

# Learner Voice improving teaching, learning and assessment: Nova Training

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**URN:** 53682

**Region:** West Midlands

**Remit:** Further education and skills

## Provider background

[Nova Training](#), a division of Staff Select Ltd, has been delivering work-based learning since 1992. Its head office is located in Willenhall, Walsall. Nova Training has expanded its provision across 16 sites in the West Midlands.

Nova Training (Nova) delivers a range of programmes both as a prime contractor and as a subcontractor. It provides apprenticeship programmes and classroom-based courses in a range of subjects, including motor vehicle, hairdressing and beauty therapy, construction, business administration, retail and hospitality.

## Brief description

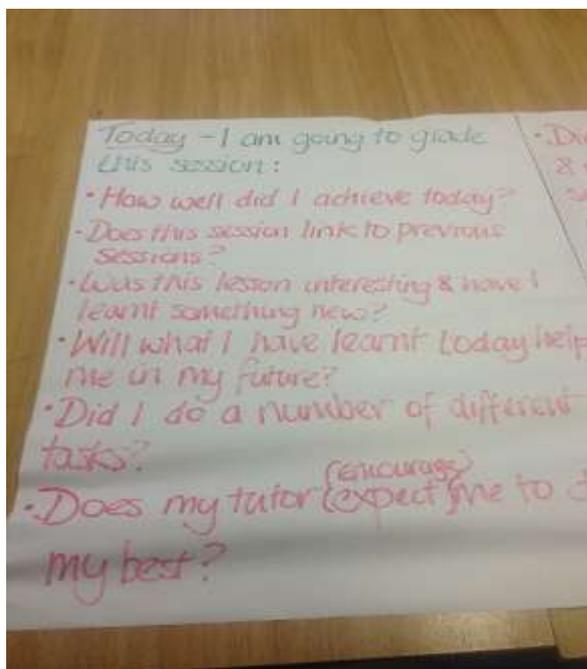
Nova has incorporated the 'learner voice' comprehensively into teaching, learning and assessment across all its sites. As a result, learners feel empowered through having a powerful voice in shaping and improving the quality of their learning. In the process, they develop valuable assertiveness skills for their future lives.

## The good practice in detail

At its last inspection in December 2013, inspectors recognised the positive impact of the imaginative use of the learner voice at Nova. Leaders and managers have nurtured the involvement of learners in informing teaching, learning and assessment. Building on the effective survey work of learners' views and the informative 'you said - we did' process, learners now play an active leadership role in improving quality. To secure this, managers engage learners in reviewing all aspects of teaching, learning and assessment, including curriculum development. A high level of learner involvement in the organisation drives quality improvement as shown by the actions noted below.

## Promoting to learners the importance of their views about their programmes

- Managers run learner voice fora on a monthly basis at every centre. Learners take responsibility for setting the agenda and taking minutes. Staff attend as observers and do not influence the proceedings. The agenda covers a wide range of relevant items including: updates and findings from the 'you said - we did' process; learners' achievement and progress; curriculum matters and feedback; bursaries/bonus and attendance; impact of learners' work placements; evaluations of learning; equality and diversity; and safeguarding.
- Leaders and managers collect and analyse learners' feedback on three separate stages of their learning programmes. They [analyse the findings](#) for each centre and develop action points that become part of the performance plan for the centre manager.

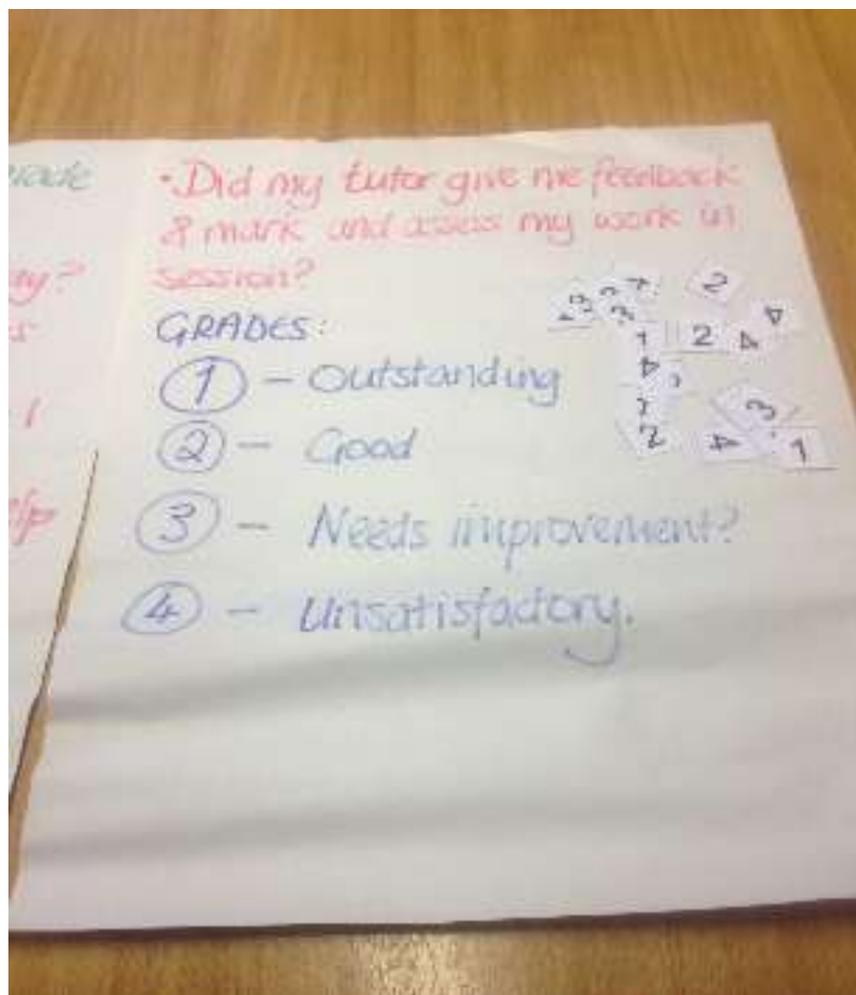


- Learners attend learner voice meetings and take part in regular surveys. Managers use a web-based survey tool, the results of which are analysed by individual assessor, sector, recruiter, entry level, main programme and age. Where improvements are required, managers agree appropriate targets with relevant staff to improve learners' experience and satisfaction.
- Learners made a significant contribution to three informative videos about Nova's training, which are posted on a social media site. Learners from the various centres feature in these videos and they talk positively about their experiences of learning at Nova and the positive impact the training has had on their lives: [www.youtube.com/watch?v=p6SJdlSboOI&feature=youtu.be](http://www.youtube.com/watch?v=p6SJdlSboOI&feature=youtu.be).
- Learners have access to free wireless networks and can access a specific page on a social media site where they can give their views about the quality of teaching, learning and assessment. The operations director

monitors comments made by learners on a weekly basis and takes appropriate action to deal with all issues raised by learners.

## Enabling learners to improve teaching, learning and assessment across the provider

- Nova holds an annual conference for all its learners with the purpose of holding leaders and managers to account for the standard of teaching, learning and assessment. As a part of the conference process, learners receive reports on teaching, learning and assessment from every manager, raise issues and discuss areas that require improvement. Learners agree clear actions for improving teaching, learning and assessment with each manager.



- Learners carry out observation training before jointly conducting regular learning walks to observe teaching, learning and assessment with managers and teachers. Learners use an aide memoire to evaluate aspects of provision, such as teachers' effective use of interactive information and learning technology. This deepens teachers' understanding of how teaching,

learning and assessment can be enhanced when required to meet the needs of learners. Learners assess whether the actions leaders and managers take provide a safe working and learning environment as they conduct the learning walks on each site.

- Leaders have strengthened the observation of teaching, learning and assessment process by involving learners in the evaluation of their lessons. [Learners grade their lessons](#) against clearly marked and commonly understood criteria focusing on key learning objectives. These include links to previous learning, skills development, use of questioning and feedback from teachers and assessors, the quality of support, how teaching, learning and assessment can be improved and how learners can use this learning to make good progress.

## The impact of the effective use of the views of learners

The impact of leaders and managers encouraging learners to make a significant contribution to the judgements on the quality of teaching, learning and assessment and improvement planning to rectify identified weaknesses is below:

- Nova's capacity to ensure that outcomes for learners are good or better through good teaching, learning and assessment is improved.
- Most learners on apprenticeship programmes make significant progress in their vocational skills development. Learners on classroom-based courses often overcome significant barriers to education, enjoy their learning and make good gains in their knowledge and skills. The large majority of learners make good progress in English and mathematics. Progression rates into further study, apprenticeship and/or into employment have improved considerably.
- Learners take greater responsibility for their learning and achievement. Consequently, learners' attendance, confidence, behaviour and motivation to succeed have improved considerably.
- Learners feel particularly valued and treated as clients, and part of the Nova 'learning community' through frequent consultation on their rights and responsibilities regarding the quality of teaching, learning and assessment they receive. This, in turn, has led to learners acting more responsibly and maturely and taking much greater control of their learning and future career paths.

The good practice case studies that Ofsted publishes highlight specific examples of practice that providers of education, learning and children's services have used to achieve successful outcomes.

For education, the case studies do not recommend a single particular approach to teaching and learning. Ofsted has no preferred lesson structure or teaching style. We showcase and share a wide range of approaches that providers have found work well for them in achieving good outcomes for children, young people and learners.

Are you thinking of putting these ideas into practice; or already doing something similar that could help other providers; or just interested? We'd welcome your views and ideas. Complete our survey [here](#).

Click [here](#) to see other good practice examples.

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