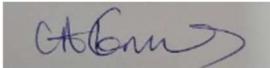
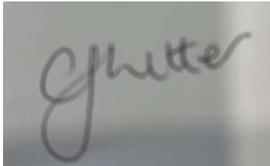
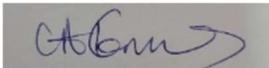


BioGrad Learner Voice and Feedback Policy

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1. Purpose

This policy outlines how BioGrad Education gathers, listens to, and acts upon the views of learners to continuously improve the quality, relevance, and effectiveness of Skills Bootcamps. Learner voice is central to our commitment to delivering high-quality, learner-centred education that leads to sustainable employment outcomes.

2. Scope

This policy applies to all learners participating in Skills Bootcamps delivered by BioGrad Education, across all subject areas and delivery modes (online, hybrid, in-person).

3. Objectives

- To embed learner voice as a key element of quality assurance and improvement.
- To provide clear mechanisms for learners to provide feedback throughout their journey.
- To respond to feedback in a timely and transparent manner.
- To use learner insights to shape programme content, delivery, and learner support services.
- To ensure learners feel empowered, heard, and valued.

4. Learner Voice Mechanisms

We collect feedback at multiple stages of the learner journey, end of week 1 and end of week 2 via an online form as well as opportunity throughout the Skills Bootcamp.

a. Induction Feedback

- Collected at the end of week 1 and the end of week 2, to gauge initial impressions of onboarding, expectations, and clarity.

b. Mid-Point Survey

- Gathers insights on learner progress, tutor support, resources, and overall satisfaction.

c. End-of-Programme Evaluation

- Evaluates learning outcomes, employer relevance, confidence in gained skills, and overall programme satisfaction.

d. One-to-One Reviews

- Regular reviews between learners and tutors include feedback on experience, barriers, and support needed.

e. Complaints and Suggestions Mechanism

- Learners are informed of how to raise concerns or suggest improvements anonymously if preferred.

5. Feedback Analysis and Action

- All feedback is reviewed by the Quality Assurance Lead within 5 working days of receipt.
- Trends and themes are identified and discussed at Senior Leadership Meetings and if applicable weekly Education Team Meetings.
- An action plan is created for any areas requiring improvement and communicated to learners via email or in group sessions.

- Improvements made in response to feedback are documented and monitored for impact.

6. Learner Representation

Where appropriate, learners may be invited to serve as representatives to engage in periodic learner voice panels or contribute to provider self-assessment and curriculum planning activities. They are also invited to be case studies and recorded as case studies for the relevant city region and promotion materials and on the website.

7. Confidentiality and Safeguarding

All feedback is treated confidentially and in line with our Data Protection and Safeguarding policies. Anonymised data may be used for reporting and quality improvement purposes.

8. Responsibilities

- **Tutors/Scientists** – Promote and encourage learner voice throughout the Bootcamp.
- **Quality Assurance Lead** – Monitors and reports on feedback, leads action planning.
- **Programme Lead** – Ensures actions are implemented and closed off.
- **Skills Bootcamp Participants** – Are encouraged to provide honest, constructive feedback throughout their learning.

9. Monitoring and Review

This policy will be reviewed annually and updated as needed to reflect evolving best practice, learner needs, and regulatory requirements (including Skills Bootcamp and Ofsted guidance).