Offender learning: a career of choice

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Contents

1. Introduction .............................................................................................................................................. 3
   What is it like to teach and train in a prison? .............................................................................................. 3
   What will my prison learners be like? ........................................................................................................ 3
2. Requirements for teaching within prisons .............................................................................................. 4
   Personal skills ....................................................................................................................................... 4
   DBS and prison security checks ............................................................................................................... 4
   Maths and English at Level 2 .................................................................................................................. 4
   Ongoing continuing professional development (CPD) ............................................................................ 5
3. Career pathway for training within the prison regime ............................................................................. 6
   NOMS Instructors ................................................................................................................................. 7
   Learning, Skills and Employment Manager/ Industries Manager/Custodial Manager or Activities Hub Manager ........................................................................................................... 8
   Cluster Head of Learning, Skills and Employment .................................................................................. 9
   Regional Services Lead: Learning and Skills .......................................................................................... 9
4. Career pathway for teaching with an education provider within prison .................................................. 10
   OLASS Instructor ................................................................................................................................... 11
   OLASS Tutor / Teacher/ Lecturer .......................................................................................................... 12
   Functional Skills Teacher ..................................................................................................................... 13
   ESOL Teacher ....................................................................................................................................... 13
   Coordinator / Team Leader / Curriculum Manager .................................................................................. 14
   Deputy Education Manager ................................................................................................................ 14
   Education Manager .............................................................................................................................. 15
   Regional Education Management .......................................................................................................... 16
Appendix 1 – Teaching and Training qualifications .................................................................................. 17
   Initial Teacher Training qualifications ................................................................................................... 17
   Continuing Professional Development .................................................................................................. 17
   Current qualifications .......................................................................................................................... 18
   Legacy qualifications ........................................................................................................................... 22
Appendix 2 - Qualified Teacher Learning and Skills (QTLS) .................................................................... 23
   QTLS and QTS ....................................................................................................................................... 23
1. Introduction

So you’re interested in a career in offender learning? It’s an ideal time to be considering this as in Spring 2016, the Secretary of State will consider the recommendations from the Coates Review of prison education, which should bring this career path right into the spotlight. In the interim, the Education and Training Foundation has produced this short guide to illustrate some of the jobs that are available together with the qualifications you would need and possible career pathways. You’ll see there are many quotes and insights from people already working in prisons encouraging you to join them. In fact, this guide was compiled by experts in the sector including people working directly for prisons and those contracted to deliver education. We expect to update this guide regularly but wanted you to know that it is already an excellent career choice and a really attractive teaching option.

“As a parent, it is absolutely devastating to see your child sent to prison. To know that something positive has come from this gives us renewed hope for Tom’s future. It was wonderful to see the pride he had in himself when he received his certificate.”

Mother of a prisoner after a Celebration of Success event at HMP/YOI Portland

What is it like to teach and train in a prison?

Teaching in prison can be extremely rewarding. As a teacher you will assist prison learners gain new skills and qualifications. Many of your learners will be achieving their first qualifications and becoming positively engaged with learning. Developing opportunities for personal development and improving employment opportunities, you will be supporting your learners to access learning that can help transform their lives and make a difference to their success and lives ‘on the out’. Teaching in prison is often challenging and no two days will ever be alike.

What will my prison learners be like?

The prison population is very diverse and there is no such thing as a typical prisoner. However, of the approximately 86,000 prisoners in 2015, only about 4,000 were women. More recently, as there has been an increase in older people going to prison, there has been an increase in the education level of many learners. However, many learners have had a poor experience in the past and so your learners may:

- have few or no previous qualifications
- display challenging behaviours
- need substantial support with maths and English
- have a range of complex learning needs
- have personal and social problems
- have mental health issues.

Your learners will need flexible and creative teaching and learning methods to support their progress.

1 Figures are for England and Wales - https://www.gov.uk/government/collections/prison-population-statistics
You will be part of a supportive education team working in prison, enhancing the rehabilitation of offenders and energising their interest in learning and gaining new skills.

“I enjoy the challenge! Every day is different, variety and problem solving. I know that I am supported by my colleagues and teams.”

Jo Bird, Head of Learning & Skills,
HMP Winchester

2. Requirements for teaching within prisons

Personal skills

Teaching in prisons can be a highly rewarding career. Being part of a rehabilitation programme for offenders can be challenging and stressful at times but you are contributing to and making a notable difference to people’s lives. You will need to have patience, resilience and a creative approach to delivering skills.

Teachers and trainers working in offender learning need to be:

- confident, organised and have excellent communication skills
- enthusiastic about vocational or subject specialist areas
- have good judgement, be interested in people and able to build effective working relationships
- flexible and innovative and be a role model for pro-social modelling
- comfortable working within security protocols and boundaries.

DBS and prison security checks

You will need to have a Disclosure and Barring Service (DBS) check and pass background and security checks in order to work in prison. These can take time to be completed, so be patient.

Maths and English at Level 2

- Most teaching and training jobs will require maths and English qualifications at Level 2.
- It is important for all teachers and trainers to have good skills in maths and English and qualifications at a minimum of level 2 are required. You will need to evidence these qualifications. If you do not have certificates for your qualifications, it may be possible to get the certificates from the education provider you studied with, or the examination board.

You can easily update maths and English qualifications and it is often a great opportunity to refresh and revise your skills. Visit the Education and Training Foundation’s website www.etfoundation.co.uk for support and resources available in this area.
Ongoing continuing professional development (CPD)

- Your continuing professional development is an essential part of your development in your job role and career.
- It is your responsibility to identify your development needs and ensure you keep up to date with changes in your subject/vocational area. CPD is the way you improve your personal performance and deal with the challenges in the workplace but it is also important that you work with others in your organisation or team to help each other.
- There are many ways to keep up to date with your subject specialism and approaches to teaching and learning. These include industrial updating, researching new developments in teaching and learning, professional learning activity with your team/department, joining an online community of practice, attending internal or external training events.

“I love the challenge, the excitement and seeing staff and learners show their enthusiasm for learning and changing lives.”
Kate Gibson, Deputy Education Manager, HMP Foston Hall, Milton Keynes College

“No two days are the same, constant challenges that require the use of different skills to solve them. Partnership works regardless of who employs us (NOMS, college, and other providers) we all work together on each site to achieve outcomes for offenders.”
Montserrat Perez, Milton Keynes College, HMP/YOI Winchester

“It’s like a cliché, but knowing that just occasionally, you have made a difference is incredibly rewarding.”
Geoff Dixon, Milton Keynes College, HMP Ranby

“Offender learning is a particularly challenging environment to work in, but when the success does come in, it is thousand – end. The sense of achievement for teacher, learner, and manager is nothing short of awesome!!”
Angela Gascoyne, Education, Manager, HMP Whatton

“I enjoy the camaraderie with colleagues and making a difference to prisoners’ lives by motivating and encouraging them”
Helen Bannister, HMP North Sea Camp
3. Career pathway for training within the prison regime

Many instructors will gain employment through contractors of educational programmes who provide a wide range of learning courses. There is also a route to working in education and training through the National Offender Management Service (NOMS) where you could start your career as an instructor and progress by gaining experience of the prison service and management alongside your interest in education and training.

All educators are subject to regulations supporting the safety system. These include restrictions on what can be brought into the building and security checks and operations that can change at short notice. Teaching can be in the classroom, workshops or on the wing. These and other considerations impact on learning so it’s good for instructors to have a flexible attitude to teaching.

Simplified organisational structure within a prison:

In the rest of this section you will find a summary of the qualification requirements for each role for training within prisons together with details of opportunities and relevant continuing professional development to enable you to progress in your career.

For more detail on the qualifications see appendix A.
NOMS Instructors

Role: to deliver vocational training programmes to help learners gain employment skills to help find employment on release.

Instructors are employed by the prison service (NOMS). They have specialist vocational and training skills.

For this role you will need:
- L3 vocational skills (minimum)
- L3 Award in Education and Training, PTLLS or a willingness to work towards this in a set timeframe.

You could progress to the role of:
Industries Manager or Activities Hub Manager.

Continuous professional development that could help you progress:
- Assessor qualifications e.g. TAQA (Training, Assessment, Quality and Assurance) qualifications at level 3
- IV qualifications e.g. TAQA (Training, Assessment, Quality and Assurance) qualifications at level 4
- Full teacher training qualifications: Diploma in Education and Training (DET), Diploma in Teaching in the Lifelong Learning Sector (DTLLS) a Professional Graduate Certificate of Education /Post Graduate Certificate of Education (PGCE) / Certificate in Education (Cert Ed)
- industrial or vocational updating
- consider management / degree courses to support ambitions for management roles
- vocational / industrial updating
- teaching and training skills development, working with a mentor, other trainers and staff to build classroom skills
- observing other teachers and trainers when possible
- creating and building a CPD portfolio to record developments in your teaching skills and your vocational skills.
Learning, Skills and Employment Manager/ Industries Manager/Custodial Manager or Activities Hub Manager

Role: As a manager you would lead a team or be a first line manager e.g. a custodial manager would provide day-to-day management of purposeful activity and support the delivery of the Resettlement Pathways within the establishment.

For this role you will need to have been a working in a prison with usually at least 2 years’ experience. During this time, you would need to complete the Custodial Care NVQ at Level 3.

You could progress to the role of: Cluster Head of Learning, Skills and Employment or Regional Lead for Learning, Skills and Employment.

Continuous professional development that could help you progress:
- teacher training courses
- higher level leadership and management courses
- coaching and mentoring courses
- courses to update and upskill specialist areas e.g. data management and funding
- courses to update personal IT skills and prison education IT
- curriculum development and innovation
- working with senior colleagues to learn more about specialist education areas
- continue to build your CPD portfolio, recording your learning and development.

“To give opportunities to people who have had little or no experience of formal education. For those that have had a negative experience and give them inspiration, guidance and opportunities to learn and develop their own creative skills for a positive future.”
Jody- Sue Williams, Learning & Skills Manager, HMP Bedford

“Through the promotion of education & opportunities, we assist in reducing the likelihood of re-offending, enhancing the lives and prospects for those in our care and their families in addition to the public.”
Anne Marie Mills, Learning & Skills & Employment, HMP The Mount
Cluster Head of Learning, Skills and Employment

Role: You are a strategic manager focusing on learning, skills and qualifications in all areas of activity within prisons. You will support the regional lead in ensuring that OLASS funding is used effectively to maximise impact on reducing reoffending. You would report to the Regional Lead.

For this role you will need:
If you are not already working in the Prison Service then you would need to be a graduate with a 2.1 degree. However, you can work your way up through other management roles, eg, learning, skills and employment manager or activities manager.

You could progress to the role of: Regional Lead.

Continuous professional development that could help you progress:
- collaborative work with partners
- evidencing your skills in ensuring and building effective communications
- developing your knowledge and skills in education policy and strategy.

“My personal aim is to have a valuable output in my role. There is a clear value in education that supports reducing reoffending and the light that shines in a prisoner that begins to understand the value of education in custody “
Ian Napper, Head of Learning, Skills and Employment, HMP Exeter

Regional Services Lead: Learning and Skills

Role: You are the strategic lead and senior manager for learning, skills and qualifications in all areas of activity within your region to maximise prisoners’ opportunities to access employment, education and training on release. You are accountable for the management of the OLASS contract on behalf of the Deputy Director Custody (DDC) ensuring that the provider is delivering a service which meets the needs of prisoners and prepares them for employment and resettlement.

For this role you will need:
If you are not already working in the Prison Service then you would need to be a graduate with a 2.1 degree, or progressed through a prisons management role. You would require a sound understanding of Ofsted Common Inspection Framework and the role of the Ofsted Nominee.

Continuous professional development that could help you progress:
- collaborative work with partners
- evidencing your skills in ensuring and building effective communications
- developing your knowledge and skills in education policy and strategy.
4. Career pathway for teaching with an education provider within prison

The majority of prisons in England are publicly owned and have contracted education provision through the offender learning and skills service (OLASS). The private prisons identify their own learning provision and contract directly with a provider.

A sample organisational structure for OLASS/education provider:

In the rest of this section you will find a summary of the qualification requirements for each role for training/teaching within education departments in prisons together with details of opportunities and relevant continuing professional development to enable you to progress in your career.

For more detail on the qualifications see appendix A.
OLASS Instructor

Role: to plan and deliver training and assessment programmes to groups or 1-to-1 and maintain training records and ensure standardisation of accreditation

An instructor in prison is required to hold:
- L3 vocational skills
- L3 Award in Education and Training or Preparing to Teach in the Adult Learning Sector (PTLLS) or a willingness to work towards this in a set timeframe.
- L2 maths and English
- TAQA qualifications (Training, Assessment, Quality and Assurance) qualifications at level 3 (or willingness to work towards this in a set timeframe) e.g. Assessor Award at L3 (minimum) and Internal Verifier (IV) Award.

Continuous professional development (CPD) that could help you progress:
- teaching and training skills development, working with a mentor, other trainers and staff to build classroom skills
- observing other teachers and trainers when possible
- industrial or vocational updating
- creating and building a CPD portfolio to record developments in teaching and vocational skills.

“I do it because I can, and not everybody can. We have had ex-teachers come to the prison but they cannot cope with the environment, the client base and all the rules and regulations.

It is also an opportunity to show the learners that there is something different out there, something positive; we can hopefully inspire them to not want to come back, and show them that there are alternatives.”

Jerry Nightingale,
FE Lecturer of the Year 2015,
City & Guilds Level 2 Cycle Maintenance and Repair Workshop for Weston College at HMP Channings Wood
OLASS Tutor / Teacher/ Lecturer

Role: to help learners prepare individual learning plans and to design and deliver accredited learning programmes.

For this role, the route can be progressive and you may be able to work towards the full qualification while you are teaching in prison.

Your contract may specify and require you to achieve named teacher training qualifications within a specific time frame, but you will have a minimum of:
- Certificate in Education and Training (CET) previously the Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Level 2 maths and English
- subject specialism/ vocational qualification at Level 4.

You could progress to the role of: Coordinator / Team Leader/Advanced Practitioner.

Continuous professional development that could help you progress:
You can study on a part time basis while you work, to gain:
- Diploma in Education and Training (DET) previously the Diploma in Teaching in the Lifelong Learning Sector (DTLLS) or

Your next step may be to gain QTLS (Qualified Teacher of Learning and Skills) through the Society for Education and Training (SET).

Consider:
- developing your specialist interests – internal verification/ quality assurance, assessment, learner support
- sharing good practice with other team members
- leading practitioner-led classroom based research to learn more about your learners and the process of teaching as well as team working and building
- working with senior colleagues to learn more about specialist areas that you are interested in, for example, examination procedures, curriculum development
- continue to build your CPD portfolio, recording your learning and development as a teacher.

You might decide to specialise as a functional skills or ESOL teacher. See the next page for further information.
**Functional Skills Teacher**

Role: to help learners gain maths and English skills required in employment or further education and vocational training in prison.

Maths and English development is very important to offenders in prison. Many will need maths and English qualifications to gain employment in prison workshops.

For this role you will need:
- a full teaching qualification Diploma in Education and Training (DET), Diploma in Teaching in the Lifelong Learning Sector (DTLLS) or a Postgraduate Certificate of Education (PGCE) / Certificate in Education (Cert Ed)
- personal maths and English at level 2 (minimum) and level 3 skills will be required for the subject you choose to teach
- L5 Specialist Award in maths and/or English.

You could progress to the role of: Coordinator / Team Leader/Advanced Practitioner.

Continuous professional development that could help you progress:
- QTLS (Qualified Teacher of Learning and Skills) through the Society for Education and Training (SET).
- ongoing CPD to update your subject and teaching skills.

**ESOL Teacher**

Role: to help learners gain spoken and written language skills to progress in prison employment and education / vocational courses.

For this role you will need:
- a full teaching qualification Diploma in Education and Training (DET), Diploma in Teaching in the Lifelong Learning Sector (DTLLS) a Post Graduate Certificate of Education (PGCE) / Certificate in Education (Cert Ed)
- the Certificate in English Language Teaching to Adults (CELTA) qualification or equivalent (minimum)
  or
- ESOL Subject Specialist Award at level 5
- maths and English at level 2.

You could progress to the role of: Coordinator / Team Leader/Advanced Practitioner.

Continuous professional development that could help you progress:
- QTLS (Qualified Teacher of Learning and Skills) through the Society for Education and Training (SET).
- Ongoing CPD to update your subject and teaching skills.
Coordinator / Team Leader / Curriculum Manager

Role: to lead and develop a team delivering e.g. a curriculum area such as functional skills to learners.

For this role you will need:

- a relevant degree and/or professional qualification and a teaching qualification plus significant teaching experience
- to be able to manage curriculum development and change, quality systems, processes and the performance of teaching staff
- the ability to develop and manage a team.

You could progress to the role of: Deputy Education Manager.

Courses and qualifications to help you progress:

- coaching and mentoring courses to help you strengthen your role with your team
- leadership and management courses e.g. Institute of Leadership and Management (ILM)
- courses to update your personal IT skills and prison classroom IT
- explore opportunities for attending internal and external short courses in specialist areas that interest you
- continue to pursue excellence in the classroom
- keep up to date with the sector, exploring changes to IT and its use in prisons, funding streams, recording learner progress
- use appraisals / professional development recording as an opportunity to discuss your career and career progression with your education manager.

Record and evidence your CPD and keep your CPD portfolio up to date.

Deputy Education Manager

Role: to provide support for the operational management of the Education Department within a prison, including supporting the Education Manager to oversee the performance of the site. As part of the senior management team, you would be responsible for contract performance and delivering education provision.

For this role you will need:

- substantial teaching experience and a relevant degree and/or professional qualification, teaching qualification as well as evidence of continuous professional development
- the ability to demonstrate experience of curriculum development and change
- leadership and staff management skills in order to manage performance and develop a team of teaching staff.

You could progress to the role of: Education Manager.

Courses and qualifications to help you progress:

- Masters level qualifications, leadership and management courses / coaching and mentoring
- specialist funding and data management courses, internal or external
CPD and skill building in your role to help you progress:
- work with staff teams to develop curriculum and quality and taking responsibility to preparation for inspection
- keeping your CPD profile up to date including operational management responsibilities and deputising for the Education Manager
- work with your Education Manager and Regional Directors to develop your role.

Record and evidence your CPD and keep your CPD portfolio up to date.

**Education Manager**

Role: to be responsible for the entire education department in a prison including: responsibility for strategically planning the development of the provision within the establishment; ensuring that the establishment’s contract, quality and financial targets are met; and managing partnership relationships with stakeholders.

For this role you will need:
- teaching qualification - minimum Cert Ed or PGCE
- degree or equivalent
- track record of developing, leading and managing a team effectively
- track record of managing staff including the deployment of those staff and appropriate delegation of tasks
- track record of implementing and managing continuous quality assurance and improvement procedures.

You could progress to the role of: Regional Education Management.

Courses and qualifications to help you progress:
- professional and educational management
- higher level leadership and management courses including strategic management / coaching and mentoring courses
- courses to update and upskill you in specialist areas e.g. funding and data management
- regional cluster development with other managers.

CPD and skill building in your role to help you progress:
- engaging and evidencing work with cluster managers / directors in strategic and innovative developments for the sector
- evidencing your role as an excellent leader through team/curriculum/ learner development in quality improvement techniques
- managing budgets and evidencing competence with funding data, policy
- evidencing partnership working and development within prison services
- try and keep some classroom teaching contact
- develop your personal interests and specialisms.

Record and evidence your CPD and keep your CPD portfolio up to date.

“Working as an educator in prison – it is very satisfying to see changes in attitude from long – term prisoners once they get a taste for education and begin to realise what they can achieve. We have seen this reach outside prison walls too as prisoners encourage their children and other family members to achieve similar results.”

Janet Fryer, Deputy OLASS Manager, HMP Long Lartin
Regional Education Management

Role: The Regional Education Management team might include Regional Directors and a Deputy/Director of OLASS/Education. The Regional Directors have roles for example in Learner Support, Young People’s Services, Quality Assurance and IV, Learning and Employment. The work of the Regional Directors is overseen by a Deputy/Director of OLASS/Education.

As a member of an offender learning management team you will: provide strategic and operational leadership to bring about improvements in the quality of teaching learning and assessment; inspire and challenge staff; work collaboratively to ensure quality assurance and improvement processes and systems are fit for purpose.

For this role you will need:
- degree or equivalent qualification
- teaching qualification (PGCE, L4, Cert Ed)
- experience of working within a custodial setting (desirable)
- ability to determine and develop an Offender Learning Quality
- ability to establish and maintain an infrastructure that ensures the quality improvement and quality assurance systems are fit for purpose
- to be able to provide overall leadership including planning and coordination in response to external assessment.

You could progress within the senior management team.

Courses and qualifications to help you progress:
- professional and educational management
- strategic management/leadership courses
- funding and data analysis and using that to drive change.

CPD and skill building in your role to help you progress:
- updating your knowledge of the depth and breadth of the sector and its partners, the national agenda and its impact on strategy
- building further significant knowledge of quality improvement techniques
- maintaining high level analytic skills in performance and financial data
- evidencing your record of outstanding leadership: motivating, innovating and developing performance
- continual research to update skills in policy change and impact.

Record and evidence your CPD and keep your CPD portfolio up to date.
Appendix 1 – Teaching and Training qualifications

Initial Teacher Training qualifications

Teacher training qualifications have changed frequently in recent years. Since 2013 there has been no regulatory framework in place to set the requirements of qualifications by teachers, tutors and trainers in the FE and skills sector, which includes those working in offender learning.

Each organisation will have its own, and possibly different, policy on the level of qualification and skills required for the range of teaching and training jobs available.

For instructors and trainers employed through the National Offender Management Service (NOMS) there will be clear job descriptions available.

Many teachers and trainers may bring a range of qualifications with them and as there have been changes to teacher training qualifications over recent years, this can provide a confusing picture. The Society for Education and Training (SET) provides useful guidance and advice on their website to guide managers and staff through the qualifications maze. Find out more at: https://set.et-foundation.co.uk/professionalism/fe-teaching-and-training/tariff/

Continuing Professional Development

It is helpful to record and share your CPD. This is an important part of developing as a teacher trainer or manager. Records can take many different forms – the important element is that you record CPD activity and that you reflect on the activity and the impact it has on teaching, learning and personal development. Your manager may encourage your team to share CPD activities in team meetings and encourage collaborative working amongst staff.

CPD can encompass a range of activities, for example:

- sharing / designing curricula
- joint practice development
- observation / shadowing a colleague
- researching teaching and learning on the Internet
- supporting colleagues
- engaging in an online forum
- practitioner-led action research.
Current qualifications

NOMS instructors now often work towards:

Award in Education and Training (AET) Level 3 - 12 credits

The qualification can be studied on a part time basis and is available from many FE providers. There are a variety of units that can combine to make up the qualification, including units supporting assessment. You might want to consider working towards your assessor qualifications at the same time so that you only need to create one portfolio.

This introductory, knowledge-based teaching qualification has no minimum teaching practice requirement, meaning it can be undertaken by individuals who are not in a teaching role. However, there is a minimum requirement to take part in microteaching. This qualification is suitable for individuals who:

- are not in a teaching/training role, or who have just started a teaching/training role
- want a short qualification
- have the potential to study at this level, which has the same level of demand as that of study for A-levels
- want a qualification without a minimum teaching practice requirement
- may have already achieved some Learning and Development units that can be carried forward into this teaching qualification.

This replaces the Preparing to teach in the lifelong learning sector (PTLLS) qualification. If you have PTLLS then it is still fully valid and an important part of your career pathway.

Training, Assessment and Quality Assurance (TAQA) suite of awards

Level 3 Assessor Awards
This suite of awards includes:
- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement.

Level 4 Assessor Awards
This suite of awards includes:
- Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice
- Award in the Internal Quality Assurance of Assessment Processes and Practice
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Award in Understanding the External Quality Assurance of Assessment Processes and Practice
- Award in the External Quality Assurance of Assessment Processes and Practice

Vocational qualifications
Vocational qualifications are linked to the national occupational standards and evidence competence at a range of levels. Prisons will offer a range of vocational courses from
catering to construction. You will need to be qualified to a minimum of level 3 in your vocational area to apply for a training role.

**OLASS instructors/ teachers now often work towards:**

**Award in Education and Training (AET) Level 3 - 12 credits**

The qualification can be studied on a part time basis and is available from many FE providers.

There are a variety of units that can combine to make up the qualification, including units supporting assessment.

This introductory, knowledge-based teaching qualification has no minimum teaching practice requirement, meaning it can be undertaken by individuals who are not in a teaching role. However, there is a minimum requirement to take part in microteaching.

This qualification is suitable for individuals who:

- are not in a teaching/training role, or who have just started a teaching/training role
- want a short qualification
- have the potential to study at this level, which has the same level of demand as that of study for A-levels
- want a qualification without a minimum teaching practice requirement
- may have already achieved some Learning and Development units that can be carried forward into this teaching qualification.

This replaces the Preparing to Teach in the Lifelong Learning Sector (PTLLS) qualification. If you have PTLLS then it is still fully valid and an important part of your career pathway.

**Certificate in Education and Training (CET) - Level 4**

This qualification develops practical teaching skills, and through the optional units, prepares teachers to work in a wide range of contexts.

You must have a minimum of 30 hours of teaching practice.

This qualification is suitable for individuals who:

- want a qualification which focuses on practical teaching
- want a wide choice of optional units to reflect the context in which they teach
- are currently teaching and want to have their experience and practice accredited
- are not currently teaching but can meet the minimum teaching practice requirement of 30 hours
- are able to undertake a qualification of medium size
- have the potential to study at this level, which has the same level of demand as the first year of an undergraduate degree
- are willing to undertake an initial assessment of their skills in maths, English and ICT, record their development needs and follow an action plan to address them where necessary.
Diploma in Education and Training (DET) - Level 5
This qualification provides training for those individuals who aspire to, or hold, a teaching role with an extensive range of teaching or training responsibilities, including those in more than one context. It is the recognised full teaching qualification for the sector.

You must have a minimum of 100 hours of teaching practice.

This qualification is suitable for individuals who:

- want the opportunity to explore underpinning theories, frameworks and research into effective teaching and learning alongside developing practical teaching skills
- are currently teaching and want to have their experience and practice accredited
- are not currently teaching but can meet the minimum teaching practice requirement of 100 hours
- are able to undertake a large qualification, lasting one to two years
- have the potential to study at this level, which has the same level of demand as that of a degree course
- want a wide choice of optional units to reflect the context in which they teach
- want a qualification recognised as equivalent to the Certificate of Education qualifications
- are willing to undertake an initial assessment of their skills in English, mathematics and ICT, record their development needs and follow an action plan to address them where necessary
- can evidence Level 3 skills in maths and English if they are taking any of the specialist units in teaching maths (numeracy) or English (literacy and/or ESOL).

Please note that this qualification may also be called a PGCE or a Cert Ed if awarded by a university.
Diploma in Education and Training including a specialist pathway (120 credits) - Level 5

This qualification is the same as the Level 5 Diploma in Education and Training but provides the opportunity to take all optional units in one of the following specialist pathways:

- Teaching English (Literacy)
- Teaching English (ESOL)
- Teaching English (Literacy and ESOL)
- Teaching Mathematics (Numeracy)
- Teaching Disabled Learners.

You must have a minimum of 100 hours of practice; 50 of which must be in the chosen specialist area.

This qualification is suitable for individuals who:

- want to spend part of their course developing skills in teaching maths (numeracy), English (literacy and/or ESOL), or teaching disabled learners by taking all their optional credit in one specialist pathway
- want the opportunity to explore underpinning theories, frameworks and research into effective teaching and learning in both their vocational area and a specialist pathway
- are currently teaching and want to have their experience and practice accredited
- are not currently teaching but can meet the minimum teaching practice requirement of 100 hours
- are able to undertake a large qualification, lasting one to two years.

Specialist Standalone Diploma - Level 5

These standalone qualifications are designed for teachers who may already have a recognised generic teaching qualification and who now want a qualification in one of the specialist areas – maths, English, ESOL or for learners with disabilities.

The qualification can be studied on a part time basis and is available from many Learning and Skills providers. To be awarded these standalone specialist Level 5 diplomas, a total of 45 credits must be achieved. There is a requirement for a minimum of 50 hours of practice, all of which must be in the chosen specialist area.

These qualifications are suitable for individuals who:

- hold a teaching qualification and now want to broaden their skills and teach in a specialist area
- already hold a specialist teaching qualification in one of the specialist areas and who now want to extend their skills and teach in a different specialist area
- are not currently teaching and wish to train as a specialist teacher but are unable to join an integrated specialist diploma course
- are able to undertake a medium-sized qualification and can meet the minimum teaching practice requirement of 50 hours
- have the potential to study at this level, which has the same level of demand as that of a degree course
- can evidence Level 3 skills in English or mathematics if they are taking a standalone specialist qualification in teaching English (literacy and/or ESOL) or mathematics (numeracy).
PGCE / Cert Ed (120 credits)
These are both the full teaching qualification for those wanting to teach as teachers in offender learning.

The Professional Graduate Certificate in Education and Post Graduate Certificate in Education (PGCE) Level 6 is for those who have already graduated and wish to become teachers. It is a full teaching qualification.

The Certificate in Education (Cert.Ed.) Level 5 is for non-graduates and the qualification provides part qualification towards a degree and you may wish to follow your CPD pathway by using the credits to gain your degree. It is a full teaching qualification. Both these qualifications are the same level as the DET (Diploma in Education) or DTLLS.

CELT A
The Certificate in English Language Teaching to Adults (CELT A) is a Level 5 teaching programme preparing teachers to teach English to speakers of other languages (ESOL). Some prison ESOL jobs may accept this as a minimum qualification to teach. You may be required to do further updating of skills according to your job description.

Legacy qualifications
(i.e. qualifications that are no longer available)

PTLLS, CTLLS and DTLLS qualifications
This suite of qualifications is being phased out and is being replaced. If you have one or more of these qualifications they are fully valid and an important part of your career pathway.

Preparing to teach in the lifelong learning sector (PTLLS) is replaced by Level 3 Award in Education and Training (AET)

Certificate in teaching in the lifelong learning sector (CTLLS) is replaced by Level 4 Certificate in Education and Training (CET)

Diploma in teaching in the lifelong learning sector (DTLLS) is replaced by Level 5 Diploma in Education (DET)

Older qualifications, for example City and Guilds 7407, still have currency in the sector.
Appendix 2 - Qualified Teacher Learning and Skills (QTLS)

Between 2010 – 2013 teachers in the education and training sector were required to gain QTLS (Qualified Teacher of Learning and Skills) that was a professional qualification equivalent in law to QTS (Qualified Teacher Status), required to work in schools. In 2013 the law changed and teachers and tutors are no longer required to hold QTLS. Many organisations still encourage and value QTLS as a professional status, evidencing that teachers are fully qualified and up to date with their teaching and vocational skills through CPD and professional learning.

Members of the Society for Education and Training (SET) can gain QTLS (Qualified Teacher of Learning and Skills) by completing professional formation.

Candidates will need
- Level 5 teaching qualification
- Level 2 maths and English qualifications
- A portfolio of evidence demonstrating
  - commitment to your subject and teaching skills development
  - effective use of your skills and knowledge
  - ongoing CPD

More details are available on SET website at: https://set.etfoundation.co.uk/professionalism/gaining-qtls/
There is a cost of £485 (correct at March 2016).

QTLS and QTS

Members of SET with Qualified Teacher Learning and Skills (QTLS) status are recognised as qualified to teach in schools.

Statutory instrument 2012 No. 431, which was laid in parliament on 9 March 2012, amended the 2003 regulations so that holders of QTLS who are SET members may be appointed to permanent positions as qualified teachers, without any further induction requirements.

Schools and local authorities remain responsible for decisions on employing QTLS holders, and SET (https://set.et-foundation.co.uk/) maintains the national register of QTLS holders, including those teaching in schools.