



Assessment Conditions and Arrangements Document Award for Further Education Governance Professionals (Award FEPG)

Introduction

The Award for Further Education Governance Professionals is derived from the Further Education Governance Professionals Competency Framework. It assesses the essential knowledge and skills expected of a Further Education Governance Professional.

Recommended entry/training.

A typical learner will be a governance professional in a Further Education or Sixth Form College who is either relatively new to the role of further education governance (although they may have governance or legal experience elsewhere in the public or private sector) or alternatively a professional who has been in the role for a period of time but has not completed a formal qualification in governance.

There are no formal entry requirements or training pre requisites that apply before a learner can enrol to undertake the assessment.

It is recommended that a period of training is undertaken as part of the learner's development for the certificate. This can be either by attending a formal training course or by completing a period of on the job training in a further education governance role with the support of peer mentoring.

Exemptions

The Institute of Director's Exemption Policy in relation to the Further Education Governance programme will apply.

Progression

On completion of the Certificate, a learner can progress to complete the Certificate for Further Education Governance Professionals (Cert FEPG)

Assessment Structure

The Certificate comprises three learning outcomes:

All three outcomes are assessed in a single on line closed book supervised assessment which will comprise of 30 multiple choice questions. Learners will have 2 hours to complete the assessment. Assessments will be drawn up based on the published assessment criteria using questions from a wider question bank developed by senior practitioners.

The questions will be assessed at one of three thinking levels.



Understanding: Learners are required demonstrate their appreciation of the knowledge relating to Further Education governance through comprehension tasks. Correct responses to understanding questions will be awarded 1 mark.

Application: Learners are required to apply their knowledge relating to Further Education governance using it to answer a scenario based question. Typically, the learner will be given a situation and be required to apply their understanding of the subject to select the correct multiple choice option and discard other options. Correct responses to application questions will be awarded 1 mark.

Analysis: Learners will be expected to separate information in the question into parts to interpret the significance/relevance of the parts to the overall scenario and to draw conclusions as to the most appropriate steps a governance professional should take. Correct responses to analysis questions will be awarded 2 marks.

Assessment Criteria

Each learning outcome has Assessment Criteria detailing the requirements together with a type of question allocated to it. Full details of the Assessment Criteria are contained in Appendix 1.

Pass mark

A Learner who achieves 62% will be awarded a pass provided they have reached 50% in each individual outcome. Learners who do not achieve a pass can retake the assessment at any time in the future on payment of the advertised fee.

Appeals

If a learner has any issues regarding the validity of the assessment or the assessment outcome, the IOD Special Considerations Policy should be followed.

Assessment Criteria

Learning Outcome 1 (14 questions, 22 marks)

Interprets and applies Further Education, Charity and governance law, principles and codes

	Assessment Criteria	Indicative Content	Assigned learning level	Q in test
1.1	Apply the relevant legislation, principles and codes that impact on Further Education Governance	<ul style="list-style-type: none"> • Distinction between statutes, principles and codes • Further Education Act 1992 and subsequent revisions • The Department for Education Further Education Corporations and Sixth Form Corporations Governance Guide • Association of Colleges' Code of Good Governance for English colleges • The Ofsted Handbook • Nolan's Seven Principles of Public Life • Safeguarding regulations that apply to governance and Board responsibilities 	Application	2
1.2	Identify the scope and impact of external bodies in influencing and monitoring the work of a Further Education College	<ul style="list-style-type: none"> • Department for Education • Education and Skills Funding Agency (ESFA) • FE Commissioner (FEC) • Office for Standards in Education, Children's Services and Skills (OFSTED) • Quality Assurance Agency (QAA) • Office for Students (OFS) • Charity Commission • Information Commissioner 	Application	2
1.3	Analyse the impact of different internal structures on the governance framework of a Further Education College	<ul style="list-style-type: none"> • College Management Team structure • College Board Committee structure • Scope of responsibilities of the Governance Professional 	Analysis	2

1.4	Apply the requirements of UK Charity Law and codes to the governance activities of a Further Education College	<ul style="list-style-type: none"> Charity Law relating to charity status and regulations and its implications for Board members and Governance Professionals Charity Governance Code 	Application	1
1.5	Apply the requirements UK Company Law and codes to the governance activities of a Further Education College	<ul style="list-style-type: none"> The governance implications of a College structure including a corporate operation Company Law relating to the legal duties and obligations of the Board and Governance Professionals UK Corporate Governance Code 	Application	1
1.6	Interpret and apply the documented sources of authority	<ul style="list-style-type: none"> Instrument and Articles of Government Standing Orders 	Analysis	2
1.7	Evaluate the effectiveness of sources of guidance and select the most appropriate source when seeking support on interpreting legislation, codes and documentation	<ul style="list-style-type: none"> Internal sources of guidance External sources of guidance Considerations when selecting sources (issue, timelines, availability of advice, track record, cost) 	Analysis	2
1.8	Apply the processes to review the effectiveness of governance in a Further Education College	<ul style="list-style-type: none"> Structure and methods of conducting reviews Self assessment vs external reviews Frequency of reviews Reporting requirements Analysing review outputs and action planning 	Analysis	2

Learning Outcome 2 (9 questions, 13 marks)

Interprets and applies how governance activities make a significant contribution to the strategic and operation management of a Further Education College

	Assessment Criteria	Indicative Content	Assigned learning level	Q in test
2.1	Understand the factors and sources of information involved in developing and implementing strategy, monitoring progress and assessing its effectiveness in a Further Education College	<ul style="list-style-type: none"> • Approaches to stakeholder engagement, power/interest and power/impact assessment, the role of stakeholder considerations in decision-making. • Analytical approaches • Canvassing and evaluating stakeholder views • Situational intelligence and the value network from three perspectives (macro external/micro-external/internal) • Internal sources of information • External sources of information • Functional strategies and tactics – cascading strategic objectives, how overall strategy drives functional strategy and tactics • Implications of changes in strategy on the governance function 	Understanding	1
2.2	Explain the impact of the current national skills agenda on the governance activities in a Further Education College	<ul style="list-style-type: none"> • Standards and expectations of external stakeholders • Obligations on an Further Education College Board 	Understanding	1
2.3	Identify the external stakeholders and assess their potential impact on a Further Education College's overall strategy in	<ul style="list-style-type: none"> • Accountable agencies • Other Key national external stakeholders • Categories of Regional/local stakeholders 	Application	1

	general and the governance activities in particular			
2.4	Evaluate the Further Education College governance function capabilities to reveal relative strengths and vulnerabilities	<ul style="list-style-type: none"> • Capability/ core competence/ PESTLE analysis 	Analysis	2
2.5	Understand how to work with the culture of a Further Education College to shape the governance culture	<ul style="list-style-type: none"> • Definition and identification of organisational culture • Principles of change management • Methodologies to use to change governance culture 	Understanding	1
2.6	Identify the dynamics between individuals and groups and their impact on governance and Board activities	<ul style="list-style-type: none"> • The impact that Board diversity and dynamics can have on board performance • Current theories about motivation, values and decision-making • Approaches to conflict management 	Analysis	2
2.7	Apply up to date People Management practices/ interventions that reflect the requirements of the Further Education College's Instruments and Articles of Government and Standing Orders when supporting the Chair in activities with Board members	<ul style="list-style-type: none"> • Recruitment and Selection of Board members and key post holders • Induction of Board members • Board development to support Board members effectively understand and carry out their duties • Succession Planning • Board Leavers 	Application	1

Outcome 3 Finance and Risk (7 questions, 9 marks)

Interprets and applies the principles of finance and risk as they impact on the governance activities of a Further Education College

	Assessment Criteria	Indicative Content	Assigned learning level	Q in test
3.1	Identify the financial obligations of a Further Education College as prescribed in legislation, government requirements and codes of practices	<ul style="list-style-type: none"> College financial requirements as set out in the College Accounts Direction (ESFA document) and the Post16 Audit Code of Practice) Requirements relating to the publication of financial and management information including the remuneration of Senior Post Holders Regulatory Audit and Governance Statement and Casterbridge model accounts Reporting extraordinary events The Board's roles and responsibilities in relation to finance – questioning accounts and challenging assumptions 	Application	2
3.2	Understand sources of financial information, the terminology used in financial documents presented to the board and the measures of financial health of	<ul style="list-style-type: none"> Common financial statements Financial concepts, conventions and Terminology and measures The relationship between balance sheets (Statement of Financial Position), P&L statements (Income Statements) and how 	Understanding	1

	a Further Education College	<p>they relate to each other and to viability</p> <ul style="list-style-type: none"> • Difference between cash and accounting profit • Factors that affect a Further Education College's profit and cash flow • Understanding the cash flow statement and the importance of cash flow management • Depreciation • Going concern vs gone concern 		
3.3	Assess appropriate financial performance measures in the context of an Further Education College's strategy	<ul style="list-style-type: none"> • Performance measures – financial measures and their link to broader performance measures and the college's strategy (the golden thread) • Organisational KPIs • Balanced Scorecard 	Analysis	2
3.4	Understand the role of audit and the contribution that governance makes to audit processes	<ul style="list-style-type: none"> • Internal audit • External audit 	Understanding	1
3.5	Apply the principles of risk management	<ul style="list-style-type: none"> • Distinguish between risk appetite and risk tolerance • Methods and process for risk evaluation, identification, assessment, reporting and mitigation 	Application	1