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Consultation – summary of response

Registration of work-based learning practitioners with the Education Workforce Council

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Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

Registration of work-based learning practitioners with the Education Workforce Council

Audience	All bodies involved in the education fields including unions, local authorities, practitioners, education training providers, and national organisations and charities.
Overview	This document provides a summary of responses and feedback on the proposal that in order to work as a Work Based Learning practitioner a person must be registered with the Education Workforce Council.
Action required	None – for information only.
Further information	Enquiries about this document should be directed to: Practitioner Standards and Professional Development Division School Standards and Workforce Directorate Welsh Government Cathays Park Cardiff CF10 3NQ e-mail: ewc.enquiries@Wales.GSI.Gov.UK
Additional copies	This document can be accessed from the Welsh Government's website at www.wales.gov.uk/consultations .

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Background

The Education (Wales) Act 2014 (“the Act”) reconfigured the General Teaching Council for Wales (‘GTCW’); extends the current remit of the body; and amends the composition of the Council’s membership, in order to create the Education Workforce Council (the Council).

The Council currently has a statutory duty to establish and maintain a register of school teachers, FE teachers and school/FE learning support workers. Registration is required for all four categories if they wish to work in maintained schools or FE institutions in Wales, including peripatetic teachers and those in agency, substitute or temporary positions. All employers are required to ensure that they only employ persons who are registered with the Council.

Work Based Learning practitioners are currently not required to register with any registration body.

Although the Welsh Government initially identified professions required to register (under Schedule 2 to the Act), this did not preclude the future registration of other groups such as Work Based Learning practitioners and Youth Workers; who also provide a valuable contribution to the education and training of young people. The 2014 Act creates a framework that enables the Welsh Ministers to add new categories of registration, if and when appropriate; and subject to the agreement of the National Assembly for Wales.

It is vital that all these different practitioners work together effectively and are able to access well designed qualifications, support and development. Their professionalism, suitability and standards of conduct, training, and development, are key to their success. The Welsh Government wants to ensure that we recognise the role of all those working to support teaching and learning as part of a single and coherent education workforce in Wales.

The consultation

The consultation was circulated across a number of key sectors using a range of networks.

18 written responses to the consultation were received.

The responses were received from the following sectors

Respondent	Number of responses
Awarding Bodies	3
Unions	5
Schools Colleges and Universities	0
Local Authorities	0
Education Training Providers	5
National Organisations and Charities	4
Practitioners	1
Total	18

This document sets out the result of the consultation structured around the responses to each question. It does not aim to capture every point raised by respondents, but rather highlights the key issues and themes. A list of respondents along with responses can be seen in the attached Annex.

Summary of responses

Question 1

Do you agree with the proposal that a requirement to register will fall on Work Based Learning practitioners who work in a training and learning capacity through a Welsh Government contracted Work Based Learning provider, as set out in paragraph 6.2?

Consultation response:

We received 18 responses to this question, the majority of respondents (16) agreed with the proposal for Work Based Learning practitioners to register with the EWC, who provide training and learning services through a Welsh Government contracted Work Based Learning provider, as set out in paragraph 6.2. Two respondents neither agreed or disagreed.

What was clear from the responses is that there is an appetite from the work based learning sector for registration, they see registration as a way of raising the status and providing recognition for the sector. It was interesting that no disagrees with the proposals.

The respondents made the following comments to this question:

- (ASCL). We consider this is an appropriate course of action to ensure that the quality of Work Based Learning provision is of a consistently high standard. It also will ensure that those employed to do this work are afforded formal recognition of their roles.
- NTfW fully support the concept of all those individuals involved in the delivery of Welsh Government contracted work-based learning provision (including sub contracted provision at any level) to fall within the requirement for registration with the Education Workforce Council (EWC) The NTfW strongly believes that this will be the first step in recognising the professionalism of the work-based learning (WBL) workforce, allow the opportunity for more effective workforce planning and development.
- (Estyn). Workforce registration should apply to all practitioners whose job it is to deliver training to learners. Registration would raise the status of these staff, who make a very valuable contribution to developing the workforce.
- (North Wales Training Ltd). Yes, it is important that practitioners who work in the work based learning sector are included the professional registration, as it will recognise the professionalism and skills contributed to the learning and delivery process by this particular group, which is often overlooked.
- The NASUWT has no alternative than to remain neutral over this proposal.

Question 2

Paragraph 6.10 identifies job roles/ titles that will not be required to register with the Council.

Are there any other job title/roles you feel should be exempt from registering with the Education Workforce Council under the category of 'Work Based Learning practitioner'?

Consultation response

We received 18 responses to this question, the majority of respondents (15) did not agree to exempt any further job titles/roles from registering with the Education Workforce Council under the category of 'Work Based Learning practitioner.' Two did not give a definitive answer and one provided job titles/roles to be exempt.

It was interesting that some respondents used this question to argue for Verifiers, senior management to be included rather than be exempted, whilst other respondents felt they should not be registered. Respondents felt that the following roles should be exempted, Centre reception or administration staff; Senior Management; and Internal & External Verifiers.

The respondents made the following comments to this question:

- Many organisations have practitioners that are required to operate in more than one capacity such as assessors and internal verifiers, registration should cover both roles even if the practitioner only occasionally assesses learner work. If Iv's were not required then this would be a grey area and a loophole.
- NTfW believes that the roles identified i.e. Internal and External Quality Assurers (IQA/EQA) are critical to the overall success of quality teaching and learning with the work-based learning sector.

Invariably, the route to those roles is through the practitioner roles as identified in paragraph 6.8 of the consultation document, and therefore all IQAs and EQAs will, in the fullness of time, be registered with the EWC as standard.

However, we would be keen to see the opportunity for registration to be opened up on a voluntary basis. They viewed that this would be easy for those employed by Work Based Learning providers but less so for those employed by Awarding Organisations.

- NASUWT notes that under the proposals only the work-based learning practitioners, who are at the point of delivery, will be subject to the EWC Professional Code of Conduct and Practice. Consequently, those who manage, or are otherwise in positions of scrutiny over the work of the work based learning practitioners, such as quality assurers or inspectors, will not have their professional and private lives policed to the same degree.

Question 3

Paragraph 6.8 lists the specific Work Based Learning practitioner roles that we consider should be required to register. Are there any other roles that are not captured who you feel also fit within the description of a Work Based Learning practitioner?

Consultation response

We received 18 responses to this question, the majority of respondents (11) suggested job titles/roles that should not be exempt from registration, other respondents (7) could not identify any further roles that should be captured within the description of a *Work Based Learning practitioner*.

Similar to the previous question, a number of respondents felt that Internal and External Quality Assurers, Engagement Officer, Induction Officer and Librarian should be required to register.

The respondents made the following comments to this question:

- (Estyn). Registration is essential for the key practitioner roles of trainer, assessor, mentor and learning coach. However, all staff that have direct contact with learners need to be registered.
- (Cambrian Training Ltd). We have considered in great depth and we hope that within this you will capture both Middle and Senior Managers, who do not directly deliver but are professionals in the field of Education and Training and see if the EWC as their professional body for both registration and CPD.
- North Wales Training Ltd noted there was not an opportunity for those who formally fulfil Advice and Guidance roles to be part of the registration process. Registration for those in this role could be considered as voluntary.
- (Care Council for Wales). The Council notes that standards verifiers, such as External Quality Assessors and Internal Quality Assessors have been excluded from the registration process. While it is true they are not directly involved with the learning and assessment of learners, they make judgements on professional roles, practices and outcomes of those who are. As such they have an influential role in improving the quality standards of learning and assessment. support Internal and External Quality Assurers registration as they make judgements on professional roles, practices and outcomes of those required to register and have an influential role on improving the quality standards of learning and assessment.
- (Education Workforce Council). The Council considers that the four roles listed in paragraph 6.8 are the main ones that should be required to register. However, the Council is mindful that in practice providers may use different titles. It will therefore make clear in its registration guidance that the key criterion for registration is what an individual WBL practitioner actually does

rather than their job title. The Council has provided advice of this nature to employers of registrants in other registration categories.

- In addition to the points made above, the NTfW agrees with the requirement for those individual roles listed in paragraph 6.8 to be registered with the Education Workforce Council.

Question 4

We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

This final question allowed respondents to record their general thoughts and comments. From the 18 responses received, only 10 respondents provided comments and the responses covered a range of issues.

Many of the issues raised related to the registration fee, and professional qualifications/standards; however these are outside the scope of this consultation.

The respondents made the following comments to this question:

- Senior managers within providers, to have the option of registering with the EWC as this is seen as being a commitment to driving forward the professionalism and development of the whole WBL workforce.
- Consideration should be given to the inclusion of some of the wider roles undertaken within WBL and also to those within organisations who are responsible for such activities as curriculum planning, course development and resource management, particular at senior levels, as they will hold the key to the providing the focus and commitment to the continuous professional growth of the workforce.
- For CPD and ongoing professionalism of the sector we think there should be an option for any individuals employed in the WBL Sector by a provider delivering Welsh Government Apprenticeships should have the option to become a member if they believe that they may, at some point in their role, support Apprentices in the work place, e.g., specialist tutors who only deliver Digital Literacy Essential Skills or perhaps one Module of an ILMN Level 5 Unit in Finance/Managers who are qualified and support their teams with 'peaks and troughs'. There also needs to be consideration for independent consultants who may support Providers on an 'ad hoc' basis e.g., for Welsh Language – we would expect them to be registered if they are used to carry out any delivery with an Apprentice.