LIFELONG LEARNING UK

Skills for Learning Professionals

GUIDANCE FOR WORK BASED LEARNING PROVIDERS

REFORMS TO THE TRAINING AND QUALIFICATIONS OF TEACHERS, TUTORS, TRAINERS, AND INSTRUCTORS

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THE REFORMS IN BRIEF

In September 2007, the government introduced new regulations to reform the training and qualifications of teachers, tutors, trainers and instructors. The reforms include changes to initial teacher training (ITT) and continuing professional development (CPD), and impact on all those delivering learning within the further education (FE) sector[1] which includes work based learning, and the organisations they work for.

By 2010, every teacher[2] will be qualified or working towards an SVUK endorsed qualification – including those working within work based learning and funded by the Learning and Skills Council (LSC). This means that from now all staff employed as teachers in the FE sector must be professionally registered and all new staff must also 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, depending on their role. All full time teachers (new and existing) should undertake at least 30 hours of CPD per year and keep a record reflecting on the CPD activities they have undertaken to maintain their status with the IfL. Those in part time employment will undertake CPD on a sliding scale, with a minimum of 6 hours a year.

WHO DO THE REFORMS APPLY TO?

The reforms apply to all those who deliver learning within the FE sector including:

- FE colleges and sixth form colleges
- All organisations delivering LSC–funded programmes including:
  - Work based learning providers
  - Adult and community learning providers
  - Specialist colleges
  - Train to Gain
  - Public sector organisations* (such as the armed forces or prison service)
  - Private employers*

Staff within FE colleges, sixth form colleges and independent specialist colleges are obliged to comply with the new regulations by law. The regulations also apply to organisations in receipt of LSC funding, including work based learning providers, who are contractually obliged to comply.[3]

* Further work is being undertaken to review the impact of the standards and regulations on public bodies and private sector employers.

WHAT DO YOU MEAN BY 'TEACHERS'?'

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

Learning delivery or teaching means:

- Training or instructing
- Tutoring (with learners in the work place or off the job)
- Coaching in the workplace
- Teaching key skills or functional skills
- Planning and running inductions
- Delivering underpinning knowledge

The reforms also affect any sub–contractors or franchisees who deliver learning on your behalf. They may also apply to employers who receive funding for delivering learning (such as those Train to Gain employers who receive LSC funding for training hours).

(See also **'Assessors who teach'** on page 6 for more information).

TEACHING ROLES AND TEACHERS

There are two teaching roles within the new regulations:

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 the learning and assessment. This means s/he will set the learning outcomes and 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 gain Qualified Teacher Learning and Skills (QTLS) status if they started teaching in the sector after September 2007.

In work based learning this role could be an assessor, where their assessor role has led to additional responsibilities for learning delivery such as designing, implementing and delivering key skills or functional skills learning.

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 gain Associate Teacher Learning and Skills (ATLS) status if they started teaching in the sector after September 2007.

In work based learning, this could be anyone whose role involves an element of learning delivery such as those who deliver learning in the workplace or who coach learners – either on or off the job.

WHAT DO WORK BASED LEARNING PROVIDERS NEED TO DO?

If you are in receipt of LSC funding you need to:

1. Ensure new teachers gain an SVUK endorsed qualification, or check with the LLUK Information and Advice Service (IAS) to see if they hold an equivalent, and are licensed to practice
2. Encourage existing teachers to qualify or have their existing qualifications and/or their experience confirmed or recognised (see page 5 **'Existing teaching staff'**)
3. Support teachers to join the IfL
4. Ensure all teachers keep a record and reflective account of their CPD activities and make this available to the IfL on request

WHO BENEFITS?

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 or equivalent and remain in good standing by maintaining their CPD record.

There are benefits for both work based learning providers and individual members of staff in complying with the new ITT and CPD regulations:

The organisation

- Attracts, retains and motivates teaching staff through investing in their development
- Is seen to be committed to professionalism and staff development
- Has staff who are qualified and who maintain their professional standing
- Keeps up with other parts of the sector (FE colleges have had to comply with teaching qualification regulations since 2001)

The individual

- 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 vocational expertise through membership of a professional body representing the sector
- Keeps up-to-date with developments and best practice within the sector

THE ITT REGULATIONS IN DETAIL

This is how the ITT regulations apply to teachers within work based learning and what you need to do:

New teachers (recruited after September 2007)

1. Define teaching roles

If you employ new or unqualified teachers, you will need to think carefully about their job role and determine which of the two routes to getting qualified and gaining licensed practitioner status is applicable (QTLS or ATLS).

2. Make sure new teachers have the right qualifications to gain professional standing

New teachers must achieve the Preparing to Teach in the Lifelong Learning Sector (PTLLS) award within one year of appointment, which also forms part of either a Certificate (CTLLS) or Diploma (DTLLS).

They must complete the qualification appropriate to their role, or check with the IAS to see if they have an equivalent, and also complete a period of professional formation to gain QTLS or ATLS status within five years of appointment.

- If you appoint them to a full teaching role, the new teacher must achieve a level 5 diploma (DTLLS) or equivalent, complete professional formation 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 (CTLLS) or equivalent, complete professional formation and gain ATLS status within five years of appointment

Qualifications and requirements for new teachers

Associate teacher

PTLLS	**CTLLS** followed by professional formation and ATLS
within 1 year	**5 years**

Full teacher

PTLLS	**DTLLS** followed by professional formation and QTLS
within 1 year	**5 years**

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

Some providers of initial teacher training offer qualifications endorsed by SVUK with alternative titles to CTTLS or DTLLS, for example a Certificate in Education is a minimum Level 5 teaching qualification and equivalent to DTLLS.

New teachers of literacy, numeracy or English for speakers of other languages (ESOL)

New teachers who teach literacy, numeracy or ESOL are required to have or acquire the DTLLS or its equivalent, and subject specific qualifications for each of the specialist subjects taught, leading to QTLS status. Note that there is no associate teacher role in these subjects and so QTLS is the only appropriate professional status for these teachers.

3. Make sure the teacher becomes a licensed practitioner

Once qualified, all new teachers must have their professional standing confirmed by the IfL through the conferral of QTLS (full role) or ATLS (associate role) status. All new teachers must register with the IfL, complete a period of professional formation and gain QTLS or ATLS status.

The IfL confers licensed practitioner status after the individual teacher has undergone professional formation. This is a process of workplace assessment based upon employer evaluation and referral and is not time-related. The IfL will confirm arrangements for professional formation and the process of becoming a licensed practitioner over the coming year and this will be available from September 2008. The licence will be annually renewable, including a CPD obligation, and can be withdrawn or suspended subject to the outcome of an investigation of alleged misconduct.

See the section **'Further help'** on page 8 for where to find out more.

Existing teaching staff

Teaching staff in work based learning employed in the sector before September 2007 don't have 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'll find more about these under '**The CPD regulations in detail**' on page 6).

Work based learning providers may decide, however, that ***all*** their teaching staff need to gain licensed practitioner status to benchmark their organisation against other parts of the sector. Some FE colleges and other work based learning providers may expect all teachers to gain QTLS or ATLS status as part of their staff development policies.

As a work based learning provider, if you decide to make the achievement 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 a qualification

such as a Certificate of Education, or a Level 4 Certificate in Further Education Teaching Stage 3, or professional recognition (for the full role), or a Level 4 Certificate in Further Education Teaching Stage 2 (for the associate role), are likely to have professional standing and will be able to move to professional formation and on towards the licensed practitioner status. Check these on the SVUK tariff of legacy qualifications database to ensure they cover the relevant role. See details under '**Keeping in touch**' on page 7.

Existing staff who are considered competent and experienced but have no teaching qualifications or are partly qualified

(for example, they hold a Level 4 Certificate in Further Education Teaching Stage 1) could undertake one of the new qualifications, or alternatively use their experience to gain professional recognition to achieve professional standing. This process is called accreditation of prior experiential learning (APEL). During 2008, SVUK will be continuing to work with the IfL to develop the processes of mapping existing (or legacy) qualifications and taking account of teachers' experience. There are also several professional recognition schemes run by SVUK. You will find more details of these under '**Keeping in touch**'.

Existing teachers of literacy, numeracy or ESOL

All existing teachers of literacy, numeracy or ESOL are encouraged to achieve a qualification or equivalent for the full role, plus a subject specific qualification for each of the subjects taught.

In summary

For existing staff you need to:

- Determine your overall staff development strategy by:
  - carrying out a benchmarking activity across other parts of the sector if appropriate
  - mapping staff qualifications and experience
- Support them to achieve the appropriate qualifications or to have existing qualifications recognised as appropriate
- Support them to gain licensed practitioner status if required
- Encourage them to register with the IfL
- Encourage and support them to keep a reflective account of their CPD activities

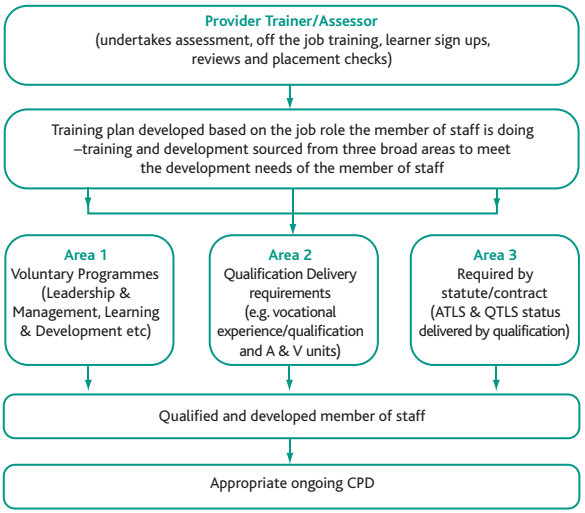
ASSESSORS WHO TEACH

The role of the assessor varies: if all they do is assess, then the reforms and regulations don't apply to them. However, if your assessors carry out any teaching then the reforms apply.

Assessors who teach should therefore be considered 'teachers' and the reforms apply to them in the same way as either new teachers, who started teaching after September 2007 or existing teachers, who started before September 2007. Some assessors who currently deliver learning don't hold a formal teaching qualification. As with teachers, you need to consider both their teaching experience and practice on an individual basis (see details under **'Existing teaching staff'** on page 5).

Remember, it is the individual assessor's job role that determines what they should be doing in relation to gaining qualifications and their CPD. Assessors and verifiers still need to do the relevant Learning and Development Awards and comply with the assessment strategies in the qualifications for which they assess: the new teacher qualifications have not replaced these.

See the diagram below which identifies the training and development sources available to staff depending on what job function they carry out.

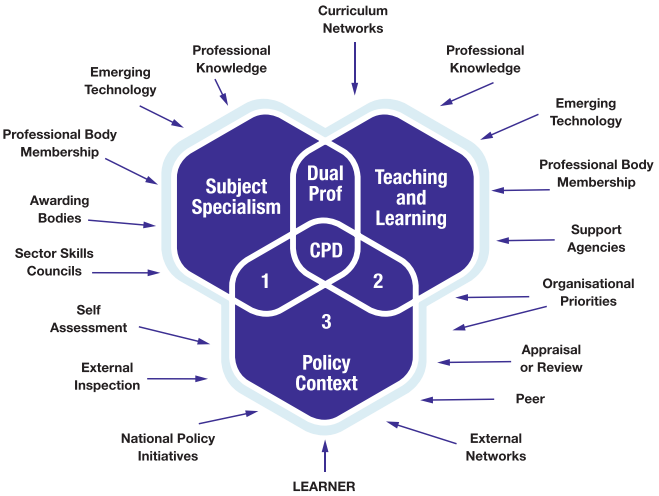


THE CPD REGULATIONS IN DETAIL

An important part of the reforms is for teachers to meet the regulatory 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
- Maintain a record and reflective account of their CPD
- Register with the IfL by 30 September 2008 or, if appointed after 01 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.

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

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.

KEEPING IN TOUCH

Below are details of ongoing developments within the sector and where to get further information:

Recognising qualifications: Tariff of Qualifications (Initial Teacher Training)

The Tariff of Qualifications (TQ or "Tariff") is a tool that acknowledges legacy teacher training qualifications teachers may already hold – such as a PGCE or the City and Guilds 7407 – and ensures that existing staff who wish to work towards becoming licensed practitioners start their journey at the appropriate stage.

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)

This scheme is aimed at existing 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.

As part of the GPRLS, a new route specifically for teachers of long standing is being planned to enable them to gain professional standing. This will sit alongside the existing GPRLS pathways for Skills for Life practitioners and those from all other areas of learning. This third, accelerated route (GPRLS B4) 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. Full details of eligibility and application processes will be announced in the early summer, 2008.

You can find out more at **www.standardsverificationuk.org**.

FURTHER HELP

For more information relevant to work based learning providers go to: **www.lluk.org/feworkforcereforms/**

LLUK offer a free information and advice service. You can visit **www.lluk.org/ias/** or email **advice@lluk.org** or call **020 7936 5798** between 9am 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.**

[1] The term further education (FE) sector is used to include the wide range of organisations that make up the learning and skills or lifelong learning sector in England and includes work based learning.

[2] The 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.

[3] The regulations are law for teachers in FE, sixth form and independent specialist colleges (Statutory Instrument 2007 No 2264). Those who deliver work based learning are not required by statute to comply with the regulations, but if they receive funding from the Learning and Skills Council (LSC), then they do have a contractual obligation to comply with the requirements of the regulations as set out in LSC contracts. The LSC contract mirrors the regulations, so therefore providers who receive funding from the LSC should take the same measures as other FE providers for whom the regulations are statutory.

Ref: FEWR WBL 0408