

Evidencing the personal skills requirements for teachers, tutors and trainers in the lifelong learning sector

This information is being released to support organisations and individual teachers in preparation for the formal launch of professional formation in September 2008 by the Institute for Learning (IfL) with support of partners the Department for Innovation Universities and Skills (DIUS), Lifelong Learning UK (LLUK) and Standards Verification UK (SVUK). It outlines the intended process for evidencing teachers' personal skills in literacy, numeracy and Information and Communication Technology (ICT).

Position statement

Evidencing teachers' personal skills will be a key requirement within professional formation, and part of the process for conferral of licensed practitioner status by IfL.

Regulation 2007 No. 2264 states that: “[no person may be employed in a teaching role unless that person] has completed such a programme to the satisfaction of IfL, or has obtained such award as may be deemed approved by the Secretary of State, for the purposes of demonstrating that a person has the necessary literacy, numeracy and information and communications technology skills to teach”.

The IfL, LLUK, SVUK, and DIUS are working with partners in the lifelong learning sector to define the specific detail of appropriate evidence and the process for demonstrating this.

Summary of evidencing personal skills

1. Evidencing personal skills in literacy, numeracy and ICT will form an aspect of the professional formation process, completion of which will be necessary for conferral of licensed practitioner status by IfL. Any individual teacher has 5 years to achieve this. The launch of professional formation is planned for September 2008.
2. Professional formation will apply to all teachers seeking licensed practitioner status with IfL, irrespective of their status under regulation, and covers both Qualified Teacher Learning and Skills (QTLS) status and Associate Teacher Learning and Skills (ATLS) status.
3. Holding approved level 2 qualifications in literacy/English and numeracy/mathematics and other accredited evidence will count as proxy for the personal skills in literacy and numeracy as described in *the minimum core*¹.
4. A process for evidencing personal skills in ICT will be implemented at a later date. This will not prevent teachers from achieving professional standing with IfL at this time, although teachers are also encouraged to improve these personal skills where necessary to meet the needs of their professional role.

¹ Addressing literacy, language, numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills (2007)

5. A dispersed model for verification of evidence is planned. This will allow a range of organisations, including employers and training providers, to verify evidence of personal skills and notify IfL. Work is taking place on the detail of this process.
6. Providers of teacher training need to ensure their initial assessment of trainee teachers, tutors and trainers supports identification of personal skills development needs, and that there are established referral systems to appropriate literacy and numeracy support where needed. They should continue to develop trainee teachers' personal skills while remaining responsible for embedding and assessing the knowledge and understanding elements of the minimum core in their programmes
7. Evidencing the personal skills in literacy, numeracy and ICT for all teachers in the lifelong learning sector will be kept under review, to ensure it continues to meet the needs of the sector. Changes to processes and requirements may be made, if necessary. Once licensed practitioner status is gained by any individual they will not need to meet any future variance in requirements to retain status. However they will be encouraged to consider meeting any new requirements through continuing professional development.

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