Professional Standards for Lecturers in Scotland's Colleges

PROFESSIONAL KNOWLEDGE & UNDERSTANDING

PROFESSIONAL VALUES

PROFESSIONAL PRACTICE

STUDENTS

FOREWORD

Scotland's colleges support the Government ambition to make Scotland a great place to live, learn and work. Through the delivery of high quality learning and teaching, lecturers contribute significantly to attainment of the skills and successes of college learners.

We will face many societal and economic challenges in the coming years and therefore it is vital that we have a set of Professional Standards for our lecturers which will support effective learning for the future.

It was crucial that the Standards reflected the views and aspirations of our lecturers and stakeholders and therefore extensive consultation and feedback has truly informed the new Standards.

I would like to thank my colleagues on the Steering Group and to pay tribute to the staff in College Development Network and partners in the General Teaching Council for Scotland who all worked with tenacity and passion to ensure the college sector has a set of Professional Standards for lecturers to be proud of.

Mhairi Harrington OBE

Chair of the Review of Professional Standards Steering Group and CDN Fellow

VISION

Professional lecturers contribute to making Scotland a great place to live, learn and work by transforming lives through high quality learning. In taking forward this vision, lecturers play a key role in enabling people from all sections of the community to be included in education, achieving their potential as successful learners, citizens and contributors to sustainable economic growth. Lecturers create supportive environments by working collaboratively with stakeholders, including employers, across all learning communities.

PURPOSE

The Professional Standards support the achievement of this vision by providing a clear description of the professional practice, knowledge, behaviours, qualities and capabilities that lecturers in colleges are expected to develop, maintain and enhance throughout their careers.

These Standards will be used for a range of purposes including:

> Underpinning professional teaching qualifications for lecturers in Scotland's colleges.

> Developing critically reflective and evaluative practitioners.

> Supporting professional dialogue and collegiate working.

> Supporting professional development.

> Contributing to ongoing developments across the sector.

CONTEXT

Lecturers work within a diverse, complex and dynamic environment. The Standards are designed to support and encourage lecturers to develop a clear understanding of their role and how they contribute to wider student outcomes. Underpinning the Standards is the expectation that individual lecturers are expected to commit to and be responsible for their own continuous professional development, ensuring the quality of the student experience.

VALUES

Values are core to the Standards and underpin the professional identity and aspirations of a lecturer. They shape everyday practice and engagement. Professional values explicitly reinforce the professional commitment of a lecturer by putting students at the centre ensuring that respect, integrity, inclusion and equality are integral to that everyday practice. Through the commitment to being a professional leader of learning, these values are affirmed and will empower students to engage, take responsibility for their own learning and maximise their potential. These values and commitments to students, colleagues and others is reinforced and evidenced through the engagement in continuous professional learning and development which enables lecturers to embrace collaboration,

critical evaluation and support development of new and emerging practices. Embedding these values ensures that the professional lecturer builds and supports resilience in themselves and their students in a complex and ever-changing education and work environment.

The Standards are developed around three inter-dependent elements. The Standards describe our:

PROFESSIONAL VALUES

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

PROFESSIONAL PRACTICE

1. PROFESSIONAL VALUES

1.1	**Students at the centre**	» Understands student needs, the context in which they are living and studying, and the impact of these on learning. » Values the contribution students as learning partners can make individually and through systems of representation to the delivery and enhancement of the learning experience. » Develops learning relationships based on mutual respect and integrity. » Commits to equality and diversity, and promotes inclusiveness, trust and fairness. » Commits to the safety and wellbeing of all students.
1.2	**Leadership of learning**	» Promotes collaborative and collective leadership of learning. » Creates innovative learning opportunities for students through active enquiry. » Promotes, enables and empowers students to engage and achieve in learning in order to maximise their potential. » Supports and encourages students to take personal responsibility for leading their own learning. » Embraces and embeds sustainability in learning and teaching.
1.3	**Continuous professional improvement**	» Reflects critically on, and evaluates professional values, practice and contribution to student success. » Collaborates with students, colleagues and external partners, including employers, to deliver excellence in learning. » Participates actively in continuous career long development of professional knowledge, understanding and practice. » Embraces change and emerging practices and developments. » Promotes and supports a culture of quality improvement.

2. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

2.1 Political, social and economic drivers

- Understands the breadth of political, social and economic drivers influencing educational policy and strategy.
- Understands the political, social and economic profile of their communities and the potential impact of these on education and employment.
- Understands regional, community and college strategic priorities and operational plans and can link these to college context.
- Adheres to all current and applicable legislation and statutory duties.

2.2 Learning, teaching and assessment theory and approaches

- Engages with current theories of learning, teaching and assessment and how these are applied to specific subject or curricular areas for student learning.
- Understands the rationale for, and how to design, plan, develop, deliver the curriculum effectively and efficiently as an individual and in collaboration with others.
- Understands the rationale for and how to design, plan, develop and deliver appropriate assessment and feedback approaches.
- Understands the nature of student engagement strategies and how these contribute to the development of effective and positive learning relationships.
- Understands how to encourage students to work in partnership and collaborate in their own learning and the enhancement/development of learning.
- Understands how to meet the diverse needs of students.
- Understands the strategies required to support learning in a range of learning environments.
- Understands how to evaluate critically the breadth of resources in the delivery and assessment of the curriculum to meet student needs.
- Understands how to embed a range of digital technologies to enhance learning and teaching and assessment.
- Understands how to interpret and share data to inform learning, teaching and assessment.
- Continuously evaluates the curriculum with others, to ensure it meets the needs of students, industry stakeholders and national priorities.
- Understands how to collaborate effectively with internal and external partners to enhance inclusive learning, support student choice, positive health and wellbeing and essential skills.

2.3 Technologies and resources for learning, teaching and work

- Understands and evaluates critically the use of technologies in optimising students' ability to learn and their relevance to the world of work.
- Understands how to keep up to date with emerging industry / subject technological advances.
- Understands how to embed appropriate digital technology.
- Understands the safe use of technology and the necessity for cyber resilience and security.
- Understands the nature and agenda for sustainability, and works in partnership to ensure the most effective, efficient and inclusive development and use of learning resources.

|	
2.4 Student pathways and transitions within the wider education community	Understands the ethos and aims of the Scottish Credit and Qualifications Framework (SCQF), the range of Scottish and other qualifications and how the different types of qualifications relate to each other.
	Understands how to support a student to take the next steps in their learning journey.
	Understands how and when to signpost students at key points in learning to appropriate and impartial advice, support, and guidance.
2.5 The principles, processes and purposes of quality assurance and improvement	Understands the purpose and impact of self-evaluation as part of quality processes.
	Understands applicable internal and external quality assurance and quality improvement systems along with processes and how these apply to different contexts.
	Understands how to reflect critically on their own learning, and the application of this knowledge to student learning and experiences.
	Understands their responsibility for the quality of learning, teaching, assessment, and attainment within a local and national context.
	Understands how to analyse and engage with qualitative and quantitative information and data to support professional dialogue and improvements to learning, teaching, assessment and support.
	Understands and recognises the importance of students as partners in the continuous improvement process.
	Understands and recognises the contribution of partners, including employers, in the continuous improvement process.

3. PROFESSIONAL PRACTICE

3.1 Ongoing professional learning	- Uses the Professional Standards to inform practice and ongoing professional learning and development. - Reflects critically on own practice and engages in professional dialogue with others. - Continuously and actively engages with up to date research and developments in learning, teaching and assessment to inform practice. - Engages in collaborative professional enquiry to develop knowledge and practice to enhance the student experience and outcomes. - Engages with technology and digital literacies to enhance opportunities for collaborative practice and professional learning.
3.2 Effective and inclusive practice and engagement with students and partners	- Purposefully builds constructive and respectful learning relationships with students and partners. - Plans, develops and uses a range of learning, teaching and assessment strategies to meet the different needs and learning preferences of students. - Applies a range of inclusive practices to promote and support engagement with students and partners. - Actively nurtures, encourages and responds to the student's views and opinions individually and through systems of representation. - Applies a critical understanding of the nature, purposes, principles and stages of guidance. - Collaborates and works in partnership with others to ensure that all guidance, advice and support sustains learning and maintains the positive health and wellbeing and safety of all students.
3.3 Creates innovative curriculum design and learning and teaching	- Designs, delivers and evaluates a demand led curriculum which prepares the students for a dynamic labour market. - Works in partnership with colleagues, students and partners including employers, to design and create innovative learning and teaching activities and environments. - Collaborates with and empowers students to co-design their learning. - Creatively engages students and motivates them to gain and continue to develop the essential skills required for learning, life and work. - Adopts creative approaches to the embedding of appropriate digital technologies for effective planning, delivery and assessment of learning.

3.4	**Effective application of digital technologies to learning, life and work**	Promotes and supports the safe and respectful use of digital technologies and the impact on others.
		Engages with, and evaluates critically, the use of technologies and their impact on meeting student needs, and supporting learning, teaching and assessment.
		Promotes and facilitates wider access to learning and teaching and assessment through the effective application of digital technologies.
3.5	**Critical reflective and collaborative practice in learning and teaching**	Uses critical reflection to manage self, relationships and work demands to promote personal, emotional and physical wellbeing.
		Develops the skills and attributes of critical reflection and collaborative practice and uses them to enhance the quality of the learning experience.
		Proactively engages in professional dialogue with colleagues and peers to share learning and innovative practice.
		Facilitates and engages in the use of local and global digital learning communities to enhance opportunities for collaborative practice.
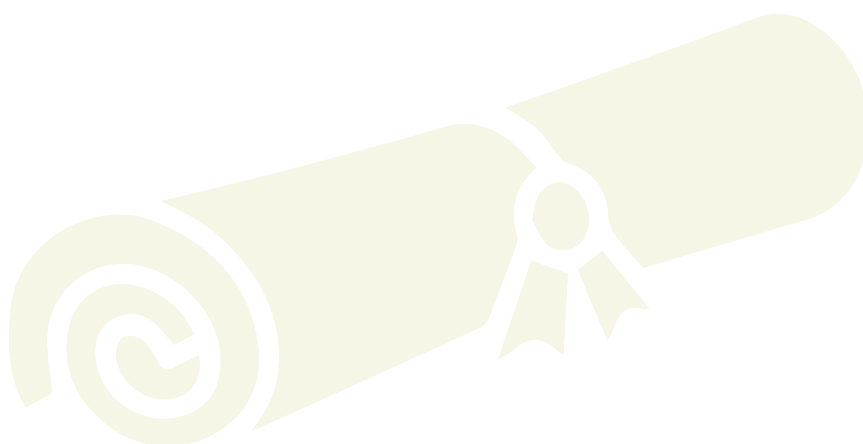
GLOSSARY

Values: Intrinsic beliefs that underpin practice, including a commitment to social justice, fairness and respect.

Sustainability in learning and teaching: Themes of sustainability and the impacts of course-relevant decisions on people and the environment, should permeate teaching practice, inform it, and be made explicit to learners.

Subject knowledge: This includes delivery of subjects that are embedded in a vocational area, as well as the teaching of subjects, such as essential skills, that also support the achievement of student learning and employability.

Active enquiry: The purposeful and consistent act of being curious about learning and developing new subject knowledge and ways in which to share it.

Health and wellbeing: Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to their community.

www.cdn.ac.uk/professional-standards

college
Development
Network

Leading
Creating
Sharing