

Consultation on the Draft Guidance and General Determination for Teacher Qualification in Further Education

February 2024

Contents

	Page
Introduction	3-4
About this consultation	4-5
• Responding to this consultation	
• Handling your response	
• Next steps in the process	
• Comments and complaints	
Consultation Document	6-22

Introduction

Under article 30 of the Public Services Reform (General Teaching Council for Scotland) Order 2011 (the “2011 Order”), it is for the Scottish Ministers to determine what constitutes a recognised teaching qualification for individuals seeking registration as a further education teacher with the General Teaching Council for Scotland.

A determination under article 30 may make such provision about the education and training required to attain such a qualification as the Scottish Ministers think fit. In particular, a determination may make provision about:

- (a) institutions providing courses of education and training for teachers;
- (b) the admission of individuals to such courses;
- (c) the content, nature and duration of such courses;
- (d) the assessment of individuals undertaking such courses;
- (e) the functions of the governing bodies, principals and members of staff of institutions providing those courses.

A determination can make different provision for different types of further education teachers or institutions or otherwise for different purposes.

Before making or changing a determination under article 30, the Scottish Ministers must consult further education institutions or their representatives, GTC Scotland and such other persons appearing to them to have an interest. They must have regard to any views expressed by those consulted in relation to any determination. Determinations must be published.

The Teaching Qualification in Further Education (or TQFE) is currently the core teaching qualification available to college lecturers (or further education teachers, as described in the 2011 Order) in Scotland.

Five higher education institutions are approved in determinations made by the Scottish Ministers at present to provide programmes leading to the award of the TQFE in Scotland:

- ❖ University of Aberdeen;
- ❖ University of Dundee;
- ❖ University of the Highlands and Islands;
- ❖ University of Stirling, and
- ❖ University of Strathclyde

The TQFE is offered at different levels, with all providers offering an undergraduate level programme at SCQF level 9 and post-graduate certificate at SCQF level 11. Regardless of level of study or the provider, a TQFE consists of 60 SCQF points of study requiring a notional 600 hours of student engagement, and requires a minimum of 120 hours of teaching practice over the duration of the TQFE, including two observations of practice.

This consultation seeks views on a broader and more general determination that will give GTCS the flexibility to accredit TQFE courses and approve institutions, along with a guidance document that sets out Scottish Government expectations for TQFE programmes.

About this consultation

The purpose of this consultation is to seek views on the proposed guidance document and general determination for the further education teaching programme. The Scottish Ministers are proposing to make a determination under article 30 of the 2011 Order to enable the General Teaching Council Scotland to be able to accredit TQFE providers and programmes where they meet the requirements set out in the determination.

Responding to this consultation:

We are inviting responses to this consultation by **25th April 2024**.

Please respond to this consultation using the Scottish Government online consultation platform, Citizen Space. You can view and respond to this consultation online at <https://consult.gov.scot/lifelong-learning-and-skills/teacher-qualification-in-further-education>. You can save and return to your response while the consultation is still open. Please ensure that consultation responses are submitted before the closing date of **25th April 2024**.

If you are unable to respond online, the Scottish Government will by exception accept email or postal responses. Please complete the Respondent Information Form (see 'Handling your response' below), and send this along with your response to:

Email: ScotGov_Colleges_Mailbox@gov.scot

Or write to us at:

College Governance Team
5 Atlantic Quay
150 Broomielaw

Glasgow
G2 8LU

Handling your response:

If you respond using Citizen Space (<http://consult.scotland.gov.uk/>), you will be directed to the Respondent Information Form. Please indicate how you wish your response to be handled and, in particular, whether you are happy for your response to be published.

If you are unable to respond via Citizen Space, please complete and return the Respondent Information Form included in this document. If you ask for your response not to be published, we will regard it as confidential, and we will treat it accordingly.

Please note that responses will not be accepted without a Respondent Information Form.

All respondents should be aware that the Scottish Government is subject to the provisions of the Freedom of Information (Scotland) Act 2002 and would therefore have to consider any request made to it under the Act for information relating to responses made to this consultation exercise.

Next steps in the process:

Where respondents have given permission for their response to be made public, and after we have checked that they contain no potentially defamatory material, responses will be made available to the public at (<http://consult.scotland.gov.uk/>). If you use Citizen Space to respond, you will receive a copy of your response via email.

Following the closing date, all responses will be analysed and considered along with any other available evidence to help us reach a decision on the final product specification seeking registration or assist in determining the applications suitability for the scheme and whether it can be forwarded to the European Commission for the next stage of the application process.

Comments and complaints:

If you have any comments about how this consultation exercise has been conducted, please write to us using the contact details above.

Consultation Document

As part of the 2017 national bargaining agreement, the Employers' Association (now College Employers Scotland) and EIS-FELA agreed that college lecturers will require professional registration. As a result, registration with the General Teaching Council for Scotland (GTCS) now forms part of the agreed national terms and conditions of employment for all college lecturers employed in a Scottish college under the harmonisation arrangements. Registration for college lecturers is not a legislative requirement but rather an employment requirement. The College Lecturer Registration Working Group (CLRWG) was set up, with Scottish Government participation, in December 2018 to take forward this work.

Following a request from Mr Lochhead, the then Minister for Further Education, Higher Education and Science, the CLRWG submitted a report reviewing the TQFE landscape to Ministers in December 2020. In response, the Minister asked that the CLRWG focus on enabling the registration project within the current legislative framework. In August 2022, the Scottish Government set up a short-life, task-and-finish working group (made up of members of the CLRWG) tasked with reviewing key policy documents that set out entry requirements and a model scheme of provision for TQFE, that had not been reviewed since 2006. The Group also explored the TQFE accreditation process.

This consultation seeks views on both the draft determination and on the guidance document that sets out the entry requirements and model scheme of provision for TQFE, which are set out below and have been reviewed and developed by the Short life Working Group.

Teaching Qualification in Further Education – Guidance

Contents

1.1	LECTURER REGISTRATION	8
1.2	STATUTORY BACKGROUND	9
1.3	TQFE REVIEW	9
1.4	ACCREDITATION	10
1.5	PROFESSIONAL STANDARDS FOR LECTURERS IN SCOTLAND'S COLLEGES	10
2.	ENTRY REQUIREMENTS.....	11
2.1	LEVEL 11 TQFE	11
2.2	LEVEL 9 TQFE	11
2.3	MATHS AND ENGLISH REQUIREMENTS	11
2.4	OTHER REQUIREMENTS.....	12
2.5	EQUIVALENCE	12
2.6	RECOGNITION OF PRIOR LEARNING	12
2.7	CREDIT TRANSFER	13
2.8	TEACHING PRACTICE	13
3.	MODEL SCHEME OF PROVISION	13
3.1	STATUTORY REQUIREMENTS	14
3.2	PROFESSIONAL VALUES.....	14
3.3	DELIVERY OF PROGRAMME.....	15
3.4	PROGRAMME DESIGN.....	15
3.5	CONTENT OF PROGRAMME	16
3.6	STAFFING LEVELS AND EFFECTIVE DELIVERY	16
3.7	IN-TAKE OF STUDENTS.....	16
3.8	SUPPORT FOR STUDENTS	17
3.9	ASSESSMENT.....	17
3.10	PARTNERSHIPS.....	18

1. INTRODUCTION

The purpose of this document is to:

- Provide guidance on the accreditation process for Teaching Qualification in Further Education (TQFE) programmes;
- Provide guidance to individuals and institutions on the entry requirements for individuals seeking a place on programmes leading to the award of a TQFE; and
- Provide a model scheme of provision for TQFE programmes, that sets out the minimum criteria to be included within programmes being submitted for accreditation.

1.1 LECTURER REGISTRATION

As part of the 2017 national bargaining agreement, the Employers' Association (now College Employers Scotland) and Educational Institute of Scotland - Further Education Lecturers' Association (EIS-FELA) agreed that college lecturers will require professional registration. As a result, registration with the General Teaching Council for Scotland (GTC Scotland) now forms part of the agreed national terms and conditions of employment for all college lecturers employed in a Scottish college. Registration for college lecturers is not a legislative requirement as it is for school teachers; it is an employment requirement.

In order to register with GTC Scotland, lecturers must meet the GTC Scotland registration requirements as set out independently by GTC Scotland. More information regarding registration can be found on the GTC Scotland website: [College Lecturer Registration - The General Teaching Council for Scotland \(gtcs.org.uk\)](http://gtcs.org.uk)

[NJNC Circular 03/18](#) implements and provides further guidance on the agreement reached between college employers and EIS-FELA. It sets out that all lecturers undertaking a recognised lecturing qualification will receive remission on the basis of 150 hours reduction in class contact time over an academic year. Line managers will ensure that lecturers have one full day with no class contact for the duration of the course. The total remission from class contact will apply regardless of duration of study period and/or fraction of contract.

The Scottish Government recognises that additional barriers may exist for lecturers on fractional or part-time contracts, despite an equal level of remission offered to all lecturers. In developing this guidance, we gave consideration to this alongside the need to maintain the quality of the TQFE and its offering to candidates. The Scottish Government expects colleges and TQFE providers to work collaboratively to ensure programmes are accessible to all prospective candidates.

1.2 STATUTORY BACKGROUND

Under article 30 of the Public Services Reform (General Teaching Council for Scotland) Order 2011, it is for the Scottish Ministers to determine what constitutes a recognised teaching qualification for individuals seeking registration as a teacher of further education with GTC Scotland.

Before making or changing a determination under article 30, the Scottish Ministers must consult further education institutions or their representatives, GTC Scotland and such other persons appearing to them to have an interest. They must have regard to any views expressed by those consulted in relation to any determination. Determinations must be published.

1.3 TQFE REVIEW

The College Lecturer Registration Working Group (CLRWG) was established in December 2018 to advance college lecturer registration. As part of this work, the CLRWG put forward a [report](#) to the Scottish Government which made recommendations to review and update the TQFE landscape.

In response, the Scottish Government accepted that the current framework and processes surrounding TQFE required to be reviewed. The solution proposed by the Scottish Government was that a future determination could be drafted that sets the criteria against which a TQFE can be accredited. This would give effect to the principles of the recommendations around allowing GTC Scotland to accredit and approve TQFE programmes and review the entry requirements, model scheme of provision and accreditation processes currently underpinning TQFE, within the current legislative framework.

The Scottish Government set up a short life working group tasked with reviewing the entry requirements and model scheme of provision underpinning the TQFE, and producing updated drafts of these key documents. This group operated between September 2022 and October 2022. Membership was made up of representatives from:

- College Sector
- EIS-FELA
- GTC Scotland
- Scottish Government

The group produced revised entry requirements and a revised model scheme of provision, which can be found later in this guidance.

1.4 ACCREDITATION

Accreditation is the process of ascertaining the professional acceptability of a programme leading to a TQFE. Accreditation applies to programmes and not to the TQFE institution; accreditation therefore takes place on a programme by programme basis.

From [INSERT DATE OF DETERMINATION], GTC Scotland may accredit or re-accredit TQFE programmes in line with the requirements set out by Scottish Ministers in the determination of [X DATE – INSERT LINK]. This determination sets the minimum entry requirements for access to a programme and minimum expectations of what will be included within a TQFE programme.

Further guidance on the minimum entry requirements for admission to a TQFE programme and minimum criteria that programmes must meet is detailed at sections 2 and 3 of this guidance. GTC Scotland will apply these requirements and reserves the right to seek any additional information as deemed necessary from institutions seeking accreditation of a TQFE programme. GTC Scotland will be responsible for determining the process of accrediting programmes, including the convening of any accreditation panel. Further information and guidance will be provided by GTC Scotland as necessary.

GTC Scotland will determine the duration of programme accreditation before it will require to be re-accredited and reserve the right to re-visit a programme at any time during this period. Any deviations from the terms within which a programme has been accredited require to be expressly agreed by GTC Scotland in line with any GTC Scotland accreditation policy and procedures.

1.5 PROFESSIONAL STANDARDS FOR LECTURERS IN SCOTLAND'S COLLEGES

Responsibility for the Professional Standards for College Lecturers was transferred from the Scottish Government to GTC Scotland in November 2019. For the purposes of this guidance, the version of the Professional Standards for College Lecturers enacted and applicable at the point of accreditation and programme delivery will apply. GTC Scotland will alert institutions to any changes for the purposes of re-accreditation.

2. ENTRY REQUIREMENTS

The purpose of this guidance is to set out the minimum entry requirements for access to a programme leading to a TQFE.

2.1 LEVEL 11 TQFE

For access to a level 11 TQFE, the entry requirements for admission are as follows:

- A degree from a higher education institution in the United Kingdom (UK) or degree of an equivalent standard from a recognised institution outside the UK; or
- An associateship or diploma from a higher education institution in the UK or an associateship or diploma of an equivalent standard from a recognised institution outside the UK;

2.2 LEVEL 9 TQFE

For access to a level 9 TQFE, the entry requirements for admission are as follows:

- A Higher National Diploma (HND) at level 8 on the Scottish Credit and Qualifications Framework (SCQF) or an accepted equivalent; or
- A Higher National Certificate (HNC) at level 7 where this is the highest level of qualification available in the UK in the subject area concerned or an accepted equivalent; or
- A Higher National Certificate (HNC) at level 7 where this was the highest level of qualification available in the UK in the subject area concerned at the time of study, alongside a professional learning award that demonstrates a candidate's ability to work at SCQF level 8; or
- A City and Guilds Licentiate at level 8 or an accepted equivalent; or
- In certain subject areas, other qualifications of equivalent standard to those listed above. Further guidance on equivalence is offered below.

2.3 MATHS AND ENGLISH REQUIREMENTS

In addition to the above, candidates accessing TQFE at all levels must also possess both language and number skills which meet the demands of the course. The minimum entry requirements in this regard are:

English

- A National Qualification in English at SCQF Level 6 or an accepted equivalent; or
- A National Qualification in English for Speakers of Other Languages (ESOL) at SCQF Level 6 or an accepted equivalent.

Mathematics

- A National Qualification in Mathematics at SCQF Level 4 or an accepted equivalent.

2.4 OTHER REQUIREMENTS

Candidates must also:

- Be competent in the use of Digital Technology; and
- Demonstrate appropriate interpersonal skills, attributes and dispositions which will allow them to engage a wide range of learners, colleagues and partners in effective collaboration.

2.5 EQUIVALENCE

TQFE providers will assess for equivalence of qualifications in terms of entry to TQFE programmes, in line with nationally recognised guidance and the individual institution's policies and procedures. It is the responsibility of the candidate to provide any evidence required to allow institutions to make such an assessment.

Any enquiries about the acceptability of qualifications should be directed to the TQFE provider. When necessary, TQFE providers and candidates should refer to appropriate national agencies for advice.

For in-service TQFE programmes, employers, candidates and TQFE providers should work in partnership to assist in assessing equivalency.

2.6 RECOGNITION OF PRIOR LEARNING

The Scottish Government recognises the value in prior learning, training and experience, and supports Recognition of Prior Learning (RPL) as a means to support professional development and widening participation. RPL recognises prior learning, not just experience alone, and the learning recognised should be transferable to the programme. Credit awarded as a result of RPL is of the same value as credit gained through formal learning.

Where candidates do not hold formal qualifications that evidence meeting the entry requirements set out above, TQFE providers can, via their own established RPL processes, assess candidates' skills and knowledge, gained through experience and formal training and learning, towards a recognised qualification. It will be for the TQFE provider to determine the degree to which RPL contributes towards meeting the entry requirements for admission to a TQFE programme. RPL must be gained prior to entry to a TQFE programme.

Candidates are ultimately responsible for identifying and demonstrating prior learning, with appropriate support and guidance from TQFE providers, national agencies and their employer, where appropriate.

TQFE providers will have their own RPL processes and candidates should seek this information from the TQFE provider. Candidates may find the below information helpful in considering what will be required:

[Recognition of Prior Learning \(qaa.ac.uk\)](http://qaa.ac.uk)

[RPL Tool | Scottish Credit and Qualifications Framework \(scqf.org.uk\)](http://scqf.org.uk)

2.7 CREDIT TRANSFER

Candidates will be able to transfer credit into TQFE programmes, in line with the provider's own policies and procedures. By way of an example, some providers may accept the Professional Development Award, Teaching in Colleges Today or another teaching qualification of equivalent standard for partial credit transfer. Candidates should seek information from the TQFE provider to understand what will be accepted.

Credit can be transferred from academic, vocational and professional qualifications which are referenced in the SCQF. In determining the level of credit transfer, providers will give consideration to both the level of study and number of credit points awarded by reference to the SCQF. How much specific credit can be given is a matter of judgement for the TQFE provider based on comparing the outcomes of previous learning with the requirements of the TQFE programme.

2.8 TEACHING PRACTICE

TQFE programmes are required to include a minimum of 120 hours teaching practice.

For in-service programmes, candidates will be employed in a college and undertake the minimum teaching practice required throughout the duration of the programme.

For pre-service programmes, candidates will complete a placement with one of the provider's partner colleges and undertake the minimum teaching practice required throughout the duration of the programme.

The Scottish Government expects colleges and TQFE providers to work collaboratively to ensure programmes are accessible to all prospective candidates.

3. MODEL SCHEME OF PROVISION

The model set out below provides institutions submitting schemes for approval, via the accreditation approval process referred to earlier in this guidance, with an indication of the range of issues and detail the Scottish Government expects to be included within submissions. It is not intended to be exhaustive or prescriptive, and institutions should be aware that further information may be sought and additional criteria set as necessary at the time of accreditation. GTC Scotland may provide additional guidance and information as required when an institution indicates they are seeking accreditation of a programme.

The context within which the model is set is that of those employed within the college sector in Scotland, as the majority of candidates accessing TQFE are likely to work (or go on to work) within a college. However, institutions should be mindful that candidates from a variety of roles may be looking to access the qualification and should be mindful of this in ensuring access and suitability for all prospective candidates.

3.1 STATUTORY REQUIREMENTS

In developing proposals, institutions seeking accreditation will assess the programme for academic rigour and adherence to statutory requirements, including the public sector equality duty and other equality duties under the Equality Act 2010. Institutions should also ensure programmes adhere to the expectations of Scottish Ministers as set out within the determination of [\[insert link\]](#). Institutions should satisfy themselves that these requirements are met ahead of submitting proposals and before the accreditation event.

Submissions should provide evidence of:

- how the programme meets the expectations of Scottish Ministers, as set out in the Teaching Qualification for Further Education Determination 2023.
- how programmes embrace and promote diversity, challenge discrimination and promote equal opportunity requirements.
- robust quality assurance procedures to ensure that the content, design and organisation of the TQFE curriculum are effective in promoting student learning.
- the mechanisms in place to enhance and ensure the quality of provision is contemporary and relevant.
- the mechanisms which are in place to review the quality of provision and ensure processes adequately provide learning opportunities that meet the needs of all students.
- the procedures that are in place to enhance the growth and development of the programme, including reflecting new or growing national educational priorities.

3.2 PROFESSIONAL VALUES

Submissions should provide:

- an outline of how the vision and aims of the programme promote the Professional Standards for College Lecturers.
- an outline of how the Standards are connected to, explored and elaborated upon during the course of the programme.

3.3 DELIVERY OF PROGRAMME

Submissions should provide:

- a clear rationale for the delivery model of the programme.
- a clear timeline for the delivery of the programme, including key milestones.
- an outline of the methodologies used to deliver the programme.

3.4 PROGRAMME DESIGN

Submissions should provide:

- a clear rationale for the programme with its stated aims and outcomes, demonstrating the application of the Professional Standards for College Lecturers and diversity of students undertaking the programme.
- an outline of how the programme takes into account the diversity of students undertaking the programme, including what supports will be put in place (e.g. reasonable adjustments) and the application of any Equality Impact Assessments.
- details of the level of qualification and number of credit points that will be awarded.
- an outline of how the programme is designed to promote access to a diverse pool of candidates e.g. for in-service programmes, how the programme is accessible to candidates on part-time contracts.
- an outline of how the programme is designed to develop and promote equality and diversity and empowers students to adopt these principles in practice.
- an outline of how the programme prepares students to work with a wide and diverse range of learners, with a specific focus on meeting learners' needs.
- an outline of how the programme ensures students' knowledge and skills are built appropriately over the programme.
- an outline of the level of personalisation and choice offered to students and how this contributes to their skills development.
- an outline of how the programme will take account of, and cater for, the individual needs of students, the particular contexts in which they work and the other agencies and bodies with whom they collaborate.
- an outline of how the programme will provide students with the skills, knowledge and understanding needed to use a range of different approaches such as flexible learning, remote learning and blended learning.

3.5 CONTENT OF PROGRAMME

Submissions should provide:

- an outline of how students are supported to develop an understanding of educational literature to underpin their practice, in areas such as:
 - Educational theory;
 - Developing positive relationships.
- an outline of how students are supported to develop an awareness of the legal and statutory frameworks which govern their responsibilities.
- an outline of how students are supported to develop an understanding of current national policy and to make a positive contribution.
- an outline of how all students are supported to develop an understanding of a range of pedagogical/andragogical approaches to support teaching in their subject area.
- an outline of how the programme supports students to undertake the required minimum 120 hours of teaching practice over the course of the programme.

3.6 STAFFING LEVELS AND EFFECTIVE DELIVERY

Submissions should provide details of:

- academic staff who deliver the university led elements of the programme including details of GTC Scotland registration
- how the expertise of staff will support the delivery of the stated aims of the programme.
- an outline of the partnership approach adopted in the selection of a co-tutor, ensuring students are fully supported by a co-tutor.
- the communication strategy for co-tutors to ensure there is a shared understanding of their role and responsibilities.
- an outline of how co-tutors are supported to ensure their knowledge and practice remains relevant and contemporary.
- details of the mechanisms in place to ensure feedback on the quality of the programme and its content.

3.7 IN-TAKE OF STUDENTS

Submissions should provide:

- an outline of in-take arrangements, including how information will be made available to students on the course description and access arrangements.
- a detailed outline of in-take procedures, including how the entry requirements at section 2 of this guidance are applied.

- an outline of the mechanisms in place to promote equality for all prospective candidates.
- an outline of the procedures used to monitor and evaluate in-take, in particular how institutional barriers, conscious and unconscious bias are mitigated.
- the arrangements for liaising and collaborating with colleges.

3.8 SUPPORT FOR STUDENTS

Submissions should provide:

- an outline of the induction arrangements and supports in place to ensure effective early engagement with the programme.
- an outline of the variety of academic support strategies in place for students to ensure their progress towards successful completion of the programme, including the process for implementing reasonable adjustments in terms of the Equality Act 2010.
- an outline of the variety of pastoral support strategies offered to students to ensure their wellbeing and progress towards successful completion of the programme. This should include clear advice on the support they can access if they experience discrimination or harassment.
- a description of the strategies in place to support students to develop their resilience and confidence to lead their own learning and the learning of others.
- a description of the early intervention strategies employed to support students.
- details of how partnership arrangements ensure appropriate preparation and support of students whilst completing the required teaching hours.

3.9 ASSESSMENT

Submissions should provide:

- an outline of the assessment pattern for the programme, including details regarding the assessment strategies that support students to successfully complete the programme.
- an outline of the supports and reasonable adjustments that can be put in place to support students where required, including how the need for such supports can be identified and introduced as early as possible.
- an outline of the range of assessment methods used to measure student's progress, including information about teaching observations.
- an outline of how peer and self-assessment is modelled in the programme, including how this supports the learning experience of students.

- a description of the interventions in place to support students who do not meet assessment criteria and the procedures for re-sits, extensions and appeals.
- an outline of the moderation procedures for assessment across the programme.
- a description of the structures in place with college partners to ensure that assessments of students are valid and reliable.
- an outline of how successful completion of this programme will be certified.

3.10 PARTNERSHIPS

Submissions should provide:

- details of how partners were involved in the planning of this programme.
- details of the partnership arrangements in relation to students undertaking the required teaching hours, including a clear definition of role and responsibilities of university staff, college staff and students.
- an outline of the ways in which the proposed arrangements to ensure students undertake the required teaching hours are practicable and sustainable.
- an outline of how staff and partners have up-to-date and shared knowledge of the expectation of the programme.
- an outline of how the programme supports and promotes collegiate and collaborative learning across the partnership.
- an outline of how the programme is underpinned by the principles of self-evaluation/reflection and how it supports students to develop positive stances in respect to these.
- an outline of how the programme is underpinned by the principles of enquiry and how it supports students to develop a positive enquiring stance.

TQFE General Determination

TEACHING QUALIFICATION FOR FURTHER EDUCATION DETERMINATION 2023

Scottish Ministers make the following determination in exercise of the powers conferred by article 30(1) of the Public Services Reform (General Teaching Council

for Scotland) Order 2011⁽¹⁾ (“the 2011 Order”) and all other powers enabling them to do so. In accordance with article 30(5) of the 2011 Order, Scottish Ministers have consulted with further education institutions or their representatives, the GTCS and such other persons appearing to them to have an interest and have had regard to any views expressed by those consulted.

Citation and Effect

1. This Determination may be cited as the Teaching Qualification for Further Education Determination 2023 and has effect from [XXX].

Making of Determinations

2. The Scottish Ministers (who may determine what constitutes a recognised teaching qualification for individuals seeking registration as a further education teacher) make the determinations set out in paragraphs 3 to [5].

Admission of individuals to courses

3.—(1) A person seeking admission to a course leading to a teaching qualification in further education must meet the entrance requirements in the schedule.

(2) Where the requirements in the schedule are not met, a person’s skills and knowledge, gained through experience formal training and learning, may be assessed for equivalent credit through the institution’s recognition of prior learning process, established in line with the Recognition of Prior Learning National Framework⁽²⁾.

Content, nature and duration of the teaching qualification in further education

4.—(1) Courses of education leading to the teaching qualification in further education must reflect the requirements of the Professional Standards for Lecturers in Scotland’s Colleges⁽³⁾.

(2) The teaching qualification in further education must comprise of a minimum of 120 hours of teaching practice over the course of the programme.

(3) The teaching qualification in further education consists of 60 credit points on the Scottish Credit and Qualifications Framework, requiring a notional 600 hours of student engagement.

Assessment of the teaching qualification in further education

5.—(1) The teaching qualification must be assessed using a range of assessment methods [TBC following consultation].

(2) The assessment must include at least 2 observations of teaching practice.

⁽¹⁾ S.I. 1990/1534 as amended by S.I. 1993/1892 and S.S.I. 2013/80. The functions of the Secretary of State under sections 4 and 5(c) and (d) of the 1990 Regulations were transferred to the Scottish Ministers by virtue of section 53 of the Scotland Act 1998 (c.46).

⁽²⁾ Recognition of Prior Learning National Framework for Scottish Higher Education published by the Quality Assurance Agency for Higher Education, 2014.

⁽³⁾ First published by the General Teaching Council Scotland and College Development Network in 2018, republished in 2020 and available at [professional-standards-for-lecturers-scotland-colleges.pdf \(gtcs.org.uk\)](https://www.gtcs.org.uk/professional-standards-for-lecturers-scotland-colleges.pdf).

(3) Assessment procedures must include procedures for re-sits, extensions and appeals.

SCHEDULE
Entrance Requirements

Paragraph 3

1. Paragraphs 2 to [] set out the minimum entry requirements for access to a programme leading to a Teaching Qualification in Further Education “TQFE”.

Entrance Requirements – General

2. For access to a TQFE at all levels, the entry requirements for admission are—

- (1) Competency in the use of Digital Technology, and
- (2) The ability to demonstrate interpersonal skills to enable effective collaboration with learners and colleagues.

Entrance Requirements - English

3. For access to a TQFE at all levels, the entry requirements for admission are—

- (1) A National Qualification in English at Scottish Credit and Qualifications Framework Level 6 or an accepted equivalent, or
- (2) A National Qualification in English for Speakers of Other Languages at Scottish Credit and Qualifications Framework Level 6 or an accepted equivalent.

Entrance Requirements - Mathematics

4. For access to a TQFE at all levels, the entry requirements for admission include a National Qualification in Mathematics at Scottish Credit and Qualifications Framework Level 4 or an accepted equivalent.

Level 9 Teaching Qualification in Further Education

5. For access to a level 9 TQFE, the entry requirements for admission are—

- (1) A Higher National Diploma at level 8 on the Scottish Credit and Qualifications Framework or an accepted equivalent,
- (2) A Higher National Certificate at level 7 where this was the highest level of qualification available in the United Kingdom in the subject area concerned at the time of study, alongside a professional learning award that demonstrates a candidate’s ability to work at Scottish Credit and Qualifications Framework level 8,
- (3) A City and Guilds Licentiate at level 8 or an accepted equivalent, or
- (4) Other qualifications of equivalent standard, based on level of study and number of credit points, to those listed above.

Level 11 Teaching Qualification in Further Education

6. For access to a level 11 TQFE, the entry requirements for admission are—

- (1) A degree from a higher education institution in the United Kingdom or a degree of an equivalent standard from a recognised institution outside the United Kingdom, or

(2) An associateship or diploma from a higher education institution in the United Kingdom or an associateship or diploma of an equivalent standard from a recognised institution outside the United Kingdom.



© Crown copyright 2024



This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit nationalarchives.gov.uk/doc/open-government-licence/version/3 or write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is available at www.gov.scot

Any enquiries regarding this publication should be sent to us at

The Scottish Government
St Andrew's House
Edinburgh
EH1 3DG

ISBN: 978-1-83521-898-3 (web only)

Published by The Scottish Government, February 2024

Produced for The Scottish Government by APS Group Scotland, 21 Tennant Street, Edinburgh EH6 5NA
PPDAS1406414 (02/24)

W W W . g o v . s c o t