

REVIEW OF SCOTLAND'S COLLEGES

SUB-GROUP: PROFESSIONAL DEVELOPMENT OF STAFF

REPORT FOR WORKING GROUP

1. INTRODUCTION

Purpose

1.1 To provide the Working Group on Staffing, Learners and Learning Environments with a report on the work and conclusions of its Professional Development of Staff Sub-group.

General

1.2 The Group has met on eight occasions between January 2006 and December 2006 to consider 13 discussion papers which can be found on the RoSCO website¹. The remit and membership of the Sub-group is described at **Annex A**.

1.3 As part of the Sub-group's evidence gathering phase, the group received presentations from representatives of its four associate members, viz. the Scottish Further Education Unit (SFEU), the Professional Development Forum (PDF), the Teacher Education Institutions (represented by the University of Stirling), and Lifelong Learning UK (LLUK). This enabled the group to hear from expert organisations who work in the field of the professional development of college staff.

1.4 Members of the Review team, on behalf of the Sub-Group, also met with both the Human Resource and Continuous Professional Development Communities of Practice to discuss some of the issues which the group have been examining. We would like to take this opportunity to thank associate members and members of the Communities of Practice for their contribution to the Group's work.

¹ Go to:

<http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/17135/RSC/subgrouponpds>

2. EXECUTIVE SUMMARY

2.1 For Scotland's Colleges to continue to deliver an effective learning experience, we rely upon all college staff to be highly motivated and high-achieving. We are therefore committed to the support and promotion of training and development for all staff, irrespective of their working hours or type of contract.

2.2 We have a vision whereby those who teach and support learning in colleges are recognised as first class practitioners; where there is parity of esteem for those who teach regardless of their learning context; and where the values, skills and attributes of a professional in the college sector are as highly regarded as those of any other profession. That is why we recommend that all full-time staff in colleges should fulfil, as a minimum expectation, six days of CPD a year, and that colleges should determine appropriate proportionate expectations for part-time staff.

2.3 Scotland's Colleges employ over 21,000 (12,600 FTE) staff, around half of whom are lecturers. They are, in general, well trained and supported, so that they themselves can provide, directly or indirectly, high quality learning experiences for the more than 350,000 people who enrol on college courses each year.

2.4 Maintaining – and enhancing – the professionalism of the staff resource will require all colleges to reach or exceed the levels achieved at present by the best of them. These organisations are characterised by their comparatively high proportions of appropriately qualified staff, and by the strong commitment to CPD shown by their boards, senior management teams, trade unions and staff. Gaining qualifications, and undertaking effective, high quality CPD activity – formal and informal – is neither cheap nor easy. It requires planning, resourcing and careful monitoring. However, there can be no doubt that well-managed professional development activity releases potential and further enhances the learning experience. It also supports high levels of job satisfaction among staff.

2.5 In an increasingly competitive and globalised context, standing still is not enough. Our colleges must continue to raise their game if they are to maintain their strong contribution to the growth of Scotland's economy.

2.6 This report makes a series of recommendations relating to initial teacher training, vocational professional updating for lecturers, CPD for all staff and other professional development issues. Essentially, the report calls for more of the best current development activity to take place. In financial terms, we estimate that implementing our recommendations would cost around £50m over three years – an investment of around £400,000 each year, on average, at each college (or 3% of the current level of Scottish Executive funding for the sector as a whole). However, we would emphasise that much of the good practice highlighted in our report will not depend on additional investment but will instead require some colleges to refine their current approaches to the development of their staff. We would also urge that colleges should not await spending review decisions before continuing their work in this area.

FULL LIST OF RECOMMENDATIONS

A. Continuing Professional Development (CPD) Requirement

1. ***We strongly endorse the positive role which CPD can play in achieving broader objectives of quality improvement in colleges, through its impact on efficiency and effectiveness of college processes, on capacity building and promoting flexibility, and on the quality of students' learning experience.***
2. ***We recommend the following as shared goals for the sector:***
 - a. ***all staff in Scotland's colleges engage in systematic reflection of how they contribute to the work of colleges in supporting learners;***
 - b. ***all colleges provide appropriate opportunities for all members of staff to upgrade or improve their professional skills; and***
 - c. ***all colleges provide opportunities for members of staff to gain appropriate qualifications relevant for their professional role.***
3. ***We recommend that all full-time staff in colleges should fulfil, as a minimum expectation, six days of CPD a year, and that colleges should determine and implement appropriate proportionate expectations for part-time, fixed-term and temporary staff. The recommendation should be applied equitably, and in a way which does not disadvantage staff who are not on full-time permanent contracts.***
4. ***We recommend that the Scottish Executive should commission an independent review into the future oversight of staff development activity for all college staff, with a view to taking forward its findings by Spring 2008. The review should consider:***
 - ▶ ***How this oversight might best be delivered;***
 - ▶ ***What, if any, alternative arrangements might need to be put in place; and***
 - ▶ ***Appropriate linkages to other professional and membership bodies.***

[The STUC and NUS Scotland view is that the existing PDF should have its remit extended to take responsibility for all the CPD needs of all staff in the sector. The Association of Scotland's Colleges (ASC) and Scottish Further Education Unit (SFEU) believe that, given the long-term implications, any decision should be informed by the findings of the independent review].
5. ***We recommend that the Scottish Executive ensures that the Scottish Funding Council, in distributing any additional funding for staff training, does so on an equitable basis, which ensures that colleges who have previously invested in staff development are entitled to funding for other staff development opportunities.***

6. ***We recommend that the Scottish Funding Council also considers whether (and, if so, how) individualised staffing returns can be used to monitor and evaluate Initial Teacher Training and all staff CPD activity across the sector.***
7. ***We recommend that all agencies with responsibilities for quality should give due consideration to encouraging good practice in the effective deployment of CPD.***
8. ***We recommend that statements arising from SLALE's consideration of CPD should be framed in terms of all staff, and should not emphasise distinctions between groups of staff with different professional responsibilities.***
9. ***We recommend that colleges examine the benefits of using external monitoring processes, such as Investors in People (IiP) or the European Foundation for Quality Management (EFQM) Excellence Model, as a means of reviewing the effectiveness of their policies on staff development and CPD.***
10. ***We recommend that the Scottish Executive, working in partnership with key stakeholders, monitors the roll out of Union Learning Representatives (ULRs) in colleges and considers commissioning a systematic study of their impact once the scheme has become fully embedded.***
11. ***We recommend that colleges develop and deploy CPD recording and monitoring procedures for all staff. This is likely to entail the use of logs, linked to the SFC's proposed individualised staffing return, and designed to measure both formal and informal CPD activity. Colleges should also, as part of this work, record and evaluate the impact of CPD on enhancing the quality of the learning experience, and record and monitor CPD costs. We also recommend that relevant communities of practice consider ways of measuring and benchmarking the contribution of informal CPD to the achievement of college CPD policies.***
12. ***We recommend that colleges consider ways of developing vocational and professional updating activity for teaching staff, taking into account the Scottish Funding Council pilot and the Northern Ireland experience (see paras. 3.29-3.30).***
13. ***We believe that further investment in CPD is justified and recommend that this be applied through an overall increase in the unit of resource for colleges rather than through earmarked funding for staff development.***

B. Teacher Training for New Lecturers

14. ***We recommend that implementation of the Ministerially-agreed recommendations on teacher training for new lecturers be phased over***

three years, with an estimated average annual cost of approx. £5.4m (i.e. total estimated costs of £16.2m over three years).

15. *While the amount of remission available to staff is a decision for individual colleges, it is worth noting that the estimated annual cost of phasing in the Ministerially-agreed recommendations relating to the Teaching Qualification (Further Education) [TQ(FE)] is based on a calculation which includes the equivalent of 240 hours of remission over the duration of the course.*
16. *While the Ministerially-agreed recommendations apply only to new lecturers, we would encourage colleges to continue to support existing staff to gain relevant Professional Development Awards (PDAs) and/or TQ(FE).*

C. Code of Practice

17. *We recommend that Scotland's colleges (where appropriate) develop, and keep under review, some form of code of practice (or equivalent). (Note: we believe it would be neither desirable nor feasible to impose an explicit code of practice (or equivalent) on the sector). Some examples of what a code may encompass, and what it may be used for, are outlined in Annex E.*
18. *We recommend that where colleges do decide to introduce or review a code of practice (or equivalent), they should do so in consultation with staff, trade unions, management and boards of management. They should also explicitly consider the importance of meeting the educational and welfare needs of learners.*

D. Departmental Functions

19. *We recommend that ETLLD should continue, for the time being, to support the work of the Professional Development Forum and to approve TQ(FE) programmes. We note that it may be appropriate to reconsider this arrangement in the light of future developments.*

3. THE BENEFITS OF PROFESSIONAL DEVELOPMENT

3.1 A primary concern of Scottish Ministers is to enhance the quality of learning and teaching in colleges. They recognise the key role played by Scotland's colleges in the creation of an inclusive and economically vibrant society and that staff are crucial to the success of colleges. The Sub-group believes that ensuring that all college staff are trained to the highest standard, and have opportunities throughout their career to update and enhance their skills and knowledge, will make a difference to the quality of learners' experience; to staff confidence; and to Scotland's economy.

Benefits To Learners

3.2 Effective and positive relationships between learners and teaching staff contribute significantly to the quality of the overall learning experience. An HMIE report² on staff development noted that only a few colleges have systematically and comprehensively addressed the connection between staff development activity and performance, particularly in terms of learning and teaching outcomes for students. The report also stated that initial professional development programmes have been successful in helping staff to gauge the impact of their developing practices on students. The Sub-group believes that the professional development of all staff will help to improve the student experience.

3.3 Further HMIE³ and Scottish Funding Council⁴ reports have highlighted the contribution that both staff and learning environments make to a positive student experience and the overall effective operation of colleges:

- ▶ up-to-date staff knowledge and skills help to make students job-ready;
- ▶ up-to-date equipment helps to prepare students for the work environment;
- ▶ friendly staff and welcoming learning environments encourage students to learn and increase their confidence;
- ▶ effective learning environments improve retention, subject understanding and enthusiasm;
- ▶ by delivering relevant programmes/courses, the needs of learners, communities, the economy, and employers will be met;
- ▶ accessibility of learning environments opens learning to all students;
- ▶ effective preparatory and support programmes help prepare hesitant learners for further study and contribute to improved retention and achievement;
- ▶ systematic recording of progress provides staff and learners with current information on achievement; and
- ▶ innovative provision of learning materials for students with learning difficulties makes learning more accessible.

² Initial and Continuing Staff Development for Teaching Staff in Scottish Further Education Colleges, Feb. 2005: <http://www.hmie.gov.uk/documents/publication/Initial%20Development.pdf>

³ Analysis of HMIE Reviews of Quality and Standards in Further Education, Academic Year 2003/04: <http://www.hmie.gov.uk/documents/publication/Analysis%20of%20HMIE%20Reviews%20S&Q%20FE%200304.pdf>

⁴ Spaces for Learning, October 2005: http://www.sfc.ac.uk/information/information_learning/AMA_spaces_for_learning.pdf

3.4 The Sub-group are keen to emphasise that all college staff contribute to students' success and that their contribution to the learning process is valued. Achievement, retention and the learning experience are crucial. However, these are just the 'tip of the iceberg'. If we pause for a moment to think about what contributes to good achievement and retention and to a good learning experience, it is obvious that these depend on a wide range of factors. The enrolment experience; the information provided at induction; the methods of ensuring that learners are on the most appropriate programme; the level of personal and learning support; the quality of facilities and resources on offer; and the way that learners are regarded and treated are all important. Reception staff are often the first and decisive point of contact for the adult learner who is exploring whether a college is somewhere they'll feel comfortable. The buildings manager, responsible for disabled access, makes a direct input to the achievement, and pleasure in learning, of students with mobility difficulties or visual or other impairments. The list is long, but the essential point is that it encompasses all aspects of the college's work, since all of that work, directly or indirectly, impacts on the experience, and level of success, of the learner.

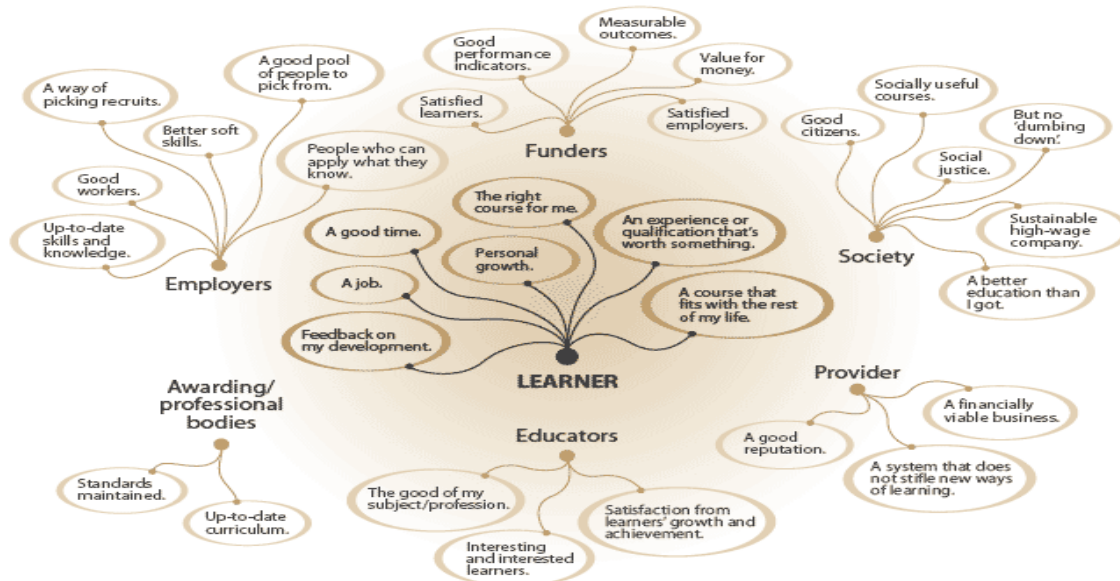
3.5 All colleges employ staff development officers (SDOs) who are responsible for the continuous professional development of all of their staff. The Scottish Executive recognises the important contribution these staff make to the training of college staff, which is why it is funding Lifelong Learning UK to carry out a survey of college staff development officers' continuing professional development needs. The project, which is being undertaken along with the Scottish Further Education Unit and Careers Scotland, will produce a toolkit that will be piloted in 10 colleges in the Spring of 2007 before being rolled out across Scotland.

Benefits To The Economy and Wider Society

3.5 Education and training in Scotland's colleges enables people of all ages and backgrounds to improve their lives, obtain better jobs and participate more fully in society. Achievement of these economic and social benefits is dependent on the quality and success of the learning experience. If learners are to realise their potential, they need to be taught by qualified professionals who are expert in teaching their subject and vocational areas.

3.6 The mind map⁵ below (p. 8) provides an insight into what stakeholders want from post-compulsory education. The comments contained in the map are a useful pointer when considering the links between staffing, learners and learning environments and the eventual experience of students.

⁵ Taken from 'Learning To Improve: Quality Approaches For Lifelong Learning', December 2005: <http://www.scotland.gov.uk/Publications/2005/12/0994621/46221>



3.7 'Unlocking Opportunity', the report by the Difference Colleges Make Working Group, notes that colleges are a major supplier of recruits to employers and that workplaces rated the preparedness of college leavers alongside that of university leavers. In particular, 80% of workplaces thought that college leavers were well prepared in terms of technical skills. This shows the importance of college staff themselves having up-to-date technical skills.

3.8 In England, the DfES published the White Paper 'Further Education: Raising Skills, Improving Life Chances'⁶. This outlined the DfES' intention for the college sector in England to have a skilled and confident workforce, with a culture of self-improvement and professionalism. The paper sets out a vision for the learning and skills sector that is responsive to the needs of learners and employers, attracts strong and effective leaders, has expert teachers and trainers, and can identify and meet its own workforce priorities and targets for improvement.

3.9 The steps being taken in England need to be seen in the light of the targets that DfES set in its strategy document, 'Success For All'. This document describes the DfES' plans for the reform of the FE sector in England, which, amongst other things, aims to produce a fully qualified workforce by 2010. DfES are currently consulting with the sector on how all partners can work together to effectively implement the regulations in relation to initial teacher training qualifications.

3.10 There is already a strong commitment to staff development throughout Scotland's colleges and this is demonstrated by the high numbers of staff already engaged in professional development activities. As significant employers in the lifelong learning sector, colleges need to exercise this commitment as part of their own development and their contribution to the learning needs of Scotland. It is also seen as a key requirement in meeting future needs and demand. Our discussion paper SLEWG-P14⁷, about the modernisation of learning and teaching methods, acknowledged that CPD training is a key way in which the college sector meets

⁶ Go to: <http://www.dfes.gov.uk/publications/furthereducation/docs/6514-FE%20White%20Paper.pdf>

⁷ Go to: <http://www.scotland.gov.uk/Resource/Doc/82254/0043986.pdf>

current and future needs and demands. The paper, and subsequent presentation from the 'Focus on Learning' project, also highlighted the success of using such projects to modernise learning and teaching methods and to share best practice.

3.11 There is also a commonly held view that training and qualifications can have a positive impact on staff confidence. The research outlined in the SFEU's 'Profiling the Workforce in Scotland's Colleges' report⁸ (October 2006) showed that many staff choose to work in the sector because they feel the work gives them the opportunity to use their skills and abilities while committing to education as a means of changing lives. In turn, this presents opportunities for professional and personal development (page 22). The same report also indicated that college staff's satisfaction would increase if they were valued more as professionals (page 27).

3.12 The Sub-group strongly believes that all staff can benefit from professional development, regardless of the role or length of service.

4. CONTINUING PROFESSIONAL DEVELOPMENT (CPD) REQUIREMENT

4.1 Following the Scottish Executive's consultation on the need for a professional body for staff in Scotland's colleges, Ministers decided that lecturers should be required to undertake a minimum amount of CPD and that there should be improved training and development for learning and teaching support staff. However, at an early stage in the Sub-group's deliberations, we decided that we would make recommendations on CPD for all staff, since, as this document acknowledges, all staff contribute to the quality of the learning experience.

Evidence Gathering

4.2 The Scottish Executive, on behalf of the Sub-group, commissioned the SFC to conduct an audit of CPD activities for all staff. This had the following remit:

"The Funding Council should work with colleges and other stakeholders to: undertake an audit to quantify the amount of time spent on CPD activity across the sector; estimate the resource implications of setting a minimum requirement; and advise on how this requirement could be implemented."

4.3 Following discussions with the HR Community of Practice, the SFC issued a questionnaire to all colleges. This was completed by thirty-three of them.

4.4 Having taken into account the Scottish Executive's policies on professional development, and recent comparable statements by the DfES in England on future induction and CPD requirements, the SFC discussed their analysis of the questionnaire, and preliminary recommendations, with several key groups of stakeholders. These included:

- ▶ The HR Community of Practice steering group
- ▶ The Professional Development Community of Practice steering group
- ▶ EIS Union Learning Representatives

⁸ Go to: <http://www.scotland.gov.uk/Resource/Doc/82254/0043889.pdf>

4.5 Although the SFC spent time considering, in consultation with colleges' Human Resource professionals, how best to define terms in the questionnaire, it was clear that colleges interpreted some of the questions in different ways. This appears to reflect internal practice within each college on what is defined, counted and recorded as CPD. These differences made it difficult to reach definitive conclusions about all aspects of current practice. However, it was clear from the responses that there is a significant volume of training activity in colleges, which is spread across all staff groups and supported by significant financial resources.

4.6 One key area of uncertainty is that college central records and CPD budgets only record activity which is known about, funded and/or managed by college-level HR or CPD managers. As discussed below, this means that some significant aspects of CPD, may not be well represented in the quantitative aspects of the survey. In particular, some colleges highlighted additional CPD spend by teaching departments through devolved budgets, and most colleges noted that some relevant activities, such as self-evaluation, may not be 'counted' as CPD because they are primarily funded through quality assurance budgets.

4.7 Even within centrally recorded budgets, it is clear that some respondents chose to exclude from their CPD returns activities such as health and safety training or equalities training or induction. Others did include this activity. Similarly, some colleges chose not to include travel and subsistence costs in their figures for training costs, while others did.

4.8 Colleges also reported their returns for different categories of staff in different ways. This reflects internal structures for recording and managing CPD.

4.9 These factors suggest that there may be value in encouraging the HR and staff development communities to work together on better ways to monitor and benchmark their activities in ways which allow easier comparison between colleges. Benchmarking groups are already at work on this issue but the outcomes of ROSCO may provide useful incentives for the development and use of some sector-wide key indicators.

Volumes and expenditures on training

4.10 Despite the above caveats, the questionnaire returns contained much useful information about college CPD activity. In particular:

- ▶ while the lowest annual spend figure on training costs per member of staff is around £100, some colleges spend well over £1,000 for at least some categories of staff;
- ▶ all staff in all colleges are engaged in college-wide CPD activities, and at least 50% of staff will experience some form of training each year; and
- ▶ overall, the 'all staff training average' is 6.3 days of training activity per year. However, this average conceals a very wide diversity, from as little as two to over 16 days of training activity per year. It is likely that a significant part of this variation is due to differences in how the data is being reported.

Informal activity

4.11 While respondents considered that informal activity was a significant component of CPD, estimates of volume varied greatly depending on their perceptions of “informal”. Some respondents suggested that the volume of informal CPD was 25% of formal CPD, while others felt that it was five or six times the volume of formal activity. The types of activity cited varied widely but membership of committees and contribution to course team meetings were cited regularly. Some respondents cited the recent or intended introduction of CPD logs as a useful method for improving the effectiveness with which informal CPD is recorded. This point is considered in more depth below.

4.12 Thirty colleges reported being Investors in People (IiP) accredited, two were not and one made no comment. Some colleges commented that recent revisions to the IiP model have made it less useful as a framework for self-evaluation of CPD and staff development, and that the European Foundation for Quality Management Excellence Model appeared to provide a better option.

Contractual requirements and entitlement to CPD

4.13 The SFC asked whether colleges defined an entitlement to CPD or else set requirements or normal expectations in that regard. The responses indicated that care was needed with the use of these terms. Contractual requirements generally related to only a subset of CPD, principally in relation to teaching qualifications for academic staff, induction for new staff or statutory requirements such as diversity or equalities training. Some colleges also pointed out that they operated 'CPD days' or 'staff training days', where no classes were held at all and all staff were required to engage in appropriate CPD.

4.14 All of the respondents indicated that their college operated a formal process of staff development and career review based around periodic (usually annual) review meetings. In some cases, a link to a personal development plan was mentioned. More generally, colleges emphasised a broad expectation, which might or might not be included in contracts, that staff would take responsibility for managing their own professional development within existing workloads.

4.15 Almost all colleges had some formal policy on remission from normal duties for some aspects of CPD. While this included 'CPD days', as discussed above, the main area in which these policies were developed was that of TQ(FE)/PDAs for academic staff. All but three of the respondents cited remission for TQ(FE) study and this varied from one to six hours per week. However, only two respondents mentioned similar arrangements for taking either the PDAs for teaching in FE or other relevant professional qualifications.

4.16 Apart from TQ(FE)/PDAs, it appears that staff in most colleges do have opportunities to attend external events or training. This, however, is dependent on a range of factors, including the priority allocated to this activity by management, the availability of a budget for fees/travel, and operational issues about cover for absent staff. In the case of academic staff, working hours were in all cases greater than teaching hours and the difference was expected to cover a range of activities such

as preparation, assessment, private study and reflection. In some colleges this period was clearly also intended to address a significant proportion of CPD activity.

4.17 In 2005-06, the SFC funded four pilot projects⁹ aimed at promoting the take-up of work placements by college staff. These projects appear to have been successful in stimulating interest in work placements, both amongst teaching staff and others. Moreover, the colleges involved in the pilots are now actively considering ways of embedding this activity in their mainstream CPD processes.

4.18 Another example of a successful CPD programme is the 'Lecturers into Industry' scheme¹⁰ managed by the Learning and Skills Development Agency Northern Ireland. This entails lecturers returning to the workplace for 6-12 weeks to acquire up-to-date skills and knowledge and embed these in curriculum management, delivery and support. Since its initiation in 1999, it has expanded from two to nine vocational areas. It is strongly supported by the Association of Northern Ireland Colleges (ANIC) and the University and College Union (UCU).

4.19 As a general conclusion, it is clear that colleges operate a wide range of policies on the use of staff time, and on the definition and use of remission from normal duties. Furthermore, while all colleges appear to have inclusive models of annual review leading to identified development needs, there is significant variation in how the differing needs of the organisation, the department and the individual act together to determine specific CPD activities. We would therefore caution against making assumptions that any particular model is in 'standard use' across Scotland.

4.20 Union Learning Representatives (ULRs) are a fairly recent innovation to encourage CPD in the workplace. Colleges were asked to comment on the contribution which ULRs made to overall CPD activity. Some colleges identified specific contributions which their ULR had made (for example in supporting junior staff, or participating in relevant committees) while others noted that there had so far been little impact, or indeed that ULRs had not yet been appointed. It seems that it is too soon to draw any general conclusions about the effectiveness of ULRs. However, there may be value in commissioning a more systematic study once the system has become embedded.

4.21 The SFEU's Leading and Learning Programme has an overall objective to assist the Principals of Scotland's colleges to continue to develop and refine the skills, behaviours and knowledge required to lead their complex institutions successfully in a period of rapid internal and external change. The programme is designed to be practical, contextualised and flexible, with relevance at its core. The three principal components of the CPD framework which underpins the programme are the thematic sessions, individual and group palette sessions and supporting activity, including annual residential and study visits. Themes addressed in the programme include strategic leadership, estates development, leading change, governance and accountability and public value.

⁹ For more information, see:

<http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/17135/RSC/slewsggp03>

¹⁰ For more information, see: <http://www.lsdani.org.uk/programmes/lec/>

4.22 Lifelong Learning UK, the Sector Skills Council with responsibility for professional development in the college and university sectors, among others, also has an interest in CPD and, as well as being an associate member of SLALE, has expressed a desire to work fully and supportively on CPD developments. We welcome this and look forward to constructive joint working with them.

4.23 In some specific aspects of college activity, notably policies and procedures for TQ(FE)/PDAs, colleges clearly distinguished between teaching and non-teaching staff. However, the general impression is that, in most other respects, college policies and approaches to CPD are applied uniformly across all categories of staff. For example, annual processes of staff development and career review included all staff; all categories of staff were generally incorporated within mainstream college CPD (e.g. in areas such as diversity and health & safety); and specialist training was made available in a range of areas, including personnel, accounting, libraries and IT. There was, moreover, strong support from the HR and staff development communities of practice for our recommendations to be as inclusive as possible, and not to create an artificial divide between teaching and non-teaching categories of staff.

4.24 Categories of staff who do not appear to be wholly included in mainstream processes are part-time, fixed-term and temporary staff. This is mainly due to the diversity of their roles and contracts. Since care will be needed to reflect this diversity, the model adopted by the Scottish Executive, in applying its policies only to those with a minimum number of hours per week, seems appropriate.

4.25 liP accreditation was nearly, but not quite universal. As colleges which are not accredited have presumably taken this decision for good reasons, care would need to be taken in recommending further involvement with the scheme. Even some liP accredited colleges have indicated that it is not their sole, or even their main, tool for the self-evaluation of CPD.

4.26 There is strong evidence from the survey that informal CPD plays a very significant role in colleges. Currently, though, it is not well recorded or integrated into college systems. The Professional Development Community of Practice has recently developed a toolkit for CPD which provides pointers on the integration of informal and formal CPD, for example through the use of CPD logs for all staff. SFEU's website includes such a CPD log that members of college staff are free to use. We believe such logs can bring valuable benefits to both management and staff.

4.27 There isn't yet a systematic culture of recording and evaluating the direct and indirect costs and impact of all aspects of CPD in the college sector. A move in this direction would not only help to identify specific forms of CPD which do (or don't) make a significant contribution to quality, but would also promote the identification and sharing of best practice. It could also help to demonstrate, and perhaps quantify, the return on investment provided by CPD.

4.28 The Department for Education and Skills (DfES) in England has announced in a recent White Paper¹¹ that from September 2007:

- ▶ “all teaching practitioners [will] fulfil, at the very least, 30 hours of CPD a year, with a reduced amount for part time teachers, and with similar expectations of managers and leaders;
- ▶ teaching staff [will] maintain a portfolio of CPD that shows evidence of industrial/subject updating, including membership of appropriate professional bodies, development of skills in subject teaching, including the effective application of e-learning techniques, application of diversity and equal opportunity principles, and use of learner feedback to improve performance; and
- ▶ they will introduce a qualification which all newly appointed college principals will be expected to achieve within a three year period.”

4.29 We would like to ensure that Scotland is seen as having as strong a commitment to CPD as England (and that this commitment extends beyond teaching staff, unlike the DfES approach). As previously mentioned, the survey conducted by the SFC suggests that the average CPD engagement for all staff is over six days per year at present. Although some college returns gave a lower figure, it seems likely that this is an underestimate of real activity. Even if the actual figure in some colleges is below six days, the evidence from the sector suggests that this is a reasonable expectation for a well-run college.

4.30 The Scottish Executive has given significant emphasis to the achievement of TQ(FE) by newly appointed staff. However, many college lecturers achieved their TQ(FE) ten or more years ago, and many such staff perceive that there is no well-regarded route by which they may further develop their professional skills. The recent development of new PDAs, and other awards, in areas such as equalities, child protection, quality assurance and the effective use of ICT to support learning and teaching has been welcomed by the sector. There may also be scope for further such developments.

Resource Issues

4.31 The survey reported current levels of CPD activity which are already funded from mainstream budgets. Since the key recommendation of 6 days per annum of CPD is already being delivered on average, it should not by itself lead to new budgetary demands across the sector. However, those colleges which are currently delivering less than this target will either have to review their records to see if they are failing to count relevant activities, and/or review the priority which they assign to CPD as a proportion of college budgets.

4.32 Moreover this report and other ROSCO recommendations are likely both to raise the profile of CPD and stimulate further demand. This is also being driven by pressures for continuous quality enhancement of learning and teaching, for example through HMIE reviews and the work of the Council's FE Quality Working Group. Colleges are skilled in managing CPD to achieve good value for money, for example

¹¹ Further Education: Raising Skills, Improving Life Chances, March 2006:
<http://www.dfes.gov.uk/publications/furthereducation/docs/6514-FE%20White%20Paper.pdf>

through collaborative delivery of PDAs and the use of college staff as mentors. However, if resources permit, there is strong evidence for concluding that increased investment in CPD will 'pay off' in terms of greater efficiency and effectiveness of staff, and hence a better quality experience for students.

4.33 The Funding Council has had some experience in considering resource levels for CPD. From 1999-2002 they earmarked specific funding of around £3M per annum for a range of specified staff development purposes. At the end of that period, they were persuaded that this was an overly mechanistic approach which limited colleges' flexibility to invest their resources appropriately. There is also a risk that if earmarked CPD funding were to again be made available, colleges which face a large backlog in (for example) TQFE completion might assume that the funding should address this backlog, thus penalising colleges which have already invested heavily in this area. The Funding Council believe that the cost of the implementing the CPD recommendations will be between £10-12 M.

4.34 A final observation is that the greatest constraint on the development of staff can often be time. There are many opportunities for staff to make a contribution to the development of the sector as a whole, for example through participation in subject communities, working as an HMIE Associate Assessor, or membership of sectoral or national committees. Staff may also benefit from time to engage in reflection and informal, unstructured engagement with literature and web resources linked to their practice. Although many colleges strongly encourage such engagement by their staff, it can sometimes be difficult to strike an appropriate balance between these wide-ranging commitments and college-based duties. We hope that the proposed investment in CPD will enable colleges to increase the flexibility with which staff are deployed in order to ensure that these important opportunities for development are fully exploited.

5. TEACHER TRAINING FOR NEW LECTURERS

5.1 Following the Scottish Executive's consultation on the need for a professional body for staff in Scotland's colleges, Ministers recommended that:

1. permanent full-time lecturers should be required to gain a teaching qualification in further education [TQ(FE)] within three years of taking up appointment;
2. permanent part-time lecturers should be required to gain a TQ(FE) within five years of taking up post;
3. 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
4. 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*.

5.2 In considering these Ministerially-agreed recommendations the Sub-Group spent considerable time examining how to increase the number of lecturers who are teacher trained by:

- ▶ developing specific policy proposals which will ensure that newly appointed lecturers are teacher trained within a reasonable period of time;
- ▶ recommending how best to implement these proposals;
- ▶ identifying any cost implications; and
- ▶ suggesting a timescale for implementation.

Statement of Goals

5.3 We have a vision whereby those who teach in colleges are recognised as first class practitioners; where there is parity of esteem for those who teach regardless of their learning context; and where the values, skills and attributes of a professional in the college sector are as highly regarded as those of any other profession.

5.4 While members will recall that the Ministerially-agreed recommendations apply only to new lecturers, the Sub-Group would like to encourage Colleges to continue to support existing staff to gain relevant PDAs and/or TQ(FE).

Context

5.5 Figures on the numbers of lecturers who hold different types of teaching qualifications are compiled by the Scottish Funding Council (SFC), as part of the Staffing Return, on the basis of annual returns from colleges. The Sub-Group also conducted their own research into the number of staff who are teacher trained (per SLEWG-SG-P04¹² and P06¹³).

5.6 In the light of these pieces of research, the Sub-Group consider that the sector is currently in a strong position in relation to teacher training, particularly for permanent full-time teaching staff, of whom almost 80% hold a full TQ(FE) or equivalent. Over the past academic year, there has been an increase, across the sector as a whole, in the number of teaching staff who hold a TQ(FE) or equivalent. However, there remains a significant number of colleges which have teaching staff who are either qualified but not teacher trained or are unqualified. For example, nine colleges reported increasing numbers of unqualified teaching staff between 2002/03 and 2004/05, although reasons for this vary and it is not necessarily indicative of a lack of commitment to staff training and development. On the whole, the research indicates a slow but steady rise in the number of teaching staff who hold either a full or partial teaching qualification.

5.7 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 that success will require sustained effort from colleges, teacher education institutions, and other key stakeholders.

¹² Go to: <http://www.scotland.gov.uk/Resource/Doc/82254/0022397.doc>

¹³ Go to: <http://www.scotland.gov.uk/Resource/Doc/82254/0022396.doc>

Estimated Numbers of New Lecturers

5.8 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%. This is consistent with the 'Profiling the Workforce in Scotland's Colleges' report (October 2006)¹⁴ 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, we would recommend that this information on staff turnover is considered during the implementation phase.

5.9 The SFC figures show that in 2004/05 colleges employed a total of 4,675 permanent full-time lecturers. Based on the above assumptions, Scotland's colleges will therefore have to appoint around 375 new permanent full-time lecturers each year. They will also have to appoint around 135 permanent part-time lecturers and 545 temporary lecturers per annum.

Estimated Costs

5.10 The Sub-group considered Paper SLEWG-SG-P07¹⁵, which outlined estimates of the cost of completing an initial teacher training PDA and the TQ(FE). It then used these figures to estimate the cost of all new lecturers becoming fully trained within different timescales. The Sub-group 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.

5.11 Estimated costs for completing a TQ(FE) per lecturer are shown in **Annex B**. These costings are based on the assumption that a lecturer undertaking the TQ(FE) would receive the equivalent of 240 hours of remission over the duration of the course. The table in **Annex C** 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)

5.12 At present, the three universities which provide TQ(FE) programmes only 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 accommodate 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 over a sustained period.

Other Considerations

5.12 Funds to cover the costs of staff training and development are currently included in colleges' main recurrent grant. If additional funds were allocated to colleges with lower numbers of qualified staff, there could be some resentment from

¹⁴ Go to: <http://www.scotland.gov.uk/Resource/Doc/82254/0043889.pdf>

¹⁵ Go to: <http://www.scotland.gov.uk/Resource/Doc/82254/0022399.doc>

colleges which appeared to have used their resources more efficiently. We recognise that consideration will be required on how best to encourage colleges with lower levels of qualified staff to improve their position while not discouraging those with higher levels from continuing their good work.

5.13 In addition to the points noted above, members of the HR and CPD Communities of Practice raised the following practical issues:

1. There may be capacity constraints within colleges, not only in terms of allowing staff to undertake (or mentor those undertaking) the PDA and TQ(FE), but also in terms of backfill.
2. 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 a specific recommendation as we recognise the autonomy of colleges to decide this themselves. Nonetheless, we would emphasise that the costings in Annexes B and C include the equivalent of 240 hours of remission over the duration of the course. It should also be noted that remission costs, although they vary substantially from college to college, are the largest element of total TQ(FE) costs. This is based on responses gathered from 30 of Scotland's colleges in the Spring of 2005.
3. 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.
4. For some lecturers, where it is appropriate to prioritise gaining an assessor/verifier qualification over a PDA/TQ(FE), and for other specialised lecturers (such as lecturers in ESOL – English for Speakers of Other Languages) who frequently obtain other teaching qualifications, the question of whether the timescales set out above are reasonable.

6. A CODE OF PRACTICE

6.1 The Sub-group was also tasked with developing and considering the possible dissemination of a code of practice for all staff.

6.2 The Executive undertook a consultation on the need for a professional body for staff in Scotland's colleges in the autumn of 2004. Responses to this consultation indicated that the idea of some form of code relating to staff conduct would enjoy strong support across the sector. While many individual respondents used the words 'ethics' and 'practice' as though they were interchangeable, the two types of codes can be viewed separately. A code of ethics is a statement of the moral principles which underpin the delivery of a professional service, whereas a code of practice relates to legislative and regulatory issues, standards of conduct, best practice and commitment to continuing professional development.

6.3 It is worth noting that some corporate respondents took the view that it would be better to talk in terms of a code of practice or code of conduct because these terms are seen as being more inclusive and relate more directly to behaviour. It was also clear from the comments provided that many respondents were looking for practical guidance on matters relating to classroom management and on handling

unfamiliar situations or new challenges presented by a more diverse range of learners.

6.4 The Executive subsequently commissioned the SFEU to design awareness training and other guidance for college staff. Last year, the SFEU published “Keeping Children and Young People Safe and Well – A Handbook for Child Protection Coordinators in Scotland’s Colleges”, which includes a template code of conduct (see **Annex D**) for Scotland’s Colleges, albeit within the context of the subject area of the guidance. Although the Sub-Group believes this guidance gives a useful template for a code of practice, we note that it was not designed to cover all situations.

Research

6.5 SFEU’s research for Paper SLEWG-SG-P10¹⁶ investigated the purpose and value of codes of practice and the extent to which they were in use by colleges. The majority of the fourteen colleges which responded stated that they did have a formal code. (Note: while alternative terms such as code of conduct, staff charter and employment charter were also used, their purpose and content would seem to be broadly aligned with the purpose of a code of practice as noted above). The research also showed that codes of practices or their equivalent can exist at three levels:

- i Traditional professional;
- ii Employer expectations; and
- iii Specific circumstances.

i. Traditional professional

6.6 This covers situations where a professional body governs individual autonomy in particular occupations. Becoming a member of a professional body involves making a commitment to a code of practice or equivalent. In addition, the professional body will set out entry and experience requirements. Most modern professional bodies also take an interest in continuous professional development and maintenance of expertise through CPD can be a requirement for continuing membership.

6.7 The research highlighted that significant numbers of staff in Scotland’s colleges belong to such professional bodies, e.g. in Finance and HR. Such staff adhere to a professional code of practice or equivalent determined outwith their place of work. Benefits of membership can include recruitment opportunities, and public recognition of expertise and commitment.

6.8 Meanwhile, around a thousand members of lecturing staff in colleges are members of the General Teaching Council of Scotland and so operate within a code of practice incorporating (i) Professional Knowledge and Understanding, (ii) Professional Skills and Abilities and (iii) Professional Values and Personal Commitment.

¹⁶ Go to: <http://www.scotland.gov.uk/Resource/Doc/82254/0043967.pdf>

6.9 The Higher Education Academy, while not a professional body, has developed a professional standards framework for teaching and supporting learning in higher education. This incorporates a set of professional values. Registration is voluntary and staff in FE Colleges supporting HE learners may apply.

ii. Employer Expectations

6.10 Some employers have introduced codes of practice or equivalent to govern staff autonomy. These have been developed through consultative processes and have a status as part of contractual arrangements.

6.11 Returns from colleges indicated they had adopted this approach through a variety of forms. This obviously reflects the diversity of the sector itself.

iii. Specific Circumstances

6.12 A number of returns interpreted the request for a code of practice as the provision of documents to cover specific circumstances, such as the protection of under-18's and vulnerable adults or professional conduct between staff and students. This type of code of practice helps to ensure that common problems are tackled in a consistent and appropriate manner.

7. DELEGATION OF ETLLE DEPARTMENT'S FUNCTIONS

7.1 Following the consultation on the need for a professional body for staff in colleges, the Executive put a series of recommendations to the Minister. One of these recommendations was that the Executive would explore the possibility of delegating some work currently undertaken by ETLLE to a suitable outside body such as the Scottish Further Education Unit. Specifically, this would comprise:

1. the work that ETLLE undertakes to support the Professional Development Forum; and
2. the work required to approve the quality and content of programmes leading to the award of a Teaching Qualification in Further Education [TQ(FE)].

7.2 Having consulted the Executive's solicitor and for the reasons outlined below, the Sub-group took the view that this work should continue to be undertaken by ETLLE.

Supporting the Work of the PDF

7.3 The PDF was created in 1999 to oversee the arrangements for the initial training and continuing professional development of college lecturers. Its role, as constituted by Ministers, is to:

1. oversee arrangements for updating the occupational standards which underpin the initial teacher training (ITT) and initial teacher education (ITE) of college lecturers;

2. devise and apply criteria that allow higher education institutions, colleges and other training providers to become 'approved providers' of ITT and CPD units and awards;
3. maintain and develop a national index which contains all the units and awards used for ITT and CPD purposes.

7.4 The PDF also has a strategic role in monitoring and promoting staff development activities, and acts as the main advisory group to the Scottish Executive on all matters pertaining to the professional learning of college lecturers in Scotland.

7.5 ETLLD provides the secretariat for the PDF and its sub-groups, meets the costs incurred by these groups and undertakes the work required to implement its decisions. ETLLD said that if suitable arrangements could be made, it would look at the possibility of the sector taking over this role.

7.6 The possibility of support for the Forum being taken over by another body was discussed at a PDF meeting in 2005. The discussion revealed that PDF members were strongly against the idea and could see no compelling reason to change the existing arrangements. Members also thought that it would be difficult to identify another body within the sector which would be accepted as impartial by all the interested parties.

7.7 While ETLLD thought that this idea was worth exploring, they acknowledge the views of the PDF and, having reflected further on the matter, do not see merit in delegating the functions described at the present time. As a consequence, the SLALE Sub-group decided not to pursue this idea any further.

Amending the Education, Training and Recommendation for Registration) (Scotland) Regulations 1993

7.8 The Executive's solicitors advised that the 1993 regulations *could* be amended to allow the content, nature and duration of courses of education and training which lead to the award of a teaching qualification to be determined or approved by another person or body. However, they also advised that changing the 1993 regulations could be rather lengthy and complicated because it would mean making an order under Section 7 of the Teaching Council (Scotland) Act 1965. Complications could arise because, prior to making an order under Section 7 of the 1965 Act, Scottish Ministers are required to consider any 'relevant recommendations' or representations from the General Teaching Council for Scotland (GTCS).

7.9 The GTCS argued strongly that ETLLD should continue to approve the nature and content of TQ(FE) programmes. It expressed the view that an accreditation process undertaken by an outside body would lack credibility and could possibly damage the reputation of the TQ(FE). The GTCS also argued that delegating the approval function to some other body could lead to the learning and teaching process in the college sector becoming too distinct from that in secondary schools.

7.10 In its comments on the recommendations that went to the Minister, the Educational Institute for Scotland took a very similar view to the GTCS.

7.11 Finally, though local education authorities no longer have any influence over the college sector, the way in which the 1965 Act is framed also requires that they be consulted. If Ministers were proposing to change the 1993 regulations, they would therefore have to publish a draft of the new regulations they intended to put in place, send a copy of this draft to every local education authority in Scotland and consider any resultant representations.

7.12 Since opinion is so divided on the issue, and amending the regulations could prove such a difficult process, we recommend that ETLLD should continue for the time being to approve the quality and content of TQ(FE) programmes.

8. TRAINING AND DEVELOPMENT FOR LEARNING AND TEACHING SUPPORT STAFF

Text to follow, referring to:

- CPD recommendations earlier in this paper;
- New CPD standards and PDAs/PDUs, and those in development – some of which will be especially relevant to learning & teaching support staff; and
- LLUK's proposed consultation on UK-wide standards specific to learning & teaching support staff in Colleges.

**Sub-Group on Professional Development of Staff
December 2006**

REMIT AND MEMBERSHIP OF PROFESSIONAL DEVELOPMENT OF STAFF SUB-GROUP

Remit

The remit of the Sub-Group was to prepare recommendations to support the continued professional development of all staff in Scotland's Colleges.

This was to include developing specific policy proposals and formulating action plans for implementing the Ministerial policies to:

- increase the number of lecturers that are teacher trained;
- require lecturers to undertake a minimum amount of continuing professional development (CPD);
- develop and disseminate a code of practice;
- consider whether the Department can delegate some of its functions: and
- improve the training and development for learning and teaching support staff.

The specific tasks of the Sub-group were to:

- consider the training and development opportunities for all college staff and consider appropriate research requirements.
- increase the number of lecturers that are teacher trained by:
 - devising concrete arrangements which will ensure that newly appointed lecturers are teacher trained within a reasonable period of time;
 - recommending how best to implement these arrangements;
 - identifying any cost implications; and
 - suggesting a timescale for implementation.
- require lecturers to undertake a minimum amount of continuing professional development (CPD).
- ask the Funding Council to work with colleges and other stakeholders to:
 - undertake an audit to quantify the amount of time spent on CPD activity across the sector;
 - estimate the resource implications of setting a minimum requirement; and
 - advise on how this requirement could be implemented.
- prepare guidance on the principles, based on good practice recommendations, which colleges should include in Codes of Practice for all staff.
- consider whether specific action needs to be taken to publicise this guidance and to encourage colleges to use it.
- consider whether another organisation could take over the Executive's 'secretariat' and 'executive' functions it undertakes for the PDF.

Membership – P.T.O.

Members of the Sub-group

James Alexander, National Union of Students (Scotland) (Joint Chair)
(succeeded Melanie Ward)

Marian Healy, EIS (representing the Scottish Trades Union Congress) (Joint Chair)

Victoria Beattie, Reviews Team, Scottish Executive (Group Secretariat)

Peter Beaumont, Skills and Staffing Team, Scottish Executive

Susan Bird, Stevenson College Edinburgh (representing the ASC)

Douglas Black, UNISON (representing the Scottish Trades Union Congress)

John Bowditch, HM Inspectorate of Education (HMIE)

Bill Harvey, Scottish Funding Council

Stewart McKillop, South Lanarkshire College (representing the ASC)

Associate Members of the Sub-group

Evelyn Adams, Langside College (representing the Professional Development Forum)

Christine Fitton, Lifelong Learning UK

John McCann, Scottish Further Education Unit

Grace Sheed, Stirling University (representing the three Teacher Education Institutions)

ESTIMATED COST (PER LECTURER) OF COMPLETING A TQ(FE)

ITEM	ESTIMATED COST £
Fees payable to TEI	1,212
Travel & subsistence	267
Remission from classroom duties (Assuming remission of 240 hours over the duration of the course. Includes allowance for superannuation and NI).	10,013
Sundries	84
Other costs (e.g. tutor support)	1,136
Total	<u>£12,712</u>

ESTIMATED COSTS OF TEACHER TRAINING

Teacher Training for New Lecturers	No. of staff recommendation might apply to:		Estimated costs	Estimated costs	Estimated average annual costs - with phased implementation		
			per staff member	Total	1 year	3 years	5 years
The Department's recommendations are that:	existing	new staff (assumes 8% turnover pa)	£ 000	£ 000	£ 000	£ 000	£ 000
permanent full-time lecturers should be required to gain a teaching qualification in further education (TQ(FE)) within three years of taking up appointment;	445	374	12.7	4,750	4,750	3,167	2,850
permanent part-time lecturers should be required to gain a TQ(FE) within five years of taking up post;	809	134	12.7	1,701	1,701	1,134	1,020
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 <i>Introduction to Teaching in Further Education</i> ; and	4,865	545	3.0	1,634	1,634	1,089	980

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 <i>Introduction to Teaching in Further Education</i> .					7,729	5,390	4,851
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Sources of data:

1. Staff numbers: SFC 2004-05 Staffing Return, Table 2
2. Turnover rate: Indications from 4 colleges
3. Costs per staff member: Scottish Executive survey, Spring 2005 (information received from 30 colleges re TQ(FE), and 12 re the then advanced certificate

Notes:

1. Existing staff numbers have been reduced to take account of those currently studying for TQ(FE) (based on estimated total of TQ(FE) students at Scottish colleges provided by TEIs, October 2006).
2. Learners per year under each timescale are estimated to be as follows:
 - ▶ 1 Year: TQ(FE) = 635; PDA = 681; total = 1,316
 - ▶ 3 Years: TQ(FE) = 212; PDA = 227; total = 439
 - ▶ 5 Years: TQ(FE) = 127; PDA = 136; total = 263

“KEEPING CHILDREN AND YOUNG PEOPLE SAFE AND WELL – A HANDBOOK FOR CHILD PROTECTION COORDINATORS IN SCOTLAND’S COLLEGES - SFEU

1. Introduction

It is accepted that protecting young people from abuse is a shared responsibility and that all staff who work with young people should be aware that there are issues of good practice in which it is everyone’s interest to follow.

To ensure that all forms of abuse are prevented and to help staff who work with young people, the following guidelines should be followed.

2. Values and Principles

The college strives to ensure that everyone who comes into contact with young people, as staff or participants, understands the boundaries of appropriate behaviour. (Ref. Code of Good Practice)

The college encourages positive role modelling and provides clear guidelines and procedures for breaches of the Code of Conduct.

All staff are made aware of the college’s diversity and equality policies.

Staff, parents and carers are provided with college policies and procedures related to appropriate behaviour (including anti-bullying policy).

The college adopts a proactive approach to prevent inappropriate behaviour.

The college takes reasonable steps to ensure the care and protection of young people and staff.

3. Guidance and Support

The college provides guidance to staff and young people related to:

- Photography and video/digital images
- Drugs and alcohol
- Management of individual health, medical, special dietary and intimate care needs including procedures for administering First Aid and responding to emergency medical needs
- Allegations of bullying and harassment such as racism and sexism
- Health and Safety procedures
- Guidance on the use of restraint
- Positive behaviour in and around the college.

Human Resources advise on the relationship between the Code of Conduct with conditions of employment and college disciplinary measures should the Code be

breached. Staffs are consulted about the use and purpose of the Code with prospective and existing staff.

The college provides relevant and appropriate staff development opportunities related to care and protection of young people.

The college shares the Code(s) of Conduct and Good Practice with external facilitators and contractors.

Staffs know the procedures for reporting and recording allegations of inappropriate behaviour.

Staff and students participate in updating college policies and guidelines to take account of changing practice.

Staffs are made aware of professional roles and responsibilities related to safeguarding practice and procedures.

4. Breaches in the Code of Conduct

All stakeholders are made aware of the possible consequences for breaches of the Code.

Any concerns about breach of the Code of Conduct are reported and appropriate action taken.

5. Monitoring and Review

The college accepts that monitoring and review are vital aspects of good safeguarding practice.

The college will continue to use monitoring and review systems to meet the needs of staff, students, parents and carers and other participants to incorporate new legislation and guidance in safeguarding practice.

A CODE OF PRACTICE

A Code of Practice or equivalent could be used to provide the following:

1. An outline of the obligations and standards all staff can expect in respect of their employment with a specific college.
2. A framework of principles, which is not intended to be exhaustive, which provides guidance on the expectations that college boards and principals' have of all staff employed by the college.
3. A senior management code of conduct.
4. A statement on expectations of staff and the expectations of managers in managing staff.
5. An outline of the explicit aspirations of the college in encouraging, involving and empowering all staff to achieve excellence within a professional and supportive environment. It could make clear the college's recognition of the importance of the development of an atmosphere of mutual trust and respect within the workplace.
6. A statement of specific principles, especially in relation to the Nolan Committee's Standards in Public Life, in order to make the decision-making process open and transparent.
7. A statement of expectations; for example, it could project the college's positive and professional image in the local community.
8. A commitment to provide staff with a positive and supportive work environment.

Areas commonly covered by existing codes of the 'traditional professional' and 'employer expectations' type include (please note that this list is not exhaustive):

Traditional professional

1. Collegiality and partnerships;
2. Conduct;
3. Expertise;
4. Inclusiveness;
5. Legislation;
6. Professional relationships;
7. Responsibility; and
8. Responsiveness to individual needs.

Employer expectations

1. Canvassing;
2. College Facilities;
3. Communications;
4. Confidentiality;
5. Course materials;
6. Discrimination;
7. Expenditure;

8. Harassment;
9. Identification;
10. Professionalism; and
11. Suppliers.