Professional Standards for Lecturers in Scotland's Colleges

Initial Teacher Training/Education standards for Lecturers in Scotland's colleges

The Scottish Government

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March 2012

Acknowledgments

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Foreword

Change is a familiar context for colleges in Scotland. At any one time, colleges operate in a continuum of change stretching from evolutionary to radical. Work on these standards has taken place at a time when the extent of proposed change lies outwith this scale. A process of sector reform has begun and old reference points are disappearing.

Through this turbulent process, there will be constants. Learners, often coming from challenging circumstances, will turn to colleges to help change their lives and college staff will be working to deliver a high quality service. Through this work, we offer a new reference point of a set of Professional Standards for Initial Teacher Education of Lecturers who work in colleges.

It is a tribute to the quality of work of those engaged in development of the previous standards that the unanimous view of the sector was that only a refresh of the standards was required to maintain their relevance. We were fortunate to have the services of a consultant, Andrew Morrison, to lead an engaging review process which included working with the core group and others on detailed examination of various drafts.

The changes introduced in these standards reflect more a change of emphasis than fundamental substance; recognising, for example, that lecturers operate as contributors to curriculum teams and demonstrating expectations that they themselves should be models of change. Achieving these initial standards is part of a process of continuous professional learning and it is to that area that we now must turn.

Meantime, I hope you find this a valuable reference document in our ongoing task of ensuring the college workforce meets ever increasing learner expectations.

Graeme Hyslop

Chair Professional Learning and Development Forum (PLDF)

Introduction

This work was undertaken on behalf of the Professional Learning and Development Forum (PLDF) to review and refresh the 2006 version of the 'Professional Standards for Initial Teacher Education / Training for Lecturers in Scotland's Colleges'. It included a PLDF initiated consultation to which there was a significant response.

Overall, 85.4% of Scotland's colleges responded to the survey providing 525 records and 241 written comments on the standards. Twelve individual groups were consulted and they provided comments and suggestions for inclusion in the refreshed standards. Three of *Scotland's Colleges'* Communities of Practice (COP) were directly involved in rewriting the standards. The three TEIs (Universities of Aberdeen, Dundee and Stirling) were also consulted.

 Almost all respondents confirmed that the standards were still relevant and welcomed the opportunity to contribute to the refresh of the standards. The draft standards were also presented to three student groups to assess their reaction. The refreshed standards are closely based on the standards developed in 2006, which were considered robust and of high quality and which address:

- Guidance and Support
- Planning and Preparing the Learning Experience
- Teaching / Facilitating Learning
- Assessment
- Quality and Standards
- Professional Practice and Development

This review of the Professional Standards for Initial Teacher Training / Education has produced a set of Standards which have been refreshed to meet changes which have occurred since the last review in 2006 and have taken into account developments which are impacting on the FE Sector now and are anticipated to have an impact into the foreseeable future.

This review has engaged a wide range of participants who have contributed their specialist knowledge and understanding to the review of the Standards and could be the catalyst for strategic thinking on the future needs, challenges and expectations of those in the FE sector with responsibility for learning and teaching.

These refreshed Standards are not only initial standards for those wishing to gain the TQFE qualification through a university, or a Professional Development Award through SQA, but also define a lecturer's current role and contribution to an FE college. Taken as a whole, they also underpin ongoing CPD programmes for all lecturers in colleges in Scotland.

In tandem with the consultation activity, an additional challenge question was asked: *What do lecturers need to do to prepare for their role in 2020?*

Four common themes emerged which need to be considered in the future planning of courses and CPD for lecturers in Scotland's colleges. These have been identified as follows:

- Learners
- ICT
- Professional Standards and CPD
- Teaching Practice and Reflection

The responses which were received (and which are summarised at **Annex 1**) clearly point to what is expected of a lecturer as we move into the future in particular are the responses highlighting the need to be ICT literate. The term 'Digital Practitioner' cannot be underestimated and has to be critically considered in any future planning and development for lecturers.

It is recommended that consideration be given to the development of a strategy to heighten the awareness of the revised standards, and their value, amongst the community upon which they impact.

Professional Standards For

Initial Teacher Training / Education

Initial Professional Standards for Guidance and Support

Context and Rationale

Lecturers play a key role in enabling people from all sections of the community to be included in education and achieve their potential as successful learners and future citizens. Lecturers create supportive environments by working collaboratively with staff across colleges, schools and other external agencies. Lecturers are required to demonstrate an understanding (and perform their roles) in relation to pre-programme, ongoing and progression support and guidance. These roles include recognising the learning support needs of students, facilitating accessible and inclusive learning and teaching, referring students to specialist services and providing them with ongoing guidance and support.

Standards

 The lecturer should be able to:

1. Identify learners' needs and provide appropriate guidance and support, referring to specialists where appropriate.

2. Demonstrate an understanding of the lecturer's guidance and support roles, responsibilities and boundaries and how they relate to the remits of guidance tutors and other specialists.

3. Promote and facilitate equality of opportunity and access to learning by providing effective guidance and support in line with an institution's policies and procedures.

4. Apply a critical understanding of the principles, nature, purposes and stages of guidance and support.

5. Obtain and use feedback from learners to evaluate and develop their own practice in guidance and support.

Indicative Content

- confidentiality, impartiality, key information, informed choices, learner-centred approaches
- individual and group approaches: formal and informal
- the lecturer's role in relation to pre-programme, induction, enhancement and ongoing progression support and guidance
- factors related to transition to college from other educational institutions
- the importance and implications of the learner's prior knowledge, experience and motivation
- initial assessment techniques, including screening and the use of diagnostic/induction tools and assistive technologies
- strategies for anticipating, identifying and responding appropriately to the diverse needs of learners including health and wellbeing issues
- electronic information and advice sources available to learners
- supporting information literacy skills through use of ICT tools
- concepts of access, inclusion, retention and progression
- individual/personal learning and support plans
- learner support, learning support, extended learning support and counselling
- empathetic approach to learner needs, e.g. communication skills, listening skills
- curriculum and pastoral guidance
- legal and ethical considerations
- socio-economic circumstances
- aspects of social and cultural diversity, e.g. equality and protected characteristics
- policies and procedures of partners, e.g. schools, community learning and development (CLD) and employers
- potential progression and articulation routes, including employment, sector specific employment, inter agency working, entrepreneurship, other college programmes and courses delivered by HEIs
- methods of obtaining learner and other stakeholder feedback
- the long term impact of guidance and support on sustainable communities
- use of e-tools and e-resources to enhance support and contact with learners.

Initial Professional Standards for Planning and Preparing the Learning Experience

Context and Rationale

Lecturers may be members of one or more curriculum teams and will be responsible for contributing to the design, development, implementation and evaluation of flexible, relevant programmes that take full account of labour market intelligence and the needs of employers. Together with learners they will plan and prepare an engaging, inclusive learning experience to progress learning. Planning should take account of learners' prior knowledge and expectations, skills and needs, current and developing methods of learning, teaching and assessment, existing practice and available resources. Lecturers take account of national initiatives and priorities and contextualise curriculum links in their design, development and evaluation of teaching, learning and assessment materials. Planning will also consider awarding body requirements, legislation, policy, social and economic contexts, stakeholder needs and technological change.

Standards

The lecturer should be able to:

1. Plan engaging, inclusive and creative learning opportunities that demonstrate a critical understanding of curriculum design and alignment, theories of learning, teaching and assessment, and knowledge of existing practice.

2. Plan with learners contextualised learning and teaching taking account of the needs of learners and their development of essential skills.

3. Design, produce and adapt to learner needs: a range of effective, engaging learning and teaching and assessment activities that builds on existing practice, motivates learners and also takes account of supportive technologies.

4. Evaluate and select appropriate resources from a wide range of sources.

5. Design, justify and implement a strategy to promote professional reflection and evaluation of the learner experience.

6. Plan strategies to promote sustainable development.

Indicative Content

- effective team working
- curriculum models such as Curriculum for Excellence
- awareness of change and developments in the curriculum to ensure vocational currency and an understanding of local and national economic and business needs and enterprising approaches
- relevant subject and vocational knowledge, understanding and skills and how these are interpreted for learning
- knowledge and understanding of metacognition, diverse attitudes to learning and promotion of positive behaviour
- understanding of current and emerging theories of learning, teaching and assessment
- ability to communicate clear aims and objectives of learning
- creative, flexible modes of delivery taking into account interdisciplinary learning and the best learning environment, e.g. outdoor learning
- engaging, active learning that develops independent learners as co-creators of learning
- coherent, contextualised and progressive learning programmes
- lesson and assessment plans that take account of personalised learning
- critical consideration of criteria for selection of learning and teaching activities, e.g. challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance
- inclusive practice to meet learners' diverse needs and promote interdisciplinary learning
- health, wellbeing and safety considerations
- appropriate use of technology to support learning and blended learning approaches
- evaluation and selection of activities/resources that support, engage and motivate learners of all ages
- copyright legislation
- in partnership with learners – evaluation planning: focus, qualitative and quantitative data, methods of collection and analysis of data, criteria for success and sharing of good practice
  Strategies to:
    - promote positive attitudes to social and intercultural diversity
    - initiate and sustain close and collaborative relationships with external stakeholders
    - promote core skills, and skills for learning life and work
    - promote literacies, e.g. computer and information literacies and new technology tool literacies
    - promote independent learning: responsibility, ways and styles of learning, attitudes and behaviour e.g. experiential, collaborative problem solving, collaborative knowledge sharing and collaborative knowledge construction
    - ensure that subjects are delivered within a relevant context and with reference to industry requirements

Initial Professional Standards for Teaching / Facilitating Learning

Context and Rationale

Lecturers must be able to work both independently and cooperatively within a diverse range of learning, teaching and assessment environments. They will carry this out with learners from a wide range of social, cultural, economic and educational backgrounds. Within their lecturing practice they will use a variety of approaches to empower, motivate and support learners to achieve success, develop knowledge, skills and attitudes for learning, personal development and employment. Lecturers will also evaluate and reflect on the impact of their practice and their professional development on learning and on sustainable education.

Standards

The lecturer should be able to:

1. Create and maintain an interactive, supportive and safe learning environment that promotes learning.

2. Communicate effectively and develop an ethos of mutual respect with learners, fellow curriculum team members and other professionals and external agencies to promote learning and positive behaviour.

3. Implement effectively a broad range of strategies to promote active and independent learning at various levels by using different modes of delivery and technologies.

4. Identify and take appropriate actions to address the collective and individual needs of learners.

5. Promote positive attitudes to human diversity and global citizenship through accessible learning and teaching resources.

6. Use learning, teaching and assessment and feedback strategies and resources effectively to meet diverse learning needs.

7. Implement a range of strategies to evaluate the quality and impact of teaching on the learning experience and reflect on the implications for future practice.

Indicative Content

- relevant legislation, standards and guidelines as they apply to children, young people and adults: health and safety, protection and welfare, antidiscrimination and equality
- the lecturer as a positive role model for learners
- methods for promoting positive behaviour and dealing with inappropriate behaviour
- codes of conduct, e.g. college, partner schools, CLD, employers
- the impact of lecturers' and learners' individual behaviours and attitudes
- group dynamics
- management and delivery of learning and teaching activities
- institutional, cultural, technological and individual barriers to learning and how to overcome them
- challenge and motivation of learners; high but realistic expectations
- interpersonal skills, professionalism, ethics
- information literacy skills required by learners
- improvement of broad generic skills required by learners
- awareness of techniques for profiling essential skills
- information about learners' previous experiences
- social, cultural, environmental and emotional factors and their effect on learning
- differentiation strategies that contextualise and personalise the learning experience
- contextualisation of learning linked with industry
- effective and appropriate communication with learners, colleagues, other professionals, employers and external agencies
- appropriate use of ICT and appropriate emerging and assistive technologies to address different learning needs
- the reflective practitioner
- promotion of independent learning strategies
- identification and use of relevant and appropriate resources to enhance the learner experience
- implementation of a range of strategies to support the management of equality and diversity issues and promote inter-culturalism
- promotion of equitable and productive relationships in the learning environment
- meaningful participation and debate and encouragement of learners to recognise alternative perspectives.
  Strategies to:
    - promote sustainable development education
    - develop the active and independent learning skills of learners
    - develop the enterprising skills of the learner
    - obtain, respond to and give feedback for learning.

Initial Professional Standards for Assessment

Context and Rationale

Lecturers review current evidence based practice and pedagogical research to develop assessment strategies. Lecturers assess learners to support and enable progression in learning, to affirm learners' achievement as an integral and essential aspect of the learning and teaching process and to provide evidence for certification claims. They use formative and summative assessment strategies, design and select assessment instruments, make judgements on the evidence presented and provide constructive feedback on learners' progress. Lecturers operate within the confines of the internal and external assessment environment and, therefore, must adhere to compliance regulations. Lecturers assess in a range of environments including classrooms, workshops, flexible learning centres, online, social media, outdoor environments and in the workplace. Lecturers may adopt holistic approaches to assessment which can be used as evidence from more than one outcome.

Standards

The lecturer should be able to:

1. Devise suitable assessment strategies based on a critical understanding of the principles, purposes, means and terminology of assessment.

2. Design, produce and use a range of assessment instruments taking account of individual learners' needs.

3. Evaluate and justify a range of assessment instruments having taken account of individual learners' needs.

4. Measure and record progress and attainment of learners.

5. Use assessment feedback to and from learners to inform practice and promote learning.

6. Use performance indicators to inform the evaluation of learning and teaching.

7. Comply with internal and external policies and procedures for assessment and verification.

Indicative Content

- assessment for learning; assessment as learning (motivation); assessment of learning including for certification
- principles of currency, validity, reliability, practicability, accessibility and fairness in assessment
- formative and summative; peer and self; formal and informal; continuous and terminal; internal and external assessment
- assessment methods, e.g. assignment, case study, performance, portfolio, practical activity, project and test (or question paper) of knowledge and understanding
- norm-referenced, grade-related criteria, criterion-referenced, self-referenced, folio based and diagnostic assessment
- legal considerations, e.g. health and safety, equality, copyright and data protection
- local and national Government initiatives
- policies, procedures and standards of awarding bodies, colleges and other relevant agencies, e.g. schools, in relation to assessment, re-assessment, appeals, alternative assessment arrangements and plagiarism
- timing of, and conditions for, assessment including holistic approaches and the integration of assessment
- criteria for evaluation and selection of assessment instruments, e.g. variety, good practice, performance indicators, own skill set and e-assessment
- adaptation of assessment instruments to meet learners' diverse needs, e.g. sensory impairment, dyslexia
- literacy and language issues which impact on assessment including aspects of numeracy
- appropriate use of assessment instrument choices for students and consideration of peer assessment, partnership learning and levels of support
- the development and use of ICT, e-learning and assessment technologies
- transparency and use of criteria, marking, marking schemes and sample solutions to measure learning
- oral and written feedback to learners
- reporting to other agencies, e.g. employers, schools
- record keeping: checklists and schedules, attainment records
- moderation/verification: awarding body requirements, sampling criteria, documentation
- approaches to evaluate and record wider achievement.

Initial Professional Standards for Quality and Standards

Context and Rationale

Lecturers and colleges are committed to assuring, improving and enhancing the quality of all of the services that impact on the learner experience. Effective internal quality processes are essential for compliance with external partner standards and regulations; they ensure standardisation and consistency of decision making internally. Arrangements include self-evaluations, audits, operational and course provision reviews, professional development and career reviews, validations, approvals and verification, intelligence of practice elsewhere and participation of learners and other stakeholders in contributing to these processes. Lecturers have a responsibility to uphold the college's standards of service and have a key role in maintaining, improving and enhancing the quality of the learning experience.

Standards

The lecturer should be able to:

1. Demonstrate a critical understanding of the principles, purposes and processes of quality assurance and improvement, enhancement and sector good practice.

2. Implement effectively college arrangements for quality assurance and improvement and enhancement as an individual and as a member of a team.

3. Contribute effectively to the quality functions of curriculum teams by agreeing targets, formulating action plans (individual and team), following through and evaluating their impact.

4. Use an appropriate range of evidence to identify strengths and areas for enhancement, weaknesses and areas for improvement at individual, team and college levels.

5. Agree targets, formulate individual action plans and contribute to team plans to address identified areas for improvement and enhancement.

Indicative Content

- definitions of quality
- college quality standards, systems and frameworks
- external quality standards, e.g. Universities and Colleges Climate Commitment for Scotland, Professional Standards for Lecturers, SFC, Education Scotland, ISO and EFQM
- quality standards relating to partnership agreements, e.g. with colleges, partner schools, CLD, higher education institutions and businesses
- quality roles and remit
- processes, procedures and pro-formas
- evaluative modes of thinking and writing
- self-evaluation, audit, review and benchmarking
- identification and sharing of best practice
- sources of evidence
- quantitative and qualitative data
- data collection methods, e.g. questionnaires, observations, surveys, discussion groups and interviews
- analysis of performance indicators (PIs) and benchmarking data e.g. attainment, achievement, retention and progression, equalities and under represented groups
- feedback from learners and other key stakeholders, e.g. partner schools, employers and community organisations
- target setting, action planning, monitoring and reviewing progress
- link to CPD/reflective practice
- impact on overall college evaluation.

Initial Professional Standards for Professional Practice and Development

Context and Rationale

Lecturers must be flexible, reflective, innovative, creative and personally committed to continuing vocational and professional development. They must understand the context for continual change to ensure the high quality of the learner experience. Lecturers should be a model for change by demonstrating an individual commitment to continuously develop their professional practice towards excellence for the benefit of learners, partner organisations and the wider educational context.

Standards

The lecturer should be able to:

1. Evaluate critically how education is influenced by, and contributes toward, policies that impact upon the wider political, social, economic, cultural and technological context.

2. Critically reflect on personal values and how they align with and support the values and ethics that underpin professional practice.

3. Understand the roles, rights and responsibilities of the lecturer and apply them to their professional practice.

4. Comply with all applicable statutory requirements and relevant codes of practice and apply them to their professional practice.

5. Promote good practice in relation to equality, social and cultural diversity and the protection and welfare of children, young people and vulnerable learners.

6. Manage self, relationships and work demands to promote personal, emotional and physical well-being.

7. Engage purposely in reflective practice.

8. Identify and undertake relevant professional development to enhance practice and maintain currency; develop and commit to personal continuing professional development strategies to achieve individual, team and organisational goals.

Indicative Content

- current government policies/initiatives, strategies and goals
- the funding environment in which Scotland's colleges operate
- collaboration: schools, colleges, universities, CLD, businesses and other agencies
- current 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, health and safety
- promotion/advocacy of current educational principles and values: Curriculum for Excellence, Skills for Learning, Life and Work, environmental awareness, sustainable development education, global citizenship and healthy lifestyles
- role descriptions and conditions of employment
- the development of the lecturer as a digital practitioner
- college processes for strategic and operational planning including the contribution made by lecturers
- engagement with recent and relevant research, educational theory and practice
- evidence based approaches to developing teaching and learning
- requirements of opportunities for and approaches to continuing professional development
- current practices in industry/commerce/business processes
- networks for sharing good practice including social media
- policy formulation
- appreciation of the rapidly changing knowledge base
- appreciation of the interdependence of global social, economic, and environmental systems
- Strategies to:
    - promote health, safety and wellbeing of learners, self and colleagues including methods for the prevention and reduction of stress
    - promote good relationships with colleagues: interpersonal and communication skills, equality and inclusiveness and conflict resolution.

Challenge Question

The following question was posed to determine if a vision for the future training of lecturers could be assessed and to develop a forward thinking approach to the refresh of the current standards:

'What do lecturers need to do to prepare for their role in 2020?'

You may wish to consider areas such as the current Curriculum for Excellence, promoting equalities, sustainability, creating an enterprise culture or other educational priorities.

The sample size of respondents was relatively small at 21, however, the responses ranged from minimal input to a reasonably detailed submission. It was not within the original scope of this review to ask a challenge question, however, the information obtained does confirm the direction future developments should follow. This is well demonstrated in the comments relating to ICT. The answers provided to the challenge question can be considered in any future reviews and are, therefore, a valuable contribution to this review.

Challenge Question Themes Arising from Responses

Learners	Lecturers will be required to develop their understanding of pedagogy and extend their understanding of the different roles which they can undertake within the classroom
	fully engage with learners in the evaluation of the learning, teaching and assessment processes
	They need to work as part of a team to share in delivery of quality learning and teaching
	Increased knowledge of other sectors (for a generation of lecturers, students will be emerging from a school system that is unrecognisable to those lecturers and will be progressing to an HE environment which will bear no relation to the system that they went through)
	Knowledge of how to accommodate mainstreamed learners with disabilities
	fully engage with learners in the evaluation of the learning, teaching and assessment processes
	have aspirations for their learners which go beyond the attainment of qualifications
	They should also ensure that they know what is going on outside their classroom as we will all have to work together to address the challenges of 2020 and beyond
	Look outside their disciplines and geographical areas, to wonder at other ways of learning and teaching

	Go with learner-centered teaching and stick with it: 'Learner should be working harder than the lecturer… '
	Allowing for a more independent approach to learning will require lecturers to be facilitators rather than directors of learning – supporting the learners and advising them in the learning choices. The need to ensure that learning is considered as a truly lifelong engagement and not merely as a means towards measured qualifications, and will require consideration of all aspects of a learner's development.
ICT	Very robust IT skills including VLE technology; Presentation Software; email and assistive technologies.
	They should be aware of developments in their subject and in the potential of ICT to help them and to engage with a wider range of learning styles and with colleagues across the sector.
	Sharing and dissemination of information to save 'reinventing the wheel', embracing digital technology.
	Predicting how we will use technology in relation to teaching and assessment should be at the heart of how lecturers begin to prepare for what the future throws at them. We are already seeing small advances being made in e-assessment and how feedback is handled in relation to VLEs and e-portfolios, however, I feel these open and transparent systems are not yet mainstream.
	Lecturers need to be aware of and trained in the use of new learning technologies like SIMs, VLEs, Social Networks, adaptive technologies as well as the developing educational theories.
	Digital Practitioner: Lecturers already need to be reasonably competent in the use of ICT but there will be a need too for lecturers to be digital practitioners, not just able to make use of ICT for learning and teaching but to be managing their own digital identity and to be engaged with the ethical and moral issues associated with the use of technologies. The digital practitioner will be one who can make informed choices about how best to use technology and to influence the development and use of technology.
	A Website for Scotland's Lecturers for sharing subject resources would save reinventing wheels?
	change is constant electronic/digital, teaching standards lecturers need to develop and maintain pedagogical skills in the use of ICT to support learning. There is no need to understand underlying technical concepts but there is a need to use technology in a variety of learning situations to support learning in and outwith the institution.
Professional Standards and CPD	Lecturers will need to access purposeful professional development which cultivates a love of learning, creativity, innovation and teamwork and helps them understand the importance of reflecting on their practice and why they should.

	Excellence in subject expertise and a commitment to continuing CPD in their field in short: 'to become more professional'. In the context of lecturers in FE that means that they should: • engage with professional development as educators, recognising the need for change such as CfE and development. Real and relevant CPD is often overlooked due to budget constraints, with many HR departments preferring to run inhouse programmes to better the Learning and Teaching experience, or make sure that everyone is trained to use current technology to deliver the curriculum, yet all that is of little use if the content being delivered is no longer industry relevant (no matter how slick the delivery) … Industry placements, aided by a central source – *Scotland's Colleges*? CPD should be focused not on the statutory aspects as it appears to be now, but on improving teaching techniques, and identifying barriers to learning. Ongoing reflective practice could be part of updating/renewing or adding to teaching qualifications? More quality learning opportunities must be provided for lecturers whether studying for TQ(FE) or not to ensure that standards continue to improve for the future and short cuts are not taken just to tick boxes. A good teacher, in my view, is one who knows they need to keep on developing to remain strong and a good college helps to do this through offering high quality, individually relevant CPD, professional development programmes, provision of appropriate technology and peer learning opportunities.
Teaching Practice and Reflection	Lecturers will be required to develop their understanding of pedagogy and extend their understanding of the different roles which they can undertake within the classroom. • Above all, the ability and confidence to be a reflective practitioner, with self-evaluation 'mainstreamed' in all aspects of professional activity • The creative ability to invent stimulating and interesting activities and materials for learners fully engage with learners in the evaluation of the learning, teaching and assessment processes • have aspirations for their learners which go beyond the attainment of qualifications Go with learner-centred teaching and stick with it. 'Learner should be working harder than the lecturer… ' Creative: The diverse range of learners and the changing expectations of learners with instant access to technology will require lecturers to respond with creativity of learning opportunities and possible 'bite-sized' learning development, responding to the learners' wishes for individual development.

	Lecturers themselves may need to consider what they need to do to meet the ongoing demands of their teaching role, and management may need to consider this point also – not forgetting of course their partnership with learners and their ever changing learning needs. Sharing is the key. Lecturers need to share with others (including those outwith their own institutions). Share lesson plans, tutorials, ideas, best practice. Too much is done in isolation and too much reinvention happens.

Glossary Of Key Terms

The following definitions may help readers in the proper interpretation of the standards contained in this document:

Assistive Technologies

Technological aids designed to enable people with additional needs to participate more fully and effectively in the learning experience.

Core Skills

The abilities individuals need as active, enterprising, and responsible members of society. The five Core Skills are: Communication, Numeracy, Problem Solving, Information Technology, and Working with Others. The Core Skills framework extends progressively through the Scottish curriculum, starting during the 5–14 age range, continuing through Standard Grade courses and National Qualifications, and carrying on into HNCs, HNDs, degrees and Scottish Vocational Qualifications.

Differentiation Strategies

Strategies to take account of the varied needs, abilities and expectations of learners, e.g. provision of course materials in different formats and at different levels.

Extended Learning Support

See 'Learning Support'. Extended form of this resulting from identified additional needs or other special circumstances of the learner.

Global Citizenship

Oxfam sees a Global Citizen as someone who: is aware of the wider world and has a sense of their own role as a world citizen; respects and values diversity; has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally; is outraged by social injustice; participates in and contributes to the community at a range of levels from local to global; is willing to act to make the world a more sustainable place; takes responsibility for their actions.

Learner Support

Generic term for any form of support provided to the learner by the college.

Learning Support

Vocational / academic support provided to learners as part of the learning and teaching process.

Literacies

Shorthand for 'adult literacies'. In the 'Report on the Scottish Adult Literacy and Numeracy Strategy 2004–2005', adult literacies are defined as: 'The ability to read and write and use numeracy, to handle information, to express ideas and opinions, to make decisions and solve problems, as family members, workers, citizens and lifelong learners'.

Meta-cognition

Is defined as 'cognition about cognition', or 'knowing about knowing'. It can take many forms; it includes knowledge about when and how to use particular strategies for learning or for problem solving.

Skills for Citizenship

Skills, often embedded in programmes of education, which may help a learner to become a more engaged, responsible and effective citizen.

Skills for Employability

Skills, often embedded in programmes of education, which may help a learner to become more employable in a general sense. Sometimes referred to as 'Soft Skills' or 'Transferable Skills', although the precise interpretation of these terms may vary across different settings.

'The Reflective Practitioner'

The practitioner who continually reflects on the effectiveness and appropriateness of their approaches and techniques for learning, teaching and assessment with a view to enhancing the learner experience. Such reflection may typically involve the consideration of educational/behavioural theories, institutional/governmental policies and examples of good/best practice from a range of sources.

Sustainable Development

Is a pattern of resource use that meets the needs of the present without compromising the ability of future generations to meet their own needs (Brundtland). The Scottish Government defines the goal of sustainable development as to enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life without compromising the quality of life of future generations.

Sustainable Development Education
Is the process of acquiring the knowledge, skills, values and attitudes needed to build local and global societies that are sustainable – just, equitable and living within the environmental limits of our planet, both now and in the future.

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