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The lifelong learning sector

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What this chapter is about

- Key policies, documents and legislation in the development of the sector
- The role of the Institute for Learning (IfL)
- Associate Teacher Learning and Skills (ATLS) and Qualified Teacher Learning and Skills (QTLS)
- Teacher training qualifications for the sector
- The Learning and Skills Improvement Service (LSIS)
- Being a professional teacher

LLUK standards

This chapter covers, at least, the following standards:

AS 2; AK 2.1; AP 2.1; AK 2.2; AS 6; AK 6.1; AP 6.1

The lifelong learning sector – an overview

The following overview of the sector’s development provides a brief introduction to the key documents, policies and legislation that have shaped the current lifelong learning sector. The sector has experienced significant changes that have impacted on the way it is classified, managed and experienced by learners, staff, employers and governments. These reports reflect the perceptions and intentions of a range of stakeholders and have moulded the evolution of the sector. In education, as in so many areas of public life, change appears to be the only constant and it will be interesting, in the light of the Wolf Report and the coalition government’s new Reform Plan, to see what shape (and name) the sector will take in the next five years.
Green Paper ‘The Learning Age’ 1998
This set out the importance of lifelong learning for personal, social and economic success and identified the need for teachers to be qualified to national standards. It was the first policy paper that outlined the need to develop education skills from post-school to post-retirement. This key passage captures the essence of the report: ‘Learning throughout life can build human capital by encouraging creativity, skill and imagination. The fostering of an enquiring mind and the love of learning are essential for our future success.’

White Paper ‘Learning to Succeed’ 1999
This introduced Learning and Skills Councils (LSCs) to provide funding for an expansion of learners within the growing sector. It also introduced a new inspection regime, Adult Learning Inspectorate (ALI), for learners 19 and over and in work-based learning. The 16-19 sector would be inspected by Ofsted, which took over the functions of ALI in 2007. It also established more links between schools and colleges and introduced Connexions to support learners in their choices and mentioned the creation of city academies.

Further Education National Training Organisation (FENTO) Standards 2001
This introduced a set of professional standards for further education (FE) teachers. Previously, it was not a requirement for teachers in FE to possess a teaching qualification. This was mainly due to the recognition that the staff in FE had come from vocational backgrounds and not through the academic route undertaken by primary and secondary teachers. This was invaluable to the growth of the lifelong learning sector (LLS); experts were needed in the skills areas that were required to grow the economy. However, these standards were not received well and were heavily criticised by Ofsted.

‘Success For All: Reforming Further Education and Training – Our Vision for the Future’ (DfES) 2002
This was a reform strategy from the then Department for Education and Skills (DfES) intended to improve the quality and effectiveness of post-16 education and training. It identified the need to work with employers and the importance of high quality teaching and learning. It also recognised the importance of using information communication technology (ICT) in teaching and learning.

Green Paper ‘Every Child Matters’ 2003
This emphasised the need for key agencies to work together to protect and nurture young people in all that they do. Five key themes were to be incorporated into lesson planning and are still relevant today: being healthy; staying safe; enjoying and achieving; making a positive contribution; and economic well-being.
‘The Initial Training of Further Education Teachers’ (Ofsted) 2003
This report stated: ‘The current system of FE teacher training does not provide a satisfactory foundation of professional development for FE teachers at the start of their careers.... While the FENTO standards provide a useful outline of the capabilities required of experienced FE teachers, they do not clearly define the standards required of new teachers’ (Ofsted 2003: 5). This report led to the government’s proposals for teacher training: Equipping Our Teachers for the Future.

‘Equipping our Teachers for the Future’ (DfES) 2004
This identified the need for a new teacher training reform in response to the damning Ofsted report. It proposed the confirmation of Qualified Teacher Learning and Skills (QTLS) to be awarded by the new professional body, the Institute for Learning (IfL), and that trainee teachers would need to complete a passport to teaching initially before completing a full qualification. This would later be referred to as Preparing to Teach in the Lifelong Learning Sector (PTLLS). The date given for implementation was September 2007.

White Paper ‘14–19 Education and Skills’ (DfES) 2005
This was a key document because it brought compulsory learning into the lifelong learning sector. The White Paper which finalised the work conducted by Mike Tomlinson on 14–19 reform introduced specialised vocational diplomas as an alternative to national curriculum study. It identified the need for Functional Skills in Maths, English and ICT. It provided a link with employer needs for the varying sectors in relation to the needs of the economy. It recognised the need for a more work-based learning route and the importance of engaging disaffected learners with the introduction of Entry to Employment programmes (E2E). It also meant that teachers in the LLS had to now deliver to a different age group, 14–16 year olds.

This report referred to FE as ‘the middle child of education’, saying that it lacked a clear focus and purpose. It emphasised the importance of competing globally with other countries in terms of skills development and stressed the need to have a ‘core focus on skills and employability’ (Foster 2005: 2). This marked a change in focus and direction for both teachers and learners within the lifelong learning sector. There was a significant drive in the importance of ensuring that learners were skilled to work in specific areas which would aid the economy and compete globally.

White Paper ‘Raising Skills, Improving Life Chances’ (DfES) 2006
The findings of the Foster Report were further highlighted in the DfES (2006) White Paper ‘Raising Skills, Improving Life Chances’ which emphasised the need for high
class skills development and also the first mention of the importance of Continuing Professional Development (CPD) for teachers. The paper set out the vision for 2020 that all skill levels would be increased for working adults by double. This included basic maths and English, working to Levels 2, 3 and 4 with a focus on sharing responsibility between employers, individuals and the government. The emphasis was on economically valuable and demand-led skills.

Leitch review of skills ‘Prosperity for All in the Global Economy’ (2006)

Leitch identified the demand for economically valuable skills, particularly in relation to how far behind we were in the global market. Once again the impact on the LLS was the drive for upskilling the workforce and providing the necessary skills to compete globally.

Further Education Teachers’ Qualifications (England) Regulations 2007

This legislation outlined the new framework and requirements for teacher training currently in place today. It identified two distinct teaching roles: Associate Teacher and Full Teacher and their corresponding teacher training qualifications: Certificate in Teaching in the Lifelong Learning Sector (CTLLS) or Diploma in Teaching in the Lifelong Learning Sector (DTLLS) respectively; both qualifications must include PTLLS which was the ‘passport’ alluded to in ‘Equipping Teachers for the Future’ (2004). Associate Teacher of Learning and Skills (ATLS) and Qualified Teacher of Learning and Skills (QTLS) would be conferred by the IfL on completion of the appropriate endorsed qualifications. It was also at this point that the sector was officially referred to as the lifelong learning sector.

Education and Skills Act 2008

In response to Leitch’s recommendations, the Act declared that education and training should be compulsory until the age of 18. This will be in full effect by 2015. Learners will have to stay in full-time education, undertake work-based learning such as an apprenticeship, or part-time education or training if they are employed, self-employed or volunteering until they are 18.


Professor Alison Wolf reviewed vocational education in this country and found it lacking in a number of key areas. This is an influential report that could again see changes in the way in which vocational education and also English and Maths are delivered, funded and supported in the lifelong learning sector. A key recommendation of the report is that teachers holding QTLS should be considered employable on equal footing with school teachers if they possess the knowledge, skills and experience that may be lacking in the school sector to deliver 14–16 vocational subjects. This has been an ongoing sector argument since QTLS was introduced and one of the aims of the professionalisation of the sector was to earn parity with Qualified Teacher
Status (QTS) holders. The government responded positively to this recommendation and agreed that this would happen, but would require a change in the law. At the time of writing, this has not yet occurred.

‘New Challenges, New Chances: Further Education and Skills System Reform Plan’ (BIS, Department for Business, Innovation and Skills) 2011

This policy paper outlines the new coalition government’s plans to reform the Further Education and Skills system. (It is interesting to speculate if this might be the coalition’s preferred title of the sector.) The emphasis again is on the importance of developing the right skills to compete and support national and global needs and goals. It further develops the government agenda outlined in ‘Skills for Sustainable Growth’, stating that: ‘This Government’s purpose is to return the economy to sustainable growth, extend social inclusion and social mobility and build the “Big Society”. Underpinning every aspect of this purpose is the improvement of skills’ (BIS 2011: 3). It also outlines the proposal to independently review ‘professionalism in the FE and Skills Sector’ (BIS 2011: 13) with an aim of changing and/or improving the current system of ITT. There is an emphasis on ‘vocational pedagogy’, which has been a national concern in teacher training within the lifelong learning sector for a long time. This is mainly drawn from comparisons with teachers in the compulsory sector, who are trained to teach their subject on initial teacher training. However, this is almost impossible in lifelong learning because the range of subjects is vast and often specialised. It will be interesting to see what the outcome is.

Role of the IfL

The need for a professional body for teachers and trainers in further education was proposed by FENTO in 2001. The IfL’s status as an independent professional body was confirmed in January 2002. It was, and still is, member led. At its inception, membership was voluntary. The role of the IfL took on new relevance after the Department for Education and Skills (DfES) published Success for All (2002); Equipping Our Teachers (2004); the Foster Report (2005); the FE White Paper (2006), which collectively contributed to the need for the teachers within the sector to be registered and to undertake regular CPD. Following the 2007 reforms (see above), the IfL became a key player in the sector responsible for registering teachers and monitoring professional development. The body began accepting members from August 2007 and by the end of January 2009 it had more than 180,000 members.

The IfL is currently identified as the ‘professional body for teachers, tutors, trainers and student teachers in the further education (FE) and skills sector’ and its role is to ‘support professional development and excellence in order to deliver the best possible teaching experience to millions of learners’ (www.ifl.ac.uk/about-ifl/what-we-do). The IfL registers all FE teachers and trainers in skills; oversees the CPD requirement from all registered members; and confers ATLS and QTLS via a Professional Formation process on the completion of an appropriate initial teacher
training qualification. The institute also provides a Code of Professional Practice to regulate professional behaviour. The Ifl includes in its description of providers within the lifelong learning sector:

- adult and community learning
- emergency and public services
- FE colleges
- the armed services
- sixth-form colleges
- the voluntary sector
- work-based learning.

This description demonstrates the breadth and diversity of the lifelong learning sector. However, the Ifl’s main remit is the further education sector (in line with the FE Qualifications Act).

There are other areas that are counted within the sector, but are not bound by Ifl regulations:

- offender learning
- higher education
- libraries, archives and information services
- the third sector – voluntary and community groups including charities
- careers guidance.

**Activity**

*IfL*

What do you think are the advantages of having a nationally recognised body representing the lifelong learning sector?

Can you think of any disadvantages?

Have a look at the IfL website at www.ifl.ac.uk and familiarise yourself with, for example, the vision and strategy, membership benefits, latest sector news.

**ATLS and QTLS**

It was recognised that prior to the introduction of the new standards there were different roles for teachers and trainers within the lifelong learning sector. With this in
mind, two different teaching roles were defined, initially by Lifelong Learning UK (LLUK) when they published the standards. The two roles, as defined in the Further Education Teachers’ Qualifications (England) Regulations 2007, are associate teaching role and full teaching role.

**Associate teaching role**

This ‘means a teaching role that carries significantly less than the full range of teaching responsibilities ordinarily carried out in a full teaching role (whether on a full-time, part-time, fractional, fixed term, temporary or agency basis) and does not require the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies’.

**Full teaching role**

This ‘means a teaching role that carries the full range of teaching responsibilities (whether on a full-time, part-time, fractional, fixed term, temporary or agency basis) and requires the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies’.

Identifying the role that you undertake within the sector is important in determining the teaching qualification you embark on. Prior to the introduction of the teacher training standards, there was no requirement for teachers within the sector to possess a teaching qualification and teachers and trainers chose different routes of teacher training, usually on a voluntary basis. The main teaching routes were the City & Guilds 7307 and 7306 awards and also the higher education institute (HEI) routes of Certificate in Education (Cert. Ed.) and Postgraduate Certificate in Education (PGCEFE) for graduates. The introduction of the FENTO standards in 2001 meant a significant change to the existing system with implications for trainees and teacher trainers. All the FENTO standards were at Level 4 and, essentially, first year undergraduate level. This caused some challenges with new entrants to the profession who were not only starting a new job or career but also had to complete an academic level qualification concurrently.

**Teaching training qualifications for lifelong learning**

The FENTO standards were very detailed and prescriptive and many people in the sector felt that teacher training programmes based on them were over-assessed and too theoretical and not always appropriate for new teachers in the sector. The teachers that I trained during this period would probably agree with me, but they would also say that it was a very useful and worthwhile process in the end. When the FENTO standards were replaced by the LLUK standards in 2007, a new suite of qualifications was introduced. Some of the criticism of the FENTO standards was taken on board and PTLLS/CTLLS and DTLLS were the result.
PTLLS
This is the introductory teaching award for teachers entering or wanting to enter the LLS. Everyone involved in teaching or training within the sector has to complete this 12-credit award.

CTLLS
The Certificate in Teaching in the Lifelong Learning Sector is for Associate Teachers who can then qualify for ATLS.

DTLLS
This is the qualification for Full Teachers who can qualify for QTLS. This is usually offered up to Level 5 but some HEIs offer them up to Level 6 for graduates. These qualifications are delivered by awarding bodies and HEIs across the country, but the introduction of the legislation in 2007 means there is now a standard and uniformity regarding how our teachers are trained.

Recent changes to the qualifications
In 2011 it was decided that LLUK as the sector skills council for lifelong learning would not be recommissioned and its roles and responsibilities would be divided between the IfL and Learning and Skills Improvement Service (LSIS). Their final act before they were dissolved on 31 March 2011 was to conduct a nationwide review of current teacher training qualifications in the sector and to consider their fitness for purpose. The main outcome of this review was to extend the PTLLS to a minimum of 12 credits and for it to be taught independently before any continuation on to CTLLS and DTLLS. Following criticism from work-based learning providers, changes were made to the options available for CTLLS and DTLLS to embrace the wider sector, not just the FE.

The content of the PTLLS/CTLLS/DTLLS will stay the same in essence but there are some structural changes and more flexibility to teach content beyond the FE sector. The review recognises the need to train our teachers for the wider context of the lifelong learning sector including, for example, training related to apprenticeships, work-based learning and careers guidance. There will also be clear ‘stop-off’ points after PTLLS and CTLLS and Year 1 DTLLS which will enable trainee teachers only to complete the awards they need and also provide suitable Recognised Prior Learning (RPL) for those whose role changes and developments throughout their teaching career.
Are you a PTLLS, CTLLS or DTLLS?

Case study 1

Barbara is a qualified nurse and has taken early retirement. She is interested in genealogy and has pursued it as a hobby for a number of years. She wants to be able to design a beginner’s course on genealogy to put on a website but doesn’t know where to start in terms of the technicalities of planning lessons and courses. She contacts a local teacher training provider and discusses her needs. She is advised to complete a PTLLS course and, because she is not currently teaching or training, this is the only option open to her. She completes the course and learns the basics of teaching and learning which enables her to consider planning and delivery and the importance of meeting individual learner’s needs. The course gives her the confidence to set up her introductory course.

Case study 2

Paul is a radiographer. He is not required to teach trainees on a full-time basis but he does train new radiographers in health and safety on an ad hoc basis. Paul’s employer believes that a CTLLS course would benefit him and prepare him more technically in planning and delivery of sessions and also supporting trainee radiographers on a one-to-one basis. On completing the CTLLS course, Paul feels more equipped and qualified to conduct this role and is considering moving into full-time training so he can then complete his DTLLS qualification.

Case study 3

Amir has been a plumber for 20 years. He has decided that he would like a career change and applies for a job at a local FE college as a lecturer in plumbing. He is accepted for the post but is told that he will need to complete his DTLLS. Amir has no teaching experience so he relies on his vast experience as a plumber to be a subject expert in the classroom. He realises that there is more to teaching than just knowing the subject. As he progresses through his DTLLS qualification, his confidence increases in terms of planning, delivery, assessment and all of the wider issues that encompass teaching in the lifelong learning sector. On completion of the DTLLS, he went through professional formation and was conferred by the IfL for QTLS status.

FE colleges and training agencies mainly run awarding body provision of PTLLS/CTLLS and DTLLS which can be completed at Level, 3 or 4 (PTLLS and CTLLS) or at Level 5 for DTLLS. However, if you are a graduate, you can complete a higher level qualification at an HEI that can offer the awards at Level 6 and, possibly, optional units at Level 7.
Being a professional teacher

Activity

• What is a ‘profession’?
• What does it mean to be a ‘professional’?
• Are you a professional?
• What is it that makes you professional – is it education, experience, values or attitudes?

The meanings and expectations of ‘profession’ and ‘professionalism’ are somewhat fluid. Traditionally, the notion of the ‘professional’ carried with it some powerful but unspoken associations. These included the idea of ‘entry’ to the professions being dependent on specialist knowledge and skills, professional autonomy, authority and altruism. Professionalism also implied virtuous behaviour. The professions, and entry to them, were strictly regulated by professional bodies, organised and run by members of that profession. Those discovered to have behaved inappropriately were liable to be ‘struck off’. Lea et al. (2003: 60) state:

Textbook definitions of professional usually include a combination of the following characteristics; long training programmes in specialist knowledge; an ethic of altruism; autonomous work practices and the presence of a professional body.

Furlong (1998) echoes this, arguing that traditionally the foundations of professionalism have been based on the three themes of information, autonomy and responsibility. The information theme suggests that becoming a professional involves extended periods of study, for example, studying for a degree or higher qualification, leading to substantial specialist knowledge and understanding. Typical examples of this would be the study and subsequent training undertaken by doctors, accountants, lawyers and teachers. This definition assumes that people who have not completed this level of study could never gain or demonstrate the necessary knowledge to call themselves professionals. Once this knowledge has been gained, professionals are granted autonomy by the government and, more widely, by society to practise their professions. The third theme is responsibility. A doctor, for example, demonstrates responsibility by acting within a set of appropriate professional values, based on professional judgement. Importantly, they always act impartially and independently, not on behalf of a third party such as a government. Furlong (1998) now argues that in the FE and LLS arena, these three themes that once defined a professional are now being gradually eroded by bureaucracy, reduced funding and an agenda of targets, control and accountability.

If we accept the above as the defining characteristics of professionalism, to what extent can we apply them to teachers in the lifelong learning sector? How relevant is
the notion of ‘extended study’ today? Does a two-year, part-time diploma course equate to a period of extended study? Gleeson and James (2007) offer an alternative to the traditional notion of professionalism, suggesting that specifically in FE people are becoming ‘learning professionals’ who work in both academic and vocational settings where the environment is more complex but where the period of extended study is substituted for more practical ‘on the job’ experience.

**Activity**

Randle and Brady (1997: 231) suggest that professionalism in education includes the following:

- The primary importance of student learning and the teaching process
- Maintaining loyalty to students and colleagues
- Expressing concern for academic standards
- Recognition of teachers as experts
- Resources for education being made available on the basis of educational need
- Some elements of autonomy being essential
- Quality being assessed on the basis of inputs and processes
- Maintaining a spirit of collegiality.

To what extent do you agree with these characteristics? Do they reflect your own perceptions of yourself as a professional?

**Professional rights and responsibilities**

The notion of rights having concomitant responsibilities is a key theme in social and political ideas. We have become, according to some commentators, a society that expects to have rights but is less keen to accept the responsibilities which come with them; this applies to us as professionals in the lifelong learning sector. It might be helpful to break this down a little further into an evaluation of our rights and responsibilities as teachers. Table 2.1 outlines some of the rights and responsibilities that could be associated with teaching in the lifelong learning sector. You must also read the professional values underpinning the LLUK standards for teachers in the sector.

**New role of the LSIS**

On 1 April 2011, the LSIS acquired the standards and qualifications aspect of LLUK as part of their remit. The LSIS defines itself as ‘the sector-owned body that aims to accelerate the drive for excellence in the learning and skills sector, building the sector’s own capacity to design, commission and deliver improvement and strategic change’ (LSIS 2011). The standards and qualifications for the lifelong learning sector are
conducted by the LSIS’s Qualifications and Skills Team which has the responsibility for the standards, qualifications and strategic oversight of the further education and skills workforce in England.

One of the most useful aspects that has transferred from LLUK to LSIS is the Information and Advice Service. This allows anyone with questions concerning qualifications in the sector to contact a member of LSIS who will reply to any query. In my experience, this has always been a very useful point of contact, no matter what your role is in the sector. The contact address is lluk.advice@lsis.org.uk.

LSIS has also recently relaunched the Excellence Gateway which is a comprehensive source of information and resources for lifelong learning teachers and anyone connected to it. It provides a wealth of information and resources on all aspects of teaching and learning, support, news and research. I would advise it to be a favourite in any teacher’s bookmark list!

**Further reading**


**Websites**

Institute for Learning (IfL) www.ifl.ac.uk.

LSIS (Learning and Skills Excellence Gateway) www.excellencegateway.org.uk/

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**Table 1.1** Professional rights and responsibilities in the lifelong learning sector.

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<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tr>
<td>Respect as a professional in our chosen field.</td>
<td>Engagement with scholarly activity relating to either pedagogy or subject specialism.</td>
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<td>Autonomy to prepare, plan and deliver teaching sessions.</td>
<td>Provision of relevant and timely CPD.</td>
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<td>Commensurate pay and conditions.</td>
<td>Display appropriate conduct and behaviour towards students and colleagues.</td>
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<td>A voice at local and national level.</td>
<td>Engagement with relevant industry and educational bodies including the IfL.</td>
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<td>Status in the eyes of a community and wider society.</td>
<td>Commitment to an appropriate level of qualification.</td>
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<tr>
<td>Support from colleagues, managers and government.</td>
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