



**Buckinghamshire  
College Group**

# **Student Voice Strategy 2026-27**

Responsible Officer:

Date Reviewed:

Next Review Date:

Policy Available:

Authorised by:

Director of Student Services

June 2026

June 2027

Staff Intranet, Student Space and Website

Executive, Curriculum, Quality & Students Committee and  
Corporation

# 1 Summary of Key Changes – Student Voice Strategy (2026–27)

The Student Voice Strategy for 2026–27 has been updated to strengthen **inclusivity, clarity, and impact**, ensuring that learner voice is central to quality improvement and aligned with current DfE and Inspection Toolkit expectations.

## 1. Greater Inclusivity Across All Learner Groups

The strategy now explicitly includes:

- Study programme learners
- Adult learners
- Apprentices
- Learners in subcontracted provision

This ensures that student voice is captured consistently across **all areas of provision**, not solely classroom-based learning.

## 2. Stronger Focus on Trauma-Informed Practice

A trauma-informed approach has been embedded throughout the strategy, emphasising:

- Safe, supportive, and non-judgemental opportunities for learners to share their views
- The importance of belonging, trust, and inclusion
- Flexible engagement methods to meet differing learner needs

## 3. Clearer Vision and Simplified Structure

- Vision and scope have been combined to improve clarity and reduce duplication
- Language has been simplified to ensure accessibility for staff, students, and governors
- Roles and processes have been streamlined to improve understanding and implementation

## 4. Introduction of a Structured Student Voice Cycle

A clear annual cycle has been introduced to align feedback with key points in the learner journey:

- Induction (42-day review)
- Autumn (safety, wellbeing, teaching and learning)
- Spring (progress, teaching and learning)
- Summer (progression, reflection, next steps)

## 5. Increased Emphasis on Focus Groups

Focus groups are now positioned as the **primary method of gathering deeper learner insight**, supported by surveys. This ensures feedback moves beyond headline data to **meaningful dialogue and lived experience**.

## 6. Refined Student Engagement Team (SET) Structure

- Roles have been simplified and clarified
- Introduction of **Student Ambassadors** to replace previous Champion roles
- Stronger emphasis on:
  - Curriculum Representatives for structured feedback
  - Student Governors for strategic representation
  - Ambassadors coordinating focus groups and peer engagement

## 7. Clear Governance and Reporting Pathway

A strengthened reporting structure now ensures:

- Learner feedback is systematically gathered and themed

- Student Governors present termly reports to the **Curriculum, Quality and Students Committee**
- Key themes are escalated to Corporation
- Feedback is shared back through “**You Said, We Heard**”

#### **8. Enhanced Monitoring and Accountability**

- Standardised templates introduced for Faculty Directors and Course Leaders
- Student voice included as a **standing agenda item at College Leadership Team (CLT)**
- Clear expectations for managers to respond with actions
- Annual review of the strategy with staff and learners

#### **9. Stronger Focus on Impact**

The updated strategy places greater emphasis on:

- Demonstrating how feedback leads to action
- Closing the feedback loop with learners
- Using student voice to inform **continuous improvement and strategic decision-making**

#### **Overall Impact**

These changes ensure that the Student Voice Strategy is:

- **More inclusive** across all learner groups
- **Simpler and clearer** to implement
- **Trauma-informed and learner-centred**
- **Stronger in evidencing impact**, supporting inspection readiness and governance oversight

## 2 Vision and Scope

Buckinghamshire College Group is committed to ensuring that **all Students** have meaningful opportunities to shape their college experience.

The College will embed student voice across teaching, learning, support services, and strategic decision-making through structured, inclusive approaches. All learners will have access to student voice opportunities, with reasonable adjustments made to remove barriers to participation. The College will work collaboratively with employers and subcontractors, where relevant, to ensure that learner voice is consistently captured across all areas of provision, not solely within classroom-based study programmes.

**Through this approach, the College aims to:**

- Ensure all learner groups are heard, represented, and able to influence change
- Capture deeper insights beyond survey data, particularly through structured focus groups
- Strengthen engagement, inclusion, and sense of belonging across the full learner population
- Use learner feedback to inform continuous improvement and strategic development.

## 3 Context

Student engagement and the use of students' views are central to delivering high-quality provision and meeting DfE and Ofsted expectations. The **Inspection Toolkit (updated 2025)** highlights the importance of understanding learners' experiences and perspectives when assessing quality of education, behaviour and attitudes, and personal development. DfE expectations also emphasise inclusive engagement, personal development, and the development of skills for independence, employment, and active participation in society.

At Buckinghamshire College Group, we recognise that learners thrive when they feel safe, heard, respected, and empowered. A sense belonging to our college community is key to building confidence, resilience, and wellbeing. We are committed to creating a supportive and inclusive environment where learners are encouraged to share their experiences in ways that feel safe and accessible to them.

Through structured opportunities such as focus groups and guided discussions, learners are supported to develop their voice, reflect on their experiences, and contribute to meaningful change. This includes building skills in communication, critical thinking, and collaboration, while recognising and valuing the diverse backgrounds and experiences that learners bring.

By embedding trauma-informed approaches, we aim to ensure that all learners feel able to participate without fear of judgement, and that their contributions are listened to with care and acted upon. This supports the development of confident, work-ready individuals with strong interpersonal and advocacy skills, aligned with DfE priorities for employability, personal development, and inclusion.

## 4 Objectives

- To establish a pro-active Student Engagement Team (SET) representing all students to lead student voice at College, departmental, and governance levels.
- To equip student representatives with communication and advocacy skills to confidently influence College policy and development.
- To provide diverse, accessible feedback methods (surveys, panels, focus groups, suggestion boxes, digital forums) across all areas of College provision.

- To create inclusive individual and group voice opportunities (listening sessions, forums, panels, virtual channels) to ensure services and facilities meet student needs.
- To embed student representation on relevant committees and working groups, with student feedback formally recorded and considered in decisions.
- To train staff to support student involvement and collaborate effectively, embedding a consistent culture of student voice across the College.
- To ensure full participation for all students through reasonable adjustments, so views are balanced and representative of the whole College community.
- To involve students in reviewing and developing core policies to ensure they are relevant, appropriate, and accessible, with feedback documented and incorporated.

## 5 Activities

A range of structured and flexible student voice activities will be delivered across the College to create safe, inclusive, and accessible opportunities for all students to share their experiences. This includes full-time learners, part-time learners, apprentices, and those studying with partners. Activities will be carefully timed throughout the year to reflect key stages of the learner journey and to promote regular opportunities for reflection and feedback.

Student voice activity will follow a clear annual cycle, supporting learners to share their experiences in a supportive and purposeful way:

- Induction (after 42 days): Focus on learners' early experiences, sense of belonging, and transition into College
- Autumn term: Focus on safety, wellbeing, and teaching and learning
- Spring term: Continued focus on safety, teaching and learning, and progress
- Summer term: Focus on progression, next steps, and reflection on what has gone well and what could be improved

Surveys will complement this activity by providing accessible opportunities for learners to share feedback, whilst focus groups and small group discussions will be prioritised to enable deeper, more meaningful dialogue.

All activities will be designed to reflect students' needs, preferences, and readiness to engage. A trauma-informed approach will ensure that learners are supported to participate in ways that feel safe, respectful, and non-judgemental, recognising that some learners may need additional encouragement or adapted approaches to share their voice.

## 6 Collaborative Delivery

The Student Engagement Team (SET) will work in partnership with:

- Curriculum teams
- Progress Coaches
- Student Services teams
- Business support teams

to coordinate and deliver student voice activity across all campuses. This collaborative approach ensures that learners experience consistent opportunities to be heard, and that feedback is gathered in a way that is inclusive and responsive.

## 7 Annual Student Voice Activity Programme

An annual programme, led by the Student Services Team, will include:

- Recruitment and launch of the Student Engagement Team (SET)
- A Student Engagement Team Conference, led by Student Governors
- Student Representative meetings within curriculum areas
- Themed student focus groups (e.g. single sexed groups, wellbeing, inclusivity, safeguarding, and facilities)
- Student participation in staff recruitment and development activities
- Regular communication of outcomes through the “You Said, We Heard” approach

## 8 Role of Student Governors and Reporting to Governance

Student voice will be gathered through a range of activities, with surveys, focus groups and SET engagement forming the core evidence base.

The process for reporting to governance will be as follows:

- Feedback is collected through focus groups, surveys, and SET-led activity
- Themes are reviewed and summarised by the Student Engagement Team, supported by the Director of Student Services
- Student Governors work closely with the SET to ensure learner perspectives are accurately represented
- Student Governors present a termly summary report to the Curriculum, Quality and Students (CQS) Committee
- Key themes, student experiences, and identified actions are then escalated to the Corporation Board

This approach ensures that student voice is:

- Represented authentically at governance level
- Considered in strategic decision-making
- Clearly linked to actions and improvements

Feedback is then shared back with learners through “**You Said, We Heard**” communication, ensuring transparency and reinforcing that their voices are valued and acted upon.

## 9 Responsibilities

### 9.1 Student Engagement Team (SET)

Every student’s voice is valued. The Student Engagement Team (SET) provides structured opportunities for all students to share their experiences in a way that feels safe, inclusive, and meaningful. The SET will include:

- Student Governors
- Curriculum Representatives (on and off site)
- Apprentices
- Students Ambassadors

## 9.2 Student Governors

All learners returning for the following academic year are eligible to apply to become Student Governors.

Applications will be reviewed by the Director of Student Services, Assistant Principal for Student Engagement and Support, and the Director of Governance.

An online vote will be shared with all learners. The two candidates receiving the highest number of votes will be appointed as Student Governors and become members of the Corporation. Student Governors may be reappointed for a further term, subject to Corporation approval.

Student Governors play a key role in ensuring learner voice is represented at governance level, working closely with the SET to share learner experiences, themes, and priorities.

## 9.3 Curriculum Representatives

At the start of each academic year students will be selected within curriculum areas to become Curriculum Representatives. These roles provide a consistent and supportive structure for students to share feedback within their learning environment.

- Course Leaders will facilitate half-termly Curriculum Representative meetings
- Faculty Directors will lead termly Curriculum Representative meetings, bringing together feedback across curriculum areas

This approach ensures learners are supported to share their views regularly, in a structured and non-judgemental space, helping to build confidence and trust.

## 9.4 Student Ambassadors

At the start of the academic year, the Director of Student Services, supported by the Student Services Team and Student Governors, will promote and recruit Student Ambassadors.

Student Ambassadors will:

- Coordinate focus groups and themed discussions
- Provide peer support to encourage wider participation
- Support student voice activities across the College
- Support in promoting the college at open events

This role ensures that students are able to share their views in a way that feels safe, supportive, and inclusive, helping to strengthen participation across all student groups.

# 10 Monitoring, Reporting and Evaluation

The College is committed to ensuring that student voice is gathered, reviewed, and responded to in a way that is respectful, transparent, and focused on continuous improvement.

Student Governors and the Director of Student Services will work collaboratively to produce a termly report that reflects learners' experiences across the College.

This report will highlight key themes, celebrate strengths, and identify areas for development, ensuring that student feedback is considered with care and acted upon appropriately.

To support consistency and accessibility, standardised templates will be provided for Faculty Directors (FDs) and Course Leaders (CLs) to use during curriculum discussions and meetings. These templates will help ensure that feedback is gathered in a structured, supportive, and non-judgemental way, enabling all learners to contribute meaningfully.

Managers across the College will contribute to termly reporting by clearly identifying actions taken or planned in response to learner feedback. This ensures accountability and demonstrates that learner voice leads to visible and meaningful change.

Managers will share this update at College Leadership Team (CLT) meetings, ensuring that student experiences are regularly reviewed at a strategic level and inform decision-making across the organisation.

Feedback and resulting actions will be communicated to learners through a range of accessible channels, including Student Space updates, **“You Said, We Heard”** posters, tutorials, learner forums, group discussions, and, where appropriate, individual feedback. This approach ensures that learners can clearly see how their feedback has influenced change, promotes transparency and accountability, and reinforces that their views are listened to, valued, and acted upon. By regularly sharing outcomes and progress, we will encourage continued engagement in student voice activities and demonstrate the impact that learner feedback has on improving the College experience.

The strategy will be reviewed annually, in partnership with both staff and learners, to ensure that approaches remain effective, inclusive, and responsive to need. This reflective process supports continuous improvement and ensures that student voice activity evolves in a way that remains safe, supportive, and impactful for all learners.

## 11 Equality Impact Statement

| Section One                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>College:</b>                                                                     | Buckinghamshire College Group                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Departments Effected:</b>                                                        | Whole College                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Who is responsible for the Equality Impact Assessment?</b>                       | Director of Student Services                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Title (of the policy/practice/decision)</b>                                      | Student Voice Strategy                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Description</b><br>(Provide a brief description of the policy/practice/decision) | <p>To build apro-active Student Engagement Team (SET) that will lead and be the voice of their peers at all levels.</p> <p>To equip our students with the communication skills needed to enable them to voice their opinions on a range of topics and inform College policy and development.</p> <p>To provide a range of opportunities for students to provide feedback on all aspects of College provision.</p> |

| Section Two – Stakeholder Consultation |                                                                                                                                                                                               |                                                                                                         |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 2                                      | Who are the main stakeholders and what consultation exercise are you planning to undertake, if required (e.g. consultation with Employee Voice, Trades Unions, Staff groups, Student groups?) | Staff, Students and college partners, including employers, subcontractors and other training providers. |
| 3                                      | Are there concerns that this could result in differential or adverse impact on any Equality Groups (Protected Characteristics as identified by the Equality Act 2010)                         | No                                                                                                      |

### Section Three

**Please identify how the policy may impact the following protected characteristics:**

- Identify any positive impacts the policy/practice/decision may have on equality groups.
- Identify any negative impacts the policy/practice/decision may have on equality groups.
- Propose measures to mitigate or eliminate identified negative impacts.

| Protected Characteristics                                                                  | Impact<br>High/Medium/<br>Low/N/A | Action(s) you will take to mitigate or remove the negative or adverse impact if identified?<br><i>Propose measures to mitigate or eliminate identified negative impacts</i>                                                                                      |
|--------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Age<br>(e.g. are there ways older or younger people may find it difficult to engage?)   | Low                               | No adverse impacts identified across protected characteristics; positive impacts expected through inclusive language and practices of trauma informed approach.                                                                                                  |
| 2. Disability<br>(eg do you need to consider large print or easy read?)                    | Low                               | We are committed to fostering an inclusive environment where the voices of Special Educational Needs students are heard. As part of this policy, we will provide regular opportunities for SEND focus groups There will also be champions to lead on inclusivity |
| 3. Gender identification<br>(eg is your language inclusive of LGBTQ+ groups?)              | Low                               | LGBTQ+ champions in place to ensure students voices are heard                                                                                                                                                                                                    |
| 4. Gender Re-assignment<br>(eg is your language inclusive of trans and non-binary people?) | Low                               | As above                                                                                                                                                                                                                                                         |

|                                                                                                                                |     |                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------|
| 5. Marriage and civil partnership<br><i>(eg does it treat marriage and civil partnerships equally?)</i>                        | Low |                                                                                                                                   |
| 6. Pregnancy & Maternity<br><i>(eg with this have an impact on pregnant or those on family leave; breastfeeding services?)</i> | Low | Separate student maternity policy as guidance for staff and students.                                                             |
| 7. Race / Ethnicity<br><i>(eg does it take into account the needs of people from different groups)</i>                         | Low | The EDI Policy aims to prevent discrimination and promote equal opportunities for all, regardless of their race or ethnic origin. |
| 8. Religion or Belief<br><i>(eg do people from faith groups experience any specific disadvantage)</i>                          | Low | As above.                                                                                                                         |
| 9. Sexual Orientation<br><i>(eg is your language inclusive of LGBTQ+ groups?)</i>                                              | Low | As above.                                                                                                                         |

#### Section Four – Monitoring and Review

|                                                                                                                                                                                                                                     |                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Does your criteria and procedure promote fairness and equal opportunities?</b><br><i>Utilise relevant data sources, such as demographic information, student feedback, or staff surveys, to inform the analysis as necessary</i> | Yes                                                                                                                                                                |
| <b>How will you monitor and evaluate the effectiveness of these measures to determine whether it has been effectively and fairly applied</b>                                                                                        | The effectiveness of these measures will be monitored through staff and student feedback, complaint feedback and through application of relevant college policies. |

#### Section Five – Outcome, Sign-off and Authorisation

|                                                                                                                                                                                                             |                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>Equality Impact Assessment Outcome</b><br>Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision |                                            |
| <b>Option 1:</b> No change required – the assessment is that the policy/practice is/will be robust.                                                                                                         | X                                          |
| <b>Option 2:</b> Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.                                             |                                            |
| <b>Option 3:</b> Continue the policy or practice despite the potential for adverse impact, and which can be mitigated/or justified                                                                          |                                            |
| <b>Option 4:</b> Stop the policy or practice as there are adverse effects cannot be prevented/mitigated/or justified.                                                                                       |                                            |
| <b>Name and job title of authorised person:</b>                                                                                                                                                             | Vusa Nkomo<br>Director of Student Services |
| <b>Equality Impact Assessment was completed on:</b>                                                                                                                                                         | June 2026                                  |
| <b>Date of next review, and by whom?</b><br><i>This may include regular reviews, data analysis, and stakeholder feedback</i>                                                                                | June 2027<br>Director of Student Services  |