

Inspiring Lecturers

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More than 3,400 lecturers invited to join Register of Teachers

The national roll out of college lecturer registration is now well under way, with more than 3,400 lecturers from 24 of Scotland's 26 colleges invited to register. More than 400 lecturers have joined the register since September and we are currently processing over 1,000 applications – with more arriving by the day.

GTC Scotland Chief Executive and Registrar Dr Pauline Stephen said: "Our focus at GTC Scotland is to support individuals to become, to be and to grow as teaching professionals in Scotland. National rollout of college lecturer registration is not only a milestone in the college lecturer registration programme, but also central to our work to enhance professionalism."

In this phase of registration, lecturers covered by the national agreement who hold a TQFE or other GTC Scotland recognised teaching qualification, with 190 days teaching experience in a college setting, will receive an invitation to register. GTC Scotland aims to have wider pathways for lecturers to register from April 2022 onwards. GTC Scotland is currently consulting on proposed changes to its registration rules to facilitate this.

Eligible to register now but not started the process yet? Here's what you need to do:

1. Find your invitation

This will have been sent to your work email from GTC Scotland from 6 September onwards and contains a link to start the application process.

2. Complete and send the application form

If you have never registered with GTC Scotland, you need to upload a copy of your Teaching Qualification. If you are a lapsed registrant, you'll skip this stage. All registrants need to upload ID for the ePVG check. The ePVG is a legal requirement as GTC Scotland is a regulatory body. [Watch a walkthrough video and access FAQs.](#)

3. Complete your ePVG in 7 days

GTC Scotland will give your preferred email address to Disclosure Scotland who will then contact you with a link to complete the ePVG. The link will come from disclosurescotland@notifications.service.gov.uk. You only have seven days to use this link. You need to pay a one-off £18 fee to Disclosure Scotland at this stage. In a few cases you may need to pay the full £59.

4. Pay your GTC Scotland registration fee

Once your ePVG has been processed by Disclosure Scotland, GTC Scotland will contact you to request payment for the part year from August 2021 – April 2022. This is a £43 fee (the full year fee is currently £65). Once this is paid, you will be added to the Register of Teachers in the Further Education category. You will then receive your certificate of registration and details on how to log in to MyGTCS.

5. Spread the word!

GTC Scotland registration is now mandatory for all eligible lecturers and is an important step for the whole college sector.

Need help? If you are having problems, contact collegesector@gtcsc.org.uk



Have your say on GTC Scotland's Registration Rules

GTC Scotland is consulting on proposed changes to its Registration Rules.

The changes seek to further safeguard the quality of education in Scotland by enhancing the integrity of the registration process and making the Register of Teachers more transparent.

Regarding college registration, the proposed changes aspire to achieve two fundamental aims:

- To allow GTC Scotland to recognise Scottish teaching qualifications other than the TQFE as suitable for registration.
- To determine treatment of the existing college lecturer workforce who do not have a teaching qualification.

The consultation can be accessed at bit.ly/GTCSConsultation and closes on 5 January 2022.



The importance of registration for college lecturers

Audrey Cumberland is Edinburgh College Principal and CEO and Chair of the College Principal's Group

The role of lecturers across Scotland's colleges is one that cannot and should not be overstated. Like our staff, colleges continue to adapt and respond to the ever-changing Scottish economy and labour market and needs of our local communities. Staff across Scotland have had to demonstrate resilience, creativity and implement innovative solutions in responding to the impacts of the pandemic.

Our colleges deliver services to a hugely diverse range of people and businesses and play a pivotal role in supporting communities – lecturers are at the heart of that support. Lecturers provide inspiring, world-class teaching to hundreds of thousands of students every year, supporting them to achieve the best possible outcomes and move on to positive destinations.

While the professionalism of lecturers has always been recognised within colleges, registration with GTC Scotland is an important step in recognising the contribution lecturers make to the Scottish education system more widely and in acknowledging the professional status of everyone delivering qualifications to students across our colleges.

Registration is used across professions in numerous industries, to recognise knowledge and experience, demonstrate a commitment to integrity and maintaining professional standards, and to enhance and support professional capacity and development.

Following the agreement, made in March 2018, that registration would form part of the national terms and conditions of employment for all college lecturers, a lot of work has been done to create a meaningful registration programme which aims to give formal recognition to the

expertise of lecturers and to support development within the role.

Investing in lecturers

The lecturer registration programme has been designed by the College Lecturer Registration Working Group to not only acknowledge the specialist qualifications, skills and experience of our lecturers but to enhance them. The collaborative work between Scotland's colleges, GTC Scotland, EIS-FELA and College Scotland has resulted in a programme which offers career-long professional development and opportunities for every lecturer to shape their own professional and personal progress.

As colleges, it is important that we continue to invest in our most valuable asset – our people – and the registration programme is another good example of us doing just that.

Registration provides a fantastic opportunity to use our professional standards to help improve experiences and outcomes for our students and it encourages lecturers to dedicate time to critical reflection, something that can often fall by the wayside in the modern, fast-paced world we live in but that has never been more important (particularly during the Covid-19 pandemic) in terms of learning from experiences and developing what we do. It also opens doors to processes and professional resources, providing additional support to the fundamental work of lecturers in educating and supporting our students.

So, following the registration pilot undertaken by three colleges in November 2020, we are now rolling out the programme. Those lecturers who hold a TQFE or recognised Primary or Secondary teaching qualification, with 190 days teaching experience in a college setting, are being invited to register with GTC

Scotland, with an aim to have a pathway for lecturers to register in the future. I am delighted that this work is now beginning to come to fruition at a time when the role of lecturers has never been more crucial in helping our colleges to deliver for people, communities and businesses.

Our colleges are committed to supporting lecturers to complete registration and I hope everyone will find the registration process worthwhile and beneficial. At Edinburgh College, I am looking forward to more formally recognising the role of our lecturers and to registration highlighting the professional standards of lecturers more widely across the sector and beyond. As Chair of the College Principal's Group, I thank them for their continued commitment to supporting our students.

CDN and GTC Scotland talk college registration

In CDN's inaugural *Leadership Insights* email bulletin, Jim Metcalfe, Chief Executive of CDN, talks to the senior education team at GTC Scotland – Pam Currie, Vikki Robertson and Derek Timpany – who are leading the registration project for lecturers in Scotland's colleges.

The 10-minute interview explores:

- Benefits of registration
- Pathways to registration
- Current public consultation
- Registration and professional learning
- Role of collaboration

[Watch it now](#)

United in our professional values



We are a strange breed in Further Education! Many of us, when asked what we do, define ourselves through our industry. We say: 'I'm a chef', 'I'm a plumber', 'I'm a nurse'. Against this backdrop we fail to recognise that we all essentially do the same job. We are lecturers, teaching in a college setting and it is our commitment to doing the best for our students that unites us.

The Professional Standards for Lecturers in Scotland's Colleges help to highlight what it means to be a lecturer and to pull us together into a dynamic group of teaching professionals, who also have a wealth of industry experience. The Professional Standards, which comprise professional values, knowledge, understanding and practice, give us the confidence to take our experience and knowledge to reflect, shape and hone our teaching to deliver quality learning experiences for our students.

I wonder how many of us take time to reflect and realise that through our daily practice we are demonstrating our commitment to these professional values. Students are at the centre of everything we do; as leaders of learning, we work together to develop new and innovative learning opportunities; and through participating in professional learning, we strive to ensure that our practice both in teaching and in our area of expertise is current and takes account of emerging ideas and developments.

Professional learning and development in colleges is continuous and just as in other sectors, we all have a right to access this. Some of this will be subject (and industry) specific, and lecturers welcome the opportunity to keep up to date with their professional industry standards and membership of institutions. It means what we teach students is current and relevant. This provides a richer experience for the students and keeps their learning at the centre of what we do.

College collaboration

But we need to look wider than this and use opportunities for cross college professional development to support collaborative practice. By working together and sharing good practice, we gain a greater understanding of the challenges our students face, helping them to overcome barriers to learning and achieve better outcomes. Recent investment in posts related to the understanding of mental health issues has meant training for a more confident lecturing staff who are able to better understand the range of issues our students may be experiencing and consequently signpost them to support and often much needed help. The importance of this has come to the fore in the past 18 months as we seek to address the challenges which the global pandemic has presented not only for our students, but for us all.

It has also become clear that CPD in digital technologies is increasingly important, enabling lecturers to keep up with technology and rising student expectations. It is fundamental for teaching in a fast-paced world and became crucial to all our lives in March 2020. Colleges were well placed for a smooth transition to home working when the country was forced to move to remote learning at the start of lockdown. One of the reasons the transition worked well is that many years ago colleges bought into virtual learning platforms and used them to augment learning in classrooms. Lecturers were, and still are, being trained in how to make the best of these technologies to assist them. They were therefore able to respond to the needs of the students from day one of homeworking, and while online learning is no substitute for face-to-face delivery, FE lecturers adapted quickly and made the most of the situation for their learners. Some of the innovations that came out of the

need for home working will be used and developed for years to come.

But the main reason that the transition worked well was that lecturers understood that students were at the centre; that no matter how difficult our lives were, they still had to be taught well, they had courses to pass, and lives to live. Many passed and continued on to employment or university. Some struggled with the change to online learning and lecturers adapted their strategies to try to keep all those students onboard and engaged. Others suffered with mental health because the experience was so new, and a bit frightening. Throughout this time, lecturers dug deep, responded to the needs of our students and encouraged them to stay the course. And in doing so, our professional values came to the fore.

So, FE lecturers may always be that strange breed: a mixture of people from diverse professional backgrounds. But the Professional Standards we all share have made us 'a chef who can inspire people to love cooking', 'a plumber who knows how to turn practical experience into great learning' and 'a nurse who has the teaching tools to make nurses of the future'. The Professional Standards are, whether we realise it or not, at the heart of what we do.

Paula Dixon is a lecturer in English and Spanish at Glasgow Clyde College

PROFESSIONAL VALUES

- 1.1 Students at the centre
- 1.2 Leadership of learning
- 1.3 Continuous professional development

[Access the Professional Standards for Lecturers in Scotland's Colleges](#)

Professional learning on the job



Heather Miscandlon found herself on a lecturing path immediately after graduating with a degree in Psychology. After placement at a summer school confirmed her love for teaching, she soon returned to university to complete her TQFE. Now with a triple Masters in Healthcare, Social Care and Early Years, Heather is an Early Years Lecturer at Glasgow Kelvin College.

Heather also works with the SQA as a Marker for Care, Senior Marker for Early Years and Deputy Principal Accessor for Care. Through this, she was approached to become part of the Quality Design Team, which took on a review of the mental health provision within qualifications at SQA. This opportunity allowed Heather to develop her own knowledge and skills, doing her professional learning on the job.

Working within this team to identify where mental health provision already existed and developing new awards, Heather learned a lot about the way in which qualifications are structured. "Working within the Quality Design Team has given me insight into the intricacies of qualifications. You learn about descriptors and performance criteria," explained Heather. "Having that insight has really helped me to focus my own teaching. It has helped me to ensure that the skills of the qualifications

are really embedded in my practice."

Understanding how qualifications are structured has helped Heather reflect on her practice and further develop herself as a lecturer. "Making sure that your standards are met when you are assessing learners is something I've really picked up on. It makes you look at your own teaching to ensure that learners are getting the most out of the course and that they will leave prepared for the workplace."

Heather also found that the review gave her the knowledge and skills to help her students beyond classroom teaching. "I focused my attention much more on recognising triggers within my class and my awareness of the need to enable learners to develop resilience and coping strategies to deal with those triggers," Heather said. "A significant proportion of my learners had mental health issues which required support. I worked closely with the support mechanisms within the college such as the referral system for advice/guidance/counselling. The college has initiatives such as the Together All mental health support online community, which is available 24/7. Being able to signpost learners to this is crucial in not only securing support for them but also being able to

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Professional Standards in action

1.1 Students at the centre

By keeping up with the latest information and ensuring that key skills are embedded in her teaching, Heather has ensured that her learners are at the heart of her teaching.

1.3.4 Embraces change and emerging practices and developments

While being an integral part of creating qualifications, Heather has also been able to learn about emerging changes through her work with SQA and ensured that this is shared with her colleagues and filters down to her learners.

3.3 Creates innovative curriculum design and learning and teaching

By keeping the college's internal quality design teams informed, Heather is sharing her knowledge to the benefit of her colleagues and the wider college. This ensures that courses are up to date and that learners receive high-quality teaching.



Watch Heather discuss her professional learning



actively encourage them to engage in such a useful mental health resource.”

Heather has been able to share her knowledge and skills with colleagues on the internal quality design teams within Glasgow Kelvin College. “The teams meet on a weekly basis, and I can feedback to the Curriculum Manager about what has been happening within my work with the SQA. It really helps us to make sure that we are at the forefront of development and that we are aware of current design measures.”

Share your experiences of professional learning

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.

We are keen to include as many contributions as possible from across the sector in the A-Z. This is any piece of professional learning which has had an

impact on you as a lecturer and – of course – on your students.

Heather shared her learning under ‘U’ on developing units on mental health awareness, and we published lecturer Barry Carmichael’s submission for ‘W’ on the Wellness Recovery Action Plan (WRAP©) in the [June edition of Inspiring Lecturers](#).

We are keen to include as diverse a range of professional learning as possible. 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@gtcsc.org.uk with your experience. Remember to include your name, college and your subject area or college role. We have a format for written submissions but are also keen to record some interviews and videos about professional learning.

In the new digital edition of *Teaching Scotland*, our exclusive interview is with Principal of Dundee and Angus College, Simon Hewitt, who discusses how schools and colleges can work better together.

[Read the article](#)

