

**Educational  
Centres  
Association**



**Flexi-path – WP2**

**United Kingdom  
National Report  
- England Focus**

**Analysis of existing qualification  
frameworks and/or systems for  
adult educators in the partner  
countries.**

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## Introduction

Much of the information contained in this report has been taken from Lifelong Learning UK (LLUK), the independent employer-led sector skills council responsible for the professional development of all those working in community learning and development, further education, higher education, libraries, archives and information services, and work based learning across the UK ([www.lluk.org](http://www.lluk.org))

LLUK was set up by the UK government as one of the Sector Skills Councils charged with establishing an accreditation framework for the whole of the workforce across England, Wales, Scotland and Northern Ireland.

## Scope

For illustrative purposes this report will focus on the situation in England and where specific examples are given will report on structures that are particularly English unless otherwise stated.

### What are NVQs?

National vocational qualifications (NVQs) are work-related, competence-based qualifications. They reflect the skills and knowledge needed to do a job effectively, and show that a candidate is competent in the area of work the NVQ framework represents.

NVQs are based on national occupational standards. These standards are statements of performance that describe what competent people in a particular occupation are expected to be able to do. They cover all the main aspects of an occupation, including current best practice, the ability to adapt to future requirements and the knowledge and understanding that underpin competent performance.

Reference [http://www.qca.org.uk/qca\\_6640.aspx](http://www.qca.org.uk/qca_6640.aspx)

These UK vocational qualifications follow the same structure of eight levels as in the European Qualifications Framework (EQF) with an emphasis on the statements of competence

## Teachers in Lifelong Learning

2007 saw a major shift in the teaching qualification structure and requirements for those engaged with learners in the publicly funded lifelong learning sector in England as a result of a government commitment to a well qualified and professional workforce in the sector. The reforms include:

- Revised teaching qualifications for new teachers and a professional status for all teachers in community learning and development, further education, offender learning and work based learning
- Continuing professional development requirements for all teachers
- Principals' qualifications for all newly appointed principals of further education institutions

New regulations for Wales, Northern Ireland and Scotland are currently under development.

Further and adult learning takes place in the UK in a great variety of settings and locations, from formal qualifications of varying length to learning at its most informal in community centres and care homes. For the purpose of this report, consideration is given to the learning

settings where teaching qualifications for the staff are either mandatory under new government regulations or where organisations are choosing to adopt the requirements as part of a staff development strategy. The mandatory requirements in England apply to:

- Further Education Colleges, sixth form colleges and specialist colleges
- Learning Providers that draw down money from the Learning and Skills Council (LSC) for learning provision including Adult & Continuing Education providers (ACL) in the local authority sector, third sector organisations, such as voluntary and community organisations and charities where LSC funding is used, work based learning providers (WBL), offender learning in prisons.

|   | England | Scotland | N. Ireland | Wales  |
|---|---------|----------|------------|--------|
| <b>Individuals in the Lifelong Learning Workforce</b>               | 800,000 | 155,500  | 16,200     | 70,000 |
| <b>Staff in Community Learning and Development (CDL)</b>            | 167,924 | 10,935   | 3,907      | 4,123  |
| <b>Staff in further education (FE)</b>                              | 246,000 | 12,330   | 6,357      | 9,122  |
| <b>Staff in Higher Education (HE)</b>                               | 307,587 | 52,091   | 6,747      | 24,528 |
| <b>Staff in libraries, archives and information services (LAIS)</b> | 44,300  | 5,205    | 380        | 2,122  |
| <b>Staff in work based learning (WBL)</b>                           | 30,000  | 75,000   | 1,625      | 30,000 |

*Table 1: Lifelong Learning workforce figures for the UK. All figures are estimates. (Source: [LLUK Sector Skills Agreement Stage 1 Report.](#))*

The report will make use of the term ‘teacher’ to cover teachers, tutors, trainers, lecturers and instructors and refers only to the lifelong learning sector. Teachers in schools are subject to different regulations, although, with the implementation of new 14 – 19 diplomas, these distinctions are becoming blurred.

## 1 Professional Profiles in adult learning

### 1.1 Teachers and teacher educators

Prior to the implementation of the revised teaching qualifications, LLUK developed a set of overarching professional standards for teachers, tutors and trainers in the lifelong learning sector in England. These standards are divided into five domains:

- Professional values and practice
- Learning and teaching
- Specialist learning and teaching
- Planning for learning
- Assessment for learning
- Access and progression

Each domain then has a set of values, knowledge and understanding and practice, with statements relating to scope, knowledge and practice. A full set of the standards may be accessed at [http://www.lluk.org/documents/professional\\_standards\\_for\\_itts\\_020107.pdf](http://www.lluk.org/documents/professional_standards_for_itts_020107.pdf)

From these standards, LLUK then developed a range of units of assessment, which were then grouped together to make up the new qualifications. No distinction has been made within the new qualifications between the differing settings or the roles fulfilled, beyond the simple distinction regarding the role that the teacher adopts (see below) A teacher whether working in the FE sector or in an informal community setting where LSC funding is being used, has to comply with the new qualification structure. It should however be noted that all such qualifications have a minimum stated requirement for successfully completing an assessed teaching practice.

Associate teacher: a teaching role which carried significantly less than the full role, whether on a full or part time contract, “and does not require the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies.” The associate teacher entering the profession after September 2007 would be required to gain a certificate in teaching in the lifelong learning sector (CTLLS): a qualification of 24 credits at level 3 and/or 4.

Full teacher: a role that carries the full range of teaching responsibilities, whether full time, part time, fractional, fixed term, temporary or agency basis. Such a teacher, entering the profession after September 2007, would be required to gain a diploma in teaching in the lifelong learning sector (DTLLS); a qualification of 120 credits awarded at a minimum of levels 4 and 5 and, if offered through a higher education institute (HEI) could be accredited at level 6 or even level 7. Further clarification of this may be found in section 3.

Full details of the differing teaching roles may be found at [http://www.lluk.org/documents/ai\\_guidance\\_aug07\\_version3.pdf](http://www.lluk.org/documents/ai_guidance_aug07_version3.pdf)

## 1.2 Managers, principals and chief executives

Lifelong Learning UK (LLUK) is developing contextualised materials for the Management Standards Centre generic standards, to meet the needs of the further education (FE), adult and community learning (ACL) and work based learning (WBL) communities in England, Northern Ireland, Scotland and Wales.

Last year LLUK was tasked with reviewing standards for leadership and management in FE, ACL and WBL across the UK. The first round of consultations suggested that the preferred approach to this piece of work would be to use the generic Management Standards Centre standards as a basis for development, and to produce contextualised materials, which would support and promote the use of the standards across the sector. The data from the recent consultation is still being analysed.

This approach to standards is consistent with the general approach in UK vocational qualifications. Thus statements of competence are expected to be generic wherever possible across the sector skills councils and may thus be ‘borrowed’ across diverse disciplines where there is consistency of function amongst workers.

## 1.3 Assessors

Professionals who work solely in the field of assessment, for example those who assess National Vocational Qualifications (NVQs) are not currently required to take the new qualifications. They are, however, required to gain a level 4 qualification in assessment through the NVQ structure.

## **2 Detailed analysis**

The new overarching professional standards are intended to supply the basis for the development of contextualised role specifications and the units of assessment which make up the new teaching qualifications. It is acknowledged by LLUK that not all the standards will relate to all teaching roles, but rather that they provide a benchmark for performance in practice. In addition, all new teacher education programmes must contain the minimum core of literacy, language, numeracy and ICT to ensure that practicing teachers are equipped to develop inclusive approaches to addressing the language, literacy and numeracy needs of their own learners. Guidance may be found at [http://www.lluk.org/documents/minimum\\_core\\_may\\_2007\\_3rd.pdf](http://www.lluk.org/documents/minimum_core_may_2007_3rd.pdf)

### Certificate in teaching in the lifelong learning sector (CTLLS):

This qualification contains a broad based six credit unit, which may also be taken as a free standing passport or introduction to teaching, known as PTLLS (Preparing to teach in the lifelong learning sector). The next unit, entitled 'Planning and Enabling Learning' includes learning outcomes on negotiating individual learner goals, planning, using strategies and resources, communication skills and evaluation and feedback, as well as understanding and demonstrating the minimum core. Three further credits are awarded for principles and practice of assessment, with the final 6 credits awarded for an optional unit, selected from a menu of units developed by providers.

### Diploma in teaching in the lifelong learning sector (DTLLS):

This qualification consists of 120 credits, which may be awarded at levels 4 and 5, or higher. Contextualised DTLLS programmes have been developed specifically for teachers of literacy, language (English as a Second Language – ESOL) and numeracy (LLN), collectively known as the Skills for Life curriculum subjects. LLUK has prescribed that the units are studied in a set order and that the overall qualification is awarded at a minimum of level 5. The first 15 credits are common to both CTLLS and DTLLS, after which the DTLLS programme consists of some mandatory units, including

- Theories and principles for planning and enabling learning
- Curriculum development for inclusive practice
- Continuing personal and professional development
- Wider educational practice

and two further optional units. Skills for Life teachers have a more prescribed pathway, but there are several routes to qualification. Full guidance may be found at:

[http://www.lluk.org/documents/ai\\_guidance\\_aug07\\_version3.pdf](http://www.lluk.org/documents/ai_guidance_aug07_version3.pdf)

## **3 Training and Professionalisation Pathways**

The new regulations only apply fully to those who enter the teaching profession in the lifelong learning sector in England after September 2007. Those who started between 2001 and 2007 were obliged under previous legislative or contractual obligation, to gain relevant teaching qualifications and it is expected that they will complete these qualifications. Those who entered the sector prior to 2001 are under no obligation to carry out any or further training at all.

Once new entrants have gained the relevant qualifications, they then have to go through a process known as professional formation in order to gain full status – either Qualified Teacher: Learning and Skills (QTLS) or Associate Teacher; Learning and Skills (ATLS). Teachers not bound by the new regulations by virtue of their starting date are still encouraged to apply for full status through a similar scheme known as PRLS (Professional Recognition – Learning and Skills)

**All** teachers are now obliged to register with the Institute for Learning (IfL) and to carry out a minimum of 30 hours continuing professional development (CPD) each year, pro-rata for part time staff to a minimum of six hours. This CPD activity will be monitored by the Institute, through an on-line portal or through the various educational organisations and training providers.

As has already been indicated, there is no distinction within the obligatory qualification structure between the setting or context within which teachers operate, nor is any distinction made between formal or informal learning or academic or leisure based subjects. A teacher of a specialised qualification (eg engineering) has to gain the same teaching qualification as a teacher of a leisure-based subject (eg craft) in an informal setting if that programme is funded through the LSC.

Teaching qualifications are being offered through one of two types of provider: awarding bodies (ABs) and higher education institutes (HEIs). The National Awarding Bodies, such as City and Guilds and OCR, must use the units for qualifications in exactly the LLUK prescribed format and use the designated titles. HEIs, however, have to meet different regulatory arrangements and do not work within the QCF (Qualification and Credit Framework). However, they are still obliged to develop their programmes based on the LLUK prescribed units of assessment. Further, HEIs may offer the generic and LLN teacher training qualifications at higher levels than those represented by the LLUK units of assessment. Where this is the case, “awarding institutions are required to demonstrate how the higher levels of achievement meet the assessment criteria”. (LLUK 2007)

All programmes are subject to a rigorous endorsement process led by Standards Verification UK (SVUK), a subsidiary of LLUK.

**NB** exact data should be available on the SVUK website

[http://www.standardsverificationuk.org/documents/rpt\\_current\\_itt\\_qualifications\\_in\\_england\\_full\\_endorsement\\_Mar09v2.pdf](http://www.standardsverificationuk.org/documents/rpt_current_itt_qualifications_in_england_full_endorsement_Mar09v2.pdf)

HEIs have in some instances taken the opportunity to incorporate the units of assessment into higher level qualifications, including Masters of Education. Others are offering the diploma programme at a higher level and titles of the qualification may vary. Participants of

these programmes are not necessarily trainee teachers from academic backgrounds; entrants to the profession attend the most convenient location for their training.

#### 4 Functional analysis of the adult educator profile

Full details of roles and responsibilities, teaching and minimum core standards are available in the public domain through the LLUK website.

#### 5 References

[www.lluk.org](http://www.lluk.org)

[LLUK Sector Skills Agreement Stage 1 Report](#)

[http://www.lluk.org/documents/professional\\_standards\\_for\\_itts\\_020107.pdf](http://www.lluk.org/documents/professional_standards_for_itts_020107.pdf)

[http://www.lluk.org/documents/ai\\_guidance\\_aug07\\_version3.pdf](http://www.lluk.org/documents/ai_guidance_aug07_version3.pdf)

[http://www.lluk.org/documents/minimum\\_core\\_may\\_2007\\_3rd.pdf](http://www.lluk.org/documents/minimum_core_may_2007_3rd.pdf)

[http://www.standardsverificationuk.org/documents/rpt\\_current\\_itt\\_qualifications\\_in\\_england\\_full\\_endorsement\\_Mar09v2.pdf](http://www.standardsverificationuk.org/documents/rpt_current_itt_qualifications_in_england_full_endorsement_Mar09v2.pdf)

#### 6 Glossary of terms

| Terms and acronyms     | Meaning   | Definition   |
|------------------------|---|--|
| AB                     | Awarding Body   | Body approved by the Qualifications and Curriculum Authority (QCA) which awards qualifications                                   |
| AI                     | Awarding Institution  | Any institution that can award a qualification, including Awarding Bodies and Higher Education Institutions                      |
| AP(E)L                 | Accreditation of Prior (experiential) Learning  | The process of recognition of someone's prior qualifications and/or experience   |
| Approved qualification | Term used in Regulations to denote meeting the requirements of the Secretary of State | This includes generic teaching and subject specific qualifications and includes the terms 'endorsed' and 'approved' used by SVUK |
| ATLS                   | Associate Teacher, Learning   | The term which describes the   |

|                   |  |   |
|-------------------|--|---|
|                   | Skills   | status of those licensed to practise as a teacher in the associate teaching role  |
| Award             | A qualification within the Qualifications and Credit Framework (QCF) | A qualification in the QCF between 1 and 12 credits. See also Certificate and Diploma   |
| Certificate       | A qualification within the Qualifications and Credit Framework (QCF) | A qualification in the QCF between 13 and 36 credits. See also Award and Diploma  |
| CPD               | Continuing professional development                                  | Any activity undertaken for the purposes of updating knowledge of the subject taught or of developing teaching skills   |
| CTLLS             | Certificate in Teaching in the Lifelong Learning Sector              | The qualification for those who practise as a teacher in the associate role   |
| Credit (Award of) | A method of recognising learner achievement                          | One credit is the notional equivalent of 10 hours of learning. Credit is assigned to units of assessment which are combined to support the creation of coherent programmes of learning and qualifications |
| Diploma           | A qualification within the Qualifications and Credit Framework (QCF) | A qualification in the QCF of more than 36 credits. See also Award and Certificate  |
| DTLLS             | Diploma in Teaching in the Lifelong Learning Sector                  | The qualification for those who practise in the full teacher role   |
| GPRLS             | General Professional Recognition Learning & Skills                   | Enables teachers to apply for generic recognition in either the full or associate teaching role.  |
| HEI               | Higher Education Institution   | The term for an individual university or college of higher education  |
| IfL               | Institute for Learning   | The professional body for teachers in the FE sector responsible for conferring licensed practitioner status   |
| LLUK              | Lifelong Learning UK   | The Sector Skills Council responsible for the   |

|                |  |   |
|----------------|--|---|
|                |  | development of standards and qualifications frameworks for teachers, tutors and trainers in the UK lifelong learning sector   |
| Micro teaching | A method employed for teaching practice            | The use of a training class of fellow trainees for the purpose of practice and/or assessment of teaching  |
| PTLLS          | Preparing to Teach in the Lifelong Learning Sector | The qualification that all new entrants to the profession from September 2007 must take   |
| QCF            | Qualification and Credit Framework                 | The new Qualifications and Credit Framework is a unit-based framework and is underpinned by a system of credit accumulation and transfer, enabling learners to 'bank', 'build' or 'save' credit awarded for achievement |
| QTLS           | Qualified Teacher, Learning and Skills             | The term which describes the status of those licensed to practise as a teacher in the full teacher role   |
| SfL            | Skills for Life                                    | English (Literacy and ESOL) and Mathematics (Numeracy)  |
| SVUK           | Standards Verification UK                          | The organisation which endorses and 'standards verifies' initial teaching qualifications in the FE sector   |
| WBL            | Work Based learning                                | Teaching and training that takes place in a work place context  |