GOVERNANCE DEVELOPMENT PROGRAMME

EDUCATION & TRAINING FOUNDATION

GUIDE TO THE ETF GOVERNANCE DEVELOPMENT PROGRAMME

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Foreword from the Education and Training Foundation

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At the Education and Training Foundation, we are passionate about providing excellent learning and development opportunities to enable all those operating in the governance space to become highly skilled and confident, enabling them to strengthen governance and subsequently improve the organisational performance of their institutions in the Further Education and Skills sector.

As the sector's workforce development body, the ETF is there to support you in your journey to excellence in whatever governance position you hold or aspire to hold. Understanding the hallmarks of effective governance, including what skills, experience, knowledge, behaviours, and personal qualities are required for effective governance, are crucial for success in your role and for your organisation.

This programme, and the others referenced later in this brochure, are heavily subsidised by the Department for Education, providing cost-effective access to first-class development.

The activities in this programme develop the skills, knowledge, and behaviours required to operate effectively in order to provide support, challenge, and add value as an effective board member or governance professional.

I strongly encourage you to take advantage of the opportunities presented by the suite of modules in this programme and the other programmes highlighted in this brochure. They will enhance your confidence and the required efficacy to successfully inhabit your role. This ultimately strengthens governance, builds organisational resilience, and builds your own personal development. We look forward to hearing of your successes and seeing you on our programmes in the near future.

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Introduction to the ETF Governance Development Programme (GDP)

The DfE-funded GDP provides a structured yet flexible approach to learning and development for all board members as well as governance professionals/clerks. The programme can either be used as individuals begin their roles or for experienced members of governing bodies and governance professionals to upskill and refresh their knowledge. Through this programme, they will become more specialised and add substantial value to the organisations and students they serve.

Aims of the programme

The specific aims of the Governance Development Programme are to:

- Ensure board members are equipped with the necessary skills and knowledge to fulfil their responsibilities

- Provide a comprehensive and structured approach to board member induction and their ongoing development

- Ensure clerks/governance professionals are equipped with the necessary skills and knowledge to provide high quality support for governance to their organisation

- Develop the necessary skills and behaviours so that boards operate effectively, and board members can provide support and challenge to senior leaders and the wider organisation

- Support board members to draw on their previous experience to add value to the wider board

- Provide a diagnostic assessment, utilising a skills audit, for board members to build relevant learning plans

The GDP includes online courses, podcasts, self-directed study resources, virtual and face to face workshops and coaching modules.

There are 32 modules in total, split into six different strands by topic:

1. **BEING AN EFFECTIVE BOARD MEMBER**

2. **STRATEGY AND EDUCATIONAL CHARACTER**

3. **CURRICULUM**

4. **QUALITY AND STANDARDS**

5. **FINANCE, RISK AND AUDIT**

6. **BOARD LEADERSHIP AND ORGANISATIONAL DEVELOPMENT**

Each module also fits into three different skill levels:

CORE 14 modules	PROFICIENT 12 modules
	HIGHLY EFFECTIVE 6 modules

Each training module is designed to be standalone, so users can access any or all modules as they need them. A diagnostic tool can help you identify modules of interest.

The modules were created between 2018 and 2021 and are kept up to date with regular review and edit procedures to ensure they align with any new policy or regulatory requirements.

Who is the GDP for?

The Governance Development Programme is for all governors, regardless of board role. Clerks/governance professionals may also find the modules useful.

There are two exceptions:

P1a: Leading a committee – this module is for new or aspiring committee Chairs

H1: Preparing to lead the board – this module is for new or aspiring Chairs

The highly effective level modules are less likely to be relevant to a student governor, as they are intended for longer-serving governors. However, a student governor may still take part if they wish.

The core level modules are not intended to replace a college induction, or regional induction, rather they should complement it.

Module types

ONLINE

These modules launch straight from Foundation Online Learning. They are interactive elearning modules, with video, animation and audio elements (transcripts are provided). The subject is broken up into bitesize sections with regular summaries. Generally, this module type provides an overview of the subject area as it applies to all colleges.

There are 14 online modules:

C1a: Understanding your role and the role of the board

C2: Safeguarding for governors

C3: Prevent for governors and board members

C6a: Introduction to curriculum design and planning

C8: The self-assessment and quality improvement process

C9a: Financial management for board members

C9b: Introduction to audit

C11: Creating inclusive organisations

P1b: Virtual governance

P2: Understanding your role as safeguarding governor

P4: Supporting effective risk management

P7c: Board assurance frameworks

P8b: Board responsibilities and duties for senior postholders

H5: Advanced financial decision making

VIRTUAL WORKSHOPS

These modules are workshop-based and run by a trained facilitator via a webinar. They typically last between two-three hours. Where possible, the facilitator will tailor the session to the experience of the group. Generally, this module type gives the participant a chance to explore behaviours, share ideas and best practice, and network with other governors.

These modules are paid for individually, outside of the programme fee, therefore it is advised that a governor liaises with their clerk before booking onto a module. Please refer to the **Costs and booking section** below for more information.

There are five virtual workshop modules:

C1b: Recognising effective board behaviours

C5: Understanding the sector, policy and inspection

C7: Delivering effective teaching, learning and assessment

P1a: Leading a committee

P8a: Culture, people and organisational development

PODCAST

These modules are hosted on Foundation Online Learning (FOL). They are short audio clips (with transcripts provided) which can be played directly from FOL or downloaded and played via a media player. They present a series of interviews on the subject matter.

Generally, this module type gives the participant a chance to hear about practice in other colleges and reflect on how and why this differs to their own college, and what learning they can take from this.

There are four podcast modules:

C10: Understanding board responsibilities

P5: Developing the curriculum

H2: Scrutinising strategic change

H6: Leading significant organisational change

SELF-DIRECTED

These modules are available as a PDF to download from Foundation Online Learning. A governor can then print the materials or read them online. These modules direct the governor to collect information and undertake a number of activities. Generally, this module type gives the participant a chance to explore practice in their own college in greater depth.

Governors are advised to read through the materials first with their clerk or governance professional, before deciding which activities they will complete. It can be beneficial for more than one governor to undertake the module at once, so that they can double up on activities, and share their findings.

See the **Module guide** and **Appendix** for further detail on what information is needed to complete each self-directed module, and what preparation a clerk may need to do for governors undertaking this module.

There are eight self-directed modules:

C4: Introduction to strategy, mission and values

C6b: Understanding of your curriculum offer and student profile

P3: Developing educational character

P6: Supporting improvements in teaching, learning and assessment

P7a: Strategic financial management and understanding funding

P7b: Audit for audit committee members

H3: Partnership working

H4: Board involvement at inspection

COACHING

H1: 'Preparing to lead the board' is our coaching module, providing one to one support for new or aspiring Chairs. More information is provided on **page 13**.

Costs and booking

The cost of the programme is one payment of £200 per college per year. This gives full access to the programme modules for all your governors and governance professionals for 12 months from the date of purchase.

The modules are pick and mix, so different governors can do them at different times and choose which modules to undertake.

In addition to the online learning (podcasts, recorded webinars, self-directed learning), there will be some live virtual workshop webinars which take place throughout the year. These webinars are an additional cost to the programme of £25 per webinar. Each one can also be bought separately, irrespective of whether you have paid for the programme licence.

HOW TO BOOK

You can book the programme via the ETF website

BOOK PROGRAMME HERE

Once you book, you will receive a key for the Foundation Online Learning (FOL) website where all the modules are placed. You can pass this key to your colleagues for them to access the content. Each individual will need to register on the FOL website, which is free to do.

REGISTER HERE FOR FOL

To book onto a virtual workshop webinar follow the book programme link to the ETF booking site. Current opportunities to enrol on the module will be listed there. Should there be no open opportunities, a governor can register their interest in order to be informed when future dates are published.

It is also possible to request a virtual workshop as an in-house training session for the whole board. For more information, please contact ETF.

Module guide

Create a learning plan

It is anticipated that most governors will have a 'spiky profile' – that is, greater knowledge in some areas of governance than others. To help define this profile and identify modules of interest, we have designed a diagnostic tool. A governor answers a series of questions regarding their confidence in various areas of governance and receives a learning plan with a list of recommended modules to undertake. This is solely to aid a governor in choosing modules and is not intended as a test or assessment of skill level.

Assessment

There are two types of assessment: online assessment and reflective evaluation.

ONLINE ASSESSMENT refers to a short multiple choice assessment which is launched from the module page on Foundation Online Learning (FOL). A mark of 80% is required to pass the module. Governors receive feedback on incorrect answers and guidance on areas to re-read in order to pass.

REFLECTIVE EVALUATION refers to a PDF download from the module page on FOL, which encourages the participant to reflect on their learning from the module.

Please note, some modules do not have an assessment.

Certificates

There is no official assessment or qualification with the programme but certificates will be issued for each completed module.

STRAND

Being an effective board member

CORE

C1a Understanding your role and the role of the board

C1b Recognising effective board behaviours

C2 Safeguarding for governors

C3 Prevent for governors and board members

PROFICIENT

P1a Leading a committee

P1b Virtual governance

P2 Understanding your role as safeguarding governor

HIGHLY EFFECTIVE

H1 Preparing to lead the board

CORE   PROFICIENT   HIGHLY EFFECTIVE

C1a

Understanding your role and the role of the board

This core level online module will give you a basic grounding in your role as a governor in the FE sector.

LEARNING OBJECTIVES

A participant will be able to:

- *Describe their role as a member of the board*

- *Describe the role of the board and its contribution to organisational success*

- *Explain the regulatory and legislative responsibilities of board members*

- *Understand the importance of scrutiny and challenge*

CORE   PROFICIENT   HIGHLY EFFECTIVE

C1b

Recognising effective board behaviours

Aimed at governors who have served for up to two years, this half-day, core level, face to face workshop looks at how to behave in the boardroom.

Experience a board meeting as the Principal and see how difficult it can be to present a big proposal to the board; take on the role of the Chair and see what it is like to lead the board through significant change.

LEARNING OBJECTIVES

A participant will be able to:

- *Know the difference between governance and management*

- *Demonstrate effective scrutiny and challenge in board meetings*

- *Ask powerful questions*

CORE   PROFICIENT   HIGHLY EFFECTIVE

C2

Safeguarding for governors

This module is free of charge to access and does not require the programme to have been purchased.

This core level online module provides an introduction to the topic of safeguarding.

LEARNING OBJECTIVES:

A participant will be able to:

- *Understand their legal obligations for safeguarding and their duties as a Governor, Trustee, or a member of the SMT*
- *Explain the external regulator's role in safeguarding and how they can hold Governors to account*
- *Define and implement an effective relationship with the college leadership team to embed safeguarding*
- *Explain the role of the governance function of the Board for safeguarding*

CORE   PROFICIENT   HIGHLY EFFECTIVE

C3

Prevent for governors and board members

This core level online module provides a flexible way of learning more about the Prevent duty and what individuals and organisations in the FE sector need to do.

LEARNING OBJECTIVES

A participant will be able to:

- *Understand their own responsibilities, as well as those of senior managers, teachers, trainers, tutors, support staff and volunteers, with respect to the Prevent duty*
- *Identify why they need to be aware of their and their provider's Prevent duty*
- *Understand their specific role as a governor or board member*
- *Ensure that students and staff are consulted on the implementation of the Duty*
- *Understand what compliance with the Duty means, and demonstrate the importance of this, for them and their institution*

CORE   PROFICIENT   HIGHLY EFFECTIVE

P1a

Leading a committee

This half-day, proficient level workshop is for governors who are working towards chairing a committee, or those currently serving as a committee Chair for less than two years.

You will work through the committee business for a fictional college, to model the behaviours needed to be a committee Chair. It will also look at conflicts of interest, and how to deal with them.

LEARNING OBJECTIVES

A participant will be able to:

- *Build trust on the committee, and between governors and management*
- *Challenge and support committee members; get the best out of committee members*
- *Lead a committee meeting*
- *Oversee effective communication of committee business to the main board*

CORE   **PROFICIENT**   **HIGHLY EFFECTIVE**

P1b

Virtual governance

This proficient level online module will take you through the steps your Board needs to consider in taking the Board Online. It will include how you ensure risks are mitigated and enable the board to continue to provide strategic direction for the organisation.

LEARNING OBJECTIVES:

A participant will be able to:

- *Understand what taking the Board online means and entails and its impact on the board and College*

- *Evaluate the current Board and Senior management team skills and development needs*

- *Understand how taking the board online will impact on the role of the chair, board behaviours and online etiquette*

- *Identify the risks of virtual governance including data management and cyber security and*

- *Consider the steps to take in taking the board online.*

CORE   **PROFICIENT**   **HIGHLY EFFECTIVE**

P2

Understanding your role as safeguarding governor

This module is free of charge to access and does not require the programme to have been purchased.

This proficient level online module will give you an introduction to the safeguarding responsibilities that come with being a safeguarding governor.

LEARNING OBJECTIVES

A participant will be able to:

- *Understand their own responsibilities as the safeguarding lead, alongside those of the board as a whole and other staff in the college*

- *Evaluate the appropriateness and quality of the college's safeguarding provision based on evidence-based practice*

- *Identify areas of focus to explore and question with college staff, enabling a comprehensive view to be formed before reporting back to the board*

- *Contribute to the ongoing development of the board with regards safeguarding and Prevent*

CORE   **PROFICIENT**   **HIGHLY EFFECTIVE**

H1

Preparing to lead the board

This highly effective level module focuses on one to one coaching for new or aspiring Chairs. This will be organised around your availability and led by an experienced coach and mentor.

LEARNING OBJECTIVES

Participants will be able to:

- *Understand the legislative requirements of the Chair's role and likely sources of information and support*

- *Understand the roles of the triumvirate and how these intersect*

- *Demonstrate read-across from the tangible requirements to some of the soft skills requirements of chairmanship*

- *Develop a First 100 Days plan and a Future Development Plan*

STRAND

Strategy and educational character

CORE

C4 Introduction to strategy, mission and values

C5 Understanding the sector, policy and inspection

PROFICIENT

P3 Developing educational character

P4 Supporting effective risk management

HIGHLY EFFECTIVE

H2 Scrutinising strategic change

CORE PROFICIENT HIGHLY EFFECTIVE

C4 🔍

Introduction to strategy, mission and values

This self-directed core level module leads you to explore your college's strategies, mission and values in greater depth. A selection of activities is provided so that you can pick those most relevant to your learning journey.

For more information on input needed from the clerk, please see **Appendix 1** below.

LEARNING OBJECTIVES

A participant will be able to:

- *Reflect on the mission, vision and values of the organisation and contribute to the development of these*

- *Act as a guardian of the college's mission by ensuring that all decisions and actions are aligned with it*

- *Understand the strategic planning process and explain how its components contribute to the development and delivery of the college strategic plan*

- *Understand the difference between the board's governance and management and leadership by senior managers*

- *Draft an action plan*

CORE PROFICIENT HIGHLY EFFECTIVE

C5 👤

Understanding the sector, policy and inspection

This core level workshop module is aimed at governors who have served for up to two years. You will learn about current policy issues in the context of your college and the wider sector, and the relevance of Ofsted's role.

LEARNING OBJECTIVES

A participant will be able to:

- *Understand current sector issues as they apply to their college*

- *Explain the role that Ofsted plays in college improvement*

- *Understand current policy drivers as they apply to their college*

CORE **PROFICIENT** HIGHLY EFFECTIVE

P3

Developing educational character

This self-directed proficient level module leads you to explore your college's educational character in greater depth. A selection of activities is provided so that you can pick those most relevant to your learning journey.

For more information on input needed from the clerk, please see **Appendix 2** below.

LEARNING OBJECTIVES

A participant will be able to:

- *Participate fully in board discussions to shape the educational character of a college*

- *Assess developments in the Further Education sector to understand the drivers which may impact on educational character*

- *Articulate the importance of educational character and ethos of the college*

- *Discuss the evolving educational character of the college and how this relates to the college strategy, mission and values*

CORE **PROFICIENT** HIGHLY EFFECTIVE

P4

Supporting effective risk management

This proficient level online module will give you an introduction to risk management and what you can do as a governor to make sure that risk management in your college is effective.

LEARNING OBJECTIVES

A participant will be able to:

- *Understand the role of the corporation in effective risk management*

- *Explain risk management in the context of a college*

- *Explain the college's risk appetite*

- *Understand and contribute to the corporation's discussion about the college's risk register, risk mitigation and risk assurance*

- *Play an active role in the monitoring of risks*

CORE PROFICIENT **HIGHLY EFFECTIVE**

H2

Scrutinising strategic change

This highly effective level podcast module is made up of interviews between college Chairs and key members of their executive team, explaining the strategic planning behind their college's journey through academisation, merger and group structure changes.

You will gain a greater understanding of the journey of your own college and consider what is required from the board to ensure it continues successfully.

LEARNING OBJECTIVES

A participant will be able to:

- *Understand the robust information and data you need to make effective strategic decisions*

- *Understand when and how to undertake a review, such as a Structure and Prospects Appraisal*

- *Explore how different colleges have undertaken strategic change and what they have learned from it*

STRAND

Curriculum

CORE

C6a Introduction to curriculum design and planning

C6b Understanding of your curriculum offer and student profile

PROFICIENT

P5 Developing the curriculum

HIGHLY EFFECTIVE

H3 Partnership working

CORE PROFICIENT HIGHLY EFFECTIVE

C6a

Introduction to curriculum design and planning

This core level online module will give you an introduction to curriculum design and planning and the role of governors in relation to this.

LEARNING OBJECTIVES

A participant will be able to:

- *Understand national and local policy needs, priorities and trends that contribute to the development and delivery of the curriculum*

- *Participate in activity that builds a responsive and relevant curriculum offer*

- *Understand how funding and resourcing affects the curriculum, and how the quality of curriculum provision is evaluated*

- *Apply understanding of the curriculum offer and student profile to contribute accordingly to future curriculum design*

CORE PROFICIENT HIGHLY EFFECTIVE

C6b

Understanding of your curriculum offer and student profile

This self-directed core level module leads you to explore your college's curriculum offer and learner profile in greater depth. A selection of activities is provided so that you can pick those most relevant to your learning journey.

LEARNING OBJECTIVES

A participant will be able to:

- *Identify how knowledge of the national and local needs can be used to create a curriculum offer that will enable learners to progress to their desired destinations*

- *Describe the current curriculum mix and offer of their organisation and its relevance*

- *Be aware of key factors and questions related to appropriately funding the curriculum*

CORE **PROFICIENT** **HIGHLY EFFECTIVE**

P5

Developing the curriculum

This is a proficient level podcast module, with interviews between a governor and a Vice Principal Curriculum.

LEARNING OBJECTIVES

A participant will be able to:

- *Gain a good overall understanding of curriculum strategy and course offer*

- *Explore different curriculum practices across the sector*

- *Gain a good awareness of external quality judgements about the curriculum*

- *Understand how to provide a good level of scrutiny, challenge and support for the curriculum at board level*

- *Participate in activity that can contribute to developing a responsive, successful, affordable and deliverable curriculum*

CORE **PROFICIENT** **HIGHLY EFFECTIVE**

H3

Partnership working

This is an advanced level, self-directed module, suitable for experienced governors. A recorded webinar features interviews with three colleges who are all involved in different forms of partnership.

LEARNING OBJECTIVES

A participant will be able to:

- *Gain an overview of partnership working and understand its importance in the Further Education landscape*

- *See and hear examples of different approaches to partnership working across the sector*

- *Understand key considerations in providing strategic oversight to partnerships*

STRAND

Quality and standards

CORE

C7 Delivering effective teaching, learning and assessment

C8 The self-assessment and quality improvement process

PROFICIENT

P6 Supporting improvements in teaching, learning and assessment

HIGHLY EFFECTIVE

H4 Board involvement at inspection

CORE PROFICIENT HIGHLY EFFECTIVE

C7

Delivering effective teaching, learning and assessment

This core level workshop module is for governors who have served for up to two years.

LEARNING OBJECTIVES

A participant will be able to:

- *Recognise the key features of effective teaching, learning and assessment*
- *Understand the Ofsted requirements for effective teaching, learning and assessment*
- *Describe methods of monitoring and assessing the effectiveness of teaching, learning and assessment*

CORE PROFICIENT HIGHLY EFFECTIVE

C8

The self-assessment and quality improvement process

This core level online module will give you an overview of a governor's role in the self-assessment and quality improvement cycle.

LEARNING OBJECTIVES

A participant will be able to:

- *Explain the purpose and value of the college self-assessment report and quality improvement process, and the governors' role in these*
- *Recognise and be able to utilise key organisational and sector benchmarked performance data*
- *Explain how the effectiveness of teaching, learning and assessment is monitored in your college*

CORE **PROFICIENT** **HIGHLY EFFECTIVE**

P6 🔍

Supporting improvements in teaching, learning and assessment

This self-directed proficient level module leads you to explore your college's teaching, learning and assessment in greater depth. A selection of activities is provided so that you can pick those most relevant to your learning journey.

LEARNING OBJECTIVES

A participant will be able to:

- *Scrutinise and explain the strengths and weaknesses of their college's teaching, learning and assessment across all aspects of the provision*

- *Understand how to agree smart targets at board level to improve teaching, learning and assessment*

- *Describe the impact of the governing body on the quality of teaching, learning and assessment*

- *Fully grasp the data parameters of teaching, learning and assessment in the FE context*

CORE **PROFICIENT** **HIGHLY EFFECTIVE**

H4 🔍

Board involvement at inspection

This self-directed highly effective level module leads you to explore your college's educational character in greater depth. A selection of activities is provided so that you can pick those most relevant to your learning journey.

LEARNING OBJECTIVES

A participant will be able to:

- *Explore the role a governor plays during an Ofsted inspection and how to represent the board*

- *Demonstrate the ownership of the intent, implementation and impact of the curriculum and the quality and standards overall at board level*

- *Ensure the board is Ofsted ready*

STRAND

Finance, risk and audit

CORE

C9a Financial management for board members

C9b Introduction to audit

PROFICIENT

P7a Strategic financial management and understanding funding

P7b Audit for audit committee members

P7c Board assurance frameworks

HIGHLY EFFECTIVE

H5 Advanced financial decision making

CORE   PROFICIENT   HIGHLY EFFECTIVE

C9a

Financial management for board members

This core level online module will give you a grounding in the financial management responsibilities that come with your role as a governor in the college sector.

LEARNING OBJECTIVES

A participant will be able to:

- *Identify the responsibilities of the board and board members in relation to financial management*

- *Explain the process for monitoring the financial position of the organisation and contribute to this*

- *State the types and purpose of financial management documentation*

- *Recognise the role of the audit committee*

- *State key financial health indicators*

CORE   PROFICIENT   HIGHLY EFFECTIVE

C9b

Introduction to audit

This core level, online module will give you an introduction to audit and what you can do as a governor to make sure that audit in your college is effective.

LEARNING OBJECTIVES

A participant will be able to:

- *Understand what audit is and its role and importance in good corporate governance*

- *Understand the role and purpose of the audit committee*

- *Understand assurance and play an informed and active part in assurance mapping processes within your college*

- *Be aware of the roles of internal and external audit processes and how to get value from both*

CORE **PROFICIENT** **HIGHLY EFFECTIVE**

P7a

Strategic financial management and understanding funding

This self-directed proficient level module leads you to explore your college's finances in greater depth. A selection of activities is provided so that you can pick those most relevant to your learning journey.

LEARNING OBJECTIVES

A participant will be able to:

- *Understand the main funding sources available to a college and the issues around them that affect a college's finances*

- *Understand the role of the board in effective short-term and long-term financial planning and forecasting, and be able to participate in this effectively*

- *Understand and contribute to the board's discussion about strategic resource planning issues*

- *Understand the benefits of and explain a strategic approach to procurement*

CORE **PROFICIENT** **HIGHLY EFFECTIVE**

P7b

Audit for audit committee members

This self-directed proficient level module leads you to explore your college's strategies, mission and values in greater depth. A selection of activities is provided so that you can pick those most relevant to your learning journey.

LEARNING OBJECTIVES

A participant will be able to:

- *Understand the attributes of an effective audit committee*

- *Understand what an effective audit (internal or external) is and how to assess this*

- *Be able to understand assurance and play an informed and active part in assurance mapping processes within your college*

- *Be aware of the possible failures in assurance and how to seek to avoid them*

CORE **PROFICIENT** **HIGHLY EFFECTIVE**

P7c

Board assurance frameworks

This self-directed, proficient level module is designed to provide members of the governing body with an overview and benefits of a Board Assurance Framework, along with the tools to enable this to be created and used beneficially within the college.

LEARNING OBJECTIVES

A participant will be able to:

- *Understand what a Board Assurance Framework (BAF) is, how to create one and how to ensure it provides the board with information that is timely, accurate and relevant*

- *Understand the benefits and importance of assurance mapping; understand how the BAF can be used to measure and manage risk*

- *Understand how the board assurance cycle fits in with the overall governance cycle*

- *Understand how the BAF will assist governors in the triangulation of different sources of data*

CORE   **PROFICIENT**   **HIGHLY EFFECTIVE**

H5

Advanced financial decision making

This highly effective level online module will give you a strategic understanding of financial decision-making in a board context. You will gain the skills necessary to take up a position such as Chair of the finance committee.

LEARNING OBJECTIVES

A participant will be able to:

- *Understand the role that behavioural bias plays in financial decision making, and how to identify and seek to avoid it*

- *Understand the key issues and applied methodologies used by managers when faced with making financial decisions*

- *Understand and distinguish between the roles of profit, cash, and cost in decision making*

- *Scrutinise and challenge investment appraisal decisions*

- *Use sensitivity analysis information appropriately in agreeing financial plans and forecasts*

STRAND

Board leadership and organisational development

CORE

C10 Understanding board responsibilities

C11 Creating inclusive organisations

PROFICIENT

P8a Culture, people and organisational development

P8b Board responsibilities and duties for senior postholders

HIGHLY EFFECTIVE

H6 Leading significant organisational change

CORE PROFICIENT HIGHLY EFFECTIVE

C10

Understanding board responsibilities

This core level podcast module will follow a clerk, Chair and Principal as they discuss their respective roles and how they work together and for the workforce.

LEARNING OBJECTIVES

A participant will be able to:

- *Describe the role and responsibilities of the clerk*

- *Explain the board's role in human resource activity, and in relation to the appointment, management and appraisal of senior post holders*

- *Recognise the importance of the board in relation to strategic and systemic leadership and the setting of organisational culture*

- *Explain the board's role in ensuring its own diversity, with reference to the skills it needs and the community it serves*

CORE PROFICIENT HIGHLY EFFECTIVE

C11

Creating inclusive organisations

This core level online module will provide you with the information you need to understand the value and benefits of equality, diversity and inclusion (EDI) to your organisation's vision and strategy, in order to create an inclusive organisation that reflects the demographics of your organisation's community.

LEARNING OBJECTIVES:

A participant will be able to:

- *Understand the role and responsibilities of the Board as relates to the EDI strategy of the organisation*

- *Identify and recognise the benefits of creating an inclusive organisation benefitting the wider community and the college staff and student community*

- *Identify progress measurements to enable data benchmarking and assessment of training impact within the organisation*

CORE | **PROFICIENT** | **HIGHLY EFFECTIVE**

P8a

Culture, people and organisational development

This half-day, proficient level, face to face workshop looks at how the board leads the college and its staff. It features a range of activities to explore equality and diversity, as well as the board's role in HR practice. It also takes a wider look at organisational culture and change, and how this is influenced at board level.

Aimed at governors who have served for more than two years, with limited experience of organisational change.

LEARNING OBJECTIVES

Participants will be able to:

- *Understand the current challenges for colleges in terms of Equality, Diversity and Inclusion, and ask the right questions to challenge and hold management to account for these*

- *Put into context key concepts such as unconscious bias and institutional discrimination*

- *Identify strategies to ensure that key human resource policies and procedures are monitored and kept under review*

- *Clarify the board's role in HR practice such as disciplinary and grievance procedures*

CORE | **PROFICIENT** | **HIGHLY EFFECTIVE**

P8b

Board responsibilities and duties for senior postholders

This proficient level online module will give you an understanding of the board's role in the appointment, remuneration and performance management of senior post holders.

LEARNING OBJECTIVES

A participant will be able to understand:

- *What a senior post holder is and when to designate a role as such*

- *The board's role in recruitment and appointment of senior post holders*

- *Target setting and appraisals*

- *Matters of remuneration*

- *Training and development for senior post holders*

- *Succession planning for the senior team*

- *Discrete policies of grievance and disciplinary matters for senior post holders*

CORE | **PROFICIENT** | **HIGHLY EFFECTIVE**

H6

Leading significant organisational change

In this highly effective level podcast module, you'll hear governance colleagues from three colleges discussing periods of significant organisational change they went through.

LEARNING OBJECTIVES

Participants will be able to:

- *Handle challenging situations in board operation confidently*

- *Oversee at board level changes in organisational culture*

- *Think about change management skills that may help during periods of significant organisational change*

Accessibility

All modules have gone through rigorous accessibility testing.

Transcripts are provided alongside all audio and video elements, as well as podcasts.

Online modules are compatible with all main screen readers, across a variety of devices. If you encounter any issues, let us know: **support@foundationonline.org.uk**

ETF governance support

The Education and Training Foundation offers a wide range of support for those in college governance.

CHAIRS' LEADERSHIP PROGRAMME

This programme is designed to explore governance leadership with a clear focus on the Chair's impact as a leader of the board. It provides a unique opportunity for Chairs to take time out to reflect on their role as governance leaders and to identify ways in which they can further enhance the value they add to the Board and their wider organisation. The programme is highly interactive and engaging and is designed to encourage the sharing of good practice and new networks of governance leaders across the sector.

GOVERNANCE PROFESSIONAL/CLERK DEVELOPMENT PROGRAMME

This programme covers the complete development journey of the clerk/governance professional, from induction through to strategic leadership. It deepens technical knowledge, builds ability in developing professional relationships, and enables attendees to step into strategic leadership. The programme is highly interactive and engaging and is designed to encourage the sharing of good practice and networks of clerks/governance professionals across the sector.

FURTHER CONTINUING SUPPORT OF GOVERNORS INCLUDES:

- *Regional governance events – in conjunction with the Association of Colleges*
- *Staff governor conference*
- *Regional governor Inductions*
- *Student inductions*
- *Chairs' development network events*
- *Mentoring of chairs and governance professionals*
- *Governor recruitment*

Further details can be found at https://leadershiphub.etfoundation.co.uk/

Appendix

Appendix 1

C4

Introduction to strategy, mission and values

Input and preparation needed from the clerk.

Depending on the activities a governor chooses to complete, the following may be required:

DOCUMENTATION/INFORMATION

- *The college's mission, vision and values*

- *Strategic plan*

- *The process for the review and revision of the college's mission and vision*

- *How the strategic plan relates to the college's local context*

- *How governors are informed of the progress towards each of the college's strategic objectives*

MEETINGS

- *With a member of senior leadership team (SLT) about the mission of the college*

- *With a member of SLT about the college's values*

- *With a member of SLT about the college's strategic priorities*

- *With a member of SLT about how strategic priorities are embedded in the college curriculum*

- *A learning walk*

- *With the clerk to discuss the above*

Appendix 2

P3

Developing educational character

Depending on the activities a governor chooses to complete, the following may be required:

DOCUMENTATION/INFORMATION

- *Detail of the college's curriculum offer and how it has changed over the past 3-5 years*

- *The college's student profile*

- *Destinations data for the past two years*

- *Views of employers on students' preparedness for work*

- *The college's values*

MEETINGS

- *With the clerk to discuss the above, as well as how to stay updated on developments in the sector and local economy, and the current local and national policy drivers*

- *A learning walk (NB: More than one activity requires a learning walk, but it is expected that both activities could be covered by one learning walk.)*

- *If possible, discussion with staff and small groups of students*

Appendix 3

Core level modules

11 C1a: Understanding your role and the role of the board

11 C1b: Recognising effective board behaviours

12 C2: Safeguarding for governors

12 C3: Prevent for governors and board members

14 C4: Introduction to strategy, mission and values

14 C5: Understanding the sector, policy and inspection

16 C6a: Introduction to curriculum design and planning

16 C6b: Understanding of your curriculum offer and student profile

18 C7: Delivering effective teaching, learning and assessment

18 C8: The self-assessment and quality improvement process

20 C9a: Financial management for board members

20 C9b: Introduction to audit

23 C10: Understanding board responsibilities

23 C11: Creating inclusive organisations

Proficient level modules

12 P1a: Leading a committee

13 P1b: Virtual governance

13 P2: Understanding your role as safeguarding governor

15 P3: Developing educational character

15 P4: Supporting effective risk management

17 P5: Developing the curriculum

19 P6: Supporting improvements in teaching, learning and assessment

21 P7a: Strategic financial management and understanding funding

21 P7b: Audit for audit committee members

21 P7c: Board assurance frameworks

24 P8a: Culture, people and organisational development

24 P8b: Board responsibilities and duties for senior postholders

Highly effective level modules

13 H1: Preparing to lead the board

15 H2: Scrutinising strategic change

17 H3: Partnership working

19 H4: Board involvement at inspection

22 H5: Advanced financial decision making

24 H6: Leading significant organisational change

EDUCATION & TRAINING FOUNDATION

GOVERNANCE DEVELOPMENT PROGRAMME

GET IN TOUCH

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