

Licence to Practise: Professional Formation

**Your guide to Qualified Teacher
Learning and Skills (QTLS) and
Associate Teacher Learning and Skills
(ATLS) status**

September 2008. Version 1.0

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Foreword from the Deputy Chief Executive



Dear member,

In establishing professional formation as the route to securing Qualified Teacher Learning and Skills (QTLS) and Associate Teacher Learning and Skills (ATLS) status, the Institute for Learning and its stakeholders recognise that teaching in a further education context is very different from that in schools.

The majority of teachers, trainers, tutors, lecturers and other teaching professionals, have an extensive body of subject skills, knowledge and expertise developed in business, industry, commerce or academia and have made the career move into teaching. Most will undertake initial teacher training in-service, having secured their first teaching role; some will train pre-service.

Professional status recognises that an individual teacher has gone beyond qualification, to draw together their subject with the skills and knowledge acquired through teacher training, embedding this in their day-to-day practice. Teachers with professional status know that their learning is not complete when initial teacher training ends, they commit to lifelong professional development so that their skills are always up-to-date as the needs of learners change.

In aspiring to Q/ATLS status, a teacher makes a statement about how they view their professionalism.

For teachers qualifying post-September 2007 new to the role, it is an expectation that the sector makes of them: that they will continually develop their practice for the benefit of their learners. For those of us employed in the sector prior to September 2007, it is a voluntary commitment we make as professionals, demonstrating that we go beyond the regulatory requirement to register with the Institute and meet the new standard.

I am delighted to be involved in this new and exciting period in our development of professionalism.

Regards,

A handwritten signature in black ink, appearing to be 'Lee Davies', written over a horizontal line.

Lee Davies

Deputy Chief Executive, Institute for Learning

About this support pack

Our members include teachers, trainers, tutors and trainee teachers – hereafter, referred to as ‘teachers’ - from a rich and diverse range of subject specialisms and contexts. Some work in traditional learning settings, such as colleges and institutions, others are specialists in delivering teaching and learning in ‘offsite’ contexts, for example, through offender or work-based or community learning.

We hope that whatever your situation this support pack will help you to begin your journey of professional formation, ultimately leading to the award of Q/ATLS.

This pack will help you:

- understand what professional formation is;
- understand the different phases of the professional formation process;
- make decisions about whether applying for Q/ATLS is best for you;
- submit your intention to formally begin the professional formation process;
- and
- understand IfL’s strategy for professional formation.

Professional Formation: an introduction

The Institute for Learning (IfL) has responsibility for the registration and regulation of licensed practitioners through Qualified Teacher Learning and Skills (QTLS) and Associate Teacher Learning and Skills (ATLS) status.

This licence will be conferred through a process of professional formation, defined in the 2007 Regulations¹ as:

“the post-qualification process by which a teacher demonstrates through professional practice:

- a) the ability to use effectively the skills and knowledge acquired whilst training to be a teacher; and
- b) the capacity to meet the occupational standards required of a teacher.”

Background and context

Throughout initial teacher training (ITT), teachers are assessed against the occupational standards (LLUK, December 2006). Professional formation affords teachers the opportunity to describe how these standards are evidenced in their teaching practice, with aspects of subject currency, teaching and learning, reflective practice and planning for continuing professional development (CPD).

Professional formation is not limited to time, other than the regulatory requirement to achieve Q/ATLS status within five years of first employment in the sector. It is based on the teacher’s ability to meet the standards expected of a licensed practitioner. Some teachers could complete the process very soon after taking their teaching qualification or completing a professional recognition route (through SVUK), whilst others might take longer. This allows the process to take account of the diversity of employment within the sector and not disadvantage any teachers or employers.

The time taken to achieve Q/ATLS status and complete professional formation will be determined by the individual circumstances of the teacher, for example, length of experience, full-time, part-time, fractional or sessional role and in-service training. The Institute has therefore taken a flexible, pragmatic approach to professional formation.

Q/ATLS status are restricted statuses, available only through membership of the Institute for Learning and retained by the teacher through adherence to the Code of Professional Practice and a commitment to remain in good standing through completing the required number of hours of CPD each year.

¹ The Further Education Teachers’ Qualifications (England) Regulations 2007 (SI 2007:2264)

Background and context (cont.)

With these safeguards in mind, and the assurance they bring to the sector in terms of protecting the profession, the Institute has determined that a 'light touch' self-assessment model is sufficient for evidencing professional formation. The teacher tells their story through a professional formation account, drawing supporting evidence from a variety of sources.

The professional formation account

Candidates for Q/ATLS status will be expected to submit their professional formation account through the Institute's online personal learning space, REfLECT. An application template will enable the candidate to add evidence from a variety of sources (scanned documents, video, peer reviews, audio, etc) to support the application. The Institute will provide exemplars of accounts and a dedicated support service to assist candidates.

The account comprises two forms of evidence:

- a) **mandatory elements** are drawn from typical sources and are common for all candidates;
- b) **personalised elements** are individual reflections on professional elements, incorporating evidence from a variety of sources appropriate to the candidate.

Mandatory elements

Within professional formation, there are a number of fixed or compulsory evidence requirements, determined through regulation or other requirements deemed by the sector to fit all teaching roles.

These may change over time, but currently include:

1. **Completion of an approved qualification** (or equivalent) or through the professional recognition scheme at a level appropriate to QTLS (level 5) or ATLS (level 3 or 4) status.
eg: scanned certificates authenticated by the employer or direct notification from the awarding body
2. **Numeracy and literacy skills** at or above level 2.
eg: scanned certificates authenticated by the employer, direct notification from the awarding body or other evidence, such as numeracy or literacy skills within the teacher's subject specialism

Mandatory elements (cont.)

3. **Supporting testimony**, the endorsement of the completed application by a person deemed to satisfy the Institute's criteria for supporting claims for professional formation²,:
eg: a peer review of the complete application following the Institute's template for supporting testimonies
4. **Declaration of suitability**
eg: A completed declaration of suitability statement.

Personalised elements

1. **Subject currency** – an account of the candidate's expertise in their area of specialism. This could include, or be a mix of, a personal reflection on subject-related skills or expertise, peer observation from a suitable expert witness³, scanned copies of endorsed qualifications in the subject area, etc.
2. **Teaching and learning** – an account of the candidate's ability to use effectively the skills and knowledge acquired through ITT to deliver their subject to a range of learners
This could include, or be a mix of, a personal reflection on teaching and learning, peer or learner observation from a suitable expert witness, observation of teaching and learning, micro teaching, etc.
3. **Self assessment** – an individual analysis of the candidate's learning needs and goals for the next 12 months.
This could include (or be a mix of) a personal reflection on teaching practice using REfLECT (or other reflective method), evidence of needs analysis coming from appraisal or review, etc.

² The completed application must be endorsed by a member of the Institute for Learning (the "supporter") in a category of membership equivalent or higher than the candidate. The supporter must be an appropriately qualified teacher or associate teacher, meeting the requirements of the 2007 regulations. Further information about who will be deemed suitable to provide this supporting testimony will be published in due course.

³ An expert witness (the "witness") is any person able, through qualification or experience of the candidate's work, to make an objective supporting statement. Where supporting a specific claim such as subject expertise, the witness must be suitably qualified in the subject area to make such a judgement.

Personalised elements (cont.)

4. **Professional development planning** – an individualised learning plan detailing the actions the candidate will take to address the needs and goals identified through self assessment.

This could include, or be a mix of, a professional development plan in REFLECT (or other CPD planning and recording method), a scanned professional development plan, reference to the candidate's reflective journal or professional development log, etc.

5. **Reflective practice** – reflection on the impact of professional development on the candidate's teaching practice, the benefit to learners and wider communities of practice.

This could include, or be a mix of, a personal reflection on the impact of CPD, peer review, learner observations, observation of teaching and learning, collaborative working, etc.

Application Process

From September 1st 2008, all eligible IfL members will be able to apply to start the process of obtaining a licence to practise (Q/ATLS). See diagram on page 11.

Step 1: Registering your statement of intent

You must confirm your intent to compile and submit your professional formation portfolio to the Institute.

We will run a termly submission process for professional formation and will need to receive your application of intent to apply in the first month of the term prior to which you intend to submit.

Deadlines are as follows:

	Application submitted by:	Portfolio submitted by	Conferral of Q/ATLS status by:
Spring	October 31	End February	April 30
Summer	January 31	June 30	August 31
Winter	May 31	October 31	December 31

*Please note that the above application submission date for the first submission process in January-February 2009 will be December 31, 2008.

Online via REfLECT

We strongly recommend you complete this process through REfLECT, the IfL's online CPD tool. There are many additional benefits to using REfLECT – see [Appendix A](#).

All members have a complimentary account which can be accessed via the Members' Area; for more information and resources on how to access REfLECT, see Appendix B; and how to complete your statement of intent, see Appendix B.

Key advantages of using REfLECT for professional formation are that you will simplify the submission process for both your application and portfolio, and that this allows your supporter to access and review your portfolio online. REfLECT users will also enjoy the benefit of quicker response times in many cases to their communications with IfL due to the efficient nature of the system.

Step 1: Registering your statement of intent (cont.)

Hard copy by post

A hard copy application form is offered as an alternative, primarily for people with no or limited internet access. To request this application form, email pf@ifl.ac.uk with a subject line 'PF application request'. You may also call the membership team on 0844 815 3202, option 1.

Before using this method, we would ask you to carefully consider whether this means of submission is the most appropriate and suitable for you.

Which option is best for you?

Please consider your application method carefully to ensure this is the best option to support you. Members may wish to use REfLECT to boost their ICT skills and confidence.

Step 2: Compile your professional formation account

After submitting the application, you can begin the compilation of your Professional Formation portfolio: a paper or online file of the appropriate core elements (see Professional Formation link: PF Annex link). You will also need to identify a supporter for your application.

Step 3: Submit your professional formation portfolio

From January 2009 onwards, you can submit your portfolio of evidence to IfL, along with a supporting statement form.

You can submit your portfolio via REfLECT, or if unable to do so, by post. Please note that you need to have advised IfL at the time of your statement of intent that you intend to submit your portfolio in hard copy format.

Step 4: Review and evaluation

Once submitted, the portfolio will be reviewed and evaluated against the mandatory and personalised elements forms of evidence.

Step 5: Awarding of Q/ATLS

Confirmation of receipt of your application for Q/ATLS status will be advised by email and Q/ATLS status shall be awarded to successful applicants at the [end of each term submission period](#).

Development of Professional Formation

We shall be adopting a two phased approach to the initial research and development of the Professional Formation process.

The initial phase will run from September 2008 to December 2009 and will target teacher educators and CPD professionals, drawn from our membership. This group will assist us to develop and refine the core research questions and methodology.

Phase two of the research will run from January to March 2009 and will incorporate lessons learned from the first phase. The primary aim of this second phase will be to extend the scope of the research to inform a review of a larger sample of IfL members. This larger group will include IfL Fellows, IfL council members, other experienced teachers and some of those who have completed their teaching qualifications since September 2007. They will assist us in testing the characteristics of the submission process for its efficiency, quality and robustness.

Evaluation and feedback from these initial research phases will take place from April to May 2009 with reports issued by the end of June 2009, providing guidance for future applicants.

Frequently asked questions

What is Q/ATLS and how will it help me in the future?

Qualified Teacher Learning and Skills (QTLS) and Associate Teacher Learning and Skills (ATLS) are the new benchmark standards for licensed practitioners which will apply to teachers in the FE sector, as outlined in [Equipping Our Teachers for the Future \(PDF will open in new window on external website\)](#)

How do I get my Licence to Practise?

Licensed Practitioner status is not mandatory for all: however the IfL is encouraging all those teaching in the Learning and Skills sector to achieve this as a demonstration of professionalism. The licence will be conferred subject to successful completion of professional formation. The Institute has provided the framework for members who wish to complete professional formation in [REFLECT](#), the IfL bespoke online personalised learning space.

I already have a teaching qualification. Will I be eligible for Q/ATLS? What level is this qualification at?

Qualifications are separate from licensed practitioner status (Q/ATLS) status, which will only be conferred following a process of professional formation. [For an overview of the requirements and mechanism for licensed practitioner status, please go to the relevant page in the Join section of this website.](#)

For information regarding which level your qualification was awarded at you should contact the awarding institution or SVUK.

I'm qualified to teach in primary/secondary schools. Can I get Q/ATLS?

From 1st September 2007, on entering teaching in the further education sector, holders of QTS will continue to be recognised as being qualified to teach in further education. You will need to complete an FE orientation module (which will be available from LLUK) and professional formation within two years to become licensed.

Frequently asked questions (cont)

What information is available for teachers with qualifications other than teaching to support them in achieving QTLS?

For experienced teachers and trainers who may not have the required teaching qualifications, there is currently a General Professional Recognition Learning and Skills scheme available through Standards Verification UK (SVUK). Upon completion of the process, you will be able to gain full member status with IfL, and therefore you shall be an eligible candidate for QTLS.

To contact SVUK regarding this call 0113 241 0433 or email recognition@svuk.org

Will I be tested against the minimum core⁴ in order to gain Q/ATLS?

There is no test to become a licensed practitioner (Q/ATLS), but a condition of gaining and maintaining the licence is that you have completed a programme to the satisfaction of the IfL or have obtained an award approved by the Secretary of State, to demonstrate that you have the necessary literacy, numeracy and information and communications technology skills to teach.

To keep my Licence, do I have to teach during the year? (career breaks, etc)

There is no requirement for you to teach during your membership but you will be required to provide evidence of remaining in good standing within the profession.

[Equipping Our Teachers for the Future \(PDF will open in new window on external website\)](#) introduced the requirement to 'remain in good standing' as a critical component of maintaining the Licence to Practise. All teachers will therefore be required to demonstrate evidence of post-qualification professional development to maintain licensed status.

[The Further Education Teachers' Continuing Professional Development and Registration Regulations \(England\) 2007 \(link will open in new window on external website\)](#) extend this requirement to all teachers. We have a broad interpretation of teaching as befits the diversity of the sector and the Regulations make a number of provisions relating to CPD to allow for particular personal circumstances.

⁴ The assessment strategy for addressing literacy, language, numeracy and ICT needs in education and training.

Frequently asked questions (cont)

I'm not a numeracy teacher but am I correct in saying that I will need to complete the National Test in Numeracy at Level 2 in order to gain Q/ATLS?

You will be required to provide evidence that you hold the equivalent to the level 2 Literacy and Numeracy. This can be O Levels or GCSE'S or if you are not from the UK, an international equivalent (these can be verified by NARIC, the National Agency for providing information and expert opinion on vocational, academic and professional skills and qualifications worldwide).

SVUK and the Institute will shortly be publishing further guidance on how to gain appropriate evidence of literacy and numeracy at Level 2.

Why must I register my intention to begin the professional formation process?

By registering your intention to undertake professional formation you are asserting your determination to become a licensed practitioner. In this interim year (the first awards of Q/ATLS will not be until April 2009), registering your intention to acquire Q/ATLS (coupled with IfL membership) will serve as evidence to employers (current or future) of your status as a professional.

How might I attain Q/ATLS status if I work through an agency for an extended period of time?

Your working situation will not effect your application for Q/ATLS as long as you are currently teaching within the sector, the context is irrelevant

How long will it take for me to apply for Q/ATLS?

The time frame for Q/ATLS can be for a long or short a period as is convenient for you, the applicant subject to the following limitations:

- If you were first employed as a teacher after 1 September 2007, and you hold DTLLS or CTLLS, you have a period of 5 years from the date you were first employed in which to complete the Professional Formation process and obtain Q/ATLS (as applicable).
- If you were first employed as a teacher after 1 September 2007, and you hold QTS, you have a period of 2 years from the date you were first employed in which to complete the Professional Formation process and obtain Q/ATLS (as applicable).

Frequently asked questions (cont)

When will I be able to gain Q/ATLS?

You will be able to gain full Q/ATLS status from April 2009 onwards after submission of your portfolio in January 2009. [Please refer to the submission timeline on page 9.](#)

Do I have to use REfLECT to go through the professional formation process?

While it is not mandatory to use REfLECT for professional formation, we strongly recommend it as the most efficient and secure means of compiling and submitting your portfolio.

What kind of files can be uploaded to REfLECT?

The following file extensions are recognised by REfLECT:

.avi	.htm	.pps	.txt
.bmp	.ico	.ppt	.wma
.csv	.jpg	.psd	.wps
.doc	.mdb	.pub	.xls
.docx	.mdi	.rtf	.xml
.dot	.mht	.tif	.zip
.gif	.pdf	.tmp	
.gwb	.png	.torrent	

Further reading and information

[Professional Formation Overview Brochure](#)

Brochure giving a summary of Professional Formation process and policy.

[Briefing Document for key stakeholders, HE institutions and awarding bodies](#)

This guidance is for higher education institutions, awarding bodies, employing organisations and other sector stakeholders, outlining the broad concepts of professional formation.

[Guidance from LLUK for awarding institutions on teacher roles and initial teaching qualifications](#)

This document provides guidance for awarding institutions developing qualifications for the initial training of teachers in the Further Education (FE) Sector in England. It provides details of the qualifications required for those teachers new to the sector and undertaking teacher training from September 2007.

REFLECT

[REFLECT - IfL's online CPD tool - an overview](#)

[REFLECT - an update on progress of the pilot](#)

[PebblePad Presentation Videos](#)

PebblePAD is the donor system for REfLECT. Much of the information supporting PebblePAD is applicable to REfLECT

Policy Documents

[Professional Formation statement](#)

The IfL's full policy statement on Professional Formation.

[Annexe to Professional Formation Statement](#)

This Annexe should be used alongside the above statement as it maps to the LLUK standards

[The Further Education Teachers' Qualifications \(England\) Regulations 2007](#)

[The Further Education Teachers' Continuing Professional Development and Registration \(England\) Regulations 2007](#)

Appendix A - REfLECT: an Overview

REfLECT was first introduced to the IfL as a piece of software (PebblePad), developed by Pebble Learning and already in use in many parts of the education system. We saw great value in this tool and have commissioned this bespoke version for use by our members, which has been name REfLECT.

REfLECT incorporates the requirement to record CPD along with the existing features. You can see an example of the REfLECT interface [here](#).

Features of REfLECT

- **Thoughts**– you are able to log thoughts as you think of them. Perhaps a development activity will arise from a thought immediately or much later. You can keep a store for future reference. Even if no action arises, it can be useful to put things in writing and think them through.
- **Action Plans**– you are able to plan development activities in a structured way, helping you to think about what steps to take, what resources you may need, as well as some SWOT analysis.
- **Activities**– This allows you to record CPD activities (or, indeed, any other kind or activity) and reflect on the impact they have had.
- **Blogs**– a blog (or web log) is an online journal that you can update on an ongoing basis for any audience. You can attach files and images as needed. A powerful communication tool!
- **Webfolios** – These are online portfolios. Essentially, they are multi-page websites that can be used for a variety of purposes

Sharing

Any of the features within REfLECT can be shared with colleagues, peers or friends for review and/or comment. There are various levels of sharing which ensure that you are in complete control of who sees what, when.

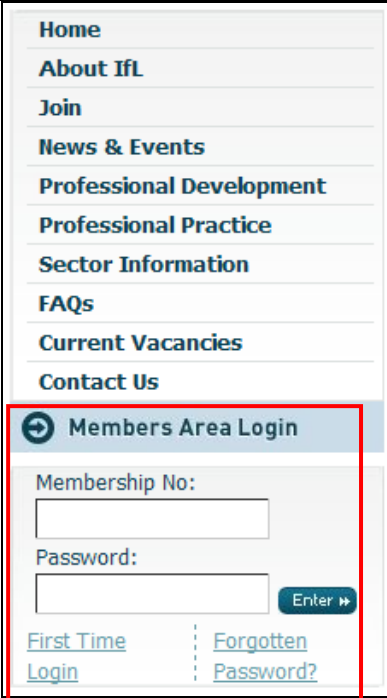


This function can be used to enter into discussions with colleagues that may be used to enhance your professional practice (and keep a record of these). It is this function that will enable members to submit evidence of their CPD to the IfL.

Appendix A - REfLECT: an Overview (cont.)

Benefits of REfLECT

- **Accessible**
REfLECT can be accessed via any PC (or laptop) with an internet connection and Flash Player 7 and above. REfLECT is also easy and fun to use!
- **Transferable**
Members can now have one place to store everything they may need to send to their employer (and for many, multiple employers), the IfL and any professional organisations they may be affiliated with. This will save time and minimise repeating
- **Structured**
All of the features within REfLECT contain scaffolding that helps users to record the right kind of information. This is particularly useful for those developing reflective practice.
- **Developing IT skills**
Through the use of REfLECT, many members may improve and build confidence in their IT skills.

Appendix B - How to log into REfLECT for the first time

	<p>Step 1:</p> <p>To access REfLECT, you will first need to log into the IfL members' area.</p> <p>Visit www.ifl.ac.uk and enter your membership number and password on the left hand side navigation bar, then click 'Enter' button.</p>
	<p>Step 2:</p> <p>The navigation bar will refresh to show the link to REfLECT as the third item in the list.</p> <p>Click on 'REFLECT'.</p>
	<p>Step 3:</p> <p>The REfLECT launch page will open.</p> <p>Click on the link to open REfLECT – this will launch into a new browser window.</p>

Tip!

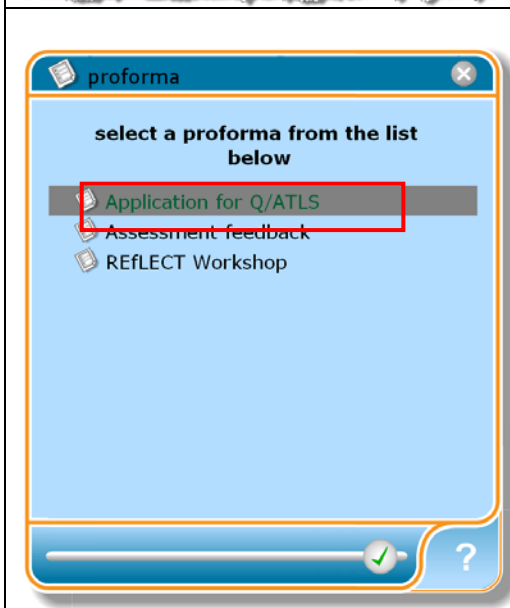
If you are a new REfLECT user, joining for the first time in order to register for professional formation, you may have to wait up to 7 working days to receive the application form. You can begin creating assets in REfLECT and will have all other functionality from your first login.

Appendix C - How to access the professional formation application form



Step 1:

Click on 'create new' menu button and choose *more* at the bottom of the menu to see additional options. From this list choose 'proforma'.



Step 2:

Clicking proforma opens a pad on the right side of the screen listing all of the proformas you are able to access.

For some users this may be a lengthy list; for others there may only be a single item.

Select 'Application for Q/ATLS' from the list and click on the tick to open the proforma.

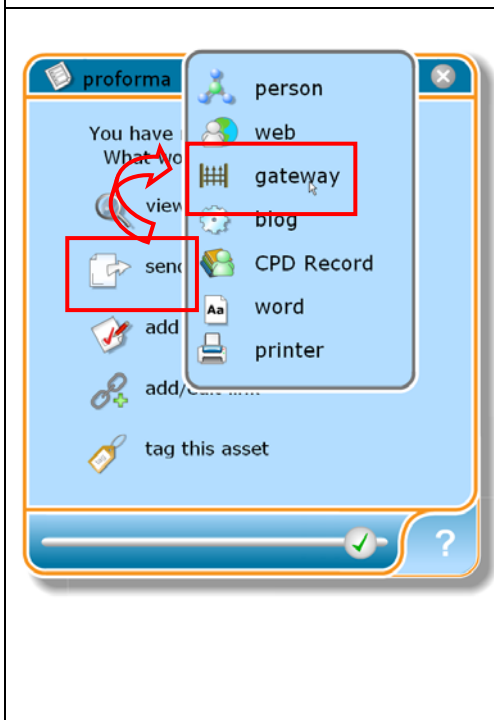
How to access the professional formation application form (cont)

Step 3:

The application form will open in a new window.

Complete all of the fields before clicking the 'save changes' button. This will save the form to REfLECT and show you the completed version.

If you want to make any changes you can select 'edit response', otherwise simply close the window when you are finished.

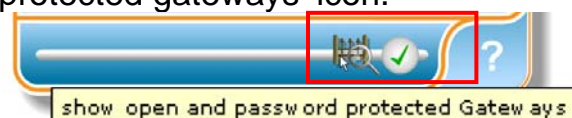


Step 4: Submitting the application form

From the 'end pad' (or from the 'overview pad' if you submit the form later), you can submit the application form to the Professional Formation Application Gateway.

Select 'send to' then 'gateway'.

At the bottom of the pad that appears click on the 'show open and password protected gateways' icon.



How to access the professional formation application form (cont)



Step 5:

Choose 'Professional Formation Applications' from the list and click on the tick to submit.

The Professional Formation gateway will open to show you that your application form has been successfully submitted and you will receive an email notification as a receipt.

There will be many application forms on the gateway though you will only be able to view your own.

If you make any changes to your application form within REfLECT these changes will register immediately on the gateway.

If you delete your application form in REfLECT it will be removed from the gateway.

What happens next?

You should start collecting your professional formation portfolio (composed of the nine elements) in accordance with your decision to work towards either Q/ATLS. You will be able to submit your portfolio from February 2009 if using REfLECT. Those not using REfLECT will be contacted regarding their individual circumstances and terms of submission.

You should also begin to seek a supporter (expert witness) for your eventual submission next year. Information regarding this can be found in the 'understand the different phases of the professional formation process' section.

How to access the professional formation application form (cont)

Do I have to use REfLECT to go through the professional formation process?

While it is not mandatory to use REfLECT for professional formation, we strongly recommend it as the most efficient and secure means of compiling and submitting your portfolio.

Appendix D - The differences between QTLS and ATLS

Licensed practitioners are those in possession of either Q/ATLS status corresponding to the following teaching roles:

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

The licence will be annually renewable with membership, subject to the member remaining in good standing with the Institute and meeting the annual CPD obligation of at least 30 hours a year for full time practitioners (pro-rata for part time).

Full teachers

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

Associate teachers

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

Associate teachers may also be those whose main job role is not teaching, but who do deliver learning to adults on a regular or more than an occasional basis.

Appendix E - Glossary

Term / acronym	Meaning	Definition
AB	Awarding Body	Body approved by the Qualifications and Curriculum Authority (QCA) which awards qualifications
AI	Awarding Institution	Any institution that can award a qualification, including Awarding Bodies and Higher Education Institutions
AP(E)L	Accreditation of Prior (experiential) Learning	Term used in Regulations to denote meeting the requirements of the Secretary of State
Associate teacher	Associate Teacher	Someone who does not have the full range of teaching responsibilities
Approved Qualification	Parts of a qualification within the Qualifications and Credit Framework (QCF)	The process of recognition of someone's prior qualifications and/or experience
ATLS	Associate Teacher, Learning and Skills	The term which describes the status of those licensed to practise as a teacher in the associate teaching role
CAT(S)	Credit accumulation and transfer (system)	A qualification in the QCF between 13 and 36 credits – see also Award and Diploma
Certificate	Credit accumulation and transfer (system)	The process by which learners can accumulate credit and use it towards a full or further qualification
CLD	Community learning and Development	The seven discrete strands are youth work, adult and community learning, community development, development education, community development learning, family learning and working with parents

Appendix E – Glossary

Credit	A method of recognising learner achievement	One credit is the notional equivalent of 10 hours of learning. Credit is assigned to units of assessment which are combined to support the creation of coherent programmes of learning and qualifications
CPD	Continuing professional development	Any activity undertaken for the purposes of updating knowledge of the subject taught or of developing teaching skills
CTLTS	Certificate in Teaching in the Lifelong Learning Sector	The qualification for those who practise in the associate role
DIUS	Department for Innovation, Universities and Skills	Government department that covers some functions of the former DfES
DfES	Department for Education and Skills	A former government department in England, part of which is now the Department for Innovation, Universities and Skills (DIUS)
DTTLS	Diploma in Teaching in the Lifelong Learning Sector	The qualification for those who practise in the full teacher role
Expert witness	Someone who peer reviews submitted portfolio	The reviewer and approver of the supporting statement submitted for Q/ATLS

Appendix E – Glossary

GLH	Guided learning hours	Hours in which a teacher/tutor/trainer is present and contributing to the learning process. The LSC currently funds on the basis of GLH HE Higher Education Work at Level 4 and above of the Qualifications and Credit Framework (QCF)
HEI	Higher Education Institution	The term for an individual university or college of higher education
ICT	Information and communication technology	ie the internet, e-journals, mobile phones
IfL	Institute for Learning	The professional body for teachers in the FE sector responsible for conferring licensed practitioner status
ILP	Individual learning plan	A template for personalised planning of an individual's learning and professional development
ITT	Initial teacher training	The first stage in a teacher's professional development – sometimes referred to as initial teacher, tutor, trainer education (ITTTE)
Legacy Qualifications	Qualifications which have been replaced by the introduction of new qualifications for teachers in the Further Education Sector in England from September 2007	SVUK is producing a tariff of these qualifications – the TLQ

Appendix E – Glossary

LLUK	Lifelong Learning UK	The Sector Skills Council responsible for the development of standards and qualifications frameworks for teachers, tutors and trainers in the UK lifelong learning sector
Micro teaching	A method employed for teaching practice	The use of a training class of fellow trainees for the purpose of practice and/or assessment of teaching
NARIC	National Recognition Information Centre	National Agency for providing information and expert opinion on vocational, academic and professional skills and qualifications worldwide.
NLH	Notional learning hours	The average amount of time it would take for a learner to achieve a specified qualification The Professional
PGCE	Professional Graduate Certificate in Education/Post Graduate Certificate in Education	Graduate Certificate is normally awarded at level 6 and the Post Graduate Certificate is normally awarded at level 7
Professional formation	Professional formation process	The process by which a teacher gains Q/ATLS
PTLLS	Preparing to Teach in the Lifelong Learning Sector	The qualification that all new entrants to the profession from September 2007 must take
QAA	Quality Assurance Agency	Provides an integrated quality assurance service for UK higher education

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QCA	Qualifications and Curriculum Authority	The regulatory body for awarding bodies in England
QCF	Qualification and Credit Framework	The new Qualifications and Credit Framework is a unit-based framework and is underpinned by a system of credit accumulation and transfer, enabling learners to 'bank', 'build' or 'save' credit awarded for achievement
QTLS	Qualified Teacher, Learning and Skills	The term which describes the status of those licensed to practise as a teacher in the full teacher role CPD recording software provided by the IfL for its members
REfLECT	CPD recording software	CPD recording software provided by the IfL for its members
SfL	Skills for Life	English (Literacy and ESOL) and Mathematics (Numeracy)
SWOT analysis	Strengths, Weaknesses, Opportunities, Threats	Analysis of Strengths, Weaknesses, Opportunities and Threats that can be applied
SVUK	Standards Verification UK	The organisation which endorses and 'standards verifies' initial teaching qualifications in the FE sector
TLQ	Tariff of Legacy Initial Teacher Training Qualifications	The Tariff of Legacy Initial Teacher Training Qualifications (TLQ or "Tariff") establishes how legacy Initial Teacher Tutor Trainer Education (ITTTE) qualifications map to the new <i>Equipping our Teachers for the Future</i> requirements in England

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TQF	Teacher Qualifications Framework	The framework in which teaching qualifications have been developed, sitting within the Qualifications and Credit Framework
WBL	Work based learning	Teaching and training that takes place in a work place context