

COLLEGE BOARD REVIEW

Review Outcomes and Evaluation

EDUCATION AND TRAINING FOUNDATION
7 SEPTEMBER 2021



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EXECUTIVE SUMMARY

Introduction

This report presents the findings from the Education and Training Foundation's (ETF) evaluation of the Board Reviews pilot programme in 2020-2021. It should be read in conjunction with the 2020/21 Board Review Overview Report written by the Association of Colleges (AoC). In August 2020, the Department for Education (DfE) selected the ETF, supported by the AoC, to deliver a pilot programme for up to 30 external board reviews. These free-of-charge reviews were provided to FE colleges, sixth form colleges and other FE institutions with 3.5 days allocated per review plus 1 follow up day each.

Key Findings

- The programme was effective in engaging 28 out of the target 30 colleges.
- Governor and principal survey responses suggest the programme may have been more effective for ESFA/FEC-referred colleges than self-referring colleges, some of whom took up the review opportunity with different expectations that were not always met.
- Pre/post-review governor survey responses indicate the programme has had an immediate impact on college board attributes that are essential for effective governance.
- Governor, principal, reviewer and FE Commissioner survey responses suggest review recommendations are being implemented and will improve governance effectiveness.
- College governors, principals, reviewers and FE Commissioners have described the impact of the reviews on boards and colleges in strengthening governor recruitment and development, board performance and strategic oversight, and learning from best practice.
- Governors, principals and reviewers expressed high levels of satisfaction with the review process, including the methods used.
- The attributes of reviewers and key college personnel were identified as being centrally important for the success of the reviews by governors/principals and reviewers (respectively).
- The main areas in need of improvement were the pre-review survey, which was regarded as long and cumbersome, and the review report, which would be strengthened by the addition of a summary and conclusions.
- Governors, principals and reviewers would have liked the review process to be widened and extended to strengthen the evidence base.



- 99% of respondent governors and principals agreed that, after their review and the implementation of the recommendations from it, they have confidence that their boards will have an increased capability and capacity to effectively govern their colleges.

INTRODUCTION

The programme

In August 2020, the DfE selected the ETF, supported by the AoC, to deliver a pilot programme for up to 30 external board reviews. These free-of-charge reviews were provided to FE colleges, sixth form colleges and other FE institutions.

A team of expert reviewers were selected and trained to deliver the bespoke review model in partnership with the College Development Network who deliver Externally Facilitated Board Effectiveness Reviews to FE colleges in Scotland.

The three aims of the programme were set out in the Department for Education (DfE) invitation to tender.

Around 30 in-depth board capability reviews, which would typically include an assessment of the skills, experience, and development needs of board members, and an analysis of strategic planning, operational structures and working practices, to identify areas for development. The review process would typically include paper analysis, a visit to the college, attendance at a board meeting, and interviews with the clerk, the chair, board members and key college leaders.

Each capability review will be followed by a review report, which sets out the analysis of issues, makes evidence-based recommendations for change and development, and provides a robust action plan to secure the necessary improvements.

A short evaluation report, based on a survey of users.

The invitation to tender specified that 'referrals will be made via the Further Education Commissioner (FEC) team or the Education and Skills Funding Agency (ESFA)' to 'ensure that the service is targeted on those college boards which have the greatest need of help'. In the end, 19 colleges were referred by ESFA/FEC, eight self-referred to the programme, and one self-referred and was also referred by ESFA/FEC. A total of 28 FE colleges participated in the programme.

The evaluation

The scope for the evaluation specified in the DfE invitation to tender third aim (above) was develop in the ETF tender response as follows:

- *The effectiveness of the FE Colleges Board Reviews Programme and the impact it has had on the participating governing bodies.*
- *Whether the objectives of the programme have been met including a description of the impact on boards and colleges.*
- *Whether the review met the participants' expectations.*
- *Whether, and if so how, the review processes have helped different groups or individuals involved in college governance.*
- *Participants' experience of being part of this programme based on their knowledge and experience at different levels of expertise within a governing body e.g. a new and inexperienced governor is likely to have a different experience through the programme than a highly experienced governor.*
- *What any limitations and / or barriers to the success of the programme were, and whether these were managed appropriately.*
- *The effectiveness of the approaches being used and whether:*
 - *They were more successful in covering certain needs.*
 - *They were more useful for certain participants.*
- *The elements of the programme which worked well and those which need improvement.*
- *Any other useful feedback from participants to provide input and insights to the DfE for improving the programme going forward. For this, all survey subjects from participating colleges will be asked to provide feedback and recommendations on how the service could be improved.*

Unfortunately, inability to collect personal data prevented the segmentation of governor survey respondents and the collection of respondent contact details for conducting follow-up interviews. It was not possible to protect the anonymity of survey respondent while identifying different groups or individuals involved in college governance or requesting personal contact details. The evaluation is therefore based entirely on the analysis of anonymous online survey responses.

The evaluation addresses participant perceptions of the quality and impact of the college board review process and outcomes. College

governors and principals completed an extensive pre-review baseline survey that provided essential information for the assessment of the skills, experience, and development needs of board members, and the analysis of strategic planning, operational structures and working practices, at each participating college. This information informed the review process. After the board received their review report containing evidence-based recommendations for change and development, they completed a shorter post-review follow-up survey in which some of the baseline survey questions were repeated for pre/post-review comparative analysis. Reviewers and FE Commissioners also completed short post-review surveys. The surveys are appended to this report.

The following survey samples were obtained. The combined (governors and principals) sample obtained for the follow-up survey was 21%, considerably less than the 67% sample obtained for the (combined) baseline sample. The baseline survey was administered before each college review took place and provided the reviewer with essential information for the review process. The follow-up survey was administered after each college received its review report and responses were entirely voluntarily (which might explain the lower response rate). Several colleges received their reports at the end of the programme period, providing little time for a strong follow-up survey response that did not provide information for conducting the review. Despite the ETF’s best efforts to secure a strong sample (e.g. reducing survey length, reminding colleges to organise responses), respondents had less time and little incentive to complete the follow-up survey. The discussion of the follow-up survey results below should thus be treated with caution.

<i>Survey</i>	<i>Respondent</i>	<i>Population</i>	<i>Sample</i>	<i>Response</i>
Pre-review (baseline)	Governors + principals	392 + 28	283	67%
Post-review (follow-up)	Governors	392 *	76	19%
Post-review follow-up	Principals	28	12	43%
Post-review	Reviewers	10	9 for 28 colleges	90%
Post-review	FE Commissioners	5	3 for 13 colleges	60% & 46%

* FE boards are made up of between 10 and 18 governors:

<https://www.inspiringfegovernance.org/become-a-governor/>

Participating colleges

- Activate Learning Group
- Aylesbury College (trading as Buckinghamshire College Group)
- BMET (Birmingham Metropolitan College)

- Bournemouth & Poole College
- Bradford College
- Capital City College Group
- Carmel Sixth Form College
- City of Wolverhampton
- Cornwall College
- Ealing, Hammersmith & West London College
- Gateshead College
- Havant and Southdown College (HSDC)
- Henley College
- Kingston Maurward College Dorset
- Moulton College
- NESCOL College (North East Surrey College Of Technology)
- North Hertfordshire College
- PETROC College (Devon)
- Richard Huish College
- Scarborough Sixth Form College
- Shrewsbury College
- SK College Group (St Helens)
- South Devon College
- South Thames College Group
- Southport College
- St Charles Catholic Sixth Form College
- Stoke-on-Trent College
- Waltham Forest College

This report

The remaining sections of this report consider pre/post-review change in board attributes and ways of working, and the review process and outcomes. It concludes by revisiting the evaluation topics proposed in the ETF tender response (above).

BOARD ATTRIBUTES AND WAYS OF WORKING

This section considers the necessary attributes and ways of working for effective governance, and how both were strengthened by the review process and outcomes.

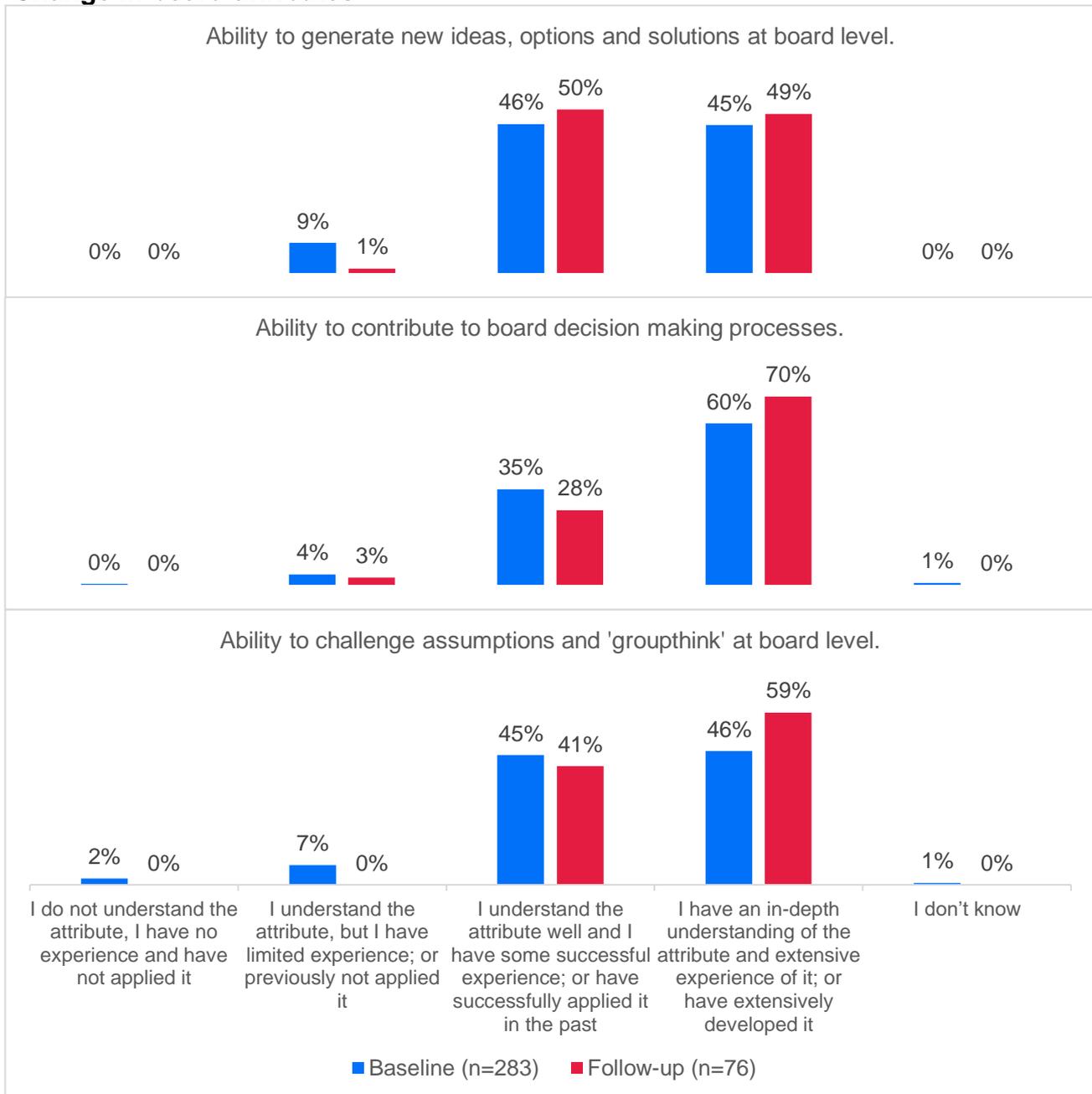
Good governance is a measurement against a nominal standard such as the Code of Good Governance for English Colleges. Effective governance goes beyond compliance and encompasses governance process, structure, and behaviour within the boardroom.

Research and experience have identified that organisational performance is intrinsically linked to the performance of both the board and executive. The performance of one without the other is only half as good as the combination of the two. The board and executive teams are individually responsible, yet collectively accountable for organisational performance.

Therefore, for governance to be truly effective, there must be a high degree of trust between all those operating in the boardroom. High levels of trust rely on competence, character, and connection. Such trust is built through many factors including, the clarity of roles and responsibilities of governors and the executive; for both those parties to have a shared vision; a safe space where diversity of thought is seen as a gift; and for there to be regular reviews and reflections on the work of the board by both board members and the executive.

In summary, for a board to deliver the required outcomes of effective governance (effective performance, responsible stewardship, and ethical behaviour), the desired characteristics of those operating within the boardroom are to be mission-centred, strategic, diverse, professional, collaborative and be committed to board development and self-assessment. An external review is an ideal tool to help identify areas of success and build upon them, so increasing the competence, character, and connection required in the boardroom to facilitate effective governance.

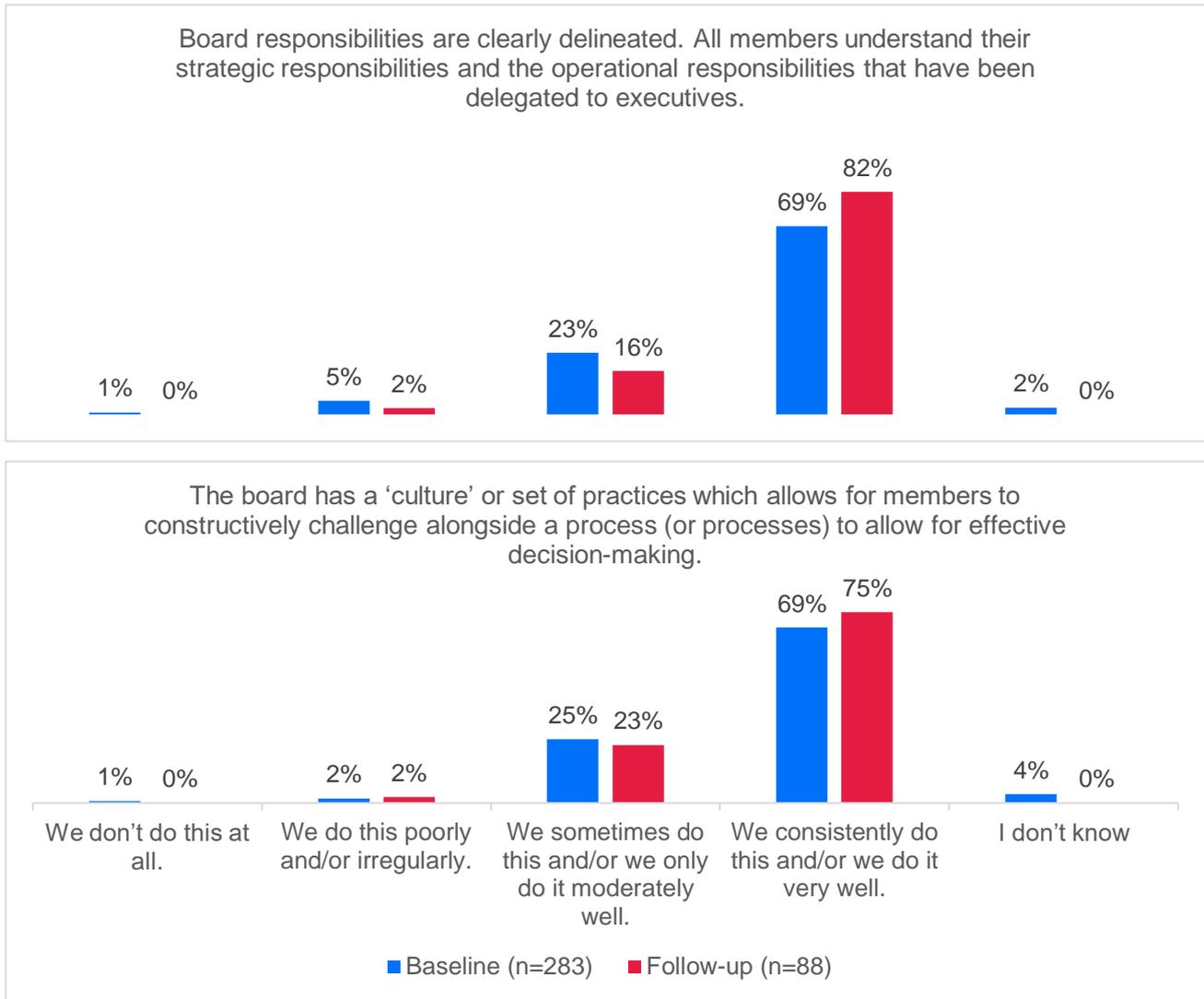
Change in board attributes



The Baseline data showed a high initial level in each beneficial attribute, showing that board members are able to generate new ideas, contribute to decision-making and challenge 'groupthink' in the board environment. Responses to the Follow-up survey indicate that members' confidence in these key attributes has only increased following the review, with a greater weight on the highest option showing an in-depth understanding and development of the attributes in question.

Before the review, 9% thought their ability to generate new ideas, options and solutions was limited or not developed; post-review that figure fell to just 1%. Similarly, 7% thought their ability to challenge "groupthink" was limited, while after the review, zero respondents chose this option. The review process has had a clear positive effect on applied experience and knowledge in these crucial areas.

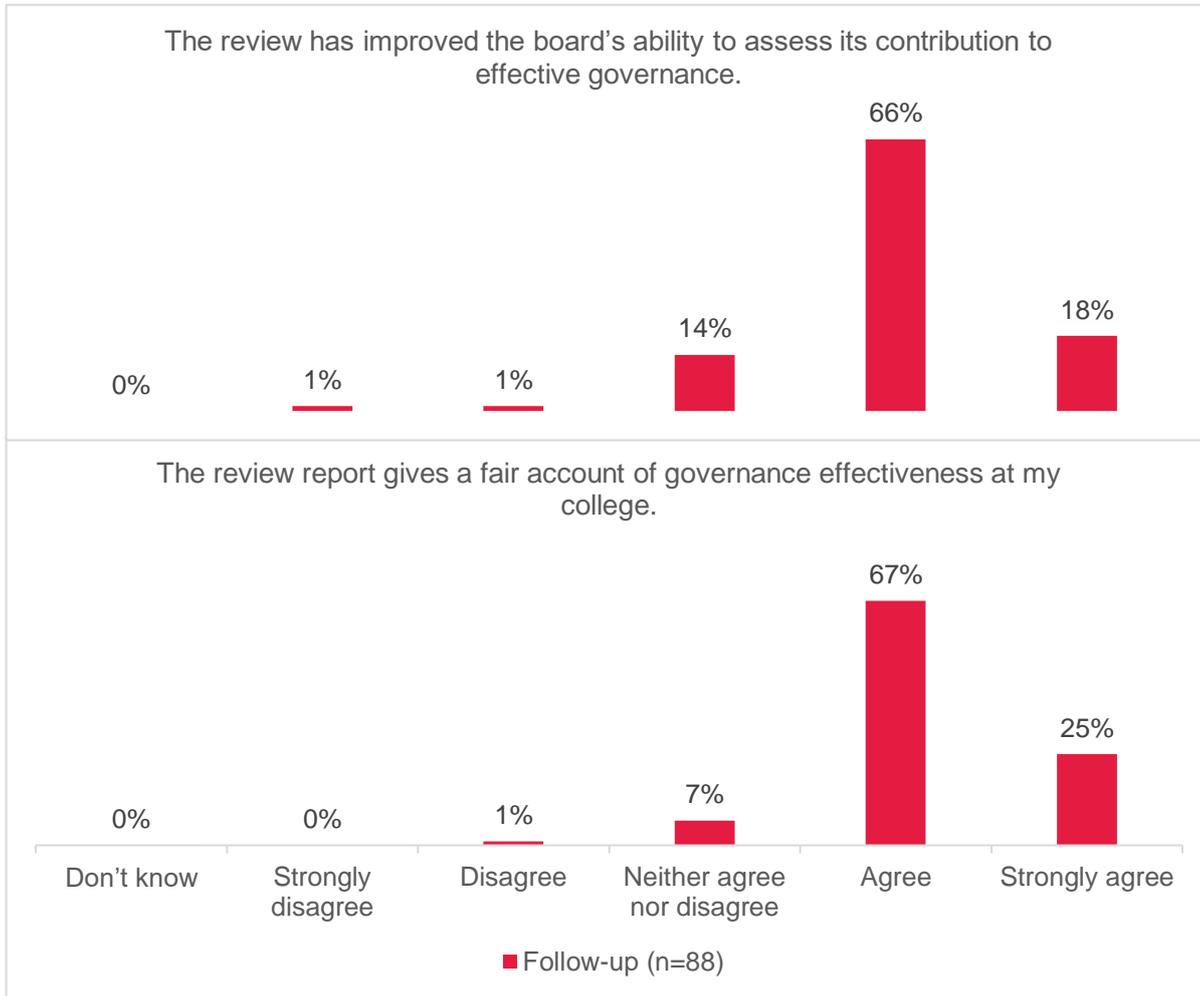
Change in ways of working



Survey results show a distinct improvement in governors' and principals' understanding of the distinction between strategic and operational responsibility between their board and executive, with the post-review follow-up survey showing a 13 point increase in those who thought they distinguished between these responsibilities "consistently and/or very well"; a total of 82% of respondents chose this most positive option.

This is the case also with governors' and principals' assessment of the culture of effective decision-making, increasing 6 points to 75%. (Evidence of progress is less pronounced here – some comments from survey respondents suggest that the wording here could have caused uncertainty.)

In both cases we can see how levels of understanding have improved through the review process, as well as consistency and quality in these areas moving in a positive direction, even given the high initial result in the Baseline data.



Governors and principals were extremely positive about the usefulness of the review. There was almost universal agreement (82%) that the review had improved the ability to assess contribution to effective governance – a very positive assessment. Governors and principals were also in agreement that the review report was a fair and accurate account – 92% were in agreement here, with 25% agreeing strongly, showing great confidence in the reports' accuracy overall.

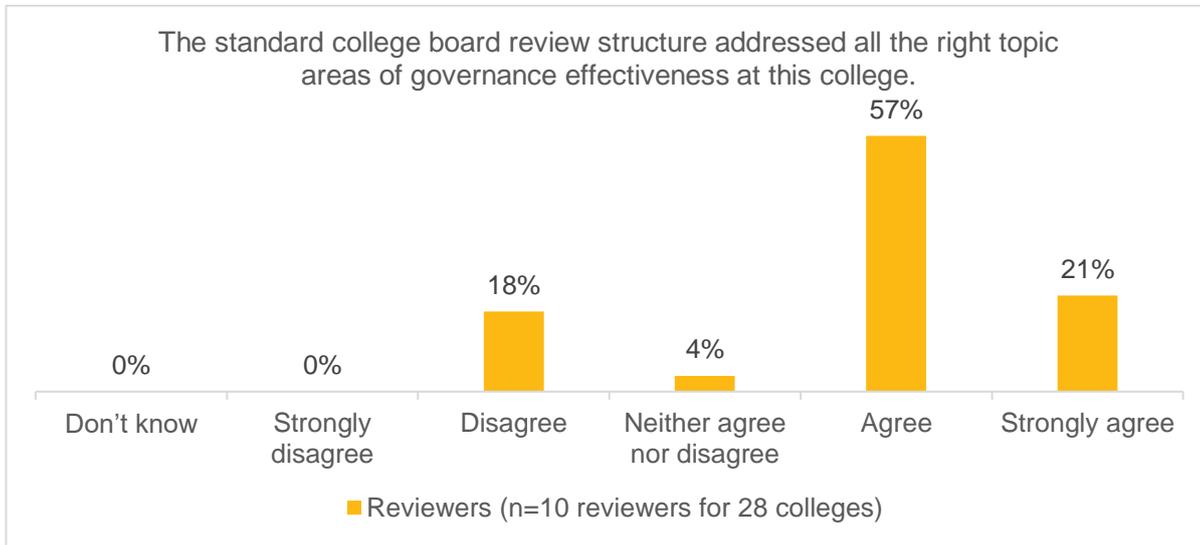
REVIEW PROCESS

This section considers the extent to which governor and principals' expectations for the reviews, participant and reviewer satisfaction with the review process, methodology and topic areas, and the areas that worked well and others that could be improved, drawing on baseline and follow-up survey data.

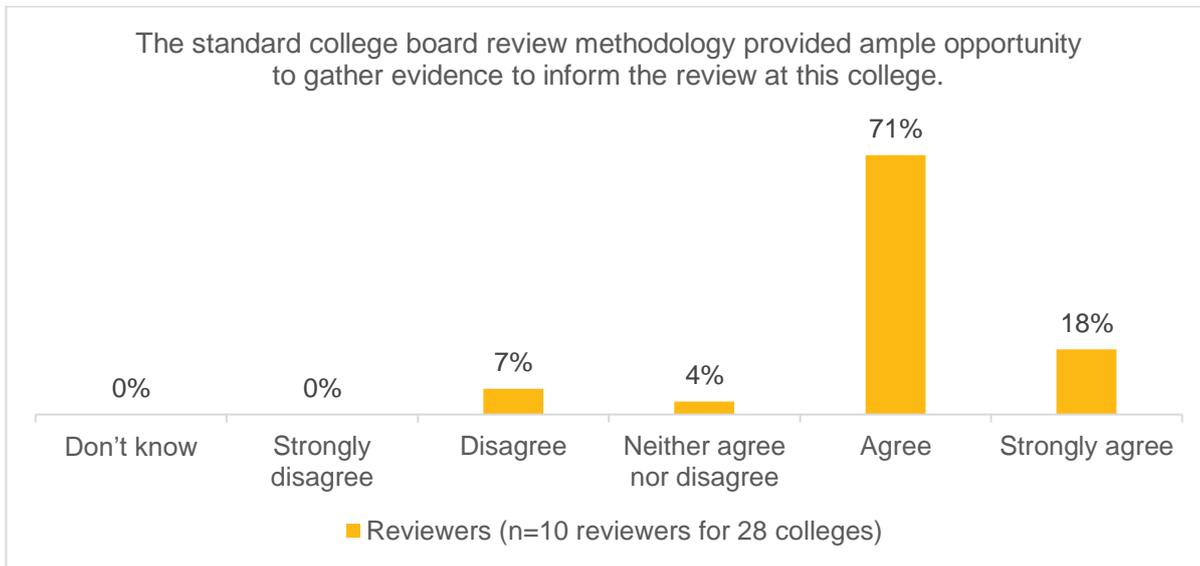
Participant expectations

In the baseline survey (n=283), principals and governors were asked if the following items should apply to the review of governance at their college. This gives us a sense of participants' expectations of the review process and areas they would want to have included.

Item	Agree
Provide evidence-based recommendations for change and development	90%
Identify gaps in board members' collective skills	85%
Provide a robust action plan to secure necessary improvements	84%
Identify gaps in board members' training	84%
Increase the board's capacity to offer effective leadership	82%
Engage all board members in the review process	82%
Identify gaps in board members' experience	81%
Improve strategic planning and operational effectiveness	80%
Improve evidence-based development decisions	71%
Improve evidence-based recruitment decisions	58%

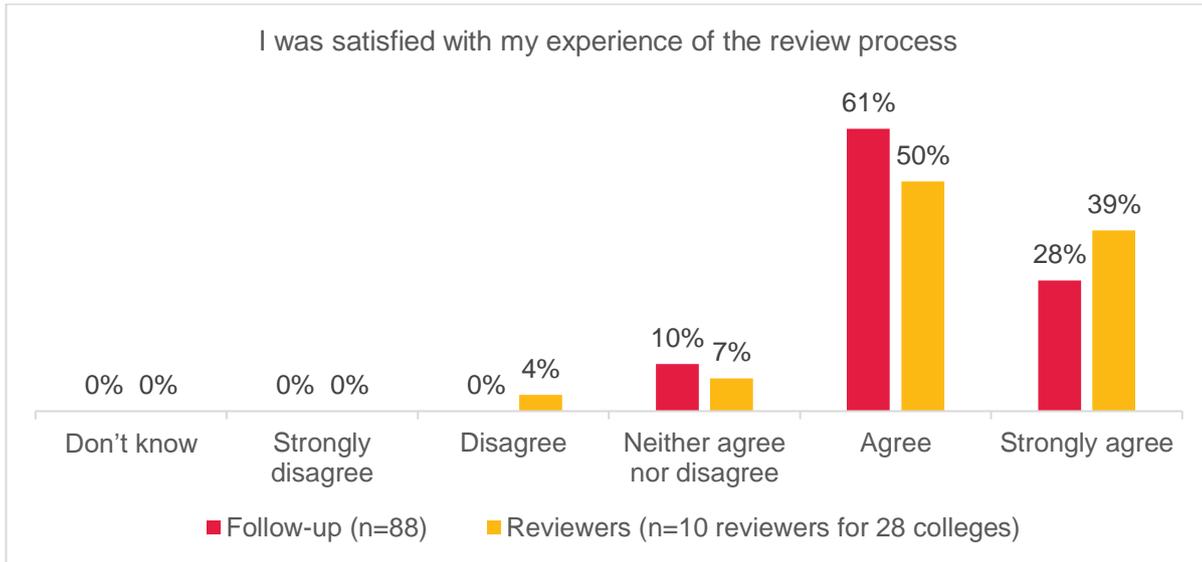


While reviewers were largely pleased with the review methodology and topic areas included, this was not the case for 18% of the colleges reviewed. Some reviewers indicated that the content was not appropriate for all colleges, depending on the particular improvement needs of the college in question, particularly for the self-referring colleges. Some participants also raised the issue of whether the structure was fully appropriate to their specific needs (see comments below).



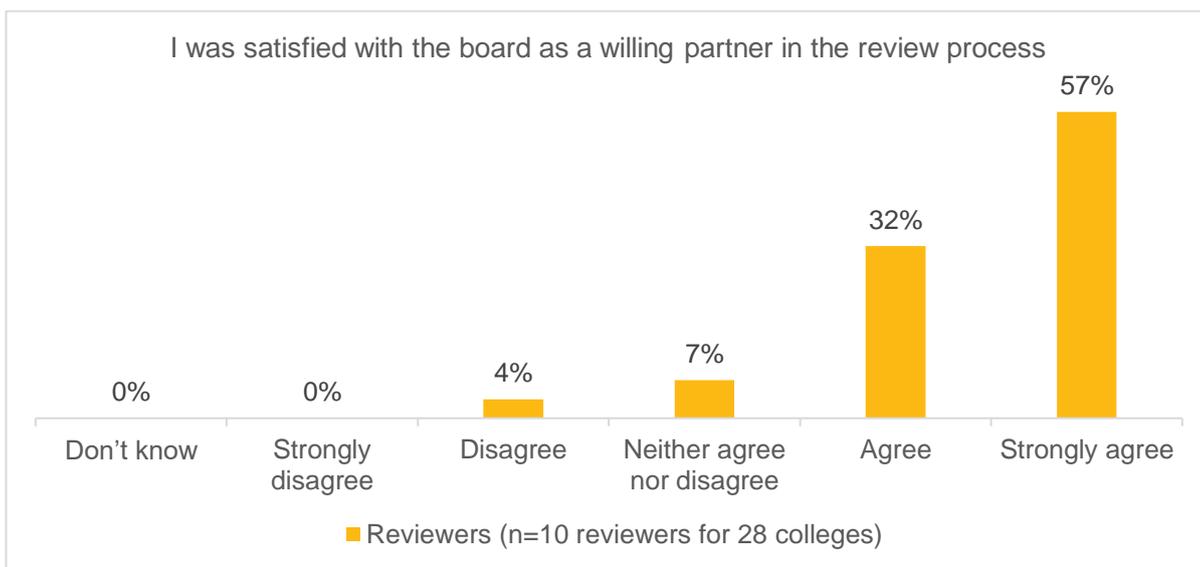
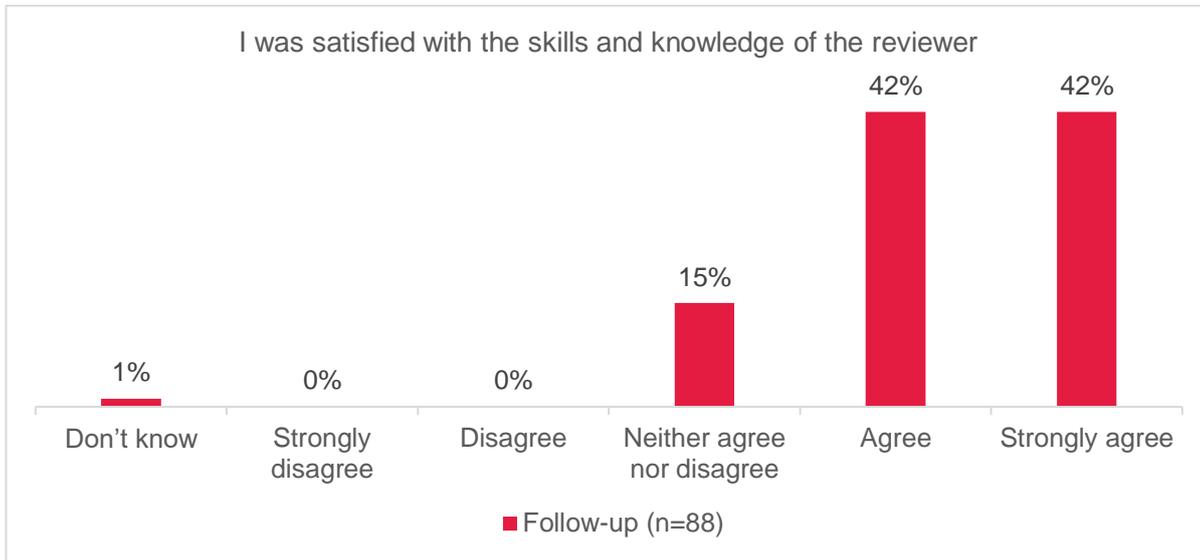
Reviewers agreed, for the majority of colleges reviewed, that the methodology gave ample opportunity to gather the evidence needed, however for 7% of colleges they felt this aspect was lacking. In their written responses, reviewers indicated a need for more evidence and more time to conduct detailed analysis, but didn't see a need for different or alternative methodologies per se (see comments below).

Participant and reviewer satisfaction



The majority (89%) of review participants (both governors and principals) were satisfied with their overall experience of the review process, with the remainder being unsure. No participants reported they were dissatisfied with the review process.

Reviewers reported a similar rate of satisfaction, with a greater weight of “strongly agree” responses suggesting enthusiasm for the process as well as an endorsement of the colleges as partners.



The majority (84%) of follow-up survey respondents had a positive view of the skills and knowledge of their assigned reviewer, with no respondents disagreeing with this point.

Reviewers indicated their satisfaction with the boards as willing partners, reporting 89% satisfaction across the 28 participating colleges.

It may be worth noting that levels of positive engagement and willing partnership seem to have been stronger for self-referring colleges over those referred by FE Commissioners, which can be seen reflected in the qualitative responses included below.

Reviewers were asked to identify topics that were not adequately addressed by the reviews. For 20 colleges, reviewers did not suggest any additional topics were necessary. For the remaining eight colleges they identified a range of topics. These included the following: models of governance, governance documents, delegation to committees, the role of governance professionals, curriculum, collaboration, aligning strategic/organisational direction, national priorities (sustainability, climate change), and specific interests of self-referring colleges. The review topics therefore appear to have been relevant to most colleges, with the

exception of some self-referring colleges.

Reviewers were asked to identify different methods that would have gathered stronger evidence to inform the review. For 11 colleges, reviewers did not suggest any additional methods were necessary. For the remaining 17 colleges, reviewers identified mainly more of the same or modifications to existing methods. These included the following: more meetings, interviews (including wider SLT and also committee chairs) and observations; and modified surveys (some questions were difficult for governors to understand). No substantively different review methods were proposed by reviewers.

What worked well and what could be improved?

Governors were asked to identify which aspects of the review process worked well, and which aspects did not work well and how they could be improved. More than half (42) of respondent governors provided comments on what worked well. Most identified reviewer attributes – credible, respectful, open, balanced, non-judgemental, experienced, organised, supportive, collaborative – as being essential to the success of the review process. These came to the fore in observations, interviews, one-to-one discussions and engagement with board members. The review report and recommendations also drew favourable comments from governors.

“

The most critical factor in these processes is the reviewer. Our reviewer was evidently well-qualified for the task and made the process a positive one, while never suggesting a less than rigorous assessment would result.

The reviewer had the right conversations and review of meetings and documentation to come up with proposals that seem sensible, are likely to be generally supported and will improve the effectiveness of the Board.

I found the report extremely informative and it concurred with my own thinking about the governance arrangements at the college.

I am positive about the contribution this will make to strengthening the governance arrangements and in particular to maximising individual governors contributions.

I was impressed with the whole process and found it very helpful.

College governors

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Apart from Covid restrictions preventing face-to-face meetings, less than a third (24) of respondent governors identified areas that did not work well. These focused on two areas: extending the review process to strengthen the evidence base and recommendations; and strengthening the baseline survey and review report. Governors suggested that, with more time, reviewers could attend more meetings, consult more governors, extend survey completion timescales and fit the review around college business cycles. They thought the baseline survey and report could be simplified or tailored to aid governor comprehension, and a summary and conclusions added to the report. A few indicated their review could have been harder hitting.

“

In hindsight I wonder if we could have been challenged more firmly on some key areas.

A reluctance to highlight failings in key leadership personnel and a lack of leadership overall.

The report recommends a change in the structure of governance but I have not seen any evidence that the proposed structure has positive benefits. I understand the FEC prefer the recommended structure but I would have liked to see concrete evidence from elsewhere of the benefits.

The timing was difficult, meaning that the reviewer could attend only one full board meeting and that one was not a routine meeting. Fitting the review process around one normal cycle of business of the corporation would have been advantageous.

A shorter, more focussed survey would be less likely to create negative expectations about the quality of the review process; several experienced Board members expressed real dissatisfaction about this element of the process.

College governors

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Overall, more respondent governors (42) identified what worked well than what did not and could be improved (24). The former focused on the reviewer attributes, while the latter focused on extending the review process and outcomes, and also made helpful suggestions for strengthening the baseline survey and review reports.

Principals were asked to identify how the review worked well and how it could be improved for participating colleges. Principals for 10 colleges (83%) responded. Their comments on what worked well focused on reviewer attributes, including listening skills, wisdom, perception and understanding, knowledge, experience, and openness. These contributed to effective working with board members, understanding the college, and producing recommendations with the right strategic focus. The baseline survey was regarded as an area for improvement, and several principals thought more time and the inclusion of committee meeting observations would have been beneficial. One principal (presumably from a self-referring college) took the trouble to provide quite extensive feedback (presented below) that suggests a mismatch in expectations.

“

We took advantage of the opportunity to have a review in order to ensure our Board's performance is outstanding to match our aspirations and plans for the College. We were seeking insights into what would nudge that performance from good to outstanding. We had hoped for recommendations around actions to take that might be consistent with attaining that highest level of performance. We were looking for a clear view about what first class Board performance looked like and an independent perspective about how far we were from that. We did not get these things from it. The process was more structured around addressing fundamental weaknesses in governance than benchmarking against criteria for levels of performance drawn from observations of the sector. If something is going wrong or has gone wrong with Governance and you want to fix it, this is probably a good process. If you want to stretch the organisation to see what distance it needs to go to be a really high performing Board, I would be less likely to recommend it based on our experience. I know from my own experience that our Board is not high performing, but it thinks it is excellent. I think that complacency can be dangerous. External, independent, criteria-based assessment of performance level at a granular level can provide a further force for change and improvement. On this occasion it did not provide that.

College principal

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Overall, respondent principals (10) agreed with governors that reviewer attributes were critical to the success of the review process, that the process should be extended, and the baseline survey strengthened.

Reviewers were asked to identify how the review worked well and how it could be improved for the participating colleges. Nine reviewers responded for all 28 participating colleges. The commitment and engagement of key college personnel – chairs, principals, governance professionals, heads/directors of governance – were critical to the success of the reviews. The reviews provided time for observation of board interactions, and for governor reflection, support and encouragement, and the collaborative approach was commented upon favourably.

The triangulation of different review methods (interviews, reviewing minutes, observing meetings) worked well, and the existence of a review process itself was compared favourably to (less structured) NLFE and NLG support. Areas for improvement focused on more time for reviewers to build relationships, persuade the more reluctant participants, and support implementation of recommendations.

“

There was good engagement by all key personnel.

The Chair, Principal and Clerk work well together and were effective partners with me in the review work despite initial misgivings.

The Review heightened the Board's awareness of strengths and gave a clear action plan for further improvement.

Having focussed on the areas which were of importance to them, they were able to use the report to construct an action plan which meets their own self identified needs.

This was a self-referral and the board was eager to improve further - so well engaged generally.

Reviewers

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Overall, reviewers for more colleges (28) identified what worked well than what did not and could be improved (8). The former focused on the commitment and engagement of key college personnel and triangulation of review methods, while the latter agreed with governors and principals by focusing on extending the review process.

Reviewers were also invited to contribute general comments on the review process. Reviewers responded for 16 colleges, and mostly reiterated points previously made about requiring more time to build relationships and establish trust, particularly for colleges that had been referred for review by an FE Commissioner. Reviews would have benefited from more time and flexibility to collect more evidence. Reviewers also suggested improvements to the baseline survey and report.

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The relationship moved from lukewarm to engaging but this takes time and energy, and this is challenging in the time envelope for the review.... The timescale also needs to be flexible to align with the College's cycle of meetings to maximise evidence base.

If I'm honest, the evidential requirements seem to be out of kilter with the ethos of the review. The report itself seems to require more evidential proof than could be seen in any of the FEC's reports that predated the commissioning of the review itself!

Worked well. Some reluctance by the Clerk to change recommendations on the ground that these were underway.... Overall staff and Governors welcomed my involvement, were open about current issues and ... the need for change.

This is a general comment concerning the Board Review process, where I think there was too much repetition in the prescribed format of the Board report provided to colleges.

Reviewers

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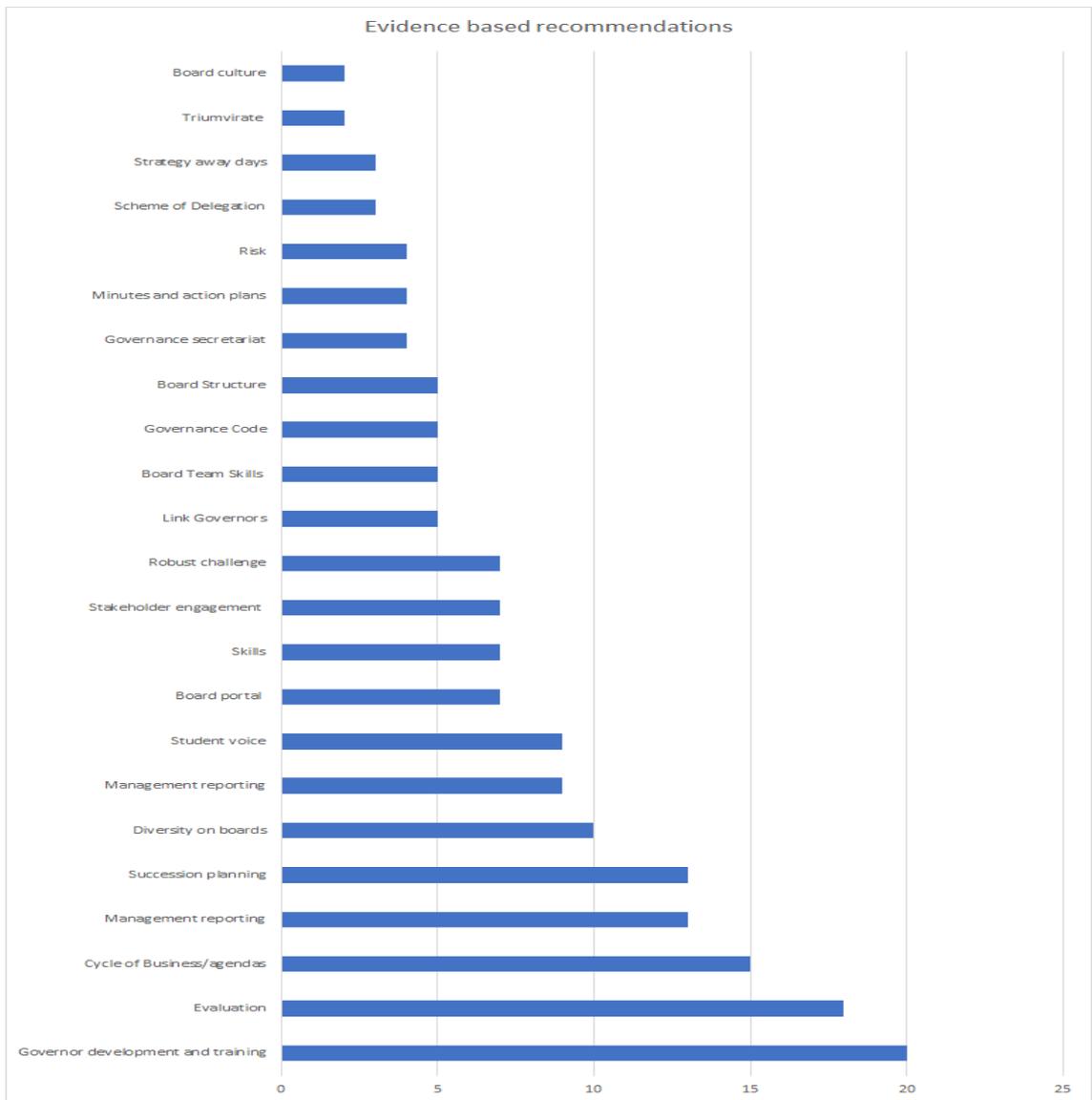
Overall, reviewers regarded the reviews as a success that depended in large part on the commitment and engagement of key college personnel. This was more forthcoming in self-referring colleges than in some colleges referred by FE Commissioners. More time to extend existing review methods and build relationships would strengthen the review process, and modifications to the baseline survey and report would strengthen the review outcomes.

REVIEW OUTCOMES

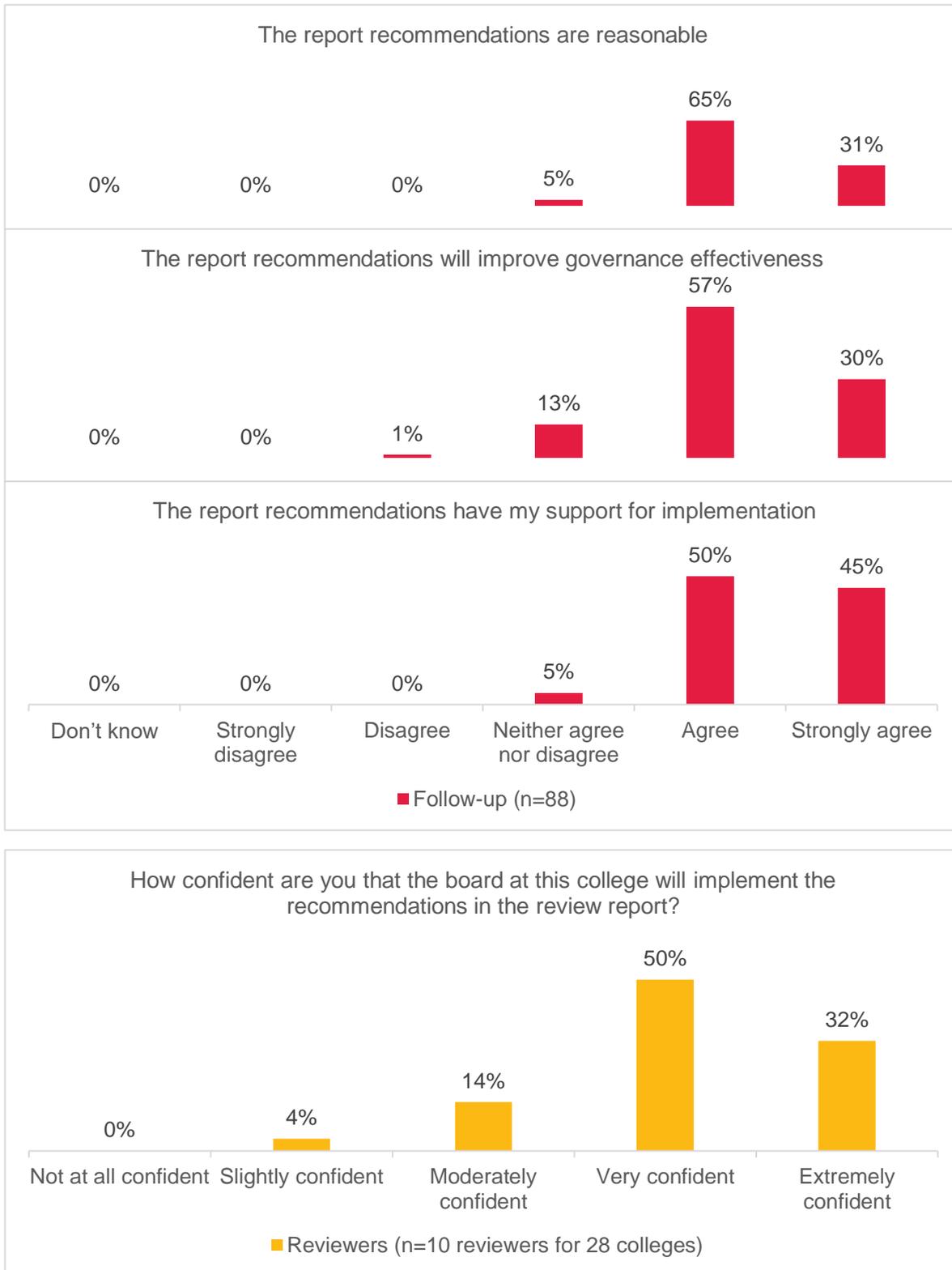
This section considers the review recommendations and participant and reviewer confidence that these will strengthen governance effectiveness, drawing on baseline and follow-up survey data and the views of FE Commissioners.

The recommendations that came from the Board Review reports were collected as part of the report moderation process to guide future ETF governance training and development provision. They were collated into groupings based on the key governance tasks for improvement/implementation, as highlighted by the board reviewers in the action plans for each college.

The most common recommendations by reviewers, including implementation of formal training and development plans for governors; improved self-reflection and evaluation of the board and individual governors; and a greater strategic focus in conversations, closely reflect the new requirements of governance as laid out in the [Skills of Jobs White Paper](#). This demonstrates how relevant and needed these requirements are to strengthen governance within the sector.

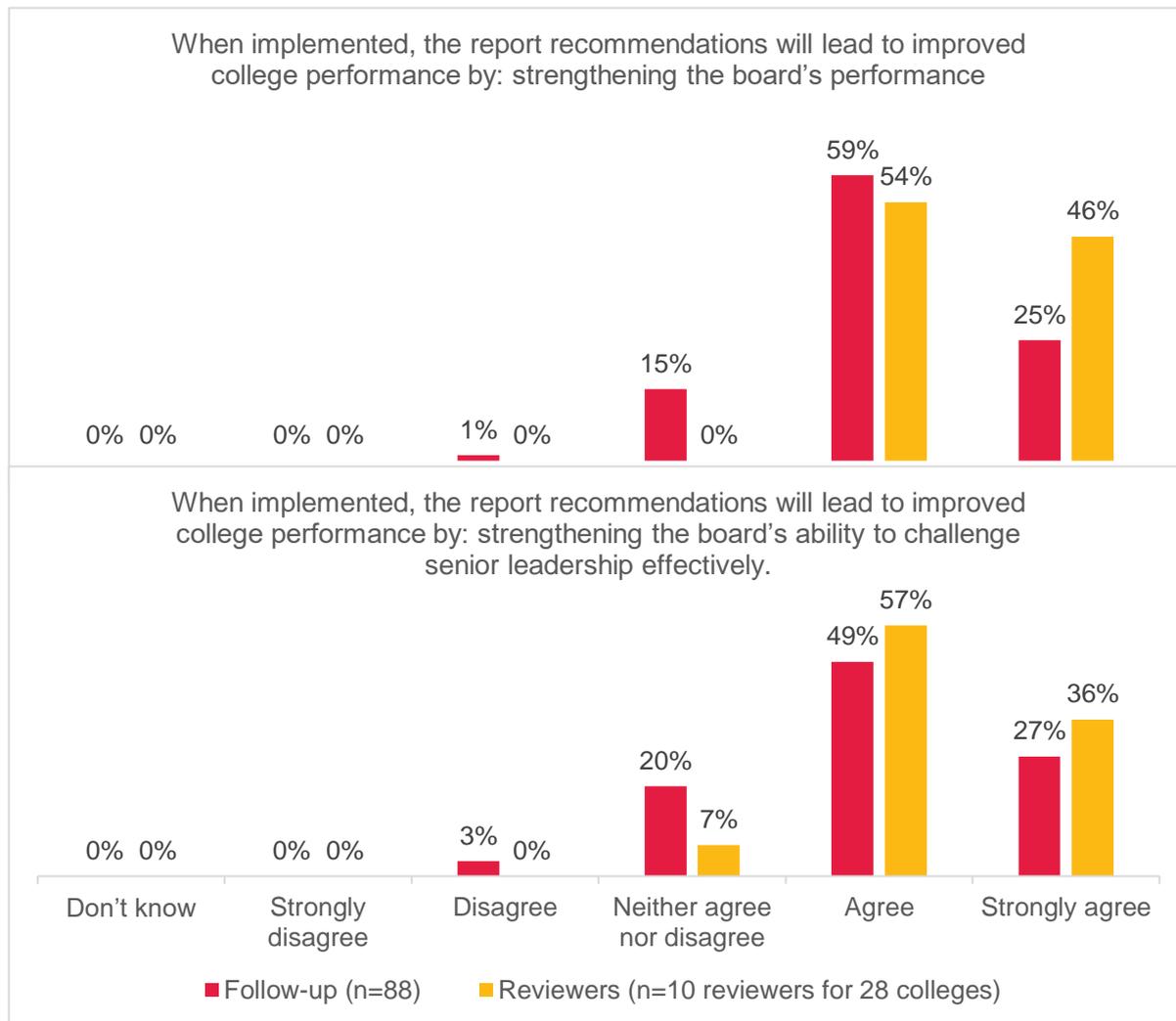


Do participants support the review recommendations?



Almost all (95%) governors and principals supported implementation of review report recommendations, and they agreed in similar numbers that the recommendations were reasonable and likely to improve governance effectiveness. Reviewers are confident overall that the recommendations will be implemented, though they showed perhaps a more moderate level of confidence than the review participants.

Will the review recommendations improve governance effectiveness?



These questions measured overall confidence that the recommendations included in the report are likely to improve college performance once implemented, both among review participants and the reviewers themselves. Both groups show a great degree of trust and positivity in the recommendations, with 84% of participants believing they would strengthen board performance, and 67% believing they would strengthen the board's ability to challenge senior leadership effectively. Reviewers were even more optimistic, with 100% agreeing the recommendations would strengthen performance, and more of a weighting towards strong agreement with the statements.

How will the review recommendations strengthen governance effectiveness?

Governors were asked to comment on how the review recommendations will improve governance effectiveness. More than a third (28) of respondent governors offered comments in three broad areas:

- Governor recruitment and development - ensuring the board has the right skillset, recognising the need for additional expertise, continuing to reinforce governor self-assessment and development, succession planning, ensuring the board is representative of the community it serves, ensuring the board has real diversity of perspective.
- Board performance - improving performance measurement through 1-2-1 governor and chair performance reviews, restructuring the board, enhancing board cohesion, interactions and team working, increasing trust and confidence among governors, holding each other to account, streamlining the committee structure to increase efficiency and effectiveness.
- Strategic oversight - monitoring and assisting the principal in the development of strategy, strengthening relations between the board and senior leaders, challenging the executive team's skills in finance and estates, enhancing awareness and understanding of how stakeholder relationships are developed, enabling the board to concentrate more on strategic issues while the details are scrutinised in committees.

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It has provided the platform for discussion and, more importantly, action. It's allowed new governors to see that they have been recruited to have an impact. I think in tightening up the board's approach to governance will allow us to focus on the real substantive issues and appropriately challenge SLT.

College governor

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Principals were asked to comment on how the review recommendations would improve governance effectiveness. Two thirds (eight) of the principals responded. They highlighted the value of the recommendations for strengthening strategic decision-making by the governing body and enabling critical scrutiny of governing body performance. They also said the recommendations validated the professional development of governors, and sharpened governors' focus on improving diversity, student voice, stakeholder engagement and overall college performance.

“

It provides validation of our agenda for improving the professionalism of our Governing Body, its professional development and its own critical scrutiny of its own performance.

College Principal

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What are the barriers and enablers for implementing the review recommendations?

Reviewers were asked to comment on the barriers and enablers for governing bodies implementing review recommendations. Reviewers for three quarters (21) of the colleges identified barriers, and reviewers for all 28 colleges identified enablers. Governance and executive recruitment, turnover and capacity were identified as the main barriers, in addition to colleges' reluctance to accept review recommendations and commit resources for implementation. The main enablers were the key college personnel - a strong chair and principal, a proactive governance professional, a good head/director of governance, and a willing governing body - as well as a firm action plan for implementation.

What outcomes have been achieved?

FE Commissioners were asked to comment on known outcomes achieved by the reviews (e.g. boards taking recommendations forward, changes occurring within the college as a result of the review). Three FE commissioners provided comments on 13 reviews. They reported strong alignment between the review outcomes and FEC views of areas for improvement. Despite initial resistance in some cases, governing boards generally welcomed the reviews and valued the reports, and chairs and clerks are driving the implementation of their review recommendations. These actions include recruiting new governors with stronger FE skills and experience, formalising committee terms of reference, succession planning, aligning the senior leadership structure with strategic plan priorities, strengthening the board's strategic oversight and influence, and learning from best practice.

“

Despite initial resistance governors engaged well with the ETF review and were very positive about the experience and benefit.

The governance review identified accurately the areas for improvement and matched the view of the FEC team.

Governors have engaged very effectively with the external review of governance process and the recommendations are being actively delivered, led by the chair and clerk.

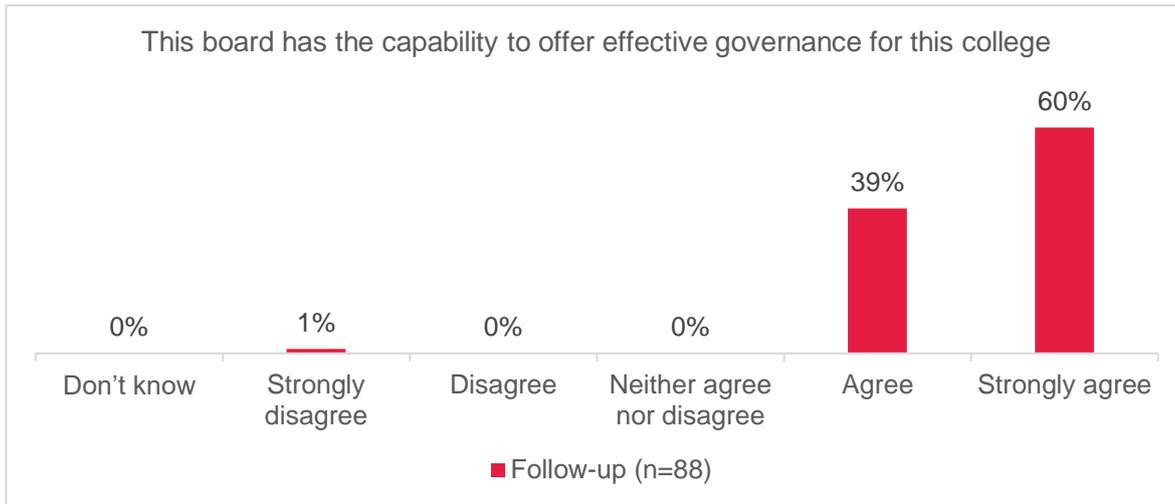
The review accurately identified areas for development and the reviewer has been commissioned to undertake additional work with the college.

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FE Commissioners

CONCLUSIONS

In this section we address each aim for the evaluation set out in the ETF tender response in turn.



- *The effectiveness of the FE Colleges Board Reviews Programme and the impact it has had on the participating governing bodies.*
 - The programme was effective in engaging 28 out of the target 30 colleges.
 - Governor and principal survey responses suggest the programme may have been more effective for ESFA/FEC-referred colleges than self-referring colleges, some of whom took up the review opportunity with different expectations that were not always met.
 - Pre/post-review governor survey responses indicate the programme has had an immediate impact on college board attributes that are essential for effective governance.
 - Governor, principal, reviewer and FE Commissioner survey responses suggest review recommendations are being implemented and will improve governance effectiveness.
- *Whether the objectives of the programme have been met including a description of the impact on boards and colleges.*
 - 28 in-depth board capability reviews have produced reports which analyse issues, make evidence-based recommendations for change and provide a robust action plan to secure necessary improvements.
 - College governors, principals, reviewers and FE Commissioners have described the impact of the reviews on boards and colleges in strengthening governor recruitment and development, board performance and strategic oversight, and learning from best practice.
- *Whether the review met the participants' expectations.*
 - Governors, principals and reviewers expressed high levels of satisfaction with the programme, which mostly met

expectations in terms of the topics covered and the methods used.

- *Whether, and if so how, the review processes have helped different groups or individuals involved in college governance.*
 - Satisfaction with the review process and outcomes was high for both governors and principals.
- *Participants' experience of being part of this programme based on their knowledge and experience at different levels of expertise within a governing body e.g. a new and inexperienced governor is likely to have a different experience through the programme than a highly experienced governor.*
 - Data protection restrictions prevented segmentation of governor survey responses.
- *What any limitations and / or barriers to the success of the programme were, and whether these were managed appropriately.*
 - Initial reluctance by some participating colleges was overcome by reviewers gaining the trust and confidence of key college personnel.
 - Governors, principals, reviewers and FE Commissioners expressed high levels of confidence that the review recommendations will be implemented.
 - Reviewers identified fewer barriers (governor/staff turnover and capacity) than enablers (key college personnel) for colleges implementing the review recommendations.
- *The effectiveness of the approaches being used and whether: - they were more successful in covering certain needs. - they were more useful for certain participants.*
 - Governors, principals and reviewers expressed high levels of satisfaction with the review process, including the methods used.
- *The elements of the programme which worked well and those which need improvement.*
 - The attributes of reviewers and key college personnel were identified as being centrally important for the success of the reviews by governors/principals and reviewers (respectively).
 - The main areas in need of improvement were the pre-review survey, which was regarded as long and cumbersome, and the review report, which would be strengthened by the addition of a summary and conclusions.
- *Any other useful feedback from participants to provide input and insights to the DfE for improving the programme going forward. For this, all survey subjects from participating colleges will be asked to provide feedback and recommendations on how the service could be improved.*
 - See programme improvement suggestions above.

- The programme was intended for colleges referred by ESFA/FEC and was less suited to self-referring colleges (one third of participating colleges).
- Governors, principals and reviewers would have liked the review process to be widened and extended to strengthen the evidence base.
- Nevertheless, the review programme rapidly gained the confidence of participating college governors and principals despite the restrictions imposed by Covid and rapid delivery timescales.
- As a result, 99% of respondent governors and principals agreed that, after their review and the implementation of the recommendations from it, they have confidence that their boards will have an increased capability and capacity to effectively govern their colleges. This reflects the high baseline position from which most participating colleges entered their board reviews, the progress they made during the review process in identifying ways to strengthen board capability, and their confidence that implementing review recommendations would further strengthen board capacity for effective governance.

ANNEX: SURVEY QUESTIONNAIRES

College Board Review Baseline Survey

The Department for Education (DfE) has awarded the Education and Training Foundation (ETF) the contract for up to 30 board reviews to be provided free of charge to colleges. The review model designed by the ETF and Association of Colleges (AoC) builds upon the fundamental principles of delivering good governance and maximising board effectiveness enshrined in the Code of Good Governance in English Colleges. Reviewers have been selected for their credibility and credentials in the sector and have been trained to deliver the bespoke review model.

As part of this review, we are asking all board members to complete a survey to explore their skills and perceptions of the governance effectiveness of their board. The survey should take 15-30 minutes to complete. You may save your response to complete later by clicking the Save button at the bottom of the page. Please follow the instructions displayed after clicking Save in order to return and complete the questionnaire later. Do not use your browser back/forward buttons to navigate through the survey, only use the navigation buttons at the bottom of each survey page.

After each review, reviewers will work with the board to co-design action plans and development pathways, including the identification of any evidence-based development and governance recruitment needs. The survey is split into three parts:

- Section 1: Purpose of the Board Review
- Section 2: Members' View of their Board
- Section 3: Board Effectiveness Questions

This information will be shared with your reviewer to gain a picture of board members' views and to help them prepare for the rest of the review. We will also use this information to help us evaluate the programme via a follow up survey after the review has been concluded. This will inform the effectiveness of the review and whether it met your expectations.

Section 1: Purpose of the Board Review

Q1 To what extent do you agree each of the following should apply to the review of governance at your college:

Don't know / Strongly disagree / Disagree / Neither agree nor disagree / Agree / Strongly agree

- Increase the board's capacity to offer effective leadership
- Identify gaps in board members' collective skills
- Identify gaps in board members' experience
- Identify gaps in board members' training
- Improve evidence-based recruitment decisions
- Improve evidence-based development decisions
- Improve strategic planning and operational effectiveness
- Engage all board members in the review process
- Provide evidence-based recommendations for change and development
- Provide a robust action plan to secure necessary improvements
- Other - please specify:

Section 2: Members' View of their Board

To what extent do you agree with each of the following statements? Please recommend one improvement action for each statement, and provide evidence for your views at the end of the section.

Q2 The board maintains a commitment to the 7 Nolan principles.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please recommend one action for improving this area:

Q3 The board has due regard for the AoC Code of Good Governance for English Colleges (or another relevant governance code).

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please recommend one action for improving this area:

Q4 The board regularly reviews the extent to which it has met its strategic objectives.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please recommend one action for improving this area:

Q5 The board implements actions that come out of such reviews.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please recommend one action for improving this area:

Q6 The board has policies in place that allow students and staff to inform the board's decision making process.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please recommend one action for improving this area:

Q7 The board has effective systems in place to track the progress and outcomes of all students including those in key disadvantaged groups.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please recommend one action for improving this area:

Q8 The quality of the student experience is central to the board's decision-making processes.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please recommend one action for improving this area:

Q9 The board is informed of the local and national economy.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please recommend one action for improving this area:

Q10 The board facilitates and enables collaboration with partners to deliver a coherent high-quality learning experience that meets the needs of students and the community.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please recommend one action for improving this area:

Q11 The Board's financial management system is robust, and processes are in place to ensure college spending provides value for money.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please recommend one action for improving this area:

Q12 The board effectively monitors the business and strategic partnerships made by the college.

- Don't know

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please recommend one action for improving this area:

Q13 Decisions on partnerships are always in alignment with the college purpose and objectives.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please recommend one action for improving this area:

Q14 The board ensures that equality and diversity are embedded in the college as a whole.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please recommend one action for improving this area:

Q15 The board ensures equality and diversity are embedded in recruitment and board decision making.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please recommend one action for improving this area:

Q16 The board ensures that safeguarding and Prevent are embedded in the college as a whole.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please recommend one action for improving this area:

Q17 The board has clear governing documents and management structures that are understood by members of the board.

- Don't know
- Strongly disagree

- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please recommend one action for improving this area:

Q18 This board has the capability to offer effective leadership for this college.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please recommend one action for improving this area:

Please provide any evidence you may have to support the ratings given above. (Please be specific about the questions you are referring to.)

Section 3: Board Effectiveness Questions

This section will ask you to rate your attributes (skills, knowledge, mindset/attitude) in areas such as strategy, risk and financial management. It will help the reviewers determine which skills are present within the board and what areas you may need support in.

Q19 Experience in delivering a corporate strategy which incorporates the corporation's vision and goals with a clear model for implementation.

- I do not understand the attribute, I have no experience and have not applied it
- I understand the attribute, but I have limited experience; or previously not applied it
- I understand the attribute well and I have some successful experience; or have successfully applied it in the past
- I have an in-depth understanding of the attribute and extensive experience of it; or have extensively developed it
- I don't know

Q20 Experience in leading organisational change.

- I do not understand the attribute, I have no experience and have not applied it
- I understand the attribute, but I have limited experience; or previously not applied it
- I understand the attribute well and I have some successful experience; or have successfully applied it in the past
- I have an in-depth understanding of the attribute and extensive experience of it; or have extensively developed it
- I don't know

Q21 Experience in questioning financial reports to protect an organisation from insolvency, fraud or theft.

- I do not understand the attribute, I have no experience and have not applied it

- I understand the attribute, but I have limited experience; or previously not applied it
- I understand the attribute well and I have some successful experience; or have successfully applied it in the past
- I have an in-depth understanding of the attribute and extensive experience of it; or have extensively developed it
- I don't know

Q22 Experience of financial planning, budgeting, monitoring and compliance.

- I do not understand the attribute, I have no experience and have not applied it
- I understand the attribute, but I have limited experience; or previously not applied it
- I understand the attribute well and I have some successful experience; or have successfully applied it in the past
- I have an in-depth understanding of the attribute and extensive experience of it; or have extensively developed it
- I don't know

Q23 Experience in ensuring compliance with sector regulations as outlined in relevant codes and government guidance.

- I do not understand the attribute, I have no experience and have not applied it
- I understand the attribute, but I have limited experience; or previously not applied it
- I understand the attribute well and I have some successful experience; or have successfully applied it in the past
- I have an in-depth understanding of the attribute and extensive experience of it; or have extensively developed it
- I don't know

Q24 Experience in assessing a board's risk appetite for securing growth.

- I do not understand the attribute, I have no experience and have not applied it
- I understand the attribute, but I have limited experience; or previously not applied it
- I understand the attribute well and I have some successful experience; or have successfully applied it in the past
- I have an in-depth understanding of the attribute and extensive experience of it; or have extensively developed it
- I don't know

Q25 Ability to generate new ideas, options and solutions at board level.

- I do not understand the attribute, I have no experience and have not applied it
- I understand the attribute, but I have limited experience; or previously not applied it
- I understand the attribute well and I have some successful experience; or have successfully applied it in the past
- I have an in-depth understanding of the attribute and extensive experience of it; or have extensively developed it
- I don't know

Q26 Ability to contribute to board decision making processes.

- I do not understand the attribute, I have no experience and have not applied it
- I understand the attribute, but I have limited experience; or previously not applied it
- I understand the attribute well and I have some successful experience; or have successfully applied it in the past
- I have an in-depth understanding of the attribute and extensive experience of it; or have extensively developed it
- I don't know

Q27 Ability to communicate organisational objectives effectively to stakeholders at board level.

- I do not understand the attribute, I have no experience and have not applied it
- I understand the attribute, but I have limited experience; or previously not applied it
- I understand the attribute well and I have some successful experience; or have successfully applied it in the past
- I have an in-depth understanding of the attribute and extensive experience of it; or have extensively developed it
- I don't know

Q28 Ability to challenge assumptions and 'groupthink' at board level.

- I do not understand the attribute, I have no experience and have not applied it
- I understand the attribute, but I have limited experience; or previously not applied it
- I understand the attribute well and I have some successful experience; or have successfully applied it in the past
- I have an in-depth understanding of the attribute and extensive experience of it; or have extensively developed it
- I don't know

Q29 Act in line with the AoC code of good governance (or other relevant governance code) and ensure that the board does so.

- I do not understand the attribute, I have no experience and have not applied it
- I understand the attribute, but I have limited experience; or previously not applied it
- I understand the attribute well and I have some successful experience; or have successfully applied it in the past
- I have an in-depth understanding of the attribute and extensive experience of it; or have extensively developed it
- I don't know

Section 3: Board Effectiveness Questions (continued)

This section will ask you to rate how your board interacts and its ways of working. The focus will be on how your board is organised to allow for the most effective deployment of individual and collective skills to meet the college's goals. Please rate each statement with reference to the last 12 months.

Q30 The board has aimed to recruit and is composed of diverse membership which represents all sections of the community it serves.

- We don't do this at all.
- We do this poorly and/or irregularly.
- We sometimes do this and/or we only do it moderately well.
- We consistently do this and/or we do it very well.
- I don't know

Q31 The board identifies members' skills and expertise and meetings are organized to maximise members' strengths.

- We don't do this at all.
- We do this poorly and/or irregularly.
- We sometimes do this and/or we only do it moderately well.
- We consistently do this and/or we do it very well.
- I don't know

Q32 Opportunities for training and development are based on the board's strategic needs as well as individual areas for development.

- We don't do this at all.
- We do this poorly and/or irregularly.
- We sometimes do this and/or we only do it moderately well.
- We consistently do this and/or we do it very well.
- I don't know

Q33 The board undertakes activities that facilitate good working relationships among members to improve trust and collaboration.

- We don't do this at all.
- We do this poorly and/or irregularly.
- We sometimes do this and/or we only do it moderately well.
- We consistently do this and/or we do it very well.
- I don't know

Q34 The board has processes in place to invite scrutiny of decisions, and all members of the board are encouraged to ask challenging questions.

- We don't do this at all.
- We do this poorly and/or irregularly.
- We sometimes do this and/or we only do it moderately well.
- We consistently do this and/or we do it very well.
- I don't know

Q35 There is an evidence-based approach to complex issues. Members are not afraid to ask for further clarification or, where appropriate, seek external advice.

- We don't do this at all.
- We do this poorly and/or irregularly.
- We sometimes do this and/or we only do it moderately well.
- We consistently do this and/or we do it very well.
- I don't know

Q36 Board responsibilities are clearly delineated. All members understand their strategic responsibilities and the operational responsibilities that have been delegated to executives.

- We don't do this at all.
- We do this poorly and/or irregularly.
- We sometimes do this and/or we only do it moderately well.
- We consistently do this and/or we do it very well.

- I don't know

Q37 The board has a 'culture' or set of practices which allows for members to constructively challenge alongside a process (or processes) to allow for effective decision-making.

- We don't do this at all.
- We do this poorly and/or irregularly.
- We sometimes do this and/or we only do it moderately well.
- We consistently do this and/or we do it very well.
- I don't know

Section 3: Board Effectiveness Questions (continued)

This section will ask you to rate the governance structure of your board and how this works to deliver its objectives effectively, with transparency and in compliance with regulations.

Q38 Governing documents clearly delineate the purpose of the corporation; the delegation of power (to committees, CEO/principal, etc.) while retaining ultimate accountability; and procedures and rules for meetings.

- This document, process or performance area has had no impact on the board's ability to deliver its functions.
- This document, process or performance area has had limited impact on the board's ability to deliver its functions.
- This document, process or performance area has sometimes aided the board to deliver its functions.
- This document, process or performance area has consistently aided or advanced the board's ability to deliver its functions.
- I don't know

Q39 Governance arrangements such as the cycle of meetings, committees, number of members, etc. are consistent with the size of the college, the amount of business it needs to get through and enables effective decision making.

- This document, process or performance area has had no impact on the board's ability to deliver its functions.
- This document, process or performance area has had limited impact on the board's ability to deliver its functions.
- This document, process or performance area has sometimes aided the board to deliver its functions.
- This document, process or performance area has consistently aided or advanced the board's ability to deliver its functions.
- I don't know

Q40 Board members have timely access to relevant information.

- This document, process or performance area has had no impact on the board's ability to deliver its functions.
- This document, process or performance area has had limited impact on the board's ability to deliver its functions.
- This document, process or performance area has sometimes aided the board to deliver its functions.
- This document, process or performance area has consistently aided or advanced the board's ability to deliver its functions.

- I don't know

Q41 Minutes and other relevant information are published on the college website.

- This document, process or performance area has had no impact on the board's ability to deliver its functions.
- This document, process or performance area has had limited impact on the board's ability to deliver its functions.
- This document, process or performance area has sometimes aided the board to deliver its functions.
- This document, process or performance area has consistently aided or advanced the board's ability to deliver its functions.
- I don't know

Q42 The board is compliant with regulations, AoC Code (or relevant code) and has a clear audit trail of decisions.

- This document, process or performance area has had no impact on the board's ability to deliver its functions.
- This document, process or performance area has had limited impact on the board's ability to deliver its functions.
- This document, process or performance area has sometimes aided the board to deliver its functions.
- This document, process or performance area has consistently aided or advanced the board's ability to deliver its functions.
- I don't know

Q43 The college is responsive to the needs of the local community, businesses, students and other stakeholders.

- This document, process or performance area has had no impact on the board's ability to deliver its functions.
- This document, process or performance area has had limited impact on the board's ability to deliver its functions.
- This document, process or performance area has sometimes aided the board to deliver its functions.
- This document, process or performance area has consistently aided or advanced the board's ability to deliver its functions.

I don't know

Q44 Expectations for behaviors of the board are outlined and members are held accountable for diverting from them.

- This document, process or performance area has had no impact on the board's ability to deliver its functions.
- This document, process or performance area has had limited impact on the board's ability to deliver its functions.
- This document, process or performance area has sometimes aided the board to deliver its functions.
- This document, process or performance area has consistently aided or advanced the board's ability to deliver its functions.
- I don't know

Q45 Individual board member contributions and performance are

reviewed at set intervals.

- This document, process or performance area has had no impact on the board's ability to deliver its functions.
- This document, process or performance area has had limited impact on the board's ability to deliver its functions.
- This document, process or performance area has sometimes aided the board to deliver its functions.
- This document, process or performance area has consistently aided or advanced the board's ability to deliver its functions.
- I don't know

Q46 Board impact is evaluated regularly and measured against the outcomes of the college.

- This document, process or performance area has had no impact on the board's ability to deliver its functions.
- This document, process or performance area has had limited impact on the board's ability to deliver its functions.
- This document, process or performance area has sometimes aided the board to deliver its functions.
- This document, process or performance area has consistently aided or advanced the board's ability to deliver its functions.
- I don't know

Thank you for completing the survey. Please click the Submit button below to finish. Your responses will be collated and used by your reviewer in preparation for your review.

Colleges' Board Review: participant follow-up survey (Governors)

On behalf of the Department for Education (DfE), the Education and Training Foundation (ETF) and the Association of Colleges (AoC) please accept our thanks for your time and participation in the board review process so far. The project partners are very keen to hear your views about what worked well and how reviews could be improved. They would be very grateful to receive your response to this short participant feedback survey.

Your response will be processed in accordance with the ETF Privacy Policy and will not be identifiable individually in any survey analysis or report prepared by the ETF. The survey should take 15-20 minutes to complete.

At this point, you should have received the review report from your assigned reviewer. You may also have completed the baseline survey conducted at the start of the review. Some questions in this survey repeat questions in the baseline survey conducted before the review started. This will help the assessors evaluate the effectiveness of the review.

Please tick here to confirm you have read the review report and recommendations.

Please tick here if you completed the initial baseline survey.

Q1 This board has the capability to offer effective governance for this college.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Please rate your attributes (skills, knowledge, mindset/attitude) in the following areas:

Q2 Ability to generate new ideas, options and solutions at board level.

- I do not understand the attribute, I have no experience and have not applied it
- I understand the attribute, but I have limited experience; or previously not applied it
- I understand the attribute well and I have some successful experience; or have successfully applied it in the past
- I have an in-depth understanding of the attribute and extensive experience of it; or have extensively developed it
- I don't know

Q3 Ability to contribute to board decision making processes.

- I do not understand the attribute, I have no experience and have not applied it
- I understand the attribute, but I have limited experience; or previously not applied it
- I understand the attribute well and I have some successful experience; or have successfully applied it in the past
- I have an in-depth understanding of the attribute and extensive experience of it; or have extensively developed it
- I don't know

- I understand the attribute, but I have limited experience; or
- previously not applied it
- I understand the attribute well and I have some successful
- experience; or have successfully applied it in the past
- I have an in-depth understanding of the attribute and extensive
- experience of it; or have extensively developed it
- I don't know

Q4 Ability to challenge assumptions and 'groupthink' at board level.

- I do not understand the attribute, I have no experience and
- have not applied it
- I understand the attribute, but I have limited experience; or
- previously not applied it
- I understand the attribute well and I have some successful
- experience; or have successfully applied it in the past
- I have an in-depth understanding of the attribute and extensive
- experience of it; or have extensively developed it
- I don't know

Please rate how your board interacts and its ways of working:

Q5 The board identifies members' skills and expertise, and meetings are organised to maximise members' strengths.

- We don't do this at all.
- We do this poorly and/or irregularly.
- We sometimes do this and/or we only do it moderately well.
- We consistently do this and/or we do it very well.
- I don't know

Q6 The board undertakes activities that facilitate good working relationships among members to improve trust and collaboration.

- We don't do this at all.
- We do this poorly and/or irregularly.
- We sometimes do this and/or we only do it moderately well.
- We consistently do this and/or we do it very well.
- I don't know

Q7 There is an evidence-based approach to complex issues. Members are

not afraid to ask for further clarification or, where appropriate, seek external advice.

- We don't do this at all.
- We do this poorly and/or irregularly.
- We sometimes do this and/or we only do it moderately well.
- We consistently do this and/or we do it very well.
- I don't know

Q8 Board responsibilities are clearly delineated. All members understand their strategic responsibilities and the operational responsibilities that have been delegated to executives.

- We don't do this at all.

- We do this poorly and/or irregularly.
- We sometimes do this and/or we only do it moderately well.
- We consistently do this and/or we do it very well.

I don't know

Q9 The board has a 'culture' or set of practices which allows for members to constructively challenge alongside a process (or processes) to allow for effective decision-making.

- We don't do this at all.
- We do this poorly and/or irregularly.
- We sometimes do this and/or we only do it moderately well.
- We consistently do this and/or we do it very well.
- I don't know

Review report

Q10 The review has improved my ability to assess my own contribution to effective governance.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Q11 The review has improved the board's ability to assess its contribution to effective governance.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Q12 The review report is well written and easy to follow.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Q13 The review report gives a fair account of governance effectiveness at my college.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

- Q14 The report recommendations:
are reasonable
will improve governance effectiveness
have my support for implementation
- Don't know
 - Strongly disagree
 - Disagree
 - Neither agree nor disagree
 - Agree
 - Strongly agree

- Q15 When implemented, the report recommendations will lead to improved college performance by:
- Strengthening the board's performance
 - Strengthening the board's positive influence on senior leaders' performance
 - Strengthening relations between the board and senior leaders by building trust and confidence
 - Strengthening the board's ability to challenge senior leadership effectively.
- Don't know
 - Strongly disagree
 - Disagree
 - Neither agree nor disagree
 - Agree
 - Strongly agree

- Q16 The report recommendations will improve governance effectiveness in the following ways:

Overall

- Q17 I was satisfied with:
- my experience of the review process
 - the information I received and organisation overall
 - the skills and knowledge of the reviewer
- Don't know
 - Strongly disagree
 - Disagree
 - Neither agree nor disagree
 - Agree
 - Strongly agree

- Q18 How likely are you to recommend the review process to other colleges?
- 1 - Not at all likely to 10 - Extremely likely

Colleges' Board Review: participant follow-up survey (Principals)

On behalf of the Department for Education (DfE), the Education and Training Foundation (ETF) and the Association of Colleges (AoC) please accept our thanks for your time and participation in the board review process so far. The project partners are very keen to hear your views about what worked well and how reviews could be improved. They would be very grateful to receive your response to this short participant feedback survey.

Your response will be processed in accordance with the ETF Privacy Policy and will not be identifiable individually in any survey analysis or report prepared by the ETF. The survey should take 15-20 minutes to complete.

At this point, you should have received the review report from your assigned reviewer. Some questions in this survey repeat questions in the baseline survey conducted before the review started. This will help the assessors evaluate the effectiveness of the review.

- Q1 This board has the capability to offer effective governance for this college.
- Don't know
 - Strongly disagree
 - Disagree
 - Neither agree nor disagree
 - Agree
 - Strongly agree

Please rate how your board interacts and its ways of working:

- Q2 Board responsibilities are clearly delineated. All members understand their strategic responsibilities and the operational responsibilities that have been delegated to executives.
- We don't do this at all.
 - We do this poorly and/or irregularly.
 - We sometimes do this and/or we only do it moderately well.
 - We consistently do this and/or we do it very well.
 - I don't know
- Q3 The board has a 'culture' or set of practices which allows for members to constructively challenge alongside a process (or processes) to allow for effective decision-making.
- We don't do this at all.
 - We do this poorly and/or irregularly.
 - We sometimes do this and/or we only do it moderately well.
 - We consistently do this and/or we do it very well.
 - I don't know

Review report

- Q4 The review has improved my ability to assess my own contribution to effective governance.
- Don't know
 - Strongly disagree
 - Disagree
 - Neither agree nor disagree
 - Agree
 - Strongly agree
- Q5 The review has improved the board's ability to assess its contribution to effective governance.
- Don't know
 - Strongly disagree
 - Disagree
 - Neither agree nor disagree
 - Agree
 - Strongly agree
- Q6 The review report is well written and easy to follow.
- Don't know
 - Strongly disagree
 - Disagree
 - Neither agree nor disagree
 - Agree
 - Strongly agree
- Q7 The review report gives a fair account of governance effectiveness at my college.
- Don't know
 - Strongly disagree
 - Disagree
 - Neither agree nor disagree
 - Agree
 - Strongly agree
- Q8 The report recommendations:
are reasonable
will improve governance effectiveness
have my support for implementation
- Don't know
 - Strongly disagree
 - Disagree
 - Neither agree nor disagree
 - Agree
 - Strongly agree

Q9 When implemented, the report recommendations will lead to improved college performance by:

Strengthening the board's performance

Strengthening the board's positive influence on senior leaders'

performance

Strengthening relations between the board and senior leaders by building trust and confidence

Strengthening the board's ability to challenge senior leadership effectively.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Q10 The report recommendations will improve governance effectiveness in the following ways:

Overall

Q11 I was satisfied with:

my experience of the review process

the information I received and organisation overall

the skills and knowledge of the reviewer

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Q12 Which aspects of the review process worked well?

Q13 Which aspects of the review process did not work well, and how could they be improved?

Q14 How likely are you to recommend the review process to other colleges?

1 - Not at all likely to 10 - Extremely likely

Colleges' Board Review: reviewer follow-up survey

On behalf of the Department for Education (DfE), the Education and Training Foundation (ETF) and the Association of Colleges (AoC) please accept our thanks for your time and participation in the board review process so far. The project partners are very keen to hear your views about what worked well and how the review process could be improved. They would be very grateful to receive your response to this short feedback survey. Please complete this survey after you have sent your review report to the college. Your response is completely confidential and will not be shared with the college.

Your response will be processed in accordance with the ETF Privacy Policy and will not be identifiable individually in any survey analysis or report prepared by the ETF. The survey should take 15-20 minutes to complete.

Important note: your survey response is specific to the college you have reviewed, please complete a separate survey for each college.

Q1 How confident are you that the board at this college will implement the recommendations in the review report?

- Not at all confident
- Slightly confident
- Moderately confident
- Very confident
- Extremely confident

In a single sentence, please identify the main barriers facing the board at this college when implementing the recommendations.

In a single sentence, please identify the main enablers supporting the board at this college when implementing the recommendations.

Q2 When implemented, the report recommendations will lead to improved performance at this college by:

Strengthening the board's performance

Strengthening the board's positive influence on senior leaders' performance

Strengthening relations between the board and senior leaders by building trust and confidence

Strengthening the board's ability to challenge senior leadership effectively.

- Don't know
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

- Q3 When reviewing the board at this college, I was satisfied with:
- my experience of the review process
 - the information I received and organisation overall
 - the board as a willing partner in the review process
- Don't know
 - Strongly disagree
 - Disagree
 - Neither agree nor disagree
 - Agree
 - Strongly agree

- Q4 The standard college board review structure addressed all the right topic areas of governance effectiveness at this college.
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
 - Don't know

In a single sentence, please identify the main topic areas at this college that were not addressed adequately by the standard college review structure, if any.

- Q5 The standard college board review methodology provided ample opportunity to gather evidence to inform the review at this college.
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
 - Don't know

In a single sentence, please identify different methods that would have gathered stronger evidence to inform the review at this college, if any.

- Q6 In a single sentence, please identify how review process worked well for this college.

- Q7 In a single sentence, please identify how the review process could have been better for this college.

- Q8 Based on the review you conducted of this college board, how likely are you to recommend the review process to other colleges?
- 1 - Not at all likely to 10 - Extremely likely

- Q9 Please use the space below to provide any other comments about the review process for this college.