

## Assessment Standards

### Diploma for Further Education Governance Professionals (PG Dip FEGP)

#### Introduction

The Diploma in Further Education Governance is derived from the Further Education Governance Professionals Competency Framework. It assesses the competencies expected of an experienced Further Education Governance Professional working at the level of a strategic leader .

#### Recommended entry/training.

A typical candidate will be an experienced governance professional currently working in a strategic leadership role in further education.

To complete the qualification, the candidate will have to satisfy the following conditions

1. Be currently engaged as a governance professional by a UK Further Education or Sixth Form College Corporation or a designated institution funded by the Education and Skills Funding Agency (ESFA)
2. Been engaged as a governance professional for at least 5 years with a minimum of 3 years in Further Education
3. Have passed or obtained an exemption from the IOD Certificate for Further Education Governance Professionals (Cert FEGP)

There are no prescribed training requirements for the qualification, however candidates may benefit from support from a more experienced governance professional whilst undertaking the qualification.

#### Assessment Methodology

There are three outcomes in the Diploma as follows:

- Lead the creation, implementation and evaluation of strategic governance practices in a Further Education environment
- Enable the delivery of excellence in Further Education governance through giving sound advice in complex situations
- Facilitate the creation and maintenance of a climate of trust and mutual respect that underpins the delivery of excellence in Further Education governance

The Diploma will be assessed by a single Professional Discussion involving two assessors and the candidate.

Prior to the Professional Discussion, the candidate will be required to submit:

1. A Statement of Practical Experience and Professional Competence, supporting documents and a corroboration countersignature/review by Board Chair and Principal/CEO.
2. A Continuing Professional Development Record and Personal Development Plan

The Statement of Practical Experience and Professional Competence will cover six prescribed sections:

Outcome 1 Lead the creation, implementation and evaluation of strategic governance practices in a Further Education environment

- Delivering governance excellence today
- Looking to the future

Outcome 2 Enable the delivery of excellence in Further Education governance through giving sound advice in complex situations

- Facilitating solutions
- Sharing expertise

Outcome 3 Facilitate the creation and maintenance of a climate of trust and mutual respect that underpins the delivery of excellence in Further Education governance

- Creating and maintaining constructive relationships
- Promoting equality, diversity and inclusion

The Assessment Standards to be demonstrated in the submission and subsequent interview reflect the competences defined in the FE Governance Professional Competency Framework **Excelling** Level.

The Professional Discussion will explore the candidate's submission relating to at least four of the six sections in their Statement and their Continuing Professional Development Record/Plan in more detail. The discussion will be held with two assessors, both will have extensive experience operating at Board level and at least one will have recent strategic experience in the requirements of Further Education governance.

## Diploma for Further Education Governance Professionals Assessment Standards

Outcome 1 Lead the creation, implementation and evaluation of strategic governance practices in a Further Education environment

Criteria

**Delivering governance excellence today**

- Apply an extensive knowledge of the constitutional and legal framework that applies to Further Education colleges
  
- Engage with others within their college, its Board and other key stakeholders to set longer term strategic plans for governance that have a positive impact

**Looking to the future**

- Devise governance strategies focused on known and emerging trends and challenges
  
- Drive a culture of continuous improvement in governance activities focussing on excellence through enabling change

What the submission and subsequent discussion should provide evidence of:

- Wide ranging, extensive and detailed knowledge of current and proposed constitutional and legal frameworks relating to the governance of Further Education colleges.
- Critical evaluation of constitutional and legal frameworks when factoring their requirements into governance strategies for their college
  
- Extensive engagement with others whilst establishing strategic plans
- Applying best practice in internal and external communication in the dissemination of information on governance matters
  
- Horizon scanning to identify emerging issues that impact on the governance of their college
- Researching emerging excellence in governance practice outside further education and evaluating how this could be applied in their college
  
- Searching and reflective reviews of the effectiveness and impact of governance activities on how the board operates
- Leading processes to ensure sustained improvement in the delivery of excellence in governance

Outcome 2 – Enable the delivery of excellence in Further Education governance through giving sound advice in complex situations

<p>Criteria</p> <p><b>Facilitating solutions</b></p> <ul style="list-style-type: none"> <li>Facilitate solutions to complex problems as a trusted and highly respected governance professional</li> </ul> <p><b>Sharing expertise</b></p> <ul style="list-style-type: none"> <li>Share expertise in matters of governance beyond the college for the benefit of others</li> </ul>	<p>What the submission and subsequent discussion should evidence:</p> <ul style="list-style-type: none"> <li>Giving well researched advice on the interpretation and application of governance policy</li> <li>Creating value add plans and solutions for governance challenges</li> <li>Understanding multiple perspectives and cutting through complexities to enable decisions to be made</li> <li>Proposing informed advice where there is incomplete or inconsistent information</li> <li>Positively influencing strategic decision makers both internally and externally</li> <li>Coaching, mentoring and guiding others in positions of leadership or authority, or those aspiring to such roles, to enhance their understanding of governance matters</li> </ul>
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Outcome 3 Facilitate the creation and maintenance of a climate of trust and mutual respect that underpins the delivery of excellence in Further Education governance

Criteria

**Creating and maintaining constructive relationships**

- Facilitate the creation and maintenance of an environment where, through constructive relationships, there can be both challenge and consensus

**Promoting equality, diversity and inclusion**

- Promote diverse thinking, creating a psychologically safe space where everyone feels able to share views, regardless of their background or perspective

What the submission and subsequent discussion should evidence:

- Earning the trust and respect of others in positions of influence or authority
- Displaying authority and assuredness, speaking up and challenging where required
- Reacting to the distinction between challenge and disruptive behaviour, tactfully and objectively managing disagreements that arise
- Emphasising the impact of positive behaviours in the board room
- Nurturing constructive relationships in the delivery of governance
- Being highly reflective, continuously reflecting on their behaviours and those of others taking account of both what was said and unsaid
- Contributing to strategic discussions on building an inclusive culture whilst supporting senior colleagues to promote and progress equality, diversity and inclusion in all they do