

'MATCH' Frequently asked questions. (FAQs)

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Q We are interested in using the Match register but we find it difficult financially to employ someone on £35 per hour.

A Practitioners have been recruited on the understanding that they will be paid a common rate of £35 per hour of learner contact. They will do the preparation work and travel in their own time. However, in response to provider feedback and the changes in Train to Gain monthly payments from the LSC, there will be an alternative optional method of payment (as part of the core conditions for using the regional register). With the agreement of the practitioner, they may be paid on a monthly basis, with a bonus at the end on the achievement of the learner. This alternative funding model will enable you to employ the practitioner on the same funding system as some assessors, but they will need to be paid the equivalent of £35 per learner in total on evidence of milestones. (See the milestones on the revised conditions on the application form). You may offset the bonus gained by the practitioner for learner achievement, as part of the service level agreement, for up to 20% of the total contracted hours.

Q We find it difficult to meet with a SfL practitioner every four weeks as we operate over a wide geographical area. Can we agree a regular review every four weeks over the phone?

A Yes, as long as the review takes place. This will enable you to learn from each other, through an ongoing dialogue.

Q Do we still have to employ the practitioner for a minimum of 7 hours?

A In response to provider feedback, this condition has been lifted. However, in order to be fair to the preparation work from the practitioner, we would expect a minimum number of hours to be agreed between you.

Q Is there anyone who can answer my queries before I apply?

A Yes, you can be contacted for a telephone conversation via Naomi Harris of Learning Southwest. Contact Naomi on 01823 347951 who will email your request to one of the Associates operating the register.

Q Our organisation has assessors who have always assessed literacy and numeracy as part of the key skills provision. Why should we need to employ literacy and numeracy specialists?

A ¹All assessors who are undertaking any teaching' i.e. training; instructing; tutoring in the workplace or off the job; coaching in the workplace; teaching key skills or functional skills; planning and running inductions; delivering underpinning knowledge should be considered as 'teachers'.

The Further Education Teachers' Qualifications (England) Regulations 2007. No. 2264 states that 'teacher' applies, even when teaching forms an element or secondary part of the job role.

It is a mandatory requirement for FE colleges and a contractual requirement for other providers to ensure that they have staff who are appropriately qualified.

Your assessors should be teacher qualified and trained to deliver literacy, numeracy and ESOL. The subject qualification at level 4/5 is mandatory for new Skills for Life teachers from 1 September 2007 and is required for every subject they teach.

Q 'If you are a provider in receipt of LSC funding, you are contractually obliged to comply with the regulations'² – What do you mean by 'comply' with the teacher education reform regulations with regard to our Skills for Life contract?

A If you employ unqualified assessors as teachers you will need to think carefully about their job role and determine what tasks they undertake with regard to generic teaching and to the development of literacy and numeracy. New teachers who teach literacy, language or numeracy are required to have or acquire the DTLLS or its equivalent and subject qualifications at level 4/5 for each of the specialist subjects taught. All existing teachers of literacy, language or numeracy should have a teaching qualification or equivalent, and are encouraged to have a subject specific qualification for each of the subjects taught. They are required to do so if they wish to progress to Qualified Teacher Learning and Skills. See the information on http://www.lluk.org/documents/lluk_few_summary_sheet_oct07.pdf

Q What should I be doing to ensure my staff comply?

A You will need to decide if there are any of your staff who have a role developing literacy, language or numeracy who have appropriate qualifications, or experience for whom a qualification could be quickly achieved. It would be better to carry out a benchmarking activity across all of your staff to determine their literacy and numeracy qualifications as well as their teaching qualifications and their aspirations. It would be beneficial for your learners for there to be at least on literacy, one numeracy and one ESOL teacher (if there are ESOL learners) within each organisation leading on the delivery of Skills for Life.

¹

Q I have identified some individuals who could lead on Literacy, language or numeracy teaching. What is the title of the course to get some of my staff qualified?

A You should search for an integrated Diploma in Teaching in the Lifelong learning Sector for either literacy, language or numeracy called ' Diploma in Teaching Mathematics (numeracy) in the Lifelong Learning Sector' or equivalent. If they already have a Certificate in Education or PGCE then they need an Additional Diploma in Teaching Literacy (or equivalent for the subject).

Q Where can I find a list of the Skills for Life training courses in my area?

A There is an updated list of Skills for Life training courses on www.sflip.org under workforce development. If you cannot find a course near you, then put pressure on your local Initial teacher training centre... you and colleagues are the customers to offer them business.

See also the SW Skills for Life Unit information sheet- 'I want to be a SFL provider.'