

***Professional Standards for  
Lecturers in Scotland's Colleges***

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Lecturers in Scotland's Colleges*

*June 2006*

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## PREFACE

This document replaces the 'National Guidelines on Provision Leading to the Teaching Qualification (Further Education) and Related Professional Development', published in April 1997. As such it:

- Describes the arrangements for the initial teacher training/education and continuing professional development of college lecturers in Scotland
- Lists the agreed professional standards underpinning the roles and responsibilities of college lecturers in Scotland
- Lists the existing and new provision for the initial teacher training and continuing professional development of college lecturers in Scotland
- Provides guidance to individuals and institutions on the normal entry requirements for programmes leading to the award of a Teaching Qualification in Further Education [TQ(FE)]
- Provides Higher Education Institutions with a Model Scheme of Provision for TQ(FE) programmes

In addition, this document describes the process whereby the original set of professional standards for lecturers was revised and augmented and lists the individuals who assisted the Department in that process.

Advice on the interpretation of this document and related matters is available from:

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## CONTENTS

|  |           |
|--|-----------|
| <b>INTRODUCTION</b>  | <b>3</b>  |
| • <i>The Role and Membership of the Professional Development Forum</i>   | <b>8</b>  |
| • <i>Approval of Programmes Leading to the Award of a Teaching Qualification in Further Education [TQ(FE)]</i> | <b>10</b> |
| <b>GLOSSARY OF TERMS</b>   | <b>12</b> |
| <b>STANDARDS FOR INITIAL TEACHER TRAINING/EDUCATION</b>  |           |
| • <i>Guidance and Support</i>  | <b>15</b> |
| • <i>Planning and Preparing the Learning Experience</i>  | <b>17</b> |
| • <i>Teaching/Facilitating Learning</i>  | <b>19</b> |
| • <i>Assessment</i>  | <b>21</b> |
| • <i>Quality and Standards</i>   | <b>23</b> |
| • <i>Professional Practice and Development</i>   | <b>25</b> |
| <b>STANDARDS FOR CONTINUING PROFESSIONAL DEVELOPMENT (CPD)</b>   |           |
| • <i>Managing an Inclusive Learning Environment</i>  | <b>28</b> |
| • <i>Promoting Good Relations Between People of Different Racial and Ethnic Groups</i>                         | <b>30</b> |
| • <i>Promoting Learning and Equality for People with Disabilities</i>  | <b>32</b> |
| • <i>Managing and Leading a Curriculum Team</i>  | <b>34</b> |
| • <i>Teaching Children and Young People</i>  | <b>36</b> |
| • <i>The Use of Information and Communications Technology (ICT) for Learning and Teaching</i>                  | <b>38</b> |
| <b><u>ANNEX A</u></b>  | <b>40</b> |
| Members of the Working Groups responsible for drafting the Professional Standards                              |           |
| <b><u>ANNEX B</u></b>  | <b>43</b> |
| The National Index of Units  |           |
| <b><u>ANNEX C</u></b>  | <b>46</b> |
| Entry Requirements for TQ(FE)  |           |
| <b><u>ANNEX D</u></b>  | <b>48</b> |
| Model Scheme of Provision for a Programme Leading to the Award of a TQ(FE)                                     |           |

## INTRODUCTION

1. Scotland's colleges are at the forefront of the Executive's drive to provide opportunities for lifelong learning, improve the skills of the Scottish workforce and create a more inclusive society. They provide a very broad range of education and training and offer courses and programmes at all levels from Access 1 to postgraduate. This varied and extensive provision gives people of all ages, backgrounds and educational levels the opportunity to improve their lives, obtain better jobs and play a fuller part in the community.
2. The achievement of these social and economic benefits depends critically on the quality of the teaching and learning experience that learners receive in colleges across the country. If they are to realise their full potential, learners need to be taught by committed and highly qualified professionals. The Executive attaches great importance to ensuring that lecturers and other staff who play a part in the learning experience are trained to the highest possible standard and have opportunities throughout their career to update and enhance their skills and knowledge.
3. The importance of the lecturer's role in providing high quality education and training is recognised in the Executive's strategy document, *Life Through Learning; Learning Through Life*<sup>1</sup>. One of the strategy's goals is the creation of 'a Scotland where people demand and providers deliver a high quality learning experience'. Improving provision for the professional training and development of college lecturers and, as a consequence, the quality of learning and teaching is one of the actions that the Executive is committed to taking in pursuit of this goal.

### Arrangements for Professional Training and Development

4. Current arrangements for the initial training and continuing professional development of college lecturers are based on the recommendations made in a report published in September 1993 by a Review Committee usually referred to as the Anderson Committee. In response to the recommendations made by the Anderson Committee, the then Scottish Office established a steering group to examine the training needs of lecturers and develop a set of occupational standards that would underpin their initial training. These occupational standards were published in 1995. Further consultations and work within the Scottish Office Education and Industry Department culminated in 1997 with the publication of the *National Guidelines on Provision Leading to the Teaching Qualification (Further Education) and Related Professional Development*<sup>2</sup>.
5. The intention behind the National Guidelines was to create a comprehensive set of arrangements which would provide career-long professional development for college lecturers. To devise provision which would cover lecturers' needs from induction, initial teacher training (ITT) and initial teacher education (ITE) through to continuing professional development (CPD), programmes were structured in terms of units which corresponded to the units of competence set out in the occupational standards.

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<sup>1</sup> Published on the Executive's web-site at: <http://www.scotland.gov.uk/library5/lifelong/lism-00.asp>

<sup>2</sup> Published on the PDF web-site at: <http://www.fepdfscotland.co.uk/pdf1.pdf>

6. The National Guidelines also provided for the establishment of the 'Professional Development Forum (PDF) for teaching staff in Scottish colleges of further education'. The PDF is responsible for maintaining a national index<sup>3</sup> of all the professional development units (PDUs) used to train lecturers. It also plays a part in approving applications from individual colleges, consortia of colleges or other training providers who wish to deliver particular ITT or CPD units that are included in the national index. Over the last few years the PDF has approved applications which allow 35 colleges, either alone or as part of a consortium, to deliver various units.
7. The units of competence in the occupational standards were developed into Scottish Qualifications Authority (SQA) Higher National units. The units were then grouped into two Professional Development Awards (PDAs): an Advanced Certificate and a Diploma (Teaching in Further Education), which were validated by the SQA in 2000. At the request of the sector the Certificate: Introduction to Teaching in Further Education was also developed to meet the demand for an award that could form part of an induction programme. Lecturers who complete the Advanced Certificate or the Diploma gain credits that count towards a full Teaching Qualification in Further Education [TQ(FE)].
8. When the Anderson Committee was deliberating, only one higher education institution provided TQ(FE) programmes. The committee took the view that other institutions that had been approved to offer teacher education should be allowed to seek approval to deliver TQ(FE) programmes. The Scottish Office Education Department, with advice from Her Majesty's Inspectorate of Education, evaluated bids from four institutions and all were approved to offer programmes that met the requirements for TQ(FE). As one of these four providers subsequently decided to withdraw its provision, TQ(FE) programmes are now provided by the Universities of Aberdeen, Dundee and Stirling.

## **A Review of the Occupational Standards**

9. In November 2002 the then Minister for Enterprise, Transport and Lifelong Learning, Iain Gray, announced a review of the occupational standards for college lecturers. The main aims of the review were to expand provision and update the contents of the standards.
10. While increasing use was being made of the PDAs that had been developed for initial teacher training, there was very little provision for CPD. The Enterprise, Transport and Lifelong Learning Department (ETLLD) was particularly keen to ensure that longer serving lecturers who had received their professional training a number of years ago had opportunities to update their knowledge and learn new skills. One of the main aims of the review was to develop a range of provision that could be used for CPD purposes.
11. The second main aim of the review was to update the content of the standards to take account of developments in teaching methods and wider policy and legislative changes. The most important of these changes were:

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<sup>3</sup> See the Index of Units page on the PDF website: <http://www.fepdfscotland.co.uk/indexofunits.htm>

- The recommendations in the report by the Advisory Committee on Post-school Education and Training for Young People, usually referred to as the Beattie Committee, on the training of teaching staff.
- The introduction of new diversity legislation such as the Special Educational Needs and Disability Act 2000 and the Race Relations (Amendment) Act 2000.
- Developments in the use of information and communications technology (ICT) for learning and teaching purposes.
- Changes in the roles and responsibilities of college lecturers which meant that some now had roles as curriculum team leaders.

### **Taking Forward the Review**

12. To take forward the review, ETLLD set up a number of working groups. These groups were made up of experienced practitioners from colleges together with representatives from some of the sector's main stakeholder organisations, university staff who had experience of delivering teacher education programmes and other experts. The members of the working groups are listed at **Annex A**.
13. Five working groups were given the following remits:
  - Writing CPD standards on diversity issues.
  - Writing CPD standards on the use of ICT for teaching and learning purposes.
  - Writing CPD standards on teaching school pupils.
  - Writing CPD standards for curriculum team leaders.
  - Revising the existing occupational standards and pulling together the work of the other four groups to produce a coherent set of new professional standards.

### **Changes in Format and Nomenclature**

14. The original standards were written in the SQA's unit format which is no longer used. The group which had overall responsibility for writing the new standards considered that this format was no longer appropriate. Its thinking was influenced by a desire to adopt a format which would ease the task of converting the standards into both SQA Higher National units and TQ(FE) programmes. Because the standards had to serve more than one purpose, the group thought it important that they should not be overly prescriptive.
15. The format that has been adopted sets out the 'context and rationale' and then goes on to elaborate the standards by means of an 'indicative content' section. The 'context and rationale' provides a short statement explaining the importance of each standard, the context in which it operates and the lecturer's role and responsibilities in relation to it.
16. Each of the bullet points in the 'indicative content' describes the methods or strategies that can be used to achieve a particular standard and outlines the

skills and knowledge needed by the lecturer. Though efforts have been made to avoid duplication, skills or knowledge which the group considered to be particularly important to a lecturer may be mentioned in the 'indicative content' for more than one standard.

17. In writing the indicative content, the group has adopted certain conventions. A bullet point which contains a colon followed by a series of semi-colons is intended to be an exhaustive list. Use of the term 'e.g.' indicates that a list is not intended to be exhaustive.
18. Bullet points also contain references to 'legal considerations' and 'relevant legislation, standards and guidelines'. The group's thinking was that the standards were likely to maintain their currency over a longer period if they contained general references rather than specified current pieces of legislation or guidance. It is, of course, recognised that qualifications developed from the standards will need to be regularly updated to take account of new legislation and changes to various forms of official guidance.
19. The working group with overall responsibility for pulling the standards together also decided on some changes in nomenclature. The new standards will consist of initial standards which will underpin ITT and ITE programmes and a suite of CPD standards. The new standards will also be referred to as professional, rather than occupational, standards.

### **The Initial Standards**

20. The initial standards are made up of six individual sets of standards which, taken together, are intended to provide a comprehensive statement of the skills, knowledge and understanding required to perform competently as a college lecturer. The individual standards follow a logical sequence which begins with the induction of learners, proceeds through planning and preparation, delivery, assessment and evaluation and concludes with the professional development needs of the lecturer.
21. The working group took the view that the needs of the learner should be at the centre of the new standards. The underlying philosophy is that the lecturer's role is not simply about imparting facts and information but also involves acting as a facilitator and co-learner.
22. The content of the standards has also been updated to take account of diversity issues, the use of ICT for learning and teaching purposes and college involvement in teaching school pupils.

### **CPD Standards**

23. There are individual sets of standards on managing and leading a curriculum team, teaching children and young people and the use of ICT for learning and teaching purposes. There are also three separate sets of standards on different aspects of diversity. The standard on promoting learning and equality for people with disabilities incorporates some of the training which is provided by the Beattie Resources for Inclusiveness in Technology (BRITE) Centre.

## Developing New Higher National Units and Awards

24. A sub-group of the PDF is working in partnership with SQA to develop and validate Higher National units and awards based on the new standards. The first three new qualifications, which are all at level 9 on the Scottish Credit and Qualifications Framework (SCQF), were validated earlier this year. These new qualifications are:
- The Advanced Diploma: Teaching in Further Education: An Introduction – a two unit (two credit) award which provides a basic grounding in teaching methods.
  - The Advanced Diploma: Teaching in Further Education – a three unit (five credit) award which will count towards a full TQ(FE).
  - The Advanced Diploma: Teaching Children and Young People – a two unit award which will provide training for college lecturers who teach school pupils.
25. ETLLD and the Scottish Further and Higher Education Funding Council are working in partnership to procure teaching materials and assessment instruments to support the delivery of these new qualifications. It is hoped that these materials will become available for use by the end of 2006.
26. Later this year work will commence on the development and validation of a suite of CPD units and awards and, possibly, a new version of the existing Diploma: Teaching in Further Education. It is hoped that teaching materials and assessment instruments to support the delivery of this second tranche of new qualifications will become available early in academic year 2007/08.
27. A breakdown of the existing and new provision for Initial Teacher Training and Continuing Professional Development is provided at **Annex B**. Details are also available on the PDF website<sup>4</sup>. Please note that there will be transitional arrangements to allow lecturers who are part way through one of the old qualifications to complete their course of study.

## Credit Transfer

28. The three Teacher Education Institutions (TEIs) which provide TQ(FE) programmes have agreed that credit will be awarded where a candidate has already completed the new Advanced Diploma: Teaching in Further Education.

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<sup>4</sup> See the Index of Units page on the PDF website: <http://www.fepdfscotland.co.uk/indexofunits.htm>

## **THE ROLE AND MEMBERSHIP OF THE PROFESSIONAL DEVELOPMENT FORUM (PDF)**

29. The PDF was brought into existence to improve the training and development of lecturers in Scotland's colleges by approving the provision of high quality ITT and CPD units that meet the needs of both the individual and the profession. Its role is to:
- oversee the arrangements for updating the occupational standards;
  - devise and apply criteria that allow higher education institutions, colleges or other training providers to become 'approved providers' of ITT and CPD units; and
  - consider applications from 'approved providers' for individual units to be included in the national index.
30. The national guidelines specified that the PDF should comprise:
- a chairperson drawn from the higher or further education sectors;
  - experienced practitioners from colleges;
  - a representative of the Association of Scottish Colleges (ASC);
  - a representative of the General Teaching Council for Scotland (GTCS); and
  - representatives from ETLLD and Her Majesty's Inspectorate of Education (HMIE).
31. The review of the occupational standards included a consultation exercise which was conducted during 2003. The consultation paper included some questions on the future role and membership of the PDF. On the basis of the responses to this consultation, ETLLD has taken action to expand the membership of the PDF and is considering some further changes.

### **Expanding the Membership**

32. The original membership of the PDF excluded some bodies that have an interest in the professional development of college lecturers. The bodies which most obviously lacked representation were the Funding Council, the teaching unions and the three TEIs. To remedy this situation, ETLLD invited each of these three groups of stakeholders to nominate a single representative to sit on the PDF.
33. Action has also been taken to ensure that the PDF contains a nucleus of experienced practitioners from different types of colleges and various parts of the country. ETLLD believes it is important that the PDF contains a core group of members whose duties have included responsibility for the development of lecturing staff and, preferably, have also been involved in the delivery of induction and ITT programmes. As a result of these changes, the PDF now has a total of fourteen members, six of whom are experienced practitioners from Scottish colleges.

## **Delegating Functions Currently Undertaken by the Executive**

34. ETLLD believes that the PDF should continue to act as an independent and authoritative source of advice on all matters relating to the professional training and development of college lecturers in Scotland. However, it is willing to consider whether the administrative and secretarial support it currently provides and the role it plays in taking responsibility for the implementation of the PDF's decisions could be delegated to a body within the sector. ETLLD will investigate this possibility but the PDF, colleges and other stakeholders will be consulted before any final decisions are made.
35. To fulfil the requirements of the Teachers (Education, Training and Recommendation for Registration) (Scotland) Regulations 1993, ETLLD works in conjunction with HMIE and in consultation with the GTCS to approve the content and quality of TQ(FE) programmes. While ETLLD will examine the feasibility of delegating its role in quality assuring TQ(FE) programmes, any body which took over this function would have to possess the necessary expertise and be seen to be impartial. If any proposed new arrangements were not acceptable to all stakeholders, this function would remain with ETLLD.

## **Learning and Teaching Support Staff**

36. Colleges deploy learning and teaching support staff in a variety of training, instructing, demonstrating and facilitating roles. As these staff make an increasing contribution to the students' learning experience, it is important that they are properly trained. Their training and development needs are currently being examined by the Working Group on Staffing, Learners and Learning Environments (SLALE), which is taking forward one strand of the Review of Scotland's Colleges. Part of SLALE's remit is to identify, and make recommendations concerning, the training and development needs of different types of learning and teaching support staff.
37. While the recommendations which emanate from SLALE's enquiries should rectify any existing deficiencies in provision, it will fall to individual colleges to provide for the continuing training and developmental needs of learning and teaching support staff. As these staff play an increasingly important part in the learning and teaching process, there is an argument for some form of sector wide support to ensure that good quality training provision is developed on an ongoing basis. One way of achieving this goal would be to extend the PDF's remit to include learning and teaching support staff as well as lecturers. ETLLD will have discussions with Forum members and, if appropriate, explore the possibility of a wider role for the PDF with colleges and other stakeholders.

## **APPROVAL OF PROGRAMMES LEADING TO THE AWARD OF A TEACHING QUALIFICATION IN FURTHER EDUCATION [TQ(FE)]**

### **Statutory Requirements**

38. In accordance with the Teachers (Education, Training and Recommendation for Registration) (Scotland) Regulations 1993, a TQ(FE) is awarded following a course of education and training provided by an approved higher education institution. The regulations also specify that the content and nature of programmes leading to the award of a TQ(FE) must be approved by Scottish Ministers in consultation with the General Teaching Council for Scotland (GTCS).
39. To gain approval a programme leading to a TQ(FE) must make provision to award credits to candidates who have completed ITT units delivered by providers, typically colleges or consortia of colleges, approved by the PDF. The ITT units and providers approved by the PDF are listed on the PDF website at: <http://www.fepdfscotland.co.uk/indexofunits.htm>.
40. Regulation 3 of the 1993 regulations stipulates that all applicants for places on programmes leading to the award of a TQ(FE) must satisfy the requirements for admission laid down by Scottish Ministers in consultation with the GTCS. Current entry requirements for all TQ(FE) programmes are set out at **Annex C**.

### **Submitting Schemes for Approval**

41. Any higher education institution (HEI) that wishes to provide a programme leading to the award of a TQ(FE) must submit a model of its scheme for approval by ETLLD, acting on behalf of Scottish Ministers, and the GTCS. Scheme models must satisfy the requirements listed below and should, as far as possible, conform to the format set out at **Annex D**.
42. While they may also include other optional units which the HEI considers appropriate, TQ(FE) programmes must cover all the initial professional standards set out within this document. The indicative content which is provided for each of the standards is intended as a guide on which HEIs can build and develop appropriate theoretical underpinning knowledge. Schemes submitted for approval should explain explicitly how underpinning 'professional studies' will be incorporated and how they relate to the programme as a whole.
43. Programmes leading to the award of a TQ(FE) must be certificated by a relevant institution in terms of the 1993 regulations. Schemes submitted for approval must contain full details of all relevant validation, accreditation and approval arrangements. Submissions should also make it clear which elements of the programme are based on the initial professional standards and which are unique to a particular scheme.

44. The submission should include an outline of the arrangements for teaching practice. The information provided should clearly specify the respective responsibilities of the HEI, the employing college and any mentors or other people who play a part in the arrangements.
45. Submissions must include information on provision for awarding credit in respect of units of ITT completed by candidates. The information provided should specify exactly how much credit will be awarded to candidates who have already completed the Advanced Certificate: Teaching in Further Education, the Diploma: Teaching in Further Education or the new Advanced Diploma: Teaching in Further Education.
46. Schemes must include provision for an induction programme, either as an integral part of the course or as credit-bearing provision by another approved provider. Submissions should also describe the provision that is being made to cater for the needs of teaching staff who work part-time, are employed on some other form of flexible working pattern or have a fixed-term contract.
47. Submissions should clearly describe how course members are registered, advised and monitored in respect of their progress. Information should also be provided on assessment arrangements. Information on these arrangements should explain how assessments cover all the initial professional standards and provide details of the provision made to ensure that there is an adequate degree of externality.
48. Schemes must contain arrangements for the overall management and quality assurance of the programme. Information on this aspect of provision should include details of any quality assurance role undertaken by outside parties.

## GLOSSARY OF TERMS

The following definitions may help readers in the proper interpretation of the standards contained in this document:

### ***Assistive Technologies***

Technological aids designed to enable people with additional needs to participate more fully and effectively in the learning experience.

### ***Core Skills***

The abilities individuals need as active, enterprising, and responsible members of society. The five Core Skills are: Communication, Numeracy, Problem Solving, Information Technology, and Working with Others. The Core Skills framework extends progressively through the Scottish curriculum, starting during the 5-14 age range, continuing through Standard Grade courses and National Qualifications, and carrying on into HNCs, HNDs, degrees and Scottish Vocational Qualifications.

### ***Differentiation Strategies***

Strategies to take account of the varied needs, abilities and expectations of learners, e.g. provision of course materials in different formats and at different levels.

### ***Extended Learning Support***

See 'Learning Support'. Extended form of this resulting from identified additional needs or other special circumstances of the learner.

### ***Learner Support***

Generic term for any form of support provided to the learner by the college.

### ***Learning Support***

Vocational/academic support provided to learners as part of the learning and teaching process.

### ***Literacies***

Shorthand for 'adult literacies'. In the 'Report on the Scottish Adult Literacy and Numeracy Strategy 2004-2005', adult literacies are defined as: 'The ability to read and write and use numeracy, to handle information, to express ideas and opinions, to make decisions and solve problems, as family members, workers, citizens and lifelong learners'.

### ***Skills for Citizenship***

Skills, often embedded in programmes of education, which may help a learner to become a more engaged, responsible and effective citizen.

### ***Skills for Employability***

Skills, often embedded in programmes of education, which may help a learner to become more employable in a general sense. Sometimes referred to as 'Soft Skills' or 'Transferable Skills', although the precise interpretation of these terms may vary across different settings.

### ***'The Reflective Practitioner'***

The practitioner who continually reflects on the effectiveness and appropriateness of his/her approaches and techniques for learning, teaching and assessment with a view to enhancing the learner experience. Such reflection may typically involve the consideration of educational/behavioural theories, institutional/governmental policies and examples of good/best practice from a range of sources.

**PROFESSIONAL STANDARDS FOR  
INITIAL TEACHER TRAINING/EDUCATION**

## **Initial Professional Standards for**

### **GUIDANCE AND SUPPORT**

#### **Context and Rationale**

Lecturers play a key role in enabling people from all sections of the community to be included in education and achieve their potential as learners. They create supportive environments by working collaboratively with teams of specialists in colleges, schools and other external agencies. Lecturers are required to understand their roles in relation to pre-programme, ongoing and progression support and guidance. These roles include recognising the learning support needs of students, referring them to specialist services and providing them with ongoing guidance and support.

#### **Standards**

The lecturer should be able to:

1. Demonstrate a critical understanding of the principles, nature, purposes and stages of guidance and support.
2. Define the lecturer's guidance and support roles, responsibilities and boundaries and how they relate to the remits of guidance tutors and other specialists.
3. Promote and facilitate equality of opportunity and access to learning by providing effective guidance and support.
4. Implement the college's policies and procedures for guidance and support.
5. Identify learners' needs and provide appropriate guidance and support, referring to specialists where appropriate.
6. Obtain and use feedback from learners to evaluate and develop own practice in guidance and support.

## Indicative Content

- Confidentiality, impartiality, key information, informed choices, learner-centred approaches.
- Individual and group approaches: formal and informal.
- The lecturer's role in relation to pre-programme, induction, ongoing and progression support and guidance.
- The importance and implications of the learner's prior knowledge, experience and motivation.
- Initial assessment techniques, including screening and the use of diagnostic/induction tools and assistive technologies.
- Strategies for anticipating, identifying and responding appropriately to the diverse needs of learners.
- Electronic information and advice sources available to learners.
- Concepts of access, inclusion, retention and progression.
- Individual/personal learning and support plans.
- Learner support, learning support, extended learning support and counselling.
- Curriculum and pastoral guidance.
- Legal and ethical considerations.
- Socio-economic circumstances.
- Aspects of social and cultural diversity, e.g. faiths, gender, race, disability and age including young learners.
- Policies and procedures of partner schools.
- Potential progression and articulation routes, including employment, other college programmes and courses delivered by HEIs.
- Methods of obtaining learner and stakeholder feedback.

## **Initial Professional Standards for**

### **PLANNING AND PREPARING THE LEARNING EXPERIENCE**

#### **Context and Rationale**

The lecturer normally works as a member of a team contributing to the design, development and evaluation of programmes. This design, development and evaluation takes account of awarding body requirements, legislative, policy, social and economic contexts, stakeholder needs and technological change. Lecturers plan and prepare the learning experience taking account of learners' prior knowledge and skills, current and developing methods of learning, teaching and assessment, and available resources.

#### **Standards**

The lecturer should be able to:

1. Demonstrate a critical understanding of principles of curriculum design and planning and theories of learning, teaching and assessment.
2. Plan for effective learning in the vocational or subject area taking account of the needs of all learners and appropriate principles and theories.
3. Evaluate and select appropriate resources.
4. Design and produce appropriate learning, teaching and assessment materials.
5. Design and justify a strategy to evaluate a learning experience.

## Indicative Content

- Curriculum models.
- Change and developments in the curriculum.
- Subject knowledge, understanding and skills and how these are interpreted for learning.
- Current and emerging theories of learning, teaching and assessment.
- Aims and objectives of learning; learning goals.
- Modes of delivery
- Coherent and progressive learning programmes.
- Lesson and assessment plans.
- Criteria for selection of learning and teaching activities, e.g. variety, challenge, motivation, range, organisation.
- Inclusive practice to meet learners' diverse needs, e.g. factors of age, gender, disability, and ethnicity.
- Strategies to promote positive attitudes to social and cultural diversity.
- Strategies to promote core skills, skills for citizenship and skills for employability.
- Strategies to promote literacies.
- Strategies to promote independent learning: responsibility, ways and styles of learning, attitudes and behaviour.
- Health and safety considerations.
- Appropriate use of ICT to support learning.
- Criteria for evaluation and selection of types of resources.
- Copyright legislation.
- Evaluation planning: focus, qualitative and quantitative data, methods of collection of data, criteria for success.

## **Initial Professional Standards for TEACHING/FACILITATING LEARNING**

### **Context and Rationale**

Lecturers work both independently and co-operatively within a diverse range of learning, teaching and assessment environments. They work with learners from a wide range of social, economic and educational backgrounds. Lecturers use a variety of approaches to empower, motivate and support learners to develop knowledge, skills and attitudes for learning, personal development and employment. They are required to evaluate and reflect on the impact of their practice on learning.

### **Standards**

The lecturer should be able to:

1. Create and maintain an interactive, supportive, and safe learning environment that is conducive to learning.
2. Communicate effectively and develop appropriate relationships that promote learning, positive behaviour and an ethos of mutual respect amongst learners.
3. Implement effectively a broad range of strategies to promote learning and independent learning at various levels and/or using different modes of delivery.
4. Identify and take appropriate actions to address the collective and individual needs of learners.
5. Promote positive attitudes to human diversity through accessible learning and teaching resources.
6. Use learning, teaching and assessment resources effectively to meet diverse learning needs.
7. Implement a strategy to evaluate the quality of own teaching and the learning experience and reflect on the implications for future practice.

## Indicative Content

- Relevant legislation, standards and guidelines as they apply to children, young people and adults: health and safety, protection and welfare, anti-discrimination and equality.
- The lecturer as a positive role model for learners.
- Methods for promoting positive behaviour and dealing with inappropriate behaviour.
- College and/or partner schools' codes of conduct.
- The impact of lecturers' and learners' individual behaviours and attitudes.
- Group dynamics.
- Strategies to promote positive attitudes to social and cultural diversity.
- Management and delivery of learning and teaching activities.
- Barriers to learning and how to overcome them.
- Challenge and motivation of learners; high but realistic expectations.
- Interpersonal skills, professionalism, ethics.
- Strategies to develop the learning skills of learners.
- Information literacy skills required by learners.
- Techniques for identifying core skills.
- Information about learners' previous experiences.
- Social, cultural and emotional factors and their effect on learning.
- Differentiation strategies.
- Ways of seeking, responding to and giving feedback for learning.
- Effective and appropriate communication with learners, colleagues, other professionals and external agencies.
- Use of ICT to address different learner needs.
- Appropriate application of assistive technologies.
- The reflective practitioner.

## **Initial Professional Standards for**

### **ASSESSMENT**

#### **Context and Rationale**

Lecturers undertake assessment to promote learning, to affirm learners' achievement as an integral and essential aspect of the learning and teaching process and to provide evidence for certification. They use formative and summative assessment strategies, design and select assessment instruments, mark and give feedback on learners' work. Lecturers also undertake administrative duties to meet external and internal requirements. Assessment takes place in a range of environments including classrooms, workshops, flexible learning centres, online and in the workplace.

#### **Standards**

The lecturer should be able to:

1. Devise suitable assessment strategies based on a critical understanding of the principles, purposes, means and terminology of assessment.
2. Design, produce, use and review assessment instruments taking account of learners' needs and the class, group, subject or unit being taught.
3. Evaluate, and justify appropriate selections from, a broad range of assessment instruments taking account of learners' needs and the class, group, subject or unit being taught.
4. Measure and record progress and attainment.
5. Use assessment feedback to promote learning, affirm achievement, and inform future learning goals.
6. Use assessment results as evidence to inform the evaluation of learning and teaching.
7. Implement external and internal policies and procedures for assessment and moderation/verification.

## Indicative Content

- Assessment for learning; assessment for certification.
- Principles of validity, reliability, practicability, and fairness in assessment.
- Formative and summative; peer and self; formal and informal; continuous and terminal; internal and external assessment.
- Assessment methods: written, oral, online, product assessment; assessment by observation, witness testimony.
- Norm-referenced, grade-related criteria, criterion-referenced, self-referenced, and diagnostic assessment.
- Legal considerations, e.g. health and safety, disability, discrimination, equality, copyright and data protection.
- Awarding body standards.
- Policies and procedures of awarding bodies, colleges and other relevant agencies, e.g. schools, in relation to assessment, re-assessment, appeals, special assessment arrangements and plagiarism.
- Timing of, and conditions for, assessment
- Criteria for evaluation and selection of assessment instruments, e.g. variety, good practice.
- Adaptation of assessment instruments to meet learners' diverse needs, e.g. sensory impairment, dyslexia.
- Literacy and language issues.
- Appropriate use of ICT in assessment.
- Transparency and use of criteria, marking, marking schemes and sample solutions to measure learning.
- Oral and written feedback to learners.
- Reporting to other agencies, e.g. employers, schools.
- Record keeping: checklists and schedules, attainment records, use of ICT.
- Moderation/verification: awarding body requirements, sampling criteria, documentation.

## **Initial Professional Standards for QUALITY AND STANDARDS**

### **Context and Rationale**

In a culture that values quality and standards, colleges are committed to assuring, improving and enhancing all of the services that impact on the learner experience. They apply internal and external standards for the services they provide within the constraints of resources. Arrangements include self-evaluations, audits, reviews, staff development and career reviews, validations, approvals and moderation and verification. Learners and other stakeholders participate in many aspects of these arrangements, which operate at corporate, team and individual levels. Lecturers have a responsibility to uphold the college's standards of service and have a key role in maintaining and improving the quality of learning, teaching and assessment.

### **Standards**

The lecturer should be able to:

1. Demonstrate a critical understanding of the principles, purposes and processes of quality assurance, improvement and enhancement.
2. Implement effectively college arrangements for quality assurance, improvement and enhancement as an individual and as a member of a team.
3. Contribute effectively to the quality roles and functions of curriculum teams.
4. Critically evaluate own practice in teaching/facilitating learning and assessing using a range of approaches.
5. Use an appropriate range of evidence to identify strengths and areas for enhancement; weaknesses and areas for improvement at team and individual levels.
6. Agree targets, formulate individual action plans and contribute to team plans to address identified areas for enhancement and improvement.

## Indicative Content

- Definitions of quality.
- College quality standards, systems and frameworks.
- Academic quality standards, systems and frameworks e.g. SFC/HMIe, awarding bodies and SQMS.
- Organisational quality standards e.g. Chartermark, IIP and ISOs.
- Quality standards relating to partnership agreements, e.g. with colleges, partner schools, higher education institutions and businesses.
- Quality roles and remits.
- Processes, procedures and proformas.
- Evaluative modes of thinking and writing.
- Self-evaluation, audit, review and benchmarking.
- Identification and sharing of best practice.
- Sources of evidence.
- Quantitative and qualitative data.
- Data collection methods, e.g. questionnaires, observations, surveys, discussion groups and interviews.
- Analysis of performance indicators (PIs), e.g. under-represented groups, attainment, achievement, retention and progression.
- Feedback from learners and other key stakeholders, e.g. partner schools, employers and community organisations.
- Target setting, action planning, and monitoring and reviewing progress.

## **Initial Professional Standards for**

### **PROFESSIONAL PRACTICE AND DEVELOPMENT**

#### **Context and Rationale**

Lecturers must be flexible, reflective, innovative and committed to their continuing vocational and professional development. The colleges in which they operate are complex organisations that must anticipate and respond rapidly to legislative, political, economic, social and technological change. Lecturers must understand this context for change and college processes for planning to meet it. They should be agents for change in developing best professional practice for the benefit of learners, partner organisations and the wider educational environment.

#### **Standards**

The lecturer should be able to:

1. Demonstrate a critical understanding of how Further Education is influenced by, and contributes toward, policy and the wider social, economic and cultural environment.
2. Critically reflect on own values and deal with issues in accordance with the values and ethics that underpin professional practice.
3. Work with a comprehensive understanding of the roles, rights and responsibilities of the college lecturer.
4. Comply with legislation and adopt good practice in relation to equality, social and cultural diversity and the protection and welfare of children, young people and vulnerable learners.
5. Manage self, relationships and work demands to promote personal, emotional and physical well-being.
6. Engage in reflective practice.
7. Review professional development needs and negotiate professional development activities to achieve individual, team and organisational goals.

## Indicative Content

- Current government policies/initiatives, strategies and goals.
- The funding environment in which Scotland's Colleges operate.
- Collaboration: schools, colleges and universities.
- Relevant legislation and good practice: equality and social and cultural diversity; the protection and welfare of children, young people and vulnerable learners; freedom of information, data protection, copyright.
- Promotion of: environmental awareness, sustainable development; citizenship; healthy lifestyles.
- Job descriptions and terms and conditions of service.
- The college's ICT policy and e-systems.
- Current and emerging learning and assistive technologies.
- College processes for: strategic and operational planning including the contribution made by lecturers, staff development and career review.
- Strategies to promote health, safety and wellbeing of both self and colleagues, including methods for the prevention/reduction of stress.
- Strategies to promote good relationships with colleagues: interpersonal and communication skills, equality and inclusiveness and conflict resolution.
- Engagement with recent and relevant research, educational theory and practice.
- Evidence based approaches to developing teaching and learning.
- Requirements and opportunities for continuing professional development.
- Current practices in industry/commerce/business processes.
- Networks for sharing good practice including online discussion.

**PROFESSIONAL STANDARDS FOR  
CONTINUING PROFESSIONAL DEVELOPMENT (CPD)**

## **Professional Standards for CPD**

### **MANAGING AN INCLUSIVE LEARNING ENVIRONMENT**

#### **Context and Rationale**

Learner rights to equality of opportunity and access to learning are enshrined in key legislation. Scotland's colleges are committed to ensuring that everyone has a chance to learn regardless of their background or current personal circumstances. Colleges have embraced the widening access agenda and actively seek new learners from a wide range of social, economic and educational backgrounds. Lecturers need to anticipate any potential barriers that individual learners may encounter and promote equality of opportunity and positive attitudes to human diversity.

#### **Standards**

The lecturer should be able to:

1. Identify and analyse own attitudes, values and beliefs and assess their impact on the achievement of an inclusive learning environment.
2. Analyse the impact of real and perceived barriers to learning.
3. Plan and implement effective strategies to overcome barriers to learning, including the selection and development of appropriate learning materials and delivery and assessment methods.
4. Promote positive attitudes to human diversity through accessible learning, teaching and assessment approaches.
5. Manage the learning environment proactively in order to support diverse learning needs.
6. Reflect on own practice and understand its impact on learning.

## Indicative Content

- Values, belief systems, world-views, attitudes, inclusiveness, diversity, accessibility.
- Discrimination: direct and indirect; physical and emotional, personal and institutional; bias, prejudice, stereotyping. Strategies for recognising, resisting and challenging.
- Current legislation, key agency codes of practice, codes of conduct and own organisation's policies and procedures, good-practice examples. Responsibilities: individual; organisation.
- Access and barriers: environmental, social, financial, attitudinal, physical, psychological, practical and cultural.
- The effects of language choice and linguistic differences: codes, jargon, register, BSL and spoken languages. Sensitivity in the use of language.
- The principles of universality of design: creating materials and experiences that will be accessible to the widest range of users. Appropriate and effective use of universal design concept, alternate formats, and assistive technologies.
- Learning needs arising from: personal circumstances, age, gender, faith practices, social and linguistic differences, sectarianism, local geo-demographics, disability, ethnicity.
- Approaches to promote inclusiveness, meet needs of all learners and encourage active learner engagement: openness, trust; self and mutual respect amongst diverse learners, equality of opportunity, different presentational methods, materials in a range of formats.
- Selection and preparation of learning materials: formats, language, diversity, accessibility, inclusiveness, promotion of positive attitudes to diversity.
- Support for the learner: personal, learner, learning, extended learning support, referral to and liaison with specialists. Boundaries of competence and responsibility.
- Assessment arrangements to meet diverse learning needs: fairness, equality of access, amended formats, language, validity, reliability.
- Methods for reflecting critically on the effectiveness of own practice in meeting diverse learning needs.

## **Professional Standards for CPD**

### **PROMOTING GOOD RELATIONS BETWEEN PEOPLE OF DIFFERENT RACIAL AND ETHNIC GROUPS**

#### **Context and Rationale**

The education sector has a key role in eradicating racism, promoting the value of social and cultural diversity and creating an inclusive learning environment. Colleges have policies and procedures that respond to legislation and their local contexts. Lecturers work with students from a diverse range of ethnic backgrounds. Consequently, they need to be able to recognise and challenge racism and discrimination and promote positive attitudes to cultural diversity and inclusiveness.

All lecturers have a responsibility to take action to prevent racism and to promote good practice in support of social and cultural diversity. This is irrespective of the variation in the ethnic composition of communities across Scotland.

#### **Standards**

The lecturer should be able to:

1. Demonstrate a critical understanding of the principal theories, concepts and terminology relating to racism and discrimination.
2. Explain current legislation and codes of practice as they relate to the role of the college lecturer.
3. Identify and analyse own attitudes, values, beliefs and behaviour and assess their impact on challenging racism and discrimination and promoting good relations between people of different ethnic groups.
4. Use strategies effectively to recognise and challenge racism and discrimination in an educational context.
5. Use learning, teaching and assessment strategies effectively to promote race equality and positive attitudes to cultural diversity and inclusiveness.
6. Support learners and staff effectively in challenging racism and discrimination.
7. Evaluate the effectiveness of college policies, plans and procedures in eradicating racism and promoting good relations between people of different racial and ethnic groups.

## Indicative Content

- Direct and indirect discrimination; physical and emotional discrimination; individual and institutional racism; prejudice; stereotyping.
- Patterns and causes of immigration, migration and settlement, nationally and locally.
- Culture, values, beliefs, and attitudes of self, individuals and groups; inclusiveness, diversity, accessibility.
- European and national legislation.
- Codes of practice: of national specialist agencies, applicable to educational institutions, of colleges.
- College policies, plans and procedures.
- Responsibilities of and towards self, victims, perpetrators, own organisation, external bodies, and monitoring agencies in reporting harassment or discrimination.
- Negotiation; conciliation; empathy; disciplinary processes; consultation; facilitation of perpetrator/victim dialogue; mediation; assertiveness; mentoring; debate.
- Curricular material: free from prejudice and bias; actively promotes positive attitudes to diversity; languages.
- Planning and anticipatory adjustments to learning activities and resources.
- Cultural differences that can affect the performance of individual learners or groups of learners.
- Impact on access, progress and welfare of learners of: admissions; guidance and support; curriculum; attainment and progression rates; assessment arrangements; staff recruitment and profile of staff complement; catering services; promotional material; partnership links; practice in recording and responding to racist incidents.
- Impact of racism, discrimination and lack of cultural awareness on:
  - curriculum; learning and teaching; assessment; guidance and support practices
  - access, progress and welfare of staff: HR policies and procedures; career review; staff development and appraisal; management practices.
- Impact of physical environment on individuals: classrooms, workshops, libraries and study areas, restaurants/other service areas, recreational spaces.
- Strategies to elicit and disseminate feedback from students and stakeholders.
- Impact assessment, including consideration of alternative actions to minimise negative impact/prevent unlawful discrimination.
- Appropriate methods to identify the ethnic profile of learner cohorts; data trends; performance or improvement indicators; participation and activity measures.

## **Professional Standards for CPD**

### **PROMOTING LEARNING AND EQUALITY FOR PEOPLE WITH DISABILITIES**

#### **Context and Rationale**

The education sector has a key role in eradicating discrimination on the grounds of disability, promoting equality of opportunity and facilitating inclusive learning. Colleges have policies and procedures that respond to legislation and their local contexts. Lecturers work with learners who have a diverse range of aspirations, strengths and needs and assist them to achieve their full potential.

All lecturers have a responsibility to take action to challenge prejudice and discrimination and promote inclusion and diversity.

#### **Standards**

The lecturer should be able to:

1. Demonstrate a critical understanding of the principal theories, concepts and terminology relating to disability and the implications of disability for learning.
2. Explain current legislation and codes of practice as they relate to the role of the college lecturer.
3. Identify and analyse own attitudes, values, beliefs and behaviour and assess their impact on challenging prejudice and discrimination on the grounds of disability.
4. Promote equality in learning, teaching and assessment in relation to disabilities.
5. Use strategies effectively to anticipate needs in an educational context.
6. Recognise and challenge disability discrimination in an educational context and use the curriculum effectively to promote equality and positive attitudes to diversity and inclusiveness.
7. Recognise the factors that facilitate and inhibit learning in the context of disability and use learning, teaching and assessment methods effectively to facilitate learning.
8. Support learners and staff effectively in challenging disability discrimination.
9. Evaluate the effectiveness of college policies, plans and procedures in eradicating disability discrimination and promoting learning and equality for people with disabilities..

## Indicative Content

- Models of disability: social, medical. Definitions: disabilities; (complex) additional support needs; direct, indirect, individual, multiple and institutional discrimination. Language: technical; pejorative terms. Disclosure; confidentiality; sensitivity; respect. Mainstreaming.
- European directives and national legislation. Statutory codes of practice: European and national. Good practice guidelines: educational institutions; specialist advisory bodies. Institutional policies and procedures.
- Attitudes: stereotypes; generalisation; prejudice; assumptions; labelling; identities (own and others); self-image; expectations; openness; empathy. Behaviours: reflective practice; forms of discrimination; inclusive and exclusive language and practice; dependency; patronising behaviours; promotion of independence; empowerment; consultation; anticipatory practice; responsiveness; willingness to change. Impact: participation; engagement; performance; retention; satisfaction; achievement; progression; post-course destination.
- Promotion: publicity and representation of options; recruitment strategies; selection and induction processes; access and choice; information and guidance; learner support strategies and arrangements; assessment arrangements; assistive technologies, aids, accommodations and adaptations. Physical environment: classrooms; public spaces; toilets; catering outlets; timetabling; allocation of resources. Positive role models; mentors; positive and active imagery.
- Strategies: Disclosure; needs assessment; learner participation; referral; staff roles and responsibilities; specialist services and resources, human, technological and financial, in-house and external; assessment instruments and arrangements. Records: learner needs; learner plans; transfer between institutions. Anticipating needs: predicting; local and national demography; transition arrangements. Reasonable adjustment.
- Data: performance indicators; observation; participant feedback; complaints; evaluation and review. Challenge: modelling; intervention; advocacy; mentoring; advice; negotiation; conciliation; consultation; mediation; facilitation; disciplinary procedures. Action plan; enhancements; corrective action. Consequences of failure to act; proactivity.
- Factors: Writing: mechanics/dexterity; legibility; note-taking; alternatives. Mobility: aids; restrictions; posture; comfort; positioning. Reading: level; pace; expertise; confidence. Study skills: organisation of ideas; planning; ICT skills; pre-existing strategies. Memory and concentration: short-term/long-term; recall; recording/coding; attention span. Communication: attention; insight; speech fluency; diction; aids; sociability. Hearing: aids; degree of loss. Vision: aids; degree of loss. Pain management: medication; use of alternative therapies. Stamina.
- Alternative assessment arrangements; formats; inclusive curriculum and materials; representations.

## **Professional Standards for CPD**

### **MANAGING AND LEADING A CURRICULUM TEAM**

#### **Context and Rationale**

The lecturer normally works as a member of a team contributing to the design, development and evaluation of programmes. This role often extends to include responsibility for leading and managing curriculum teams but not usually in a formal line management capacity. The exact nature of this role may vary from one college to another but typically includes responsibility for the subject area, the quality of the learner experience, liaison with key stakeholders, managing and leading staff and the cost implications of decisions. It does not typically include responsibility for staff development and career review, staff recruitment or budgets. Key aspects of the role include influencing and motivating others. Experience in this role may provide a stepping stone between teaching and management.

#### **Standards**

The lecturer should be able to:

1. Manage and improve the delivery of a programme to ensure the quality of the learner experience.
2. Manage self, relationships and work demands within a developing role as a team leader.
3. Identify and analyse the factors that influence curriculum change at subject area level.
4. Influence, motivate and support other team members to create ideas and design a plan to bring about positive change.
5. Prepare, implement and monitor a development plan for a curriculum programme.
6. Identify individual and team development needs in order to develop individuals for their professional roles and as effective members of a team.
7. Contribute to the identification of resource requirements and use resources effectively.

## Indicative Content

- Quality assurance and improvement arrangements: policies and procedures; information management systems; benchmarks and examples of best practice in learning and teaching; self-evaluation methods; internal audit; staff and learner perceptions; moderation and verification; performance indicators.
- Self development: prioritising; time management; obtaining feedback on own performance; reflection on, and review and evaluation of, performance and development activities; objective setting; negotiation of appropriate support; delegation.
- Supporting team members and learners: communication; agreeing and reviewing objectives; modelling, mentoring and delegating; giving feedback and advice; setting professional standards.
- Leading people: motivating; encouraging; inspiring; communicating; gaining commitment; promoting a positive culture.
- Factors that influence curriculum change: government policies; national priorities; employment trends and employer feedback; learner feedback; community needs; access and inclusion; awarding/validating body requirements; funding environment; social and cultural diversity; progression.
- Planning: college planning cycles; college quality systems and procedures; principles of planning; consultation; negotiation; sensitivity to culture; values and operating environment; aims, objectives and target setting.
- Supporting individuals and the team to meet professional development needs: prioritising development needs in line with team objectives; designing and contributing to team training and development; promoting best practice in learning and teaching, e.g. appropriate use of ICT; adoption of effective tools for managing the programme team; using a range of methods for team communication.
- Identification and use of resources: costings; budgets; timetabling; space allocation; deployment; evaluation and adjustment; alternative modes of delivery; value for money; unit costs; wSUMs per FTE.

## **Professional Standards for CPD**

### **TEACHING CHILDREN AND YOUNG PEOPLE**

#### **Context and Rationale**

Scotland's Colleges work in partnership with local education authorities and schools to provide a wider curriculum for children and young people, normally from secondary schools. College lecturers therefore need to have an understanding of the relevant legislation and Scottish Executive policies, as well as of the structure and organisation of the schools sector. Lecturers have a responsibility to meet the needs of young learners through planning and managing their learning experiences in accordance with best practice. They must also provide appropriate support to young learners, including those with additional support needs, and help them to make successful transitions to college life and work.

#### **Standards**

The lecturer should be able to:

1. Demonstrate a critical understanding of the policy environment and regulatory framework within which schools operate and schools and colleges work in partnership with each other.
2. Work effectively with partner schools on the basis of an understanding of the school environment and ethos and how it compares and contrasts with the college environment and ethos.
3. Develop appropriate and effective relationships with schools sector colleagues.
4. Apply good practice and comply with legislation in relation to the protection, welfare, health and safety of children and young people.
5. Design and facilitate learning and teaching experiences to respond effectively to the diverse needs, motivations and expectations of young learners and to promote independence in learning.
6. Apply a range of strategies that promote positive behaviour and, when necessary, deal with inappropriate behaviour.
7. Assist learners in managing their transitions from school to post-school education/employment.

## Indicative Content

- The legislative frameworks under which schools operate, e.g. the Children (Scotland) Act 1995.
- The purpose and significance of Scottish Executive policies in relation to the schools sector, e.g. the National Priorities for Education.
- Regulations that apply to teachers in the schools sector.
- The purpose and significance of Scottish Executive policies in relation to partnership working between schools and colleges.
- The structure, organisation, policies and procedures of partner schools, including support arrangements for learners and staff.
- The legislation that applies to the protection and welfare of children and young people, e.g. 'Duty of Care', UN Convention on the Rights of the Child.
- Good practice relating to the protection and welfare of children and young people, e.g. identifying signs of all forms of abuse.
- Strategies for effective communication with schools sector colleagues.
- The partner school curriculum.
- Health and safety standards, legislation and guidelines as they apply to the subject or vocational area being addressed.
- Health and safety guidelines as they apply to children and young people, e.g. restrictions in relation to machinery, chemicals and working heights.
- Theories of child development and adolescence.
- Physical and social development of individual learners.
- Social and cultural diversity of learners.
- Codes of conduct, behaviour policies and disciplinary procedures of partner school and college.
- Strategies to promote learning/for helping learners to manage their transitions from school to college/work.
- Strategies to support learners with difficulties in, or barriers to, learning.

## **Professional Standards for CPD**

### **THE USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) FOR LEARNING AND TEACHING**

#### **Context and Rationale**

The use of ICT can enhance learning, teaching and assessment processes. Colleges are increasingly engaging with learners who have high levels of expertise in the use of ICT and who expect to use these skills as part of their learning experience. To meet the needs of learners, teaching staff need to be familiar with the integrated use of ICT in learning, teaching and assessment.

#### **Standards**

The lecturer should be able to:

1. Demonstrate a critical understanding of the use of ICT for the guidance and support of learners
2. Evaluate a range of ICT resources that are suitable to promote learning and teaching.
3. Integrate ICT effectively in planning and preparing the learning experience
4. Implement the use of ICT to promote effective and independent learning
5. Use ICT appropriately to assess learner achievement and provide feedback to the learner.
6. Critically evaluate own practice in the use of ICT for learning, teaching and assessment and engage in professional development.

## Indicative Content

- Guidance and Support: diagnostic and induction tools; assistive technologies; electronic information and advice available for learners.
- Evaluation of ICT resources: learning technologies; materials.
- Planning & Preparing Learning: evaluation of learners' ICT skills; aims and objectives of learning; learning goals; use of e-resources in a range of different ways; accommodation of different learner needs, styles, levels and contexts; current and emerging theories of learning, teaching and assessment.
- Facilitation of Learning: relevant legislation; strengths and weaknesses of using ICT; limitations of, and opportunities for using, ICT; learners' needs.
- Use of e-assessment: e-assessment methods; limitations and advantages of using ICT; college policies and procedures; feedback to learners for motivation, diagnostic action.
- Evaluation of Professional Practice and Development: quality of learning experience; learner achievement; college ICT strategy and systems; information skills and technologies; sharing good practice; professional development planning.

## MEMBERS OF THE WORKING GROUPS RESPONSIBLE FOR DRAFTING THE PROFESSIONAL STANDARDS

The Scottish Executive wishes to formally acknowledge the contribution made by the following groups, without whose commitment and expertise the production of this document would have been impossible.

### The Diversity Working Group

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Lead Specialist - Access, Scottish Further Education Unit

### The First-line Management Working Group

*Responsible for drafting the CPD standards on 'Managing and Leading a Curriculum Team'.*

**Jim Ross (CHAIR)**

Formerly of the Scottish Further Education Unit

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**The 14-16 Working Group**

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### **The 'Overall' Working Group**

*Responsible for pulling together the professional standards for initial teacher training/education based on input from three of the other four working groups (the exception being the First-line Management Group, whose remit covered CPD provision alone). Also responsible for ensuring consistency of format and terminology across the standards for CPD.*

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\*Took over from Iain MacRobert in early 2005

## THE NATIONAL INDEX OF UNITS

## 1. EXISTING PROVISION FOR INITIAL TEACHER TRAINING

**Certificate: Introduction to Teaching in Further Education**

| <b>Code</b> | <b>Unit title</b>  | <b>HN Credits</b> |
|-------------|--|-------------------|
| D3P0 04     | Introduction to Teaching in Further Education: Planning                | 1                 |
| D3NY 04     | Introduction to Teaching in Further Education: Delivery and Assessment | 1                 |

**Advanced Certificate: Teaching in Further Education**

| <b>Code</b> | <b>Unit title</b>                             | <b>HN Credits</b> |
|-------------|---|-------------------|
| D3A9 04     | Plan and Prepare the Learning Experience      | 1                 |
| D3AD 04     | Evaluate the Teaching and Learning Experience | 2                 |
| D3AB 04     | Manage the Teaching-learning Environment      | 1                 |
| DA3F 04     | Assessment and Moderation                     | 2                 |

**Diploma: Teaching in Further Education**

| <b>Code</b>     | <b>Unit title</b>   | <b>HN Credits</b> |
|-----------------|---|-------------------|
| <b>Core:</b>    |   |                   |
| D3AC 04         | Coach the Individual Learner                                      | 1                 |
| D3A3 04         | Provide Advice and Support to Learners                            | 1                 |
| D3AE 04         | Support Continuous Quality Improvement                            | 2                 |
| D3AG 04         | Develop Strategies for Personal and Professional Development      | 2                 |
| <b>Options:</b> |   |                   |
| D3A1 04         | Provide Initial Information and Advice                            | 1                 |
| D3AA 04         | Support Flexible Learning   | 2                 |
| D3AH 04         | Managing Disruptive Behaviour                                     | 1                 |
| D94L 04         | Assess Candidates Using a Range of Methods (A1)                   | -                 |
| D94P 04         | Conduct Internal Quality Assurance of the Assessment Process (V1) | -                 |

## 2. NEW PROVISION FOR INITIAL TEACHER TRAINING

The new Professional Development Awards listed below have been validated by the SQA and will come into use during academic year 2006/07.

### **Advanced Diploma: Teaching in Further Education: An Introduction**

| <b>Code</b> | <b>Unit title</b>                                      | <b>HN Credits</b> |
|-------------|--|-------------------|
| DV5X 36     | Teaching in Further Education: Planning                | 1                 |
| DV5V 36     | Teaching in Further Education: Delivery and Assessment | 1                 |

### **Advanced Diploma: Teaching in Further Education**

| <b>Code</b> | <b>Unit title</b>                            | <b>HN Credits</b> |
|-------------|--|-------------------|
| DV5P 36     | Plan and Prepare the Learning Experience     | 2                 |
| DV5K 36     | Facilitate Learning, Teaching and Assessment | 2                 |
| DV5L 36     | Develop Professional Practice                | 1                 |

## 3. PROVISION FOR CONTINUING PROFESSIONAL DEVELOPMENT

### **Diploma: ESOL Literacies: Teaching Adults Reading, Writing and Numeracy**

| <b>Code</b> | <b>Unit title</b>                | <b>HN Credits</b> |
|-------------|----------------------------------|-------------------|
| DM0E 35     | ESOL Literacies: Teaching Adults | 2                 |

Unlike other units and awards which are at level 9, this PDA is at level 8 on the Scottish Credit and Qualifications Framework (SCQF). It is a single unit award which is intended to enable qualified ESOL teachers to apply the reflective and social practice models to working with adult ESOL literacies learners.

### **Advanced Diploma: Quality Improvement**

| <b>Code</b> | <b>Unit title</b>   | <b>HN Credits</b> |
|-------------|---|-------------------|
| DV5A 36     | Principles and Practice of Self-evaluation and Internal Quality Audit | 2                 |
| DV5C 36     | Managing Self-evaluation and Internal Quality Audit                   | 2                 |

This award is aimed at quality managers, heads of section and other college staff who play a part in self-evaluation and internal audit processes.

### **Advanced Diploma: Teaching Children and Young People**

| <b>Code</b> | <b>Unit title</b>                   | <b>HN Credits</b> |
|-------------|-------------------------------------|-------------------|
| DV90 36     | Working in Partnership with Schools | 1                 |
| DV8Y 36     | Teaching Children and Young People  | 1                 |

## **Stand-alone Units**

| <b>Code</b> | <b>Unit title</b>             | <b>HN Credits</b> |
|-------------|-------------------------------|-------------------|
| D3AF 04     | Marketing Further Education   | 1                 |
| D3A4 04     | Develop Standards-based Units | 2                 |
| D3A2 04     | Interview and Select Learners | 1                 |

**NB:** While The Advanced Diploma: Teaching Children and Young People is planned to be launched during 2006, steps are being taken create a range of other new units and awards for CPD based on the standards contained in this document. These new units and awards should become available for use during 2007.

**ENTRY REQUIREMENTS FOR TQ(FE)**

1. The teaching qualification (further education) is awarded after the person has successfully completed an approved programme.
2. The normal entry requirements for admission to a programme leading to a teaching qualification (further education) are:
  - a relevant degree from a higher education institution in the United Kingdom (UK) or a degree of an equivalent standard from a recognised institution outside the UK;
  - a relevant associateship or diploma from a higher education institution in the UK or an associateship or diploma of an equivalent standard from a recognised institution outside the UK;
  - a relevant Higher National Diploma (HND) at level 8 on the Scottish Credit and Qualifications Framework (SCQF);
  - a relevant Higher National Certificate (HNC) at level 7 where this is the highest level of qualification available in the UK in the subject area concerned;
  - a part III, full technological certificate, licentiateship or other Senior Award from the City and Guilds of London Institute;
  - in certain subject areas, other qualifications which are of equivalent standard to those listed above.
3. Candidates will be able to transfer credit into TQ(FE) programmes when they have gained the initial teacher training Advanced Diploma: Teaching in Further Education or another teaching qualification of equivalent standard.
4. Candidates must also have both language and number skills which meet the demands of the course. The normal entry requirements will be:
  - a National Qualifications Course award in English at level 6 on the SCQF (or suitable evidence of being able to attain this standard)\*; and
  - a National Qualifications Course award in numeracy or mathematics at level 4 on the SCQF (or suitable evidence of being able to attain this standard)\*.
5. Candidates should have Information and Communications Technology (ICT) skills equivalent to Intermediate Level 2 (i.e. level 5 on the SCQF)\*\*. This level of skill in the use of ICT is required partly in order to be able to fully participate on the TQ(FE) programme and partly in order to be able to function effectively in the working environment.
6. As post-employment TQ(FE) programmes are based on the idea of reflective practice, Teacher Education Institutions usually require candidates to have experience of teaching in a college or other educational environment.
7. As well as formal qualifications, all applicants should normally have industrial, commercial or other relevant experience.

\*Due to their Core Skills content, completion of any of the (new or existing) ITT Professional Development Awards approved by the PDF (see Annex B) also satisfies the entry requirements in respect of language and number skills.

\*\*Completion of either of the new ITT Professional Development Awards approved by the PDF (see Annex B), or of the proposed new CPD unit/award in the use of ICT for learning and teaching, also satisfies the entry requirements in respect of ICT skills.

## MODEL SCHEME OF PROVISION FOR A PROGRAMME LEADING TO THE AWARD OF A TQ(FE)

1. Though it is not intended to be exhaustive or prescriptive, the model set out below provides institutions submitting schemes for approval with an indication of the range of issues and the level of detail that should be included in their submission. The main body of the submission should be tailored to around 12-15 pages in length. More detailed information on content, assessment processes, timeframes etc. should be provided in the form of annexes to the main body of the submission.

### Aims of the Programme

2. In setting out the aims of the programme, the submission should at least explain:
  - The approach to professional training and development that will underpin the programme.
  - How the programme meets the requirements of the initial professional standards.
  - How it will differ from existing TQ(FE) programmes.
  - The outcomes that will be used to measure the success of the programme.

### Access to the Programme

3. As a minimum, this section should include information on:
  - How students will be recruited to the programme.
  - The procedures for registering and progressing students.
  - Induction arrangements.
  - The arrangements for liaising and collaborating with colleges.
  - Any provision that will be made to allow applicants who do not meet the specified entry requirements to demonstrate that they can attain the required standard.

### Programme Design

4. Information on programme design should at least cover:
  - The general content and structure, showing the relationship with the professional standards, the sequence of elements and the rationale for the structure proposed.
  - Provision for teaching practice and arrangements for conducting classroom assessments.
  - An outline of how the programme will take account of, and cater for, the individual needs of students, the particular contexts in which they work (such

as a school/college partnership) and the other agencies and bodies (e.g. HEIs, LECs, employers etc.) with whom they collaborate.

- How the programme will provide students with the skills, knowledge and understanding needed to use a range of different approaches such as flexible learning, distance learning and blended learning.
- How the programme will provide students with the skills, knowledge and understanding to deploy a variety of methods to meet the needs of a diverse range of client groups which includes mature learners, people with disabilities, people from ethnic minority backgrounds, school pupils and vulnerable adults.
- The provision made for underpinning and contextualising professional studies and whether these studies will be provided in complementary units or integrated into the programme.
- The academic standard that has been set, why this standard has been adopted and how it is to be set.
- An outline of the steps taken to ensure that the various elements of the programme, especially the teaching practice and elements delivered by other providers, form a coherent and integrated whole.

### **Learning and Teaching Approaches**

5. Information on approaches to learning and teaching should include:

- An outline of the learning and teaching methods employed in the various elements of the programme.
- The role of independent, resource-based learning.
- The emphasis placed on the use of information and communications technology for learning and teaching purposes.
- Provision for research and investigation.
- The importance that post-employment programmes place on the concept of the reflective practitioner.

### **Monitoring and Assessment**

6. Information provided on these issues should at least cover:

- Arrangements for monitoring progress and associated guidance.
- Arrangements for assessing progress and attainment.
- The roles that tutors, mentors, certificating bodies and other parties play in the monitoring and assessment processes.
- Provision for externality in the assessment process.
- Appeal procedures.
- The form of certification and academic recognition that will be bestowed on students who successfully complete the programme.

## **Quality Assurance**

7. This section should contain a short description of the systems, audits or self-evaluation processes that will be used to monitor and maintain the quality of the curriculum, programme design, teaching, assessment and support and guidance provided for students. More detailed information on existing quality systems may be appended as an annex.

## **Progression**

8. Information on progression should include:
  - An explanation of how the programme relates to post-qualifying provision, by the same provider or others.
  - An outline of any existing or planned provision for continuing professional development.
  - Details of any certification arrangements beyond TQ(FE).

## **Credit Transfer**

9. Submissions should contain explicit details of the amount of credit that will be awarded to applicants who have already completed an appropriate initial teacher training PDA.



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