

Bringing professional registration to college lecturers

# Inspiring Lecturers

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## National registration of college lecturers begins in August



### Registration Q&A 9-10 June



#### Got questions about college lecturer registration?

Lecturing staff can join Vikki Robertson of GTC Scotland at 2.30pm on 9 June at CDN's Virtual College Expo to find out what it means to be a professional lecturer in Scotland's college sector as we move to mandatory lecturer registration in August. Line managers and college leaders can join Derek Timpany at 11.45am on 10 June to learn more about GTC Scotland and what mandatory registration will mean for you, your team and your college.

Book your place at <https://cdn.ac.uk/virtual-college-expo21/>

**Lecturers who hold a TQFE or a recognised Primary or Secondary teaching qualification are due to start registering with GTC Scotland after the summer and are asked to be registration ready. College lecturers who don't have a teaching qualification will be registering from April 2022 onwards.**

College lecturer registration is being carried out in response to the May and November 2017 National Joint Negotiating Committee Agreements, which require registration of college lecturers with GTC Scotland.

#### Are you ready for registration?

Lecturers who are eligible for registration from August 2021 will receive an email with an invitation to register and further instructions. To join the Register of

Teachers, we need an updated PVG from you. You will need three pieces of identification for the ePVG e.g. passport, birth certificate, utility bill.

Most importantly of all, you need a copy of your teaching qualification. If you don't have a copy, check with your college HR department in the first instance. If they don't hold a copy, you will need to contact your university provider for confirmation of the award. GTC Scotland can accept an email confirming the award in lieu of the certificate (if you completed in 2019/20 or 2020/21 session, you may only have an electronic version due to Covid – this is absolutely fine).

Find out more at [www.gtcs.org.uk/college-lecturers/college-registration.aspx](http://www.gtcs.org.uk/college-lecturers/college-registration.aspx)

# Lecturer registration – what does it mean for me?



As the pilot registration project in three colleges draws to a close and the review process gets underway, we conclude our series of interviews with lecturers on what registration means for them. This edition, we talk to Susan McAvoy, a Social Science lecturer at Dundee and Angus College.

## Why do you believe registration is important for college lecturers?

The college sector and the lecturers, who work within it, deserve to be recognised by Scottish society for the vital role they play in bridging the gap between education and the world of work, between further and higher education and more generally, in broadening wider educational goals at community level for the diverse array of learners accessing provision in this setting.

Often referred to as the 'Cinderella' of our education system with the concomitant funding and political challenges, Further Education (FE) finally took the first steps in acknowledging the professional status of lecturers and recognising their value in 2019 with the National Agreement, which cemented registration of college lecturers with GTC Scotland and brought a long-held EIS ambition to fruition.

Now, with national roll-out of registration imminent, I feel it is paramount for college lecturers to view GTC Scotland registration in the round and recognise the long-term benefits for us, our learners and the socio-political landscape in which we live and work.

While watching Darren McGarvey's recent programme [Class Wars](#), I was particularly moved when he spoke about the valuable social and emotional support college lecturers give to their learners on a daily basis, while simultaneously acknowledging that this contribution is largely invisible in

Scottish society. Each and every one of us, as lecturers working in FE, knows the impact we have on our learners, our communities, our culture, our economy and on Scottish society. Surely the time has come for us to be one voice, to highlight the contribution we make and to support this historic and deserved initiative for professional recognition through registration with GTC Scotland?

## What do you think registration will mean for college lecturers?

I remember when I came into the FE sector 15 years ago, after completing a PhD and teaching in the university sector, I felt removed from the world of research and new knowledge creation. Alongside my college colleagues, I started to explore a number of ways of accessing meaningful professional learning, relevant publications and research materials but none of these endeavours were successful in sustaining my desire for evolving critical thought. What a joy, to now have access through Ebsco and Accel5 via the MyGTCS portal, to research publications, eBooks and resources on a wide range of subjects, relevant not only to teaching and learning but to wider topics including leadership.

My experience of working in a professional development team and as an EIS Learning Rep has highlighted two key issues:

1. When lecturers complete their TQFE, having enjoyed the ability to explore and critically reflect on their professional practice, there is often no obvious framework to support them to continue their learning. This has been a source of frustration to many and makes the achievement of the teaching qualification appear as an end in

- itself, rather than, the beginning of an on-going professional journey.
2. The relationship between lecturers and our [Professional Standards for Lecturers in Scotland's Colleges](#) can often dwindle away. After rigorously engaging with them during TQFE, they can too often become a distant and irrelevant document.

Registration with GTC Scotland will create a continual and closer relationship with our Professional Standards thereby allowing the Standards to do what they are designed to do: underpin our professional practice through personal reflection while also supporting us in our personal development.

While many lecturers deeply understand the social context of their learners and instinctively know how to get the best from them, using the Professional Standards alongside the access to new and evolving theory of practice provides a touchstone and a reassuring (or reaffirming) framework, allowing us to continually develop these instinctive skills and knowledge in a meaningful way, self-directed and most relevant to our own practice.

Finally, I'd like to add a crucial point about our own social and emotional wellbeing. Without the inclusion of the 3.5.1 Standard to use 'critical reflection to manage self, relationships and work demands to promote personal, emotional and physical wellbeing', our Standards would not have acknowledged one of the ever-present realities of the role. It is tough and requires a great deal of resilience.

We owe it to ourselves and our learners to pay attention to this Standard and do what we can to take care of ourselves. GTC Scotland offers a [Health and Wellbeing Hub](#) to support us in this vital endeavour.

# Working together to enhance the status of college lecturer professionalism

Our focus at GTC Scotland is to support individuals to **become**, to **be** and to **grow** as teachers in Scotland. Whether that is as a lecturer in Further Education (FE), or a teacher in primary school or in secondary school. As we approach another milestone in the college lecturer registration programme – national rollout of registration from August – I wanted to reflect on what we have achieved in pursuit of this.

In terms of supporting college lecturers to **become registered in FE**, in partnership with the College Lecturer Registration Working Group (CLRWG), we have focused our work on two main areas: leading the project to develop pathways to college lecturer registration, and supporting lecturer professional learning. Our pilot lecturer registration project with three of Scotland's Colleges has allowed us to test the suitability of our registration infrastructure, processes and associated guidance to inform the full-scale rollout of registration for Scotland's college lecturer workforce from August. We have learned many lessons from this that will help inform how we manage national roll out.

In response to a request from Scottish Government, we undertook a review of the Teaching Qualification in Further Education (TQFE) landscape in Scotland; we issued our findings in December 2020 and made five key recommendations. We have also worked with the University of the Highlands and Islands (UHI) to support expansion of TQFE provision and are committed to working with partners to support effective teaching qualifications for college lecturers.

The transfer of responsibility

for the Professional Standards for Lecturers in Scotland's Colleges from the Scottish Government to GTC Scotland in December 2019 was not only an important first step in supporting the lecturer registration journey, but also in allowing us to support college lecturers to **be registered in FE**. The Professional Standards epitomise the values, knowledge and understanding, and practice of every lecturer. They provide a platform for self-evaluation and ongoing professional development. They give strong assurance to students, the public and stakeholders of the quality they can expect from our colleges. The Standards firmly embed the importance of digital approaches in learning, teaching and assessment and for the first time, include the professional values of a lecturer in Scotland's colleges.

To support lecturers to **grow as professionals**, we continue to champion professional learning with tailored support. We have created a new college area on our website with information on registration, the Professional Standards for Lecturers in Scotland's colleges, CoPAC (the Professional Code), professional learning, Professional Update, research, awards and coaching and mentoring. We have created a

bespoke interface within MyPL – our online portal where teachers log their professional learning – for college lecturers ensuring that resources and messaging is contextualised to the lecturing role and the college sector. An A-Z of professional learning is being created, which will showcase examples of high-quality professional learning in the context of Professional Update and the

Professional Standards for Lecturers in Scotland's colleges. A scoping exercise is currently underway with partners to develop a national coaching strategy for colleges and related Professional Review and Development guidance.

I firmly believe that we can achieve more in education by working collaboratively, than we can working alone. We would not have been able to support individuals to become, to be and to grow as registered lecturers in FE without the help of our partners on the CLRWG – Colleges Scotland, EIS-FELA, the Scottish Government and universities offering the TQFE – but most of all from college lecturers. As we embark on the next step of our journey to register college lecturers I am confident that through our collective endeavours we can enhance the status of college lecturer professionalism in Scotland.

**Dr Pauline Stephen is Chief Executive and Registrar of GTC Scotland and Chair of the CLRWG. Find out more about college lecturer registration at [www.gtcs.org.uk/college-lecturers/college.aspx](http://www.gtcs.org.uk/college-lecturers/college.aspx)**



## Consultation on UHI teaching course

Scottish Government are seeking views on the proposed further education teaching programme to be delivered by the University of the Highlands and Islands. The consultation closes on 29 June.

[www.gov.scot/publications/consultation-university-highlands-islands-further-education-teaching-programme/](http://www.gov.scot/publications/consultation-university-highlands-islands-further-education-teaching-programme/)

## FE Research Journal: Call for Submissions

In February the College Action Inquiry Research Network (CAIRN) officially launched the first edition of its online, open access journal. The journal aims to be an important voice in the scholarship and research of the Scottish college sector. It will provide a platform to disseminate college-based research, and critical insights through a variety of scholarly submissions. These will include; featured research articles, personal reflection articles and book reviews. In addition, the journal welcomes short thoughtful descriptive narrative articles highlighting emerging innovative practices aimed at enhancing and supporting educational core activities.

Publishing articles that offer independent, critical evaluations and engaging reflections on the ways in which the sector operates and interfaces with local, regional and national developments, and policy imperatives will be a fundamental part of the journal's overall remit. Articles addressing the increasingly complex issues surrounding pedagogy and educational innovation within the college sector will be particularly welcome. As such the journal seeks to offer new insights and understanding for teaching practitioners, managers, administrators, educational developers and leaders within the Scottish college sector.

CAIRN welcomes submissions addressing a broad spectrum of contemporary developments, issues and challenges impacting across the sector. Themes may include:

- Leadership; management and administration
- Education policy and reform
- Student learning journey
- Vocational education and training
- Teaching, learning and assessment
- Theoretical and conceptual issues
- Professional issues
- Curriculum development
- Cultural change and structural developments
- Technological developments

The editors welcome inquiries from potential contributors. Contact details can be found on the website: <https://cairnjournal.wordpress.com/>



# Wellbeing and learning all wrapped up

Professional learning is an essential part of lecturer professionalism. As part of the College Lecturer Registration Programme, GTC Scotland is working with College Development Network (CDN) and EIS FELA Learning Representatives, to create a new, free professional learning resource: A-Z of Professional Learning in Scotland's Colleges.

Lecturer contributions are vital to help create this new national resource. Here, we look at Barry Carmichael's submission for 'W' on the Wellness Recovery Action Plan® (WRAP®).

WRAP® is a five-step self-management tool to help take control of your life and wellbeing.

It is based around the 5 key recovery concepts:

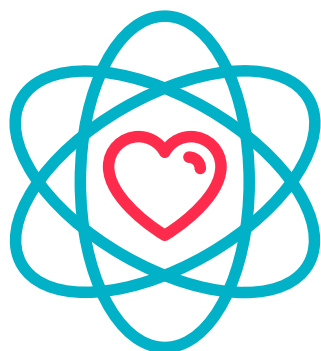
1. **HOPE:** people who experience (mental health) life difficulties get well, stay well and go on to meet their life dreams and goals.
2. **PERSONAL RESPONSIBILITY:** it's up to you, with the assistance of others,

to take action and do what needs to be done to keep yourself well.

3. **EDUCATION:** learning all you can about what you are experiencing so you can make good decisions about all aspects of your life.
4. **SELF-ADVOCACY:** effectively reaching out to others so that you can get what it is that you need, want and deserve to support your wellness and recovery.
5. **SUPPORT:** while working toward your wellness is up to you, receiving support from others, and giving support to others, will help you feel better and enhance the quality of your life.

Once this has been accomplished, attention is turned to useful tools including creating a wellness toolbox; a daily maintenance plan; identifying triggers; noticing early warning signs; and what to do when things are breaking down.

## Three elements of the Professional Standards for Lecturers in Scotland's Colleges



### PROFESSIONAL VALUES

#### Barry's professional learning journey

When the opportunity arose to take a two-day course on the introduction to WRAP®, Barry didn't hesitate: "I was hooked. I really like the model, it just resonated with me, the simple tools that could be used to safeguard my own wellbeing which was being impacted by my own poor mental health. I just had to learn more about WRAP®."

WRAP® wasn't Barry's first journey into improving mental health and wellbeing: he has also co-delivered Scottish Mental Health First Aid. It was during a Mental Health Awareness session in 2015 when he was introduced to WRAP®.

After initially discussing his learning with the college's People Team, Barry went on to implement the programme in the wider college, extending his sessions to both colleagues and students. "Fast forward to the present time and I am a qualified WRAP® facilitator and I can say it has been a revelation for me," explains Barry.

As a WRAP® Facilitator, Barry has delivered two-day sessions to the most disengaged learners as well as bitesize lessons to staff and other learners. To ensure everyone has access to the information, Barry has created an on-demand course on the college's internal learning system.



### PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

The three elements of the [Professional Standards for Lecturers in Scotland's Colleges](#) have informed Barry's professional learning. By putting students at the centre of his work, Barry has managed to aid in their learning, retention and achievements. "I am a strong advocate of having students at the centre and as a result, I have to be in a position that I can match the expectations of the learners with the subsequent reflection, evaluation and feedforward. Part of my drive of being a lecturer is looking to innovate and inspire our students to be the best version of themselves, by offering a learning experience that is based on respect and trust."

Barry has continued his professional learning by completing a course to become a Resilience Training

facilitator. "I have threaded the full two-day WRAP® and Strengthening Personal Resilience course within the Future Skills College (FSC) course, an Introduction to WRAP® as an addition to the two SQA level 4 wellbeing units within Step into Care. I have also picked up WRAP® with staff, Students Association and as part of an ERASMUS project and have delivered Strengthening Personal Resilience to staff and the FSC."

As part of the academic session 21/22, he is delivering WRAP® across courses in Children and Young People (CYP), Health and Social Care (HSC) and Performing Arts and working on new opportunities to deliver CPD sessions within the college. He can be contacted at [b.carmichael@dundeeandangus.ac.uk](mailto:b.carmichael@dundeeandangus.ac.uk)

#### Feature in the A-Z of professional learning

We are keen to include as many contributions as possible in the A-Z. We are looking for any piece of professional learning which has had an impact on you as a lecturer and – of course – on your students. You might have explored a new online platform, had a virtual

chat with colleagues about what works best for remote learning, arranged an industrial visit or speaker, participated in an academic conference or experimented with a flipped classroom. Professional learning doesn't need to be a formal course or CPD session, it can be much, much more.

Contact [pam.currie@gtc.org.uk](mailto:pam.currie@gtc.org.uk) with your idea.