

Organisational context of education and training

This handout will cover:

- Organisational context of education and training
- Expectations on curriculum practice
- Policies
- Codes of practice
- Guidelines
- Reading list
- Website list

Organisational context of education and training

An organisation should have purposes, values and goals. These are often defined as part of a vision and/or mission statement. A vision statement describes the organisation's aims and where it hopes to be in the future. A mission statement defines the organisation's business strategy, objectives, and how it hopes to reach those objectives.

Organisations must work within a formal structure, to be successful and to support their staff. The vision and mission of the organisation must be achievable. All staff should understand what they are and be committed to them. However, if they are unrealistic, then staff might not be motivated to achieve them. If the latter is the case, you will need to discuss issues and concerns with someone in authority; otherwise staff morale may become low, which could lead to staff not performing their roles correctly.

Expectations on curriculum practice

The vision and/or mission statement will have an impact on the curriculum i.e. what is offered and why. They will also have an impact on your own role i.e. your responsibilities, targets and budgets. There will be internal and external expectations.

For example, internal requirements: such as class sizes, the number of hours allocated to teach and assess a qualification, internal quality assurance activities, and the observations of sessions.

External requirements include those of stakeholders such as Ofsted and inspections, and the Ofqual General Conditions of Recognition for the way awarding organisations operate with their centres.

Policies

An organisation must have policies in place to give guidance to staff, and to ensure compliance. This helps staff to perform their role correctly, and know the lines of accountability. Policies include: confidentiality, data protection, duty of care,

misconduct, plagiarism, and safeguarding. Think of the policy as a statement of intent, there will also be a procedure which is how the policy will be put into action. Policies and procedures should be regularly reviewed and updated. External inspectors may wish to see them.

Examples of policies include:

- Appeals – if you have a learner who might dispute your assessment decision of their work
- Complaints – if you don't like the way another member of staff has treated you
- Copyright – if you need to photocopy aspects of a text book
- Equality and diversity - if you are not happy with the access to certain facilities
- Health and safety – if you will be working with hazardous materials

Codes of practice

A code of practice is a set of written rules regarding how people should behave. They can be mandatory or voluntary, and they help people to perform their role professionally. Your organisation will have codes of practice such as:

- acceptable use of information technology
- code of conduct
- conflict of interest
- disciplinary
- dress
- duty of care to learners, including personal development, behaviour and welfare
- environmental awareness
- lone working
- misconduct
- sustainability
- timekeeping.

The impact of not following them might be disciplinary action i.e. a verbal or written warning, or being dismissed altogether.

If you belong to any professional associations, they will usually have a code of practice for you to follow, for example, the Society for Education and Training (SET) has a Code of Professional Practice. <https://set.foundation.co.uk/membership/code-of-professional-practice/>

Guidelines

Guidelines help to determine a course of action by advising people how something should be done. They can help to streamline a task or a routine. Whilst policies are mandatory, guidelines are not always enforceable. They are a 'guide' to how

something should be done. However, some organisations include them in their policies and procedures to make them enforceable. Guidance from the Government is usually statutory and must be followed, such as Careers Guidance.

Reading list

Beevers K (2016) *Learning and Development Practice in the Workplace* London Kogan Page

Berry J (2013) *Teachers' Legal Rights and Responsibilities: A Guide for Trainee Teachers and Those New to the Profession* (3rd Edn) Hertfordshire University Of Hertfordshire 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

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

Read H (2015) *The Best Vocational Trainer's Guide* Bideford ReadOn Publications

Website list

Education and Training Foundation (ETF) – <https://www.et-foundation.co.uk>

Government legislation - www.legislation.gov.uk

Health and Safety resources - www.hse.gov.uk/services/education/information.htm

Mission and vision statements - <https://www.bain.com/insights/management-tools-mission-and-vision-statements/>

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

Ofsted – www.ofsted.gov.uk

Prevent Duty and Safeguarding resources - www.preventforfeandtraining.org.uk

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

Society for Education and Training - <https://set.et-foundation.co.uk>