

CC: AoC, ALP, CEL, FAB, HOLEX, IfL, LLUK, LSC, OfSTED, QIA, SVUK, UCET, UCU

15 June 2007

Dear Colleague

Workforce Reforms across the FE/Learning and Skills sector in England – Essential preparations for September 2007 onwards:

As you are probably aware, this September sees the introduction of key changes to the training and development of the further education (FE)/learning and skills workforce. **The reforms affect all types of providers delivering LSC-funded provision in England**, with new statutory regulations for FE colleges and LSC contracting requirements for other providers. I am enclosing key information about the changes and a checklist which you and your colleagues may find helpful. Please can you pass the information on to relevant colleagues, such as your heads of department, HR managers, teaching and training staff and union learning representatives, and check that the necessary preparatory work is in hand. An electronic copy of this letter and briefing is available on the Lifelong Learning UK (LLUK) website at www.lluk.org/roadmap/index.html.

These reforms are part of the drive to further professionalise the FE workforce. New regulations will be published in late July. The specific changes will include:

- new Initial Teacher Training (ITT) pathways and qualifications leading to the award of Qualified Teacher Learning and Skills (QTLS) status including specialist Skills for Life routes and Associate Teacher Learning and Skills (ATLS) status;
- a requirement for all teachers, tutors, trainers and lecturers to fulfil at least 30 hours continuing professional development each year, with reduced amounts for part timers;
- a requirement for all teachers, trainers, tutors and lecturers to be registered with the

Institute for Learning, their professional body. Our Minister Bill Rammell MP announced in a recent speech to the University and College Union that the Government will meet the standard membership costs of individual teachers. Further details on payment mechanisms will be posted on the IfL website over the next few weeks; and

- a new leadership qualification (Principals' Qualifying Programme) for all new college principals.

The Government is committed to having a fully qualified FE workforce and expects each college and provider to ensure that all their teaching and training staff achieve, or are working towards, qualification by no later than 2009/10. We are working with representatives from the sector and partner organisations to implement the workforce reforms.

I am sure that in most cases, HR managers in colleges and providers are already preparing for the changes, but I hope you find this reminder and checklist helpful. If you have any questions about the policy please call my Workforce Development and Leadership team in Improvement Group on 0114 259 1338.

If you have any queries about the changes and what they mean for you, please contact the **LLUK Information and Advice Service: 0207 936 5798.**

Yours sincerely

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Enc:

FE/Learning and Skills Sector Workforce Reforms Briefing Sheet (Jun 07)

1. Checklist in preparation for September 2007

Immediate action:

- Cascade this briefing to all relevant colleagues. An electronic version can be found at: www.lluk.org/roadmap/index.html.
- Put systems in place to ensure all new teaching staff that enter the profession after 1 September are trained and qualified according to the new regulations, (noting that although the regulations will only be statutory for colleges, the requirements of the regulations will be replicated as contract requirements for all other types of FE providers).
- Check whether the qualifications of your existing teaching/training staff meet current regulations and, for any that do not, ensure that you and your staff are aware of the routes to and requirements/exemptions for becoming qualified under the new regulations when these are published. To note that anyone deemed to be qualified under current regulations will remain qualified even after new regulations are introduced (noting that regulations will be statutory for colleges and requirements of regulations will be replicated as contract requirements for all other types of FE providers).
- Contact your awarding institution to discuss delivery and assessment programmes for the new qualifications
- Read LLUK's Interim guidance on the new qualifications and Units of Assessment and ensure understanding of the difference between Full and Associate teaching roles: www.lluk.org/documents/itt/interim_information.pdf
- Apply for an LLUK envoy if you would like free bespoke curriculum advice relating to the new Initial Teacher Training qualifications: www.lluk.org/currentactivity/itt/curriculum_advice.html
- Encourage professional registration and sign up for Institute for Learning regional events if you want more information on how QTLS, registration and CPD requirements will affect institutions from Sept 07: www.ifl.ac.uk/documents/ifl_07_reg_events_flyer.pdf
- Get familiar with the new professional standards: www.lluk.org/documents/standards/professional_standards_for_itts_020107.pdf

Ongoing:

- Visit the LLUK & IfL websites regularly for further updates on ITT, CPD and professional registration
 - LLUK: www.lluk.org/currentactivity/itt/itt_index.html
 - IfL: www.ifl.ac.uk
- Read full details of the regulations when they are published in August. (A link will appear

on LLUK's website).

Consider any internal courses, training, systems, contracts or HR policies which may need to be updated to take account of regulatory requirements or LSC contracts, which will set out the need to meet the requirements for the workforce reforms for all LSC-funded providers.

Visit the QIA Excellence Gateway to access support, teaching and learning programme and resources, and information on Centres for Excellence in Teacher Training (CETTs), mentoring, assessment, individual learning plans and teaching observation: www.qia.org.uk

consider how you will support teachers to define and develop their ongoing CPD plans, including key national and local priorities e.g. meeting the challenges of Leitch, 14-19 and Diplomas, as well as drawing on your annual self-assessment and last inspection, LSC Priorities for Success and the QIA Improvement Strategy 'Pursuing Excellence': www.qia.org.uk/pursuingexcellence/index.html

2. Roles of key organisations and information available

Department for Education and Skills (DfES): sets the overarching policy for reform, puts in place legislation and regulations, and works through key delivery partners, including those listed below, to implement these reforms.

- Final publication of the regulations will be through Parliament. The DfES will disseminate further information on regulations via LLUK and other channels of communication. See the following links and contacts for further information.

Lifelong Learning UK (LLUK): LLUK is responsible for raising quality through a standards-based approach to qualification design and delivery, and for rationalising qualifications, to match qualifications to roles. LLUK has been working closely with awarding bodies and higher education institutions to develop overarching standards and a framework for teachers and Skills for Life teachers to be introduced in England in September 2007. The new framework comprises unit and credit based qualifications and sits within the new Qualifications and Credit Framework (QCF) and has been tested and trialled. Information available:

- **An electronic copy of this letter and briefing** is available on the LLUK website at www.lluk.org/roadmap/index.html to assist in cascading this information to colleagues and partners.
- **The Lifelong Learning UK Information and Advice Service** can offer help and advice relating to the reforms, individual teaching qualifications and CPD: **Tel: 0207 936 5798, Email: advice@lluk.org**
- **Teacher Education Reform: Roadmap and Key Milestones**

www.lluk.org/roadmap/index.html

- **LLUK Initial Teacher, Tutor, Trainer Education Curriculum Advice**
www.lluk.org/currentactivity/itt/curriculum_advice.html
- **New professional standards for teachers, tutors and training-definitive version.**
www.lluk.org/documents/standards/professional_standards_for_itts_020107.pdf
- **Developing qualifications for teachers, tutors and trainers- Interim guidance**
www.lluk.org/documents/itt/interim_information.pdf
- **Qualifications for teachers of Literacy, Numeracy and ESOL in the lifelong learning sector in England**
www.lifelonglearninguk.org/nrp/specialistteachers/qual_for_teachers_lit_num_esol.html
- **National Reference Point for Skills for Life professional development, England**
www.lluk.org/nrp/index.html

Institute for Learning (IfL): IfL is the professional body for teachers and trainers and student teachers in the learning and skills sector. It is responsible for registration and ongoing licensing of teachers as set out in the forthcoming regulations and contracts. All teachers and trainers will need to be registered for CPD.

- **Institute for Learning website with information on registration** www.ifl.ac.uk

Standards Verification UK (SVUK): SVUK is responsible for the verification of Initial Teacher Training in the learning and skills sector, including the endorsement of qualifications offered by awarding institutions and schemes recognising existing unqualified or part qualified teachers for their experience and/or qualifications.

- **SVUK Information on endorsement of qualifications** (referred to as “approval” in the regulations), www.lifelonglearninguk.org/svuk/guidance_endorse_tt_qualifications.html

Centre for Excellence in Leadership (CEL): CEL's remit is to foster and support leadership improvement, reform and transformation throughout the sector. It serves the existing and future leaders of all providers across the sector through programmes, events, support services and bespoke consulting assignments.

- **Further information on the Principals’ Qualifications is posted on the Centre for Excellence (CEL) website:**

www.lluk.org/documents/docs/benchmark_role_specs.pdf

Quality Improvement Agency (QIA): The QIA's role is to support, lead and challenge the sector in quality improvement. They are leading the challenge to those involved in teaching,

learning and training to lift their performance and implement the government's reforms for learning and skills. They offer a range of support programmes, including the national teaching and learning change programme.

- **QIA Excellence Gateway for teaching and learning resources and support, and Centres for Excellence in Teacher Training (CETTs):** www.qia.org.uk

Learning and Skills Council (LSC): in providing funding for FE provision, LSC will set out in its contracts, or funding agreements in the case of colleges, with all learning providers that they must ensure that appropriately qualified and trained staff will deliver the services, must be responsible for the professional development and training of their staff, and must ensure that staff are trained in accordance with LLUK Standards in line with Regulations and as detailed in contracts.

Qualifications and Curriculum Authority (QCA): QCA is a non-departmental public body, sponsored by the Department for Education and Skills (DfES). QCA accredits and monitors qualifications. The new PTLLS, Certificate and Diploma qualifications will be accredited to the new Qualifications and Credit Framework (QCF). While the qualifications themselves will be fully established from September 2007, QCA will be continuing the process of trialling the new QCF framework. As part of this process, all awarding body centres will be contacted before September to assist them in the implementation of a new learner achievement record system that will contribute to QCF evaluation.

- **QCA website:** www.qca.org.uk

Awarding institutions, both Higher Education Institutions (HEI) and Awarding Bodies, will also be communicating precise arrangements for the new qualifications to Centres in the coming months – contact your Awarding Body or HEI for more information.

Further Education Unions have been developing their networks of branch learning representatives, and colleges and providers can work with Union Learning representatives to develop partnerships on workforce training matters and local implementation. See the UCU website: www.ucu.org.uk

3. Summary of the FE workforce regulations coming into force in England from 1 September 2007

1. The new FE Regulations on Initial Teacher Training (ITT), Continuing Professional Development (CPD) and Principals' qualifications follow on from FE reform commitments to

create a fully professionalised workforce in the Further Education sector set out in *Equipping our Teachers for the Future* (DfES 2004), and in the White Paper *Further Education: Raising Skills, Improving Life Chances* (DfES 2006). The reforms cover the whole sector, i.e. all those delivering FE provision through a contract or funding agreement with LSC. Although the regulations will only be statutory for colleges, the requirements of the regulations will be replicated as contract requirements by the LSC for all other FE providers, including those operating in work based, offender, voluntary and community settings.

2. Definitions: to note that the term '**Further Education sector**' is used to include the wide range of organisations that make up the learning and skills sector in England. It includes the staff and governing bodies working in these organisations. The word '**teacher**' is used for concision as a generic term for teachers, tutors, trainers, lecturers and instructors across the Further Education sector. 'Teacher' refers to all types of role with a teaching element, including those working on a full or part time basis in full and associate teaching roles, other than a person whose primary occupation is not teaching and who is employed by the institution on an occasional basis to provide updating on current commercial, industrial or professional practice.

3. Initial Teacher Training: The regulations and contracting include requirements for all new teachers appointed from 1st September 2007 to gain:

- a 'Preparing to Teach in the Lifelong Learning Sector' (PTLLS) award, which is a minimum threshold licence to teach for all in a teaching role irrespective of job title;
- a Diploma in Teaching in the Lifelong Learning Sector (or HEI equivalent) at minimum Level 5 leading to Qualified Teacher Learning and Skills (QTLS) status for those in a full teaching role, including specialist Skills for Life routes;
- a Certificate in Teaching in the Lifelong Learning Sector (or HEI equivalent) for those in an Associate teaching role, leading to Associate Teacher Learning and Skills status (ATLS) for those in teaching role that carry significantly less than the full range of teaching responsibilities ordinarily carried out in a full teaching role; and
- a period of professional formation, (the post-qualification process by which a teacher demonstrates through professional practice that they meet the standards, and can use effectively the skills and knowledge acquired in teacher training).

Guidance on the role descriptions for full and associate teachers can be found on the LLUK website at www.lluk.org/documents/itt/interim_information.pdf. For teachers who entered the sector before 1 September 2007, final guidance will be issued with the publication of the

regulations by the end of July, but it is intended that for those who entered before 1 Sept 2001, the same exemptions as in current regulations will apply. For those who entered the sector between 1 Sept 2001 and 31 Aug 2007, if already qualified they remain qualified, and if not, they will be expected to gain suitable qualification under the new regulations, through a range of flexible routes including APL and professional recognition. Details of recognition and equivalence for legacy qualifications, QTS qualifications and qualifications from other UK nations and EU countries will be made available in phases over the next few months via IfL and SVUK (see above for their website addresses).

New professional standards and a Teacher Qualifications Framework, with both generic and Skills for Life teaching qualifications, are aligned to the new Qualifications and Credit Framework (QCF). For more information see the LLUK website at www.lluk.org/currentactivity/itt/itt_index.html, along with the new qualification specifications. Regulations will be published in late July.

4. Continuing Professional Development: The Continuing Professional Development and Registration developments support the policy aim of completing the professionalisation of the FE workforce. Registration will ensure that teachers are appropriately qualified and, most importantly, that they maintain their professional standing, and therefore their licence to practise, through continuing professional development. The Continuing Professional Development and Registration regulations and contracting will require all teachers to:

- complete **at least** 30 hours CPD per academic year, with reduced amounts for part time teachers, subject to a minimum of 6 hours;
- maintain an IfL record of their CPD activities and make it available to the Institute for Learning (IfL) and their employer or, where they have more than one, each of their employers, for inspection; and
- be professionally registered with the IfL for the purposes of CPD recording, evaluation and monitoring, and be regarded by IfL as Registered Teachers. Registration for CPD with IfL will be available from 1 September 2007. All Registered Teachers will be IfL members and therefore benefit from members' services, and subject to their Code of Professional Practice, and associated processes.

Our Minister Bill Rammell MP announced in a recent speech to the University and College Union that the Government will meet the standard membership fees for teachers (although any additional costs incurred by not registering online will not be covered). New regulations will require existing college teachers to register by 31 March 2008. Existing teachers working

for other LSC-funded providers will also be required to register, although this will be managed on a slightly longer timescale. New teachers in all settings appointed after 1 September 2007 must register within 6 months of the date of appointment. Further details on membership arrangements will be posted on the IfL website over the next few weeks.

5. Principals' Qualifications: The Principals' Qualifications regulations will require:

- all newly appointed college principals to have achieved, or be working towards the Principals' Qualifying Programme within 3 years of appointment.
- We are intending to introduce regulations in 2008 to include existing principals moving to a new post, subject to Parliamentary approval.
- We do not propose extending the regulations to require serving principals to participate at this stage, but the programme is applicable to all principals, and serving principals are encouraged to participate.
- Leaders of other providers, including work based learning and personal and community development learning are also encouraged to participate.

The new qualifying programme has been developed by the Centre for Excellence in Leadership (CEL) and is based on LLUK's Role Specifications for principals of Further Education, Sixth Form and Specialist Colleges and the standards for leadership. Regulations will be published in July.