

# Inspiring Lecturers

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## College lecturer registration programme reaches final milestone



**With the approval of the Standard for Provisional Registration (Lecturers in Scotland's Colleges), all routes to registration with GTC Scotland are now open**

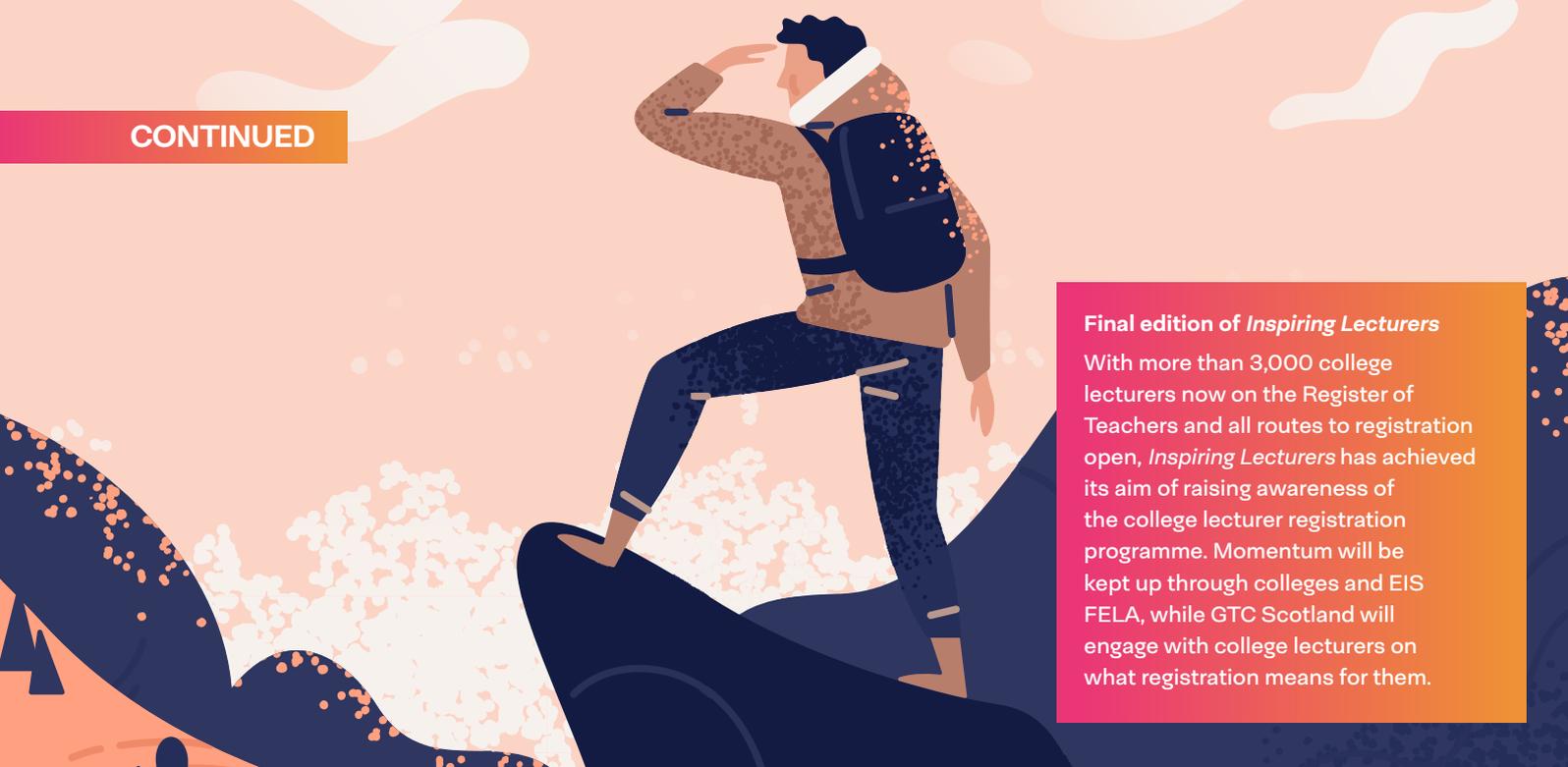
In February, GTC Scotland Council approved the Standard for Provisional Registration (Lecturers in Scotland's Colleges), providing a new transitional, time-limited route to registration for a defined group of college lecturers who do not yet hold a GTC Scotland-recognised teaching qualification, or the equivalent for those qualified outside of Scotland.

The approval of the Standard for Provisional Registration (Lecturers

in Scotland's Colleges) marks a milestone in the college lecturer registration programme, which has seen more than 3,000 college lecturers join the Register of Teachers in the Further Education category over the last three years.

Registration with GTC Scotland, the teaching profession's independent registration and regulation body, is mandatory for college lecturers in Scotland, as part of agreed national terms and conditions of employment.

The transitional route to registration adds to the registration routes already open, which includes a route for college lecturers with a TQFE or GTC Scotland-recognised primary or secondary teaching qualification and a route for lecturers with equivalent teaching qualifications gained outside Scotland. It means that all routes to registration with GTC Scotland are now open for lecturers employed in Scotland's colleges.



### Final edition of *Inspiring Lecturers*

With more than 3,000 college lecturers now on the Register of Teachers and all routes to registration open, *Inspiring Lecturers* has achieved its aim of raising awareness of the college lecturer registration programme. Momentum will be kept up through colleges and EIS FELA, while GTC Scotland will engage with college lecturers on what registration means for them.

### What is the transitional route?

The new route, which awards Provisional (Conditional) Registration in the Further Education category of the Register of Teachers, is a transitional, time-limited arrangement for a defined group of lecturers. This will ensure that college lecturers from this group who do not yet have a GTC Scotland-recognised teaching qualification, or the equivalent for those who qualified outside of Scotland, can still meet their employment terms and conditions, while working towards meeting the condition of their registration before gaining Full Registration.

To register via this route, college lecturers need to:

- ✓ meet the Standard for Provisional Registration (Lecturers in Scotland's Colleges)
- ✓ be employed in a college in Scotland
- ✓ apply through GTC Scotland's website
- ✓ include two completed confirmation forms in your application
- ✓ participate in the Fitness to Teach process, if required
- ✓ pay the registration fee.

Access a complete checklist, together with guidance on the confirmation forms and apply through [GTC Scotland's website](#)

Provisional (Conditional) Registration is awarded with a condition. The condition explains what lecturers need to do, and by when, to be awarded Full Registration. When college lecturers have shown they have met their registration condition

they will be awarded Full Registration. More information about the condition will be available shortly on [GTC Scotland's website](#)

### What's next?

The College Lecturer Registration Working Group (CLRWG) is the cross-sector steering group charged with establishing routes to registration for college lecturers and supporting professionalism within the sector. CLRWG has already begun to discuss how this transitional route will be rolled out across the sector with colleges and the EIS holding information sessions and organising events to provide an opportunity for lecturers to ask questions about implementation.

College lecturers who already hold a GTC Scotland-recognised teaching qualification, or the equivalent for those qualified outside of Scotland or who were previously registered with GTC Scotland but let their registration lapse, or had it removed and the time limit for reapplication has passed, can apply for registration via [GTC Scotland's website](#).

Work is ongoing in CLRWG to ensure the success of the college lecture registration programme. This includes discussions on TQFE provision and how to embed lecturer professionalism through the Professional Standards for College Lecturers.

The approval of the Standard for Provisional Registration (Lecturers in Scotland's Colleges) by GTC Scotland Council and the opening of

this time-limited, transitional route to registration is a further step toward realising the ambitions of the college sector.

### Milestones of the programme

**2018** – There is a national agreement to register all lecturers working in Scotland's colleges through GTC Scotland.

**2019** – Guardianship of the Professional Standards for Lecturers in Scotland's Colleges was transferred to GTC Scotland by the Scottish Government.

**2020** – Dundee and Angus College, Forth Valley College and Glasgow Kelvin College take part in the lecturer registration pilot led by GTC Scotland.

**2021** – Phase 1 of the national registration programme opens for those with a TQFE or GTC Scotland-recognised primary or secondary teaching qualification.

**2022** – Phase 2 of the national registration programme opens for applicants who qualified outside of Scotland.

**2023** – Transitional registration route opens for those lecturers employed in Scotland's Colleges without a TQFE or GTC Scotland-recognised teaching qualification or the equivalent for those qualified outside of Scotland.

# Reactions from CLRWG partners



“Registration with GTC Scotland provides a supportive framework for enhancing lecturer professionalism, ultimately improving outcomes for students and enhancing trust in the teaching

Dr Pauline Stephen  
Chief Executive and Registrar, GTC Scotland

profession. That we have reached this milestone in the college lecturer registration programme is down to strong partnership working, led by the College Lecturer Registration Working Group.”

“Supporting the professional development of lecturers is vital to the ability of colleges to deliver the world-class learning experience our students expect and deserve.

The new route creates significant opportunities to build on the entire range of skills and experience offered by our existing staff. It also embeds our commitment to workforce enhancement by integrating

these into targeted, flexible programmes of training and development that will underpin a lecturer’s progress toward Full Registration with GTC Scotland.

I am convinced the Standard for Provisional (Conditional) Registration will help all our lecturers realise their potential, ensuring quality and innovation are hallmarks of college education in the years to come.”

Audrey Cumberland, Chair of the College Principals’ Group



“We welcome the decision of GTC Scotland Council to approve the Standard for Provisional Registration (Lecturers in Scotland’s Colleges) and provide a new transitional route to registration for all those currently

teaching in the college sector. Like teachers, college lecturers work tirelessly to meet the needs of their students, and all deserve to have their professionalism recognised through registration with GTC Scotland.”

Andrea Bradley, General Secretary of the EIS

“The decision to extend Provisional (Conditional) Registration to college lecturers is an acknowledgement of their professionalism and that teaching in a college requires a body of knowledge and the development of skills and experience to deliver vocational and academic qualifications to a diverse range of learners. This

development would not have happened without the partnership work undertaken through the College Lecturer Registration Working Group and we look forward to continuing collaboration to embed registration across the sector and in so doing, realise a long-standing EIS-FELA policy objective.”

Anne-Marie Harley, EIS-FELA President





# With registration comes recognition

**Graeme Dey, Minister for Higher and Further Education**

High-quality learning and teaching is of integral importance to our ambition to make Scotland a great place to live, learn and work. By committing to Full Registration in the Further Education category of the Register of Teachers, through achieving a GTC Scotland-recognised teaching qualification or equivalent, aspiring lecturers are ensuring that a culture of professional learning underpins our college sector.

Our colleges collectively contribute to a dynamic, diverse and inclusive society and lecturer registration sits at the heart of these values. For our hard-working lecturers currently operating within this sector, registration will provide them with deserved recognition for the central role that they have in ensuring a smooth transition between further and higher education and the world of work.

As college lecturers, daily you will witness the effect that you can have on your learners, communities, and society on a wider scale. Registration with GTC Scotland and showing this togetherness will provide you a platform for recognition for your continued contributions. Career-long professional development and a platform for each lecturer to enhance their personal progress are opportunities that have been created through the lecturer registration programme.

In registering with GTC Scotland, lecturers entitle themselves to protection through the Professional Standards and Code of Professionalism and Conduct.

These standards provide a clear description of the professional practice, knowledge, behaviours, qualities and capabilities that lecturers in colleges are expected to develop, maintain and enhance throughout their careers. Within the fast paced, and often hectic sector that we work in, the Professional Standards benefit our students' experiences and outcomes, given the importance it places on lecturer reflection and development.

Allocating time for some personal reflection is critical in improving performance, and abiding by these standards can only have a positive effect on our sector. The core values underpinning these standards also align directly to how our hard-working lecturers should be perceived. This commitment to our sector embodies the characteristics

that we are looking to instil in our students as they progress from further education into all walks of life.

Delivering quality education and making Scotland a great place to learn is a key ambition of the Scottish Government. In registering in the Further Education category of the Register of Teachers, you are providing us with the best opportunity to pull collectively in the same direction through professional learning and student-centred development.

The fantastic work our college lecturers do is continually recognised internally within the sector but registration with GTC Scotland, will facilitate system-level recognition of quality and continued professional development. The entirety of our education system can, more clearly than ever before, identify and relate to those registered through the professional status they carry whilst delivering qualifications.

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# What registration means for college lecturers

**Following her election as EIS-FELA President in March, Anne-Marie Harley shares her thoughts on college lecturer registration and the news that a new route to registration – Provisional (Conditional) Registration – is now open to the profession.**

The gradual rollout of the registration process has allowed time for more meaningful conversations about the multifaceted nature of college education, its crucial role in delivering positive outcomes for a wide range of learners, and the importance of registration in promoting high-quality teaching and learning. There are three areas I would highlight here:

## **1. Formal recognition as professional educators**

Although college lecturers have qualifications and experience in their own areas of specialism, they are also required to have or attain a recognised teaching qualification. This is central to the role and ensures that when planning delivery, lecturers are qualified to identify, use and subsequently, reflect on the appropriate andragogical approach to meet learners' needs.

This cyclical model of planning, teaching and assessment ensures that students receive high-quality learning experiences, which help them to develop greater independence in learning and problem-solving skills.

This constructivist approach to education goes far beyond a one-dimensional instructional approach. GTC Scotland registration recognises the importance of professional teaching qualifications in preserving high-quality educational experiences for college students.

## **2. Viewed as a career, not just a job!**

As well as maintaining industry standards in their area of specialism, lecturers are also required to develop professional learning in educational approaches. In the past, continuous professional

development (CPD), in many colleges, has been driven by strategic and operational plans, which do not always meet individual needs. This has led to generic and often meaningless CPD, rather than a self-evaluative and reflective practice approach. Handing control back to lecturers will empower them to develop and enhance their own practice, for the benefit of all.

## **3. Developing the professionalism of the sector**

In delivering a Professional Development Award, I have facilitated discussions around the Professional Standards. Previously, some viewed the old Professional Standards as a static model, somewhat removed from practice. With the current Professional Standards being held by GTC Scotland, registration offers an opportunity to bring the Professional Standards to the fore, playing a meaningful role in shaping and developing professional practice, in creative and supportive environments, and in responding effectively to the needs of learners and the local community.

## **What will Provisional (Conditional) Registration deliver for lecturers?**

In approving the Standard for Provisional Registration for lecturers in Scotland's colleges, GTC Scotland has provided an essential transitional route to registration for those lecturers, who currently do not hold a recognised teaching qualification. This allows them to register provisionally on the condition that they will obtain a relevant teaching qualification, within a specified period of time, yet to be determined.

This route is key in ensuring that the professionalism of all lecturers is recognised and to prevent division arising. For too long, we have seen colleagues frustrated as waiting lists for TQFE grow, with access seeming a remote and distant hope.

The requirement to obtain the qualification will shine a light on TQFE provision and

the importance of the sector addressing this backlog, once and for all.

Although Provisional (Conditional) Registration is now available, there is still work ongoing to discuss how it will be rolled out across the sector and over what time period. More information will be available in the weeks ahead, with events being organised to provide an opportunity for lecturers to ask questions about implementation. In the meantime, we need to prepare to build on the progress we have made. There are now more than 3,000 college lecturers on the Register of Teachers – a far cry from the 400 only two years ago! I look forward to the day when all college lecturers are registered and rightly recognised for the essential part they play in the Scottish education system.

**Anne-Marie Harley is EIS-FELA President and has played a key role in the College Lecturer Registration Working Group (CLRWG) and is a member of GTC Scotland Council.**



Anne-Marie Harley

# Routes to registration with GTC Scotland

There are three routes to registration:



## 1. Full Registration in the Further Education category of the Register of Teachers

Eligible applicants will have:

- ✓ a recognised teaching qualification (TQFE or a GTC Scotland-recognised primary or secondary teaching qualification) or equivalent teaching qualification
- ✓ teaching experience.

## 2. Full Registration in the Further Education category of the Register of Teachers through the Qualified outside Scotland (QoS) processes

Eligible applicants will have:

- ✓ a qualifying teaching qualification from outside of Scotland (which includes the rest of the UK)
- ✓ teaching experience.

## 3. Provisional (Conditional) Registration in the Further Education category of the Register of Teachers

Eligible applicants will:

- ✓ meet the Standard for Provisional Registration (Lecturers in Scotland's Colleges)
- ✓ meet the criteria outlined on the application form
- ✓ be employed in a college in Scotland.

Provisional (Conditional) Registration will apply for a period of five years from the date of registration. Lecturers who do not meet the condition attached to Provisional (Conditional) Registration within their designated five-year period may be removed from the Register. For those qualified inside Scotland, qualifications can be assessed through application via the Provisional (Conditional) Registration status route.



# Learning in mini bites

The key is that the college lecturer is at the heart of it and that it delivers impact



“Now, more than ever, it is essential that individuals are at the centre of professional learning planning and this needs to be owned by the practitioner,” says Jonny Rees, Head of Professional Development at College Development Network (CDN). Jonny believes the pandemic has provided an opportunity for colleges to move forward with what they have learned in terms of curriculum design and delivery via mixed-mode professional learning and the importance of taking a holistic approach towards establishing how it can become more effective across the sector. “The key is that the college lecturer is at the heart of it and that it delivers impact – ensuring that the student’s learning experience is the best it can be. CDN is the professional development agency for the college workforce, and we are here to identify the gaps,

provide the tools to the colleges as well as bespoke training where they need it, while remaining mindful of the complexities of time, cost and the many challenges curriculum colleagues face.”

## Identifying learning

In a workforce survey led by CDN, curriculum colleagues outlined that they spent around 25 hours per year on professional learning. “However, we are very mindful of the fact that people do not describe professional learning in the same ways,” says Jonny. “Some will say it involves taking part in a face-to-face training workshop, while for others it is listening to a podcast (both are correct) and there is further work to unpick this and develop a common understanding across the sector.” More than 1,800 members of the college workforce completed the survey, with nearly half of respondents

employed in curriculum delivery roles. “Now that people have experienced different ways of teaching and learning, we wanted to know what they needed to learn more about as well as how they wanted to learn, to enable us to support the workforce and to inform our own sector-wide activity.” More than 20 per cent of respondents felt that they were not getting all the training they needed, with time and cost being significant barriers, and they identified many areas in which they wanted further support. College lecturers outlined that they want more subject-specific CPD opportunities, as well as pedagogy-based professional learning such as behaviour management and project-based assessment, in addition to support to improve their digital capabilities. “While people feel quite confident in using their digital

tools, the very large majority want further training to enhance them.” In addition, respondents wanted further support in areas of equality, diversity and mental health and wellbeing. “While most college staff understand these complex areas, they identified a need for support to further develop their knowledge, especially in more diverse topics,” says Jonny. “There is a feeling across the sector that an added layer of complexity has been added to the lecturer’s role. They are no longer just teaching their subject in a classroom. They also have to be able to support students across a variety of pastoral areas and signpost them for support across a whole host of different topics.”

#### Building support

Working closely with individuals from the sector, CDN is producing 20 videos to tackle the topics identified by the workforce survey as areas in which the workforce identified they needed more support. Jonny says: “Millions of people watch YouTube videos to learn new skills, from programming their central heating to playing an acoustic guitar – and we want college skills training to become just as accessible.” The videos are designed to fit into each college’s wider professional development programme, with some likely to send links to lecturers and

support staff to watch individually, while others may incorporate them into training sessions. They are supported with factsheets and a series of podcasts with lecturers, which will also help college staff to hear discussions about research-informed practice. “I often use the term of ‘looking over the fence’. To me, this means encouraging people to collaborate to see what is outside of their own classrooms, whether that is learning new skills or getting reassurance that what they are doing is right. Teaching at times can be very lonely, so I feel it is important to help foster a community where lecturers can engage and share practice with other lecturers, both in their own college and further beyond. “Producing these mini bites will allow CDN and our college partners to reach far larger numbers of staff than we could by delivering face-to-face training, whether that’s in person or online, and will ultimately benefit students,” says Jonny. “They are conversation starters, helping people to own their practice and encouraging them to dig deeper into the topics.”

