

# Policy and Contexts in the Learning and Skills sector

## Policy and Contexts statements with responses and sources

<p>a. Teachers and trainers who teach largely from pre-prepared materials and have no responsibility for developing schemes of work and learning programmes are in an associate teacher role.</p>	<p><b>PROBABLY TRUE</b></p> <p>Associate teachers <b>do not</b> have responsibility for:</p> <ul style="list-style-type: none"><li>• development and writing of learning programmes</li><li>• development and writing of materials to support the learning programme</li><li>• embedding literacy, language (ESOL) and numeracy.</li></ul> <p>Associate teachers <b>do</b> have responsibility for:</p> <ul style="list-style-type: none"><li>• administering initial assessment for their subject area</li><li>• preparing and planning sessions</li><li>• teaching, training, instructing, coaching</li><li>• assessment</li><li>• evaluation</li><li>• revision of the above, based on results of evaluation</li><li>• adopting inclusive approaches to literacy, language (ESOL), numeracy and ICT.</li></ul> <p>The quality of their teaching is expected to be of the same standard as someone in the full teacher role.</p> <p>The Certificate in Teaching in the Lifelong Learning Sector (CTLTS) equips new teachers with the knowledge, understanding and skills required for the associate teacher role.</p>	<p>See the LSIS guide to defining teacher roles and responsibilities in the further education sector in England: <a href="http://www.excellencegateway.org.uk/node/12016">http://www.excellencegateway.org.uk/node/12016</a></p> <p>See also the Institute for Learning (IfL) for more information on teacher roles within the Lifelong Learning Sector: <a href="http://www.ifl.ac.uk">www.ifl.ac.uk</a></p>
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<p>b. Part-time teachers who teach for only a few hours a week are in an associate teacher role.</p>	<p><b>FALSE – BUT ...</b></p> <p>It is not the amount of time that someone teaches but the responsibility they have in their teaching role that determines whether they are considered to be in a full or associate teacher role.</p> <p>Responsibilities identified for the <b>full teacher role</b> include planning the curriculum for a subject area, writing schemes of work, designing, developing and adapting materials for inclusivity, developing learning programmes and assessment methods appropriate for the full range of learners, developing a range of effective and innovative approaches in teaching across different levels of courses, evaluating the effectiveness of a range of assessment methods for different learners and contexts, providing tutorial support, analysing information on learner progress to make quality improvements.</p> <p><b>All teachers of ESOL, literacy and numeracy are considered to be in a full teacher role.</b></p> <p><b>NB: Occasional Teacher</b></p> <p>Occasional teachers are not subject to the existing regulations and therefore not required to be members of IfL, though they can join on a voluntary basis. The agreed definition of an ‘occasional teacher’ for this purpose has been clarified as teaching no more than 28 hours in a year (for example 2 hours a week and no more than 14 weeks a year). Occasional teachers are welcome to join IfL voluntarily.</p>	<p><b>Full Teacher:</b> This is a teaching role that carries the full range of teaching responsibilities (whether on a full-time, part-time, fractional, fixed term, temporary or agency basis) and requires the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies.</p> <p><b>Associate Teacher:</b> This is a teaching role that carries significantly less than the full range of teaching responsibilities ordinarily carried out in a full teaching role (whether on a full-time, part-time, fractional, fixed-term, temporary or agency basis) and does not require the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies.</p> <p>Further Education Teachers’ Qualifications (England) Regulations 2007.  <a href="http://www.opsi.gov.uk/si/si2007/20072264.htm">www.opsi.gov.uk/si/si2007/20072264.htm</a></p> <p>IfL guidance on ‘Occasional Teacher’ role:  <a href="http://www.ifl.ac.uk/membership/faq?id=1506#q1516">http://www.ifl.ac.uk/membership/faq?id=1506#q1516</a></p>
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<p>c. All teachers, tutors and trainers need to do the Award (PTLLS), then the Certificate (CTLLS), then the Diploma (DTLLS).</p>	<p><b>FALSE</b></p> <p><b>1. Check the teacher role</b> that the teacher/tutor/trainer is fulfilling.</p> <p>To be fully qualified for the role:</p> <p>Teachers in the <b>full teacher role</b> need the <b>Diploma in Teaching in the Lifelong Learning Sector (DTLLS)</b>. The Award (PTLLS) is the first part of the Diploma (DTLLS), and is often fully integrated into the teacher training programme. <b>It can be more expensive and take longer</b> to take the PTLLS, then the CTLLS, then the DTLLS.</p> <p>Teachers in the <b>associate teacher role</b> need the Certificate in Teaching in the Lifelong Learning Sector (CTLLS). The Award (PTLLS) is the first part of the Certificate (CTLLS).</p> <p>The Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) may be taken as a separate stand-alone programme (at Level 3 or 4 of about 30 hours) before undertaking the Certificate or Diploma and it can be awarded as a separate qualification.</p> <p><b>2. Check the date</b> the teacher/tutor/trainer joined the profession.</p> <p>All <b>new</b> teachers from <b>September 2007</b> within one year of starting to teach need to obtain the threshold Licence to Practise. This is the Award (PTLLS). Within five years they must gain the full qualification, the Diploma (DTLLS) for the full teaching role and the Certificate (CTLLS) for the associate teacher role.</p> <p>Teachers and trainers already working in the sector prior to 2007 need to hold qualifications required at the time they joined the profession. They do not need to take additional qualifications, although many organisations do require their teachers without a Cert. Ed. or PGCE to gain the new qualifications, or obtain QTLS or ATLS via the <b>IfL Recognition Route (IRR)</b>.</p>	<p>See the LSIS guidance on Generic teaching qualifications for the FE sector in England: <a href="http://www.excellencegateway.org.uk/node/65">http://www.excellencegateway.org.uk/node/65</a></p> <p>See the LSIS guidance on Qualifications for teaching English (literacy and ESOL) and mathematics (numeracy) in the FE sector in England: <a href="http://www.excellencegateway.org.uk/node/67">http://www.excellencegateway.org.uk/node/67</a></p> <p>For more on key dates for joining the profession see the Institute for Learning website: <a href="http://www.ifl.ac.uk/cpd/qtls-atls">http://www.ifl.ac.uk/cpd/qtls-atls</a></p> <p>For more information on gaining QTLS for very experienced teachers without a Cert. Ed. or PGCE go to: <a href="http://www.ifl.ac.uk/cpd/ifl-recognition-route-irr-domain-evidence-guide-2012">http://www.ifl.ac.uk/cpd/ifl-recognition-route-irr-domain-evidence-guide-2012</a></p>
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<p>d. Teacher qualification statutory regulations only apply to teachers in Further Education colleges.</p>	<p><b>TRUE – BUT...</b></p> <p>The 2007 statutory regulations apply to FE colleges, sixth form colleges and specialist colleges.</p> <p>However government policy on workforce reforms applies to the whole sector, including community learning and development, further education, offender learning and work-based training.</p> <p>The government requires that all publicly funded providers, whether privately owned, voluntary or publicly owned have a qualified workforce and inspection procedures are in place to ensure this.</p>	<p>‘... reforms embrace teacher training across the whole of the Learning and Skills sector in England. Trainers in work-based learning and tutors in adult and community learning need access to teacher training like their college-based colleagues’</p> <p>Paragraph 1.5 ‘Equipping our teachers for the future: Reforming initial teacher training for the Learning and Skills Sector’ DfES</p> <p><a href="http://www.bis.gov.uk/assets/biscore/corporate/migratedD/publications/E/equippingourteachersforthe-future-115-161">http://www.bis.gov.uk/assets/biscore/corporate/migratedD/publications/E/equippingourteachersforthe-future-115-161</a></p>
<p>e. Primary or secondary school teachers who wish to teach in the Learning and Skills sector have to start their training again from the beginning.</p>	<p><b>FALSE</b></p> <p>Those who come to work in further education and skills holding QTS status meet the qualification requirements and can start to look for work immediately.</p> <p>Teachers with QTS have to <b>complete professional formation and gain QTLS status within two years</b> of taking up a teaching position (post-September 2007). When you undertake professional formation, the IfL will verify whether this familiarisation process has taken place or not, during the assessment of your portfolio.</p> <p>Primary and secondary school teachers who wish to teach ESOL, literacy or numeracy will need to complete subject specific qualifications for these subjects or demonstrate evidence of equivalent qualifications.</p>	<p>See the IfL's guidance for teachers that already hold Qualified Teacher Status (QTS) from the compulsory education sector:</p> <p><a href="http://www.ifl.ac.uk/cpd/qtls-atls">http://www.ifl.ac.uk/cpd/qtls-atls</a></p>

<p>f. Everyone who teaches, trains or coaches in the lifelong learning sector is required to hold a first degree.</p>	<p><b>FALSE – BUT...</b></p> <p>Although you don't necessarily need to have a degree in English or mathematics, your own subject specialist skills (literacy or numeracy) need to be at least at university entry level. You will need to demonstrate through an assessment test that you have skills and knowledge at the appropriate level (nominally Level 3).</p> <p>Recently Level 3 qualifications in literacy and numeracy have been developed. These meet the need of those who wish to teach literacy, numeracy or ESOL but who feel they need to develop their own specialist knowledge and skills to a higher level before they enter a teacher training course.</p>	<p>See the LSIS Advice page for more information:  <a href="http://www.excellencegateway.org.uk/node/20732">http://www.excellencegateway.org.uk/node/20732</a></p>
<p>g. All teacher training is at Level 4.</p>	<p><b>FALSE</b></p> <p>The Award for Preparing to Teach in the Lifelong Learning sector (PTLLS) may be offered at Level 3 or 4.</p> <p>The Diploma in Teaching in the Lifelong Learning sector (DTLLS) is at a minimum of Level 5. Likewise the subject specialist stand-alone Diplomas in Teaching English (literacy or ESOL) or Mathematics (numeracy) in the lifelong learning sector are at Level 5.</p> <p>Higher education institutions frequently offer courses leading to degrees across three levels – 4, 5 and 6 (formerly called HE1, HE2 and HE3). Level 7 is Masters Degree level M.</p>	<p>See the LSIS guidance on Generic teaching qualifications for the FE sector in England:  <a href="http://www.excellencegateway.org.uk/node/65">http://www.excellencegateway.org.uk/node/65</a></p> <p>See the LSIS guidance on Qualifications for teaching English (literacy and ESOL) and mathematics (numeracy) in the FE sector in England:  <a href="http://www.excellencegateway.org.uk/node/67">http://www.excellencegateway.org.uk/node/67</a></p>

<p>h. Everyone who teaches, trains or coaches in the lifelong learning sector must join the Institute for Learning and complete a required number of hours of continuing professional development (CPD).</p>	<p><b>FALSE</b></p> <p><b>NB: The Further Education Teachers' Continuing Professional Development and Registration (England) Regulations (2007) will be revoked with effect from September 2012.</b></p> <p>However, in order to gain Q/ATLS teachers must be a member of the IfL. All members of the Institute for Learning (IfL) are required to demonstrate commitment to continuing professional development (CPD).</p> <p>In order to remain in good standing and maintain registration:</p> <ul style="list-style-type: none"> <li>• full-time teachers must complete a minimum 30 hours of CPD per year</li> <li>• part-time teachers must complete the pro-rata equivalent of 30 hours CPD per year, with a minimum requirement of at least 6 hours.</li> </ul> <p>They are encouraged to use the IfL REFLECT tools to record their CPD.</p> <p>People teaching and training outside the Learning and Skills sector are invited to join if they wish.</p>	<p>For full information about the Institute for Learning's CPD policy, see: <a href="http://www.ifl.ac.uk/cpd/about-cpd">http://www.ifl.ac.uk/cpd/about-cpd</a></p>
<p>i. If your employer requires you to gain QTLS and you are an experienced teacher without a Cert. Ed. or PGCE you must complete a Diploma (DTLLS) or equivalent.</p>	<p><b>FALSE</b></p> <p>You can take a course or part course to gain a Diploma (DTLLS) or equivalent. However, if your employment commenced <b>before 2007</b>, and you have significant teaching experience of at least five years you are likely to be able to use the <b>IfL Recognition Route (IRR)</b>.</p> <p><b>IfL Recognition status</b> will be conferred through a process which allows those who are eligible and do not have a recognised teaching qualification to demonstrate that they have the capacity to meet the current professional/occupational standards for teachers, tutors and trainers in the lifelong learning sector.</p>	<p>For more information on gaining QTLS for very experienced teachers without a Cert. Ed. or PGCE go to: <a href="http://www.ifl.ac.uk/cpd/ifl-recognition-route-irr-domain-evidence-guide-2012">http://www.ifl.ac.uk/cpd/ifl-recognition-route-irr-domain-evidence-guide-2012</a></p>

<p>x. The entry requirements for literacy, numeracy and ESOL trainee teachers are the same as the minimum core.</p>	<p><b>FALSE</b></p> <p>Candidates for literacy, numeracy and ESOL teacher training programmes need to demonstrate Maths skills (for numeracy teacher training) or English skills (for literacy and ESOL teacher training) at Level 3 <b>before</b> entry. This will be through entry assessments on application to initial teacher training programmes.</p> <p>These are not the same as the minimum requirements for <b>all</b> teachers for English, Maths and ICT skills at Level 2.</p> <p>Recently Level 3 qualifications in literacy and numeracy have been developed. These meet the need of those who wish to teach literacy, numeracy or ESOL but who feel they need to develop their own specialist knowledge and skills to a higher level before they enter a teacher training course.</p>	<p>Search for a course on the talent course database: <a href="http://www.talent.ac.uk/courses.asp">www.talent.ac.uk/courses.asp</a></p>
<p>k. All teachers and trainers in the Learning and Skills sector need to have GCSE Maths and GCSE English in order to be fully qualified.</p>	<p><b>FALSE – BUT...</b></p> <p>They do have to hold a recognised qualification or equivalent at Level 2 in English, Maths and ICT. It doesn't have to be GCSE Maths or GCSE English – but all teachers who apply for QTLS or ATLS need to evidence personal competence in English and Maths at Level 2.</p> <p>Teachers of English (literacy and ESOL) or Mathematics (numeracy) are expected to have an English or Maths qualification or demonstrate competence at a minimum Level 3 before taking an initial teacher training course.</p>	<p>See the LSIS guidance on Personal skills in English, mathematics and ICT for trainee teachers:  <a href="http://www.excellencegateway.org.uk/node/66">http://www.excellencegateway.org.uk/node/66</a></p> <p>IfL guidance on evidencing Level 2 numeracy &amp; literacy skills: <a href="http://www.ifl.ac.uk/cpd/qtls-atls/how-to-apply/stage-two---applying-for-qtls-or-atls">http://www.ifl.ac.uk/cpd/qtls-atls/how-to-apply/stage-two---applying-for-qtls-or-atls</a></p>

<p>l. Everyone working with learners with literacy, language (ESOL) and numeracy needs, whatever their role, needs to have qualifications in their own personal Maths, English and ICT skills at Level 2.</p>	<p><b>FALSE – BUT...</b></p> <p>There are no national regulations governing the required levels of personal Maths, English and ICT for many of the non-teaching roles in the Learning and Skills Sector.</p> <p>However, all trainee teachers must be prepared to support their learners' literacy, numeracy and ICT skills. What trainee teachers need to know and understand about literacy, numeracy and ICT skills and how these skills are learnt have been detailed in a guidance document for initial teacher education programmes.</p>	<p>See the LSIS guide on: Addressing literacy, language, numeracy and ICT needs in education and training: defining the minimum core of teachers' knowledge, understanding and personal skills:  <a href="http://www.excellencegateway.org.uk/node/12019">http://www.excellencegateway.org.uk/node/12019</a></p>
<p>m. To be fully qualified, all new teachers of literacy, numeracy and ESOL must complete a Diploma in Teaching in the Lifelong Learning Sector (DTLLS) and a subject-specific Diploma (or equivalent qualification).</p>	<p><b>TRUE</b></p> <p>People may achieve full qualification in different ways, on separate or integrated, full-time or part-time programmes.</p> <p>Part-qualified teachers or those with 'legacy qualifications' can apply to join relevant programmes at an appropriate point, depending on their experience, previous qualifications and the regulations of the awarding institution.</p> <p>Teachers who were in post prior to 2007 (and 2001 for those teaching in FE colleges) are exempt from the regulations. However, they are frequently encouraged to train by their employer, their professional association and the regulations documentation itself.</p> <p>They can do this by following a teacher training programme or, in the case of very experienced teachers, using the <b>IfL Recognition Route (IRR)</b>.</p>	<p>See the LSIS guidance document on routes to becoming fully qualified:  <a href="http://www.excellencegateway.org.uk/node/20794">http://www.excellencegateway.org.uk/node/20794</a></p> <p>Check the SVUK website for the tariff system for past qualifications and experience – Tariff of Legacy Qualifications TLQ:  <a href="http://tariff.svuk.eu/">http://tariff.svuk.eu/</a></p>



<p>n. Assessors need to gain a teaching qualification.</p>	<p><b>MAYBE</b></p> <p>It depends on their role. Assessors who assess or verify only need to gain the Assessors and Verifiers Awards.</p> <p><b>If assessors teach, train or coach, they should determine whether this is in the full teacher role or the associate teacher role.</b> If they began teaching after September 2007 and their role is as defined in LLUK Guidance as Associate Teacher they must gain a Certificate in Teaching in the Lifelong Learning Sector (CTLTS). If their role is defined as Full Teacher they must gain the Diploma in Teaching in the Lifelong Learning Sector (DTLLS), also known as Cert. Ed. or PGCE.</p> <p>Any assessor involved in teaching English and Maths (Functional Skills or Skills for Life) or in embedding literacy, language and numeracy (LLN) is in the full teacher role.</p>	<p>For guidance on the assessor role see LSIS guidance on Assessor and Quality Assurance qualifications:  <a href="http://www.excellencegateway.org.uk/node/20798">http://www.excellencegateway.org.uk/node/20798</a></p>
<p>o. All Learning Support practitioners working with LLN learners will need the <b>new</b> Learning Support qualifications in supporting language, literacy and numeracy.</p>	<p><b>FALSE – BUT...</b></p> <p>Qualifications have been developed that aim to provide an initial training route for all learning support practitioners and support the professionalization of the learning support practitioner workforce.</p> <p>It should be noted that at this time there is no statutory requirement for those working in a support role to undertake these qualifications. However, the lifelong learning workforce has been instrumental in bringing about their introduction, and with the increasing professionalization of the sector as a whole, it is likely that they will in the future become a benchmark of quality learning provision.</p>	<p>For more information on the qualifications and regulations relating to the Learner Support role, see the LSIS document 'Working in learning support':  <a href="http://www.excellencegateway.org.uk/node/20788">http://www.excellencegateway.org.uk/node/20788</a></p>

<p>p. Employers cannot recruit new literacy, numeracy or ESOL teachers who are not fully qualified to teach their subject.</p>	<p><b>FALSE</b></p> <p>Employers can and often do recruit teachers who are not yet fully qualified or who hold 'legacy' pre-2007 teaching qualifications or overseas teaching qualifications.</p> <p>If these teachers joined the profession after September 2007 the regulations apply to them and they need to complete their training and gain QTLS within five years of commencing work.</p> <p>If they joined the profession before September 2007, the regulations in place at the time of joining will apply.</p> <p>Whenever they joined the profession, it makes sense to complete relevant subject-specific initial teacher training and CPD.</p>	<p>See the Institute for Learning website for more on key dates for joining the profession:  <a href="http://www.ifl.ac.uk/cpd/qtls-atls">http://www.ifl.ac.uk/cpd/qtls-atls</a></p>
<p>q. People can train to teach literacy and ESOL or literacy and numeracy at the same time.</p>	<p><b>PARTIALLY TRUE</b></p> <p>At present English (literacy and ESOL) and Maths (numeracy) subject teachers generally need to choose one subject: adult literacy, adult numeracy or ESOL. Teachers become fully qualified in their first subject, before going on to further teacher training in a second or third subject.</p> <p>However, there are some teacher training programmes which offer both literacy and ESOL teacher training in a combined route meaning successful candidates become dual qualified.</p>	<p>There are a few courses which currently combine literacy &amp; ESOL.</p> <p>Check for courses on  <a href="http://www.talent.ac.uk/courses.asp">www.talent.ac.uk/courses.asp</a></p>
<p>r. Even someone who teaches literacy, numeracy or ESOL for two hours a week will have to achieve QTLS.</p>	<p><b>TRUE</b></p> <p>Teachers of literacy, numeracy or ESOL are all considered to have a full teaching role, and therefore required to meet the full qualification requirements and gain Qualified Teacher Learning and Skills (QTLS) status.</p> <p>The associate teaching role and status is not appropriate for literacy, numeracy and ESOL teachers / tutors / trainers.</p>	<p>See the LSIS guide to defining teacher roles and responsibilities in the further education sector in England:  <a href="http://www.excellencegateway.org.uk/node/12016">http://www.excellencegateway.org.uk/node/12016</a></p> <p>See also the Institute for Learning (IfL) for more information on teacher roles within the Lifelong Learning Sector:  <a href="http://www.ifl.ac.uk">www.ifl.ac.uk</a></p>

<p>s. Teachers of literacy, language or numeracy with a Level 4 subject-specific qualification need to take a Level 5 subject specialist Diploma in teaching English (ESOL or literacy) or Mathematics (numeracy) in the lifelong learning sector.</p>	<p><b>FALSE</b></p> <p>Teachers who were fully qualified before September 2007 remain qualified and are not required to complete additional qualifications.</p> <p>Teachers who completed a Level 4 subject specific qualification by July 2008 and hold a generic teaching qualification, are considered to be fully qualified and can apply for QTLS via the IfL's process of Professional Formation.</p>	<p>For more information on Professional Formation see the IfL website: <a href="http://www.ifl.ac.uk/cpd/qtls-atls/what-is-professional-formation-2">http://www.ifl.ac.uk/cpd/qtls-atls/what-is-professional-formation-2</a></p> <p>To discuss your options in further detail contact FE advice at LSIS: Email: <a href="mailto:fe.advice@lsis.org.uk">fe.advice@lsis.org.uk</a> Phone: 0300 303 1877</p>
<p>t. Qualified teachers in other subject areas who want to become literacy, numeracy or ESOL teachers just need to do a few in-service sessions on grammar or phonology or geometry.</p>	<p><b>FALSE</b></p> <p>Qualified teachers who want to teach literacy, numeracy or ESOL do not need to start training from scratch as their generic Certificate in Education/PGCE/DTLLS has already qualified them to work in the Learning and Skills sector.</p> <p>They will need to acquire specialist subject knowledge and pedagogy and from September 2007 this means undertaking a subject specific standalone Diploma in teaching English (literacy or ESOL) or Mathematics (numeracy) in the Lifelong Learning Sector.</p> <p>The Level 5 subject specialism can only be completed by those who are already in a teaching post and can be taken as standalone courses called:</p> <p><b>The Diploma in Teaching English: ESOL</b> - (stand alone) - previously referred to as the Additional Diploma</p> <p><b>The Diploma in Teaching English: Literacy</b> - (stand alone) - previously referred to as the Additional Diploma</p> <p><b>The Diploma in Teaching English: Literacy &amp; ESOL</b> - (stand alone) - previously referred to as the Additional Diploma</p> <p><b>The Diploma in Teaching Mathematics: Numeracy</b> - (stand alone) - previously referred to as the Additional Diploma</p>	<p>To discuss your options in further detail contact FE advice at LSIS: Email: <a href="mailto:fe.advice@lsis.org.uk">fe.advice@lsis.org.uk</a> Phone: 0300 303 1877</p> <p>To search for a course see: <a href="http://www.talent.ac.uk/courses.asp">www.talent.ac.uk/courses.asp</a></p>

<p>u. All vocational and other subject teachers and trainers who wish to address the literacy, numeracy or ESOL needs of their students, e.g. through embedding LLN, have to obtain a literacy, numeracy or ESOL teaching qualification themselves.</p>	<p><b>FALSE</b></p> <p>It is not necessary for vocational and other subject teachers and trainers to become specialist teachers of literacy, numeracy or ESOL. They need to develop strategies for supporting learners' literacy, language and numeracy needs within their subject areas, preferably working in partnership with a specialist literacy, ESOL or numeracy teacher.</p> <p>For new teachers and trainers this can be part of initial teacher training – addressed within the course and also through optional modules in the second half of the programme.</p>	<p>To discuss your options in further detail contact FE advice at LSIS:  Email: <a href="mailto:fe.advice@lisis.org.uk">fe.advice@lisis.org.uk</a>  Phone: 0300 303 1877</p>
<p>v. All teachers of Functional Skills are required to have teaching qualifications in literacy, ESOL or numeracy.</p>	<p><b>FALSE – AT PRESENT</b></p> <p>The Government is currently considering the qualifications and training needed by teachers of Functional Skills (Maths, English and ICT) in the FE sector.</p> <p>At present all new specialist teachers of functional skills (English/mathematics) are:</p> <ul style="list-style-type: none"> <li>• required to gain a recognised generic teaching qualification; and</li> <li>• strongly encouraged to gain a recognised subject specialist teaching qualification in literacy or numeracy.</li> <li>•</li> </ul> <p>All specialist teachers of English (adult literacy), mathematics (adult numeracy) and English for speakers of other languages (ESOL) in the FE sector are:</p> <ul style="list-style-type: none"> <li>• required to gain a recognised generic teaching qualification; and</li> <li>• required to gain a recognised subject specialist teaching qualification in literacy, numeracy or ESOL.</li> </ul>	<p>Source:  <a href="http://www.excellencegateway.org.uk/node/20732">http://www.excellencegateway.org.uk/node/20732</a></p> <p>To discuss your options in further detail contact FE advice at LSIS:  Email: <a href="mailto:fe.advice@lisis.org.uk">fe.advice@lisis.org.uk</a>  Phone: 0300 303 1877</p> <p>To search for a course see  <a href="http://www.talent.ac.uk/courses.asp">www.talent.ac.uk/courses.asp</a></p>

<p>w. People with Cambridge ESOL DELTAs and Trinity Diplomas need to do a generic PGCE or Certificate in Education or a Diploma in Teaching in the Lifelong Learning Sector (DTLLS).</p>	<p><b>FALSE</b></p> <p>ESOL teachers with DELTAs and other ESOL teaching Diplomas are highly qualified, although their qualification doesn't exactly match the reformed generic and ESOL subject-specific qualifications. Mapping of the existing ESOL qualifications has taken place by SVUK and credit for qualified ESOL teachers is now available.</p> <p>SVUK have identified which parts of the Cambridge and Trinity qualifications can be accredited towards the DTLLS/Cert. Ed./PGCE.</p> <p>Experienced competent teachers could contact awarding institutions for information about Diploma extension modules or about Accreditation of Prior Learning Schemes (APL)/ Accreditation of Prior Experiential Learning (APEL).</p> <p>Experienced competent teachers can also apply for professional recognition under the <b>IfL Recognition Route (IRR)</b>.</p>	<p>Cambridge ESOL and Trinity offer information about the routes they offer for holder of DELTAs and ESOL Diplomas:  <a href="http://www.trinitycollege.co.uk">www.trinitycollege.co.uk</a>  <a href="http://www.cambridgeessol.org">www.cambridgeessol.org</a></p> <p>Check the SVUK website for the tariff of legacy qualifications which include Cambridge and Trinity qualifications.  <a href="http://tariff.svuk.eu/">http://tariff.svuk.eu/</a></p> <p>For information on the IfL's Recognition Route (IRR) see: <a href="http://www.ifl.ac.uk/cpd/ifl-recognition-route-irr-domain-evidence-guide-2012">http://www.ifl.ac.uk/cpd/ifl-recognition-route-irr-domain-evidence-guide-2012</a></p>
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