

# Standards for teaching and supporting learning in further education in England and Wales

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## Introduction to the Standards

This document presents a set of standards for teaching and supporting learning in further education in England and Wales. These standards have been developed following widespread consultation with further education managers, staff developers and teachers, and a series of trials in colleges.

The purpose of the standards is threefold:

- To provide an agreed set of standards that can be used to inform the design of accredited awards for FE teachers, validated within the national qualifications framework or by higher education institutions or other awarding bodies. It is likely that there will be different qualifications to meet a range of possible needs.
- To provide standards that can be used to inform professional development activity within FE.
- To assist institution-based activities such as recruitment, appraisal and the identification of training needs.

These standards have been written for providers and accreditors of FE teacher training qualifications, and for those responsible in colleges and other organizations for the professional development of teachers and teaching teams. They are also designed to help serving teachers in FE to plan their own professional development.

It is not the purpose of the standards to prescribe the detailed nature of qualifications for teachers. That responsibility will rest with the various awarding bodies, which may wish to use the standards for the purpose of developing awards. Where standards exist and teachers require accreditation there will need to be an appropriate assessment strategy. An accompanying document, *Standards for teaching and supporting learning in further education in England and Wales: guidance for assessment*, offers some advice on this.

These standards have been developed by the Further Education Staff Development Forum (FESDF), a predecessor organisation to FENTO. Standards for FE in Northern Ireland and Scotland have already been developed in these countries.

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Informing the standards proposed in this document is a set of values, which are outlined below.

### **Reflective Practice and Scholarship**

Teaching in FE involves working with a wide range of learners, using diverse methods of teaching and learning. Teachers are constantly assessing learners' needs and planning to meet those needs. The ability of teachers to reflect upon their practice and to employ appropriate methods, therefore, is a crucial one which any set of standards would seek to promote. Reflective practice and scholarship should also underpin the wider professional role of the teacher in managing the learning process, developing the curriculum and guiding and supporting the learner in partnership with others in the organization and the local community.

### **Collegiality and Collaboration**

Change is endemic to the sector. Any standards, therefore, should seek to promote flexibility and adaptability. The role of the FE teacher is extremely diverse and may change over time, reflecting both the developing interests of the teacher and the changing nature of the learner. Because teachers and teaching teams frequently work in partnership with external groups such as employers, parents, other members of the educational community, community groups and related agencies, they should value collegiality and collaboration to ensure the relevance and responsiveness of their learning programmes.

### **The Centrality of Learning and Learner Autonomy**

Teachers and teaching teams should value the centrality of learning and the autonomy of learners. They should seek to provide learners with the skills and abilities to work effectively on their own and promote an attitude to learning as a lifelong process rather than the short-term acquisition of a set of specific skills. The development of key skills is an integral part of the promotion of autonomy.

### **Entitlement, Equality and Inclusiveness**

Equality of opportunity is a crucial foundation upon which good teaching, learning and assessment are based. All learners should have access to appropriate educational opportunities regardless of ethnic origin, gender, age, sexual orientation, or degree of learning disability and/or difficulty. Consequently, the values of entitlement, equality, and inclusiveness are of fundamental importance to teachers and teaching teams.

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The values listed above and the sections of this document that follow the key purpose of the FE teacher, professional knowledge and understanding, skills and attributes, and the key areas of teaching, indicate something of the distinctive context within the FE teacher works. The main elements of this context are:

- the wide range of learners recruited to FE
- the broad diversity of levels across which FE teachers may teach
- the emphasis upon guiding and supporting learners and the assessment of their needs
- the application of vocational knowledge and experience
- the degree of liaison with employers and of working in partnership with other agencies
- involvement in work-based assessment and learning
- the wide use of competence-based curricula
- the dynamic nature and complexity of the curriculum
- the emphasis on student retention and achievement
- the central role of the teacher in key skills development
- the central role of the teacher in helping people return to learning.

In many instances, teaching in FE involves work with students who have progressed from schools and who will progress into higher education. Familiarity with other phases of education is clearly important for FE staff, as is familiarity with the workplace and the world of work in general.

### the key purpose of the FE teacher

The following key purpose of the teacher and those involved in supporting learning has been used to guide the structure and content of the standards. The standards are based on the assumption that those who teach in the sector already possess specialized subject knowledge, skills and experience. The standards, therefore, address the professional development of teachers and teaching teams rather than the development of their subject expertise.

**The key purpose of the FE teacher and those directly involved in supporting learning is to provide high-quality teaching, to create effective opportunities for learning and to enable all learners to achieve to the best of their ability.**

FE teachers have a responsibility for ensuring high standards of teaching and learning, as well as contributing to curriculum development and the development of their subject knowledge. They work directly with a diverse range of learners in a variety of learning situations. Good teachers ensure that the educational opportunities provided meet the needs and aspirations of their learners and that learners achieve to the best of their ability.

Teachers and teaching teams play a key role in guiding and supporting learners, as well as in assessing learners' achievements. Teachers should reflect critically on their practice and

evaluate the effectiveness of teaching and learning, the curriculum and learners' progress. They should also have a clear understanding of how their subject contributes to the overall educational experience of their learners. To carry out their responsibilities effectively, teachers and teaching teams need career-long personal and professional development.

During their careers, teachers will take on a variety of different roles, depending upon their interests, abilities and experience. In addition to their role as teachers, they may become course leaders or subject co-ordinators or take up responsibility for liaison with employers, pastoral support or curriculum and subject development. Some teachers may move into managerial roles or specialize in other functions related to the work of the organization such as entrepreneurial development, finance, marketing, staff development or personnel management.

The standards contained in this document relate to the major areas of activity that flow from the key purpose of the teacher. There are additional standards under development relating to managerial and other support roles.

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# The Standards

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The standards consist of the following three main elements:

- professional knowledge and understanding
- skills and attributes
- key areas of teaching.

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## professional knowledge and understanding

The knowledge and understanding required to perform effectively as an FE teacher are arranged in three categories:

- domain-wide knowledge** applicable across all areas of professional practice
- generic knowledge** relating to each standard
- essential knowledge** relating to specific aspects of each standard.

The **domain-wide knowledge** is listed here. **Generic knowledge** appears in the introduction to each of the key areas of teaching. **Essential knowledge** is listed under each of the standards within the key areas.

FE teachers and teaching teams should have **domain-wide knowledge** and critical understanding of:

- a. the place of FE within the wider context
- b. the aims, objectives and policies of the organization in which the teacher works
- c. professional knowledge in their own subject area
- d. learning theory, teaching approaches and methodologies
- e. social and cultural diversity and its affect on learning and on curriculum development and delivery
- f. the social, cultural and economic background of individual learners and the implications of this for learning and teaching
- g. ways of ensuring that linguistic diversity is valued and accommodated within programmes of learning and teaching
- h. current national and international initiatives and how they are interpreted within the strategic plan of the organization
- i. current developments within their own specialist vocational or academic area of expertise and ways of keeping up to date with such developments
- j. the concept of inclusive learning
- k. learners' entitlements and issues related to the autonomy of the learner

- l. the broad range of learning needs including the needs of those with learning difficulties and/or disabilities, and the facilities and arrangements that are available to help meet these needs
- m. the characteristics of effective learning
- n. how to measure effectiveness against a diverse range of quality indicators
- o. what constitutes best professional practice
- p. ways of analysing and using key information to inform teaching and learning
- q. effects of change on the FE sector and teachers' own practice
- r. methods of assessment
- s. information technology and how it can be used to extend and enhance learning
- t. ways of ensuring the currency and effectiveness of technical and educational competence and sources of professional development
- u. models of curriculum development and how they can be applied to their own area of work
- v. sources of funding and teachers' own contribution in accessing such funding.

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## skills and attributes

In addition to the skills related to specific aspects of competence there are a number of generic personal skills, including inter-personal skills, and personal attributes, that should inform all aspects of teaching within FE.

### Personal Skills

Teachers and teaching teams should display the skills of:

- analysis
- evaluation
- monitoring and reviewing
- planning and prioritizing
- setting objectives
- managing time
- research and study
- critical self-reflecting
- identifying, interpreting and applying specific knowledge to practice
- problem-solving
- creativity

- decision-making
- handling conflict
- establishing effective working relationships
- communicating effectively with groups and individuals with specific reference to:

- preparing effective written materials
- listening and questioning skills
- explaining ideas clearly
- providing constructive feedback
- contributing to group discussions

- working collaboratively with others
- networking
- interviewing
- negotiating
- managing themselves
- managing change
- presenting and delivering information

### **Personal attributes**

Teachers and teaching teams should possess and display:

- personal impact and presence
- enthusiasm
- self-confidence
- energy and persistence
- reliability
- intellectual rigour
- integrity
- appreciation of FE values and ethics
- commitment to education and to learners' progress and achievement
- realism
- openness and responsiveness to others
- acceptance of differing learning needs, expectations and styles
- empathy, rapport and respect for learners and colleagues
- assertiveness.

## key areas of teaching

Standards have been developed to cover all the major areas of activity.

- a. **Assessing learners' needs**
- b. **Planning and preparing teaching and learning programmes for groups and individuals**
- c. **Developing and using a range of teaching and learning techniques**
- d. **Managing the learning process**
- e. **Providing learners with support**
- f. **Assessing the outcomes of learning and learners' achievements**
- g. **Reflecting upon and evaluating one's own performance and planning future practice**

In addition to these, there is an underpinning competence of meeting professional requirements which supports and informs all other processes. This has been expressed as a set of values and principles, separate from the other statements of competence but implicit in all the standards.

- h. **Meeting professional requirements**

## summary of the key areas of teaching

- a. **Assessing learners' needs**  
This involves being able to:
  - a1 identify and plan for the needs of potential learners
  - a2 make an initial assessment of learners' needs.
- b. **Planning and preparing teaching and learning programmes for groups and individuals**  
This involves being able to:
  - b1 identify the required outcomes of the learning programme
  - b2 identify appropriate teaching and learning techniques
  - b3 enhance access to and participation in learning programmes.
- c. **Developing and using a range of teaching and learning techniques**  
This involves being able to:
  - c1 promote and encourage individual learning

c2 facilitate learning in groups  
c3 facilitate learning through experience.

**d. Managing the learning process**

This involves being able to:

d1 establish and maintain an effective learning environment  
d2 plan and structure learning activities  
d3 communicate effectively with learners  
d4 review the learning process with learners  
d5 select and develop resources to support learning  
d6 establish and maintain effective working relationships  
d7 contribute to the organization's quality-assurance system.

**e. Providing learners with support**

This involves being able to:

e1 induct learners into the organization  
e2 provide effective learning support  
e3 ensure access to guidance opportunities for learners  
e4 provide personal support to learners.

**f. Assessing the outcomes of learning and learners' achievements**

This involves being able to:

f1 use appropriate assessment methods to measure learning and achievement  
f2 make use of assessment information.

**g. Reflecting upon and evaluating one's own performance and planning future practice**

This involves being able to:

g1 evaluate one's own practice  
g2 plan for future practice  
g3 engage in continuing professional development.

**h. Meeting professional requirements**

This involves being able to:

h1 work within a professional value base  
h2 conform to agreed codes of professional practice.

A pictorial representation of Meeting Professional Requirements can be [viewed here](#).

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## a Assessing learners' needs

Teachers and teaching teams need to be effective in identifying the needs of potential learners and in making an initial assessment of learners. This involves matching learners' experiences and attainments to the requirements of programmes within one's own area of expertise.

This requires teachers and teaching teams to have a **generic knowledge** of:

- the broad range of learning needs including the needs of those with learning difficulties and/or disabilities
- sources of information about learners' previous experiences and attainments
- the requirements of individual learning programmes
- ways of evaluating different information about learners against the requirements of specific learning programmes, including the accreditation of prior learning and experience
- appropriate forms of initial assessment and how to conduct them
- individual differences in aptitude and ability
- methods and techniques of training needs analysis

Teachers and teaching teams need to be able to:

**a1 identify and plan for the needs of potential learners**

**a2 make an initial assessment of learners' needs**

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**a1 identify and plan for the needs of potential learners**

To do this, teachers:

- a. acknowledge the previous learning experiences and achievements of learners
- b. enable learners to review their past experiences in a way that reveals their strengths and needs
- c. recognize when additional specialist assessment is required and take the appropriate action
- d. support learners while they deal with unfamiliar circumstances assist learners to explore and articulate their personal aspirations
- e. identify and confirm any exemptions to which learners are entitled
- f. provide information to, and negotiate with, colleagues to ensure that the learning needs of individuals can be met in a realistic way

This requires critical understanding and **essential knowledge** of:

- organizational record-keeping and information-processing systems
- an understanding of resource constraints and how to present relevant and coherent arguments for strengthening resources
- how to match resources to the needs of the individual
- the accreditation of prior experience and learning, why it is important and the processes and procedures for carrying it out.

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## a2 make an initial assessment of learners' needs

To do this, teachers:

1. consider and apply a range of assessment techniques
2. use a variety of methods for assessing the previous learning experiences and achievements of learners including their basic skills and key skills
3. consider a range of selection criteria appropriate to learning programmes
4. identify the implications of a disability or learning difficulty for an individual's learning
5. establish with learners the requirements and limitations of the programme
6. assess the experience, capabilities and learning styles of individual learners in relation to the identified learning programme
7. prepare for and carry out the initial assessment
8. provide feedback to the learner on the outcome of the assessment and its consequences
9. direct the individual learner to the most appropriate programme
10. liaise with colleagues and other interested parties throughout the initial assessment process, as necessary

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## b Planning and preparing teaching and learning programmes for groups and individuals

Teachers and teaching teams need to be effective in interpreting curriculum requirements in order to devise learning outcomes, programmes of study and assessment strategies as well as adopting appropriate teaching and learning strategies. This involves devising programmes of study that meet the demands of the curriculum and setting clear targets for individual learners within a supportive and flexible environment for learning. It also involves encouraging the take-up of FE provision and the widening of participation.

This requires teachers and teaching teams to have a **generic knowledge** of:

- curriculum requirements and their implications for learning programmes
- ways of learning and related learning strategies
- ways of selecting teaching methods based on appropriate learning theory
- the relationship between learning styles and the required outcomes of learning programmes
- what is involved in individual and group learning
- national qualifications and their international equivalents
- formative and summative assessment techniques
- the information and learning technology support available to learners
- appropriate local networks of colleagues and others who may contribute to learning, and how to establish and maintain these
- community links and ways of accessing them
- barriers to potential learners' participation in learning programmes and how to overcome them

Teachers and teaching teams need to be able to:

- b1 identify the required outcomes of the learning programme**
- b2 identify appropriate teaching and learning techniques**
- b3 enhance access to and participation in learning programmes**

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## b1 identify the required outcomes of the learning programme

To do this, teachers:

- a. interpret curriculum requirements in terms of syllabuses, objectives and schemes of work for learning programmes
- b. produce learning outcomes from programmes of study
- c. establish precise learning objectives and content
- d. define the subject knowledge, technical knowledge and skills required
- e. fulfil validating and awarding bodies' requirements, where relevant
- f. ensure that basic skills and key skills are integral to provision, as required.

This requires critical understanding and **essential knowledge** of:

- how to select appropriate learning programmes
- ways of establishing learning outcomes for programmes of study
- the content required to achieve particular learning outcomes
- programme validation criteria and procedures
  
- ways of ensuring that basic skills and key skills are integral to learning outcomes
- how to derive individual learning programmes from required learning outcomes
- possible progression routes and their implications for the learner
- how to analyse and evaluate skills, knowledge and values within a curriculum area
- the importance of inclusive learning and ways of ensuring that teachers meet the needs of all students.

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## b2 identify appropriate teaching and learning techniques

To do this, teachers:

- a. encourage learners to adopt styles of learning that are appropriate to the required outcomes and most likely to enable learners to achieve to the best of their abilities
- b. select appropriate teaching techniques to accommodate different styles of learning
- c. use individual, small-group and whole-group teaching techniques as appropriate
- d. set precise targets with individual learners that match their capacities, make the most of their potential for achievement and meet the required learning outcomes
- e. create a safe learning environment based on trust and support
- f. encourage learners to see the relevance of what they are learning to other aspects of the curriculum and to apply their learning in different contexts

This requires critical understanding and **essential knowledge** of:

- appropriate teaching techniques
- how to structure learning to achieve the required outcomes
- the advantages and disadvantages of individual and group teaching/ learning and when to use these approaches
- the information and learning technology resources available to learners

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### **b3 enhance access to and provision in learning programmes**

In order to do this teachers:

1. maintain contact with those who co-ordinate the links between other institutions and the organization and across different curriculum areas
2. maintain effective links with appropriate agencies to enhance curriculum delivery
3. contribute to the activities which improve access to the organization's learning facilities
4. support a culture of open access and widening participation
5. offer a range of flexible opportunities for learning including learning facilitated through information learning technology
6. identify and overcome potential barriers to participation in learning programmes
7. ensure, where possible within resource constraints, that potential learners are able to experience aspects of the programme before committing themselves to it
8. recognize the organizational and resource constraints influencing participation and make the most of opportunities to achieve wider participation in learning programmes

This requires critical understanding and **essential knowledge** of:

- local and national networks to which the organization belongs
- how to make learning programmes more accessible and why this is important
- flexible processes and procedures for delivery and assessment
- the role of information learning technology in creating new modes of learning that are attractive to potential learners

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This requires critical understanding and **essential knowledge** of:

- learning programmes and their requirements
- appropriate assessment procedures for evaluating learners' potential to achieve the required learning outcomes
- appropriate selection criteria
- the intellectual and related demands of learning programmes
  
- ways of eliciting and evaluating learners' previous experiences in relation to programme requirements
- techniques and procedures for basic skills screening
- procedures for conducting relevant assessments and interpreting results
- ways of presenting and explaining the results of initial assessment
- ways of weighting, verifying and corroborating previous experience and attainment
- sources of additional specialist assessment and how to access them
- the organization's recording and documentation procedures
- how to assess levels of commitment and personal characteristics relevant to a programme of study
- the differences in individuals' methods of learning.

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## c Developing and using a range of teaching and learning techniques

Teachers and teaching teams need to be effective in selecting and using a range of appropriate methods of teaching and learning including individual and group learning. This involves developing an awareness of the effect of different styles of teaching on the learning process in order to plan and deliver suitable programmes. There is also a need for teachers to make an evaluation of the effectiveness of the learning programme based in part on feedback from learners. Standard c3 focuses on the skills and knowledge required to facilitate learning through experience. This is a particular aspect of both group and individual learning but it is identified separately.

This requires teachers and teaching teams to have a **generic knowledge** of:

- learning theories and how they affect teaching and learning
- how to select appropriate teaching methods on the basis of learning theory
- the use of differentiated learning materials
- the range of information and learning technology available to support learners and teachers
- resource constraints influencing the selection of teaching and learning techniques and how to make best use of available resources
- evaluation strategies and methods
- how to analyse information on teaching and learning and extract what is relevant to modify future learning strategies
- how to evaluate learning programmes in terms of efficiency, effectiveness and equity.

Teachers and teaching teams need to be able to:

**b1 promote and encourage individual learning**

**b2 facilitate learning in groups**

**b3 facilitate learning through experience**

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## c1 promote and encourage individual learning

To do this, teachers:

- a. establish and agree individual learning needs, aspirations and preferred learning styles
- b. agree learning goals and targets that support individual needs and aspirations within available resources
- c. produce learning plans that encourage individual learning
- d. identify and produce appropriate teaching and learning materials that engage learners' interest and reinforce their learning
- e. recognize and build on the experiences which learners bring to the programme
- f. agree a learning contract with the learner
- g. evaluate the effectiveness of learning
- h. acknowledge the effect of resource constraints and make best use of available opportunities.

This requires critical understanding and **essential knowledge** of:

- ways of assisting individual learning
- the availability of resources and how this affects learning
- the difference between learning plans and learning contracts and how to use both effectively
- how to structure individual learning programmes
- different learning materials and how to produce them
- how individual learning is affected by social, cultural, or emotional factors
- specialist equipment and its uses in supporting learning

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## c2 facilitate learning in groups

To do this, teachers:

- a. plan and select learning opportunities that involve group activity
- b. produce learning plans that encourage learning in groups
- c. encourage learning through sound group management including appropriate interventions in group activities
- d. facilitate learning through the use of collaborative exercises and encourage learners to support each other
- e. ensure that all members of the group are involved in learning activities
- f. produce appropriate learning support materials using information learning technology where appropriate
- g. evaluate the effectiveness of learning and modify teaching plans where necessary
- h. acknowledge the effect of resource constraints and make the best use of available opportunities.

This requires critical understanding and **essential knowledge** of:

- group methods and when to use them
- group dynamics and the effective management of groups
- different learning support materials, when to use them and how to prepare them
- the importance of collaborative working practices and peer group support and how to encourage these

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### c3 facilitate learning through experience

To do this, teachers:

- a. identify learning objectives amenable to learning through experience
- b. produce learning plans that encourage learning through experience
- c. plan and structure opportunities for groups and individuals to learn through experience, including opportunities to demonstrate and practise skills
- d. encourage and support individuals in identifying personal experiences that enhance their learning
- e. ensure that learning is appropriately structured, safe and adequately resourced
- f. support learners as they learn
- g. provide appropriately constructive feedback to learners and reinforce the learning gained through experience
- h. evaluate the effectiveness of the learning process and modify teaching plans where necessary
- i. acknowledge the effect of resource constraints and make best use of available opportunities

This requires critical understanding and **essential knowledge** of:

- the appropriateness, advantages and disadvantages of learning through experience
- the importance of the learner's experience in practising skills
- health, safety and environmental controls during learning through experience
- appropriate opportunities for learning through experience
- the importance of ensuring that all learners have opportunities to learn through experience
- ways of conducting debriefing and providing constructive feedback to learners

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## d Managing the learning process

Teachers and teaching teams need to be effective in establishing a productive learning environment and in working with learners and colleagues to structure and monitor the learning process. Central to these activities is the teacher's capacity to communicate effectively with learners and colleagues. Teachers must consider what encourages learners to learn as well as dealing with the practical organization of the environment, including legal requirements relating to health, safety and security. They must also consider how to provide resources for the varied approaches to teaching and learning and recognize, by forming effective working relationships with others, that successful management of teaching and learning requires collaboration. Finally, teachers should evaluate teaching and learning and play their part in contributing to the organization's quality-assurance system.

This requires teachers and teaching teams to have a **generic knowledge** of:

- theories concerning motivation and ways of motivating learners
- ways of structuring and presenting information and ideas
- appropriate media and language forms for presenting information
- different teaching techniques
- different ways of learning
- their personal responsibilities for health and safety
- the organization's learning programmes and available resources
- good practice in catering for the needs of all students including learners who require additional support
- the role of information and learning technology in supporting learning and teaching
- the importance of pacing teaching and learning appropriately.

Teachers and teaching teams need to be able to:

- d1 establish and maintain an effective learning environment**
- d2 plan and structure learning activities**
- d3 communicate effectively with learners**
- d4 review the learning process with learners**
- d5 select and develop resources to support learning**

**d6 establish and maintain effective working relationships**

**d7 contribute to the organization's quality-assurance system.**

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## **d1 establish and maintain an effective learning environment**

To do this, teachers:

- a. act as an advocate for learners in attempting to secure appropriate resources
- b. ensure an interactive, safe and productive learning environment that fosters learners' security and confidence
- c. maintain learners' interest in, and engagement with, the learning process
- d. identify and redress poor motivation and challenge inappropriate behaviour.

This requires critical understanding and **essential knowledge** of:

- the characteristics and purpose of an effective learning environment
- the value of effective interaction between those involved in teaching and learning
- what motivates learners and what constitutes acceptable levels of motivation and behaviour
- group dynamics and how to manage groups of learners
- the health and safety requirements applicable to the learning environment

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## **d2 plan and structure learning activities**

To do this, teachers:

- a. use local, national, comparative, organizational and other appropriate data to set clear targets for learning and individual learners' achievements
- b. set tasks for learners that will foster their curiosity, creativity and ability to work on their own
- c. structure learning in a way likely to foster and maintain learners' enthusiasm and motivation
- d. match the format and level of learning support materials to the abilities of learners and the desired learning outcomes
- e. select and develop materials of an appropriate design and format to meet the needs of a wide range of students, including those with a hearing or sight impairment
- f. use a variety of teaching methods to meet the needs of groups and individuals and to provide an environment in which all learners have the opportunity to experience success
- g. provide opportunities for learners to reinforce their knowledge and understanding
- h. identify and exploit opportunities to improve learners' basic skills and key skills
- i. help learners to develop study skills including time management and work organization skills
- j. encourage learners to take more responsibility for organizing their learning successfully.

This requires critical understanding and **essential knowledge** of:

- the required outcomes of learning programmes and related assessment
- requirements and opportunities
- ways of incorporating all aspects of the learning cycle in the learning process
- ways of consolidating and reinforcing learning
- what constitutes acceptable levels of work to enable learners to meet defined learning outcomes
- the basic skills and key skills that learners need to meet the demands of their programmes of study
- study skills and how to foster these
- appropriate sources of information and learning support for learners and how to access them
- how to encourage learners to work effectively on their own

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**d3 communicate effectively with learners**

To do this, teachers:

- a. select and organize relevant information clearly and concisely
- b. present information to learners clearly and in an appropriate format
- c. use a range of communication skills and methods appropriate to specific learners and to the subject being studied
- d. maintain and encourage effective communication with and between all learners
- e. foster learners' enjoyment of learning
- f. listen to and respond to learners' ideas

This requires critical understanding and **essential knowledge** of:

- how to select and organize information effectively
- ways of presenting information and ideas
- the appropriate forms and registers of language
- the conventions of grammar and spelling
- appropriate audio-visual aids and how to use them effectively
- developments in information learning technology and how these can support and promote learning

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#### d4 review the learning process with learners

To do this, teachers:

- a. create opportunities for discussion and conduct regular reviews with learners
- b. give constructive and positive feedback to learners
- c. seek and respond appropriately to feedback from learners on their learning
- d. identify areas of concern and need in relation to the learning programme
- e. agree appropriate actions with learners
- f. consider referral and alternative support networks to assist learners
- g. record the outcomes of reviews in accordance with organizational procedures

This requires critical understanding and **essential knowledge** of:

- criteria for evaluating learners' experience and progress
- action-planning techniques and recording procedures
- sources of additional learner support, guidance and counselling
- the organization's referral procedures

- distinctions between learning support and pastoral care functions
- the limits of teachers' own competence to deal with learners' concerns and appropriate sources for teachers' own support
- ways of seeking, responding to and giving feedback
- the specific communication needs of individual students, including those with learning difficulties and disabilities

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## d5 select and develop resources to support learning

To do this, teachers:

- a. identify the resources required to deliver the programme of learning and to support learners
- b. ensure they are familiar with the range and availability of resources
- c. obtain the resources necessary by following the organization's procedures
- d. produce an appropriate range of teaching and learning materials that meets the needs of learners, including those with learning difficulties and disabilities
- e. use information technology and learning technology, as appropriate
- f. evaluate and ensure the appropriateness and effectiveness of teaching and learning materials and resources for all learners
- g. help learners to identify appropriate ways of working on their own and provide them with advice and support on using resources effectively
- h. monitor how learners are responding to teaching and learning materials during the programme and make modifications as necessary
- i. evaluate the effectiveness of the materials and resources used for learning support and update materials and equipment as necessary
- j. keep up to date with the development of resources that enable learners to work effectively on their own.

This requires critical understanding and **essential knowledge** of:

- criteria for evaluating learners' experience and progress
- ways of quantifying the resources needed to deliver programmes
- the resources available for learning and how to access them
- the teaching and learning materials appropriate for different programmes
- how to develop teaching and learning materials
- methods of enabling students to work effectively on their own and the place of these methods in teaching and learning
- the learning support needs of learners when using technology-based or distance-learning approaches
- the criteria by which to evaluate the effectiveness of learning support materials

- mentoring and coaching within learning support
- sources of information about resources designed to support students working on their own and how to access these

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## d6 establish and maintain effective working relationships

To do this, teachers:

- a. contribute to the design, development and validation of learning programmes
- b. liaise with external learning providers, where appropriate
- c. contribute to and maintain an effective internal communication network that includes technical, administrative and support colleagues
- d. establish appropriate links and liaise with external stakeholders, as required
- e. work with other organizations and services to promote learners' participation, retention, and achievement
- f. work collaboratively with colleagues to deliver the learning programme
- g. negotiate with colleagues outside the immediate programme on behalf of learners
- h. share expertise with colleagues and respond to their needs, for the benefit of learners and the learning programme
- i. contribute to programme review and evaluation
- j. contribute to management information systems and ensure that colleagues are given all necessary information at the correct time and in the agreed organizational format
- k. respond positively and constructively to feedback.

This requires critical understanding and **essential knowledge** of:

- the requirements for learning programme design, implementation and review
- the organization's tracking and recording systems
- administrative policies and procedures
- the information needs of others
- appropriate channels of communication with external stakeholders
- the nature of local networks and how to access them
- ways of integrating one's own teaching with that of others within a team
- collaborative and collegiate styles of working
- appropriate methods of advocating for, and mediating on behalf of, learners
- additional or alternative opportunities for learning, including off-site learning, franchised provision and distance learning

- relevant external stakeholders who need to be kept informed, including parents, carers, schools, employers, local authorities, TECs, inspectors, other agencies and other professionals

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## d7 contribute to the organization's quality-assurance system

To do this, teachers:

- a. take responsibility for the quality of service they provide to learners
- b. contribute to quality-assurance systems as individuals and in teams
- c. provide feedback in a form suitable to help measure the quality of learning and teaching
- d. contribute to the development of the organization's practice on inclusive learning
- e. identify appropriate data with which to evaluate the quality of the services provided
- f. analyse the information gathered from the evaluation data
- g. adapt and develop learning programmes, teaching strategies and materials in the light of evaluation
- h. use feedback from sources within and outside the organisation in promoting continuous improvement

This requires critical understanding and **essential knowledge** of:

- the purposes of quality-assurance systems and their role within FE and within the organization
- the purpose of the methods used to respond to change and ensure quality development
- ways of acknowledging and responding to continuous states of change
- how to be active within an FE culture of quality improvement
- the organization's quality assurance policy and its relationship to the organization's mission and values
- the different quality-assurance indicators used by the organization, awarding bodies, FEFC funding and inspection regimes and external service users
- procedures for gathering and assessing relevant information
- internal and external criteria by which to evaluate the effectiveness and efficiency of the organization
- local and national performance indicators and their relevance to continuous improvement
- resource constraints and allocation procedures
- ways of using new technologies to monitor, evaluate and improve the quality of delivery

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## e Providing learners with support

Teachers and teaching teams need to be effective in providing learners with support for their learning, guidance on current and future opportunities and requirements, and personal tutorial support. This involves meeting learners' entitlements and providing them with access to the full range of facilities and opportunities that will enable them to benefit from their programme of study. Teachers and teaching teams will need to know how to access and use a wide range of services to help meet learners' needs.

This requires teachers and teaching teams to have a **generic knowledge** of:

- learning support and guidance within the FE context, and the facilities and opportunities which exist within the organization
- the professional network of specialist services available to learners and how to access them
- learners' entitlement to educational and personal support services
- national systems for recording achievement
- the organization's procedures for recording learners' achievements
- ways of matching individual needs to available opportunities
- the educational, vocational, and personal development opportunities available to learners locally and nationally, including employment opportunities
- IT systems and how to use them to access information on guidance and support
- appropriate stakeholders including colleagues, other specialist professionals (eg student counsellors), employers, parents, guardians and carers
- review procedures and action-planning methods

Teachers and teaching teams need to be able to:

- e1 induct learners into the organization**
- e2 provide effective learning support**
- e3 ensure access to guidance opportunities for learners**
- e4 provide personal support to learners**

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## e1 induct learners into the organization

To do this, teachers:

- a. contribute to the design and implementation of induction procedures
- b. provide learners with appropriate information about the organization and its facilities
- c. clarify the organization's expectations of, and its obligations to, learners, including its health and safety requirements
- d. help learners to gain access to advice and guidance on financial arrangements and personal support
- e. ensure that learners receive appropriate initial guidance on opportunities for progression
- f. record information using organizational procedures
- g. evaluate the effectiveness of the induction process with learners

This requires critical understanding and **essential knowledge** of:

- the organization's induction procedures
- funding mechanisms and fee arrangements, the organization and its facilities and arrangements for obtaining access to learning support services
- the nature of learning contracts
- the organization's recording procedures
- organizational and personal responsibility under the Health and Safety at Work Act

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## e2 provide effective learning support

To do this, teachers:

- a. provide learners with comprehensive and clear statements of their entitlements and how to access the full range of services available to them
- b. ensure that learners are aware of the information facilities and resources available and how to find and use them effectively
- c. provide learners with regular and structured opportunities to review their chosen course of study
- d. enable learners to make best use of additional learner support, as appropriate
- e. promote the concept that learners have a responsibility for ensuring that their learning is successful
- f. provide learners with opportunities to consider the next steps after their current programme
- g. provide structured opportunities for learners to evaluate and provide feedback on their experience of the organization

This requires critical understanding and essential knowledge of:

- learners' entitlements and the services available
- the organization's information facilities and resources and how to find and use them
- organizational review procedures and how they apply to individual learners
- opportunities for learners' progression
- how learners' programmes can be amended within agreed organizational and national procedures.

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### e3 ensure access to guidance opportunities for learners

To do this, teachers:

- a. ensure that learners have access to impartial, comprehensive and current information about training, employment and educational opportunities relevant to their needs and aspirations.
- b. contribute to a planned programme of guidance for individual learners
- c. provide learners with access to additional specialist guidance and support, as required
- d. liaise with colleagues and other professionals to provide the most effective guidance and support for learners
- e. provide learners with appropriate summative statements of their experiences and achievements when they leave their programmes
- f. record and process career plans, exit decisions and information on destinations, using the organization's procedures
- g. ensure that guidance meets the personal development needs, as well as the educational and vocational needs, of the learner

This requires critical understanding and **essential knowledge** of:

- the organization's information facilities and resources and how to find and use them
- careers advice provision and how to access it
- career-planning techniques
- national targets, attainment levels and qualifications and their relevance to the needs of individual learners
- opportunities for employment and work in the community and their potential for learning and personal development

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## e4 provide personal support to learners

To do this, teachers:

- a. provide opportunities for learners to raise personal issues affecting their learning
- b. create formal and informal opportunities to listen and respond to the views and feelings of individual learners
- c. maximize opportunities for learners to have access to specialist support as necessary
- d. know the limits of their own competence as tutors to deal with personal issues
- e. maintain close and effective links with colleagues and other professionals in order to help individual learners resolve their personal problems
- f. act as advocates for, and mediate on behalf of, individual learners when problems arise
- g. provide appropriate mentoring to individual learners

This requires critical understanding and **essential knowledge** of:

- counselling skills
- ways of networking with other professionals and stakeholders to help individual learners
- the potential to do harm if teachers exceed their own levels of competence
- sources of specialist counselling and other professional support and how to access them

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## f Assessing the outcomes of learning and learners' achievements

Teachers and teaching teams need to be effective in using an appropriate range of assessment methods to provide accurate information about learning and achievement. This involves ensuring that learners understand and are involved in the process and that the timing of assessment and the monitoring and recording of achievement are appropriate. Teachers and teaching teams also need to be able to use assessment information for a variety of purposes.

This requires teachers and teaching teams to have a **generic knowledge** of:

- the purposes of continuous and end-of-programme assessment
- appropriate sources of information about assessment requirements
- the principles of assessment design as they relate to assessment at the required level and for particular kinds of learning
- concepts of validity, reliability and sufficiency and their application to the assessment of learning and learners' achievements
- the role of assessment in relation to the learning cycle
- equity and inclusivity issues in relation to assessment
- ways of using assessment information to maintain standards and to reflect upon one's own teaching
- the importance of equality of opportunity in the design and application of assessment systems

Teachers and teaching teams need to be able to:

**f1 use appropriate assessment methods to measure learning and achievement**

**f2 make use of assessment information**

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**f1 use appropriate assessment methods to measure learning and achievement**

To do this, teachers:

- a. identify an appropriate range of assessment methods that will deliver fair, valid and reliable results
- b. ensure equality of opportunity in the design and application of assessment procedures
- c. ensure that the assessment process, as a whole, is coherent
- d. ensure that learners understand the purpose and nature of the assessment process
- e. create realistic and relevant assessment activities that encourage learning as well as assessing specified outcomes that meet college and external requirements
- f. establish the required conditions for assessment and provide the necessary resources
- g. use an appropriate variety of valid and reliable assessment procedures that are credible and compatible with the learning programme and the required learning outcomes
- h. conduct assessments according to agreed procedures in a fair, consistent and equal manner
- i. record assessment results following the organization's procedures
- j. encourage learners to feel ownership of their assessment records in monitoring and reviewing their own progress
- k. ensure that learners are provided with clear and constructive feedback on assessment outcomes within an appropriate timescale
- l. ensure that assessment procedures conform to the organization's and national requirements, including those of external awarding bodies

This requires critical understanding and **essential knowledge** of:

- procedures for mapping assessment methods against syllabuses and standards
- how to create a whole and balanced assessment process
- distinctions between formative and summative assessment procedures
- the purpose of self, peer and tutor assessments and how these methods of assessment relate to each other
- appropriate procedures for assessing knowledge
- competence-based and non-competence-based methods of assessment
- alternative assessment opportunities for learners with special assessment requirements
- the appropriate timing and pace of assessment within a learning programme
- procedures for conducting and recording assessments including the requirements of external awarding bodies
- organizational procedures for recording assessment outcomes
- appropriate forms of feedback to learners

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To do this, teachers:

- a. use continuous assessment to help individual learners assess their progress and identify learning issues
- b. use assessment information to assess how far learning objectives have been achieved
- c. use assessment information in evaluating their own performance as teachers
- d. make effective use of assessment information to identify the ways in which teaching might be improved
- e. provide assessment information to appropriate stakeholders
- f. use assessment outcomes in modifying individual learning programmes, as appropriate

This requires critical understanding and **essential knowledge** of:

- continuous assessment and end-of-programme assessment processes, and when to use them
- the role of assessment in the overall evaluation of learning programmes
- ways of using assessment information to monitor the effectiveness of the learning process
- appropriate stakeholders, including parents, guardians, carers, employers, awarding bodies and other external institutions, and the nature of the assessment information they require

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## g Reflecting upon and evaluating one's own performance and planning future practice

Teachers and teaching teams need to contribute effectively to the continuous improvement of quality by evaluating their own practice, by identifying opportunities for personal and professional development, and by participating in programmes of professional development. Teachers should recognize the importance of, and engage in, critical reflection upon professional practice, within the context of the internal and external factors influencing FE.

This requires teachers and teaching teams to have a **generic knowledge** of:

- the organization's aims, objectives and policies, and the nature of the service it provides
- appropriate sources of evidence on which to draw when evaluating their own work
- methods of evaluating their own experience against the requirements of the job
- ways of reflecting upon their own teaching experience and the experience of learners
- current issues and trends within vocational and educational training and development
- appropriate sources of professional support
- the nature and role of FE within the current vocational and educational structure and within the wider community
- likely future developments within FE and their implications for teachers' own practice and that of the institution
- the mission and aims of the organization and how to contribute to the decision-making processes within it

Teachers and teaching teams need to be able to:

**g1 evaluate one's own practice**

**g2 plan for future practice**

**g3 engage in continuing professional development**

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## g1 evaluate one's own practice

To do this, teachers:

- a. identify where and how their subject or vocational area fits within the organization and the wider FE sector
- b. consider their own professional practice in relation to the major influences upon FE
- c. develop opportunities for good practice while recognizing the full range of factors and constraints operating within FE
- d. identify the extent and nature of their current knowledge and skills in relation to the demands of the job
- e. conduct a critical evaluation of their own teaching by eliciting, valuing and using feedback from learners, other teachers, managers and external evaluators
- f. evaluate their own key skills against what is required in their teaching
- g. evaluate the quality of their relationships with learners, colleagues and other stakeholders
- h. assess their own contribution to the achievement of the organization's objectives
- i. create and use opportunities to question their own practice and to seek audits of their competence from others, as appropriate
- j. use evaluations to improve their own and their team's effectiveness.

This requires critical understanding and **essential knowledge** of:

- their current role and the knowledge and skills required to carry it out
- methods of evaluating their own experiences against the requirements of the job
- the contribution that learners make to teachers' evaluation of their own teaching
- vocationalism and its role within FE
- what constitutes relevant evidence of teachers' own practice and how to interpret it
- the organization's aims, objectives, policies and the nature of the service it provides, including future needs and developments and the implications of these for teachers' levels of competence
- the required skills and knowledge for working with learners, including teachers' own levels of competence in key skills
- ways of addressing teachers' own development needs
- the limits of teachers' own competence and responsibility
- the impact of teachers' own values, beliefs and life experiences on learners and learning
- the limits of teachers' own control over the evaluation of practice
- ways of analysing evaluation data.

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## g2 plan for future practice

To do this, teachers:

- a. identify developments in vocational and educational fields relevant to their own areas of work and to FE in general
- b. consider the relevance of current developments to their own practice within existing and potential roles
- c. monitor curriculum developments in their own subject and keep up to date with new topics and new areas of work
- d. take account of subject developments in the content of programmes and in teaching
- e. consider and implement appropriate changes in programme design and delivery that best reflect current vocational and educational developments
- f. take into account the resource constraints influencing intended developments and make best use of the opportunities available.

This requires critical understanding and **essential knowledge** of:

- current developments within teachers' own areas of professional competence and the relevance of these to teaching
- changes in FE and the likely impact of these on teachers' own practice
- the relevance of current developments to learning
- ways of negotiating changes to current programmes of learning
- how to plan teachers' own personal development and how personal development fits into wider organizational strategies
- the resource constraints applicable to personal and professional development.

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## g3 engage in continuing professional development

To do this, teachers:

- a. identify where their own knowledge and skills need to be updated
- b. identify effective ways of maintaining their subject expertise and keeping it up to date
- c. engage in research and study related to professional practice
- d. set realistic goals and targets for their own development
- e. take up professional development opportunities relevant to their work and to institutional priorities.

This requires critical understanding and **essential knowledge** of:

- theories of learning and the relevance of these to FE and to teachers' own work
- the skills and knowledge required for working with learners, including key skills
- ways of addressing teachers' own development needs
- what are appropriate opportunities for teachers' own training and development
- sources of information on professional development and how to access them
- relevant research in teachers' own specialist/subject area
- sources of information for enhancing professional knowledge and how to access them.

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## h Meeting professional requirements

This is an underpinning competence that supports and informs all other processes.

Teachers and teaching teams need to be effective in applying the ethics and values of the teaching profession when working with learners and colleagues and in fulfilling their obligations and responsibilities as teachers. Among other things, teachers should recognize the diversity of students' needs and aspiration, understand and apply the concept of inclusive learning and encourage learner autonomy as well as reflecting the vocational and educational ethos of FE.

This requires teachers and teaching teams to have a **generic knowledge** of:

- the broad range of learning needs including the needs of those with learning difficulties and/or disabilities
- ways in which learners can work effectively on their own, and how to develop such learning
- alternative teaching styles and strategies
- equality of opportunity legislation, policies and best practice
- their organization's equal opportunities policy and code of practice
- the potential impact of their own values, beliefs and life experiences on learners and learning
- ways of ensuring that they meet the needs and aspirations of all learners
- the organization's policies and practices for teaching and learning
- relevant national codes of professional practice
- key sources of information about potential markets and how to reach them

Teachers and teaching teams need to be able to:

- h1** work within a professional value base
- h2** conform to agreed codes of professional practice

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To do this, teachers:

- a. explore ways of encouraging learners to work effectively on their own and to take more responsibility for ensuring that their learning is successful
- b. acknowledge the diversity of learners' experience and support the development needs of individuals
- c. are open to different approaches and perspectives on teaching and learning
- d. develop conditions for learning that are based on mutual respect and trust
- e. evaluate how their own practice fosters a desire to learn and enables learners to work effectively on their own and to achieve to the best of their ability f ensure that their own practice promotes equality of opportunity and addresses the needs of all learners
- f. recognize and respect the different values of all those with an interest in the learning process, within the organization and the wider community
- g. use their own experience of learning to inform their approach to teaching
- h. work in a way which recognizes the needs of the institution and the values of the profession and reconciles potential conflicts between them
- i. work effectively with others to benefit learners
- j. exercise professional judgement and justify their actions in terms of meeting learners' needs

This requires critical understanding and **essential knowledge** of:

- how to create an environment conducive to learning
- situations that provide opportunities to learn from others
- how to balance, prioritize and reconcile the potentially conflicting demands of the learner, the teacher, the institution and external agencies and policies, and how to recognize the limits of one's own competence
- ways of establishing and clarifying the limits of one's own authority in terms of legal responsibilities, contractual arrangements, ethical and moral responsibilities and lines of authority and communication

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**h2 conform to agreed codes of practice**

To do this, teachers:

- a. identify an appropriate code of professional practice relevant to the vocational area and FE practice
- b. adopt and maintain a professional form of behaviour towards learners and others
- c. establish appropriate parameters for professional relationships and exercise judgement as to how best to meet learners' needs
- d. demonstrate responsibility for the effectiveness of education and training and a commitment to the well-being, progress and achievement of learners
- e. are aware of and meet their personal responsibilities to learners and others within the framework of the organization's rules, regulations and duties of care towards learners and others
- f. meet professional responsibilities in relation to organizational policies and practices
- g. represent the organization in a professional and appropriate manner
- h. respect the contribution of others to the learning process
- i. acknowledge the influence of resource constraints and make best professional use of resources and learning opportunities for the benefit of learners

This requires critical understanding and **essential knowledge** of:

- appropriate national codes of professional practice and their relevance to current FE activity
- contractual obligations
- legal responsibilities for learners including health and safety, data protection and copyright
- the rights of learners and teachers' obligations to learners
- the limits of teachers' own authority and responsibility
- sources of specialist information and technical advice about one's responsibilities as a teacher and how to access such information

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