

Using the materials



Development materials for governors of further education colleges

Governor
Training Materials

Acknowledgements

The *Governor Training Materials* were commissioned by the Learning and Skills Council under the Standards Fund. They were produced by a partnership of national organisations involved in further education:

ACRA The Association of College Registrars and Administrators is a national organisation which is part of the Association of Colleges and which provides professional support to business managers and clerks. The services for clerks include seminars, conferences and network meetings to share good practice and become familiar with new initiatives.

fforwm The Association of Welsh Colleges is a national organisation representing all further education colleges in Wales and providing a range of services to its members

KPMG is the leading firm of auditors and advisers to the education sector in the UK. The national advisory practice for governance is based in the Birmingham office.

LSDA The Learning and Skills Development Agency is one of the leading research and development organisations operating in the field of post-16 education. Its mission is to be a strategic national resource for the development of policy and practice in post-16 education and training.

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Governor Training Materials 2002 Edition – Feedback questionnaire

LSDA would value any feedback you would like to give us on these training materials. Do we cover the topics that **you** want to know about? Do the modules provide the information that you need? Are the activities useful?

Please answer anonymously if you prefer. It would be helpful if you could tell us a bit about your particular areas of responsibility as a governor (e.g. which committees you are a member of, what category of member you are).

Name/Governor roles

How long have you been a governor?

How useful have you found these materials? Please mark how useful you have found them on the scale below and briefly say why.

1	2	3	4	5
<i>Not at all useful</i>				<i>Very useful</i>

.....
.....

Which modules (or sections of modules) have you found **most** useful? Please say why.

Which modules have you found **least** useful? Please say why.

How could we improve the materials?

Have these materials helped you in your own work as governor? If yes please comment briefly.

Will you do anything differently as a result of working on these materials?

Please return to: **Governor Training Materials Co-ordinator, Learning and Skills
Development Agency, Regent Arcade House,
19-25 Argyll Street, London W1F 7LS Fax: 0207 297 9001**



Using the materials

Welcome to the second edition of the *Governor Training Materials*.

Read this section if you want to know how to get the best out of the pack by using these materials for self-study. The materials are designed for self-study but, where it is feasible, you will find it very useful if you can make opportunities to discuss some of the activities with other governors. If you can, you will find it invaluable to take part in some group training with other governors from your own college or a group of colleges.

If you are a trainer, read the *Trainer guide* on using the materials for group training.

Who is the pack for?

This pack is aimed at new and experienced governors of further education colleges. It will also help clerks and college managers to assist the work of governors.

Governors play a vital role in the operation of every college. A key purpose of these materials, first published in 2000, was to provide support and learning resources for governors who had felt unsupported in the past. Governors felt disadvantaged by their own lack of knowledge and skills in a number of areas for which they had responsibility.

This new edition brings the materials up to date by incorporating information, discussion and self-study activities on all major developments since the first publication, and helps governors identify how they can make an effective contribution to their college's business within post-16 education and training.

Using the modules flexibly to develop your knowledge and skills in key areas will help you to play a full part in the work of your governing body with confidence and purpose.

Aims of the pack

The pack is designed to help and support governors and increase the effectiveness of college governing bodies. The specific aims are to:

- improve your knowledge and skills
- increase your confidence in your ability to fulfil your responsibilities and effectively govern your college
- provide easy-to-use learning materials that you can work through in your own time and at your own pace.

What's in the pack?

The materials consist of nine modules which are designed to give governors a thorough overview of the work of college governing bodies in further education, along with this guide *Using the materials* to help you get the most out of using the pack and a *Trainer guide*.

Using the materials

The sections of this guide in order are:

Check your current skills and knowledge

This section provides an outline of what is in each module, presented in a form that will help you to check what you already know, and decide which topic areas you would find it useful to work on.

Action planner

This section provides you with space to note down useful learning points as you work through the modules and space for queries, issues or ideas for action that you would like follow up within your own college. It also contains a section for you to note areas in which you would like more information, training or development and to plan how you might tackle these needs.

Useful resources

This section lists useful sources of further information for college governors – organisations, publications, websites, etc.

Glossary of acronyms

This section provides an easy-to-follow guide to the acronyms used in the pack (and widely used by professionals in further education)

Index

This is a subject index for the nine self-study modules, so that you can quickly find all the references to the topics that most interest you.

The modules

The modules vary in length from 15 to 30 pages. The topics covered are:

- 1 Introduction**
- 2 Strategy and educational character**
- 3 Curriculum**
- 4 Quality and standards**
- 5 Financial management**
- 6 Human resources**
- 7 The clerk to the corporation**
- 8 The audit committee**
- 9 The search committee**

Each module is freestanding. They can be studied in any order though you may find it useful to begin with the *Introduction* module. Each module also provides helpful cross-references to relevant material in other modules.

Each module is broken up into short sections, to make it easier to learn in short chunks of time, and consists of:

- a short introduction, which includes a brief summary of changes in the relevant subject area since the previous edition, aims, a list of contents and a list of documents you will need to complete the self-study activities
- topic sections which contain information, discussion, case studies or checklists and activities to help you think about how you can apply your learning to your own college
- a module review which includes a reminder of the aims, summary of key learning points and general guidance on action planning.

Using the pack for self-study

The pack is designed to be used flexibly and you will need to decide how to use the modules in the way that is most effective for you. Some of the governors who piloted the materials chose to work all the way through a complete module, but others chose to skim or dip into sections on topics they were familiar with, and then picked out sections on topics that they wanted to know more about for detailed study.

Study time

Individual study times vary widely. As the modules vary in length, you need to set aside between one and four hours to work through the whole module. You may find that you need to allow additional time for activities that involve reading other documents.

Doing the activities

Each module contains activities that will help you to apply ideas from the pack to your own college and to your work as a governor. Do make a point of tackling as many of the activities as you can. Cover over the viewpoints that follow the activities and reflect or write your own thoughts down before you read our comments.

You may find you disagree with some of the viewpoints. There is often no right or wrong answer – the aim of the viewpoints is to suggest possibilities, enable you to compare the suggestions with what actually happens in your own college, and encourage you to apply any ideas that you find useful to your own work.

You could keep all your notes from activities in a separate notebook or on loose-leaf sheets that can be stored in a ringbinder, along with the module, for future reference.

Preparation for some activities

Some of the activities ask you to review or answer questions about documents or information that you will need to get hold of from the clerk to the governing body. It is a good idea to try and gather as many of these as possible before you start work on a module.

If some documents are difficult to get hold of, or are not available at all, we suggest you consider the questions in the activity and whether they are useful to apply to documents that you might receive in future.

Possible routes through the material

If you are a new governor...

You may find it useful to work through the whole of the *Introduction* module, and then plan which modules or sections of modules you want to study. When you have finished the module, use the *Check your current skills and knowledge* section in this guide to decide on your priorities.

If you are an experienced governor...

You could skim the *Introduction* module to check what is covered, and then plan the modules or sections you want to work on using the *Check your current skills and knowledge* section to decide which are priorities for you.

If you are a member of the finance committee...

You may find it valuable to work through some or all of *Module 2 Strategy and educational character*, *Module 3 Curriculum* and *Module 4 Quality and standards*. These are key modules, designed to enable governors to focus on the wider strategic issues which affect the college, and which need to be taken into account when making financial decisions. *Module 5 Financial management* then deals directly with financial management of the college.

If you are a member of the audit or search committee...

You may find it useful to go to *Module 8 The audit committee* or *Module 9 The search committee* first, as they provide a useful review of current good practice. You will also find it valuable to look at *Module 2 Strategy and educational character*, *Module 3 Curriculum*, and *Module 4 Quality and standards* as they explore the wider context in which these committees work and look at important strategic and environmental factors which all committees need to take account of in supporting the work of the governing body.

Using the materials for action planning

We hope you find that there is much in the pack that you can immediately apply to your own college and governing body. Working through the modules is likely to:

- raise questions in your mind
- help clarify issues that concern you
- provide a new or different perspective on recurrent problems
- suggest possible approaches or solutions to difficulties and dilemmas that your governing body is facing.

The *Action planner* section is intended to help you plan how you will follow up these reflections with practical action. Some things you may be able to take further as an individual, but there are likely to be many issues that need to be considered by the governing body as a whole. Once again, you will find it very valuable if you can arrange an opportunity to think about action planning with a group of governors.

Check your current skills and knowledge

This section enables you to check what you already know about college governance, and to identify the topic areas in which you want to develop your knowledge and skills.

- 1 Work through the checklist and assess yourself by ticking the appropriate column.
- 2 Where you have identified gaps in what you know or do, number these in order of priority from 1–3 where 1 = most important to address and 3 = least important.
- 3 You can then choose whether to work on those modules in which you have identified a number of high priorities, or to pick out priority sections from several different modules.

Module 1 Introduction	<i>Not at all</i>	<i>Partly</i>	<i>Fully</i>	<i>Priority 1–3</i>
I can explain the reforms in post-16 education and training introduced in April 2001				
I can describe the range of provision in post-16 education and training				
I can explain the role and responsibilities of college governors				
I can assess my own knowledge and skills and identify my training requirements				
I know how to access the governor training programme				
I know where to find more detailed information on particular topics or procedures				
I can play a full part in the work of the governing body.				

Module 2 Strategy and educational character	<i>Not at all</i>	<i>Partly</i>	<i>Fully</i>	<i>Priority 1–3</i>
<p>I understand the purpose of my college strategy and its relation to the wider educational environment</p> <p>I can describe how my college’s mission and ethos inform its strategy</p> <p>I can explain how the educational character of my college reflects its mission, ethos and strategy</p> <p>I understand my responsibility for determining and monitoring the mission, ethos, educational character and strategy of my college</p> <p>I can explain the difference between governors’ responsibility for the strategy and that of the management team</p> <p>I know how to use governing body meetings to fulfil my responsibilities for overseeing the mission and strategy of the college.</p>				
Module 3 Curriculum	<i>Not at all</i>	<i>Partly</i>	<i>Fully</i>	<i>Priority 1–3</i>
<p>I can explain what is meant by ‘curriculum’ and the meaning of terms used to describe categories and levels of qualifications</p> <p>I can describe the variety of learning opportunities at my college both for 16–19 year olds and adult learners</p> <p>I can show how this provision relates to the needs of students and employment skill requirements in my local community and to national strategy</p> <p>I can demonstrate how my college’s curriculum offer forms a coherent part of provision within my local LSC area and show how some specialist niche provision contributes towards the ‘bank’ of national skills</p> <p>I can outline the range of government curriculum initiatives</p> <p>I can explain how my college’s provision, on its own and in collaboration with other providers, contributes towards widening participation and equality of opportunity</p>				

I can participate actively in discussions and in decision-making (at both governing body and committee level) about curriculum issues in my college, in accordance with my responsibilities as a governor.				
Module 4 Quality and standards	<i>Not at all</i>	<i>Partly</i>	<i>Fully</i>	<i>Priority 1–3</i>
<p>I can describe new structures and processes for raising standards in post-16 learning</p> <p>I can explain the major policy drivers underpinning these structures and processes</p> <p>I can monitor how well my college is meeting new requirements for annual self-assessment</p> <p>I can identify the critical success factors for development planning and continuous improvement</p> <p>I can outline the impact of LSC quality improvement strategies on colleges</p> <p>I can describe the scope and purpose of the common inspection framework</p> <p>I can outline the purpose and nature of area inspections</p> <p>I can explain the implications on the work of governors of new arrangements for raising standards in post-16 learning.</p>				
Module 5 Financial management	<i>Not at all</i>	<i>Partly</i>	<i>Fully</i>	<i>Priority 1–3</i>
<p>I can explain the role of the governing body in monitoring the financial position of the college and its audit process</p> <p>I can identify the range and purpose of financial documents that will be presented to me as a governor</p> <p>I can explain the broad indicators used by the LSC to evaluate a college's financial health</p> <p>I can describe common areas of weakness in financial target setting, financial monitoring and financial management within post-16 education and training</p>				

<p>I can explain the use of risk management plans in a college financial forecast</p> <p>I can identify good practice in financial management</p> <p>I can explain LSC funding methodology.</p>				
Module 6 Human resources	<i>Not at all</i>	<i>Partly</i>	<i>Fully</i>	<i>Priority 1–3</i>
<p>I can outline the governing body's main legal responsibilities towards the staff it employs, and the responsibilities it delegates to the principal</p> <p>I can explain the role of governors in establishing and keeping under review the terms and conditions of employment for college staff</p> <p>I can state the difference between governors' responsibilities for senior postholders and for other staff</p> <p>I can outline the governing body's responsibilities for staff development and appraisal</p> <p>I can describe college industrial relations and how to deal with trade union representatives and officers</p> <p>I can explain the role of governors in disciplinary and grievance procedures.</p>				
Module 7 The clerk to the corporation	<i>Not at all</i>	<i>Partly</i>	<i>Fully</i>	<i>Priority 1–3</i>
<p>I can outline the role and responsibilities of the clerk</p> <p>I can explain how to review the performance of the clerk (including arrangements for supporting the clerk) on an annual basis so as to ensure the governing body operates efficiently and effectively</p> <p>I can describe how to appoint a clerk (when the need arises) according to statutory requirements and acknowledged best practice</p> <p>I know how to ensure the independence of the clerk.</p>				

Module 8 The audit committee	<i>Not at all</i>	<i>Partly</i>	<i>Fully</i>	<i>Priority 1–3</i>
<p>I can explain why the governing body has an audit committee and what it does</p> <p>I can outline the terms of reference of my own college's audit committee</p> <p>I can describe the membership of an audit committee</p> <p>I can describe how internal, external and individualised student record (ISR) auditors are appointed.</p> <p>I can outline the purpose and content of the reports that are submitted by internal, external and ISR auditors and reviewed by an audit committee</p> <p>I can outline the purpose and content of an annual audit committee report</p> <p>I can describe an audit committee's responsibilities in investigating fraud and irregularities</p> <p>I can evaluate the practice and effectiveness of my own college's audit committee.</p>				
Module 9 The search committee	<i>Not at all</i>	<i>Partly</i>	<i>Fully</i>	<i>Priority 1–3</i>
<p>I can explain the terms of reference of the search committee and, where appropriate, suggest improvements for the governing body to consider</p> <p>I can outline the categories of members set out in the instrument of government and what discretion the governing body has to determine the composition of its membership</p> <p>I can explain the recommendations of the Committee on Standards in Public Life on reappointing existing members and their implications for my governing body</p> <p>I can describe useful approaches to seeking new members</p> <p>I can identify good practice in interviewing potential members, including key questions to ask and to avoid, in order to make recommendations to the governing body.</p>				

Action planner

This section provides you with some simple tools to follow up and apply ideas arising from your work on the modules in the *Governor Training Materials*. The section looks at two aspects of following up what you have learnt:

- planning points for action within your own college
- developing a plan for further learning.

Planning points for action within your own college

You are likely to have a number of ideas for further action as you work through the materials.

The 'Action points' form on page 14 provides you with a framework for noting down any issues, queries, ideas or practical action that you want to follow up within your own college. The planner enables you to gather them together in one place as you work, and then to prioritise them and decide what action you will take. Use the planner in whatever way you find most useful. The fictitious example below shows how this might work.

Action point: Develop our understanding of what happens in the classroom

After working through *Module 3 Curriculum* and *Module 4 Quality and standards*, a new governor began to see a difficulty shared by several other colleagues on the governing body: they were uncertain about various aspects of the core business and had little feel for what went on in the classroom. Her induction had placed a strong emphasis on the learner-focus of the new learning and skills sector, yet she and her colleagues would often feel ill at ease in discussing the curriculum, particularly when it came to considering such aspects as internal reports derived from lesson observation.

She resolved to raise this with both clerk and chair. They were both supportive and an item was tabled at the next meeting of the governing body. After an extended debate, the governing body resolved to establish a series of rotating 'link' governors each of whom would be assigned to a different academic department for a limited term.

As a result, one year on, the governing body collectively expressed a greater confidence in their understanding of the curriculum and their role in monitoring the quality of the learner experience.

The kind of action points you identify are likely to vary from one module to another. For example, you might decide that you will:

- frame a question to put to the clerk
- get hold of and review a government report or college policy document
- tackle an issue that you are concerned about by asking to speak informally to a committee chair

- ask the principal to clarify information you have received on a specific aspect of the college's operations
- discuss with the clerk or chair a proposal to put to the governing body
- place an item on the agenda of the next governing body meeting.

As with any action planning, it is useful to prioritise the ideas that you have noted. Points for action can be prioritised in various ways, for example:

- important and urgent/important but not urgent/urgent but not important
- requiring short-term/medium-term/long-term action to see results
- simple/complex to achieve
- can be done on your own/requires action by a committee/ requires action by the whole governing body.

It may be a good idea to start with something simple and short-term that you can achieve on your own. A small early success will help to build up your confidence to tackle bigger issues. Set yourself a feasible limit of, say, no more than three priorities at the outset.

Developing a plan for further learning

Developing the knowledge and skills that you need to be an effective governor is a continuing process of personal development. We hope this pack has taken you some steps further and that you can build on your learning in your day-to-day experience as a member of the governing body.

In some ways this pack has only scratched the surface of effective governance. You can make your contribution more effective by identifying gaps in your skills and knowledge and planning further learning, training or development to meet your needs. The second planning form in this section gives you a framework. Use it in whatever way you find most helpful.

Checklist: Planning further learning

You may find it useful to skim the modules you have done and any notes you have made as you develop your action plan.

In the relevant spaces on the *Plan for further learning* form on page 16, note down any topics from the modules you have worked through that you need to find out more about or develop further. For the topics you have noted, number your top three priorities.

You may find it helpful to discuss this list with the clerk, who is responsible for governor training. Find out what you can do to develop your knowledge or skills in these topics. Likely sources of further learning include:

- governor training courses, workshops or conferences you could attend
- undertaking the healthcheck as a full governing body
- shadowing a more experienced governor (i.e. spending time with them as they carry out governance tasks)

- a mentor (a more experienced governor willing to offer practical advice)
- presentations on useful topics from subject specialists (e.g. head of finance, principal, etc.)
- key documents (e.g. principal's reports, governing body papers, LSC circulars, etc.).

ACTION POINTS

<i>Queries/issues/ideas to follow up</i>	<i>What action I need to take/ Who I need to speak to</i>	<i>Priority 1–3</i>	<i>When I will do it by</i>
Module 1 Introduction			
Module 2 Strategy and educational character			
Module 3 Curriculum			
Module 4 Quality and standards			

<i>Queries/issues/ideas to follow up</i>	<i>What action I need to take/ Who I need to speak to</i>	<i>Priority 1–3</i>	<i>When I will do it by</i>
Module 5 Financial management			
Module 6 Human resources			
Module 7 The clerk to the corporation			
Module 8 The audit committee			
Module 9 The search committee			

PLAN FOR FURTHER LEARNING

<i>Topics I need to work on</i>	<i>Priorities 1–3</i>	<i>Action I will take</i>
Module 1 Introduction		
Module 2 Strategy and educational character		
Module 3 Curriculum		

<i>Topics I need to work on</i>	<i>Priorities 1–3</i>	<i>Action I will take</i>
Module 4 Quality and standards		
Module 5 Financial management		
Module 6 Human resources		

Action planner

<i>Topics I need to work on</i>	<i>Priorities 1-3</i>	<i>Action I will take</i>
Module 7 The clerk to the corporation		
Module 8 The audit committee		
Module 9 The search committee		

Useful resources

Helpful organisations

This section provides contact details and information about a range of organisations involved in further education. An asterisk (*) shows those involved in the development of the *Governor Training Materials 2002*.

***ACRA**

Association of Colleges
5th Floor
Centre Point
103 New Oxford Street
London WC1A 1RG

Tel: 0207 827 4600
Fax: 0207 827 4650
email: enquiries@aoc.co.uk

National organisation providing professional support to business managers and clerks in further education.

Adult Learning Inspectorate

Third Floor
101 Lockhurst Lane
Coventry CV6 5SF

Tel: 0870 240 7744
Fax: 0870 242 1444
email: enquiries@ali.gov.uk
www.ali.gov.uk

Responsible for inspecting and reporting on a wide range of government-funded adult learning activities.

Association for College Management (ACM)

10 De Montfort Street
Leicester
Leicestershire LE1 7GG

Tel: 0116 275 5076
Fax: 0116 255 0548
email: saramccaffrey@acm.uk.com

Independent professional association and trade union for college managers.

Association of Colleges

5th Floor
Centre Point
103 New Oxford Street
London WC1A 1RG

Tel: 0207 827 4600
Fax: 0207 827 4650
email: enquiries@aoc.co.uk

Represents post-16 education and training colleges with links to the government and other agencies. Provides a range of services to members.

Basic Skills Agency

Commonwealth House
1–19 New Oxford Street
London WC1A 1NU

Tel: 0207 405 4017
Fax: 0207 440 6626
email: enquiries@basic-skills.co.uk
www.basic-skills.co.uk

The national development agency for improving basic skills.

BBC Education

www.bbc.co.uk/education

Part of the BBC Online service with links to Adult Learning and Further Education

Department for Education and Skills (DfES)

Tel: 0207 925 5000

Fax: 0207 925 6000

Publications line: 0845 602 2260

email: info@dfes.gov.uk

www.dfes.gov.uk

The government department which contributes to the agenda of social cohesion and economic competitiveness through investment in knowledge, skills and employability.

fforwm*

Cardiff Business Park

Llanishen

Cardiff CF14 5FW

National organisation representing all further education colleges in Wales.

Further Education National Training Organisation (FENTO)

4th Floor

1–6 Ely Place

London EC1N 6RY

Tel: 0207 242 4662

Fax: 0207 242 4460

www.fento.org

The national training organisation for further education.

Higher Education Funding Council for England

Northaven House

Coldharbour Lane

Bristol BS16 1QD

Tel: 0117 931 7317

Fax: 0117 931 7203

www.hefce.ac.uk

The funding council for the higher education sector.

***KPMG**

2 Cornwall Street
Birmingham B3 2DL

Tel: 0121 232 3000

www.kpmg.co.uk

Leading firm of auditors and advisers to the education sector in the UK. National advisory practice for governance is based in Birmingham.

Learning and Skills Council (LSC)

Cheylesmore House

Quinton Road

Coventry CV1 2WT

Tel: 0247 658 2761

Fax: 0247 658 2738

www.lsc.gov.uk

The funding council for post-16 education and training in England.

Learning and Skills Development Agency (LSDA)

Regent Arcade House

19-25 Argyll Street

London W1F 7LS

Tel: 0207 297 9000

Fax: 0207 297 9001

email: enquiries@lsda.org.uk

www.lsda.org.uk

Leading research and development organisation in the field of post-16 education and training.

National Institute of Adult Continuing Education (NIACE)

21 De Montfort Street

Leicester LE1 7GE

Tel: 0116 255 1451

Fax: 0116 285 4514

email: information@niace.org.uk

www.niace.org.uk

Leading non-governmental organisation for adult learning in England and Wales.

Office for Standards in Education (OFSTED)

Alexandra House
33 Kingsway
London WC2B 6SE

Tel: 0207 421 6800
Fax: 0207 421 6707
www.ofsted.gov.uk

Non-ministerial government department with a remit to improve standards of achievement and quality of education in schools and, as of April 2001, in post-16 education and training.

Qualifications and Curriculum Authority (QCA)

83 Piccadilly
London W1J 8QA

Tel: 0207 509 5555
Fax: 0207 509 6666
Email: info@qca.org.uk
www.qca.org.uk

Oversees curriculum, assessment and qualifications across the whole of education and training.

University for Industry (Ufi)

Dearing House
1 Young Street
Sheffield S1 4UP

Tel: 0114 291 5000
Fax: 0114 291 5001
email: enquiries@ufi.com

A private-public partnership to stimulate lifelong learning among businesses and individuals.

Further reading***Periodicals and journals***

These publications provide a useful overview of current trends and issues in further education. You can get hold of copies from your clerk.

The Times Educational Supplement

The Times Higher Education Supplement

The College Manager

Further information on topics covered in the modules

Continuous Improvement in the Quality of Provision and Learners' Performance Post-16: A Guide for Providers on Self-Assessment and Development Planning, LSC, October 2001 (Module 4 Quality and standards).

LSC Briefing Guide on Provider Performance Review, LSC, October 2001 (Module 4 Quality and standards).

The Common Inspection Framework for Inspecting Post 16 Education and Training ALI/ OFSTED, February 2001 (Module 4 Quality and standards).

LSC Circulars

Governing bodies should work to the most recent versions of LSC circulars.

These documents, draft circulars, supplements and links to previous FEFC circulars are available online at the LSC website www.lsc.gov.uk

Glossary of acronyms

ACRA	Association of College Registrars and Administrators
ALF	Average Level of Funding
ALI	Adult Learning Inspectorate
AoC	Association of Colleges
BTEC	Business and Technology Education Council
COVE	Centre of Vocational Excellence
DfEE	Department for Education and Employment (now DfES)
DfES	Department for Education and Skills
FEFC	Further Education Funding Council (replaced by LSC April 2001)
FEDA	Further Education Development Agency (replaced by LSDA April 2001)
FENTO	Further Education National Training Organisation
GNVQ	General National Vocational Qualification
HEFCE	Higher Education Funding Council for England
liP	Investor in People
ISR	Individualised Student Record
IT	Information Technology
LEA	Local education authority
LSC	Learning and Skills Council
LSDA	Learning and Skills Development Agency
NAO	National Audit Office
NQF	National Qualification Framework
NTO	National Training Organisation
NVQ	National Vocational Qualification
OFSTED	Office for Standards in Education
QCA	Qualifications and Curriculum Authority
SFCEF	Sixth Form College Employers' Forum
TEC	Training and Enterprise Council (replaced by LSC April 2001)
TES	<i>The Times Educational Supplement</i>
THES	<i>The Times Higher Education Supplement</i>
Ufi	University for Industry
WEA	Workers' Educational Association

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