

# Supply Chain Policy

<b>SLT Member responsible for procedure</b>	Vice Principal Finance and Resources
<b>Date of procedure</b>	April 2024
<b>Date of approval</b>	April 2024
<b>Date of review</b>	April 2025
<b>Date Equality &amp; Diversity Impact Assessment completed</b>	April 2024

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## 1. Introduction

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The College seeks to only work with Supply Chain Partners in exceptional circumstances where this is required to meet the needs of West Midlands Combined Authority (WMCA) residents and employers by enhancing access to our provision in specialist areas to support our local economy and improve job opportunities for our students.

It is a requirement of both the Education and Skills Funding Agency (ESFA) and the WMCA that the College has a supply chain policy that is annually reviewed and published on the College's website.

The College's only supply chain partners are those who offer Learner Find services for specific programmes of study funded through the Adult Education Budget allocated to the College. This document outlines the College's approach to supply chain delivery for such engagements.

## 2. College Mission

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Hereward College helps learners to make progress and realise their potential and ambitions. The creativity and skills of staff, working in partnership with the community and employers, ensure learners develop skills for life and work, achieve appropriate qualifications and develop safe and healthy lifestyles that prepare them for the future.

## 3. Policy Aims

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This policy covers:

- The rationale for the engagement of supply chain partners providing learner find services.
- How the College will source and engage partners.
- How the College will gain assurance that costs for services are reasonable and proportionate and offer value for money.
- How the College will manage partner relationships.
- The timing and payment of learner find fees.
- The timing of when this policy will be reviewed.
- Where the policy is published.

## 4. Why we Use Supply Chain Partners

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Supply chain partners provide an effective learner find service for the College sourcing learners from local region who are eligible to participate in the College's Adult Education

programmes. Through their extensive network and access to dedicated resource, learner find companies are able to reach students that the College might not otherwise reach, enhancing access to our provision to support the local economy and improve job opportunities for our students.

## **5. The Engagement of Partners**

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Supply chain delivery partners are primarily sourced by the Head of Employment Services.

Prior to engagement, partner offers are scrutinised to obtain assurance that:

- the service to be provided is reasonable and proportionate.
- it meets the needs of the College.
- fees for learner find services are reasonable and offer value for money.
- the partner is able administer the provision in line with the WMCA and College requirements.

Prior to final approval, all offers are discussed with the Senior Leadership Team and evidence provided that learner find company represents value for money.

The selection of new partners must comply with the College Financial Regulations.

## **6. Management of the Partner Relationship**

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Supply chain partner engagements are reviewed on a three-monthly cycle during which the quality of the service provided, learner performance, and the cost of the service are scrutinised. Final student numbers, including withdrawals, are reviewed annually for each supply chain partner.

## **7. Timing and Payment of Fees**

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Fees for learner find services are agreed with each supply chain partner upon entering into a contract for learner find services with the College.

Partners are notified by the College following the enrolment of the learner and the learner find fee becomes payable once the learner has embarked upon their programme of study.

Invoice payment terms are 30 days from date of invoice.

## **8. Review and Publication of Policy**

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This policy will be reviewed at least annually and/or when significant changes are made to the funding rules.

This policy is published on the College website.

## **9. Related Polices**

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- Strategic Plan
- Quality Strategy
- Financial Regulations
- Fees Policy
- ICT Policy
- Equality and Diversity Policy
- Data Protection Policy

## Initial Equality Impact Assessment Screening

<b>Name of policy or service</b>	Supply Chain Policy
<b>Author of impact assessment (name and job title)</b>	Rosie Herbert Deputy Principal
<b>Date impact assessment completed</b>	April 2024
<b>Is this a new or reviewed policy or service?</b>	New policy/service <input checked="" type="checkbox"/> Date of policy/service April 2024 Reviewed policy/service <input type="checkbox"/> Date of review

<b>Briefly describe the aims and purpose of the policy</b>	To provide clarity regarding the use of learner find companies to maximise the Adult Education allocation
<b>Who is intended to benefit from this policy and in what way?</b>	Learner Find Companies and the College benefit from this policy. It also provides security to the WMCA and ESFA that funds are utilised with integrity.
<b>What could contribute or detract from achieving the aims and purpose of the policy?</b>	Learner Find Companies must comply with the processes set out in this policy.
<b>What evidence or data has been collected and used to determine the impact on equality groups. Have any data gaps been identified.</b>	Analysis of learners identified by Learner Find Companies, no specific data gaps have been identified.

		Comments / Evidence
<b>Has consultation on this policy indicated any possible concerns or issues in relation to equality, diversity and inclusion?</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Is there an opportunity to promote equality of opportunity by this policy?</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

### Potential impact on grounds of:

<b>Race</b>	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	
<b>Disability</b>	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	

		Comments / Evidence
<b>Gender</b>	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	
<b>Gender reassignment/identity</b>	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	
<b>Age</b>	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	
<b>Sexual orientation</b>	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	
<b>Religion or belief</b>	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	
<b>Marriage and civil partnerships</b>	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	
<b>Pregnancy and maternity</b>	Positive <input type="checkbox"/> Negative <input type="checkbox"/> No impact <input checked="" type="checkbox"/>	

**If any potential negative impacts of this policy or service have been identified, then a full equality impact assessment form should be completed.**