early
careers

UCU
University and College Union

foreword

At the end of 2008 UCU carried out its first survey of members who are at the beginning of their careers in post-school education. We asked you about the problems you had experienced starting work in the sector, what kind of support you thought would be helpful, and also about your views of UCU. Your response was overwhelming with the largest number of participants in any survey the union has carried out. The results eloquently describe the experience of being a new member of staff in further and higher education, and will inform the work UCU does to represent you and to help meet your needs and aspirations in the future.

One of the most frequent problems described was a lack of guidance and support for new staff – a feeling of being left to sink or swim – sometimes without a proper induction programme or training. As one member described it:

> "With no real induction I have to chase around finding out information that, had it been made available to me, would have saved me stress and extra workload in an already demanding career."

This is a guide for staff who are new to, or are considering, a career in post-school education. It contains professional guidance on finding the right job for you, what to expect when you start work, and tips on getting the most from your career. It also gives practical advice on what to do if you have a problem at work, as well as signposting other sources of help available and, importantly, showing how active membership of a trade union can improve the working lives of everyone.

I hope you will find this a useful resource and one that you will return to throughout the early stages of your career. In addition to material provided by experienced trade union and education professionals, I have included contributions and suggestions from the many members who kindly volunteered to act as a user group, so the guidance here is based on the real experience of staff in further and higher education. However, in an ever-changing sector we will be updating this guide from time to time and welcome your feedback and comments. If you have any suggestions to make please contact me, Ed Bailey, at ebailey@ucu.org.uk.

With our very best wishes for your future career in post-school education.

Ed Bailey
UCU National Organiser

thank you

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Getting your first job in post-school education

Finding the right job for you

JOB ADVERTS

Looking at job adverts is a quick and easy way to find out what jobs are available. Full-time and part-time college and university teaching posts are advertised in the Education Guardian (on Tuesdays), the Times Educational Supplement further education pages, and the Times Higher Education Supplement (both on Fridays). Other broadsheet newspapers including The Times, The Independent, and The Daily Telegraph publish job vacancies in further and higher education institutions. It is also worth checking local and regional press and the following specialist jobs websites for further and higher education posts:
http://www.jobs.ac.uk and http://www.fejobs.com

Remember, adverts are not designed to help you understand what different kinds of jobs involve – they are generally for people who know the type of job they are after. College and university careers services have a wealth of resources to support career research and planning, and you may also find it helpful to talk to a careers adviser before applying for particular jobs.

WEBSITES AND JOB BOARDS

Most employers now advertise vacancies on their websites or through online job boards. You can also find further education (FE) and higher education (HE) job vacancies online on specific education sector job boards, general job boards that cover all employment sectors, or local job boards that advertise jobs available in a particular geographical area. For example the Times Higher Education website has a job board for positions in universities where you can browse by role, location etc:
http://bit.ly/4XAEcq

DIRECT APPROACH

You could also try approaching local colleges, or adult education institutions that offer courses in your subject area/s – although you could be offered casual or temporary teaching hours rather than a permanent position.

AGENCIES

A number of FE colleges in England also employ hourly-paid teaching staff through employment agencies so you could try registering with employment agencies that specialise in the tertiary education sector.

How to apply

THE APPLICATION FORM

If you are applying for an advertised post you will be asked to complete an application form giving full details of your education and any employment experience.

REFEREES

Most colleges and universities will ask you to give the names of referees (usually two) who can vouch for your experience and abilities – remember to ask potential referees for their permission before supplying their details on an application form.

College and university careers services have a wealth of resources to support career research and planning, and you may also find it helpful to talk to a careers adviser

Getting your first job in post-school education

Interview panels will be seeking out the most suitable candidates for the vacancy rather than trying to trip you up so you just need to be clear and honest about what you can offer

EQUAL OPPORTUNITIES MONITORING
Most institutions will require you to complete an equal opportunities form as part of their equal opportunities policy. This enables them to monitor their records to ensure fairness in the treatment of applicants, whatever their sex, ethnicity or physical ability.

JOB DESCRIPTIONS AND PERSON SPECIFICATIONS
In many cases an application form will come with a job description, outlining the components of the job on offer, and a person specification, detailing the skills and experience being sought in the applicant. It is important to show in your application how you match these requirements. Making the most of what you can bring to the job will increase your likelihood of being shortlisted.

Check if the application form is available online. This can often be quicker and you will find it easier to make changes and correct any mistakes. If you do complete a paper form don't forget to keep copies of any applications that you send off.

YOUR CV
You might also want to draw up your own CV (curriculum vitae) if you are applying for jobs on spec. This should outline your education and any work experience, and name people who can be approached for references. Don't forget to cover any voluntary, community or other experience that could show you have the qualities and maturity to teach in a post-school setting. You should tailor any covering letter to show why you are applying to the particular institution and/or course. If you are applying for an advertised post you should complete any application form specified rather than just send in your CV. For more advice on CVs see the College and University Support Network website at: **http://bit.ly/8E8YW7**. There is also a useful example of an academic CV template at: **http://bit.ly/5dchSw**

Preparing for interviews, receiving feedback

INTERVIEW PANELS
Interviews can be nerve-wracking at any stage in your career. Interview panels will be seeking out the most suitable candidates for the vacancy – rather than trying to trip you up – so you just need to be clear and honest in outlining your background, any work experience you have, and the qualities you can offer.

PREPARATION
You should go over what you wrote in your application form and be prepared to answer further questions on your education, employment and/or voluntary experience that show you can do the job as outlined in the job description and person specification. Don't forget any transferable skills – experience you may have gained outside of an educational setting but which is relevant to the post you are applying for. You should also check out any information the institution may have sent you about the post so that you arrive at the interview well-informed. Look at the institution's website to find out more about your potential workplace.

Getting your first job in post-school education

If you know who is going to be on your interview panel it is often worth finding out a bit about them and perhaps reading any academic papers they may have written prior to the interview.

Tips on making the most of body language and non-verbal communication in interviews can be found at: http://bit.ly/4Zpqg1

FEEDBACK
If you are not offered the post, and don't know why, you can usually approach the institution's human resources or personnel department for feedback about your performance at the interview. This may be helpful for future applications and interviews.

Checks and references

THE JOB OFFER
If you are successful at interview you will usually be given a provisional job offer subject to references being received and other checks carried out by the employer prior to you starting in post.

REFERENCES
A previous employer is not legally obliged to provide a reference but, if they do, they have a duty to make sure it's accurate and not misleading. If you receive an offer of a job 'subject to a satisfactory reference' any contract will not take effect until this is received.

DOCUMENTATION
Employers are also now legally obliged to check that you are entitled to work in the UK and will ask you for documentation to prove this before issuing a contract. This can include passport, birth certificate or certificate of registration.

CRB CHECKS
In some cases an employer may need to carry out a Criminal Records Bureau (CRB) check, particularly if you are applying to work in education for the 14–19-year-old age group or in prison education – 'offender learning'. For more details visit the CRB website at: www.crb.homeoffice.gov.uk

CERTIFICATES
You may be asked to provide proof of your qualifications so make sure you keep all your certificates.

Employers are also now legally obliged to check that you are entitled to work in the UK and will ask you for documentation to prove this before issuing a contract

Contracts of employment

Your contract is a very important document because it sets out the terms and conditions under which your work is to be done

You should make sure that you understand your contract and ask for anything you're not sure about to be clarified

The importance of your contract

Before you start your new job you will be issued with a contract of employment which you will be asked to sign and return, usually to the human resources/personnel department of the college of university where you will be working. You should also be given a copy which you should keep somewhere safe for future reference.

Your contract is a very important document because it sets out the terms and conditions under which your work is to be done. It also tells you what the employer expects of you and what you can expect of them. You should make sure that you understand your contract and ask for anything you're not sure about to be clarified.

Once a college or university has offered you a job and you have accepted it, this constitutes a legal contract of employment, even if you have not yet had a copy of your contract in writing.

The college or university has to provide you with a written copy of the main terms and conditions of your employment no later than two months after you've started working, but ideally you should get this before you start.

WHAT IS IN YOUR CONTRACT?

Your contract will contain a statement of your terms and conditions of employment and the following information:

- the names of the employer and the employee

- the date your employment began/begins

- the period for which it is expected to continue or the date when it will end – if the job is not permanent

- the scale or rate of pay, or an explanation of how your pay will be calculated

- how often you will get paid ie whether monthly, weekly etc and on what date

- your hours of work

- your holiday entitlement including public holidays and holiday pay

- your job title and/or a description of what work you'll be doing

- where you will be based and the address of the employer

- details of any work you will be asked to do outside the UK including how you will be paid

- details of sick pay, pensions and what notice is required by either you or the employer to terminate the contract

Your employer should never make changes to this contract except:

- where the contract allows for a change (for example it might state that your place of work can vary)

- if both you and the employer agree to a change

Contracts of employment

- through collective bargaining ie if your trade union negotiates changes to staff contracts with the college or university

- by ending your contract and offering you a new one.

If your employer makes changes to your contract, or if there is anything you are not sure about, you can seek advice from a UCU representative in your college or university.

Types of contracts

PERMANENT CONTRACTS

Permanent contracts apply to staff engaged in continuous employment – as opposed to those employed for a fixed period of time or on an hourly basis. A permanent contract will be open-ended and does not need to be renewed. Either the employer or the staff member can terminate the contract by giving notice in writing – the period of notice required will be contained within the contract itself.

FRACTIONAL OR PRO-RATA CONTRACTS

Pay and conditions of service are expressed as a fraction of those received by a comparable full-time employee. So, for example, in a 0.5 contract the part-timer works exactly half the number of hours of a full-timer and receives half of all entitlements such as holidays. Fractional part-timers should therefore check that the terms and conditions in their contract of employment accurately reflect the fraction on which they are employed.

CONTRACTS FOR HOURLY-PAID STAFF

Contracts for hourly-paid staff specify an hourly rate of pay and may or may not specify a fixed number of hours to be worked. Such contracts are often categorised as part-time contracts, but hourly-paid staff often work as many hours as full-time staff. In many institutions, hourly-paid staff are differentiated from other part-time (fractional) and permanent staff by having different job descriptions, different holiday entitlements and different rates of pay.

For teaching and lecturing staff hourly rates of pay are often paid per contact hour but also include payment for a notional amount of time for preparation, marking, giving student support etc. It is important to establish with the employer:

- how the hourly rate is calculated

- what the hourly rate represents.

Under the principle of equal pay for work of equal value the hourly rate should be equivalent to what a comparable full-time member of staff is paid. If you are in any doubt about how your hourly rate of pay is worked out please contact your branch for further advice.

Hourly-paid staff are sometimes denied employee status and the right to sick pay, occupational pensions etc. Again, contact your branch for advice if you have concerns about this.

Under the principle of equal pay for work of equal value the hourly rate should be equivalent to what a comparable full-time member of staff is paid

If you are in any doubt about how your hourly rate of pay is worked out please contact your branch for further advice

Contracts of employment

Fixed-term contracts can be full-time or part-time, and either hourly-paid or salaried

If your contract is for a fixed-term you need to be clear about the date on which it will finish

VARIABLE-HOURS CONTRACTS

An increasing number of part-timers are employed on contracts which allow variation in hours worked over the term of the contract. The particular terms and conditions of such contracts will be determined at your college or university. UCU believes that fractional/pro-rata contracts are the most appropriate form of contract for part-time staff, but where variable hours contracts are used they should specify a realistic minimum of contracted hours.

ZERO-HOURS CONTRACTS

Zero hours or 'as and when' contracts offer no guarantee of work, but merely set out the conditions, such as the rate of pay, if work is offered and accepted. UCU has a policy of opposing such contracts as they offer no security to the member of staff. Often when such contracts are used employers will claim that staff are self-employed and therefore do not have access to the majority of employment protection legislation (see below).

FIXED-TERM (TEMPORARY) CONTRACTS

This means that, written into the contract, is a specified date on which it will come to an end. It may alternatively specify that the contract will come to an end when a particular task is completed.

Fixed-term contracts can be full-time or part-time, and either hourly-paid or salaried. If your contract is for a fixed-term you need to be clear about the date on which it will finish. It may not be necessary for your employer to give you any additional notice other than that in the contract itself unless they wish to bring it to an end before the specified date. However, your employer is obliged to consult with you about the ending of your contract and to seek ways to avoid your dismissal – for example by extending your contract or offering you alternative work. In some circumstances your employer is also legally obliged to consult with UCU on ways to avoid your dismissal at the end of your fixed-term contract. If you are dismissed then you may be entitled to a redundancy payment. If you have any concerns about unfair dismissal or redundancy rights in relation to your fixed-term contract you should contact your UCU branch for further advice.

The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002

This legislation seeks to prevent fixed-term staff being treated less favourably than their permanent colleagues. It also prevents the use of successive fixed-term contracts for periods of longer than four years, unless the employer can provide objective justification for their continued use.

The most important issue for members who have completed four years of successive fixed-term contracts is what type of permanent contract they are transferred to. The regulations merely remove the end date from the current contract so other contract terms remain unchanged. Members who have completed four years on fixed-term contracts should contact their branch for advice.

Pay and holidays

Most part-time staff now receive their pay by credit transfer directly to bank accounts. Usually payments take the form of a fixed monthly sum spread over a year, or the length of the contract if it is for a fixed-term.

Contracts of employment

All workers are entitled to holiday with pay, and for part-time staff this should be on a pro-rata basis. Your contract should specify your holiday entitlement. Where holiday pay is paid in an overall hourly rate your pay slip should identify the amount you have been paid as holiday pay.

Right to claim unfair dismissal and/or redundancy payments
When a contract, even a fixed-term contract, comes to an end, there will have been a dismissal for the purposes of statutory employment law. When an employer dismisses an employee it must be for a fair reason, which can include redundancy.

Many further education colleges and universities employ staff on fixed-term contracts which finish at the end of the summer term. Often the college or university does not know whether it will be offering new contracts until the autumn term when it is clear how many students have enrolled on courses. Staff in this position can sometimes claim a statutory redundancy payment. The sums of money involved are not huge and you must have been working at the college or university for at least two years.

If your fixed-term contract comes to an end and you are not sure whether it will be renewed you should contact your local UCU branch representative to see whether you are entitled to a redundancy payment.

Waiver clauses
Always opposed by UCU, these clauses were included in some fixed-term contracts to prevent members' access to unfair dismissal and redundancy provisions. These clauses are now illegal and unenforceable. All fixed-term contracts renewed, extended or commencing after 1 October 2002 cannot contain redundancy waiver clauses and are unenforceable where they do. Waiver clauses in respect of unfair dismissal have been unenforceable since 1999.

CONTRACTS FOR AGENCY STAFF
Some part-time staff in further and higher education find work through employment agencies. Staff in this position may find that they are not classified as employees of the college or university, or of the agency. If you are not counted as an employee, then you will not have rights to claim unfair dismissal or statutory redundancy payments.

This places staff in a much more vulnerable position when it comes to long-term security of employment. If you obtain work through an agency you should receive:

- written details of the terms and conditions of your employment

- information about the kind of work which you will be supplied with

- details of minimum rates of pay.

All agency staff have the right to join UCU, to be represented and have their voice heard. Members should of course, contact their branch with any individual issues which they need representation or help with.

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The induction process

Induction usually includes meeting key colleagues and can include formal sessions which prioritise knowledge essential for the job and identify training needs

What is induction?

Many institutions will offer an induction programme to new staff and this is the best way to start a new job – whatever the nature of your work. Induction is sometimes also referred to as staff orientation. Although, hopefully, you will already understand what your job entails and what work you will be doing (before your first day you should have received both a job description and a contract), it is sometimes not clear what the day-to-day reality of working in a college or university will be like until you start doing it. An induction process is a period at the start of your employment when you are integrated into the post and given the information and training necessary to start doing your job. This makes new staff feel valued and helps them understand what is expected of them and how they fit into the organisation. This usually includes meeting key colleagues and can include formal sessions which prioritise knowledge essential for the job and identify training needs. A good induction will also cover any relevant health and safety information and the social and cultural aspects of the institution.

WHAT TO EXPECT FROM AN INDUCTION

These are some other features of the induction process you should expect when starting a new job in further or higher education:

● New staff should receive an induction that takes account of their individual needs and is specific to their role and department as well as general to the institution. This includes part-time and hourly-paid staff.

● Induction should be made available soon after your appointment and should be facilitated by time off from timetabled/teaching duties (paid, in the case of part-time staff).

● Colleges and universities should consult with staff and their recognised trade unions over appropriate and useful forms of support for new staff, including mentoring, peer support, handbooks and email or phone-based help for areas such as IT.

● Induction sessions for new staff should include opportunities for input from the recognised trade unions.

● New staff should be given reduced workloads that take into account their level of experience, the extent to which course and curricula are new to them, and their need to participate in training and development.

It's reasonable to expect to be supported into a new role and not just dropped in at the deep end. You should speak to your line-manager and/or trade union representative if you have any problems during the induction period or if anything is unclear.

Qualifications, professional development and probation

Initial training and further education teaching qualifications

Since September 2007 all newly appointed FE lecturers, whether full- or part-time, have to gain a formal FE teaching qualification. For a lecturer this is a Diploma in Teaching in Lifelong Learning (DTLLS). There is also a Certificate in Teaching in the Lifelong Learning Sector (CTLLS). This is a level 3 or 4 qualification. It is for staff who are not undertaking the full range of tasks and roles expected of a teacher/lecturer. All full- and part-time FE lecturers also have to undertake a 30-hour induction course, Preparing to Teach in Lifelong Learning (PTLLS). For those taking DTLLS or the CTLLS this preparatory course will be part of their diploma or certificate.

- Most FE lecturers take their FE teaching qualification as an in-service programme once they obtain a further education teaching post.

- Lecturers who are teaching Skills for Life programmes Literacy, Numeracy and ESOL have to gain a specialist teaching qualification in their subject area. The DTLLS qualification and programme will be embedded within this specialist qualification.

- FE lecturers have five years to complete their teaching qualification if taken in service.

- The FE teaching qualification will be the Postgraduate Certificate in Education (PGCE) if you are a graduate. If you are not a graduate then the qualification will be a Certificate of Education (CertEd). The CertEd has been extended to adult and community learning services and work-based learning providers.

- Please note that your FE teaching qualification does not qualify you to teach in schools. But if you are teaching under-16s in a college setting, you are qualified to undertake this teaching.

- For details of the FE qualifications, and for information about where such programmes are approved, any bursaries, grants or golden handshakes available to trainees, see the Lifelong Learning Sector Council website: **www.lluk.org**

- Lifelong Learning UK also has a very good helpdesk which can offer help and advice on FE teaching qualifications. You can call them on: **0300 303 1877**

Continuing professional development in further education

The changes in the requirements regarding FE teaching qualifications contain the condition that FE lecturers should register with the professional body, the Institute for Learning (IfL).

To maintain membership of IfL you must undertake 30 hours of continuing professional development (CPD) per year and this has to be recorded. The employer has the right to inspect this log but not approve its content. The IfL will monitor CPD logs and sample some to be inspected each year. You will be required to confirm

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Qualifications, professional development and probation

Continuing professional development means maintaining, improving and broadening relevant knowledge and skills in your subject specialism, teaching and training

online to IfL each year that you have completed 30 hours CPD. Further details of the IfL online log are given below.

Continuing professional development means maintaining, improving and broadening relevant knowledge and skills in your subject specialism, teaching and training, so that it has a positive impact on your teaching practice and the experience of learners. CPD can include attending an internal or external course, or reading a book. CPD is tailored to you and your role, and any activities you undertake in order to keep up to date with developments in a subject area or of changes in teaching methods will count as meaningful professional development, as long as you have reflected on how they have benefitted your professional practice. You should be able to answer the following questions:

- What professional development activities have you undertaken this year?

- Have you reflected on the learning you have gained from these activities?

- Have the activities and the reflection made a difference to how you teach or train?

- Can you show evidence of what the difference is and the impact it has made to learners, colleagues or the organisation in which you work?

USEFUL LINKS

1 For details of IfL, the benefits of joining, access to the REfLECT on-line log and more information on CPD visit: **www.ifl.ac.uk**

2 There is also information on the UCU website at: **http://bit.ly/cN2app**

3 UCU have also produced a tool kit explaining the changes to FE initial teacher training and CPD which can be found under Branch Resources: **http://bit.ly/98eRoL**

Professional formation in further education careers

The way in which FE teachers usually train and qualify is different from the path followed by school teachers. School teachers train to obtain their qualified teacher status (QTS) before starting work and then are required to complete a successful probationary year working in the classroom. Although there are a few pre-service FE teaching programmes, most FE lecturers undertake their professional qualification during their employment and there is no equivalent to the school teachers' probationary year. However, FE now has a period of what is termed 'professional formation'. This is the post-qualification process by which a teacher is able to gain Qualified Teacher Learning and Skills (QTLS) by demonstrating through professional practice:

- the ability to effectively use the skills and knowledge gained while training

- the capacity to meet the occupational standards required of a teacher.

The professional formation process includes the completion of the appropriate qualification, evidence of numeracy and literacy skills at, or above, level 2,

Qualifications, professional development and probation

supporting testimony, the endorsement of the completed application by an appropriate person and a self-declaration of suitability.

The personalised elements include:

- an account of the candidate's expertise in their subject area. This can be a mix of personal reflection on subject-related skills or expertise, and peer observation from a suitable expert witness

- evidence of teaching and learning which is an account of the candidate's ability to effectively use the skills and knowledge gained through initial teacher training to deliver their subject to a range of learners. It could include, or be a mix of, a personal reflection on teaching and learning, peer or learner observation from a suitable expert witness, observation of teaching and learning and micro teaching which includes videos and reviews

- self-evaluation – an individual analysis of the candidate's learning needs and goals for the next 12 months

- professional development planning – an individualised learning plan detailing the actions to be taken to address the needs and goals identified through self-assessment

- reflective practice – reflection on the impact of professional development on the candidate's teaching practice, the benefit to learners and wider communities.

In recent years higher education institutions have expanded the training and development opportunities on offer to academic and academic-related staff

Professional development in higher education

Most recruits to academic posts in universities either have a PhD in the subject they are teaching or are studying for an appropriate research qualification.

However, the Post-Compulsory Education and Training, Certificate in Education (pre-service), is the professional qualification for those wishing to teach in further education colleges, adult education, higher education and a wide range of other education and training settings outside the school sector.

There are also a variety of universities that run higher-level courses leading to a qualification for entry into higher education teaching, which have been nationally accredited by the Higher Education Academy. These lead to associate practitioner, registered practitioner and practitioner-level qualifications. There are also master's-level courses.

In recent years higher education institutions have expanded the training and development opportunities on offer to academic and academic-related staff. The development of in-house teaching courses for new academic staff, in particular, has been a major priority for staff and educational development units. However, UCU has a number of criticisms of the approach adopted by institutions, including:

- the fragmentation of professional roles – the 'teaching only' approach

- an approach driven by costs rather than pedagogy

- a lack of consultation with practitioners over their development needs

Qualifications, professional development and probation

Since 2006 new academic staff have to complete a teaching and learning qualification as a requirement of probation

- inappropriate course delivery

- an over-emphasis on innovation and virtual learning environments

- the neglect of hourly-paid part-time lecturers and fixed-term researchers.

UCU continues to argue for training and professional development that reflects:

- respect for teaching and learning support that academics find effective

- the promotion of links between research, scholarship and teaching

- professional autonomy and academic freedom

- a community of scholarship where staff and students contribute to the development of the teaching and research agenda

- a recognition of the European and international dimension to all of these issues, and the value of collaboration with fellow academics at these levels.

A positive union agenda for professional development might include:

- continuing professional development needs located in the context of the college, and determined in consultation with staff, on the basis of a model of peer support and shared practice eg peer-supported review.

- staff entitlement to sabbaticals

- the preservation of time for research and scholarship, sometimes referred to as self-managed time

- identified time and budget for development activities

- an agenda for professional development in the context of widening participation and increasing student diversity that is not mechanistic but stimulates debate on the curriculum and wider, academic implications

- identified time and budget for activities to support new staff, including hourly-paid part-timers, such as mentoring

- maintaining the developmental focus of appraisal – separate from issues to do with pay and conditions

- union involvement in determining staff priorities for formal training including content and delivery.

PROBATION FOR ACADEMIC STAFF

Since 2006 new academic staff have to complete a teaching and learning qualification as a requirement of probation. These teaching programmes are run by the employing institution but within an overall accreditation and standards framework established by the Higher Education Academy. The courses are often provided by the university's education development, or teaching and learning, unit, and generally lead to a postgraduate qualification. The courses are likely to cover issues such as developing teaching practice, student learning and support, quality assurance, assessing student learning and course design and development.

Qualifications, professional development and probation

The courses are meant to enable participants to become more competent, confident and reflective lecturers and, while these courses can be useful for staff new to higher education teaching, a number of critical observations have also been voiced. Surveys suggest that many new academics struggle to complete the extensive workloads demanded by the courses. Another widely voiced concern is that the content of the teaching is too generic and may be overly influenced by pedagogies in the humanities and the social sciences.

Nationally, UCU has raised these concerns with the Higher Education Academy, the body that oversees the accreditation of these courses. We would continue to welcome feedback from early career academics about their experiences on these courses.

USEFUL LINKS

1   The Higher Education Academy (HEA) which was established in 2004 seeks 'to help institutions, discipline groups and all staff to provide the best possible learning experience for their students'. In particular the HEA is responsible for accrediting over 200 institutional teaching programmes for new academic staff. The HEA website has a number of teaching resources for new academic staff at: http://bit.ly/9vzp5B and subject-specific advice is available through their Subject Centres at: http://bit.ly/19mcvS

2   Vitae is a national organisation concerned with the personal, professional and career development of doctoral researchers and research staff in higher education institutions and research institutes: http://www.vitae.ac.uk/

UCU learning representatives

UCU has responded to the issues regarding training and development in further education by creating a new role in UCU branches – learning representatives. Since 1997 UCU, along with other unions, have been appointing and training union learning representatives (ULRs), and there is legislation extending paid statutory time off to ULRs. UCU sees its ULRs performing two main functions:

● ULRs act as learning and development experts assisting branches to take up issues of initial training and CPD through the normal collective bargaining processes. UCU considers that these issues should be part of the process of collective bargaining with clear union policies for them and their implementation at college level.

● ULRs also have a role in giving individual UCU members information, advice and guidance on training and development issues.

If you are interested in learning more about what UCU learning representatives do or becoming one, go to www.ucu.org.uk/training or email training@ucu.org.uk

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Careers in research

The 2009 Careers in Research online survey shows that research staff would like greater access to information and advice about career progression and application processes

Working as a researcher

Many education professionals start their academic careers as contract researchers. This means they work on a fixed-term contract basis to carry out a piece of research. Others start off as research assistants while they are working on their PhD or as lecturers.

Funding

There is a range of sources of funding for academic research. This includes:

GRANTS
Grants are offered to individual researchers, groups of researchers, and to researchers working collaboratively across the UK or abroad. Research students can receive support for advanced courses and PhDs, and post-doctoral researchers carrying out an independent programme of research can be eligible for fellowships.

INDEPENDENT FUNDING
This kind of support usually goes towards funding the research infrastructure – eg equipment and buildings. Research resources, including art collections and research facilities, as well as the dissemination of knowledge and ideas outside the academic institution, might also receive independent funding.

CORE FUNDING
Core funding is awarded on an annual basis and is usually used to support established research staff and those also engaged in lecturing.

Professional development for early-career researchers

In recent years there has been greater emphasis on training, professional development and peer support activities for early-career researchers in higher education. A recent survey of early-career researchers indicated that two-thirds of respondents had participated in training within their higher education institution (HEI) in the last year, up from a third in 2006. Almost half claim to have undertaken more than five days of continuing professional development in the last year.

However, the 2009 Careers in Research online survey (CROS) shows that research staff would like greater access to specific information and advice about career progression and application processes, within and outside academia. Researchers report that they would like training in a variety of areas, with a particular emphasis on research skills and techniques. In addition, there is a strong feeling among research staff that they are not valued as highly as their lecturer colleagues. About a half of all respondents feel that they are not on an equal footing with lecturing staff with regard to opportunities for career progression and participation in departmental and institutional decision-making.

Careers in research

Where can you go for support within your institution?

RESEARCH DEVELOPMENT UNIT OR RESEARCH FUNDING OFFICE
You can approach these offices for information on research development, support for grant applications and other careers support related to funding.

SUPERVISORS, GRANT HOLDERS, LINE MANAGERS
These staff may be able to give advice based on their own experience. They may also offer support with career development activity and feedback on your skills.

INFORMAL NETWORKS
Don't forget your own network of academic colleagues, union members and former students and employees. They may also be able to offer useful tips based on their own experience.

THE UCU RESEARCHERS' LIST
This is a forum on the UCU website where researchers can share ideas and information, network and discuss relevant issues. Go to: http://bit.ly/93F164

THE UCU RESEARCHERS' SURVIVAL GUIDE
This booklet contains practical advice for researchers on a wide range of career issues. For more information on the guide and to download a copy, go to: http://bit.ly/bhio3o

VITAE
Vitae is an organisation which offers information and guidance to researchers. They have a number of publications aimed at research staff in HE. More information can be found on their website at: www.vitae.ac.uk.

You and your research manager

When talking to your research manager, it is important to remember the following:

- Your principal investigator/supervisor should help you find your way around and build your networks.

- You should be treated as an equal in your scholarly community.

- You should have access to an independent mentor.

- You should have support with managing your project and your workload.

- You should get recognition for all your work.

- You should have time for your own work.

- If you teach, you should be properly remunerated and supported.

- You should have access to career development activities.

- You should have support in preparing for your next contract.

> Researchers should be treated as equals in the scholarly community and have support managing their projects and workload

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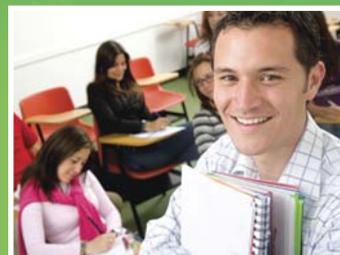
getting the

most from your
career

- Classroom management
- Lesson observation
- Mentoring
- Work/life balance
- Safeguarding and security

Classroom management

The background

Good classroom and behaviour management is one of the key elements of successful teaching and learning, and will be crucial to your success and commitment as a teacher. Classroom management has become an increasingly important aspect of a lecturer's life, especially in further education, as government policy initiatives for the 14–19-year-old age group mean that FE colleges are taking younger students than they have in the past. Although FE colleges have always taken school-age students via school-college links, the number of such students has grown dramatically in recent years. The type of younger students coming to FE colleges has also changed, as many of them have been rejected by schools. Sometimes this is because their lack of achievement may damage the school's position in the local league tables, or because their behaviour, often described as challenging, means that they are disruptive and disturb the learning of their fellow students.

It is compulsory for students under 16 to attend education. Traditionally FE and HE students attended because they wanted to. If they were unhappy with their learning or the institution, they would usually vote with their feet and leave, rather than behave disruptively. Even for traditional FE students aged 16 and above the position has been changing.

Many such students, adults as well as 16–18-year-olds, are attending colleges with some reluctance and compulsion. Sometimes college attendance is part of the help they are being offered because they are unemployed. For example the various New Deal initiatives introduced by the Labour government have included an element of compulsory learning and training at a college. The government's latest response to growing youth unemployment caused by the recession includes benefit sanctions for those not taking up job offers or further training. Apprenticeship programmes contain an element of off-the-job training usually undertaken in a college. Adults lacking basic skills may also have to attend literacy and/or numeracy programmes or face losing benefit. Growing unemployment means that many FE students and indeed some HE students are attending colleges because they can't find work. The issues involved are unlikely to disappear, especially if the government's plans to extend compulsory learning to the age of 18 are implemented.

Disruptive behaviour in the classroom

The majority of younger students will benefit from the adult environment of a college. However, a significant minority will misbehave in this new setting. Lecturers in the classroom increasingly report disruptive behaviour in their classes.

The Learning and Skills Development Agency, Northern Ireland, in a useful publication on behaviour management uses the term 'disruptive behaviour' to encompass a range of behaviours from the mildly irritating to those which can be dangerous. The Further Education and Development Agency publication *Ain't Misbehavin* defines disruptive behaviour as 'patterns of repeated behaviour which significantly interrupt the learning of others or threaten their personal security or well being.' (FEDA 1998)

> The majority of younger students will benefit from the adult environment of a college. However, a significant minority will misbehave in this new setting

Classroom management

It is always worth analysing what is taking place when confronted with disruptive behaviour

Examples of disruptive behaviour include:

- not finishing work or avoiding the task set
- teasing or bullying other people
- calling out and interrupting
- coming in noisily/late
- constant talking
- refusal to comply with reasonable instruction
- mobile phone use and texting
- poor attendance or persistent lateness
- putting on make-up, combing hair
- rude, cheeky or inappropriate comments
- eating and drinking in lessons
- not respecting other people's property
- substance abuse.

These behaviours are problematic because of their frequency, severity, or duration. They undermine teaching and learning and are a significant cause of stress for all concerned.

WHY DO STUDENTS MISBEHAVE?

Reasons why students are disruptive in the classroom can include the following:

- They lack appropriate social skills.
- They lack basic skills to be successful.
- Their challenging behaviour has become habitual and is reinforced by the attention they receive from lecturers and peers.
- They don't want to be in college.
- Some lecturers may trigger misbehaviour by treating students with disrespect (put downs, sarcasm).

It is always worth analysing what is taking place when confronted with disruptive behaviour. When this happens in your classroom, ask the following questions:

- Where does the disruption take place?
- What form does the disruptive behaviour take?
- Who is involved?
- When does the disruption occur?
- Why does the organisation experience disruptive behaviour?

It is important to try to identify the problem as sometimes behaviour can be improved by such basic responses as changes to timetable and room allocation.

Classroom management and/or behaviour management

Classroom management is applicable to all teaching and learning situations, whether within formal settings such as the classroom, workshop or laboratory, and within more informal settings such as libraries, resource centres and private study areas.

Classroom management

Behaviour management is part and parcel of classroom management, but is often focused around unacceptable and disruptive behaviour. We offer some pointers to more general and positive classroom management, which is followed by information about what to do if students behave in an unacceptable or disruptive way.

This guidance comes from various publications and current work within the FE sector. It therefore has a bias towards FE practice and teaching. However it is likely that the examples given are relevant and transferable to higher education situations.

CREATING A POSITIVE ENVIRONMENT

The core of classroom management is to try to establish a success-orientated environment for teaching and learning. The evidence from schools is that this works best when developed and applied consistently across the whole institution. However there are strategies that you can adopt within your own classroom which will help.

A USEFUL STARTING POINT

To establish a positive learning environment in your classroom, you need to create and use a working statement of principles, for example:

- Teachers have the right to teach.
- Students have the right to learn.
- We all have the right to feel safe.
- We need to make clear that rights are to be linked to responsibilities.

Classroom rules ensure that these principles and responsibilities are established. Rules should be:

- negotiated, consulted with and discussed with your students
- enforceable
- reasonable – not just to the teacher but also to the students
- framed positively
- clear, taught, and displayed
- consistently applied across all your teaching
- few in number so you and your students know what they are.

Specific subject areas may require you to establish specific rules, and procedures appropriate to that subject such as procedures for the use of tools and equipment.

Learners need to experience the consequences of their behaviour whether appropriate or inappropriate.

PROMOTING RESPONSIBLE BEHAVIOUR

There are a number of strategies you can adopt to promote and encourage responsible behaviour in your students. These can include:

- ensuring your lesson is well planned and prepared
- explaining things clearly

The core of classroom management is to try to establish a success-orientated environment for teaching and learning

Classroom management

Research reviews show that the single most important strategy in classroom and behaviour management is reinforcement

- familiarising yourself with students' names, their strengths and weaknesses
- treating all students fairly and equally
- being friendly and humorous
- ensuring that support is offered to students lacking basic skills or those for whom English is not their first language
- quickly establishing a climate of praise
- ensuring that responsible behaviour is noted (through tutorials, reports and references)
- negotiating consequences and allowing learners to experience them
- valuing opinions and showing respect to your students – not using put downs or sarcasm or allowing others to
- encouraging effective listening from the outset – one of the ground rules might be: 'we turn and face the person talking'
- developing 'positive noticing' to reinforce the idea that responsible behaviour is the norm
- keeping order by being firm but not intimidating.

THE POSITIVE CONSEQUENCES OF APPROPRIATE BEHAVIOUR

Research reviews show that the single most important strategy in classroom and behaviour management is reinforcement. This is praising, rewarding and otherwise, certifying, confirming and recognising learning. For example, giving students feed-back on whether they have learned effectively is reinforcement. You do not have a more powerful tool at your disposal. But it's not easy to get it right. Reinforcement substantially improves the following:

- learning and attainment
- motivation
- behaviour and concentration in class
- self-belief or self-efficacy – that is the student's belief in their ability to improve, develop, and to overcome their difficulties
- self-esteem
- attitudes to learning and to your subject
- attitudes to the teacher.

HOW TO PRAISE AND REWARD FOR MAXIMUM EFFECT

Reinforcement requires a high level of agreement. It takes time, thought, and practice to become a good practitioner in this respect. The most effective reinforce-ment should be frequent.

Try and give every student at least some reinforcement every lesson. Put students who are difficult or whose progress is slow into 'intensive care'. This means recog-nising their effort and achievement as often as possible by smiling, talking with them in a friendly manner etc. Do this for a month, however difficult you find this, and see the results.

Ensure praise is task-centred not person-centred

Praise should be earned by, and focused on the student's work, not on the student. It should be earned for effort, completion of a task, achievement, the skill shown, or an appropriate strategy used. It should not be for just turning up, or for listening,

Classroom management

unless these are achievements in themselves for that student. Praise should not be ego-centred eg: 'You are very good at this' or 'You are a very able student, I'm proud of you'. This kind of praise assumes that success is due to personal attributes and teaches students to interpret difficulties in terms of a lack of these abilities. There is, of course, nothing wrong with showing that you believe a student has the capability to achieve where that student lacks confidence in their ability.

Ensure praise is student-referenced
Praise should be given for what is a reasonable achievement for that student, not for that class or age group. It should not be based on a comparison with other students such as what is a good standard for the group. This is because such a praising strategy would mean that weak students would never get praise. This would deny your most potent motivator to the very students who need it most.

If the completion of an ordinary learning task earns praise, every student can get it.

Ensure praise is specific
You should specify what the praise is for and indicate the value of the accomplishment. This is easier to do if it is focused on the task as described above. Saying what the praise is for has the added benefit of ensuring that the praise is not seen as patronising. A good example would be: 'Well done, that's a good way of solving the problem' or 'That's a good way of solving that problem. You are really concentrating well now.'

Ensure praise is sincere
You should sound spontaneous, and as if you really mean it. Praise should not sound like a habitual phrase just trotted out for no particular reason. It should not sound to the student as if you are using praise as a means to control them.

REINFORCEMENT STRATEGIES FOR TOUGH TEACHERS
Some teachers find it hard to say nice things to their students. They should work on this of course. However, knowledge of results is reinforcement. That is, simply telling students the facts about what they have done well, or giving them the results of a test, as long as the student perceives this feedback as reasonably positive.

So you could use a quiz or short test to show students what they know and can do. Do this regularly for maximum effect and give warning of it. A three-minute test at the end of every lesson is an excellent review technique. You will sometimes see students punching the air in delight if they do reasonably well.

Of course, if they do badly this may not motivate them. So consider using tests and quizzes formatively. That is, give students a second chance to get right those questions they got wrong, perhaps the next day. Tell them about this of course, so they can bone up on their weaknesses. Give them the test again, but tell them just to do the questions they got wrong. Then nearly everyone does well.

Discourage students from comparing marks, it's getting a 'good-enough' mark and fixing mistakes in learning that counts. Consider asking easy questions on key material, setting a pass mark of say, 8/10, and then recording students just as 'passed' or 'not passed yet'. This is mastery learning, and it is one of the most powerful teaching methods.

Praise should be given for what is a reasonable achievement for that student, not for that class, or that age group

Classroom management

Any acknowledgement of learning success is reinforcement

You could set students a set of informal competences and ask them to tick themselves off as they achieve these

COMPETENCES AND SELF-ASSESSMENT AS REINFORCEMENT

Any acknowledgement of learning success is reinforcement. You could set students a set of informal competences and ask them to tick themselves off as they achieve these, or ask them to self-assess against clear criteria. Almost any learning can be packaged in the competency or criteria format. It is even possible to have criteria for behaviour, and ask students to self assess or claim competence from you for this.

CERTIFICATION FOR REINFORCEMENT

Some programme managers give students Open College Network (OCN) certificates in, for example, first aid or customer care very early on in their programme. If students have had official success by the end of their first term or soon after, this can be a great motivator.

OTHER STRATEGIES

Assessment proformas: These give a 'medal' for what students have done satisfactorily or better.

One-to-ones with the teacher: Individual teacher attention is a powerful method of confirming success.

Tracking documents or wall charts: These allow students to record the completion of topics, assignments, tests, attendance, punctuality, or other course requirements.

Mastery learning: This is a system of very easy, short tests that students mark themselves. If the student gets less than the pass mark (about 8/10) they under-take remedial work and then re-take those questions they got wrong in a new test. Alternatively remedial work is checked by peers or by the teacher.

Displays of students' work: A visual reminder to students of their achievement

Reward schemes: These reward students for appropriate behaviour, punctuality etc.

PRIORITISING PROBLEMS

Some problems are serious and need an immediate response. Some are longer-term or complex and need a more considered strategy. Some organisations find it useful to conduct a behaviour management audit where there is a full review of behaviour management practice across the institution, often including a survey of teaching staff to find out how they manage the classroom or what additional support they might require. The next step from the behaviour management audit is to prioritise and decide what needs to be addressed first. These problems should be addressed to your immediate managers and to the UCU branch to be taken up with institutional management.

LISTENING TO STUDENTS

Remember, students are not the enemy. Younger students in particular may have their own values but they too want a secure environment with clear guidelines. Students are more likely to respond if they have had some input into the process.

Classroom management

SANCTIONS FOR DISRUPTIVE BEHAVIOUR

It is important for students to understand that inappropriate behaviours have consequences and require a response. Negative consequences or sanctions protect the rights of the teacher (to teach) the students (to learn) and give them a chance to make a more responsible choice in future. Sanctions that can be applied when inappropriate behaviour occurs should be created by the institution and may well vary between institutions. You will need to check with your managers to know what sanctions can be brought into force following inappropriate behaviour.

It is important that any sanctions or other consequences that result from breaking the rules or from inappropriate behaviour:

- are applied at once
- are consistent and fairly applied
- are discussed outside the classroom, in follow-up support
- are sequential, ie low level, medium level, severe
- are based on reconciliation rather than revenge.

Whole institutional approaches to classroom and behaviour management

Individual teacher strategies are most effective when reflected across the whole institution. Whole college policies and practices are aimed at:

- helping you to work in a positive workplace
- building consistency in how staff across an institution deal with situations in the classroom
- helping students to develop a sense of responsibility for their own behaviour and their own learning.

Behaviour management is a whole organisation's responsibility. In instances where student behaviour improves within an organisation, evidence indicates that the whole organisation is involved. Behaviour management is not only about learner behaviour. It is also about the behaviour of tutors and managers. Behaviour management strategies work best when the aims are made explicit and shared with the key players – learners, tutors and managers.

Tutors and managers need training and support to develop the knowledge and skills necessary to feel confident in managing student behaviour and dealing with disruptive or non-participating students. In some institutions behaviour management has traditionally been a fire-fighting activity. That is, behaviours are dealt with after they have become a problem. By this stage, unacceptable behaviour can be ingrained in individuals or in groups. Staff too can be suffering from stress and feel unable to retrieve the situation.

Whole institutional polices need to be developed so there is a consistent line across an institution. They need to be cascaded through an organisation to departmental, faculty and school level to ensure there is consistency of approach.

Behaviour management is a whole organisation's responsibility

Behaviour management strategies work best when the aims are made explicit and shared with the key players – learners, tutors and managers

Classroom management

Classroom and behaviour management policies and their implementation must take on many issues around equality and diversity

WHO ARE THE KEY PLAYERS?

Modern approaches to behaviour management promote the democratic as opposed to the authoritarian. This means listening to learners. If learners are on the wrong courses, or their abilities and preferences have been ignored, then behaviour problems are more likely. Rules and regulations are more likely to be kept if learners are involved in their design.

Teaching is potentially a stressful situation. Teachers want to maximise the learning that takes place in the classroom and teaching is most effective when it is practised in an environment of mutual respect. This is made possible when learners and teachers have clear guidelines and expectations of what is and isn't acceptable within the institution. Managers have responsibilities for both learners and teachers. They tend to hold power when it comes to the allocation of resources and the identification of priorities.

Although there are things you can do as a teacher in terms of classroom and behaviour management, whole institutional policies in these areas are the best means of dealing with the issues. The most effective approach is for management to implement strategies for resolving these issues across an institution. UCU branches and members should be pressing for such policies and their effective implementation, including proper training and professional development as well as managerial and departmental support.

Behaviour has been an issue in schools for a long time. Many schools and some local authorities have undertaken a great deal of work and training around behaviour policies and have some very good initiatives in this area. However post-compulsory education institutions, which have not been part of local authority structures since the early 1990s, may not have been involved with, or even know about, these initiatives. It will be worth UCU branches pointing this out to management. FE colleges should, at the very least, be informed of the behaviour policies of the schools who are sending them students, and should as far as possible be seeking to co-ordinate their own policies so they are consistent with their partner schools.

Equality issues

Classroom and behaviour management policies and their implementation must take on many issues around equality and diversity. Disruptive behaviour may partly stem from underlying issues of sexism, racism and discrimination based around students' perceived mental and physical disability or sexuality. Teacher expectations and stereotyping can be based on shared but erroneous perceptions, cultures and practices. Institutional discrimination is now recognised as taking place across organisations and services. For example the incidence of school exclusions and school pupils defined as having behaviour problems is significantly higher for pupils from black and minority ethnic communities. It is only 30 years ago that black school pupils were being routinely assessed as being 'educational sub-normal'. Staffroom culture can exert a powerful influence over teacher and lecturer expectations and perceptions of both individual students and groups of students.

Similarly gender, age, race, ethnicity, religion, sexuality and perceived physical and mental ability may affect the kinds of behaviour that certain students display.

Classroom management

Sometimes the behaviour may be overtly challenging, sometimes it may be the very reverse of this, with some students withdrawing from classroom activity, or falling into depression and almost total inactivity. Such behaviour will often require very different responses.

A final word

The issue of classroom and behaviour management is an extremely important one for all teachers and lecturers. It is also an area where there needs to be great care and sensitivity. We would emphasise, however, that although individual teachers have responsibilities in this area, and there are actions that they can take, these issues are the responsibility of management who should be creating and implementing whole institutional policies that are accompanied by training and continuing professional development.

USEFUL LINKS

Classroom and behaviour management in FE

1 LSDA, 2008, *Behaviour management*: http://bit.ly/byihCk

2 LSDA, 2007, *What's your problem?*: http://bit.ly/bODTMd

3 LSDA, 2006, *Unlocking excellence – listening to learners*: http://bit.ly/agaV5s

4 FEDA, 1998, *Ain't Misbehavin*: http://bit.ly/b3ZavW

5 Paul Blum, *Anger and conflict management*: http://bit.ly/cJsaYd

Classroom and behaviour management in schools

1 DfES, Sept 2004, *Pedagogy and Practice: teaching and learning in secondary schools Unit 20 Classroom management* : http://bit.ly/csfqnF and http://bit.ly/aWgMXW

2 DSCF website dedicated to behaviour management http://www.dcsf.gov.uk/behaviourandattendance/

3 DCF, 2005, *Learning Behaviour Principles and Practice – What Works in Schools*: http://bit.ly/atBVpk

4 Teachernet: classroom behaviour: http://bit.ly/d7zABl

UCU would emphasise that classroom management issues are the responsibility of your managers who should be creating and implementing whole institutional policies that are accompanied by training and continuing professional development

Lesson observation

Lesson observation should be a fair, valid and reliable process that does not focus solely on the lecturer's competence, but takes into account the totality of the learning experience

Lesson observation and quality

UCU and its members are committed to delivering the highest quality teaching to students, and quality is a very important concept in tertiary education. Many of the issues around quality will affect you as an education professional – in particular, lesson observation. This is where management observes your teaching and often grades it.

Lesson observation is observation by a third party and its purpose should be to provide evidence of the quality of teaching and learning across the curriculum, including identification of good practice and weaknesses that need to be addressed and the necessary support to address any weaknesses.

The key principles underpinning lesson observation are that it should be:

- sufficiently flexible to encompass a range of contexts where lesson observations might be required, without duplication of effort or systems

- rigorous and robust, yet supportive to those being observed.

Lesson observation has many uses as part of:

- performance management and appraisal systems

- initial teaching training

- the processes of probation and professional formation

- quality assurance

- external inspection and internal self-assessment/evaluation

- capability/competence procedures.

Lesson observations are an important part of monitoring standards in institutions. Given student experience of teaching and learning is a key issue in institutions, UCU acknowledges that there is an appropriate place for lesson observations within institutions so long as they are conducted with the right safeguards and procedures in place. Lesson observation should be an opportunity for teaching professionals to receive advice and guidance, to provide material for professional reflection, and to identify areas for continuing professional development (CPD) and further training. It should be part of the developmental processes of an organisation and should be objective and transparent to those being observed. It should not be used to stigmatise and single out individuals or form part of performance-related pay schemes.

Lesson observation should be a fair, valid and reliable process that does not focus solely on the lecturer's competence, but takes into account the totality of the learning experience, the environment and the context in which it takes place. The focus should be on resources available, generic skills and competencies, and not just on individual performance. Lesson observation should be part of creating a culture of reflection and professional development within an institution/service. As such it should be linked to institutional appraisal schemes and to the new requirements around CPD in further education.

Lesson observation

The aims of lesson observation

The aims of lesson observation should be:

- to observe teaching and learning in action in order to raise the quality of both and so enhance the students' learning experience

- to provide evidence for part of an institution's formal appraisal scheme and discussions

- to provide evidence for probation and professional formation reports where appropriate

- to provide evidence for appropriate formal procedures such as capability and competence

- to provide a system of identifying, sharing, improving and developing good practice

- to provide evidence for self-assessment reports

- to provide evidence of teaching and learning during an inspection

- to provide evidence that would encourage staff to reflect on their delivery styles and build on their skills.

Not all of these aims will apply to each observation and it should be made clear to you before any observation occurs, which of the above categories the observation falls into and what the results of the observation will be used for.

Conduct of the lesson observation

All those involved in lesson observation should receive training beforehand in what the process will involve; that is both the lecturer being observed and the person undertaking the observation. The observer should be a trained and qualified teacher.

While UCU does not dispute the necessity of lesson observations, it is UCU policy that there should be sufficient notice of observations. UCU would argue for at least five working days and normally there should be no more than three such observations per teaching year.

The lesson observation itself should be conducted correctly and should not be intrusive. Relevant documentation may have to be produced before or at the beginning of the observation. This could include lesson plans, schemes of work and individual learning plans. Judgements and observations made during the lesson observation should be recorded by the observer in writing. It is good practice for an institution to use standard forms for all staff to ensure consistency of approach. The criteria by which judgements are made should be open and transparent. The observer should give feedback orally to the lecturer as soon as possible after the observation and in writing. The lecturer being observed should have an opportunity to challenge judgements made during the observation.

All those involved in lesson observation should receive training beforehand in what the process will involve

Lesson observation

If the quality of a teacher's teaching is judged below acceptable quality, then reasons for this should be given as should the necessary support and training to improve their teaching

Grading

Many institutions grade lessons that have been observed. The grading should be for the teaching in the lesson observed, not the lecturer/teacher. The OFSTED scale for lesson observations grades lessons on a scale from 1–4 as follows:

Grade 1: outstanding

Grade 2: good

Grade 3: satisfactory

Grade 4: inadequate

A number of colleges are using the OFTSED 4-point grade scale for observations and deciding that a grade 3 is unacceptable even though it is defined as satisfactory within the scale. UCU considers that a satisfactory grade should not lead to re-observation, and then to capability proceedings. We believe that the 4-point OFSTED scale does not allow sufficient differentiation of judgements between 'satisfactory' and 'satisfactory but not improving'. If the quality of a teacher's teaching is judged below acceptable quality, then reasons for this should be given as should the necessary support and training to improve their teaching.

Peer observation

Some institutions have established peer observation which involves a teacher observing another teacher's practice. This is a practical way in which teachers can support each other and enhance each other's knowledge about teaching and learning. It is often seen as being less judgmental and managerial, and more palatable to staff.

Lesson observation as part of initial teacher training

Lesson observation is a key part of initial teacher training (ITT) programmes. This is different to lesson observations of qualified, employed staff. The purpose of observations undertaken as part of an initial teacher training programme is to see how the student/trainee is teaching and to give feedback to help them improve. Such observations should be under the direction of the institution and/or the department or faculty providing the ITT programme. Depending on the programme, this may be a higher education institution or a further education college delivering an ITT programme from an awarding body such as City and Guilds. The number of these observations will be part of the programme and known in advance by the institution and the student/trainee. Time should always be available for feedback, and comments made in writing. All those undertaking the observation will have been trained and approved by the delivering institution, faculty or department. The frequency of observations that are part of initial teacher training will be set by the awarding body. They are not normally graded. Newly appointed FE teachers may have to be observed as part of a probationary period, or as part of a process of professional formation.

Lesson observation

Capability

Capability procedures are used by an institution when it is felt that a teacher is failing to perform his or her duties and responsibilities to a professionally acceptable standard. If lesson observation is used as part of capability and competence procedures, then this should be made clear. You should be told what grade of lesson observation will be considered unsatisfactory and result in further action, and what this action may be. You should also receive proper and reasonable support and assistance, with clear timescales set out for improvement.

UCU guidelines around lesson observation

Lesson observations and the procedures around them have become an increasingly common flash point in colleges, triggering negotiations and, in some cases, industrial disputes.

The controversy about the use of observations is due to changes to external inspection processes in the FE sector. External inspections are now more dependent on the performance of the institution, with 'lighter touch' inspection for education providers judged to be 'excellent' and 'good', and more in-depth inspection for providers judged to be 'inadequate' or 'coasting'. There is therefore greater emphasis on more rigorous institutional self-assessment/evaluation. New definitions of poor quality provision mean that more institutions may be within the scope of external intervention. Coasting is defined as being satisfactory but not improving. which can lead to competitive tendering for the provision.

These developments have led some institutions toward an increasingly draconian implementation of lesson observation regimes.

UCU has guidelines on the correct implementation of lesson observation and what constitutes good practice. These are available on the UCU website: http://bit.ly/cigsOJ

If you feel you are being subjected to too many lesson observations and/or these observations are being conducted in an unfair way, you should bring this to the attention of the UCU branch in your institution.

The issues most frequently raised by UCU members and branches in relation to lesson observations are:

- the amount of notice given by management for lesson observation
- the frequency of observation
- who is undertaking observation
- the way feedback is given
- appeals against who the observers are and the results of observations
- the outcome of observations.

UCU strongly recommends that lesson observation is the subject of negotiation between management and UCU branches, resulting in a formal agreement.

If you feel you are being subjected to too many lesson observations or these observations are being conducted in an unfair way, you should talk to the UCU branch in your institution

Mentoring

If you are an in-service trainee teacher in FE, you should be getting support including mentoring from your college

What is mentoring?

Mentoring in the education sector should be a confidential, one-to-one relationship where a more senior or experienced colleague supports a new member of staff by acting as a sounding board and providing guidance.

Mentoring in further education

If you are an in-service trainee teacher in FE, you should be getting support including mentoring from your college. Networking in FE is quite widespread. There are a number of initiatives at national level through which you can contact colleagues in your subject area to discuss curriculum matters. Many of these are organised by the Learning and Skills Improvement Service (LSIS) which is the agency that works to improve teaching and learning within the sector. LSIS have a web portal, the Excellence Gateway, where materials, notes and discussions are posted on best practice, teaching and learning. LSIS also runs a network of subject champions and coaches. You can find it at: www.lsis.org.uk

USEFUL LINKS

1   For information about adult learning go to NIACE: www.niace.org

2   For general FE issues visit the Learning and Skills Network website: www.lsnlearning.org.uk

3   For information technology and e-learning see the BECTa website at: www.becta.org.uk

4   OFSTED, the national inspectorate undertakes national surveys of FE curriculum areas. These surveys have examples and discussions of best practice in subject areas. Go to: www.ofsted.gov.uk

5   QCDA, the Qualifications and Curriculum Development Agency, one of the successor bodies to the Qualifications and Curriculum Authority (QCA) will be undertaking work on the general education curriculum and should have useful information on developments in GCSEs and A Levels, functional skills and the foundation learning tier. Visit: www.qca.org.uk

6   The exam and awarding websites are always a useful source of information on the latest developments in the content and assessment of their qualifications. The main ones are:

EdExel   www.edexcel.com
OCR   www.ocr.org.uk
City and Guilds   www.cityandguilds.com
AQA   www.aqa.org.uk

7   The IfL website contains access to discussions groups and links to other useful FE sites: www.ifl.ac.uk

Mentoring

Mentoring in higher education

In universities the head of department or head of school will usually appoint a mentor to assist new staff in the department, and appointed staff will often be given the name of the mentor in their offer letter; otherwise they will be notified once they have taken up the post. The role of the mentor is to support the development of individual staff across all aspects of their activities including teaching, research and administration. It is possible that a new member of staff may be given a research mentor and a teaching mentor depending on how activities are organised within the school or department.

There are several different models of mentoring schemes within HE – both formal and informal – but these are some of the common features that you should expect:

- Your mentor should be appropriately trained.

- Mentoring should be confidential.

- Schemes should be developmental not judgemental – they are not a mechanism for monitoring performance.

- Line managers, in most cases the head of department or school, should not be mentors.

- Mentoring schemes should include targets which are negotiated rather than imposed.

- The scheme should include a formal mechanism for changing the mentor – this can be requested by either the mentor or the new staff member.

For more information on mentoring schemes in HE see the Higher Education Academy website: **http://bit.ly/9jlrz2**

The role of the mentor is to support the development of individual staff across all aspects of their activities: teaching, research and administration

Work/life balance

Set yourself finite periods of time for a specific piece of work and remember to take proper breaks

What is work/life balance?

Work/life balance is an important issue for staff employed in the tertiary education sector. It's about balancing your life and needs with the needs of your employer and how best to ensure appropriate working conditions for performance and job satisfaction in your career. This is an important balance to get right – both for you and your college or university.

Work/life balance is a concept that is often used to refer to parents who are juggling family life with their job – but it applies equally to anyone who works and seeks to find a balance with their other responsibilities and aspirations.

Achieving a healthy work/life balance

DON'T SUFFER IN SILENCE

If you are finding your workload or the demands on your time too great, make sure your manager knows about this. If they aren't aware of the problem, they won't be able to help.

PRIORITISE

It's important to 'work smart, not long'. Set yourself finite periods of time for a specific piece of work and remember to take proper breaks.

SEPARATE WORK AND HOME LIFE

If you have to take work home then ensure you have a designated area where you work. Don't let friends and family relationships suffer because of long hours and leave yourself time for exercise and other leisure activities. Keep at least one day of the weekend free and try to avoid taking work home on a least one evening.

GET ADVICE

Talk to colleagues about work/life balance issues and find out how they assess their needs.

MONITOR YOUR HEALTH AND WELLBEING

Look after yourself and look out for symptoms of stress such as anxiety, exhaustion or feeling constantly demotivated. Visit your doctor if things aren't improving.

USEFUL LINKS

1 JNCHES guidance on work-life balance: **http://bit.ly/brIaEe**

2 UCU commentary on JNCHES guidance: **http://bit.ly/c1WGMf**

Work/life balance

Working long hours – managing your time

Teachers on average work the longest unpaid hours out of all professions (TUC survey 2005). In most careers in education there will be times when you feel swamped with a heavy workload and it often seems like the only way to reduce your inbox is to work longer than your contracted hours. However this can often be at the expense of your home life and health. Under the Working Time Regulations 1999 you are not expected by law to work longer than 48 hours a week unless you sign a contract that says you are willing to do so. Here are some more tips on time management:

- Make lists – write down the things you need to do. This will clear your mind and help avoid stress.

- Break down the things you have listed into more manageable tasks.

- Prioritise your work bearing in mind your long term objectives.

- Make an estimate as to how long tasks will take.

- Delegate or drop unimportant tasks.

- Be assertive and learn to say 'no'.

- Avoid procrastination. If you often find yourself putting off certain tasks ask yourself what the reason for this could be.

- Develop a routine that best suits you – for example if you are most creative in the mornings then try to plan your work around that time.

- Reassess and analyse your time management strategy every now and then. If it's not working for you then change it.

USEFUL LINKS

1 Worklife Support – an organisation that helps schools and other public and not-for-profit organisations achieve their full potential by focusing on the wellbeing and motivation of their staff. Go to: www.worklifesupport.com

2 workSMART – a TUC website that helps people get the most out of the world of work. Go to: www.worksmart.org.uk

3 UCU's campaign on workload protection – go to: http://bit.ly/brIaEe

Teachers on average work the longest unpaid hours out of all professions

Safeguarding children and vulnerable adults in further and higher education

Many, if not most, further education lecturers will be required to be CRB checked
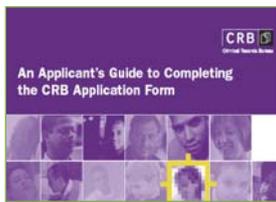
Safeguarding legislation and what this means for staff in further and higher education

Further and higher education institutions have safeguarding policies and procedures and many, if not most, further education lecturing staff – full- and part-time – will be required to be checked by the Criminal Records Bureau (CRB). In higher education this will be determined by the volume, intensity and context of contact with children and vulnerable adults, but staff also have a duty to report to the safeguarding officer any abuse that could fall within an institution's policy, so this duty also includes abuse of students by students.

A typical HE safeguarding policy can be found at: **http://bit.ly/cia9JK**

The operation of individual institutional policies should be negotiated by UCU branches with their employer.

The safeguarding legislation and regulations apply equally to schools and FE colleges, especially since the establishment of the 14–19 Increased Flexibility Programme brought more under-16s into further education colleges.

The safeguarding for schools and colleges legislation is at: **http://bit.ly/19WFUK**

Although not specified in the legislation, the legislation and regulatory requirements also apply to higher education institutions (HEIs) which are experiencing greater contact with children through taster days, summer schools, master classes and other out-of-school opportunities to experience and prepare for higher education, as well as through recruiting activities.

HEIs have not been specifically named in their duty to safeguard and protect – unlike primary and secondary schools and further education colleges – which have a statutory duty to safeguard and protect the children, young people and vulnerable adults in their care.

However, HEIs do have a common law duty of care to take reasonable steps to ensure that the child, young person or vulnerable adult is safe and, in the absence of specific requirements, to be seen to have an enhanced duty of care. For HEIs see: **http://bit.ly/bav0rg**

EVERY CHILD MATTERS LEGISLATION
The 2005 Every Child Matters legislation established Local Safeguarding Children Boards to oversee safeguarding, but the operational responsibility for developing institutional policies, training and, if necessary, CRB checks on staff in contact with children and vulnerable adults lies with senior management, a designated senior management team safeguarding officer and, strategically, governing bodies of individual institutions. The same senior management responsibility for policy and implementation applies to registration with the Independent Safeguarding Authority which will affect staff in FE and some staff in HE.

THE INDEPENDENT SAFEGUARDING AUTHORITY
From July 2010, staff in FE and possibly some staff in HE will be required to register with the Independent Safeguarding Authority (ISA) Vetting and Barring Scheme.

Safeguarding children and vulnerable adults in further and higher education

The ISA was established in January 2008 following the Safeguarding Vulnerable Groups Act 2006 repealed all current barring legislation, including List 99, and gave the ISA responsibility for deciding who should be barred from working with children and vulnerable adults. It is one of the recommendations made by Sir Michael Bichard in his inquiry into the Soham murders.

The ISA is a non-departmental public body based in Darlington which uses expert caseworkers to consider Vetting and Barring Scheme referrals. The overriding objective of the authority is to help avoid harm, or risk of harm, to children and vulnerable adults. This is achieved by preventing those deemed unsuitable to work with children and/or vulnerable adults from gaining access to them through their work in 'controlled' or 'regulated' activities.

The scheme will be phased in gradually over a period of five years starting from July 2010. Once the scheme has started individuals working with children or vulnerable adults cannot start in paid or voluntary employment if they are not ISA registered. An individual will be committing a criminal offence if they start in a new role and are not ISA registered

The ISA registered list will only accept applicants who are judged not to pose a risk to children and vulnerable adults. The Vetting and Barring scheme will deal with activities that are classified as regulated or controlled.

- Regulated activity is 'any activity of a specified nature that involves employed work or volunteering with children or vulnerable adults frequently, intensively and /or overnight.' This would clearly apply to FE lecturers and to FE governors, and to HE in the sense outlined above.

- Controlled activity is 'frequent or intensive support work, employed or voluntary, in general health settings, the NHS, The Health Service Northern Ireland and further education settings,' – again clearly applicable to FE.

The ISA registration fee for each individual is £64 in England and Wales, £100 in Scotland and £58 in Northern Ireland.

UCU'S POSITION ON THE ISA VETTING AND BARRING SCHEME
UCU believes that neither the ISA registration fee nor any fees for CRB checks should be borne by job applicants or staff but by the employer, especially as the fee payment will have a disproportionate impact on part time staff.

UCU would seek ISA registration agreements where:

- the employer pays for ISA registration for all employees required to register

- the employer checks the ISA status of new employees after the full introduction of scheme in July 2010

- the employer has responsibility for identifying employees under its care who are engaged in regulated or controlled activities.

- employers have a list of posts where employees are not required to be ISA registered

The overriding objective of the Independent Safeguarding Authority is to help avoid harm, or risk of harm to children and vulnerable adults

Safeguarding children and vulnerable adults in further and higher education

UCU believes that neither the ISA registration fee nor any fees for CRB checks should be borne by job applicants or staff but by the employer

- the employer is responsible for sending a letter explaining ISA registration, including an ISA application form, to all appropriate employees

- the employer will guarantee confidentiality on information provided by employees arising from the ISA application form

- employees have the right to be represented at meetings with the employer to discuss ISA registration and any employment issues arising from it.

In addition, UCU will monitor the operation of the scheme in both further and higher education institutions.

*USEFUL LINKS AND CONTACTS*

1 Further information on the ISA can be found at: http://bit.ly/1mBPKU

2 Joint trade union statement on the Independent Safeguarding Authority:
   http://bit.ly/d20kW4

3 UCU staff contact – Christiane Ohsan: cohsan@ucu.org.uk

3
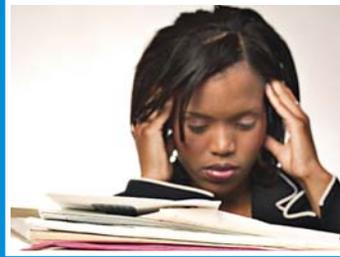
what to do

if things go

wrong

- Workplace stress
- Discrimination at work
- Bullying and harassment
- Temporary contracts

Workplace stress

What can I do if I am suffering from stress?

WHAT IS STRESS?

Stress is not a medical condition. Rather, it is a description of what can happen when someone is under excessive pressure. Pressure is part and parcel of work and can have a positive effect that helps to keep us motivated. But excessive demands can lead to dangerous levels of stress which undermines performance, is costly to employers and can make people ill. The Health & Safety Executive defines stress as 'the adverse reaction people have to excessive pressure or other types of demand placed on them'.

THE EFFECTS OF STRESS

It is usually recognised that stress can affect the body in three different ways, physically, behaviourally and emotionally. Individuals can suffer from one, or a combination of these symptoms, for both short-term or long-term periods.

Physical symptoms can include headaches, stomach and chest pains, muscle tension, skin rashes, palpitations, increased sweating and insomnia.

Emotional symptoms can include anxiety, irritability, low self-esteem and loss of confidence, depression, fear and panic, mood swings, aggressive or inappropriate behaviour, and withdrawal from social contacts.

Behavioural symptoms can include absenteeism, increased drinking or smoking, indecision, and avoiding duties and responsibilities.

TACKLING STRESS

If you are experiencing ill health due to work-related stress but are still at work, there are steps that you and your UCU branch/local association officers can take.

- Always tell someone if you think your health is suffering due to workplace stress or stress brought on by other factors.

- Keep a written record of any problems, and put your concerns in writing to management. This will ensure that there is both evidence of the problem and that management have been informed.

- Ask your rep to take up the case with management on your behalf. Your rep should ensure that you are not subject to any discrimination or penalties as a result of stress-related ill health.

- Ask your UCU safety rep to use the hazard reporting procedure to raise general stress-related problems and potential ill health with management. Your safety reps can use their rights to assess whether other members of staff in the same area or grade are experiencing similar problems.

- Visit your GP and tell them how you are feeling and what you think the causes are. Keep any evidence from your GP about your stress-related ill health, such as sickness certificates, if this is appropriate. This will be important if your employer refers you to an occupational health practitioner for assessment. While there is no obligation for you to comply with a request to see an occupational health practitioner, a refusal might count in the employer's favour in any subsequent civil

Ask your UCU safety rep to use the hazard reporting procedure to raise general stress-related problems and potential ill health with management

Workplace stress

If the causes of your stress are work-related, your employer has a duty to take reasonable steps to try to resolve the problem

legal proceedings. Remember that all medical records are confidential and cannot be shown to your employer or others without your written permission.

● Your rep can ask for a 'safe working practices' audit to be carried out. The audit should identify the different stress factors that have contributed to your ill health, and agree measures to control or remove the risk. A manager should carry out the safe working practices audit with you, supported by your UCU representative. The control measures identified as part of the audit process could include:

  ● agreed changes to your workload such as reduced hours/tasks
  ● reallocation of job tasks and/or reappraisal of job roles
  ● additional support measures, eg offsite or weekend working
  ● additional admin support
  ● tackling bullying/harassing behaviour if this is a contributing factor
  ● relocation within the institution if appropriate
  ● employee assistance measures such as confidential counselling.

WHAT SHOULD I DO IF I AM ABSENT FROM WORK DUE TO STRESS?

If you have not already done so, you need to inform your employer that the underlying cause of your absence is stress. Irrespective of the source of your stress, you should speak to your manager or someone else at work you feel comfortable talking to. If it is work-related, your employer has a duty to take reasonable steps to try to resolve the problem. If it is not work-related they may be able to support you or take some pressure off you at work while you resolve the stress in your personal life.

Many employees are reluctant to talk about stress at work, due to the stigma attached to it. They fear they will be seen as weak. But stress is not a weakness, and anyone can suffer from its effects. Remember, no employer should subject their employees to work-related stress, and this is an issue both you and employer should take seriously. The effects of stress as described above can themselves make it difficult for you to communicate clearly with your employer. You may find it easier to talk initially with your UCU rep who can to support you and liaise with your employer on your behalf.

If you have already informed your employer that you are suffering from stress, make sure you keep a record of any discussions you have had, a record of the causes and effects of the stress and any documents which may be evidence as to the cause or the effect of the stress you are suffering.

Do NOT discuss the causes or the effects with your employer without taking advice from your union representative and/or safety representative. If necessary, your local reps can take further advice from UCU's regional office.

In particular do not attend any meeting with your employer to discuss your sickness absence without taking advice and being accompanied.

USEFUL LINKS

1 Health and Safety advice line: **http://bit.ly/bIuzGA**

2 College and University Support Network advice: **http://bit.ly/9vn6mz**

Discrimination at work

What do I do if I think I am being discriminated against at work?

You have the right not to be discriminated against in your workplace on the grounds of your sex, gender identity, age, disability, race, religion or belief. Your employer also has a legal obligation to promote equality on the grounds of gender, race and disability.

No one should suffer discrimination, bullying or harassment at work. If you think you are being discriminated against don't ignore it, and don't suffer in silence.

THE DEFINITION OF DISCRIMINATION

There are four types of discrimination specified by law:

Direct discrimination: treating someone less favourably than someone else

Indirect discrimination: imposing the same conditions on all workers, but with the result that they adversely affect one group more than another

Victimisation: subjecting someone to a detriment because of something they have done in connection with a complaint of discrimination, either their own or someone else's

Harassment: behaviour that violates someone's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them.

There is legislation designed to tackle discrimination in the workplace and this applies to staff working in the further and higher education sectors. UCU has trained local caseworkers and regional and national officers who will be able to advise you and, if necessary, represent you if you are being discriminated against. Your first port of call should be your branch officers.

You can also get more advice on discrimination from the College and University Support network: http://cusn.info/

UCU has trained local caseworkers and regional and national officers who will be able to advise you and, if necessary, represent you if you are being discriminated against

Bullying and harassment

Bullying can occur either face to face or through written communications, email, and by phone

It makes the recipient feel anxious and humiliated and they may become frightened and demotivated

What can I do if I am being bullied?

WHAT IS BULLYING?

ACAS defines bullying as 'offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient.' Harassment, in general terms, is unwanted conduct affecting the dignity of men and women in the workplace. These terms are used interchangeably by most people, and many definitions include bullying as a form of harassment.

Bullying and/or harassing behaviour can include:

- spreading malicious rumours, or insulting someone by word or behaviour, particularly on the grounds of age, race, sex, disability, sexual orientation and religion or belief
- ridiculing or demeaning someone – picking on them or setting them up to fail
- exclusion or victimisation
- treating someone unfairly
- overbearing supervision or other misuse of power or position
- deliberately undermining a competent worker by overloading and constant criticism.

Bullying can occur either face to face or through written communications, email, and by phone. It makes the recipient feel anxious and humiliated and they may become frightened and demotivated. Stress, loss of self-confidence and self-esteem caused by bullying can lead to job insecurity, illness, absence from work, and even resignation.

DO NOT IGNORE IT

If you feel that you are being bullied or harassed – whether it is on the grounds of your gender, race, sexuality, disability, religion or belief, or any other reason, or for no obvious reason at all – do not feel that it is your fault or that you have to tolerate it. Many people ignore bullying and harassment for fear of being labelled a trouble-maker but it is unlikely that the behaviour will stop if you ignore it. The bully is often doing this to exert control, so silence may be interpreted as acquiescence.

Check if your institution has a policy on bullying and harassment

Get a copy of your employer's published policy on bullying and harassment or on dignity at work. It should be on their website – or your local rep will have a copy. Read carefully what it says about your managers' responsibilities, and how concerns should be raised. Check whether the agreement or policy has been agreed with UCU.

Insist that the person responsible for bullying or harassment stops their behaviour

In some circumstances you might be able to approach the perpetrator directly and ask them to stop. If you wish, you can take a UCU representative or friend with you.

Bullying and harassment

If your union rep agrees to raise the issue with the person responsible, it is important that you go along too, even if you do not say anything. This will prevent the bully from claiming that, because you did not complain personally, they were led to believe that you did not object. If you prefer, you can ask the perpetrator to stop in writing – outline as clearly as possible the behaviour you find offensive and the effect it has on you. If you feel unable to directly tackle the person concerned, this does not imply that you consent to the behaviour and it will not prejudice any complaint you wish to bring.

Get support
Talk about the problem with a friend, a colleague and UCU representative. Do not hesitate to contact someone even when an incident occurs only once. They may be able to suggest ways of resolving the problem.

Collect evidence of the bullying or harassment
It is important to keep a note of all relevant incidents including dates, times, places and what the perpetrator said or did. This will be invaluable in proving your case if you make a complaint. Wherever possible get witnesses to provide factual evidence. If there are no witnesses to an incident, tell a colleague or representative and make a note. Make sure you keep copies of any relevant documents including emails and other electronic information.

It may be that a bully will have a history of such behaviour. You will gain confidence from discovering you are not alone.

Some UCU branches and local associations have carried out institution-wide surveys. These can be very effective in demonstrating that there are wider issues which the employer must address – and will make your claims more difficult to dispute.

Complain to your UCU representative
Report the problem to your UCU branch or local association (LA) secretary, branch or LA equality officer, health and safety representative or other representative as soon as possible. Even if you decide not to pursue the case, it is important that the union is aware of any incidents of bullying or harassment.

There will be informal and formal procedures for dealing with the situation. The decision on how to progress the complaint rests with you.

If the person responsible for the bullying or harassment is a union representative, discuss with another branch or LA officer the best way to proceed.

Any discussions will be confidential and, no further action should be taken without your express permission. This means that the person you are complaining about will not be told you have made a complaint about them if you do not want this.

You should contact your branch or LA secretary, branch or LA chair, or branch or LA equality officer in the first instance. In the rare situation that you feel there is no branch or LA officer that you can approach, perhaps because they are implicated in the bullying or harassment, you should contact your regional office.

It is important to keep a note of all relevant incidents including dates, times, places, what the perpetrator said or did

This will be invaluable in proving your case if you make a complaint

Bullying and harassment

If you or your UCU representative cannot resolve the problem by asking the person to stop, you will need to make a formal complaint, which will then be investigated by management

Make a formal complaint
If you or your UCU representative cannot resolve the problem by asking the person to stop, you or your representative will need to make a formal complaint which will then be investigated by management.

If formal disciplinary proceedings are to be taken against the person responsible for the bullying or harassment, you will be required to give evidence. You may find it difficult to do this but it will not be in your best interests if the case is considered in your absence. Once the complaint becomes formal, UCU should insist that management conducts a risk assessment.

Remember: if bullying persists it is appropriate to treat the bully as a workplace hazard and insist on a risk assessment. This is particularly the case if it is not an isolated incident and other staff have been bullied.

Use your UCU representative
Sometimes members are so angry or distressed about being bullied that they don't take their concerns to UCU but seek outside support from lawyers or other agencies. Sometimes this is because the member believes UCU has failed to prevent bullying in the past, or because they have a mistaken view that there are effective legal remedies which can short cut internal procedures.

Unfortunately, the law is not nearly as helpful as it should be, and it is better to try to resolve bullying using UCU to instigate the internal procedures and, if possible, to link this to a wider campaign about bullying within the institution. This will have a positive effect on the culture of the organisation so that this type of behaviour is less likely to occur in the future.

Members should ideally bring their concerns to UCU first. Where members approach outside agencies or lawyers and then seek support from UCU if this doesn't work, it can make things more difficult.

Tackling bullying and harassment is a priority for UCU and, while we recognise this is not an easy challenge, we run specialist training for reps on bullying and harassment so that members can receive the best possible support.

USEFUL LINKS

1 UCU handbook on tackling bullying: **http://bit.ly/btNsN6**

2 College and University Support Network factsheet: **http://bit.ly/d6lTZR**

3 More information on internet safety and cyber-bullying: **http://bit.ly/drH1YK**

Temporary contracts

What can I do if I think I am being treated unfairly because I am employed on a temporary contract?

If you are employed on a temporary basis you have many of the same rights as a permanent employee and should not be treated unfairly.

WHAT CAN I EXPECT AS A FIXED-TERM EMPLOYEE?

- Whether you are employed on a part-time, fixed-term or hourly-paid basis you should have a contract with a full statement of your terms and conditions when you start your job. See the UCU website: www.ucu.org.uk/writtenterms

- You should have the same access to work facilities as other members of staff including computing facilities, photocopying and secretarial support. If you don't, and the reason is because you are a part-time or fixed-term employee, then you may be able to challenge your employer.

- You should have a safe, healthy workspace. Go to: www.ucu.org.uk/safemembers

- If you have been working continuously for the same employer for more than two years you are entitled to redundancy pay.

FIXED-TERM EMPLOYEES (PREVENTION OF LESS FAVOURABLE TREATMENT) REGULATIONS 2002

This legislation states that you should not be treated less favourably than other comparable staff. This includes pay, inductions and career development. The regulations also mean that, after four years with the same institution, you may be entitled to a permanent/open ended contract. For more information go to: www.ucu.org.uk/ftregs However, your right to a permanent contract will not tackle poor terms and conditions so you need to talk to your branch about this first.

PART-TIME WORKERS (PREVENTION OF LESS FAVOURABLE TREATMENT) REGULATIONS 2000

This legislation states that part-time and hourly-paid staff should not be treated less favourably than comparable full-time staff. This means that you should receive the same equivalent hourly rate of pay, sick pay, maternity pay, parental leave, holidays and access to staff development and training. Go to: www.ucu.org.uk/ptregs
For members in Wales see: www.ucu.org.uk/1952

UCU members can get advice from their union and CUSN – the College and University Support Network. Legal remedies are a last resort and it is better if issues can be dealt with first at a local level by UCU officers. UCU also provides an excellent legal service. If you are experiencing problems, you will get support and help by joining your union. Union membership means it is not only you, but all staff in the same position who benefit as issues are tackled and resolved collectively.

USEFUL LINKS

1 TUC's Worksmart site for a wide range of issues, including agency workers' rights: www.worksmart.org.uk/rights

2 The College and University Support Network: www.cusn.info ■

If you are experiencing problems, you will get support and help by joining your union

Union membership means it is not only you, but all staff in the same position who benefit as issues are tackled and resolved collectively

4

other things

you need

to know

Appendix 1
Working in further education

Further education establishments

The further education sector is part of the wider learning and skills sector for which the Learning and Skills Council currently has overall responsibility. These are the main FE sector institutions:

FURTHER EDUCATION COLLEGES

After completing GCSEs at age 16, pupils can choose whether to continue with their education at school (secondary education) or whether to leave school and continue their studies at a college (further education). General FE colleges deliver academic, vocational and occupational courses plus adult skills provision. Types of courses on offer include BTECs, NVQs and access courses.

SIXTH FORM COLLEGES

Sixth form colleges mainly provide academic courses in a similar way to sixth forms in secondary schools. Students will typically study for two years and sit AS-level exams at the end of the first year and A-level exams at the end of the second year. Some sixth form colleges also offer vocational courses such as GNVQs.

TERTIARY COLLEGES

Colleges that combine the functions of general FE colleges and sixth form colleges are sometimes referred to as tertiary colleges.

LAND-BASED COLLEGES

Land-based colleges offer agricultural, horticultural and environmental conservation study programmes. Courses lead to qualifications including Modern Apprentices, NVQs and SVQs.

ADULT LEARNING

Adult education, known as adult learning, is usually defined as education undertaken by those over the age of 19. Adults participating in learning may have to pay fees for their courses, while those up to the age of 18 receive free education and training. Adult learning covers programmes within higher and further education, adult and community learning and prisons, as well as education offered by private training providers and employers. Adult learning includes full- and part-time study within the following:

- general education
- academic education
- pre-vocational education and training
- vocational education and training
- basic skills
- skills development
- personal and community development
- learning in work and leisure time
- formal and informal learning.

Adult learning covers programmes within higher and further education, adult and community learning and prisons, as well as education offered by private training providers and employers

Appendix 1
Working in further education

Adult learning has undergone a series of government reforms to reduce the number of different types of vocational qualifications available and to make those that remain more relevant to employment

Government adult learning policies have been increasingly driven by economic factors. This has resulted in over a million and half adults dropping out of learning over the last two years. In 2008 UCU set up CALL – the Campaigning Alliance for Lifelong Learning – together with sister unions NUS, UNISON, WEA and NIACE. The aim of CALL is to raise the profile of adult learning and to protect it through campaigning and lobbying.

Adult learning has undergone a series of government reforms to reduce the number of different types of vocational qualifications available and to make those that remain more relevant to employment. In addition, the Qualifications and Curriculum Authority and the Learning and Skills Council have created a new curriculum for adult learning. This is focused around a credit framework to cover all adult qualifications and is now being rolled out nationally. This will see all adult qualifications broken down into units and modules. Each unit will be given a set number of credit points depending on the amount of expected study time and the level. Qualifications will comprise these different units which will be held in a bank, enabling adults to achieve qualifications in smaller bites over time.

USEFUL LINKS

1 Campaigning Alliance for Lifelong Learning (CALL): **www.callcampaign.org.uk**

2 UCU's alternative vision of adult learning: **http://bit.ly/bSbxLf**

Train to Gain

Train to Gain is the latest policy initiative for adult learning. Employer training programmes were initially introduced as pilots in 2002 and subsequently rolled out as a national programme. The initiative encourages and subsidises employers to put on training programmes for their workforces on their premises and in work time. These programmes focus on literacy, numeracy and full level 2 qualifications and skills.

Independent skills brokers consult employers to determine what their training needs are and help find a training provider that can best meet these needs. As well as paying for approved training programmes, the scheme compensates companies that have fewer than 50 employees for the wage payments of employees on Train to Gain programmes. Programmes are delivered by existing further education colleges and private training providers. Train to Gain contracts are administered by the LSC and are subject to competitive tendering.

There have been many criticisms of Train to Gain: namely, that it funds training that employers would have undertaken without government resources; that much of it is of poor quality; that too much of it is merely accrediting existing skills, not creating new ones, and that its main focus is not what employers want. Employers want National Qualifications Framework (NQF) level 3 and 4 skills whereas most of Train to Gain has been at level 2. It is also felt that the whole programme is bureaucratic and cumbersome.

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In 2007/08 the Train to Gain programme was underspent by over £120 million. Instead of returning this funding to the LSC's adult funded programmes from where it had been taken, it was redirected to higher education. With the recession employers have been using government programmes and especially Train to Gain far more. For the 2009/10 financial year the numbers to be funded through Train to Gain programmes have been capped and there is a 9% fall in resources. In October 2008 considerable flexibilities were introduced to the Train to Gain programmes. As the recession continues UCU expects further flexibilities, and indeed for it to become the main programme for the rising unemployed.

Skills for Life

Skills for Life is the national strategy for improving adult literacy and numeracy in England. The government invested £1.6 billion from April 2003 to March 2006 to meet its target to see 1.5 million adults improve their skills by 2007.

The Skills for Life strategy includes new national standards for adult literacy, numeracy and language learning, a national curriculum within each major strand, new entry-level qualifications and national tests.

More people are being encouraged to teach Skills for Life and awarding bodies and higher education institutions are developing new teaching qualifications to meet the need for better-trained teachers so that adults have access to more opportunities to improve their skills.

The Skills for Life strategy has established new national qualifications in adult literacy and numeracy. These include a certificate in adult literacy and numeracy at entry, level 1 and level 2. New English qualifications for speakers of other languages were introduced in August 2004. Since September 2002, all new teachers in the post-16 sector who wish to specialise in teaching adult literacy and numeracy have been required to gain qualifications that meet national standards.

In September 2009 the government ended previous policies which had seen no fees charged for students of English for speakers of other languages (ESOL), despite English now being a requirement for UK citizenship, and much evidence to show that early acquisition of English is fundamental for successful community cohesion and integration for migrant communities. UCU led an extremely vocal and strong movement against the policy of introduction of fees for ESOL. However, this did not succeed in reversing the policy, only in introducing some short-lived measures aimed at supporting such students in financial difficulties. However, following a government consultation on ESOL funding in 2008, priorities for funding of ESOL will be set locally with local authorities taking the lead.

More people are being encouraged to teach Skills for Life and awarding bodies and higher education institutions are developing new teaching qualifications to meet the need for better-trained teachers so that adults have access to more opportunities to improve their skills

Appendix 1
Working in further education

Prison education is delivered in prisons through education contracts which are put out to tender every four years

Colleges, as well as private training providers, bid for these contracts

Adult and community learning

Adult and community learning (ACL) usually refers to learning that does not lead to accredited qualifications. It is sometimes also called adult education or non-vocational adult education, recreational or leisure learning, non-formal and informal adult learning.

ACL programmes are delivered by local authority adult learning services, further education colleges, voluntary and community organisations and, in some areas, schools funded by the LSC.

Offender learning/prison education

UCU members include lecturers working in prisons and youth offender institutions. It is increasingly recognised that education in prisons can be an effective means of preventing reoffending, especially as so many prisoners have few educational qualifications, and many do not have the basic skills of literacy and numeracy.

Prison education is delivered in the prisons through contracts which are put out to tender every four years. Colleges, as well as private training providers, bid for these contracts. The result is that the organisation holding the education contract for a particular prison may be some distance, sometimes over 100 miles away, from the prison. The actual educational work in the prison is organised by an on-site education manager. Teaching staff may be full- or part-time. These staff have different conditions of service than those in the main employing college. They are also subject to prison regulations when at work.
See: www.dfes.gov.uk/offenderlearning/index.cfm

Following the publication of the green paper, 'Reducing re-offending through skills and employment' in 2006, the government recognises that training for offenders needs to be much more focused on employability. Key pieces of work include working with employers to design and implement new models of training and preparation for work; flexible access to skills and employment support, and unpaid work placements in the community.

Apart from the focus on skills for the labour market, other key aspects of offender learning include:

- Skills for Life: this involves working towards levels 1 and 2

- information and communication technology – this should be embedded across the curriculum, with progression to level 3 and 4 qualifications

- higher education opportunities through the Open University

- the arts – with a focus on visual and performing arts through modular courses accredited at entry level and levels 1, 2 and 3

- personal and social skills – modular and unit-based courses with credits that can be accumulated with progression to a higher level

- information and guidance on other courses.

Appendix 1
Working in further education

Teaching 14 to 19-year-olds

In recent years government has been focusing on education for 14 to 19-year-olds to provide a basis for generating skills and cutting the number of young people who leave compulsory schooling with no qualifications and fail to go on to education, training or work. The government believes that the national curriculum fails to engage and motivate many 14 to 16-year-olds. Its policy is to introduce more applied and vocational courses for young people from the age of 14. Further education is considered to play a key role in this development by working in partnership with schools at local level to deliver new programmes for young people.

14–19 curriculum

The 14–19 Education and Skills White Paper, published in February 2005 focuses on the introduction of one overarching qualification for 14 to 19-year-olds at four levels: entry, foundation, intermediate and advanced. It also suggests that both vocational and academic subjects be covered within the qualification framework, using A levels and GCSEs as building blocks for a unified diploma, blending core subjects such as English with specialist learning. This would aim to treat academic and vocational subjects as equally important.

The diplomas

Specialised diplomas have been developed by Sector Skills councils and there will be 14 corresponding to the main occupational sectors. Diplomas can be delivered by consortia of schools, colleges and work-based learning providers and employers. The emphasis of the new diplomas is not on providing a vocational qualification but a new educational qualification.

Each diploma will be available at foundation, intermediate and advanced levels and will allow learners to tailor their own programmes to meet personal needs. Diplomas also include functional skills – literacy, numeracy and IT.

From 2011 there will also be an extended diploma, equivalent to 4.5 A levels at the advanced level, 9 GCSEs at the higher level and 7 GCSEs at the foundation level.

There is to be a general review of all 14–19 routes, programmes and qualifications in 2013.

General qualifications

GCSEs remain. The benchmark for achievement is five GCSEs between grades A* to C. This level of achievement is the main selection criteria for post-16 education, training and employment. Recently the course work element of GCSEs has been reduced, which means that it is increasingly a qualification that is externally assessed. GCSE programmes do not include functional skills.

The government believes that the national curriculum fails to engage and motivate many 14 to 16-year-olds

Its policy is to introduce more applied and vocational courses for young people from the age of 14

Appendix 1
Working in further education

From the early 1990s successive governments have attempted to revive apprenticeships in the context of the modern economy

A levels have been reduced to four modules per subject and a new grade A* introduced. A levels are under considerable pressure in FE colleges since the minimum performance level has been increased in colleges to 75%. A levels in FE colleges fulfill a vital role in widening access and participation because A level students studying at FE colleges are often older than those in schools. Sometimes they are returning to education having worked after leaving school or having failed to achieve the five A*–C GCSE grades needed to secure a place in a school sixth form or sixth form college.

Apprenticeships

These are the third route for 16–19-year-olds, although recently apprenticeships for adults have been created. In previous decades apprenticeships were the traditional route by which a trade was learnt. From the early 1990s successive governments have attempted to revive apprenticeships in the context of the modern economy.

An apprenticeship is a form of vocational training containing a mixture of work-based and theoretical learning. There are four core participants in any government-funded apprenticeship:

- The employer offers a place, is the primary provider of learning in the workplace, pays the apprentice a wage and supports their requirements for learning time.

- The apprentice is expected to contribute to the productivity of the employer and to undertake the requisite learning.

- The training provider provides off-the-job tuition and often takes on much of the bureaucratic workload associated with the apprenticeship on behalf of the employer. The training provider might be a further education college, group training association or other work-based learning provider.

- The government – via the LSC – provides funds to cover the training costs of the apprenticeship although, typically, not the wage costs of training time.

An apprenticeship is not a qualification in itself, but it contains the following elements which are certified separately:

- a knowledge-based element – the theoretical knowledge underpinning a job in a certain occupation and industry, typically certified via a technical certificate

- a competence-based element – the ability to discharge the functions of a certain occupation, typically certified via work-based assessed NVQs, transferable or key skills (literacy and numeracy), and a module on employment rights and responsibilities.

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Working in further education

Sector Skills councils set the apprenticeship framework for their sector, including the entry requirements. Apprenticeships are at level 2 and level 3. A successful apprenticeship at level 3 should meet the entry requirements for HE. There are a number of other apprenticeship schemes which FE lecturers may be involved in teaching. These include:

- **Young Apprenticeships** which give 14 to 16-year-old pupils the opportunity to pursue industry-specific applied learning programmes in colleges and in partnership with employers

- **Programme-led Apprenticeships** which are courses normally based in colleges and offered as full-time vocational courses

- **Entry to Employment** for those who do not have, or are not expected to gain, the requisite entry qualifications for a full apprenticeship.

The government's policy is that by 2013 every suitably qualified young person who wants to take up an apprenticeship place will be able to do so.

Under-16s in further education

School pupils have been attending further education colleges for many years. The number has recently risen and is set to continue to grow as the government attempts to re-engage young people who feel alienated from school learning by offering more practical learning provision at colleges.

The main college programmes on which there may be under-16-year olds are the new diplomas which are available to 14 and 15-year-olds, Young Apprenticeships which are mainly directed at school pupils, and Entry to Employment programmes.

There is no legal restriction against teaching under-16s, as long as this is not in school premises. You will need to go through the safeguarding procedures – see the Safeguarding section of this guide for more information. However, it is likely that you will need to do this even if you do not teach under-16s, as it applies to all those who have contact with under-18s. Key issues concerning work with the under-16s in college include health and safety, the need for increased supervision, and issues such as coping with challenging behaviour.

School pupils have been attending further education colleges for many years

The number has recently risen and is set to continue to grow as the government attempts to re-engage young people who feel alienated from school

Appendix 2
Working in higher education

UCU's policy has always been that higher education within the further education sector should not be 'HE on the cheap'

Higher education (HE) refers to studying for qualifications such as diplomas of higher education, bachelor and postgraduate degrees including master's degrees, MBAs and PhDs. Students are usually aged 18 or over (17 in Scotland) and courses can last from one to four years. An increasing number of mature students are choosing to start their undergraduate studies after the age of 21.

Universities

Universities provide the majority of HE courses in the UK. They undertake research and teaching with the balance varying from institution to institution. Some concentrate on teaching while others are more research intensive. Universities also increasingly transfer knowledge out to businesses and other organisations.

A range of degree courses are offered both at undergraduate, postgraduate and doctoral level (PhDs). They also often offer access, diploma and foundation degrees.

Higher education in further education colleges

Over 10% of HE in England is taught in FE colleges, consisting predominantly of vocational degrees and foundation degrees funded indirectly by the Higher Education Funding Council for England (HEFCE).

UCU's policy has always been that higher education within the further education sector should not be 'HE on the cheap' so, although on FE contracts, HE lecturers in further education institutions should have access to remitted time off to undertake both scholarly activity and research to support high quality teaching and learning within an HE ethos for their students.

Although there are as yet no clear regulations, HEFCE has produced a range of reports and recommendations on the necessity for colleges to plan for and support scholarly activity and research for HE within FE. The recently updated HE in FE Good Practice Guide (March 2009/05) is particularly useful, giving examples of current practice that UCU supports, such as remitting time for scholarly activity on a ratio of 1.5 hours for every single higher education hour taught, up to a maximum of 108 hours per year.

HEFCE now also requires FE colleges to submit their HE in FE strategies including arrangements for staff development through scholarly activity and research.

Similarly, the Quality Assurance Agency (QAA) for HE has published quality reviews of HE in FE provision which have increasingly stressed that scholarly activity should be an essential element of HE in FE practitioners' conditions and should be included in the strategic planning of colleges. This is crucial to a high quality student learning experience and in the creation of an HE ethos in FE institutions.

Appendix 2
Working in higher education

UCU continually monitors this aspect of HE in FE lecturers' conditions, both through members' queries and the Higher Education Academy HE in FE Reference Group.

USEFUL LINKS AND CONTACTS

1 *HE in FE Good Practice Guide* (see especially Chapter 9, Staffing and Staff Development): **www.hefce.ac.uk/learning/heinfe**

2 For help and advice on HE in FE professional conditions contact John Offord: **jofford@ucu.org.uk**

E-learning and online learning

There is a growing use of e-learning and online learning in the further and higher education sectors including government-backed initiatives, workplace training and the use of virtual learning environments (VLEs). Examples of e- and online learning in education include widespread use of VLEs like Blackboard and Teknical in universities and colleges, FE colleges using multi-media learning materials, online distance learning courses and courses provided by UFI learndirect. The growing impact of e-learning on careers in education is an important issue for UCU in several ways:

INSTITUTIONAL PLANNING
Institutions are now starting to develop e-learning strategies often with a member of staff with responsibility for managing them. However these are often not fully understood by teams and departments, and the impact on jobs and conditions often not considered.

WORKLOAD MANAGEMENT
Since much of the workload pressure flows from decisions about how to implement e-learning, institutions should make workload management a central feature of their e-learning planning from the start. Key issues are authoring (course development), teaching/delivery of courses, revision and improvement of courses and supporting and encouraging the e-learning environment.

When learners access online learning materials in the presence of a lecturer, the time taken will count against the lecturer's class contact or scheduled teaching allocation as normal. Issues associated with the time required to develop/publish online materials should be dealt with separately. The system for allocating time to a given number of learners on a particular course is sometimes referred to as the 'case loading' system. This should take into account:

- the number of study hours the course involves

- the way the course is designed, including the number and types of activities it contains

- the extent to which tutor-learner dialogue is required by the course

- the amount of tutor input required.

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Appendix 2
Working in higher education

Since much of the workload pressure flows from decisions about how to implement e-learning, institutions should make workload management a central feature of their e-learning planning from the start

It should also take into account time spent:

● attending team meetings
● updating learning materials
● reviewing applications
● preparing face-to-face sessions with learners.

Work planning issues

Work-planning for e-learning should be treated in the same way as your other areas of work as covered by your contract and staff handbook. Your college or university should recognise time spent uploading lecture notes or converting a course for online delivery.

Working conditions

● Physical set-up and privacy – online tutoring is often not suited to shared or open-plan workspaces and requires a degree of peace and quiet without interruptions.

● Home working – many online tutors prefer to work from home. Issues arising from this are health and safety – which applies irrespective of work location – and reimbursement for provision or equipment.

USEFUL LINKS

1 Full guidance on e- and online learning can be found at: http://bit.ly/bHZv1s

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Glossary of abbreviations

ACL	Adult and Community Learning		**ISA**	Independent Safeguarding Authority
AOC	Association of Colleges		**ITT**	initial teacher training
AQA	Assessments and Qualifications Alliance		**JNCHES**	Joint Negotiating Committee for Higher Education Staff
BECTA	British Educational Communications and Technology Agency		**LA**	local association
BTEC (ND)	Business and Technology Education Council (National Diploma)		**LLUK**	Lifelong Learning UK
			LSC	Learning and Skills Council
CALL	Campaigning Alliance for Lifelong Learning		**LSDA**	Learning and Skills Development Agency
CertEd	Certificate in Education		**LSIS**	Learning and Skills Improvement Agency
CPD	continuing professional development		**LSN**	Learning and Skills Network
CRB	Criminal Records Bureau		**MBA**	Master of Business Administration
CROS	Careers in Research Online Survey		**NIACE**	National Institute of Adult Continuing Education
CTLLS	Certificate in Teaching in the Lifelong Learning sector		**NJF**	National Joint Forum
CUSN	College and University Support Network		**NUS**	National Union of Students
CV	curriculum vitae		**NVQ**	National Vocational Qualification
DIUS	Department for Innovation, Universities and Skills		**OCN**	Open College Network
			OCR	Oxford, Cambridge and RSA Examinations
DTLLS	Diploma in Teaching in the Lifelong Learning sector		**OFSTED**	Office for Standards in Education, Children's Services and Skills
EHRC	Equality and Human Rights Commission		**OU**	Open University
ESOL	English for speakers of other languages		**PGCE**	Postgraduate Certificate in Education
FE	further education		**QAA**	Quality Assurance Agency
FEDA	Further Education Development Agency		**QCA**	Qualifications and Curriculum Authority
GCSE	General Certificate of Secondary Education		**QCDA**	Qualifications and Curriculum Development Agency
GNVQ	General National Vocational Qualification		**QTLS**	Qualified Teacher Learning and Skills
HE	higher education		**QTS**	Qualified Teacher Status
HEA	Higher Education Academy		**SVQ**	Scottish Vocational Qualification
HEFCE	Higher Education Funding Council for England		**UCU**	University and College Union
HEI(s)	higher education institution(s)		**ULR**	union learning representative
HOD	head of department		**WEA**	Workers' Educational Association
HR	human resources			
IfL	Institute for Learning			