EFFECTIVE GOVERNANCE

Guide for Independent Training Providers

EDUCATION AND TRAINING FOUNDATION

CONTENTS

INTRODUCTION

Welcome to this guide to effective governance for Independent Training Providers (ITPs). The guide seeks to support you to understand how effective governance works and to implement effective governance in your organisation.

ITPs come in all shapes and sizes and may be run for profit or as charities. The criteria for good governance remain the same across all types of ITP but the terminology may be slightly different. Your provision may be large with at least one non-executive director (NED) on the Board, a mid-sized organisation with no NEDs but with an Executive Board or it may be a small ITP with no formal Board with Board Members fulfilling executive and operational roles.

This is a good practice guide to help your board work effectively with your executive team, whatever your organisation's size, whether you are "Governors", "Board Members" or "Trustees". For the purposes of this guide we will call members of your Governing Board "Board Members" and your senior leadership team "the Executive".

RESPONSIBILITIES OF THE BOARD

Effective governance sets the tone from the top and ensures that delivery matches up with an organisation's values and ethos.

Effective governance provides strategic direction and control to providers by creating robust accountability, oversight and assurance for their educational outcomes and financial performance.

Effective governance requires confidence and the ability to challenge conventional wisdom, ask tough questions and nurture strong relationships.

Like good leadership, it can be summarised as:

> **"'Doing the right thing', keeping mission first and not letting commercial interest or personal pride get in the way"**

> *(source R LeBlanc, 'The Handbook of Board Governance: A Complete Guide for Public, Private and Not for Profit Board Members', 2016)*

The 10 Primary Responsibilities of Good Governance

The Board and its Members have ten primary responsibilities.

These are to:

1	Formulate and agree the **mission and strategy** which defines the ethos of your organisation
2	Be **collectively accountable** for the business of the organisation
3	Ensure that there are effective policies and systems which enable and facilitate the **learners' voice**
4	Foster **exceptional teaching and learning**
5	Ensure the organisation is responsive to workforce trends by adopting a range of strategies for **engaging with employers** and other stakeholders
6	Adopt and monitor appropriate **financial strategies** and funding plans to ensure that the ITP is solvent and delivers value for money to its learners and to its funders
7	Ensure that **effective control and due diligence** takes place in relation to all matters including **mergers, acquisitions, contracting, sub-contracting and partnership activity**
8	Meet and aim to exceed the statutory obligations for **equality and diversity**
9	Ensure there are organised and clear **governance and management structures** with well understood delegation
10	Regularly **review governance performance** and effectiveness

Interconnected and overlapping roles of senior leadership team and the Board[1]

There is a division of labour between the executive team and the Board. It is important that everyone understands this and agrees where roles may connect and overlap. These overlaps may differ due to the circumstances of individual organisations and the way in which your Board works and is organised.

This table is adapted from the New Philanthropy Capital report "Above and Beyond in Trusteeship" [2]

Responsibility	Primary role of Management	Primary role of the Board
Organisational Vision	Vision (mission, purpose, values) best jointly developed and agreed, with Board having final say	
Strategy and Impact	Strategy best jointly developed and agreed Management should report on progress and impact achieved Board should review reports regularly.	
Policies	Develop and implement	Identify policies needed, review and monitor
Financial Viability	Obtain funding Spend resources on operational work	Approve overall spending and resource allocation Review and ensure financial viability
Accountability and Transparency	Report to stakeholders	Ensure accountability
Staffing	Appoint and manage staff	Appoint and manage Chief Executive
Risk and Conflict	Identify, evaluate and mitigate risk	Ensure risks and conflicts are managed
Legal Compliance	Provide advice	Responsible for legal compliance
Governance Effectiveness	Support effective governance	Responsible for effective governance
Insight and Judgement	Provide evidence and analysis	Provide insight and judgement

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[1] Adapted from NPC "Above and Beyond in Trusteeship"

[2] www.thinknpc.org/publications/above-and-beyond

EFFECTIVE BEHAVIOURS FOR BOARD MEMBERS

Personal Attributes

The personal attributes of Board Members are as important as their skills and knowledge.

They are:

Committed	Devoting the required time and energy to the role and ambitious to achieve best possible outcomes for learners Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance
Confident	Of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the Board
Curious	Possessing an enquiring mind and an analytical approach and understanding the value of meaningful questioning
Challenging	Providing appropriate challenge to the status quo, not taking information or data at face value and always driving for improvement
Collaborative	Prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within the Board and with executive leaders, staff, parents and carers, learners, the local community and employers
Critical	Understanding the value of critical friendship which enables both challenge and support, and self-reflective, pursing learning and development opportunities to improve their own and whole Board effectiveness
Creative	Able to challenge conventional wisdom and be open-minded about new approaches to problem-solving Recognising the value of innovation and creative thinking to organisational development and success

(Source Department for Education, 'A competency framework for governance', 2017)

Effective Challenge

We know that effective challenge is critical and can make a key difference in governance and we also know that the greater the level of scrutiny and challenge, the more impact the Board can have. Facilitation in meetings and coaching can play a key role in helping others to ask questions and to challenge effectively.

To support this, individual Members and the Board as a team should reflect on:

►	Do Board Members and the wider Board provide an effective challenge to senior management?
►	How effective is Board Members' critical friendship? Could it be improved?
►	Are all Board Members fully briefed and informed as part of a robust induction process?
►	How effectively does the chairing of meetings enable participation?
►	Who asks the most questions? Who remains comparatively quiet? Why?
►	In which areas of work would you and the team benefit from individual and/or joint training?
►	What support is available?

Collective Decision-Making

Board Members should support collective decision making. Collective decision making is effective when the right conditions are established and the Board works in a collaborative way, involving all Board Members.

Board Members should consider how the following are demonstrated on your Board:

Common goal	Do all Board Members fully understand the questions in hand, the decisions that need to be made and their impact?
Clear process	Is there a shared understanding of the process that the group is using?
Commitment to reach consensus	Are alternative perspectives well-understood, fully explored and fairly considered?
Trust and openness	Do you build trust and manage expectations to facilitate decision making in difficult circumstances?
Recognise the limit	Do you use your leadership role deftly and under careful consideration?
Active participation	Is there strong and active participation from everyone in the group and is the Board keeping executive leaders aware of significant discussions in progress?

CREATING THE RIGHT IMPRESSION WITH OFSTED

Why is governance important?

Creating the governance arrangements that meet the expectations of Ofsted is essential if your organisation is to achieve good grades. Inadequate providers are characterised as having systemic weaknesses in leadership and governance. These weaknesses can include insufficient oversight, a lack of understanding about how your provision is evaluated by your executive team, a lack of governance and failure to address areas for improvement.

This is not designed as a comprehensive checklist. Ofsted provides extensive support which you can find in the Ofsted Further Education and Skills inspection handbook[3]. At p36 you will find the Ofsted criteria for effective leadership and management. The Common Inspection Framework (CIF) sets out the overarching criteria for judging the effectiveness of leadership and management[4] (see p12).

We discuss here the key responsibilities that Ofsted expects to be carried out effectively by your Board.

What are inspectors looking for?

Ofsted assesses the capacity of all leaders, managers and Board Members to drive continued improvement. It requires organisations to demonstrate effective governance and consider if Board Members:

► Know the provider and understand its strengths and weaknesses

► Support and strengthen the provider's leadership and contribute to shaping its strategic direction

► Provide challenge and hold senior leaders and managers to account for improving the quality of learning and the effectiveness of performance management systems (PMS)

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[3] https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook
[4] https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015

How will inspections and judgements be made?

The Lead Inspector or the one who leads on Leadership and Management will probably hold a meeting with the Chair of the Board and one or two Board Members. Inspectors want to see evidence of the Board's support for and challenge of your executive team and how this has impacted on the improved quality of the provision and outcomes for your organisation's learners.

When making a judgment about the effectiveness of your organisation's leadership and governance Ofsted inspectors will consider:

How successfully **ambitions for the provider's performance are set, reviewed and communicated** with staff, learners, employers and other partners and the impact this has on the quality of provision and outcomes for all learners.

How successfully **leaders, managers and Board Members secure and sustain improvements** to teaching, learning and assessment through high quality professional development, including **developing management and leadership capacity** and **robust performance management** to tackle weaknesses and promote good practice across all types of provision

The rigour of **self-assessment**, including through the use of the views of learners, employers and other stakeholders, its accuracy and how well it secures sustained improvement across the provider's work, including in any subcontracted provision

The strategic priority that leaders and managers give to the **provision of English and mathematics** to ensure that learners improve their levels of skills in these subjects compared with their starting points

The extent to which leaders, managers and governors **collaborate with employers and other partners** to ensure that the range and content of the provision is aligned to local and regional priorities (this may include inviting local employers to sit on their governing or supervisory Board)

How effectively leaders, managers and governors **monitor the progress** of groups of learners so that none is disadvantaged or underachieves

The extent to which learners receive thorough and **impartial careers guidance** to enable them to make informed choices about their current learning and future career plans

How effectively leaders, managers and governors **monitor the progression and destinations** of their learners (including whether learners enter secure and sustained employment) and use this information to improve provision

The extent to which leaders **promote all forms of equality** and foster greater understanding of and respect for people of all faiths (or those of no faith), races, genders, ages, disabilities and sexual orientations (and other groups with protected characteristics), and how well learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other sites external to the provider

How well the provider prepares learners for successful life in modern Britain and **promotes the fundamental British values** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs

How well the provider prepares **learners who have special educational needs and/or disabilities** to become more independent in their everyday life

The effectiveness of **safeguarding** practice, including the prevention of radicalisation of learners and compliance with the 'Prevent' duty

The extent to which provision for all learners can be **maintained over time** and leaders and governors take action to ensure this

How can you evidence these criteria?

Ofsted inspectors will obtain a range of evidence from meetings with leaders, managers and Board Members and first-hand evidence of their work across the provider, including in subcontracted provision. They will use documentary evidence that the provider supplies to evaluate the impact of the work of leaders, managers and Board Members, both currently and over time, along with first-hand evidence that may include that gathered from staff, learners, employers and other relevant partners.

To supplement this evidence gathering, and put it into context for the Inspector, Board Members need to:

►   Be prepared to answer the question **"How do you know?"**

►   Remember you are demonstrating the Board's responsibility for **overview and accountability, not operational management**

►   Understand and talk knowledgeably about the **strengths and weaknesses** of the provision. You should be self-critical. It is important to be able to demonstrate an understanding of each type of provision and evidence how it is inclusive and how your organisation meets the demands of each type. You should know your **performance data** and be able to talk about the trends the data is demonstrating.

►   Understand and be confident to talk about the **impact of the Board's governance** in bringing about improvement. You should have examples to hand and make sure that these are inclusive and demonstrate progress for all types of learners. Be prepared to evidence that the Board is able, confident and competent to scrutinise data, challenge leaders and managers and to champion all your learners.

►   Consider the **safety and protection** of learners and staff. You must be able to demonstrate that you understand the Board's responsibility for the overview and accountability for safeguarding. This will include Prevent, gang-awareness, e-safety, the safety of learners in off-site provision (including apprentices) and any other issues relating to your specific provision.

►   Demonstrate the **appropriateness of the curriculum**. How is it being reviewed and adapted so that it supports the development and progression of all learners, including priority groups. Can you demonstrate things **like the expertise of staff, professional development activities, links with employers and other partners** etc.

►   Understand and talk with **examples about the quality of teaching, learning and assessment**. How well does it meet the needs of all learners? How is it differentiated for priority learners? What Board Member links can you evidence with curriculum areas and provider sites? What impact does this have on quality and the support of staff and learners?

Safeguarding

Inspectors will always be looking to see how well children and learners are helped and protected to keep safe. Inspectors won't provide a separate numerical grade for this key aspect of a provider's work, but will always make a written judgement in the leadership and management section of the inspection report about whether the arrangements for safeguarding children and learners are effective. So, Board Members must understand and be able to describe how their learners are safeguarded.

Ofsted has published a document setting out the approach inspectors should take to inspecting safeguarding in all the settings covered by the CIF, 'Inspecting safeguarding in early years, education and skills'.[5]

Federations and governance arrangements

Your provision may co-operate as a group or federation, with an overarching Board and chief executive officer, or a similar arrangement. This takes on all or some of the responsibilities previously undertaken by the individual provider's governing body. In the case of an extended management and governance like this, inspectors will look for evidence of the impact of the overarching Board and its staff as well as the provider's local Board where there are relevant delegated responsibilities.

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[5] https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015

Board exercise – Grade descriptors: Achieving an 'Outstanding' (grade 1) for 'Effectiveness of leadership and management'[6]

The FE and Skills Inspection Handbook gives a comprehensive breakdown of what must be evidenced for the award of each grade. Below we have given you and your Board an exercise to complete to establish what you need to do to achieve an "Outstanding" (grade 1) for leadership and management of your organisation.

Remember to frame your responses from the perspective of:

- Knowing the provider and understanding its strengths and weaknesses

- Supporting and strengthening the provider's leadership and contributing to shaping its strategic direction

- Providing challenge and holding senior leaders and managers to account for improving the quality of learning and the effectiveness of performance management systems

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[6] FE and Skills Inspection Handbook from July 2016 https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook

To be judged "Outstanding" (Grade 1)

1 Leaders, managers and governors have created a culture that enables learners and staff to excel. They are fully committed to setting high expectations for staff and learners' conduct and achievement. Working relationships between staff and learners are exemplary.

Think about: What is the Board's role?	How do we know if we meet the standard?	Improvement actions to take
Support and challenge the CEO Understanding and scrutiny of management information (MI) Experience the provision Evaluate the performance of the CEO and of the Board annually	Ambitions for provider performance are clearly stated, set, reviewed and communicated with staff, learners and other stakeholders and understood by the Board There is clear evidence of the impact of provider performance on the quality of the provision and outcomes for all learners across all programmes – MI and positive destinations for learners Board Members routinely observe sessions, "walk the floor" and talk informally with staff and learners about their experience of the provision reporting their findings back to the Board and senior leadership team There is a clear programme of staff CPD in place that is relevant and stretching Staff turnover is monitored, understood and remedial action supported	

2 Leaders, managers and governors focus on consistently improving outcomes for all learners. They are uncompromising in their ambition. They have the necessary resources to sustain provision of very high quality, including in English and mathematics.

Think about: What is the Board's role?	How do we know if we meet the standard?	Improvement actions to take
Support and challenge the CEO Understanding and scrutiny of MI Experience the provision	There is evidenced high quality professional development including the development of management and leadership capacity. There is robust performance management in place to tackle weakness and promote and share good practice across all types of provision, including sub-contracted provision In observations and "walk the floor" sessions Board Members observe the availability and quality of resources (including staff) and their utilisation It is a strategic priority that learners improve their level of skills in English and maths compared with their starting points The provision supports the progress of all learners to lead independent lives, including learners with special educational needs and or disabilities.	

3 The provider's actions have secured substantial improvement in the quality of teaching, learning, assessment and learners' outcomes.

Think about: What is the Board's role?	How do we know if we meet the standard?	Improvement actions to take
Know the provision and understand the provision's strengths and weaknesses (including subcontracted provision) Support and challenge the CEO Understanding and scrutiny of MI including destination data Understand and scrutinize the Self Assessment Report (SAR) Understand and scrutinize the Quality Improvement Plan (QIP)	The SAR is rigorous and regularly presented to the Board. The SAR is accurate and it drives and secures sustained improvement across the provider's work – including in subcontracted provision All self-assessment incorporates, and acts upon, the views of learners, employers and other stakeholders The QIP is rigorous and regularly presented to the Board	

4 Governors systematically challenge senior leaders so that the effective deployment of staff and resources secures excellent outcomes for learners. Governors do not shy away from challenging leaders about variations in performance across the provider's work, including in subcontracted provision.

Think about: What is the Board's role?	How do we know if we meet the standard?	Improvement actions to take
Know the provision and understand the provision's strengths and weaknesses (including subcontracted provision) Support and challenge the CEO Understanding and scrutiny of MI including destination data Understand and scrutinize the SAR Understand and scrutinise the QIP	Variations in performance are recognized by the Board and challenged The SAR is rigorous and regularly presented to the Board. The SAR is accurate and it drives and secures sustained improvement across the provider's work – including in subcontracted provision All self-assessment incorporates, and acts upon, the views of learners, employers and other stakeholders The QIP is rigorous and regularly presented to the Board The MI is current, relevant and understandable	

5 Leaders, managers and governors have a deep, accurate understanding of the provider's effectiveness that is informed by the views of learners, staff, employers and other stakeholders. They use this to keep the provider improving by focusing their actions on important areas. They are unflinching in reviewing the impact of their actions.

Think about: What is the Board's role?	How do we know if we meet the standard?	Improvement actions to take
Know the provision and understand the provision's strengths and weaknesses (including subcontracted provision) Support and challenge the CEO Understanding and scrutiny of MI including destination data Understand and scrutinize the SAR Understand and scrutinise the QIP Understand and listen to "learner voice"	The Board understand the SAR, QIP and MI and challenges them appropriately, supporting areas where improvement is necessary. Board Members are allocated areas of "special interest" in the provision upon which they report back to Board Board Members routinely observe sessions, "walk the floor" and talk informally with staff and learners about their experience of the provision reporting their findings back to the Board and senior leadership team. This should include subcontracted provision. The Board actively encourages collaboration with employers and other partners to ensure that the range and content of the provision is aligned to local and regional priorities. This may include inviting local employers to sit on the main or an advisory Board. Systems are in place to hear what our learners want to tell us through "learner voice", learner groups and learner co-option to Board/advisory Board (as appropriate)	

6 Leaders, managers and governors use incisive performance management that leads to professional development that encourages, challenges and supports staff improvement. Teaching is highly effective across the provision including in subcontracted provision.

Think about: What is the Board's role?	How do we know if we meet the standard?	Improvement actions to take
Know the provision and understand the provision's strengths and weaknesses (including subcontracted provision) Support and challenge the CEO Understanding and scrutiny of outcome MI including destination data Understand and scrutinize the SAR Understand and scrutinise the QIP	Self-assessment is rigorous The Board monitors, and can evidence, the effectiveness of teaching and the progress of groups of learners so that none is disadvantaged or underachieves Board Members routinely observe sessions, "walk the floor" and talk informally with staff and learners about their experience of the provision reporting their findings back to the Board and senior leadership team. This should include subcontracted provision. There is evidenced high quality professional development including the development of specialisms, management and leadership capacity. There is robust performance management in place to tackle weakness and promote and share good practice across all types of provision, including subcontracted provision In observations and "walk the floor" sessions Board Members observe the availability and quality of resources (including staff) and their application	

7 Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which staff are motivated and trusted to take risks and innovate in ways that are right for their learners.

Think about: What is the Board's role?	How do we know if we meet the standard?	Improvement actions to take
Support and challenge the CEO Experience the provision Encourage dialogue between the staff team and the Board	Staff reflection and debate about the way they teach can be evidenced through regular appraisal, peer to peer support sessions, CPD, staff meetings, away days etc Staff play a role in the setting of their targets and performance indicators Innovation and the sharing of good practice is actively encouraged and recognised throughout the provision (including sub-contractors) Personal development is encouraged and successful completion is recognised	

8 Range of provision offered is carefully considered and based on a thorough understanding and analysis of a wide range of information, including on local and national economic and social contexts. Learning programmes are very well designed, including in collaboration with employers. These learning programmes ensure that they enable learners to acquire knowledge, understanding and skills, including, where relevant, English, maths and ICT skills, that prepare them well for future progression to FE/HE and/or sustained employment.

Think about: What is the Board's role?	How do we know if we meet the standard?	Improvement actions to take
Support and challenge the CEO Experience the provision Understand the local market information (LMI), the local economy and the social context in which the provider works Understand the national economic and social context in which the provision delivers	The Board actively encourages collaboration with employers, schools, FE/HE and other partners to ensure that the range and content of the provision is aligned to local and regional priorities. This may include inviting local stakeholders to sit on the main or an advisory Board. Where appropriate co-design of learning programmes with employers is actively encouraged, and evidenced All learning programmes enable learners to acquire knowledge, understanding and skills including English, maths and ICT (as relevant) and prepare all learners to progress to FE/HE and/or sustained employment The Board can evidence its understanding of the wider national socio/economic context and the impact on the provision's learners and the tailoring of learner programmes The monitoring of the progression and destination of learners is highly effective and includes where learners enter secure and sustained employment. This information is used to further improve provision	

9 Leaders, managers and governors ensure that the provision of accurate, timely and impartial careers guidance enables learners to make informed choices about their learning programme and that learners are very well prepared for the next stage of their education, training or employment.

Think about: What is the Board's role?	How do we know if we meet the standard?	Improvement actions to take
Experience the provision Understanding and scrutiny of outcome MI including destination data Understand and listen to "learner voice"	All learners receive evidenced, thorough and impartial careers guidance enabling them to make informed decisions about their current learning and future career paths (including in sub-contracted provision) Board Members routinely observe careers guidance sessions, "walk the floor" and talk informally with learners about their career objectives Systems are in place to hear what our learners want to tell us through "learner voice", learner groups and learner co-option to Board/advisory Board (as appropriate)	

10 Leaders promote equality of opportunity and diversity exceptionally well so that the ethos and culture of the provider counters any form of direct or indirect discriminatory behaviour. Leaders, staff and learners do not tolerate prejudiced behaviour. The promotion of fundamental British values is at the heart of the provider's work.

Think about: What is the Board's role?	How do we know if we meet the standard?	Improvement actions to take
Know the provision and support the promotion of equality, diversity and respect at all times	The provision (including subcontractors) clearly promotes equality of opportunity and diversity throughout its operation, evidenced by the way this is promoted around the provision and verbalised	
Be assured that provision meets the needs of all its learners	The provider prepares learners who have special educational needs and/or disabilities to become more independent in their everyday life	
Create a Board Membership that is balanced in terms of gender and cultural diversity and knowledgeable about the communities the provision serves	The fostering of greater understanding of and respect for people of all faiths (or no faith), races, genders, ages, disabilities and sexual orientations (and other groups with protected characteristics) is promoted throughout the provision	
Be assured that fundamental British values are embodies within all the provider's activity	Effective action is taken to prevent and tackle discriminatory and derogatory language, including language that is derogatory about disabled people and homophobic and racist language	
	The staff team and the Board have a good gender balance, reflect cultural diversity and understand the lived experience of the community they serve	
	Learners and staff are protected from harassment, bullying and discrimination in provision (including sub contracted provision) and when based with employers and at other sites external to the provider through robust implementation of policies and procedures	
	The provision prepares learners for successful life in modern Britain and can evidence the promotion of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs	

11 Learners feel safe and know how to raise concerns. The provider is proactive in assessing safeguarding risks and taking action to prevent them. The provider has a strong track record of raising awareness among staff and learners of safeguarding issues, listening to learners' concerns and acting on them.

Think about: What is the Board's role?	How do we know if we meet the standard?	Improvement actions to take
Understands and can articulate how the provision's learners are safeguarded Test and challenge that the arrangements for safeguarding learners and staff are effective Be assured that the provision fulfils statutory requirements such as those for disability, safeguarding, recruitment and health and safety	There is a designated senior member of staff in charge of safeguarding arrangements, trained to the appropriate level, who understands their responsibilities relating to the safeguarding of all learners, who undertakes annual refresher courses, and who is available to staff to discuss concerns Appropriate arrangements are made with regards to health and safety to protect staff and learners from harm The provision's premises provide a safe learning environment with secure access Learners and staff tell us they feel safe There are well-developed strategies in place to keep learners safe and to support them in learning how to keep themselves safe from internet bullying, grooming and abuse Appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material Staff behaviour policies and procedures are in place and are regularly reviewed All staff, including the Board, receive appropriate training on safeguarding at Induction that is updated regularly, including annual updates There is an evidenced culture of vigilance in the provision, including subcontractors, where learners' welfare is promoted Staff have the confidence to exercise their professional judgement	

	in keeping learners safe and can demonstrate knowledge of their responsibilities relating to the protection of young people and vulnerable adults	
	Timely and appropriate safeguarding action is taken for learners who need extra help or who may be suffering or likely to suffer harm	

12 Leaders' work to protect learners from radicalisation and extremism is exemplary. Leaders respond swiftly where learners are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge learners' views and encourage debate.

Think about: What is the Board's role?	How do we know if we meet the standard?	Improvement actions to take
Understands and can articulate how learners are protected from radicalism and extremism Test and challenge that where issues arise the response is swift and appropriate	Staff training around extremism and radicalisation is of the highest quality and is frequently refreshed Staff have the confidence to exercise their professional judgement in keeping learners safe Learners and staff can talk confidently about and debate the subjects of extremism and radicalisation There are clear processes in place so that learners and staff can report concerns. These processes have been tested The provision, including subcontractors, is fully compliant with the "Prevent" duty	

SETTING UP A SUCCESSFUL ADVISORY BOARD

Key features of successful Advisory Boards

- The Board is competently chaired
- The Board meets at regular intervals
- Timings for meetings are set well in advance to optimise attendance
- Timings for meetings allow for equality and diversity e.g. twilight meetings, remote attendance (Skype etc)
- The Board has an objective and is clear on its remit e.g. Performance, Quality, Training, Learning & Learner Support, People, standards, CPD etc
- The Board doesn't duplicate other activity elsewhere in the organisation
- The Board communicates its activity to the main Board, staff team and learners
- The Membership is carefully selected to achieve its remit
- The Membership reflects equality and diversity
- There is a learner on the Board to enable "learner voice"
- There is staff representation on the Board

Key features of effective Advisory Board Members

- Reflect diversity of your organisation's learners and its locality – including gender, ethnicity and support needs
- Know your provision and understand its strengths and weaknesses
- Understand the needs of all learners, including priority groups
- Support and strengthen your organisation's leadership and contribute to its strategic direction
- Provide constructive challenge – holding senior managers to account for improving the quality of learning and the effectiveness of performance management
- Awareness of the impact of the activity your organisation undertakes
- Be participative, pro-active and prepared to spend time in your provision with staff and with learners

EXAMPLES OF OUTSTANDING PRACTICE

The challenge of finding examples

Over half of all ITPs (and not-for-profit providers) inspected by Ofsted in the last two years have been graded as 'Good'. However, only 3% of inspected ITPs and 5% of inspected Not for Profit providers have been graded "Outstanding". This presents a challenge for those attempting to learn from the best practice of others, as there is a limited supply of sector-leading case studies available at present.

Inspection grades of providers for Overall Effectiveness (Sept 2015 – Sept 2017)

	Outstanding		Good		Requires Improvement		Inadequate	
ITPS (185)	6	**3%**	98	**53%**	54	**29%**	27	**15%**
Not for Profit Providers (37)	2	**5%**	21	**57%**	11	**30%**	3	**8%**

(source – Ofsted)

Inspection gradings of ITPs and Not for Profit Providers

- Outstanding
- Good
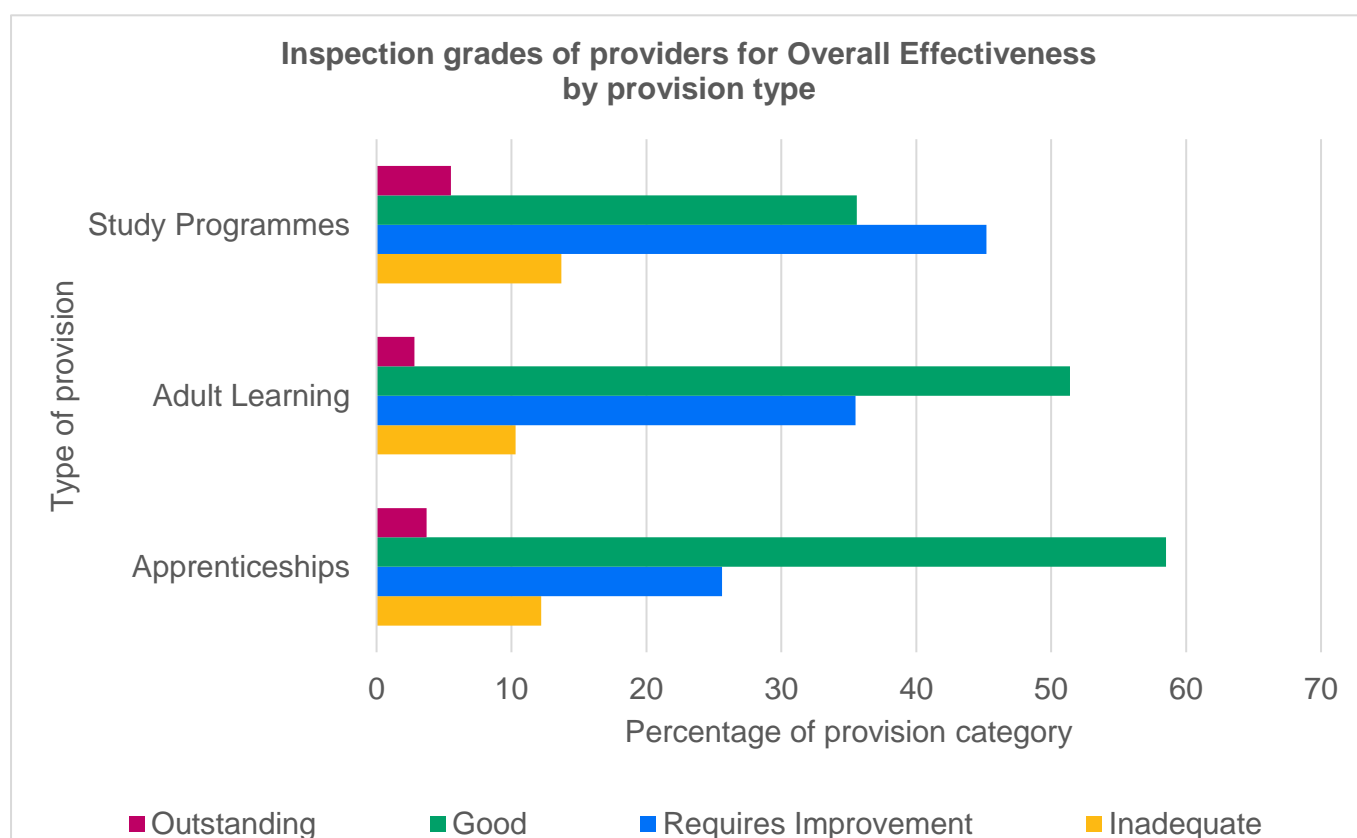- Requires improvement
- Inadequate
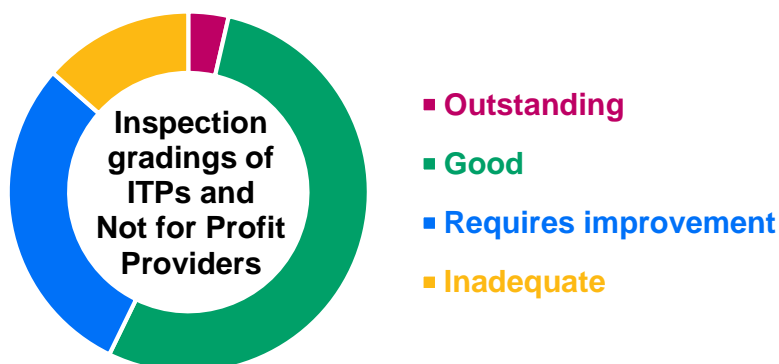
What does the data tell us?

- Only 3% of inspected ITPs and 5% of inspected Not for Profit providers have been graded "Outstanding" by Ofsted.

- More than half of all inspections received a "Good".

- Around a third received "Requires Improvement".

- The remaining providers were graded "Inadequate". This equates to 15% of ITPs and 8% of Not for Profits.

Inspection grades of providers for Overall Effectiveness by provision type (Sept 2015 – Sept 2017)

ITPS (185)	Outstanding	Good	Requires Improvement	Inadequate
Study programmes	3	23	28	9
Adult learning	2	21	16	6
Apprenticeships	6	78	36	17
Not for Profit Providers (37)	Outstanding	Good	Requires Improvement	Inadequate
Study programmes	1	3	5	1
Adult learning	1	34	22	5
Apprenticeships	0	18	6	3

(source – Ofsted)

What does the data tell us?

- Apprenticeships are the strongest category: around two-thirds of apprenticeships provision was judged to be "Good".

- Study programmes are the area most likely to be judged as "Requires Improvement": nearly half of all inspected study programmes were found to fall in this category.

Examples of outstanding practice

Through analysing the existing Ofsted reports of organisations graded 'Outstanding', we have collated some examples for you of best practice across a range of different areas for inspection:

Ofsted criteria	Examples of best practice
Culture of excellence	1. "[Directors] visit the training centre regularly to check that the behaviour of learners and apprentices is being developed to reflect that required for working in very high-risk environments."
Progress of learners	1. "An initiative to give all learners a memory stick with a variety of pre-loaded learning materials, video clips and forms, has very recently been introduced as an additional learning resource. This has been received favourably by learners." 2. "Case conferences to scrutinise the progress of each individual learner [ethos of build a 'team around each learner']. Conferences involve all staff who come into contact with learners and cover every element of their programme, including personal skills, behaviour, attendance, punctuality and other related employability skills. Staff use these meetings well to set specific targets for each learner every week. Targets are monitored during the following week including in lesson observations, to ensure that tutors are setting appropriate work to enable the learners to meet their targets." 3. "A very larger proportion (of apprentices) gain full time employment with their existing employers at the end of the programme." 4. "Employers have very high expectations of their apprentices, often giving them vital roles in their companies."
Improvement of provider	1. "Effective training for apprentices' line managers" 2. "Leaders have set an ambitious strategic direction to be the leading provider of apprenticeships and technical training for the energy and engineering and manufacturing sectors in the north-west of England." 3. "Leaders have been instrumental in developing new and highly relevant engineering apprenticeship standards in collaboration with key employers in the sector" 4. "Directors have implemented very successfully almost all the recommendations of the previous Ofsted report."
Governors hold leadership to account	1. "Directors are establishing a partnership with another independent learning provider to provide external scrutiny and benchmarking of achievements for additional rigour in governance." 2. "Leaders challenge managers to back up their evaluations with achievement data and lesson observation outcomes."
Self-aware of strengths and weaknesses	1. "Learners...produce a self-assessment report from their perspective that is included in the main report." 2. "Staff...encourage [learners] to take responsibility for organising surveys or 'listening groups'." 3. "Use of employers' and apprentices' surveys"
Performance management	1. "Observers undertaking a level 5 course in observation practice." 2. "Managers conduct detailed individual reviews with staff on a monthly basis."
Reflective	1. "More trainers were getting higher grades in session observations than assessors. (Managers) piloted ways to

teaching	increase the skills of the assessors and then extended the strategy."
Appropriate learning programmes	1. "Carefully analysed the priorities of a wide range of local enterprise partnerships (LEPs)." 2. "The development of level 4 apprenticeships is, in part, a response to local enterprise partnership priorities" 3. "Network training events include group training forums" 4. "Along with local engineering employers, is playing a major role and contributing very effectively to the development of a new engineering training and manufacturing centre in south Shropshire."
Careers guidance	1. "Managers diligently seek out good providers of foundation and intermediate provision near their academies, so that applicants who are not yet ready for their apprenticeships are directed to providers who can prepare them." 2. "Creating progression routes into more level 4 and 5 programmes and are very well supported in this work by a Board Member with extensive experience of, and connections with, higher education."
Promote equality and diversity	1. "Strategies, including improved marketing and women-only open days, result in young women forming almost a quarter of apprentices on IT programmes." 2. "Managers are careful to find employers within reach of apprentices from rural areas." 3. "Recruited three male childcare tutors to help promote childcare and act as effective role models to male learners in this sector." 4. "Accommodation is adaptable and a prayer/reflection room is available." 5. "Staff liaise frequently with local schools to promote the engineering industry to females."
Safeguarding	1. "Apprentices and employers make good use of the confidential email and telephone number for safeguarding, and subsequent records provide a clear summary of actions taken and their impact." 2. "Use of external consultants to ensure that systems are robust." 3. "[Safeguarding] training for apprentices is now included in induction." 4. "An assessor removed an apprentice from a workplace and found safer employment for him when he identified potential dangers that were not promptly rectified." 5. "Apprentices and employers made good use of the confidential e-mail and telephone number for safeguarding and subsequent records provide a clear summary of action taken and their impact."
Combat radicalisation	No examples given