

ANALYSIS OF RESPONSES

TO

'A REVIEW OF  
OCCUPATIONAL STANDARDS  
AND  
NATIONAL GUIDELINES  
ON PROVISION LEADING TO  
THE TEACHING QUALIFICATION  
IN FURTHER EDUCATION  
AND  
RELATED PROFESSIONAL DEVELOPMENT'

**Enterprise, Transport, and Lifelong Learning Department**  
October 2003

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# AN ANALYSIS OF RESPONSES TO ‘A REVIEW OF OCCUPATIONAL STANDARDS AND NATIONAL GUIDELINES ON PROVISION LEADING TO THE TEACHING QUALIFICATION IN FURTHER EDUCATION [TQ(FE)] AND RELATED PROFESSIONAL DEVELOPMENT’

## Background to Analysis

The Consultation Paper was sent to a total of seventy-four organisations. It was also published on the Scottish Executive<sup>1</sup> and FE-PDF<sup>2</sup> web-sites. (You can access the document [here](#)).

There was a total of fifty-five written responses to the Consultation. These responses break down as follows –

FE Colleges:	28 (51 %)
Misc. Bodies:	18 (33 %)
TEIs:	4 (7%)
<u>Individuals:</u>	<u>5 (9%)</u>
<b>Total:</b>	<b>55 (100%)</b>

Feedback to the Consultation was also obtained through a series of five workshops. Four of these workshops were targeted at FE practitioners (although others were welcome to attend) and were held, accordingly, at a range of FE College locations throughout the country. A fifth workshop, which was held on Scottish Executive premises, was for representatives of the four Teacher Education Institutions (TEIs) approved to deliver the TQ(FE) and other relevant stakeholders. About 95 people attended the five workshops in total.

Whilst the tenor of the feedback from the workshops is generally very similar to that of the written responses, any notable differences in emphasis have been highlighted in the body of this analysis. Where over 33% of respondents have not answered a particular question, a breakdown of these respondents has also been provided. **NB:** Whilst not all colleges provided a written response, some contributed to the ASC response and others sent staff to one of the four FE-based workshops. At least 83% of colleges thus contributed to the Consultation in some form or another.

Both respondents in writing and attendees at the workshops were invited to contribute ‘other ideas and suggestions’ beyond those put forward formally by the Department. Where these other ideas and suggestions relate to an area specifically covered in the Consultation Paper, they have been added to the end of the relevant section. Otherwise, they have been summarised at **Annex 1**.

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<sup>1</sup>Go to <http://www.scotland.gov.uk/consultations/education/tqfe-00.asp>

<sup>2</sup> Go to <http://www.fepdfscotland.co.uk/documents.htm>

## **Taking Forward the Review**

A Steering Group has been set up by the Department to help take forward the Review. The following bodies are represented thereon:

- The Association of Scottish Colleges (ASC)
- The FE National Training Organisation (FENTO)
- The FE Professional Development Forum (FE-PDF)
- The General Teaching Council of Scotland (GTCS)
- Her Majesty's Inspectorate of Education (HMIE)
- The Scottish Funding Councils for Further and Higher Education (SFC)
- The Scottish Qualifications Authority (SQA)
- The Scottish Trades Union Congress (STUC)
- The four Teacher Education Institutions (TEIs)

The Steering Group has asked that working groups be set up to look at discrete aspects of the Review. It is expected that these working groups shall be extant from January/February to July/August 2004. They will be tasked with revising the Occupational Standards in relation to Diversity, the Teaching of 14-16 year-olds, and the use of ICT for teaching and learning purposes as well as with exploring the provision of a qualification for first line-managers.

Another area which the Steering Group wishes to explore is the demand for the creation of a professional body for FE. To allow for this, a secondary phase of consultation may be initiated in (early) 2004.

Finally, it is hoped that consideration of other issues – such as changes to entry requirements and the '93 Regulations – can be taken forward in parallel with the above.

## **POSTSCRIPT**

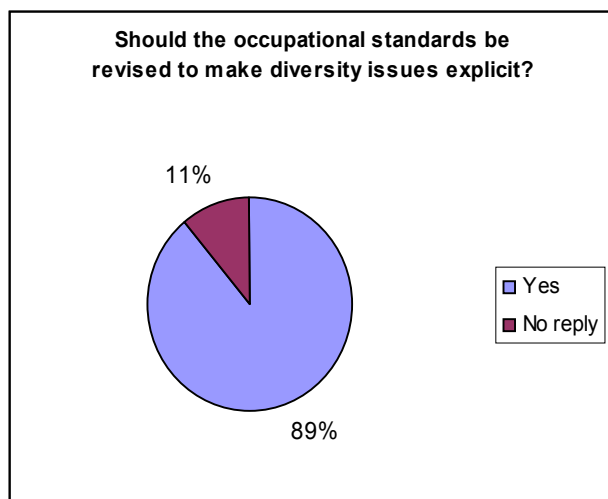
**Please note that this Analysis is intended to be nothing more than a fair and accurate portrayal of the feedback to the Review. While it is certainly hoped that the document will aid the progress of the Review, it has always been the Department's intention that the Review's outcomes should be published separately at a later date.**

**Copies of the Analysis shall be sent to all of the bodies on our original consultation list plus every other party who provided a written response. It shall also be published on both the PDF and Executive web-sites.**

**DIVERSITY ISSUES** (click [here](#))

**Q1: Do you agree that the occupational standards should be revised to make diversity issues explicit?**

Q1	Yes	No	No reply	Total
Frequency	49	0	6	55
Percentage (%)	89	0	11	100



**Graph 1**

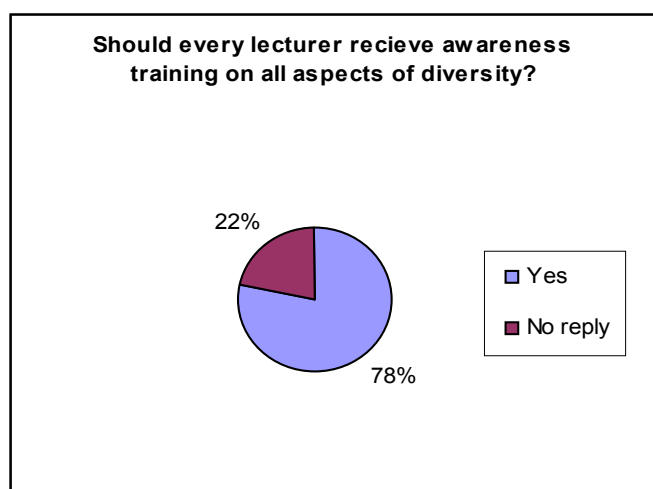
With no objectors, the clear consensus of opinion is that the occupational standards *should* be revised to make diversity issues explicit.

**Q2. If not, can you suggest an alternative way of making provision for diversity issues.**

Two respondents suggested that diversity issues could also be incorporated in courses such as Dip SEN and ESOL, which could subsequently be added to the CPD programme. This would benefit staff requiring more in-depth knowledge.

**Q3. Do you agree that as a minimum, every lecturer should receive awareness training on all aspects of diversity?**

Q3	Yes	No	No reply	Total
Frequency	43	0	12	55
Percentage (%)	78	0	22	100

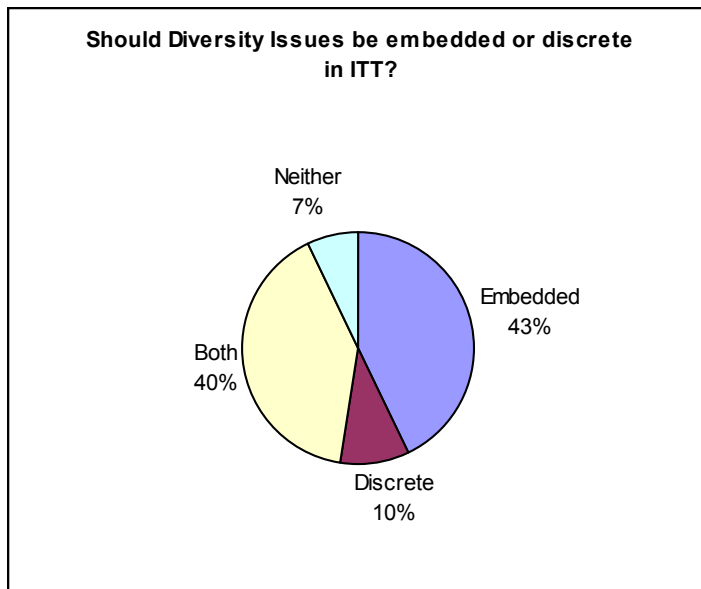


**Graph 2**

As with Q1, no respondents objected to this proposal, although a larger proportion felt unqualified to reply.

**Q4. In the initial training of lecturers, should diversity issues be embedded or should there be a discrete unit?**

Q4	Embedded	Discrete	Both	Neither	Total
Frequency	18	4	17	3	42
Percentage (%)	43	10	40	7	100

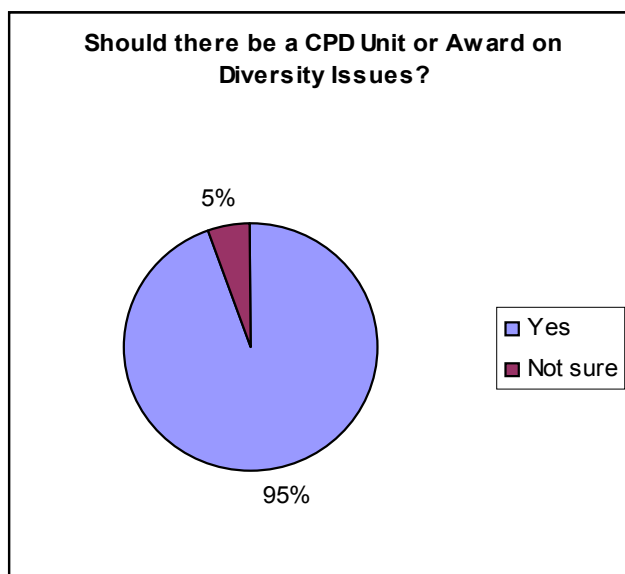


**76% of all respondents answered this question.** Of these, 43% were in favour of diversity issues being embedded while 40% wanted them both embedded *and* discrete. Of the remainder, nearly 10% thought that provision of a discrete unit alone would be sufficient and nearly 7% that the issue should be left to the providers of ITT themselves to deal with.

**Graph 3**

**Q5. Should there be a CPD unit or award on diversity issues?**

Q5	Yes	Not sure	Total
Frequency	36	2	38
Percentage (%)	95	5	100

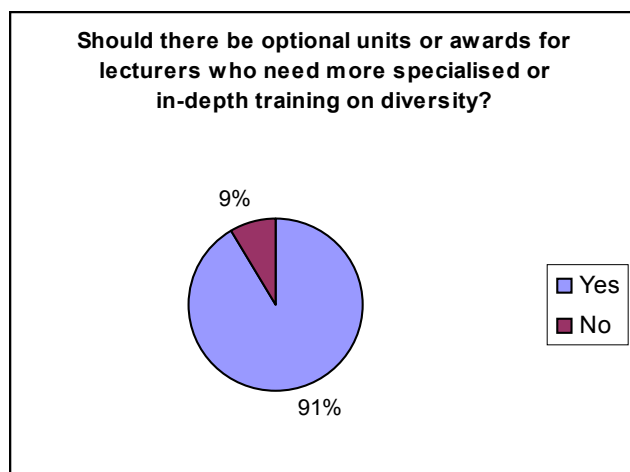


**69% of all respondents answered this question.** Of these, 95% agreed that there should be a CPD unit or award on diversity issues. The remainder were unsure.

**Graph 4**

**Q6. Should there be optional units or awards for lecturers who need more specialised or in-depth training on diversity?**

Q6	Yes	No	Total
Frequency	32	3	35
Percentage (%)	91	9	100



**Graph 5**

**64% of all respondents answered this question.** Of these, 91% agreed that there should be optional units or awards for lecturers who need more specialised or in-depth training on diversity. Over a third (36%) of all respondents chose not to answer this question. These 20 respondents break down as follows –

Colleges:	11
Misc. Bodies:	4
Individuals:	4
TEIs:	1

**Q7. If so, what aspects of diversity should be covered in these optional units or awards?**

40% of all respondents answered this question. The aspects of diversity which this group suggested should be covered are as follows:

- ⇒ Inclusive education (and related legislation)
- ⇒ How to teach students with autistic spectrum disorders
- ⇒ Physical and mental disability (including learning difficulties)
- ⇒ Emotional and behavioural difficulties
- ⇒ Literacy
- ⇒ Socially disadvantaged groups (covering culture, race, gender, age, religion, and sexual orientation)
- ⇒ Using assistive learning technologies

60% of all respondents did not answer this question. These 33 respondents break down as follows:

Colleges:	18
Misc. bodies:	9
Individuals:	5
TEIs:	1

**Q8. Is any other action required to ensure that lecturers are fully trained on diversity issues?**

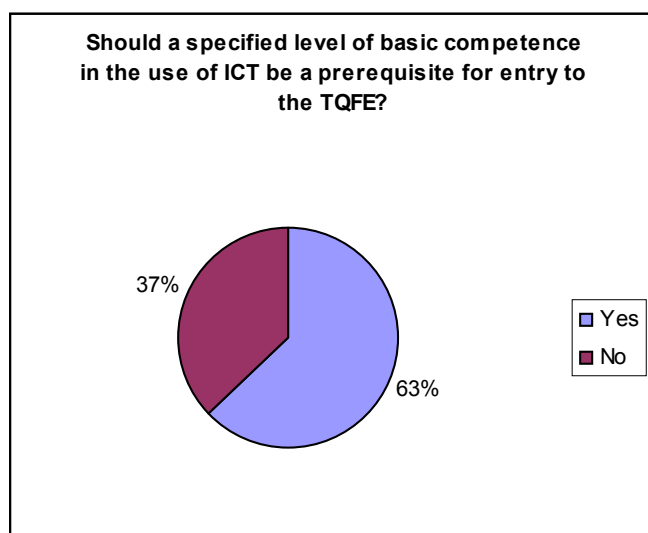
49% of all respondents answered this question. Suggestions put forward by this group were as follows:

- ⇒ Expanding HMI self-evaluation criteria to include diversity issues where colleges would self-audit against defined criteria
- ⇒ Incorporating legislation on diversity into training programmes
- ⇒ Establishing regular in-service training for lecturing staff on best practice
- ⇒ Incorporating diversity issues into staff development (and monitoring to make it a part of lecturers' professional development)
- ⇒ Discrete funding from SE to encourage release of staff for diversity training

DEVELOPMENTS IN ICT (click [here](#))

**Q9. Should a specified level of basic competence in the use of ICT be a prerequisite for entry to the TQFE?**

Q9	Yes	No	Total
Frequency	29	17	46
Percentage (%)	63	37	100



**84% of all respondents answered this question.** Of these, 63% were in favour of the proposal. Those opposed to it argued that it might act as a barrier to people entering the programme and that it was especially unfair on teachers of subjects where ICT skills were not usually required.

**Graph 6**

**Q10. If so, what should this basic level of competence include?**

Application	Frequency	Percentage
Internet/Intranet	25	24
Word processing	24	23
e-mail	21	21
ECDL	10	10
Powerpoint	10	10
Spreadsheets	5	5
Databases	2	2
File management skills	1	1
Web-conferencing	1	1
E-learning/VLEs	1	1
Use of bulletin boards	1	1
Setting up mailing lists	1	1
	102	100

Amongst the basic ICT skills suggested by respondents, use of the Internet, word processing, and use of e-mail had the highest level of frequency. Also figuring strongly were Powerpoint presentation skills and the full ECDL qualification.

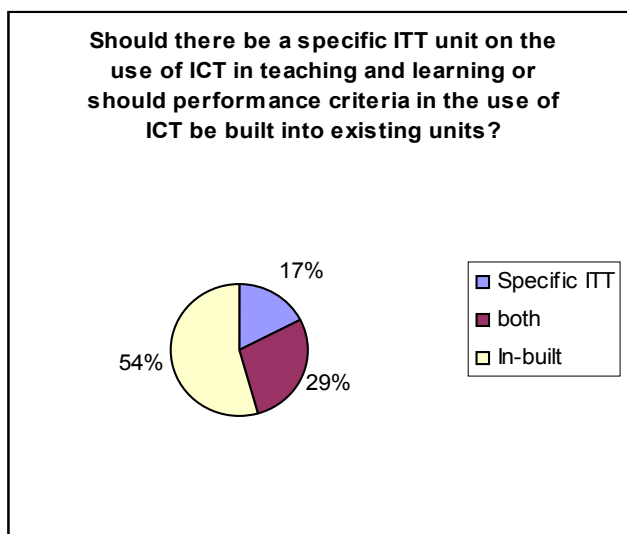
**Q11. What further training do lecturers require in the use of ICT for teaching and learning purposes?**

60% of all respondents answered this question. These suggested training in the following areas:

- ⇒ E-learning/blended learning
- ⇒ Virtual Learning Environments/Communities
- ⇒ On-line learning/tutoring
- ⇒ Use of ICT to address learning and physical disabilities
- ⇒ Powerpoint (incl. delivery of presentations)

**Q12. Should there be a specific ITT unit on the use of ICT in teaching and learning or should performance criteria in the use of ICT be built into existing units?**

Q12	Specific ITT Unit	Built in	Both	Total
Frequency	6	19	10	35
Percentage (%)	17	54	29	100



**64% of all respondents answered this question.** Of these, 54% thought that performance criteria should be built in, 17% that there should be a specific ITT unit, and 29% that *both* approaches should be employed. Over a third (36%) of all respondents chose not to reply to this question. These 20 respondents break down as follows –

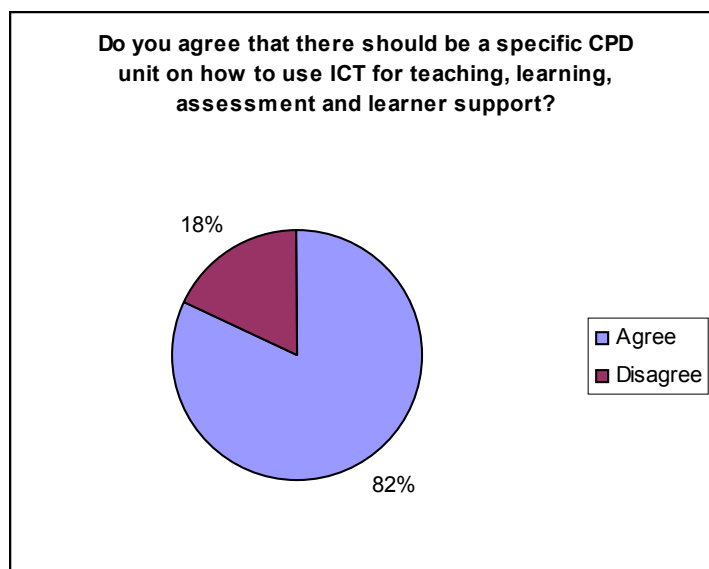
- Colleges: 9
- Misc. Bodies: 8
- Individuals: 3

**Graph 7**

**In the workshops, one group of lecturers and one group of SDOs chose to answer this question. Whilst the lecturers' group was in support of a specific introductory unit, the SDOs' group was of the view that performance criteria should be built in to existing units.**

**Q13. Do you agree that there should be a specific CPD unit on how to use ICT for teaching, learning, assessment and learner support?**

Q13	Agree	Disagree	Total
Frequency	27	6	33
Percentage (%)	82	18	100



**60% of all respondents replied to this question.** Of these, 82% agreed with the proposal. Those that didn't argued that there is less need for a specific CPD unit since such training can be integrated into the staff development framework. Over a third (40%) of all respondents failed to answer this question. These 22 respondents break down as follows –

Misc. Bodies:	11
Colleges:	7
Individuals:	3
TEIs:	1

**Graph 8**

**Q14. Does any other action need to be taken to ensure that lecturers are fully trained in the use of ICT in teaching, learning, assessment and learner support?**

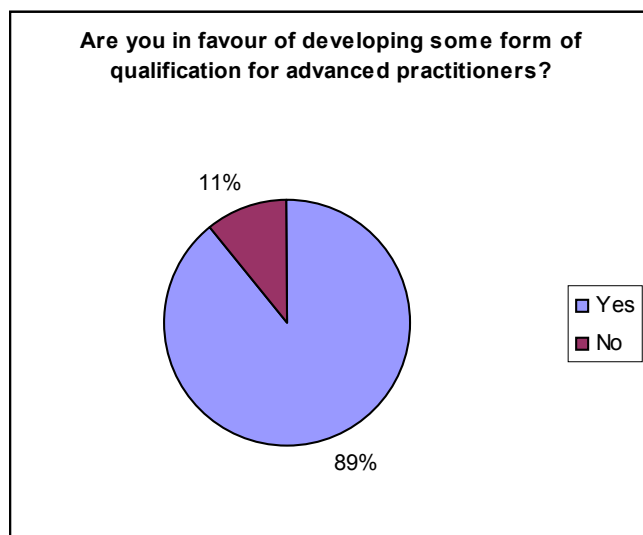
56% of all respondents answered this question. The following summarises the suggestions that were made:

- ⇒ Provide incentive for longer serving staff to update their skills through appropriate training and development
- ⇒ Funding support from SFEFC to encourage staff release
- ⇒ Laptops for lecturers who gain a relevant CPD unit
- ⇒ Make ICT competence in teaching and learning a part of staff development and encourage lecturers to request appropriate training
- ⇒ Continual re-assessment to ensure that staff are familiar with the latest developments
- ⇒ Regular undertaking of CPD (and maintenance of a CPD portfolio)
- ⇒ Availability of units on a wide range of ICT issues (and recognition for undertaking them)

CPD AWARDS (click [here](#))

**Q15. Are you in favour of developing some form of qualification for advanced practitioners?**

Q15	Yes	No	Total
Frequency	41	5	46
Percentage (%)	89	11	100



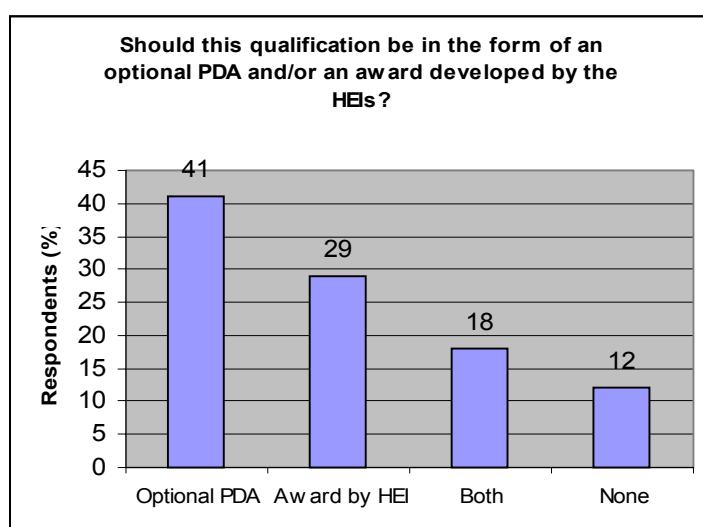
**Graph 9**

**84% of all respondents answered this question.** Of these, 89% were in favour of the idea. Those *not* in favour of the idea offered reasons such as:

- ⇒ It will present the FE sector as wanting to mirror the development of Chartered Teacher Status in schools
- ⇒ Discrete units in aspects relating to specific posts should be developed instead
- ⇒ It will create two tiers of lecturers
- ⇒ It will be too costly for individual colleges

**Q16. If so, should this qualification be in the form of an optional PDA and/or an award developed by the HEIs?**

Q16	Optional PDA	Award by HEIs	Both	None	Total
Frequency	14	10	6	4	34
Percentage (%)	41	29	18	12	100



**Graph 10**

**62% of all respondents answered this question.** Of these, 41% preferred an optional PDA in comparison to 29% who preferred an award developed by the HEIs and 18% who thought that both approaches should be employed. A further 12% argued that advanced practitioners should not obtain any specific qualifications but rather accumulate credit from CPD hours as part of a chartered teachers programme.

**Q17. Do you agree that there is a need for post-initial qualification training and an award in first line management skills?**

Q17	Agree	Disagree	No reply	Total
Frequency	38	0	17	55
Percentage (%)	69	0	31	100

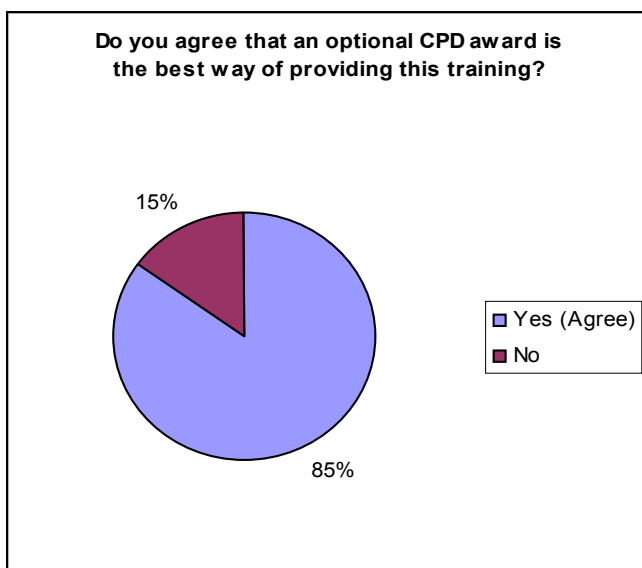


**69% of all respondents answered this question.** Of these, everyone agreed there was a need, with some suggesting that standards like the ones developed by FENTO for management training could be utilised.

**Graph 11**

**Q18. If so, do you agree that an optional CPD award is the best way of providing this training?**

Q18	Yes	No	Total
Frequency	28	5	33
Percentage (%)	85	15	100



**60% of all respondents answered this question.** Of these, 85% agreed that an optional CPD award was the best option. 40% of all respondents failed to reply to this question. These 22 respondents break down as follows:

Colleges:	11
Misc. bodies:	7
Individuals:	4

**Graph 12**

**Q19: If not, can you suggest some other way of providing lecturers with appropriate first line management training?**

10% of respondents to Q17 answered this question also. The following suggestions were made:

- ⇒ Use of pre-existing management training programmes, e.g. those offered by HEIs (3 respondents)
- ⇒ PDA award with flexible delivery should be introduced (2 respondents)
- ⇒ With CPD option, level of expertise requires Masters Level provision (1 respondent).
- ⇒ Specific CPD units preferred because an optional award is unlikely to be meaningful in its coverage (1 respondent)
- ⇒ Separate award based on pre-existing Management Standards (1 respondent)

**ADDITIONAL COMMENTS ON CPD**

From written responses:

- Staff should be encouraged to keep a formal record of CPD undertaken. Existing MAPS software could provide assistance with this.
- A minimum CPD requirement of four days might be useful.

From feedback to the workshops:

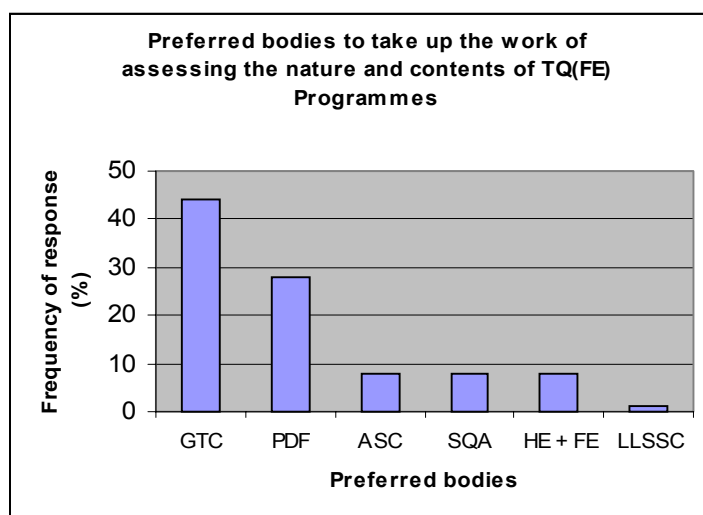
- Any mandatory arrangements in respect of CPD activity would require more resource allocation. (Preferably ring-fenced).
- If mandatory CPD arrangements were to be effective, lecturers would need to be given a set allocation of time for CPD activity
- Need for a framework which puts equal emphasis on acquisition of skills relevant to teaching and learning and updating of industrial/vocational knowledge.

THE 1993 REGULATIONS (click [here](#))

**Q20. Could the work involved in assessing the nature and contents of TQ(FE) programmes be delegated to some other body?**

Q20	Yes	No	Total
Frequency	26	7	33
Percentage (%)	78	22	100

Preferred Body	Frequency of response	Categories of respondents	Percentage (%)
General Teaching Council	11	5 Miscellaneous, 3 TEIs, 3 FE	44
PDF	7	2 Miscellaneous, 5 FE	28
ASC	2	2 FE	8
SQA	2	1 FE & 1 Miscellaneous	8
Partnership between HE & FE	2	1 TEI, 1 FE	8
LLSSC	1	1 FE	4
	<b>Total = 25</b>		<b>100</b>



**Graph 13**

**60% of all respondents replied to this question.** Of these, 78% were in favour of the proposal. As to which body might assume the stated role, the bulk of views expressed were in favour of the GTC on 44% and the PDF on 28%. (Although it is worth noting that the PDF was more popular with FE respondents than was the GTC). 40% of all respondents chose not to answer this question. These 22 respondents break down as follows –

Misc. Bodies: 10  
 Colleges: 7  
 Individuals: 5

**Only one group from the workshops answered this question. This group, which was for senior managers, preferred that the PDF should assess the nature and contents of TQ(FE) programmes.**

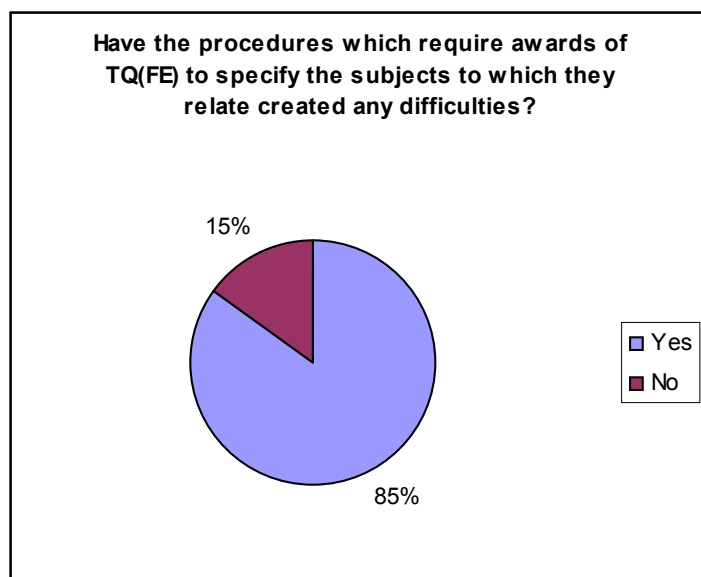
**Q21: Could any other aspect of the process be improved?**

A third of all respondents answered this question. Comments were as follows:

- ⇒ The process should be more transparent and regularly reviewed to reflect the pace of change in FE
- ⇒ What quality assurance mechanism exists for TQ(FE) lecturers?
- ⇒ Revise Occupational Standards
- ⇒ Change period of approval to five years in line with other ITE provision
- ⇒ Standardisation of TQ(FE) course contents and Accreditation of Prior Learning across all four TEIs
- ⇒ Implement only one TQ(FE) programme
- ⇒ Getting rid of some PDAs (which are highly over assessed) can achieve improvement in assessment
- ⇒ Consideration should be given to seconding a small team of Associate Assessors from the sector to work with the Executive on the task of assessment

**Q22. Have the procedures which require awards of TQ(FE) to specify the subjects to which they relate created any difficulties?**

Q22	Yes	No	Total
Frequency	28	5	33
Percentage (%)	85	15	100



**Graph 14**

**60% of all respondents answered this question.** Of these, 85% thought that the procedures which require awards of the TQ(FE) to be subject specific had created or will create problems in the near future in FE. Over a third (40%) of all respondents chose not to answer this question. These 22 respondents break down as follows –

- Misc. Bodies: 14
- Individuals: 5
- Colleges: 3

**If there have been difficulties, please outline:**

- ⇒ It imposes restrictions on the flexible deployment of staff within the curriculum
- ⇒ The problem of subject definition in the context of the changing roles of lecturers
- ⇒ The problem of specifying a subject on which to award the TQ(FE) where the individual possesses many qualifications
- ⇒ The fact that defining the subject area does not take into account the industrial experience and skills the individual has acquired or could acquire at a later stage
- ⇒ The list is not exhaustive and the subject classifications are incomplete in the subgroups
- ⇒ As TQ(FE) is not subject specific in content, “specifying the subject may give a misleading impression that the lecturer has been trained in a subject –specific way”

**Q22. Are there any other aspects of the 1993 regulations causing difficulties?**

- ⇒ FE lecturers wishing to enter secondary education must complete a conversion course despite possession of TQ(FE) and relevant experience
- ⇒ Lack of clarity and standardization (as with the case of the four HEIs awarding different versions of the TQ(FE))
- ⇒ Clarification needed on the level of number and language skills required for entry
- ⇒ TQFE does not currently recognise qualifications such as ‘Learning and Development’ for more than the work-based component.
- ⇒ HNC qualifications not acceptable for entry to TQ(FE)

**In the workshops, two separate groups of senior managers expressed concern that the GTCS should be playing such a prominent role in relation to the TQ(FE) when registration with that body was not in fact compulsory for FE lecturers. One of these groups suggested that the PDF would be a more appropriate body to give advice on how that qualification was managed.**

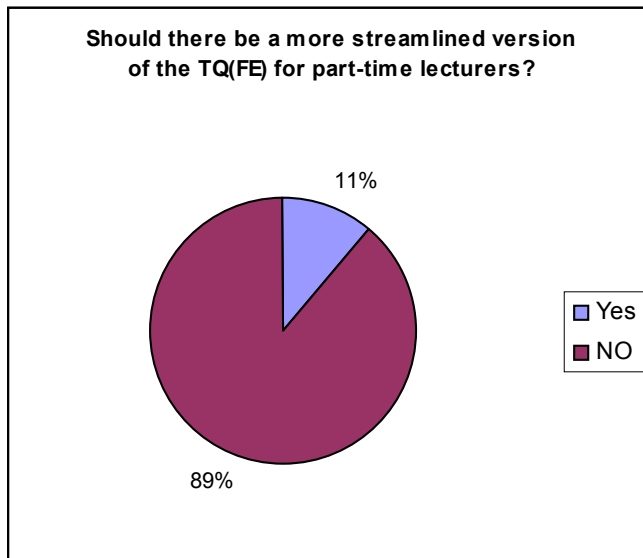
**Q23. Do you have any other comments or views on the 1993 regulations?**

- ⇒ Regulations regarding subject specificity should be changed as soon as possible
- ⇒ There needs to be clear direction on the use of categories
- ⇒ Develop knowledge benchmarks to complement the competencies contained in the National Standards
- ⇒ TQ(FE) should have full parity with the TQ(SE), i.e. 120 credit points
- ⇒ Credit transfer across existing awards is not facilitated by the present structure and there is little opportunity for accreditation of experiential or prior learning
- ⇒ Development of a more consistent content in TQ(FE) programmes will assist development to a uniform national standard
- ⇒ Regulations are outdated and do not reflect the current environment in which lecturers teach (e.g. recent ICT developments, diversity issues)

**SIZE AND LEVEL OF TQ(FE)** (click [here](#))

**Q24 (a). Should there be a more streamlined version of the TQ(FE) for part-time lecturers?**

Q24	Yes	No	Total
Frequency	5	39	44
Percentage (%)	11	89	100



**80% of all respondents answered this question.** Of these, 89% were strongly opposed to the creation of a streamlined version of the TQ(FE) for part-time lecturers. They strongly believed that all lecturers, whether part-time or full-time, should achieve the same qualification. They also expressed concern that streamlining the TQ(FE) would lead to ‘a two tier system’.

**Graph 15**

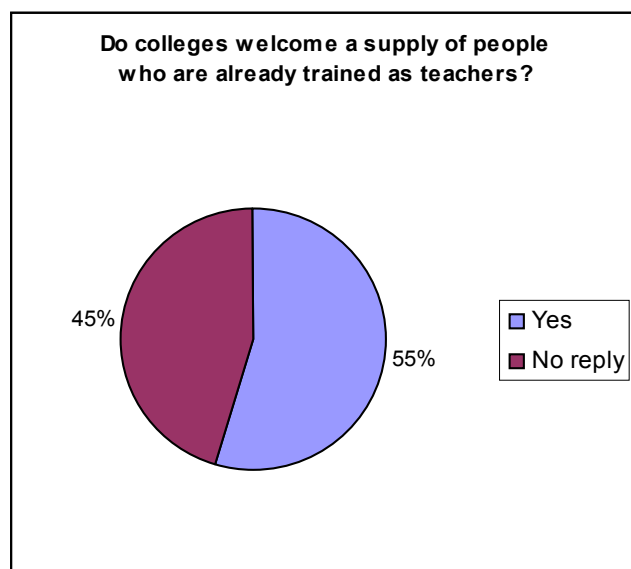
**Q24 (b). If so, what elements of theoretical knowledge would need to be included in this qualification?**

Only 3 respondents provided a response to this question. One of these suggested that the practical work-based element be covered first along with relevant theory such as may be found in the ‘Introduction to Teaching in FE’. Of the remaining two, one said that basic requirements in skills and knowledge should be covered while the other opted for the inclusion of presentation methods, learning styles, assessment, moderation and guidance.

PRE-EMPLOYMENT TQ(FE) (click [here](#))

**Q25 (a). Do colleges welcome a supply of people who are already trained as teachers?**

Q25	Yes	No	No reply	Total
Frequency	30	0	25	55
Percentage (%)	55	0	45	100



**Graph 16**

**55% of all respondents answered this question.** Of these, 100% agreed with the proposition that colleges welcome a supply of people who are already trained as teachers. 45% of respondents did not answer this question. These 25 respondents break down as follows –

Misc. Bodies:	12
Colleges:	7
Individuals:	4
TEIs:	2

**Q25(b). How much scope is there for this type of provision?**

40% of all respondents provided an answer to this question. The following views were expressed:

- ⇒ Ten respondents said that a great deal of scope existed provided the candidates had already gained a relevant amount of industrial/commercial/vocational experience
- ⇒ Two respondents said that there was plenty of scope provided adequate support was made available for staff members entering the profession by this route
- ⇒ Another two respondents were of the opinion that scope existed mainly in non-vocational areas, e.g. Maths, English, business studies. However, staff turnover was low in these areas.
- ⇒ One respondent said that while there are lots of interested individuals, provision of suitable placement places might be a problem — suggested the use of central belt FE colleges (for Jordanhill?)
- ⇒ Another argued that since the demand from prospective students seemed quite small, existing provision should be adequate
- ⇒ Another argued that for a member of teaching staff with TQ(FE) but little teaching experience, the first year of employment should be viewed as probationary

## **ADDITIONAL COMMENTS ON THE TQ(FE)**

From written responses:

- The considerable existing overlap in provision is likely to increase. It would therefore appear sensible, to ensure a more consistent approach to Quality Assurance, to expand the TQ to FE *and* HE.
- Given the increasing collaboration between schools and colleges, it is important that the TQ(FE) is recognised by the GTC. Possession of the PGCE (SE) and PGCE (PE) ensures access to FE but the reverse is not the case.
- The TQ(FE)s awarded by the four providers are at various levels and possess different values. A benchmarking exercise could help to address this.
- Guidelines on remission from teaching while studying for TQ(FE) would be welcomed as this varies throughout the sector.

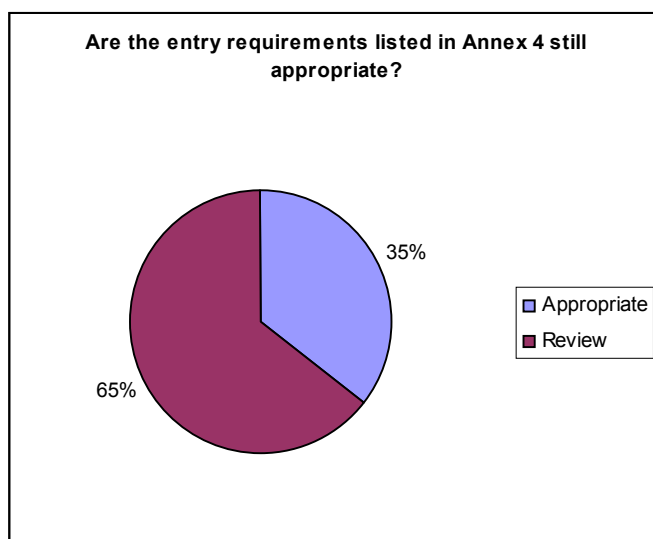
From feedback to the workshops:

- Impose time limit within which new lecturers must become qualified. Could be either TQ(FE) or the standard to commence TQ(FE).
- More collaboration between TEIs. More partnership between FECs and TEIs.
- The programme should aim to develop more practical skills in relation to teaching and learning. In particular, there should be more about classroom management and alternative teaching methods.
- The flexibility of delivery is important.
- Access to TEIs for remote areas should be considered.
- Need to ensure that all staff delivering TQ(FE) have recent teaching/FE experience

MEMORANDUM ON ENTRY REQUIREMENTS (click [here](#))

**Q26. Are the entry requirements listed in Annex 4 (of the Consultation Paper) still appropriate?**

Q26	Appropriate	Review	Total
Frequency	11	20	31
Percentage (%)	35	65	100



**56% of all respondents answered this question.** Of these, 65% thought that the entry requirements needed to be reviewed. 44% of all respondents chose not to answer this question. These 24 respondents break down as follows –

Misc. Bodies:	11
Colleges:	8
Individuals:	4
TEIs:	1

**Graph 17**

Those that favoured review of the entry requirements put forward the following suggestions:

- ⇒ That consideration be given to specialist areas where candidate may have very extensive experiential learning but no formal qualification
- ⇒ That there should be a clear statement as to the language and number skills required of candidates over the age of 23
- ⇒ That there should be a more specific definition of the level of ICT skills required
- ⇒ That only degree level qualifications and above should be acceptable, i.e. no HNCs.

**Two groups from the TEIs' workshop answered this question. Their comments were:**

- ⇒ **That the entry requirements should adhere to the SCQF framework**
- ⇒ **That up to 80% credit transfer for PDA graduates may be unrealistic**

**Q27. Do any other changes need to be made to the entry requirements?**

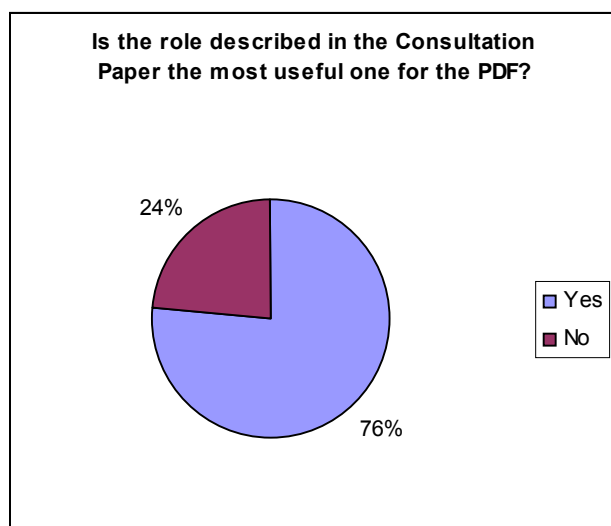
The following suggestions were made:

- ⇒ Identical credit transfer arrangements across the four TEIs
- ⇒ Greater emphasis placed on industrial and/or commercial experience.

**ROLE OF THE PDF** (Click [here](#))

**Q28. Is the role described above the most useful one for the PDF?**

Q28	Yes	No	Total
Frequency	26	8	34
Percentage (%)	76	24	100



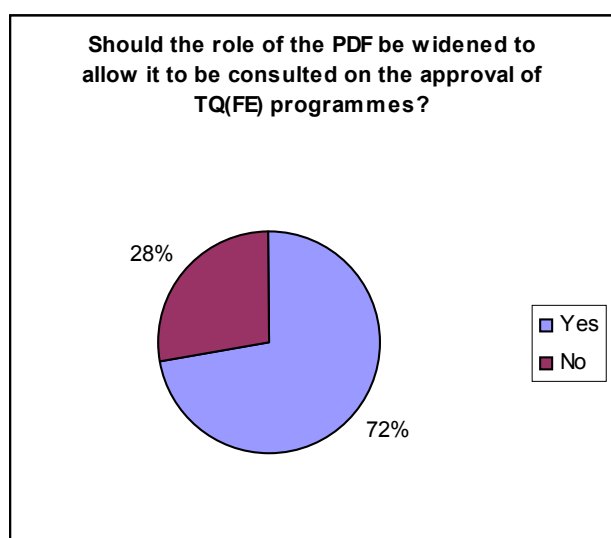
**Graph 18**

**62% of all respondents replied to this question.** Of these, 76 % thought that the description was essentially sound. Those that didn't suggested that the PDF's current functions could be carried out effectively by another body such as the GTC or SQA. Over a third (38%) of respondents chose not to answer this question. These 21 respondents break down as follows –

- Misc. Bodies: 10
- Colleges: 7
- Individuals: 4

**Q29. Should the role of the PDF be widened to allow it to be consulted on the approval of TQ(FE) programmes?**

Q29	Yes	No	Total
Frequency	26	10	36
Percentage (%)	72	28	100



**Graph 19**

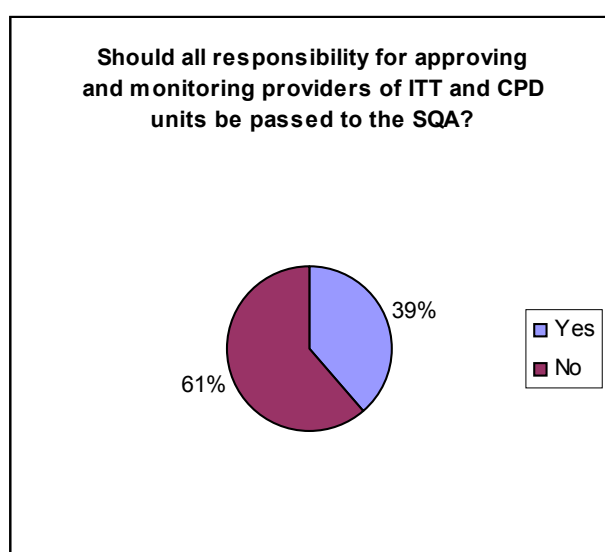
**65% of all respondents answered this question.** Of these, 72% agreed that the role of the PDF should be widened to allow it to be consulted on the approval of TQ(FE) programmes. Amongst those that took the opposing view (5 FE, 4 TEIs, 1 Misc. Body), some argued that since the GTCS and SQA perform similar functions, and have well tried and tested systems, that function should be carried out by either of them. Over a third (35%) of respondents chose not to answer this question. These 19 respondents break down as follows –

- Misc. Bodies: 10
- Colleges: 5
- Individuals: 4

**In the workshops, lecturers, SDOs, and senior managers all broadly agreed that the PDF should be consulted on the approval of TQ(FE) programmes. Attendees at the TEIs' workshop, however, thought that the GTCS should act as the lead body in this area.**

**Q30. Should all responsibility for approving and monitoring providers of ITT and CPD units be passed to the SQA?**

Q30	Yes	No	Total
Frequency	12	19	31
Percentage (%)	39	61	100



**56% of all respondents answered this question.** Of these, 61% were *not* in favour of passing responsibility to the SQA. Those that were argued that it would streamline the process and thus enhance speed. 44% of all respondents chose not to answer this question. These 24 respondents break down as follows –

Colleges:	9
Misc. Bodies:	9
Individuals:	5
TEIs:	1

**Graph 20**

Those respondents that were *not* in favour of the suggestion gave the following reasons:

- ⇒ Partnership approach safer
- ⇒ The current arrangement is working effectively
- ⇒ The PDF offers a more knowledgeable input to approval
- ⇒ Passing all responsibility to the SQA could open up delivery to providers who are not up-to-date with developments in FE

**In the workshops, all those that responded to this question (two groups of SDOs and one group of senior managers) favoured a continued joint approach involving the SQA and PDF.**

**Q31. Do you think that any other changes should be made to the role of the PDF?**

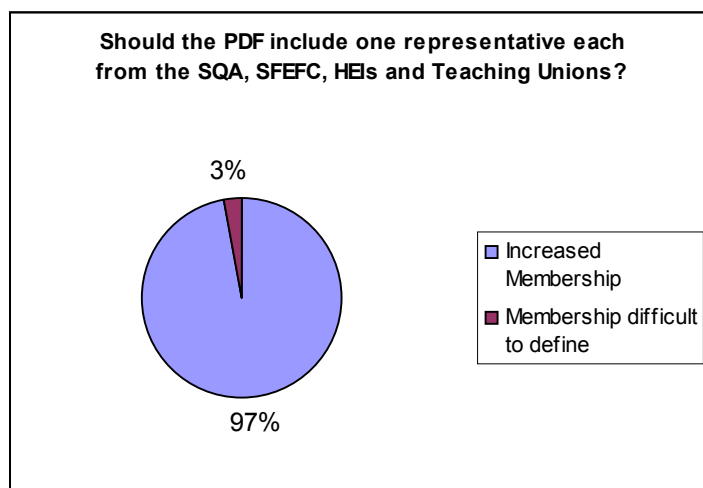
53% of all respondents chose not to reply to this question, with a further 18% arguing that no changes were required. The remainder had the following suggestions to make:

- ⇒ Should play a key role in reviewing the CPD framework in light of the Scottish Credit and Qualifications Framework
- ⇒ Employers should determine what training is appropriate
- ⇒ Future roles must complement not conflict with other roles
- ⇒ Should explore GTC recognition of all staff with TQFE

**MEMBERSHIP OF THE PDF** (Click [here](#))

**Q32. Should the PDF include one representative each from the SQA, the SFEFC, the HEIs and the Teaching Unions?**

Q32	Increase Membership	Membership difficult to define	Total
Frequency	34	1	35
Percentage (%)	97	3	100



**Graph 21**

**64% of all respondents answered this question.** Of these, all but one agreed that the membership of the PDF should be increased. This one respondent said that the membership of the PDF was difficult to define until a clear remit for the body had been agreed. Above a third (36%) of all respondents chose not to answer this question. These 20 respondents break down as follows –

Misc. Bodies: 9  
 Colleges: 6  
 Individuals: 3  
 TEIs: 2

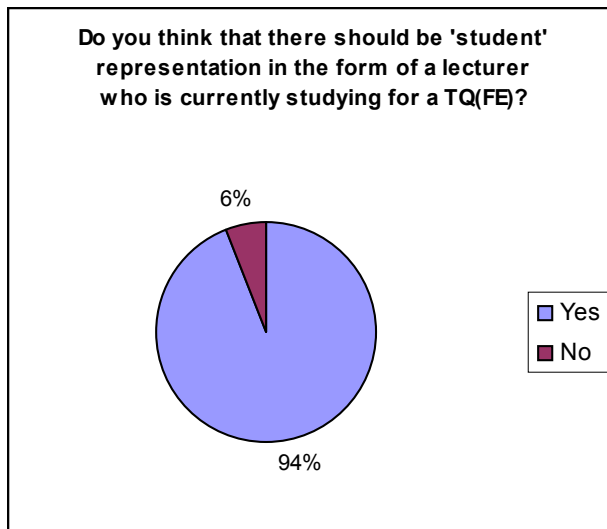
Of the 34 respondents who thought that PDF membership should be increased, some offered additional comments as follows:

- ⇒ 20 respondents (57%) (14 FE, 6 Misc. Bodies) completely agreed that the four bodies mentioned should each have a representative on the PDF
- ⇒ 2 respondents (1 FE, 1 Misc. Body) suggested that in addition to the four bodies mentioned, the SFEU should be given representation
- ⇒ 2 respondents (both TEIs) suggested that each of the four TEIs should be represented
- ⇒ 2 respondents (1 FE, 1 Individual) were of the opinion that the membership should only be expanded to include a member of the SQA

**In the FE-based workshops, two groups (SDOs) were broadly in favour of the idea whilst another (senior managers) was firmly against it. At the TEIs' workshop, one group suggested that the Institute for Learning and Teaching should be included and the TEIs be given more than one place.**

**Q33. Do you think that there should be ‘student’ representation in the form of a lecturer who is currently studying for a TQ(FE)?**

Q33	Yes	No	Total
Frequency	32	2	34
Percentage (%)	94	6	100



**Graph 22**

**62% of all respondents replied to this question.** Of these, 94% agreed to the idea of student representation in principle. However, there were concerns from the same group that a student who was ‘currently studying for a TQ(FE)’ might not be objective enough in his or her attitude towards the programme. It was also noted that the student would be reflecting the qualities of only one of the four programmes on offer. Over a third (38%) of respondents chose not to answer this question. These 21 respondents break down as follows –

Colleges:	8
Misc. Bodies:	8
Individuals:	3
TEIs:	2

The following ideas were put forward by those in favour of student representation:

- ⇒ Representation in the form of a lecturer who has gained his/her TQ(FE) within the last two years
- ⇒ Representation from all four TEIs on a rotational basis

**At the workshops:**

- One group (lecturers) was in favour of the idea
- One group (senior managers) was against the idea
- Two groups (one groups of lecturers and one group of SDOs ) thought that a recent student of TQ(FE) might be preferable to a current one

**Q34. Are there any other changes that need to be made to the membership of the PDF?**

- ⇒ Representatives should be added from FENTO and the emerging Lifelong Learning Sector Skills Council to raise awareness of developments in the UK and Europe
- ⇒ Representation from Industry and Commerce, Equal Opportunities Commission, Commission for Racial Equality, and Disability Rights Commission
- ⇒ Selection process for inclusion on the PDF needs to be more transparent; PDF must be seen to be fully representative of the Sector

**In the workshops, one group of SDOs said that if the Equal Opportunities Commission, Disability Rights Commission and Commission for Racial Equality were merged into one organisation, a representative from that organisation should certainly be considered for membership of the PDF.**

**ADDITIONAL COMMENTS ON THE PDF**

From written responses:

- Consideration should be given to the publication of some form of report of the working of the PDF to be made available to stakeholders.

## ADDITIONAL COMMENTS

As well as answering specific questions from the Review, many participants took up the Department's invitation to provide additional comments on how the training and development of FE lecturers could be improved. Where these additional comments relate to an area specifically covered in the Consultation Paper, they have been added to the relevant section of the Analysis. Otherwise, they have been summarised here. **NB:** Unless otherwise stated, the comments in this annex derive from *written* responses to the Review.

### 1. Need for a Professional Body

- A significant number of participants expressed a desire for the establishment of a body representing the professional aspirations of staff in the FE sector. This need was especially emphasised by attendees at the four FE-based workshops, although some written responses<sup>3</sup> also took the same view. The role envisaged for such a body would range from administering a professional 'license to practice' to establishing qualification routes and setting lecturers' requirements for CPD.
- The majority view of these participants was that membership of such a professional body should be mandatory for all FE lecturers.

### 2. Initial Teacher Training (ITT)

- Within the PDA Advanced Certificate, the unit "Evaluate the Teaching and Learning Experience" is pitched at an inappropriate level as it looks at the whole self-evaluation process. Consideration should be given to retaining the element relating to self-evaluation within a teaching context but removing the wider aspects into the Diploma unit "Support Continuous Quality Improvement".
- Within the Diploma, the unit "Coaching the Individual Learner" should be moved from Core to Option as not all staff will be directly involved with this. The unit "Managing Disruptive Behaviour" should be a compulsory element.
- Lecturers starting a career in FE have identified the following practical needs: ITT, Managing Classroom Behaviour, Overcoming Barriers to Learning, Diversity Issues (DDA & RRA), IT Skills, Lesson Planning, Lesson Delivery, A & V units, Assessment Skills, Operation and Management of FE Colleges.
- The two credit-bearing PDAs are a long route to achieve TQ(FE).

### 3. Revising the Occupational Standards

- Remove references to the C and D units and align with the FENTO standards.
- The National Index should be developed further to enable identification of development routes. It should be possible for a lecturer using these routes to plan his/her required development from ITT or CPD, including specialist roles.
- It would be helpful if dialogue on best practice could occur early in the life of the new Sector Skills Council.

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<sup>3</sup> 11 out of the 55 written responses (20%) recommended either that registration with the GTCS be made compulsory or that in general terms the option of a professional body be explored. A further two written responses recommended that a formal record of CPD be established within the sector.

#### **4. General Remarks**

- Delivery of ITE/CPD modules in collaboration with schools and teacher training institutions should be considered. The reason is that this may help to promote more effective planning and delivery of learning and teaching across the schools/college divide. Consideration should also be given to issues that may arise in college lecturers teaching younger age groups of students.
- Differential between FE and HE. Many FE staff are now teaching on degree programmes, often to Year 3. There is no similar requirement for staff working in universities to have any form of teaching qualification.
- The consultation focuses on staff development for lecturing staff. However, this does not take account of staff development of non-lecturing staff or the need for teaching staff to update their knowledge in the subject areas they teach. We ask you to consider this in the context of the Review.
- It would be helpful to define criteria for equivalence and also to compile a list of commonly held qualifications that are deemed to be equivalent. Extended equivalence might include: the Diploma in English Language Teaching to Adults as accredited by the British Council, CELTA, the qualification in primary school education, the qualification in physical education, and the qualification in community education.