

## DOCUMENT RESUME

ED 469 869

CE 084 017

TITLE Governance Health Check. Diagnosing Effective Governance for FE Colleges. Second Edition. [and] Diagnosing Effective Governance for Land-Based Colleges. Second Edition.

INSTITUTION Learning and Skills Development Agency, London (England).

ISBN ISBN-1-85338-809-2; ISBN-85338-802-5

PUB DATE 2002-00-00

NOTE 49p.; Developed in partnership with Ben Johnson-Hill Associates Limited.

PUB TYPE Tests/Questionnaires (160)

EDRS PRICE EDRS Price MF01/PC02 Plus Postage.

DESCRIPTORS Administrator Responsibility; Administrator Role; Board Administrator Relationship; Check Lists; \*College Administration; Compliance (Legal); Curriculum; Definitions; Educational Administration; Educational Finance; \*Evaluation Criteria; Facilities Management; Foreign Countries; Glossaries; \*Governance; \*Governing Boards; Guidelines; Human Resources; Legal Responsibility; \*Organizational Effectiveness; Postsecondary Education; Quality Control; Questionnaires; \*Self Evaluation (Groups); Stakeholders

IDENTIFIERS \*England

## ABSTRACT

These two documents are designed to assist governing bodies of England's further education (FE) and land-based colleges self-assess their performance and identify ways of improving their performance. Each document contains a "healthcheck" that requires approximately 30 minutes to complete and that was developed in response to informative feedback from 247 colleges regarding a previous questionnaire. Each document begins with a brief overview, glossary of key terms used in the questionnaire, and list of five resources. Each healthcheck contains 10 sections with questions designed to identify the following things: strengths and weaknesses within the board; the need for further briefing, development, or training of individual members; and deficiencies in the scope, adequacy, and relevance of information and support provided by the college. The items covered in the 10 sections are as follows: (1) governors' roles and responsibilities; (2) board efficiency and effectiveness; (3) strategy and mission; (4) relationships between the governing body, college, and other stakeholders; (5-9) fulfilling responsibilities and monitoring progress related to: curriculum and the learner, finance, human resources, estates and facilities management, and quality assurance; and (10) legal aspects. Although both questionnaires include identical section headings, each contains questions tailored to the specific type of college under discussion (FE or land-based college). (MN)

Reproductions supplied by EDRS are the best that can be made  
from the original document.

**Governance + Health Check**  
**Diagnosing Effective Governance for FE Colleges**  
**[and]**  
**Diagnosing Effective Governance for Land-Based Colleges**

Learning and Skills Development Agency

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as  
received from the person or organization  
originating it.

Minor changes have been made to improve  
reproduction quality

Points of view or opinions stated in this  
document do not necessarily represent  
official OERI position or policy.

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL HAS  
BEEN GRANTED BY

M. J. Nowocin

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

1

BEST COPY AVAILABLE

2

# GOVERNANCE HEALTH CHECK

diagnosing  
effective  
governance  
for  
FE colleges

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as  
received from the person or organization  
originating it.

Minor changes have been made to  
improve reproduction quality.

- Points of view or opinions stated in this  
document do not necessarily represent  
official OERI position or policy.

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL HAS  
BEEN GRANTED BY

*M. J. Nowocin*

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)



Ben Johnson-Hill  
Associates Limited

CE084017



First edition published by the  
Learning and Skills Development Agency in 2001

Second edition published by the  
Learning and Skills Development Agency in 2002

[www.LSDA.org.uk](http://www.LSDA.org.uk)

Feedback should be sent to :  
Information Services  
Learning and Skills Development Agency  
Regent Arcade House  
19–25 Argyll Street  
London W1F 7LS.  
Tel 020 7297 9144  
Fax 020 7297 9242  
[enquiries@LSDA.org.uk](mailto:enquiries@LSDA.org.uk)

Registered with the Charity Commissioners

Copyeditor: Manjinder Sidhu  
Designers: Dave Shaw and Joel Quartey  
Printed in the UK

ISBN 1 85338 809 2 second edition

© Learning and Skills  
Development Agency 2001, 2002

1360P 1 of 3/FE/10/02/6400

You are welcome to copy this publication  
for internal use within your organisation.  
Otherwise, no part of this publication may  
be reproduced, stored in a retrieval system,  
or transmitted in any form or by any means,  
electronic, electrical, chemical, optical,  
photocopying, recording or otherwise, without  
prior written permission of the copyright owner.

### **Further information**

For further information about the issues  
discussed in this publication please contact :

Nick Barclay  
Development Adviser  
Learning and Skills Development Agency  
Regent Arcade House  
19–25 Argyll Street  
London W1F 7LS.  
Tel 020 7297 9066  
[nbarclay@LSDA.org.uk](mailto:nbarclay@LSDA.org.uk)

# Introduction

It will take about 30 minutes to complete this healthcheck and for maximum benefit we encourage you to be as candid as possible. Where appropriate, please add additional comments, as these will serve as an invaluable source of topics for discussion in the facilitator-led debriefing sessions. This revised healthcheck was developed in response to the informative feedback from 247 colleges.

You can complete the healthcheck anonymously or include your personal details on the page at the end of the booklet.

A glossary and resource list is included to help you with your replies.

The healthcheck has 10 sections.

- 1 The roles and responsibilities of governors
- 2 Board efficiency and effectiveness
- 3 Strategy and mission
- 4 Relationships between the governing body, the college and other stakeholders
- 5 Fulfilling responsibilities and monitoring progress – curriculum and the learner
- 6 Fulfilling responsibilities and monitoring progress – finance
- 7 Fulfilling responsibilities and monitoring progress – human resources
- 8 Fulfilling responsibilities and monitoring progress – estates and facilities management
- 9 Fulfilling responsibilities and monitoring progress – quality assurance
- 10 Legal aspects

Most sections have three groups of questions. The first group aims to assess an individual's perception of the board's performance. The second group addresses the assessment of the contribution of individual governors. The third group asks for an individual governor's evaluation of the information, data and support provided to the board by the principal and senior managers.

Analysing the completed healthchecks will help to identify:

- strengths and weaknesses within the board
- the need for further briefing, development or training of individual members
- deficiencies in the scope, adequacy and relevance of information and support provided by the college.

# College profile

In the event of a board of governors wishing to engage a facilitator or 'benchmark' the self-assessment against other similar colleges it will be necessary for the clerk to provide a brief profile of the college.

## Name of college

---

---

---

## Type of college (please tick)

|                                 |                          |
|---------------------------------|--------------------------|
| General FE                      | <input type="checkbox"/> |
| Tertiary                        | <input type="checkbox"/> |
| Sixth form                      | <input type="checkbox"/> |
| Voluntary controlled sixth form | <input type="checkbox"/> |
| Land-based                      | <input type="checkbox"/> |
| Art and design                  | <input type="checkbox"/> |
| Other (please specify)          | <input type="checkbox"/> |

---

---

## Annual financial turnover (taken from most recent annual accounts to the nearest £0.5 million)

---

£

---

## Membership of the governing body (excluding current vacancies)

| Length of service | Number |
|-------------------|--------|
| Less than 1 year  |        |
| 1–4 years         |        |
| 5–8 years         |        |
| 8+ years          |        |
| Total             |        |

# Glossary

## Benchmarking

a term used for comparative analysis of either learner-related or financial data – thereby allowing comparisons with groups of similar colleges.

## CoVE

Centre(s) of Vocational Excellence. Established in 2001 to develop, deliver and maintain high quality specialist provision across a range of new and traditional occupations.

For more details go to the LSC website ([www.lsc.gov.uk](http://www.lsc.gov.uk)) and click on:

- 1 'Documents'
- 2 'Circulars'
- 3 '02/15 Centres of Vocational Excellence'.

## Centrality of the learner

the underlying ethos behind the inspection system. For details go to the Ofsted website ([www.ofsted.gov.uk/public](http://www.ofsted.gov.uk/public)):

- 1 Click on 'A–Z of OFSTED publications since 1996'
- 2 Scroll down and click on 'Common Inspection Framework for Post-16 Education and Training'.

## College student profile

refers to the composition of the student population.

## Funding methodology

as currently used by the LSC.

## Environmental sustainability

environment policy is the 'vehicle' for achieving sustainability, defined as 'the capacity for continuance into the long-term future'.

## Facilities management

to encompass the provision of services within the college, eg catering, cleaning, etc.

## **Instrument and Articles of Government**

produced by each college in accordance with the requirements of the Further and Higher Education Act 1992 (section A1), and as modified with effect from 1 April 2001.

## **Performance targets**

include specific performance indicators as set by the Funding Council as well as additional PIs set by the college.

## **Post-16 Standards Unit**

an initiative identified in *Success for all* (page 25) and designed to enhance the teaching and learning focus from within the DfES.

## **Success for all**

published by the DfES in June 2002.

A discussion document that proposes a number of reforms in raising quality and improving choice.

Available from the DfES website ([www.dfes.gov.uk](http://www.dfes.gov.uk)):

- 1 Click on 'Publications'
- 2 Click on 'Consultations'
- 3 Scroll down and click on *Success for all*
- 4 Under 'The Downloads' click on 'Download the Consultation in PDF Format'.

## **The college governor**

published by FEFC in 2000. Available from the LSC website ([www.lsc.gov.uk](http://www.lsc.gov.uk)):

- 1 Click on 'Documents'
- 2 Click on 'Archived FEFC Publications and Inspection Reports'
- 3 Click 'here'
- 4 Scroll down to the 'Archive' tab at the top of the page to the bottom of the list and click on 'Other council publications not listed above'
- 5 Now click on 'Go' at the top of the page
- 6 Scroll down to '*The college governor*' and click on the red arrow to the right to download.

References below refer to *The college governor*.

Access to information – relate to proceedings of the governing body (section A3 para. 3).

Accommodation strategies – as required by the Funding Council (section C4).

Collaboration, partnerships, etc (section D1).

Disability statements – as prescribed in Disability discrimination action 1995 (section B2).

Employer responsibilities (section C9).

Financial regulations – as specified (section C6).

Nolan committee report – *Standards in public life* (section A1 para. 4.1).

Personal liabilities (section A1 para. 4.3).

Quality and standards – as required by the Funding Council (section C2).

Role of clerk – as specified (section A6).

Search committee – as defined in the Article (section A3 para. 5.4).



# Resources

*Benchmark standards for governors and clerks.* Available from the LSC website at [www.lsc.gov.uk](http://www.lsc.gov.uk) (click on 'Documents' and then 'Other Documents' ).

*Governance issues: raising student achievement.* Available from the Learning and Skills Development Agency website at [www.LSDA.org.uk](http://www.LSDA.org.uk)

*Governor training materials.* LSDA, 2002.

Provider inspection reports for leadership and management. Available from the Ofsted ([www.ofsted.gov.uk/inspect](http://www.ofsted.gov.uk/inspect)) and ALI ([www.ali.gov.uk](http://www.ali.gov.uk)) websites.

*The college governor.* Available from the LSC website at [www.lsc.gov.uk](http://www.lsc.gov.uk)



# 1 The roles and responsibilities of governors

|   | Agree strongly           | Agree                    | Disagree                 | Disagree strongly        | Don't know               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>The governing body:</b>  |                          |                          |                          |                          |                          |
| 1.1 Has established an effective committee structure.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2 Has an open and effective process for identifying and recruiting new governors.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3 Has a successful approach to meeting the training and development needs of its members. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|   | Very satisfied   | Satisfied | Somewhat dissatisfied | Very dissatisfied | Don't know |
|---|--|-----------|-----------------------|-------------------|------------|
| <b>As a member of the governing body:</b>   |  |           |                       |                   |            |
| 1.4   | I was given a full and informative induction to the college and my role as a governor.   |           |                       |                   |            |
| 1.5   | I am clear about the roles and responsibilities of the governing body.   |           |                       |                   |            |
| 1.6   | I am aware of and seek to abide by the seven principles of public life.  |           |                       |                   |            |
| 1.7   | I have the opportunity to question the recommendations made by corporation committees to reassure myself that I am fulfilling my responsibilities. |           |                       |                   |            |
| 1.8   | I seek to identify gaps in my own knowledge and ensure that these are addressed.   |           |                       |                   |            |
| 1.9   | I participate in governor development and training activities.   |           |                       |                   |            |
| <b>The governing body is provided with:</b> |  |           |                       |                   |            |
| 1.10  | Well prepared and clearly prefaced papers in a standard format with adequate supporting information.   |           |                       |                   |            |
| 1.11  | All relevant papers at least 7 days in advance of meetings.  |           |                       |                   |            |

Comments

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## 2 Board efficiency and effectiveness

|   | Very satisfied           | Satisfied                | Somewhat dissatisfied    | Very dissatisfied        | Don't know               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>The governing body:</b>  |                          |                          |                          |                          |                          |
| 2.1 Operates in a highly professional and business-like manner.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2 Works within and accepts the principle of 'cabinet decision' with minority points of view being adequately addressed and minuted. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.3 Considers it receives full support and all the necessary information to fulfil its obligations from :                             |                          |                          |                          |                          |                          |
| ■ the clerk   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ senior managers.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.4 Has established appropriate performance indicators to target and measure its own effectiveness.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.5 Conducts a rigorous annual self-assessment of its own performance.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.6 Ensures the implementation of all action plans following the annual self-assessment, provider reviews and other inspections.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>As a member of the governing body:</b>   |                          |                          |                          |                          |                          |
| 2.7 I believe the board works well as a team.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.8 I have an effective working relationship with the chair.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.9 I have an opportunity to discuss my contribution and development needs with the chair or designated person, annually.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.10 I have confidence that the governors' collective skills and expertise will achieve ongoing improvement.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.11 I have confidence in the senior management of the college to implement policy and ensure continuous improvement.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

-----

-----

-----

### 3 Strategy and mission

|   | Very satisfied           | Satisfied                | Somewhat dissatisfied    | Very dissatisfied        | Don't know               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>The governing body:</b>                |                          |                          |                          |                          |                          |
| 3.1                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.3                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.4                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.5                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>As a member of the governing body:</b> |                          |                          |                          |                          |                          |
| 3.6                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.7                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Don't know  
 Very dissatisfied  
 Somewhat dissatisfied  
 Satisfied  
 Very satisfied

**The governing body is provided with:**

|     |   |                          |                          |                          |                          |                          |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3.8 | Evidence of local community and industry needs to support strategic proposals.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.9 | Adequate information and data to inform the planning process, especially in terms of: |                          |                          |                          |                          |                          |
|     | ■ college student profile   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | ■ enrolment   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | ■ retention   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | ■ achievement   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | ■ benchmarking of college performance   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | ■ financial viability   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | ■ accommodation strategy  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | ■ human resource management   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | ■ quality assurance and raising standards   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | ■ needs analysis  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | ■ marketing strategy.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

#### 4 Relationships between the governing body, the college and other stakeholders

|   | Very satisfied           | Satisfied                | Somewhat dissatisfied    | Very dissatisfied        | Don't know               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>The governing body:</b>  |                          |                          |                          |                          |                          |
| 4.1 Has a clear understanding of the respective roles of the board, the principal, clerk and senior management.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2 Enjoys a climate of mutual trust and respect between the board and the principal.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.3 Ensures effective annual appraisal of the principal.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.4 Has established clear channels of communication with:   |                          |                          |                          |                          |                          |
| ■ staff   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ students.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.5 Is taking a pro-active view of the college's working relationship with the national and local LSC.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.6 Approves collaborative provision, including franchising, and receives progress reports.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.7 Has produced a role description for the clerk:  |                          |                          |                          |                          |                          |
| ■ which ensures independence  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ and is subject to regular review.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.8 Ensures effective annual appraisal of the clerk.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.9 Facilitates openness and ensures that minutes and associated papers are available to those wanting access, with confidential items being kept to a minimum. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Very satisfied  
Satisfied  
Somewhat dissatisfied  
Very dissatisfied  
Don't know

**As a member of the governing body:**

4.10 I am made aware of the outcome of the appraisal of the principal and clerk.

**The governing body is provided with:**

4.11 Regular and updated evidence of the standing of the college in the local community and beyond.

Comments

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## 5 Fulfilling responsibilities and monitoring progress – curriculum and the learner

|  | Very satisfied           | Satisfied                | Somewhat dissatisfied    | Very dissatisfied        | Don't know               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>The governing body:</b>   |                          |                          |                          |                          |                          |
| 5.1 Is fully aware of the implications for the college of the 'centrality of the learner' agenda.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.2 In setting the educational character and strategy of the college, has given specific consideration to:   |                          |                          |                          |                          |                          |
| ■ widening participation   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ inclusive learning   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ government policy on raising standards   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ changes in the local and national economy  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ developing local and regional partnerships   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ college status as a centre of vocational excellence.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.3 Has responded to the shift in emphasis towards the specific needs of the individual learner.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.4 Annually approves college targets and monitors performance in respect of:  |                          |                          |                          |                          |                          |
| ■ widening participation   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ enrolment  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ student retention  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ student achievements   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ student progression  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ equal opportunities.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.5 Is aware of the system used by the college to assess and monitor the quality of teaching and learning.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.6 Has approved an appropriate action plan to address the identified weaknesses in respect of teaching and learning, paying particular regard to the role and contribution of the post-16 standards unit. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.7 Ensures the college implements a policy in respect of students with learning difficulties and disabilities.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.8 Ensures that the college curriculum strategy is appropriately supported by the accommodation and HR strategies.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



|   | Very satisfied   | Satisfied                | Somewhat dissatisfied    | Very dissatisfied        | Don't know               |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>As a member of the governing body:</b>   |  |                          |                          |                          |                          |
| 5.9   | I understand the variety of learners and learning opportunities at the college, and can explain how these are relevant to the communities served by the college. |                          |                          |                          |                          |
|   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.10  | I have a detailed awareness of least one academic /vocational discipline or department.  |                          |                          |                          |                          |
|   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.11  | I have confidence in my understanding of the strengths and weaknesses of the college, with particular reference to performance targets.                          |                          |                          |                          |                          |
|   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>The governing body is provided with:</b> |  |                          |                          |                          |                          |
| 5.12  | At least annually – a report on the assessed standards of teaching within the college.   |                          |                          |                          |                          |
|   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.13  | Annually – a summary of course / programme reviews.  |                          |                          |                          |                          |
|   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.14  | Briefing from the college in respect of relevant national curriculum and learning opportunity initiatives.   |                          |                          |                          |                          |
|   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.15  | At least annually – benchmarking data on comparative student performance of other similar colleges.  |                          |                          |                          |                          |
|   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## 6 Fulfilling responsibilities and monitoring progress – finance

|   | Very satisfied           | Satisfied                | Somewhat dissatisfied    | Very dissatisfied        | Don't know               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>The governing body:</b>                  |                          |                          |                          |                          |                          |
| 6.1   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.2   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.3   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.4   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.5   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>As a member of the governing body:</b>   |                          |                          |                          |                          |                          |
| 6.6   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.7   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>The governing body is provided with:</b> |                          |                          |                          |                          |                          |
| 6.8   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.9   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.10  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments                                    |                          |                          |                          |                          |                          |
| -----                                       |                          |                          |                          |                          |                          |
| -----                                       |                          |                          |                          |                          |                          |
| -----                                       |                          |                          |                          |                          |                          |

## 7 Fulfilling responsibilities and monitoring progress – human resources

|   | Very satisfied  | Satisfied | Somewhat dissatisfied | Very dissatisfied | Don't know |
|---|---|-----------|-----------------------|-------------------|------------|
| <b>The governing body:</b>                |   |           |                       |                   |            |
| 7.1                                       | Is fully aware of its legal responsibilities as the employer of staff.  |           |                       |                   |            |
| 7.2                                       | Has established clear, robust appointment and remuneration procedures relating to senior post-holders and the clerk.  |           |                       |                   |            |
| 7.3                                       | Makes a significant contribution to ensuring that an equal opportunities culture is embedded in the college.  |           |                       |                   |            |
| 7.4                                       | Is aware of and uses, when appropriate, external support for the recruitment of the principal and other senior post-holders   |           |                       |                   |            |
| 7.5                                       | Is conversant with its legal responsibilities in respect of health and safety and ensures implementation of an active health and safety policy.   |           |                       |                   |            |
| 7.6                                       | Ensures there is an effective system of appraisal for staff.  |           |                       |                   |            |
| 7.7                                       | Has considered the level of resource allocated to continuing staff development.   |           |                       |                   |            |
| 7.8                                       | Encourages a climate of mutual respect between the board as employer and its employees.   |           |                       |                   |            |
| 7.9                                       | Considers the strategic contribution made by the human resource plan to the performance of the core business and its incorporation of the training and professional development priorities identified by the secretary of state in <i>Success for all</i> . |           |                       |                   |            |
| <b>As a member of the governing body:</b> |   |           |                       |                   |            |
| 7.10                                      | I am aware of ways in which the college actively seeks to remove barriers to opportunity and embraces diversity in pursuit of equal opportunities.  |           |                       |                   |            |
| 7.11                                      | I am aware of the broad principles underpinning the contracts of the various groups of staff.   |           |                       |                   |            |
| 7.12                                      | I am aware of the trade unions and / or associations recognised by the governing body.  |           |                       |                   |            |

Don't know  
 Very dissatisfied  
 Somewhat dissatisfied  
 Satisfied  
 Very satisfied

**The governing body is provided with:**

|      |  |                          |                          |                          |                          |
|------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 7.13 | At least annually, reports on human resource management in the college which includes information on : |                          |                          |                          |                          |
|      | ■ staff profile  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|      | ■ staff turnover   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|      | ■ part-time / full-time ratios   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|      | ■ staff absence records  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|      | ■ liP status.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.14 | Adequate reports to ensure I meet my health and safety responsibilities.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## 8 Fulfilling responsibilities and monitoring progress – estates and facilities management

|   | Very satisfied   | Satisfied | Somewhat dissatisfied | Very dissatisfied | Don't know |
|---|--|-----------|-----------------------|-------------------|------------|
| <b>The governing body:</b>                |  |           |                       |                   |            |
| 8.1                                       | Has approved an accommodation strategy which is realistic, achievable and consistent with all other elements of the strategic plan.    |           |                       |                   |            |
| 8.2                                       | Has a clear perception of the extent to which current estates provision meets the requirement for a high quality learning environment. |           |                       |                   |            |
| 8.3                                       | Has ensured that all capital projects have been the subject of a feasibility study, including an evaluation of the range of options.   |           |                       |                   |            |
| 8.4                                       | Is well informed about the asset values of the college estate and opportunities for asset sales or property acquisitions.              |           |                       |                   |            |
| 8.5                                       | Has ensured implementation of a realistic programme of property maintenance.   |           |                       |                   |            |
| 8.6                                       | Has approved and monitors the implementation of an environmental policy.   |           |                       |                   |            |
| 8.7                                       | Has a clear policy for facilities management within the college, based on a feasibility study and ongoing review.                      |           |                       |                   |            |
| <b>As a member of the governing body:</b> |  |           |                       |                   |            |
| 8.8                                       | I consider the college is fully committed to the concept of environmental sustainability.  |           |                       |                   |            |
| 8.9                                       | I am satisfied with the level of property maintenance and the general appearance and state of the campus.                              |           |                       |                   |            |

Comments

-----

-----

-----

-----

## 9 Fulfilling responsibilities and monitoring progress – quality assurance

|   | Very satisfied           | Satisfied                | Somewhat dissatisfied    | Very dissatisfied        | Don't know               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>The governing body:</b>                |                          |                          |                          |                          |                          |
| 9.1                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.2                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.3                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.4                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.5                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.6                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.7                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.8                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>As a member of the governing body:</b> |                          |                          |                          |                          |                          |
| 9.9                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.10                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



## 10 Legal aspects

|   | Very satisfied                     | Satisfied                | Somewhat dissatisfied    | Very dissatisfied        | Don't know               |
|---|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>The governing body:</b>                  |                                    |                          |                          |                          |                          |
| 10.1  | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.2  | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.3  | Has ensured the implementation of: |                          |                          |                          |                          |
|   | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.4  | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.5  | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>As a member of the governing body:</b>   |                                    |                          |                          |                          |                          |
| 10.6  | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>The governing body is provided with:</b> |                                    |                          |                          |                          |                          |
| 10.7  | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.8  | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

.....

.....

.....

.....

.....



## General information

---

---

---

---

---

---

---

### Name of college

---

---

---

### Date questionnaire completed

---

---

## Optional information

Governors may remain anonymous and all their responses will be kept in the strictest confidence. It may be considered to be of benefit, especially if using an outside facilitator, for governors to waive their anonymity and provide the following information.

### Name

---

---

---

### Categories of governor (staff, business etc)

---

---

---

### Length of service

---

---

### Member of college committees (F&GP etc)

---

---

---

### Area of special interest

---

---

---

The *Governance healthcheck questionnaire* is designed to assist a college governing body self-assess its performance and identify ways to make improvements.

It has been developed by the Learning and Skills Development Agency in partnership with Ben Johnson-Hill Associates Limited (part of the Tribal Group).

BEST COPY AVAILABLE

# GOVERNANCE HEALTH CHECK

**diagnosing  
effective  
governance**

for  
land-based colleges

First edition published by the  
Learning and Skills Development Agency in 2001

Second edition published by the  
Learning and Skills Development Agency in 2002

[www.LSDA.org.uk](http://www.LSDA.org.uk)

Feedback should be sent to :  
Information Services  
Learning and Skills Development Agency  
Regent Arcade House  
19–25 Argyll Street  
London W1F 7LS.  
Tel 020 7297 9144  
Fax 020 7297 9242  
[enquiries@LSDA.org.uk](mailto:enquiries@LSDA.org.uk)

Registered with the Charity Commissioners

Copyeditor: Manjinder Sidhu  
Designers: Dave Shaw and Joel Quartey  
Printed in the UK

ISBN 1 85338 802 5 second edition

© Learning and Skills  
Development Agency 2001, 2002

1360P 2 of 3/LB/10/02/1200

You are welcome to copy this publication  
for internal use within your organisation.  
Otherwise, no part of this publication may  
be reproduced, stored in a retrieval system,  
or transmitted in any form or by any means,  
electronic, electrical, chemical, optical,  
photocopying, recording or otherwise, without  
prior written permission of the copyright owner.

### **Further information**

For further information about the issues  
discussed in this publication please contact:

Nick Barclay  
Development Adviser  
Learning and Skills Development Agency  
Regent Arcade House  
19–25 Argyll Street  
London W1F 7LS.  
Tel 020 7297 9066  
[nbarclay@LSDA.org.uk](mailto:nbarclay@LSDA.org.uk)

# Introduction

It will take about 30 minutes to complete this healthcheck and for maximum benefit we encourage you to be as candid as possible. Where appropriate, please add additional comments, as these will serve as an invaluable source of topics for discussion in the facilitator-led debriefing sessions. This revised healthcheck was developed in response to the informative feedback from 247 colleges.

You can complete the healthcheck anonymously or include your personal details on the page at the end of the booklet.

A glossary and resource list is included to help you with your replies.

The healthcheck has 10 sections.

- 1 The roles and responsibilities of governors
- 2 Board efficiency and effectiveness
- 3 Strategy and mission
- 4 Relationships between the governing body, the college and other stakeholders
- 5 Fulfilling responsibilities and monitoring progress – curriculum and the learner
- 6 Fulfilling responsibilities and monitoring progress – finance
- 7 Fulfilling responsibilities and monitoring progress – human resources
- 8 Fulfilling responsibilities and monitoring progress – estates and facilities management
- 9 Fulfilling responsibilities and monitoring progress – quality assurance
- 10 Legal aspects

Most sections have three groups of questions. The first group aims to assess an individual's perception of the board's performance. The second group addresses the assessment of the contribution of individual governors. The third group asks for an individual governor's evaluation of the information, data and support provided to the board by the principal and senior managers.

Analysing the completed healthchecks will help to identify:

- strengths and weaknesses within the board
- the need for further briefing, development or training of individual members
- deficiencies in the scope, adequacy and relevance of information and support provided by the college.

# College profile

In the event of a board of governors wishing to engage a facilitator or 'benchmark' the self-assessment against other similar colleges it will be necessary for the clerk to provide a brief profile of the college.

## Name of college

---

---

---

## Type of college (please tick)

|                                 |                          |
|---------------------------------|--------------------------|
| General FE                      | <input type="checkbox"/> |
| Tertiary                        | <input type="checkbox"/> |
| Sixth form                      | <input type="checkbox"/> |
| Voluntary controlled sixth form | <input type="checkbox"/> |
| Land-based                      | <input type="checkbox"/> |
| Art and design                  | <input type="checkbox"/> |
| Other (please specify)          | <input type="checkbox"/> |

## Annual financial turnover (taken from most recent annual accounts to the nearest £0.5 million)

£

## Membership of the governing body (excluding current vacancies)

| Length of service | Number |
|-------------------|--------|
| Less than 1 year  |        |
| 1–4 years         |        |
| 5–8 years         |        |
| 8+ years          |        |
| Total             |        |

# Glossary

## Benchmarking

a term used for comparative analysis of either learner-related or financial data – thereby allowing comparisons with groups of similar colleges.

## CoVE

Centre(s) of Vocational Excellence. Established in 2001 to develop, deliver and maintain high quality specialist provision across a range of new and traditional occupations.

For more details go to the LSC website ([www.lsc.gov.uk](http://www.lsc.gov.uk)) and click on:

- 1 'Documents'
- 2 'Circulars'
- 3 '02/15 Centres of Vocational Excellence'.

## Centrality of the learner

the underlying ethos behind the inspection system. For details go to the Ofsted website ([www.ofsted.gov.uk/public](http://www.ofsted.gov.uk/public)):

- 1 Click on 'A–Z of OFSTED publications since 1996'
- 2 Scroll down and click on 'Common Inspection Framework for Post-16 Education and Training'.

## College student profile

refers to the composition of the student population.

## Funding methodology

as currently used by the LSC.

## Environmental sustainability

environment policy is the 'vehicle' for achieving sustainability, defined as 'the capacity for continuance into the long-term future'.

## Facilities management

to encompass the provision of services within the college, eg catering, cleaning, etc.

## **Instrument and Articles of Government**

produced by each college in accordance with the requirements of the Further and Higher Education Act 1992 (section A1), and as modified with effect from 1 April 2001.

## **Performance targets**

include specific performance indicators as set by the Funding Council as well as additional PIs set by the college.

## **Post-16 Standards Unit**

an initiative identified in *Success for all* (page 25) and designed to enhance the teaching and learning focus from within the DfES.

## **Success for all**

published by the DfES in June 2002.

A discussion document that proposes a number of reforms in raising quality and improving choice.

Available from the DfES website ([www.dfes.gov.uk](http://www.dfes.gov.uk)):

- 1 Click on 'Publications'
- 2 Click on 'Consultations'
- 3 Scroll down and click on *Success for all*
- 4 Under 'The Downloads' click on 'Download the Consultation in PDF Format'.

## **The college governor**

published by FEFC in 2000. Available from the LSC website ([www.lsc.gov.uk](http://www.lsc.gov.uk)):

- 1 Click on 'Documents'
- 2 Click on 'Archived FEFC Publications and Inspection Reports'
- 3 Click 'here'
- 4 Scroll down to the 'Archive' tab at the top of the page to the bottom of the list and click on 'Other council publications not listed above'
- 5 Now click on 'Go' at the top of the page
- 6 Scroll down to '*The college governor*' and click on the red arrow to the right to download.

References below refer to *The college governor*.

Access to information – relate to proceedings of the governing body (section A3 para. 3).

Accommodation strategies – as required by the Funding Council (section C4).

Collaboration, partnerships, etc (section D1).

Disability statements – as prescribed in Disability discrimination act 1995 (section B2).

Employer responsibilities (section C9).

Financial regulations – as specified (section C6).

Nolan committee report – *Standards in public life* (section A1 para. 4.1).

Personal liabilities (section A1 para. 4.3).

Quality and standards – as required by the Funding Council (section C2).

Role of clerk – as specified (section A6).

Search committee – as defined in the Article (section A3 para. 5.4).

# Resources

*Benchmark standards for governors and clerks.* Available from the LSC website at [www.lsc.gov.uk](http://www.lsc.gov.uk) (click on 'Documents' and then 'Other Documents').

*Governance issues: raising student achievement.* Available from the Learning and Skills Development Agency website at [www.LSDA.org.uk](http://www.LSDA.org.uk)

*Governor training materials.* LSDA, 2002.

Provider inspection reports for leadership and management. Available from the Ofsted ([www.ofsted.gov.uk/inspect](http://www.ofsted.gov.uk/inspect)) and ALI ([www.ali.gov.uk](http://www.ali.gov.uk)) websites.

*The college governor.* Available from the LSC website at [www.lsc.gov.uk](http://www.lsc.gov.uk)



# 1 The roles and responsibilities of governors

|   | Agree strongly           | Agree                    | Disagree                 | Disagree strongly        | Don't know               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>The governing body:</b>  |                          |                          |                          |                          |                          |
| 1.1 Has established an effective committee structure.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2 Has an open and effective process for identifying and recruiting new governors.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3 Has a successful approach to meeting the training and development needs of its members. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|   | Very satisfied           | Satisfied                | Somewhat dissatisfied    | Very dissatisfied        | Don't know               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>As a member of the governing body:</b> |                          |                          |                          |                          |                          |
| 1.4                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.5                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.6                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.7                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.8                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>The governing body is provided with:</b> |                          |                          |                          |                          |                          |
| 1.9   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.10  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.11  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## 2 Board efficiency and effectiveness

|   | Very satisfied           | Satisfied                | Somewhat dissatisfied    | Very dissatisfied        | Don't know               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>The governing body:</b>  |                          |                          |                          |                          |                          |
| 2.1 Operates in a highly professional and business-like manner.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2 Works within and accepts the principle of 'cabinet decision' with minority points of view being adequately addressed and minuted. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.3 Considers it receives full support and all the necessary information to fulfil its obligations from:                              |                          |                          |                          |                          |                          |
| ■ the clerk   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ senior managers.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.4 Has established appropriate performance indicators to target and measure its own effectiveness.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.5 Conducts a rigorous annual self-assessment of its own performance.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.6 Ensures the implementation of all action plans following the annual self-assessment, provider reviews and other inspections.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>As a member of the governing body:</b>   |                          |                          |                          |                          |                          |
| 2.7 I believe the board works well as a team.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.8 I have an effective working relationship with the chair.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.9 I have an opportunity to discuss my contribution and development needs with the chair or designated person annually.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.10 I have confidence that the governors' collective skills and expertise will achieve ongoing improvement.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.11 I have confidence in the senior management of the college to implement policy and ensure continuous improvement.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

.....

.....

.....

### 3 Strategy and mission

|   | Very satisfied           | Satisfied                | Somewhat dissatisfied    | Very dissatisfied        | Don't know               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>The governing body:</b>                |                          |                          |                          |                          |                          |
| 3.1                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.3                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.4                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.5                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.6                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>As a member of the governing body:</b> |                          |                          |                          |                          |                          |
| 3.7                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.8                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|  | Very satisfied           | Satisfied                | Somewhat dissatisfied    | Very dissatisfied        | Don't know               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>The governing body is provided with:</b>  |                          |                          |                          |                          |                          |
| 3.9 Evidence of local community and industry needs to support strategic proposals.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.10 Adequate information and data to inform the planning process especially in terms of : |                          |                          |                          |                          |                          |
| ■ college student profile  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ enrolment  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ retention  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ achievement  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ benchmarking of college performance  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ financial viability  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ accommodation strategy   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ human resource management  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ quality assurance and raising standards.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ needs analysis   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ marketing strategy.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

#### 4 Relationships between the governing body, the college and other stakeholders

|                            | Very satisfied  | Satisfied | Somewhat dissatisfied | Very dissatisfied | Don't know |
|----------------------------|---|-----------|-----------------------|-------------------|------------|
| <b>The governing body:</b> |   |           |                       |                   |            |
| 4.1                        | Has a clear understanding of the respective roles of the board, the principal, clerk and senior management.   |           |                       |                   |            |
| 4.2                        | Enjoys a climate of mutual trust and respect between the board and the principal.   |           |                       |                   |            |
| 4.3                        | Ensures effective annual appraisal of the principal.  |           |                       |                   |            |
| 4.4                        | Has established clear channels of communication with:   |           |                       |                   |            |
|                            | ■ staff   |           |                       |                   |            |
|                            | ■ students.   |           |                       |                   |            |
| 4.5                        | Is taking a pro-active view of the college's working relationship with the national and local LSC.  |           |                       |                   |            |
| 4.6                        | Approves collaborative provision, including franchising, and receives progress reports.   |           |                       |                   |            |
| 4.7                        | Has produced a role description for the clerk, which ensures independence and is subject to regular review.   |           |                       |                   |            |
| 4.8                        | Ensures effective annual appraisal of the clerk.  |           |                       |                   |            |
| 4.9                        | Facilitates openness and ensures that minutes and associated papers are available to those wanting access, with confidential items being kept to a minimum. |           |                       |                   |            |
| 4.10                       | Ensures the college has effective links with and receives advice from representatives of land-based industries.   |           |                       |                   |            |
| 4.11                       | Ensures the college is seeking to meet the training needs of rural businesses through an emphasis on flexibility and access.                                |           |                       |                   |            |

| Don't know | Very dissatisfied | Somewhat dissatisfied | Satisfied | Very satisfied |
|------------|-------------------|-----------------------|-----------|----------------|
|------------|-------------------|-----------------------|-----------|----------------|

**As a member of the governing body:**

|      |   |                          |                          |                          |                          |                          |
|------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4.12 | I am made aware of the outcome of the appraisal of the principal and clerk. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

**The governing body is provided with:**

|      |  |                          |                          |                          |                          |                          |
|------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4.13 | Regular and updated evidence of the standing of the college in the local community and beyond. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Comments

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## 5 Fulfilling responsibilities and monitoring progress – curriculum and the learner

|  | Very satisfied           | Satisfied                | Somewhat dissatisfied    | Very dissatisfied        | Don't know               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>The governing body:</b>   |                          |                          |                          |                          |                          |
| 5.1 Is fully aware of the implications for the college of the 'centrality of the learner' agenda.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.2 In setting the educational character and strategy of the college, has given specific consideration to:   |                          |                          |                          |                          |                          |
| ■ widening participation   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ inclusive learning   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ government policy on raising standards   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ changes in the local and national economy  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ developing local and regional partnerships   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ college status as a centre of vocational excellence.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.3 Has responded to the shift in emphasis towards the specific needs of the individual learner.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.4 Annually approves college targets and monitors performance in respect of:  |                          |                          |                          |                          |                          |
| ■ widening participation   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ enrolment  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ student retention  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ student achievements   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ student progression  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ equal opportunities.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.5 Is aware of the system used by the college to assess and monitor the quality of teaching and learning.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.6 Has approved an appropriate action plan to address the identified weaknesses in respect of teaching and learning, paying particular regard to the role and contribution of the post-16 standards unit. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.7 Ensures the college implements a policy in respect of students with learning difficulties and disabilities.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.8 Ensures that the college curriculum strategy is appropriately supported by the accommodation and HR strategies.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



|   | Very satisfied   | Satisfied | Somewhat dissatisfied | Very dissatisfied | Don't know |
|---|--|-----------|-----------------------|-------------------|------------|
| <b>As a member of the governing body:</b>   |  |           |                       |                   |            |
| 5.9   | I understand the variety of learners and learning opportunities at the college, and can explain how these are relevant to the communities served by the college. |           |                       |                   |            |
| 5.10  | I have a detailed awareness of least one academic /vocational discipline or department.  |           |                       |                   |            |
| 5.11  | I have confidence in my understanding of the strengths and weaknesses of the college, with particular reference to performance targets.                          |           |                       |                   |            |
| <b>The governing body is provided with:</b> |  |           |                       |                   |            |
| 5.12  | At least annually – a report on the assessed standards of teaching within the college.   |           |                       |                   |            |
| 5.13  | Annually – a summary of course / programme reviews.  |           |                       |                   |            |
| 5.14  | Briefing from the college in respect of relevant national curriculum and learning opportunity initiatives.   |           |                       |                   |            |
| 5.15  | At least annually – benchmarking data on comparative student performance of other similar colleges.  |           |                       |                   |            |

Comments

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## 6 Fulfilling responsibilities and monitoring progress – finance

|   | Very satisfied           | Satisfied                | Somewhat dissatisfied    | Very dissatisfied        | Don't know               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>The governing body:</b>                  |                          |                          |                          |                          |                          |
| 6.1   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.2   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.3   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.4   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.5   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.6   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>As a member of the governing body:</b>   |                          |                          |                          |                          |                          |
| 6.7   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.8   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>The governing body is provided with:</b> |                          |                          |                          |                          |                          |
| 6.9   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.10  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.11  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

-----

## 7 Fulfilling responsibilities and monitoring progress – human resources

|   | Very satisfied  | Satisfied | Somewhat dissatisfied | Very dissatisfied | Don't know |
|---|---|-----------|-----------------------|-------------------|------------|
| <b>The governing body:</b>                |   |           |                       |                   |            |
| 7.1                                       | Is fully aware of its legal responsibilities as the employer of staff.  |           |                       |                   |            |
| 7.2                                       | Has established clear, robust appointment and remuneration procedures relating to senior post-holders and the clerk.  |           |                       |                   |            |
| 7.3                                       | Makes a significant contribution to ensuring that an equal opportunities culture is embedded in the college   |           |                       |                   |            |
| 7.4                                       | Is aware of and uses, when appropriate, external support for the recruitment of the principal and other senior post-holders   |           |                       |                   |            |
| 7.5                                       | Is conversant with its legal responsibilities in respect of health and safety and ensures implementation of an active health and safety policy.   |           |                       |                   |            |
| 7.6                                       | Ensures there is an effective system of appraisal for staff.  |           |                       |                   |            |
| 7.7                                       | Has considered the level of resource allocated to continuing staff development.   |           |                       |                   |            |
| 7.8                                       | Encourages a climate of mutual respect between the board as employer and its employees.   |           |                       |                   |            |
| 7.9                                       | Considers the strategic contribution made by the human resource plan to the performance of the core business and its incorporation of the training and professional development priorities identified by the secretary of state in <i>Success for all</i> . |           |                       |                   |            |
| <b>As a member of the governing body:</b> |   |           |                       |                   |            |
| 7.10                                      | I am aware of ways in which the college actively seeks to remove barriers to opportunity and embraces diversity in pursuit of equal opportunities.  |           |                       |                   |            |
| 7.11                                      | I am aware of the broad principles underpinning the contracts of the various groups of staff.   |           |                       |                   |            |
| 7.12                                      | I am aware of the trade unions and / or associations recognised by the governing body.  |           |                       |                   |            |

|  | Very satisfied | Satisfied | Somewhat dissatisfied | Very dissatisfied | Don't know |
|--|----------------|-----------|-----------------------|-------------------|------------|
|--|----------------|-----------|-----------------------|-------------------|------------|

**The governing body is provided with:**

|      |  |                          |                          |                          |                          |
|------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 7.13 | At least annually, reports on human resource management in the college which includes information on : |                          |                          |                          |                          |
|      | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|      | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|      | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|      | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|      | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.14 | Adequate reports to ensure I meet my health and safety responsibilities.                               |                          |                          |                          |                          |
|      | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



## 8 Fulfilling responsibilities and monitoring progress – estates and facilities management

Very satisfied  
 Satisfied  
 Somewhat dissatisfied  
 Very dissatisfied  
 Don't know

### The governing body:

|     |  |                          |                          |                          |                          |                          |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 8.1 | Has approved an accommodation strategy which is realistic, achievable and consistent with all other elements of the strategic plan.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.2 | Has a clear perception of the extent to which current estates provision meets the requirement for a high quality learning environment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.3 | Has ensured that all capital projects have been the subject of a feasibility study, including an evaluation of the range of options.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.4 | Is well informed about the asset values of the college estate and opportunities for asset sales or property acquisitions.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.5 | Ensures the effective and viable use of the college land and estate as a learning resource.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.6 | Has ensured implementation of a realistic programme of property maintenance.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.7 | Has approved and monitors the implementation of an environmental policy.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.8 | Has a clear policy for facilities management within the college, based on a feasibility study and ongoing review.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### As a member of the governing body:

|      |   |                          |                          |                          |                          |                          |
|------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 8.9  | I consider the college is fully committed to the concept of environmental sustainability.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.10 | I am satisfied with the level of property maintenance and the general appearance and state of the campus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

-----

-----

-----

## 9 Fulfilling responsibilities and monitoring progress – quality assurance

|   | Very satisfied           | Satisfied                | Somewhat dissatisfied    | Very dissatisfied        | Don't know               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>The governing body:</b>                |                          |                          |                          |                          |                          |
| 9.1                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.2                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.3                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.4                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.5                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.6                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.7                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.8                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.9                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>As a member of the governing body:</b> |                          |                          |                          |                          |                          |
| 9.10                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.11                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|                          |
|--------------------------|
| Don't know               |
| Very dissatisfied        |
| Somewhat<br>dissatisfied |
| Satisfied                |
| Very satisfied           |

**The governing body is provided with:**

|  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 9.12 Meaningful information and data relating to:                            |                          |                          |                          |                          |                          |
| ■ examination performance  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ all relevant performance indicators  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ national benchmarks and other comparative performance levels in the sector | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ■ student and other stakeholder surveys.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## 10 Legal aspects

|   | Very satisfied  | Satisfied | Somewhat dissatisfied | Very dissatisfied | Don't know |
|---|---|-----------|-----------------------|-------------------|------------|
| <b>The governing body:</b>                  |   |           |                       |                   |            |
| 10.1  | Is aware of the Instrument and Articles of Government and conducts itself accordingly.                                  |           |                       |                   |            |
| 10.2  | Has appointed an audit committee which operates according to the Articles of government and the Audit Code of Practice. |           |                       |                   |            |
| 10.3  | Has ensured the implementation of :   |           |                       |                   |            |
|   | ■ the student charter   |           |                       |                   |            |
|   | ■ the college disability statement  |           |                       |                   |            |
|   | ■ a code of practice on public interest disclosure ( 'whistle blowing' ).   |           |                       |                   |            |
| 10.4  | Is aware of the implications of the Care Standards Act on the management of residential students under the age of 18.   |           |                       |                   |            |
| 10.5  | Ensures the maintenance of a current register of members' interests available for inspection.                           |           |                       |                   |            |
| 10.6  | Receive all necessary information in respect of college companies, joint ventures and overseas operations.              |           |                       |                   |            |
| <b>As a member of the governing body:</b>   |   |           |                       |                   |            |
| 10.7  | I am fully aware of my responsibilities in respect of disclosure of interest and always act accordingly.                |           |                       |                   |            |
| <b>The governing body is provided with:</b> |   |           |                       |                   |            |
| 10.8  | Sound advice and valid reports from the college auditors.   |           |                       |                   |            |
| 10.9  | Access through the clerk to legal advice.   |           |                       |                   |            |

Comments

-----

-----

-----

-----



## General information

---

---

---

---

---

---

---

### Name of college

---

---

---

### Date questionnaire completed

---

---

## Optional information

Governors may remain anonymous and all their responses will be kept in the strictest confidence. It may be considered to be of benefit, especially if using an outside facilitator, for governors to waive their anonymity and provide the following information.

### Name

---

---

---

### Categories of governor (staff, business etc)

---

---

---

### Length of service

---

---

### Member of college committees (F&GP etc)

---

---

---

### Area of special interest

---

---

---

The *Governance healthcheck questionnaire* is designed to assist a college governing body self-assess its performance and identify ways to make improvements.

It has been developed by the Learning and Skills Development Agency in partnership with Ben Johnson-Hill Associates Limited (part of the Tribal Group).

**BEST COPY AVAILABLE**



*U.S. Department of Education  
Office of Educational Research and Improvement (OERI)  
National Library of Education (NLE)  
Educational Resources Information Center (ERIC)*



## NOTICE

### Reproduction Basis

- This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
- This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").