

A letter to all governors



more money than ever before in the sector – a rise of nearly 50% in real terms since 1997. Between 2004/5 and 2007/8, government funding will rise by £1.5 billion, with additional capital announced in this year's budget of £350 million by 2009/10.

Next year, the Learning and Skills Council (LSC) will spend over £10.4 billion in total helping young people and adults gain valuable skills and qualifications. I am proud of that record.

But despite these significant sums the public purse cannot meet the demand for all learning. This is why we are now looking to find a

Dear Governors

I want to thank you and your staff for your contribution to the achievements that we have seen across the sector in 2005. Your achievements show that you are making a real difference to learners. College success rates for 2003/4 increased once again and now stand at 72% – a level we had not expected to be reached until 2005/6. Success rates for work-based learning for young people also increased to 46% – a rise of 5%. There are now 65 Learning and Skills Beacons and 349 Centres of Vocational Excellence (CoVEs) active across England, 304 of which are led by further education (FE) colleges.

Colleges have a hugely important role to play in delivering our priorities as set out in the Skills and 14-19 White Papers. In recognition of this we are investing

new balance of responsibilities between government, employers and learners. This requires cultural changes – a fundamental shift in expectations and practice about who pays for what, where the value of learning and the benefits it brings to learners and to employers is properly recognised as a worthwhile and necessary investment.

We have also made progress on addressing the funding gap between schools and colleges. I know this is an issue on which many of you have expressed concerns. We recognise that closing the gap will not be easy but on 16 November I announced some further steps. We estimate that matching the Schools' Minimum Funding Guarantee for young people in FE in 2006/7, together with other measures to correct technical anomalies between the two funding systems will reduce

the gap from 13% to 8% by 2006/7. From 2008 we will look to bring greater consistency to the treatment of student retention and achievement between the two sectors which should narrow the gap by a further 3%. Beyond that, we will work to establish a common funding approach across the two sectors, through the LSC's *agenda for change*.

Many of you will be aware that in November Sir Andrew Foster published his report on further education, *Realising the Potential: A review of the role of further education colleges*. I hope that you have all had the opportunity to read at least the summary of the report. Sir Andrew has produced an impressive report and I am keen that we take the time to carefully examine his findings, his challenges, his recommendations and their implications. This is a major opportunity to make the changes needed to enable colleges to play their full role in the education and skills world. In the spring, we intend to set out how we will approach the next phase of reform. In doing so, I want to draw together Sir Andrew's recommendations, our *Success for All* reforms and the LSC's important *agenda for change* programme. This is a time of change with new challenges and opportunities, not just for FE colleges but for all the providers in the wider learning and skills sector.

The year ahead is extremely busy and will be full of challenges. I look forward to working with you over the next twelve months and hopefully to meeting many more of you. ■

Bill Rammell MP

Minister of State for Lifelong Learning, Further and Higher Education

Do you really listen to your learners?

"The students at my institution are apathetic."

"Our last student governor only came for one meeting and we haven't seen them since."

"Student involvement in the elections is non-existent so we tend to just nominate a student."

These are just some of the excuses I've heard recently on why colleges do not have a democratically elected student governor.

Perhaps I might have been a bit sympathetic, yet many principals and chairs I spoke to seemed to see no link between supporting and funding a variety of representational modes in their colleges and engaged students willing to put themselves forward to be a governor. Or perhaps they thought that the way to combat so-called apathy and disengagement amongst their own learners was to ignore it rather than register them on a residential toolkit run in partnership by the Association of Colleges (AoC), Centre of Excellence in Leadership (CEL) and National Union of Students (NUS) or an AoC student governors policy forum.

Luckily over 60 different colleges from across the country did register their student governors on one or more of these courses so they could develop new skills and even gain a level 3 qualification (perhaps after a bit of grumbling about the price, ironic really given most governing bodies will shell out hundreds to send their chair or their business governor to the AoC conference in November).

So, what did they learn? Well, they had Lynne Sedgmore, chief executive of CEL, empowering them

as student leaders in their college, they took part in panel debates about the future role of governance, they heard lead AoC consultants discussing the funding of the further education (FE) sector, the role of the clerk and the role of student views in self-assessment. In between all this they learnt how to handle paperwork and their roles and responsibilities as governors. What you realise when you talk to the delegates after the course, or you read the feedback forms, is that actually the most valuable tool that students take away from the course, and indeed what I took away as a student governor on the same course only last year, is an instilled belief that the role you play on your governing body is a vital one. Student governors gain a fresh confidence to be able to deliver constructive views on not just 'student matters' but on every decision that is discussed at corporation meetings, and on new ideas to influence the board on how to build strong and active learner representation throughout the college.

Yes, having a student governor is a step in the right direction. But if colleges are going to ensure that learner representation exists from the bottom up, as Foster's 'learner imperative' requires, it is not enough to have a student governor sitting at the top, unsupported in meetings and with no representation models or student

engagement below them. It is the duty of the college governing body to ensure that a culture of listening to the views of students and acting upon them is embedded and institutionalised.

This vital message of learner advocacy and involvement is what myself and my colleagues have been taking to the great and the good of the FE sector, when addressing conferences, lobbying clerks, principals and governors, meeting with government ministers and organisations such as the Learning and Skills Development Agency (LSDA) over the last few months. At the policy forum and student governor training we were delighted to be able to bring Foster's message that "in common with other public services, FE must put the 'user' at the centre of policy and practice. Turning 'learner focus' into actions will involve the strengthening of learner advocacy at national and local LSC level, and at college level".

Foster sets out a clear challenge for colleges to create a real learning culture where students are seen as co-producers of their learning and are involved individually and collectively in it. It's a challenge that NUS is looking forward to meeting and matching, helping the Government and colleges to win through implementing Foster's long-overdue recommendations. When you hear the discussions that take place at student governors' training it is hard not to come away feeling like you have learnt more from the people you were supposed to be imparting knowledge to. It's these students that will help you to achieve the challenges that Foster sets out and the challenges that face FE colleges every day. ■

Ellie Russell

vice president, further education, National Union of Students



The road to successful self-assessment



Formal and informal discussions with the sector during the past nine months have identified self-assessment as a key theme for the development of governance. These discussions are very timely, bearing in mind the references to listening to the learner in the Foster Review report and the move to self-regulation across the further education (FE) sector. If self-regulation is to be successful in FE, it must be well structured and consistently implemented.

Over the past nine months, the Leadership Skills for Governance team has met hundreds of governors, clerks and senior postholders, as well as several Learning and Skills Council, Ofsted and Adult Learning Inspectorate representatives. When we discuss self-assessment, it is clear that there are many interpretations of what it is, and how and why we do it.

There are different views of what governing body members do in order to be involved in self-assessment, and of how involved they get. For example, does the clerk undertake the self-assessment on behalf of the governing body, with little input from governing body members, or do the clerk and chair encourage governing body members to be highly pro-active in the self-assessment process? The promotion of good self-assessment may depend on commitment from the top. Effective working relationships between the chair, clerk and principals are the key to success.

Investment of time and resources into the self-assessment process varies, and often it is hard to strike a balance between manageability and involvement. Students' views should be heard, and their role in structuring the learning environment be made central,

but in practice this is not always the case.

Definitions of performance vary, as do those of self-assessment 'cultures' or approaches. For example, the focus may be on compliance and whether suitable systems and processes are in place. This could be taken even further to assess how effective implementation of these systems and processes affects the quality of the learning experience, learners' progression to higher levels, their employability through raised skills levels, and the impact of FE provision in the workplace.

As so many issues and questions are being debated on the subject of self-assessment, it is clear that we need to establish a shared understanding of self-assessment if it is to improve the quality of governance. One complicating factor is the number of different

national frameworks against which governance performance is self-assessed. Many colleges use a combination of frameworks, which can often seem like time-consuming and costly repetition, with potential for confusion and demotivation. This leaves individuals and organisations feeling like victims of quality rather than beneficiaries.

The Foster Review report *Realising the Potential: A review of the future role of further education colleges* indicates that the Quality Improvement Agency and the Learning and Skills Council should work together to devise a new self-assessment model. It is hoped that this new model will not impose yet another framework, but provide a clear, consistent and streamlined self-assessment benchmark which serves the needs of quality inspection and of financial and management audit.

To help the implementation of self-assessment, Leadership Skills for Governance is currently developing a governance good practice guide entitled *Improving Governance Quality through Effective Self-Assessment*. This guide, which will be available on www.fegovernance.org, will explore these important issues, give information and advice, draw together practical examples of good practice across the sector, and provide sample documentation.

If you have any experience of what really works, or would like to learn more about this development, please email the Governance Good Practice Guide team at info@fegovernance.org.

Stella Thomas
lead consultant, Leadership Skills for Governance / Governance Good Practice Guide

Where next with the Foster report?

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no-one can control the decisions of journalists, the Foster report itself makes a recommendation without properly examining the college track record. Only one college has failed its re-inspection in the last four years. Only 4% of courses have been judged unsatisfactory by inspectors. Colleges have worked effectively with the Learning and Skills Council (LSC) to address weaknesses in management and quality. In the four years since 2001, there have been 23 mergers and many more financial recoveries.

These criticisms aside, there is much to commend in the report. Sir Andrew Foster is not afraid to speak truth unto power. His report addresses recommendations to ministers and permanent secretaries as well as to the LSC, chairs and principals. The report welcomes the LSC's reform plans but makes the fair comment that he has to report how things are, rather than what they will become. The problem of overlapping agencies is clearly documented and difficult for government to avoid. Although the report expresses cautious words about the costs of reorganisations compared to the benefits, it draws a line in the sand. Sir Andrew's vision is to turn the system on its head and put students and employers first rather than last. The idea is that colleges should take more care to listen to the learner and engage with employers. The proposal that governing bodies themselves consider the diversity of their membership and of their management teams is part of this wider picture. Can a college properly meet the needs of its student population and its local community if there is a gap between leaders and customers? Implementing the recommendations will create challenges but few would argue with the logic of this argument.

One of the central questions thrown up by the Foster report is the question of the primary purpose of colleges. Much has been said on Sir Andrew's recommendation that colleges should focus first on the needs of the economy and on preparing young people and adults for employment. Described narrowly, this could be used to exclude some of the valuable courses that colleges offer but the report itself does not do this. The report's argument is that colleges should align themselves with the wealth-creating sector of society and that this should be the way in which they describe themselves to students, staff and society at large. This does not preclude the role of colleges in meeting of the needs of student taking academic A-level subjects or basic courses for those with learning difficulties. The primary purpose could, however, act as a useful way for colleges to communicate the role. The key issue highlighted by the AoC board is to ensure that colleges are not confined to skills.

The Foster report acts as a useful checklist to test reforms for the next year and more. There are too many reports on further education (John Brennan counted 35 in his AoC conference speech) and too little action. The Foster report does not tell us much that we did not already know but it brings what we do know together in a helpful and balanced manner. The report is the first major report in recent years directly specifically to colleges. Colleges need to consider how they should respond, which is why AoC has taken the consultation process seriously and why we would welcome your views at our next Chairs' Policy Forum in February.

Julian Gravatt
Director of funding and development, AoC

London LSC governance initiative



Early in 2006, London Learning and Skills Council (LSC) will launch the **London LSC governance development support programme**. The purpose of this programme is to respond to regional governance development needs. The London LSCs will carry out this initiative in partnership with the Association of Colleges (AoC) and the Centre of Excellence in Leadership (CEL).

The regional initiative builds on the successful AoC/CEL *Leadership Skills in Governance* programme but seeks to make the programme more accessible to the governing bodies of London further education (FE) institutions by addressing issues of cost and locality. The AoC are particularly enthusiastic about the added benefits for participants of working with colleagues from within the region.

This new regional approach takes forward the work already established by London South LSC in partnership with the AoC and CEL to promote the governance skills development programme across south London. London

South LSC executive director Jay Mercer gave presentations at two initial launch events, on the importance of supporting good governance in London South. Of the new regional initiative, he had the following to say:

“The London LSC governance support programme highlights the importance of effective partnership between London LSCs and the local governing bodies, which will in turn help to reduce negative perceptions of the LSC and support colleges and similar institutions to better serve the education and training needs of the community.”

The LSC governance initiative was created in response to key shortcomings in governance highlighted by Ofsted over the last three years and feedback from a consultation exercise carried out by the AoC and Department for Education and Skills (DfES). These findings, combined with those arising from the *Success for All*

agenda, highlighted the importance of creating ways of better integrating the LSC and the governing bodies’ strategies. This will be done by establishing a greater level of trust, recognition and respect between the partners; sharing a common strategic vision and objectives; and ensuring a mutual flow of information.

The LSC commitment to the programme reflects recognition of the challenges facing the FE sector and emphasises the

significance of effective governance in the success of the sector as a whole.

The initiative will be launched by David Hughes, the LSC’s regional director for London, and will be

followed by some 25 workshops across the London region, at which delegates will include LSC staff, governors, college staff, chairs and clerks. ■

Mike Hensman
 Head of performance review and quality improvement, London South LSC

Let’s talk

If 2005 was the year of review, 2006 has to be the year of implementation. But what exactly is Sir Andrew Foster asking us to implement? Since the publication of his report I’ve heard many people say they like what they hear but the devil is in the detail. This leads me to ask: what detail? Foster deliberately left his framework open and has now handed over the baton to us. So where do we go from here?

To start off with, we have been lobbying the Department for Education and Skills (DfES) to ensure that governors play a fundamental part in all stages of Foster implementation. However, together we need to decide what we want to implement first and the only way we can do this is for all the key players to sit and talk it through. To their credit the DfES agree with us and have agreed to fund nine regional consultation events for governors and clerks.

Each of the nine events will include consultations from the DfES on the Foster Review and the Learning and Skills Council (LSC) on agenda for change. Moreover, each event will provide them with a platform to discuss how they plan to listen to the views of governors and clerks and work in partnership with them in order to take forward the changes required. There will be a gala dinner included in each event to encourage delegates to network and debate the issues that require addressing. Delegates will also be encouraged throughout the dinner to post any questions and comments raised through their discussions, which will be answered by a top table of officials from DfES, LSC and others involved in the delivery of learning and skills within the region.

The City of Manchester Stadium will host the next Chairs’ Policy

Forum on 16 February, which will provide an opportunity for us at the AoC to discuss our reply to Foster and we will seek chairs’ views on what our next steps should be. To do this we have allowed more time for debate and we have hired a professional facilitator and brought in the latest in technology to provide those on the day with an opportunity to vote on issues identified throughout the discussion. This technology will provide instant feedback and will guarantee that everybody makes a contribution to the debate.

But that’s not all, in December we published the 2006 programmes for the governors’ and clerks’ annual conferences (see centre pages). We have designed both conferences to investigate what steps need to be taken on the Foster road to reform. Bill Rammell MP, Minister of State for Lifelong Learning, Further and Higher Education, will kick off discussions when he addresses governors at their annual conference in March. By the end of the clerks’ conference



in April we will have a clear strategy for implementation, developed throughout one of the most comprehensive and important consultations in FE.

We at the AoC will produce an action plan report based on the findings from these events, which will help provide some direction as we then enter into the first stage of implementation.

If you would like to be part of any of these events please visit www.fegovernance.org for booking details. ■

Anthony Smythe
 Head of governance, Association of Colleges

Regional Consultation Dinners	
Venue	Date
Monague Hotel, London	Monday 30 January 2006
University Arms, Cambridge	Monday 6 February 2006
Combe Grove, Bath	Monday 13 February 2006
Old Ship Hotel, Brighton	Monday 20 February 2006
Park Inn, Nottingham	Thursday 23 February 2006
Marriott Inn, York	Monday 27 February 2006
Vermont Hotel, Newcastle	Wednesday 15 March 2006
Hyatt Regency, Birmingham	Thursday 16 March 2006
The Lowry Hotel, Manchester	Friday 31 March 2006

Building future talent -

one year on

There has been real progress over recent months in the implementation of *Building Future Talent: Leaders for Tomorrow*, Centre for Excellence in Leadership's (CEL) strategy to support succession planning and talent management in the learning and skills sector.

It is now a year since the strategy was published for consultation, at the first annual Building Future Talent forum on 17 February 2005. With the strategy formally launched in October last year, the second forum, taking place on 9 February this year, represents an opportunity to share and discuss – with governors and senior managers from across the sector – what has been achieved, what the sector wants to see from CEL in the future, and on the further challenges and milestones ahead.

The three core themes of

the strategy are individual development, organisational improvement and sector strength, and significant progress and achievements have been made in each of these areas, for example:

- Individual development: In the autumn of 2005 CEL launched the *Routes to Success* fast-track programme for middle managers, which aims to develop participants' motivation, confidence and experience to progress to and perform at senior management level. The first cohort is now underway, with three further cohorts planned to begin by December 2006.
- Organisational improvement: *The Gateway of Leadership Development* (GOLD) service, offering tailored support and advice on leadership development, talent

management and succession planning, is being piloted in up to 18 provider organisations from January 2006.

- Sector strength: Following a successful pilot within a consortium of eight colleges in the Cheshire and Warrington area, the *Collaboration in Leadership* programme is being further piloted over the coming months. The programme supports consortium members in identifying and addressing leadership development and succession planning priorities both individually and as a consortium, and in creating joint strategies in response.

In all respects, *Building Future Talent* is a strategy which depends on the active engagement of governing bodies and which has much to offer governing bodies in terms of providing potential solutions to the succession planning issues that their colleges face. Throughout the first year, CEL has sought to engage with governing bodies and clerks through a number of fora. In 2006, we will seek to continue this trend through increasingly looking to embed the themes of the strategy into the Leadership Skills for Governance programme and through ongoing formal and informal consultation and discussion with governing bodies and clerks to identify whether and how the strategy should be further developed to meet their needs in this area. 

Conrad Benefield
Building Future Talent project leader, Centre for Excellence in Leadership
conrad.benefield@centreforexcellence.org.uk

Building Future Talent: Leaders for Tomorrow is on the CEL website at www.centreforexcellence.org.uk

Harnessing technology for e-learning and e-governance

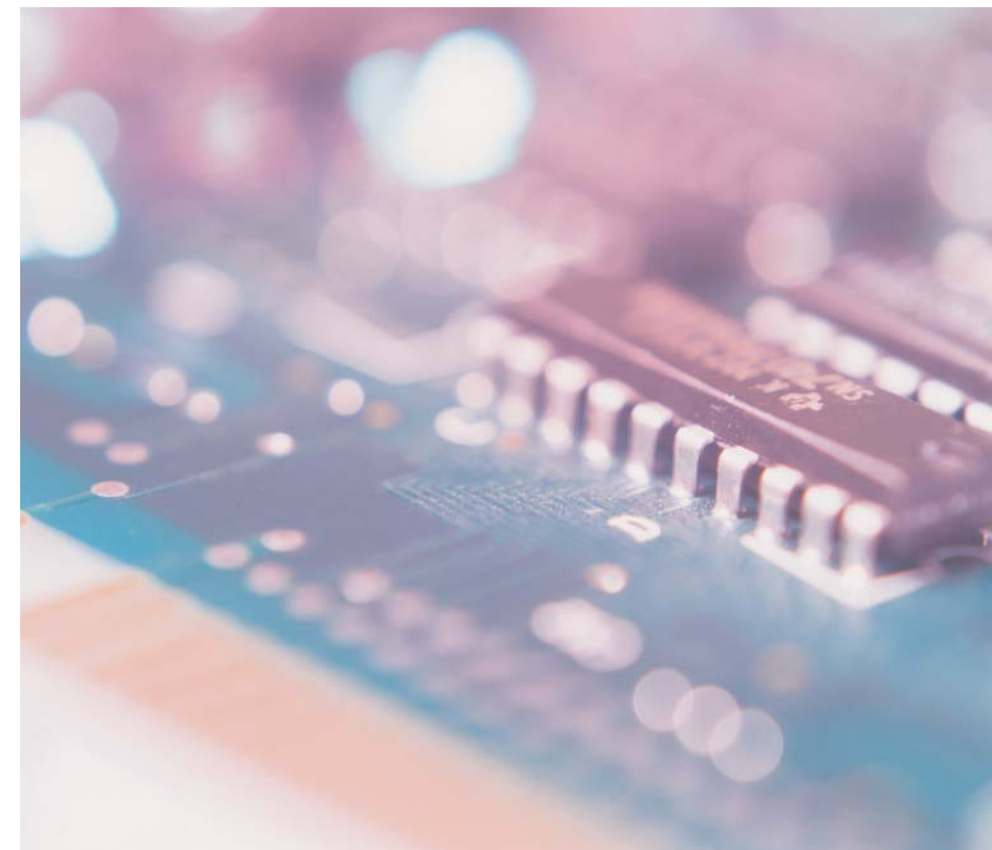
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raised the question of implementation. How can you successfully implement technologies when some governors cannot even use email?

The importance of technology in the future of education is being addressed by a number of bodies. *E-gazing: leadership and e-learning*, recently published by the Centre for Excellence in Leadership (CEL) and written by leading researchers and practitioners, is a series of think-pieces outlining some of the challenges that the learning and skills sector face in an increasingly digital world. The Department for Education and Skills (DfES) has also called for strategic planning to take new technology into account. "Leaders and managers in education and children's services will need appropriate training and professional development in a new kind of strategic change management if they are to drive the adoption and integration of ICT... without being experts they will need to plan over time... across the full range of their organisation's activities."


Incorporating technology into long-term strategies is not restricted to the boardroom, however. Colleges also need to consider infrastructure when thinking about implementing technology in future. An example of how the school sector plans to address this issue can be found in *The Building Schools for the Future* programme.

There are some who have already started on the road to an e-education future. Neil Mayne of Northern College, Barnsley, was awarded e-tutor of the year at the STAR awards in 2005 for his innovative use of technology in engaging and supporting learning. He has now turned to addressing the needs of governors and has looked into setting up a governors'



website, as well as trialled 'virtual' meetings. "These are very early days," said chair of governors Malcolm Ball, "but I am convinced governors could use their expertise more effectively and efficiently with some of the technologies that learners seem to take for granted."

To aid the process, the Association of Colleges and the CEL are keen

to identify other examples of good practice and produce case studies. The AoC is also seeking development funding to pilot some innovative projects in 2006/7. To find out more or get involved, email info@fegovernance.org. 

Bob Harrison
AoC/CEL e-learning consultant

Resources

For more details on the 2005 Annual Governor's Conference, visit: www.fegovernance.org/articles.asp?ArticleId=235

The CEL website has useful information on programmes, events and support services: www.centreforexcellence.org.uk

The DfES's e-strategy, *Harnessing technology: transforming learning and children's services* is available at: www.dfes.gov.uk/publications/e-strategy

For more information on the Building Schools for the future programme, visit: www.bsf.gov.uk



2006 National Governors' Conference

Learning as a board, developing as a community

Friday 10 - Saturday 11 March 2006, Heythrop Park, Oxfordshire



Chaired by **Nicholas Wittchell**, this conference will provide an opportunity to identify the key priorities for governors, following the Foster Review and *Agenda for Change*, as well as giving participants ample networking opportunities to facilitate the sharing of best practice within the sector.

Speeches will be made by governance and leadership experts from both the public and private sectors.

Contributors include:

- **Dr John Brennan**, chief executive, Association of Colleges
- **Rene Carayol MBE**, business guru, The Observer and Radio 5 Live
- **Kat Fletcher**, president, National Union of Students
- **Adrienne Fresko CBE** and **Sue Rubenstein**, Foresight Partnership Ltd (authors of the governance think-piece for Sir Andrew Foster)
- **Robin Landman**, secretary, Network for Black Managers
- **Ian Lovett**, vice chairman of Dunbar Bank and director of Zurich Financial Services
- **Jafar Mirza**, chair of governors, Cambridge Regional College
- **Margaret Morgan**, chair, Association of Colleges
- **Bill Rammell MP**, Minister of State for Lifelong Learning, Further and Higher Education
- **Lynne Sedgmore CBE**, chief executive, Centre for Excellence in Leadership
- **Lord Stevens QPM**, Commissioner of London Metropolitan Police 2000-2005
- **Andrew Thomson**, chief executive, Quality Improvement Agency

Workshops

There will also be a wide range of facilitated workshops designed to allow delegates to debate and influence the latest in further education policy.

Leading and facilitating governance self-assessment

Stella Thomas, LSG consultant; **Melvyn Cass**, governance helpline advisor, Association of Colleges; **John Offord**, further education researcher and **Ellie Russell**, vice president of further education, NUS

FE governance post-Foster: future gazing

Adrienne Fresko CBE and **Sue Rubenstein**, Foresight Partnership Ltd and **David Kissman OBE**, chair, Broxtowe College

Working within a legal framework

Richard Sykes, associate (employed barrister), Mills & Reeve

Recruitment and retention of governors

Anthony Smythe, head of governance, Association of Colleges and **Angela Ellis**, Institute for Volunteering Research

A one-hour guide to the funding methodology

Ainsley Cheetham, LSG consultant, Association of Colleges

Employment update

Evan Williams, employment policy manager, Association of Colleges

Building a Modern Learning Environment

Bob Harrison, e-learning consultant, DfES Standards Unit and **Bill Stokoe**, governor, City Lit

Booking information

To reserve your place at the National Governors' Conference 2006, please visit www.fegovernance.org and download the booking forms.

Alternatively, please contact **Vikki Hyman** of AoC Management Services to request a copy of the booking form, or for any other conference-related questions.

Vikki Hyman, AoC Management Services
Tel: 020 7827 4646, Fax: 020 7827 4664
e-mail: vikki_hyman@aoc.co.uk

2006 National Clerks' Conference

Facilitating change, delivering excellence

Monday 24 April 2006, Hilton Birmingham Metropole

Chaired by **Nina Hossain**, ITV News presenter, this year's event will examine what it means to be an further education clerk, following the Foster Review and *Agenda for Change*. The conference will also inform delegates on the latest policy, legal and regulatory developments, and investigate how standards in good governance will help facilitate a common understanding of excellence.



Presenters at the conference include:

- **Richard Atkinson**, vice-chair of the Clerks Advisory Group and member of AoC's National Clerks' Network
- **Sue Dutton**, deputy chief executive, Association of Colleges
- **Phil Eames**, director, Assurance Regions, Learning and Skills Council and **Kat Fletcher**, president, NUS
- **Adrienne Fresko** and **Sue Rubenstein**, Foresight Partnership Ltd (authors of the governance think-piece for Sir Andrew Foster)

Workshops at the conference include:

The role of the clerk in leading and facilitating governance self-assessment

Stella Thomas, Leadership Skills for Governance consultant; **Melvyn Cass**, Governance Helpline advisor, Association of Colleges; **John Offord**, further education researcher, NUS and **Ellie Russell**, vice-president of further education, NUS

Building a modern learning environment

Bob Harrison, e-learning consultant, DfES Standards Unit

How to recruit and retain good quality governors
Angela Ellis, Institute for Volunteering Research

Working within a legal framework

Richard Sykes, associate (employed barrister), Mills & Reeve

Employment update

Nick Abbott, partner, Mills & Reeve

What clerks need to know about health and safety

Neil Molyneux, Leadership Skills for Governance Consultant, Association of Colleges

This one-day event will be complemented by a Leadership Skills for Governance-sponsored networking wine reception at the Hilton Metropole Hotel on the evening of the 23rd April.

For more information on the 2006 National Clerks' Conference, including the full programme, subsidies for BME and new clerks and the booking form, please visit: www.fegovernance.org or ring the Governance Freephone Helpline on 0800 652 0535



Leadership Skills for Governance Programme and Events

The Leadership Skills for Governance (LSG) initiative, a unique set of development and support programmes specifically designed for college

governors, chairs, clerks and others who are involved in further education governance is pleased to announce its 2006 programme.

Conferences

2006 National Governors' Conference

Learning as a board, developing as a community
10-11 March 2006, Heythrop Park, Oxfordshire

2006 National Clerks' Conference

Facilitating change, delivering excellence
24 April 2006, Hilton Birmingham Metropole

Other Events

Chairs' Policy Forum

16 February 2006, City of Manchester Stadium

Student Governors' Policy Forum

23 February 2006, University of Manchester

Workshops

LSG workshops are designed for governors, clerks or anyone interested in FE governance and are available on a range of subjects:

- Governance Overview
- Excellence in Governance
- Learners, Curriculum and Standards
- FE Finance
- Building Tomorrow's Leaders
- Employment Relations

And new for 2006!

- Self Assessment
- Focus on the chair
- Health and Safety
- Audit

All LSG workshops are now available to be held in-house. Bringing the workshops in-house is one of the most flexible, convenient and cost-effective ways to deliver development activities to the whole board.

Customised Consultancies

The customised consultancy service complements and builds on the LSG workshops, providing focused and flexible support on a wide range of subjects.

The service includes the first 3 days of consultancy time at a greatly subsidised rate (total of £850 plus VAT and expenses).

More information

For more information on these, or any other LSG programmes or services, please visit our website, www.fegovernance.org, or ring the Governance Freephone Helpline on 0800 652 0535.



Association Of Colleges

5th Floor, Centre Point, 103 New Oxford Street, London WC1A 1RG
Tel: 020 7827 4600 Fax: 020 7827 4650