

Draft NJNC Joint Statement

Resolution to the EIS-FELA Dispute on Tutor, Assessor, Instructor Roles in Colleges

1. It should be acknowledged that colleges use a variety of different learning and teaching methods designed to deliver a diverse curriculum which best suits the needs of the learner and the subject matter being taught.
2. Tutor/assessor/instructor roles are not new to the college sector; they have been in place within colleges for a considerable number of years. There are clear differences between these roles and that of a lecturer. Where there is a local issue on the differentiation between these roles the agreed lecturing role profile, along with existing job descriptions and Circular 01/18, will be used to assist in any resolution.
3. The lecturer role applies to all staff appointed by a college as defined in the National Working Practices Agreement dated 1st August 2019, and the core terms and conditions outlined in circular 01/18 will be applied.
4. The employers have no national plan to replace lecturers with tutor/assessor/instructor roles, nor any other support staff roles. All roles, whether they be lecturing or support-staff, are equally valuable and necessary for the effective running of colleges and delivering the best learner experience. Each role is distinct and plays its own part in the successful operation of colleges.
5. All NJNC National Agreements and associated Circulars for lecturing staff including any defined terms and conditions must be implemented by all National Recognition and Procedures Agreement signatory colleges.
6. From time to time, employers will find it necessary to review their organisational and staffing structures. This is particularly the case in order to meet Scottish Government objectives and to ensure our workforce meets both existing and future needs to support the economic recovery. In doing so, colleges will continue to engage, meaningfully and at the earliest opportunity, with trade unions in any period of organisational/structural change. Any issues which arise during that consultation with regard to proposals on staffing numbers and/or different roles should be dealt with locally unless they are matters covered by the National Agreements.
7. Where there is a considered breach of any National Agreement, every effort should be made to resolve the matter locally. In the event that no local resolution is reached the matter would be referred to the Joint Secretaries in the first instance.
8. Following the agreement of the National Role Profile for Lecturers – which will require to be ratified at a meeting of the NJNC – Side Table (Lecturing) and also by both sides' constituent members, a Circular will be issued under the provisions of the NJNC and is binding on the signatories of the National Recognition and Procedures Agreement.

9. Roles which require staff to plan and prepare the learning experience, teach and facilitate learning, and assessment, as detailed within the Role Profile, should be capable of discharging all 6 key responsibilities and attributes and therefore are considered employed under the terms of the NWPA: Staff Terms and Conditions (Lecturing) 1st August 2019.
10. The NJNC has collectively and unanimously approved the terms of this agreement and will stand behind it in full expectation that all parties involved will act reasonably in both its interpretation and implementation.

Lecturer Role Profile

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| 1 | Academic Guidance and Support |
| 1.1 | identify learners' needs and provide appropriate guidance and support, referring to specialists where appropriate |
| 1.2 | demonstrate an understanding of the lecturer's guidance and support roles, responsibilities and boundaries and how they relate to the remits of guidance tutors and other specialists |
| 1.3 | advance equality, diversity and inclusion of opportunity to learning by providing effective guidance and support in line with the college's policies and procedures |
| 1.4 | apply a critical understanding of the principles, nature, purposes and stages of guidance and support |
| 1.5 | obtain and use feedback from learners to evaluate and develop their own practice in guidance and support. |
| 2 | Planning and Preparing the Learning Experience |
| 2.1 | plan engaging, inclusive and creative learning opportunities that demonstrate a critical understanding of curriculum design and alignment, theories of learning, teaching and assessment, and knowledge of existing practice |
| 2.2 | plan with learners contextualised learning and teaching, taking account of the needs of learners and their development of essential skills |
| 2.3 | design, produce and adapt to learner needs: a range of effective, engaging learning and teaching and assessment activities that builds on existing practice, motivates learners and also takes account of supportive technologies |
| 2.4 | utilise a range of resources to deliver effective teaching |
| 2.5 | design, justify and implement a strategy to promote professional reflection and evaluation of the learner experience |
| 2.6 | plan a range of innovative approaches to promote sustainable development and independent learners. |
| 3 | Teaching/Facilitating Learning |
| 3.1 | create and maintain an interactive, supportive and safe learning environment that promotes learning |
| 3.2 | communicate effectively and develop an ethos of mutual respect with learners, fellow curriculum team members and other professionals, and external agencies, to promote learning and positive behaviour |
| 3.3 | implement effectively a broad range of approaches to promote active, self-directed and independent learning at various levels by using different modes of delivery and technologies |
| 3.4 | identify and take appropriate actions to address the collective and individual needs of learners |
| 3.5 | use learning, teaching and assessment and feedback approaches and resources effectively to meet diverse learning needs |

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| 3.6 | implement a range of approaches to evaluate the quality and impact of teaching on the learning experience and reflect on the implications for future practice. |
| 4 | Assessment |
| 4.1 | devise suitable assessment strategies based on a critical understanding of the principles, purposes, means and terminology of assessment |
| 4.2 | design, produce and use a range of assessment instruments, taking account of individual learners' needs |
| 4.3 | evaluate and justify a range of assessment instruments having taken account of individual learners' needs |
| 4.4 | measure and record progress and attainment of learners |
| 4.5 | use assessment feedback to and from learners to inform practice and promote learning |
| 4.6 | use performance indicators to inform the evaluation of learning and teaching |
| 4.7 | comply with internal and external policies and procedures for assessment and verification. |
| 5 | Quality and Standards |
| 5.1 | demonstrate a critical understanding of the principles, purposes and processes of quality assurance and improvement, enhancement and good practice |
| 5.2 | implement quality assurance improvement and enhancement of learning and teaching as an individual and as a member of a team |
| 5.3 | contribute effectively to the quality functions of curriculum teams by agreeing targets, formulating action plans (individual and team), following through and evaluating their impact |
| 5.4 | use an appropriate range of evidence to identify strengths and development needs at individual, team and college levels |
| 5.5 | agree targets, formulate individual action plans and contribute to team plans to address identified areas for improvement and enhancement. |
| 6 | Professional Practice and Development |
| 6.1 | evaluate how education is influenced by, and contributes towards, policies that impact upon the wider political, social, economic, cultural and technological context |
| 6.2 | reflect on personal values and how they align with and support the values and ethics that underpin professional practice |
| 6.3 | understand the roles and responsibilities of the lecturer and apply them to their professional practice |
| 6.4 | comply with all applicable statutory requirements and relevant codes of practice and apply them to their professional practice |
| 6.5 | promote good practice in relation to equality, social and cultural diversity and the protection and welfare of children, young people and vulnerable learners |
| 6.6 | manage self, relationships and work demands to promote resilience and wellbeing |
| 6.7 | engage purposely in reflective practice |
| 6.8 | identify and undertake relevant professional development to enhance practice and maintain currency; develop and commit to personal continuing professional development strategies to achieve individual, team and organisational goals |
| 6.9 | maintain effective industry links as appropriate to role |
| 6.10 | reflect and share knowledge, experience and examples of good practice. |

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