

WEA Learner Feedback Policy

1. Purpose

To define how WEA collects and analyses feedback from learners and uses this to inform a continuous cycle improvement that enhances the learner's experience.

2. Values

The WEA believes that:

- Feedback from learners is essential to enable it to fulfil its mission of enhancing individuals' potential through lifelong learning
- Learners, like other stakeholders - have unique perspectives on the WEA that provide valuable insights about WEA policy and practice
- Learners and other stakeholders should be given regular opportunities to contribute to WEA policy and practice through regular and systematic feedback activities.
- The WEA should consider such feedback within the context of overall planning and take appropriate action.

3. Scope

This Policy is intended primarily to improve the experience of learners by collecting information across regions for national analysis. However, some of the associated procedures also collect feedback from other stakeholders. Stakeholders in this context refer to staff, volunteers, potential learners and partners.

The Policy allows flexibility for a range of targeted national surveys to take place across the Association, e.g. to gain a "snapshot" of how the Association is doing on induction, short destinations surveys or disability support surveys.

Regions will also collect their own learner feedback through course evaluations and partner evaluations. A standard Course Evaluation Policy will be developed to supplement this Policy. Some thought will also be given to targeted regional destinations surveys, e.g. for specific projects, and to publishing these more widely across the Association.

4. Policy

This policy aims to:

- Define a range of opportunities for national collection of feedback from learners
- Identify appropriate methodologies for the collection of feedback
- Set standards for the collection and analysis of feedback, e.g. frequency of collection, survey design, sampling methods
- Clearly define key roles and responsibilities for carrying out feedback collection and analysis
- Identify appropriate reporting mechanisms for feedback to ensure that action is taken
- Monitor, evaluate and review the design and delivery of feedback on an annual basis.

5. Implementation

The main vehicles for collecting and analysing feedback will be through:

- The timely recording and monitoring of complaints using the Complaints Procedure
- The timely recording and analysis of suggestions and complaints received through the Suggestions Line and Suggestions Mailbox
- Targeted surveys developed to collect specific feedback from learners about particular processes or activities, e.g. induction, Equality and Diversity Audit

Detailed methodologies, procedures and monitoring are available on request.

Learners are informed about methods of feeding back during learner induction, and through the national induction leaflet "Services for Learners".

6. Management

By appropriate Education Strategy Team members, through Regional Management Teams and through regional networks where appropriate.

7. Monitoring

Through appropriate data collection, analysis and reporting.

The Policy will be reviewed annually through Regional Quality Circles and Education Strategy Team and via the IAG and Learner Support Self Assessment process.

8. Links to other policies and documents

This policy is part of a suite of Learner Support Policies defining learner support entitlements. See First Class Education Zone/National Policies.

There are particular links with:

- Complaints Procedure
- Induction Policy and national Induction Standards
- The Equality and Diversity Policy
- Matrix Quality Standards

<i>Policy type</i>	Learner Support	<i>Original date</i>	01/08/09
<i>Policy name</i>	Learner Feedback	<i>Revision date</i>	21/11/05
<i>Originator</i>	Ruth Gould	<i>Version</i>	v.3

