



Llywodraeth Cymru
Welsh Government

Professional teaching standards for the further education and work-based learning sectors in Wales

Engagement survey – summary of responses

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

OGL

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Background

The engagement survey and workshops were conducted to seek views on proposals to replace the *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales (2007)*. They also sought views on how professional standards could be used more effectively to enable practitioners to reflect on and develop their practice in collaboration with their colleagues.

Engagement survey responses

Feedback on the draft standards was gathered via a survey (available online and in hard copy) and a series of engagement workshops.

53 responses were submitted using the survey, via the online form and by email. The breakdown of respondents to the survey, by sector, was as follows:

	Number	%
Further education	20	38%
Work-based learning	23	43%
Workforce unions	5	9%
Other	5	9%

To supplement the online survey, seventeen engagement workshops took place across Wales. In most cases, the facilitators noted the number of people attending although not always their roles. Therefore, the following information is not wholly accurate, but does indicate that perspectives were gained from a wide range of stakeholders across Wales:

- 298 people attended an engagement workshop;
- their stated roles included: assessors; further education lecturers; management and leadership roles; teaching and learning mentors; workforce union representatives.

Summary of responses

Not all respondents to the survey answered all questions. The percentages shown within the tables given after each of the first four questions are based on the number of people responding to that question. The overview and comments given under each question includes feedback obtained through the survey and during the engagement workshops. The survey questions were not directly addressed during the engagement workshops, therefore, feedback has been allocated to the most appropriate question.

Question 1 - Do you agree that the aims and the key principles on which the standards have been developed are appropriate as a basis for developing these new professional standards?

Agree	83%
Disagree	6%
Neither agree nor disagree	11%
Number of responses	53

Overview of responses:

The majority of respondents agreed that the aims and key principles on which the standards were developed were appropriate as a basis for developing the new professional standards. The aims and principles were generally regarded as clearly worded and as a means of promoting professionalism. The recognition of 'dual professionalism' was particularly welcomed although some respondents felt that this referred to teaching and did not take account of the role played by assessors.

Some respondents suggested ways in which the wording of the aims and principles could be amended and a few mentioned additional items that could be included. These amendments included assessment, support for learner wellbeing and restorative approaches.

There were individual concerns about the emphasis on bilingualism (Welsh and English), rather than multilingualism (in terms of learning other widely used languages), along with a view that the standards are not yet sufficiently aligned with the stated aims and principles. One respondent sought clear guidance to ensure that managers do not use them as a performance management checklist and also commented that appropriate professional development would be needed.

Specific comments included:

Further education

They met with general agreement. There was a particularly positive reaction to 'dual professionalism', which was seen as being the vital difference for our profession over schools and universities.

The aims are clear with an emphasis on continuing professional learning. The final bullet point should include assessment as well as teaching and learning.

The standard principles are an excellent way of promoting professionalism in both FE and WBL institutions for both new and experienced staff, with a clear emphasis on staff as experts in learning and teaching.

The addition of the phrase 'Dual-professionalism' is a real step forward and helpful to meeting the demands of LMI, Sector Skills and WG priorities. All principles are in line the College's understanding of how to move T & L forward.

Work-based learning

In general, the work-based learning sector welcomes the development of the new standards and acknowledges that the standards are based on strong key principles. There is an acceptance of the need for standards and a belief that the new standards will make the professional more valued. The aligning of WBL practitioners alongside their counterparts in the FE sector is generally welcomed as a means of providing equal status for practitioners across both sectors of the profession.

Concerns have been raised that dual professionalism refers to teaching and does not make specific reference to assessing. The sector is keen for practitioners to engage with the standards and have raised concerns that assessment is referred to throughout the document in terms of assessment for/of learning yet there is a sense that the role specifics of the assessor in WBL has been overlooked. There are some concerns that WBL delivery methods (for example, one-to-one professional discussions) have not been fully incorporated within the standards.

Workforce unions

We broadly agree with the aims and key principles of the standards. Parity for those working in vocational areas is key to ensuring that Standards apply to the whole 'teaching' workforce across the FE sector

Mae'r amcanion yn berffaith synhwyrol ac yn glir eu mynegiant. Felly hefyd yr egwyddorion allweddol, heblaw am y bedwaredd egwyddor. Y broblem gyda honno yw nad yw'r safonau eu hunain yn 'defnyddio' technegau dysgu, addysgu ac asesu. Tybed a fyddai 'cefnogi' yn air mwy priodol yma? Yn ogystal, nid yw cynnwys y pwynt hwn fel petai'n cyd-fynd yn agos iawn gyda'r teitl 'Ymarferwyr fel meddylwyr beirniadol'.

We offer broad agreement with the aims of the five key principles on which the draft FE standards have been developed.

In noting that the concept of 'dual professionalism' effects the abilities and attributes of the education workforce and their role as leaders of, and experts in, learning and teaching, we acknowledge that the tone and thrust of the five key principles is based on a trust in the workforce in the FE sector.

Whilst it is acknowledged that the commitment set out in the document that professional collaboration is a fundamental element of effective provision, we are clear that such collaboration should be organised in a way that recognises

the professional agency of the workforce to use their judgement and expertise to determine the forms that such collaboration should take.

There needs to be clear guidance published alongside the standards that makes it unmistakably evident that the professional standards are a toolkit for lecturers to use for themselves, to enhance their development and NOT a checklist for managers to use as a way of controlling the behaviours of lecturers.

Other

We agree that the aims and key principles are appropriate and would like to see the new professional standards applied across pre-service and in-service practitioners.

We think the aims and principles are sound, however, we are not convinced that the standards as proposed are sufficiently aligned with the principles to be able to achieve the aims.

The aims and principles are clear and appropriate as a basis for developing the new professional standards. We welcome the emphasis on providing a framework for continuous professional learning and supporting improved practice through self-reflection and collaboration. The aims sit well with some of the key messages in the recent Estyn Annual Report 2015-2016 which highlights the importance and key features of effective professional learning across all sectors.

Question 2 - Do you agree with the statement that a particular blend of values, skills and knowledge taken together define professionalism in action and high-quality learning?

Agree	88%
Disagree	6%
Neither agree nor disagree	6%
Number of responses	52

There was widespread endorsement for the statement that a particular blend of values, skills and knowledge taken together define professionalism in action and high-quality learning. All three aspects were regarded as important for practitioners in the FE and WBL sector. Most respondents welcomed the diagram, with some commenting upon the way in which it showed the connection between values, skills and knowledge. A couple of respondents thought that the diagram would benefit from further explanation.

Some suggestions were made about the wording, with individual recommendations that 'attitudes' and 'qualities' should be included.

Specific comments included:

Further education

The statement, together with the diagram, clearly shows the interconnectivity between the values, skills and knowledge and learner outcomes.

The three areas, values, knowledge & skills, reflect the need of FE and WBL practitioners in the current environment whilst being flexible to enable future developments, in particular openness to change, focus on the Welsh Language and reflective practice.

Work-based learning

We believe these to be relevant and would ensure high quality practitioners. People wanting to work in work-based learning should have all these – no exceptions.

Without values, knowledge and skills there would be no improvement in learning. We agree that values, skills and knowledge combined define professionalism in action and high-quality learning.

The visual impact of the standards and the intertwining of the key aspects of values, skills and knowledge have been positively received. However, questions have been raised around how their impact might be measured and what the measure of 'high quality learning' might encompass. There is general agreement that the values, skills and knowledge indicated combines to define professionalism in action and high-quality learning; it is acknowledged that, without such values, knowledge and skills, there would be no improvement in learning and minimal evidence of high quality teaching.

Workforce unions

It is important to recognise that teaching and learning professionals need a variety of skills, values and knowledge that they can use flexibly and interchangeably, in order to succeed in their own development and that of their students. It is not enough to be an expert in your field of knowledge. To successfully teach, you also need to be open minded, empathetic, reflective, open to change and experimentation in your teaching and have a sound understanding of the principles and practice of pedagogy.

The values, skills and knowledge encompass the role that members strive to fulfil every day; so we welcome the development of the new professional standards, if it will promote a better understanding of the variety and complexity of the skills, values and knowledge needed to be a successful practitioner.

Whilst we can see the merit of this model, and its aspirations, outcomes for learners cannot be entirely determined by this model. We believe some aspects of the model may require tweaking. Aspects focusing on Welsh language and culture may not be appropriate to all courses, and will require greater training opportunities for the current and future workforce.

We acknowledge and welcome the clarity and simplicity of the DNA-like model of professionalism which explains simply and concisely how the three elements of values, skills and knowledge interlock and define the professionalism that exists within the FE and WBL workforce.

Other

The blend of the three pillars are the factors that make up excellent professional practice in the FE and work-based learning sectors.

The exemplifications of values, knowledge and skills within the diagram on page 5 are useful, clear and unambiguous. It is important that links to the new draft professional standards for teaching and leadership in schools are made clearly within any supporting guidance. Although collaboration and professional learning feature explicitly in both sets of standards, links to leadership, pedagogy and innovation need to be set out clearly. The specific link between professionalism and its contribution to better outcomes for all learners is particularly useful and important.

This model does provide clarity, however it is curious why the standards have not been organised under the headings; 'values, skills, knowledge.'

Question 3 - Do you agree that the values, skills and knowledge capture the appropriate requirements for sustained highly effective teaching?

Agree	80%
Disagree	8%
Neither agree nor disagree	12%
Number of responses	50

The majority of respondents agreed that the values, skills and knowledge capture appropriate requirements for sustained highly effective teaching. In some cases, this agreement was accompanied by suggestions or qualifying statements. These tended to refer to the ordering of some bullet points and whether the items contained within each were actually values, skills or knowledge.

Values: The most frequently mentioned amendment was moving '*learner-focused*' to the top of the values list. Some respondents posed questions about the inclusion of Welsh language and culture: a few expressed the view that it should not be mentioned (including one who mentioned that students come from a range of cultural backgrounds), one suggested that the wording be changed to '*Welsh culture and language*', whilst others were pleased to see its inclusion. Another respondent suggested a fourth value, that of '*respect for others*'. One respondent felt that the values reflected those important to the current government in Wales instead of being essential to teaching and learning. One respondent felt that being learner-focused can be problematic and questioned whether it meant working for the best interests of the learners, or doing what the learners think is best for them?

Skills: Some respondents said that they would welcome clarification about which types of evidence will be deemed acceptable and recommended that practitioners should be able to gather their own evidence and not just refer to published research. One representative body said that its members felt that *'use of evidence in teaching'* was ambiguous and should be replaced by *'evidence-based teaching'* along with more specific details on what counts as *'evidence.'* It also suggested that the final indicator under the skills heading should be changed to *'self-critically reflective as well as encouraging reflection in others'* and that some mention of CPD providing opportunities to sustain highly effective teaching should be included.

Knowledge: One respondent felt that most of the items were not actually knowledge. A few respondents suggested that the bullet point on teaching and assessment should also include mentions of learning and feedback and another said that it was important that WBL practitioners should have in-depth knowledge and experience of the occupation being taught and that this should have further emphasis.

Specific comments included:

Further education

We suggest the wording be changed to 'Welsh language and culture, where appropriate' because it all depends on the subject – for example, it's not so relevant to engineering.

They are very clear, and are simple to understand. They're also suitably vague. It's also pleasing that they recognise that each person will identify their own CPD needs – it moves away from the model where everyone does the same CPD whether it applies to them or not.

Knowledge, in terms of industry changes (technology) and teaching styles/methods need to have a bigger focus reflecting back on the Dual Professionalism (we are not just teachers but need to keep up with industry standards as well).

Yes but vague - so much depends on the subject. By being all embracing they risk saying nothing!

Skills: The use of the word "evidence" needs clarification as it can mean different things to different people. What types of evidence are considered acceptable?

Values: Focusing on Welsh Culture does not feel like a 'value', it is a requirement of Welsh Language Standards and implicit in all guidance on 'good teaching' in Wales. We think the inclusion of this statement here makes the document appear a little piecemeal – this is a cross-cutting theme, why not add environment, ESDGC, Equality too? We are not sure it should be listed as the first value we require our teaching staff to have. No issue with it being included in the document as an expectation, but this is not the primary

focus in the recruitment or training of brilliant teachers who will move our economy forward.

Work-based learning

The focus on Welsh language is welcomed, but 'learner-focused' should come first.

The first indicator in relation to the 'Skills' element, 'use of evidence in teaching', has generated significant discussion and debate within the sector. It is argued that this indicator is ambiguous and is only elucidated with reference to the supporting statements. Instead, reference should be made to 'evidence-based teaching' for added clarity. Further, it has been noted that there is reference to the use of evidence in teaching, but not in assessment. There is also a need for more specific details in relation to what constitutes as 'evidence', with illustrative examples of how practitioners might demonstrate this."

It has also been suggested that the final 'Skills' indicator should be amended to include 'self-critically reflective' as well as encouraging reflection in others to incorporate both dimensions of reflective practice: self-reflection and facilitating reflection in others. It was questioned whether each of the three elements should satisfy equal weighting, and a suggestion that under the 'Skills' there could be a specific reference to CPD in order to provide opportunities to sustain highly effective teaching.

Workforce unions

Whilst we agree with the principle of the importance of a blend of values, skills and knowledge, we consider that it is essential that work-based learning practitioners have an in-depth knowledge and experience of the occupation that they are teaching and that this aspect could be further emphasised in the 'knowledge' section.

Bydden ni'n awgrymu rhoi 'Learner-focussed' ar frig y rhestr, ac wedyn cyfnewid iaith a diwylliant yn y pwynt nesaf fel ei fod yn darllen 'Focus on Welsh culture and language.' Ni fyddai hynny'n dibrisio unrhyw un o'r elfennau unigol, ond mi allai osgoi cythruddo diangen.

Some of the values more closely reflect those of the current government in Wales, rather than those essential to teaching and learning.

In terms of valuing culture and language, lecturers in FE are likely to encounter students and colleagues from a variety of cultural backgrounds. In terms of equality and inclusivity, one should not be favoured over the others.

Successful teachers and lecturers possess not only subject knowledge, but also a raft of personal qualities, a sound understanding of the principles and practice of pedagogy, and they welcome opportunities to keep their skills and knowledge up to date. It is hoped that the professional standards will help promote wider understanding of the professional needs of lecturers.

Other

Yes, but they also raise huge questions about existing practitioners who are not highly effective 'teachers.'

In part yes, but they need more substance and meaning put into practice.

We agree with the values, skills and knowledge stated but feel that the role of research could be better explained in the document. This is in line with the increased prominence of research within education and would align FE/WBL practitioners with those in the compulsory sector

In terms of skills, the emphasis on evidence in teaching requires further clarification. As it stands there is a risk that this statement could be interpreted inappropriately as requiring all teaching approaches to be founded on a strong body of existing evidence. This could discourage practitioners from adopting the experimental and innovative approaches which are needed to respond to current curriculum reforms and other changes within the environment for teaching, learning and assessment. One suggestion would be that the standards emphasise the value of supported experimental teaching alongside references to evidence-based practice.

Question 4 - Do you agree that the personal commitment statement and descriptors for further education (FE) teachers/work-based learning (WBL) practitioners will support them to take responsibility for their career-long professional learning?

Agree	67%
Disagree	13%
Neither agree nor disagree	20%
Number of responses	52

The majority of respondents agreed that the personal commitment statement and descriptors for FE teachers/WBL practitioners would support them to take responsibility for their career-long professional learning.

Some responses commented that practitioners would need resourcing support from their managers to enable them to fulfil these statements and that more professional learning opportunities are required. One expressed concern about the way in which the standards might be used as part of a performance management process and another disliked the '*personal affirmation style*'.

In some cases, the agreement was accompanied by suggestions and a few questions. Some suggested slight changes to the introductory wording of "*In my practice I*", and a few others felt that there should be more emphasis on Wales, skills and occupational competence.

Some specific comments were made about the wording of the proposed standards – whilst some respondents liked the existing wording, others

suggested some wording changes and/or the inclusion of additional words. One respondent commented that the current wording is subjective and could lead to different interpretations, and also felt that there is currently insufficient emphasis on occupational competence.

Other comments related to the clarity of some elements of the standards. As a result and following discussions with the working group we have made amendments to some elements and these are summarised in Annex 1.

Specific comments included:

Further education

The use of the phrase “in my practice I” effectively conveys a sense of ownership and responsibility. The standards provide an effective tool to aid self-reflection. The list of standards is not extensive (which is a good thing), however they are clear whilst at the same time sufficiently broad. The descriptors are effective in conveying what the standards should “look, sound and feel” like in practice on a day-to-day basis.

We would like them to start with “In my practice, and with others, I” or “We as a profession within x institution” as they then become common goals.

Work-based learning

I believe that they provide an appropriate framework for practitioners and, because they are succinctly written, I think that practitioners will regularly refer to them and will be able to determine their CPD requirements that can be discussed and agreed during appraisals. Some of the personal targets are achievable on a daily basis and we will encourage staff to take every opportunity to familiarise themselves with the standards and turn their ideas into actions.

Overall, sufficient emphasis on taking responsibility for CPD is embedded throughout the statements and descriptors.

Workforce unions

Whilst acknowledging that the standards enshrined in the statements would assist practitioners to recognise the value of engaging in career-long professional learning, we reject the personal-affirmation style in which the standards have been presented, as this is too akin to the concept of taking or swearing an oath.

Feedback from our members is that very often their wishes and needs to engage in professional development are frustrated by cost or being unable to take time away from teaching duties. The issue is lack of opportunity and in some cases lack of funding.

Other

The use of the first person within the standards places appropriate emphasis on the need for individual commitment to the standards. The specific emphasis on ensuring learners' safety and wellbeing are particularly important and are given due prominence within the standards. It is important that associated guidance materials provide appropriate clarification and links to key issues such as safeguarding (including Prevent), health and safety in the workplace as well as in the educational setting, and the importance of promoting positive attitudes to learning. The statement regarding inspiring, supporting and giving challenging work to all learners is particularly important.

Question 5 - What are your views on how well the new standards will support you to reflect on your practice and to plan your professional learning?

Overview of responses

Respondents felt the standards would help them and their colleagues to reflect on their practice and plan their professional training. In some cases, they identified aspects that were regarded as particularly helpful, including the length of the document, the format, the positive language and links with other standards. However, some respondents stated that time would be needed to enable staff to meet these standards and that appropriate CPD would need to be made available.

One respondent suggested a condensed version of the standards should be produced, and another requested further information on implementation, timescale, the status of the standards (mandatory or aspirational) and how they could be linked to the Education Workforce Council (EWC) professional learning passport.

Some responses included requests for further guidance to help individuals to use the standards for self-assessment purposes and to provide clarification, for employers, that the standards are not intended for use as an appraisal checklist. Others commented that the standards would provide a useful starting point for staff appraisals.

Specific comments included:

Further education

We would like a self-assessment tool to aid our self-evaluation and to help us identify our areas for development.

Byddant yn fuyddiol iawn fel 'aide-memoire' wrth hunan-arfarnu a datblygu strategaethau newydd.

The standards 'look' fine in theory. However, they were used as the basis of our college appraisal document this year and I found them to be quite vague / opaque. It was difficult to measure my performance against them as they are not really quantifiable.

The standards lend themselves to a continuing professional dialogue with line managers as part of appraisal/performance management process. The commitments are a starting point for the identification of individual and institutional CPD needs

The personal statement will focus and inform my CPD.

Work-based learning

Overall, the standards were welcomed as positive and all felt that the impact on the sector would be greatly improved by their use. There is excitement around the collaboration of all working practitioner sectors and this was seen as a positive way of moving forward.

Good standards – each staff member could have the standards as a guide. Anything to support reflection is beneficial.

It was felt that possibly practitioners would be more receptive to a condensed version and would take ownership for a more consolidated set of standards.

My view is that the standards align well with other standards such as the Estyn CIF which means reflection is not just personal practice but also a sense check of organisational practice.

Fantastic that it allows all sectors to work collaboratively to the same set of standards.

Generally, the standards have been positively received by the sector. However, some have questioned their relevance to all practitioners and whether they are fully inclusive of all roles within the WBL sector, indicating that it might be more challenging for some to demonstrate compliance against the standards than others and an inclusive approach must be adopted to support all practitioners. It is believed that support will be required to provide advice on how the standards might be implemented consistently across the sector.

The standards are broad enough to be relevant to the wide range of roles with WBL. The standards serve well as a defined starting point to inform reflection and learning, however provide flexibility in approach and interpretation of application depending on context.

Workforce unions

The standards were viewed as a useful means to highlight and to promote the professional skills required of lecturers, and to improve access to meaningful CPD, hopefully resulting in more realistic workloads that allow time for research and reflection.

In theory, it was felt that the standards are a useful tool for increasing the understanding of professionalism in the FE sector. However, the ultimate

concern was the inappropriate use by managers as a performance management tool as opposed to a self-evaluation and support tool.

With additional clarity, the standards may help.

For these standards to work effectively it needs to be understood that professional practice takes place within particular contexts; professional learning cannot just be the sole responsibility of each FE practitioner. Opportunities to demonstrate these standards need to be facilitated by supportive management and in the environment in which practitioners are working, and major concerns relating to time and budgets still need to be addressed.

Other

The new standards are a step in the right direction. Real, relevant and meaningful offers of CPD will be essential.

The new standards provide useful additional guidance on the professional opportunities and challenges facing FE and WBL practitioners. The new standards will also provide useful additional information to help identify areas of similarity and difference between the different sectors within a rapidly changing educational landscape.

I suspect that the standards require an openness of approach that some existing practitioners will not understand. Because it is not clear in the document how the standards will/can/ought to be used there will be some suspicion around them I imagine. As a practitioner who is nearing the end of my professional life I would use them to reflect on where my practice needs to change or what new learning I need.

The new standards provide a context for practitioners to reflect on their practice and to recognise professional needs.

Question 6 - What are your views on how well the new standards will support your organisation to engage your staff to reflect on their practice and to develop their and your own organisation's professional learning?

Overview of responses

Though the response, overall, was generally positive it was evident that some managers and practitioners questioned how well these new standards would support organisations to engage their staff to reflect on their practice and develop their own/the organisation's professional learning.

Some respondents expressed pleasure that the new standards were closely related to their own organisational standards, and others mentioned that the standards would help them to provide more focused, relevant and meaningful CPD. One manager thought that it would place greater time demands on

employers, and a few questioned the extent to which they would be able to engage their staff in effective use of these new standards. A few respondents said that they would welcome some guidance or case studies to demonstrate how the standards can be used, and others requested funding to help them to provide appropriate CPD.

A few respondents thought that the standards could enable the measurement of new members of staff, and others commented that inspection and self-assessment arrangements should also reflect these standards.

Specific comments included:

Further education

These standards, and their emphasis on self-evaluation and proactivity, fit well with our CPD standards (and associated self-assessment tool). They are similar to the teaching standards and resonate with our own strategic plan.

We like the 'self-directed' model of CPD within this document as it fits with our approach.

These provide us with an excellent starting point for self-reflection. We need to do more work with our staff on reflective practice.

It would be helpful to have some case studies showing how colleges can help staff to work towards these standards.

All of our CPD funding goes on core skills. We need additional support/funding to enable our staff to access more specialist CPD to maintain their up-to-date knowledge and engage with local networks. FE is hammered in terms of funding. Companies in our local area are doing a lot in relation to renewables but we can't afford to provide relevant training.

Future self-assessment and inspection arrangements must reflect these standards.

They won't, unless the employer is provided with the required funding to support practitioners.

The standards will help organisations to define CPD plans and PMAR goals for teaching staff. A common framework is a welcome advance and will help dialogue across the sector.

Work-based learning

Could act as a measurement tool. Currently employ people with no qualifications or experience in teaching/assessor role so could be a good start. May support inexperienced staff. Good framework for staff to reflect and improve themselves. They may need to be explained.

The imperative to ensure that all WBL/FE teachers and assessors are competent, and for employers to be assured that the teaching is of the highest quality assured standards is widely agreed. In light of this, for some within the sector, the standards provide a useful performance management tool and could also serve as a useful tool to aid recruitment processes. The standards could support appraisal systems, with the development of job descriptions, and in providing good examples on how to meet the standards for high quality delivery.

Concerns have been raised about the role of employers and their capacity to support this activity, highlighting employers' lack of involvement in the development of the new standards, and suggesting a potential disconnect with industry for work-based delivery.

Staff development is an issue as we are always battling with limited time. Staff development should be coordinated but should involve individual staff putting together a development plan that suits their own specific needs.

This will provide a clear framework for assurance, evaluation and, most importantly continuous development. It will enhance our learning evaluation model by providing a vehicle for reflection and evaluation based on the impact that practice has on learning.

If used effectively the standards will support the organisations to develop staff, their learning, the learning experiences for clients and the organisation. It will also support organisation during recruitment processes

I think that having one set of standards for all sectors of FE/WBL that are inspirational will inspire us to create more opportunities for specific CPD in-house support. Individual, focussed development will contribute to the organisation's overall improvement

Workforce unions

We believe the standards could be helpful with greater clarity and guidance on how they will be used.

Clear guidance is needed for employers to clarify their role in supporting lecturers to carry out their professional responsibilities as set out in the professional standards. There is a very real fear that lecturers will be held responsible for maintaining professional standards, even when given little or no support to allow them to do so. Lecturers must be given the space and time to engage in meaningful professional development/ learning.

We consider that the successful use of the standards in FE will depend on employers' view of their usefulness and whether employers will encourage practitioners to reflect on the standards in a positive way. Opportunities to demonstrate these standards need to be facilitated by supportive management and in the environment in which practitioners are working, and major concerns relating to time and budgets still need to be addressed.

Other

Will there be guidance on how the standards could/should/ought to be used? They are aspirational, interesting and admirable in their intent but how can they best be used in the real worlds? Who will determine whether a practitioner is meeting the standards – or perhaps more importantly who is not – in their work? What will happen then?

Our new inspection framework highlights the importance of professional learning so we see the new standards as helpful in complementing this approach. New standards will also be useful in helping our organisation plan professional development and updating activities for HMI and peer inspectors involved in the inspection of FE and WBL providers.

Question 7 - We would like to know your views on the effects that the proposed new professional standards would have on the Welsh language, specifically on: i) opportunities for people to use Welsh; ii) treating the Welsh language no less favourably than the English language. What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Question 8 - Please also explain how you believe the proposed new professional standards could be formulated or changed so as to have: i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language; ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

These two questions sought views on the Welsh language aspects of the proposed new professional standards and how their impact could be maximised. This analysis addresses both questions as similar responses were gained to each of them.

Overview of responses:

The majority of respondents welcomed the Welsh language aspects within the new professional standards and thought they could have a positive impact on its usage and on people's motivation to learn. Some respondents cited their learners' lack of interest in the Welsh language as a potential barrier whilst others mentioned a lack of Welsh language skills amongst staff. Their views were split between those who thought that further opportunities could be provided to enable staff to develop their Welsh language skills, whilst others felt that it should be up to individual staff to decide whether they wanted to do this or not. It was also pointed out by one respondent that some lecturing staff are hourly paid and that resourcing (time/funding) is therefore a key factor for them.

A few respondents mentioned ways in which the impact could be heightened – these included the provision of additional opportunities for staff to learn Welsh, increased usage of Welsh during the working/learning day, highlighting the ways in which speaking Welsh could aid learners' employability, engaging employers with this work, providing exemplar material and grants to support this work. A few other respondents thought that the standards would have no impact at all upon the Welsh language and its usage.

Specific comments included:

Further education

If all staff are positive about, and use some, Welsh this will filter to the students and thus have a positive impact on outlooks and job opportunities.

No one speaks Welsh where I am so it will have no effect.

There is no increased opportunity for people to use Welsh, however there is an implied commitment on individuals to embrace the development of their own Welsh language skills, which may lead to an increased use of the language with their peers, learners and employers. There should be an explicit commitment to the importance of developing the Welsh language/ bilingual skills of students in order to enhance their employability.

Learners are often the ones who are not interested in the language.

The standards would reinforce the growing importance that is placed on the development and promotion of Welsh language skills for all employees in the FE/WBL sector. Adherence to this standard however would need to reflect the fact that staff's understanding and ability to speak Welsh varies hugely however colleges seem to be offering extensive CPD opportunities to staff to support the development of the Welsh language.

I support widening opportunity and giving Welsh equal status. However, staff who choose not to use Welsh should be equally supported.

It is very important that staff are not forced to learn Welsh. Definitely promote Welsh culture and importance of the language but actually speaking it is not for everyone. You should be able to identify as Welsh and live in Wales and choose not to speak Welsh as English has been spoken for centuries.

We believe this job will be better served by the new Welsh Language Standards. Inclusion as part of the professional standards, whilst reinforcing the point, may not increase opportunities or bilingualism.

This is window dressing. The responsibility for supporting Welsh learners should be by college policy. There should be no requirements for the employees to learn Welsh or be treated less favourably if they don't.

Work-based learning

Equality, diversity will be more effective. Invite more British learning community into the Welsh learning domain.

i) We need to be immersed in the Welsh language if we are to learn it - this is not the case at the moment and I hope that these new standards will make this happen. ii) I want to learn Welsh because I am Welsh. The issue we have today is that we are rightly encouraged to embrace a diverse society and the English language pulls more people together as it is more widely spoken. We are trying to engage more people. However, the Welsh language is not widely spoken and as such it puts people into smaller groups. We should be proud to speak our native tongue but I believe it is challenged by the desire to fit into a diverse nation. Make the language part of our working day so that we are immersed in it and feel comfortable with it and not frightened of it.

Currently most of my learners are either ESOL or have basic skills issue and the focus must be to embed the English language to enable learners not to be disadvantaged in the UK workforce. I try to embed some Welsh language but this is tokenistic. I work in pop up classrooms so unable to create a Welsh language environment. However always embed Welsh culture and relate to Welsh working practices.

The difficulty is that learners we have do not want to have their learning delivered in their first language.

It is good to see the standards promoting the Welsh language. The Skills Agency needs strengthening to continue to grow its support. Standards are good but teachers need support.

I don't think that this inclusion will have a negative or positive impact on the Welsh or English language. We need to take care that we do not exclude non-Welsh speakers from taking this qualification.

Tutors should be allowed to judge the class as part of the initial assessment process and then evaluate if Welsh is a target in particular for adult learners who did not engage with the education system first time. It is not about treating the language less favourably, it is about addressing needs appropriately.

The standards put the responsibility on teachers to develop their Welsh language skills. They will need support and the environment to support non-Welsh speakers and learners as they will not feel threatened. The standards are realistic for every individual.

The standards should be readily available in Welsh and should be distributed to staff. The document should be a single bilingual document with the Welsh language version first. Organisations should encourage staff to focus firstly on personal commitment 1 - value the importance of the Welsh language and culture in a modern Wales.

We need to engage employers in the delivery to sell the benefits of a Welsh-speaking delivery.

The focus on the Welsh language has been generally welcomed and the sector fully endorses the need to provide opportunities for individuals to learn both in English and in Welsh, and to treat the Welsh language no less favourably than English. However, wider support is also required to improve opportunities for people to use Welsh.

Workforce unions

We believe that use of the Welsh language should be encouraged, but it may be more difficult in certain work-based learning areas, in which further support will be required. Welsh Government grants to support the use of Welsh in WBL training programmes would assist with this.

We are of the view that there will be little impact on the Welsh language if these standards are adopted.

We find no reason to believe that the draft standards would affect the opportunities for people to use Welsh or would cause the Welsh language to be treated less favourably than the English language.

Other

The standards will help to promote the use of the language but in my experience the way to improve bilingualism in the learning sector is to show practitioners how it can be used in their work e.g. how to effectively lay out a bilingual PowerPoint slide or a handout. How they can access relevant bilingual posters for display in their classroom/workshop/workplace etc.

I believe these standards could be used internally as a way of clearly identifying what they can implement in their day to day delivery. Where staff are non-Welsh speaking it would give them clarity and defining what the expectation is and developing what they do in order to give them confidence. Confidence and being unsure is usually an issue.

HEIs are committed to support the Welsh Government's pledge that there will be 1 million Welsh speakers by 2050. Programmes are developed to provide bilingual opportunities wherever possible, with support for individuals to develop their personal Welsh skills at an appropriate rate and in a relevant way. Programmes provided by higher education institutions (HEIs) could be used to support Welsh language development across the FE/ WBL sector.

The standards place appropriate emphasis on the importance of supporting and developing the use of Welsh language and culture throughout FE and WBL delivery. The standards are likely to encourage a sustained focus on extending and improving the use of the Welsh dimension and language in FE and WBL. The positive effects could be increased by providing useful exemplification of effective practice within any supporting materials and through electronic links in any online site.

It would be useful for the standards and associated guidance to emphasise how practitioners across the full range of linguistic abilities can increase and improve opportunities for people to use the Welsh language. For example, it would be beneficial to highlight how practitioners with limited Welsh language skills themselves can still make an important contribution to increasing the use of the Welsh language in their teaching, learning and assessment activities. Opportunities to increase the use of the Welsh language presented by collaborative working and professional learning opportunities within and beyond their organisations should also be highlighted and encouraged. The recent Estyn thematic report on Welsh-medium and bilingual teaching and learning in further education (published June 2017) may provide useful additional information to help with finalising the standards and the preparation of guidance materials.

Question 9 - We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

Overview of responses:

A range of views were offered by those who responded to this question. The issues covered focused around: assessors, coherence with other standards, leadership, monitoring/enforcement of these standards, paperwork, relevance to some occupational sectors, resourcing, staff, status and subject specifications.

Specific comments included:

Further education

Part-time hourly paid lecturers, of which there are thousands in this sector, are unsupported and cannot, at the training rate established, be expected to adhere to these new regulations. They will never be effective practitioners. They need to be paid as fractional or full-time staff. Training takes place outside their working hours and several have second jobs to reach a living wage.

Would be helpful to have a framework to enable staff to develop what is pertinent for their own development.

What about hourly paid staff? How will they be supported to enable them to use the standards?

How do/ will the standards link with the Estyn framework?

The FE/WBL standards should be statutory rather than non-statutory.

How will these standards be monitored in the future? Will this be another hoop to jump through for grading and pay awards?

When revising subject specifications, include mention of the Welsh context/culture.

It's all good, but what about putting it into practice? Will be just another document as we are so busy. We need to be given time to do it. There are so many changes to specifications that we will probably pay this little attention. Staff will be required to reflect on this in their own time – do we have the time to do that? It's all being done to the best of our ability and producing another document is not enough. It's hard to fit 835 hours of teaching into 34 weeks – we need CPD time to be built into our weekly timetables.

Work-based learning

Please do not lose sight of the differences between delivery to work-based learners, who cannot be released from their jobs, and college learners who attend taught classes.

If this approach is to be adopted by the sector - what are the timescales? Many practitioners will need a walk-in to meet the standards. What is a reasonable time frame for their CPD?

We have concerns that: the standards miss the 'assessor target'; assessment appears throughout as assessment for/ of learning rather than the role of an assessor in WBL; dual professionalism talks of 'teaching' rather than assessing. There is no mention of 'assessors' within the current document.

Were any of the working group members from an engineering background? I think the standards would be worded slightly differently if they had been.

Language relating to the WBL sector should not be dumbed down. Words such as 'pedagogy' should be used. It is up to the sector and its assessors to become more comfortable with such terminology. To emphasise the point, 'pedagogy' should be used, and used up front.

How is impact to be measured? What is the measure of high-quality learning?

Should they be called standards or framework? Standards usually refer to set of criteria needing to be met. Are they aspirational or mandatory? Strong feeling for them to be mandatory and linked to CPD through EWC passport. Future plans re the EWC passport was mentioned a number of times.

Who are the expectations on? An organisation to embed and measure, or within the organisation to demonstrate? Need more clarity on expectations and how we can demonstrate them. How are the standards to be used?

Workforce unions

We would like to see a measure of coherence between all of the new standards currently being proposed and implemented in education: teachers,

school LSAs, FE practitioners. Whilst we recognise that there are marked differences when comparing these professions, there are also similarities which should be highlighted in order to show a continuum and to avoid confusion. (For example, the values adopted for each of the standards could certainly include some overlap.) Further, the descriptors for school teachers are more numerous and complex than the descriptors for FE practitioners. They are also drafted in a different style. We prefer the use of personal commitments as employed in the FE standards and wonder whether this style could be more widely employed. This may be too late for the teaching standards but not necessarily for the school LSA standards. These standards will not be implemented in a vacuum, and we urge the Welsh Government to ensure that work is done with employers so that employers are fully supportive in both word and deed so that the standards improve the professional development of FE practitioners, hence leading to improved learning outcomes for their students.

We are generally supportive of these standards and appreciate the work of the group which has gone into writing them. We believe the approach has been very productive and we look forward to responding to the consultation in full.

We understand the reason for different standards for these sectors. In some ways, these are a lot simpler and easier to navigate than the ones for schools. However, in comparing the two sets we have identified some gaps in these standards. There is no mention of the 4 purposes for the new curriculum although we recognise the different sector. It is not completely linked to FE but there is some connection and it might be possible that some of the values are relevant to the age group. Lack of reference and priority given to innovation. Lack of reference and priority for opportunities for leadership at every level (e.g. leading staff, projects or programmes). In presenting the standards, would it be possible to group these to themes? At this time, there is a lack of a strand running through them and it just feels like a set of statements. To ease the professional dialogue, they should be numbered to make this easier. This would not necessarily mean one gets priority over another and this could be made clear if necessary in guidance.

The Welsh Government should build on the work undertaken in producing the draft standards for the school and FE sectors by entering into meaningful consultation directly and solely with the education workforce trade unions, with a view to reaching agreement on a generic set of professional standards that are clear, concise and easily accessible, and that can be applied across both sectors.

We welcome the Welsh Government decision to allow the FE sector to move in a different direction from the professional standards for schools. We recognise that there is now a disconnect between the professional standards for school teachers and the professional standards for FE and WBL, and would be willing to explore this further with the Welsh Government as we move towards a more connected and collaborative education system in Wales.

Other

I think that high level principles, like those expressed in the standards, are helpful in the 'big picture' - a bit like a mission statement in a company. I think what needs to be done is the standards need to be translated into working documents that WBL and FE staff and employers can use in their everyday work. The issue of promoting the Welsh language needs to be addressed in practical and achievable ways as described above.

In order for information and guidance to be updated as required it would be useful to clarify how materials will be disseminated and updated. Further information and guidance on links to Education Workforce Council requirements and to Post Graduate Certificate in Education (FE) developments are particularly important areas for further development.

Welsh Government response

We would like to thank all respondents, including nearly 300 people who took part in workshop events across Wales and the working group facilitated by Professor Bill Lucas, for their engagement and commitment during this work.

The aim has been for the standards to be written with the profession, for the profession, to support and promote individual professional learning and collaboration. The role and experience of the working group in developing the draft standards was vital in achieving this aim. It was therefore pleasing to note widespread support for the development of these standards and the draft proposals that were being considered by respondents.

The working group considered the comments and have commented on the changes proposed by Professor Bill Lucas as a result of the engagement process. In particular, changes were made to recognise comments about strengthening the role of assessment in terms of activity individuals undertook within their role.

Early on in the development process the group listed the standards by number and placed each one of them under the headings of knowledge, values and skills. However, during further development the group identified that standards could apply under more than one heading. The group also felt that by numbering the standards there may be a perception that individuals would use them as a checklist as they went through each standard. The conclusion of the working group was to remove both elements from the final standards.

The areas of research and evidence requirements raised comments from some respondents in relation to 'what could research activity entail' and how would/should evidence be collected. We intend to produce some examples of what this could entail which will be available in the new year.

In response to the question relating to how the standards are to be used, the accompanying information makes clear that the professional standards have been developed in order to "...support individuals in making the most of their personal professional learning and as a basis to inform professional learning needs analysis". The standards will be available for use for anyone who works in these sectors and the wider post 16 sector irrespective of employment conditions

The group developed the "I" commitment to ensure that the ownership of professional learning is driven by the individual, with the relevant and timely support from peers and employers.

We have received some comments regarding the prominence of the standard related to Welsh culture and language. In response, the standard has been written in that way as Welsh is the official language of Wales and therefore the policy focus will always be on Welsh and English language provision.

The accompanying information includes suggested examples of activities that could be used in order to meet the standards. They are a starting point and the examples provided by the working group are not exhaustive. We are committed, with the sector, to share examples of practice as the standards become embedded of how they are being used by individuals and their employers to enhance professional learning. We have also noted the views of respondents regarding ideas to support the use of the standards, for example an online self assessment tool.

We have worked with the Education Workforce Council to develop a specific area on the professional learning passport (PLP) which will allow individuals to directly link their input to the standards that have been produced.

In developing these standards it is important to recognise that professional learning takes place using formal and non formal opportunities undertaken by individual practitioners but all of them should be evidenced and ensure they are linked to improving the outcomes for learners.

Next steps

We recognise that the publication of the professional standards is only the first step of the journey and that we cannot expect their publication to mean an instant use of them by individuals.

We now need to support individuals and organisations to embed and use the standards. To do this we will:

- Continue to work with partners and stakeholders to support the introduction of the new standards and look for innovative ways to embed them into every day practice.
- Work with the EWC to embed the standards in the PLP to support personal reflection and planning
- Gather and make available exemplar materials to support the use of the new standards
- Continue to promote the standards as a means to support and drive individual professional learning and development

It is important that we evaluate the use of the standards to ensure we can work together to address any issues that arise. It is our intention to evaluate the use of the standards during 2019/20.

As was stated in the engagement document, further work will now take place to consider how these standards will be used in setting the requirement for the post graduate certificate in education for further education teachers and for FE learning support workers (for those required to register with the Education Workforce Council)

Annex 1: Revised standards as a result of engagement activity and responses

Original engagement version	Amended version
<p>Value and promote diversity, equality of opportunity and inclusion:</p> <ul style="list-style-type: none"> • challenging discrimination in all forms • embracing diversity and advocating inclusion 	<p>Value and promote diversity, equality of opportunity and inclusion</p> <ul style="list-style-type: none"> • embracing diversity and advocating inclusion • challenging discrimination in all forms
<p>Understand the importance of the Welsh language and culture as a bilingual nation:</p> <ul style="list-style-type: none"> • seeking opportunities to celebrate the culture of Wales and its place in the world • taking opportunities for my own Welsh language development and promoting its importance to learners, colleagues, employers and others as appropriate 	<p>Understand the importance of the Welsh culture and language as a bilingual nation</p> <ul style="list-style-type: none"> • taking opportunities to celebrate the culture of Wales and its place in the world • pursuing opportunities for my own Welsh language development and promoting its importance to others
<p>Maintain and update knowledge of my subject(s) and how best to teach and assess it/them:</p> <ul style="list-style-type: none"> • keeping abreast of my subject or vocational area and of effective teaching and assessment methods • using assessment to monitor and inform learning and support learner progress 	<p>Maintain and update knowledge of my subject(s) and how best to teach and assess it</p> <ul style="list-style-type: none"> • keeping abreast of my subject or vocational area and of effective teaching and assessment methods • using assessment of and for learning to support learner progress
<p>Know how to use evidence and research to improve my practice:</p> <ul style="list-style-type: none"> • accessing relevant research from a range of sources • reflecting on the latest theories and research with colleagues and exploring their relevance to my learning and teaching context 	<p>Know how to use evidence and research to improve my practice</p> <ul style="list-style-type: none"> • accessing and experimenting with research from a range of sources • reflecting on the latest theories and research with colleagues and exploring their relevance to my teaching and learning context

<p>Plan and deliver effective learning, teaching and assessment:</p> <ul style="list-style-type: none"> • identifying, preparing, delivering and assessing learning programmes • using a range of media, especially digital, effectively to enhance the learning process 	<p>Plan and deliver effective learning, teaching and assessment</p> <ul style="list-style-type: none"> • identifying, preparing, delivering and assessing learning programmes • using a range of media, including digital, effectively to enhance the learning process
<p>Critically reflect on my own values and practice to improving learning:</p> <ul style="list-style-type: none"> • actively developing my own digital literacy and other appropriate professional skills • critically appraising my own practice and adapting it in the light of reflection and feedback, including feedback from learners. 	<p>Critically reflect on own values, knowledge and skills to improve learning</p> <ul style="list-style-type: none"> • developing my own literacy, numeracy and digital literacy skills along with other appropriate professional skills • critically appraising my own practice and adapting it in the light of reflection and feedback, including feedback from learners.

Annex 2: List of respondents

In addition to the anonymous online response, formal responses were received from:-

National Training Federation for Wales (NTfW)
Association of Teachers and Lecturers (ATL)
Education Workforce Council (EWC)
Bridgend College
The University and College Union (UCU)
The National Association of Schoolmasters Union of Women Teachers (NASUWT)
Undeb Cenedlaethol Athrawon Cymru (UCAC)
Voice the Union
The Universities Council for the Education of Teachers (UCET)
Estyn
Gwent College
Merthyr College
Skills and Training Unit
Llanelli Rural Council Training
Pathways Training at NPTC Group of Colleges
Vocational Skills Partnership
People Plus
NPTC Group of Colleges