices.

5 OPERATIONAL DECISION MAKING

Lincoln College will ensure that, where possible, stakeholders can contribute to operational decision making at the college via a range of internal mechanisms, such as student councils, focus groups and employer forums. These interactions are designed to promote an immediate impact on the learning experience at a curriculum area level. The bespoke mechanisms for stakeholder input to operational decision making are defined in the appendices.

6 COMMUNICATING WITH STAKEHOLDERS

Lincoln College will ensure that stakeholders are routinely communicated with, including how their feedback has been considered by the various structures and mechanisms at college. Lincoln College will also clearly communicate any changes that have been implemented at college as a direct or indirect result of stakeholder feedback.

7 ANNUAL REVIEW OF THE STAKEHOLDER VOICE STRATEGY

The Learning Standards Quality Committee will review the Stakeholder Voice Strategy on an annual basis and make recommendations for its development.

Appendix A – Stakeholder Voice Approach (Apprentices)

Approach	Method	Internal reporting	Feedback to apprentices	Staff responsible
<i>Strategic</i>				
Survey feedback	<ul style="list-style-type: none"> Reporting of current findings and actions from learner survey activity Training provider apprentice review (gov.uk)* 	<ul style="list-style-type: none"> Performance & Quality Committee Curriculum & Quality meeting Learning Standards Quality Committee 	<ul style="list-style-type: none"> P&Q learner representative 	Director of Performance and Standards
Complaints	Collation and reporting on complaint frequency, nature and resulting actions taken			
<i>Operational</i>				
Learning talk feedback	Informal and incidental <i>in situ</i> conversation with apprentices Deep dive activity	Themes noted on MSTEams (LAT report form)	Localised conversations with apprentices	All leaders and managers Deep dive lead
Complaints	<ul style="list-style-type: none"> Local informal addressing of learner dissatisfaction. Formal learner complaint direct to performance and standards team. 	Team meetings	<ul style="list-style-type: none"> Local informal conversation with learner Formal personal response to learner 	School staff Performance and Standards Team

* externally hosted survey

Appendix B – Stakeholder Voice Approach (Employers)

Approach	Method	Internal reporting	Feedback to employers	Staff responsible
<i>Strategic</i>				
Employer forums/networks	Attendance at and engagement with: <ul style="list-style-type: none"> • D2N2 Employment Skills Board • Newark Business Club • GLLEP Employment and Skills/ Defence & Security Board • Lincoln Business Club • Lincoln Chamber of Commerce • Newark and Lincoln TF Boards • Aviation Network 	Via email or ELT to relevant departments within college/curriculum areas.	Via regular meetings of the various forums and in delivery of projects - for example the plumbing centre	Director of Business Development and Partnerships Chief Strategy and Transformation Officer
Forum feedback	<ul style="list-style-type: none"> • Reporting of current findings and actions from employer forum activity • Training provider employer review (gov.uk)* 	<ul style="list-style-type: none"> • Performance & Quality Committee • Curriculum and Quality meeting • Learning Standards Quality Committee 	Press release via LinkedIn	Director of Business Development and Partnerships Director of Performance and Standards
Complaints	Collation and reporting on complaint frequency, nature and resulting actions taken			
<i>Operational</i>				
Employer talks	Informal and incidental <i>in situ</i> conversations with employers Deep dive activity	Themes noted on MSTEams (LAT report form)	Localised informal feedback to employer	All leaders and managers Deep dive lead
Employer consultative	Formal meetings with	<ul style="list-style-type: none"> • Team meetings 	Localised feedback to	Assistant Principals

boards	employers to discuss skills needs and curriculum design	<ul style="list-style-type: none"> Curriculum planning meetings 	meeting attendees	
Employer views	<ul style="list-style-type: none"> Employer views via Business Account contact 	<ul style="list-style-type: none"> Team meetings CL's position statement and QIP 	Localised feedback to employers	Business Accountant Managers
Employer surveys	<ul style="list-style-type: none"> Employer surveys (December, June) Training provider employer review (gov.uk)* 	<ul style="list-style-type: none"> Team meetings / LAT meetings / Golden Hour CL's position statement and QIP 	Localised informal feedback to employer	Performance and Standards Team Curriculum Lead
Complaints	<ul style="list-style-type: none"> Local informal addressing of employer dissatisfaction. Formal employer complaint direct to Performance and Standards Team. 	Team meetings	<ul style="list-style-type: none"> Local informal conversation with employer Formal personal response to employer 	Relevant college staff Performance and Standards Team
Work experience	Employer MS feedback form at every placement completion	<ul style="list-style-type: none"> Learner ILP Progress coach comments Placement co-ord / Director meeting 	<ul style="list-style-type: none"> Local informal conversation with employer Formal personal response to employer 	Placement team AP Student Experience
Industry placement / T level placement	Employers three points of contact start, mid, and end point feedback meetings	<ul style="list-style-type: none"> Learners ILP Progress coach comments Leads comments Support services Career team LEAP team Placement team meetings Placement co-ord / Director meeting 	<ul style="list-style-type: none"> Local informal conversation with employer Formal personal response to employer 	Placement team AP Student Experience
Employer placement events	Local level events (eg	<ul style="list-style-type: none"> Events noted on 	<ul style="list-style-type: none"> Localised feedback to 	Assistant Principals

– industry based	breakfasts)	Workplace <ul style="list-style-type: none"> • Team meetings / Golden Hour • Head level meeting 	attendees <ul style="list-style-type: none"> • Formal feedback to individuals if needed 	Placement team AP Student Experience
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* externally hosted survey

Appendix C – Stakeholder Voice Approach (FE learners)

Approach	Method	Internal reporting	Feedback to learners	Staff responsible
<i>Strategic</i>				
Board membership	Learner representative conveys learner views on the Board of Governors	NA	<ul style="list-style-type: none"> • Student Council • VLE communication • Learner email 	Clerk to Board of Corporation Learner representative
Student Councils	Termly meetings at Lincoln and Newark with student council reps from each curriculum area	<ul style="list-style-type: none"> • Performance & Quality Committee • Curriculum and Quality meeting • Learning Standards Quality Committee 	<ul style="list-style-type: none"> • VLE communication • Learner email 	Assistant Principals
Survey feedback	Reporting of current findings and actions from learner survey activity	<ul style="list-style-type: none"> • Performance & Quality Committee • Curriculum and Quality meeting • Learning Standards Quality Committee 	<ul style="list-style-type: none"> • Student Council • P&Q learner representative 	Director of Performance and Standards
Complaints	Collation and reporting on complaint frequency, nature and resulting actions taken			
<i>Operational</i>				
Learning talks	Informal and incidental <i>in situ</i> conversation with learners Deep dive activity	Themes noted on MSTeams (LAT report form)	Localised course level conversations	All leaders and managers Deep dive lead
Learner feedback sprints (FT/PT long courses)	Receive and act on learner views from learner surveys The above will occur in November, March and May	<ul style="list-style-type: none"> • Team meetings / LAT meetings / Golden Hour • CL's position statement and QIP 	(week 3) " <i>we're proud of, we're working on</i> " feedback approach via: <ul style="list-style-type: none"> • email • Progress Coaches • VLE • local posters 	Performance and Standards Team Assistant Principals Curriculum Leads
LAT feedback	Online survey in February		<ul style="list-style-type: none"> • VLE • Local informal 	Performance and Standards Team

			conversations <ul style="list-style-type: none"> • Student Council 	Curriculum Leads
Short course feedback	Local end of course survey		Local informal follow up	Course coordinator
In class feedback	Informal collection of learner perceptions		In class conversation	Delivery staff
Complaints	<ul style="list-style-type: none"> • Local informal addressing of learner dissatisfaction. • Formal learner complaint direct to Performance and Standards Team. 	Team meetings	<ul style="list-style-type: none"> • Local informal conversation with learner • Formal personal response to learner 	School staff Performance and Standards Team

Appendix D – Stakeholder Voice Approach (HE students)

Approach	Method	Internal reporting	Feedback to students	Staff responsible
<i>Strategic</i>				
Board membership	Learner representative conveys learner views on the Board of Governors	-	<ul style="list-style-type: none"> • Student Council • VLE communication • Learner email 	Clerk to Board of Corporation Learner representative
HE Student Council	Six weekly forum held with student representatives from each area	<ul style="list-style-type: none"> • HE Committee (Governors) • Curriculum and Quality meeting • Learning Standards Quality Committee 	<ul style="list-style-type: none"> • VLE communication • Learner email 	Quality and Compliance Officer for Higher Education / Head of Library and Guidance
Survey feedback	Reporting of current findings and actions from learner survey activity		<ul style="list-style-type: none"> • Student Council • P&Q learner representative 	Director of Performance and Standards
Complaints	Collation and reporting on complaint frequency, nature and resulting actions taken			
<i>Operational</i>				
Learning talks	Informal and incidental <i>in situ</i> conversation with learners	Themes noted on MSTeams (LAT report form)	Localised course level conversations	All leaders and managers
In class feedback	Informal collection of learner perceptions	<ul style="list-style-type: none"> • Team meetings / LAT meetings / Golden Hour • Course level AMR 	In class conversation	Delivery staff
Course Committee Meetings	Formal termly course meeting with student representatives	<ul style="list-style-type: none"> • Team meetings • Course level AMR 	<ul style="list-style-type: none"> • In class conversation • Formal response via tutors/VLE 	Curriculum area staff
Complaints	<ul style="list-style-type: none"> • Local informal addressing of learner dissatisfaction. • Formal learner complaint direct to Performance and Standards Team. 	Team meetings	<ul style="list-style-type: none"> • Localised informal conversation with learner • Formal personal response to learner 	Curriculum area staff Performance and Standards Team

Student Surveys	<ul style="list-style-type: none"> • First impression survey • Module Evaluation Questionnaires (MEQs) • End of Year survey (not NSS eligible students) • National Student Survey* • Graduate Outcomes* 	<ul style="list-style-type: none"> • Team meetings / LAT meetings / Golden Hour • Course level AMR 	<p>“we’re proud of, we’re working on” feedback approach via:</p> <ul style="list-style-type: none"> • email • tutors • VLE • Student reps meeting 	Performance and Standards Team

*externally hosted surveys

Appendix E – Stakeholder Voice Approach (Parents/Carers)

Approach	Method	Internal reporting	Feedback to Parents/Carers	Staff responsible
<i>Strategic</i>				
Open events	Informal discussions with Parents/Carers	Themes noted on WorkPlace	Parent/carer newsletter	All
Parent/Carer forum	Forum discussion with Parents/Carers	<ul style="list-style-type: none"> • Performance & Quality Committee • Curriculum and Quality Meetings • Learning Standards Quality Committee 		Head of Student Services
Survey feedback	Reporting of current findings and actions from parent survey activity			Director of Performance and Standards
Complaints	Collation and reporting on complaint frequency, nature and resulting actions taken			Head of Library and Careers Guidance
<i>Operational</i>				
Parents' evenings (course of study)	Informal discussions with parents/carers	<ul style="list-style-type: none"> • Team meetings / LAT meetings / Golden Hour • Head level SAR 	Parent/carer newsletter	School staff
Parents' info events (eg. HE Progression)	Informal discussions with parents/carers	<ul style="list-style-type: none"> • Team meetings • HE Forum 	Parent/carer newsletter	Associated (to topic) staff
EHCP meetings	Formal meeting with learner and parents/carers	Themes reported to Team meetings	Personal follow up communication with Parent/carer	School staff Student Services
Parent/carer Surveys	<ul style="list-style-type: none"> • End of year survey • Open survey 	<ul style="list-style-type: none"> • Team meetings / LAT meetings / Golden Hour • Head level SAR 	Parent/carer newsletter	School staff Performance and Standards Team
Complaints	<ul style="list-style-type: none"> • Local informal addressing of parent/carer dissatisfaction. • Formal parent/carer complaint direct to Performance and Standards Team. 	Team meetings	<ul style="list-style-type: none"> • Localised informal conversation with parent/carer • Formal personal response to parent/carer 	College staff Performance and Standards Team

Appendix F – Stakeholder Voice Approach (Staff)

Approach	Method	Internal reporting	Feedback to staff	Staff responsible
<i>Strategic</i>				
Staff surveys	Annual employee well-being survey	<ul style="list-style-type: none"> Group Leadership Team Senior Leadership Team Operational Leadership Team Remuneration and People Committee College SAR 	<ul style="list-style-type: none"> Workplace All staff emails Via line managers 	Chief People Officer
Cross college meetings and forum	<ul style="list-style-type: none"> Incidental college staff forums as required Termly Learning Standards Quality Committee 	<ul style="list-style-type: none"> Group Leadership Team Performance & Quality Committee Curriculum and Quality Meeting 	<ul style="list-style-type: none"> Workplace Minutes/actions from forums/meetings Via line managers 	<ul style="list-style-type: none"> Various as required Director of Performance and Standards
Roadshows	All staff roadshow and opportunity for questions	<ul style="list-style-type: none"> Group Leadership Team 	<ul style="list-style-type: none"> Workplace Direct feedback 	Principal and CEO
Formal Trade Union Consultation and Negotiation	Joint Consultation and Negotiation Committee (JCNC)	<ul style="list-style-type: none"> Group Leadership Team Remuneration and People Committee 	Local trade union representatives	Chief People Officer
<i>Operational</i>				
Team meetings	Weekly team discussion	<ul style="list-style-type: none"> Themes to next management level Themes to team meetings if appropriate Specific issues to relevant services in college (e.g. People Services) 	Direct feedback to team meeting	Line managers
PMRs	Formal biannual performance management discussion		<ul style="list-style-type: none"> Personal feedback and discussion Completion of PMR form 	
Informal discussions	Incidental, unplanned dialogue with staff		Personal feedback and themed discussion in team meeting	
Informal Trade Union Meetings	Monthly meetings with representatives from UCU and UNISON	<ul style="list-style-type: none"> Specific issues addressed General themes to Group Leadership Team 	Direct feedback to staff member from trade union representatives	Chief People Officer