



Skills for Learning Professionals

General Professional Recognition Learning and Skills (England)

GPRLS B4

Guidance for Applicants

April 2009

Guidance for Applicants

GPRLS B4

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General Professional Recognition Learning and Skills B4 (England)

1 Introduction

1.1 Summary

General Professional Recognition Learning and Skills B4 (GPRLS B4) is one of the Recognition routes designed to enable competent and experienced teachers to be recognised as having professional standing. It is a process designed for those where undertaking an initial teacher training qualification would be inappropriate.

The B4 route has been carefully designed to take into account the experience gained by long standing members of the workforce.

The **GPRLS B4** route is open to all teachers, trainers and tutors who are not required to comply with The Further Education Teachers' Qualifications (England) Regulations 2007. The scheme provides the opportunity for successful applicants, in the full or associate teacher role, to gain generic Recognition and go on to apply for the status of either Qualified Teacher Learning and Skills (QTLS) or Associate Teacher Learning and Skills (ATLS). These are the new licences to practise and are conferred by the Institute for Learning (IfL).

There are two alternative GPRLS routes¹ also available. These are:

GPRLS Skills for Life

Open to applicants who:

- must comply with the 2001/2007 Regulations
- teach any Skills for Life subject (Numeracy, Literacy or ESOL)
- seek subject specialism and/or generic Recognition
- can demonstrate currency of practice in the full teacher role

GPRLS All Areas of Learning

Open to applicants who:

- must comply with the 2001/2007 Regulations
- teach any curriculum area
- seek generic Recognition
- can demonstrate currency of practice in either the full or associate teacher role

1.2 What are the benefits of gaining Professional Recognition?

Recognition offers an alternative to having to achieve further qualifications or undertake unnecessary training for those whose skills, knowledge and experience in teaching already enable them to meet the standards for teachers, tutors and trainers in the learning and skills sector.

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

¹ For further details, please see the Standards Verification UK (SVUK) website <http://www.svuk.eu/2927.htm>

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1.3 Outcome

Successful applicants may go on to complete professional formation and apply for licensed status (QTLS/ATLS) separately through the IfL.

1.4 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 Further Education Teachers' Qualifications (England) Regulations 2001, to be referred to as the 2001 Regulations.

The key changes from the 2001 Regulations include:

- the introduction of professional status, namely Qualified Teacher Learning and Skills (QTLS) and Associate Teacher Learning and Skills (ATLS)
- the introduction of new qualifications, using units of assessment based on the new professional teaching standards, which include an initial Award, a Certificate, a qualification for teachers in the associate role and a Diploma qualification for teachers in the full teaching role
- a requirement to complete the process of professional formation – for further information, please refer to the Institute for Learning (IfL)
- 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) 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 Further Education (FE) teachers
- have provided evidence to meet the Personal Skills requirements
- have completed any other requirements imposed upon them by the 2007 Regulations or specified by IfL.

Information about the Institute for Learning (IfL), the professional registration process and fees may be found at the following website 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 (The Further Education Teachers' Continuing Professional Development and Registration (England) Regulations 200 No. 2116, and, The Further Education Teachers' Qualifications (England) Regulations 2007 No. 2264).*

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2 Eligibility

2.1 Criteria

The new GPRLS B4 scheme is open to:

- Applicants who have delivered LSC funded learner provision in the full or associate role and in an FE context in England in the 24 months prior to SVUK receiving the completed application

and either:

- were teaching in the FE incorporated sector prior to 1 September 2001

or:

- were teaching in the learning and skills sector but NOT in the FE incorporated sector prior to 1 September 2007

The scheme provides a means of gaining professional standing for those who may voluntarily wish to go on to seek licensed status (Please refer to the Eligibility Tables and Flowcharts in Appendix 1 for further clarification of the above points).

If you are already qualified or began teaching before September 2001 (FE incorporated sector) or September 2007 (learning and skills sector outside FE colleges), you may not be required to qualify further. However, if you are required to gain QTLS or ATLS status by your employer or you yourself choose to gain this status, because you are part- or unqualified, then you may wish to pursue the GPRLS B4 route to Recognition. By this pathway your prior qualifications, knowledge, skills and experience can count towards being recognised as meeting the new standards for teachers, tutors and trainers in the learning and skills sector without you having to take the new qualifications.

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

Are you currently teaching? Or, have you been teaching in the 24 months prior to submitting your application? (To be eligible for this scheme, you must have been teaching within the twenty four month period prior to the receipt of your application by SVUK).	Yes	No
Is the learning you are delivering funded by the LSC?	Yes	No
Are you able to provide evidence (see section 2.2) to confirm that you have taught in the FE incorporated sector before September 2001 or have been teaching in the learning and skills sector (and NOT in the FE incorporated sector) before 1 September 2007?	Yes	No
Do you have an up-to-date record of continuing professional development relating to both generic and specialist area practice?	Yes	No
Do you have access to two referees who meet the requirements for referees as set out in the accompanying Guidance for Referees?	Yes	No
Do you have, or can you obtain, records of two observations of your teaching practice, in line with the requirements for observations set out in section 2.3?	Yes	No
Have you registered with the IfL? Your registration number is required throughout your application form.	Yes	No

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

2.2 Evidence of teaching in the FE incorporated/learning and skills sector

Examples include:

- Letter on headed paper from current or previous employer
- Newsletters/newspapers/published documents demonstrating an active teaching role

2.3 Requirements for observations

- Records of two observations carried out within the **24** month period prior to the submission of your application for Recognition
- The observer must be a registered member of the IfL (NOTE: the Observer's IfL number must be indicated on the Observer details form found within the Application document)
- Where possible, one observation should be from a specialist in the applicant's curriculum area.

3 Documentation

3.1 Documents

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
- evidence that you have been teaching within the 24 months prior to receipt of your application by SVUK
- evidence to confirm that you have taught in the FE incorporated sector before September 2001 or have been teaching in the learning and skills sector (and NOT in the FE incorporated sector) before 1 September 2007
- **two** clear and relevant references from appropriate colleagues or managers in the sector, one of whom should be a specialist in the area in which you are applying for Recognition
- **two** records of observations of your teaching
- your current or most recent job description(s) and position
- a full CV
- Retention, Achievement and Success data (if completing Activity 2, Domain areas E/F)

Applications that are sent without one or more of the above required documents will be returned unprocessed. Where electronic submission of the documentation is preferred, references may be scanned for this purpose.

3.2 Supporting evidence

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.

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

Supporting evidence is likely to include:

- records of continuing professional development from within the past **5** years and the plan for continuing development over the forthcoming year
- formal observations (additional to those submitted as required documentation)
- Retention, Achievement and Success data (if you feel this would enhance your application)
- relevant specialist qualifications, experience, or published material, and a record of any training undergone to update these qualifications

3.3 Authentication sampling

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.

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3.4 Alternative provision of written evidence

You may wish to supply your evidence in a format other than word-processed responses to the activities. 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. In this case, please contact SVUK first to ensure that we have the capacity to assess your material.

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4 Description

The General Professional Recognition scheme (GPRLS) is for practitioners to be recognised according to the requirements established by the 2007 Regulations. The GPRLS **B4** route to Recognition is for practitioners who are *not required* to qualify in accordance with either the 2001 Regulations or the 2007 Regulations (determining which regulations apply to you (2001 or 2007) depends on the date you entered the sector). In the case of the 2001 Regulations, this applies to those practitioners who were teaching in the FE incorporated sector prior to 1 September 2001. In the case of the 2007 Regulations, this applies to those practitioners who were employed in the learning and skills sector prior to 1 September 2007 but **not** in FE incorporated sector. Practitioners who started teaching in the FE incorporated sector prior to 1 September 2007 but after 1 September 2001 are generally governed by the 2001 Regulations. However, for those who have not qualified appropriately by 31 August 2008, the 2007 Regulations will subsequently apply.

Practitioners may be eligible to apply for one of the alternative GPRLS routes to Recognition, as discussed on page 2². Teachers of Literacy, Numeracy or ESOL can apply for subject specialist Recognition via the Skills for Life route. For generic Recognition, they could apply via the GPRLS B4 route (if eligible), the GPRLS Skills for Life route or the GPRLS All Areas of Learning route (for any curriculum area).

All routes to Recognition follow criteria based upon the requirements for teachers as stated in the 2007 Regulations. The criteria for the GPRLS B4 route take account of the experience of those practitioners who have been teaching in the FE incorporated sector prior to 1 September 2001 or teaching in the learning and skills sector prior to 1 September 2007 outside of FE Colleges. For the associate teacher role, the criteria for Recognition are adapted accordingly to match the requirements of this role. Professional Recognition via the GPRLS B4 route will provide a pathway to the professional formation stage, and thereafter licensed status, that does not demand acquiring additional formal qualifications.

Experienced teachers who are successful in achieving Recognition through 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 commence the process of 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. In addition, they must have been teaching in the FE incorporated sector prior to 1 September 2001 or in the learning and skills sector outside of FE Colleges prior to 1 September 2007³.

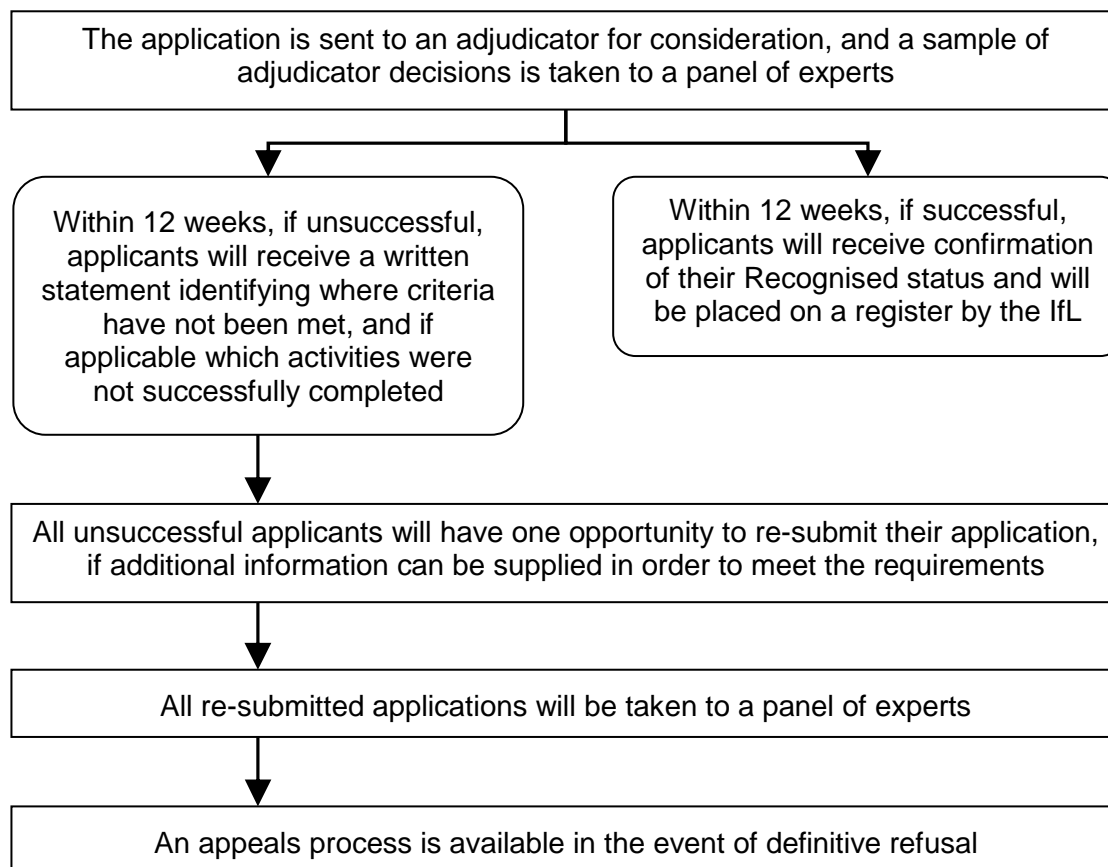
Please note that Professional Recognition **does not** give the equivalent of any particular generic teacher training qualification or, in the case of Skills for Life teachers, any subject specialist qualification. Professional Recognition status **cannot** be used to support any claim for such certification.

² For further details, please see the Standards Verification UK website, <http://www.svuk.eu/2927.htm>

³ For definitions of the Full and Associate teaching roles, please see the Lifelong Learning UK website, http://www.lifelonglearninguk.org/documents/ai_guidance_aug07_version3.pdf

5 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 Standards Verification UK/Lifelong Learning UK on behalf of DIUS.

If unsuccessful, applicants will receive a written statement identifying the Domain area(s) where the criteria has not been met and, if relevant, the activity that 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 may use in the case of definitively not being Recognised, if they respond to the notification by the stated deadline. For further information, please see Appendix 2 on page 29 of this document.

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How adjudicators evaluate applications

An adjudicator evaluates applications submitted to the General Professional Recognition review process. The team of adjudicators is drawn from across the learning and skills sector, and includes both education and training specialists and practitioners from generic teacher training, and specialist areas. 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 comprising a minimum of four experts where moderation activities are carried out. SVUK officers are not involved in any way in the decision making process.

The adjudicators will look for information regarding your ability to lead learning and/or provide effective learning opportunities in a teaching capacity in your curriculum area with regard to the following six criteria. These reflect the six domains in the *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector*⁴.

- **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 standards as described in the six domain areas is detailed in the next section, '6. Completing the Application Form'.

⁴ For further information, please see the Lifelong Learning website at:
http://www.lluk.org/documents/professional_standards_for_itts_020107.pdf

6 Completing the Application Form

6.1 Your Response

As the applicant, you will need to complete the GPRLS B4 application form referred to in this document. Where possible this should be word-processed. You can obtain an electronic version of the form from the GPRLS B4 team by emailing recognition@svuk.eu. As stated in section 3.3, you may wish to respond to the activities 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.

Please remember that it is **your responsibility** to obtain references from your two referees, provide us with your most recent job description(s), your current CV and copies of two observation reports.

When responding to the application:

- make sure you give enough information for the adjudicator who will be scrutinising your application to make their decision. This is especially important in respect to full details for any qualifications you have obtained, as there are numerous qualifications, some of which are less well known than others. Do consult the Tariff of Initial Teacher Training Qualifications (Tariff) ⁵
- read all the instructions carefully. Failure to follow instructions could mean that we cannot consider your application
- ensure that, where applicable, the word limit for each activity 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 the adjudicator to reach a decision. This process recognises the value of accumulated experience, competence and continuing professional development, for which the adjudicator is looking for concise statements about your teaching experience and practice. This needs to be current in the learning and skills sector in England, i.e. **within the twenty four months prior to the receipt of your application by SVUK.**

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.

⁵ For further details, please see the Standards Verification UK website, <http://www.svuk.eu/2924.htm>

6.2 Guidance for completing the opening and final sections of the application form

Your CV will list any qualifications you may have.

You may choose to describe the main content and any other pertinent information relating to these qualifications. The adjudicator will look for evidence that your generic and specialist subject underpinning knowledge and skills base remains relevant. If you wish qualifications (other than first degrees) that 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.

6.2.1 Other information relevant to your career history:

Note this section is optional

You may choose to provide us with further information to elaborate on your career history. For example, you could give details or examples of the context of your work in the learning and skills 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 might demonstrate effective practice. You may also choose to use this section to provide any other information, which you consider relevant to your application (e.g. research, regular/recent professional reading and reflection, exhibitions, lectures, conferences or publications)

For the full teacher role, the adjudicator will wish to determine your ability to lead or provide effective learning opportunities in a teaching capacity in your specialist area. For the associate teacher role, the adjudicator 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. You could describe any 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*'⁶.

6.2.2 Continuing professional development in teaching and learning:

Please list any CPD activities related to 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. Please indicate also the duration of each activity if appropriate.

Note: the CPD activities listed should bear relevance to both generic teaching and your curriculum area.

⁶ For definitions of the Full and Associate teaching roles, please see the Lifelong Learning UK website, http://www.lifelonglearninguk.org/documents/ai_guidance_aug07_version3.pdf

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6.3 Domain Areas

As previously explained, the six domain areas are the same as those detailed in the *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector* document. The activities in this section of the application are designed to enable you to show how you meet the criteria defined within them.

Domain Areas A and B

A: Professional values and practice

(as defined in the new overarching professional standards)

This applies to both the full and associate teacher roles and will be judged solely on the contents of the references – **there is no activity for applicants to complete.**

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
- how you improve the quality of your practice.

B: Learning and teaching

(as defined in the new overarching professional standards)

This applies to both the full and associate teacher roles and will be judged solely on the contents of the references – **there is no activity for applicants to complete**

The adjudicator needs 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 and specific examples would be helpful.

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Domain Areas C and D

C: Specialist learning and teaching

(as defined in the new overarching professional standards)

This applies to both the full and associate teacher roles and will be judged on any qualifications in your subject specialist area, the contents of the references, the records of observations of your teaching, a reflective statement on how the observations have impacted on your practice and your CPD record.

The adjudicator needs to identify that your knowledge of your specialist area is current and appropriate to the teaching context and that your practice meets statutory requirements.

D: Planning for learning

(as defined in the new overarching professional standards)

This applies to both the full and associate teacher roles and will be judged on the contents of the references, the records of observations of your teaching, a reflective statement on how the observations have impacted on your practice and, where appropriate, your CPD record.

The adjudicator needs to identify evidence of your ability to plan appropriate, effective, coherent and inclusive teaching sessions.

Domain Areas E and F

E: Assessment for Learning

(as defined in the new overarching professional standards)

This applies to both the full and associate teacher roles and will be judged on the quality of your responses to the activities.

The adjudicator needs to identify that you can devise/use appropriate forms of assessment fairly and effectively to produce valid, reliable and sufficient evidence.

F: Access and Progression

(as defined in the new overarching professional standards)

This applies to both the full and associate teacher roles and will be judged on the quality of your responses to the activities.

The adjudicator needs to identify that you are committed to supporting learners effectively within the boundaries of the teaching role.

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6.4 Activities

Sections C, D, E and F will be judged on a range of evidence. You should note that you need to demonstrate an ability to write at an appropriate level. You should also take note of the word count indicated for the activities where applicable.

The word count for the activities 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 and data is not included in the overall word count.

Assessment of Domain Areas C and D

Please complete the activity below. You should complete the version of the activity that relates to the role for which you are applying for Recognition.

Activity for **full** teacher role

With reference to the two records of observations of your teaching, which you have provided:
evaluate the impact of the feedback provided on your teaching in your specialist area to date **and** describe any further ways in which you could develop your teaching in your specialist area on the basis of the feedback provided

(Up to 250 words)

Activity for **associate** teacher role

With reference to the two records of observations of your teaching, which you have provided:
explain the impact of the feedback provided on your teaching in your specialist area to date **and** outline any further ways in which you could develop your teaching in your specialist area on the basis of the feedback provided

(Up to 250 words)

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Assessment of Domain Areas E and F

You may choose to complete and submit either Activity 1 **or** Activity 2 below. You should complete the version of Activity 1 that relates to the role for which you are applying for GPRLS B4 Recognition.

Activity 1: Full teacher role

- a) Please explain how you give feedback to learners and how you ensure this helps them to improve their performance. Please also evaluate critically **three** different assessment methods you use with learners. You should include evidence of your understanding of the concepts of validity, reliability and sufficiency in assessment.
(Up to 300 words)
- and**
- b) Please explain ways in which you work with colleagues and others to support development and progression opportunities for learners within the boundaries of the teaching role.
(Up to 250 words)

Activity 1: Associate teacher role

- a) Please describe how you give feedback to learners and how you ensure this helps them to improve their performance. Please also describe **three** different assessment methods you use with learners. You should include evidence of your understanding of the concepts of validity, reliability and sufficiency in assessment.
(Up to 300 words)
- and**
- b) Please describe ways in which you work with colleagues and others to support development and progression opportunities for learners within the boundaries of the teaching role.
(Up to 250 words)

or

Activity 2: Full and associate teacher roles

Please provide data showing the retention, achievement and success rates over the last three years for a course you have taught in your subject specialist area.

and

Please comment on the data you have provided with reference to the needs and characteristics of your learners.

Where national benchmarks are available, please explain any notable differences between your data and national benchmarks.

(Up to 550 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 and/or provide effective learning opportunities. 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. He or she should be a **qualified teacher** and either be a **registered member of IfL** or be recently retired from teaching (no more than two years). In addition, at least one of your referees must be a **specialist in your curriculum area**.

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 can not be family members or employees of/learners taught by the applicant; neither should they be applying for General Professional Recognition themselves other than in exceptional circumstances, in which case they should contact SVUK before proceeding.*

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 complete 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 LLUK *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector* document. The references should focus on your experience and achievements in leading learning and/or providing effective learning opportunities in a teaching capacity in the learning and skills 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, **providing specific examples of each element discussed**.

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

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 General Professional Recognition.

The referee that carries responsibility for authentication must have some experience of working within the learning and skills 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

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.

7.3 Exceptional circumstances

7.3.1 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.

7.3.2 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.

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 Domain area(s) where the criteria (A – F) have not been met and, if appropriate, details of which activities 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 that meets the requirements missed on the first attempt can be supplied. There is also an appeals process, which an unsuccessful applicant 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 2 on page 29.

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.

9 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. Standards Verification UK 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.

As part of our commitment to continuous improvement, Standards Verification UK commissions annual evaluations of our services.

General Professional Recognition Learning and Skills B4 (England)

Appendix 1

a. GPRLS B4 Eligibility table – Non Skills for Life applicants

Experience	Requirements	Eligible
If you began teaching in the FE incorporated sector before 1 September 2001 and do not have a Stage 3 generic teaching qualification (full role) or stage 1 or 2 generic teaching qualification (associate role)	You are not required to comply with the 2001 and 2007 regulations but you are encouraged to gain QTLS or ATLS status and become a licensed practitioner. You may wish to use the B4 Recognition route to progress towards professional formation.	✓
If you began teaching in the learning and skills sector before 1 September 2007 and you qualified under the 2001 Regulations with a Stage 3 generic teaching qualification (full role) or stage 1 or 2 generic teaching qualification (associate role)	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 or ATLS status. You have the required qualifications to progress to professional formation, and therefore you do not need to apply to the B4 Recognition scheme.	x
If you began teaching in the learning and skills sector on or before 1 September 2007 and you qualified under the 2001 regulations but did not gain a Stage 3 generic teaching qualification (full role) or stage 1 or 2 generic teaching qualification (associate role)	You remain qualified and do not need to gain further generic qualifications to meet the new regulatory requirements but you are encouraged to gain QTLS or ATLS status. You may wish to use the B4 Recognition route to progress towards professional formation.	✓
If you are an experienced teacher but new to teaching in the learning and skills sector, taking up an associate or full teaching role after 1 September 2007	You must achieve the requirements for teachers through one of the pathways to the Certificate Award (CTTLS), Diploma Award (DTLLS) or their equivalent for example General Professional Recognition (<i>The B4 route is open only to those who entered the sector before the introduction of the 2007 regulations</i>).	x
If you began teaching in the learning and skills sector outside of FE Colleges before 1 September 2007 and did not gain a Stage 3 generic teaching qualification (full role) or stage 1 or 2 generic teaching qualification (associate role)	You are not required to comply with the 2007 regulations but you are encouraged to gain QTLS or ATLS status. You may wish to use the B4 Recognition route to progress towards professional formation.	✓
If you are new to teaching , with no relevant previous experience, and have been in an associate or full teaching role since 1 September 2007	You must gain the new initial Award, (PTTLS) and achieve the requirements for teachers through one of the pathways to the Certificate Award (CTTLS), or the Diploma Award (DTTLS).	x

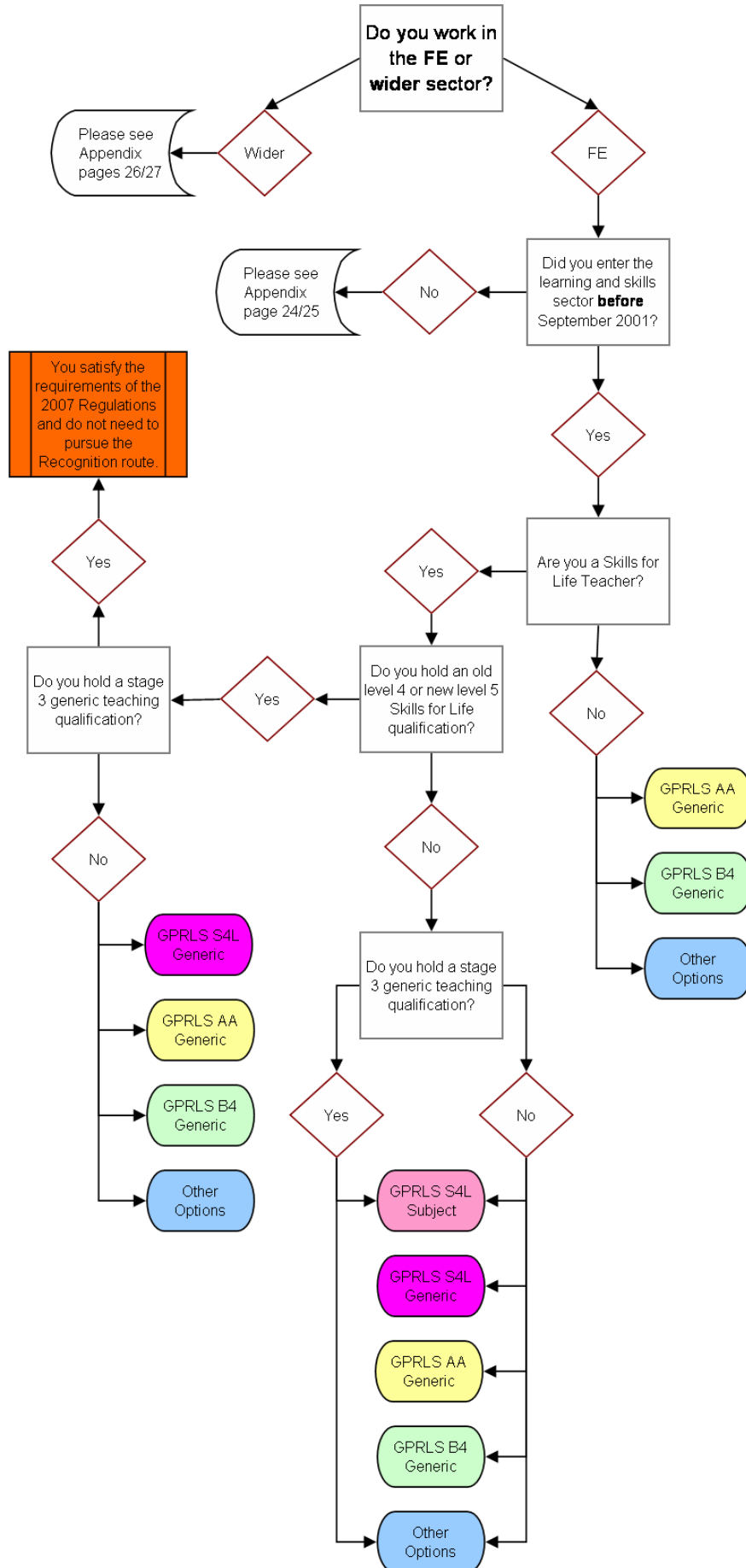
General Professional Recognition Learning and Skills B4 (England)

<p>If you are an experienced Skills for Life teacher but new to teaching in the learning and skills sector, taking up a Skills for Life 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 their equivalent for example Skills for Life Professional Recognition (for your generic and /or subject specialist Recognition. <i>(The B4 route is for generic Recognition only, and is open only to those who entered the sector before the introduction of the 2007 regulations).</i></p>	<p>x</p>
<p>If you are new to teaching, with no relevant previous experience, and have been in a Skills for Life teaching role since 1 September 2007</p>	<p>You must gain the new initial Award, (PTTLS) and achieve the requirements for teachers through one of the pathways to the Diploma Award (DTTLLS).</p>	<p>x</p>

General Professional Recognition Learning and Skills B4 (England)

Appendix 1

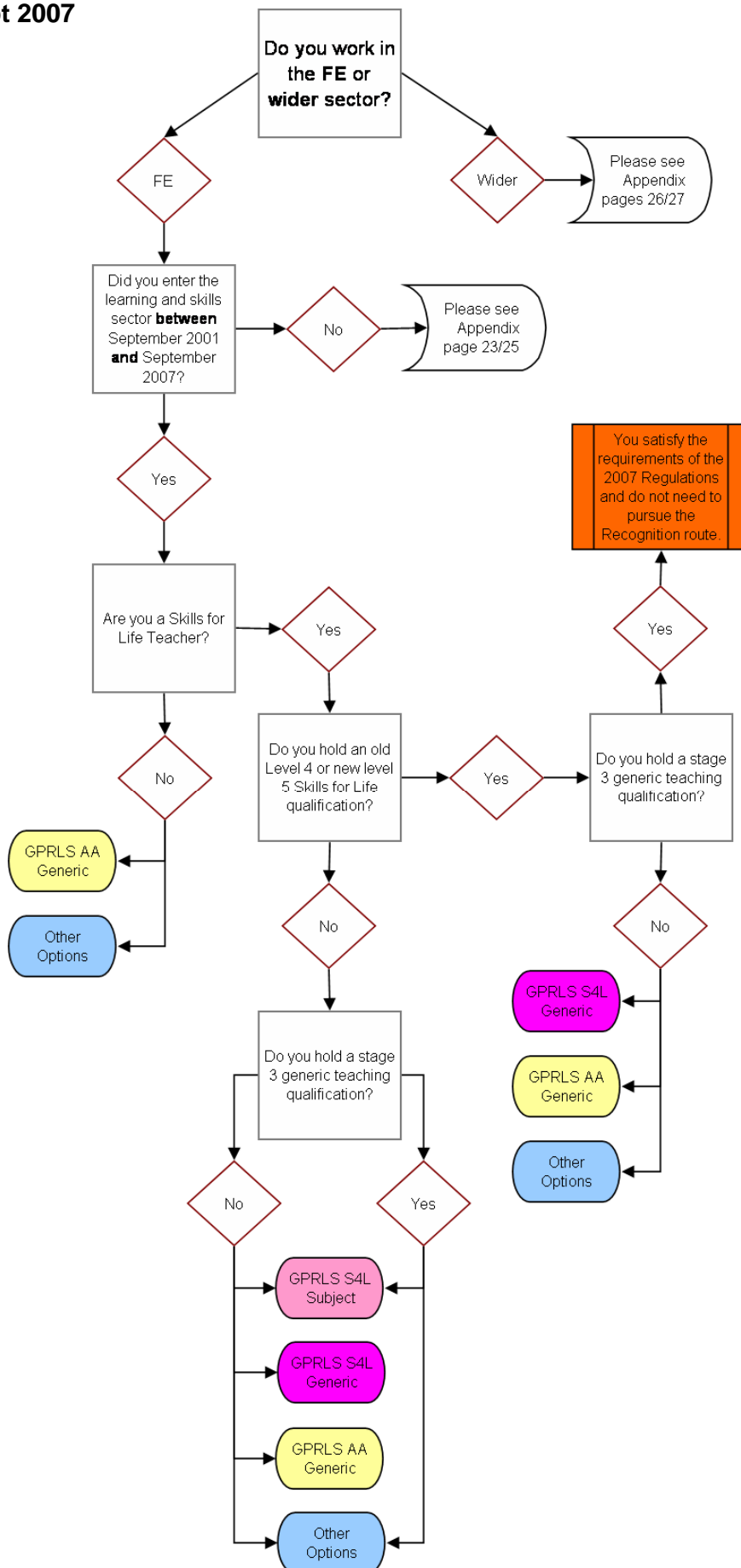
c. GPRLS Eligibility Flowchart for FE incorporated sector applicants – Pre Sept 2001



General Professional Recognition Learning and Skills B4 (England)

Appendix 1

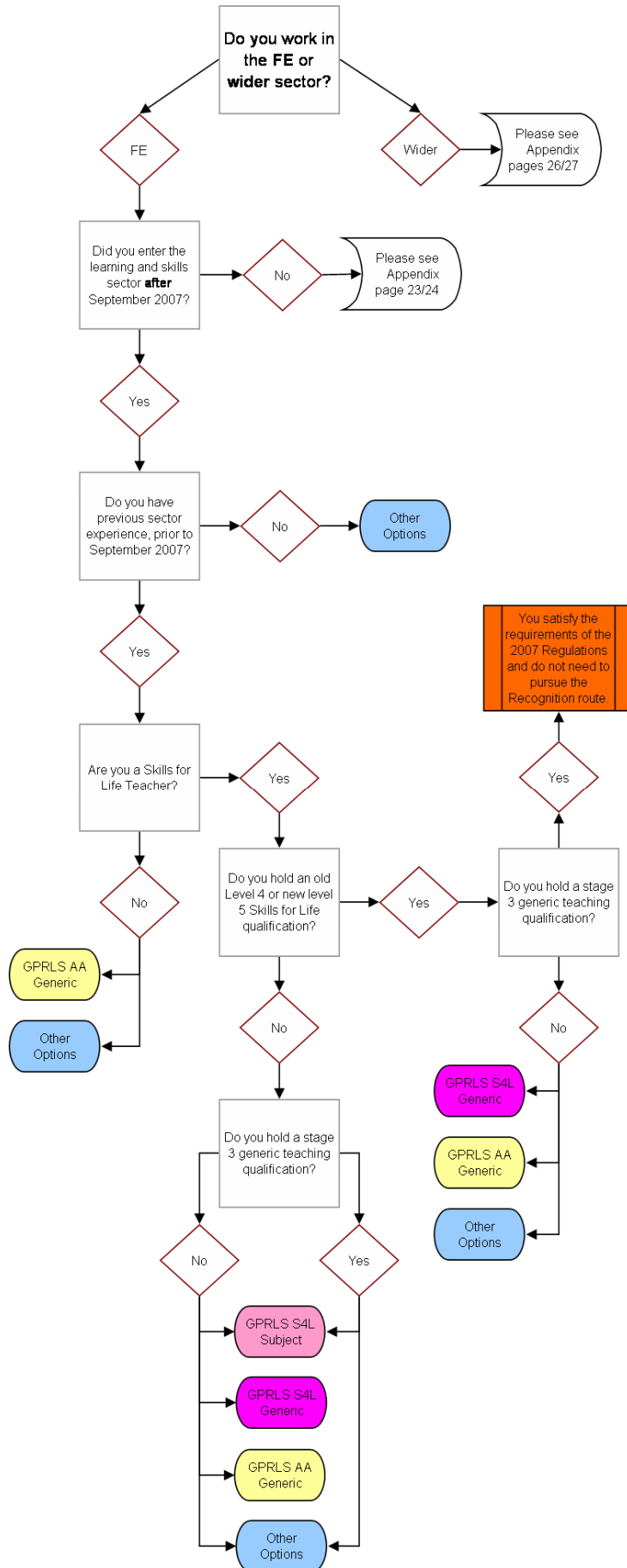
d. GPRLS Eligibility Flowchart for FE incorporated sector applicants – Sept 2001 to Sept 2007



General Professional Recognition Learning and Skills B4 (England)

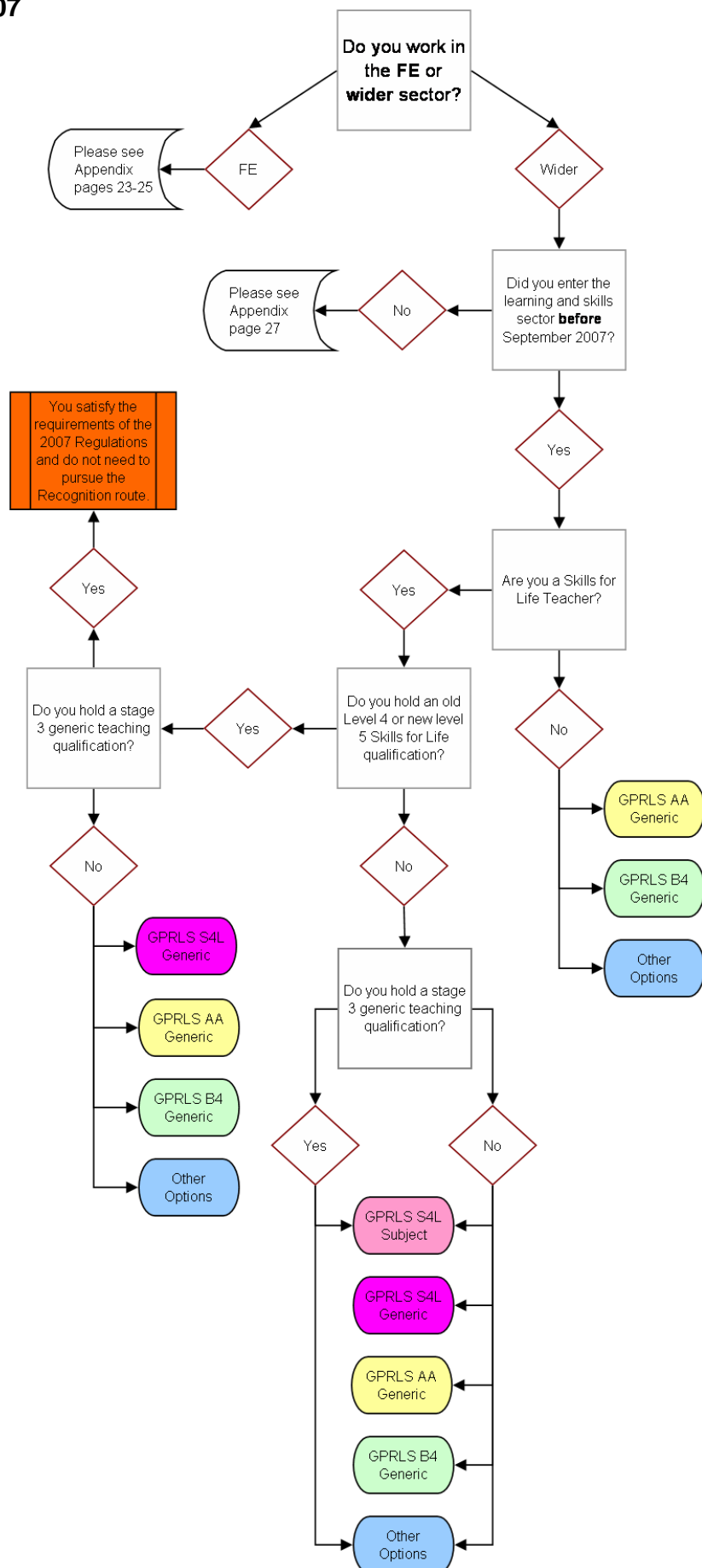
Appendix 1

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



Appendix 1

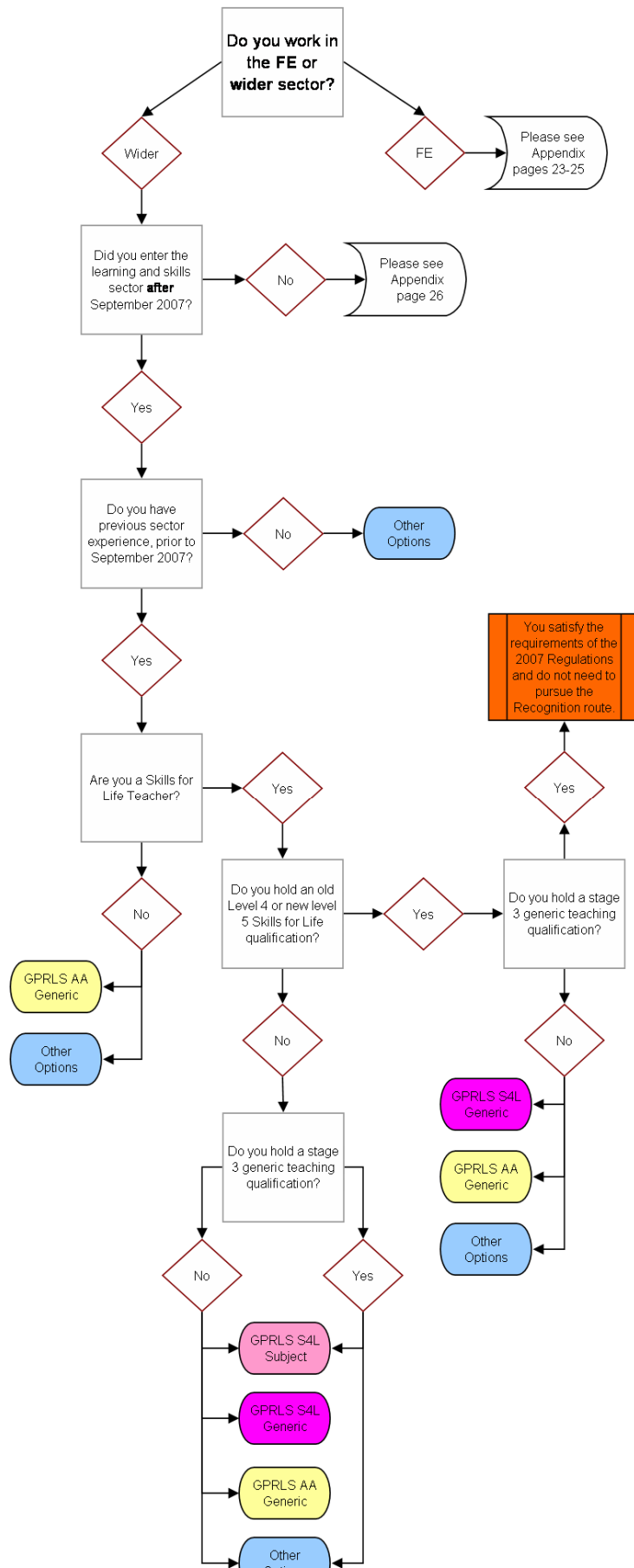
f. GPRLS Eligibility Flowchart for non-FE incorporated sector applicants – Pre Sept 2007



General Professional Recognition Learning and Skills B4 (England)

Appendix 1

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



Appendix 2 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 that 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

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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: January 2010

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For further for advice and assistance regarding points within an application, please contact:

LLUK Information & Advice Service

Tel: 020 7936 5798

E-mail: advice@lluk.org

For further information regarding the processing of an application, please contact:

General Professional Recognition Learning and Skills (England)

Standards Verification UK

4th Floor

36 Park Row

Leeds

LS1 5JL

Tel: 0113 241 0435

E-mail: recognition@svuk.eu