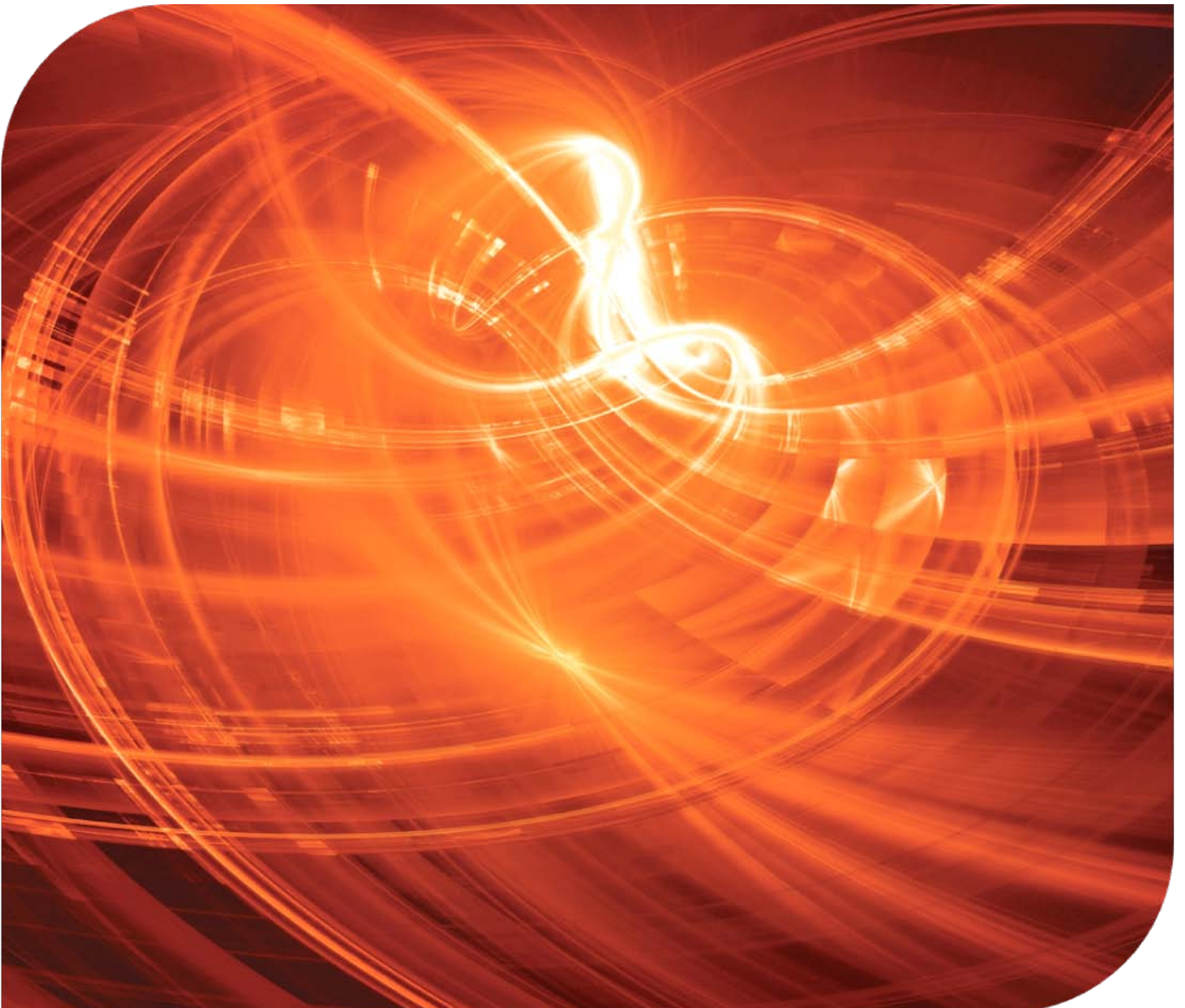


**Further Education and Skills in England  
New Qualifications for Teachers and Trainers  
Proposal Document**

**October 2012**



## Introduction

In 2012, the government established an independent review panel to consider current arrangements to regulate and facilitate the professionalism of the further education and skills workforce. Under the chairmanship of the Lord Lingfield Kt DL, the panel published an interim report in March 2012<sup>1</sup>. One of the panel's recommendations was for a review and simplification of the in-service teaching qualifications. This was accepted by ministers, and LSIS is pleased to have been asked to undertake this review of the qualifications.

We are now seeking views on the proposed new qualifications. The proposals were developed and agreed with stakeholders and awarding institutions over summer 2012. There are proposals for generic teaching qualifications and for specialist qualifications for teaching English, (including literacy and functional English), ESOL, mathematics (including numeracy and functional mathematics) and teaching disabled learners.

This document explains how the review is being undertaken and how you can get involved. We want to provide as much opportunity as possible for you to contribute to the development of the new qualifications to ensure they meet the needs of the sector. There are opportunities to attend national events and to organise meetings of your own. Stakeholder organisations are supporting the review through their organisations and networks. You may also respond to the proposals online.

We think it is important that you discuss the proposals with colleagues before making a formal response. This document provides the information you need to inform such discussions and to respond to the proposals.

The responses to the proposals will inform a development phase during January and February 2013 and, from March 2013, awarding institutions will start to develop the qualifications. We are working with partners to agree a phased introduction of the qualifications from September 2013, to ensure awarding institutions and their providers are supported, and that employers, teachers and trainers are kept informed of the changes.

**If you have any questions or queries, please contact FE Advice:**

Email: [fe.advice@lsis.org.uk](mailto:fe.advice@lsis.org.uk) or telephone 0300 303 1877.

The review pages can be found on the [LSIS website](#)

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<sup>1</sup> BIS (2012): [Professionalism in FE, Interim Report of the Independent Review Panel](#)

## Contents

<b>Introduction</b> .....	<b>1</b>
<b>Acronyms</b> .....	<b>4</b>
<b>Teaching and training qualifications: the current context</b> .....	<b>5</b>
<b>The review process</b> .....	<b>8</b>
Phases of the review .....	8
How to get involved .....	9
Completing the response form.....	10
Exclusions from the review.....	11
The role of LSIS .....	11
<b>Summary of the proposals</b> .....	<b>13</b>
Simplifying the current qualification offer .....	13
Generic teaching qualifications .....	14
Qualifications for teaching English, ESOL, mathematics and disabled learners.....	16
<b>Simplifying the current qualification offer</b> .....	<b>18</b>
Overview.....	18
Proposal 1.1 A single qualification at each level and of increasing size should be developed .....	22
Proposal 1.2 The qualifications should be flexible enough to enable a focus on particular learning contexts.....	24
Proposal 1.3 Separate qualifications that are not 'nested' should be developed .....	25
Proposal 1.4 The professional standards should be reviewed.....	26
<b>Generic teaching qualifications</b> .....	<b>27</b>
Overview.....	27
Proposal 2.1 A Level 3 Award in Education and Training should be developed.....	28
Proposal 2.2 The proposed content and size of the Level 3 Award in Education and Training is appropriate .....	29
Proposal 2.3 A Level 4 Certificate in Education and Training should be developed .....	30
Proposal 2.4 The proposed content and size of the Level 4 Certificate in Education and Training is appropriate .....	30
Proposal 2.5 A Level 5 Diploma in Education and Training should be developed .....	32
Proposal 2.6 The proposed content and size of the Level 5 Diploma in Education and Training is appropriate .....	32

Proposal 2.7 A Level 7 Diploma in Education and Training should be developed .....	34
Proposal 2.8 A Diploma qualification for continuing professional development at Level 7 should be developed .....	34
<b>Qualifications for teaching English, ESOL, mathematics and disabled learners .....</b>	<b>36</b>
Overview .....	36
Routes to specialism .....	37
Proposal 3.1 Level 5 Diplomas in Education and Training in English, ESOL, mathematics and for disabled learners should be developed.....	41
Proposal 3.2 The proposed content and size of Level 5 Diplomas in Education and Training in English, ESOL, mathematics and for disabled learners is appropriate.....	42
Proposal 3.3 A Level 5 Certificate in Literacy and Language Learning and a Level 5 Certificate in Numeracy Learning should be developed.....	44
Proposal 3.4 The proposed content and size of the Level 5 Certificate in Literacy and Language Learning and the Level 5 Certificate in Numeracy Learning is appropriate .....	44
Proposal 3.5 Level 5 Diplomas in Teaching English, ESOL, mathematics and disabled learners should be developed .....	46
Proposal 3.6 The proposed content and size of the Level 5 Diplomas in Teaching and Learning for English, ESOL, mathematics and disabled learners is appropriate .....	46
Proposal 3.7 Current entry criteria should remain a requirement to join a Level 5 Diploma qualification programme in English, ESOL and mathematics.....	47

## Acronyms

This table provides a guide for the acronyms found within this document.

Acronym	Definition
ACETT	The Association of Centres for Excellence in Teacher Training
AELP	Association of Employment and Learning Providers
AI	Awarding institution – inclusive term for AOs and HEIs developing qualifications
AO	Awarding organisations
ATL	Association of Teachers and Lecturers
BIS	Department for Business Innovation and Skills
CETT	Centres for Excellence in Teacher Training
CPD	Continuing professional development
CTLTS	Certificate in Teaching in the Lifelong Learning Sector
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
ESOL	English for speakers of other languages
FAB	Federation of Awarding Bodies
FE	Further education
FHEQ	Framework for Higher Education Qualifications
GLH	Guided learning hours – as defined by the Skills Funding Agency
HEA	Higher Education Academy
HEI	Higher education institution
HOLEX	The national network of local adult learning providers
IfL	The Institute for Learning
ITE	Initial Teacher Education
LLUK	Lifelong Learning UK
LSIS	Learning and Skills Improvement Service
Natspec	The Association of National Specialist Colleges
NIACE	National Institute for Adult and Continuing Education
NRDC	National Research and Development Centre for adult literacy and numeracy
NLH	Notional learning hours
Ofsted	The Office for Standards in Education, Children's Services and Skills
PTLLS	Preparing to Teach in the Lifelong Learning Sector
QCF	Qualifications and Credit Framework
RPL	Recognition of prior learning
TSNLA	Third Sector National Learning Alliance
UCET	Universities' Council for the Education of Teachers
UCU	University and College Union

## Teaching and training qualifications: the current context

Employers, teachers and trainers recognise that qualifications demonstrate their commitment to improving the quality of teaching and learning and to raising achievement. The government has supported the professionalism of further education (FE) teachers and trainers in England.

**In 2001**, professional standards were developed and teaching qualifications became a regulatory requirement for lecturers in FE colleges.

**In 2007**, further reform was introduced for a further education and skills sector that now included learning providers in work-based learning and adult and community learning. Professional standards were revised, and teaching qualifications were required by regulation or through funding contracts. Introduced at the same time was a requirement to register with a professional body, the Institute for Learning (IfL), and acquire professional status. The qualifications for teachers and trainers developed at this time included:

- Awards in Preparing to Teach in the Lifelong Learning Sector (PTLLS);
- Certificates in Teaching in the Lifelong Learning Sector (CTTLS);
- A Diploma in Teaching in the Lifelong Learning Sector (DTLLS).

These qualifications have since been developed by over sixty Awarding Institutions (AIs)<sup>2</sup> and are delivered through hundreds of initial teacher education (ITE) providers nationally.

**In 2011**, Lifelong Learning UK (LLUK) reviewed and updated the teaching qualifications as requested by the Department for Business, Innovation and Skills in response to feedback from the sector. A phased introduction of these updated qualifications was agreed for completion in August 2012. Many of you will have contributed to that review. Updated qualifications based on that research have been introduced over the last eighteen months by awarding institutions. However, some awarding organisations operating in the Qualifications and Credit Framework (QCF), with the agreement of Ofqual, have permitted centres to continue to offer the 2007 qualifications. The Skills Funding Agency has agreed both 2007 and 2011 versions are eligible for public funding – although it is important to check the type of funding available. Information about arrangements for 2012-13 will be available on the LSIS website.

**In 2012**, the regulations teaching qualifications remain in force. BIS consulted on the recommendation in the Lingfield interim report to revoke the regulations and amended regulations came into force from 30 September 2012<sup>3</sup>; guidance on the changes is to be made available by BIS.

The requirement remains in place for employers to assign teachers and trainers to an associate or full teaching role and to support them to undertake the appropriate teaching and training qualifications.

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<sup>2</sup> Awarding Institutions (AI) is an inclusive term for Awarding Organisations (AOs) and Higher Education Institutions (HEIs) and will be used throughout this document where something is relevant to both.

<sup>3</sup> BIS (2012): [The Further Education Teachers' Qualifications \(England\) \(Amendment\) Regulations](#)

Teachers and trainers in the current workforce will hold a range of teaching and training qualifications. They may have undertaken qualifications because of a regulatory or contractual requirement (either of a funding agency or their employer) or from personal choice. As regulatory requirements are not retrospective, many in the workforce are not required to hold any teaching qualifications (although they are encouraged to do so).

LSIS supports the maintenance of a register of qualifications and the related tariff to support the understanding of the range of qualifications held by teachers and trainers. This is currently a function of the IfL:

- The register provides evidence that listed qualifications meet the requirements detailed in the LSIS guidance to awarding organisations; employers, teachers and trainers can be confident that the qualifications meet national standards.
- The tariff maps many other teaching qualifications (including those previously regulated) against current qualifications. It provides advisory information primarily for awarding institutions and supports the recognition of prior learning (RPL) process, helping employers, teachers and trainers review teaching qualifications already achieved.

### Proposals for new teaching qualifications

We value the diversity of the teaching and training workforce which reflects the range of organisations and types of learning opportunities within the further education and skills sector. Our challenge, as we work to simplify the teaching and training qualifications, is to ensure they are inclusive of this diversity, providing the opportunity for professional development appropriate for all contexts and supported by any funding source.

The proposed qualifications for teachers and trainers will be developed predominantly for providers in the further education and skills sector in England, including:

- Further education (FE) colleges;
- Independent training providers;
- Local authorities;
- The third sector<sup>4</sup>.

The value of current teaching and training qualifications is strengthened by their take-up and support beyond the further education and skills sector in England. They have proved to be relevant to many outside the sector including the armed and uniformed services and in prison education where they have been used to upskill staff and support their employability in other contexts. LSIS will work to ensure they continue to meet these needs.

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<sup>4</sup> The third sector is defined as non-governmental organisations that are value driven and which principally reinvest their surpluses to further social, environmental or cultural objectives. It includes voluntary and community organisations, charities, social enterprises, cooperatives and mutuals.

The proposed qualifications must be able to meet the needs of the teaching and training workforce for the next five years. Our proposals focus on qualifications to meet those needs and not on any requirement (or lack of requirement) to undertake the qualifications either through regulation or voluntarily through membership of any current, or future, FE body.

We will be working closely with those who will develop and deliver the qualifications to ensure they reflect the changing roles and responsibilities of teachers and trainers and the diversity of contexts in which they work. The qualifications must meet the needs of, be easily accessible to, and provide for clear progression for everyone involved (or wishing to become involved) in a teaching and training role in the further education and skills sector and those delivering learning beyond this context.

To simplify the qualifications landscape, just three generic and three types of specialist qualifications are proposed. These qualifications will be flexible enough to meet a broad range of needs and, together, will meet the initial training needs of the whole teaching and training workforce. In addition to these, we are proposing qualifications at Level 7 with a more specific purpose: one for those working at the HE/FE interface and one for continuing professional development (CPD).

To help you understand the changes we are proposing, a table comparing the 2007 and the 2011 qualifications alongside current proposals will be available on the [LSIS website](#). You may wish to refer to this as you look through the detail of the proposals.



## The review process

The LSIS review builds on the experience and research around qualifications for the sector from the past decade. The previous LLUK review and updating of the qualifications in 2011 has provided us with important findings that will inform the development phase of the qualifications in January and February. However, that review was restricted to working with regulated qualifications and we welcome the freedom the current review provides, together with the opportunity to consider all aspects of the qualifications. This review will seek to understand employers' views of the impact of the qualifications on the development of workforce skills as well as the experience of those undertaking the qualifications. It will be informed by current developments, in particular Lord Lingfield's final report on Professionalism in Further Education (due autumn 2012) and the findings of the [Commission on Adult Vocational Teaching and Learning \(CAVTL\)](#).

### Phases of the review

The review is made up of three phases:

**Phase 1** has been completed. From July to September 2012, the qualifications team at LSIS met with stakeholders and teacher educators to develop proposals for new qualifications. The proposals were informed by research and by reports published over the last five years from organisations including ACETT, BIS, Lifelong Learning UK, LSIS, Ofsted, NIACE and NRDC. The proposals to be taken into phase two were agreed by the project steering group<sup>5</sup>.

**Phase 2** runs from October to December 2012 when we will collect feedback from the sector on the proposed changes to the qualifications.

**Phase 3** runs from January to March 2013. This is the development phase for the qualifications and will be informed by the responses to the proposals. Learning outcomes and practice and assessment requirements will be agreed by those who develop and deliver initial teacher education together with a number of expert advisory groups. Guidance for AOs and HEIs will be made available in March 2013. The qualifications will then be developed separately by AOs and HEIs. For AOs, the development will include a review of all current QCF units of assessment. The guidance for employers and practitioners will be published in this phase.

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<sup>5</sup> Project steering group membership includes, 157 Group, ACETT, the Alliance of Sector Skills Councils, ATL, AELP, BIS, FAB, HEA, HOLEX, IfL, NIACE, Ofsted, UCET, UCU, Natspec, TSNLA.

## How to get involved

Please take this opportunity to let us know of any relevant experience you have of the current qualifications and your ideas for the new qualifications. We welcome your comments on the scope of the review as well as the proposals. We would also welcome your support in identifying other research or information you feel should be taken into account during the review.

**Phase 2** provides you with the opportunity to provide your comments by:

- Reading the proposal document and completing the online response form.
- Attending one of five national open events:
  - 18 October in **Birmingham**
  - 8 November in **London**
  - 13 November in **Taunton**
  - 15 November in **Leeds**
  - 20 November in **London**
- Participating in a self-organised group using supporting materials available on our website.
- Contributing to activities organised by sector membership bodies supporting the review.

This phase of the review runs from **Monday 15 October to Monday 26 November 2012**.

All responses must be received by **17:00 on Monday 26 November 2012** online, by email or by post.

**Phase 3** will provide an opportunity for those with a detailed knowledge of qualifications – whether developing, delivering or providing advice to potential trainees – to get involved in a series of expert working groups to support the development of the qualifications and the associated guidance.

For further information on how to get involved, please visit the [LSIS website](#).

## Completing the response form

A link to the online response form is available on the [LSIS website](#). It is also available in electronic and hardcopy formats, together with this proposal document.

Below is an example of a section of the response form.

<b>Proposal 2.1: A Level 3 Award in Education and Training should be developed</b>					
The Award will develop knowledge and skills related to planning, delivery, assessment and the evaluation of inclusive learning with individuals and groups of learners. Relevant units from Learning and Development qualifications will be included in the QCF qualifications. A credit value of twelve is proposed. This reflects the appropriate amount of learning required for someone with little or no experience of teaching or training. There was strong support for an increase in the credit value of PTLLS to twelve in the review of the qualifications in 2011.					
<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know/no response</b>
<b>Comments</b>					

The same response form will be used at the five national open events. Those attending the events will be encouraged to complete and leave their response form on the day. Those who wish to respond who are not attending an event are encouraged to submit their responses directly online. However, submissions may also be made by email or by post by downloading the response form from the [LSIS website](#).

The amount of time it will take to complete the response form will depend on how many proposals you choose to respond to and provide additional comments for. There is also an open comments box at the end of each section of the form to enable you to make comments or suggestions on any other aspect of the review.

Nineteen proposals have been put forward. A summary of the proposals starts on page 13. The details can be found in later sections of this document. We recognise that some proposals may not be of interest to all respondents or you may not feel you have sufficient expertise. For such proposals, please respond 'don't know' rather than skip the proposal altogether.

Each of the proposals we have put forward are quite broad in content. This has helped us to limit the number of proposals. Therefore, when choosing whether or not to support a proposal, we encourage you to consider the overall intention of the proposal. In your comments, you can raise any issues on particular aspects of the proposal. For example, you may support a qualification proposal overall but comment that the amount of optional credit is too limited or the guided learning hours are too high or low. Your comments will be valuable when refining the final guidance.

## Exclusions from the review

The remit of LSIS is to simplify and rename the teaching qualifications. There are exclusions to the scope of the review:

- This review is considering qualifications for teachers and trainers in the further education and skills sector only. Therefore, qualifications for Learning and Development and for other roles in the sector, such as learning support, are not included.
- Qualifications for teaching and training in Northern Ireland, Scotland and Wales are not part of this review. Responsibility for these qualifications rests with those jurisdictions.
- Regulatory or contractual requirements to undertake initial teacher training qualifications are beyond the scope of this review.
- Consideration of how the qualifications may contribute to gaining any future professional status for teachers and trainers in the further education and skills sector are not part of this review. We are aware that some teachers and trainers would like qualifications to be available that would provide an opportunity to teach as a qualified professional in schools and higher education. The proposed development of a Further Education Guild may provide a means to facilitate this.
- Professional standards<sup>6</sup>, application guidance documents and the minimum core for literacy, language, numeracy and ICT are not part of this review. There is a proposal (1.4) that seeks views on whether the standards and related guidance should be reviewed. If this is supported, a separate review will be considered.
- The entry criteria for subject-specific teaching qualifications detail the skills in English or mathematics currently required to join a literacy, numeracy or ESOL initial teacher education programme. The entry criteria have recently been reviewed and are not included in this review. There is a proposal (3.7) that existing entry requirements be retained for the new specialist qualifications for teaching English and mathematics.

## The role of LSIS

LSIS is responsible for ensuring that appropriate qualifications are available for the further education and skills sector workforce. For teaching qualifications across the frameworks, this role is limited to facilitating the review of their content and associated requirements. With AOs, we facilitate the development of units, submit the QCF structure and units, and issue guidance. With HEIs, we provide guidance to support them in developing equivalent qualifications in the FHEQ. However, we are aware that, beyond this role, there is a need to consider current concerns with the assessment and delivery of the qualifications and recognition of prior learning.

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<sup>6</sup> LLUK (2007): [New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector](#)

## Delivery, assessment and recognition of prior learning

These aspects of teacher education were identified as a weakness of teacher education programmes in a recent Ofsted survey<sup>7</sup>.

We will provide opportunities for those with an interest in these matters to come together to discuss these important aspects. We are planning a series of meetings in December 2012, and January and February 2013 to inform the development of our guidance for awarding institutions. We have identified much innovative practice that will inform the review, making the delivery of the qualifications more flexible and tailored – without increasing the overall burden of assessment. Observation of practice and the role of mentors will be included as part of the consideration of assessment.

## Continuing professional development qualifications

While the focus of this review is on the key qualifications for the initial training of teachers and trainers in the sector and beyond, LSIS continues to support the development of other qualifications where they are considered of value for the CPD of teachers and trainers. Whilst recognising that CPD does not have to be accredited, the previous LLUK review found that CPD qualifications are valued and should be available for those who wish to undertake them. One of the proposals (2.6) is to reduce the size of the Level 5 Diploma and reduce, or remove, optional credit so that it focuses on the core knowledge and skills for teaching and training. If initial training achieves what it should – to prepare trainees to embrace CPD and give them the means and the skills to do that as well as developing their skills in teaching – CPD qualifications will remain important for professional development and career progression. Another proposal (2.8) is to develop a Level 7 qualification to support continuing professional development.

Examples of some of the CPD qualifications relating to literacy and numeracy that are supported by LSIS are:

- Qualifications for developing personal skills in English and mathematics at Level 3; recently developed as a way to evidence the skills you need to join a specialist qualification for teaching literacy, numeracy and ESOL. They are proving equally popular with teachers and trainers of functional skills.
- The qualification for embedding literacy and numeracy in vocational programmes; currently being updated to broaden the content to include the integration of wider skills such as employability, enterprise and citizenship.
- The Level 2 Awareness Award in Literacy, Language and Numeracy; a qualification that continues to hold value.

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<sup>7</sup> Ofsted (2012): [The initial training of further education and skills teachers. Findings from 2011–12 inspections of courses leading to awarding body qualifications](#)

## Summary of the proposals

Our proposals are summarised here as a brief overview. Detailed description of the proposals can be found later in this document. Please refer to this detail when completing the response form.

### Simplifying the current qualification offer

#### Qualifications

##### 1.1 A single qualification at each level and of increasing size should be developed

The proposed generic qualifications include a Level 3 Award (12 credits), a Level 4 Certificate (30 credits) and a Level 5 Diploma (60 credits). Each qualification will allow for direct entry without completing any previous qualification. The content, size and level of the qualification will also encourage progression from one to another for those who wish to build up their initial training over time, perhaps as teaching or training responsibilities increase. Proposed subject-specific qualifications only offer qualifications at Level 5. These will vary in size depending on purpose – whether for initial training or continuing professional development.

##### 1.2 The qualifications should be flexible enough to enable a focus on particular learning contexts

The qualifications should reflect the diversity of practice across the further education and skills sector. Common learning outcomes in qualifications from all awarding institutions will include reference to context. Units from the Learning and Development qualifications, including those for assessing and the quality assurance of assessment will be available in the QCF qualifications. Although not formally part of the review of qualifications, LSIS will facilitate working groups to consider delivery, assessment and recognition of

prior learning in teacher education programmes.

##### 1.3 Separate qualifications that are not 'nested' should be developed

The current teaching and training qualifications are 'nested' inside one another. For example, the PTLLS units are found within the CTLLS and DTLLS qualifications. The qualifications were developed in this way to support and encourage progression but, in practice, raised expectations that were sometimes not realised due to difficulties in credit recognition and transfer, and often led to repetition of content. The proposed qualifications will have a defined purpose to meet a range of teaching and training responsibilities. This will reduce repetition for those who choose to move from one qualification to another.

#### Standards

##### 1.4 The professional standards should be reviewed

The *New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector* were published in December 2006. They describe the practice expected of teachers and trainers across the further education and skills sector. The standards also underpin professional development, including initial and continuing professional development qualifications. A review of the standards would ensure they continue to describe current expectation of practice and would

consider how they could be simplified to better support professional practice.

## Generic teaching qualifications

### Level 3 Award

#### 2.1 A Level 3 Award in Education and Training should be developed

The proposed Award will provide an introduction to teaching and training. It will primarily be a knowledge-based qualification with some assessment of micro-teaching. It will not assess competence, as there will be no requirement to practice. It will be of value to those with little or no experience of teaching or training and to those considering or wishing to teach or train in the sector.

#### 2.2 The proposed content and size of the Level 3 Award in Education and Training is appropriate

The Award will develop knowledge and skills related to planning, delivery, assessment and the evaluation of inclusive teaching and learning with individuals and groups of learners. Relevant units from Learning and Development qualifications will be included in the QCF qualifications. A credit value of twelve is proposed. This reflects the appropriate amount of learning required for someone with little or no experience of teaching or training. There was strong support for an increase in the credit value of PTLTS from six to twelve in the 2011 review of the qualifications.

### Level 4 Certificate

#### 2.3 A Level 4 Certificate in Education and Training should be developed

The proposed Certificate will provide training for those with a broad range of teaching or training responsibilities. The level reflects the underpinning knowledge and skills required for these responsibilities. The qualification will be appropriate for those with some experience of teaching or training and the potential to study at this level. There will be a requirement to practice as this qualification will assess and provide evidence of competence in teaching and training.

#### 2.4 The proposed content and size of the Level 4 Certificate in Education and Training is appropriate

The Certificate will develop knowledge and skills related to planning, delivery, assessment and the evaluation of inclusive teaching and learning with individuals and groups of learners. There will be a focus on subject and vocational knowledge and its application to teaching and training. The qualification could recognise teacher and trainer related roles such as assessing or engaging employers. We propose that half the qualification is made up of optional units to develop relevant knowledge and skills, primarily from the Learning and Development qualifications.



## Level 5 Diploma

### 2.5 A Level 5 Diploma in Education and Training should be developed

The proposed Diploma will provide training for those with an extensive range of teaching or training responsibilities, including those in more than one context. The level reflects the knowledge and skills required for this range of responsibilities. Level 5 is proposed, though the qualification may be developed at higher levels. The qualification will be appropriate for those who are working in, or aspire to, this professional challenge and who have the potential to study at this level. There is a significant practice requirement as this qualification will assess and provide evidence of competence in undertaking these responsibilities. This Diploma qualification in the QCF will be recognised as equivalent to the Certificate of Education qualifications in the FHEQ.

### 2.6 The proposed content and size of the Level 5 Diploma in Education and Training is appropriate

The Diploma will develop knowledge and skills related to a broad range of professional practice in teaching and training. There will be an extended focus on subject and vocational knowledge and its application to teaching and training. A credit value of sixty is proposed. At sixty credits, there would be little or no optional credit with the focus on core knowledge and skills. This would ensure that coverage of core knowledge and skills would remain broadly comparable with previous Diplomas and could contribute to gaining any future professional status.

## Level 7 Diplomas

### 2.7 A Level 7 Diploma in Education and Training should be developed

The proposed Level 7 Diploma will be developed from the Level 5 specification but will be designed to meet the needs of those teachers and trainers at the FE/HE interface. This is a very broad group of staff. The qualification would lead to recognition as a fellow of the Higher Education Academy. As with all Diplomas developed at Level 7, it could contribute to a Masters qualification.

### 2.8 A Diploma qualification for continuing professional development at Level 7 should be developed

A recommendation in Lord Lingfield's interim report was for the introduction of a Diploma qualification at Level 7, 'to help form the capabilities of those who aspire to the highest professional levels in FE'. This qualification would develop advanced practice and skills in leadership of learning and teaching. This proposal seeks to identify the level of support for such a qualification. It is agreed that development of such a qualification would need to be on a longer time frame than the current review.

## Qualifications for teaching English, ESOL, mathematics and disabled learners

### Integrated qualifications

#### 3.1 Level 5 Diplomas in Education and Training in English, ESOL, mathematics and for disabled learners should be developed

These qualifications will provide initial teacher training in a specialism as an alternative to a generic programme. Five qualifications are proposed to provide training for an extensive range of teaching or training responsibilities. The level reflects that established in the sector for teaching or training in these specialisms. The qualifications will be appropriate for those who are working in, or aspire to, this role and who have the potential to work at this level. There will be a practice requirement as these qualifications will assess and provide evidence of competence in teaching these specialisms.

#### 3.2 The proposed content and size of Level 5 Diplomas in Education and Training in English, ESOL, mathematics and for disabled learners is appropriate

These qualifications have been developed to mirror the generic qualification and to have a focus on practical teaching. Subject knowledge for English, ESOL and mathematics will be gained through undertaking the literacy/language or numeracy learning diplomas. The skills content will be drawn from the relevant application of standards guidance documents. The knowledge and skills for teaching disabled learners will be drawn from the related guidance document. The same credit value as the generic qualifications is proposed – sixty credits.

### Subject-specialist knowledge qualifications

#### 3.3 A Level 5 Certificate in Literacy and Language Learning and a Level 5 Certificate in Numeracy Learning should be developed

These two qualifications will provide an opportunity to develop knowledge and understanding in their respective subjects. The majority of teachers/trainers in further education bring subject knowledge and skills that they can apply when undertaking initial teacher education programmes. These qualifications will provide an accredited route to developing the appropriate subject knowledge which can be applied when undertaking initial teacher education programmes for English and mathematics. The level of the qualification reflects the demand of current qualifications.

#### 3.4 The proposed content and size of the Level 5 Certificate in Literacy and Language Learning and the Level 5 Certificate in Numeracy Learning is appropriate

The content for these Diploma qualifications will be drawn from the relevant guidance documents used to underpin all subject qualifications related to English and mathematics. The credit value of the qualifications would be determined during the development phase in January. A credit value of thirty is suggested at this time. We wish to explore whether the credit value for each subject would need to be the same.

## Stand-alone qualifications

### **3.5 Level 5 Diplomas in Teaching English, ESOL, mathematics and disabled learners should be developed**

These qualifications will provide continuing professional development for those who already have a generic teaching/training qualification. They will provide an opportunity to develop knowledge and skills for teaching one of these areas of specialism.

### **3.6 The proposed content of the Level 5 Diplomas in Teaching English, ESOL, mathematics and disabled learners is appropriate**

The content of the Diplomas includes both knowledge and teaching skills. The content will be informed by the related application of the standards guidance documents. Trainees will apply the practical teaching skills they have already developed to a new area of specialism. A credit value of forty five reflects the fact that trainees will already have a significant amount of teacher training and experience. The content and credit value reflects current qualifications with this purpose.

## Entry criteria

### **3.7 Current entry criteria should remain a requirement to join a Level 5 Diploma qualification programme in English, ESOL and mathematics**

To be accepted on current initial teacher education programmes for literacy, numeracy or ESOL, potential trainees have to evidence skills in English or mathematics at level 3 (QCF). It is proposed that the current entry criteria will be retained and that the different ways to evidence these will continue.

## Simplifying the current qualification offer

### Overview

This section outlines the approach we are taking to developing new qualifications in the context of the broader qualifications landscape. We first explain the challenge of a number of long-standing issues in teacher education and how these have shaped our proposals. This provides a background context for you to consider when judging the proposals. We welcome comments on any aspect of the approach. You can use the general comments box at the end of the response form for this.

We then make three proposals to simplify the current qualification offer. To ensure the qualifications are underpinned by a simpler and more up-to-date set of professional standards we also make a proposal to review the current standards.

### Teaching responsibilities

To simplify the qualifications landscape, we propose a limited number of qualifications (proposal 1.1), each being flexible enough to meet a broad range of needs. We welcome your comments on whether the qualifications proposed are sufficient in number and flexibility to meet the needs of the teacher and trainer workforce.

A change introduced in 2007 was the linking of teaching qualifications to teaching role – full and associate – rather than to the amount of time spent teaching (previous regulation had related the requirement to whether the trainee was full-time or part-time). This was a significant development and remains a guiding principle underpinning our proposals. We believe the amount of time spent teaching or training is an inappropriate measure for the degree of training required. After all, we would be unlikely to consider it appropriate for doctors to receive only introductory training because they are working part-time. It would be helpful if the range of responsibilities given to part-time staff was proportionate to the hours they teach or train. If this were the case, the amount of teacher training they would require would also be more proportionate to the time they spend teaching or training.

We recognise that, in 2007, the limited research into teaching roles resulted in a description of the associate role that did not reflect practice in many contexts. There continues to be little research on how teaching and training responsibilities are commonly grouped in employment across the sector or how they differ or are changing. However, it is recognised that many teachers and trainers do not undertake the extensive responsibilities of the full teaching role. We have therefore proposed a Level 4 Certificate qualification that includes core knowledge and skills that we consider all teachers need and a significant amount of optional credit. This will allow trainees to select the most appropriate options for the particular range of responsibilities they are undertaking. As our understanding of responsibilities develops, we can continue to add optional elements to the qualification to reflect practice.

For those with extensive responsibilities, we have proposed Level 5 Diploma qualifications. We are proposing to reduce the size of these qualifications from the 2007 and 2011 versions and include mostly (if not all) mandatory credit to ensure focus on the core knowledge and skills that these teachers and trainers need. We continue to recognise teachers of English (including

literacy, ESOL and functional English) and mathematics (including numeracy and functional mathematics) as having an extensive range of responsibilities and have therefore only developed Diploma qualifications for these specialisms.

### Qualification frameworks

Qualifications for teachers and trainers have always been developed within two qualification frameworks:

- The Qualifications and Credit Framework (QCF).  
Awarding organisations (AOs) regulate qualifications in the QCF.
- The Framework for Higher Education Qualifications (FHEQ).  
Higher Education Institutions (HEI) validate qualifications in the FHEQ.

Qualifications developed in either framework share the same core content and associated requirements such as those for practice and the assessment of practice. However, while working across two frameworks offers the sector greater choice, it adds a certain complexity to the qualifications landscape that we cannot escape.

One example of this complexity is in the naming of qualifications. The terms 'certificate' and 'diploma' are used in different ways within the different frameworks, meaning that titles of qualifications cannot be the same across both. When determining a new title for the proposed qualifications, we chose one containing the word 'education'. This is not only because it is more inclusive of providers beyond the further education and skills sector but also because many of the HEI qualifications contain this term – in particular, the widely available Certificate in Education and Post Graduate Certificate in Education. HEIs will want to continue to use these titles. If the titles proposed are supported, they would be used for all qualifications in the QCF but for only a few HEI qualifications, as now. As many HEI-validated qualifications are delivered in colleges alongside AO qualifications, we recognise that this may lead to misunderstanding and LSIS guidance will explain how qualifications relate to each other, particularly in the case of equivalences.

A further example of complexity is in the structuring of qualifications:

- Qualifications in the QCF are made up of units and these can be of any credit size from one upwards. To make units easier to combine, LSIS supports the development of unit sizes divisible by three – up to fifteen – and then in fives. AOs will use a shared bank of units and combine them in the same way.
- Qualifications in the FHEQ are made up of modules whose size and the way they are combined will differ from one HEI to another. They are commonly ten, fifteen or twenty credits in size. Each HEI develops its own modules; very few use the structure developed for the QCF.

This situation has made credit recognition and transfer between frameworks difficult, though some providers have developed good systems locally. One of the proposals (1.3) seeks to reduce the confusion this situation can create.

**A note on credit and guided learning hours (GLH)** One commonality of the two frameworks is the shared understanding of credit. In both frameworks, one credit indicates a notional ten hours of learning. Each of the new qualification proposals includes a suggested credit value. Qualifications with the same credit value in different frameworks will have the same notional hours of learning. However, we recognise that, when small qualifications are proposed using credit values most appropriate for QCF qualifications, the equivalent qualifications in the FHEQ will often be developed with a greater credit value – rounding up the value to fit the module sizes preferred by the HEI.

Guided learning hours have also been suggested for each proposed qualification. We use the definition of GLH provided by the Skills Funding Agency. Currently, GLH are important for the funding of qualifications in the QCF although there are plans to change this. The suggested GLH is a guide only. We must not make assumptions about the relationship of GLH and delivery. There has never been any requirement for HEIs to follow this guidance and the amount of GLH will vary across all qualification delivery. For example, it will be very different in accelerated and extended programme delivery.

### **Working with HEIs and AOs**

LSIS plans to change the way we facilitate the development of the qualifications with AOs and HEIs. Previously, qualifications have been developed in the QCF and then HEIs have taken the content of the units to develop their own qualifications. The QCF qualifications often contain many small units of assessment, especially at Levels 3 and 4, which support small amounts of learning and a gradual building towards a qualification. HEIs working with much larger modules and at higher levels find the QCF qualifications too detailed and fragmented for their needs. In the development phase 3 of this review, we intend to work with AOs and HEIs to agree minimum requirements and content for the qualifications so that they can then be developed appropriately in the separate frameworks. Minimum requirements and content (including learning outcomes, practice, and observation of practice requirements) will ensure that anyone undertaking one of the qualifications will be meeting a national benchmark. AOs and HEIs are always free to include additional content and requirements of their own.

### **Credit recognition and transfer**

Credit recognition and transfer refers to how trainees can use credit achieved in one qualification towards other qualifications. In the QCF, this is automatic and is a basic principle for building qualifications in that framework. It is more difficult to transfer and recognise credit across the two frameworks and we are proposing that we should rely less on this. We are not referring to the recognition of prior learning (RPL). The availability of RPL is a requirement for all qualifications in both frameworks and we support paying more attention to this.

Since teaching qualifications were first regulated in 2001, there have been opportunities for movement and progression between the two qualification frameworks. This has been supported by a voluntary agreement with HEIs to structure their qualifications to allow for points of entry that match those of the nested qualifications. However, because of the small credit value and level of some of the qualifications developed in 2007 this was not always possible and created expectations in learners that were not always realised. For example, those achieving a PTLLS qualification expected it to be recognised when moving to an HEI qualification. This wasn't

always the case, particularly if it was achieved at Level 3. Proposal 1.3 explains how the previous 'nesting' of qualifications inside each other (described as 'like a Russian doll') has not achieved its aim of enabling and motivating progression. We propose an alternative of completely separate qualifications where no credit recognition or transfer is built in. If this is supported, then there will be no need for the current voluntary agreement for structuring qualifications to continue.

## Proposals

### Qualifications

- 1.1 A single qualification at each level and of increasing size should be developed.
- 1.2 The qualifications should be flexible enough to enable a focus on particular learning contexts.
- 1.3 Separate qualifications that are not 'nested' should be developed.

### Standards

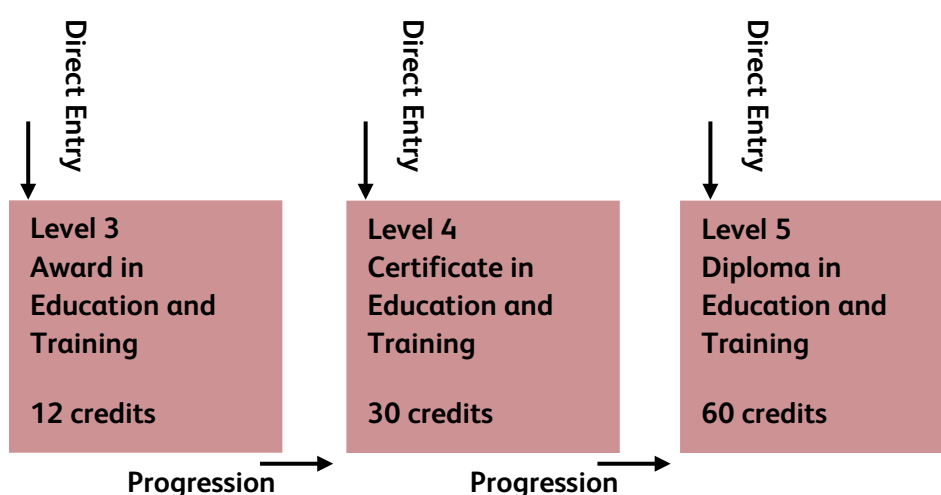
- 1.4 The professional standards should be reviewed.

## Qualifications

### Proposal 1.1 A single qualification at each level and of increasing size should be developed

#### Summary:

The proposed generic qualifications include a Level 3 Award (12 credits), a Level 4 Certificate (30 credits) and a Level 5 Diploma (60 credits). Each qualification will allow for direct entry without completing any previous qualification (see diagram). The content, size and level of the qualification will also encourage progression from one to another for those who wish to build up their initial training over time, perhaps as teaching or training responsibilities increase. Proposed subject-specific qualifications only offer qualifications at Level 5. These will vary in size depending on purpose – whether for initial training or continuing professional development.



Each of the proposed qualifications will have a defined purpose, and the content will reflect the level of the qualification. The increase in level between qualifications is important. As a trainee moves through the levels when taking more than one qualification, they will consider familiar themes in greater depth and with more underpinning knowledge.

As it will be possible for both direct entry to any qualification and for progression through them, attention will need to be paid to entry processes to programmes, induction and early differentiation in the delivery of programmes. This will be the responsibility of ITE providers.

To simplify the qualifications, we are proposing that one qualification at each level replaces the two currently in place. Having two levels for the PTLLS and CTLLS qualifications arose from a concern, raised by Ofsted in 2003, that the more able trainees were not being stretched. Being able to take the same qualification at a higher level was one way to address this. If the proposal for a single qualification is supported, then ITE providers will need to consider the guidance they will give to potential trainees about the levels of qualification available and identify ways to provide appropriate challenge for a diverse group of trainees previously able to achieve the same qualification at a different level.

The proposals for qualifications for teaching English, ESOL, mathematics and disabled learners do not mirror this progression through levels. The qualifications proposed are all at Level 5 to reflect current practice but vary in size depending on purpose – whether for initial training or



continuing professional development.

## Proposal 1.2      The qualifications should be flexible enough to enable a focus on particular learning contexts

### Summary:

The qualifications should reflect the diversity of practice across the further education and skills sector. Common learning outcomes in qualifications from all awarding institutions will include reference to context. Units from the Learning and Development qualifications, including those for assessing and the quality assurance of assessment will be available in the QCF qualifications. Although not formally part of the review of qualifications, LSIS will facilitate working groups to consider delivery, assessment and recognition of prior learning in teacher education programmes.

The further education and skills sector was broadened in 2007 to include not only colleges but also independent training providers and local authorities. At the time, it was a challenge to develop qualifications that could meet the needs of a diverse sector. That challenge remains, particularly for the Level 5 Diploma qualifications and was a key concern expressed in Lord Lingfield's interim report.

In the Level 4 Certificate qualification, and to some extent the Level 3 Award, an important opportunity for flexibility is provided by the significant amount of optional credit in the qualification. For example, units from the Learning and Development suite will be included. In the Level 5 Diploma qualification, where possibly all credit would be mandatory, flexibility would be provided by one unit/module having a focus on research. This would give trainees the opportunity to focus on any subject or context they found of value. Of course, assessment methodology and delivery will always provide the greatest opportunities for flexibility to meet the needs of a diverse group of trainees.

That qualifications in the QCF and FHEQ frameworks share the same content and associated requirements does not mean they will all be delivered in the same way or have the same target audience. Of course, many programmes will remain generic in focus whilst meeting the specific needs of individuals within the group. However, few generic programmes have been contextualised for a particular sector or subject. The freedom to contextualise is still not properly understood by ITE providers but is important if we are to avoid an unnecessary proliferation of specialist qualifications. We do have innovative examples of contextualised programmes, for example, focusing on teachers of performing arts and, more recently, for trainers in work-based learning contexts. This has been supported by a broadening of the experience represented in teams delivering ITE qualifications. The need now is to build on, and broaden, those developments to include other learning contexts, such as informal adult learning and third sector provision. LSIS will continue to support targeted and specialised provision.

While it is not expected that every ITE programme should attempt to meet the needs of every context, it is important that there is a range of provision available in every region. To date, the [CETTS](#) have played an important part in facilitating regional discussions and planning. Although not a formal part of this review of qualifications, LSIS intends to facilitate working groups for those with an interest in ITE to consider delivery, assessment and recognition of prior learning in teacher education programmes. Context will play an important part in these discussions.

## **Proposal 1.3      Separate qualifications that are not 'nested' should be developed**

### **Summary:**

**The current teaching and training qualifications are 'nested' inside one another. For example, the PTLLS units are found within the CTTLS and DTLLS qualifications. The qualifications were developed in this way to support and encourage progression but, in practice, raised expectations that were sometimes not realised due to difficulties in credit recognition and transfer, and often led to repetition of content. The proposed qualifications will have a defined purpose to meet a range of teaching and training responsibilities. This will reduce repetition for those who choose to move from one qualification to another.**

Nested qualifications were developed to support and encourage progression – that you may have already achieved part of the next qualification would be seen as motivating to move on. In practice, this raised expectations that were sometimes not realised because of the difficulty of credit recognition and transfer.

Nesting sometimes leads to repetition, particularly when the trainee moves between providers where there will be less planning to avoid it. Even if the proposal to have separate qualifications is supported, there may still be a risk of repetition when joining a programme at a higher level. The working groups established by LSIS for delivery, assessment and recognition of prior learning will support the development of guidance to suggest ways that this challenge can be overcome.

A further consequence of nesting has been that qualification structures are not appropriate for their level. The updated PTLLS qualification includes a number of small units to support bite-sized chunks of learning – wanted by employers for their teachers and trainers at this level. However, nesting the qualifications has meant that these small units are also included in the Diploma qualification where they are not appropriate for trainees that have chosen to join a significantly larger qualification. Removing the nesting will support the development of more appropriate qualification structures at each level.

## Standards

### Proposal 1.4 The professional standards should be reviewed

#### Summary:

**The *New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector* were published in December 2006. They describe the practice expected of teachers and trainers across the further education and skills sector. The standards also underpin professional development, including initial and continuing professional development qualifications. A review of the standards would ensure they continue to describe current expectation of practice and would consider how they could be simplified to better support professional practice.**

The professional standards were developed only for use in England. The other UK jurisdictions have their own professional standards which have only been developed for lecturers in colleges while National Occupational Standards for Learning and Development are used in work-based learning. It is proposed that a single set of standards for the sector should remain but that, after five years, they are in need of review. A review of the standards would ensure they continue to describe current expectation of practice. It could also consider how the standards could be simplified to better enable the assessment of practice against them. Lingfield's interim report suggested that much could be learned from cross-sector comparison. It is important to note that standards have recently been reviewed for schools (2012) and for HE (2011).

A review of the standards, if supported, would be undertaken separately and would not hold up the development and introduction of the new qualifications. It is not proposed to include a review of the associated application guidance documents related to the professional standards as part of a review of the standards. They are still well received so their content would be mapped to the new standards and they would be re-published. We also do not propose any significant review of the minimum core specification other than a refresh in terms of the language used. There would be a need for providers of ITE to demonstrate that their programmes enabled trainees to meet the standards appropriate to their experience and career stage.

If a review of the standards is supported, the finding would be discussed at the project steering group in December and any future development agreed.

If you support a review of the standards, please let us know your views:

- What is it about the standards that needs changing and why?
- Do any of the application guidance documents also need review?
- Does the minimum core need review?

# Generic teaching qualifications

## Overview

The proposed generic qualifications include a Level 3 Award, a Level 4 Certificate and a Level 5 Diploma. Each qualification will allow for direct entry without completing any previous qualification. The content, size and level of the qualification will also encourage progression from one to another for those who wish to build up their initial training over time, perhaps as teaching or training responsibilities increase. For each qualification, there are two proposals. The first details the proposed title, level and purpose of the qualification. The second details the content, credit value and requirements for practice and assessment of practice.

There are also proposals for two Level 7 qualifications. The first would lead to recognition as a fellow of the Higher Education Academy for those teachers and trainers working at the HE/FE interface. If supported, this would be developed within the timeframe of this review. The second proposed Level 7 qualification is a new qualification for continuing professional development. If supported, the development would be undertaken in a separate review over a longer time frame than this review.

## Proposals

### Level 3 Award

- 2.1 A Level 3 Award in Education and Training should be developed.
- 2.2 The proposed content and size of the Level 3 Award in Education and Training is appropriate.

### Level 4 Certificate

- 2.3 A Level 4 Certificate in Education and Training should be developed.
- 2.4 The proposed content and size of the Level 4 Certificate in Education and Training is appropriate.

### Level 5 Diploma

- 2.5 A Level 5 Diploma in Education and Training should be developed.
- 2.6 The proposed content and size of the Level 5 Diploma in Education and Training is appropriate.

### Level 7 Diploma

- 2.7 A Level 7 Diploma in Education and Training should be developed.
- 2.8 A Diploma qualification for continuing professional development at Level 7 should be developed.

## Level 3 Award

### Proposal 2.1 A Level 3 Award in Education and Training should be developed

#### Summary:

The proposed Award will provide an introduction to teaching and training. It will primarily be a knowledge-based qualification with some assessment of micro-teaching. It will not assess competence, as there will be no requirement to practice. It will be of value to those with little or no experience of teaching or training and to those considering or wishing to teach or train in the sector.

**Level 3  
Award in  
Education and  
Training**  
  
**12 credits**

In developing this qualification, we will build on the learning from the updating of the PTLLS qualification in 2011. The PTLLS is currently used for a wide range of purposes and has proved a popular qualification – recent research finds that ‘New entrants gain a quicker and more effective grounding in key teaching skills’ and ‘One of the benefits here is simply that the qualification is perceived by staff themselves to be useful.’<sup>8</sup> It is seen as a critical part of the induction of staff by many providers.

The report also identifies that many trainee teachers and trainers prefer to take an introductory stand-alone qualification rather than embark immediately on a larger qualification.

This Award will be a generic qualification preparing teachers of all areas of vocational and subject specialism. It will introduce the theory underpinning teaching and learning. The qualification will be of value to those with little or no experience of teaching or training and for those outside the sector whose job role includes only a small amount of training or involves the management of trainers. The qualification will also be of value to those considering or wishing to teach or train in the sector as it can be achieved without the need to be in practice. There will be a requirement for a micro-teaching assessment including the opportunity to observe and evaluate their peers. However, those who are teaching and training may be assessed in their workplace if this is considered of value – so it can be adapted for particular employer needs. Additionally, some optional units included from the Learning and Development qualifications do require evidence of assessment of practice. In such cases, the qualification will evidence a certain level of skills in particular aspects of training.

Level 3 is established as appropriate for this range of teaching and training responsibilities in the sector. There will be a clear progression route into the Level 4 Certificate qualification but there could also be progression directly to the Level 5 Diploma depending on the experience, responsibilities and aspirations of the trainee.

We propose there should be no nationally set entry requirements for this qualification as is the current position. Awarding Institutions and ITE providers may introduce their own requirements. For example, some HEIs may require entrants to have Level 2 qualifications in English and

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<sup>8</sup> BIS (2012): [Evaluation of FE Teachers \(England\) Regulations](#)

mathematics.

We propose to include a number of small units of assessment to provide more opportunities to achieve learning in smaller steps. We already have examples of the value of this approach, particularly for those working in a voluntary role. The accessibility of this Award makes it reasonable to set a limit on the amount of time that teachers are allowed to be responsible for learners before they must undertake some professional development and have the support for practice that this provides.

## **Proposal 2.2      The proposed content and size of the Level 3 Award in Education and Training is appropriate**

### **Summary:**

**The Award will develop knowledge and skills related to planning, delivery, assessment and the evaluation of inclusive teaching and learning with individuals and groups of learners. Relevant units from Learning and Development qualifications will be included in the QCF qualifications. A credit value of twelve is proposed. This reflects the appropriate amount of learning required for someone with little or no experience of teaching or training. There was strong support for an increase in the credit value of PTLLS from six to twelve in the 2011 review of the qualifications.**

The Award will provide an introduction to professional practice. The content of the 2011 PTLLS qualifications will be used as a starting point in the development as previous reviews have identified a consensus that this is the appropriate content for such an award.

As part of the qualification, a trainee's skills in English and mathematics should be assessed and plans agreed to develop these – which may include signposting to other provision. It will introduce the integration of English, mathematics and ICT into areas of specialism. Units related to facilitating learning from the Learning and Development qualifications will be included in the QCF qualifications.

A credit value of twelve is proposed, that is 120 notional hours of learning. This reflects the appropriate amount of learning required for someone with little or no experience of teaching or training. There was strong support for an increase in the credit value of PTLLS to twelve in the review of the qualifications in 2011. Because of the level and the target audience, we propose 48 guided learning hours (GLH) which is the same as the updated PTLLS qualification.

## Level 4 Certificate

### Proposal 2.3      **A Level 4 Certificate in Education and Training should be developed**

#### **Summary:**

The proposed Certificate will provide training for those with a broad range of teaching or training responsibilities. The level reflects the underpinning knowledge and skills required for these responsibilities. The qualification will be appropriate for those with some experience of teaching or training and the potential to study at this level. There will be a requirement to practice as this qualification will assess and provide evidence of competence in teaching and training.

#### **Level 4 Certificate in Education and Training**

**30 credits**

This will be a generic qualification preparing teachers of all areas of vocational and subject specialism. The qualification will provide an understanding of the theory underpinning teaching and learning appropriate to the level of the qualification. The level reflects that introduced over ten years ago to improve quality of teaching and training and the underpinning knowledge and skills required for undertaking a broad range of responsibilities.

The qualification will recognise that the responsibilities of any teacher or trainer may vary greatly. It will develop knowledge and skills related to planning, delivery, assessment and evaluation of inclusive learning with individuals and/or groups of learners. Although there will be no requirement for practice with groups, the qualification will prepare trainees for working with groups and opportunities to practice with groups will be encouraged.

We propose there should be no nationally set entry requirements for this qualification, as is the current position. Awarding Institutions and ITE providers may introduce their own requirements. For example, some HEIs may require entrants to have Level 2 qualifications in English and mathematics. There will be a requirement to practice as this qualification will assess and provide evidence of competence in teaching and training. It is proposed to require fifty hours of practice. The previous requirement for thirty hours is no longer considered appropriate. Trainees will be observed and assessed a minimum of four times, covering a minimum of four hours.

### Proposal 2.4      **The proposed content and size of the Level 4 Certificate in Education and Training is appropriate**

#### **Summary:**

The Certificate will develop knowledge and skills related to planning, delivery, assessment and the evaluation of inclusive teaching and learning with individuals and groups of learners. There will be a focus on subject and vocational knowledge and its application to teaching and training. The qualification could recognise teacher and trainer related roles such as assessing or engaging employers. We propose that half the qualification is made up of optional units to develop relevant knowledge and skills, primarily from the Learning and Development qualifications.



The qualification will develop a trainee's understanding of professional practice. The qualification will also recognise teacher and trainer related roles and the QCF qualification would include many of the units in the Learning and Development suite including those for quality assurance of assessment. We propose that half the qualification is made up of optional units to develop the appropriate knowledge and skills required for these roles. This will provide the flexibility to address a trainee's context, teaching or training responsibilities, and any teacher related roles they may undertake.

It is proposed that the current minimum core of knowledge, understanding and skill requirements for literacy, language, numeracy and ICT are included in these teaching qualifications<sup>9</sup> and that all trainees joining these qualification programmes should, as currently, undertake an initial assessment of skills in English, mathematics and ICT. Using the results of these assessments, programmes should provide the opportunity to agree plans to develop these skills within the programme, informed by the appropriate minimum core elements. Signposting to other provision may be required for some trainees. While, the qualification will include developing knowledge of literacy, language, numeracy and ICT learning and integrating these into other areas of specialism, we propose that there is no requirement to assess trainee skills in order to achieve the teaching qualification – as is the position with the current CTLLS qualification.

A credit value of thirty is proposed, that is 300 notional hours of learning. The updated 2011 CTLLS qualification is thirty six credits. However, that qualification includes introductory elements that are not part of this new qualification. The credit value reflects the appropriate amount of learning required for someone with some experience of teaching or training. Considering the level and the target audience, we propose 140 GLH. This reflects a reduction in credit value from the 2011 CTLLS qualification (36 credits) which has 160 GLH.

We consider it important that the credit value of any one qualification not only relates to its own purpose but also to the other qualifications in the suite. If the proposed credit value of sixty for the Level 5 Diploma qualification is not supported and it remains at a 120 credits, then consideration will be given to increasing the Certificate qualification to thirty six credits, as this size would support progression to a larger Diploma qualification.

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<sup>9</sup> LLUK (2007): [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](#)

## Level 5 Diploma

### Proposal 2.5      A Level 5 Diploma in Education and Training should be developed

#### Summary:

The proposed Diploma will provide training for those with an extensive range of teaching or training responsibilities, including those in more than one context. The level reflects the knowledge and skills required for this range of responsibilities. Level 5 is proposed, though the qualification may be developed at higher levels. The qualification will be appropriate for those who are working in, or aspire to, this professional challenge and who have the potential to study at this level. There is a significant practice requirement as this qualification will assess and provide evidence of competence in undertaking these responsibilities. This Diploma qualification in the QCF will be recognised as equivalent to the Certificate of Education qualifications in the FHEQ.

#### Level 5 Diploma in Education and Training

60 credits

In developing the content and size of this qualification, we will seek to ensure that coverage of the professional standards would remain broadly comparable with current diplomas and maintain the academic rigour expected of a qualification at this level. It is important that the qualification is fit for purpose for teaching and training in the further education and skills sector and demonstrates competence in teaching and training. This, along with experience, is key to being recognised as fit to work as a qualified teacher across the phases of education.

There will be a practice requirement as this qualification will assess and provide evidence of competence in an extended teaching and training role. Unlike the Award and Certificate qualifications, there will be a requirement for working with groups as well as individuals. It is proposed to require 100 hours of practice which is the same as the current qualification (it was reduced from 150 in the 2011 revision to promote access to the qualification – although some awarding institutions continue to require 150. It is proposed to require trainees to be observed and assessed a minimum of six times, covering a minimum of six hours. For the current 120 credit qualification, the requirement is for eight observations.

This qualification in the QCF and the Certificate of Education qualification in the FHEQ will be recognised as equivalent. There may be other equivalent qualifications with different levels and titles which will be recognised through the register and tariff of qualifications, should the latter continue.

### Proposal 2.6      The proposed content and size of the Level 5 Diploma in Education and Training is appropriate

#### Summary:

The Diploma will develop knowledge and skills related to a broad range of professional practice in teaching and training. There will be an extended focus on subject and vocational knowledge and its application to teaching and training. A credit value of sixty is proposed. At sixty credits, there would be little or no optional credit with the focus on core knowledge

**and skills. This would ensure that coverage of core knowledge and skills would remain broadly comparable with previous Diplomas and could contribute to gaining any future professional status.**

The diploma will include content appropriate to the practice required of this role including curriculum development and evaluation of professional and organisational development.

We propose there should be no nationally set entry requirements for this qualification, as is the current position. AIs may introduce their own requirements, for example, associated to level of study or target audience.

It is proposed that the current minimum core of knowledge, understanding and skill requirements for literacy, language, numeracy and ICT are included in these teaching qualifications<sup>10</sup> and that all trainees joining these qualification programmes should, as currently, undertake an initial assessment of skills in English, mathematics and ICT. Using the results of these assessments, programmes should agree plans to develop their skills informed by the appropriate minimum core elements. Signposting to other provision may be required for some trainees. While the qualification will include developing knowledge of literacy, language, numeracy and ICT learning and integrating these into other areas of specialism, we propose there is no requirement to assess trainee skills in order to achieve the teaching qualification – as is the position with the current DTLLS qualification.

A credit value of sixty – 600 notional hours of learning - is proposed. At sixty credits, there would be little or no optional credit available, with the focus being on core knowledge and practical teaching skills. The current updated DTLLS qualification has eighty four credits of core knowledge and skills. Removing the PTLLS from that would make it seventy two credits – so the reduction is not as great as it first seems.

The reduction in credit size and delivery of the qualification needs careful consideration. It should not be assumed that the time frame for delivery would automatically be reduced. Changes to public funding free up providers to consider longer or more accelerated delivery appropriate to the target audience.

Your support for the proposed Level 5 Diploma qualification would reflect the belief that the credit value is sufficient to meet its purpose as an initial teaching qualification and supports the transition to a career underpinned by continuing professional development. It should be noted that a number of qualifications for teaching in schools have a credit value of sixty.

If the proposed credit value is not supported, we would welcome your view on whether it should remain at 120 or another value. Whatever credit size is supported, no return to nested qualifications is proposed. Considering the level and the target audience, we propose 180 GLH. The GLH for the current 120 qualification is 360.

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<sup>10</sup> LLUK (2007): [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](#)

## Level 7 Diplomas

### **Proposal 2.7      A Level 7 Diploma in Education and Training should be developed**

#### **Summary:**

The proposed Level 7 Diploma will be developed from the Level 5 specification but will be designed to meet the needs of those teachers and trainers at the FE/HE interface. This is a very broad group of staff. The qualification would lead to recognition as a fellow of the Higher Education Academy. As with all Diplomas developed at Level 7, it could contribute to a Masters qualification.

The targeted group of staff include those:

- teaching on FE qualifications and employed by FE colleges who, from time to time, undertake some HE teaching;
- teaching on HE qualifications and employed by HEIs who, from time to time, undertake some FE teaching;
- who have worked in an FE college and have been newly appointed by an HEI;
- who have worked in an HEI and have been newly appointed by an FE college;
- who teach exclusively on HE qualifications but are employed by an FE college.

For some time, HEIs have offered Post Graduate Certificates in Education for FE at Level 7; several have developed their qualifications and gained accreditation from HEA. This proposal primarily applies to AO provision. It would be the first time a qualification for the sector at this level would be developed by AOs. Your views are very important not only in deciding whether a qualification specification should be made available but also for AOs as they consider whether to develop and offer such a qualification.

Work is already underway to bring together HEIs and AOs to discuss this development. Common Learning outcomes and related requirements will be developed that can be used in either qualification framework. If this proposal is supported, LSIS will discuss opportunities for supporting the development of the qualification by AOs operating in the QCF.

### **Proposal 2.8      A Diploma qualification for continuing professional development at Level 7 should be developed**

#### **Summary:**

A recommendation in Lord Lingfield's interim report was for the introduction of a Diploma qualification at Level 7, 'to help form the capabilities of those who aspire to the highest professional levels in FE'. This qualification would develop advanced practice and skills in leadership of learning and teaching. This proposal seeks to identify the level of support for such a qualification. It is agreed that development of such a qualification would need to be on a longer time frame than the current review.

At this time, we are working to identify the level of support for such a qualification, its focus and how best such a development would be facilitated by LSIS.

If you support a development of this qualification, please let us know your views:

- What knowledge or experience do you have of similar qualifications in further education?
- What knowledge or experience do you have of similar qualifications in other contexts?
- What knowledge or experience do you have of unaccredited professional development that would be of value to this review?

# Qualifications for teaching English, ESOL, mathematics and disabled learners

## Overview

To simplify these qualifications landscape, we propose to reduce both the number of qualifications and the number of routes currently available. The proposed qualifications fall into three categories:

- **Stand-alone qualifications.** These qualifications include subject-specialist knowledge and a focus on practice. A qualification for each area of specialism is proposed. These qualifications are currently available for teachers and trainers already holding a generic teaching qualification. They are also of value for teachers of a specialism who wish to add a further specialism. We propose that the credit value of these qualifications remains at 45 credits as with the current qualifications.
- **Integrated qualifications.** These qualifications integrate generic and specialist training and therefore provide a more effective way to gain specialist skills than taking a generic followed by a stand-alone qualification, as they are clearly more efficient in time and resource. Teachers holding these qualifications are not limited to teaching only the specialism and can be considered as qualified to teach other subjects. Integrated qualifications have been available since 2007 and have the same credit value as the current generic qualifications – 120 credits. We propose that the new integrated qualifications have the same credit value as the proposed generic teaching qualifications – sixty credits. To allow for this, subject-specialist knowledge qualifications are proposed (see below). Only one type of integrated qualification is proposed for each specialism.
- **Subject-specialist knowledge qualifications.** Two qualifications are proposed with a focus on knowledge of literacy/language learning and numeracy learning. Qualifications of this type have not previously been developed nationally for FE teachers and trainers. One of these qualifications would be undertaken before joining an integrated Diploma qualification. As teaching disabled learners is not a subject area, no equivalent qualification is proposed.

For both the integrated and stand-alone qualifications in English, ESOL, and mathematics, it is proposed that the current entry criteria should remain as a requirement to join a qualification programme.

For each type of qualification, there are two proposals. The first details the proposed title, level and purpose of the qualification. The second details the content, credit value and requirements for practice and assessment of practice.

## Routes to specialism

Two routes to specialism are proposed, a generic route using a generic teaching qualification followed by a specialist stand-alone qualification and an integrated route using an integrated teaching qualification. The concurrent route would no longer be available if current proposals are supported<sup>11</sup>.

Both routes follow the same sequence of qualifications.

### Generic route

1. First, the person achieves a vocational or subject qualification, often taken to support a career in that occupation.
2. If the person then decides to teach or train, they will need to undertake an initial generic teaching qualification where they would apply the vocational or subject knowledge to a teaching or training context.
3. Many teachers broaden their teaching or training responsibilities during their career. They may choose to undertake a specialist teaching qualification where one is available – for example for teaching ESOL or disabled learners. These stand-alone qualifications combine knowledge of the subject with practical teaching skills. Those for English and mathematics will require evidence of trainee skills at Level 3 in these subjects as an entry requirement.

### Integrated route

This route would be followed if the person wanted to teach a specialism where there is a specialist teaching qualification available.

1. The person would first achieve a subject-specialist knowledge qualification in literacy/language or numeracy.
2. Then they would undertake an integrated subject teaching qualification where they would apply that subject knowledge to a teaching or training context in English or mathematics.
3. Some may then choose to gain an additional subject-specialist teaching qualification, for example, a teacher of literacy may also want to teach numeracy and/or disabled learners. They would have to evidence their own skills in English or mathematics as an entry requirement for the stand-alone qualification.

There are currently no qualifications equivalent to the vocational or subject qualifications of the generic route for literacy, ESOL and numeracy although there are many related qualifications which are useful for teaching. We are therefore proposing to create subject knowledge qualifications specifically for teaching these subjects. The knowledge is detailed in the relevant application guides and has been taught as part of integrated subject qualifications since 2007. As with the specialist stand-alone qualifications, trainees would evidence their skills in English or mathematics as an entry requirement.

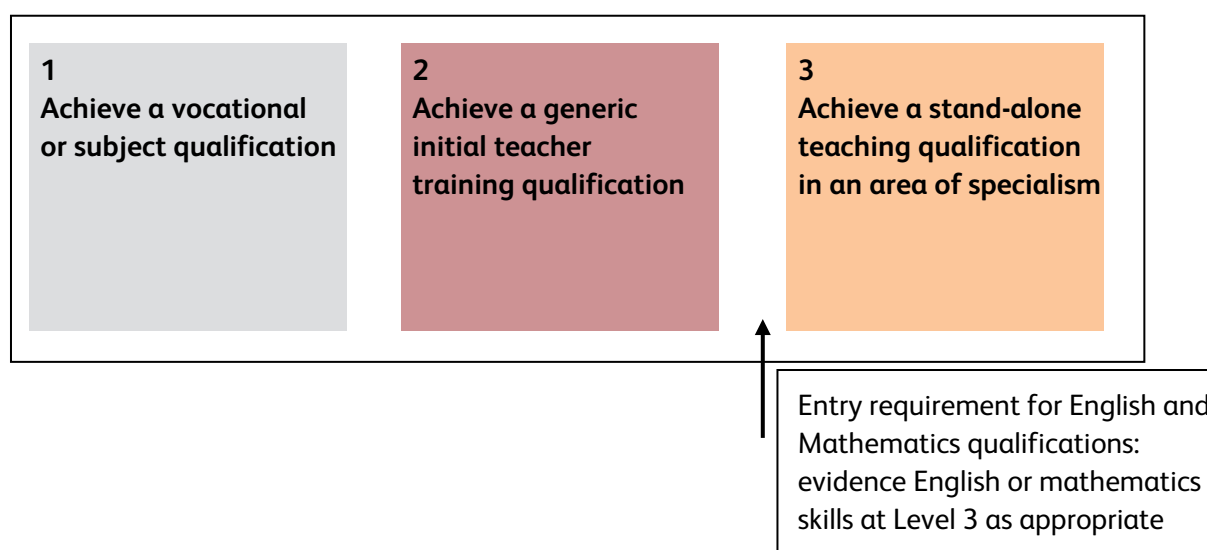
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<sup>11</sup> In the concurrent route, two units/modules from each stand-alone qualification were available as optional credit in a generic diploma qualification. Taking the qualifications at the same time allowed for that credit to contribute to the achievement of both qualifications. As the proposed generic diploma will have little or no optional credit this would no longer be possible.

## Generic route to specialism

This is the route commonly taken by teachers and trainers who enter the further education and skills sector to teach their vocational or subject qualification.

Often they will already hold an appropriate subject or vocational qualification so they undertake a generic teaching qualification. They may also want to teach a specialist subject where a specialist teaching qualification is available (or required) so take one or more of the specialist stand-alone qualifications in addition to their generic teaching qualification (either alongside or after completing the generic qualification). They will need to evidence skills in English or mathematics at Level 3 if they wish to join a stand-alone qualification in either subject but this will not be required for the qualification for teaching disabled learners.



## Integrated route to specialism – disabled learners

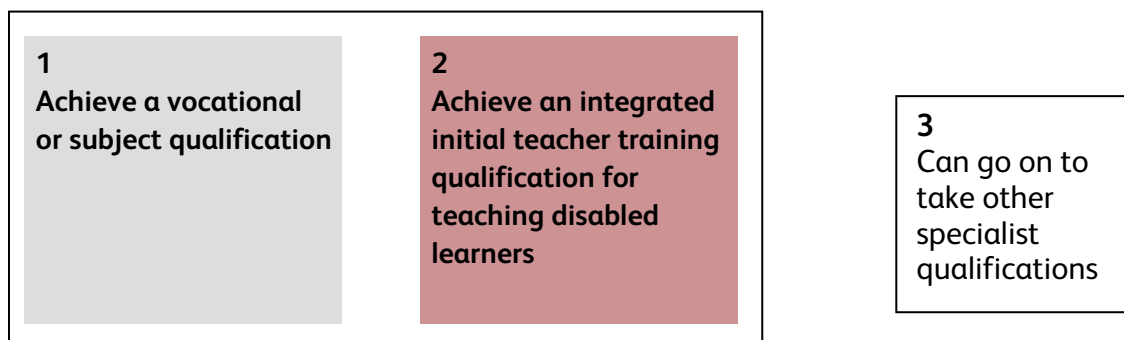
This route is for trainee teachers without a generic teaching qualification who are teaching, or want to teach, disabled learners. The term 'disabled learners' was identified as the most appropriate when developing the qualifications and is used by many stakeholder organisations including LSIS and Ofsted. The term places a focus on the way people are disabled by the political, economic and social context in which they live.

An integrated (120 credits) and a stand-alone (45 credits) qualification have already been developed. The qualifications are for those teachers and trainers who work primarily with disabled learners. All teachers and trainers will receive some preparation for working with disabled learners through generic and other specialist qualifications.

This specialism focuses on particular learners so no subject qualification has been proposed. Many of the teachers, as with teachers of other vocational subjects, will have vocational or subject qualifications appropriate to the programmes they are delivering to disabled learners. Knowledge and understanding related to teaching, learning and disabled learners will be part of the integrated teaching qualification. After completing the integrated qualification, these teachers and trainers may choose to undertake additional specialist standalone teaching



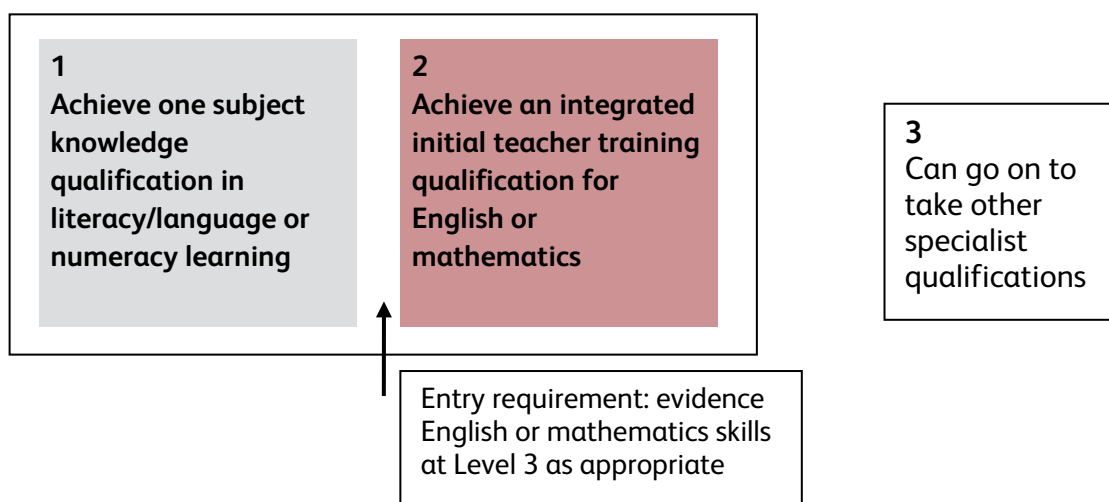
qualifications. To undertake an English or mathematics qualification they would need to evidence the relevant skills at Level 3.



### Integrated route to specialism – English and mathematics

This route is for trainee teachers without a generic teaching qualification who are teaching, or want to teach, English (including literacy, ESOL and functional English) or mathematics (including numeracy or functional mathematics).

Currently, they would join a 120-credit integrated qualification that includes subject knowledge (often front-loaded) and practical teaching skills. We propose a sequence of qualifications that more closely mirrors the training of other FE teachers and trainers where they take a subject qualification before the integrated initial teaching qualification. They would have to evidence their own skills in English or mathematics before they could join that teaching programme. They may then choose to undertake another of the specialist qualifications.



## Proposals

### Integrated qualifications

- 3.1 Level 5 Diplomas in Education and Training in English, ESOL, mathematics and for disabled learners should be developed.
- 3.2 The proposed content and size of the Level 5 Diplomas in Education and Training in English, ESOL, mathematics and for disabled learners is appropriate.

### Subject-specialist knowledge qualifications

- 3.3 A Level 5 Certificate in Literacy/Language Learning and a Level 5 Certificate in Numeracy Learning should be developed.
- 3.4 The proposed content and size of the Level 5 Certificate in Literacy and Language Learning and the Level 5 Certificate in Numeracy Learning is appropriate.

### Standalone qualifications

- 3.5 Level 5 Diplomas in Teaching English, ESOL, mathematics and disabled learners should be developed.
- 3.6 The proposed content and size of the Level 5 Diplomas in Teaching English, ESOL, mathematics and disabled learners is appropriate.

### Entry criteria

- 3.7 Current entry criteria should remain a requirement to join a Level 5 Diploma qualification programme in English, ESOL and mathematics.

## Integrated qualifications

### Proposal 3.1 Level 5 Diplomas in Education and Training in English, ESOL, mathematics and for disabled learners should be developed

#### Summary:

These qualifications will provide initial teacher training in a specialism as an alternative to a generic programme. Five qualifications are proposed to provide training for an extensive range of teaching or training responsibilities. The level reflects that established in the sector for teaching or training in these specialisms. The qualifications will be appropriate for those who are working in, or aspire to, this role and who have the potential to work at this level. There will be a practice requirement as these qualifications will assess and provide evidence of competence in teaching these specialisms.

**Integrated qualifications for English, ESOL, mathematics and disabled learners**

**60 credits**

We propose that integrated qualifications continue to be available for those who wish to teach English, (including literacy, functional English and ESOL), mathematics (including numeracy and functional mathematics) and for teaching disabled learners.

Support remains strong for these qualifications. They integrate generic and specialist teaching qualification requirements which provides more effective and efficient training than taking generic and specialist qualifications separately.

Five integrated qualifications are proposed – one for each area of specialism:

- Level 5 Diploma in Education and Training in English: Literacy and Functional English
- Level 5 Diploma in Education and Training in English: ESOL
- Level 5 Diploma in Education and Training in English: Literacy, ESOL and Functional English
- Level 5 Diploma in Education and Training in Mathematics: Numeracy and Functional Mathematics
- Level 5 Diploma in Education and Training: Disabled Learners

These qualifications will support an extensive range of teaching or training responsibilities in English, ESOL, mathematics, and for disabled learners, including practice in more than one context. The level reflects the knowledge and skills required for this range of responsibilities.

For the English and mathematics qualifications, we propose to keep the current entry criteria as a requirement. This requirement will not apply to teachers and trainers of disabled learners.

There will be a practice requirement as this qualification will assess and provide evidence of competence in specialist teaching and training. It is proposed to require 100 hours of practice which is the same as the current qualification (it was reduced from 150 in the 2011 revision to promote access to the qualification, although some awarding organisations continue to require 150). It is proposed to require trainees to be observed and assessed a minimum of six times,

covering a minimum of six hours. For the current 120-credit qualifications, the requirement is for eight observations.

These qualifications in the QCF and the Specialist Certificate of Education qualifications in the FHEQ will be recognised as equivalent. There can be other equivalents at different levels and with different titles which will be recognised through the register and tariff of qualifications, should the latter continue.

### **Proposal 3.2      The proposed content and size of Level 5 Diplomas in Education and Training in English, ESOL, mathematics and for disabled learners is appropriate**

#### **Summary:**

**These qualifications have been developed to mirror the generic qualification and to have a focus on practical teaching. Subject knowledge for English, ESOL and mathematics will be gained through undertaking the literacy/language or numeracy learning diplomas. The skills content will be drawn from the relevant application of standards guidance documents. The knowledge and skills for teaching disabled learners will be drawn from the related guidance document. The same credit value as the generic qualifications is proposed – sixty credits.**

In developing the content and size of the qualifications, we seek to ensure that coverage of the standards remains broadly comparable with current integrated diploma qualifications and maintains the academic rigour expected of a qualification at this level. It is important that the qualifications are fit for purpose for the further education and skills sector and demonstrate competence in teaching and training in the area of specialism. This, along with experience, is key to being recognised as fit to work as a qualified teacher across the phases of education. Teachers holding these qualifications are not limited to only teaching the specialism but are considered qualified to teach other subjects.

The integrated diploma qualifications have been developed to mirror the generic qualification and have a focus on practical teaching. The same credit value as the generic diploma qualifications is proposed – sixty credits (600 notional hours of learning). As with the generic Diploma we are proposing that the majority (if not all) the credit should be mandatory and should focus on core underpinning knowledge and skills in teaching and training. The reduction in size for the Diplomas for English and mathematics relates in part to our proposal to create separate subject knowledge qualifications.

Currently, integrated qualifications for English and mathematics include the appropriate knowledge and understanding of the subjects. To reduce the size of the integrated qualifications, thus aligning generic and specialist qualifications, we propose this subject knowledge is acquired before undertaking the integrated teaching qualification. With this in mind, we are proposing the development of two, knowledge-only qualifications in literacy/language and numeracy learning. They are detailed in proposals 3.3 and 3.4. As teaching disabled learners is not a subject, no equivalent qualification is proposed. Teachers of disabled learners will already hold a vocational or subject qualification

The reduction in credit size and delivery of the qualification needs careful consideration. It should not be assumed that the time frame of delivery would automatically be reduced. Changes to public funding free up providers to consider longer or more accelerated delivery if appropriate to the target audience. Because of the level and the target audience, we propose 180 GLH. The credit value and GLH is lower than that of current qualifications.

Agreeing with this proposal would reflect your belief that the proposed credit value is sufficient to meet its purpose as an initial training qualification and recognise that early opportunities for continuing professional development will support on-going development of skills. If the proposed credit value is not supported, we would welcome your view on whether it should remain at 120 or have another value. Whatever credit size is supported, no return to nested qualifications is proposed.

The appropriate content for the integrated qualifications for English and mathematics will be drawn from the relevant guidance documents used to underpin all subject qualifications related to English and mathematics<sup>12</sup>. The knowledge and skills for teaching disabled learners will be drawn from the similar guidance document<sup>13</sup>.

It is proposed that the current minimum core of knowledge, understanding and trainee skills requirements for literacy, language, numeracy and ICT are included in these teaching qualifications<sup>14</sup> and that all trainees joining these qualification programmes should, as currently, undertake an initial assessment of skills in English, mathematics and ICT. Using the results of these assessments, programmes should provide the opportunity to agree plans to develop these skills, informed by the appropriate minimum core elements. Signposting to other provision may be required for some trainees. While the qualification will include the development of the knowledge of literacy, language, numeracy and ICT learning and integrating these into other areas of specialism, we propose there is no requirement to assess trainee skills in order to achieve the teaching qualification – as is the position with the current DTLLS qualification.

This qualification in the QCF and the Certificate of Education qualification in the FHEQ will be recognised as equivalent. There may be other equivalent qualifications with different levels and titles which will be recognised through the register and tariff of qualifications, should the latter continue.

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<sup>12</sup> LLUK (2007): [New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector. Application of the professional standards for teachers of English \(Literacy and ESOL\)](#)  
LLUK (2007): [New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector. Application of the professional standards for teachers of Mathematics \(Numeracy\)](#)

<sup>13</sup> LLUK (2010): [Teaching Disabled Learners: Application of the new professional standards for teachers, tutors and trainers in the lifelong learning sector](#)

<sup>14</sup> LLUK (2007): [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](#)

## Subject-specialist knowledge qualifications

### Proposal 3.3      **A Level 5 Certificate in Literacy and Language Learning and a Level 5 Certificate in Numeracy Learning should be developed**

#### **Summary:**

These two qualifications will provide an opportunity to develop knowledge and understanding in their respective subjects. The majority of teachers/trainers in further education bring subject knowledge and skills that they can apply when undertaking initial teacher education programmes. These qualifications will provide an accredited route to developing the appropriate subject knowledge which can be applied when undertaking initial teacher education programmes for English and mathematics. The level of the qualification reflects the demand of current qualifications.

**Two specialist subject knowledge qualifications in literacy/language learning and numeracy learning**

**30 credits**

These qualifications would be undertaken prior to an initial teaching/training qualification and will provide knowledge and skills to apply in an initial teacher training programme. We welcome comment on the proposed titles of the qualifications.

The level of the qualification reflects the demand of current qualifications. We propose there should be no nationally set entry requirements for these qualifications although AOs and HEIs may introduce their own requirements.

The qualifications have been developed to reflect the sequence of training undertaken more broadly across the sector. They will support the offer of the initial teaching qualifications in the same way as for those wanting to teach other subjects – through a generic qualification.

We believe that these qualifications would provide valuable preparation and access for the practical teaching qualifications and for other purposes when offered as a separate qualification. Some HEIs may wish to combine one of these with a specialist Level 5 Diploma in Education and Training to form one qualification. AOs and HEIs may also wish to provide guidance on how the two qualifications could be delivered as one training programme.

### Proposal 3.4      **The proposed content and size of the Level 5 Certificate in Literacy and Language Learning and the Level 5 Certificate in Numeracy Learning is appropriate**

#### **Summary:**

The content for these Diploma qualifications will be drawn from the relevant guidance documents used to underpin all subject qualifications related to English and mathematics. The credit value of the qualifications would be determined during the development phase in January. A credit value of thirty is suggested at this time. We wish to explore whether the credit value for each subject would need to be the same.

The content for these diploma qualifications will be drawn from the appropriate application of the standards guidance document. The same knowledge and understanding elements will be included in the stand-alone qualifications.

A minimum credit value of thirty is proposed at this time for both qualifications – 300 notional hours of learning. It may be that the credit value of the qualification could be lower. We would welcome your views on this. The credit value of the qualifications would be determined during the development phase in January 2013. Because of the level and the target audience, we propose 90 GLH. There would be no optional credit available.

If the proposals for the Level 5 Certificate (3.3 and 3.4) are not supported, qualifications for this knowledge element would be included within an integrated teaching qualification, as currently.

## Standalone qualifications

### Proposal 3.5 Level 5 Diplomas in Teaching English, ESOL, mathematics and disabled learners should be developed

#### Summary:

These qualifications will provide continuing professional development for those who already have a generic teaching/training qualification. They will provide an opportunity to develop knowledge and skills for teaching one of these areas of specialism.

Stand-alone qualifications in each area of specialism

45 credits

We propose to develop one integrated qualification for each area of specialism.

Five qualifications are proposed, using the 2011 titles:

- Level 5 Diploma in Teaching English: Literacy and Functional English.
- Level 5 Diploma in Teaching English: ESOL.
- Level 5 Diploma in Teaching English: Literacy, ESOL and Functional English.
- Level 5 Diploma in Mathematics: Numeracy and Functional Mathematics.
- Level 5 Diploma in Teaching Disabled Learners.

Trainees will apply the practical teaching skills they have to an area of specialism. Previously, they have been called additional or stand-alone diplomas. As with other diploma qualifications, they will have a focus on practical teaching. The level reflects current specialist qualifications for these teachers and trainers. Both knowledge and practical teaching skills are included in these qualifications.

There will be a practice requirement as this qualification will assess and provide evidence of competence in a full teaching and training role. It is proposed to require 50 hours of practice with trainees observed and assessed a minimum of four times, covering a minimum of four hours.

### Proposal 3.6 The proposed content and size of the Level 5 Diplomas in Teaching and Learning for English, ESOL, mathematics and disabled learners is appropriate

#### Summary:

The content of the Diplomas includes both knowledge and teaching skills. The content will be informed by the related application of the standards guidance documents. Trainees will apply the practical teaching skills they have already developed to a new area of specialism. A credit value of forty five reflects the fact that trainees will already have a significant amount of teacher training and experience. The content and credit value reflects current qualifications with this purpose.

As the trainees will have significant training and experience, the credit value of the



qualifications will be forty five credits – sixty for the combined literacy, ESOL and functional English qualification. The credit value reflects the size of the 2007 and 2011 qualifications with this purpose. The content of the 2011 qualifications will provide a starting point for the development of these qualifications.

Because of the level and the target audience, we propose 120 GLH (180 for the combined literacy/ESOL/functional English qualification).

## Entry criteria

### **Proposal 3.7**      **Current entry criteria should remain a requirement to join a Level 5 Diploma qualification programme in English, ESOL and mathematics**

#### **Summary:**

To be accepted on current initial teacher education programmes for literacy, numeracy or ESOL, potential trainees have to evidence skills in English or mathematics at level 3 (QCF). It is proposed that the current entry criteria will be retained and that the different ways to evidence these will continue.

<b>Evidence English or mathematics skills at Level 3</b>
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To be accepted on an initial teacher education programme for literacy, numeracy or ESOL, potential trainees have to evidence skills in English or mathematics at level 3 (QCF).

Entry criteria developed by LLUK were updated in 2010<sup>15</sup> and detail the skills required. It is proposed that the current entry criteria will be retained (these apply only to literacy, numeracy and ESOL teacher training) and that the different ways to evidence these continue – holding an appropriate qualification, through an initial assessment or through other evidence provided by the prospective trainee teacher.

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<sup>15</sup> LLUK (2010): [Criteria for Entry to Mathematics \(Numeracy\) and English \(Literacy and ESOL\) teacher training in the Lifelong Learning Sector](#)

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