



Consortia+ briefing October 2007

Changes to the qualification, licensing and professional development requirements for adult education teachers

What these mean for voluntary and community sector providers

SECTION A

What are the new regulations?

The government White Paper 'Raising Skills, Improving Life Chances' (DfES, 2006), outlined a series of targets to deliver a qualified workforce by 2010. To achieve these, it set in train a series of significant reforms that will impact on teachers, tutors and trainers working across the entire learning and skills sector, including voluntary and community sector (VCS) organisations.

The reforms consist of two strands, defined through two pieces of Regulation.

Strand One – revised teaching qualifications for new teachers, including the introduction of a new 'Licensed practitioner' status, and differentiation between 'Full' and 'Associate' Teachers.

Strand Two – remaining in good standing as a teaching professional, including mandatory continuing professional development (CPD) for all teachers.

Who is responsible for implementing the regulations?

There are four key bodies involved:

- the Department for Innovation, Universities and Skills (DIUS), which oversees the reforms;
- Lifelong Learning UK (LLUK), which defines teacher roles and sets the standards for the qualifications - its subsidiary, Standards Verification UK (SVUK), approves initial teacher training courses and is responsible for the process of mapping existing qualifications (known as 'legacy qualifications') against the new qualifications;
- the Institute for Learning (IfL), which registers teachers, oversees continuing professional development (CPD), and sets and maintains professional standards; and
- the Learning and Skills Council (LSC), which ensures that non-college providers, such as those from the VCS, meet the standards enshrined in the regulations by including appropriate requirements in its contracts.

Who do the regulations apply to?

The regulations were approved in July 2007 and have been effective since 1st September 2007 within FE colleges in England. It is expected they will filter into other parts of the English learning and skills sector, such as Personal and Community Development Learning (PCDL), Work Based Learning (WBL), and learning through VCS providers, in due course.

That said, **all** providers that receive funding from the LSC will now have a **contractual** obligation to comply with the regulations. This includes franchise arrangements as well as directly contracted work.

What do the regulations say – Strand One?

The reforms have introduced an opportunity for trainee teachers to be qualified to teach and be awarded a license to practice through qualifications for both new teachers and existing teachers not yet qualified. The regulations extend this into the emergence of two distinct yet complementary teaching roles, **Full Teacher** and **Associate Teacher**.

Associate Teacher and Full Teacher roles

The DIUS definition of the Associate and Full Teacher roles is:

““associate teaching role” means a teaching role that 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) and does not require the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies;

“full teaching role” means a teaching role that carries the full range of teaching responsibilities (whether on a full-time, part-time, fractional, fixed term, temporary or agency basis) and requires the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies;”

Statutory Instrument 2007 No. 2264

The Further Education Teachers' Qualifications (England) Regulations 2007

Further information about the two roles can be found in the LLUK guidance document *Guidance for awarding institutions on teacher roles and initial teaching qualifications* (August 2007, Version 3), available from:

http://www.lluk.org/documents/ai_guidance_aug07_version3.pdf

New teachers

New teachers (in other words, practitioners starting after 1st September, 2007), must gain one of the new teaching qualifications and progress to licensed practitioner status within five years. This is required by regulation for FE college teachers, and by contract for those delivering LSC-funded provision.

All new teachers must register with IfL, whether they are full or part-time. If they are starting a career in teaching, training or tutoring they must undertake the **Preparing to Teach Award (PTLLS)**, and achieve this within one year of their initial employment. The PTLLS is the early part of the initial teacher training programme.

The award can either stand alone or be embedded in a course. It consists of a minimum of 30 taught hours, 30 hours of self-directed study, the identification of literacy, numeracy, language and e-skills gaps, and the development of a professional development plan. Associate Teachers will be expected to have support from someone in a Full Teacher role (for example, as a line manager or mentor).

New teachers undertaking an Associate Teacher role must – in addition to the PTLLS - progress to the **Certificate in Teaching in the Lifelong Learning**

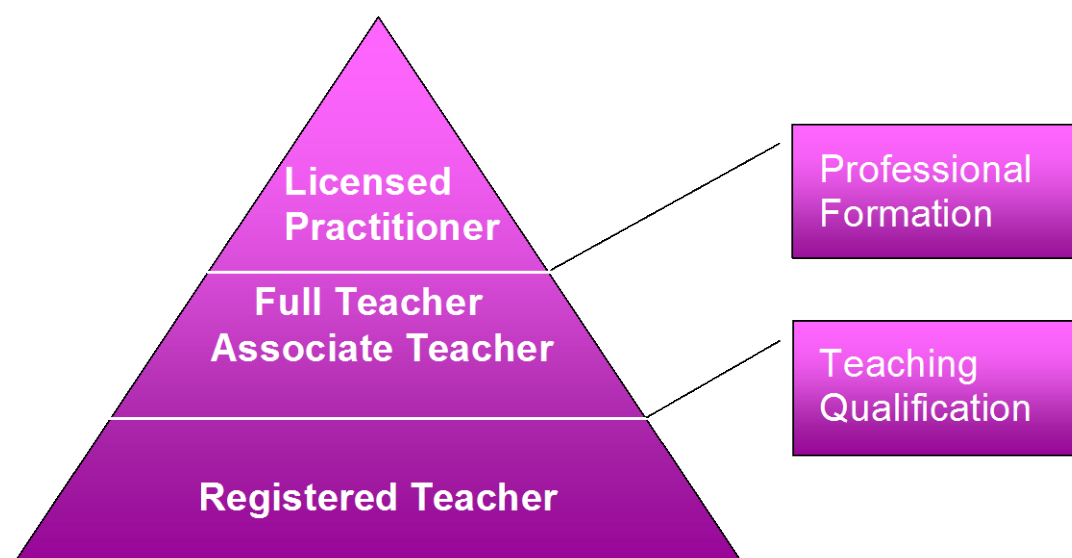
Sector (CTLIS), or equivalent, within five years of appointment. This consists of a minimum of 24 credits at levels 3 or 4, including 30 hours teaching practice.

New teachers undertaking a Full Teacher role must - in addition to PTLLS - progress to the **Diploma in Teaching in the Lifelong Learning Sector (DTLLS)**, or equivalent, within five years of appointment. This consists of 120 credits at level 5 or above, including 150 hours teaching practice.

Practitioners completing the teaching qualifications will be regarded as **Qualified Teachers**. However, they will not become **Licensed Practitioners** until their professional standing has been confirmed by the IfL. There are two categories of Licensed Practitioner, each corresponding to one of the two teaching roles:

- **Associate Teacher Learning and Skills (ATLS)** – for Associate Teachers; and
- **Qualified Teacher Learning and Skills (QTLS)** – for Full Teachers.

ATLS or QTLS status will be conferred by the IfL upon completion of a process of workplace assessment known as **professional formation**. The process is not time related and is expected to be based on employer evaluation and referral. The licence will be renewable annually, including a CPD obligation.



Progression from registered to licensed status with IfL (diagram courtesy of IfL)

Existing teachers

Existing teachers are not required by the regulations to gain any additional qualifications or to become licensed. However, this is encouraged and, overtime, may be increasingly expected.

Those working on LSC-funded programmes will have to register with the IfL. **Registration will be sufficient to meet the regulation requirements for existing teachers employed outside FE colleges.** Staff who entered the sector before 1st September 2007 will not be obliged to gain either QTLS or ATLS but, as with other teachers, it will be encouraged.

Existing qualifications and experience

For historical reasons, formally qualified practitioners within the learning and skills sector will have a range of different teaching qualifications. Some teachers have none. Those who taught before 1st September, 2001 (i.e. prior to the 2001 regulations which set minimum qualifications for teachers in FE colleges), were not required to have a teaching qualification. Anyone teaching full-time in colleges after 1st September, 2001 (and before 1st September, 2007) had to gain a level 4 teaching qualification within the old National Qualification Framework. Part-time teachers in colleges had to complete the first stage of a level 4 qualification. Although these regulations applied to colleges only, many other providers (either in franchise arrangements with colleges or in contracts with the LSC), were expected to match these standards as part of their quality improvement plan.

IfL and SVUK are collaborating to develop a scheme to enable teachers with existing qualifications to claim credit for these towards licensed practitioner status on an individual basis. This means previous experience can be taken into account.

There are three routes for existing teachers to achieve Qualified Teacher status:

- by possessing an existing qualification recognised as equivalent to the new CTLLS or DTLLS (see below);
- by achieving either the new CTLLS or DTLLS (current teachers may be able to get credit towards the new qualifications through recognition of their existing qualifications and experience); and
- for those without a prior qualification, by applying to the IfL for recognition of existing experience - each application will be considered on its merits taking account of what was acceptable in the particular context.

Qualifications gained prior to 1st September 2007 are referred to as 'legacy' qualifications. These are being mapped in phases (due to their considerable number) against the new PTLLS, CTLLS and DTLLS, along with integrated and stand alone Skills for Life (SfL) qualifications. The resulting 'Tariff' will provide an authoritative basis for: matches between legacy and new qualifications, permitting exemption; partial matches, permitting accreditation of prior learning, subject to currency; and specifications for standards 'Top-ups'. The tariff value of the qualifications in the first phase is now available on the SVUK website (SVUK www.standardsverificationuk.org).

The Tariff covers all qualifications endorsed or approved according to the 2001 FE Teaching Regulations and associated requirements (including Stage 1, Stage 2 and Stage 3 qualifications, Level 4 stand alone qualifications for SfL subject specialists, and qualifications integrating generic teacher training with a SfL subject specialism. It also includes legacy qualifications that did not require endorsement or approval such as C & G 7302 Level 3, ABC Level 3 Certificate in Facilitating Learning, CIPD Level 3 Certificate in Training Practice, and NVQ Levels 3 and 4 in Learning and Development.

Once approved as a Qualified Teacher or Qualified Associate Teacher, existing teachers can progress to 'Licensed Practitioner' status through professional formation.

In summary:

Registered Teachers are those registered with IfL and working towards a teaching qualification, or are in the process of getting their existing qualifications and experience recognised through SVUK;

Qualified Teachers are those who have completed a recognised teaching qualification and are either Associate or Full Teachers, depending on the qualification; and

Licensed Teachers are those who have completed their professional formation to the satisfaction of IfL and are recognised as either ATLS or QTLS, depending on the qualification

What do the regulations say – Strand Two?

For teachers in FE colleges and all LSC-funded providers:

- every full-time teacher must complete a minimum of 30 hours CPD per academic year;

- every part-time teacher must complete the pro-rata equivalent of 30 hours of CPD per academic year, calculated on the basis of the total number of hours spent teaching across all employment – with a minimum requirement of 6 hours, irrespective of contract size;
- every teacher must maintain a record of their CPD and make this available to IfL (on request) and their employer/s; and
- every LSC-funded teacher must register by 30 September 2008 (or if appointed after 1st September 2007, within 6 months of the date of appointment) and maintain that registration continuously thereafter. Registration with IfL costs £30 per year but is currently free to practitioners due to government subsidy.

CPD can cover all sorts of activities in addition to attending courses. Detailed guidance will be available from IfL which has responsibility for approving CPD plans for registered teachers. The key criteria are that the CPD activity should relate to the planned objectives; and cover the individual's development as a teacher and any needs relating to the teacher's subject area(s). Evidence of CPD will be based on reflective accounts of its value.

Employers are expected to support their staff through their professional development. However, as with other professions, ultimate responsibility for planning and evaluating CPD rests with the individual practitioner.

SECTION B

Implications of the reforms for VCS providers

The reforms are significant, complex and still evolving. As a result, it is not always clear how the regulations apply, particularly to those providers – like VCS organisations - that are not FE colleges.

The following FAQs address additional issues that have been raised by VCS providers. These are followed by a range of exemplars designed to illustrate how the regulations might apply in various common VCS situations.

1. Do the regulations apply to all VCS learning programmes?

The regulations currently apply only to teachers on LSC-funded programmes, either through direct contract or franchise. They do not cover learning funded through other sources such as Charitable Trusts, Primary Care Trusts, Big Lottery, and so on.

2. What qualifications do subject specialists such as health and safety trainers or finance experts need in order to teach on LSC-funded programmes?

Existing trainers will not need additional qualifications but if they are responsible in full or part for the design and delivery of the training course they will need to register with the IfL. New trainers or teachers will need to achieve the PTLLS and work towards either the CTLLS or DTLLS.

Subject specialists who are delivering a session on a course designed and led by another teacher will not need to register with IfL. They can be considered a 'visiting expert'.

3. If a person designs e-learning courses but is not involved in face-to-face delivery, will s/he have to get a level 5 qualification?

The regulations do not apply to authorship of the programme (though a teaching qualification and/or experience would be highly desirable). However, if the person was also supporting learners, then the regulations would apply. For new teachers, Associate Teacher status might be sufficient.

4. The date of entry to the teaching profession obviously has implications in terms of qualification requirements. How is this decided and how will it apply to people who have not worked in mainstream education?

Date of entry will be determined by IfL on the basis of the teacher's registration application. IfL have advised that the start date will be viewed as the commencement of **any** teaching and not just LSC-funded programmes. This should mean that most current trainers and teachers in the VCS will be considered 'existing' rather than 'new' teachers.

As was noted earlier, teachers outside FE colleges were not covered by the 2001 regulations and therefore references to requirements for staff employed 2001 - 2007 to comply with the 2001 regulations should not apply to VCS trainers/teachers. (However, see note below about franchising and LSC contracts).

5. Some VCS trainers/teachers may only do a few hours' teaching a year. Is there a lower cut-off point in terms of teaching hours?

In principle, the qualification requirements apply to new teachers regardless of the number of hours taught. The critical factor is whether the role undertaken corresponds to the role definitions set by LLUK for either a Full or Associate Teacher. That said, LLUK recognises that the ways in which learning is delivered and supported are complex and might not align entirely with these categories. Further exploration of the impact of the reforms and their 'match and fit' with current practice will take place throughout Autumn 2007 through a series of focus groups which will also examine the range of possible 'teacher-related' roles. There will also be further development work on Accreditation of Prior Experience and Learning (APEL), and possible flexible models for obtaining the qualifications.

6. What representation is there from the wider VCS on the IfL Board?

The IfL already has VCS representatives on its Board but is looking into the possibility of extending this to ensure a stronger VCS 'voice'.

7. What financial support is available for the costs of applying these new requirements?

As was noted earlier, the government will meet IfL registration costs for at least 18 months.

In addition, £30 million is being made available to LSC-funded providers to help meet the costs of the qualifications and CPD. The criteria for allocating the funding are being developed by the Quality Improvement Agency (QIA) and dispersal will be through the LSC.

VCS providers on a franchise or partnership contract with a college or other LSC-funded provider should speak to that provider about arrangements for supporting partners.

8. Will the regulations apply to franchise contracts with colleges?

Current understanding is that VCS providers who franchise from a college or other provider will be regarded in the same way as VCS providers with a direct LSC contract. This means existing teachers will have to register with IfL and undertake CPD, but there is not a minimum qualification requirement. New teachers will have to comply with the new qualification requirements.

However as the franchise agreement is solely between the college and the VCS organisation, the college can take a different view. The need for a consistent approach has been raised with LSC nationally.

SECTION C

NB Current information on the Tariff of legacy qualifications against the PTLLS, CTLLS and DTLLS is available from the SVUK website

<http://www.standardsverificationuk.org/>

VCS examples

Example	Current teacher (Someone who started teaching before 1 st September 2007)	New teacher (Someone who started teaching from 1 st September 2007)
Welfare benefit worker who takes a regular half-day session on a two-day volunteer training course run by the local CVS	Can be classified as a 'visiting expert' so no need to register with IfL or meet CPD requirements.	Can be classified as a 'visiting expert' so no need to register with IfL or meet qualification/CPD requirements.
Community worker who runs drop-in IT training sessions on a one-to-one basis	Need to register with IfL and undertake CPD.	Needs to register with IfL and undertake CPD. Needs to take PTLLS within 12 months. If training delivery is limited to one-to-one sessions then Associate Teacher licensed (ATLS) status applies. ATLS must be completed within five years of starting.
CAB worker who runs training sessions for CAB volunteers. Holds C&G 7302. Is interested in doing more part-time teaching, possibly in an FE college.	Need to register with IfL and undertake CPD. C&G 7302 gives exemption for PTLLS. IfL may recognise the qualification and experience and award Qualified Teacher status. Needs to achieve appropriate level 4 or 5 qualification to work in a	Needs to register with IfL and undertake CPD. If achieved C&G 7302 but did not teach before 1 September 2007, s/he would be classified as a 'new' teacher and need to get ATLS or QTLS within 5 years. C7G 7302 has equivalence to PTLLS so it meets that requirement.

	college to meet 2001 regulations.	
Worker who teaches CV and other job skills to unemployed people. Has C&G 7404 stage 2.	Needs to register with IfL and undertake CPD. IfL likely to award Qualified Teacher status. C&G 7407 can be matched against CTLLS or DTLLS through APEL. There may also be credit for experience. (APEL carried out by teacher training institution).	Needs to register with IfL and undertake CPD. If achieved C&G 7407 but did not teach before 1 September 2007, s/he would be classified as a 'new' teacher and need to get ATLS or QTLS within 5 years. C&G 7407 gives exemption for PTLLS and towards CTLLS or DTLLS. Given the limited range of courses being taught, CTLLS and ATLS status seem appropriate route.
Trainer working for a large charity. Teaches short courses, certificate courses and on NVQ programmes. Holds PGCE (post compulsory education)	Needs to register with IfL and undertake CPD. Given the range of teaching involved and the level 5 qualification, award of Qualified Teacher status by IfL likely. Trainer should be able to progress to QTLS after professional formation.	Needs to register with IfL and undertake CPD. If achieved PGCE but did not teach before 1 September 2007, then trainer would be classified as a 'new' teacher and needs to get QTLS within 5 years. PGCE counts towards the DTLLS
Former school-teacher now working for a local charity running a range of courses for the community in arts and crafts. Some are longer qualification courses.	Needs to register with IfL and undertake CPD. Given the range of teaching involved and the level 5 qualification, the award of Qualified Teacher status by IfL likely. May need to get the school-based PGCE and work experience recognised through APEL against DTLLS to progress to QTLS after professional formation.	If started in the role after 1 September 2007, s/he will be classified as a 'new' teacher and need to get QTLS within 5 years. School-oriented PGCE can be recognised through APEL against the DTLLS but further study/experience probably necessary for the full qualification

<p>Volunteer helping on a community-based course run by another teacher</p>	<p>Can be classified as a 'visiting expert' and no need to register with IfL or meet CPD requirements.</p>	<p>Can be classified as a 'visiting expert' and no need to register with IfL or meet qualification/CPD requirements.</p>
<p>Teacher working for a local VCS organisation teaching for about 20 hours per week on a range of community-based courses including some with qualifications. Possesses a lot of experience and an OCN teaching qualification.</p> <p>The VCS organisation gets its LSC funding from a local VCS learning consortium.</p>	<p>Needs to register with IfL and undertake CPD.</p> <p>Given the range of teaching involved and the qualification, award of Qualified Teacher status by IfL likely. Teacher would be able to progress to QTLS after professional formation.</p> <p>Support for registration process and CPD may be available from the learning consortium.</p>	<p>Needs to register with IfL and undertake CPD.</p> <p>Map the qualification against PTLLS and the DTLLS. The learning consortium or PTLLS provider should be able to advise. Further information available on SVUK website.</p> <p>Would need to progress to QTLS. Support may be available for this and CPD from learning consortium.</p>
<p>Teacher working full-time providing skills training for young people including qualifications on a programme under franchise from a local college.</p> <p>Holds a C&G 7407 stage 2.</p>	<p>Needs to register with IfL and undertake CPD.</p> <p>Given range of teaching involved and the qualification, award of Qualified Teacher status by IfL likely. The teacher would be able to progress to QTLS after professional formation.</p> <p>Support for registration process and CPD may be available from the college.</p>	<p>Needs to register with IfL and undertake CPD.</p> <p>C&G 7407 should give exemption from PTLLS and towards either the CTLLS or the DTLLS. College or local qualification provider should be able to advise. Information also available on SVUK website.</p> <p>Would need to progress to ATLS or QTLS Support may be available for this process and for CPD from the college.</p>

Where can I get the most current information?

IfL website	www.lfl.ac.uk
LLUK website	www.lluk.org.uk
NIACE website	www.niace.org.uk
QIA website	www.qia.org.uk
LSC website	www.lsc.gov.uk
SVUK website	http://www.standardsverificationuk.org/

Prepared by Cheryl Turner (NIACE) and Tim Ward (Learning Curve)
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Important note

Information about the application of the regulations is emerging continuously. The accuracy of this Briefing is assured only up to the date of the publication. Practitioners and providers are advised to consult the relevant websites for the most current details.