

Catch22 College Policy

Youth Voice Strategy Policy Catch22 College

Contents

1. What is the policy about?	3
2. Who does this policy apply to	3
3. Policy requirements	3
4. Related policies	6
5. Appendices	6
Annex 1 – Equality Impact Assessment	7

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Catch22 Colleges
Queries to:	Will Duke-Oddy
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Catch22 group, entity, hub:	Catch22 Colleges
4Policies level (all staff or managers only)	All Catch22 College Staff

Document Version Control & Changes

Version	Last modified	By	Changes Made
1.0	7th May 2025	Will Duke-Oddy - Quality & Curriculum Manager - OSH	New Policy Created
2.0	27th October 2025	WD-O	<i>Updates to formatting</i>

1. What is the policy about?

Catch22 Colleges are committed to embedding youth voice into all aspects of college life. By actively involving learners in decision-making, feedback, and reflection processes, we aim to create an environment where learners feel valued, heard, and empowered to contribute to their own and others' educational experiences.

2. Who does this policy apply to?

This strategy applies to all learners, staff, and stakeholders across Catch22 Colleges.

3. Policy requirements

Aims

1. To provide learners with a structured framework for expressing their views, experiences, and needs.
2. To foster a culture of continuous improvement based on learner feedback and engagement.
3. To develop learners' soft skills, critical thinking, and self-awareness through active participation.
4. To evaluate learner progression and post-education outcomes to shape future delivery.

Key Strategies and Processes

1. Soft Skills Self-Reflection Questioning

- **Purpose:** To track learners' progression in soft skills such as communication, teamwork, problem-solving, and leadership.
- **Implementation:**
 - Learners complete the reflection questions at three intervals: induction (start), midpoint, and endpoint.
 - Results are analysed to assess growth and inform soft skill progression across the college network.
- **Feedback Loop:** Trends and anonymized data are shared with the Youth Voice Panel, SLT & governance board to inform college-wide improvement initiatives.

2. Induction, Midpoint, and Endpoint Surveys

- **Purpose:** To gather feedback on learners' experiences and suggestions for improvement.
- **Implementation:**

- Surveys are distributed at key stages of the learner journey.
- Topics include teaching quality, curriculum relevance, support services, and facilities.
- **Feedback Loop:** Results are reviewed by the Senior Leadership Team (SLT) and feed into SAR/QIP activities, with key themes presented to the Youth Voice Panel.

3. Youth Voice Panel

- **Purpose:** A termly forum for learner representatives to discuss feedback, suggest improvements, and co-create solutions.
- **Implementation:**
 - Each college site nominates or engages volunteers to represent their peers.
 - Panels meet once per term (virtually) and are facilitated by staff to ensure focus and action.
 - Presentation of findings communicated to Governors board.
- **Outputs:** Minutes, action plans, and follow-up reports are shared with learners, staff and the governance board. Findings to feed directly into quality assurance activity and to aid decision making.

4. Leavers Survey

- **Purpose:** To track post-education outcomes, learner satisfaction, and engagement at 3-, 6-, and 9-months post-exit.
- **Implementation:**
 - Surveys are distributed via text or email.
 - Topics include progression into employment, training, or further education, as well as the long-term impact of the college experience.
- **Feedback Loop:** Data informs alumni engagement strategies and is reviewed annually (at minimum) by the SLT.
- **Outputs;** Sustainment tracking of positive progressions.

5. Learner Reviews

- **Purpose:** Scheduled reviews every 6–10 weeks to assess learner progress and address concerns.
- **Implementation:**
 - Reviews are one-to-one sessions with staff, focusing on academic, personal, and social development.

- Providing structure CEIAG (Careers Education, Information, Advice & Guidance)
- Themes from reviews are anonymized and shared with the Youth Voice Panel and SLT.

6. Local Review Systems

- **Purpose:** To capture learner feedback informally and regularly at the local level.
- **Implementation:**
 - Suggestion boxes, focus groups, and informal feedback sessions.
 - Monthly summaries provided to management for action planning.

7. Additional Suggestions for Inclusion

- **Feedback Boards:** Visible spaces for learners to see updates on actions taken based on their feedback (“You Said, We Did”).
- **Peer Mentoring:** Encourage learners to mentor peers, fostering a culture of mutual support and leadership.
- **Digital Feedback Channels:** Use apps or online forms for continuous feedback collection.

Monitoring and Evaluation

- **Termly Review:** SLT will review Youth Voice activities each term, using the Quality Tracker to assess participation and impact.
- **Annual Report:** An annual summary of Youth Voice outcomes and initiatives will be presented in the Self-Assessment Report (SAR) and inform the Quality Improvement Plan (QIP).

Responsibilities

- **Youth Voice Coordinator:** Ensures all processes are implemented and monitored.
- **SLT:** Oversees the integration of Youth Voice feedback into strategic decisions.
- **Learners:** Participate actively in surveys, panels, and reviews.
- **Governors Board;** To review learner voice & provide scrutiny and challenge on outputs.

4. Related policies

Careers & Education, Information, Advice & Guidance (CEIAG) Policy – Catch22 Colleges

Communication Policy – Catch22 Colleges

5. Appendices

Annex 1: Equality Impact Assessment

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. While currently only public bodies are legally required to complete EIA's, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

1. Summary

This EIA is for:	Youth Voice Strategy Policy Catch22 College
EIA completed by:	Will Duke-Oddy - Quality & Curriculum Manager - OSH
Date of assessment:	07/05/2025
Assessment approved by:	<Name>, <Position> [if required]

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of the Catch22 XXXXX policy for all staff have been fully considered and addressed, whether or not the staff members share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Summary
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of age. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their age.
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of health/disability. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their disability.
Pregnancy & Maternity/paternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It's not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
Race (incl. origin, colour and nationality)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their race, origin, colour or nationality. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Gender and Gender Re-assignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their gender at any given time. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of gender.
Sexual Orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their sexual orientation. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because their sexual orientation.

3. Negative impacts and mitigations

Negative Impact	Mitigation	Owner