

SECTION 1: Review Details *(to be completed by reviewee)*

Name:		Post:	
Dept/Faculty:		Date of Last Review:	
Reviewer Name:		Reviewer Post:	

SECTION 2: Document Review

Please confirm that you have discussed the following
(to be completed by reviewer)

Please circle:

CPD Log: Submitted to Human Resources	Yes No
Job description	Yes No
Previous Career Review Documentation	Yes No

SECTION 3: Achievement of Objectives

Please give details of objectives achieved since last review, or since start of a new job role. You may find the prompts provided on page 5 useful when completing this section.

Objective	Objectives Achieved and comments <i>(to be completed by reviewee and reviewer).</i>

SECTION 4: Lecturing Staff

Discussion on Job Role *(to be completed by reviewee and reviewer)*

You may find the prompts provided on page 5 useful when completing this section.

Key Areas for Reviewer/Reviewee Comments:	Links to Framework	
	*ES	**iIP
Planning and Preparing the Learning Experience	1.2 2.4 6.3	2, 6, 7, 8, 9
Lecturing/Facilitating Learning	1.2 2.3 3.1 3.2 4.1 7.1	1, 2, 6, 7, 8, 9
Assessment	7.1 4.3 2.3	2, 6, 7, 8, 9
Quality of Standards	4.3	2, 6, 7, 8, 9
Professional Practice and Development	8.1	2, 8, 9
Managing an Inclusive Learning Environment	2.3 2.4 3.1	1, 2, 6, 7, 8, 9

*ES – Education Scotland **iIP – Investors in People

SECTION 5: Summary of Key Strengths and Areas for Development

(to be completed by reviewer/reviewee)

Key Strengths:

Areas for Development:

SECTION 6: Objectives for Next Period
(to be completed by reviewer/reviewee)

Reviewee Objectives: <i>(to be completed by <u>reviewer/reviewee</u>)</i>	Linked to: -
	Strategic/Operational Priorities

SECTION 7: Staff Development Requests
(to be completed by reviewer)

Development Need	Benefit to Role	Link to Strategic/ Op. Priorities	Planned Date	Action by Reviewee/ Reviewer

SECTION 8: Review Confirmation *(to be signed by the reviewee and reviewer)*

Reviewer:	Reviewee:
Signed:	Signed:
Date:	Date:

Career Review Form – Lecturer

Human Resources
Committee
May 2018
Appendix K

<i>HR use only</i>	<i>Scanned</i>	<i>Saved</i>	<i>Logged</i>
<i>Initial & Date</i>			

DRAFT

Lecturing Staff – Useful Prompts

The following prompts have been developed to provide you with some examples which will help you prepare for your Career Review meeting: -

Theme	Areas for discussion
Planning and Preparing the Learning Experience	<ul style="list-style-type: none"> • Methods of preparation • Master Folder responsibilities • Lesson planning • Supporting individuals • Personal targets for individuals • Resources, equipment, accommodation to support learning
Lecturing/Facilitating Learning	<ul style="list-style-type: none"> • Learners influencing their own learning • Use of e learning materials • Teaching/learning strategies • Development of softer/wider skills • Use of questioning to underpin and support further learning • Student Guidance • Self-reflection of teaching sessions
Assessment	<ul style="list-style-type: none"> • Online v paper based • Structuring assessments • Assessments matching individual needs • Learner achievements
Quality of Standards	<ul style="list-style-type: none"> • Nationally set • Individually set • College Quality Assurance processes (examples include; Internal Verification, Principal Assessor, standardisation, marker, vetter, setter etc...)
Professional Practice and Development	<ul style="list-style-type: none"> • Keeping up to date with industry and professional practices • CPD undertaken and its impact
Managing an Inclusive Learning Environment	<ul style="list-style-type: none"> • Strategies used/adopted • Promoting equality and diversity

South Lanarkshire College's Strategic Plan:



“2020 Vision”

Vision:

To be Scotland’s leading provider of college education and training.

Mission

“To ensure learners are well prepared for the future by developing their skills, knowledge and understanding in a high-quality learning environment.”

Ethos:

We believe in:

- promoting equality and diversity
- being passionate about our work
- continual improvement
- high achievement
- listening and acting on feedback
- sustainability
- community and social value
- promoting health and safety
- innovation

Strategic Priorities



Priority 1: We aim to have satisfied students.

We will:

- 1.1 Promote equality, diversity and fairness in all our activities
- 1.2 Deliver high attainment rates
- 1.3 Provide high-quality learning experiences
- 1.4 Be creative and innovative in our approaches
- 1.5 Continue to pursue growth

Priority 2: We aim to deliver effective skills training.

We will:

- 2.1 Offer courses that are destination-driven
- 2.2 Engage with employers at local and national level
- 2.3 Nurture strong links with New College Lanarkshire
- 2.4 Develop productive partnerships with volunteering agencies and community groups
- 2.5 Align outcomes in operational plans with Government, Funding Council and other public bodies' agendas for skills' delivery and training
- 2.6 Continue to have strong links with South Lanarkshire Council and contribute to targets in its single outcome agreement
- 2.7 Build on existing strong links with universities and other colleges for student progression

Priority 3: We aim to promote sustainable behaviours

We will:

- 3.1 Promote environmental sustainability
- 3.2 Provide opportunities for staff to develop themselves through professional learning
- 3.3 Deliver financial sustainability
- 3.4 Promote sound governance
- 3.5 Manage risks effectively
- 3.6 Provide effective leadership and management throughout the organisation

Appendix 1 - GTCS Registered Employees and their Line Managers

Specific advice on Professional Update for General Teaching Council Scotland (GTCS) registered employees and their line managers.

This guidance relates to all and any staff, whether joining South Lanarkshire College as GTC registered staff and maintaining this status, or becoming registered with GTC during the period of employment.

Introduction

As of August 2016, engagement in Professional Update (PU) is a requirement to maintain registration with GTCS for registered lecturers working in the College sector. This appendix provides information and guidance for GTCS registered employees of South Lanarkshire College and their line managers to meet the requirements of Professional Update.

South Lanarkshire College have had their Professional Review and Development (PRD) system validated by GTC Scotland for Professional Update.

Key Purposes of Professional Update

Professional Update focuses on continuous improvement rather than performance management, entirely in keeping with the College ethos of ongoing development.

The key purposes of Professional Update are:

- to maintain and improve the quality of our lecturers as outlined in the appropriate professional standard and to enhance the impact that they have on learners' learning
- to support, maintain and enhance lecturers' continued professionalism and the reputation of the teaching profession in Scotland

1. Professional Update Requirements

Fully registered lecturers at South Lanarkshire College are required to:

- **Record professional learning using the MyGTCS system - you should check your contact details are up to date annually.**
Each registered lecturer should have a MyGTCS account through which contact details can be checked and amended. If you do not have an account set up, this can be created at www.gtcs.org.uk using your GTCS number, date of birth and by creating your own password.

- **Engage in ongoing career-long, high-quality, professional learning**

Ongoing engagement with high quality learning and development opportunities in turn provides high quality learning experiences for the College's learners. Professional learning is what lecturers engage in to stimulate thinking and professional knowledge and to ensure that their practice is critically informed and up to date.

Here are some examples of professional learning:

<http://www.gtcs.org.uk/professional-update/professional-learning.aspx>

- Self-evaluation and critical reflection processes
- Experiential, action or enquiry-based learning
- Professional dialogue with colleagues, other professionals, parents, and learners
- Focused professional reading and research
- Leading or engaging in practitioner enquiry / action research
- Critical analysis of reading, learning and impact on professional practice
- Employer engagement
- Learning about aspects of the curriculum or pedagogical practice
- Peer support e.g. coaching or mentoring
- Classroom visits / peer observation
- Online learning / blogs
- Work shadowing
- Cooperative or team teaching
- Participation in collaborative activity e.g. teacher learning community, learning round
- Leading or participating in a working or task group
- Planning learning which is inter-disciplinary or cross-sector
- Participation in activities relating to assessment and moderation
- Secondments, acting posts and placements
- Masters study and qualifications
- Accredited courses or activity related to achieving national professional standards for teachers
- Professional / Academic conferences

A full calendar of events is offered through our Staff Developments days and they can be accessed via MyCPD. Individual development opportunities and activities can be discussed with your line manager and the Human Resources team and requested using the online Staff Development Request form.

Contact the HR Team: HumanResources@slc.ac.uk

- **Self-evaluate using professional standards**

The Standard for Lecturers in Scotland's Colleges (2012) is currently held by the Scottish Government and can be accessed here: <http://www.gov.scot/Publications/2012/03/6519>. The GTC Scotland suite of professional standards covering all stages of a teacher's / lecturer's career is available here: <http://www.gtcs.org.uk/standards/standards.aspx>.

Some aspects within the GTCS Standard for Full Registration and also within the Leadership and Management standard may be appropriate for lecturers working in Colleges. The Standard for Career-long Professional Learning in its entirety is also appropriate for all lecturers:

<http://www.gtcs.org.uk/standards/standard-for-career-long-professional-learning.aspx>

Further reading on Career Long professional learning:

<http://www.educationscotland.gov.uk/professionallearning/clpl/clpl.asp>

The standards offer constructive support for registered members as they consider how you might continue to develop professional knowledge and skills through ongoing self-evaluation and professional learning. Lecturers can self-evaluate and plan professional learning using an aspect of any of the professional standards appropriate to their area of focus.

- **Discuss the impact of professional learning through professional dialogue**

A wide variety of learning and development is available through organized events both internally and externally. Participating in College, local and national working groups, being observed in the classroom and professional dialogue with colleagues is valid and beneficial to personal and professional development. All employees are encouraged to engage in professional dialogue as it is a key component of review and development meetings and supports professional learning.

- **Maintain a record of professional learning / associated evidence**

The MyCPD system will record all events and activities booked through the College system. It also allows addition of individual records to include reading of literature, professional dialogue etc. This record can be exported from the system for upload into the MyGTCS system, which **must** be used for recording activity relating to Professional Update. The MyGTCS record should record professional learning activities reflecting on the professional standards and the impact of your professional learning.

GTC Scotland Guidance on Evidence of Impact can be accessed here:

<http://www.gtcs.org.uk/professional-update/professional-learning-journey-using-evidence-of-impact.aspx>

- **Confirm engagement in the Professional Update process every five years for sign off**
GTCS registered lecturers are required to complete the 'sign-off' process every five years through the MyGTCS system.

The statement which a registered lecturer is required to confirm is as follows (the wording of this statement may be subject to amendment by GTCS):

*"I confirm that I have engaged in ongoing professional learning, reflected against an appropriate *GTCS Professional Standard, maintained a record of my professional learning with associated evidence of impact of my professional learning on my thinking, practice and professional actions, and have discussed this with my line manager as part of my Professional Review and Development process."*

**Please note it is not mandatory for lecturers to reflect against the GTCS suite of standards and lecturers can choose to work across these and / or the Standard for Lecturers.*

At South Lanarkshire College, the PRD process is MyCPD, find out more under MyHR in the portal: <https://portal.slc.ac.uk/>

The line manager will then confirm this engagement via MyGTCS by confirming the lecturer's 'sign off'. Line managers are not required to be GTCS registered to participate in this process and a non-registered manager can have a MyGTCS account set up by emailing PLD@gtcs.org.uk.

Registered Lecturers will be notified directly by GTCS at the beginning of the year that their Professional Update sign off is required. Lecturers can also see on the homepage within in their MyGTCS account when their Professional Update year is.

Information about the deferral process can be found in Section 3 (Deferral Process).

MyCPD is available to all staff at South Lanarkshire College and lecturers are required to record College-related activity, however, a lecturer can upload information from here to their MyGTCS account where reflection against the standards and evidence of impact can be recorded.

2. The Role of Line Managers

Line managers should be familiar with the requirements of registered lecturers, as set out in Section 1 (Professional Update Requirements).

It is the responsibility of every individual GTCS registered lecturer to engage in reflective professional learning to meet the requirements of Professional Update. Professional learning is what lecturers engage in to stimulate their thinking and professional knowledge and to ensure that their practice is critically informed and up-to-date.

With MyCPD, line managers play a supportive as well as a challenging role, encouraging their individual staff and teams to reflect on practice with a focus on continuous improvement and assisting in the identification of professional learning activities and opportunities which will contribute to this.

GTCS registered lecturers should notify the line manager of their intention to engage in Professional Update and maintain registration with GTCS. Lecturers should also notify their line manager when it is their sign off year.

GTCS require line managers to confirm the ongoing engagement in professional learning on an annual basis through the College process (MyCPD) and every 5 years by 'signing off' Professional Update with GTCS at the lecturer's identified sign-off year. Completing the sign off process enables the lecturer to have their GTCS registration confirmed for a further five years.

The line manager signing off professional learning through the Professional Update process is referred to as the Reviewer. A Reviewer must set up a MyGTCS account, so they can link their account to their GTCS registered staff. This is required to allow the lecturer to share their record on an ongoing basis with the Reviewer and also to enable the 5 year sign-off process. Reviewers are not required to be GTCS registered to participate in this process and a non-registered Reviewer can have a MyGTCS account set up by emailing PLD@gtcs.org.uk requesting this. If a Reviewer is already a GTCS member then they should email PLD@gtcs.org.uk requesting Reviewer status.

When a GTCS registered lecturer has completed Professional Update, they must submit their Reflective Professional Learning Record to their Reviewer. This is done via linked MyGTCS accounts.

The GTCS registered lecturer requests a Reviewer by clicking “request association” and entering the reviewer’s email address in their MyGTCS account. This only has to be set up once and would require change only if the Reviewer changed. The Reflective Professional Learning Record should then be discussed as part of the process and take into account evidence of impact.

The statement which a line manager is required to confirm is as follows (the wording of this statement may be subject to amendment by GTCS):

*“You have been asked to confirm that a teacher you are associated with has engaged in ongoing professional learning, reflected against an appropriate *GTCS Professional Standard, maintained a record of my professional learning with associated evidence of impact of my professional learning on my thinking, practice and professional actions, and has discussed this with you as part of their Professional Review and Development process.”*

**Please note it is not mandatory for lecturers to reflect against the GTCS suite of standards and lecturers can choose to work across these and/or the Standard for Lecturers.*

3. Deferral Process

It is recognised that there are a number of exceptional circumstances which may make completion of the Professional Update process within the designated timescale difficult. These include, but may not be limited to, career breaks, extended illness and maternity / paternity / adoption leave. In such circumstances, an extension to the 5 yearly sign off period may be requested.

Deferral would be subject to approval by the lecturer’s immediate line manager, or the Head of Human Resources. A request for deferral can be made at any point in the year but should be made as far in advance as possible. Deferrals would normally be granted for a period of one year with the expectation that Professional Update sign off would be completed the following academic session. Where a lecturer knows in advance that the deferral period is likely to be greater than one year, this should be discussed with their line manager.

Where there is disagreement in relation to a decision regarding a deferral which cannot be resolved between the lecturer and their immediate line manager, the matter should be referred to the Head of Human Resources.

The decision to grant a deferral sits with the employer, in this case South Lanarkshire College. Where a deferral has been approved by a line manager, GTCS should be informed by way of the MyGTCS account. The GTCS Professional Update guidelines at <http://gtcs.org.uk/professional-update/professional-update-what-do-i-need-to-know-do.aspx> give information about deferrals.

4. Appeals Process

Professional Update focuses on the lecturer's commitment to career long professional learning and the impact of this rather than determining whether or not a registered lecturer is, or has remained, competent in relation to the Standard for Lecturers in Scotland's Colleges (2012).

Where there are competency issues in relation to a lecturer's performance, this is a separate matter and would be addressed through College policy, advice on which can be sought through the HR team.

Where there is dispute or disagreement about any aspect of the Professional Update process which cannot be resolved between the lecturer and their immediate line manager, the matter should be referred to the Head of Human Resources.

5. Action by South Lanarkshire College

South Lanarkshire College expects that GTC registered staff will engage fully in professional review and development and Professional Update, making use of the support and tools available via GTCS.

- South Lanarkshire College will provide support and guidance where appropriate to support meeting the Professional Standards for College Lecturers.
 - Key support will normally be via liaison with your line manager and would include developmental opportunities such as (but not limited to) peer observation, tailored training and development as well as access to the full South Lanarkshire CPD calendar.
- GTCS registered staff will be reminded annually to check that their contact details with GTCS are up to date and to amend these as appropriate.