

Further Education and Skills in England

New Qualifications for Teachers and Trainers

Proposal response form

Please use this form to provide feedback on the proposals found in your proposal 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.

Name:	Dan Taubman		
E-mail address:	dtaubman@ucu.org.uk		
Organisation:	UCU		
Please tick one box only below to indicate type of organisation:			
Awarding Organisation	<input type="checkbox"/>	Independent training provider	<input type="checkbox"/>
Further Education College	<input type="checkbox"/>	Sector skills council / Standards setting organisation	<input type="checkbox"/>
Higher education institution	<input type="checkbox"/>	Provider in the third sector	<input type="checkbox"/>
Local Authority	<input type="checkbox"/>	Other (please specify) X trade union	<input type="checkbox"/>
Which of the following best describes your job role? Please tick below			
An employer of teachers and trainers	<input type="checkbox"/>		<input type="checkbox"/>
A deliverer of initial teacher education programmes (generic)	<input type="checkbox"/>		<input type="checkbox"/>
A deliverer of initial teacher education programmes (English/ESOL, mathematics, disabled learner)	<input type="checkbox"/>		<input type="checkbox"/>
A vocational teacher or a trainer	<input type="checkbox"/>		<input type="checkbox"/>
A teacher or trainer of English/ESOL	<input type="checkbox"/>		<input type="checkbox"/>
A teacher or trainer of mathematics	<input type="checkbox"/>		<input type="checkbox"/>
A teacher or trainer of disabled learners	<input type="checkbox"/>		<input type="checkbox"/>
Event date and venue:	UCU-UCET Post 16 focus group 31/10/12		
Are you responding on behalf of the organisation you work for or as an individual practitioner?			
On behalf of the organisation	<input checked="" type="checkbox"/>	As an individual practitioner	<input type="checkbox"/>

What is the size of your organisation's workforce?			
Less than 10		10 - 49	
50 - 249	X	250 +	

Simplifying the current qualification offer

Qualifications

Proposal 1.1 A single qualification at each level and of increasing size should be developed					
<p>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.</p>					
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
	X				
<p>Comments and suggestions:</p> <p>UCU supports the development of 3 single qualifications at different levels and of increasing size. We have regrets that the former 'nesting' that is present in the current qualifications will no longer be in the new qualifications. However we are aware that many in the sector, including students, trainees and those delivering the qualifications, found that some of the materials 'nested' in the current qualifications was repetitive, even when it was aimed at assisting progression between levels and different qualifications. UCU would point out that 'nesting' will not disappear completely in the new framework of qualifications. The new level 3 qualification 'Introduction to Teaching and Training' should not be used as a qualification that allows the student/trainee to be ready to teach. It is, as it says, an introductory award. To teach or train at anything above a very small number of hours, the person will have to move on to the other qualifications. The Introduction to Teaching and Training Award is not therefore a pre-requisite to either of those other awards. This will mean those people coming straight on to the level 4 and 5 awards will need some of the content of the Introduction award in the awards they are taking, if they enter directly on to them.</p> <p>We call for a review of the new qualifications when sufficient time has elapsed to be able to see whether the hoped for progression from one level to another is happening. We do have concerns at the credit values that are being suggested for each of the new qualifications. We will expand on our concerns in some of our responses below</p>					

Proposal 1.2 The qualifications should be flexible enough to enable a focus on particular learning contexts
<p>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</p>

of qualifications, LSIS will facilitate working groups to consider delivery, assessment and recognition of prior learning in teacher education programmes.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
X					

Comments and suggestions:

One of the principal criticisms of the previous qualifications coming from the sub sectors, adult and community and work based learning services, within the FE and Skills system was that they were too FE college focused and so could be unsuitable for practitioners in those providers. We are aware of and supported the work that LLUK undertook in 2011 and 2012 to widen those qualifications so that they would be easier to follow a slightly more context specific route to qualification. We hope that this work informs the new qualifications and that they are of sufficient size to allow the content to be suitable for the different contexts in which the teaching and training will be delivered.

We are concerned that the credit value to be assigned to the new awards, and the consequential number of guided learning hours, may not be enough to be able to deliver the focus on particular learning contexts. Of course additional modules or units could provide that flexibility, but this would have to be resourced by the delivering institution. With the tightening financial situation in both universities and colleges, this may not be possible in the future.

UCU would certainly want LSIS to facilitate working groups of those who will be delivering the new awards to consider issues around delivery of and assessment in the new awards. UCU would wish to participate and help LSIS reach those delivering the awards to participate in such working groups.

We would advocate strongly that all the issues around accreditation of prior learning are considered as a matter of some urgency. Moving from one set of awards to a new one will always mean that some people may have started on their learning journey for a qualification which may then be discontinued. There will be some whose learning journey may have been disrupted and may be picking up their journey to qualification after some time. Legacy qualifications from 2001 to 2007 and sometimes from before 2001 and the possibility for accreditation of prior learning has been an issue for FE teacher educators, learners and employers. Standards Verification UK did a great deal of valuable work around these legacy qualifications, mapping them against the various frameworks of awards and working out a system of credits. This work moved to IfL when SVUK was wound up. We would want LSIS or perhaps the new FE Guild to be the location where a list of qualifications, past as well as current and for the various amounts of tariff which would be used for the accreditation of prior learning could be found.

Proposal 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 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.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
	X				

Comments and suggestions:

We would repeat what we said about nesting in the response to question 1.1: we regret its disappearance but understand and acknowledge the reasons for this. We also would point out that all nesting may not disappear as some of the content from the Introduction to Teaching and Training may have to appear in the level 4 and 5 awards given that there can be direct entry into those awards. There may be repetition for those who progress through the three awards and different levels.

We note and agree that the proposed qualifications will have defined purposes and meet a range of teaching and training responsibilities. We would also add this is particularly important in relation to the new Level 4 award. The proposals talk about this award will be for those with a broad range of teaching or training responsibilities. The proposals go on to describe the new Level 5 award as being for those with an extensive range of teaching or training responsibilities including in more than one context; and that it is for those who are ‘working towards or aspire to this professional challenge and have the potential to study at this level’. It seems to UCU that the first of these statements is somewhat vague. The second of these statements seems to introduce a judgement on the abilities of learners wishing to undertake the Level 5 award. This would seem to be extraneous to the purpose of the award.

We consider that the descriptor of Level 4 does not advance the discussions as to what kind of teacher and/or trainer is the Level 4 award is meant for. The imprecision of exactly what an associate teacher did was problematic in the previous framework of awards. UCU considers that some providers misused both the CTLLS award and the associate teacher role as a way of cutting staffing costs. UCU considers that unless steps are taken to avoid misuse of the Level 4 award, it will use will remain a problem and a potential source of conflict.

Standards

Proposal 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.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
X					

Comments and suggestions:

UCU would argue strongly for the professional standards to be reviewed. Indeed we consider that the process of reviewing, changing and renaming these qualifications should have followed from a review of the standards rather than such a review of standards following the creation of new awards. We recognise that there may not be great changes from the fundamentals contained in the current professional standards.

It is our understanding that occupational standards are usually reviewed after 5 years to ensure that they are still valid. It is now approaching 7 years since the introduction of the professional standards, so we believe that a revision should be undertaken as a matter of some urgency. We would also urge that the terms of reference for any review should be to consider how new professional standards could be kept as short as is possible and practicable. The current standards come to 16 A4 pages!

Please add any observations you would like to make on our approach to developing the new qualifications:

UCU took an active part in the consultations and discussions when the professional standards were originally created. There was a very full and commendable process of consultation. Perhaps it may have been a little protracted and we feel that if the standards are reviewed, it should be on the basis of revision, rather than starting with a clean slate. Practitioners as well as providers were part of the process of building the standards and we would strongly argue that they should be also an integral part of any future revision of the standards.

UCU understands that the priority has always been the professional standards for teachers and trainers. However we consider that the standards for other parts of the FE workforce have largely been neglected and the lack of such standards for parts of the workforce undermines the professionalism of the whole FE workforce and hampers efforts to have strategic workforce development across the whole of the sector and its providers. There needs to be some urgency around establishing professional and occupational standards for the non teaching/training part of the FE workforce. It should not be a very onerous task as in many of non-teaching/training occupations that are existing standards that may need to be contextualised to the FE sector.

Generic teaching qualifications

Level 3 Award

Proposal 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.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
	X				

Comments and suggestions:

UCU would support this level 3 award. Experience has shown that the Preparing to Teaching in the Lifelong Learning Sector, PTLLS, was an excellent addition to the FE teacher/trainer qualifications. It was a success with employers and new teachers/trainers. It very much filled a gap as a necessary induction course. The role of the new award will be slightly different as it will be for those thinking or intending to become teachers and trainers in the sector. We believe that it will fill a gap albeit slightly different one in the same way that PTLLS did. UCU supports that it is primarily a knowledge based qualification for those new to the FE sector. Similarly given the new role that this award will have, it is also right that it does not attempt to assess competences, and that there is no requirement for teaching practice. Given that it is an introductory award, it would have been very difficult to secure enough teaching practice on which any such assessment would need to be based. We also welcome that there will be some micro teaching opportunities and that these will have some form of assessment. If this award is truly introductory then there does need to be at least a taste of teaching and training so that the learner has some experience of the classroom or workshop.

Proposal 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 PTLLS from six to twelve in the 2011 review of the qualifications.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
	X				

Comments and suggestions:

Given that PTLLS had been increased to 12 credits so that more contextualised 'route' to the award could be identified and followed, and that this change in 2011 was welcomed, UCU would support the new award having a credit value of 12.

UCU teacher educators in both HE and in FE colleges have indicated to us that there could be difficulties with funding and take up of the new award. It will be a level 3 qualification which will be within the scope of FE loans for awarding body programmes. This may deter some possible learners on the programme. The new award is very much an introductory award which we support. However with PTLLS our understanding was that new teachers and trainers could and often did teach or train whilst undertaking the qualification. This will not be possible with the new award. We recognise that the new award will have many positive aspects for potential teachers and trainers and should put them in a much better position to gain teaching and training from which they can progress to the Level 4 and 5 awards.

We also understand that funding for 3 programmes has been removed. This may mean that delivery of the award is dependent on fee income only and would need to be full cost recovery. We also understand from some providers that demand for this programme has dropped. As a 12 credit award the fee income could be low and may be insufficient to cover the provider's running costs for the programme.

Level 4 Certificate

Proposal 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.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
	X				

Comments and suggestions:

UCU supports the creation of the Level 4 award for those with a broad range of teaching or training responsibilities. We agree that the award at this level should reflect the underpinning knowledge and skills required for these responsibilities, that there should be a requirement to practice and that will all be assessed and provide evidence of competence in teaching and training

However as we have stated in our response in 1.3 above, we are concerned that the language used to identify those for whom the award is intended continues some of the problems in the current framework around the CTLLS award. The language and definition used in the proposals is vague and imprecise. We believe that it will continue to lead to possible misuse of the award by some providers. We continue to be troubled by the statement that the qualification will be appropriate to those with the potential to study at this level.

Proposal 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.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
			X		

Comments and suggestions:

Our concerns around the Level 4 qualification are less about the content and much more about the size of the award. We are concerned that having the award at 30 credits. This is less than the credit value of the 2011 CTLLS award. We are worried whether there will be enough time to fully cover all that needs to be covered in this award, especially to identify the contextualised route to qualification that was introduced to CTLLS in 2011. That was a welcome move and assured the sub sectors, adult and community and work based learning that the qualification was relevant and appropriate to those contexts.

We also have concerns that the 50 hours of teaching placement or practice and a minimum of 4 observations of practice, whilst necessary if evidence of competence is to be assessed, may not be always possible to arrange.

There are also concerns expressed by UCU FE teacher educators in universities that the indication of the possible number of guided learning hours may be less than the 140 that is being proposed, once the possible duration of the programme, contact time and lesson observations are taken into account. This would mean that running the course as full cost delivery would not be financially viable and so some providers may not continue to offer the course.

Level 5 Diploma

Proposal 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.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
X					

Comments and suggestions:

UCU supports the introduction of the Level 5 award and that the award should be those with a full teaching/training role and extensive responsibilities including in more than one context. We would see this award as being the appropriate award for FE lecturers and we hope that employers will provide opportunities and support for those of their staff who are without this award and who seek to obtain it. As we have said above in our response to 1.3 above, we hope those intending to take this qualification are not deterred by the words used around those with the potential to study at the level of the award.

We agree that there should be coverage of both the current professional standards and any revised standards and through this, the new award will be broadly comparable to the current DTLLS and the academic rigour associated with DTLLS now, is maintained.

We agree that the award should contain a significant amount of teaching practice so that evidence of competence can be assessed properly. Whilst the requirement for 100 hours of practice and the six 1 hour observations should not present a barrier to those seeking the award in an in-service mode, the amount of practice may present problems for those on pre-service programmes in universities.

UCU agrees that there should be no nationally set entry requirements for this award but that the minimum core of knowledge, understanding and skill requirements in literacy, numeracy and ICT are covered and that students/trainees should, as happens now, have an initial assessment in English, Maths and ICT skills, with the kind of subsequent action that is mentioned in the proposals for those who are assessed to have problems in these areas. Accreditation of prior learning may also need to be used for those who have unfamiliar qualifications which may provide evidence of skills in English, Maths and IT.

Proposal 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.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
			X		

Comments and suggestions:

UCU regrets that the credit value of the Level 5 award will only be 60 credit points which is a considerable reduction from the 120 credits of DTLLS. As with the other awards we have serious concerns that the number credits will be sufficient to ensure full and adequate coverage of the content required at this level. We would be concerned if the number of credits was insufficient to allow a range of routes to qualification in specific sub-sectors such as adult and community and work based learning providers.

We are very concerned that at 60 credits, there will be few perhaps no optional credit available. Only core knowledge and practical teaching skills will be covered. The proposals states that when compared with the credit value of 84 credits and that includes the 12 credits from PTLLS so the resultant new qualification would only be 12 credits short of the current DTLLS. This strikes us as not being a convincing argument in favour of a 60 credit programme. We would also remind LSIS that the content covered by the new Introduction to Teaching and Training may still have to be covered in the Levels 4 and 5 awards for those entering directly onto these programmes.

The Level 5 award having only 60 credits may also disadvantage holders of the award if they wish to work in the schools sector. 60 Credits compares unfavourably with the number of credits in HE school teacher PGCEs. So the Level 5 award could be seen as inferior to a school Teacher PGCE which we assume will continue to have its current number of credits.

In higher education a 60 credit course would normally delivered within one academic year. If this continues the required six observations of teaching may be difficult to achieve. Additionally the income from 60 credits may be insufficient to cover expenditure on the course unless the fee is high.

UCU does consider that 60 credits is too small for such a vital award. We would argue that 120 credits should be retained as the minimum size of the new award. It follows that we believe that 140 guided learning hours is also too few and we would want the recommended guided learning hours much closer to the current 360 hours in the current DTLLS.

Level 7 Diplomas

Proposal 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.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
	X				

Comments and suggestions:

UCU supports the development of a Level 7 award. The proposals state that such an award will meet the needs of staff at the FE/HE interface. Given the Government's plans to increase this amount of work, there clearly would be a growing number of teachers who may be interested in the award. We welcome that the new award may be recognised by the Higher Education Academy. With the creation of the FE Guild, this new award might also be recognition of some higher form of individual voluntary membership of this body. Such an award would also tidy up the professional position of teachers delivering HE in FE. Under the 2007 workforce regulations, those only delivering HE in FE could apply to be HEA members, whilst those delivering both FE and HE had to join the IfL.

We are aware that some universities are delivering PGCEs at Level 7 so we would support the creation of this award which would extend the teacher education framework for Awarding Bodies.

Proposal 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.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don’t know
	X				

Comments and suggestions:

UCU would support the development of Diploma for CPD at level 7. Such an award would enable qualified teachers and trainers to remain teaching and training at an advanced level rather than having to move into management to obtain a Level 7 award. Such an award will be both useful and attractive to Advanced Practitioners.

Qualifications for teaching English, ESOL, mathematics and disabled learners

Integrated qualifications

Proposal 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.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don’t know
X					

Comments and suggestions:

UCU supports the development of specialist programmes for teaching English/literacy, Maths/numeracy, ESOL and those teaching students with learning difficulties/disabilities (LDD). The proposal extends slightly the range of specialist teacher education programmes by including LDD. We realise that LDD is slightly different than the other 3 specialisms in that the others describe a subject whereas LDD describes a group of students. Nonetheless we believe that this is the correct approach, especially as the specialist award would also be delivered through a CPD route and so might be attractive to teachers and trainers who have a Level 4 or 5 award, have been teaching or training for some time and now want to extend their role to working with LDD students.

We support the creation of stand-alone, integrated and subject specialist knowledge qualifications.

We have concerns about the structure of these new awards with an introductory step at 30 credits whose content would contain the knowledge and understanding around the particular subject. Our preference part of the knowledge elements into the main body of the award be combined.

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

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.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
			X		

Comments and suggestions:

As with the other new awards that are the subjects of the proposals, we do have concerns that the total number of credits in these awards will be large enough at a maximum of 90 credits to cover enough content. They will be smaller than current specialist qualifications.

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

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.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
		X			

Comments and suggestions:

UCU does not support the creation of the Level 5 Certificates in Literacy and Language Learning and in Literacy Learning. We are not sure who would use the Level 5 Certificate rather than the Diploma at Level 5. We can see that they may have use for teachers in other subjects who want to acquire knowledge and understanding of literacy, language and numeracy for embedding these subjects into the teaching of other subjects and working alongside colleagues who do possess the full Level 5 Diplomas in these subjects. we also have concerns that the 30 credits being suggested for this award is insufficient to cover the knowledge needed if it is to be used by teachers of other subjects taking this award to assist them with embedding these subjects into their own subject teaching. It also unlikely that such teachers would knowledge at Level 5 for these purposes.

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

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.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
			X		

Comments and suggestions:

We do not support the content and size of these certificates. Our concerns are similar to those expressed about the other proposals. We do not consider that the knowledge component is large enough to support the amount of knowledge and understanding that will be required for teachers who are working with some of the most vulnerable and needy students in the sector. We also have concerns about keeping the knowledge and teaching components separate.

Stand-alone qualifications

Proposal 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.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
	X				

Comments and suggestions:

UCU supports the development of these awards which can be taken through CPD routes. Again these awards will be useful for those subject specialist in areas other subject areas who want to extend their knowledge of English, ESOL, Maths and LDD because of the type of students they are teaching in the case of LDD, and because they are embedding English, Maths and Language in the teaching of their main subject areas.

Proposal 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.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
	X				

Comments and suggestions:

UCU recognises that where those taking these undertaking the programmes leading to these awards may already have considerable knowledge of teaching and training in their primary subject areas, and are taking this programme to move to a new teaching subject. Where this is the case the content of these Diplomas can be focused on the use of practical teaching skills on the new specialisms. Where the teachers are new or relatively inexperienced the proposed credit value may not be large enough to contain the new knowledge needed.

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

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.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
	X				

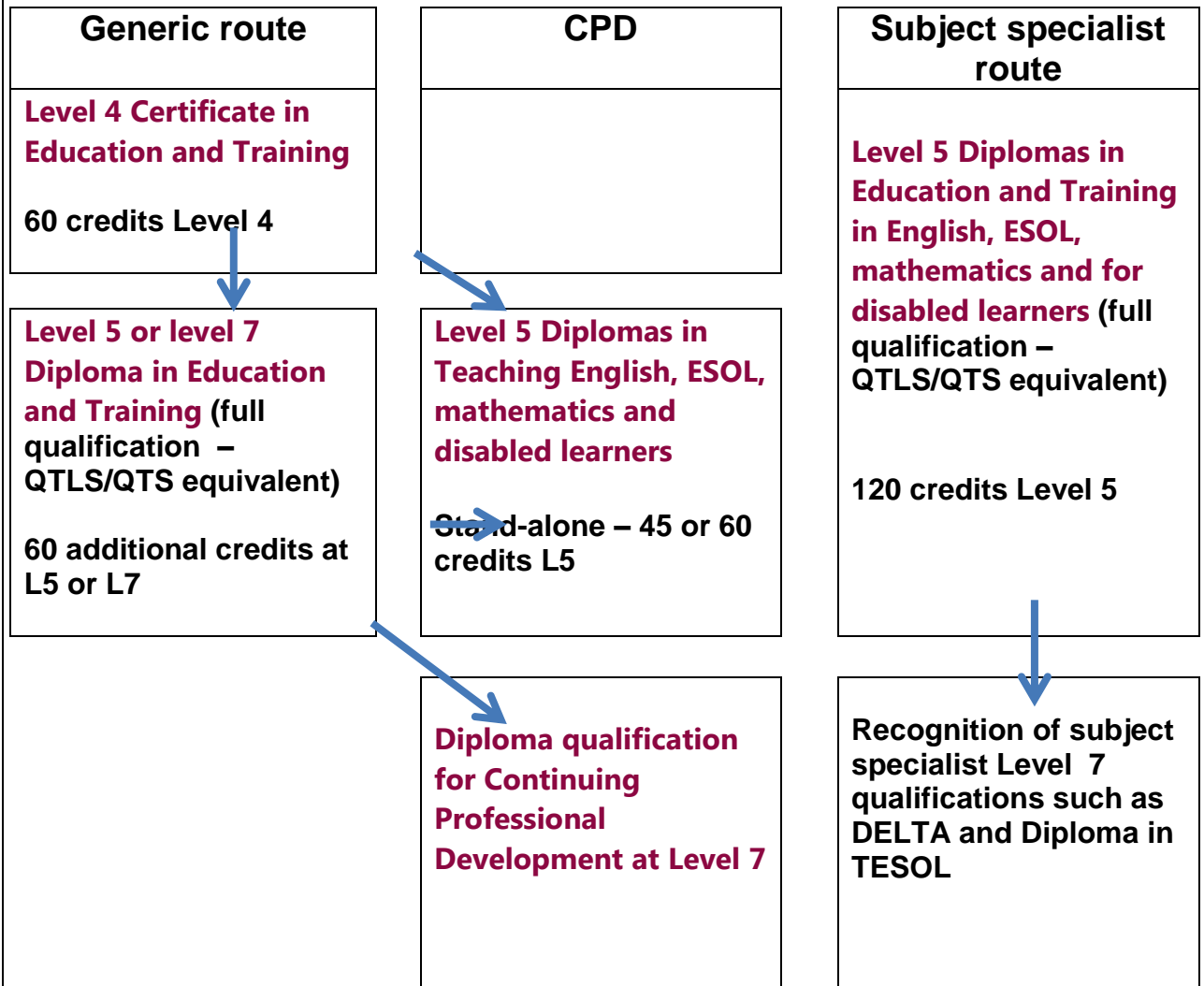
Comments and suggestions:

UCU agrees that the current entry requirements for the specialist programmes in English, ESOL and Maths should be retained. We agree that those teaching these subjects should be required to have evidence of their own skills at Level 3 in their subject areas and that there should be an assessment of their English and Maths on entry to these programmes. This assessment may be useful because it can focus on knowledge about language which many applicants do not have, however well qualified, and the assessment is an important tool in getting applicants to do some preparatory work before starting the course.

Whilst we recognise that these entry assessments in the case of English are subject of a separate assessment, we would urge that the use of accreditation of prior learning and of mapping a variety of other qualifications that may contain English and Maths to evidence the requirement. It may be that there will be teachers in other subjects who want to transfer to teaching English, Maths or ESOL and that their qualifications in their primary subject contains the necessary requirement levels. In ESOL there may be teachers who have overseas qualifications. Such teachers will of course need the required level of English language themselves but it may not always be expressed in terms and levels that are used in the UK.

Please add any further observations you would like to make that would inform this review of qualifications:

UCU supports the proposed UCET framework for the future of the awards for teachers of the specialist subjects. This would mean the route to these qualifications could start with the proposed 12 credit Introduction to Teaching and Training, continue with the Level 4 Certificate and then lead to 120 credits Diploma.



Please return this review response form to:

By post to: Abigail Miller, Learning and Skills Improvement Service
Friars House, Manor House Drive, Coventry CV1 2TE

Or

By email to: fettq@lisis.org.uk

Thank you for taking part