

Teaching in Further Education – Delivery and Assessment

Unit Number DV5V 36

Section 3: Meet Professional and Legal Requirements

Outcome 3

The East of Scotland Staff Development Collaborative Group

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This document is available in alternative formats. If required please contact your Centre.

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Introduction to Section 3

What this Section is About

This Section is about the knowledge and skills you need to develop your professional practice as a lecturer in further education (FE). Firstly, you will explore the roles, rights and responsibilities of the FE lecturer.

You will go on to look at the legislation in relation to equality, social and cultural diversity and the protection and welfare of children, young people and vulnerable learners. In addition you will consider good practice in the promotion of the legislation.

Finally, you will consider your College's policies and procedures for guidance and support as they relate to the lecturer's guidance and support roles, responsibilities and boundaries and how they relate to the remits of guidance tutors and other specialists.

Objectives of this Section

When you have completed this Section, you will be able to:

- analyse the professional and legal requirements of your job role, including your professional responsibilities in relation to the guidance and support of learners
- carry out effective self-evaluation of your practice, supported by examples of actual work practice
- identify appropriate ways of enhancing your practice
- create an action plan for your development needs.

Knowledge and/or skills

- Job descriptions and terms and conditions of service
- Roles, rights and responsibilities
- Professionalism and ethics
- College policy and procedures for guidance and support
- Guidance and support roles, responsibilities and boundaries and how they relate to the remits of guidance tutors and other specialists
- Relevant legislation and good practice; equality and social and cultural diversity; the protection and welfare of children, young people and vulnerable learners; freedom of information, data protection and copyright
- Continuing professional development.

Other Resources Required for this Section

Access to student support services staff and the staff development team in your organisation may be useful to you in completing this Section.

As references to websites are made throughout this Section, access to the internet will be required. Weblinks are likely to change therefore you should be prepared to use a Google search to find a similar or updated website if you cannot access the one suggested.

Approximate Study Time for this Section

A notional study time of 10 hours has been allocated for this Section but this does not include time for any additional reading that you might undertake. A lot of time will be spent reflecting on your own practice.

Assessment Information

Formative Assessment

As you work through this Section you will find the following types of activities and symbols:



Reflective Activity

This type of activity encourages you to think about the information you have been given and how it applies to your College's context. There is no need to submit these to your tutor for marking and feedback.



Developmental Activity

This type of activity encourages you to find out more about a concept and to form your own opinion about it. These activities are for your personal professional development and again you need not submit these to your tutor.



Review Activity

This activity gives you the opportunity to get some feedback from your tutor. These activities will help your tutor to check that you are ready to undertake the summative assessment tasks.

You are encouraged to complete as many of these activities as you can, as they are an important part of your learning experience. Many of them also support or contribute directly to your summative assessment.

How You will be Assessed

To achieve the Unit you must be able to show that you have covered the whole of the content listed in the knowledge and skills section and this must be available for assessment.

Summative Assessment

When you have completed this Section you will be ready to start **Task 3 (Outcome 3)** of the Summative Assessment for this Unit.

Your tutor will give you clear guidance on the Summative Assessment but you should expect it to include written and documentary evidence such as:

- your natural performance – what you actually do
- your own description of your performance – written or oral – through maintaining a reflective diary or log book. This will need to be substantiated by an authorised source.
- documentation eg reports, minutes of meetings, proformas and copies of e-mails
- evidence given by people who have witnessed your performance in contributing to meetings and in self-evaluation
- professional discussion and oral questioning – where your competence across the full range cannot be inferred from performance evidence and supporting evidence.

Outcome 3 Assessment

For this Outcome you will provide written evidence, in the form of a commentary (1,000 words), in which you demonstrate that you have made an effective contribution to the curriculum team.

You will gather much of the information you will need to complete the assessment as you work through this Section. All notes, the College policy and procedures' documentation and materials you access and produce should be retained (preferably in electronic format). You might also need to ask your line manager or tutor for witness statements in supporting evidence of the authenticity of your commentary and work practice.

Job Descriptions and Terms and Conditions of Service

Purpose and Contents of Job Descriptions

When you started work as a lecturer, how did you know what you were expected to do? The first place you should look, if you are unclear about exactly what your job entails, is at the Job Description for your post.

Job descriptions are written statements that describe the duties, responsibilities, required qualifications and reporting relationships of a particular job. Job descriptions are based on objective information obtained through job analysis, an understanding of the competencies and skills required to accomplish needed tasks and the needs of the organisation to produce work.

Job descriptions clearly identify and spell out the responsibilities of a specific job. They may also include information about working conditions, tools, equipment to be used, knowledge and skills needed and relationships with other post holders.

The job description for a lecturing post will normally outline the main duties and responsibilities.

The duties listed might include:

- classroom teaching
- tutoring and first-line discipline and counselling of learners
- curriculum development
- organisation and administration work related to the role
- preparation and marking of learners' work
- participation in appropriate team and committee meetings
- keeping abreast of developments within own area
- college quality and control procedures
- supporting publicity and public relations of the College.

There will, of course, be other duties not listed here and most job descriptions usually contain a statement to the effect that lecturers will be required to carry out “any other duties commensurate with the grade of post and conditions of service which may be required from time-to-time”.

Terms and Conditions of Service

You will probably have been issued with an Agreement of Terms and Conditions of Service when you started employment. This agreement usually gives more detailed information than the Job Description on the following:

- duties
- contractual hours of work
- annual leave
- salary regulations
- periods of notice
- travel expenses
- sickness and absence
- maternity leave.

This is not a complete list and you would need to compare it with your own Agreement to see if it differs.



Activity 1

For this Activity you need to locate a copy of your Job Description and Terms and Conditions of Service. If you have difficulty finding your own copy, speak to someone in Human Resources in your College so that you can get another copy.

Now answer the following questions:

- How do the duties listed in your Job Description compare with those listed above?
- Are you surprised at the range of duties you are expected to perform?
- What does your “Terms and Conditions” list contain? How does it compare with the list above?

Write or record your answers to these questions and save them electronically together with your Job Description. Remember that all evidence you produce is required for assessment purposes.

Roles, Rights and Responsibilities

As we noted earlier, your job description sets out the main duties and responsibilities of a lecturer. These main duties will vary slightly from post to post and College to College but some duties will be the same across the sector.

As a lecturer, you will be expected to fulfil a number of roles, primarily those of a teacher, but other roles that you might perform could include tutor, materials developer, assessor, researcher and role model.

The roles undertaken will depend on the duties assigned to you and the responsibilities will fall directly from these roles and duties.

Let's take a statement like "internal verification" for example. This statement means that you will be an internal verifier and should be aware of the responsibilities of this role.

Your rights as a lecturer will include the right to be paid, the right to belong to a Trade Union and the right to receive sick pay when you are off ill.

Most Colleges will also have a Code of Conduct which outlines how the College expects its lecturers to behave but which sometimes also gives clarity about the responsibilities of lecturers.



Activity 2

For this Activity you should find out if your College has a Code of Practice. You might be able to find this on the College staff intranet or Human Resources should be able to assist you.

You will also need to have a copy of your Job Description and Terms and Conditions.

Take time to look at the duties you are expected to perform and then work out what roles you have to fulfil to do these duties.

- What responsibilities do you think each of these duties and roles carries?

Activity 2 continues on the following page

- Perhaps you could produce a chart that links the duties, roles and responsibilities of your post.
- What rights do you have as a lecturer in your organisation?

Take a note of your responses and save them electronically.

Now turn to the next page to find out about Professionalism and Ethics.

Professionalism and Ethics

Definitions of Professionalism

Did you know that originally there were only 3 professions – divinity, medicine and law? Each of these still holds a special code of ethics and members are required to swear some form of oath to uphold these ethics thereby “professing” to a higher standard of accountability. These professions also provide and require extensive training in the meaning, value and importance of its particular oath in the practice of that profession.

The on-line Oxford English Dictionary offers the following definition of “profession”:

"The occupation which one professes to be skilled in and to follow. A vocation in which professed knowledge of some branch of learning is used in its application to the affairs of others, or in the practice of an art based upon it. Applied specifically to the three learned professions of divinity, law, and medicine; also the military profession."

In the Oxford English Dictionary, a professional is one who is:

"engaged in one of the learned or skilled professions, or in a calling considered socially superior to a trade or handicraft."

Webster's New Universal Unabridged Dictionary offers this definition of profession:

"A vocation or occupation requiring advanced training in some liberal art or science, and usually involving mental rather than manual work, as teaching, engineering, writing, etc; especially, medicine, law, or theology (formerly called the learned professions)."

Nowadays, a “profession” is seen as an occupation that requires extensive training and the study and mastery of specialised knowledge. A profession usually has a professional association, ethical code and process of certification or licensing. Examples of modern professions are architecture, finance, nursing, the military and teaching.

A member of a profession is termed “professional” though it is interesting to note that this term is also used for the acceptance of payment for an activity in

contrast with being an “amateur”. For example, a professional sports person is one who receives payment for participation in sport though “sport” is not considered as a profession.

The Characteristics of “Professionalism”

These could include:

- service to others
- assessment of learner needs
- theoretical body of knowledge obtained through extended pre-entry education
- standards for entry, practice, and ethical conduct
- professional association to maintain standards
- continuing education and lifelong learning.

If you had been asked what the characteristics of professionalism were, would your list have looked like this or would you have included things like being smartly dressed?

Sometimes the image of professionalism is confused with its characteristics but, whilst your College's Code of Conduct might contain a dress code, this should not be confused with the true characteristics of professionalism.

Ethical Behaviour

Ethics involves the definition and achievement of what is good or bad, right or wrong, in relation to moral duty and obligation. It also includes the need to act in accordance with the principles of right and wrong governing the conduct of a particular group such as doctors, lawyers and teachers.

The General Teaching Council for Scotland (GTCS) is the independent regulatory body for the teaching profession in Scotland. It has produced a set of Guidelines for teachers and lecturers. The “Code of Professionalism and Conduct” sets out the key principles and values for registered teachers in Scotland.

The “Professionalism in Practice” leaflet provides information on:

- the guidelines teachers should follow when dealing with pupils/students both in a school environment and on trips and outings
- the standards that must be met when dealing with colleagues
- potential problems when using the internet and email.

Even if you are not a registered member of the GTCS you should be aware of the content of these 2 publications.



Activity 3

For this Activity you will need a copy of the GTCS leaflets mentioned above or research the relevant website for this information.

You can access the “Code of Professionalism and Conduct” on the GTCS website by entering the following:
http://www.gtcs.org.uk/Publications/StandardsandRegulations/code_professionalism_conduct.aspx

You can access the second document on “Professionalism in Practice” on the following weblink:
http://www.gtcs.org.uk/Publications/GuidanceforTeachers/Professionalism_in_Practice.aspx

Save a copy of each of these documents electronically.

Read both documents before continuing. (They are not lengthy.)

Now answer the following questions:

- Have you seen these documents before?
- Did you know that this Code of Practice existed?
- Are you surprised by anything contained in these documents?

Record your answers to these questions and save your notes electronically.

Contested Professionalism

In the 1970s and 1980s there were many debates concerned with whether lecturing was a “profession” or a “job”. This was because it was argued that many lecturers were actually simply trainers. It is obviously important for lecturers to be seen as professionals as otherwise their status would be affected.

However, the situation has changed and now Scotland’s Colleges are at the forefront of the Scottish Government’s drive to provide opportunities for lifelong learning to improve the skills of the Scottish workforce and create a more inclusive society.

The achievement of these social and economic benefits depends critically on the quality of the learning and teaching experience that learners receive in Colleges across the country. If they are to realise their full potential, learners need to be taught by committed and highly qualified professionals.

The Scottish Government attaches great importance to ensuring that lecturers are trained to the highest possible standard and have opportunities for continuous professional development throughout their careers to update and enhance their skills and knowledge.

Professional Development Forum

The Professional Development Forum (PDF) was established in 1998 following the publication of the National Guidelines by the Scottish Office (as it then was). The aim of the Forum is to facilitate and enhance the training and continuing professional development of further education lecturers in Scotland through the approval of the provision of high quality units of initial teacher training and continuing professional development which meet the needs of the individual and the profession.

For more information on the Professional Standards for Teaching and Training in Scotland, published in June 2006 by the Scottish Executive, visit the PDF site at the address shown below.

<http://www.fepdfscotland.co.uk/>

It is also interesting to note at this point that between September and December 2004, a consultation was held on the question of “The Need for a Professional Body for Staff in Scotland’s Colleges”. This document can be found at the site address given above. Click on the “documents” link for the analysis of responses to this proposal.

It is now time to take a more detailed look at Continuing Professional Development.

Continuing Professional Development

Continuing Professional Development (CPD) is the process of updating your knowledge and skills on an ongoing basis. It is an integrated approach to learning which develops, maintains and broadens the skills, knowledge, personal qualities and experience required of people working within today's College sector. It therefore contributes to an improved experience for learners.

As the range of learners within Further Education broadens and their choices and expectations increase it is recognised that to meet these expectations all staff within Scotland's Colleges need support to maintain and continually develop their own knowledge, skills and professional experience.

Also, as you saw earlier in the Section, in order that staff in Scotland's Colleges are recognised as professionals within their area of work they need to continually professionally develop to effectively deliver and enhance the quality and range of learning opportunities and services that support lifelong learning for learners and other customers.

Categories of CPD

There are three key inter-linking categories of development need integral to the requirements of Scotland's Colleges:

- professional competence
- college/sector strategic priorities
- individual learning and development.

Each category addresses different aspects of the CPD required for an individual to be able to develop within their job role. In any year you should aim to take a balanced approach when identifying CPD needs and when planning the type of CPD to undertake. The balance will be different for each individual and will change as different priorities and levels of experience in job role and career stages are encountered.

Now let's consider these categories in more detail.

Professional Competence

Professional competence refers to the skills, knowledge and experience that you need to perform effectively to stay up-to-date with the technical and professional requirements of your own job role.

An example of CPD activity for this category would be a lecturer undertaking the Teaching Qualification Further Education (TQFE).

College/Sector Strategic Priorities

All Further Education Colleges within the sector have to ensure that they meet the changing demands driven by technological advances, legislative obligations and social factors. They identify strategic priorities that are achieved through staff who have undertaken appropriate training and development.

An example of CPD activity under this heading would be to undertake in-house training to raise awareness of staff responsibilities under legislation in respect of the Freedom of Information Act.

Individual Learning and Development

In identifying CPD needs it is important to recognise that both professional and personal competence impact on your effectiveness. It is, therefore, also relevant that your specific learning and development needs are considered. Individual learning and development focuses on how you perform within your job role and needs to be closely aligned with professional competence in order for you to deliver effectively. CPD in this category will increase personal confidence, for example, by heightening assertiveness or numeracy skills.

An example of CPD activity would be shadowing a work colleague to identify and practice skills in interviewing prospective learners.

Let's now think about how we can undertake CPD.

Approaches to CPD

For the purposes of CPD, the type of learning experienced can be thought of as “formal” or “informal”, “structured” or “unstructured”.

Unstructured learning is, typically, a new learning experience which occurs as a natural and integral part of doing the job. An example of this would be the development of new course materials.

Other examples could include:

- reading professional journal articles
- shadowing a colleague

- rotating job roles
- external visits
- working on a community initiative
- serving on a professional committee.

Structured learning is usually a new learning experience which requires individuals to take specific action to update their knowledge and skills. An example of this could include studying for a Professional Development Award (PDA) or undertaking TQFE.

Other examples are:

- HNC/HND
- ECDL
- Modern Apprenticeship
- Professional qualifications
- Staff Development workshops
- On-line learning units.



Activity 4

Let's see how much you have learned about categories and types of CPD.

Look at the list of CPD activities listed below. Put a letter in the **Type** column to indicate whether it is unstructured (U) or structured learning (S).

When you have done that go back and add a letter to indicate which **Category** it falls under, using the key below.

- A professional competence
- B college/sector strategic priorities
- C individual learning and development.

The first one has been done for you.

Activity	Type	Category
PDA in Teaching in Further Education	S	A
Shadowing a work colleague		
Participate in external conference/seminar on new programmes in your subject area		
Take part in cross-college initiative relating to development planning		
Attend a workshop on new legislation		
Assessor/verifier awards		

When you have completed the table, check your answers with those in the Activity Solutions at the end of this Section.

Planning CPD Activity

It is important for you to take time to plan your CPD activity. If your planning is done well, it is more likely that objectives will be achieved. Planning can be done informally at any time following discussion with your line manager but a good time to think about more formal planning is around the time you are due for Staff Development and Review. This helps to establish a consensus on your development needs.

Some form of CPD planning documentation can be used to help with planning and your own College will probably supply copies of this to you or it might be available to download from the College's staff intranet. It is usually in table format and will have space to record details on items such as:

- what you need to learn
- what CPD activity will support this
- what you hope to achieve
- agreed completion date.

Sometimes, there is also space to show how the planned development is linked to College strategic and/or operational aims.

SMART Objectives

A useful tool to help plan CPD is to set SMART objectives. This process helps you to consider whether your objectives are:

- **Specific:** an unambiguous statement of what is to be achieved
- **Measurable:** a clear indication that the target has been achieved
- **Achievable:** agreement that the target can be achieved
- **Relevant:** agreement on the direct significance of the target
- **Time-bound:** a clear indication of when the target will be achieved.

Example of a SMART CPD objective

Specific: ensure my ICT skills are up-to-date and in line with the College's ICT policy requirements for lecturing staff

Measurable: achievement of ECDL

Achievable: attendance at in-house workshops to provide the necessary knowledge and skills

Relevant: requirement of post

Time bound: process to be completed by December 2009

Now try the following Activity.



Activity 5

Locate a copy of the CPD planning document used in your College. (If you do not have one to hand, speak to someone in Staff Development in your own College or carry out a search on the staff intranet.) Alternatively, you can use the template in Appendix 1.

Now look at the example of a SMART objective shown above. Think of a development activity that you would like, or need, to undertake and write a SMART objective for it.

Now enter this onto the CPD planning document and save it electronically.

You are now ready to go on to look at recording CPD.

Recording CPD Activity

Recording your learning experiences enables clear reflection to be undertaken about what you have learned and how the learning has been used.

This enables evaluation of whether the learning undertaken has enhanced your knowledge, skills and experience and how, in practice, this has supported you to become more effective within your job role.

This, in turn, supports more effective planning of your future CPD learning needs.

CPD Logs

CPD logs provide a useful tool that enables information to be recorded in a concise manner.

These logs usually contain information on:

- what you did
- when you did it
- why you did it
- what you learned
- how you will use this learning.

Your College will have decided to use a particular design of CPD log to suit the College's purposes.

Updating CPD logs

Keeping your CPD logs up-to-date becomes straightforward if it is done on a regular and planned basis. Ideally, your log should be updated on a monthly basis but the key factor is that it is updated regularly.

SFEU CPD Log

SFEU provide a service to allow all members of staff within Scotland's Colleges to maintain an on-line CPD record.

The record is held on SFEU's website. It allows you to track CPD activity with SFEU as well as any additional CPD activity you have undertaken.



Activity 6

Before continuing with this Activity, locate a copy of the CPD log used in your College and place this in your portfolio. If you already maintain a log of personal development, you can copy this and place it in the portfolio if you wish.

Above, mention was made of the SFEU CPD log. Access this now by going to the SFEU website at:

<http://www.sfeu.ac.uk>.

(At the site, click on “My CPD” to register.)

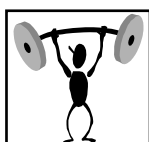
Best Professional Practice

If you wish to keep your skills and knowledge up-to-date you need to ensure that you attend conferences, meetings and read papers on new developments.

It is easy to get in a rut and to teach the same things in the same way. This is acceptable if you are already perfect but most of us would admit to having some room for improvement!

Even if you are already experienced and successful, the rate of external change requires you to continually update and seek to improve your skills in order to maintain your current level of competence.

Evaluating your current performance will help you to identify where you should focus your efforts.



Activity 7

You should now have all of the documentation you need to plan and record your personal development activities.

From this point on, plan your development and start to record any activities that you undertake. If you are already maintaining a CPD log, remember to continue to add activities. For example, have you added this PDA qualification to the planner and log?

Your tutor will ask to see evidence of this at the end of this Section.

Guidance and Support

College Policy and Procedures for Guidance and Support

The term “guidance” refers to the overall system encompassing a range of planned and developed strategies and processes designed to empower learners to increase and fulfil their educational, career and personal potential. The ultimate aim of guidance is to help learners to become autonomous lifelong learners; to look beyond themselves to recognise broader perspectives and discern their unique contributions to life and community.

Every College will have developed policy and procedures related to Guidance and Support of Learners.

Guidance is concerned with learners’ developmental needs. It anticipates, pre-empted and prevents problems and, if problems should arise, provides support through lecturers, programme tutors and specialists within Student Services.

As with all learning processes the learning that comes from guidance cannot be imposed. It is the responsibility of learners to derive their own benefits from the guidance opportunities offered.

The Curriculum for Excellence requires learners to be “confident individuals”, “successful learners”, “responsible citizens” and “effective contributors” and it is our responsibility as lecturers to provide guidance and support to enable our learners to acquire these qualities.

Guidance and support is the responsibility of every lecturer. For the purposes of this Unit, you will be assessed on the lecturer’s role in guidance and not on the role of the programme tutor.

Before we move on to look at your responsibility for guidance, let’s take a look at some of the guidance terminology you will encounter.

Definitions

Learner Support

This is focused on the **learner** and embraces concepts such as inclusive learning and learner entitlement.

It is about assisting learners with issues that are not directly concerned with the learning process, such as finance problems, health issues, transport and care

responsibilities, but which could impact quite negatively on the learning experience if not dealt with appropriately.

Effective learner support is an important factor in retention. It can have a hugely positive impact on early retention statistics.

Learning Support

This is concerned with the learning **process**. It is related to such things as study skills' and core skills' support.

Extended Learning Support

This type of support also known as support for additional learning needs, is offered to learners who have **specific** communication needs (including learning difficulties) or who need to access specialist equipment in order to complete assessments etc.

Counselling

This is a confidential consultation service which can deal with learners who might have issues that cannot be dealt with in the classroom or by the tutor including those related to drug and alcohol, bereavement, health, debt etc.



Activity 8

For this Activity you will need to acquire a copy of your College's guidance policy and procedures. You may obtain these documents from your College's staff intranet or the Colleges' Student Support Services.

When you have collected this information, save it electronically.

You are now ready to move on to look at the guidance structure in your College.

College Guidance Structure

Most Colleges expect all teaching staff to be involved with **front-line guidance** in some way, whether as:

- a delivery lecturer
- a programme tutor
- a programme manager.

Each College will have a set of policies and procedures. These will lay down responsibilities, set standards and establish roles.

In addition, there is usually a student services manager who is responsible for guidance for the College as a whole and who will report back to senior management on guidance issues. Most Colleges also employ or liaise with other **second-line guidance** staff who possess specialist skills and knowledge.

These may include:

- financial advisers
- housing and careers advisers
- learning support co-ordinators
- ESOL specialists
- dyslexia specialists
- counsellors

Using their expertise and making appropriate referrals to such specialists can become a vital part of your work. Supporting learners requires this kind of collaboration.

Examples of the guidance roles of the tutor and lecturer are given below.

Programme Tutor's Role

Programme Tutors are responsible for ensuring that all learners receive guidance and support in line with their individual needs. They will also:

- co-ordinate an appropriate programme of induction for those learners for whom they are responsible
- ensure all learners have access to a programme of guidance activities that is suitable for them

- encourage and enable disabled learners to disclose their disability to the college and alert appropriate colleagues to these needs
- liaise as necessary with delivery lecturers, line managers and student services to deal with student issues and to ensure progress and achievement
- encourage learners to contribute to their learning by updating Personal Learning Plans
- prepare a programme of formal reviews and undertake these throughout the session according to the Plan.

These are just some of the duties of the Programme Tutor and these duties might vary from College to College.

Lecturer's Role

A lecturer's role in guidance is extremely important as s/he is the staff member who is in contact with the learners on a day-to-day basis. S/he will:

- monitor student attendance and deal with non-attendance in line with College policy
- tackle poor timekeeping
- take part in pre-entry guidance sessions, induction and ongoing guidance
- liaise with the tutor over individual learner problems
- provide written feedback to learners on assessment
- liaise with the tutor over student results
- liaise with the tutor/student support team over any learners with learning difficulties or other problems
- recognise when learners' issues fall outside the scope of the lecturer role, know about specialist services within the College and make appropriate referrals.

An integral part of guidance is the enabling of learner independence and autonomy which reveals itself in the learner's ability to take responsibility for their own progress and learning.

The lecturer relies upon effective use of appropriate communication skills to support the achievement of this aim.

Skills that help to foster self-reliance and the exploration required by individual learners regarding their academic work or personal circumstances include:

- listening actively
- paraphrasing
- clarifying
- giving feedback
- being specific
- using open questioning.

While it is important to know what your role in guidance is, it is also important to know where the boundaries are. We will consider this point next.

Exceeding Levels of Support

It was pointed out earlier in this Section that guidance is collaborative and, whilst you play an important part in the guidance process, you should know where the boundaries lie.

There are 2 good reasons for this.

1. You do not have the time to deal with all of the problems that you will encounter. You will teach many learners and you cannot afford to spend excessive amounts of time with one learner how ever big the problem.
2. You will not have the expertise to deal with every type of learner problem that you encounter during your career. It is very important not to exceed your own levels of competence as you could make the situation worse for the learner instead of better.

Whilst it is true that everyday life will intrude on the study life of your learners and that they may wish to speak to you about problems, you must be very conscious of what you can deal with and what you cannot. Issues like drug abuse, homelessness, pregnancy and debt are best left to the experts.

Referring learners to specialist sources of advice does not mean you do not care about them.

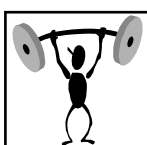
You should also know where the professional boundaries lie when working with learners.

For example, it is **not** a good idea to:

- meet with a learner out of College
- give them your home contact details
- touch them - even if it is just a comforting pat on the shoulder
- agree to meet a learner in College after hours if you are going to be alone.

You should never feel that you need to do everything for your learners. Remember that you are not really doing a learner any favours by attempting to do so.

Much of the guidance activity in a College centres on action plans, progress files and so on and learners are encouraged to take responsibility for their own progress.



Activity 9

For this Activity you will need to acquire an outline of the staff roles related to guidance. You may obtain this from your College's staff intranet or from the Student Support Services.

You should also find out about second-line guidance provision. Student Support Services will be able to help here.

Find out if your College offers the following types of support:

- extended learner support
- housing advice
- financial advice
- child care advice
- career advice
- personal counselling
- study skills support
- language support for those whose first language is not English.

Are there any guidelines on referral available?

When you have collected this information, use it and the information collected for Activity 8 to produce notes of how guidance works in your College. Try to

highlight where you fit in. You might find some of this information easier to produce in graphical format.

When you have completed this, save everything electronically.

You are now ready to move on to consider the role of the lecturer in pre-entry guidance, induction, on-going and exit guidance.

Pre-programme

Your role in Pre-programme Guidance is very important as you need to ensure that applicants are accepted onto the correct programme. Pre-programme advice and guidance can be made available at open evenings, marketing events and during interview sessions.

In order to ensure you give the best advice, you need to be clear about programme entry requirements and to consider whether or not the applicant meets these.

One of the main reasons for learners leaving a programme early is that they believe they are on the wrong programme.

At this early stage in the application process it is important to find out why learners want to undertake a programme of study. Some young people will apply because their friends have applied without really considering what they are going to have to do.

It is also important to make sure learners understand the content of the programme before starting it as they can be misled by the title.

Induction

Engaged in a leading role in the provision of guidance, academic staff have many opportunities for good guidance practice throughout this phase of the learner journey.

The importance of good management of the early period of induction in helping learners to cope with the transition to College life cannot be overstated. For many learners their previous experience of education may not have been a positive one. An induction programme that is planned and well-paced can assist them to adjust to College life quickly.

Induction is normally carried out during a two to three day period before the term begins but this will vary for different groups of learners and from College to College.

Good practice throughout this phase seeks to welcome, integrate and inform learners.

Effective guidance practice will involve diverse and numerous activities such as:

- welcoming events, sensitive to specific learner group needs eg international and mature students
- a group tour of the premises
- an early meeting in the first week with the guidance tutor and tutor group
- small group activities and projects that enhance both academic and social integration amongst learners. Remember that cultural or religious differences between learners may mean that some will be more willing to get involved in social activities than others.
- recruiting and training of past learners to work as welcoming and orientation guides to small groups of new learners eg those who have moved on to HN work can assist with NQ groups
- developing an individual learning plan
- visits from Student Support Services, Student Association President, Health and Safety Officer etc.

These are just some of the events that can take place during Induction and doubtless you could add more.

Ongoing Progression and Support and Guidance

Most Colleges expect all teaching staff to be involved with guidance in some way whether as a delivery lecturer, a programme tutor or a programme manager. Quality manuals and guidance policies lay down responsibilities, set standards and establish roles. When you first read these they can seem daunting and, indeed, many tutors in the past have taken an “as and when required” approach to guidance. Higher Still entitlements and other policy initiatives now demand a pro-active approach to learner support.

Whilst all of us who teach are usually required to take some front-line guidance role, many Colleges employ or liaise with other second-line staff who possess specialist skills and knowledge. These may include financial, housing and careers advisers, residence wardens, learning support co-ordinators and counsellors.

Calling on such expertise by making appropriate referrals can become a vital part of your work in supporting learners.

It rapidly becomes obvious that “supporting learners during their programme” is not a job you do in isolation. Instead you are the linchpin of a system which includes clerical staff, student support services, line managers and, sometimes, outside agencies. It is very much a “collaboration, communication and co-operation role”.

Pre-exit

How ever much your learners enjoy their programme of study, they will ultimately leave the College and move on to Higher Education or find a job. Throughout their programme of study you will have been encouraging them to think about what they are going to do next. If they are moving on to Higher Education, you will have been discussing UCAS applications and they will probably have been offered help to complete these. Those who are job hunting will be offered help with job applications and writing CVs.

You need to be aware of the resources available to learners at this time.

These could include:

- careers adviser, name, telephone number and availability
- pre-exit pack for learners and/or leaflets on CV preparation etc
- DVD on interview skills
- software eg PlanIT and Progress, occupational choices and general careers advice
- useful websites eg local businesses and big companies
- names of local contacts who might come to speak to learners.

Whilst the tutor will be the main contact for pre-exit, you should be aware of what is available so that you can assist if required.



Activity 10

This Activity focuses on guidance.

- How is pre-entry guidance dealt with in your College? Who takes part? Are programme leaflets available for applicants?
- What induction policies and procedures does your College/group have? You may find these on the staff intranet or in the staff handbook. If you cannot find them, contact Student Support Services who should be able to help
- Is there a set programme for induction activities in your own curriculum area or for a particular group that you teach? If so, find a copy of this.
- Collect any other documentation or checklists that exist relating to pre-entry guidance and induction of learners.

Activity 10 continues on the following page

- What role do you play in the ongoing, day-to-day guidance of your learners?
- Have you ever been asked by a learner to assist with pre-exit guidance information?

Consider what your role is during all phases of a learner's programme. Write a short note about your role in guidance and save it electronically. You should ask your line manager to sign this to authenticate/verify that you have carried out these duties during the pre-entry and induction processes.

Maintenance of Confidentiality

It is a legal requirement that staff do not disclose personal information about a learner without their consent.

In the context of guidance, confidentiality implies giving high priority to respect for the learner's interests, privacy and dignity. Learners need to feel that they can trust the lecturer and talk freely. Personal information about a learner should be treated with discretion.

With many of the issues a learner will bring, keeping confidentiality will not be problematic for the lecturer. However, occasionally a learner may tell the lecturer something about themselves or about another person that gives serious cause for concern.

Confidentiality does not mean entering into an absolute bond of secrecy that overrides all other responsibilities in every circumstance. Lecturers need to balance the degree of confidentiality with a duty of care to take reasonable steps to ensure the safety of a learner they know to be at risk of harming themselves or others (learners and/or staff).

Part of the duty of care a lecturer has towards the learner is to make clear the limits to confidentiality. Sometimes a parent may telephone expressing worries, asking for information and requesting that the learner is not told about the telephone call. Whilst acknowledging the concerns, lecturers need to make it clear to the parent that they cannot disclose any information they may have without the learner's permission. The lecturer should state that, depending on what is disclosed, they may not be able to keep the information to themselves and they may have to share it with others.

If lecturers have to share information with others this should be on the basis of "who needs to know" and what it is necessary to share.

Before disclosing something a learner has told them in confidence, lecturers must recognise their limitations and pass on the information by referring them to an appropriate person. Examples of when such circumstances could apply include:

- the learner being at serious risk to themselves or to others
- the behaviour significantly impairing the rights of others
- disclosure being required by law.

Relevant Legislation and Good Practice

Scotland's Colleges are subject to a number of areas of legislation in relation to equality, inclusion and challenging discrimination. The education sector has a key role to play in challenging discrimination, promoting equality of opportunity and facilitating inclusive learning. Colleges will have policies and procedures in place that respond to legislation in both national and their local contexts.

All lecturers have a responsibility to be aware of this legislation and must comply with associated College policies when dealing with other people, especially learners.

The types of legislation covered by this unit are:

- equal opportunities and anti-discriminatory practice
- equality and social and cultural diversity
- protection and welfare of children, young people and vulnerable adults
- freedom of information
- copyright
- data protection.

You will need to locate your College's policies relating to all of these areas. Your College might already have provided training in some or all of them.



Activity 11

Above, you were given a list of areas of legislation that you need to be aware of in your job role.

- Find out if your College has specific policies to address each of these areas. Read these and think about how each one might affect you in your job role.
- Make a few notes on this and save these electronically.

When you have finished this Section you will be ready for Summative Assessment Task 3 (Outcome 3).

Activity Solutions

Activity 4

Activity	Type	Category
PDA in Teaching in Further Education	S	A
Shadowing a work colleague	U	C
Participate in external conference/seminar on new programmes in your subject area	S	C
Taking part in cross-college initiatives relating to development planning	U	B
Attending a workshop on new legislation	S	B
Assessor/verifier awards	S	A

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APPENDIX 1

CPD Log

Date	What CPD activity did I undertake?	What did I learn from this?	How have I used this learning?	Any further action required

Name: _____ Signature: _____ Date: _____

Manager/Reviewer: _____ Signature: _____ Date: _____