

A GUIDE TO THE FURTHER EDUCATION TEACHERS' QUALIFICATIONS (ENGLAND) REGULATIONS 2007 2007 No. 2264

Introduction

1. This guide should be read in conjunction with the Further Education Teachers' Qualifications (England) Regulations 2007 (the 2007 Regulations):

- <http://www.opsi.gov.uk/si/si2007/20072264.htm>

and the associated Explanatory Memorandum:

- http://www.opsi.gov.uk/si/em2007/uksiem_20072264_en.pdf.

Its purpose is to provide further explanation and information to support implementation of the 2007 Regulations as they apply to teachers in FE Institutions. It is divided into two main sections:

- Guidance – explanation of the Regulations
- Where to find further information

2. Further detailed information on FE qualifications and ITT reforms is available from Lifelong Learning UK (LLUK) at <http://www.lluk.org/ittreforms/>.

Note on terminology:

3. 'Teacher' refers to a person who provides education at a further education institution under a contract of employment or a contract for services. It does not include a person who is employed by an institution on an occasional basis to provide updating on current commercial, industrial or professional practice. 'Teacher' in the context of the 2007 Regulations is determined by the teaching responsibilities that someone undertakes, not their job title. It applies even when teaching forms only an element or a secondary part of a job role.

Guidance - explanation of the Regulations:

Background & what has changed

4. *Equipping our Teachers for the Future* (DfES 2004) set out proposals to address weaknesses in Initial Teacher Training (ITT) in England, identified by Ofsted in 2003. The 2007 Regulations, which apply to FE Institutions in England, take forward reforms to professional qualifications for FE teachers outlined in that document and address commitments made to professionalise the FE workforce in the FE White Paper, *Further Education: Raising Skills, Improving Life Chances* (DfES 2006). They replace the Further Education Teachers' Qualifications (England) Regulations 2001 (the 2001 Regulations).

5. Key changes from the 2001 Regulations include:

- the introduction of professional status – Qualified Teacher Learning and Skills (QTLS) status and Associate Teacher Learning and Skills (ATLS) status –
- the introduction of new qualifications, based on new professional teaching standards, including an initial Award, as well as a Certificate qualification for teachers in associate teaching roles and a Diploma qualification for teachers in full teaching roles;
- a requirement to complete the process of professional formation;
- the introduction of qualification requirements determined by a teacher's role and responsibilities, not the number of hours they teach;
- for those required to comply, a revised time limit of 5 years for FE teachers to obtain the appropriate qualifications and gain QTLS/ATLS status (2 years in the case of those who hold QTS) and the introduction of a time limit of 1 year to gain the initial Award.

Teacher roles and the new ITT qualifications

6. There are three ITT qualifications within the Teacher Qualifications Framework accredited within the QCA's Qualifications and Credit Framework (QCF)¹. Which qualification route is taken – i.e. towards QTLS status or ATLS status – is determined by whether someone is in a full teaching role or an associate teaching role, and these roles are determined by the type and breadth of teaching responsibilities undertaken, as opposed to the number of hours taught. The difference between the roles can be summarised as follows:

- full teaching roles carry the full range of teaching responsibilities, requiring a teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, innovation and delivery strategies;
- associate teaching roles carry significantly less than the full range of teaching responsibilities and associate teachers would not be expected to demonstrate an extensive range of knowledge, understanding and application of curriculum development, innovation or delivery strategies.

¹ Note: Higher Education Institutions will also be offering these qualifications, either under the titles indicated above or, in the case of the Diploma qualification, as a Cert Ed/PGCE. Higher Education Institutions are not required to operate within the QCF.

7. More detailed guidance is available from LLUK on interpreting this definition in relation to the range of different teaching roles in FE Institutions – see the LLUK ‘Guidance for awarding institutions on teacher roles and initial teacher training qualifications’ on <http://www.lluk.org/ittreforms/> for further details.

8. The new ITT qualifications are:

- the ‘Preparing to Teach in the Lifelong Learning Sector Award’ (PTLLS Award) is an initial award at Level 3 or 4. Those required to gain it have 1 year in which to do this, although ideally the Award should be gained as soon as possible after they begin teaching;
- the ‘Certificate in Teaching in the Lifelong Learning Sector’ (CTLLS) is a qualification at Level 3 or 4. It is additional to the PTLLS Award (although some Certificate courses may incorporate PTLLS Award requirements), and it meets the ITT qualification requirements for ATLS status for those in an associate teaching role. To note this is not a sufficient qualification nor is it aimed at teachers in a full teaching role, who must gain the Diploma;
- the ‘Diploma in Teaching in the Lifelong Learning Sector’ (DTLLS) is a qualification at Level 5 or above. It is additional to the PTLLS Award (although some Diploma courses may incorporate PTLLS Award requirements) and it meets the qualification requirements for QTLS status for those in a full teaching role;
- teachers of designated subjects, currently Skills for Life subjects², (literacy, numeracy and English for Speakers of Other Languages (ESOL) are also required to hold subject specific qualifications. These can be taken as part of or in addition to a generic ITT qualification (DTLLS), (or in addition to an integral qualification if a further subject specific qualification is required, e.g. for teachers of more than one Skills for Life subject).

QTLS and ATLS professional status

9. QTLS status is required for all new teachers in a full teaching role. ATLS status is required for all new teachers in an associate teaching role.

10. The Institute for Learning (IfL) is the organisation responsible for awarding professional status. Professional status is awarded to those applicants who meet all regulatory requirements, IfL requirements and the occupational standards, (LLUK’s *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector* – see paragraph 30). Applicants must:

- be registered with the IfL;
- be qualified - (either having gained a recognised qualification suitable for their teaching role or having obtained formal recognition of other qualifications and prior knowledge, skills and experience as equivalent). (See the Standards Verification UK (SVUK) website for information on recognition of qualifications: www.lluk.org/svuk);
- have completed a process of professional formation (whereby a teacher is required to demonstrate that they are in good professional standing and can apply the skills and knowledge gained through ITT in their own teaching practice, according to the LLUK’s occupational standards for FE teachers – see paragraph

² And any other subject designated by the Secretary of State in the future.

30). The process of professional formation is being tested and trialled and will not be fully introduced until 2008. For up to date details, see the IfL website: <http://www.ifl.ac.uk/>;

- have completed any other requirements imposed upon them by the 2007 Regulations or specified by IfL (see <http://www.ifl.ac.uk/> for details), which may include subject specific requirements, top-up training requirements (where applicants hold legacy qualifications or teaching qualifications from a country other than England), a specific CPD 'orientation to FE' module (for QTS holders) and requirements for teachers to demonstrate their personal literacy, numeracy and ICT skills.

11. FE teachers must register with the IfL³ and maintain that registration to comply with The Further Education Teachers' Continuing Professional Development and Registration (England) Regulations 2007, (2007 No. 2116). These Regulations are available at <http://www.opsi.gov.uk>. Registration must be in accordance with IfL requirements, set out at <http://www.ifl.ac.uk/>.

How do these Regulations apply to me and my organisation?

12. The Regulations are statutory requirements which apply only to FE institutions in England i.e. FE Colleges, Sixth Form Colleges and Specialist Colleges who have been designated FEIs via an order issued by the Secretary of State. For all other providers in the wider FE sector, non-statutory requirements may apply - further details on the wider reforms in relation to your organisation can be found at <http://www.lluk.org/ittreforms/>. To note that FE Institutions are responsible for their entire FE provision, whether it is delivered by their own staff, agency staff or sub-contracted staff, all of whom are subject to the Regulations.

13. The ITT qualification routes are intended primarily for new and unqualified teachers. If you became an FE teacher before 2001 or qualified under the 2001 Regulations before 1 Sept 2007, you may be exempt from these new Initial Teacher Training (ITT) requirements – (see the paragraphs below for further details). Note: Teachers who are not required to gain QTLS or ATLS status are nevertheless encouraged to gain whichever status is appropriate to their teaching role. All teachers are required to continuously update their professional skills and knowledge as set out in the Further Education Teachers' Continuing Professional Development and Registration (England) Regulations 2007 (see further details in paragraph 33 below).

In terms of qualification requirements, these vary by category of FE teacher – see below.

If you teach in a full teaching role in an FE Institution (subject to paragraphs 24-28)

14. If you begin teaching as a new teacher after 1 September 2007:

- you must gain the PTLLS Award and the DTLLS qualification (or HEI equivalent), gain QTLS status within 5 years and must continue to update your skills in accordance with CPD and Registration Regulations. (Note: A DTLLS course may meet the requirements of the PTLLS Award, in which case there will be no need to take a separate course to obtain the Award).

³ except where exemptions around GTC(E) membership apply, as set out in the CPD Regulations.

15. If you began teaching in an FE Institution on or after 1 September 2001 and before 1 September 2007 and you qualified under the 2001 Regulations:

- you remain qualified, and do not need to gain further qualifications to meet the new regulatory requirements, but you are encouraged to gain QTLS status and must continue to update your skills in accordance with the CPD and Registration Regulations.

16. If you began teaching in an FE Institution on or after 1 September 2001 and before 1 September 2007 and you are part qualified or unqualified:

- you must qualify under the 2007 Regulations and gain QTLS status within 5 years, (although if you began teaching before 1 Sept 2007 you are exempt from the PTTLS Award requirement) and you must continue to update your skills in accordance with the CPD and Registration Regulations. (Your qualifications, knowledge, skills and experience may satisfy some of the DTLLS qualification requirements - see paragraph 31 below for more information on recognition of such qualifications, knowledge etc.); or
- if you enrolled on an ITT course by 31 August 2007 with a view to qualifying under the 2001 Regulations by 31 August 2008, you will remain subject to the 2001 Regulations, and exempt from the new requirements in the 2007 Regulations, provided you are successful in gaining that qualification before 1 September 2008. If you are not successful⁴, you will be subject to the 2007 Regulations and the route outlined in the bullet above will apply. Even if you qualify under the 2001 Regulations, you are encouraged to gain QTLS status and must continue to update your skills in accordance with the CPD and Registration Regulations.

17. If you began teaching in an FE Institution before 1 Sept 2001:

- you are exempt from the 2007 Regulations, but you are encouraged to gain QTLS status and must continue to update your skills in accordance with the CPD and Registration Regulations.

If you teach Skills for Life in an FE Institution (subject to paragraphs 24-28):

18. You must gain appropriate teaching qualifications, both generic and specialist if you teach Skills for Life subjects (i.e. literacy, numeracy and/or ESOL). Currently only teachers in a full teaching role may teach Skills for Life, which means that you must gain the DTLLS qualification. This is because there have not yet been any appropriate associate teaching roles in Skills for Life identified. In addition to the generic DTLLS qualification requirements set out in the paragraphs above, you must gain a subject specific qualification in whichever Skills for Life subject/s you teach. There are various routes to doing this, including integrated routes within ITT and additional routes as a top-up to generic or integrated ITT qualifications (see Section 4 of the LLUK's 'Guidance for awarding institutions on teacher roles and initial teaching qualifications' at www.lluk.org/ittreforms for details). In terms of requirements:

19. Teachers of Skills for Life subjects who began teaching in an FE Institution prior to 1 September 2007 are not required to gain subject specific qualifications, provided, in the

⁴ Except in cases where your awarding institution grants a referral or deferral due to unavoidable circumstances.

case of those who began teaching on or after 1 September 2001, they already have a generic teaching qualification and are qualified under the 2001 Regulations. However, Skills for Life teachers will be required to gain subject specialist qualifications if they wish to gain QTLS status, regardless of when they began teaching, and all Skills for Life teachers have been encouraged to gain subject specific qualifications since these were introduced, in September 2002 for literacy and numeracy, and in September 2003 for ESOL.

20. If you begin teaching literacy, numeracy or ESOL on or after 1 September 2007:

- you must gain a subject specific qualification in your Skills for Life subject/s as part of your Initial Teacher Training.

21. See further information on qualification routes at paragraphs 30-31.

If you teach in an associate teaching role in an FE Institution (subject to paragraphs 24-28):

22. If you begin teaching in an associate role on or after 1 Sept 2007:

- you must gain the PTLLS Award and CTLLS qualification (or HEI equivalent), gain ATLS status within 5 years and must continue to update your skills in accordance with CPD and Registration regulations. (Note: A CTLLS course may meet the requirements of the PTLLS Award, in which case there will be no need to take a separate course to obtain the Award.)

23. If you began teaching in an associate role before 1 Sept 2007:

- you are exempt from the 2007 Regulations, but you are encouraged to gain ATLS status and must continue to update your skills in accordance with the CPD and Registration Regulations.

If you teach Higher Education (HE) in an FE institution:

24. If you only teach HE in an FE college:

- you are exempt from the 2007 Regulations.

If you teach FE in a HE institution:

25: The 2007 Regulations do not apply to teachers in HE institutions.

If you teach FE in a Sixth Form College:

26. If the only FE teaching you do is within a Sixth Form College:

- the 2007 Regulations give you the option to choose whether to gain QTLS status or QTS. However, you must gain one or the other. If you choose QTLS status, the same requirements apply as with any other new FE teacher, i.e. you must gain the PTLLS Award and DTLLS qualification (or HEI equivalent) and gain QTLS status within 5 years. If you already hold QTS and want to gain QTLS status, see below.

If you trained as a school teacher and hold QTS:

27. If you began teaching in an FE Institution prior to 1 September 2007:

- you are exempt from the 2007 Regulations, although you are encouraged to gain QTLS status.

28. If you begin teaching in an FE Institution, (other than exclusively in a Sixth Form College – see paragraph 26 above), on or after 1 September 2007:

- you are required to gain QTLS status within 2 years. The requirements for this are successful completion of a process of professional formation and a specific CPD 'orientation to FE' module'. If you completed your NQT induction in an FE Institution, (including a Sixth Form College, if this becomes an option in the future), you will be exempt from the professional formation requirement.

Where to find further information:

Full and Associate Teacher Role Definitions

29. Further information on the roles and responsibilities of full teachers and associate teachers is available in Section 1 of LLUK's 'Guidance for awarding institutions on teacher roles and initial teaching qualifications', on www.lluk.org/ittreforms

Qualifications

30. Further information is available via LLUK:

- Detailed specifications for the PTLLS Award, CTLLS and DTLLS qualifications, including information on the number of credits and mandatory and optional units within these qualifications, are available in LLUK's 'Guidance for awarding institutions on teacher roles and initial teaching qualifications' at www.lluk.org/ittreforms.
- Skills for Life teachers, in addition to the DTLLS qualification, are also required to hold subject specific qualifications, which can now be integral or additional to their generic or integrated ITT course. See Section 4 of the LLUK's 'Guidance for awarding institutions on teacher roles and initial teaching qualifications' at www.lluk.org/ittreforms for details.
- Qualifications are offered through Higher Education Institutions and National Awarding Bodies. For an information pack on training to teach including regional course providers, contact LLUK's Information and Advice Service: tel: 020 7936 5798, email: advice@lluk.org.
- To see the Occupational Standards that apply to FE teachers, see LLUK's 'New overarching professional standards for teacher, tutors and trainers in the lifelong learning sector':
http://www.lifelonglearninguk.org/documents/standards/professional_standards_for_itts_020107.pdf

Recognition routes

31. If you are already qualified or became an FE teacher before 1 September 2001, you may not be required to qualify further (see paragraphs 15-17, 19-20 and 23), but if you are required to gain QTLS or ATLS status under the 2007 Regulations or by your employer or choose to gain QTLS or ATLS status, then your prior qualifications, knowledge, skills and experience can count towards being recognised as qualified according to the new standards without you necessarily having to take the new qualifications:

- for Accreditation of Prior (experiential) Learning (APL/APEL), an ITT provider can advise on their own procedures;
- the Tariff Database of Legacy ITT Qualifications (TLQ), sets out how far legacy ITT qualifications meet the new qualification requirements – see the Standards Verification UK (SVUK) website: www.lluk.org/svuk/ ;
- SVUK and IfL are offering a General Professional Recognition Learning and Skills (GPRLS) Scheme to enable experienced teachers to submit evidence of how they

meet qualification requirements with a view to gaining QTLS or ATLS status. For further details, see the SVUK website: www.lluk.org/svuk/ .

Professional Status – QTLS and ATLS Status

32. See paragraphs 14-28 to check if you are required to gain professional status, (whether QTLS for those in a full teaching role or ATLS for those in an associate teaching role). If you do need or choose to gain QTLS or ATLS status, this is awarded by the IfL, typically on the basis of the following, unless exemptions apply:

- registration with the IfL (see CPD section below).
- gaining a suitable qualification or equivalent. This may be a teaching qualification (PTLLS Award + CTLLS or DTLLS qualification), or an HEI equivalent qualification, or recognition of equivalent qualifications, knowledge, skills and experience.
- completion of the process of professional formation. This is being introduced from September 2008. Further information will be available from the IfL: www.ifl.ac.uk.
- other requirements set out by the IfL. There will also be specialist requirements and top-up training for some applicants, such as specific CPD orientation to FE modules for QTS holders. IfL will also be introducing requirements for teachers to demonstrate their literacy, numeracy and ICT skills.

Related regulations - CPD and Registration and Principals' Qualifications

33. The FE Teacher Qualification Regulations are one of three separate but related sets of Regulations designed to deliver the Government's commitment to professionalise the FE workforce. The other two sets of Regulations, both of which come into force at the same time as the FE Teachers Qualifications Regulations on 1 September 2007 are:

- **The Further Education Teachers' Continuing Professional Development and Registration (England) Regulations 2007:**

These Regulations set out requirements for minimum annual CPD and professional registration with the IfL. See www.opsi.gov.uk/si/si2007/20072116.htm for the Regulations. For more information visit the IfL website www.ifl.ac.uk or contact IfL: tel: 0870 757 7894, email: enquiries@ifl.ac.uk.

- **The Further Education (Principals' Qualifications) (England) Regulations 2007:**

These Regulations require all newly appointed principals of further education institutions to hold or be working towards the Principals' Qualification. The Principals' Qualification will be awarded by the Centre for Excellence in Leadership (CEL) on successful completion of the Principals' Qualifying Programme (PQP). See www.opsi.gov.uk/si/si2007/20071864.htm for the Regulations. For further information about the Regulations contact LLUK (as above); or for further information about the PQP visit CEL's website www.centreforexcellence.org.uk or contact them on 0870 060 3278.

What funding is available?

34. For providers of ITT courses

- Standard LSC and HEFCE course funding applies. For further information go to www.lsc.gov.uk and www.hefce.ac.uk.
- Some trainees may also be eligible for FE Bursaries, which are paid via the ITT provider. See paragraph 36 for information.

35. For organisations that need to train teaching staff

- FE Institutions continue to receive staff training budget within their overall LSC Funding Agreements. For further information on conditions for staff training, see the Learner Eligibility Guidance on the LSC website: www.lsc.gov.uk.
- As announced in Equipping Our Teachers for the Future (2004), an additional £30m is being made available to all LSC-funded providers in 07-08, to strengthen the ITT support infrastructure around mentoring, assessment and teaching observation. The money will be paid by grant via the LSC in October 2007. Further advice on what the grant should be used for will be supplied by the QIA in October 2007.
- Some trainees may also be eligible for FE Bursaries where they are undertaking pre-service ITT and intend to teach in a shortage subject in an FE college. See paragraph 36 for information.

36. For individuals who need to qualify as teachers

- Standard Student Support packages for Initial Teacher Training are available to those undertaking the Diploma. For more information apply via your Local Authority and look at the Student Loans Company website: www.slco.co.uk.
- Some trainees may also be eligible for FE Bursaries where they are undertaking pre-service ITT and intend to teach in a shortage subject in an FE college. Golden Hellos are also paid to teachers in their 2nd year of teaching a shortage subject in an FE college. 'Golden Hellos' are paid via the teacher's employer. See the TeacherNet website for more information: www.teachernet.gov.uk and search on 'FE initial teacher training' to access the relevant pages. For further advice and guidance please contact LLUK's Information and Advice Service: tel: 020 7936 5798, email: advice@lluk.org.