GOVERNOR INDUCTION BOOKLET

GOVERNOR INDUCTION PROGRAMME

Congratulations on your appointment as a Member of The Henley College Corporation.

1. Introduction

The Governing Body (of which you are a Member) places considerable importance on training and development. Governor Induction is a key part of this training and development.

The aims of the Governor Induction Programme are:

- to give newly appointed Members of the Governing Body the knowledge and understanding of the role and purpose of college governance; and
- to provide an introduction to The Henley College – its students, staff and stakeholders.

The Governor Induction Programme is provided in six parts
- (i)   Meeting with the Chair of the Corporation
- (ii)   Meeting with the Director of Governance
- (ii)   Meeting with the Principal & CEO
- (iv)   Meetings with Senior Leadership Team
- (v)   Tour of the College
- (vi)   Subsequent meetings during your first year as a Governor

In addition there is the opportunity to be supported by a mentor who will be a more experienced Member of the Governing Body. This is optional.

2. Legislation

There are many Acts of Parliament which have implications for the practice of governance at the College. This section will refer to key legislation only. It should be noted that the Governing Body is expected to operate within all relevant legislation relating to *Human Rights, Employment, Health/Safety & Welfare, Equality and Diversity* etc.

The *Further and Higher Education Act 1992* is very significant as this legislation provided for the movement of further education colleges from being funded and overseen by local authorities to the Further Education Funding Council. An FE Corporation was

created for each college, which has the legal personality of an exempt charity i.e. a charity which is not directly regulated by the Charity Commission. https://www.legislation.gov.uk/ukpga/1992/13/contents

The **Learning and Skills Act 2000** transferred the funding and planning of college provision to the Learning and Skills Council (which ceased on 31 March 2010). https://www.legislation.gov.uk/ukpga/2000/21/contents

The **Apprenticeship, Skills, Children and Learning Act 2009** created the Skills Funding Agency for 19+ learners and the Young People's Learning Agency for 16–18s (now replaced by the Education & Skills Funding Agency (ESFA)). https://www.legislation.gov.uk/ukpga/2009/22/contents

The **Education Act 2011** modified the framework for governance by providing a range of governance 'freedoms' or flexibilities for local decision making with effect from April 2012. https://www.legislation.gov.uk/ukpga/2011/21/contents

The **Skills Act 2022** heralded the most recent changes for colleges, making changes to the accountability regime colleges must adhere to and implementing additional powers over colleges for the Secretary of State. This has more recently triggered a change of classification for colleges from 'Private Sector' to 'Public Sector'. https://www.legislation.gov.uk/ukpga/2022/21/resources

3. Key Documents

The most significant document is the Instrument and Articles of Government. This document sets out the arrangements by which the Governing Body can operate and the responsibilities of the Board, the Principal and the Director of Governance (see below). The Instrument and Articles can be significantly modified by individual corporations through the powers contained in the Education Act 2011.

The Instrument of Government permits the determination of 'local rules'. The Governing Body of the College has a detailed set of Standing Orders, which provide additional information on governance working arrangements.

There is a Post-16 Audit Code of Practice with which the Governing Body is expected to comply and will be used to consider the performance of the Governing Body and its Audit Committee.

There is a Financial Memorandum between the Governing Body and the College's principal funder i.e. ESFA.

Colleges are also required to adopt and comply with either the Association of Colleges' Code of Good Governance or the UK Corporate Governance Code. The College has adopted the Code of Good Governance.

4. Powers of the Governing Body

Legislation provides the power for the Governing Body:

- To provide further and higher education
- To supply goods or services in support of the provision of education
- To conduct an educational institution
- To acquire and/or dispose of assets
- To borrow money
- To invest money

It should be appreciated that the legal power described above resides with the Governing Body as a whole, and not with individual Governors. Any use of Governing Body decision making which is inconsistent with this framework could be judged to be 'ultra vires' and would take the Governing Body into serious difficulty.

The Code of Conduct for Governors requires that:

- All Members of the Governing Body must accept and demonstrate collective responsibility for decisions;
- No Member of the Governing Body should speak on behalf of the Governing Body unless authorised to do so. (N.B. The Chair of the Corporation is authorised to do so);
- All Governors must respect confidentiality;
- All Governors should promote and protect the College's reputation and act in its best interests;
- All Governors must respect the relative roles of management and governance; and
- All Governors should abide by the seven Nolan principles of public life: honesty, accountability, leadership, objectivity, selflessness, openness and integrity.

5. Responsibilities of the Governing Body

The Articles of Government list the seven responsibilities of the Governing Body as
1. the determination and periodic review of the educational character and mission of the institution and oversight of its activities;
2. the requirement to take account of staff and student views when reviewing the mission and purpose of the institution
3. approving the quality strategy of the institution
4. the effective and efficient use of resources, the solvency of the institution and the Corporation and safeguarding their assets;

5. approving annual estimates of income and expenditure;
6. the appointment, grading, suspension, dismissal and determination of the pay and conditions of service of the holders of senior posts and the Director of Governance; and
7. setting a framework for the pay and conditions of service of all other staff.

As a Governor you should feel confident that the Governing Body is addressing and meeting these responsibilities.

6. Membership of the Governing Body

The membership of the Governing Body is as follows:

- 12 x 'External or Independent' Governors
- 1 x Principal/Chief Executive
- 2 x Staff Governors
- 2 x Student Governors
- 2 x Parent Governors

producing a total of 19 Governors. A quorum for Governing Body Board meetings is 40% or 8 Governors.

Details of the Members of the Governing Body can be found at Appendix 1 together with their contact details.

Governors are normally appointed for a four-year term of office and would normally serve for a maximum of two terms or eight years. The Chair of the Corporation is appointed by the Governing Body. There are also two Vice Chairs of the Corporation who are appointed by the Governing Body.

7. Committee Structure of the Governing Body (Appendix 2)

Under the Articles of Government, the Governing Body is required to operate an Audit Committee and a Governance & Search Committee.
The full committee structure is as follows:

- Audit Committee
- Finance & Resources Committee
- Governance & Search Committee

- Remuneration Committee
- Quality & Standards Committee

You will be asked to serve on at least one committee of the Governing Body.

8. Governor Procedures and Protocols

(a) Register of Interests

It is your responsibility to ensure your entry in the Board's Register of Interest is up to date. This is updated annually, or more frequently if individual circumstances change.

(b) Declaring an Interest at Meetings

From time to time, there may be a matter under discussion which closely involves or is associated with an aspect of your work or social interests. You should ensure the meeting membership knows about your involvement at the time such matters are being discussed by 'declaring an interest'. If in doubt, ask the Director of Governance for guidance. It is your responsibility to make sure that your entry in the Register of Interests is up-to-date.

(c) Eligibility to be a Governor

You will be asked annually to confirm that you remain eligible to be appointed as a Member of the Governing Body. However, if and when your circumstances change, you should inform the Director of Governance in writing.

(d) Disclosure & Barring Service

All new and existing Governors are required to undertake a DBS check. This will be co-ordinated by the College and will be at no cost to the Governor.

(e) Apologies

If you are unable to attend a meeting of the Governing Body or a Committee you are a member of, please communicate your apologies to the Director of Governance at the earliest possible opportunity.

(f)   Governor Expenses Policy

The College's expenses policy includes the opportunity to claim for travel to and from governance meetings. If you wish to utilise this policy, you should contact the Director of Governance for an expenses' claim form. Claims should be submitted promptly.

(g)   Mandatory Training

Members of the Governing Body are required to undertake the following mandatory training.

Training	Type	Frequency
Safeguarding & Prevent	Online	Every three years
Data Protection, GDPR version	Online	Every three years
E-safety	Online	Every two years
Cyber Essentials	Online	Every year

On appointment, Governors will be provided with college login details to ensure that training can be undertaken and will be provided with reminders through their college email when training is due.

(h)   Sixth Form Colleges Association (SFCA) Training

Online training is provided each year across a variety of topics. There are recordings of each webinar and governors can access these without having to register for that specific webinar.

The link to the webinar series booking is https://events.sixthformcolleges.org/events/governance-webinar-series-202223-53

(i)   ETF (Education & Training Foundation) Training

ETF also offer an online governor training programme

Online ✈ | Face to Face 👤 | Coaching/shadowing 💬 | Podcast 🔴 | Self-directed 🔍

EDUCATION & TRAINING FOUNDATION

	CORE	PROFICIENT	HIGHLY EFFECTIVE
Being an effective board member	C1a: Understanding your role and the role of the board ✈ C1b: Recognising effective board behaviours 👤 C2: Safeguarding in FE 2019 ✈ C3: Prevent for governors and board members ✈	P1: Leading a committee 👤 P2: Understanding your role as safeguarding governor ✈	H1: Preparing to lead the board 💬
Strategy and educational character	C4: Introduction to strategy, mission and values 🔍 C5: Understanding sector, policy and inspection 👤	P3: Developing educational character 🔍 P4: Supporting effective risk management ✈	H2: Scrutinising strategic change *Coming soon* 🔴
Curriculum	C6a: Introduction to curriculum design and planning ✈ C6b: Understanding of your curriculum offer and student profile 🔍	P5: Developing the curriculum *Coming soon* 🔴	H3: Partnership working *Coming soon* 💬
Quality and standards	C7: Delivering effective teaching, learning and assessment 👤 C8: The self-assessment and quality improvement process *Coming soon* ✈	P6: Supporting improvements in teaching, learning and assessment *Coming soon* 🔍	H4: Board involvement at inspection *Coming soon* 🔍
Financial management	C9: Financial management for board members ✈	P7: Strategic financial management and understanding funding 🔍	H5: Advanced financial decision making ✈
Board leadership and organisational development	C10: Understanding board responsibilities 🔴	P8: Culture, people and organisational development 👤	H6: Leading significant organisational change 🔴

The College subscribes to this programme which offers a range of short videos and other materials with plans for more modules in the coming months. You can find more detail here

(j)   Board and Committee Papers

All Board and Committee papers will be sent to you via your college email however it is the intention that they can also be accessed via SharePoint, 7 days before the meeting. The date for this is to be advised.

9. Corporate Processes and Documentation

The business cycle for the corporate year (1 August to 31 July) includes governance work-planning, self-assessment of institutional performance, strategic planning, implementation/monitoring, and evaluation of performance.

The corporate risk register and risk management processes are considered by the Audit Committee.

There are various forms of external assurance including the internal audit service and financial statements auditors, Ofsted, Further Education Commissioner and the Education & Skills Funding Agency.

The Governing Body conducts an annual self-assessment of its performance.

The governance meetings calendar is usually established in the spring term for the coming corporate year.

10. Governor Board Development Away Day

The Governing Body has a Board Development away day once a year which all Governors are encouraged to prioritise for attendance where possible. In addition, personal and committee development can be arranged as necessary. If you have any particular requirements and ideas, please contact the Director of Governance.

External opportunities for development arise throughout the year, details of which will be forwarded to Governors by the Director of Governance to the Corporation.

If you would like to attend an external event, please contact the Director of Governance who will confirm whether you will be able to attend (following consideration by the Chair of the Corporation if necessary) and make the appropriate arrangements for you.

11. What Makes a Good Governor?

- Prioritising attendance at Governing Body (80% target) and committee meetings (80% target) and participation in governor development and non-formal governance activities
- Preparing for meetings by reading reports and any other relevant material from the internet, papers, journals etc.
- Demonstrating a clear understanding of the role of the College Governor
- Being challenging (through query, testing, exploring ideas, questioning assumptions) and scrutinising (checking, seeking assurance, following up) and providing constructive support
- Being an independent thinker
- Being a team worker and problem solver
- Having a learner centred approach
- Being ambitious for the College
- Sharing corporate values and long term vision
- Being willing and able to develop as a Member of the Governing Body
- Being an effective contributor to formal and non-formal governance activity

Governors are encouraged to reflect on their personal and collective performance each year through participation in a 1-2-1 review with the Chair as well as completing skills and self-assessment questionnaires.

12. About the Principal/Chief Executive Officer, and designated Senior Staff

The Articles of Government state that the Principal and Chief Executive Officer (Satwant Deol) is responsible for the following functions
  a) making proposals to the Corporation about the educational character and mission of the institution and implementing the decisions of the Corporation;
  b) the determination of the institution's academic and other activities;
  c) preparing estimates of income and expenditure for consideration and approval by the Corporation, and the management of budget and resources within the estimates approved by the Corporation;
  d) the organisation, direction and management of the institution and leadership of the staff;
  e) the appointment, assignment, grading, appraisal, suspension, dismissal and determination, within the framework set by the Corporation, of the pay and conditions of service of staff, other than holders of senior posts or the Director of Governance;
  f) maintaining student discipline and, within the rules and procedures provided within the Articles of Government, suspending or expelling students on disciplinary grounds or expelling students for academic reasons.

The Governing Body has determined 3 posts as designated senior post holders:-

- Principal & CEO (Satwant Deol)
- Vice Principal (Eamonn Egan)
- Finance Resources & Controller (Mark Griggs)

13. About the Director of Governance

The Articles of Government state that the Director of Governance is responsible for advising the Corporation on:
a) the operation of its powers;
b) procedural matters;
c) the conduct of its business;
d) matters of governance practice

The Director of Governance is Jacky Gearey who is directly responsible to the Governing Body (the role is part-time, term time only).

The Director of Governance can be contacted: tel: 01491 6343123 or email: jgea@henleycol.ac.uk

The Director of Governance will send out a meeting agenda and any papers seven days in advance of the meeting date. These and any other information will be sent to your college email address to ensure that the College complies with the cyber essentials' requirements.
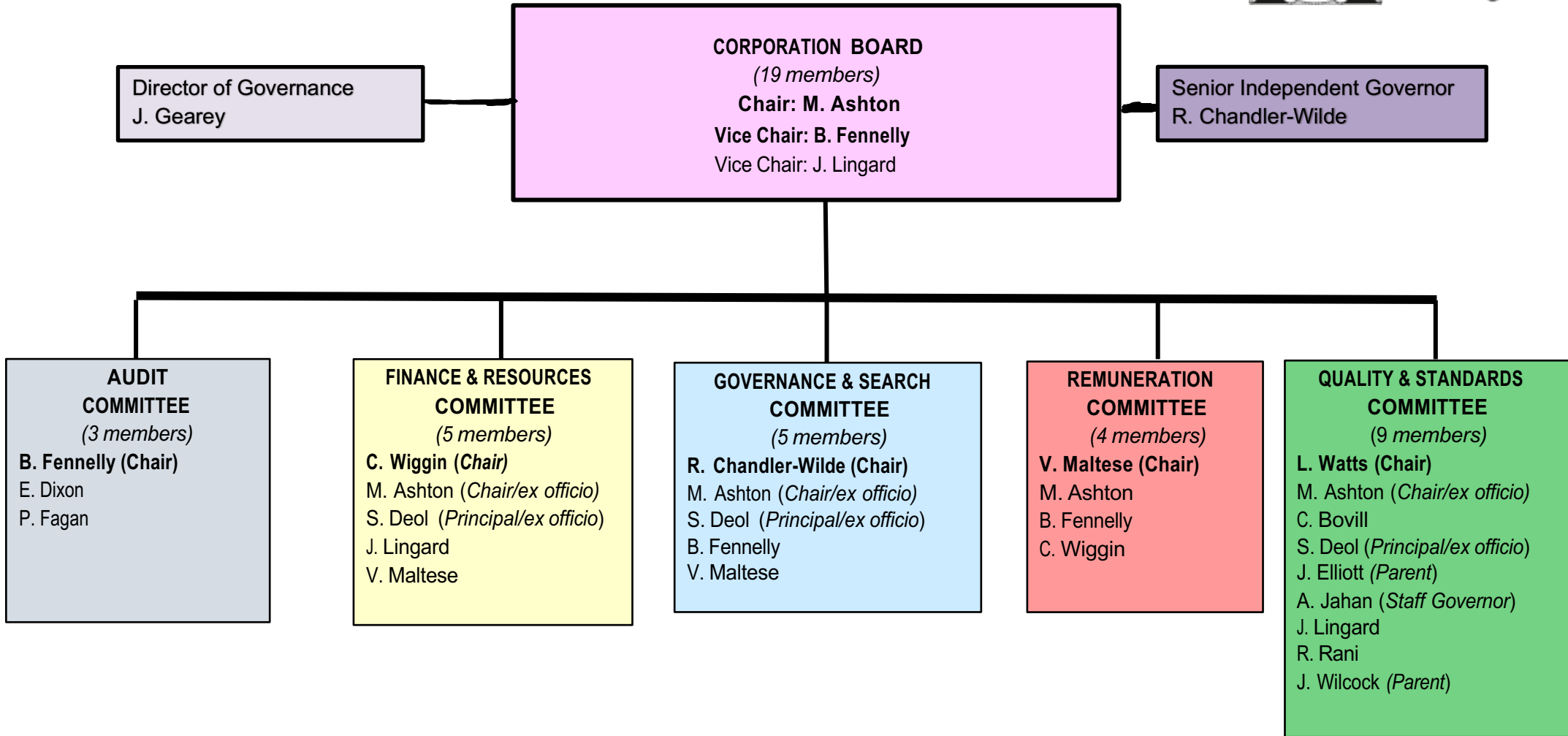
14. Evaluating Your Governor Induction Programme

Your impression of the Governor Induction Programme is very valuable and can highlight additional support for you and/or help improve the Governor Induction Programme for future new Governors.

We hope you enjoy your period of office as a Governor at The Henley College.

Jacky Gearey
Director of Governance
The Henley College

BOARD & SUB COMMITTEE STRUCTURE
2023 - 2024

The **HENLEY** College

Director of Governance
J. Gearey

CORPORATION BOARD
(19 members)
Chair: M. Ashton
Vice Chair: B. Fennelly
Vice Chair: J. Lingard

Senior Independent Governor
R. Chandler-Wilde

AUDIT COMMITTEE
(3 members)
B. Fennelly (Chair)
E. Dixon
P. Fagan

FINANCE & RESOURCES COMMITTEE
(5 members)
C. Wiggin *(Chair)*
M. Ashton *(Chair/ex officio)*
S. Deol *(Principal/ex officio)*
J. Lingard
V. Maltese

GOVERNANCE & SEARCH COMMITTEE
(5 members)
R. Chandler-Wilde (Chair)
M. Ashton *(Chair/ex officio)*
S. Deol *(Principal/ex officio)*
B. Fennelly
V. Maltese

REMUNERATION COMMITTEE
(4 members)
V. Maltese (Chair)
M. Ashton
B. Fennelly
C. Wiggin

QUALITY & STANDARDS COMMITTEE
(9 members)
L. Watts (Chair)
M. Ashton *(Chair/ex officio)*
C. Bovill
S. Deol *(Principal/ex officio)*
J. Elliott *(Parent)*
A. Jahan *(Staff Governor)*
J. Lingard
R. Rani
J. Wilcock *(Parent)*

Appendix 2

SOURCE KEY DOCUMENTS:

The following source documents are available to download on the College website under governance see link:

https://www.henleycol.ac.uk/about/governors/legal-and-other-policy-documents/

1. Nolan Principles
2. Instrument & Articles of government
3. AoC Code of Good governance
4. Corporation Code of Conduct for Governors
5. Code of Ethics
6. Standing Orders
7. Policies
    • Induction for New Governors
    • Appointment, Re-appointment and Removal of a Governor
    • Mentoring for New Governors
    • Succession Planning for Governors
    • Conflict of Interest & Register of Interests
    • Procedure for Complaints against the Board and Director of Governance

Appendix 3

<p align="center">GLOSSARY OF ACRONYMS, TERMS AND MEANINGS
Updated November 2023</p>

ACRONYM/ TERM	STANDS FOR………….	MEANS………………
A		
Achievement Rates		The main measure by which College FE results are judged: a calculation based on Retention rates, multiplied by Pass rates [used to be called "Success Rates"]
ACOP	Audit Code of Practice	ESFA requirements for audits and audit committees (2013-2017 Joint Audit Code of Practice for EFA and SFA). Now referred to as the Post-16 Audit Code of Practice.
Advanced Level		Any qualification at level 3, including A Levels, T Level technical qualifications, level 3 NVQs and level 3 National Diplomas. Apprenticeships can also be delivered at advanced level
AEB	Adult Education Budget	The AEB is funding targeted at engaging adults and providing the necessary skills and learning for work, an apprenticeship or other learning. The national AEB is used to support statutory entitlements to full funding for eligible adults (aged 19 and above). The statutory responsibility for certain adult education functions, including for funding the statutory free entitlements has been transferred to certain Mayoral Combined Authorities (and delegated to the Mayor of London) in relation to their areas together with an associated portion of the AEB.
ALS	Additional Learning Support	Individualised support for students assessed as needing extra support (also refers to the additional funding that can be claimed)
AoC	Association of Colleges	FE Colleges' Membership organisation/representative body
Apprenticeship		An apprenticeship is a job that combines practical training with study. These can be provided from intermediate level (level 2) to professional level (levels 6&7). See "A guide to apprenticeships" on GOV.UK for further information.
B		
BAF	Board Assurance Framework	A board assurance framework (BAF) is a structured approach for ensuring that boards get the right information, which is accurate and relevant, at the right time and with a level of assurance attributed to each source of data.
Blended learning		Learning that takes place partly in a digital environment and partly in-person.
BME / BAME	Black and Minority Ethnic	Commonly used phrase/categorisation.
Board	Board of Governors	Can also be referred to as the Governing Body
BTEC	Business and Technology Education Council	Awards largely vocational education qualifications.
C		
CAPEX		Capital Expenditure.

ACRONYM/ TERM	STANDS FOR………….	MEANS……………..…
CC	Charity Commission	The Charity Commission for England and Wales is the non-ministerial government department that regulates registered charities in England and Wales and maintains the Central Register of Charities. The Charity Commission answers directly to the UK Parliament rather than to Government ministers.
CPD	Continuing Professional Development	In service training.
CSR	Corporate Social Responsibility	CSR aims to ensure that companies conduct their business in a way that is ethical. This means taking account of their social, economic and environmental impact, and consideration of human rights.
D		
DBS	Disclosure and Barring Service	Provide pre-employment checks on past convictions to ensure protection of children and vulnerable adults (formerly CRB checks)
DDA	Disability Discrimination Act 1995	Anyone with a disability is protected by the DDA
Degree Apprenticeship		An apprenticeship delivered at level 6 or 7, equivalent to an undergraduate or post-graduate degree.
Degree Level		Any qualification at level 6 or 7. Level 6 includes a full undergraduate degree (may be degree with honours/bachelor's degree), or a graduate diploma. Level 7 includes a master's degree, postgraduate diploma, and a level 7 diploma. Apprenticeships can also be delivered at levels 6 and 7
DfE	Department for Education	The Department for Education was formed on 12 May 2010 and is responsible for children's services and education, including higher and further education policy, apprenticeships and wider skills in England.
DPA	Data Protection Act	The Data Protection Act 2018 is the UK's implementation of the General Data Protection Regulation (GDPR).
DSL	Designated Safeguarding Lead	The person who has responsibility for ensuring the College's **safeguarding** policy is adhered to.
E		
E & D	Equality & Diversity	
EBITDA	Earnings Before Interest, Tax, Depreciation and Amortisation	
Edexcel	One of the examination boards	
EDIMs	Equality and Diversity Impact Measures	Ways of measuring effectiveness of Equality and Diversity approaches.
EHCP	Education & Health Care Plan	An EHC **plan i**s a legal document that describes a child or young person's special educational, **health** and social **care** needs.
EIF	Education Inspection Framework	The criteria by which OfSTED inspected all types of post-16 provision before September 2019.
ESFA	Education & Skills Funding Agency	Executive Agency of the Department for Education, providing funding for schools, 16-19 education and post-19 skills (from 2017)

ACRONYM/ TERM	STANDS FOR………….	MEANS………………..
ETF	Education and Training Foundation	FE body (from Aug 2013), owned by the sector but receiving BIS funding, with aim to improve professional standards and develop associated qualifications. (Briefly known as FE Guild, took over from LSIS).
ESG	Environmental, Social and Governance	(ESG) is a framework used to assess an organization's business practices and performance on various sustainability and ethical issues
F		

FE	Further Education	
FEC	Further Education College	Refers to institutions conducted by further education corporations. Further education colleges offer a variety of courses from entry level through to higher level qualifications.
FEC	Further Education Commissioner	The **Further Education Commissioner** role was established in 2013 as an independent adviser to ministers. The **Commissioner** was given responsibility for assessing the capacity of leadership and governance in colleges and in local authority ESFA funded adult learning services that have serious weakness in quality or financial health.
FoI	Freedom of Information	The Freedom of Information Act 2000 provides public access to information held by public authorities.
FSA	Financial Statements Auditor	Term used for External Auditors.
FS	Functional Skills	Type of qualification.
FTE	Full Time Equivalent	A unit that indicates the workload of an employed person (or student) in a way that makes workloads or class loads comparable across various contexts.
G		
GDPR	General Data Protection Regulation	The General Data Protection Regulation (**GDPR**) is a legal framework that sets guidelines for the collection and processing of personal information of individuals. The **GDPR** sets out the principles for data management and the rights of the individual, while also imposing fines that can be revenue-based.
GLH	Guided Learning Hours	Way of quantifying number of 'taught' hours
H		
H & S	Health & Safety	
HMCI	Her Majesty's Chief Inspector	Ofsted's Chief Inspector.
HMI	Her Majesty's Inspector	Ofsted Inspector.
HNC	Higher National Certificate	Level 4 qualification - takes one year to complete, or two years part-time. An HNC is one level below an HND (generally equivalent to the first year at university).
HND	Higher National Diploma	Level 5 qualification - work-related course provided by higher and further education colleges. A full-time HND takes two years to complete.
HoT	Heads of Terms	A document setting out the main **terms** of an agreement reached between parties in a transaction.

ACRONYM/ TERM	STANDS FOR…………..	MEANS………………..
I		
ICO	Information Commissioner's Office	The UK's independent authority set up to uphold information rights in the public interest, promoting openness by public bodies and data privacy for individuals.
ILP	Individual Learning Plan	A 'route map' of how a learner will get from their starting point on a learning journey to the desired end point. Will include minimum predicted outcome as well as 'stretch and challenge' target.

ACRONYM/ TERM	STANDS FOR…………..	MEANS………………..
ILR/ISR	Individualised Learner Record/ Individual Student Record	Student number count (the primary source of data at student and College level used for funding, planning and monitoring purposes. Colleges submit returns at designated points throughout the year)
Insolvency Regime		Introduced in 2018 and aligns insolvency practice for Colleges with company practice – AKA Technical and Further Education Bill.
IoT	Institutes of Technology	Collaborations between further education colleges, universities and employers, focused on providing higher-level technical STEM education.
J		
JACOP	Audit Code of Practice	Now replaced by the Post-16 Audit Code of Practice
K		
KCSIE	Keeping Children Safe in Education	Sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.
KPI	Key Performance Indicator	Measure of performance
L		
LAC	Looked After Children	Looked after children are also often referred to as children in care
LEP	Local Enterprise Partnerships	A legal relationship between two or more local authorities by way of partnership or otherwise, created for the purposes of identifying, determining and facilitating economic opportunities that generate economic growth, prosperity and job creation in a particular area. There are 38 LEPs across England.
LGPS	Local Government Pension Scheme	Pension scheme available to professional services staff
Level 1		Equivalent to: GCSE Grades 1-3; NVQ 1
Level 2		Also known as Intermediate level. Level 2 qualifications include GCSEs (Grades 9-4) and level 2 Technical Award. Apprenticeships can also be delivered at Intermediate level.
Level 3		Also known as Advanced level. Level 3 qualifications include A Levels, T Levels, Pearson BTECs, and Cambridge Technicals. Apprenticeships can also be delivered at Advanced level
Levels 4 and 5		Also known as higher level. Level 4 includes Certificate of higher education, level 4 diploma, and higher national certificate. Level 5 includes, diploma of higher education, foundation degree, higher national diploma. Apprenticeships can also be delivered at higher level.

ACRONYM/ TERM	STANDS FOR………….	MEANS…………………
Levels 6 and 7		Also known as degree level. Level 6 includes a full undergraduate degree (may be degree with honours/bachelor's degree), and a graduate diploma. Level 7 includes a master's degree, postgraduate diploma, and a level 7 diploma. Apprenticeships can also be delivered at degree level.

Level 8		Doctoral Degrees
LGBTQ	Lesbian, Gay, Bisexual, Transgender and Questioning	
Local Skills Improvement Plan	LSIP	Local Skills Improvement Plans will set out the key changes required to skills provision in a local area to make provision more responsive to labour market skills needs.
LTA	Learning, Teaching and Assessment	
M		
MAT	Multi-Academy Trust	A multi-academy trust (MAT) is a single entity established to undertake a strategic collaboration to improve and maintain high educational standards across a number of schools.
MIS	Management Information System	Data records and systems, used for funding calculations, enrolments and other management information
N		
NAO	National Audit Office	NAO is an independent body answering to Parliament which is responsible for auditing central government departments, government agencies and non-departmental public bodies. The NAO also carries out Value for Money (VFM) audit into the administration of public policy.
National College		National Colleges are institutions created by employers to support high-level skills training in those sectors that are economically and strategically important to UK growth. Courses are predominantly between levels 4 to 6, with employers involved in developing the curriculum, and industry professionals teaching the content in simulated workplaces
Ney Review		The report of Dame Mary Ney's review of financial oversight arrangements for further education and sixth form colleges, with recommendations for improvement, published on 15 July 2020.
NLG	National Leader of Governance	A governance specialist (normally a serving governor or Governance Director) appointed by the FE Commissioner and available to provide governance support and advice as directed by the FEC
Nolan Report		A report on the principles underlying governance (the Nolan Principles).

ACRONYM/TERM	STANDS FOR…………	MEANS………………
NUS	National Union of Students	**NUS** is the national voice of students helping them to campaign, get cheap student discounts and provide advice on living student life to the full.
ACRONYM/TERM	**STANDS FOR…………**	**MEANS………………**
NVQ	National Vocational Qualification	Available at Levels 1-5
O		
Ofqual	Office of Qualifications and Examinations Regulation	The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations, and assessments in England. Ofqual is an independent government department with jurisdiction in England. See the Ofqual website for more information.

OfS	Office for Students	The OfS is a non-departmental public body and is the independent regulator of higher education in England. See OfS website for more information (Replaced HEFCE in 2018)
Ofsted	Office for Standards in Education	Colleges and Schools inspectorate
P		
ProMonitor		Tracks student progress through the qualification and records on programme performance.
Q		
QAR	Qualification Achievement Rates	National qualification information published by the government for FE, including apprenticeships. Formerly called QSR (Qualification Success Rates).
QIP	Quality Improvement Plan	Procedures and arrangements which are in place and being developed continuously to improve learners' chances of success
R		
RAG	Red, Amber, Green	**RAG** system is a method of **rating** for issues or status reports, based on Red, Amber (yellow), and Green colours, used in a traffic light **rating** system.
Retention		The percentage of students starting a course that subsequently complete it
RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences	The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013, often known by the acronym RIDDOR, is a 2013 statutory instrument of the Parliament of the United Kingdom. It regulates the statutory obligation to report deaths, injuries, diseases and "dangerous occurrences", including near misses, which take place at work or in connection with work.
S		
SAR	Self-Assessment Report	Primarily, the main annual (autumn) self- assessment exercise for Colleges. Provides basis for QIP and for inspections
SEND	Special Educational Needs and Disability	A child or young person of compulsory school age is said to have SEND if they: have a significantly greater difficulty in learning than the majority of others of the same age.

SPH	Senior Postholder	In many colleges, a small number of senior members of staff are appointed by, and can only be dismissed by, the governing body. These staff are known as 'Senior Postholders'. The governing body has obligations to these individuals as their employer that it cannot delegate to the Principal.
ACRONYM/ TERM	**STANDS FOR………….**	**MEANS……………….**
STEM	Science, Technology, Engineering and Mathematics	
T		
T Level		A T Level is a rigorous, stretching programme of study at level 3 containing a qualification which is based on employer-led standards, as well as a significant industry placement and other components. T Levels offer a high-quality, prestigious technical alternative to A Levels and are aligned with work-based technical education also provided at level 3 through apprenticeships.

ToR	Terms of Reference	
U		
UCAS	Universities and Colleges Admissions Services	Its main role is to operate the application process for Higher Education.
URN	Unique Reference Number	
UTC	University Technical College	Established under school academy regulations to provide vocational and technically focused education for 14-19 year olds and often sponsored by Universities and Colleges
V		
VA	Value Added	Measure of extent of progress made by the student whilst at College, used to assess quality and outcomes.
W		
WBL	Work Based Learning	Employment combined with training and achievement of recognised qualifications in the workplace
Y		
YTD	Year to Date	