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# Preparing to Teach in the Lifelong Learning Sector

The New Award

Ann Gravells

5th Edition





## **What is Teaching in the Lifelong Learning Sector?**



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Ann Gravells

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## Introduction

In this chapter you will learn about the:

- purpose of the book
- historical perspective
- Qualifications and Credit Framework

## Purpose of the book

This book is aimed at anyone who is considering entering, or has recently entered, the Lifelong Learning Sector (LLS) as a teacher, tutor, trainer, instructor or lecturer. The LLS is also known as:

- Further Education (FE)
- Post Compulsory Education and Training (PCET)
- Adult and Continuing Education (ACE)

and traditionally involved those aged 16 and upwards. The LLS now includes individuals aged 14 and above, as younger students partake in vocational programmes which are often taught in other organisations besides schools.

There are many abbreviations and acronyms used within the sector and you will find most of these listed in Appendix 1. The first occurrence of each will always be written in full in each chapter. Appendix 2 contains some useful frequently asked questions (FAQs) from new and intending teachers to the Lifelong Learning Sector.

The content of the chapters will help you understand more about the sector and give you an insight about what it's like to teach and assess students. For the purpose of this book, the generic term *teacher* is used, even though you might be called something different, such as assessor, coach, counsellor, facilitator, instructor, lecturer, mentor, trainer or tutor. The generic term *student* is used and also refers to other terms such as apprentice, candidate, learner, participant, pupil or trainee. The term *programme* is used to denote a course which may be of any length, either leading to a qualification or for general interest.

Depending upon what you will teach and your job role, you may be required to obtain a specific award or qualification, for example, the:

- Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

Higher Education Institutions still use the term *Certificate in Education (Cert Ed)* even though the content is the same as the DTLLS Diploma. There is also a *Professional Graduate Certificate in Education* and a *Postgraduate Certificate in Education (PGCE)*, which again cover the same content as DTLLS but are offered at higher levels. Further information regarding the teaching qualifications can be found in Chapter 2.

The professional body for teachers in the Lifelong Learning Sector is called The Institute for Learning (IfL) and you may like to register with them to gain all the benefits of being a member, even if you are not yet teaching. All teachers and trainers working in publicly funded further education and skills provision in England are required to register as members of IfL.

The chapters contain examples of situations that can occur in the sector, along with activities for you to carry out to help you consider what it's like to teach. The book is generic and not *subject specific*, i.e. it is not related to the subject you would like to teach. You are responsible for being knowledgeable and/or experienced in your subject, known as an *area of specialism* or *specialist subject*. You must also keep up to date with any changes and developments in your subject area; this is known as continuing professional development (CPD). You will be able to find out what the requirements are to teach your subject by contacting the relevant Sector Skills Council (SSC) or Standard Setting Body (SSB). There will be a Council or Body responsible for your particular subject and a quick search via the internet should establish yours. You can then contact them to find out what qualifications and/or experience you need to teach your subject.

Some chapters contain information from the book *Preparing to Teach in the Lifelong Learning Sector: The New Award* (2012), also by Ann Gravells.

At the end of each chapter is a theory focus containing references and further information to enable you to research relevant topics by using textbooks, publications and the internet. The index at the back of the book will quickly help you to locate relevant topics.

## Historical perspective

Working within the education sector you will experience perpetual change, not only regarding your job role, but also due to local and government initiatives, including funding, legislation, skills deficits and qualification revisions. This

section will give you a brief historical perspective regarding teacher training in England. There are slight differences for the other United Kingdom nations.

Historically, unlike school teachers, teachers in the Lifelong Learning Sector did not require teaching qualifications. In the 1960s the Postgraduate Certificate in Education (PGCE) became the main teacher training qualification; however, this was primarily for teachers in schools. It was often taken at a teacher training college or university after achieving a degree. It was followed in the 1970s by the Further Education Teachers' Certificate (FETC), which could be achieved through organisations offering City and Guilds qualifications. It was commonly known by the number 730 and was followed in the 1980s by a work-based National Vocational Qualification (NVQ) known by the number 7306. The 730 was then revised and became known as the 7307. Another awarding organisation at the time, The Royal Society of Arts (now known as Oxford, Cambridge and RSA Examinations), also offered their versions of the teaching certificate. Throughout all this time, the Certificate in Education was still available. Other awarding organisations also began to offer teacher training qualifications but none were government regulated and there was no requirement for teachers of adults to gain a qualification. The National Council for Vocational Qualifications (NCVQ) was established in 1986 as a result of a White Paper, *Working Together: Education and Training* (1986) to co-ordinate training, education and qualifications for all people to ensure a competent workforce in Britain for the twenty-first century.

NCVQ stated that further education teachers involved with the delivery and assessment of National Vocational Qualifications (NVQs) should be qualified. The Training and Development Lead Body (TDLB) was established in 1990 to write standards for various teaching roles. In 1992, The Further Education Unit (FEU) completed trials of the TDLB standards to explore the relevance of these to staff in further education, and recommended they should be used as a basis for teacher training. The standards were revised and incorporated into the Further Education National Training Organisation (FENTO) standards in 1999. In 2000 the Department for Education and Employment (DfEE) issued a consultation paper, *Compulsory Teaching Qualifications for Teachers in Further Education* (DfEE 2000). Although many lecturers in colleges who taught academic subjects were well qualified with a subject degree and a teaching qualification, teachers of vocational subjects often were not. However, it was not until 2001 that it became mandatory for all further education teachers in England and Wales to work towards a teaching qualification, regardless of their job role.

In November 2002, the DfES published *Success for all – reforming further education and training*. This set out targets for all full-time and part-time further