

EIS Action Research Project 2017/18

‘Time-served teachers’? Professional identity and Further Education lecturers in Scotland

Pam Currie

Introduction

Concepts of ‘professionalism’ among Further Education lecturers have long been problematic and stem from the origins of Further Education as a ‘trade school’ where for the most part, young male apprentices were released from work – or attended evening provision – to be taught by lecturers whose industrial experience and vocational skills were prized above their academic qualifications (Williams, 2007). The decline of heavy industry in the 1970s and 80s, followed by the ‘incorporation’ of the colleges in 1992, saw a significant diversification of curriculum, and with it a demographic shift among teaching staff – more women, more graduates, and a wider range of educational and industrial backgrounds.

The question of lecturer professionalism in Scotland has been given fresh impetus by the return to national bargaining in the sector in 2015. National industrial action in the sector in 2016 and 2017 was in part over pay, but at its core was the question of professionalism, with management refusing to implement an agreed transition to national pay scales unless the EIS accepted changes to terms and conditions posited as a ‘workforce for the future’ and a ‘professional contract’.

In a sector spanning everything from hairdressing to archaeology, this debate raises a number of questions. What does it mean to be a ‘professional lecturer’? How do lecturers themselves engage with concepts of professionalism, and what role does the EIS have to play in this process?

Background

At present there is no defined route into Further Education lecturing in Scotland, and most lecturers still enter the sector without a formal teaching qualification (a recent EIS FELA FOI request showed that in 2015/16 session, only 49% of lecturers at City of Glasgow and 63% at Edinburgh College were qualified). Lecturers who have attained a Teaching Qualification (Further Education) or equivalent are eligible for voluntary registration with GTCS, although only around 10% of the sector have taken this up¹. Registration is based upon the Professional Standards for Lecturers in Scotland’s Colleges (Scottish Government, 2012).

While the Professional Standards and TQFE are a benchmark of competence and create a framework for discussion, ‘professional identity’ is a more fluid and socially constructed

¹ Figures from GTCS Scotland (www.gtcs.org.uk) indicate that as of 1 May 2016, 562 lecturers were registered in the Further Education category. This was an increase from 507 in August 2015.

concept. Jephcote and Salisbury (2009) argue that teacher identity is constructed through interactions with learners as well as with peers, and is firmly situated within a cultural, economic and social context, while Neary (2014), writing about careers guidance professionals, emphasises that professional status is not a given, but rests upon our own and others' constructions of our identities. Furthermore, the incredible diversity of Further Education creates challenges in establishing a coherent and universal lecturer professional identity (Jephcote and Salisbury, 2009).

What factors draw these diverse individuals into teaching? Gallais' (2006) study of construction lecturers found that most came from working class backgrounds and had entered their trades as apprentices. Their own educational experiences strongly influenced their decision to enter FE lecturing, with positive experiences of college and work-based learning often contrasting with negative school experiences. When asked their reasons both for initially taking up a lecturing post and for staying in FE, the vast majority cited the desire to pass on their skills and 'putting something back'; only 5% were motivated by salary.

The path to teaching in Further Education in Scotland is not a smooth one. The pervasive use of temporary fixed term and 'zero hours' contracts for new-starts in the sector means that many have what Bathmaker (2005) terms a 'broken transition' and Gleeson (2005) refers to as a 'long interview'. New entrants typically work for extended periods – often years – before securing permanent employment, at times combining this with work in their previous industry. Page (2007) discusses some of the challenges of this transition for construction lecturers, struggling to reconcile teaching as a 'proper job' in a culture where 'real work' is physically demanding and often dangerous, and challenged by the administrative and pastoral care demands of their new role. Grier and Johnston (2012) studied STEM professionals and identified a need for support in 'renegotiating' professional identity; being a skilled and qualified professional in a vocational area did not automatically transfer to competence and confidence in teaching the subject.

Once in the job, as Avis and Bathmaker (2004) note, the reality does not always match initial expectations. For their sample of trainee FE lecturers, lower level classes did not live up to the expectation of a caring lecturer and engaged, responsive adult learners. Hochschild's (1983) work on emotional labour gives a useful framework for discussion here; to be a professional lecturer requires not only expertise in one's subject but the ability to 'care', to provide sustained emotional support both in the classroom and in one to one pastoral care (Parkinson, 2012). Williams (2007) highlights the expansion of lecturer duties post-incorporation, encompassing not only pastoral care but also recruitment, retention, needs assessment and a swathe of administrative tasks. The new 'learning professional' is expected not only to undertake all of this but to adapt to change and to work across subject disciplines (Gleeson, 2005). Clow (2001) is explicit – incorporation in FE gave rise to a process of work-intensification and attacks on lecturer terms and conditions behind a veneer of 'professionalism'.

In this context, how might we develop a more constructive understanding of lecturer professionalism? Robson et al (2004) draw upon Hoyle (1974)'s definitions of 'restricted professionalism' – the competent classroom practitioner – and 'extended professionalism',

one who uses CPD to develop their skills and knowledge beyond this minimum. Clow (2001) argues that lecturers do not constitute a profession in the traditional sense (notably lacking a mandatory professional body and universal test of professional competence), but through qualitative interviews nonetheless identifies key elements of lecturer professional identity. She identifies six categories which I will draw upon in my own analysis:

- (i) 'Ex-officio', professional status acquired prior to entering teaching in an unrelated industry
- (ii) 'Vocational standards', expressed through a high level of competence in a vocational skill and the expectation of learners achieving similarly high standards
- (iii) 'Segmented', professional status achieved in some but not all aspects of the role
- (iv) 'Holistic', focused on the needs of learners and 'doing the best' for students
- (v) 'Professional judgement', recognition of professional decision making
- (vi) 'Emancipatory', changing the lives of learners.

Flores and Day (2006) identify a 'vulnerability' and 'professional uncertainty' in the lecturer role; lecturers invest significant emotional labour in their activities, but is this 'enough' for learners and managers alike? This investment and uncertain professional status leaves lecturers vulnerable to a culture of managerialism, a particularly toxic combination when coupled with insecure employment and zero hours contracts.

This vulnerability is evidenced by Ravalier and Walsh (2017) in one of the few studies to consider a Scottish FE context. Using national benchmarks across a range of sectors, they concluded that Scottish school teachers had 'chronically high levels of negative working conditions'. Scottish college and university lecturers rated as badly or worse in every category; a quarter of lecturers surveyed were 'extremely dissatisfied' in their role and nearly half intended to leave the sector within the next 18 months.

Trade unions would appear to have a central role in challenging a culture of long working hours, poor support and lack of professional recognition. Yet they are strangely absent from the literature, with the exception of Clow (2001)'s brief dismissal:

'FE teachers are not organised as a profession. They are not unionised [...] and through the complicity of managers many have been party to their own exploitation.'

(Clow, 2001, p.417)

There are a number of references to professional bodies in the (predominantly English) literature, but other than Clow, none explicitly address the role of trade unions. Clow's claim that FE teachers are 'not unionised' can certainly be rejected in a Scottish context, where over 80% are members of the EIS, the sole recognised union for FE lecturers here.

The pattern of EIS membership in FE has been a consistently upward trend since the return to national bargaining in 2015. This pattern exists not only in the smallest UHI colleges where membership has doubled and trebled from a very small base, but in large, well-organised branches which enjoyed relative success under local bargaining – in both West College Scotland and New College Lanarkshire, membership increased by nearly 20% during this period. Across the sector, the increase was over 13% from December 2014 to

September 2017. This increase is set against a national trend of decline; from a peak of 13m in 1979, half of all UK workers have now never been a trade union member (Bryson and Forth, 2014). Bryson and Forth (2014) note that smaller, 'occupationally' specific unions – particularly in the education sector – have bucked the trend in recent years, but offer little analysis of the reasons for this other than a general growth in the public sector and demand for 'professional indemnity insurance' for teachers. Neither of these offers a satisfactory explanation in Further Education, in which trade union membership has grown during a sustained period of cuts to jobs in the sector, and in which industrial action has featured more heavily than insurance offers. We are recruiting new members who are, for the most part, both new to teaching and new to trade unions. Our members reflect our curriculum and our staffrooms, drawing on a hugely diverse range of industries – most of which are no longer unionised. What role does the EIS have in creating, supporting and shaping lecturers' professional identities, and how can this be supported through the national bargaining framework?

Research Design

The research had two main elements. First, an online questionnaire was circulated to explore experiences of professionalism among new (less than 5 years' service) and experienced lecturers, their reasons for entering the sector and their beliefs about trade unions and the EIS. A copy of this questionnaire can be found in Appendix A.

A total of 403 lecturers completed the survey, of whom 290 were recruited via the 'Honour the Deal' Facebook page. An email was also sent to EIS FELA Branch Secretaries with a request that they circulate it to members, and a further 113 responses were generated in this way.

The respondents had a 60:40 female/male gender balance, with the majority in the 45-60 age range and 66% having 10 years' or more teaching experience. This is a similar demographic to Ravalier and Walsh (2017) and reflects an older FE workforce, typically with substantial industry experience behind them. Only 2% of respondents were under 30. Respondents were drawn from across Scotland, with a third from the Glasgow colleges and 16% from UHI partners.

Of particular interest are the 64 participants (16% of the cohort) with less than five years' service. Around a fifth of this group had been FE lecturers for less than two years. A follow up interview was arranged with a small sample of those who had less than five years' teaching experience.

An individual semi-structured interview was conducted with each participant, exploring their transition to lecturing and their constructions of professional identity. Participants were advised of the purpose of the study and assured of confidentiality and anonymity in the final write-up.

The four interviewees referred to in the report are:

Moira – a chef-lecturer with over thirty years’ experience in the catering industry and a degree in hospitality.

Rachel – a social science lecturer with a background in business development who returned to study and entered teaching after having time out to have a family.

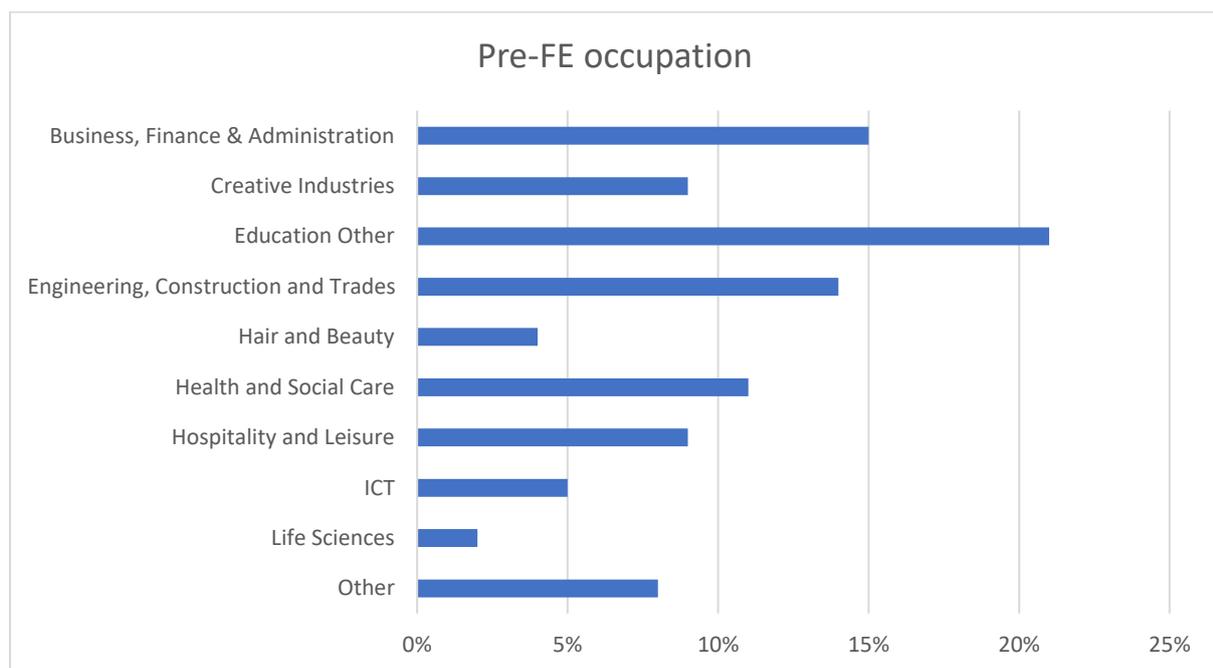
Simon – a qualified electrician who worked for a private training provider for a number of years before moving into Further Education.

Joe – a mechanical engineer who entered FE teaching after a lengthy military career.

Participants’ names have been changed and identifying details of their employers removed.

Findings and Discussion

Respondents represented a hugely diverse range of occupational backgrounds, from cabin crew to freelance ecologist and restaurant owner to research mathematician. A sectoral analysis is given below:



Of those in the ‘Other’ category, the largest group had been full time students immediately prior to taking up a teaching post. The ‘Education Other’ category was perhaps surprisingly high. The largest group within this sector were Secondary teachers (7%) followed by Primary teachers (5%), those employed in private sector training organisations or language schools (5%), Early Years practitioners (3%) and Community Education workers (3%).

The survey indicated an overwhelmingly graduate profession, with 90% qualified to at least degree level or equivalent and 30% holding a postgraduate qualification over and above TQFE.

As Gallais (2006) found, the primary motivation for entering FE was a desire to pass on skills and to teach, cited by half of respondents as their main reason. Around 20% entered the sector by chance – a job opportunity arose, or they considered teaching when work dried up in their previous sector. Several also expressed a more general ‘belief in FE’ as a ‘second chance for those who school had failed’, and this was echoed by those who participated in the qualitative interviews, particularly when they had themselves benefited from Further Education.

These factors also featured heavily when respondents were asked about secondary reasons for entering the sector, with 40% citing enjoyment of their subject/trade. Salary and conditions did not feature as major motivators, although 20% of respondents cited family-friendly working.

Of the survey respondents, just over two-thirds held a full time, permanent contract. 7% indicated that they were on a temporary contract, either fixed term or variable hours. However nearly 70% of respondents indicated that they had *entered* the sector on a temporary contract, and of those with less than five years’ service, over a third were currently on a temporary contract. This reinforces Gleeson (2005)’s ‘long interview’ – three of the four interviewees had entered the sector on temporary contracts, and they had contrasting experiences of support during their transition phase. While Moira had benefitted from the opportunity to ‘shadow’ lecturers around her pre-FE employment, a more typical experience was that of Joe, an engineering lecturer with four years’ teaching experience:

“I did a class for a couple of lessons with other lecturers, just to see the basic layout, but then I was basically dropped in it – well, you seem to know what you’re doing, there’s a class, go teach them.”

Joe was the only interviewee to have completed any pre-service teacher training– in this case the English PTTLs course. Over 90% of lecturers surveyed had or were currently working towards a TQFE or equivalent (based on recent EIS FELA Freedom of Information requests, this is likely to be higher than the sector as a whole). This dropped to 73% for those with less than five years’ service, with the remainder either on a waiting list for training or not yet offered it by their employers. Only 2% of all respondents said that they did not want to complete such a qualification. 14% were GTCS registered; again, this is higher than the latest available figures for the sector overall.

Respondents were asked the open-ended question, ‘Do you consider yourself to be a ‘professional lecturer’? Please comment on why you feel this way’. Responses were then coded as ‘yes’, ‘no’ or ‘unsure’ with further textual analysis of comments. 345 respondents answered this question, of whom 86% identified as professional, 7% did not, and 6% were unsure. For those with less than five years’ service, just over 70% identified as professional, 17% said no and 10% were unsure.

A number of themes emerged around 'professionalism'. Responses were coded using Clow's (2001) categories with the addition of a further three categories: personal characteristics ("I work hard"), access to CPD, and TQFE/Professional Standards:



Nearly 40% of respondents cited the TQFE qualification and the Scottish Government's Professional Standards (2012) as being central to their professional identity. In addition to those who explicitly referenced the standards, others highlighted elements such as reflexive practice and commitment to CPD (14%). However, attitudes toward GTCS were often more ambivalent:

"I feel I am a professional lecturer. Understanding and following policies and procedures, professional standards, being trained and qualified are the elements required from a professional. It would probably be good to belong to a professional body but I don't see this as essential."

(part time permanent Social Care lecturer, 5-10 years' experience)

Exploring these issues in greater depth in the qualitative interviews, all four interviewees spoke of their own commitment to education and lifelong learning; three of the four had been actively involved in the training and development of junior staff and apprentices in their previous workplaces. Rachel and Moira had both been mature students in Further Education themselves, while for Joe and Simon, education was not a linear process but something that they 'dipped in and out of' throughout their pre-FE careers. All of them cited TQFE in defining their professional identity, and for Moira, this was so important that finding herself ineligible for college support after three years on a temporary contract, she self-financed her qualification. This was tempered, however, with disappointment in the content of the TQFE programme, and frustration that there was no clear progression route from this baseline qualification.

“There’s nothing new there, I’ve already covered this – is this it?”

Rachel, social science lecturer

“I’d love to go further, to Masters level, from the teaching theory – I really enjoyed the TQFE course, but I wouldn’t say I got a lot out of it.”

Joe, mechanical engineering lecturer

In ‘professional judgement’, a key element was the concept of experience as a lecturer, the concept of being ‘time served’ in teaching as well as in a vocational area, with many participants referencing lengthy careers in industry and in teaching to support their professional status. In contrast, those with less teaching experience might be defined as emerging, ‘not yet’ professionals. As Jephcote and Salisbury (2009) note, professional status is socially constructed and contingent on context and perceptions by others:

“Not yet as I have not completed my TQFE and feel my peers don’t recognise my abilities.”

(full time permanent Hospitality lecturer, <2 years’ experience)

Holistic and emancipatory themes also came through strongly, with many respondents highlighting the effort they made to ‘do their best’ for the learners as central to their professional identity, drawing on narratives of emotional labour in the classroom (Parkinson, 2012).

“I am very passionate about my job and the social responsibility I have to do the best for every student I come in contact with.”

(full time permanent Hospitality lecturer, 10+ years’ experience)

But caring deeply about the students and about the subject was not always sufficient on its own:

“I am very confident in teaching my trade, however being temp and treated differently does not fill you with confidence. Missing out on training opportunities as a temp doesn't allow progression.”

(temporary/variable hours Hospitality lecturer, 2-5 years’ experience)

Contract type had a significant impact on professional identity. Only 61% of those on temporary contracts identified as a ‘professional lecturer’ and nearly a third had not been offered TQFE.

The pervasive use of temporary contracts in the sector is one element of a ‘more for less’, austerity-driven agenda which the EIS has consistently challenged in recent years. Williams (2007) highlights the expansion in lecturer duties post-incorporation, and recent rounds of

cuts have further reduced support staff, placing further pressure on lecturers to complete administrative tasks and offer pastoral support.

“Taking on roles which are not a lecturer’s responsibility [such as] funding issues, personal issues etc ... takes away from my main role, which is to teach. [Support staff] are losing their very important jobs, and their roles are being passed on to lecturers.”

(part time permanent Early Years lecturer, 5-10 years’ experience)

As Ravalier and Walsh (2017) found, dissatisfaction was often expressed in terms of poor management support from above (45% of respondents), and this impacted upon professional identity:

“I would like to believe that I am a professional ... [but] my 'professionalism' is continually challenged by management and often our learners.”

(full time permanent Business lecturer, 10+ years’ experience)

For many lecturers, professionalism was constructed as something to be defended in the face of attacks from above, in the form of college management, from below, by disruptive and disengaged students, and by external forces, including the government, media and educational bodies, and while all four interviewees were keen to emphasise their love of teaching and the ‘lightbulb moments’ with learners, this was a clear theme:

“I don’t feel like we’re treated by the upper management as being professionals. It’s like being talked down to... We also get looked down upon [by] teachers, proper teachers – they see us as being, well, uneducated really.... And university lecturers as well – again, looking down on us. Do we belong in the pack of professional lecturers?”

(Joe, mechanical engineering lecturer)

Of particular note were concerns that in the drive for efficiency and targets, quality and lecturer professional judgement were being compromised. This was explored by Simon, who had worked in a private sector construction training environment immediately before entering Further Education:

“When I came here I was expecting it to go up a level, but I don’t [...] feel that’s necessarily been the case. It’s a lot looser than I’m used to, in relation to things like the control of verification and assessments and meetings.”

(Simon, electrical lecturer)

Others raised concerns more explicitly, citing occasions when they were directly over-ruled:

“[there is] a culture of expectation that a student will be passed if they are still attending. I was threatened when I raised this issue. The grades I submit are sometimes changed to pass students I have failed.”

(part time permanent Core Skills lecturer, 10+ years' experience)

This is a serious accusation to level, but it reflects also a lack of opportunity for standardisation, verification and professional dialogue in a context where lecturers are timetabled to their contractual maximum and expected to undertake a range of additional duties over and above this.

The question of lecturer workload is central here. Class contact time is central to our understanding of the professional role of the lecturer – are we holistic, reflexive practitioners or simply programmed to teach classes across a diverse, ever-changing curriculum with minimal preparation time?

43% of lecturers cited a lack of preparation time as a barrier to their professionalism. Preparation time is determined primarily by the contractual weekly class contact maxima, but is eroded further by large classes (with additional marking load), large numbers of learners with additional support requirements, and administrative and pastoral support tasks.

“Preparation time is eaten up by course tutor duties, student enquiries, management emails and administration.”

(part time permanent Social Science lecturer, 10+ years' experience)

This was often exacerbated by the nature of the curriculum and pressure to maintain professional skills and ‘keep up’ with changing industries:

“This field is ever changing and keeping abreast of current legislation and knowledge and skills is time consuming.”

(part time permanent Creative Industries lecturer, 5-10 years' experience)

This in turn was exacerbated further by the expectation of teaching across a range of levels and programmes, particularly among lecturers in UHI partner colleges.

As Parkinson (2012) identified, many lecturers identified aspects of their job and professionalism which went ‘above and beyond’ simply teaching. While many saw this as an integral part of the role, there was nonetheless frustration at the lack of recognition and support from management, and concern at the potential impact on learning and teaching:

“More of a Social Worker than a Curriculum Leader – huge social issues amongst students and also increasing mental health problems. One of my students committed suicide.”

(full time permanent Business lecturer, 10+ years' experience)

Ravalier and Walsh (2017) outline clearly the impact of working conditions on work related stress and morale; it is clear, however, that this is not simply about dissatisfaction with the job or an intention to move on – it reaches the core of lecturer professional identity:

“Not being valued. Not being treated like a professional.”

(part time temporary Core Skills lecturer, 10+ years' experience)

What role does the EIS have in tackling these concerns, and what is our locus as a trade union in discussions of lecturer professional identity? The return to national bargaining in 2015 has been dominated by the long-running dispute on pay and T&C, above all workload and class contact time. While negotiations on the final elements of T&C are ongoing, discussions have acknowledged, at least to an extent, the ‘emotional labour’ invested in guidance and pastoral care, and the expectations of learners of 24/7 availability of through email and VLE. Another key element identified by both sides has been institutional support for TQFE.

The management side have frequently cited the need for a “workforce for the future” and the “professionalisation” of lecturing staff, but what does this mean? We have the 2012 Professional Standards, but do these fully capture the complex and fluid professional identities within the sector? Who validates, maintains and standardises lecturer professionalism, and how does a trade union best represent the interests of its diverse membership on this issue? It is clear that there are no straightforward answers – while EIS policy is that members should register with GTCS, few FELA members have taken this up, and the findings above support Clow (2001)’s argument that Further Education lecturers have a diversity of professional identities which are in many cases distinct to those of school teachers.

To what extent should the question of ‘professional identity’ be the concern of a trade union at all? While FELA’s constitution provides two sub-committees of the Executive – Salaries and Education & Equality – it is clear that the agenda in recent years has been dominated, unsurprisingly, by the more traditional bargaining areas of salary and T&C. This has been a largely successful strategy, and this success in turn has driven growth in membership. Almost all (98%) of the survey respondents were union members, and around half indicated that they had joined ‘within a few weeks’ of starting in FE, with only 15% waiting for two years or more. The biggest single reason for joining was simply a ‘belief in trade unions’, and encouragingly for the wider movement, over half of respondents joined a union for the first time in FE, having previously worked in non-unionised workplaces.

Interestingly, Joe was one of the few non-EIS members to respond to the survey, and having read both union newsletters and Colleges Scotland updates, expressed his frustrations:

“[The EIS] should have massive role in CPD and professionalism in teaching, and I see it as being a tiny little thing on the back burner... now and again you see CPD coming up, you see professional development, but you don’t actually see any content there – everything you see is TQFE.”

(Joe, mechanical engineering lecturer)

Conclusions

The vast majority of lecturers are committed to high quality, professional, student-centred delivery despite multiple barriers both internal and external to the colleges, in particular around lecturer duties and workload. For many lecturers, there is neither time nor institutional support for professional reflection or sharing of good practice among peers.

Senior managers, sector leaders and policymakers are not seen to value the Further Education sector and the professional knowledge and experience of lecturing staff and this is a huge barrier to the development of professional identity. This is exacerbated by the prevalence of temporary and zero hours contracts in the sector, and the absence of a structured and supported induction programme in many colleges inhibits development of professional identity, particularly for newer members of staff.

The diversity of sector and plurality of experiences of ‘professionalism’, often distinct to those of school teachers, need to be reflected in discussions at national level in discussion of TQFE and professional registration. While respondents were overwhelmingly graduates, those who were non-graduates were often highly qualified through industrial and vocational experience and had equally strong, and equally valid, professional identities.

Both initial training in the form of TQFE and ongoing CPD were of critical value in developing a professional identity and meeting the professional standards for lecturers. Concerns were raised about access to TQFE and the content of this programme, and there was a perceived lack of institutional support for ongoing CPD, particularly in technology-driven sectors. While responses indicated a familiarity with the 2012 Professional Standards, attitudes towards GTCS as a professional body were mixed, with only a small minority of respondents GTCS registered.

Despite the challenges of a diverse workforce, the majority of whom come from non-union backgrounds, EIS FELA is successful in recruiting lecturers. Both members and non-members are clear on EIS FELA’s role in negotiating on pay, T&C and other core ‘trade union’ activities, but are less clear on the role of the EIS in developing, supporting and defending professional standards and lecturer professional identity and professional status, and this is an area which requires further discussion and development.

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Appendix A – Questionnaire

Q1 What is your gender?

Male Female

Q2 Please identify your age range

Under 30

30-44

45-60

60+

Q3 How long have you been teaching in FE?

Less than 2 years

2-5 years

5-10 years

More than 10 years

Q4 What type of employment contract do you currently hold (if you hold more than one, please select your main contract)?

Full time permanent

Part time permanent

Temporary (fixed term)

Temporary (variable hours)

Don't know

Q5 What type of contract did you hold when you first started teaching in FE?

Full time permanent

Part time permanent

Temporary (fixed term)

Temporary (variable hours)

Don't know

Q6 Which college do you work at (if you hold multiple contracts, please select your main FE employer)?

Q7 What is your main subject area?

Administration, Financial and Business Services
Creative and Cultural Industries
Energy, Engineering, Construction and Manufacturing
Food, Drink, Hospitality and Leisure
Health, Care and Education
Land-Based Industries
Life and Chemical Sciences
Transition and Supported Learning
Other (please specify)

Q8 What was your main job role before you started teaching in FE?

Q9 What was your main reason for taking up a teaching post in FE?

Enjoyment of subject/trade
Desire to pass on skills
Better salary
Chance/a job came up
Family-friendly working
Needed a job/lack of opportunities in previous sector
Job security
Other (please specify)

Q10 What other reasons influenced your decision to take up teaching post in FE?

Enjoyment of subject/trade
Desire to pass on skills
Better salary
Chance/a job came up
Family-friendly working
Needed a job/lack of opportunities in previous sector
Job security
Other (please specify)

Q11 What is your highest level of qualification?

Q12 Do you hold a Teaching Qualification (Further Education) (TQFE) or equivalent qualification (e.g. PGDE Secondary)?

Yes

Currently working towards a qualification

Currently waiting to start a qualification

No, I have not been offered such a qualification

No, I do not wish to complete such a qualification

Q13 Are you registered with GTCS?

Q14 Do you consider yourself to be a 'professional lecturer'? Please comment on why you feel this way.

Q15 What are the main challenges you face in doing your job?

Q16 Are you an EIS member?

Q17 If you answered yes to the question above, how soon after taking up a teaching position did you join?

I am not a union member

Immediately (within a few weeks)

Within the first six months

Six months – 2 years

Longer than 2 years

Q18 What were your main reasons for joining the EIS?

Belief in trade unions

Needed help/advice with a specific issue

Encouraged to join by a rep or colleagues

To have a 'voice' in political issues affecting Further Education (e.g. funding cuts, mergers, regionalisation)

To have a 'voice' in educational issues affecting Further Education (e.g. Curriculum for Excellence)

Member benefits (e.g. financial advice)

Protect myself for the future e.g. representation should a complaint be made against me

To support a specific EIS campaign or industrial action

Advice and support on professional learning/CPD

Equality issues in the workplace

Q19 Were you a union member in your previous (non FE) employment?

Yes

No, there was no union in my workplace

No, I chose not to join a union

Q20 If you are not an EIS member, why did you choose not to join?

Haven't been asked/not aware of the EIS in my workplace

Don't agree with trade unions

Can't afford it

Further Education is not my main job

I don't expect to stay in Further Education in the long term

Don't see a benefit from union membership