

Governance newsletter

DRAFT

Issue 13, summer term 2010

Leadership Skills for Governance





Foreword

We recognise the increasing and vital strategic leadership role of governors, and the essential role of the Clerk in advising the corporation board, in a current context that is particularly dynamic for FE colleges.

The Leadership Skills for Governance (LSG) programme continues to innovate, develop and promote training, development, awareness-raising, peer-to-peer learning, critical review, sharing effective practice, advice and guidance. This reflects LSIS's aim to accelerate the drive for excellence in the learning and skills sector, building the sector's own capacity to design, commission and deliver improvement and strategic change.

The Leadership Skills for Governance programme is designed to offer development opportunities for everyone involved in the governance of FE colleges, regardless of experience or governance role.

We are therefore particularly pleased to announce our new service: Mentoring for new chairs. Mentoring is offered to new chairs so that advice, guidance and support can be provided to those newly elected to the role. The focus is on being effective in this often challenging role.

We also know that the series of 22 national dissemination and consultation events commissioned by the Association of Colleges (AoC), and supported by LSIS, has provided a unique opportunity to hear from governors, chairs, clerks and corporations about the recommendations and conclusions to be found in *A Review of Governance and Strategic Leadership in English Further Education* (published by LSIS and the AoC in 2009).

This rich data will assist us in ensuring that our future Leadership Skills for Governance programme of development and support continues to improve the effectiveness of, and the capacity for, self-improvement among governing boards in the FE college sector.

We look forward to working with you in the new academic session.

Dr David Collins CBE
Chief Executive

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Brief Guides for governors and clerks

As part of the LSG programme of support for governors and clerks, a series of Brief Guides has been introduced this year.

The Brief Guides are short publications that provide advice and guidance on a range of topics that have been identified through our Boardroom Briefings, events and conferences, and completed evaluation forms. The Brief Guides have been very well received by the sector and feedback has been extremely positive.

The following Guides are available in hard copy, or electronically from www.fegovernance.org:

- Higher Education in Further Education Colleges (HE in FECs)
- The Role of the Staff Governor as a Member of a College Governing Body
- Learning to Balance Support and Challenge
- Equality, Diversity and Governance
- The Role of the Student Governor as a Member of a College Governing Body.

Forthcoming Brief Guides will include:

- Governor Recruitment Strategies
- Governance and the Common Inspection Framework 2009
- Succession Planning.

The Role of the Student Governor as a Member of a College Governing Body

Brief Guide for governors and clerks in further education colleges



If you wish to receive a copy of any of these Brief Guides, or should you have any ideas for the focus of future Guides, please contact Paula Hector at paula.hector@lisis.org.uk

LSG Observer Scheme

The Observer Scheme allows clerks, governors and chairs from FE colleges to gain experience of governance practice outside their own organisation by visiting another college and attending one of their board meetings.

Clerks and governors can then apply the knowledge gained from this observation in furthering effective governance practice

in their own corporation governing board. Benefits to observers include:

- increased awareness of the value of sharing effective governance practice with colleagues
- knowledge gained in areas around making changes to a college governance framework or specific governance processes and procedures
- opportunities to develop an ongoing professional relationship and create links with the host organisation.

To access the Observer Scheme's full informative pamphlet, please visit: www.fegovernance.org/resources.aspx

eGovernance @ West Herts College

Sheila Selwood, director of governance at West Herts College, describes the benefits of switching to paperless board meetings.

In April 2009, West Herts College Corporation agreed to take forward a proposal to implement 'eGovernance' at West Herts College. The aim was to ensure that all governance meetings at the college would be administered and conducted electronically – i.e. they would be paperless.

The key driver of the proposal was that the paper-driven administration of governance was too resource-intensive and costly. The intention was to develop a system that enabled electronic posting of papers to members, allowing electronic annotation prior to the meeting and access for individuals to their own versions at meetings via laptops.

The perceived benefits of eGovernance were primarily not only that the system would reduce costs but that it would also enable members to receive their papers at the earliest opportunity. Holding papers for batch posting would no longer be an issue and neither would postage delays.

A small task group took the proposal forward, and a detailed business case was drawn up, including a comparison of the costs of both systems.

While there has been a successful drive to reduce the size of board papers at West Herts, the average cost-saving between the paper and electronic systems was considered to be about £160 per meeting, largely arising from the costs of administration time, printing and postage.



Although there are bespoke software packages specifically designed for electronic meetings, the governors already had their own secure web pages in the college's intranet using Microsoft® SharePoint®. After investigation it was clear that this system could deliver the desired outcome. The development of the eGovernance site was therefore conducted in-house.

Members were clear from the outset on what the new system should deliver:

- No loss of functionality in switching from a paper-driven system.
- No expectation that members should print papers.
- The ability to annotate and save papers for access at meetings.
- Ease of navigation and quick reference to key discussion points.
- An awareness in authors of how to design papers for electronic viewing.
- Training for all members (current and future), directors and administrators.
- A secure environment, with appropriate access levels for members, administrators and support technicians.
- Secure access to individual board papers for each reader.
- Laptops (preferred by members over notebooks) with adequate power facilities available at all meetings.

Clearly there was a need to make sure that all members, whatever their technical capabilities, would be able to use the site with ease and establish their training requirements prior to implementation. To assist in this, an audit of members' skills was undertaken to provide a sound understanding of differing levels of ability. This included assessing abilities in accessing the internet, downloading documents and using PDFs.

A trial was held at an audit meeting in July 2009. This provided a good opportunity to test the system and aid further development of a training programme. Training sessions and help-documents were then created, based on this knowledge. The sessions were pitched to the lowest level of skills and understanding to ensure accessibility. Training was held a few weeks before the launch date in October 2009.

The eGovernance website was also developed. This not only allows members to view all previous meeting papers electronically, but also to gain access to a governance library containing key documents such as the Instrument and Articles, college byelaws and governance policies, local press cuttings, and training materials.



Short reviews during the autumn term after each board and committee meeting provided useful feedback and assisted the further development of help-documents. A full review was held in January 2010, and the outcomes were extremely positive. The key requirements set out by members at the outset of the proposal had been achieved.

Papers are now posted on to the site as soon as they are ready; members are automatically alerted (at their chosen time and frequency) to any changes made to the site, so they know when a paper has been posted. Once all papers are in, they can access a 'bound' PDF that contains all the meeting papers in one document. Members can therefore choose to read papers as they come in, or later in one session.

Papers may contain hyperlinks to other information such as website references. Annotated papers are stored in an individual 'my storage' area of the site, enabling members to access their own personal annotated versions of read papers at the meeting itself.

A comments forum and survey facility is available via the site as and when it is required.

At the outset it had been thought that working with laptops in the meeting could change the feel or ambience, but it was overwhelmingly agreed that those concerns had been ill-founded.

Looking at the future, we plan to investigate how other corporations have used SharePoint® to assist in their governance role – for example, by providing governors with access to key performance indicator and risk management information.

We are part of the LSG Observer Scheme and welcome clerks and governors who wish to attend a meeting and see eGovernance in action. Please contact me at the email address below if you would like to observe a meeting.

Sheila Selwood
Director of Governance
West Herts College
sheila.selwood@westherts.ac.uk

A Review of Governance and Strategic Leadership in English Further Education ... so what's happening now?

Following the publication of a joint LSIS and AoC research report into governance and strategic leadership, Jo Matthews, LSIS governance associate, considers the next steps governors and clerks may wish to take.

I hope by now you have had the chance to read at least the summary report of the research, if not delved into the full report and appendices. It certainly offers a lot of food for thought, and is available at www.lsis.org.uk/governancereview

Several activities have recently taken place in order to further consult the sector on the recommendations and other aspects of the report.

These have included a series of 18 regional consultation workshops, hosted by the AoC and LSIS during January, February and March. The workshops sought to promote the widest engagement with organisations and governors while helping them to understand the changes from 1 April 2010 and consider the report's implications for individual corporations.

Four pan-regional events for clerks were also held over the same period.

In addition to the workshops, individuals and governing bodies have had the chance to respond to the 10 key recommendations for college governance in an online survey.

The AoC and its Governors' Council will now use the feedback from these activities to inform its response to the department for Business, Innovation and Skills. They will feed back their support (or otherwise) for the recommendations and wider findings in the report.

Further opportunities to discuss the findings took place at the LSIS Annual Governance Conference, and there was particular interest in what a code might look like and how it might benefit the sector (or not).

With this in mind, LSIS and the AoC are organising a **free** one-day event on Tuesday 20 April 2010, from 10.00 to 15.30, at IET London: Savoy Place.

This will provide an opportunity for governors and clerks to explore what codes of governance already exist and discuss how the sector could benefit from its own code of governance. It will also examine the implications of 'total place' and the place-shaping agenda on governance for colleges, and a representative from Ofsted will explore what makes effective governance and the link to outstanding provision.

To register for this event, please visit www.lsis.org.uk/fegovernancereview

In the adult and community learning (ACL) sector, the two representative bodies, NIACE, and HOLEX, are working together on consultation events, focusing on leadership of place, with case studies of local authority adult learning services that have integrated ACL into local 'place-shaping' agendas.

The private work-based learning sector is also currently consulting the sector on the outcomes through the Association of Learning Providers (ALP).

The aspect of the report capturing most attention is the diagram showing the three primary purposes for governance, which is stimulating some interesting reflections from governors and clerks on where their emphasis is, and the impact it is having on how they govern.

Have you discussed the report and its recommendations yet at your governing body meeting?

Jo Matthews
LSIS Governance Associate

The three primary purposes for governance



Annual Learner Representative Forum

Around 250 student governors, sabbatical officers, class representatives, and staff members from learning providers across England were brought together in Birmingham on 26 January 2010 to network, share practice, and take part in development workshops aimed at improving learner representation in the learning and skills sector.

In her opening address, Dame Ruth Silver DBE, the chair of LSIS, outlined the critical role that learner representatives play in improving the quality of education that they and their peers receive.

Shane Chwen, vice-president for further education at the National Union of Students drew many plaudits for his speech outlining the obstacles that still exist to learner involvement within colleges and other learning providers.

Shane went on to describe the Learner Representative Forum as, “the biggest single gathering of FE representatives ever seen”, proof indeed that the concept of learner voice is now being taken very seriously as a means of improving the quality of learning and the experience of all students.



Delegates also had the chance to attend workshops specific to their job role and hear a case study from the student union team at City and Islington College.

For more information about the day, please visit the post-event website www.lsis.org.uk/conference/LSIS_Conference_Home.aspx

Managing finance and funding in challenging times

Adjusting financial management objectives to suit the current economic climate is a key priority for FE colleges. LSIS is commissioning a Boardroom Briefing that aims to help.

LSIS's Boardroom Briefing will address and equip governors and clerks with the understanding needed to ensure their colleges are able to manage successfully in the current context. It has been designed to help you understand the way that funding and finance priorities currently operate in further education and sixth-form colleges.



In the briefing, the current operation of funding will be analysed and how the changes will impact on the delivery of learning services. It will help you to understand and use the financial information in the college accounts and from other sources.

It will also help you to ask the key questions that will be central to the critical choices ahead. You will be able to interpret the financial ratios your college will be using and consider their importance in the current financial climate.

These are challenging times; the cuts agenda has returned. The briefing will equip governors and clerks to make the judgements about the implications of decisions such as:

- What process has the college gone through to make its judgements?
- What criteria should be used to measure their impact and consequences?
- How will the decisions impact on the college's performance?

Key benefits include the opportunity to gain an understanding of:

- your college's accounts, by undertaking a series of exercises using a copy of your college's accounts

- the key ratios that the college will use to measure success
- the process involved in reducing expenditure and the potential impact on the service of the college
- the changes in funding and how these are likely to impact on the learners served
- the governor's role in finance and funding.

Date and location

Thursday 20 May 2010, from 14.30 to 17.30 in Birmingham.

Further information and booking

Please visit www.fegovernance.org/lsg-programme/development-opportunities/boardroom-briefings/finance-and-funding-in-challenging-times.aspx

Kevin Finnigan
LSIS Associate

Profile of a governor

LSIS executive director, Yvette Adams, describes her personal experience of becoming a sixth-form college governor.

I have been a governor at a sixth-form college for a year and a bit. Reflecting back on my motivations for wanting to become a governor, these still inform my current feelings about the role. I had a number of drivers:

- An attachment to this particular college as both my older children went there and progressed tremendously, ending up at university. My daughter has just completed her MA.
- I have always worked near the 'front line' and felt that I needed to see the impact of the national work (even though it is two or three institutions away) on the learner.
- I wanted to contribute something back to Croydon, as I have lived there for over 15 years.
- I firmly believe that black and minority ethnic people should take up these roles and bring to bear experiences that are still not fully appreciated.

Does the role fulfil these motivations? I would say 'yes', and more.



I have attended and contributed to the board meetings and the recruitment of an excellent new principal. I have worked with board members who are great role models for younger people in the college.

I have seen dedicated and committed staff. I have also seen a commitment to the learner voice and equality and diversity. The college has a predominantly black and minority ethnic learner population. However, the board and staff are also clear that there is a real need for improvement and innovative thinking, especially as major changes are afoot.

There is though, a genuine feeling that challenges can be met and overcome.

The learning curve for a new governor is quite steep and I have needed to ensure I keep up to date with the changes, both national and local. I have therefore taken advantage of the support available internally and externally.

For example, I attended our recent strategic development day which was well-organised, thought-provoking, and forward-thinking.

In terms of the learners, thus, I definitely feel that their experience at the college will encourage them to fulfil their potential and that there is proper support and guidance for them.

Also as my further contribution to the sector, my husband is a governor at an adult learning institution.

Yvette Adams
LSIS Executive Director:
Human Resources,
Culture and Equalities

The Learning Board

The Learning Board Development Programme has been designed to support college boards of governors as they undertake self-assessment, learning and improvement initiatives.

The key aim of the programme is to provide the board with a structured process to observe, validate and provide meaningful feedback on key aspects of effective board performance.

Accepting that structure and formal compliance are essential to success, the programme focuses attention on behaviours and group process, in the belief these are critical determinants of continuously improving and learning boards.

Outstanding governance

Underpinning the programme is the Board Development Framework. Constructed specifically to support the aims of the Learning Board Development Programme, the framework draws on LSIS reference material such as the research paper, *Creative Governance in Further Education: the art of the possible?*¹

It has also been influenced by successful work undertaken elsewhere in the public sector, such as the Health Service's NHS Board Development Programme.



The Framework identifies the five areas of activity, beyond compliance, which form the basis of outstanding governance. These areas are:

- Core business.
- Trust and support.
- Contribution and execution.
- Stakeholder engagement.
- Leadership.

Effective teamwork

In addition to the Board Development Framework, the programme examines the effectiveness of the board in working together as a team.

The assessment standards for this aspect of the programme are taken from the internationally renowned Lencioni model of effective team working². The five aspects identified are:

- Exercise of trust.
- Challenge and constructive debate.
- Commitment to and clarity of values and aims.
- Achieving accountability through confronting difficult issues.
- Focusing on results and collective outcomes.

A collaborative development process

The Learning Board Development Programme has been refined collaboratively through the experience of a trial with West Herts College board. This process has been extremely helpful to both parties; with positive feedback from West Herts College and a refined programme offer to the rest of the sector.

Coming soon ...

The programme is currently being refined in the light of feedback and experience gained from our work with West Herts College. We aim to make the process available shortly and would welcome discussion with any interested boards.

For further information, please email Katy Shannon at katy.shannon@lsis.org.uk or call her on 024 7662 7731.

References

1. LSIS, July 2009. *Creative Governance in Further Education: the art of the possible?*
2. Lencioni, P, 2002. *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco: Jossey-Bass.

Helping clerks to help governing bodies

If ever there were a time for strong college governance it is now. With the uncertain arena for colleges to provide their valuable service to students, employers and communities, college governing bodies need to be sharp, nimble and creative. The governance adviser to the governing body is the Clerk to the Corporation, who should be confident in all aspects of practice from the supporting administration to the strategic thinking.

For new and not-so-new clerks the ICSA Certificate in FE governance provides a strong foundation of working practice

and offers the opportunity to explore new governance ideas.

The 2010 cohort started in early January at the impressive ICSA (Institute of Chartered Secretaries and Administrators) headquarters in London. The 17 course members met in late January for the Unit 1 residential event at Ashridge Management College in Hertfordshire. Units 2 and 3 will follow in due course with a final written examination in September 2010.

Ron Hill and Ian James
Co-leaders – ICSA Cert in FE Governance

Feedback from ICSA, Unit 1 evaluation

How has this seminar helped your personal and/or professional development?

“Sharing good practices, consideration of case studies, briefing issues for both.”

“By teaching a new approach to case studies and problem-solving.”

“Boosted personal confidence in knowledge already retained.”

Which three aspects of the seminar did you find most useful and why?

“Case studies, group discussion, networking.”

“All of it was very useful.”

Are there any actions you will take back to your institution as a result of attending this seminar?

“Yes, improvements to policy documents suggested, which will be implemented.”

“Will do a thorough review of governance structure.”

Public appointments campaign

Ensuring greater diversity and equal representation in public life for all sectors of society is a priority for government. Tina Fahm, ambassador for diversity on public appointments, asks whether the learning and skills sector is ready to make diversity on boards a reality.

The vision for fair and equal representation for all sectors of society on the boards of public bodies seems like an impossible dream, as women, disabled people and ethnic minorities are still greatly under-represented in public life in Britain today.

Figures from the Cabinet Office show that there are around 18,500 appointments made to the boards of UK public bodies, which on closer inspection reveal that:

- women represent 51 per cent of the population, but make up only 33.3 per cent of public appointees
- 20 per cent of the working-age population has a disability or long-term health condition, but disabled people make up less than 5 per cent of public appointees
- the overall ethnic minority population is nearly 11 per cent, but less than 6 per cent of public appointees are from an ethnic minority background.

Maria Eagle MP



These figures show not only a travesty for those groups, but a loss to society as a whole. Greater diversity at board level is not only representative of good governance, it is fundamental to ensuring public services that better meet the needs of the people they serve.

Ensuring greater diversity and better representation in public life is a priority for government. A cross-government action plan co-led by the Government Equalities Office and Cabinet Office was published in 2007.

This plan sets out a commitment to attracting more women, disabled people, ethnic

minorities and other under-represented groups to public appointments, and to ensure that those who put themselves forward are supported through appropriate development programmes.

The aim is that by 2011 50 per cent of new appointments will be women, 14 per cent disabled people and 11 per cent people from ethnic minorities.

Unfortunately further education colleges do not fare better than their public service counterparts. A review of the profile of governors from the *Annual Workforce Diversity Profile* produced by Lifelong Learning UK found that:

- 34.5 per cent of governors are female
- 5.7 per cent of governors reported a disability
- 89 per cent are white, with black and ethnic minority governors representing 9.3 per cent
- nearly half of all governors are 56 years or over, with less than 6 per cent of governors being under 35.

The data shows that the rate of progress has been slow and that there is still a long way to go. But more importantly, as FE colleges play a key role in driving the social cohesion agenda, there is an expectation that those leading their local college should understand the requirements of local communities and that decisions made are sympathetic to their needs. Colleges should ensure that their governing body is representative of the learner body and the community in which they are situated.

The Public Appointments Ambassadors programme was launched at a high-profile event in Whitehall on 14 January 2010 by the under-secretary of state at the Government Equalities Office, Maria Eagle MP.

One hundred and eighty Ambassadors from across the UK were present, including playwright and deputy chair of the British Museum, Bonnie Greer, and Peter Cooke, vice-chair of the Independent Living Fund.

Ambassadors will show why it is vital to have people with a wide range of skills and experience involved in the important decisions public boards make, and will play a key role in highlighting the benefits of serving on a board and encouraging more people from under-represented groups to apply.

Two new public appointment mentoring schemes were also launched at the event.

To find out more about public appointments, current vacancies and how to apply for the new mentoring programmes, visit www.direct.gov.uk/publicappointments

Many governing bodies within the sector aim to achieve transparency in decision making and to adopt good governance arrangements, but this is meaningless if it involves a select few, unable to model inclusion.

The question remains, is the learning and skills sector ready to make diversity on boards a reality?

Tina Fahm
Ambassador for Diversity on Public Appointments

e-ffective Governance

The pilot of the LSIS *e-ffective Governance* e-learning resource was launched at the 2010 Annual Governance Conference.

This resource is designed to provide background knowledge and skills for governors and clerks who work in the learning and skills sector.

The pilot contains two interactive modules of content, subdivided into units:

- Module 1 – Planning for continuation.

- Module 2 – Performance management for senior post holders.

A draft structure for *e-ffective Governance* is available as a PDF, containing the topic titles, module titles and indicative content for the proposed complete resource.

e-ffective Governance is accessible from the LSIS Leadership Learning Environment, and a comprehensive user guide is available in PDF format.

Governors, clerks and other key stakeholders can evaluate the pilot online and comment on the content of the pilot modules, the effectiveness of the mode of delivery, and the draft proposal for the topics and modules in the complete resource.

For more information, please visit www.leadershiplearning.org.uk or email elarning@lsis.org.uk

Great colleges need great leaders

If your governing body has vacancies and no sign of new recruits, the School Governors' One-Stop Shop may have the solution.

There are many commonalities between the governing bodies of schools and colleges, and the School Governors' One-Stop Shop (SGOSS) believes it can help both groups.



SCHOOL
GOVERNORS'
ONE-STOP SHOP

'Recruiting Governors with management skills for Schools that need them most.'

SGOSS is a small charity that recruits volunteers to become governors in schools across England, working with local authorities and schools to make mutually beneficial matches. It has already successfully recruited and helped place over 9,000 volunteers, including people who have worked with FE college governing bodies. Its services are free.

SGOSS recruits across the public, private and voluntary sectors and has been extremely successful in recruiting volunteers from groups that have historically been under-represented in governance – particularly women, those from ethnic communities and people under the age of 45.

It has had great success in encouraging individuals with legal, financial, HR and communications expertise to volunteer. It believes in partnership; prefers to action a jointly agreed plan; and is willing to undertake localised recruitment as appropriate.

Currently it is also promoting the concept of a career pathway in volunteering, where each post provides an opportunity for the volunteer to develop a bank of relevant skills and expertise.



Steve Acklam, chief executive of SGOSS, says, "We have proved to local authorities and schools that we can add real value to governing bodies by providing committed volunteers with transferable skills.

"SGOSS has also helped place volunteers on to the governing bodies of FE colleges, and I believe there are opportunities to develop this relationship. The challenges for school and college governing bodies are similar; perhaps part of the solutions can be too?"



Sue Lovell, Leadership Skills for Governance, LSIS, says, "Filling governing board places can be a challenge, and I can think of no better solution than the School Governors' One-Stop Shop. They operate an easy and free service to help fill vacant places with keen and talented recruits."

For more information or to discuss working with SGOSS, phone 020 7354 9805, email info@sgoss.org.uk, or visit the website www.sgoss.org.uk

Accelerating the drive for excellence

LSIS has been busy over the past few months developing a revamped programme of services.

In consultation with all parts of the sector, we have been adjusting our focus to make sure that in all we do, we are helping the sector to help itself, using our resources to improve services while simultaneously building the sector's own improvement capability.

We have been working closely with our council to ensure that our offer is truly sector-led, utilising their knowledge and experience to inform the design and development of our programmes and services.

Our focus has shifted to sector leadership and ownership of LSIS; a widening of LSIS scope and activity and the involvement of more sector practitioners in the delivery of what LSIS provides.

This will be reflected in our new *Guide to LSIS Services*, setting out the range of support programmes and services available during 2010–11.

You may also be interested in our *Corporate Plan 2010–13*, which will set the context for LSIS's work and establish the aims and objectives of the organisation for the next three years.

This will be followed by the publication of an operational plan for the period 1 April 2010 to 31 March 2011.

The operational plan will cover in more detail the priority actions that will be achieved during the year including how LSIS will maximise sector engagement and provide more programmes and activities that are regionally focused and delivered.

All LSIS publications and information about our services are available on our website: www.lsis.org.uk

New Leadership Skills for Governance Programme Guide

Look out for our new Leadership Skills for Governance Programme Guide covering April, May and June 2010, copies of which will be in your college shortly.



New contact details: Leadership Skills for Governance

There have been changes to the LSG team since March 2010 and our contact details have changed too.

If you need to get in touch with us, please use our new Coventry number and email address:
Telephone 024 7662 7953
Email enquiries@lsis.org.uk

You can also find up-to-date resources and vital news relating to governance on our FE Governance website at www.fegovernance.org

Learning and Skills Improvement Service

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Coventry CV1 2TE

t 024 7662 7953

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Learning and Skills Improvement Service

The Learning and Skills Improvement Service (LSIS) aims to accelerate the drive for excellence in the learning and skills sector, building the sector's own capacity to design, commission and deliver improvement and strategic change. LSIS's vision is that every learner acquires the skills, knowledge and appetite for learning, living and working and every provider is valued by their community and employers for their contribution to sustainable social and economic priorities.

LSIS's *Strategic Ambitions* demonstrates how we will contribute to delivering core improvement principles and sets out our new ways of working to engage the sector in everything we do to make LSIS a truly sector-led organisation. You can find this document and other information about LSIS activities and services at www.lsis.org.uk

Disability equality policy

LSIS is committed to promoting equality for disabled people and we strive to ensure that our communication and learning materials can be made available in accessible formats. Please let us know if you consider yourself disabled and require reasonable adjustments made to support you.

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