



Skills for Learning Professionals

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

Foreword



The Department for Employment and Learning's Quality Improvement Strategy, *Success Through Excellence*, launched in January 2007, contained a strong and clear commitment to ensuring that the professional development needs of all teachers, tutors and trainers working in the further education, training and community/ voluntary sectors are fully addressed.

The Department wishes to ensure that teachers, tutors and trainers have high quality professional training to equip them with the skills they require on entering the profession. They and their experienced colleagues must also have access to ongoing, relevant, continuous professional development opportunities to enhance their professional practice and ensure their professional and technical skills maintain currency.

To achieve these objectives, the Department asked Lifelong Learning UK to develop new professional teaching standards for Northern Ireland. These teaching standards would define clearly the expectations of teachers, tutors and trainers in Northern Ireland, in a variety of roles and responsibilities. The professional standards would then be used to underpin qualifications for teachers, tutors and trainers in the lifelong learning sector.

In developing the new standards, Lifelong Learning UK consulted widely with key stakeholders across Northern Ireland. A Steering Committee was established with appropriate membership drawn from the sector, to oversee the development of the professional standards. An extensive period of consultation followed on the draft standards and therefore we can be confident that the Professional Standards for Northern Ireland command broad support from the system.

The Northern Ireland Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector articulate clearly to the National Occupational Standards for Learning Delivery, which apply to all four nations of the United Kingdom. This ensures full recognition of Northern Ireland qualifications for teachers, tutors and trainers throughout the United Kingdom.

The Department is pleased to recommend these new standards to you and looks to all our partners in the lifelong learning sector in Northern Ireland to make full use of these new teaching standards in our efforts to secure high quality provision in the lifelong learning sector.

Nuala Kerr
Director, Skills and Industry Division
Department for Employment and Learning

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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

Notes:

- *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

AS 1 Commitment to learners

Supporting the progress and development of learners through the recognition of their individual needs, their learning goals and aspirations, and the experience they bring to their learning.

AS 2 Empathy and trust

The recognition of the individual needs of learners; the potential for education to benefit people emotionally, intellectually, socially and economically; and its contribution to sustainable development in a community and global context.

AS 3 Respect

The importance of equality, community affiliation, diversity, and inclusion in relation to learners, the workforce and the community.

AS 4 Reflective duty

Self-reflection and the evaluation of own practice with a focus on teaching improvement and quality for future learning and learners.

AS 5 Commitment to others

Professional integrity and the value of collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

AS 6 Creativity within the classroom

The promotion of learning through literacy, numeracy, information technology and employability skills.

Teachers in the lifelong learning sector are committed to:

AS 7 The application of agreed codes of practice and the maintenance of a safe environment.

AS 8 Improving the quality of their practice in order to enhance learning opportunities.

AS 9 The promotion of student-centred learning and creative teaching environments.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
<i>Teachers in the lifelong learning sector know and understand:</i>	<i>Teachers in the lifelong learning sector:</i>
AK 1.1 Ways of motivating different types of learners in order to inspire them 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 planning for individual learning, building on their experience and aspirations.
<p>AK 2.1 Ways in which learning should be managed to maximise effectiveness.</p> <p>AK 2.2 Creative ways in which learning promotes the emotional, intellectual, social and economic well being of individuals and the population as a whole.</p> <p>AK 2.3 Ways in which people, the environment and the economy are inextricably linked at all levels from local to global.</p>	<p>AP 2.1 Implement student-centred learning opportunities to highlight the potential for learning to positively transform lives and contribute to employment opportunities and sustainable and effective citizenship.</p> <p>AP 2.2 Encourage learners to recognise and reflect on ways in which learning can empower them as individuals to be enterprising and make a difference in their communities.</p> <p>AP 2.3 Promote the concepts of sustainable development and global citizenship in the context of lifelong learning.</p>
<p>AK 3.1 Complex issues of equality, diversity and inclusion within the Northern Ireland community.</p> <p>AK 3.2 Ways in which learners can engage in a range of studies relating to life and work in Northern Ireland and internationally.</p>	<p>AP 3.1 Evaluate and develop own practice through research and scholarship in order to promote equality and inclusive learning.</p> <p>AP 3.2 Encourage learners to reflect on political, social, economic, technological and cultural perspectives.</p>
<p>AK 4.1 Key theories that underpin teaching practice within the 14-19 sector.</p> <p>AK 4.2 The impact of own practice on individuals and their learning.</p>	<p>AP 4.1 Use relevant scholarship to inform and advance teaching, learning and assessment practices.</p> <p>AP 4.2 Reflect on and demonstrate commitment to the improvement of own personal and teaching skills through active teacher research, observation and development.</p>
AK 4.3 Ways to reflect, evaluate and use research to develop own practice, and to share good practice with others.	AP 4.3 Work with curriculum and support teams to disseminate and develop good practice.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
<i>Teachers in the lifelong learning sector know and understand:</i>	<i>Teachers in the lifelong learning sector:</i>
<p>AK 5.1 Ways to communicate and collaborate with colleagues and/or others to enhance learners' experience.</p> <p>AK 5.2 The need for confidentiality, respect and trust in communicating with others about learners.</p>	<p>AP 5.1 Communicate and collaborate with colleagues and/or others, within and outside the organisation, to enhance learners' experience.</p> <p>AP 5.2 Communicate information and feedback about learners to others with a legitimate interest appropriately, and in a manner that encourages trust and respects confidentiality where necessary.</p>
<p>AK 6.1 Innovative methods of teaching appropriate to learners age, style, need and subject of delivery.</p> <p>AK 6.2 Strategies for the enhancement of essential and employability skills.</p>	<p>AP 6.1 Employ appropriate and creative teaching strategies to a range of differentiated contexts and learner needs appropriate to the specialist subject matter.</p> <p>AP 6.2 Implement techniques that embed essential and employability skills into learning and teaching activities.</p>
<p>AK 7.1 Relevant statutory requirements and codes of practice.</p> <p>AK 7.2 Ways to apply relevant statutory requirements and the underpinning principles.</p>	<p>AP 7.1 Demonstrate professional behaviours appropriate to learners and the learning context by conforming to statutory requirements and apply codes of practice.</p> <p>AP 7.2 Demonstrate good practice by maintaining a learning environment that conforms to statutory requirements and promotes equality, including appropriate consideration of the needs of children, young people and vulnerable adults.</p>
<p>AK 8.1 Organisational systems and processes for recording learner information.</p> <p>AK 8.2 Own role in the quality cycle.</p>	<p>AP 8.1 Maintain accurate records that contribute to organisational procedures.</p> <p>AP 8.2 Evaluate own contribution to the organisation's quality cycle through a process of self assessment, peer evaluation and learner feedback.</p>

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
<i>Teachers in the lifelong learning sector know and understand:</i>	<i>Teachers in the lifelong learning sector:</i>
AK 8.3 Ways to implement improvements based on appropriate quality data and independent feedback received.	AP 8.3 Demonstrate ability to develop own practice within the organisation's systems and continue teacher improvement over time.
AK 9.1 Innovative teaching and learning methods suitable for different learner needs.	AP 9.1 Investigation of learner needs and commitment to creative and active learning methods suitable for the teaching of specific subjects.
AK 9.2 Ways of supporting different learning environments and contexts within the 14-19 sector.	AP 9.2 Management of learning across a range of contexts and evidence of different strategies for student engagement.

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

AS 1 Commitment to learners

Supporting the progress and development of learners through the recognition of their individual needs, their learning goals and aspirations, and the experience they bring to their learning.

AS 2 Empathy and trust

The recognition of the individual needs of learners; the potential for education to benefit people emotionally, intellectually, socially and economically; and its contribution to sustainable development in a community and global context.

AS 3 Respect

The importance of equality, community affiliation, diversity, and inclusion in relation to learners, the workforce and the community.

AS 4 Reflective duty

Self-reflection and the evaluation of own practice with a focus on teaching improvement and quality for future learning and learners.

AS 5 Commitment to others

Professional integrity and the value of collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

AS 6 Creativity within the classroom

The promotion of learning through literacy, numeracy, information technology and employability skills.

Teachers in the lifelong learning sector are committed to:

- BS 1 Management of the educational environment including behavioural challenges and the provision of opportunities for positive behaviours to be recognised.
- BS 2 Maintaining effective relationships by facilitating inclusive learning.
- BS 3 Applying and developing own professional skills to enable learners to achieve their goals.
- BS 4 Communicating effectively and appropriately with learners to enhance learning.
- BS 5 Collaboration with colleagues to support the needs of learners.
- BS 6 Using a range of learning resources, strategies and modalities of learning to support diverse learner needs and subject teaching.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
<i>Teachers in the lifelong learning sector know and understand:</i>	<i>Teachers in the lifelong learning sector:</i>
<p>BK 1.1 Ways to maintain a learning environment in which learners feel safe and supported.</p> <p>BK 1.2 Methods and models of behaviour management that promote respect for, and between, others and create a positive, equitable and inclusive learning environment.</p> <p>BK 1.3 Ways of promoting inclusive and shared learning futures within the curriculum and organisation.</p> <p>BK 1.4 Ways of creating a motivating learning environment that challenges learners to develop and grow appropriately to their learning level and needs.</p>	<p>BP 1.1 Establish a purposeful learning environment where learners feel safe, secure, confident and valued.</p> <p>BP 1.2 Establish and manage behavioural challenges within the learning environment and promote and maintain appropriate positive behavioural strategies and systems of sanction appropriate for learning context and age.</p> <p>BP 1.3 Establish appropriate plans for the development of an environment conducive to positive communication and respect for others, while challenging discriminatory behaviour and attitudes.</p> <p>BP 1.4 Create a motivating environment that stimulates and progresses learners using appropriate reflective and problem solving skills to advance their ability to learn independently and within a peer group.</p>
<p>BK 2.1 Principles of learning, including bilingual learning where appropriate, and ways to provide learning activities to meet curriculum requirements and the skills needs of all learners.</p> <p>BK 2.2 Ways to engage, motivate and encourage active participation of learners and learner independence.</p> <p>BK 2.3 The relevance of learning approaches and preferences to learner progress.</p> <p>BK 2.4 Flexible approaches to teaching and learning.</p>	<p>BP 2.1 Provide learning activities, including bilingual learning activities where appropriate, that meet curriculum requirements and the essential life and work skills needs of all learners.</p> <p>BP 2.2 Use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and encourage independence.</p> <p>BP 2.3 Implement learning activities that recognise and develop the learning approaches of learners and promote learner autonomy and essential skills development.</p> <p>BP 2.4 Apply flexible approaches to teaching and learning, including the promotion of new and emerging technologies, as appropriate.</p>

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
<i>Teachers in the lifelong learning sector know and understand:</i>	<i>Teachers in the lifelong learning sector:</i>
<p>BK 2.5 Ways of using learners' own experiences, and the experiences of their peers, as a foundation for learning.</p> <p>BK 2.6 Ways to evaluate own practice in terms of improved learning outcomes.</p> <p>BK 2.7 Ways in which mentoring and/or coaching can support the development of professional skills and knowledge.</p>	<p>BP 2.5 Encourage learners to use their own life experiences and the experiences of their peers as a foundation for their development.</p> <p>BP 2.6 Evaluate the efficiency and effectiveness of own teaching, including consideration of peer and learner feedback and scholarship supporting practice.</p> <p>BP 2.7 Use mentoring and/or coaching to support own and others' professional development, as appropriate.</p>
<p>BK 3.1 Effective and appropriate use of different forms of teaching skills informed by relevant theories and principles.</p> <p>BK 3.2 A range of listening and questioning techniques to support learning.</p> <p>BK 3.3 Ways to structure and present information and ideas clearly and effectively to learners.</p> <p>BK 3.4 Barriers and aids to effective communication.</p> <p>BK 3.5 Systems for communication within own organisation.</p>	<p>BP 3.1 Employ appropriate strategies for opening, closing, stimulus variation, explanation and demonstration using different forms of language and media, including written, oral and non-verbal communication, and new and emerging technologies to enhance teaching practices.</p> <p>BP 3.2 Use listening and questioning techniques appropriately and effectively in a range of learning contexts.</p> <p>BP 3.3 Structure and present information clearly and effectively using appropriate methods of delivery and technology where appropriate.</p> <p>BP 3.4 Demonstrate teacher presence and authority through the management of a range of communication forms and tools appropriate to learner needs and overcome identifiable barriers to communication.</p> <p>BP 3.5 Identify and maintain appropriate records by employing organisational systems and procedures for communicating with learners and colleagues.</p>

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
<i>Teachers in the lifelong learning sector know and understand:</i>	<i>Teachers in the lifelong learning sector:</i>
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 and fulfil duty of care requirements.
BK 5.1 The impact of resources on effective learning. BK 5.2 Ways to ensure that resources used are inclusive, promote equality and support diversity.	BP 5.1 Select and develop a range of effective teaching resources for the enhancement of subject delivery, including appropriate use of new and emerging technologies. 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

AS 1 Commitment to learners

Supporting the progress and development of learners through the recognition of their individual needs, their learning goals and aspirations, and the experience they bring to their learning.

AS 2 Empathy and trust

The recognition of the individual needs of learners; the potential for education to benefit people emotionally, intellectually, socially and economically; and its contribution to sustainable development in a community and global context.

AS 3 Respect

The importance of equality, community affiliation, diversity, and inclusion in relation to learners, the workforce and the community.

AS 4 Reflective duty

Self-reflection and the evaluation of own practice with a focus on teaching improvement and quality for future learning and learners.

AS 5 Commitment to others

Professional integrity and the value of collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

AS 6 Creativity within the classroom

The promotion of learning through literacy, numeracy, information technology and employability skills.

Teachers in the lifelong learning sector are committed to:

- CS 1 Advancing and keeping up to date with current knowledge and industrial expertise in respect of own specialist subject.
- CS 2 Enthusing and motivating learners in own specialist area through creative teaching and technology enhanced learning.
- CS 3 Fulfilling the statutory responsibilities associated with own specialist area of teaching.
- CS 4 Developing good practice in teaching own specialist subject by engaging in continuous reflective practice, peer review, research and development.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
<i>Teachers in the lifelong learning sector know and understand:</i>	<i>Teachers in the lifelong learning sector:</i>
<p>CK 1.1 Specialist subject matter at an appropriate level including current research and developments.</p> <p>CK 1.2 Ways in which own specialism relates to the wider social, economic and environmental context.</p>	<p>CP 1.1 Ensure that knowledge of own specialist subject is current and appropriate to the teaching context.</p> <p>CP 1.2 Provide opportunities for learners to actively engage in subject and offer relevant curriculum and learning opportunities exploring the wider social, economic and environmental context.</p>
<p>CK 2.1 Ways to convey enthusiasm for own specialist subject to learners.</p>	<p>CP 2.1 Implement appropriate and innovative ways to enthuse and motivate learners about own specialist area including the use of technology and industrial learning opportunities.</p>
<p>CK 3.1 Teaching and learning theories and strategies relevant to own specialist subject.</p> <p>CK 3.2 Ways to identify individual learning needs and potential barriers to learning in own specialist subject.</p> <p>CK 3.3 The different ways in which language, literacy, numeracy and IT skills are integral to learners' achievement in own specialist subject.</p> <p>CK 3.4 The language, literacy, numeracy and information technology skills required to support own specialist teaching.</p> <p>CK 3.5 Ways to support learners in the use of new and emerging technologies in own specialist subject.</p>	<p>CP 3.1 Apply appropriate research and theories of teaching and learning to own specialist subject.</p> <p>CP 3.2 Work with learners to address particular individual learning needs and overcome identified barriers to learning.</p> <p>CP 3.3 Embed essential and employability skills in own specialist subject making appropriate use of relevant expertise within the organisation as appropriate.</p> <p>CP 3.4 Demonstrate ability in literacy, language, numeracy and information technology within the curriculum for the effective support of learners.</p> <p>CP 3.5 Make appropriate use of new and emerging technologies.</p>
<p>CK 4.1 Ways to keep up to date with developments in teaching in own specialist subject.</p>	<p>CP 4.1 Carry out research and development in support of subject teaching and demonstrate continued commitment to professional development in own specialist subject.</p>

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
<i>Teachers in the lifelong learning sector know and understand:</i>	<i>Teachers in the lifelong learning sector:</i>
<p>CK 4.2 Peer review and self-assessment for professional development.</p>	<p>CP 4.2 Work with colleagues at subject and professional development level within the workplace to support self-assessment for quality improvement in learning and teaching.</p>
<p>CK 4.3 Potential employability skills and employment opportunities relating to own specialist subject.</p>	<p>CP 4.3 Work with learners to identify the employability skills they are developing, and how these might relate to wider employment opportunities and provide opportunities for progression.</p>

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

AS 1 Commitment to learners

Supporting the progress and development of learners through the recognition of their individual needs, their learning goals and aspirations, and the experience they bring to their learning.

AS 2 Empathy and trust

The recognition of the individual needs of learners; the potential for education to benefit people emotionally, intellectually, socially and economically; and its contribution to sustainable development in a community and global context.

AS 3 Respect

The importance of equality, community affiliation, diversity, and inclusion in relation to learners, the workforce and the community.

AS 4 Reflective duty

Self-reflection and the evaluation of own practice with a focus on teaching improvement and quality for future learning and learners.

AS 5 Commitment to others

Professional integrity and the value of collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

AS 6 Creativity within the classroom

The promotion of learning through literacy, numeracy, information technology and employability skills.

Teachers in the lifelong learning sector are committed to:

- DS 1 Planning curriculum and lessons that promote equality, support diversity, and meet the intended outcomes and learning needs.
- DS 2 Active learner participation in the planning of learning.
- DS 3 Evaluation of own effectiveness in planning learning.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
<i>Teachers in the lifelong learning sector know and understand:</i>	<i>Teachers in the lifelong learning sector:</i>
<p>DK 1.1 Curriculum planning for appropriate, effective, coherent and inclusive learning programmes that promote equality and engage with diversity.</p> <p>DK 1.2 Lesson planning for student-centred learning and development.</p> <p>DK 1.3 Strategies for flexibility in planning and delivery.</p> <p>DK 1.4 How to plan for contingencies.</p>	<p>DP 1.1 Plan coherent and inclusive learning programmes, taking account of bilingual needs and requirements where appropriate, that meet learners' needs and curriculum requirements, promote equality of opportunity, and engage with diversity effectively.</p> <p>DP 1.2 Plan teaching and learning sessions in which a variety of resources are used, including new and emerging technologies as appropriate, to meet the needs of individual learners and groups.</p> <p>DP 1.3 Prepare flexible session plans to adjust to the individual needs of learners with due attention to intended learning outcomes and the development of appropriately sequenced learning episodes.</p> <p>DP 1.4 Prepare flexible session plans that take account of contingencies.</p>
<p>DK 2.1 The importance of including learners in the planning process.</p> <p>DK 2.2 Ways to negotiate appropriate individual goals with learners.</p> <p>DK 2.3 Ways to develop learners' independent, flexible learning skills.</p>	<p>DP 2.1 Plan opportunities for learner feedback to inform planning and practice.</p> <p>DP 2.2 Negotiate and record appropriate learning goals and strategies with learners.</p> <p>DP 2.3 Plan opportunities for learners to take increasing responsibility for their own learning and performance.</p>
<p>DK 3.1 Ways to evaluate own role and performance in planning learning.</p> <p>DK 3.2 Ways to evaluate own role and performance as a member of a team in planning learning.</p>	<p>DP 3.1 Evaluate the success of planned learning activities through self and peer observation and feedback.</p> <p>DP 3.2 Evaluate the effectiveness of own contributions to planning as a member of a team.</p>

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

AS 1 Commitment to learners

Supporting the progress and development of learners through the recognition of their individual needs, their learning goals and aspirations, and the experience they bring to their learning.

AS 2 Empathy and trust

The recognition of the individual needs of learners; the potential for education to benefit people emotionally, intellectually, socially and economically; and its contribution to sustainable development in a community and global context.

AS 3 Respect

The importance of equality, community affiliation, diversity, and inclusion in relation to learners, the workforce and the community.

AS 4 Reflective duty

Self-reflection and the evaluation of own practice with a focus on teaching improvement and quality for future learning and learners.

AS 5 Commitment to others

Professional integrity and the value of collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

AS 6 Creativity within the classroom

The promotion of learning through literacy, numeracy, information technology and employability skills.

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
<i>Teachers in the lifelong learning sector know and understand:</i>	<i>Teachers in the lifelong learning sector:</i>
<p>EK 1.1 Theories and models of assessment and the application of different forms of assessment, including initial, formative and summative assessment in teaching and learning.</p> <p>EK 1.2 Ways to devise, select, use and appraise assessment tools, including where appropriate, those that exploit new and emerging technologies.</p> <p>EK 1.3 Ways to develop, establish and promote peer and self-assessment.</p>	<p>EP1.1 Employ a range of formal and informal assessment methods appropriate to subject and intended learning outcomes and evaluate their effectiveness in reviewing learning and producing information useful to the teacher and the learner.</p> <p>EP 1.2 Devise, select, use and appraise assessment tools, including where appropriate, those that exploit new and emerging technologies.</p> <p>EP 1.3 Develop, establish and promote peer and self-assessment as a tool for learning and progression.</p>
<p>EK 2.1 Issues of equality and diversity in assessment.</p> <p>EK 2.2 Concepts of currency, validity, reliability and sufficiency in assessment.</p> <p>EK 2.3 The principles of assessment design in relation to own specialist subject.</p> <p>EK 2.4 How to work as part of a team to establish equitable assessment processes.</p>	<p>EP 2.1 Apply appropriate methods of assessment fairly and effectively.</p> <p>EP 2.2 Apply appropriate assessment methods to produce current, valid, reliable and sufficient evidence.</p> <p>EP 2.3 Design appropriate assessment activities for own specialist subject.</p> <p>EP 2.4 Collaborate with others as appropriate, to promote equity and consistency in assessment processes.</p>
<p>EK 3.1 Ways to establish learner involvement in, and personal responsibility for, assessment of their learning.</p> <p>EK 3.2 Ways to ensure access to assessment within the learning programme.</p>	<p>EP 3.1 Ensure that learners understand, are involved, and share in responsibility for assessment of their learning.</p> <p>EP 3.2 Ensure that access to assessment is appropriate to learner need.</p>
<p>EK 4.1 The role of feedback and questioning in assessment for learning.</p>	<p>EP 4.1 Use assessment information to promote learning through questioning and constructive feedback, and involve learners in feedback activities where appropriate.</p>

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
<i>Teachers in the lifelong learning sector know and understand:</i>	<i>Teachers in the lifelong learning sector:</i>
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.
<p>EK 5.1 The role of assessment and associated organisational procedures in relation to the quality cycle.</p> <p>EK 5.2 Ways to track and monitor learner performance and progression.</p> <p>EK 5.3 The assessment requirements of individual learning programmes and procedures for conducting and recording internal and/or external assessments.</p> <p>EK 5.4 The necessary and appropriate assessment information to communicate to others who have a legitimate interest in learner achievement.</p>	<p>EP 5.1 Contribute to the organisation's quality cycle by producing accurate and standardised assessment information.</p> <p>EP 5.2 Maintain accurate up to date records of learner performance and progression.</p> <p>EP 5.3 Conduct and record assessments that adhere to the particular requirements of individual learning programmes and, where appropriate, external bodies.</p> <p>EP 5.4 Communicate relevant assessment information to those with a legitimate interest in learner achievement, as necessary and appropriate.</p>

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

AS 1 Commitment to learners

Supporting the progress and development of learners through the recognition of their individual needs, their learning goals and aspirations, and the experience they bring to their learning.

AS 2 Empathy and trust

The recognition of the individual needs of learners; the potential for education to benefit people emotionally, intellectually, socially and economically; and its contribution to sustainable development in a community and global context.

AS 3 Respect

The importance of equality, community affiliation, diversity, and inclusion in relation to learners, the workforce and the community.

AS 4 Reflective duty

Self-reflection and the evaluation of own practice with a focus on teaching improvement and quality for future learning and learners.

AS 5 Commitment to others

Professional integrity and the value of collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

AS 6 Creativity within the classroom

The promotion of learning through literacy, numeracy, information technology and employability skills.

Teachers in the lifelong learning sector 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 subject.
- FS 4 A multi-agency approach to supporting development and progression opportunities for learners.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
<i>Teachers in the lifelong learning sector know and understand:</i>	<i>Teachers in the lifelong learning sector:</i>
<p>FK 1.1 Sources of information, advice, guidance and support to which learners might be referred.</p> <p>FK 1.2 Internal services that learners might access.</p>	<p>FP 1.1 Refer learners to information on potential current and future learning opportunities and appropriate specialist support services.</p> <p>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.</p>
<p>FK 2.1 Boundaries of own role in supporting learners.</p>	<p>FP 2.1 Provide effective learning support, paying due care and attention to section 75 and teacher responsibilities as a learning professional.</p>
<p>FK 3.1 Progression and career opportunities within own specialist subject.</p>	<p>FP 3.1 Provide general and current information and support about potential education, training and/or career opportunities in relation to own specialist subject by supporting appropriate links with careers services, industrial partners and further and higher education specialists.</p>
<p>FK 4.1 Professional specialist services available to learners and how to access them.</p> <p>FK 4.2 Processes for liaison with colleagues and other professionals to provide effective guidance and support for learners.</p>	<p>FP 4.1 Provide general and current information about a range of relevant external services.</p> <p>FP 4.2 Work with colleagues to provide guidance and support for learners.</p>



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