



Further Education College Clerk Development and Training Programme Resource Pack

Module 1: Overview of the Further Education System

Executive Summary

The **purpose** of this module is to give an overview of the further education system. It provides an updated description of the political and legislative environment and suggests further sources.

Section 1 describes the policy environment. It gives an historical perspective of further education, which includes a summary of the latest developments and provides a brief history of FE and how colleges are classified.

Section 2 gives an overview of the role and responsibilities of governors, their duties and powers as laid out in legislation. It describes how the membership of general further education and sixth form colleges is constituted and the different ways in which governing bodies may be organised.

Section 3 addresses the role and responsibilities of the clerk, how s/he may be employed, and what a normal job description might contain.

Section 4 introduces the concept of integrity in working practices and the importance of maintaining appropriate standards of behaviour.

Section 5 sets out the type of procedures a governing body may adopt, including the importance of standing orders/delegations.

Section 6 describes a constructive relationship between the chair, governors, the senior leadership team and the clerk. The distinction between governance and management is discussed with examples of how this might differ from college to college depending on circumstances.

Section 7 explains how student experience must be at the heart of the college, including governance. It provides examples of ways in which governors can get the best out of their student governor(s) and how they might engage with the wider student body.

Section 8 discusses the importance of governor training and development and how this should be embedded in governance activity. It invites new governors to be proactive in identifying their training and development needs.

Section 9 describes the knowledge and skills any governing body will need in order to discharge its responsibilities. It suggests that all governing bodies should conduct a regular skills audit to ensure they have the right mix of people on the board.

Section 10 addresses the information needs of the governing body and how they might be met. An activity gives the opportunity for the clerk to assess the quality of papers presented to the governing body on its agendas. The increasing adoption of e-governance as a paperless way of conducting formal business is introduced

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