



ASSOCIATION
OF COLLEGES

AoC College Governance Survey 2019

Summary of findings

October 2019

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1. Introduction

Welcome to AoC's report on the 2019 Annual Governance Survey. AoC is the national voice for colleges and exists to promote and support their interests.

AoC believes that every community should be supported by a strong and successful college, which develops students, delivers relevant skills, and supports stronger communities, social justice, employers and the economy. Good governance systems, principles and behaviours are essential if colleges are to meet the above objective. As such, we are investing in the development of resources and services to support governors individually and governing bodies holistically.

Working with the Governors' Council and the National Governance Professionals Special Interest Group, AoC created this survey as a starting point in our aim to understand the views of those involved in governance in the FE sector and to use those findings to inform our approach to the governance support and services we provide.

The survey focused primarily on views of governance arrangements in colleges from those on or who support governing bodies (clerks, principals, chairs, other governors). The key topics were:

- Board composition
- Views on the strength and effectiveness of governance
- Main governance challenges for colleges and the FE sector
- Main sources of support with governance issues
- Training and support needs and preferences

The response rate has been remarkable with over 348 completed forms which represents approximately eight percent of the entire estimated governor population in the UK college sector. The data collated will be used to shape the work that AoC and associated bodies (Governors' Council and NGPSIG) do to support and improve governance.

The AoC College Governance Survey 2019 was conducted between June and July 2019.

If you have any comments about questions that would improve the quality of data in the future, please contact [Kurt Hall](#) AoC's Governance Advisor.

2.Key findings

Board background and composition

- 36.2% of respondents indicated that they had additional board responsibilities such as chair of the board, vice chair or committee chairs.
- 76% of respondents reported being in the 40-67 age range; 14.7% reported being over the age of 67, almost twice the percentage of those indicating they were in the age range 30-39 (7.5%). Only 1.5% of respondents reported being below the age of 29.

Strength of governance

- 96.5% of respondents indicated that their college was either very strong in all areas of governance or strong in most areas of governance with a few weaknesses. None of the survey respondents reported governance in their college as being weak in all areas.
- 58.9% reported consistent effective challenge and support for senior management in their current governance arrangements, while 34.8% indicated that effective challenge and support occurred often. No respondent reported that senior management was rarely or never effectively challenged through their governance arrangements.

College investment in governance

- 74.7% of respondents reported that their colleges possess a governance development policy and procedure, however, a quarter of respondents (25.3%) indicated that their college did not have a governance development policy and procedure.
- 25% of those who were aware of their college's budget for governance development reported an allocation of between £1,000 and £4,000, 13% indicated that the governance allocation is between £5,000 and £9,000, 11.3% indicated that their allocation is adjusted to meet the needs of the board. 5.2% of respondents reported that between £10,000 and £40,000 had been allocated.

College and FE sector governance challenges

- Issues associated with college finances, insolvency and business were reported by 80.3% of respondents who were asked to identify the three main challenges affecting their college. The time and/or capacity of governors to execute their governance roles, featured in the top three for 32.8% of respondents.
- On the three main governance challenges facing the FE sector

nationally, finance and the insolvency concerns were prominent for 97.5% of respondents while challenges related to complex structures and changing government policy were identified in the top three by 53.9% of respondents.

Sources of support with governance issues

- 47.8% of respondents ranked AoC helpline as the organisation they would first contact if support was needed with a governance issue, 13.6% would contact a law firm or consultant, and 23.4% indicated that when needing governance support, they would first contact a variety of 'other' sources.

Most helpful training and development delivery methods

- Asked to rank their preferred training method by helpfulness from 1 to 10 (with one being the most helpful and 10 being the least helpful), 52.5% selected face-to-face training events as the most helpful while 17.6% of respondents selected webinar/video content. All other listed methods were selected by less than 10% of respondents as most helpful.

Most helpful training and development topics

- 74.7% of respondents indicated an interest in training on governors' role in the new Ofsted inspection framework while 59.5% of respondents were interested in training on supporting improvements in the quality of teaching and learning. Strategic financial management appealed to 56.6% of respondents.

3. Background information

74.5% of respondents were governance representatives of General and Further Education Colleges while 8.8% represented Sixth Form Colleges, 12.6% represented Specialist Colleges and 4.1% indicated that they represented other types of colleges.

Table 1. Respondent college type

Type	Number of responses	Percentage of total responses
General further education college	254	74.5%
Sixth form college	30	8.8%
Specialist college	43	12.6%
Academy (sixth form college conversions)	0	0%
Other	14	4.1%
Total survey responses	348	
Total responses to question	341	98%

16.4% of respondents represented colleges from in the South West of England and 14.6% represented colleges from the South East. In general, a greater number of colleges in a region correlated to a greater number of respondents from that region relative to other regions with fewer colleges.

Table 2. Response rate by region

Region	Number of colleges by region	Number of responses by region	Percentage of responses
Eastern region	24	34	9.9%
East Midlands	17	31	9.1%
London	35	32	9.4%
North East	14	30	8.8%
North West	42	41	12.0%
South East	39	50	14.6%
South West	24	56	16.4%
West Midlands	25	29	8.5%
Yorkshire & Humber	28	39	11.4%
Total number of colleges	248		
Total survey responses		348	
Total responses to question		342	98.3%

4. Board composition

Of 348 respondents 12.6% identified themselves as chairs of college boards, 21.6% identified themselves as clerks, 1.7% and 8.3% indicated that they were student governors and staff governors respectively. The single largest group of respondents, 46.6% indicated that they were governors.

Table 3. Respondents' governance roles

Type	Number of responses	Percentage of total responses
Chair	44	12.6%
Principal/CEO	32	9.2%
Governance Professional/Clerk	75	21.6%
Student Governor	6	1.7%
Staff Governor	29	8.3%
Governors	162	46.6%
Total survey responses	348	
Total responses to question	348	100%

In a further break down of the general 'Governors' category, 65.6% reported having no additional responsibilities while 5.9% were vice chairs, 19.3% indicated that they chaired a committee and 9.2% of respondents reported acting as vice chair while also chairing a committee(s).

The combined percentage of those identifying themselves as chairs and those with additional governance roles in the 'Governor' category indicates that 36.2% of respondents take on increased board responsibilities.

Table 4. Additional governance responsibilities

Type	Number of responses	Percentage of total responses
Vice chair	14	5.8%
Chair of a committee	46	19.3%
Both vice chair and committee chair	22	9.2%
None of the above	156	65.6%
Total survey responses	348	
Total responses to question	238	68.4%

76.3% of respondents were in the 40-67 age range. The number of respondents who were over the age of 67, (14.7%) was almost twice the number that indicated they were 30 – 39 (7.5%). 1.5% of respondents were below the age of 29.

Table 5. Age range of governors

Type	Number of responses	Percentage of total responses
Under 20	2	.6%
20-29	3	.9%
30-39	26	7.5%
40-67	264	76.3%
Over 67	51	14.7%
Total survey responses	348	
Total responses to question	346	99.4%

65.2% of respondents reported that they served between 1-9 years, 15.5% reported serving between 10-19 years and 5.2% indicated that they served on governing bodies for between 20-29 years.

Table 6. Length of governance service

Type	Number of responses	Percentage of total responses
Less than 1 Year	42	12.1%
1-9 Years	227	65.2%
10-19 Years	54	15.5%
20-29 Years	18	5.2%
30-39 Years	3	.9%
Total survey responses	348	
Total responses to question	344	98.9%

5.Views on College Governance

5.1 Strength of governance

Most respondents had positive views of governance in their colleges. 41% indicated that their college was very strong in all areas of governance and 55.5% reported that the college was strong in most areas of governance with a few weaknesses. 2% of respondents indicated that their college needed significant development in most areas of governance however, there were no respondents indicating weaknesses in all areas of governance.

Table 7. Strength of governance in colleges

Choices	Number of responses	Percentage of responses
We are very strong in all areas of governance	141	41%
Most areas of governance are strong but there are a few areas of weakness	191	55.5%
While we have a few areas of strength, we need significant development in most areas of governance	7	2%
There are significant weaknesses in all areas of governance	0	0%
I am not sure how strong or weak our governance is	5	1.5%
Total number of responses	348	
Total responses to question	344	98.9%

5.2 Effective challenge to executive

The majority of respondents indicated that the senior management in their college is effectively challenged and supported. 58.9% indicated that this this was consistently done in their current governance arrangements and 34.8% indicated that effective challenge and support occurred often. 6.3% of respondents indicated that effective challenge only occurred sometimes and none of the survey respondents indicated that the senior management was rarely or never effectively challenged through current arrangements.

Table 8. Effective challenge and support

Frequency of effective challenge and support	Number of responses	Percentage of responses
Consistently	205	58.9%
Often	121	34.8%
Sometimes	22	6.3%
Very rarely	0	0%
Never	0	0%
Total survey responses	348	
Total responses to question	348	100%

5.3 Training and development

78% of those surveyed reported receiving training and development which regularly provided training tailored to the needs of the board or provided targeted training that did this. However, 16.5% reported occasional training which did not usually take board members' skills needs into account. A further 3.8% reported little or no training and development for governors.

Table 9. Training, mentorship and development

Sentence choices	Number of responses	Percentage of responses
I have been regularly provided with a wide range of training and development opportunities which take my skills and the needs of the board into account	94	27.3%
I have been well equipped through targeted training opportunities which take my skills and the needs of the board into account	177	51.3%
I have been occasionally provided training opportunities, they do not usually take my skills and the board's needs into account	57	16.5%
I have had little or no training and development opportunities	13	3.8%
I don't know what to expect	4	1.2%
Total number of responses	348	
Total responses to question	345	99.1%

6.College Investment in Governance

6.1 Information to governors on sector developments

92.8% of respondents indicated that their college often or consistently keeps them aware of sector developments. 6.6% felt that they were sometimes kept aware of sector developments and only .6% felt that they were not effectively being kept aware of developments in the sector.

Table 10. Information to governors on sector developments

Frequency of information on sector developments	Number of responses	Percentage of responses
Consistently	201	57.9%
Often	121	34.9%
Sometimes	23	6.6%
Very rarely	2	.6%
Never	0	0%
Total survey responses	348	
Total responses to question	347	99.7%

6.2 Governance development policy and procedure

74.7% of respondents indicated that their college possess a governance development policy and procedure. On the other hand, just over a quarter of respondents (25.3%) indicated that their college did not have a governance development policy and procedure.

Table 11. Governance development policy and procedure

Choices	Number of responses	Percentages
Yes	245	74.7%
No	83	25.3%
Total survey responses	348	
Total responses to question	328	94.3%

6.3 Governance development budget

44.7% of respondents indicated that their college had a governance development budget, while over half of respondents (55.3%) indicated that their college had no governance development budget.

Table 12. Governance development budget

Choices	Number of responses	Percentages
Yes	134	44.7%
No	166	55.3%
Total survey responses	348	
Total responses to question	300	86.2%

Of those who indicated that their college had a governance development budget, 42% were unaware how much had been allocated while 11.3% indicated that their allocation was not fixed but could be adjusted to meet the needs of the board.

The largest proportion of those who were aware of the budget allocated for this area (25%), indicated that it was between £1,000 to £4,000. 13% indicated that the allocation for governance development in their colleges was £5,000 to £9,000 and 5.2% indicated that the amount allocated was between £10,000 and £40,000.

Table 13. Budget allocated to governance

Budget allocation	Number of responses	Percentage of total responses
Unaware	49	42.6%
Flexible (adjusted for board needs)	13	11.3%
Less than £600	3	2.6%
£1,000 - £4,000	29	25.2%
£5,000 - £9,000	15	13%
£10,000 - £19,000	4	3.5%
£30,000 - £40,000	2	1.7%
Total survey responses	348	
Total responses to question	115	33%

7. Most Significant Governance Challenges

7.1 Top Three governance challenges in respondents' college

In response to an open-ended question on the three main governance challenges that their college faced, issues around finances, insolvency and estate planning or the business were in the top three for 80.3% of respondents. The time and/or capacity of governors to fully and effectively execute their governance roles, featured in the top three main issues for 32.8% of respondents. This was closely followed by 31.9% who identified challenges around governor recruitment and 30.5% who reported challenges arising from governors' lacking the skills and knowledge to fulfil their responsibilities.

An interesting point to note is that the lack of board diversity was represented as a top three challenge (6.6%) more frequently than problems with regulators and accountability institutions such as Ofsted (5.5%).

Table 14. Main governance challenges (your college)

Governance challenges	Number of responses	Percentage of total responses
Finance/ Estate Planning/Insolvency	261	80.3%
Governor recruitment	111	31.9%
Complex structures/Government Policy	80	23.0%
Ofsted/Accountability	19	5.5%
Time/Capacity of governors	114	32.8%
Governors responsibilities	106	30.5%
Improving standards/Student outcomes	96	27.6%
Diversity	23	6.6%
Board relationships/Effective functioning	18	5.2%
Student & Staff recruitment/HR	84	24.1%
Total survey responses	348	
Total responses to question	325	93.4%

7.2 Top Three governance challenges in FE sector as a whole

In response to the open-ended question on the three main governance challenges facing the FE sector as a whole, finance and concerns about the insolvency regime had prominence with 97.5% of respondents highlighting these in their top three (59.1% of all respondents to this question had raised financial concerns as their number one challenge). Issues around, the complex structures and changing or problematic government policy were raised as top three challenges by 53.9% of respondents. Concerns were fairly evenly distributed between time and/or capacity of governors (26.9%), improving standards, quality and student outcomes (20.4%), and governor abilities to meet their responsibilities (20.1%).

Changes in the curriculum, the impact of T-Levels and Apprenticeships featured in the top three challenges for 12.4% of respondents. This is an area of concern that was not raised when respondents identified governance challenges faced by their individual colleges.

Table 15. Main governance challenges (further education sector)

Three main governance challenges (your college)	Number of responses	Percentage of total responses
Finance/Insolvency	315	97.5%
Governor recruitment	29	9.0%
Complex structures/Gov't Policy	174	53.9%
Ofsted/Accountability	17	5.3%
Time/Capacity of governors	87	26.9%
Governors responsibilities	65	20.1%
Improving standards/Student outcomes	66	20.4%
Diversity	5	1.5%
T Levels/Apprenticeships/	40	12.4%
Student & Staff recruitment/HR	50	15.5%
Total survey responses	348	
Total responses to question	323	92.8%

8.College Collaboration on Governance

8.1 Best practice and collaboration

35.8% of respondents indicated that they collaborated or exchanged best practice with other colleges consistently or often. Almost half (47.1%) of respondents only sometimes collaborated and/or exchanged best practice and 17.1% either rarely or never collaborate or share governance best practice with other colleges.

Table 16. Best practice exchange and collaboration with other colleges

How often do you collaborate	Number of responses	Percentage of responses
Consistently	34	10%
Often	88	25.8%
Sometimes	160	47.1%
Very rarely	42	12.4%
Never	16	4.7%
Total survey responses	348	
Total responses to question	340	97.7%

8.2 Significance of collaboration for improving governance

82.6% of respondents believe that collaboration between governors of different colleges is a significant contributor to the improvement of governance, while 17.4% of respondents believe that collaboration is not significant for governance improvement.

Table 17. Significance of collaboration for improving governance

Choices	Number of responses	Percentages
Yes	275	82.6%
No	58	17.4%
Total survey responses	348	
Total responses to question	333	95.7%

9.Sources of Governance Support

47.8% of respondents ranked AoC helpline as the source of support they would first contact if support was needed with a governance issue, 13.6% would contact a law firm or consultant, and 23.4% indicated that when needing governance support, they would first contact a variety of 'other' sources.

Table 18. The main sources of governance support

Governance support organisations ranked		1	2	3	4	5				
AoC Governance helpline	141	47.8%	59	20.0%	33	11.2%	15	5.1%	5	1.7%
ESFA/DfE, FE Commissioner	23	7.9%	57	19.6%	86	29.6%	41	14.1%	27	9.3%
National Governance Association (NGA)	17	5.9%	66	22.8%	60	20.8%	61	21.1%	19	6.6%
Private law firm/consultancy	42	13.6%	65	21%	46	14.8%	73	23.6%	21	6.8%
Other	64	23.4%	13	4.7%	14	5.1%	12	4.4%	37	13.5%

Of those who indicated they would first use 'other' means of support when faced with governance issues, 40.7% indicated that their professional networks of chairs or clerks would be their most likely first point of contact for support. 18.5% indicated they would seek support internally from their chair or clerk and 14.8% indicated they would use their personal networks such as former colleagues.

Table 19. Other likely first points of contact for support

Response	Number of responses	Percentage of total responses
External networks (chairs, clerks)	44	40.7%
Internal support (chair, principal, clerk)	20	18.5%
Sector-based organisations (ETF, SFCA)	11	10.2%
Personal networks (former colleagues)	16	14.8%
Commercial organisations	10	9.3%
Internet and individual research	2	1.9%
Total survey responses	348	
Total responses to question	108	31%

10. Training and Development

10.1 Preferred training topics

74.7% of respondents indicated an interest in training on governors' role in the new Ofsted inspection framework, 59.5% of respondents were interested in training on supporting improvements in the quality of teaching and learning and strategic financial management appealed to 56.6% of respondents. Board assurance framework (42.5%), effective board behaviours (41.7%) and best practice for audit and risk assurance processes (40.5%) attracted a similar level of interest among respondents.

Table 20. Preferred training topics

Training topics	Number of responses	Percentage of total responses
Effective board behaviours	145	41.7%
Understanding board responsibilities	91	26.2%
Strategic financial management	197	56.6%
Supporting improvements in quality of teaching and learning	207	59.5%
Safeguarding	50	14.4%
Prevent duty: governors' role	55	15.8%
Governors' role in the new Ofsted inspection framework	260	74.7%
Board Assurance Frameworks	148	42.5%
The role of the internal and external audit	51	14.7%
Best practice for audit and risk assurance process	141	40.5%
Total survey responses	348	
Total responses to question	348	100%

10.2 Preferred type of training

Asked to rank their preferred training method by helpfulness from 1 to 10 (with one being the most helpful and 10 being the least helpful), 52.5% selected face-to-face training events as the most helpful while 17.6% of respondents selected webinar/video content. All other listed methods were selected by less than 10% of respondents as most helpful.

Table 21. Most helpful training method

Training method	Number of responses	Percentage
Webinar/video content on a specific topic	48	17.6%
Online training course	19	7%
Face to face training event	159	52.5%
Coaching/mentorship opportunity	21	8%
Conference and symposium	17	6%
Networking event	15	5.6%
Blog, briefing or newsletter	7	2.7%
Online resources (guidance and information, toolkits, exemplars, case studies)	9	3.2%
Online network – communication and share and exchange platform	14	5.3%
Telephone or email helpline service	13	4.8%
Total survey responses	348	
Total responses to question	338	97.1%

Appendix: Survey Questions

1. Contact details:

- College name:
- Contact name:
- Email address:

2. What is your college governance role?

- Chair
- Principal/CEO
- Governance Professional/Clerk/Director of Governance/Company secretary
- Student governor
- Staff Governor
- Governor (including trust, foundation or subsidiary governing body)

3. If you indicated you're a governor, are you any of the following:

- Vice chair of the board
- Chair of a committee
- Both vice chair of the board and chair of a committee
- None of the above

4. College type:

- General further education college
- Sixth form college
- Specialist college (land-based, art & design, specialist designated)
- Academy (Sixth form college conversions)
- Other

If 'Other', please specify:

5. Main college region

- Eastern region
- East Midlands
- London
- North East
- North West
- South East
- South West
- West Midlands
- Yorkshire and the Humber
- Other

If 'Other', please specify:

6. How long have you had a governance role in the FE sector?

7. What is your age-band?

- Under 20
- 20 – 29
- 30 – 39
- 40 – 67
- Over 67

8. Which sentence best describes governance in your organisation?

- Answer Choices
- We are very strong in all areas of governance
- Most areas of governance are strong but there are a few areas of weakness
- While we have a few areas of strength, we need significant development in most areas of governance
- There are significant weaknesses in all areas of governance
- I am not sure how strong or weak our governance is

9. Do you think the senior management team in your college is effectively challenged and supported within your current governance arrangements?

- Consistently
- Often
- Sometimes
- Very rarely
- Never

10. Which sentence best describes how well you have been equipped through training, mentorship and/or other development opportunities to effectively discharge your governance role?

- I have been regularly provided with a wide range of training and development opportunities which take my skills and the needs of the board into account
- I have been well equipped through targeted training opportunities which take my skills and the needs of the board into account
- I have been occasionally provided training opportunities, they do not usually take my skills and the board's needs into account
- I have had little or no training and development opportunities
- I don't know what to expect

11. Please select the term/phrase which best describes how well you are informed and briefed about wider sector developments by your college

- Consistently
- Often
- Sometimes
- Very rarely
- Never

12. Does your governing body/board/corporation have the following:

- Governance development policy and procedure
- Governance Development budget
 - If you indicated you have a Governance Development budget, how much is it for 2018/19?

13. Please rank the top three governance challenges you can identify in your college:

14. Please rank the top three things that pose a challenge for governors in the FE sector:

15. Do you collaborate and/or exchange best practice on governance with other colleges?

- Answer Choices
- Consistently
- Often
- Sometimes
- Very rarely
- Never

16. Do you see collaboration as significant for improving governance for your college?

- Yes
- No

17. If you have a governance query or challenge (apart from your clerk/gov prof/comp sec.) who are you most likely to contact for support in order (1 being most likely to 5 being least likely)?

- AoC Governance helpline
- ESFA/DfE, FE Commissioner
- National Governance Association (NGA)
- Private law firm/consultancy

- Other

If you answered 'Other' in Q17, please specify who it is:

18. What top 5 governance areas would you like training or support in that would further develop your ability to discharge your role effectively? (Please tick up to 5 options)

- Effective board behaviours
- Understanding board responsibilities
- Strategic financial management
- Supporting improvements in quality of teaching and learning
- Safeguarding
- Prevent duty: governors' role
- Governors' role in the new Ofsted inspection framework
- Board Assurance Framework
- The role of the internal and external audit
- Best practice for audit and risk assurance process

19. What top 5 governance areas would you like training or support in that would further develop your ability to discharge your role effectively? (Please tick up to 5 options)

- Effective board behaviours
- Understanding board responsibilities
- Strategic financial management
- Supporting improvements in quality of teaching and learning
- Safeguarding
- Prevent duty: governors' role
- Governors' role in the new Ofsted inspection framework
- Board Assurance Framework
- The role of the internal and external audit
- Best practice for audit and risk assurance process

20. Rank the type of training or support you find most helpful to you and governors in your college (1. being most helpful and 10. being least helpful)

- Webinar/video content on a specific topic
- Online training course
- Face to face training event
- Coaching/mentorship opportunity
- Conference and symposium
- Networking event
- Blog, briefing or newsletter
- Online resources (guidance and information, toolkits, exemplars, case studies)
- Online network – communication and share and exchange platform
- Telephone or email helpline service


www.aoc.co.uk


Association of Colleges

2-5 Stedham Place, London WC1A 1HU

T: 020 7034 9900

E: enquiries@aoc.co.uk

 @AoC_info

 Association-of-Colleges