



# LAAT

London Academy For Applied Technology

## **Board of Governors Induction Handbook 2025**

## Welcome!

On behalf of the entire Governing Body, we extend a warm welcome and express our sincere appreciation for your commitment to the **London Academy for Applied Technology (LAAT)**. Your expertise and dedication will be invaluable in guiding our institution towards continued success and in upholding our mission to provide high-quality education and a supportive learning environment for our diverse student body.

This induction pack is designed to provide you with essential information about LAAT, its governance structure, your role as a Governor, and the key policies and procedures that underpin our operations, particularly within the context of a UK Higher Education provider. We encourage you to review this material carefully and to reach out with any questions you may have.

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## About London Academy for Applied Technology (LAAT)

At London Academy for Applied Technology (LAAT), we are committed to delivering high-quality, relevant programs.

Our courses are designed to support a wide range of learners, including mature students and those with non-traditional educational backgrounds. We offer flexible programmes and tailored support services to help students balance careers, family, and personal interests while advancing their skills and knowledge.

Committed to growth and innovation, we continually expand our curriculum to meet diverse needs. Our inclusive environment celebrates diversity in race, nationality, and culture, creating a vibrant community where all perspectives are valued.

We appreciate your support in helping us accomplish these goals, and we're confident you'll have a fulfilling and enjoyable experience with us.

LAAT is home to over 350 students, and we aim to have over 1000 students by September and grow into a multi-center provider, who are supported and guided by a skilled and dedicated team of staff across our three campuses in London (Aldgate, Brentford & Croydon).

## Vision, Mission and Values

### Our Mission

To empower students with cutting-edge knowledge and skills in advanced technology, preparing them to become leaders and innovators in a rapidly evolving global landscape.

### Our Vision

To be a premier institution recognised for excellence in education, research, and collaboration, driving technological advancements that benefit society.

### Our Values

- **Innovation:** Encouraging creative thinking and the pursuit of new ideas.
- **Excellence:** Striving for the highest standards in education and research.
- **Inclusivity:** Fostering a diverse and supportive community where everyone can thrive.
- **Integrity:** Upholding honesty, transparency, and ethical practices in all our endeavours.
- **Collaboration:** Promoting partnerships and teamwork to achieve shared goals.

These guiding principles form the foundation of our community and shape our approach to education and research. We are dedicated to creating an environment where every member can excel and contribute to the advancement of technology and society.

## Current Challenges and Opportunities within the UK HE sector.

The UK HE sector is navigating a period of turbulence, driven by financial limitations: and the repercussions of Brexit. While challenges exist, there are also opportunities for innovation, adaptation, and a renewed focus on student needs and economic contributions. Addressing the financial unsustainability through government support and exploring new funding models will be crucial for the sector's long-term health and its ability to capitalise on emerging opportunities. Higher Education providers are also focusing on enhancing the student experience, embracing digital advancements, and strengthening their role in addressing societal and economic needs.

## Responsibilities of the Board

The Governance Code of Practice in the CUC guide describes the role of the governing body as being “*unambiguously and collectively responsible for overseeing the institution's activities, determining its future direction and fostering an environment in which the institutional mission is achieved, and the potential of all learners maximised*”. It goes on to say that “*all final decisions on matters of fundamental concern to the institution shall be taken by the governing body*”.

The Board holds ultimate responsibility for the governance and oversight of LAAT through:

### Strategic Direction

- Establish and periodically review LAAT's mission, vision, and core values to ensure they align with the institution's needs.
- Formulate and approve the strategic plan, setting out long-term goals and priorities, and monitor its implementation to ensure that LAAT remains on course to achieve its objectives.
- Ensure that the strategic direction of LAAT is aligned with the regulatory landscape of a Higher Education Institution.

### Governance and Compliance

Ensure that LAAT operates within the law, adhering to all regulatory requirements of the OfS and maintaining proper licenses and accreditations.

- Promote and uphold high governance standards, following the principles outlined in the CUC Code of Governance and Public Interest Governance Principles. ([Click here](#))
- Develop and oversee the implementation of governance-related policies, ensuring they are reviewed and updated regularly.
- Appoint and, if necessary, terminate the membership of Governors
- Appoint a Provost and put in place suitable arrangements for monitoring the Provost's performance.
- Approve terms of reference for and appointments to Board of Governors' committees.
- Establish processes to monitor and evaluate the performance and effectiveness of the Board of Governors and its sub-committees.

- Understanding and adhering to LAAT's guidelines and procedures for declaring any potential conflicts of interest relevant to LAAT's operations.
- Ensure that all students and staff have opportunities to engage with the governance and management of the LAAT.

### **Academic Oversight**

- Protect academic freedom and ensure teaching, learning, and research integrity and quality.
- Approve and monitor the implementation of academic policies, including those related to admissions, curriculum development, assessment, and academic integrity.
- Ensure robust quality assurance and enhancement mechanisms are in place, adhering to national standards and benchmarks.

### **Financial Oversight**

- Review and approve the annual budget, ensuring it supports the strategic objectives of LAAT.
- Monitor the financial health of LAAT, reviewing financial statements and performance reports regularly to ensure sustainability.
- Oversee investment strategies and fundraising activities, ensuring financial resources are used effectively and align with the institution's goals.

### **Performance Monitoring**

- Establish and monitor key performance measures (KPMs) related to academic outcomes, financial health, student satisfaction, and other critical areas.
- Ensure effective systems are in place to monitor and enhance the student experience, including support services, facilities, and student feedback mechanisms.
- Conduct regular reviews of institutional performance against the strategic plan, adjusting as necessary.

### **Risk Management**

- Develop and maintain a comprehensive risk management framework, identifying potential risks to the institution's operations, reputation, and financial stability.
- Oversee the implementation of risk mitigation strategies and ensure appropriate measures are in place to manage and respond to risks.
- Ensure LAAT is prepared for emergencies and crises, with clear plans and protocols for response and recovery.

### **Other**

- Ensure that freedom of speech within the law is secured throughout LAAT by implementing and upholding policies that promote open dialogue, respect diverse perspectives, and comply with legal requirements.
- Ensure that appropriate measures are in place for the overall well-being of students, including safeguarding protections.
- Advocate for and support equality of opportunity and diversity among staff and students.

- Ensure that proper health and safety provisions are in place for staff, students, and others for whom LAAT has a duty of care.

## Delegation

The Board holds ultimate responsibility for the governance and oversight of LAAT.

To enhance operational efficiency, the Board may delegate (i.e., through a scheme of delegation), specific powers and responsibilities to its committees, the Senior Leadership Team, or individual officers:

### **Academic Oversight:**

Responsibilities for overseeing academic governance, quality, and standards are delegated to the Academic Board. The Academic Board is further empowered to establish additional committees to ensure the effective setting and maintenance of academic standards and the assurance and enhancement of academic quality in alignment with the OfS regulatory framework.

### **Financial Oversight:**

The Audit, Finance and Risk Committee was delegated the responsibility to oversee LAAT's financial reporting, internal controls, and risk management.

### **Board Nominations and Staff Remuneration:**

Responsibilities for identifying and recommending qualified candidates for the Board of Governors vacancies, including Provost and School Secretary, and responsibilities for setting and overseeing fair, competitive staff pay, including for senior leadership, are delegated to the Nominations and Remuneration Committee. The Board makes the decisions regarding appointments on the advice of the Nominations and Remuneration Committee.

### **Executive Leadership:**

The Provost is delegated authority for the academic, corporate, financial, estate, and human resource management of LAAT.

### **Senior Management:**

The Senior Leadership Team has delegated responsibilities for overseeing day-to-day operations, implementing strategic plans, and making operational decisions within established parameters set by the Board.

## Composition of the Board

The Board comprises of a minimum of five (5) and a maximum of fourteen (14) members.

The board's composition includes independent governors, an executive governor, and a shareholder governor. The number of independent governors will always be higher than that combined total of executive governors and any governors from the parent company and the shareholder.

The Board will consist of:

### **A Chair:**

The Board will elect one independent Governor as Chair. The appointee will be responsible for leadership of the Board. The Chair will be independent of LAAT.

### **Independent Governors:**

Majority of the Governors shall be independent of LAAT. They each have one vote.

### **Executive Governor:**

The Provost represents the executive of LAAT as a governing body member. The Provost has one vote.

Provost can invite members of the SLT to be in attendance. Any members in attendance do not have any voting rights nor are classified as Governors (their classification will be observers).

### **Shareholder Governor:**

The Shareholder can nominate up to two individuals to attend on their behalf. The voting right of the shareholder is restricted to one vote.

### **Parent Company Governor:**

Parent Company Governors (if any) have a combined vote of one.

### **Student and Staff Representatives:**

- Staff Representative:

One staff representative is the staff voice to the governing body. They are elected through a defined and approved election process by the Board of Governors.

- Student Representative:

One student representative represents the student body's views. There is also a deputy student representative who will attend meetings if the student representative is unable to attend.

*Student and staff representatives are not allowed to join the part of meetings that are classified as reserved business.*

*Staff and student representatives do not have voting rights.*

## **Members of the Board of Governors 24/25**

**Mr Stephen Plant (Chair of Audit and Risk committee/Substitute Governor)**

**Mr Simon Evans (Independent Governor)**

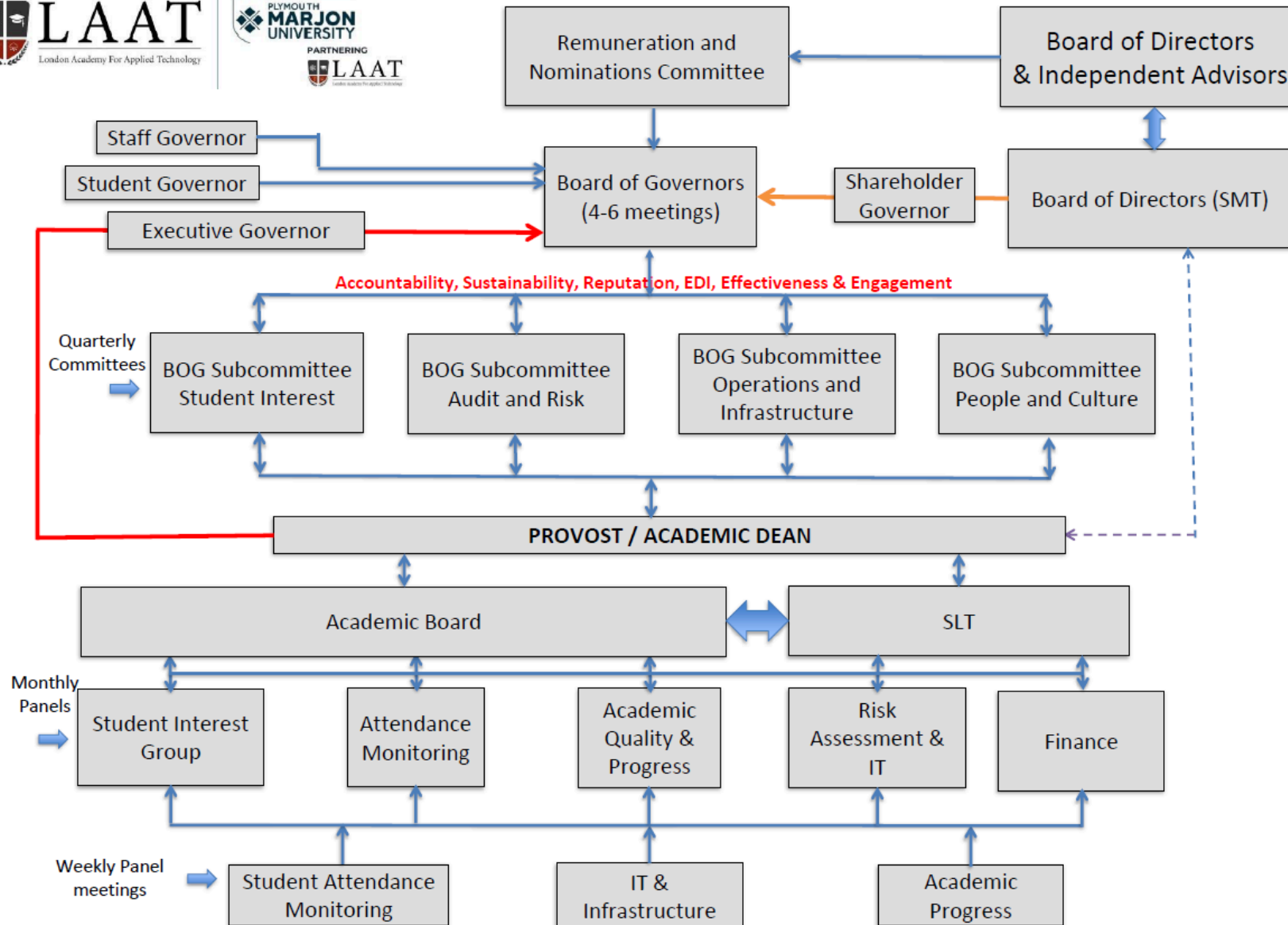
**Mr Mark Bentley (Independent Governor)**

**Mr Bola Makinde (Independent Governor)**

## **Term of Appointment**

Governors will be appointed for a standard term of three years, with the possibility of reappointment for an additional term(s) subject to performance and the needs of the Board.

# Governance Structure



**Core Values: Integrity, Sustainability, ED&I, Excellence, Innovation & Growth and Community.**

<https://www.officeforstudents.org.uk/publications/regulatory-framework-for-higher-education-in-england/>  
<https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>

## Meetings and Procedures

The way board members collaborate is just as important as the governance structures and processes. The Board is dedicated to creating a positive team dynamic and creating a culture that empowers everyone to ask questions and offer constructive challenges. It encourages independent thinking, values diverse perspectives, and actively seeks these insights to enhance decision-making.

### Frequency of Meetings

The Board shall meet at least four (4) times annually, and additional meetings may be convened as necessary.

### Decision Making by Governors

The general principle for decision-making necessitates that a majority vote must determine all decisions made by the Governors during a convened meeting.

### Quorum

Meetings will be considered quorum when at least 50% of members are present, of whom the majority are independent Governors, including the Chair of the Committee. If a vote is necessary, but the quorum is not met, a special meeting to facilitate the voting process will be imperative. Failure to meet the quorum will result in the postponement of the meeting.

### Attendance at Meetings

Members are required to attend Board and Committee meetings unless it is not reasonably possible, in which case they must send apologies to the Secretary beforehand.

Attendance will be recorded in the meeting minutes. If a member misses three consecutive meetings, the Chair will report this and may recommend their removal from the relevant body. Governors who are not members of a Board may request to attend its meeting as an observer, with the Chair's approval. Observers can speak but not vote or count towards the quorum.

### Code of Conduct

The Board and its Committees will conduct their business with fairness, integrity, transparency, and ethics, adhering to LAAT's values of equality and diversity, as well as the Nolan Principles of Public Life. They will always act in the best interests of LAAT as a whole. Board members, Committee members, and other LAAT officers acting on behalf of these bodies are expected to uphold the following standards:

- a. Values and purpose of LAAT;
- b. Nolan's Principles of Public Life;
- c. The Higher Education Code of Governance, issued by the Committee of University Chairs;
- d. Public Interest Governance Principles;
- e. Any other legal or regulatory requirements applicable to LAAT.

### Confidentiality

The Board is committed to accountability and transparency, ensuring that free access to information about the Board's proceedings for LAAT students, staff and other stakeholders are accessible unless sensitive issues are involved. Members must engage in open

discussions but maintain confidentiality when required. If a member loses personal or confidential information, they must immediately notify the Secretary. Ethical standards are crucial, and approval is required before making public statements about Board proceedings. Publicly criticising or discussing other Members' views is considered unethical.

## Discussions and Questions

Asking the right questions during meetings improves governance. A board that is both challenging and supportive functions more effectively when all members actively contribute ideas. Board members should always ask questions, share their perspectives, and act in the best interest of LAAT. If uncertain, they should seek clarification and feel free to challenge when necessary.

The following tips may be useful:

- Remember, asking questions and challenging is both beneficial and essential.
- Don't take things at face value.
- Inquire about the underlying causes (how we know, what evidence supports it).
- Ask for details (what actions are being taken or planned, the impact of our strategy, the rationale behind a chosen approach if unclear, and how we will measure success).
- If something is unclear or doesn't make sense, seek clarification.
- Be prepared. Take time to review documents ahead of the meeting and note any points that require further information or clarification.
- Ensure your questions relate to the current agenda item. If you wish to raise an off-topic issue, inform the Chair in advance.

## Visits to LAAT

We actively encourage members to visit LAAT which has the following benefits:

- To help fulfil your role in monitoring and evaluation.
- To improve your overall familiarity with the institution's work.
- To give you detailed knowledge of areas to bring to the Board's debates.
- To meet with staff and students and hear their voice.
- To raise the Board's profile amongst LAAT staff.

## Induction

This induction programme is designed to integrate new Governors into LAAT over a period of three months.

It aims to familiarise new Governors with the institution's mission, governance structure, financial health, academic standards, key challenges, and strategic priorities. The programme includes a mix of meetings, training sessions, reading materials, and shadowing opportunities to ensure comprehensive understanding and engagement.

A detailed induction programme will ensure new Governors are well prepared to contribute effectively to the governance of LAAT, which mitigates risk to the institution.

The Secretary will serve as the main point of contact both during and after the appointment, guiding the new member through the induction process. Additionally, each new member will be offered the opportunity to receive support from a mentor.

## Training

**Mandatory Initial Training:** All new Governors are required to undertake the following initial training within the first three months of their appointment:

- **Induction Session:** A bespoke session with the Chair and/or Principal/CEO and the Clerk to the Governing Body to discuss LAAT's specific context, governance structure, and key priorities.
- **Higher Education Governance Essentials:** An introductory session covering the regulatory landscape of UK HE (including the OfS), the roles and responsibilities of HE Governors, legal and fiduciary duties, and principles of effective governance.
- **Safeguarding in Higher Education:** Training on the institution's Safeguarding Policy, identifying vulnerable adults, reporting procedures, and relevant legislation.
- **Prevent Duty Awareness:** Training on the Counter-Terrorism and Security Act 2015, the Prevent Duty Guidance for HEIs, identifying indicators of radicalisation, and referral pathways within LAAT.
- **Equality, Diversity, and Inclusion (EDI) Awareness:** Training on LAAT's EDI Policy, relevant legislation, and promoting an inclusive environment.
- **Data Protection (GDPR) Essentials:** Training on data protection principles, the institution's Data Protection Policy, and Governor responsibilities regarding personal data.
- **Financial Governance Overview:** An introduction to LAAT's financial regulations, budgeting processes, and the role of the Finance and Resources Committee.

**Ongoing Development:** Governors are encouraged to participate in ongoing development activities, which may include:

- Attendance at relevant external conferences and workshops on HE governance and specific sector issues.
- Internal briefings and updates on key institutional developments and policy changes.
- Opportunities to shadow experienced Governors and senior staff.
- Access to online learning resources and publications related to HE governance.
- Specific training related to committee membership (e.g., audit committee training).

**Training Needs Assessment:** The Clerk to the Governing Body will conduct an initial training needs assessment with each new Governor to identify any prior experience and specific development requirements.

**Recording of Training:** All completed training will be recorded to ensure compliance and identify any further development needs.

## Role of a Mentor

The mentor's role is to complement the support and guidance provided by the Chair and assist the new member in quickly acquiring the knowledge, skills, and understanding needed to effectively carry out their responsibilities.

The mentor will:

- Offer to meet with the new member either upon their appointment or before their first Board meeting to review the agenda and accompanying papers, address any questions, and, if necessary, highlight key issues and provide background information.
- Be available as a sounding board, offering help and advice whenever needed.

The mentor is not expected to “train” the new Governor or provide detailed instructions on specific behaviours in various situations, as mentoring is part of a broader induction and training process. The goal is to provide informal support, helping the new member better understand the institution's context and the role of the Board of Governors.

## Induction Process

Newly appointed Governors will undergo a comprehensive induction program, including:

- An overview of the institution's strategic objectives, governance structure, and key policies.
- Meetings with senior staff and other Board members.
- Training on governance and the roles and responsibilities of a Governors.

Stage 1: Introduction and Orientation	
<p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. To welcome new governors and provide an overview of the induction programme.</li> <li>2. To provide a detailed understanding of the governance structure and responsibilities.</li> </ol>	<b>Date</b>
Welcome address by the Chair of the Board.	
Introduction to current governors and key staff.	
Overview of the institution's mission, vision, and values.	

Distribution of documents: <ul style="list-style-type: none"> <li>• Governance handbook</li> <li>• Governance and Management Structure Framework</li> <li>• Strategic Framework</li> <li>• Risk Register</li> <li>• Articles of Association</li> <li>• Annual reports</li> <li>• Financial statements</li> <li>• Key policies</li> <li>• Higher Education Code of Governance</li> <li>• The Office for Students Regulatory Framework</li> </ul>	
Information on the roles and responsibilities of Governors.	
Information on the structure and function of the Board of Governors and its committees.	
<b>Objectives</b> <ol style="list-style-type: none"> <li>1. To familiarise new Governors with the physical and virtual infrastructure of the institution.</li> <li>2. To understand the institution's academic offerings and standards.</li> </ol>	<b>Date</b>
A guided tour of main campus facilities.	
Meet-and-greet with faculty and staff in key departments.	
Overview of the virtual learning environment.	
Presentation on academic programmes, research initiatives, and student support services.	
Meet with the Provost and Senior Leadership Team (SLT).	
<b>Objectives</b> <ol style="list-style-type: none"> <li>1. To provide insights into the institution's health and budget management.</li> <li>2. To introduce the institution's strategic priorities and planning processes.</li> </ol>	<b>Date</b>
Receive an overview of financial statements and budgeting processes.	
Meet the Finance Director to discuss LAAT's current financial position, challenge, and opportunities.	
Presentation on the current strategic plan and key performance measures (KPMs).	
Discussion on LAAT's long-term goals and strategic initiatives.	
<b>Objectives</b> <ol style="list-style-type: none"> <li>1. To understand the roles and functions of various committees.</li> <li>2. To ensure compliance with governance standards and regulatory requirements.</li> </ol>	<b>Date</b>
Introduction to key committees	
Meetings with committee chairs to discuss current agendas and priorities.	
Training on governance best practices and compliance issues.	

Discussion on risk management and institutional accountability.	
<b>Stage 2: Engagement and Deep Dive</b>	
<u><b>Objectives</b></u> 1. To engage with faculty members and understand their perspectives. 2. To understand student needs and experiences.	<b>Date</b>
Roundtable discussions with faculty members from various departments.	
Discussion with student representatives.	
Attend a student forum or focus group session.	
<u><b>Objectives</b></u> 1. To understand the institution's role in the local community. 2. To explore external collaborations and partnerships.	<b>Date</b>
Presentation on community outreach and engagement initiatives.	
A visit to community projects and partnerships.	
Meeting with representatives from key partner organisations (e.g. local businesses and other educational institutions).	
Discussion on international partnerships and collaborations.	
<u><b>Objectives</b></u> 1. To understand the institution's administrative and operational functions. 2. To practice governance decision-making in a simulated environment.	<b>Date</b>
Meet with heads of key administrative departments (HR, IT, Estates, etc).	
Discussion on operational challenges and efficiencies.	
Participation in a governance simulation exercise.	
Debrief and feedback session.	
<u><b>Objectives</b></u> 1. To reflect on the induction experience and consolidate learning. 2. To provide feedback on the induction programme.	<b>Date</b>
Group discussion with other new governors to share insights and experiences.	
Identification of areas for further learning and development.	
Completion of an induction evaluation survey.	
One-on-one feedback sessions with the Chair of the Board or Governance Secretary.	
<b>Stage 3: Integrations and Ongoing Support</b>	

<p><b><u>Objectives</u></b></p> <ol style="list-style-type: none"> <li>To provide ongoing support and guidance.</li> <li>To provide access to ongoing support resources.</li> </ol>	<b>Date</b>
Assignment to an experience governor as a mentor.	
Initial mentor-mentee meeting to set expectations and goals.	
Introduction to online resources and governance networks.	
Provision of key contacts for support and queries.	
<p><b><u>Objectives</u></b></p> <ol style="list-style-type: none"> <li>To integrate new governors into committee work.</li> <li>To encourage continuous professional development.</li> </ol>	<b>Date</b>
Attendance at committee meetings as observers or participants.	
Debrief with committee chairs to discuss observations and contributions.	
Introductions to professional development opportunities (workshop, seminars, conferences).	
Attend relevant training or courses.	
<p><b><u>Objectives</u></b></p> <ol style="list-style-type: none"> <li>To prepare for active participation in board meetings.</li> <li>To participate fully in the board's activities.</li> </ol>	<b>Date</b>
Briefing session on the upcoming board meeting agenda.	
Discussion on key issues and potential contributions.	
Active participation in the full board meeting.	
Post-meeting debriefs to discuss experiences and next steps.	

At the end of the three-month induction programme, new Governors should have a comprehensive understanding of the institution's operations, governance structure, strategic priorities, and key challenges. New Governors will be well-prepared to contribute effectively to the governance of the institution and to support its mission and goals.

Ongoing support and development opportunities will be available to ensure continuous growth and engagement.

**01****Get to know your board's secretary**

Your board secretary is your go-to expert. They hold the key to navigating deadlines, paperwork, and processes. Treat them like your compass in the governance world.

**02****Ask Questions – Don't Hold Back!**

If something's unclear, it's likely others are thinking the same thing. Asking questions isn't a weakness – it's a strength that ensures you're on the right path.

**03****All Governors Are Equal**

Remember, every governor is equally important. You bring your own unique skills, experiences, and perspectives to the table. No one is more important than the other.

**04****Know the CUC Higher Education Code**

The CUC Higher Education Code is your essential guide to governance. Familiarise yourself with this voluntary code to understand best practices for board governance in Higher Education.

**05****Don't Fear the Jargon!**

Higher Education has its own language, but don't let the jargon overwhelm you. With time, you'll become fluent and confident in navigating the terminology.

**06****Take Advantage of Training Opportunities**

Your board secretary can point you to internal and external training opportunities. These resources are not just for learning – they're also excellent for building your network.

**07****Subscribe to Wonkhe's Weekly Email**

Stay informed with the latest in Higher Education news by subscribing to the Wonkhe weekly email. It's a quick and insightful way to keep your finger on the pulse.

**08****Challenge the Status Quo**

Don't be afraid to think outside the box. While tradition is important, fresh ideas and constructive challenges are what drive progress.

**09****Leverage Your Strengths and Identify Growth Areas**

You bring professional expertise to the table, but your contribution isn't limited to your job title. Identify areas for personal growth and bring diverse skills to your role as a governor.

**10****Be a 'Critical Friend'**

Offer both challenge and support to your fellow governors. A 'critical friend' ensures that decisions are well-considered while creating a supportive and collaborative environment.

**11****Attend Institution Events**

Engage with the institution community by attending events. These informal settings provide an opportunity to connect with students and staff and understand the culture and concerns of the institution.

**12****Be an Active Participant and Ambassador**

Governance isn't just about decision-making – it's about actively contributing to the institution's success and being its ambassador. Seek out ways to promote and support the mission.

## **Governor Induction and training Checklist - LAAT**

**New Governor Name:** \_\_\_\_\_

**Date of Appointment:** \_\_\_\_\_

**Please X the boxes below as you complete each item:**

### **Induction Materials Review:**

- Review the Governor Induction Pack for LAAT.**
- Review the Articles of Association LAAT**
- Review the Terms of Reference for Governing Body Committees.**
- Review the Code of Conduct for Governors**
- Review the Risk Register.**
- Review the Strategic Framework.**
- Located and reviewed the Financial Regulations (if online).**
- Located and reviewed the Risk Management Policy (if online).**
- Located and reviewed the Safeguarding Policy (LAAT specific) (if online).**
- Located and reviewed the Prevent Duty Policy (LAAT specific) (if online).**
- Located and reviewed the Equality, Diversity, and Inclusion Policy (if online).**
- Located and reviewed the Student Code of Conduct (if online).**
- Located and reviewed the Academic Regulations (if online).**
- Located and reviewed the Data Protection Policy (GDPR compliant) (if online).**
- Located and reviewed the Admissions Policy (if online).**
- Located and reviewed the Complaints and Appeals Procedures (if online).**
- Located and reviewed the Whistleblowing Policy (if online).**
- Received and reviewed the calendar of Governing Body and Committee meetings.**
- Had a tour of the campus.**
- Gained a basic understanding of the Office for Students (OfS) and its role.**

### **Initial Meetings and Actions:**

- Attended an initial meeting with the Chair and/or Principal/CEO.**
- Completed and returned the Register of Interests form to the Clerk.**
- Received login details and access the Governor portal/shared drive.**
- Received login details and access the Governor email account.**
- Observe a meeting of the Governing Body.**
- Discussed any initial questions or concerns with the Clerk or Chair.**

### **Understanding Governance and the Institution:**

- Understand the role and responsibilities of a Governor in a UK Higher Education context.**
- Understand the legal and fiduciary duties of Governors .**
- Understand LAAT's mission, values, and strategic priorities.**
- Have a basic understanding of LAAT's academic profile and student body (including collaborative partnerships and international students).**
- Understand the relationship between the Governing Body and the Principal/CEO and Senior Management Team.**
- Understand the principles of effective governance in Higher Education.**
- Understand the importance of confidentiality and data protection (including GDPR).**
- Understand the decision-making processes of the Governing Body.**
- Understand your responsibilities regarding Safeguarding in Higher Education.**
- Understand your responsibilities under the Prevent Duty.**

**Mandatory Initial Training (To be completed within [Specify Timeframe]):**

- Attended the initial Induction Session with the Chair and/or Principal/CEO and the Clerk.
- Completed training on **Higher Education Governance Essentials**.
- Completed training on **Safeguarding in Higher Education**.
- Completed training on **Prevent Duty Awareness**.
- Completed training on **Equality, Diversity, and Inclusion (EDI)**

**Awareness.**

- Completed training on **Data Protection (GDPR) Essentials**.
- Completed training on **Financial Governance Overview**.
- Discussed ongoing development opportunities with the Clerk or Chair.
- Completed the initial Training Needs Assessment with the Clerk.

**Further Development:**

- Participated in [Specify Number] hours of ongoing governor development activities (if applicable within the initial period).

**Declaration:**

I confirm that I have reviewed the items ticked above and understand my responsibilities and the mandatory initial training requirements as a Governor of the LAAT.

**Governor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Please return this completed checklist to the Clerk to the Governing Body.**