

# GUIDELINES FOR LEARNERS

## Being a learner-reviewer

Being a learner-reviewer is an exciting and impactful opportunity to shape your learning environment and advocate for yourself and your peers. It involves actively assessing and making recommendations on the inclusive learner engagement experience at your VET institution. You'll gain critical thinking, research, communication, and teamwork skills beneficial for both academic and professional success. Collaborating with other learner reviewers allows you to build relationships and share perspectives.

## Role of learner-reviewer

The role of learner-reviewer is crucial in promoting an inclusive and engaging learning environment. By actively participating, utilizing resources, and effectively communicating, you can make a positive impact on your institution and fellow learners. Main responsibilities of learner-reviewer are:

- ✓ Maintain communication with the facilitator.
- ✓ Familiarize yourself with the Learner-led Review Manual provided by your institution.
- ✓ Collaborate with fellow reviewers.
- ✓ Decide on the number and focus areas of your review.
- ✓ Communicate effectively and professionally with staff to gather information about inclusive learner engagement in your institution
- ✓ Make specific recommendations to improve inclusive learner engagement in your institution
- ✓ Present these recommendations and your feedback to staff and your institution.



Co-funded by  
the European Union

## A. Before Review

You should be familiar with the training and review phases, including important deadlines. Familiarize yourself with this guideline provided by your VET institution and facilitator to gain a solid understanding of the learner-led review. Keep in touch with your facilitator. They are your guide and resource throughout the process, so don't hesitate to reach out with questions or concerns. This will give you a strong understanding of your organization's background, and it will help you identify areas for further exploration or improvement.



### **Training:**

- Be present and actively participate in training sessions. This is where you'll learn about the review process, data collection methods, reporting, and effective communication.
- A timeline for the learner-led review process should be prepared with other reviewers to manage all roles and steps in an order. Annex 2 : Review Process Timetable can be used to list all tasks to complete from the beginning until the end of the process. Therefore, this template will help all reviewers to follow the ongoing process as a whole.
- Don't hesitate to ask questions for clarification or express any concerns you have. Open communication ensures everyone is on the same page.
- Understand how learner reviewers are identified within the organization. This helps you navigate communication boundaries and maintain neutrality during the review.
- Discuss with your fellow reviewers and decide which type of learner-led review you want to conduct. Options may include self-evaluations, interviews, focus groups, or surveys. Consider your team's skills, resources, and available time when making this decision.

## B. During Review

### **Choosing a topic/question**

- Decide a topic/question that you would like to learn more about and analyse the situation in your VET institution with other reviewers.
- You can decide how many topics you want to focus on.
- If you do not know where to start or which topic could be interesting for your review, Annex 3 : List of Questions/Topics can give you some ideas.

### **Need a Facilitator?**

During the training you met with the facilitator who helped you to understand the structure of your organization. Do you need a facilitator during the review, or during your data gathering process? Otherwise, who will do the role of the facilitator?

### **Task Division**

Effectively assign tasks to team members.

Delegation is about empowering and engaging your team to achieve shared goals. Ask team members for feedback on your delegating style and how to improve it. Encourage regular updates and communication to address challenges and questions promptly.

### **Data Collection**

- Choose a review method (e.g., interview, focus group, survey) to collect information for the topic you chose.
- If you would like to make an interview, this template Annex 4 : Interview Report will be helpful and you can fill it with the data you collected.
- If you would like to make a focus group, this template Annex 5 : Focus Group Report will be helpful and you can fill it with the data you collected.

### **Data Analysis**

- Keep all the data that you collected during the interview/focus group/survey etc.
- Try to understand and analyse all this data
- Use this data as a basis of your recommendations in the next process

### **Report of Recommendations**

Based on your findings you should be able to write a report summarizing your findings, recommendations, and suggestions for improvement. You can use ANNEX 6 : Recommendation Template to list your suggestions/recommendations for your VET institution.

### **Communication with staff**

Communicate effectively and professionally with the facilitator regarding your findings, questions and recommendations.

## C. After Review



### Feedback and Follow-up

After learners share their recommendation report with relevant stakeholders, such as staff, management, and the VET institution, the stakeholders are expected to discuss and answer to these recommendations of learner-reviewers by explaining why the recommendations can be implemented or why the recommendations cannot be implemented. There may also be some recommendations that they already exist in the VET institution, but the learner-reviewers are not aware of. Thus, this is an opportunity for the stakeholders to underline the existence of those recommendations.

The recommendations which are confirmed by the stakeholders, are expected to be implemented in the VET institution to enhance inclusive learner engagement. Therefore, the learners can participate actively in these follow-up activities.

By engaging and utilizing the available resources, the participants can contribute towards creating a more engaging and inclusive learning environment for all.



**Co-funded by  
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.