



STAKEHOLDER ENGAGEMENT FRAMEWORK

1. INTRODUCTION

At Gateshead College our purpose is:

To develop skilled, confident learners who succeed in work and life.

Our vision is:

To be at the heart of a thriving community, helping people to achieve their full potential and gain the employment edge.

Our ethos is:

Employment Edge. Industry inspired education that combines high quality learning with real world skills helping all learners, whatever their age, background or starting point, develop the confidence, personal and professional skills to be successful.

Gateshead College learners will have the best chance of getting a job, starting a business and progressing in their career; an employment edge that will set them apart.

These are laid down in our Strategic Plan which was developed together with learners, colleagues, partners and communities through surveys, interviews, and community conversations, giving us the opportunity to listen carefully to their views and what they need from us. The outcome is a plan which we review annually, and which captures our collective ambition to make sure everyone can thrive and benefit from the opportunities available at Gateshead College.

This commitment to putting our learners, people and partners at the heart of our decision making, is central to the way our organisation operates, and will ensure we can continue to adapt to the changing needs of the communities we serve.

This framework outlines how we will do this and make sure that everyone has an opportunity to express their views and opinions.

2. STAKEHOLDER ENGAGEMENT FRAMEWORK

2.1 COMMUNITY CONVERSATIONS – ALL STAKEHOLDERS

Annually we hold Community Conversations which bring staff, partners and learners together so we can listen and discuss the matters which are important to them. These externally facilitated sessions provide the opportunity to identify the actions which need to be prioritised to best meet the needs of our communities and, where necessary, update our strategic plan.

2.2 LEARNERS

The College constantly seeks to understand how it can improve the quality of experience and outcomes for learners. Engagement takes many forms laid out in our Learner Voice Plan which describes the framework for capturing learner voice throughout the college including a Student Representative system, Student Leadership Group, student focus groups and community interest groups. This is overseen by the Learner Engagement Manager.

2.2.1 Board Level

There are 2 Student Governors, 16 – 18 and 19+.

Elected by other learners, they provide a view on decisions and strategies from a student perspective and help the Board to consider the potential impact of actions on learners.

The Learner Engagement Manager presents to the Board throughout the year highlighting the key themes of learner feedback.

Board members engage with and hear directly from learners via their termly conference and events and a link Governor for Learner Voice has been appointed.

Board members receive learner survey data throughout the year to allow them to triangulate what they've heard.

2.2.2 Senior Management Level

The Learner Engagement Manager reports regularly to Executive Team on feedback from learners at Executive Team Meetings.

The Learner Engagement Manager sits on internal committees including the Safeguarding Steering Group, Green Steering Group and Health and Safety Committee to represent learner voice.

The Senior Management Team engage directly with learners in and around college, at events performances, sport activities and in supporting teaching and learning activities. They also work together on co-design projects to improve student experience.

2.2.3 College/Course/Service Level

A range of surveys are issued to learners across the academic year, examples include:

- Initial Student Survey
- End of Year Survey
- Apprentice Survey
- HE Student Survey
- Health and Wellbeing Survey

These are used to identify quick interventions, inform the development of the Self-Assessment Report and consider areas for improvement.

Observations and Learner Journey Reviews, led by the Quality Team, provide the opportunity to 'deep dive' to gather feedback directly from learners and find out first-hand about their teaching and learning experience and wider pastoral themes.

The Learner Engagement Manager delivers focus group sessions across each campus and curriculum area adapting delivery depending on learner preference and profile. These enable us to assess learner experience, explore specific topics eg safety and wellbeing and identify actions which will improve life for learners in college.

Learner Feedback boxes are in situ across campuses and feedback options across digital platforms such as the Learner Portal are also available.

Service areas use focus groups to gather learner feedback and input into decision making.

2.3 PARENTS

Parent inductions and parent evenings are held for those learners on study programmes.

2.4 STAFF

2.4.1 Board Level

There are two Staff Governors, teaching and professional services, both appointed by their peers.

They provide a staff perspective on decisions and strategies and enable the Board to consider the potential impact of activities on those who work at the College.

Staff members attend Committee meetings and the Board to share reports and inform discussion.

Board members also receive staff survey data to allow them to triangulate what they've heard.

2.4.2 College/Department Level

A range of engagement activities take place including:

- Annual Staff Engagement Survey
- Employee Voice Group
- Staff Inclusion Group
- Focus Groups
- Roadshows
- Communities of Practice
- Forums and Committees eg Health and Safety, EDI, Learning and Development
- CPD / Professional Development Days

2.5 PARTNERS, EMPLOYERS AND EXTERNAL STAKEHOLDERS

This includes a wide range of people who all play an important role in informing what the College does and how it goes about its work eg subcontractors, employers, Employer Representative Bodies (ERBs) eg Chamber of Commerce, CBI, Federation of Small Business, sector based employer organisations, local authorities, Combined Authorities, Local Enterprise Partnerships (LEPs), NGOs, funding bodies, external awarding bodies, trade unions, relevant

regional and national agencies, other educational institutions, charities and community based organisations.

2.5.1 Board Level:

The College has 12 independent governors with a range of different skills, experience and backgrounds to allow the Corporation to perform its duties effectively. This includes experience in:

- Education
- Digital and Technology
- Law
- Finance
- Corporate Services
- HR
- Public Sector / Local Authority
- Entrepreneurial Leadership
- Executive / Non-Executive Roles
- Marketing
- Business Development
- Volunteering

A range of activities are used to engage with external stakeholders, for example:

- Board meetings, conferences and governor related events
- Strategic Plan Consultation and Annual Community Conversation.

2.5.2 College/Course Level

College and course level engagement takes many forms including:

- Curriculum Planning Consultations
- Industry Boards/Advisers
- Union Meetings
- Annual Employer Apprentice Survey
- Membership of national, regional & local professional bodies and authorities (NEECC, LEP, CBI, local authorities, Generator, Digital Union)
- Representation on steering groups
- Collaborative Projects
- Annual Partner Conversations
- Employer/Charity projects and commissions
- Placements and internships.