



York Consulting



Skills for Learning Professionals

EVALUATION OF THE TESTS AND TRIALS OF THE INITIAL AWARD

“PREPARING TO TEACH IN THE LIFELONG LEARNING SECTOR” (PTLLS)

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ACRONYMS

Accreditation of prior learning	APL
Adult and community learning	ACL
Association of Colleges	AOC
Association of Learning Providers	ALP
Awarding bodies	ABs
Awarding institutions	AIs
Centres of Excellence in Teacher Training	CETT ^s
City and Guilds	C&G
Continuing professional development	CPD
Chartered Institute for Personnel and Development	CIPD
Department for Education and Skills	DfES
Equipping our teachers for the future (DfES 2004)	EOT
Further education	FE
Guided learning hours	GLH
Higher Education Funding Council for England	HEFCE
Higher Education Statistics Agency	HESA
Higher education institutions	HEIs
Initial Teacher Training	ITT
Institute for Learning	IFL
Lifelong Learning UK	LLUK
Learning and Skills Council	LSC
National Institute of Adult Continuing Education	NIACE
Office for Standards in Education	OFSTED
Preparing to Teach in the Lifelong Learning Sector	PTLLS
Quality Improvement Agency	QIA
Qualifications and Credit Framework	QCF
Qualifications and Curriculum Authority	QCA
Qualified Teacher, Learning and Skills	QTLS
Standards Verification UK	SVUK
University and College Union	UCU
Work based learning	WBL
Workers' Educational Association	WEA

EXECUTIVE SUMMARY

1. The reform of initial teacher training for the learning and skills sector is outlined in the DfES policy paper “Equipping Our Teachers for the Future” (EOT) (DfES 2004) as key to the delivery of Success for All (DfES 2002). EOT tasks Lifelong Learning UK (LLUK) as the sector skills council responsible for setting new standards and the development of credit and unit-based qualifications leading towards Qualified Teacher, Learning and Skills (QTLS) status. New professional standards for teachers, tutors and trainers in the lifelong learning sector were developed from June 2005 to April 2006. From these standards a new introductory award, described as a ‘*passport*’ to teaching in EOT was developed, now known as ‘Preparing to Teach in the Lifelong Learning Sector’ (PTLLS).
2. PTLLS is the first qualification in the teacher¹ qualifications framework. In England from September 2007, all new entrants to teaching in the sector will be required to complete PTLLS and a qualification appropriate to role. These qualifications are being developed in collaboration with awarding institutions who will deliver the award through their partner centres. The target audience includes the whole of the learning and skills workforce: further education (FE) and higher education (HE), work based learning (WBL) and Adult and Community Learning (ACL) providers.
3. Key to the reform of initial teacher training is effective and collaborative quality assurance following OFSTED (2003) recommendations. Standards Verification UK (SVUK), a wholly owned subsidiary of LLUK, has been tasked with the role of endorsing and monitoring initial teacher training qualifications. The quality and appropriateness of new qualifications and quality assurance systems for new qualifications is being tested and trialled from September 2006 to September 2007.
4. LLUK commissioned York Consulting Limited (YCL) to undertake an evaluation of the first tests and trials of PTLLS to inform future developments. The **objectives** of this study are to:
 - determine how PTLLS fits in with existing similar provision and practices;
 - establish the issues arising for teachers, learners, and managers in the different learning environments of the tests and trials;
 - produce a report with key recommendations for further development of PTLLS.
5. The **methodology** was designed to reflect the emphasis placed on partnership working in the development of PTLLS. It included desk research of similar provision,

¹ ‘The word ‘teacher’ is used throughout as a generic term for teachers, tutors, trainers, lecturers and instructors in the learning and skills sector.

telephone interviews with key stakeholders, interviews with five higher education Institutions (HEIs) and five awarding bodies (ABs), case study visits to a representative sample of seven providers, and analysis of profiling information of learners. Consultations took place between September and December 2006.

6. **Overall**, this evaluation has found that introducing an award that will be recognised nationally and that will give teachers in the sector the basic tools for teaching and learning has been welcomed as a positive step forward by the sector. There is overall satisfaction with the method of development and the content of the award. Some concerns were raised regarding microteaching and how recognition and Accreditation of Prior Learning (APL) will work in practice.
7. In general, delivering PTLLS at minimum **level 3** with 6 credits is seen as a “*good compromise*” between content and accessibility. **Delivery modes** are varied and therefore likely to address a heterogeneous demand after the roll-out. There is debate around delivering PTLLS at levels higher than 4. There is the need to make it accessible for those learners for whom, a level 3 award is challenging, while making it attractive to those with higher level qualifications.
8. It was found that continued strong partnership working between awarding institutions (AIs) and LLUK is key to ensuring the success of a credit-based system, that allows credits gained at either HEIs or through ABs to be transferred.
9. There is lack of consistency in terms of **needs assessments, support available for trainees, mentoring and information and guidance** (especially about future career and employment options). These inconsistencies highlight the need for comprehensive guidance to filter from both awarding institutions to delivery centres, to ensure that the learning experience that different learners receive is high quality and consistent.
10. As a result of this evaluation, the three main recommendations are:
 - a focus on **information and dissemination**, to prevent and solve confusion concerning the aims of the award, demands, progression within the framework, accreditation and recognition of prior learning, and funding;
 - regarding **content**, the proportion of microteaching and self-directed learning needs to address feedback concerned with managing the delivery of legislative issues within the recommended contact time indicated for PTLLS;
 - ensuring that learners receive a minimum level of **support** (mainly in terms of careers/employment advice and ongoing mentoring), to ensure standards are high and consistent across providers, which in turn is likely in many cases to require a culture change, achievable through disseminating the benefits of mentoring and support to the learners’ experience.

1 INTRODUCTION

1.1 Lifelong Learning UK (LLUK) commissioned York Consulting Limited (YCL) to undertake an evaluation of the tests and trials of the initial award “Preparing to Teach in the Lifelong Learning Sector” (PTLLS) (see **Appendix A**), in order to inform future developments. The **objectives** of this study are to:

- determine how PTLLS fits in with existing similar provision and practices;
- establish the issues arising for teachers, learners, and managers in the different learning environments of the tests and trials;
- produce a report with key recommendations for further development of PTLLS.

1.2 The **methodology** was designed to reflect the emphasis placed on partnership working in the development of PTLLS and included the following stages:

- desk research including eight telephone interviews with key stakeholders, and desk-based research into similar provision (September/October 2006);
- interviews with five higher education institutions (HEIs) and five awarding bodies (ABs) (September/October 2006);
- case study visits to seven test and trial centres (November/December 2006);
- analysis of profiling information about learners across test and trial centres, where provided (December 2006);
- reporting (December 2006).

1.3 Indicative topic guides are included in **Appendix B**.

1.4 The **organisations consulted** at the desk research stage were:

- Association of Colleges (AOC);
- Standards Verification UK (SVUK);
- Workers’ Educational Association (WEA);
- University and College Union (UCU);
- Qualifications and Curriculum Authority (QCA);
- Association of Learning Providers (ALP);
- National Institute of Adult Continuing Education (NIACE);
- Adult and Community Learning Provider (as part of HOLEX network).

1.5 **Table 1.1** highlights the constituency spread per region of participation in the first phase of the PTLLS tests and trials.

Table 1.1: Breakdown of Tests and Trials Participating Providers by Constituency and Region	
Region	Constituency
East of England	1 ACL, 1 FE, 1 WBL
North East	2 FE
North West	1 ACL, 2 FE, 2 WBL
East Midlands	1 ACL/YOUTH WORK
West Midlands	2 FE, 1 JUSTICE, 1 HEI, 1 WBL
Yorkshire and Humberside	2 FE, 1 HEI, 5 WBL
London	1 FE/ACL
South East	1 ACL, 1 FE, 1 HEI
South West	1 ACL

1.6 A profile summary of all case studies covered is included in **Table 1.2** below:

Table 1.2: Case Study Summary					
Case Study	Region	Provider Constituency	Constituency Target	Delivery Model	Pre/In-Service
A	Midlands	HEI	All, mainly FE	Embedded in PGCE	Pre-service
B	North	HEI	All, mainly FE	Embedded in PGCE	In-service
C	National	AB (ACL)	ACL	Current: 2 * 2-day blocks+1 microteaching day + ½ day support Future: 3 x 2-day blocks Also: 5-day residential	In-service, mainly non-teaching roles
D	North East	AB (FE)	All	12 weekly evening sessions	Mainly pre-service
E	Midlands	ACL	ACL	Monday -1/2 day for 20 weeks; Thursday evening - 3 hours for 20 weeks; Friday, day - long class for 10 weeks.	Pre-service
F	East	WBL	All	Flexible delivery with monthly meetings	In-service
G	North West	AB (FE)	Mainly FE	2.5 hours twice a week for 30 weeks	Pre-service mainly

1.7 Case study centres were selected to ensure both a constituency and geographical spread, and coverage of various delivery modes.

1.8 The main **limitations** in undertaking this evaluation were:

- uncertainty regarding course start dates and delayed enrolments (mainly due to funding and communication issues), which led to some difficulty in arranging visits. Seven case study visits were carried out, though eight were initially planned to include further coverage of centres offering PTLLS in the context of workbased learning;
- difficulty in collecting enrolment data (due to a low response rate and lack of readily available relevant data);
- lack of internal moderator and external verifier reports, which could have enabled further evaluation of the quality of the award and comparison between providers.

1.9 The remainder of this **report is structured** as follows:

- **Section 2: Background** – this section presents the rationale for the award and introduces PTLLS within the wider national policy context;
- **Section 3: PTLLS and Other Provision** – this section compares PTLLS to other existing similar provision;
- **Section 4: Developing PTLLS** – this section focuses on the process by which PTLLS was designed and tested/trialled;
- **Section 5: Key Issues** – this section explores the main issues emerging from the consultations, distinguishing between the perspectives from the different LLUK constituencies;
- **Section 6: Addressing Sector Needs** – this section evaluates the extent to which the initial award adds value to the sector by responding to its demands;
- **Section 7: Conclusions** – presentation of condensed findings from the sections above;
- **Section 8: Recommendations** – summary of recommendations to LLUK based on the evaluation evidence.

2 BACKGROUND

- 2.1 LLUK, the sector skills council for the learning and skills sector, has been tasked by the Department for Education and Skills (DfES) with taking forward the reform of initial teacher training in the lifelong learning sector. Initial teacher training is critical for the delivery of Success for All, and economic development more widely, through impact on professional development and learner outcomes².
- 2.2 From September 2007, all new entrants to teaching in the sector will be required to complete a new award (PTLLS), which will prepare them to teach in the sector. It will be mandatory for anyone who teaches in publicly funded provision. Those staff for whom teaching/tutoring/training is their major role, will be required to progress to a further qualification appropriate to the role. New qualifications are being developed based on the new professional standards for teachers, tutors and trainers in the lifelong learning sector and are part of the teacher qualifications framework. The DfES has committed £30m of extra funding from September 2007 to support the reforms to initial teacher training, in addition to existing Higher Education Funding Council for England (HEFCE) and Learning and Skills Council (LSC) funding.
- 2.3 PTLLS is an introductory award of 6 credits, where 1 credit is equal to 10 hours of learning. Initially called the ‘passport’ (DfES 2004), it is intended to include around 30 guided learning hours and 30 self-directed learning hours offered at minimum level 3. The initial award confers a threshold status to teach. PTLLS has been developed in collaboration with awarding institutions as a stand-alone award at levels 3 and 4 or can be embedded in larger qualifications and offered at higher levels. LLUK aims to develop mutually recognised qualifications where credit is to be transferred nationally across institutions and constituencies.
- 2.4 It is proposed that there will be a Certificate at levels 3/4 for a teacher with limited responsibilities, the ‘Associate Teacher’. A teacher in the full role will be required to obtain the (minimum) ‘Level 5 Diploma in Teaching in the Lifelong Learning Sector’, leading to QTLS status. Guidance is being developed at the moment around who will require these qualifications.

² This is set out in “Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector” (DfES 2004)

- 2.5 New teachers will be required to register with the Institute for Learning (IfL)³, to achieve a recognised teaching qualification at the appropriate level within five years and to undertake Continuing Professional Development (CPD) throughout their career to maintain their licence to practise. QTLS aims to raise the status of teachers in the sector and contribute to the wider reforms and professionalisation of the lifelong learning sector workforce.
- 2.6 A range of initiatives is being developed to encourage CPD and continuous support for those entering the sector, including the DfES mentoring and Individual Learning Plan (ILP) pilots developed under Strand 2 of Success for All. These pilots have involved the development of materials modelling good practice and are available to practitioners via the Quality Improvement Agency (QIA) website⁴. Strand 3 is that outlined in EOT (DfES 2004) and guides the teacher qualifications framework developments. The Strand 2 pilots aim to identify good practice and lead to a new focus on initial assessment and continued support for the learner, to accompany new qualifications from September 2007.
- 2.7 At the time of undertaking this research, developments around PTLLS are ongoing. The level 3 and 4 PTLLS have been finalised. SVUK has endorsed PTLLS for all the Awarding Bodies (ABs) involved in the tests and trials, and level 3 PTLLS has been accredited by the Qualifications and Curriculum Authority in the Qualifications and Credit Framework (QCF), a unit and credit based framework. PTLLS is the first qualification to be accredited in the new QCF. SVUK has given interim endorsement to all programmes evaluated in the tests and trials.
- 2.8 LLUK was asked to work with the QCA in the development of the QCF (DfES 2004). It is important to note that the QCF is intended to eventually replace the National Qualifications Framework (NQF) and will be trialled from 2006, prior to full implementation in 2008. The QCF responds to the need for flexible qualifications for the sector. It is intended to be different to the NQF by being more responsive to employer and learner needs and is underpinned by a system of credit accumulation and transfer, designed to recognise a wider range of learner achievements than the NQF. It is intended to articulate with other UK and European credit frameworks and aligns with government commitments to FE and the 14-19 White Paper.

³ The Institute for Learning is the professional body for teachers, tutors and trainers in the learning and skills sector

⁴ <http://excellence.qia.org.uk/>

2.9 Awarding bodies offering initial teacher training qualifications need permission from the QCA to operate within Sector 13.1 (Teaching and Lecturing). Of the 24 ABs operating in Sector 13.1⁵, five volunteered to participate in the development of the teacher qualifications. Institutions participating in the tests and trials expressed interest following advertisement published by LLUK. Awarding bodies then selected the centres with which to work, with selection approved by LLUK. Institutions were expected to meet the following criteria:

- demonstrate established quality of provision, e.g. through gaining at least Inspection Grade 2;
- have a guaranteed intake of new learners from September 2006;
- have established and sound quality assurance and tracking procedures;
- ensure full commitment to the trials;
- attend briefing events as necessary;
- contribute to evaluations, including sharing statistical data where required.

2.10 An open invitation to all HEIs offering initial teacher training (post-compulsory) in England was published on the LLUK website inviting them to participate in a forum to advise and contribute to development of the teacher qualifications framework. HEIs participating in the tests and trials of PTLLS volunteered to take part and agreed to provide information contributing to this evaluation.

2.11 There are 7 ABs and 51 HEIs⁶ endorsed by SVUK to provide initial teacher training (ITT) in England for the learning and skills sector. Of the 42,223 candidates registered on post-compulsory ITT in 2004/2005⁷, 18,896 learners registered on courses in AB centres and 23,327 in HEIs. Initially, there were 32 AB led-centres and 5 HEIs participating in the tests and trials, with an intended 1,000 learners. Difficulties with implementation of the tests and trials have meant that this number has been reduced to approximately 400 learners involved in this first phase.

2.12 It must be highlighted that when the evaluation started, the tests and trials were at an early stage and most PTLLS programmes had only just started. The tests and trials aim to improve the qualification for future roll-out. A second phase of tests and trials will commence in January 2007. The second phase will be informed by this evaluation and will involve PTLLS and further qualifications in development.

⁵ (as listed on the National Database of Accredited Qualifications:

<http://www.accreditedqualifications.org.uk/SectorSubjectAreaSearch.aspx>)

⁶ http://www.lluk.org/svuk/documents/svukdocs/rpt_current_endorsed_qualifications_in_england.doc

⁷ See HESA SR and the LSC ILR in SQW 2006.

3 PTLLS AND OTHER PROVISION

- 3.1 This section first presents the findings of the comparison of PTLLS with similar provision before introducing other initial teacher training qualifications.
- 3.2 It has emerged from the desk research that the main provision comparable to PTLLS are induction programmes and the City and Guilds (C & G) 7302 Introduction to the Delivery of Learning Award.
- 3.3 There is a perception among stakeholders that PTLLS is based on C&G 7302. Only a small number of stakeholders consulted actually referred to smaller induction-type provision.
- 3.4 **Table 3.1** below summarises the findings when comparing PTLLS with induction-type provision and the C&G 7302 award.

Table 3.1: Comparison with Similar Provision		
Qualification	Similarities with PTLLS	Differences from PTLLS
Induction Provision	Induction provision has been created to address the need to train teachers in different constituencies (particularly in ACL and WBL). This provision similarly equips learners with a basic understanding of teaching and learning. Usually such provision is small and accessible. Examples of this provision include induction programmes run by local government for ACL staff.	More specific qualifications do not address the needs of the whole sector – their transferability is limited. They do not “count” in terms of national endorsement. Induction provision run by employers does not give learners the chance to reflect and to interact with a diverse group of peers. Needs assessment and mentoring is not specified and can be inconsistent, depending on the willingness of employers and time constraints within which they work.
C&G 7302	Both are short, introductory qualifications that do not require previous experience of teaching or a set number of	PTLLS covers more aspects of the role, including elements of legislation, diversity, and institutional policy.

Table 3.1: Comparison with Similar Provision		
Qualification	Similarities with PTLLS	Differences from PTLLS
	teaching hours.	PTLLS enables progression, given that it is on the QCF and leads to QTLS. PTLLS will be a statutory requirement

3.5 Stakeholders highlighted other related provision that, whilst not directly comparable to PTLLS, also populates the market for initial teaching training qualifications. These include:

- Teaching Adult Learners (C&G 7307);
- Certificate in FE Teaching (C&G 7407);
- Level 3 Certificate in Training Practice (CIPD);
- Postgraduate/Professional Certificate in (Post-Compulsory) Education (PGCE).

3.6 These qualifications are much larger than PTLLS and intended for teachers who could start with the initial award and then move on to a qualification appropriate to their role. A summary of similarities and differences with PTLLS is included in **Appendix C**.

3.7 **Table 3.1** above shows that PTLLS includes the positive features of other provision (such as accessibility and coverage) while addressing the wider needs of the sector as a starting point to initial teacher training. It was not suggested by any consultees that PTLLS either duplicates other qualifications or replaces other provision that could work just as well.

3.8 It is perceived that PTLLS will bring additional value to teacher training in the sector, for the reasons summarised in the box below.

PTLLS: Value Added

- PTLLS provides a minimum consistency across all sub-sectors and nationally and consolidates initial teaching training within a wider qualifications framework;
- it will equip teachers with the basics of teaching and learning;
- it is the “logical route” for smaller organisations, who could not deliver their own qualification (such as in ACL);
- the level, size and content are optimal for an initial award;
- it is adequate for those for whom teaching is not their main activity;
- for those who are unsure about teaching as a career, it will provide them with a better awareness to make an informed decision;
- it can be done without any teaching experience, solving the current situation in some courses such as the C&G 7407, by which it is not possible to enter teacher training without teacher experience, while it is very difficult to get experience without being engaged in training;
- stakeholders agreed that because it requires a small commitment in terms of contact hours, it is achievable for a larger number of learners across different constituencies.

4 INITIAL OBSERVATIONS

- 4.1 The tests and trials have generally been received positively by national stakeholders, who understand their importance within the wider ITT reforms. In addition, there is an appreciation of the way in which PTLLS has been developed based on partnership working and consensus. The freedom (for example with regards to assessment methods and delivery modes) given to ABs was valued and recognised as an “*excellent model*”.
- 4.2 The broad view is that new staff will welcome PTLLS because it will:
- offer them the chance to explore whether they want to pursue a career in teaching;
 - equip them with the basics to undertake their tasks, increasing confidence and quality.
- 4.3 Future teachers, who are aware that a qualification will be required, welcome the accessibility of PTLLS. Some stakeholders suggested that an award at an early stage can encourage “*appetite*” for continued learning, which can enhance prospects for career progression.
- 4.4 There is recognition however that existing staff on the ground might not be fully in favour of PTLLS because “*staff might see it as an imposition*”⁸ due to pressure on finances and time. It is unlikely, however, that the requirement to undertake PTLLS from September 2007 will mean that existing, unqualified staff will leave the sector as PTLLS is a small qualification and there are stronger disincentives (such as pay and conditions of work). Since the award is aimed mainly at new entrants, the qualification of existing staff is not necessarily a primary concern. There is, however, confusion in the sector regarding whether existing unqualified staff will be required to complete the qualification. This may be solved by a definition of who will need to take the award in upcoming DfES legislation. During this tests and trials year, it is intended that existing qualifications will be credit-rated to determine their comparable value within the framework and facilitate the development of APL routes and recognition.
- 4.5 Stakeholders valued the opportunity to test out the award and identify areas for improvement. There is general recognition that these are very early stages and that weaknesses or limitations will be identified and solved.

⁸ A comment made by a national training coordinator (ACL).

- 4.6 The process of engaging with the tests and trials was sometimes seen as "*very last minute*". This is mainly in relation to getting guidelines for submitting applications for interim endorsement and subsequently receiving a response. This is also linked to the problems around funding explored below and the very nature of a tests and trials phase.
- 4.7 There is a concern that there has been a "*long slow process of implementation*", which means there is a prolonged transition from one award to the next. This can create a "*vacuum*", in particular regarding an appropriate qualification or what is required for QTLS status. However, the extensive consultation process in the sector to create a qualification 'fit for purpose' was highly valued. Most stakeholders appreciated that the complexity and diversity of the sector leads to the need for consultation and negotiation, which can lengthen the implementation process. The tests and trials of the Certificate from January 2007 may solve the uncertainty regarding progression routes.
- 4.8 The QCA felt that the process for accreditation of the award worked smoothly. The flexibility and co-operation of ABs in this process was appreciated, even though the systems that will be in place for the roll out are not in place for the tests and trials. The initial award has been accredited as the first unit and qualification in the QCF, though the QCF will not be fully implemented until 2008.
- 4.9 A major issue emerging from the interviews appears to be **funding** in terms of timing, level, information and future availability.
- 4.10 When courses started in September 2006, funding was not in place, which caused problems across centres. Consultees perceive that this is due to a combination of (a) the complex nature of the QCA contract (b) delayed LSC work and (c) lack of communication between local and national LSC. It is possible that changing personnel and the disbanding of the DfES Standards Unit also led to gaps in communication with regard to implementation of government policy, which is likely to have affected the perceptions mentioned above. This timing issue has in part limited the number of tests and trials that some providers were willing to engage in. Stakeholders recognised the efforts from LLUK to lobby the LSC to ensure that tests and trials could be initiated.

- 4.11 Funding was a key concern for both ABs and HEIs. ABs have seen their centres' involvement in the tests and trials limited because of lack of funding from LSC and lack of funding information from LLUK. LLUK advised that this is due to a number of factors: funding for the implementation of new qualifications was not planned for release until September 2007 (DfES 2004). The LSC funds provision according to the number of guided learning hours (GLH) involved and has not yet established a mechanism for credit and unit based funding. Given that observed microteaching is not included in the GLH, funding was seen as insufficient to cover the staffing demands of the PTLLS, particularly in relation to that for existing provision. LLUK also worked closely with the LSC to devise funding mechanisms to support the test and trial centres.
- 4.12 Partnership work with employers (mainly colleges) is seen as key for HEIs (so as to enable fee and market sharing), and they are debating internally how much to charge per module and how to deal with internal registration fees. These issues may have undermined the constructive messages from the tests and trials.
- 4.13 Future funding of the qualification for the wider roll-out is also of concern. As noted in the background, an additional £30 million (DfES 2004) has, however, been ring-fenced for the ITT reforms, on top of HEFCE and LSC funds from September 2007. A key issue raised in consultation, however, is how and who will fund the course for new and existing part-time staff and those on short-term contracts (particularly in ACL). Some stakeholders have indicated that if PTLLS will be a requirement pre-entry, funding should be in place so that candidates are not expected to pay for their studies before or just after joining the sector.

5 KEY ISSUES

5.1 This section explores the key issues emerging from the consultations and can be broadly grouped under the following categories:

- **Entry Requirements and Needs Assessment** – the entry requirements across different providers as well as needs assessments at different stages, are explored. Issues around recruitment and pre-course information are briefly introduced;
- **Support for Learners** – examples of mentoring and support for learners are discussed and their link to the CPD needs of teacher trainers;
- **Content** – the content and size of the qualification is investigated in detail, including a focus on the microteaching element, as well as the importance of experienced and flexible teachers, in terms of tailoring both content and assessment;
- **Level** – perspectives on the level of the qualification and its suitability are explored in detail;
- **Delivery** – delivery modes across providers and approaches to attracting learners, learner motivations, information and guidance, and quality assurance are compared;
- **Awarding Institutions and PTLLS** – comparing the development of PTLLS in ABs with HEI centres, and the SVUK endorsement process;
- **PTLLS as a Preparation for Teaching** – evaluation of the extent to which different stakeholders believe that PTLLS prepares different groups of candidates to teach across different constituencies.

Entry Requirements and Needs Assessment

- 5.2 **Entry requirements** for the tests and trials depend on the way in which the award is being delivered. As a stand-alone initial award, the only requirement, if any, is a good command of written and spoken English, sufficient to be able to aim to produce assignments at level 3. Where it is delivered in tandem or embedded into a larger qualification, entry requirements are normally the same as for the linked qualification. In-service learners have already been selected by employer recruitment processes.
- 5.3 As the entry requirements for the award are minimal, initial **needs assessment** in terms of skills for life needs may be important, especially considering that passing level 2 external tests in language, literacy and numeracy may become a requirement of QTLS in September 2007 (DfES 2004). Case studies have shown, however, that needs assessment is not necessarily planned or a priority. Needs assessment is sometimes not carried out, sometimes carried out pre-registration and sometimes alongside the first few contact hours of the programme. Where undertaken, needs assessment normally consists of an interview and/or a test and/or a written assignment. The two examples below demonstrate different practice and perspectives:
- in one case study visit there was intense debate around the rationale for needs assessment. It was argued that since PTLLS should be accessible for all, there is no justification in undertaking needs assessment as part of the recruitment process for the course. Needs assessment to outline support for learners was, however, valued, although it was recognised that addressing needs in intensive courses was difficult. A number of consultees in this case study visit thought that if an employee is not ready for PTLLS at level 3 (with no formal requirements) then it is an issue for their human resources department, rather than for the PTLLS course delivery team;

- a different group of learners understood needs assessment as a tool to identify and support needs, rather than as a test of competency. Their point was that initial needs assessment can determine if someone can be expected to perform at level 3, especially regarding assignments. They argued that a candidate could have a vocational level 3 qualification but lack literacy skills to write assignments at that level. One course leader argued that, if this were the case, flexible assessment methods should accommodate those needs. For example, individuals who may not be able to write an assignment at level 3, should be given the chance to produce oral assignments. This is particularly relevant for those working in adult and community learning. The case of football coaches working with young people, who are very competent in their area, but not necessarily prepared for a level 3 award in “academic” terms was quoted as a situation where initial needs assessment would support the course leader to redevelop the way in which they deliver and assess the course. In a way, it was felt that *“this [PTLLS] is your initial assessment”*.

Support and Mentoring for Learners

- 5.4 Linked to needs assessment is the issue of providing **support** for needs identified, which includes skills for life support, careers/employment advice, facilities (ICT/library), and mentoring. Even where needs assessments are carried out, the scope for providing support is usually limited by the short nature of the course. There is recognition however, that it is possible for the course to be “tweaked” to reflect these needs in terms of delivery and/or assessment for example, focusing more on oral delivery/tasks if there are literacy needs identified. When the course is delivered over a longer period of time⁹, there is more scope for addressing specific needs.
- 5.5 Another key issue related to support is the great disparity across providers in terms of availability, accessibility and quality. In one case study visit, learners felt strongly that support was very poor and that they felt “lost”, both pre-entry and during the course, when seeking information, for example, on career opportunities. In another case study visit, however, the learners praised the services available to them, especially the considerable and frequent support received from teachers. This indicates that the culture of support may be stronger in some constituencies than others, but there is no evidence to suggest regional variation patterns.
- 5.6 As was the case with general support, **mentoring** varied considerably across providers, with some providing no mentoring support, to some providing informal mentoring and some having developed more formal arrangements. Good practice examples are summarised in the box below.

⁹ For a description of alternative delivery models, see **Table 1.1**

Good Practice Examples – Support and Mentoring

Case Study A [HEI]: The teachers have a very hands-on approach to the course and make themselves available for learners to reach them when required. When visiting, the evaluators could see learners informally approaching staff in their offices for support with assessment tasks, guidance on specific topics, or informal discussions on professional development. Teachers had on their doors timetables with their weekly availability, which made it easier for learners to know to contact when. Teachers also seemed aware of personal factors that impacted on learning (such as a relative’s illness). This pilot group of PTLLS learners will be evaluated when they start practising, in order to evaluate how their practical needs have been addressed by the course.

Case Study B [HEI]: Learners praised the availability and support received from the teachers in formal and informal mentoring. They had regular email contact and felt they could approach the teachers anytime for advice. The course leader explained formal mentoring for learners, even where a learner leaves the course, in order to ensure professional support and guidance throughout the learning experience. This enables learners to be more reflective about their practice. This also ensures that the institution and the learner work together in the process towards continuing learning to achieve (or aspire to achieve) QTLS.

Case Study C [ACL]: Assignment support teachers are available rather than mentors; learners have the right to access three tutorials with their teacher during the course. In practice, some learners will not need any tutorials, some will use their allotted three, and some will use more than three. This provides a good balance for the group as a whole. Teachers are also available to learners by telephone throughout the week.

- 5.7 Evidence from case studies to date, suggests that mentoring is stronger in HEIs than colleges or other types of providers. Embedding PTLLS in longer HEI courses makes it more feasible to provide support and mentoring based on individual learning plans. Moreover, there is a perception that more HE staff are on site more often than ACL and FE staff. Evidence suggests that mentoring depends on culture of the constituency rather than on the size of the group.
- 5.8 Full-time work and other commitments make it difficult for some part-time learners to access support. For example, a group of learners expressed dissatisfaction with the fact that the careers service and other support services at their centre are not available in the evening when they attend the course.
- 5.9 The reasons for providing mentoring tend to reside in the ethos of the provider and their belief in mentoring as a tool to enhance the learning experience. If there is no mentoring, it is usually because of time and budget constraints, and possibly also because of a lack of awareness or understanding of its benefits.

- 5.10 **Employer support** for the award and CPD in general varies enormously. Learners and centre managers explained that, while some employers appear engaged in supporting learners, others were more detached. Some employers had very little or no awareness of the qualification, and learners found it difficult to convince line managers, as well as senior managers, of the value of engaging in the tests and trials, and of the award in the future. One particular provider encouraged learners to seek a mentor from their workplace.
- 5.11 A group of learners suggested during a focus group discussion that this lack of employer support can be overcome by **peer support**. The more PTLLS “graduates” there are, the easier it will be to spread the word and support other candidates, which is easier to do if working for big employers (for example, in large voluntary organisations or large local authorities).

Content

- 5.12 Consultees were unanimously satisfied with the contents of PTLLS. Overall, it is perceived to:
- provide a good basic grounding in teaching and delivering learning without going into excessive detail;
 - prepare learners to plan and deliver lessons, carry out assessments, and understand the wider context in which learning and teaching operate.
- 5.13 There were some questions around the wording of the assessment criteria (such as what is meant by “legislation” and by “different contexts”). One stakeholder thought that interpreting the unit is a “*semantic exercise*”. Giving flexibility to deliver the programme is sometimes perceived as a lack of definition about its contents.
- 5.14 There was strong scepticism from a large number of teachers and course leaders about the **size** of the award, as to whether it will be possible to cover the whole unit in 30 contact hours. Many stakeholders reported that it was difficult to cover the learning outcomes and the minimum observed microteaching within the advised time.
- 5.15 There was considerable discussion across consultees regarding the extent to which consideration of legislation, equal opportunities, and national policy, should be covered within PTLLS. A large group of consultees believed that these legislative issues were positive additions of PTLLS, in comparison to induction-type provision. An equally large group of consultees, however, felt that the focus on these legislative issues should be refined as there is too much to cover at present within the recommended 30 guided learning hours. There was a perception from these consultees that legislative issues could be left for more advanced qualifications or for later CPD. Interestingly, the pattern of debate was not related to constituency or type of stakeholder (national stakeholders, course leaders, teachers, learners).
- 5.16 Overall it appears that the specification gives course leaders and teachers the flexibility to focus more or less on contextual issues, depending on their audience. This was valued by the most experienced teachers, whilst it caused some confusion from those with less experience.

- 5.17 Concerning **assessment** methods, evidence from the consultations suggests that more flexible and experienced teachers are likely to employ a wider range of assessment methods better tailored to specific needs of learners, including oral assessment for those with literacy difficulties. This has implications for the support requirements for course teachers.
- 5.18 **Microteaching** was viewed as extremely positive - "*the best bit of the course*" - because it gives learners the opportunity to reflect, put theory into practice and develop their skills and confidence. However, it was generally felt by both learners and teachers that two microteaching sessions were better than one, to be able to track progress. Organising, delivering and assessing microteaching is time-demanding for teachers and they generally felt that there was not enough time allocated to it, especially with large groups (in these cases, most providers tended to double-staff microteaching).
- 5.19 In the majority of case studies a discussion emerged around whether within a 30-hour course – which is understood to be the minimum requirement but which course leaders find hard to surpass because of internal cost constraints – the focus should be less so on legislative issues and more so on microteaching. This was the general agreement, although a number of learners with some experience in teaching or training felt that being updated on contextual issues was more valuable to them than doing practical microteaching, which some of them do on a daily basis as part of their jobs.
- 5.20 Related to microteaching was the need to focus more on behaviour management and class discipline, which was mentioned in two case studies as a potential area to develop in the PTLLS specification.
- 5.21 There are questions about how **APL** and **recognition** will work from September 2007. This is particularly important considering that it was reported that there are around 20,000 people who are C&G 7302 qualified. Since this qualification is perceived to be similar to PTLLS, there is an expectation that recognition will be given for those who have achieved this qualification.
- 5.22 Although it is recognised that PTLLS is a generic starting point for initial teacher training, some stakeholders were concerned about contextualising the award to reflect the considerable diversity in the sector. Again, more experienced teachers are more likely to tailor this context to suit learners from different constituencies than less experienced ones.

Level

- 5.23 Developing the initial award at minimum level 3 is generally regarded as appropriate. This is because it provides an achievable initial qualification for those for whom teaching is not the main activity, while opening up career opportunities for those who would like to progress further. As Figure 5.1 indicates, a large proportion of learners participating in the tests and trials have a level 3 qualification as their highest qualification level. The Level 3 PTLLS is also attractive for part-time staff, many of whom have not been in education for a while and may find it easier to adapt to the demands of the level 3 PTLLS. Having PTLLS at level 3 was often regarded as a demonstration of LLUK awareness of the needs of the sector.
- 5.24 Whether or not to offer PTLLS at higher levels remains an issue for debate. Whilst HEIs require a qualification at a minimum level 4, other providers are not convinced that an “initial” award should be offered at a level higher than 3.
- 5.25 Most HEIs are generally unable to award a qualification at level 3 or with a small number of credits because of institution regulations. Instead they generally embed it in wider programmes. As a result, some stakeholders questioned how much PTLLS is really embedded and how much it is assumed to be embedded and instead mapped into existing qualifications. Evidence suggests, however, that accurately embedding PTLLS at higher levels is possible. PTLLS is regarded as too small to add significant value to HEI courses and hence, most HEIs will offer PTLLS as part of a larger qualification conferring QTLS status. PTLLS adds value as an exit point for learners, who choose to leave a qualification having obtained a threshold status to teach and it enables them to continue at a later stage.
- 5.26 A debate regarding the possibility that delivering PTLLS at different levels might lead to a “*first and a second class PTLLS*” emerged during the interviews. Some stakeholders believe that different levels will lead to a differentiation of an award, which should be single and unanimous across the sector and throughout the country. Other stakeholders do not believe that delivery at different levels will cause this division. This is mainly because it is too small an award to cause such partition and because learners’ assessment outcomes naturally fall into different levels, even if the qualification is delivered at the same level. This group of interviewees wants this diversity to be recognised and addressed by delivering PTLLS at different levels.
- 5.27 In general, ABs, ACL and WBL stakeholders were in favour of offering PTLLS only at level 3, while HEIs clearly had to deliver it at higher levels for internal validation. The main reasons given for offering the award only at level 3 and above level 3 are presented in the box below:

Main Reasons for Offering the Award Solely at Level 3:

- Higher levels result in “a first and a second class PTLLS”;
- higher levels defeat the point of having an “introductory” award;
- “if the HE sector gets involved¹⁰ and offer the award at level 4 it would muddy the water and would cause misunderstanding of what the award is trying to achieve – it would defeat the purpose of the award if it was to be offered at level 4”;
- skills for life needs of some non-traditional learners (e.g. fire service, football coaches) do not make it possible for some to do a level 4 award;
- “the qualification should remain at level 3, level 4 is too academic – especially for WBL providers who don’t want to get too bogged down in theory”;
- “the award should be at level 3 for everyone; split levels send the wrong message. People in lifelong learning already feel like they are second class, they don’t need this award to certify it. There will be a ruck when WBL hear about it”;
- although learners might have the “capacity” to do a level 4 award, they might not have the commitment to deal with the assignments, especially if working full-time.

Main Reasons for Offering the Award at Higher Levels than Level 3:

- learners may have the capacity to achieve at either level 3 or 4 and should be given the option;
- HEIs cannot offer a level 3 award;
- if embedded, particularly in HEIs (PGCE), it will have to be delivered at levels 4-6;
- “it undermines the professionalisation of the workforce by setting the qualification so low”.

¹⁰ HEIs currently provide over 50% of all initial teacher training (post-compulsory) provision (SQW 2006)

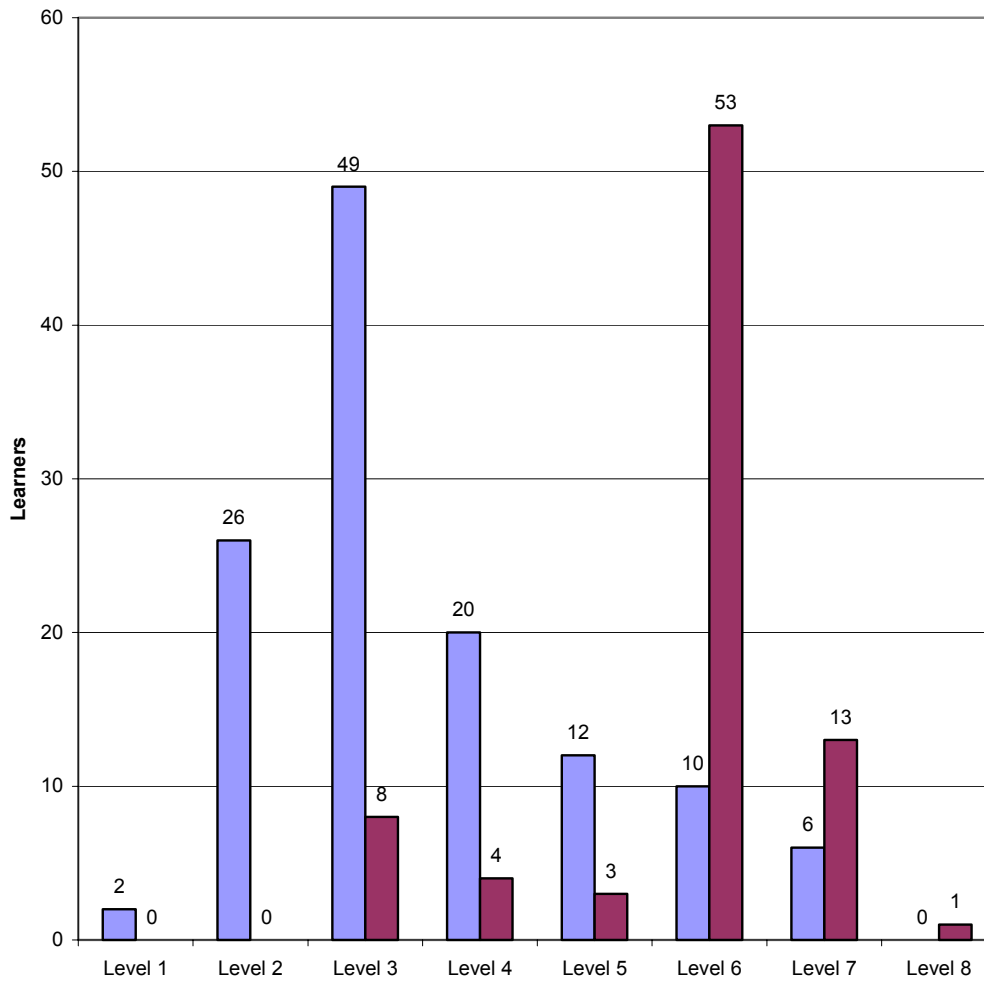
Learner Profiles

5.28 In order to complement the qualitative strands of the evaluation, numerical data on enrolments was sought directly from all HEIs involved in the tests and trials and indirectly from all centres via their ABs. The proforma used for the collection of this data is shown in Appendix D. The response rate - covering approximately 130 learners at ABs and 83 learners at HEIs - was relatively low and therefore figures should be treated with caution. The anonymised data collected, covering all English regions, is presented in **Appendix E**.

5.29 Some broad findings from the analysis of the profiling data shed some light into the discussion around the level of the award, are summarised below and illustrated in **Figure 5.1**:

- a very small number of learners already have a teaching qualification, which is what is expected from enrolments in an introductory course;
- around 14% of learners do not have a level 3 qualification (all studying at AB centres). Around 30% have a level 3 qualification, and over 60% have a qualification at a level higher than 3. Although this is likely to be biased by PGCE candidates, it indicates that performing at level 3 or 4 is not a large challenge for the great majority of learners. This information can also be interpreted by those in favour of PTLLS at levels higher than 3 as evidence that around two thirds of candidates would be performing below their already achieved level if the qualification is only offered at level 3;
- though PTLLS is aimed at pre-service learners, around half of learners from the centres which returned the information were in-service. This might be a feature of the tests and trials, but might also be due to lack of information and understanding on the aims, level and content of PTLLS. This might result in confusion around the perceptions regarding its content and level. It is likely that the participation of in-service trainees signals latent demand for qualifying existing staff. The in-service/pre-service balance is fairly even across ABs and HEIs (3 AB centres are mainly pre-service and 5 mainly in-service, 2 HEIs are pre-service and 2 HEIs are in-service).

Figure 5.1: Highest qualification level attained by type of provider



Qualification Levels (for level descriptors see: <http://www.qca.org.uk/15628.html>)

Delivery

5.30 This sub-section consists of a discussion of delivery modes, attracting candidates, motivations, information and guidance, and quality assurance.

Delivery Modes

5.31 The box below shows examples of the wide range of delivery **modes** currently available.

Delivery Modes

- Part-time delivery at centres or workplaces, in conjunction with other qualifications that are similar in nature (for example, 3 hours per week in the evenings for 12 weeks);
- delivery on one day per fortnight for ten weeks;
- one-week intensive programme;
- delivery over one evening per week for several weeks or months;
- three-week blocks with follow-ups;
- “fast track” blended learning for those already in position (flexible learning utilising varied resources).

5.32 As a result of emerging delivery issues (specifically the complexity of training part time/sessional staff within an environment of stretched resources), some stakeholders have already identified possible improvements. For example, one consultee explained how offering two flexible delivery modes, one comprising a one-week intensive in-house training and one consisting of 2-day block release, can facilitate the participation of these groups of staff. Two consultees also mentioned the potential role that Centres for Excellence in Teacher Training (CETTS) might play for these staff by bringing together consortia of local providers, who can take joint responsibility for some of these staff.

Attracting Candidates

- 5.33 **Attracting candidates** does not appear to be a major concern at the tests and trials stage for the great majority of stakeholders. HEIs have embedded PTLLS in other programmes, therefore eliminating the need to recruit separately. The same applies to a number of AB centres, while other centres have recruited specifically for the standalone PTLLS award. Strategies to recruit learners, as well as centres, in the tests and trials have included offering PTLLS in conjunction with existing provision (“2 for 1”) - like the C&G 7302 or the CIPD CTP - or winning large contracts to deliver the award to big employers. The main deterrent for centres to join the tests and trials and eventually the award were problems around funding.
- 5.34 Recruitment in the future will be boosted by the formal requirement in place from September 2007. However, addressing this sharp increase in demand presents challenges in order to raise the awareness of the qualification by providers, potential learners, and potential employers. Recruitment will depend not only on providers’ marketing efforts but also on the value attributed to PTLLS by employers, which is a function of their awareness of what the qualification equips learners to do.
- 5.35 The profiling information collected as part of this evaluation sheds some light on the characteristics of learners who enrol in PTLLS and can be used for design as well as for marketing and recruitment purposes. This information is summarised in **Appendix E**. From the analysis it emerges that:
- the age split is even, between those aged 20 to 49, which indicates the attractiveness of PTLLS at different stages of learners’ personal and professional paths, and is positive in terms of age equality, especially when considering that in this small sample there is representation from all age groups considered;
 - around two thirds of learners are female, which is expected in the sector, but male representation is significant and actually outnumbers female representation in a few providers;
 - there is a very small number of learners registered as disabled or with SEN, although this might change after the tests and trials, with a full roll-out of the qualification to all centres delivering teacher training;
 - the majority of learners come from a public sector / education / health and social work background;
 - learners may have been previously employed in other sectors, reflecting the widespread notion that varied experience is valued in the lifelong learning sector.

5.36 PTLLS has the recruitment advantage over other qualifications in that it allows learners to enrol without currently working in the sector and without previous experience. In this way, PTLLS gives learners a chance to explore working in the sector without having to give up their current careers, which was appreciated by stakeholders. The box below presents a summary list of other qualifications considered by learners interviewed and the reasons for choosing PTLLS instead. The fact that some learners considered these options shows that some of them might not always be clear about differences between qualifications in terms of levels, scope and content, or about progression within a framework.

Other Qualifications Considered
<ul style="list-style-type: none">• Primary/secondary Initial Teaching Training – preferred PTLLS because of focus on adults;• C&G 7302 – PTLLS is seen as very similar and usually chosen because of centre’s involvement in the tests and trials;• C&G 7407 Stage 2 – considered slightly more demanding and also requires a number of teaching hours, which is not always feasible for new entrants;• Cert Ed – seen usually as a step after PTLLS;• PGCE – PTLLS chosen because PGCE demands too much commitment, especially for those who are exploring options in the sector;• Foundation Degree in Professional Studies in Teaching and Training• BTEC Level 4 in Direct Teaching/Training – colleagues recommended PTLLS as opposed to this award.

Motivations

5.37 The **motivations** for learners to enrol in the PTLLS tests and trials are difficult to assess because a large number of learners had little awareness at the time of enrolling that they would be participating in tests and trials. This was less of a problem in the case of embedded programmes because the final qualification remains the same and PTLLS becomes an “*added bonus*”. When PTLLS is piloted alongside other stand-alone qualifications however, conflicts can emerge. For example, a group of learners during a case study visit expressed dissatisfaction with the lack of consultation about getting involved in the tests and trials (post-registration) and with the lack of alternative options, should they have decided not to participate.

5.38 The box below presents the main learner motivations:

Learner Motivations

- Desire to become a teacher and therefore need to be equipped with a minimum understanding of the role;
- had experience and qualifications abroad but needed a UK qualification;
- refresher course to go back into teaching
- getting a nationally recognised qualification that makes them more “credible”;
- love of the specialist subject and desire to teach it;
- dissatisfaction with own FE teaching received and desire to improve on it;
- taking on training responsibilities with current employer so needed some basic grounding in this area;
- support workers in educational contexts wanting a basic idea of what teaching entails and what learners get from it;
- delivery managers tasked with supervising teaching wanting to understand it better;
- working as a Union Learning Representative with non-traditional learners and wanting to develop teaching/training skills;
- self-employed trainer wanting evidence of teaching skills;
- having done a more specific teaching award (such as teaching ESOL abroad), wanted a broader qualification.

Information and Guidance

5.39 It was also clear that **information** pre-registration on PTLLS was very limited if at all available. This is in part due to the pilot nature of the award at present and the issues around funding, but also signals lack of awareness and information from providers. Lack of information and guidance results in issues around employer engagement, impacts on learner motivation, and also links to needs assessment and support.

5.40 The amount of time required for **private study** outside contact hours had not always been discussed in detail with learners. This emerged as an important issue in two case study visits. This is not usually because of the level or content of the assignment, but because they require commitment, which is difficult if working full-time or if the learner had been away from formal education and found it difficult to adopt the routine of completing weekly or daily assignments. It was mentioned in these two instances that this is also linked to more work from the teachers to mark a larger number of assignments.

Quality Assurance

5.41 Regarding **quality assurance**, most providers mentioned second marking, internal moderators, and external verifiers. Some also mentioned a team approach from the whole course team in mapping out PTLLS and existing provision, and in evaluating the course.

5.42 At the time of this evaluation, there were no Internal Moderator or External Verifier reports available for analysis. Most of them are likely to be produced either in January/February 2007 or after the completion of the PGCEs in June 2007. This poses challenges in the future for the cycle of visits and possibly a need for further information and guidance from SVUK.

Awarding Institutions and PTLLS

Developing PTLLS

5.43 With regards to **embedding PTLLS** in existing HEI provision, the general perception is that it combines well with existing qualifications, and there have not been major issues in embedding the award. As ABs were involved with the early development of the Level 3 PTLLS, they were prepared to develop new qualifications from the shared unit of assessment that is the initial award.

5.44 Offering PTLLS in HEIs poses a set of distinctive issues. Because of internal regulations especially regarding programme validation, there are two main issues that are affecting HEIs' engagement with PTLLS:

- **credits:** it is not possible for HEIs to deliver 6-credit modules and, therefore, they need to go over this minimum and embed PTLLS in other programmes;

- **award:** it is not possible for HEIs in general to give an actual Award with 6 (or 10) credits (i.e. PTLLS as a stand-alone award).
- 5.45 ABs require accreditation of new qualifications from the QCA. Manual accreditation of the award was given prior to the start of the tests and trials as the mechanism for web-based accreditation was not in place. ABs are, however, expected to submit qualifications using the web-based accreditation system, which has raised further concerns for ABs about the bureaucracy associated with the tests and trials.

Interim Endorsement

- 5.46 The issue of credits seems to be solved because PTLLS is attributed a *minimum* credit value of 6. One HEI has “topped up” those 6 credits with 4 extra credits covering scholarly/academic aspects, others have embedded PTLLS in the first 10, 15 or 20 credit module of HE programmes such as PGCEs. Embedding PTLLS, however, presents further issues for SVUK endorsement. Initially, HEIs mapped PTLLS to existing provision, making it difficult to clearly identify the award and mark its endpoint. This has been resolved with HEIs agreeing to frontload PTLLS in larger programmes and ensuring that PTLLS is clearly identifiable. Some ABs were initially keen to embed the initial award in larger level 3 or 4 existing qualifications but new qualifications will have to be developed from the units of assessment in development and will have to demonstrate coverage of the assessment criteria for the purposes of SVUK endorsement.
- 5.47 Awarding bodies can offer and award a certificate for a 6 credit stand-alone award. In general, it is not possible for HEIs to award a qualification with 6 (or 10) credits if the learner does not complete the wider programme, in which PTLLS is embedded. There seems to be confusion regarding the necessity of PTLLS to be awarded. Within a larger programme, PTLLS needs to be clearly identifiable and frontloaded to be recognised by the IfL as a threshold status to teach. HEIs consulted felt they wanted to give “something” to the learner completing PTLLS within an embedded programme. Since this is unlikely to be awarded as a qualification, the possibilities discussed were a letter, a credit transcript, or a Certificate of Achievement. The QCF Learner Achievement Record (LAR) is intended to document units and credits achieved by a learner and, as the award is accredited within the QCF, with full implementation of the QCF, learners will be able to evidence their completion of PTLLS using the LAR, although the LAR was not mentioned by stakeholders during the evaluation.
- 5.48 There is a perceived conflict between the pace of development and changes led by LLUK, and validation and approval mechanisms existing in HEIs. The new changes require a flexibility, which programme leaders are prepared to facilitate, but individual institutions may not always allow.

- 5.49 The question also remains as to how validation, endorsement and accreditation processes will cope when a large number of AIs submit new courses for roll-out in September 2007.
- 5.50 Concern was raised about the **speed** at which LLUK interacts with HEIs around PTLLS, which is likely to be linked to general concerns that are applicable to all AIs about the timescales of developments. Some HEIs require applications for new courses to be submitted by the end of this (Autumn) term, though new qualifications are unlikely to be finalised until January 2007, due to the process of consultation implemented by LLUK and valued by AIs.
- 5.51 One HEI also expressed concern that the award focuses too much on “minimum requirements”. One ACL provider also emphasised that “*HEIs should go down to our level and not the other way round*”, which evidences the contrasting opinions in some parts of the sector. Some HEIs perceive that they can be placed at a competitive disadvantage compared to ABs, who can compete better on cost by providing a shorter, lower-level award, with minimum support for learners during and after the period of study. LLUK has reported that ABs are, however, concerned that, within the tight timescales, they will not be able to fully implement the changes in all of their centres and would, therefore, lose business where programmes are not ready to start in September 2007.
- 5.52 Although the focus of interviews and case study visits was the endorsement of PTLLS, AIs raised similar issues around the endorsement of all new qualifications in the teacher qualifications framework, which will be developed and replace existing provision for September 2007.

PTLLS as a Preparation for Teaching

- 5.53 PTLLS is generally regarded as a good **preparation** for teaching, covering what teachers need to know before standing in front of a group of learners, as well as contributing to their confidence. PTLLS is valued as a basic toolkit and as a step forward for the sector.

- 5.54 The perceived key to enhancing PTLLS is to add more practical experience (either through microteaching or through work) plus ongoing support to discuss emerging issues and concerns, and for practitioners to be up-to-date with ongoing discussions about their practice. A basic introductory award, coupled later on with observations and “*booster days*”, was considered as ideal. In this context, a learner defined PTLLS as a “*provisional driving licence for teaching*”. The ongoing support and discussion would more likely need to arise from the providers and not the employers, who were generally regarded as not having the right skills or attitude to support learners.
- 5.55 In terms of **career progression**, PTLLS is almost universally seen as a starting point rather than an end in itself. It has strong value in encouraging further progression. However, as mentioned earlier, there is still some confusion from a number of consultees about progression issues and about what is required from whom and at what stage in terms of qualifications.
- 5.56 During one case study visit, for example, it was clear that learners had little notion of progression routes and had not heard about the IfL or QTLS. They did not see the place of PTLLS within a wider framework and, although they had been attending the course for a number of weeks, they still had basic questions unanswered about how to progress, how employers would regard their qualification, and about its value and validity. This resulted in a clear lack of confidence. This was very different from what was observed at another case study visit, where teachers were better informed about how to address (and provoke) these questions and debates, and where learners were more proactive in seeking answers independently.
- 5.57 There is evidence, however, of providers thinking innovatively about facilitating learner progression. This will be aided in the future by further development of the teacher qualifications framework. For example, an HEI is trying to develop flexible routes, through which a learner can do PTLLS in the first semester, leave, and then go back to do an intermediate qualification. These learners would be offered mentoring, which would greatly help them in progressing to QTLS if desired/required. Learners would benefit from support, while the HEI will benefit from a more steady flow of learners.
- 5.58 There is some lack of understanding of what qualifications will be required of certain teachers and those in teaching-related roles, especially for those working in ACL and WBL, for whom teaching is not their main job (especially for sessionally-paid tutors).

5.59 Some of the questions asked by learners at this stage are summarised in the box below. These questions signal a lack of information and guidance across a range of providers.

Most Common Questions from Learners on PTLLS:

- *“So, can I just go and teach now?”;*
- *“Will I get paid the same with PTLLS as with a PGCE?”;*
- *“Will the college/university I want to go and work for recognise this?”;*
- *“So what’s the next step? What’s the next qualification after this one?”;*
- *“My greatest fear, actually, is not finding a job, will this help?”;*
- *“If the qualification will change after the pilot, will mine still be recognised?”.*

6 ADDRESSING SECTOR NEEDS

- 6.1 It is clearly felt that PTLLS is addressing the sector’s needs and the qualification is, in principle, welcomed across all constituencies. One consultee summarised that *“this type of qualification is definitely needed, it is a great idea”*. It is seen as a sensible and pragmatic approach to achieving a minimum understanding of teaching across the sector. Consistency and clarity, for progression within the framework, are key added values of PTLLS.
- 6.2 Through case studies, learners with a wide range of backgrounds and motivations were consulted, and it is a finding in itself that they all found the qualification useful and relevant. Concerns regarding its validity for non-teaching roles and for some constituencies were more evident in consultations with national stakeholders, than with learners or teachers. The flexibility of the award means that experienced and skilled teachers can tailor PTLLS to different audiences. In general, there was more consensus about its validity across constituencies/audiences than about who offers the award (HEIs/ABs).

**Addressing Sector Needs – Evidence from a Case Study Visit Focus Group
(8 learners)**

After reflecting on their very varied backgrounds and motivations, learners came to the conclusion that the award is accessible and flexible enough to be of value for all of them. This group included an arts teacher wanting to move into FE, a Union Learning Representative working in the college, a civil servant wanting to move into teaching, a self-employed trainer wanting a qualification as part of their business plan, and a teacher in a community setting, seeking to crystallise their experience into a qualification. They thought that, as a learner, you can *“take it as far as you want”* and that *“it is challenging and stretching but not so much that you become disengaged”*. A number of them worked in the private and voluntary sectors and they thought *“it would be great”* for those sectors because it is a good basic toolkit. They reflected that cover and volume were suitable for a large audience. They were aware that, for some learners, it is part of their development and a starting point (usually those with no experience), for some it is an end point (usually those with considerable experience, just wishing to formalise it), while for some others it will lead to more subject specialist training (like ESOL).

- 6.3 PTLLS does not, however, operate in isolation. Regarding how much of an improvement it can mean for existing staff, one stakeholder expressed the view that *“HR departments need to get their acts together to implement changes”*, because of their lack of knowledge of the qualifications framework and the CPD requirements. This is another dimension of introducing a new award and a new qualifications framework.

- 6.4 A brief analysis by constituency is presented below (please note that the small sample size makes this evidence indicative only).
- 6.5 **Adult and community learning (ACL)** – a focus group undertaken solely with ACL practitioners evidenced that the qualification is ideal for them, not only for those in teaching roles but also for assessors, because it equips them with a basic understanding of teaching and learning. Similar evidence was collated from other ACL consultees. There are, however, concerns about the implications for existing staff, especially for those working on short-term, part-time contracts for a number of employers. One course leader also noted that ACL is behind FE in terms of professional requirements, which means that PTLLS is a big step for them.
- 6.6 **Work-based learning (WBL)** – it was felt that PTLLS is broader and focuses more on the practical application of teaching, including a greater focus on training than previous similar provision, and, therefore, is more valuable to WBL. There were some issues about addressing the distinctive needs of teachers in WBL settings, as opposed to teachers in other settings (like FE), when there is not an option to have more than one group.
- 6.7 **Further education (FE)** – PTLLS provides a basic toolkit to work in FE but needs to be backed up by support for progression, either from the provider or the employer.

7 CONCLUSIONS

- 7.1 The award has been welcomed by the sector and is generally seen as a positive step forward. A number of stakeholders recognised the logical limitations of the tests and trials and are keen for other players to “*give it a chance*”.
- 7.2 PTLLS adds value to existing provision by:
- bringing learners into closer contact with practice;
 - helping learners to reflect on their own experience and how to improve it;
 - equipping teachers with the basic skills to teach;
 - increasing learners’ confidence;
 - enabling and encouraging progression within the framework;
 - addressing all constituencies in the sector;
 - achieving consistency and clarity.
- 7.3 Views on PTLLS are generally positive among stakeholders. The way in which it has been developed, and the content of the award, have been praised. There is overall satisfaction with introducing an award that will be recognised nationally and will give teachers in the sector the basic tools for teaching and learning.
- 7.4 PTLLS is placed with the **teacher qualifications framework**, which brings additional challenges but also benefits to the award itself. For PTLLS to succeed, the whole framework will need to operate smoothly, including APL and the recognition of prior learning. At the same time, PTLLS is in itself a starting point within a framework that allows for progression. It is the first stepping stone, providing initial basic training to teachers in the sector.
- 7.5 The **content** is usually regarded as satisfactory, although there are concerns mainly around microteaching. **Delivery modes** are varied and, therefore, likely to address a heterogeneous demand after the roll-out.

- 7.6 In general, delivering PTLLS at minimum level 3 with 6 credits and 30 hours is seen as a “*good compromise*”. There is debate around delivering PTLLS at **higher levels**. This links back to the “initial” nature of the award. There is a need to make it accessible for those learners, for whom a level 3 award is challenging, while making it attractive to those with higher level qualifications.
- 7.7 It is important to ensure continued strong partnership working between Awarding Institutions (AIs) and LLUK. Dialogue is key to ensuring the success of a credit-based system, that allows credits gained at either HEIs or through ABs to be transferred.
- 7.8 In terms of **support**, there is lack of consistency in terms of initial needs assessments, mentoring available for learners, and information and guidance (especially about future career/employment options). Although, in part, this is due to the flexibility of the course, it can lead to differences in the quality of the experience that different learners receive. The importance of mentoring is not always captured and reflected by the centres.

8 RECOMMENDATIONS

8.1 This section presents the recommendations, based on analysis of consultation evidence.

Recommendation 1: Information and Dissemination

8.2 The key recommendation, which emerges strongly from all the strands of the evaluation, is to focus on information and dissemination. For PTLLS to be welcomed and valued in the sector, there needs to be more and clearer information disseminated to a wider audience.

8.3 The main **areas** to clarify are:

- aims of the award and rationale;
- whom the award is aimed at, clearly expressing the statutory requirements from September 2007 for different groups of learners (in and pre service, different constituencies, different roles) and the timescales and timings (for completing PTLLS and for career progression and QTLS / other qualifications);
- content of the award;
- what PTLLS prepares candidates to do and what its limitations are;
- demands, including self-directed learning and microteaching, in terms of level, content, and length;
- needs assessment linked to developing support and not to recruitment;
- expectations of support, especially in the form of mentoring;
- career options after completing the award;
- career requirements after completing the award (especially qualifications appropriate to role and the timescales to reach QTLS);
- recognition and accreditation of prior learning;
- funding basis of the award (centre funding, LSC/DfES and learner funding – also linked to the timing of the award as indicated above);
- accreditation and endorsement;

- quality assurance (especially in terms of the timing of external verifier and internal moderator reports).

8.4 The main **recipients** of this information should be:

- potential learners;
- current learners;
- teachers and course leaders;
- centre managers;
- careers and support services (provider centres and others);
- employers (including HR departments);
- key constituency bodies/stakeholders.

8.5 Although it is clear that the award is still being tested and trialed, potential learners and employers are likely to need most of this information towards the second quarter of 2007. Promptness in disseminating this information will help the roll-out run smoothly and minimise confusion.

Recommendation 2: Content

8.6 As an initial award, the content of PTLLS seems satisfactory. However, shifting the balance towards microteaching, rather than self-directed learning, is likely to be welcomed because of the value placed by teachers and learners on practical experience. The way in which this is to be achieved needs further discussion. One option is to increase the number of contact hours to include microteaching.

8.7 The emphasis on legislative issues remains to be managed by teachers and it is appropriate that the flexibility of the award allows discretion, depending on the audience. It should, however, be recognised that this way of delivering the award is likely to be received and implemented more positively with experienced and flexible teachers. This, in turn, suggests that there is a need for supporting less experienced teachers.

Recommendation 3: Level

- 8.8 Having explored in detail the question around the level of the award, it is difficult to recommend either keeping the award only at level 3 or unequivocally recommending delivery at higher levels. It is clear that for HEIs to offer PTLLS, it needs to be delivered at least at level 4, which may not suit all providers and learners. However, HE is a major provider of ITT and excluding it from delivering PTLLS would be detrimental in terms of quality and variety of supply. The flexibility of having embedded and stand-alone versions at levels 3 and 4 and above will make the award reach a higher number of future practitioners, ensuring minimum standards across the sector.

Recommendation 4: Support

- 8.9 Learners need to receive an effective level of support and in many cases this will require an enhanced service. We recommend engaging all centres in supporting learners, particularly through mentoring. This should be built into the award’s requirements and should be complemented by disseminating the benefits of mentoring and support. This can include disseminating good practice as well as making use of existing resources, such as DfES’ ITT Pilot Projects on mentoring and individual learning plans.
- 8.10 Formalising existing good practice of informal mentoring and peer support would also benefit future learners. A culture change is needed to support those who value mentoring and to engage those teachers, learners, and employers who have little or no experience of it. The types of support that appear most needed across all constituencies are around careers/employment advice and ongoing mentoring.

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<http://www.accreditedqualifications.org.uk/SectorSubjectAreaSearch.aspx>

OFSTED (2003) The Initial Training of Further Education Teachers: A Survey. London: HMI.

SQW Ltd (2006) Monitoring and Planning the Volume of Initial Teacher Training: Final Report by SQW Limited for Lifelong Learning UK. London: LLUK

APPENDIX A: PTLLS

UNIT TITLE: Preparing to Teach in the Lifelong Learning Sector

LEVEL: Three

CREDIT VALUE: 6

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes	Assessment Criteria
1. Understand own role, responsibilities and boundaries of role in relation to teaching.	1.1 Explain own role and responsibilities, and boundaries of own role as a teacher. (*) 1.2 Identify key aspects of relevant current legislative requirements and codes of practice within a specific context. (AP 6.1) 1.3 Identify other points of referral available to meet the potential needs of learners. (FP 1.1) 1.4 Identify issues of equality and diversity, and ways to promote inclusion. (AK3.1) 1.5 Explain the need for record keeping. (AK7.1; AK7.2)
2. Understand appropriate teaching and learning approaches in the specialist area.	2.1 Identify and demonstrate relevant approaches to teaching and learning, in relation to the specialist area. (CK3.1; CP3.1) 2.2 Explain ways to embed elements of functional skills in the specialist area. (CK 3.3) 2.3 Justify selection of teaching and learning approaches for a specific session. (CK 3.1)
3. Demonstrate session planning skills.	3.1 Plan a teaching and learning session, which meets the needs of individual learners. (DP 1.2) 3.2 Justify selection of resources for a specific session. (DP 3.1)
4. Understand how to deliver inclusive sessions which motivate learners.	4.1 Explain ways to establish ground rules with learners, which underpin appropriate behaviour and respect for others. (BP1.2) 4.2 Use a range of appropriate and

Learning Outcomes	Assessment Criteria
	effective teaching and learning approaches to engage and motivate learners. (BP 2.2) 4.3 Explain and demonstrate good practice in giving feedback. (EK4.1; EP 4.1) 4.4 Communicate appropriately and effectively with learners. (BP3.1; BP3.2) 4.5 Reflect on and evaluate the effectiveness of own teaching. (BP 2.6)
5. Understand the use of different assessment methods and the need for record keeping.	5.1 Identify different assessment methods. (EP1.1) 5.2 Explain the use of assessment methods in different contexts, including reference to initial assessment. (EP 1.2) 5.3 Explain the need for record keeping in relation to assessment. (EP 5.1; 5.2)

Note: AC 1.1 represents coverage of the 6 domains which make up the overarching professional standards, i.e. the roles and responsibilities across the 6 domains.

UNIT TITLE: Preparing to Teach in the Lifelong Learning Sector

LEVEL: Four

CREDIT VALUE: 6

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes	Assessment Criteria
1. Understand own role, responsibilities and boundaries of role in relation to teaching.	1.1 Review own role and responsibilities, and boundaries of own role as a teacher. (*) 1.2 Summarise key aspects of relevant current legislative requirements and codes of practice within a specific context. (AP 6.1) 1.3 Review other points of referral available to meet the potential needs of learners. (FP 1.1) 1.4 Discuss issues of equality and diversity, and ways to promote inclusion. (AK3.1) 1.5 Justify the need for record keeping. (AK7.1; AK7.2)
2. Understand appropriate teaching and learning approaches in the specialist area.	2.1 Identify, adapt and use relevant approaches to teaching and learning, in relation to the specialist area. (CK3.1; CP3.1) 2.2 Evaluate a range of ways to embed elements of functional skills in the specialist area. (CK3.3) 2.3 Evaluate the teaching and learning approaches for a specific session. (CK 3.1)
3. Demonstrate session planning skills.	3.1 Plan a teaching and learning session, which meets the needs of individual learners. (DP 1.2) 3.2 Evaluate how the planned session meets the needs of individual learners. (DP 1.2) 3.3 Analyse the effectiveness of the resources for a specific session. (BP5.2)
4. Understand how to deliver inclusive sessions which motivate learners.	4.1 Analyse different ways to establish ground rules with learners, which underpin appropriate behaviour and respect for others. (BP 1.2) 4.2 Use a range of appropriate and effective teaching and learning approaches to engage and motivate

Learning Outcomes	Assessment Criteria
	learners. (BP2.2) 4.3 Explain different methods of giving feedback. (EK4.1) 4.4 Demonstrate good practice in giving feedback. (EP 4.1) 4.5 Communicate appropriately and effectively with learners. (BP3.1; BP3.2) 4.6 Reflect on and evaluate the effectiveness of own teaching, making recommendations for modification as appropriate (BP2.6)
5. Understand the use of different assessment methods and the need for record keeping.	5.1 Review a range of different assessment methods. (EP1.1) 5.2 Evaluate the use of assessment methods in different contexts, including reference to initial assessment. (EP 1.2) 5.3 Justify the need for record keeping in relation to assessment. (EP5.1; 5.2)

Note: AC 1.1 represents coverage of the 6 domains, which make up the overarching professional standards, i.e. the roles and responsibilities across the 6 domains.

APPENDIX B: QUESTIONNAIRES

**York Consulting Limited
Evaluation of PTLLS**

TOPIC GUIDE FOR CONSULTATIONS AT DESK RESEARCH STAGE

How do you think that the initial award articulates in practice with other comparable provision?

What are the main strengths and weaknesses of the initial award, compared to other comparable provision?

Do you think that there is a need for the initial award to be offered at levels higher than level 3?

Is the initial award welcomed by your organisation/association?

What career opportunities should the PTLLS lead a new teacher on to?

Will the initial award add value to initial teacher training provision in the sector?

What role will the initial award prepare a new teacher to perform?

TOPIC GUIDE FOR STAKEHOLDER TELEPHONE INTERVIEWS

Consultees: Awarding Bodies and HEIs

How is the initial award delivered within the programme you have developed?

Have you adapted an existing programme or created a new one?

- If the former has the initial award added value?
- If the latter is the initial award a positive addition to your portfolio of products?

What were your expectations when you engaged with PTLLS? Have these been fulfilled? How (not)?

Do you think that there is a need for the initial award to be offered at levels higher than level 3?

What are the internal management procedures in your organisation which are required for your organisation to engage with PTLLS?

How do you think PTLLS fits with other existing provision?

Do you think that PTLLS is likely to attract more candidates to teach in the lifelong learning sector?

What career opportunities should the PTLLS lead a new teacher on to?

How did you go about recruiting learners? And teachers?

What mentoring support is available to them?

Do you think the qualification addresses the needs of the sector? (check in terms of constituencies and specialisms)

What do you think are the main strengths and weaknesses of the qualification?

What examples of good practice are emerging?

How did you introduce your centres to the award?

TOPIC GUIDE FOR CASE STUDY VISITS

Consultees: Centre Managers/Programme Managers

How did you decide to engage in delivering PTLLS? (check for other similar provision at each centre).

How have you found the endorsement process for the initial award?

How did you go about recruiting teachers?

Did you make attempts to recruit any particular type of teacher/learner – social/ethnic/area of interest etc?

What were your expectations when engaging with PTLLS? Have these expectations been fulfilled?

Are there any needs assessments carried out to ensure that training responds to learner needs?

Is the initial award being delivered generically or as a contextualised programme, to meet sector specific needs?

What are the different delivery modes used?

How do you ensure that standards are maintained? Explore quality assurance and monitoring arrangements.

Are there any mentoring arrangements in place? How does this work?

Consultees: Teacher Trainers

How did you learn about PTLLS?

Why have you decided to engage with the initial award tests and trials?

What do you think are the main strengths and weaknesses of the qualification as it stands?

Are there any specific issues with the initial award unit of assessment that you would like to raise in the light of the tests and trials?

How do you feel the practitioners' views have been taken into account in the development of PTLLS?

Do you think that there is a need for the initial award to be offered at levels higher than level 3?

What are the arrangements for microteaching? How long is spent on it? Is this sufficient/too long?

Are there any needs assessments carried out to ensure that training responds to learner's needs?

- If skills for life needs are identified, how are these addressed?

Do you think that the professional values that LLUK states in their New Professional Standards are reflected in the training?

What are the main challenges about delivering PTLLS in this particular setting?

How does PTLLS articulate in practice with other (induction) provision? Is there a clear career path for those completing the initial award?

How does PTLLS work for those not in teaching roles (like assessors)? Is it fit for purpose for them? What benefits does it have for these professionals?

What are the career aspirations for their learners?

Could you summarise the main learning points so far, so that they can be taken into account for the September 2007 rollout?

What main examples of good practice are emerging?

Consultees: Teacher Learners

What motivated you to enrol in the pilot teaching award? (explore background and qualifications)

Did you consider any other teaching qualifications? If so, what made you choose this one?

Do you feel that the programme is enough as a preparation for teaching?

What were your expectations when you enrolled?

What did you want to get out of this qualification?

Has it so far fulfilled your expectations? How (not)?

What do you think of the support available to you at the centre?

- Do you have access to a mentor?
- Do you think that your specific learning needs are addressed (if any)?

How about other support outside the centre? (check for networks, CPD, mentoring, etc)

Do you think the content of the qualification is appropriate and pitched at the right level?

What do you expect to do after completing PTLLS?

APPENDIX C: PTLLS AND OTHER PROVISION

ITT Provision larger than PTLLS, which was highlighted as comparable by stakeholders is compared here.

Qualification	Similarities with PTLLS	Differences from PTLL
C&G 7307	Both are based on the teaching/training cycle (planning, delivering, assessing, evaluating training).	<p>The first cycle of 7307 is more similar to PTLLS than the second cycle, which is more like an intermediate award.</p> <p>PTLLS is more prescriptive, while 7307 is more open-ended. 7307 is a larger qualification than PTLLS.</p>
C&G 7407	<p>The delivery is similar.</p> <p>Both are based on the teaching/training cycle.</p>	<p>PTLLS is less assessment-heavy and less theoretical. PTLLS does not link theory and practice as much as 7407 does. 7407 is larger than PTLLS.</p> <p>The 7407 award is generally targeted at in-service learners because of its requirement to have a set number of teaching hours already.</p>
PGCE Induction	<p>Both qualifications can be studied either in-service or pre-service.</p> <p>They both equip future teachers with a basic understanding of teaching and learning.</p>	<p>The PGCE is aimed at learners who have already made a decision to become teachers. PTLLS gives learners the opportunity to explore if teaching is their career choice.</p> <p>Entry requirements for PGCEs are usually a first degree, while PTLLS generally has no formal entry requirements.</p> <p>The level is clearly different, with PTLLS being an introductory award and the PGCE being an advanced qualification. PGCE content is, therefore, more theoretical, with an academic focus.</p> <p>PTLLS addresses the needs of some constituencies (especially those that are not FE) more specifically than PGCEs (although there are specialist PGCEs).</p>

APPENDIX D: PROFORMA

Lifelong Learning UK (LLUK) has commissioned York Consulting to undertake an evaluation of the initial teaching award: 'Preparing to Teach in the Lifelong Learning Sector Award'. The main aim of this study is to evaluate the tests and trials of this new initial teaching award to inform future developments. The objectives of this study are to:

- ∅ determine how the initial award fits in with existing similar provision and practices;
- ∅ establish the issues arising for teachers, learners, and managers in the different learning environments of the pilots;
- ∅ produce a report with key recommendations for further development of the initial award.

As part of this study we are undertaking consultations with national stakeholders, Higher Education Institutions, Awarding Bodies, and tests and trial centres (managers, learners, teachers). We are also undertaking some desk research to compare the initial Award with other provision.

We are interested in finding out the characteristics of learners who undertake the initial teaching award. This will inform the future development of the Award as well as the way in which it is promoted to potential learners. Therefore, we would be grateful if you could complete the basic profiling information below for your centre by typing numbers representing the learners participating in the trials of the initial award in the appropriate boxes and email the questionnaire back to Gabriela Castro at York Consulting (gabriela.castro@yorkconsulting.co.uk). If you prefer to post the form, please refer to the address on the last page. The information collected in this way should have not reference individual learners in order to comply with Data Protection legislation.

If you would like to know more about this study, please do not hesitate to contact me on 0113 222 3545.

Your contribution to this study is much appreciated.

Kind regards

Gabriela Castro
Project Manager
York Consulting Limited



TO COMPLETE THE FORM:

- 1. Save the questionnaire or click forward
- 2. Complete the questionnaire
- 3. Send to gabriela.castro@yorkconsulting.co.uk

1.4 Ethnic Origin

Please insert total number of enrolments in each box for each category.

Total

Type of Course **Pre-service**

In- service

1) Personal Information

1.1 Gender **Male**

Female

1.2 Age **19 or under**

20 to 24

25 to 29

30 to 34

35 to 39

40 to 44

45 to 49

50 to 54

55 to 59

60 and over

1.3 Domicile: **East**

North East

South East

Yorks./Humber

North West

South West

East Midlands

West Midlands

London

Outside England

1.5 Number Registr

1.6 Number with S

2) Employment

2.1 Sector of Occupation

Agriculture, Hunting & Forestry

Fishing

Mining & Quarrying

Manufacturing

Electricity, Gas & Water Supply

Construction

Wholesale & Retail Trade,

Repair of Motor Vehicles

Hotels & Catering

Transport, Storage & Communication

Financial Intermediation

Real Estate, Renting and Business

Activities

Public administration & defence

Education

Health & Social Work

Other

Not employed

3) Education

3.1 Highest Qualification Attained:

Level 1 (NVQ L1, GCSEs grades D-G)

Level 2 (NVQ L2, GCSEs grades A*-C)

Level 3 (A-Levels, GNVQs)

Level 4 (BTEC Professional Dips, Certificate in HE)

Level 5 (BTEC HNDs and HNCs)

Level 6 (Bachelors (Hons), BTEC professional dips)

Level 7 (Masters, BTEC adv. Professional dips)

Level 8 (Doctorates, BTEC adv. Professional dips)

3.2 Any Teaching Qualification?

This proforma was completed on _____ (insert date) **by** _____ (insert name)

Please return this form by email or post (details below) by **November 10th 2006.**

Thank you.

For any queries please contact Gabriela Castro at York Consulting Limited
Smithfield House
92 North Street
Leeds LS2 7PN
gabriela.castro@yorkconsulting.co.uk
Tel. 0113 222 3545

APPENDIX E: PROFILING INFORMATION

	AB	AB	HEI	HEI	HEI	AB	HEI	AB	AB	AB	AB	AB	TOTAL
Pre-service	25	0	0	25	0	0	30	16	0	1	8	1	106
In-service	0	14	11	0	17	8	0	0	7	19	2	31	109
Male	8	8	4	5	6	1	10	9	2	6	5	18	82
Female	17	6	7	20	11	7	20	6	5	14	5	14	132
19 or under	0	0	1	0	0		0	0	0	0	2	1	4
20-24	4	0	1	9	3		6	1	0	1	0	9	34
25-29	5	2	3	7	4		5	3	4	2	2	3	40
30-34	0	0	2	3	1		5	4	2	2	3	3	25
35-39	6	4	3	0	1		3	6	0	4	1	5	33
40-44	2	2	0	2	3		8	2	0	3	0	7	29
45-49	5	5	1	3	3		2	0	1	3	2	2	27
50-54	2	1	0	1	0		1	0	0	2	0	0	7
55-59	1	0	0	0	1		0	0	0	2	0	2	6
60 +	1	0	0	0	1		0	0	0	1	0	0	3

	AB	AB	HEI	HEI	HEI	AB	HEI	AB	AB	AB	AB	AB	TOTAL
East		1		1					6				8
South East		5		9									14
North West						3					10		13
East Midlands							29						29
London		1		4		1							6
North East		1		1		2		16					20
Yorkshire/Humberside		3			17	1				20		32	73
South West		1		5									6
West Midlands	25		11	2			1		1				40
Not England		2				1							3
White British	10	14	11	14		7	26	13	7	18	8	30	158
White Irish	1			3						1			5
White Other	2			3							1		6
Mixed White/Black Caribbean				1						1			2
Mixed White/Black African													0
Mixed White/Asian													0
Other Mixed													0
Indian													0
Pakistani	3						1						4
Bangladeshi	1												1
Other Asian				2									2
Black or British Black Caribbean	4						1						5
Black or British Black African	1					1		2			1	1	6
Other Black												1	1
Chinese	1						1	1					3
Other	1			1			1						3
Not known	1				17								18
Registered Disabled	2	0	0	0	1	0	0	0		0		0	3
SEN							2			0		0	2

	AB	AB	HEI	HEI	HEI	AB	HEI	AB	AB	AB	AB	AB	TOTAL
Agriculture, Hunting, Forestry				1									1
Fishing													0
Mining and Quarrying													0
Manufacturing								1					1
Electricity, Gas, Water										2			2
Construction													0
Wholesale & Retail Trade				1					2	1			4
Hotels and Catering								1					1
Transport, Storage and Communication					1						1		2
Financial Intermediation				1				1	5				7
Real Estate, Renting, and Business Activities											1		1
Public Administration and Defence		14		2	3			2			2		23
Education	1		11	7	11			4		6	1	31	72
Health and Social Work				5	2	8		2		11	1		22
Other	8							4			1	1	21
Not employed	16			7				1			3		27
Level 1	1	1											2
Level 2	3	2				1					7	13	26
Level 3	7	3	7		1	1			6	20	2	10	57
Level 4	8	5	1	1	1	1	1	2			2	2	24
Level 5	1		1		1	2	1	3	1			5	15
Level 6			1	17	11	2	24	7			1		63
Level 7			1	5	3	1	4	2			1	2	19
Level 8				1				0					1
Teaching Qualification	1	0	0	0	2			0	0	3		0	6