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1. Purpose

- 1.1. The Corporation is committed to ensuring that governors and the Clerk to the Corporation have the skills, knowledge and understanding required to fulfil their responsibilities effectively.
- 1.2. Training and development form part of the Corporation's commitment to continuous improvement, effective governance and compliance with its legal and regulatory obligations.

2. Principles

2.1. The Corporation will:

- Promote a culture of continuous learning and development.
- Ensure that Governors receive an appropriate induction on appointment.
- Provide opportunities for ongoing training and development.
- Encourage participation in development activities that support effective governance.
- Regularly review Board skills, knowledge and development needs.
- Support succession planning and leadership development within the Board.

3. Training and Development Arrangements

Development activities may include:

- Induction programmes.
- Mentoring arrangements.
- Board and committee development sessions.
- Internal briefings and workshops.
- External conferences, seminars and training events.
- Self-directed learning and professional development.

4. Responsibilities

- 4.1. Governors are expected to take reasonable steps to maintain and develop the skills and knowledge required for their role.
- 4.2. The Clerk to the Corporation shall:
- Facilitate governor development opportunities.
 - Maintain appropriate records of development activity.
 - Support the identification of training and development needs.
- 4.3. The Chair shall promote participation in development activities and support a culture of continuous improvement.

5. Training and Development Plan Statement

Good governance is fundamental to a college's success. It sets the strategic direction, promotes a positive culture, prioritises the use of resources and provides assurance for legal and regulatory compliance. Boards of colleges that actively develop their governance are best placed to exercise responsibility in the use of their resources to better the skills and life chances of young people and adults in the communities they serve. They are best placed to make a positive contribution to business, society and the country's wider economic growth.

Governor training and development relate closely to

1. effective governor recruitment procedures. These start with an objective assessment of the skills needs of the Governing Body and be successful in securing candidates who meet those needs. Recruitment procedures ensure the presence of newly appointed governors with appropriate initial capacity, skills, knowledge, and commitment. Training coupled with experience will further develop the ability of any newly appointed governors to govern the college successfully.
2. effective succession planning. Whilst the current membership may fulfil the present needs of the Governing Body, it is always necessary to project a number of years into the future and ensure that careful succession planning and training means that future needs will also be met.

The purpose of a Governors' Training and Development Plan is to support governance improvements by providing governors with sufficient information about the range of

support and development opportunities available, both internally and externally, to enhance development both as individual governors and as part of the Governing Body. Such a plan will feed from:

- Annual self assessment
- A skills' audit
- A compliance check with a Code of Governance
- An external report i.e. an Ofsted visit, FE Commissioner intervention, an external review of governance

Where relevant, the costs of all governor training sessions, wherever held and however constituted, will be met by the college. Records of CPD undertaken and the organisation of CPD sessions will be the responsibility of the Clerk.

Training and Development needs may vary and could include –

- newly appointed governors;
- members of particular committees;
- individual governors;
- the full Governing Body;
- governors seeking opportunities to progress into more senior roles within the Governing Body (e.g. Chair, Vice Chair, committee chair or link governor);
- Chairs; and
- Clerk to the Board.

They may be notified of national and regional training events and webinars, such as those organised by the Association of Colleges (AoC), Sixth Form Colleges' Association (SFCA) or by other external agencies. The college also has access to development opportunities provided by the National Online College. The Clerk to the Board will circulate details of relevant courses to governors and ensure that a budget is available through the usual college channels and arrange for payment. A record shall be kept by the Clerk to the Board of all training events attended, where notified.

Governors are requested to provide feedback to the Clerk to the Board on the training received and to discuss with the Clerk to the Board and/or Chair of the Board whether the information received could be usefully shared with other governors.

Governors' Training & Development will:-

- derive from an assessment of need;
- represent a realistic balance between training needs, budgets and the time available;

Governors' Training may be delivered through:

1. An induction programme for new governors, including completion of mandatory development Modules on Safeguarding, PREVENT, Health & Safety, GDPR, cyber security and Equality, Diversity and Inclusion.
2. An induction workshop for new Audit Committee members.
3. Continuous self-development through educational literature, training material and the internet.
4. Briefings from the Principal/CEO or other professionals on significant legislation/amendments to legislation.
5. Governor Training sessions as part of the college's planned development programme for governors.
6. Seminars offered by external training providers on relevant subjects.
7. Presentations at Board meetings by senior staff on a specific topic/theme or within an item of business.
8. Receipt of newsletters and other material disseminated to governors by the Clerk
9. Any Governor Link scheme or Learning Walk whereby individual governors are assigned to curriculum or cross-college support areas to become more familiar with the work of those teams.
10. Members' own occupations and interest may well include forms of training which have a relevance to their role as governors and members will inform the Clerk of such training that they may undertake so that it can be recorded (where appropriate).
11. Pre meeting 'briefings' on papers.

Training and development needs may also emerge from discussion by the various committees or supported by the advice of the Principal/CEO, Chair of the Governing Body or the Clerk to the Board.

Newly appointed governors will participate in an induction co-ordinated by the Clerk to the Board. The induction will include an opportunity for the new governor to meet with the Clerk to the Board and members of the Senior Leadership Team to gain an insight into their responsibilities. Any new governor should be provided with sufficient information so that they understand:

- The college: educational character, students, staffing and finances
- The Further Education sector
- The role and function of the Governing Body
- The role and responsibilities of individual governors
- The role and function of the Clerk to the Corporation
- The Committee structure and membership
- Meetings: frequency, timings, and expectations regarding attendance
- Governance performance indicators
- Instrument & Articles of Government
- Effective Governance behaviour

In addition, the Clerk can signpost new members to websites providing governor training materials. Governors will be asked to evaluate the quality of their induction via feedback to the Clerk to the Board, as part of the evaluation of the quality of Induction.

Each newly appointed governor will also be offered the opportunity of mentor support. The aim is to ease the introduction of the new governor to the Governing Body by providing an experienced member who agrees to help navigate the new member through what may be a mass of jargon/terminology, structures and procedures.

If required, the Clerk to the Board will arrange a meeting for the new governor with the identified mentor, as a means of introduction.

The Mentor may then wish to arrange a meeting with the new governor before their first Governing Body meeting to go through the agenda with them. The Mentor will be available, thereafter, as a sounding board and someone to whom the new governor feels comfortable to turn to for help and advice.

The role of the Mentor will supplement the advice and support provided by the Chair and Clerk to the Board.

Periodically, governors will appraise their own individual performance, including an assessment of their future training needs. Governors may also undertake to request and receive additional training if they believe that they may not have fully met the intention of this policy in a specific year. It is expressly agreed that if a governor believes their training in a particular year was inadequate, this, of itself, does not, in any way, prejudice the continuation of that individual as a member of the Board.

To fulfil the annual requirement under The Skills Act for reporting on governance training and development, reporting in the Financial Statements should refer to the Board's development plan and briefly explain the learning activities undertaken in year, indicating how these have benefited, or are likely to benefit, governance performance. This applies to governors and the governance professional.

Monitoring and Review

The Corporation will periodically review governor skills, knowledge and development needs through skills audits, self-assessment, governance reviews and other appropriate mechanisms.

An annual Governor Development Plan may be maintained to support delivery of the Board's development priorities. This policy will be reviewed periodically.