THE TEACHING QUALIFICATION (FURTHER EDUCATION) CANDIDATE SATISFACTION SURVEY 2009

REPORT OF FINDINGS

SCOTTISH GOVERNMENT LIFELONG LEARNING DIRECTORATE

MARCH 2010

REPORT OF THE 2009 CANDIDATE SURVEY OF THE TEACHING QUALIFICATION (FURTHER EDUCATION) (TQFE)

Contents

THE 2009 TQFE CANDIDATE SATISFACTION SURVEY

Key Findings

- 89% of respondents recommended their TQFE programme to others, comparing positively with the 76% figure from the original candidate survey conducted in 2001-02.

- The satisfaction rate (which excludes neutral responses) remained above 70% for all questions and in many instances was well over 80%, indicating that, overall, candidates are very positive about their TQFE experience.

- All questions relating to how well the TQFE programmes addressed the Professional Standards for Lecturers received an above 80% satisfaction rate.

- Results indicate that the TQFE is having a positive effect on candidates' lecturing practice.

- Where negative issues were raised these tended to be minor or affected only a very small proportion of candidates.

- Scheduling of programmes and assignment deadlines has caused some difficulties for some candidates, particularly when viewed in the context of the competing ongoing demands of work and family commitments.

- Contrasting views of online learning suggests additional evaluation may be required by candidates, colleges and TQFE providers, to assess whether this style of learning will suit individual candidates.

- Many comments reflect a preference for more classroom practice and classroom management based learning.

- The strength of feeling expressed by candidates in relation to their university and college mentors highlights the importance of these staff and their role in providing support and motivation to candidates, as well as in enhancing the effectiveness of TQFE programmes generally.

About the TQFE

The Teaching Qualification in Further Education (or TQFE) is the core teaching qualification available to college lecturers in Scotland. It is also one of the three national teaching qualifications defined in Scottish legislation, the other two being the Teaching Qualification in Secondary Education (TQSE) and the Teaching Qualification in Primary Education (TQPE).

As such the TQFE is subject to a full approval and accreditation exercise every six years, conducted by the Scottish Government and the General Teaching Council Scotland, with input from invited college sector experts.

As with the other teaching qualifications, the name 'TQFE' is a generic title; the actual qualification which candidates gain depends on the SCQF level at which it is delivered, and the institution delivering it.

Currently, the TQFE is delivered by three Teacher Education Institutes (TEIs): the University of Aberdeen, University of Dundee and University of Stirling.

Their programmes are delivered at undergraduate (SCQF Level 9) and / or at postgraduate (SCQF Level 11) level. All programmes are delivered to candidates who are already college lecturers, although Stirling additionally offers a 'pre-service' TQFE programme for full-time students, which includes teaching placements.

Because the TQFE is predominantly delivered to lecturers who are already employed within a college, it is undertaken at the college on a part-time basis – usually over nine to eighteen months - by lecturers who incorporate the programme into and around their normal lecturing role, with varying levels of study time off granted by the employer college.

Undertaking and completing the TQFE can therefore be very demanding on candidates. Flexibility of delivery, availability of learning and teaching study materials, college support and availability of tutors and mentors are key factors in candidates successfully completing the programme.

Programmes include both academic study and practical learning, including assessed teaching practice. All the programmes also embed, throughout, the core 2006 *Professional Standards for Lecturers in Scotland's Colleges*[1].

The Scottish Government expectation is that all new full-time lecturers should be working towards or already undertaking a TQFE, if they do not already hold an equivalent qualification. More detail on these expectations can be found in *Promoting Excellence* [2], the Ministerial response to the recommendations of the Review of Scotland's Colleges.

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[1] http://www.scotland.gov.uk/Publications/2006/06/13164029/0

[2] http://www.scotland.gov.uk/Publications/2007/11/08154543/0

Background to and Purpose of the Survey & Report

This survey report provides data and some analysis of the views of TQFE candidates who commenced their TQFE programme between autumn 2006 and June 2009. It builds on, but is not always directly comparable to, an earlier similar survey carried out by the (then) Enterprise, Transport and Lifelong Learning Department of the Scottish Executive which sought the views of all candidates undertaking a TQFE during academic year 2001-02[3].

The original survey, published in 2003, aimed to capture candidate views on the effectiveness of TQFE programmes and the information gained was used by the TEIs at that time to identify areas for improvement. The usefulness of this exercise led to agreement on conducting follow-up surveys.

In 2008, the Lifelong Learning Directorate of Scottish Government, following discussion with TEIs, GTCS and with members of the strategic sectoral group the FE Professional Development Forum, decided to survey all candidates who had undertaken the TQFE programmes since 2006, after they were revised to incorporate the *Professional Standards for Lecturers in Scotland's Colleges.*

Unlike the original survey, therefore, the 2009 data includes both the views of candidates who had completed their TQFE course, as well as current participants. It also includes a minority (5%) from Stirling's pre-service TQFE programme (ie full time students not yet employed in a college).

Findings from this survey are published with a view to informing the sector on candidate views of TQFE programmes generally. The full list of questions and percentage responses is contained in **Annex 2** at page 23.

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[3] http://www.fepdfscotland.co.uk/studentsurvey.pdf

Actions Being Taken in Response to this Survey Report

The TQFE programmes delivered by the Universities of Stirling, Aberdeen and Dundee offer varying course content, structure and delivery modes; offering choice to suit the differing needs of colleges and individuals.

TQFE programmes are continuously under review as part of each university's normal quality procedures, with some significant changes having already taken place over the period covered by survey respondents TQFE experiences (ie mid 2006 to mid 2009).

Additionally, TEIs were provided with fully anonymised raw data from this survey in August 2009, in order that they could identify and address any areas for improvement. This then informed what was a successful 'mid-term' accreditation and approval review exercise conducted in December 2009 by the Scottish Government and the General Teaching Council Scotland.

It is therefore important to acknowledge that issues identified by the survey may have already been addressed by the university or universities concerned.

In recognition of this, each university has been invited to submit a summary statement of their completed or planned actions in the light of these survey findings and their review procedures. These statements are available at **Annex 1** of this report, on page 18.

Methodology

Broad themes of this online survey were identified and largely replicated from the original 2001-02 survey. These themes were:

- the effect on candidates of the structure and format of TQFE courses;
- their perception of the quality of staff support and resources;
- the extent to which programmes addressed the Professional Standards; and
- a general section to focus on candidate views on the main strengths and weaknesses of the courses, including the effect the TQFE was having on candidates' subsequent teaching practice.

Survey questions were drafted in early 2009 by Scottish Government policy and analytical services officials, with a view to gaining both quantitative and qualitative responses. The three TQFE providers were not involved in the question setting aspects of the survey. Questions were subsequently finalised using feedback from members of the Further Education Professional Development Forum and a Scottish Government consultant.

The survey questions were transferred into Questback software and in March 2009 the web link was issued to all college staff development officers to promote and disseminate amongst their college lecturing staff. The web link was also issued to the three TQFE providers who promoted the survey amongst current and previous candidates, where it could be done without breaching data protection law.

Respondents were given approximately twelve weeks to complete the survey, at which point the survey was closed and the data retrieved.

Response Rates and Other Key Data

There were 373 responses in total, although as few questions were mandatory not all respondents answered every question. Available data from the three TEIs suggests this figure represents approximately 35% of all candidates who have undertaken a TQFE with them since 2006, including the then current intake.

94% of all responses came from lecturers currently employed in 38 of the 43 colleges. There were, however, 17 additional responses from individuals on the pre-service TQFE programme and 2 from non-college employees.

Of the respondents employed in colleges, 66% were full time and 34% were part time. The combined results available in this report therefore more fully represent the views of full time lecturing staff.

54% of respondents undertook their TQFE at Dundee, 26% at Stirling and 20% at Aberdeen. It is important to stress that this simply refers to the survey response rate and is not an indicator of programme capacity, uptake or popularity.

70% of respondents had already successfully completed their TQFE programme.

The average (mean) length of respondents' lecturing career was 6 years, although this varied from 2 months' experience to 26 years.

90% of respondents' TQFE programmes were funded by their employer college.

54% of respondents were required to undertake the TQFE by their employing college, 38% were offered the opportunity to undertake the TQFE by their employing college and – because it was possible to select more than one response option - 31% noted that undertaking the TQFE was also a personal decision.

We promote life long learning! We all need to continue to learn, TQFE gives insight and provokes thought about what and why we do certain things. TQFE may not make you change your practice, but it does make you examine what you do.

Section 1 – About You and Your TQFE

This section focused primarily on gaining the basic data and percentages that are given in the 'response rates' section above. Some matters raised via the additional comments option, however, are provided below.

Positive comments on funding

When asked how their funding route positively affected their TQFE experience, comments predominantly reflected the college funded route and made the point that the removal of financial stress was of benefit while undertaking the course and in not increasing personal debt. Several mentioned that being funded by their college employer made them feel valued and increased their motivation to complete the course.

Criticisms of funding

Negative comments on funding routes and experiences were primarily related to college waiting lists. This included those who were critical of lengthy waiting times for a college funded place and those who had felt it necessary to fund themselves, in order to bypass a college waiting list.

Withdrawals from programme

Although the survey was only able to reach thirteen respondents who had withdrawn from their TQFE due to specific issues with the course, the comments provided are significant. Nearly all highlighted the competing and connected pressures of course workload and timings when trying to manage existing family and/or work commitments. This has particular significance when viewed in relation to some of the scheduling and timing comments below.

> *The course was challenging, however it stretched my abilities and showed I was capable of more*

Section 2 – Course Structure and Format

This section sought candidate views on some of the procedures and mechanisms involved when entering and undertaking a TQFE programme.

Induction

Nearly all respondents (96%) had received an induction to their TQFE programme, with 88% stating they were very or fairly satisfied with its quality.

There were only a few additional comments, but some respondents noted that whilst the induction could only do so much, they found additional introductory sessions to each separate course module or section extremely beneficial.

Credit Transfer

Sixty percent of question respondents stated they had obtained or attempted to obtain credit transfer (ie exemption from elements of the programme based on pre-existing qualifications) into their TQFE programme. Although the majority (72%) were either very satisfied or fairly satisfied with their experience of credit transfer arrangements, 16% were fairly or very dissatisfied.

Comments provided suggest this is attributable to delays in reaching decisions on credit transfer, lack of clarity on which areas could or should be exempt and, in particular, the significant amount of recognition of prior learning (RPL) work some candidates with eg the *Advanced Diploma: Teaching in Further Education* were expected to undertake to obtain exemption from sections of their TQFE courses.

Whilst this issue might be related to general university procedures on credit transfer, rather than being specific to TQFE programmes, it may still be useful for TEIs to raise the matter through appropriate university channels, with a view to improving the candidate experience whichever area of study is involved.

Scheduling and Timing

On the question of the scheduling and timing of TQFE courses, 77% were very or fairly satisfied. A sizeable minority (15%), however, were fairly or very dissatisfied. Comments provided attribute this to tight assignment deadlines, with particularly heavy course workloads occurring at the mid-point of the programmes, coinciding with the heaviest lecturing schedules. Some candidates commented that the practice of setting assignment deadlines before annual leave periods, rather than after, increased stress levels.

The level of dissatisfaction and the nature of comments provided, suggests that ongoing reviews of programme scheduling and timing will be beneficial to a small but important proportion of future TQFE candidates.

<u>Academic and Practical Learning</u>

When asked how satisfied they were with the balance between academic and practical learning, again by far the majority of responses (72%) were positive. The 15% who were less than satisfied is, again, a small but noteworthy percentage which is almost unchanged from the original 2001-02 survey results.

As might be expected, comments were offered by those who believed a balance was lacking, and most suggested their TQFE course would have been improved by a greater focus on practical learning. Specific and useful suggestions included more classroom management skills eg confrontation management techniques as well as presentation and voice projection techniques.

Whilst the percentages indicate that this is not a major issue, and it is fair to say that practical learning in itself requires prior and ongoing theoretical study, it may be useful for TQFE providers to consider where additional practical learning opportunities could be built into programmes, without detracting from necessary academic elements.

__The whole experience provided me with essential practical learning combined with study__

<u>Section 3</u> – **Programme Support**

This section investigated candidate views on the course materials and tutor support they had received from both their TQFE university and from their employing or placement college. An error in the survey set-up, however, prevented nearly all candidates from viewing the questions on the employer college support (Q15 – Q16) and results are therefore not available.

<u>TQFE University Support</u>

Overall, this section showed a large number of candidates (88%) satisfied with the provided course materials and an even higher 89% were satisfied with their tutors' knowledge and expertise.

Comments suggest that many candidates did not distinguish between the support they received from the college associate staff and from the university staff, which can in itself be viewed as a positive example of partnership working between the institutions.

<u>Online / Distance Learning</u>

The comments provided in this section which related to online learning and resources echo the contradictory nature of responses provided later in section 5 of the survey, where online learning is cited both as a main strength and a main weakness of programmes, even by candidates on programmes within the same university.

All three TQFE programmes involve online learning, albeit to varying extents. Whilst online or distance learning clearly did not suit some candidates, with comments citing feelings of isolation, lack of support and / or difficulties with the technology, there was another cohort of candidates who were enthusiastic about the flexibility and range of resources available to them online, and who wanted more of this approach.

These widely contrasting views suggest that additional measures could usefully be taken individually and collectively by prospective candidates, colleges and TQFE providers to ensure that candidates enter the TQFE programme which best meets their preferred learning styles.

<u>Tutor and Mentor Support</u>

The vast majority of comments related specifically to the value and benefit they had gained as a result of high quality tutor support, with many candidates keen to name and thank their tutors and mentors by name within the comments section. As noted above, candidates often did not distinguish whether they were referring to university or college support, suggesting a strong cohort of high quality staff are involved in TQFE delivery.

A very few candidates did, however, express a widely contrasting view. Where this was the case, the comments additionally indicated that a

perceived lack of support or a break down in the relationship between candidate and mentor / tutor had a direct affect on that candidate's view of the value of their TQFE programme as a whole.

Whether comments were positive or negative, they reinforced how important the role of the tutor / mentor is in ensuring candidates feel supported and motivated. It is, therefore, worth highlighting that employer colleges and TEIs should continue to bear in mind that the quality of tutor and mentor support is likely to be directly linked to the overall effectiveness of TQFE programmes.

Tutor provided excellent support, knowledge and fantastic learning opportunities. The tutor / attendance sessions have been invaluable. Tutor knowledge and expertise was certainly a major factor in my learning. More tutors offering the same high standard of training is a must!

Section 4 – Programme Content (The Professional Standards)

This section of the survey asked candidates how well they felt learning about the *Professional Standards for Lecturers in Scotland's Colleges*[4] had been embedded within their TQFE programme.

Because the standards can be taught implicitly or explicitly and at any or all stages of the TQFE programme, only those who had already fully completed their TQFE were asked to respond to these questions, reducing the overall responses to approximately 250 people.

The Professional Standards are divided into six areas:
- Guidance & Support;
- Planning & Preparing the Learning Experience;
- Teaching / Facilitating Learning;
- Assessment;
- Quality & Standards; and
- Professional Practice & Development.

In all questions across all six areas, the percentage of respondents who were very or fairly satisfied did not fall below 80%.

The comments provided suggest, however, that at least a few respondents misinterpreted the questions as being about (eg) the guidance and support they had received from their own tutors and mentors, rather than how much they personally had learned about adhering to guidance and support standards. For each set of standards, however, less than 30 comments were provided, making it impossible to assess whether this misinterpretation was widespread or not.

Although results to these questions should therefore be viewed with at least some small degree of caution, the high percentages indicate that, overall, the standards are being well addressed by the TQFE providers.

I have recognised the good practice I follow, had aspects reinforced and developed new knowledge and practice. This will benefit the students and the college.

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[4] http://www.scotland.gov.uk/Publications/2006/06/13164029/0

Section 5 – Strengths, Opportunities & Impact on Lecturing Practice

This section asked candidates for their views on the main strengths and weaknesses of their TQFE programme, as well as the effect the TQFE had, or was having, on their lecturing practice.

Main strengths of TQFE programmes

Most respondents highlighted the opportunity the TQFE afforded to interact and collaborate with other practitioners and expert tutors and mentors. Additionally, many commented on the value of assessed teaching observation and timely feedback from tutors in aiding their learning.

Accessible and comprehensive online learning facilities and resources were also cited as a major aid to learning, alongside the accompanying flexibility of delivery these often helped to provide.

The ways in which the TQFE allowed candidates to match learning and teaching theory and terminology to their own practice was cited as being of value in increasing their understanding of education and increasing their confidence in their own abilities.

Opportunities for improvement

The main weaknesses cited within this section generally echoed comments provided earlier in sections 2 and 3 of the survey.

Some candidates, for example, were unhappy at course compression, stating that the overall programme and assignments could be better and more equally spaced, more in-depth and / or would be better achieved within a longer timeframe.

The solitary nature of online learning was noted as another major weakness. Associated with this were some comments on a lack of tutor availability and that the programme had lacked co-ordinated communication and contact between university and college mentors.

Other points mentioned included the repetition of learning already undertaken as part of earlier qualifications and insufficient classroom observation.

Effect on Lecturing Practice

Candidates offered many varied and positive comments in this section, detailing increased self-reflection, professionalism and, above all, increased confidence in their own teaching abilities.

Several stated that the programme was valuable in providing confirmation of their skills with many others commenting that they had successfully adopted new teaching methodologies into their day to day lecturing practice.

A recurring theme was that respondents had gained a greater understanding and appreciation of the effect different learning and teaching approaches have on learners, and are now offering their learners an improved quality of teaching, support and assessment.

As throughout this report, some sample quotes are available below.

> *I have put into practice many new teaching techniques, classroom activities and understanding of learners. I question my actions on a regular basis and the TQFE lives with me far longer than the course itself*

> *Very much improved my practice, and allowed me to put my day to day activity into the context of education policy. Re-energised my delivery and has given me a greater understanding of learners' needs*

> *I had been lecturing for a good number of years before embarking on the TQFE and so thought I would not learn too much. However, I did learn a lot in terms of student motivation, Brookfield's theory on the reflective practitioner and I would also say that I am more organised in my planning. I now tend to see things from the student perspective and try more to meet their needs. I reflect on action during lessons and adapt the lessons to get the best from my students and give them a positive learning experience.*

<u>Would you recommend your TQFE programme to others?</u>

Eighty nine percent stated they would recommend their programme to others, compared to 76% from the original 2001-02 survey.

Reasons for recommending the courses were widely varied, including

- the benefits gained from meeting, discussing and collaborating with other lecturers from different colleges and subject areas;
- its value in enhancing career prospects and
- the ways in which it enhanced or improved candidates teaching knowledge and practice.

> *The TQFE enables new lecturers to meet and discuss the learning process with others who are going through a similar experience*

> *I think that TQFE was a great experience. It gave me more insight and confidence in my teaching. It allowed me to meet staff from other areas and share practice and ideas. TQFE also allows you to experience the student perspective again which I think is beneficial to those who teach*

> *This has renewed my motivation in teaching*

University of Dundee Response

The University of Dundee's TQ(FE) programme team are delighted by the very positive candidate evaluation elicited in the Scottish Government's 2009 TQ(FE) survey, of all three providers.

The Survey canvassed responses from participants who had undertaken the programme in the preceding three years; the beginning of which coincided with the launch of the new Professional Standards for lecturers and the new fully online programme at Dundee. During this period, some 600 participants undertook the TQ(FE) at the University of Dundee; responses were received from 200 of these participants.

A great number of variables affected the data – e.g. geographical location (remoteness from the University), peer/mentor support available within respondents' own institution, familiarity with Blackboard/VLEs and suchlike, so that it is difficult to place a real value on some of the data collected. As is to be expected in all questionnaire surveys, a number of the responses gave contradictory views, e.g. many participants commented upon the value of the workshops; others were negative about them. Some enjoyed the virtual learning environment; others found it challenging. Of course it is impossible to achieve 100% satisfaction from everyone, but the team are heartened to see that almost 90% of the participants would recommend the TQ(FE) programme to colleagues.

As a matter of course, all evaluation feedback is reviewed by the programme team, and changes instituted to improve the programme wherever possible. A real benefit of the online environment in which the programme is delivered is that changes can be made – and are made - very quickly.

Most of the issues highlighted in the survey were already known to the Team and many had previously been resolved. For instance:

Assessment criteria were felt by many respondents to be overly complicated; these have been simplified year on year and this has been further enhanced by the recent restructure from 3 x 20 credit modules to 2x 30 credit modules for the programme. This has the further advantages of: reducing the assessment load from 3 to 2 assignments; synchronising with the normal college academic year, avoiding assessment overload at key times; and aligning the credit value with other programmes, thereby promoting progression opportunities for participants upon completion of TQ(FE).

The survey highlighted the importance of support from the universities and from mentors within the institutions. We use our three way partnership agreement: the University, the college and the participant, to try to ensure that support and guidance needs are met. The team works in close partnership

with 80 Associate Staff in the employing institutions of all participants via an e-organisation on the VLE, a blog, face-to-face when engaging with colleges to undertake participant observations of teaching practice, at the module workshops, at the tailor made twice yearly training events and at bespoke consultancy events. We also have full representation on our Programme Board.

We have currency in our programme team as all teaching staff in the TQ(FE) team have direct experience of working within the college sector and three part-time members of the team are currently also employed in the college sector, providing invaluable insights from their dual perspective.

The Dundee TQ(FE) programme learning materials are delivered online through the Virtual Learning Environment. We consider this mode of delivery to give the greatest flexibility for the professional learner and we have developed a state-of-the-art learning environment. We hope the use of the blog and, in the future, other social networking tools, will lessen the feelings of isolation which were expressed by some respondents (and are widely acknowledged in the literature on distance learning).

Based on discussions with our stakeholders, participants are required to attend one induction workshop and a further module workshop is offered where participants can choose the sessions best suited to their needs and subject disciplines, e.g. managing challenging behaviour, innovative teaching, quality and feedback. Most of our participants, and our college associate staff, prefer this model as it is cognisant of their busy working life. Other in-house workshops can be arranged by colleges on a consultancy basis.

The team recognises that participants would like to receive more feedback and are currently developing opportunities to develop staff, self and peer assessment for future iterations of formative and summative assessment.

Carey Normand
TQFE Programme Director
School of Education, Social Work and Community Education

University of Stirling Response

In the main, The University of Stirling welcomes the report on the 2009 TQFE Satisfaction Survey as further confirmation of the continued success of the TQFE programme. A particularly telling indication of the programme's ongoing popularity is the fact that 89.3% of respondents would recommend the TQFE. Of course, while this statistic is positive and mirrors our own TQFE survey results, there is clearly still room for improvement.

Stirling has recently undertaken its own review of the TQFE and this process has resulted in the restructuring and refocusing of our programme, allowing us to further ensure it reflects the evolving needs of the sector, the colleges and staff. One of the central pillars of our programme has been the Teacher

Fellows and we believe they continue to be one of its strong points. All of the staff appointed as Teacher Fellows have current or recent FE sector teaching experience and are vital elements of our network of communications with colleges, college mentors and FE staff undertaking the programme. We have further enhanced our communications with college partners by re-introducing a TQFE information day for mentors and staff development officers which will take place in June each year. We are also reviewing the membership of our Professional Advisory Group, which will be completed shortly, and this review will lead to a change in group membership with new members invited to replace existing colleagues on the group.

One of the drivers for the review of the TQFE at Stirling was the need to reconsider the scheduling of assignments. With an increased emphasis on formative assessment and an increased use of integrated assessment, the restructuring of the programme will significantly impact on assignment deadlines from 2010/11 onward. Submission dates will recognise both work and study realities and will be more evenly distributed across the academic year; taking into account issues such as holiday dates in the Scottish FE College sector. However, this review is a process and, as such, all issues will be kept under review and we will respond to emerging stakeholder needs and sector realities.

The Stirling programme is a blended learning programme which includes lectures, seminars and workshops as well as an online learning module and this mixed delivery method seems to be well received by staff undertaking the programme according to our own survey results. The inclusion of seminar and practice workshops and the use of formative assessment, peer reviewed practice and peer assessment as well as peer information exchanges further enhances our work on classroom practice and management within our programme.

We make extensive use of our VLE to provide further support to learners on our programme. Currently, we are exploring ways of making further use of current technology to support learners undertaking TQFE. There are programmes within our department piloting the use of social networking sites and mobile technology to offer information, support and advice to their students and we are preparing to evaluate their use on the TQFE programme. Currently, we are moving to embed the use of wikis, blogs and podcasts in our VLE and these technologies will be deployed in the redesigned programme. These types of technologies not only enable greater interactivity but also meaningful knowledge exchange and the co-creation of knowledge. These are vital elements in contemporary education but particularly in professional development. Developments like this will enable us to further enhance the support to students, in particular, and the learning experience overall.

Jim Bradley
TQFE Programme Director
The Stirling Institute of Education

University of Aberdeen Response

The Aberdeen TQFE team is very pleased that the results of the survey show that participants on TQFE programmes across all three providing institutions are largely satisfied with their professional learning experience. It has been useful to reflect on connections between these results and the ways in which the Aberdeen programme has evolved over time.

The underlying approach of the Aberdeen TQFE programme that was approved in 2006 is to engage participants in a collaborative learning community. It places significant emphasis on reflection, on the application of relevant theory in practice, and on seeking solutions to professional problems and challenges now and in the future. The TQFE comprises four courses, each of 15 credits, through which the Initial Professional Standards are woven and assessed in suitable intellectual and practical settings. The courses are named Understanding Learners in FE; Facilitating Learning in FE; Professional Issues in FE; and Teaching Experience in FE. Three of these can be described as study courses, whilst the fourth is concerned with the collection of evidence of teaching competence and reflection on practice. Recognition of prior learning for one or more courses can be claimed by participants with appropriate qualifications.

All information and materials for the TQFE are provided online. Each of the study courses comprises a set of learning activities that are organised under key terms/topics in a 'Learning Lexicon' with compulsory and optional elements. Activities are undertaken as part of the open distance learning experience, in workshops or during each course's substantial collaborative investigation. Participants plan their own learning, taking account of their self-evaluations against the Standards. Priorities, experiences, and interests are important influences. The Lexicon approach allows easy amendment and updating of content. For example, whilst a review of Lexicon activities acknowledged that the values, capacities, design principles and skills development of Curriculum for Excellence sit comfortably within the ethos of the TQFE, additional activities have been incorporated to enhance the CfE presence. Similarly, in response to the extended involvement of lecturers in teaching young people, often pupils from schools, the base of relevant activities has been strengthened to promote understanding of adolescents and their learning. The collaborative investigations also provide a vehicle for the exploration of emerging priorities in Scotland's Colleges.

Initially, the TQFE was available only as a Degree Route (SCQF level 9) certificate with a progression opportunity to the BA in Professional Development. In 2008, to offer choice of level of study, the Masters Route (SCQF level 11) Postgraduate Certificate TQFE was introduced with a progression opportunity to the MEd Advanced Professional Studies. Both routes adopt the same philosophy, structure and types of learning experience, with more engagement with research and the application of more critical thinking skills at the higher level.

Since its inception, flexible duration and location have been key features of the Aberdeen TQFE. In the TQFE Working Together On Campus, over a period of 9-18 months as negotiated with the partner College(s), University tutors travel to facilitate face-to-face workshops on College sites. In 2009, to accommodate individual participants from geographically widespread Colleges, the TQFE Working Together On-Line was introduced to provide a stimulating collaborative experience in a virtual community, with a duration of approximately 15 months, and use of web conferencing technology for regular scheduled on-line workshops and tutorials with activities that mirror those in face-to-face learning situations. One introductory face-to-face workshop sets the scene for a supportive, interactive learning community to start to develop.

The TQFE aims to be responsive to feedback from participants. For example, following expressions of some unhappiness that the Collaborative Investigations were not assessed, the study course assignment specifications have been amended to align more closely with the investigations in terms of their topics and the processes of learning in collaboration.

From the TQFE Student Satisfaction Survey, strengths are identified in relation to tutor input or support, workshops, new ideas and different perspectives, teamwork or collaborative learning, and sharing of experiences. No major weaknesses are identified and steps have been taken to address any minor issues. There is significant positive feedback about effects on lecturers' practice that include reflection or thinking, understanding of student needs and how they learn, confidence, positive impact (unspecified), awareness of teaching methods, better planning or structuring, and appreciation of learning styles.

Lorna Johnson
TQFE Programme Director and Director of Undergraduate Programmes
School of Education

TQFE Survey

Q1: When did you commence TQFE? (please give month and year)

[Multiple Responses]

Q2: Who is / was your TQFE Provider?

Alternatives	Percent	Value
1 Dundee	54,1 %	200
2 Stirling	25,7 %	95
3 Aberdeen	20,3 %	75
Total		370

Q2a: Are/were you a pre-service (ie not already a lecturer) or in-service (ie already a lecturer) TQFE candidate?

Alternatives	Percent	Value
1 Pre-Service	17,9 %	17
2 In-service	81,1 %	77
3 Not applicable	1,1 %	1
Total		95

Q3: Are you currently employed as a lecturer in a Scottish college?

Alternatives	Percent	Value
1 Yes	94,1 %	348
2 No	5,9 %	22
Total		370

Q3a: Is your current contract as a lecturer on a full-time or part-time basis?

Alternatives	Percent	Value
1 Full-time	65,5 %	228
2 Part-time	34,5 %	120
Total		348

Q3b: Since when have you been lecturing in Scottish colleges? (please give month and year)

[multiple responses]

Q3c: If you are not currently employed as a lecturer, is this related to your experience of TQFE?

Alternatives	Percent	Value
1 Yes	22,7 %	5
2 No	77,3 %	17
Total		22

Q3d: Please give details of how this is related to your experience of TQFE

[multiple qualitative responses]

Q4: Why did you undertake TQFE?

Alternatives	Percent	Value
1 Required by college	53,8 %	199
2 Offered by college	37,6 %	139
3 Personal decision	30,8 %	114
4 Other, please specify	3,2 %	12
Total		370

Q5: Who funded your TQFE?

Alternatives	Percent	Value
1 Fully self-funded	2,4 %	9
2 College funded	90,3 %	334
3 SAAS funded	6,2 %	23
4 Other, please specify	2,7 %	10
Total		370

Q6: How did this funding route affect your TQFE experience?

Alternatives	Percent	Value
1 Positively affected	64,2 %	237
2 No effect	33,1 %	122
3 Negatively affected	2,7 %	10
Total		369

Q6a: In what ways did your funding route positively affect your TQFE experience?

[multiple qualitative responses]

Q6b: In what ways did your funding route negatively affect your TQFE experience?

[multiple qualitative responses]

Q7: Have you successfully completed your TQFE?

Alternatives	Percent	Value
1 Yes	69,9 %	253
2 No	30,1 %	109
Total		362

Q7a: If you have successfully completed your TQFE, when was this? (please give month and year)

[multiple responses]

Q7b: If you have not successfully completed your TQFE, is this related to your experience of TQFE (excluding if you have simply not finished the programme yet)?

Alternatives	Percent	Value
1 Yes	13,0 %	13
2 No	87,0 %	87
Total		100

Q7c: Please provide details if your experience of TQFE has contributed to you not successfully completing the programme.

[multiple qualitative responses]

Q8: Did your TQFE programme include an initial induction?

Alternatives	Percent	Value
1 Yes	95,7 %	354
2 No	1,9 %	7
3 Don't Know	2,4 %	9
Total		370

Q8a: How satisfied were you with your TQFE induction?

Alternatives		Percent	Value
1	Very satisfied	38,1 %	135
2	Fairly satisfied	49,4 %	175
3	Neither	5,4 %	19
4	Fairly dissatisfied	4,5 %	16
5	Very dissatisfied	2,0 %	7
6	Don't know	0,6 %	2
Total			354

Q9: Did you obtain or attempt to obtain any credit transfer for existing qualifications?

Alternatives		Percent	Value
1	Yes	37,6 %	139
2	No	60,3 %	223
3	Don't know	2,2 %	8
Total			370

Q9a: How satisfied were you with the credit transfer process?

Alternatives		Percent	Value
1	Very satisfied	44,9 %	62
2	Fairly satisfied	26,8 %	37
3	Neither	10,1 %	14
4	Fairly dissatisfied	5,1 %	7
5	Very dissatisfied	10,9 %	15
6	Don't know	2,2 %	3
Total			138

Q10: How satisfied are/were you with the scheduling and timing of the different sections or modules of your TQFE course?

Alternatives		Percent	Value
1	Very satisfied	32,2 %	119
2	Fairly satisfied	44,4 %	164
3	Neither	7,6 %	28
4	Fairly dissatisfied	11,7 %	43
5	Very dissatisfied	3,3 %	12
6	Don't know	0,8 %	3
Total			369

Q11: How satisfied are/were you with the balance between academic study & writing and practical learning on your course?

Alternatives	Percent	Value
1 Very satisfied	24,1 %	89
2 Fairly satisfied	48,1 %	178
3 Neither	11,4 %	42
4 Fairly dissatisfied	10,5 %	39
5 Very dissatisfied	4,9 %	18
6 Don't know	1,1 %	4
Total		370

Q12: Please use the space provided below to expand on any of your answers given in this section of the survey or to make any additional comment on TQFE Course Structure & Format.

[multiple qualitative responses]

Q13a: How satisfied are/were you with the support you received from your TQFE provider in relation to the following statements: - All provide(d) course materials and learning tools (whether hard copy or online)

Alternatives	Percent	Value
1 Very satisfied	48,1 %	178
2 Fairly satisfied	39,7 %	147
3 Neither	4,6 %	17
4 Fairly dissatisfied	5,7 %	21
5 Very dissatisfied	1,4 %	5
6 Don't know	0,5 %	2
Total		370

Q13b: How satisfied are/were you with the support you received from your TQFE provider in relation to the following statements: - Tutor knowledge and expertise

Alternatives	Percent	Value
1 Very satisfied	60,2 %	222
2 Fairly satisfied	29,0 %	107
3 Neither	4,3 %	16
4 Fairly dissatisfied	3,3 %	12
5 Very dissatisfied	2,2 %	8
6 Don't know	1,1 %	4
Total		369

Q13c: How satisfied are/were you with the support you received from your TQFE provider in relation to the following statements: - Tutor / Mentor availability

Alternatives	Percent	Value
1 Very satisfied	55,0 %	203
2 Fairly satisfied	25,5 %	94
3 Neither	8,7 %	32
4 Fairly dissatisfied	6,5 %	24
5 Very dissatisfied	3,0 %	11
6 Don't know	1,4 %	5
Total		369

Q13d: How satisfied are/were you with the support you received from your TQFE provider in relation to the following statements: - Assessing your progress

Alternatives	Percent	Value
1 Very satisfied	42,8 %	157
2 Fairly satisfied	37,6 %	138
3 Neither	10,1 %	37
4 Fairly dissatisfied	5,4 %	20
5 Very dissatisfied	2,2 %	8
6 Don't know	1,9 %	7
Total		367

Q13e: How satisfied are/were you with the support you received from your TQFE provider in relation to the following statements: - Providing an opportunity to feedback your views on the course to the TQFE provider

Alternatives	Percent	Value
1 Very satisfied	41,5 %	151
2 Fairly satisfied	33,8 %	123
3 Neither	12,4 %	45
4 Fairly dissatisfied	5,2 %	19
5 Very dissatisfied	4,4 %	16
6 Don't know	2,7 %	10
Total		364

Q14: Please use the space below to comment further on any aspects of the support you receive(d) from your TQFE provider.

[multiple qualitative responses]

[Q15 & 16 – results not available]

Q17: How satisfied are/were you with the support you receive(d) from your placement college (where applicable) in relation to mentoring/peer support?

Alternatives	Percent	Value
1 Very satisfied	41,2 %	7
2 Fairly satisfied	23,5 %	4
3 Neither	17,6 %	3
4 Fairly dissatisfied	11,8 %	2
5 Very dissatisfied	5,9 %	1
6 Don't know	0,0 %	0
Total		17

Q18: Please use the space below to comment further on any aspects of the support you receive(d) from your placement college.

[multiple qualitative responses]

Q19: What do you feel are/were the major strengths of your TQFE programme?

[multiple qualitative responses]

Q20: What do you feel are/were the major weaknesses of your TQFE programme?

[multiple qualitative responses]

Q21: What effect has your TQFE had on you and your lecturing practice?

[multiple qualitative responses]

Q22: Would you recommend your TQFE programme to others?

Alternatives	Percent	Value
1 Yes	89,3 %	327
2 No	10,7 %	39
Total		366

Q23: Please give details of why you would or would not recommend the TQFE programme to others.

[multiple qualitative responses]

29

Q24a: Please read the following 7 Guidance and Support Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to demonstrate a critical understanding of the principles, nature, purposes and stages of guidance and support.

Alternatives	Percent	Value
1 Very satisfied	48,4 %	122
2 Fairly satisfied	39,3 %	99
3 Neither	8,7 %	22
4 Fairly dissatisfied	0,8 %	2
5 Very dissatisfied	2,4 %	6
6 Don't know	0,4 %	1
Total		252

Q24b: Please read the following 7 Guidance and Support Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to define the lecturer's guidance and support roles, responsibilities and boundaries and how they relate to the remits of guidance tutors and other specialists.

Alternatives	Percent	Value
1 Very satisfied	51,4 %	130
2 Fairly satisfied	34,8 %	88
3 Neither	9,9 %	25
4 Fairly dissatisfied	0,4 %	1
5 Very dissatisfied	2,8 %	7
6 Don't know	0,8 %	2
Total		253

Q24c: Please read the following 7 Guidance and Support Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to promote and facilitate equality of opportunity and access to learning by providing effective guidance and support.

Alternatives	Percent	Value
1 Very satisfied	52,0 %	131
2 Fairly satisfied	35,7 %	90
3 Neither	8,3 %	21
4 Fairly dissatisfied	0,4 %	1
5 Very dissatisfied	2,4 %	6
6 Don't know	1,2 %	3
Total		252

Q24d: Please read the following 7 Guidance and Support Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to implement the college's policies and procedures for guidance and support.

Alternatives		Percent	Value
1	Very satisfied	48,8 %	123
2	Fairly satisfied	35,7 %	90
3	Neither	11,1 %	28
4	Fairly dissatisfied	0,8 %	2
5	Very dissatisfied	2,4 %	6
6	Don't know	1,2 %	3
Total			252

Q24e: Please read the following 7 Guidance and Support Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to identify learners' needs and provide appropriate guidance and support, referring to specialists where appropriate.

Alternatives		Percent	Value
1	Very satisfied	52,8 %	131
2	Fairly satisfied	33,1 %	82
3	Neither	9,7 %	24
4	Fairly dissatisfied	1,2 %	3
5	Very dissatisfied	2,4 %	6
6	Don't know	0,8 %	2
Total			248

Q24f: Please read the following 7 Guidance and Support Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to obtain and use feedback from learners to evaluate and develop own practice in guidance and support.

Alternatives		Percent	Value
1	Very satisfied	51,0 %	127
2	Fairly satisfied	32,9 %	82
3	Neither	12,0 %	30
4	Fairly dissatisfied	0,8 %	2
5	Very dissatisfied	2,4 %	6
6	Don't know	0,8 %	2
Total			249

Q24g: Please read the following 7 Guidance and Support Standards statements and express how satisfactorily they were addressed by your TQFE programme. - Overall, my TQFE programme fully addressed the 'Guidance and Support' professional standards listed above.

Alternatives	Percent	Value
1 Very satisfied	51,6 %	129
2 Fairly satisfied	34,4 %	86
3 Neither	10,0 %	25
4 Fairly dissatisfied	0,4 %	1
5 Very dissatisfied	2,8 %	7
6 Don't know	0,8 %	2
Total		250

Q25: Please use the space provided to express any other comments related to Guidance and Support professional standards.

[multiple qualitative responses]

Q26a: Please read the following 6 Planning and Preparing the Learning Experience Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to demonstrate a critical understanding of principles of curriculum design and planning and theories of learning, teaching and assessment.

Alternatives	Percent	Value
1 Very satisfied	51,6 %	129
2 Fairly satisfied	37,6 %	94
3 Neither	7,2 %	18
4 Fairly dissatisfied	0,8 %	2
5 Very dissatisfied	1,6 %	4
6 Don't know	1,2 %	3
Total		250

Q26b: Please read the following 6 Planning and Preparing the Learning Experience Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to plan for effective learning in the vocational or subject area taking account of the needs of all learners and appropriate principles and theories.

Alternatives	Percent	Value
1 Very satisfied	51,4 %	129
2 Fairly satisfied	37,5 %	94
3 Neither	6,8 %	17
4 Fairly dissatisfied	0,8 %	2
5 Very dissatisfied	2,0 %	5
6 Don't know	1,6 %	4
Total		251

Q26c: Please read the following 6 Planning and Preparing the Learning Experience Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to evaluate and select appropriate resources.

Alternatives	Percent	Value
1 Very satisfied	50,8 %	127
2 Fairly satisfied	37,2 %	93
3 Neither	9,2 %	23
4 Fairly dissatisfied	0,8 %	2
5 Very dissatisfied	1,2 %	3
6 Don't know	0,8 %	2
Total		250

Q26d: Please read the following 6 Planning and Preparing the Learning Experience Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to design and produce appropriate learning, teaching and assessment materials.

Alternatives	Percent	Value
1 Very satisfied	52,2 %	130
2 Fairly satisfied	37,3 %	93
3 Neither	7,6 %	19
4 Fairly dissatisfied	0,4 %	1
5 Very dissatisfied	1,6 %	4
6 Don't know	0,8 %	2
Total		249

Q26e: Please read the following 6 Planning and Preparing the Learning Experience Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to design and justify a strategy to evaluate a learning experience.

Alternatives		Percent	Value
1	Very satisfied	51,4 %	127
2	Fairly satisfied	36,8 %	91
3	Neither	8,1 %	20
4	Fairly dissatisfied	0,4 %	1
5	Very dissatisfied	1,6 %	4
6	Don't know	1,6 %	4
Total			247

Q26f: Please read the following 6 Planning and Preparing the Learning Experience Standards statements and express how satisfactorily they were addressed by your TQFE programme. - Overall, My TQFE programme fully addressed the 'Planning and Preparing the Learning Experience' professional standards listed above.

Alternatives		Percent	Value
1	Very satisfied	53,4 %	134
2	Fairly satisfied	35,5 %	89
3	Neither	7,6 %	19
4	Fairly dissatisfied	0,0 %	0
5	Very dissatisfied	2,0 %	5
6	Don't know	1,6 %	4
Total			251

Q27: Please use the space provided to express any other comments related to Planning and Preparing the Learning Experience professional standards.

[multiple qualitative comments]

Q28a: Please read the following 8 Teaching/Facilitating Learning Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to create and maintain an interactive, supportive, and safe learning environment that is conducive to learning.

Alternatives		Percent	Value
1	Very satisfied	53,2 %	133
2	Fairly satisfied	37,2 %	93
3	Neither	6,0 %	15
4	Fairly dissatisfied	1,2 %	3
5	Very dissatisfied	1,6 %	4
6	Don't know	0,8 %	2
Total			250

Q28b: Please read the following 8 Teaching/Facilitating Learning Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to communicate effectively and develop appropriate relationships that promote learning, positive behaviour and an ethos of mutual respect amongst learners.

Alternatives	Percent	Value
1 Very satisfied	55,0 %	138
2 Fairly satisfied	35,5 %	89
3 Neither	6,0 %	15
4 Fairly dissatisfied	1,2 %	3
5 Very dissatisfied	1,6 %	4
6 Don't know	0,8 %	2
Total		251

Q28c: Please read the following 8 Teaching/Facilitating Learning Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to implement effectively a broad range of strategies to promote learning and independent learning at various levels and/or using different modes of delivery.

Alternatives	Percent	Value
1 Very satisfied	53,8 %	133
2 Fairly satisfied	33,2 %	82
3 Neither	9,3 %	23
4 Fairly dissatisfied	0,4 %	1
5 Very dissatisfied	2,4 %	6
6 Don't know	0,8 %	2
Total		247

Q28d: Please read the following 8 Teaching/Facilitating Learning Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to identify and take appropriate actions to address the collective and individual needs of learners.

Alternatives	Percent	Value
1 Very satisfied	49,4 %	121
2 Fairly satisfied	36,7 %	90
3 Neither	10,6 %	26
4 Fairly dissatisfied	0,4 %	1
5 Very dissatisfied	2,0 %	5
6 Don't know	0,8 %	2
Total		245

Q28e: Please read the following 8 Teaching/Facilitating Learning Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to promote positive attitudes to human diversity through accessible learning and teaching resources.

Alternatives	Percent	Value
1 Very satisfied	51,0 %	125
2 Fairly satisfied	35,1 %	86
3 Neither	10,2 %	25
4 Fairly dissatisfied	0,4 %	1
5 Very dissatisfied	2,4 %	6
6 Don't know	0,8 %	2
Total		245

Q28f: Please read the following 8 Teaching/Facilitating Learning Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to use learning, teaching and assessment resources effectively to meet diverse learning needs.

Alternatives	Percent	Value
1 Very satisfied	51,4 %	127
2 Fairly satisfied	34,8 %	86
3 Neither	9,7 %	24
4 Fairly dissatisfied	0,8 %	2
5 Very dissatisfied	2,0 %	5
6 Don't know	1,2 %	3
Total		247

Q28g: Please read the following 8 Teaching/Facilitating Learning Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to Implement a strategy to evaluate the quality of own teaching and the learning experience and reflect on the implications for future practice.

Alternatives	Percent	Value
1 Very satisfied	54,8 %	136
2 Fairly satisfied	32,3 %	80
3 Neither	7,3 %	18
4 Fairly dissatisfied	0,4 %	1
5 Very dissatisfied	2,8 %	7
6 Don't know	2,4 %	6
Total		248

Q28h: Please read the following 8 Teaching/Facilitating Learning Standards statements and express how satisfactorily they were addressed by your TQFE programme. - Overall, my TQFE programme fully addressed the 'Teaching / Facilitating Learning' professional standards listed above.

Alternatives		Percent	Value
1	Very satisfied	52,6 %	131
2	Fairly satisfied	35,3 %	88
3	Neither	8,0 %	20
4	Fairly dissatisfied	0,4 %	1
5	Very dissatisfied	2,4 %	6
6	Don't know	1,2 %	3
Total			249

Q29: Please use the space provided to express any other comments related to Teaching / Facilitating Learning professional standards.

[multiple qualitative responses]

Q30a: Please read the following 8 Assessment Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to devise suitable assessment strategies based on a critical understanding of the principles, purposes, means and terminology of assessment.

Alternatives		Percent	Value
1	Very satisfied	50,8 %	127
2	Fairly satisfied	38,0 %	95
3	Neither	8,4 %	21
4	Fairly dissatisfied	0,4 %	1
5	Very dissatisfied	1,2 %	3
6	Don't know	1,2 %	3
Total			250

Q30b: Please read the following 8 Assessment Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to design, produce, use and review assessment instruments taking account of learners' needs and the class, group, subject or unit being taught.

Alternatives		Percent	Value
1	Very satisfied	48,6 %	121
2	Fairly satisfied	37,3 %	93
3	Neither	10,4 %	26
4	Fairly dissatisfied	0,0 %	0
5	Very dissatisfied	1,2 %	3
6	Don't know	2,4 %	6
Total			249

Q30c: Please read the following 8 Assessment Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to evaluate, and justify appropriate selections from a broad range of assessment instruments taking account of learners' needs and the class, group, subject or unit being taught.

Alternatives	Percent	Value
1 Very satisfied	51,6 %	129
2 Fairly satisfied	34,8 %	87
3 Neither	9,2 %	23
4 Fairly dissatisfied	0,4 %	1
5 Very dissatisfied	1,2 %	3
6 Don't know	2,8 %	7
Total		250

Q30d: Please read the following 8 Assessment Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to measure and record progress and attainment.

Alternatives	Percent	Value
1 Very satisfied	53,9 %	132
2 Fairly satisfied	33,5 %	82
3 Neither	9,4 %	23
4 Fairly dissatisfied	0,0 %	0
5 Very dissatisfied	1,6 %	4
6 Don't know	1,6 %	4
Total		245

Q30e: Please read the following 8 Assessment Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to use assessment feedback to promote learning, affirm achievement, and inform future learning goals.

Alternatives	Percent	Value
1 Very satisfied	54,7 %	135
2 Fairly satisfied	33,2 %	82
3 Neither	9,3 %	23
4 Fairly dissatisfied	0,4 %	1
5 Very dissatisfied	1,6 %	4
6 Don't know	0,8 %	2
Total		247

Q30f: Please read the following 8 Assessment Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to use assessment results as evidence to inform the evaluation of learning and teaching.

Alternatives		Percent	Value
1	Very satisfied	52,8 %	131
2	Fairly satisfied	35,9 %	89
3	Neither	8,1 %	20
4	Fairly dissatisfied	0,4 %	1
5	Very dissatisfied	1,2 %	3
6	Don't know	1,6 %	4
Total			248

Q30g: Please read the following 8 Assessment Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to implement external and internal policies and procedures for assessment and moderation/verification.

Alternatives		Percent	Value
1	Very satisfied	51,4 %	127
2	Fairly satisfied	38,1 %	94
3	Neither	5,7 %	14
4	Fairly dissatisfied	0,8 %	2
5	Very dissatisfied	1,2 %	3
6	Don't know	2,8 %	7
Total			247

Q30h: Please read the following 8 Assessment Standards statements and express how satisfactorily they were addressed by your TQFE programme. - Overall, My TQFE programme fully addressed the 'Assessment' professional standards listed above standards.

Alternatives		Percent	Value
1	Very satisfied	54,0 %	135
2	Fairly satisfied	34,4 %	86
3	Neither	7,6 %	19
4	Fairly dissatisfied	0,0 %	0
5	Very dissatisfied	1,6 %	4
6	Don't know	2,4 %	6
Total			250

Q31: Please use the space provided to express any other comments related to Assessment professional standards.

[multiple qualitative responses]

Q32a: Please read the following 7 Quality and Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to demonstrate a critical understanding of the principles, purposes and processes of quality assurance, improvement and enhancement.

Alternatives	Percent	Value
1 Very satisfied	50,6 %	126
2 Fairly satisfied	38,2 %	95
3 Neither	6,8 %	17
4 Fairly dissatisfied	0,4 %	1
5 Very dissatisfied	1,2 %	3
6 Don't know	2,8 %	7
Total		249

Q32b: Please read the following 7 Quality and Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to implement effectively college arrangements for quality assurance, improvement and enhancement as an individual and as a member of a team.

Alternatives	Percent	Value
1 Very satisfied	50,2 %	126
2 Fairly satisfied	37,1 %	93
3 Neither	8,4 %	21
4 Fairly dissatisfied	0,8 %	2
5 Very dissatisfied	1,2 %	3
6 Don't know	2,4 %	6
Total		251

Q32c: Please read the following 7 Quality and Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to contribute effectively to the quality roles and functions of curriculum teams.

Alternatives	Percent	Value
1 Very satisfied	49,6 %	121
2 Fairly satisfied	36,1 %	88
3 Neither	9,4 %	23
4 Fairly dissatisfied	0,8 %	2
5 Very dissatisfied	1,2 %	3
6 Don't know	2,9 %	7
Total		244

Q32d: Please read the following 7 Quality and Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to critically evaluate own practice in teaching/facilitating learning and assessing using a range of approaches.

Alternatives	Percent	Value
1 Very satisfied	53,4 %	132
2 Fairly satisfied	34,8 %	86
3 Neither	7,7 %	19
4 Fairly dissatisfied	0,0 %	0
5 Very dissatisfied	1,6 %	4
6 Don't know	2,4 %	6
Total		247

Q32e: Please read the following 7 Quality and Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to use an appropriate range of evidence to identify strengths and areas for enhancement; weaknesses and areas for improvement at team and individual levels.

Alternatives	Percent	Value
1 Very satisfied	51,0 %	128
2 Fairly satisfied	37,8 %	95
3 Neither	8,0 %	20
4 Fairly dissatisfied	0,4 %	1
5 Very dissatisfied	1,2 %	3
6 Don't know	1,6 %	4
Total		251

Q32f: Please read the following 7 Quality and Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to agree targets, formulate individual action plans and contribute to team plans to address identified areas for enhancement and improvement.

Alternatives	Percent	Value
1 Very satisfied	48,6 %	120
2 Fairly satisfied	38,5 %	95
3 Neither	8,5 %	21
4 Fairly dissatisfied	1,2 %	3
5 Very dissatisfied	1,2 %	3
6 Don't know	2,0 %	5
Total		247

Q32g: Please read the following 7 Quality and Standards statements and express how satisfactorily they were addressed by your TQFE programme. - Overall, my TQFE programme fully addressed the 'Quality and Standards' standards listed above.

Alternatives	Percent	Value
1 Very satisfied	51,4 %	127
2 Fairly satisfied	37,7 %	93
3 Neither	6,5 %	16
4 Fairly dissatisfied	0,8 %	2
5 Very dissatisfied	1,2 %	3
6 Don't know	2,4 %	6
Total		247

Q33: Please use the space provided to express any other comments related to Quality and Standards professional standards.

[multiple qualitative responses]

Q34a: Please read the following 8 Professional Practice and Development Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to demonstrate a critical understanding of how Further Education is influenced by, and contributes toward, policy and the wider social, economic and cultural environment.

Alternatives	Percent	Value
1 Very satisfied	53,2 %	133
2 Fairly satisfied	35,6 %	89
3 Neither	6,8 %	17
4 Fairly dissatisfied	0,4 %	1
5 Very dissatisfied	2,0 %	5
6 Don't know	2,0 %	5
Total		250

Q34b: Please read the following 8 Professional Practice and Development Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to critically reflect on own values and deal with issues in accordance with the values and ethics that underpin professional practice.

Alternatives	Percent	Value
1 Very satisfied	50,8 %	125
2 Fairly satisfied	36,6 %	90
3 Neither	8,5 %	21
4 Fairly dissatisfied	0,0 %	0
5 Very dissatisfied	1,6 %	4
6 Don't know	2,4 %	6
Total		246

Q34c: Please read the following 8 Professional Practice and Development Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to work with a comprehensive understanding of the roles, rights and responsibilities of the college lecturer.

Alternatives	Percent	Value
1 Very satisfied	52,0 %	128
2 Fairly satisfied	35,8 %	88
3 Neither	7,7 %	19
4 Fairly dissatisfied	1,2 %	3
5 Very dissatisfied	1,6 %	4
6 Don't know	1,6 %	4
Total		246

Q34d: Please read the following 8 Professional Practice and Development Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to comply with legislation and adopt good practice in relation to equality, social and cultural diversity and the protection and welfare of children, young people and vulnerable learners.

Alternatives	Percent	Value
1 Very satisfied	54,0 %	134
2 Fairly satisfied	36,3 %	90
3 Neither	6,5 %	16
4 Fairly dissatisfied	0,0 %	0
5 Very dissatisfied	1,2 %	3
6 Don't know	2,0 %	5
Total		248

Q34e: Please read the following 8 Professional Practice and Development Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to manage self, relationships and work demands to promote personal, emotional and physical well-being.

Alternatives	Percent	Value
1 Very satisfied	52,7 %	129
2 Fairly satisfied	34,3 %	84
3 Neither	8,6 %	21
4 Fairly dissatisfied	0,0 %	0
5 Very dissatisfied	1,6 %	4
6 Don't know	2,9 %	7
Total		245

Q34f: Please read the following 8 Professional Practice and Development Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecturer is/was able to review professional development needs and negotiate professional development activities to achieve individual, team and organisational goals.

Alternatives	Percent	Value
1 Very satisfied	51,8 %	128
2 Fairly satisfied	34,8 %	86
3 Neither	8,5 %	21
4 Fairly dissatisfied	0,4 %	1
5 Very dissatisfied	1,6 %	4
6 Don't know	2,8 %	7
Total		247

Q34g: Please read the following 8 Professional Practice and Development Standards statements and express how satisfactorily they were addressed by your TQFE programme. - The lecture is/was able to engage in reflective practice.

Alternatives	Percent	Value
1 Very satisfied	58,0 %	141
2 Fairly satisfied	32,5 %	79
3 Neither	6,2 %	15
4 Fairly dissatisfied	0,0 %	0
5 Very dissatisfied	1,6 %	4
6 Don't know	1,6 %	4
Total		243

Q34h: Please read the following 8 Professional Practice and Development Standards statements and express how satisfactorily they were addressed by your TQFE programme. - Overall, my TQFE programme fully addressed the 'Professional Practice and Development' professional standards listed above.

Alternatives	Percent	Value
1 Very satisfied	56,0 %	139
2 Fairly satisfied	31,9 %	79
3 Neither	8,1 %	20
4 Fairly dissatisfied	0,0 %	0
5 Very dissatisfied	1,6 %	4
6 Don't know	2,4 %	6
Total		248

Q35: Please use the space provided to express any other comments related to Professional Practice and Development professional standards.

[multiple qualitative responses]