



Further Education College Clerk Development and Training Programme Resource Pack

Module 8: Curriculum Executive Summary

The **purpose** of this module is to give governors and clerks an overview of their responsibilities in terms of the core business of the institution: the curriculum. This is the portfolio of programme and qualifications offered to students who enrol. Governors are responsible for determining the educational character and mission of the college, for raising standards and for overseeing its activities. As a result, governors are expected to take a strategic overview of their organisation's curriculum offer and make sure that it is in keeping with the mission and strategic plan. Where the curriculum changes, for example in response to Government initiatives or changing local employment needs, governors should ensure that the mission, strategic plan and curriculum continue to relate to each other.

Section 1 provides an overview of national and local influences on the curriculum, the current policy drivers and the focus on meeting the needs of the local community.

Section 2 gives information about the types of students and courses. It explains different types of colleges, types of qualifications and links to the relevant websites to get the latest information, as developments in the qualifications framework are changing constantly. It covers the duty of governors in relation to equality and diversity, safeguarding, support for students and the provision of English and maths.

Section 3 looks at the curriculum offered in your college. It gives more detail to the levels and types of curriculum, including functional skills, apprenticeships and 14 to 16 year old learners. It also covers higher education in further education, adult literacy and numeracy and access to HE courses.

Section 4 looks at how you assess the effectiveness of teaching and learning. The governors will want to be confident that the college is delivering high quality teaching and learning and is continuously monitoring and working to improve practice. Module 9: Quality and Standards takes a more detailed look at quality. If you want to focus on this aspect then the guidance note on [governors' role in teaching learning and assessment](#) in the AoC governance library is worth looking at.