

Third sector learning and skills provision

Reforms to the training, qualifications and continuing professional development (CPD) of teachers, tutors, trainers and instructors



Who should read this guidance?

Any third sector employee who is involved in the delivery of learning as a teacher, tutor, trainer or instructor.

Any third sector employee or trustee who manages or is responsible for the teachers, trainers, tutors or instructors within their organisation.

Separate guidance is available for:

- further education (FE) colleges, sixth form colleges and specialist colleges;
- work based learning providers; and
- adult and community learning and offender learning providers.

Visit www.lluk.org/3272.htm to view these documents.

By 'third sector' we mean those organisations that:

- are non-governmental;
- are 'value driven' – that is, are primarily motivated by the desire to further social, environmental or cultural objectives rather than to make a profit per se;
- principally reinvest surpluses to further their social, environmental or cultural objectives; and
- occupy a position between the state and the private sector.

This definition includes large and small charities, voluntary and community organisations, social enterprises, co-operatives, community interest groups and mutuals.

The term 'further education (or 'FE') sector' is used to include the wide range of learning and training delivery organisations that make up the learning and skills or lifelong learning sector in England. It includes the staff and governing bodies working in these organisations.

The term 'teacher' is used as a generic term throughout this guidance and refers to teachers, tutors, trainers, lecturers and instructors in the further education sector in England.

The reforms in brief

In September 2007 the Government introduced new regulations to reform the training, qualifications and development of teachers, tutors, trainers and instructors. The reforms included changes to initial teacher training (ITT) and continuing professional development (CPD), and have an impact on all those delivering learning within the FE sector on behalf of the Learning and Skills Council (LSC). The reforms are statutory for FE colleges. Third sector providers that are in receipt of funding from the LSC must also comply with the requirements, as part of their contractual obligation.

The Government is committed to having a fully qualified workforce by 2010. This means that since 1 September 2007 all new staff employed as teachers by LSC-funded providers are obliged to:

- register with the Institute for Learning (IfL);
- gain the appropriate qualification or have their equivalent professional experience officially recognised through the General Professional Recognition Learning and Skills (GPRLS) scheme through Standards Verification UK (SVUK), which is part of Lifelong Learning UK (LLUK);
- gain the appropriate professional status to become licensed to practise (qualified teacher, learning and skills (QTLS) status or associate teacher, learning and skills (ATLS) status); and
- undertake at least 30 hours of CPD per year for full-time teachers and (a pro rata equivalent of at least six hours for part-time teachers) and keep a record of the CPD activities they have undertaken

to maintain their status with the IfL. (For teachers who started teaching before 1 September 2007, see page 7.)

Who do the reforms apply to?

Regardless of the kind of learning your organisation provides, if it holds a contract for learning provision with the LSC, the reforms apply. This includes providers who hold direct contracts or sub-contracts with the LSC to deliver learning within the FE sector, as well as those that hold contracts for franchises with an LSC-funded provider.

Third sector organisations that do not currently hold a contract with the LSC but that offer learning and training as part of their provision may also find it useful to implement these requirements as part of their own staff development, in line with what will become the accepted professional standard.

Who will pay for these reforms?

The Department for Innovation, Universities and Skills (DIUS) is committed to achieving the vision first set out in *Success for All: Reforming Further Education and Training* (Department for Education and Skills, November 2002). The strategy aims to have a teaching workforce that will be fully and appropriately qualified – or working towards a qualification – by 2010. In the light of this commitment, DIUS is working with the LSC and LLUK, with the support of the awarding bodies, to ensure that sufficient priority is given to these teaching qualifications in 2008/09 and subsequent years. They will also assess what additional money might be made available.

The new teaching qualifications are funded through the adult learner-responsive (ALR) funding model. Any provider in receipt of this funding may use it to deliver these new qualifications for their own staff or others, and it will be counted as contributing to their performance against the agreed ALR allocation. As with other priority provision, where delivery results in a provider achieving above its funding allocation, more funding will be provided for this over-delivery.

Any LSC provider not in receipt of the ALR funding should contact an ALR-funded organisation for access to these qualifications.

Teaching roles and teachers

Since 1 September 2007 it is no longer the amount of time that someone spends teaching that determines which initial teaching qualification(s) should be undertaken, but their role as a teacher.

‘Teaching’ means:

- tutoring;
- training;
- instructing;
- lecturing;
- facilitating;
- teaching literacy or numeracy; and
- teaching life skills or job skills.

‘Teachers’ means anyone who is responsible for planning and carrying out teaching or learning delivery with a learner or learners – irrespective of the number of hours they do or their job title.

There are two teaching roles within the new reforms as follows.

Full teacher

In this role, the teacher carries out the full range of teaching responsibilities (whether on a full-time, part-time, fractional, fixed-term, temporary or agency basis). A teacher in the full role is the person responsible for designing learning and assessment. This means that s/he will determine the learning to be covered; design a scheme of work with lesson plans; or design individual learning programmes and sessions – including delivering learning opportunities to ensure that learning targets are met. A full teacher needs to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies.

Teachers in this role need to achieve the Diploma in Teaching in the Lifelong Learning Sector (DTLLS) to gain QTLS status if they started teaching in the sector after 1 September 2007. (For teachers who started teaching before 1 September 2007, see page 7.)

This could include a part-time teacher who delivers a weekly, two-hour session and is responsible for the design, delivery and assessment of the learning.

Associate teacher

In this role, the teacher undertakes the same activities as a full teacher in relation to the teaching cycle, such as initial assessment, preparation and planning, delivery, assessment, evaluation and revision, but s/he has significantly fewer teaching responsibilities than would ordinarily be carried out in a full teaching role (whether on a full-time, part-time, fractional, fixed-term, temporary or agency basis). The associate teacher does not need to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies, and s/he may be delivering learning that has been designed by someone else in the full teaching role.

Teachers in this role need to achieve the Certificate in Teaching in the Lifelong Learning Sector (CTLTS) and gain ATLS status if they started teaching in the sector after 1 September 2007. (For teachers who started teaching before 1 September 2007, see page 7.)

Teacher-related roles include professional assessor, mentor, manager, broker or verifier. These are not teacher roles. Those in a teacher-related role who do not undertake **any** teaching are not required to hold a teaching qualification. However, if an individual in these roles does undertake **some** teaching, they would be required to hold or gain a teaching qualification appropriate to the teacher role that they are fulfilling.

For further information, see *Guidance for awarding institutions on teacher roles and initial teaching qualifications* (LLUK, August 2007) on www.lluk.org/3066.htm or contact the LLUK information and advice service on 020 7936 5798.

What about teachers who work part-time?

All new teachers on LSC-funded programmes who started in the sector after 1 September 2007 and who have no previous experience within the sector need to gain either QTLS or ATLS status, irrespective of the number of hours they work and whether or not they work for more than one employer.

Some part-time teachers may work for several providers and be paid on an hourly basis or per session. If you employ sub-contractors or franchisees, you will need to discuss their professional development plans with them and decide which organisation will support them with this.

Who benefits from these reforms?

For learners, the reforms will have a positive impact on the quality of teacher training, learning delivery and learner achievement within the sector. Everyone who teaches will hold a professional teaching qualification and remain in good standing by maintaining their CPD record.

For teachers, the long-term benefits of complying with the new ITT and CPD requirements mean increased career mobility and employment opportunities and being acknowledged as a professional. It also means that each teacher:

- has a clear career path and qualifications that are recognised across the sector (and other sectors);
- holds professional status in teaching in addition to their particular expertise through membership of a professional body representing the sector; and
- keeps up to date with developments and best practice within the sector.

The organisation benefits by having staff who are qualified and who maintain their professional standing. It also means that organisations can:

- attract, retain and motivate teaching staff through investing in their development;
- show they are committed to professionalism and staff development; and
- keep up with other parts of the sector (FE colleges have had to comply with teaching qualification regulations since 2001).

How the reforms affect new and experienced teachers

Qualifications and requirements for new teachers who have no teaching experience prior to 1 September 2007

These teachers must achieve the Preparing to Teach in the Lifelong Learning Sector (PTLLS) award within one year of appointment, and continue on to a

CTLLS, a DTLLS, or equivalent. The PTLLS is often embedded at the start of a CTLLS or DTLLS.

- If they are appointed to a full teaching role, the new teacher must achieve a Level 5 DTLLS or equivalent, complete 'professional formation' (see page 8) and gain QTLS status within five years of appointment.
- If they are appointed to an associate teaching role, the new teacher must achieve a Level 3 or 4 CTLLS or equivalent, complete professional formation and gain ATLS status within five years of appointment.

For further information on the teaching roles, see *Guidance for awarding institutions on teacher roles and initial teaching qualifications* (LLUK, August 2007) on www.lluk.org/3066.htm or contact the LLUK information and advice service on 020 7936 5798.

Full teacher:

PTLLS → DTLLS → professional formation → QTLS
 Within one year Five years

PTLLS is the starting point for qualifying and counts towards the achievement of CTLLS or DTLLS.

Associate teacher:

PTLLS → CTLLS → professional formation → ATLS
 Within one year Five years

Some providers of ITT offer qualifications that are endorsed by SVUK as equivalents of CTLLS or DTLLS. For example, a Certificate in Education can be a Level 5 or higher teaching qualification and equivalent to DTLLS. Some providers may also call these by a different name, but the qualification will still be the same. Lists of qualifications endorsed by SVUK can be accessed from the LLUK information and advice service or by contacting SVUK.

Practitioners completing these teaching qualifications will be regarded as qualified FE teachers (qualified to teach in the lifelong learning sector). However, they will not become licensed practitioners until their professional standing has been confirmed by the IfL; there are two categories, each corresponding to one of the teaching roles:

- ATLS – for associate teachers; and
- QTLS – for full teachers.

This status is conferred by the IfL on completion of a period of ‘professional formation’. The licence will be reviewed annually and will include an obligation to undertake CPD (for more details see page 9).

Qualifications and requirements for teachers with teaching experience prior to 1 September 2007

There is no requirement for these teachers to achieve one of the qualifications under the new reforms or become a licensed practitioner, but they do need to register with the IfL and meet the annual CPD requirements (for more details about CPD requirements see page 9). You and your staff may decide, however, that **all** your teaching staff should be

supported to gain licensed practitioner status, in order to benchmark your organisation against other parts of the sector. Some providers may expect all teachers to gain QTLS or ATLS status as part of their staff development policies.

If you decide to make the attainment of QTLS or ATLS part of your staff development policy, you will have to assess the development needs of each member of staff. How you proceed depends on the qualifications, experience and competency of your existing staff.

Existing staff who already hold an appropriate teaching qualification may be able to move to professional formation and on towards licensed practitioner status appropriate to their current role. Existing qualifications can be checked on the SVUK’s tariff of ITT qualifications to ensure that they cover the relevant role.

Existing staff who are considered competent and experienced but have no teaching qualifications could undertake one of the new qualifications and negotiate some exemption. This process is called ‘accreditation of prior experiential learning’ and is offered at the qualification provider’s discretion. The SVUK tariff database can also be used as a guide for this process.

Alternatively, these staff could undertake one of the professional recognition schemes run by SVUK (for more details see ‘Recognition of qualifications and/or experience’ on page 10).

Existing teachers of literacy, numeracy or English for speakers of other languages (ESOL) are

encouraged to achieve a teaching qualification or equivalent for the full role, plus a subject-specific qualification for each of the subjects taught, or to go through a process of professional recognition. (For more details see 'Recognition of qualifications and/or experience' on page 10.)

Teachers from abroad: the experience and qualifications of teachers from overseas can be diverse. You may wish to refer them to the LLUK information and advice service to discuss their individual cases.

Becoming a licensed practitioner

Once qualified, all new teachers must have their professional standing confirmed by the IfL through the conferral of QTLS status (full role) or ATLS status (associate role), which allows them to become a licensed practitioner. All new teachers must register with the IfL within six months of employment, complete the requirements of professional formation and gain QTLS or ATLS status within five years.

Professional formation

Professional formation is the post-qualification process by which a teacher demonstrates through professional practice the ability to use effectively the skills and knowledge acquired while training to be a teacher, and the capacity to meet the occupational standards required of a teacher. It is a process of workplace assessment based upon employer evaluation and referral, and is not time-related. Professional formation leads to the conferral of QTLS or ATLS status. The IfL has issued a policy statement outlining the background and context of professional formation; the personal and mandatory elements; and how it should be evidenced. Further

information on professional formation, what it entails and the process of completing it is available from the IfL on www.ifl.ac.uk, by calling 0844 815 3202, or by emailing enquiries@ifl.ac.uk.

The IfL confers licensed practitioner status after the individual teacher has undergone professional formation. The licence is renewable annually, including a CPD obligation, and can be withdrawn or suspended subject to the outcome of an investigation of alleged misconduct.

Evidencing the personal skills requirements for teachers, tutors and trainers

Evidencing teachers' personal literacy and numeracy skills will be a key requirement within professional formation, and part of the process for conferral of licensed practitioner status by the IfL. The specific detail of appropriate evidence and the process of demonstrating it has been defined by the IfL, LLUK, SVUK and DIUS.

Please visit www.lluk.org/3272.htm or contact LLUK's information and advice service on 020 7936 5798.

The continuing professional development requirements in detail

An important part of the reforms is for teachers to meet the requirements for CPD. All teachers working within the sector must:

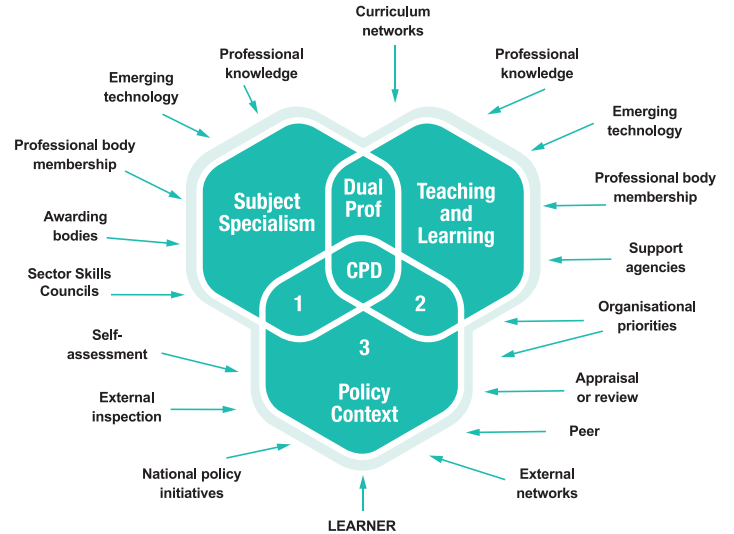
- complete a minimum of 30 hours of CPD per annum if they work full-time;
- complete the pro rata equivalent of 30 hours of CPD per annum, with a minimum requirement of at least six hours, if they work part-time (for more information, see the CPD area on the IfL website at www.ifl.ac.uk);
- maintain a record and reflective account of their CPD; and
- register with the IfL within six months of their date of appointment.

After this, all teachers need to maintain their registration annually.

What do you mean by CPD?

Broadly speaking, CPD refers to teachers maintaining, improving and broadening their knowledge and skills in terms of their teaching skills, their theoretical knowledge and their subject specialism within the policy context of their work.

The IfL model of dual professionalism



CPD covers all sorts of activities in addition to courses: work shadowing, peer mentoring, internet research or talking to a more experienced colleague are all examples of CPD. Teachers must keep records that contain more than just a log of their activities. Maintaining licensed practitioner status involves the IfL sampling evidence of members' CPD activity to see that it relates to planned objectives and is based on reflective accounts of its value.

Who is responsible for CPD?

As an employer, you need to support your staff through their professional development – for example by carrying out appraisals, setting developmental objectives and arranging appropriate developmental activities. However, as with other professions, ultimate responsibility for planning and evaluating CPD rests with the individual practitioner.

How to register with the IfL

To register with the IfL visit www.ifl.ac.uk. Staff will need to provide details of any existing qualifications, including dates of their achievement. Responsibility for registering with the IfL rests with the individual, but as an employer you should encourage and support staff to do so. Registration with the IfL is currently subsidised, so there is no charge for teachers to register.

Recognition of qualifications and/or experience

Qualifications: tariff of initial teacher training qualifications

The tariff of initial ITT is a tool that acknowledges the value of any teacher training qualifications that teachers may already hold – for example a postgraduate certificate in education (PGCE) or the City & Guilds 7407 – against the new teacher qualifications (PTLLS, CTLLS and DTLLS), and ensures that experienced staff who wish to work towards becoming licensed practitioners start their journey at the appropriate stage.

The tariff is in two parts:

Part 1 establishes whether legacy qualifications cover the new teaching qualifications in sufficient detail. The tariff tables show which units of the new qualifications are covered and where there is insufficient coverage.

Part 2 identifies potential areas for development where there is insufficient coverage and indicates ways in which awarding institutions can support learners either through top-up modules or accreditation of prior learning and achievement. Where there is sufficient cover, new topics – such as personalised learning or introduction of the minimum core – are identified to be addressed through CPD.

For information on the tariff, see www.standardsverificationuk.org.

Recognising experience: the General Professional Recognition Learning and Skills scheme

The GPRLS scheme is aimed at experienced staff for whom an ITT qualification would be inappropriate. It enables experienced staff who are already competent teachers to have their prior experience recognised and to apply for licensed practitioner status.

There are currently three routes to achieving recognition through the GPRLS scheme:

B4

The GPRLS B4 route has been carefully designed to take into account the experience gained by long standing members of the workforce to enable them to gain professional standing (equivalent to QTLS or ATLS) without having to take the new qualifications. It is exclusively for those unqualified or partially qualified teachers, tutors and trainers currently working in the sector who can prove that they were working in the sector before the regulations or contractual requirements for teachers' qualifications were introduced. Like the other recognition routes, GPRLS B4 is a means of using experience and prior learning to gain professional standing.

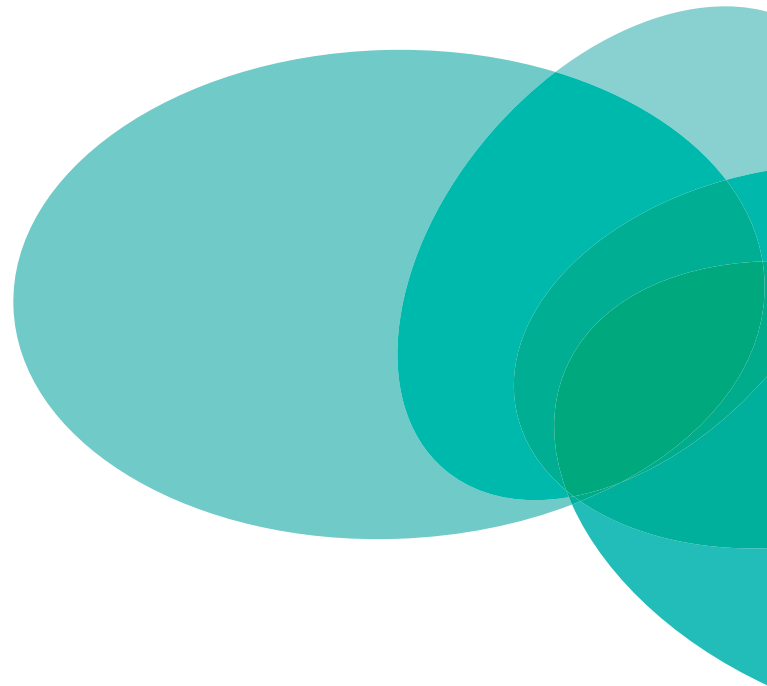
All Areas of Learning

Like B4, the All Areas of Learning route is for teachers in any curriculum area seeking generic recognition of their experience in either the full or associate teaching role. This route is open to all those teaching in LSC-funded provision.

Skills for Life

GPRLS Skills for Life is for Skills for Life teachers (ESOL, literacy, numeracy), who are seeking recognition of their subject specialism and/or generic recognition in the full teaching role.

You can find out more about any of these recognition routes and how to apply by visiting www.standardsverificationuk.org.



Annex A

Adapted from the *Further Education Workforce Reforms* information pack available from www.lluk.org/3272.htm.

What do I need to do next?

If you are a **chief officer or trustee of an organisation**, you will need to:

- have systems in place to ensure that all new-entrant teaching staff are trained and qualified and gain the appropriate status: QTLS for full teachers and ATLS for associate teachers;
- have systems in place to check whether the qualifications of existing and newly hired teaching/training staff meet current requirements and, for those that do not, take the appropriate steps to assist them to do so;
- have contacted an awarding institution to discuss delivery and assessment programmes for the new SVUK-endorsed qualifications;
- be able to communicate the benefits of the new Teachers' Qualification Framework, including more flexible programmes and improved retention and progression rates through recognising smaller steps of achievement more frequently;
- have systems in place to ensure that all teaching staff undertake at least 30 hours of CPD per year (or reduced amounts for sessional, fractional or part-time staff), and that all teaching staff maintain a record of their CPD activities; and
- support teachers to become professionally registered with the IfL and maintain that membership in accordance with membership conditions.

If you or a member of your staff are **responsible for HR**, you will need to:

- have systems in place to ensure that all new-entrant teaching staff are trained and qualified and hold the appropriate status: QTLS for full- and part-time teachers in a full teaching role and ATLS for full- and part-time associate teachers;
- have systems in place to check whether the qualifications of existing and newly hired teaching/training staff meet current regulations and, for those that do not, take the appropriate steps to assist them to do so;
- have systems in place to support and provide CPD for all teaching staff;
- regularly check the SVUK's tariff of ITT qualifications to review current staff skillsets for formal recognition;
- update yourself regularly on the scope of the GPRLS scheme which offers a pathway for certain experienced teachers for whom taking a further ITT qualification may be inappropriate; the scheme includes Skills for Life subjects and will be extended over time (the latest information is available on the SVUK website);
- support teachers to become professionally registered with the IfL and to maintain that membership in accordance with membership conditions; and
- be able to communicate the benefits of the new Teachers' Qualification Framework, which includes more flexible programmes and improved retention and progression.

If you are a **provider of initial teacher training**, you should:

- have responded to the new qualification requirements set out in LLUK's *Guidance for awarding institutions on teacher roles and initial teaching qualifications*, available online at www.lluk.org/3066.htm;
- ensure that all ITT courses meet the criteria for endorsement by SVUK;
- work to establish close links with your local Centre of Excellence in Teacher Training (CETT);
- regularly review processes against best practice, through CETTs and Ofsted reports;
- consider how the provision/services you offer can support the CPD of teachers;
- have strong links in place with your funding provider (the Higher Education Funding Council for England and/or your local LSC) and clearly understand how the reforms affect your funding status;
- be able to communicate the benefits of the new Teachers' Qualification Framework, which include more flexible programmes and improved retention and progression rates through recognising smaller steps of achievement more frequently; and
- regularly review the qualifications and services on offer to ensure that standards are maintained and remain relevant to need.

If you are a **teacher trainer or educator**, you should:

- have the appropriate status and qualifications to provide ITT;

- be familiar with LLUK's new overarching professional standards for teachers, tutors and trainers in the lifelong learning sector, and the qualification requirements set out in LLUK's *Guidance for awarding institutions on teacher roles and initial teaching qualifications*, available online at www.lluk.org/3066.htm;
- consider your own CPD needs and consult with your line management to ensure that these are met;
- regularly review processes against best practice by keeping in close contact with your local CETT and by reading Ofsted reports;
- ensure that the training products provided meet the needs of teachers, and regularly encourage feedback from your workforce;
- where appropriate, contribute to plans for the delivery of CPD within the framework developed by the IfL; and
- be able to communicate the benefits of the new Teachers' Qualification Framework, which include more flexible programmes and improved retention and progression rates through recognising smaller steps of achievement more frequently.

If you are a **teacher, tutor, trainer or instructor**, you should:

- identify the teaching role you undertake and the appropriate status that you are encouraged to achieve – either QTLS or ATLS;
- register with the IfL;

- undertake at least 30 hours of CPD per year (or reduced amounts for sessional, fractional or part-time staff);
- agree with your line management an appropriate programme of CPD and the support to be received during the period of training and development;
- maintain a record of the CPD activities undertaken and regularly consult with line management to ensure that needs are met;
- be aware of the flexibility of the new Teachers' Qualification Framework, which includes the choice to complete units or whole qualifications, and the easy transfer of credits between qualifications to avoid having to repeat learning; and
- update yourself regularly on the scope of the GPRLS scheme, which offers a pathway for certain experienced teachers for whom taking a further ITT qualification may be inappropriate. For more information visit www.standardsverificationuk.org.

Annex B

Adapted from the *Further Education Workforce Reforms* information pack available from www.lluk.org/3272.htm.

Skills for Life specialist teachers

If you are a Skills for Life specialist teacher, the following information is important.

The Further Education Workforce Reforms see some key changes for Skills for Life teachers. All new Skills for Life teachers appointed from 1 September 2007 are now required to hold or acquire, within a specified period of time, a DTLLS at minimum Level 5 (or its equivalent) and one or more appropriate subject-specific qualification(s) leading to QTLS status. It should be noted that there is no associate teacher role in Skills for Life subjects and so QTLS is the only appropriate professional status for these teachers. An entry requirement has been introduced for subject-specific teacher education programmes. This means that potential trainee teachers are required to show evidence of personal skills in English or mathematics at Level 3 (QCF) to join a programme. As with other teachers, they must register with the IfL and undertake CPD.

Who do these changes apply to?

- Specialist Skills for Life teachers are defined as those teaching learning programmes with designated public funding provision for literacy, numeracy or ESOL.
- The Further Education Workforce Reforms have differing implications depending on when teachers joined the workforce.

What do fully qualified Skills for Life teachers need to know?

- As with the rest of the FE workforce, specialist Skills for Life teachers are expected to register themselves with the IfL and engage in CPD.
- Fully qualified specialist teachers of literacy, numeracy or ESOL who would like to become a specialist teacher of another Skills for Life subject now have access to 45-credit Diplomas for all three subjects. These replace the Level 4 National Qualifications Framework (NQF) subject-specific qualifications based on the Further Education National Training Organisation (FENTO) subject specifications

What do part-qualified Skills for Life teachers need to know?

- In order to be considered fully qualified, Skills for Life teachers must hold a recognised generic teaching and subject-specific qualification. Those holding either a recognised generic teaching qualification or an approved subject-specific qualification are considered part-qualified and must complete the remaining half of their training in line with the reforms.

- Those wishing to undertake a subject-specific qualification in literacy, numeracy or ESOL will be required to show evidence of personal skills in English or mathematics at Level 3 (QCF) to join the programme.
- Skills for Life teachers holding a full generic teaching qualification now have access to the new subject-specific qualifications they need in order to be considered fully qualified. There are 45-credit Diplomas for literacy, numeracy and ESOL to replace the Level 4 (NQF) subject-specific qualifications based on the FENTO subject specifications.
- Teachers holding an approved subject-specific qualification must go on to complete their full generic teaching qualification.
- Teachers who have completed a subject-specific qualification and not yet started on a generic teaching qualification programme should take the new Level 5/6/7 DTLLS, a 120-credit qualification.
- A GPRLS route is also available.

What do unqualified Skills for Life teachers need to know?

- The Further Education Workforce Reforms require all new-entrant teachers of literacy, numeracy and ESOL to work towards QTLS status.
- Existing teachers of literacy, numeracy and ESOL should check to see how the regulations apply to them. All existing teachers of literacy, language and numeracy are expected to gain an appropriate subject-specific qualification and are encouraged to apply for QTLS status.
- There are a number of possible qualification routes for new and existing unqualified teachers. These include integrated and additional routes.
- Those wishing to undertake any subject-specific qualification in literacy, numeracy or ESOL will be required to show evidence of personal skills in English or mathematics at Level 3 (QCF) to join the programme.
- A GPRLS route is also available.

The new Skills for Life qualifications: 120-credit Diploma qualifications

Fully integrated

- Level 5 Diploma in teaching mathematics (numeracy) in the lifelong learning sector
- Level 5 Diploma in teaching English (literacy) in the lifelong learning sector
- Level 5 Diploma in teaching English (ESOL) in the lifelong learning sector

Partly integrated

- Level 5 Diploma in teaching mathematics (numeracy) in the lifelong learning sector
- Level 5 Diploma in teaching English (literacy) in the lifelong learning sector
- Level 5 Diploma in teaching English (ESOL) in the lifelong learning sector

The new Skills for Life qualifications: 45-credit Diploma qualifications

- Level 5 additional Diploma in teaching mathematics (numeracy) in the lifelong learning sector
- Level 5 additional Diploma in teaching English (literacy) in the lifelong learning sector
- Level 5 additional Diploma in teaching English (ESOL) in the lifelong learning sector

Annex C

I work in the third sector. What do the reforms mean for me?

Below are some examples of how the reforms might affect different roles in the third sector, and what actions need to be taken.

If you need more information on how the reforms affect you and what you need to do, contact the LLUK information and advice service for some one-to-one advice by calling 020 7936 5798 or by emailing advice@lluk.org.

Example	Current teacher (Someone who started teaching before 1 September 2007)	New teacher (Someone who started teaching on or after 1 September 2007)
'I work as a welfare benefit worker who takes a regular half-day session on a two-day volunteer training course run by the local CVS.'	You can be classified as a 'visiting expert', so there is no need to register with IfL or meet CPD requirements.	You can be classified as a 'visiting expert', so there is no need to register with IfL or meet qualification/CPD requirements.
'I am a community worker who runs drop-in IT training sessions on a one-to-one basis.'	You should register with IfL and undertake CPD.	<p>You should register with IfL and undertake CPD.</p> <p>Identify whether this is an associate teaching role or a full teaching role by referring to LLUK's <i>Guidance for awarding institutions on teacher roles and initial teaching qualifications</i>.</p> <p>Once the role is defined, you need to undertake either the CTLLS or the DTLLS.</p> <p>You must gain either ATLS or QTLS within five years of starting the teaching qualification.</p>

Example	Current teacher (Someone who started teaching before 1 September 2007)	New teacher (Someone who started teaching on or after 1 September 2007)
<p>'I am a worker in the Citizens Advice service (CAB) who runs training sessions for Citizens Advice volunteers.'</p> <p>'I am interested in doing more part-time teaching, possibly in an FE college.'</p> <p>'I hold City & Guilds 7302.'</p>	<p>You should register with IfL and undertake CPD.</p> <p>You need to gain a CTLLS or a DTLLS, or you can apply for one of the GPRLS routes to gain recognition of your experience. If successful, you can then start the process to gain ATLS or QTLS.</p> <p>You can use City & Guilds 7302 to negotiate an exemption from the PTLLS part of CTLLS or DTLLS, but it is not an equivalent.</p>	<p>You should register with IfL and undertake CPD.</p> <p>Identify whether this is an associate teaching role or a full teaching role by referring to LLUK's <i>Guidance for awarding institutions on teacher roles and initial teaching qualifications</i>.</p> <p>If you did not teach before 1 September 2007, you will be classified as a 'new' teacher and will need to get ATLS or QTLS within five years.</p> <p>You can use City & Guilds 7302 to negotiate an exemption from the PTLLS part of CTLLS or DTLLS, but it is not an equivalent.</p>
<p>'I teach CV and other job skills to unemployed people. I have City & Guilds 7407 stage 2.'</p>	<p>You should register with IfL and undertake CPD.</p>	<p>As you have a stage 2, then you have some teaching experience as part of the qualification, and you will not be counted as a 'new' teacher.</p>
<p>'I am a trainer working for a large charity who teaches short courses, certificate courses and NVQ programmes. I also hold a PGCE.'</p>	<p>You should register with IfL and undertake CPD.</p>	<p>You should register with IfL and undertake CPD.</p> <p>As you have a PGCE, you are already fully qualified.</p>

Example	Current teacher (Someone who started teaching before 1 September 2007)	New teacher (Someone who started teaching on or after 1 September 2007)
'I am a former school-teacher now working for a local charity and running a range of courses for the community in arts and crafts. Some are longer qualification courses.'	You should register with IfL and undertake CPD.	You should register with IfL and undertake CPD. You must gain ATLS or QTLS within two years and undertake an FE orientation module. As you have a PGCE you are already fully qualified.
'I am a volunteer helping on a community-based course run by another teacher.'	You can be classified as a 'visiting expert', so there is no need to register with IfL or meet CPD requirements.	You can be classified as a 'visiting expert', so there is no need to register with IfL or meet qualification/CPD requirements.
'I am a teacher working for a local third sector organisation, teaching for about 20 hours a week on a range of community-based courses, including some with qualifications. I have a lot of experience and an OCN teaching qualification. The voluntary and community sector (VCS) organisation gets its LSC funding from a local VCS learning consortium.'	You should register with IfL and undertake CPD. Support for the registration process and CPD may be available from the learning consortium.	You should register with IfL and undertake CPD. Identify whether this is an associate teaching role or a full teaching role by referring to LLUK's <i>Guidance for awarding institutions on teacher roles and initial teaching qualifications</i> . Once the role is defined, you need to undertake either the CTLLS or the DTLLS. You must gain either ATLS or QTLS within five years of starting the teaching qualification.

Further help

For further information about the Further Education Workforce Reforms go to: **www.lluk.org/3272**.

LLUK offers a free information and advice service. You can email them at **advice@lluk.org** or call 020 7936 5798 between 9.00am and 5.30pm, Monday to Friday.

The IfL offers help and advice to individual members and organisations. You can visit **www.ifl.ac.uk**, call 0844 815 3202, or email **enquiries@ifl.ac.uk**.

This information was compiled specifically for third sector organisations from existing information created by LLUK in collaboration with the following partners: ALP, DIUS, HOLEX, IfL, LEAFA, LSC, NIACE and SVUK.

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