



Skills for Learning Professionals

**Teachers, tutors and trainers in the Further Education Sector  
in England**

**Guidance for awarding institutions  
on teacher roles and initial teaching  
qualifications**

**August 2007  
Version 3**



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## Glossary of terms

### Teacher

For the purposes of this document, the term **teacher** has been used generically to represent teachers, tutors, trainers, lecturers and instructors in the sector.

### Further Education (FE) sector

For the purposes of this document, this covers the teacher workforce in FE colleges, FE in higher education, work based learning, community learning and development, offender learning and the voluntary sector.

Terms and acronyms	Meaning	Definition
AB	Awarding Body	Body approved by the Qualifications and Curriculum Authority (QCA) which awards qualifications
AI	Awarding Institution	Any institution that can award a qualification, including Awarding Bodies and Higher Education Institutions
AP(E)L	Accreditation of Prior (experiential) Learning	The process of recognition of someone's prior qualifications and/or experience
Approved qualification	Term used in Regulations to denote meeting the requirements of the Secretary of State	This includes generic teaching and subject specific qualifications and includes the terms 'endorsed' and 'approved' used by SVUK
ATLS	Associate Teacher, Learning and Skills	The term which describes the status of those licensed to practise as a teacher in the associate teaching role
Award	A qualification within the Qualifications and Credit Framework (QCF)	A qualification in the QCF between 1 and 12 credits. See also Certificate and Diploma
CAT(S)	Credit accumulation and transfer (system)	The process by which learners can accumulate credit and use it towards a full or further qualification
Certificate	A qualification within the Qualifications and Credit Framework (QCF)	A qualification in the QCF between 13 and 36 credits – see also Award and Diploma
CLD	Community learning and development	The seven discrete strands are youth work, adult and community learning, community development, development education, community development learning, family learning and working with parents
CPD	Continuing professional development	Any activity undertaken for the purposes of updating knowledge of the subject taught or of developing teaching skills
CTLLS	Certificate in Teaching in the Lifelong Learning Sector	The qualification for those who practise as a teacher in the associate role

Credit (Award of)	A method of recognising learner achievement	One credit is the notional equivalent of 10 hours of learning. Credit is assigned to units of assessment which are combined to support the creation of coherent programmes of learning and qualifications
DfES	Department for Education and Skills	A former government department in England, part of which is now the Department for Innovation, Universities and Skills (DIUS)
DIUS	Department for Innovation, Universities and Skills	Government department that covers some functions of the former DfES
Diploma	A qualification within the Qualifications and Credit Framework (QCF)	A qualification in the QCF of more than 36 credits. See also Award and Certificate
DTLLS	Diploma in Teaching in the Lifelong Learning Sector	The qualification for those who practise in the full teacher role
GLH	Guided learning hours	Hours in which a teacher/tutor/trainer is present and contributing to the learning process. The LSC currently funds on the basis of GLH
HE	Higher Education	Work at Level 4 and above of the Qualifications and Credit Framework (QCF)
HEI	Higher Education Institution	The term for an individual university or college of higher education
IfL	Institute for Learning	The professional body for teachers in the FE sector responsible for conferring licensed practitioner status
ILP	Individual learning plan	A template for personalised planning of an individual's learning and professional development
Legacy qualifications	Qualifications which have been replaced by the introduction of new qualifications for teachers in the Further Education Sector in England from September 2007	SVUK is producing a tariff of these qualifications – the TLQ <a href="http://www.lluk.org/svuk/tlq/index.html">http://www.lluk.org/svuk/tlq/index.html</a>
ITT	Initial teacher training	The first stage in a teacher's professional development – sometimes referred to as initial teacher, tutor, trainer education (ITTTE)
LLUK	Lifelong Learning UK	The Sector Skills Council responsible for the development of standards and qualifications frameworks for teachers, tutors and trainers in the UK lifelong learning sector

Micro teaching	A method employed for teaching practice	The use of a training class of fellow trainees for the purpose of practice and/or assessment of teaching
NLH	Notional learning hours	The average amount of time it would take for a learner to achieve a specified qualification
PGCE	Professional Graduate Certificate in Education/ Post Graduate Certificate in Education	The Professional Graduate Certificate is normally awarded at level 6 and the Post Graduate Certificate is normally awarded at level 7
PTLLS	Preparing to Teach in the Lifelong Learning Sector	The qualification that all new entrants to the profession from September 2007 must take
QAA	Quality Assurance Agency	Provides an integrated quality assurance service for UK higher education
QCA	Qualifications and Curriculum Authority	The regulatory body for awarding bodies in England
QCF	Qualification and Credit Framework	The new Qualifications and Credit Framework is a unit-based framework and is underpinned by a system of credit accumulation and transfer, enabling learners to 'bank', 'build' or 'save' credit awarded for achievement
QTLS	Qualified Teacher, Learning and Skills	The term which describes the status of those licensed to practise as a teacher in the full teacher role
SfL	Skills for Life	English (Literacy and ESOL) and Mathematics (Numeracy)
SVUK	Standards Verification UK	The organisation which endorses and 'standards verifies' initial teaching qualifications in the FE sector
TLQ	Tariff of Legacy Initial Teacher Training Qualifications	The Tariff of Legacy Initial Teacher Training Qualifications (TLQ or "Tariff") establishes how legacy Initial Teacher Tutor Trainer Education (ITTTE) qualifications map to the new <i>Equipping our Teachers for the Future</i> requirements in England
TQF	Teacher Qualifications Framework	The framework in which teaching qualifications have been developed, sitting within the Qualifications and Credit Framework
WBL	Work based learning	Teaching and training that takes place in a work place context

## Introduction

This document provides guidance for awarding institutions developing qualifications for the initial training of teachers in the Further Education (FE) Sector in England. It provides details of the qualifications required for those teachers new to the sector and undertaking teacher training from September 2007. This includes details of specialist pathways within qualifications. All associated mandatory units of assessment can be found in a companion document. The qualifications, to be introduced from September 2007, have been developed to provide appropriate initial training for identified teacher roles in the sector. A definition of associate and full teacher roles can be found in the Further Education Teachers' Qualifications (England) Regulations 2007<sup>1</sup>. This Lifelong Learning UK (LLUK) document provides further description of these roles.

In 2004, DfES published '*Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector*'. The document set out proposals to contribute to the professionalisation of teachers, tutors and trainers<sup>2</sup> in the Further Education Sector in England. These proposals included the development of new teaching standards, qualifications related to teacher roles and the introduction of Qualified Teacher Learning and Skills status (QTLS). LLUK developed new professional standards for teachers, tutors and trainers in England and these were published in December 2006. They were developed as overarching standards and describe the knowledge, understanding and professional practice of all teachers in the FE sector. As overarching standards, they apply not only to new entrants to the profession but also to experienced teachers and teacher educators working in the sector. The standards apply to those in any teacher role.

Research undertaken by LLUK has identified two distinct teacher roles in the sector - a full teacher role and an associate teacher role. All teaching in the sector involves leading (as opposed to supporting) learning and taking responsibility for the teaching cycle - initial assessment, preparation and planning, delivery, assessment, evaluation and revision based on evaluation. Those in a full teacher role have a full range of responsibilities in relation to this cycle. Those in an associate teacher role have more limited responsibilities.

**Section 1** of this document details the important differences in responsibilities of teachers in the two identified roles. This detailing of responsibilities for full and associate teachers will support employers and those with an interest in the professional development of teachers. It will support them in identifying the particular role any teacher may be fulfilling and the appropriate qualification they should hold.

**Section 2** details the generic initial teaching qualifications to be introduced in September 2007. A 'Preparing to Teach in the Lifelong Learning Sector (PTTLS)' initial award has been developed to provide a threshold licence to teach in the FE sector in England. A certificate qualification has been developed for teachers in an associate teacher role - Certificate in Teaching in the Lifelong Learning Sector (CTLLS) and a diploma qualification for those in a full teacher role - Diploma in Teaching in the Lifelong Learning Sector (DTLLS). All relevant requirements are detailed, including teaching practice and

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<sup>1</sup> Department of Innovation, Universities and Skills, 2007. These regulations come into force on 1 September 2007

<sup>2</sup> The standards refer to teachers, tutors and trainers. These are titles commonly used in the FE sector in England. Through consultation around the reform of teacher training, it was agreed that the use of 'teacher' was the most appropriate title to underpin the professionalisation agenda and enhance transferability between sectors.

observed and assessed teaching. Please refer to Section 3 for the naming of qualifications by higher education institutions.

**Section 3** details how qualifications have been developed within the emerging Qualifications and Credit Framework (QCF)<sup>3</sup> of the Qualifications and Curriculum Authority (QCA) in England. QCA will accredit Awarding Body teaching qualifications within the QCF. This section provides guidance for Awarding Bodies and Higher Education Institutions (HEIs) developing teaching qualifications for the FE sector in England to meet the requirements of the Secretary of State. Information regarding credit accumulation and transfer is also included in this section.

**Section 4** details the teaching qualifications for teachers of English (Literacy and ESOL) and Mathematics (Numeracy) also to be introduced in September 2007. Four routes to full qualification are described. These are named the additional, concurrent, fully integrated and partly integrated routes.

Mandatory units of assessment for generic teaching qualifications and Literacy, Numeracy and ESOL qualifications are available on the LLUK website, [www.lluk.org](http://www.lluk.org), in a single document<sup>4</sup>. They are also available in separate documents for easy download.

Optional units of assessment for generic teaching qualifications are also available for download on the LLUK website.

[http://www.lluk.org/currentactivity/itt/developing\\_optional\\_units.html](http://www.lluk.org/currentactivity/itt/developing_optional_units.html)

**This document replaces the following interim guidance made available by LLUK in 2007:**

**Developing qualifications for teachers, tutors and trainers in the lifelong learning sector in England**

Interim information for awarding institutions

**January 2007**

**Developing qualifications for teachers of English (Literacy and ESOL) and Mathematics (Numeracy) in the lifelong learning sector in England**

Interim information for awarding institutions

**February 2007**

**This guidance document is informed by the Further Education Teachers' Qualifications (England) Regulations 2007 (DIUS)**

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<sup>3</sup> Please see QCA website for further information relating to the QCF: [www.qca.org](http://www.qca.org).

<sup>4</sup> Guidance for awarding institutions on teacher roles and initial teaching qualifications: All mandatory units of assessment. LLUK, 2007

## Section One

### Defining teacher roles and responsibilities in the sector

LLUK has identified two distinct and important teacher roles in the FE sector in England, for which there are government regulations:

- a full teacher role which represents the full range of responsibilities performed by those who are expected to attain the status of Qualified Teacher, Learning and Skills (QTLS)
- an 'associate' teacher role which contains fewer teaching responsibilities and which will be performed by those who are expected to attain the status of Associate Teacher, Learning and Skills (ATLS).

These have been identified through extensive research into teacher roles in the sector. The vital responsibilities undertaken within each of these roles is detailed in a table below. The college or provider will need to determine across its provision which teaching requires a full teacher role and which an associate teacher role<sup>5</sup>.

It should be noted that teacher roles are **not** undertaken by those who work exclusively in these following roles:

#### **Learning support practitioners**

The role of the learning support practitioner is different from that of a teacher. Learning support practitioners practice under the direction of someone leading the learning. The requirement to gain ATLS or QTLS status, therefore, does not apply to learning support practitioners. LLUK is currently developing National Occupational Standards for learning support practitioners. New qualifications for learning support practitioners will be introduced in September 2008, appropriate to learning support roles identified in the sector.

#### **Teacher related roles in the FE Sector**

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 a teaching qualification appropriate to the teacher role they are fulfilling.

#### **Teacher roles and initial teaching qualifications**

Identifying teacher roles has been significant for the development of new initial teaching qualifications. From 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. All those who teach, even on a very part time basis, will be required to undertake a teaching qualification appropriate for either an associate teacher role or for a full teacher role. Those deemed 'visiting specialists' who are employed by the institution on an occasional basis to provide updating on current commercial, industrial or professional practice will not be required to undertake a teaching qualification. Information on new teaching qualifications can be found in later sections of this document.

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<sup>5</sup> It is important to note that the responsibility for pay and terms and conditions for teachers is a matter for employers, and as appropriate their negotiations with unions. Policy for full and associate teacher roles and arrangements for teacher qualifications is independent of pay, and so is not a matter for this document

All new teachers whether in an associate or full teacher role must also undertake 'Preparing to Teach in the Lifelong Learning Sector' (PTLLS) at the beginning of their career. This can be as a discrete award or embedded in a larger qualification. This confers a threshold licence to teach and is a starting point, not a stopping point, in a teacher's professional development.

### **Teacher roles**

Research undertaken by LLUK indicates that all teachers undertake the same activities in relation to the teaching cycle:

- Initial assessment
- Preparation and planning
- Delivery
- Assessment
- Evaluation
- Revision based on evaluation

The research also demonstrated that many teachers in the sector have significantly fewer responsibilities, in relation to these activities, than those in a full teaching role. These teachers are deemed to be in an associate teacher role. The two roles have been described in the **Further Education Teachers' Qualifications (England) Regulations 2007**.

“‘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”

Further Education Teachers' Qualifications (England) Regulations 2007

### **Research into the associate teacher role**

The research into teacher roles undertaken by LLUK identified that there were a range of people involved in teaching who did not develop their own materials, but taught from pre-prepared packs. These teachers often had job titles such as instructor, trainer, technician, although this was not standard across constituencies. It was generally the case that where teachers fell into this category, there would be someone in a full teacher role who was working in association with them. The teacher in a full role would be acting as, for example, a line manager or mentor to advise on ways to ensure a positive learner experience. Where a teacher is not generally involved in the development of materials or learning programmes, they are unlikely to be considered to be in a full teacher role. However, it will be the combinations of different aspects of role which will define whether someone is working in an associate or full teacher role.

It is desirable that those operating in the associate role will be working in association with a team or course leader to ensure a positive learner experience.

**While associate teachers have fewer teaching role responsibilities than those in a full teacher role, the quality of the teaching is expected to be of an equally high standard.**

### **Comparison of full teacher and associate teacher roles**

There is a diversity of associate teaching roles which are complementary to, but remain distinct from the full teaching role. The following table provides an indication of the types of responsibilities undertaken by those in both roles. It is not expected that an individual teacher undertakes every responsibility listed against the relevant role. The qualifications detailed below will equip teacher trainees with the knowledge, understanding and skills required to undertake these roles. LLUK will provide further guidance in due course following evaluation of the qualifications and associated roles.

### **Examples of the associate teacher role**

Lifelong Learning UK is developing a number of case studies to explore and describe the range of associate teachers in the FE sector in England. These will be made available on the LLUK website in due course.

### **Table comparing responsibilities of those in an associate teacher role and those in a full teacher role**

(Text in grey denotes the same responsibilities across the two teacher roles)

<b>The teacher performing the associate teacher role will have a responsibility to:</b>	<b>The teacher performing the full teacher role will have a responsibility to:</b>
<b>Apply and promote codes and principles of practice</b>	
<ul style="list-style-type: none"> <li>▪ Negotiate individual learning goals with learners</li> <li>▪ Demonstrate that individual learner needs have been taken into account within a cohort of learners, even where it is perceived that all learners have the same learning goals.</li> <li>▪ Establish and maintain a learning environment appropriate to area of expertise and learner cohort</li> <li>▪ Identify key aspects of relative current legislative arrangements</li> <li>▪ Establish ground rules that underpin appropriate behaviour and respect for others</li> <li>▪ Demonstrate the application of codes of practice and principles of inclusiveness, including respect for confidentiality</li> <li>▪ Promote equality and engage with diversity, and know how to challenge discriminatory behaviour and attitudes</li> <li>▪ Negotiate ground rules with learners and learner cohorts, and engender understanding of mutual respect within the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Negotiate individual learning goals with learners</li> <li>▪ Demonstrate that individual learner needs have been taken into account, within a cohort of learners <b>and within the context of personalised learning</b></li> <li>▪ Establish and maintain a learning environment appropriate to area of expertise and learner cohort</li> <li>▪ Identify key aspects of relative current legislative arrangements</li> <li>▪ Establish ground rules that underpin appropriate behaviour and respect for others</li> <li>▪ Demonstrate the application of codes of practice and principles of inclusiveness, including respect for confidentiality</li> <li>▪ Promote equality and engage with diversity, and know how to challenge discriminatory behaviour and attitudes</li> <li>▪ Negotiate ground rules with learners and learner cohorts, and engender understanding of mutual respect within the learning environment</li> </ul>

<b>Conduct initial assessment</b>	
<ul style="list-style-type: none"> <li>▪ Administer initial assessment in own specialist area. For example, form filling, informal interviews</li> <li>▪ Have an understanding of the use and purpose of different methods of initial assessment and their appropriate application</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administer initial assessment in own specialist area. For example, form filling, informal interviews</li> <li>▪ Have an understanding of the use and purpose of different methods of initial assessment and their appropriate application</li> <li>▪ Have knowledge and understanding of different initial assessment methodologies</li> <li>▪ Select and apply different initial assessment methods for appropriate use with learners within an inclusive framework</li> <li>▪ Make use of the results of initial assessment in preparing for personalised learning</li> </ul>
<b>Plan for learning and develop the curriculum</b>	
<ul style="list-style-type: none"> <li>• Prepare session plans to meet the individual needs of learners, even if using pre-prepared materials and within predictable contexts</li> <li>• Plan teaching sessions</li> <li>• Will contribute to planning learning within a team, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Prepare session plans to meet the individual needs of learners, even if using pre-prepared materials and within predictable contexts</li> <li>▪ Plan teaching sessions</li> <li>▪ Will contribute to planning learning within a team, as appropriate</li> <li>▪ Prepare schemes of work to meet the individual needs of learners</li> <li>▪ Develop learning programmes which are coherent and appropriate for learners</li> <li>▪ Plan differentiated learning activities which create the opportunity for individual learners to be assessed against measurable outcomes</li> <li>▪ Plan for contingencies within a teaching session</li> <li>▪ Demonstrate planning skills, both as an autonomous teacher and as an effective curriculum team member</li> </ul>
<b>Apply theories of learning</b>	
<ul style="list-style-type: none"> <li>▪ Demonstrate awareness of basic theories of learning, and how they are applied in practice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify theories of teaching and learning relevant to own specialist area and compare and contrast their effectiveness in application with a range of learners</li> <li>▪ Develop practice through reference to relevant and current theories of learning</li> </ul>

<b>Teach</b>	
<ul style="list-style-type: none"> <li>▪ Demonstrate effective approaches to teaching to: <ul style="list-style-type: none"> <li>more than one level</li> <li>more than one target audience</li> </ul> </li> <li>• Deliver session plans to meet the individual needs of learners</li> <li>• Apply appropriate teaching and learning strategies which take account of individual learner need</li> <li>• Demonstrate understanding of the responsibilities and boundaries of own role in providing support for individual learners</li> <li>• Work in partnership with colleagues and/or appropriate others within and outside the organisation to support learners effectively</li> <li>• Signpost and/or refer learners on to specialist services, as necessary</li> <li>• Seek out appropriate opportunities for collaborative working and professional improvement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate effective and innovative approaches in teaching to: <ul style="list-style-type: none"> <li>more than one level</li> <li>more than one target audience</li> <li>more than one learning programme</li> </ul> </li> <li>▪ Deliver session plans to meet the individual needs of learners</li> <li>▪ Apply appropriate teaching and learning strategies which take account of individual learner need</li> <li>▪ Use effective professional judgement to adapt or change teaching within a session to take account of changing circumstances and/or learner demands</li> <li>▪ Demonstrate understanding of the responsibilities and boundaries of own role in providing support for individual learners</li> <li>▪ Provide tutorial support to learners, as necessary</li> <li>▪ Contribute to team work and teach as part of a team, as necessary, to enhance learners' experience</li> <li>▪ Signpost and/or refer learners on to specialist services, as necessary</li> <li>▪ Work in partnership with colleagues and/or appropriate others within and outside the organisation to support learners effectively</li> <li>▪ Promote the benefits of multi agency working to enhance learner experience</li> <li>▪ Seek out appropriate opportunities for collaborative working and professional improvement</li> </ul>
<b>Teach area of specialism</b>	
<ul style="list-style-type: none"> <li>▪ Ensure that learners understand the context of the area of specialism. For example, its application and contribution to the economy/society</li> <li>▪ Demonstrate methods to effectively engage and enthuse their learners in the area of specialism</li> <li>▪ Refer learners on to sources of general and current education, training and/or career opportunities, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure that learners understand the context of the area of specialism. For example, its application and contribution to the economy/society</li> <li>▪ Promote the contribution of learning towards social regeneration and personal development</li> <li>▪ Demonstrate methods to effectively engage and enthuse their learners in the area of specialism</li> <li>▪ Use a variety of approaches to engage and enthuse learners,</li> </ul>

	<p>including the use of new and emerging technologies</p> <ul style="list-style-type: none"> <li>▪ Relate developments in own specialist area to current national and/ or global trends</li> <li>▪ Refer learners on to sources of general and current education, training and/or career opportunities, as appropriate</li> <li>▪ Provide general and current information about potential education, training and/or career opportunities</li> </ul>
<b>Select and/or develop materials</b>	
<ul style="list-style-type: none"> <li>▪ Select appropriate materials from the range available</li> <li>▪ May develop a limited range of materials</li> <li>▪ Know ways to adapt use of materials to ensure inclusiveness</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop and produce teaching and learning materials appropriate for a range of contexts, purposes and target audiences</li> <li>▪ Adapt materials to ensure inclusiveness</li> <li>▪ Adapt materials based on feedback and evaluation</li> </ul>
<b>Assess learners and provide constructive feedback</b>	
<ul style="list-style-type: none"> <li>▪ Use a range of assessment activities which produce valid, reliable and sufficient evidence</li> <li>▪ Assess learner performance</li> <li>▪ Encourage learners to reflect on their own and others' performance through self and peer evaluation</li> <li>▪ Facilitate opportunities for learners to use peer and/or self assessment</li> <li>▪ Give constructive feedback to learners</li> <li>▪ Facilitate opportunities for learner feedback</li> </ul>	<ul style="list-style-type: none"> <li>▪ Devise a range of assessment activities to meet the needs of individual learners</li> <li>▪ Devise differentiated activities which create the opportunity for individual learners to be assessed appropriately against measurable outcomes</li> <li>▪ Use a range of assessment activities which produce valid, reliable and sufficient evidence</li> <li>▪ Assess learner performance</li> <li>▪ Evaluate appropriateness of different methods of assessment of learning and assessment for learning for a range of learners</li> <li>▪ Evaluate the effectiveness of a range of assessment methods and tools for different learners in different contexts</li> <li>▪ Encourage learners to reflect on their own and others' performance through self and peer evaluation</li> <li>▪ Facilitate opportunities for learners to use peer and/or self assessment in the context of assessment for learning</li> <li>▪ Review goals with learners and negotiate and agree achieved outcomes on a regular basis</li> <li>▪ Demonstrate principles of good practice in giving constructive</li> </ul>

	<p>feedback</p> <ul style="list-style-type: none"> <li>▪ Facilitate opportunities for learner feedback</li> <li>▪ Evaluate effectiveness of different methods of feedback as a tool for learning</li> <li>▪ Demonstrate understanding of differences between assessment and evaluation</li> <li>▪ Evaluate the effectiveness of feedback to aid the improvement of learner performance</li> </ul>
<b>Contribute to the quality cycle of the organisation</b>	
<ul style="list-style-type: none"> <li>▪ Monitor learner progress</li> <li>▪ Keep accurate records of learner progress</li> <li>▪ Contribute to organisational quality procedures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monitor learner progress</li> <li>▪ Keep accurate records of learner progress</li> <li>▪ Contribute to organisational quality procedures</li> <li>▪ Use information on learner progress to contribute to quality improvement.</li> <li>▪ Participate in standardisation activities</li> </ul>
<b>Evaluate own practice</b>	
<ul style="list-style-type: none"> <li>▪ Evaluate own practice on a regular basis</li> <li>▪ Collaborate with others to improve own performance</li> <li>▪ Engage in continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evaluate own practice on a regular basis</li> <li>▪ Collaborate with others to improve own and team performance</li> <li>▪ Engage in continuing professional development</li> <li>▪ Engage in small scale practitioner research, and disseminate this to wider audiences</li> </ul>

## Section Two

### Initial teaching qualifications for associate and full teacher roles

LLUK has developed a teaching qualifications framework (TQF) for the FE sector in England. The framework has been developed using the Qualifications and Credit Framework (QCF) currently under development by QCA. Units developed for the framework clearly set out the learning outcomes and assessment criteria that teachers, tutors and trainers are expected to achieve. Units have been grouped together to make up the named qualifications for specific teacher roles, based on rules of combination determined by LLUK. (see Section 3 for how HEIs will work with these units). The new qualifications replace existing FE teacher training qualifications endorsed and/or approved under the 2001 regulations.

Some units within the new qualifications are mandatory and others optional, to allow for tailoring of qualifications to suit specific learning environments. It will be possible for mandatory units to be contextualised and for qualifications to contain specialist optional elements. This enables the qualification to be generic to the sector, while maintaining relevance to a specific constituency or particular employment. The units of assessment developed can be taken as stand alone elements, elements within whole qualifications or, as required, for continuing professional development (CPD) purposes. The mandatory units can be found in the accompanying document and the optional units can be downloaded from the LLUK website.

Initial teaching qualifications have been developed within the TQF for the two teacher roles identified in the sector. These are a certificate qualification for those in an associate teacher role titled **Certificate in Teaching in the Lifelong Learning Sector** and a diploma qualification for those in a full teacher role, titled **Diploma in Teaching in the Lifelong Learning Sector**. These qualifications will be available at different levels. In awarding body qualifications within the QCF the level will be detailed at the beginning of the title.

New entrants to teaching in the sector will be required to gain:

- a Licence to Practise
- follow a programme of study leading to an appropriate new qualification for their role
- gain either Associate Teacher Learning and Skills (ATLS) status or Qualified Teacher Learning and Skills (QTLS) status<sup>6</sup>.

From September 2007 all new teachers must gain a threshold Licence to Practise at the start of their career. This is an introductory programme for **all new teachers** in the sector. Some teachers will meet this requirement by taking a 6 credit qualification. This qualification will confer a threshold licence to teach. The award developed is titled **Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)**. It is available at levels 3 and 4 (QCF).

Some teachers will meet this requirement within a larger qualification. Those registering on national awarding body programmes will take PTLLS as the first unit of a certificate or diploma course. Although within a certificate or diploma course it is possible for a qualification to be awarded at this point, it is more likely that there will be an award of

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<sup>6</sup> For information about the requirements for new and existing teachers please refer to the Further Education Teachers' Qualifications (England) Regulations 2007

credit without the need for a qualification. Those registering on HEI programmes at Level 5 and above, for example, Certificate in Education (Cert Ed) or Post Graduate (or Professional Graduate) Certificate in Education (PGCE) may complete the requirements embedded within a larger module of learning at the beginning of the programme.

### **Minimum core of literacy, language, numeracy and ICT**

Details of the minimum core and guidance and its inclusion in teaching qualifications is detailed in a separate document titled:

*Addressing Literacy, Language, Numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills – A guide for initial teacher education programmes*<sup>7</sup>

### **Locations for teaching practice**

Teaching practice locations recognised for the purposes of SVUK endorsed qualifications include all provision within further education (as defined in the FHE Act 1992), Further Education in Higher Education settings and LSC funded provision within community learning and development, work based learning and the voluntary sector. Any appropriate location will allow a teacher trainee to meet the requirements of the standards.

### **Guided learning hours (GLH):**

Qualifications are expressed in units of assessment, with levels and credit values. One credit has a value of a notional 10 hours of study, that is, the whole learning time (as opposed to contact time versus directed and self directed learning). For the purposes of current funding regimes, the qualifications are required to carry guidance on the amount of guided learning hours i.e. contact time with the teacher/ trainer/ tutor. The GLH given for qualifications detailed in this document relate only to the qualifications at the levels specified. These qualifications will be developed, by some awarding institutions, at higher levels than those specified in this document. LLUK expects there will be fewer guided learning hours and more directed/self directed learning in the delivery of higher level qualifications, to reflect the development of the teacher trainee as an autonomous learner. The number of GLH is advised and is based on feedback from the sector. Allocation of GLH is an interim requirement and will be replaced by credit based funding in due course.

### **Description of the qualifications**

There follows a description of the generic teaching qualifications to be introduced from September 2007. This includes the unit structure, levels and credit value, teaching practice and observed and assessed teaching requirements.

### **Units of assessment for generic teaching qualifications**

The units of assessment for generic teaching qualifications are included in companion documents titled:

- *Guidance for awarding institutions on teacher roles and initial teaching qualifications: **All mandatory units of assessment.*** This includes the units for generic, literacy, numeracy and ESOL teaching qualifications<sup>8</sup>.
- *Guidance for awarding institutions on teacher roles and initial teaching qualifications: **Mandatory units of assessment for generic teaching qualifications.*** This includes the units for only the generic teaching qualifications. Optional units are not included<sup>9</sup>.

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<sup>7</sup> LLUK 2007

<sup>8</sup> LLUK 2007

<sup>9</sup> LLUK 2007

## Preparing to Teach in the Lifelong Learning Sector

This qualification will be taken by all teachers, in a full or associate role.  
The award must be at a minimum of level 3.

### Title of the qualification

This award is available at two levels:

**Level Three Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)**

**Level Four Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)**

National awarding bodies are required to use these titles. Higher Education Institutions can name their own qualifications, but are encouraged to adopt similar terminology, to enable trainee teachers and employers to identify appropriate qualifications.

This qualification provides a basic minimum standard for all those entering the profession from September 2007. Adequate support from providers must be in place to ensure that the qualifications are understood and that progression routes for individuals can be negotiated. An individual record of training and development should be initiated at this point, any learning or professional needs identified and a plan to address these recorded and monitored through an individual learning plan (ILP). This includes the initial assessment of literacy, language, numeracy and ICT needs.

These qualifications may be offered in a number of modes including pre-service, in-service, part time or full time. For those newly employed in the sector, the award must be achieved within one year of entering the profession. It is expected that, normally, someone enrolling on an initial award will possess at least a minimum level three qualification or equivalent in his/her own area of specialism.

### Units of assessment

Mandatory units

Level 3          6 credits          Preparing to teach in the lifelong learning sector

Or

Level 4          6 credits          Preparing to teach in the lifelong learning sector

Optional Units

There are no optional units

### Teaching practice requirements

There is no requirement to undertake teaching practice other than as micro teaching for assessment purposes.

### Observed and assessed practice

Candidates should be involved in at least one hour of microteaching. Each candidate must deliver at least one 15 minute microteaching session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, candidates can either deliver additional microteaching sessions or observe the microteaching sessions of other candidates. Observed and assessed practice can be within an appropriate teaching practice location.

### Guided learning hours

30

## Certificate in Teaching in the Lifelong Learning Sector

This qualification will be taken by teachers in an associate teacher role.  
The certificate must be at a minimum of level 3.

### Title of the qualification

This certificate is available at two levels:

#### Level Three Certificate in Teaching in the Lifelong Learning Sector

#### Level Four Certificate in Teaching in the Lifelong Learning Sector

National awarding bodies are required to use these titles. Higher Education Institutions can name their own qualifications, but are encouraged to adopt similar terminology, to enable trainee teachers and employers to identify appropriate qualifications.

These qualifications may be offered in a number of modes including pre-service, in-service, part time or full time.

### Units of assessment for the

#### *Level Three Certificate in Teaching in the Lifelong Learning Sector*

##### Mandatory units

Level 3	6 credits	Preparing to teach in the lifelong learning sector
Level 3	9 credits	Planning and enabling learning
Level 3	3 credits	Principles and practice of assessment

##### Optional units

To the value of at least 6 credits at a minimum of level 3

#### *Level Four Certificate in Teaching in the Lifelong Learning Sector*

##### Mandatory units

Level 4	6 credits	Preparing to teach in the lifelong learning sector
Level 4	9 credits	Planning and enabling learning
Level 4	3 credits	Principles and practice of assessment

##### Optional units

A minimum of 6 credits at level 3 or 4.

Note: 50% of the credit of the qualification must be achieved at level 4.

Optional units will include those developed to represent the target audience taught, the environment in which teaching and learning takes place and elements relating to a specific teacher role. **Please note:** It may be necessary for learners undertaking the Certificate to take optional units in addition to those required to complete 24 credits. These would be according to the sub-sector in which they work, and the specific requirements of that sub-sector.

### Credit

This certificate has a minimum credit value of 24.

### Teaching Practice requirements

There must be a minimum of 30 hours of teaching practice.

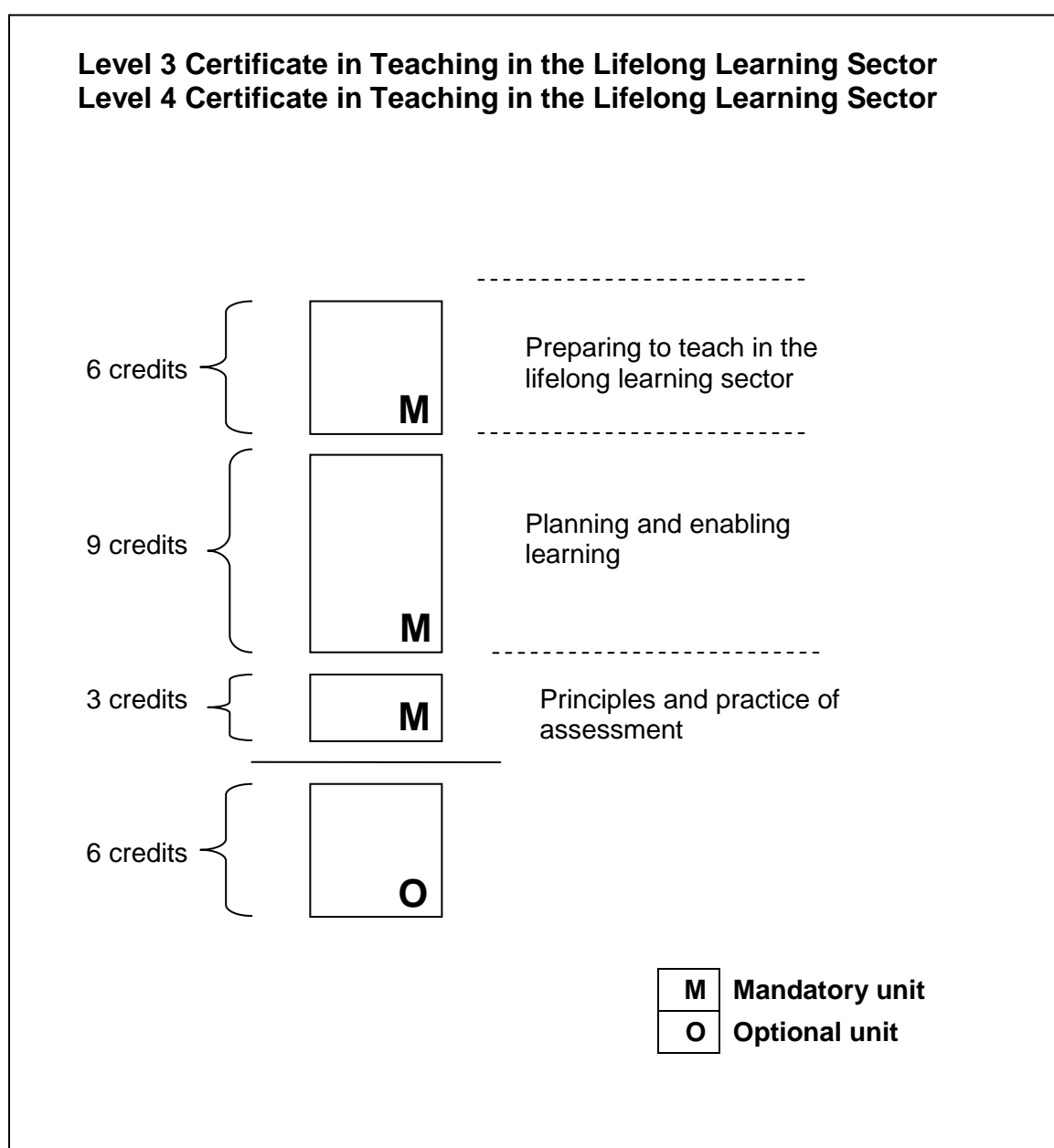
### Observed and assessed practice

There must be a minimum of 3 observations totalling a minimum of 3 hours. Any single observation must be a minimum of half an hour. (This excludes observed practice completed for PTLLS). Observations can be formative and summative.

## Guided learning hours

120

Note: Elements of practice are embedded within each mandatory unit of assessment. It is not intended for any mandatory unit to be delivered without application to teaching practice.



## Diploma in Teaching in the Lifelong Learning Sector

This will be taken by teachers in a full teacher role.

### Title of the qualification

This diploma qualification must be at a minimum level 5.

### Level Five Diploma in Teaching in the Lifelong Learning Sector

National awarding bodies are required to use this title. Higher Education Institutions can name their own qualifications, but are encouraged to adopt similar terminology, to enable trainee teachers and employers to identify appropriate qualifications. These qualifications may be developed at different levels but must be at a minimum of level 5 (QCF). For awarding body qualifications within the QCF, the level is detailed at the beginning of the title.

This qualification may be offered in a number of modes including pre-service, in-service, part time or full time. Part one units must be delivered before part two units. At least 50% of credit of this qualification must be achieved at the level of the qualification, although some credit at level 3 or level 4 may be transferred. (Please see information on credit accumulation and transfer agreement in the following section.)

### Units of assessment

#### Part One

Mandatory units:

Level 4	6 credits	Preparing to teach in the lifelong learning sector
Level 4	9 credits	Planning and enabling learning
Level 4	15 credits	Enabling learning and assessment
Level 4	15 credits	Theories and principles for planning and enabling learning

Optional units:

To the value of **15** credits at a minimum of level 4

#### Part Two

Mandatory units:

Level 5	15 credits	Continuing personal and professional development
Level 5	15 credits	Curriculum design for inclusive practice
Level 5	15 credits	Wider professional practice

Optional units:

A minimum of **15** credits at level 5

Note: 50% of the credit of the qualification must be achieved at level 5.

Optional units are still under development and will include units relating to the audience and the environment in which teaching and learning takes place. They will also relate to specific teacher responsibilities.

### Credit

This diploma has a credit value of 120.

### Teaching Practice

There must be a minimum of 150 hours of teaching practice.

**Observed practice**

There must be a minimum of 8 observations totalling a minimum of 8 hours. Any single observation must be a minimum of half an hour. (This excludes observed practice completed for PTLLS.) Observations can be formative and summative.

**Guided learning hours**

360.

Note: Elements of practice are embedded within each mandatory unit of assessment. It is not intended for any mandatory unit to be delivered without application to teaching practice.

Level 5 Diploma in Teaching in the Lifelong Learning Sector			
Part 1	L4	L5	Part 2
----- Preparing to teach in the lifelong learning sector	<input type="checkbox"/> M	<input type="checkbox"/>	----- Curriculum development for inclusive practice
----- Planning and enabling learning	<input type="checkbox"/> M	<input type="checkbox"/> M	-----
----- Enabling learning and assessment	<input type="checkbox"/> M	<input type="checkbox"/> M	----- Continuing personal and professional development
----- Theories and principles for planning and enabling learning	<input type="checkbox"/> M	<input type="checkbox"/> M	----- Wider professional practice
-----	<input type="checkbox"/> O	<input type="checkbox"/> O	-----

M	Mandatory unit
O	Optional unit

### **Associate Teacher, Learning and Skills status (ATLS)**

Those who achieve the qualification representing the associate teacher role can use it towards claiming ATLS status. A new teacher can take up to 5 years to complete the qualification leading to ATLS status.

Those with existing qualifications representing the associate teacher role will have the opportunity to claim ATLS status by going through a recognition process and/or carrying out the additional post qualification requirements of the licence.

### **Qualified Teacher, Learning and Skills status (QTLS)**

Those who achieve the qualification representing the full teacher role can use it towards claiming QTLS status. A new teacher can take up to 5 years to complete the qualification leading to QTLS status. If a teacher is qualified in the associate role, s/he will still be able to work towards gaining QTLS status, once the decision has been made to progress to this. It is the aspiration of government that all teachers fulfilling the full teacher role will have the opportunity to progress to gaining QTLS status.

Those **without** the requisite qualifications representing the full teacher role will have the opportunity to gain QTLS status by going through a recognition process and/or carrying out the additional post qualification requirements of the licence.

Further information is available from the Institute for Learning (IfL), [www.ifl.ac.uk](http://www.ifl.ac.uk).

Teachers of English (Literacy and ESOL) and Mathematics (Numeracy) must achieve the full teacher qualification in a subject specific context or achieve the additional subject specific qualification. Existing teachers of English (Literacy and ESOL) and Mathematics (Numeracy) have had an opportunity to be recognised as specialist teachers through the Professional Recognition Learning and Skills (PRLS) process. They can take this recognition forward in any claim for QTLS status.

## Section Three

### Working with units of assessment: Awarding Bodies and Higher Education Institutions

In order to meet the requirements of government to develop a unit and credit based system of qualifications, with flexible and transparent career progression routes, LLUK has been working with awarding institutions to develop units of assessment and to negotiate certain agreements relating to credit accumulation and transfer (CAT).

LLUK also has a role as facilitator and gatekeeper i.e. ensuring that collaborative work between awarding institutions takes place and that duplication of effort and products is reduced.

**LLUK has developed units of assessment on which all awarding institutions must base their programmes for initial teacher training.** All awarding institutions offering the new qualifications will develop programmes using the common mandatory units of assessment. Units have been developed to meet the minimum requirement for teachers in an associate and a full teacher role. Units of assessment will be shared across awarding institutions and across the sector to allow for greater opportunities for progression.

Units developed for the framework clearly set out the learning outcomes and assessment criteria that teachers, tutors and trainers are expected to achieve. Each unit is assigned a level<sup>10</sup>. Units have been grouped together to make up the named qualifications for specific teacher roles, based on rules of combination determined by LLUK. Rules of combination specify the credits that need to be achieved, through particular units, for a qualification to be achieved.

Some units within the new qualifications are mandatory and others optional, to allow for tailoring of qualifications to suit specific learning environments. It will be possible for mandatory units to be contextualised and for qualifications to contain specialist optional elements, so that the qualification will be generic to the sector, while maintaining relevance to a specific constituency or particular employment. Units will be available as stand alone elements, elements within qualifications or, as required, for continuing professional development (CPD) purposes. For generic programmes, LLUK will be facilitating the development of shared optional proposals from providers, during the course of the year. There are no plans at present to develop alternative optional units for the Skills for Life pathway.

#### **Working with units of assessment: Awarding Bodies**

National Awarding Bodies must use the units found in a supplement to this information document to develop qualifications. Qualifications will also be subject to the endorsement process led by Standards Verification UK, a subsidiary of LLUK. SVUK will provide guidance documents to support this process.

#### **Working with units of assessment: Higher Education Institutions**

Those working in higher education will have to meet different regulatory arrangements from those laid down by the Qualifications and Curriculum Authority (QCA) and do not work within the QCF. In order to establish articulation between national awarding bodies and higher education institutions the latter must develop their programmes based on the units of assessment. Qualifications will be subject to the endorsement process led by

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<sup>10</sup> The level of a unit indicates the relative demand, complexity and depth of learning, and degree of learner autonomy. There are 9 levels within the QCF covering Entry level to level 8

Standards Verification UK, a subsidiary of LLUK. SVUK will provide guidance documents to support this process.

### **Offering qualifications at a higher level than level 5**

Generic, as well as literacy, numeracy and ESOL teacher training qualifications for the full teacher role, may be offered by awarding institutions at higher levels than those represented by the units of assessment published in this document (with the exception of PTLLS: see bullet point below). Where this is the case, awarding institutions are required to demonstrate how the higher levels of achievement meet the assessment criteria of the units of assessment on which they are based.

### **Titles of qualifications**

Unlike ABs, HEIs are not obliged to adopt the titles of qualifications which have been approved to run within the QCF. It will be possible for HEIs to maintain or amend the titles of their qualifications in accordance with institutional preferences and requirements. However, LLUK requests that, where possible, the QCA titles of qualifications are adopted or, at least publicised, so that there is recognition of equivalence across the sector.

### **Credit accumulation and transfer**

The new Teacher Qualifications Framework will provide opportunities for credit accumulation and transfer (CAT), which will ensure that prior qualifications and credit are appropriately recognised by awarding institutions operating within the sector. This will enhance access to teaching and progression opportunities for those who need to take a staged approach to their career development.

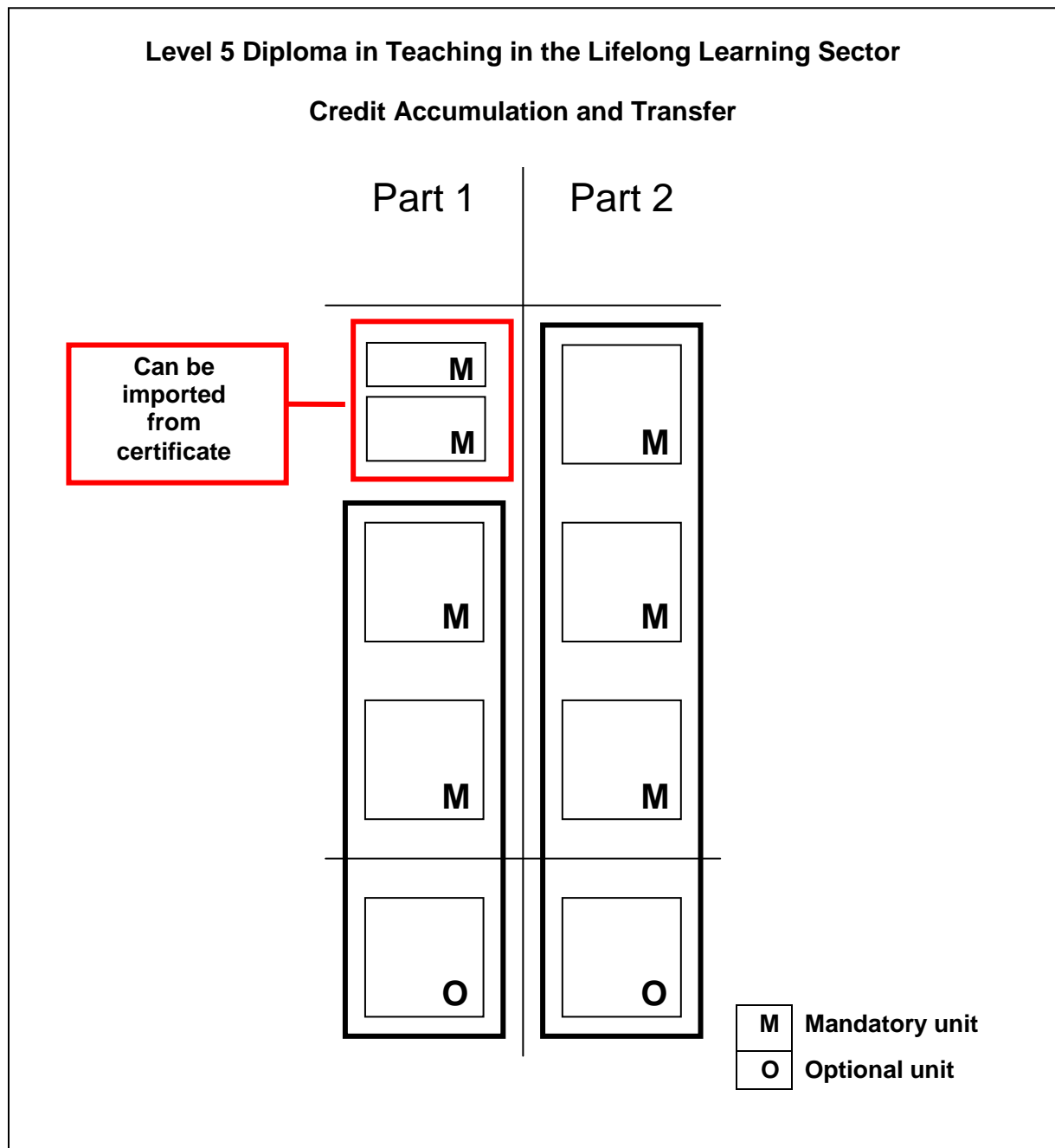
- The initial award - Preparing to Teach in the Lifelong Learning Sector (PTLLS) – can only be offered as a free standing qualification at levels three and four at the present time. The need for higher level, free standing PTLLS will be considered during the evaluation period.
- All initial awards (PTLLS) will be accepted by all awarding institutions.
- PTLLS must be delivered at the start of an initial teacher training programme.
- Where PTLLS is embedded within a larger programme this must still be at the start of a programme. The point at which a learner satisfactorily completes PTLLS, and therefore gains a threshold licence to practise, must be identified.
- PTLLS and the unit *Planning and enabling learning* comprise 15 credits within both the Certificate and Diploma qualifications. Therefore, anyone attaining the Certificate must be able to count (at least) these 15 credits towards a Diploma qualification (see Skills for Life CAT below).
- PTLLS and *Planning and enabling learning* must be delivered as the first units of a Level 5 Diploma programme.

The part one mandatory units of the Level 5 Diploma must be covered before the part two mandatory units. For example, where an initial teacher training programme is delivered part time over 2 years, the part one mandatory units must be covered in year one and the part two mandatory units in year two, to allow learners to use credit gained in the first year of one programme towards the second year of that programme or another equivalent programme. Where an initial teacher training programme is delivered full time over a year, the part one mandatory units must be covered before the part two mandatory units, to ensure that a learner leaving the programme will be able to use credit gained for the elements of the programme s/he has completed. Up to 50% of lower level credit can be transferred into the second part of the diploma qualification.

An agreement has been reached with QCA that LLUK can test the generic and Skills for Life Level 5 Diplomas with a minimum of 50% of credit required at the level of the qualification. This will be reviewed at the end of the QCF test and trial period.

**Please note:** There are no restrictions on awarding institutions in the development of further credit accumulation and transfer agreements, for example, in relation to using credit from optional elements or the full Certificate towards attainment of the Diploma. It is intended to monitor such arrangements over the next few years, and to publish recommendations and examples of best practice based on these. Those who complete the first 60 credits will gain a credit transcript, identifying areas covered and credits gained, which can be used to progress towards the full qualification within the stated time period for completing the qualification leading to QTLS Status.

### Credit Accumulation and Transfer agreement





## Section Four

### Qualifications for teachers of English (Literacy and ESOL) and Mathematics (Numeracy)

This section provides information for developing initial teacher training qualifications for teachers of English (Literacy and ESOL) and Mathematics (Numeracy) in the FE sector in England.

Additional documents required for developing these qualifications are detailed below and are all available on the LLUK website:

1. ***New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.*** These standards underpin all professional development for teachers, tutors and trainers.
2. ***New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector. Application of the professional standards for teachers of English (Literacy and ESOL).*** This document details the knowledge, understanding and professional practice to be demonstrated by teachers of English (Literacy and ESOL).<sup>11</sup>
3. ***New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector. Application of the professional standards for teachers of Mathematics (Numeracy).*** This document details the knowledge, understanding and professional practice to be demonstrated by teachers of Mathematics (Numeracy).<sup>12</sup>

The units of assessment for literacy, numeracy and ESOL qualifications and pathways are included in a companion document: *Guidance for awarding institutions on teacher roles and initial teaching qualifications: All mandatory units of assessment.*

They are also available as single subject documents for easy download on the LLUK website:

The information in this section relates to the development of Level 5 Diplomas for Teachers of English (Literacy and ESOL) and Mathematics (Numeracy). All such teachers are deemed to be in a full teacher role and must gain a qualification(s) appropriate for the full role.

#### **Preparing to Teach in the Lifelong Learning Sector (PTLLS)**

Most literacy, numeracy and ESOL teacher trainees are unlikely to be awarded a discrete PTLLS in order to achieve their threshold licence to practise. This will be the case whichever route taken to gain the appropriate qualifications (the routes are detailed below). Those registering on national awarding body programmes will take the PTLLS as the first unit of a 120 credit diploma course. Although within diploma qualifications it would be possible for a qualification to be awarded at this point, it is more likely that there will be an award of credit without the need for a qualification. Those undertaking Certificate in Education (Cert Ed) or Post Graduate (or Professional Graduate) Certificate in Education (PGCE) programmes would most likely gain the licence embedded within a larger module of learning at the start of their programme.

LLUK does not consider there is a need to develop a contextualised initial award for literacy, numeracy or ESOL at this time. Within integrated diploma qualifications it is likely this element of the programme will be contextualised.

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<sup>11</sup> Also available for DfES publications

<sup>12</sup> Also available for DfES publications

### **Entry requirement for teacher training programmes**

LLUK has introduced an entry requirement to be met by those wishing to join programmes leading to qualifications for teachers of English (Literacy and ESOL) and Mathematics (Numeracy). Potential teacher trainees will need to evidence level 3 personal skills in English or Mathematics, as appropriate. **This entry requirement applies to all diploma qualifications for teachers of English (Literacy and ESOL) and Mathematics (Numeracy) detailed in this document.** The entry criteria and how they may be evidenced are detailed in a separate document available on the LLUK website,

*Draft Criteria for Entry to Mathematics (Numeracy) and English (Literacy and ESOL) Teacher Training in the Lifelong Learning Sector*

### **Application of the professional standards**

LLUK has developed applications of the professional standards to support the development of new subject specific initial teaching qualifications for teachers of English (Literacy and ESOL) and Mathematics (Numeracy):

- Application of the professional standards for teachers of English (Literacy and ESOL)
- Application of the professional standards for teachers of Mathematics (Numeracy)

Awarding institutions will use these to develop subject specific qualifications. These documents replace the Further Education National Training Organisation (FENTO) Subject Specifications for Adult Literacy, Numeracy and ESOL at level 4<sup>13</sup>.

The application documents detail the knowledge, understanding and professional practice to be demonstrated by teachers of English (Literacy and ESOL) and Mathematics (Numeracy). They provide the content for the new qualifications. The application documents are mapped to the units of assessment in the qualifications.

### **The new initial teaching qualifications**

Teachers of English (Literacy and ESOL) and Mathematics (Numeracy) will need to gain an appropriate qualification(s) for teaching their subject specialism. Qualifications have been developed to allow for a range of routes to achieving the requirements for subject specialist teachers. The titles of qualifications are as follows:

**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**

**Level 5 Additional 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**

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

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

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

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<sup>13</sup> FENTO (2002). Subject Specifications for Teachers of Adult Literacy level 4

FENTO (2002). Subject Specifications for Teachers of ESOL level 4

FENTO (2002). Subject Specifications for Teachers of Adult Numeracy level 4

## **Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics Numeracy)**

National awarding bodies are required to use these titles. Higher Education Institutions can name their own qualifications, but are encouraged to adopt similar terminology, to enable trainee teachers and employers to identify appropriate qualifications

The information awarding institutions require to develop these qualifications, has been detailed below within four routes. These routes may comprise a single qualification or a combination of two qualifications. The routes detailed are as named as follows:

- The Additional Route**
- The Concurrent Route**
- The Fully Integrated Route**
- The Partly Integrated Route**

### **Credit accumulation and transfer (CAT)**

All literacy, numeracy and ESOL qualifications must satisfy the national CAT agreement. Please see previous section.

### **Qualified Teacher, Learning and Skills status (QTLS)**

Those who achieve the qualification(s) representing the full teacher role can use it towards claiming QTLS status. A new teacher can take up to 5 years to complete the qualification leading to QTLS status. Those **without** the requisite qualifications representing the full teacher role, including the subject specific requirement, will have the opportunity to gain QTLS status by going through a Recognition process and/or carrying out the additional post qualification requirements of the licence

Existing teachers of English (Literacy and ESOL) and Mathematics (Numeracy) have had an opportunity to be recognised as specialist teachers through the Professional Recognition Learning and Skills (PRLS) process. They can take this recognition forward in any claim for QTLS status.

Further information is available from the Institute for Learning (IfL), [www.ifl.ac.uk](http://www.ifl.ac.uk).

### **Minimum core of literacy, language, numeracy and ICT**

Details of the minimum core and guidance and its inclusion in teaching qualifications is detailed in a separate document:

**Addressing Literacy, Language, Numeracy and ICT needs in education and training:** Defining the minimum core of teachers' knowledge, understanding and personal skills – A guide for initial teacher education programmes<sup>14</sup>

### **Locations for teaching practice**

Teaching practice locations recognised for the purposes of SVUK endorsed qualifications include all provision within further education (as defined in the FHE Act 1992), Further Education in Higher Education settings and LSC funded provision within community learning and development, work based learning and the voluntary sector. Any appropriate location will allow a teacher trainee to meet the requirements of the standards.

### **A note on guided learning hours (GLH):**

Qualifications are expressed in units of assessment, with levels and credit values. One credit has a value of a notional 10 hours of study, that is, the whole learning time (as

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<sup>14</sup> LLUK 2007.

opposed to contact time versus directed and self directed learning). However, for the purposes of current funding regimes, the qualifications are required to carry guidance on the amount of guided learning hours i.e. contact time with the teacher/ trainer/ tutor. The GLH given for qualifications detailed in this document relate only to the qualifications at the levels specified. These qualifications will be developed at higher levels than those specified in this document. LLUK expects there will be fewer guided learning hours and more directed and self directed learning in the delivery of higher level qualifications, to reflect the development of the teacher trainee as an autonomous learner.

### **Description of the qualifications**

There follows a description of the literacy, numeracy and ESOL teaching qualifications to be introduced from September 2007. This includes the unit structure, levels and credit value, teaching practice and observed and assessed teaching requirements.

### **Units of assessment**

The units of assessment for literacy, numeracy and ESOL teaching qualifications are included in companion documents:

- Guidance for awarding institutions on teacher roles and initial teaching qualifications: **All mandatory units of assessment** – includes generic, literacy, numeracy and ESOL units
- Guidance for awarding institutions on teacher roles and initial teaching qualifications: **Units of assessment for additional diplomas**
- Guidance for awarding institutions on teacher roles and initial teaching qualifications: **Units of assessment for the fully integrated route**
- Guidance for awarding institutions on teacher roles and initial teaching qualifications: **Units of assessment for the partly integrated route**

## The Additional Route

The additional route requires unqualified teachers to undertake a generic teaching qualification and an additional diploma qualification in literacy, numeracy or ESOL. The generic teaching diploma has been detailed in section two. Detailed here are the additional diplomas for literacy, numeracy and ESOL.

### Who is this route for?

- Teachers who are part qualified. They may have an approved generic teaching qualification but no approved subject qualification in literacy, numeracy or ESOL. From September 2007 this will include those holding a Diploma in Teaching in the Lifelong Learning Sector. They may have a recognised subject qualification in literacy, numeracy or ESOL but no recognised generic teaching qualification
- Unqualified teachers who are unable to find an appropriate and available integrated or concurrent route (as detailed below)
- Those holding an approved subject specific teaching qualification who wish to teach an additional Skills for Life subject.

### Entry requirement

All potential teacher trainees must evidence personal skills in English or Mathematics (as appropriate) to join additional diploma programmes.

### Titles of the qualifications

From September 2007 the qualifications named below will replace the present 'stand alone' subject specific level 4 (or English HEI equivalent) qualifications developed by awarding institutions using the FENTO subject specifications at level 4 and approved by SVUK.

#### **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**

#### **Level 5 Additional Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector**

The use of the term 'additional' signals that this qualification alone is insufficient to qualify an individual as a teacher of literacy, numeracy or ESOL. It is additional to the requirement to hold a generic teaching diploma.

National awarding bodies are required to use these titles. Higher Education Institutions can name their own qualifications, but are encouraged to adopt similar terminology, to enable trainee teachers and employers to identify appropriate qualifications. These qualifications may be developed at different levels but must be at a minimum of level 5 (QCF). For awarding body qualifications within the QCF, the level is detailed at the beginning of the title. It will be possible through the naming of qualifications to identify the subject specific qualification held and the route taken to achieve this.

### Credit

This additional diploma has a credit value of 45:

- Three 15 credit units must be achieved, one unit at level 4 and two units at level 5.
- All units are mandatory for each subject.
- There are two mandatory units available at level 4 in the Literacy and ESOL qualifications. Candidates should take one unit only. In the QCF this is called a 'barred combination'.

- Level 4 units have been designed to be delivered before, or concurrently with, the level 5 units.

Two of the units in this additional diploma qualification have a subject focus. The third unit has a focus on learning and teaching. This has been developed in response to sector feedback on the current qualifications for teachers of literacy, numeracy and ESOL. As this qualification now has a focus on the development of professional practice, it can be undertaken at any point in relation to generic teacher training. It can be undertaken before a generic teaching qualification (though the PTLLS element of this must be undertaken at the start of their career), at the same time as a generic teaching qualification or after completing a generic teaching qualification.

As stated above, the units have been referenced to the application of the professional standards documents for teachers of English (Literacy and ESOL) and Mathematics (Numeracy). Required elements from these documents are detailed against each assessment criteria in the units of assessment.

## **Units of assessment for the additional diplomas**

### **English (Literacy)**

All Mandatory Units

#### **Barred combination - one to be taken**

Level 4	<b>15 credits</b>	Literacy and the learners
Level 4	<b>15 credits</b>	Literacy, ESOL and the learners (Combined unit)

#### **Plus**

Level 5	<b>15 credits</b>	Literacy theories and frameworks
Level 5	<b>15 credits</b>	Literacy learning and teaching

### **English (ESOL)**

All Mandatory Units

#### **Barred combination - one to be taken**

Level 4	<b>15 credits</b>	ESOL, and the learners
Level 4	<b>15 credits</b>	Literacy, ESOL and the learners (Combined unit)

#### **Plus**

Level 5	<b>15 credits</b>	ESOL theories and frameworks
Level 5	<b>15 credits</b>	ESOL learning and teaching

### **Mathematics (Numeracy)**

All Mandatory Units

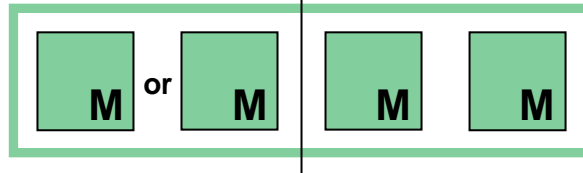
Level 4	<b>15 credits</b>	Numeracy and the Learner
Level 5	<b>15 credits</b>	Developing Numeracy Knowledge and Understanding
Level 5	<b>15 credits</b>	Numeracy learning and teaching

The additional route requires unqualified teachers to take a generic teaching diploma and one of the subject specific additional diploma qualifications

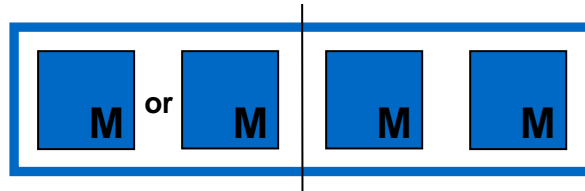
**Level 5 Diploma in Teaching in the Lifelong Learning Sector**



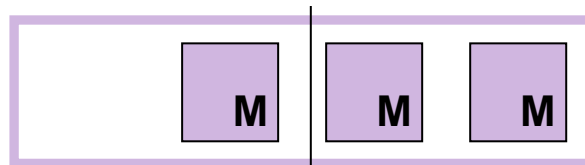
**Level 5 Additional Diploma in Teaching English (Literacy) in the Lifelong Learning Sector**

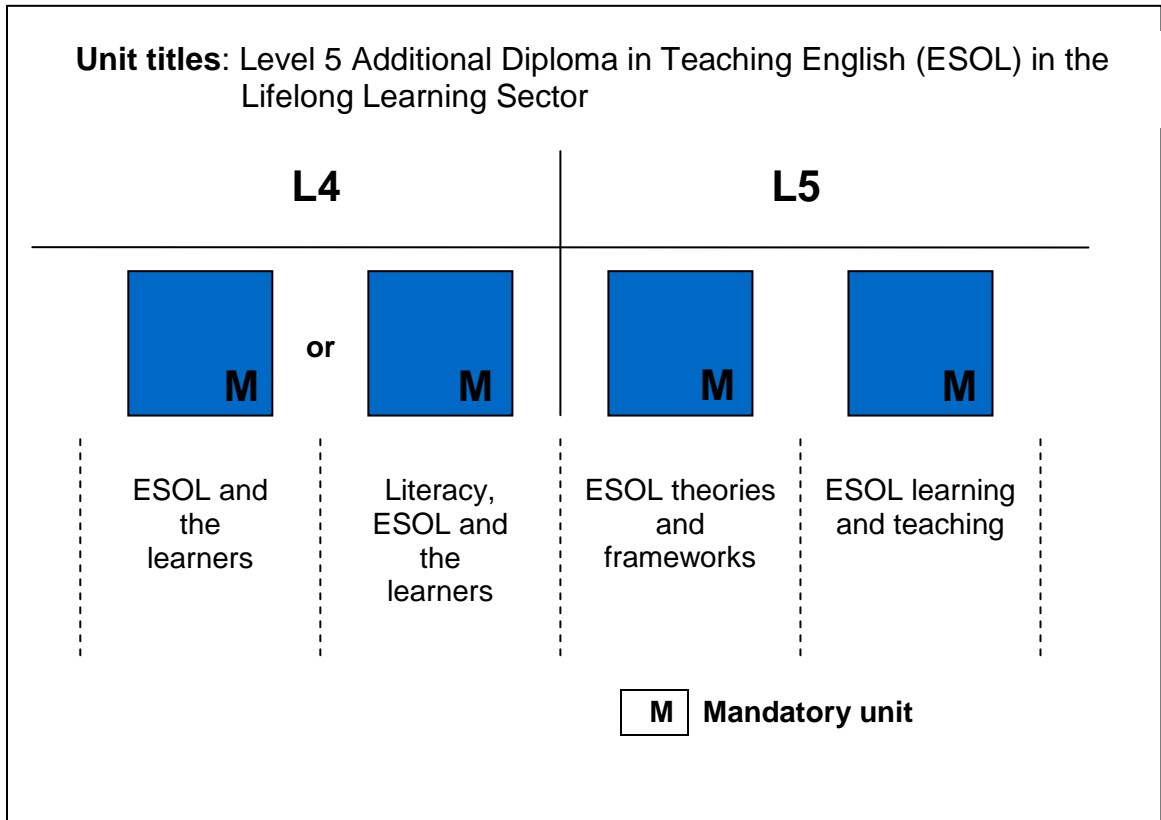
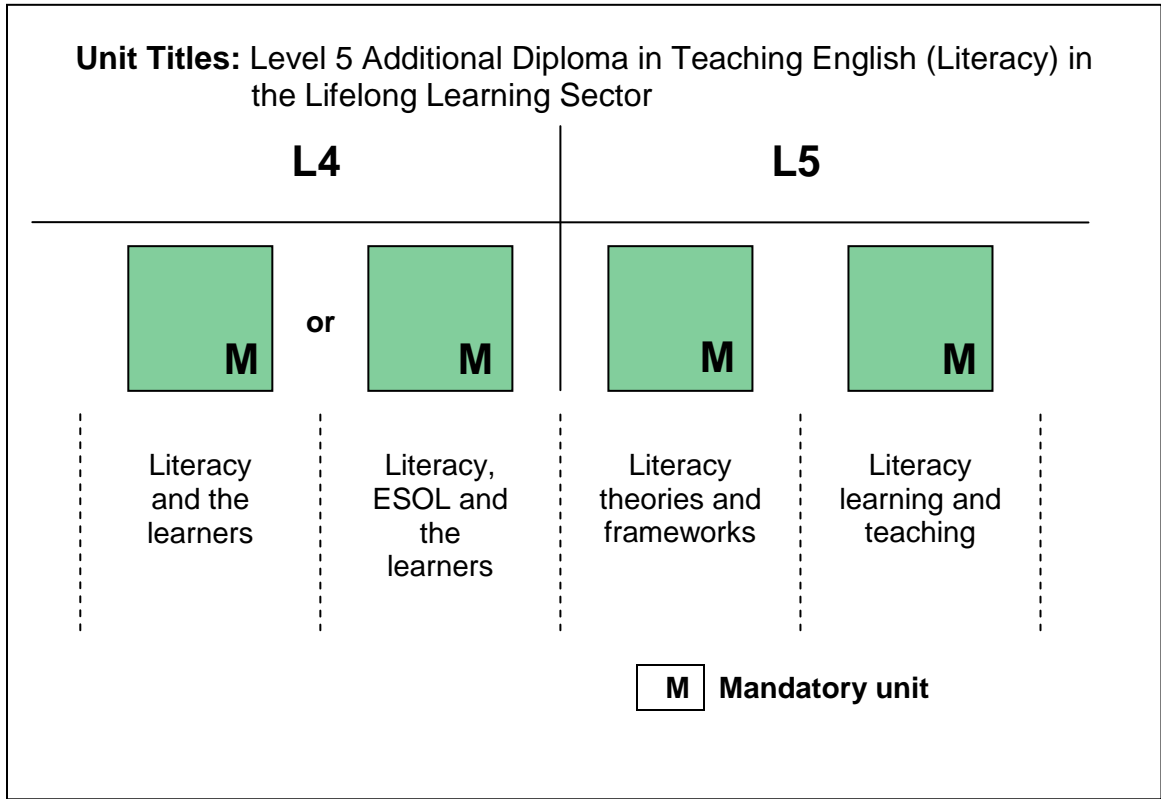


**Level 5 Additional Diploma in Teaching English (ESOL) in the Lifelong Learning Sector**

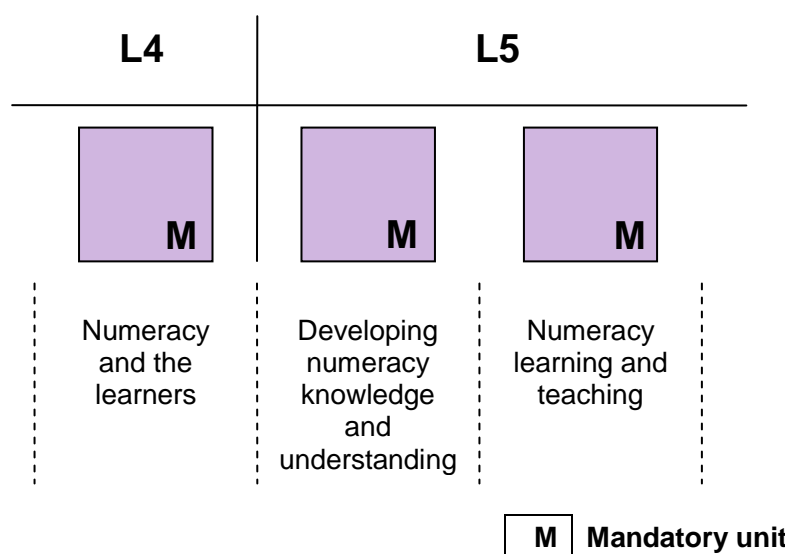


**Level 5 Additional Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector**





**Unit tiles:** Level 5 Additional Diploma in Teaching Mathematics  
(Numeracy)



**Teaching practice requirements**

There must be a minimum of 75 hours of teaching practice. Teaching practice should be located in the 'teaching and learning' unit.

- All teaching practice requirements must be within the relevant specialist area of Skills for Life.
- Literacy, numeracy or ESOL teaching practice must be undertaken within at least two of the three levels of the Skills for Life curriculum - Entry level, level 1 and level 2.

**Observed and assessed teaching**

There must be a minimum of four observations totalling a minimum of four hours. All must be in a subject specific context. They should be conducted by an appropriate subject specialist observer (as defined within SVUK endorsement guidance) observing Skills for Life specific teaching and learning. Any single observation must be a minimum of half an hour. Observations can be formative or summative.

**Guided learning hours**

120

## The Concurrent Route

The concurrent route requires unqualified teachers to undertake a generic teaching qualification and an additional diploma qualification in literacy, numeracy or ESOL. It differs from the additional route in that the two subject units of the additional diploma also count as the optional units within the generic diploma. The information detailed here is about concurrent delivery and not the detail of any particular qualification.

### Who is it for?

- Unqualified teachers. Currently working in the sector, they have neither an approved generic teaching qualification nor a recognised subject qualification in literacy, numeracy or ESOL
- Unqualified teachers who are unable to find an appropriate or available integrated route (as detailed below)
- Unqualified teachers of vocational and other subjects who wish to undertake a generic teaching qualification in their primary subject but also qualify as a subject specialist teacher of literacy, numeracy or ESOL
- Those wishing to enter teaching in the sector who have neither a recognised generic teaching qualification nor a recognised subject qualification

### Entry requirement

All potential teacher trainees must evidence personal skills in English or Mathematics (as appropriate) to join Skills for Life additional diploma programmes

### Titles of qualifications

Concurrent delivery would be of the following diplomas:

**Level 5 Diploma in Teaching in the Lifelong Learning Sector**  
**Level 5 Additional Diploma in Teaching English (Literacy) in the Lifelong Learning Sector**

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

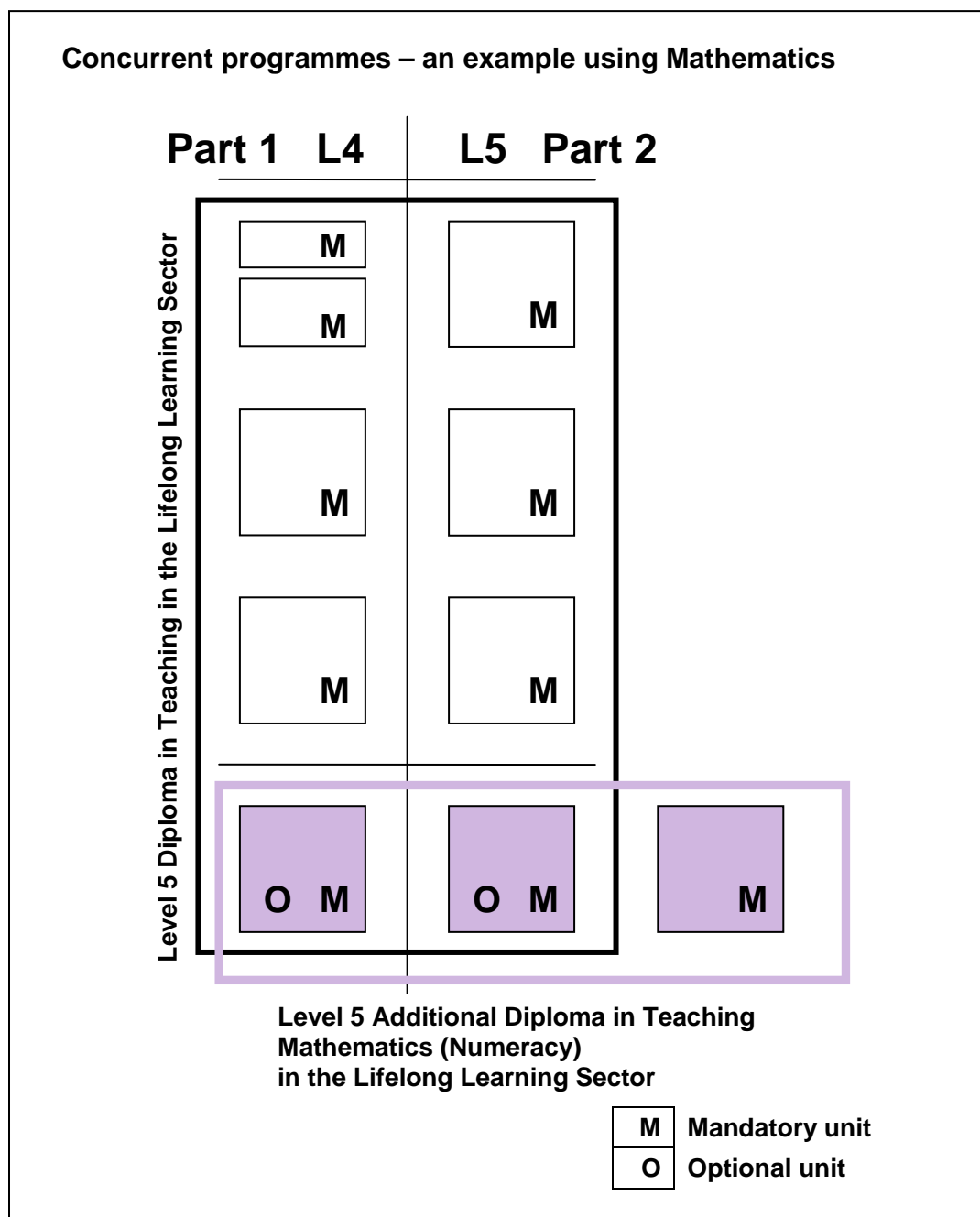
**Level 5 Diploma in Teaching in the Lifelong Learning Sector**  
**Level 5 Additional Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector**

Teacher trainees wishing to become teachers of English (Literacy and ESOL) and Mathematics (Numeracy) would take the mandatory units of the larger diploma in generic cohorts and choose as optional units those subject units relating to Literacy, Numeracy or ESOL (also found in the additional diplomas). These must of course meet the endorsement requirements of the additional diploma. To complete both diplomas they would need to undertake the appropriate, additional learning and teaching unit. **This learning and teaching unit must be taken within the timeframe of the larger qualification.**

In effect, trainees on the concurrent route join a generic teaching diploma and an additional diploma in literacy, numeracy or ESOL. This saves time as 30 credits are common to both qualifications. There are significant advantages in terms of teaching and observed practice requirements as well. Availability of this route is dependent on funding and the collaboration of those offering generic initial teacher training programmes with providers of the additional diplomas. It is expected that programme planning will consider the opportunities to make connections between programmes. It is possible to take the two

diplomas at the same time in the additional route. The concurrent route differs from the additional route because of this requirement for appropriate quality assurance across two qualifications.

Normally, both diplomas would be awarded on completion of the concurrent route. However, funding may prevent some awarding institutions from awarding both. In these circumstances and where a trainee teacher has undertaken appropriate additional units of an endorsed qualification, a transcript of credit may be awarded. In such a situation, the trainee teacher would be deemed, under the FE regulations 2007, to have equivalence if not the required subject specialist qualification.



In the diagram you will see that two of the units are detailed as both optional and mandatory units. This is because the level 5 unit in the larger diploma qualification is optional and in the smaller diploma is mandatory. For this concurrent delivery the two

optional units from the larger diploma can be used for APL in the smaller diploma. Or the same units in the smaller diploma could be used as APL in the larger.

All awarding institutions will develop programmes using the common shared mandatory units of assessment. For generic programmes, LLUK will be facilitating the development of shared optional proposals from providers, during the course of the year.

### **Teaching practice requirements**

There must be a minimum of 150 hours of teaching practice as an overall requirement for both diplomas. In addition,

- 80% of the teaching practice requirements must be within the relevant specialist area of Skills for Life
- Literacy, numeracy or ESOL teaching practice must be undertaken within at least two of the three levels of the Skills for Life curriculum - Entry level, level 1 and level 2.

### **Observed and assessed teaching**

There must be a minimum of 8 observations totalling a minimum of 8 hours. At least 6 hrs on at least 6 occasions must be in a subject specific context. They should be conducted by an appropriate subject specialist observer (as defined within SVUK endorsement guidance) observing Skills for Life specialist teaching and learning. Any single observation must be a minimum of half an hour. Observations can be formative or summative.

### **Guided learning hours**

DTTLS 360

Additional Diploma 120

(GLH and funding will be dependent on APL decisions)

## The Fully Integrated Route

The fully integrated route requires unqualified teachers to undertake a single qualification. The majority of units are undertaken in a single subject cohort of trainee teachers. Detailed here are the level 5 diplomas in teaching English (Literacy and ESOL) and Mathematics.

### Who is this route for?

- Unqualified teachers. They have neither a recognised generic teaching qualification nor a recognised subject qualification.
- Those wishing to teach in the sector who have neither a recognised generic teaching qualification nor a recognised subject qualification.

Teacher trainees taking this fully integrated route will gain an endorsed diploma qualification. It should be noted that they will be qualified to teach subjects other than the literacy, numeracy or ESOL subject specialism named in the qualification.

This qualification will have the same credit value (120 credits) and the same structure as the diploma taken by those undertaking a generic diploma. It is made subject specific when certain units are delivered to single subject cohorts and the optional credit is replaced by mandatory units for literacy, numeracy or ESOL.

### Entry requirement

All potential teacher trainees must evidence personal skills in English or Mathematics (as appropriate) to join additional diploma programmes.

### Titles of the qualifications

The qualification titles are as follows:

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

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

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

National awarding bodies must use these titles. Higher Education Institutions can name their own qualifications, but are encouraged to adopt similar terminology, to enable trainee teachers and employers to identify appropriate qualifications. This will support trainees and employers in identifying the appropriate qualifications to achieve. These qualifications will be available at different levels but must be at a minimum of level 5 (QCF). For awarding body qualifications within the QCF, the level is detailed at the beginning of the title.

### Credit

This diploma has a value of 120 credits. 50% of the credit must be achieved at the level of the award. LLUK has supported the development of units with a value of 60 credits at level 4 and units with a value of 60 credits at level 5. This includes

### Units of assessment for the fully integrated route

#### Mandatory units

There are nine units in these diploma qualifications. This includes seven of the units developed for the generic pathway. All units in these qualifications are mandatory. Six out of the nine units must be taken in single subject cohorts, literacy, numeracy or ESOL. These units detail the required subject content from the appropriate LLUK application

documents<sup>15</sup>. Elements required from these documents are listed against the assessment criteria or at the end of each unit.

In the fully integrated route, two units for English (Literacy or ESOL) or Mathematics (Numeracy) are the same as those in the additional diplomas. These must be taken in subject specific cohorts. For each subject a unit is available at level 4 and one at level 5. For Literacy and ESOL, there is an additional combined unit available at level 4 that may be taken. This provides a choice of unit for Literacy and ESOL trainees at level 4 if both are offered by the awarding institution and centre. The level 4 units have been developed to be delivered within part one of a programme. The level 5 units are to be delivered within part two. The titles of the units are detailed under the diagrams later in this section.

Of the remaining seven mandatory units, four **must** be taken in subject specific cohorts. These are:

- Planning and enabling learning (**9** credits)
- Enabling learning and assessment (**15** credits)
- Theories and principles for planning and enabling learning (**15** credits)
- Curriculum design for inclusive practice (**15** credits).

In awarding body qualifications these units will be awarded with an 'endorsed subtitle'. This is a bracketed extension. For example, the Planning and Enabling Learning unit becomes Planning and Enabling Learning (Literacy) when taken in a subject specific cohort. The award of a unit with this endorsed subtitle will provide evidence of the subject focus of the delivery and content.

The further three mandatory units of these diploma qualifications can be taken in either subject specific or generic cohorts (this could include the three Skills for Life subject groups). These units are:

- Preparing to teach in the lifelong learning sector (**6** credits)
- Continuing personal and professional development (**15** credits)
- Wider professional practice (**15** credits).

LLUK encourages awarding institutions to provide the opportunity for Skills for Life teacher trainees to take these units in generic cohorts. Teachers of English (Literacy and ESOL) and Mathematics (Numeracy) are likely to become part of teams ensuring the literacy, language and numeracy needs of learners are addressed by all teachers. These units would provide an opportunity for trainees to study for part of the programme alongside other subject teachers from the diverse FE sector.

Optional units

There are no optional units in these qualifications.

### **Credit accumulation and transfer – Skills for Life requirements**

- **Preparing to teach in the lifelong learning sector (PTLLS)**  
As there is no requirement in the fully integrated route for this to be undertaken in single subject cohorts, this can be imported into the fully integrated pathway. Normal APL procedures for an awarding institution will still apply.

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<sup>15</sup> LLUK (2007). Application of the professional standards for teachers of English (Literacy and ESOL)

LLUK (2007). Application of the professional standards for teachers of Mathematics (Numeracy).

- **Planning and enabling learning**

As this is required to be delivered in subject specific cohorts this cannot be imported from the CTTLS qualification unless this requirement has been met. Teacher trainees who have gained these units on generic programmes are outside the CAT agreement. Normal APL procedures for an awarding institution will still apply.

### **Teaching practice requirements**

There must be a minimum of 150 hours of teaching practice:

- 80% of the teaching practice requirements must be within the relevant specialist area of Skills for Life
- Literacy, numeracy or ESOL teaching practice must be undertaken within at least two levels of the Skills for Life curriculum - Entry level, level 1 and level 2

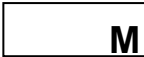




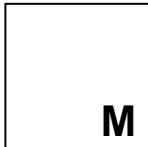



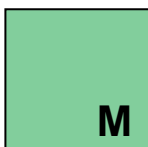

### **Observed and assessed teaching**

There must be a minimum of 8 observations totalling a minimum of 8 hours. At least 6 hours on at least 6 occasions must be in a subject specific context. They should be conducted by an appropriate subject specialist observer (as defined within SVUK endorsement guidance) observing Skills for Life specialist teaching and learning. Any single observation must be a minimum of half an hour. Observations can be formative or summative. Teaching observation excludes observed practice completed as part of the PTLLS qualification.

### **Guided learning hours**

360

## Level Five Diploma in Teaching English (Literacy) in the Lifelong Learning Sector

Preparing to teach in the lifelong learning sector	 M	 M	Curriculum development for inclusive practice (Literacy)
Planning and enabling learning (Literacy)	 M	 M	
Enabling learning and assessment (Literacy)	 M	 M	Continuing personal and professional development
Theories and principles for planning and enabling learning (Literacy)	 M	 M	Wider professional practice
Literacy and the learners <b>or</b> Literacy, ESOL and the learners	 M	 M	Literacy theories and frameworks
		 M	<b>Mandatory unit</b>

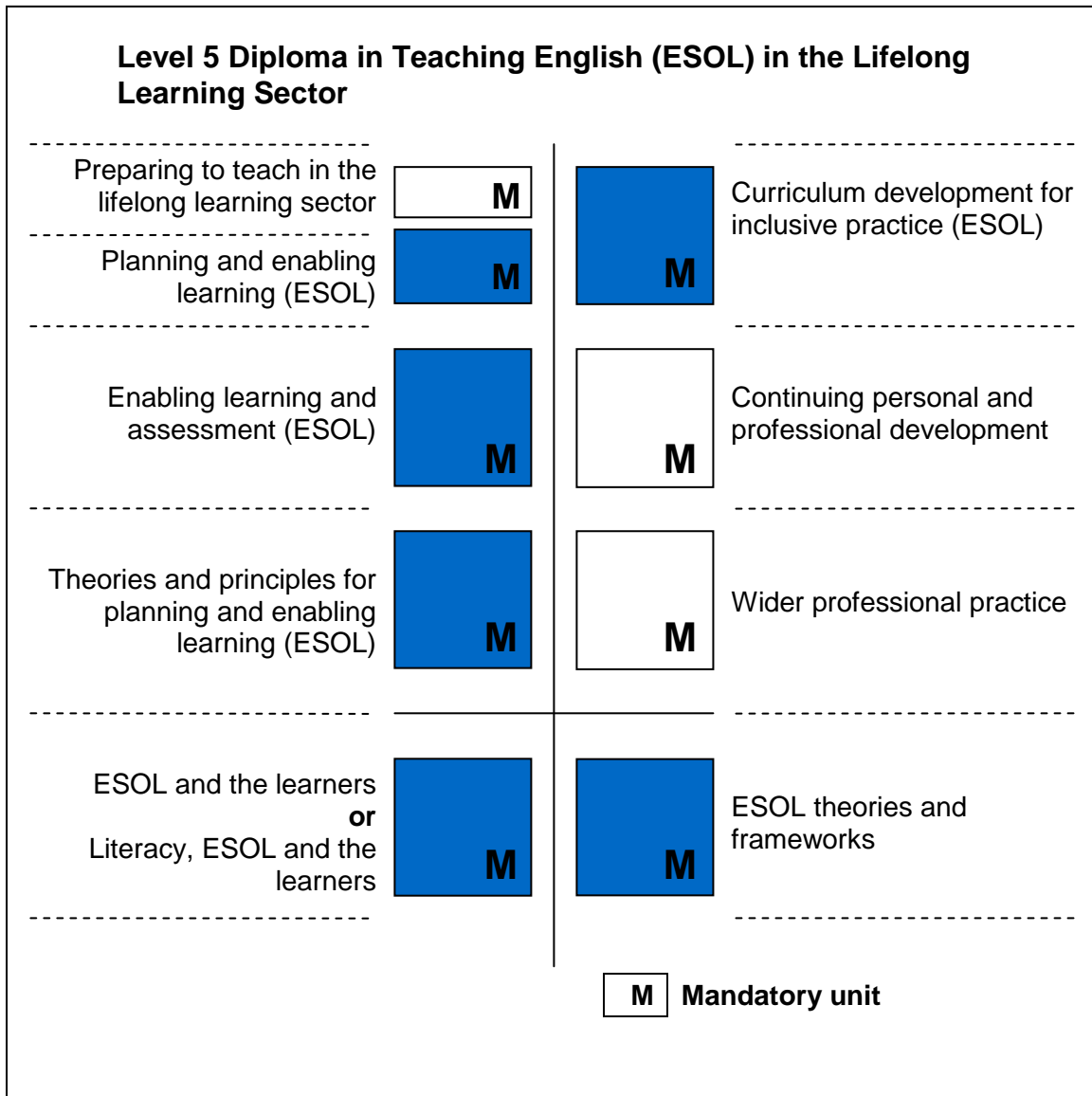
### Mandatory subject units for English (Literacy)

#### Barred combination - take one

Level 4	15 credits	Literacy and the learners
Level 4	15 credits	Literacy, ESOL and the learners (combined unit)
<b>and</b>		
Level 5	15 credits	Literacy theories and frameworks



**Units must be delivered in subject specific cohorts**



**Mandatory subject units for English (ESOL)**

**Barred combination - take one**

- Level 4      **15 credits**      ESOL and the learners
- Level 4      **15 credits**      Literacy, ESOL and the learners (combined unit)
- and**
- Level 5      **15 credits**      ESOL theories and frameworks

**Units must be delivered in subject specific cohorts**

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

Preparing to teach in the lifelong learning sector	<div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">M</div>		Curriculum development for inclusive practice (Numeracy)
Planning and enabling learning (Numeracy)	<div style="background-color: #d1c4e9; border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">M</div>		<div style="background-color: #d1c4e9; border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">M</div>
Enabling learning and assessment (Numeracy)	<div style="background-color: #d1c4e9; border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">M</div>		<div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">M</div>
Theories and principles for planning and enabling learning (Numeracy)	<div style="background-color: #d1c4e9; border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">M</div>		<div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">M</div>
Numeracy and the learners	<div style="background-color: #d1c4e9; border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">M</div>		<div style="background-color: #d1c4e9; border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">M</div>
		<div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">M</div>	<b>Mandatory unit</b>

### Mandatory subject units for Mathematics (Numeracy)

Level 4      **15 credits**      Numeracy and the learners  
**and**

Level 5      **15 credits**      Developing numeracy knowledge and understanding

**Units must be delivered in subject specific cohorts**

## The Partly Integrated Route

The partly integrated route is a pathway within the Level 5 Diploma for Teaching in the Lifelong Learning Sector. It requires unqualified teachers to undertake a single qualification. In part one of the diploma qualifications (the first 60 credits) there are designated pathways for Literacy, Numeracy and ESOL. The pathway units are undertaken in a single subject cohort of trainee teachers<sup>16</sup>. Detailed here are the literacy, numeracy and ESOL pathways within the Level 5 Diploma in Teaching in the Lifelong Learning Sector.

### Who is this route for?

- Unqualified teachers. They have neither a recognised generic teaching qualification nor a recognised subject qualification
- Those wishing to teach in the sector who have neither a recognised generic teaching qualification nor a recognised subject qualification

Those teacher trainees taking this partly integrated route can gain a Level 5 Diploma in Teaching in the Lifelong Learning Sector. The subject specialism will be reflected in an 'endorsed subtitle'. The subject will be in brackets as an extension to the qualification title, for example (English ESOL). As this is an integrated qualification, there will be no requirement to gain an additional subject qualification. Taking a subject pathway within the diploma qualification does not change the value of the diploma qualification. Each pathway has the same overall credit value (120 credits). However, the subject pathways do have a different unit structure from the generic pathway in part 1 of the diploma. The subject pathways include PTLLS, the three units from the additional diplomas and a nine credit unit.

### Entry requirement

All potential teacher trainees must evidence personal skills in English or Mathematics (as appropriate) to join literacy, numeracy or ESOL diploma programmes.

### Titles of the qualifications

The qualification titles are as follows:

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

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

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

National awarding bodies must use these titles. Higher Education Institutions can name their own qualifications, but are encouraged to adopt similar terminology, to enable trainee teachers and employers to identify appropriate qualifications. This will support trainees and employers in identifying the appropriate qualifications to achieve. These qualifications will be available at different levels but must be at a minimum of level 5 (QCF). For awarding body qualifications within the QCF, the level is detailed at the beginning of the title.

### Credit

This level 5 diploma has a value of 120 credits. In this partly integrated route 75% of the credit will be achieved at the level of the qualification.

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<sup>16</sup> LLUK would encourage all programmes in the integrated routes to contextualise PTLLS for literacy, numeracy and ESOL. This has not been made a requirement to allow for APL of a level 4 PTLLS.

## Units of assessment for first 60 credits

### English (Literacy)

Level 4	6 credits	Preparing to teach in the lifelong learning sector (no requirement to be subject specific)
Level 4	9 credits	Planning and assessing for inclusive practice (Literacy)
Level 5	15 credits	Literacy theories and frameworks
Level 5	15 credits	Literacy learning and teaching

#### Barred combination **One to be taken**

Level 4	15 credits	Literacy and the learners
Level 4	15 credits	Literacy, ESOL and the learners (combined unit)

### English (ESOL)

Level 4	6 credits	Preparing to teach in the lifelong learning sector (no requirement to be subject specific)
Level 4	9 credits	Planning and assessing for inclusive practice (ESOL)
Level 5	15 credits	ESOL theories and frameworks
Level 5	15 credits	ESOL learning and teaching

#### Barred combination **One to be taken**

Level 4	15 credits	ESOL and the learners
Level 4	15 credits	Literacy, ESOL and the learners (combined unit)

### Mathematics (Numeracy)

Level 4	6 credits	Preparing to teach in the lifelong learning sector (no requirement to be subject specific)
Level 4	9 credits	Planning and assessing for inclusive practice (Numeracy)
Level 4	15 credits	Numeracy and the learner
Level 5	15 credits	Developing numeracy knowledge and understanding
Level 5	15 credits	Numeracy learning and teaching

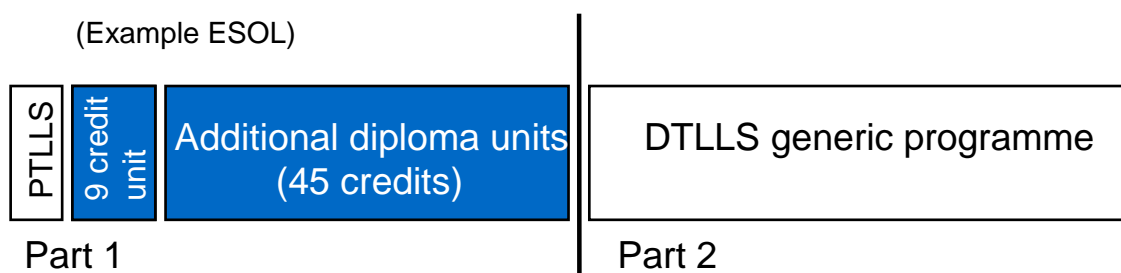
## Units of assessment for second 60 credits

Level 5	15 credits	Curriculum development for inclusive practice
Level 5	15 credits	Continuing personal and professional development
Level 5	15 credits	Wider professional practice

Plus optional credit to the value 15 credits

## Literacy, Numeracy and ESOL pathways within DTLLS

(Example ESOL)



### Teaching practice requirements

There must be a minimum of 150 hours of teaching practice:

- All teaching practice in the subject pathway (part 1) must be within the relevant specialist area of Skills for Life.
- Literacy, numeracy or ESOL teaching practice must be undertaken within at least two levels of the Skills for Life curriculum – Entry level, level 1 and level 2.

### Observed and assessed teaching

Observations can be formative or summative. Teaching observation excludes observed practice completed as part of the PTLLS qualification.

**Part 1:** There must be a minimum of 6 observations totalling a minimum of 6 hours on at least 6 occasions. All 6 must be in the appropriate subject specific context. They should be conducted by an appropriate subject specialist observer (as defined within SVUK endorsement guidance) observing Skills for Life specialist teaching and learning. Any single observation must be a minimum of half an hour.

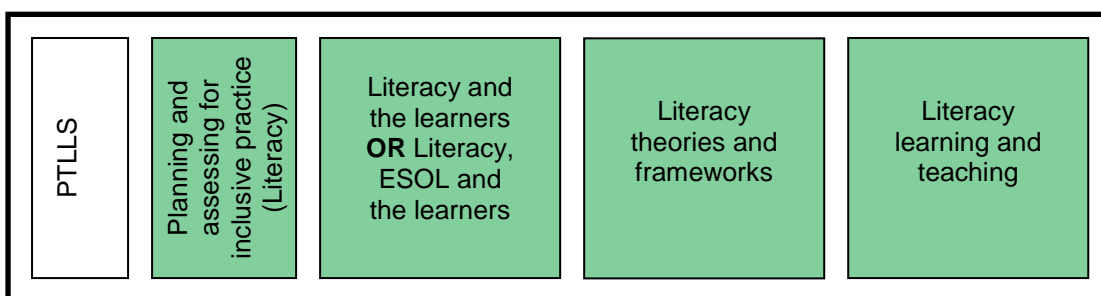
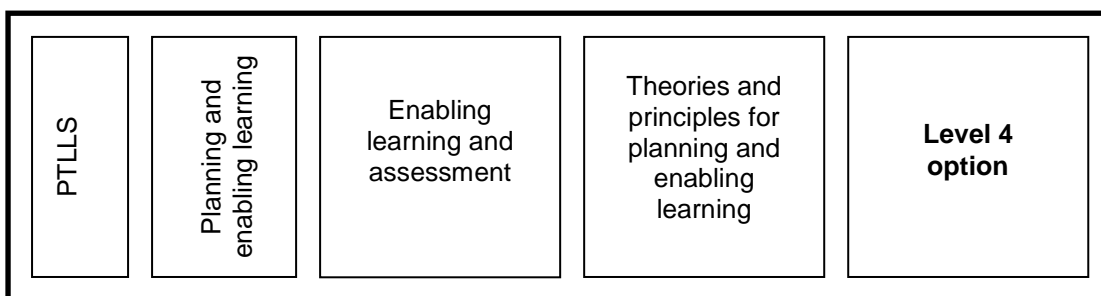
**Part 2:** There must be a minimum of 4 observations totalling a minimum of 4 hours on at least 4 occasions. There is no requirement for these to be in a literacy, numeracy or ESOL context.

### Comparison of routes

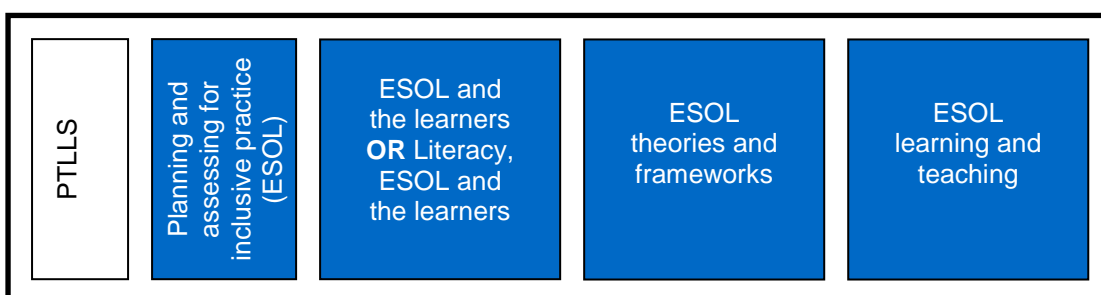
	Teaching practice hours	Observed assessed teaching (minimum number and hours)
<b>Additional route</b>	<b>225</b>	<b>12</b>
<b>Concurrent route</b>	<b>150</b>	<b>8</b>
<b>Fully integrated</b>	<b>150</b>	<b>8</b>
<b>Partly integrated</b>	<b>150</b>	<b>10</b>


## Partly Integrated

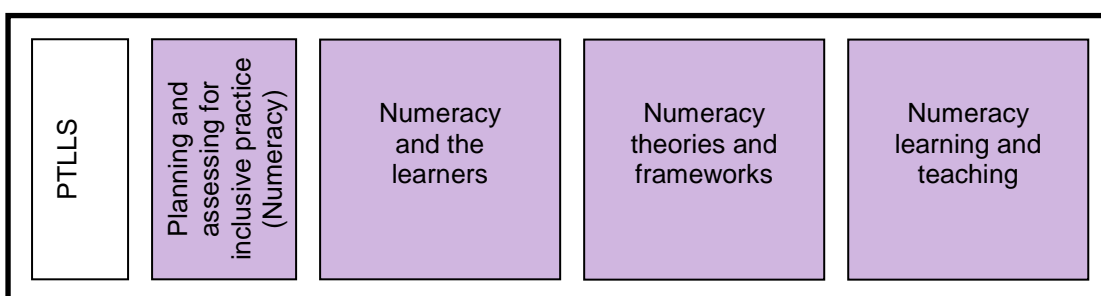
## Part 1 Pathways




 Literacy unit/unit taught in Literacy cohort

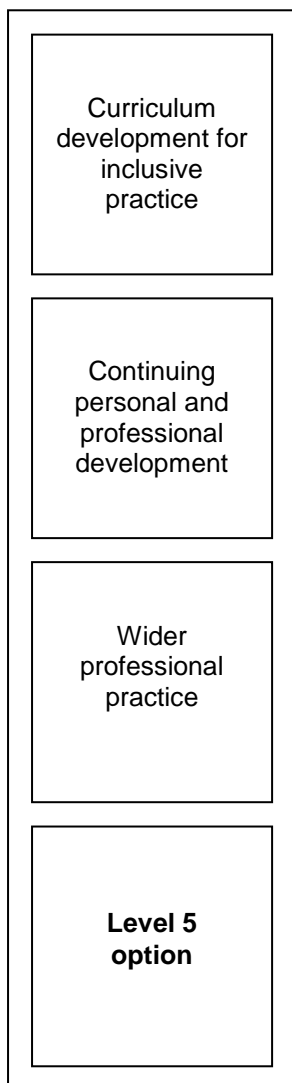


 ESOL unit/unit taught in ESOL cohort



 Numeracy unit/unit taught in Numeracy cohort

## Part 2



▶ **Level 5 Diploma in Teaching in the Lifelong Learning Sector**

▶ **Level 5 Diploma in Teaching in the Lifelong Learning Sector (English Literacy)**

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

▶ **Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics Numeracy)**





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