



What does good governance look like in the specialist FE sector?



FE Colleges operate within a national framework.

A small number ('specialist designated institutions') are independently constituted charities regulated by their own trust deeds. Includes Specialist Provider Institutions (SPIs).

Some SPIs are charities and some are not.

Every FE college has charitable status and so is subject to the requirements of the Charities Act.

Further education (FE) corporations and sixth form college (SFC) corporations are classified as 'exempt' charities.

How does your organisation work?

Answers on a Post it...



Types of governor



The members of the governing body are usually referred to as governors, or collectively as the Board. It is the Board's job to decide how many members it has and how they are appointed.

A governing body can comprise of:

- Principal and CEO
- Staff
- Students
- A number of governors

The Board specifies the arrangements for recruiting governors in each of the above categories, determines the term of office for which each appointment will be made. It also sets limits either on the number of times a governor may be reappointed or on the total number of years which any governor may serve.

Key roles and responsibilities of a Board?

*Strategic leadership

*Accountability

*Vision & Mission

* Values

*Financial management

*Data analysis

* Line management

*Nolan Principles

Board of *Trustees* 

Seven Principles of Public Life

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Financial and audit requirements



The expectations of the principal funding body – the Education and Skills Funding Agency (ESFA) are set out for colleges in the financial memorandum and funding agreement. Colleges are also to comply with the Joint Audit Code of Practice (JACOP).

These documents require a governing body to:

- appoint an accounting officer (normally the principal/CEO) who is answerable to Parliament for the use of public funds
- appoint an Audit, a finance Committee
- demonstrate value for money
- have an effective risk management policy
- properly manage and develop its property and ensure that its premises are properly equipped
- inform the funding body of any risks to the college's solvency or viability or of any instances of fraud or irregularity
- to publish annually an evaluation of the college's corporate governance arrangements
- to maintain an adequate system of internal control, ensure compliance with statutory and regulatory requirements and have policies and procedures in place to deal with suspected cases of fraud or other irregularity

Inspection and regulation

As well as being regulated by the Department for Education (DfE), colleges, as providers of education, are subject to inspection by Ofsted, an independent inspectorate which is funded by and reports directly to Parliament.

Ofsted inspects all colleges on a cyclical basis. The frequency of inspection for most providers depends on the grade awarded at the last inspection but all colleges are subject to an annual risk assessment.

Under its current (2016) Common Inspection Framework for FE & Skills, Ofsted can award a college one of four grades:

- | | |
|------------------------|--------------|
| 1 Outstanding | 2 Good |
| 3 Requires improvement | 4 Inadequate |

Ofsted's judgement of the overall effectiveness of a college is based on inspectors' judgements of:

- outcomes for students
- the quality of teaching, learning and assessment
- the effectiveness of leadership and management

Governor Recruitment

Range of skills, experience/expertise

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Governor Recruitment

Range of skills, experience/expertise



Business

Enthusiasm and confidence

Creative thinkers

savvy

Team-working

Clear communicators

Ability to question
and challenge

Chairing expertise

Passion for
education

Ofsted/CQC



Safeguarding

Local community knowledge

SEND expertise

HR

Teaching & learning

Financial knowledge

Legal expertise

Care, Therapy & Nursing

Build and maintain a strong Board?

How, as senior managers, do you work effectively with a board?



How effective is your board?

How are decisions made?



The Board: decision -making

Lack of response

Authority rule



Minority

Majority

Consensus

Lack of consensus





How well is our Board working?

What could you do to strengthen it?



How might you get more from your Board members?

How do you look after the well-being of your Governors & Leadership?

