

Learner Voice Advanced Programmes Policy

This policy outlines how Multiverse apprentices have a say in Multiverse programmes and operations. It outlines the ways in which apprentices are engaged during the duration of and after the completion of their programme.

1. Introduction

1.1 Multiverse places the utmost importance in the voice of the learner being at the heart of their experience. The main purposes for promoting Learner Voice are to:

- 1) Understand the perspective and viewpoint of learners when designing and developing our programmes, policies, and processes;
- 2) Empower learners to contribute to key decision making processes that affect programme design and delivery;
- 3) Identify and share best practice for delivery staff;
- 4) Support learners to develop their leadership skills.

2. Guiding Principles

2.1 This policy has been developed in line with the UK Quality Code, Chapter B5: Student Engagement:

“Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their education experience.”

3. Associated Policies and Procedures

- Learner Support
- Learner Code of Conduct
- Learner Complaints
- Quality Assurance Strategy

4. Apprentice Voice

4.1 Multiverse is dedicated to ensuring the ongoing engagement with learners to embed their input and involvement, beyond their participation in programmes.

4.2 Learners are empowered to contribute and lead through representation on various quality assurance and governance groups, through surveys and focus groups and via our open door culture and a comprehensive complaints and appeals process.

4.3 Learners are kept informed about the ways in which they may engage with Multiverse through our online community hub, learning platform, their Training Plan, and on an ongoing basis via their coach.

4.4 Overall, Multiverse puts the Learner at the centre of programme design and experience and incorporates this approach into all aspects of operation.

5. Feedback Mechanisms

5.0 Multiverse uses both formal and informal feedback mechanisms to inform content design, delivery and sharing of best practice. As part of the overall annual learner orientation, apprentices are introduced to the mechanisms to share feedback and where to find policies and procedures related to this.

5.1 Informal Feedback

5.1.1 Multiverse has an 'open-door' policy - all apprentices can share any feedback at any point to any member of staff which will be logged on our support hub. They can also submit feedback directly to the platform support hub themselves.

5.2 Formal Feedback

5.2.1 Surveys: Learners are expected to complete surveys on a regular basis including after each delivery session, after monthly coaching sessions, at the end of each course and at the middle and end of their programme to provide more holistic feedback on their overall academic and programme experience. This method follows the Kirkpatrick model for evaluation, providing both immediate reaction and lagged impact feedback.

- **Internal surveys:** Learners will complete regular surveys whilst on programme. These are completed at set points on the programme and are targeted to specific types of feedback. These include post workshop and post coaching surveys to inform Multiverse of learner satisfaction, usefulness of the session in the application to their role, and learner experience. There are also End of Module Surveys and check in surveys to provide more detailed feedback on their academic experience.
- **External surveys:** Learners completing a Higher Education qualification will complete the National Student Survey (NSS) conducted by an independent company, in their final year of study. The purpose of this study is to allow apprentices to feedback on their overall apprenticeship experience and for this information to be benchmarked nationally.

5.2.2 Programme Representatives: Multiverse is committed to ensuring that learners are empowered to have an active part in the ongoing development of their programmes. The Programme Representative role strengthens the communication channel between learners and Multiverse. Programme Representatives take on different roles and may be asked to complete any of the following:

- Take part in Programme Approval or Reapproval panels
- Membership of key governance committees
- Take part in focus groups
- Communicate Multiverse responses to feedback to their peers
- Collate peer sentiment on targeted initiative areas

5.2.2.1 Programme representatives provide an invaluable service to Multiverse and in return they are provided with an ongoing opportunity to contribute and lead as well as a programme to support development of key skills.

5.2.2.2 Learners can apply to the role at any point on their programme journey, as long as they have at least 9 months remaining on programme. Successful candidates will be given access to a programme of resources, and are expected to stay in role for a minimum of 6 months, but continued engagement beyond this can be approved if requested. The requirement of each representative will reflect the specific learner voice needs at the time.

6. Learner Voice and Continuous Improvement

6.1 Feedback data is reviewed regularly to ensure that any critical and time sensitive issues are picked up and resolved as quickly as possible.

6.2 Data from these surveys flows into our programme management, quality assurance and governance structures on a periodic basis to inform discussions against key performance indicators, identification of best practice and recommendations for improvement and change. Data is reported to and considered at Governance committee meetings; via monthly health checks, Programme Improvement Reviews, Periodic Reviews, Academic Quality Council and up through the Quality Subcommittee to Exec, which is captured in our Quality Improvement Plan and our Annual Self-Assessment Report.

6.3 Feedback loops are created with learners to support their understanding of how feedback is being implemented. We communicate these decisions through our learner e-newsletters, on our online community platform, and via Programme Representatives.

Written (name, role, date):	Doniya Soni, Advanced Programme Lead August 2022
Version number:	V3
Updates from last version:	<p>v2</p> <p>Apprentice representative information updated to be more accurate to the process and system used.</p> <p>v3</p> <p>Apprentice replaced with learner throughout</p> <p>Removed breakdown of each survey instead creating an internal and external surveys section.</p> <p>Information of providing informal feedback directly through the support hub added</p> <p>Removed unnecessary additional information, throughout without changing the ultimate content.</p> <p>Updated the programme representative section with changes to the process of becoming a rep, the rep programme, the responsibilities, and the tenure.</p> <p>Removed information of broader development opportunities available to learners which is not specific to learner voice.</p> <p>Reordered content for clarity</p> <p>Acting on feedback section 6 renamed to Learner Voice and Continuous Improvement.</p>
Last reviewed (name, role, date):	Karine Frame, Senior Quality Lead October 2024