

Initial Teacher Training and Continuing Professional Development in the Learning and Skills Sector: an update

December 2006

1. Introduction

The purpose of this paper is to give the current position and as far as is known, on the future of Initial Teacher Training (ITT) and Continuing Professional Development (CPD) in the learning and skills sector. The future shape and requirements for staff in relation to both ITT and CPD are still in flux. Much of the overall shape and direction is known. But there are important details which will be subject to Regulations which are still being drafted. These Regulations which have to be laid before Parliament, are expected early in the new year.

2. Background

2.1. Up to 2001

Until 2001 there was no requirement for those teaching in FE colleges, adult and community learning and work based learning to have a professional qualification. The employers of lecturers, teachers and trainers, local authorities, colleges and training providers often had a variety of general, industry and trade qualifications that lecturers in a particular subject were expected to possess.

A small number of FE lecturers came through pre-entry HE PGCE/Certificate of Education FE courses. Before the incorporation of colleges some local authorities allowed newly appointed full time FE lecturers day release to gain their professional qualification. Alongside the PGCEs/CertEds a number of awarding bodies offered part time programmes in teacher training for FE and adult learning. These were usually delivered by FE colleges.

Many lecturers came to post school education and training from school teaching and so possessed school teaching qualifications. There was a general assumption that post school education and training workers knew the subject they were teaching. So even the FE professional courses focused on generic pedagogic not subject skills.

For ACL there had been the development of a staged route - ACSET - to a professional qualification. Interestingly some ACL employers paid staff on qualified and unqualified rates. The qualifications to take one into the former category were a wide variety of professional qualifications including teaching, FE and youth work qualifications.

For work based learning trainers from the early 1990s, there were assessor awards available

which were mandatory for those undertaking assessment of vocational training and qualifications.

2.2. 2001-2007

From September 2001 newly appointed full and part time FE lecturers had to have or obtain within a set period, a FE teaching qualification. This was enacted through a Regulation, Statutory Instrument 2001 No. 1209 The Further Education Teachers' Qualifications (England) Regulations 2001. This regulation covered England and Wales only.

Qualifications	Teaching (job) role
Post Graduate Certificate of Education (PGCE)	Full professional
Certificate of Education	Full Professional
FE teaching Certificate	Introduction (Stage 1) Intermediate (Stage 2) Full professional (Stage 3)

New full-time teachers: or fractional teachers are expected to obtain a stage 3 full professional qualification within 2 to 4 years of the start date of the 1st suitable course to be considered qualified.

New part-time teachers: depends on role: A new part-time teacher in a stage 3 role would be expected to obtain a stage 3 full professional qualification or equivalent within 4 years of the start of the 1st suitable course. A stage 2 post to obtain a stage 2 intermediate qualification within 4 years and a stage 1 post a stage 1 qualification within 2 years of the start of the 1st suitable course.

Exceptions: those teaching HE programmes only. Those whose primary occupation is not teaching and who are employed by the college on temporary/occasional basis to provide current industrial/commercial practice. Temporary = up to 1 year. A succession of short term contracts doesn't provide exemption.

Existing teachers: Continuing Professional Development of existing teachers is dependent on negotiations with the college. It is anticipated that unqualified existing teachers will obtain an appropriate teaching qualification.

As far as new individual members of staff are concerned, the requirement to have/obtain a professional qualification is usually contractual. The courses set out as the requirement were aligned to the Further Education National Training Centres (FENTO) occupational standards for lecturers. The courses themselves had to be endorsed by FENTO.

There was no requirement on ACL staff. Work based learning assessors were still required to have approved assessor awards, although ownership of these passed to the Employment National Training Organisation (ENTO)

3. Position from Sept 2007

3.1. Background

The impetus to moves to change the approach to both ITT and CPD in the learning and skills sector began in 2002/3 with the introduction of the Success for All policy for FE. This had as one of its 4 main planks, workforce development. It also introduced a target for this, that by 2006 90% of full time FE college lecturers and 60% of part time lecturers should have or be studying for a professional qualification. Colleges had to set out an action plan to show how they would achieve this target. For a year there were even additional resources for this through the DfES Standards Fund. However within a year these separate funds were rolled into college core funding. It is no longer possible to identify separate and identifiable income lines for college staff training and development.

The second impetus was a survey that OFSTED conducted on FE ITT and published in 2003. This found that the taught elements of ITT were generally good, but said that there were few opportunities provided around specialist subject pedagogy, inadequate initial assessment and poorly differentiated teaching. All of this meant trainees made insufficient progress. There was too much repetition through the 3 stages of the FE qualification; nor were programmes tailored to meet the very wide range of trainees. There was also little mentoring and too few classroom observations. The training programmes were based on FENTO standards which whilst providing useful outlines of what a lecturer should be undertaking, did not necessarily define well the standards required of new lecturers and teachers. There was little integration of ITT with HRM in colleges often with processes of staff recruitment, selection and staff development dealt with separately from ITT.

Thus the DfES launched a major national consultation on the reform of FE ITT and initial teacher training in the wider learning and skills sector. The consultation process was very thorough. Despite a number of reservations, most notably around whether there would be sufficient resources to properly implement any changes, the proposed changes were largely supported in the sector. NATFHE supported the reforms.

The final version of the proposals was published in 2004 in "Equipping our teachers for the future". Since that date there have been a number of developments impacting on ITT reform:

- the DfES Standards Unit has been wound up and replaced by the Innovations Group. This group has the lead responsibility for the ITT proposals but much of the detailed work is being undertaken by a team in the DfES Skills for Life Strategy Unit.
- FENTO has been dissolved into the Lifelong Learning Sector Skills Council, Lifelong Learning UK. It has taken over certain key elements of ITT reform (see below) including work on lecturer occupational standards, centres for excellence in teacher training and trialling the new qualifications. A subsidiary company of Lifelong Learning UK, Standards Verification UK, has taken over the FENTO functions of endorsing ITT learning programmes and providers.
- The FE White Paper March 2006 restated the policy to see all FE teachers and lecturers professionally qualified by 2010. It also repeated the policy to introduce a licence to

practice for FE teachers and lecturers which will comprise of the new Qualified teacher (learning and skills) (QTLS) plus a requirement to register with the Institute for Learning (post compulsory education and training) (IfL) with a requirement to undertake 30 hours per year.

- In April 2006 the Qualification Improvement Agency (QIA) was established to co-ordinate activities of various national agencies and organisations around maintaining and improving quality. QIA have taken over the responsibility for oversight of what had been the Standards Unit's work on teaching and learning materials. QIA has been tasked with creating a sector qualification improvement strategy. This is complemented and supplemented by the LSC's Framework for Excellence which is the first in a series of consultations on key performance measures and indicators which will build to a single numeric or starred performance rating for providers
- Funding: the 2005-2008 Comprehensive Spending Review made available £70m for workforce development in 2007-8. £30m was for ITT in addition to the existing HEFECE and LSC funding. "Equipping our Teachers" stated the intention to pay this money to the employers of teachers undertaking ITT, probably through the LSC. UCU does not at this stage know whether these resources will be allocated to providers.

3.2. Initial Teacher Training

New ITT programmes are to be introduced in September 2007 for all newly appointed teachers and lecturers in FE. There will be 2 programmes linked to qualifications. These awards will apply only to England Those for whom teaching/ tutoring/ training is their major role, will be required to progress to a further qualification appropriate to role. The new qualifications will be developed based on the Framework for Achievement model i.e. credit based with core and optional units at different levels, so that people can build a qualification which meets their needs.

a. An Initial Teaching Award for all new teachers, lecturers, trainers and tutors in the learning and skills sector.

This will be 30 hours long (excluding teaching practice and observation) and be at level 3. This is a small introductory course which will give a threshold status to teach. It will be mandatory for anyone without existing relevant teaching qualifications, who teaches publicly funded provision.

This award will be made up of core units and will not be time limited. It will be based on the individual need of the trainee identified through an individual learning plan. There will be both generic and subject specific mentor support in the workplace.

For some new teachers who will be taking the full teacher training award, they will be able to take this initial award at level 4 or 5 so that it can be part of their full award. This award will equip all teachers with the introductory skills and knowledge they will need to teach. Those teachers and trainers who have a limited role such as only undertaking workplace assessment or as visiting speakers make occasional inputs to learning programmes won't have to take this initial award.

Currently there is only a firm intention to implement the requirement to take this initial award through Regulation on new staff in FE colleges. It is understood that there is an investigation as to whether it will be possible to implement a requirement on ACL and WBL new teachers, trainers and tutors through the LSC making it a condition of receiving its funding. This has not yet been finally decided.

Level Three/ Four Award in Preparing to Teach in the Lifelong Learning Sector – 6 Credits

b. The full teaching qualification for all new FE teachers, be they full time, part time fractional and salaried, part time hourly paid, agency or self employed. Achievement of this qualification will lead to the awarding of Qualified Teacher Status Learning and Skills (QTLS) which will be the licence to practice for FE. The full award will usually be a level 5 but there will also be opportunities for some trainees to complete at levels 3 and 4.

The qualification will be made up of core units with some optional units to contextualise the learning and teaching to particular learning contexts such as FE, 14-19, adult learning, ACL and WBL. The qualification can be delivered in-house externally; pre or in-service, through an awarding body or higher education institution.

“Equipping our teachers” stated that a trainee would have up to 5 years to complete the full award. Regulations giving the details of this are expected by the beginning of 2007.

*At present, the teaching qualifications proposed are:

Level Three/ Four Certificate in Teaching in the Lifelong Learning Sector – 24 credits

Level Five/ Six/Seven Diploma in Teaching in the Lifelong Learning Sector – 120 credits

There may also be a Level Four Diploma.

Both the initial and full awards will have:

- A mix of taught and practical elements
- Delivery by a team: those teaching the pedagogical elements and those in the workplace responsible for line management, supervision and support
- An initial assessment leading to an individual learning plan
- Accreditation of prior learning and experience
- No entry requirement in terms of literacy, numeracy or language. But trainees will have to be able to show they have satisfied standards by the end of their course.
- Mentoring in the workplace. Subject specific skills will be acquired in the workplace and from vocational/academic experiences. Mentors around this will be essential

- Observation: a minimum of 8 during the full qualification programme. Some will be undertaken by mentors/managers in the workplace, others by those delivering the taught programme. The Teacher Training Team will decide when these observations will take place and who will do them.
- A professional log/record containing the initial assessment and learning aims

Licence to practice: when a trainee has successfully completed the full award, s/he will register with the Institute for Learning (post compulsory education and training) [IfL], the professional body for the sector, and receive their full licence to practice. In order to remain a member of IfL and thus remain registered each licensed teacher will have to complete 30 hours of CPD per year. Again the Regulations on the details of this are expected in the New Year. Many of the important features of the registration and licence have yet to be settled. The IfL's web site www.ifl.ac.uk contains the IfL views on a number of outstanding issues such as the length of the CPD cycle (and re-registration period), the annual (or other duration) minimum tariff for demonstrating good standing, the balance of formal and informal CPD activities and any mandatory requirements associated with registration, definitions of appropriate CPD activity, recording requirements through the IfL Membership Management Database and the maintenance of an evidence base (portfolio, CPD log, on-line records etc). The IfL will also register those completing the Initial Award but there will be no requirements laid down on this.

3.3. Continuing Professional Development (CPD)

CPD are activities that professionals undertake to keep the knowledge and skills required to acquire professional status, up-to-date and refreshed. Many professions such as doctors, lawyers and engineers have requirements that members of that profession may have to undertake in regard of CPD, in order to keep the professional status. This may be taken both within work and personal time. There can be confusion between staff development and CPD. CPD is that which pertains to the professional activities of the individual, although these may well meet the organisational needs of the institution in which the individual finds her/himself. Staff development is normally organised by the employer and whilst it may meet the needs and wants of the individual, it can include activities that can be seen as meeting the organisation's administrative and business needs.

For professionals in the learning and skills sector, the most important elements of professional development are the outcomes and the impact on teaching and supporting learning practice. There are a variety of activities that can contribute to CPD, a mix of formal and informal, accredited and non-accredited. Teaching practitioners are best placed to make individual judgements about the type and nature of activities that meet their identified needs. These may be formal, accredited courses leading to a specific qualification, or informal practitioner-based activities, often self-directed.

An important feature in the learning and skills sector is that the majority of teaching practitioners in post-compulsory education and training operate within the context of dual professionalism. Having excelled in their vocational or academic specialism in business, industry and commerce, they chose to pass on their skills and expertise to learners in their

field. To do this effectively they may have undertaken (and since 2001 in FE new lecturers will have had to undertake) teacher training and have been awarded qualifications in recognition of their skills and abilities as a teacher. From September 2007 Qualified Teacher Learning and Skills (QTLS) status, conferred by the Institute for Learning, will reinforce the professional identity of teachers in post-compulsory education and training.

FE White Paper: made a number of proposals on CPD. On all of these more detail on progress, consultation and implementation is awaited. Since the publication of the White Paper, Ministers have made it clear that there will be no additional money to resource these proposals and that

- FE lecturers will be required to undertake 30 hours CPD per year
- there should be a national framework for CPD
- there should be national standards for CPD
- colleges should have a CPD plan

3.4. Professional Standards

Reference has already been made to occupational standards, specifically the FENTO standards for lecturers. Occupational standards are descriptions of the satisfactory levels of knowledge, skills, roles, activities and values that underpin particular jobs and roles or sets of jobs and roles within a sector. Occupational standards were created by employer-led National Training Organisations. These have been superseded by Sector Skills Councils who have also taken over the remit for creating and regularly reviewing occupational standards. Occupational standards are not qualifications but they are what qualifications, particularly NVQs and "post NVQ" qualifications, are derived from. Occupational standards are created through a particular analysis and methodology of jobs and roles, i.e. functional analysis. This often results in a particular format and uses language which is often rightly criticised for its lack of clarity and opaqueness.

FE has had its own occupational standards for lecturers and teachers, popularly known as FENTO Standards. These were created in the late 1990s as a result of extensive discussions and consultations with FE including the unions.

The FENTO Standards were due for a regular review, and the 2003 OFSTED ITT survey made further criticisms of the FE standards. LLUK was given the task of reviewing the FENTO Standards. However they were also directed to rewrite the standards to meet the needs of the wider learning and skills sector. They were then writing occupational standards for teachers, lecturers, tutors and trainers in FE, ACL and WBL; one set of overarching professional standards. LLUK has conducted the review and rewrite of the standards through a wide variety of consultations, workshops and conferences. This has covered the role specifications and guidance on interpretation of the standards at different levels and across different contexts of practice. The new standards cover 6 domains, with 3 areas in each domain: Values, Knowledge and Practice and are articulated at the level of the Initial Teaching Award and the full QTLS. The new standards have now been approved by ministers and can be found on

www.lifelonglearninguk.org/documents/standards/professional_standards_for_itts_011206.pdf

Further guidance is to follow and should be able to be accessed through the Lifelong Learning UK web site www.lifelonglearninguk.org

3.5. Centres for Excellence in Teacher Training

Centres for Excellence in Teacher Training (CETTs) were proposed in Equipping Our Teachers for the Future (DfES 2004) and have been referred to subsequently in other DfES policy documents including the FE White Paper. On 12 June 2006, the Minister announced that a network of new training centres for Further Education (FE) teachers, tutors and trainers will be up and running across the country by September 2007, providing training, professional development and self improvement programmes for all colleges and training providers.

These CETTs will offer workplace support for trainee teachers eg mentoring, observation, placement, specialist coaching and support. They will be networks of existing ITT providers and others. They will have strong and effective management as shown in inspection grades, a track record of success in workforce development, good practice and high standards and expertise across the range of learning contexts. This is particularly important as CETTs will take a lead in active local partnerships and it is likely that the new full award may require trainees to show their skills across a range of learning contexts and age groups.

On 12 June 2006, the Minister for Lifelong Learning, Further and Higher Education announced that a network of new training centers for Further Education (FE) teachers, tutors and trainers will be up and running across the country by September 2007, providing training, professional development and self improvement programmes for all colleges and training providers.

3. 6. Update on the developments in qualifications for Skills for Life teachers

Specialist teachers: the Skills for Life team is working closely with those implementing the ITT reforms and to develop a Skills for Life pathway within the new framework.

Professional Standards and application of the standards for teachers of English and Mathematics: the Skills for Life team is producing an 'application' of these standards for teachers of English (Literacy and ESOL) and Mathematics to underpin the development of qualifications for teachers of Skills for Life subjects. These two application documents will replace the present FENTO subject specifications for Literacy, ESOL and Numeracy.

Qualifications: mandatory units within any teaching qualification will be referenced to the professional standards. For literacy, Numeracy and ESOL trainees, these same units would be delivered referenced to the elements prescribed in the application documents for English and Mathematics. In addition to these mandatory units within teaching qualifications there will be some optional units for trainees to chose from. For Literacy, Numeracy and ESOL teachers it is proposed that these units be 'mandatory options' and contain the subject content of English and Mathematics. LLUK is to consult on the development of qualifications for specialist teachers in the coming weeks.

Delivery of the qualifications: LLUK is proposing a subject specific model for the initial training of Literacy, Numeracy and ESOL teachers. At present, a model similar to this is the

'integrated' qualification, where a generic teaching and specialist subject qualification are delivered as a single programme. Qualifications will be developed for cohorts of Numeracy, Literacy or ESOL trainees. (This is not to exclude some units being undertaken within generic programmes. LLUK wishes to protect the important opportunity to train alongside the wider community of practice). LLUK is considering to what extent units could be delivered for joint delivery of ESOL and Literacy. Although a subject specialist training is the preferred model, there will need to be the opportunity to train on a generic course and then take an additional specialist subject stand alone qualification. On completing these a lecturer would be recognised as a specialist teacher of Literacy, Numeracy or ESOL. This additional stand alone qualification would also be taken by a Skills for Life specialist who wishes to add an additional subject specialism.

Entry requirement for Literacy, Numeracy and ESOL specialist teacher training: in order to limit the size of the initial and stand alone qualifications (as they will contain far more subject knowledge than generic courses) LLUK will introduce an entry requirement for both qualifications. There will be a requirement to evidence personal skills in English or Mathematics at level 3. LLUK is developing English and Mathematics subject specifications detailing the personal skills and related knowledge and understanding required. These will be published later in 2006. There will be further consultation on how this could be evidenced, including through initial assessment, exemption for equivalent qualifications or an external test of some kind.

Initial award: it is expected that for Skills for Life trainees, this award would be embedded in a full diploma qualification at level 4 or 5. Skills for Life teachers will continue to be regarded as before in a full teaching role and requiring a minimum level 5 qualification.

Vocational and other subject teachers: teachers in a full teaching role will be required to take a minimum level 5 qualification. Within this will be a revised minimum core to be developed in autumn 2006. This revision will focus on the introduction of ICT. Teachers may also be required to take National External Tests to demonstrate their personal skills in English and Mathematics (as will Skills for Life teachers in the subject other than their specialism). Tests written to the present minimum core will be available to awarding institutions from the end of September to use with trainees as they wish. Revised tests against the new minimum core will be developed and it is the intention of the Department for Education and Skills that these become a requirement from September 2007.

The Skills for Life team will consider how the minimum core relates to these qualifications and how personal skills in English and Mathematics be demonstrated.

Continuing professional development: research is presently being undertaken to identify the training needs of vocational and other subject staff in relation to Skills for Life. At present there are level 3 qualifications available in Literacy, Numeracy and ESOL. Findings from the research show that it would be more appropriate to have a range of qualifications available within a teaching qualifications framework and these could be at any level from 3 to 7. In any of these there would still be no higher minimum requirement for English and Mathematical personal skills than level 2. The findings also support the development of qualifications that introduce an understanding of all Skills for Life subjects before any opportunity to specialise. At

least one appropriate qualification and associated unit specifications will be developed with awarding institutions. It will be available to awarding institutions in March for introduction from September 2007.

Professional Recognition Scheme: A major project to provide a professional recognition scheme for a substantial number of Skills for Life practitioners in England is now under way. This follows the success of DfES-funded pilot schemes for specialist literacy, numeracy and ESOL teachers carried out by LLUK over the past twelve months. The Professional Recognition Learning and Skills (PRLS) scheme provides a route for existing experienced practitioners to be recognised as teaching professionals in literacy, numeracy and language, without the formal qualifications that new entrants require to meet the current regulations. Teachers successful in achieving Professional Recognition can be counted towards the qualified workforce targets.

Conferring PRLS is the outcome of a professional judgement by experts and respected members of the relevant community of practice. The evidence provided through a formal application process is reviewed by two adjudicators and a recommendation made to a panel for final consideration.

The recognition process will be open to teachers who are fulfilling the full teaching role in their specialist Skills for Life subject but do not have one or both of the following:

- Stage 3 generic teaching qualification i.e. Certificate in Education, PGCE, or Level 4 FE Teacher's Certificate or
- Level 4 Subject Specialist certificate

In addition these teachers are unable to provide current evidence for an APL/A (Assessment of Prior Learning/Achievement) to existing qualifications. Practitioners without a recognised generic teaching qualification and wishing to apply for recognition must have entered the workforce prior to the introduction of the requirement from September 2001. Literacy and Numeracy practitioners holding a recognised teaching qualification and wishing to apply for recognition in their subject specialism area must have been teaching these subjects prior to September 2002; ESOL practitioners holding a recognised teaching qualification and wishing to apply for recognition in their subject specialism area must have been teaching their subject prior to September 2003.

4. Unresolved issues

- Regulations on the ITT teacher training requirements and the CPD requirements
- How lecturers appointed before Sept. 2007 can be required to register with the Institute for Learning.
- How the proposal that there will be a requirement that all lecturers undertake 30 hours CPD can be implemented on lecturers appointed before Sept 2007 without either primary legislation or wholesale contractual change
- How registration of staff with IfL will be implemented
- What will happen in the event of staff member with QTLS being found to be a member not in good standing with the IfL, or if a member is struck off by IfL

- A professional code of conduct for teachers and lecturers
- Who will pay the IfL's registration fee
- What will be the connections between the General Teaching Council and the HE Academy

5. UCU policy and positions

- that in the period since incorporation FE colleges have endured a long period of deprofessionalisation. This may now be ceasing and there seems to be a new focus on professionalism in the sector.
- that professionalism and developing professionalism is a partnership between the state and its agencies, the employers and the staff themselves. All have interests in the processes of professionalism and its development which need to be taken into account, valued and respected.
- Professional development is most effective when conducted through reflective practice, with the teaching practitioner judging the value of a training and development activity in terms of the impact on teaching and supporting learning, not time taken to complete the activity.
- The teaching practitioner is at the centre of the professional development process, taking responsibility for reflecting on practice and identifying personal development needs.
- Professional development plans should clearly articulate the needs of the teaching practitioner, setting measurable objectives which reflect the teaching context and synthesise with the needs of the employer.
- There should be a balance between formal and informal professional development activities and any mandatory requirements associated with registration, relative to the needs of the teaching practitioner at that point in time.
- Professional development is most successful when undertaken as an integral element of all work activity, rather than viewed as an additional requirement or burden
- All policy initiatives should conduct an assessment as to their impact on and need for professional development.
- Professional development should be properly resourced. All new policy initiatives should be costed to include the associated professional development costs
- Whilst recognising that there are aspects of professional development which are informal and may take place outside the time of paid employment, professional development should largely take place within work time, and should not be an add on to work.
- There should be paid education leave for professional development.
- There should be advice, guidance and information available on all professional development and staff training opportunities.
- Where qualifications are mandatory, the costs of learning programmes should not be borne by the staff member.
- Classroom observations, mentoring and coaching must be undertaken by staff with the appropriate and relevant qualifications to undertake these activities.

- Classroom observation, mentoring and coaching undertaken by staff should be considered as a normal part of their duties and considered as “class contact” time.
- UCU encourages its members to take part in proper and reasonable professional development and staff training
- There must be equality of opportunity both in the opportunities for professional development and staff training and in the ways that it is delivered
- Institutional professional development and staff training policies should be open and transparent, and the result of negotiations between management and staff. Opportunities for professional development and staff training and access to them should not be used as a reward or punishment.
- UCU as its contribution to the professional development and staff training encourages its members to participate in such activities and to raise these issues in collective bargaining. It considers that the development of UCU branch learning representatives to be a significant development and contribution to the discussions and implementation of professional development policies and practices.
- UCU would not wish for its members to have to undertake registration with more than one educational professional body. In as much as UCU members in FE colleges may be registered with the GTC and HE Academy through previous experiences and activities, there should be as much mutual recognition and transferability of professional status as is possible between the 3 education professional bodies

6. Key documents and resources

DfES (2004). Equipping our teachers for the Future. Reforming Initial Teacher Training for the Learning and Skills Sector. London, DfES.OFSTED (2003).

The Initial Training of Further Education Teachers - A Survey. London, OFSTED.

www.lifelonglearninguk.org for updates, engage in on-line dialogue and respond online to consultations

LLUK Teacher Information Helpline: 020 7936 5798 for advice on all aspects of current and future initial and full teaching qualifications and routes to qualification

Professional Recognition Scheme: Detailed guidance on the application process is now available from the LLUK website at www.lluk.org. The scheme is time-limited. Applications will be considered during two periods only: 4th September – 20th October 2006 and 8th January – 23rd February 2007.

7. Frequently answered questions

1. I teach part-time - how long do I have, to achieve the full QTLS qualification?

We are waiting for the Regulations governing the implementation of the new initial teacher training programmes. “Equipping our Teachers”, the DfES publication on the new programmes

spoke about staff having up to 5 years to gain the qualification but this has to be confirmed along with details of how long part time lecturers will have to obtain the qualification

2. I work as a manager in Adult Education – do I have to achieve this new qualification?

Only if you teach as well as manage

3. I am a prison educator – will I have to achieve this new qualification?

Yes

4. What is the minimum award I will have to achieve in order to obtain a licence to practice?

From September 2007 you will have to achieve the new teaching qualification and register with the Institute for Learning

5. Is QTLS a qualification?

No it is licence to practice; a status. Within it there will be an initial teaching qualification.

6. I have taught Health and Social Care part-time at College for over 18 years without a recognised teaching qualification. I retire in less than 5 years. Will I need to do the qualification?

It is not clear whether you will have to take the new qualification. The Government has a target that by 2010 FE will have a fully qualified workforce. UCU's policy, that we are putting forcibly to the DfES, is that it would be a waste of resources to make very experienced but unqualified teachers undertake this new qualification. There may be a process similar to that for teachers wishing to switch to Skills for Life work from other subjects, that will formally recognise the skills and experience that many lecturers have.

7. What happens if I am promoted or move jobs to another college or agency. Will I need a licence to practice?

You may well have to as you will be issued with a new contract which may have as a requirement that you have the licence to practice.

8. The new reforms provide 30 hours for continuing professional development. Can I choose what training or skills updating I would like to do?

We are waiting for details of the implementation of this. It is to be hoped that what CPD you do will be determined by a mix of personal and professional as well as organisational needs

9. I am a full-time lecturer I currently receive 2 observations a year from my line manager. Will this increase?

You have to differentiate between classroom observations for the purpose of teacher training and those for other reasons such as self-assessment, inspection and performance management. If the observations are for initial teacher training, then the number will increase. UCU is in the process of rewriting its guidelines on classroom observation

10. I live and work at a College in the Channel Island – how will the reforms affect me?

The new requirements on both ITT and CPD will only apply in England. However the new professional standards cover the whole of the UK including the Channel Islands

11. I have had no staff training for the past 5 years and I want updating in my subject area. Do I have any entitlement in terms of time off or financial support?

Currently you have no entitlement to any staff or professional development. The recent FE White Paper proposed that each college should have a staff/professional development plan and that there should be national standards for CPD. The White Paper also announced that all lecturers would be required to undertake 30 hours of CPD per year. These should help. None of this amounts to an entitlement to development. But they should begin to impact on the whole ethos around staff/professional development. Ultimately both now and probably in the future access to staff/professional development depends on a college having clear, transparent and fair staff/professional development policies negotiated with the unions and underpinned by a learning agreement and monitored and evaluated by a joint management-unions learning committee.