Item 08
For Noting

GLASGOW KELVIN COLLEGE

Learning and Teaching Committee – 27 January 2021

GTCS Pilot Update

Report by Director of Human Resources

1. Introduction

The purpose of this report is to provide members with an update on the General Teaching Council (GTCS) Pilot.
Members will be aware that Lecturing staff require professional registration with the General Teaching Council (Scotland) (GTCS) as per NJNC **Circular 03/18**.

The Lecturing staff at Glasgow Kelvin College are part of the first group of lecturing staff who are required to register with the GTCS as identified by the College Lecturers' Registration Working Group. Glasgow Kelvin College is one of three colleges participating in the initial pilot project. The project is a joint initiative with GTC Scotland, EIS-FELA, Colleges Scotland, the Scottish Government and universities offering the TQFE.

2. Professional Registration (GTCS)

2.1 Pilot Launch

The National launch of the pilot College Lecturer Registration Project took place on 03 November 2020. The College issued a communication mirroring the National communication to all teaching staff (attached to this report) to announce the launch of the Pilot at Glasgow Kelvin College.

Registration process for lecturers at Glasgow Kelvin College, who hold a TQFE or equivalent (currently a recognised Primary or Secondary teaching qualification with experience in Further Education) commenced on 23 November 2020. A total of 73% of Glasgow Kelvin lecturing staff are eligible to register.

The College continues to support lecturing staff to undertake the TQFE however there is a financial impact due to the significant costs associated with programme fees and the remission from class contact. It should be noted that alternative routes to registration other than the possession of a TQFE will be considered as part of the pilot which may assist to reduce the financial implications.

2.2 GTCS Workgroup - Glasgow Kelvin College

The College established a GTCS Workgroup, remit attached as appendix 1, to manage and progress the pilot, the Workgroup membership consists of representatives from Human Resources and Organisational Development, management, EIS-FELA and a Senior Education Officer (Further Education and Professional Learning, GTC Scotland.

During the pilot, which runs from November 2020 to March 2021, GTC Scotland will work closely with the College to test, review and feedback on systems and processes for lecturer registration. The Workgroup meets every two weeks.

In addition the College's GTCS Workgroup will develop and implement an internal selection process for teaching staff for TQFE.

As part of the launch the College, in partnership with GTC Scotland and EIS-FELA, delivered two sessions in December 2020 which provided an introduction to GTCS registration to teaching staff, 89% of teaching staff participated. A copy of the live presentation has been uploaded to the College website for those teaching staff who were unable to attend.

A session for promoted teaching staff and line managers in their role as a reviewer in the process will be delivered by the end of February 2021.

At the time of writing this report 41% of teaching staff were in the process of completing their application. The deadline for registration has been extended to 31 January 2021 and a letter has been issued to all lecturers who are eligible to register.

2.3 College Lecturers' Registration Workgroup - National

The National College Lecturers' Registration Working Group are working to a schedule that will see registration opening for all lecturers with TQFE (or equivalent) from 1 August 2021. The anticipated timescale for the conclusion of the registration process of all college lecturers is 1 August 2022.

It is acknowledged that lecturing staff are currently unable to register with the GTCS until they have achieved an appropriate qualification. The College Lecturer Registration Working Group which consists of representatives from Colleges Scotland, College management, the General Teaching Council Scotland and the EIS, are currently considering routes to registration in addition to holding a TQFE. Given the financial challenges facing the Further Education Sector alternative routes to registration may be of benefit.

Further information and FAQs can be accessed on the GTC Scotland website at **www.gtcs.org.uk/college**

3. Resources Implications

The provision of support, as agreed under NJNC Circular 03/18 requires the payment of all associated fees by the College in addition to staff receiving remission on the basis of 150 hours reduction in class contact time over an academic year. The College is supporting a total of five lecturing staff to undertake the TQFE in session 20/21. In addition to the cost associated with the programme, 750 hours remission from class contact and the provision of class cover the cost is in the region of £40k. The total remission from class contact applies regardless of the duration of study period and/or fraction of contract. Therefore, the cost to the College of supporting staff to obtain the TQFE is significant, this is a particular challenge at a time when it is expecting to be under severe financial pressure in the coming years. Given the financial challenges facing the College alternative routes to registration would be of benefit.

4. Equality

There are no equality issues identified as a result of this item.

5. Risk and Assurance

There are no risks have been identified as a result of this item.

6. Data Protection

The College has signed an appropriate Data Sharing Agreement with the GTCS in respect of providing staffing data for teaching staff.

7. Recommendations

Members of the Committee are recommended to:

i. note the content of this report and its appendices.

8. Further Information

Further information on the content of this report can be obtained from D Shiels, Director of Human Resources (dshiels@glasgowkelvin.ac.uk)

Appendix 1

Glasgow Kelvin College

General Teaching Council Scotland

College GTCS Workgroup

Remit

1. Membership

The membership of the Workgroup shall consist of:

- Director of Human Resources - Doreen Shiels
- Senior Human Resources Business Partner - Elaine Mitchell
- Quality and Organisational Development - John Gallagher
- FELA/EIS Representative - Mark Dewar
- Director of Learning Innovation and Curriculum - Andy Allan
- Communications and Planning Manager – Lesley Lang
- Senior Education Officer (Further Education and Professional Learning - Vikki Robertson

2. Meetings

Meetings shall be held in accordance with the agreed schedule.

3. Remit

i. work in partnership with GTCS to progress and complete the pilot within the agreed timescale

ii. develop communications to promote the GTCS to teaching staff

iii. develop and deliver briefing sessions with staff re GTCS

iv. provide information and respond to questions from staff

v. oversee the provision of the data to be shared with GTCS

vi. support staff regarding eligibility for registering with GTCS

vii. monitoring progress of the Pilot and feedback to GTCS to assist improve the implementation of GTCS registration nationally

viii. TQFE – develop and implement a selection process for teaching staff for TQFE

APPENDIX 2

Bringing professional registration to college lecturers

Inspiring Lecturers

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gtc SCOTLAND GENERAL TEACHING COUNCIL FOR SCOTLAND

Scottish Funding Council Comhairle Maoineachaidh na h-Alba

colleges scotland

eis The Educational Institute of Scotland

Lecturer registration begins in three colleges

Colleges and lecturers are working with GTC Scotland to test processes for lecturer registration

Three of Scotland's colleges are taking part in the lecturer registration pilot led by GTC Scotland.

The colleges are Dundee and Angus College, Forth Valley College and Glasgow Kelvin College. The project will begin registering lecturers from the three colleges who hold a Teaching Qualification in Further Education (TQFE) or a recognised primary or secondary teaching qualification with service in Further Education.

During the pilot, the colleges and participating lecturers will work closely with GTC Scotland to test, trial and feed back on systems and processes for lecturer registration.

The work undertaken in the pilot will help ensure that GTC Scotland's systems and processes are optimised for the roll out of registration across the college sector.

Why are lecturers registering with GTC Scotland?

The college lecturer registration programme is being carried out in response to the May and November 2017 National Joint Negotiating Committee Agreements, which require registration of college lecturers with GTC Scotland.

The pilot is a key milestone in the work being undertaken by the cross-sector College Lecturer Registration Working Group (CLRWG) which was tasked with establishing requirements and pathways for mandatory registration of college lecturers in Scotland. The stakeholders in the group – GTC Scotland, EIS-FELA, Colleges Scotland, the Scottish Government and universities offering the TQFE – are committed to ensuring that all lecturers in Scotland's colleges will be registered with GTC Scotland.

Ken Muir, Chief Executive and Registrar of GTC Scotland and Chair of the CLRWG, said: "The launch of this pilot is a vitally important step forward in the college registration project. We look forward to working with the colleges and the lecturers who will be registering with us, to develop a clear and robust system of registration for college

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Pilot colleges reaction

"We are delighted to be involved in this sector-wide pilot in order to support the successful roll-out of the registration project across the country. Registration will further enhance the profile of lecturers and give formal recognition of their expertise and high professional standards."
Kenny MacInnes, Vice Principal for Student Experience at Forth Valley College

"Glasgow Kelvin is delighted to have been invited to be part of the GTC Scotland pilot project. This brings a range of benefits to our lecturing staff in terms of professional recognition and the expansion of good practice. We look forward to the continued development of the partnership and the learning opportunities it will provide for staff."
Robin Ashton, Vice Principal - Curriculum & Quality Enhancement at Glasgow Kelvin College

"D&A are very much looking forward to working with GTC Scotland on this pilot and getting the substantial work of lecturer registration well underway in the sector. Much work has gone on behind the scenes to get to this point and we look forward to taking the next steps in partnership with GTC Scotland and EIS-FELA colleagues. This key milestone takes us closer to the registration model our lecturers will benefit from so it's great to be supporting the process."
Simon Hewitt, Principal at Dundee and Angus College

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lecturers, which we can then roll out across the college sector.

"The college registration project seeks to ensure that the distinct identity of college lecturers is respected and that the profile of college lecturer professionalism is raised and more widely appreciated across Scotland."

Larry Flanagan, General Secretary of the Educational Institute of Scotland (EIS), said: "EIS-FELA welcomes the launch of the pilot registration project. Registration of college lecturers has been a long-standing policy of EIS-FELA.

"We believe that college lecturers deserve the professional recognition which registration brings and the acknowledgement 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 wide range of learners.

"We will work with GTC Scotland and the colleges involved to support our members as they engage with the registration process. Their feedback will be key to ensuring that the registration model, being developed, is bespoke to the college sector, meeting lecturers' needs and embedding career-long learning and development opportunities."

Shona Struthers, Chief Executive of Colleges Scotland, said: "Colleges Scotland recognises that the start of this registration pilot is a welcome step towards the implementation of an important sector-wide process. We are confident that this pilot will help inform and develop the registration model which can then be rolled-out on a national basis, and we will work closely with GTC Scotland and EIS-FELA to help successfully implement the project."

Find out more about the lecturer registration project at www.gtcs.org.uk/college

Phil Storrier, Curriculum Manager for Sport and Communications

Lecturer registration – what does it mean for me?

As the pilot projects in three colleges across Scotland get under way and we see the first tranche of college lecturers being registered with GTC Scotland as a result of the National Collective Agreement, we thought it would be worthwhile talking to lecturers on the ground and take soundings about how registration will impact on them and their daily practice and what we can learn from the pilot process.

In this edition, we start in Glasgow Kelvin College with Phil Storrier, a Curriculum Manager for Sport and Communications and member of the FELA Executive.

Why do you believe registration is important for college lecturers?

"For too long, the valuable contribution which college lecturers make to our education system has gone unrecognised. Yet the experience of the last six months has served to underline our professionalism and collegiality. Lecturers across Scotland have worked together tirelessly through the pandemic to find innovative ways to support and reach the most vulnerable learners, have undertaken professional learning to adapt teaching styles and using our professional judgment, have placed our knowledge of students at the heart of the assessment process.

"Teaching in a college is a professional role which requires a body of knowledge and the development of skills and experience to effectively deliver vocational and academic qualifications to a diverse range of learners, some from the most socio-disadvantaged backgrounds. We have our own set of professional standards and not only have to keep abreast of developments in teaching but as dual professionals, must undertake professional learning in our own distinct subject areas.

"Despite this, our professionalism is not recognised. For the ten years I have worked in FE, I have raised with colleagues the importance of parity with other professionals and the value of promoting the standing of FE within education and in society more generally.

"But years of austerity have taken their toll, with amongst other things, cuts to the sector and insecure employment, removing the focus from professional recognition and contributing to the erosion of any form of professional identity for college lecturers across Scotland.

"It is time now to recognise the pivotal role we, as college lecturers, play in the Scottish education system, helping some of our most vulnerable and disadvantaged learners to bridge the attainment gap and make the leap into higher education or the world of work."

What do you think registration will mean for college lecturers?

"While I see that there are positives and negatives to registration, for me as a lecturer, the benefits far outweigh any potential concerns. I am pleased that my college has been identified as a Pilot College, helping ensure that GTC Scotland's systems and processes

are optimised for the roll out of registration across the college sector.

"For me, there are five main positives. The first is what I would like to term 'Cinderella no more'. For years now, Audit Scotland Reports have painted a worrying picture for college finances and underlined the need for investment in FE. The response from college management has been to find ways to plug those funding gaps, with the most recent attempts seeking to de-professionalise our role and the quality provision we deliver to our students. Registration should be a clear marker that this needs to stop. It will be a crucial step in providing lecturers with the security that their role cannot be re-written at any time and in removing this additional stress from what is already a very demanding and high-pressured job.

"The second is confidence. It will give confidence to staff, students and industry about the quality of education that is being delivered and perhaps enhance and solidify the role of colleges in our economic recovery and subsequent development.

"The third relates to recognised qualifications. The move to registration will force a review of teaching qualifications required to enter our profession. I would also hope that it will give us, as professionals, a chance to develop a broader suite of more meaningful qualifications to support our professional standing and development, more so than simply the one-year TQFE.

"The fourth benefit is to do with Continuing Professional Development (CPD). I believe registration will make CPD more meaningful and place control of it firmly back in the hands of lecturers. With a greater range of CPD opportunities, we can present what we believe are priority areas for our development and justify its worth to our practice. This will cement the value of the learning which I know most lecturers undertake voluntarily and remove the need for mandatory CPD days, with activities which may have little relevance to our practice.

"And finally, registration means that our Professional Standards are alive and kicking. I believe that it will bring the professional standards to life. Registration will make the standards a more conscious aspect of our work, linking theory to practice and impacting positively on our feelings of professionalism. It provides an opportunity for us to shape and guide those standards, moving forward."

Learning our way to a sustainable future

The global pandemic has seen our lives turned upside down, with disruption to everything we consider normal.

Overnight we adapted to an online world for college teaching, while millions worldwide saw their livelihoods thrown into turmoil. It is certain that we live in a complex interdependent world, where any significant disruption will have implications for the stability of natural systems, their long-term future, and that of all living things on the planet, including ourselves. The lens of Covid-19 has also amplified the impacts of human activity on others. Tackling poverty, gender-equality, hunger, human rights and social injustice are just a few of the priorities to secure a sustainable future for us, and the natural world upon which we ultimately depend.

Amid unprecedented upheaval, we have seen tantalising glimpses of what a new normal could be: a world in which kindness to strangers is a daily occurrence, where the air is clearer and where nature is starting to show signs of recovery. The UN Sustainable Development Goals (SDGs), an international accord that Scotland signed up to in 2015, provide a framework for this better world. The 17 inspiring Goals outline a vision of a sustainable world where everything is in balance. **un.org/sustainabledevelopment/sdgs-framework-for-covid-19-recovery/**

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Case study

Laura Watson, Lecturer in Dance, was keen to get students involved in steering their own learning and looked to co-create something with her HNC Dance class. However, what initially started as a discussion about how to embed an element of sustainability in their classes quickly grew into a much larger project, due to the enthusiasm of the students. They had all recently watched the documentary 'A Plastic Whale' and it had affected every student within the class. Collectively they took on the challenge to base their end of year dance show on highlighting the issues around the use of plastic whilst also embracing the wider aspects of sustainability. Given a modest budget for their clothing, the students took a collective decision to obtain their costumes from charity shops, to not only recycle clothing but also support local and national charities. The sets used were recycled from previous productions. One student even spun sugar to look like a plastic bag that could be eaten during the performance. It's incredibly challenging to portray in a few words the emotions that were felt as the students took the audience on a colourful and thought-provoking journey of sustainability during their performances.

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Sustainability in the curriculum

The big issues addressed by the SDGs touch everything a college does: from what and how students learn; how the campus is managed; to how staff and students relate to each other, work with their local community; and also their reach in the wider world. However, within each classroom (whether virtual or physical) lecturers have the ability to embed elements of sustainability to help educate and inspire the next generation about how they can positively impact the world around them.

In February 2019, a lecturer from each of the curricular departments at Dundee and Angus College had the opportunity to take part in a pilot course run by Learning for Sustainability Scotland and EAUC Scotland (The Alliance for Sustainability Leadership in Education).

This pioneering 10-week blended learning course was designed to increase participants' knowledge around the SDGs, exploring their own beliefs and attitudes towards many areas of sustainability. Crucially there was a focus on approaches to embed sustainability within each area of the curriculum to initiate a whole college approach.

The Future

Sustainability in learning and teaching: Themes of sustainability and the impacts of course relevant decisions on people and the environment, should permeate teaching practice, inform it, and be made explicit to learners – **College Lecturers' Professional Standards**

Sustainability is already an important aspect of the Professional Standards for College Lecturers. Within the next few years, lecturers will be required to register with GTC Scotland.

Professional Update is a key component of registration, which encourages lecturers to focus, record and reflect on their professional learning to help their personal and professional development. If sustainability in learning and teaching is an area you would like to use as a focus for your Professional Update, now is a great time to get involved.

If you are interested in joining the Education for Sustainable Development Topic Support Network or learning more about sustainability **access EAUC's webpages** , contact EAUC-Scotland at **Scotland@eauc.org.uk** and **become a member of Learning for Sustainability Scotland**.

Christine Calder is Academic Development Lead at Dundee and Angus College

Betsy King is Development Manager at Learning for Sustainability Scotland

Resources Hub aims to help lecturers with mental health and wellbeing

A recent study by medical journal ***The Lancet*** has found that the mental health of people in the UK has suffered in lockdown. Factors including social isolation, financial worries, reduced access to services, job losses and concern about the future are all impacting mental health.
The study also highlights that the strain on mental health is more acute among certain sectors of the population, including those who are under financial pressure, are living alone or with young children not at school or nursery or who have an underlying mental or physical health condition. On the other hand, the mental health of those who are financially secure, no longer have to commute or are able to spend more time with family may have improved.

One-stop shop for wellbeing resources

GTC Scotland has been working with wellbeing experts to create bespoke resources for teaching professionals to try and help manage mental health and wellbeing during this difficult time. The resources cover a broad range of topics from managing anxiety to developing coping mechanisms and relaxation techniques. You can find these and much more in our Health and Wellbeing Hub at **bit.ly/gtcsHandW**

Win a copy of *A Toolkit for Modern Life* by Dr Emma Hepburn

Currently #1 in Amazon's Hot New Releases, this is a warm, wise and practical book of mental wellbeing techniques and exercises, full of Emma's witty and unique illustrations from her ever-growing Instagram page **@thepsychologymum**.
Yoga, walking and meditation are all great ways to manage mental health and wellbeing. To be in with a chance of winning a copy of this book please email **communications@gtcs.org.uk** and let us know how you manage your mental health and wellbeing.

Share your professional learning
We are gathering examples of high-quality professional learning to create a new national resource for lecturers. Please send your examples to **carol.langston@gtcs.org.uk**

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