Assessment Conditions and Arrangements Document

IOD Certificate for Further Education Governance Professionals (Cert FEGP)

Introduction

The Certificate in Further Education Governance is derived from the Further Education Governance Professionals Competency Framework. It assesses the competencies expected of an experienced Further Education Governance Professional.

Recommended entry/training.

A candidate will be an established governance professional in a UK Further Education, Sixth Form College or designated institution. There are no training requirements for the qualification.

To complete the certificate, the candidate will either have passed or been awarded an exemption from the IOD Level 5 Award for Further Education Governance Professionals (Award FEPG)

There are no training requirements for the Award, however candidates may benefit from support from a more experienced Governance Professional whilst undertaking the award.

Progression

On completion of the Award, a candidate can progress to complete the IOD Diploma for Further Education Governance Professionals (PG Dip FEGP)

Assessment Methodology

The Award comprises four units which are set within the context of Further Education Governance as follows:.
- Lead the delivery of effective Governance
- Advise and enable as a Governance Professional
- Anticipate and solve complex Governance problems
- Build consensus as a Governance Professional

Full details of the Performance Criteria, Underpinning Knowledge and Understanding and Implicit Behaviours for the units are contained in Appendix 1.

Assessment

Assessment is by submission of a portfolio of workplace evidence demonstrating that the candidate has achieved all the outcomes detailed in each unit specification. The candidate will determine what evidence they include in the portfolio. Evidence from the workplace can include physical products of work (such as reports, plans, meeting minutes, correspondence), witness testimony (from colleagues, the Board Chair, Board Members, the Accounting Officer etc) and personal reflective accounts. This

workplace evidence can be supplemented by questioning between the candidate and the assessor.

Candidates must submit appropriate evidence for **all** the requirements in the unit standards to be awarded a pass. Where evidence is submitted that is found to be insufficient, the candidate can resubmit additional evidence to address the gap.

Further guidance will be available for candidates on how to identify, document and submit portfolio evidence including examples of evidence integration – the use of one piece of evidence to cover several criteria across all the units in the qualification.

<u>Assessors and internal verifiers</u>

Each candidate will work with an assessor. The role of the assessor is to:

- Help candidates identify and document their evidence
- Judge the portfolio of evidence and make assessment decisions
- Identify any gaps in the candidate's evidence and support the candidate address these gaps
- Provide support and feedback throughout the assessment process.

The assessment decisions of assessors will be reviewed by an internal verifier in line with the internal verification policy for the IOD Further Education Governance Professional qualifications.

The role of the internal verifier is to ensure that all assessors apply the standards for the qualifications in a uniform and consistent manner by sampling their assessment decisions to confirm that they are valid and reliable.

All assessors and internal verifiers will be fully competent governance practitioners with current experience in the UK Further Education, Sixth Form College or designated institutions sector.

Further guidance will be available for assessors and internal verifiers on the requirements of their role and the documentation of their assessment and verification activities.

<u>Appeals</u>

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

Appendix 1

<u>Certificate Assessment Standards</u>

Introduction

For this award, the Assessment Standards have been derived from the Further Education Governance Professional Competency Framework. They have been pitched primarily at the Extending level although elements of the Essential Level are also included.

Assessment will be via a portfolio of evidence and detailed guidance for both candidates and assessors will be issued. The structure of the standards are as follows.

Units (Learning Outcomes)	The standard has been broken down into four units (Learning Outcomes). They are: • Lead the Delivery of Effective Governance in Further Education • Advise Others to Enable the Delivery of Effective Governance in Further Education • Anticipate and Solve Complex Problems in Further Education Governance • Build Consensus as a Further Education Governance Professional
Performance Criteria	The Performance Criteria in each unit detail what the candidates have to evidence that they have completed to a satisfactory standard. They reflect the descriptors in the Further Education Governance Professionals' Competency Framework for the **skills based** competencies. Candidates evidence this by submitting examples of work outputs (e.g. plans, reports, extracts of board minutes and other communications), Personal Reflective Statements and/or commentaries on their work outputs, and Witness Statements from other key parties (e.g. Board Chair, Board Members, Principal). Candidates must demonstrate they meet **ALL** the performance criteria for every unit to be awarded a pass. Exceptionally if candidates are unable to demonstrate through work outputs, statements and commentaries evidence of meeting a criteria, the assessor can use a Professional Discussion with scenario based questioning to confirm that satisfactory performance would be evidenced in the workplace if the situation arose. **In presenting a portfolio it is expected that, in many instances, one substantial piece of evidence (e.g. outputs and reflections relating to the completion of the annual Governance cycle) will meet a significant number of the performance criteria across the four units. The Guidance Handbook explains this in more detail.**

Underpinning Knowledge and Understanding	The Knowledge and Understanding statements are separated into three headings - Generic, Sector Specific and Context Specific. *Generic Knowledge* covers learning which is applicable to the subject in any setting and is not Further Education Governance specific. This knowledge differs in each of the four units. *Sector Specific Knowledge* covers the knowledge specific to Further Education Governance that applies to the whole sector. The knowledge detailed in each unit are derived from the **knowledge** competencies in the Further Education Governance Professionals' Competency Framework. *Context Specific Knowledge* covers the knowledge specific to individual College(s). The Sector Specific knowledge and Context Specific Knowledge does not differ across all four units and are detailed at the conclusion of the standards. Candidates must provide evidence that they have **ALL** the underpinning knowledge for the four units to be assessed as meeting the Unit standard. **Assessors will not separately assess this knowledge, they will check to see if the application of knowledge is implicit in the performance evidence across the portfolio. The assessor may also choose to complete additional scenario based questioning with the candidate to confirm the sufficiency of evidence of knowledge and understanding.**
Implicit Behaviours	The Implicit Behaviours are derived from the Further Education Governance Professionals' Competency Framework for the Behaviours (Values) competencies. The nine behaviours all apply to each unit. The behaviours do not vary across all four units and are included at the conclusion of the standards. Candidates have been given advice on ways to highlight how they demonstrate these behaviours/values in their portfolio of evidence in the Guidance Handbook, typically through the use of reflective statements supported by witness testimony. **ALL** the Implicit Behaviours will have to be reflected by a candidate in their performance evidence. **In reviewing each item in the portfolio, the assessor will consider the behaviours that have been evidenced and will assess whether this meets the standards. The assessor may also choose to complete additional scenario based questioning with the candidate to confirm the sufficiency of evidence of the implicit behaviours.**

Glossary of terms

Board	The Board of Management of the college. Covers other terms used in the sector such as Corporation, Governing Body, or Board of Governors
Board Members	Members appointed or elected to the Board of the College. Covers the other terms used in the sector such as Governor, trustee and member
Colleagues	Colleagues refers to any person the Governance Professional will interact with during the activity being assessed. This includes, but is not limited to, the Principal or Chief Executive Officer, the Board Chair, Board members, members of the Senior Management Team, other College staff involved in delivering Governance activities and any external parties whose role impacts on the Governance activities of the college.
College	A UK Further Education or Sixth Form College Corporation or designated institutions funded by the Education and Skills Funding Agency (ESFA)
Governance Professional (GP)	Anyone occupying the role of Clerk to the Corporation/Governing Board, Director of Governance, Head of Governance or similar title
Principal	The Principal includes any person acting as Principal, who may or may not also assume the role of Chief Executive Officer. If this role is split, the term refers to both positions.
Senior Leadership Team	The senior team that run the College. This may be referred to by other names e.g. Senior Leadership Group, Senior Management Team/Group and Executive Team

Title: Lead the Delivery of Effective Governance in Further Education	
Unit Overview	This unit is about leading the planning, organising, delivering and documenting of Further Education Governance activities whilst meeting internal and external deadlines and requirements.
Performance Criteria	1. Engage the Senior Leadership Team and the College Board and consult with other key stakeholders in formulating and agreeing annual Governance plans
2. Share agreed Governance plans and activities and any subsequent amendments with all who will impact on delivery ensuring the contribution required and its significance is understood
3. Monitor that items are presented to the correct meeting as per the agreed plans, identify and action areas of non-compliance and take appropriate steps where momentum might be lost.
4. Benchmark Governance activities against best practice to identify improvements that could be made to their College's practices
5. Critically identify where alterations and adaptations to Governance policies, systems and/or procedures will be required to reflect emerging changes in sector or statutory requirements
6. Formulate changes to College Governance policies, systems and/or procedures and gain agreement to their implementation from the appropriate parties
7. Critically evaluate and communicate Governance risks to colleagues
8. Offer professional insights to senior leaders supporting the preparation of timely, succinct and clear information for presentation to the College Board
9. Ensure there is precise, accurate, balanced and fair recording and documentation of all College Board activities and that reporting requirements are met.
10. Direct the effective external communication and reporting of Governance and College Board activities through the effective use of web-based communication methods
11. Review in partnership with others involved the effectiveness of the Governance activities of the college.
Underpinning Knowledge and Understanding (generic)	1. Principles and methods of short to medium term planning
2. Techniques to engage colleagues in strategic planning
3. Planning for contingencies
4. The principles and methods of effective communication and how to apply these
5. The levels of information it is appropriate to provide in verbal and written communications in a range of situations
6. Techniques for consulting with others in relation to key decisions

Title: Advise Others to Enable the Delivery of Effective Governance in Further Education	
Unit Overview	This unit is about being a guide and support to others in positions of seniority to enable decisions that reflect good Further Education Governance to be made.
Performance Criteria	1. Deliver timely, accurate and well researched advice on complex matters of College Governance to others in both group and one to one situations 2. Seek new ways to do things enabling the College and its Board to embrace emerging opportunities 3. Support others to reshape new ideas and proposals so they are appropriate from a Governance perspective 4. Adapt to predictable and unpredictable changes that arise during the deliverance of Governance and other Board activities 5. Keep decision making activities on track even when working with incomplete data and ambiguity 6. Advise the Board Chair and associated committees on options for making optimum use of Board members' key skills 7. Recommend appropriate and innovative Board development opportunities that will enhance overall Board effectiveness.
Underpinning Knowledge and Understanding (generic)	1. The levels of information it is appropriate to provide in verbal and written communications in a range of situations 2. Techniques for consulting with others in relation to key decisions 3. Approaches to engaging senior colleagues and stakeholders in identifying and evaluating new opportunities 4. The principles and methods of effective communication and how to apply these 5. Change management principles, methods, tools and techniques 6. Approaches to engaging others in accepting change 7. The barriers to implementing change and techniques to overcome them 8. Skills audit and skills mapping techniques 9. Sources of expertise to provide Board development opportunities

Title: Anticipate and Solve Complex Problems in Further Education Governance	
Unit Overview	This unit is about proactively applying analytical and problem solving abilities to manage complex situations.
Performance Criteria	1. Anticipate where potential Further Education Governance issues might arise 2. Critically identify the cause and effect when analysing Further Education Governance problems 3. Respond positively to setbacks using them as opportunities to create innovative solutions 4. Use fresh perspectives to propose alternative solutions to complex problems 5. Propose a range of solutions to Further Education Governance problems where no precedent exists 6. Encourage others to share problems that impact on the delivery of the Further Education Governance agenda with you and with other colleagues and look for opportunities to develop creative solutions jointly 7. Identify and analyse inherent and recurring Further Education Governance problems and promote changes to structures, systems and processes to resolve these and limit re-occurrence
Underpinning Knowledge and Understanding (generic)	1. Methods of identification of complex problems 2. Distinction between cause and effect when identifying problems 3. Techniques to get to the root cause of a problem 4. Problem solving techniques 5. Informal approaches to dealing with problems raised, and when this type of approach is likely to resolve the situation effectively 6. The importance of consulting with others in identifying priorities, potential problems and risks when solving problems

Title: Build Consensus as a Further Education Governance Professional	
Unit Overview	This unit is about facilitating consensus in the delivery of good Further Education Governance using strong communication and interpersonal skills.
Performance Criteria	1. Raise awareness of issues impacting on effective Further Education Governance using a variety of communication techniques to engage others and enhance their understanding and insights into matters 2. Through facilitation, encourage others to explore Further Education Governance issues being considered and look for common ground 3. Recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect other's energy towards a common goal 4. Recognise power relationships and personal motivators whilst seeking to build consensus 5. Use a range of approaches to influence people internally and externally 6. Challenge disruptive behaviour objectively and fairly and at the right time and place 7. Recognise when values, motivations and aspirations of others are incompatible with the College's Governance strategy and seek alternative solutions with the individuals concerned. 8. Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation
Underpinning Knowledge and Understanding (generic)	1. Methods of facilitation of individual and group conversations 2. Consensus-building principles, methods and techniques. 3. Techniques for dealing with challenging behaviour 4. Typical objections that can arise, including the difference between sincere and insincere objections, and how to manage these effectively. 5. The impact of personal values, motivations and emotions on individual actions

SECTOR SPECIFIC AND CONTEXT SPECIFIC KNOWLEDGE AND UNDERSTANDING

Underpinning Knowledge and Understanding (sector specific)	1. The application and interpretation of the legal and governance framework applicable to a Further Education College 2. The standards and expectations of government agencies and external stakeholders relating to the Governance of a Further Education College 3. The boundaries of responsibility between the Board Chair, the Principal, the Senior Management team and the Governance Professional 4. Current and emerging trends in Further Education Governance 5. Networks and sources of information about good practice in Further Education Governance
Underpinning Knowledge and Understanding (context specific)	6. The vision, values, objectives, plans, structure and culture of the College and its Board 7. The College's Governance framework 8. The College's planning and decision making processes 9. The power and influence within the College and its Board

IMPLICIT BEHAVIOURS

Implicit Behaviours	1. Advocate of diverse perspectives 2. Confident and self assured 3. Diplomatic 4. Fair, transparent, authentic 5. Guardian of integrity 6. Has courage of convictions 7. Inclusive 8. Resilient 9. Self Aware