



# Review of Qualifications for Learning Professionals in England

## Findings Report - Phase Two

MARCH 2011

 YOUR  
QUALIFICATIONS  
YOUR SAY



Skills for Learning Professionals

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# Acronyms

This table provides you with the definition for each of the acronyms found within this document.

<b>Acronym</b>	<b>Definition</b>
ACL	Adult and community learning
ADTTLS	Additional Diploma in Teaching in the Lifelong Learning Sector
AO	Awarding organisation
ATLS	Associate Teacher, Learning and Skills
CETTs	Centres for Excellence in Teacher Training
CPD	Continuing professional development
CTLLS	Certificate in Teaching in the Lifelong Learning Sector
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
ESOL	English for Speakers of Other Languages
FE	Further education
FHEQ	Framework for Higher Education Qualifications
GLH	Guided learning hours
HEI	Higher education institution
ICT	Information and communication technologies
LLUK	Lifelong Learning UK
Ofqual	Office of Qualifications and Examinations Regulation
PTLLS	Preparing to Teach in the Lifelong Learning Sector
QCF	Qualifications and Credit Framework
QFLP	Qualifications Framework for Learning Professionals
QTLS	Qualified Teacher, Learning and Skills
TQF	Teacher Qualifications Framework
UCU	University and College Union
WBL	Work based learning

# Background

Between September 2010 and March 2011 Lifelong Learning UK undertook a review of qualifications for learning professionals in England. The focus of the review was the qualifications developed by Lifelong Learning UK primarily for teachers<sup>1</sup> in the further education (FE) sector in England. However, the review also considered the use of the qualifications in other contexts. The current qualifications were developed in the qualifications and credit framework (QCF) in 2007<sup>2</sup>. One outcome of the review will be the publication of Lifelong Learning UK's awarding organisation guidance for revised qualifications.

The review was in two phases. The first phase was completed in December 2010. It aimed to secure feedback from the sector on a broad set of proposals from Lifelong Learning UK. These proposals were detailed in a review document and made suggestions for the future development of qualifications for learning professionals. A report summarising the responses to the review document in Phase One of the review was published in January 2011 and is available on the Lifelong Learning UK website at [www.lluk.org](http://www.lluk.org)

Informed by these responses, a second phase review was undertaken from January to February 2011, putting forward more detailed proposals.

This report summarises the responses to the proposals<sup>3</sup> in Phase Two of the review. It is based on three sources:

- comments from individuals and organisations through an online response form
- feedback from individuals attending one of the eight events organised by Lifelong Learning UK; and
- individual responses made following events that were self-facilitated by organisations using a facilitation pack made available by Lifelong Learning UK.

The review period opened on 20 January and concluded on 11 February 2011. All respondents used the same response form whether this was obtained at an event or completed online.

A total of 270 responses were received. Of those, 131 responses were received on behalf of organisations and 139 were received from individuals.

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<sup>1</sup> In this context 'teachers' is intended to be a broad term to include teachers, lecturers, tutors, trainers, instructors, and other professionals involved in delivering learning in the wider FE sector.

<sup>2</sup> These qualifications meet the requirements of The Further Education Teachers' Qualifications (England) Regulations 2007.

<sup>3</sup> The proposals were contained in the review summary document.

In addition to the above, Lifelong Learning UK organised a number of focus groups to gather further responses to proposals in Phase Two of the review. These included groups with a specific focus on work based learning (WBL), adult and community learning (ACL), literacy, numeracy and ESOL, awarding organisations (AOs), national and local meetings of Centres for Excellence in Teacher Training (CETTs), FE Teacher Education and the University and College Union (UCU). However, the discussions are not specifically reported in this formal summary of findings but were used to explore in more detail the proposals relevant to those particular groups. Those involved in these groups were encouraged to contribute separately through the online survey and many did so.

The review document from the second phase remains accessible on the Lifelong Learning UK website at [www.lluk.org](http://www.lluk.org).

This findings report has been considered by a number of critical readers and the project steering group. These have shaped the work that Lifelong Learning UK undertook to develop the revised qualifications and guidance.

Lifelong Learning UK would like to take this opportunity to extend thanks to all those who have taken the time to take part in this final phase of review. We were encouraged by the number of responses received from all parts of the lifelong learning sector, and impressed by the thoughtfulness with which respondents have engaged with our proposals.

# The scope of the review

The current teaching qualifications under review are used predominantly in the FE sector in England. These qualifications are for those working in:

- further education (FE) colleges
- work based learning (WBL)
- adult and community-based learning (ACL); and
- informal adult learning and the third sector<sup>4</sup>.

Four elements were included in Phase Two of this review. They were:

- current generic teaching qualifications, including Preparing to Teach in the Lifelong Learning Sector (PTLLS), Certificate in Teaching in the Lifelong Learning Sector (CTLLS) and the Diploma in Teaching in the Lifelong Learning Sector (DTLLS) and their equivalents, including those developed by higher education institutions
- current subject specific qualifications for teachers of literacy, numeracy and ESOL
- accredited professional development opportunities beyond initial training; and
- a proposal to establish a new qualifications framework for learning professionals.

There has been a review of all core units of assessment in the teaching qualifications to ensure they are compliant with current Qualifications and Credit Framework (QCF) regulations.

We recently conducted a review of the qualifications for learning and development. Taken together with this review, there has been the opportunity to establish a number of flexible qualifications at the heart of a proposed qualifications framework for learning professionals.

Exclusions from this review:

- The titles of qualifications required by learning professionals are included in the Further Education Teachers' Qualifications (England) Regulations 2007<sup>5</sup>. As a consequence the

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

<sup>5</sup> [http://www.lluk.org/documents/fe\\_teacher\\_qualifications\\_regulations\\_2007.doc](http://www.lluk.org/documents/fe_teacher_qualifications_regulations_2007.doc)

review did not consider a change in these qualification titles. No change to the levels of the qualifications currently available was proposed.

- Achieving a teaching qualification is an important step on the way to gaining the status of Qualified Teacher Learning and Skills (QTLS) or Associate Teacher Learning and Skills (ATLS). However, consideration of QTLS and ATLS status is not part of this review.
- The overarching Professional Standards for Teachers Tutors and Trainers in the Lifelong Learning Sector underpin all current teaching qualifications. These have not been reviewed and will continue to underpin revised qualifications.
- Two guidance documents that are applications of the Professional Standards; one for teachers of English (literacy and ESOL) and one for teachers of mathematics (numeracy), inform the content for related subject specific qualifications. These have not been reviewed and will continue to inform the content of revised qualifications. Other application guides, including those for using technology and teaching disabled learners, are also not part of this review and will continue to underpin related qualifications.
- The minimum core for literacy, language, numeracy and ICT will remain as a component of the qualifications. The minimum core is currently the subject of a separate review to ensure the language remains inclusive for all trainee teachers. The revised minimum core will be made available on our website and included in the guidance documents produced as part of this review in March 2011.
- The entry criteria for subject specific teaching qualifications detail the skills in English or mathematics required to join a literacy, numeracy or ESOL initial teacher education programme. This requirement will be retained. The ways the requirement can currently be evidenced will also be retained. The entry criteria were recently reviewed and are not included in this review.
- Although we are working across the UK to enable qualifications for learning professionals to be more aligned, those related qualifications in Northern Ireland, Scotland and Wales are not part of this review.
- We have recently developed a number of pathways within the qualification for learning support practitioners. Guidance documents that are applications of the National Occupational Standards for Learning Support Staff inform the content for related subject specific pathways. These are not included in this review, though it is proposed that the qualifications are included in the framework for learning professionals.



# Understanding the findings

This report follows the format of the review documents and response form. The review document was organised under three main headings and the structure of this report reflects these same headings:

1. Approach to reviewing the qualifications
2. Proposals for generic teaching qualifications
3. Proposals for subject specific teaching qualifications

For each of the proposals put forward by Lifelong Learning UK in Phase Two of the review, details are provided about what we set out to do and what we proposed. For each question, a numerical analysis of responses is given and is also represented in diagrams. As different numbers of responses were received for individual questions, the percentages given for each question are based solely on the responses received to that question, and not on the overall number of people responding to the review.

In addition to this statistical analysis, each question is also followed by a brief commentary on some of the comments received for each proposal. Finally, each section details the action Lifelong Learning UK now intends to take, based on the outcomes of this phase of review.

We have used the following terms in the narrative to refer to percentages:

Almost none, very few	0 to 3%
Very small minority, few	4 to 19%
Small minority	20 to 34%
Minority	35 to 49%
Half	50%
Majority	51 to 64%
Large majority	65 to 79%
Very large majority, most	80 to 96%
Overwhelming majority, almost all, all	97 to 100%

However, where comments are noted we refer to 'some respondents'. This reflects our focus at this point on the issue raised for consideration and not the number of respondents making the comment.

# 1. Approach to reviewing the qualifications

## 1.1 Guidance for employers, practitioners and providers of teacher education

### Background

As part of the project to review and update the qualifications for learning professionals, Lifelong Learning UK will produce guidance on the qualifications for learning professionals working in the FE sector in England.

### What we set out to do

The aim of the guidance will be to:

- provide a useful reference document for a very wide audience, to include those working for some time in the sector, as well as those new to or intending to work in the sector
- bring together and update information that is available in a range of other publications
- provide detailed information on all qualifications for learning professionals for employers, teachers, tutors and trainers, and providers of teacher education; and
- support the work of those with a human resource and staff development function.

### What we proposed

- The Phase Two review summary document suggested a structure and content for this guidance and asked respondents to comment on whether it would be appropriate.

### Proposal

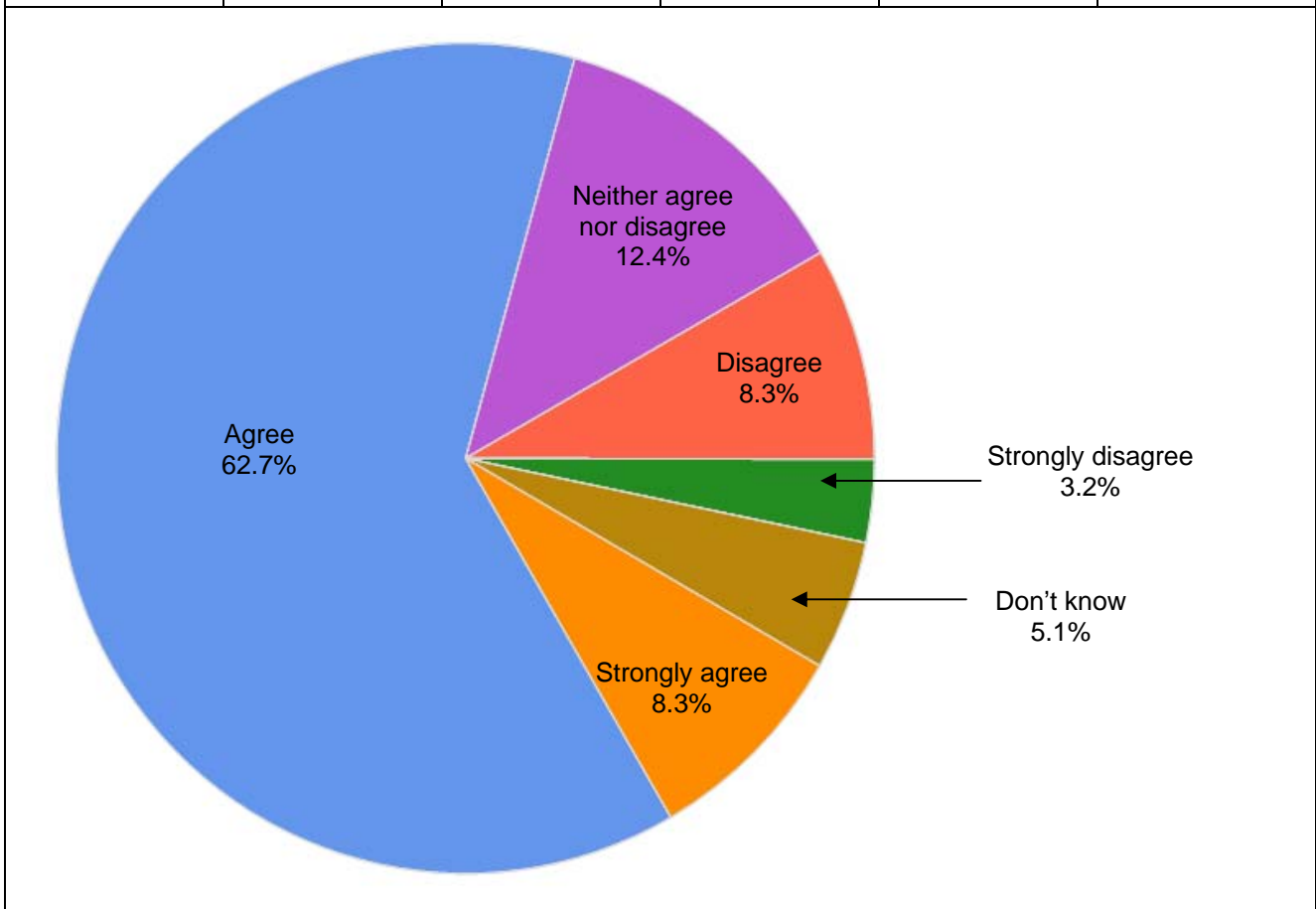
1.1.1 The content and structure of the guidance document are appropriate.

## Findings

Number of respondents: 217 (out of 270)

### 1.1.1 The content and structure of the guidance document are appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
18	136	27	18	7	11
8.3%	62.7%	12.4%	8.3%	3.2%	5.1%



A large majority of respondents agreed or strongly agreed that the proposed content and structure of the guidance document are appropriate, with only a very small minority disagreeing.

### Comments

- Some respondents welcomed the introduction of the guidance and its wider scope.
- Some respondents made suggestions about additions to the guidance as described in the review summary document.

- Some respondents requested that the guidance should be as clear as possible, and should, in particular, help employers to understand the qualification requirements for learning professionals in different roles.
- Some respondents expressed concern that the guidance as described might be too long, (with a suggestion from one respondent that it should be split into two guidance documents; one for employers and one for practitioners).

### **Our response**

Given the strong support from the sector for the structure and content of the guidance we will:

- publish guidance that is as clear as possible and enables employers to understand the qualification requirements for learning professionals in different roles
- where appropriate, include the suggestions provided by respondents in relation to content; and
- revise the structure of the document to respond to concerns that the document may become too long. This includes a change to the focus of the sections proposed. It is now proposed to include three sections. The first two sections will provide summary information firstly on the reforms and working in the sector and secondly on the teaching qualifications. These will meet the needs of the majority of readers of the document. A third section will contain more detailed guidance on the qualifications for those involved more closely with teacher education.

## 1.2 Developing qualification structures in the Qualifications and Credit Framework (QCF)

### Background

The QCF recognises smaller steps of learning and enables learners to build up qualifications gradually, helping learners achieve skills and qualifications that meet the needs of their sector. The proposals in this document relate principally to the development of revised QCF qualifications for learning professionals.

### What we set out to do

In reviewing the qualifications, we aim to reflect the concerns identified through the review process within the revised structure of qualifications in the QCF. In particular we wish to ensure that:

- the revised qualifications are accessible to people working (or wishing to work) in all areas and all contexts within the sector
- the qualifications support individual routes to achievement that meet career and professional goals; and
- opportunities to move between qualifications, and to progress easily from one level of achievement to another, are available to those working in the sector.

### What we proposed

- The Phase Two review summary document asked respondents to confirm their support for this approach to developing qualification structures.

### Proposal

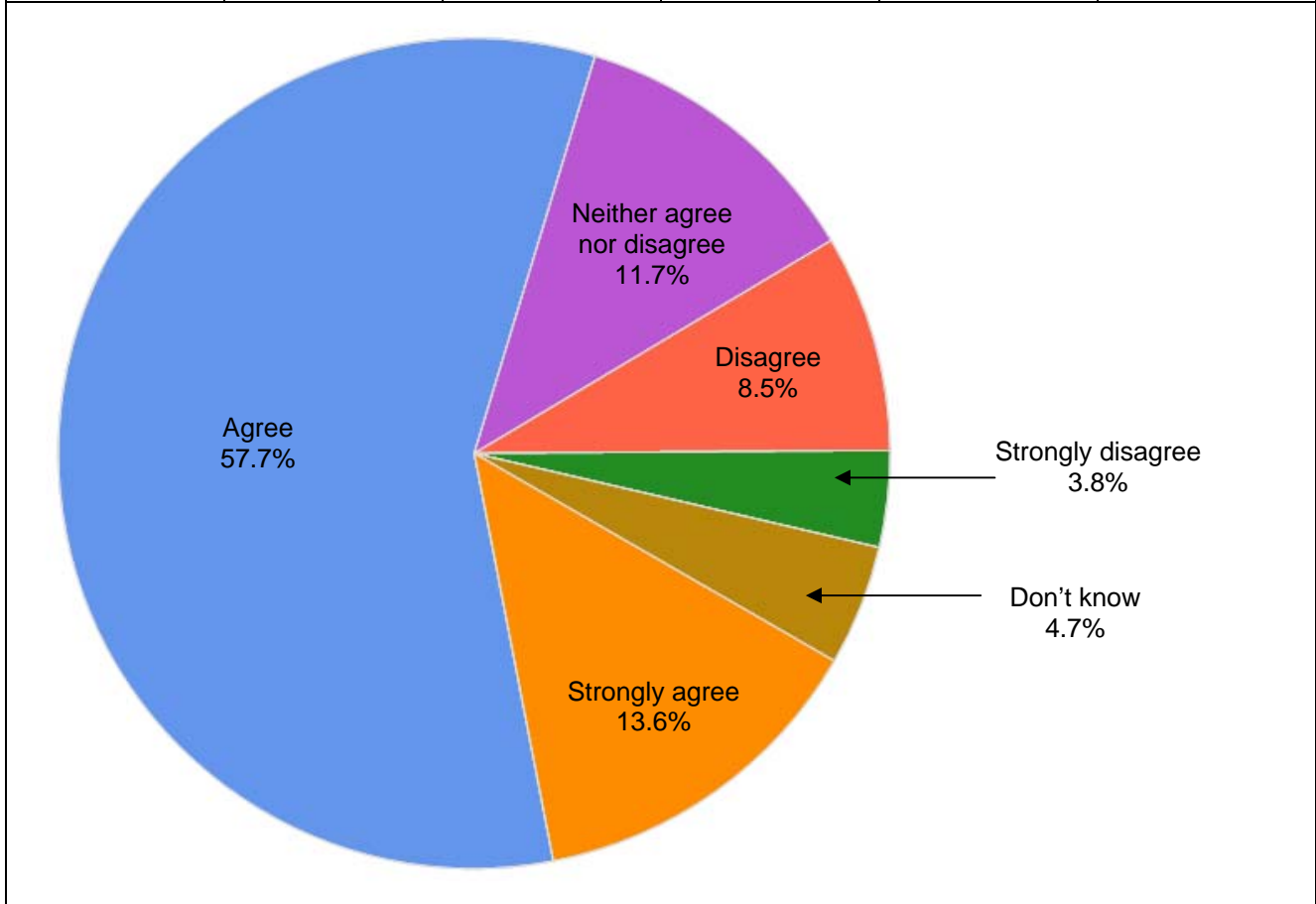
1.2.1 The approach to developing qualification structures in the QCF is appropriate.

## Findings

Number of respondents: 213 (out of 270)

### 1.2.1 The approach to developing qualification structures in the QCF is appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
29	123	25	18	8	10
13.6%	57.7%	11.7%	8.5%	3.8%	4.7%



A large majority of respondents agreed that the approach to developing qualification structures in the QCF is appropriate, with only a very small minority disagreeing.

### Comments

- Some respondents stated that they recognised the value of the new flexibility available in proposed qualifications.
- Some respondents queried whether funding will be available to support a unit-based approach to developing qualifications.
- Some respondents emphasised the need for clarity in guidance to accompany revised qualifications.

- Some respondents expressed concerns about equivalence between qualifications on the QCF and those on the Framework for Higher Education Qualifications (FHEQ), caused in particular by the large number of smaller units of assessment.

### **Our response**

Given the strong support from the sector for the approach to developing qualification structures we will:

- develop qualification structures, where they are supported by the sector, based on the underlying principles described in the Phase Two review summary document; and
- develop guidance which will reiterate the principles used to develop qualifications.

## 2. Proposals for generic teaching qualifications

### 2.1 The Level 3 Award in Preparing to Teach in the Lifelong Learning Sector

#### Background

The achievement of a Level 3 PTLLS Award or equivalent continues to provide sufficient evidence that a trainee teacher has acquired the necessary skills and knowledge to enable them to teach beyond an initial year in the FE sector (a requirement through regulation).

#### What we set out to do

The aim of the review of the qualification was that it should better:

- recognise the teaching roles and responsibilities undertaken in all contexts in the FE sector
- reflect the learning time broadly considered as sufficient to achieve the current unit of assessment; and
- recognise small steps towards its achievement.

#### We proposed that:

- the credit value of the qualification be increased from 6 to 12
- the guided learning hours (GLH) of the qualification be increased from 30 to 48
- the content of the current unit should remain but be expressed in four units of 3 credits each; and
- similar units from the new Level 3 qualifications in Learning and Development be 'matched' to these new units in optional groups.

#### Proposal

2.1.1 The structure and content of the Level 3 Award in Preparing to Teach in the Lifelong Learning Sector are appropriate.

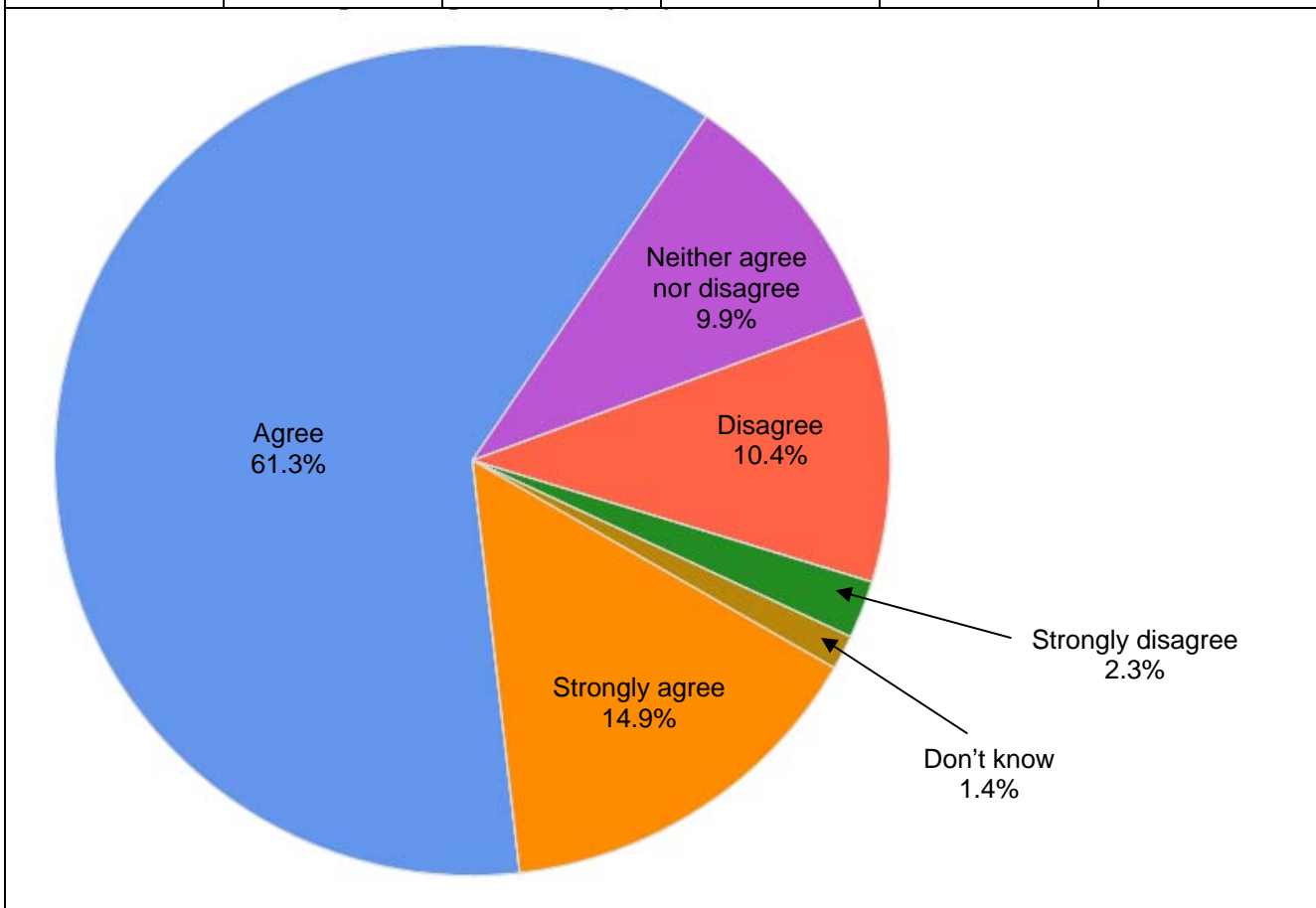


## Findings

Number of respondents: 222 (out of 270)

### 2.1.1 The structure and content of the Level 3 Award in Preparing to Teach in the Lifelong Learning Sector are appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
33	136	22	23	5	3
14.9%	61.3%	9.9%	10.4%	2.3%	1.4%



A large majority of respondents agreed or strongly agreed that the structure of the proposed Level 3 Award in Preparing to Teach in the Lifelong Learning Sector is appropriate.

### Comments

- Some confirmed their support for the increase in the credit value and the guided learning hours.
- Some respondents expressed concerns about whether it should be possible for trainee teachers to achieve the Award when teaching individuals and not groups, although others supported this idea.

- Some respondents expressed concerns about whether those taking the Learning and Development units in the qualification would miss out on micro-teaching as a learning opportunity.
- Some respondents made comments relating to whether there is an appropriate balance of competence, skills and knowledge in the qualification whichever route is taken towards achieving it.

### **Our response**

Given the strong support from the sector for the revised qualification, we will:

- develop awarding organisation guidance for the qualification in line with the proposals as presented
- clarify in guidance the role of micro-teaching in assessing the Award
- provide the opportunity for those who teach individuals to achieve the Award or equivalent by means of the Learning Professional and/or relevant Learning and Development units; and
- work with awarding organisations to address outstanding issues, including the titles and content of individual units.

## 2.2 The Level 4 Award in Preparing to Teach in the Lifelong Learning Sector

### Background

The achievement of a Level 4 PTLLS Award or equivalent continues to provide sufficient evidence that a trainee teacher has acquired the necessary skills and knowledge to enable them to teach beyond an initial year in the FE sector (a requirement through regulation). The availability of an Award at Level 4 can better acknowledge the level at which some trainee teachers are working and can increase opportunities for progression to higher level study.

### What we set out to do

The aim of the review of the qualification was that it should better:

- recognise the teaching roles and responsibilities undertaken in all contexts in the FE sector
- reflect the learning time broadly considered as sufficient to achieve the current unit of assessment
- recognise small steps towards its achievement; and
- take advantage of the facility within the QCF to include credits at a lower level within the achievement requirements of the qualification.

### We proposed that:

- the credit value of the qualification be increased from 6 to 12
- the GLH of the qualification be increased from 30 to 48
- the content of the current unit should remain but be expressed in four units of 3 credits each; and
- similar units from the new Level 3 and 4 qualifications in Learning and Development could be 'matched' to these new units in optional groups.

### Proposal

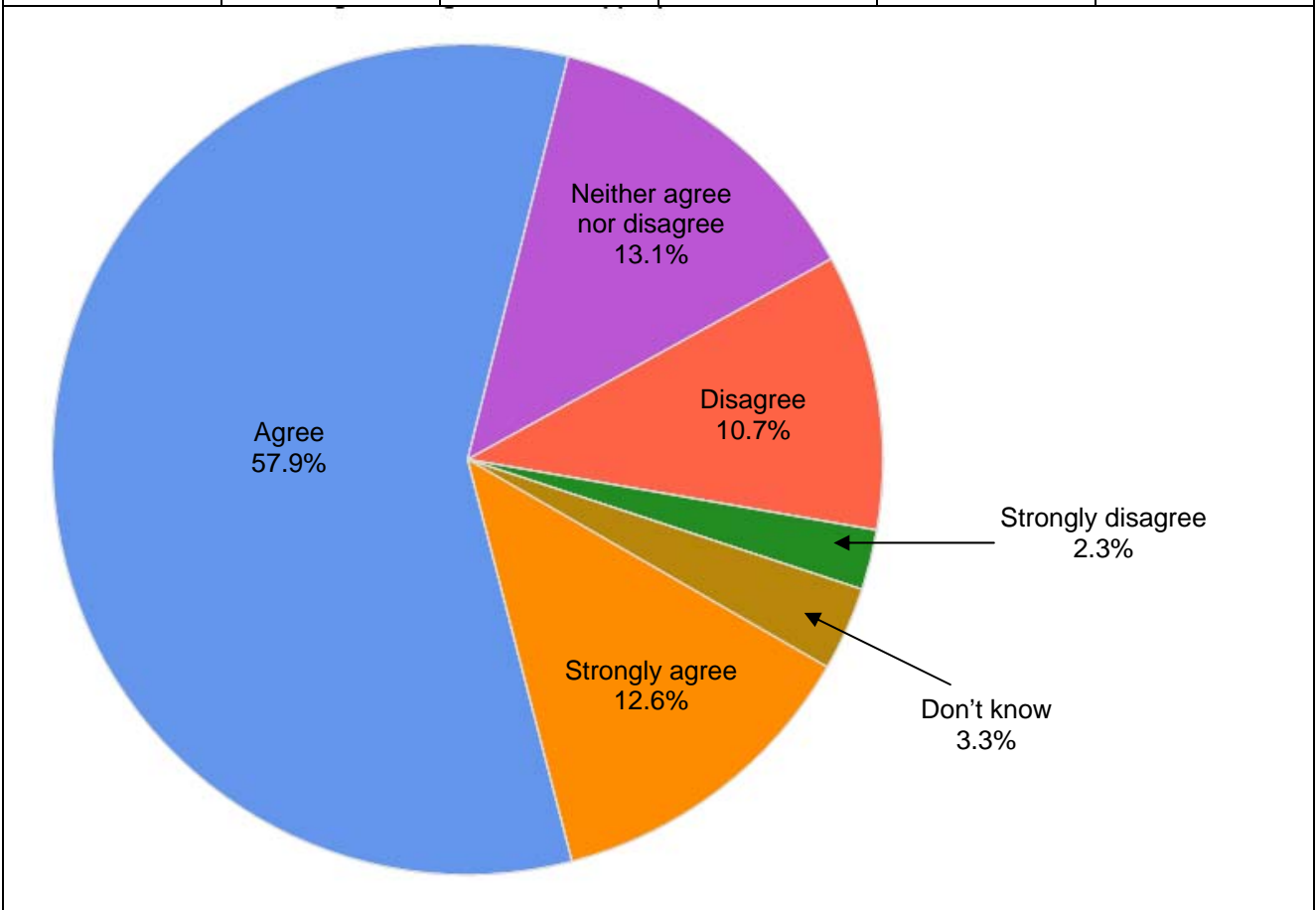
2.2.1 The structure and content of the Level 4 Award in Preparing to Teach in the Lifelong Learning Sector are appropriate.

## Findings

Number of respondents: 214 (out of 270)

### 2.2.1 The structure and content of the Level 4 Award in Preparing to Teach in the Lifelong Learning Sector are appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
27	124	28	23	5	7
12.6%	57.9%	13.1%	10.7%	2.3%	3.3%



A large majority of the respondents supported this proposal, with only a very small minority disagreeing.

### Comments

- Some respondents noted a favourable response to the availability of the Award at both Levels 3 and 4, with some hoping to deliver the programme to cohorts of learners working at both levels.
- Some respondents expressed a favourable response to the inclusion of some Level 3 units in the Level 4 qualification.

- Some respondents commented on the lack of a unit at Level 4 relating to working with individuals.

### **Our response**

Given the strong support from the sector for the revised qualification, we will:

- develop awarding organisation guidance for the qualification in line with the proposals as presented
- clarify in the guidance how those who teach individuals will be able to achieve the Award, or equivalent, despite the lack of a specific unit of assessment on working with individuals at Level 4; and
- work with awarding organisations to address outstanding issues, including the titles and content of individual units.

## 2.3 The Level 3 Certificate in Teaching in the Lifelong Learning Sector

### Background

The proposed Level 3 Certificate remains the qualification required for Associate Teacher Learning and Skills (ATLS) status in England. It provides a broad range of learning opportunities for those in the sector who combine a teaching role with a range of other responsibilities.

### What we set out to do

The aim of the review of the qualification was:

- to make it more flexible
- to make it relevant to a wider range of teachers; and
- to enable a greater proportion of the Certificate to be transferrable into the Diploma in Teaching in the Lifelong Learning Sector.

### We proposed that:

- the overall credit value of the Certificate be increased from 24 to 36
- the GLH for the qualification be increased to 160
- teaching practice hours should remain at 30
- twelve (12) of the 36 credits be achieved through units found in the Level 3 Award
- a further 12 credits at Level 3 be achieved through a mandatory unit and three groups of 'restricted' optional units that permit choices to be made from the Learning and Development qualifications; and
- a further 12 credits must be achieved through a set of 'open' optional units that offer a wide choice of credits at both Levels 3 and 4.

### Proposal

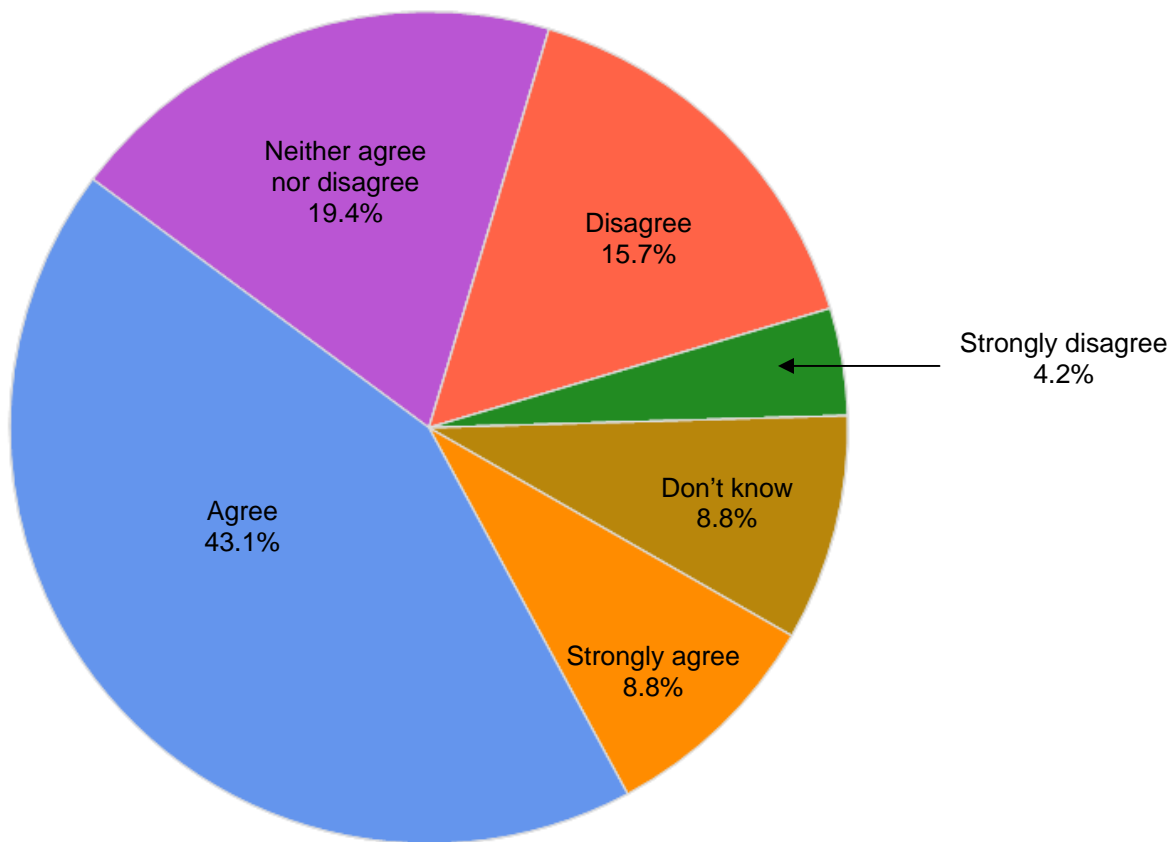
2.3.1 The structure and content of the Level 3 Certificate in Teaching in the Lifelong Learning Sector are appropriate.

## Findings

Number of respondents: 216 (out of 270)

### 2.3.1 The structure and content of the Level 3 Certificate in Teaching in the Lifelong Learning Sector are appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
19	93	42	34	9	19
8.8%	43.1%	19.4%	15.7%	4.2%	8.8%



The majority of respondents supported the proposal, with only a minority disagreeing or strongly disagreeing.

### Comments

- Some respondents made positive comments highlighting the flexibility of the proposed qualification, and supporting the inclusion of units from the Learning and Development qualifications.
- Some respondents raised concerns that the structure proposed is too confusing or complex.

- Some respondents suggested that the Certificate should only be available at Level 4 due to the demands of the Associate role, and because it presents better opportunities for progression to DTLLS.
- Some respondents raised concerns that the GLH proposed for the qualification may be too high while others supported the proposal to increase the GLH.

### **Our response**

Given the support from the sector for the qualification we will:

- develop awarding organisation guidance for the qualification at Level 3 in line with the proposals as presented and in line with regulatory requirements as outlined in the section "The scope of the review"
- increase the GLH of the qualification to 160 in line with the proposal
- ensure that concerns about complexity are addressed by making guidance on qualification structures clear; and
- work with awarding organisations to address outstanding issues, including the titles and content of individual units.



## 2.4 The Level 4 Certificate in Teaching in the Lifelong Learning Sector

### Background

As with the Level 3 Certificate, the Level 4 Certificate fulfils the qualification requirement for Associate Teacher Learning and Skills (ATLS) status. The availability of an Award at Level 4 can better acknowledge the level at which some trainee teachers are working and can increase opportunities for progression to higher level study.

### What we set out to do

The aim of the review of the qualification was:

- to make it more flexible
- to make it relevant to a wider range of teachers; and
- to provide the opportunity for all the credit of the qualification to be included in the Diploma in Teaching in the Lifelong Learning Sector.

### We proposed that:

- the overall credit value of the Certificate be increased from 24 to 36
- the GLH for the qualification be increased to 160
- teaching practice hours should remain at 30
- the Certificate be based on three sets of units, with 12 credits to be achieved from each set
- twenty-four (24) of the 36 credits must be achieved at Level 4, meaning that the 12 credits from a Level 3 Award could be included within the requirements of the Level 4 Certificate
- the Level 4 Certificate include groups of 'restricted' as well as 'open' optional units; and
- both 'restricted' and 'open' groups include units drawn from the Learning and Development qualifications.

### Proposal

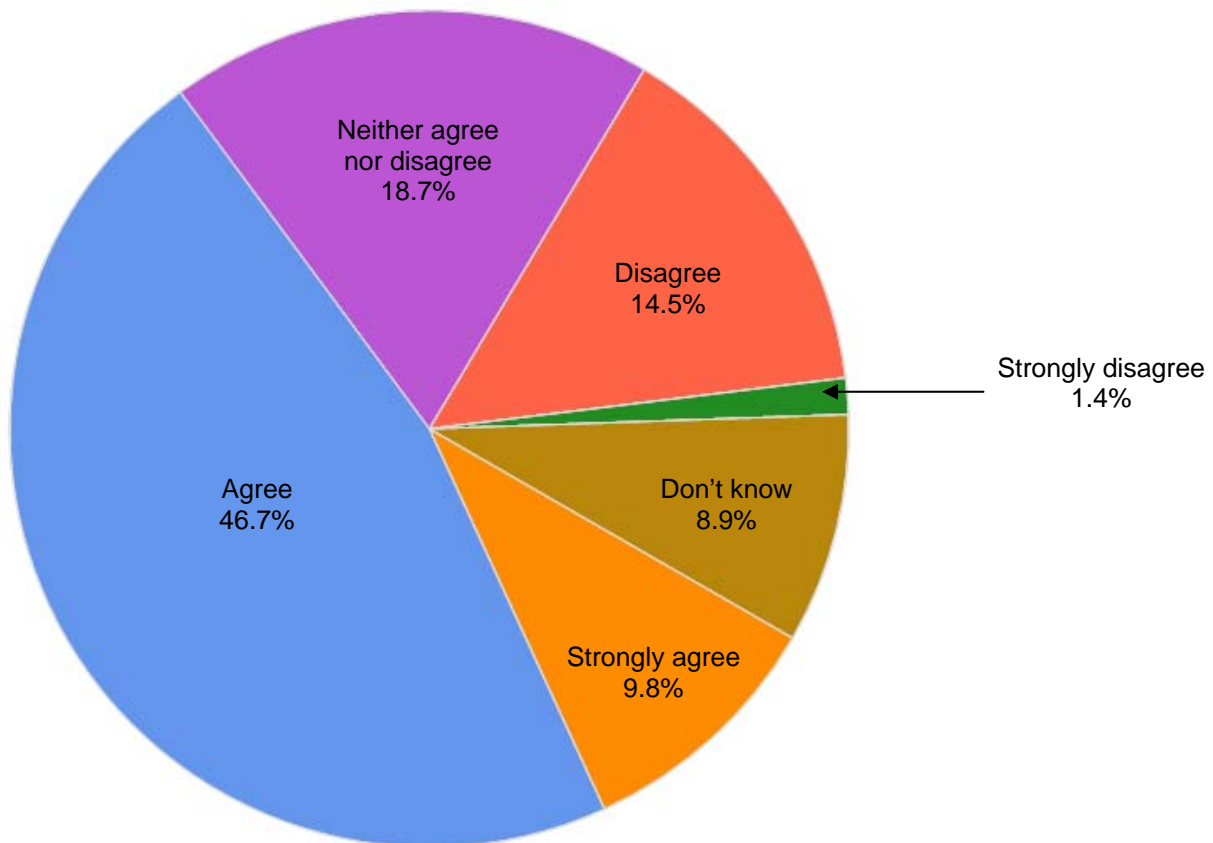
2.4.1 The structure and content of the Level 4 Certificate in Teaching in the Lifelong Learning Sector are appropriate.

## Findings

Number of respondents: 214 (out of 270)

### 2.4.1 The structure and content of the Level 4 Certificate in Teaching in the Lifelong Learning Sector are appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
21	100	40	31	3	19
9.8%	46.7%	18.7%	14.5%	1.4%	8.9%



The response to the proposal for the Level 4 Certificate was similar to that for the Level 3 Certificate, with the majority of respondents indicating that they agreed or strongly agreed with the proposal.

### Comments

- Some respondents commented positively about the level of flexibility offered by the qualification and the improved progression routes it will enable.
- Some respondents expressed concern about the number of GLH being too high, while others supported the proposal to increase the GLH.

- Some respondents commented unfavourably about the increased complexity of the qualification structure.
- Some respondents requested clarity about 'restricted optional' and 'open optional' unit groups.
- Some suggestions for further optional units that could be included to take account of other roles within the sector were offered.

### **Our response**

Given the support from the sector for the qualification we will:

- develop awarding organisation guidance for the qualification at Level 4 in line with the proposals as presented and in line with regulatory requirements as outlined in the section "The scope of the review"
- increase the GLH of the qualification to 160 in line with the proposal
- ensure that concerns about complexity are addressed by making guidance on qualification structures clear; and
- work with awarding organisations to address outstanding issues, including the titles and content of individual units.

## 2.5 The Level 5 Diploma in Teaching in the Lifelong Learning Sector

### Background

The proposed Level 5 Diploma (or an equivalent) will continue to be the qualification required for those undertaking a full teaching role in the sector, and will lead to Qualified Teacher (Learning and Skills) status.

#### We set out to:

- make the qualification more inclusive of the diversity of learning professional roles and work contexts
- increase opportunities for progression via transfer of credit from PTLLS and CTLLS and from Learning and Development qualifications; and
- increase opportunities for achieving credit through optional units.

#### We proposed that:

- the units in the Level 5 Diploma be restructured to follow a similar pattern to the Awards and the Certificates, grouping credits into sets of 12 throughout the qualification
- the overall credit value of the Level 5 Diploma in Teaching in the Lifelong Learning Sector remain unchanged at 120
- of these 120 credits, 63 must be achieved at Level 5 and a further 45 must be achieved at Level 4, meaning that 12 credits within the Diploma may be achieved at Level 3
- a further 36 credits, in addition to the 36 credits from the Certificate, must be achieved at Level 5 from three mandatory units, plus 48 credits at Levels 4 or 5 (within the overall requirements for 63 credits at Level 5) from either 'restricted' or 'optional' units
- the GLH remain at 360; and
- the required teaching practice hours be reduced to 100.

### Proposal

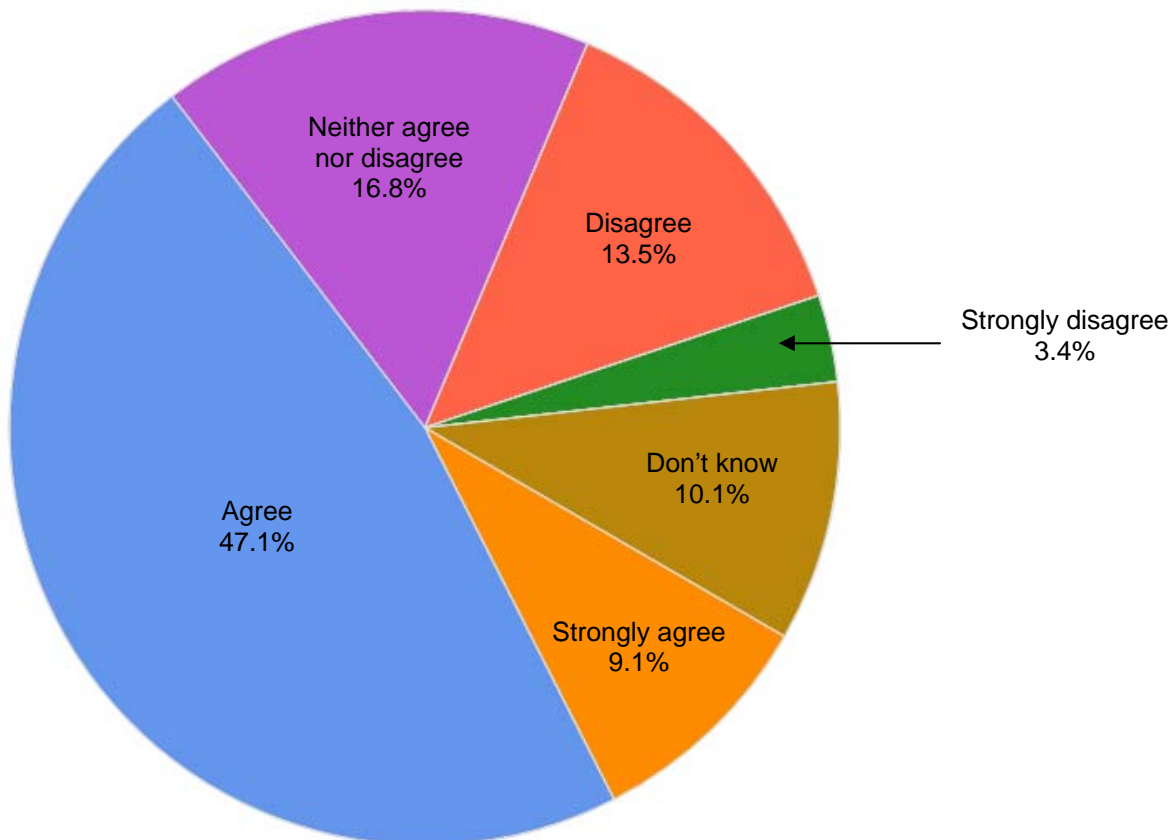
2.5.1 The structure and content of the Level 5 Diploma in Teaching in the Lifelong Learning Sector are appropriate.

## Findings

Number of respondents: 208 (out of 270)

### 2.5.1 The structure and content of the Level 5 Diploma in Teaching in the Lifelong Learning Sector are appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
19	98	35	28	7	21
9.1%	47.1%	16.8%	13.5%	3.4%	10.1%



The majority of respondents supported the proposal, with only a small minority disagreeing or strongly disagreeing.

### Comments

- Some respondents supported the reduction in barriers to participation which would be created by the inclusion of Level 3 PTLLS and a greater number of CTLLS credits in the overall structure of the Diploma.
- Some respondents commented on the increasing complexity of the qualification and the difficulty for higher education institutions (HEIs) of putting into practice the transfer of credit required to progress from PTLLS and DTLLS.

- Some respondents also expressed concern at the decrease in the requirement for teaching practice hours from 150 to 100.
- Some respondents applauded the decision to reduce the number of teaching hours to 100.

### **Our response**

Given the support from the sector for the qualification we will:

- develop awarding organisation guidance for the qualification in line with the proposals as presented and in line with regulatory requirements as outlined in the section "The scope of the review"
- reduce the number of teaching practice hours to 100 in line with the proposal
- ensure that concerns about complexity are addressed by making guidance on qualification structures clear
- work with HEIs to address concerns about transfer of credit; and
- work with awarding organisations to address outstanding issues, including the titles and content of individual units.

## 2.6 The transition between qualification frameworks

### Background

During the development of the 2007 qualifications, a credit transfer agreement was established. This agreement addressed the need to provide opportunities for trainees to have achievement recognised if they move between the two qualifications frameworks – the QCF and the FHEQ. The credit transfer agreement encouraged the development of qualification structures or programme delivery to provide for points of transition.

We set out to:

- support a continued credit transfer agreement for the revised qualifications.

We proposed that:

- three points of transition and four blocks of learning for the current qualifications would be maintained when reviewing the content and structure of the QCF qualifications
- the first point of transition would be at 12 credits
- the second point would be at 24 credits, with a maximum of 12 credits at Level 3 being used at this point for diploma qualifications
- the third point of transition be at the end of Part 1 of the qualification
- HEIs would be asked to reflect the learning outcomes of the mandatory and restricted optional credit in each block (this is equivalent to 48 credits in Part 1 and 36 in Part 2); and
- HEIs would no longer be required to map the assessment criteria to their qualifications (though they would be encouraged to consider these when developing them).

### Proposal

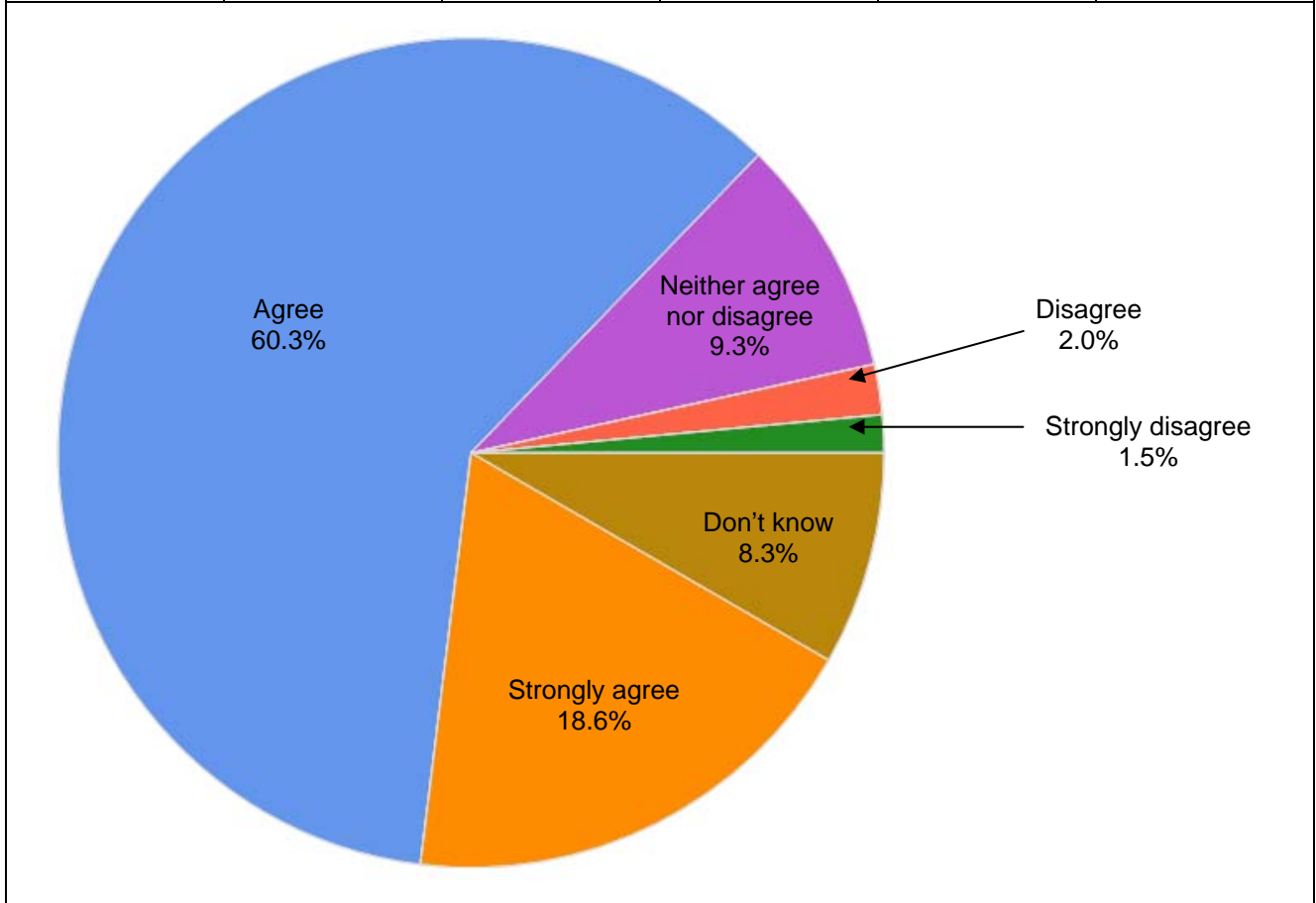
2.6.1 The proposal to continue the credit transfer agreement is appropriate.

## Findings

Number of respondents: 204 (out of 270)

### 2.6.1 The proposal to continue the credit transfer agreement is appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
38	123	19	4	3	17
18.6%	60.3%	9.3%	2.0%	1.5%	8.3%



The overwhelming majority of respondents supported the retention of the credit transfer agreement in order to facilitate opportunities to transfer between credit frameworks.

### Comments

- Respondents on the whole commented favourably on the importance of maintaining a credit transfer agreement to ensure that transfer between qualification frameworks remains a possibility.
- Some respondents highlighted the need to make learners aware of these potential transition points.



- Some respondents noted that while they agree with credit transfer in principle, they have concerns about how frequently and easily it takes place in practice, and how easy it would be to enforce such an agreement.

### **Our response**

Given the overwhelming support from the sector for the proposal we will:

- work with awarding organisations and HEIs to encourage opportunities for credit transfer for the revised qualifications

## 2.7 Generic continuing professional development qualifications

### Background

Generic continuing professional development (CPD) qualifications have, until now, only been offered by HEIs. This offer has not always been available across the whole country or necessarily at the level that some teachers may have identified that they wished to access qualifications.

We set out to:

- enable the future development of broad and flexible professional development qualifications for teachers in the lifelong learning sector by seeking feedback on possible design principles; and
- provide market intelligence to inform any future development of generic professional development qualifications by awarding organisations.

We proposed that:

- Certificates and Diplomas at Levels 4 and 5 be developed
- Level 4 and 5 Certificates should have a credit value of 30, while Level 4 and 5 Diplomas should have a credit value of 60
- each of the qualifications should be based on the term 'Professional Development in Lifelong Learning', for example, a 'Level 4 Certificate in Professional Development in Lifelong Learning'
- at each of these levels the facility to include a significant proportion of credits at a lower level should be established (within the QCF it would also be possible for credits to be achieved at a level above that of the qualification itself)
- qualifications at Levels 4 and 5 could provide the opportunity for credits at Levels 3, 4, 5 and 6 to count towards CPD achievements; and
- in principle, it would be possible for all the credits achieved in a Level 4 Certificate to count towards a Level 5 Diploma.

### Proposal

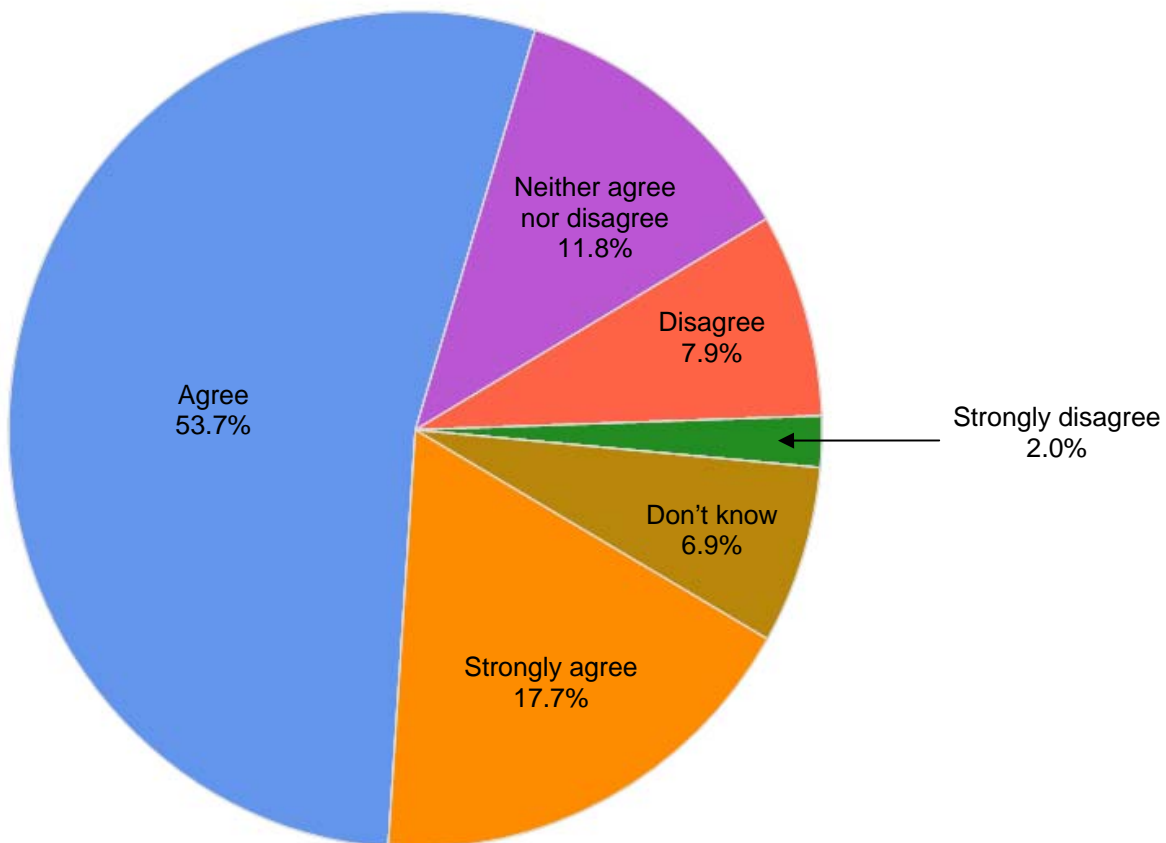
2.7.1 The approach to developing generic continuing professional development qualifications is appropriate.

## Findings

Number of respondents: 203 (out of 270)

### 2.7.1 The approach to developing generic continuing professional development qualifications is appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
36	109	24	16	4	14
17.7%	53.7%	11.8%	7.9%	2.0%	6.9%



A very large majority of respondents agreed that the approach to developing generic CPD qualifications is appropriate, with only a very small minority disagreeing.

### Comments

- In general, comments on the proposal were supportive and suggested that accredited CPD of this kind would be welcomed by employers and staff.
- Some respondents underlined the need for CPD to be voluntary, flexible and to include chunks of learning of various sizes and at a range of levels.

## **Our response**

Given the overwhelming support from the sector for the proposal we will:

- provide awarding organisations with a detailed report on the outcomes of Phase Two of the review with regard to generic CPD, to inform future qualification development.

## 2.8 Subject specific continuing professional development qualifications

### Background

Since 2007, Lifelong Learning UK has supported the development of a limited number of small qualifications in the QCF for continuing professional development. Importantly, these are available nationally, and have included a focus on literacy, language and numeracy. In Phase One of this review, there was support to continue to develop subject specific awards (12 credits or less in the QCF at a range of levels) for continuing professional development.

We set out to:

- identify which of the existing subject specific CPD qualifications should be retained or further developed; and
- gain an understanding of which other subject specific CPD qualifications might be welcomed by the sector.

### Proposal

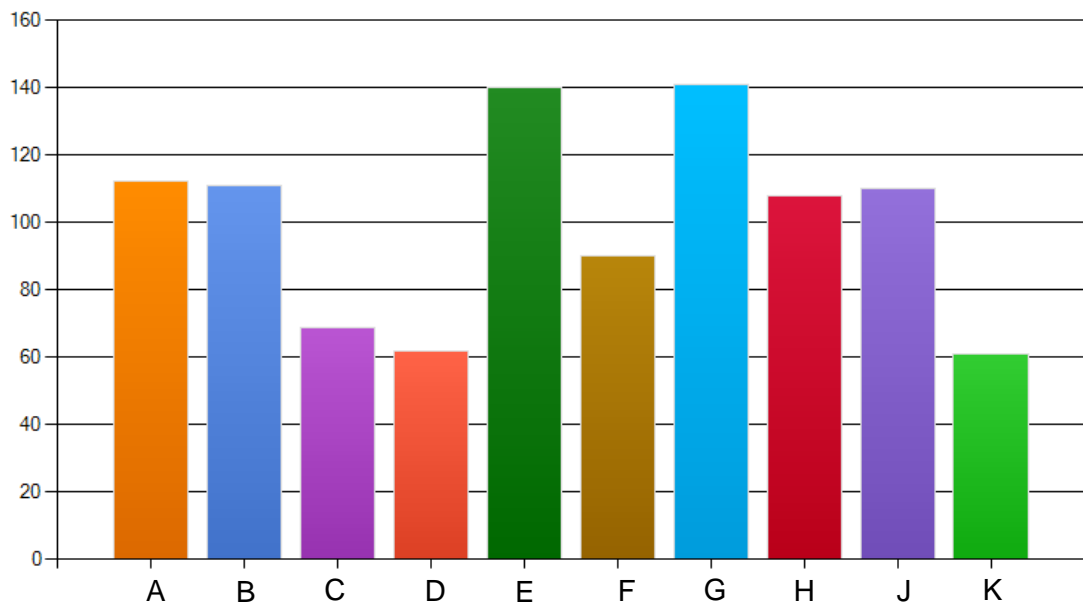
2.8.1 What qualifications should be available in the QCF for subject specific continuing professional development?

### Findings

Number of respondents: 194 (out of 270)

2.8.1 What qualifications should be available in the QCF for subject specific continuing professional development? (Respondents asked to tick any they supported, with the opportunity to select multiple answers.)		
Current guidance available	Number of responses	Percentage
A) Level 5 Award in Developing Embedded Approaches to Literacy, Language and Numeracy for Teachers in the Lifelong Learning Sector (12 credits)	112	57.7%
B) Level 3 Award in Understanding Learners and their Literacy, Language, Numeracy and ICT Needs (12 credits)	111	57.2%
C) Level 5 Award in Personalised Learning, Persistence, Achievement and Progression in Literacy, Language and Numeracy Teaching and Learning (6 credits)	69	35.6%
D) Level 3 Award in Delivering e-Testing (12 credits)	62	32.0%

Qualifications with a focus on:		
E) Using technology for learning and teaching	140	72.2%
F) Developing learners wider skills	90	46.4%
G) Mentoring trainee teachers	141	72.7%
H) Subject learning coaches	108	55.7%
J) Teaching disabled learners	110	56.7%
K) Other	60	31.7%



### Comments

Respondents proposed the following additional subject areas for CPD qualifications:

- family learning
- dealing with behavioural difficulties
- low level award for trainers delivering work-based skills sessions
- workplace learning
- personal learning and thinking skills
- train the trainers (2)
- mentoring trainee teachers; and
- embedding equality and diversity in the classroom.

## **Our response**

Following on from Phase Two of the review we will:

- provide awarding organisations with a detailed report on the review outcomes with regard to subject specific CPD, to inform future qualification development.

## 2.9 Qualifications framework for learning professionals

### Background

The first phase of the review identified strong support for the principles behind a Qualifications Framework for Learning Professionals (QFLP). For ease of reference, this section of the document refers to the QFLP as ‘the framework’.

### What we set out to do

In Phase Two, we moved beyond these initial principles to:

- seek support for the rationale for the framework
- seek support for the approach to developing the framework; and
- identify an appropriate title for the framework.

### We proposed that:

- the framework would include the qualifications detailed in section two and section three of this document and other qualifications, including those for learning support practitioners in the first instance
- the framework would be a simple structure whose primary purpose is to present information about qualifications to users in an accessible format
- the framework would be enabling, rather than prescriptive, and would aim to be inclusive of all relevant qualifications; and
- the framework would support mobility and flexibility in the lifelong learning workforce in England.

### Proposals

2.9.1 The rationale for the framework is appropriate.

2.9.2 The operation of the framework as proposed is appropriate.

2.9.3 What title should be given to the Framework?

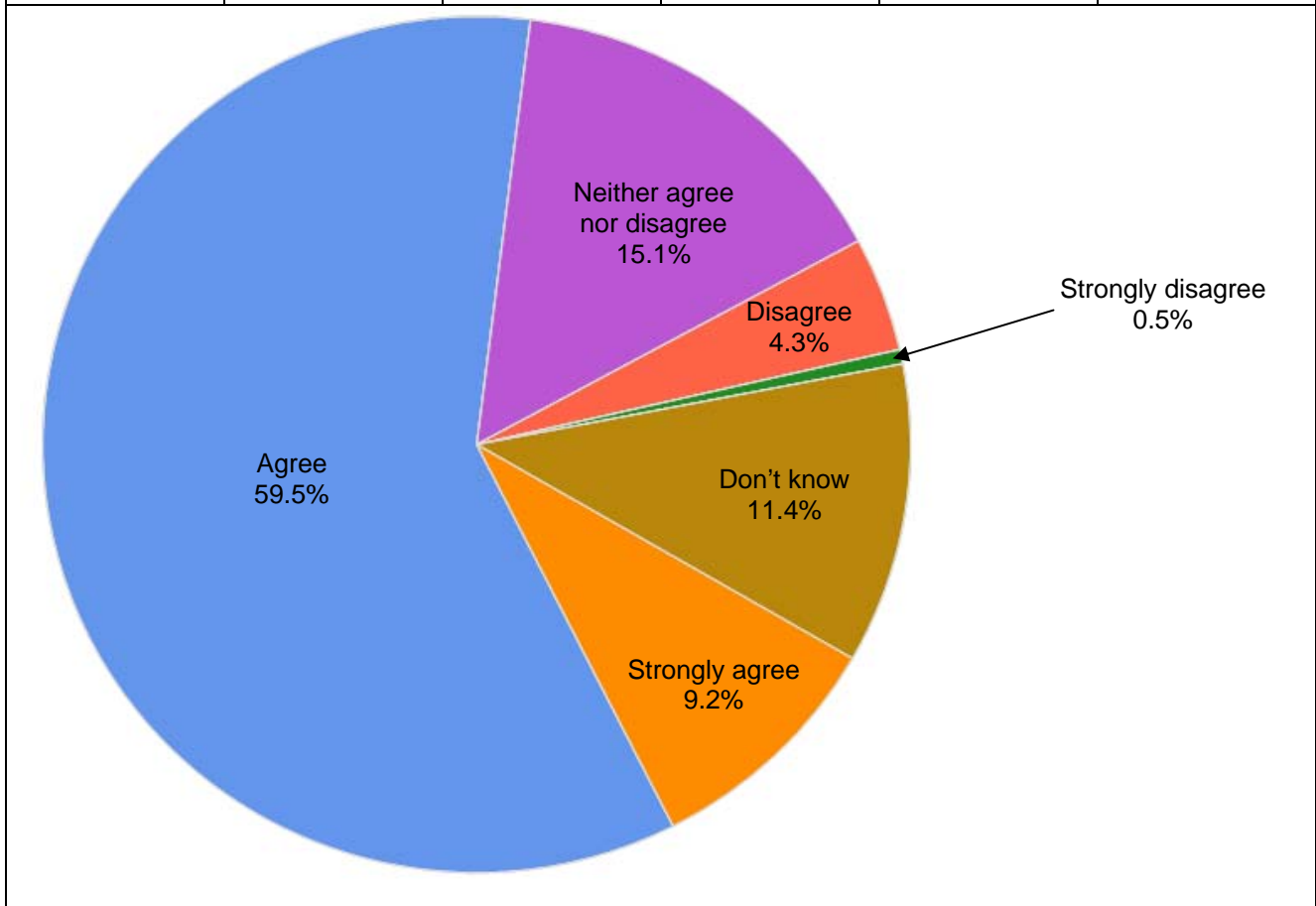


## Findings

Number of respondents: 185 (out of 270)

### 2.9.1 The rationale for the framework is appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
17	110	28	8	1	21
9.2%	59.5%	15.1%	4.3%	0.5%	11.4%

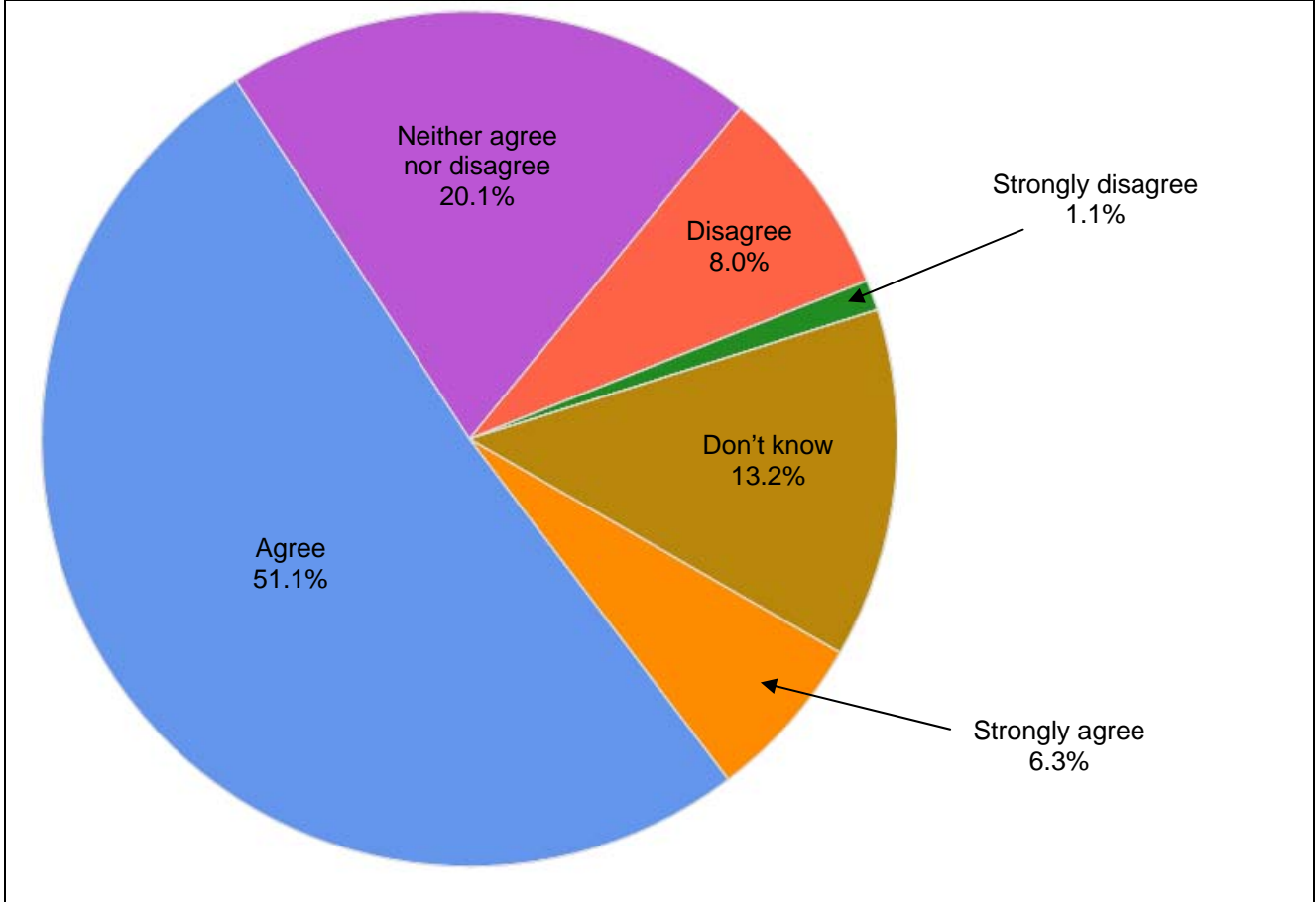


A large majority of the respondents agreed that the rationale for the framework is appropriate. A very small minority of respondents disagreed.

Number of respondents: 174 (out of 270)

**2.9.2** The operation of the framework as proposed is appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
11	89	35	14	2	23
6.3%	51.1%	20.1%	8.0%	1.1%	13.2%



The majority of respondents agreed that the operation of the framework as proposed is appropriate, with only a small minority disagreeing.

Number of respondents: 181 (out of 270)

**2.9.3** What title should be given to the Framework?

Suggested title	Number	Percentage
Qualifications for Learning Professionals	18	9.9%
Qualifications for Learning Delivery	2	1.1%
Qualifications for Teaching and Learning Professionals	149	82.3%
Other (please specify below):	12	6.6%

The overwhelming majority of respondents supported the title "Qualifications for Teaching and Learning Professionals".

### Comments

- A number of respondents emphasised the need for the framework to be flexible, clear and easily accessible.
- Some respondents also focussed on the need for any web-based facility to be well-designed, easily accessible and easily navigable.
- Some respondents asked questions or expressed concern about how the framework will be managed after March 2011.

### Our response

Given the strong support from the sector for the proposal we will:

- develop an interactive presentation that explains the concept of the framework at this time and gives detailed information on three suites of qualifications – qualifications for learning professionals; learning and development; and learning support practitioners
- recognise that the concrete connections between qualifications will be of most value to the sector. Whilst continuing to work within the concept of a framework, for public use we will present the idea as a 'Resource for qualifications'. Such an approach will also help to ensure that the resource can be transferred to another organisation in the future without the impediment of being seen as 'a Lifelong Learning UK Framework'
- develop a design identity for the resource that supports its functions
- identify a working title for the resource that reflects the support for the name 'Teaching and Learning Professionals'; and
- make recommendations for the development of a web based resource to include data about relevant qualifications for learning professionals in England. Users will be able to access and search for information based on this data in a variety of user-friendly formats.

## 3. Proposals for Subject Specific Teaching Qualifications

### 3.1 The Level 3 Award in English for Literacy and Language Teaching

#### Background

The entry criteria for literacy and ESOL teacher training programmes support the assessment of trainees' personal skills in English. These should be at Level 3. The skills can be evidenced in a number of ways on entry – through an initial assessment, other evidence provided by the prospective trainee or through a qualification. At the time entry criteria were introduced, it was envisaged that a Level 3 Functional Skills qualification would be an appropriate form of accredited evidence. However, Level 3 Functional Skills qualifications have not been introduced.

We set out to:

- develop a specific qualification to evidence the entry criteria that will be of value for those providers who offer 'bridging' programmes to help prospective trainees to develop the skills they need.

We proposed that:

- the Level 3 Award in English for Literacy and Language Teaching have a total credit value of 12
- the qualification consist of four mandatory 3 credit units closely based on the entry criteria specifications developed by Lifelong Learning UK; and
- the GLH of the qualification would be 60.

#### Proposal

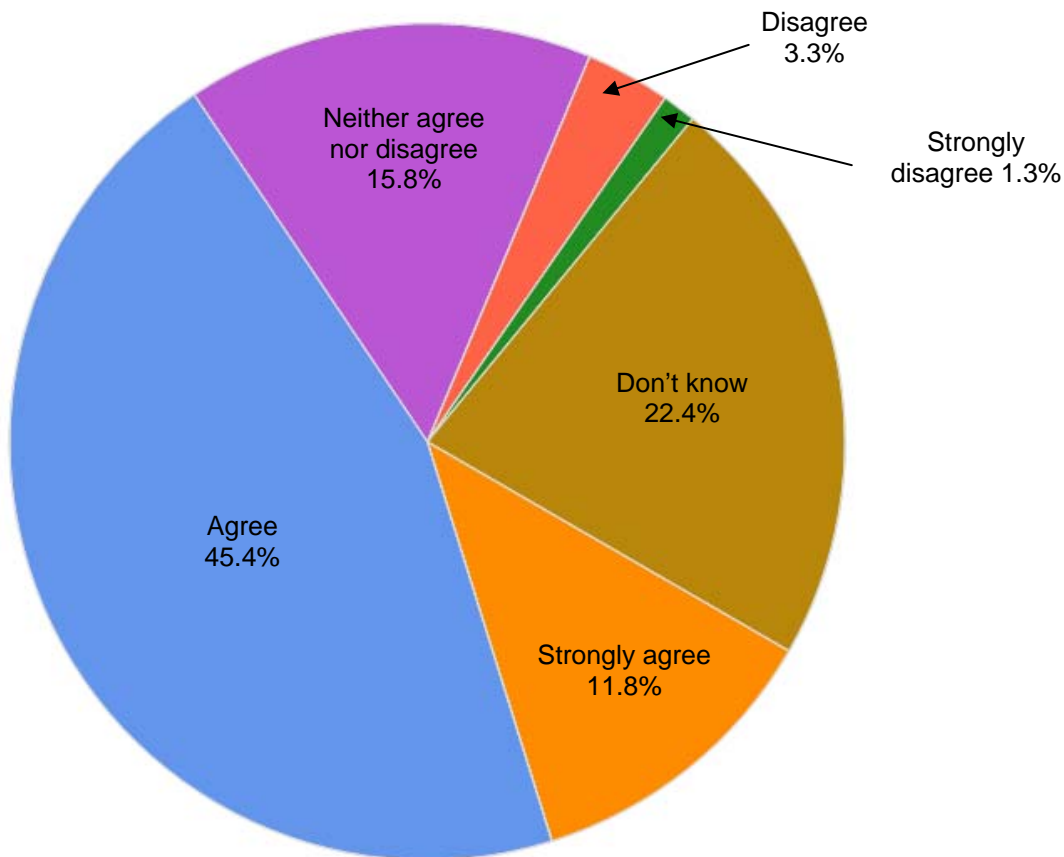
3.1.1 The structure and content of the Level 3 Award in English for Literacy and Language Teaching are appropriate.

## Findings

Number of respondents: 152 (out of 270)

### 3.1.1 The structure and content of the Level 3 Award in English for Literacy and Language Teaching are appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
18	69	24	5	2	34
11.8%	45.4%	15.8%	3.3%	1.3%	22.4%



The majority of respondents agreed that the structure and content of the Level 3 Award in English for Literacy and Language Teaching is appropriate. A significant minority of respondents responded that they either did not have an opinion (don't know) or responded neutrally (neither agree nor disagree). The number of non-committal responses is likely to be due to the fact that only a third of those responding to the proposal identified themselves on the response form as literacy, ESOL or numeracy subject specialists. When responses are filtered so that only subject specialist responses are included, the support for the proposal becomes a large majority, and the number of "don't know" and "neither agree nor disagree" responses is halved.

## Comments

- Most comments received were very positive and suggested that this qualification would be a welcome development.
- The issue of funding was raised by a significant number of respondents, who were concerned that those hoping to access the qualification might not be able to afford to do it.

## Our response

Given the strong support for the proposal (in particular from respondents who identified themselves as subject specialists) we will:

- develop awarding organisation guidance for the qualification in line with the proposals as presented; and
- work with awarding organisations to address outstanding issues, including the titles and content of individual units.

## 3.2 The Level 3 Award in Mathematics for Numeracy Teaching

### Background

The entry criteria for mathematics (numeracy) teacher training programmes support the assessment of trainees' personal skills in mathematics. These should be at Level 3. As for literacy and ESOL, the skills can be evidenced in a number of ways on entry. This can take place through an initial assessment, through other evidence provided by the prospective trainee, or through a qualification. At the time entry criteria were introduced it was envisaged that a Level 3 Functional Skills Qualification would be an appropriate form of accredited evidence. However, Level 3 Functional Skills Qualifications have not been introduced.

We set out to:

- develop a specific qualification to evidence the entry criteria that will be of value for those providers who offer 'bridging' programmes to help prospective trainees to develop the skills they need.

We proposed that:

- the Level 3 Award in Mathematics for Numeracy Teaching have a total credit value of 12
- the qualification consists of three optional 6 credit units closely based on the entry criteria specifications developed by Lifelong Learning UK, of which two would need to be completed to achieve the qualification; and
- the GLH of the qualification would be 60.

### Proposal

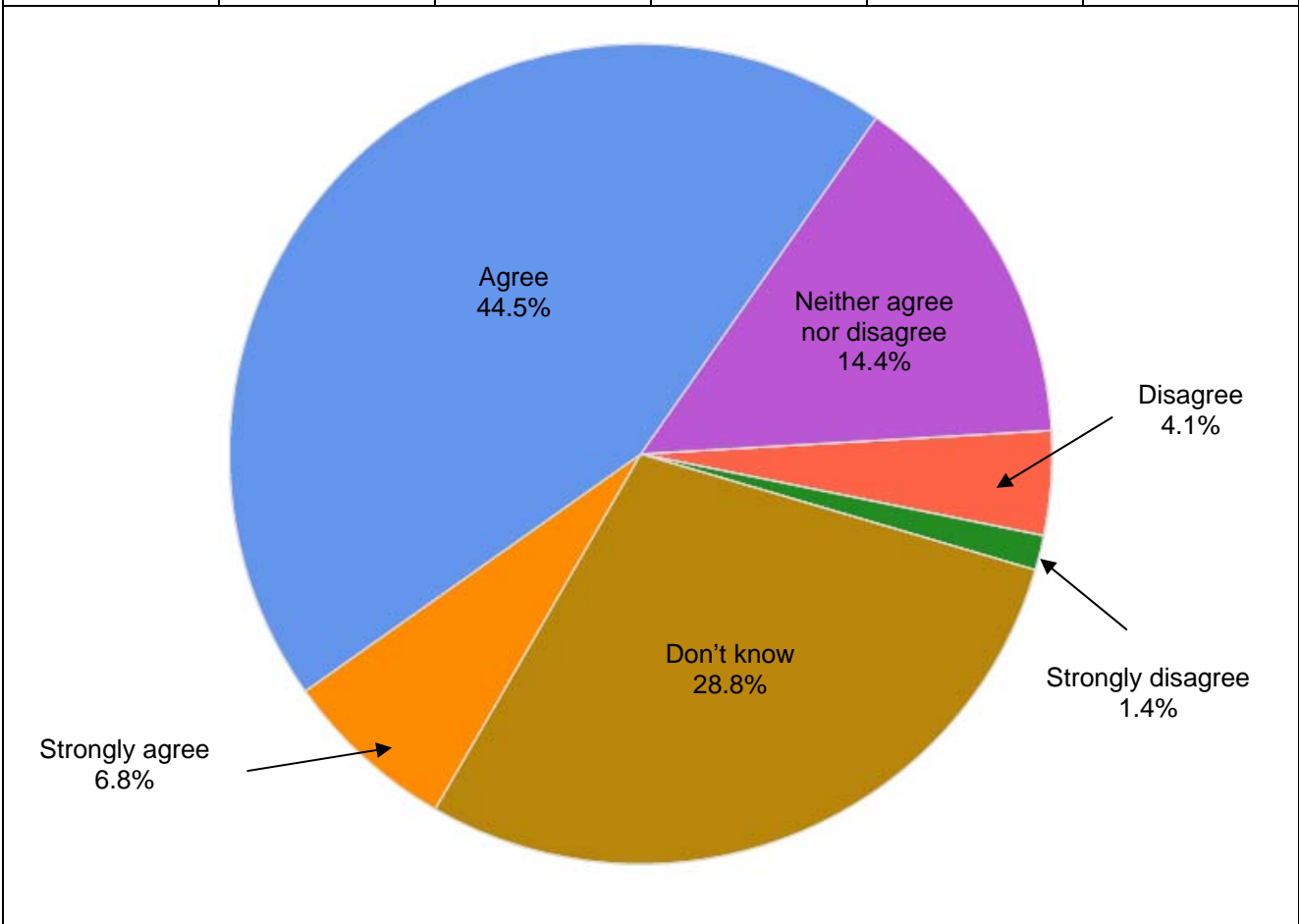
3.2.1 The structure and content of the Level 3 Award in Mathematics for Numeracy Teaching are appropriate.

## Findings

Number of respondents: 146 (out of 270)

### 3.2.1 The structure and content of the Level 3 Award in Mathematics for Numeracy Teaching are appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
10	65	21	6	2	42
6.8%	44.5%	14.4%	4.1%	1.4%	28.8%



Findings were very similar to those for the Level 3 Award in English for Literacy and Language Teaching. The majority of respondents agreed that the structure and content of the Level 3 Award in Mathematics for Numeracy Teaching is appropriate. A significant minority of respondents responded that they either did not have an opinion (don't know) or responded neutrally (neither agree nor disagree). Support was greater among those who identified themselves as literacy, ESOL or numeracy subject specialists, with a larger majority supporting the proposal.

### Comments

- Some respondents commented that this would be a useful qualification.



- Some respondents expressed a concern that the size of the qualification might be off-putting for those who need to "brush-up" on their maths skills.
- Some respondents commented on the need for the qualification to be funded.

### **Our response**

Given the strong support for the proposal (in particular, from respondents who identified themselves as subject specialists) we will:

- develop awarding organisation guidance for the qualification in line with the proposals as presented; and
- work with awarding organisations to address outstanding issues, including the titles and content of individual units.

### 3.3 Level 5 Additional Diploma in Teaching English: Literacy in the Lifelong Learning Sector

#### Level 5 Additional Diploma in Teaching English: ESOL in the Lifelong Learning Sector

##### **Background**

Since 2007, teachers of literacy and ESOL have been recognised as specialist teachers in the current Teaching Qualifications Framework (TQF) for the lifelong learning sector in England, and as such are required to complete a subject specific qualification in literacy or ESOL teaching in addition to the generic Diploma in Teaching in the Lifelong Learning Sector (DTLLS). One way of achieving this is by taking a Level 5 Additional Diploma in teaching English (literacy or ESOL), in addition to a generic DTLLS. The current Additional Diplomas have a total credit value of 45, and consist of three mandatory 15 credit units of assessment at Level 5.

We set out to:

- develop new qualification structures containing both mandatory and optional units using the content of existing Additional Diplomas.

We proposed that:

- revised qualifications would continue to have a total credit value of 45
- the GLH for the qualifications would remain 120
- the content of the revised qualifications could be broadly the same as the current qualifications, with the added flexibility of optional credit to allow providers to develop programmes appropriate to their context
- the new qualification structures would include one 15 credit mandatory unit and two 9 credit mandatory units; and
- the remaining 12 credits in the qualifications would be made up of four 3 credit optional units.

##### **Proposal**

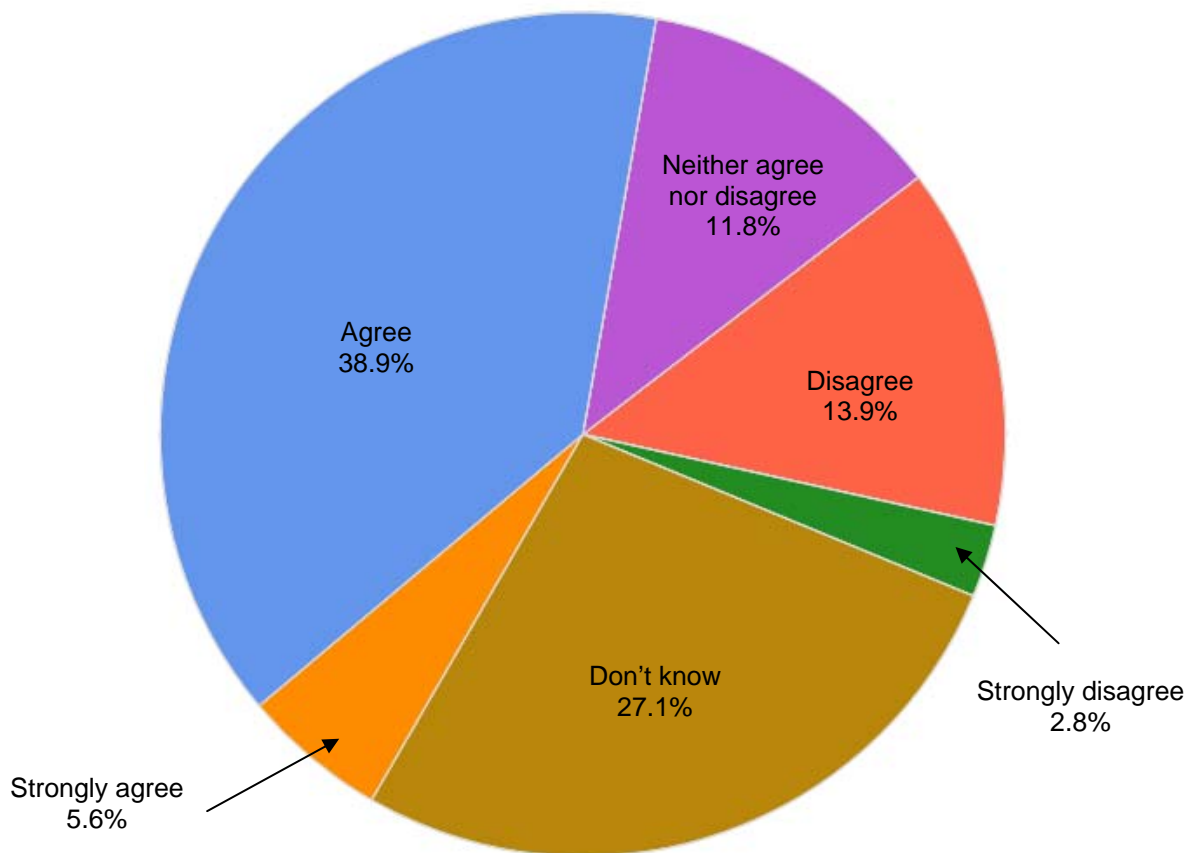
3.3.1 The revised structure of the Level 5 Additional Diploma in Teaching English: Literacy; and Level 5 Additional Diploma in Teaching English: ESOL are appropriate.

## Findings

Number of respondents: 144 (out of 270)

### 3.3.1 The revised structure of the Level 5 Additional Diploma in Teaching English: Literacy; and Level 5 Additional Diploma in Teaching English: ESOL are appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
8	56	17	20	4	39
5.6%	38.9%	11.8%	13.9%	2.8%	27.1%



Only a minority of respondents supported the proposal. There was a high proportion of "don't know" and "neither agree nor disagree" responses and a very small minority who disagreed. Among literacy, ESOL and numeracy subject specialists, support was slightly greater, with a majority either "agreeing" or "strongly agreeing" that the revised structure of the Level 5 Additional Diplomas in Teaching English: Literacy and in Teaching English: ESOL is appropriate. Among these respondents, the proportion "disagreeing" or "strongly disagreeing" was noticeably greater, with this accounting for just over a quarter of responses.

## Comments

- Some respondents commented that the proposed structure was too complex.
- Some respondents commented that the existing qualifications are fit for purpose.
- Some respondents were concerned about the difficulty of translating this new structure into a coherent programme.
- While some respondents reacted positively to the inclusion of optional units, some argued strongly against them.
- Some respondents disliked the proposed content for the optional units.
- Some respondents from awarding organisations noted that the title "Additional" is no longer accepted by Ofqual.

## Our response

Given the lack of significant support for the proposal, even among respondents who identified themselves as subject specialists, we will:

- develop awarding organisation guidance for the qualification using the existing qualification structure (three 15 credit mandatory units) as a basis
- review and revise the current 15 credit units of assessment to ensure that they are QCF compliant and to deal with any duplication of content across units and inconsistencies between literacy and ESOL qualifications which have been noted by respondents; and
- work with awarding organisations to address outstanding issues, including the titles of the qualifications.

## 3.4 The Level 5 Additional Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector

### Background

Since 2007, teachers of numeracy have been recognised as specialist teachers in the current Teaching Qualifications Framework (TQF) for the lifelong learning sector in England, and as such are required to complete a subject specific qualification in numeracy teaching in addition to the generic DTLLS. One way of achieving this is by taking a Level 5 Additional Diploma in Teaching Mathematics (Numeracy), in addition to a generic DTLLS. The current Additional Diploma has a total credit value of 45, and consists of three mandatory 15 credit units of assessment.

We set out to:

- develop a new qualification structure containing both mandatory and optional units using the content of the existing Additional Diploma.

We proposed that:

- the revised qualification would continue to have a total credit value of 45
- the GLH for the qualification would remain 120
- the content of the revised qualification could be broadly the same as the current qualifications, with the added flexibility of optional credit to allow providers to develop programmes appropriate to their context
- the new qualification structure would include one 15 credit mandatory unit and two 9 credit mandatory units; and
- the remaining 12 credits in the qualification would be made up of four 3 credit optional units.

### Proposal

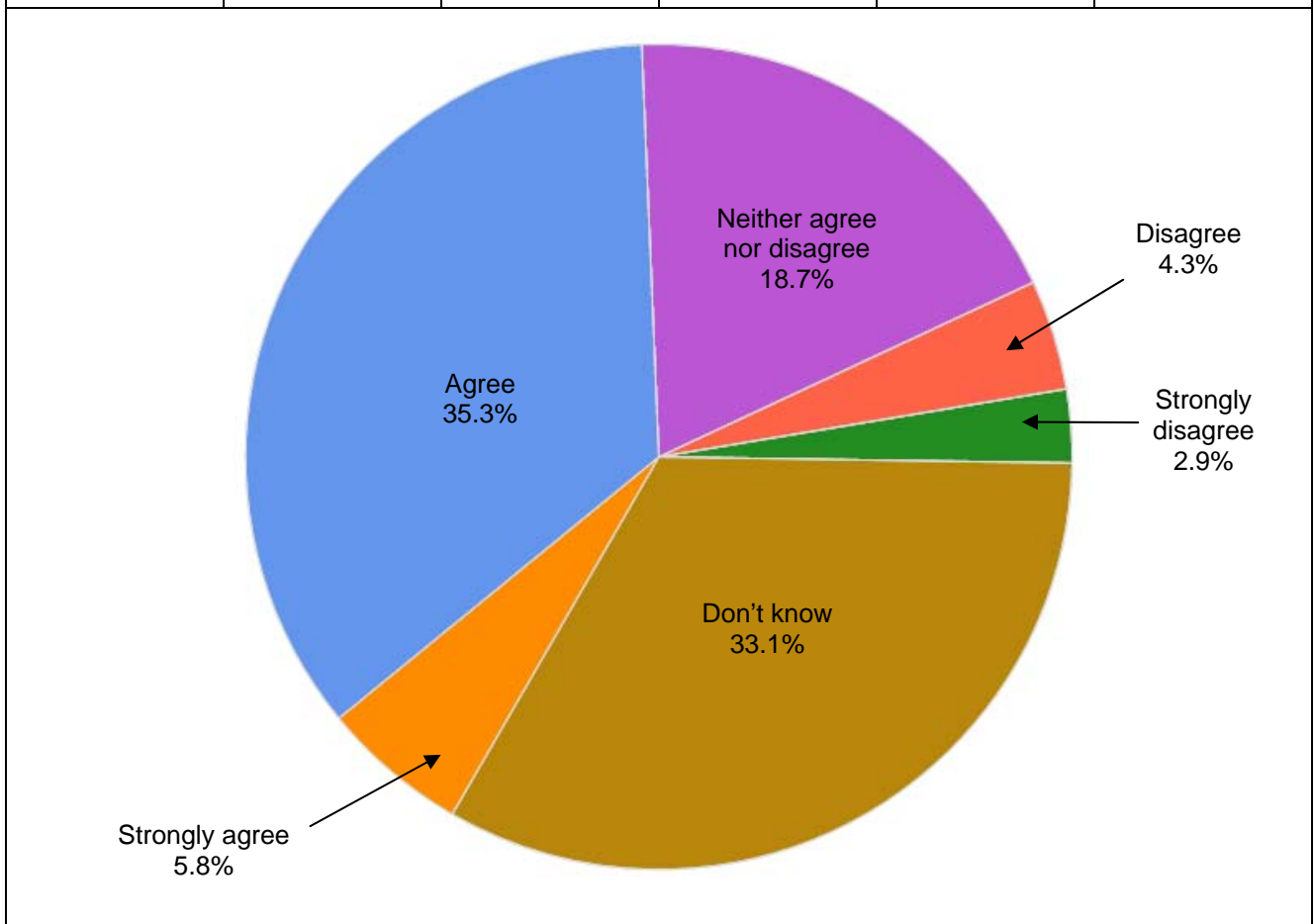
3.4.1 The revised structure and content for the Level 5 Additional Diploma in Teaching Mathematics: Numeracy are appropriate.

## Findings

Number of respondents: 139 (out of 270)

### 3.4.1 The revised structure and content for the Level 5 Additional Diploma in Teaching Mathematics: Numeracy are appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
8	49	26	6	4	46
5.8%	35.3%	18.7%	4.3%	2.9%	33.1%



This proposal was only supported by a minority of respondents.

The proposal was supported by just over half of those who identified themselves as literacy, ESOL or numeracy specialists.

## Comments

A small number of comments were received regarding this proposal.

- Some respondents commented that the optional unit "communication skills in numeracy teaching" should be mandatory rather than optional.

- Some respondents commented that the new structure would be confusing or that it would not be relevant as providers would continue to deliver the qualifications as they are at present.
- While some respondents reacted positively to the inclusion of optional units, some argued strongly against them.
- Some respondents disliked the proposed content for the optional units.
- Some respondents from awarding organisations noted that the title "Additional" is no longer accepted by Ofqual.

### **Our response**

Given the lack of significant support for the proposal, even among respondents who identified themselves as subject specialists, we will:

- develop awarding organisation guidance for the qualification using the existing qualification structure (three 15 credit mandatory units) as a basis
- review and revise the current 15 credit units of assessment to ensure that they are QCF compliant and to deal with any duplication of content across units; and
- work with awarding organisations to address outstanding issues, including the titles of the qualifications.

## 3.5 The Level 5 Diploma in Teaching in the Lifelong Learning Sector (English literacy)

### The Level 5 Diploma in Teaching in the Lifelong Learning Sector (English ESOL) (partly integrated routes)

#### Background

The partly integrated route enables teachers to undertake a single qualification in order to become fully qualified as a teacher of literacy or ESOL in the lifelong learning sector.

Unlike the fully integrated route, where the majority of the qualification is taken in subject specific cohorts, the partly integrated route allows trainees to complete Part 2 of the qualification in a generic cohort. This gives a degree of flexibility to teacher training providers who are unable to resource a fully integrated programme, and provides the potential for trainee teachers to transfer from one provider to another after completing Part 1 of the programme.

We set out to:

- review the structure of the partly integrated route in the light of proposed changes to the generic DTLLS qualification, as described in section two of the review summary document; and
- use the proposed revised structure for the Level 5 Additional Diplomas in Teaching English: Literacy and English: ESOL as a basis for a revised structure for the partly integrated route.

We proposed that:

- Part 1 of the partly integrated DTLLS programme include units from the new Level 3 or 4 Award in Teaching in the Lifelong Learning Sector totalling 12 credits which may be contextualised
- two 3 credit units of assessment taken from the Lifelong Learning UK Level 3 Award in Understanding Learners and their Literacy, Language, Numeracy and ICT Needs would ensure that trainees on the partly integrated route meet requirements to cover the minimum core
- the remainder of Part 1 of the partly integrated DTLLS programme is made up of the units of assessment for the Level 5 Additional Diploma in Teaching English: Literacy in the Lifelong Learning Sector or Level 5 Additional Diploma in Teaching English: ESOL in the Lifelong Learning Sector; and



- the total credit value of Part 1 of the partly integrated DTLLS programme is 63 credits, with a potential reduction in credit in Part 2 to 57 credits.

## Proposal

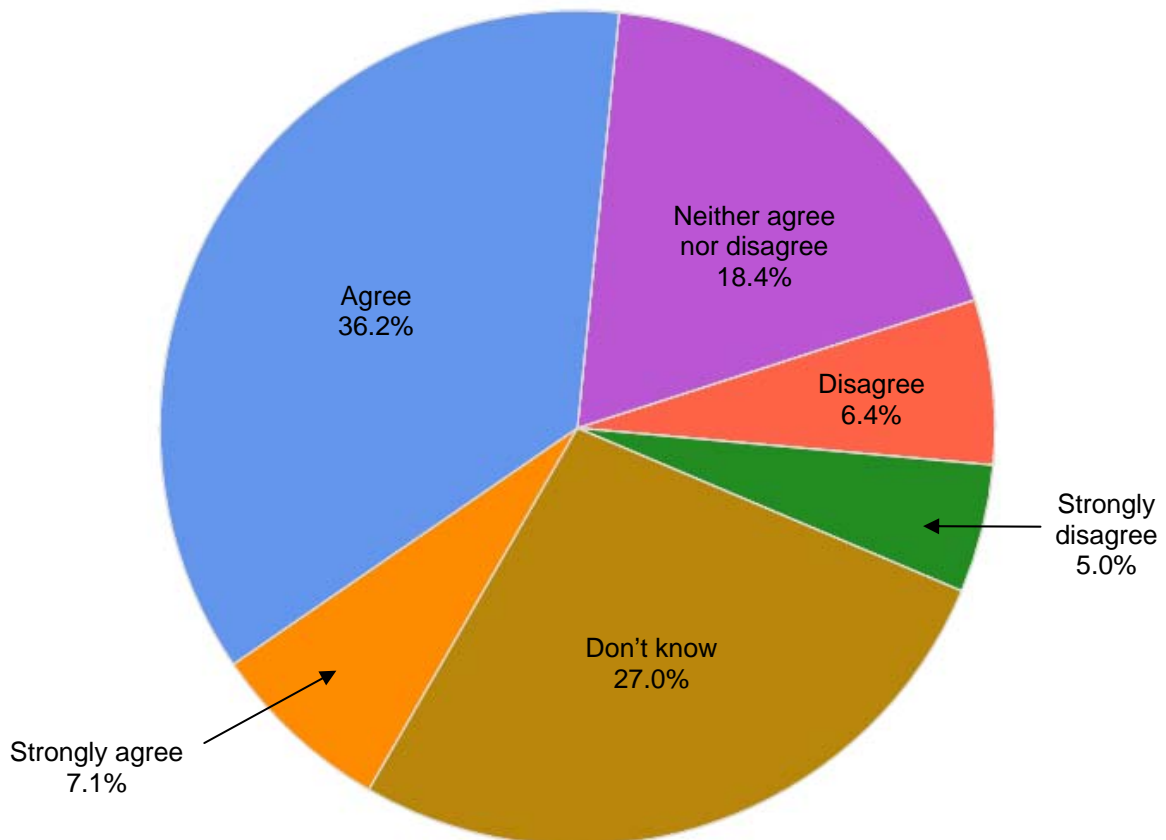
3.5.1 The revised structure for the Level 5 Diploma in Teaching in the Lifelong Learning Sector (English literacy) and Level 5 Diploma in Teaching in the Lifelong Learning Sector (English ESOL) is appropriate.

## Findings

Number of respondents: 141 (out of 270)

**3.5.1** The revised structure for the Level 5 Diploma in Teaching in the Lifelong Learning Sector (English literacy) and Level 5 Diploma in Teaching in the Lifelong Learning Sector (English ESOL) is appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
10	51	26	9	7	38
7.1%	36.2%	18.4%	6.4%	5.0%	27.0%



A minority of respondents supported the revised structure for the Level 5 Diploma in Teaching in the Lifelong Learning Sector (English literacy) and Level 5 Diploma in Teaching in the Lifelong Learning Sector (English ESOL). As with other proposals in this section, a significant minority of respondents returned responses of either "neither agree nor disagree" or "don't know". Only a very small minority disagreed with the proposal. Just over half of those who identified themselves as literacy, ESOL or numeracy specialists supported the proposal.

### Comments

- Some respondents suggested that the inclusion of Level 3 units relating to the minimum core would be inconsistent with the way that the minimum core is dealt with on generic programmes.
- Some respondents stated that it is important to keep Part 1 of the programme at 60 credits, rather than 63.
- The need for clarity in guidance about the various routes to subject specific qualification was also highlighted.

### Our response

Although support for the proposal was limited, Lifelong Learning UK is committed to maintaining the full range of routes to qualification for subject specialists. For this reason we will:

- develop awarding organisation guidance for the partly integrated route in line with the proposal, but using the existing qualification structure for the Additional Diploma (three 15 credit mandatory units) as a basis
- ensure that guidance for employers and practitioners on the routes to qualification for subject specialists is clear and accessible; and
- work with awarding organisations to address any outstanding issues.

## 3.6 The Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics numeracy) (partly integrated route)

### Background

The partly integrated route enables teachers to undertake a single qualification in order to become fully qualified as a teacher of numeracy in the lifelong learning sector.

Unlike the fully integrated route, where the majority of the qualification is taken in subject specific cohorts, the partly integrated route allows trainees to complete Part 2 of the qualification in a generic cohort. This gives a degree of flexibility to teacher training providers who are unable to resource a fully integrated programme, and provides the potential for trainee teachers to transfer from one provider to another after completing Part 1 of the programme.

### We set out to:

- review the structure of the partly integrated route in the light of proposed changes to the generic DTLLS qualification, as described in section two of the review summary document; and
- use the proposed revised structure for the Level 5 Additional Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector as a basis for a revised structure for the partly integrated route.

### We proposed that:

- Part 1 of the partly integrated DTLLS programme include units from the new Level 3 or 4 Award in Teaching in the Lifelong Learning Sector totalling 12 credits which may be contextualised
- two 3 credit units of assessment taken from the Lifelong Learning UK Level 3 Award in Understanding Learners and their Literacy, Language, Numeracy and ICT Needs would ensure that trainees on the partly integrated route meet requirements to cover the minimum core
- the remainder of Part 1 of the partly integrated DTLLS programme is made up of the units of assessment for the Level 5 Additional Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector; and
- the total credit value of Part 1 of the partly integrated DTLLS programme is 63 credits, with a potential reduction in credit in Part 2 to 57 credits.

**Proposal**

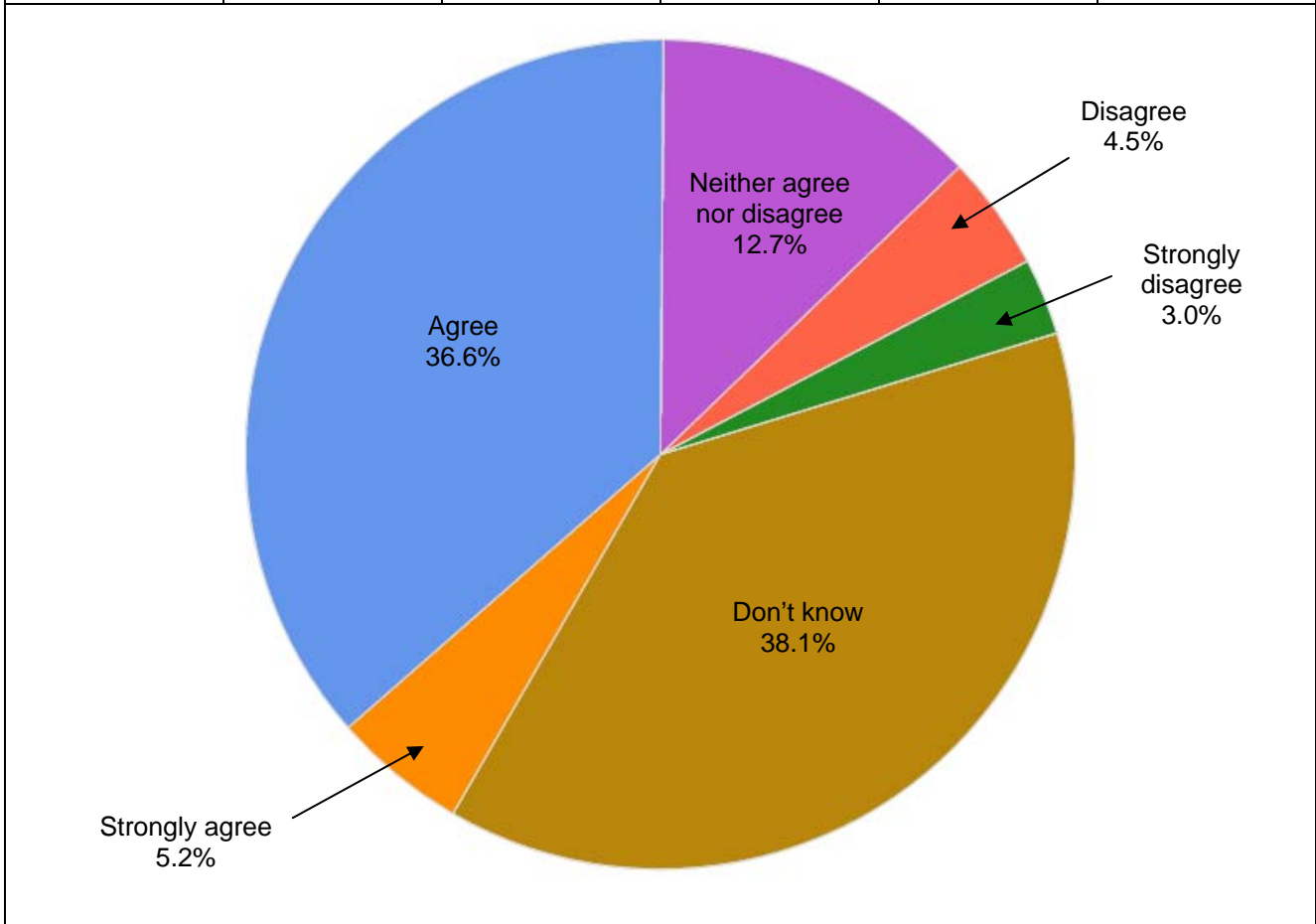
3.6.1 The revised structure for the Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics numeracy) is appropriate.

**Findings**

Number of respondents: 134 (out of 270)

**3.6.1** The revised structure for the Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics numeracy) is appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
7	49	17	6	4	51
5.2%	36.6%	12.7%	4.5%	3.0%	38.1%



As with the proposal for the Level 5 Additional Diploma in Teaching Mathematics: Numeracy (on which the structure of this partly integrated route is based), this proposal was not supported by the majority of respondents. Only a minority of respondents supported the proposal, with more respondents returning a response of "neither agree nor disagree" or "don't know". Exactly half of respondents who identified themselves as literacy, numeracy or ESOL subject specialists did

support the proposal. A very small minority of respondents in this category disagreed, with the remainder returning a response of "neither agree nor disagree" or "don't know".

### Comments

Very few comments were received regarding this proposal.

### Our response

Although support for the proposal was limited, Lifelong Learning UK is committed to maintaining the full range of routes to qualification for subject specialists. For this reason we will:

- develop awarding organisation guidance for the partly integrated route in line with the proposal, but using the existing qualification structure for the Additional Diploma (three 15 credit mandatory units) as a basis
- ensure that guidance for employers and practitioners on the routes to qualification for subject specialists is clear and accessible; and
- work with awarding organisations to address any outstanding issues.

## 3.7 The Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector

### The Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector (fully integrated routes)

#### Background

The fully integrated route enables trainee teachers to undertake a single qualification in order to become fully qualified as a teacher of literacy or ESOL in the lifelong learning sector. The majority of units are undertaken in a single subject cohort of trainee teachers.

We set out to:

- review the structure of the fully integrated route in the light of proposed changes to the generic DTLLS qualification, as described in section two of the review summary document.
- use the proposed revised structure for the Level 5 Additional Diplomas in Teaching English: Literacy and English: ESOL as a basis for a revised structure for the fully integrated route.

We proposed that:

- where units from the Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (the replacement for the current PTLLS) are delivered as part of the fully integrated Diploma, these should be delivered to a subject specific cohort and contextualised to literacy or ESOL contexts
- the restricted optional units from the Level 4 Certificate in Teaching in the Lifelong Learning Sector (12 credits) should be delivered to a subject specific cohort and contextualised to literacy or ESOL contexts
- the fully integrated Diploma should not be divided into Parts 1 and 2; and
- other than the requirement to deliver and assess the PTLLS units at the start of the programme, individual awarding institutions will be able to decide how the programme should be delivered.

#### Proposal

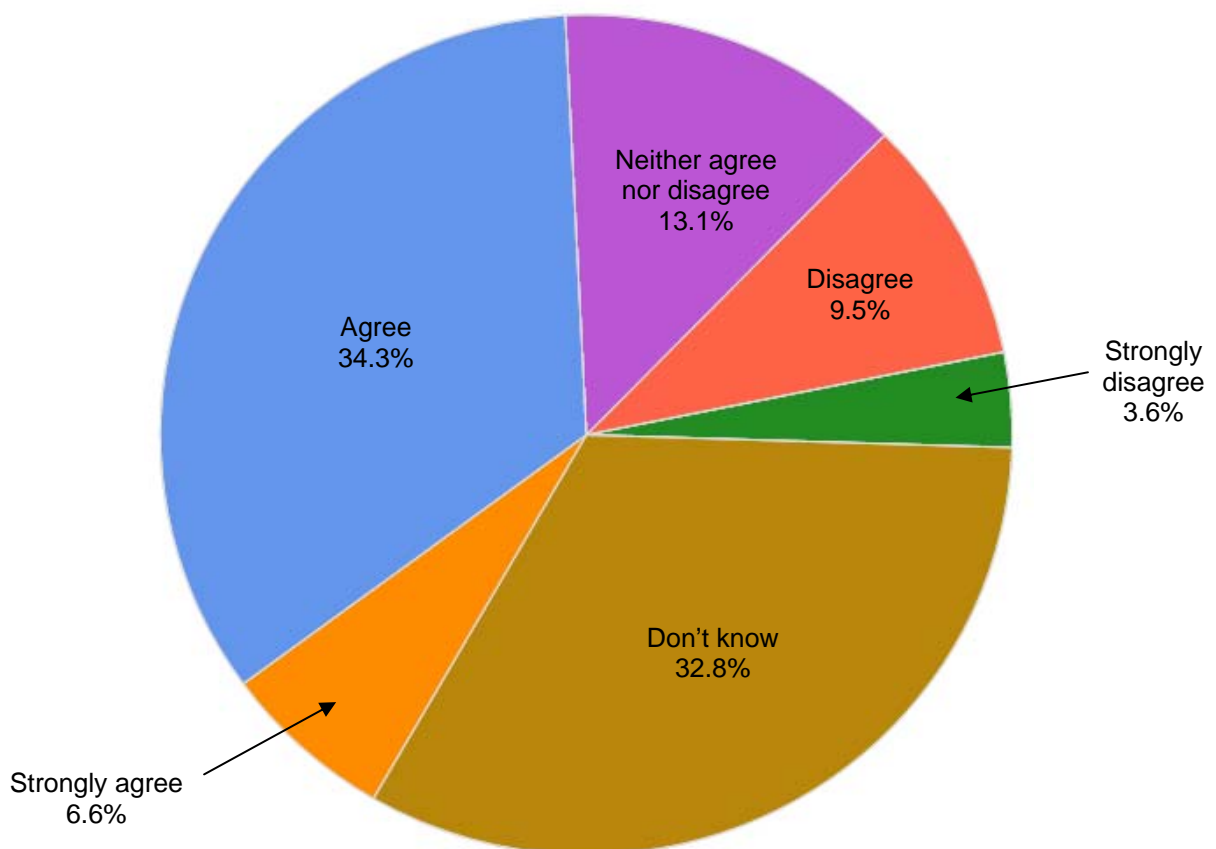
3.7.1 The revised structure for the Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector; and the Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector is appropriate.

## Findings

Number of respondents: 137 (out of 270)

**3.7.1** The revised structure for the Level 5 Diploma in Teaching English: Literacy in the Lifelong Learning Sector; and the Level 5 Diploma in Teaching English: ESOL in the Lifelong Learning Sector is appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
9	47	18	13	5	45
6.6%	34.3%	13.1%	9.5%	3.6%	32.8%



## Responses

A minority of respondents supported the proposal, with slightly more returning a response of "neither agree nor disagree" or "don't know". Only a minority of respondents disagreed with the proposal. A minority of those who identified themselves as literacy, ESOL or numeracy specialists supported the proposal. A larger proportion (nearly a quarter) disagreed with the proposal.

## Comments

Very few comments overall were received with regard to this proposal.

## **Our response**

Although support for the proposal was limited, Lifelong Learning UK is committed to maintaining the full range of routes to qualification for subject specialists. For this reason we will:

- develop awarding organisation guidance for the fully integrated route in line with the proposal, but using the existing qualification structure for the Additional Diploma (three 15 credit mandatory units) as a basis
- ensure that guidance for employers and practitioners on the routes to qualification for subject specialists is clear and accessible; and
- work with awarding organisations to address any outstanding issues.



## 3.8 The Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector (fully integrated route)

### Background

The fully integrated route enables trainee teachers to undertake a single qualification in order to become fully qualified as a teacher of numeracy in the lifelong learning sector. The majority of units are undertaken in a single subject cohort of trainee teachers.

We set out to:

- review the structure of the fully integrated route in the light of proposed changes to the generic DTLLS qualification, as described in section two of the review summary document; and
- use the proposed revised structure for the Level 5 Additional Diplomas in Teaching Mathematics: Numeracy as a basis for a revised structure for the fully integrated route.

We proposed that:

- where units from the Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (the replacement for the current PTLLS) are delivered as part of the fully integrated Diploma, these should be delivered to a subject specific cohort and contextualised to numeracy contexts
- the restricted optional units from the Level 4 Certificate in Teaching in the Lifelong Learning Sector (12 credits) should be delivered to a subject specific cohort and contextualised to numeracy contexts
- the fully integrated Diploma should not be divided into Parts 1 and 2; and
- other than the requirement to deliver and assess the PTLLS units at the start of the programme, individual awarding institutions will be able to decide how the programme should be delivered.

### Proposal

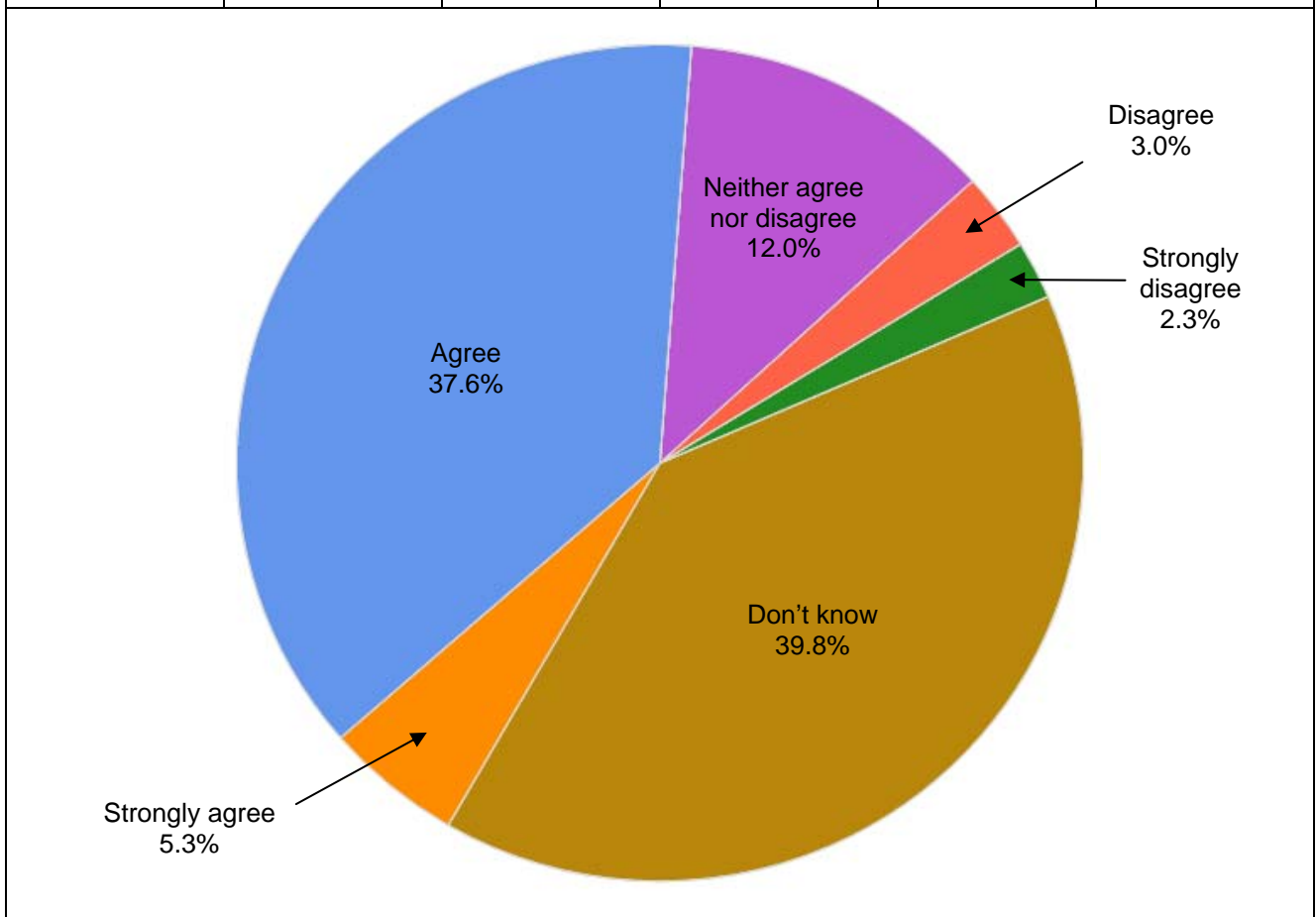
3.8.1 The revised structure for the Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector is appropriate.

## Findings

Number of respondents: 137 (out of 270)

### 3.8.1 The revised structure for the Level 5 Diploma in Teaching Mathematics: Numeracy in the Lifelong Learning Sector is appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
7	50	16	4	3	53
5.3%	37.6%	12.0%	3.0%	2.3%	39.8%



As with other proposals relating to qualifications for numeracy specialists, this proposal was only supported by a minority of the respondents as a whole. The majority of respondents returned a response of "neither agree nor disagree" or "don't know". Just over half of subject specialist respondents did support the proposal.

### Comments

Very few comments overall were received with regard to this proposal.

## **Our response**

Although support for the proposal was limited, Lifelong Learning UK is committed to maintaining the full range of routes to qualification for subject specialists. For this reason we will:

- develop awarding organisation guidance for the fully integrated route in line with the proposal, but using the existing qualification structure for the Additional Diploma (three 15 credit mandatory units) as a basis
- ensure that guidance for employers and practitioners on the routes to qualification for subject specialists is clear and accessible; and
- work with awarding organisations to address any outstanding issues.

## 3.9 The Level 5 Additional Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector

### Background

Currently it is not possible for teachers to take one qualification which permits them to teach both literacy and ESOL. In practice, many teachers teach both subjects, or teach groups which contain learners with both literacy and ESOL needs, and require extended skills, knowledge and understanding of both specialisms in order to be able to meet the needs of such diverse groups.

We set out to:

- develop a new joint qualification, which would not be intended to replace existing single specialism routes to qualification, but would be offered as a route to subject specific qualification in two specialisms jointly (when taken in addition to a generic DTLLS).

We proposed that:

- the Level 5 Additional Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector would have a credit value of 60
- all of these 60 credits must be achieved at Level 5; and
- the qualification would consist of three mandatory 20 credit units.

### Proposal

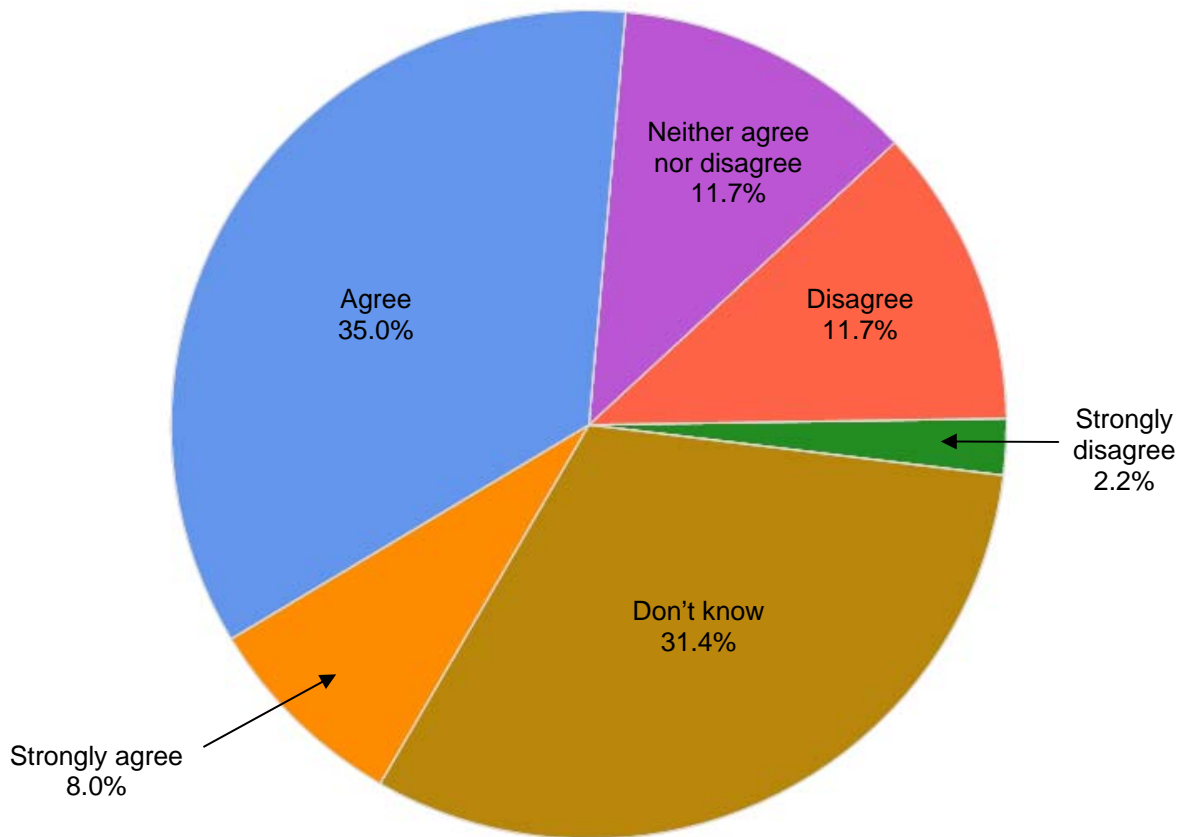
3.9.1 The structure and content for the Level 5 Additional Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector are appropriate.

## Findings

Number of respondents: 137 (out of 270)

### 3.9.1 The structure and content for the Level 5 Additional Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector are appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
11	48	16	16	3	43
8.0%	35.0%	11.7%	11.7%	2.2%	31.4%



A minority of respondents agreed that the structure and content of the proposed Level 5 Additional Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector are appropriate. As with other subject specific proposals a similar number of respondents returned a response of "neither agree nor disagree" or "don't know". Only a small minority of respondents disagreed with the proposal. Just over half of subject specialist respondents supported the proposal, with a larger proportion of these strongly agreeing. However, nearly a third of subject specialist respondents "disagreed" or "strongly disagreed" with the proposal.

## Comments

- Some respondents commented positively that this qualification would be welcome as it will reflect the "real world" of literacy and ESOL teaching.
- Some respondents suggested that it will be important to develop ways for specialists who have qualified in either literacy or ESOL to add the other subject area without having to take another qualification.
- One respondent suggested that single subject qualifications for literacy and ESOL specialists should be dropped in favour of this dual qualification route.
- Some respondents disagreed with the proposal either because they were unhappy with the number of teaching practice hours proposed, or because they believed that content would be "dumbed down" in the attempt to offer a joint qualification.

## Our response

Although support for the proposal was muted during Phase Two of the review, evidence from previous research carried out by Lifelong Learning UK suggests that this qualification would be a welcome development. This being the case we will:

- develop awarding organisation guidance for the qualification in line with the proposal; and
- work with awarding organisations to address any outstanding issues including titles and content of units.

### 3.10 The Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector (fully integrated route)

#### Background

The fully integrated route will enable trainee teachers to undertake a single qualification in order to become jointly qualified as a literacy and ESOL teacher in the lifelong learning sector. The majority of units will be undertaken in a joint cohort of literacy and ESOL trainee teachers.

We set out to:

- develop a new fully integrated route to joint qualification, which would not be intended to replace existing single specialism fully integrated routes to qualification, but would be offered as a route to a subject specific qualification in two specialisms jointly.

We proposed that:

- where units from the Level 4 Award in Preparing to Teach in the Lifelong Learning Sector are delivered as part of the fully integrated Diploma, these should be delivered to a subject specific cohort and contextualised to literacy and ESOL contexts
- the restricted optional units from the Level 4 Certificate in Teaching in the Lifelong Learning Sector (12 credits) should be delivered to a subject specific cohort and contextualised to literacy and ESOL contexts
- the fully integrated joint literacy and ESOL Diploma should not be divided into Parts 1 and 2
- other than the requirement to deliver and assess the PTLLS units at the start of the programme, individual awarding organisations should be able to decide how the programme should be delivered
- the three subject specific units developed for the Level 5 Additional Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector form the basis of subject specific content in the fully integrated Diploma; and
- the unit “English (literacy and ESOL) learning and teaching” should replace the two generic units in DTLLS – “Enabling learning and assessment” and “Theories and principles for planning and enabling learning”.

**Proposal**

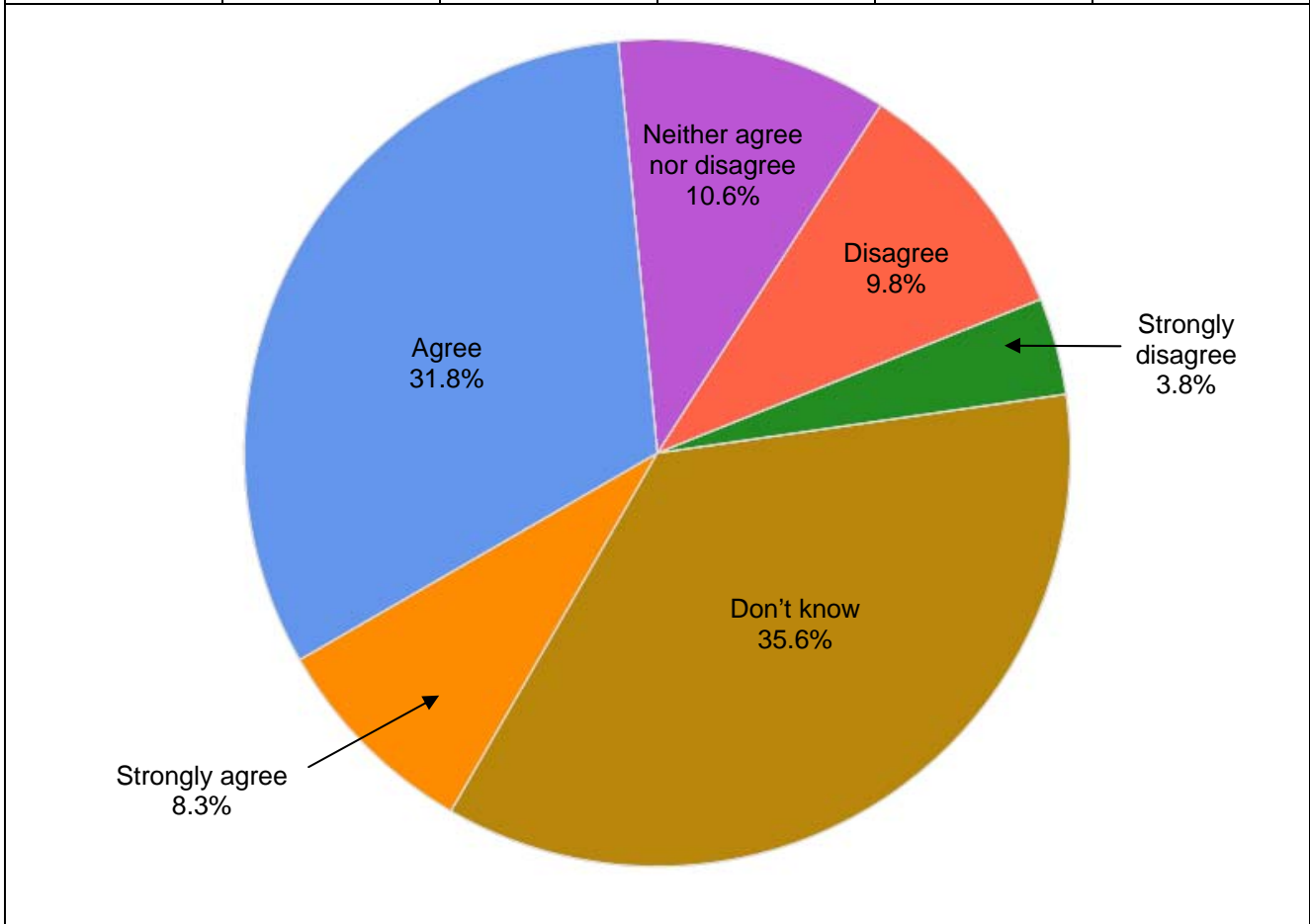
3.10.1 The structure for the Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector is appropriate.

**Findings**

Number of respondents: 132 (out of 270)

**3.10.1** The structure for the Level 5 Diploma in Teaching English: Literacy and ESOL in the Lifelong Learning Sector is appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
11	42	14	13	5	47
8.3%	31.8%	10.6%	9.8%	3.8%	35.6%



A minority of all respondents supported this proposal, with a slightly larger minority consisting of those who returned a response of "neither agree nor disagree" or "don't know". A small minority disagreed with the proposal. A minority of subject specialist respondents supported the proposal. Nearly a quarter of these respondents disagreed with the proposal.



## Comments

- Some respondents considered the size of this qualification to be inconsistent – although the Additional Diploma is larger than those for single subject specialisms, this fully integrated route does not entail the completion of more credits or have a higher GLH than for a single subject fully integrated DTLLS.
- One respondent suggested that it may be preferable to only offer this joint qualification as an Additional Diploma.

## Our response

Although support for the proposal was muted during Phase Two of the review, evidence from previous research carried out by Lifelong Learning UK suggests that this qualification would be a welcome development. This being the case we will:

- develop awarding organisation guidance for the qualification route in line with the proposal; and
- work with awarding organisations to address any outstanding issues including titles and content of units.

## 3.11 Teaching practice requirements for subject specific routes to qualification

### Background

Current guidance to awarding organisations sets out varying teaching practice requirements for each of the subject specific routes to qualification

We set out to:

- create greater consistency in teaching practice requirements across routes to subject specific qualification.

We proposed that:

- a reduction in the overall number of hours evidenced on DTLLS programmes, from 150 to 100, would make teacher training programmes more accessible for part-time staff
- the corresponding reduction on Additional Diploma programmes would be from 75 to 50; and
- changes to the requirements for assessed observations on subject specific routes to qualification as explained in the Phase Two review summary document would create greater consistency across routes to subject specific qualification.

### Proposal

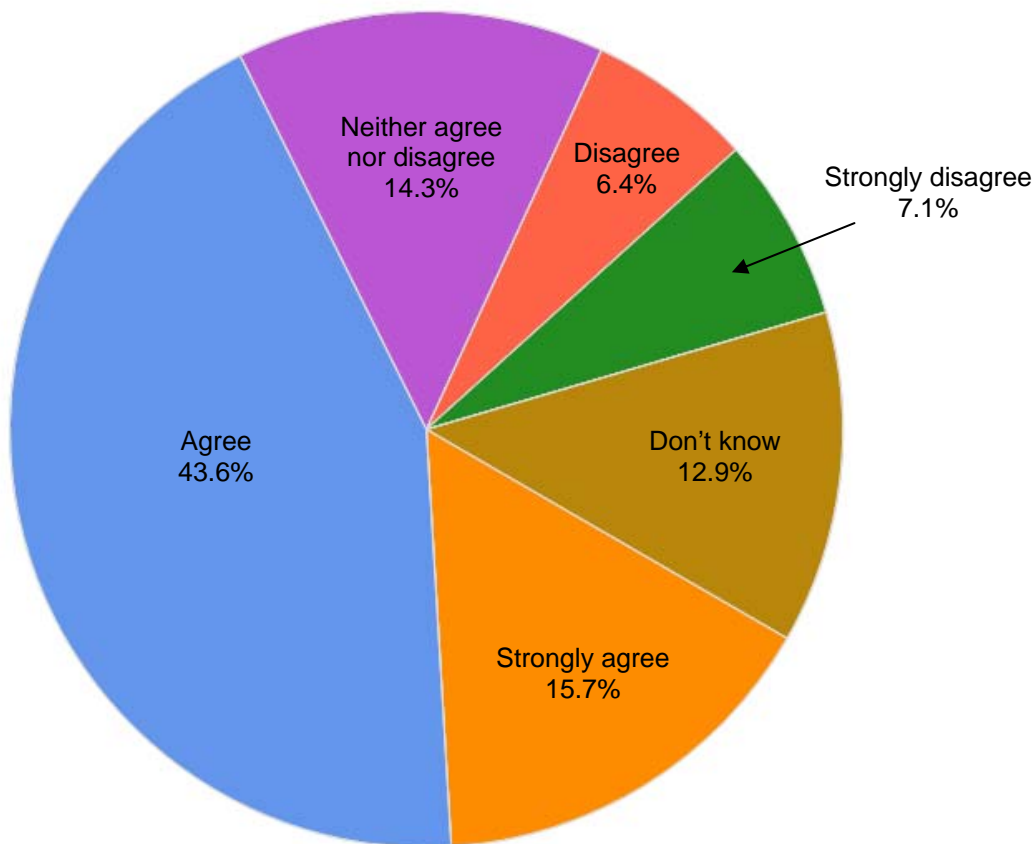
3.11.1 The changes to teaching practice requirements for subject specific routes to qualification proposed are appropriate.

## Findings

Number of respondents: 140 (out of 270)

### 3.11.1 The changes to teaching practice requirements for subject specific routes to qualification proposed are appropriate

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
22	61	20	9	10	18
15.7%	43.6%	14.3%	6.4%	7.1%	12.9%



The majority of respondents supported this proposal. Only a small minority of respondents disagreed. A large majority of subject specialist respondents supported the proposal.

## Comments

- Some respondents did not support the overall reduction of teaching practice hours to 100, citing the importance of developing practice in the classroom as critical to initial teacher training.
- Some respondents felt that the reduction in teaching practice hours would make the qualifications more accessible in a range of contexts and to part-time learning professionals.

## **Our response**

Given the strong support for the proposal we will:

- develop guidance for awarding organisations on teaching practice requirements in line with the proposal.



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