



# Review of Qualifications for Learning Professionals

## Findings Report – Phase 1

January 2011

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# 1.0 Background

Lifelong Learning UK (LLUK) is undertaking a review of qualifications for learning professionals in England between September 2010 and March 2011. The focus of the review are the qualifications developed by LLUK primarily for teachers\* in the FE sector in England. However, the review is also considering the use of the qualifications in other contexts. The current qualifications were developed in the qualifications and credit framework (QCF) in 2007. An outcome of the review will be the publication of LLUK awarding organisation guidance for updated qualifications.

The review is 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 LLUK. These proposals were detailed in a review document and made broad suggestions for the future development of qualifications for learning professionals. A second phase, to be undertaken in from January to March 2011, will put forward more detailed proposals.

This report summarises the responses to the review document in Phase 1 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 six events organised by LLUK
- Events that were self organised by organisations using a facilitation pack made available by LLUK.

The review period opened 13 October and concluded on 9 November 2010. All respondents used the same response form whether this was at an event or completed online.

A total of 299 responses were received. Of those, 159 responses were received on behalf of organisations and 122 were received from individuals. Eighteen responses were not identified as either from an organisation or an individual.

In addition to these, LLUK organised seven focus groups to inform the on-going development of ideas for the updating of the qualifications. These included groups with a specific focus on work based learning (WBL), adult and community learning (ACL), disabled learners, literacy, numeracy and ESOL, awarding organisations (AOs) and higher education institutions (HEIs). These groups have made a valuable contribution to the development of more detailed proposals for the next phase of the review. However, the discussions are not specifically reported in this formal summary of findings but were used to inform more generally the recommendations for Phase 2. The reason for this is that many of those involved in these groups contributed separately through the online survey.

\* 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 further education sector

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

- Proposals for generic teaching qualifications
- Proposals for subject specific teaching qualifications
- Proposals for accredited professional development opportunities beyond initial training; and
- Proposals for a qualifications framework for learning professionals.

Each of the proposals put forward by LLUK is repeated in the text, together with the brief summary of the key issue that was provided for respondents. For each question, a numerical analysis of responses is given and is also represented in diagrammatic format. 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 the balance of views within the responses received, and on any particular variations from different types of respondent. Some of the key issues raised in response to each question are identified, together with an indication of what action LLUK now intends to take, based on the outcomes of this phase of review.

The review document from the first phase remains accessible on the LLUK website at [http://www.lluk.org/documents/101011\\_LP\\_Review\\_Document\\_post\\_PSG\\_FINAL\\_v3.pdf](http://www.lluk.org/documents/101011_LP_Review_Document_post_PSG_FINAL_v3.pdf)

The following sections of the report summarise the responses to each question under these four headings together with the actions that LLUK now proposes to take in response to the outcomes of this first phase of review.

The concluding section of this report summarises important findings for the second phase of the review and gives an indication of the proposals that will be put forward. This report has been considered by a number of expert review groups convened by LLUK and the project steering group. These groups considered the findings and recommendations in order to help to shape the more detailed proposals LLUK will present for review early in the new year.

LLUK would like to take this opportunity to extend thanks to all those who have taken the time to take part in this initial phase of review. We have been really encouraged by the number of responses we have received from all parts of the lifelong learning sector, and impressed by the thoughtfulness with which respondents have engaged with our questions. We look forward to a similar level of interest in the second phase of review in 2011.

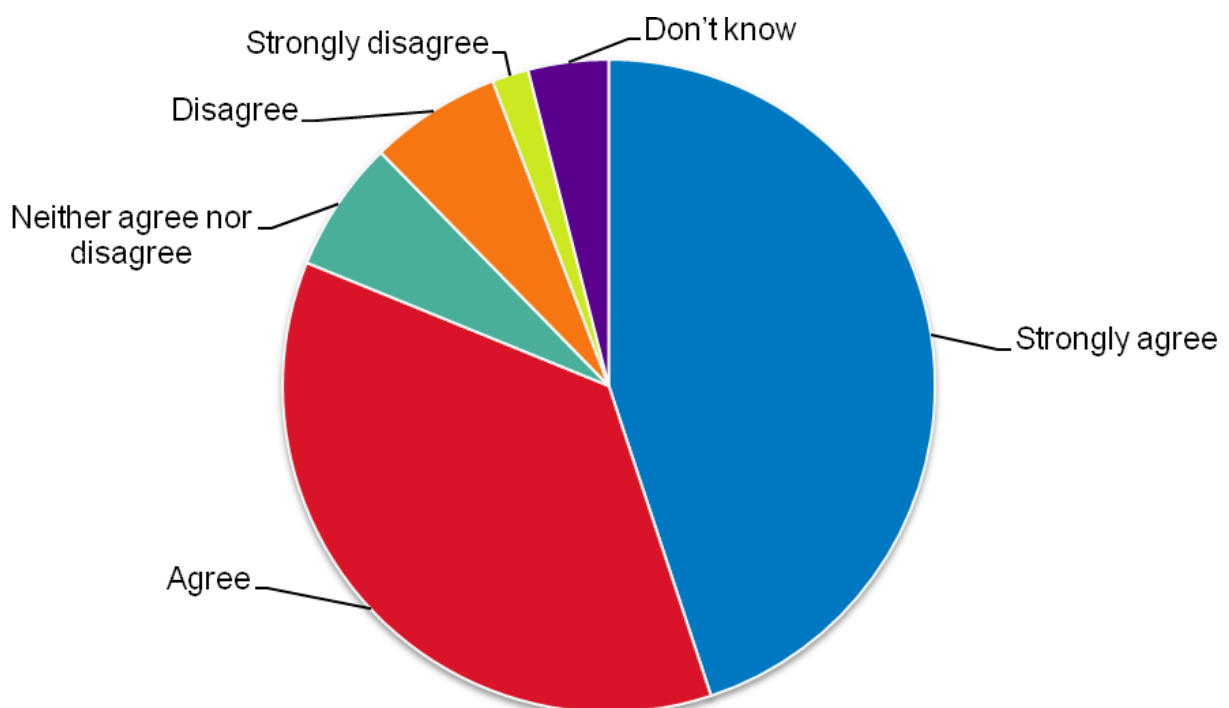
## 2.0 Proposals for generic teaching qualifications

### 2.1 The credit value of the Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) should better reflect the learning demand of the teacher education programmes

The achievement of a PTLLS Award may be taken as sufficient evidence that someone has acquired the necessary skills and knowledge to enable them to teach beyond an initial year in the FE Sector. Evidence from across the lifelong learning sector suggests that the value of six credits underestimates the actual learning time required to achieve the unit of assessment. We propose to review what the necessary skills and knowledge should include, and then the content and credit size of any constituent units(s) and Awards.

**Number of respondents: 276 (out of 299)**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
124	100	18	18	5	11
44.9%	36.2%	6.5%	6.5%	1.8%	4%



## **The responses**

There is clear and strong support from respondents that the credit value of PTLLS should be reviewed in order to reflect more accurately the real learning time taken by learners to achieve the qualification. A very large majority of respondents supported our proposals on this issue and we now have a clear message that will enable us to put forward proposals for updating PTLLS. A further message from respondents was that any review of PTLLS should take place alongside similar reviews of the other qualifications in the scope of this review. The credit value of CTLLS and the content and structure of all qualifications for learning professionals in England needs to be part of the review.

## **Variations in responses**

Support for increasing the credit value of PTLLS was received from all types of respondent. A majority of ACL or voluntary and community sector (VCS) providers favoured a smaller increase than others in credit value. This was linked to a concern that all the qualifications must remain easily achievable by part-time staff, and easily accessible and deliverable by organisations other than FE colleges or HEIs. HEIs themselves proposed some of the larger increases in credit value, which may be in part driven by their desire to see a better ‘fit’ with HE credit systems.

## **The key issues**

The achievement of a PTLLS may be taken as sufficient evidence that someone has acquired the necessary skills and knowledge to enable them to teach beyond an initial year in the FE Sector. It is clear from the findings that the majority of respondents consider that the amount of learning undertaken (greater than the notional hours suggested by the credit value) fulfils this purpose. It was suggested that to reduce the amount would narrow the focus. Therefore, the number of credits to achieve the necessary skills and knowledge needs to be adjusted.

It was recognised that PTLLS is an integral first part of the Certificate or Diploma qualifications that all teachers new to the FE sector England must achieve. The credit value of CTLLS will be adjusted to reflect the change to PTLLS, as well as the credit values of units within both the Certificate and the Diploma..

The few respondents that disagreed with the proposal considered the amount of learning on programmes can reflect the current number of credits and is appropriate for the purpose.

Most respondents agreed that the value of the qualification as currently specified underestimated the actual learning time taken to complete it. Several respondents offered practical and detailed examples of the actual time taken to deliver the PTLLS requirement effectively. All of these argued for an increase in the credit value of the PTLLS requirement. This in itself would give us sufficient grounds for reviewing the credit value of PTLLS.

However, a second strand of responses could be identified, which suggested that the current structure of the PTLLS requirement (as a single unit) should also be reviewed, without extending

its scope or purpose. In response to our suggestion to review the 'content and credit size of any constituent units' there was much support for a more flexible structure for PTLLS.

Some responses suggested a significant increase in the credit value of PTLLS. Other respondents were concerned that the Award would still need to be made accessible to a wide range of people: a significant increase in credit value might exclude potential teachers in WBL, ACL or VCS provision or other sectors who have used this as stepping stone into teaching. Many respondents considered it important for PTLLS to stay as an Award in the QCF as increasing to the size of a Certificate could cause confusion with the CTLLS. Where actual credit values for a revised PTLLS were proposed, figures of 9, 10, 12 or 15 credits were the ones most often put forward.

### **What we propose to do**

We will put forward proposals for review to increase the credit value of the PTLLS Award. This will include consideration of the content of the Award and will take account of its relationship to CTLLS and DTLLS. We will also ensure that a revised PTLLS Award remains accessible to those in WBL, ACL and VCS.

In addition, we will put forward proposals for introducing some optional units within PTLLS and for increasing opportunities for credit transfer from related qualifications. In order to maintain the accessibility of the qualification to a wide range of professionals, we will propose that a revised PTLLS remains as an Award (for example; as a qualification with 12 credits or fewer) in the QCF.

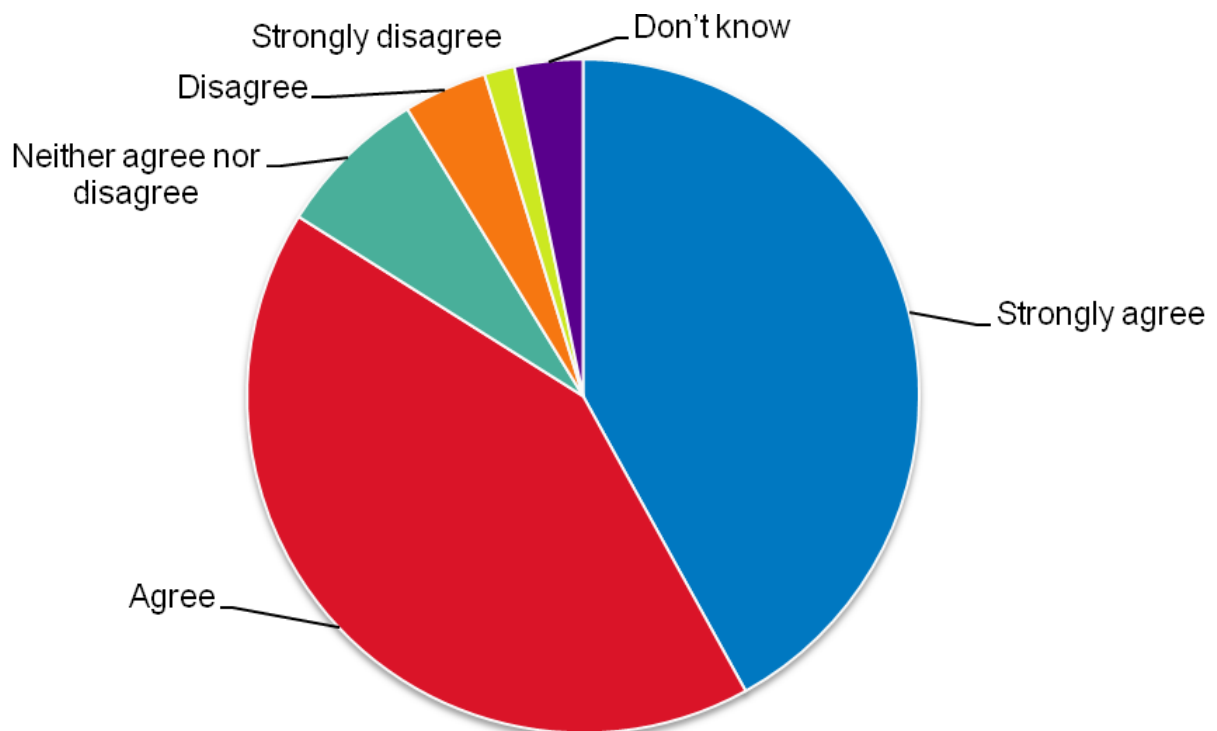
We will also update our guidance to employers to confirm the continuing status of a revised PTLLS within the sector as sufficient evidence that someone has acquired the necessary skills and knowledge to enable them to teach beyond an initial year in the FE Sector.

## 2.2 The Level 3 and Level 4 Certificates in Teaching in the Lifelong Learning Sector (CTLLS) and the Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) should be developed to be more inclusive of the diversity of learning professional roles and work contexts

Evidence suggests that the qualifications' structure, content, assessment and/or delivery are not appropriate for all roles and contexts, including work based learning and informal adult learning. The review will consider any barriers to access and achievement. We propose to review the size of the CTLLS qualification and explore the value of learning pathways within the qualifications.

**Number of respondents: 274 (out of 299)**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
115	115	20	11	4	9
42%	42%	7.3%	4%	1.5%	3.3%





## **The responses**

There was clear support for reviewing both the scope and credit value of the CTLLS qualification to make it more appropriate for a wider range of teaching contexts. A large majority of respondents supported this proposal. Views were more evenly divided on whether named pathways should be developed within CTLLS and DTLLS to reflect these different contexts. There was a clear majority of respondents in favour of making more explicit the progression structure from CTLLS to DTLLS.

## **Variations in responses**

There was strong support for changes to CTLLS from respondents in WBL who were particularly concerned to see opportunities for the recognition of assessors within the framework of a revised CTLLS. Reviewing the structure, content and size of CTLLS was also very strongly supported by respondents from AOs. It should be noted that as HEIs do not offer CTLLS, a number of HEIs did not respond to this question.

## **Key issues**

A number of respondents noted that both CTLLS and DTLLS are not wholly appropriate for teachers outside FE colleges. There was support for increasing the range of options available within the qualifications to include more units relevant to WBL, ACL or VCS learning. In addition, there was also concern about maintaining equivalence or articulation with other qualifications both within and beyond our footprint.

Some respondents also noted that there was a large 'gap' in both level and credit value between CTLLS and DTLLS, and that any review of CTLLS needed to locate it more clearly in an overall structure of progression between the different qualifications. A clear majority of respondents also suggested a review of the credit value of CTLLS needed to take place as part of this 're-location' of the qualification within a progression structure.

A number of respondents commented on the overall structure of both CTLLS and DTLLS, arguing that a reduction in the proportion of mandatory units on both qualifications would increase flexibility, and that (for DTLLS in particular) smaller unit sizes would also improve the ability for people to move more easily from CTLLS to DTLLS. However, there was no majority of views in favour of establishing named pathways within CTLLS and DTLLS. Several responses noted that this might actually reduce movement and progression between the qualifications.

There were clear messages from all constituencies that PTLLS, CTLLS and DTLLS should be reviewed together, and that as part of this review the issue of both the credit value and the level of CTLLS needs to be considered.

### **What we propose to do**

We will put forward proposals for re-specifying both CTLLS and DTLLS that will enhance their relevance to people in WBL, ACL and VCS provision. We have no plans to propose a change to the overall credit value of DTLLS. However, we will review the level and the credit value of CTLLS, together with proposals related to mandatory units, unit credit values and credit transfer for both CTLLS and DTLLS.

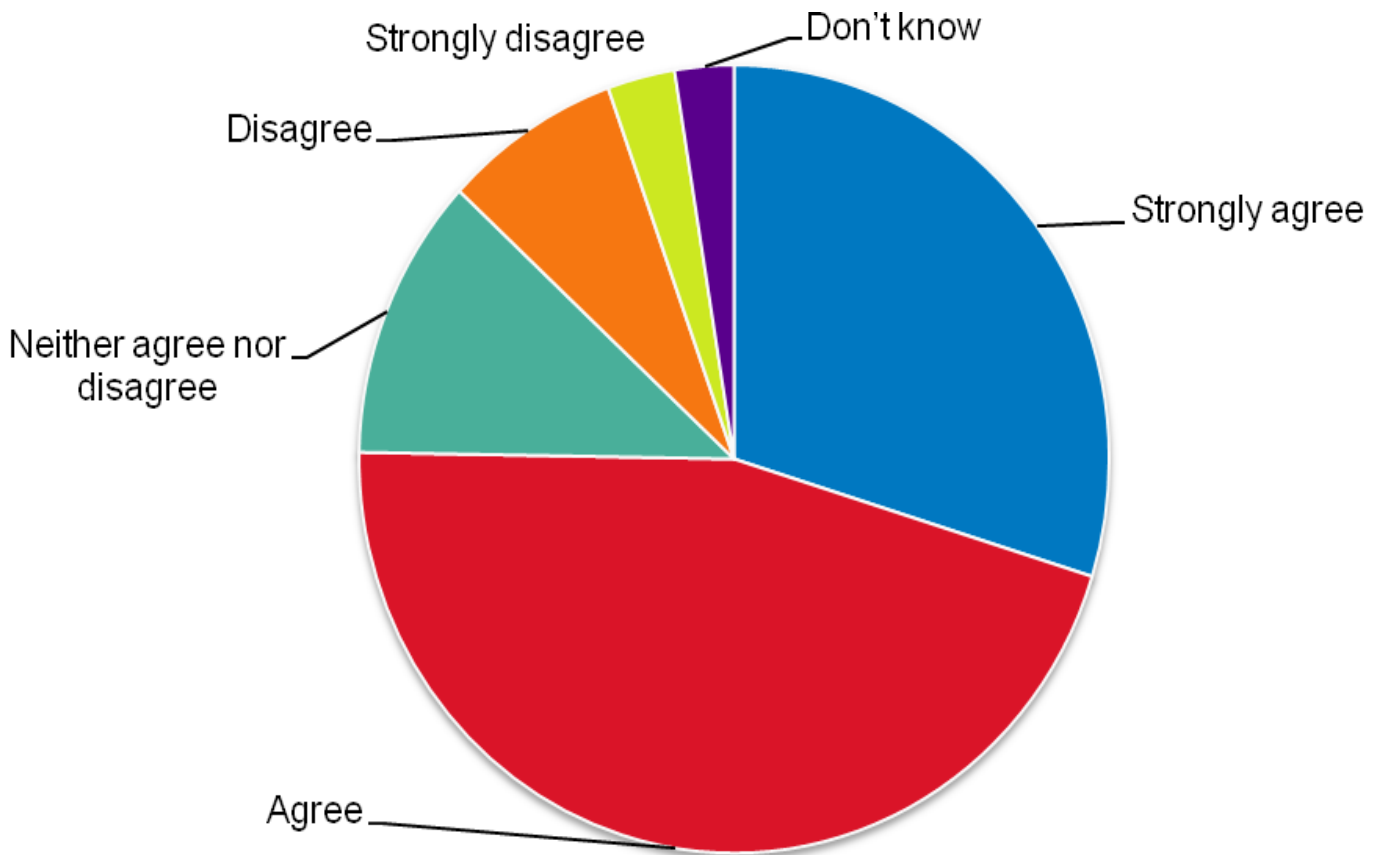
We will consider as part of this review the grouping of optional units within CTLLS and DTLLS to provide more coherent routes to achievement for individuals in different professional contexts. However, we will not pursue the proposal that explicit named pathways should be established within either CTLLS or DTLLS, other than those already in existence for teachers of literacy, numeracy and ESOL.

## 2.3 The focus on using technology for learning should be strengthened in the qualifications

The current qualifications do not require trainee teachers to develop their skills in the use of technology for learning. Teachers' skills in using technology can enhance inclusion and learning outcomes. The updated qualifications should ensure that all newly trained teachers are better equipped with skills to use technology effectively for learning.

**Number of respondents: 275 (out of 299)**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
82	125	32	21	8	7
29.8%	45.5%	11.6%	7.6%	2.9%	2.5%



## **The responses**

Although a large majority of respondents favoured an enhancement of opportunities for teachers to develop their skills and knowledge of technology within the qualifications, there were also concerns that establishing a requirement to evidence use of technology within the qualifications could exclude some people from achieving them. This proposal was supported in principle, but a significant number of respondents raised concerns about its application in practice.

## **Variations in responses**

There was little difference in responses to this question from different constituencies within the lifelong learning sector. It seems that concerns about the practical implementation of such proposals was most marked among some HEIs, but conditional support for this proposal was echoed widely across all types of respondent.

## **Key issues**

Respondents identified a number of different ways in which teachers might become more familiar with, and use more effectively, a range of different technologies. There was broad acceptance that professionals needed to know about and understand the uses of technology, but concerns that it was not always possible to apply some technologies in practice.

One key issue was how this proposal might be translated into updated qualification specifications. A wider range of optional units in the use of new technology was clearly favoured. However, it was recognised that take up of this wider range might be constrained in some cases by access to relevant technology. We would need to recognise these practical constraints in any proposals to update qualifications.

There were also several warnings about the dangers of ‘embedding’ requirements related to ICT in to existing units, both in terms of narrowing access to qualifications for people in some parts of the sector, but also in terms of increasing both teaching load and making assessment arrangements more complex.

## **What we propose to do**

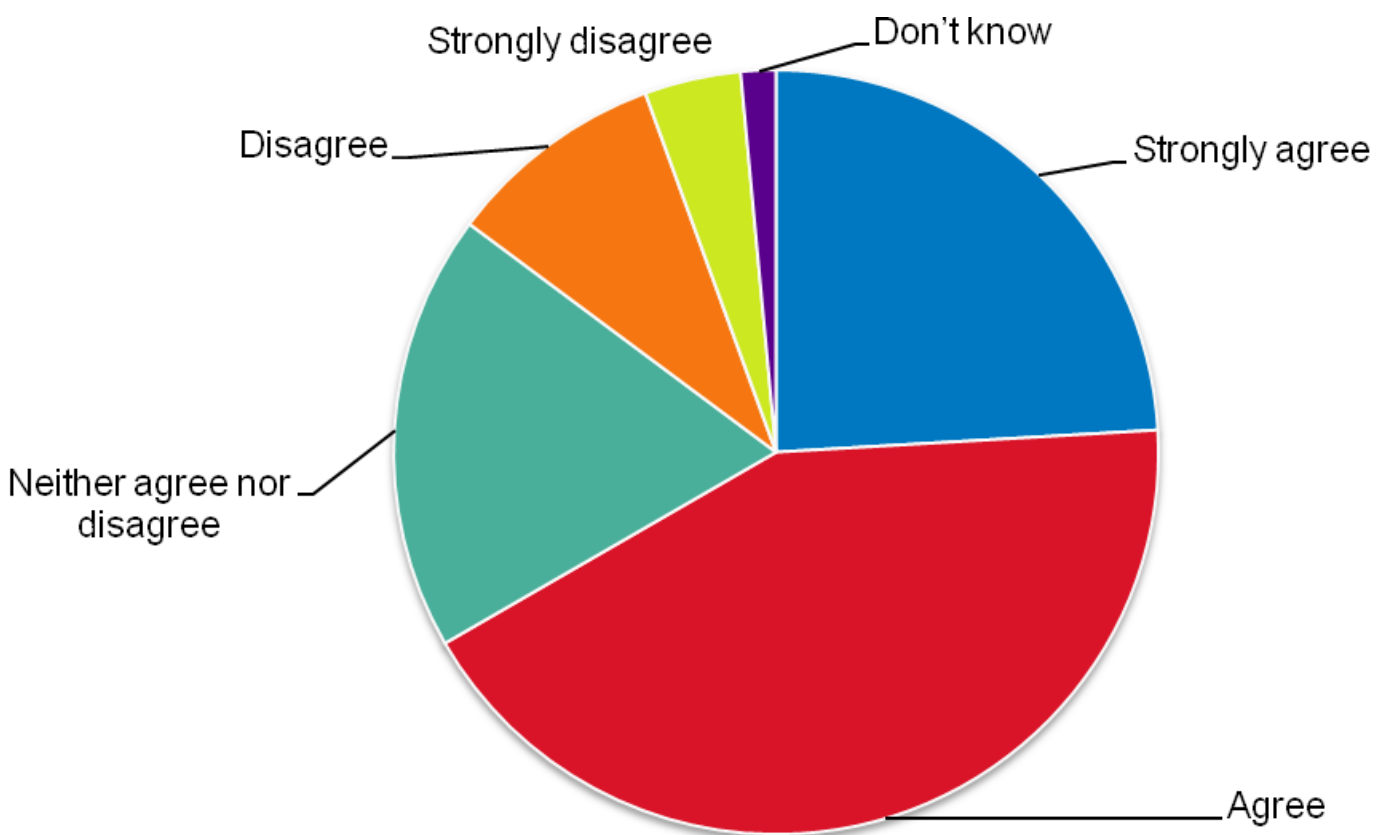
We do not intend to put forward any proposals that would make the assessment of the use of technology in the workplace a requirement for achievement of PTLLS, CTLLS or DTLLS. However, we will expect that teachers do develop their skills in this area to a limited extent on a mandatory basis but that assessment can be of a simulated variety and/or be limited to knowledge/understanding. We will, therefore, review the content of PTLLS, CTLLS and DTLLS to ensure that there are learning outcomes or assessment criteria that require a knowledge and understanding of the use of technology in the generation of evidence of achievement. We will also propose the inclusion of a wider range of units in using new technologies within the options available within each of the qualifications.

## 2.4 The focus on teachers' responsibilities for the development of learners' wider skills should be strengthened in the qualifications

Teachers are expected to provide opportunities for learning beyond a narrow subject focus. The broad range of skills, knowledge and understanding they can support may include literacy and language, numeracy, ICT, personal learning and thinking skills, and employability skills. The updated qualifications should ensure that teachers are better equipped to fulfil such aspects of their role.

**Number of respondents: 270 (out of 299)**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
65	115	50	25	11	4
24.1%	42.6%	18.5%	9.3%	4.1%	1.5%



## **The responses**

Many respondents were in favour of a clearer emphasis on widening learner skills within the qualifications, as long as there is no requirement to develop specific skills to achieve any of the qualifications. Such a requirement might be very difficult for teachers in some contexts to fulfil. Although a large majority agreed with this proposal, it is significant that only a small minority of respondents 'strongly agreed' with it.

## **Variations in responses**

There were no significant variations in responses from any particular constituency to this proposal and ambivalent support was evidenced across all types of response. One type of variation was noted however, and that was the number of responses that supported the learning of a specific 'wider skill' (for example; employability) while questioning the value or relevance of another (for example; Functional Skills).

## **The key issues**

Several respondents pointed out the difficulty for teachers in some contexts in providing evidence of their support for the wider development of learner skills. Others identified practical problems in organising the curriculum to create opportunities for such skills to be used. However, there was clear support for the principal that these wider skills should be taught where possible, and that the qualifications should recognise professional knowledge and skills in these areas, without making this a requirement for achievement of a qualification.

In all the responses received the most common form of response may be summarised as 'good idea, but...'. There are clearly a number of practical issues that would need to be addressed before any proposals on this issue could be introduced.

## **What we propose to do**

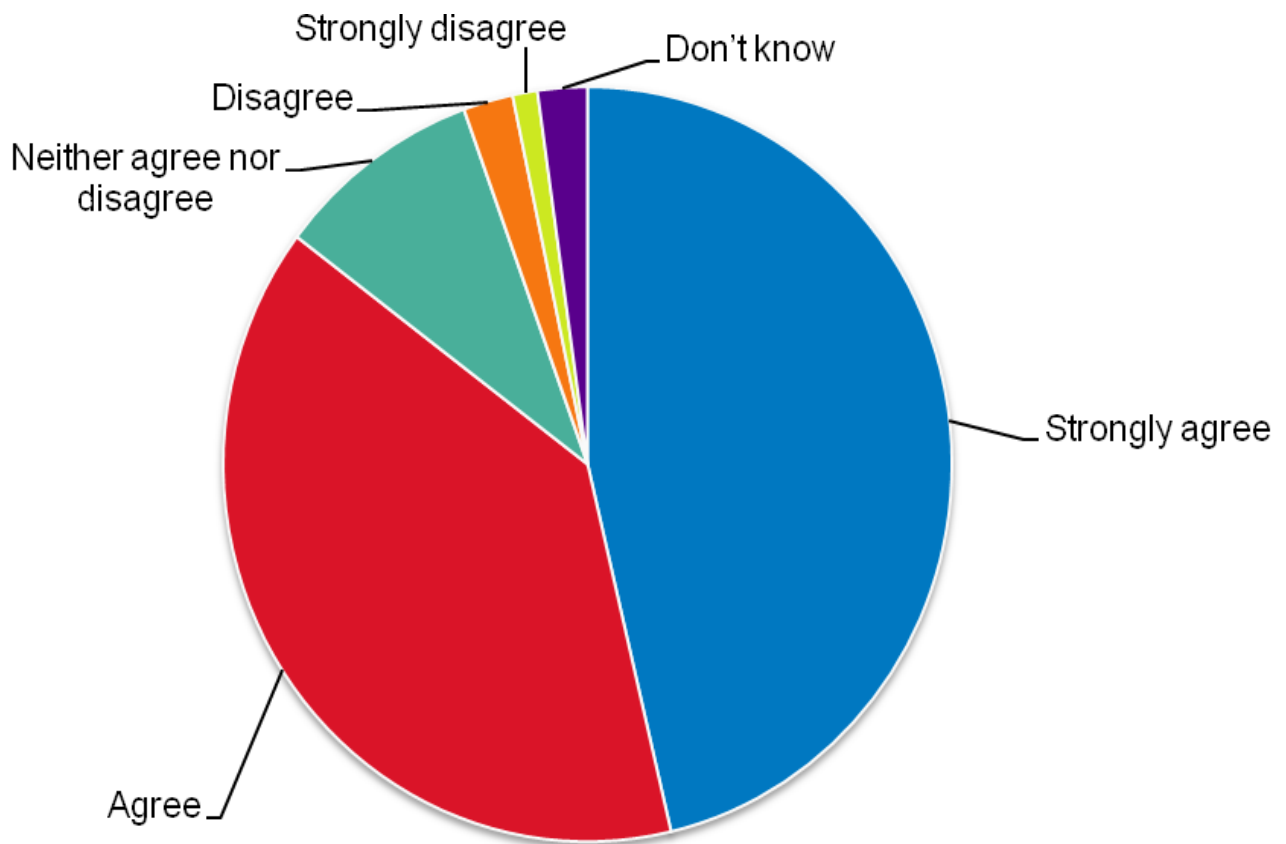
We accept that the teaching of wider skills should not be a requirement for the achievement of any of the revised PTLLS, CTLLS or DTLLS qualifications. However, we will review the content of PTLLS, CTLLS and DTLLS to ensure that there are outcomes or assessment criteria that require a knowledge and understanding of the principles underpinning the development of learners' wider skills in the generation of evidence of achievement. Beyond this we will propose the inclusion of a wider range of opportunities to demonstrate the capacity to incorporate the delivery of these wider skills into their professional practice. Optional units will be proposed with a focus on the development of specific skills within each of the qualifications.

## 2.5 Opportunities for credit transfer and exemption for previously certified achievement should be identified

The current qualifications offer a limited amount of optional credit and few opportunities to transfer credit from other qualifications. This limits choice and opportunities to bring qualifications closer together. We propose to update the qualifications to create more opportunities for movement and progression between qualifications.

**Number of respondents: 272 (out of 299)**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
126	106	25	6	3	6
46.3%	39%	9.2%	2.2%	1.1%	2.2%



## **The responses**

A very large majority of respondents were in favour of this proposal. Indeed (together with 5.2) this was the most strongly supported of all our proposals. Many of the respondents linked their support explicitly to the development of greater choice, and flexibility within the qualifications to enhance their relevance to a wider range of teachers. We were also impressed by the number of practical examples offered by respondents of instances where credit transfer or exemption could operate to the benefits of identified groups of learners. This provides us with a strong basis for further, more concrete, proposals.

## **Variations in responses**

There was strong support for this proposal from respondents in WBL. In particular the opportunity to transfer credits from learning and development qualifications (particularly for assessors) was referred to many times by this group of respondents. There was strong support for this proposal from AO respondents, many of whom will be responsible for the practicalities of managing credit transfer and exemption arrangements.

We were also asked to support more flexible opportunities for credit transfer and exemption between the QCF and the FHEQ. Although the principle of credit transfer was strongly supported across all responses, some HEIs noted the practical difficulties involved in operating credit transfer arrangements in HE.

## **The key issues**

A number of respondents offered practical suggestions of how credit transfer opportunities might be developed, or what other qualifications might be used to claim exemptions from CTLLS or DTLLS. Clearly some respondents are already familiar with these processes, and there were some warnings about the potential complexity and cost in making them work effectively.

There were clear connections made between this proposal and the other structural features of the qualifications. Several respondents noted that credit transfer and exemption would become easier to offer if the weighting of mandatory units within CTLLS and DTLLS were reduced. Other respondents noted that the existing tariff of 'legacy qualifications' could be used to support the operation of exemptions. The usefulness of the exemption facility in recognising overseas qualifications was also noted.

Several responses pointed out that the technical facilities for credit transfer and exemption have been available within the QCF from the outset but have not been appropriately or extensively utilised to date. The current review offers us the opportunity to implement important design features of updated qualifications that would enable credit transfer and exemption to function more effectively.



### **What we propose to do**

We will put forward for review proposals to facilitate the transfer of credits from other qualifications into revised PTLLS, CTLLS and DTLLS qualifications. We will also put forward proposals for establishing explicit arrangements for exemption within revised CTLLS and DTLLS qualifications.

We will work with AOs to ensure that revised rules of combination for all qualifications in scope of this review support opportunities for credit transfer and/or exemption that are practically manageable for providers. We will work with both AOs and HEIs to support credit transfer and exemptions between QCF and HEI qualifications wherever this is practically possible. The updating of CTLLS and DTLLS will take these mechanisms explicitly into account.

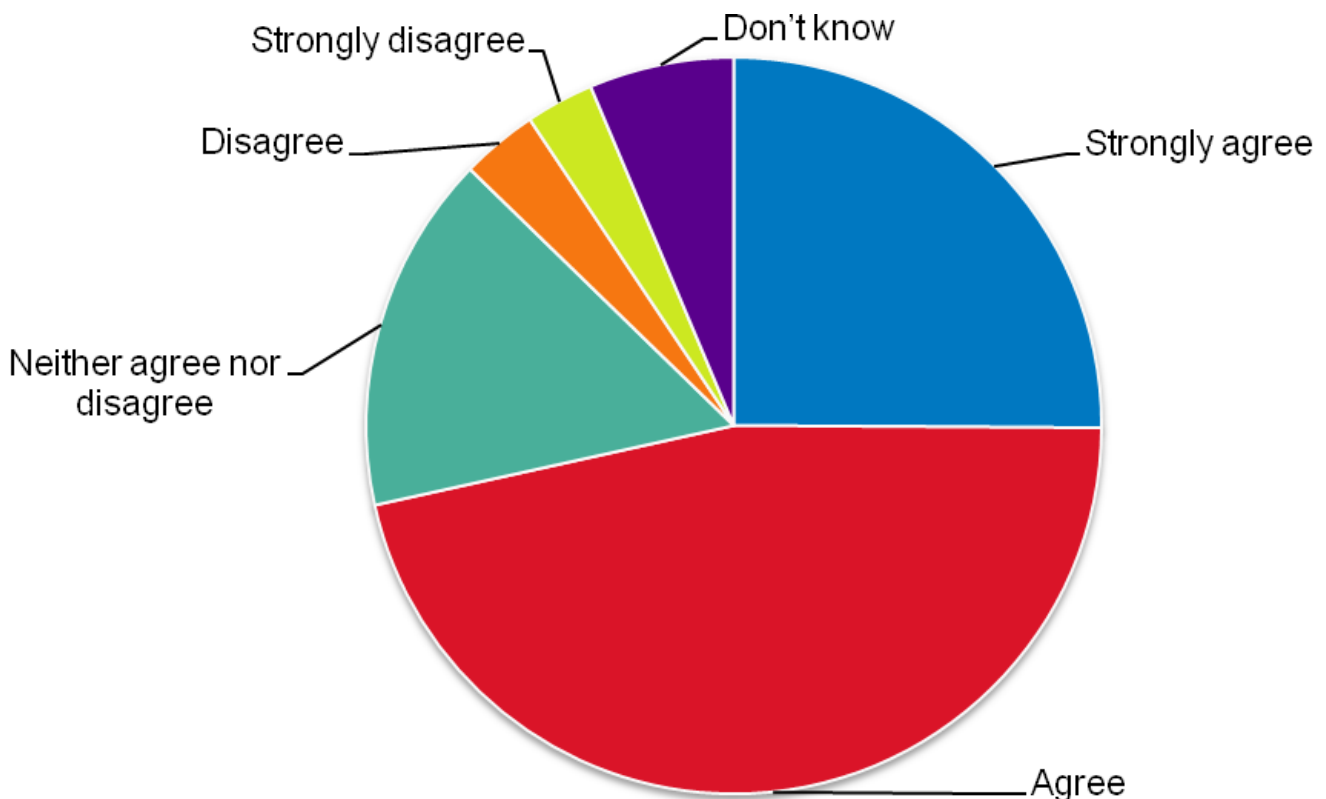
## 3.0 Proposals for subject specific teaching qualifications

### 3.1 Qualifications evidencing English and mathematics entry criteria should be developed

To join an initial teacher education programme for literacy, numeracy or ESOL, potential trainees have to evidence skills in English or mathematics at Level 3 of the QCF. Entry criteria developed by Lifelong Learning UK list the skills required. We propose to support the development of new qualifications that will evidence these skills in English and mathematics.

**Number of respondents: 267 (out of 299)**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
67	124	42	9	8	17
25.1%	46.4%	15.7%	3.4%	3%	6.4



## **The responses**

Overall, a large majority of respondents support the development of qualifications that recognised English and mathematics criteria for entrance to subject specific DTLLS programmes, with only a minority of respondents expressing disagreement. Those who responded "neither disagree nor disagree", or "don't know" on the whole did so because they felt that the skills for life teaching qualifications were beyond their own field of expertise.

## **Variations in responses**

There were no significant variations in the responses to this question, with a large majority of those who identified themselves as Skills for Life specialists (28 respondents identified via job title) strongly agreeing or agreeing with the proposal, and a very large majority of those identified themselves as having a teacher education or staff development role (69 respondents identified via job title) strongly agreeing or agreeing.

## **The key issues**

Comments on the proposal emphasised the importance of retaining other routes to evidencing Level 3 skills in English and mathematics for potential Skills for Life teachers, in addition to any new qualification developed to fulfil this requirement. A significant number of respondents welcomed the proposed emphasis on the development of these skills in the context of the teaching role, with a number of respondents also expressing the desire for a similar qualification at Level 2 for CTLLS and DTLLS learners, in order to enable them to evidence Level 2 skills in an appropriate way. A number of respondents misunderstood this proposal, assuming the criteria would be applied by teachers to learners, rather than to teachers themselves.

## **What we propose to do**

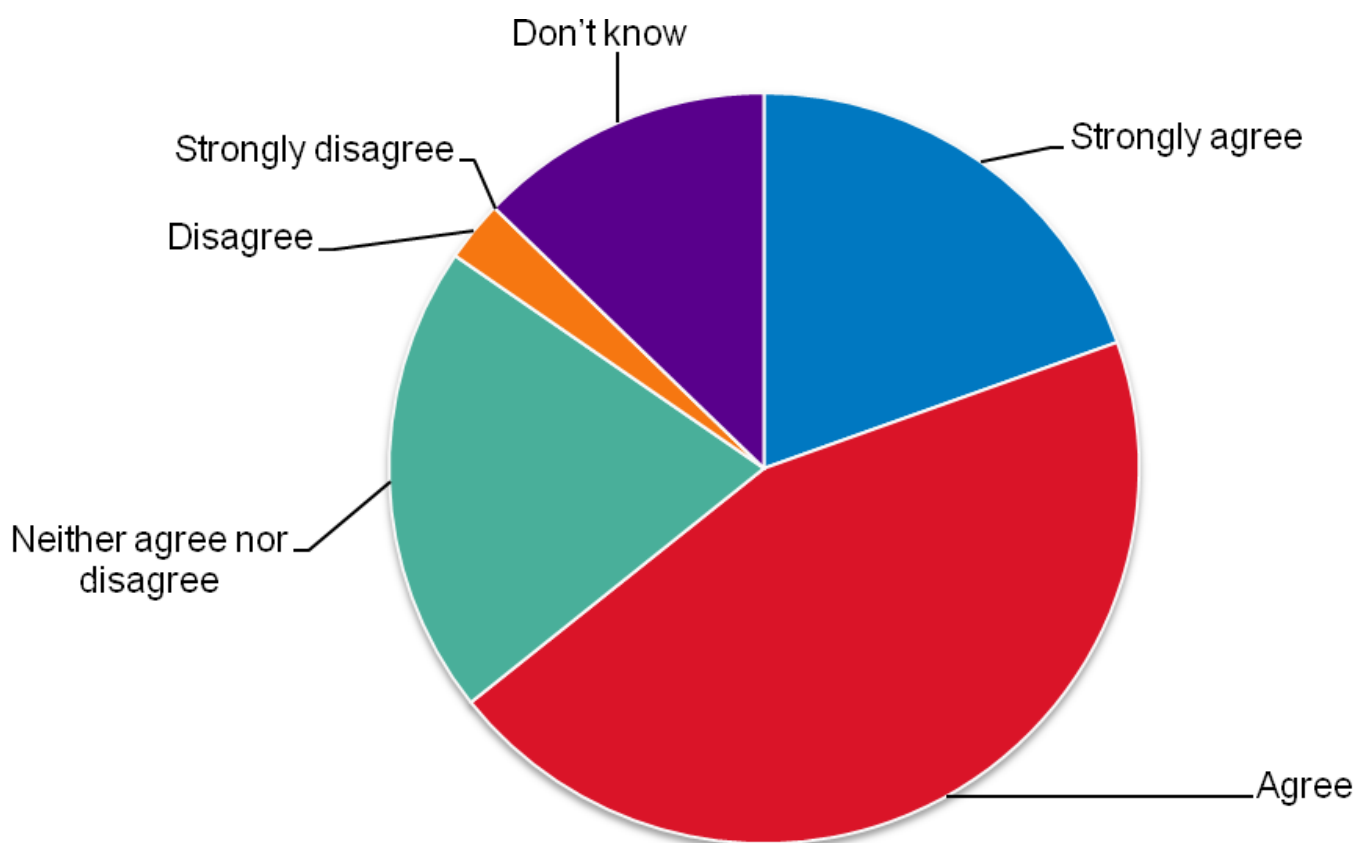
We will develop draft qualification specifications and units of assessment for qualifications to evidence literacy and numeracy skills at Level 3, for consideration during the next phase of the review.

### 3.2 Teaching practice requirements for subject specific training routes should be reviewed

There are four qualification routes available to trainee teachers of literacy, numeracy and ESOL. The routes have different requirements in relation to teaching practice hours and observations. We propose to review the impact of these requirements on the development of provision

**Number of respondents: 266 (out of 299)**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
52	119	54	7	0	34
19.5%	44.7%	20.3%	2.6%	0%	12.8%



## **The responses**

Overall, the majority of respondents supported a review of the teaching practice requirements for subject specialist teacher training routes. For some this implied a review of the number of observations which should be carried out by subject specialists, while for others this included the total number of hours teaching, which should be evidenced during the programme.

## **Variations in responses**

The level of agreement from those who identified themselves as Skills for Life specialists was far greater, with a large majority of respondents either strongly agreeing or agreeing with the proposal. The level of response from those in teacher education or staff development roles was similar to that of the respondents as a whole.

## **The key issues**

A number of respondents commented on the need to introduce a single requirement for the number of teaching observations a learner should undergo, which would be the same for all learners, both on Skills for Life routes to qualification, and generic teaching qualifications. Some commented that guidance to AOs should further emphasise the need for learners to be observed by fully qualified subject specialists. There were no calls to increase the number of observations required. There were several responses that questioned how such requirements could be built into the specifications of QCF qualifications.

## **What we propose to do**

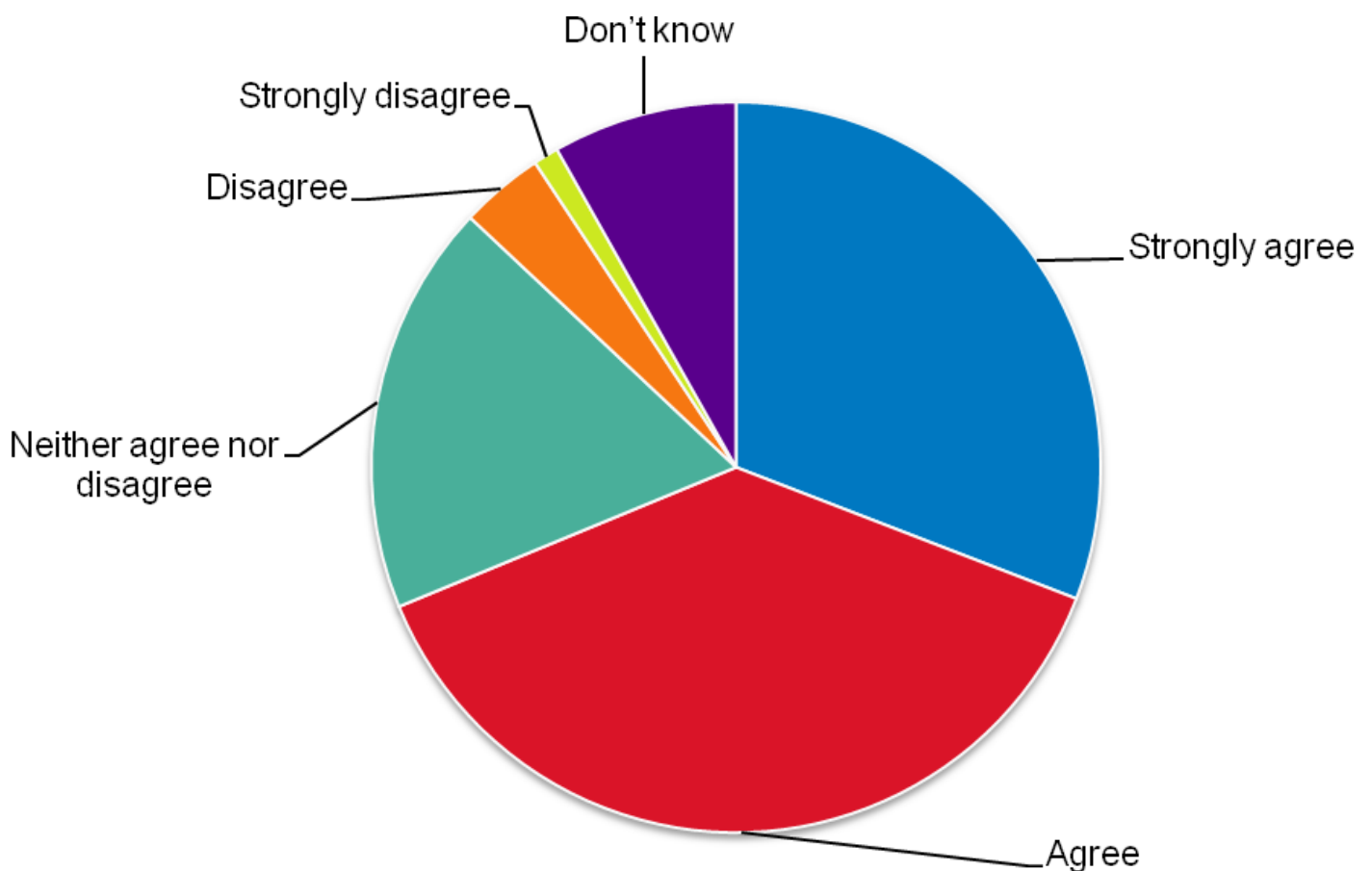
We will review requirements for teaching practice on subject specific training routes, in order to develop proposals which will be brought forward to the next phase of the review.

### 3.3 A qualification which allows trainee teachers to qualify to teach both ESOL and literacy should be developed

Currently it is not possible for trainee teachers to take one qualification which allows 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. We propose to develop a new joint qualification in literacy and ESOL teaching.

**Number of respondents: 269 (out of 299)**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
83	102	49	10	3	22
30.9%	37.9%	18.2%	3.7%	1.1%	8.2%



## **The responses**

A large majority of respondents overall supported this proposal, with almost no respondents disagreeing or strongly disagreeing.

## **Variations in responses**

The majority responding positively to the proposal was particularly significant among those who identified themselves as Skills for Life specialists, with a large majority either strongly agreeing or agreeing that it would be a good idea to develop a joint qualification in literacy and ESOL teaching.

## **The key issues**

Although comments were generally in favour of a joint literacy and ESOL qualification, some caution was expressed, even by those who agreed with the proposal. In particular, there was concern that the quality of input on the two specialisms could be compromised and that the existence of the qualification might deter providers from offering separate literacy and ESOL classes. There were also concerns about the likely credit value of any new joint qualification. Some respondents also suggested the addition of numeracy as a pathway within a single, integrated, Skills for Life teaching qualification.

## **What we propose to do**

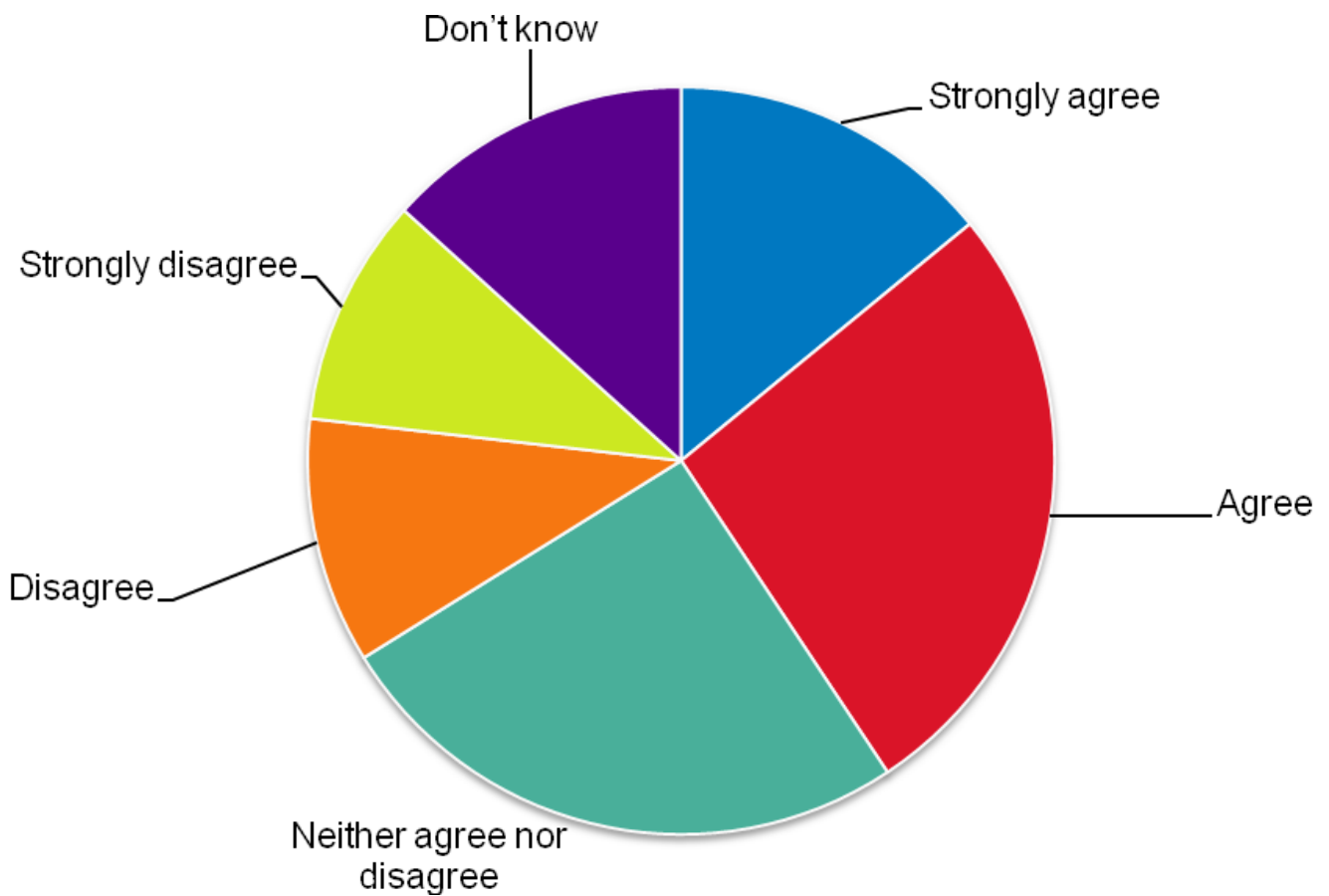
Working with literacy and ESOL subject specialists, we will develop a draft qualification specification and units of assessment for a joint qualification for teachers of literacy and ESOL for consideration during the next phase of the review. This will be accompanied by detailed guidance for AOs, initial teacher education providers and employers. We will not propose to include numeracy teaching within the qualification. We will emphasise LLUK support in the awarding organisation and employer guidance for combined delivery of literacy and numeracy qualifications. LLUK do not see any benefit in developing an integrated qualification due to the very different nature of the subjects. However, if an AO comes forward with a specific business case for an integrated qualification we will be pleased to discuss it with them.

### 3.4 A subject specific qualification for teaching ICT to literacy, language and numeracy learners should be developed

There is no nationally available subject specific teaching qualification for those teaching ICT to literacy, language and numeracy learners. These teachers include specialists in ICT and those who wish to add ICT as a specialism. We propose to develop a qualification for all those teaching ICT in this context, including teachers of functional ICT.

**Number of respondents: 263 (out of 299)**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
37	70	67	28	26	35
14.1%	26.6%	25.5%	10.6%	9.9%	13.3%





## **The responses**

Overall, there was no majority support for this proposal. Only 41% of respondents strongly agreed or agreed that it would be a good idea to develop a qualification for teaching ICT to literacy, language and numeracy learners, with the majority of respondents either ambivalent or in disagreement.

## **Variations in responses**

The level of support among those who identified themselves as having a teacher education or staff development role was lower than that shown in the overall responses. Interestingly, however, there was slightly stronger support for the proposal among those who identified themselves as Skills for Life specialists, with half strongly agreeing or agreeing with the proposal. However, it should be noted that these made up only 10% of the total number of respondents.

## **The key issues**

There were far more comments offered by those who disagreed with this proposal than by those who agreed with it. Many of these respondents felt that there was not sufficient rationale for the development of this qualification, and that ICT elements within qualifications such as DTLLS would be adequate to prepare teachers for this aspect of their role. There was some support expressed for the inclusion of a greater ICT element within existing subject specialist qualifications, or the development of optional units focusing on ICT for subject specialists.

## **What we propose to do**

At this stage we do not propose to take forward the development of a subject specific qualification for those teaching ICT to literacy, language and numeracy learners. However, AOs may wish to explore this proposal further, and so we will make available to them a more detailed report on this aspect of the review.

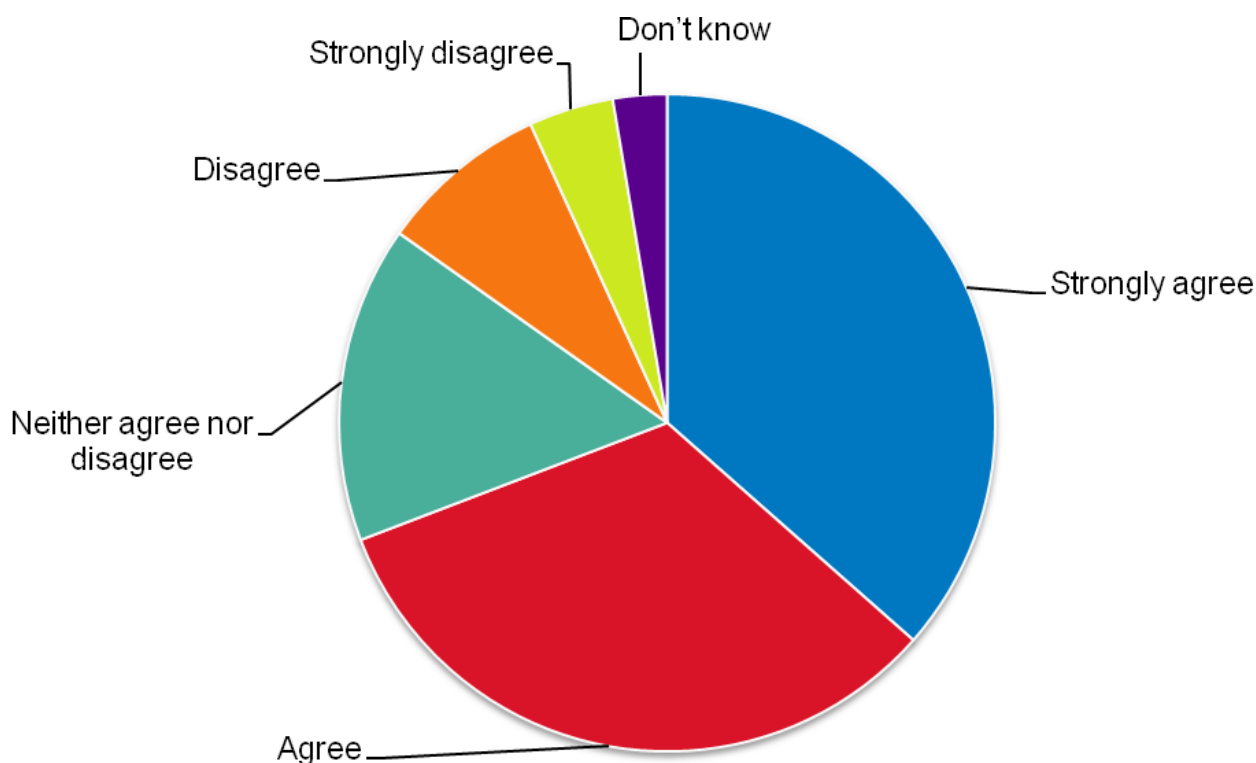
# 4.0 Proposals for accredited professional development opportunities beyond initial training

## 4.1 Broad ranging and flexible qualifications for CPD should be developed in the QCF

These CPD qualifications provide the opportunity for teachers to select modules/units from a wide ranging offer. These bite sized pieces of learning can build towards the achievement of a substantial qualification. Currently this type of qualification is offered by HEIs but not national AOs and so availability is patchy. We propose to support the development of this type of qualification in the QCF.

**Number of respondents: 263 (out of 299)**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
96	86	41	22	11	7
36.5%	32.7%	15.6%	8.4%	4.2%	2.7%



## **The responses**

There was a clear majority of respondents in favour of the proposal to develop broad ranging and flexible qualifications for professional development in the QCF, with a total of 69% agreeing or strongly agreeing. This should be placed in the context of the proposal asking respondents to consider that support means that ‘employers, senior managers and practitioners, as individuals or on behalf of an organisation, recognise accredited CPD as valuable - to the extent that they are willing to invest their time, money and institutional support at this time’.

## **Variations in responses**

Only minor variations in the responses occurred between differing subsections of respondents. Different perspectives were also held on the purpose and provision of CPD, inside and outside HE, and in particular on the need and desirability of smaller or longer episodes of learning. Some concerns were expressed from people working in HE who equated smaller episodes of learning with the QCF, and were concerned that this might have a negative effect on HEI provision.

## **The key issues**

Positive feedback by respondents included statements such as ‘This would substantially support CPD in colleges’ and ‘A positive development in the right direction’. It is clear that respondents considered that flexibility was the key attribute that would promote success, perhaps best noted by one respondent who said CPD is ‘personal and owned by practitioners’.

Some respondents noted the potential benefits of this proposal in relation to the status, availability and character of CPD within their own and other organisations. Examples may include enhancing focus/extent or demonstrating skills at change of employment. There were also those who were clear that qualifications should be available but it should not be implied they are a requirement for CPD, a view to which we remain committed.

Some respondents proposed that accredited professional development should relate purely to subject specialism. However, the potential for use across the teaching role and for professional development within differing parts of the sector such as WBL or ACL was also recognised.

## **What we propose to do**

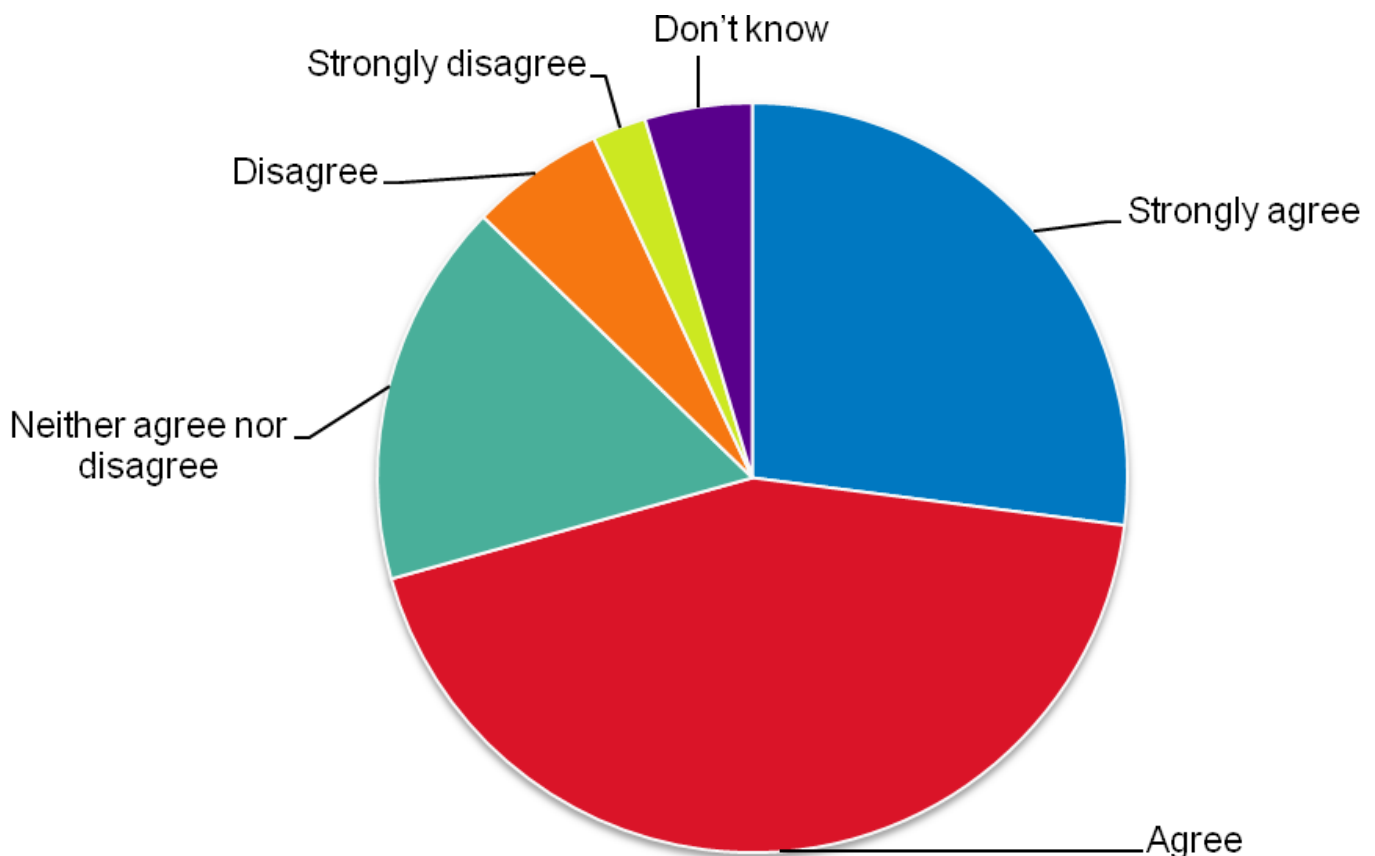
We will put forward proposals in the next phase of the review on outline principles for qualifications in the QCF for both the full and associate teaching roles. Proposals will contain outlines on principles for qualification sizes, levels and rules of combination and include illustrative examples from range of existing units available in other qualifications such as the optional units from CTLLS and DTLLS qualifications. We will demonstrate the potential for transfer between, for example, job roles and/or the wide sector context. At this stage, however, we do not intend to develop full qualification specifications for AOs within this proposal. It is our intention to share with AOs the findings from review to enable them to undertake further development work.

## 4.2 Qualifications for CPD to meet specific sector needs and priorities should be made available in the QCF

Since 2007 we have supported the development of a limited number of small QCF qualifications for CPD where there was demand. Available nationally, these have included a focus on literacy, language and numeracy and the teaching of diplomas. We propose to review the qualifications currently available and identify if there is support for developing others.

**Number of respondents: 259 (out of 299)**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
70	113	43	15	6	12
27%	43.6%	16.6%	5.8%	2.3%	4.6%



## **The responses**

There was clear support for this proposal with a total of 71% agreeing or strongly agreeing, a very slight increase on the proposal for broad CPD qualifications. This conclusion should again be placed in the context of the proposal asking respondents to consider that support means that ‘employers, senior managers and practitioners, as individuals or on behalf of an organisation, recognise accredited CPD as valuable - to the extent that they are willing to invest their time, money and institutional support at this time’.

## **Variations in responses**

No major variation in responses was found between the different groups of respondents.

## **The key issues**

Feedback on this proposal covered similar issues/areas found in previous review exercises such as ‘widening CPD opportunities for staff being crucial to developing an aspirational and enthusiastic workforce’ and the need to ‘include options for WBL and ACL/VCS’ plus ‘offer progression for those with CTLLS’. Progression and transfer needs were also noted. Specific suggestions were also made for the development of units in areas such as equality and diversity, ICT/technology, personal learning and thinking skills (PLTS) and coaching.

Whilst this proposal was well supported there was some caution relating to the character of any future offer. The conclusion is made that the focus of priority QCF Awards would need to successfully balance sector priorities, and the professional development needs of teachers. Future proofing of any specific qualifications was also a significant concern of respondents. One self facilitated group held the view that it was important to ‘prevent them becoming outdated and ineffective’. For example other respondents reported uncertainty and perceptions of change of government policy relating to diplomas. However, the ongoing need for accredited professional development relating to young people’s learning was still seen as important.

There was also a contrast in views such as between the benefits of ‘national recognition’ and concern that ‘small units may become mandatory through an organisation and this is the main worry’. We note that particular employers may wish to recommend certain types of professional development for their workforce, but there are only very few national examples where qualifications are required beyond initial teacher education.

## **What we propose to do**

We will put forward proposals for the development of a limited set of CPD qualifications, based on priority areas and relate them to the reviewed initial teacher training qualifications, the proposed CPD qualifications (see 4.1 above) and the proposed qualifications framework for teaching and learning professionals. We do not intend to develop a full range of priority qualification specifications for AOs but will share the findings from the review to enable AOs to undertake

further development work.

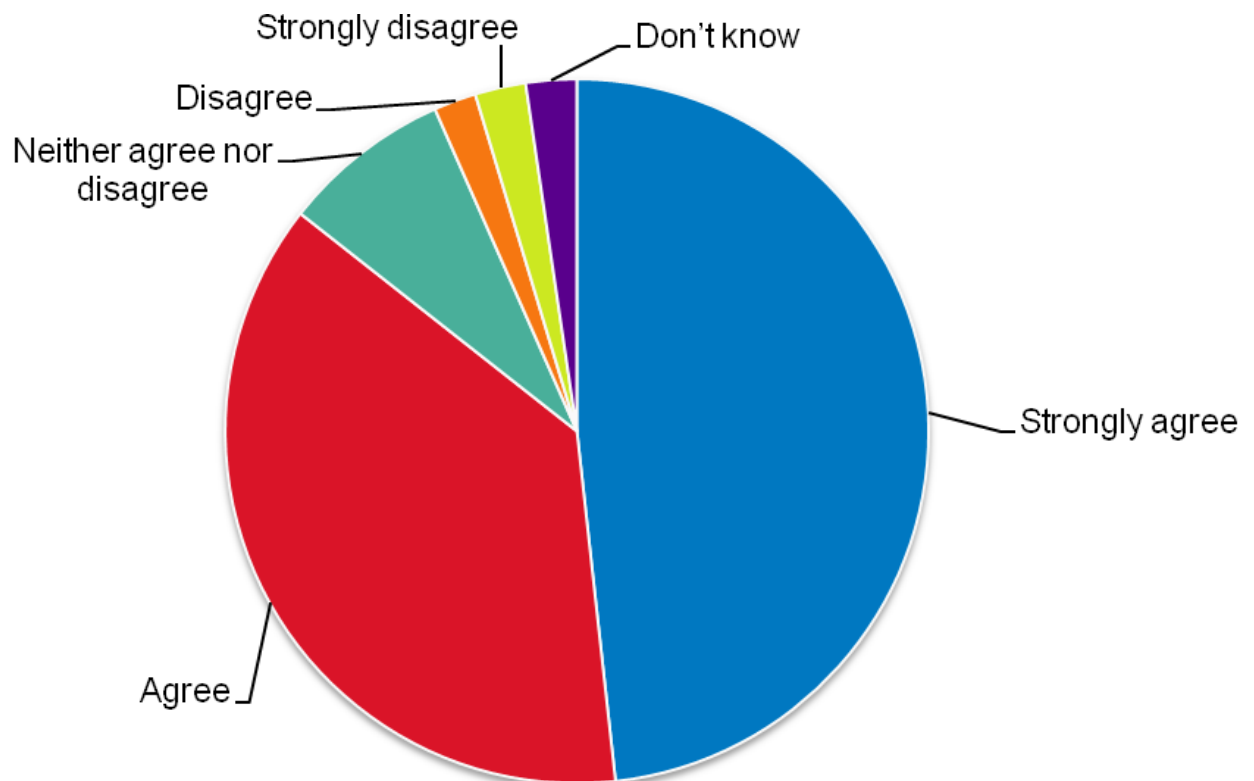
# 5.0 Proposals for a qualifications framework for learning professionals

## 5.1 The qualifications framework for learning professionals as conceived should be developed

Currently it is difficult to identify learning routes for learning professionals. This could be alleviated if the range of qualifications available and their potential application were well understood by all users. We propose to develop a simple framework structure within which all qualifications in England, offered to learning professionals, can be located and related to each other.

**Number of respondents: 257 (out of 299)**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
124	96	20	5	6	6
48.2%	37.4%	7.8%	1.9%	2.3%	2.3%



## **The responses**

Of all the proposals in the review document, this received the highest level of support from respondents. A large majority of respondents supported this proposal with the highest proportion of ‘strongly agree’ responses to any of the questions. It seems that development of such a framework will build on enthusiasm for this proposal in the field: a number of responses simply said ‘about time’ or ‘at last’. However, there was also evidence from responses that the implementation of such a framework might be complex.

## **Variations in responses**

Enthusiasm for this proposal was evident from all areas of the sector. WBL respondents were particularly supportive, referring particularly to the importance of such a structure in helping to establish articulation with learning and development qualifications. AOs were very supportive though some of them are aware that implementation of the proposal might bring additional complexities to their systems in the longer term. HEIs were broadly supportive of the principle that QCF and FHEQ qualifications should be brought together in the proposed framework.

## **The key issues**

A number of responses emphasised the commitment to a ‘simple’ framework, easily accessible and easily understood by users. Indeed, even some respondents who disagreed with the proposal were supportive of its objectives: their concerns focused on the introduction of ‘yet another framework’ rather than on the uses to which the framework might be put.

Establishing opportunities for mutual recognition of achievement between teaching qualifications and learning and development qualifications (particularly for assessors and quality assurance staff) was cited by a number of respondents as the clearest benefit of this proposal. It seems the proposal would help to establish equivalence between these different routes and would help to counteract the confusion about them that currently exists in some areas.

It was also clear from the responses to this issue that many want the revised PTLLS, CTLLS and DTLLS qualifications to establish interconnections with qualifications that lie outside our footprint (and therefore outside the proposed scope of the framework for learning professionals). In putting forward proposals for establishing such a framework, we need to be mindful of this wider set of expectations, especially from those in informal adult learning and the VCS.



### **What we propose to do**

We will put forward more concrete proposals for developing such a framework in the next phase of review. We will also take account of the support for the aims of such a framework in developing proposals for review on a revised structure for PTLLS, CTTLS and DTLLS. We will endeavour to keep the design of the framework as simple as possible, and to ensure that it is seen as an important, rather than as the sole structure through which more flexibility is developed within revised qualifications.

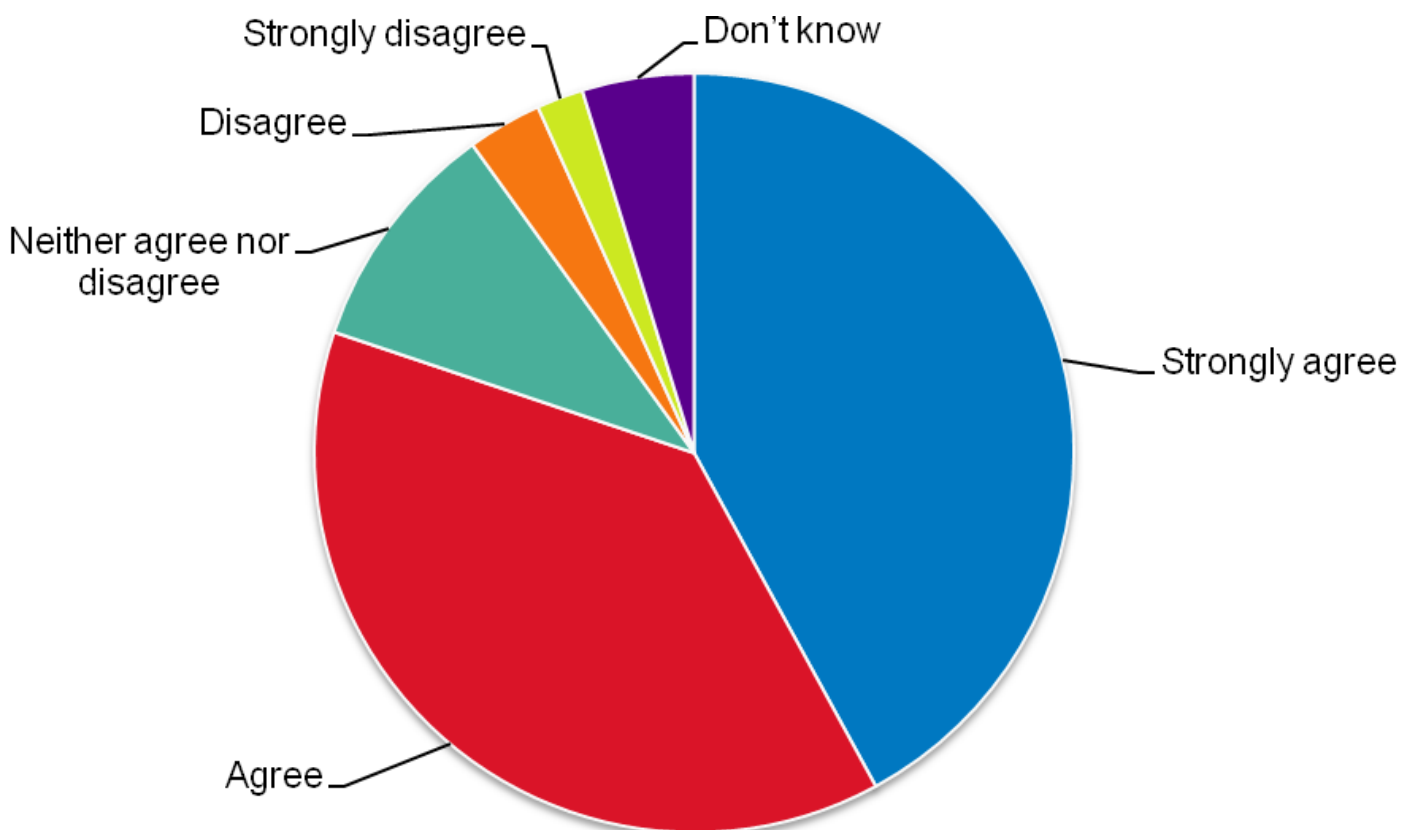
In putting forward these proposals, we will focus on a set of achievable objectives within the scope of our own footprint in England. However, in the longer term, the framework will need to support interconnections between qualifications for learning professionals and those in related sectors and in other UK jurisdictions.

## 5.2 The scope of the framework as proposed is appropriate

Currently there is limited understanding of how the qualifications developed primarily for the FE sector relate to others developed for learning professionals. Learning professionals, and those wishing to become learning professionals, need help to make informed and meaningful choices about career paths and employment goals. We propose that the framework should include qualifications for a wide range of learning professional roles to support access and progression.

**Number of respondents: 252 (out of 299)**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
106	96	25	8	5	12
42.1%	38.1%	9.9%	3.2%	2%	4.8%



## **The responses**

Again there was clear support for the proposals on the scope of such a framework from a large majority of respondents. Indeed, as the previous section illustrates, where respondents questioned the scope of the framework, they more often than not suggested that it should be broader rather than more limited in scope.

## **Variations in responses**

There was strong support from both ACL and WBL respondents on this particular issue. Support from WBL respondents focused on the importance of such a framework in helping to support equivalence in the future design of qualifications, including this current updating of qualifications for learning professionals.

## **The key issues**

Many of the key issues related to this proposal were covered in responses to the previous section. However one issue that does need to be carefully considered in the development of such a framework is its capacity to include qualifications from both the QCF and the FHEQ within a simple set of design features that make potential interconnections transparent. Several respondents noted that this may be a complex challenge for us.

## **What we propose to do**

We will take account of support for this proposal in developing our further proposals for establishing such a framework for England. We will propose that the framework should include in the first instance:

- both QCF and FHEQ qualifications for learning professionals
- learning and development qualifications
- learning support qualifications; and
- learner involvement qualifications (yet to be developed).

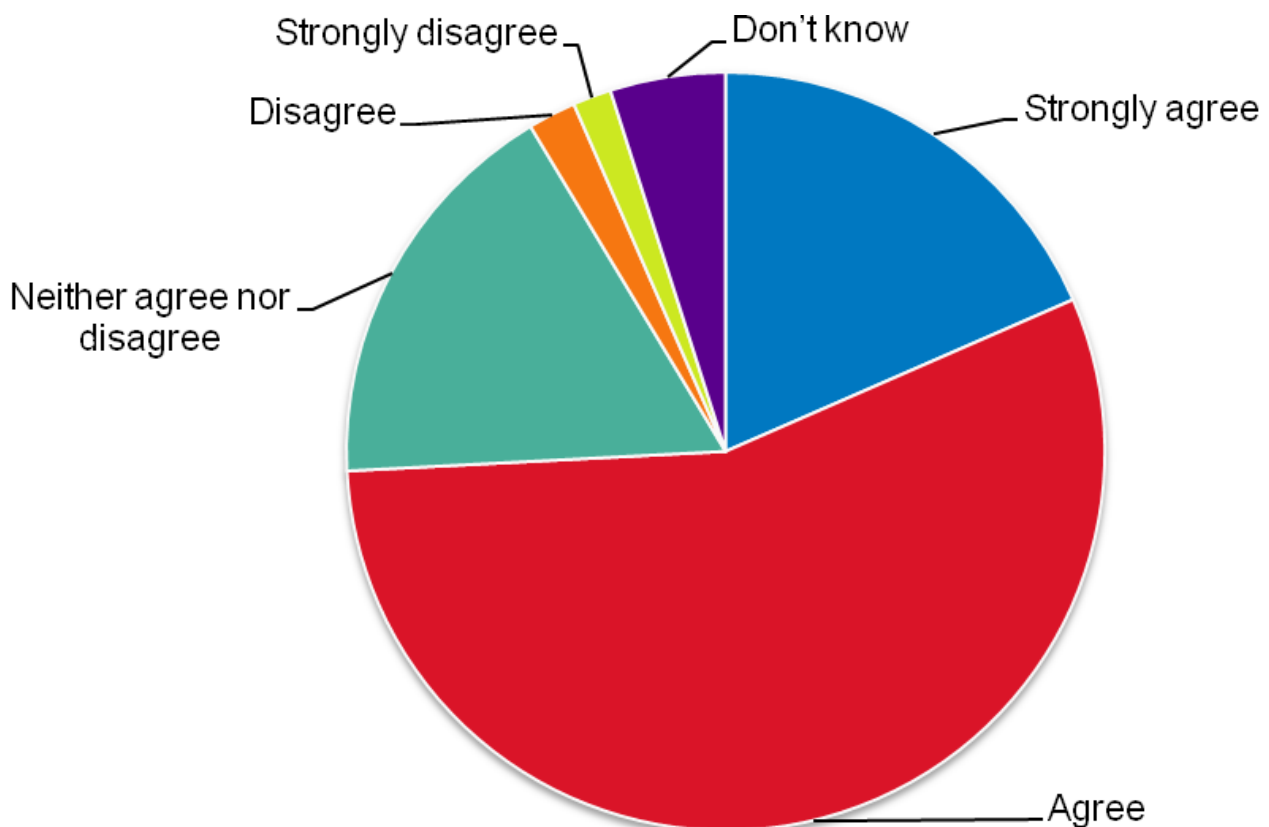
We will also seek views in the next phase of review about how the framework might be extended in scope in the longer term.

### 5.3 The principles for the framework as proposed are appropriate

If the framework is supported we will identify and place all qualifications currently available for learning professionals in the framework. Going forward, the framework will attempt to set parameters for the redevelopment of existing and development of future sets of qualifications. In the first instance we propose a simple set of five principles on which this framework should be developed.

**Number of respondents: 244 (out of 299)**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
45	136	42	5	4	12
18.4%	55.7%	17.2%	2%	1.6%	4.9%



### **The responses**

In both this and the following section of the report a decreasing level of engagement with these subsequent proposals on the framework for learning professionals was observed. Although a large majority supported this proposal the number of responses, and in particular the number of comments, is lower than for the previous two sections. There is also a marked shift from ‘strongly agree’ to ‘agree’.

### **Variations in responses**

There were no significant differences in patterns of response from different types of respondent.

### **The key issues**

These are covered above. Indeed ‘see above’ was the single most common response in this section. We believe that this is in part arising from the more technical nature of the proposals.

### **What we propose to do**

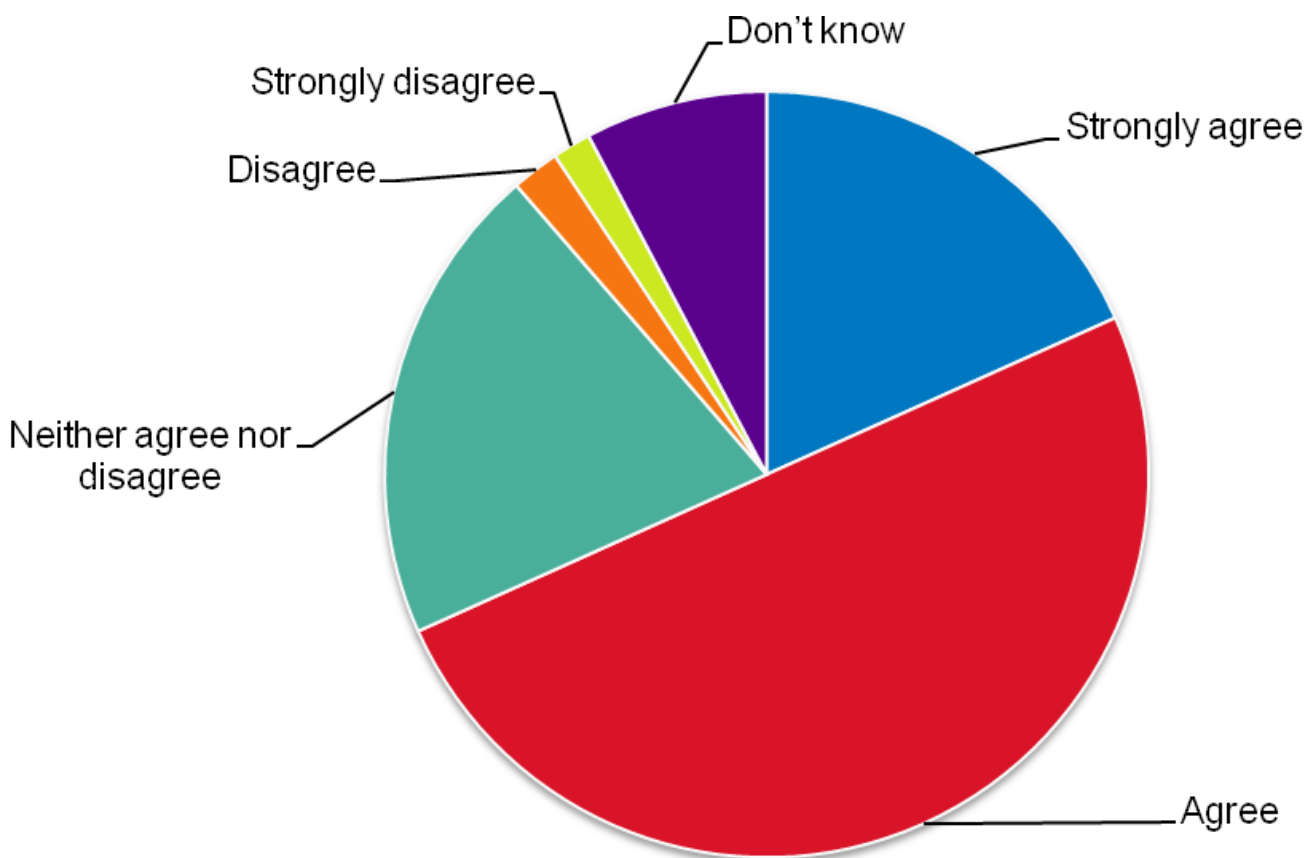
We will take account of the five principles in developing our proposals for establishing such a framework. In the next phase of review, we will put forward practical proposals for establishing the framework that are consistent with these principles.

## 5.4 The guidance for the design of qualifications for the proposed framework is appropriate

The current teaching qualifications were developed in the QCF in line with QCF design principles. The proposed framework will include qualifications developed in other frameworks. We propose to identify inclusive aspects of qualification design to support discussion and development of qualifications in the framework.

**Number of respondents: 246 (out of 299)**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
45	123	50	5	4	19
18.3%	50%	20.3%	2%	1.6%	7.7%



### **The responses**

The trend identified above (for example; a large majority in support but a decline in interest in commenting in detail) continues with this proposal. As before, we believe that this is largely arising from the more technical nature of the proposals.

### **Variations in responses**

There were no significant variations in responses to this proposal from different types of respondent.

### **Key issues**

One issue that was raised here was that the revised specifications for PTLLS, CTLLS and DTLLS should take account of the principles and design features of the proposed framework. While there was clear support for the proposal (that there should be some practical parameters for determining the scope and boundaries of the framework) a number of respondents cautioned against too much detail at this juncture.

### **What we propose to do**

We will ensure that the revisions to all qualifications that are put forward for further review are consistent with the proposals for this new framework. We recognise that in this initial stage of development the framework will need to be simple, and that this may limit its value in the immediate future. The ability of the framework to deliver on its objectives will be included in our guidance to users of the framework.

## 6.0 Conclusions

On the basis of the responses to this review, we are now in a position to begin work on preparing more detailed proposals for a revised set of qualifications for learning professionals in England. We are pleased that respondents to this phase of review have given us such clear feedback on most of our proposals. We also recognise that there are one or two areas where we need to be cautious in our future proposals for development.

Feedback clearly indicates that PTLLS, CTLLS and DTLLS (and the subject-specific variants to these qualifications) need updating beyond simple compliance for the QCF, in order to meet more effectively the needs of relevant sections of the lifelong learning workforce. It is also clear that, in putting forward proposals for re-specifying these qualifications in 2011; we need to ensure that no one qualification is re-specified without reference to the others.

Other qualifications for learning professionals (in particular CPD qualifications) as well as other qualifications that lie within our footprint (in particular the learning and development and the learning support practitioner qualifications) also need to be taken into account in the re-development of PTLLS, CTLLS and DTLLS.

Our proposals for these future developments will be based in part on a revision of some of the existing content and structure of qualifications, and in part on the addition of new elements in response to feedback from the sector.

This phase of the review has given us clear messages about the further development of subject specialist qualifications for learning professionals. We will proceed with the development of units and qualifications at Level 3 in literacy and numeracy skills, and will also proceed with proposals for the development of a joint qualification for teachers of ESOL and literacy. We do not propose to proceed at this juncture with a qualification for teachers ICT to learners with literacy, language and numeracy needs.

We will review existing qualifications in the QCF to ascertain their relevance to CPD opportunities for learning professionals. We will produce outline proposals (not full specifications) for CPD Awards in the QCF related to both the associate and full teaching roles. We will work closely with AOs to support the development of CPD qualifications within the proposed framework for learning professionals.

We are also clear that a number of the proposals supported by respondents to this review are closely connected, and need to be considered together in order to meet the needs of professionals in the sector. So, for example, a review of the content of units, the credit value of units, the 'weighting' of mandatory and optional units within a qualification, and the opportunities for credit transfer and exemption between qualifications are all design features that have an impact on each other and need to be considered together.



In taking forward these proposals, we will take due regard of the importance of some of these proposals to different interest groups within the sector, and will endeavour to ensure that a revised set of qualifications is more easily able to meet our clear intention to maintain the widest possible access to the most diverse range of learning professionals through any new set of qualifications.

We will also pay due attention to the principle of manageability in any proposals we put forward. We recognise the desire of many respondents for simpler design features, clearer structures for progression and more easily understandable connections between revised PTLLS, CTLLS and DTLLS and the wider qualification system.

We are also committed to maintaining the current diversity of providers of qualifications for learning professionals. The proposals we put forward will aim to maintain and further develop both AO qualifications in the QCF and HEI qualifications in the FHEQ. We will seek wherever possible to facilitate movement and progression between the QCF and HEI qualifications within our footprint through our work on the review of these qualifications.

We plan to make available our proposals for these updated qualifications for learning professionals for review in January 2011, and to invite further feedback from the field on these proposals.