

Further Education and Skills in England
New Qualifications for Teachers and Trainers
Phase Two - Findings Report

January 2013



Introduction

In 2012, the government established an independent review panel to consider current arrangements to regulate and facilitate the professionalism of the further education and skills workforce. Under the chair of the Lord Lingfield Kt DL, the panel published an interim report in March 2012¹. One of the panel's recommendations was for a review and simplification of the in-service teaching qualifications. This was accepted by ministers, and LSIS was asked to undertake this review of the qualifications working closely with the sector through a representative project steering group².

During phase one of the review (July to September 2012), proposals were developed and agreed with project steering group stakeholders, teacher educators and awarding institutions for:

1. simplifying the current qualification offer;
2. generic teaching qualifications;
3. specialist qualifications for teaching English, (including literacy and functional English), ESOL, mathematics (including numeracy and functional mathematics) and teaching disabled learners.

During phase two (October to November 2012), LSIS secured feedback from the sector on the proposals using several sources:

- comments from individuals and organisations through an online response form;
- feedback from individuals attending one of the five national events organised by LSIS;
- responses made during or after events that were self-facilitated by organisations using supporting materials made available by LSIS.

Activities were also organised by sector membership bodies including the 157 Group, AELP, AoC, HOLEX, IfL, NIACE, UCET and UCU. The sector membership bodies submitted reports to LSIS reflecting the views of their members gathered via a range of activities including online surveys, email exchanges, focus groups and facilitated discussions, member events and plenary sessions at other events, and telephone interviews.

The survey opened on 15 October and closed on 26 November 2012. All respondents used the same response form whether this was obtained at an event or completed online.

¹ BIS (2012): [Professionalism in FE, Interim Report of the Independent Review Panel](#)

² Project steering group membership includes the AOC, 157 Group, ACETT, the Alliance of Sector Skills Councils, ATL, AELP, FAB, HEA, HOLEX, IfL, NIACE, UCET, UCU, TSNLA. BIS and Ofsted are observers.

This report summarises the responses to the proposals received in phase two of the review. Of the 355 responses received, approximately 39 per cent were submitted on behalf of organisations; the remainder were from individuals. An approximate breakdown of the different types of organisations that responded is shown below.

Awarding organisation	4 %
Further education college	39 %
Higher education institution	12 %
Local authority	6 %
Independent training provider	14 %
Provider in the third sector	3 %
Other	22 %

Note: 'Other' includes professional bodies, representative bodies, independent specialist colleges, employers, trade union, provider groups, voluntary/charitable organisations, the army, NHS, Ofsted and individual consultants, lecturers and teachers.

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

On 13 December 2012, the analysis of the responses was discussed with the project steering group, who agreed the actions to be taken forward in the next phase of the review.

Phase three, the development phase, will take place from January to March 2013. From January 2013, the content, practice and assessment requirements for the new qualifications will be agreed with the project steering group, awarding organisations (AOs) and higher education institutions (HEIs). The qualifications will then be developed separately by AOs and HEIs from March 2013 onwards. A phased introduction of the qualifications will take place from September 2013.

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Acronyms

This table provides a guide for the acronyms found within this document.

Acronym	Definition
AELP	Association of Employment and Learning Providers
AI	Awarding institution – inclusive term for AOs and HEIs developing qualifications
AO	Awarding organisations
AoC	Association of Colleges
ATL	Association of Teachers and Lecturers
BIS	Department for Business Innovation and Skills
CPD	Continuing professional development
CTLLS	Certificate in Teaching in the Lifelong Learning Sector
DEL	Department of Employment and Learning
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
ESOL	English for speakers of other languages
FAB	Federation of Awarding Bodies
FE	Further education
FHEQ	Framework for Higher Education Qualifications
GLH	Guided learning hours – as defined by the Skills Funding Agency
HEA	Higher Education Academy
HEI	Higher education institution
HOLEX	The national network of local adult learning providers
IfL	The Institute for Learning
ITE	Initial Teacher Education
LLUK	Lifelong Learning UK
LSIS	Learning and Skills Improvement Service
NASUWT	National Association of Schoolmasters Union of Women Teachers
NIACE	National Institute for Adult and Continuing Education
NRDC	National Research and Development Centre for adult literacy and numeracy
Ofsted	The Office for Standards in Education, Children's Services and Skills
PTLLS	Preparing to Teach in the Lifelong Learning Sector
QCF	Qualifications and Credit Framework
RPL	Recognition of prior learning
UCET	Universities' Council for the Education of Teachers
UCU	University and College Union

The scope of the review

LSIS values the diversity of the teaching and training workforce which reflects the range of organisations and types of learning opportunities within the further education and skills sector. Our challenge, as we work to simplify the teaching and training qualifications, is to ensure they are inclusive of this diversity, providing the opportunity for professional development appropriate for all contexts and supported by any funding source.

The proposed qualifications for teachers and trainers are for use predominantly by providers in the further education and skills sector in England, including:

- Further education (FE) colleges;
- Independent training providers;
- Local authorities;
- The third sector³.

Nineteen proposals were put forward. In order to simplify the qualifications landscape, just three generic and three types of specialist qualifications were proposed, flexible enough to meet a broad range of needs and which, together, would meet the initial training needs of the whole teaching and training workforce. In addition to these, qualifications at Level 7 with a more specific purpose were proposed: one for those working at the HE/FE interface and one for continuing professional development (CPD).

The proposal document remains available on the [LSIS website](#) and a summary of the proposals is available in the Annex.

There were exclusions to the scope of the review:

- This review considered qualifications for teachers and trainers in the further education and skills sector only. Therefore, qualifications for Learning and Development and for other roles in the sector, such as learning support, were not included.
- Qualifications for teaching and training in Northern Ireland, Scotland and Wales were not part of the review as responsibility for qualifications there rests with those jurisdictions.
- Regulatory or contractual requirements to undertake initial teacher training qualifications were beyond the scope of this review.
- Consideration of how the qualifications may contribute to gaining any future professional status for teachers and trainers in the further education and skills sector were not part of this review.

³ The third sector is defined as non-governmental organisations that are value driven and that principally reinvest their surpluses to further social, environmental or cultural objectives. It includes voluntary and community organisations, charities, social enterprises, cooperatives and mutuals.

- Professional standards⁴, application guidance documents and the minimum core for literacy, language, numeracy and ICT were not reviewed and they will continue to inform the content of revised qualifications.
- The entry criteria for subject-specific teaching qualifications detail the skills in English or mathematics currently required to join a literacy, numeracy or ESOL initial teacher education programme were recently been reviewed and were not included in this review.

⁴ LLUK (2007): [New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector](#)

Understanding the findings

This report follows the format of the proposal document and response form. These were organised under three main headings and the structure of this report reflects these same headings:

1. Simplifying the current qualification offer.
2. Proposals for generic teaching qualifications.
3. Proposals for qualifications for teaching English, ESOL, mathematics and disabled learners.

For each of the proposals put forward by LSIS in phase two of the review, a summary of the proposal is provided followed by a numerical breakdown of the responses received which is also represented graphically. As different numbers of responses were received for individual proposals, the percentage responses given for each proposal are based solely on those received to that proposal, and not on the overall number of people responding to the review.

In addition to this statistical analysis, each proposal is followed by a brief commentary on some of the comments received for that proposal. Finally, each section details the action LSIS now intends to take, based on the outcomes of this phase of the review, and as agreed with the project steering group.

Simplifying the current qualification offer

Proposals

Qualifications

- 1.1 A single qualification at each level and of increasing size should be developed.
- 1.2 The qualifications should be flexible enough to enable a focus on particular learning contexts.
- 1.3 Separate qualifications that are not 'nested' should be developed.

Standards

- 1.4 The professional standards should be reviewed.

Qualifications

Proposal 1.1 A single qualification at each level and of increasing size should be developed

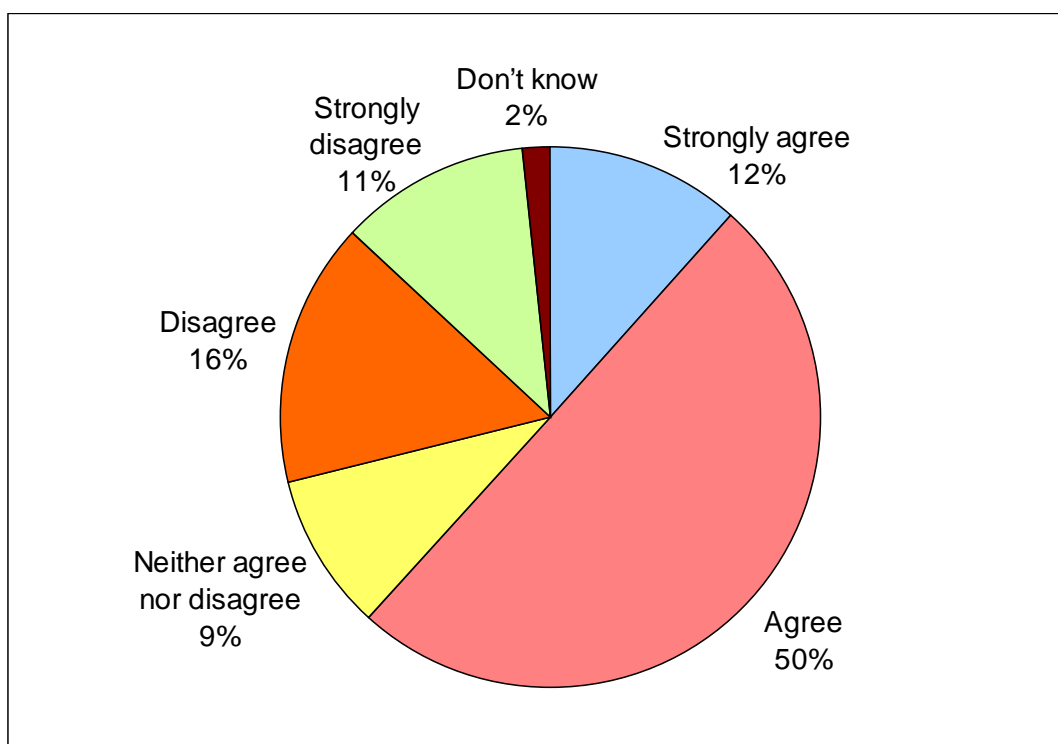
Summary

The proposed generic qualifications include a Level 3 Award (12 credits), a Level 4 Certificate (30 credits) and a Level 5 Diploma (60 credits). Each qualification will allow for direct entry without completing any previous qualification (see diagram). The content, size and level of the qualification will also encourage progression from one to another for those who wish to build up their initial training over time, perhaps as teaching or training responsibilities increase. Proposed subject-specific qualifications only offer qualifications at Level 5. These will vary in size depending on purpose – whether for initial training or continuing professional development.

Findings

Number of respondents: 355 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
41	178	33	57	40	6
12%	50%	9%	16%	11%	2%



Comments

The majority of respondents supported the proposal and there was little difference in the distribution of responses across the scale between organisations and individuals. They agreed that a single qualification at each level would go a long way to simplifying the current offer and that allowing direct entry to each qualification as well as opportunities for progression would give the flexibility required to respond to the diverse needs of the sector.

The majority of the respondents did not comment on the titles of the proposed qualifications.

Of those who did not support this proposal, many did not want to remove the nesting of qualifications and were concerned about the duplication of content between the qualifications. Others expressed concern that it would be difficult to run programmes for learners entering directly onto a Level 5 qualification alongside those who may have already achieved a Level 3 or Level 4 qualification.

IfL strongly disagreed with this proposal because of the proposed size of the Level 5 Diploma in Education and Training although they supported, in principle, single qualifications at progressively increasing levels.

Some respondents who supported the proposal stressed the importance of providing appropriate guidance for trainees on which level of qualification to take and on progression routes. Some also believed that providers would have to develop their own entry requirements even if there were no nationally prescribed ones.

Outcome

LSIS will:

- Develop guidance to support the development of a single generic qualification of increasing size at Levels 3, 4 and 5 in the QCF and guidance for HEIs validating their own qualifications at Levels 4, 5 and above.
- Develop guidance for employers and practitioners explaining the purpose and content of the qualifications and possible progression routes.
- Develop guidance for ITE providers on approaches to RPL that will support progression and minimise unnecessary duplication of content and assessment.

Proposal 1.2 The qualifications should be flexible enough to enable a focus on particular learning contexts

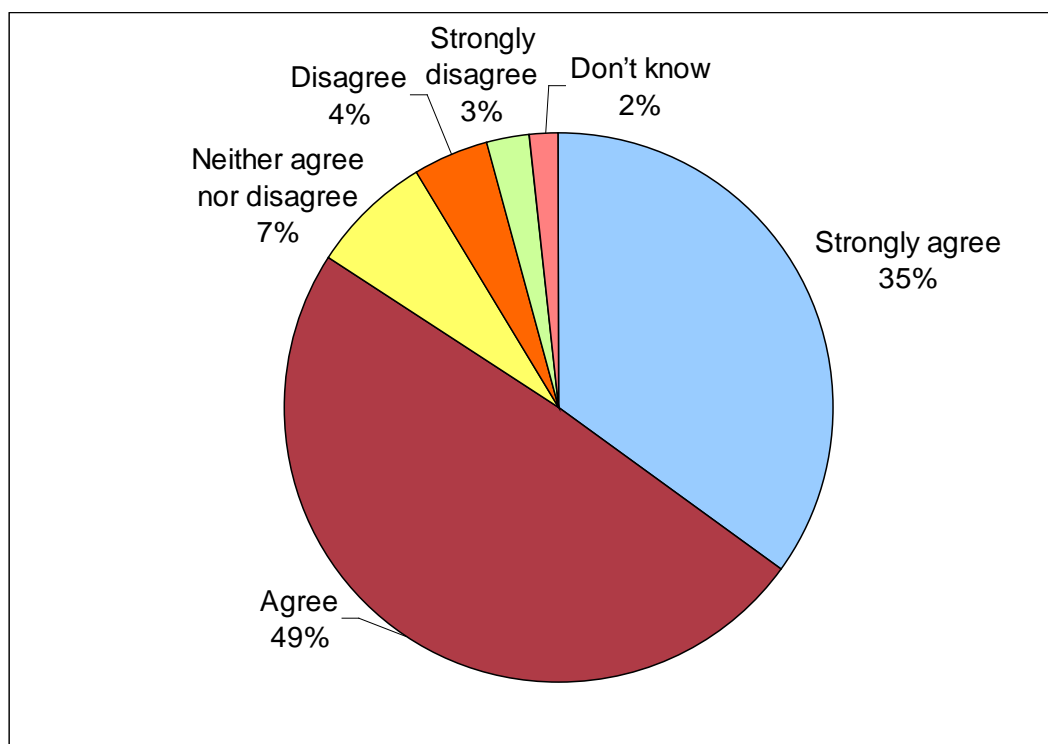
Summary

The qualifications should reflect the diversity of practice across the further education and skills sector. Common learning outcomes in qualifications from all awarding institutions will include reference to context. Units from the Learning and Development qualifications, including those for assessing and the quality assurance of assessment will be available in the QCF qualifications. Although not formally part of the review of qualifications, LSIS will facilitate working groups to consider delivery, assessment and recognition of prior learning in teacher education programmes.

Findings

Number of respondents: 355 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
125	173	26	15	9	7
35 %	49 %	7 %	4 %	3 %	2 %



Comments

The majority of respondents supported the proposal and there was little difference in the responses from individuals and organisations. The intention that qualifications should be flexible enough to focus on different contexts given the diverse nature of the workforce and the changing nature of the sector was welcomed.

The inclusion of the Learning and Development units, already introduced in the 2011 qualifications, was welcomed by AELP's respondents and others. FAB welcomed their inclusion for assessment and the quality assurance of assessment.

The importance of applying vocational pedagogy to a vocational setting was stressed by the 157 group.

Outcome

LSIS will:

- Continue to include the Learning and Development units within the new generic qualifications.
- Include information about access, progression and contextualising delivery and assessment in the guidance for ITE providers.

Proposal 1.3 Separate qualifications that are not 'nested' should be developed

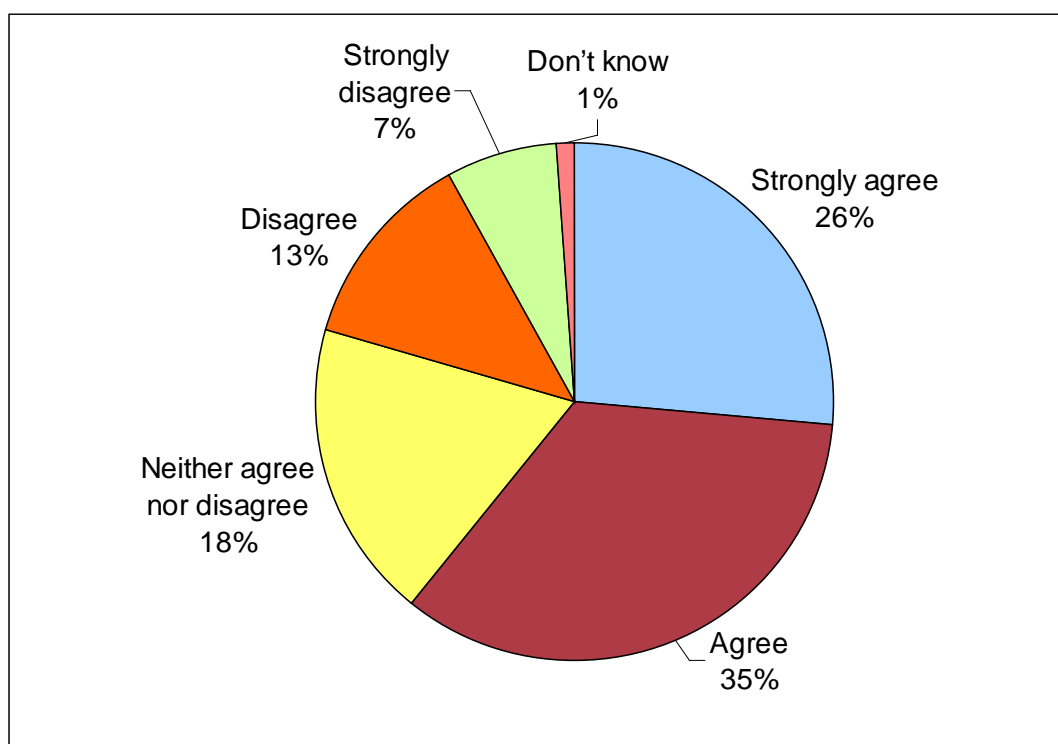
Summary

The current teaching and training qualifications are 'nested' inside one another. For example, the PTTLS units are found within the CTTLS and DTLLS qualifications. The qualifications were developed in this way to support and encourage progression but, in practice, raised expectations that were sometimes not realised due to difficulties in credit recognition and transfer, and often led to repetition of content. The proposed qualifications will have a defined purpose to meet a range of teaching and training responsibilities. This will reduce repetition for those who choose to move from one qualification to another.

Findings

Number of respondents: 355 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
93	123	65	45	24	5
26 %	35 %	18 %	13 %	7 %	1 %



Comments

The majority of respondents supported the proposal but a significant number did not (20 per cent) or neither agreed or disagreed (19 per cent). There was a slight difference in the distribution of responses between individuals and organisations, with a higher percentage of individuals supporting the proposal.

Those that supported the proposal agreed that it would help to simplify the qualifications and reduce duplication and repetition. Some who supported the proposal did so with regret that the intentions behind nesting had not been realised, particularly when a trainee moved between providers.

Some respondents were concerned that removing nesting would not stop repetition, as some content would have to be common to all qualifications. Other respondents who did not support the proposal felt that the removal of nesting would discourage trainees from progressing to higher-level qualifications.

Outcome

LSIS will:

- Develop guidance for qualifications that are not nested inside each other.
- Explore how to support RPL both in the design of the qualifications and in the guidance for awarding institutions.
- Explain the implications of direct entry and progression and ways to mitigate such things as repetition in the guidance on delivery for ITE providers.
- Explain the relationship between the different qualifications and possible progression routes through the qualifications in the guidance for employers and practitioners.

Standards

Proposal 1.4 The professional standards should be reviewed

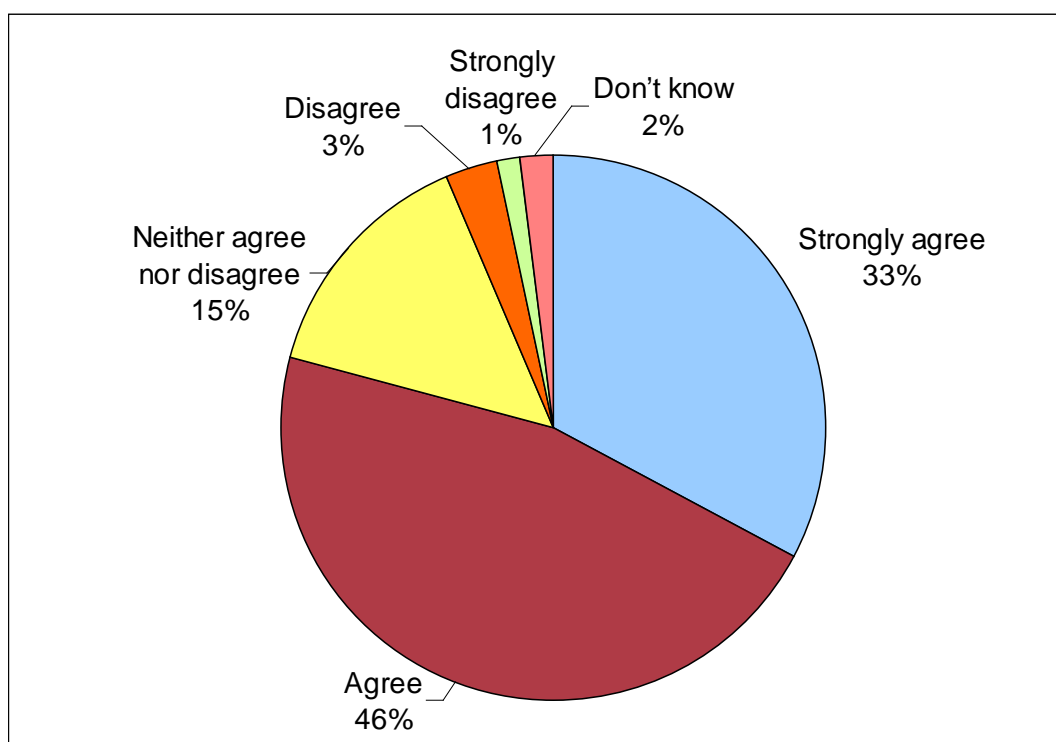
Summary

The New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector⁵ were published in December 2006. They describe the practice expected of teachers and trainers across the further education and skills sector. The standards also underpin professional development, including initial and continuing professional development qualifications. A review of the standards would ensure they continue to describe current expectation of practice and would consider how they could be simplified to better support professional practice.

Findings

Number of respondents: 352 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
116	162	51	10	5	8
33 %	46 %	15 %	3 %	1 %	2 %



⁵ LLUK (2007): [New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector](#)

Comments

The majority of respondents supported this proposal to review the professional standards, with a similar distribution of responses between individuals and organisations.

Many respondents agreed that the standards should be simplified and directed us to the HEA professional standards framework and the new teaching standards.

Ofsted strongly agreed that the standards should be reviewed and simplified, with a greater focus on essential practical teaching skills. Ofsted and other respondents commented that the professional standards should play a greater role with initial teaching training. Others felt that there should be greater emphasis on developing and assessing practical teaching skills than is suggested in the current qualifications where the hours of practice and the minimum number of observations seem divorced from the unit content.

Many respondents strongly believed that the review of the standards should be completed **before** the development of the new qualifications, and some did not support this proposal because it would take place after the qualifications review.

A small number of those who did not support the review of the professional standards felt that further change would not be helpful to the sector or that there was no evidence to justify such a review.

Outcome

LSIS will:

- Agree with BIS how they wish to respond to this proposal as any review of professional standards lies outside the scope of the qualifications review that BIS has asked LSIS to lead.

Generic teaching qualifications

Proposals

Level 3 Award

- 2.1 A Level 3 Award in Education and Training should be developed.
- 2.2 The proposed content and size of the Level 3 Award in Education and Training is appropriate.

Level 4 Certificate

- 2.3 A Level 4 Certificate in Education and Training should be developed.
- 2.4 The proposed content and size of the Level 4 Certificate in Education and Training is appropriate.

Level 5 Diploma

- 2.5 A Level 5 Diploma in Education and Training should be developed.
- 2.6 The proposed content and size of the Level 5 Diploma in Education and Training is appropriate.

Level 7 Diploma

- 2.7 A Level 7 Diploma in Education and Training should be developed.
- 2.8 A Diploma qualification for continuing professional development at Level 7 should be developed.

Level 3 Award

Proposal 2.1 A Level 3 Award in Education and Training should be developed

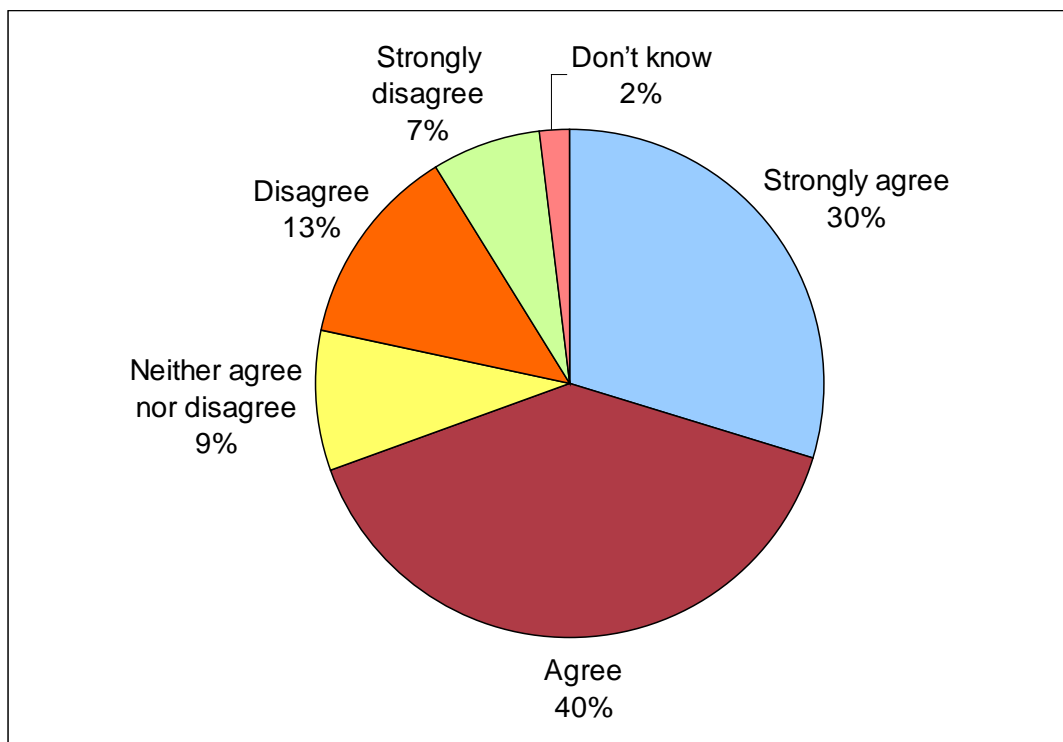
Summary

The proposed Award will provide an introduction to teaching and training. It will primarily be a knowledge-based qualification with some assessment of microteaching. It will not assess competence, as there will be no requirement to practice. It will be of value to those with little or no experience of teaching or training and to those considering or wishing to teach or train in the sector.

Findings

Number of respondents: 341 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
101	136	31	43	23	7
30%	40%	9%	13%	7%	2%



Comments

The majority of respondents supported the proposal for a knowledge-based qualification that could be taken as part of induction or for those considering or wishing to teach or train in the sector. There was very little difference in the distribution of responses between individuals and organisations.

Many respondents commented that the existing PTLLS qualification was a very popular and successful qualification and that the 2011 version of the PTLLS should be the starting point for the new qualification.

Some respondents who supported the award felt that the title should make it clearer that this qualification was introductory and that trainees should understand that the qualification 'would not qualify you to teach'.

Of those who did not support the proposal, many felt that a Level 3 qualification should not be developed because it could not equip someone to teach in the sector.

A very small numbers of respondents felt that this award should be at Level 4.

Outcome

LSIS will:

- Develop qualification guidance for a Level 3 knowledge- based Award in Education and Training in the QCF.
- Ensure that all our guidance, including that for ITE providers, employers and practitioners, makes clear the purpose of the qualification and that it will not assess competence in a teaching role.

Proposal 2.2 The proposed content and size of the Level 3 Award in Education and Training is appropriate

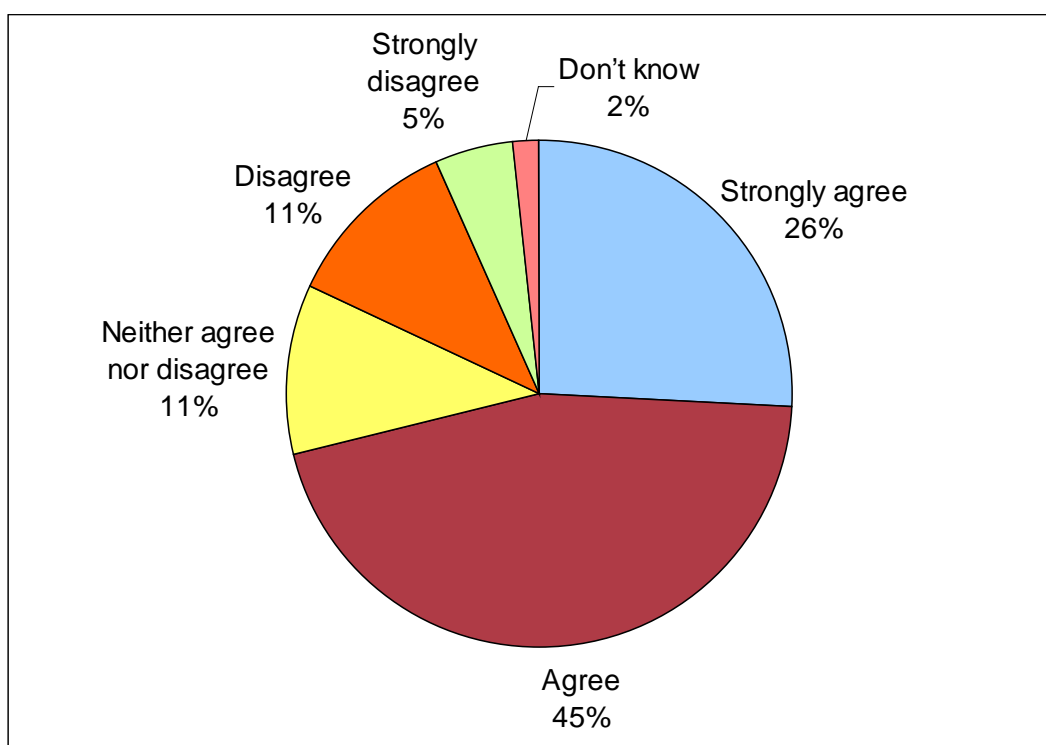
Summary

The Award will develop knowledge and skills related to planning, delivery, assessment and the evaluation of inclusive teaching and learning with individuals and groups of learners. Relevant units from Learning and Development qualifications will be included in the QCF qualifications. A credit value of 12 is proposed. This reflects the appropriate amount of learning required for someone with little or no experience of teaching or training. There was strong support for an increase in the credit value of PTTLS from 6 to 12 in the 2011 review of the qualifications.

Findings

Number of respondents: 341 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
88	154	37	38	17	7
26 %	45 %	11 %	11 %	5 %	2 %



Comments

The majority of respondents supported the proposed content and size of the Level 3 Award in Education and Training. There was little difference in the distribution of responses between individuals and organisations.

Some respondents were not aware that the credit value of the 2011 PTLLS had been increased to 12 credits and welcomed what they saw as an increase in size, compared to the 2007 PTLLS. A small number of respondents felt that 12 credits might not be big enough.

Most respondents agreed that this qualification should not assess competence in a teaching role and that it should have no practice requirement but should include microteaching. However, a very small number of respondents felt that the qualification should assess competence.

Many of those who did not support the proposal, including IfL, ATL and UCET, did so because they felt that this qualification could be seen as being sufficient to teach.

Outcome

LSIS will:

- Take the 2011 PTLLS as the starting point for the development of the qualification guidance for the new Level 3 Award in Education and Training in the QCF.
- Ensure that our guidance makes clear the audience for, and purpose of, the qualification and that it will not assess competence in a teaching role and will not have a practice requirement.

Level 4 Certificate

Proposal 2.3 A Level 4 Certificate in Education and Training should be developed

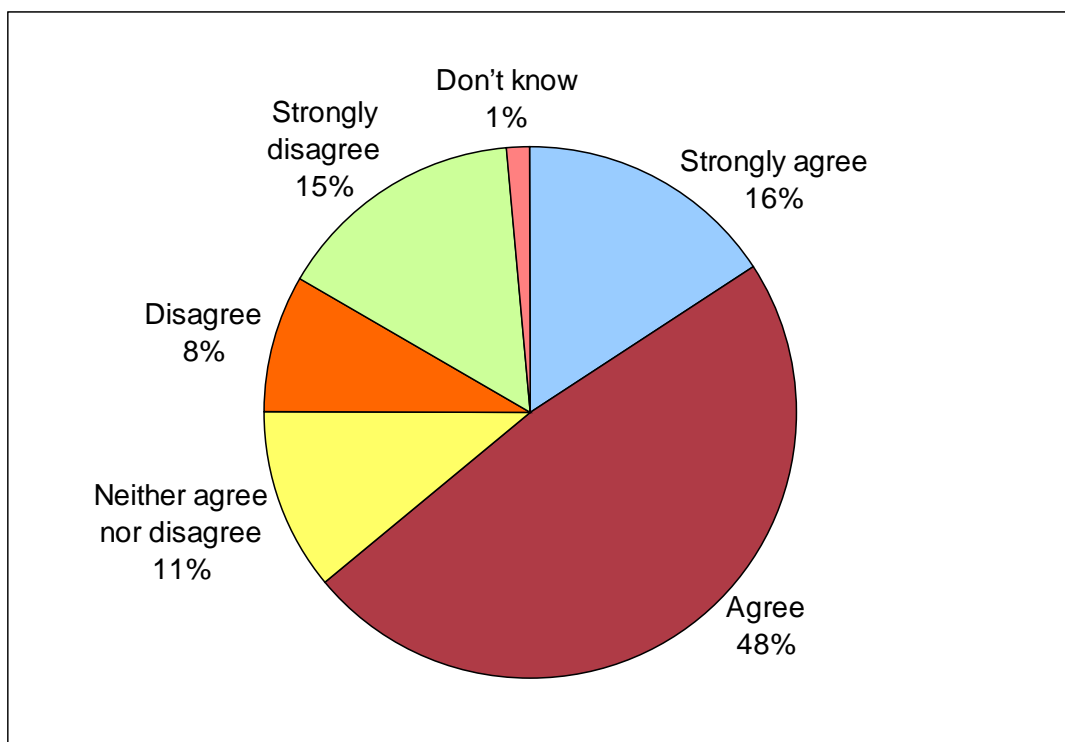
Summary

The proposed Certificate will provide training for those with a broad range of teaching or training responsibilities. The level reflects the underpinning knowledge and skills required for these responsibilities. The qualification will be appropriate for those with some experience of teaching or training and the potential to study at this level. There will be a requirement to practice as this qualification will assess and provide evidence of competence in teaching and training.

Findings

Number of respondents: 335 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
53	161	37	28	51	5
16 %	48 %	11 %	8 %	15 %	1 %



Comments

The majority of respondents supported the proposal to develop a Level 4 Certificate in Education and Training that could be accessed through direct entry or provide progression from the Level 3 Award with a higher percentage of individuals supporting the proposal than organisations.

However, some of those who supported the proposal felt that the purpose of, and the audience for, the qualification had not been sufficiently defined.

Those who did not support the proposal felt that there would be no demand for the qualification or that it would be used to 'cut staff costs' or be otherwise misused. Some respondents thought that, by proposing a Level 4 qualification, we were proposing that the associate teaching role should continue.

There was some confusion arising from the proposal not to nest the qualifications. Some respondents believed that by not nesting the Level 4 qualification in the Level 5, the knowledge and skills developed through this qualification would not be recognised as prior learning when a trainee progressed to the Level 5 qualification, and this might then discourage take-up.

Outcome

LSIS will:

- Develop qualification guidance for a Level 4 Certificate in Education and Training in the QCF.
- Clarify the audience for, and purpose of, this qualification.
- Develop guidance for ITE providers on approaches to RPL that will support progression and minimise unnecessary duplication of content and assessment.

Proposal 2.4 The proposed content and size of the Level 4 Certificate in Education and Training is appropriate

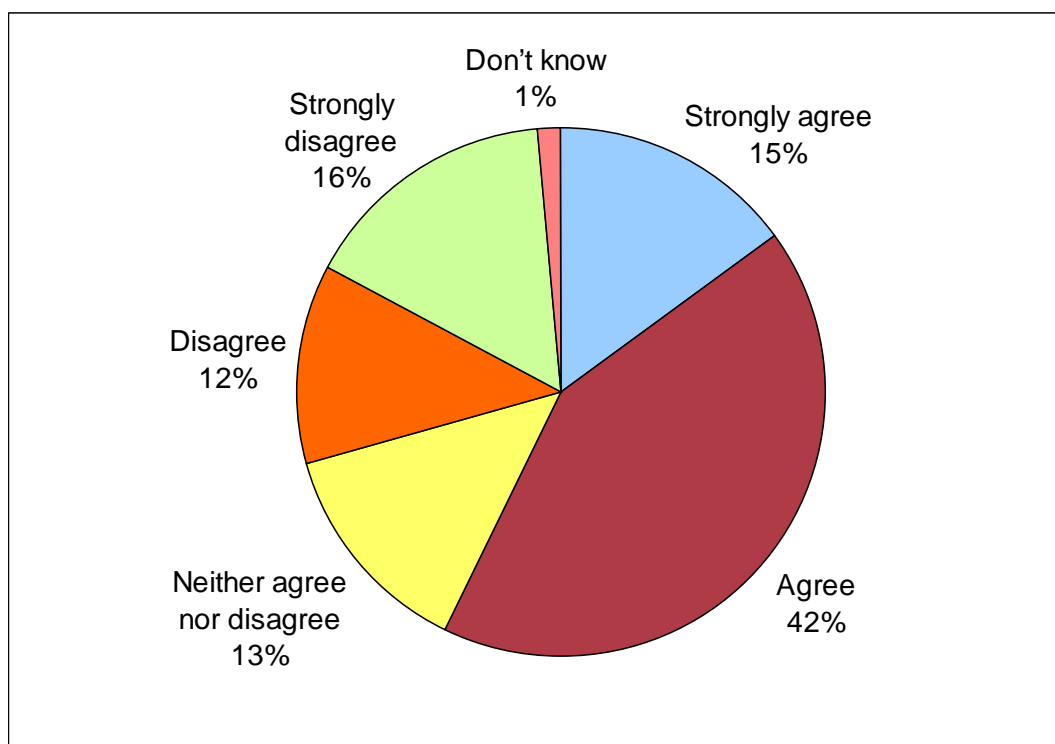
Summary

The Certificate will develop knowledge and skills related to planning, delivery, assessment and the evaluation of inclusive teaching and learning with individuals and groups of learners. There will be a focus on subject and vocational knowledge and its application to teaching and training. The qualification could recognise teacher and trainer related roles such as assessing or engaging employers. We propose that half the qualification is made up of optional units to develop relevant knowledge and skills, primarily from the Learning and Development qualifications.

Findings

Number of respondents: 335 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
50	142	44	41	53	5
15 %	42 %	13 %	12 %	16 %	1 %



Comments

The majority of respondents supported the proposed size and content of the qualification with a higher percentage of individuals supporting the proposal than organisations.

Of those who disagreed, most felt that the certificate should be bigger.

Some respondents, including UCU and ATL, argued for a qualification of 36 credits like the 2011 version of CTLLS. Others, including those from IfL and the 157 group, argued for 60 credits to mirror the first year of the Certificate of Education validated by HEIs.

Some respondents, including FAB, UCU, ATL, UCET and others who supported the proposal, believed that that the 50 hours of practice and the minimum of four observations would not be manageable in a qualification of 30 credits.

AOC felt that the qualification should combine academic theory underpinning teaching and learning with practical exposure to teaching and that there should be an emphasis on professional standards and reflective practice.

The inclusion of the Learning and Development units and of optional credit to support contextualisation was mostly welcomed, although IfL disagreed with the proposal because of the proposed proportion of optional credit (50 per cent).

Some providers did not support the proposal because the qualification could be achieved without observation of practice with groups of learners and seemed unaware that this was introduced in the 2011 qualifications in response to feedback from the sector.

Outcome

LSIS will:

- Develop qualification guidance for a Level 4 Certificate in Education and Training in the QCF at 36 credits in line with the 2011 version of CTLLS.
- Consider reducing the number of hours of practice to 30 hours and minimum number of observations to three in line with the 2011 CTLLS.
- Explain why we feel that it is necessary to allow achievement of the qualification for staff working with individual learners in our guidance.
- Review the proportion of optional credit.

Level 5 Diploma

Proposal 2.5 A Level 5 Diploma in Education and Training should be developed

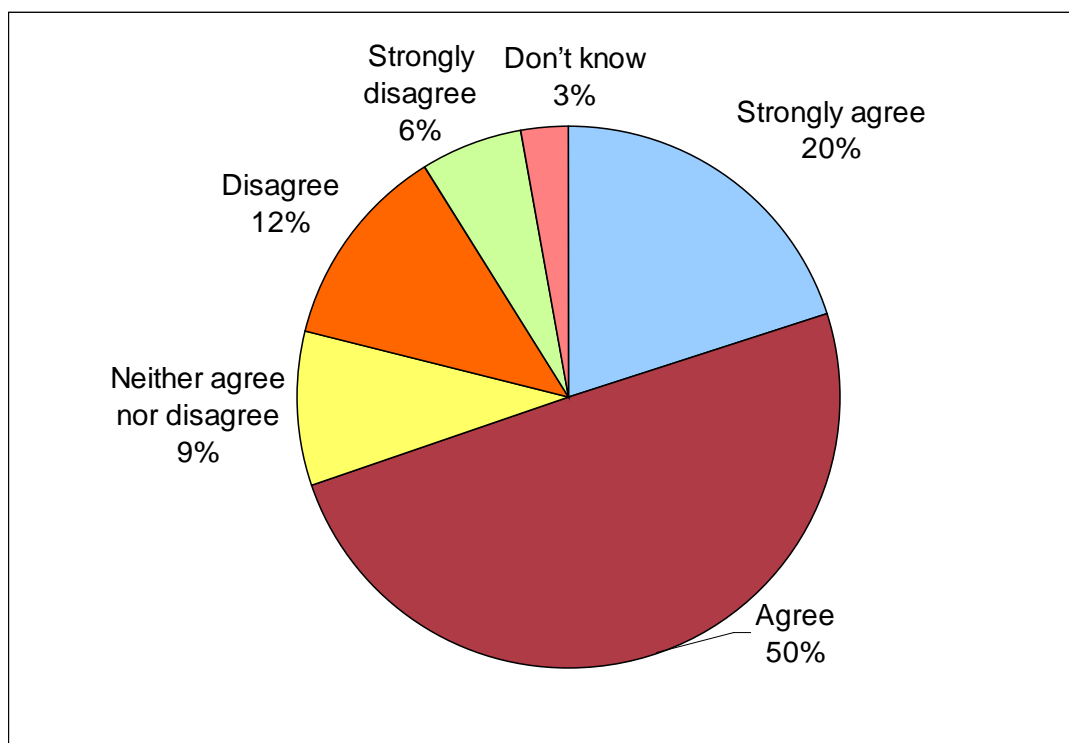
Summary

The proposed Diploma will provide training for those with an extensive range of teaching or training responsibilities, including those in more than one context. The level reflects the knowledge and skills required for this range of responsibilities. Level 5 is proposed, though the qualification may be developed at higher levels. The qualification will be appropriate for those who are working in, or aspire to, this professional challenge and who have the potential to study at this level. There is a significant practice requirement as this qualification will assess and provide evidence of competence in undertaking these responsibilities. This Diploma qualification in the QCF will be recognised as equivalent to the Certificate of Education qualifications in the FHEQ.

Findings

Number of respondents: 332 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
66	165	30	41	20	10
20%	50%	9%	12%	6%	3%



Comments

The majority of respondents supported the proposal to develop a Level 5 Diploma in Education and Training for those with an extensive range of teaching and training responsibilities and that would be a direct entry point or provide progression for those trainees who have achieved a lower-level qualification. A higher percentage of individuals supported the proposal than responding organisations.

Several respondents did not appreciate that the proposed qualification could also be developed at Levels 6 or 7 by HEIs, as happens now.

Most of those who disagreed with this proposal, including the majority of respondents from UCET and IfL, did so because of the proposed size (see proposal 2.6).

Outcome

LSIS will:

- Develop qualification guidance for a Level 5 Diploma in Education and Training in the QCF.
- Ensure that our guidance explains the purpose of, and audience for, the qualification.
- Develop guidance for ITE providers on approaches to RPL that will support progression and minimise unnecessary duplication of content and assessment.

Proposal 2.6 The proposed content and size of the Level 5 Diploma in Education and Training is appropriate

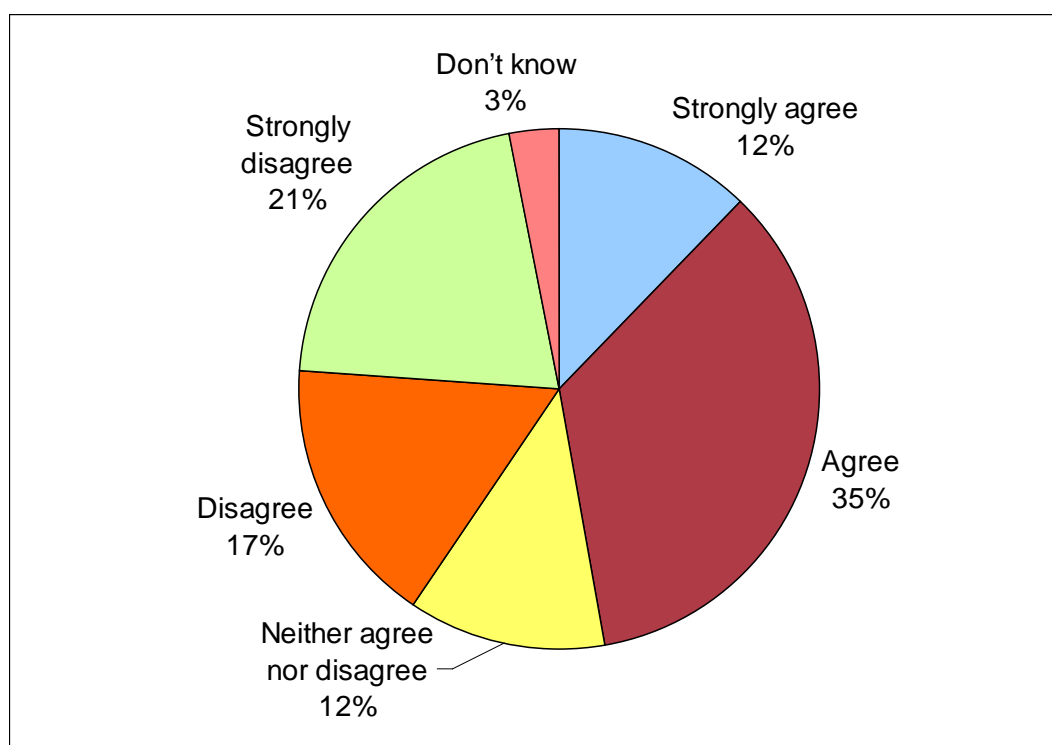
Summary

The Diploma will develop knowledge and skills related to a broad range of professional practice in teaching and training. There will be an extended focus on subject and vocational knowledge and its application to teaching and training. A credit value of 60 is proposed. At 60 credits, there would be little or no optional credit with the focus on core knowledge and skills. This would ensure that coverage of core knowledge and skills would remain broadly comparable with previous Diplomas and could contribute to gaining any future professional status.

Findings

Number of respondents: 332 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
41	116	40	56	69	10
12%	35%	12%	17%	21%	3%



Comments

This proved the most contentious proposal, where opinion was most divided. There was somewhat stronger support for this proposal from individuals than from organisations.

Those who supported the proposed size of 60 credits welcomed the increased accessibility of the qualification and the focus on core knowledge and skills.

However, some of those who supported the proposal, as well as many of those who opposed it, were concerned about how the reduction in the number of credits would be perceived (possible accusations of 'dumbing down') and that it might damage the reputation of FE. Others believed that a move to 60 credits would result in a loss of parity with schools.

Some who opposed the proposal felt that the core content could not be covered in 60 credits, especially for direct entrants who were starting their training at Level 5. There was also support for some optional credit to be included to reflect the diversity of the sector, which would not be possible in a 60-credit qualification.

Some respondents believed that a two-year course was required to develop trainees' skills and provide space for self-reflection and a 60-credit qualification would not support this. Many respondents from HEIs believed that a 60-credit qualification would not be financially viable.

Some respondents, including the 157 group, supported the structure of the HEI-validated, two-year Certificate of Education (often, this is made up of 60 credits at Level 4 and 60 credits at Level 5).

Outcome

LSIS will:

- Develop qualification guidance for a Level 5 Diploma in Education and Training in the QCF at 120 credits as indicated in our proposal document if the 60-credit qualification was not supported. This qualification would include mandatory and optional credit.
- Agree common content, hours of practice and number of observations with HEIs and awarding organisations.
- Support awarding organisations in the development of the qualification in the QCF.

Level 7 Diplomas

Proposal 2.7 A Level 7 Diploma in Education and Training should be developed

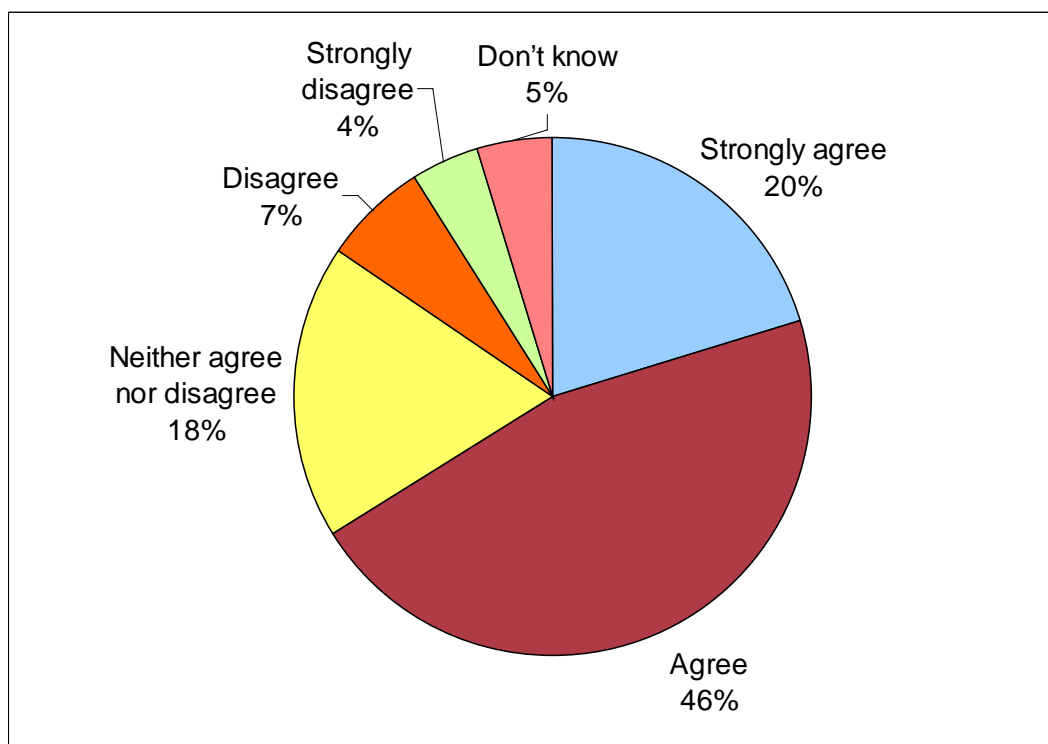
Summary

The proposed Level 7 Diploma will be developed from the Level 5 specification but will be designed to meet the needs of those teachers and trainers at the FE/HE interface. This is a very broad group of staff. The qualification would lead to recognition as a fellow of the Higher Education Academy. As with all Diplomas developed at Level 7, it could contribute to a Masters qualification.

Findings

Number of respondents: 332 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
67	153	61	22	13	16
20%	46%	18%	7%	4%	5%



Comments

Overall, this proposal was supported. There was little difference in the distribution of responses between individuals and organisations. However, there was limited support for this proposal from the awarding organisations who responded to the survey for this proposal.

Not all respondents appreciated that this proposal was exploring whether there was support for awarding body provision in the QCF at this level. HEIs can already develop qualifications that meet the needs of teachers at the FE/HE interface.

Of those who did not support the proposal, some were unsure whether there was a need or demand for such a qualification. Others felt that the qualification size of 60 credits was too small.

The HEA pointed out that recognition as a fellow of the HEA could not be attained solely by achieving a qualification. Individuals must apply to the HEA for recognition, by presenting evidence against their [UK Professional Standards Framework](#). There is no requirement for this evidence to be at Level 7.

Outcome

LSIS will:

- Discuss the findings with awarding organisations to determine whether they consider there is sufficient support to develop guidance for such a qualification in the QCF.
- Explore opportunities for joint working between HEIs and awarding organisations if there is sufficient support to develop the QCF qualification.
- If supported, develop the guidance for a qualification at 120 credits to mirror the Level 5 Diploma in Education and Training.

Proposal 2.8 A Diploma qualification for continuing professional development at Level 7 should be developed

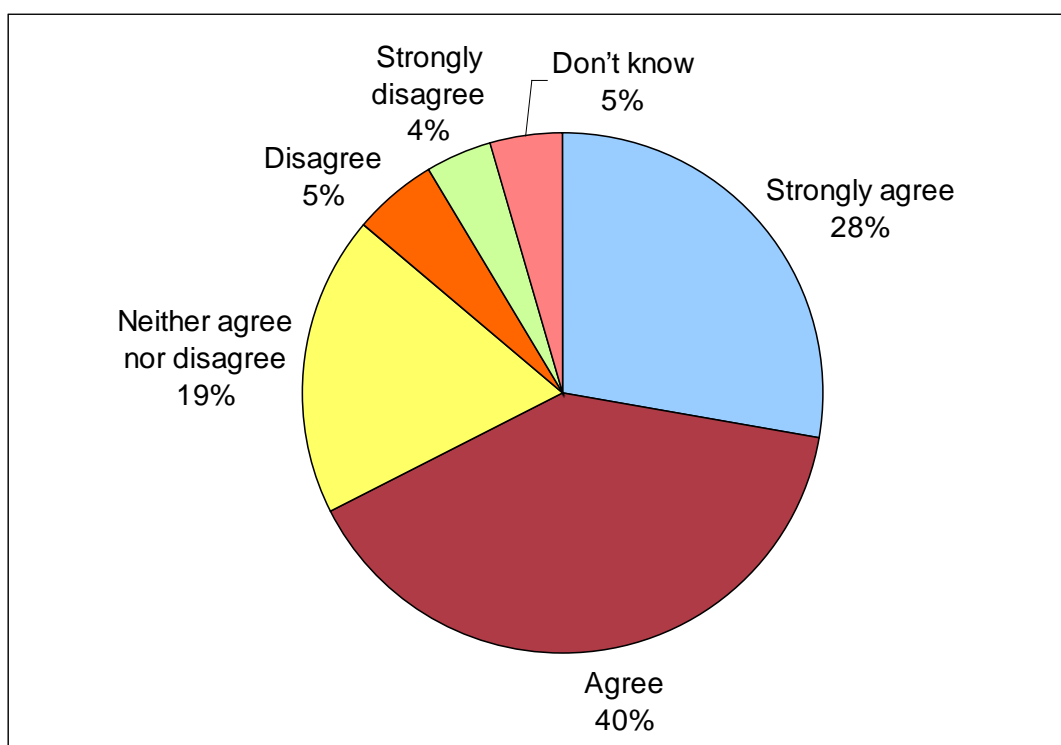
Summary

A recommendation in Lord Lingfield’s interim report was for the introduction of a Diploma qualification at Level 7, ‘to help form the capabilities of those who aspire to the highest professional levels in FE’. This qualification would develop advanced practice and skills in leadership of learning and teaching. This proposal seeks to identify the level of support for such a qualification. It is agreed that development of such a qualification would need to be on a longer time frame than the current review.

Findings

Number of respondents: 332 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
92	132	62	17	14	15
28%	40%	19%	5%	4%	5%



Comments

This proposal was supported by most respondents who welcomed the progression route the qualification could provide. There was little difference in the distribution of responses between individuals and organisations.

Some respondents, including the AOC, welcomed the inclusion of leadership skills but a small number felt that the qualification should cover more than leadership of learning to reflect the diversity of the sector.

Of those who did not support the proposal, some did so because they felt that there was likely to be insufficient demand or because the need was already being addressed through existing practice-based Masters qualifications. Some were unclear as to why two Level 7 qualifications were being proposed.

Outcome

LSIS will:

- Agree with BIS and stakeholders how to best to take this forward as the development of this qualification is planned to take place after March 2013.

Qualifications for teaching English, ESOL, mathematics and disabled learners

Proposals

Integrated qualifications

- 3.1 Level 5 Diplomas in Education and Training in English, ESOL, mathematics and for disabled learners should be developed.
- 3.2 The proposed content and size of the Level 5 Diplomas in Education and Training in English, ESOL, mathematics and for disabled learners is appropriate.

Subject-specialist knowledge qualifications

- 3.3 A Level 5 Certificate in Literacy/Language Learning and a Level 5 Certificate in Numeracy Learning should be developed.
- 3.4 The proposed content and size of the Level 5 Certificate in Literacy and Language Learning and the Level 5 Certificate in Numeracy Learning is appropriate.

Standalone qualifications

- 3.5 Level 5 Diplomas in Teaching English, ESOL, mathematics and disabled learners should be developed.
- 3.6 The proposed content and size of the Level 5 Diplomas in Teaching English, ESOL, mathematics and disabled learners is appropriate.

Entry criteria

- 3.7 Current entry criteria should remain a requirement to join a Level 5 Diploma qualification programme in English, ESOL and mathematics.

Integrated qualifications

Proposal 3.1 Level 5 Diplomas in Education and Training in English, ESOL, mathematics and for disabled learners should be developed

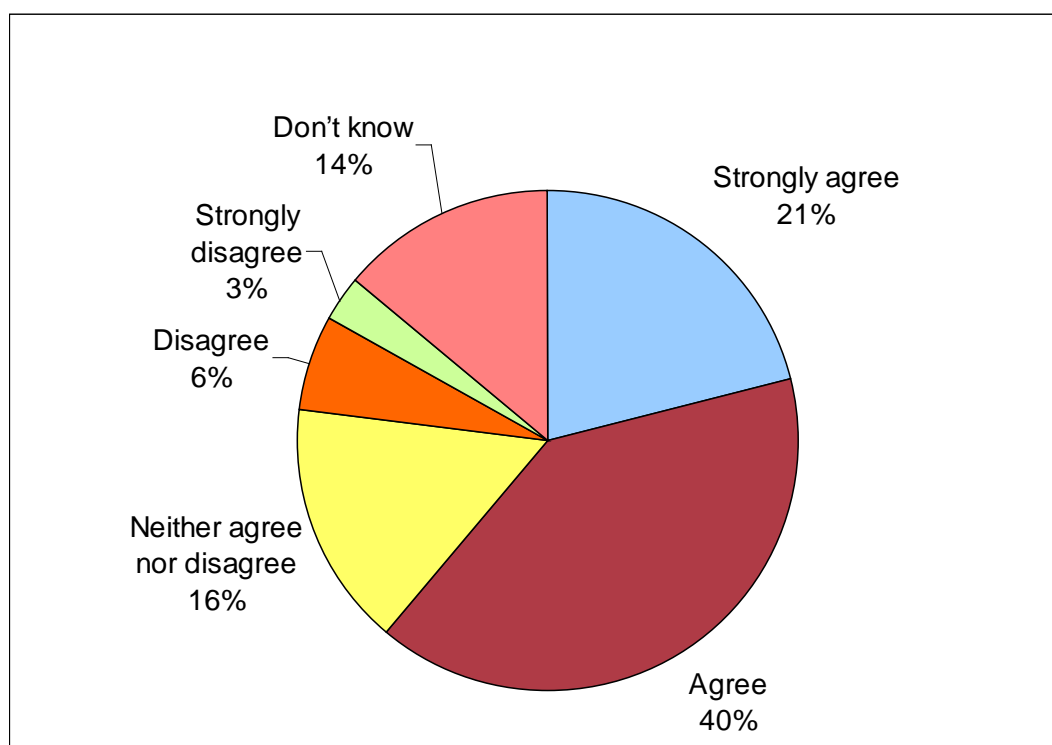
Summary

These qualifications will provide initial teacher training in a specialism as an alternative to a generic programme. Five qualifications are proposed to provide training for an extensive range of teaching or training responsibilities. The level reflects that established in the sector for teaching or training in these specialisms. The qualifications will be appropriate for those who are working in, or aspire to, this role and who have the potential to work at this level. There will be a practice requirement as these qualifications will assess and provide evidence of competence in teaching these specialisms.

Findings

Number of respondents: 332 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
68	134	54	21	10	45
21 %	40 %	16 %	6 %	3 %	14 %



Note: 30 per cent of respondents answered 'Neither agree nor disagree' or 'Don't know'. Respondents were encouraged to do this if they were not familiar with the current qualifications.

Comments

A majority of respondents supported this proposal with little difference in the distribution of responses between individuals and organisations. They supported in principle the availability of specialist teaching qualifications in these areas. The addition of qualifications for teaching disabled learners was particularly welcomed.

There were a few explicit references to the integrated nature of these qualifications but strong support for building on existing arrangements.

There was support for continuing the use of the terms English and mathematics in the titles. A number of responses questioned the use of the term 'disabled learners'.

Some respondents with whom NIACE consulted questioned the value of an initial qualification for teaching disabled learners, considering a CPD qualification more appropriate.

As with other proposals, IfL did not support the development of qualifications until the standards have been reviewed, as they considered the qualifications would be benchmarked against out-of-date standards.

A number of respondents, including AELP, OCR and EDI, suggested that specialist units could be included in the generic qualifications (Levels 4 and 5) thus removing the need for specialist qualifications.

Some responses questioned whether ESOL qualifications needed to be developed when Trinity and Cambridge qualifications are available internationally.

Outcome

LSIS will:

- Develop guidance for Level 5 qualifications in these areas of specialism using the titles proposed for qualifications in the QCF.
- Review the current fully and partly integrated qualifications to consider whether the number of qualifications overall can be reduced.
- Consider the implications of including specialist units in the Level 5 generic qualification with reference to the concurrent route available at present and when considering the amount of mandatory credits of the generic qualification.

Proposal 3.2 The proposed content and size of Level 5 Diplomas in Education and Training in English, ESOL, mathematics and for disabled learners is appropriate

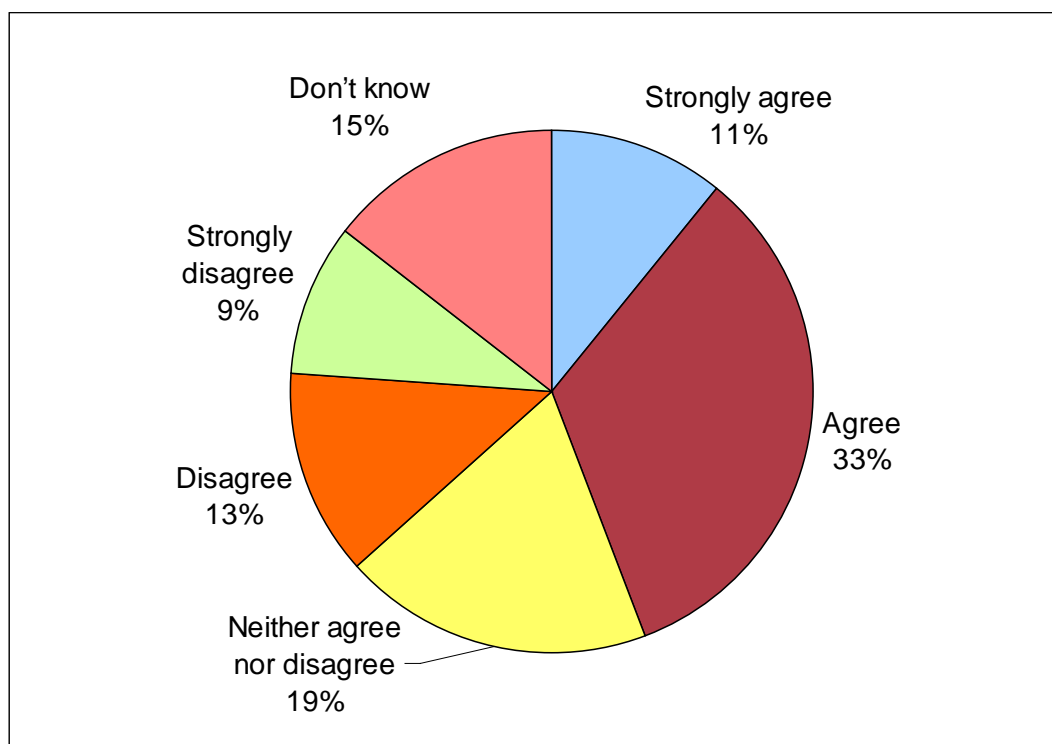
Summary

These qualifications have been developed to mirror the generic qualification and to have a focus on practical teaching. Subject knowledge for English, ESOL and mathematics will be gained through undertaking the literacy/language or numeracy learning diplomas. The skills content will be drawn from the relevant application of standards guidance documents. The knowledge and skills for teaching disabled learners will be drawn from the related guidance document. The same credit value as the generic qualifications is proposed – 60 credits.

Findings

Number of respondents: 332 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
36	111	63	42	31	49
11 %	33 %	19 %	13 %	9 %	15 %



Note: 34 per cent of respondents answered 'Neither agree nor disagree' or 'Don't know'. Respondents were encouraged to do this if they were not familiar with the current qualifications.

Comments

Over 40 per cent of respondents supported this proposal in relation to content and credit value. A slightly higher proportion of individuals supported this proposal than responding organisations.

The reduction in credit value proposed was not as significant as that proposed in the generic qualification as an additional 30-credit knowledge certificate (proposal 3.3) would be required. Thus, the credit value of the current requirement would be reduced to 90. This was not mentioned in support of the qualification. There were few comments relating to content.

City and Guilds strongly agreed with 60 credits, other AOs either did not know or disagreed.

Many of those disagreeing with the proposal understood that the overall requirement would be 90 credits.

The majority of those who disagreed with the proposal did so because of the reduction in credit value. Many of those opposing the proposal also opposed the separation of the subject knowledge into another qualification.

UCET agreed with the alignment of the size of the generic and integrated qualifications but not that this should be at 60 credits.

Outcome

LSIS will:

- Develop qualification guidance for integrated qualifications with a credit value of 120, the same credit value as generic qualifications.
- Ensure the mandatory content of generic qualifications is appropriate for contextualising within integrated qualifications.
- Review the specialist content of current qualifications informed by the appropriate application guidance documents.

Subject-specialist knowledge qualifications

Proposal 3.3 A Level 5 Certificate in Literacy and Language Learning and a Level 5 Certificate in Numeracy Learning should be developed

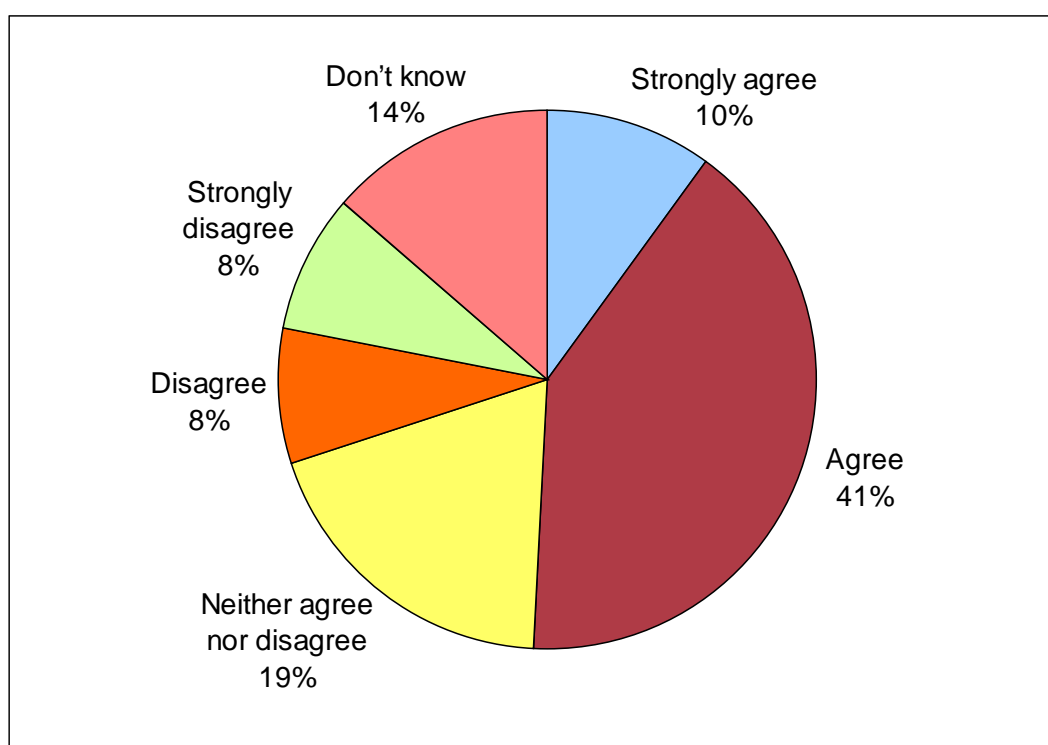
Summary

These two qualifications will provide an opportunity to develop knowledge and understanding in their respective subjects. The majority of teachers/trainers in further education bring subject knowledge and skills that they can apply when undertaking initial teacher education programmes. These qualifications will provide an accredited route to developing the appropriate subject knowledge that can be applied when undertaking initial teacher education programmes for English and mathematics. The level of the qualification reflects the demand of current qualifications.

Findings

Number of respondents: 330 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
33	134	63	26	28	46
10 %	41 %	19 %	8 %	8 %	14 %



Note: 33 per cent of respondents answered 'Neither agree nor disagree' or 'Don't know'. Respondents were encouraged to do this if they were not familiar with the current qualifications.

Comments

A majority supported this proposal including IfL and ATL. The 157 group supported the alignment of the generic and integrated qualifications and recognised that the subject knowledge is important. There was also stronger support for this proposal from individuals than from organisations.

Respondents recognised the qualifications would provide the knowledge base to allow preparation for the integrated qualification and, additionally, may provide knowledge useful to other teachers and trainers supporting English and mathematics learning.

They recognised the qualifications could improve access to training as there is no requirement to be practising as a teacher or trainer – they would provide another route into the profession.

The opportunity to develop a single programme using the two qualifications was recognised.

Few respondents commented on the proposed titles but there was one suggestion to use English and mathematics instead of literacy and numeracy.

Some suggested there should be an equivalent qualification for knowledge to support teaching disabled learners.

A number of organisations disagreed with the proposal or held mixed views, including UCET and UCU. Their concerns were that the separation of the subject knowledge would be at variance with the successful combination of subject knowledge with teaching and learning in current qualifications.

Some considered it would act as a barrier to those wanting to train and some considered there would be a danger that teachers and trainers would undertake these qualifications and not go on to learn how to teach these subjects.

A few respondents indicated that there are other qualifications that meet this need or considered the proposal a good idea but not viable.

Outcome

As LSIS propose to develop the Level 5 Diplomas at 120 credits, the primary purpose for proposal 3.3 is lost. Therefore, LSIS will not develop guidance for these certificate qualifications at this time.

LSIS will:

- Make the detailed findings of this review available to awarding organisations.
- Raise awareness that the content of these proposed certificate qualifications will be included in knowledge-defined QCF units in the new integrated and standalone qualifications. These units may be developed into a qualification by individual awarding organisations if considered of value.

Proposal 3.4 The proposed content and size of the Level 5 Certificate in Literacy and Language Learning and the Level 5 Certificate in Numeracy Learning is appropriate

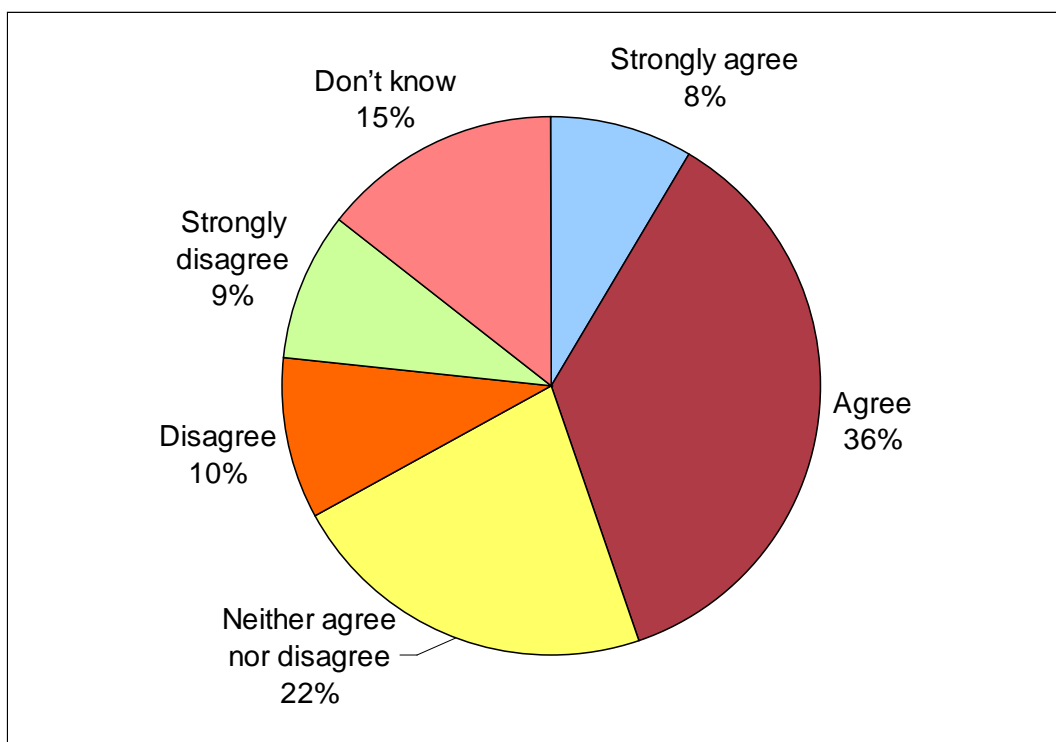
Summary

The content for these Certificate qualifications will be drawn from the relevant guidance documents used to underpin all subject qualifications related to English and mathematics. The credit value of the qualifications would be determined during the development phase in January. A credit value of 30 is suggested at this time. We wish to explore whether the credit value for each subject would need to be the same.

Findings

Number of respondents: 330 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
28	120	73	32	29	48
8%	36%	22%	10%	9%	15%



Note: 37 per cent of respondents answered 'Neither agree nor disagree' or 'Don't know'. Respondents were encouraged to do this if they were not familiar with the current qualifications.

Comments

There was little difference in the distribution of responses between individuals and organisations. Those who supported the proposal considered the credit size appropriate. This is the credit size of the current knowledge requirement in the standalone qualifications.

Those who disagreed with the proposal questioned the credit value of the proposal considering it inadequate for the subject matter that needed to be delivered.

They also considered the subject content was better integrated in the practical teaching qualification.

Outcome

LSIS will:

- Review the content and credit value of the common knowledge element of all English and mathematics specialist teaching and training qualifications so that if an AO wishes to develop these elements as a separate qualification, it will be appropriate.

Standalone qualifications

Proposal 3.5 Level 5 Diplomas in Teaching English, ESOL, mathematics and disabled learners should be developed

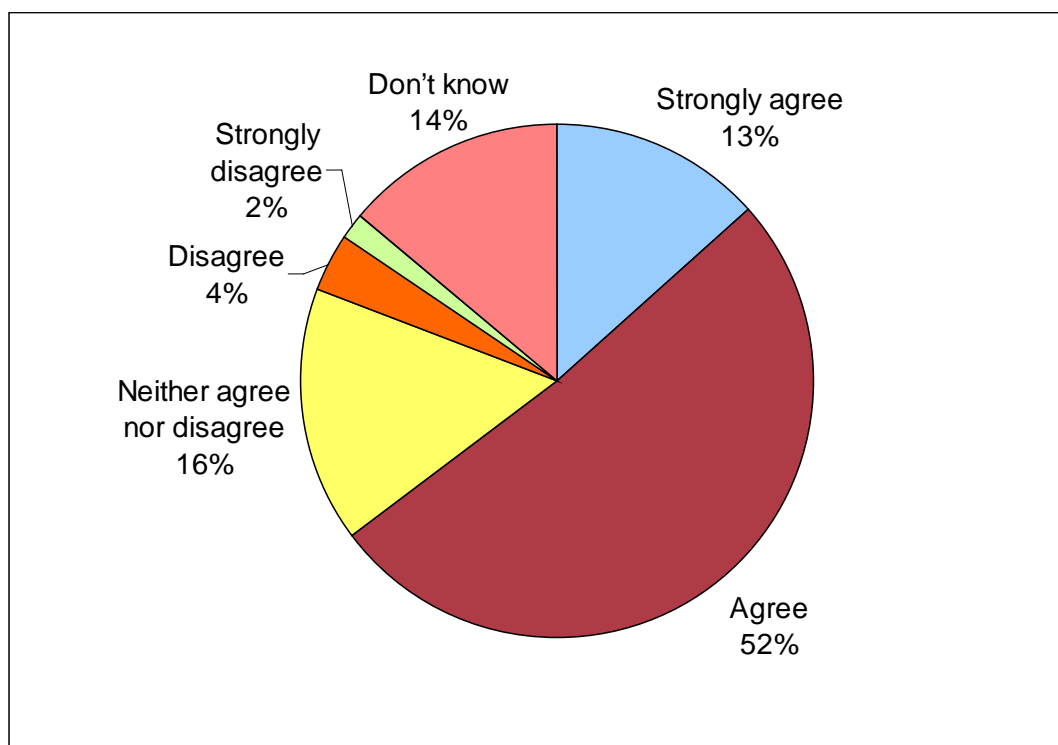
Summary

These qualifications will provide continuing professional development for those who already have a generic teaching/training qualification. They will provide an opportunity to develop knowledge and skills for teaching one of these areas of specialism.

Findings

Number of respondents: 330 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
44	170	53	12	5	46
13 %	52 %	16 %	4 %	2 %	14 %



Note: 30 per cent of respondents answered 'Neither agree nor disagree' or 'Don't know'. Respondents were encouraged to do this if they were not familiar with the current qualifications.

Comments

There was little difference in the distribution of responses between individuals and organisations.

There was strong support to continue to make these standalone qualifications available for those who already have a generic teaching qualification. They are considered as important professional development for anyone teaching and training in these areas of specialism.

Although supporting this proposal in principle, IfL did not support their development until the professional standards have been reviewed, as with the other qualification proposals.

Others disagreed with the proposal for practical reasons such as student finance.

Outcome

LSIS will:

- Develop guidance for new qualifications in the proposed areas of specialism using the titles proposed for the QCF qualifications.

Proposal 3.6 The proposed content and size of the Level 5 Diplomas in Teaching and Learning for English, ESOL, mathematics and disabled learners is appropriate

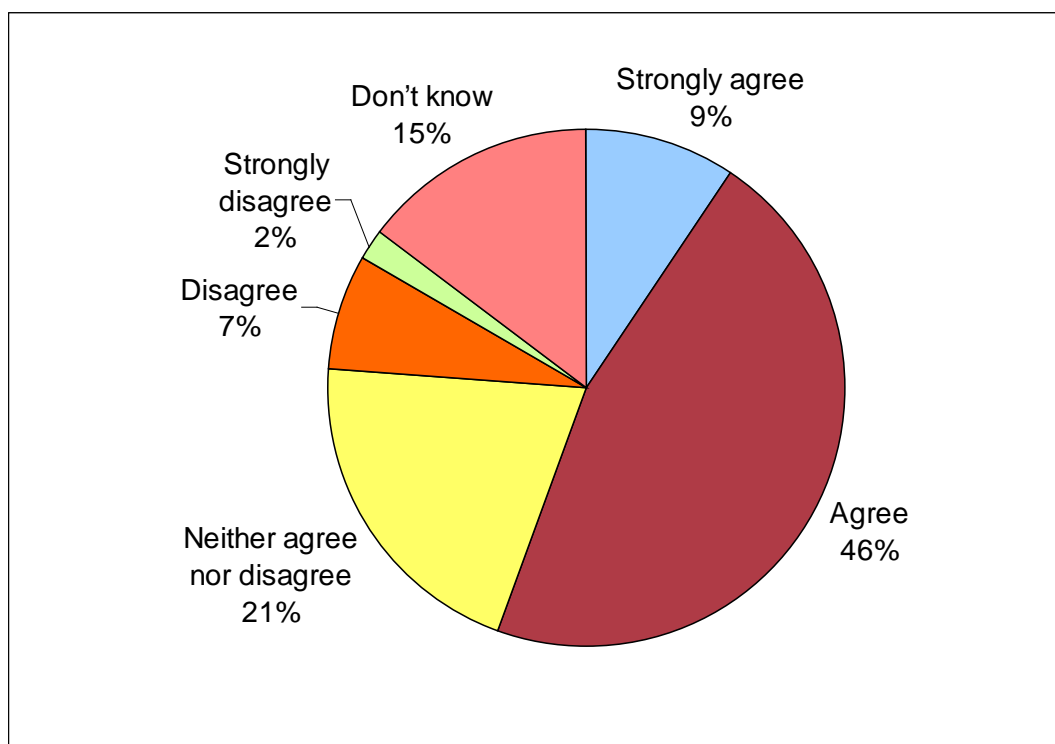
Summary

The content of the Diplomas includes both knowledge and teaching skills. The content will be informed by the related application of the standards guidance documents. Trainees will apply the practical teaching skills they have already developed to a new area of specialism. A credit value of 45 reflects the fact that trainees will already have a significant amount of teacher training and experience. The content and credit value reflects current qualifications with this purpose.

Findings

Number of respondents: 330 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
31	152	68	23	7	49
9%	46%	21%	7%	2%	15%



Note: 36 per cent of respondents answered 'Neither agree nor disagree' or 'Don't know'. Respondents were encouraged to do this if they were not familiar with the current qualifications.

Comments

The majority of respondents supported this proposal recognising that it reflects the current offer and would value this continuing. There was little difference in the distribution of responses between individuals and organisations.

Reasons for disagreement included the structure and content being too complex to explain to prospective learners and employers or the qualifications being too large or too small, especially if the Level 5 Diploma were 60 credits. Additionally, those undertaking more than one standalone qualification would be duplicating a lot of the content.

Outcome

LSIS will:

- Review the current standalone qualification structure and content with reference to the current application guidance documents.

Entry criteria

Proposal 3.7 Current entry criteria should remain a requirement to join a Level 5 Diploma qualification programme in English, ESOL and mathematics

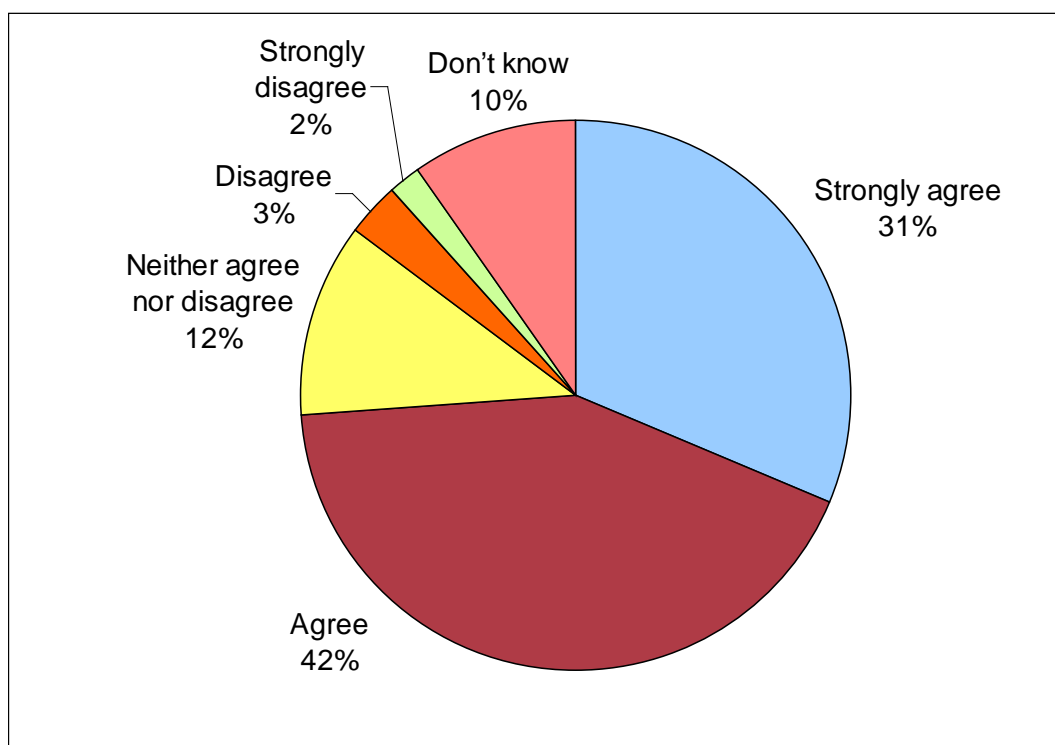
Summary

To be accepted on current initial teacher education programmes for literacy, numeracy or ESOL, potential trainees have to evidence skills in English or mathematics at Level 3 (QCF). It is proposed that the current entry criteria will be retained and that the different ways to evidence these will continue.

Findings

Number of respondents: 329 (out of 355)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
103	139	38	10	6	33
31 %	42 %	12 %	3 %	2 %	10 %



Note: 22 per cent of respondents answered 'Neither agree nor disagree' or 'Don't know'. Respondents were encouraged to do this if they were not familiar with the current qualifications.

Comments

There was strong support for this proposal, which maintains the requirements established in 2007. There was little difference in the distribution of responses between individuals and organisations.

Outcome

LSIS will:

- Continue to require evidence of the appropriate subject entry criteria at Level 3 for specialist teaching and training qualifications in English and mathematics.
- Clarify that the different ways to evidence these skills remains in place.
- Explain that new qualifications to evidence the skills required at Level 3 have been developed and are already available, although there is no requirement to undertake these qualifications. These qualifications can be considered as Level 3 functional English and mathematics qualifications for teaching.

Annex: Summary of the proposals

Our proposals are summarised here as a brief overview. Detailed descriptions can be found later in this document. Please refer to this detail when completing the response form.

Simplifying the current qualification offer

Qualifications

1.1 A single qualification at each level and of increasing size should be developed

The proposed generic qualifications include a Level 3 Award (12 credits), a Level 4 Certificate (30 credits) and a Level 5 Diploma (60 credits). Each qualification will allow for direct entry without completing any previous qualification. The content, size and level of the qualification will also encourage progression from one to another for those who wish to build up their initial training over time, perhaps as teaching or training responsibilities increase. Proposed subject-specific qualifications only offer qualifications at Level 5. These will vary in size depending on purpose – whether for initial training or continuing professional development.

1.2 The qualifications should be flexible enough to enable a focus on particular learning contexts

The qualifications should reflect the diversity of practice across the further education and skills sector. Common learning outcomes in qualifications from all awarding institutions will include reference to context. Units from the Learning and Development qualifications, including those for assessing and the quality assurance of assessment will be available in the QCF qualifications. Although not formally part of the review of qualifications, LSIS will facilitate working groups to consider delivery, assessment and recognition of prior learning in teacher education programmes.

1.3 Separate qualifications that are not 'nested' should be developed

The current teaching and training qualifications are 'nested' inside one another. For example, the PTLLS units are found within the CTLLS and DTLLS qualifications. The qualifications were developed in this way to support and encourage progression but, in practice, raised expectations that were sometimes not realised due to difficulties in credit recognition and transfer, and often led to repetition of content. The proposed qualifications will have a defined purpose to meet a range of teaching and training responsibilities. This will reduce repetition for those who choose to move from one qualification to another.

Standards

1.4 The professional standards should be reviewed

The *New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector* were published in December 2006. They describe the practice expected of teachers and trainers across the further education and skills sector. The standards also underpin professional development, including initial and continuing professional development qualifications. A review of the standards would ensure they continue to describe current expectation of practice and would consider how they could be simplified to better support professional practice.

Generic teaching qualifications

Level 3 Award

2.1 A Level 3 Award in Education and Training should be developed

The proposed Award will provide an introduction to teaching and training. It will primarily be a knowledge-based qualification with some assessment of microteaching. It will not assess competence, as there will be no requirement to practice. It will be of value to those with little or no experience of teaching or training and to those considering or wishing to teach or train in the sector.

2.2 The proposed content and size of the Level 3 Award in Education and Training is appropriate

The Award will develop knowledge and skills related to planning, delivery, assessment and the evaluation of inclusive teaching and learning with individuals and groups of learners. Relevant units from Learning and Development qualifications will be included in the QCF qualifications. A credit value of 12 is proposed. This reflects the appropriate amount of learning required for someone with little or no experience of teaching or training. There was strong support for an increase in the credit value of PTTLS from 6 to 12 in the 2011 review of the qualifications.

Level 4 Certificate

2.3 A Level 4 Certificate in Education and Training should be developed

The proposed Certificate will provide training for those with a broad range of teaching or training responsibilities. The level reflects the underpinning knowledge and skills required for these responsibilities. The qualification will be appropriate for those with some experience of teaching or training and the potential to study at this level. There will be a requirement to practice as this qualification will assess and provide evidence of competence in teaching and training.

2.4 The proposed content and size of the Level 4 Certificate in Education and Training is appropriate

The Certificate will develop knowledge and skills related to planning, delivery, assessment and the evaluation of inclusive teaching and learning with individuals and groups of learners. There will be a focus on subject and vocational knowledge and its application to teaching and training. The qualification could recognise teacher and trainer related roles such as assessing or engaging employers. We propose that half the qualification is made up of optional units to develop relevant knowledge and skills, primarily from the Learning and Development qualifications.

Level 5 Diploma

2.5 A Level 5 Diploma in Education and Training should be developed

The proposed Diploma will provide training for those with an extensive range of teaching or training responsibilities, including those in more than one context. The level reflects the knowledge and skills required for this range of responsibilities. Level 5 is proposed, though the qualification may be developed at higher levels. The qualification will be appropriate for those who are working in, or aspire to, this professional challenge and who have the potential to study at this level. There is a significant practice requirement as this qualification will assess and provide evidence of competence in undertaking these responsibilities. This Diploma qualification in the QCF will be recognised as equivalent to the Certificate of Education qualifications in the FHEQ.

2.6 The proposed content and size of the Level 5 Diploma in Education and Training is appropriate

The Diploma will develop knowledge and skills related to a broad range of professional practice in teaching and training. There will be an extended focus on subject and vocational knowledge and its application to teaching and training. A credit value of 60 is proposed. At 60 credits, there would be little or no optional credit with the focus on core knowledge and skills. This would ensure that coverage of core knowledge and skills would remain broadly comparable with previous Diplomas and could contribute to gaining any future professional status.

Level 7 Diplomas

2.7 A Level 7 Diploma in Education and Training should be developed

The proposed Level 7 Diploma will be developed from the Level 5 specification but will be designed to meet the needs of those teachers and trainers at the FE/HE interface. This is a very broad group of staff. The qualification would lead to recognition as a fellow of the Higher Education Academy. As with all Diplomas developed at Level 7, it could contribute to a Masters qualification.

2.8 A Diploma qualification for continuing professional development at Level 7 should be developed

A recommendation in Lord Lingfield's interim report was for the introduction of a Diploma qualification at Level 7, 'to help form the capabilities of those who aspire to the highest professional levels in FE'. This qualification would develop advanced practice and skills in leadership of learning and teaching. This proposal seeks to identify the level of support for such a qualification. It is agreed that development of such a qualification would need to be on a longer time frame than the current review.

Qualifications for teaching English, ESOL, mathematics and disabled learners

Integrated qualifications

3.1 Level 5 Diplomas in Education and Training in English, ESOL, mathematics and for disabled learners should be developed

These qualifications will provide initial teacher training in a specialism as an alternative to a generic programme. Five qualifications are proposed to provide training for an extensive range of teaching or training responsibilities. The level reflects that established in the sector for teaching or training in these specialisms. The qualifications will be appropriate for those who are working in, or aspire to, this role and who have the potential to work at this level. There will be a practice requirement as these qualifications will assess and provide evidence of competence in teaching these specialisms.

3.2 The proposed content and size of Level 5 Diplomas in Education and Training in English, ESOL, mathematics and for disabled learners is appropriate

These qualifications have been developed to mirror the generic qualification and to have a focus on practical teaching. Subject knowledge for English, ESOL and mathematics will be gained through undertaking the literacy/language or numeracy learning diplomas. The skills content will be drawn from the relevant application of standards guidance documents. The knowledge and skills for teaching disabled learners will be drawn from the related guidance document. The same credit value as the generic qualifications is proposed – 60 credits.

Subject-specialist knowledge qualifications

3.3 A Level 5 Certificate in Literacy and Language Learning and a Level 5 Certificate in Numeracy Learning should be developed

These two qualifications will provide an opportunity to develop knowledge and understanding in their respective subjects. The majority of teachers/trainers in further education bring subject knowledge and skills that they can apply when undertaking initial teacher education programmes. These qualifications will provide an accredited route to developing the appropriate subject knowledge that can be applied when undertaking initial teacher education programmes for English and mathematics. The level of the qualification reflects the demand of current qualifications.

3.4 The proposed content and size of the Level 5 Certificate in Literacy and Language Learning and the Level 5 Certificate in Numeracy Learning is appropriate

The content for these Certificate qualifications will be drawn from the relevant guidance documents used to underpin all subject qualifications related to English and mathematics. The credit value of the qualifications would be determined during the development phase in January. A credit value of 30 is suggested at this time. We wish to explore whether the credit value for each subject would need to be the same.

Standalone qualifications

3.5 Level 5 Diplomas in Teaching English, ESOL, mathematics and disabled learners should be developed

These qualifications will provide continuing professional development for those who already have a generic teaching/training qualification. They will provide an opportunity to develop knowledge and skills for teaching one of these areas of specialism.

3.6 The proposed content of the Level 5 Diplomas in Teaching English, ESOL, mathematics and disabled learners is appropriate

The content of the Diplomas includes both knowledge and teaching skills. The content will be informed by the related application of the standards guidance documents. Trainees will apply the practical teaching skills they have already developed to a new area of specialism. A credit value of 45 reflects the fact that trainees will already have a significant amount of teacher training and experience. The content and credit value reflects current qualifications with this purpose.

Entry criteria

3.7 Current entry criteria should remain a requirement to join a Level 5 Diploma qualification programme in English, ESOL and mathematics

To be accepted on current initial teacher education programmes for literacy, numeracy or ESOL, potential trainees have to evidence skills in English or mathematics at Level 3 (QCF). It is proposed that the current entry criteria will be retained and that the different ways to evidence these will continue.

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