

Education policy and the c

This handout will cover:

- Education policy
- Education Acts
- Social, political and economic factors
- The curriculum
- Reading list
- Website list

Education policy

Education policy is about the laws, policies and principles which an educational organisation must follow. They are created by government. For example, the types of programmes, subjects and qualifications which can be offered. If they receive government funding, they will be inspected and held to account.

Education policy is decided by Government. If you would like to research how policy is created, this link might prove useful: Policy cycle - <https://www.opml.co.uk/our-approach/working-across-the-policy-cycle>

There are lots of other policies and reports which might apply, such as those relating to health and safety, equality and diversity, and teachers' conditions, pay and pensions. Some private organisations, which do not receive government funding, might not be subject to the policies.

Two areas which are influenced by policy, and might impact upon your role, are Ofsted and Ofqual.

Ofsted - Office for Standards in Education, Children's Services and Skills is a non-ministerial department of the UK government, reporting to Parliament. Ofsted is responsible for inspecting a range of educational institutions.

Ofqual - Office of Qualifications and Examinations Regulation is a non-ministerial government department that regulates qualifications, exams and tests in England.

Education Acts

There have been many Acts relating to education over the years, since an Education Department was formed in 1856.

Interestingly, the department introduced a 'payment by results' system and grants were given based on attendance.

The Education Act of 1944 made provision for primary, secondary and further education a duty – education would be free.

The Further Education Act (1985) allowed colleges to engage in commercial activities

The Education and Skills Act (2008) raised the education leaving age to 18. Learners now:

- have to be in full time education or training;
- be in work-based learning (such as an apprenticeship); or
- if they are employed for more than 20 hours a week they must also undertake part-time education or training.

The Education Act (2011) made changes to many areas of educational policy; including the regulation of qualifications, the provision of post-16 education, vocational apprenticeships, and higher education finance.

The Technical and Further Education Act (2017) updated apprenticeships and technical qualifications.

There have been many changes to government policy over the years – often dependent upon which political party is in place.

Examples of Education Acts can be found at:

<http://www.educationengland.org.uk/documents/acts/index.html> However, these mainly relate to schools.

Consultations take place which lead to reports which then influence policy. Policy changes will always have an impact on how an educational organisation operates.

Social, political and economic factors

Governments change over time, and so do their department names, staff and policies. Social, political and economic factors often lead to an influence in education policy which could have a positive or negative impact.

For example:

- social - the media reports issues of inequality such as poor access to buildings and provision, this results in a change in policy to ensure equal access
- political - individuals who are under the age of 19 must take English and maths, this puts pressure upon teachers and learners
- economic - reduced funding budgets – this leads to courses no longer being offered.

Other factors could include immigration and migration, employment and unemployment, future skill requirements, benchmarking and competitiveness.

Examples include:

- changes to funding policies
- charging for courses which have historically been free
- new qualifications such as T levels
- changes to apprenticeship programmes
- revisions to the way inspections are carried out
- no longer compulsory for teachers to belong a professional association.

The curriculum

The term curriculum relates to everything which is educational and offered to learners. It is not just a set of standards, a qualification, or a scheme of work. It is everything which an organisation offers i.e. all the programmes, qualifications and support given to learners. Social, political and economic factors can influence the content of the curriculum.

Reading list

Appleyard K (2014) *The Professional Teacher in Further Education* Northwich Critical Publishing Ltd

Armitage et al (1999) *Teaching and Training in Lifelong Learning* Maidenhead OU Press

Avis et al (2018) *Teaching in Lifelong Learning* Maidenhead OU Press

Curzon LB & Tummons J (2013) *Teaching in Further Education: An Outline of Principles and Practice* London Bloomsbury

Duckworth V (2014) *How to be a Brilliant FE Teacher* Oxon Routledge

Fawbert F (2008) *Teaching in Post Compulsory Education* London Continuum

Gravells A (2017) *Principles and Practices of Teaching and Training* London Learning Matters SAGE

Gravells J & Wallace S (2013) *The A-Z Guide to Working in Further Education* Northwich Critical Publishing Ltd

Petty G (2014) *Teaching Today: A Practical Guide* Cheltenham Nelson Thornes

Pleasance S (2016) *Wider Professional Practice in Education and Training* London SAGE Publications Ltd

Tummons J (2019) *PCET: Learning and teaching in the post compulsory sector* London Learning Matters SAGE

Website list

Education Policy Institute - <https://epi.org.uk/publications-and-research/further-education-pathways/>

EU – National reforms in vocational education and training and adult learning - https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-vocational-education-and-training-and-adult-learning-75_en

Government education and learning webpages - <https://www.gov.uk/browse/education>

House of Commons FE Library - <https://commonslibrary.parliament.uk/category/social-policy/education/further-education/>

Institute of Education - <https://www.ucl.ac.uk/ioe/news/2017/aug/further-education-england-needs-more-policy-attention-says-study>

Ofqual – <https://www.gov.uk/government/organisations/ofqual>

Ofsted – www.ofsted.gov.uk

Policy connect - <https://www.policyconnect.org.uk/research/going-places-innovation-further-education-and-skills>

Policy cycle - <https://www.opml.co.uk/our-approach/working-across-the-policy-cycle>

Reading lists - <https://www.anngravells.com/reading-lists/index>