

# Using the materials



Development materials for governors of further education colleges

**Governor**  
Training Materials

## Acknowledgements

The *Governor Training Materials* were commissioned by the Learning and Skills Council under the Standards Fund. They were produced by a partnership of national organisations involved in further education:

**ACRA** The Association of College Registrars and Administrators is a national organisation which is part of the Association of Colleges and which provides professional support to business managers and clerks. The services for clerks include seminars, conferences and network meetings to share good practice and become familiar with new initiatives.

**fforwm** The Association of Welsh Colleges is a national organisation representing all further education colleges in Wales and providing a range of services to its members

**KPMG** is the leading firm of auditors and advisers to the education sector in the UK. The national advisory practice for governance is based in the Birmingham office.

**LSDA** The Learning and Skills Development Agency is one of the leading research and development organisations operating in the field of post-16 education. Its mission is to be a strategic national resource for the development of policy and practice in post-16 education and training.

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## Governor Training Materials 2002 Edition – Feedback questionnaire

LSDA would value any feedback you would like to give us on these training materials. Do we cover the topics that **you** want to know about? Do the modules provide the information that you need? Are the activities useful?

Please answer anonymously if you prefer. It would be helpful if you could tell us a bit about your particular areas of responsibility as a governor (e.g. which committees you are a member of, what category of member you are).

Name/Governor roles .....

How long have you been a governor? .....

How useful have you found these materials? Please mark how useful you have found them on the scale below and briefly say why.

1	2	3	4	5
<i>Not at all useful</i>				<i>Very useful</i>

.....  
.....

Which modules (or sections of modules) have you found **most** useful? Please say why.

Which modules have you found **least** useful? Please say why.

How could we improve the materials?

Have these materials helped you in your own work as governor? If yes please comment briefly.

Will you do anything differently as a result of working on these materials?

Please return to: **Governor Training Materials Co-ordinator, Learning and Skills Development Agency, Regent Arcade House, 19-25 Argyll Street, London W1F 7LS Fax: 0207 297 9001**





## Using the materials

Welcome to the second edition of the *Governor Training Materials*.

Read this section if you want to know how to get the best out of the pack by using these materials for self-study. The materials are designed for self-study but, where it is feasible, you will find it very useful if you can make opportunities to discuss some of the activities with other governors. If you can, you will find it invaluable to take part in some group training with other governors from your own college or a group of colleges.

If you are a trainer, read the *Trainer guide* on using the materials for group training.

### Who is the pack for?

This pack is aimed at new and experienced governors of further education colleges. It will also help clerks and college managers to assist the work of governors.

Governors play a vital role in the operation of every college. A key purpose of these materials, first published in 2000, was to provide support and learning resources for governors who had felt unsupported in the past. Governors felt disadvantaged by their own lack of knowledge and skills in a number of areas for which they had responsibility.

This new edition brings the materials up to date by incorporating information, discussion and self-study activities on all major developments since the first publication, and helps governors identify how they can make an effective contribution to their college's business within post-16 education and training.

Using the modules flexibly to develop your knowledge and skills in key areas will help you to play a full part in the work of your governing body with confidence and purpose.

### Aims of the pack

The pack is designed to help and support governors and increase the effectiveness of college governing bodies. The specific aims are to:

- improve your knowledge and skills
- increase your confidence in your ability to fulfil your responsibilities and effectively govern your college
- provide easy-to-use learning materials that you can work through in your own time and at your own pace.

### What's in the pack?

The materials consist of nine modules which are designed to give governors a thorough overview of the work of college governing bodies in further education, along with this guide *Using the materials* to help you get the most out of using the pack and a *Trainer guide*.

## Using the materials

The sections of this guide in order are:

### *Check your current skills and knowledge*

This section provides an outline of what is in each module, presented in a form that will help you to check what you already know, and decide which topic areas you would find it useful to work on.

### *Action planner*

This section provides you with space to note down useful learning points as you work through the modules and space for queries, issues or ideas for action that you would like follow up within your own college. It also contains a section for you to note areas in which you would like more information, training or development and to plan how you might tackle these needs.

### *Useful resources*

This section lists useful sources of further information for college governors – organisations, publications, websites, etc.

### *Glossary of acronyms*

This section provides an easy-to-follow guide to the acronyms used in the pack (and widely used by professionals in further education)

### *Index*

This is a subject index for the nine self-study modules, so that you can quickly find all the references to the topics that most interest you.

## The modules

The modules vary in length from 15 to 30 pages. The topics covered are:

- 1 Introduction**
- 2 Strategy and educational character**
- 3 Curriculum**
- 4 Quality and standards**
- 5 Financial management**
- 6 Human resources**
- 7 The clerk to the corporation**
- 8 The audit committee**
- 9 The search committee**

Each module is freestanding. They can be studied in any order though you may find it useful to begin with the *Introduction* module. Each module also provides helpful cross-references to relevant material in other modules.

Each module is broken up into short sections, to make it easier to learn in short chunks of time, and consists of:

- a short introduction, which includes a brief summary of changes in the relevant subject area since the previous edition, aims, a list of contents and a list of documents you will need to complete the self-study activities
- topic sections which contain information, discussion, case studies or checklists and activities to help you think about how you can apply your learning to your own college
- a module review which includes a reminder of the aims, summary of key learning points and general guidance on action planning.

## Using the pack for self-study

The pack is designed to be used flexibly and you will need to decide how to use the modules in the way that is most effective for you. Some of the governors who piloted the materials chose to work all the way through a complete module, but others chose to skim or dip into sections on topics they were familiar with, and then picked out sections on topics that they wanted to know more about for detailed study.

### *Study time*

Individual study times vary widely. As the modules vary in length, you need to set aside between one and four hours to work through the whole module. You may find that you need to allow additional time for activities that involve reading other documents.

### *Doing the activities*

Each module contains activities that will help you to apply ideas from the pack to your own college and to your work as a governor. Do make a point of tackling as many of the activities as you can. Cover over the viewpoints that follow the activities and reflect or write your own thoughts down before you read our comments.

You may find you disagree with some of the viewpoints. There is often no right or wrong answer – the aim of the viewpoints is to suggest possibilities, enable you to compare the suggestions with what actually happens in your own college, and encourage you to apply any ideas that you find useful to your own work.

You could keep all your notes from activities in a separate notebook or on loose-leaf sheets that can be stored in a ringbinder, along with the module, for future reference.

### *Preparation for some activities*

Some of the activities ask you to review or answer questions about documents or information that you will need to get hold of from the clerk to the governing body. It is a good idea to try and gather as many of these as possible before you start work on a module.

If some documents are difficult to get hold of, or are not available at all, we suggest you consider the questions in the activity and whether they are useful to apply to documents that you might receive in future.

## Possible routes through the material

### *If you are a new governor...*

You may find it useful to work through the whole of the *Introduction* module, and then plan which modules or sections of modules you want to study. When you have finished the module, use the *Check your current skills and knowledge* section in this guide to decide on your priorities.

### *If you are an experienced governor...*

You could skim the *Introduction* module to check what is covered, and then plan the modules or sections you want to work on using the *Check your current skills and knowledge* section to decide which are priorities for you.

### *If you are a member of the finance committee...*

You may find it valuable to work through some or all of *Module 2 Strategy and educational character*, *Module 3 Curriculum* and *Module 4 Quality and standards*. These are key modules, designed to enable governors to focus on the wider strategic issues which affect the college, and which need to be taken into account when making financial decisions. *Module 5 Financial management* then deals directly with financial management of the college.

### *If you are a member of the audit or search committee...*

You may find it useful to go to *Module 8 The audit committee* or *Module 9 The search committee* first, as they provide a useful review of current good practice. You will also find it valuable to look at *Module 2 Strategy and educational character*, *Module 3 Curriculum*, and *Module 4 Quality and standards* as they explore the wider context in which these committees work and look at important strategic and environmental factors which all committees need to take account of in supporting the work of the governing body.

## Using the materials for action planning

We hope you find that there is much in the pack that you can immediately apply to your own college and governing body. Working through the modules is likely to:

- raise questions in your mind
- help clarify issues that concern you
- provide a new or different perspective on recurrent problems
- suggest possible approaches or solutions to difficulties and dilemmas that your governing body is facing.

The *Action planner* section is intended to help you plan how you will follow up these reflections with practical action. Some things you may be able to take further as an individual, but there are likely to be many issues that need to be considered by the governing body as a whole. Once again, you will find it very valuable if you can arrange an opportunity to think about action planning with a group of governors.

## Check your current skills and knowledge

This section enables you to check what you already know about college governance, and to identify the topic areas in which you want to develop your knowledge and skills.

- 1 Work through the checklist and assess yourself by ticking the appropriate column.
- 2 Where you have identified gaps in what you know or do, number these in order of priority from 1–3 where 1 = most important to address and 3 = least important.
- 3 You can then choose whether to work on those modules in which you have identified a number of high priorities, or to pick out priority sections from several different modules.

<b>Module 1 Introduction</b>	<i>Not at all</i>	<i>Partly</i>	<i>Fully</i>	<i>Priority 1–3</i>
I can explain the reforms in post-16 education and training introduced in April 2001				
I can describe the range of provision in post-16 education and training				
I can explain the role and responsibilities of college governors				
I can assess my own knowledge and skills and identify my training requirements				
I know how to access the governor training programme				
I know where to find more detailed information on particular topics or procedures				
I can play a full part in the work of the governing body.				

<b>Module 2 Strategy and educational character</b>	<i>Not at all</i>	<i>Partly</i>	<i>Fully</i>	<i>Priority 1–3</i>
<p>I understand the purpose of my college strategy and its relation to the wider educational environment</p> <p>I can describe how my college’s mission and ethos inform its strategy</p> <p>I can explain how the educational character of my college reflects its mission, ethos and strategy</p> <p>I understand my responsibility for determining and monitoring the mission, ethos, educational character and strategy of my college</p> <p>I can explain the difference between governors’ responsibility for the strategy and that of the management team</p> <p>I know how to use governing body meetings to fulfil my responsibilities for overseeing the mission and strategy of the college.</p>				
<b>Module 3 Curriculum</b>	<i>Not at all</i>	<i>Partly</i>	<i>Fully</i>	<i>Priority 1–3</i>
<p>I can explain what is meant by ‘curriculum’ and the meaning of terms used to describe categories and levels of qualifications</p> <p>I can describe the variety of learning opportunities at my college both for 16–19 year olds and adult learners</p> <p>I can show how this provision relates to the needs of students and employment skill requirements in my local community and to national strategy</p> <p>I can demonstrate how my college’s curriculum offer forms a coherent part of provision within my local LSC area and show how some specialist niche provision contributes towards the ‘bank’ of national skills</p> <p>I can outline the range of government curriculum initiatives</p> <p>I can explain how my college’s provision, on its own and in collaboration with other providers, contributes towards widening participation and equality of opportunity</p>				

I can participate actively in discussions and in decision-making (at both governing body and committee level) about curriculum issues in my college, in accordance with my responsibilities as a governor.				
<b>Module 4 Quality and standards</b>	<i>Not at all</i>	<i>Partly</i>	<i>Fully</i>	<i>Priority 1–3</i>
<p>I can describe new structures and processes for raising standards in post-16 learning</p> <p>I can explain the major policy drivers underpinning these structures and processes</p> <p>I can monitor how well my college is meeting new requirements for annual self-assessment</p> <p>I can identify the critical success factors for development planning and continuous improvement</p> <p>I can outline the impact of LSC quality improvement strategies on colleges</p> <p>I can describe the scope and purpose of the common inspection framework</p> <p>I can outline the purpose and nature of area inspections</p> <p>I can explain the implications on the work of governors of new arrangements for raising standards in post-16 learning.</p>				
<b>Module 5 Financial management</b>	<i>Not at all</i>	<i>Partly</i>	<i>Fully</i>	<i>Priority 1–3</i>
<p>I can explain the role of the governing body in monitoring the financial position of the college and its audit process</p> <p>I can identify the range and purpose of financial documents that will be presented to me as a governor</p> <p>I can explain the broad indicators used by the LSC to evaluate a college's financial health</p> <p>I can describe common areas of weakness in financial target setting, financial monitoring and financial management within post-16 education and training</p>				

<p>I can explain the use of risk management plans in a college financial forecast</p> <p>I can identify good practice in financial management</p> <p>I can explain LSC funding methodology.</p>				
<b>Module 6 Human resources</b>	<i>Not at all</i>	<i>Partly</i>	<i>Fully</i>	<i>Priority 1–3</i>
<p>I can outline the governing body's main legal responsibilities towards the staff it employs, and the responsibilities it delegates to the principal</p> <p>I can explain the role of governors in establishing and keeping under review the terms and conditions of employment for college staff</p> <p>I can state the difference between governors' responsibilities for senior postholders and for other staff</p> <p>I can outline the governing body's responsibilities for staff development and appraisal</p> <p>I can describe college industrial relations and how to deal with trade union representatives and officers</p> <p>I can explain the role of governors in disciplinary and grievance procedures.</p>				
<b>Module 7 The clerk to the corporation</b>	<i>Not at all</i>	<i>Partly</i>	<i>Fully</i>	<i>Priority 1–3</i>
<p>I can outline the role and responsibilities of the clerk</p> <p>I can explain how to review the performance of the clerk (including arrangements for supporting the clerk) on an annual basis so as to ensure the governing body operates efficiently and effectively</p> <p>I can describe how to appoint a clerk (when the need arises) according to statutory requirements and acknowledged best practice</p> <p>I know how to ensure the independence of the clerk.</p>				

<b>Module 8 The audit committee</b>	<i>Not at all</i>	<i>Partly</i>	<i>Fully</i>	<i>Priority 1–3</i>
<p>I can explain why the governing body has an audit committee and what it does</p> <p>I can outline the terms of reference of my own college's audit committee</p> <p>I can describe the membership of an audit committee</p> <p>I can describe how internal, external and individualised student record (ISR) auditors are appointed.</p> <p>I can outline the purpose and content of the reports that are submitted by internal, external and ISR auditors and reviewed by an audit committee</p> <p>I can outline the purpose and content of an annual audit committee report</p> <p>I can describe an audit committee's responsibilities in investigating fraud and irregularities</p> <p>I can evaluate the practice and effectiveness of my own college's audit committee.</p>				
<b>Module 9 The search committee</b>	<i>Not at all</i>	<i>Partly</i>	<i>Fully</i>	<i>Priority 1–3</i>
<p>I can explain the terms of reference of the search committee and, where appropriate, suggest improvements for the governing body to consider</p> <p>I can outline the categories of members set out in the instrument of government and what discretion the governing body has to determine the composition of its membership</p> <p>I can explain the recommendations of the Committee on Standards in Public Life on reappointing existing members and their implications for my governing body</p> <p>I can describe useful approaches to seeking new members</p> <p>I can identify good practice in interviewing potential members, including key questions to ask and to avoid, in order to make recommendations to the governing body.</p>				

## Action planner

This section provides you with some simple tools to follow up and apply ideas arising from your work on the modules in the *Governor Training Materials*. The section looks at two aspects of following up what you have learnt:

- planning points for action within your own college
- developing a plan for further learning.

### Planning points for action within your own college

You are likely to have a number of ideas for further action as you work through the materials.

The 'Action points' form on page 14 provides you with a framework for noting down any issues, queries, ideas or practical action that you want to follow up within your own college. The planner enables you to gather them together in one place as you work, and then to prioritise them and decide what action you will take. Use the planner in whatever way you find most useful. The fictitious example below shows how this might work.

***Action point: Develop our understanding of what happens in the classroom***

After working through *Module 3 Curriculum* and *Module 4 Quality and standards*, a new governor began to see a difficulty shared by several other colleagues on the governing body: they were uncertain about various aspects of the core business and had little feel for what went on in the classroom. Her induction had placed a strong emphasis on the learner-focus of the new learning and skills sector, yet she and her colleagues would often feel ill at ease in discussing the curriculum, particularly when it came to considering such aspects as internal reports derived from lesson observation.

She resolved to raise this with both clerk and chair. They were both supportive and an item was tabled at the next meeting of the governing body. After an extended debate, the governing body resolved to establish a series of rotating 'link' governors each of whom would be assigned to a different academic department for a limited term.

As a result, one year on, the governing body collectively expressed a greater confidence in their understanding of the curriculum and their role in monitoring the quality of the learner experience.

The kind of action points you identify are likely to vary from one module to another. For example, you might decide that you will:

- frame a question to put to the clerk
- get hold of and review a government report or college policy document
- tackle an issue that you are concerned about by asking to speak informally to a committee chair

- ask the principal to clarify information you have received on a specific aspect of the college's operations
- discuss with the clerk or chair a proposal to put to the governing body
- place an item on the agenda of the next governing body meeting.

As with any action planning, it is useful to prioritise the ideas that you have noted. Points for action can be prioritised in various ways, for example:

- important and urgent/important but not urgent/urgent but not important
- requiring short-term/medium-term/long-term action to see results
- simple/complex to achieve
- can be done on your own/requires action by a committee/ requires action by the whole governing body.

It may be a good idea to start with something simple and short-term that you can achieve on your own. A small early success will help to build up your confidence to tackle bigger issues. Set yourself a feasible limit of, say, no more than three priorities at the outset.

## Developing a plan for further learning

Developing the knowledge and skills that you need to be an effective governor is a continuing process of personal development. We hope this pack has taken you some steps further and that you can build on your learning in your day-to-day experience as a member of the governing body.

In some ways this pack has only scratched the surface of effective governance. You can make your contribution more effective by identifying gaps in your skills and knowledge and planning further learning, training or development to meet your needs. The second planning form in this section gives you a framework. Use it in whatever way you find most helpful.

### ***Checklist: Planning further learning***

You may find it useful to skim the modules you have done and any notes you have made as you develop your action plan.

In the relevant spaces on the *Plan for further learning* form on page 16, note down any topics from the modules you have worked through that you need to find out more about or develop further. For the topics you have noted, number your top three priorities.

You may find it helpful to discuss this list with the clerk, who is responsible for governor training. Find out what you can do to develop your knowledge or skills in these topics. Likely sources of further learning include:

- governor training courses, workshops or conferences you could attend
- undertaking the healthcheck as a full governing body
- shadowing a more experienced governor (i.e. spending time with them as they carry out governance tasks)

- a mentor (a more experienced governor willing to offer practical advice)
- presentations on useful topics from subject specialists (e.g. head of finance, principal, etc.)
- key documents (e.g. principal's reports, governing body papers, LSC circulars, etc.).

## ACTION POINTS

<i>Queries/issues/ideas to follow up</i>	<i>What action I need to take/ Who I need to speak to</i>	<i>Priority 1–3</i>	<i>When I will do it by</i>
<b>Module 1 Introduction</b>			
<b>Module 2 Strategy and educational character</b>			
<b>Module 3 Curriculum</b>			
<b>Module 4 Quality and standards</b>			

<i>Queries/issues/ideas to follow up</i>	<i>What action I need to take/ Who I need to speak to</i>	<i>Priority 1–3</i>	<i>When I will do it by</i>
<b>Module 5 Financial management</b>			
<b>Module 6 Human resources</b>			
<b>Module 7 The clerk to the corporation</b>			
<b>Module 8 The audit committee</b>			
<b>Module 9 The search committee</b>			

**PLAN FOR FURTHER LEARNING**

<i>Topics I need to work on</i>	<i>Priorities 1–3</i>	<i>Action I will take</i>
<b>Module 1 Introduction</b>		
<b>Module 2 Strategy and educational character</b>		
<b>Module 3 Curriculum</b>		

<i>Topics I need to work on</i>	<i>Priorities 1–3</i>	<i>Action I will take</i>
<b>Module 4 Quality and standards</b>		
<b>Module 5 Financial management</b>		
<b>Module 6 Human resources</b>		

<i>Topics I need to work on</i>	<i>Priorities 1-3</i>	<i>Action I will take</i>
<b>Module 7 The clerk to the corporation</b>		
<b>Module 8 The audit committee</b>		
<b>Module 9 The search committee</b>		

## Useful resources

### Helpful organisations

This section provides contact details and information about a range of organisations involved in further education. An asterisk (\*) shows those involved in the development of the *Governor Training Materials 2002*.

#### **\*ACRA**

Association of Colleges  
5th Floor  
Centre Point  
103 New Oxford Street  
London WC1A 1RG

Tel: 0207 827 4600  
Fax: 0207 827 4650  
email: [enquiries@aoc.co.uk](mailto:enquiries@aoc.co.uk)

*National organisation providing professional support to business managers and clerks in further education.*

#### **Adult Learning Inspectorate**

Third Floor  
101 Lockhurst Lane  
Coventry CV6 5SF

Tel: 0870 240 7744  
Fax: 0870 242 1444  
email: [enquiries@ali.gov.uk](mailto:enquiries@ali.gov.uk)  
[www.ali.gov.uk](http://www.ali.gov.uk)

*Responsible for inspecting and reporting on a wide range of government-funded adult learning activities.*

#### **Association for College Management (ACM)**

10 De Montfort Street  
Leicester  
Leicestershire LE1 7GG

Tel: 0116 275 5076  
Fax: 0116 255 0548  
email: [saramccaffrey@acm.uk.com](mailto:saramccaffrey@acm.uk.com)

*Independent professional association and trade union for college managers.*

#### **Association of Colleges**

5th Floor  
Centre Point  
103 New Oxford Street  
London WC1A 1RG

Tel: 0207 827 4600  
Fax: 0207 827 4650  
email: [enquiries@aoc.co.uk](mailto:enquiries@aoc.co.uk)

*Represents post-16 education and training colleges with links to the government and other agencies. Provides a range of services to members.*

#### **Basic Skills Agency**

Commonwealth House  
1–19 New Oxford Street  
London WC1A 1NU

Tel: 0207 405 4017  
Fax: 0207 440 6626  
email: [enquiries@basic-skills.co.uk](mailto:enquiries@basic-skills.co.uk)  
[www.basic-skills.co.uk](http://www.basic-skills.co.uk)

*The national development agency for improving basic skills.*

#### **BBC Education**

[www.bbc.co.uk/education](http://www.bbc.co.uk/education)

*Part of the BBC Online service with links to Adult Learning and Further Education*

**Department for Education and Skills (DfES)**

Tel: 0207 925 5000

Fax: 0207 925 6000

Publications line: 0845 602 2260

email: info@dfes.gov.uk

www.dfes.gov.uk

*The government department which contributes to the agenda of social cohesion and economic competitiveness through investment in knowledge, skills and employability.*

**fforwm\***

Cardiff Business Park

Llanishen

Cardiff CF14 5FW

*National organisation representing all further education colleges in Wales.*

**Further Education National Training Organisation (FENTO)**

4th Floor

1–6 Ely Place

London EC1N 6RY

Tel: 0207 242 4662

Fax: 0207 242 4460

www.fento.org

*The national training organisation for further education.*

**Higher Education Funding Council for England**

Northaven House

Coldharbour Lane

Bristol BS16 1QD

Tel: 0117 931 7317

Fax: 0117 931 7203

www.hefce.ac.uk

*The funding council for the higher education sector.*

**\*KPMG**

2 Cornwall Street  
Birmingham B3 2DL

Tel: 0121 232 3000

www.kpmg.co.uk

*Leading firm of auditors and advisers to the education sector in the UK. National advisory practice for governance is based in Birmingham.*

**Learning and Skills Council (LSC)**

Cheylesmore House

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Tel: 0247 658 2761

Fax: 0247 658 2738

www.lsc.gov.uk

*The funding council for post-16 education and training in England.*

**Learning and Skills Development Agency (LSDA)**

Regent Arcade House

19-25 Argyll Street

London W1F 7LS

Tel: 0207 297 9000

Fax: 0207 297 9001

email: enquiries@lsda.org.uk

www.lsda.org.uk

*Leading research and development organisation in the field of post-16 education and training.*

**National Institute of Adult Continuing Education (NIACE)**

21 De Montfort Street

Leicester LE1 7GE

Tel: 0116 255 1451

Fax: 0116 285 4514

email: information@niace.org.uk

www.niace.org.uk

*Leading non-governmental organisation for adult learning in England and Wales.*

### **Office for Standards in Education (OFSTED)**

Alexandra House  
33 Kingsway  
London WC2B 6SE

Tel: 0207 421 6800  
Fax: 0207 421 6707  
www.ofsted.gov.uk

*Non-ministerial government department with a remit to improve standards of achievement and quality of education in schools and, as of April 2001, in post-16 education and training.*

### **Qualifications and Curriculum Authority (QCA)**

83 Piccadilly  
London W1J 8QA

Tel: 0207 509 5555  
Fax: 0207 509 6666  
Email: info@qca.org.uk  
www.qca.org.uk

*Oversees curriculum, assessment and qualifications across the whole of education and training.*

### **University for Industry (Ufi)**

Dearing House  
1 Young Street  
Sheffield S1 4UP

Tel: 0114 291 5000  
Fax: 0114 291 5001  
email: enquiries@ufi.com

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## **Further reading**

### ***Periodicals and journals***

These publications provide a useful overview of current trends and issues in further education. You can get hold of copies from your clerk.

*The Times Educational Supplement*

*The Times Higher Education Supplement*

*The College Manager*

### ***Further information on topics covered in the modules***

*Continuous Improvement in the Quality of Provision and Learners' Performance Post-16: A Guide for Providers on Self-Assessment and Development Planning*, LSC, October 2001 (Module 4 Quality and standards).

*LSC Briefing Guide on Provider Performance Review*, LSC, October 2001 (Module 4 Quality and standards).

*The Common Inspection Framework for Inspecting Post 16 Education and Training* ALI/ OFSTED, February 2001 (Module 4 Quality and standards).

### ***LSC Circulars***

Governing bodies should work to the most recent versions of LSC circulars.

These documents, draft circulars, supplements and links to previous FEFC circulars are available online at the LSC website [www.lsc.gov.uk](http://www.lsc.gov.uk)

## Glossary of acronyms

ACRA	Association of College Registrars and Administrators
ALF	Average Level of Funding
ALI	Adult Learning Inspectorate
AoC	Association of Colleges
BTEC	Business and Technology Education Council
COVE	Centre of Vocational Excellence
DfEE	Department for Education and Employment (now DfES)
DfES	Department for Education and Skills
FEFC	Further Education Funding Council (replaced by LSC April 2001)
FEDA	Further Education Development Agency (replaced by LSDA April 2001)
FENTO	Further Education National Training Organisation
GNVQ	General National Vocational Qualification
HEFCE	Higher Education Funding Council for England
liP	Investor in People
ISR	Individualised Student Record
IT	Information Technology
LEA	Local education authority
LSC	Learning and Skills Council
LSDA	Learning and Skills Development Agency
NAO	National Audit Office
NQF	National Qualification Framework
NTO	National Training Organisation
NVQ	National Vocational Qualification
OFSTED	Office for Standards in Education
QCA	Qualifications and Curriculum Authority
SFCEF	Sixth Form College Employers' Forum
TEC	Training and Enterprise Council (replaced by LSC April 2001)
TES	<i>The Times Educational Supplement</i>
THES	<i>The Times Higher Education Supplement</i>
Ufi	University for Industry
WEA	Workers' Educational Association

## Index

This is an index to the topics covered in the self-study modules. Main sections are shown in **bold**.

### A

- A level courses 3.13
- accounting officer, principal as **5.14, 8.3**
- adult learners 3.2, **3.19-3.23**
  - Adult and Community Learning (ACL) 3.2, **3.21-3.22**
  - basic skills 3.20
  - learndirect 3.2, **3.21**
  - New Deal 3.2, 3.3, **3.21**
  - University for Industry (Ufi) 3.2, **3.20-3.21**
- Adult Learning Inspectorate (ALI) 1.3, 1.21, 4.1, 4.4, 6.4
- Advanced Modern Apprenticeships **3.14**
- Advanced Subsidiary (AS) qualifications 3.13
- age profile of staff 6.4
- agricultural colleges 1.4, 3.7
- annual budget approval 5.1, **5.14-5.15**
- annual budget plan 5.11
- annual college cycle **2.24**
- annual financial statements 5.11
- annual funding allocation 1.1, 1.4, 5.11
  - LSC funding methodology 5.1, **5.29-5.32**
- annual performance review 7.5
- appraisal 6.10
  - clerk to the corporation **7.16-7.17**
  - senior postholders **6.14**
- area inspections 2.17, 4.1, 4.4, **4.22-4.24**
- art and design colleges 1.4, 3.7
- articles of government 1.7, 1.11, 6.1
- audit
  - audit needs assessment 5.11
  - committee *see* audit committee
  - external auditors 5.13
    - appointing, reappointing and dismissing 8.9-8.11
    - financial statements 8.13
    - fraud and irregularities **8.16-8.17**
    - management letter 5.11
    - student numbers 8.13-8.14
  - governors' responsibilities **5.12-5.13**
  - internal audit plan 5.11
  - internal auditors 5.13
    - appointing, reappointing and dismissing 8.9-8.11
    - fraud and irregularities **8.16-8.17**
    - reports 8.12-8.13
    - process 5.12-5.13
  - audit committee 1.14, **1.15**, 5.12, 5.13, 8.1
  - annual report **8.15-8.16**
  - appointing, reappointing and dismissing auditors **8.9-8.11**
  - assets, protection of 5.13
  - external audits 8.11
    - financial statements 8.13
    - fraud and irregularities **8.16-8.17**
    - student numbers 8.13-8.14
  - fraud and irregularities **8.16-8.17**
  - good practice, developing **8.17-8.19**
  - internal audits 8.11
    - fraud and irregularities **8.16-8.17**
    - reports 8.12-8.13
  - membership **1.15, 8.7-8.8**
  - reasons for having **8.3-8.4**
  - responsibilities 8.3, 8.4-8.6
  - risk assessment 8.6
  - risk management 8.1, 8.6
  - role 1.15, 5.12, **8.4-8.7**
  - self-assessment 8.8
  - terms of reference **5.12, 8.4**
- B**
- Basic Skills 3.2, 3.3
- business governors 9.15-9.16
- C**
- Centres of Vocational Excellence (COVEs) 2.1, 3.2, **3.17-3.18**, 3.19, 4.8
- classroom observation 3.23
- clerk to the corporation
  - annual performance review 7.5
  - appointing **7.18-7.24**
    - job description 7.19-7.22
    - making the appointment 7.24
    - person specification 7.22-7.23
  - appraisal **7.16-7.17**
  - committees, supporting **7.13-7.14**
  - confidential papers **7.8-7.9**
  - deputy clerks **7.14**
  - generally 7.1
- independence of **7.24-7.25**
- job description 7.19-7.22
- meetings
  - agendas **7.6-7.7**
  - confidential papers **7.8-7.9**
  - minutes **7.10-7.12**
  - reports **7.9-7.10**
  - servicing **7.6-7.7**
- pay and conditions 6.3
- reports **7.9-7.10**
- resolving difficulties **7.15-7.16**
- responsibilities **7.4-7.5**
- reviewing performance of **7.16-7.18**
- role 7.1, **7.3-7.6**
- self-assessment process and 7.5
- temporary clerks **7.14**
- training and development **7.18**
- working groups, supporting **7.13-7.14**
- co-opted governors 9.15-9.16
- college companies 5.8
- college fees 3.10, 5.9
- College Governor, The* 2.18
- Committee on Standards in Public Life 1.16, 9.13-9.14
- committees *see* governing body committees
- community colleges 3.7
- community interests 2.5-2.6
- community needs, curriculum and 3.1, **3.4-3.5**
- Connexions Service **3.11**
- corporate objectives 2.5
- courses 1.4-1.5, 3.6-3.7
- curriculum 3.1
- Curriculum 2000 2.8, 3.1, 3.3, **3.13-3.14**
- curriculum
  - adult learners 3.2, **3.19-3.23**
  - assessing effectiveness of teaching and learning **3.23-3.24**
  - community needs and 3.1, **3.4-3.5**
  - courses 1.4-1.5, 3.6-3.7
  - disabled students 3.9-3.10
  - initiatives for 16-19 year olds **3.12-3.19**
  - learning difficulties, provision for 3.9-3.10
  - local influences **3.4-3.5**
  - meaning 3.1
  - mission and 3.1
  - mission statement and 3.1

national influences **3.3-3.4**  
 qualifications *see* qualifications  
 special educational needs 3.9-3.4  
 strategic plan and 3.1

## D

decision-making, educational character and 2.15-2.17  
 Department for Education and Skills **3.3**  
 development plans 4.4, **4.12-4.14**  
 defining objectives and targets 4.13  
 identifying and prioritising areas for improvement 4.12  
 monitoring and reporting progress and outcomes 4.13-4.14  
 specifying actions and responsibilities for achieving improvements 4.13  
*see also* self-assessment  
 disability statement 3.9, 3.10  
 disabled students 3.9-3.10  
 disciplinary procedures **6.16-6.17**  
 dismissal **6.16-6.17**  
 suspension **6.16**

## E

Education Maintenance Allowances (EMAs) 3.10  
 educational character 2.3, **2.10-2.13**  
 decision-making and 2.15-2.17  
 meaning 2.1  
 safeguarding 2.17  
 educational environment 2.1, 2.3, **2.7-2.10**, 2.11  
 Employment Service (ES) 4.1, 4.20  
 employment of staff *see* human resources  
 equal opportunities policy 6.4  
 ethos of the college 2.1, 2.3, **2.13-2.15**

## F

finance committee 5.14, 5.16  
 financial management  
 annual budget approval 5.1, **5.14-5.15**  
 annual budget plan 5.11  
 annual financial statements 5.11  
 annual funding allocation 1.1, 1.4, 5.11  
 LSC funding methodology 5.1, **5.29-5.32**

annual timetable for funding and finance 5.35  
 audit *see* audit; audit committee; auditors  
 capital expenditure 5.2  
 cash days in hand 5.2, 5.4  
 cash flow statement 5.17  
 college fees 5.9  
 common areas of weakness 5.9-5.10  
 companies 5.8  
 current ratio 5.2, 5.4  
 documents **5.6-5.7**, **5.10-5.11**  
 financial memorandum 5.5, 5.6, 5.12  
 LSC approval 5.7  
 financial regulations 5.6, **5.7-5.8**  
 franchising 5.9  
 general reserve 5.2  
 governors' responsibilities **5.4-5.6**  
 income and expenditure statement 5.17  
 indicators of financial health **5.20-5.23**  
 groups A, B and C 5.20, **5.21-5.22**  
 individualised student record (ISR) 5.35  
 investment appraisals 5.11  
 joint ventures 5.8  
 LSC funding methodology 5.1, **5.29-5.32**  
 census dates 5.30-5.31  
 unit value 5.31-5.32  
 major capital projects, assessment of 5.11  
 monitoring of financial position 5.6-5.10  
 monthly financial reports 5.11, **5.16-5.19**  
 operating surplus 5.2  
 overseas operations 5.8  
 positive cash flow from operations 5.2  
 principal as accounting officer **5.14**, **8.3**  
 project affordability assessment 5.11  
 risk management plan 5.1, **5.25-5.29**  
 contingency plan 5.1, 5.25, **5.28**  
 sensitivity analysis 5.25, **5.28-5.29**  
 strategic financial management **5.19-5.20**  
 student numbers report 5.11  
 target setting **5.23-5.25**

three-year financial forecast 5.1, 5.11, 5.14, **5.19-5.20**  
 financial support for learners 3.10  
 Foundation degree courses 3.2, **3.15-3.16**  
 foundation governors 1.13  
 Foundation Modern Apprenticeships **3.14**  
 franchising 5.9  
 further education colleges 1.3, 1.4, 3.7  
 'pathfinder' 3.17-3.18  
 further education corporations 1.5  
 Further Education Funding Council (FEFC) 1.1, 1.3, 4.18, 5.1  
 Further and Higher Education Act 1992 1.5

## G

GCSEs, vocational 3.2, **3.14**  
 GNVQ qualifications 3.13  
*Governance healthcheck questionnaire* 1.7, 2.18  
 governing body  
 accountability 1.8  
 agenda 2.25  
 annual performance review 7.5  
 appointment of governors 1.13  
 articles of government 1.7, 1.11, 6.1  
 audit committee *see* audit committee  
 business governors 9.15-9.16  
 co-opted governors 1.22, 9.15-9.16  
 code of conduct 1.16-1.17  
 committees **1.14-1.15**, 2.26, **7.13-7.14**  
*see also* audit ~; finance ~; remuneration ~; search ~; special ~  
 election 1.13  
 as employer 6.1, **6.3-6.6**  
 financial management responsibilities **5.4-5.6**  
 foundation governors 1.13  
 information needs 1.23-1.26  
 instrument of government 1.7, 1.11, 7.1  
 integrity in working practices **1.16-1.17**  
 knowledge and skills of governors **1.22-1.23**, 9.10-9.13  
 legal responsibilities 1.7, 1.11-1.12  
 membership **1.13-1.14**, **9.4-9.6**  
 Nolan Committee recommendations 9.13-9.14

- person specification 9.9-9.10  
 potential new members  
   encouraging 9.14-9.17  
   interviewing 9.17-9.19  
   seeking 9.7-9.14  
 reappointing existing members 9.13  
 role description 9.8-9.9  
 skills audit 9.10-9.13  
 monitoring own performance 1.7  
 nominated governors 9.14-9.15  
 papers presented to 1.24  
 powers **1.9-1.12**  
 principal, relationship with **1.19-1.20**  
 register of interests **1.16, 5.9**  
 responsibilities **1.7-1.8, 1.11**  
   audit process **5.12-5.13**  
   financial management **5.4-5.6**  
 role description 9.7-9.8  
 rules and procedures **1.17-1.18**  
 search committee *see* search committee  
 Secretary of State, powers of 1.8  
 senior management team, relationship with **1.19-1.20**  
 senior postholders and 1.19, 6.3, **6.11-6.14**  
 size 1.13  
 special committee 1.14, 1.15  
 standing orders **1.17-1.18**  
 training **1.20-1.22**  
 voluntary members 1.8  
 working relationships **1.19-1.20**  
 grievance procedures **6.17**  
 guidance and support to students **3.11-3.12**
- H**  
 health and safety **6.8**  
 horticultural colleges 1.4, 3.7  
 human resources  
   age profile of staff 6.4  
   appraisal 6.10  
   disciplinary procedures **6.16-6.17**  
   dismissal **6.16-6.17**  
   employment litigation 6.1  
   equal opportunities policy 6.4  
   framework for pay and conditions 6.4  
   generally 6.1  
   governing body as employer 6.1, **6.3-6.6**  
   grievance procedures **6.17**  
   health and safety **6.8**  
   management of staff 6.3  
   middle managers 6.9  
   pay *see* pay
- recruitment and selection **6.8**  
 specialist advice 6.4-6.5  
 staff development **6.8-6.9**  
   senior postholders 6.13  
 suspensions **6.16**  
 terms and conditions of employment **6.6-6.11**  
   senior postholders 6.12  
 trade unions and associations **6.15-6.16**
- I**  
 individualised student record (ISR) 5.35  
 information and learning technology (ILT) 3.18-3.19  
 inspection  
   ALI 4.4  
   area inspections 2.17, 4.1, 4.4, **4.22-4.24**  
   common inspection framework 4.4, **4.18-4.22**  
   generally 1.1, 4.1, 4.4  
   grading structure 4.19-4.20  
   LSC involvement 4.20  
   OFSTED 4.4  
   process 4.20-4.21  
   Provider Financial Assurance (PFA) team 4.20  
   purposes of 4.18  
 instrument of government 1.7, 1.11, 7.1
- J**  
 joint ventures 5.8
- K**  
 Key Skills Qualifications 3.2, 3.13, **3.16-3.17**
- L**  
 learndirect 3.2, **3.21**  
 learner views 3.23  
 learning, assessing effectiveness of **3.23-3.24**  
 learning difficulties, provision for 3.9-3.10  
 Learning and Skills Act 2000 1.1, 1.3, 2.1, 6.1, 9.1  
 Learning and Skills Council (LSC) awarding of contracts 4.8  
   committees 1.1, 1.4, 2.1, 3.1, 4.1  
   Corporate Plan 3.4  
   funding  
     allocation 1.1, 1.4, 5.11  
     methodology 5.1, **5.29-5.32**  
   generally 1.1, 1.3-1.4, 2.1, 3.1, **3.4, 4.1, 5.1, 6.2, 6.4**  
   governance review 7.1  
   governor training **1.20-1.21**
- inspections, involvement in 4.20  
 key objectives 3.4  
 monitoring visits 4.3-4.4  
 planning role 4.15  
 Provider Financial Assurance (PFA) team 4.20, 7.1, 7.5  
 provider performance reviews 1.4, 2.1, **4.15-4.17**  
 quality improvement, role in 4.4, **4.15-4.18**  
 self-assessment, monitoring of 4.3-4.4, 4.7  
 strategic plan 3.4  
 Learning and Skills Development Agency (LSDA) 1.7, 4.4  
*Learning to succeed* 2.8  
 local learning partnerships 1.5, 2.1
- M**  
 meetings  
   agenda 1.23, 1.24, 2.25  
   formulating **7.6-7.7**  
   minutes **7.10-7.12**  
   processing 7.11-7.12  
   purpose of 7.10-7.11  
   monitoring strategic plan **2.22-2.26**  
 middle managers 6.9  
 mission 2.1, 2.3  
   curriculum and 3.1  
 mission statement 2.1, 2.5, 2.6  
   curriculum and 3.1  
 Modern Apprenticeships 1.3, 3.2, 3.3, **3.14-3.15**  
   Advanced Modern Apprenticeships **3.14**  
   Foundation Modern Apprenticeships **3.14**
- N**  
 National Traineeships 1.3, 3.14  
 National Vocational Qualifications (NVQs) 3.9  
 Neill Committee *see* Committee on Standards in Public Life  
 New Deal 3.2, 3.3, **3.21**  
 Nolan Committee *see* Committee on Standards in Public Life  
 nominated governors 9.14-9.15
- O**  
 Office for Standards in Education (OFSTED) 1.1, 1.3, 1.21, 2.1, 4.1, 4.4, 6.4  
 organisational capacity **2.20-2.22**

**P**

partnerships and networks 1.5  
 'pathfinder' further education colleges 3.17-3.18  
 pay **6.7-6.8**  
 annual national negotiations 6.7  
 clerk to the corporation 6.3  
 framework for 6.4, 6.7  
 increases 6.4, 6.7  
 performance-related scheme for teachers 6.7  
 senior postholders 6.12  
 Teaching Pay Initiative (TPI) 6.2, 6.7  
 policy governance 2.6  
 post-16 education and training **1.3-1.6**  
 reforms in 1.3-1.4  
 principal  
 as accounting officer 5.14, 8.3  
 appointing 1.19, 6.13  
 management of staff 6.3  
 relationship with governing body **1.19-1.20**  
 responsibilities **1.19**  
*see also* senior postholders  
 Provider Financial Assurance (PFA) team 4.20, 7.1, 7.5  
 provider performance reviews 1.4, 2.1, **4.15-4.17**

**Q**

qualifications  
 A level 3.13  
 AS level 3.13  
 categories and levels of 3.7  
 GNVQ 3.13  
 Key Skills 3.2, 3.13, **3.16-3.17**  
 links with occupational activities 3.8-3.9  
 national framework 3.8  
 NVQ 3.9  
 NVQs 3.9  
 vocational 3.8-3.9  
 GCSEs 3.2, 3.14, **3.14**  
 Qualifications and Curriculum Authority (QCA) 3.1, **3.4**  
*Qualifying for success* 2.8  
 quality and standards  
 collaboration with other providers 4.7  
 continuous improvement 4.7-4.8  
 equality and diversity 4.6-4.7  
 external intervention 4.8  
 generally 4.1  
 learner-centred improvement 4.6  
 LSC, role of 4.4, **4.15-4.18**

policy drivers for improving **4.6-4.8**

raising standards **4.3-4.5**  
*see also* development plans;  
 self-assessment

**R**

recruitment and selection of staff **6.8**  
 register of interests **1.16, 5.9**  
 remuneration committee 6.12  
 risk assessment 5.1, 8.6  
 risk management 8.1, 8.6  
 risk management plan 5.1, **5.25-5.29**  
 contingency plan 5.1, 5.25, **5.28**  
 sensitivity analysis 5.25, **5.28-5.29**

**S**

satisfaction questionnaires 3.23  
 search committee 1.14, **1.15, 9.1**  
 membership of governing body **9.4-9.6**  
 reappointing existing members 9.13  
 skills audit 9.10-9.13  
 potential new members  
 business and co-opted governors 9.15-9.17  
 encouraging **9.14-9.17**  
 interviewing **9.17-9.19**  
 nominated governors 9.14-9.15  
 seeking 9.7-9.14  
 role of 1.15, 9.1  
 seeking new members **9.7-9.14**  
 person specification 9.9-9.10  
 role description 9.7-9.8  
 terms of reference 1.15, **9.3-9.4**  
 Secretary of State, powers of 1.8  
 self-assessment 4.3, 4.7  
 audit committee 8.8  
 clerk to the corporation, role of 7.5  
 evidence and judgements 4.10  
 framework 4.9  
 LSC monitoring of 4.3-4.4, 4.7  
 process 4.7, 4.10-4.11  
 responsibilities for **4.9-4.12**  
*see also* development plans  
 self-assessment report 4.1, 4.3, 4.9, 4.10  
 senior management team  
 relationship with governing body **1.19-1.20**  
 senior postholders 6.11-6.14  
 appointing 1.19, **6.12**  
 appraisal **6.14**

governing body and 1.19, 6.3, **6.11-6.14**  
 pay and conditions 6.12  
 principal *see* principal  
 staff development **6.13**  
 services 1.5  
 sixth-form colleges 1.4, 3.7  
 size of college 1.5  
 skills audit 1.22  
 special committee 1.14, **1.15**  
 special educational needs 3.9-3.4  
 specialist designated colleges 1.4, 3.7  
 staff appraisal *see* appraisal  
 staff development **6.8-6.9**  
 clerk to the corporation **7.18**  
 senior postholders **6.13**  
 standards *see* quality and standards  
 standing orders **1.17-1.18**  
 statistics 3.23  
 strategic plan **2.17-2.20, 5.1, 5.24**  
 age profile of staff 6.4  
 curriculum and 3.1  
 Learning and Skills Council 3.4  
 monitoring compliance **2.22-2.26**  
 strategy **2.3-2.7**  
 support for students 3.10-3.12, **3.11-3.12**  
 suspension of staff **6.16**

**T**

teaching, assessing effectiveness of **3.23-3.24**  
 Teaching Pay Initiative (TPI) 6.2, 6.7  
 terms and conditions of employment **6.6-6.11**  
 senior postholders 6.12  
 tertiary colleges 1.4, 3.7  
 three-year financial forecast 5.1, 5.11, 5.14, **5.19-5.20**  
 trade unions and associations **6.15-6.16**  
 training, for governing body **1.20-1.22**  
 Training and Enterprise Councils (TECs) 1.1, **1.3**  
 Training Standards Council (TSC) 1.3

**U**

University for Industry (Ufi) 3.2, **3.20-3.21**

**V**

vocational qualifications 3.8-3.9  
 GCSEs 3.2, **3.14**

# Using the materials



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