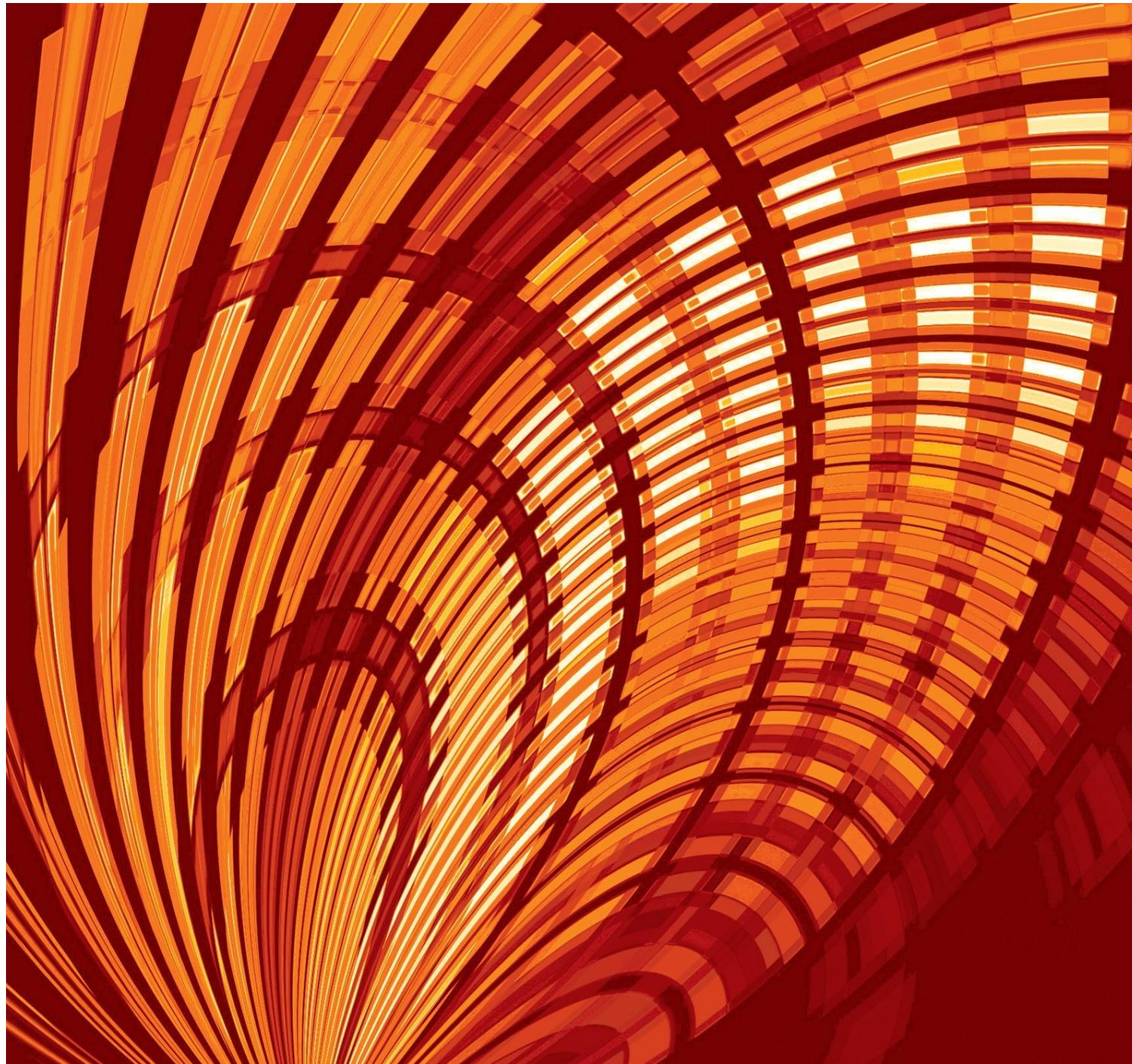


The effective college board

Keeping fit for purpose

A set of diagnostic tools for college governing bodies in the further education and skills sector



About this pack

This pack and the tools within it will enable college governing bodies in the further education and skills sector to evaluate their effectiveness and develop a rigorous governance quality improvement plan. It can be used by boards as part of their self-evaluation process, and by external facilitators when supporting board improvement.

The pack contains:

- suggested principles of good governance for colleges in the further education and skills sector;
- a list of the topics that a board should have under review and a set of tools with key self-reflective questions that a board might ask against each of these topics;
- suggestions about how the tools in the pack might be used; and
- links to further resources.

It is intended that this series of self-reflective questions are used by boards:

- to encourage a greater understanding of their roles and responsibilities;
- to help boards self assess; and
- to agree areas for improvement as part of a governance quality improvement plan.

There is no ‘right’ tool to start with. Where you start will depend on each individual context and you will need to identify which topics need some reflection and attention. The questions included with each tool may also be amended or added to, to meet individual circumstances.

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Introduction

How do governing bodies really know they are effective?

Government expectation of governing bodies has risen significantly following the Education Act 2011, as illustrated in the following extract from the latest statement of government policy:

“For individual colleges the ultimate responsibility for raising standards and challenging poor performance rests with the governors. Governors are accountable for the quality of what is delivered. Effective governance and leadership are essential ingredients of a strong institution, and weak governance and leadership is almost always at the root of poor performance.”

‘Rigour and Responsiveness in Skills’ BIS, April 2013, p12

There are many resources available that can help governing bodies evaluate how compliant they are, but few that challenge boards to reflect on their added value in relation to the key roles and accountabilities of governance.

The Financial Reporting Council (FRC) published guidance on board effectiveness in March 2011, stating that:

“Boards continually need to monitor and improve their performance. This can be achieved through board evaluation, which provides a powerful and valuable feedback mechanism for improving board effectiveness, maximising strengths and highlighting areas for further development. The evaluation process should aim to be objective and rigorous.”

The UK Corporate Governance Code 2012 includes the principle:

“The board should undertake a formal and rigorous annual evaluation of its own performance and that of its committees and individual directors.”

It goes further to recommend that:

“Evaluation of the board of FTSE 350 companies should be externally facilitated at least every three years.”

The English Colleges’ Foundation Code of Governance states under section 3, ‘Reviewing and reporting performance’:

“The governing body should undertake a formal self-evaluation of its effectiveness as frequently as it determines is appropriate, but at least every three years.

“The chair should ensure that the performance and effectiveness of all governors is assessed on an ongoing basis.”

The 2012 Ofsted report on ‘How colleges improve’ comments on the role of governance:

“The influential role of governors in understanding their responsibilities and thus establishing a clear learner-centred ethos was strong in the outstanding colleges visited and correspondingly weak in the other colleges.”

One chair of governors, when asked what good governance looked like, said:

“Our role as governors is not to do but to make it possible for others to do their jobs, but we have to ask questions and have the information to make the right challenges when needed.”

Principles of good governance for colleges in the further education and skills sector

How do governors know what is good practice and what are the ‘right’ questions to ask?

A set of good governance principles were written and contextualised for further education and skills based upon the six principles of good governance as identified by the Independent Commission on Good Governance in the Good Governance Standard for Public Services Guide in 2005:

1. Good governance means focusing on the **organisation's purpose and on outcomes** for communities and learners.
2. Good governance means the board performing effectively both as individuals and as a team in defined roles and responsibilities.
3. Good governance means promoting values for the whole organisation and behaving with integrity.
4. Good governance means taking informed transparent decisions and managing risk.
5. Good governance means developing the capacity and capability of the board to be effective.
6. Good governance means engaging stakeholders and making accountability real.

Trust and Verify

Trust is the bedrock of all good governance, however these tools are based on the assumption that governors also need to verify. These tools follow a similar format asking questions like 'How do you know?' and 'How do you verify what is reported and discussed?'

The tools

The pack contains the following diagnostic tools:

- teaching, learning and assessment;
- leadership and management;
- mission, vision, values;
- horizontal accountability;
- performance management of the CEO;
- performance management;
- understanding the views of staff;
- reputation and networking;
- outcomes for learners;
- board structure and process;

- strategic planning;
- appraisal of individual governors and the chair;
- innovation and enterprise;
- finance and risk;
- diversity on boards;
- learner voice; and
- public value statements.

Each topic has a selection of self-reflective questions which can be used in a variety of ways. An activity or activities are also attached that can be used as part of board development, and an indication of where further information may be found. There is no right tool to start with, choose the tools according to your own board's development needs.

Facilitators' briefing sheet

A brief guide for facilitators is available giving examples of how these tools can be used. Visit www.fegovernance.org for more information.

Core skill of governance – asking powerful questions

These tools are designed using questions to reflect one of the core skills of effective governance; **asking powerful questions**.

A powerful question is one that:

- generates curiosity;
- stimulates reflective discussion;
- is thought provoking;
- surfaces underlying assumptions;
- invites creativity and new possibilities;
- generates energy and movement; and
- evokes more questions.

Balancing support and challenge as a governor demands asking different types of questions, ones that can for example:

- link the discussion to the overarching

strategy or performance indicator;

- test assumptions;
- test the systemic impact of a decision on the whole;
- make connections between financial or resource decisions and the impact on teaching, learning and assessment;
- validate the decision;
- create a space to envision;
- evaluate the impact of actions;
- identify areas of risk;
- invite the board to consider an alternative;
- identify an area for development; or
- generate a future scenario.

An effective board asks all these kinds of questions and more, these tools invite you to explore your roles through addressing reflective questions.

Background to the project

This project was initiated by LSIS in response to the question ‘How do governing bodies really know they are effective?’ LSIS and the AoC have been supporting improvement in governance across the sector for many years and this pack of materials both builds on previous work and looks at effectiveness in the current context with new freedoms and flexibilities and where there is an increased focus on the governing body looking at teaching and learning.

The pack and tools provides a ‘front porch’ for the extensive resources and development programmes available to governing bodies.

Further resources

There are many resources to support the development outcomes from these tools. A growing number are housed in [AoC online governance resource library](#).

Others, including the LSIS governance training materials and brief guides can be found on the Excellence Gateway at www.fegovernance.org

The project team

Project leaders

Jo Matthews, LSIS associate and joint project lead

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LSIS staff

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Selina Stewart, Programme Development Manager, Leadership Skills for Governance

Leaders in the sector acted as critical friends to the project including principals, clerks, chairs and governors.

Contact details and feedback

For further information about this pack or the tools, or to provide feedback on any aspect of this publication, please contact fegovernance@lsis.org.uk

Appendices:

The effective board: governance diagnostic tool

Tool 1: Ofsted common inspection framework 2012. The role of governance in the quality of teaching, learning and assessment.

Ofsted criteria	What is the governor's role?	How good are we? Grade 1, 2, 3, 4	How do we know?	What action do we need to take?
1. Learners benefit from high expectations, engagement, care, support and motivation from staff.				
2. Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs .				
3. Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners.				
4. Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning.				

5. Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims.	6. Appropriate and timely information, advice and guidance supports learning effectively.	7. Equality and diversity are promoted through teaching and learning.

Activity – discussing in groups:

Ask the clerk for a copy of the latest report to governors on the observation of teaching and learning.

How user friendly is the report and what do the statistics tell you?

What is good about the report and what recommendations would you make to improve it?

If no report is available, what recommendations would you make regarding governors' oversight of teaching and learning?

Suggest ways in which governors might improve their understanding of teaching, learning and assessment.

Linked resources

Governance training materials: module 8 curriculum; module 9 quality and standards.

AoC governance resource library.

LSIS excellence gateway.

The effective board: governance diagnostic tool

Tool 2: Ofsted common inspection framework 2012. The role of governance in the effectiveness of leadership and management.

Ofsted criteria	What is the governor's role?	How good are we? Grade 1, 2, 3, 4	How do we know?	What action do we need to take?
	1. Demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance.			
	2. Improve teaching and learning through rigorous performance management and appropriate professional development.			
	3. Evaluate the quality of the provision through robust self-assessment, taking account of users' views, and use the findings to promote and develop capacity for sustainable improvement.			
	4. Successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community.			

5. Actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap.	6. Safeguard all learners.

Activity – discussing in groups:

- Ask the clerk for a copy of the latest college self assessment report (SAR).
- What contribution have governors made to the section on leadership and management?
- How has the SAR helped governors improve the quality of leadership and management?
- How do the outcomes of the SAR relate to the current strategic priorities and relevant key performance indicators (KPIs)?
- What recommendations would you make to improve the SAR process?

Linked resources

- Governance training materials: module 6 strategy and educational character; module 10 finance and resources.
- AoC governance resource library.
- LSIS excellence gateway.

The effective board: governance diagnostic tool

Tool 3: the role of governance in setting vision, mission and values.

Questions	Outcomes of discussion and evidence	How good are we? Grade 1, 2, 3, 4	How do we know?	What action do we need to take?
1. How did governors arrive at the current vision, mission and values, and how often are they reviewed?				
2. What are your aspirations for the college and how does your vision reflect them?				
3. What is your college's core purpose and how is this reflected in your mission?				
4. What examples can you give to show how your values influence board decision making?				

5. To what extent are vision, mission and values shared by staff and learners?

Activity – in groups:

Enter your agreed college values here:

Linked resources

Governance training materials: module 2 values and ethical framework; module 6 strategy and ethical framework.

AoC governance resource library.

LSIS excellence gateway.

Give examples to demonstrate how each value is at the heart of everything you do as a board.

How well do your policies reflect your values in practice?

The effective board: governance diagnostic tool

Tool 4: accountability to stakeholders – the role of governance in ensuring horizontal accountability.

Questions	Outcomes of discussion and evidence	How good are we? Grade 1, 2, 3, 4	How do we know?	What action do we need to take?
1. Who are our stakeholders and local communities and how do we identify them?				
2. How well do we know our stakeholders and understand their needs?				
3. How well do we communicate the impact of our organisation on our local communities?				
4. How is governance decision making informed by our local communities?				

5. How clear are we about how some things come to be prioritised for governors' attention rather than other things?

Activity – in groups:

Ask the clerk for a copy of ‘Thinking Outside the College’ (Joint AoC/LSIS publication 2012).

Complete the activity on page 26 of the report and make recommendations for the future. Discuss the potential for a web-based community score card as a way of demonstrating accountability to communities.

Linked resources

Governance training materials: module 7 partnerships and collaboration

AoC governance resource library.
LSIS excellence gateway.

5. How clear are we about how some things come to be prioritised for governors' attention rather than other things?

<h3>Linked resources</h3> <p>Governance training materials: module 7 partnerships and collaboration</p> <p>AoC governance resource library. LSIS excellence gateway.</p>
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<h3>Activity – in groups:</h3> <p>Ask the clerk for a copy of ‘Thinking Outside the College’ (Joint AoC/LSIS publication 2012).</p> <p>Complete the activity on page 26 of the report and make recommendations for the future. Discuss the potential for a web-based community score card as a way of demonstrating accountability to communities.</p>
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The effective board: governance diagnostic tool

Tool 5: the role of governance in managing the performance of the principal/CEO.

Questions	Outcomes of discussion and evidence	How good are we? Grade 1, 2, 3, 4	How do we know?	What action do we need to take?
1. How and by whom are targets set for the principal/CEO?				
2. How are the principal/CEO's targets monitored and appraised and by whom?				
3. What role do learners, staff and other stakeholders have in the performance management of the principal/CEO?				
4. What are the consequences of under or over performance of the principal/CEO?				

5. How does the board oversee outcomes of the principal/CEO's performance management?	6. What skills, knowledge and understanding are required to carry out the effective performance review of the principal/CEO?

Activity – in groups:

Ask for a copy of the template used to review the performance of your principal/CEO.

What are the strengths you identify in her/his performance and how are these recognised?

What development opportunities would you recommend for her/him and why?

Discuss how you might approach succession planning for the principal/CEO.

Linked resources

Governance training materials: module 10 finance and resources.

AoC governance resource library.

LSIS excellence gateway.

The effective board: governance diagnostic tool

Tool 6: the role of governance in performance management.

Questions	Outcomes of discussion and evidence	How good are we? Grade 1, 2, 3, 4	How do we know?	What action do we need to take?
1. What does the board understand by performance management?				
2. What policies exist to ensure that performance management is legal, effective and efficient?				
3. How are performance management outcomes reported to the board?				
4. How has the governors' approach to performance management influenced the latest college SAR?				

5. What impact have the board's performance management policies had on the quality of teaching, learning and assessment?

Activity – in groups:

Ask the clerk for a copy of the college's performance management policy and the information required by Ofsted about its implementation.

Suggest ways in which governors might contribute constructively to improvement in the college's management of performance.

Linked resources

Governance training materials: module 10 finance and resources; module 3 the main statutory framework

AoC governance resource library.
LSIS excellence gateway.

The effective board: governance diagnostic tool

Tool 7: the role of governance in understanding the views of staff.

Questions	Outcomes of discussion and evidence	How good are we? Grade 1, 2, 3, 4	How do we know?	What action do we need to take?
1. How does the board know about the views and experience of staff?				
2. How effective is the board's use of staff governors?				
3. What opportunities does the board have to engage with staff at all levels in the organisation?				
4. What influence do the views of staff have on board decision making?				

5. What impact does governors' understanding of staff have on learners?

Activity 1 – in groups:

Discuss with staff governors how they feel about their role on the governing body.

Suggest ways in which staff governors could be used more effectively.

Arrange a staff focus group with representatives from each area of the college. Invite staff to suggest ways in which governors could contribute constructively to the welfare and benefit of staff.

Activity 2 – in groups:

Brainstorm as a group the topics/areas of feedback you would like as a governor that would help you understand the views of staff.

Review your current staff engagement processes to evaluate how effectively they gather this data. If you have a recent staff survey, use this as part of the review.

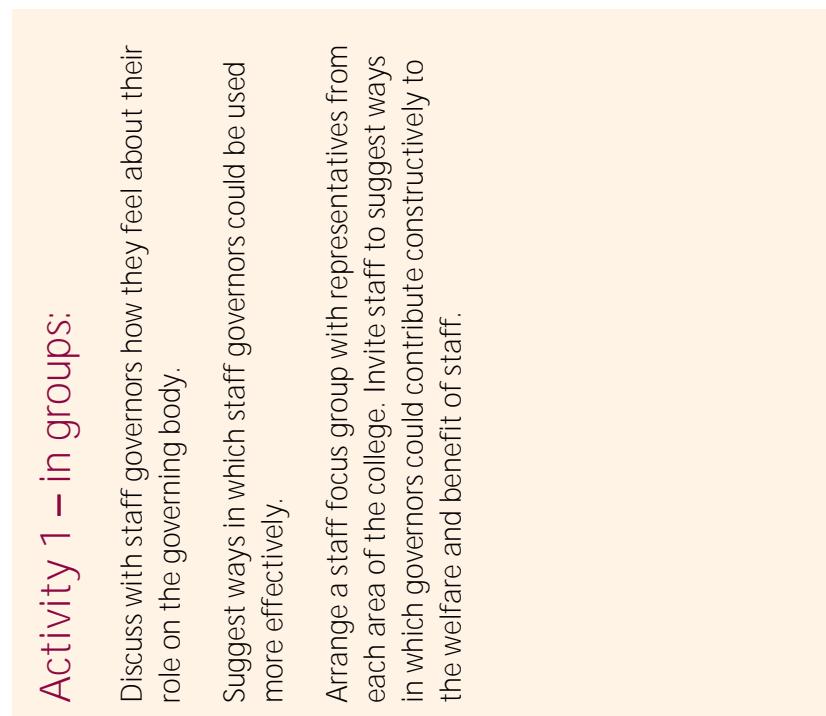
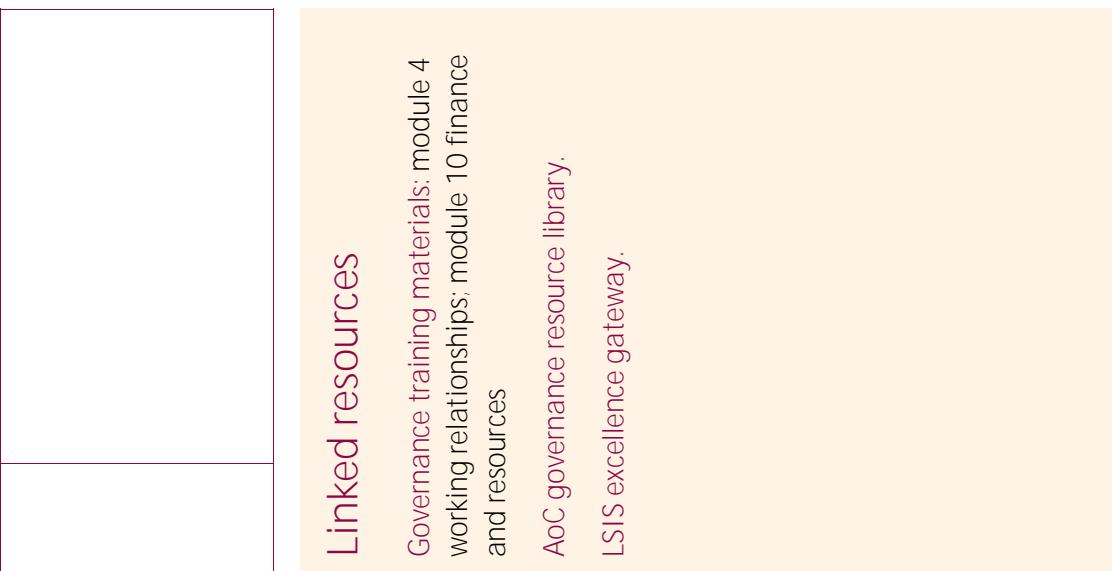
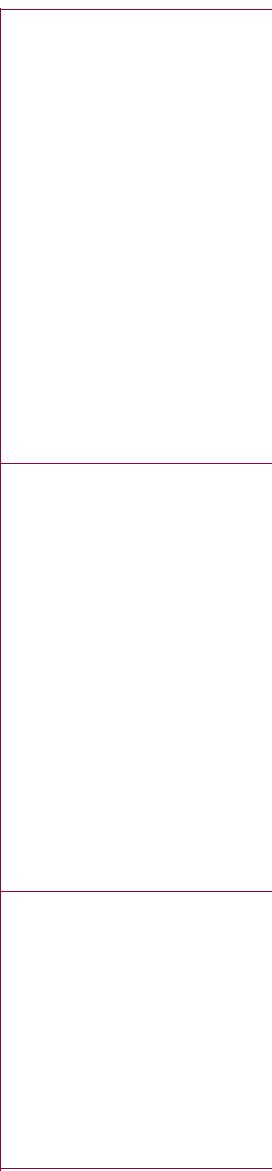
What changes might you need to make?

Linked resources

Governance training materials; module 4 working relationships; module 10 finance and resources

AoC governance resource library.

LSIS excellence gateway.



The effective board: governance diagnostic tool

Tool 8: the role of governance in overseeing reputation and networking.

Questions	Outcomes of discussion and evidence	How good are we? Grade 1, 2, 3, 4	How do we know?	What action do we need to take?
1. What is the current reputation of the college and how do you know?				
2. What is the role of governors in managing the college's reputation?				
3. How effective are governors at networking?				
4. What impact has board networking had on college performance?				

5. With whom should governors be networking and why?

Activity 1 – in groups:

Invite the senior member of staff responsible for marketing to a group discussion on the current reputation of the college in its local community.

Examine the evidence and identify ways in which governors could contribute to improved networking.

Activity 2 – in small groups:

What do you want your stakeholders to be saying about your college?
(learners, staff, employers, residents, public services and voluntary organisations)

Write ten sentences here:

Linked resources

Governance training materials: module 7 partnerships and collaborations.
AoC governance resource library.
LSIS excellence gateway.

Do you meet these expectations? How do you know?

How do you communicate it to them?

The effective board: governance diagnostic tool

Tool 9: Ofsted common inspection framework 2012. The role of governance in evaluating outcomes for learners.

Ofsted criteria	What is the governor's role?	How good are we? Grade 1, 2, 3, 4	How do we know?	What action do we need to take?
1. All learners achieve and make progress relative to their starting points and learning goals.				
2. Achievement gaps are narrowing between different groups of learners.				
3. Learners develop personal, social and employability skills.				
4. Learners progress to courses leading to higher level qualifications and into jobs that meet local and national needs.				

Activity – in groups:

Ask the clerk for a copy of the latest report on student destinations. What does this tell you about the fulfilment of the agreed college mission and objectives?

Write down the destinations of your learners; what % go into:

HE

Employment locally

Employment regionally/nationally

Further education

What % of your students do none of the above?

What has this exercise told you about how you evaluate the outcomes of your learners?

Feedback the outcomes of your discussions to the full board and agree what action needs to be taken as a result.

Examine the latest report on student achievements. How can governors contribute effectively to improvements in results?

Linked resources

Governance training materials; module 8 curriculum; module 9 quality and standards.

AoC governance resource library.

LSIS excellence gateway.

The effective board: governance diagnostic tool

Tool 10: board structure and processes – the role of governance in reviewing its constitution.

Questions	Outcomes of discussion and evidence	How good are we? Grade 1, 2, 3, 4	How do we know?	What action do we need to take?
1. What systems are in place to review how the business of governance is organised and conducted?				
2. When was governance structure and process last reviewed and what were the outcomes?				
3. What roles do the chair, principal, clerk and other governors have in reviewing the structure and process of governance?				
4. What factors are taken into account when considering alternative models of delivering the vision, mission and purpose of the college?				

Activity 1 – in groups:
(for reviewing the current structure)

Discuss the strengths and weaknesses of the current governance structure. Suggest ways in which the committee system might be improved to encourage greater team involvement amongst governors.

Estimate how much governance time is spent on formal and informal activity. What recommendations would you make?

Discuss the effectiveness of current arrangements for governor away day activity and make recommendations.

Activity 2 – in groups:
(for visioning an alternative structure)

If you were designing a governance/stewardship model for a learning organisation - what would it look like?

What would be an effective structure?

What processes would ensure effective and accountable stewardship?

How does your current structure enable this?

What has this exercise told you about your current structure?

Feedback your outcomes to the rest of the board and agree collectively what actions need to be taken.

Linked resources

Governance training materials: module 3
the main statutory framework; module 5
the process of effective governance.
AoC governance resource library.
LSIS excellence gateway.

The effective board: governance diagnostic tool

Tool 11: the role of governance in strategic planning.

Questions	Outcomes of discussion and evidence	How good are we? Grade 1, 2, 3, 4	How do we know?	What action do we need to take?
1. How is the college strategic plan developed and what role do governors play?				
2. How and when is the college strategic plan monitored and what actions have arisen as a consequence?				
3. What timescale is used for the strategic plan and why?				
4. What are the key influences on the college strategic plan and how are these assessed?				

Activity – in groups:

In no more than 35 words, write down what your current college strategy is.

Linked resources

Governance training materials: module 6 strategy and educational character

AoC governance resource library.

LSIS excellence gateway.

What did this exercise tell you about your current strategic plan and planning process?

What recommendations would you make?

The effective board: governance diagnostic tool

Tool 12: the governors' role in the appraisal of chairs and governors.

Questions	Outcomes of discussion and evidence	How good are we? Grade 1, 2, 3, 4	How do we know?	What action do we need to take?
1. Who appraises the performance of governors and how are outcomes reported to the board?				
2. How are chairs appraised and what has the impact been?				
3. How effective is governance succession planning and how do you know?				
4. How are new governors identified and appointed to the board, and how effective is the process?				

5. How does the board ensure that governors are appropriately trained and developed?	6. How effective is the chair of governors and how do you know?
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Activity – in groups:

Discuss the outcome of the latest appraisal round of governors. What improvements would you recommend?

With regard to your own performance, what strengths have you demonstrated? What areas would you most like to develop and how?

Discuss ways in which the chair could be better supported by members.

Draw up an appropriate training and development plan for governors, identifying the intended outcomes and methods of evaluating its effectiveness.

Linked resources

Governance training materials: module 5 the process of effective governance; module 12 the search committee.

AoC governance resource library.

LSIS excellence gateway.

The effective board: governance diagnostic tool

Tool 13: the role of governance in innovation and enterprise.

Questions	Outcomes of discussion and evidence	How good are we? Grade 1, 2, 3, 4	How do we know?	What action do we need to take?
1. What significance does the board place on innovation and why?				
2. How do governors contribute to innovation and enterprise and how is the contribution evaluated?				
3. What policies does the board have to encourage innovation and how is responsibility allocated and accounted for in their implementation?				
4. What contribution does innovation and enterprise make to the success of the college?				

Activity – in groups:

Identify three recent college innovations and evaluate their success. Illustrate the role governors have played or could have played.

Organise a ‘blue sky’ thinking session for part of a governors’ strategic away day event.
Specify the aims and objectives and record the outcomes in an action plan.

Linked resources

[Governance training materials](#); module 1 introduction; module 6 strategy and educational character; module 7 partnerships and collaboration

[AoC governance resource library](#).

[LSIS excellence gateway](#).

The effective board: governance diagnostic tool

Tool 14: the role of governance in overseeing finance and risk.

Questions	Outcomes of discussion and evidence	How good are we? Grade 1, 2, 3, 4	How do we know?	What action do we need to take?
1. What part does risk assessment play in board decision making and how effective is the process?				
2. How does the board discharge its responsibility for the oversight of assets and the solvency of the institution?				
3. How would you describe the board's current appetite for risk? Give examples.				
4. How does the board ensure that all governors are aware of the college's financial position and able to comment in an informed way?				

5. What changes would you make to the current governance of finance and risk? What causes you either to recommend these changes or support the status quo?

Activity – in groups:

Consider the latest set of management accounts. What questions would you ask of the principal or finance director and why?

Ask for a copy of the current risk register and discuss the RAG ratings. What changes would you recommend?

How is the sensitivity analysis of the current three year financial forecast arrived at? How fit for purpose is it and on what basis do you draw this conclusion?

Linked resources

Governance training materials; module 10 finance and resources

AoC governance resource library.

LSIS excellence gateway.

5. What changes would you make to the current governance of finance and risk? What causes you either to recommend these changes or support the status quo?
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The effective board: governance diagnostic tool

Tool 15: the role of governance in overseeing diversity on boards.

Questions	Outcomes of discussion and evidence	How good are we? Grade 1, 2, 3, 4	How do we know?	What action do we need to take?
1. How representative is the membership of your board to your stakeholders?				
2. How effectively does the board enable each representative's voice to be heard?				
3. What processes does the board have to encourage diversity in the recruitment of new governors?				
4. What processes or discussions take place to ensure diversity of opinion and challenge?				

Activity – in groups:

The government is committed to increasing the representation of women and other under-represented groups, people from ethnic minority backgrounds and disabled people, at senior levels in both the public and private sector.

- to access the widest possible talent pool;
- to diverse boards better understand the needs of the clients and communities they serve; and
- to ensure publically accountable strong and effective corporate governance. (There is **a danger of ‘group-think’ if boards comprise individuals who share the same backgrounds, experiences and biases.**)

Discuss this statement and any implications it has on your own board representation.

Share your discussions as a group and agree actions going forward.

Linked resources

Governance training materials: module 1 introduction; module 2 values and ethical framework; module 5 governance processes; module 12 the search committee.

AoC governance resource library.

LSIS excellence gateway.

The effective board: governance diagnostic tool

Tool 16: the role of governance in hearing the learner voice.

Questions	Outcomes of discussion and evidence	How good are we? Grade 1, 2, 3, 4	How do we know?	What action do we need to take?
1. How does the board know about the views and experience of learners at the institution?				
2. How does the board enable the student governors to play a full and effective role on the board?				
3. What opportunities does the board have to effectively engage with the learners to ensure that the learner voice is heard and acted upon?				
4. What impact does the learner voice have on board decisions?				

Activity 1 – in groups:

Discuss with the student governors how they feel about their role on the governing body.

Suggest ways in which student governors could be used more effectively?

Arrange a student focus group with representatives from each area of the college. Invite students to suggest ways in which governors could contribute constructively to the welfare and success of students.

Activity 2 – in groups:

1. Brainstorm as a group the topics/areas of feedback you would like as a governor that would help you understand the views of students.

2. Review your current learner voice strategy and processes to evaluate how effectively they gather this data. If you have a recent learner survey, use this as part of the review.

3. What changes might you need to make?

Linked resources

Governance training materials: module 4 effective working relationships; module 8 curriculum; module 9 quality and standards.

AoC governance resource library.

LSIS excellence gateway.

The effective board: governance diagnostic tool

Tool 17: the role of governance in public value statements.

Questions	Outcomes of discussion and evidence	How good are we? Grade 1, 2, 3, 4	How do we know?	What action do we need to take?
1. How do you currently report to your local community on the college's achievements and impact?				
2. How far is your college recognised as a local strategic contributor?				
3. What more can you do to ensure recognition of the college's contribution to your local communities?				

Activity – in groups:

The AoC Code of Governance states:

“The governing body is accountable to its learners, to the wider community it serves, and to other stakeholders. It should have close regard to the voice of its learners. It should agree and maintain a public value statement that describes how the College seeks to add value to the social, economic and physical well-being of the community it serves. It should take steps to ensure that information on the activities of the College is made widely available and to forge effective relationships with **stakeholders.**”

Using a copy of your current annual college performance report, discuss the following:

- How far does this report meet the needs of an Annual Public Value Statement?
- How accessible is it to the public in its presentation, language and format?
- How do you currently evaluate the success of the college performance report ?

Share the outcomes of this discussion as a whole board and agree actions going forward.

Linked resources

Governance training materials; module 4 effective working relationships; module 7 collaborations and partnerships.
AoC governance resource library.
LSIS excellence gateway.

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