

College Group Procedure

Contributing to the College's Educational Character

Manager Responsible: Vice Principal: Finance & Corporate Services

Version Number: 1.0

Approval Date:	04 May 2020
Approved by:	Senior Management Team
Minute number:	
Ratified by:	Not Required
Minute number:	
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Intended Audience: <i>(Check appropriate box)</i>			
Staff:	<input checked="" type="checkbox"/>	Governors:	<input checked="" type="checkbox"/>
Students:	<input checked="" type="checkbox"/>	External:	<input type="checkbox"/>

AMENDMENT SUMMARY

<u>Version</u>	<u>Date</u>	<u>Remarks</u>
1.0	04 May 2020	Initial Publication

Age, Disability, Gender & Race Equality Statement

Age, Disability, Gender and Race Equality Impact Measures will be set and monitored through analysis of all data related to potential suspected or actual abuse of this policy.

A copy of the Equality Impact Assessment Initial Screening Form is attached as an Annex to this document

Arrangements for students and staff to have an input to the educational character of the College

Chelmsford College values the views of all students, staff and the communities we serve in determining our educational character and the learning opportunities we offer.

Course representatives provide College managers with direct feedback, as well as a Student Governor who sits on the Board. 'Learner Voice' is very important to our mission and we seek the views of students through our tutorial process, student forums, course surveys, participation in course and departmental meetings, and the involvement of students when we recruit new teachers.

We seek the views of staff through forum meetings, with a variety of staff from all areas of the College and comprising teaching and business support members of staff.

We are planning on conducting an annual Staff Satisfaction Survey which is under development. That aside, the views of all members of staff are currently gained from a variety of sources, including: New Staff Induction call back discussions with a member of the Human Resources team; wellbeing questionnaires and exit interview questionnaires.

Additionally, staff have access to senior management during professional development days in order to provide any feedback. Staff are also provided with regular all staff updates by members of the College Executive Group.

The College recognises trade unions for teaching and business support staff and regular meetings are held with the teaching trade union representatives.

The College has two staff governors who sit on the Board; one teaching governor and one business support governor.

Equality Impact Assessment (EIA) Initial Screening Form

Name of the Policy, Procedure, Practice or Proposal being screened:

Procedure for Contributing to the College's Educational Character

Provide a brief description of its purpose:

This procedure lays out the ways on which learners and staff can present their thoughts and ideas to senior manager and the Board of the Corporation so that they can be incorporated into decision making related to the College's future educational character.

Are there controls in place to monitor the uniform application of this practice? (if no please explain below)

Yes	No
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Does the policy or process have the potential to affect a particular group disproportionately in either a positive or negative way? Please provide comments with supporting evidence:

All the channels of communication between learners and staff and senior managers are equally accessible to all. There is no ability to filter contributions and, therefore, there is only a very small chance that any of these arrangements could affect a particular group disproportionately in either a positive or negative way.

If you have identified a medium or high equality impact please complete the following, otherwise leave blank. Add additional comment below the questions as necessary.

Are there any other policies or practices that need to be assessed alongside this screening?

Yes	No
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Should the policy or practice proceed to a full Equality Impact Assessment?

Yes	No
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If the answer to the above question is no, please give the reasons for this decision:

If a full impact assessment is required, please give the date by which it will be completed

(Note – If you have assessed a negative impact as high, you must seek advice and conduct a full EIA on a high priority basis)

Declaration:

We are satisfied that an initial screening has been carried out and a full Equality Impact Assessment [~~is~~ / is not] required at this time.

(If a full EIA is required, a template form is available within the EIA Guidance Notes which must be read before completing a full EIA).

Manager:

Signature:

B Mahoney

Date:

01 May 2020

Countersigned

Signature:

D Hurst

Date:

01 May 2020