

Professional Standards

for Teachers and Trainers in the Further Education and Training Sector

Summary of updates for 2022

EDUCATION & TRAINING
FOUNDATION

Professional Values and Attributes

Develop your own judgment of what works and does not work in your teaching and training.



1. **Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.** *Major revision*
2. **Promote and embed education for sustainable development (ESD) across learning and working practices.** *New Standard*
3. Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
4. **Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.** *Major revision*
5. Value and champion diversity, equality of opportunity, inclusion and social equity.
6. Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.
7. **Engage with and promote a culture of continuous learning and quality improvement.** *New location for Standard*

The revised framework now has seven Professional values that we are asking teachers and trainers to commit to.

Standard 1 re-affirms the link between reflection and its impact on learner outcomes.

Standard 2 on sustainability is new and reflects a growing consensus that the Further Education and Training sector is best placed to lead on sustainability.

Standards 3, 5 and 6 continue to affirm the need for high learner expectations, the diversity of the sector and the value of respectful relationships.

Standard 4 recognises the importance of helping learners to become confident, independent, critical thinkers who feel empowered by their learning.

Standard 7 on learning and improvement, also became a core value which the sector consultation said underpinned excellent practice.

Professional Knowledge and Understanding

Develop deep and critically informed knowledge and understanding in theory and practice.



8. Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.
9. **Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.** *Important emphasis*
10. **Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.** *New Standard*
11. **Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.** *New Standard*
12. Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.

This section has five standards that highlight the importance of subject knowledge, teaching expertise, knowledge-sharing, supporting learners with educational difficulties, and professional responsibilities. Two of these are completely new.

Standard 10 encourages teachers and trainers to share effective practice.

Standard 11 recognises the growing importance of neurodiversity and the need to support vulnerable learners.

Together, these five standards reinforce the dual professionalism of teachers and trainers as subject and pedagogic experts, and the need to engage with research, employers and specialist communities of practice.

Professional Skills

Develop your expertise and skills to ensure the best outcomes for learners.



13. **Promote and support positive learner behaviour, attitudes and wellbeing.** *New location for Standard*
14. Apply motivational, coaching and skill-development strategies to help learners progress and achieve.
15. Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
16. **Select and use digital technologies safely and effectively to promote learning.** *Major revision*
17. **Develop learners' mathematics, English, digital and wider employability skills.** *Important additions*
18. **Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices.** *Major revision*
19. Apply appropriate and fair methods of assessment, and provide constructive and timely feedback to support learning and achievement.
20. **Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.** *Major revision*

As in 2014, standards 13 to 20 are about Professional Skills. These have a focus on supporting teachers and trainers to master planning, motivation, coaching and assessment strategies that enable learners to make excellent progress.

Standard 13 has been relocated from the Knowledge and Understanding section and is expanded to include learner attitudes and wellbeing.

Standard 16 has been revitalised to underscore the importance of teachers and trainers making safe and effective decisions about the use of digital technology.

Standard 17 reinforces the need for learners to become digitally aware and competent, as well as confident in mathematics and English.

There is also a new emphasis on the role of effective advice and guidance in **Standard 18** and the importance of learner enrichment in **Standard 20**, strengthening the teacher and trainer's obligations towards learners' work readiness and future progression.