

# **Supporting Part-time Teachers in Further Education Colleges**

**NATIONAL  
REPORT FROM  
THE INSPECTORATE  
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THE  
FURTHER  
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COUNCIL

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# Contents

## Paragraph

Introduction	1
Summary of Inspection Findings, and Key Recommendations	5
Contracts and Conditions	10
Supporting Part-time Teachers	21
Part-time Teachers and Quality Assurance	42
Part-time Teachers Speak Out (Case Studies)	53
Strengths, Weaknesses and Conclusions	54
Annexes	
A: Recent guidance on the employment rights of part-time teachers	
B: Agency-supplied part-time teachers	
C: Statistics	
D: Colleges participating in the national survey	

# Supporting Part-time Teachers in Further Education Colleges

## Introduction

1 The FEFC's staff individualised record (SIR) for 1998 states that 28% of full-time equivalent teachers in the sector are on part-time contracts. Since full-time teachers are more likely to be engaged on management tasks as a part of their duties, it can be assumed that at least one-third of all lessons in further education colleges are taught by part-time staff. The report of the chief inspector of the Further Education Funding Council (FEFC), *Quality and Standards in Further Education in England 1998-99: Chief inspector's annual report*, identifies fewer strengths in the lessons taught by part-time teachers compared with those taught by full-time teachers. The ways in which colleges train, support and ensure the quality of the work of part-time teachers, therefore, is of crucial concern to the sector, and more particularly, to students.

2 In order to identify the steps necessary to improve the quality of work of part-time teachers in 1999-2000, the FEFC inspectorate carried out a national survey of the support offered to part-time teachers in further education colleges. The focus was on colleges employing large numbers of part-time teachers, which meant that almost all the colleges involved in the survey were general further education or tertiary colleges. One adult and community college with an exceptionally large number of part-time staff, and one specialist college of art and design were included. Although sixth form colleges make use of staff on fractional contracts, they do not generally employ other categories of part-time teachers in large numbers.

3 The survey was conducted in two stages. Using data from the FEFC's SIR, 30 colleges with the largest numbers of part-time staff were identified. These colleges ranged in size from small to very large, and the overall ratio of part-time to full-time teachers was 2.6:1. In each case, an inspector, usually the college inspector, visited the college and discussed its provision

for part-time staff, using a standard questionnaire. Subsequently, the inspector spoke by telephone to two or three part-time teachers employed by the college. This first stage of the survey was completed by the end of December 1999. The examples inserted in the text of this report are drawn from this evidence.

4 The second stage involved more detailed studies in 11 colleges where inspectors had identified good practice in the management and support of part-time teachers. The colleges in both stages of the survey were drawn from most regions of England. Three of the case study colleges are in the north, four in the Midlands and four in the south. Whilst gathering material for the case studies, inspectors shadowed one or two part-time teachers for half a day as they carried out their usual duties, and interviewed them about their experience and careers. The teachers were employed on different types of contract and had varying lengths of service. The case studies in this publication are representative of this variety, but do not include any agency staff.

## Summary of Inspection Findings, and Key Recommendations

### *Management*

5 The use of part-time staff has increased as colleges have sought to improve their flexibility and efficiency. At least one-third of lessons in further education colleges are now taught by part-time teachers. In some colleges, the proportion is much higher. Many part-time staff are also temporary, creating further challenges for managers. The support which such staff receive to do their job well, and the effectiveness with which they are managed, have a significant effect on the quality of students' experience. Colleges do not offer all staff the same quality of support, either through formal systems, or informally. The working practices of the teaching team to which part-time teachers

contribute, and the skills and attitudes of their supervising manager, have a strong influence on the nature and extent of the support offered. Colleges where significant numbers of part-time staff are managed by a few, appropriately trained people, were found to have developed some successful practice in setting expectations and maintaining standards. Hourly paid and agency staff are least likely to receive support. The employment status of teachers provided by a third party creates particular difficulties because the offer of certain forms of support can compromise this status.

- colleges should make explicit their strategy for employing part-time teachers and clarify their employment policies and practices
- colleges should create procedures for the management and support of part-time teachers that work consistently across all departments
- managers with responsibility for part-time teachers should have those responsibilities clearly defined and be provided with appropriate training
- colleges should identify the support needs of their part-time teachers and develop appropriate structures for meeting these needs
- colleges should establish effective channels of communication with part-time staff, bearing in mind that most teachers value face-to-face discussion more highly than newsletters and memos
- colleges should ensure that time in meetings is well spent and that other opportunities for professional contact, such as those provided by information technology (IT) or teamwork, can be exploited.

### ***Contracts***

6 The law relating to the employment of part-time staff changed on 1 July 2000. Part-time staff can now claim equal treatment with comparable full-time staff in specific

circumstances. Most colleges expect part-time teachers to undertake a range of duties in addition to their teaching. These are not always specified in contracts and are not always allocated in proportion to the time paid for. When part-time teachers consider that there is a mismatch between their additional duties and the time available, the quality of their teaching often suffers. Many part-time teachers carry out similar roles and responsibilities to those of their full-time colleagues, but without the same opportunities for support, training and access to facilities.

- colleges should clearly specify in job descriptions the duties additional to teaching that they require part-time teachers to undertake
- colleges should familiarise themselves with the requirements of the new regulations intended to prevent less favourable treatment of part-time staff, and audit their current arrangements in the light of these requirements (see annex A).

### ***Professional development***

7 Fewer part-time teachers than full-time teachers hold full teaching qualifications. Too many colleges have insufficient knowledge about the qualifications of part-time teachers, and not all check qualifications adequately. Most of the colleges surveyed provide their part-time teachers with good opportunities for professional development, especially through whole college events and training days. Most offer the chance to complete a basic teaching qualification and to obtain assessor awards. Part-time teachers in some curriculum areas also work in the relevant industry, bringing useful and current experience to their teaching. In some cases, full-time teachers who have retired early continue to teach as part-time teachers, but without the opportunity to update their experience or professional skills. It is unusual for colleges to support part-time staff for long qualifications or industry secondments, and impossible for them to provide significant

training for staff supplied by agencies. Few colleges are developing proper systems for training and support that take account of the complexity of the roles and responsibilities of part-time teachers and the contribution they make to the college's provision.

- colleges should check the qualifications of, and obtain references for, all potential part-time teachers
- colleges should keep and update proper records of the qualifications of teaching staff
- colleges should seek to increase the proportion of part-time teachers with full teaching qualifications
- college training plans should recognise the variety of roles and responsibilities which part-time teachers undertake.

### ***Resources***

8 There is a mismatch between what colleges expect part-time teachers to do, and the facilities they provide for them. Part-time teachers need a work-base and facilities to produce teaching materials. Although such materials have a significant impact on students' learning, most colleges fail to help their part-time teachers with systematic arrangements for the production, quality control and sharing of these materials. Few of the part-time teachers had good links with library and learning resource staff. Many part-time teachers develop their teaching and learning materials in their own time and there are unresolved issues about the ownership of materials produced in time not covered by contract.

- all teachers should be supplied with a suitable work space in college
- teaching materials produced by part-time teachers should conform to standards expected and applied across the college. The means to achieve this include:
  - sharing existing materials
  - access to computers and the Internet
  - access to adequate reprographic facilities

- the Association of Colleges may wish to advise colleges about the intellectual property rights associated with materials which part-time teachers produce in their own time, and/or for use in more than one college.

### ***Quality assurance***

9 Colleges do not systematically include the teaching provided by part-time staff, especially hourly paid staff, in their quality assurance arrangements. Since it constitutes a high proportion of teaching in many colleges, this is a serious omission. Most part-time teachers are aware of course review and evaluation requirements, but the extent of this awareness varies widely. Most of those interviewed during the survey were not aware of performance indicators, the use of national benchmarking data, the importance of identifying trends in achievement, or the role of lesson observations in the assessment of teaching quality. There was greater awareness of student perception surveys, audits and internal and external verification, all of which have a more immediate impact on individual part-time teachers. Most part-time teachers are not involved in self-assessment, setting targets or action-planning aimed at improving the quality of provision. Colleges in the survey which stated that they involved part-time teachers in quality assurance arrangements, were generally referring to staff on fractional contracts and few of them were able to specify the extent of part-time teachers' participation in quality assurance. Hourly paid teachers are rarely available to attend relevant meetings or other discussions, and they have little involvement in quality assurance arrangements. For agency-supplied staff, there are difficulties over such involvement, because of their terms of employment.

- the performance of all part-time teachers should be regularly reviewed, using whatever method is appropriate to their circumstances
- where lesson observation schemes exist, they should include hourly paid staff

- part-time teachers should be involved in self-assessment
- part-time teachers should be informed about performance standards for their courses, such as national benchmarks, college targets, and action points agreed during course reviews.

## Contracts and Conditions

10 Part-time teachers in further education colleges are employed on several types of contract. Among the colleges participating in the survey, these contracts can be grouped into two main types: hourly paid contracts and fractional or fixed-term contracts. Hourly paid contracts are most prevalent. Teachers on these contracts are paid for periods ranging from two to 27 hours a week during term time. Some contracts are for a few weeks, some for a year; others are renewable termly. Some part-time teachers are paid only for hours of class contact; others may have additional paid time for administrative duties or attendance at specified meetings. A college in the north pays its part-time teachers an extra 15 minutes for every hour they spend teaching, for related duties such as providing subject support for students or participating in course reviews. In most colleges, hourly paid teachers are expected to carry out teaching-related duties such as assessment and marking as part of their contract for class contact. Fractional and fixed-term contracts have increased as colleges have responded to changes in employment law. A summary of the recent legislation and its impact on the employment rights of part-time teachers is given in annex A.

11 Colleges usually seek to employ teachers on fractional contracts, before engaging hourly paid teachers. Fractional contracts are more secure than temporary contracts since they give part-time teachers more extensive employment rights. Contracts range from 0.2 to 0.9 of a full-time post. Teachers on fractional contracts are usually on pro rata salaries and are

contracted to cover many duties in addition to teaching. In the colleges surveyed, they have responsibility for course management, curriculum development or student support and periodic responsibilities for activities such as enrolment, induction or marketing. Teachers on fractional or fixed-term contracts are referred to as fractional teachers in this report.

12 Colleges in the survey using agency-supplied part-time teachers were in a minority. Only four of the 30 colleges were doing so and only one of those was planning to increase their use. Nationally, nearly half of all colleges make use of agency teachers. A brief synopsis of the work of two of the agencies that supply part-time teachers to colleges is given in annex B.

13 The pressures leading colleges to move from hourly paid contracts to fractional ones are mainly to do with employment law, such as equal pay requirements and the working time regulations. Some colleges claim that the move away from the large-scale use of hourly paid teachers has raised the quality of teaching because the more effective part-time teachers have been retained on fractional contracts. In addition, the colleges are more able to involve fractional teachers in quality assurance arrangements. Most colleges have retained a mixture of contracts, however, to maintain some flexibility in relation to provision and costs.

14 In recent years, the numbers of part-time teachers in further education colleges have increased significantly. Numerically, there are more part-time than full-time teachers, though the proportion of the provision they teach in individual colleges varies widely. The number of part-time teachers in the colleges surveyed far exceeded the number of full-time teachers. During the 1998-99 teaching year, the colleges in the south employed 1,977 part-time and 768 full-time teachers, a ratio of 2.6 to 1. Those in the Midlands employed 2,298 part-time and 920 full-time teachers, a ratio of 2.5 to 1. Those in the north employed 1,552 part-time and 520 full-time teachers, a ratio of 3 to 1. A college in

the north employed the largest proportion of part-time teachers (213) to full-time teachers (38), a ratio of 5.6 to 1. Additional statistics relating to numbers of part-time teachers in sector colleges and trends in their employment appear in annex C. In some colleges, part-time teachers teach a higher proportion of lessons than full-time teachers. Among the general further education colleges in the survey, the highest percentage of lessons taught by part-time teachers was 58%. However, in an adult college also included in the survey, part-time teachers were teaching 75% of the lessons. The subject areas with the highest proportion of part-time teachers are languages, provision for students with learning difficulties and/or disabilities, and office studies and IT.

15 Most colleges believe that the proportion of provision taught by part-time teachers has reached a peak. The ‘pool’ of experienced part-time teachers is reducing as many of the current cohort retire. Given the costs of training and supporting inexperienced part-time teachers, some colleges prefer a smaller and more stable part-time workforce, and have set themselves targets for reducing the proportion of courses taught by part-time teachers. Over the last two years, one of the colleges surveyed had reduced the proportion of lessons taught by part-time teachers from 70% to 50%.

A college in the north has reduced the number of its part-time teachers from 97 to 70. Of these, 46 are teaching on part-time courses and 24 are teaching on full-time courses. In recognition that full-time teachers were carrying too much of the management and administrative load, about 15 of the part-time teachers were placed on fractional permanent contracts. Each is responsible for a wide range of departmental duties.

16 The proportion of part-time teachers, however, will remain significant, and their work will increase in importance as colleges try to

respond quickly to the demands for new types of provision. For example, colleges participating in recent initiatives to increase basic skills provision increased the number of part-time teachers in order to run these courses. Colleges’ reasons for appointing part-time teachers in order of priority are:

- to extend the range of courses and offer a more diverse curriculum. Part-time teachers can supply a wider range of minority subjects and vocational specialisms than the full-time workforce alone can provide
- to increase flexibility of provision. The greater flexibility which part-time teachers can offer enables colleges to provide courses when students want them, for example at certain times of the year, in the evening and at weekends
- to cope with peaks and troughs in demand
- to gain access to the current industrial or vocational experience that part-time teachers can provide. This was identified as being particularly valuable in the fast-moving curriculum areas of IT or in specialist aspects of subjects such as art and design. Some colleges consider that the use of part-time teachers is an effective way of injecting ‘new blood’ into teams. They value the influx of energy brought in by part-time teachers with experience of industry
- to extend the range of skills in the college. Full-time teachers do not always have the range of skills to cope with specific national or regional initiatives. Often, they cannot be deployed to meet a market need that may be transitory or to cover such aspects as work-based training and assessment
- to offer new courses at minimum financial risk. Some colleges mentioned that part-time teachers represent good value for money. They also recognise that such value depends on effective management of the whole of the college’s teaching force. If full-time teachers are underused, part-time teachers represent an unnecessary



expense. Part-time teachers are often appointed in areas where a college has tried to appoint a full-time teacher, for example in IT, but at salary levels which are not enough to attract applicants.

A college in the Midlands uses part-time teachers to provide specific vocational expertise. Examples include: a veterinary nurse teaching on a veterinary nursing course; firemen and policemen contributing to a public services course; working artists teaching on art and design courses; the manager of a nursery teaching on a childcare course. The college considers that the relevant, up-to-date experience of such teachers is highly motivating for students and helps keep full-time staff up to date.

17 Further reasons for using part-time teachers were identified less frequently but were important for those colleges which mentioned them. They include:

- to employ effective teachers, whom the college wants, but who prefer to work on a part-time basis
- to bring in local knowledge. While many full-time teachers live at some distance from the college, part-time teachers tend to live locally since it would be impractical for them not to. They bring to the college welcome knowledge of the local community
- to save money and balance the budget. One college estimated a saving of £160,000 a year through using part-time teachers. This type of saving may disappear with the impact of recent employment legislation
- to share good practice. Many part-time teachers work in other colleges and bring with them examples of good practice
- to cover sick leave and authorised absences.

18 Usually, colleges consider that teaching-related responsibilities such as lesson planning, preparation, assessment, marking and provision

of learning materials for students are part of teaching duties. However, additional activities are sometimes specified in the contract or job description. A college in the Midlands, for example, requires all its part-time teachers to carry out preparation, marking, assessment, supervision of work experience, the interviewing of prospective students, marketing, and the writing of reports. It also requires them to attend staff meetings and to participate in certain staff development activities. Some colleges grade their contracts to indicate the kinds of duties specified.

A college in the south employs its part-time teachers on contracts graded A, B and C, the grade reflecting the levels of responsibility. Most contracts are graded A and cover only teaching and closely related duties. The number of part-time teachers employed on grade B contracts, which include course co-ordination duties, is increasing. Only a few are employed on grade C contracts. These are course leaders and they have a wide range of additional duties.

19 The most common additional duties identified by colleges and part-time teachers participating in the survey were:

- **course tutoring.** Part-time teachers usually had substantial teaching commitments on the course for which they were course tutor. Some were paid to attend the college when the course was running, even when they were not teaching on it, so that they could carry out non-teaching duties. Course tutor duties were written into their contracts
- **course management.** Though not common, some fractional teachers have course management responsibilities. These involve them in a range of additional duties such as course design and development, marketing, enrolment and induction, using and checking management information, and convening and chairing course

meetings and course reviews. In one college, the high proportion of part-time teachers means that all fractional teachers play an important role in course management. Other colleges, by contrast, have made a policy decision not to employ part-time teachers as course managers on the basis that they would not be available throughout the week

- **curriculum development.** Many colleges involve part-time teachers, mainly fractional teachers, in curriculum development. A college in the south pays part-time teachers, where appropriate, to develop course submissions. A fractional teacher at a college in the north is one of three college representatives who have worked with local schools to develop a common approach to curriculum 2000. Most colleges do not involve hourly paid teachers in curriculum development
- **personal tutoring.** Many colleges use part-time teachers as personal tutors in a similar way to full-time teachers. A college in the north trains and supports part-time teachers in their tutorial role and a college in the Midlands has developed a new role of 'tutorial assistant' for part-time teachers, together with appropriate training. On the other hand, one northern college rarely uses part-time teachers as tutors because they consider them to be insufficiently accessible to students.

20 Some colleges do not have coherent systems for training part-time teachers and for managing, supporting and monitoring their work in carrying out additional duties, especially where these teachers are hourly paid. Some of the part-time teachers involved in the survey also claimed that the lack of time for carrying out additional duties adversely affected their teaching.

## Supporting Part-time Teachers

### *What the colleges say they do*

21 Colleges have long offered certain types of support to their part-time teachers. Most provide an induction programme. Most provide basic, initial teacher training for untrained part-time teachers and give those who want it, access to qualified teacher status. Most allow part-time teachers to participate in internal programmes of staff development. Colleges in the survey identified a wide range of support that their part-time teachers would find useful, though some recognised that they were not yet providing all the things they themselves mentioned. In order of priority, colleges considered that part-time teachers should have access to the following forms of support:

- effective induction to the college and the relevant course team(s)
- access to appropriate qualifications and professional updating
- adequate and continuing information about the college and its courses, and to current curriculum initiatives such as those relating to key skills, basic skills and curriculum 2000
- adequate working facilities
- mentors or other specific personnel to provide advice and support.

22 Most colleges estimate that the support needs of part-time teachers will intensify or change in the near future as a result of external pressures on the curriculum and on colleges. These include:

- changes in the nature of student cohorts brought about by widening participation and increased entry at lower levels
- inclusive learning
- the greater need for differentiated methods of teaching and learning as teaching groups become more mixed
- advances in new technology and increases in the use of information and

communications technology

- a greater focus on retention and achievements, requiring improved recording of students' performance
- more involvement in a wide range of responsibilities in addition to teaching
- the need to gain appropriate qualified teacher status.

23 Colleges consider that the support needs of part-time teachers will be very similar to those of full-time teachers. However, a major difference is that it is much more difficult for colleges to ensure that part-time teachers take up the support provided. Managers at a northern college, for example, were disappointed at part-time teachers' reluctance to take advantage of training opportunities in new technologies. Although some colleges have analysed the support needs of their part-time teachers, few have identified the appropriate mechanisms for providing such support.

### ***What part-time teachers say about their support needs***

24 There is a degree of agreement between colleges and part-time teachers about the forms of support which are important, but teachers' priorities are different. Part-time teachers considered the most valuable forms of support, in order of priority to be:

- adequate working facilities such as a desk in a staff room and storage space
- access to curriculum materials such as schemes of work, preferably in a standard form
- access to, or support in developing, appropriate teaching and learning materials
- support from specific staff, such as reprographic and IT technicians
- an approachable, supportive section or line manager with whom they had good personal contact.

25 Part-time teachers in the colleges participating in the survey considered that the

level of support they received varied according to the attitudes of their section or course team leader and members of the course team. The nature of the team was an important influence on effective working. Structured support at departmental level is highly important to part-time teachers because of the way in which they are appointed and the basis on which they work. Most are appointed by departments. Some have heavy teaching commitments and many work across sites or at times when few full-time teachers work, such as evenings or weekends. Colleges, therefore, need to take account of such factors in the support they provide.

26 The ability of part-time teachers to benefit from the support available is influenced by:

- the number of part-time teachers in the department. The greater the number, the more frequent and systematic is the support offered
- the approach of the head of department and section leaders. Managers who assume a responsibility for ensuring that part-time teachers are able to work effectively for the time they are in the college, and who consider these teachers to be a part of their team, are more likely to set up appropriate arrangements for support. They take action to establish and maintain good communications with the part-time teachers, they are able to deal with issues quickly as they arise and they can, therefore, identify and meet support needs as and when these become apparent
- the amount of time that the part-time teacher spends in college. Generally, a teacher who spends only a few hours in the college is not able to take advantage of opportunities for support, such as staff development events, use of computers and other resources or participation in formal and informal meetings. Many are willing to do so, but have other jobs
- the type of contract. Even though hourly paid teachers may be in college for several

hours (27 hours for some part-time teachers in the survey), they spend most of this time teaching. Fractional teachers are more likely to be able to, and more likely to be expected to, take up the opportunities for support. Much of the support that part-time teachers value is informal and/or unplanned. The more non-teaching time teachers spend in the college, the more able they are to take advantage of this kind of support

- the willingness of part-time teachers to seize the opportunities offered and to seek out any additional support they need. Some part-time teachers do not take advantage of the support offered because they consider that they do not need it. Others do not wish to move beyond their current teaching commitment and see little point in measures designed to raise their levels of competence or advance their careers.

### ***The quality of the support provided***

#### **Induction**

27 Induction programmes for part-time teachers often mirror those for full-time staff. The programme typically consists of an introduction to the college, organised by the personnel or human resources section, and an induction to the department, organised by the head of department or appropriate section leader. The college programme is often a formal affair, and may be spread over a few weeks. For example, a college in the south provides new teachers with a standard checklist and it becomes their responsibility, together with their line manager, to ensure that they complete the induction activities. Part-time teachers sign the checklist to confirm they have been inducted. Other colleges provide induction handbooks or booklets.

28 In one college, the personnel section holds an annual meeting for part-time teachers to update them on contractual, employment and

support issues. However, attendance has been poor and the college is now considering an alternative way of providing this information. A college in the Midlands gives part-time teachers three hours pay to attend their induction. Some colleges repeat the induction programme (in one case up to five times a year) to ensure that all can attend. Even so, not all part-time teachers participate.

29 Though induction to the college is useful for part-time teachers, it tends to focus on systems and procedures. The teachers themselves would prefer more emphasis on the practicalities of the part-time teaching job. Considering the effort and expense involved in providing a structured induction programme, colleges should consider consulting more closely with part-time teachers on the induction activities they find most useful. Induction to a department is often the responsibility of the section leader. Few colleges provide guidance on this and, even within the same institution, practice varies widely. A northern college recruited 15 new part-time teachers this year and some of the programme co-ordinators responsible for inducting them to their courses were much more effective than others in devising suitable induction programmes.

#### **Communications**

30 Most colleges make extensive efforts to establish effective channels of communication with part-time teachers. Written material includes staff handbooks and guidelines, minutes of course and departmental team meetings, college newsletters, and departmental and course memos. Many colleges operate a pigeonhole system for internal mail and post notices on staff notice boards. Some send bulletins or newsletters with staff payslips. A few colleges include part-time teachers on their electronic mail system.

31 Part-time teachers consider that the most useful written communications, provided they are clear, are course-related papers including

handbooks, memos from managers and minutes of meetings. The least useful are general college communications including newsletters. Two of the colleges in the survey, one in the Midlands, one in the north, publish a newsletter for part-time teachers, to try to make the information relevant. Part-time teachers feel well informed when they have opportunities to talk regularly to their line manager, either formally or informally. They also value the opportunities for informal communication with other teachers. Many of the part-time teachers, however, are not assigned to a staff room, which restricts their opportunity to meet and converse with other staff.

32 Colleges consider that face-to-face encounters are the most effective means of communication and, for this reason, part-time teachers are encouraged to attend relevant meetings, wherever possible. Many part-time staff find it difficult to attend meetings on a regular basis, particularly in colleges which operate on several sites. Nevertheless, most colleges invite all their part-time teachers to team meetings and important college meetings. Agendas are usually sent to them in advance, and they receive minutes. Part-time teachers in a college in the south stated that their inclusion in meetings made them feel that they were valued members of staff, contributing to the mission of the college.

33 Some colleges pay part-time staff to attend annual conferences and key meetings, the latter at rates of between £6 and £9 per meeting. Some set the dates and times of their meetings well in advance and at times convenient for part-time teachers. A large college in the north requires part-time teachers to attend specific meetings as part of their contract. At a college in the Midlands, attendance at study days and team meetings is seen as crucial and all fractional teachers are required to attend. Some departments repeat course review and other important team meetings to give hourly paid teachers a better chance of attending.

34 The relevant section manager usually has responsibility for ensuring that part-time teachers are kept informed of necessary matters. In sections with a large number of part-time teachers, a manager may be specifically appointed to the task. Most teachers working for the adult learners club in a large northern college are part time. The club administrator briefs them weekly, holding meetings as they arrive. In a college in the Midlands, the large number of part-time teachers involved in non-vocational and leisure courses have their own co-ordinator responsible for communications. Other colleges use mentors to keep part-time teachers well informed. In a few colleges, part-time teachers serve on the academic board or on the staff development committee.

A college in the south takes steps to ensure that communication with part-time teachers is a two-way process. Part-time teachers are invited to all relevant meetings. They have a representative on the academic board and on the staff development committee. The college's annual course review process includes an opportunity for them to record their views on how to improve provision and identify factors affecting the quality of their teaching. Part-time teachers consider that the formal involvement in meetings, together with the more informal contacts with section heads and mentors, ensure that the issues they raise are dealt with promptly and effectively.

### **Work spaces and facilities**

35 Most part-time teachers involved in the survey commented adversely on their physical work-base, especially on the shortage of desks, storage space and computers. Yet, most think this is the most important form of support in enabling them to do their job well. There may well be a connection between the reluctance of

part-time staff to wait around for meetings and the poor working facilities with which many of them are provided. Few hourly paid teachers have desks or storage space. Some stated that their only shelf or cupboard was the boot of their car. There is often a mismatch between the duties colleges expect part-time teachers to carry out and the working conditions and facilities they provide. For example, though hourly paid teachers are expected to provide their own teaching and learning materials, they are not provided with the facilities to produce them. In a college in the south, part-time teachers do not have access to a staff room. A northern college, on the other hand, has recently improved working facilities for part-time teachers by allocating them a shared desk in a staff room, a pigeonhole and shared access to a computer.

A college in the Midlands provides well-equipped work-bases that include a desk in a staff room, a pigeonhole, a filing cabinet and access to a computer. There is also a quiet room available for marking. A college in the south has a large faculty work area with space for part-time staff, a neighbouring staff common room, and a small kitchen with free coffee.

### Teaching and learning materials

36 Although teaching and learning materials can have a marked impact on the quality of students' learning, most colleges do not have systematic arrangements for supporting part-time teachers with the production, quality control and sharing of materials. Most colleges expect part-time teachers to provide their own teaching and learning materials. Hourly paid teachers are sometimes provided with lesson materials by full-time teachers but usually they have to develop them in their own time. Ready access to facilities such as computers and the Internet would help part-time teachers to improve the quality, topicality and presentation

of their learning materials. However, many hourly paid teachers, in particular, have to produce their materials at home. One northern college, concerned at the quality of some teaching and learning materials, has given part-time staff full access to photocopying facilities and support in using computers and the Internet. One faculty employing a large number of part-time teachers runs regular sessions for them to review and update their learning materials.

At a Midlands college, part-time teachers receive standardised curriculum and learning materials, designed for use by staff and students. These take the form of booklets containing schemes of work, module or unit objectives, handouts, overhead projector slides and additional material to extend learning. Part-time teachers considered that this was their most effective form of support.

### Course planning materials

37 Cohesive course teams often produce course handbooks, schemes of work, assignments, assessment plans and lesson plan formats and share these with part-time teachers.

A college in the Midlands provides course handbooks that include schemes of work and lesson plan forms that can be customised by teachers. In addition, it gives part-time teachers access to a college-produced bank of course notes, handouts, overhead projector slides, specification booklets for national vocational qualifications (NVQs), and assignment books that include tracking and internal verification forms.

38 Where part-time teachers are involved in developing course materials for general use, their job description specifies this. In a college

in the Midlands, two out of three internal verifiers on a general national vocational qualification (GNVQ) course are part-time teachers, who are contracted to help in building up a bank of relevant materials. At some colleges, part-time teachers have to produce their own schemes of work, assignments and handouts. At one college, the standardised curriculum materials developed by one department are not available to part-time teachers, whilst in another department they are.

### **Mentors**

39 This form of support was mentioned only by a minority of colleges. In two colleges that provide a mentor, the system was not operating well in practice and part-time teachers were not receiving effective support. One college in the Midlands provides mentors but only for fractional teachers. A college in the north had offered mentors but none of the part-time teachers had taken up the offer. Where part-time teachers are allocated effective mentors, the mentors often become their main providers of support.

A college in the south assigns mentors to part-time teachers and the mentor's role is formally set out in the college's staff induction policy. Mentors observe lessons on request. As yet, there has been no formal monitoring of the effectiveness of the mentor system.

### **Staff development and in-service training**

40 Colleges provide internal staff development programmes for their staff, many of which are open to part-time as well as full-time teachers. Many colleges encourage both full-time and part-time teachers to follow appropriate college courses by waiving or discounting fees. For example, part-time teachers often have free access to IT courses and those who teach vocational courses are given free training to

achieve assessor and verifier qualifications. The less time part-time teachers spend at the college, the less likely they are to attend training events. Fractional teachers are most likely to engage in staff development. A few colleges encourage part-time teachers to follow external courses by paying their fees and providing paid time for study. However, most colleges are unlikely to support part-time teachers in updating their industrial experience or in following external courses provided by awarding bodies.

A college in the Midlands provides free initial teacher training, and assessor and verifier training, and free access to all IT courses run by the college. A part-time teacher in accountancy received funding to go on an externally run course at considerable cost to the college.

41 Some colleges pay part-time teachers a daily training allowance or travelling expenses to attend relevant courses. However, many part-time teachers have other jobs or domestic commitments that prevent them taking advantage of these opportunities for staff development.

A college in the north ran internal staff development courses for its part-time teachers of modern foreign languages. The courses covered development of teaching and learning materials, teaching methods and the qualification framework. Attendance at the courses was good, possibly because they were held on Saturdays. The teachers were paid an hourly allowance of £7 and this made them feel that the college valued their participation.

## Part-time Teachers and Quality Assurance

42 Predictably, the involvement of part-time teachers in colleges' quality assurance arrangements varies with the type of contract they hold. Many colleges consider that the trend of employing fewer part-time teachers for longer hours is helpful in increasing this involvement. Although some colleges arrange meetings at times to suit hourly paid teachers, and offer to pay them to attend key meetings, it is recognised that teachers' lack of availability is a major barrier to their participation in quality assurance arrangements. Fractional teachers, on the other hand, are more likely to be involved in appraisal, lesson observation, self-assessment and course reviews. Colleges consider that the quality of part-time teachers' work can be assured by improved arrangements for recruitment, appraisal, initial teacher training, lesson observations, course reviews, audit and self-assessment.

### *Recruitment and selection of part-time staff*

43 For fractional appointments, colleges usually employ the same recruitment procedures as for full-time teachers. Qualifications and references are checked and applicants are formally interviewed. Job specifications are drawn up, with appropriate personal and professional criteria for appointments to fractional posts, including relevant vocational or higher education qualifications. Arrangements are much less stringent for hourly paid teachers. Where the part-time teachers are supplied by an agency, the college often relies on the agency to check qualifications and references. However, at least one agency expects the college itself to check the qualifications of those it recruits.

A college in the Midlands draws up person and job specifications for all part-time posts to ensure that the selection process is rigorous. A senior manager serves on the interviewing panel, as well as the head of department and course leader. The college verifies applicants' qualifications and takes up references. The process also includes a check on applicants' technical and vocational expertise.

### *Appraisal or performance review*

44 In recent years, most colleges have adopted appraisal or performance review systems for their full-time staff and some include their fractional teachers. Appraisals are usually the responsibility of a head of department. Hourly paid teachers are rarely included in such systems. In a few colleges, all part-time teachers are appraised, although for those teaching below eight or six hours a week, the appraisal is conducted using questionnaires or by telephone. Part-time teachers' appraisal often includes lesson observations. All the part-time teachers participating in appraisal who were interviewed during the survey found their appraisal useful. Many see their involvement as a positive way of developing skills and qualifications. As a result of appraisal, fractional teachers may draw up a personal development plan or action plan which identifies their training needs. Most part-time teachers considered that they had good support in meeting the training needs identified in this way. Despite the positive views of part-time staff, however, only a small minority of colleges has a systematic, coherent appraisal procedure which applies to all their part-time teachers. In one college, where it was up to part-time teachers to ask for appraisal interviews, most did so.



A northern college involves all its part-time teachers in appraisal. It provides three appraisal training days and part-time teachers are given travel expenses to attend any one of these. A southern college has a training policy for part-time teachers that includes appraisal and lesson observations. It appraises all its part-time teachers. It also invites them to attend appraisal training.

45 A southern college conducts lesson observations of agency teachers within one month of the start of their contract and a northern college does so within the first two weeks. A northern college with over 140 part-time teachers from one employment agency had problems in ensuring that these teachers were observed regularly. At the college's request, therefore, the agency is carrying out a programme of regular lesson observations.

A college in the Midlands is piloting an appraisal system for its fractional teachers that incorporates lesson observations. The teachers are observed twice a year and have two appraisal interviews at which development targets are set and reviewed. A similar system will apply to hourly paid teachers, though with one lesson observation and interview each year. A shortage of full-time teachers in areas such as modern foreign languages, means that experienced part-time teachers are sometimes paid to observe less experienced part-time teachers.

### ***Initial teacher training***

46 The majority of part-time teachers taking part in the survey had an initial teacher training qualification, though the proportion nationally is about one-third (annex C, table 5). Most colleges expect part-time teachers without an initial teacher training qualification to achieve one, usually within a period of between two and

four years. The qualification is most likely to be a basic teaching certificate such as the City and Guilds of London Institute (C&G) 730. At the moment, a higher proportion of part-time teachers than full-time teachers hold this qualification. An advantage of initial teacher training courses to untrained part-time teachers is that teachers receive additional support from their tutor at the college and have their lessons observed as part of the training. One college in the survey helped its part-time staff with study expenses. There are normally no fees payable for courses of initial teacher training.

47 Specialists, often in full-time jobs, who have been appointed for a few hours a week to make a particular contribution to a course, may not be willing to follow an initial teacher training course because of the time involved, and because they have no intention of becoming full-time teachers. Colleges, therefore, are reluctant to insist that such people undergo teacher training. In specifying their requirements for agency-supplied teachers, colleges usually focus on vocational qualifications and experience, though some also ask for a basic teaching qualification.

### ***Lesson observations***

48 As part of the process of self-assessment and quality assurance, most colleges have developed lesson observation schemes for full-time teachers and many involve fractional teachers in this process. Some colleges carry out lesson observations of all the part-time teachers they employ, but it is more usual for a sample to be observed. This means that some are observed infrequently or not at all. Hourly paid teachers are rarely observed after their first few months of teaching.

A northern college involves all part-time teachers in its lesson observation programme. Their first observation takes place within two weeks of starting at the college and on a two-year basis thereafter. If key weaknesses are identified, the part-time teacher is given support and observed again after a set period.

In a college in the Midlands, formal teaching observation and subsequent feedback sessions are considered to be an important part of the support role undertaken by section heads and an effective means of identifying and addressing teaching and learning issues. As a result of a lesson observation, it was discovered that a new part-time teacher was waiting for latecomers before starting the class and was not challenging these students. The section head was able to help the teacher to amend her approach. In contrast, a part-time teacher of a lesson graded 1 by an observer was asked to give a master class in art and design to help spread good practice in teaching.

### ***Course review and evaluation***

49 Fractional teachers often take a major role in reviewing the courses on which they teach, particularly if they are course tutors. These duties are written into their contract and paid time is allocated. All part-time teachers employed at a college in the north are expected to provide basic course data on recruitment, retention and achievement. In other colleges, all part-time teachers are invited to join course review meetings or quality teams. Unless this duty is specified in a contract, however, there is little involvement.

In a Midlands college, part-time teachers are often involved in course reviews because many are the sole teachers of students aiming for a particular qualification. They have to complete the course review form and accompanying action plan, though the head of quality lends support to those who are inexperienced. One part-time teacher attended a meeting with the principal to discuss action to address poor retention on a part-time course as part of a series of meetings to monitor poorly performing courses. The outcome of this was the development of a bridging qualification.

### ***Quality audits***

50 Where colleges carry out cross-college audits of course files, schemes of work, assessment schedules, lesson plans and learning resources, fractional teachers are usually included in the audit along with full-time staff. However, many part-time teachers also develop their own schemes of work and learning resources, and these may not be included in audits. Where part-time teachers teach on vocational courses, they are subject to internal verification and some may be internal verifiers. Part-time teachers are usually involved in staff surveys, but not all of these surveys differentiate between full-time and part-time teachers.

### ***Self-assessment***

51 Most colleges state that they expect or encourage part-time teachers to be involved in self-assessment. In practice, however, the assessment is often limited to those with substantial teaching and/or teaching-related duties. The involvement of part-time teachers who are not available to attend relevant meetings or review activities is necessarily narrow. To secure their involvement in self-assessment, a few colleges pay part-time teachers to attend appropriate meetings. Others seek their views orally or in writing. In one

northern college, part-time teachers are required to attend course self-assessment meetings, though they are not involved in the grading of provision. In one case, an hourly paid teacher employed for four days a week was involved in course reviews. However, she made no other contribution to self-assessment in her department and was not asked to contribute to self-assessment reports or attend meetings. Of the part-time teachers interviewed, fewer than 25% were involved in self-assessment. The involvement of 60% of these was confined to an invitation to comment on completed self-assessment reports.

At one college, a part-time teacher worked on the self-assessment report being prepared for the forthcoming inspection. The teacher, who is a member of the internal team that carries out lesson observations, received appropriate training before undertaking these duties.

52 Although some colleges indicated that part-time teachers are required to be involved in self-assessment, it was not clear how this involvement was to be achieved. Few colleges were able to specify the extent to which part-time teachers participated in self-assessment, or to provide written evidence of their involvement. Some colleges consider that hourly paid teachers do not understand the self-assessment process, though this is not surprising given the low level of their involvement. In such colleges, part-time teachers are unlikely to be aware of activities related to self-assessment, such as target-setting or action-planning aimed at improving provision. They are also likely to be unaware of performance indicators or national benchmarks. At the other end of the scale, fractional teachers who are course leaders, often carry full responsibility for their course reviews. They identify the strengths and weaknesses of the course and contribute to the curriculum section of the self-assessment report. Many also

participate in target-setting and identifying actions to achieve targets. One college invites all part-time teachers to appropriate course review meetings. However, there is no offer of payment to attend and no expectation that they will do so. No records are kept of who attends. Implicitly, therefore, many part-time teachers are excluded from the self-assessment process and take no part in action-planning.

53 Inspectors observed a number of part-time teachers as they carried out their duties. They observed them teaching, and interviewed them on their career experiences. The teachers were employed on different types of contract, and had varying lengths of professional experience. The studies which follow were selected to be representative of this variety, although no agency-supplied teacher is included. The findings of the studies are recounted factually, and end with inspectors' judgements on the lessons to be learned.

## Part-time Teachers Speak Out (Case Studies)

### Study 1

**Contract and background.** This hourly paid teacher of travel and tourism has worked at the college for 10 years. She is satisfied with a part-time post because it enables her to organise her teaching to fit in with family commitments. She started at the college with professional travel qualifications and recent experience of the industry and she has continued to undertake some part-time work in a travel agency in order to keep up to date with new developments and industry requirements. As she now feels able to give more time to teaching and take on more continuous responsibility, she has recently transferred to a 0.6 fractional, permanent contract. She has a clear job description for her new post. As an hourly paid teacher, she did not have a job description. As part of her fractional contract, she is now becoming much more involved in aspects of course administration such as open evenings and enrolments. She manages and is the sole teacher on a specialist travel industry course, as well as teaching on GNVQ intermediate and advanced courses.

**Support provided.** A well-organised central induction programme, supplemented by specific induction to the school and the programme area, had helped her to settle into the college. Her programme manager is her mentor and she has always felt well supported. She is kept well informed about team meetings and always attends them, although she is not paid to do so. She considers that she has been provided with appropriate resources. For two years, she has had her own desk, access to a computer and electronic mail. The school has a good central resource bank of teaching materials and there is easy access to good reprographics services. She devises her own schemes of work but they are checked by the

programme manager and collated in a course folder. This teacher considers her most valuable support to come from the programme manager. Her involvement with internal and external verification has been helpful in involving her fully with the subject and the team. She is shortly taking over management of another course and she has received considerable support from two other teachers experienced in its delivery.

**Quality assurance.** She has normally had an annual appraisal and the experience has been helpful in identifying training needs and in obtaining support from the college to meet these needs. For example, her most recent appraisal identified a need for training in IT and she is now about to start a course to develop her use of IT skills to support learning. She is well used to being observed teaching because she has been observed many times, initially as part of a basic teacher training course then annually by her programme manager. She has always found feedback from her lesson observations to be positive and helpful. On her new fractional contract, she will be appraised twice a year as part of the college's appraisal and self-assessment arrangements.

**Some lessons to be learned.** This part-time teacher has been well supported throughout her career. She has given the college long and reliable service and has been able and willing to pick up greater responsibility on a progressive basis. Of particular note is her involvement in the college's quality assurance arrangements. As a result of this she has been able to improve her teaching, helped by feedback from lesson observations, and to develop her career through appropriate training and staff development.

## Study 2

**Contract and background.** This teacher started work at the college a few years ago as an hourly paid teacher on craft courses. She has recently been given a permanent 0.7 fractional contract.

**Support provided.** As an hourly paid teacher, she did not have a desk or staff room space and found it difficult to gain access to a computer. In her current post, she has a shared desk, a shelf, other storage space, access to a computer and electronic mail. She works mainly in community centres and at times feels isolated from the main college. Important information is posted to her home address. She receives the college newsletter but considers that the content of this is too general to be useful. On her previous contract, she was not expected to attend meetings. Now, she is required to attend three course meetings a year and finds them very useful. She enjoys working with colleagues and feels well supported informally by other teachers. In common with other part-time teachers, she develops her own learning materials. There is no system in the college to encourage course teams to develop materials for common use or for experienced teachers to share resources with less experienced colleagues.

**Quality assurance.** This teacher considers that staff development opportunities at the college are excellent. She was encouraged to achieve assessor and verifier awards. She has followed four IT courses and is presently undertaking further higher level specialist training. Each year, two of her lessons are observed, as part of the college's lesson observation scheme. The observations have not led directly to any staff development, but she has been encouraged to observe other teachers' lessons. Part-time teachers do not have an appraisal.

**Some lessons to be learned.** This teacher has recently begun to benefit from a higher level of support. She finds the meetings that are now part of her contract particularly helpful. They appear to counteract the feeling of isolation she has had through working at a distance from the main college. She is clearly keen to develop her career through training and her career progress might become more focused and systematic if she were involved in appraisal. Involvement in appraisals might also help to reduce further her sense of isolation.

### Study 3

**Contract and background.** This experienced, hourly paid teacher has worked at the college for seven years. She teaches on childcare courses for between five and 10 hours a week, often in two different departments. She is well qualified, with a higher degree, a doctorate and teaching qualification. She has also achieved assessor awards.

**Support provided.** Her access to college facilities is poor. She has a pigeonhole in each department for internal mail, but has only recently been given a desk that she shares with others, and a shelf. She receives college newsletters but does not usually read them, since she does not find them useful. A procedure for sharing lesson materials does not work well for her, owing to pressure of time. Course team meetings are held at times when she is not available and she has not attended any this year. Nevertheless, she receives the agendas and minutes of team meetings and meets informally with other teachers in the staff room. She considers that she is well supported by her line manager and other full-time teachers. She likes working at the college and finds all the staff pleasant and hard working. She would find most useful a named person as a first point of contact and for some of the course meetings to be scheduled at times when she can attend.

**Quality assurance.** She has been observed teaching once a year but has not found the process very helpful. The one positive outcome has been that the grades awarded to her lessons have helped her to become more confident. She has asked to be involved in appraisal, because she sees this as being useful to her longer-term career development but, as yet, she is still not involved. She considers that the college provides good staff development opportunities. She has been supported on a number of courses including awarding body courses and training in IT.

**Some lessons to be learned.** This teacher has received support from the college but the support appears to be unsystematic, informal and not always focused on her particular needs. There are important gaps in respect of her teaching and career development. Though she is observed annually, she does not appear to be involved in any other quality assurance arrangements, particularly those related to course meetings. She has requested involvement in the college's appraisal scheme without any action so far.

## Study 4

**Contract and background.** This hourly paid teacher was an experienced full-time teacher. He took early retirement and now teaches for 12 hours a week on teacher education courses.

**Support provided.** He found the induction programme for part-time teachers useful in enabling him to gain up-to-date knowledge of changes. He meets regularly with the head of department. He is aware of the staff development opportunities available but has not taken advantage of these. He considers that he is too experienced to need any particular support.

**Quality assurance.** One of his lessons has been observed and he has found the feedback useful. His scheme of work and lesson plan were exemplary. He has not yet been appraised, but he does not feel that this is a high priority for part-time teachers.

**Some lessons to be learned.** This teacher is not taking advantage of the support available because he feels he does not need it. However, in the rapidly changing further education sector, his expertise could quickly become dated, particularly given his teaching specialism. He might benefit from a regular and systematic review of his work to identify development needs stemming from changes both in his specialist area and in more general aspects of further education.

## Study 5

**Contract and background.** This hourly paid teacher works for two hours a week teaching journalism. He is in his first year of teaching. The main reason for his appointment was his work as a full-time journalist.

**Support provided.** When appointed, he received the part-time staff handbook, which he found useful. It is a comprehensive document with information on part-time teachers' responsibilities, sources of support for part-time staff, main college policies and examples of pay claims. The teacher considers that he receives good support from the head of journalism who regularly keeps in touch with him by telephone and with memos, or leaves information for him in the register. Although he knows that he is entitled to use the college's reprographic and computer resources, it is difficult for him to get access to them as he only teaches for one evening a week. Usually, he prepares lesson materials at home. He is invited to department and team meetings but has been able to attend only one of these so far. He considers he does not know enough about the college and its work and would like to meet other teachers, though he concedes it would be difficult for him to organise this on his own. He knows that there is a part-time teachers' representative on the college's governing board and that there are termly meetings of part-time teachers' representatives from each department. However, he has not as yet met his departmental representative.

**Quality assurance.** He has had no teacher training, although he is working to acquire an assessor award. He has not been involved in lesson observations or appraisals. At this college, teachers working for less than 10 hours each week are not entitled to an appraisal interview though they are sent a questionnaire to complete, if they wish.

**Some lessons to be learned.** This college employs a high proportion of part-time teachers. Although there are clear arrangements to keep part-time teachers informed, these do not appear to be effective in the case of teachers who can spend only a few hours in the college or who are only available in the evening. This teacher is willing and available to be involved in training but is not receiving any advice on developing teaching skills. He is not involved in any form of quality assurance and is unlikely to receive support in developing his competence as a teacher.



## Study 6

**Contract and background.** This teacher was formerly a learning support tutor at the college. Currently, she is an hourly paid teacher working for 19 hours a week on a bridging programme for pupils with moderate learning difficulties from a local school. She has a first degree and certificates in teaching basic skills and in working with students with learning difficulties.

**Support provided.** She was inducted to the college and provided with a booklet about the college and information on her terms and conditions of service. She considers that the information on contractual issues is out of date and would like accurate information on this and on changes to the college's systems and procedures. She feels she is kept well informed about curriculum issues through discussions with her section manager. She receives informal guidance from a full-time teaching colleague. She finds that all teachers in the section are helpful and supportive. She has been provided with copies of a relevant syllabus and awarding body specifications but she has had to develop her own scheme of work. She has access to textbooks and to a central bank of learning materials, though these are sparse, poorly displayed or badly labelled. She has some shelf space and a pigeonhole for mail but no desk space in the small workroom she is expected to share with eight other staff, four of whom are full time. There are no IT facilities in the room and her access to IT is poor. She considers that she needs a desk, or a share in one, and a workspace. She feels that the most consistently useful support she receives is the informal guidance provided by other teachers.

**Quality assurance.** She is not aware of any appraisal or professional review procedure in the college. She has discussed training needs with her section head. As a result, she is

following a basic teacher training course for which the fees have been waived. She has attended college internal training days for which she has been paid an allowance and found these useful. She has been observed teaching by the head of department and found the written and oral feedback specific and helpful. The feedback has enabled her to identify actions to improve her teaching, such as better planning of lessons and more effective ways of organising learning resources for students.

**Some lessons to be learned.** This teacher is receiving useful support from her section head and head of department but she finds the informal support from colleagues to be the most helpful. She lacks up-to-date information about her job. She has no designated workspace, inadequate support with learning resources and poor access to IT. Given the large amount of time she spends in college, this lack of support could have a negative impact on the quality of her work.

## Study 7

**Contract and background.** This hourly paid teacher has a full-time job as a nurse and holds a range of appropriate qualifications. She has no teaching qualifications. She started work at the college a few months ago, in the hairdressing and beauty therapy section, teaching practice and theory on a part-time aromatherapy course for one evening a week. This is her first teaching job. The college interviewed her formally and provided her with a job description that states her responsibilities clearly.

**Support provided.** She had an induction interview with her line manager at which she was introduced to relevant college facilities and procedures and given information on where to go for support. She was provided with an induction booklet and a checklist of induction activities to complete and, soon after appointment, a range of curriculum materials. The materials she found most useful were the written examination specifications, the copies of classroom handouts and the students' workbooks containing schemes of work, unit aims and other course information. She has used the typing service provided by the learning resources clerk to produce resources for lessons. This teacher considers that she is well supported by the college. She particularly values the advice and guidance meetings with her line manager, the informal advice she receives from the team and the specialist learning materials provided. She feels able to ask for any help she needs.

**Quality assurance.** In her sixth week, one of her lessons was observed. She found the feedback she received specific and useful and was able to make improvements to her teaching as a result. In a practical aromatherapy lesson observed by inspectors, she used a range of well-prepared resources to support students' learning. The room was well

laid out with equipment and materials ready for use. The lesson was well planned and had clear objectives and, as the lesson progressed, the teacher made appropriate use of workbooks to assess students' competence. Although she has not yet had an appraisal, the teacher is aware of the college's staff review system. Her line manager has discussed her staff development needs with her. She has agreed to undertake an initial teacher training course. The college is also supporting her in acquiring assessor and verifier qualifications.

**Some lessons to be learned.** Inspectors found that the support this teacher has received, and her initial involvement so far in the college's quality assurance arrangements, have had observable benefits for the teacher herself and the students on the course. The range and quality of support have enabled her to become an effective teacher and team member in a comparatively short time.

## Study 8

**Contract and background.** This teacher is employed on a 0.5 fractional contract. She has been working for some years at the same college where she teaches in the language section. She is well qualified, with a first degree in modern languages, a masters degree in applied linguistics, and a postgraduate certificate of education (PGCE) specialising in the teaching of languages.

**Support provided.** Her working conditions are equivalent to those of a full-time teacher. She has a desk and access to the Internet. She was given an induction to the college and to the work she is expected to undertake, although she felt that those involved assumed she knew more than she did, with the result that she has had to seek out extra information for herself. She was offered extra administrative work by the college, mainly because the programme area manager is the only person in the large language team with a full-time post. She refused it because she feels that part-time staff should not take on such administrative and management roles. She would like a full-time post. She receives informal support from the large group of part-time teachers with whom she shares a workroom. More formally, there are course team meetings, which are better timetabled this year than last, when they usually clashed with her other teaching commitments. She is not able to attend all the meetings, however, because they take place at the college's other site, 10 miles away. Within her section, there is no systematic sharing of teaching materials, schemes of work or lesson plans.

**Quality assurance.** She has a regular staff development interview, a job development plan and is observed teaching. Like every part-time teacher in the college, she has an individual professional review. She has the opportunity to attend all internal staff development events.

Inspectors observed one of her lessons and found it to be good. The many strengths included: clear exposition; skill at keeping the lesson interesting by providing examples; skilful questioning which provoked good responses from students; effective review of the activities undertaken in the lesson; plentiful handouts and a well-used student workbook.

**Some lessons to be learned.** This teacher is being given a wide range of support and she is using it well to improve her teaching. Though she is seeking to develop her career, she has chosen to limit her experience because of her views on the role of part-time teachers. She would benefit from sharper guidance, in her professional review, on career development.

## Study 9

**Contract and background.** This teacher was newly appointed at the start of the 1999-2000 teaching year. She is hourly paid and employed for six to eight hours a week to teach on beauty therapy courses. She does not have a teaching qualification but is due to start a basic teacher training course.

**Support provided.** This teacher feels well supported. She has received a range of information on the college, her role and access to materials. She is clear about how to obtain available schemes of work, lesson plans and teaching resources. She has a mentor. She can also discuss her support needs with both the deputy head of department and the curriculum manager. Section meetings are organised flexibly and she can usually attend them despite having other working commitments. If she cannot attend meetings, minutes are sent to her promptly.

**Quality assurance.** She has completed an individual staff development questionnaire. Her line manager supported her application for a basic teacher training course. She has received relevant first-aid training and is participating in the tutor development programme. One of her lessons has been observed as part of the college's observation scheme and the feedback on this was helpful. She considers that she needs to develop her knowledge of appropriate qualifications in her specialist area. She is keen to further her teaching career.

**Some lessons to be learned.** This teacher is well supported in almost every respect and she has made good use of the support available. As an hourly paid teacher, she is not involved in appraisal. However, before too long she would benefit from a more systematic review of her work and development needs.

## Study 10

**Contract and background.** This teacher is employed on an hourly paid contract of 16 hours a week. He has taught at the college for less than a term on evening and part-time day courses in management and marketing. He was a full-time teacher of engineering at a further education college for 11 years. He left this post to run his own marketing company from which he has recently retired. He has a first degree in engineering and a higher degree in marketing. He has no teaching qualifications.

**Support provided.** He attended a short two-hour induction session for part-time teachers, which he considered useful in providing an introduction to the college, its mission and its policies. He has been assigned a mentor, who is a manager in the marketing department. The mentor, whose advice and support he finds helpful, is encouraging him to study for a basic teaching qualification. The college has provided him with course syllabuses from which he has produced schemes of work and lesson plans. He does not have a desk or storage space at the college. He therefore prepares most of his teaching notes, handouts and visual aids at home, using his own computer. Other full-time and part-time teachers have been supportive in providing him with examples of teaching materials. He considers the most useful aspects of the support he receives to be the informal contact with his mentor, the helpfulness of other team members and the easily accessible reprographics facilities. He finds the staff newsletter is of general interest, but that it does not help him with his teaching duties.

**Quality assurance.** This teacher is aware of the college's staff appraisal system and staff development procedures, though he is not involved in them. He is currently considering applying for approval to attend a one-day conference on marketing and is aware that the

college may pay part or all of the fee. Although he knows about the college's lesson observation scheme, he has not yet been observed teaching. He would welcome observation of his work because he recognises that he would benefit from advice on methods of teaching and learning.

**Some lessons to be learned.** This teacher is receiving a range of support, most of which he finds helpful. He is most interested in receiving support that will help him to improve his teaching. While he has received informal support in producing teaching materials, and finds the easy access to reprographics helpful, his lack of involvement in appraisal means that he is not receiving systematic help to improve his teaching.

## Study 11

**Contract and background.** After some experience in another college, this teacher joined the college a few years ago as an hourly paid teacher of basic IT courses, working for between eight and 15 hours a week. She then moved to a temporary 0.5 fractional contract. This year, she is working to a temporary 0.7 fractional contract and the faculty is bidding to make her a permanent member of staff. She still teaches IT, but now manages the college's 'New Horizons' programme, designed mainly for women returning to work.

**Support provided.** She considers that her most effective support comes from her immediate line manager, who is approachable and communicates well with her. She feels that part-time teachers should be forceful about what they need and make the system work in their favour. She had a formal induction when she first started at the college. As an hourly paid teacher, she shared a desk with other part-time teachers. She now has her own work-base. As a fractional postholder, attendance at meetings is a contractual demand. Temporary postholders are paid £7 an hour, plus childcare costs, to attend those meetings deemed beneficial to the college. Team meetings and induction events are not included in this. As course manager, this teacher convenes course team meetings every four to six weeks, ensuring that they are held at convenient times such as lunchtimes. They are generally well attended. She has designed the scheme of work well. This teacher has received a great deal of support, much of it related to teaching and learning. Inspectors observed one of her lessons and judged it to be good. The lesson was well planned and learning objectives were clear. Learning activities were supported by appropriate learning materials. Each student had her own computer and the IT workshop was well organised and well equipped.

**Quality assurance.** The teacher is involved in lesson observations and job development interviews. She already had a basic teaching certificate from her previous college, and was supported in completing the certificate in education.

**Some lessons to be learned.** She has taken advantage of the support offered by the college and has sought whatever further assistance she required. As a manager, she has drawn on her own experience to ensure that appropriate support is available to other part-time teachers on the course.

## Study 12

**Contract and background.** This experienced, hourly paid teacher has worked at the college for nine years. Her contract has varied over the years from two hours to eight hours a week. She works in the business studies department and has a generic job description focused on teaching and duties closely related to teaching. She has a teaching qualification and extensive experience in wordprocessing and secretarial work.

**Support provided.** This teacher considers that she has good access to college facilities. She uses the central staff room and the free coffee and tea available. She has access to a computer for planning work and producing assignments, though she prefers to do most of her preparation at home. This teacher is fairly independent in the way she works. She designs her own schemes of work and makes copies for all her students. She devises her own learning materials and values the technical and reprographic support available in the college. She makes good use of the textbooks available in college, although she has her own at home too. The curriculum area secretary is her main point of contact for information on pay, course-related material and students. In addition, she has a mentor, who is available in college on some evenings of the week or whom she can telephone if she feels the need. She has not felt it necessary to contact her mentor recently. She can discuss her support needs with the head of her study area or her mentor but considers that her needs are few. She would appreciate somewhere to store students' work, her books and laptop computer, because she feels that having to carry them around with her raises issues of health and safety. She is about to gain her own voicemail box on the college system. She feels that the existing framework of support for part-time teachers is good.

**Quality assurance.** She has been given ready access to training, but has not taken it up in recent years because of personal commitments. She is involved in the college's programme of lesson observations. One lesson was observed last year and she considered the feedback she received on this was very helpful.

**Some lessons to be learned.** This teacher is very experienced and therefore feels able to work well without extensive support. She only does as much teaching as she can manage alongside her domestic commitments. She spends little time in college, preferring to carry out preparation and marking at home. She does have some contact with other teachers when she uses the central staff room. The main gap in support stems from her sparse involvement in self-assessment. She has only been observed teaching one lesson so there is no clear picture of the quality of her teaching. She has not been involved in course reviews and her schemes of work and teaching materials are unlikely to be subject to quality audit. This could cause her and the college problems if the courses on which she teaches change significantly in the near future.

## Strengths, Weaknesses and Conclusions

54 The strengths and weaknesses of support for part-time teachers in further education colleges, together with the overall conclusions of the national survey are:

### *Strengths*

- colleges' use of part-time teachers has led to more diverse and flexible provision
- in certain vocational areas, the use of part-time teachers has improved students' access to current, relevant industrial and commercial practice
- many colleges use rigorous recruitment and selection procedures, similar to those for full-time teachers, when appointing fractional part-time teachers
- most fractional part-time teachers consider that they are well supported
- most colleges make great efforts to keep part-time teachers well informed, particularly about curriculum matters
- most colleges provide part-time teachers with good opportunities to participate in internal staff development and basic initial teacher training and occasionally, where relevant, to follow specialist courses
- many colleges include fractional teachers in their lesson observation schemes and some involve them in other quality assurance activities
- where colleges have appraisal systems for full-time staff, they usually also appraise fractional teachers. Fractional teachers value this involvement. Many see appraisal as a positive route to developing additional skills and qualifications
- fractional teachers are often involved in curriculum development, particularly the development of new courses or units. Colleges are anxious to make good use of their up-to-date vocational experience and expertise

- part-time teachers value well-structured support from section leaders and course teams, where this exists.

### *Weaknesses*

- colleges often use cursory recruitment and selection procedures when appointing hourly paid teachers. The college may not check previous experience or verify qualifications
- many hourly paid teachers do not feel well supported
- part-time teachers often consider that their work-bases and storage facilities are poor
- most colleges lack systematic arrangements for supporting part-time teachers with the production and sharing of teaching and learning materials, or for ensuring the quality of these materials
- most colleges have difficulty in attracting part-time teachers to course team meetings, course reviews and other relevant college activities. It is especially difficult for hourly paid teachers to attend these events
- many colleges fail to identify appropriate arrangements for line managers or course team leaders to provide the on-going, job-related support for part-time teachers which these teachers find so valuable. They also fail to provide line managers with the staff development necessary to perform this role effectively
- few colleges support part-time teachers on external training, for example industrial updating or professional courses
- part-time teachers are rarely involved systematically in self-assessment and action-planning
- hourly paid teachers are rarely involved in lesson observations and unlikely to be involved in appraisal
- many fractional teachers, and some hourly paid teachers, involved in the survey with responsibilities additional to teaching considered that they had insufficient time



and support to carry out these responsibilities.

### ***Conclusions***

- fractional teachers are most likely to be offered support by the college and to take it up. Hourly paid and agency-supplied staff are least likely to receive support
- the nature and extent of the support offered often depends on the attitude and approach to part-time teachers of the head of department or section leader and the working ethos of the team in which the part-time teacher is working. This is particularly true of informal support. Hourly paid teachers are often appointed at departmental level and may not have access to the college-wide system of support where this exists
- managers and course leaders responsible for supporting large numbers of part-time teachers need a clearer definition of their role and the relevant training required to perform this role effectively
- some colleges consider that part-time teachers who are on the premises for only a few hours do not need a well-equipped work-base. There is consequently a mismatch between what colleges expect part-time teachers to do and the facilities they provide for them
- part-time teachers usually have to develop their teaching and learning materials in their own time. Though such materials can have a marked impact on students' learning, most colleges do not have systematic arrangements for the production, quality control and sharing of learning materials
- most colleges expect part-time teachers to undertake a range of duties in addition to teaching. The time required for additional duties, however, is not always reflected in additional pay. The mismatch between the time required for additional duties and the time available, sometimes leads to a neglect of teaching responsibilities
- many part-time teachers carry out similar roles and responsibilities to full-time teachers without similar support and similar access to facilities
- though most colleges state that they involve part-time teachers in their quality assurance arrangements, in practice this applies mainly to fractional teachers. Few of the colleges in the survey were able to specify the extent to which part-time teachers were involved in quality assurance
- though most part-time teachers are aware of the procedures for course review and evaluation, student perception surveys, audits and verification, many of them know little about performance indicators, national benchmarking, the tracking of student outcomes, and lesson observation as a means of measuring the quality of teaching and learning
- part-time teachers' lack of involvement in self-assessment, target-setting and action-planning has an adverse impact on the quality of work with students, given the amount of teaching for which they are responsible
- colleges are not systematically including provision taught by part-time teachers, especially hourly paid teachers, in their quality assurance arrangements, even where this constitutes a large proportion of the college's work. A more rigorous assessment of the quality of provision taught by part-time teachers is required.

## Recent Guidance on the Employment Rights of Part-time Teachers

This summary has been compiled from the text of a joint agreement between the Association of Colleges, representing employers, and the trade unions represented on the National Negotiating Joint Forum (April 2000). The full text is available from relevant members of the forum. Relevant legislation, which came into effect in the United Kingdom in July 2000, is the *Part-time workers' (prevention of less favourable treatment) regulations 2000*, deriving from the *European Directive (97/81/EC)*.

The **objectives** of the agreement include:

- the right of part-time employees not to be treated less favourably than comparable full-time employees, as regards their contract of employment or any act, or deliberate failure to act, of the employer
- an agreement that existing part-time employees should not suffer any detriment to their present position.

On **pay**, the agreement states the principle of equal pay for work of equal value. An hourly rate should be equivalent to that of a comparable employee on a full-time contract, and incremental progression applied where applicable.

On **holidays**, the agreement states that part-time employees should have an equivalent holiday entitlement, with due regard to the minimum requirements of *The Working Time Regulations 1998*. Working hours shall be determined in advance, and changes to the normal pattern of attendance will be subject to consultation. A review of the individual's work programme will be carried out periodically.

On **professional support and development**, the agreement states:

- 1 *Part time employees shall have access to the staff development programme in place*

*in the college. They shall have full opportunity to attend courses and conferences to develop their professional expertise relevant to the fulfilment of the requirements of their job. They shall be fully integrated into the induction procedures for new employees.*

5. *The agreed appraisal scheme within the college shall be applied equally to part-time employees.*
6. *Part-time employees shall be given opportunities to attend meetings relevant to the fulfilment of the requirements of their job. For example, team meetings and course development meetings.*
7. *Managers shall endeavour to arrange such meetings at times which are mutually convenient to part-time employees. Attendance outside of the contracted terms will be paid at the appropriate rate.*
8. *Part time employees shall be given equivalent access to facilities and any other equipment necessary to perform their role in the college.*

There are further provisions covering sick pay, maternity leave, parental leave, pensions, disciplinary procedures, collective agreements, variable hours contracts, fixed-term contracts and other corporation benefits.

# Annex B

## **Agency-supplied Part-time Teachers**

### ***Introduction***

The two largest agencies or third-party providers that supply part-time teachers to further education colleges participated in this survey. During the 1998-99 teaching year, these agencies supplied about 25,000 part-time teachers to 200 sector colleges. Contracts for teachers supplied by the agencies are known as teaching assignments. These range from a few hours to 24 hours a week. The teaching assignment may last for one or more weeks and may be renewed each term. Both agencies are predicting growth in the volume of their business for the academic year 1999-2000.

### ***Recruitment, selection and placement of agency teachers***

The two agencies use a variety of methods to recruit teachers including advertisements in newspapers local to client colleges and in trade journals likely to be read by vocational specialists. They require applicants to complete a registration form and provide a curriculum vitae and two references. The agencies take up references, and make other checks, such as DfEE List 99 and police checks. Each agency stores applicants' details on their computer database. Client colleges submit a teaching assignment specification to the relevant agency. The specification usually includes subjects and levels to be taught, the number of teaching hours per week, the duration of the assignment, the hourly rate and the required teaching, vocational experience and qualifications. Few colleges specify requirements in addition to teaching, though some have requested course manager and personal tutor experience. In a few instances, the assignment specification may include a requirement to attend meetings. One agency offers an 'on-line' booking system, and in 1998-99, some 120 colleges made use of this facility. Agency staff use the databases to carry

out preliminary searches for suitable teachers, and often further refine the search using manual methods.

The terms of the contract for a teaching assignment include preparation and marking. One agency includes attendance at one college meeting each term. This agency found that, although a few colleges arranged meetings at times to suit them, many did not inform agency teachers of meetings.

### ***Induction arrangements***

Both agencies make arrangements for induction. They provide induction information to all teachers registered with them. This includes specific information on their teaching assignments within colleges and on general aspects and recent developments in the further education sector. Commonly used abbreviations and acronyms are defined, and useful Internet addresses are provided. One agency has developed an Internet website that includes helpful information for those new to teaching. The regional managers of one agency arrange induction sessions jointly with the colleges. The other agency provides the client college with a set of induction guidelines and an induction checklist and relies on the college to arrange induction training. Attendance at an induction session is a contract requirement of the teachers supplied by this agency. Agency managers consider that there is little uniformity to the induction provided by colleges. Agency-supplied teachers are rarely assigned a mentor by their colleges.

### ***Support provided for agency-supplied teachers during assignments***

No formal agreements are made between colleges and the two agencies to provide agency-supplied teachers with desks or storage space. One agency indicates in its contract that client colleges are expected to provide basic teaching materials, such as paper, board markers and

# Annex B

access to photocopying facilities. Both agencies have found that some teachers, particularly those teaching in the evening, have experienced difficulties in gaining access to photocopiers. One agency is considering the possibility of a 'service standard agreement' with client colleges to cover these aspects.

## ***Communication***

Regional managers from the agencies meet teachers on assignments in colleges on a regular basis. One agency offers monthly surgeries for its teachers at colleges where there are a significant number of placements. Teachers are able to contact regional managers by telephone to discuss any concerns they may have about their assignments. One agency produces a newsletter for its registered teachers.

## ***Staff development***

Teachers registered with third-party providers have self-employed status. Both agencies consider that current employment legislation restricts the training and development that they can offer to registered teachers. Nevertheless, both agencies make arrangements with some colleges to provide basic teacher training courses at a discounted fee for registered teachers. One agency has developed a basic teaching course for newly registered teachers and has made arrangements with some of its client colleges to deliver this. It provides its registered teachers with a directory of colleges offering teaching qualifications. This agency's Internet website provides additional information, including examples of good practice and some teaching materials.

## ***Quality assurance arrangements***

Both agencies have established quality assurance arrangements. One agency requests colleges to assess the quality of the work of the teachers it supplies after they have spent four weeks in placement. The other agency requests the college to observe the teacher during a lesson after the first few weeks of placement.

The regional manager may discuss issues arising from these assessments with the appropriate college managers. When the teaching assignment is finished, colleges are requested to complete an assessment of the agency-supplied teacher and the quality of the service provided. The outcomes are analysed by agency managers.

Both agencies are further developing and implementing their own lesson observation schemes using agency appointed observers, although these systems are designed to sample rather than to observe all agency-supplied teachers.

# Annex C

## Statistics

In April 2000, The FEFC published *Staff Statistics 1996-97 and 1997-98*. This represents the latest available statistical analyses derived from the FEFC's staff individualised record (SIR), based on returns from 419 colleges in 1996-97, and from 396 colleges in 1997-98. The report is also available on the FEFC's website.

This annex presents selected information to illustrate the characteristics of part-time staff included in the SIR. The record is not complete.

Data for colleges not completing returns are estimated using a grossing-up method based on earlier returns. Data are only collected for staff who are employed by a college for 15 hours or more over a teaching year. Colleges may choose to aggregate a return for staff who work more than 15 hours, but fewer than 25% of the hours for a full-time employee. Some categories of data collection are different from those used elsewhere in this report. The numbers and percentages in the following tables are subject to rounding.

**Table 1. Numbers (in 000s) and distribution of part-time and full-time teachers**

	<i>Numbers</i>			<i>Full-time equivalents</i>			<i>Distribution 1997-98 (% of all teachers)</i>	
	1996-97	1997-98	% change	1996-97	1997-98	% change	Numbers	Full-time equivalents
Full-time	48.8	48.3	-1%	49.8	49.4	-1%	38%	72%
Part-time	82.1	79.2	-4%	18.5	19.1	+3%	62%	28%
Total	130.9	127.5	-3%	68.3	68.5	0.29%	100%	100%

**Table 2. Numbers (in 000s) of teachers by terms of employment**

	<i>Numbers</i>			<i>Full-time equivalents</i>			<i>Distribution 1997-98 (% of all teachers)</i>	
	1996-97	1997-98	% change	1996-97	1997-98	% change	Numbers	Full-time equivalents
Permanent	59.7	56.6	-5%	52.1	49.5	-5%	46%	73%
Fixed-term	57.5	55.6	-3%	14.0	14.5	3%	46%	21%
Casual	7.4	9.9	35%	1.4	3.7	170%	8%	6%
Not known	6.3	5.5	-13%	0.8	0.7	-13%	-	-
Total	130.9	127.5	-3%	68.3	68.5	0%	100%	100%

# Annex C

**Table 3. Numbers of staff (in 000s) by mode of employment and gender – includes all categories of staff employed in colleges, 1997-98**

<i>Mode</i>	<i>Gender</i>	<i>Total</i>	<i>Percentage</i>
Full-time	Female	48.0	50
	Male	47.6	50
	All	95.7	100
Part-time	Female	82.4	68
	Male	39.2	32
	All	121.6	100
Total	Female	130.5	60
	Male	86.8	40
	All	217.3	100

**Table 4. Numbers of teachers (in 000s), 1997-98, by college type and terms of employment**

<i>Employment</i>	<i>General further education and tertiary</i>	<i>Sixth form college</i>	<i>Other colleges</i>	<i>Total</i>
Permanent	47.8	7.1	1.7	56.6
Fixed-term	51.4	2.8	1.4	55.6
Casual	9.3	0.5	0.2	9.9
Not known	5.3	0.1	0.1	5.5
All	113.8	10.5	3.3	127.5

**Table 5. Numbers of teachers (in 000s), by mode of employment and highest level of teacher training qualification, 1997-98**

<i>Mode</i>	<i>BEd BA/BSc</i>	<i>Certificate of Education</i>	<i>PGCE</i>	<i>C&amp;G 730</i>	<i>TDLB</i>	<i>Other</i>	<i>None</i>	<i>Not known</i>	<i>Total</i>
Full-time	9.0	15.1	9.3	3.6	1.8	1.7	4.5	3.7	48.8
Part-time	6.3	9.0	5.4	8.0	1.6	5.5	11.1	35.2	82.1
Total	15.3	24.1	14.7	11.7	3.3	7.3	15.7	38.8	130.9
% teachers	17%	26%	16%	13%	4%	8%	17%		100%

# Annex D

## **Colleges Participating in the National Survey**

Abingdon College

Bracknell and Wokingham College

Broxtowe College, Nottingham

Burnley College

The Calderdale Colleges Corporation

Canterbury College

Chichester College of Arts, Science and Technology

City of Sunderland College

Craven College

Evesham College

Herefordshire College of Art and Design

Huntingdonshire Regional College

Joseph Priestley College

Lewes Tertiary College

Lewisham College

Mid-Cheshire College of Further Education

Milton Keynes College

Nelson and Colne College

New College, Durham

New College, Nottingham

Norton Radstock College

Park Lane College

Richmond Adult Community College

Skelmersdale College

South Downs College

South Nottingham College

Southgate College

Stephenson College

Tameside College

Tamworth and Lichfield College

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