

**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 New College  
Lecturers**

**Introduction**

1. This paper estimates the costs of implementing Ministerially agreed recommendations relating to teacher training for newly appointed college lecturers. It also identifies, and proposes solutions for, a number of practical issues relating to implementation.

**Context**

2. Members will recall that the group has been charged with developing recommendations and providing advice on the Ministerially-agreed recommendations relating to teacher training for new lecturers. The group, like all RoSCo working groups, is not asked to directly set Scottish Executive policy, nor to implement recommendations.

3. The Ministerially-agreed recommendations are that :

- permanent full-time lecturers should be required to gain a teaching qualification in further education (TQ(FE)) within three years of taking up appointment;
- permanent part-time lecturers should be required to gain a TQ(FE) within five years of taking up post;
- temporary lecturers whose contract lasts for at least an academic year and includes nine or more hours of class contact each week should be required to complete the *Advanced Diploma : Teaching in Further Education : An Introduction*; and
- where colleges use contracts which last for less than an academic year or where a lecturer is contracted to more than one college, a temporary lecturer whose contracts include a total of 360 or more hours of class contact time should also be required to complete the *Advanced Diploma : Teaching in Further Education : An Introduction*.

4. We are currently in a strong position in relation to teacher training, particularly for permanent full time teaching staff, almost 80% (per SLEWG-SG-P04) of whom hold a full TQ(FE) or equivalent. In addition, TQ(FE) trends in recent years are generally positive, although 9 Colleges report increasing numbers of unqualified teaching staff between 2002/03 and 2004/05 (previous papers SLEWG-SG-P04 and P06 refer).

5. Factors such as staff turnover, the significant number of part time and/or temporary staff employed, and policy developments elsewhere in the UK all mean that implementing the recommendations will not be straightforward, and success will require sustained effort from Colleges, teacher education institutions, and other key stakeholders.

### **Estimated Numbers**

6. 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 new lecturers who are likely to require teacher training. While members will recall that the Ministerially-agreed recommendations apply only to new lecturers, they will also recall that there is no desire to discourage Colleges from continuing to support existing staff to gain relevant PDAs and/or TQ(FE).

7. 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 8%. We have reduced this figure from our earlier estimate of 10%, on the grounds that where College staff development officers commented on staff turnover they consistently expressed the view that turnover was below 10%. Our assumed rate is consistent with the 'Profiling the Workforce in Scotland's Colleges' report (October 2006) which notes that "[staff turnover] rates quoted varied from 2.4% for teaching staff to about 7-10% of core permanent staff" (p.17). Looking forward towards implementation, this could have a significant impact on the timescale within which proposals can be fully implemented, and **we would recommend that information on turnover, at individual College level, is taken into account during the implementation phase.**

8. 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 8% turnover, colleges will have to appoint around 375 new permanent full-time lecturers each year. The same method of calculation suggests that colleges will have to appoint around 135 permanent part-time lecturers and 545 temporary lecturing staff in any given year.

### **Estimated Costs**

9. 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 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.

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

### **Capacity of the Teacher Education Institutions (TEIs)**

11. 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**

12. 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.

13. A range of practical issues were mentioned by those with whom we discussed an earlier version of this paper. These included, in addition to points noted above:

- capacity constraints among Colleges themselves, both to allow staff to undertake/mentor those undertaking the Advanced Diploma and TQ(FE), and to allow for backfill;
- the question of remission, and in particular whether a recommendation should be made as to a reasonable level. On balance, we do not propose to make such a recommendation as we believe that it is appropriate for Colleges to decide this themselves. Nonetheless, we would emphasise that, from responses in spring 2005 from 30 Colleges, remission costs were the largest element of total TQ(FE) costs – although they varied substantially from College to College;
- the question of which College should be responsible, financially and operationally, for ensuring that temporary part time staff who teach at more than one College, gain an appropriate qualification; and
- for lecturers where it is appropriate to prioritise gaining an assessor/verifier qualification over a PDA/TQ(FE), and for other specialised lecturers (such as ESOL) where other teaching qualifications are common, whether the timescales set out above are reasonable.

## **Conclusion and recommendations**

14 Annex 2, attached, indicates that it would cost over £7.7m to implement the recommendations within one year. Given the capacity constraints faced both by TEIs, and Colleges themselves, outlined above, it would perhaps be more prudent **to recommend that implementation is phased over 3 years, with an estimated annual cost of approx. £2.6m.**

15 Given uncertainties regarding turnover, and other practical considerations such as those outlined at paragraphs 11-13 above, **we recommend that an implementation group is set up, and would suggest that a PDF sub group, involving representation from Colleges, TEIs, SFC, HMIE, the Scottish Executive and EIS is convened, with a monitoring role.** A key aspect of this group's work will be to ensure that any funding is distributed equitably, in a manner which increases qualification rates at those Colleges where it is low, but in a manner which is perceived as fair by those Colleges which have invested heavily in staff development in the past.

**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
<b>Total</b>	<b>4,675</b>	<b>1,674</b>	<b>97</b>	<b>6,711</b>	<b>4,772</b>	<b>8,385</b>

Date Created:

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

See separate spreadsheet.