New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector

LIFELONG
LEARNING
UK

Skills for Learning Professionals

Ministerial Foreword

In 2004 the Government asked Lifelong Learning UK (LLUK) to develop new professional teaching standards for the whole FE system, as announced in *Equipping our Teachers for the Future*[1]. These standards define what we expect of teachers, tutors and trainers in a variety of roles and responsibilities. I would like to thank LLUK for the work they have done. I believe these standards will contribute greatly to improving quality in teaching, training and learning across the further education system, and provide a key part of the infrastructure that will support the professionalisation of the workforce.

We all remember the teachers who inspired us and made sure we succeeded in our studies. They were responsible for sparking a lifelong interest or raising our sights and setting us on a particular road through life. Teachers, tutors and trainers in further education do this everyday. Six million learners a year are accessing further education learning and success rates have improved significantly – from 59 per cent in 2000/01 to 75 per cent in 2004/05.

There are already many excellent teachers, tutors and trainers working in further education. We want all to aspire to excellence – learners and employers deserve the best. That is why Government, LLUK and the further education system, with its diverse range of providers from colleges and work based learning to prisons and the voluntary and community sector, support the professionalisation of the workforce.

In the FE White Paper[2] and other recent announcements, Government pledged its continued commitment to introducing from September 2007 a new initial 'preparing to teach' award leading to Qualified Teacher, Learning and Skills (QTLS) status for all in the full teaching role.

These new professional standards have been developed specifically to respond to calls from Ofsted[3] for clearer standards that new entrants to teaching in the sector should be expected to demonstrate that are relevant to teachers, tutors and trainers across the whole sector, and an emphasis on competence in teaching a particular area of specialism.

In developing the standards, LLUK has consulted extensively, holding consultation events, focus groups, web based questionnaires and meetings with individual stakeholders and the new standards command broad support from the system.

I am very pleased to recommend these new standards to you and I look to all of our partners to continue their excellent work together to make these reforms and full use of these standards a success.

Bill Rammell

Bill Rammell

Minister of State for Lifelong Learning, Further and Higher Education

---

[1] *Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector*, DfES 2004, (Success for All).

[2] *Further Education: Raising Skills, Improving Life Chances*, DfES 2005.

[3] *The initial training of further education teachers*, Ofsted, November 2003 HMI 1762.

Introduction

The professional standards for teachers, tutors and trainers in the lifelong learning sector describe, in generic terms, the skills, knowledge and attributes required of those who perform the wide variety of teaching and training roles undertaken within the sector with learners and employers. Not all standards will necessarily relate to all teaching roles. Rather they supply the basis for the development of contextualised role specifications and units of assessment, which provide benchmarks for performances in practice of the variety of roles performed by teachers, trainers, tutors and lecturers within the lifelong learning sector. Together, these will identify the components of: the initial teaching award (Passport); qualifications leading to Qualified Teacher, Learning and Skills (QTLS) status; and other intermediate and advanced teaching qualifications.

These developments will be complemented by a new Continuing Professional Development (CPD) expectation of teachers and trainers of, at the very least, 30 hours per year. Leadership training will be based on new revised standards for leadership and management within the sector and principals' qualifications will be introduced. These activities will be supported by new Centres for Excellence in Teacher Training (CETTS) from April 2007.

Development of the standards-based qualifications framework

Since April 2005, Lifelong Learning UK (LLUK) has conducted an extensive programme of consultation with the sector to develop, and ensure approval and ownership of, the standards. This has included detailed discussion with representatives of SSCs, regulatory authorities, unions, awarding institutions and individual provider organisations. Following this iterative consultation, draft standards were published in March 2006 and made available on the LLUK website. Feedback received, at events and from advisory and development groups, resulted in a reshaping of the presentation of the standards.

Development of the standards represents a vital first step in the construction of a new framework of qualifications for teachers in the further education system. Following the requirements set out within *Equipping Our Teachers for the Future*, LLUK identified specifications, drawn from the overarching standards, for the types of teaching role performed within the sector. These role specifications are expressed in terms of units of assessment, which clearly set out the learning outcomes and assessment criteria that teachers, tutors and trainers are expected to achieve. Units will be grouped together to make up the named qualifications for specific teacher roles, based on rules of combination determined by LLUK.

Some units within these qualifications will be mandatory and others optional, to allow for tailoring of qualifications to suit specific roles. It will be possible for mandatory units to be contextualised and for qualifications to contain specialist optional elements, so that the qualification will be generic to the sector, while maintaining relevance to a particular constituency or role. Units will be available as stand alone elements, elements within qualifications or, as required, for continuing professional development (CPD) purposes.

Introduction *continued*

Identifying roles in the further education system

The Learning and Skills sector is diverse, and encompasses both *teacher* roles and *teacher related roles:*

- *Teacher roles:* LLUK research has identified two distinct *teacher* roles in the sector beyond the 'Preparing to Teach' initial award: a role which contains limited teaching responsibilities and a role which represents the full range of responsibilities performed by those who are expected to attain the status of Qualified Teacher, Learning and Skills (QTLS). Qualifications for both distinct *teacher* roles will be in place from September 2007.

- *Teacher related roles:* examples of these include the role of professional assessor and a variety of teacher related roles, where elements of teaching are combined with elements of, for example, supporting other teachers and trainers through coaching, supporting learning, or management. In the future, as *teacher related roles* become more clearly defined, further qualifications appropriate to such roles will be introduced. 'Mini Awards' will also be developed as necessary, to recognise these kinds of specialist professional activity.

Working within the Qualifications and Credit Framework (QCF)

Equipping Our Teachers for the Future requires LLUK to work within the emergent Qualifications and Credit Framework (QCF):

> *Looking ahead, we will ask LLUK to work with QCA on the creation of a qualifications framework for the sector that is unit and credit based. We want the framework to build to qualifications for teachers, trainers, managers and support staff across the sector and to facilitate progression and development for staff at all levels.*

LLUK will ensure that this development articulates across the sector, and facilitates progression within and across sector boundaries. The new Teacher Qualifications Framework will provide opportunities for credit accumulation and transfer (CAT), which will ensure that prior qualifications and credit are appropriately recognised by awarding institutions operating within the sector. This will enhance access to teaching and progression opportunities for those who need to take a staged approach to their career development.

Please note:
Teacher – The word teacher has been used as a generic term for teachers, tutors, trainers, lecturers and instructors in the Learning and Skills Sector.

Area of Specialism – This represents the professional, vocational or subject area in which the individual has been employed to teach.

Contents

New professional standards for teachers, tutors and trainers in the lifelong learning sector

Teachers in the lifelong learning sector value all learners individually and equally. They are committed to lifelong learning and professional development and strive for continuous improvement through reflective practice. The key purpose of the teacher is to create effective and stimulating opportunities for learning through high quality teaching that enables the development and progression of all learners.

These are the overarching professional standards for all those who teach in the lifelong learning sector.

Domain A   **Professional values and practice**

Domain B   **Learning and teaching**

Domain C   **Specialist learning and teaching**

Domain D   **Planning for learning**

Domain E   **Assessment for learning**

Domain F   **Access and progression**

Note:

- *S = Scope; K = Knowledge; P = Practice*

- For the purposes of this document, the generic term 'teacher' refers to teachers, tutors, trainers, lecturers and instructors.

- For the purposes of this document the term 'area of specialism' represents the professional, vocational or subject area in which the individual has been employed to teach.

Domain A: Professional values and practice

The practice of teaching is underpinned by a set of professional values that should be observed by all teachers, tutors and trainers in all settings. This domain sets the standards for these values and their associated commitments.

PROFESSIONAL VALUES
Teachers in the lifelong learning sector value:
AS 1   All learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.
AS 2   Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.
AS 3   Equality, diversity and inclusion in relation to learners, the workforce, and the community.
AS 4   Reflection and evaluation of their own practice and their continuing professional development as teachers.
AS 5   Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.
They are committed to:
AS 6   The application of agreed codes of practice and the maintenance of a safe environment.
AS 7   Improving the quality of their practice.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
Teachers in the lifelong learning sector know and understand:	*Teachers in the lifelong learning sector:*
AK 1.1 What motivates learners to learn and the importance of learners' experience and aspirations.	AP 1.1 Encourage the development and progression of all learners through recognising, valuing and responding to individual motivation, experience and aspirations.
AK 2.1 Ways in which learning has the potential to change lives.	AP 2.1 Use opportunities to highlight the potential for learning to positively transform lives and contribute to effective citizenship.
AK 2.2 Ways in which learning promotes the emotional, intellectual, social and economic well-being of individuals and the population as a whole.	AP 2.2 Encourage learners to recognise and reflect on ways in which learning can empower them as individuals and make a difference in their communities.
AK 3.1 Issues of equality, diversity and inclusion.	AP 3.1 Apply principles to evaluate and develop own practice in promoting equality and inclusive learning and engaging with diversity.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
Teachers in the lifelong learning sector know and understand:	*Teachers in the lifelong learning sector:*
AK 4.1 Principles, frameworks and theories which underpin good practice in learning and teaching.	AP 4.1 Use relevant theories of learning to support the development of practice in learning and teaching.
AK 4.2 The impact of own practice on individuals and their learning.	AP 4.2 Reflect on and demonstrate commitment to improvement of own personal and teaching skills through regular evaluation and use of feedback.
AK 4.3 Ways to reflect, evaluate and use research to develop own practice, and to share good practice with others.	AP 4.3 Share good practice with others and engage in continuing professional development through reflection, evaluation and the appropriate use of research.
AK 5.1 Ways to communicate and collaborate with colleagues and/or others to enhance learners' experience.	AP 5.1 Communicate and collaborate with colleagues and/or others, within and outside the organisation, to enhance learners' experience.
AK 5.2 The need for confidentiality, respect and trust in communicating with others about learners.	AP 5.2 Communicate information and feedback about learners to others with a legitimate interest, appropriately and in a manner which encourages trust between those communicating and respects confidentiality where necessary.
AK 6.1 Relevant statutory requirements and codes of practice.	AP 6.1 Conform to statutory requirements and apply codes of practice.
AK 6.2 Ways to apply relevant statutory requirements and the underpinning principles.	AP 6.2 Demonstrate good practice through maintaining a learning environment which conforms to statutory requirements and promotes equality, including appropriate consideration of the needs of children, young people and vulnerable adults.
AK 7.1 Organisational systems and processes for recording learner information.	AP 7.1 Keep accurate records which contribute to organisational procedures.
AK 7.2 Own role in the quality cycle.	AP 7.2 Evaluate own contribution to the organisation's quality cycle.
AK 7.3 Ways to implement improvements based on feedback received.	AP 7.3 Use feedback to develop own practice within the organisation's systems.

Domain B: Learning and teaching

The values set out in Domain A support and inform all the commitments, knowledge and practice set out in the other domains.

PROFESSIONAL VALUES
Teachers in the lifelong learning sector value:
AS 1 Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.
AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.
AS 3 Equality, diversity, and inclusion in relation to learners, the workforce, and the community.
AS 4 Reflection and evaluation of their own practice and their continuing professional development as teachers.
AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.
They are committed to:
BS 1 Maintaining an inclusive, equitable and motivating learning environment.
BS 2 Applying and developing own professional skills to enable learners to achieve their goals.
BS 3 Communicating effectively and appropriately with learners to enhance learning.
BS 4 Collaboration with colleagues to support the needs of learners.
BS 5 Using a range of learning resources to support learners.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
Teachers in the lifelong learning sector know and understand:	*Teachers in the lifelong learning sector:*
BK 1.1 Ways to maintain a learning environment in which learners feel safe and supported.	BP 1.1 Establish a purposeful learning environment where learners feel safe, secure, confident and valued.
BK 1.2 Ways to develop and manage behaviours which promote respect for and between others and create an equitable and inclusive learning environment.	BP 1.2 Establish and maintain procedures with learners which promote and maintain appropriate behaviour, communication and respect for others, while challenging discriminatory behaviour and attitudes.
BK 1.3 Ways of creating a motivating learning environment.	BP 1.3 Create a motivating environment which encourages learners to reflect on, evaluate and make decisions about their learning.

Domain B: Learning and teaching *continued*

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
Teachers in the lifelong learning sector know and understand:	*Teachers in the lifelong learning sector:*
BK 2.1 Principles of learning and ways to provide learning activities to meet curriculum requirements and the needs of all learners.	BP 2.1 Provide learning activities which meet curriculum requirements and the needs of all learners.
BK 2.2 Ways to engage, motivate and encourage active participation of learners and learner independence.	BP 2.2 Use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and encourage independence.
BK 2.3 The relevance of learning approaches, preferences and skills to learner progress.	BP 2.3 Implement learning activities which develop the skills and approaches of all learners and promote learner autonomy.
BK 2.4 Flexible delivery of learning, including open and distance learning and on-line learning.	BP 2.4 Apply flexible and varied delivery methods as appropriate to teaching and learning practice.
BK 2.5 Ways of using learners' own experiences as a foundation for learning.	BP 2.5 Encourage learners to use their own life experiences as a foundation for their development.
BK 2.6 Ways to evaluate own practice in terms of efficiency and effectiveness.	BP 2.6 Evaluate the efficiency and effectiveness of own teaching, including consideration of learner feedback and learning theories.
BK 2.7 Ways in which mentoring and/or coaching can support the development of professional skills and knowledge.	BP 2.7 Use mentoring and/or coaching to support own and others' professional development, as appropriate.
BK 3.1 Effective and appropriate use of different forms of communication informed by relevant theories and principles.	BP 3.1 Communicate effectively and appropriately using different forms of language and media, including written, oral and non-verbal communication, and new and emerging technologies to enhance learning.
BK 3.2 A range of listening and questioning techniques to support learning.	BP 3.2 Use listening and questioning techniques appropriately and effectively in a range of learning contexts.
BK 3.3 Ways to structure and present information and ideas clearly and effectively to learners.	BP 3.3 Structure and present information clearly and effectively.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
Teachers in the lifelong learning sector know and understand:	*Teachers in the lifelong learning sector:*
BK 3.4 Barriers and aids to effective communication.	BP 3.4 Evaluate and improve own communication skills to maximise effective communication and overcome identifiable barriers to communication.
BK 3.5 Systems for communication within own organisation.	BP 3.5 Identify and use appropriate organisational systems for communicating with learners and colleagues.
BK 4.1 Good practice in meeting the needs of learners in collaboration with colleagues.	BP 4.1 Collaborate with colleagues to encourage learner progress.
BK 5.1 The impact of resources on effective learning.	BP 5.1 Select and develop a range of effective resources, including appropriate use of new and emerging technologies.
BK 5.2 Ways to ensure that resources used are inclusive, promote equality and support diversity.	BP 5.2 Select, develop and evaluate resources to ensure they are inclusive, promote equality and engage with diversity.

Domain C: Specialist learning and teaching

The values set out in Domain A support and inform all the commitments, knowledge and practice set out in the other domains.

PROFESSIONAL VALUES
Teachers in the lifelong learning sector value:
AS 1   Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.
AS 2   Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.
AS 3   Equality, diversity, and inclusion in relation to learners, the workforce, and the community.
AS 4   Reflection and evaluation of their own practice and their continuing professional development as teachers.
AS 5   Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.
They are committed to:
CS 1   Understanding and keeping up to date with current knowledge in respect of own specialist area.
CS 2   Enthusing and motivating learners in own specialist area.
CS 3   Fulfilling the statutory responsibilities associated with own specialist area of teaching.
CS 4   Developing good practice in teaching own specialist area.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
Teachers in the lifelong learning sector know and understand:	*Teachers in the lifelong learning sector:*
CK 1.1 Own specialist area including current developments.	CP 1.1 Ensure that knowledge of own specialist area is current and appropriate to the teaching context.
CK 1.2 Ways in which own specialism relates to the wider social, economic and environmental context.	CP 1.2 Provide opportunities for learners to understand how the specialist area relates to the wider social, economic and environmental context.
CK 2.1 Ways to convey enthusiasm for own specialist area to learners.	CP 2.1 Implement appropriate and innovative ways to enthuse and motivate learners about own specialist area.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
Teachers in the lifelong learning sector know and understand:	*Teachers in the lifelong learning sector:*
CK 3.1 Teaching and learning theories and strategies relevant to own specialist area.	CP 3.1 Apply appropriate strategies and theories of teaching and learning to own specialist area.
CK 3.2 Ways to identify individual learning needs and potential barriers to learning in own specialist area.	CP 3.2 Work with learners to address particular individual learning needs and overcome identified barriers to learning.
CK 3.3 The different ways in which language, literacy and numeracy skills are integral to learners' achievement in own specialist area.	CP 3.3 Work with colleagues with relevant learner expertise to identify and address literacy, language and numeracy development in own specialist area.
CK 3.4 The language, literacy and numeracy skills required to support own specialist teaching.	CP 3.4 Ensure own personal skills in literacy, language and numeracy are appropriate for the effective support of learners.
CK 3.5 Ways to support learners in the use of new and emerging technologies in own specialist area.	CP 3.5 Make appropriate use of, and promote the benefits of new and emerging technologies.
CK 4.1 Ways to keep up to date with developments in teaching in own specialist area.	CP 4.1 Access sources for professional development in own specialist area.
CK 4.2 Potential transferable skills and employment opportunities relating to own specialist area.	CP 4.2 Work with learners to identify the transferable skills they are developing, and how these might relate to employment opportunities.

Domain D: Planning for learning

The values set out in Domain A support and inform all the commitments, knowledge and practice set out in the other domains.

PROFESSIONAL VALUES
Teachers in the lifelong learning sector value:
AS 1 Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.
AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.
AS 3 Equality, diversity and inclusion in relation to learners, the workforce, and the community.
AS 4 Reflection and evaluation of their own practice and their continuing professional development as teachers.
AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.
They are committed to:
DS 1 Planning to promote equality, support diversity and to meet the aims and learning needs of learners.
DS 2 Learner participation in the planning of learning.
DS 3 Evaluation of own effectiveness in planning learning.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
Teachers in the lifelong learning sector know and understand:	*Teachers in the lifelong learning sector:*
DK 1.1 How to plan appropriate, effective, coherent and inclusive learning programmes that promote equality and engage with diversity.	DP 1.1 Plan coherent and inclusive learning programmes that meet learners' needs and curriculum requirements, promote equality and engage with diversity effectively.
DK 1.2 How to plan a teaching session.	DP 1.2 Plan teaching sessions which meet the aims and needs of individual learners and groups, using a variety of resources, including new and emerging technologies.
DK 1.3 Strategies for flexibility in planning and delivery.	DP 1.3 Prepare flexible session plans to adjust to the individual needs of learners.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
Teachers in the lifelong learning sector know and understand:	*Teachers in the lifelong learning sector:*
DK 2.1 The importance of including learners in the planning process.	DP 2.1 Plan for opportunities for learner feedback to inform planning and practice.
DK 2.2 Ways to negotiate appropriate individual goals with learners.	DP 2.2 Negotiate and record appropriate learning goals and strategies with learners.
DK 3.1 Ways to evaluate own role and performance in planning learning.	DP 3.1 Evaluate the success of planned learning activities.
DK 3.2 Ways to evaluate own role and performance as a member of a team in planning learning.	DP 3.2 Evaluate the effectiveness of own contributions to planning as a member of a team.

Domain E: Assessment for learning

The values set out in Domain A support and inform all the commitments, knowledge and practice set out in the other domains.

PROFESSIONAL VALUES
Teachers in the lifelong learning sector value:
AS 1   Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.
AS 2   Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.
AS 3   Equality, diversity, and inclusion in relation to learners, the workforce, and the community.
AS 4   Reflection and evaluation of their own practice and their continuing professional development as teachers.
AS 5   Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.
They are committed to:
ES 1   Designing and using assessment as a tool for learning and progression.
ES 2   Assessing the work of learners in a fair and equitable manner.
ES 3   Learner involvement and shared responsibility in the assessment process.
ES 4   Using feedback as a tool for learning and progression.
ES 5   Working within the systems and quality requirements of the organisation in relation to assessment and monitoring of learner progress.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
Teachers in the lifelong learning sector know and understand:	*Teachers in the lifelong learning sector:*
EK 1.1 Theories and principles of assessment and the application of different forms of assessment, including initial, formative and summative assessment in teaching and learning.	EP 1.1 Use appropriate forms of assessment and evaluate their effectiveness in producing information useful to the teacher and the learner.
EK 1.2 Ways to devise, select, use and appraise assessment tools, including, where appropriate, those which exploit new and emerging technologies.	EP 1.2 Devise, select, use and appraise assessment tools, including where appropriate, those which exploit new and emerging technologies.
EK 1.3 Ways to develop, establish and promote peer- and self-assessment.	EP 1.3 Develop, establish and promote peer- and self-assessment as a tool for learning and progression.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
Teachers in the lifelong learning sector know and understand:	*Teachers in the lifelong learning sector:*
EK 2.1 Issues of equality and diversity in assessment.	EP 2.1 Apply appropriate methods of assessment fairly and effectively.
EK 2.2 Concepts of validity, reliability and sufficiency in assessment.	EP 2.2 Apply appropriate assessment methods to produce valid, reliable and sufficient evidence.
EK 2.3 The principles of assessment design in relation to own specialist area.	EP 2.3 Design appropriate assessment activities for own specialist area.
EK 2.4 How to work as part of a team to establish equitable assessment processes.	EP 2.4 Collaborate with others, as appropriate, to promote equity and consistency in assessment processes.
EK 3.1 Ways to establish learner involvement in and personal responsibility for assessment of their learning.	EP 3.1 Ensure that learners understand, are involved and share in responsibility for assessment of their learning.
EK 3.2 Ways to ensure access to assessment within a learning programme.	EP 3.2 Ensure that access to assessment is appropriate to learner need.
EK 4.1 The role of feedback and questioning in assessment for learning.	EP 4.1 Use assessment information to promote learning through questioning and constructive feedback, and involve learners in feedback activities.
EK 4.2 The role of feedback in effective evaluation and improvement of own assessment skills.	EP 4.2 Use feedback to evaluate and improve own skills in assessment.
EK 5.1 The role of assessment and associated organisational procedures in relation to the quality cycle.	EP 5.1 Contribute to the organisation's quality cycle by producing accurate and standardised assessment information, and keeping appropriate records of assessment decisions and learners' progress.
EK 5.2 The assessment requirements of individual learning programmes and procedures for conducting and recording internal and/or external assessments.	EP 5.2 Conduct and record assessments which adhere to the particular requirements of individual learning programmes and, where appropriate, external bodies.
EK 5.3 The necessary/appropriate assessment information to communicate to others who have a legitimate interest in learner achievement.	EP 5.3 Communicate relevant assessment information to those with a legitimate interest in learner achievement, as necessary/appropriate.

Domain F: Access and progression

The values set out in Domain A support and inform all the commitments, knowledge and practice set out in the other domains.

PROFESSIONAL VALUES
Teachers in the lifelong learning sector value:
AS 1   Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.
AS 2   Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.
AS 3   Equality, diversity, and inclusion in relation to learners, the workforce, and the community.
AS 4   Reflection and evaluation of their own practice and their continuing professional development as teachers.
AS 5   Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.
They are committed to:
FS 1   Encouraging learners to seek initial and further learning opportunities and to use services within the organisation.
FS 2   Providing support for learners within the boundaries of the teacher role.
FS 3   Maintaining own professional knowledge in order to provide information on opportunities for progression in own specialist area.
FS 4   A multi-agency approach to supporting development and progression opportunities for learners.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
Teachers in the lifelong learning sector know and understand:	*Teachers in the lifelong learning sector:*
FK 1.1 Sources of information, advice, guidance and support to which learners might be referred.	FP 1.1 Refer learners to information on potential current and future learning opportunities and appropriate specialist support services.
FK 1.2 Internal services which learners might access.	FP 1.2 Provide learners with appropriate information about the organisation and its facilities, and encourage learners to use the organisation's services, as appropriate.
FK 2.1 Boundaries of own role in supporting learners.	FP 2.1 Provide effective learning support, within the boundaries of the teaching role.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
Teachers in the lifelong learning sector know and understand:	*Teachers in the lifelong learning sector:*
FK 3.1 Progression and career opportunities within own specialist area.	FP 3.1 Provide general and current information about potential education, training and/or career opportunities in relation to own specialist area.
FK 4.1 Professional specialist services available to learners and how to access them. FK 4.2 Processes for liaison with colleagues and other professionals to provide effective guidance and support for learners.	FP 4.1 Provide general and current information about a range of relevant external services. FP 4.2 Work with colleagues to provide guidance and support for learners.

Skills for learning professionals

skills
FOR BUSINESS

Skills for Business is an employer-led network consisting of 25 Sector Skills Councils and the Sector Skills Development Agency.

Through its unrivalled labour market intelligence and insights from employers in all sectors of the UK economy, the network identifies change needed in policy and practice relating to education and skills development.

With the influence granted by licences from the governments of England, Scotland, Wales and Northern Ireland, and with private and public funding, this independent network engages with the education and training supply-side, such as universities, colleges, funders and qualifications bodies, to increase productivity at all levels in the workforce.