

Reforms to the training, qualifications and continuing professional development (CPD) of teachers, tutors, trainers, and instructors

What this means for those who deliver Adult and Community Learning, Offender Learning, and who deliver learning in the Third Sector

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Who should read this guidance?

This guidance is of relevance if you are responsible for the management of organisations that receive funding from the Learning and Skills Council (LSC) to deliver Adult and Community Learning (ACL) or Offender Learning and Skills. The types of organisations that this applies to will also include Third Sector¹ organisations and Local Authorities. It is also relevant if you are responsible for the development of staff who work in such organisations. You will need to understand the reforms, how they impact on your staff and what they need to do. The guidance will also be helpful for those who teach in these organisations.

Separate guidance is available for work based learning providers.

Visit www.lluk.org/feworkforcereforms/ for this document and other information.

¹The Third Sector is defined as non-governmental organisations that are value driven and which principally reinvest their surpluses to further social, environmental or cultural objectives. It includes voluntary and community organisations, charities, social enterprises, cooperatives and mutuals.

The reforms in brief

In September 2007, the Government introduced new regulations to reform the training, qualifications and development of teachers, tutors, trainers and instructors. The reforms included changes to initial teacher training (ITT) and continuing professional development (CPD), and impact on all those delivering learning within the further education (FE) sector². The reforms are statutory for FE colleges, but other providers who are in receipt of funding from the LSC must also comply with the requirements as part of their contractual obligation. The reforms therefore impact on those who deliver adult and community learning (ACL), offender learning and skills, and the organisations they work for.

The Government is committed to having a fully qualified workforce by 2010. This means that since 1 September 2007 all new staff employed as teachers³ by LSC funded providers are obliged to:

- Register with the Institute for Learning (IfL)
- Gain the appropriate qualification or have their equivalent professional experience officially recognised through a process known as the General Professional Recognition Learning and Skills (GPRLS) scheme via Standards Verification UK (SVUK), part of Lifelong Learning UK (LLUK) Group.
- Gain the appropriate professional status to become licensed to practise (Qualified Teacher Learning and Skills status or Associate Teacher Learning and Skills status)
- Undertake at least 30 hours of CPD per year for full time teachers, and a pro-rata equivalent of at least 6 hours for part time teachers, and keep a record reflecting on the CPD activities they have undertaken to maintain their status with the IfL.

(For teachers who started teaching before 1 September 2007, see page 7)

Who do the reforms apply to?

Regardless of the kind of learning your organisation provides, if it holds a contract for learning provision with the LSC, the reforms apply. This includes providers who hold direct contracts, or sub-contracts, with the LSC to deliver learning within the FE sector. It also includes those who hold contracts for franchises with an LSC funded provider.

This means that the reforms apply to the following groups:

- 1) Those for whom the reforms are statutory, such as:
 - FE colleges, sixth form colleges or specialist colleges
- 2) Those who have a contractual obligation to carry out the requirements because they draw down money from the LSC for learning provision, including:
 - ACL providers, such as, Local Authorities
 - Third Sector organisations such as voluntary and community organisations, charities, social enterprises, cooperatives and mutuals. These include organisations who sub-contract to deliver learning or who hold contracts for franchises with an LSC funded provider.
 - Work based learning providers
 - Specialist designated institutions
 - Offender Learning - providers with a direct contract with the LSC or a sub-contract with Offender Learning and Skills Service (OLASS) lead providers
- 3) Those who may not currently hold a contract with the LSC, but who may choose to comply with the requirements as part of their own staff development strategy. By implementing the requirements, these organisations can develop their staff in line with what will be the accepted professional standard.

²The term 'further education (FE) sector' is used to include the wide range of learning and training delivery organisations that make up the learning and skills or lifelong learning sector in England. It includes the staff and governing bodies working in these organisations.

³The term 'teacher' is used as a generic term throughout this guidance and means teachers, tutors, trainers, lecturers and instructors in the FE sector in England.

Teaching roles and teachers

From 1 September 2007 it is no longer the amount of time that someone teaches that determines which initial teaching qualification(s) should be undertaken, but their role as a teacher.

Teaching means:

- tutoring
- training
- instructing
- lecturing
- facilitating
- teaching literacy or numeracy
- teaching life skills or job skills

'Teachers' means anyone who is responsible for planning and carrying out teaching or learning delivery with a learner or learners– irrespective of the amount of hours they do or their job title.

There are two teaching roles within the new reforms:

Full Teacher: In this role the teacher carries out the full range of teaching responsibilities (whether on a full time, part time, fractional, fixed term, temporary or agency basis). The teacher in the full role is the person responsible for designing learning and assessment. This means s/he will determine the learning outcomes to be covered, design a scheme of work with lesson plans, or design individual learning programmes and sessions – including delivering learning opportunities to ensure that learning targets are met. The full teacher needs to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies.

Teachers in this role need to achieve the Diploma in Teaching in the Lifelong Learning Sector (DTLLS) to gain Qualified Teacher Learning and Skills (QTLS) status if they started teaching in the sector after 1 September 2007. (For teachers who started teaching before 1 September 2007, see page 7). This could be a part time teacher who delivers a weekly, two-hour session and is responsible for the design, delivery and assessment of the learning.

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Associate Teacher: In this role, the teacher undertakes the same activities in relation to the teaching cycle, such as: initial assessment; preparation and planning; delivery; assessment; evaluation; and revision, but carries significantly less than the full range of teaching responsibilities ordinarily carried out in a full teaching role (whether on a full time, part time, fractional, fixed term, temporary or agency basis). The associate teacher does not need to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies and may be delivering learning that has been designed by someone else in the full teaching role.

Teachers in this role need to achieve the Certificate in Teaching in the Lifelong Learning Sector (CTLLS) and gain Associate Teacher Learning and Skills (ATLS) status if they started teaching in the sector after 1 September 2007. (For teachers who started teaching before 1 September 2007, see page 7).

Teacher related roles include professional assessor, mentor, manager, broker, or verifier. These are not teacher roles. Those in a teacher related role who do not undertake **any** teaching are not required to hold a teaching qualification. However, if an individual in these roles does undertake some teaching, they would be required to hold or gain a teaching qualification appropriate to the teacher role they are fulfilling.

For further information, see "Guidance for awarding institutions on teacher roles and initial teaching qualifications" (August 2007) on www.lluk.org or contact the Information and Advice Service.

What about teachers who work part time?

The need to gain either QTLS or ATLS status affects all new teachers on LSC funded programmes who started in the sector after 1 September 2007 and who have no previous experience within the sector, irrespective of the number of hours they work and whether or not they work for more than one employer.

Some part time teachers may work for several providers and be paid on an hourly basis or per session. If you employ sub-contractors of franchisees, you will need to discuss with them their professional development plans and decide which organisation will support them with this.

What do providers need to do?

If you are in receipt of LSC funding for learning provision you need to:

1. Define in your organisation who is in a teaching role and therefore affected by the reforms (see “Guidance for awarding institutions on teacher roles and initial teaching qualifications” (August 2007) on www.lluk.org)
2. Undertake a training needs analysis with each member of teaching staff in your organisation and understand personal career priorities
3. Gain staff buy-in to the benefits (see below)
4. Help all staff identified in the teaching role to either undertake the appropriate recognition route or gain an SVUK endorsed qualification. (For further guidance see page 10)
5. Encourage all teachers to join the IfL
6. Support all teachers to gain the appropriate professional status (i.e QTLS or ATLS)
7. Encourage and support all teachers to keep a record and reflective account of their CPD activities and make this available to the IfL on request.

Having assessed the experience and qualifications of your staff, you may well find that a large number of staff already have some qualifications and experience which could count towards professional standing. Information and advice is available for you and for individual members of staff through the LLUK Information and Advice Service. Email advice@lluk.org with details of your queries or call 020 7936 5798.

Who benefits?

For learners, the reforms will have a positive impact on the quality of teacher training, learning delivery and learner achievement within the sector. Everyone who teaches will hold a professional teaching qualification and remain in good standing by maintaining their CPD record.

For teachers, the long-term benefits of complying with the new ITT and CPD requirements means increased career mobility, employment opportunities and being acknowledged as a professional. It also means that each teacher:

- Has a clear career path and qualifications that are recognised across the sector (and other sectors)
- Holds professional status in teaching in addition to their particular expertise through membership of a professional body representing the sector
- Keeps up-to-date with developments and best practice within the sector

The organisation benefits by having staff who are qualified and who maintain their professional standing. It also means organisations can:

- Attract, retain and motivate teaching staff through investing in their development
- Show they are committed to professionalism and staff development
- Keep up with other parts of the sector (FE colleges have had to comply with teaching qualification regulations since 2001).

How the reforms affect new and experienced teachers

Qualifications and requirements for new teachers who have no teaching experience prior to 1 September 2007

These teachers must achieve the *Preparing to Teach in the Lifelong Learning Sector* (PTLLS) award within one year of appointment, and continue on to either a certificate (CTLLS) or diploma (DTLLS) or equivalent. The PTLLS is often embedded at the start of a CTLLS or a DTLLS.

- If you appoint them to a full teaching role, the new teacher must achieve a level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) or equivalent, complete professional formation (see page 8) and gain QTLS status within five years of appointment.
- If you appoint them to an associate teaching role, the new teacher must achieve a level 3 or 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) or equivalent, complete professional formation and gain ATLS status within five years of appointment.

For further information on the teaching roles, see “Guidance for awarding institutions on teacher roles and initial teaching qualifications” (August 2007) on www.lluk.org, or contact the Information and Advice Service.

Associate teacher:

PTLLS → CTLLS → professional formation → ATLS
within 1 year 5 years

Full teacher:

PTLLS → DTLLS → professional formation → QTLS
within 1 year 5 years

PTLLS is the starting point for getting qualified and counts towards the achievement of CTLLS or DTLLS.

Some providers of initial teacher training offer qualifications that are endorsed by SVUK as equivalent to CTLLS or DTLLS. For example, a “Certificate in Education” can be a Level 5 or higher teaching qualification and equivalent to DTLLS. Some providers may also call these by a different name, but the qualification will still be the same. Lists of qualifications endorsed by SVUK can be accessed from the Information and Advice Service or by contacting SVUK.

New teachers of literacy, numeracy and ESOL who have no teaching experience prior to 1 September 2007

New teachers of literacy, numeracy or English for Speakers of Other Languages (ESOL) are required to gain the DTLLS or its equivalent, together with a subject specific qualification for each of the specialist subjects taught. Note that there is no associate teacher role in these subjects and so QTLS is the only appropriate professional status for these teachers. Further information on Skills for Life teaching is available from the Information and Advice Service.

Qualifications and requirements for teachers with teaching experience prior to 1 September 2007

There is no requirement for these staff to achieve one of the qualifications under the new reforms or become a licensed practitioner, but they do need to register with the IfL and meet the annual CPD requirements (you will find more about these under ‘**The continuing professional development (CPD) requirements in detail**’ on page 9).

You and your staff may decide, however, that *all* your teaching staff should be supported to gain licensed practitioner status to benchmark your organisation against other parts of the sector. Some providers may expect all teachers to gain QTLS or ATLS status as part of their staff development policies.

If you decide to make the attainment of QTLS or ATLS part of your staff development policy, you will have to assess the development needs of each individual member of staff. How you proceed depends on the qualifications, experience and competency of your existing staff.

Existing staff who already hold an appropriate teaching qualification may be able to move to professional formation and on towards licensed practitioner status appropriate to their current role. Existing qualifications can be checked on the SVUK tariff of initial teacher training qualifications database (see page 10) to ensure they cover the relevant role.

Existing staff who are considered competent and experienced but have no teaching qualifications could undertake one of the new qualifications and negotiate some exemption. This process is called accreditation of prior experiential learning (APEL) and is offered at the qualification provider's discretion. The SVUK tariff database can also be used as a guide for this process.

Alternatively they could undertake one of the professional recognition schemes run by SVUK. You will find more details of these under 'Recognition of qualifications and/or experience' on page 10.

Existing teachers of literacy, numeracy or ESOL

All existing teachers of literacy, numeracy or ESOL are encouraged to achieve a teaching qualification or equivalent for the full role, plus a subject specific qualification for each of the subjects taught, or go through a process of professional recognition. You will find more details of these under 'Recognition of qualifications and/or experience' on page 10.

Teachers from abroad

The experience and qualifications of teachers from overseas can be diverse. You may wish to refer them to the Information and Advice Service to discuss their individual case.

Becoming a licensed practitioner

Once qualified, all new teachers must have their professional standing confirmed by the IfL through the conferral of QTLS status (full role) or ATLS status (associate role), allowing them to become a licensed practitioner. All new teachers must register with the IfL within six months of employment, complete the requirements of professional formation and gain QTLS or ATLS status within five years.

Professional formation

Professional Formation is the post-qualification process by which a teacher demonstrates through professional practice the ability to use effectively the skills and knowledge acquired whilst training to be a teacher and the capacity to meet the occupational standards required of a teacher. It is a process of workplace assessment based upon employer evaluation and referral and is not time-related. Professional formation leads to the conferral of QTLS or ATLS status. The IfL has issued a policy statement outlining the background and context of professional formation, the personal and mandatory elements, and how it should be evidenced. Further information on professional formation, what it entails and the process of completing it is available from the IfL on www.ifl.ac.uk, by calling **0844 815 3202**, or emailing enquiries@ifl.ac.uk.

The IfL confers licensed practitioner status after the individual teacher has undergone professional formation. The licence is annually renewable, including a CPD obligation, and can be withdrawn or suspended subject to the outcome of an investigation of alleged misconduct.

Evidencing the personal skills requirements for teachers, tutors and trainers.

Evidencing teachers' personal literacy and numeracy skills will be a key requirement within professional formation, and part of the process for conferral of licensed practitioner status by IfL. The specific detail of appropriate evidence and the process of demonstrating this has been defined by the IfL, LLUK, SVUK and DIUS. Please visit www.ifl.ac.uk or www.lluk.org/feworkforcereforms/ or contact LLUK's Information and Advice Service.

The Continuing Professional Development (CPD) requirements in detail

An important part of the reforms is for teachers to meet the requirements for CPD. All teachers working within the sector must:

- Complete a minimum of 30 hours CPD per annum if they work full time
- Complete the pro-rata equivalent of 30 hours of CPD per annum, with a minimum requirement of at least 6 hours, if they work part time. (See the CPD area on the IfL website www.ifl.ac.uk for more information)
- Maintain a record and reflective account of their CPD
- Register with the IfL by 30 September 2008 or, if appointed after 1 September 2007, within 6 months of their date of appointment.

After this, all teachers need to maintain their registration annually.

What do you mean by 'CPD'?

Broadly speaking, CPD means teachers maintaining, improving and broadening their knowledge and skills both in their teaching skills, their theoretical knowledge and subject specialism within the policy context of their work.

The IfL model of dual professionalism

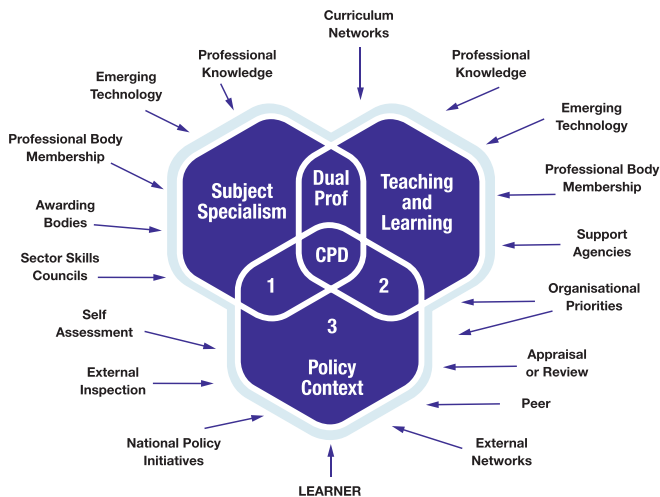


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CPD covers all sorts of activities in addition to courses: work-shadowing, peer mentoring, internet research or talking to a more experienced colleague are all examples of CPD. Teachers need to keep more than just a log of their activities. Maintaining licensed practitioner status involves the IfL sampling evidence of members' CPD activity to see that it relates to planned objectives and is based on reflective accounts of its value.

Who's responsible for CPD?

As an employer you need to support your staff through their professional development – for example by carrying out appraisals, setting developmental objectives, and arranging appropriate developmental activities. However, as with other professions, ultimate responsibility for planning and evaluating CPD rests with the individual practitioner.

How to register with the IfL

To register with the IfL visit www.ifl.ac.uk. Staff will need to provide details of any existing qualifications including dates of their achievement. Responsibility for registering with the IfL rests with the individual, but as an employer you should encourage and support staff to do so. Registration with the IfL is currently subsidised, so there is no charge for teachers to register. The deadline for registration for ACL, Third Sector and Offender Learning and Skills teachers is 30 September, 2008.

Recognition of qualifications and/or experience

Recognising qualifications: Tariff of Initial Teacher Training Qualifications

The Tariff of Initial Teacher Training Qualifications (TQ or 'Tariff') is a tool that acknowledges the value of teacher training qualifications teachers may already hold - for example a PGCE or the City and Guilds 7407 - against the new teacher qualifications (PTLLS, CTLLS and DTLLS) and ensures that experienced staff who wish to work towards becoming licensed practitioners start their journey at the appropriate stage. (See www.standardsverificationuk.org for information on the Tariff).

The Tariff is in two parts:

Part One establishes whether legacy qualifications cover the new teaching qualifications in sufficient detail. The Tariff tables show which units of the new qualifications are covered and where there is insufficient coverage.

Part Two identifies potential areas for development where there is insufficient coverage and indicates ways in which Awarding Institutions can support learners either through top up modules or accreditation of prior learning and achievement (APLA). Where there is sufficient cover, new topics - such as personalised learning or introduction of the minimum core - are identified to be addressed through CPD.

You can find the first phase of the Tariff at:
www.standardsverificationuk.org.

Recognising experience: The General Professional Recognition Learning and Skills Scheme (GPRLS) 'All Areas of learning', 'B4' and 'Skills for Life' routes

The GPRLS scheme is aimed at experienced staff for whom an initial teacher training qualification would be inappropriate. It enables experienced staff who are already competent teachers to have their prior experienced recognised and to apply for licensed practitioner status.

There are currently three routes to achieving recognition through the GPRLS: GPRLS B4, All Areas of Learning and Skills for Life.

GPRLS B4

The GPRLS B4 route has been carefully designed to take into account the experience gained by longstanding members of the workforce to enable them to gain professional standing (equivalent to QTLS or ATLS) without having to take the new qualifications. It is exclusively for those unqualified or partially qualified teachers, tutors and trainers currently working in the sector who can prove they were working in the sector before the regulations or contractual requirements for teachers' qualifications were introduced. Like the other recognition routes, GPRLS B4 is a means of using experience and prior learning to gain professional standing.

GPRLS All Areas of Learning

Like GPRLS B4, the All Areas of Learning route is for teachers in any curriculum area seeking generic recognition of their experience in either the full or associate teaching role. This route is open to all those teaching in LSC funded provision.

GPRLS Skills for Life

GPRLS Skills for Life is for Skills for Life teachers (ESOL, Literacy, Numeracy) seeking recognition of their subject specialism and/or generic recognition in the full teaching role.

You can find out more about any of these recognition routes and how to apply by visiting www.standardsverificationuk.org.

Further help

For further information about the FE Workforce Reforms go to:
www.lluk.org/feworkforcereforms/

LLUK offers a free information and advice service. You can email them at advice@lluk.org or call **020 7936 5798** between 9.00am and 5.30pm Monday to Friday.

The IfL offers help and advice to individual members and organisations. You can visit www.ifl.ac.uk, call **0844 815 3202**, or email enquiries@ifl.ac.uk.