Teaching in the Learning & Skills Sector (Adult, Further) & Higher Education

C.C. 23

Careers Centre
Introduction

‘The first question you might ask is “what exactly is the further education and skills sector?”’. Currently there are over 350 general FE and sixth form colleges, work-based training providers, adult and community learning providers and specialist colleges. There are also over 1000 private training providers, 200 public training providers and around 40 higher education institutions (HEIs) involved in FE teaching.

Having so many different training providers means there are lots of teaching and training opportunities for you. Whether that’s academic subjects, vocational courses, English for speakers of other languages (ESOL) or basic maths and English – you can teach these at a range of levels.’ (taken from ‘Why teach in FE?’ Education and Training foundation)

Further information and advice about training to teach in this sector can currently be found on the Education and Training Foundation website link to working in the FE sector www.feadvice.org.uk. They can also be contacted via email on feadviceline@etfoundation.co.uk or by telephone 0300 303 1877.

What establishments cover post 16 education and training?

Colleges of Further Education form the largest part of the sector. These tend to be large organisations offering a wide range of academic, professional or vocational qualifications to a diverse cohort of full and part time students from age 16 upwards. Some colleges of further education have particular specialisms often linked to the local economy; e.g. some rural colleges may specialise in agriculture or animal husbandry; some urban colleges may have close links with engineering or with retail industries, and these are reflected in the courses and qualifications on offer. Generally, FE colleges offer a broad curriculum to meet a broad set of learning needs from basic skills to higher professional qualifications.

6th form colleges catering for 16 – 19 year olds. These offer mainly academic qualifications GCSE, AS / A2.

Adult and community learning providers seek to meet a wide range of learning needs from basic skills to vocational and recreational courses and tend to attract the older (21+) learners.

Work based learning is offered within the workplace or by training organisations often working in partnership with employers and, sometimes, colleges of further education. The courses and qualifications tend to be vocational and include apprenticeships.

The sector also includes offender learning which takes place in prisons or youth offender institutions. Courses in offender institutions focus on basic and employability skills including some vocational qualifications and also some academic subjects.
Many voluntary and charitable organisations (third sector) also provide courses, often in basic and employability skills and some specialist areas. (Taken from Education and Training Foundation information sheet 001 (2013))

Qualifications for new entrants to the profession (from 2014)

‘Since September 1st 2013 it is no longer a legal requirement to have a prescribed teaching qualification or to hold QTLS in order to teach in publicly funded post 16 education and training in England. Employers like FE institutions now have greater discretion and flexibility to appoint suitable individuals to particular teaching posts. You may, however, find that possession of, or willingness to gain, a recognised teaching qualification is included as an essential or desirable criterion for appointment to teaching posts. Possession of a teaching qualification would certainly enhance your chances of appointment.

New qualifications for teaching in the FE sector are being introduced from 1 September 2013. This means that for the coming year (2013/14) both new and old qualifications will exist alongside each other. Please note that both sets of qualifications are regarded as valid so, whichever you choose, you will be regarded as qualified.’

New qualifications available from 1 September 2013

- **Level 3 Award** in Education and Training (Qualifications and Credit Framework) 12 credits
- **Level 4 Certificate** in Education and Training (QCF) 36 credits
- **Level 5 Diploma** in Education and Training (QCF) 120 credits

Qualifications no longer available

- Preparing to Teach in the Lifelong Learning Sector [PTLLS] 12 Credits
- Certificate of Teaching in the Lifelong Learning Sector [CTLLS] 36 Credits
- Diploma in Teaching in the Lifelong Learning Sector [DTLLS] 120 Credits

Please note also that some universities may adopt entirely different titles for their qualifications (for example they may be called PGCE in Further Education and Training (FET), PGCE in Further Education & Training in the Lifelong Sector, Cert Ed, Post Graduate Diploma, Professional Diploma). This is of no significance as they all qualify you to teach in the further education sector.’
What are the qualifications and how do I gain access to them?

- **Level 3 Award in Education and Training (former PTLLS)**

This is offered as a threshold award by many course providers. It comprises **30 hours of taught study** usually over **10 – 12 weeks** in a **College of Further Education**. It is the first module of the Diploma in Education and Training award. This introductory knowledge based teaching qualification has no minimum teaching practice requirement (although there is a minimum requirement to take part in microteaching alongside peers).

This new Award in Education and Training gives an introduction to teaching adults and you will gain a preliminary understanding of lesson planning, delivery and assessment. Achievement of this award shows a prospective employer that you are on the route to getting qualified and may help you find some paid work.

- **Level 4 Certificate in Education and Training (former CTLLS)**

The certificate is an **associate teacher qualification** and develops practical **teaching skills** and, through the optional units, prepares teachers to work in a wide range of contexts. This does not encompass the full teacher role. The focus is more on delivering learning (skills and/or knowledge) and assessment often using ready-made lesson plans and materials. You should not be involved in curriculum delivery or course design activities. It is more of an **instructor qualification** and involves **120 hours of taught study with 30 hours supervised teaching practice**. Courses usually comprise 3 hours a week from September – June.

- **Level 5 Diploma in Education and Training (former DTLLS)**

The qualification can be gained through a **one year programme** usually within a university teacher training department. Part of the year (**100 hours**) will be spent on **placement** in a partner FE College or similar environment which is arranged for you by the university. This provides **practical teaching experience** and you will be observed and assessed on your performance.

Courses usually follow the academic year, September – June, and comprise around **12 hours a week of supervised study time**. Arrangements can vary from university to university and there may be more flexibility, so it is best to enquire about exact details.

There is a **2 year part-time route** available too. These can take place at a University or more often in a College of Further education. Usually, however, you would need to find your own teaching placement (paid or voluntary) before completing enrolment. It is permissible to work in a paid capacity as a teacher but it may be that a condition of employment is that you enrol on and achieve the qualification within a specified timescale. For many teachers this is an in-service qualification route as opposed to the pre-service route offered within the one year model.

**Please note that the Diploma (DTLLS), the Award (PTLLS) and the Certificate (CTLLS) is not a linear sequence. If you do PTLLS as a separate course you**
progress to either CTLLS (associate teacher) or DTLLS (full teacher). Taking CTLLS and then DTLLS is time consuming and expensive and probably unnecessary.

(Taken from the Education and Training Foundation Leaflet 001)

To increase your chances of full time employment at an educational institution, the further education advice line suggest that alongside your teaching award you might consider teaching numeracy, literacy, ESOL or teaching learners with learning difficulties. Specialist qualifications are available as listed below:

- Maths (numeracy)
- English (literacy),
- English (literacy and ESOL)
- English (ESOL - English for Speakers of Other Languages)
- Teaching learners with learning difficulties and/or disabilities

The best route for new teachers is an integrated course that includes the subject specialism within the full diploma.

Alternatively you can take a Diploma in Education but follow a ‘specialist pathway’ where you take specific units that cover your subject specialism.

A further option is for you to take a DTLLS/Diploma in Education and then take an additional ‘stand-alone’ subject specialist diploma. (45 credits)

For further detailed information please contact the FE advice line for Information sheet 015

**Entrance requirements to teach in the FE sector**

Applicants need to be qualified and/or experienced in the subject they wish to teach. For academic subjects this would typically be at degree level. For those teaching on professional courses candidates should hold the appropriate qualification, e.g. accountancy lecturers should be professionally qualified. For those teaching vocational subjects candidates should have an appropriate vocational qualification usually minimum level 3. Professional or industry experience may also be expected. Tutors of maths (numeracy) and English (literacy and/or ESOL) need to be able to demonstrate level 3 competencies in maths or English.

**How to apply**

To apply for a place the majority of applications are made direct to the University, College or Training Provider. Some applications i.e. Edge Hill University, are made via UCAS teacher training ([www.ucas.com/apply/teacher-training](http://www.ucas.com/apply/teacher-training)) A full course provider list can be accessed via [www.talent.ac.uk/courses.asp](http://www.talent.ac.uk/courses.asp) The site is simple to use and you can easily narrow down your choice of course within regions throughout the country.
Information for Applicants to Edge Hill University

Edge Hill University offers an undergraduate (University Higher Diploma) and Post-graduate (PGCE) Further Education and Training programme on a full time basis over one academic year and a part time basis over 2 years. Recruitment is for September for full-time programmes, and September for part time programmes.

Applications should be made early via UCAS for both under and post-graduate applicants. Applications should be made as early as possible in the year before you intend to study. Late applications will be considered at the team’s discretion.

Undergraduate applicants should have a minimum level 3 award in their subject area plus significant experience of working in their field of qualification: in other words, people with an NVQ L3 in hairdressing should have experience of working in a salon in order to be able to demonstrate current experience of the industry standards and requirements (typically 3 – 5 years post-qualification experience).

Post-graduate applicants should have an Honours degree (minimum 2:2 outcome) relevant to the further education and training curriculum: in other words, Further Education colleges and other settings in the sector should offer your subject as an A-level, BTEC GCSE, NVQ or similar. If you are unsure, review the curriculum offered at local colleges and find out which subjects are taught.

For post-graduate study, where the degree taken has a significant element of vocational practice, applicants will benefit from having professional experience. For example, while a candidate with a degree in English will be suitable to teach A-level English, a candidate with a degree in Education Studies will benefit from having worked with children before seeking to teach nursery nurses. Contact tutors to discuss.

A tax free teacher training bursary may be available and is dependent on qualifications held and the subject being taught whilst on professional practice.

The admissions tutors look for the following qualities:

- Ability to work independently
- Ability to demonstrate resilience
- Open to new ideas
- Flexibility and adaptability
- Good organisational skills

Together with the following knowledge and skills:

- A good awareness of the Further Education & Training environment
- Strong literacy and numeracy skills

Edge Hill University has a franchise partnership with Shrewsbury College of Arts and Technology and partnership links with many colleges and settings including Hopwood Hall College, Knowsley Community College, KGV Sixth Form College, Holy Cross College, St Helens College, Preston College and The City of Liverpool College.
Funding and student support for FE teacher training courses

- **Tuition Loans**
  Teacher training institutions charge variable tuition fees for initial teacher training. Check with your preferred provider. Universities tend to charge more than Colleges of Further education. Contact [www.studentfinanceengland.co.uk](http://www.studentfinanceengland.co.uk) for information on higher education student loans. These loans are not means tested and the maximum that you can be charged for a full time one year course presently stands at £9000.

**Additional funding**

- **Means tested, non-repayable maintenance or special support grants** may be available depending on individual circumstances.

- **Repayable maintenance loans** are also available for one year full-time courses only (not available for part time / EU students or students aged over 60 years). The loan is paid directly into your bank account at the start of term.

- **Training Bursaries** The Department for Business, Innovation and Skills has recently announced bursaries to encourage and support graduates to teach English, Maths and Special Educational Needs in the FE sector. Trainees need to study to **Level 5** on a full time or part-time ITT course and can study this at an FE College, University or Training Provider. The bursary scheme is currently scheduled to run for 2 years from 2013 to 2015. Students need to apply directly to an ITT provider who will automatically put them forward for a bursary but should always check with their provider.

### Bursary Rates 2014/15

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Table taken from BIS booklet:

Bursary Guide

Academic Year

2014/15

REVISED JUNE 2014
The Institute for Learning (IfL) (www.ifl.ac.uk)

This is the professional body for teachers in publicly funded post 16 education and training. The Institute used to be funded by government but is now independent. All teachers in the sector may join the IfL. A registration fee is payable annually. The main requirement of membership is that you must continue with your professional development (CPD) and submit a record of your CPD activities over the year.

As a member of IfL you may wish to gain associate or qualified Teacher Learning and Skills status (A/QTLS). This is a professional status conferred by IfL and once this status is obtained, FE teachers with QTLS are able to apply for teaching posts in schools. The process is very simple and at a cost of £485, requires completion of an online workbook giving supporting evidence of your work. Your application is reviewed and moderated and once achieved you are able to print out your own certificate as proof of ‘professional formation’. The IfL is being phased out from the Autumn of 2014, with the core business of Professional Formation being taken over by the Teaching and Learning Foundation.

For more detail on the above please see the IfL website or the Teaching and Learning Foundation website

Job Advice

In FE there are an increasing number of part time posts and fixed term contracts. Many part time jobs will not be advertised in the press or online and it is worth checking the recruitment sections on college websites and other providers such as local authorities.

Where to look for jobs

1. Teaching jobs are advertised in the following newspapers:
   - Times Education Supplement (TES) on Fridays: www.tes.co.uk/jobs
   - The Guardian on Tuesdays: www.theguardian.com/education

2. Guides
   - The University of Greenwich publishes a guide called Getting a teaching job in FE which includes application and interview tips. Go to http://www.gre.ac.uk/_data/assets/pdf_file/0010/394525/Getting-a-teaching-job-in-FE.pdf
   - The ‘Education Yearbook’ published by Pearson Education, lists FE colleges, adult education institutes, independent secondary schools and independent FE and other organisations within education.

3. Websites:
www.fecareers.co.uk
www.talent.ac.uk/jobs.asp
www.fejobs.com
www.teachfe.com
www.jobs.ac.uk
www.rit.refugeecouncil.org.uk – Refugees into Teaching, a project that supports refugee teachers to return to teaching in England, also with ESOL teaching opportunities.
www.skillsforlifenetwork.com - News and information network for Skills for Life professionals, with nationwide course and job search options

4. Speculative applications

In further education there are an increasing number of part time posts and fixed term contracts. Many part time jobs will not be advertised in the press or online. It is worth checking the recruitment sections on the websites of colleges and other providers such as local authorities. You may also want to consider speculative applications which are often best addressed to the head, or section leader of your subject area.

5. Teaching agencies

Teaching agencies are used by a number of employers often to fill short term or part time appointments. It's important to be aware that certain entitlements, such as a pension and sick leave which are provided to those employed by an employer direct are often not available to agency staff. Agency daily rates may also be lower than those offered to staff employed directly by the employer

- Capita Education www.capitaeducation.co.uk
- Protocol www.protocol.co.uk

Are FE Teachers (QTLS) able to teach in secondary schools?

Teachers with QTLS are qualified to teach in schools on the same basis as those with qualified teacher status (QTS) as a result of the Woolf Report of 2011, and increasing numbers of Edge Hill University Further Education and Training graduates are finding positions in schools.

It has always been the case that teachers with QTS have been allowed to teach in the FE sector and this route is often seen as the easier of the two ‘directions’. 
Deciding which sector to teach in boils down to personality and preferences on your work environment and working practice. To teach in the FE sector a teacher has to be prepared to teach in the evening and during the day, they have to be prepared to work independently and be self-motivated and they probably work for less pay too as there is no national pay scale for FE teachers. (The college union UCU publishes a recommended pay scale but individual colleges choose whether to follow these guidelines. It is always important to check what pay scale your potential employer offers and whether you can be awarded increases, or incremental points for experience or for undertaking additional responsibilities.)

School is much more structured and there is a shorter but more intense working ‘day’ with the flexibility to work from home where you can plan and mark in the evenings. Behaviour management is also more structured and one that many teachers prefer.

The compulsory school participation age will be 18 years by 2016 and this may have a significant impact on the FE sector.

**Update on Teaching in Higher Education**

**Lecturing in Higher Education**

The prime requirement for the role is that applicants need to have or be working towards a higher degree – usually a PhD. Applicants are also expected to be able to demonstrate their ability to teach at the appropriate level. A teaching certificate or PGCE at any level will offer an advantage.

The most significant development in recent years has been the introduction of formal postgraduate teaching qualifications for higher education (HE) lecturers. In many universities these are now compulsory for new staff on permanent contracts and are completed alongside a lecturer's normal working duties. These courses cover theories of learning, practical skills and principles of learning within an HE context. Many universities run their own courses and these can usually be taken a module at a time although deadlines for completion of the courses may apply. The Higher Education Academy formed in 2004 ([www.heacademy.ac.uk](http://www.heacademy.ac.uk)) accredits these and offers membership to lecturers following completion of an accredited course.

Full-time posts are highly competitive and it would be unusual to gain one early in a career. Part-time teaching and administrative hours are sometimes offered to research students as part of a bursary package – in some cases these are structured and are advertised as Graduate Teaching Assistants. These posts offer a good way of developing experience and contacts but will not guarantee the offer of a post upon graduation. Many careers begin through part-time hours on single courses or by offering cover for lecturers who are ill or on sabbatical. A proactive approach to the job search is needed in order to maximise chances of success – contact and stay in touch with departments while you are getting known and establishing a reputation.

Some individuals decide to qualify to teach in the Learning and Skills sector and whilst they are teaching obtain higher level qualifications i.e. masters and PhD which will then make them more attractive to the HE sector.

Posts within the HE sector are usually advertised through the Guardian (Tuesday), The Times Higher Educational Supplement and [www.jobs.ac.uk](http://www.jobs.ac.uk)
Further information is available by going to the relevant profile on prospects.ac.uk – find it via the page at:
http://www.prospects.ac.uk/links/occupations

The profile, from which some of the above information has been quoted, includes ideas about the work, entry and training requirements, and vacancy and information sources that will help you to develop your research.

Local Colleges & Universities

Wigan & Leigh College, PO Box 53, Parsons Walk, Wigan, WN1 1RS
Tel: 01942 761600 website: www.wigan-leigh.ac.uk

Knowsley Community College, Rupert Road, Roby, Liverpool, L36 9TD
Tel: 0151 477 5777 website: www.knowsleycollege.ac.uk

Hugh Baird College, Balliol Road, Bootle, Liverpool, L20 7EW
Tel: 0151 353 440 website: www.hughbaird.ac.uk

Liverpool Community College, Riversdale Centre, Riversdale, Liverpool
Tel: 0151 252 4828 website: www.liv-coll.ac.uk

West Lancashire College, Skelmersdale Campus, College Way, Skelmersdale WN8 6DX Tel: 01695 52300 website: http://www.westlancs.ac.uk/

St Helens College, Water Street, St Helens, Merseyside, WA10 1PP
Tel: 01744 733766 website: www.sthelens.ac.uk

Southport College, Mornington Road, Southport, Merseyside, PR9 0TT
Tel: 01704 500606 website: www.southport-college.ac.uk

University of Central Lancashire, Preston, Lancashire PR1 2HE
Tel: 01772 201201 website: www.uclan.ac.uk

University of Bolton, Education Office, Eagle Tower, University Way, Bolton BL3 5AB
Tel 01204 903200 website www.bolton.ac.uk

Blackpool & the Fylde College, Ashfield Road, Bispham FY2 0HB
Tel: 01253 504343 www.blackpool.ac.uk

Manchester Metropolitan University, Crewe Campus, Crewe Green Road, Crewe, Cheshire CW1 5DU
Tel: 0161 2475074 www.mmu.ac.uk

Written Clare Gilby Careers Adviser and Lindsey Marsh, Senior Lecturer
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Inclusive Learning

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Edge Hill University Careers Centre
Contact Details: Tel: 01695 584866

Website: www.edgehill.ac.uk/careers

Opening hours:

Term-time: Monday – Friday 8.45 am – 5.00 pm

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Twitter: @EHU_Careers