

College Group Policy

Stakeholder Engagement Strategy

Manager Responsible: Director Business Services

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Students:	<input type="checkbox"/>	External:	<input checked="" type="checkbox"/>

AMENDMENT SUMMARY

<u>Version</u>	<u>Date</u>	<u>Remarks</u>
1.0	07 Dec 2022	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

Introduction

It is increasingly apparent that stakeholders are becoming one of the most valuable commodities that the College must listen to, take direction and gain insight from and invest time in responding to their needs.

Every course the College offers has a clear line of sight to employment or further study and as such be informed by meaningful stakeholder engagement. Learners and apprentices can truly excel and meet their full potential from a curriculum and learning environment that is co-designed, co-developed and co-delivered with passionate and expert external stakeholders. This not only supports the technical learning process, but also embeds essential employability skills applicable to real life situations.

'Light bulb' moments occur for young people when this engagement happens. It allows them to reflect on their intended destination or establish another path or next step they wish to take in their careers - and sometimes leads into employment.

More recently, the government have recognised that when business and education come together with coordination and purpose, our learners and apprentices can really benefit from the expertise both parties can bring.

The expectation is that Stakeholders should go one step further than simply offering apprenticeships or work experience placements. They need to become part of the design process when reviewing, growing, and planning of the curriculum occurs. They can support in shoring up the curriculum intent, expanding knowledge of new developments in the sector and knowing there is future economic demand in the courses or sectors that are on offer.

Ultimately, every learner and apprentice deserve to fulfil their potential and move into a positive destination, in an industry of their choice. If we can ensure that we teach them the specialised and transferable skills, this will lead to our learners gaining a fulfilling career, with economic stability. This will help to provide a future workforce that addresses the skills gaps that are occurring locally, regionally and nationally.

Key Drivers

This strategy sets out how we can plan and implement stakeholder engagement, the benefits we can achieve from these partnerships and the process of how we will achieve it for our learners, apprentices, and staff. It also considers a number of internal and external key drivers.

Our College Mission & Strategic Goals

The College's mission is 'Unlocking Potential.' In terms of the strategic goals, we aim to support all students that learn with us by inspiring and motivating them, by giving greater access to learning for all, through partnership working and striving to become an outstanding college in the local community. We also aim to become more financially environmentally and socially sustainable.

Our College Values

Chelmsford College's values and beliefs are central to who we are as a brand, and what we uphold our reputation on. Our values are

- Excellence in teaching, learning and assessment
- Innovation in how we work and develop
- Ambition for all in the college community to be the best we can be
- Respect and support for every individual
- Fairness and equity in all our undertakings
- Forward Thinking in our development

Project Future

This stakeholder engagement strategy takes into account phase one of Project Future (a 5-year plan derived from FEC active support). This plan has measurable aims around income targets and growth to support the skills needs and the community that demographically surround us. Stakeholders are at the heart of this plan and key to the success of Project Future.

Ofsted

Ofsted has recently implemented an enhancement to its Education Inspection Framework (EIF). This new 'skills' element of the inspection covers the college's contribution to meeting local, regional and national skills needs. This will include a sub-judgement in the final report, on the college's contribution to meeting skills needs. It is imperative that the college can demonstrate and evidence our activities and dialogue with stakeholders.

Ofsted has categorised these stakeholders into four types listed below, which allows you to define our partners. Whilst employers are key to our success, our other stakeholders also inform, offer support and request it. They are equally as important in building our curriculum Intent.



Civic Local or regional government bodies. These might include local authorities (including county, district, borough or city councils and unitary, mayoral and combined authorities), local enterprise partnerships (LEPs), regional development bodies and agencies, Jobcentre Plus

Employers Small, medium, and large employers and businesses, and bodies representing employers, such as chambers of commerce, the Federation of Small Business (FSB) and the Confederation of British Industry (CBI), relevant employer representative bodies as designated in accordance with section 2 of the Skills and Post-16 Education Act 2022

Education providers Other providers of education including other colleges, universities/higher education institutions, independent learning providers, community learning and skills providers, schools

Community Community representative groups, local authority projects or initiatives that train or bring into education those furthest from employment or training, or that target certain neighbourhoods, areas, and communities.

This strategy must abide by the rules laid out in the EIF and will demonstrate how we can achieve engagement with these four types. This allows us to fully understand how we can meet the skills needs of stakeholders for the benefit of our learners and staff.

Careers Strategy & Gatsby Benchmarks

The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation by Sir John Holman. They define what world class careers provision in education looks like and provide a clear framework for organising it.

There are eight benchmarks which are protected by statutory guidance. It is our responsibility to oversee the implementation of the benchmarks across the college.

1. A stable career programme
2. Learning from careers and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Four of these benchmarks require a direct engagement with employers and stakeholders to be achieved. This strategy will enrich our learners' experience and support them in making an informed decision about their intended destinations based partially on LMI and stakeholder intervention.

Local Market Intelligence

The Southeast LEP, Essex County Council and Chelmsford City Council have produced a variety of reports and strategies derived from research projects and LMI data.

Organisation	Report/Strategy
Southeast LEP	Skills & Employment Report March 2022 https://www.southeastlep.com/app/uploads/2022/05/MPG-Skills-Report-Summary_designed-copy-with-action-plan.pdf
Essex County Council	Essex Sector Development Strategy May 2022 https://assets.ctfassets.net/knkzaf64jx5x/3NhjkWUBS0sq8Qs4JtEs0I/a181eb994e3a1df50ab58254be509ed5/ECC-Essex-Sector-Development-Strategy-medium-form.pdf
Chelmsford City Council	Chelmsford Economic Strategy 2017 https://chelmsfordcc-website.azurewebsites.net/media/i1ikbmpu/chelmsford-economic-strategy.pdf

These documents inform the college about sector priority areas and are invaluable to us. This is a notable starting point in understanding future skills demand and growth both locally and regionally.

Strategic Summary

By achieving the goals and objectives laid out within this strategy over the next two years we will:

Establish a Stakeholder Scrutiny Committee that will oversee that College's engagement work and ensure the goals and objectives set out in this strategy are met

Ensure that Stakeholders are fully emerged in all aspects of college provision and a learner's journey whilst studying here. This will enable them to make an informed choice about their next steps into a positive destination, relevant to their area of study.

We will have a college wide approach in actively engaging existing and new stakeholders. This will allow us to gain a better picture of industry developments and address gaps in our provision, utilising this valuable resource. (See Appendix one)

We can ensure that staff gain essential CPD and industrial updating to address any skills and knowledge gaps through engagement with stakeholders with current intelligence of the commercial sector, they work in. This will support staff in developing their curriculum, making it more engaging and relevant for learners studying current provision. This will also help them to develop Technical Levels and higher-level courses.

As the Business Unit takes shape, we will increase College income streams in Apprenticeships, adult learning, commercial and corporate training for local stakeholders and the community we serve. This is in line with the targets contained within Project Future.

We will establish some long-term strategic partnerships with larger stakeholders to support the colleges strategic development. This will make Chelmsford college a more exciting and relevant place to learn.

We will ensure we achieve the enhanced skills element of the Ofsted Framework.

Our Aspirational Vision for Working with Stakeholders

Civic Aligning college provision to the civil needs of the SELEP, Essex County Council, Chelmsford City Council and DWP in Mid Essex to support skills growth with the aspirations to support the following

- Strategic SWAPs to support local vacancies with the retail, hospitality and manufacturing.
- Build on the successful Supported Internship programme to increase our provision for young people with complex needs in horticulture and retail, leading to supported apprenticeships.
- Strengthen our partnership with ECC to deliver solutions to support NEET young people progressing into training and sustained employment.
- Provide a dynamic short course, adult offer to support individuals wanting to upskill or retrain aligned by the LMI data proved by SELEP.

Employers Forging stronger partnerships with employers and local and regional business groups to inform our curriculum intent and to fulfil future skills needs of the business community, with aspirations to achieve the following

- Develop the apprenticeship offer to deliver the Standards that employers need to secure their future workforce needs.
- Work with employers to ensure we are developing and championing T Levels as the future of technical and vocational education.
- Become a trusted partner for our employers providing a portfolio of bespoke training solutions.
- Engage with employers on innovation within their industry.
- Aspire to have a curriculum plan that fulfils the future skills and employment needs of all our local employers leading to growth of the economy.

Education providers Foster and strengthening relationships with education partners including ARU, WUC, local schools' network, Essex Provider Network and other local FE colleges which will

- Provide our students with outstanding progression opportunities to fulfil their first choice career ambitions.
- Successfully collaborate and become a key partner in future local regional and national funding projects
- To become an outstanding provider of higher level learning through the Southeast Institute of Technology
- Successfully collaborate to find innovative ways to share valuable resources.

Community Supporting community groups to grow and develop to ensure we maximise on our positive and sustainable impact on society by

- Becoming a key partner in social value projects that work with the local community
- Increasing our work with local housing partnerships to support the independent living and employability skills of residents
- Strengthen our involvement in local authority projects for the benefit of the society around us.

Strategic Goals

1. To increase and further develop our partnership working across Essex to support College Leaders and Managers in capital projects, sponsorship opportunities, knowledge exchange, master classes, apprenticeships and work experience placements including T Level Industry placements
2. To support the government's Local skills improvement plans (LSIP) which supports economic recovery and enables people to get the skills needed to gain a rewarding job as well as boosting productivity for local businesses
3. To ensure the College curriculum 'Intent' is well informed by stakeholders and considers the future skills needs of learners and the local, regional and national economy
4. To ensure the curriculum is relevant and teaches learners the knowledge, skills and behaviours that reflect the needs locally, regionally and nationally. This will support them into further training, higher education or sustainable employment in their chosen sector
5. To support the delivery of the CEIAG Gatsby benchmarks by involving stakeholders in the college careers education programme. This will enrich the experience for our learners and support them with their intended destinations
6. To support staff in gaining exciting and relevant CPD opportunities with local stakeholders. This will ensure they can reflect this in their teaching practices and fulfilling their obligations laid out by awarding organisation
7. To offer a relevant adult curriculum, attractive to stakeholders. This will fulfil their training needs through the new college Business Unit, and support this college commercial income stream as highlighted in Project Future
8. Develop commercial / fee paying through the business unit that can drive revenue generation for the College that can be used to further enhance the curriculum offer to learners and apprentices.
9. To support our workforce development strategy by engaging with the local population who may wish to retrain or develop into teaching roles, addressing the gaps in our staffing

Strategic Objectives

- Audit curriculum and business support teams' involvement with stakeholders. This is to establish existing connections and understand gaps to inform starting point and support needed for Stakeholder Insight Panels and events
- Establish objectives and aims of the Stakeholder Insight Panels and events to develop and implement across all curriculum areas
- Deliver the first phase of the stakeholder Insight panels over the 2022/23 academic year which will inform the curriculum plan and 'Intent' in all sectors against our college offer and support the collaborative approach
- Work with partners to build specialist trainer capability through building a network of trusted freelance trainers and assessors. To enable the College to be more responsive to stakeholder needs.
- Interrogate data and dialogue in published reports written by SELEP, ECC and CCC. These documents outline the future skills and growth needs in sector priority areas. This will inform the curriculum planning and development process and our learners through CEIAG
- Recognise, review and better record established and new stakeholder connections by sourcing a purchasing a Client Relationship Management system. This will be implemented with Business Support teams in Apprenticeships, Industry Placements and WREX in the first instance
- Utilise all existing and dormant relationships with employers already established via Apprenticeship teams, Industry placement team and WREX leads for repeat business and wider participation in the College offer
- Seek new, more strategic relationships with larger employers and stakeholders. These organisations can offer more to support the college when bidding for capital to develop provision and infrastructure in new and existing sectors
- Develop an employer hub in reviewing processes, procedures and how the employer, apprenticeship and industry placement team engage with stakeholders to maximise promotion of all College offer.
- Increase activity and attendance at the Chamber of Commerce, Essex Networking and any other stakeholder networks not already attended. This will further establish new connections leading to business development opportunities
- Research competitors and gain feedback from local employers to support the development of a commercial and corporate training offer, as part of establishing the new Business Unit

- Establish a closer working relationship with DWP locally and regionally. This will develop an adult curriculum for the employers and claimants they work with, which will support workforce development and sustainable employment
- Increase the engagement with large levy paying employers to support the growth in Apprenticeships. This will hit college income targets set by the board as part of Project Future
- Continue to support the careers team by engaging stakeholders in Industry days and other learner facing events to support the Gatsby benchmarks and the learner experience
- Further develop strategic working relationships with local universities. This will ensure we work collaboratively, drawing on their expertise and supporting the positive progression routes for our learners wishing to progress into Higher Education and Degree Apprenticeships
- Develop a range of commercial / fee paying short courses and bespoke staff development opportunities to support the local, regional and national need of stakeholders.
- Review the stakeholder sections of the website and create a new section for commercial training with consideration for online booking and payment
- Increased use of social media promoting stakeholder engagement activities to gain their interest in the college, especially in new areas of provision

Glossary of Terms

EIF – Education Inspection Framework. This sets out how Ofsted will inspect Further education colleges, schools and Skills Providers on how well they are performing with regards to teaching learning and assessment of its students. This is also to ensure the provider is working with local stakeholders to inform the curriculum intent Once an inspection has taken place the educational establishment is grade based on the evidence found.

LEPs – Local Enterprise Partnerships. These are groups led by local business leaders who are helping to deliver the government’s economic growth agenda to boost jobs and skills.

FSB – Federation of Small Business. Is a not for profit organisation that supports all small businesses and the self employed in the UK. They ensure the small business owner’s voice is heard by influencing government policy, and campaigning on issues small business find themselves with.

LMI – Local Market Intelligence. Is the gathering and analysing of data and information relating to market trends and helps inform and drive future decisions.

CPD – Continuous Professional Development. Any type of learning undertaken to increase your knowledge, understanding and experience of a subject.

SWAPs – Sector Work Academy Programmes. These programmes help those receiving unemployment benefits to upskill and receive a guaranteed job interview with the result becoming employment if successful. It also supports learners to apply for jobs

SELEP – Southeast Local Enterprise Partnership is a group set up by government and led by business leaders to support growth between business, government and education. There are 38 LEPs altogether and the southeast LEP covers Essex, East Sussex, Kent, Medway, Southend and Thurrock.

DWP – Department for Work and Pensions is a government body responsible for welfare, pensions and child maintenance.

NEET – Not in Employment, Education or Training this is the term used for young people aged 16-18 who aren’t currently in full or part time education or training with or without employment.

ECC – Essex County Council is the county council that governs. It is currently controlled by the Conservative party.

T Levels – Technical Levels are a new, two year, level 3, post 16 alternative to A Levels and Apprenticeships. They have been developed with employers to ensure they are relevant to industry. T Levels are equivalent in size to 3 A Levels. combine a technical qualification with a 45 day work experience with an employer.

ARU – Anglia Ruskin University is a higher education university with campuses in Chelmsford, Cambridge and London.

WUC - Writtle University College is a further and higher education College which is based in the village of Writtle in Chelmsford, Essex.

FE – Further Education is the term used for any study after secondary education that's not part of higher education.

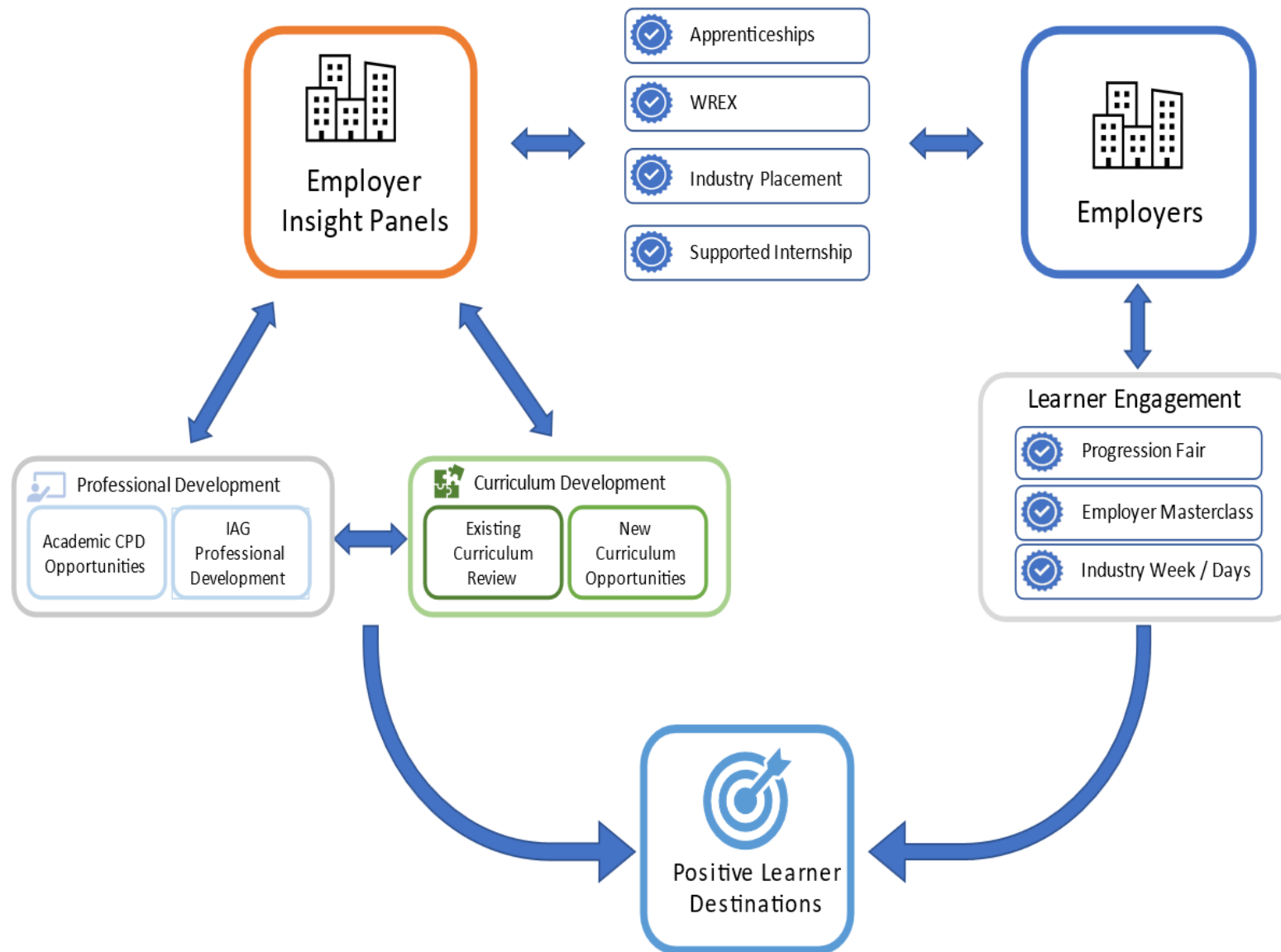
SE IOT – Southeast Institute of Technology is a term used for a collaboration of further education colleges, universities and local employers all working together to deliver high quality technical education from level 3 upwards. Southeast IOT is a partnership between South Essex College, Harlow College, Mid Kent College, East Sussex College group, Plumpton College, Logistics Academy east of England, University of East Anglia, Anglia Ruskin University and Canterbury Christchurch University.

LSIP – Local Skills Improvement Plan will provide a set of actionable priorities that employers, providers and stakeholder can get behind to drive change. These plans will place employers at the heart of the local skills system and facilitate a dynamic working arrangement between employers and education providers. Employer representative bodies have been designated to lead the LSIPs across England. The Essex LSIP is being led by Essex Chamber of Commerce.

CEIAG – Careers Education Information Advice and Guidance is the term used to describe how education providers prepare students for life in modern Britain by providing the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career.

CCC – Chelmsford City Council is a local government district in Essex and is the county town of Essex. It provides services to its residents and business. It is currently governed by the Liberal Democrats.

Appendix one - a diagram which represents a whole college approach to employer engagement for the benefit of the learners.



Equality Impact Assessment (EIA) Initial Screening Form

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

Stakeholder Engagement Strategy

Provide a brief description of its purpose:

This strategy sets out how we will engage with all stakeholders for the benefit of the staff and students at Chelmsford College

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

Yes**No**

Yes

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:

No

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**

No

Should the policy or practice proceed to a full Equality Impact Assessment?

Yes**No**

No

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

No other College policy aligns to this one

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: Sarah Hamilton

Date: 09/12/22

Countersigned

Signature: Debbie Garroway

Date: 7/12/22