

REVIEW OF SCOTLAND'S COLLEGES

**WORKING GROUP: STAFFING, LEARNERS AND
LEARNING ENVIRONMENTS**

SUBGROUP: PROFESSIONAL DEVELOPMENT OF STAFF

**Estimated Costs of Phased Introduction of Teacher Training for All College
Lecturers**

Introduction

1. This paper outlines, on a preliminary basis, the estimated costs of different options for staging the introduction of teacher training for all new college lecturers.

Estimated Numbers

2. Figures on the numbers of lecturers who hold different types of teaching qualifications are compiled by the Funding Council, as part of the Staffing Return, on the basis of annual returns from colleges. Latest figures, which are for academic year 2004/05, are reproduced at Annex 1. We have used the figures in this table to produce estimates of the numbers of both existing and new lecturers who are likely to require teacher training – although members should bear in mind that the Ministerially-agreed recommendations apply only to new lecturers.

3. Looking first at existing lecturers, we have assumed that all those who do not already hold a TQ(FE) or equivalent will be expected to undertake appropriate training. To obtain an estimate of how many existing lecturers are likely to require training, we have added the numbers who hold some 'Other Teaching Qualification', are 'Qualified but not teacher trained' or are 'Unqualified'. Using this method, the figures in the table at Annex 1 suggest that 1,045 permanent full-time lecturers, 809 permanent part-time lecturers and 4,865 temporary lecturing staff require further training.

4. To obtain an estimate of how many new lecturers are likely to require teacher training, we have assumed that the total number of lecturing staff employed by colleges is likely to remain at existing levels and that there is an annual turnover rate of 10%. While we believe that this turnover figure is on the high side, we think that it is better to play safe and over-estimate rather than under-estimate the numbers that are likely to require training.

5. The figures in the table at Annex 1 show that in 2004/05 colleges employed a total of 4,675 permanent full-time lecturers. If we assume that numbers remain at roughly this level and that there is 10% turnover, colleges will have to appoint around 468 new permanent full-time lecturers each year. The same method of calculation suggests that colleges will have to appoint around 167 permanent part-time lecturers and 681 temporary lecturing staff in any given year.

Estimated Costs

6. In an earlier paper, we provided estimates of the cost of completing an initial teacher training Professional Development Award (i.e. the Advanced Certificate in Further Education) and the TQ(FE). We have used these figures to estimate the cost of all existing and new lecturers becoming fully trained within different timescales. In estimating costs we have also worked on the assumption that all permanent lecturers should gain a full TQ(FE), while all temporary lecturing staff should gain at least a basic grounding in teaching methods.

7. Estimated costs are shown in the table at Annex 2 (separate spreadsheet). The table shows the estimated costs of training all existing and new lecturers over a one year, three year or five year period.

Capacity of the Teacher Education Institutions (TEIs)

8. At present, the three universities which provide TQ(FE) programmes have the capacity to take a total of around 450 students each year. They, therefore, do not have the capacity to train all existing and new lecturers within a single year. Even if implementation is phased over a three year period, the TEIs would probably have to give priority to training new lecturers and fit in as many existing staff as possible. While the TEIs may be willing to increase their capacity, they would probably need to be convinced that they could expect an increased volume of business for a reasonable period of time.

Other Considerations

9. Funds to cover the costs of staff training and development are currently included in colleges' main recurrent grant. If additional funds are allocated to colleges in which there are lower numbers of qualified staff, there could be some resentment from colleges which appear to have used their resources more efficiently. Members will need to think about how best to encourage colleges with lower proportions of qualified staff to improve their position while not discouraging those with higher levels of trained lecturers from continuing their good work.

Conclusion

10. This paper is designed to provide a starting point for consideration of options. It contains a number of assumptions, and members will note that variations on these assumptions can have a significant impact on projected costs and practical timescales.

11. Members are invited to discuss these options and the underlying assumptions with a view to arriving, in due course, at practical recommendations.

**Further & Adult Education Division
Enterprise, Transport & Lifelong Learning Department
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Annex 1

Table 2: Number of teaching staff (headcount) by qualification and type of employment, 2004-05

Teaching qualification	Headcount					
	Teaching					
	Permanent		Temporary		Total	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Teacher Qualification Further Education, TQ(FE), or equivalent	3,630	865	20	1,923	3,650	2,788
Other Teacher Qualification (TQ), or equivalent	538	373	41	1,067	579	1,440
Qualified but not teacher trained	490	412	35	3,380	525	3,792
Unqualified	17	24	1	341	18	365
Total	4,675	1,674	97	6,711	4,772	8,385

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Source: Statistics Branch, Scottish Funding Councils for Further and Higher Education.

See separate spreadsheet.