



Huddersfield New College Policies, Protocols and Procedures Stakeholder Engagement Framework 2022/23

Background and context:

The education sector is a rapidly changing environment; this poses both challenges and opportunities for Huddersfield New College.

Students progressing from HNC onto higher education is above the national average. Our focus is therefore on delivering a high quality of education to secure outcomes for students by :

- designing and implementing a curriculum to meet the knowledge and skills needs of our students and our stakeholders, which also reflects the needs of the local, regional and national context and economy.
- preparing students to progress confidently and successfully onto the next steps of their learning journey by increasing their 'soft' skills, personal independence and resilience which will lead, in due course, to securing employment – inside or outside of the local area.

We recognise that we cannot operate in isolation and that creating opportunities for stakeholder engagement and collaboration will therefore ensure that the college continues to be well placed to support and achieve its strategic and curriculum intent whilst being clear about our role and that of our stakeholders.

Purpose of stakeholder engagement:

Huddersfield New College believes that it is essential to know the views and experiences of students, their parents, staff and other stakeholders in order to continue to improve the provision of the college and achieve excellent outcomes.

This framework is intended to support Huddersfield New College with the process of stakeholder engagement, from planning and connecting with stakeholders, through to reporting, evaluating, and maintaining stakeholder engagement.

The stakeholder framework spans the process of stakeholder engagement from the planning of engagement (step 1: be clear about the purpose for stakeholder engagement, step 2: reflect on previous stakeholder engagement and consider capacity, step 3: identify relevant stakeholders), to engaging stakeholders (step 4: connect with stakeholders) and considerations following engagement (step 5: report stakeholder engagement, step 6: evaluation and maintenance)

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| Step 1 : Be clear about the purpose for stakeholder engagement |
| Step 2: Reflect on previous stakeholder engagement and consider capacity |
| Step 3 – Identify relevant stakeholders |
| Step 4 – connect with stakeholders |

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| Step 5 – Report stakeholder engagement |
| Step 6 – evaluate and maintain stakeholder relationships. |

Benefits of stakeholder engagement:

Stakeholder engagement is an essential activity for the College. It is used to inform the decisions that HNC takes enabling better planned and more informed strategies, policies, procedures, programmes and services. Effective engagement also enables stakeholders to be confident that their views have been heard and actively listened to and that there is an opportunity for those views to effect change for the good of the college.

Stakeholder engagement can therefore be mutually beneficial for the College and its stakeholders. For stakeholders, the benefits of engagement include the opportunity to contribute as experts in their field to strategic developments, have their issues or concerns heard and participate as necessary on decision making process. For the College, the benefits of stakeholder engagement include improved information flows of tapping into local knowledge and having the opportunity to ‘road test’ strategic and policy initiatives or proposals with stakeholders as and when necessary.

The College recognises that it is part of a web of relationships with a varied range of groups and must have strategies for managing these relationships to enable HNC to understand and weigh up the interests of our key stakeholders when taking operational and strategic decisions.

Who are HNC’s stakeholders:

Huddersfield New College interacts with a broad range of stakeholders, from key stakeholders who have an interest in improving learning and development outcomes for young people of Kirklees, to those who are recipients of the college’s services. The nature of the relationships with stakeholders also differ.

- Some of these relationships are **transactional**, related to the business of the College. Transactional relationships with stakeholders are those where the interaction is about providing or receiving high quality education for ongoing success and future prospects.
- Some of these relationships are **developmental**, building partnerships over a period of time. Developmental relationships with stakeholders are those where the interaction is part of a long-term association in securing sustainability of the college.
- Some of these relationships are about **accountability**, ensuring that the college is meeting its various responsibilities. Accountability relationships with stakeholders are those where the interaction is part of the various ways in which the College is governed and held to account for the educational achievements and wellbeing of its students. These relationships may take a number of different forms, reflecting the different ways in which the life and work of colleges are governed locally and regulated nationally.

Approach to stakeholder engagement.

The College’s flexible approach to stakeholder engagement is based on a range of methods and tools depending on the goals, timeframes and resources available and the interests of all parties.

- **Guiding Principles :**

To maximise the effectiveness of stakeholder engagement the college expects it's stakeholders to be open, transparent, trustworthy and respectful in all engagement processes. Principles of mutual respect and trust are therefore fundamental to establishing effective stakeholder engagement. The guiding principles when engaging with stakeholders are:

Responsive and reciprocal:

HNC understands that engagement is a two way process and appreciate the benefits of mutual learning (between stakeholders and the college). HNC values stakeholders' contribution to improving outcomes.

Inclusive:

HNC commits to seek out and facilitate the involvement of those potentially interested or effected by its work, including those that are harder to reach for reasons such as language, culture age or mobility.

Impartial and objective:

HNC will make efforts to ensure information is accessible and objective and facilitate engagement with all stakeholders who have an interest.

Open, Transparent and trusting:

HNC will provide information so stakeholders can participate in a meaningful way and will foster a culture of sharing ideas.

Respect:

HNC values stakeholders and uses their input to improve strategies, policies and outcomes. The College will actively listen to and understand stakeholder needs.

- **Guiding Values : ASPIRE**

As a learning organisation, the College is committed to the following ASPIRE values in its relationships with colleagues, children and young people, parents and families, partners , local and national businesses and communities. The College's ASPIRE values underpin the principles which guides its interactions with all stakeholders:

AUTHENTICITY: *Honest, transparent, consistent.*

SELF-DISCIPLINE: *Committed, accountable, self-motivated.*

PASSION: *Supportive, challenging, enthusiastic.*

INNOVATION: *Humble, courageous, resilient.*

RESPECT: *Inclusive, diverse, collaborative.*

EMPATHY: *Reflective, considerate, responsible*

The stakeholder engagement & analysis process.

There is no ‘one size fits all’ model for stakeholder engagement. The stakeholder engagement process should be tailored to the particular needs of the stakeholder, project, issue, situation etc. Ensuring appropriate engagement requires good judgement; for the College recognises that poorly thought through engagement practice can create mistrust, waste stakeholders’ time and lead to ‘engagement fatigue’ – a reluctance to participate in future consultations.

The below table (fig 1) provides an overview, adopted by the College, of the four key steps associated with stakeholder planning:

Fig 1:

| Key Component | Action |
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| Step 1 <i>What is the purpose?</i> | <ul style="list-style-type: none"> - <i>Identify why engagement is important</i> - <i>Identify what outputs or outcomes you want to achieve by understanding stakeholder engagement</i> |
| Step 2 <i>Who to engage?</i> | <ul style="list-style-type: none"> - <i>Identify relevant stakeholders</i> - <i>Determine suitable level of engagement for each stakeholder (refer to table directly below)</i> |
| Step 3 <i>How to engage (level of engagement)</i> | <ul style="list-style-type: none"> - <i>Choose suitable method of engagement</i> - <i>Plan engagement logistics (timing resourcing and responsibilities)</i> - <i>determine key message to communicate</i> - <i>consider stakeholder engagement risks.</i> |
| Step 4 <i>Evaluate outcomes</i> | <ul style="list-style-type: none"> - <i>review, action and share the key learning where necessary</i> - <i>reflect on expectations of stakeholders</i> |

HNC accepts that the level of interest and influence of stakeholders will also depend on a range of issues, such as the nature of the policy, project, issue, strategy etc, the timing and extent of stakeholders involvement and stakeholders potential ability to impact on the effectiveness of the outcomes. The College understands that it is important to keep in mind that the interest or influence of a stakeholder may change as the strategy, policy, project etc progresses. Therefore there is a need to continuously reassess and identify new stakeholders and the level of stakeholder engagement at different stages.

‘Stakeholder mapping’ is an analytical tool used to help the College survey and analyse the environment in which they currently operate. The impact and materiality of different stakeholder groups will not always remain static over time. The stakeholder mix may therefore be affected by

changes in strategy, the requirements of the business, or changes in legislation. Therefore the College recognises that it is important to have a process in place for reviewing the groups identified as key stakeholders to make sure that engagement remains appropriate for the relevant audience. (appendix 1)

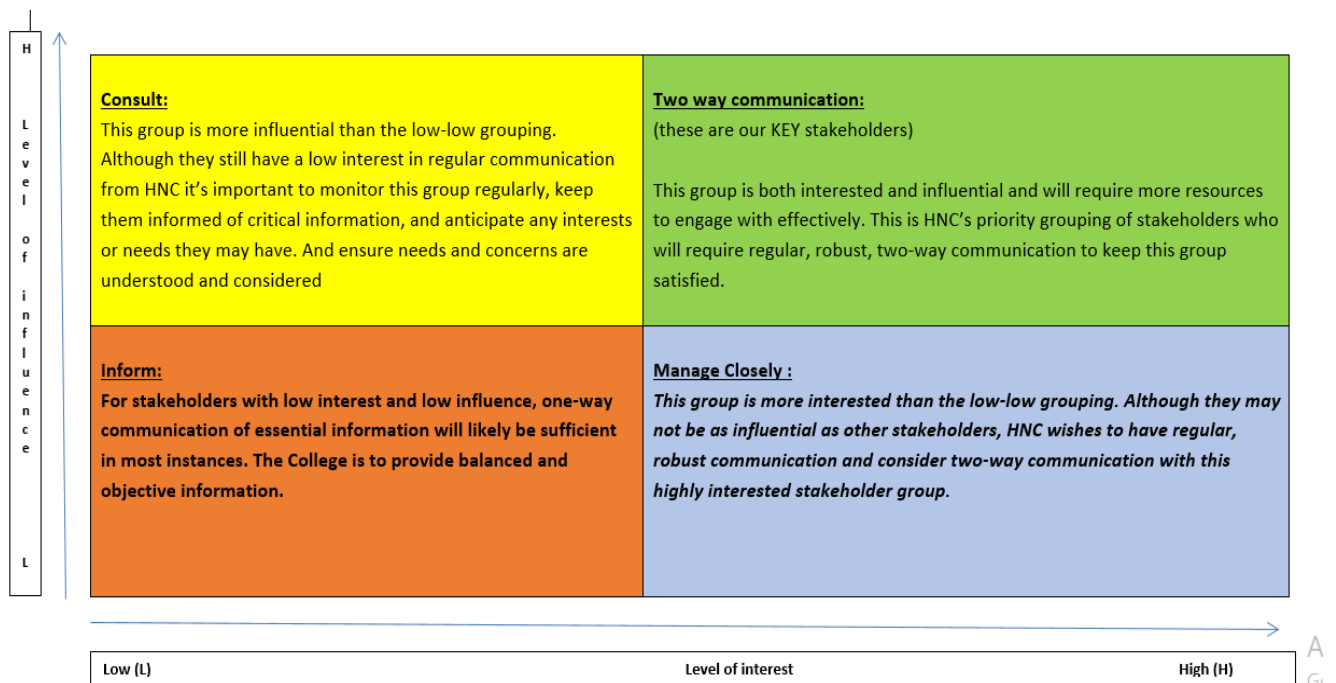
The Influence/Impact grid (fig 2) helps the College identify and categorise stakeholders with increasing influence and interest. This tool helps HNC focus on the key stakeholders, when undertaking its business as well as the purpose and methods of stakeholder engagement.

Fig 2:

Influence: the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself

Interest: to have an effect upon

If a stakeholder has high levels of influence over and interest in the outcomes they should be placed in the top right quadrant. Conversely, if they have a low level of influence and low interest they should be placed in the bottom left quadrant.



Monitoring and Review

The Senior Leadership Team and Governors commit to undertake a formal review of the college's stakeholder engagement & analysis process annually at the Corporation's strategy planning day to:

- identify, and keep under regular review, who stakeholders are and why.
- determine how best to ensure that the strategic decision-making processes give sufficient consideration to key stakeholders.
- ensure that appropriate engagement with key stakeholders is taking place and that this is kept under regular review.

- provide feedback, where necessary, to those stakeholders with whom it has engaged, which should be tailored to the different stakeholder groups.

Stakeholders' views on and experiences of the College and its activities are regularly reported back to Governors via the Senior Leaders' Corporate report at each board meeting (as and when feedback is available). Senior Leaders and Governors use stakeholder feedback, throughout the academic year, to inform strategic intent and decision-making as well as to feed directly into the College's Quality Assurance processes, in order to continue to improve the provision of the college and achieve excellent outcomes.

The Corporation own this framework, and it will be published on the College website and the internal information platform (Moodle).

| Version | Date | Author(s) | Comments Approval Route/ | Date | Date of Next Review |
|----------------|-------------|------------------|---|---------------|----------------------------|
| 1 | 2018 | Clerk | Introduction of framework | May 2018 S&G | <u>2019</u> |
| 2 | 2019 | Clerk | No amendments required | June 2019 S&G | <u>2020</u> |
| 3 | 2020 | Clerk | No amendments required | June 2020 | <u>2021</u> |
| 4 | 2021 | Clerk | No amendments required | June 2021 | <u>2022</u> |
| 5 | Oct 2022 | Clerk | Update to ASPIRE values and influence interest grid. Clarity on steps to be taken too to engagement | Oct 2022 | <u>2023</u> |