



Skills for Learning Professionals

General Professional Recognition Learning and Skills (England)

GPRLS All Areas of Learning

Guidance for Applicants

April 2009

General Professional Recognition Learning and Skills (England)

Guidance for Applicants

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General Professional Recognition Learning and Skills (England)

1 Background

The Further Education Teachers' Qualifications (England) Regulations 2007, to be referred to in this document as the 2007 Regulations, address the commitments made in *Further Education: Raising Skills, Improving Life Chances* (DfES 2006).

These 2007 Regulations replace the 2001 Regulations.

The key changes from the 2001 Regulations include:

- the introduction of professional status, namely Qualified Teacher Learning and Skills (QTLS) status and Associate Teacher Learning & Skills (ATLS) status
- the introduction of new qualifications, using units of assessment based on the new professional teaching standards, which include an initial Award, a Certificate qualification for teachers in the Associate teacher role and a Diploma qualification which is for teachers in the Full teacher role
- a requirement to complete the process of professional formation – refer to the Institute for Learning (IfL) for further information
- the introduction of requirements determined by teachers' roles and responsibilities, not by the number of hours they teach
- for those required to comply, a revised time limit of 5 years for teachers to obtain the appropriate qualifications or equivalent and gain QTLS status (2 years for those who hold QTS or ATLS status) and the introduction of a time limit of 1 year to gain the initial Award.

The Institute for Learning (IfL) is the organisation responsible for awarding licensed status. Licensed status is awarded to those applicants who meet the regulatory requirements, IfL requirements and the occupational standards. Applicants for licensed status must:

- be registered with the IfL
- be qualified – having either gained an approved qualification suitable for their teaching role or having gained formal **recognition** of other qualifications and prior knowledge, skills and experience as equivalent
- have completed a process of professional formation, (whereby a teacher is required to demonstrate that they are in good professional standing and can apply the knowledge and skills gained through ITT in their own teaching practice according to the occupational standards for FE teachers). Refer to the IfL for further information
- have completed any other requirements imposed upon them by the 2007 Regulations or specified by IfL.

Information about the Institute for Learning, the professional registration process and fees may be found at the following web-site www.ifl.ac.uk or directly at enquiries@ifl.ac.uk

Note: *The Department for Innovation, Universities and Skills has pledged to fund the standard registration costs of all those who are required to register under the new regulations.*

2 GPRLS – The scheme

2.1 Description

General Professional Recognition Learning and Skills (England) is a scheme for practitioners to be recognised according to the requirements established by the FE Teachers' Qualifications (England) Regulations 2007. The criteria for Recognition for the Full teaching role are based upon the requirements for teachers as stated in the 2007 Regulations. For the Associate teacher role, the criteria for Recognition are adapted accordingly to match the requirements of this role. Professional Recognition will provide a route to the professional formation stage, and thereafter licensed status, that does not demand acquiring additional formal qualifications.

Experienced teachers Recognised by Lifelong Learning UK on behalf of the Department for Innovation, Universities and Skills (DIUS), are able to use Recognition as the evidence of how they meet qualification requirements with a view to then being in a position to satisfy professional formation.

Teachers do not need to be working full time or indeed exclusively in their curriculum area, but must be fulfilling either the Full teacher role or the Associate teacher role in their specialist subject. For definitions of the Full and Associate teacher roles, please refer to the LLUK guidance on teaching roles, which can be found at:

http://www.lifelonglearninguk.org/documents/ai_guidance_aug07_version3.pdf

Please note that Professional Recognition **does not give the equivalent** of any particular generic teacher training qualification or, in the case of Skills for Life teachers, any subject specialist qualification. Professional Recognition status cannot be used to support any claim for such **certification**.

2.2 Eligibility

The new scheme is open to:

- experienced teachers who are new entrants to the lifelong learning sector, and who are seeking a means of gaining professional standing on the route towards gaining licensed status
- those part-qualified for their role when the 2007 regulations were implemented
- existing members of the workforce (pre-September 2007) as a means of gaining professional standing for those who may voluntarily wish to go on to seek licensed status from September 2008.

Please refer to the eligibility table in Appendix 2, for further clarification of the above points.

Thus, if you are already qualified or began teaching in the lifelong learning sector before 1 September 2001 you may not be required to qualify further. However if you are required to gain ATLS or QTLS status under the 2007 Regulations by your employer or you yourself choose to gain this status, then you may wish to pursue the Recognition route. By this pathway your prior qualifications, knowledge, skills and experience can count towards being Recognised as meeting the new standards without you having to take the new qualifications.

Before proceeding further with your application, please check your eligibility by answering “yes” to the following 5 questions:

Is the learning that you are delivering funded through an LSC contract and in an FE context in England?	Yes	No
Can you demonstrate currency of practice? (To be eligible for this scheme, you must have been in a teaching role within the 24 months prior to the submission to the completed application)	Yes	No
Do you have an up-to-date record of continuing professional development relating to both generic and subject specialist practice?	Yes	No
Do you have access to two referees who meet the requirements for referees as set out in the accompanying notes for referees?	Yes	No
Have you registered with the IfL? You will need to quote your registration number throughout your application form	Yes	No

If you have answered “no” to any of these questions, then you are unlikely to be eligible for the scheme at this point. You may wish to contact the LLUK Information and Advice Service on 0207 936 5798 or email them at advice@lluk.org for more information.

2.3 Licensed Status – ATLS/ QTLS

This should be applied for separately through the IfL and will be awarded on the basis of the following, unless exemptions apply:

- registration with the IfL
- gaining a suitable qualification(s), Professional Recognition or equivalent
- completing the process of professional formation (from September 2008)
- evidencing Personal Skills
- any other requirements set out by the IfL.

2.4 What are the benefits of gaining Professional Recognition?

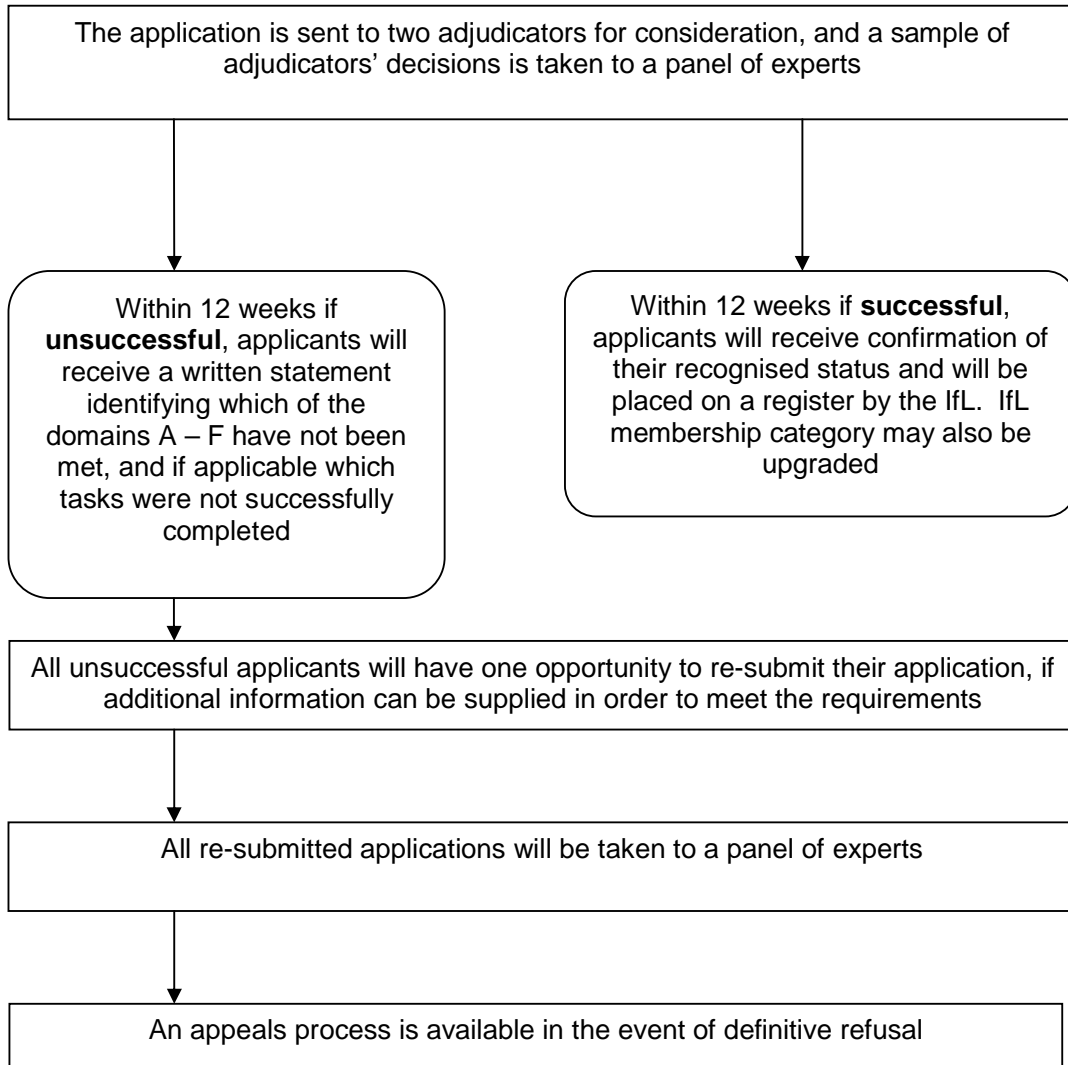
Successful applicants are placed on the Recognition register and become eligible to go on to apply for the status of Associate Teacher Learning and Skills (ATLS) or Qualified Teacher Learning and Skills (QTLS). These are the new licenses to practise for those in the Associate or Full teacher roles and are conferred by the Institute for Learning.

Recognition offers an alternative to having to take further qualifications or unnecessary training for those whose skills, knowledge and experience in teaching already enable them to meet the standards.

Additional benefits to achieving Recognition as cited by successful Recognition applicants include: using the process as an opportunity to reflect on their own experience and develop a clear picture of competence; improved employment prospects; increased job security; motivation in career development; IfL membership category increased to “Member” for those in the Full teacher role, and to “Associate” for those in the Associate teacher role.

3 The Process

A professional judgement by peers is at the heart of the Recognition process. The following flowchart outlines the journey of an application:



As described in the above process chart, successful applicants are placed on a register held by the IfL. In this process, Recognition will be conferred by Lifelong Learning UK on behalf of DIUS.

If unsuccessful, applicants will receive a written statement identifying which criteria have not been met and, if relevant, which task has not been successfully completed. Unsuccessful applicants may re-submit if additional information which meets the requirements missed on the first attempt can be supplied. There is also an appeals process that unsuccessful applicants can use in the case of not being Recognised, if they respond to the notification by the stated deadline. Please see appendix 1 on page 18 of this document.

How adjudicators evaluate applications

Applications submitted to the Professional Recognition review process are evaluated by two adjudicators. The team of adjudicators is drawn from across the lifelong learning sector and includes both education and training specialists and practitioners from generic teacher training and subject specialisms. The adjudicators have been selected for their experience of external review and accreditation, as well as for their knowledge and experience of teaching and learning issues. Adjudicators have guidance to ensure that all decisions made on the eligibility of applicants are reliable, consistent and valid. A random sample of all applications received is taken to a panel of experts. Moderation activities are carried out. SVUK officers do not make decisions on applications.

The adjudicators will look for information regarding your ability to lead or deliver learning in a teaching capacity in your curriculum area with regard to the following criteria which reflect the six domains in the *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector* (which can be accessed via the LLUK website at www.lluk.org/documents/professional_standards_for_itts_020107.pdf)

- **A** Professional values and practice
- **B** Learning and teaching
- **C** Specialist learning and teaching
- **D** Planning for learning
- **E** Assessment for learning
- **F** Access and progression

The evidence needed to demonstrate you have met the criteria is detailed in the section entitled 'Filling out the application'.

4 Required Documentation

All submissions must include the following documents:

- a fully completed Application form including your IfL registration number in the top right hand corner of each page
- **two** clear and relevant references from appropriate colleagues or managers in the sector, one of whom should be a subject specialist in the area in which you are applying for Recognition
- your current or most recent job description(s) and position.

Do not include any other documents than these. However, applications which are sent without one or more of the above required documents will be returned unprocessed. Electronic completion of the documentation is encouraged. Submission of applications could be electronic and references may be scanned for this purpose.

Alternative provision of supporting evidence

You may wish to supply your evidence in a format other than word-processed responses to the tasks. For example: responses submitted on audio cassette or by video would be acceptable, provided you are mindful of the word limits specified for written responses. You should first contact SVUK to ensure that we are able to manage your preferred method of submission.

You will need to provide your referees with **supporting evidence** to help substantiate your application. This supporting evidence must be scrutinised and will be commented on by one of the referees, who can confirm the authenticity of the evidence and its support for your claim to satisfy the criteria for Recognition.

Supporting evidence can include:

- internal quality audit records (for example, SAR, external examiner reports, student achievement data, line manager or peer observation records, evaluation records from learners). *Please note, reference to such evidence can only be considered relevant to your application if it is clear how it relates to you as the teacher*
- records of continuing professional development from within the past **5** years and the plan for continuing development over the forthcoming year
- lesson plans or formal observations
- membership to any relevant professional bodies, institutions or specialist organisations
- relevant specialist qualifications, experience, or published material, and a record of any training undergone to update these qualifications
- evidence of suitable awarding institution experience, such as work as a chief or external verifier, examiner, moderator, assessor, marker, or member of a validation or accreditation body
- details of suitable specialist consultancy work for an appropriate agency such as QCA, QAA, Inspectorates, LSDA/ QIA, former NTOs, training associations, or trade associations.

Note: Please do not send in copies of supporting evidence. Refer to it instead under the appropriate section/document.

Note: In accordance with our quality assurance procedures, applicants should be aware that SVUK will request original copies of the stated qualifications and supporting evidence from a random sample of successful applications.

5 Data Protection Statement

Standards Verification UK wishes to alert the applicant to the fact that the information collected on this application will be held and processed for such purposes as statistical analysis. SVUK guarantees that such data will be handled collectively, with confidentiality, in anonymity and in compliance with our duties and obligations under the Data Protection Act. Details relating to successful applicants will be shared with the Institute for Learning (IfL).

6 Filling out the application form

As the applicant, you will need to complete the application form referred to in this guidance. **Where possible this should be word-processed.** You can obtain an electronic version of the form by contacting a member of the GPRLS team by emailing recognition@svuk.eu.

As stated in section 4, you may wish to respond to the tasks via alternative means – for example using audio or video cassette. If this is the case, please contact SVUK first to ensure that we have the capacity to assess your material. In addition, please remember that it is **your responsibility** to obtain references from your two referees and to provide us with your most recent job description(s).

When responding to the application:

- focus on the teaching of your main subject
- concentrate on the evidence which shows how you apply your knowledge, understanding and skills in practice and reflect on your teaching. For example, 'what did you learn from ... and how have you applied it to your work?'
- make sure you give enough information for the adjudicators who will be scrutinising your application to make their decision. This is especially important in respect to full details for qualifications you have obtained, as there are numerous qualifications, some of which are less well-known than others. Do consult the Tariff database of teacher training qualifications
- read all the instructions carefully. Failure to follow instructions could mean that we cannot consider your application
- ensure that the word limit for each task has been adhered to (Note: the word limits vary) or that an appropriate time limit has been applied if evidence is provided in an alternative format, e.g. audio/video tape.

Note:

The information you provide in the application form is the evidence used to enable adjudicators to reach a decision. This is intended to be a process that recognises the value of accumulated experience, competence and continuing professional development, and the adjudicators are looking for concise statements about your teaching experience and practice. **This needs to be current in one or more contexts in the lifelong learning sector in England.**

Experience on its own does not constitute sufficient grounds for Recognition to be conferred. Applicants should take time to identify the information necessary to support their application. For the Full teacher role, this information must demonstrate competence and underpinning knowledge at (new) NQF Level 5 / QCF Level 5 or higher. For the Associate teacher role, this information must demonstrate competence at NQF Level 3 / QCF Level 3 or higher. It must also be reviewed by one of your two referees, who will be asked to determine whether it substantiates the claims made in your application.

6.1 Guidance for completing the opening Sections of the application form:

Other information relevant to your career history:

Please provide us with further information to elaborate the career history detailed in the CV section of the form. For example, you should give details or examples on the context of your work in the lifelong learning sector, your roles, the range of learners and courses and the qualifications taught. There is further information later in this guidance document as to what to include that demonstrates effective practice.

For the Full teacher role, adjudicators will wish to determine your ability to lead or deliver learning in a teaching capacity in your subject specialism area. For the Associate teacher role, adjudicators will wish to determine your ability to teach your area of specialism in accordance with the requirements of the Associate teacher role as defined by LLUK*. Please describe all relevant specialist subject knowledge, skills and understanding and any qualifications, training, professional development or experience you have that have enabled you to teach in your chosen curriculum area(s).

*Please refer to the LLUK document '*Guidance for awarding institutions on teacher roles and initial teaching qualifications*'.

http://www.lifelonglearninguk.org/documents/ai_guidance_aug07_version3.pdf

Your CV will list the qualifications you are using to support this section of the form. Please describe the principal content and any other pertinent information relating to these qualifications. The adjudicators will look for evidence that your specialist knowledge and skills base remains relevant. If you wish qualifications (other than first degrees) which were certified more than 5 years before the year of this application to be considered, adjudicators will need to see supporting evidence showing that the qualifications remain relevant and have been updated with suitable training or continuing professional development.

Evidence must demonstrate underpinning knowledge and skills in both generic and specialist subject teaching.

Continuing professional development in teaching and learning:

Please list any professional development in learning and teaching (accredited or non-accredited) that you have completed within the last 5 years and consider relevant, together with the date of completion and the name of the awarding institution, if applicable.

Note: the professional development listed should bear relevance to both generic teaching and your subject specialism.

You should also refer here to any activities you have undertaken to update yourself on aspects of teaching and learning, including staff development activities or conferences on learning and teaching. Please indicate also the duration of each activity if appropriate. Also include your participation in projects to develop learning strategies.

6.2 Domains

A: Professional Values (as defined in the new overarching professional standards Domain A)

This applies to both the Full and Associate teacher roles and will be judged solely on the contents of the references

Your approach to teaching is expected to be built around a professional value base, both when working with learners and colleagues and when fulfilling your obligations and responsibilities as a teacher.

Your referees should comment on how you demonstrate:

- a commitment to foster the desire to learn,
- you develop conditions for learning that are based on mutual respect and trust, and
- promote equality of educational opportunity.

In particular reference should be made to:

- your commitment to equality, diversity and inclusion in relation to learners, the workforce and the community;
- your application of agreed codes of practice and the maintenance of a safe environment

and

- how you improve the quality of your practice.

B: Learning and Teaching (as defined in the new overarching professional standards Domain B)

This applies to both the Full and Associate teacher roles and will be judged solely on the contents of the references

The adjudicators need to identify that your approach to teaching and supporting learners is based on (a) your ability to communicate effectively and appropriately with learners and (b) your willingness to collaborate with colleagues to support the needs of learners. Your referees should indicate how you meet these requirements. Clear examples would be helpful.

Domain areas C – F

The following 4 sections will be judged on the quality of your responses. You should note that you need to demonstrate an ability to write at an appropriate level (minimum Level 2 QCF). You should also take note of the word count indicated for the tasks.

The word count for each task (allowing for a 10% margin) will be enforced beyond which nothing further will be read or taken into account. Applicants should take care to ensure that any material within the application which is not his or her own work is properly referenced – referencing is not included in the overall word count.

C: Specialist Learning and Teaching (as defined in the new overarching professional standards Domain C)

The evidence for this section will be based upon the completion of the appropriate task.

If you are applying for Recognition for the **Full teacher role**, you should complete the following **two** tasks:

Task 1: Choose **one** option from the three below and describe what you need to demonstrate in order to be an effective practitioner in your specialist area. You should include **illustrative examples** of your practice, with a linked **analytical** commentary. Your analysis should justify the choices made and consider how higher level knowledge and understanding of theories of learning supports and informs practice:

- i) planning of appropriate, effective and coherent learning programmes for your learners
- ii) ways you support learners in the use of new and emerging learning technologies in your specialist area
- iii) please provide a detailed session plan together with a reflective commentary explaining your rationale for choice of activities, and a critical evaluation giving details of plans for progression. (The session plan will not be included in the word count)

500 words

Task 2: Demonstrate ways in which your own subject specialism relates to the wider social, economic and environmental context.

500 words

If you are applying for Recognition for the **Associate teacher role**, you should complete the following **two** tasks:

Task 1: Choose **one** option from the three below and describe what you need to demonstrate in order to be an effective practitioner in your specialist area. You should include **illustrative examples** of your practice, with a linked **analytical** commentary. Your analysis should justify the choices made and demonstrate awareness of how you have drawn on theories of learning.

- i) planning teaching sessions (this could be when using pre-prepared materials within a specific context)
- ii) ways you assist learners in the use of new and emerging learning technologies in your specialist area
- iii) please provide a detailed session plan together with a reflective commentary explaining your rationale for choice of activities, and a critical evaluation giving details of plans for progression. (The session plan will not be included in the word count)

500 words

Task 2: Explain ways in which your own subject specialism relates to the wider social, economic and environmental context.

500 words

D: Planning for Learning (as defined in the new overarching professional standards Domain D)

The adjudicators seek evidence of your ability to plan appropriate, effective, coherent and inclusive teaching sessions.

If you are applying for Recognition for the **Full teacher role**, you should present evidence which shows how you:

- i. prepare flexible session plans to adjust to the individual needs of learners; (this could take the form of an outline session plan)
- ii. negotiate appropriate individual goals with learners
- iii. evaluate the success of a planned learning activity.

You should also include a brief description of the means by which you evaluate your teaching and learning support activities, both formally and informally, and how you build on what you learn about your working practices. Please refer to how you seek feedback and how you evaluate your own role and performance as a member of a team in planning learning. **(Limit: 750 words)**

If you are applying for Recognition for the **Associate teacher role**, you should present evidence which shows how you:

- i. prepare flexible session plans to meet the individual needs of learners; (this could be when using pre-prepared materials within a specific context and be evidenced by an outline session plan)
- ii. negotiate appropriate individual goals with learners
- iii. evaluate the success of a planned learning activity.

You should also include a brief description of the means by which you evaluate your teaching and learning support activities, both formally and informally, and how you build on what you learn about your working practices. Please refer to how you seek feedback and how you evaluate your own role and performance as a member of a team in planning learning. **(Limit: 750 words)**

E: Assessment for Learning (as defined in the new overarching professional standards Domain E)

If you are applying for Recognition for the **Full teacher role**, please indicate with specific examples how you give feedback to learners. Describe how you try to ensure that the feedback you give to learners helps them to improve their performance and develop as learners.

Please also evaluate critically the types of assessment you use with learners, both formal and informal, formative and summative. Indicate how and why you choose the approaches and methods you use, insofar as this is your own decision, and to what extent, if any, you are involved in designing assessments. The adjudicators will seek evidence of a rationale for choosing activities and techniques used and how they relate to developing the learners' understanding of the subject. You should include reference to how you develop, establish and promote peer and self-assessment. Include too evidence of your understanding of the concepts of validity, reliability and sufficiency in assessment. **(Limit: 600 words)**

If you are applying for Recognition for the **Associate teacher role**, please indicate how you give feedback to learners (for example, written, verbally). Describe how you try to ensure that the feedback you give to learners helps them to improve their performance and develop as learners

Please also evaluate critically the assessment activities you use with learners. Indicate how and why you choose the activities you use. The adjudicators will seek evidence of a rationale for choosing the activities - and how they relate to developing the learners' understanding of the subject. You should include reference to how you promote and make use of opportunities for peer and self-assessment. Include too evidence of your understanding of the concepts of validity, reliability and sufficiency in assessment. **(Limit: 600 words)**

F: Access and Progression (as defined in the new overarching professional standards Domain F)

If you are applying for Recognition for the **Full teacher role**, please show your commitment to providing effective learner and learning support within the boundaries of the teaching role. You should include evidence of working with colleagues and of using a multi-agency approach to support development and progression opportunities for learners. **(Limit: 500 words)**

If you are applying for Recognition for the **Associate teacher role**, please show your commitment to providing effective learner and learning support within the boundaries of the teaching role. You should include evidence of working with colleagues to promote development and progression opportunities for learners. **(Limit: 500 words)**

7 References and Referees

7.1 Responsibilities of the referees

The role of your referees is crucial.

Your referees have to provide an accurate and informed review of your professional competence, using their clear and recent knowledge of your work and the context in which you lead learning. You will need two referees to support your application.

Generally, the referees chosen should be colleagues who are **closely familiar with your professional work** and who understand the context and quality assurance framework in which your teaching activities take place. They need not necessarily be very senior members of your institution, but they should be **experienced staff** members active in teaching or a closely affiliated role. For example, an appropriate referee would be someone who has observed your teaching, and who is a course team leader, a line manager, or someone from another institution in a similar role. Your referees need to comment clearly and with some detail on your current or recent role and responsibilities and any other relevant activities undertaken within the last five years.

Note: Referees should not be employees or students of the applicant, neither should they be applying for Recognition themselves other than in exceptional circumstances, in which case they should contact SVUK before proceeding.

At least one of your referees must be a specialist in your subject specialism area and should be either in current teaching practice or recently retired (no more than two years).

When you ask someone to act as a referee, **you should provide that person with the *Guidance for Referees*** so that it is very clear from the outset what kind of reference is required in support of your application. For example, this is not the same type of reference as that for a job application. **It is important to discuss your proposed application with your referees.** They will help you decide whether it is appropriate for you to apply for Professional Recognition and identify how best they could support your application. You should then provide referees with a copy of your completed application form **before** they start writing your reference so that they can refer to and comment on the contents.

Please ask the referees to fill in the personal details referee forms in the application, and then to write references in letter form. These must be on **headed paper** and be **signed and dated**. **They should refer clearly to the six domain headings in the application form (A – F)**. The references should focus on your experience and achievements in leading learning

in a teaching capacity in the lifelong learning sector. Applications in previous schemes have been undermined by vague or incomplete references. Please ask your referees to complete the references as thoroughly as possible, **citing examples of good practice.**

Please provide full contact details for your referees, in case there is a need to approach them for clarification of statements.

Please ask your referees to return the application document, with the reference form and the separate references, to you. You will then submit the completed application form and the references either by post to SVUK or electronically, having scanned the references (remember these must be on headed paper).

It is your responsibility to collect the references and to ensure that they are sent with your application. Applications without completed references will not be considered.

7.2 Declaration of Authenticity and Validity

In addition, one of the referees must examine your supporting evidence and documentation and be prepared to testify that they are authentic and that they substantiate or support your claim for Professional Recognition.

The referee that carries responsibility for authentication must have some experience of working within the lifelong learning sector quality assurance framework. For example, this person will:

- have experience as an ALI or OfSTED inspector
- work or have worked in a context of internal auditing or inspection
- work as a verifier, moderator or external examiner for an awarding institution
- have experience in a similar quality assurance capacity

Note: In accordance with our quality assurance procedures, applicants should be aware that SVUK will request original copies of authenticated qualifications and supporting evidence from a random sample of successful applications.

7.3 Exceptional circumstances

7.3.1 Inability to provide suitable referees

There may be exceptional circumstances in which you are unable to provide suitable referees. If this is the case, please contact SVUK. Claims for Recognition made without suitable referees will be looked at on a case-by-case basis. If you find yourself in this situation you should explain your position and the difficulties you are encountering in meeting the Professional Recognition process conditions in a letter sent to the SVUK address on the application form. Please explain clearly which of the stages or criteria used in the review process you think you will be unable to satisfy. Please note that this process is for potential applicants facing exceptional difficulties only.

7.3.2 Authenticating and validating evidence

If neither referee is able to view the evidence and sign the declaration, people other than teaching colleagues, line managers or former employers who could be considered as able to authenticate your evidence and/or supporting documentation include:

- your trade union representative
- a person of suitable standing in the community.

Where evidence and documentation have been authenticated in the past, for example, for previous employment, this secondary validation or authentication can be used. If original certificates have had to be produced to gain employment, a letter from the employer testifying to this fact could be used rather than the original certificates.

8 Results

SVUK aims to process all GPRLS applications within **12 weeks** of receipt. If successful, applicants will receive confirmation of their Recognised status and will be placed on a register by the IfL. If unsuccessful, applicants will receive a written statement identifying the criteria (A – F) which have not been met and, if appropriate, details of which tasks have not been successfully completed. **All unsuccessful applicants will have one opportunity and 8 weeks in which to re-submit an application, if additional information which meets the requirements missed on the first attempt can be supplied.** There is also an appeals process that unsuccessful applicants can use in the case of definitive refusal, if they respond to the refusal within the stated deadline. A copy of the appeals procedure can be found in Appendix 1 on the following page.

You are strongly advised to keep a copy of your completed application form and the references.

If you would like to receive acknowledgement of the receipt of your application, sent by post, please include a stamped addressed post card.

Appendix 1

A Procedure for Appeals against Recognition Decisions

1 Grounds for Appeal

An applicant for Recognition – Learning and Skills (England) may appeal against the decision not to recognise them. A written statement of appeal must be received by the Chief Officer, Standards Verification UK within 20 working days of the date on the notification letter.

Normally appeals submitted outside this timescale will be ruled invalid.

An appeal may be made on one of the following grounds:

Procedural irregularity: the recognition procedures were not followed in accordance with Lifelong Learning UK / Standards Verification UK guidelines

Perversity of judgement: the decision reached clearly breaches natural justice

Administrative irregularity: incorrect advice being given by a responsible staff member which materially affects the application

These are the only grounds for appeal.

2 Process on receipt of an appeal

The following procedure has been established:

- on receipt of the appeal, the Chief Officer, Standards Verification UK conducts an investigation and reports findings and any resolution to the appellant within 20 working days
- if the appellant is dissatisfied with the resolution sent by the Chief Officer, the appellant may make a direct submission to the Standards Verification UK Board within 15 working days of the date on the Chief Officer's investigation letter

The SVUK Board will then establish a Recognition Appeals Panel, which will be convened within 30 working days of the submission being made.

The appellant may withdraw their appeal at any stage by writing to the secretary to the Appeals Panel.

The appellant will be offered the opportunity to respond to the initial findings of the Chief Officer. Any response will be presented to the Panel and must refer to evidence previously supplied in existing documentation, providing evidence for the appeal.

3 The Appeal Panel

Standards Verification UK's Board will appoint an Appeals Panel composed of the following people, none of whom has been part of the original application and recognition processes:

- Chair – normally a member of the SVUK Board or a person nominated by the SVUK Board
- two representatives of the community of practice
- no more than four other people nominated by the SVUK Board considered essential to the fair conduct of the appeal

The quorum necessary for the transaction of business shall be four. A duly convened meeting of the Panel at which a quorum is present shall be competent to exercise all or any of the authorities, powers and discretions vested in or exercisable by the Panel. All decisions of the Appeals Panel shall be by majority vote of the Panel members

A member of the Panel who is in communication by voice or video telecommunication link for the purposes of a meeting shall be counted as part of the quorum for such meeting, provided that the voice or video telecommunication link enables each member of the Panel to hear, and be heard by, all Panel participants.

A member of LLUK/SVUK staff not previously involved in the application will act as secretariat to the Appeals Panel.

The Appeals Panel is not empowered to consider an appeal on grounds other than those in the original submission.

4 Conduct of the Appeals Panel Meeting

The Appeals Panel shall receive the representation of both parties, together or separately. **Representation will be through documentation** providing evidence for or against the appeal. The panel can request further documents for evidence if required.

The Appeals Panel may hold a private meeting of the Panel at any time and will consider its decision in private. It can agree to re-convene at a later date if further evidence is required.

The Appeals Panel may:

- confirm the recognition decision
- rescind the decision and make recommendations for action towards further progress
- refer the decision to the Recognition panel for consideration
- make any other arrangements as it deems appropriate

Decisions of the Appeals Panel will be notified to the party lodging the appeal within 5 working days of the hearing of the appeal.

No appeal will be allowed against decision of the Appeals Panel.

5 Confidentiality

It is a requirement for all those involved in the appeals process that information be treated as confidential. Once an appeals submission has been referred to the Appeals Panel, there should be no discussion of any sort between interested parties and members of the Appeals Panel, or any other similar communication regarding the appeal.

Review

This procedure will be reviewed in: March 2010

Appendix 2

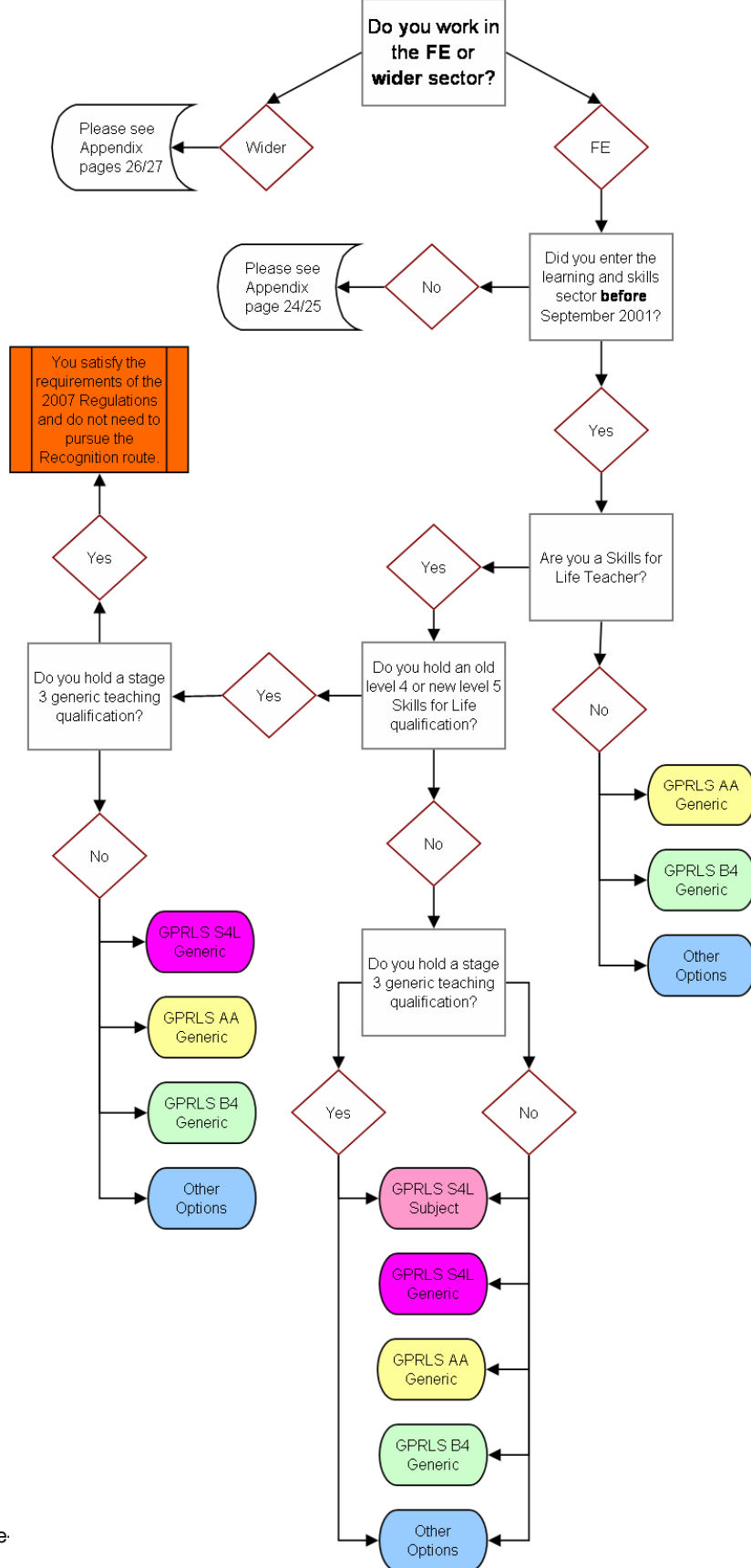
a. Eligibility table

Experience	Requirements	Eligible
If you began teaching Skills for Life in the lifelong learning sector before 1 September 2001	You are exempt from the 2007 regulations but you are encouraged to gain QTLS status and become a licensed practitioner.	✓
If you began teaching Skills for Life in the lifelong learning sector on or after 1 September 2001 and before 1 September 2007 and you qualified under the 2001 Regulations with a Stage 3 generic teaching qualification and gained a subject specific qualification for each Skills for Life subject that you teach	<p>You remain qualified and do not need to gain further qualifications or further subject specific qualifications to meet the new regulatory requirements but you are encouraged to gain QTLS status.</p> <p>You have the required qualifications to progress to professional formation, and therefore you do not need to apply to the Recognition scheme.</p>	✗
If you began teaching in the lifelong learning sector on or after 1 September 2001 and before 1 September 2007 and you qualified under the 2001 regulations but did not gain a Stage 3 generic teaching qualification or a subject specific qualification for each Skills for Life subject that you teach	<p>You remain qualified and do not need to gain further Generic qualifications to meet the new regulatory requirements but you are expected to gain a subject specific qualification for each Skills for Life subject that you teach, and are encouraged to gain QTLS status</p> <p>To gain QTLS, <i>regardless of when you began teaching</i>, Skills for Life teachers are required to gain subject specialist qualifications or Recognition as well as a generic teaching qualification or Recognition for the <u>Full teaching role</u>.</p>	✓
If you began teaching in the lifelong learning sector on or after 1 September 2001 and before 1 September 2007 and you are part qualified or unqualified	You are expected to meet the requirements of the 2007 Regulations and gain QTLS within 5 years, although if you began teaching before 1 September 2007 you are exempt from the PTLLS Award requirement. Your qualifications, knowledge, skills and experience may satisfy some of the requirements for the SfL Diploma. You could seek subject specialist Recognition and/or Generic Recognition.	✓

<p>If you enrolled on an ITT course by 31 August 2007 with a view to qualifying under the 2001 Regulations by 31 August 2008</p>	<p>You remain subject to the 2001 Regulations and exempt from the 2007 Regulations, provided you are successful in gaining that generic qualification. You may however wish to apply for Recognition for your subject specific skills if you have not yet gained subject specific qualifications for all the Skills for Life subjects that you teach</p>	<p>✓</p>
<p>If you are an experienced teacher but new to teaching in the lifelong learning sector, taking up a Full teaching role after 1 September 2007</p>	<p>You must achieve the requirements for teachers through one of the pathways to the Diploma Award (DTLLS) or its equivalent – for example Recognition.</p>	<p>✓</p>
<p>If you are new to teaching, with no relevant previous experience, and begin in a Full teaching role after 1 September 2007</p>	<p>You must gain the new initial Award, (PTTLS) and achieve the requirements for SfL teachers through one of the pathways to the Diploma Award (DTTLS).</p>	<p>✗</p>

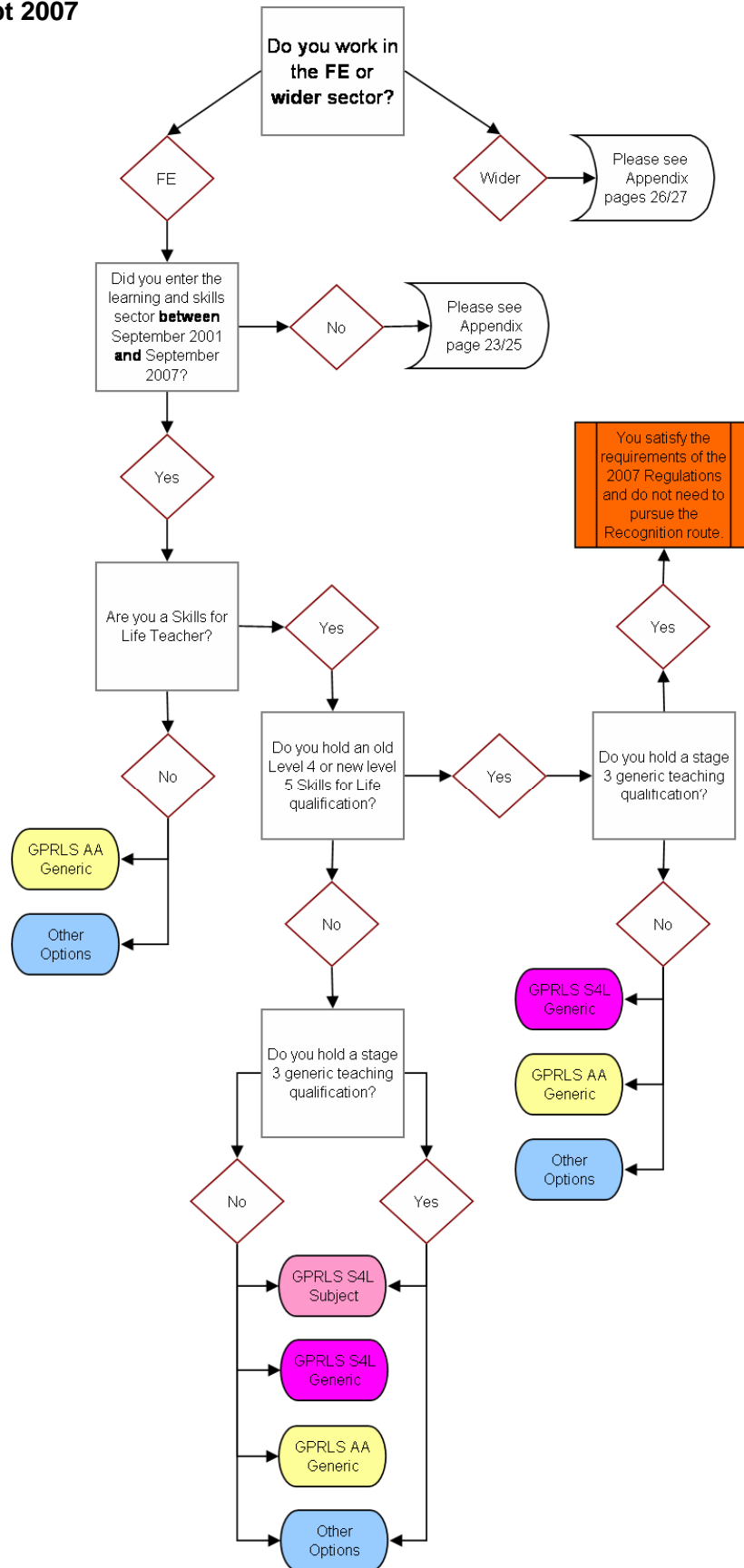
Appendix 2

b. GPRLS Eligibility Flowchart for FE incorporated sector applicants – Pre Sept 2001



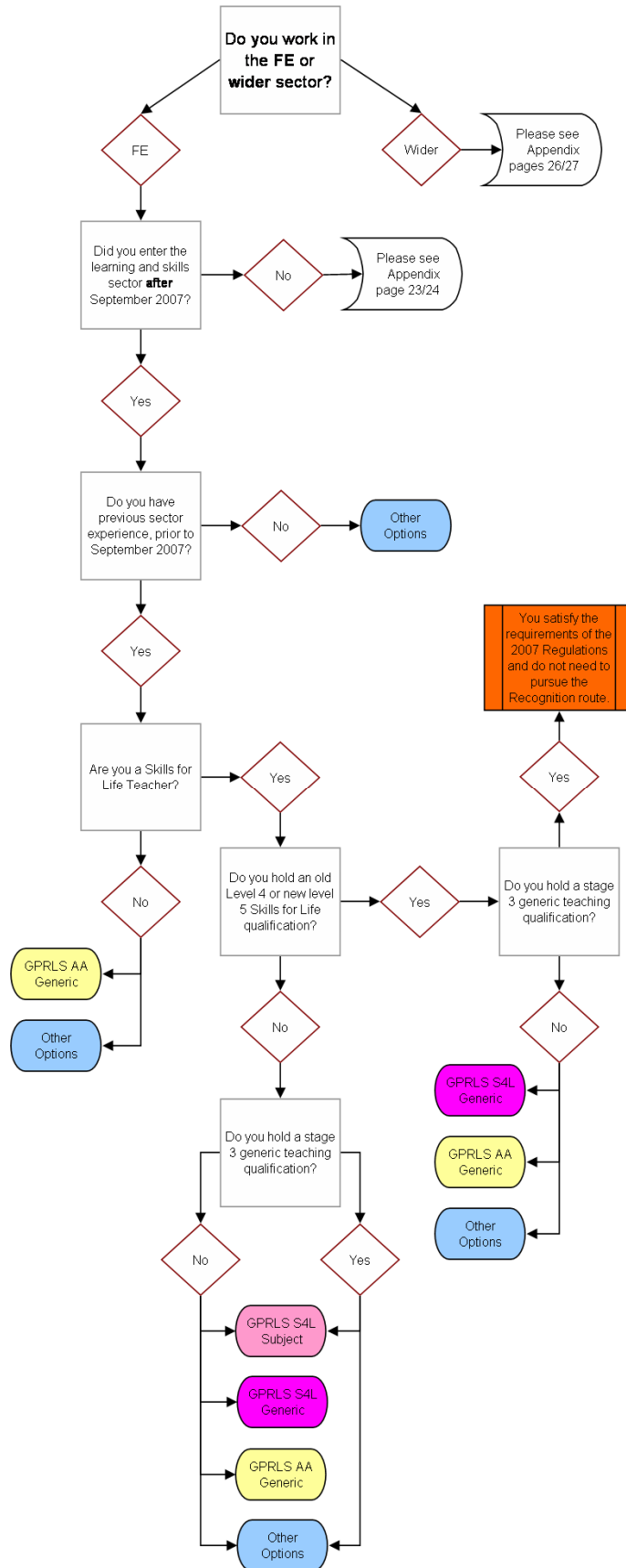
Appendix 2

c. GPRLS Eligibility Flowchart for FE incorporated sector applicants – Sept 2001 to Sept 2007



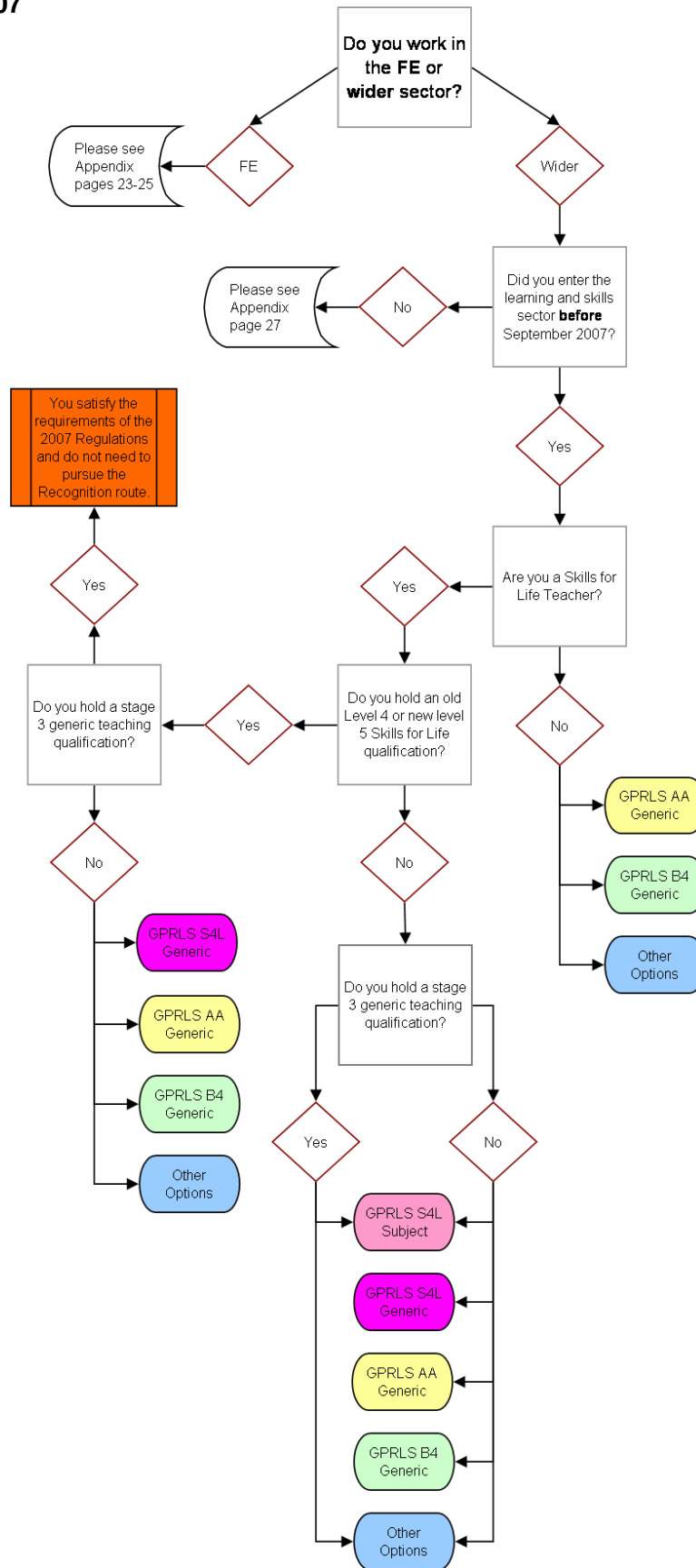
Appendix 2

d. GPRLS Eligibility Flowchart for FE incorporated sector applicants – Post Sept 2007



Appendix 2

e. GPRLS Eligibility Flowchart for non-FE incorporated sector applicants – Pre Sept 2007



Appendix 2

f. GPRLS Eligibility Flowchart for non-FE incorporated sector applicants – Post Sept 2007

