

Programme Outline

The Student Governor Support Programme is broken into 4 themes. These themes are made up of a number of toolkits which focus on a particular area of support or development. Whilst the whole programme provides a comprehensive package to develop all aspects of student governor support within your college, we do not expect that every institution will have the time or resources to complete every toolkit through the course of an academic year.

Therefore, this programme outline grid provides an overview of the contents of each of the toolkits. Please use the grid below to identify areas of your student governor support you feel need to be developed and select the appropriate toolkits to support you.

Make sure you regularly review what developments you feel are necessary with all individuals who would be involved in working with student governors (Clerk, Chair, Learner Voice support staff and incoming and outgoing student governors themselves).

Theme	Toolkit	Objectives	Outline	Who is involved?	Who also may be interested?
Theme 1: Induction	Toolkit 1: Student governor induction	<ul style="list-style-type: none"> To reflect on and review the induction process for Student Governors to support them in understanding their role better. For Student Governors to reflect on their approach to work and working relationships. 	<ul style="list-style-type: none"> Areas of review for induction – reading and development points 3 Self-reflection activities for student governors to complete on their own or with support staff 	<ul style="list-style-type: none"> Incoming student governors SU President Staff member responsible for induction of gobs 	<ul style="list-style-type: none"> Chair of Board Other governors Principal Head of Quality Senior manager in charge of Learner Voice

	<p>Toolkit 2: Student governors and the students' union</p>	<ul style="list-style-type: none"> • For the college to explore the benefits of having the SU president adopt one of the student governor positions • For the board to understand the legislation relating student governors and the students' union at the college • For the student governor and the board to understand the difference between their roles as a governor and as a representative in the college's students' union 	<ul style="list-style-type: none"> • Governor or representative <ul style="list-style-type: none"> ○ Reading ○ Activity 2.1 – the Hats exercise • Linking the two roles – Reading • “But we don’t have a students’ union?” <ul style="list-style-type: none"> ○ Reading ○ Relevant legislation (Appendix 2.2) 	<ul style="list-style-type: none"> • SU President, particularly if governor • Student Governors • Clerk to the Corporation 	<ul style="list-style-type: none"> • Chair of Corporation • Elected SU officers/ student council • Learner Voice manager • Learner Voice support staff
	<p>Toolkit 3: Who’s supporting the student governors?</p>	<ul style="list-style-type: none"> • For all to recognise the role they can play in supporting student governors • For student governors to identify who key individuals are for their role and understand the decision making committees of the college 	<ul style="list-style-type: none"> • The key players <ul style="list-style-type: none"> ○ Reading ○ Review task ○ Activity 3.1 – who’s who and what can they do? 	<ul style="list-style-type: none"> • Chair of corporation • Clerk to corporation • Governor mentor • Learner voice support staff 	<ul style="list-style-type: none"> • All other governors • Student governors • Senior members of college staff

	<p>Toolkit 4: The corporation family values</p>	<ul style="list-style-type: none"> • For governors to understand their responsibility in setting and upholding the mission, vision and values of the college • For governors to learn Nolan's 7 principles and plan how to uphold them in their role • For governors to recognise the key areas that will help the college to achieve its MVV 	<ul style="list-style-type: none"> • The college mission vision and values – reading • The Nolan principles <ul style="list-style-type: none"> ○ Activity 4.1 – The Nolan principles • Achieving the MVV <ul style="list-style-type: none"> ○ Reading ○ Appendix 4.1 – Key areas grid 	<ul style="list-style-type: none"> • Student governors • Chair of corporation 	<ul style="list-style-type: none"> • Clerk to the corporation • Other governors
<p>Theme 2: Working with other board members</p>	<p>Toolkit 5: The second student governor & student observers</p>	<ul style="list-style-type: none"> • For the clerk and chair to consider different options for student membership on the board to ensure good student representation. • For the board to review its student membership to ensure there is effective and appropriate student representation • For the clerk, alongside other key individuals to review the method of electing student governors 	<ul style="list-style-type: none"> • Students on the board – areas to consider <ul style="list-style-type: none"> ○ The second student governor ○ Observers ○ A third student member? • Electing student governors – areas to consider <ul style="list-style-type: none"> ○ Mechanisms for electing the second student member ○ Complimentary terms of office ○ Moving forward 	<ul style="list-style-type: none"> • Clerk to the Corporation • Chair of Corporation • Student governors • Student observers (if applicable) • SU President (if not already a governor) 	<ul style="list-style-type: none"> • Senior manager with responsibility for learner engagement • Learner voice staff support

	<p>Toolkit 6: Supporting all board members</p>	<ul style="list-style-type: none"> • For the clerk and student governors to plan how they can support other governors in learning about the student experience at the college 	<ul style="list-style-type: none"> • Students supporting governors <ul style="list-style-type: none"> ○ Points to consider ○ Review task 	<ul style="list-style-type: none"> • Clerk to the Corporation • Student governors 	<ul style="list-style-type: none"> • All governors • Chair of Corporation
	<p>Toolkit 7: The composition and function of the board</p>	<ul style="list-style-type: none"> • For student governors to understand who sits on the corporation board and why certain stakeholders are included • For student governors to consider the similarities and differences between themselves and other governors • For student governors to learn how the board functions through reviewing the instruments and articles • For student governors to review the different functions of the corporation board and plan how they will contribute to these 	<ul style="list-style-type: none"> • Governing body membership <ul style="list-style-type: none"> ○ Reading ○ Activity 7.1 – Similarities and differences • How the board works <ul style="list-style-type: none"> ○ Activity 7.2 – The instruments & articles quiz • Reviewing what the board does <ul style="list-style-type: none"> ○ Appendix 7.3 – Reviewing the functions of the board 	<ul style="list-style-type: none"> • Clerk to the corporation • Student governors 	<ul style="list-style-type: none"> • Other governors

Theme 3: How to integrate student governors	Toolkit 8: Effective communication	<ul style="list-style-type: none"> • For student governors to plan how then can make a good first impression with other members of the board. • For student governors to evaluate how effectively they listen and communicate with others and identify ways in which they can improve this. 	<ul style="list-style-type: none"> • First impressions <ul style="list-style-type: none"> ○ Reading and tips • Communication skills <ul style="list-style-type: none"> ○ Activity 9.1 – Am I a good communicator ○ Tips for improving communication and listening skills 	<ul style="list-style-type: none"> • Student governors • SU president (if not a student governor) • Learner voice support staff 	<ul style="list-style-type: none"> • Clerk to the corporation • Learner voice manager
	Toolkit 9: Handling the paperwork	<ul style="list-style-type: none"> • For student governors to improve their strategies for working through and understanding committee papers • For student governors to practice skills of presenting on issues raise within the corporation papers • For the clerk to practice their role in supporting student governors to make sense of committee papers 	<ul style="list-style-type: none"> • Reading paperwork <ul style="list-style-type: none"> ○ Step-by-step guide to understanding papers ○ Activity 10.1 – Making sense of the paperwork 	<ul style="list-style-type: none"> • Student governors • Clerk to the corporation 	<ul style="list-style-type: none"> • Other governors

	<p>Toolkit 10: Making an impact</p>	<ul style="list-style-type: none"> • For student governors to learn how to make an impact in meetings through lobbying, writing a paper and asking questions. • For student governors to practice these skills through identifying points to make from different scenarios 	<ul style="list-style-type: none"> • Making your voice heard <ul style="list-style-type: none"> ○ Reading ○ Activity 11.1 – Building your point 	<ul style="list-style-type: none"> • Student governors 	<ul style="list-style-type: none"> • Clerk to the corporation • Chair of corporation
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<p>Theme 4: Recruitment and handover</p>	<p>Toolkit 11: Promoting the opportunity</p>	<ul style="list-style-type: none"> • For the college to improve the promotion of the student governor position to the student body • For the college to consider the constraints on a volunteer student governor position and to consider the option of a sabbatical position • For the college to consider what model of student governor is appropriate for the corporation board. • For learner voice staff, student governors and the clerk to review the effectiveness of the elections process for student governors and plan ways to improve it. 	<ul style="list-style-type: none"> • Increasing the profile <ul style="list-style-type: none"> ○ Activity 12.1 – Increasing the profile ○ “Consideration of sabbatical status” reading ○ The four models of student governors discussion • Electing student governors 	<ul style="list-style-type: none"> • Clerk to the corporation • Learner voice manager • Learner voice support staff • Outgoing student governors 	<ul style="list-style-type: none"> • SU President (if not a student governor)
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	<p>Toolkit 12: Handover</p>	<ul style="list-style-type: none"> • For student governors to plan how to compile a handover file for the next student governors. • For all relevant individuals to establish a handover calendar for incoming student governors to support their induction 	<ul style="list-style-type: none"> • The handover process <ul style="list-style-type: none"> ○ The handover file ○ Training student governors ○ Activity 13.1 – Shadowing and handover ○ Knowing who’s who on the board 	<ul style="list-style-type: none"> • Incoming student governors • Outgoing student governors • Clerk to the corporation • SU President (if not a student governor) 	<ul style="list-style-type: none"> • Learner voice manager • Learner voice support staff
	<p>Toolkit 13: Building confidence</p>	<ul style="list-style-type: none"> • For student governors to understand what assertiveness is and assess how assertive they are • For student governors to identify different behaviours and understand which are the most effective within their role • For student governors to plan steps to make themselves more assertive. 	<ul style="list-style-type: none"> • Being assertive <ul style="list-style-type: none"> ○ Reading ○ Activity 14.1 – How assertive are you? • Understanding behaviours <ul style="list-style-type: none"> ○ Reading ○ Activity 14.2 – Identifying which is which • Becoming more assertive <ul style="list-style-type: none"> ○ Tips and guidance ○ Setting targets task 	<ul style="list-style-type: none"> • Student governors 	<ul style="list-style-type: none"> ○ Clerk to the corporation ○ Learner voice support staff

	Toolkit 14: Managing stress	<ul style="list-style-type: none"> • For student governors to recognise some of the symptoms of stress • For student governors to identify if they are particularly susceptible to stress • For student governors to identify ways in which they can avoid or alleviate the symptoms of stress 	<ul style="list-style-type: none"> • "I feel stressed" <ul style="list-style-type: none"> ○ Identifying stress ○ Activity 15.1 – How vulnerable to stress are you? ○ Top tips – alleviating stress and pressure 	<ul style="list-style-type: none"> • Student governors • SU President (if not a governor) 	<ul style="list-style-type: none"> • Clerk to the corporation
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Impact evaluation tool

The impact evaluation tool is vital to the SGSP. It is essentially a checklist that can be used as a self assessment tool to identify and monitor the development of student governor support, participation and wider learner voice structures across the college.

It is recommended that you use this tool to carry out an initial assessment and at the end of the academic year to measure the effectiveness and progress made in relation to your college's learner involvement activity.

It will also be useful to review this tool prior to cohort learning days and bring this along to share your progress and areas of support with other members of the group