

## Endorsement matters for individuals

### Q What is 'endorsement'?

A Endorsement is the process whereby qualifications are scrutinised to ensure they meet all the necessary requirements and are therefore, de facto, 'approved by the Secretary of State'.

The Statutory Instrument 2264 (The Further Education Teachers' Qualifications (England) Regulations 2007) refers in a number of places to qualifications "approved by the Secretary of State". For example:

#### **Teachers in full teaching roles to hold appropriate qualifications and QTLS**

**5.—(1)** Subject to the following paragraphs, no person may be employed in a full teaching role unless that person:

- (a) holds the Diploma in Teaching in the Lifelong Learning Sector at Level 5 or above **approved by the Secretary of State**, or its equivalent; and
- (b) holds a specialist's subject qualification **approved by the Secretary of State**, where the Secretary of State has decided that such a qualification is necessary, or its equivalent. (SVUK emphasis)

DIUS contracts with Standards Verification UK (SVUK) to carry out this endorsement process for the qualifications referred to in the Regulations. SVUK then publishes tables of qualifications that have gained 'endorsed' status. These can be viewed at <http://www.standardsverificationuk.org/3196.htm>

### Q Who needs an endorsed qualification?

A Endorsed (approved by the Secretary of State) qualifications are for:

- all those teachers, tutors and trainers who came into the FE sector since 1 September 2007 and who are required by the 2007 Regulations to hold particular qualifications
- all those teachers, tutors and trainers in the FE sector workforce prior to September 2007 who choose voluntarily to gain the particular qualification for their role (rather than take an equivalent route to professional standing such as Professional Recognition)
- all those teachers, tutors and trainers whose employers are funded as learning providers by the LSC, and whose staff, if new entrants, are required by contract to hold the same qualifications for role as their counterparts in the regulated part of the FE sector

**Q What initial teacher education is available to those who do not teach, tutor or train in the FE sector?**

**A** Those who do not teach in the FE sector are not *required* to gain QTLS or ATLS according to role, or take specific qualifications, unless this is a employer condition. However it is important to stress that this does not prevent them from being members or associate members of the Institute for Learning (IfL) should they wish to join this professional body.

If at some later point in their career they do teach, tutor or train in the FE sector, they can then work towards QTLS or ATLS as they will be in a position to complete their professional formation – a requirement for a licence - in the FE/learning and skills sector.

Therefore those who do not currently teach, tutor, or train in the FE/learning and skills sector do not require an endorsed (approved by the Secretary of State) qualification.

There is a variety of other 'equal but different' ways of undertaking initial teacher training for those who teach outside the FE/learning and skills sector. This ranges from look alike qualifications to those for the regulated sector, but contextualised to other learning environments; qualifications based on the Learning and Development Standards; or custom qualifications developed for particular employers and accredited by an awarding institution. All of these should make clear what currency they hold for those who may seek to use them to establish their professional standing in FE. Some may have been specifically quality marked for this purpose.

**Q What if my teaching, tutoring or training is not in the FE/learning and skills sector now, but I might like to work in FE/learning and skills sector at some point in the future?**

**A** If you are unqualified, it may be your experience and practice will enable you to gain professional standing in the FE/learning and skills sector through the Professional Recognition route. If you hold some initial teacher training qualifications you could check the Tariff of ITT qualifications to see where you stand on the path to being a licensed practitioner. The Tariff is continually being expanded and will be including those non regulated qualifications which have gained the *Standards Verified* mark.

There may be endorsed qualifications or APL entry to endorsed qualifications which will complement what you have already and allow you to move to professional formation.

## **Endorsement matters for awarding institutions and employers**

### **Q Why is SVUK stating where teaching practice must take place?**

**A** DIUS funds the endorsement process to ensure a supply of qualifications that will enable new teachers in the wider FE/learning and skills sector (whether by Regulation or contract) reach the starting point of professional formation on the journey to licensed status as a teaching/tutoring/training professional.

Therefore, teaching practice for endorsed qualifications must allow the trainee to meet the professional standards for teachers, tutors and trainers through the particular setting(s) in which they teach and achieve the outcomes of the units of assessment for the qualification(s) they undertake.

However we are aware of the many teachers, tutors and trainers who have a portfolio of work which may include other phases of education or learning environments outside the FE/learning and skills sector. Guidance on this is given on our Briefing Paper 08/01 which can be found at [Standards Verification UK \(SVUK\) - Endorsement briefing papers](#)

### **Q Previously on our ITE courses we had trainee teachers whose teaching practice was not in further education. Why does this matter now?**

**A** The 2007 Regulations with the requirement to register make the distinction between those who work in the wider FE/learning and skills sector and those who don't more significant. There may be different ways to make this distinction clear in the award or notification of the award of qualifications.

SVUK's guidance does not prevent trainee teachers whose practice is outside FE/learning and skills from being in the same cohort on the same programme as those whose teaching is in FE/learning and skills. It is about recognising that their qualification outcome is 'equal but different'. This is similar to the mixed cohorts of Certificate and PGCE trainee teachers. However the difference in teaching practice **has** to be clear because if such teachers, tutors or trainers subsequently come into FE teaching and are required to register with IfL (if they have not done so voluntarily) their professional formation as part of gaining the now required licensed status will clearly focus on evidence of FE/learning and skills practice. It may also need to include orientation to the FE system in England.

**Q What about the individual army, police trainer or nurse tutor who attends a local college or provider and enrolls on an ITE qualification? Can they gain an endorsed qualification?**

**A** For any individual who is seeking a career move into the FE sector, the centre may be able to assist in finding sufficient teaching practice in one or more FE/learning and skills contexts. This is common practice in some delivery centres.

**Q However, what if the trainee could not/did not wish to find teaching practice that meets the requirements of the Regulations within the FE/learning and skills sector?**

**A** If the trainee can only or chooses only to practise teaching within a school, or higher education or a bespoke training centre (e.g. police, NHS, public/private company) then it could be other factors have to be considered, such as the specific requirements for school teachers' training, or Higher Education Academy recognition.

Schools and HE apart, there is a variety of other 'equal but different' ways of undertaking initial teacher training for those who teach outside the FE/learning and skills sector. This ranges from look alike qualifications to those for the regulated sector, but contextualised to other learning environments; qualifications based on the Learning and Development Standards; or custom qualifications developed for particular employers and accredited by an awarding institution. Awarding institutions are encouraged to make clear what currency such qualifications would hold for those who may seek to use them to establish their professional standing in FE. Some qualifications may have been specifically quality marked for this purpose.

**Q What about custom qualifications?**

**A** The QCF lends itself to designing custom qualifications for specific groups of teachers, tutors and trainers outside the FE/learning and skills sector. This could be by combining the mandatory units of assessment with options that may come from other frameworks. For example importing units from the Skills for Justice occupational sets with the mandatory units from the Teachers' Qualification Framework could provide a qualification exclusive to those who train prison officers.

Such custom qualifications are outside the scope of the DIUS funded endorsement service, but awarding institutions will be encouraged as a minimum to make transparent what portability such qualifications would have should holders of these awards subsequently become employed in the FE/learning and skills sector.

SVUK has other, chargeable services which can provide awarding institutions with external evidence of their appropriate use of Lifelong Learning UK (LLUK) new overarching professional standards for teachers, tutors and trainers in the lifelong learning sector in England together with robust quality assurance for their qualifications. Such verification services support LUK's intention that use of the standards as a benchmark is not confined to the FE sector, and provides individuals with evidence for APLA should they subsequently become employed in FE.

**Q How would custom qualifications impact on trainee teachers who want to join IfL?**

**A** There is no impact on **membership** of IfL, unless the individual wished to apply for a licensed status. However in such circumstances appropriate professional formation would be essential, as it would for practitioners from other phases of education e.g. QTS holders, wishing to change sectors.

**Q So how does SVUK define what is suitable teaching practice for trainee teachers to meet regulatory requirement?**

**A** For those in the regulated part of the sector, it's any learning activity which their employer conducts, regardless of source of funding. Only those teachers with wholly HE timetables are exempt.

For others in the wider FE sector it will be provision funded by their LSC contract as a learning provider. The other consideration is that it is likely to be provision that is open to inspection by Ofsted in their FE sector remit.