On LLUK's site they now have a document "Developing qualifications for teachers, tutors and trainers in the lifelong learning sector in England". This sets out the framework for how they are going to move to a 'fully qualified workforce', using:
- an introductory Award "Preparing to Teach in the Lifelong Learning Sector" PTLLS (available at levels 3 or 4)
- a "Certificate in Teaching in the Lifelong Learning Sector" for the Associate Teacher role which does not carry full responsibility (again available at levels 3 or 4)
- a "Diploma in Teaching in the Lifelong Learning Sector" for the Full Teacher role which does carry full responsibility (available at level 5 or above) which leads to QTLS status (Qualified Teacher, Learning & Skills)
The standards for each of these is specified.

Level 5 Diploma
120 credits – 50% of which can be offered at level four
Mandatory units:
Part One (e.g. 1st year of a 2 year part time programme)
  Preparing to teach in the lifelong learning sector = 6 credits
  *Planning and enabling learning = 9 Credits
  *Enabling learning and assessment = 15 credits
  *Theories and principles for planning and enabling learning = 15 credits

Optional units:
To the value of 15 credits
Part Two (e.g. 2nd year of a 2 year part time programme)
  *Continuing personal and professional development = 15 credits
  *Curriculum design for inclusive practice = 15 credits
  *Wider professional practice = 15 credits
Optional units:
To the value of 15 credits

* Subject to accreditation by the qualifications regulators

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Function: Preparing to teach in the lifelong learning sector (level 4)
Learning outcomes and assessment criteria are described in a way that can define skills of the candidate.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand own role, responsibilities and boundaries of role in relation to teaching.	1.1 Review own role and responsibilities, and boundaries of own role as a teacher. (*) 1.2 Summarise key aspects of relevant current legislative requirements and codes of practice within a specific context. 1.3 Review other points of referral available to meet the potential needs of learners. 1.4 Discuss issues of equality and diversity, and ways to promote inclusion. 1.5 Justify the need for record keeping.
2. Understand appropriate teaching and learning approaches in the specialist area.	2.1 Identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area. 2.2 Evaluate a range of ways to embed elements of functional skills in the specialist area. 2.3 Evaluate the teaching and learning approaches for a specific session.
3. Demonstrate session planning skills.	3.1 Plan a teaching and learning session which meets the needs of individual learners. 3.2 Evaluate how the planned session meets the needs of individual learners 3.3 Analyse the effectiveness of the resources for a specific session.
4. Understand how to deliver inclusive sessions which motivate learners.	4.1 Analyse different ways to establish ground rules with learners which underpin appropriate behaviour and respect for others. 4.2 Use a range of appropriate and effective teaching and learning approaches to engage and motivate learners. 4.3 Explain different methods of giving feedback 4.4 Demonstrate good practice in giving feedback. 4.5 Communicate appropriately and effectively with learners. 4.6 Reflect on and evaluate the effectiveness of own teaching, making recommendations for modification as

	appropriate
5. Understand the use of different assessment methods and the need for record keeping.	5.1 Review a range of different assessment methods. 5.2 Evaluate the use of assessment methods in different contexts, including reference to initial assessment. 5.3 Justify the need for record keeping in relation to assessment.

Function: Planning and enabling learning (4)

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand ways to negotiate appropriate individual goals with learners	1.1 Analyse the role of initial assessment in the learning and teaching process. 1.2 Describe and evaluate different methods of initial assessment for use with learners. 1.3 Evaluate ways of planning, negotiating and recording appropriate learning goals with learners.
2 Understand how to plan for inclusive learning	2.1 Establish and maintain an inclusive learning environment. 2.2 Devise and justify a scheme of work which meets learners' needs and curriculum requirements. 2.3 Devise and justify session plans which meet the aims and needs of individual learners and/or groups. 2.4 Analyse ways in which session plans can be adapted to the individual needs of learners. 2.5 Plan the appropriate use of a variety of delivery methods, justifying the choice. 2.6 Identify and evaluate opportunities for learners to provide feedback to inform practice.
3 Understand how to use teaching and learning strategies and resources inclusively to meet curriculum requirements.	3.1 Select/adapt, use and justify a range of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met. 3.2 Analyse the strengths and limitations of a range of resources, including new and emerging technologies, showing how these resources can be used to promote equality, support diversity and contribute to effective learning. 3.3 Identify literacy, language, numeracy and ICT skills which are integral to own specialist area, reviewing how they support learner achievement. 3.4 Select / adapt, use and justify a range of inclusive resources to promote inclusive learning and teaching.

4 Understand how to use a range of communication skills and methods to communicate effectively with learners and relevant parties in own organisation.	4.1 Use and evaluate different communication methods and skills to meet the needs of learners and the organisation. 4.2 Evaluate own communication skills, identifying ways in which these could be improved including an analysis of how barriers to effective communication might be overcome. 4.3 Identify and liaise with appropriate and relevant parties to effectively meet the needs of learners.
5 Understand and demonstrate knowledge of the minimum core in own practice.	5.1 Apply minimum core specifications in literacy to improve own practice. 5.2 Apply minimum core specifications in language to improve own practice. 5.3 Apply minimum core specifications in mathematics to improve own practice. 5.4 Apply minimum core specifications in ICT user skills to improve own practice.
6 Understand how reflection, evaluation and feedback can be used to develop own good practice	6.1 Use regular reflection and feedback from others, including learners, to evaluate and improve own practice, making recommendations for modification as appropriate.

Function: Enabling learning and assessment (4)

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand theories, principles and applications of formal and informal assessment and their roles in learning and evaluation.	1.1 Analyse the application of theories and principles of assessment in relation to practice in own specialist area. 1.2 Analyse the role of assessment in evaluation and quality processes.
2. Understand the significance of equality and diversity issues for the assessment of learning.	2.1 Critically discuss the implications of equality and diversity issues in assessment for teachers and learners.
3. Understand and demonstrate how to plan/design and conduct	3.1 Plan and/or design and use assessment schemes, methods and instruments that are fair, valid, reliable, sufficient and appropriate for learners, using new and

formal and informal assessment to enable learning and progression	emerging technologies where appropriate. 3.2 Justify the selection and /or design and use of formal and informal assessment methods and tools used in own specialist area. 3.3 Establish and maintain an appropriate environment for assessment to maximize learners' opportunities for success. 3.4 Record, and report on learner progress and achievement, using organisational and/or awarding institution protocols and procedures as required.
4. Understand and demonstrate how to give effective feedback to promote learner progress and achievement	4.1 Justify and use appropriate skills and approaches in giving verbal and written feedback to learners. 4.2 Justify and use appropriate skills and approaches to negotiate targets and strategies for improvement and success for learners.
5. Understand and demonstrate knowledge of the minimum core in own practice.	5.1 Apply minimum core specifications in literacy to improve own practice. 5.2 Apply minimum core specifications in language to improve own practice. 5.3 Apply minimum core specifications in mathematics to improve own practice. 5.4 Apply minimum core specifications in ICT user skills to improve own practice.
6. Understand how to evaluate and improve own assessment practice	6.1 Evaluate and improve the design and effectiveness of formal and informal assessment procedures, methods and instruments, using feedback from learners and appropriate others and referring to relevant theories of learning. 6.2 Evaluate own approaches, strengths and development needs in relation to assessment. 6.3 Plan and take up appropriate development opportunities to improve own practice in relation to formal and informal assessment.

Function: Theories and principles for planning and enabling learning (4)

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the application of theories and principles of learning and	1.1 Identify factors affecting learning and explain the potential impact of these on learner achievement. 1.2 Explain ways in which theories and principles of

communication to inclusive practice.	learning and communication can be applied to promote inclusive practice.
2. Understand how to apply theories and principles of learning and communication in planning and enabling inclusive learning.	2.1 Justify the selection and use of teaching and learning strategies with reference to theories and principles of communication and inclusive learning. 2.2 Apply up to date knowledge of own specialist area to enable and support inclusive learning, following organisational, statutory and other regulatory requirements. 2.3 Use and justify a range of inclusive activities and resources, including new and emerging technologies, to promote and maintain an inclusive learning environment. 2.4 Use and justify a range of skills and methods to communicate effectively with learners and relevant others in the organisation.
3. Understand and demonstrate knowledge of the minimum core in own practice.	3.1 Apply minimum core specifications in literacy to improve own practice. 3.2 Apply minimum core specifications in language to improve own practice. 3.3 Apply minimum core specifications in mathematics to improve own practice. 3.4 Apply minimum core specifications in ICT user skills to improve own practice.
4. Understand and demonstrate how to evaluate and improve own practice, with reference to theories and principles of learning and communication.	4.1 Evaluate own strengths and development needs in relation to the application of theories and principles of learning and communication 4.2 Identify ways to adapt and improve own practice with reference to theories and principles of learning and communication drawing on feedback from learners 4.3 Plan and take up opportunities to develop and improve own performance in integrating theory into practice.

Function: Continuing personal and professional development (5)

Learning Outcomes The learner can:	Assessment Criteria The learner will:
1. Understand the role of the teacher in the lifelong learning sector.	1.1 Analyse and compare different teaching roles and contexts in the lifelong learning sector. 1.2 Evaluate own role and responsibilities with reference to area of specialism and as part of a team. 1.3 Analyse the impact of own beliefs, assumptions and

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	behaviours on learners and others. 1.4 Analyse the impact of own, professional, personal, interpersonal skills, including literacy, numeracy and ICT skills, on learners and others.
2. Understand theories and principles of reflective practice, and models of continuing personal and professional development	2.1 Analyse and compare relevant theories, principles and models of reflective practice. 2.2 Explain how theories, principles and models of reflective practice can be applied to own development as an autonomous learner.
3. Understand own need for continuous personal and professional self development.	3.1 Evaluate own approaches, strengths and development needs, including literacy, language and numeracy needs. 3.2 Use self reflection and feedback to develop own knowledge, practice and skills, including literacy, language, numeracy and ICT skills. 3.3 Plan appropriate opportunities to address own identified learning needs.
4. Understand and demonstrate ways in which engagement in CPPD activities has improved own practice.	4.1 Identify and engage in appropriate CPPD opportunities to keep up to date and develop in teaching and in own specialist area. 4.2 Evaluate the impact of CPPD activities on own professional practice, identifying any further learning and development needs.

Function: Curriculum development for inclusive practice (5)

Learning Outcomes The learner can:	Assessment Criteria The learner will:
1. Understand the range of contexts in which education and training are offered in the lifelong learning sector	1.1 Analyse ways in which the curriculum offer might differ according to the educational/ training context. 1.2 Analyse ways in which delivery of curriculum might vary according to purpose and context, with reference to examples from own practice.
2. Understand theories, principles and models of curriculum design and implementation and their impact on teaching and learning	2.1 Analyse theories, models and approaches to curriculum design and their potential influence on outcomes for individual learners and groups. 2.2 Analyse the appropriateness of a particular curriculum in relation to individual learners/ a cohort of learners.

3. Understand the significance of equality and diversity for curriculum design, and take opportunities to promote equality within practice.	3.1 Analyse and explain ways in which equality of opportunity and respect for diversity can be built into curriculum design. 3.2 Analyse and explain the impact of social, economic and cultural differences on teaching, learning and achievement in own specialist area 3.3 Explain ways to challenge discriminatory behaviours where they occur in the learning environment.
4. Understand and demonstrate how to apply theories, principles and models to curriculum development and practice.	4.1 Apply theories, principles and models of inclusive curriculum to the design and implementation of programmes of study. 4.2 Justify proposals to improve the curriculum offer and evaluate their effectiveness where these have been implemented.
5. Understand how to evaluate and improve own practice in inclusive curriculum design and development	5.1 Analyse how theories, principles and models of inclusive curriculum design and development are used to inform own practice and the provision in own specialist area. 5.2 Evaluate own approaches, strengths and development needs, in relation to inclusive curriculum design and development. 5.3 Plan and take up opportunities to develop and improve own learning and practice in curriculum design and development.

Function: Wider professional practice (5)

Learning Outcomes The learner can:	Assessment Criteria The learner will:
1. Understand the concept of professionalism and core professional values for teachers in the lifelong learning sector	1.1 Discuss key aspects of professionalism in the context of the lifelong learning sector. 1.2 Explain ways in which equality of opportunity and respect for diversity can be built into teaching and learning practice. 1.3 Discuss the contribution of learning to personal development, economic growth and community regeneration 1.4 Analyse the impact of own professional values and judgments on teaching and learning.
2. Understand key issues in relation to professional	2.1 Discuss the implications and impact of government policies on teaching and learning in the lifelong learning

conduct and accountability in the lifelong learning sector	sector. 2.2 Discuss the roles of regulatory bodies and systems and inspection regimes in the operation of the lifelong learning sector. 2.3 Interpret ways to apply relevant statutory requirements and underpinning principles in relation to teaching own area of specialism. 2.4 Analyse own responsibilities in relation to the above
3. Understand and apply principles of evaluation, quality assurance and quality improvement	3.1 Review and compare a range of principles and approaches to evaluation. 3.2 Explain differences and the relationship between evaluation and assessment. 3.3 Analyse the role of evaluation within quality assurance to inform and promote quality improvement.
4. Understand and demonstrate how to contribute to QA and QI systems and procedures.	4.1 Work with others to develop and improve the effectiveness of evaluation processes. 4.2 Evaluate the validity and reliability of data collected and the effectiveness of the methods/instruments used, with reference to own learner(s).
5. Understand how to evaluate and improve own wider professional practice.	5.1 Evaluate own approaches, strengths and development needs, in relation to professional practice. 5.2 Plan and take up opportunities to develop and improve own wider professional practice.

Source: http://www.lifelonglearninguk.org/documents/itt/interim_information.pdf
Developing qualifications for teachers, tutors and trainers in the lifelong learning sector in England by Lifelong Learning UK