



# WEST THAMES COLLEGE

## **Governor Handbook**

2024/2025

“Our vision is that West Thames will be a vibrant college, inspiring all our learners to fulfil their dreams and ambitions. Our outstanding education and training will contribute to a prosperous and cohesive community”.

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|-----------------------------|--------------------|
| <b>Author:</b>              | Head of Governance |
| <b>Approved by Board:</b>   | June 2024          |
| <b>Date of Next Review:</b> | June 2025          |

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## Welcome

Welcome to West Thames College and thank you for volunteering to join us. West Thames College is a vibrant, inclusive and successful college that is firmly at the heart of the local community meeting local needs. We are ambitious and committed to ensuring that every student receive inspirational teaching and is given the opportunity and support to fulfil their potential, not only achieving their qualifications but also equipping them with the skills they need to progress and succeed.

We value your support in helping us to achieve our aims and we are sure you will enjoy your time with us.

This Governor's Handbook forms part of your induction pack and aims to give you the information you need to get started in the role. We hope you find your term of office as a member of the Corporation both rewarding and enjoyable.

## About the College

The College has a community of more than 5,000 students, supported and educated by a talented and dedicated staff team at our two campuses in Isleworth and Feltham. Our main site is at Isleworth while our Skills and Logistics Centre at Feltham is our vocational centre of excellence for logistics, construction, engineering, and motor vehicle curriculum specialisms – areas we have invested significantly in over the past few years to meet the needs of employers.

We have been on a very positive journey; a journey of growth and development driven by passion and ambition. Rather than merge with neighbouring institutions, the College has developed and lived a new ethos: stand-alone – but grow through partnership. It is this philosophy that has seen the College thrive, with extensive partnerships, investment in key areas, and financial stability vital to our future. This success was recognised in the awarding of a 'Good' grade from Ofsted in September 2021, an achievement that everyone associated with the college was immensely proud of. We now have our sights on being Ofsted 'Outstanding'.

A key focus of ours is to provide clear progression routes into employment, further training, or higher education for our students. As such, many curriculum areas offer courses from entry/foundation level through to university level. We also offer courses for adults who want to change their careers or complement their current jobs by studying with us either full-time or through a range of part-time and evening courses across both our campuses. Due to the local demographic around us, our courses designed for those who speak English as another language (ESOL) are hugely popular.

### Vision

Our vision is that West Thames will be a vibrant college, inspiring all our learners to fulfil their dreams and ambitions. Our outstanding education and training will contribute to a prosperous and cohesive community. The College has an ongoing commitment to widening participation. We see education as a transformative tool entitling and enabling people to achieve their full potential from whatever background.

### Values

Our values are:

- Integrity
- Excellence
- Equality
- Respect

## Strategic Plan

We have a strategic plan in place for 2022 – 2025 which can be found in the Governor Hub.

## About the Corporation

### Corporation Legal Structure

Further Education (FE) colleges are incorporated through the Further and Higher Education Act 1992 (FHEA92) The College is a statutory corporation established for the charitable purpose of advancing education.

FE corporations are exempt charities which means they are subject to the requirements of the Charities Act but exempt from registration with Charity Commission. The principal regulator for FE corporations is the Secretary of State for Education.

The powers of the Corporation are detailed in the Code of Conduct. Any use of corporation decision making which is inconsistent with these powers could be judged to be 'ultra vires' and would take the Corporation into serious difficulty.

Colleges have an Instrument and Articles of Government which set out how the College is to be governed. The Instrument and Articles of Government for West Thames College is available on the Governor Hub.

### Accountability Framework, Regulation, Support and Intervention

The nature and scope of college operations means they need to be accountable to a wide range of external stakeholders and they are subject regulation, support and intervention. Further details about accountability and regulation can be found in Annex 5.

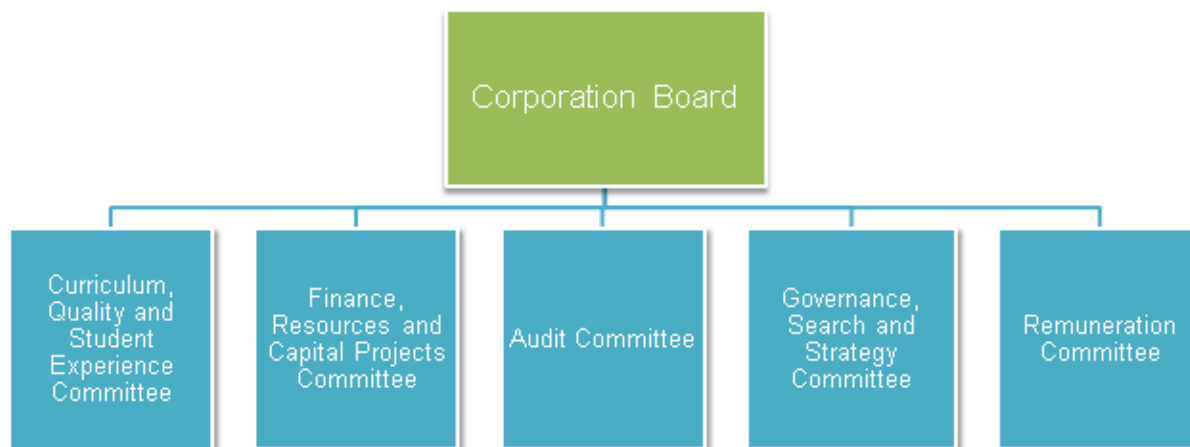
### Code of Good Governance for English Colleges

The Corporation has adopted the Association of Colleges [Code of Good Governance](#)

Do take a moment to familiarise yourself with the Code which is available in the Governor Hub.

## Governance Structure

The Corporation's governance structure is laid out below.



In terms of terminology, the Corporation Board can be known by a variety of terms including:

- Corporation
- Board or
- Governing Body.

For individual members of the Board, the following terms are used:

- Member
- Board member or
- Governor

### Responsibilities of the Corporation Board

Colleges are led by the Corporation Board. The responsibilities of the Board are laid out in detail, in the Instrument and Articles of Government. However, its core functions are:

- Determining and developing the College's educational character.
- Setting and communicating the College's strategy and goals.
- Holding executive leaders to account for the educational performance and quality of the College, and for the performance of staff.
- Exercising effective control so that funds and assets are protected, the College remains solvent and legal obligations are met.

The Board is responsible for ensuring legal and regulatory compliance across a range of areas, including:

- General principles of charity law and education law.
- Responsibilities as operators of an educational institution, such as health and safety, information management and employment law.
- Conditions and obligations imposed by funding or regulatory bodies.

Further details about compliance can be found in the [Department for Education Further Education Governance Guide](#).

## Ofsted

Colleges are subject to regular Ofsted inspections and members of the Board will be involved in the inspection process. It is worth familiarising yourself with the requirements of the current [Ofsted Inspection Handbook](#). In terms of governance, inspectors:

- Seek evidence of the impact of those responsible for governance.
- Determine whether the Board provides confident, strategic leadership and creates strong accountability for, and oversight and assurance of, educational performance to ensure continuous and sustainable improvement.
- Consider whether those responsible for governance:
  - know the provider and understand its strengths and weaknesses
  - support and strengthen the provider's leadership and contribute to shaping its strategic direction
  - ensure that the provider meets its statutory responsibilities
  - provide challenge and hold senior leaders and managers to account for improving the quality of learning and the effectiveness of performance management systems
- Inspectors will satisfy themselves that those responsible for governance understand their responsibilities and ensure that these are carried out appropriately within the provider.

The report from the last Ofsted inspection is available in the Governor Hub.

## Committees

The Corporation has put in place the following committees to assist it in meeting its responsibilities:

|  |  |
|--|--|
| Curriculum, Quality and Student Experience Committee | Provides assurance to the Board on the quality of teaching, learning and student outcomes for all provision at all levels for all age groups.  |
| Finance, Resources and Capital Projects Committee    | Has oversight of finance, health and safety, human resources, estates and capital projects.  |
| Audit Committee                                      | Provides the Board with an opinion on the adequacy and effectiveness of the College's audit arrangements, framework of governance, risk management and control and processes for the effective and efficient use of resources, the solvency of the institution and the safeguarding of its assets. |
| Governance, Search and Strategy Committee            | Leads on continuous improvement and best practice in governance, advising the Corporation on membership and general governance matters. The committee also takes a lead on the review and appraisal of college strategic options, including the monitoring of strategic risk and opportunities.    |
| Remuneration Committee                               | Determines and agrees the remuneration of Senior Postholders.  |

Every committee has a terms of reference, approved by the Board, which are available in the Governor Hub.

## Composition of the Corporation

The Corporation's Instrument and Articles set out the rules on board composition which state that the Board will include:

- Up to 16 independent members who have the necessary skills to ensure that the corporation carries out its functions.

- The Principal/CEO.
- A member of staff.
- At least one and not more than two students.

The current list of members can be found in the Governor Hub. The experience, knowledge and skills mix of the Board members make a vital contribution to the continuing development of the College.

All members, despite their category are of equal status and work together as a single unit. Members can't be mandated by any group.

Members are appointed for terms of office of up to four years. They can be re-appointed at the end of their term but renewal is not automatic and only takes place after proper consideration of the governors' attendance, contribution to the work of the corporation and assessment against the skills audit.

In line with the Code of Governance, members do not normally serve for more than two terms of four years or three terms of three years (a maximum of either eight or nine years).

The Board is also able to appoint Associate Members and to Co-Opt members onto committees:

**Associate Members:** Associate Members are appointed for the expertise and experience they can offer. They are invited to board meetings but do not have voting rights and do not count towards the quorum. As members of committees they are full members and able to vote.

**Co-opted Members:** Members who are co-opted onto committees are full members of the committee and entitled to vote on any issues debated by the committee. They may be invited to attend board meetings but have no voting rights at board meetings.

Further details about the recruitment processes for all types of members can be found in the corporation's Standing Orders which can be found in the Governor Hub.

## **Role of Individual Members**

As a member of the Board, you are a Governor and a Charity Trustee. You and your co-governors are collectively responsible for your charity and have six main duties under charity law:

1. Ensure the Corporation carries out its purpose for the public benefit  
You must ensure the Corporation carries out the charitable purpose for which it was set up, and no other purpose.
2. Comply with the Corporation's governing document and the law  
You must comply with charity law and other laws and regulations that apply to the Corporation and comply with the Corporation's Instrument and Articles of Government.
3. Act in the Corporation's best interests  
You must:
  - Decide with the rest of the Board what will best enable the Corporation to carry out its purpose.
  - Make balanced and informed decisions.
  - Avoid being in a position where your duty to the Corporation conflicts with your personal interest.



- Not receive any benefit from the Corporation, unless this is authorised and is in the Corporation's interest.

4. Manage the Corporation's resources responsibly

You must:

- Make sure the Corporation's assets are used only to support its purpose.
- Avoid exposing the Corporation to undue risk.
- Not overcommit the Corporation.
- Take care when investing or borrowing.
- Comply with any restrictions on spending funds or selling land.
- Ensure the effective and efficient use of resources.

5. Act with reasonable care and skill

You must take reasonable care in governing the Corporation, making best use of your skills and experience, and taking appropriate advice when necessary. You should give enough time to your role, including preparing for and participating in meetings.

6. Ensure the Corporation is accountable

You must comply with accounting and reporting requirements. You should also demonstrate that the Corporation complies with the law and is run effectively and ensure accountability in the corporation, especially where duties or tasks are delegated to staff.

For more information on your responsibilities, we strongly recommend that you read the Charity Commission guide '[The essential trustee](#)'.

The Corporation has developed a role description for members of the Board. The full version can be found in the Governor Hub.

### Specific Roles in the Corporation

In accordance with the Instrument and Articles of Government, there are a number of specific roles in the Corporation:

|                           |   |
|---------------------------|---|
| Chair:                    | The Chair is responsible for ensuring the effective functioning of the Board, setting expectations for high standards of governance and giving the Board leadership and direction. The Chair is the main conduit for communication between the Board and the Principal and CEO and is the line manager for the Head of Governance. The full role description for the Chair is available in the Standing Orders.                 |
| The Principal and CEO:    | The Principal and CEO is responsible to the Board for all operational matters, including the internal organisation, management and control of the College and for the delivery of quality educational services. The Principal and CEO is appointed as the Accounting Officer and is personally responsible to the ESFA and parliament for assuring regularity, propriety and value for money in the management of public funds. |
| Clerk to the Corporation: | The Head of Governance performs the role of Clerk to the Corporation. The Head of Governance is responsible for supporting the board in meeting high standards of governance, including fulfilling legal or regulatory requirements and decision-making. Further details about the role are available in the Standing Orders.   |

## Role of the Corporation v Role of the Principal and CEO

The Corporation and management team work together in partnership to achieve the best possible outcomes for the College but it's important to understand the differences between the strategic responsibilities of the Board and the operational duties of the Principal and CEO. The table below illustrates the difference:

| Corporation  | Principal and CEO   |
|--|---|
| Defines the College's vision and mission; sets and measures targets for achievement.   | Proposes the College's vision, mission and strategy.  |
| Deals with strategic thinking and direction.   | Handles strategic planning and implementation.  |
| Determines and approves appropriate policy.  | Proposes appropriate policies and implements board decisions.   |
| Oversees effectiveness of management.  | Conducts the day-to-day running of the college  |
| Monitors the quality of the College's performance locally and in relation to the national average.                               | Assumes leadership of the staff.  |
| Reviews the Board's own effectiveness in order to improve continuously.  | Undertakes executive management and development of the college and staff. Self-assesses in order to improve continuously.   |
| Responsible for financial solvency and probity.  | In colleges, the Principal and CEO is the accounting officer, responsible for the financial well-being of the College and accountable to the Corporation and Parliament.                    |
| Determines pay and remuneration framework for the Principal and CEO, Clerk and other Senior Post Holders.                        | Determines the pay and conditions of service of staff - other than Senior Post Holders and the Clerk - within the framework set by the Corporation.   |
| Maintains the College's assets   | Prepares annual estimates of income and expenditure.  |
| Responsible for determining the College's educational character which meets the needs of the community which the College serves. | Responsible for the provision of a quality curriculum and customer service.   |
| Provides the community's voice within the college and represents the College to the community.                                   | The day-to-day running of the College and determination of its academic activities within the College and in the wider community. Developing and managing services and academic activities. |
| Promotes collaborative partnerships.   | Represents the College locally and nationally; builds positive working relationships and collaborative partnerships   |
| Supported by the Clerk, works with management to monitor, challenge and improve performance.                                     | Supports and informs the Corporation; provides briefings and advice.  |

## Conduct and Eligibility

### Eligibility to be Member

The Instrument and Articles set out the rules regarding eligibility to become a member of the Corporation. Members are asked to sign to say they are eligible on appointment and then annually thereafter.

As with charities, all of the Corporation's managers, including members of the Corporation, must be 'fit and proper persons' as set out in the HM Revenue and Customs (HMRC) publication 'Guidance on the fit and proper persons test'.

In addition to the eligibility checks, the College requests Disclosure and Barring Service (DBS) criminal records checks for all members to be sure that a person is eligible to serve.

### Conduct of Members

The Corporation has ultimate responsibility for all actions carried out by staff and committees throughout the College and is determined to inspire confidence and trust among its students, parents, staff, members, supporters, funders, suppliers and the wider public by demonstrating integrity and avoiding any potential or real situations of undue bias or influence in decision making.

To achieve this the Board has in place a Code of Conduct, that all members are expected to abide by that sets out the expectations, standards of behaviour and commitment required. The Code of Conduct is issued to members on appointment and is available in the Governor Hub.

All those appointed are required to fulfil the requirements of the Seven Principles of Public Life:

|                 |   |
|-----------------|---|
| Selflessness:   | Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.                    |
| Integrity:      | Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.                           |
| Objectivity:    | In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.                               |
| Accountability: | Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.  |
| Openness:       | Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands. |
| Honesty:        | Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.                                  |
| Leadership:     | Holders of public office should promote and support these principles by leadership and example.   |

### Conflicts of Interest

A conflict of interest is where your personal interest or loyalties could or could be seen to stop you from making a decision in the best interests of the Corporation. Under charity law, you must identify conflicts of interest and prevent them from affecting the decisions you make with the board.

The Instrument and Articles of Government set out the rules regarding conflicts of interests and the Corporation has systems in place to support this. All members are asked to complete a declaration of interest form on appointment and then annually thereafter. The information provided on the

declaration form is transferred to the 'Register of Interests' which is maintained by the Head of Governance.

As well as maintaining the Register of Interests, declarations of interest are an agenda item at all formal meetings of the Corporation where members are asked to declare if they have an interest in any of the items on the agenda.

Once a member has declared an interest, the corporation will decide how to manage it. This may involve members not taking part in discussions about relevant items and/or withdrawing from the meeting while relevant items are discussed.

### **Payments to Governors**

Under charity law, you cannot normally be paid for serving as a governor, other than reasonable out-of-pocket expenses. You can only be paid, or receive another form of personal benefit, when it's in the interest of the Corporation and provides a significant advantage over other options. These rules also apply when someone closely connected to you, such as a civil or business partner, benefits in a similar way.

If it's proposed that you be paid or receive a personal benefit, you should not be present at board discussions or decisions about this, nor at any subsequent meetings to review the payment or benefit. The Board must disclose any payments to members in the Corporation's accounts. The Board must also disclose any transactions or business arrangements between the Corporation and an organisation or individual if the members or senior staff have a personal connection with the organisation or individual.

Further information about payments to governors can be found in the Charity Commission publication 'Trustee expenses and payments'.

### **Making Decisions**

When making decisions, you and your co-members must show you have:

- Acted within your powers and made decisions consistent with the Corporation's charitable purpose which is to advance education.
- Acted in good faith and only in the interests of the corporation.
- Made decisions based on sufficient evidence, informed by professional advice where appropriate.
- Considered all relevant factors, such as risks and benefits, funding, stakeholders' opinions and future college provision.
- Ignored irrelevant factors.
- Made decisions that are within the range of decisions a reasonable charity trustee body could make, such as being able to justify any decision not to follow professional advice.

Decisions must not be influenced by personal prejudices or connections or be affected by any conflicts of interest.

Members are collectively responsible for making decisions about how their corporation is run. Each category of governor has equal responsibility.

If you are a staff or student governor, you are appointed in your individual capacity. You are not appointed to represent the group you are drawn from or to follow instructions from the nominating or appointing body.

Following these decision making principles will protect you in all aspects of running your corporation. If the board does not observe these principles and your corporation suffers a financial loss as a consequence, you and your co-governors may be personally liable under charity law.

## Members' Financial Liability

Corporation members have two key forms of protection against any personal financial liability that may arise through their activities on behalf of the corporation:

- Established legislation makes provision for the Court to extinguish, reduce or vary the liability of any member who has acted honestly and reasonably;
- Insurance cover taken out by the college in respect of damages and costs for any acts, errors or omissions committed by the college, members and officers whilst acting in those capacities.

Generally, if a problem in the College caused a loss to a third party, that third party would sue the Corporation and not individuals. This is because actions are taken in the name of the Corporation, which is a legal entity in its own right. In exceptional circumstances, it might be possible for a claimant or a successor corporation to sue an individual member, on the basis that it was his/her action or failure to act that caused the loss. In these unusual circumstances, the protections mentioned above would potentially be invoked.

Members are not responsible for losses caused by acts of employees or agents of the Corporation unless they have personally procured the act that led to the loss or are in breach of their duties of skill and care and that led to the loss. It is worth noting the basic duties of members.

- Collectively to carry out the responsibilities set out in clause 3 of the Articles. These include responsibility for the effective and efficient use of resources, the solvency of the institution and the safeguarding of its assets. This does not mean that members become personally liable simply by virtue of the insolvency of the institution. Personal liability in such circumstances would only be likely to arise if it was found that individual members had failed to discharge their responsibilities properly in accordance with the principles referred to below.
- To act in good faith and in the best interests of the Corporation. Anything members do in their capacity as members they do, not on their own behalf, but on behalf of the Corporation. In making any decision, members should always have the best interests of the Corporation and the continued fulfilment of its functions at the forefront of their minds. Any ulterior motives or factors that are not relevant to such interests should not be taken into account.
- In carrying out their functions as members, to exercise such powers of skill and care as they possess, at least at the same level that an ordinary prudent person might reasonably be expected to show when acting on their own behalf. Higher duties of skill and care are expected of people who are professionally qualified when acting within their areas of expertise, as opposed to people who are not qualified.
- To avoid putting themselves in a position where they have a conflict of interests with the Corporation. For example, if members find that they have an interest in a personal or business capacity in a potential contract with the Corporation, they must declare that interest and take no part in the Corporation's decision in relation to that contract.
- Not to obtain any undisclosed benefit as a result of being a member. In other words, members should not profit from their position and should not misappropriate or misuse corporation assets or information. A member may be liable to repay any improper benefit and should always declare any benefits received.
- To observe the rules of governance, ensuring that the corporation stays within its powers (e.g. in delegation of duties) and that actions are properly authorised. A third party could sue members who signed a contract that was unenforceable because the decision had been taken at an inquorate meeting.

Any claim against a member personally is unlikely. In the event of a claim, members are likely to be protected by current legislation and by the College's own insurance, provided that they have acted honestly and with a reasonable level of skill and care (as they would in looking after their own affairs).

## Work of the Board

### **Frequency, Notice and Duration of Meetings**

The full Corporation Board meets four times a year and committees generally meet once a term. Meetings are usually held on Wednesday evenings, starting at 6.00pm. Our aim is that meetings won't exceed two hours.

In addition to the formal meetings, two strategy days are held each year, usually on a Wednesday afternoon. The topics reflect current college specific and sector issues.

Dates of meetings are set in advance for the whole academic year and are available in the Governor Hub.

Meetings of both the full board and the committees are held either in person or virtually. If meetings are held virtually, they are usually held via Microsoft Teams. We have facilities at the College for hybrid meetings so if you would like to attend an 'in person' meeting virtually, please let the Head of Governance know, with as much notice as possible

You will receive the agenda and documents for meetings seven days in advance. This will be uploaded to the Governor Hub.

### **Assistance**

If you require support of any kind – for example, wheelchair access – you should let the Head of Governance know so that suitable arrangements may be made. All reasonable adjustments to enable access to the work of the Corporation and training opportunities will be provided including assistive technology.

### **E-Governance**

In line with our sustainability and financial strategy, the Corporation has moved over to e-governance. Papers are made available electronically and you are encouraged to use your own IT equipment to access papers during meetings.

### **Governor Hub**

When you start, you will be issued with log on details to be able to access the Governor Hub. The Governor Hub is used to store key documents, meeting papers, information about the Board and meeting dates.

It is also the place where you will be able to access the Data Dashboard. Part of the Board's role is to monitor the performance of the College and the Data Dashboard is a key tool in enabling that. It is used to monitor performance against the Board's agreed Key Performance Indicators (KPIs). Monitoring the Data Dashboard is a standing agenda item at every meeting of the Corporation and committees.

### **Agenda and Minutes**

The agenda, which will be contained with your notification for the meeting, will list all the items that are to be discussed at the meeting.

You have the right to request that an item be placed on the agenda by contacting the Chair or Head of Governance a few weeks before the meeting. If you wish to raise an item under "Any Other Business" you must discuss this with the Chair and/or Head of Governance prior to the start of the meeting so the Chair can evaluate whether the meeting is an appropriate forum for the issue and can allow sufficient time for discussion

The papers for meetings will be circulated with the agenda. Preparation will involve reading through the documents and the relevant sections of the Data Dashboard in advance of the meeting

to help prepare your thoughts and questions. Preparation is really important as it supports the Corporation to be as effective as it can be and can have an impact in college improvement.

All meetings are minuted. The minutes contain an action list highlighting any actions that members are required to carry out; this list forms the basis of the 'matters arising' agenda item. At the next meeting the previous minutes will then be reviewed and agreed pending any amendments highlighted by the members.

### **Attendance and Quorum**

Attendance at all the meetings is expected, and in the event of non-attendance it is necessary to send apologies prior to the meeting. If you need to offer apologies for a meeting, you should notify the Chair and the Head of Governance and give as much notice as possible. This will enable the Head of Governance to ascertain whether the meeting will be quorate.

### **Confidentiality**

During meetings subjects may be discussed that are confidential and should not be discussed or disclosed to anyone else outside of the meeting. Documents considered to be confidential will be noted as such and must not be disclosed to anyone outside of the corporation. Confidential items will be left off the main documented minutes and instead minuted separately; these minutes should not be disclosed to anybody outside of the Corporation.

In particular, members should be careful when any reference to individuals arise, especially when dealing with staff and personnel issues. Members of staff or those with a personal interest in a particular agenda item must disclose their interest to the Chair and Head of Governance and will be asked to leave the meeting while the discussion takes place. It will be noted in the minutes that people have been asked to leave, and when they return.

### **Withdrawal from Meetings - Staff and Student Members**

In accordance with the Articles and Instrument of Government, staff members, including the Clerk and the Principal and CEO are required to withdraw from any part of a meeting in certain circumstances. which is discussing:

- Their own remuneration, conditions of service, promotion, conduct, suspension, dismissal or retirement.
- The appointment of his/her successor if so required by a resolution of other governors present.
- The appointment, remuneration, conditions of service, promotion, conduct, suspension, dismissal or retirement of any member of staff holding a post senior to his/her own.

Student members who are under the age of 18 are not able to vote on any question concerning any proposal for the expenditure of money by the Corporation or under which the Corporation, or members of the Corporation would enter into any contract, or would incur any debt or liability (whether immediate, contingent or otherwise).

Student members are required to withdraw from that part of any meeting of the Corporation at which their conduct, suspension or expulsion is to be considered. Where the Corporation is discussing the appointment, remuneration, conditions or service, promotion, conduct, suspension, dismissal or retirement of a member or prospective member of the staff, student members are not permitted to take part in the consideration or discussion of the matter in question and not vote. If required by a resolution of the other members present, they will need to withdraw from the meeting.

## **Positive Board Behaviours**

How board members work together is as important as governance structures and processes. The Board is committed to positive team behaviours and fosters a culture which empowers everyone to constructively question and challenge, encourages and values independent thinking and welcomes and draws on different perspectives to inform and improve decision making.

## **Discussions and Questions**

Asking the right type of question at meetings can add real governance value to the College. A challenging but positive board is more efficient in its duties and a board works best when everyone is a participant and gets the opportunity to put forward their ideas.

Never be afraid to ask a question or state your viewpoint, you should always act in the best interest of the College and as a member of the Board you are accountable for its actions. Always seek clarification on any issue you are not sure about and feel free to challenge.

The following tips may be helpful:

- Remember – asking questions and challenging is GOOD and necessary.
- Don't accept things at face value.
- Ask what is causing things (how we know, what the evidence is).
- Ask for detail (what are we doing or going to do about it; what impact our strategy is having or is expected to have; why have we chosen an approach if it is not clear; how will we know if it is working).
- If you do not understand something, or it does not make sense, seek clarification.
- Prepare. Allow time to review documents before the meeting and note anything you need further information or clarification on.
- Questions should relate to the agenda item being discussed. If you wish to ask a question that is not related to an agenda item, notify the chair in advance of the meeting.

The annual strategic review is another opportunity for the Board to add value. It is for the Principal and CEO to propose a strategy based on their professional knowledge of the College and sector with the support of other senior staff members.

It is for the Corporation to consider this strategy through appropriate questioning and ultimately approve it. The following questions could be considered:

- What are you basing this proposed strategy on?
- Are there any areas you have considered and discounted?
- What are the challenges in delivering this strategy?
- What are the risks in delivering this strategy?
- Where are the external pressures coming from?
- What are the internal considerations?
- Which are the growth areas?
- Which areas do you see declining?
- Are there new areas we could be looking to?
- Are there new ways of doing things we should be considering?

## **Approval and Voting**

At meetings, items may need to be formally approved or ratified by the Corporation. Following discussion, the Chair will ask the members if the item is agreed. Should a circumstance arise where not all members are in agreement then a vote will occur, normally this is just a show of hands, however a secret ballot could be held if desired by members.

If you feel that for any reason you are unable to vote then you are able to abstain from voting.



The Chair has the casting vote in the event of a tie. The voting mechanism of the Corporation is vital; it is done in this way specifically to present the outside world with a collective view. Within the meeting minutes a vote is not disclosed by how individual governors voted but rather by a count of for and against. It is also noted should any member abstain from voting.

### **Visits to the College**

We actively encourage members to visit the College which has the following benefits:

- To help fulfil your role in monitoring and evaluation.
- To improve your overall familiarity with the College's work.
- To give you detailed knowledge of areas to bring to the Board's debates.
- To meet with staff and students and hear their voice.
- To raise the Board's profile amongst College staff.

The Corporation has a Link Governor scheme, further details of which are available in the Governor Hub. As part of this, you will be linked with a particular area of the curriculum.

You will also be invited to attend College events throughout the year.

### **Expenses**

Members are entitled to receive reimbursement for expenses incurred while undertaking Corporation business. Expense claims can be made to cover the costs incurred for travelling to meetings, conferences, training events, and to cover child care costs incurred whilst on Corporation business. Receipts need to be made available for all claims except for mileage claims.

If you wish to claim expenses, speak to the Head of Governance who will provide you with a college expense form.

### Induction

It is recognised that being a college governor involves having to absorb a large amount of information and learn about unfamiliar concepts and practices. Most experienced governors feel that it takes a year to become fully confident about their role.

We have an induction process in place for new members which aims to support you to get to know your role, the college and key members of staff. The induction check list is available at Annex 1.

The Head of Governance is the point of contact both during and after appointment and will work with the new member through the induction process.

Each newly appointed member will also be offered the opportunity of support from a mentor.

### Role of a Mentor

The role of the mentor will be to supplement the advice and support given by the Chair, Chairs of Committees, Principal and CEO and Head of Governance and to make themselves available to assist the new member to quickly develop the necessary knowledge, skills and understanding to fulfil their role.

The mentor will:

- Offer to meet with the new member when they are appointed or prior to his / her first Board meeting to go through the agenda and pack of papers, answer questions and, if necessary, draw attention to key issues and background.
- Sit with the new member at his / her first board meeting.
- Be available as a sounding board and someone to whom the new member can refer to for help and advice.

It is suggested that mentoring would last for about 12 months, or for as long as each partner felt it was needed.

The mentor is not required to “train” the new member or to provide explicit instructions on how to behave in specific circumstances as mentoring will form part of a wider induction and training process. The aim is to informally encourage their mentee and help them to comprehend the context of the Corporation as well as the College itself.

### Training and Development

The College offers a variety of training and development opportunities for both individual members and the Corporation as a whole so that collectively the Corporation has the necessary skills and understanding to fulfil its responsibilities under the Instrument and Articles of Government.

Training and development opportunities include:

- Induction process.
- Mentor system.
- College online training modules.
- Continuous self-development through educational literature, training material and the internet.
- Governor training sessions as part of the College’s planned development programme for Corporation members.
- Bite-size briefings (presentations by senior staff on a specific topic/theme)
- Reports to and discussions at Board/committee meetings. E.g. health and safety, safeguarding.
- Attendance at external conferences, training events and webinars.

- Attendance at network groups.
- Receipt of newsletters and other material disseminated to corporation members by the Head of Governance.
- Executive report to board meetings which includes key Further and Higher Education sector developments.

Corporation members are expected to complete mandatory training on safeguarding and prevent. Members are provided with login details on appointment to be able to complete the training and will be provided with reminders when training is due.

During the course of the academic year, details of workshops, conferences, webinars and network groups are published by organisations such as the Association of Colleges (AoC). Corporation members will be advised by email and can request to attend these events.

### Governance Self-Assessment

The Corporation carries out a self-assessment of governance annually and is required to arrange an external review of governance every three years All members of the Board will be involved in some way in the self-assessment process.

The Corporation have agreed some Governance Key Performance Indicators and measure their performance against these as part of the self-assessment process.

| Area  | Performance indicator  |
|---|--|
| Attendance  | 75% attendance for the Corporation as a whole and for individuals at all main Corporation, committee and strategy meetings in the year             |
| Attendance  | All Corporation and committee meetings are quorate and decisions are not delayed   |
| Length of meetings  | Corporation meetings to last on average no more than 2.5 hours   |
|   |  |
| Appointment   | Annual review in terms of gender, ethnicity, age and disability to support equality of membership of the corporation                               |
| Committee membership  | All governors to be a member of at least one committee unless agreed by the corporation  |
| Register of interests   | Declarations of interest to be made by governors as appropriate and presented to the corporation annually  |
| Training and development                                      | All governors to undertake compulsory on-line training in Prevent, Safeguarding, and Keeping Children Safe in Education                            |
| Training and development                                      | Through one to one interviews with governors, to identify any required governor training & development needs                                       |
| Training and development                                      | Governors to conduct at least one annual visit to their allocated governor link area within the college  |
| Training and development                                      | All new governors to receive an induction  |
| Guiding and monitoring the strategic direction of the college | Meeting to be held at least annually focusing <u>solely</u> on strategic direction of the college.   |
| Guiding and monitoring the strategic direction of the college | Key strategic objectives, financial performance and SAR/Quality improvement plan of the college to be formally monitored by corporation each term. |
| Guiding and monitoring the strategic direction of the College | Achievement of college annual targets for teaching, learning & assessment.   |

|   |   |
|---|---|
| Guiding and monitoring the strategic direction of the college | Achievement of budget   |
| Risk and internal controls                                    | College controls and financial management are robust - opinion to be confirmed in the annual report from the Audit Committee.     |
| Risk and internal controls                                    | Risk is proactively managed with annual opinion on risk management to be confirmed in the annual report from the Audit Committee. |
| Self-assessment   | Completion of annual governance self-assessment.  |
| Clerkship   | Issue of agenda and supporting papers at least 7 days before meetings.  |
| Senior post holders/Clerk                                     | Annual appraisal of Principal & Clerk undertaken by Chair.  |

The results of the annual governance assessment review feed into the Governance Action Plan which is monitored by the Governance, Search and Strategy Committee.

### **Board Skills Analysis**

The members of the Corporation are drawn from a wide range of backgrounds and have a diverse set of skills and knowledge which is vital for effective governance. To support our aim of having a broad and balanced skill set, a skills analysis of the Board is carried out annually. The results from the skills analysis are used to inform recruitment and identify any training needs.

## Annex 1: New Governor Induction Plan

| Prior to Appointment   | Date |
|--|------|
| Request completion of Application Form   |      |
| Seek References (if applicable)  |      |
| References obtained  |      |
| Pre meeting with Head of Governance/Chair/Principal and CEO and College Tour (if applicable)   |      |
| Governance, Search and Strategy Committee Interview & Recommendation   |      |
| Board – decision   |      |
| Letter of appointment confirming term of appointment   |      |
| Stage 1: within one month of co-option or election   | Date |
| <p>Introductory session with the Head of Governance to plan induction and issue identity Badge. To issue the Governor Handbook, run through Board procedures, including governance framework and highlight key documents in the Governor Hub:</p> <ul style="list-style-type: none"> <li>- Governance Handbook</li> <li>- Instrument and Articles of Government.</li> <li>- Standing Orders.</li> <li>- Funding Agreement.</li> <li>- AoC Code of Good Governance.</li> <li>- Further Education College Governance Guide</li> <li>- List of Corporation Membership.</li> <li>- List of Committees.</li> <li>- Latest Strategic Plan.</li> <li>- List of Meeting Dates.</li> <li>- Risk Register</li> </ul> <p>To sign and complete the following -</p> <ul style="list-style-type: none"> <li>- Declaration of Interest Form;</li> <li>- Skills Audit.</li> <li>- Code of Conduct</li> <li>- Eligibility Form</li> </ul> |      |
| Photograph arranged  |      |
| Allocation of 'mentor'   |      |
| DBS check undertaken   |      |
| Appointment to committees  |      |
| IT log on details arranged   |      |
| Issue of ID badge/parking arranged   |      |
| Stage 2: within first College term   | Date |
| Meeting with the Chair of the Corporation  |      |

|   |  |
|---|--|
| Meeting with relevant Chair/s of Committees   |  |
| <p>'Introduction to College' sessions including the Data Dashboard:</p> <ul style="list-style-type: none"> <li>• The college mission, educational character and strategic plan (TA)</li> <li>• College finances, funding and resources. The colleges approach to risk and the college risk profile. (To include relevant sections of Data Dashboard). (MC)</li> <li>• Curriculum and quality. (To include relevant sections of Data Dashboard) (MGK)</li> <li>• Safeguarding, student experience, estates, health and safety. (To include relevant sections of Data Dashboard). Provide computer log ons and run through fire procedures. (TS)</li> </ul> |  |
| Tour of sites   |  |
| <p>Completion of on-line mandatory training modules;</p> <ul style="list-style-type: none"> <li>○ Safeguarding</li> <li>○ Inclusive, Cohesive and Safe FE Colleges (PREVENT)</li> <li>○ Keeping Children Safe in Education</li> <li>○ Cyber Security</li> </ul>   |  |
| Suggested reading:  |  |
|   | Governor Handbook  |
|   | Instrument and Articles of Government.                   |
|   | Standing Orders  |
|   | Scheme of Delegation and Committee Terms of Reference    |
|   | College Financial Handbook                               |
|   | College Development Plan                                 |
|   | College Strategic Plan                                   |
|   | College Accountability Statement                         |
|   | Further Education College Corporations Governance Guide. |
|   | AoC Code of Good Governance for Colleges                 |
|   | ESFA Scope of Work of Audit Committees                   |
|   | ESFA Post 16 Audit Code of Practice                      |
|   | latest Annual Report and Accounts                        |
|   | Latest Ofsted Report                                     |
|   | Governor Role Descriptions                               |
|   | Governor Visits Policy                                   |
|   | Charity Commission 'Essential Trustee'.                  |
|   | current Ofsted Framework                                 |
|   | Charity Commission 'Trustee Expenses and Payments'       |
| Evaluation of induction by new governor   |  |

## Annex 3: Contact Details

Advice, information and practical support are available from Karen Frost, Head of Governance:  
Karen.frost@west-thames.ac.uk.

### **Isleworth Campus**

The Isleworth Campus is situated on the London Road (A315) between Hounslow and Brentford, next door to the Isleworth Fire Station. It is in TFL Zone 4.

Address: London Road, Isleworth, Middlesex TW7 4HS.  
Phone: 020 8326 2000

### **Feltham Skills and Logistics Centre**

The Feltham Skills+Logistics Centre is at the end of Boundaries Road, off the main Uxbridge Road (A312). Boundaries Road is accessed by a small service road and parade of shops (opposite the Airman pub, near the footbridge). It is in TFL Zone 6.

Address: 77 Boundaries Road, Feltham, Middx TW13 5DR.  
Phone: 020 8326 2020 or 020 8818 6800

## Annex 4: Glossary of Acronyms

| ACRONYM/<br>TERMS | STANDS FOR.....                                | MEANS.....  |
|-------------------|--|---|
| <b>A</b>          |  |   |
| AaA               | Ambitious about Autism                         | Education provider.   |
| AAQ               | Alternative Academic Qualification             |   |
| ABR               | Area based reviews                             | A policy statement announced on 20 July 2015 to review post-16 education and training institutions across England. These reviews commenced in September 2015 and concluded in March 2017  |
| ACAS              | Advisory, Conciliation and Arbitration Service | ACAS is a <a href="#">non-departmental public body</a> of the <a href="#">Government of the United Kingdom</a> . Its purpose is to improve organisations and working life through the promotion and facilitation of strong <a href="#">industrial relations</a> practice.   |
| Achievement Rates |  | The main measure by which College FE results are judged: a calculation based on Retention rates, multiplied by Pass rates [used to be called "Success Rates"]   |
| ACL               | Adult Community Learning                       | What used to be known as 'Local Authority evening classes'  |
| ACOP              | Audit Code of Practice                         | ESFA requirements for audits and audit committees (2013-2017 Joint Audit Code of Practice for EFA and SFA). Now referred to as the Post-16 Audit Code of Practice.  |
| AEB               | Adult Education Budget                         | Budget for Education or Training for those aged 19 or over. (Formerly referred to at the Adult Skills Budget)   |
| ALS               | Additional Learning Support                    | Individualised support for students assessed as needing extra support (also refers to the additional funding that can be claimed)   |
| ALUMNI            |  | Latin for previous students.  |
| AoC               | Association of Colleges                        | FE Colleges' Membership organisation/representative body  |
| AP                | Assistant Principal                            |   |
| APL               | Accreditation of Prior Learning                | Form of assessment rather than exam – usually assessment of portfolios etc. Now not as in vogue as in 1990s/2000s   |
| Apprenticeships   |  | Apprentices perform paid work while receiving training towards a "framework" of standards and vocational qualifications. Apprenticeships are at different levels: <ul style="list-style-type: none"> <li><input type="checkbox"/> Intermediate – including NVQ level 2 and equivalent to 5 A* - C GCSEs</li> <li><input type="checkbox"/> Advanced – including NVQ level 3 and equivalent to 2 A levels</li> <li><input type="checkbox"/> Higher – including NVQ level 4 and equivalent to a Foundation Degree</li> </ul> |
| ATQ               | Alternative Technical Qualification            |   |
| <b>B</b>          |  |   |



| ACRONYM/<br>TERMS | STANDS FOR.....  | MEANS.....  |
|-------------------|--|---|
| BAF               | Board Assurance Framework                              | A board assurance framework (BAF) is a structured approach for ensuring that boards get the right information, which is accurate and relevant, at the right time and with a level of assurance attributed to each source of data.   |
| BAME              | Black, Asian and Minority Ethnic                       |   |
| B&A               | Behaviour and Attitudes                                | A section in the Ofsted Education Inspection Framework.   |
| BEIS              | Department for Business Energy and Industrial Strategy | The <b>Department for Business, Energy and Industrial Strategy (BEIS)</b> is a <a href="#">department</a> of the <a href="#">government of the United Kingdom</a> , through a merger between the <a href="#">Department for Business, Innovation and Skills (BIS)</a> and <a href="#">Department of Energy and Climate Change (DECC)</a> .<br><br>BEIS brought together responsibility for business, industrial strategy, and science and innovation with energy and climate change policy, merging the functions of the former BIS and DECC. |
| BFCCST            | Brentford FC Community Sports Trust                    |   |
| BIS               | (Department for) Business, Innovation and Skills       | Government Department which is 'sponsor' department for Colleges. Now part of Department for Business, Energy and Industrial Strategy (BEIS).   |
| BME / BAME        | Black and Minority Ethnic                              | Commonly used phrase/categorisation.  |
| Board             | Board of Governors                                     | Can also be referred to as the Corporation.   |
| BTEC              | Business and Technology Education Council              | Awards largely vocational education qualifications.   |
| <b>C</b>          |  |   |
| CAPEX             |  | Capital Expenditure.  |
| CBI               | Confederation of British Industry                      | The representative organisation providing a voice for employers at a national and international level.  |
| CC                | Charity Commission                                     | The Charity Commission for England and Wales is the non-ministerial government department that regulates registered charities in England and Wales and maintains the Central Register of Charities. The Charity Commission answers directly to the UK Parliament rather than to Government ministers.   |
| CCF               | College Collaboration Fund.                            |   |
| CCoGG             | College Code of Good Governance                        | The AOC Code of Governance for English colleges   |
| CEZ               | Creative Enterprise Zone                               |   |
| CIF               | Common Inspection Framework                            | The criteria by which OfSTED inspect all types of post-16 provision. Usually reviewed every 4 years. New framework due September 2019.  |
| CILT              | Creativity and Innovation in Teaching and Learning     | The college CPD programme.  |
| CITB              | Construction Industry Training Board                   |   |

| ACRONYM/<br>TERMS | STANDS FOR.....  | MEANS.....   |
|-------------------|--|--|
| CMT               | College Management Team                                      |  |
| COVE              | Centre of Vocational Excellence                              |  |
| CPD               | Continuing Professional Development                          | In service training.   |
| CPC               | Crescent Purchasing Consortium                               | Is owned and run on behalf of the Further Education sector. The income generated from CPC collaboration is invested into facilitating better procurement in FE institutions.                                 |
| CQEG              | Curriculum Quality Executive Group                           |  |
| CQS               | Curriculum, Quality and Standards Committee                  |  |
| CQTM              | Curriculum Quality Team Leader                               |  |
| CRB               | Criminal Records Bureau                                      | Function now replaced by DBS   |
| CSR               | Corporate Social Responsibility                              | CSR aims to ensure that companies conduct their business in a way that is ethical. This means taking account of their social, economic and environmental impact, and consideration of human rights.          |
| <b>D</b>          |  |  |
| DBS               | Disclosure and Barring Service                               | Provide pre-employment checks on past convictions to ensure protection of children and vulnerable adults (formerly CRB checks)   |
| DDA               | Disability Discrimination Act                                | Anyone with a disability is protected by the DDA   |
| DfE               | Department for Education                                     | The Department for Education was formed on 12 May 2010 and is responsible for children's services and education, including higher and further education policy, apprenticeships and wider skills in England. |
| DLHE              | Destination of Leavers from Higher Education Survey          | Survey data for HE students employment after graduation  |
| DPA               | Data Protection Act  | The Data Protection Act 2018 is the UK's implementation of the General Data Protection Regulation (GDPR).  |
| DSL               | Designated Safeguarding Lead                                 | The person who has responsibility for ensuring the College's <b>safeguarding</b> policy is adhered to.   |
| <b>E</b>          |  |  |
| E & D             | Equality & Diversity   |  |
| EAB               | Employer Advisory Board                                      |  |
| EBITA             | Earnings Before Interest, Tax, Depreciation and Amortisation |  |
| Edexcel           | One of the examination boards                                |  |
| EDIMs             | Equality and Diversity Impact Measures                       | Ways of measuring effectiveness of Equality and Diversity approaches.  |
| EE                | Employer Engagement  | One of the Executive Team + groups.  |
| EFA               | Former Education Funding Agency (now ESFA)                   | Executive Agency of Department for Education, providing funding for schools and all 16-19 education and training. Created in April 2012 and  |

| ACRONYM/<br>TERMS | STANDS FOR.....                                    | MEANS.....  |
|-------------------|--|---|
|                   |  | replaced YPLA. EFA merged with SFA in March 2017 to become ESFA.  |
| EFL               | English as a Foreign Language                      |   |
| EHCP              | Education & Health Care Plan                       | An EHC <b>plan</b> is a legal document that describes a child or young person's special educational, <b>health</b> and social <b>care</b> needs.  |
| EIA               | Equality Impact Assessment                         |   |
| EMA               | Education Maintenance Allowance                    | Financial support (means tested) for 16-19s of up to £30pw to help with travel and meal costs. Abolished in England in 2012 and replaced with a Bursary Scheme  |
| ER                | Employer responsive                                |   |
| ESF               | European Social Fund                               | The United Kingdom is using <b>ESF funding</b> to reduce inactivity among young people and the long-term unemployed and to improve training and skills.   |
| ESFA              | Education & Skills Funding Agency                  | Executive Agency of the Department for Education, providing funding for schools, 16-19 education and post-19 skills (from 2017)   |
| ESOL              | English for Speakers of Other Languages            |   |
| ET                | Executive Team                                     |   |
| ETF               | Education and Training Foundation                  | FE body (from Aug 2013), owned by the sector but receiving BIS funding, with aim to improve professional standards and develop associated qualifications. (Briefly known as FE Guild, took over from LSIS).   |
| EV                | External Verification/Verifier                     | The role is to participate in verification of qualifications in the subject area (s) concerned to ensure standards are maintained.  |
| <b>F</b>          |  |   |
| FE                | Further Education                                  |   |
| FEC               | Further Education Commissioner                     | The <b>Further Education Commissioner</b> role was established in 2013 as an independent adviser to ministers. The <b>Commissioner</b> was given responsibility for assessing the capacity of leadership and governance in colleges and in local authority ESFA funded adult learning services that have serious weakness in quality or financial health. |
| FEFC              | Further Education Funding Council                  | Post-16 sector funding body, predecessor to LSC and SFA.  |
| FELTAG            | Further Education Learning Technology Action Group | FELTAG mission statement:<br>"FELTAG will aim to best support the agile evolution of the FE sector in anticipation of disruptive technology, for the benefit of learners, employers & the UK economy as a whole."<br>FELTAG was set up by the former Minister of State for Skills and Enterprise, Matthew Hancock.  |
| FETL              | Further Education Trust for Leadership             | An independent think tank established to strengthen and develop the leadership of thinking from, in and about the further education system  |
| F&F               | Funding and Finance                                | One of the Executive Team + groups.   |

| <b>ACRONYM/<br/>TERMS</b> | <b>STANDS FOR.....</b>                            | <b>MEANS.....</b>  |
|---------------------------|---|--|
| FoI                       | Freedom of Information                            | The Freedom of Information Act 2000 provides public access to information held by public authorities.  |
| FRCPC                     | Finance, Resources and Capital Projects Committee |  |
| FRS                       | Financial Reporting Standard                      | Another term for accounting standards or financial accounting standards.   |
| FSA                       | Financial Statements Auditor                      | Term used for External Auditors.   |
| FS                        | Functional Skills                                 | Type of qualification.   |
| FT                        | Full Time   |  |
| FTE                       | Full Time Equivalent                              | A unit that indicates the workload of an employed person (or student) in a way that makes workloads or class loads comparable across various contexts.   |
| <b>G</b>                  |   |  |
| GDPR                      | General Data Protection Regulations               | The General Data Protection Regulation ( <b>GDPR</b> ) is a legal framework that sets guidelines for the collection and processing of personal information of individuals within the European Union (EU). The <b>GDPR</b> sets out the principles for data management and the rights of the individual, while also imposing fines that can be revenue-based. |
| GCSE                      | General Certification of Secondary Education      | Type of qualification.   |
| GLA                       | Greater London Authority                          |  |
| GLH                       | Guided Learning Hours                             | Way of quantifying number of 'taught' hours  |
| Gurdwara                  |   | Community partner, subcontracted provision.  |
| <b>H</b>                  |   |  |
| H & S                     | Health & Safety                                   |  |
| HCUC                      | Harrow College and Uxbridge College               |  |
| HE                        | Higher Education                                  |  |
| HEFCE                     | Higher Education Funding Council for England      | Former funding body and regulator for Higher Education.  |
| HEI                       | Higher Education Institution                      |  |
| HMCI                      | Her Majesty's Chief Inspector                     | Ofsted's Chief Inspector.  |
| HMI                       | Her Majesty's Inspectorate (or Inspector)         | Ofsted Inspector.  |
| HNC                       | Higher National Certificate                       | Level 4 qualification - takes one year to complete, or two years part-time. An HNC is one level below an HND (generally equivalent to the first year at university).   |
| HND                       | Higher National Diploma                           | Level 5 qualification - work-related course provided by higher and further education colleges. A full-time HND takes two years to complete.  |
| HNS                       | High Needs Students                               |  |
| HoT                       | Heads of Terms                                    | A document setting out the main <b>terms</b> of an agreement reached between parties in a transaction.   |
| HREG                      | Human Resource Executive Group                    |  |

| <b>ACRONYM/<br/>TERMS</b> | <b>STANDS FOR.....</b>                                      | <b>MEANS.....</b>   |
|---------------------------|---|---|
| HSCP                      | Hounslow Safeguarding Children Partnership                  |   |
| HSE                       | Health and Safety Executive                                 |   |
| HTQ                       | Higher Technical Qualification                              |   |
| <b>I</b>                  |   |   |
| I&A                       | Instrument & Articles of Government                         | Governance Rules for FE corporations under the Further and Higher Education Act 1992 (as amended)   |
| I&E                       | Income and Expenditure                                      |   |
| IAG                       | Information, Advice and Guidance                            | Guidance on careers and next steps  |
| ICO                       | Information Commission/Information Commissioner's Office    | The UK's independent authority set up to uphold information rights in the public interest, promoting openness by public bodies and data privacy for individuals.                                    |
| ICT                       | Information Communication Technology                        |   |
| IAS                       | Internal Audit Service                                      | Every college has one, under sector Audit Code, usually contracted to external specialist accountancy firms   |
| IFMC                      | Integrated Financial Model for Colleges                     | This ESFA model replaces the Financial Plan, the Financial Record, the Cash Flow forecast, and the CFADs model and requires submission annually.  |
| IIP                       | Investors In People   | Investors in People is a standard for people management, offering accreditation to organisations that adhere to the Investors in People Standard.   |
| ILP                       | Individual Learning Plan                                    | A 'route map' of how a learner will get from their starting point on a learning journey to the desired end point. Will include minimum predicted outcome as well as 'stretch and challenge' target. |
| ILR/ISR                   | Individualised Learner Record/<br>Individual Student Record | Student number count (the primary source of data at student and College level used for funding, planning and monitoring purposes. College make returns at designated points throughout the year)    |
| Insolvency Regime         |   | Introduced in 2018 and aligns insolvency practice for Colleges with company practice – AKA Technical and Further Education Bill.  |
| IAS                       | Internal Audit Service                                      | Another name for Internal Auditors.   |
| IV                        | Internal Verification/Verifier                              | Internal Verification is a system for checking the quality of assessment to make sure that it is valid, consistent, fair and reliable across assessors and programme areas.                         |
| <b>J</b>                  |   |   |
| JACOP                     | Former Joint Audit Code of Practice                         | Now replaced by the Post-16 Audit Code of Practice  |
| JANET                     | Joint Academic Network (Ja.net)                             | Janet is a high-speed network for the UK research and education community provided by Jisc, a not-for-profit company set up to provide computing support for education.                             |
| JCP                       | Job Centre Plus   |   |
| JISC                      | Joint Information Systems Committee                         | A not-for-profit company set up to provide computing support for education.   |
| JVC                       | Joint Venture Company                                       |   |

| <b>ACRONYM/<br/>TERMS</b> | <b>STANDS FOR.....</b>                              | <b>MEANS.....</b>  |
|---------------------------|---|--|
| <b>K</b>                  |   |  |
| KCSIE                     | Keeping Children Safe in Education                  | Sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.   |
| KIS                       | Key Information Set                                 | Bundle of measures required to be published by Government to improve consumer choice on courses and institutions   |
| KPI                       | Key Performance Indicator                           | Target or Measure of performance   |
| <b>L</b>                  |   |  |
| L&M                       | Leadership and Management                           | A section in the Ofsted Education Inspection Framework.  |
| LEA                       | Local Education Authority                           | Replaced by LA (Local Authority)   |
| LAC                       | Looked After Children                               | Looked after children are also often referred to as children in care   |
| LEP                       | Local Enterprise Partnerships                       | There are 38 LEPs across England. They are local business led partnerships between local authorities and businesses and play a central role in determining local economic priorities and undertaking activities to drive economic growth and the creation of local jobs. The College works with the West of England LEP and GFirst (Gloucestershire) |
| LGPS                      | Local Government Pension Scheme                     | Pension scheme available to FE College support/business staff  |
| Level 1                   | Level of qualification or award                     | Equivalent to: GCSE Grades 1-3 (D-G); NVQ 1  |
| Level 2                   | Level of qualification or award                     | Equivalent to: GCSE Grades 4-9 (A*-C); NVQ 2   |
| Level 3                   | Level of qualification or award                     | Equivalent to: GCE A Level; International Baccalaureate; NVQ 3;  |
| Level 4                   | Level of qualification or award                     | Equivalent to: NVQ4; HNC; Certificate of Higher Education  |
| Level 5                   | Level of qualification or award                     | Equivalent to: HND; Diploma of Higher Education; Foundation Degree   |
| Level 6                   | Level of qualification or award                     | Equivalent to: Bachelor Degrees  |
| Level 7                   | Level of qualification or award                     | Equivalent to: Masters Degrees   |
| Level 8                   | Level of qualification or award                     | Equivalent to: Doctoral Degrees  |
| LGBTQ                     | Lesbian, Gay, Bisexual, Transgender and Questioning |  |
| LLDD                      | Learners with Disabilities and Difficulties         |  |
| LMI                       | Labour Market Intelligence                          | The data includes information about the past, present and future structure and working of the labour market and the factors that influence it.   |

| <b>ACRONYM/<br/>TERMS</b> | <b>STANDS FOR.....</b>                           | <b>MEANS.....</b>   |
|---------------------------|--|---|
| LSB                       | London School of Basketball                      |   |
| LSC                       | Learning and Skills Council                      | Former main funder of post 16 sector (2001 – 2010) [took over from FEFC and themselves succeeded by SFA]  |
| LSIS                      | Learning and Skills Improvement Service          | Now defunct Government funded improvement body (formed from merger of CEL and QIA). Replaced in 2013 by ETF   |
| LW                        | Learning walks                                   |   |
| <b>M</b>                  |  |   |
| MAT                       | Multi-Academy Trust                              | A multi-academy trust (MAT) is a single entity established to undertake a strategic collaboration to improve and maintain high educational standards across a number of schools.  |
| Matrix                    | Matrix Standard                                  | Accreditation for quality of provision of information, advice and guidance (IAG)  |
| MER                       | Minimum Eligibility Requirements                 |   |
| MIS                       | Management Information System                    | Data records and systems, used for funding calculations, enrolments and other management information  |
| MOODLE                    |  | Virtual Learning Environment (see VLE)  |
| <b>N</b>                  |  |   |
| NAO                       | National Audit Office                            | NAO is an independent Parliamentary body in the United Kingdom which is responsible for auditing central government departments, government agencies and non-departmental public bodies. The NAO also carries out Value for Money (VFM) audit into the administration of public policy. |
| NART                      | National Achievement Rate Table                  |   |
| NAS                       | National Apprenticeship Service                  | NAS is a government agency that coordinates apprenticeships in England, enabling young people to enter the skilled trades.  |
| NEET                      | Not in education, employment or training         | Category monitored by Government and targeted for action  |
| NIACE                     | National Institute of Adult Continuing Education |   |
| NJF                       | National Joint Forum                             |   |
| NLG                       | National Leader in Governance                    | Free consultancy support is available to help providers with a range of governance issues. This programme is funded by the Education and Training Foundation.   |
| NLSS                      | National Learner Satisfaction Survey             | The learner satisfaction survey is an opportunity for existing learners to rate their learning or training.   |
| NoC / Ntl                 | Notice of Concern / Notice to Improve            | Notice of Concern /Notice to Improve (issued to colleges by the ESFA where there are concerns about financial health or financial control, or where the college fails to meet minimum levels of performance)  |
| Nolan Report              |  | A report on principles underlying governance – Nolan Principles.  |

| ACRONYM/<br>TERMS | STANDS FOR.....                                      | MEANS.....  |
|-------------------|--|---|
| NPHE provision    | Non Prescribed Higher Education provision            |   |
| NR                | National Rates                                       |   |
| NSF               | National Skills Fund                                 |   |
| NSS               | National Student Survey                              | The National Student Survey is an annual survey, launched in 2005, of all final year undergraduate degree students at institutions in England, Scotland, Wales and Northern Ireland within the United Kingdom. The survey is designed to assess undergraduate students' opinions of the quality of their degree programmes. |
| NTI               | Notice to Improve                                    |   |
| NUS               | National Union of Students                           | <b>NUS</b> is the national voice of students helping them to campaign, get cheap student discounts and provide advice on living student life to the full.   |
| NVQ               | National Vocational Qualification                    | Available at Levels 1-5   |
| <b>O</b>          |  |   |
| Ofqual            | Office of Qualifications and Examinations Regulation | Ofqual is a non-ministerial government department that regulates qualifications, exams and tests in England.  |
| OfS               | Office for Students                                  | Regulator for institutions providing Higher Education (Replaced HEFCE in 2018)  |
| Ofsted            | Office for Standards in Education                    | Colleges and Schools inspectorate   |
| OJEU              | Official Journal of the European Union               | Publication which displays tendering/procurement opportunities in the EU  |
| <b>P</b>          |  |   |
| PD                | Personal Development                                 | A section in the Ofsted Education Inspection Framework.   |
| PET               | Pre-Employment Training.                             |   |
| PFA               | Provider Financial Assurance                         | Section within ESFA who oversee audit matters   |
| PIAP              | Post Inspection Action Plan                          | This is developed following an Ofsted inspection.   |
| PISG              | Post Inspection Steering Group.                      |   |
| PPE               | Personal Protective Equipment                        |   |
| PPR               | Principal's Performance Reviews                      |   |
| Pre-Entry Level   |  | Qualifications in Basic Skills, necessary for entry into mainstream Further Education.  |
| ProAchieve        |  | Solution for colleges, councils, adult education and training providers to drive improved learner attainment, progress, achievement and retention.  |
| ProMonitor        |  | Tracks student progress through the qualification and records on programme performance.   |
| <b>Q</b>          |  |   |
| QA                | Quality Assurance                                    |   |
| QAA               | Quality Assurance Agency for Higher Education        | Conducts HE subject reviews; maintains UK HE Quality Code   |



| ACRONYM/<br>TERMS | STANDS FOR.....   | MEANS.....   |
|-------------------|---|--|
| QAR               | Qualification Achievement Rates                           | National qualification information published by the government for FE, including apprenticeships. Formally called QSR (Qualification Success Rates).   |
| QIP               | Quality Improvement Plan                                  |  |
| QIT               | Quality Improvement Team                                  |  |
| QoE               | Quality of Education                                      | A section in the Ofsted Education Inspection Framework.  |
| <b>R</b>          |   |  |
| R&E               | Resources and Environment                                 | One of the Executive Team + groups.  |
| RAG               | Red, Amber, Green   | <b>RAG</b> system is a method of <b>rating</b> for issues or status reports, based on Red, Amber (yellow), and Green colours used in a traffic light <b>rating</b> system.   |
| Retention         |   | The percentage of students starting measured against those actually completing   |
| RIDDOR            | Reporting of Injuries, Diseases and Dangerous Occurrences | The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013, often known by the acronym RIDDOR, is a 2013 statutory instrument of the Parliament of the United Kingdom. It regulates the statutory obligation to report deaths, injuries, diseases and "dangerous occurrences", including near misses, which take place at work or in connection with work. |
| RISE              |   | The Rise School, education partner, part of AaA  |
| <b>S</b>          |   |  |
| SAR               | Self-Assessment Report                                    | Primarily, the main annual (autumn) self assessment exercise for Colleges. Provides basis for inspections  |
| SCIF              | Strategic College Improvement Fund                        |  |
| SEE               | Student Experience and Engagement                         | One of the Executive Team + groups.  |
| SEMH              | Social, Emotional and Mental Health Needs                 |  |
| SEND              | Special Educational Needs and Disability                  | A child or young person of compulsory school age is said to have SEND if they: Have a significantly greater difficulty in learning than the majority of others of the same age.  |
| SES               | Single Equality Scheme                                    |  |
| SFA               | Former Skills Funding Agency (now ESFA)                   | Former Government main funder of post- 19 skills sector since 2010 (replaced LSC). Merged with EFA in 2017 to become ESFA.   |
| SFC               | Sixth Form College  |  |
| SL                | Supported Learning.                                       |  |
| SLA               | Service Level Agreement or Student Learning Advisor.      |  |
| S&LC              | Skills and Logistics Centre                               |  |
| SLDD              | Students with Learning Disabilities and Difficulties      |  |
| SLN               | Student Learner Number                                    | Learner record.  |

| <b>ACRONYM/<br/>TERMS</b> | <b>STANDS FOR.....</b>                            | <b>MEANS.....</b>  |
|---------------------------|---|--|
| SM                        | Special Measures                                  |  |
| SME                       | Small and Medium Enterprise                       | A firm with less than 250 employees.   |
| SORP                      | Statement of Recommended (Accounting) Practice    | A framework for charity accounting that all charities that prepare accrual accounts must follow.   |
| SPH                       | Senior Postholder                                 | In many colleges, a small number of senior members of staff are appointed by, and are directly accountable to, the governing body. These staff are known as 'Senior Postholders'. Because it appoints and directly manages Senior Postholders, the governing body has obligations to these individuals as their employer that it cannot delegate to the Principal. |
| SSA                       | Subject Sector Area or Student Support Assistant. | Categorisation for Inspection purposes (which may cross college organisational lines)  |
| SSC                       | Sector Skills Councils                            | Oversee certain skills areas (replaced National Training Organisations and, previously, Industry Training Boards)  |
| SPH                       | Senior Post Holder                                | Designated category of staff under the I&A – with particular responsibilities and are appointed directly by the Corporation  |
| STEM                      | Science, Technology, Engineering and Mathematics  |  |
| STRIVE                    |   | Subcontracted provision.   |
| Study Programmes          |   | All students in full or part-time education aged 16 to 19 are expected to follow a study programme tailored to their individual needs, education and employment goals, including students with learning difficulties and/or disabilities.  |
| SV                        | Student Voice                                     | One of the Executive Team + groups.  |
| SWAPs                     | Sector Based Work Academies                       |  |
| <b>T</b>                  |   |  |
| T Levels                  | Technical Levels                                  | T Levels are new courses coming in September 2020, which will follow GCSEs and will be equivalent to 3 A Levels. These 2-year courses have been developed in collaboration with employers and businesses so that the content meets the needs of industry and prepares students for work.   |
| TAG                       | Teaching Assessment Grade                         |  |
| TEF                       | Teaching Excellence Framework                     | HE provider assessment (Gold/Silver/Bronze) administered by the Office for Students (formally by HEFCE)  |
| TIP                       | Teacher Improvement Plan.                         |  |
| TL&A                      | Teaching, Learning and Assessment                 |  |
| TLO                       | Teaching and Learning Observation                 | Observation and assessment of the quality of teaching (academic staff)   |

| ACRONYM/<br>TERMS | STANDS FOR.....                                     | MEANS.....   |
|-------------------|---|--|
| ToR               | Terms of Reference                                  | Written framework setting out responsibilities, accountabilities and delegations   |
| TPS               | Teachers Pension Scheme                             | Pension scheme open to FE lecturing/academic staff   |
| TUPE              | Transfer of Undertakings (protection of Employment) | The TUPE Regulations preserve employees' terms and conditions when a business or undertaking, or part of one, is transferred to a new employer.  |
| <b>U</b>          |   |  |
| UCAS              | Universities and Colleges Admissions Services       | Its main role is to operate the application process for British universities.  |
| UCU               | Universities and Colleges Union                     | <b>UCU</b> is the largest trade union and professional association for academics, lecturers, trainers, researchers and academic-related staff working in further and higher education throughout the UK.   |
| UNISON            |   | <b>The public service union – nationally recognised union for support staff.</b>   |
| URN               | Unique Reference Number                             |  |
| UTC               | University Technical College                        | Established under school academy regulations to provide vocational and technically focussed education for 14-19 year olds and often sponsored by Universities and Colleges   |
| <b>V</b>          |   |  |
| VA                | Value Added   | Measure of extent of progress made by the student whilst at College, used to assess quality and outcomes.  |
| VADT              | Value Added, Distance Travelled                     |  |
| Validation        |   | Confirmation of the appropriateness of a programme and the standards met.  |
| VfM               | Value for Money                                     | The National Audit Office (NAO) uses three criteria to assess the value for money of government spending i.e. the optimal use of resources to achieve the intended outcomes:<br><br><b>Economy:</b> minimising the cost of resources used or required (inputs) – <b>spending less</b> ;<br><br><b>Efficiency:</b> the relationship between the output from goods or services and the resources to produce them – <b>spending well</b> ; and<br><br><b>Effectiveness:</b> the relationship between the intended and actual results of public spending (outcomes) – <b>spending wisely</b> . |
| VLE               | Virtual Learning Environment                        | The software and platform for e-learning (e.g. MOODLE)   |
| VP                | Vice Principal                                      |  |
| <b>W</b>          |   |  |
| WBL               | Work Based Learning                                 | Employment combined with training and achievement of recognised qualifications in the workplace  |

| <b>ACRONYM/<br/>TERMS</b> | <b>STANDS FOR.....</b>             | <b>MEANS.....</b>  |
|---------------------------|------------------------------------|--|
| WLP                       | West London Principals Group       |  |
| WPES                      | Woodbridge Park Education Services |  |
| WTC                       | West Thames College                |  |
| <b>Y</b>                  |                                    |  |
| YPLA                      | Young People's Learning Agency     | Government main funder 16-19 education from 2010-12. Replaced by EFA |
| YE                        | Year Ending                        |  |
| YTD                       | Year to Date                       |  |

## Annex 5: Accountability, Regulation and Intervention

### Key Accountabilities

|                              |   |
|------------------------------|---|
| Corporation Board            | The key internal accountability is to the college corporation. The corporation is responsible for the strategic oversight of the college and are guardians of public money, ensuring its effective and efficient use. As such, corporation boards should have the right mix of skills and experience to fulfill these responsibilities. They should be empowered to ask the difficult questions and to make sure they have the information and data they need to challenge and scrutinise the executive and hold the Principal and CEO to account. Governors must hold the senior leadership to account for delivering the College's mission and for ensuring that the College serves the needs of its learners, employers and communities. |
| Choice and Diversity         | Colleges are accountable to their customer base, these being learners, employers and the wider community that the College serves.   |
| Government Quality Assurance | Colleges are accountable that Government investment is directed towards meeting the key outcomes for publicly funded skills provision. This is achieved through inspection (Ofsted) and formal performance management measures.   |
| Finance                      | Funding agencies provide funding to FE corporations through funding agreements that sets out certain conditions of funding. The college's funding agreement is available in the Governor Hub.   |
| Intervention                 | <p>There are three triggers for intervention, these being:</p> <ul style="list-style-type: none"> <li>• An inadequate Ofsted inspection grading</li> <li>• Failure to meet minimum standards of performance</li> <li>• An inadequate assessment for financial health</li> </ul> <p>Where intervention occurs the FE Commissioner will review the position of the college and will advise the Minister of required actions to seek improvements. This could include changes to governance and or leadership.</p>   |

### Regulation, Support and Intervention

The following sections set out how the corporation is regulated:

|                          |   |
|--------------------------|---|
| Charity Commission       | <p>Corporations are exempt from registration with the Charity Commission, but the Commission plays a regulatory role in:</p> <ul style="list-style-type: none"> <li>• Giving authority for certain activities, such as payments to governors.</li> <li>• Using investigation or other regulatory powers which the Secretary of State does not have, at the request of the Secretary of State.</li> <li>• Providing advice and guidance on charity law.</li> </ul> <p>The relationship between DfE and the Charity Commission is set out in a memorandum of understanding.</p> |
| Department for Education | <p>The Department for Education (DfE) is responsible for education in England. This includes further and higher education, apprenticeships and wider skills. DfE regulates, supports and challenges the FE sector to ensure high standards of governance, education and training.</p> <p>Specific areas of DfE support include:</p>   |

|                                     |   |
|-------------------------------------|---|
|                                     | <ul style="list-style-type: none"> <li>• <a href="#">Education &amp; Training Foundation</a>: funding for the development of governors, governance professionals, college leaders and teachers</li> <li>• <a href="#">Strategic Development Fund</a>: grant programme that supports a change in facilities and provision to meet skills priorities across a local area and improve the local skills system</li> </ul> <p>As part of its <a href="#">college oversight policy</a>, DfE:</p> <ul style="list-style-type: none"> <li>• holds annual strategic conversations with every college, providing support and challenge to leadership teams, and to college corporation boards, on their ambitions and plans</li> <li>• works with the <a href="#">FE Commissioner</a> to support and intervene, in order to improve financial resilience and quality in colleges - the offer of <a href="#">active support</a> to all colleges spans the existing range of support tools and products as well as the development of new ones</li> </ul> <p>DfE may intervene where there is significant concern about a college. This may include escalating cases for assessment by the FE Commissioner. DfE will also take regulatory action if Ofsted rates a college's <a href="#">apprenticeship training</a> as 'inadequate'.</p> <p>If DfE or ESFA has serious concerns about a college, consideration may be given to using statutory intervention to secure improvement, where the relevant statutory triggers are met. This includes, for example, where there is mismanagement, significant underperformance or a failure to adequately meet local needs.</p> <p>The Secretary of State for Education's intervention powers are set out in sections 56A and 56E of the <a href="#">Further and Higher Education Act 1992</a>.</p> <p>Where statutory intervention is needed, the Secretary of State can do a range of things, including:</p> <ul style="list-style-type: none"> <li>• remove or appoint governors</li> <li>• require a governing body to resolve to dissolve a corporation</li> <li>• direct the transfer of property, rights, and liabilities - for example a merger</li> </ul> |
| Education Skills and Funding Agency | <p>Education, Skills and Funding Agency is an executive agency sponsored by DfE. Its key role is funding education and training for children, young people, and adults. ESFA is responsible for:</p> <ul style="list-style-type: none"> <li>• allocation and payment of funding</li> <li>• administration of funding agreements</li> <li>• assurance, including financial reporting and audit requirements, monitoring the financial health of education institutions and overseeing the appropriate use of funds</li> </ul>  |
| Education and Training Foundation   | <p>The Education and Training Foundation (ETF) is the expert body for professional development and standards in FE and training in England. Its role is to commission and deliver professional learning and development for governors, governance professionals, college leaders and teachers to meet sector needs. This includes leadership programmes for chairs and governance professionals, plus a governance development programme for governors.</p>   |
| FE Commissioner                     | <p>The FE Commissioner is an independent adviser to ministers.</p>  |

|                     |   |
|---------------------|---|
|                     | <p>The Commissioner works closely with colleagues in DfE and ESFA to support the national network of statutory further education providers and to help deliver high quality outcomes for learners. This includes ensuring colleges can access support and advice, as set out in <a href="#">College oversight: support and intervention</a>, and identifying and sharing good practice in the sector.</p> <p>The Commissioner’s role is closely aligned with other agencies that also have a role in supporting improvement, including: the Education and Training Foundation, <a href="#">Institute for Apprenticeships and Technical Education</a>, and Ofsted.</p> <p>There is a range of help and support tools available for all colleges, including:</p> <ul style="list-style-type: none"> <li>• Active support: the Commissioner leads a team of deputies and advisers. They are all available to support continuous improvement at all stages. Corporations can request a discussion about the active support offered</li> <li>• <a href="#">National Leaders of Governance</a> for further education: experienced college governors and governance professionals who provide peer-led mentoring and support to governing boards</li> <li>• <a href="#">National Leaders of Further Education</a>: serving college senior leaders who provide peer-led mentoring and support to colleges</li> </ul> <p>If there are any financial or quality issues, the Commissioner works with college corporations to help address these as early as possible. If necessary, the Commissioner will intervene to address significant challenges. This will be focused on making recommendations for improvement to corporation boards.</p> <p>The Commissioner does not have formal powers to direct a corporation. Responsibility for effectively carrying out those recommendations and for holding leadership teams to account remains with the corporation board. Where a corporation is already taking appropriate quality improvement action, the Commissioner can verify the approach and recommend measures to accelerate improvements. If necessary, the Commissioner can recommend:</p> <ul style="list-style-type: none"> <li>• changes to board or executive leadership</li> <li>• improvement plans to be undertaken by the corporation</li> <li>• use of the Secretary of State’s intervention powers</li> </ul> |
| Office for Students | <p>The Office for Students is the independent regulator for higher education in England.</p>  |
| Ofsted              | <p>The Office for Standards in Education, Children’s Services and Skills (Ofsted) is a non-ministerial government department responsible for inspecting and regulating services that:</p> <ul style="list-style-type: none"> <li>• provide education and skills training</li> <li>• care for children and young people</li> </ul> <p>Ofsted inspects and reports on the quality of education and training in FE and sixth-form colleges, including how well safeguarding and Prevent obligations are met. The principal areas assessed are:</p> <ul style="list-style-type: none"> <li>• quality of education and training</li> <li>• behaviour and attitudes of learners</li> <li>• personal development of learners</li> <li>• leadership and management (including the role of governors)</li> </ul>   |

|                     |   |
|---------------------|---|
|                     | <p>Ofsted uses a four-point grading scale ranging from 'outstanding' to 'inadequate'. Inspections, which include interviews with governors, are carried out at varying intervals depending on a college's past performance.</p>   |
| Principal Regulator | <p>Under the charity legal framework, the Secretary of State for Education is the principal regulator of FE corporations and sixth-form college corporations and has a statutory duty to promote compliance with charity law. The Secretary of State aims to:</p> <ul style="list-style-type: none"> <li>• maintain and increase public trust and confidence in corporations</li> <li>• promote awareness and understanding of how colleges benefit the public</li> <li>• promote the effective use of corporations' resources</li> <li>• enhance the accountability of corporations to government, donors, beneficiaries and the general public</li> </ul> <p>The Secretary of State may ask the Charity Commission to use its regulatory powers where there are serious concerns about a corporation.</p> |