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## Ymateb i Ymgynghoriad / Consultation Response

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<b>Dyddiad / Date:</b>	21/08/2020
<b>Pwnc / Subject:</b>	FE and WBL Professional Standards in Wales

### Background information about Estyn

Estyn is the Office of Her Majesty's Inspectorate for Education and Training in Wales. As a Crown body, Estyn is independent of the Welsh Government.

Estyn's principal aim is to raise the standards and quality education and training in Wales. This is primarily set out in the Learning and Skills Act 2000 and the Education Act 2005. In exercising its functions, Estyn must give regard to the:

- Quality of education and training in Wales;
- Extent to which education and training meets the needs of learners;
- Educational standards achieved by education and training providers in Wales;
- Quality of leadership and management of those education and training providers;
- Spiritual, moral, social and cultural development of learners; and,
- Contribution made to the well-being of learners.

Estyn's remit includes (but is not exclusive to) nurseries and non-maintained settings, primary schools, secondary schools, independent schools, pupil referrals units, further education, adult community learning, local government education services, work-based learning, and teacher education and training.

Estyn may give advice to the Assembly on any matter connected to education and training in Wales. To achieve excellence for learners, Estyn has set three strategic objectives:

- Provide accountability to service users on the quality and standards of education and training in Wales;
- Inform the development of national policy by the Welsh Government;
- Build capacity for improvement of the education and training system in Wales.

This response is not confidential.

## Response

### Introduction

Estyn carries out regular link visits to work-based learning providers and further education colleges. Recent visits have included specific questions focused on the use of the professional standards. In our core inspections, we consider how effectively providers support the professional learning of their staff. We comment on the use of the professional standards and professional learning in our most recent annual report ([The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2018-2019](#), p 62).

The professional standards recognise appropriately the goal of 'dual professionalism' in the role of practitioners in the post-16 sectors, as both subject and vocational specialists as well as experts in teaching, learning and assessment.

The professional standards are helpful to further education and work-based learning staff in recognising the skills required to be an effective teacher, trainer or assessor.

Nearly all providers are aware of the professional standards. Most have reviewed the professional standards and are beginning to incorporate them into their professional learning policies and practices, for example by linking staff training and professional development days to themes in the standards. While nearly all providers have an awareness of the standards, individual teachers, trainers and assessors show a wide variation in their awareness and understanding.

The use of the standards is currently hindered by the lack of supporting material available to help providers interpret the standards or to use them in developing practice.

We support this consultation's proposals for the development of additional tools, resources and case studies to help providers interpret and use the standards more effectively and consistently.

We support the development, exemplification or adaptation of the standards for use with a wider range of education professionals in the post-16 sector, such as teaching support staff.

We consider the development of a qualification framework, based on the standards, to be an important next step. A framework will need to consider initial training and qualification as well career progression for practitioners in the post-16 sectors, and take into account the wide range of prior qualifications and experience of entrants to the profession in post-16 sectors. Any suite of qualifications should consider carefully the need to specify appropriate entry requirements which match the needs and requirements of the variety of roles which post-16 practitioners undertake. Particular care should be taken to avoid imposing entry requirements which present excessive barriers to entry.

At present, practitioners who hold post-16 specific teaching qualifications only do not have qualified teacher status (QTS) and, therefore, cannot move to teaching jobs in schools without additional training and accreditation. The same does not apply to teachers with a pre-16 teaching qualification wishing to work in post-16 providers. This can be a barrier to helpful staff movement between the two sectors and may act as a limiting factor in collaboration in developing the breadth of options for learners in post-14 provision. We would encourage development of a suite of teacher training qualifications that provide the flexibility to teach across sectors, including the option of achieving QTS through

programmes designed to train teachers equipped to teach in both secondary and further education sectors.

A qualification framework based on the standards should also take into account the teaching qualification frameworks in the other UK home nations, and further afield, to ensure that qualifications based on the standards are appropriately recognised and valid for use outside Wales.

## Consultation questions

### 1. About you

<b>Name</b>	Steve Bell
<b>Organisation</b>	Estyn
<b>Job Title</b>	Her Majesty's Inspector

### 2. How helpful do you think the Welsh Government's Professional Standards for FE teachers and WBL practitioners (2017) are in:

	Not applicable	Not at all helpful	Slightly helpful	Somewhat helpful	Moderately helpful	Extremely helpful
Providing clear expectations and a framework for effective, career-long, practice and progression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing a benchmarking tool to plan professional learning and development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providing a focus for professional dialogue between managers and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Providing a backdrop for performance management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recruiting new staff / writing job descriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shaping induction processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Informing curriculum development	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping to ensure consistent standards of teaching and learning across all staff,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

departments and learning providers						
Providing a tool to inform the development of institutional strategies to improve teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
Informing organisational development and providing core principles for setting up and running services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>

**3. How helpful do you think the Professional Standards are in helping FE teachers and WBL practitioners to:**

	Not applicable	Not at all helpful	Slightly helpful	Somewhat helpful	Moderately helpful	Extremely helpful
Critically reflect on their practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓
Identify and plan their professional learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
Have professional dialogue with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓
Undertake professional research and enquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>

**4. Are there specific elements of the Professional Standards that are in need of revision in order to make them more relevant, practical and helpful? If yes, please outline these below.**

Yes

No

Don't know

The preamble to the standards recognises suitably the concept of dual professionalism and sets out the principles underpinning the standards well.

The standards themselves represent a sensible and manageable range of personal commitments, which are useful to providers and individual practitioners. They cover the key components of the work of post-16 practitioners appropriately.

They are worded sufficiently flexibly to allow for future developments and changes in practice, for example, in response to changing models of delivery after the coronavirus pandemic.

**5. Are there any significant omissions from the current Professional Standards?  
If yes, please outline these below.**

Yes

No

Don't know

The standards themselves are fit for purpose. However, it would be beneficial for Welsh Government to consider developing a range of support materials, such as exemplification, and frameworks for progression and qualification. This would eliminate one of the barriers to the more general use of the standards.

**6. Would it be helpful if additional Professional Standards for the following specific stages within a career in FE and WBL were developed?**

	Not at all helpful	Slightly helpful	Somewhat helpful	Moderately helpful	Extremely helpful
Trainee FE teachers and WBL practitioners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Newly registered FE teachers and WBL practitioners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Experienced FE teachers and WBL practitioners	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Those in leadership roles within FE and WBL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FE learning support workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**7. Does your organisation have its own bespoke tools/resources to assist FE teachers and WBL practitioners in engaging with the Professional Standards?**

**For example, this might be a framework of the skills and behaviours expected of practitioners. If yes, please provide details. If yes, please provide details.**

Yes

No

Don't know

This question does not apply to Estyn directly, although our inspection guidance documents are useful for practitioners and teachers who train as peer inspectors and join inspection teams. We also have effective practice case studies on our website that may be useful, especially where these refer to professional learning.

From our link visits with FE colleges and WBL providers, nearly all have an appropriate understanding of the standards and many have incorporated them in some form into their own policies and procedures. Providers report that the standards are sensible and make a useful starting point for a range of purposes such as professional reflective practice, appraisal and professional learning activities.

Larger providers in particular already have their own teaching and learning frameworks which they have mapped to the standards, but only a minority of these use the standards directly. Providers often cite the lack of an associated qualification or progression framework as the reason why they do not use the standards directly.

**8. Below is a list of tools and resources that could be developed to help FE and WBL organisations and practitioners to engage with the Professional Standards. Please indicate (by selecting) which of these you think might be helpful:**

	Tick if helpful
A 'how to' guide that provides advice on engaging with the standards and how to use them for career development	<input checked="" type="checkbox"/>
Case studies that demonstrate how the standards apply in practice	<input checked="" type="checkbox"/>
An interactive tool that demonstrates how each of the standards is applicable at each stage of a practitioner's career and provides practical examples	<input checked="" type="checkbox"/>
An interactive tool that helps practitioners to map their skills, experience and professional learning to the professional standards	<input checked="" type="checkbox"/>
A self-assessment tool that allows practitioners to measure their progress in line with the standards	<input checked="" type="checkbox"/>
Templates for job descriptions	<input checked="" type="checkbox"/>

Templates for performance reviews	✓
Other (please specify)	<input type="checkbox"/>

**Please use the space below to provide any additional comments that your organisation may wish to make about the Professional Standards.**

Comment on Question 2 – We have assumed that ‘Informing curriculum development’ here means curriculum development for learners, rather than for practitioner development (e.g. initial teacher training or INSET). If it in fact refers to practitioner development, our response would be ‘Moderately helpful’

Comment on Question 6 – We have responded to indicate that professional standards would be helpful for each of the categories listed. However, we advise caution if this results in separate or unlinked standards being developed for each category. This would create an unnecessarily confusing and complex array of standards which could have negative consequences. For example, it may also discourage leadership behaviours in all staff, if these are only seen to be a feature of professional standards for leaders. A more coherent approach might be to develop application or exemplification documents, based on the existing standards wherever possible, which set out the key areas of focus for the different groups specified. We would support the development of specific standards for learning support workers.

We have responded ‘Slightly helpful’ to the category of Experienced FE teachers and WBL practitioners because the existing standards apply most relevantly to this group and so are least in need of additional development.

General comments:

We consider the development of a qualification framework, based on the standards, to be an important next step. A framework will need to consider initial training and qualification as well career progression for practitioners in the post-16 sectors, and take into account the wide range of prior qualifications and experience of entrants to the profession in post-16 sectors.

At present, practitioners who hold post-16 specific teaching qualifications only do not have qualified teacher status (QTS) and cannot straightforwardly move to teaching jobs in schools. The same does not apply to teachers with a pre-16 teaching qualification wishing to work in post-16 providers. This can be a barrier to helpful staff movement between the two sectors and may act as a limiting factor in collaboration in developing the breadth of options for learners in post-14 provision. We would encourage development of a suite of teacher training qualifications that provide the flexibility to teach across sectors, including the option of achieving QTS through programmes designed to train teachers equipped to teach in both secondary and further education sectors.

A qualification framework based on the standards should also take into account the teaching qualification frameworks in the other UK home nations, and further afield, to ensure that qualifications based on the standards are appropriately recognised and valid for use outside Wales.

Through our work, Estyn could potentially contribute to the collection of case studies of practice.