



# Further Education Code of Good Governance



# Introduction

7 KLV FRGH KDV EHHQ ZULWWHQ VSHFL4FDOO\ IRU WKH )XUWKHU (GXFDWLRQ )( sector and is for general further education colleges, sixth form colleges,

Describing each principle in this way is intended to encourage a change in culture about how governance is considered. The aim is to bring together behaviours, practices and process of governance, for the board to assess how

VXFFHVIXOO\ WKH\ DUH FDUULHG RXW XVLQJ YHUL4FDWLRQ WKURXJK H[WHUQDO PHDQV  
ZKHUH DYDLODEOH DQG WR SURYLGH DVVXUDQFH WKDW JRYHUQDQFH LV

GOVERNANCE PRINCIPLES

# Determination of aims and strategic oversight

RATIONALE

7KH ERDUG LV UHVSQRVLEOH IRU WKH VWUDWHJLF GLUHFWRQ RI WKH strategic aims, and key outcomes for students.

BEHAVIOURS

OUTCOMES

RECOMMENDED PRACTICE

SUGGESTED SOURCES OF ASSURANCE

- 7KH ERDUG VHWV FOHDUO\ GH4QHG YDOXH V
- The board is student-centric, future-focused, and outward looking taking account of the communities it serves.
- toward l9>>4 ( )TJ -0.005 Tw -0.567 -1.767 Td (•)Tj /Span<</ActualText<FEFF0009>>> BDC ( )Tj167 0 567 1 Tf o<8.882 0 Tial, 02

GOVERNANCE PRINCIPLES

# Responsibility and accountability

**RATIONALE**

7 KH ERDUG LV UHVSQRVLEOH IRU GHOLYHULQJ WKH VWUDWHJLF DLPV  
use of resources, and for supporting and holding the senior leadership to account. The board is  
DFFRXQWDEOH WR LWV VWDNHKROGHUV )( JRYHUQRUV DUH UHVSQRV

**BEHAVIOURS**

- The board scrutinises and constructively challenges performance against external benchmarks and validation to improve outcomes for students.
- The board supports the senior leadership and invests in their professional development.
- The board monitors the use of resources and ensures value for money.
- The board oversees risk and decides the level of risk tolerance.
- \$ OO JRYHUQRUV DFW ZLWK UHDVRQDEOH FDUUHQJ
- Board decisions are taken in an open and transparent manner.
- The board culture is based on honesty and information is shared openly, including by VWD
- The board is collectively accountable for its decisions.

**OUTCOMES**

- The delivery of high-quality teaching and learning through WKH HFWLYH HJFLHQW XVH R
- The safeguarding of assets for current and future generations of students.

**RECOMMENDED PRACTICE**

- 6 HOI DVVHVPHQW • Compliance with HM Treasury
- 3 HUIRUPDQFH PRQLWRUHQW • HOLYHU 3D\ & RQWURO (WUHQDO TXDOLW\ LQVS
- Key performance indicators for all aspects of the strategic plan particularly student experience and outcomes.
- Implementation of risk management policy and procedure.
- Open recruitment of senior post-holders with rigorous due diligence in accordance with employment and equality laws and instrument and articles of government or governing document .
- Setting senior post-holder REMHFWLYHV DQG WKT DGRSWLRQ RI
- the college senior post-holder remuneration code.

**SUGGESTED SOURCES OF ASSURANCE**

- Sector benchmarking.
- 1 DWLRQDO \$FKLHYH PHQV Rates.
- \$ FFRXQWDELOLW\ \$JUHH
- - DZDUGV DQG H[WHUQ
- - QWHUQDO \$XGLW
- ) LQDQFLDO VWDWHPHQW and limited assurance regularity engagement by reporting accountant.
- ) XQGLD JXGLWV
- Sustainability accreditation.
- - QYHVWRUV LQ 3HRSOH \$FFUHGLWDWLRQ



GOVERNANCE PRINCIPLES

# Collaboration and stakeholder engagement

RATIONALE

\* RRG VWDN HKROGHU HQJD JHPHQW FRQWULEXWHV WR H•HFWLYH ERDU  
review how well the education or training provided by their college meets local skills needs.  
6 WDN HKROGHUV LQFOXGH VWXGHQWV SURVSHFWLYH VWXGHQWV VW  
employers, delivery partners, regulators, schools, universities, local authorities, the local  
community and job centres.

BEHAVIOURS

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FOFO



# Regulatory compliance



## RATIONALE

FE is underpinned by a legal and regulatory framework with which boards must comply. Non-compliance can lead to poor performance, which may result in interventions, or incur penalties.

BEHAVIOURS	OUTCOMES	RECOMMENDED PRACTICE	SUGGESTED SOURCES OF ASSURANCE
<ul style="list-style-type: none"> <li>The board is to ensure through policies and reporting mechanisms that the college complies with required laws and regulatory obligations.</li> <li>The board recognises when it needs to take external professional advice and acts accordingly.</li> <li>The independence and advice of the governance professional is respected and valued and their development is promoted.</li> <li>The board members undertake ongoing training and understand their duties as governors.</li> </ul>	<ul style="list-style-type: none"> <li>The college complies with the law</li> </ul>	<ul style="list-style-type: none"> <li>Internal audit.</li> <li>requirements including safeguarding, equity, diversity and inclusion, and health and safety.</li> <li>Whistleblowing policy.</li> <li>Data protection and freedom of information policies.</li> <li>Compliance with OfS conditions of registration.</li> <li>Governors understand their equity and safeguarding duties and complete relevant training.</li> </ul>	<ul style="list-style-type: none"> <li>Internal audit.</li> <li>requirements including safeguarding, equity, diversity and inclusion, and health and safety.</li> </ul>





# Seven Principles of Public Life

+ROGHUV RI SXEOLF R]FH VKRXOG DFW VROHO\ LQ W

+ROGHUV RI SXEOLF R]FH PXVW DYRLG SODFLQJ WKH  
H EXQG €`0QFLQWQ\#\*LYDQ" S PJ WKHPVHO÷ LQ PQ V

7KH 6HYHQ 3ULQFLSOHV RI 3XEOLF /LIH DOVR NQRZQ DV WKH  
1RODQ 3ULQFLSOHV DSSO\ WR DQ\RQH ZKR ZRUNV DV D SXEOLF  
R]FH KROGHU 7KLV LQFOXGHV DOO WKRVH ZKR DUH HOHFWHG  
RU DSSRLQWHG WR SXEOLF R]FH QDWLRQDOO\ DQG ORFDOO\ DQG  
all people appointed to work in the Civil Service, local  
government, the police, courts and probation services,  
QRQ GHSDUWPHQWDO SXEOLF ERGLHV 1'3%V DQG LQ WKH  
KH DOWK HGXFDWLRQ VRFLDO DQG FDUH VHUYLFHV \$OO SXEOLF  
R]FH KROGHUV DUH ERWK VHUYDQWV RI WKH SXEOLF DQG  
stewards of public resources. The principles also apply  
to all those in other sectors delivering public services.