

Trusted Teaching



The Standard for Provisional Registration (Lecturers – in Scotland's Colleges)

1. Introduction

This Professional Standard, known as the Standard for Provisional Registration (Lecturers – in Scotland’s Colleges) (SPRL), outlines entry criteria for college lecturers to the Register of Teachers within the Provisional Registration status. As a transitional, time-limited status for registration of college lecturers who are currently employed within a college in Scotland, this SPRL applies to a limited group of college lecturers. This SPRL will apply to college lecturers who are currently employed in a college in Scotland, up to a date as to be formally agreed and specified by GTC Scotland, who do not currently

meet the registration requirements for Full Registration. Being assessed to meet this Professional Standard, as well as meeting all registration requirements set out in the Registration and Standards Rules 2015, will result in the award of provisional (conditional) registration in the category of further education with GTC Scotland. The SPRL is the Relevant Standard for Provisional Registration for further education, as required by the Registration and Standards Rules 2015.

This GTC Scotland Professional Standard was published in February 2023.

1.1 Purpose of this Professional Standard

Teaching is a profession in Scotland and Professional Standards describe a profession’s ‘way of being’. This particular GTC Scotland Professional Standard (SPRL) has specific purposes:

- It describes the essential professional commitment and values required for entry to the Register of Teachers as an existing college lecturer who has yet to gain a recognised teaching qualification
- It sets out the essential professional knowledge, understanding and skills required to achieve provisional (conditional) registration on the Register of Teachers as an existing college lecturer who has yet to gain a recognised teaching qualification
- It promotes the status of the teaching profession through making explicit the complex nature of the college lecturers’ role
- It further strengthens public confidence in the teaching profession and all those entered on the Register of Teachers in Scotland

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2.1 Essential Professional Values and Professional Commitment

As a college lecturer teaching in Scotland's colleges you:

2.1.1 Understand your role and influence on students and the impact of this on society as a whole, by supporting individuals to learn and develop, by upholding the professional values as stated in the Professional Standards for Lecturers in Scotland's Colleges of:

- Students at the centre
- Leadership of learning
- Continuous professional development

2.1.2 Recognise the trust placed in college lecturers to effectively teach and to act in a way which supports the safety and wellbeing of students. By acting with integrity and professionalism in all that you do, you commit to social justice and work to provide students, their communities and the public with trust and confidence in those who teach, honouring teaching as a trusted and respected profession.

2.1.3 Engage in learning, reflection, enquiry, leadership of learning and collaborative practice as key aspects of your professionalism and the support and development of the wider profession. This commitment to the profession, to professional learning and growth, to the development of students, and to helping support that of colleagues, is demonstrated through all aspects of your professional practice. It is demonstrated by working collegially with enthusiasm, adaptability, critical thinking and associated constructive, professional dialogue.

2.1.4 Demonstrate a professional commitment to understand the needs of all students and to provide high-quality and effective teaching, promoting inclusive practices, equality and diversity.

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2.2 Professional Knowledge, Understanding and Skills

As a college lecturer you are required to:

2.2.1 Support the safety and wellbeing of students, being fair and protecting them from harm, and effectively managing your assumptions and personal beliefs.

2.2.2 Engage in ethical and professional relationships with students that respect professional boundaries and the diversity of all students.

2.2.3 Design learning based on curriculum and pedagogical and/or andragogical knowledge, and an understanding of each learner’s strengths, interests, needs, identities, and cultures. Developing a broad understanding of the college community and the students you teach including all current and applicable legislation and statutory duties.

2.2.4 Teach and respond to students in a knowledgeable and adaptive way and in line with awarding body requirements to progress their learning at an appropriate depth and pace, select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy/andragogy, progressions in learning and the students.

2.2.5 Use an increasing repertoire of teaching strategies, learning activities, technologies and other resources, and assessment for learning strategies and modify these in response to the needs of individuals and groups of students.

2.2.6 Effectively gather, analyse and use appropriate assessment information to identify progression and next steps for learning, including any further support or adaptations required; provide ongoing feedback and support for students to help them recognise achievements and to determine their next steps.

2.2.7 Use inquiry, collaborative problem solving and ongoing professional learning to improve professional capability which impacts on the learning and achievement of all students to understand and address diverse needs.

2.2.8 Demonstrate an understanding of the principles, purposes and processes of quality assurance, improvement and enhancement as an individual and as a member of a team to benefit students and learning.