

# Professional development of adult basic skills teachers in partner countries

Country: England

<p><b>1. What do you think are the top five challenges in your country around the training of adult basic skills teachers?</b></p>
<p>Access to training, funds for training, professional development of teacher educators, capacity,</p>
<p><b>2. Do you have the support of your government? Is there a national policy?</b></p>
<p>There is a national policy. Teachers of adult literacy, numeracy and ESOL are required to qualify both as a teacher of adult learners and also specifically as a teacher of adult literacy, numeracy or ESOL.</p>
<p><b>3. Is there a statutory entitlement to adult basic education?</b></p>
<p>Yes, for literacy and numeracy up to EQF Level 3 and with some restrictions for some migrant groups.</p>
<p><b>4. What are the employment prospects for trainee teachers? What conditions would they work in? Employment conditions / volunteering / how attractive is the role?</b></p>
<p>Employment in the adult education sector, as in much of the public sector is currently difficult. Recent years have seen an increase in hourly-paid, part time employment and a contraction in the numbers of teachers. There is renewed policy interest in the use of volunteers, though currently they are generally used in support of a classroom teacher.</p>
<p><b>5. Are basic skills seen as separate subjects or one single subject? Reading, writing, numeracy, ICT, second language etc.</b></p>
<p>There are three separate subjects: literacy, numeracy and ESOL are seen as separate subjects. However, it is common for a literacy teacher to also do some numeracy teaching or vice versa. What's more the increasingly complex needs of students in both literacy and ESOL classes is making it increasingly important that literacy teachers understand language development and ESOL teachers are able to address literacy needs.</p>
<p><b>6. Is there a national requirement for teachers of adults to have a qualification to teach adults? (separate from school teaching qualifications?)</b></p>

Yes. However, those holding qualified teacher status for schools are allowed to teach adults while those qualified to teach adults are not qualified to work in schools. There is currently a consultation on whether to change this.

**7. Is there a requirement for teachers to have a subject specific qualification? Literacy/numeracy etc**

Yes, a subject specific qualification for each subject taught – e.g. separate teaching qualifications for literacy, numeracy and ESOL.

**8. What are the qualifications?**

New entrants to the sector who wish to work in the role of a ‘full teacher’ and who do not hold any previous teaching qualifications, need to gain a generic teaching qualification as well as a subject specialism in the area they want to teach i.e. ESOL, literacy or numeracy. This can either be achieved by completing an **integrated programme** offering the generic and subject-specific teaching qualifications together, or trainees can complete a generic teaching qualification and a separate **stand-alone subject-specific qualification**. These teaching qualifications are offered through both Higher Education Institutions (HEI) and National Awarding Bodies (NAB). Qualifications from the NABs have consistent, nationally defined titles. The equivalent teaching qualifications through HEIs have varying titles according to individual HEI practice. For the purposes of this report we are using the NAB abbreviated titles, ‘DTLLS’ and ‘ADTLLS’ as the generic terms for reference to cover all equivalent teaching qualifications. The ‘DTLLS’, that is the Diploma in Teaching in the Lifelong Learning Sector, is available in three subject-specific versions for those needing to complete both teaching qualifications in one integrated qualification:

- **Diploma in Teaching English (ESOL) in the Lifelong Learning Sector**
- **Diploma in Teaching English (Literacy) in the Lifelong Learning Sector**
- **Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector**

There are also three ‘partly’ integrated courses:

- **Level 5 Diploma in Teaching in the Lifelong Learning Sector (English Literacy)**
- **Level 5 Diploma in Teaching in the Lifelong Learning Sector (English ESOL)**
- **Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics Numeracy)**

In HEIs the equivalent qualification may often be a PGCE or Certificate in Education in adult literacy, numeracy or ESOL.

Those that already hold a recognised generic teaching qualification or have qualified for the schools sector need to hold or complete a stand-alone subject-specific qualification. Again the ‘ADTLLS’ comes in three subject variations:

<ul style="list-style-type: none"> <li>• <b>Additional Diploma in Teaching English (ESOL) in the Lifelong Learning Sector</b></li> <li>• <b>Additional Diploma in Teaching English (Literacy) in the Lifelong Learning Sector</b></li> <li>• <b>Additional Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector</b></li> </ul> <p>In HEIs the equivalent qualification often carries the title of Post Graduate or Higher Education Certificate in adult literacy, numeracy or ESOL</p>
<p><b>9. How long does it take to qualify as a adult basic skills teacher?</b></p>
<p>Two years part time</p>
<p><b>10. What levels are required from adult basic skills teachers? Use EQF</b></p>
<p>The teacher training qualifications are offered at Level 5 of the EQF, though some courses are also run at Level 6/7</p>
<p><b>11. What are the entry requirements for trainee teachers? What do trainee teachers need to know to be accepted on a training course (qualifications, subject knowledge, prior teaching qualifications, Accreditation of Prior Learning?)</b></p>
<p>English and Maths at Level 4 of the EQF</p>
<p><b>12. Are the entry requirements based on national standards?</b></p>
<p>Yes, but this is a recent change.</p>
<p><b>13. Is there a distinction made between ITT / CPD? Please explain</b></p>
<p>Yes. ITT is the pre-service qualification and CPD is in-service, ongoing through a teacher's career. However, many teachers do their initial teacher training in-service as they are already employed.</p>
<p><b>14. Who delivers the training for adult basic skills teachers? Universities? Private trainers?</b></p>
<p>The training is delivered by a mix of HEIs which accredit their own courses to agreed standards and Further Education (FE) Colleges which offer Awarding Body accredited qualifications.</p>

<b>15. Who are the teacher trainers? Are there any qualifications?</b>
There are no specific qualifications required of trainers. They are generally respected practitioners with high levels of experience and expertise in the sector. In the years 2001/2007 we held courses to train new teacher educators.
<b>16. Assumption of learners / contexts that the trainees will teach?</b>
The learners are adults over 16. Many are in FE but also in work-based learning, prison and community contexts.
<b>17. Who pays for the training?</b>
A combination of the employer and the individual teacher with some, intermittent state support.
<b>18. Do you also have non-formal/unaccredited professional development/training? Give examples / links</b>
There has been free national CPD in this area for the last ten years. However, this has now been withdrawn. There is a broad offer of unaccredited professional development and much on-line activity.
<b>19. Recruitment? Marketing of courses? Incentives? Give examples / links</b>
NRDC runs a national website with information on all ITT courses available in England, this site also hosts teaching and training resources: <a href="http://www.talent.ac.uk">www.talent.ac.uk</a> Recruitment is done on an institution/course level, other than TALENT there is little coordinated marketing. The Institute for Learning ( <a href="http://www.ifl.ac.uk">www.ifl.ac.uk</a> ) offers information and advice as does the Learning and Skills Support Service ( <a href="http://www.lsis.org.uk">www.lsis.org.uk</a> )