

Module 2 Administration and management of TVET

Unit 2.2 Regulations and procedures

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Introduction

About this unit

Welcome to Unit 2.2 on regulations and procedures.

This unit will help you explore the policies related to TVET through documents that give information on regulations and procedures. Teachers, students and institutions operate under a range of contractual arrangements. Sometimes those arrangements are described in laws and regulations, and at other times through common agreement or procedures.⁷

In this unit, you will first explore the contracts that teachers and students have with each other and with the institutions to which they belong. You will then consider ways in which these contracts are linked to national policies and regulations, as well as to international agreements such as those relating to human rights.

The focus will be on documents that describe and interpret regulations and procedures. These may include institutional charters and prospectuses, legislation and international agreements.

Reading and interpreting the relevant documents will lead to exercises where you identify issues and provide solutions.

How to use this book

As well as information about regulations and procedures, this book includes questions and exercises.

These exercises don't play a part in your assessment for this unit but will help you check your learning progress.

Read the information, then answer the questions or do the exercises as you work through the book.

Answers and examples are provided for you to check your work as soon as you complete an exercise.

Assessment tasks will be provided by your tutor to assess your achievement of the learning outcomes. These will relate to your particular experience and work situation. It is the completion of these tasks that will determine your competence in this unit.

How you'll be assessed

To be assessed for this unit you will be given

- a short research assignment
- a written test

Each assessment will be marked out of 30 marks.

Each will be worth 50% of the total grade.

Your tutor will help you understand what is required. Do not hesitate to ask if you are in doubt.

Finding your way

As you work through the text you'll see symbols in the left margin of some pages. These “icons” guide you through the content.



Read



Important—take note!



Check your progress



Activity



Things to do



Competency

The curriculum of this training programme for technical and vocational teachers is competency based. The competency for each unit is expressed as a number of learning outcomes and assessment criteria.

Assessment criteria specify what you must be able to do to show you have gained the knowledge and skills needed to achieve each learning outcome.

Each unit has specified its own assessment criteria. Recognition of prior learning is encouraged. If you feel confident that you have the necessary level of competence to successfully complete the assessment criteria, you may take the assessment without studying the unit.

Learning outcomes

When you have completed this unit you should be able to identify:

- documents which provide information on regulations and procedures for the education sector
- documents that provide information on human rights and discuss their impact on the role of the teacher
- regulations and procedures that pertain to trainees and instructors with implications for TVET at national and college levels.

Assessment criteria

- List three (3) documents that provide information on regulations and procedures for the education sector.
- State how the nominated documents can be accessed.
- List two (2) documents that provide information on human rights.
- State how the nominated documents can be accessed.
- List five (5) regulations specifically addressed to instructors and trainers of TVET.



Resources

You will need to locate within your institution a set of resources to refer to when undertaking this unit.

Many of the exercises require you to search through these documents, and you will need to be familiar with parts of them to complete the research assignment.

When you cite these as your sources, you will be expected to use a recognised method of writing your references. You will find help to do that on the following page.

You will also need to know where you can access the resources. Sometimes the publication tells you where you can get copies. At other times, you may need to use your own experience of education and training.

The resources should include the following:

- a calendar or handbook or prospectus from a teaching institution
- enrolment information and government requirements for students
- a course information book
- a teacher job description
- a set of teacher guidelines or institutional regulations applying to teachers
- extracts from the Education Act and other government publications
- extracts from the United Nations Declaration of Human Rights

Other resources you may find useful

The United Nations International Covenants and other documents are published by a variety of human rights organisations and agencies of governments.

All governments will have documents showing the international protocols and conventions they have signed.

These are some of the resources we used in this guide, but it will be useful for you to find those published in your country:

Education Amendment Act 1990. Wellington, New Zealand: New Zealand Government, 1990.

International Section, Department of Labour. *International Labour Conventions Ratified by New Zealand*. New Zealand: Department of Labour, 1982.

Ministry of Foreign Affairs and Trade. *Convention on the Rights of the Child: Presentation of the Initial Report of the Government of New Zealand*. New Zealand: Ministry of Foreign Affairs and Trade, 1997.

United Nations Convention on the Rights of the Child. Wellington, New Zealand: Office of the Commissioner for Children.

United Nations International Instruments on Human Rights. New Zealand: Human Rights Commission, 1984.

United Nations. *Human Rights: Questions and Answers*. New York: United Nations, 1987.

Writing references

This unit will involve you in writing out the names of a number of governmental and educational publications. Part of your assessment requirements is that you use an approved way of citing publications.

The following examples, based on *The Chicago Manual of Style*, will provide you with an internationally approved style of writing references for public documents. The essential elements are as follow:

Author. *Title*. Place of publication: Publisher, date of publication.

If you are writing your assessments by hand, then underline the title of the publication. If you use a computer put the titles in *italics* as below.

Where the author is known:

Singh, R.R. *Education for the Twenty-First Century: Asia-Pacific Perspectives*. Bangkok: UNESCO Principal Regional Office for Asia and the Pacific, 1991.

Where the author is a company or organisation:

National Board of Employment, Education and Training. *Post-compulsory Education and Training: Fitting the Need*. Canberra: Australian Government Publishing Service, 1992.

Where the author and the publisher are the same:

The Commonwealth of Learning. *International Workshop on Technical and Vocational Education and Training*. Pakistan: The Commonwealth of Learning, 1992.

For international or United Nations conventions:

United Nations Convention on the Rights of the Child. United Nations, 1989.

For laws and sections of laws:

Official Information Act 1982 (amended 1987). NZ Government, 1987. Part IV Section 24: Right of access to personal information, 22-23.

For in-house booklets, course information guides, etc:

Central Institute of Technology. *Prospectus*. Upper Hutt, New Zealand: Central Institute of Technology, 1999.



This unit uses the term *teaching institution* widely. It may include large or small enterprises, which may be public or private, and may offer a range of courses or just one or two.

The institutions may be high schools, technical institutions or universities.

They may be small training units in a particular technical area.

What they all have in common is that they are undertaking a curriculum recognised in some way by the government. They are registered and come under government rules and regulations.



The unit uses the terms *regulation* and *procedure* widely.

The term *regulation* includes laws, amendments, rules, departmental requirements and institutional requirements.

The term *procedure* includes both formal ways of giving effect to regulations and informal processes.

Please refer to the **Glossary** at the end of the unit for the meanings of technical terms.

Section 1



1.1 What are regulations and procedures?

There are many ways of learning. Indeed, we all learn informally all the time. We have dreams, and wake with new insights about the world. We cut a hand on a blade of grass, and learn to take care next time. We sniff the air and eventually learn to sense that rain is coming.

We also learn from each other. We observe our parents cooking the dinner, or tenderly rocking our sibling to sleep. From them we learn the wisdom of the society we live in, the stories and myths. We can also learn habits and practises with which we disagree.

Indeed, most of what we know is learnt in informal ways through observation, discussion and interaction with friends and family. These form the basis of the learning we undertake throughout our lives. We learn the skills of learning.

These *informal* ways of learning cannot be defined or confined by rules or procedures. Your parent may whisper to you when you are deeply absorbed in a book or a task, that it is time for dinner. A family member may shout that you are not to touch his/her tools. But these are responses relating to particular situations. They are not requirements for the teaching to be of a certain type or standard, or the learning to take place over four hours, or an assessment to be made at regular intervals.

This unit is not about that kind of learning. It is about *formal* teaching and learning: where other people set the requirements for what we should learn, not sparked by our inward fires. It is formal learning that leads to recognition in the world, through passes, grades and qualifications. It is learning that enables people to say that they are now trained to be an engineer, or qualified to be a nurse.

For this sort of learning there must be rules. Each qualification sets the graduate apart from the non-graduate. It gives a message that here is somebody who has achieved something of substance, and can now undertake tasks that non-graduates may not be able to do.

Formal programmes of learning need to fit with a recognised system of quality assurance if they are to be seen as worthwhile. If the programme is not recognised as being of a good standard, or the organisation that is running it is not recognised as being of merit,

then the qualification will be seen as worthless. We all know how learners are attracted to good teachers, and as a teacher trainee, you will probably long to be one of those good teachers, one that everybody recognises as being the best.

If a government is going to put money into formal education, then they will also need to know that they are getting value for money. So they usually have policies in place to ensure that teaching institutions meet certain standards and can deliver courses that meet particular requirements.

Unlike the informal learning environment, instructors in teaching institutions do not teach in a vacuum. Their jobs are defined by a whole range of Acts, regulations and rules, at national, institutional and professional levels. In this unit, these will all be called ***regulations***.

Regulations are legal operational requirements. Together, the regulations provide a legal framework within which an institution operates, teachers teach and students attend to their learning.

Such regulations apply even if the learning is at the student's own time and place, or if the student is able to define the learning process. If the course is recognised, it means that it has complied with a range of requirements to gain that recognition.

If they are constituted as businesses, institutions will need to comply with requirements of finance, taxation and company legislation. They will give effect to these regulations by initiating proper accounting procedures.

Teachers will need to comply with institutional regulations, which may require them to teach the syllabus in an appropriate way. The procedure that ensures that this is done may be a moderation process.

Students also have many regulations and procedures with which they must comply. These range from attendance and assessment requirements to those relating to appropriate behaviour.

At the national level, regulations originate with Acts of Parliament, such as the Education Act, which cover general policy directions and the government organisations that are going to put the policies into practise.

The government organisations then interpret the Act in terms of their area of influence. They create rules and regulations, which give effect to the policy.

In their turn, teaching institutions develop procedures to comply with the regulations. A procedure is any routine pattern of behaviour that meets a particular requirement.

For instance, if national courses have a class attendance requirement, then institutions will initiate the procedure of taking the attendance in each class.

Or, if assessments need to be completed by a certain time, then a faculty or department may introduce the procedure of providing an assessment schedule at the beginning of the course.

Figure 1.1 shows some of the many documents and document sources that provide information about regulations and procedures.

This table gives you the information to complete **Activity 1**.

Affected party	Type of regulation	Source of information
Students	Institutional regulations Course regulations Fees and allowances	Prospectus, calendar, handbook Calendar, handbook, programme information books Calendar, handbook, enrolment booklets, Ministry of Education booklets, other government sources
Teachers	Teaching contract Course regulations Behavioural rules	Job description, teacher registration conditions; informal requirements (verbally conveyed) Course syllabus Code of conduct, Teaching Service Regulations, occupational safety policies, Industrial Safety Act
Institutions	Financial accountability Course standards Business practise	Education Act, auditor's report, annual report Education Act, Ministry of Education Regulations, Qualifications' Authority Regulations, moderators' reports Report of principal/CEO, reports of board of directors, reports of academic board
Education sector	Government policies	Education Act, other Acts and Regulations, Government White Papers, Ministry of Education publications
International obligations		United Nations Declaration of Human Rights, United Nations Declaration of the Rights of the Child, other international covenants and protocols

Figure 1.1 Sources of regulations and procedures



Activity 1

Check your progress

Using Fig. 1.1, identify the best source of information about the following:

- a) The number of years a qualification takes.
- b) Whether there is flexible access
- c) Whether the course has covered the entire syllabus.
- d) Whether students can get a grant to complete the course.
- e) Whether students can be excluded if they have not got permanent residence.
- f) Whether a teacher can publish a student's work without the student's permission.
- g) Whether people are required to wear protective gear.

Now check your answers on the following page.



Answers Activity 1

The information sources you identify will be unique to your institution but they are likely to fall into the following categories:

- a) Calendar or handbook, course information book
- b) Calendar or handbook
- c) Course information book
- d) Calendar or handbook, enrolment booklets, Ministry of Education publications.
- e) Calendar, Ministry of Education booklets, Education Act
- f) Ministry of Education booklets, Education Act (perhaps), other government sources, international protocols
- g) Occupational safety policies



1.2 What is a contract?

One way of looking at the relationships between different parts of the teaching and learning picture is to think of the different parts having agreements or contracts with each other.

A contract is an agreement between two parties. The agreement states that one party will do something for the other party, in return for money or other 'consideration'.

As students or trainees you have contractual relations both with your instructors and with the institution. These contracts may be *explicit*. In other words, they may be formal and written down.

Alternatively, they may be *implicit*, or assumed from the nature of the relationship. The implicit contract will often not be written down as a contract.

You may find it in another form, however. For instance teachers work under a professional *code of ethics*, which sets out what is acceptable behaviour and practise.

Student associations also often agree to *codes of conduct* for the students in the institution. These agreements make it easier for institutions to censure or expel students whose behaviour is unacceptable.

In a sense these contracts tie the three parties together in a common cause. This is to enable students to learn and pass courses in their area of study, or at least to try their hardest to succeed. (See Fig. 1.2)

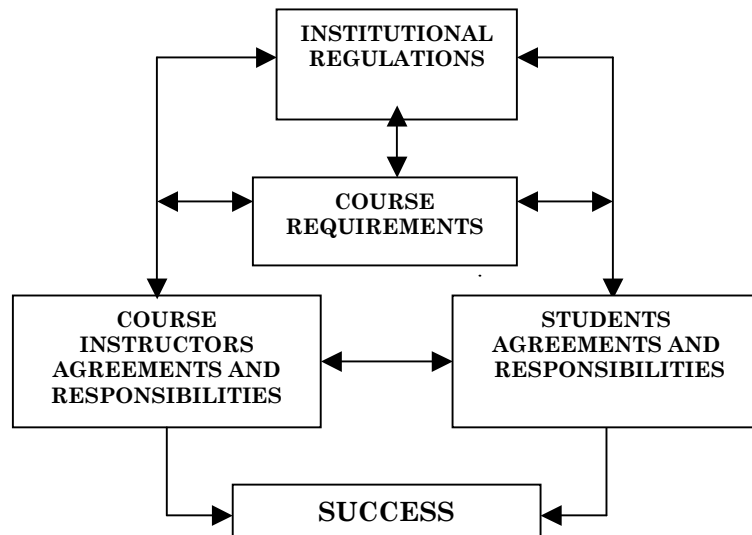


Figure 1.2 The common cause



Student and teacher

Most of the contractual arrangements between students and teachers are implicit. This means that although nothing may be in writing, both the teacher and the student follow rules in their way of working with each other.

An example is that the student will treat the teacher with respect, and in return the teacher will treat all students fairly.

Some of these ways of working together can be formalised in a document such as the teacher's job description, or a student code of conduct.

Sometimes teachers develop learning contracts with their students. In these the students may be required to plan and develop a project in a particular style, and complete it in a certain time. Although these are called contracts they are not true contracts unless they have been negotiated between the teacher and the student, and both are able to see some kind of advantage in the deal.

However, they may be seen as part of an informal and unwritten contract between the student and the teacher.

In Activity 2 you need to identify some expected ways of behaving that make up the implicit contract between teachers and students. See how you do!



Activity 2

This is an exercise for which there are no right answers. You will need to think about your experiences as a student and a teacher and, from them, note what you think are 'expected behaviours'.

Identify three expected student behaviours and three expected teacher behaviours. Examples have been given as a guide:

Student behaviour	<i>Students are expected to come to class on time</i>
Student behaviour 2	
Student behaviour 3	
Student behaviour 4	
Teacher behaviour 1	<i>Teachers should mark students' work within a reasonable time.</i>
Teacher behaviour 2	
Teacher behaviour 3	
Teacher behaviour 4	

Turn to the next page for some suggested answers.



Activity 2 Answers

Expected student behaviours might include:

1. Not eating in class
2. Only one person should speak at once
3. Complete assessments on time
4. Do not enter a workshop without a teacher being present
5. Don't cheat
6. Always wear a safety helmet when on site
7. No student cars on campus.

Expected teacher behaviours might include:

1. Always arrive in class on time
2. Never talk facing the blackboard
3. Mark student work within a week
4. Teachers should explain what they are going to cover in each lesson
5. Praise rather than blame
6. Don't lose your cool
7. Acknowledge quotations from other authors.



Student and institution

The contract between the student and the institution is generally formal and *explicit*.

Students may be required to attend for a certain number of hours, undertake set work and assessments, and pay fees and costs.

In return, the institution promises to deliver a programme of a certain standard, within guidelines and with appropriate resources. It promises to provide a qualification when the conditions are met.

As a trainee you will have signed an agreement that sets out what the institution will provide for you and what you need to undertake to fulfil your obligations.

When you are a teacher you will need to know these regulations and procedures thoroughly, so that you can act as an advisor and guide to your students.

Now try **Activity 3**. This exercise identifies some of the sources of information about the contract between students and their teaching institution.



Activity 3

You are advising a new student entering your institution for the first time. Gather the documents that will provide the student with information about the regulations and procedures applying to the institution and to the course they are undertaking.

From those documents select **three** important institutional regulations.

Select **three** requirements the student must meet to pass the course.

Set out your findings in the following grid. An example is provided of each type of regulation or procedure.

Institutional regulations		
Document	Source	Regulation
Handbook	Registry	Students must be over 16 years of age
Course regulations		
Document	Source	Regulation
Course handbook	Department	Students must have passed Maths 101

See next page for suggested answers.



Activity 3 Answers

Here are some possibilities:

INSTITUTIONAL REGULATIONS		
Document	Source	Regulation
<i>Handbook</i>	<i>Registry</i>	<i>Students must be over 16 years of age</i>
Prospectus	Registry	Cars must have valid parking permits
Occ. safety policy	Registry	Gymnasium must be supervised at all times
Hostel regulations	Hostel	Hostels must be vacated over the holidays
COURSE REGULATIONS		
Document	Source	Regulation
<i>Course handbook</i>	<i>Department</i>	<i>Students must have passed Maths 101</i>
Course handbook	Department	There will be one three-hour examination
Newsletter	Department	Please note — no late assignments are accepted
Course handbook	Department	Up to two units may be claimed through recognition of current competence (RCC)



Teacher and institution

Teachers also work under contract. In return for pay and certain conditions of work, they contract to teach the required programme in a professional manner and in accordance with the rules of the institution as set out in their job description. If they do not do that, they can be disciplined or dismissed.

As part of their contract, teachers are also subject to working within the procedures of the institution.

This usually involves them in such tasks as:

- participating in staff meetings
- planning programmes
- designing common assessment tasks
- using the photocopier and other equipment in the agreed way
- attending professional meetings and conferences
- undertaking research
- participating in the academic and professional life of the department

These tasks will usually be set out in a general way in the job description. Some may also be formally included in college regulations, occupational health and safety requirements, or teaching service regulations.

When a teacher accepts the job, these form part of the employment contract.



Summary

- Most aspects of teaching and learning are governed by regulations and procedures.
- Regulations are rules under which institutions, teachers and students operate. Procedures are the ways they meet the regulations.
- The regulations and procedures are set out in a variety of publications at the institutional level.
- They are also set out in informal agreements and codes of practise.
- The regulations and procedures may be seen as sets of *explicit* and *implicit* contracts.
- The main contractual relationships are between teachers, students and the institution. This may be called 'the common cause' contract.
- The contracts between teachers and students are often informal, though they can be set out in documents such as codes of practise.
- The contract between students and the institution is generally formal and explicit, and is set out in calendars, prospectuses and handbooks, as well as course information books.
- Teachers work under an employment contract. This is governed by both explicit regulations and informal expectations.

Section 2



2.1 The second level of contracts

In the last section of the unit we looked at the ‘common cause’ contracts between teacher, student and institution.

The common cause agreement between the teacher, student, and institution is the main reason for the relationship among the three to exist. If there were no students, there would be no need for teachers and the institution would have no purpose.

In a sense, the institution enables the teaching and learning to take place in a formalised and planned way.

In the first set of relationships, between the institution, teachers and students, the strongest and most direct contact is between the institution and its staff. It is on this contract that the teaching depends.

The institution also has both formal and informal contractual relations with the students.

The teacher-student relationship, on the other hand, is rarely expressed formally, but is evident through mutual agreements, rights and duties.

The teaching institution can be seen inside a second pyramid, with the government at its peak and the community as its partner in the social compact.

There must be rules, regulations and procedures set by the government, which guide how the teaching institution manages itself.

There are also regulations and procedures that ensure the quality and cost-effectiveness of the teaching and learning.

The teaching institution is governed by regulations that determine its legal entity, its mode of operating, its financial management, quality control mechanisms, its employment policies, and of course, its teaching and course delivery processes.

For instance, in order to obtain government funding, the institution has to follow certain reporting, accounting and organisational processes. In order to be an accredited provider of courses, the institution needs to meet quality controls and criteria.

Most, if not all of these regulations are in fact contractual arrangements between the government and the institution.

Figure 2.1 sets out the pattern of secondary relationships operating around the government, the institution and the community.

In this level of contracts, the strong and direct set of contracts is between the government and the institution. These are largely set out in laws and regulations.

The relationship between the government and the community is more indirect, and similar to the mixture of regulations and duties between the institution and students.

The institution is tied to the community, not by formal contractual relationships, but by mutual rights and duties, much as the relationship between teachers and students.

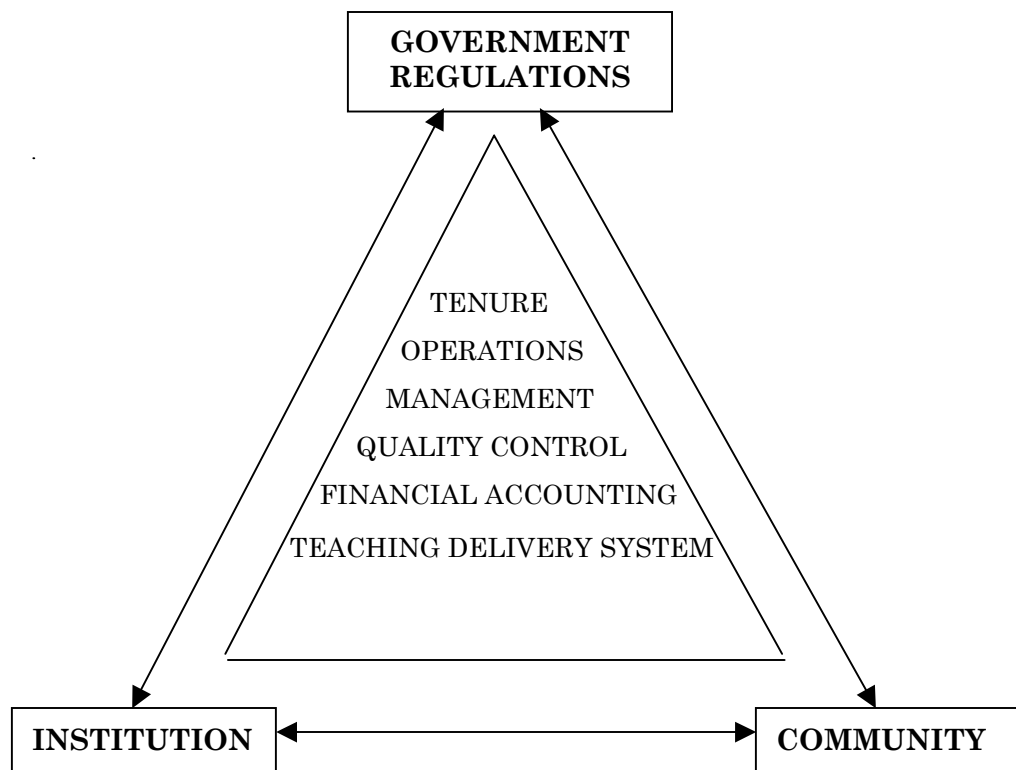


Figure 2.1 The second level of contracts



2.2 The functions of a teaching institution

You can see that a teaching institution serves several functions at the same time.

Its main role might be to teach courses. But it also acts as a collection and distribution agency for government or private money, a quality assurance agency for educational programmes, and an agency of government policy.

A teaching institution may also provide social and economic cohesion for a community. It may contribute to the community's well being, and even determine the future of the community. For instance, it may be the community's biggest employer. It may also offer adult education and training programmes. And the training programmes taken at the institution may maintain and develop the community's industrial base.

Some of their roles may compete with others — an institution may implement government policy and act as a catalyst for change.

Figure 2.2 shows some of the roles of institutions engaged in teaching vocational and technical training.

In the next section we shall examine some of those roles in terms of the regulations and procedures involved.

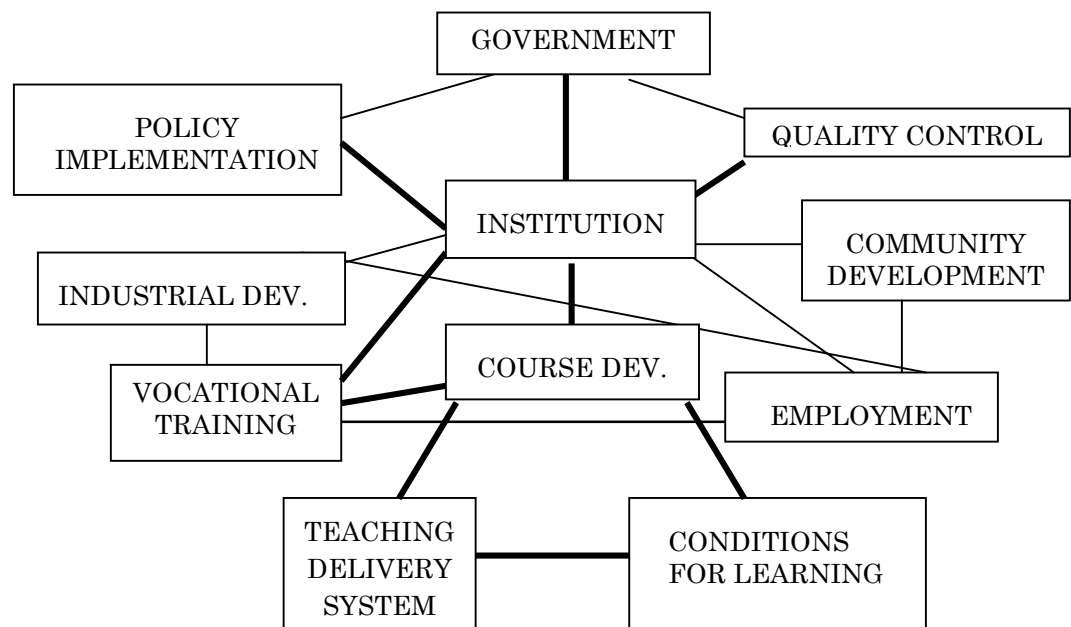


Figure 2.2 Roles and relationships



Activity 4

From the range of resource documents provided by your instructor, find one that sets out regulations under which teaching institutions must operate. This might be an Act of Parliament or a policy booklet issued by a governmental organisation.

Document:	
-----------	--

Now choose one regulation that requires institutions to do certain things. For example, they may be required to report once a year, to have a board of management, or to record the ethnic origins of each student.

Regulation:	
-------------	--

Now identify the procedures an institution has to put into place to comply with the regulation.

Procedures:	

See next page for suggested answers.



Activity 4 Answers

Here is one possible answer relating to granting of study leave for teachers in educational institutions in **Jamaica**.

Document:	Education Regulation 1998: Ministry of Education and Culture, Jamaica, October 1998.
Regulation:	<p>Section 82: Provision of study leave – a teacher in a public education institution who has been accepted by a University or another institution recognised by the minister to pursue a course of full-time study may be granted study leave if:</p> <ul style="list-style-type: none"> a) he/she is a Jamaican citizen or has been domiciled in Jamaica for a period of not less than 5 years b) the board of the institution recommends the granting of study leave c) the teacher holds a permanent post and has completed two consecutive years of service for which is awarded one year study leave on full salary d) the teacher has completed 10 consecutive years of service for which is awarded, two years study leave on full salary <p>The number of persons to whom study leave may be granted at the same time shall not exceed ten per cent of the academic staff.</p>
Procedures:	An application for study leave, full-time or day release, shall contain details of the proposed course of study, and shall be accompanied by evidence of acceptance by the institution in which the teacher intends to pursue the course.



Summary

- The institution takes responsibility for the teaching and learning processes within it.
- These are, however, subject to 'second level' contracts.
- The institution gives effect to government legislation and regulations relating not only to education but also to teaching requirements and conditions, as well as to student rights and obligations.
- The institution can be seen to be in a second contractual pyramid with the government and the community. The government is the main contractor in this pyramid.
- The institution forms a network of relationships and roles with the government, industry and the community.

Section 3



3.1 The institution as a teaching establishment

The regulations relating to the institution's role as a teacher and provider of courses are of greatest importance.

In most countries, any organisation can set itself up as a teaching establishment. But they are not automatically entitled to teach recognised courses, obtain government funding or have their students qualify for loans or allowances.

Most institutions need to be registered in order to obtain funds. This means that they need to prove that they are able to teach the courses effectively.

This does not necessarily mean they need to have classes or provide face-to-face teaching, but that they are able to organize and manage the learning effectively.

This usually involves such matters as:

1. qualified staff
2. good resources
3. financial accountability
4. good management
5. student support.

The institution then often needs to be accredited to teach programmes that have been approved for funding.

It needs to follow the moderation and review regulations relating to the courses they teach.

Their funds need to be audited annually.

These regulations are generally set out in the Education Act, and then explained and interpreted through booklets from the Ministry of Education and other government agencies.

These terms may be unfamiliar to you. Activity 5 (which follows) tests your ability to understand the terms and distinguish between them.



Activity 5

Match the terms on the left side of the page with the definitions on the right side. Note: not all definitions are used.

If you are desperate, use a dictionary.

- | | |
|------------------|--|
| 1. Assessment | (a) Recording as a training institution that qualifies for funding |
| 2. Moderation | (b) Legal requirement |
| 3. Audit | (c) Measurement of learning |
| 4. Approval | (d) Analysis of course curriculum |
| 5. Registration | (e) Permission to teach a course |
| 6. Accreditation | (f) Check of the ability of the institution to meet requirements |
| 7. Regulation | (g) Analysis of teacher competence |
| 8. Review | (h) Student evaluation of the course |
| 9. Procedure | (i) External check that the course meets quality criteria. |
| | (j) Regular action to ensure that requirements are met |
| | (k) Recognition that a course meets national standards |

Match the numbers and letters in the box below:

1	2	3	4	5	6	7	8	9

See next page for suggested answers.



Activity 5 Answers

1	2	3	4	5	6	7	8	9
c	i	f	k	a	e	b	d	j



3.2 The educational community

Institutions specialising in technical and vocational training have their own particular place in the education community. It is often defined in the Education Act or other government documents such as the *White Papers*. It is sometimes defined by the Ministry of Education or some other government agency.

Normally the term *university* is protected under the Education Act. It refers to institutions 'mainly engaged in research', which offer academic programmes in a range of different subjects.

Although students graduate from a range of courses, they are only known as *graduates* if they have undertaken a degree programme, and these are mainly taught at universities.

Technical institutions, polytechnics and other trainers of vocational and technical courses (TVET providers) have another role. They undertake the sort of training and education that has direct job relevance, and the aim of building the skills of the workforce.

This means that the policies and regulations applying to TVET institutions are often different from those applying to universities. For instance, their programmes need to be directly relevant to particular industries or industry groups. This leads to both direct and indirect industry involvement in the institutions.

A TVET institution tends to emphasise research less, because if research needs to be undertaken, it is done within the industries or industry groups.

In addition to its internal quality control processes, they are more likely to involve input from groups external to the institution, such as representatives from industries or professional organisations.

Instructors, too, need to be specialists in the technical or vocational area they are teaching. They are often both practitioners and teachers.

In this way they can maintain their technical expertise and pass it on to their students.

Instructors often represent their industries on educational, professional and trade matters.

In **Activity 6** you need to identify regulations and procedures particularly applying to TVET. See how you do!



Activity 6

For this activity, you will need to research the documents that you needed to collect for this module and find two regulations that apply solely to providers of technical and vocational education. The regulations may apply to the whole TVET sector or to one part, such as polytechnics, or private trainers.

These are some of the areas where there may be regulations applying to technical/vocational education but not to academic or adult education:

- involvement of industry in course design
- involvement of industry in assessment or moderation
- student fees and allowances
- credit for prior knowledge and experience
- on-the-job assessment.

Use the following grid for your answers:

Publication	Regulation
Publication	Regulation

See next page for suggested answers.



Activity 6 Answers

Your tutor will discuss with you a number of answers related to your particular circumstances.

If you have any questions, please contact your tutor who will be pleased to help.



3.3 The institution as a business

Whether the organisation you will teach in is government funded or private, it still needs to show that it can operate as a business.

For public or state-funded educational institutions, the contract is clear: the institution and its students receive funding as long as the institution provides courses efficiently and effectively.

This means that the institution is accountable to the government for its use of money and its management practises, as well as for the quality of the programmes.

In the Education Act this contract is often made explicit. The roles of an institution are set out, as well as the management and accounting procedures that must be adopted.

In addition, employment legislation sets out the institution's responsibilities as an employer, while ethnic, age, gender and disability issues are covered by human rights and employment legislation.



3.4 The institution as a producer of knowledge and resources

The teaching institution has many other roles. For example, it functions within a social and political environment. It contributes in economic and social ways to the cohesiveness of society. It acts as an agency of the government.

One of its less definable roles is as a producer of resources relating to education and training.

This role is also one of the most complex in terms of regulations and procedures. As a producer and as a user of classroom materials, you will need to have some understanding of this role.

The production and use of resources is covered by two often-conflicting rights:

- One is the right to know. This right relates to issues of censorship, choice of materials and the free access to a range of resources. The academic freedom of teachers and students is also an issue here.
- The other rights are those of ownership. These include copyright and ownership disputes over student work.

There are many examples of conflict between such rights, and they can be hard to resolve with solutions that are less than satisfactory to all concerned.

Activity 7 provides some examples of conflicts and you will need to work out how to resolve them.



Activity 7

Here are some real-life examples of conflict over resources and knowledge. While you read them, think of what the conflict is about and how to resolve it.

Then turn to the following page for a description of how it was resolved. As each case involves interpretation of regulations, different countries may resolve the issues in different ways.

1. The employer has paid for the student's course; so, the results are sent to the employer rather than to the student. Does the employer own the results?
2. Students who sat a national examination ask, under the Official Information Act, to have their marked papers returned to them. Should they have them returned?
3. An institution asks an expert to write a textbook for use in class. The institution pays for it but does not use the textbook. The author would like to publish parts of it in another textbook, under his/her own name. Can the institution prevent that from happening, or ask for payment?
4. A teacher photocopies a textbook for the class to use until the published books arrive. Can the teacher be sued for breach of copyright?
5. Instead of using the textbook used by other teachers of the subject, an instructor uses one that looks at the subject from a slightly more critical point of view. Can the department insist that the instructor use the same textbook as the others?
6. After an interview a teacher is turned down for a job. Is the teacher entitled to receive the notes the interviewing panel made when it made its decision?
7. A tourism tutor develops his/her own course and offers it through a technical college. When they leave two years later, the college claims ownership of the course and will not let them take it for use at another college. Who owns the course?
8. A survey is handed out on enrolment. It asks several personal questions, and the results are "for statistical purposes". Does the student need to take part?

See next page for suggested answers.



Activity 7 Answers

1. This used to be common practise in some countries. However, it was later decided that the institution's contract was with the student, and so the results should be sent to the student rather than the employer.
2. When the students' request for their examination papers was turned down, they challenged it in the courts and won. Now all students receive their papers back automatically.
3. If the institution has paid for the textbook then it owns the copyright, whether or not it publishes the book. This is usually set out in a formal contract. But it does not own the ideas or thoughts or examples. So the question is: how close is the new text to the old? In a dispute like this, the courts are likely to look favourably on the author if the institution has not published the text.
4. Strictly speaking the teacher is in breach of copyright. However the publishers would be foolish to sue if they were going to sell the texts to the students eventually. Copyright law is extremely complex. Many institutions have special copyright arrangements negotiated with national or international bodies. These arrangements permit them to undertake larger quantities of copying than they would otherwise be entitled to.
5. This is a case from America. There it was decided that, provided the course outcomes were met, the department had no right to prescribe particular teaching methods or resources. This sort of conflict is common, but can be more sensibly resolved through negotiation rather than through the courts.
6. In New Zealand, job applicants are generally entitled to get access to notes made about them but not about other candidates. But it is still hard to receive any feedback, as most organisations deny having any notes.
7. This depends on whether developing the course is seen as part of the job description. Teachers often supply many resources of their own, but if they have gathered or written them in the course of their employment the institution may have some ownership rights. Often course writers negotiate an agreement that gives both them and the institution rights to the material.
8. Students are often required by regulation to provide a lot of information about themselves on enrolment. Those requirements should be clearly stated. Any other information is a matter of student choice, but the reason for gathering it and the purposes to which it is to be put should be explained, and the student should not be placed under pressure to comply.



Summary

- Any teaching institution needs to meet government standards and regulations before being able to teach recognised courses or receive government funding.
- In many countries institutions need to be registered. Then they need to be accredited to teach approved courses.
- For accreditation, they need to have quality assurance processes such as moderation and review.
- These requirements are generally set out in the Education Act.
- TVET institutions have particular regulations relating to their role teaching vocational and job skills.
- All teaching institutions need to show that they can operate as a business.
- There are particular regulations relating to such matters as freedom of speech, ownership of materials and copyright.

Section 4



4.1 The student's place in the world

Government legislation and regulations affecting students at the second level are the result of many pressures.

To start with, the government has a need to show that it is spending money wisely.

There is, at present, a strong movement for governments throughout the world to reduce spending on social welfare and health issues, which are seen as 'ambulance' services – trying to fix up problems in society. Instead the trend is to put more money into business development and the free movement of trade.

In many countries this is translated into the need for students to pay for more of their education, for loans to replace allowances, and for greater business sponsorship of education.

On the other hand, governments see an educated workforce as an investment in the future. They are increasingly aware that education is a continuous process and that they need to anticipate massive changes in the nature of work and employment.

At an increasing rate, the skills our parents knew and even the ones we learned at school are no longer relevant. This is putting greater and greater pressure on the need for technical and vocational training.

There are also demands and obligations placed on governments by international and commonwealth organisations. These require governments to ensure that all people are provided for, that there is no discrimination, and that there is equal access to the benefits of education and employment.

Figure 4.1 on the following page shows these competing forces.

Government legislation can be seen as a combination of regulations and procedures that limit student access to training and resources, as well as ensure that the education is provided fairly and without prejudice.

For example, regulations restricting the number of years that a student can get allowances or student loans may limit access for some students.

Other regulations that provide special grants to students from immigrant families redistribute available money in a more equitable way.

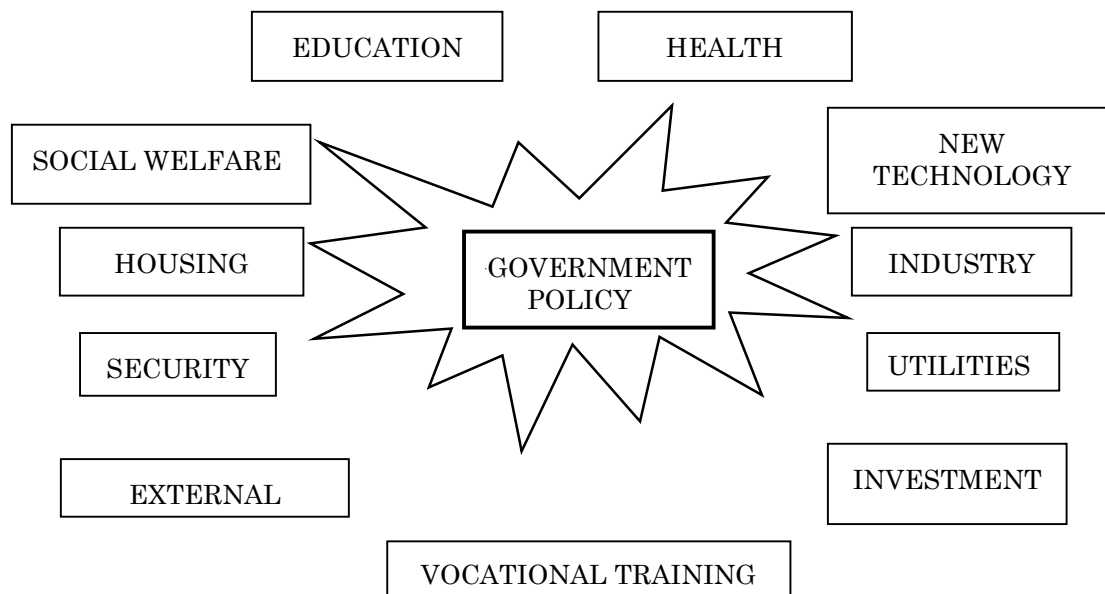


Figure 4.1 Factors affecting government policy

Now try Activity 8 to work out which regulations limit access and which regulations increase or redistribute access.



Activity 8

Look up the regulations affecting students in your country.

- 1) Note two regulations that restrict student access to education.

- 2) Note two regulations that redistribute or increase student access to education.

Possible answers follow.



Activity 8 Answers

These are the sorts of regulations that might restrict access:

- Applicants must be at least sixteen.
- Applicants must have passed University Entrance examinations.
- The course is restricted to 20 places.
- The government will allocate funds based on priority training areas.
- The course will run at only one institution.
- The course will be taught only in French.
- The course is residential.
- No childcare facilities are available.
- Students with court convictions are ineligible for government grants.
- Grants are available only to permanent residents.

These are the sorts of regulations that redistribute money or increase access.

- Supplementary accommodation allowances are available.
- Students paying for the course themselves are eligible to receive a loan.
- Special help must be provided for students with English as a second language.
- Wheelchair ramps must be provided.
- Institutions must include an equal opportunities programme.
- The universal tuition allowance is available for all citizens.
- Institutions must not discriminate by race, colour, creed, age or gender.



4.2 Teachers and employment

Similar pressures affect policy related to teachers and their employment.

The need to provide a cost-effective system leads to pressure to hold or reduce teacher salaries, increase workloads and hours of work, and increase class sizes.

In addition to public service regulations and negotiated salary award agreements, teachers are required to meet obligations to maintain health and safety requirements, copyright provisions, and assessment, recording and reporting regulations.

These pressures must be balanced by the need for a qualified and experienced teaching force able to deliver a quality education service.

There are also international obligations under United Nations Conventions to provide reasonable working conditions.

In the next section, we will explore the international pressures that affect the laws governments pass and in turn the sort of education systems they put into place.



Summary

- Influential groups in society put pressures on governments, which affect the sort of legislation they put into place.
- Government policies and legislation determine the sort of education system we have.
- Pressures on government to reduce spending in social areas can affect students by reducing grants, introducing loan schemes and privatising education. All of these reduce access to education for some people.
- On the other hand, there is strong pressure to increase tertiary participation as an investment for the future.
- Governments also have to meet international demands and obligations.
- Similar pressures also lead to changes in the responsibilities and working conditions of teachers.

Section 5



5.1 The global context

When the United Nations was constituted in 1946, one of its prime functions was to develop an “international bill of human rights” that could serve as a standard against which nations might gauge their performance in upholding human rights.

The Universal Declaration of Human Rights was adopted in 1948, and two international covenants (legally binding treaties) came into force in 1976.

These spell out requirements to meet the Declaration of Human Rights, and are binding on the countries that have signed them.

Each signatory country is required to report periodically on its own record, and the Human Rights Committee has powers with many of the signatories to hear complaints from individual citizens.

Among other matters, the International Covenant on Economic, Social and Cultural Rights recognises:

The right to work, to free choice of jobs, to just and favourable conditions of work, to equal pay for equal work, to safe and healthy working conditions, and to rest and leisure...

State parties are to provide free and compulsory primary education; there should be arrangements for secondary education to become available and accessible to all. There should be equal access to higher education. Parents and legal guardians should be free to choose schools for their children and to ensure that their religious and moral education is provided for.

Source: United Nations. Human Rights: Questions and Answers. New York: United Nations, 1997:8.

The International Covenant on Civil and Political Rights has clauses relating to “freedom of thought, conscience and religion and to freedom of expression”. (Ibid p.9)

The rights guaranteed in the Covenants apply to all people without discrimination:

All persons living in a State which is a party to the Covenants, or who are subject to that State’s jurisdiction, are to enjoy the rights guaranteed in the Covenants, without distinction as to race, colour,

sex, language, religion, political or other opinion, national or social origin, property, birth or other status ...
(*Ibid*, p.10)

Further to these Covenants, the Committees of the United Nations examine a wide range of human rights issues, from slavery and apartheid to the rights of women and indigenous peoples.

For instance, in 1979 the United Nations adopted a legally binding Convention on the Elimination of All Forms of Discrimination against Women. In 1989 it adopted the Convention on the Rights of the Child.

Article 28 of the Convention on the Rights of the Child recognises the right to education. Article 29 considers the purposes of education. Article 30 refers to the rights of children from minority groups.

The Convention also recognises many other rights. Freedom to hold and express one's own views is expressed in Articles 12 –14. Article 15 recognises freedom of association and assembly. Article 22 refers to refugee children, and Article 23 to the rights of mentally and physically disabled children to a “full and decent life”.

On the following pages are **Articles 28 and 29**, which refer to education. These may be useful when you do your first assignment.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
 - (a) Make primary education compulsory and available free to all;
 - (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
 - (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
 - (d) Make educational and vocational information and guidance available and accessible to all children;
 - (e) Take measures to encourage regular attendance at schools and the reduction of dropout rates.
2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
3. States Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Source: United Nations Convention on the Rights of the Child. United Nations, 1989.

Article 29

1. States Parties agree that the education of the child shall be directed to:
 - (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
 - (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
 - (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
 - (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
 - (e) The development of respect for the natural environment.
2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Source: United Nations Convention on the Rights of the Child. United Nations, 1989.

These United Nations proclamations provide a moral and legal (though not strictly enforceable) obligation on all the countries that sign the treaties. The covenants and conventions require reporting to committees, who are also able to hear complaints made to them from private citizens and non-governmental organisations.

Thus there is a third pyramid of contracts, which has as its apex the United Nations, the Commonwealth and other international bodies. The other two parties are the various governments and the international communities who are able to apply sanctions or pressure to comply with the agreements.

Figure 5.1 shows this relationship.

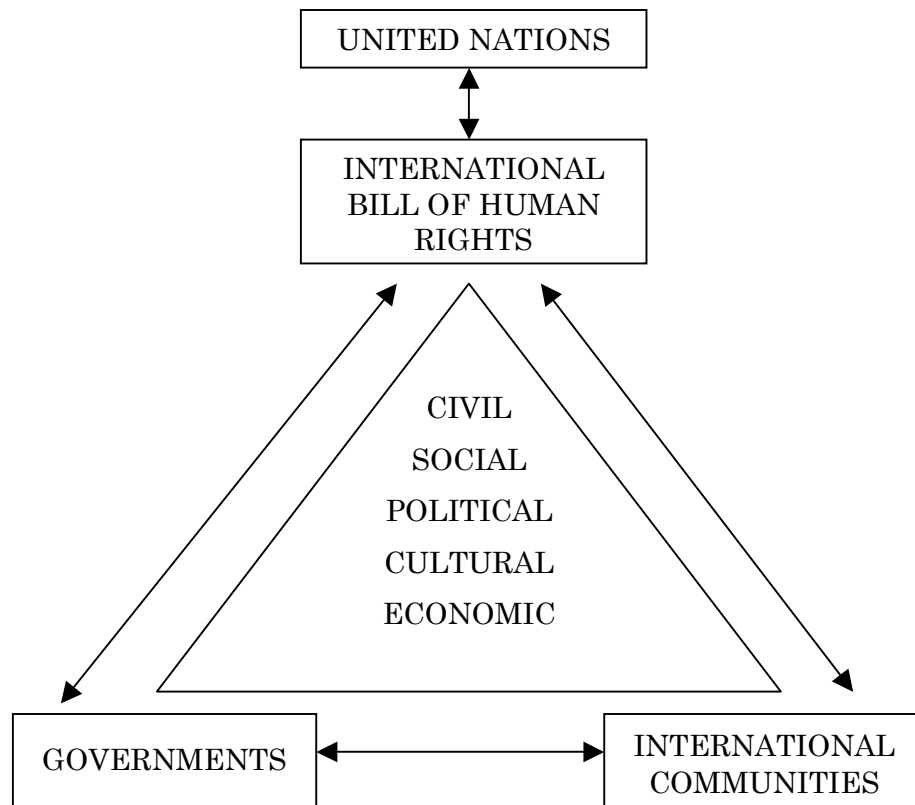


Figure 5.1 the international pyramid



5.2 Tracing the path

Various educational and social themes may be traced from their expression in the Declaration of Human Rights or other United Nations proclamations, through government legislation and regulations, into institutional regulations and procedures, and to the lives of teachers and students.

For example, in the Declaration of Human Rights is a clause relating to the “protection of the moral and material interests resulting from one’s authorship of scientific, literary or artistic productions”. It is easy to see the path to restrictions on unauthorized photocopying of texts or articles, or a student’s ownership of an assignment.

It is perhaps less easy to see a direct path from “freedom of peaceful assembly and association” to the suppression of student protests in many countries, but it must be realised that rights are not absolute, and are often within the discretion of the government of the member country.

Let us trace one example through from the United Nations’ statements to classroom practise.

The *International Covenant on Economic, Social and Cultural Rights*, Article 7, states:

The States Parties to the present Covenant recognize the right of everyone to the enjoyment of just and favourable conditions of work which ensure, in particular:

- (a) Remuneration that provides all workers, as a minimum, with:*
 - (i) Fair wages and equal remuneration for work of equal value without distinction of any kind, in particular women being guaranteed conditions of work not inferior to those enjoyed by men, with equal pay for equal work;*
 - (ii) A decent living for themselves and their families in accordance with the provisions of the present Covenant;*
- (b) Safe and healthy working conditions;*

- (c) *Equal opportunity for everyone to be promoted in his employment to an appropriate higher level, subject to no considerations other than those of seniority and competence;*
- (d) *Rest, leisure and reasonable limitation of working hours and periodic holidays with pay, as well as remuneration for public holidays.*

This gives governments pretty clear guidelines as to how to set the minimum pay and conditions for teachers.

The International Labour Organisation (ILO), which was founded in 1919, has had the role of translating these Covenants into International Conventions, which bind the countries that ratify them. All countries need to report regularly on the steps they have taken to implement these conventions.

Article 7 has been translated into several Conventions, adopted by nation states, relating to wages, hours of work, weekly rest, paid leave, employment of children and young persons, employment of women, and industrial safety, health and welfare.

In New Zealand, for example, these Conventions have been given expression in some 30 Acts, and are given force through industrial agreements and awards, as well as arbitration and conciliation procedures. For instance, the first Minimum Wage Act was in 1945, while the Equal Pay Act was in 1972. Until the legislation was consolidated, there were Acts specifying maximum hours of work, minimum holidays, industrial health and safety, and many other aspects.

The Education Act 1989 details the minimum hours and days in which schools should open, and the minimum qualifications teachers should have. There is no need to state matters relating to pay, promotions or the position of women, as those matters are covered in other legislation.

In New Zealand and other countries that have signed the ILO conventions, there is no question about women not getting the same pay for the same work (even though they are still less well represented in managerial positions). There is no question, either, that teachers should have regular breaks or should get days off in lieu of working in the weekend.

While each year there is a great deal of bargaining between teachers and their employers, at the national and institutional level, over pay and working conditions, there is little questioning of adherence to the Conventions themselves. Indeed, they have provided a sound basis on which negotiations can proceed.



Summary

- The United Nations was set up in 1946 to monitor justice and human rights among its members.
- In 1948 the Universal Declaration of Human Rights was adopted.
- The United Nations set in place two Covenants to give effect to the clauses in the Declaration of Human Rights. These are:
 - the International Covenant on Economic, Social and Cultural Rights,
 - the International Covenant on Civil and Political Rights.
- The United Nations set up committees to oversee the record of countries who had signed the Covenants.
- These committees developed further declarations and conventions on the rights of women, children and indigenous people, as well as on specific issues such as refugees, slavery and apartheid.
- Signatory countries are required to report regularly on their records. This reporting is usually done by a body independent of the government.
- These United Nations' agreements and other international agreements influence legislation within countries, and thus affect policies on education, health, welfare and human rights.
- An international pyramid of contractual relationships includes the United Nations, governments and the international community.
- It is possible to trace a teacher's role all the way through to these international agreements.



Assignment No. 2.2–1

Unit 2.2 Regulations and Procedures

You are now required to do **Assignment 2.2–1**, which will be found at the end of this unit or will be distributed by your tutor.

Section 6



6.1 Back at the chalk face

The classroom is full of relationships!

Each time I walk into a class or have a request for more time to hand in an assignment, I am aware not only of my relationship with my students, but also of my responsibilities and requirements.

It is no burden to me. On the contrary, it is what makes my profession worthwhile.

Each student is tied to me by threads, which pass through webs of ethnicity, society and the economy, and my responses incorporate all those threads.

My responsibility is not only particular and related to each individual student. It is also global, and links to the rights and responsibilities of people worldwide.

I have little time for trivial rules and regulations. I am often the person who fails to lock the door or return the library book. I can understand the need for administrative regulations and procedures, especially if they enable a job to be done more efficiently or effectively, but I am not good at following those procedures.

My identity and professionalism are tied up with the principles of fairness and human dignity that find their origin in the United Nations' declarations and are then translated into national laws and institutional rules and regulations. I also measure educational institutions and processes against those principles.

As a teacher, I ask myself such questions as “Am I giving as much attention to my female as to my male students?” “Does the polytechnic provide opportunities for everyone to enter its courses?” “Do I have the freedom to express unpopular views?”

My professional responsibility is to uphold those regulations that ensure fairness and human rights. It is also my responsibility to try to change those that do not. That's a difficult one!



6.2 Teacher responsibilities

Where does this leave technical and vocational teachers? What is the relevance to you?

The first point is that you are by no means free to do what you like. You are bound in your work by all sorts of rules, regulations, practises and procedures, proscriptions and prescriptions.

Secondly, you are bound not only by them, but also by expectations that you will act in a professional and ethical way to students, colleagues and strangers.

Thirdly, these rules, procedures and expectations, in a way, define you as a good teacher, and are the basis of your teaching and professional behaviour. In other words, you should not follow regulations and procedures because you are required to, but because they are in tune with your own advocacy of fairness and human rights.

In one of my teaching positions, promotion required showing professionalism in several areas. Only two were directly related to teaching and learning. The others concerned such areas as extra-curricular activities, relations with staff, taking responsibility, maintaining subject competence, and undertaking research.

They might have included any of the following:

- memberships of professional and trade organisations
- researching management competence
- responsibility for health and safety issues
- representation on institution committees and at special functions
- professional development
- membership of teacher union
- responsibility for faculty and department administration
- organisation of trips or work experience
- participation at seminars and conferences
- publishing articles.



Activity 9

This is your opportunity to once again reflect on your own teaching and learning environment.

But this time, look outside your role as an instructor to consider the **professional**, **administrative** and **personal** requirements of your position.

Make a list of 10 non-teaching requirements of your current position, or if you are not yet teaching, requirements you may need to attend to.

Under each, consider the formal regulations or set of procedures that define the activity.

If you are not sure how to undertake this exercise contact your tutor.

Comments follow on the next page.



Activity 9 Answers

This exercise is a speculative one. It is hard to provide answers because they will be particular to the teaching institution.

Here are some possibilities:

- Join the teaching union — there may be a compulsory unionism requirement under your employment conditions.
- Participate in the college prize giving — in your job description it will probably mention “other jobs, as required from time to time” or something like that.
- Drive the bus to a special camp — job description.
- Participate in staff planning day — special notice.
- Escort a party of visiting experts — personal request of the higher management.
- Write at least one research paper a year — institution staff policy.
- Tender for private contracts — institution requirement of your department.
- Chair the advisory group meeting — regulation from the Academic Board.
- Be on the roster for cleaning the kitchen — memo from general staff meeting.
- Provide students with enrolment advice — procedures set as institute policy.
- Set up a web site — request from head of department.

It would be good to check with your professional or teaching organisations to see what they think. Also check out health and safety regulations, as well as those affecting publication, professional development, and other matters your list might contain.



Conclusions

What has been the purpose of this unit?

It has shown that, as trainees and as teachers, you are not working in a vacuum. Instead you are working within a complex community of common interest, tied together by commitment and mutual agreement, as well as rules, regulations and procedures.

Your personal commitments are to your students, your institution and to the subject or area that you teach. But these commitments bind you into a web of requirements and duties. As well as teaching responsibilities, you are in some way guardians of safety, the emotional and professional needs of your students, human rights, freedom of speech, and the interests of your teaching institution.

These responsibilities and duties should not be cause for fear or panic. Instead they are of much comfort. These are some of the bonds that bring the teaching community together as a profession. They are the bonds that link you to other communities nationally and internationally.

Although this unit has had its focus on regulations and procedures, its real purpose is to explore the structure and complexity of the teaching community of which you form a part.



Assignment No. 2.2–2

Unit 2.2 Regulations and Procedures

You are now required to do the **Assignment 2.2–2**, which will be found at the end of this unit or will be distributed by your tutor.

Glossary

Accreditation	The official recognition of a teaching institution as one which has the expertise and resources to teach particular programmes.
Approval	The official recognition of a course as one which meets the standards of the institution, industry body, government, or other organisation who has the role of evaluating the course.
Assessment	The process of collecting and evaluating evidence to show how well a student has achieved.
Audit	Official examination of accounts. An audit often now includes an examination of whether the business goals are being met.
Code of conduct	An agreement required of students or other groups of people, that they will behave in an appropriate way. Students who fail to behave in ways set out in the code of conduct may be disciplined or dismissed. The code of conduct is sometimes not spelled out explicitly, but is instead covered by a general regulation giving the institution power to discipline or dismiss.
Code of ethics	An agreement, usually within a professional organisation, which sets out a minimum standard of practise for its members. Members may be taken off the register for breaches of the code of ethics.
Contract	A legal agreement between two parties.
Convention	A formal agreement, similar to a covenant.
Course	Any formal teaching or learning is usually called a course. Usually, several courses make up a programme of study.
Covenant	A solemn agreement that the signatories are bound to. Countries signing a United Nations Covenant report regularly on their record in keeping the covenant, and can be taken to the International Court of Human Rights or other tribunals for major breaches of its clauses.
Curriculum	Usually refers to everything that is taught on a course or programme of study.
Declaration	A written announcement of intentions. A United Nations Declaration is a statement of rights which are agreed to by the signing countries.
Employment contract	An agreement between an employer and an employee. It usually contains conditions and hours of work, holidays and other agreed terms. It may also include a job description.
Explicit	Something expressed in detail, so that there is no confusion.

Implicit	Something that is not set down in writing, but can be read into how people do things.
Institution	An organisation set up to deliver educational programmes. In this unit “institution” and “teaching institution” refers to any school, polytechnic or private establishment, large or small, that is legally able to deliver approved courses.
Moderation	A process of showing that a course is consistent with other courses or meets the required standard.
Procedure	A way of doing something. Formal procedures are the accepted ways of doing things. They are usually explanations of how to meet requirements.
Profession	An occupation taken by people because they believe in what they are doing. The word has come to mean a group of people tied together through a code of ethics and an agreement to meet high levels of integrity and performance.
Programme	Usually a course of study leading to a qualification, but often used for any course.
Prospectus	A booklet or brochure giving details of all courses and other services offered by a teaching institution.
Registration	A process to ensure that teaching institutions have the ability to teach their courses.
Regulation	A rule; in government a rule or set of rules put in place to give effect to an Act of Parliament.
Review	An analysis of a course to see if it is still relevant or meets the needs for which it was designed, and to see if the teaching and resources are adequate.
Standard	Learning outcomes and criteria that state the required minimum performance to pass a course.
Syllabus	An outline of a course or programme of study. A <i>curriculum</i> describes the programme, while a syllabus gives an outline.
White paper	A statement of policy or change in policy by a government. A “green paper” is a discussion document, which is then finalized into a “white paper”.