

**Review of Qualifications for Learning
Professionals in England: Phase 2
Review Summary Document**

January/February 2011



Skills for Learning Professionals

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Acronyms

This table provides you with the definition for each of the acronyms found within this document.

Acronym	Definition
ADTTLS	Additional Diploma in Teaching in the Lifelong Learning Sector
AO	Awarding Organisation
APL	Accreditation of Prior Learning
ATLS	Associate Teacher, Learning and Skills
BIS	Department for Business Innovation and Skills
CPD	Continuing professional development
CQFW	Credit and Qualifications Framework for Wales
CTLLS	Certificate in Teaching in the Lifelong Learning Sector
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
EQF	European Qualifications Framework
ESOL	English for Speakers of Other Languages
FE	Further education
FHEQ	Framework for Higher Education Qualifications
GLH	Guided learning hours
HEI	Higher education institution
ICT	Information and Communication Technologies
LLUK	Lifelong Learning UK
LSIS	Learning and Skills Improvement Service
Ofqual	Office of Qualifications and Examinations Regulation
PTLLS	Preparing to Teach in the Lifelong Learning Sector
QCF	Qualifications and Credit Framework

QFLP	Qualifications Framework for Learning Professionals
QTLS	Qualified Teacher, Learning and Skills
RoC	Rules of Combination
RPL	Recognition of Prior Learning
SSC	Sector Skills Council
UKCES	UK Commission for Employment and Skills
WBL	Work based learning

Introduction

Welcome to the Lifelong Learning UK (LLUK) review of qualifications for learning professionals in England.

The Department for Business, Innovation and Skills (BIS), responding to sector demand, has asked us to review these qualifications in response to sector feedback and consider how best to update them at this time. We encourage as many of you as possible to get involved and have '*your say*'.

The review is taking place in two phases.

Phase 1 ran from October to December 2010. This phase provided an opportunity to consider broad issues and concerns, along with initial proposals for updating the qualifications. The findings from this phase are available on the LLUK website www.lluk.org.

Phase 2 runs from January to March 2011. Detailed proposals for updating the qualifications are now available for review. The proposals will be amended in light of the feedback we receive. Guidance will then be developed for the qualifications and the qualifications framework. Awarding organisation guidance will be made available from March 2011, with separate guidance being developed for employers, practitioners and providers of teacher education. The updated qualifications will be introduced between September 2011 and September 2012.

This document sets out our detailed proposals for incremental change, developed from evidence collected since the qualifications were introduced in September 2007 and using the findings from the first phase of the review.

This summary review document has three sections:

Section one explains the approach to the review in phase two and includes proposals for a guidance document and an approach to developing qualification structures in the Qualifications and Credit Framework (QCF).

Section two makes detailed proposals for updating the generic teaching qualifications.

Section three makes detailed proposals for updating the subject specific qualifications and for the development of a number of new qualifications.

Overview of Phase 2

Phase 2 of the review considers the updating of 14 qualifications currently available and the introduction of four new qualifications. There are a number of other proposals and questions related to the qualifications including a guidance document for employers, practitioners and providers of teacher education and the next steps in the qualification framework. In all, there are 24 proposals and questions to respond to. Supporting information is provided for each proposal. This needs to be more detailed and more technical than the initial proposals provided in phase one. We also recognise that some of the proposals may not be of interest to all respondents, so our approach has been to provide the information in a number of related documents, five in all.

This **summary document** aims to provide a brief overview of all the proposals and, where appropriate, identify significant changes from the current qualifications. It aims to provide enough information to enable all respondents to make a judgment about whether they support a proposal or not.

We have provided more detailed information in **two separate technical documents**. One of the technical documents focuses on the generic qualifications and one on the subject specific qualifications. This is to recognise that not all respondents will have an interest in both, and to keep the documents to a manageable size. Respondents are invited to refer to these technical documents, where relevant, in order to inform their response to each proposal. If there is further information in a technical document, this is signposted just before each of the proposal statements.

Finally, there are **two documents containing the units of assessment** for the qualifications. One contains the units for the generic qualifications and one for the subject specific qualifications. Brief notes have been included at the top of most of the units giving information including whether it current, newly developed, in draft or from another qualification. Guided learning hours are given or suggested for some units. This information is being provided only for the purpose of this review and forms no part of the unit.

A **response form** is provided as a separate document. This is used to record your views and comments on the proposals or questions.

How to get involved

We welcome your views and comments on the initial proposals and other aspects of the review.

Phase 2 provides you with the opportunity to provide your comments by:

- Completing an online response form
- Attending one of six open events
- Participating in a self organised group using supporting materials available on our website
- Attending one of the focus groups organised in association with partners around particular contexts and themes including work based learning, formal and informal adult learning and literacy, numeracy and ESOL.

For further information on how to get involved, please visit www.lluk.org.

The review is open from **Thursday 20 January** to **Friday 11 February 2011**.

All submissions must be received by **5pm Friday 11 February 2011** online, by email or by post.

Completing the response form

Each section of the document contains a number of the 24 proposals and questions. The background to the proposal is given first. The amount of time it will take to complete the response form will depend on how many proposals you choose to respond to and how many you want to provide additional comments for. We encourage you to respond to all proposals, including for those proposals or questions where you do not have a view; for those you may respond 'neither agree nor disagree' or 'don't know'. You are of course free to skip any proposal altogether. There is an open comments box at the end of the form to enable you to make comments or suggestions on any aspect of the review related to more than one proposal or on anything you want to tell us.

To limit the number of proposals, the ones we have put forward are quite general. Therefore, we encourage you to respond to each proposal in principle when you choose to support or not support them, and then provide comments giving your opinion on particular aspects of the proposal. For example, you may support a qualification proposal overall but comment that the options are too limited or the guided learning hours are too high or low. Your comments will be valuable for us when refining the final products.

The response form is a separate document. Below is an example of a section of the response form.

Proposal 2.1: The structure and content of the Level 3 Award in Preparing to Teach in the Lifelong Learning Sector are appropriate					
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know/no response

The same response form will be used for the online survey as in the face-to-face groups and events. Those attending events will be encouraged to complete and leave their response form on the day. Those who wish to respond who are not attending an event are encouraged to submit their responses through the online questionnaire. Submissions can also be made electronically or by post by downloading the review response form found on our website at www.lluk.org. The address for returning these can be found on the review response form.

Section one: Approach to updating the qualifications

The qualifications under review were introduced three years ago to be accessible to, and meet the needs of, everyone involved (or wishing to become involved) in a teaching¹ role in the further education sector in England, as well as those delivering learning beyond this context. Much has changed in the last three years, and this second phase of the review must ensure that the updated qualifications are inclusive of the changing roles of learning professionals, and the diversity of contexts in which they work. Phase 2 of the review provides another opportunity for you to contribute to the detailed incremental change of these qualifications and to influence the development of qualifications in the future.

The initial phase of review indicated widespread support for LLUK's proposals to introduce greater flexibility across the range of qualifications for teachers, and to ensure the updated qualifications were made more relevant to a wider range of potential users across all parts of the lifelong learning sector.

Information on the scope of the review can be found in the Phase 1 review document. This is available on the LLUK website www.lluk.org.

The review process also indicated wide support for developing closer links with other qualifications within LLUK's footprint – in particular the new Learning and Development qualifications. There was also strong support for the development of new qualifications to recognise achievements within continuing professional development (CPD) programmes, and for a new qualification to recognise jointly the skills of teaching literacy and English for Speakers of Other Languages (ESOL). All of these have been taken into account and reflected in the new or updated qualifications. The use of technology and development of learners' wider skills have been strengthened in the qualifications by including learning outcomes and assessment criteria in units appropriate. Suggestions for related optional units have been included as well.

It should be emphasised that the qualifications have been reviewed as an integrated suite, and that changes in one qualification are reflected in others. This is particularly true of the progression route through the generic qualifications, where the design features of Awards are reproduced within Certificates, and the Certificates contribute to the overall structure of the Diploma. The

¹ 'Teacher' is used in the document as a generic term that covers teachers, tutors, trainers, lecturers and instructors

relationship between generic and subject specific qualifications, and between these and the proposed CPD qualifications, has also been considered as part of the review.

Although qualifications are presented as separate proposals in the document with associated technical information, we invite respondents to consider these proposals as a coherent set. The suggested changes are aimed at improving access to these qualifications, making them more relevant to a wider range of users, and enhancing their value to both professionals and employers in the lifelong learning sector.

The qualifications under consideration have been developed in the QCF and are available from Awarding Organisations (AOs). The proposals for updating them take account of the main design features of the QCF. As a result, knowledge of this qualifications framework is important for understanding them. A useful introduction to the framework can be found on the Ofqual website www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/145-explaining-the-qualifications-and-credit-framework.

The current teaching qualifications were developed during the test and trial programme for the QCF and some updating has been carried out to ensure that they are fully compliant with current regulatory requirements. Further updating will be necessary when it is known which of the review proposals are supported.

Our focus as a Sector Skills Council (SSC) is primarily on the development of the structure of the qualifications and content of the units. However, we are aware that beyond this, there is a need to consider current concerns with the assessment and delivery of the qualifications. In Phase 2 we are holding two open events to provide opportunities for colleagues to come together to discuss these important aspects of accredited professional development. For further information on these Assessment and Delivery events visit www.lluk.org or click on the below links:

[London – Monday 31 January](#)

[Leeds – Tuesday 1 February](#)

1.1 Guidance for employers, practitioners and providers of teacher education

As part of the project to review and update the qualifications for learning professionals, Lifelong Learning UK will produce guidance on the qualifications for learning professionals working in the further education sector in England. The guidance will be produced for employers, practitioners and providers of teacher education but it will also be useful for those with a human resource and staff development function. Guidance of this type has not been produced before. It will bring together and update information that is available in a range of other publications. It will be a useful reference document for a very wide audience, those experienced and those new to the sector. This guidance is being produced in addition to the more technical guidance provided for awarding organisations. An overview of the proposed content and structure of the document is detailed in draft note form below. Please give your view as to whether this is appropriate and provide comments on anything you consider unnecessary or any additional information that you think would be helpful to include.

The document will be in two sections: the first section will describe the current context and the second section will describe the changes that will be introduced between 2011 and 2012. These will be the changes supported and introduced as a consequence of this review.

The document will include information on terminology used in the further education sector and teacher education. Links will provide access to range of other documents including the relevant policy documents, key sector bodies and organisations with a focus on professional development of further education staff relevant to the context in which they are working.

Section 1: The current context

This will be the main section of the document. Much that was introduced in 2007 will remain the same. The regulations and contractual requirements for those delivering learning and teaching in the further education sector remain unchanged at this time. The emphasis of the current review of qualifications has been on updating and incremental change in response to sector feedback.

Summary information given on the background to 2007 reforms will include:

- the broadening of the further education sector – who is covered by the reforms and what is required
- the associate and full teaching roles
- PTLLS requirement
- qualifications developed for the two roles – CTLLS and DTLLS

- introduction of professional status QTLS and ATLS
- further information on the qualifications will include:
 - the generic qualifications developed in 2007 – the content and structure of the qualifications
 - understanding the qualification routes available for teachers of literacy, numeracy and ESOL
 - explanation of qualifications developed in the QCF and the FHEQ – who develops the qualifications and who provides them
 - entry requirements, assessment and delivery of the qualifications – finding the most appropriate course
 - the minimum core of literacy, language and numeracy and ICT – comparing what is included in the qualifications and what is required for professional status
 - progression from one qualification to another
 - accessibility and choice – understanding your regional provision
 - mentoring of trainee teachers; and
 - sources of information about the qualifications.

Section 2: Updated qualifications to be introduced from 2011

Summary information will be given on the review of the qualifications including:

- the need for review – feedback from the sector
- what remains the same – what was in scope of the review
- findings from the review – summary of proposals supported – link to findings document

Understanding the changes

- how the generic qualifications have been updated
- how the literacy, numeracy and ESOL qualifications have been updated
- what new qualifications have been introduced
- accredited professional development opportunities beyond initial training
- the Qualifications Framework for Learning Professionals; and
- how will the new qualifications be introduced – in the QCF and in the FHEQ.

Proposal 1.1

The content and structure of the guidance document are appropriate.

1.2 Developing qualification structures in the Qualifications and Credit Framework (QCF)

Our approach

In updating the qualifications we aim to reflect the concerns identified through the review process within the revised structure of qualifications in the QCF. In particular we wish to ensure:

- That the revised qualifications are accessible to people working (or wishing to work) in all areas and all contexts within the sector
- That the qualifications support individual routes to achievement that meet career and professional goals
- That opportunities to move between qualifications, and to progress easily from one level of achievement to another, are offered to those working in the sector.

Rules of combination

Within the QCF qualification structures are based on rules of combination (RoCs). RoCs ensure that qualifications are coherent and meaningful, and they are also the structure through which opportunities for the accumulation and transfer of credits between qualifications are identified. These updated qualifications make more use of these opportunities for flexibility within the QCF in order to ensure they are appropriate to a wider range of people. In particular, they make use of the range of opportunities available within the QCF to widen individual choices through the use of optional units, credit transfer between qualifications, and through the facility to count achievements from other frameworks towards a QCF qualification.

These RoCs qualifications are based primarily on units of four different kinds. These distinctions are based in part on the regulatory requirements of the QCF and in part on LLUK's own priorities. Each of the qualifications enables credits to be achieved through one or more of the following kinds of unit:

- mandatory units
- restricted optional units
- open optional units; and
- other units.

Each of these different units, and their influence on the structure of the revised qualifications, is considered briefly below. The technical documents that support each qualification include reference to one or more of these kinds of unit.

Mandatory units

As the term implies, these are units that must be completed in order for the qualification to be achieved. In comparison with the previous versions there are far fewer mandatory units in the updated qualifications. Reducing the number of mandatory units, and the proportion of credits that must be achieved through these units, opens up the opportunity to recognize a far wider range of achievements through optional units relevant to a wide range of employment roles.

Restricted optional units

Although a number of units are presented as optional units within the qualifications, some of these are grouped together as 'restricted optional units'. The purpose of these restricted options is to allow a degree of flexibility in the choice of units for part of a qualification, while still ensuring that required content is covered. In particular, restricted optional units are used to provide the opportunity to take units from Learning and Development qualifications. Restricted options therefore encourage movement between different roles within the sector, while ensuring that essential skills and knowledge are covered within each qualification.

Open optional units

In addition to these restricted options, the qualifications also offer the opportunity to achieve credits through 'open' groups of optional units. As the term implies, these groups of units offer a wide range of opportunities for specialist or 'niche' skills and knowledge to be recognized within a qualification. They are used to recognise achievements within the qualifications that go beyond the essential requirements of a qualification but enhance professional expertise in a particular area. A list of open optional units for each qualification is provided in the technical documents. Some of these are currently available whilst others are in development. It is intended that over time more units will be added to the list to respond to changing sector needs.

Other units

Both mandatory and optional units are drawn from lists attached to each qualification. However, one of the qualifications in the suite (the Level 5 Diploma) also permits the accumulation of credits through 'other' units. These units are not listed, but may be offered within other related qualifications in 'neighbouring' sectors or employment roles. The ability to achieve a small proportion of credits through these 'unlisted' units is intended to encourage movement into the lifelong learning sector from those working in similar roles outside the sector. It should be noted that units listed in the open optional groups can be used for this group if a centre so wishes.

Qualification structures

It should be noted that some of the qualifications make more use of some kinds of units than others. So, for example, there are fewer open optional units in some of the subject specialist qualifications than in the generic qualifications. There are no open optional units in Awards, and fewer open optional units in Certificates than in Diplomas. Each qualification combines units in different ways in order to ensure that the structure of the qualification is consistent with its rationale.

Guided learning hours (GLH)

Ofqual require that GLH are given for each unit. They have been given for some units and not others. We welcome comments on GLH associated to credit value of the units and the overall qualification. The total GLH for a qualification will always be exactly the same as the minimum aggregate GLH of the units required to achieve it. We have given GLH for each of the qualifications proposed. For the diploma and additional diploma qualifications this remains the same. It is still the intention of the Skills Funding Agency to move to credit-based funding in the QCF from 2012-13.

Proposal 1.2

The approach to developing qualification structures in the QCF is appropriate.

The Diagrams

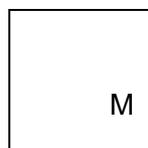
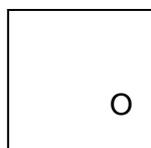
Diagrams are provided to give a visual impression of the key elements of each qualification. Colour has been used to represent elements of each generic qualification and the subject of each of the subject specific qualifications. You can see in the key below that the shading of the subject specific colours identifies the provision of learning in subject specialist cohorts.

It is important to recognise that the squares can represent units of assessment in some instances and qualifications or groups of units in others. Where this is the case, the box is surrounded by a dotted line.

An **M** or **O** in a square identifies whether the unit is mandatory or optional in the qualification. The same unit(s) can be mandatory in one qualification and optional in another. The squares do not reflect the credit value of the unit(s). You will find information about the associated credit value and the level in the text next to each square.

The following examples are taken from the Level 5 Diploma in Teaching in the Lifelong Learning Sector. The unit 'Enabling learning and assessment' has a credit value of 12 and is available at Level 4 and Level 5. The other unit has the same credit value but is only available at level 5.

Enabling learning
and assessment
12 credits
Level 4 or level 5



Continuing personal and
professional development
12 credits
Level 5

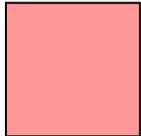
Diagram Key

All diagrams

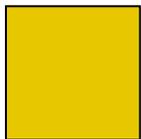
M - Mandatory unit

O - Optional unit

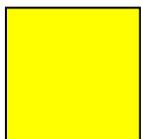
Generic Qualifications



Award



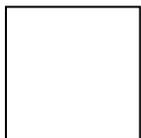
Certificate



Unit from learning and delivery (LD) qualifications



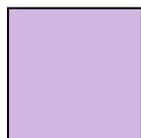
Qualification or group of units of assessment (dotted line)



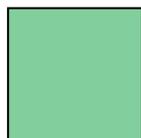
Generic unit of assessment

Subject Specific Qualifications

Numeracy



Literacy



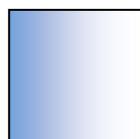
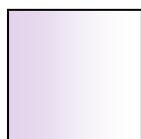
ESOL



Literacy/ESOL



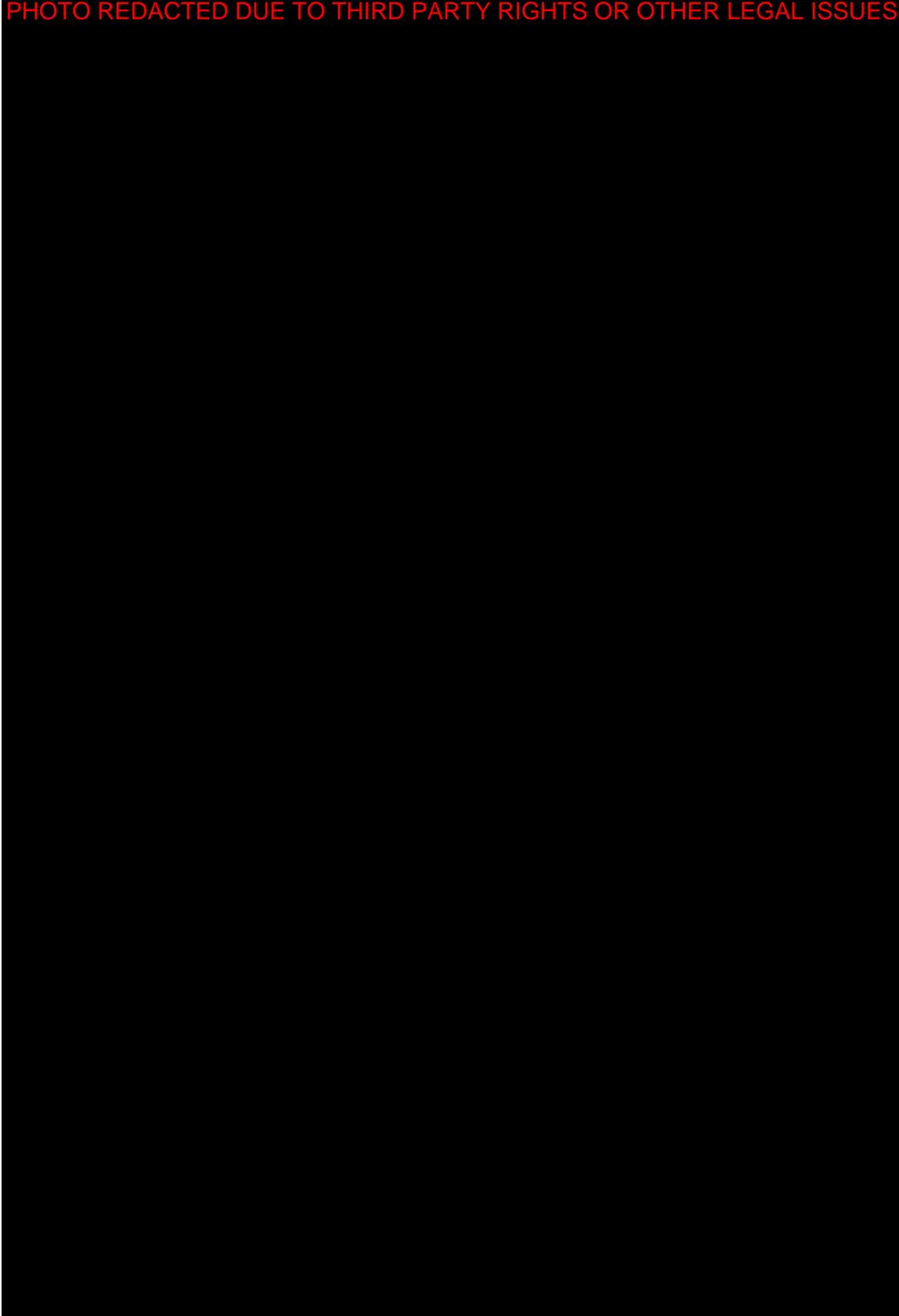
Subject specific unit of assessment



Generic unit of assessment contextualised for subject specialist cohort

Section two: Proposals for generic teaching qualifications

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2.1 The Level 3 Award in Preparing to Teach in the Lifelong Learning Sector

The Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) has been updated to make it more accessible to a wider range of professionals in the sector. The credit value of the Award has also been increased to better reflect the learning time taken to reach its outcomes. Although the structure of the qualification has been changed, in the main it aims to cover the same content as its predecessor.

The previous Level 3 Award in Preparing to Teach in the Lifelong Learning Sector was a single unit qualification. The content of the Award has now been revised into four units. This means that the new Award not only recognises small steps towards its achievement, it also means that three of the four units can be 'matched' against similar units from the new Level 3 qualifications in Learning and Development. These include units for facilitating learning with individuals and for understanding assessment. The diagram opposite illustrates the structure of the Award.

This re-structuring makes the updated Award more easily accessible to people in informal adult learning and in the voluntary and community sector. The opportunity to achieve some credits from the Learning and Development qualifications makes the updated Award more relevant to people in work based learning. This re-structuring has increased the credit value of the qualification from six (6) to 12, which more accurately reflects the actual learning time required to complete the Award. Forty-eight (48) guided learning hours are proposed for the qualification.

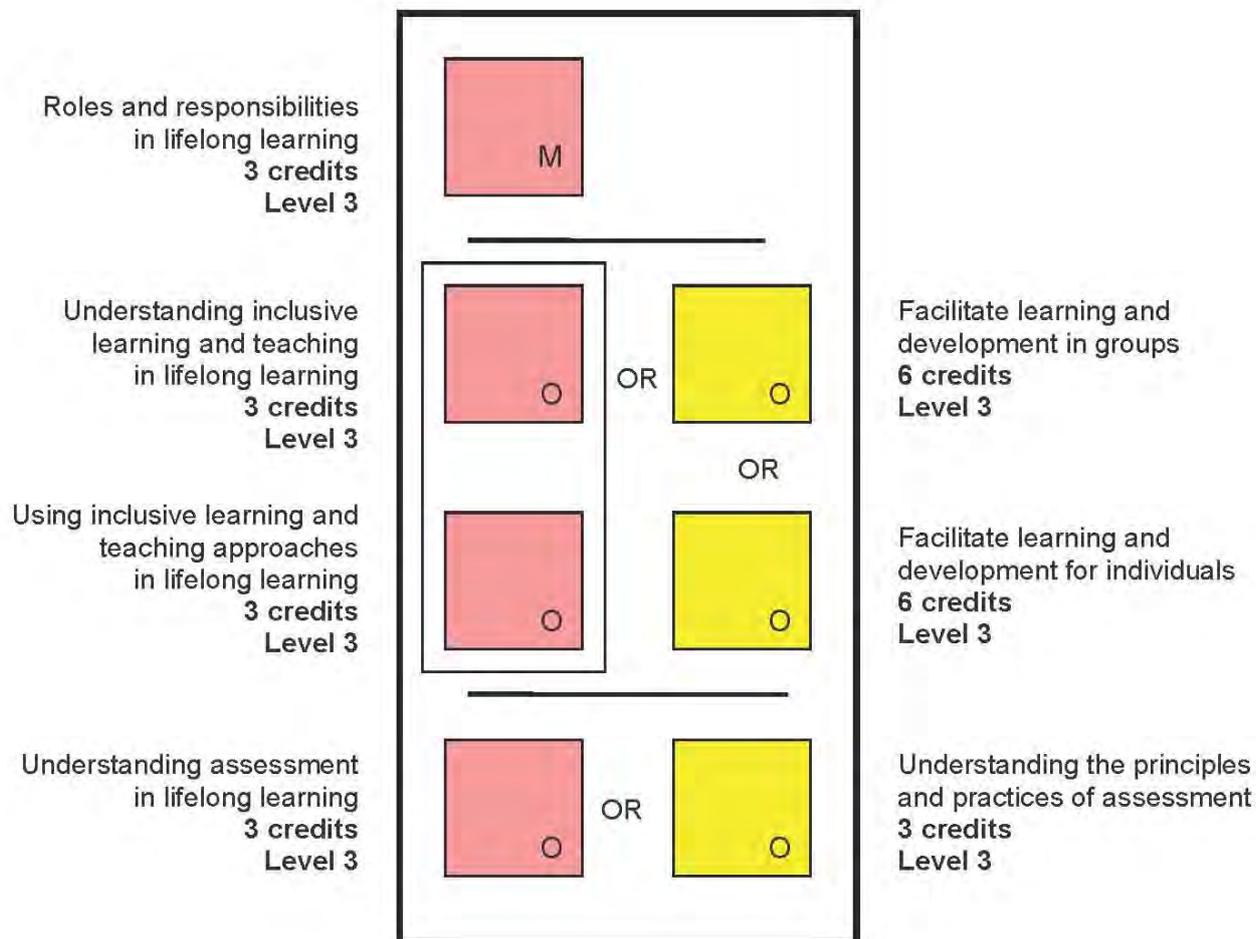
All credits achieved within the updated Level 3 Award may be transferred forward to the Level 3 or Level 4 Certificates, and to the Level 5 Diploma. The updated Level 3 Award is therefore not only more flexible and relevant to a wider range of teachers, but is also located more explicitly as a starting point for progression to a Certificate or Diploma in Teaching in the Lifelong Learning Sector.

More details of the Level 3 Award are included in **Generic Technical Document**.

Proposal 2.1

The structure and content of the Level 3 Award in Preparing to Teach in the Lifelong Learning Sector are appropriate.

Level 3 Award in Preparing to Teach in the Lifelong Learning Sector 12 credits



2.2 The Level 4 Award in Preparing to Teach in the Lifelong Learning Sector

The Level 4 Award in Preparing to Teach in the Lifelong Learning Sector has been updated in a similar way to the Level 3 Award. The credit value of the Award has been increased from six to twelve; the updated Award is now based on four units, rather than a single unit; and explicit connections have been established with the Learning and Development qualifications. 48 guided learning hours are proposed for the qualification.

Moving from a single unit to a four-unit qualification also enables the updated Award to take advantage of the facility within the QCF to include credits at a lower level within the achievement requirements of the qualification. Nine (9) of the 12 credits in the Award must be achieved at level 4, but three (3) credits in one of the four units may be achieved at level 3. This not only makes the Award more flexible than its predecessor, it explicitly enables three credits from a Level 3 Assessor qualification to count towards its achievement. The diagram below illustrates the structure of the Award.

This opportunity to count three credits from Level 3 towards achievement of the Level 4 Award means that the rules of combination for the Level 4 Award are a little different from the Level 3 Award. However, the Level 4 Award is important in allowing teachers to achieve a qualification that reflects their current level of skill and knowledge.

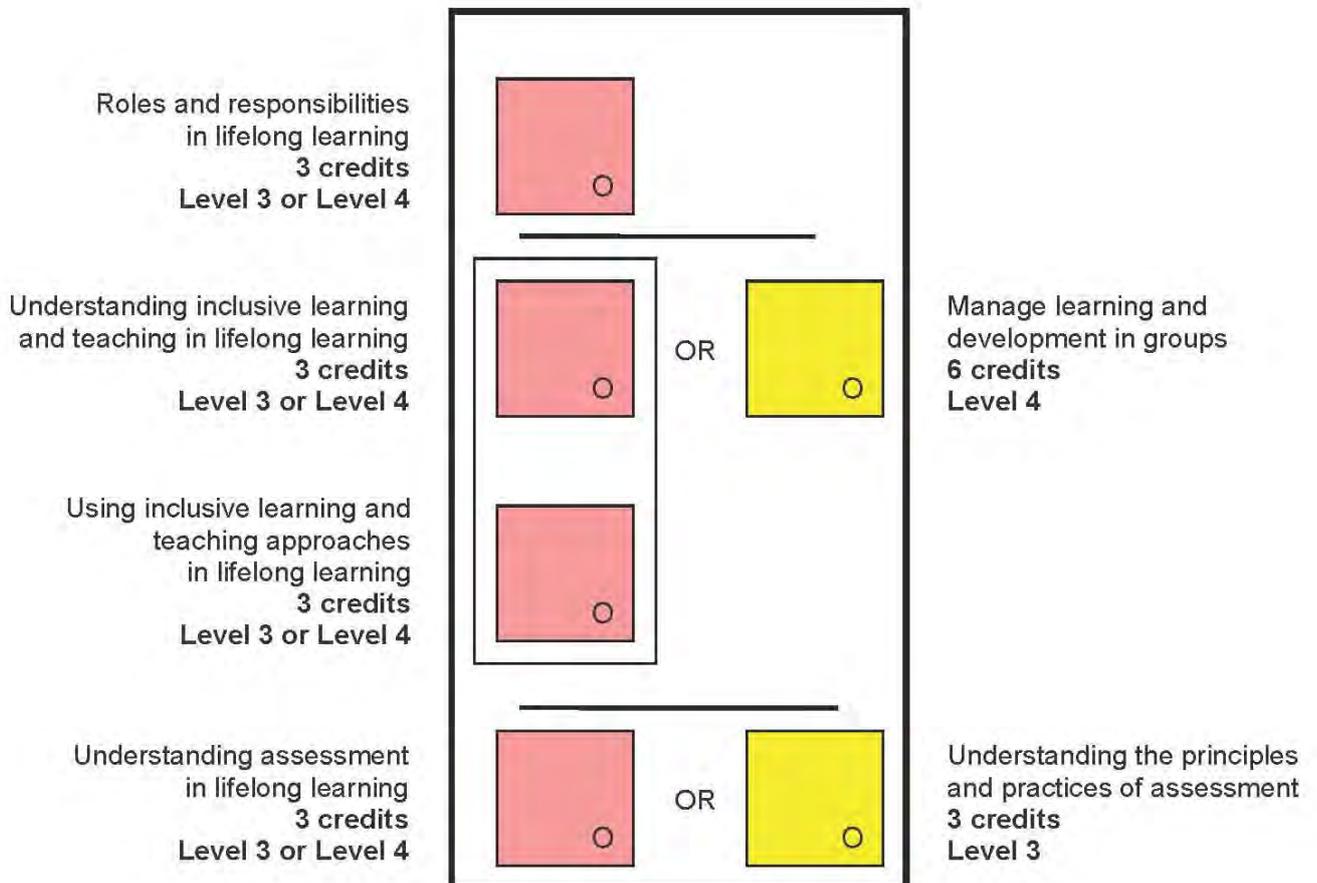
Like the Level 3 Award, all the credits achieved in the Level 4 Award may be transferred forward to a Certificate or Diploma in Teaching in the Lifelong Learning Sector. The updated Award is therefore not only more flexible and relevant to a wider range of teachers, it also clearly located as a starting point for progression to a further qualification in the suite.

More details of the Level 4 Award are included in **Generic Technical Document**.

Proposal 2.2

The structure and content of the Level 4 Award in Preparing to Teach in the Lifelong Learning Sector are appropriate.

Level 4 Award in Preparing to Teach in the Lifelong Learning Sector 12 credits (9 credits at level 4)



2.3 The Level 3 Certificate in Teaching in the Lifelong Learning Sector

The Level 3 Certificate remains the qualification required for Associate Teacher Learning and Skills (ATLS) status in England. The updated Level 3 Certificate in Teaching in the Lifelong Learning Sector provides a broader range of learning opportunities for those in the sector who combine a teaching role with a range of other responsibilities.

Like the Level 3 Award, the Level 3 Certificate has been re-structured to make it both more flexible and relevant to a wider range of teachers. The overall credit value of the Certificate has been increased from 24 to 36. This not only enables it to include all the credits from the Level 3 Award, it also increases the range of optional units available. 160 guided learning hours are proposed for the qualification. Teaching practice hours should remain at 30.

Twelve (12) of the 36 credits are achieved through units identical to the Level 3 Award. A further 12 credits at level 3 are achieved through a mandatory unit and three groups of 'restricted' optional units that permit choices to be made from the Learning and Development qualifications. On the whole, these aim to cover the same content as the predecessor units – "Planning and enabling learning" and "Principles and practice of assessment". Thus, 24 credits must be achieved through these two sets of units that match each other in structure, making the overall format of the qualification easy to understand and use.

Twelve (12) more credits must be achieved through a set of 'open' optional units that offer a wide choice of credits at both level 3 and level 4. Again some of these units are drawn from the Learning and Development qualifications. The optional units include those for related roles such as engaging employers, providing information and advice and coaching and mentoring. Where these credits are achieved at level 4 they may be transferred forward to the Level 5 Diploma. The diagram opposite illustrates the structure of the Certificate.

The restructuring of the qualification into three groups of units, each of them requiring the achievement of 12 credits, broadens the scope of the Certificate and makes it a more relevant qualification for ATLS status. The same structure also enhances its location within a progression route towards a Level 5 Diploma, making the Certificate a clearer stage within a programme of professional development.

More details of the Level 3 Certificate are included in the **Generic Technical Document**.

Proposal 2.3

The structure and content of the Level 3 Certificate in Teaching in the Lifelong Learning Sector are appropriate.

Level 3 Certificate in Teaching in the Lifelong Learning Sector

36 credits

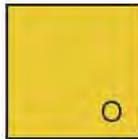
Units from the Level 3
Award in Preparing to Teach
in the Lifelong
Learning Sector
12 credits
Level 3



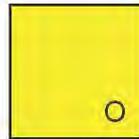
Delivering lifelong
learning
3 credits
Level 3



Assessing learners in
lifelong learning
3 credits
Level 3



OR

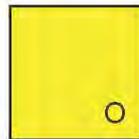


Assess vocational skills,
knowledge and
understanding
6 credits
Level 3

Planning to meet the
needs of learners
3 credits
Level 3

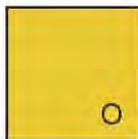


OR

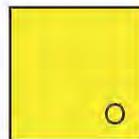


Identify the learning
needs of individuals
3 credits
Level 3

Using resources for
lifelong learning
3 credits
Level 3

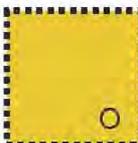


OR



Develop and prepare
learning and development
resources
6 credits
Level 4

Units from open optional
credit groups
12 credits
Level 3 or Level 4



2.4 The Level 4 Certificate in Teaching in the Lifelong Learning Sector

The updated Level 4 Certificate in Teaching in the Lifelong Learning Sector follows a similar structure to the Level 3 certificate. It is based on three sets of units and 12 credits must be achieved from each set. 24 of the 36 credits must be achieved at Level 4, which means that the 12 credits from a Level 3 Award could be included within the requirements of the Level 4 Certificate.

Like the Level 3 Certificate, the Level 4 Certificate includes groups of 'restricted' as well as 'open' optional units. As 12 of the 36 credits may be achieved at Level 3, this creates a good deal of choice within these groups of optional units, allowing a wider range of achievements to count towards the updated Certificate than its predecessor. Both 'restricted' and 'open' groups include units drawn from the Learning and Development qualifications. 160 guided learning hours (GLH) are proposed for the qualification. Teaching practice hours should remain at 30.

Like the Level 3 Certificate, the Level 4 Certificate also fulfils the qualification requirement for Associate Teacher Learning and Skills (ATLS) status. However, as the Level 4 Certificate requires 24 credits to be achieved at Level 4 (or above) this means that all the credits achieved within the Level 4 Certificate may be transferred forward to the Level 5 Diploma.

Thus the Level 3 and Level 4 Certificates have a slightly different rationale from each other. The Level 3 Certificate meets the minimum requirement for ATLS status, and offers the opportunity for *some* credits to be counted towards a Level 5 Diploma. The Level 4 Certificate exceeds the minimum requirements for ATLS status but, as *all* credits may be transferred forward to a Level 5 Diploma, it represents a more secure stage of progression within the overall Teaching in the Lifelong Learning Sector suite.

More details of the Level 4 Certificate are included in **Generic Technical Document**.

Proposal 2.4

The structure and content of the Level 4 Certificate in Teaching in the Lifelong Learning Sector are appropriate.

Level 4 Certificate in Teaching in the Lifelong Learning Sector

36 credits (24 credits at level 4)

Units from the Level 3 Award
and Level 4 Award in Preparing
to Teach in the Lifelong
Learning Sector
12 credits
Level 3 or Level 4

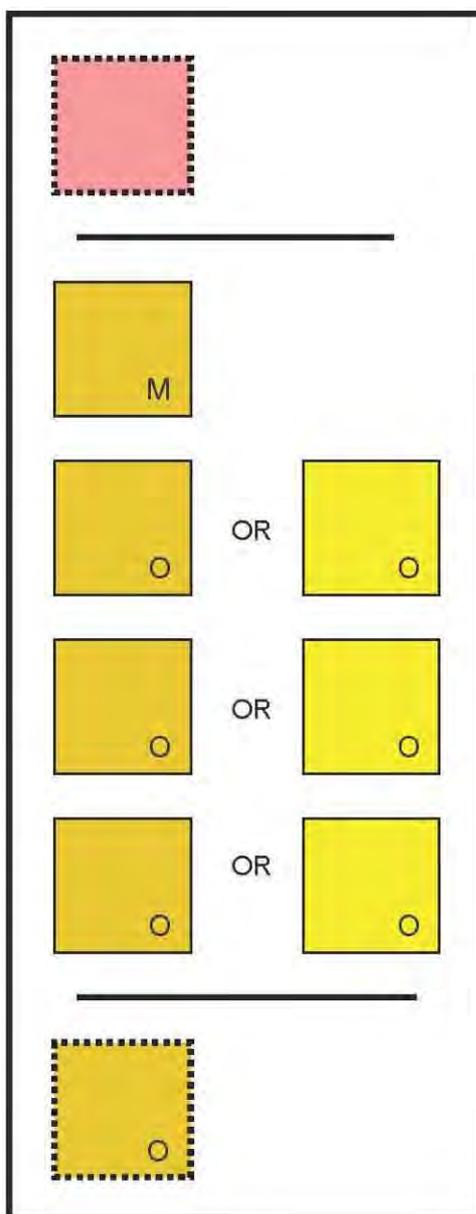
Delivering lifelong
learning
3 credits
Level 3 or Level 4

Assessing learners in
lifelong learning
3 credits
Level 3 or Level 4

Planning to meet the
needs of learners
3 credits
Level 3 or Level 4

Using resources for
lifelong learning
3 credits
Level 3 or Level 4

Units from open optional
credit groups
12 credits
Level 3 or Level 4



Assess vocational skills,
knowledge and
understanding
6 credits
Level 3

Identify the learning
needs of individuals
3 credits
Level 3

Develop and prepare
learning and development
resources
6 credits
Level 4

2.5 The Level 5 Diploma in Teaching in the Lifelong Learning Sector

The updated Level 5 Diploma (or an equivalent) will continue to be the qualification required for those undertaking a full teaching role in the sector, and will lead to Qualified Teacher (Learning and Skills) status.

Unlike the updated Awards and Certificates in the suite, the overall credit value of the Level 5 Diploma in Teaching in the Lifelong Learning Sector remains unchanged at 120. This means that an equivalent value with qualifications in the Framework for Higher Education Qualifications (FHEQ) can be maintained. The guided learning hours remain at 360. It is proposed to reduce the required teaching practice hours to 100.

Of these 120 credits, 63 must be achieved at Level 5 and a further 45 must be achieved at level 4. This means that 12 credits within the Diploma may be achieved at level 3, creating opportunities for credit transfer from the Level 3 and Level 4 Awards as well as the Level 3 and Level 4 Certificates.

The units in the Level 5 Diploma have been restructured and follow a similar pattern to the Awards and the Certificates, grouping credits into sets of 12 throughout the qualification. In addition to the 36 credits transferred forward from a Level 4 Certificate, the Diploma requires a further 36 credits to be achieved at level 5 from three mandatory units, plus 48 credits at level 4 or level 5 (within the overall requirements for 63 credits at level 5) from either 'restricted' or 'optional' units.

Thus although the 'core content' of the updated Diploma remains consistent with its predecessor, the opportunities for achieving credits through optional units has been increased as a proportion of the 120 credits, making the qualification relevant to a wider range of teachers. The ability to include up to 57 credits at level 3 or level 4 within the updated Diploma also increases the number of units from the Learning and Development qualifications that may count towards the updated qualification.

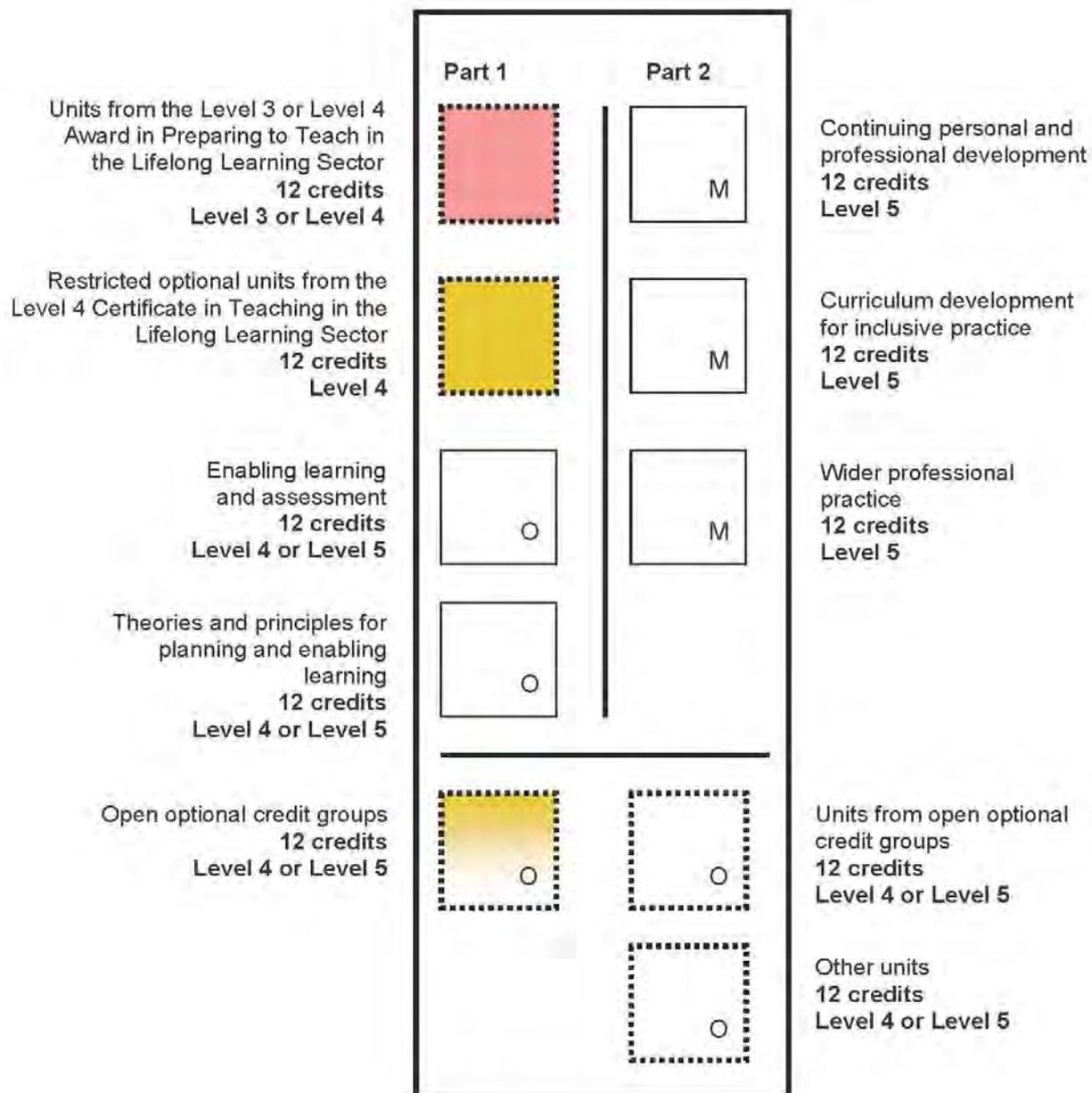
More details of the Level 5 Diploma are included in **Generic Technical Document**.

Proposal 2.5

The structure and content of the Level 5 Diploma in Teaching in the Lifelong Learning Sector are appropriate.

Level 5 Diploma in Teaching in the Lifelong Learning Sector

120 credits (maximum 12 credits at level 3; minimum 63 credits at level 5)



2.6 Transition between qualification frameworks

During the development of the current qualifications, a credit transfer agreement was established. This agreement addressed the need to provide opportunities for trainees to have achievement recognised if they move between the two qualifications frameworks – the QCF and the FHEQ. We propose to support a similar agreement for the updated qualifications.

The following was agreed by awarding institutions and included in LLUK Awarding Organisation guidance (2007) for developing qualifications:

- PTLLS should be at the beginning of every programme and trainees able to evidence when this had been achieved
- the content of two units common to both CTLLS and DTLLS programmes should be delivered at the beginning of every programme. Those having achieved a CTLLS qualification and subsequently wish to undertake a DTLLS programme should be able to have that credit recognised and be able to join a DTLLS programme from that point to avoid repeating learning; and
- it was agreed that the DTLLS qualification be considered in two equal parts of 60 credits whether in the QCF or FHEQ. The learning detailed in the units in part one must be the same in all qualifications. This was the same for part two. This would provide the opportunity trainee teachers to transfer from one qualification to another at this half way point.

Thus, the DTLLS qualification had three possible points of transition, and four identifiable blocks of learning:

Block 1 – PTLLS

Point of transition

Block 2 - planning and enabling learning unit

Point of transition

Block 3 - the rest of part one

Point of transition

Block 4 - part two

Awarding Body qualifications developed in the QCF followed the unit structure and rules of combination detailed in the LLUK awarding organisation guidance. However, their centres were able to develop the sequence of their programmes in a variety of different ways. The credit transfer

agreement ensured that when provided, opportunities for these points of transition are part of their programme delivery.

Higher Education Institutions (HEIs) do not follow the unit structure and rules of combination of the QCF qualifications. The structure of the qualifications developed by HEIs can differ quite significantly from one to another. However, the content of the qualifications was required to be the same if they were to be considered as equivalent to DTLLS. To have their qualifications endorsed, HEIs were required to reflect learning outcomes and assessment criteria of the units of assessment in their qualifications. The credit transfer agreement encouraged the development of qualification structures or programme delivery to provide for these points of transition. However, it was recognised at the time, that credit systems in HE are the responsibility of individual HEIs and so arrangements for recognition and transfer of credits from QCF qualifications will vary across different institutions.

We propose to keep these three points of transition and four blocks of learning when updating the content and structure of the QCF qualifications. They will be of a different size to reflect the new units. The first point of transition would be at 12 credits. The second point would be at 24 credits. Only 12 credits at level 3 could be used at this point.

HEIs will be asked to reflect the learning outcomes of the mandatory and restricted optional credit in each block. This is equivalent to 48 credits in part one and 36 in part two. They will no longer be required to map the assessment criteria to their qualifications (though they will be encouraged to consider these when developing them).

Such a credit and accumulation agreement will continue to ensure that all trainees develop the same skills knowledge and understanding whatever their structure or the qualification framework they are developed in and will continue to provide opportunities to progress from one qualification to another.

Subject specific qualifications

The opportunity for credit transfer is less for the diplomas described in Section three of this document. For the partly integrated qualifications there are only two points of transfer – after a PTLLS qualification and after part one. For the fully integrated qualifications there is only one point after PTLLS. Experience suggests that few trainee teachers have taken the opportunity to move between these qualification frameworks. Therefore fully integrated qualifications are organised into parts to allow more flexibility in qualification development.

Proposal 2.6

The proposal to continue the credit transfer agreement is appropriate.

2.7 Generic Continuing Professional Development Qualifications

Generic professional development qualifications have until now only been offered by HEIs. This offer has not always been available across the whole country or necessarily at the level that some teachers may have identified that they wished to take up.

This proposal intends to enable the future development of broad and flexible professional development qualifications for teachers in the lifelong learning sector by seeking feedback on possible design principles. LLUK does not intend to produce qualification specifications for awarding organizations; rather, it will provide market intelligence to inform any developments. These qualifications will be voluntary not required.

Certificates and Diplomas at Levels 4 and 5 are proposed. Each of the qualifications should be based on the term 'Professional Development in Lifelong Learning', for example, a 'Level 4 Certificate in Professional Development in Lifelong Learning'. At each of these levels the facility to include a significant proportion of credits at a lower level should be established. Within the QCF it would also be possible for credits to be achieved at a Level above that of the qualification itself. Thus, qualifications at levels 4 and 5 could provide the opportunity for credits at levels 3, 4, 5 and 6 to count towards CPD achievements.

LLUK proposes that Level 4 and 5 Certificates should have a credit value of 30, while Level 4 and 5 Diplomas should have a credit value of 60. The flexibility of the rules of combination for the qualifications plus the facility to count credits towards qualifications at more than one level, means that the four qualifications would be a closely integrated suite. In principle, it would be possible for all the credits achieved in a Level 4 Certificate to count towards a Level 5 Diploma.

Two groups of optional unit types have been identified for the qualifications. Group one focuses on the teaching role and learners, whilst group two includes subject specialisms and preparing or supporting occupational role development, change and/or progression.

More details of the design principles for the generic Continuing Professional Development qualifications are included in the **Generic Technical Document**.

Proposal 2.7

The approach to developing generic continuing professional development qualifications is appropriate.

2.8 Subject Specific Continuing Professional Development Qualifications

Since 2007, Lifelong learning UK has supported the development of a limited number of small qualifications in the QCF for continuing professional development. Importantly, these are available nationally, and have included a focus on literacy, language and numeracy. In Phase 1 of this review, there was support to continue to develop subject specific awards (12 credits or less in the QCF at a range of levels) for continuing professional development.

These qualifications are valued for being specific in their focus, reflected in their title. They also do not require someone to commit to undertake a substantial amount of learning as in the more generic qualifications proposed in the previous section. However, all credits achieved in the awards could be transferred forward to those qualifications. As with the more generic qualifications, these will be voluntary and not required.

LLUK does not intend to produce qualification specifications for AOs, rather, it will provide them with the findings from this review to inform any developments. The review is considering whether qualifications already developed should continue to be offered and how they should be updated and their use promoted across the sector. In addition, we are proposing the development of a new award for developing learners' wider skills and seeking feedback on other subjects that would be of value at this time if they were available.

On the whole, any units that make up these stand-alone awards would be drawn from, or become part of, the open optional units available in the CTLLS and DTLLS qualifications. They would be also available in the broader CPD qualifications proposed in previous section.

Two qualifications already developed are:

- Level 5 Award in Developing Embedded Approaches to Literacy, Language and Numeracy (12 credits)
- Level 3 Award in Understanding Learners and their Literacy, Language, Numeracy and ICT Needs (12 credits)

The first of these was developed in 2008 and reflects the research and practice of the time. It has not been taken up widely and we seek your views on whether this should be updated and promoted.

The second of the qualifications was developed to cover the content of the minimum core. This is for teachers who have completed a CTLLS qualification where there is no requirement to cover the

minimum core in its entirety or for teachers who trained before the minimum core was introduced. It can be considered as replacing, in part, the previous learning support qualifications in literacy, numeracy and ESOL at level 3. Units that are part of this qualification are included in Part 1 of the proposed structure for partly integrated routes for literacy, ESOL and numeracy teachers. Again we seek your view as to whether this award should be updated (in light of the separate review of the minimum core) and promoted.

Other existing CPD qualifications which could be retained and further developed include:

- Level 5 Award in Personalised Learning, Persistence, Achievement and Progression in Literacy, Language and Numeracy Teaching and Learning (6 credits). This reflects the work developed by the National Research and Development Centre for Adult Literacy and Numeracy.
- Level 3 Award in Delivering e-Testing (12 credits).

The question in this section seeks views on other subjects for awards. These include:

- **The use of technology in learning and teaching.** Findings from Phase 1 showed support for strengthening the focus on this in initial teaching. Knowledge and understanding of this has been included in mandatory or restricted optional units. Here we suggest the content and focus of optional units that include the development of skills in the use of technology for learning and teaching as well. The development of these will be informed by the LLUK guidance on use of technology and the LSIS e-CPD framework. We also suggest a possible structure for an award. Please comment on the proposed content and level of the units for inclusion in initial qualifications and the structure of a possible award.

Units of assessment – all have a credit value of three (3)

Group 1 - Level 3 units

- **Collaborative technologies in the face to face learning environment;** and
- **Collaborative technologies in remote learning environments.**

These two units would include a focus on the use of equipment (including hardware and software), the impact on the learner (safeguarding) based on environment.

Group 2 - Level 4 or Level 5 units including:

- Planning and designing remote learning using technology

- Facilitating remote learning using technology
- Enhancing and extending learning using technology
- Sourcing and creating learning materials using technology
- Managing virtual learning environments
- Assessing and improving learning using technology; and
- Sharing the use of technology in learning with other learning professionals.

Proposed structure for an award

The award would be 12 credits. All units would be optional. Three credits required from Group 1 units and 9 credits from Group 2.

- **Mentoring trainee teachers** during their initial training and professional formation is a vital part of their professional development. We already have some introductory units available for coaching and mentoring in a general context. However, there are many unaccredited programmes with a focus particularly on this that could inform the development of a specific award. We ask if this would be supported.
- **Subject learning coaches** have been the focus of many unaccredited professional development programmes. Some work has already been undertaken to develop units for the QCF by those who contributed to the development of these programmes. We ask if the development of an award would be supported.
- **Disabled learners** LLUK is currently developing a qualification for those teaching disabled learners as specialists. That qualification will have the same credit value as the additional diplomas for teaching literacy, numeracy and ESOL. Here, we ask if an award should be developed for learning and teaching disabled learners that is appropriate for all teachers.
- **Developing learners' wider skills.** We seek views on the development of the award. This is detailed below.

LLUK is proposing to develop optional units for developing learners' wider skills for inclusion in the CTLLS and DTLLS qualifications. This was supported in Part 1 of the review. These could be combined and developed as an award. We seek your view as to whether this is supported.

Units of assessment will be developed for developing learners' wider skills beyond any

narrow subject focus. It is accepted that all teachers have a responsibility in relation to this. A unit will be developed that looks at the principles and practice of developing wider skills. Unlike that for embedding literacy, language, numeracy and ICT it will consider a broad range of subjects and ways of addressing these in practice. Clearly for some subjects like employability or citizenship the model of working with a specialist is rarely appropriate.

A unit will be developed to consider an approach to developing these skills that does not perceive the inclusion of wider skills as adding yet more into an already very full programme. Instead it will focus on 'unearthing' these skills in what is already there and providing opportunities to practice and develop these. In a subject specific award this unit could be mandatory.

Other units will be developed with a focus on a particular subject. These could include:

- employability
- literacy and language
- numeracy
- ICT and digital communication
- personal learning and thinking skills
- financial literacy
- citizenship
- enterprise; and
- sustainable development.

In an award these units could be optional, with teachers choosing the most appropriate for their context.

In addition to these suggestions, we ask that you provide suggestions for other awards in the comments box. This is an opportunity for us gather information of value to awarding organisations in develop their offer of qualifications for learning professionals in the further education sector and other contexts.

There is no further information for subject specific continuing professional development in the technical documents.

Question 2.8

What qualifications should be available in the QCF for subject specific continuing professional development? (Please tick any that you support)

Current Guidance available

- Level 5 Award in Developing Embedded Approaches to Literacy, Language and Numeracy for Teachers in the Lifelong Learning Sector (12 credits)
- Level 3 Award in Understanding Learners and their Literacy, Language, Numeracy and ICT Needs (12 credits)
- Level 5 Award in Personalised Learning, Persistence, Achievement and Progression in Literacy, Language and Numeracy Teaching and Learning (6 credits)
- Level 3 Award in Delivering e-Testing (12 credits)

Qualifications with a focus on:

- Using technology for learning and teaching
- Developing learners' wider skills
- Mentoring trainee teachers
- Subject learning coaches
- Teaching disabled learners
- Other (please specify)

2.9 Qualifications Framework for Learning Professionals

In this section we set out proposals to establish a Qualifications Framework for Learning Professionals (QFLP). For ease of reference this section of the document refers to the QFLP as 'the framework'. The proposals relate to qualifications for learning professionals in England, though the framework may be useful for people working in the lifelong learning sector across the UK. The framework will include the qualifications detailed in section two and section three of this document and others including qualifications for learning support practitioners in the first instance.

The previous phase of the review identified strong support for the principles behind the framework, and for our approach to its development. In this phase we are going beyond these initial principles to seek support for the further development of the framework. However, we are still not yet at the stage of presenting concrete proposals for consideration.

Why a qualifications framework?

Lifelong Learning UK is currently responsible for supporting the development of standards and qualifications for a wide range of employment roles in the lifelong learning sector. One of our strategic objectives is to support and enhance professional progression in the sector. In pursuit of this objective we plan to establish a framework within which all learning professionals can identify qualifications appropriate to their needs, and to plan career and professional development through these qualifications.

In recent years a number of different 'frameworks' have become familiar to people working in the lifelong learning sector. Indeed, several of these frameworks relate explicitly to qualifications. We do not wish to duplicate the purpose of any existing qualifications framework. The QFLP does not involve the exercise of regulatory powers (like the QCF) or involve the application of any quality assurance measures (like the FHEQ). It is not conceived as an 'overarching' framework, like the Credit and Qualifications Framework for Wales (CQFW), or a 'meta-framework', like the European Qualifications Framework (EQF).

The purpose of the framework

The QFLP is conceived as a simple structure whose primary purpose is to present information about qualifications to users in a format that will help them identify appropriate features of these qualifications to support employment, career and professional development opportunities for lifelong learning professionals.

In this sense the framework is enabling rather than prescriptive and aims to be inclusive of all relevant qualifications. It sets no requirements for the inclusion of qualifications other than those

already established by other regulatory or quality assurance bodies. It is driven by the wish to inform rather than to shape the lifelong learning workforce in any particular way.

To support professional progression and movement in England, the QFLP offers a structure within which the relationships between different qualifications, and the opportunities for career development supported by appropriate qualifications, can be identified. By locating all relevant qualifications for learning professionals in a single framework, people will be able to identify all the potential routes to career and professional development open to them in different contexts and different employment roles in the sector.

The framework will therefore support mobility and flexibility in the lifelong learning workforce in England. It will also help to identify areas of need for future qualifications development. It will assist learning professionals in making choices between different qualifications in order to support their own individual career and employment goals. It will also help lifelong learning employers identify appropriate qualifications for the opportunities they wish to offer.

Proposal 2.9.1

The rationale for the framework is appropriate.

Who is the framework for?

The framework is intended to be useful to all those with an interest in the development of the lifelong learning workforce in England. Clearly, this will include both learning professionals themselves and the employers of these professionals. We also assume that the framework will be useful to colleges, universities and other providers of education and training in the sector. In addition, the framework will be useful to awarding organisations and to others involved in the process of developing and updating qualifications in response to the changing needs of the workforce. At present, this includes Lifelong Learning UK itself. In the future, other organisations may make use of the QFLP for these purposes.

How will qualifications become part of the framework?

In the first instance, Lifelong Learning UK will place qualifications in the framework where it deems them to be relevant to learning professionals. Clearly, this will include all the qualifications that fall within Lifelong Learning UK's footprint and are available in England. Other qualifications offered in related sectors, or targeted more generally at employment roles, may be added to the framework over time. The development of the framework after March 2011 is still open to further review and decision-making.

In the first instance, we will place within the framework the qualifications currently being reviewed for teaching and learning professionals, learning and development, and learning support staff. These will include qualifications developed by HEIs as well as by AOs in the QCF. The precise form in which Higher Education qualifications will be presented will be a matter for further discussion with HEIs themselves.

How will the framework be used?

The framework will be a web-based facility through which people may search for information about qualifications relevant to learning professionals. Information about content, level, progression routes and connections between qualifications will be presented in the simplest possible format. Where possible we will make the information interactive and visually engaging to assist users in understanding choices and constraints related to career and professional goals.

We will undertake further work with parts of the lifelong learning sector to identify what kinds of information might be useful to learning professionals and what kind of formats are easiest to access and use. Future options for hosting, maintaining and developing the web site will form part of Lifelong Learning UK's succession planning activity in the coming months.

More details of the Qualifications Framework for Learning Professionals are included in the **Generic Technical Document**.

Proposal 2.9.2

The operation of the framework as proposed is appropriate.

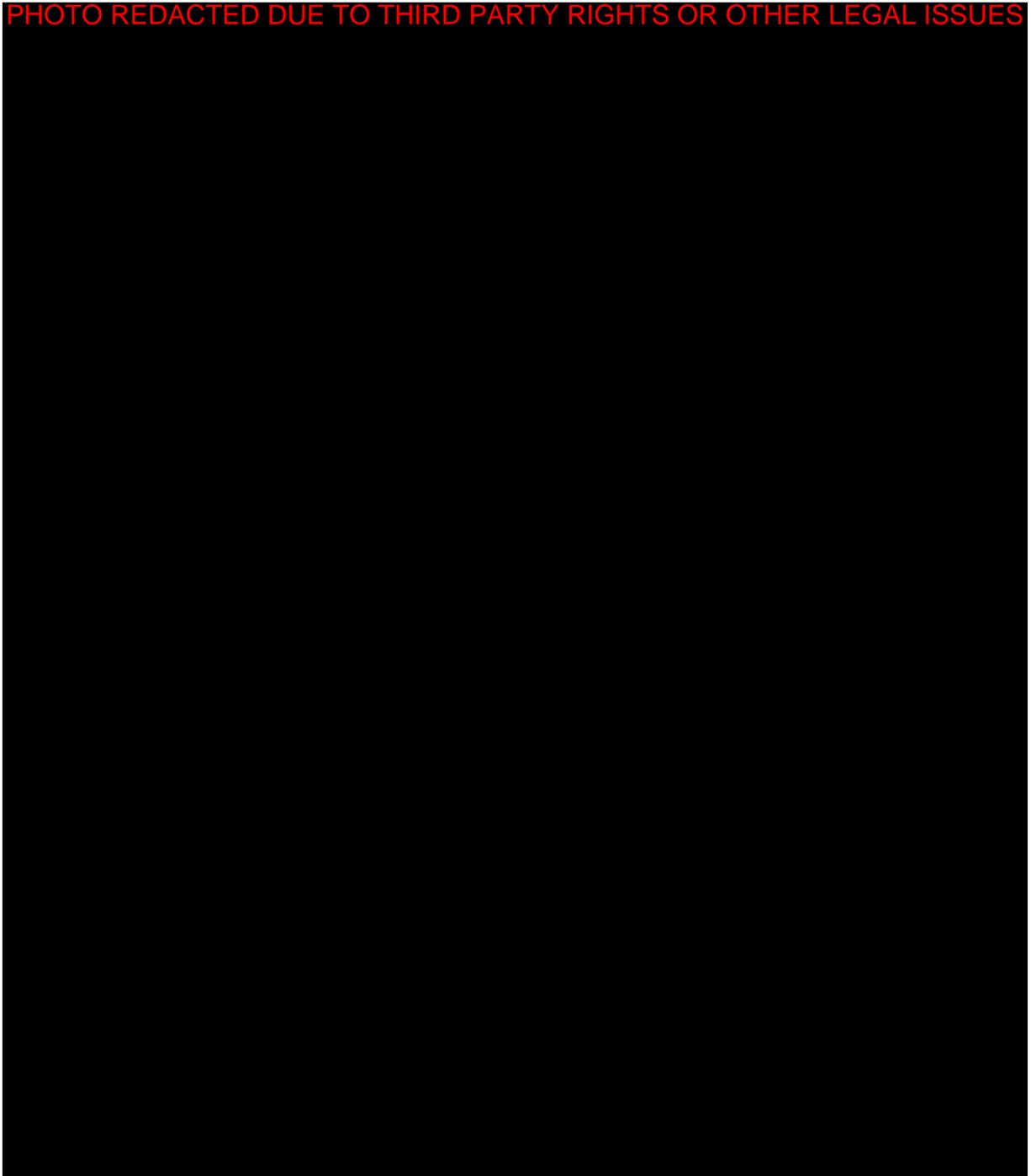
Question 2.9.3

What title should be given to the framework?

- Qualifications for Learning Professionals
- Qualifications for Learning Delivery
- Qualifications for Teaching and Learning Professionals
- Other (please specify)

Section three: Proposals for subject specific teaching qualifications

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3.1 Level 3 Award in English for Literacy and Language Teaching

The entry criteria for literacy and ESOL teacher training programmes support the assessment of trainees' personal skills in English. These should be at level 3. The skills can be evidenced in a number of ways on entry - through an initial assessment, other evidence provided by the prospective trainee or through a qualification. At the time entry criteria were introduced it was envisaged that a Level 3 Functional Skills qualification would be an appropriate form of accredited evidence. As Level 3 Functional Skills qualifications have not been introduced, we have developed a specific qualification to evidence the entry criteria. This will be of value for those providers who offer 'bridging' programmes to help prospective trainees to develop the skills they need.

The Level 3 Award in English for Literacy and Language Teaching has a total credit value of 12. The qualification consists of four (4) mandatory three credit units closely based on the entry criteria specifications developed by LLUK². Sixty (60) guided learning hours are proposed for the qualification.

The unit titles are as follows:

- Speaking and listening skills
- Reading skills
- Writing skills; and
- Analysing language.

Some intending trainee teachers may have a 'spiky profile' of skills and may therefore be able to provide evidence for one or more of these units through recognition of prior learning (RPL).

More details of the Level 3 Award in English for Literacy and Language Teaching are included in **Subject Specific Technical Document**.

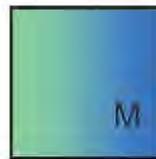
Proposal 3.1

The structure and content of the Level 3 Award in English for Literacy and Language Teaching are appropriate.

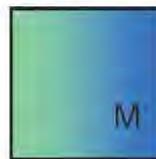
²LLUK: Criteria for entry to mathematics (numeracy) and English (literacy and ESOL) teacher training in the lifelong learning sector, June 2007 (amended February 2010)

Level 3 Award in English for Literacy and Language Teaching 12 credits

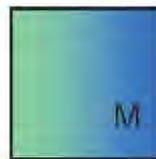
Speaking and listening skills
3 credits
Level 3



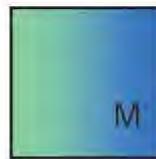
Reading skills
3 credits
Level 3



Writing skills
3 credits
Level 3



Analysing language
3 credits
Level 3



3.2 The Level 3 Award in Mathematics for Numeracy Teaching

The entry criteria for mathematics (numeracy) teacher training programmes support the assessment of trainees' personal skills in mathematics. These should be at level 3. As for literacy and ESOL, the skills can be evidenced in a number of ways on entry. This can take place through an initial assessment, through other evidence provided by the prospective trainee, or through a qualification. At the time entry criteria were introduced it was envisaged that a Level 3 Functional Skills Qualification would be an appropriate form of accredited evidence. As Level 3 Functional Skills Qualifications have not been introduced, we have developed a specific qualification to evidence the entry criteria. This will be of particular value for those providers who offer 'bridging' programmes to help prospective trainees to develop the skills they need.

The Level 3 Award in Mathematics for Numeracy Teaching has a total credit value of 12. Sixty (60) guided learning hours are proposed for the qualification. The qualification consists of three optional six (6) credit units of which two (2) need to be completed to achieve the qualification. They are closely based on the entry criteria specifications developed by Lifelong Learning UK³ and contextualised to support learning that meets the needs of intending teachers.

The unit titles are as follows:

- Using mathematics in academic subjects
- Using mathematics in professional and vocational subjects; and
- Using mathematics in public and personal life.

Some intending trainees may have a spiky profile and may therefore be able to evidence one unit through recognition of prior learning.

More details of the Level 3 Award in Mathematics for Numeracy Teaching are included in the **Subject Specific Technical Document**.

Proposal 3.2

The structure and content of the Level 3 Award in Mathematics for Numeracy Teaching are appropriate.

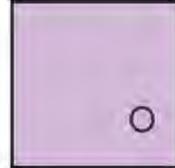
³ LLUK: Criteria for entry to mathematics (numeracy) and English (literacy and ESOL) teacher training in the lifelong learning sector, June 2007 (amended February 2010)

Level 3 Award in Mathematics for Numeracy Teaching

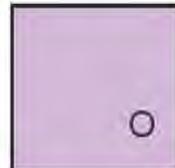
12 credits

Complete two of the following:

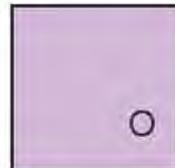
Using mathematics in
academic subjects
6 credits
Level 3



Using mathematics in professional
and vocational contexts
6 credits
Level 3



Using mathematics in public and
personal life
6 credits
Level 3



3.3 The Level 5 Additional Diploma in Teaching English: Literacy in the Lifelong Learning Sector

The Level 5 Additional Diploma in Teaching English: ESOL in the Lifelong Learning Sector

The revised qualifications proposed here ensure that all units are updated so that they are compliant with the latest requirements for the design features of units on the QCF. We are also proposing an alternative structure to the current Additional Diploma qualifications so that allowance is made for the inclusion of some optional credit. It should be noted however that within these proposals it will be possible to deliver programmes that are very similar to existing programmes

This qualification structure uses the content of existing Additional Diplomas to develop new qualifications which contain both mandatory and optional units. The content of the units has also been reviewed and amended to ensure that the wording of the learning outcomes and assessment criteria complies with the latest conventions for QCF units and to address issues of consistency across units within the qualifications.

This proposal gives greater flexibility in that it allows for slight variations in the content delivered on subject specific programmes, to meet local, individual or contextual needs. It also facilitates the development of additional optional units in the future, in response to developments in pedagogy or other drivers. The GLH for the qualifications would remain at 120.

It is assumed that the underpinning theory within the theories and frameworks unit is unlikely to change significantly, so this unit would be maintained as a mandatory unit at 15 credits. Where new research and theory becomes available, the learning outcomes and assessment criteria within the unit are considered to be broad enough to be addressed via delivery.

The following units in the qualifications have been reduced to nine (9) credits:

- Literacy, ESOL and the learners/literacy and the learners/ESOL and the learners
- Literacy Learning and Teaching/ESOL Learning and Teaching

For each of these units, the approach taken has been as follows:

- key or essential content present in the existing 15 credit mandatory units is covered in the new nine credit units but some of it is covered in less detail
- six additional three credit units are provided, four (4) of which would allow Awarding Organisations to continue to offer a qualification based on the existing content. The remaining two (2) further units have been developed to demonstrate the potential for Awarding Organisations to vary the content of the qualifications offered; and
- further additional units could be developed by Awarding Organisations, to enable providers

to focus their programme slightly differently or to meet local needs and/or needs that change across time, cohorts etc.

The revised structure for the Additional Diplomas forms the basis of proposals for the partly and fully integrated routes to subject specific qualification. It should be noted that while it would be possible to retain the existing structure for subject specific units of assessment (three 15 credit units of assessment), this would have an effect on the structure of the proposed partly and fully integrated routes, not just on that of the Additional Diplomas.

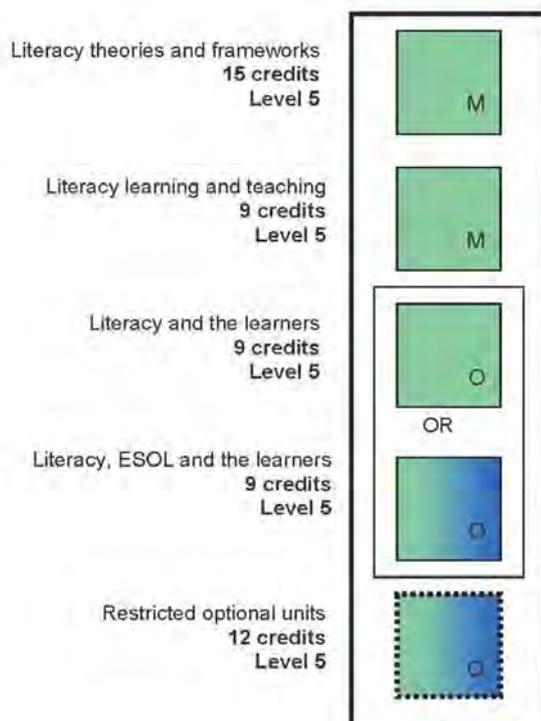
LLUK considers these qualifications and those achieved through integrated routes as appropriate for teachers of functional skills. As with key skills, LLUK encourages teachers of these subjects to undertake these qualifications.

More details of the Level 5 Additional Diplomas in Teaching English: Literacy and ESOL in the Lifelong Learning Sector are included in **Subject Specific Technical Document**.

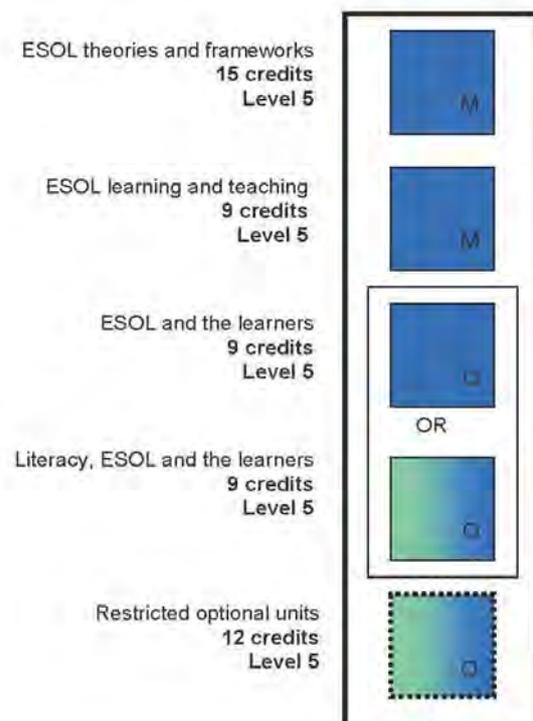
Proposal 3.3

The revised structure for the Level 5 Additional Diploma in Teaching English: Literacy and Level 5 Additional Diploma in Teaching English: ESOL described above is appropriate.

Level 5 Additional Diploma in Teaching English: Literacy in the Lifelong Learning Sector
45 credits



Level 5 Additional Diploma in Teaching English: ESOL in the Lifelong Learning Sector
45 credits



3.4 The Level 5 Additional Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector

The revised qualification proposed here both ensures that all units are updated so that they are compliant with the latest requirements for the design features of units on the QCF. We are also proposing an alternative structure of the Additional Diploma qualifications. Allowance is made for the inclusion of some optional credit via the development of mandatory and optional units. It should be noted however that within these proposals it will be possible to deliver programmes that are very similar to existing programmes

Minor content modifications have been made, for example, to remove repetition and address issues of consistency. Some reordering and grouping of learning outcomes and assessment criteria has also been done to support this end.

This proposal gives greater flexibility in that it allows for slight variations in the content delivered on subject specific programmes, to meet local, individual or contextual needs. It also facilitates the development of additional optional units in the future, in response to developments in pedagogy or to other drivers. The GLH for the qualification would remain at 120.

It is assumed that the underpinning theory within the new 'Improving numeracy knowledge, understanding and practice' unit is core and unlikely to change significantly. This unit would hence be offered as a mandatory unit at 15 credits. Where new research and theory becomes available, the learning outcomes and assessment criteria within the unit are considered to be broad enough to be addressed via delivery.

The following units in the qualifications have been reduced to nine (9) credits:

- Numeracy and the learners; and
- Numeracy learning and teaching.

For each of these units, the approach taken has been as follows:

Key or essential content present in the existing 15 credit mandatory units is covered in the new 9 credit units although it should be remembered that some reordering and grouping has occurred from across the existing units. Again it is considered that the learning outcomes in these proposed units are core and unlikely to change significantly. Any changes in views or practice could be addressed via delivery.

Seven (7) additional three (3) credit units are provided, four (4) of which would allow Awarding Organisations to continue to offer a qualification based on the existing content. The remaining three further units have been developed to demonstrate the potential for Awarding Organisations

to vary the content of the qualifications offered.

Further additional units could be developed by Awarding Organisations, to enable providers to focus their programme slightly differently or to meet local needs and/or needs that change, for example, over time and cohorts.

The revised structure for the Additional Diplomas forms the basis of proposals for the partly and fully integrated routes to subject specific qualification. It should be noted that while it would be possible to retain the existing structure for subject specific units of assessment (three 15 credit units of assessment), this would have an effect on the structure of the proposed partly and fully integrated routes, not just on that of the Additional Diplomas.

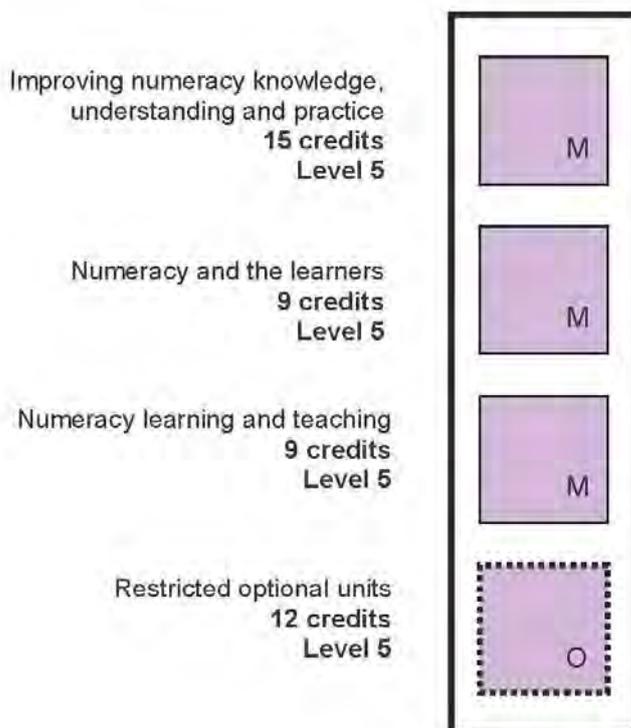
LLUK considers these qualifications and those achieved through integrated routes as appropriate for teachers of functional skills. As with key skills, LLUK encourages teachers of these subjects to undertake these qualifications.

More details of the Level 5 Additional Diploma in Teaching Mathematics: Numeracy are included in **Subject Specific Technical Document**.

Proposal 3.4

The revised structure and content for the Level 5 Additional Diploma in Teaching Mathematics: Numeracy described above is appropriate.

**Level 5 Additional Diploma in Teaching Mathematics: Numeracy
in the Lifelong Learning Sector**
45 credits



3.5 The Level 5 Diploma in Teaching in the Lifelong Learning Sector (English Literacy)

The Level 5 Diploma in Teaching in the Lifelong Learning Sector (English ESOL)

(Partly integrated routes)

The partly integrated route enables teachers to undertake a single qualification in order to become fully qualified as a teacher of literacy **or** ESOL in the lifelong learning sector.

Unlike the fully integrated route, where the majority of the qualification is taken in subject specific cohorts, the partly integrated route allows trainees to complete Part Two of the qualification in a generic cohort. This gives a degree of flexibility to teacher training providers who are unable to resource a fully integrated programme, and provides the potential for trainee teachers to transfer from one provider to another after completing Part 1 of the programme.

Changes to the partly integrated route are largely brought about by proposed changes to the generic DTLLS qualification, as described in section two of this document. Key aspects of the revised route are described below:

Part One of the Partly Integrated DTLLS programme includes units from the new Level 3 or Level 4 Award in Teaching in the Lifelong Learning Sector totalling 12 credits. This may be contextualised. However, it is possible for trainees to begin the programme having completed a Level 3 or Level 4 Award in Preparing to Teach in the Lifelong Learning Sector which has not been contextualised.

Two 3 credit units of assessment taken from the LLUK Level 3 Award in Understanding Learners and their, Literacy, Language, Numeracy and ICT Needs ensure that trainees on the partly integrated route meet requirements to cover the minimum core.

The titles for these units are as follows:

- Explicit knowledge of numeracy communication and processes; and
- Explicit knowledge of ICT communication and processes.

The remainder of Part One of the Partly Integrated DTLLS programme is made up of the units of assessment for the Level 5 Additional Diploma in Teaching in the Lifelong Learning Sector (English Literacy) or Level 5 Additional Diploma in Teaching in the Lifelong Learning Sector (English ESOL).

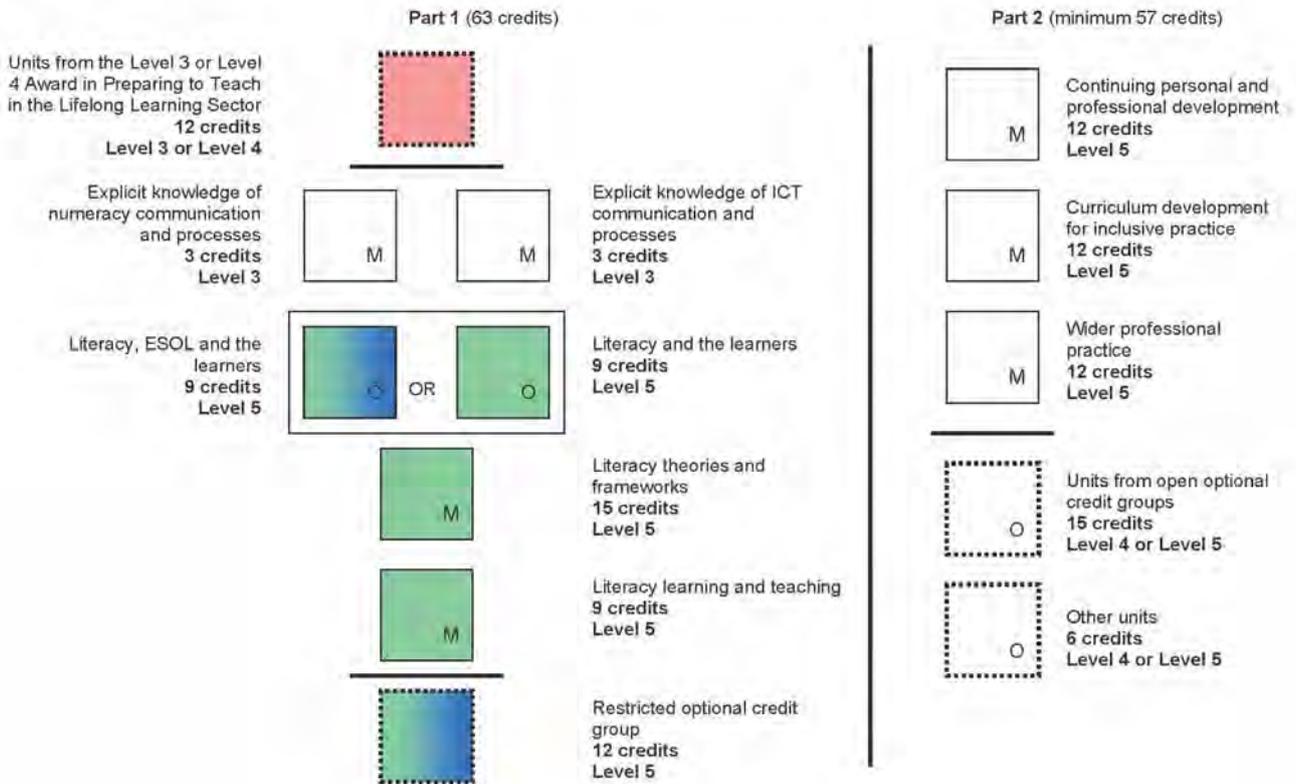
The total credit value of Part One of the Partly Integrated DTLLS programme is **63** credits.

Part Two of the programme can be completed in a generic cohort and mirrors the structure of Part Two of the generic DTLLS. However, there can be a reduction in the credit value required to complete Part Two, to **57** credits. Less optional credit need be taken in this part. This means that the final total credit required to complete the qualification is 120 credits.

More details of the partly integrated route are included in the **Subject Specific Technical Document**.

Proposal 3.5:
 The revised structure for the Level 5 Diploma in Teaching in the Lifelong Learning Sector (English Literacy) and Level 5 Diploma in Teaching in the Lifelong Learning Sector (English ESOL) is appropriate.

Level 5 Diploma in Teaching in the Lifelong Learning Sector (English Literacy)
 120 credits



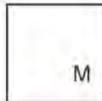
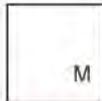
Level 5 Diploma in Teaching in the Lifelong Learning Sector (English ESOL)
120 credits

Part 1 (63 credits)

Units from the Level 3 or Level 4 Award in Preparing to Teach in the Lifelong Learning Sector
12 credits
Level 3 or Level 4

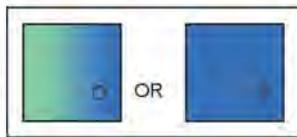


Explicit knowledge of numeracy communication and processes
3 credits
Level 3



Explicit knowledge of ICT communication and processes
3 credits
Level 3

Literacy, ESOL and the learners
9 credits
Level 5



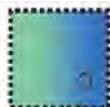
ESOL and the learners
9 credits
Level 5



ESOL theories and frameworks
15 credits
Level 5



ESOL learning and teaching
9 credits
Level 5



Restricted optional credit group
12 credits
Level 5

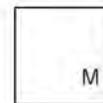
Part 2 (minimum 57 credits)



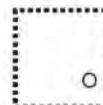
Continuing personal and professional development
12 credits
Level 5



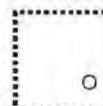
Curriculum development for inclusive practice
12 credits
Level 5



Wider professional practice
12 credits
Level 5



Units from open optional credit groups
15 credits
Level 4 or Level 5



Other units
6 credits
Level 4 or Level 5

3.6 Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics Numeracy) (Partly integrated route)

The partly integrated route enables teachers to undertake a single qualification in order to become fully qualified as a teacher of mathematics (numeracy) in the lifelong learning sector.

Unlike the fully integrated route, where the majority of the qualification is taken in subject specific cohorts, the partly integrated route allows trainees to complete Part Two of the qualification in a generic cohort. This gives a degree of flexibility to teacher training providers who are unable to resource a fully integrated programme, and allows trainees to transfer from one provider to another after completing Part One of the programme. Changes to the partly integrated route are largely brought about by proposed changes to the generic DTLLS qualification, as described in Section two of this document. Key aspects of the revised route are described below:

Part One of the Partly Integrated DTLLS programme includes units from the new Level 3 or Level 4 Award in Teaching in the Lifelong Learning Sector totalling 12 credits. This may be contextualised. However, it is possible for trainees to begin the programme having completed a Level 3 or Level 4 Award in Preparing to Teach in the Lifelong Learning Sector which has not been contextualised.

Two 3 credit units of assessment taken from the LLUK Level 3 Award in Understanding Learners and their Literacy, Language, Numeracy and ICT needs ensure that trainees on the partly integrated route meet requirements to cover the minimum core. The titles for these units are as follows:

- Explicit knowledge about language and the four skills of speaking, listening, reading and writing; and
- Explicit knowledge of ICT communication and processes.

The remainder of Part One of the Partly Integrated DTLLS programme is made up of the units of assessment for the Level 5 Additional Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector. The total credit value of Part One of the Partly Integrated DTLLS programme is **63** credits.

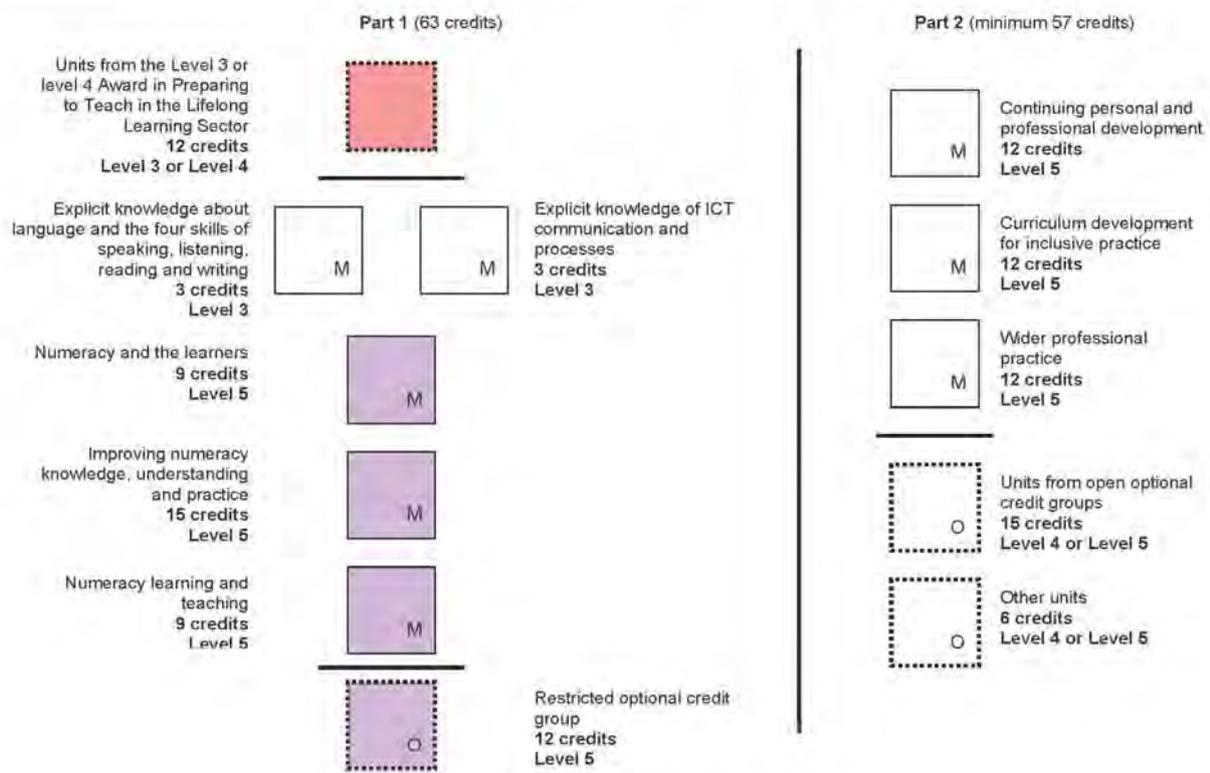
Part Two of the programme can be completed in a generic cohort and mirrors the structure of Part Two of the generic DTLLS. However, there can be a reduction in the credit value required to complete Part Two, to **57** credits. Less optional credit need be taken in this part. This means that the final total credit required to complete the qualification is 120 credits.

More details of the partly integrated route are included in the **Subject Specific Technical Document**.

Proposal 3.6

The revised structure for the Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics Numeracy) is appropriate.

Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics Numeracy)
120 credits



3.7 Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector (Fully integrated routes)

The fully integrated route enables trainee teachers to undertake a single qualification in order to become fully qualified as a teacher of literacy **or** ESOL in the lifelong learning sector. The majority of units are undertaken in a single subject cohort of trainee teachers. Changes to the fully integrated route are largely brought about by proposed changes to the generic DTLLS qualification, as described in section two of this document. Key aspects of the revised route are described below:

Where units from the Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (the replacement for the current PTLLS) are delivered as part of the fully integrated Diploma, these should be delivered to a subject specific cohort and contextualised to literacy, numeracy or ESOL contexts. However, it is possible for trainees to begin the programme having completed a Level 3 or Level 4 Award in Preparing to Teach in the Lifelong Learning Sector which has not been contextualised.

The restricted optional units from the Level 4 Certificate in Teaching in the Lifelong Learning Sector (12 credits) should be delivered to a subject specific cohort and contextualised to literacy, numeracy or ESOL contexts. It will not be possible for trainees to carry forward un-contextualised restricted optional credits from the Certificate that is not contextualised.

The fully integrated Diploma is not divided into Part One and Part Two. Other than the requirement to deliver and assess the PTLLS units at the start of the programme, individual Awarding Institutions will be able to decide how the programme should be delivered. The revised structure which has been developed for the fully integrated route draws on the revised structure for the Additional Diplomas, as described in Section 3.3 above.

More details of the fully integrated route are included in the **Subject Specific Technical Document**.

Proposal 3.7

The revised structure for the Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector and Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector is appropriate.

Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector 120 credits

Units from the Level 3 or Level 4 Award in Preparing to Teach in the Lifelong Learning Sector
12 credits
Level 3 or Level 4

Roles and responsibilities in lifelong learning
3 credits
Level 4

Using inclusive learning and teaching approaches in lifelong learning
3 credits
Level 4

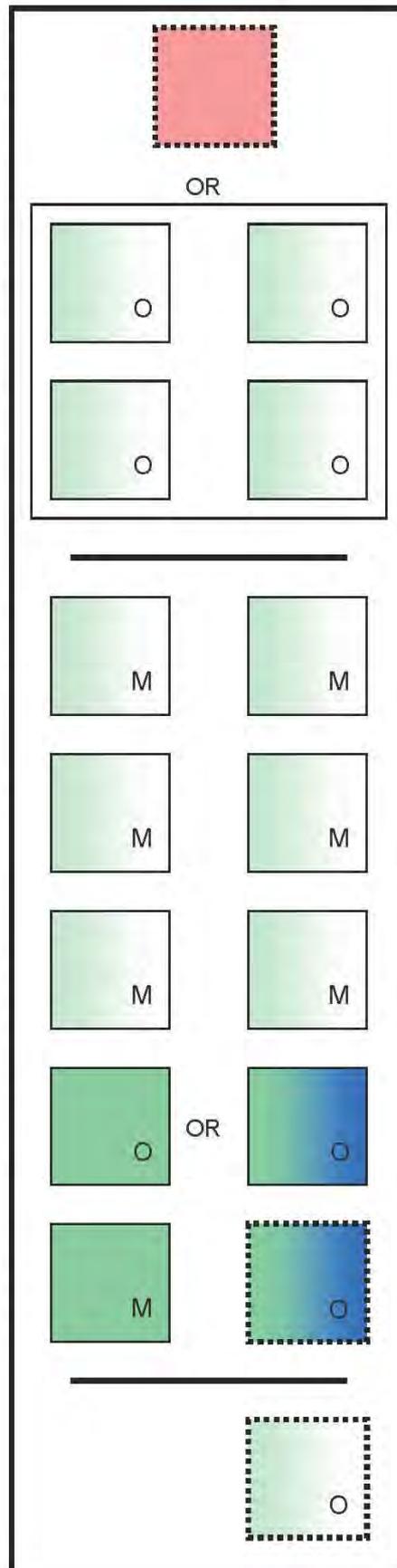
Learning, planning and assessment (literacy)
12 credits
Level 5

Enabling learning and assessment (literacy)
12 credits
Level 5

Theories and principles for planning and enabling learning (literacy)
12 credits
Level 5

Literacy and the learners
9 credits
Level 5

Literacy theories and frameworks
15 credits
Level 5



Understanding inclusive learning and teaching in lifelong learning
3 credits
Level 4

Understanding assessment in lifelong learning
3 credits
Level 4

Continuing personal and professional development (literacy)
12 credits
Level 5

Curriculum development for inclusive practice (literacy)
12 credits
Level 5

Wider professional practice (literacy)
12 credits
Level 5

Literacy, ESOL and the learners
9 credits
Level 5

Restricted optional credit group
6 credits
Level 5

Credit from open optional groups
6 credits
Level 4 or Level 5

Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector 120 credits

Units from the Level 3 or level 4
Award in Preparing to Teach in
the Lifelong Learning Sector
12 credits
Level 3 or Level 4

Roles and responsibilities
in lifelong learning
3 credits
Level 4

Using inclusive learning and
teaching approaches in
lifelong learning
3 credits
Level 4

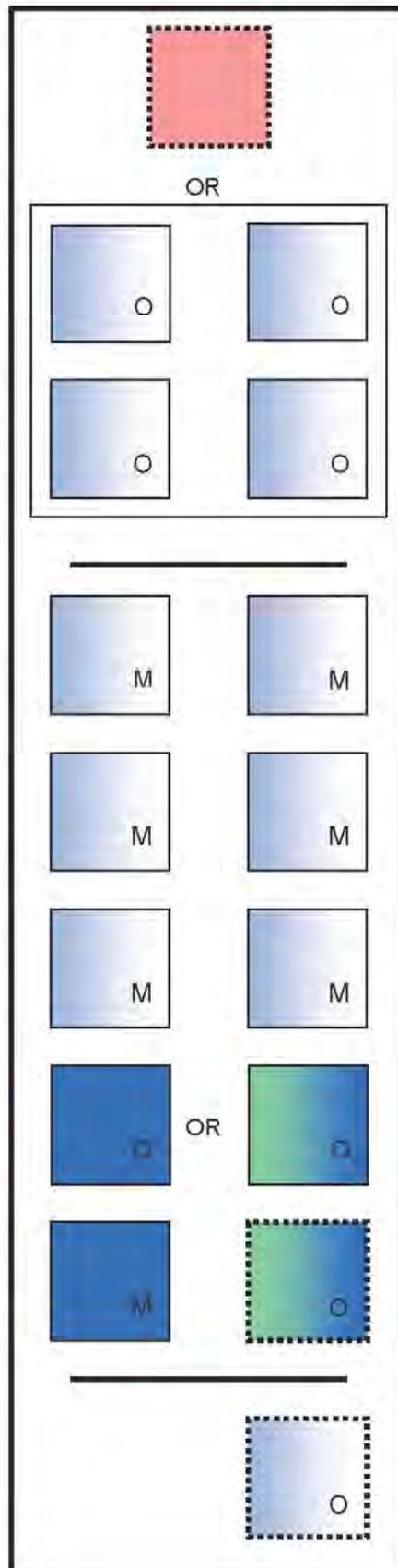
Learning, planning and
assessment (ESOL)
12 credits
Level 5

Enabling learning and
assessment (ESOL)
12 credits
Level 5

Theories and principles for
planning and enabling
learning (ESOL)
12 credits
Level 5

ESOL and the learners
9 credits
Level 5

ESOL theories and
frameworks
15 credits
Level 5



Understanding inclusive learning
and teaching in lifelong learning
3 credits
Level 4

Understanding assessment
in lifelong learning
3 credits
Level 4

Continuing personal and
professional development (ESOL)
12 credits
Level 5

Curriculum development
for inclusive practice (ESOL)
12 credits
Level 5

Wider professional practice
(ESOL)
12 credits
Level 5

Literacy, ESOL and
the learners
9 credits
Level 5

Restricted optional
credit group
6 credits
Level 5

Credit from open
optional groups
6 credits
Level 4 or Level 5

3.8 Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector (Fully integrated route)

The fully integrated route enables teachers to undertake a single qualification in order to become fully qualified as a teacher of mathematics (numeracy) in the lifelong learning sector. The majority of units are undertaken in a single subject cohort of trainee teachers. Changes to the fully integrated route are largely brought about by proposed changes to the generic DTLLS qualification, as described in Section two of this document. Key aspects of the revised route are described below.

Where units from the Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (the replacement for the current PTLLS) are delivered as part of the fully integrated Diploma, these should be delivered to a subject specific cohort and contextualised to literacy, numeracy or ESOL contexts. However, it is possible for trainees to begin the programme having completed a Level 3 or 4 Award in Preparing to Teach in the Lifelong Learning Sector which has not been contextualised.

The restricted optional units from the Level 4 Certificate in Teaching in the Lifelong Learning Sector (12 credits) should be delivered to a subject specific cohort and contextualised to literacy, numeracy or ESOL contexts. It will not be possible for trainees to carry forward un-contextualised restricted optional credit from the Certificate.

The fully integrated Diploma is not divided into Part One and Part Two. Other than the requirement to deliver and assess the PTLLS units at the start of the programme, individual Awarding Institutions will be able to decide how the programme should be delivered.

The revised structure which has been developed for the fully integrated route draws on the revised structure for the Additional Diplomas, as described in this section above.

More details of the fully integrated route are included in **Subject Specific Technical Document**.

Proposal 3.8

The revised structure for the Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector is appropriate.

Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector

120 credits

Units from the Level 3 or Level 4 Award in Preparing to Teach in the Lifelong Learning Sector
12 credits
Level 3 or Level 4

Roles and responsibilities in lifelong learning
3 credits
Level 4

Using inclusive learning and teaching approaches in lifelong learning
3 credits
Level 4

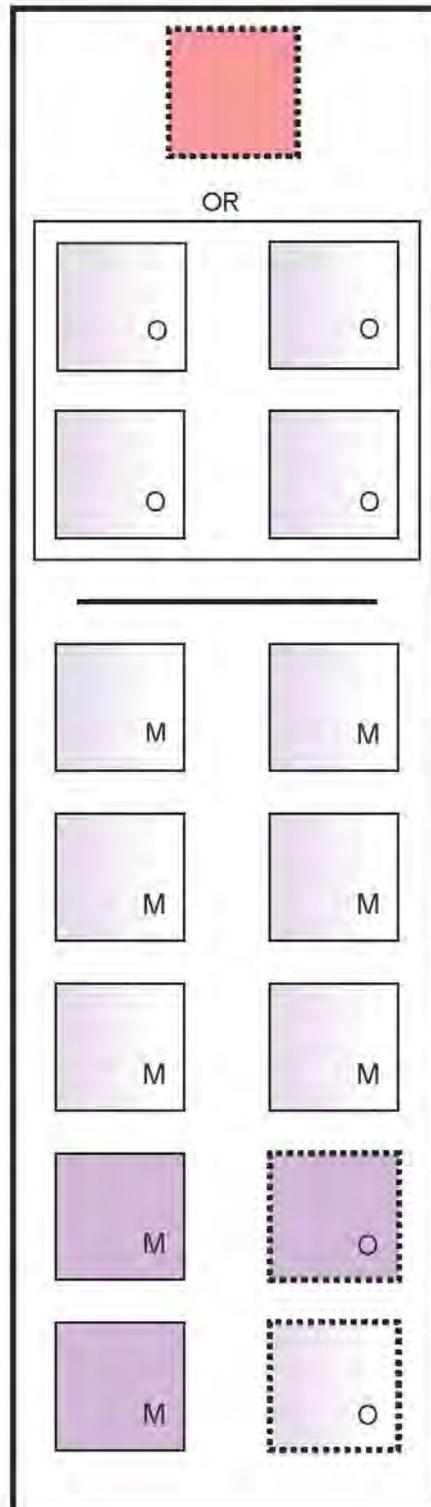
Learning, planning and assessment (numeracy)
12 credits
Level 5

Enabling learning and assessment (numeracy)
12 credits
Level 5

Theories and principles for planning and enabling learning (numeracy)
12 credits
Level 5

Improving numeracy knowledge, understanding and practice
15 credits
Level 5

Numeracy and the learners
9 credits
Level 5



Understanding inclusive learning and teaching in lifelong learning
3 credits
Level 4

Understanding assessment in lifelong learning
3 credits
Level 4

Continuing personal and professional development (numeracy)
12 credits
Level 5

Curriculum development for inclusive practice (numeracy)
12 credits
Level 5

Wider professional practice (numeracy)
12 credits
Level 5

Restricted optional credit group
6 credits
Level 5

Credit from open optional groups
6 credits
Level 4 or Level 5

3.9 Level 5 Additional Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector

Currently it is not possible for teachers to take one qualification which permits them to teach both literacy and ESOL. In practice, many teachers teach both subjects, or teach groups which contain learners with both literacy and ESOL needs, and require extended skills, knowledge and understanding of both specialisms in order to be able to meet the needs of such diverse groups.

This new joint qualification is not intended to replace existing single specialism routes to qualification, but will be offered as a route to subject specific qualification in two specialisms jointly (when taken in addition to a generic DTLLS). It is likely that it will only be offered by providers who have very experienced and wide-ranging teams of teacher educators available to develop the programme.

Each of the three units of assessment for existing **single** specialism Additional Diplomas has a total of 15 credits. We propose to extend and augment each of these existing units to allow for more in-depth coverage of issues, to take into account the skills, knowledge and understanding required by teachers of both literacy and ESOL. The proposal also recognises the fact that, while there is a need for additional knowledge, skills and understanding for a joint qualification, there are overlaps in all of these areas which allow for economies in delivery and in the overall size of the qualification.

The Level 5 Additional Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector will have a credit value of 60. All of these 60 credits must be achieved at level 5. The qualification will consist of three mandatory 20 credit units. The proposed unit titles are:

- English (Literacy and ESOL) and the learners
- English (Literacy and ESOL) theories and frameworks; and
- English (Literacy and ESOL) learning and teaching.

The recommended GLH for the existing single specialism additional diplomas for literacy and ESOL specialists is 120. In recognition of the fact that this joint qualification will require input from trainers in both specialisms, the recommended GLH for the joint Additional Diploma is 180.

In order for the qualification to adequately prepare teachers of literacy and ESOL to teach both/either subject, it is important that experience is gained in both contexts. However, we recognise that changing learner placement practices mean that it is increasingly difficult to identify whether provision is truly 'literacy' or 'ESOL'. This has been taken into account in the proposed requirements for teaching practice.

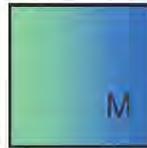
More details of the Level 5 Additional Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector are included in **Subject Specific Technical Document**.

Proposal 3.9

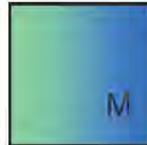
The structure and content for the Level 5 Additional Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector is appropriate.

**Level 5 Additional Diploma in Teaching English: Literacy and ESOL
in the Lifelong Learning Sector**
60 credits

English (Literacy and ESOL)
and the learners
20 credits
Level 5



English (Literacy and ESOL)
theories and frameworks
20 credits
Level 5



English (Literacy and ESOL)
learning and teaching
20 credits
Level 5



3.10 Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector (Fully integrated route)

The fully integrated route enables trainee teachers to undertake a single qualification in order to become fully qualified as a literacy and ESOL teacher in the lifelong learning sector. The majority of units are undertaken in a joint cohort of literacy and ESOL trainee teachers. This new joint qualification is not intended to replace existing single specialism fully integrated routes to qualification, but will be offered as a route to qualification in two specialisms jointly. It is likely that it will only be offered by providers who have very experienced and wide-ranging teams of teacher educators available to develop the programme. Key aspects of the fully integrated route to joint qualification are described below.

Where units from the Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (the replacement for the current PTLLS) are delivered as part of the fully integrated Diploma, these should be delivered to a subject specific cohort and contextualised to literacy, numeracy and ESOL contexts. However, it is possible for trainees to begin the programme having completed a Level 3 or 4 Award in Preparing to Teach in the Lifelong Learning Sector which has not been contextualised.

The restricted optional units from the Level 4 Certificate in Teaching in the Lifelong Learning Sector (12 credits) should be delivered to a subject specific cohort and contextualised to literacy, numeracy or ESOL contexts. It will not be possible for trainees to carry forward restricted optional credit from the Certificate as this was not delivered in a subject specific cohort or contextualised. The fully integrated joint literacy and ESOL Diploma is not divided into Part One and Part Two. Other than the requirement to deliver and assess the PTLLS units at the start of the programme, individual Awarding Institutions will be able to decide how the programme should be delivered.

The three subject specific units developed for the Level 5 Additional Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector form the basis of subject specific content in the fully integrated Diploma. The unit “English (literacy and ESOL) learning and teaching” replaces the two generic units in DTLLS – “Enabling learning and assessment” and “Theories and principles for planning and enabling learning”.

More details of the fully integrated route to joint literacy and ESOL qualification are included in the **Subject Specific Technical Document**.

Proposal 3.10
 The structure for the Level 5 Diploma in Teaching English (Literacy and ESOL) in the Lifelong Learning Sector is appropriate.

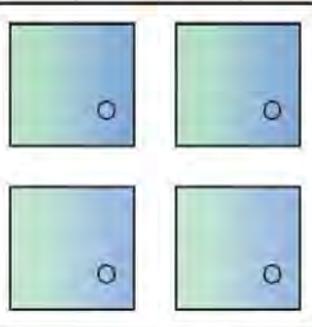
Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector
 120 credits

Units from the Level 3 or Level 4
 Award in Preparing to Teach in the
 Lifelong Learning Sector
 12 credits
 Level 3 or Level 4



OR

Roles and responsibilities in
 lifelong learning
 3 credits
 Level 4

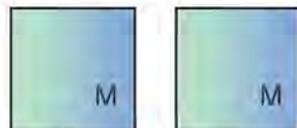


Understanding inclusive
 learning and teaching
 in lifelong learning
 3 credits
 Level 4

Using inclusive learning and
 teaching approaches in
 lifelong learning
 3 credits
 Level 4

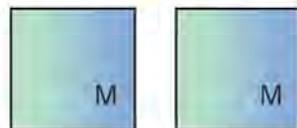
Understanding assessment
 in lifelong learning
 3 credits
 Level 4

Learning, planning and assessment
 (literacy and ESOL)
 12 credits
 Level 5



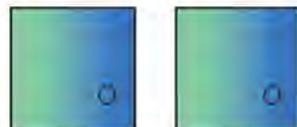
Continuing personal
 and professional development
 (literacy and ESOL)
 12 credits
 Level 5

Wider professional practice
 (literacy and ESOL)
 12 credits
 Level 5



Curriculum development
 for inclusive practice
 (literacy and ESOL)
 12 credits
 Level 5

English (literacy and ESOL)
 and the learners
 20 credits
 Level 5



English (literacy and ESOL)
 theories and frameworks
 20 credits
 Level 5

English (literacy and ESOL)
 learning and teaching
 20 credits
 Level 5



3.11 Teaching practice requirements for subject specific routes to qualification

Changes to the guidance on requirements for evidencing teaching hours and assessed teaching observations carried out on subject specific programmes are designed to enable greater consistency across routes to subject specific qualifications. Some key points are summarised below.

A reduction in the overall number of hours evidenced, from 150 to 100, will make teacher training programmes more accessible for part-time staff. The corresponding reduction on Additional Diploma programmes would be from 75 to 50.

Where an Additional Diploma is completed in advance of a generic DTLLS, Lifelong Learning UK would strongly support recognition of prior learning (RPL) processes which would allow trainees to carry forward the 50 teaching hours evidenced on the ADTLLS programme to the generic DTLLS programme to reduce the burden on trainees to evidence teaching hours. For most routes to qualification the total number of assessed teaching observations required will now be eight.

Where an Additional Diploma is completed in advance of a generic DTLLS, Lifelong Learning UK would strongly support RPL processes which would allow trainees to 'carry forward' two of their four subject specialist teaching observations into the generic DTLLS programme to reduce the assessment burden on trainees. As RPL decisions are made by institutions on an individual basis, this could not be made a requirement in relation to those taking ADTLLS first, but would be encouraged in the guidance for Awarding Organisations.

To ensure parity with other routes we propose a reduction of the number of assessed observations carried out in year one of the partly integrated route.

We propose to reduce the requirement for the minimum number of subject specialist observations to four on the concurrent route and raise the overall requirement to ten.

More details about revised requirements for teaching practice for subject specific routes to qualification are included in the **Subject Specific Technical Document**.

Proposal 3.11

The changes to teaching practice requirements for subject specific routes to qualification proposed are appropriate.



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