

Educational Governance Policy: The Vocational Academy

Purpose:

Purpose This policy is about making sure that The Vocational Academy (now referred to as TVA for the purposes of this document) has effective systems of educational governance and leadership to manage and control the quality of education and training to delegates.

These systems should treat learners according to principles of safety, equality and fairness. They should ensure appropriate assessment, manage learners' progression, and share outcomes of education and training programmes. It is in the public interests that there is effective, robust, transparent and fair oversight of education and training.

Responsibility of TVA must demonstrate leadership in vocational training (in the form of apprenticeship training, end point assessment, commercial education and any delivery/assessment conducted by TVA) through effective educational governance.

Working together, TVA should integrate educational governance to keep learners safe and create an appropriate learning and assessment environment and organisational culture. TVA, along with its approved partners control the quality of education.

Accountability:

A director must be accountable to educational governance, and those in educational leadership roles must have demonstrable educational credibility and capability. TVA is able to maintain curricula and assessment frameworks according to the standards set by the relevant regulatory or funding body. The senior leadership within TVA, including the director, are accountable to the elected governing board for a number of business operations, such as, but not limited to, working with new partners, due diligence processes, new programmes and new business functions, self-assessment reviews and more.

This TVA educational governance system and policy is intended to continuously improve the quality and outcomes of education, training and assessment (including end point assessment) by measuring performance against the standards, demonstrating accountability, and responding when standards are not being met.

The educational governance system makes sure that education, assessment and training is fair and is based on principles of equality and diversity.

TVA facilitates these standards and requirements for the delivery of all stages of training. TVA has effective, transparent and clearly understood educational governance systems and processes to manage or control the quality of all of its educational business, from vocational training to end point assessment.

TVA can clearly demonstrate accountability for educational governance in the organisation at director level or equivalent, with regular board meetings and collaboration with the whole senior leadership team.

TAV is able to show it is meeting the standards for the quality vocational training and assessment within the organisation, responding appropriately to concerns.

Impact of policies, processes, systems:

TVA must consider the impact on learners of policies, systems or processes. They must take account of the views of learners, educators and assessors, the public, and employers. This is particularly important when services are being redesigned.

TVA regularly evaluates and review the curricula and assessment frameworks, education and training programmes as they are responsible to make sure standards are being met and to improve the quality of education and training. These reviews are at all levels of the business, with quarterly updates to governance.

TVA must evaluate information about learners' performance, progression and outcomes by collecting, analysing and using data on quality and on equality and diversity.

Customers must have systems and processes to monitor the quality of teaching, support, facilities and learning and must respond when standards are not being met.

Raising concerns:

TVA has a system for raising concerns about education and training within the organisation. They must investigate and respond when such concerns are raised, and this must involve feedback to the individuals who raised the concerns in line with our complaints and appeals policies. Again, this policy is to ensure accountability at all levels, which is why TVA employs an impartial board of governors, all highly qualified and experienced.

TVA must share and report information about quality control of education and training with other bodies that have educational governance responsibilities in addition to its own governance.

This is to identify risk, improve quality locally and more widely, and to identify good practice.

TVA must collect manage and share all necessary data and reports to continue to meet the requirements of all relevant stakeholders and regulatory bodies, such as the ESFA, Ofqual, Ofsted, employers and partners.

TVA is responsible for managing and providing education, training and EPA and must monitor how educational resources are allocated and used, including ensuring TVA remains within capacity and capability.

Learner safety, progression and monitoring:

TVA must have systems and processes to make sure learners have appropriate supervision. Educational and clinical governance must be integrated so that learners do not pose a safety risk, and education and training takes place in a safe environment and culture.

TVA must have systems to manage learners' progression, with input from a range of people, to inform decisions about their progression. Where EPA is conducted, TVA must work collaboratively with a provider to ensure all data, including progression and all outcomes are stored securely. Such systems must also ensure timely awarding of achievement and timely response to any issues arising during all processes.

TVA has systems and processes to identify, support and manage learners when there are concerns about a learner's knowledge, skills, or conduct that may affect a learner's wellbeing.



TVA has systems to make sure that education, training and EPA comply with all relevant legislation, regularly monitored and addressed at senior management meetings and governance meetings. TVA ensures that recruitment, selection and appointment of learners, educators and assessors are open, fair and transparent, following strict safer recruitment practices.