

# Initial Teacher Education: A short history of the policy context 2001–2010

Prior to 2001 there were no regulations in place to ensure that teachers in further education were trained in the skills of teaching. A number of qualifications had been developed at different levels, through regional and national awarding bodies.

## Generic teaching qualifications

In 1998, the Further Education National Training Organisation (FENTO) published 'Standards for initial teacher training in England and Wales', and in 2001 Parliament passed [Statutory instrument 2001](#) which made a teacher training qualification a legal requirement for full-time teachers in colleges of further education in England.

FENTO was replaced by Lifelong Learning and the original FENTO Standards were reviewed. The DfES published its new strategy for teacher education in the sector in [Equipping our teachers for the future \(2004\)](#)

As a result, LLUK produced [New Overarching Professional Standards for Teaching and Learning](#) and published them in 2006. They were to be used 'across the whole lifelong learning sector', hence the term 'overarching'.

The development of the new standards provided the first step in the construction of a new framework of qualifications for teachers in the further education system. Mapped to these standards, units of assessment were drawn up that could be used in different combinations and offered at different levels to provide a flexible system for the further education workforce. LLUK [Guidance for awarding institutions on teacher roles and initial teaching qualifications \(2007\)](#) [http://www.lluk.org/documents/ai\\_guidance\\_aug07\\_version3.pdf](http://www.lluk.org/documents/ai_guidance_aug07_version3.pdf)

Also as a result of the strategy, [The Institute for Learning](#) was created; it would have the role of certifying teachers' right to claim a licence to teach (Qualified Teacher Learning and Skills or QTLS) and in developing and documenting the process of achieving this. This process included qualifications, professional formation and regular continuing professional development (CPD).

## Subject-specific teaching qualifications

Meanwhile, [A Fresh Start, the report of the Moser Working Group](#), published in 1999 by DfEE, recommended that:

- All new staff and volunteers should undertake recognised initial training in teaching literacy and numeracy to adults
- Diploma courses in teaching basic skills to adults should be established.

Subject specifications for literacy, numeracy and ESOL were developed and qualifications produced. All teachers who joined the profession after September 2002 (literacy and numeracy) and 2003 (ESOL) were expected to hold a subject qualification.

When the *New Overarching Professional Standards for Teaching and Learning* were published in 2006, LLUK also produced documents detailing how these standards need to be applied to specialist literacy, numeracy and ESOL teachers. The ‘application documents’ that detail the level of subject specialist knowledge and understanding required of teachers of English ([literacy and ESOL](#)) and mathematics ([numeracy](#)) have a very strong focus on demonstration of professional practice of the full teaching role at a minimum of Level 5 (QCF).

### **Summing up: requirements for teachers of literacy, numeracy or ESOL**

All teachers of English (literacy and ESOL) and Mathematics (numeracy) are in the full teaching role. Everyone who started teaching literacy, ESOL and numeracy in the lifelong learning sector after September 2007 needs to become qualified to teach their subject area within five years of their first appointment. This means completing a Diploma in Teaching in the Lifelong Learning Sector combined with a literacy, ESOL or numeracy subject-specific qualification.

April 2010