



Skills for Learning Professionals

# FURTHER EDUCATION WORKFORCE REFORMS

## EXPLAINING INITIAL TEACHER TRAINING, CONTINUING PROFESSIONAL DEVELOPMENT AND PRINCIPALS' QUALIFICATIONS IN ENGLAND

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Further education helps over five million people every year to achieve their potential. The Government's ambition for the nation's skills, as set out in *World Class Skills: Implementing the Leitch review of skills in England* (DIUS, July 2007) and 14-19 developments, depends on the ability of the sector's teachers, tutors, trainers, lecturers and instructors to continue to provide excellence in teaching and training. Further education is diverse, including colleges, work based learning and community based providers.

It is a self-evident truth that if learners and employers are to get the very best from the further education service, then teachers, trainers, together with all those engaged in supporting learning, must all be thoroughly professional and highly skilled. Practitioners' expertise defines the experience for learners and employers. The best teaching inspires learners and sets them on the path to success. The Further Education Workforce Reforms are vital to our drive to professionalise the workforce, and will ensure that from the outset, every teacher is well prepared for their important new role, and that they actively seek and have effective continuing professional development (CPD).

To achieve our aim of a highly skilled and professional workforce, it is important that colleges and employers invest in the continuing development of their staff, starting from when they join an organisation. We now have more qualified teachers in further education than ever before, with almost 9 in 10 full time and 8 in 10 part time college teachers qualified or studying for qualification. This is excellent progress.

However we have a real challenge to ensure that every teacher is qualified or working towards qualification by 2010. Colleges and employers need to continue to invest in their staff so that everyone, from teachers and trainers to first aiders and learning support staff, is qualified to the appropriate level.

The £30 million funding in 2007-08 to support Initial Teacher Training for colleges and providers shows our commitment to investing in frontline teaching staff.

The new qualifications for teachers and principals and the requirement for professional registration and CPD will ensure that further education can continue to deliver high standards and the qualifications and skills which adults, young people and business need in these increasingly competitive times.

These standards will ensure that we remain a driving force in the global economy.

**Bill Rammell MP,  
Minister of State, Lifelong Learning,  
Further and Higher Education**

Within this information pack you will find separate leaflets providing information on how the reforms will impact in different settings and for different roles.

For further information please visit the Further Education Workforce Reforms website at [www.lluk.org/feworkforcereforms](http://www.lluk.org/feworkforcereforms). LLUK offers a free information and advice service. You can visit [www.lluk.org/ias](http://www.lluk.org/ias) or call 020 7936 5798 between 9am and 5.30pm, Monday - Friday.

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## FURTHER EDUCATION WORKFORCE REFORMS PRINCIPALS AND CHIEF EXECUTIVES

From September 2007 the Government expects that all new staff employed as teachers, tutors, trainers, lecturers and instructors in the further education (FE) sector must be professionally registered and licensed to practise by the Institute for Learning (IfL). To be licensed all teachers must be trained to a standard that allows them to achieve either Qualified Teacher Learning and Skills (QTLS) status or Associate Teacher Learning and Skills (ATLS) status. All teachers should undertake at least 30 hours of continuing professional development (CPD) per year, with reduced amounts for those on sessional, fractional or part time contracts, and maintain a record of CPD activities undertaken. For in-service trainees this CPD requirement runs concurrently with their initial teacher training. All newly appointed principals of further education institutions (FEIs) must hold or be working towards the Principals' Qualification.

### Principals and Chief Executives should:

- Have systems in place to ensure all new entrant teaching staff are trained and qualified and hold the appropriate status: QTLS for full teachers ATLS for associate teachers
- Have systems in place to check whether the qualifications of existing and newly hired teaching/training staff meet current regulations and for those that do not, take the appropriate steps to assist
- Have contacted their awarding institution to discuss delivery and assessment programmes for the new SVUK endorsed qualifications
- Be able to communicate the benefits of the new Teachers' Qualification Framework which include more flexible programmes and improved retention and progression rates through recognising smaller steps of achievement more frequently
- Have systems in place to ensure that all teaching staff undertake at least 30 hours of CPD per year (or reduced amounts for sessional, fractional or part time staff), and ensure all teaching staff maintain a record of their CPD activities undertaken
- Hold or be working towards the Principals' Qualification if newly appointed. This will be awarded by the Centre for Excellence in Leadership on successful completion of the Principals' Qualifying Programme
- Support teachers to become professionally registered with the IfL and to maintain that membership in accordance with membership conditions

NB: Existing principals, as part of their own CPD, may wish to undertake the Principals' Qualifying Programme. This has been designed to develop the leadership skills of both newly appointed and serving principals. It is based on a thorough diagnostic process, accreditation of prior functional knowledge, experiential learning and a personalised learning programme to address identified development needs.

## FURTHER EDUCATION WORKFORCE REFORMS

### THOSE RESPONSIBLE FOR HR AND STAFF DEVELOPMENT

From September 2007 the Government expects that all new staff employed as teachers, tutors, trainers, lecturers and instructors in the further education (FE) sector must be professionally registered and licensed to practise by the Institute for Learning (IfL). To be licensed all teachers must be trained to a standard that allows them to achieve either Qualified Teachers Learning and Skills (QTLS) status or Associate Teacher Learning and Skills (ATLS) status. All teachers should undertake at least 30 hours of continuing professional development (CPD) per year, with reduced amounts for those on sessional, fractional or part time contracts, and maintain a record of CPD activities undertaken. For in-service trainees this CPD requirement runs concurrently with their initial teacher training.

#### Those responsible for HR and staff development should:

- Have a human resource strategy that sets out requirements for teaching staff and provides initial teacher training
- Have systems in place to ensure all new entrant teaching staff are trained and qualified and hold the appropriate status: QTLS for full and part time teachers in a full teaching role, ATLS for full and part time associate teachers
- Have systems in place to check whether the qualifications of existing and newly hired teaching/training staff meet current regulations and for those that do not, take the appropriate steps to assist
- Have systems in place to support and provide CPD for all teaching staff
- Regularly check the SVUK Tariff of Legacy Qualifications (TLQ) database to review current staff skills sets for formal recognition
- Update themselves regularly on the scope of the General Professional Recognition Scheme (Learning and Skills) which offers a pathway for certain experienced teachers for whom taking a further Initial Teacher Training qualification may be inappropriate. The scheme includes Skills for Life subjects and, over time, further subjects. Latest information is available on the SVUK website.
- Support teachers to become professionally registered with the IfL and to maintain that membership in accordance with membership conditions
- Be able to communicate the benefits of the new Teachers' Qualification Framework which includes more flexible programmes and improved retention and progression rates through recognising smaller steps of achievement more frequently

## FURTHER EDUCATION WORKFORCE REFORMS PROVIDERS OF INITIAL TEACHER TRAINING

From September 2007 the Government expects that all new staff employed as teachers, tutors, trainers, lecturers and instructors in the further education (FE) sector must be licensed to practise by the Institute for Learning (IfL). To be licensed all teachers must be trained to a standard that allows them to achieve either Qualified Teacher Learning and Skills (QTLS) status or Associate Teacher Learning and Skills (ATLS) status. All teachers should undertake at least 30 hours of continuing professional development (CPD) per year, with reduced amounts for those on sessional, fractional or part time contracts, and maintain a record of CPD activities undertaken. For in-service trainees this CPD requirement runs concurrently with their initial teacher training.

### Providers of Initial Teacher Training should:

- Have responded to the new qualification requirements set out in LLUK guidance for awarding institutions available online at [www.lluk.org/feworkforcereforms](http://www.lluk.org/feworkforcereforms)
- Ensure that all Initial Teacher Training (ITT) courses meet the criteria for endorsement by SVUK
- Work to establish close links with their local Centre for Excellence in Teacher Training (CETT)
- Regularly review processes against best practice through CETTs and Ofsted reports
- Consider how the provision/services they offer can support the CPD of teachers
- Have strong links in place with their funding provider (HEFCE and/or their local LSC) and clearly understand how the reforms affect their funding status
- Be able to communicate the benefits of the new Teachers' Qualification Framework which include more flexible programmes and improved retention and progression rates through recognising smaller steps of achievement more frequently
- Regularly review the qualifications and services on offer to ensure standards are maintained and remain relevant to both the needs of the employee and the provider

## FURTHER EDUCATION WORKFORCE REFORMS TEACHER TRAINERS AND EDUCATORS

From September 2007 the Government expects that all new staff employed as teachers, tutors, trainers, lecturers and instructors in the further education (FE) sector must be licensed to practise by the Institute for Learning (IfL). To be licensed all teachers must be trained to a standard that allows them to achieve either Qualified Teacher Learning and Skills (QTLS) status or Associate Teacher Learning and Skills (ATLS) status. All teachers should undertake at least 30 hours of continuing professional development (CPD) per year, with reduced amounts for those on sessional, fractional or part time contracts, and maintain a record of CPD activities undertaken. For in-service trainees, this CPD requirement runs concurrently with their initial teacher training.

### Teacher Trainers and Educators should:

- Have the appropriate status and qualifications to teach on initial teacher training
- Be familiar with LLUK's new overarching professional standards for teachers, tutors and trainers in the lifelong learning sector and the qualification requirements set out in LLUK guidance for awarding institutions available online at [www.lluk.org/feworkforcereforms](http://www.lluk.org/feworkforcereforms)
- Consider their own CPD needs and consult with their line management to ensure these are met
- Regularly review processes against best practice by keeping in close contact with their local Centre for Excellence in Teacher Training (CETT) and by reading Ofsted reports
- Ensure the training products provided meet the needs of teachers and regularly encourage feedback from their workforce
- Where appropriate contribute to plans for the delivery of CPD within the framework developed by the IfL
- Be able to communicate the benefits of the new Teachers' Qualification Framework which includes more flexible programmes and improved retention and progression rates through recognising smaller steps of achievement more frequently

## FURTHER EDUCATION WORKFORCE REFORMS

### TEACHERS, TUTORS, TRAINERS, LECTURERS AND INSTRUCTORS

From September 2007 the Government expects that all new staff employed as teachers, tutors, trainers, lecturers and instructors in the further education (FE) sector must be professionally registered and licensed to practise by the Institute for Learning (IfL). To be licensed all teachers must be trained to a standard that allows them to achieve either Qualified Teacher Learning and Skills (QTLS) status or Associate Teacher Learning and Skills (ATLS) status. All teachers should undertake at least 30 hours of continuing professional development (CPD) per year, with reduced amounts for those on sessional, fractional or part time contracts, and maintain a record of CPD activities undertaken. For in-service trainees, this CPD requirement runs concurrently with their initial teacher training.

New qualifications for teachers in the further education sector have been introduced, based on LLUK's new overarching professional standards for teachers, tutors and trainers in the lifelong learning sector. New regulations from 1 September 2007 set out qualification and professional status requirements for those who began teaching in FE after that date, as well as listing exemptions and requirements for those teaching prior to 1 September 2001.

There are also requirements for teachers of Skills for Life subjects (Literacy, Numeracy or ESOL) to gain subject specific qualifications as part of initial teacher training and gaining QTLS status.

#### Teachers, tutors, trainers, lecturers and instructors should:

- Identify the teaching role they undertake and the appropriate status they are encouraged to achieve - either QTLS or ATLS. Detailed role descriptions are set out in LLUK guidance available online
- Register with the IfL
- Undertake at least 30 hours of CPD per year (or reduced amounts for sessional, fractional or part time staff)

- Agree with their line management an appropriate programme of CPD and the support to be received during period of training and development
- Maintain a record of the CPD activities undertaken and regularly consult with line management to ensure needs are met
- Be aware of the flexibility of the new Teachers' Qualification Framework which includes the choice to complete units or whole qualifications, and the easy transfer of credits between qualifications to avoid having to repeat learning
- Update themselves regularly on the scope of the General Professional Recognition Scheme (Learning and Skills) which offers a pathway for certain experienced teachers for whom taking a further Initial Teacher Training qualification may be inappropriate. The scheme will include Skills for Life subjects and, over time, further subjects. Latest information is available on the SVUK website.

## FURTHER EDUCATION WORKFORCE REFORMS

### SKILLS FOR LIFE SPECIALIST TEACHERS

The Further Education Workforce Reforms see some key changes for Skills for Life teachers. All new Skills for Life teachers appointed from 1 September 2007 are now required to hold or acquire, within a specified period of time, a Diploma in Teaching in the Lifelong Learning Sector at minimum Level 5 (or its equivalent) and one or more appropriate subject specific qualification(s) leading to Qualified Teacher Learning and Skills (QTLS) status. It should be noted that there is no Associate Teacher role in Skills for Life subjects and so QTLS is the only appropriate professional status for these teachers. An entry requirement has been introduced for subject specific teacher education programmes. This means that potential trainee teachers will be required to evidence personal skills in English or Mathematics at level 3 (QCF) to join a programme. As with other teachers they must register with the Institute for Learning (IfL) and undertake at least 30 hours of continuing professional development (CPD).

#### Who do these changes apply to?

- Specialist Skills for Life teachers are defined as those teaching learning programmes with designated public funding provision for Literacy, Numeracy or English for Speakers of Other Languages (ESOL)
- The Further Education Workforce Reforms have differing implications dependent on when teachers joined the workforce

#### What do fully qualified Skills for Life teachers need to know?

- As with the rest of the FE workforce, Specialist Skills for Life teachers are expected to register themselves with the IfL and engage in CPD
- Fully qualified specialist teachers of literacy, numeracy or ESOL who would like to become a specialist teacher of another Skills for Life subject now have access to new 45 credit diplomas for all three subjects. These replace the level 4 (NQF) subject specific qualifications based on the FENTO subject specifications

#### What do part qualified Skills for Life teachers need to know?

- In order to be considered fully qualified, Skills for Life teachers must hold a recognised generic teaching and subject specific qualification. Those holding either a recognised generic teaching qualification or an approved subject specific qualification are considered part qualified and must complete the remaining half of their training in line with the reforms
- Those wishing to undertake a subject specific qualification in literacy, numeracy or ESOL will be required to evidence personal skills in English or Mathematics at level 3 (QCF) to join the programme
- Skills for Life teachers holding a full generic teaching qualification now have access to the new subject specific qualifications they need to be considered fully qualified. There are 45 credit diplomas for literacy, numeracy and ESOL to replace the level 4 (NQF) subject specific qualifications based on the FENTO subject specifications

- Teachers holding an approved subject specific qualification must go on to complete their full generic teaching qualification. Teachers who have already completed a subject specific qualification and started on a generic teaching qualification programme must complete this by the summer of 2008
- Teachers who have completed a subject specific qualification and not yet started on a generic teaching qualification programme should take the new Level 5/6/7 Diploma in Teaching in the Lifelong Learning Sector, a 120 credit qualification
- A General Professional Recognition Learning and Skills route is also available

### What do unqualified Skills for Life teachers need to know?

- The Further Education Workforce Reforms require all new entrant teachers of literacy, numeracy and ESOL to work towards QTLS status
- Existing teachers of literacy, numeracy and ESOL should check to see how the regulations apply to them. All existing teachers of literacy, language and numeracy are expected to gain an appropriate subject specific qualification and encouraged to apply for QTLS status
- There are a number of possible qualification routes for new and existing unqualified teachers. These include integrated and additional routes
- Those wishing to undertake any subject specific qualification in literacy, numeracy or ESOL will be required to evidence personal skills in English or Mathematics at level 3 (QCF) to join the programme
- A General Professional Recognition Learning and Skills route is also available

From September 2007 there will be a number of SVUK endorsed subject specific qualifications available. Integrated qualifications will fully qualify a teacher in literacy, numeracy or ESOL teaching. Additional diplomas should be taken in addition to a Level 5/6/7 Diploma in Teaching in the Lifelong Learning Sector.

### The new Skills for Life qualifications

#### 120 credit diploma qualifications Fully integrated

- Level 5 Diploma in teaching Mathematics (Numeracy) in the Lifelong Learning Sector
- Level 5 Diploma in teaching English (Literacy) in the Lifelong Learning Sector
- Level 5 Diploma in teaching English (ESOL) in the Lifelong Learning Sector

#### Partly integrated

- Level 5 Diploma in teaching in the Lifelong Learning Sector (Mathematics Numeracy)
- Level 5 Diploma in teaching in the Lifelong Learning Sector (English Literacy)
- Level 5 Diploma in teaching in the Lifelong Learning Sector (English ESOL)

#### 45 credit diploma qualifications:

- Level 5 Additional Diploma in teaching Mathematics (Numeracy) in the Lifelong Learning Sector
- Level 5 Additional Diploma in teaching English (Literacy) in the Lifelong Learning Sector
- Level 5 Additional Diploma in teaching English (ESOL) in the Lifelong Learning Sector

## FURTHER EDUCATION WORKFORCE REFORMS

### NEW REGULATORY REQUIREMENTS

In November 2004 the Minister of State for Lifelong Learning, Further and Higher Education announced the Government's proposals for the reform of initial teacher training in the further education (FE) sector. These were reinforced and developed in the FE White Paper *Raising Skills, Improving Life Chances 2006*, which expanded the scope of the reforms to include the wider workforce. On 1 September 2007 regulations came into force to implement the reforms.

#### The Further Education and Teachers' Qualifications (England) Regulations 2007

These regulations require all new teachers appointed from 1 September 2007 to hold or acquire within a specified period of time:

- A 'Preparing to Teach in the Lifelong Learning Sector' (PTLLS) award (or its equivalent), which is a minimum threshold licence to teach for all who have an element of teaching in their role, irrespective of job title; **and either**
- A Diploma in Teaching in the Lifelong Learning Sector at minimum Level 5 (or its equivalent) leading towards Qualified Teacher Learning and Skills (QTLS) status for those in a full teaching role;  
**or**
- A Certificate in Teaching in the Lifelong Learning Sector at level 3 or 4 (or its equivalent), leading towards Associate Teacher Learning and Skills (ATLS) status for those in an associate teaching role, (i.e. a role that carries significantly less than the full range of teaching responsibilities carried out in a full teaching role)

All new teachers who teach literacy, numeracy or ESOL are required to hold or acquire within a specified period of time:

- A Diploma in Teaching in the Lifelong Learning Sector at minimum Level 5, either through the preferred integrated route or through gaining an additional specialist qualification (or the equivalent), leading towards Qualified Teacher Learning and Skills (QTLS) status

All new teachers to complete a period of professional formation. This is the process by which a teacher demonstrates through professional practice that they meet the standards and can use effectively the skills and knowledge acquired in teacher training. Requirements and exemptions that apply to teachers working in the FE sector prior to 1 September 2007 are also detailed in the regulations.

## The Further Education Teachers' Continuing Professional Development and Registration (England) Regulations 2007

These regulations require:

Full time further education teachers to undertake at least 30 hours of continuing professional development (CPD) per year, for the purposes of updating their knowledge of the subjects they teach and developing their teaching skills;

- part time teachers to undertake pro-rata amounts of CPD with a minimum of 6 hours per year and for those working for more than one Further Education Institution (FEI) to apportion this CPD requirement accordingly;
- FE teachers to maintain a record of the CPD undertaken, make that record available to their employers and have available a record of the CPD undertaken to the Institute for Learning (IfL) every year; and
- FE teachers to be professionally registered. FE teachers are required to register with the IfL as the professional membership body for the FE sector. However there will be flexibility for teachers in sixth form colleges, who can choose to join either the IfL or the General Teaching Council for England (GTC). Teachers who were teaching in both a school and an FEI before 1 September 2007, who continue to teach in both sectors and wish to maintain their GTC membership, are also exempt from the requirement to register with the IfL

## The Further Education Principals' Qualifications (England) Regulations 2007

These regulations require all newly appointed principals of FEIs to hold or be working towards the Principals' Qualification. The Principals' Qualification will be awarded by the Centre for Excellence in Leadership (CEL) where it is satisfied that the person has successfully completed the Principals' Qualifying Programme. The Programme itself will be provided by CEL and approved by the Secretary of State.

For further information about the new regulations visit the LLUK website [www.lluk.org/feworkforcereforms](http://www.lluk.org/feworkforcereforms) or contact the Information and Advice Service on 020 7936 5798 or [advice@lluk.org](mailto:advice@lluk.org).

## FURTHER EDUCATION WORKFORCE REFORMS

### NEW QUALIFICATIONS AND CREDIT FRAMEWORK

From September 2007, in England, the Further Education Workforce Reforms will introduce a new suite of qualifications for generic and Skills for Life teachers. LLUK has developed units and qualifications, underpinned by new professional standards, in partnership with awarding bodies and higher education institutions. To enable career progression and transferability, the new qualifications have been designed to be accredited within the Qualifications and Credit Framework (QCF), which is a new way of recognising achievement through the award of credit for units and qualifications. The QCF provides flexible routes to gaining full qualifications, and enables individuals to achieve at their own pace. The QCF is being trialled until August 2008 when the intention is to implement it as the national qualifications framework.

#### How the new qualifications fit within the QCF

- All of the new generic and Skills for Life teaching qualifications will consist of units which can be combined in a variety of ways to meet the needs of different teachers in the sector
- **Unit:** the smallest part of learning in the QCF for which credit is awarded. Credits awarded for each individual unit can be put together to make a qualification
- **Level:** assigned to units from entry level (lowest) to level 8 (highest). The level of a unit indicates the demand, complexity and depth of learning, and degree of learner autonomy
- **Credit value:** represents the number of credits a learner will be awarded for successfully completing the unit. One credit is awarded for those learning outcomes achievable in 10 hours of learning time

#### How the QCF benefits teachers (learners) in the FE sector

- The QCF will offer learners more freedom, choice and flexibility. They can choose to complete units or whole qualifications
- Learners can easily access information about the commitment needed for different routes to achievement, letting them balance that commitment with family, work and other responsibilities
- Learners can build up credits at their own pace and combine them in a way that will help them get where they want to be
- Learners can transfer credits between qualifications to avoid having to repeat their learning
- Learners will have all achievements recorded on an electronic learner achievement record (LAR), encouraging them and others to value their achievements
- The LAR also shows learners how the credit they already have can contribute to different routes to achievement

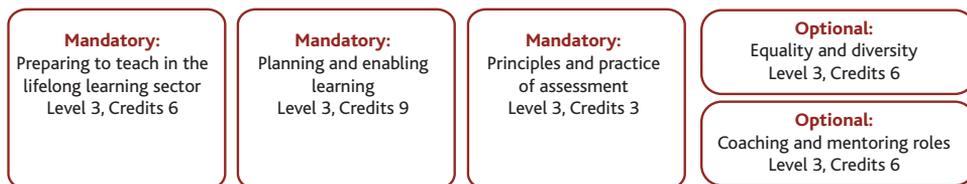
## How the QCF benefits learning providers (training schools, colleges, workplaces)

- The QCF will enable providers to design more flexible programmes, suitable to the individual needs of learners
- The QCF can help providers improve retention and progression rates by recognising smaller steps of achievement more frequently
- The QCF will track all learners' achievements through the use of a unique learner number (ULN) and an individual's electronic learner achievement record (LAR), giving providers standard information about each learner's past achievements
- The QCF will help learning providers describe achievements to employers and learners in a language that is easy to understand

## How the QCF benefits employers

- The QCF will provide a quick, easy way to quantify the level and size of achievements of prospective employees
- The QCF will give employers a way to get in-house training approved within a national framework, helping employees gain credit for achievements on employer-led programmes
- The QCF will give employers an accessible language with which to describe and understand levels of achievements
- Employers will be able to search online to find units that could support training for employees

## Example units from the Level 3 Certificate in Teaching in the Lifelong Learning Sector



The above diagram provides a sample summary of the structure of one of the new teaching qualifications. To achieve this qualification, an individual is required to complete the mandatory units, which equate to 18 credits, and 6 credits of optional units. While the mandatory units cover the core teaching functions, the optional units reflect different contexts, target audiences taught, the environment in which the teaching and learning takes place and elements relating to a specific teaching role.

LLUK has designed the new qualifications to provide opportunities for progression and credit accumulation and transfer. Every awarding body offering the new qualifications will be using the same combination of units, so if an individual moves from one awarding body to another, their achievement will count. As the qualifications have been developed with awarding bodies and higher education institutions, credits from awarding body qualifications can also be counted towards higher education qualifications.

### The new generic and Skills for Life qualifications are:

Level 3 Award in Preparing to Teach in the Lifelong Learning Sector	6
Level 3 Award in Preparing to Teach in the Lifelong Learning Sector	6
Level 4 Award in Preparing to Teach in the Lifelong Learning Sector	6
Level 3 Certificate in Teaching in the Lifelong Learning Sector	24 to 36*
Level 4 Certificate in Teaching in the Lifelong Learning Sector	24 to 36*
Level 5 Diploma in Teaching in the Lifelong Learning Sector	120
Level 5 Diploma in teaching English (Literacy) in the Lifelong Learning Sector	120
Level 5 Diploma in teaching English (ESOL) in the Lifelong Learning Sector	120
Level 5 Diploma in teaching Mathematics (Numeracy) in the Lifelong Learning Sector	120
Level 5 Additional Diploma in teaching English (Literacy) in the Lifelong Learning Sector	45
Level 5 Additional Diploma in teaching English (ESOL) in the Lifelong Learning Sector	45
Level 5 Additional Diploma in teaching Mathematics (Numeracy) in the Lifelong Learning Sector	45

\*Dependent on awarding institution

Further units and qualifications will be developed to reflect other teacher and teacher-related roles across the sector.

For further information please visit the Further Education Workforce Reforms website at: [www.lluk.org/feworkforcereforms](http://www.lluk.org/feworkforcereforms)

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NB: The term 'Teacher' has been used generically in this information pack to represent teachers, tutors, trainers, lecturers, practitioners, facilitators and instructors in the further education sector.

This is regardless of: job title; whether the teacher is on a full or part time contract; whether teaching is combined with other non-teaching or teacher-related roles (e.g. managers, assessors, verifiers etc).

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