What 5,000 further education teachers and trainers think about initial teacher training

A report on a survey of teachers’ and trainers’ views on initial teacher training in further education and skills, by the Institute for Learning

October 2011
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1. Overview

The Institute for Learning would like to thank the 5,300 members who took part in this survey. IfL is the independent, professional body for teachers, tutors, trainers and student teachers in the further education (FE) and skills sector and members’ views inform, shape and underscore everything we do.

The survey sought members’ views on how the initial teacher training (ITT) reforms for further education, introduced by the Further Education Teachers’ Qualifications (England) Regulations 2007, were working in practice and the effectiveness of ITT programmes for the early years of being a professional teacher or trainer.

The new regulations were introduced after Ofsted had identified weaknesses in ITT for further education teachers and trainers. A 2006 Ofsted report, based on inspections of ITT in FE carried out in 2004-05, found a significant discrepancy between the generally good quality of the taught element of ITT courses and the generally inadequate practical and mentoring elements of those courses.

The reforms introduced new professional standards for FE teachers and trainers for ITT, and also the new post qualifying professional status of Qualified Teacher Learning and Skills (QTLS) status and Associate Teacher Learning and Skills (ATLS) status. Professional formation leading to QTLS or ATLS, led by IfL, was to be underpinned by three new initial teacher qualifications: a Preparing to Teach in the Lifelong Learning Sector (PTLLS) award, a Certificate in Teaching in the Lifelong Learning Sector (CTLLS) and a Diploma in Teaching in the Lifelong Learning Sector (DTLLS). See appendix A for an overview of each of these qualifications.

In order to build a detailed picture of members’ perceptions of how well ITT has been working in relation to the new regulations, IfL analysed responses across a number of categories.

It analysed responses from those teaching vocational subjects and those delivering other subjects and courses. It also analysed responses from those who completed their ITT before gaining a job, in other words pre-service, and those who did their training on the job or in-service. Around 90 per cent of ITT in further education is in-service. IfL then analysed responses separately from those with PTLLS, CTLLS and DTLLS.

The responses are presented as a series of statistical results for members in different settings and at different stages in their careers. In addition, respondents supplied useful qualitative feedback on ITT.

A summary of the results of the survey was presented to the Skills Commission’s parliamentary hearing on initial teacher training which was held on December 7, 2010, and shared with IfL members on the website and in IfL’s newsletter, On the Agenda January 2011. An overview of the findings was also shared with IfL’s Advisory Council and key partner organisations.

This report presents the survey findings and analysis and is available free from IfL as part of its continuing service to members and the further education system as a whole.
2. About the survey

The survey was carried out in November 2010. Some 5,300 teachers and trainers responded to the email survey which was conducted by IfL among its members using standard survey methods.

Just over 42 per cent of respondents worked in a college setting, 25 per cent worked in adult and continuing education, 15 per cent worked in work-based learning, just over 3 per cent worked in a sixth form college, just under 2.5 per cent in offender learning and just over one per cent each worked in a specialist college, the armed services or the emergency and public services.

Just over 63 per cent were teaching vocational subjects with nearly 37 per cent teaching other subjects and courses.

Almost all (5,190) of the 5,300 respondents answered a specific question asking them to detail their experiences since 2007. Just over 3,500 of the 5,190 responded to questions asking them whether they did their ITT before starting to teach (ie pre-service) or in-service. Just over 43 per cent of the 3,500 did their training pre-service and just under 57 per cent did it in-service.

3. Summary

Overall, the survey showed that the proportion of teachers and trainers who thought ITT worked fairly to very well was 83 per cent (see Figure 1).

This four fifths proportion remains remarkably consistent across all respondents whether they are teaching in colleges, work-based learning or in adult and community learning.

There was a particularly high level of satisfaction among those teachers and trainers working in worked-based learning (WBL) settings with 87 per cent saying ITT worked fairly, quite or very well. Of the 810 WBL teachers and trainers responding 20 per cent said ITT worked very well, 45 per cent quite well and 23 per cent fairly well.

Of those working in adult and community learning (ACL) settings 83 per cent thought ITT worked fairly, quite or very well. Of the 1,359 ACL teachers and trainers responding 23 per cent said ITT worked very well, 39 per cent quite well and 22 per cent fairly well.

Nearly 82 per cent of those working in further education colleges thought ITT worked fairly, quite or very well. Of the 2,237 college-based teachers and trainers responding 19 per cent said ITT worked very well, 39 per cent quite well and 24 per cent fairly well.

The proportion also remains consistent among those who trained pre-service and those who trained after gaining a teaching job. This level of satisfaction also held true across those with PTLLS, CTLLS and DTLLS.

Almost 60 per cent overall thought that initial teacher training worked quite well or very well. This broke down to just under 21 per cent who said it worked very well and 39 per cent who said it worked quite well.
Just under a quarter (23 per cent) thought it worked fairly well with just over 9 per cent saying it functioned poorly and 2.5 per cent reporting very poor function. Some 5 per cent said they didn’t know.

Fig 1

These results were broadly consistent across vocational and teachers of other subjects. Some 60 per cent of vocational teachers overall (fig 2) said ITT worked well or very well compared to 58 per cent of teachers of other subjects (fig 3).

Fig 2
The survey also looked at the views of other groups such as general and subject mentors for those new to teaching or training and managers of newly qualified teachers and trainers.

Again there was a remarkably positive view of ITT with approval rates exceeding the 83 per cent of all respondents who thought ITT worked fairly well, quite well and very well. Overall 88 per cent of general workplace mentors thought ITT worked fairly well, quite well or very well, 87 per cent of subject mentors agreed as did 90 per cent of those managing newly qualified teachers.
Fig 5

Subject mentors views on ITT works

- Very well: 18%
- Quite well: 43%
- Fair: 26%
- Poorly: 11%
- Very poorly: 1%
- Don't know: 1%

Fig 6

Managers of newly qualifying teachers views on ITT

- Very well: 22%
- Quite well: 44%
- Fair: 24%
- Poorly: 8%
- Very poorly: 2%
- Don't know: 0%
4. Vocational Teachers

A total of 3,282 vocational teachers responded. Almost 47 per cent worked in further education colleges, 20 per cent delivered work-based learning, nearly 18 per cent were in adult and community learning, with the remainder working across a range of settings including offender learning, sixth-form colleges, specialist colleges and the armed services and emergency and public services.

Some 2,178 vocational teachers had undertaken ITT since 2007 and of these 39 per cent did their ITT pre-service and 61 per cent did it in-service.

Of those vocational teachers who did their training pre-service, 83 per cent thought ITT was working fairly well, quite well or very well, exactly the same rate of approval achieved overall in the survey. Of these, 62 per cent said ITT worked quite well or very well.

Fig 7

How well ITT works for pre-service teachers since 2007

- Very well: 22%
- Quite well: 40%
- Fair: 21%
- Poorly: 8%
- Very poorly: 2%
- Don't know: 7%
- Of those who did ITT in-service 82 per cent thought it was working fairly well, quite well or very well, again close to the overall rate of approval. Of these 57 per cent said it worked quite well or very well.
While there was a remarkable degree of consistency overall in approval rates there was a five percentage point difference between the 62 per cent of those who trained pre-service and thought the process worked quite well or very well and the 57 per cent who trained in-service who agreed. It is a small difference and light may be shed on the difference by the qualitative responses from these groups.

The most commonly cited benefits of ITT among those who did their ITT before teaching were:

- Teaching practice through placements – practical experience, builds confidence, wide range of placement opportunities
- Support - from tutors, subject mentors, general mentors, talking to peers to share ideas, learning from other more experienced teachers during placements, lesson observations, practical support from tutors
- Skills taught/content of courses – teaching is of good standard, taught to be creative, taught theory of teaching (pedagogy), taught practical knowledge such as setting targets and recording achievement, lesson planning, classroom management, resources to use, reflective practice, taught by experienced teacher trainers
- Professionalism – a real positive that ITT qualifications are consistent across the diversity of the further education and skills sector, all teachers are trained, clearly defined standards, nationally recognised level.

Those who did their training on the job most often mentioned:

- Teaching practice – through ‘on the job training’ and theory alongside practical
- Flexibility – can study part time, widespread choice of provider so can easily find one nearby, train while working, can train at college working on modular units
- Support – training with colleagues, peer observations, networking/sharing effective practice with other trainees, builds confidence, mentoring, reflective practice
- Funding – often funded by government grants or through employer.
In terms of suggested improvements for ITT, the pre-service respondents flagged up the need for more effective mentors with more capacity and time. They also thought that there should be more accreditation of prior learning. In terms of the courses, they said there should be more subject specialists training in teaching methods, instruction in basic classroom management, more exposure to work-based learning, more focus on practical skills rather than theory and less essay writing. They said training should be free.

Improvements suggested by the in-service respondents included accreditation of prior learning or skills. Some said that courses were too theoretical and lacked classroom practice including how to deal with difficult behaviour. They said there was the need for a greater emphasis on professional values and practice. They also called for more mentoring with more one to one sessions with tutors and more observation plus inspirational role models. Funding of training was raised by some as an issue.

The 12 per cent of vocational teachers who thought ITT worked poorly or very poorly (9 per cent and 3 per cent, respectively) were asked separately for their suggestions for improvement.

They highlighted the need for accreditation of prior knowledge and they called for more on different teaching skills including much more on classroom management strategies and behaviour management, more formal teaching practice, more observation, less essay writing and more practical training, more on how to engage disengaged learners and IT skills.

This group also called for more support through mentoring with mentors given more time with their charges. They also wanted more observation, support in general and access to inspirational teachers.

They raised concerns about the quality of delivery for some courses and they said that courses could be shorter.

Among the most satisfied with their ITT (see Table 1) were vocational teachers with PTLLS, CTLLS and DTLLS.

Just over 86 per cent of those with a PTLLS award said that ITT worked fairly, quite or very well as did almost 85 per cent of those with a CTLLS award and over 86 per cent with a DTLLS. Nearly 65 per cent of those with a PTLLS award said ITT worked quite well or very well as did 63 per cent of those with a CTLLS and approaching 64 per cent of those with a DTLLS.

Table 1

<table>
<thead>
<tr>
<th>Type</th>
<th>Very well</th>
<th>Quite well</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTLLS</td>
<td>25.23% (308)</td>
<td>39.64% (484)</td>
<td>21.21% (259)</td>
<td>8.27% (101)</td>
<td>3.19% (39)</td>
<td>2.46% (30)</td>
</tr>
<tr>
<td>CTLLS</td>
<td>24.7% (143)</td>
<td>38.34% (222)</td>
<td>21.76% (126)</td>
<td>8.64% (50)</td>
<td>3.8% (22)</td>
<td>2.76% (16)</td>
</tr>
<tr>
<td>DTLLS</td>
<td>24.2% (197)</td>
<td>39.31% (320)</td>
<td>22.6% (184)</td>
<td>8.72% (71)</td>
<td>3.69% (30)</td>
<td>1.47% (12)</td>
</tr>
</tbody>
</table>

Table 1

How well ITT works for vocational PTLLS, CTLLS and DTLLS teachers – since 2007:
These high levels of satisfaction held broadly true across vocational teachers whether they did their training pre-service or in-service. However those teachers with a DTLLS award who did their training pre-service (see table 2 below) reported particularly high rates of satisfaction with over 91 per cent reporting that ITT worked fairly, quite or very well.

Table 2
How well ITT works for vocational PTLLS, CTLLS and DTLS pre-service teachers – since 2007:

<table>
<thead>
<tr>
<th>Type</th>
<th>Very well</th>
<th>Quite well</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTLLS</td>
<td>27.27% (63)</td>
<td>39.39% (91)</td>
<td>21.21% (49)</td>
<td>6.49% (15)</td>
<td>3.46% (8)</td>
<td>2.16% (5)</td>
</tr>
<tr>
<td>CTLLS</td>
<td>27.14% (38)</td>
<td>38.57% (54)</td>
<td>21.43% (30)</td>
<td>6.43% (9)</td>
<td>4.29% (6)</td>
<td>2.14% (3)</td>
</tr>
<tr>
<td>DTLLS</td>
<td>27.63% (42)</td>
<td>40.13% (61)</td>
<td>23.68% (36)</td>
<td>3.29% (5)</td>
<td>3.95% (6)</td>
<td>1.32% (2)</td>
</tr>
</tbody>
</table>

Table 3
How well ITT works for PTLLS, CTLLS, and DTLLS in-service vocational teachers – since 2007:

<table>
<thead>
<tr>
<th>Type</th>
<th>Very well</th>
<th>Quite well</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTLLS</td>
<td>21.36% (113)</td>
<td>42.34% (224)</td>
<td>21.36% (113)</td>
<td>9.07% (48)</td>
<td>3.21% (17)</td>
<td>2.65% (14)</td>
</tr>
<tr>
<td>CTLLS</td>
<td>18.7% (49)</td>
<td>41.22% (108)</td>
<td>23.28% (61)</td>
<td>8.4% (22)</td>
<td>4.96% (13)</td>
<td>3.44% (9)</td>
</tr>
<tr>
<td>DTLLS</td>
<td>24.25% (89)</td>
<td>39.24% (144)</td>
<td>21.8% (80)</td>
<td>8.45% (31)</td>
<td>4.36% (16)</td>
<td>1.91% (7)</td>
</tr>
</tbody>
</table>

5. Teachers of other subjects

A total of 1,903 non-vocational teachers, teachers of other subjects, responded. Almost 39 per cent worked in adult and community learning, just under 36 per cent worked in further education colleges and fractionally over 7 per cent in work-based learning. The remainder worked in settings including offender learning, sixth form colleges, specialist colleges, the armed services and the emergency and public services.

Some 1,270 teachers of other subjects had undertaken ITT since 2007 and of these 51 per cent did their ITT pre-service and 49 per cent did it in-service.

Of those teachers of other subjects who did their ITT pre-service, 82 per cent thought it worked fairly, quite or very well. This compares to 83 per cent of vocational teachers who thought the same. Some 61 per cent said it worked quite well or very well.
Of those who trained in-service, 81 per cent thought ITT worked fairly, quite or very well. This compares to 82 per cent of vocational teachers who thought the same. Some 56 per cent thought their ITT worked quite well or very well.

As with vocational teachers, teachers of other subjects who did their training pre-service were a little more satisfied with their ITT than colleagues who trained in-service.

Those teachers of other subjects with PTLLS and CTLLS had high satisfaction rates (Table 4). Overall, just under 85 per cent of those with a PTLLS award thought ITT worked fairly, quite or very well and some 60 per cent thought it worked quite well or very well. Almost 87
per cent of those with a CTLLS award though ITT worked fairly to very well with 61 per cent saying it worked quite or very well. Satisfaction dropped slightly among teachers of other subjects with a DTLLS award. Just over 58 per cent of them thought ITT worked quite well or very well, rising to 83 per cent who said it worked fairly, quite or very well. The equivalent figures for vocational teachers with DTLLS were just over 86 per cent and just under 64 per cent.

Table 4
How well ITT works for non-vocational PTLLS, CTLLS and DTLLS teachers – since 2007:

<table>
<thead>
<tr>
<th>Type</th>
<th>Very well</th>
<th>Quite well</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTLLS (646)</td>
<td>23.37% (151)</td>
<td>36.22% (234)</td>
<td>25.39% (164)</td>
<td>9.91% (64)</td>
<td>2.32% (15)</td>
<td>2.79% (18)</td>
</tr>
<tr>
<td>CTLLS (263)</td>
<td>25.1% (66)</td>
<td>36.12% (95)</td>
<td>25.48% (67)</td>
<td>9.89% (26)</td>
<td>1.52% (4)</td>
<td>1.9% (5)</td>
</tr>
<tr>
<td>DTLLS (503)</td>
<td>24.25% (122)</td>
<td>34% (171)</td>
<td>25.05% (126)</td>
<td>11.73% (59)</td>
<td>1.99% (10)</td>
<td>2.98% (15)</td>
</tr>
</tbody>
</table>

Again there were differences between those who did their training pre-service and in-service (Tables 5 and 6). In contrast to the responses for vocational teachers, where those with a DTLLS who trained pre-service recorded particularly high levels of satisfaction (over 91 per cent thought ITT worked fairly to very well and nearly 68 per cent thought it worked quite well or very well) it was pre-service PTLLS who were most satisfied among non-vocational teachers. Over 88 per cent of those with a PTLLS award who trained pre-service said ITT worked fairly to very well and 66 per cent reported it working quite well or very well.

Those with DTLLS who did their training in service (Table 6) recorded the highest levels of dissatisfaction with ITT. Over 16 per cent of them reported that ITT was working poorly or very poorly. Correspondingly, only 56 per cent of them thought ITT worked quite well or very well rising to 80 per cent who thought it worked fairly to very well. This compares to just under 64 per cent and just over 85 per cent, respectively, of their colleagues with DTLLS teaching vocational subjects who did their training in service.

Table 5
How well ITT works for non-vocational PTLLS, CTLLS, and DTLLS pre-service teachers – since 2007:

<table>
<thead>
<tr>
<th>Type</th>
<th>Very well</th>
<th>Quite well</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTLLS (152)</td>
<td>31.58% (48)</td>
<td>34.21% (52)</td>
<td>22.37% (34)</td>
<td>9.87% (15)</td>
<td>0% (0)</td>
<td>1.97% (3)</td>
</tr>
<tr>
<td>CTLLS (67)</td>
<td>38.81% (26)</td>
<td>25.37% (17)</td>
<td>22.39% (15)</td>
<td>10.45% (7)</td>
<td>0.0% (0)</td>
<td>2.99% (2)</td>
</tr>
<tr>
<td>DTLLS (124)</td>
<td>33.06% (41)</td>
<td>27.42% (34)</td>
<td>22.58% (28)</td>
<td>10.48% (13)</td>
<td>0.81% (1)</td>
<td>5.65% (7)</td>
</tr>
</tbody>
</table>
Table 6

How well ITT works for non-vocational PTLLS, CTLLS, and DTLLS in-service teachers – since 2007:

<table>
<thead>
<tr>
<th>Type</th>
<th>Very well</th>
<th>Quite well</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTTLS (260)</td>
<td>22.31% (58)</td>
<td>36.15% (94)</td>
<td>26.15% (68)</td>
<td>9.62% (25)</td>
<td>3.46% (9)</td>
<td>2.31% (6)</td>
</tr>
<tr>
<td>CTTLS (115)</td>
<td>20.87% (24)</td>
<td>39.13% (45)</td>
<td>22.61% (26)</td>
<td>13.04% (15)</td>
<td>1.74% (2)</td>
<td>2.61% (3)</td>
</tr>
<tr>
<td>DTTLS (196)</td>
<td>21.43% (42)</td>
<td>34.18% (67)</td>
<td>24.49% (48)</td>
<td>13.78% (27)</td>
<td>2.55% (5)</td>
<td>3.57% (7)</td>
</tr>
</tbody>
</table>

6. Conclusions

The most significant feature of the survey results is the consistency in satisfaction ratings across all teachers and trainers.

The overall satisfaction rating of 83 per cent – those who thought ITT worked fairly well, quite well or very well - held broadly true across vocational teachers and those teaching other subjects. It was consistent across respondents whether teaching in work-based settings, adult and community learning or teaching in further education colleges. It applied pretty much equally whether respondents had done their ITT pre-service or in-service. The proportion also remained more or less consistent among teachers with PTLLS, CTLLS and DTLLS.

The same consistency was also found in the proportion who thought ITT was working quite well or very well with around two thirds in each category agreeing. And there was also consistency in the proportion saying that ITT worked very well with broadly a fifth in each category agreeing; although this rose to around a third of teachers of other, non-vocational, subjects with PTLLS, CTLLS and DTLLS who did their training pre-service.

The proportion of respondents who thought ITT worked poorly or very poorly varied between around 7 per cent (vocational teachers with DTLLS who did their training pre-service) and just over 16 per cent (teachers of other subjects with DTLLS who did their training in service).

There were a number of small differences between the holders of PTLLS awards, CTLLS and DTLLS teaching vocational subjects and those teaching other subjects. These differences are particularly noticeable when comparing those who did their training pre-service and those who trained in-service.

Those who did their training pre-service were generally more positive about ITT than those who trained on the job. This held true for teachers of vocational subjects and those teaching in other areas. Generally, the proportions of those who trained pre-service who said ITT worked fairly, quite or very well were some 3 to 5 percentage points higher than those found among their in-service colleagues.

The differences are negligible if one looks at the proportions in each group who said that ITT worked fairly, quite or very well. But there was a noticeable, if still small, difference if the
“fair” category was dropped so that only those who thought it worked quite well or very well are selected.

Among vocational pre-service teachers, 62 per cent said ITT worked quite well or very well and 61 per cent of their non-vocational pre-service colleagues agreed. These proportions dropped to 57 per cent and 56 per cent respectively among those who did their training in-service.

Such differences may be due to many things ranging from levels of personal engagement and motivation of the individuals concerned to differences in the quality of ITT received.

Certainly, the qualitative responses did produce a range of suggestions for improvements that, if compared to the specific groups concerned, may begin to explain why in some cases there is less positive feedback.

Although there was overlap, the suggestions for improvement indicate that accreditation of prior learning and a less theoretical approach to ITT may be slightly more important issues for those who train in-service than they are for those who train pre-service.

Given historical concerns about the quality of practical elements of ITT in FE, the reported emphasis on theory may indicate a rebalancing needed between content relating to practice and theory that merits further investigation, as well as how effectively theory and practice are integrated. There may also be a pragmatic focus on the practical by trainee teachers which is both important for ITT providers to respond to, and also to build on. The theoretical and research-based evidence for what makes for highly effective teaching should give essential underpinning to practice, and be explicit and be understood and valued as relevant, by ITT trainers and trainee teachers and trainers alike.

Respondents who trained before and in-service suggested that practical training in the classroom and workshop could be better with particular emphasis on behavioural management.

Both pre and in-service groups mentioned accreditation of prior learning as an important area for improvement in ITT, reflecting the fact that many choosing to teach in further education bring with them knowledge and skills, including in training others, acquired during careers in commerce and industry.

Another suggestion for improvement to crop up in both pre and in-service groups was the need for more mentoring time and resource. They suggested greater access to mentors - and inspirational role models - and that mentors ought to have more time set aside to observe and provide feedback.

Funding also emerged as a common theme across both groups with those doing their training pre-service more likely to call for training to be free than their colleagues who trained in-service. However, there was a clear general message from all respondent groups that training should be free of charge.

Taken together, the results of this survey provide a valuable insight into how over 5,000 IfL members view ITT in the further education system three years on from the 2007 reforms.
It is clear that the vast majority think ITT is working fairly, quite or very well. But the small but broadly consistent proportion of people who think it works poorly or very poorly is of concern.

The differences between those training pre-service and in-service also merit further exploration along with trainee teachers’ and trainers’ suggestions for improvement.
Appendix One - an overview of ITT qualifications

Preparing to Teach in the Lifelong Learning Sector (PTLLS) is an introduction for new entrants to the Lifelong Learning Sector – no prior teaching experience or qualifications are necessary to undertake for PTLLS. It also suits people working in the area already who want to go forward to gain official initial teacher training qualifications.

An Award in Preparing to Teach in the Lifelong Learning Sector covers the basics of teaching in continuing and adult education - including how to plan sessions, motivate learners and use a variety of assessment methods.

Certificate in Teaching in the Lifelong Learning Sector (CTLLS) is for anyone working in an associate teacher role without a recognised qualification, or planning to become an associate teacher in further, adult or continuing education.

To take the Certificate, applicants will need access to 30 hours of teaching practice in a recognised lifelong learning location.

CTLLS is offered as a level 3 and 4 qualification and is develops all the skills needed to work as an associate teacher in continuing education - someone who works from pre-designed curricula to teach a particular a subject or learner type.

Acquiring this Certificate qualifies an individual to teach as an associate teacher in continuing education. Achieving CTLLS qualifies a teacher or trainer to undertake the professional formation process to gain Associate Teacher, Learning & Skills (ATLS) status.

Diploma in Teaching in the Lifelong Learning Sector (DTLLS) is for anyone working as or planning to become a full teacher in further, adult or continuing education.

Applicants will need access to 150 hours of teaching practice in a recognised lifelong learning location to do this qualification.

DTLLS is offered as a level 5 qualification and develops all the skills needed to work as a full teacher in the lifelong learning sector - designing curricula and teaching a range of levels, subjects and learner types.

Achieving DTLLS qualifies a teacher or trainer to undertake the professional formation process to gain Qualified Teacher, Learning & Skills (QTLS) status.

NOTE:
Information taken from City and Guilds website http://www.cityandguilds.com/uk-home.html