

Contents

1	Teacher training and QTLS framework questions	4
Q1.	What is the QTLS framework?	4
Q2.	What is the Framework?	4
Q3.	What are the requirements for new teachers wishing to teach in the lifelong learning sector?	4
Q4.	What is 'licensed practitioner' status?	4
Q5.	Who is affected by the reforms?	5
Q6.	Why are these changes taking place?	5
Q7.	How do the reforms apply to teachers?	5
Q8.	What will candidates have to do to work towards QTLS/ATLS status?	5
Q9.	Does QTLS status replace QTS?	6
Q10.	How will level 2 literacy and numeracy skills be evidenced?	6
Q11.	What does the term 'not in a full teaching role' or an 'associate teaching role' mean?	6
Q12.	What does the term 'full teaching role' mean?	6
Q13.	Which City & Guilds qualifications are affected by the reforms?	6
Q14.	What if candidates already hold a teaching qualification (eg 7302/7307/7407)?	7
Q15.	Under 7407 some candidates used to complete 7407 stages 1 and 2 and then continue their training through a university. Can this progression route still be followed and will the new qualifications be recognised?	7
Q16.	What are the contact and non-contact hours (formerly guided learning hours, GLH) for the new qualifications?	8
Q17.	How will centres deliver the qualifications?	8
Q18.	Is it necessary to register candidates on 7303 PTLLS, 7304 CTLLS and 7305 DTLLS?	8
Q19.	How do you apply for qualification approval?	9
Q20.	Where can I get information on funding for the new qualifications?	9
Q21.	How can I keep up-to-date with the latest QTLS news?	9
2	7303 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) 10	
Q22.	What is 7303 (PTLLS)?	10
Q23.	How much teaching practice is required?	10
Q24.	What is the observation requirement?	10
Q25.	Is a teaching practice portfolio required?	10
Q26.	Is a reflective learning journal required?	10
Q27.	At what stage should a learner be registered with City & Guilds for PTLLS?	11

Q28.	When should a learner register with the IfL?	11
Q29.	What level of achievement can be claimed if some assessment tasks are achieved at level 3 and some at level 4?	11
Q30.	If candidates achieve 7303 PTLLS at level 3, can they progress to the 7305 DTLLS qualification?	11
Q31.	What are the minimum qualification and level requirements to enter the programme?	11
Q32.	Are candidates required to take 7303 PTLLS if they have already achieved the 7302 Certificate in Delivering Learning?	11
3	7304 Certificate in Teaching in the Lifelong Learning Sector (CTLLS)	12
Q33.	What is 7304 CTLLS?	12
Q34.	How much teaching practice is required?	12
Q35.	Does teaching practice have to be completed with the same group of learners?	12
Q36.	What is the observation requirement?	12
Q37.	Is a teaching practice portfolio required?	12
Q38.	Is a reflective learning journal required?	13
Q39.	At what stage should a learner be registered with City & Guilds for CTLLS?	13
Q40.	When should a learner register with the IfL?	13
Q41.	What level of achievement can be claimed if some assessments are achieved at level 3 and some at level 4?	13
Q42.	If candidates achieve 7304 CTLLS at level 3, can they progress to the 7305 DTLLS qualification?	13
Q43.	Can candidates enrol on 7304 CTLLS without having to do 7303 PTLLS?	13
Q44.	What are the minimum qualification and level requirements to enter the programme?	13
Q45.	Do the optional units completed for CTLLS have a credit value within the 7305 DTLLS qualifications?	14
4	7305 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)	15
Q46.	What is 7305 DTLLS?	15
Q47.	How much teaching practice is required?	15
Q48.	Does teaching practice have to be completed with the same group of learners?	15
Q49.	What is the observation requirement?	15
Q50.	Is a teaching practice portfolio required?	15
Q51.	Is a reflective learning journal required?	16
Q52.	At what stage should a learner be registered with City & Guilds for DTLLS?	16
Q53.	When should a learner register with the IfL?	16
Q54.	Can candidates enrol on 7305 DTLLS without having to do 7303 PTLLS?	16
Q55.	What are the minimum qualification and level requirements to enter the programme?	16
Q56.	Do the optional units completed for 7304 CTLLS have a credit value within the 7305 DTLLS qualifications?	16
Q57.	At what levels are embedded functional skills required to be delivered?	16
Q58.	Is fast-track available for the 7305 DTLLS qualification?	16
5	7305 Subject Specialist Diplomas/Additional Diplomas in Teaching in the Lifelong Learning Sector – Literacy/Numeracy/ESOL	17
Q59.	What are the 7305 subject specialist diplomas and additional diplomas?	17
Q60.	How much teaching practice is required?	17

Q61.	Does teaching practice have to be completed with the same group of learners?	17
Q62.	What is the observation requirement?	17
Q63.	Is a teaching practice portfolio required?	18
Q64.	Is a reflective learning journal required?	18
Q65.	At what stage should a learner be registered with City & Guilds for the subject specialist diplomas and additional diplomas?	18
Q66.	When should a learner register with the IfL?	18
Q67.	Can candidates enrol on the 120 credit subject specialist diplomas without having to do 7303 PTLLS?	18
Q68.	What are the minimum qualification and level requirements to enter the qualifications?	18
Q69.	Is fast-track available for the diploma and additional diploma qualifications?	18

1 Teacher training and QTLS framework questions

Q1. What is the QTLS framework?

A The Qualified Teacher Learning and Skills (QTLS) framework is a unitised framework for England to help people progress from the initial Award in Preparing to Teach in the Lifelong Learning Sector, to the Certificate or level 5 Diplomas/ Additional Diplomas for teaching in the lifelong learning sector, depending on career aspirations and role requirements.

The City & Guilds new portfolio of teaching qualifications that comply with the QTLS framework comprises:

- 7303 (PTLLS) Award in Preparing to Teach in the Lifelong Learning Sector at level 3 & 4
- 7304 (CTLLS) Certificate in Teaching in the Lifelong Learning Sector at levels 3 & 4
- 7305 (DTLLS) Diploma in Teaching in the Lifelong Learning Sector at level 5
- 7305 subject specialist diplomas and additional diplomas for literacy, ESOL and numeracy teaching at level 5.

These qualifications are based on 'units of assessment' designed collaboratively by the sector skills council, Lifelong Learning UK (LLUK), working with City & Guilds and other Awarding Bodies (ABs). The units of assessment are in a format which meets the requirements of the Qualifications and Credit Framework. Each unit holds a credit value and is accredited on the Framework. All qualifications are endorsement by Standards Verification UK (SVUK), a regulatory subsidiary of LLUK.

Q2. What is the Framework?

A The Framework is a credit based framework for England which will eventually replace the National Qualifications Framework (NQF). The framework assigns credit value to units and qualifications, allowing learners and centres to easily track progression and accumulation of learning and skills.

This is a new 'pilot' framework emerging out of a Department for Innovation Universities and Skills (DIUS, formerly DfES) initiative to transform and professionalise teacher training and continuing professional development (CPD) in the lifelong learning sector in England. Further information on the Framework is available from www.qca.org.uk.

Q3. What are the requirements for new teachers wishing to teach in the lifelong learning sector?

A On 1st September 2007, reforms to initial teacher training were introduced in England. All **new** teachers in England are now required to take qualifications which form part of the QTLS framework and pilot Framework, and gain licensed practitioner status – QTLS/ATLS. Teachers in a 'full' teaching role have five years in which to meet these requirements.

Q4. What is 'licensed practitioner' status?

A There are two categories of licensed practitioners, corresponding to the following teaching roles:

- Associate Teacher Learning and skills (ATLS) - Associate Teachers
- Qualified Teacher Learning and Skills (QTLS) - Full Teachers

'Licensed Practitioner' status is conferred after achievement of the appropriate teaching qualification, the process of professional formation and CPD. This process of workplace assessment is not time related, and is based upon employer evaluation and referral. It is anticipated that this process will reflect and respond to the recruitment and teacher training demands of the teacher, the employing institution and the wider sector.

The Institute for Learning (IfL) will confirm the process of becoming a Licensed Practitioner over 2008 through consultation with teachers and stakeholders, and it is expected that licensed status will be available from September 2008. The license will be annually renewable, including a CPD obligation, and can be withdrawn or suspended subject to the outcome of an investigation of alleged misconduct. For full details visit www.ifl.ac.uk.

Q5. Who is affected by the reforms?

A All teachers in the lifelong learning sector who deliver LSC-funded training and qualifications, and who teach in contexts such as: FE colleges; specialist colleges; work-based learning (WBL); Learning and Skills Council (LSC) funded voluntary and community based learning; and armed forces learning.

Q6. Why are these changes taking place?

A The changes have emerged out of a 2004 DfES (now DIUS) consultation paper based on 'equipping our teachers for the future'. The aim of the initiative is to introduce a requirement for all teachers in the sector to gain qualifications appropriate to their role. Part of this aim is to professionalise the delivery of learning within the sector and to address the 'parity of esteem' issue between teachers in adult learning and those who teach in schools. QTLS has, in part, been designed to perform a similar function to that of Qualified Teacher Status (QTS) for school teachers. This reform is being carried out by LLUK. For further information please access www.lluk.org.uk.

Q7. How do the reforms apply to teachers?

A The way the reforms affect teachers is dependant on when they joined the workforce.

Teachers who qualified before 1 September 2001 are exempt from the 2007 teacher qualification requirements, but must comply with continuing professional development (CPD) requirements. They are encouraged to gain licensed practitioner status (Qualified Teacher Learning and Skills, QTLS, or Associate Teacher Learning and Skills, ATLS) through the process of professional recognition from the Institute for Learning (IfL). The IfL is the professional body for teachers and trainers in the learning and skills sector.

Teachers who qualified under the 2001 regulations (England), whether full or part-time, are not required to gain further qualifications to comply with the reforms. However, they must comply with CPD requirements, and are encouraged to gain the licensed practitioner status of either ATLS or QTLS, as appropriate to their role.

New entrants from the 1 September 2007 are required to comply with the new reforms.

Q8. What will candidates have to do to work towards QTLS/ATLS status?

A To achieve ATLS status, for the associate teacher role, candidates are required to gain qualifications up to a minimum value of 24 credits, engage in and provide evidence of the required continuing professional development (CPD) and hold a minimum of level 2 skills in literacy and numeracy.

To achieve QTLS status, for the full teacher role, candidates are required to gain qualifications up to a minimum value of 120 credits, engage in and provide evidence of the required continuing professional development (CPD) and hold a minimum of level 2 skills in literacy and numeracy.

Professional status for both roles must be applied for through the IfL (www.ifl.ac.uk).

Q9. Does QTLS status replace QTS?

A No, Qualified Teacher Status (QTS) is applicable to those teaching in schools. QTLS is the required status for the full teaching role (see FAQ 11) in the lifelong learning sector. It is stipulated as mandatory for FE teachers by the FE Regulations (England: 2007), and is a likely requirement for teaching on LSC-funded courses in the sector.

Q10. How will level 2 literacy and numeracy skills be evidenced?

A Tests will be introduced during 2008 to assess level 2 literacy and numeracy skills for **all** those applying for QTLS/ATLS status. Full details are yet to be confirmed by LLUK, and further updates will be issued to City & Guilds centres through the monthly e-updates as information is received.

Q11. What does the term 'not in a full teaching role' or an 'associate teaching role' mean?

A The 'associate teaching role' means a teaching role that carries significantly less than the full range of teaching responsibilities. It does not require the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum innovation or curriculum delivery strategies.

An associate teacher may teach predominantly in at least one of the following ways:

- from packs/pre-prepared materials, and therefore has fewer responsibilities
- in the design of curriculum and materials generally
- on a one-to-one basis
- on a programme confined to a particular level/subject/type of learner (ie, does short courses).

This is regardless of the amount of teaching undertaken, and whether contracts are full-time, part-time, fractional or fixed term. An associate teacher could also be deemed as someone whose main occupation is not teaching, but who does deliver learning on a regular or more than an occasional basis (eg termly contracts for adult and community learning that do not require the full teaching role).

Q12. What does the term 'full teaching role' mean?

A A 'full role' teacher is defined as someone who teaches:

- using materials they have designed and evaluated
- across a range of levels, subjects and learner types
- across or contributes to a range of programmes of varying lengths.

Their responsibilities require an extensive range of knowledge, understanding and application of curriculum development. The role encompasses full-time, part-time, temporary and permanent contract holders.

Q13. Which City & Guilds qualifications are affected by the reforms?

A The following qualifications are now replaced in England by a new City & Guilds teaching portfolio which meets the requirements of the QTLS framework, Further Education (FE) legislation (England 2007), and Framework requirements:

- *7302 Level 3 City & Guilds Certificate/Diploma in Delivering Learning*
- *7307 Level 3 City & Guilds Certificate in Teaching Adult Learners*
- *7407 Level 4 City & Guilds Certificates in Further Education Teaching*
- *9485 Level 4 City & Guilds Certificate in Adult Literacy Subject Support Specialists*

- 9486 Level 4 City & Guilds Certificate in Adult Numeracy Subject Support Specialists
- 9488 Level 4 City & Guilds Certificate in ESOL Subject Support Specialists.

The DIUS (formerly DfES) and QCA have confirmed that certification for these qualifications must be complete by 31 August 2008. These qualifications are now closed for registration in England; they continue at present to be available in Wales, Northern Ireland and Scotland.

Q14. What if candidates already hold a teaching qualification (eg 7302/7307/7407)?

A A tariff for legacy qualifications has been established by SVUK to rate existing teaching qualifications within the new framework. The 'tariff' is the value of legacy (pre September 2007) post-16 qualifications in relation to the new teaching and training qualifications that were introduced in September 2007:

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).

The tariff relates to classes of legacy qualifications where several institutions awarded them. They are mapped to the units of assessment in the *New overarching professional standards for teachers, tutors and trainers*. The tariff helps to justify and declare where learners should enter a programme in terms of advanced standing, or any accreditation of prior achievement (APA). The City & Guilds qualifications rated so far include:

7302 Level 3 Certificate and Diploma in Delivering Learning
7307 Level 3 Certificate in Teaching Adult Learners

In addition the following awards have been assessed as part of a class of qualifications accrediting generic standards:

7318 Level 3 NVQ Learning and Development qualifications
7407 Level 4 Certificate in Further Education Teaching

For full details of the SVUK mapping, please refer to www.lluk.org/svuk/tlq/index.html. LLUK have also set-up a helpline to provide further guidance on the tariff in relation to legacy qualifications, tel: 0207 936 5798, e-mail: advice@lluk.org.

7407 has in addition been recognised as exceeding the minimum standards established by SVUK as being met by awards accrediting the FENTO standards. The legacy value of Stages 1, 2 and 3 can be found at www.lluk.org/svuk/tlq/index.html.

Q15. Under 7407 some candidates used to complete 7407 stages 1 and 2 and then continue their training through a university. Can this progression route still be followed and will the new qualifications be recognised?

A It is not necessary to complete your training through a university. The new City & Guilds teaching portfolio meets the qualification requirements in accordance with regulations and the QTLS and Framework requirements.

The underpinning principle of the new qualifications is that all awarding institutions share the same units of assessment for their teaching qualifications within the sector. LLUK have stated that all unit credits should be recognised. However, some universities may require candidates to complete a bridging exercise if candidates have achieved at level 3 only, to ensure that they are able to meet the learning and assessment standards required of level 4+ qualifications. This process is solely at the discretion of the higher education institution, which sets its own entry requirements.

Q16. What are the contact and non-contact hours (formerly guided learning hours, GLH) for the new qualifications?

A Contact hours cover programme delivery; this includes group tutorials and assessment where indicated. Non-contact time covers the candidates' individual tutorial support time, developmental activities, research, self-study and teaching practice. Records of contact hours should be maintained by the centre.

Contact and non-contact hours are **notional** and are provided as a guide. It is at the discretion of individual centres as to how they manage qualification delivery, provided that qualification requirements are met. However, centres should note that funding is based for the year 2007-2008 on the recommended contact and non-contact hours.

Qualification	Contact hours	Non-contact hours
7303 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)	30	30
7304 Certificate in Teaching in the Lifelong Learning Sector (CTLLS)	120	120
7305 Diploma in Teaching in the Lifelong Learning Sector (DTLLS).	360	840
7305 Subject Specialist Diplomas in Teaching in the Lifelong Learning Sector – Literacy/ESOL/Numeracy	360	840
7305 Subject Specialist Additional Diplomas in Teaching in the Lifelong Learning Sector – Literacy/ESOL/Numeracy	120	330

Q17. How will centres deliver the qualifications?

A Delivery of the qualifications is at the centre's discretion, as long as all content and criteria are covered in accordance with guidance in the relevant qualification handbook. A best practice checklist is provided for centre use on the qualification materials CD (City & Guilds: January 2008). The CD is issued upon qualification approval, and is also available to purchase from the Online Catalogue from late January 2008.

Q18. Is it necessary to register candidates on 7303 PTLLS, 7304 CTLLS and 7305 DTLLS?

A No. If candidates aspire to or already work in the full teaching role, have access to 150 teaching practice hours across a range of levels, and meet the entry requirements outlined in the level 5 diploma qualification handbook, it is only necessary to register them on the 7305 DTLLS qualification. Candidates should be registered on 7304 CTLLS if they are pre-service or in-service associate teachers. They must have access to 30 teaching practice hours and meet the entry requirements outlined in the 7304 CTLLS qualification handbook.

7303 PTLLS is a requirement for all new entrants. It may be taken discretely or as part of either the 7304 certificate or 7305 diploma qualifications, where it forms the first unit/module.

Q19. How do you apply for qualification approval?

A Guidance and application documents for centre and qualification approval are available to download from the 'Centres' section of **www.cityandguilds.com**. Guidance is also provided in qualification handbooks.

Q20. Where can I get information on funding for the new qualifications?

A Level 5 diploma candidates are entitled to apply for a maintenance allowance grant administered by their local education authority (LEA). They will need to complete a PN1 form. Eligibility depends on personal circumstances.

Find out how to contact your LEA from:

www.dfes.gov.uk/localauthorities/index.cfm?action=authority.

Course providers should apply to their local Learning and Skills Council (LSC) for details of funding to support delivery of qualifications. An additional provision has been made to support activities such as the development of mentoring networks, initial assessment and observation. All qualifications are accredited by QCA and endorsed by SVUK (see **www.accreditedqualifications.org.uk**).

Find out how to contact your LSC from: **www.lsc.gov.uk**

Q21. How can I keep up-to-date with the latest QTLS news?

A Sign up to the monthly e-updates via the City & Guilds home page, **www.cityandguilds.com**. You'll receive a monthly alert, where you can check for the latest news posting relating to any of the new teaching qualifications – 7303, 7304, 7305. We also have a dedicated microsite, **www.cityandguilds.com/qtls**, and email address for all your QTLS enquiries.

2 7303 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)

Q22. What is 7303 (PTLLS)?

A PTLLS is the acronym for the *Award in Preparing to Teach in the Lifelong Learning Sector*. It is a one unit award comprising five 'sections'. All new teachers to the sector are required to complete it. The award has a credit value of 6 credits on the Framework. It forms the first unit/module of all 120 credit diploma qualifications and the 24 credit CTLLS programme; it can therefore be offered as an integrated unit/module or as a discrete award.

If taken as a stand-alone qualification, it can receive accreditation of prior learning (APL) within 7304 CTLLS, 7305 DTLLS, and the level 5 subject specialist diplomas for literacy, ESOL and numeracy (120 credits).

Q23. How much teaching practice is required?

A Candidates are required to undertake a minimum of 30 minutes micro-teaching (delivery of a teaching session to peers in a learning setting) or teaching practice. This time falls into candidates' non-contact hours within the programme. Full guidance is provided in the qualification handbook.

Q24. What is the observation requirement?

A The minimum 30 minutes micro-teach / teaching practice delivery must be observed by the tutor/observer, who must give feedback and complete an observation report provided in the appendices of the qualification handbook. Observations should last for a minimum of 15 minutes for each session.

For micro-teaching observation, feedback must be given by the candidate's peer group. There must be a minimum of three peer evaluations per candidate per micro-teaching session.

Q25. Is a teaching practice portfolio required?

A Candidates are encouraged to compile a teaching practice portfolio during their programme of study. The portfolio should be a concise log of micro-teaching / teaching practice undertaken and should include a their log of 30 minutes micro-teaching / teaching practice and evidence relating to their learners/peers, session planning, delivery and evaluation. It will include observations of their teaching by the course team and their peers (for micro-teaching only) for at least 30 minutes of their teaching in total (minimum of 15 minutes each session). The teaching practice portfolio is not a mandatory requirement of the PTLLS Award, but is deemed good practice.

Q26. Is a reflective learning journal required?

A Candidates should be encouraged to write a reflective learning journal from the commencement of the programme. They are permitted to use their own journal format during the course or use the pro forma provided in the appendices of the qualification handbook. Candidates **must** complete a journal entry after each assessment task (eg task 1, task 2, task 3, etc) completed for the theory and practical assessments and/or each session attended throughout the PTLLS programme.

Q27. At what stage should a learner be registered with City & Guilds for PTLLS?

A Candidates should be registered as near to their commencement of the programme as possible. Full details and guidance are contained in the qualification handbook.

Q28. When should a learner register with the IfL?

A Candidates should register within six months of commencing the programme. Full details and guidance are available from the IfL.

Q29. What level of achievement can be claimed if some assessment tasks are achieved at level 3 and some at level 4?

A All assessments would need to be achieved at level 4, if claiming for a level 4 award. 'Level-less' registration is available to centres under complex '-11'. It allows centres to claim for the appropriate level of achievement at the end of the qualification, therefore recognising candidate growth and development throughout the programme.

This FAQ is also applicable to the 7304 CTLLS qualification. Full guidance is contained in the qualification handbooks.

Q30. If candidates achieve 7303 PTLLS at level 3, can they progress to the 7305 DTLLS qualification?

A Yes, candidates may progress to the diploma if they are required or aspire to undertake the full teaching role. They will need to ensure they have access to 150 hours of teaching practice, and may be required to do some top-up work to ensure they can meet the level 4 and 5 standards of the rest of the DTLLS qualification.

Candidates who achieve PTLLS at level 3 and who choose to continue their study at a university may be required to undertake a bridging assignment to meet some higher education institution (HEI) qualification level requirements. This will be determined by the HEI.

Q31. What are the minimum qualification and level requirements to enter the programme?

A There are no formal entry requirements for this qualification, but candidates must be considering a subject for delivery and be aiming to achieve / or have achieved a qualification and experience for their subject/skill at the appropriate level.

Q32. Are candidates required to take 7303 PTLLS if they have already achieved the 7302 Certificate in Delivering Learning?

A Candidates who have achieved 7302 do not need to undertake 7303. Full details are contained on the Tariff of Legacy Qualifications (TLQ) Database (www.lluk.org/svuk/tlq/index.html). 7302 is deemed to meet requirements of the 7303 PTLLS Award.

3 7304 Certificate in Teaching in the Lifelong Learning Sector (CTLLS)

Q33. What is 7304 CTLLS?

A CTLLS is the acronym for the *Certificate in Teaching in the Lifelong learning Sector*. It may be offered to pre-service and in-service candidates on a part-time or full-time basis at level 3 or level 4. The certificate meets the qualification requirements for the associate teaching role. Both certificates comprise three mandatory units worth a total of 18 credits on the Framework, and optional unit(s) to a minimum value of 6 credits. The total minimum credit value required of this qualification is 24 credits.

If the certificate is achieved prior to progressing to the *Level 5 Diploma in Teaching in the Lifelong Learning Sector*, candidates may carry forward 15 credits and receive accreditation of prior learning (APL) for the first two units (*PTLLS* and *Planning and enabling learning*) within CTLLS.

Q34. How much teaching practice is required?

A Candidates are required to undertake a minimum of 30 hours teaching practice. This time falls into candidates' non-contact hours within the programme, and excludes micro-teaching or teaching practice completed as part of the PTLLS unit within CTLLS, or 7303 PTLLS Award if the unit has been completed discretely. Practice completed for the theory assessment at either level 3 or level 4 for the *Planning and enabling learning* unit is also excluded. Full guidance is provided in the qualification handbook.

Q35. Does teaching practice have to be completed with the same group of learners?

A No. Candidates may deliver their teaching practice across a range of cohorts.

Q36. What is the observation requirement?

A Candidates must be observed for at least **three hours** over a minimum of **three** occasions of their 30 teaching practice hours. Each observation **must** be for a minimum of 30 minutes and **must** be in the candidate's place of work. Observations should be throughout the duration of the CTLLS programme.

Teaching observation excludes observed practice completed as part of the PTLLS unit within CTLLS, or 7303 PTLLS Award if the unit has been completed discretely. The theory assessment in the *Planning and enabling learning unit* at level 3 or level 4, and mentor observations are also excluded.

Q37. Is a teaching practice portfolio required?

A Yes. Only **one** teaching practice portfolio is required across the full programme. The portfolio should be a concise log of teaching practice undertaken and should include a candidate's log of 30 hours teaching and evidence relating to their learners, session planning, delivery and evaluation. It will include at least three observations of their teaching by the course team for at least three hours of their teaching in total. Pro formas provided in the appendices of the qualification handbook are recommended for use. Full guidance is provided in the qualification handbook.

Q38. Is a reflective learning journal required?

A Candidates should be encouraged to write a Reflective Learning Journal from the commencement of the qualification, to be completed after each session attended throughout the programme. It is also deemed good practice for candidates to complete this form after each assessment undertaken.

For the PTLLS unit, candidates **must** complete a journal entry after each assessment task (eg task 1, task 2, task 3, etc) completed for the PTLLS theory and practical assessments and / or each session attended throughout the unit programme. Candidates are permitted to use their own journal format during the course or use the pro forma provided in the appendices of the qualification handbook.

Q39. At what stage should a learner be registered with City & Guilds for CTLLS?

A Candidates should be registered as near to their commencement of the programme as possible. Full details and guidance are contained in the qualification handbook.

Q40. When should a learner register with the IfL?

A Candidates should register as near to their commencement of the programme as possible. Full details and guidance are available from the IfL. The *Further Education Teachers' Continuing Professional Development Regulations 2007* require teachers in FE colleges to register and there will be implications for those who do not comply as they prevent employers using existing teachers not registered by 31st March 2008.

Q41. What level of achievement can be claimed if some assessments are achieved at level 3 and some at level 4?

A All assessments would need to be achieved at level 4, if claiming for a level 4 award. 'Level-less' registration is available to centres under complex '-11'. It allows centres to claim for the appropriate level of achievement at the end of the qualification, therefore recognising candidate growth and development throughout the programme.

Q42. If candidates achieve 7304 CTLLS at level 3, can they progress to the 7305 DTLLS qualification?

A Yes, candidates may progress to the diploma if they are required or aspire to undertake the full teaching role. Candidates can only carry forward 15 credits and receive accreditation of prior learning (APL) for the first two units (*PTLLS* and *Planning and enabling learning*) within CTLLS. They will also need to ensure they have access to 150 hours of teaching practice, and may be required to do some top-up work to ensure they can meet the level 4 and 5 standards of the rest of the DTLLS qualification.

Candidates who achieve the PTLLS unit or Award, or the Planning and enabling learning unit in 7304 CTLLS at level 3 and who choose to continue their study at a university may be required to undertake a bridging assignment to meet some higher education institution (HEI) qualification level requirements. This will be determined by the HEI.

Q43. Can candidates enrol on 7304 CTLLS without having to do 7303 PTLLS?

A Yes. Candidates may complete the PTLLS unit either through the stand alone 7303 PTLLS Award, or as part of the CTLLS programme for the associate teaching role.

Q44. What are the minimum qualification and level requirements to enter the programme?

A Candidates should be qualified/experienced in the subject they intend to teach, have access to 30 teaching practice hours and possess reasonable levels of language, literacy and numeracy. For further guidance, refer to the qualification handbook.

Q45. Do the optional units completed for CTLLS have a credit value within the 7305 DTLLS qualifications?

- A Optional unit credits completed as part of the certificate may not count towards the level 5 diploma qualifications. Optional unit credits are subject to the LLUK rules of combination (ROC) which are currently being considered. More information will be made available on this shortly via the City & Guilds monthly e-updates.

4 7305 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

Q46. What is 7305 DTLLS?

A DTLLS is the acronym for the *Diploma in Teaching in the Lifelong learning Sector*. It may be offered to pre-service and in-service candidates on a part-time or full-time basis and is awarded at level 5 upon completion. The diploma meets the qualification requirements for the full teaching role. It comprises level 4 (part one) and level 5 (part two) mandatory units and optional units. The total minimum credit value required of this qualification is 120 credits on the Framework.

Candidates may carry forward credits and receive accreditation of prior learning (APL) for the PTLLS unit or 7303 Award and the *Planning and enabling learning* unit within 7304 CTLLS if previously achieved.

Q47. How much teaching practice is required?

A Candidates are required to undertake a minimum of 150 hours teaching practice. This time falls into candidates' non-contact hours within the programme, and excludes micro-teaching or teaching practice completed as part of the PTLLS unit within CTLLS, or 7303 PTLLS Award if the unit has been completed discretely. Practice completed for the theory assessment at either level 3 or level 4 for the *Planning and enabling learning* unit is also excluded. Full guidance is provided in the qualification handbook.

Q48. Does teaching practice have to be completed with the same group of learners?

A No. Candidates may deliver their teaching practice across a range of cohorts.

Q49. What is the observation requirement?

A Candidates must be observed for at least **eight hours** over a minimum of **eight** occasions of their 150 teaching practice hours. Each observation **must** be for a minimum of 30 minutes and **must** be in the candidate's place of work. Observations should be throughout the duration of the programme. It is recommended that most observations would be for a minimum of one hour.

Teaching observation excludes observed practice completed as part of the PTLLS unit within DTLLS, or 7303 PTLLS Award if the unit has been completed discretely. The theory assessment in the *Planning and enabling learning* unit at level 3 or level 4, and mentor observations are also excluded.

Q50. Is a teaching practice portfolio required?

A Yes. Only **one** teaching practice portfolio is required across the full programme. The portfolio should be a concise log of teaching practice undertaken and should include a candidate's log of 150 hours teaching and evidence relating to their learners, session planning, delivery and evaluation. It will include at least eight observations of their teaching by the course team for at least eight hours of their teaching in total. Full guidance is provided in the qualification handbook.

Q51. Is a reflective learning journal required?

A Candidates are required to write a Reflective Learning Journal from the commencement of the programme, which encompasses their own learning and teaching practice. The journal entries must provide the basis for meeting the required assessment outcomes. Only **one** Reflective Learning Journal is required across the full programme.

For the PTLLS unit, candidates **must** complete a journal entry after each assessment task (eg task 1, task 2, task 3, etc) completed for the PTLLS theory and practical assessments and / or each session attended throughout the unit programme. Candidates are permitted to use their own journal format during the course or use the pro forma provided in the appendices of the qualification handbook.

Q52. At what stage should a learner be registered with City & Guilds for DTLLS?

A Candidates should be registered as near to their commencement of the programme as possible. Full details and guidance are contained in the qualification handbook.

Q53. When should a learner register with the IfL?

A Candidates should register as near to their commencement of the programme as possible. Full details and guidance are available from the IfL. The *Further Education Teachers' Continuing Professional Development Regulations 2007* require teachers in FE colleges to register and there will be implications for those who do not comply as they prevent employers using existing teachers not registered by 31st March 2008.

Q54. Can candidates enrol on 7305 DTLLS without having to do 7303 PTLLS?

A Yes. Candidates may complete the PTLLS unit either through the stand alone 7303 PTLLS Award, or as part of the DTLLS programme for the full teaching role.

Q55. What are the minimum qualification and level requirements to enter the programme?

A Candidates should be qualified to level 3 or be able to demonstrate level 3 skills in the subject they intend to teach, have access to 150 teaching practice hours and possess reasonable levels of language, literacy, numeracy and ICT. For further guidance, refer to the qualification handbook.

Q56. Do the optional units completed for 7304 CTLLS have a credit value within the 7305 DTLLS qualifications?

A Optional unit credits completed as part of the certificate may not count towards the level 5 diploma qualifications. Optional unit credits are subject to the LLUK rules of combination (ROC) which are currently being considered. More information will be made available on this shortly via the City & Guilds monthly e-updates.

Q57. At what levels are embedded functional skills required to be delivered?

A Functional skills will need to be embedded at the level appropriate to the learning group. For further guidance, please contact LLUK or the National Training Organisation (NTO) for the subject area.

Q58. Is fast-track available for the 7305 DTLLS qualification?

A Fast-track is not available for 7305 DTLLS; full qualification approval is required from your City & Guilds regional office.

5 7305 Subject Specialist Diplomas/Additional Diplomas in Teaching in the Lifelong Learning Sector – Literacy/Numeracy/ESOL

Q59. What are the 7305 subject specialist diplomas and additional diplomas?

A The diplomas and additional diplomas are specialised routes to meet the qualification requirements for literacy, ESOL and numeracy teachers. The diplomas consist of seven modules, staged at level 4 (part one) and level 5 (part two). They have a credit value of 120 credits on the Framework. The additional diplomas consist of two modules which are also staged at level 4 and level 5, and have a credit value of 45 credits on the Framework. The additional diploma can be taken as an 'add-on' by candidates who hold 7305 DTLLS or its recognised equivalent, to meet the requirements of literacy, ESOL or numeracy specialist teaching. Both the diplomas and additional diplomas are awarded at level 5. For further information visit www.cityandguilds.com/qtls.

Candidates may carry forward credits and receive accreditation of prior learning (APL) for the PTLLS unit or 7303 Award and the *Planning and enabling learning* unit within the subject specialist diplomas (120 credits), if previously achieved.

Q60. How much teaching practice is required?

A For the 120 credit diplomas candidates are required to undertake a minimum of 150 hours teaching practice delivered across a minimum of two levels in a subject specific context. This time falls into candidates' non-contact hours within the programme, and excludes micro-teaching or teaching practice completed as part of the PTLLS unit within CTLLS, 7305 DTLLS, or 7303 PTLLS Award if the unit has been completed discretely.

For the 45 credit additional diplomas candidates are required to undertake a minimum of 75 hours teaching practice also delivered across a minimum of two levels.

Full guidance is provided in the qualification handbooks.

Q61. Does teaching practice have to be completed with the same group of learners?

A No. Candidates may deliver their teaching practice across a range of cohorts, but they must deliver their teaching across a minimum of two levels in a subject specific context.

Q62. What is the observation requirement?

A For the 120 credit diplomas, candidates must be observed for at least **eight hours** over a minimum of **eight** occasions of their 150 teaching practice hours. For the 45 credit additional diplomas, candidates must be observed for at least **four hours** over a minimum of **four** occasions of their 75 teaching practice hours.

For both the diplomas and additional diplomas observations should be throughout the duration of the programme and be undertaken by an appropriate subject specialist observer. Each observation **must** be for a minimum of 30 minutes and **must** be in the candidate's place of work. Observations should cover Skills for Life specialist teaching and learning. It is recommended that most observations would be for a minimum of one hour.

Teaching observation excludes observed practice completed as part of the PTLLS unit within 7304 CTLLS, 7305 generic DTLLS, or the 7303 PTLLS Award if the unit has been completed discretely. Mentor observations are also excluded.

Q63. Is a teaching practice portfolio required?

A Yes. Only **one** teaching practice portfolio is required across the full programme. The portfolio should be a concise log of teaching practice undertaken and should include a candidate's log of their required of hours teaching and evidence relating to their learners, session planning, delivery and evaluation. It will include their teaching observations by the course team. Full guidance is provided in the qualification handbook.

Q64. Is a reflective learning journal required?

A Candidates are required to write a Reflective Learning Journal from the commencement of the programme, which encompasses their own learning and teaching practice. The journal entries must provide the basis for meeting the required assessment outcomes. Only **one** Reflective Learning Journal is required across the full programme.

For the PTLLS unit in the 120 credit diplomas, candidates **must** complete a journal entry after each assessment task (eg task 1, task 2, task 3, etc) completed for the PTLLS theory and practical assessments and / or each session attended throughout the unit programme. Candidates are permitted to use their own journal format during the course or use the pro forma provided in the appendices of the qualification handbook.

Q65. At what stage should a learner be registered with City & Guilds for the subject specialist diplomas and additional diplomas?

A Candidates should be registered as near to their commencement of the programme as possible. Full details and guidance are contained in the qualification handbook.

Q66. When should a learner register with the IfL?

A Candidates should register as near to their commencement of the programme as possible. Full details and guidance are available from the IfL. The *Further Education Teachers' Continuing Professional Development Regulations 2007* require teachers in FE colleges to register and there will be implications for those who do not comply as they prevent employers using existing teachers not registered by 31st March 2008.

Q67. Can candidates enrol on the 120 credit subject specialist diplomas without having to do 7303 PTLLS?

A Yes. Candidates may complete the PTLLS unit either through the stand alone 7303 PTLLS Award, or as part of the subject specialist diplomas.

Q68. What are the minimum qualification and level requirements to enter the qualifications?

A Candidates must be qualified to level 3, or be able to demonstrate level 3 process skills and personal skills in the subject they intend to teach, have access to either 150 (120 credit diplomas) or 75 (45 credit additional diplomas) teaching practice hours, and possess reasonable levels in areas of language, literacy, numeracy and ICT not represented within their subject specialism. Full guidance is contained in the qualification handbook. Reference must also be made to the LLUK guidance document: *Criteria for entry to Mathematics (Numeracy) and English (Literacy and ESOL) Teacher Training in the Lifelong Learning Sector*, available to download from www.lluk.org.uk.

Q69. Is fast-track available for the diploma and additional diploma qualifications?

A Fast-track is not available; full qualification approval is required from your City & Guilds regional office.