Learning Link modules

With over 60 governance modules aligned to NGA’s Knowledge Centre, our suite of 10 collections cover:

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|  | Governance induction programme  A suite of seven modules covering key governance areas, perfect for those new to governance or those looking for a refresher. | | | | |
| **Modules** | | | | **Duration** | |
| [An introduction to the English education system](https://www.nga.org.uk/training/directory/an-introduction-to-the-english-education-system/) | | | | 30 mins | |
| [Understanding the expectations of governance in your setting](https://www.nga.org.uk/training/directory/understanding-the-expectations-of-governance-in-your-setting/) | | | | 1 hr | |
| [Essential safeguarding for governors and trustees](https://www.nga.org.uk/training/directory/essential-safeguarding/) | | | | 1 hr 30 mins | |
| [An introduction to the strategic role of governance](https://www.nga.org.uk/training/directory/an-introduction-to-the-strategic-role-of-governance/) | | | | 1 hr | |
| [How to complete monitoring visits](https://www.nga.org.uk/training/directory/how-to-complete-monitoring-visits/) | | | | 30 mins | |
| [An introduction to compliance](https://www.nga.org.uk/training/directory/an-introduction-to-compliance/) | | | | 30 mins | |
| [The recipe for effective governance](https://www.nga.org.uk/training/directory/the-recipe-for-effective-governance/) | | | | 45 mins | |
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| **A picture containing text, font, screenshot, graphics  Description automatically generated** | | Structures, roles and responsibilities  These modules will help you to understand school and trust structures, and what is expected of you as a governor or trustee. | | | |
| **Modules** | | | **Duration** | |
| [Stakeholder engagement: the governance role](https://www.nga.org.uk/training/directory/stakeholder-engagement-governance-role/) | | | 15 mins | |
| [Effective MAT governance](https://www.nga.org.uk/training/directory/effective-mat-governance/) | | | 1 hr 15 mins | |
| [Introduction to local governance](https://www.nga.org.uk/training/directory/local-governance/) | | | 20 mins | |

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Description automatically generated**Vision, ethos and strategic direction

Covering risk management, evaluating effectiveness and your role in school improvement, these modules will help you shape your school or trust’s strategic direction.

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| **Modules** | **Duration** |
| [Equality, diversity and inclusion programme](https://www.nga.org.uk/training/directory/equality-diversity-inclusion-programme/) | 1 hr 30 mins |
| [Creating a new vision for your school or trust](https://www.nga.org.uk/training/directory/creating-new-vision-school-trust/) | 15 mins |

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These modules aim to help you improve the effectiveness of your governing board, including visiting your school or schools, Ofsted inspections and succession planning.

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| **Modules** | **Duration** |
| [Handling difficult situations](https://www.nga.org.uk/training/directory/handling-difficult-situations/) | 55 mins |
| [Ofsted inspections: a guide for governing boards](https://www.nga.org.uk/training/directory/ofsted-guide-for-boards/) | 45 mins |
| [Succession planning](https://www.nga.org.uk/training/directory/succession-planning/) | 40 mins |
| [Governance monitoring: a tool to help drive improvement](https://www.nga.org.uk/training/directory/governance-monitoring-tool-help-drive-improvement/) | 10 mins |
| [Holding to account: how to question and challenge](https://www.nga.org.uk/training/directory/holding-to-account-question-and-challenge/) | 15 mins |
| [Holding to account: how to conduct a courageous conversation](https://www.nga.org.uk/training/directory/holding-account-courageous-conversation/) | 15 mins |
| [Ethical Leadership: a planning tool](https://www.nga.org.uk/training/directory/ethical-leadership-planning-tool/) | Up to 45 mins |
| [Interactive NGA skills audit](https://www.nga.org.uk/training/directory/skills-audit/) | Up to 60 mins |
| [Environmental sustainability: the governance role](https://www.nga.org.uk/training/directory/environmental-sustainability-the-governance-role/) | 30 mins |

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These modules focus on the core purpose of your schools or trust – the quality of education it should be providing to pupils.

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| **Modules** | **Duration** |
| [Arts, culture and creativity: improving your school or trust and its curriculum](https://www.nga.org.uk/training/directory/arts-culture-creativity-improving-school-trust-curriculum/) | 45 mins |
| [Monitoring performance data and targets](https://www.nga.org.uk/training/directory/monitoring-performance-data-targets/) | 50 mins |
| [The governance of SEND](https://www.nga.org.uk/training/directory/governance-send/) | 30 mins |
| [Pupil premium](https://www.nga.org.uk/training/directory/pupil-premium/) | 55 mins |
| [Minimising exclusions](https://www.nga.org.uk/training/directory/minimising-exclusions/) | 15 mins |
| [Panel work programme](https://www.nga.org.uk/training/directory/panel-work-programme/) | 3 hrs |

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These modules cover the key stages in the lead executive recruitment process and the critical role the board has in holding executive leaders to account through effective headteacher appraisal.

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| **Modules** | **Duration** |
| [Headteacher appraisal and capability](https://www.nga.org.uk/training/directory/headteacher-appraisal-capability/) | 55 mins |
| [Setting performance objectives for executive leaders](https://www.nga.org.uk/training/directory/setting-performance-objectives-executive-leaders/) | 15 mins |
| [Recruiting a senior executive leader](https://www.nga.org.uk/training/directory/recruiting-senior-executive-leader/) | 1 hr |
| [Management of workload and wellbeing: the governance role](https://www.nga.org.uk/training/directory/management-workload-wellbeing-governance-role/) | 15 mins |

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These modules will provide you with the tools and approaches for developing financial efficiency in your school or trust.

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| **Modules** | **Duration** |
| [Effective financial governance in schools and trusts](https://www.nga.org.uk/training/directory/effective-financial-governance/) | 1 hr |
| [Using Integrated Curriculum and Financial Planning (ICFP)](https://www.nga.org.uk/training/directory/using-integrated-curriculum-financial-planning/) | 15 mins |

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Description automatically generated**Compliance

Covering key areas of compliance such as safeguarding, health and safety and admissions, these modules will make you aware of the most important points from legislation and guidance.

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| **Modules** | **Duration** |
| [Essential safeguarding for governors and trustees](https://www.nga.org.uk/training/directory/essential-safeguarding/) | 1 hr |
| [Health and safety](https://www.nga.org.uk/training/directory/health-safety/) | 1 hr |
| [Safer recruitment](https://www.nga.org.uk/training/directory/safer-recruitment/) | 1 hr 15 mins |
| [Handling complaints in schools and trusts](https://www.nga.org.uk/training/directory/handling-complaints/) | 45 mins |
| [A whole-school approach to food](https://www.nga.org.uk/training/directory/school-food/) | 1 hr 30 mins |
| **NEW!** [Cyber security and governance](https://www.nga.org.uk/training/directory/cyber-security-and-governance/) | 30 mins |

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These modules will help new and experienced clerks to get a better understanding of their role and how to carry it out well.

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| **Modules** | **Duration** |
| [Panel work: an introduction](https://www.nga.org.uk/training/directory/panel-work-programme/) | 25 mins |
| [How to: review suspensions and exclusions](https://www.nga.org.uk/training/directory/review-suspensions-exclusions/) | 45 mins |
| [How to: run an effective admissions appeal panel](https://www.nga.org.uk/training/directory/admissions-appeal/) | 45 mins |
| [How to: run an effective HR review panel](https://www.nga.org.uk/training/directory/effective-hr-review-panel/) | 45 mins |
| [How to: run an effective complaints review panel](https://www.nga.org.uk/training/directory/effective-complaints/) | 45 mins |
| [Introduction to clerking programme](https://www.nga.org.uk/training/directory/introduction-clerking-programme/) | 10 mins |
| [What does the governance professional do?](https://www.nga.org.uk/training/directory/introduction-clerking-programme/) | 40 mins |
| [How governance works](https://www.nga.org.uk/training/directory/introduction-clerking-programme/) | 40 mins |
| [How to: clerk in different types of school organisation](https://www.nga.org.uk/training/directory/introduction-clerking-programme/) | 20 mins |
| [How to: find and use key sources for governance](https://www.nga.org.uk/training/directory/introduction-clerking-programme/) | 30 mins |
| [How to: arrange meetings](https://www.nga.org.uk/training/directory/introduction-clerking-programme/) | 20 mins |
| [How to minute a meeting effectively](https://www.nga.org.uk/training/directory/introduction-clerking-programme/) | 40 mins |
| [How to: manage information and documents](https://www.nga.org.uk/training/directory/introduction-clerking-programme/) | 20 mins |
| [How to: support the membership](https://www.nga.org.uk/training/directory/introduction-clerking-programme/) of the board | 30 mins |
| [Clerking in new contexts: MAT local governance tier](https://www.nga.org.uk/training/directory/clerking-new-contexts/) | 2 hours |
| [Clerking in new contexts: LA maintained governing board](https://www.nga.org.uk/training/directory/clerking-new-contexts/) | 2 hours |
| [Clerking in new contexts: academy trust boards](https://www.nga.org.uk/training/directory/clerking-new-contexts/) | 2 hours |
| [How to: support the development of the board](https://www.nga.org.uk/training/directory/support-board-development/) | 30 mins |
| [How to: become a trusted advisor](https://www.nga.org.uk/training/directory/trusted-advisor/) | 30 mins |
| [How to: clerk courageously](https://www.nga.org.uk/training/directory/courageous-clerking/) | 30 mins |

Further online modules

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Description automatically generatedIncluded in the NGA learning Link offer are a range of modules developed by Virtual College for a wider audience, which provide useful background information on a range of topics with relevance to governance such as important aspects of safeguarding and health and safety.