

REVIEW OF SCOTLAND'S COLLEGES

Inspiring Achievement

The report of the Staffing, Learners and
Learning Environments Group

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Chapter 1: Introduction

The Review of Scotland's Colleges (RoSCO) was launched by the then Minister for Enterprise and Lifelong Learning on 10 June 2005. Four main workstreams were established to take forward the Review and these were overseen by a Core Group chaired by Mark Batho, the head of the Scottish Executive's Lifelong Learning Group. The four working groups that the Reviews Team established were:

1. The Difference Colleges Make
2. Colleges' Strategic Futures
3. Accountability and Governance
4. Staffing, Learners and Learning Environments (SLALE)


The timescale of the Review was determined by the desire to feed recommendations into the next Scottish Executive Spending Review. For this reason, the working groups were asked to produce their final reports, containing their key recommendations, by the end of January 2007. This is the report of the Staffing, Learners and Learning Environments working group, also known as SLALE.

The working groups consisted of a range of members representing what the Core Group considered to be the main stakeholder interests within that particular field. Secretariat support was provided by members of the Scottish Executive's Further and Adult Education Division, while the Chairmanship was spread across the key stakeholder bodies/interests in the sector. In the case of SLALE, the Chairmanship was shared between the Scottish Trades Union Congress (STUC) and the National Union of Students (NUS) Scotland. The full membership of SLALE is described at **Annex A** of this report.

As the title suggests, the SLALE group had a very broad remit to consider. It was therefore decided early on to establish a SLALE Sub-group on the Professional Development of Staff (**Annex B** sets out the full remit of both groups). This group, which mainly consisted of members of the main working group, typically met on the same day as SLALE and considered all of the aspects of the group's remit which fell under the 'Staffing' heading. This included the Ministerially-agreed recommendations arising from the Scottish Executive's 2004 consultation on 'The Need for a Professional Body for Staff in Scotland's Colleges'. The findings of the Sub-group were ultimately brought back to the main working group for inclusion in this final report.

The main group met 15 times between 24 August '05 and 30 January '07 while the Sub-group met eight times between 12 January '06 and 14 December '06. In addition, there were a number of special meetings convened to look at particular issues, such as the need for additional research or the shape of the final report. Frequently, meetings of SLALE began with a presentation, either from a member of the group or from someone involved in relevant work within the sector. This was helpful both in terms of setting the context for meetings and of making members aware of recent developments that might impact on their discussions. All of the papers, minutes and presentations from SLALE and its Sub-group are available to download from the RoSCO website¹.

¹ Go to: <http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/17135/RSC/Intro>



In conclusion, we commend our report on Staffing, Learners and Learning Environments for Scotland's colleges to the Core Group for the Review of Scotland's Colleges, to Scottish Ministers, and to the college sector itself. We would also like to take this opportunity to offer our sincere thanks to the many people and organisations who have assisted us in our labours.

The members of SLALE

Chapter 2: Executive summary

A. ISSUES

There are really three key elements to successful learning:

1. the people who teach, and support learning and teaching, i.e. the staff;
2. the people who learn, i.e. the learners; and
3. the places where learning occurs, i.e. the learning environments.

Our group – the Staffing, Learners and Learning Environments group (or SLALE for short) – has looked at all of these elements, both individually and collectively. We have come to the conclusion that, while there is much to be proud of at present, there remains scope for ongoing improvement. We further believe such improvement to be vital, not only for the future of Scotland's colleges but also for the economic and social wellbeing of Scotland as a whole.

Staff

College staff play an absolutely crucial role in ensuring that learners identify and achieve their goals. In turn, this benefits society and, indeed, the college itself. We know that college staff bring dedication, belief and commitment to their varied roles. However, it is also of vital importance that all staff in colleges are appropriately trained and qualified and have the opportunity to continually update and expand their knowledge and skills. Not only will this benefit the learners and the college organisation; it will substantially increase the satisfaction of the staff members themselves.

Shaping and moulding people is perhaps the most challenging task of all in life (just ask a parent), and it is therefore imperative that the systems, and organisational cultures, are in place to adequately support college staff in promoting learner development. This, through the medium of our Professional Development Sub-group, has been one of the major concerns of SLALE.

Learners

Learners are, or should be, at the heart of the college system. We believe that everyone who enters a college, whatever their background, has the potential to achieve more in life. While a substantial part of the motivation for this must always come from the individual student, our group believes that college staff, facilities and even procedures can also play a very significant role. That, above all, is why we have titled our report 'Inspiring Achievement'.

College is a rewarding and satisfying experience for the vast majority of learners. Quite simply, we want that to be the case for all of them.

In carrying forward our work on learners, we have benefited from the fact that the National Union of Students (NUS) Scotland (the umbrella body for students' associations in both colleges and higher education institutions) held joint chairmanship of SLALE along with the Scottish Trades Union Congress (STUC). This helped to ensure that the learner experience was given an appropriate degree of prominence in both our discussions and outcomes. It also enabled us to access some relevant good practice from college student associations, which we have incorporated in this report.

Learning Environments

The final critical element in inspiring achievement is the actual learning environment, be it room, workshop, theatre, library or some form of virtual space. How a learning environment is designed can have a significant impact on how, and indeed how effectively, learning is conducted. We are sure that many readers will be able to relate to the de-motivating effects on learners of, for example, squeaky blackboards, persistent draughts and poorly designed seating. We clearly expect much more from the learning environments of the 21st century.

Colleges, with their wide range of vocational, life skills and academic interests, not to say diverse client groups, have always been amongst the most challenging of institutions to equip. Changes such as the growth in ICT, new laws on accessibility, increasing concern for the environment and the desire to learn and teach in new ways, mean that the challenge is perhaps greater than ever. For these reasons, combined with the current backlog of estates projects in the sector, we have devoted considerable time and thinking as a group to the question of how Scotland's colleges may be better equipped for their, and the nation's, future needs. In doing so, we have been assisted by the expertise of the Scottish Further and Higher Education Funding Council (SFC), as well as by individual members of the group who have had direct experience of college estates projects.

Conclusion

'Unlocking Opportunity'² highlighted the ways in which Scotland's colleges contribute to economic prosperity and help to tackle poverty and disadvantage. It identified the high quality of learning taking place within Scotland's colleges and the equally high level of student satisfaction with the quality of their overall learning experience. As a group, we are pleased to endorse – and build upon – this key outcome of the Review.

The following section of this summary features our key recommendations for improvement in the areas of staffing, learners and learning environments for Scotland's colleges. We strongly believe that these recommendations, should they be endorsed and properly implemented, will enable Scotland's colleges to inspire even greater levels of achievement in the years to come.

² Go to: <http://www.scotland.gov.uk/Publications/2006/10/02110410/0>

B. RECOMMENDATIONS

The key recommendations of SLALE are as follows:

STAFF

Continuing Professional Development (CPD) for All Staff

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

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

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

Teacher Training for New Lecturers

14. *We recommend that implementation of the recommendations on teacher training for new lecturers be phased over three years, with an estimated average annual cost of approx. £5.4m (i.e. total estimated costs of £16.2m over three years).*

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

A Code of Practice

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

The Delegation of Functions Undertaken By The Scottish Executive's Lifelong Learning Directorate (LLD)

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

The Current and Future Profile of Staff in Scotland's Colleges

20. *We recommend that colleges evaluate, in the light of this report, the quality of their strategic human resource management processes and take any necessary action to ensure current and future challenges are known and addressed.*
21. *We recommend that the Scottish Funding Council should consider how its current review of staffing data collection processes can best take full account of equalities issues (we note that there may be a role for Equality Forward in this regard), add value to workforce planning activity, and reflect relevant aspects of this report.*
22. *We recommend that college and staff representative bodies work jointly in undertaking regular, preferably annual, surveys on qualitative measures of satisfaction of staff working in colleges.*

The Further Modernisation and Improvement of Learning and Teaching Methods in Scotland's Colleges

23. *We recommend that the SFC considers commissioning a report examining, with reference to relevant sections of the RoSCO Strategic Futures report, the major future (short and medium term) issues affecting learning and teaching within the sector. While the scope and purpose of the work should be agreed with key stakeholders, a central outcome of this work should be a list of key recommendations for colleges, their staff and all relevant agencies.*


LEARNERS

Improving the Overall College Experience for Learners

24. *For Scotland's colleges to continue to improve the quality of service they deliver to learners, they should:*
- *increase student, staff and board of management awareness of the benefits of effective student representation;*
 - *be aware of the factors which prevent learners from participating fully in college life, and seek to support learners to address them where they can;*
 - *attempt to foster a philosophy of inclusive learner development;*
 - *increase the assistance available to students to enable them to properly represent their fellow learners;*
 - *attempt to broaden awareness of the effective use of proper channels of communication throughout the college; and*
 - *attempt to broaden awareness of the effective use of feedback from learners.*
25. *We recommend that colleges and students' associations make use of the information, case studies and toolkits within this report and its annexes (particularly F and G), as well as relevant sections of the RoSCO Accountability and Governance report, to ensure that learners are properly represented and continue to have a positive learning experience.*

The Current and Future Profile of Learners in Scotland's Colleges

26. *We recommend that the Scottish Funding Council works together with Scotland's colleges, and other relevant stakeholders including Scottish Enterprise and Highlands and Islands Enterprise, to consider how learner data can be collected and used more efficiently to help with strategic planning at a national and local level.*
27. *We recommend that the proposed review of data collection on learners should take full account of equalities issues. We note that there may be a role for Equality Forward in this regard.*

- 
28. *We recommend that colleges, the Scottish Qualifications Authority (SQA) and policy makers should continue to investigate ways in which the gender imbalance within college courses can be resolved. We expect that this will involve the Executive's cross-departmental working group engaging with colleges to review current good practice activity.*
 29. *We recommend that colleges and policy makers take note of the information contained in this report on the current, and projected future, profile of college students with a view to ensuring that Scotland's colleges continue to effectively serve the needs of all sections of society.*

LEARNING ENVIRONMENTS

30. *We recommend that sufficient capital funding is allocated to realise the benefits that can be derived from improved estates, and acknowledge that continuing investment is needed to clear the maintenance and improvement backlog and sustain new estates and refurbished campuses. In order to achieve this, annual investment averaging around £150m would be required for a number of years.*

Chapter 3: Staff

A. CONTEXT

- 3.1 One of the main tasks of SLALE was to take forward the recommendations approved by the Minister following the 2004 consultation on ‘The Need for a Professional Body for Staff in Scotland’s Colleges’. While Ministers were of the opinion that ‘the time was not yet right’ to establish such a body, they did approve certain recommendations that flowed from the analysis of responses to that consultation. These recommendations may be summarised under the following headings:
1. Expanded teacher training for new lecturers
 2. Better CPD for college lecturers
 3. A generic Code of Practice for all college staff
 4. Delegation of relevant work undertaken by the Scottish Executive’s Enterprise, Transport and Lifelong Learning Department
 5. Improved training and development of learning and teaching support staff
- 3.2 As progressing the above recommendations appeared likely to be the most onerous task of SLALE, it was decided early on to establish a Sub-group on the Professional Development of Staff (see **Annexes A and B**). It is worth noting that the bulk of this chapter on Staffing was adapted from the final report³ of the Professional Development Sub-group. It will also be apparent that the Sub-group decided, as a matter of principle, to focus not just on the needs of lecturers but those of all college staff. This reflects the role that all college staff play in ensuring that the needs of learners are fully met.
- 3.3 Secondly, this chapter (see **section G**) sets out to examine the current and future profile of college staff and to identify the current, and possible future, issues affecting their recruitment. As part of our analysis of the profile of college staff, we looked at trends in relation to the age, gender and ethnicity of staff across the college sector and made comparisons with staff in the schools sector⁴ and HEIs. Although part of our remit was also to examine trends in relation to disability, sexual orientation, religion and belief of college staff we were unable to obtain the necessary information within our allotted timescale. These areas were therefore not considered by the group.
- 3.4 Last but not least, this chapter considers how the learning and teaching methods employed by staff in Scotland’s colleges may be further modernised and improved. This section (H) was based on a particular paper (SLEWG-P14)⁵ that was discussed on several occasions by SLALE before being brought to its final form.

3 Go to: <http://www.scotland.gov.uk/Resource/Doc/82254/0045248.pdf>

4 Figures are for all school teachers, i.e. primary, secondary and special school teachers.

5 Go to: <http://www.scotland.gov.uk/Resource/Doc/82254/0045247.pdf>

B. CONTINUING PROFESSIONAL DEVELOPMENT FOR ALL COLLEGE STAFF

B1. Background

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

B2. The Benefits of Professional Development

Benefits To Learners

3.6 Effective and positive relationships between learners and teaching staff contribute significantly to the quality of the overall learning experience. A report⁶ on staff development by Her Majesty's Inspectorate of Education (HMIE) noted that only a few colleges have systematically and comprehensively addressed the connection between staff development activity and performance, particularly in terms of learning and teaching and outcomes for students. Further HMIE⁷ and Scottish Funding Council⁸ reports highlighted the contribution that both staff and learning environments make to a positive student experience.

3.7 We are keen to emphasise that all college staff contribute to students' success and that their contribution to the learning process is valued. Achievement, retention and the learning experience are crucial. However, these are just the 'tip of the iceberg'. The fact is that all members of college staff – from the buildings manager to the reception staff to the caterers – have a potential role to play in the personal development and vocational or academic success of the learner. We believe it is vital that this role is recognised, and adequately supported, by the college sector as a whole.

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

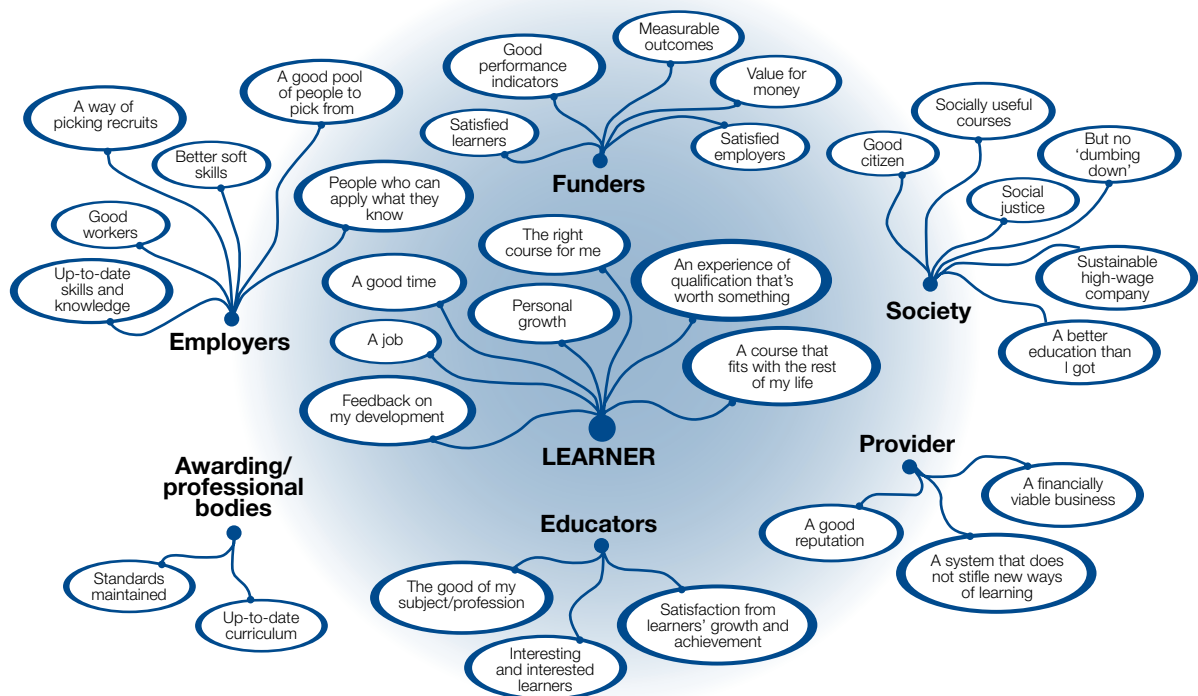
6 Initial and Continuing Staff Development for Teaching Staff in Scottish Further Education Colleges, Feb. 2005: <http://www.hmie.gov.uk/documents/publication/Initial%20Development.pdf>

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

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

Benefits To The Economy and Wider Society

- 3.9 Education and training in Scotland's colleges enables people of all ages and backgrounds to improve their lives, obtain better jobs and participate more fully in society. Achievement of these benefits is dependent on the quality and success of the learning experience. If learners are to realise their potential, they need to be taught by qualified professionals who are expert in teaching their subject and vocational areas.
- 3.10 The mind map⁹ below, provides an insight into what stakeholders want from post-compulsory education. The comments contained in the map are a useful pointer when considering the links between staffing, learners and learning environments and the eventual experience of students.



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

⁹ Taken from Learning To Improve: Quality Approaches For Lifelong Learning, Dec. 2005: <http://www.scotland.gov.uk/Publications/2005/12/0994621/46221>

- 3.12 There is also a commonly held view that training and qualifications can have a positive impact on staff confidence. The research outlined in the SFEU's 'Profiling the Workforce in Scotland's Colleges' report¹⁰ (October 2006) showed that many staff choose to work in the sector because they feel the work gives them the opportunity to use their skills and abilities while committing to education as a means of changing lives. In turn, this presents opportunities for professional and personal development. The same report also indicated that college staff members' satisfaction would increase if they were valued more as professionals.
- 3.13 We strongly believe that all staff can benefit from professional development, regardless of their role or length of service.

B3. Evidence Gathering

- 3.14 On behalf of SLALE, the Scottish Executive commissioned the Scottish Funding Council to conduct an audit of CPD activities for all staff. This had the following remit:
- “The Funding Council should work with colleges and other stakeholders to: undertake an audit to quantify the amount of time spent on CPD activity across the sector; estimate the resource implications of setting a minimum requirement; and advise on how this requirement could be implemented.”
- 3.15 Following discussions with the HR Community of Practice, the SFC issued a questionnaire to all of Scotland's colleges. It was completed by 33 of them.
- 3.16 Having taken into account the Scottish Executive's policies on professional development, and recent comparable statements by the DfES on future induction and CPD requirements, the SFC discussed their analysis of the questionnaire, and preliminary recommendations, with several key groups of stakeholders. These included:
- the HR Community of Practice steering group;
 - the Professional Development Community of Practice steering group; and
 - Educational Institute of Scotland (EIS) Union Learning Representatives.
- 3.17 Although the SFC spent time considering, in consultation with colleges' human resource professionals, how best to define terms in the questionnaire, it was clear that colleges interpreted some of the questions in different ways. Even so, it was apparent from the responses that there is a significant volume of training activity in colleges, which is spread across all staff groups and supported by significant financial resources.

¹⁰ Go to: <http://www.scotland.gov.uk/Resource/Doc/82254/0043889.pdf>

- 3.18 One key area of uncertainty is that college central records and CPD budgets only record activity which is known about, funded and/or managed by college-level HR or CPD managers. As discussed below, this means that some significant aspects of CPD may not be well represented in the quantitative aspects of the survey. In particular, some colleges highlighted additional CPD spend by teaching departments through devolved budgets, and most colleges noted that some relevant activities, such as self-evaluation, may not be 'counted' as CPD because they are primarily funded through quality assurance budgets.
- 3.19 Even within centrally recorded budgets, it is clear that some respondents chose to exclude from their CPD returns activities such as health and safety training, equalities training or induction. Others did include such activity. Similarly, some colleges chose not to include travel and subsistence in their training costs, while others did so.
- 3.20 Colleges also reported their returns for different categories of staff in different ways. This reflects internal structures for recording and managing CPD.
- 3.21 These factors suggest that there may be value in encouraging the HR and staff development communities to work together on better ways to monitor and benchmark their activities in ways which allow easier comparison between colleges. Benchmarking groups are already at work on this issue but the outcomes of RoSCO may provide useful incentives for the development and use of some sector-wide key indicators.

B4. Volumes and Expenditures on Training

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

B5. Informal Activity

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



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

B6. Contractual Requirements and Entitlement to CPD

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

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

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

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

3.29 In 2005-06, the SFC funded four pilot projects¹¹ aimed at promoting the take-up of work placements by college staff. These projects appear to have been successful in stimulating interest in work placements, both amongst teaching staff and others. Moreover, the colleges involved in the pilots are now actively considering ways of embedding this activity in their mainstream CPD processes.

11 For more information, see: <http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/17135/RSC/slewgsgp03>

- 3.30 Another example of a successful CPD programme is the 'Lecturers into Industry' scheme¹² managed by the Learning and Skills Development Agency Northern Ireland. This entails lecturers returning to the workplace for 6-12 weeks to acquire up-to-date skills and knowledge and embed these in curriculum management, delivery and support. Since its initiation in 1999, it has expanded from two to nine vocational areas. It is strongly supported by the Association of Northern Ireland Colleges (ANIC) and the University and College Union (UCU).
- 3.31 As a general conclusion, it is clear that colleges operate a wide range of policies on the use of staff time, and on the definition and use of remission from normal duties. Furthermore, while all colleges appear to have inclusive models of annual review leading to identified development needs, there is significant variation in how the differing needs of the organisation, the department and the individual act together to determine specific CPD activities. We would therefore caution against making assumptions that any particular model is in 'standard use' across Scotland.
- 3.32 Union Learning Representatives (ULRs) are a fairly recent innovation to encourage CPD in the workplace. Colleges were asked to comment on the contribution which ULRs made to overall CPD activity. Some colleges identified specific contributions which their ULR had made (for example in supporting junior staff, or participating in relevant committees) while others noted that there had so far been little impact, or indeed that ULRs had not yet been appointed. It seems that it is too soon to draw any general conclusions about the effectiveness of ULRs. However, there may be value in commissioning a more systematic study once the system has become embedded.
- 3.33 The SFEU's 'Leading and Learning' programme has an overall objective to assist the Principals of Scotland's colleges to continue to develop and refine the skills, behaviours and knowledge required to lead their complex institutions successfully in a period of rapid internal and external change. The programme is designed to be practical, contextualised and flexible, with relevance at its core. The three principal components of the CPD framework which underpins the programme are the thematic sessions, individual and group palette sessions and supporting activity, including annual residential and study visits. Themes addressed in the programme include strategic leadership, estates development, leading change, governance and accountability and public value.
- 3.34 Lifelong Learning UK, the Sector Skills Council with responsibility for professional development in the college and university sectors, amongst others, also has an interest in CPD and, as well as being an associate member of SLALE, has expressed a desire to work fully and supportively on CPD developments. We welcome this and look forward to constructive joint working with them.
- 3.35 In some specific aspects of college activity, notably policies and procedures for TQ(FE)/PDAs, colleges clearly distinguished between teaching and non-teaching staff. However, the general impression is that, in most other respects, college policies and approaches to CPD are applied uniformly across all categories of staff. For example, annual processes of staff development and career review included all staff; all categories of staff were generally incorporated within mainstream college CPD (e.g. in areas such as diversity and health & safety); and specialist training was made available in a range of areas, including personnel, accounting, libraries and IT. There was,

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

moreover, strong support from the HR and staff development communities of practice for our recommendations to be as inclusive as possible, and not to create an artificial divide between teaching and non-teaching categories of staff.

- 3.36 Categories of staff who do not appear to be wholly included in mainstream processes are part-time, fixed-term and temporary staff. This is mainly due to the diversity of their roles and contracts. Since care will be needed to reflect this diversity, the model adopted by the Scottish Executive, in applying its policies only to those with a minimum number of hours per week, seems appropriate.
- 3.37 liP accreditation was nearly, but not quite universal. As colleges which are not accredited have presumably taken this decision for good reasons, care would need to be taken in recommending further involvement with the scheme. Even some liP accredited colleges have indicated that it is not their sole, or even their main, tool for the self-evaluation of CPD.
- 3.38 There is strong evidence from the survey that informal CPD plays a very significant role in colleges. Currently, though, it is not well recorded or integrated into college systems. The Professional Development Community of Practice has recently developed a toolkit for CPD which provides pointers on the integration of informal and formal CPD, for example through the use of CPD logs for all staff. SFEU's website includes such a CPD log that members of college staff are free to use. We believe such logs can bring valuable benefits to both management and staff.
- 3.39 There isn't yet a systematic culture of recording and evaluating the direct and indirect costs and impact of all aspects of CPD in the college sector. A move in this direction would not only help to identify specific forms of CPD which do (or don't) make a significant contribution to quality, but would also promote the identification and sharing of best practice. It could also help to demonstrate, and perhaps quantify, the return on investment provided by CPD.
- 3.40 The Department for Education and Skills (DfES) in England has announced in a recent White Paper¹³ that from September 2007:
- “all teaching practitioners [will] fulfil, at the very least, 30 hours of CPD a year, with a reduced amount for part time teachers, and with similar expectations of managers and leaders;
 - teaching staff [will] maintain a portfolio of CPD that shows evidence of industrial/subject updating, including membership of appropriate professional bodies, development of skills in subject teaching, including the effective application of e-learning techniques, application of diversity and equal opportunity principles, and use of learner feedback to improve performance; and
 - they will introduce a qualification which all newly appointed college principals will be expected to achieve within a three year period.”

¹³ Further Education: Raising Skills, Improving Life Chances, March 2006: <http://www.dfes.gov.uk/publications/furthereducation/docs/6514-FE%20White%20Paper.pdf>

- 3.41 We would like to ensure that Scotland is seen as having as strong a commitment to CPD as England (and that this commitment extends beyond teaching staff, unlike the DfES approach). As previously mentioned, the survey conducted by the SFC suggests that the average CPD engagement for all staff is over six days per year at present. Although some college returns gave a lower figure, it seems likely that this is an underestimate of real activity. Even if the actual figure in some colleges is below six days, the evidence from the sector suggests that this is a reasonable expectation for a well-run college.
- 3.42 The Scottish Executive has given significant emphasis to the achievement of TQ(FE) by newly appointed staff. However, many college lecturers achieved their TQ(FE) ten or more years ago, and many such staff perceive that there is no well-regarded route by which they may further develop their professional skills. The recent development of new PDAs, and other awards, in areas such as equalities, child protection, quality assurance and the effective use of ICT to support learning and teaching has been welcomed by the sector. There may also be scope for further such developments.

B7. Implementation Issues

- 3.43 SLALE members agree that staff development is an issue affecting all college staff and that, subject to resource and operational constraints, there should be equality of opportunity for all college staff in relation to staff development.
- 3.44 At present the Professional Development Forum (PDF) has a specific responsibility for monitoring the delivery and take-up of PDAs related to the teaching skills of lecturers. It does not currently have a formal role related to any other aspect of CPD for lecturing staff; nor does it currently have any locus for considering the CPD of non-teaching staff.
- 3.45 The SLALE recommendations have now identified a much wider range of CPD issues which may also require a vehicle to consider how best they should be implemented and monitored. We therefore considered the possibility of revising the role of the PDF to address this much broader agenda. Some group members are firmly of the view that the PDF's role should stay as it is; others, equally firmly, believe that there would be merit in broadening its role and, as a logical consequence, membership to encompass an overview of all staff development activity. The possibility of other agencies, such as the SFC, HMIE and SFEU, undertaking an enhanced oversight/monitoring role (individually or collectively) has also been discussed, as has the merits of involving LLUK in future staff development initiatives in Scotland.
- 3.46 Discussion in the group revealed a wide range of views on what organisational structure would best address the need to provide oversight, monitoring and strategic development of CPD for all staff in Scotland's colleges over the next few years. It became clear that this was a matter which should be debated more widely before a decision was made. However, the group was unanimous in believing that high quality staff development activity, adequately resourced and managed, was vital to the future success of our Colleges. Our longer-term aim would be to find a solution that serves the best interests of learners, building on the wider consensus supporting staff development, and which carries the support and confidence of the stakeholders represented on the group.

3.47 We consider that whatever solution is ultimately agreed by the sector should balance the autonomy given to colleges with the need to provide assurance to Ministers and the Scottish Funding Council that their obligations in terms of sections 7 and 13 of the Further and Higher Education (Scotland) Act 2005¹⁴ are being met. Meanwhile, the the Scottish Funding Council's work in terms of monitoring the initial teacher training and all staff CPD activity across the sector (see rec. 6) should be supported by the quality link in the financial memorandum.

B8. Resource Issues

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

3.49 This report, and other RoSCO recommendations, is likely both to raise the profile of CPD in colleges and to stimulate further demand. This is also being driven by pressures for continuous quality enhancement of learning and teaching, for example through HMIE reviews and the work of the Council's FE Quality Working Group. While colleges are skilled in managing CPD to achieve good value for money, for example through the collaborative delivery of PDAs, there is strong evidence for concluding that increased investment in CPD will 'pay off' in terms of the greater efficiency and effectiveness of staff. In turn, this will this lead to a better experience for students.

3.50 The Funding Council has had some experience in considering resource levels for CPD. From 1999-2002, they earmarked specific funding of around £3m per annum for a range of specified staff development purposes. At the end of that period, they were persuaded that this was an overly mechanistic approach which limited colleges' flexibility to invest their resources appropriately. There is also a risk that a return to earmarked CPD funding might be seen to penalise those colleges which have already invested heavily in that area. The Funding Council believe that the cost of implementing the group's CPD recommendations would be about £10m-12m per annum.

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

14 Go to: <http://www.opsi.gov.uk/legislation/scotland/acts2005/20050006.htm>

B8. Specific Recommendations on CPD for all College Staff

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

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

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

C. TEACHER TRAINING FOR NEW LECTURERS

C1. Background

3.52 Following the Scottish Executive's consultation in 2004 on the need for a professional body for staff in Scotland's colleges, Ministers made a number of recommendations with regards to teacher training for new lecturers. Specifically, Ministers recommended that:

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

3.53 The task of considering how best to implement these recommendations was given to SLALE. In turn, SLALE gave the task over to its Professional Development Sub-group, whose findings and recommendations are described below.

C2. Evidence

3.54 Figures on the numbers of lecturers who hold different types of teaching qualifications are compiled by the Scottish Funding Council on the basis of annual returns from colleges. The Sub-group also conducted their own research into the number of staff who are teacher trained (see SLEWG-SG-P04¹⁵ and P06¹⁶).

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

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

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

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

C3. Estimated Numbers of New Lecturers

- 3.57 We have assumed that the total number of lecturing staff employed by colleges is likely to remain at existing levels and that there is an annual turnover rate of 8%. This is consistent with the 'Profiling the Workforce in Scotland's Colleges' report (October 2006)¹⁷ which notes that "[staff turnover] rates quoted varied from 2.4% for teaching staff to about 7-10% of core permanent staff" (p.17). Looking forward, we would recommend that this information on staff turnover is considered during the implementation phase.
- 3.58 The SFC figures show that in 2004-05 colleges employed a total of 4,675 permanent full-time lecturers. Based on the above assumptions, Scotland's colleges will therefore have to appoint around 375 new permanent full-time lecturers each year. They will also have to appoint around 135 permanent part-time lecturers and 545 temporary lecturers per annum.

C4. Estimated Costs

- 3.59 The Sub-group considered Paper SLEWG-SG-P07¹⁸, which outlined estimates of the cost of completing an initial teacher training PDA and the TQ(FE). It then used these figures to estimate the cost of all new lecturers becoming fully trained within different timescales. The Sub-group also worked on the assumption that all permanent lecturers should gain a full TQ(FE), while all temporary lecturing staff should gain at least a basic grounding in teaching methods.
- 3.60 Estimated costs for completing a TQ(FE) per lecturer are shown in **Annex C**. These costings are based on the assumption that a lecturer undertaking the TQ(FE) would receive the equivalent of 240 hours of remission over the duration of the course. The table in **Annex D** shows the estimated costs of training all new lecturers over a one year, three year or five year period.

C5. Capacity of the Teacher Education Institutions

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

¹⁷ Go to: <http://www.scotland.gov.uk/Resource/Doc/82254/0043889.pdf>

¹⁸ Go to: <http://www.scotland.gov.uk/Resource/Doc/82254/0022399.doc>

C6. Other Considerations

- 3.62 Funds to cover the costs of staff training and development are currently included in colleges' main recurrent grant. If additional funds were allocated to colleges with lower numbers of qualified staff, there could be some resentment from colleges which appeared to have used their resources more efficiently. We recognise that consideration will be required of how best to encourage colleges with lower levels of qualified staff to improve their position while not discouraging those with higher levels from continuing their good work.
- 3.63 In addition to the points noted above, members of the HR and CPD Communities of Practice raised the following practical issues:
1. There may be capacity constraints within colleges, not only in terms of allowing staff to undertake (or mentor those undertaking) the PDA and TQ(FE), but also in terms of backfill.
 2. The question of remission and, in particular, whether a recommendation should be made as to a reasonable level. On balance, we do not propose to make a specific recommendation as we recognise the autonomy of colleges to decide this themselves. Nonetheless, we would emphasise that the costings in Annexes C and D include the equivalent of 240 hours of remission over the duration of the course. It should also be noted that remission costs, although they vary substantially from college to college, are the largest element of total TQ(FE) costs. This is based on responses gathered from 30 of Scotland's colleges in the Spring of 2005.
 3. The question of which college should be responsible, financially and operationally, for ensuring that temporary part-time staff who teach at more than one college gain an appropriate qualification.
 4. For some lecturers, where it is appropriate to prioritise gaining an assessor/verifier qualification over a PDA/TQ(FE), and for other specialised lecturers (such as lecturers in ESOL – English for Speakers of Other Languages) who frequently obtain other teaching qualifications, the question of whether the timescales set out above are reasonable.

C7. Implementation

- 3.64 **Annex D** indicates that it would cost £8m to implement the recommendations within one year. Given the capacity constraints outlined above, it would perhaps be more prudent to recommend that implementation be phased over three years, with an estimated average annual cost of approx. £5.4m (i.e. total estimated costs of £16.2m over three years). Our estimate of costs, across the sector, is necessarily approximate. We have erred on the side of caution in estimating staff turnover rates, and in the costs of remission. Should the actual costs incurred by colleges in training new lecturers prove to be lower than estimated, we would encourage them to use funding to enhance support for existing staff to gain relevant Professional Development Awards and/or TQ(FE).



- 3.65 Given the state of the debate on staff development for all staff (see section B7 of this chapter), we consider that the Scottish Executive is currently best placed to oversee the implementation of the recommendations on teacher training for new lecturers. We note, however, that this will require the practical support of both the SFC and HMIE along with the continued co-operation of Scotland's colleges. The Executive should also continue to take account of the views of the PDF, which has a strong interest in this field.
- 3.66 Finally, while the Ministerially-agreed recommendations apply only to new lecturers, we are keen to encourage colleges to continue to support existing staff to gain relevant PDAs and/or TQ(FE).

C8. Specific Recommendations on Teacher Training for New Lecturers

- 14. *We recommend that implementation of the recommendations on teacher training for new lecturers be phased over three years, with an estimated average annual cost of approx. £5.4m (i.e. total estimated costs of £16.2m over three years).***
- 15. *While the amount of remission available to staff is a decision for individual colleges, it is worth noting that the estimated annual cost of phasing in the recommendations relating to the Teaching Qualification (Further Education) [TQ(FE)] is based on a calculation which includes the equivalent of 240 hours of remission over the duration of the course.***
- 16. *While the recommendations apply only to new lecturers, we would encourage colleges to continue to support existing staff to gain relevant Professional Development Awards (PDAs) and/or TQ(FE).***

D. A CODE OF PRACTICE

D1. Background

- 3.67 The Sub-group was also tasked with developing, and considering the possible dissemination of, a code of practice for all staff.
- 3.68 The Executive undertook a consultation on the need for a professional body for staff in Scotland's colleges in the autumn of 2004. Responses to this consultation indicated that the idea of some form of code relating to staff conduct would enjoy strong support across the sector. While many individual respondents used the words 'ethics' and 'practice' as though they were interchangeable, the two types of codes can be viewed separately. A code of ethics is a statement of the moral principles which underpin the delivery of a professional service, whereas a code of practice relates to legislative and regulatory issues, standards of conduct, best practice and commitment to continuing professional development.
- 3.69 It is worth noting that some corporate respondents took the view that it would be better to talk in terms of a code of practice or code of conduct because these terms are seen as being more inclusive and relate more directly to behaviour. It was also clear from the comments provided that many respondents were looking for practical guidance on matters relating to classroom management and on handling unfamiliar situations or new challenges presented by a more diverse range of learners.

3.70 The Executive subsequently commissioned the SFEU to design awareness training and other guidance for college staff. Last year, the SFEU published “Keeping Children and Young People Safe and Well – A Handbook for Child Protection Coordinators in Scotland’s Colleges”¹⁹, which includes a template code of conduct for Scotland’s colleges, albeit within the context of the subject area of the guidance. Although the Sub-group believes this guidance gives a useful template for a code of practice, we note that it was not designed to cover all situations.

D2. Research

3.71 SFEU’s research for Paper SLEWG-SG-P10²⁰ investigated the purpose and value of codes of practice and the extent to which they were in use by colleges. The majority of the fourteen colleges which responded stated that they did have a formal code. (Note: while alternative terms such as code of conduct, staff charter and employment charter were also used, their purpose and content would seem to be broadly aligned with the purpose of a code of practice as noted above). The research also showed that codes of practice or their equivalent can exist at three levels:

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

i. Traditional Professional

3.72 This covers situations where a professional body governs individual autonomy in particular occupations. Becoming a member of a professional body involves making a commitment to a code of practice or equivalent. In addition, the professional body will set out entry and experience requirements and maintenance of expertise through CPD may also be a requirement for continuing membership.

3.73 The research highlighted that significant numbers of staff in Scotland’s colleges belong to such professional bodies, e.g. in Finance and HR. Such staff operate to a professional code of practice or equivalent determined outwith their place of work. Meanwhile, around a thousand members of lecturing staff in colleges are members of the General Teaching Council of Scotland (GTCS), and so operate within a code of practice incorporating (i) Professional Knowledge and Understanding, (ii) Professional Skills and Abilities and (iii) Professional Values and Personal Commitment.

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

¹⁹ Go to: http://www.sfeu.ac.uk/uploads/documents/Child_Protection_Coordinator_Handbook.pdf

²⁰ Go to: <http://www.scotland.gov.uk/Resource/Doc/82254/0043967.pdf>

ii. Employer Expectations

- 3.75 Some employers have introduced codes of practice or equivalent to govern staff autonomy. These have been developed through consultative processes and have a status as part of contractual arrangements.
- 3.76 Returns from colleges indicated they had adopted this approach through a variety of forms. This obviously reflects the diversity of the sector itself.

iii. Specific Circumstances

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

D3. Specific Recommendations on a Code of Practice

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

E. THE DELEGATION OF FUNCTIONS UNDERTAKEN BY THE SCOTTISH EXECUTIVE'S LIFELONG LEARNING DIRECTORATE (LLD)

E1. Background

- 3.78 Following the consultation in 2004 on the need for a professional body for staff in colleges, the Executive put a series of recommendations to the Minister. One of these recommendations was that the Executive would explore the possibility of delegating some work currently undertaken by LLD to a suitable outside body such as the Scottish Further Education Unit. Specifically, this would comprise:
1. the work that LLD undertakes to support the Professional Development Forum; and
 2. the work required to approve the quality and content of programmes leading to the award of a Teaching Qualification in Further Education [TQ(FE)].
- 3.79 Having consulted the Executive's solicitors, and for the reasons outlined below, the Sub-group took the view that this work should continue to be undertaken by LLD.

E2. Supporting the Work of the PDF

- 3.80 The PDF was created in 1999 to oversee the arrangements for the initial training and continuing professional development of college lecturers. Its role, as constituted by Ministers, is to:
1. oversee arrangements for updating the occupational standards which underpin the initial teacher training (ITT) and initial teacher education (ITE) of college lecturers;
 2. devise and apply criteria that allow higher education institutions, colleges and other training providers to become 'approved providers' of ITT and CPD units and awards;
 3. maintain and develop a national index which contains all the units and awards used for ITT and CPD purposes.
- 3.81 The PDF also has a strategic role in monitoring and promoting staff development activities, and acts as the main advisory group to the Scottish Executive on all matters pertaining to the professional learning of college lecturers in Scotland.
- 3.82 ETLLD provides the secretariat for the PDF and its sub-groups, meets the costs incurred by these groups and undertakes the work required to implement their decisions. ETLLD said that, if suitable arrangements could be made, it would look at the possibility of the sector taking over this role.
- 3.83 The possibility of support for the Forum being taken over by another body was discussed at a PDF meeting in 2005. The discussion revealed that PDF members were strongly against the idea and could see no compelling reason to change the existing arrangements. Members also thought that it would be difficult to identify another body within the sector which would be accepted as impartial by all the interested parties.
- 3.84 While ETLLD thought that this idea was worth exploring, they acknowledge the views of the PDF and, having reflected further on the matter, do not see merit in delegating the functions described at the present time. As a consequence, the SLALE Sub-group decided not to pursue this idea any further.

E3. Amending the Education, Training and Recommendation for Registration (Scotland) Regulations 1993

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

- 3.86 The GTCS argued strongly that ETLLED should continue to approve the nature and content of TQ(FE) programmes. It expressed the view that an accreditation process undertaken by an outside body would lack credibility and could possibly damage the reputation of the TQ(FE). The GTCS also argued that delegating the approval function to some other body could lead to the learning and teaching process in the college sector becoming too distinct from that in secondary schools.
- 3.87 In its comments on the recommendations that went to the Minister, the Educational Institute for Scotland took a very similar view to the GTCS.
- 3.88 Finally, though local education authorities no longer have any influence over the college sector, the way in which the 1965 Act is framed also requires that they be consulted. If Ministers were proposing to change the 1993 regulations, they would therefore have to publish a draft of the new regulations, send a copy thereof to every local education authority in Scotland and consider any resultant representations.
- 3.89 Since opinion is so divided on the issue, and amending the regulations could prove such a difficult process, we recommend that ETLLED should continue for the time being to approve the quality and content of TQ(FE) programmes.

E4. Specific Recommendations on the Delegation of Functions Undertaken by ETLLED

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

F. TRAINING AND DEVELOPMENT FOR LEARNING AND TEACHING SUPPORT STAFF

- 3.90 Learning and teaching support staff make a vital contribution to the learning experience in colleges. Elsewhere, this report discusses the merits of effective staff development for all college staff, and endorses the positive role which CPD plays in quality improvement. It also highlights the importance of using up-to-date learning and teaching methods. For these reasons, it is critical that learning and teaching support staff receive suitable training and development.
- 3.91 In 2006, the Scottish Executive published new 'Professional Standards for Lecturers in Scotland's Colleges'. These consist of six sets of standards for initial teacher training/education, and a further six for CPD. Work to prepare related PDUs/PDAs, with suitable teaching materials, is ongoing. Many of the standards, and some of the related awards and units, are of direct interest and relevance to learning and teaching support staff. As these units/awards become available, we would encourage colleges to support relevant staff to gain the qualifications appropriate to their role.
- 3.92 Lifelong Learning UK (LLUK) are preparing UK-wide standards specific to learning support staff in the lifelong learning sector²¹. We would encourage stakeholders to work with LLUK to ensure that any such standards suitably reflect the Scottish dimension.

21 For more information, go to: http://www.lifelonglearninguk.org/nrp/learningsupport/learning_support.html

G. THE CURRENT AND FUTURE PROFILE OF STAFF IN SCOTLAND'S COLLEGES

G1. Background

- 3.93 Part of the remit of SLALE was to “examine issues relating to the staffing, learners and learning environments of Scotland’s colleges to ensure quality learning experiences, including:
- ▶ whether there is evidence of an ageing workforce in colleges;
 - ▶ disability, race, religion and belief, sexual orientation, age and gender equality for staff and learners; and
 - ▶ the competitiveness of colleges as a place of work (including recruitment and retention issues)”.
- 3.94 We accordingly looked at trends in relation to the age, gender and ethnicity of staff across the college sector and made comparisons with staff in the schools sector and HEIs. Unfortunately, we could not examine trends in relation to disability, sexual orientation, religion and belief of college staff as we were unable to obtain the necessary information within our allotted timescale.
- 3.95 We also looked at issues of human resource management and job satisfaction in Scotland’s colleges.

G2. Evidence

- 3.96 The SFEU was commissioned by the ASC and STUC, and funded by the SFC, to undertake a study examining staffing in Scotland’s colleges. It was the first study of its kind. The final report (see footnote 10) was delivered to the ASC and STUC in October 2006 and presented to SLALE for discussion at its November meeting. It has been widely circulated within the sector, including a presentation to the Principals’ Forum, and shared with members of the Review’s Core Group. We wish to take this opportunity to thank the SFEU, SFC, ASC and STUC for sharing with us the findings from this study.
- 3.97 The other evidence described in this section was obtained from the SFC’s Statistics Department and the Scottish Executive’s Analytical Services Division.

G3. Staff Contracts

- 3.98 In both colleges and schools, the majority of staff are on permanent full-time contracts. A more in-depth breakdown of college staff contracts shows that the majority of staff who work in colleges are part-time and that they are on temporary contracts.
- 3.99 According to headcount figures the majority of staff in colleges are involved in teaching. In HEIs, by comparison, there is an almost even distribution between those staff involved in non-teaching²² or teaching²³.

22 Non-teaching staff are staff categorised as research only; not applicable; and not teaching and/or research

23 Teaching staff are staff who are categorised as either teaching only or teaching and research

3.100 The proportion of teaching to non-teaching full-time equivalent (FTE) staff in colleges is 51:49. Meanwhile, there is a substantially larger majority (30%) of FTE staff in HEIs involved in teaching in comparison to non-teaching. This again highlights the large percentage of part-time college staff who are involved in teaching.

Distribution of staff contracts in Colleges & Schools - 2004/5

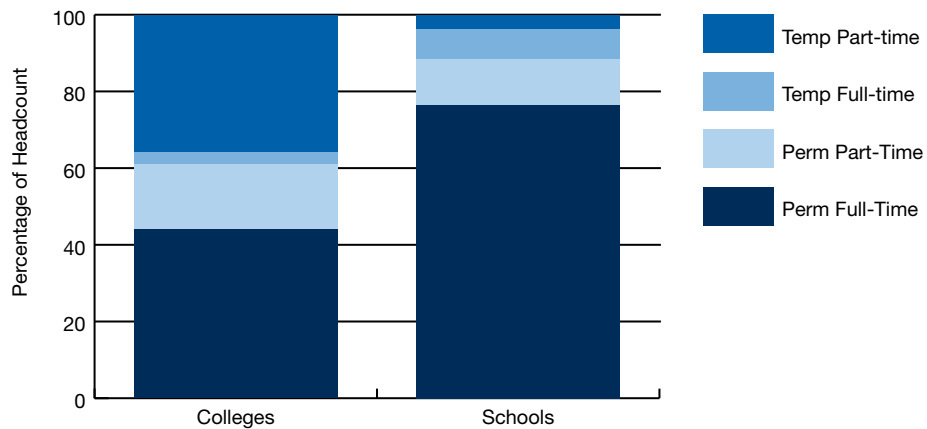


Chart 1

G4. Gender

Staff gender distribution in Colleges - 2004/5

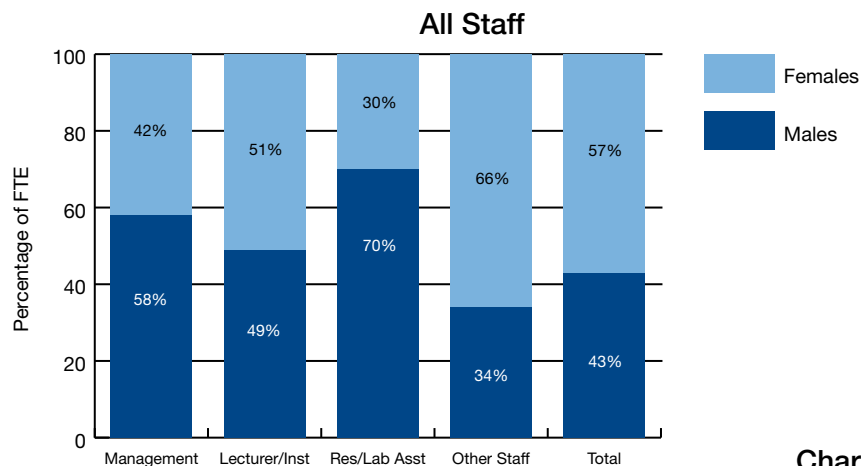


Chart 2

3.101 The majority of cross-college staff are female. However, while there is an almost even split between the number of male and female lecturers/instructors/senior lecturers, the majority of staff in management positions across the college sector are male. In the HEI sector, the majority of academic staff are male. Similar to the college sector, there is an almost equal split in the number of males and females who are lecturers or researchers in the HEIs.

3.102 Although there are slightly more female staff who work full-time, there are more full-time males in a management position or working as a lecturer/instructor/senior lecturer. There are significantly more female staff than male staff who work part-time. However, part-time male staff are again more likely than part-time female staff to work in a management position.

3.103 It appears that schools have a higher percentage of females in senior management positions than colleges.

G5. Age

3.104 The largest age category across the three sectors is staff aged between 30 and 49. When comparing the sectors, the statistics show that the school sector has the largest percentages of staff aged under 29 and between 50 and 59; that HEIs have the largest percentage of staff aged 30 to 49; and that colleges have the largest percentage of staff who are aged over 60.

Distribution of staff ages in Colleges, HEIs and Schools - 2004/5
(does not include info refused/unknown)

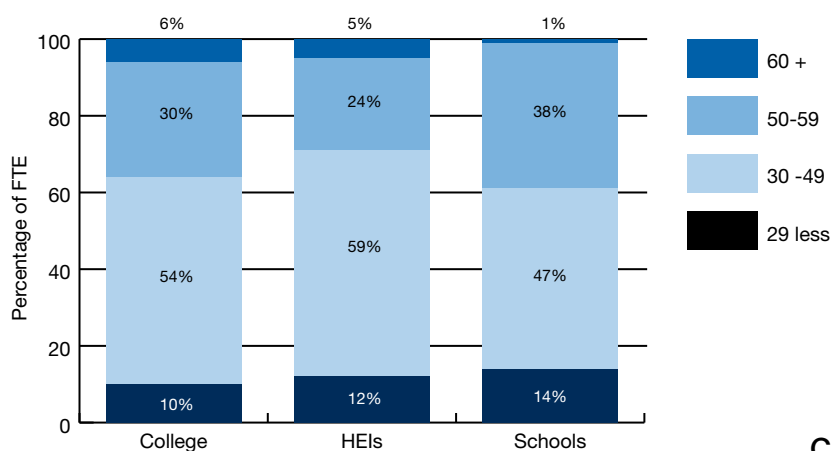


Chart 3

3.105 When comparing the distribution of staff age by gender in the three sectors, it appears that:

1. colleges have a higher percentage of males aged over 50 than the other two sectors;
2. colleges have a higher percentage of females aged over 60 than the other two sectors;
3. HEIs have a higher percentage of younger males than the other two sectors;
4. in both schools and colleges, there is a higher percentage of female staff than male in the younger categories of staff; and
5. schools have a higher percentage of younger females than the other two sectors.

3.106 Looking at all college staff, there are 10 percentage points more females than males in the 30 to 49 age range. The over 60 age range is the only one containing more males than females.

- 3.107 In the youngest age category, there is a significantly higher proportion of non-teaching staff than teaching staff, especially amongst females.
- 3.108 There are more females than males who teach in the youngest two age ranges. The opposite is true for the oldest range. There are also more females than males who are non-teaching in every age range except 60+, which has an equal percentage of males and females.
- 3.109 By far the largest group is females aged 30 to 49 who are non-teaching. The second largest group is females who teach aged 30 to 49. The smallest groups are females who teach aged over 60 and non-teaching males aged under 29.

G6. Ethnicity

- 3.110 The majority of staff who work in colleges, schools and HEIs are from white ethnic groups. HEIs have the highest percentage of staff from an ethnic minority background, as well as (by some distance) the highest percentage of staff whose ethnicity was recorded as 'unknown/refused'.

Ethnicity	Colleges	Schools	HEIs
	%	%	%
White	97.0	95.8	61.0
Mixed	0.2	0.1	0.5
Asian	0.6	0.2	4.7
Black	0.2	0.0	0.7
Other	0.2	0.1	1.1
Unknown/refused	1.8	3.8	32.0
Total	100	100	100

- 3.111 In colleges, there is an even balance between the percentage of white staff in teaching and non-teaching posts. This finding is repeated across the other two ethnicity categories. While in HEIs it appears that there are more white staff in teaching posts than non-teaching posts, this percentage may be skewed by the fact that the ethnicity of 37% of non-teaching staff is unknown/refused.

G7. Data Collection on Staffing

- 3.112 Having examined the current processes of gathering data on staffing in Scotland's colleges, we believe that it is not always clear why these statistics are gathered and that they do not deliver value to data providers. With the exception of data on teaching qualifications, there is no evidence that outcomes from data collection are used for workforce planning purposes at a national or college level.

G8. Equalities

3.113 The data gathered through the SFEU study revealed imbalances in the profile of staff in Scotland's colleges with respect to gender and ethnicity and for particular areas of work. Having examined all of the sources of information, we recognised that for some strands of equality, particularly for disability, there are difficulties in data gathering. Colleges indicate they have in place the full range of processes and procedures to prevent discrimination. They also have new duties with respect to gender, race and disability, including a positive duty to promote equality. It will clearly take time for recent changes in respect of the diversity of Scotland's population to be reflected in the college workforce.

G9. Human Resource Management

3.114 The broad conclusion drawn from the SFEU study is that Scotland's colleges have a strong, committed workforce with sufficient skills to meet the needs of existing and future learners. We recognise that this is a good position in which to be.

3.115 According to the SFEU Profile Survey, colleges currently have few difficulties when recruiting staff. However, some colleges expressed concerns about whether or not they would have enough staff in ten years time. As the statistics regarding the average age of college staff show, some colleges have high numbers of staff who will be reaching retirement age over the next 5 to 10 years.

3.116 The study also showed that there is currently a low turnover rate of teaching staff. Rates quoted range from 2.4% for teaching staff to about 7-10% for permanent staff. While this may indicate that staff are not leaving the sector because they are satisfied with their jobs, two colleges responded that the low turnover rate meant that there was less opportunity to bring in "new blood".

3.117 70% of respondents stated that they were satisfied with their present job. As part of this survey, staff members were asked about what attracted them to work in a college. Broadly speaking, their responses indicated that working in a college gives staff the opportunity to use their skills and abilities while committing to education as a means of changing lives. In turn, this presents opportunities for professional and personal development. Respondents also stated that they would remain in the sector because of the factors that attracted them in the first place. The survey concluded that this accounts for the high job satisfaction scores, and consequent low staff turnover levels, within the sector.

What attracted you to work in the college sector?

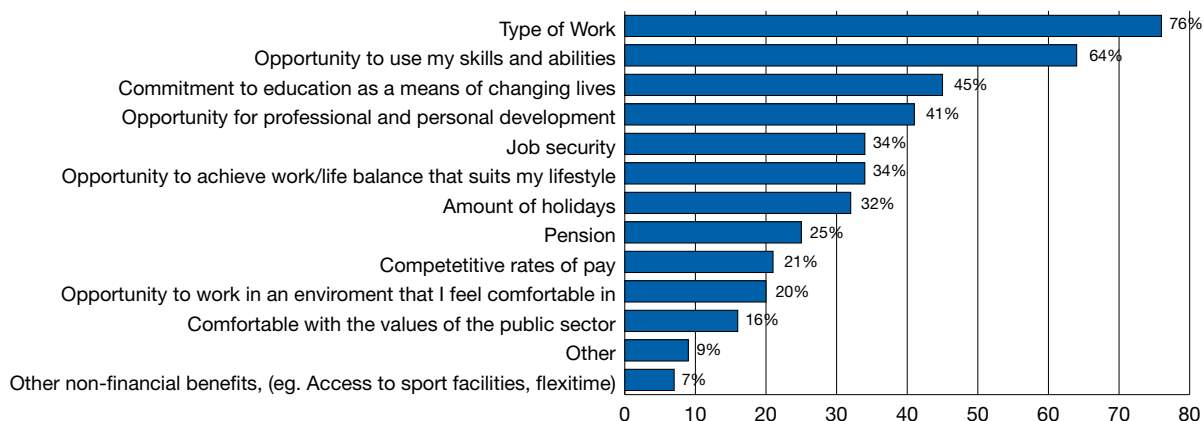


Chart 4

3.118 When respondents were asked if there was anything the college sector could do to increase staff satisfaction levels, some of the key categories of response were:

- ▶ working together (i.e. improved communications, improving college management, and providing more staff involvement in college decisions);
- ▶ working arrangements;
- ▶ providing rewards; and
- ▶ physical environment (further discussion on this issue is contained in Chapter 5);

3.119 In moving forward, we believe that colleges, stakeholders and policy makers should work together to:

1. sustain and improve levels of staff satisfaction by taking account of staff views on working together, working arrangements and providing rewards;
2. build on the significance of line management arrangements identified by staff as a key factor in job satisfaction;
3. respond to future demands created by a changing learner profile and changing stakeholder expectations; and
4. ensure the availability of a pool of skills and talent ready to fill the gaps which will arise as existing staff retire.

3.120 In addition, work has been undertaken as part of the Review which will have human resource implications for Scotland's colleges. For example, there will be a need to take account of the human resource issues arising from the 'Futures' work-stream.

3.121 We believe that colleges will need good human resource strategies in order to build on their current strengths and to maintain and improve their contribution to Scottish life.

G10. Specific Recommendations on the Current and Future Profile of Staff in Scotland's Colleges

- 20.** *We recommend that colleges evaluate, in the light of this report, the quality of their strategic human resource management processes and take any necessary action to ensure current and future challenges are known and addressed.*
- 21.** *We recommend that the Scottish Funding Council should consider how its current review of staffing data collection processes can best take full account of equalities issues (we note that there may be a role for Equality Forward in this regard), add value to workforce planning activity and reflect relevant aspects of this report.*
- 22.** *We recommend that college and staff representative bodies work jointly in undertaking regular, preferably annual, surveys on qualitative measures of satisfaction of staff working in colleges.*

H. THE FURTHER MODERNISATION AND IMPROVEMENT OF LEARNING AND TEACHING METHODS IN SCOTLAND'S COLLEGES

H1. Background and Evidence

- 3.122 The working group was tasked with examining opportunities for the further modernisation and improvement of learning and teaching methods in the college sector.
- 3.123 Evidence shows that the college sector is, in the main, delivering a high quality service to students, which continues to improve both the learning and teaching process and the student experience. Substantial activity is being undertaken throughout the college sector to continue this progress. HMIE reviews appear to show two areas, other than external factors (such as finance, family care responsibilities and health status) which affect the student experience. These are the learning professional and the learning environment.

H2. The Learning Professional

Training and Development based on the Professional Standards for Lecturers

- 3.124 In November 2002, the then Minister for Enterprise, Transport and Lifelong Learning, Iain Gray, announced a review of the occupational standards for college lecturers. These are the standards that underpin both the Professional Development Units and Awards (PDUs/PDAs) that lecturers can undertake for their ongoing training and development needs and the full Teaching Qualification (Further Education) [TQ(FE)].
- 3.125 One of the main aims of the review was to develop a range of provision that could be used for CPD purposes. The other main aim was to update the content of the standards to take account of developments in teaching methods and wider policy and legislative changes.
- 3.126 The new 'Professional Standards for Lecturers in Scotland's Colleges'²⁴ were published in June 2006. To date, three new TQ(FE) programmes, based on the new Standards, have undergone formal approval. New PDAs for lecturers have also been developed as follows:

²⁴ Go to: <http://www.scotland.gov.uk/Publications/2006/06/13164029/0>.

- ▶ *The Advanced Diploma: Teaching in Further Education: An Introduction* – a two unit (two credit) award which provides a basic grounding in teaching methods. This replaces the existing Certificate: Introduction to Teaching in Further Education.
- ▶ *The Advanced Diploma: Teaching in Further Education* – a three unit (five credit) award which will count towards a full TQ(FE). This replaces the existing *Advanced Certificate: Teaching in Further Education*.
- ▶ *The Advanced Diploma: Teaching Children and Young People* – a two unit (two credit) award designed primarily to enhance the skills and knowledge of lecturers who underwent teacher training some time ago. This PDA fulfils a commitment that ETLLED made in 2005 to develop appropriate training for lecturers who teach school pupils.

3.127 Work is already underway to provide materials to support the delivery of the three new awards and it is expected that these will become available to colleges early in 2007. In the meantime, colleges have been invited to apply to deliver the new awards. (The process was streamlined for those already approved to deliver existing provision.)

3.128 In addition, work has begun to convert more specialist professional standards into units and awards that lecturers will be able to use for CPD purposes. It is planned that new PDUs and PDAs will be developed in the following areas:

- ▶ The use of Information and Communications Technology (ICT) for Learning and Teaching;
- ▶ Diversity (including race relations and disability); and
- ▶ The Leadership and Management of Curriculum Teams.

3.129 The plan is that these new units and awards will be available for delivery no later than the start of academic year 2008-09, and preferably sooner. Teaching materials will again be centrally procured.

Other Forms of Training and Development

3.130 Of course, staff engaged in learning and teaching do not only undertake courses that are devised centrally. A wide range of relevant training is available via sector agencies, external organisations and colleges themselves. An audit of college sector CPD activity by the Scottish Funding Council has shown that the “all staff training average” across the sector is 6.3 days of training activity per year and that at least 50% of college staff will experience some form of CPD each year. The SFC also funded a programme of work-placements for college staff. However, early feedback has shown the cost of releasing staff is frequently a major inhibitor to the uptake of such schemes. This may be an area for future investigation.

3.131 The issue of CPD is discussed in more detail under **section B**, above.

H3. The Learning Environment

3.132 Learning and teaching is a human and dynamic process responding to external changes which require the constant modification of practice. The following describes some of the key environmental developments which are likely to impact on how learning and teaching is designed and delivered in Scotland's colleges.

E-learning and the Use of ICT

3.133 HMIE recently published a report on the use of ICT in learning and teaching²⁵ across the school, college and community learning sectors. The report states that in recent years there have been very substantial improvements in ICT infrastructure and resources to support learning and teaching. It further observes that ICT is steadily transforming the nature of learning and teaching across Scottish education.

3.134 Some specific findings from the report are as follows:

- ▶ The use of ICT can motivate learners and encourage them to be more independent. It can also be used with no educational gain.
- ▶ Many teaching staff now use ICT routinely in their teaching. However, the levels of competence and confidence of too many teaching staff are not yet high enough to enable them to use ICT effectively in their teaching.
- ▶ There remains much room for improvement in terms of effective access to ICT for learning. There is also no consistent pattern of use.
- ▶ The management of learners and digital content has received little attention by managers.
- ▶ Most colleges do not yet have the technology for online assessment in place.
- ▶ The full potential of online communities for learning and teaching has yet to be developed.
- ▶ Both learners and staff are more likely to use ICT where the quality of technical support is high.

3.135 The Solar Project²⁶ is an important e-assessment development project led by the SQA. Its main output so far has been the development of more than 600 summative e-assessments across a range of Higher National awards. The first of these assessments are already being piloted in Scottish colleges and a series of training programmes has been delivered to support colleges - particularly with administration, scheduling and reporting. The SQA expect that the project will pave the way for the increased use of summative online assessment to support the delivery of HNs in colleges.

25 Go to: <http://www.hmie.gov.uk/documents/publication/iseictilat.html>

26 Go to: <http://www.solarproject.org/>

- 3.136 The Information Gateway²⁷ is a directory of electronic learning resources designed to assist staff in colleges and other centres to use ICT in learning and teaching. Additional funding has enabled twenty experienced practitioners to map websites appropriate to the curriculum.
- 3.137 The Scottish Funding Council recently developed a strategy for e-learning which identified the need to promote 'transformation' in the use which is made of e-learning by colleges and universities. Transformation refers to the process by which innovation can be embedded in mainstream practice, as opposed to special initiatives.
- 3.138 To test this model, SFC funded six projects, at around £1m each, to operate between 2005 and 2007. Each project involves large consortia, and in many cases these include both colleges and universities. Some projects focus on specific curriculum areas (e.g. construction, life sciences); some are developing novel ways of supporting students (e.g. e-portfolios); and some are focusing on 'culture change' within institutions.
- 3.139 The projects are all being externally evaluated and final outcomes will be available in the autumn of 2007. Further information can be obtained from the SFC website²⁸.

Action Learning Sets

- 3.140 SFEU is currently inviting applications of interest to participate in Action Learning Sets. The overarching goal of this initiative is *"to identify and implement strategies to achieve transformation in learning and teaching through the use of ICLT and blended learning"*. The Sets themselves are small groups of individuals (6-8), who will support one another in learning and development in an area where they have an interest and want to increase their expertise. The SFEU will act as 'facilitator' for the Sets, and develop a framework that meets both individual and group aims.
- 3.141 Action Learning Sets have been successfully used in the SFEU Leadership and Management programme and are seen to be effective as a professional development activity. Further information can be obtained from the SFEU website²⁹.

Quality and Equality of Learning and Teaching Materials (QELTM)

- 3.142 In March 2004, the SFEFC (now the SFC) approved the QELTM project. The aim of the project is to raise the capacity of the sector to integrate quality and equality within the learning and teaching materials it employs.
- 3.143 The project team includes representatives from Stevenson College Edinburgh, Universities Scotland, Edinburgh's Telford College, BRITE, SQA, The Adam Smith College, Anniesland College, Glasgow Colleges Group, the University of Stirling and the SFEU. Further information can be obtained from the Stevenson College website³⁰.

27 Go to: <http://www2.sfeu.ac.uk>.

28 Go to: http://www.sfc.ac.uk/information/information_learning/transformational_change.html

29 Go to: <http://www.sfeu.ac.uk/defaultpage131bcd0.aspx?pageID=1679>

30 Go to: <http://www.stevenson.ac.uk/QELTM/index.html>

The Learner Population

- 3.144 Over the last ten years, the learner population in colleges has changed in a number of ways. These changes represent particular challenges for staff in terms of their learning and teaching approaches.
- 3.145 First, we note that policy to improve access and widen participation to universities has moved students who would traditionally have attended college into a different sector. However, it is clear that the same policy has also widened the range of students who now attend college.
- 3.146 Secondly, while the college sector has always had a remit for 'second chance' learners, we now see an increased number of learners entering college with additional learning needs and/or challenging behaviours. Although this group is still a minority, effectively supporting them can often mean the daily adaptation of learning and teaching methods.
- 3.147 Thirdly, colleges now serve a greater number of older learners, many of whom return to education in order to re-skill or re-engage with society. As our population ages, this area of demand is likely to grow.
- 3.148 Finally, we observe that our colleges are experiencing an increasing influx of New Scots. While many of these immigrants are highly qualified, others have an urgent need for vocational training. For most New Scots, access to English for Speakers of Other Languages (ESOL) is of major importance.
- 3.149 In conclusion, the need for personal adaptability and resilience is obvious and additional research would be useful in order to establish how CPD could best be designed to support learning and teaching staff in the future.

Other Factors Affecting Delivery

- 3.150 As the demographic shape of Scotland changes, we expect that the demand for learning and teaching will likely be for delivery at times and places outwith the traditional norms. Work-place and work-based learning bring new opportunities for developing a highly skilled and adaptable work force, and colleges will need to respond to this challenge by working more closely with staff, trade unions, employers and economic development agencies. This, in turn, will affect the pedagogies and technologies employed by members of staff.
- 3.151 New support for learning and teaching is emerging in the form of para-professionals such as learning assistants, personal care assistants, work-place assessors, and classroom support technicians. Lecturers are highly skilled and need to be deployed in the manner which provides the best learning experience for the learner. Working with new team members means developing new approaches and skills.



Conclusion

3.152 The evidence suggests that Scotland's colleges generally deliver a high quality learning experience to a large, and increasingly diverse, learning population. Continuous improvements are being made within and between institutions and colleges have risen admirably to the challenge of adapting their teaching methods to the changing needs of society. Looking forward, we can be sure that our changing demography, along with new and ongoing developments in lifelong learning policy and practice, will require our colleges to continue to anticipate and respond to change in a timely fashion. We note that there are also relevant recommendations in the RoSCO Strategic Futures report.

H4. Summary of Recommendations on Learning and Teaching

23. *We recommend that the SFC considers commissioning a report examining, with reference to relevant sections of the RoSCO Strategic Futures report, the major future (short and medium term) issues affecting learning and teaching within the sector. While the scope and purpose of the work should be agreed with key stakeholders, a central outcome of this work should be a list of key recommendations for colleges, their staff and all relevant agencies.*

Chapter 4: Learners

A. CONTEXT

- 4.1 There is a recognition throughout the college sector that learners' needs should be at the centre of educational systems and procedures. That is why both the HM Inspectorate of Education and the Scottish Funding Council have highlighted the importance of the learner interest in their publications. The SFC/HMIE quality framework emphasises student input as one of its key strands. Under this strand, colleges should be able to demonstrate that they are listening to students and taking appropriate action in response. The SFC has also made "learner-centredness" a cross-cutting theme of its new draft corporate plan. Hence the vital importance of addressing the learner experience as part of the Review. NUS Scotland, and indeed learners (via two Student Presidents who delivered presentations to the group), contributed significantly to the development of our recommendations in this area.
- 4.2 As well as considering the overall college experience for learners, we were also tasked with examining the current profile of college students, to see where any significant imbalances might lie. Recognising that there cannot ever be a 'perfect' mix of students, we were nevertheless interested to explore any major or developing trends with a view to informing policy.

B. IMPROVING THE OVERALL COLLEGE EXPERIENCE FOR LEARNERS

B1. Background

- 4.3 Research conducted by the SFC has shown that, year on year, there continues to be high levels of satisfaction among students regarding their experience of college life. We believe that one of the key means for ensuring that a college is meeting the needs of its learners is through effective student representation.
- 4.4 NUS Scotland, which represents the interests of over 500,000 students in colleges and universities, has campaigned for many years to improve student representation in colleges. As a group, we agree it is important that student representation in colleges is developed to ensure that the needs of students are fully met. We further believe that the methods and models used to do this should be appropriate to the character of Scotland's colleges.

B2. Evidence

- 4.5 During our investigations, we commissioned a literature review on the student experience. Other sources of information which informed our discussions and recommendations were:
1. the HMIE Aspect Report on student representation in Scotland's colleges³¹;
 2. the HMIE report on Implementing Inclusiveness in Further Education³²;
 3. the HMIE report on Evaluating Inclusiveness. A Guide for Scotland's Colleges³³;

31 Go to: <http://www.hmie.gov.uk/documents/publication/hmiesrsfec.html>

32 Go to: <http://www.hmie.gov.uk/documents/publication/Implementing%20inclusiveness%20in%20FE.pdf>

33 Go to: <http://www.hmie.gov.uk/documents/publication/evalincl.html>

4. the SPARQS report on student involvement in quality assurance and improvement processes³⁴;
5. Section 12 of the 1992 Further and Higher Education (Scotland) Act³⁵, which requires that Boards of Management of colleges include a student representative; and
6. Part II of the 1994 Education Act³⁶, which describes the responsibilities of colleges in respect of student associations.

B3. Conclusions

- 4.6 Having fully considered the above sources of evidence, and listened to presentations by two separate students' associations, the group was able to reach certain conclusions about what would most effectively enable the needs of learners to be met at an institutional level. Accordingly, we have recommended areas of action for both colleges and students' associations to ensure that there continues to be consistent improvements made to the overall learner experience throughout Scotland and that all learners are able to participate at all levels of college discussions. We would note also the need for all those responsible for strategies and policy decisions to take the needs of college learners, and potential college learners, into account as appropriate.
- 4.7 **Annex F** clearly sets out the common concerns, themes and areas of innovative best practice which colleges and students' associations could use to help them to continue to improve the overall student experience. Meanwhile, this chapter features two case studies which demonstrate the benefits of effective student representation to learners, the college community, and the wider local and national communities. These studies also highlight how different models of student representation can be equally effective in meeting the needs of learners.
- 4.8 Scotland's colleges are committed to meeting the needs of learners in a flexible and responsive manner. In order to build upon the existing high levels of satisfaction amongst learners in Scotland's colleges, and to ensure that these individuals enjoy consistent and inclusive learner representation, we believe that there is a need to:
- ▶ ensure that the views of all students are obtained, considered and acted upon when necessary;
 - ▶ ensure that the college listens, and responds to, all learners in a considerate, timely and effective manner;
 - ▶ ensure that there is a beneficial flow of communication throughout the entire college;
 - ▶ improve the availability of learning and teaching resources, including equipment, books and computers;
 - ▶ improve access to general support and guidance relating to financial and personal issues;

34 Go to: http://www.sparqs.org.uk/upload/documents/FE_MAPPING_REPORT.pdf

35 Go to: http://www.opsi.gov.uk/acts/acts1992/Ukpga_19920037_en_10.htm

36 Go to: http://www.opsi.gov.uk/acts/acts1994/Ukpga_19940030_en_3.htm#mdiv20

- improve access to facilities and equipment, e.g. convenient opening hours of libraries;
- improve the gaps in our knowledge about the overall college experience;
- ensure that there is continuity in the way that students are represented; and
- ensure that colleges are inclusive in their approach to improving the overall college experience.

4.9 We have been pleased to acknowledge and commend the many examples of innovative and best practice being used in Scotland's colleges to ensure a comprehensive approach to engagement with learners. However, we believe it is important to reiterate the HMIE recommendations for colleges to:

- ensure that students in all sectors of the student body are well informed on student representation issues;
- ensure that student representatives on college committees receive sufficient and timely training to enable them to participate fully;
- ensure that sufficient training and support is available to student members to enable them to participate fully and effectively on all committees and boards;
- ensure that there is consistent guidance for staff on procedures for electing student representatives to programme committees;
- work in partnership with their students' associations to develop systems of student representation that maximise learner participation for all modes of attendance, including outreach and remote learners;
- work with their students' associations to improve continuity from year to year in the operation of students' associations;
- review their college committee memberships so that student representation is included where it would be effective;
- consider how students could make a more effective and direct contribution to self-evaluation, including the evaluation of learning and teaching; and
- work with their students' associations to consider how they might use existing ICT resources to improve communications between students and their representatives, especially for part-time and outreach students.

4.10 These recommendations identify the key components for ensuring that learners are adequately represented and receive a positive and inclusive learning experience at college. They also aim to provide colleges and students' associations with some tools for ensuring that this occurs throughout the entire sector. A more in-depth examination of the common themes and examples of innovative practice used by colleges and students' associations can be found at **Annex F**. We would also refer colleges and students' associations to the relevant sections of the RoSCO report on Accountability and Governance.

Features of a college which has a comprehensive approach to engagement with learners

- 4.11 We have found, through a wide range of recently gathered evidence, that the following features characterise a college which has well represented students and provides learners with a fulfilling college experience:
1. Easy access to full and accurate information about college life (e.g. published in an inclusive format).
 2. Access to adequate facilities and learning resources which reflect current lifestyles. (**Note:** The quality of student life is determined not just by academic facilities but also by recreational, sporting, child-care and welfare facilities).
 3. A determination to identify and address barriers to participation in all aspects of college life.
 4. Continuity of accessible and effective representation through the provision of:
 - ▶ course representatives;
 - ▶ students' associations; and
 - ▶ appropriate college facilities and resources which enable students and staff to respond flexibly and imaginatively.

Reid Kerr College

An example of a successful relationship between a College and its Students' Association

case study

In the early years of the 1994 Education Act, Reid Kerr, like many other FE institutions, struggled to hold down a student officer for any length of time. In 1999, a member of staff was employed to set up, and oversee the introduction of, a students' association. However, there was no sabbatical position, and in a single year the association worked its way through four Presidents. The reason for this high turnover was mainly due to the nominated/elected student's course pressures, inexperience or general lack of commitment. In the academic year 2001-2, the part-time sabbatical position was introduced and three months later the decision was made to make the position full-time. In the past five years, we have had three proactive Student Presidents, with no gaps in between.

There are three key points to take into consideration when discussing our success. First of all, our Presidents are given the opportunity to take either a full-time or part-time sabbatical year. Secondly, we have a student liaison team, two of whom are former student presidents. Finally, the college management and Board of Management offer their full support to the development of student representation at Reid Kerr. Although our Students' Association is an autonomous organisation, there is a clear chain of command. The Student President is responsible to the SA Executives, the class representatives and, in turn, the students themselves. If the President requires assistance, they can seek help and advice from either the NUS or our own internal Student Liaison Officers. If the President is pursuing a particular matter, they can first discuss it at the Student Representative Council, then the Student

Affairs Committee before finally the Board of Management if required. We also have a clear route of communication. All student matters make their way through the SA and become the responsibility of the President. The President will then discuss this matter with the Student Liaison Officer. If the issue can't be resolved at this point, the President takes it to the Vice-Principal. Finally, the matter would be taken to the Principal, and at that stage a decision would be made on whether to take the matter to the Board itself. Most issues tend to be dealt with by the President before they reach these stages. However, the college operates an open-door policy, which means that, wherever possible, the President can take the matter straight to the individual most likely to help resolve the issue, thereby saving time and preventing any escalation. The strength of the relationship we share lies in the mutual respect we hold for each other. We both agree that a successful, integrated, well-supported students' association holds benefits, not only for our students but for the college as a whole.

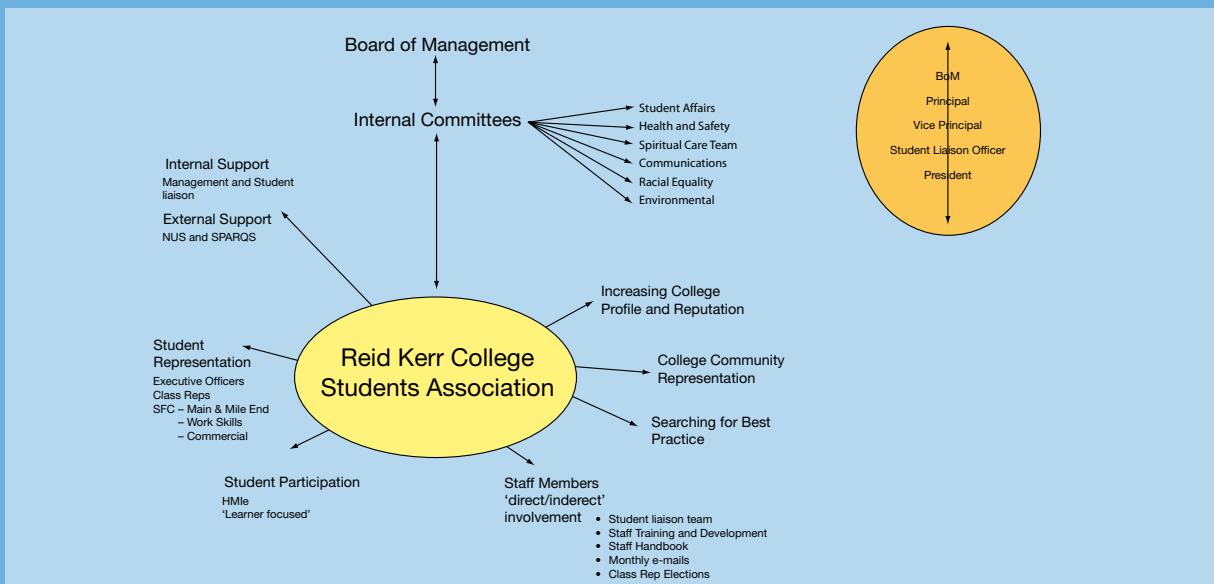
As the current Student Executive's term comes to a close, the college and the Students' Association have looked at ways of maintaining the SA and supporting its further growth. The current President has developed various tools to ensure the stability of the Association. For example, a hand-over pack has been put together for the new Executive, containing information relating to the general running of the Association. This includes information on democratic elections, national affiliations, event organisation and budget control. There is also a handbook distributed to students at induction (and available throughout the year)

case study

as well as a section in the staff handbook given to all members of staff. Meanwhile, class representative election packs are handed out to classes, through guidance, to aid in the election of class reps. and provide them with information upon their election. The Students' Association, alongside Student Services, have also developed a presentation given by the President at every class/course induction throughout the year. The introduction of a student board observer, as recently agreed by the Board of Management, will also ease the transition period from one President to another. So too will a handover period, whereby the President elect can learn from the leaving President their role and duties. The role of the Student Liaison Officer also covers periods when a President or Executive may be absent.

We believe that the success of our Students' Association lies in the support it receives from the college and that the introduction of a sabbatical President has proved itself worthy in many ways. This was perhaps most

clearly evidenced when, in recognition of the outstanding achievements made by the SA over the past two years, the Student President was invited to Downing Street to meet the Prime Minister. The college and its students have certainly felt the benefits of having a dedicated member of staff with previous experience of running a FE association. The SA office has been responsible for events such as our first ever Freshers' Fayre. It has also developed areas of best practice. A detailed constitution, the management's trust of the autonomous decision-making bodies within the Association and the clearly set channels of communication continue to guide the work of the Association. The SA has a realistic budget and has never overspent. Designated signatories and budget spreadsheets overseen by the SLO also protect the SA and the college's reputation. We understand the importance of training and our officers attend training events throughout the year. SPARQS also offers training to our class representatives and Board members.



case study

In line with the 1994 Education Act, Kilmarnock College actively attempts to involve students to own their learning experience. Prior to the inception of the Kilmarnock College Students' Association in 2003, student representation was mainly managed through a Student Liaison Officer and part-time Executive Committee.

In 1999, the Board of Management agreed to support two changes to the structure of Kilmarnock College Students' Association. The Board of Management agreed to fund a sabbatical Student President position and provide dedicated space to allow student activities to take place.

Both changes have meant that, from induction through to the awards ceremony, each student at Kilmarnock College knows that there is a dedicated Student President, who is there to listen and help students at the college.

The president of Kilmarnock College Students' Association is elected in April every year by a ballot of all current students. The elected student then takes up their position in July. There is a gradual handover of responsibility between April and July, which allows the incoming President time to finish up their course and benefit from the knowledge and experience of the outgoing President. The newly elected Student President will also generally meet informally with the senior management team and head of student services during this time.

The Students' Association has a representative, typically the president, on the following committees:

- Board of Management

- Student liaison committee
- Equalities and diversity group
- Health and safety committee

Kilmarnock College Students' Association takes an active role in quality enhancement systems by actively supporting the class representative system. When the students return in August, the President works alongside the Returning Officer and Quality Manager to elect the Students' Association Executive Committee along with class representatives.

The class representative system works by allowing students to feed information to their class reps. or Executive Committee members, who in turn raise these issues at their monthly class representative meetings. As a collective voice, these issues are usually dealt with informally by the class representatives, Executive Committee member or Student President and the appropriate staff member.

Any issues that cannot be dealt with informally are discussed at the Student Liaison Committee meeting, which meets regularly and is attended by the College Principal, Senior Management team, Head of Student Services, Board of Management members, class representatives and members from the Students' Association Executive Committee.

The Senior Management team are supportive of the Students' Association and hope to involve the Student President and Executive Committee in more of the college management committees. For example, the Student President is currently meeting with members of the curriculum team to find ways of bringing core skills into all classes.

Kilmarnock College

Kilmarnock College Students' Association within the Management and Quality Systems of Kilmarnock College

case study

Staff at Kilmarnock College are generally supportive of the Students' Association and class representative structure and have seen the benefits to students in having a full-time sabbatical president and a dedicated student space.

Having a sabbatical student President has also meant that Kilmarnock College Students' Association has been represented nationally through the following:

- NUS Scotland Executive Committee
- NUS National women's committee
- NUS Scotland Scottish women's committee
- NUS Scotland Scottish mature students observer
- Review of Scotland's Colleges

The student President has fed into work of the Scottish Further Education Unit and HMIE and has also attended and contributed to many conferences on student issues.

In the past year, Kilmarnock College Students' Association has helped our students lobby the Scottish Parliament, Westminster, and the National Blood Donation Service. We have also worked with local and national bodies to raise awareness of student issues.

With the help of college staff, the Students' Association recruited and trained (with SPARQS) 52 class representatives in 2005-06. This meant that almost every class had a trained class representative, who was able to contribute to the college quality structures.

Kilmarnock College staff, management and board all work hand-in-hand with the Students' Association to ensure that the students at Kilmarnock College receive the best learning experience that the college can offer.

4.12 **COLLEGES** are encouraged to make use of the following tools to ensure that learners are well represented and have a positive learning experience:

- A member of staff to support and liaise between the students' association and the college.
- A sabbatical student president – either full or part-time and adequately paid.
- Ensuring that students' associations and representatives receive appropriate advice, training (induction and on-going), guidance and support, e.g. by making use of documents and toolkits produced by NUS Scotland.
- An effective class representative system which includes appropriate and effective feedback mechanisms. We specifically recommend that:
 - student representatives receive sufficient and timely training;
 - they are given adequate time to perform their representative functions;
 - a set of guidelines and a remit are produced;
 - two course representatives, or a deputy representative, are elected;
 - participation is appropriately rewarded; and
 - there is effective selection process guidance for both staff and learners on procedures for elections.
- Provision of adequate facilities and resources for students and students' associations to hold meetings/forums, e.g. refreshments for meetings held during lunch times, pay for taxis for representatives to come and go from outreach centres, office and equipment and rooms for meetings and confidential enquiries.
- Holding an end of year satisfaction survey.
- An effective means of involving students in the strategic planning process of the college (and a statement within the strategic plan on how the college plans to do this).

4.13 **STUDENTS' ASSOCIATIONS** may wish to make use of the following tools for ensuring that learners are well represented:

- The Charter of Minimum Rights produced by NUS Scotland, see **Annex G**.
- Ensuring that student representative(s) receive appropriate advice, training (induction and on-going), guidance and support, e.g. through training offered by SPARQS and NUS Scotland.
- Early consideration of membership of NUS Scotland.
- Promoting wider awareness of the role of student representatives.
- Use of a wide range of communication methods to promote involvement in students' associations, e.g. student handbooks, websites, discussions, notice boards and local radio stations.

- Holding meetings during convenient times for different groups of students, e.g. lunch times and evenings.
- Use of surgeries, and other methods of outreach, across all college sites.

B4. Specific Recommendations on Improving the Overall College Experience for Learners

24. *For Scotland's colleges to continue to improve the quality of service they deliver to learners, they should:*

- *increase student, staff and board of management awareness of the benefits of effective student representation;*
- *be aware of the factors which prevent learners from participating fully in college life, and seek to support learners to address them where they can;*
- *attempt to foster a philosophy of inclusive learner development;*
- *increase the assistance available to students to enable them to properly represent their fellow learners;*
- *attempt to broaden awareness of the effective use of proper channels of communication throughout the college; and*
- *attempt to broaden awareness of the effective use of feedback from learners.*

25. *We recommend that colleges and students' associations make use of the information, case studies and toolkits within this report and its annexes (particularly F and G), as well as relevant sections of the RoSCO Accountability and Governance report, to ensure that learners are properly represented and continue to have a positive learning experience.*

C. THE CURRENT AND FUTURE PROFILE OF LEARNERS IN SCOTLAND'S COLLEGES

C1. Background

- 4.14 Part of the remit of SLALE was to 'examine issues relating to the staffing, learners and learning environments of Scotland's colleges to ensure quality learning experiences, including:
- disability, race, religion and belief, sexual orientation, age and gender equality for staff *and learners.*' (emphasis added).
- 4.15 We accordingly looked at trends in relation to the disability, race, age and gender of learners across the college sector and made comparisons with learners in HEIs. Unfortunately, we were unable to obtain useful information relating to sexual orientation, religion and belief within our allotted timescale. These areas are therefore not included in our analysis.

C2. Evidence

4.16 The evidence used in this analysis came principally from the SFC's Statistics Department and the Scottish Executive's Analytical Services Division. Some labour force survey statistics were also employed.

C3. Type of Provision

4.17 According to the SFC's statistics³⁷, the number of enrolments at further education (FE) level in Scotland's colleges has increased dramatically since 1994-95, although there has been a reduction since 2001. As outlined in Chart 6, there are now 398,120 FE enrolments, an increase of 88% since 1994-95. The majority of these enrolments are for vocational courses. In 2004-05 vocational enrolments accounted for 86% of the total. Vocational enrolments have increased by 82% since 1994-95, but have fallen by 12% since 2001-02.

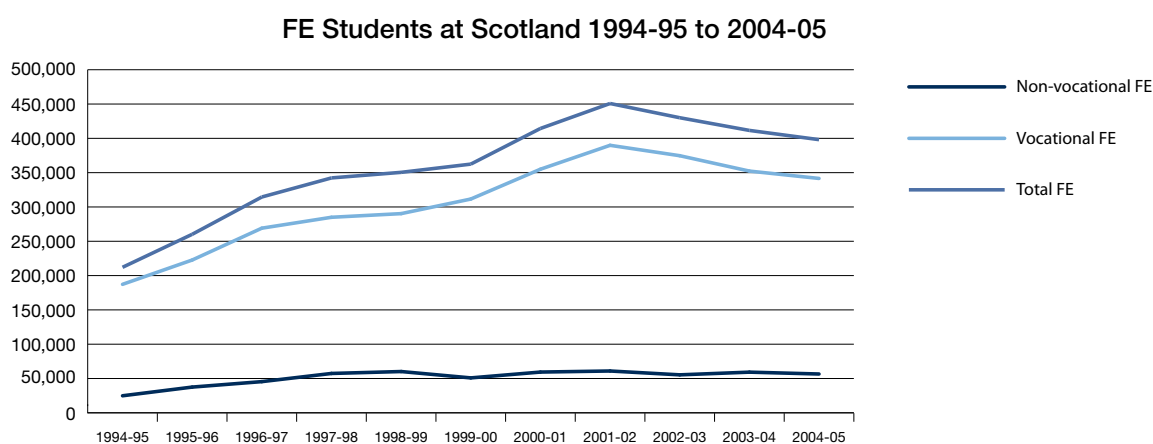


Chart 5³⁸

C4. Mode of Provision

4.18 Part-time study accounts for 84% of enrolments in Scotland's colleges³⁹. Of course, enrolments do not always equate to the number of students as some students enrol on several programmes in the same academic year.

4.19 Full-time courses accounted for 65% of all activity in 2004-05, as they did in 2003-04. However, over the same period, there was a reduction of 3% in part-time activity. Analysis by dominant programme group (DPG) in 2004-05 shows that the three groups recording the highest levels of activity were Health (13%), Social Studies (13%) and Computing (11%), which together accounted for over a third (36%) of total activity. Within the overall figures, some DPGs attracted more activity, whilst some attracted less, than in 2003-04. Construction (up 8%) gained the most, while the biggest reductions were in Science and Maths (each down 14%) and Business and Management (down 13%).

³⁷ Go to: http://www.sfc.ac.uk/statistics/fe_information/facts_figures/0405/students/students_0405.htm

³⁸ Source – Scottish Funding Council

³⁹ Association of Scotland's Colleges – Factsheet 2006

C5. Gender

4.20 While females accounted for over half of overall SUMs activity in 2004-05, the percentages analysed by DPG highlight traditional gender-related educational choices. For example, males accounted for more than 90% of activity in Construction (92%), Engineering (96%) and Transport (95%), while females accounted for more than 80% of activity in Health (90%), Social Work (88%) and Office and Secretarial (82%). Despite this, there is some evidence of colleges trying to tackle the issue of gender-related course choices. For example, in the 'Unlocking Opportunity' report, there is a reference to Stevenson College Edinburgh's attempt to attract male students into their early years education and child-care courses.

College Students – Gender Distribution (as a % of overall headcount)

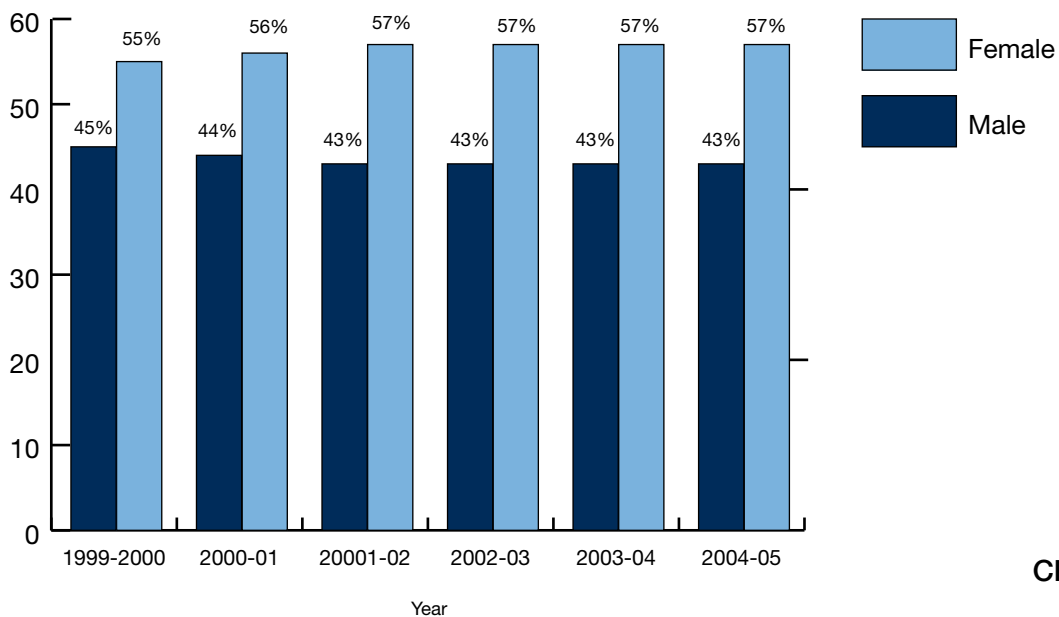


CHART 6

4.21 Over the past six years, there have consistently been more female students than male attending college. Using headcount figures, the proportion of female to male students has changed from 55:45 to 57:43 in recent years. In terms of SUMs, the difference between the sexes has increased from 2% in 1999-2000 to 6% since 2001. While the proportion of males attending college has decreased over the six year period by 2%, the proportion of females attending college over the same period has risen by 2%. This is in line with the experience of HEIs. Males, though, are more likely to undertake a course which involves more intensive activity; for example, a full-time course.

C6. Age

4.22 There has been no real change to the age distribution of college students across the six year period. According to headcount figures, there has been a slight increase in the number of students aged 65 and over since 2001. Meanwhile, according to student SUMs, there has been a slight increase in the number of students aged 16-18 and a slight reduction in those aged 25-59.

College Students – Age (start of academic year)

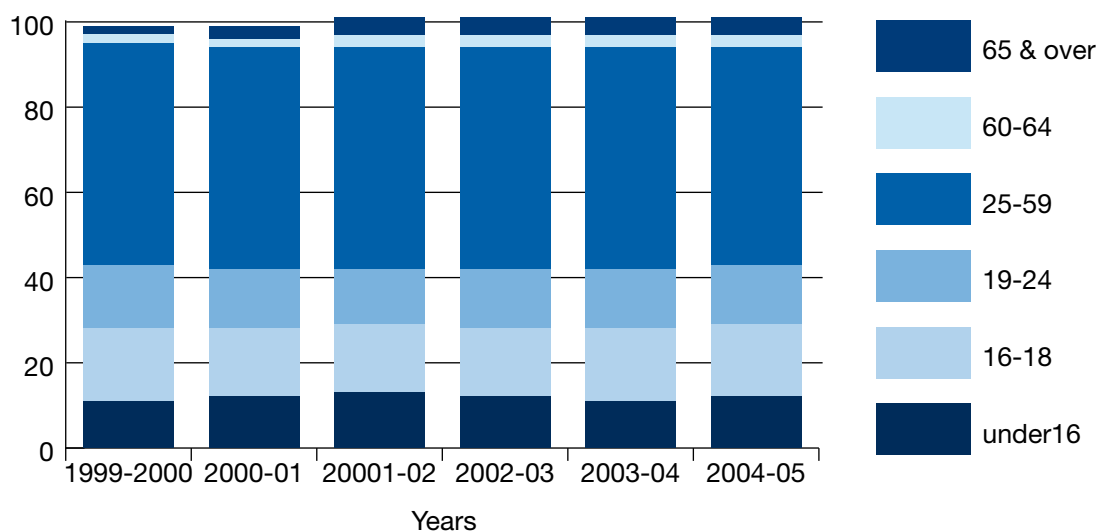


CHART 7

4.23 As there is a difference in the way in which the statistics regarding age bands are collated, it is quite difficult to compare the age distribution of college students (headcount figures) with that of HEI students. However, the statistics do show that there have been no dramatic changes over the six year period. While the largest age band of students attending college is those aged between 25 and 59, the largest age band for HEI students is those aged under 21.

C7. Age and Gender

4.24 Using the overall headcount data when comparing the data from 2000-01 and 2004-05, there has been very little change to the overall age of students. In both 2000-01 and 2004-5, female students tended to be older than their male counterparts.

College Students – Distribution by age and gender (2004-05)

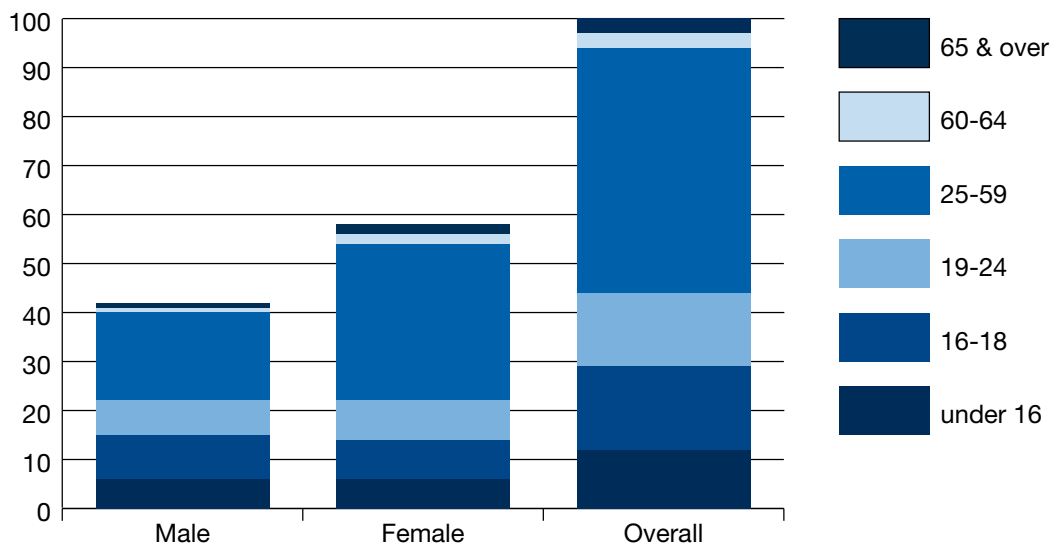


CHART 8

4.25 Similarly, when using the SUMs data to compare the data from 2000-01 and 2004-05, there has been very little change to the overall age of students. There has only been a slight reduction since 2000-01 in the percentage of students aged 16-18 and 25-59. Again, in both 2000-01 and 2004-05, female students tended to be older than their male counterparts.

C8. Ethnicity

4.26 Over the six year period, the majority of students attending college have been from the white ethnic group. However, there has been a steady increase in the number of students who are non-white/other. The statistics also show that there has been a steady reduction since 1999-2000 in the percentage of information which is either unknown or refused.

College Students – Distribution by Ethnicity

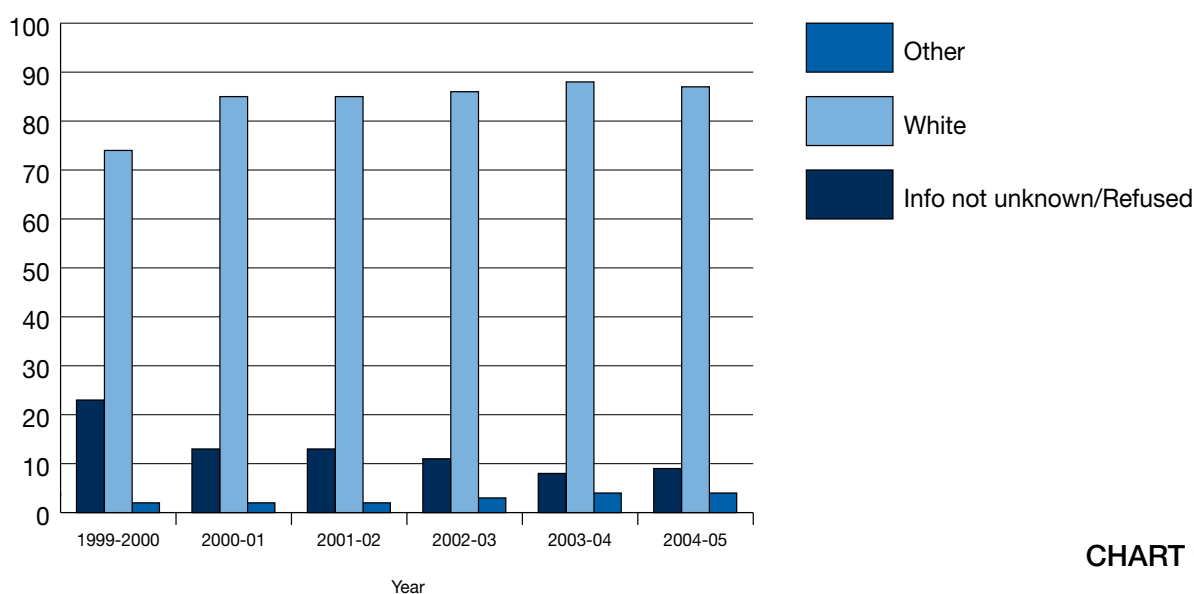


CHART 9

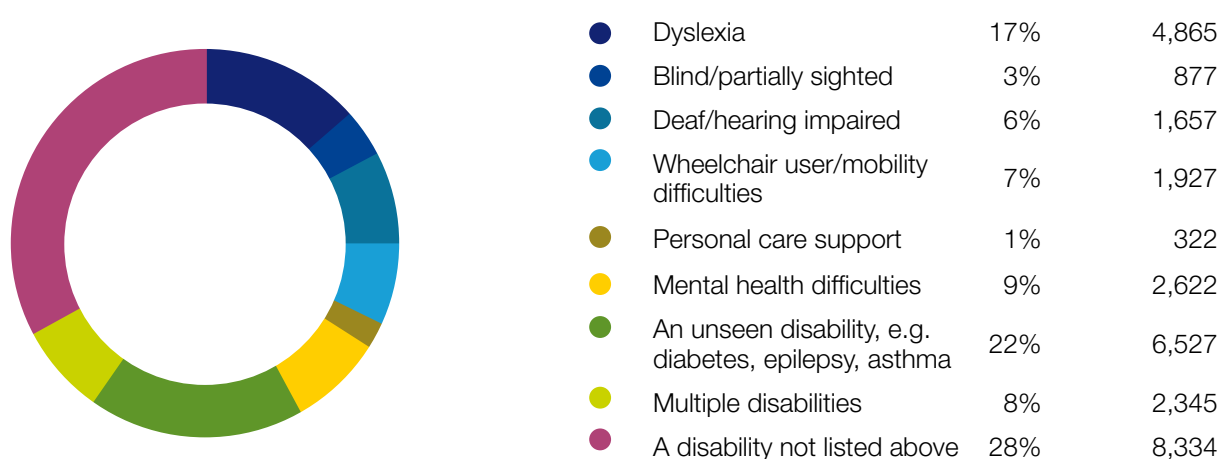
- 4.27 A snapshot comparison between the two sectors shows that, as with college students, the majority of HEI students are 'white'. However, unlike colleges, there has been a slight decrease since 2003-04 in the number of 'white' students attending HEIs.
- 4.28 There is also a higher percentage of HEI students than college students who fall under the 'other' category. However, the number of 'other' students attending HEIs is decreasing while the number of 'other' students at colleges is steadily increasing.

C9. Disability

- 4.29 Almost 13% of college students have a disclosed or identified disability. This figure includes those with a disclosed disability as well as those on special programmes or requiring extended learning support. This equates to about one fifth of all college activity (which takes into account length and intensity of the learning delivered). This compares with around 19% of the working age population who are estimated as having a disability⁴⁰. Disabled people of working age with no qualifications are twice as likely to be unemployed as non-disabled people with no qualifications⁴¹.

40 Labour Force Survey, winter 04-05

41 76.9% of disabled people (of working age) with no qualifications were unemployed in 2005, compared to 38.3% of non-disabled people with no qualifications (Labour Force Survey Spring 1998,2005, not seasonally adjusted)

Learners with disclosed disabilities at colleges, 2004-05 (Source: FES) – legend reads clockwise

CHART 10
C10. The Future Profile of College Students

4.30 As part of the Review, a study was conducted into the effects of demography on student participation in FE and HE. This concentrated on mode of study and age. Bearing in mind that a significant proportion (25%) of HE in Scotland is delivered by colleges, the key findings of this study were as follows:

FE Enrolments

- The projected total number of FE enrolments falls from 393,468 in 2005-06 to 369,248 in 2019-20. This represents a fall of 6.2% in the total number of projected FE enrolments in that period.
- The age brackets expected to witness the largest decline in FE enrolments are those between the ages of 41 and 45, with each age bracket expected to show at least a 25% drop in enrolments between 2004-05 and 2019-20.
- The age brackets that were expected to witness the largest rises were those over the age of 60, with 28, 29 and 56 to 58 year olds also witnessing large increases.
- Despite these changes, young people will continue to offer the biggest contribution to FE enrolments. In 2004-05, 35% of all enrolments came from people aged 21 or younger. By 2019-20, this is projected to have dropped to 31%.
- Conversely, the contribution offered by people aged 50 and above is projected to increase from 19% to 24%.

FE Mode of Study

- There were 46,603 full-time FE enrolments in 2004-05 from Scottish students. This is projected to increase to 46,681 in 2005-06 before steadily declining to 40,800 in 2019-20. This means that the reduction in the projected number of full-time Scottish students enrolling in FE courses is 12.6% between 2005-06 and 2019-20.
- There were 345,291 part-time FE enrolments in 2004-05 from Scottish students. This is projected to increase to 346,786 in 2005-06 before falling to 328,228 in 2019-20. This represents a 5.3% decrease in part-time enrolments in FE courses from Scottish students.
- This indicates that full-time enrolments are likely to be more susceptible to change than part-time enrolments.

FE Student Headcounts

- It is common for individual students to enrol on more than one FE course in a given year. This means that the numbers relating to total enrolments in FE for a year will contain an element of double counting. Therefore, the effects of demographic changes on the number of student headcounts is worth considering.
- Unfortunately, the data matching process that is used to establish whether a student has enrolled more than once cannot be used for students who did not receive funding from the SFC, due to insufficient records. In 2004-05, just over 20,000 enrolments came from such students.
- There were an estimated 290,162 different Scottish students who enrolled in FE courses in 2004-05. This is projected to increase to 291,156 in 2005-06 before falling steadily to 272,463 in 2019-20. This represents a 6.4% reduction in the number of different Scottish students who enrol in FE courses between 2005-06 and 2019-20.
- This is largely the same as the projected 6.2% reduction in the total number of FE enrolments in the same time period, indicating that student headcounts are expected to fluctuate in a very similar way to student enrolments.

HE Students

- After increasing slightly each year in 2005-06 and 2006-07, the projected total number of HE students subsequently falls every year to 2019-20. The projected number of Scottish students in HE in Scotland in 2005-06 was 208,059 and this is expected to fall to 186,778 in 2019-20, a decrease of 10.2%.
- Young people will continue to offer the biggest contribution to HE enrolments. In 2004-05, 43% of all HE students were aged 21 or younger. By 2019-20, this is projected to have dropped to 40%.

Students in Higher Education Institutions

- HE students in Scotland comprise students from both higher education institutions (HEIs) and colleges. The effects of demography on HE student numbers should be considered for both of these sectors.
- There were 156,166 Scottish HE students in HEIs in 2004-05. This number is projected to increase to 157,558 in 2005-06 and remain fairly constant until 2010-11 before falling sharply to 141,581 in 2019-20. This represents a 10.1% reduction in projected numbers between 2005-06 and 2019-20.

Students in Colleges

- There were 50,331 Scottish HE students in colleges in 2004-05. This is projected to increase to 50,501 in 2005-06 before eventually falling to 45,197 in 2019-20, a 10.5% reduction in that period.

4.31 There is not a considerably large difference between the expected reductions in the number of Scottish HE students from HEIs than there is from colleges. This would indicate that the age profile of Scottish HE students is fairly similar between HEIs and colleges.

C11. Data Collection on Learners

4.32 Having examined the current processes of gathering data on learners in Scotland's colleges, we believe that it is not always clear why these statistics are gathered. We are also unsure about the extent to which this data is being used for strategic planning purposes at a national or individual college level and believe that this should be investigated by the Scottish Funding Council in collaboration with colleges and other stakeholders. These stakeholders should include Scottish Enterprise and Highlands and Islands Enterprise due to their interest in skills, training and careers support.

C12. Equalities


- 4.33 Our investigation into the profile of college learners revealed imbalances with respect to gender and ethnicity and identified that, for some strands of equality, particularly for disability, there are difficulties in data gathering. We recognise that some steps are currently being taken to address these issues.
- 4.34 Colleges have indicated that they have in place the full range of processes and procedures to prevent discrimination and we acknowledge the work that they are undertaking to comply with the new duties with respect to gender, race and disability, and, in particular, the positive duty to promote equality.
- 4.35 We appreciate that the gendered uptake of courses has been a long-running issue. One way to promote greater gender balance within subjects is to work with school pupils via taster courses or Skills for Work courses. In the meantime, it is worth noting that the SQA are currently reviewing their course arrangements to ensure that they don't contain gender bias and that they are also considering how to promote gender equality more directly; for instance, through the use of publicity material. However, we believe that more needs to be done to resolve the gender imbalance within subjects.
- 4.36 The SFC recently published a report⁴² that examines the significant and rapidly growing gap between levels of participation in higher education (HE) among young men and women and investigates more closely gender issues for learners and staff in HE. The report concluded that 'policy-makers and practitioners [needed] to understand the different experiences of men and women in education and beyond and, where unjustifiable barriers [limited] people's experience, ... find ways to dismantle them.'
- 4.37 Glasgow Caledonian University and the Equal Opportunities Commission published research in 2005 entitled "Jobs for the Girls and the Boys"⁴³, which looked into occupational segregation in the workforce. In response to this research, and concerns raised by the Equal Opportunities Commission, the Executive recently set up a cross-departmental working group to identify the key issues which impact on, and contribute towards, gender stereotyping in education, work and training, and to explore appropriate policy interventions. We would urge the Executive's working group to work closely with colleges, the SFC and other relevant stakeholders as it takes forward this role.

C13. Specific Recommendations on the Current and Future Profile of Learners in Scotland's Colleges

- 26. We recommend that the Scottish Funding Council works together with Scotland's colleges, and other relevant stakeholders including Scottish Enterprise and Highlands and Islands Enterprise, to consider how learner data can be collected and used more efficiently to help with strategic planning at a national and local level.**

42 Gender in Scottish Higher Education – What's the issue?, July 2006: http://www.sfc.ac.uk/publications/SFC_Gender_Report_July_2006.pdf

43 Go to: http://www.eoc.org.uk/PDF/occ_seg_scotland_final_report_feb_2005.pdf

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- 27. We recommend that the proposed review of data collection on learners should take full account of equalities issues. We note that there may be a role for Equality Forward in this regard.**
 - 28. We recommend that colleges, the Scottish Qualifications Authority (SQA) and policy makers should continue to investigate ways in which the gender imbalance within college courses can be resolved. We expect that this will involve the Executive's cross-departmental working group engaging with colleges to review current good practice activity.**
 - 29. We recommend that colleges and policy makers take note of the information contained in this report on the current, and projected future, profile of college students with a view to ensuring that Scotland's colleges continue to effectively serve the needs of all sections of society.**

Chapter 5: Learning environments

A. CONTEXT

- 5.1 The WS Atkins survey, which the then Scottish Further Education Funding Council (SFEFC) commissioned in 2000, identified considerable capital investment needs across Scotland, but particularly in Glasgow and the West of Scotland. In general, however, as the chart below illustrates, the majority of Scotland's colleges' estate was at, or nearing, the end of its useful life.

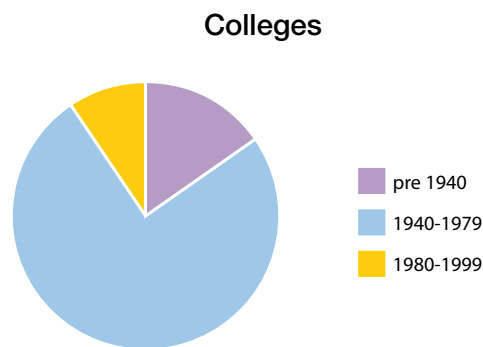


CHART 11

- 5.2 In recognition of the huge capital investment need across Scotland, the Funding Council's capital budget has been increased significantly by the Scottish Executive over a relatively short period of time. This can clearly be seen in the table below:

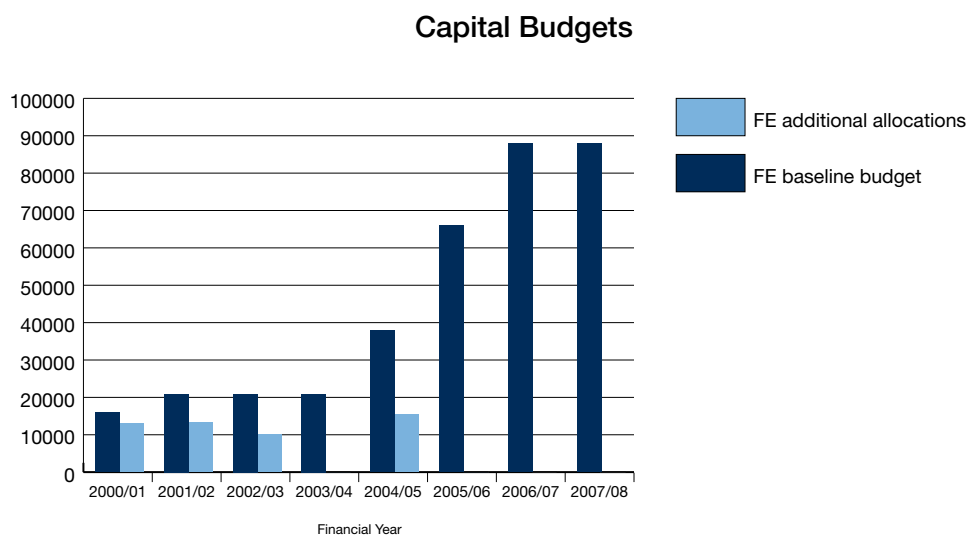


CHART 12

B. THE CURRENT CAPITAL PROGRAMME

- 5.3 There are currently 13 projects, with a total capital value exceeding £350m, either in construction or complete within the sector. A further three college projects are due to be on site during FY 2007-08, although two of these are on hold pending the outcome of the 2007 spending review (SR 2007).

- 5.4 The table below sets out the anticipated construction profile for the existing committed college projects, in terms of how they will be committing Scottish Funding Council (SFC) capital funds. The profile illustrates the relatively long timescale involved in setting up and implementing a capital programme on this scale, straddling as it does SR 2004 and SR 2007.

**Anticipated Construction Profile for existing projects
(SFC funds)**

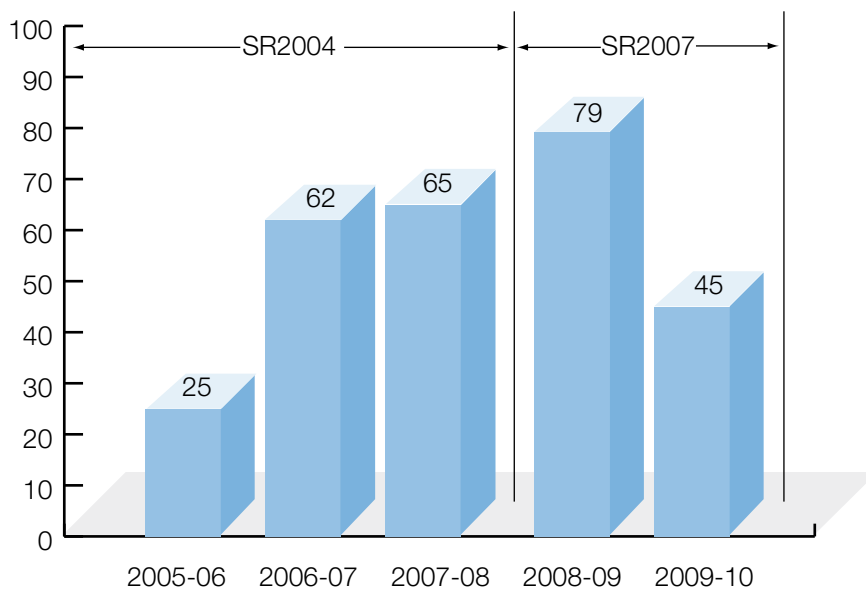


CHART 13

- 5.5. In summary, there has been a significant shift towards major campus redevelopments, or even complete relocations, during the last two to three years. This will continue over the next three years as a consequence of the major capital investment provided by the Scottish Executive.
- 5.6 Such developments effectively provide a step change in how colleges can deliver their curricula. This, in turn, transforms the student experience and the way in which the business world perceives, and engages with, colleges at a local and national level.

John Wheatley College

case study

John Wheatley College will complete a three stage Estates Strategy when its new East End Campus opens in March 2007. This new building will replace an ageing facility in Shettleston.

In 2001, the college opened a new building in Easterhouse (to replace a former school building) and in the summer of 2006 that was extended by a new 'shared service' which exemplifies the practical benefits at the heart of the Scottish Executive's Efficient Government Strategy.

The new building at Easterhouse has significantly increased the further education participation level in that community. It has also provided a state-of-the-art information and communications technology infrastructure which supports an extensive network of learning centres in the community. In addition, this has led to the widespread use of a new and innovative approach to teaching and learning. This was recognised in 2005 by the presentation of the Scottish Qualifications Authority College Centre of the Year Award for the college's ICT Champions' Initiative.



The Bridge

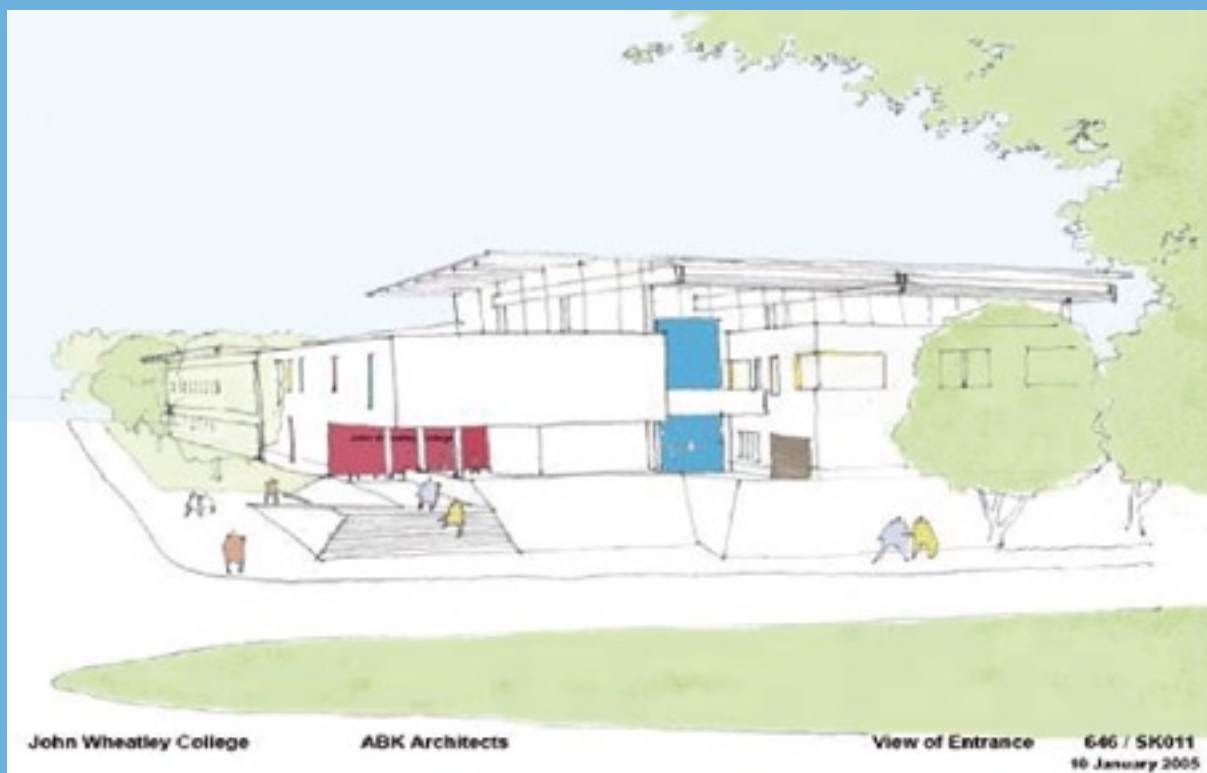
The recent developments on the Easterhouse site have included The Bridge, which is a collaborative project between Glasgow City Council, the college and other local partners to establish a 'cultural campus'. This includes a shared public/college library, a theatre, dance and recording studios, a swimming pool and

fitness suite and a flexible learning area. In its first three months of operation, enrolments in flexible learning trebled. Meanwhile, increased use of the public/college library propelled it from 23 to 5 in terms of Glasgow City Council's usage statistics.

case study

In response to the challenge of climate change, the college's East End campus is designed to have an exceptionally low 'carbon footprint'. In fact, it has been designed and

built to obtain a BREEAM (Building Research Establishment Environmental Assessment Methodology) 'Excellent' standard – one of only a handful of such buildings in Scotland.



Haghill Campus – Artists Impression

Its innovative features include a bio-mass heating system, high levels of insulation, solar heating, photo-voltaic power generation, air-source heat pumps and a rainwater recycling system.

This exciting new facility has been designed explicitly to contribute to the success of the Clyde Gateway Regeneration Scheme, which

seeks to revive the East End of Glasgow. It will also offer the potential to explore novel approaches to environmental education in a post-school setting.

In all stages of its Estates Strategy, the college has been supported with funding from the European Union's Regional Development Fund.

C. RELATED ACTIVITY

Sustainability

- 5.7 In addition to the John Wheatley East End Campus, the Funding Council continues to support sustainable development in the following ways:
- ▶ the establishment of the Sustainable Development Forum's Education Policy Network as a vehicle for coordinating the Council's sustainable development learning and teaching policy;
 - ▶ the extension of the Environmental Association for Universities and Colleges Campus Sustainability Programme (CaSP); and
 - ▶ post-project evaluations of three sustainability projects: John Wheatley Glasgow East End Campus, Lauder College sustainable construction facility and Queen Margaret University Edinburgh campus relocation.

Spaces for Learning

- 5.8 In 2005, the Scottish Funding Council commissioned Alexi Marmot Associates (AMA) to undertake a review of learning spaces in further and higher education. The report, published in 2006, identifies the key trends in how spaces for learning are being developed across both sectors. The report is available from the SFC website⁴⁴.

E-Activity

- 5.9 The SQA is committed to increasing the use of e-assessment to support delivery of its qualifications. Its work and plans in this area reflect the wider trend of increased use of ICT to support teaching and learning. This increased use of ICT within the learning and assessment process will have significant implications for the infrastructure within Scotland's colleges, both in the availability of the appropriate technology and in the way in which colleges are designed and managed to make the most effective use of this technology.
- 5.10 It is essential that the SQA works closely with Scotland's colleges to develop approaches that inform, and are informed by, existing and planned infrastructure. Some of the main challenges are to make the most effective possible use of existing infrastructure, for example college Virtual Learning Environments (VLEs), and to develop new approaches that keep pace with developments in technology and in learners' experiences and expectations of the use of this technology in their daily lives.

Accessibility and Inclusion

- 5.11 The BRITE Centre⁴⁵ was established in 2002 and is based at Stevenson College Edinburgh. It continues to support Scotland's colleges in the effective use of enabling technologies to support students with disabilities and additional support needs.

44 Go to: <http://www.sfc.ac.uk/information/information-learning/spaces-for-learning-report.pdf-2006-04-27>

45 Go to: <http://www.brite.ac.uk/>

D. THE QUALITATIVE IMPACT OF CAPITAL INVESTMENT

D1. The Qualitative Impact of Investment in Estates

5.12 The development of new college estates has had a positive impact on:

- ▶ learners – in regards to recruitment, retention and achievement;
- ▶ staff – in regards to their working environment, use of ICT and teaching methodology; and
- ▶ employers – in regards to services provided by the college.

5.13 The Commission for Architecture and Built Environment (CABE) produced a report, published in 2006, entitled 'Measuring the Impact of Architecture and Design on the Performance of Higher Education Institutions'⁴⁶. The report found that:

- ▶ well-designed buildings on a campus are a significant factor in the recruitment of staff and students;
- ▶ such buildings also have a positive impact upon retention rates; and
- ▶ 80% of staff, and many students, surveyed believed that these buildings impacted positively upon their performance. Students referred to the motivating and, in some cases, inspiring effects of well-designed buildings.

5.14 The recently published 'Analysis of HMIE Reviews of Quality and Standards in Further Education'⁴⁷ indicates that some interesting patterns have emerged linking the quality of learning and teaching to the condition of facilities within a college. Between 2004 and 2006, 19 out of Scotland's 43 colleges were reviewed and 134 individual subject areas evaluated. Almost all learning and teaching (99%) was evaluated as either *good* or *very good*. The report also indicated *other significant factors* that have either a positive or negative impact on learning and teaching.

5.15 In 13% of the *other significant factors* recorded by HMIE, high standards of accommodation and equipment were reported as having a positive impact on learning and teaching. No other factors were identified so frequently. High quality accommodation and equipment provides a professional working environment which meets the needs of learners well by simulating the working environments they are likely to encounter when they commence employment.

5.16 Emphasising this further, poor standards of accommodation and equipment were the most commonly identified *other significant factor* impacting negatively on learning and teaching – 22% of those negative factors identified. The main negative theme which emerged from the *other significant factors* was that, in more than a few cases, accommodation was poorly designed and ventilated and lacked appropriate space.

46 Go to: <http://www.cabe.org.uk>

47 Go to: <http://www.hmie.gov.uk/documents/publication/hmiearqsfe.html>

- 5.17 Nine colleges, which had all recently improved their estates, responded to a questionnaire about the qualitative benefits derived from improved college estates. A number of themes emerged:
- ▶ bright and open social spaces were often used as part of the learning environment, encouraging the use of internet cafes, IT learning breakout tutorial spaces, and shared areas for staff and students to discuss issues in an informal way;
 - ▶ improved environments often seemed to assist with general well-being and improved retention rates and, in turn, early achievement rates;
 - ▶ estates development often leads to an increase in institutional confidence; and
 - ▶ new purpose-built estates operate at a higher level of efficiency. Improved mechanical and electrical systems for ventilation, heating and lighting ensure that buildings are more environmentally friendly.
- 5.18 Large scale educational redevelopments are often part of an associated regeneration activity where there becomes a greater acceptance of the college as a key contributor to the local economy. The regeneration activity is often achieved as part of a relocation to a new college site.
- 5.19 New estates are not only used as a public relations and marketing tool to attract increasing number of students, but also to attract greater use of the facility by the business and wider communities.
- 5.20 Estates in the schools sector are currently undergoing renewal on a large scale. It is essential that the improvement of facilities in the college sector also continues apace in order that all of Scotland's college students can be educated in outstanding, fit for purpose accommodation.
- 5.21 **Annex H** contains a number of quotations from staff and students on their experience of new or improved college estates.

D2. The Qualitative Impact of Investment in Learning Resources

- 5.22 The benefits of investing in learning resources, including equipment, are widespread. We include the following as illustrations⁴⁸:
- ▶ the success of the Beattie Resources for Inclusiveness in Technology and Education (BRITE) initiative (see footnote 42), including the 'virtual classroom';
 - ▶ the use of portable white boards, which have specific benefits for certain disabled students;
 - ▶ the use of speech recognition software, large size mouse and keyboard;
 - ▶ CCTV text magnifiers for visually impaired people; and
 - ▶ adjustable height work surfaces and desks.

48 For further information and/or examples, see: <http://www.techdis.ac.uk/index.php?p=1>

E. DEVELOPING A NEW CAPITAL INVESTMENT POLICY

- 5.23 The SFC has begun to consider the direction its capital investment policy should take now that the most urgent cases of backlog maintenance have been addressed.
- 5.24 The new SFC Corporate Plan 2006-2009 has as its Aim 7: Scotland's colleges, universities and SFC to be highly effective, world-class organisations. Within that aim, the plan sets two relevant objectives:
- ▶ Objective 3: High quality buildings, facilities and equipment. This states that SFC will: *provide both formula-based and project funding to support the infrastructure for learning, teaching and research.*
 - ▶ Objective 4: Sustainable investment and development in colleges and universities. This states that SFC will: *require and support colleges and universities to implement strategies to ensure the sustainability of their productive capacity including their financial, human, physical and environmental resources.*
- 5.25 The SFC Corporate Plan Strategic Action 68 states that it will:
- establish the evidence base to allow the Council to consider how and when colleges and universities could be provided with a sustainable capital funding stream, sufficient to allow them to renew and replace their buildings on an ongoing basis.*
- 5.26 This Action implies a move away from the funding of large, individual, bids-based projects to a more strategic asset management funding regime where the emphasis is on providing colleges with funds, year on year, sufficient to allow them to implement their estate strategies over a period of time, and to maintain their estates in good and relevant condition on an ongoing basis (i.e. sustainable reinvestment).
- 5.27 To date, the capital resources provided to the SFC have been broadly directed to the projects demonstrating the greatest strategic and estate need, as identified in the WS Atkins survey from 2000. Solutions have been, or are being, implemented for nearly half of Scotland's colleges, with business cases at various stages of development for the majority of the remainder of the colleges (including some of the larger colleges in the sector). The SFC therefore commissioned work which aimed to examine both:
- ▶ the remaining investment backlog across Scotland's colleges; and
 - ▶ the possible ongoing capital investment needs for colleges.
- 5.28 The report concluded that there remains a capital investment backlog in the region of £400m-£450m, a significant proportion of which is accounted for by the four city centre colleges in Glasgow. It split the sector into three categories:
- ▶ 'green' colleges (18, once the current projects are complete). These colleges will require sufficient funds, year on year, to allow sustainable reinvestment, i.e. through enhanced formula capital funding from the SFC;

- ‘amber’ colleges (18 of these). These are colleges of which the majority (but not all) could have their estates needs addressed through enhanced formula funding, supplemented, where justified, by ‘top up’ funding; and
- ‘red’ colleges (predominantly Glasgow city centre), who will continue to require the project-based approach to capital funding in the short to medium term.

5.29 The report further concluded that, at the point where all Scotland’s colleges could effectively be treated as ‘green’, there was an ongoing capital investment need of approximately £45 million per annum (at today’s prices).

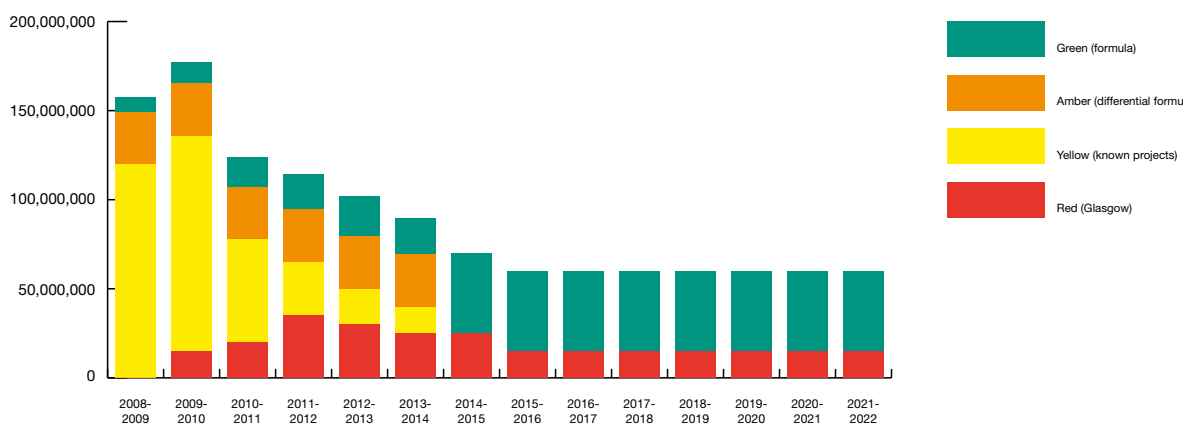
F. FINANCING THE SCENARIOS

F1. Background

5.30 The SLALE group considered two possible scenarios for financing the ongoing commitments, as well as the investment backlog and the move towards a ‘steady state’. For these purposes, the sector has been split into four categories. The ‘green’, ‘red’ and ‘amber’ colleges remain as defined above. Meanwhile, the ‘yellow’ colleges refer to SFC’s known commitments beyond the end of the current spending review period, i.e. where the college has submitted a business case in support of major capital funds and the SFC has made an in-principle offer of support *or* where the college is actually in the process of delivering its project. The two options are set out below:

F2. Uncapped scenario

Possible FE capital by year (uncapped)



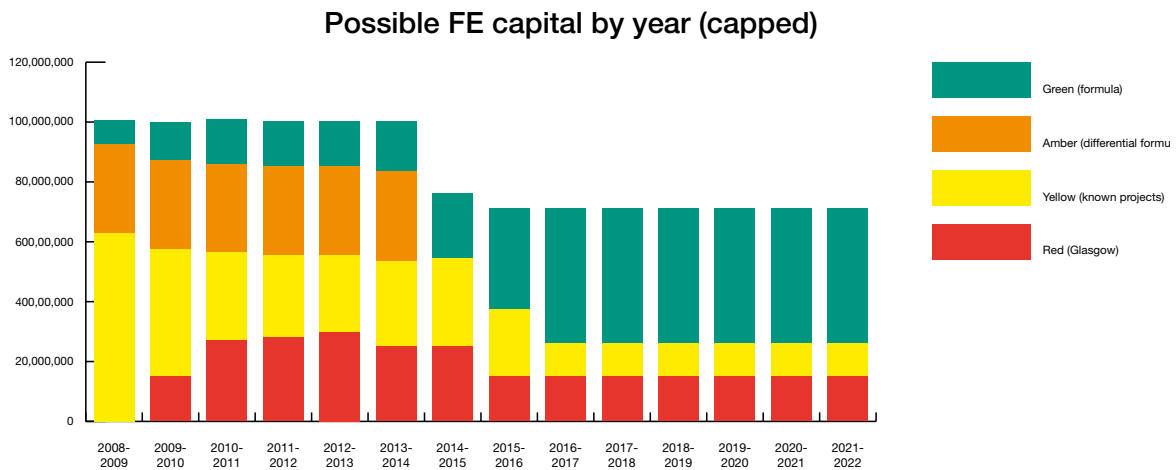
Note: this is possible SFC FE capital investment by year (uncapped)

5.31 Under this scenario, it is assumed that sufficient funds are made available from SR 2007 to allow the Council’s existing commitments to be met in full through capital grant support and to allow the ‘amber’ colleges to move relatively quickly into a ‘green’ state. It is also assumed that the

Glasgow city centre colleges are funded through a combination of capital grant injection and some form of loan support (and so the red tail in the graph would continue for a period of 20-25 years).

5.32 The Group’s main concern with this scenario was the capacity of the sector to absorb the relatively high amounts of capital grant made available in the early years.

F3. Capped Scenario



Note: this is possible SFC FE capital investment by year (capped)

5.33 Under this scenario, the key assumption is that the capital funding from SR 2007 onwards is capped at £100m per annum. Meeting its existing commitments within this constraint would require the Council to spread its contribution across a longer time period through a combination of direct capital grant and loan support (represented by the yellow tail in the graph).

5.34 The group’s main concern with this scenario was the cost implication for the projects being delivered and the consequent affordability for the colleges, given that construction cost inflation is currently estimated at between 6 and 8% per annum.

F4. Public Private Partnership (PPP)

5.35 The Group did consider two further scenarios under which the Glasgow city centre colleges’ project could be financed through PPP. Whilst some members of the Group expressed concerns about the use of this procurement method within the college sector, it was recognised that PPP does play a part in a balanced investment portfolio (and one in which conventional capital investment remains dominant). PPP remains a minority investment tool in public sector procurement, and HM Treasury guidance⁴⁹ notes that PPP is not suitable for projects with capital values of less than £20m, which would preclude many of the projects within the college sector. The Glasgow city centre estates project is an obvious exception, and in the interests of securing best value for public investment, all procurement routes should be investigated.

49 ‘PFI: meeting the investment challenge’, HM Treasury, 2003: http://www.hm-treasury.gov.uk/media/648B2/PFI_604.pdf

- 5.36 One of the key concerns articulated by members related to a potential loss of management control over curriculum and timetabling. It was noted that colleges must be able to adapt their accommodation to respond quickly and flexibly to changes in learner expectations and business requirements. It was recognised, however, that there had been much progress in the delivery of flexibilities within the PPP market and that an improved understanding of sector-specific issues would be helpful in this regard.

Conclusion

- 5.37 Modern, effective and inspiring learning environments are central to ensuring that our colleges continue their unrivalled contribution to delivering on the skills needs of Scotland. Every year, colleges provide learning in over 4,000 sites across Scotland for approximately 10% of the population. Meanwhile, over 90% of the population live within 30 minutes of a college. Our proposal aims to provide future generations of Scotland's learners with sustainable 21st century learning environments and state-of-the-art facilities. It will support the ongoing transformation of the teaching estate into modern, flexible, fit-for-purpose buildings; buildings that are energy efficient and sustainable and which provide facilities to support student-centred learning and up-to-date teaching methods; in effect, world-class environments for those working and studying in our colleges. Such buildings will also deliver efficiencies in the sector by stimulating more efficient procurement and estate management practices and by encouraging collaboration, best use of resources and the sharing of backroom services.
- 5.38 Just as importantly, continued investment in the college estate will protect and enhance Scotland's world-class reputation for high quality teaching and knowledge transfer; ensure that our colleges remain attractive for staff and students within and outwith Scotland; and enable our colleges to continue to act as agents for Scotland's future social, cultural and economic growth.

G. SUMMARY OF RECOMMENDATIONS ON LEARNING ENVIRONMENTS

- 30. *We recommend that sufficient capital funding is allocated to realise the benefits that can be derived from improved estates, and acknowledge that continuing investment is needed to clear the maintenance and improvement backlog and sustain new estates and refurbished campuses. In order to achieve this, annual investment averaging around £150m would be required for a number of years.***

Chapter 6: Conclusion

Staffing

For Scotland's colleges to continue to deliver an effective learning experience, all of their staff need to be highly motivated and skilled. We are therefore committed to the promotion of training and development for all college staff, irrespective of their working hours or type of contract.

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

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

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

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

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

Learners

There were around 400,000 college enrolments in 2004/05. Most enrolments (86%) were on vocational further education courses, and most (84%) involved part-time study (although analysed by activity, full time courses account for 65% of the total). Slightly more of the learners were female than male and the average age of learners was 32. Around 9% of learners declared that they had a disability of some kind.

For the most part, learners have a satisfying and rewarding time at college, paving the way for employment, progression in the workplace, or simply an increased level of personal and social fulfilment. Scotland's colleges pride themselves on catering to a highly diverse range of learner needs and expectations.

We know that learner numbers, having increased substantially over the last decade, have levelled off recently. It may be that this situation changes again in future, whether due to changes in society or policy or both. One thing we can be sure of is that colleges will need to be alert to any such change, and changes to the diversity of the learner population, if they are to continue to meet the needs and expectations of their learners.

Colleges put substantial effort into engaging with their learners, and at most colleges student representation works well. However, our work has identified a number of aspects of good practice in learner engagement and student representation, which we would encourage colleges and their students' associations to consider. At the same time, we would encourage colleges to work collectively with their students, staff members and boards of management to increase awareness of the benefits of effective representation.

Learning Environments

Students at Scotland's colleges have a right to expect learning environments which help, rather than hinder, their efforts at self-improvement. College staff, too, have a right to expect working conditions which reward, and indeed renew, their commitment to improving the life chances of their students. The testimonials we have included at Annex H give a flavour of the tremendous difference that a well planned and equipped estate can make to all of the regular users of a college. Our discussion on the qualitative impact of estates improvements also shows how improved facilities can have a considerable effect on attracting people into college in the first place.

Of course, the impact of Scotland's colleges doesn't just end with their staff and students. The case study we have included from John Wheatley College shows how well-designed estates can have far-reaching benefits, not just for those engaged in learning and teaching but for whole communities too, through the shared use of amenities such as libraries and leisure centres. It also demonstrates how sensitive building design can make a meaningful contribution to the protection of our natural environment.

We believe that there is a need for sustained levels of capital investment to overcome the current backlog of improvement work and bring all of Scotland's college estate to a position of relative parity. We have also observed the need to reframe the whole of our current approach to the funding of college estates to ensure that the sector remains fit for purpose long after this review has ended. Though extra capital investment in the short-term would doubtless be warmly welcomed by Scotland's colleges, it is clearly the longer-term sustaining of this progress that will be most critical for their success.

**The members of SLALE
June 2007**

Annex A: Membership of SLALE and the Professional Development Sub-Group

The Staffing, Learners and Learning Environments (SLALE) Working Group

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

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

Col Baird, Reviews Team, Scottish Executive

Victoria Beattie, Reviews Team, Scottish Executive

Peter Beaumont, Skills and Staffing Team, Scottish Executive

Susan Bird, Stevenson College Edinburgh (representing the ASC)

John Bowditch, HM Inspectorate of Education (HMIE)

Gordon Casey, AMICUS (representing the Scottish Trades Union Congress)

Tom Craig, Skills and Staffing Team, Scottish Executive (Group Secretariat)

Bill Harvey, Scottish Funding Council (succeeded David Lott)

John Ireson, SKILL Scotland

Martin Kirkwood, Scottish Funding Council (succeeded Claire Bell)

Matthew Lancashire, National Union of Students (Scotland) (succeeded Gail Edwards)

Stewart McKillop, South Lanarkshire College (representing the ASC)

John McCann, Scottish Further Education Unit

Sheila Meikle, UNISON (representing the Scottish Trades Union Congress)

Iain McCaskey, SSAScot

Penny Neish, Association of Scotland's Colleges

The Professional Development Sub-group

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

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

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

Peter Beaumont, Skills and Staffing Team, Scottish Executive

Susan Bird, Stevenson College Edinburgh (representing the ASC)

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

John Bowditch, HM Inspectorate of Education (HMIE)

Bill Harvey, Scottish Funding Council

Stewart McKillop, South Lanarkshire College (representing the ASC)

Associate Members of the Sub-group

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

Christine Fitton, Lifelong Learning UK

John McCann, Scottish Further Education Unit

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

Annex B: Remit of RoSCO, SLALE and the Professional Development Sub-Group

The remit of the Review of Scotland's Colleges (RoSCO) was to:

“... provide Scottish Ministers with a robust evidence base, and where appropriate, informed recommendations for change, upon which sound decisions can be taken on how to fund and equip Scotland's colleges to meet future challenges and demands.”

The remit of SLALE was to:

“... examine issues relating to the staffing, learners and learning environments of Scotland's colleges to ensure quality learning experiences, including:

1. opportunities for the further modernisation and improvement of learning and teaching methods;
2. supporting the professionalism and development of all staff;
3. whether there is evidence of an ageing workforce in colleges;
4. disability, race, religion and belief, sexual orientation, age and gender equality for staff and learners;
5. the competitiveness of colleges as a place of work (including recruitment and retention issues);
6. estates (and flexible joint use of buildings); and
7. learning environments for learners.”

The remit of the SLALE Sub-group was to prepare recommendations to support the continued professional development of all staff in Scotland's colleges. This was to include developing specific policy proposals and formulating action plans for implementing the policies to:

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

The specific tasks of the Sub-group were to:

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

Annex C: Estimated cost (per lecturer) of completing a TQ(FE)

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

Annex D: Estimated costs of teacher training

Teacher Training for New Lecturers	No. of staff recommendation might apply to:		Estimated costs	Estimated costs	Estimated average annual costs - with phased implementation		
			per staff member	Total	1 year	3 years	5 years
The Department's recommendations are that:	existing	new staff	£ 000	£ 000	£ 000	£ 000	£ 000
		(assumes 8% turnover pa)					
a) permanent full-time lecturers should be required to gain a teaching qualification in further education (TQ(FE)) within three years of taking up appointment;	445	374	12.7	4,750	4,750	3,167	2,850
b) permanent part-time lecturers should be required to gain a TQ(FE) within five years of taking up post;	809	134	12.7	1,701	1,701	1,134	1,020
c) temporary lecturers whose contract lasts for at least an academic year and includes nine or more hours of class contact each week should be required to complete the <i>Introduction to Teaching in Further Education</i> ; and where colleges use contracts which last for less than an academic year or where a lecturer is contracted to more than one college, a temporary lecturer whose contracts include a total of 360 or more hours of class contact time should also be required to complete the <i>Introduction to Teaching in Further Education</i> .	4,865	545	3.0	1,634	1,634	1,089	980
TOTAL					8,085	5,390	4,850

Sources of data:

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



Notes:

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

Annex E: Code of Practice

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

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

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

Traditional professional

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

Employer expectations

1. Canvassing;
2. College Facilities;
3. Communications;
4. Confidentiality;
5. Course materials;
6. Discrimination;
7. Expenditure;
8. Harassment;
9. Identification;
10. Professionalism; and
11. Suppliers.

Annex F: Best practice for improving the overall learning experience

1. Student Representation⁵⁰

Themes	Best Practice/Next Steps
<p>Improve attendance and retention of student representatives at committees/boards of management meetings. Reasons why students might not become involved include:</p> <ul style="list-style-type: none"> • existing time commitments; • a perception that being a representative would take up a considerable amount of time; • intimidating to be the sole student member on a committee; and • lack of clear remit or profile for course representative means that they are unsure of their role. 	<p>Students and Students' Associations could:</p> <ul style="list-style-type: none"> • provide induction training and further support. SPARQS and NUS Scotland training and other support is reported as having an impact on the effectiveness of learner participation; • encourage participation on such courses; • increase awareness of the student representative's role associated with their membership of the committee/board of management through schemes like the Reid Kerr College's Student Association Handbook. <p>Colleges could:</p> <ul style="list-style-type: none"> • ensure that student representatives receive sufficient and timely training; • produce guidelines/remit to assist the student representative; • combine Course Team Boards of several cognate programmes; • allow the election of two course reps or a deputy representative; • have open meetings; • encourage participation in student representation by explaining that it will enhance the CVs of representatives; and • reward and recognise for undertaking the role of course representatives, e.g. by issuing certificates.

⁵⁰ These common concerns, themes and innovative best practices have been taken from the following sources:

- Scottish Executive, Literature Review On The Student Experience, March 2006, <http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/17135/RSC/SLALE>
- HMIE, Aspect Report on student representation in Scotland's colleges, January 2006, <http://www.hmie.gov.uk/documents/publication/hmiersrfec.html>
- HMIE, Implementing Inclusiveness in Further Education report, August 2004, <http://www.hmie.gov.uk/documents/publication/Implementing%20inclusiveness%20in%20FE.pdf>
- HMIE, Report on Evaluating Inclusiveness. A Guide for Scotland's Colleges, May 2006, <http://www.hmie.gov.uk/documents/publication/evalincl.html>
- SPARQS, Report on student involvement in quality assurance and improvement processes
- http://www.sparqs.org.uk/upload/documents/FE_MAPPING_REPORT.pdf

Themes	Best Practice/Next Steps
<p>Variety of methods used in the selection process of representatives. Sometimes centrally co-ordinated, or organised by the class tutor. Therefore representation is not uniform and the significance of the role can be diminished.</p>	<p>Students and Students' Associations could encourage students to think carefully about the selection process so that learners are choosing the most appropriate representative.</p> <p>Colleges could:</p> <ul style="list-style-type: none"> • wait until October to hold the elections for class representative; and • ensure that they give staff consistent guidance on procedures for electing student representatives to committees.
<p>Improve the participation rates/involvement in student representation among some groups of students (e.g. students from engineering & construction subjects, young males, part-time students, on-line students, those in outreach centres and disabled students).</p>	<p>Students and Students' Associations could:</p> <ul style="list-style-type: none"> • use a wide range of communication methods to encourage participation; • appoint students with disabilities, women's and race equalities officers who have a proactive role seeking out particular groups of learners; and • use language and communication methods which reflect the literacy levels of the different audiences. <p>Colleges could:</p> <ul style="list-style-type: none"> • use inclusive strategies, such as those used at John Wheatley College, to collect views from groups that might otherwise have been excluded; • expand focus groups to specifically include learners who may face barriers to learning, inclusion and/or progression; • invite samples of learners within relevant groups to participate; and • adopt a buddy system to encourage participation. <p>Future work:</p> <ul style="list-style-type: none"> • SPARQS projects will be looking into supporting engagement from students not undertaking full-time studies and how to effectively encourage student representation amongst students in engineering and construction subjects. • Encourage 'Equality Forward', the new Equalities Unit, to look at equality and diversity issues relating to the student experience and student representation.

Themes	Best Practice/Next Steps
<p>At times learners appear more interested in raising issues concerning general college experiences, e.g. car parking arrangements, than learning and teaching issues.</p>	<p>Colleges could:</p> <ul style="list-style-type: none"> • use 'pro formas' for course representatives - this has been proven to lead to an increase in the number of comments made about the curriculum; • provide other forums in which to discuss general issues; and • use a learner-centred quality review activity. According to this, specific classes (drawn from a range of f/t, p/t, evening and outreach centre classes) are identified and provided with a questionnaire designed to focus their group discussion. The learners are supported by their student assoc. Meanwhile, class reps. discuss and identify issues which are then presented to the Focus Group. <p>Future work:</p> <ul style="list-style-type: none"> • SPARQS project will look at how to focus discussions at course level meetings on learning and teaching issues rather than generic experience.
<p>Little student representation in the decision-making groups at the middle level of college management.</p>	<p>Students, Students' Associations and Colleges could:</p> <ul style="list-style-type: none"> • arrange meetings between course representatives and the Principal every 6-8 weeks; and • sector managers could meet groups of course reps. from their section monthly and these meetings could also be used to discuss academic issues and the wider college experience.

Themes	Best Practice/Next Steps
<p>Communication issues among students, i.e. student representatives are sometimes not able to communicate effectively back to their fellow students.</p> <p>Main method that students' associations used to communicate with course reps. was through regular meetings. However, sometimes there are difficulties in finding a suitable time to hold these meetings.</p>	<p>Students and Students' Associations could:</p> <ul style="list-style-type: none"> • use a sabbatical officer to arrange induction talks, etc. and take the lead role in informing students about the course representative system; • hold students' association meetings during lunch times; • use surgeries and other events in all campuses; and • use other communication methods such as student induction processes, student handbooks/diaries, websites and the media, e.g. local radio stations. <p>Colleges could:</p> <ul style="list-style-type: none"> • provide lunch for meetings of the students' association; • provide a nominated member of staff to act as a link between the students' association and the college; • use other communication methods such as student induction processes, student handbooks/diaries, websites and the media; • pay for taxis for course representatives from outreach centres etc. so that their representatives can attend meetings; • provide adequate space for student representatives to meet; • providing funding for a full or part-time sabbatical officer; and • consider existing ICT resources to improve communications. <p>Future work:</p> <ul style="list-style-type: none"> • SPARQS project to look at issues of communication between representatives.



Themes	Best Practice/Next Steps
<p>Poor communication between staff and students; for example, staff not knowing whether or not their college has a sabbatical officer.</p>	<p>Students, Students' Associations and Colleges could:</p> <ul style="list-style-type: none"> • encourage informal contact between staff and students; and • encourage the use of guidance time as an effective means of identifying concerns. <p>Colleges could:</p> <ul style="list-style-type: none"> • consider using existing ICT resources to improve communications; and • consider the introduction of a guidance forum where central specialists and teaching staff with a tutorial role could meet on a monthly basis to discuss and collate the main issues arising from student guidance sessions.

Themes	Best Practice/Next Steps
<p>Poor feedback mechanisms.</p> <p>Data Gathering - the use of questionnaires relating to the course, the college experience and for support services. While questionnaires provide useful data and trend information, the integrity of the results depends on the attitude of the students towards them.</p>	<p>Students and Students' Associations could:</p> <ul style="list-style-type: none"> • encourage students to complete questionnaires; • encourage their disability, women and race equalities officers to seek information/feedback from these specific groups; • students' association class reps. could support learners in learner-centred quality review activities; and • highlight the value of completing the questionnaires in a responsible manner. <p>Colleges could:</p> <ul style="list-style-type: none"> • use online questionnaires; • use focus groups and interviews with students, especially where basic skills may present a difficulty for students; • have staff to help scribe or type responses for students rather than relying solely on written forms; • subscribe/sign up to the 'Student Voice' scheme; • devise new ways of involving learners in the feedback process, e.g. use of graphics to aid learners comprehension of the text (an example of this can be provided); • follow the John Wheatley model, whereby: <ul style="list-style-type: none"> ■ Learner Focus Groups (Quality Review Groups) are organised at various point throughout the year; ■ End of Year satisfaction Surveys are issued to learners in June; and ■ the information obtained from these exercises is supplied to all curriculum and moderation teams. • have regularly timetabled guidance time; and • consider the introduction of a Principal's Question Time. <p>Future work:</p> <ul style="list-style-type: none"> • Colleges will be expected to develop appropriate feedback mechanisms as part of their self-evaluation process. These will be part of the evidence base for HMIE college reviews. • The Funding Council have commissioned national student satisfaction surveys and a longitudinal study of 2004 leavers.

Themes	Best Practice/Next Steps
Visibility of the student association.	<p>Students and Students' Associations could:</p> <ul style="list-style-type: none"> encourage officers themselves to get out and about. <p>Colleges could:</p> <ul style="list-style-type: none"> provide associations with a permanent home; and provide adequate resources.
Best practice needs to be disseminated more widely.	<p>Future work:</p> <p>The Executive and other organisations could consider how best to disseminate best practice more widely, e.g. events, newsletters, seminars, a dedicated website.</p>

2. The Overall Student Experience⁵¹

Themes	Best Practice/Next Steps
<p>Overall high level of satisfaction among students. 91% of learners were satisfied with the college as a whole. Corresponding figure for HE institutions is 90%.</p> <p>When comparing the levels of satisfaction from the period 2001–2003, there has been an increase in the following areas:</p> <ul style="list-style-type: none"> number of contact hours; size of the groups in which learners are taught; adequacy of access to computer facilities; relevance of courses to job aspirations; balance between the amount of formal attendance and private study time; and adequacy of general help, learning support and guidance received from teaching staff. 	<p>Colleges could:</p> <ul style="list-style-type: none"> provide a centrally located, attractive and well-publicised student support service, appropriately staffed and proactively seeking out those who may need help; and provide induction week activities which help students to settle into their chosen programmes and college life in general.

⁵¹ These common concerns, themes and innovative best practices have been taken from the following sources:

- Scottish Executive, Literature Review On The Student Experience, March 2006, <http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/17135/RSC/SLALE>
- HMIE, Aspect Report on student representation in Scotland's colleges, January 2006, <http://www.hmie.gov.uk/documents/publication/hmiersfec.html>
- HMIE, Implementing Inclusiveness in Further Education report, August 2004, <http://www.hmie.gov.uk/documents/publication/Implementing%20inclusiveness%20in%20FE.pdf>
- HMIE, Report on Evaluating Inclusiveness. A Guide for Scotland's Colleges, May 2006, <http://www.hmie.gov.uk/documents/publication/evalincl.html>
- SPARQS, Report on student involvement in quality assurance and improvement processes, http://www.sparqs.org.uk/upload/documents/FE_MAPPING_REPORT.pdf

Themes	Best Practice/Next Steps
No significant findings with regard to levels of satisfaction and gender, ethnicity, subject group, disability or year of study.	Future work: <ul style="list-style-type: none"> • The Funding Council and/or Equalities Forward could be asked to undertake qualitative research to continue to broaden understanding of the satisfaction level of these groups.
Students lack of involvement in the design and delivery of learning.	Colleges could: <ul style="list-style-type: none"> • use students during their internal audit process; • use HMIE's Guide to Evaluating Inclusiveness; • consult learners during the design of programmes and, where possible, take their views into account; • conduct internal subject reviews where students who study within the subject area are interviewed; and • involve students in the External Review Board.
High level of disruptive behaviour in the sector was reported as a concern by students.	Future work: <ul style="list-style-type: none"> • The Funding Council are considering whether to undertake qualitative research to continue to broaden understanding of issues such as this which are raised by students. • SFEU are considering a suite of staff development activities and a toolkit designed to address key issues arising from managing the learning and behaviours of disaffected and disengaged young learners.
Mixed views about facilities – lower levels of satisfaction on matters relating to: <ul style="list-style-type: none"> • availability of books; • adequacy of advice and support with financial and personal issues; • appropriate advice on careers, etc; • quality of equipment; and • access to computer facilities. Lack of in-depth information about learners' views relating to the college environment, other facilities and resources.	Colleges could: <ul style="list-style-type: none"> • arrange the joint use of facilities with other organisations such as universities. Colleges do seem to survey learners about college facilities. However, this does not seem to be collated at a national level. Possibly the Funding Council needs to include more questions relating to facilities in their student satisfaction reports.
Appeals and complaints procedures	Colleges could: <ul style="list-style-type: none"> • provide a suggestion or comments box – the comments could then be passed to the boards of management; and • set up a panel (including a student member) that decides on complaints from students.



Themes	Best Practice/Next Steps
<p>Inclusion issues:</p> <ul style="list-style-type: none"> • social events; • learning experience; • learning support; • work experience; and • post-college experience. <p>Practical solutions to complex needs – arrangements and funding issues.</p> <p>Although almost all colleges have undertaken significant developments to promote inclusiveness, there are some gaps between the most and the least effective colleges in the ways that they respond to additional support needs.</p>	<p>Colleges and Students' Associations could:</p> <ul style="list-style-type: none"> • provide information about social events in accessible formats; • adopt a buddy system; • plan learning support in advance; • provide events which are suitable for all students; and • encourage disability awareness training. <p>Colleges could also:</p> <ul style="list-style-type: none"> • have staff present in areas where students may feel anxious; • continue to make use of the BRITE technology facilities and staff development opportunities; • expand their in-house staff development programmes to offer comprehensive coverage (i.e. beyond mere compliance with disability legislation) to all staff; • prepare, and use, a comprehensive disability statement in booklet form, which is widely available in alternative formats and updated annually; • provide learning support assistants; • follow Jewel and Esk Valley College's good practice example of identifying the support needs of students at risk of dropping out – this involves staff monitoring attendance, following up on non-attendance, and then, after discussion with the student, putting in place a tailored package of support measures, i.e. 'a student recovery plan'; • use multi-agency support and partnership, e.g. with social work, voluntary organisations, schools and Careers Scotland; and • pay due care and attention to the HMIE publication on Evaluating Inclusiveness; a Guide for Scotland's Colleges. <p>HMIE have identified that the key components of an inclusive college are its:</p> <ul style="list-style-type: none"> • ethos, values and relationships; • professional activity undertaken to match curriculum content and delivery arrangements to the requirements of individuals; and • infrastructures and partnerships which enable it to respond to need flexibly and imaginatively.

Themes	Best Practice/Next Steps
	<p data-bbox="785 577 933 611">Future work:</p> <ul data-bbox="785 618 1428 963" style="list-style-type: none"><li data-bbox="785 618 1428 683">• Executive have completed the consultation process and are currently considering the issues raised.<li data-bbox="785 689 1428 754">• BRITE initiative has, and will, contribute to colleges ability to meet the needs of learners.<li data-bbox="785 761 1428 826">• Equalities Forward may have the potential to undertake some research.<li data-bbox="785 833 1428 898">• SFEU will design, develop and facilitate a community of practice for access and inclusion.<li data-bbox="785 904 1428 969">• A series of access and inclusion events will be launched to help practitioners.

Annex G

CHARTER OF MINIMUM RIGHTS FOR STUDENTS' ASSOCIATIONS

RIGHTS TO RECOGNITION & AUTONOMY

- to exist and be recognised
- to autonomy of decision-making
- to advice, guidance and support from the institution
- to proper channels of communication with the institution
- to affiliate to national bodies, and to receive external support and training
- for student officers not to be penalised for taking part in students' association activities
- for students to receive reasonable time off classes for students' association activities

RIGHTS TO FUNDING & RESOURCES

- to full-time students' association staff
- to at least one adequately paid, full-time elected officer
- to be adequately funded through a block grant
- to full involvement with a effective class representative system

RIGHTS TO FACILITIES & DEVELOPMENT

- to a dedicated, adequately sized and furnished office
- to decent office equipment – a modern, networked computer, a private telephone line, printing facilities, a fax machine, a lockable filing cabinet and storage space
- to private space for confidential enquiries
- to operate a space in which students can meet to socialise safely
- to receive institutional support for continued growth and development

Annex H: Staff and student experiences of new or improved college estates

1. Angus College

“The quality of student experiences has literally changed overnight with the completion of the Saltire development.” - Staff member

“The new facilities that have been provided for the sports and fitness department are exceptional. As a student, I feel privileged to have this opportunity to have brand new facilities at my disposal.” - Student

“Big improvement compared to main campus. We have gone from not having any facilities of our own to having the best.” – Student

“facilities just like a university” - Student

2. Cardonald College

“The new workshop has brilliant facilities. It has more space and is set out better. It's minted!” - Student

“The new workshop is a lot better with more space than the old place and all new facilities. It motivates you more to work at the course”. – Student

3. Edinburgh's Telford College

“A lot of staff were very wary about the building and way of working, but it's working and a lot better than I thought, and it's really nice seeing everybody”. - Staff member

“I like the open plan working. I find it easier as a lot of my work is across different departments and sharing systems, so if I run into problems I can solve them much more easily”. - Staff member

“It is an innovative and different way of working, with an environment you wouldn't expect from a college, if you were a student looking to come here there isn't a comparison, it is quite unique”. - Staff member

“I am amongst the first students to study in the new College. I think this is a privilege and enjoy using the new building.” - Student

“It's really fresh and new, it looks really nice and open”. - Student

“Love the building and the fact the Student Union has its own office.” - Student

“When I first saw it, the location was the first thing that grabbed me. I love the fact it is by the sea. It looks like a blank canvas with the white walls. I liked the fact that the art rooms were partitioned off, not using doors, giving the illusion of more space. I love the light coming in from the ceilings, really opening up the building. The views are superb.” - Student

“The new fine art rooms are good for space and they seem more practical. The new refectory is the most different part of the building, which I really like with the raw wood beams. The open plan corridors with the gaps leading up to the roof are a good idea for natural light and the feeling of space. Overall the building is impressive for the College.” - Student

“Very open plan. Room dividers are great. I love the exposed walls.” – Student

“The structure of the hub with its big arches and lots of light really make the college a place that you want to spend all of the day. I love the environment, the green areas and waterside.” - Student

“Fantastic new campus. Love It”. - Student

4. Cumbernauld College

“Access to lockers for all students not just hairdressers” - Student

“Easy access to PCs and email” – Student

Annex I: Summary of additional costs inferred by SLALE's recommendations

Staffing

Continuing Professional Development	c.£33m (over 3 years)
Teacher Training for New Lecturers	c.£16m (over 3 years)

Learning Environments¹

Backlog capital investment	c.£400-£450m - No timeline was identified for this spend, but it clearly extends beyond a number of Spending Review periods
Ongoing capital investment for maintenance and repair when Scotland's colleges are brought up to standard	c.£45m per annum when all of Scotland's colleges are all brought up to standard – less before then depending on how many have been brought up to standard

¹ The Working Group recommends annual investment averaging around £150m for a number of years. to clear the backlog and for ongoing maintenance and report of other estates, both old and new. This is based on the estimates outlined above.

Annex J: List of abbreviations/acronyms

ASC	Association of Scotland's Colleges
AY	Academic year
BRITE	Beattie Resources for Inclusiveness in Technology and Education
CPD	Continuing Professional Development
DPG	Dominant programme group
DfES	Department for Education and Skills
EFQM	European Foundation for Quality Management
EIS	Educational Institute of Scotland
ESOL	English for Speakers of Other Languages
ETLLD	Enterprise, Transport and Lifelong Learning Department
FE	Further Education
FTE	Full-time equivalent
FY	Financial year
GTCS	General Teaching Council for Scotland
HE	Higher Education
HEIs	Higher education institutions
HMIE	Her Majesty's Inspectorate of Education
ICLT	Information, Communication and Learning Technologies
ICT	Information and Communications Technology
iiP	Investors in People
ITT/ITE	Initial Teacher Training/Education
LLUK	Lifelong Learning UK
NUS	National Union of Students
PDA's/Us	Professional Development Awards/Units
PDF	Professional Development Forum
PPP	Public Private Partnership
QELTM	Quality and Equality of Learning and Teaching Material
RoSCO	Review of Scotland's Colleges
SDOs	Staff Development Officers
SFC	Scottish Further and Higher Education Funding Council
SFEU	Scottish Further Education Unit
SLALE	Staffing, Learners and Learning Environments
SPARQS	Student Participation in Quality Scotland
SQA	Scottish Qualifications Authority
SR	Spending review
STUC	Scottish Trades Union Congress
SUMs	Student units of measurement
TEIs	Teacher education institutions
TQ(FE)	Teaching Qualification (Further Education)
ULRs	Union Learning Representatives
VLEs	Virtual Learning Environments

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