



INSTITUTE OF THE
MOTOR INDUSTRY



Joint proposal
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LECTURER RESERVISTS

How the reservist model could work for Further Education



The need

The need for Further Education Lecturer Reservists (FELR) within the technical industries, inspired by the framework and protections afforded to military reservists, arises from several factors that highlight the importance of attracting professionals from the industry to serve as lecturers.

1. **Shortage of Expert Lecturers:** There is a significant shortage of lecturers with a deep understanding of critical engineering competencies crucial to the motor, and other engineering industries, including advanced technologies, best practices, and emerging trends. By recruiting professionals from industry to become FELRs, educational institutions can tap into a reservoir of firsthand knowledge and expertise.
2. **Rapid Technological Advances:** Engineering employers are witnessing rapid advancements in technology, such as electric vehicles, autonomous driving, and smart connectivity. FELRs, having current industry experience, can provide students with up-to-date insights into these technologies, ensuring that the next generation of professionals is well-prepared for the evolving landscape, as well as supporting existing educators to develop their capabilities.
3. **Demand for Skilled Professionals:** The future of UK engineering and manufacturing relies on a skilled workforce capable of driving innovation, improving efficiency, and ensuring the highest standards of quality and safety. FELRs can help produce a workforce that possesses both theoretical knowledge and

practical skills, thus meeting the industry's demand for skilled professionals.

4. **Industry-Academia Collaboration:** FELRs can serve as a crucial link between industry and academic institutions. Their dual roles enable them to facilitate internships, research collaborations, and knowledge exchange, benefiting both the industry and students by enhancing employability and fostering innovation. Critically FELRs will support providers in areas where they have critical skills gaps.
5. **Practical Problem Solving:** Professionals working in industry often deal with real-world challenges and complex problem-solving. As FELRs, they can share these experiences with students, enhancing their problem-solving skills, critical thinking, and ability to apply theoretical knowledge to practical situations.
6. **Promotion of Diversity:** By encouraging professionals from diverse backgrounds in the industry to become FELRs, educational institutions can promote diversity and inclusion in the teaching workforce, reflecting the varied perspectives and experiences present in the industry.

FELRs, recruited from industry, can play a pivotal role in bridging the gap between academia and industry, enriching the learning experience for students, contributing to the development of a skilled and well-prepared workforce, and filling critical skills gaps that providers are experiencing. Their unique perspective, practical experience, and industry insights make them invaluable in shaping the future industry and the education of its future professionals.



Analysis of need

The FE sector in the UK comprises 271 Colleges, the majority of which are classed as general further education colleges, employing around 120,000 FTE equivalent staff, and operating with a turnover of £6.7 billion in the last accounting period.

During the academic year 2022/23, colleges in England educated and trained c.1.6 million people, the majority of which were adult learners (c913,000). C611,000 learners attended courses funded under 16-18 learning and addition c46,000 undertook apprenticeships. Approximately 90% of all 16-18 learners undertook a STEM courses during this period¹.

The importance of the FE sector in delivering STEM capability in the UK, especially in engineering, cannot be understated. Research undertaken into emerging technology manufacturing, use, service, repair, and decommissioning suggests that around 80% of roles required to ensure that the UK can take full advantage of emerging technologies require capability and competencies that are best placed to be delivered by FE Colleges.

A significant majority of these are required for adult learners to re-skill and up-skill those already in work between now and 2035². Concerns have been raised about the ability of the FE sector to respond to these needs given the challenges faced in the recruitment and retention of teaching staff with the required skills and experience.

FE lectures typically see wages around £10,000pa lower than schoolteachers and there is evidence to suggest that FE staffing levels have fallen by around 1/3 in the past 10 years³. Vacancies for FE staff in key STEM areas have more than doubled since the COVID pandemic and these roles are not being filled. There is further evidence that wages in the FE sector are lagging behind industry for specialist capabilities with electrical engineers able to earn around £30,000pa more in the private sector than as FE lecturers.

As a result, the Association of Colleges noted that 62% of colleges have shortages in engineering and three quarters of colleges report that the main cause of shortages is that qualified staff have been offered better pay elsewhere⁴. Whilst there has been some success in supporting industry professionals to train and FE lecturers the scheme is not fill gaps in the most critical STEM areas.

There is a need to create opportunities to provide specialist teaching capability in colleges in a way that is sustainable and that will be impacted upon less by shifting trends in employment and technology.

Many colleges have reported challenges in ensuring that they are able to train their existing staff in emerging technologies and that, often, the gaps are in niche and highly specialist areas where industry contacts could have a significant input to delivery⁵.

The FE Lecturer Reservist scheme would represent a method of creating hugely valuable FE/industry links, enabling colleges to deliver effectively in a rapidly changing capability environment, providing protection for industry and enabling personal and professional growth for those, working in industry, who are interested in teaching alongside their main employment.

This scheme would enable rapid response to changing capability requirements and allow FE colleges to remain at the forefront of delivery by leveraging the most up-to-date industry capability.

¹ Data and figures derived from Association of Colleges www.aoc.co.uk

² National Electrification Skills Framework

³ Lifelong Education Commission and Chartered Institute for Further Education
<https://feweek.co.uk/expert-teacher-sweeteners-needed-to-tackle-growing-fe-recruitment-crisis-report-says/>

⁴ AoC survey data reported in Financial Times
<https://www.ft.com/content/cd5e8335-bc51-493d-928e-52e8e9b6df3c>

⁵ Electrification Skills Development Group Strategy - WMCA

The advantage to FELRs

Becoming a Further Education Lecturer Reservist (FELR) offers professionals from the motor industry several benefits that can be personally and professionally rewarding:

Professional Development: Serving as an FELR provides an opportunity to develop teaching skills, improve public speaking abilities, and enhance leadership competencies. This can be beneficial for career advancement and personal growth.

Knowledge Sharing: FELRs have the satisfaction of sharing their industry expertise and experience with the next generation of professionals. This not only helps students but also contributes to the overall development and success of the motor industry.

Networking: Engaging with students, fellow lecturers, and academia opens up new networking opportunities. FELRs can build valuable connections that may lead to collaborative research projects, partnerships, or even future job opportunities.

Income Diversification: Depending on the arrangement with the educational institution, FELRs may receive additional compensation for their teaching services, providing an additional source of income.

Giving Back: FELRs have the opportunity to give back to their industry by helping shape future professionals, promoting industry standards, and fostering a culture of innovation and continuous improvement.

Personal Fulfilment: Teaching can be a deeply rewarding experience, as FELRs have the opportunity to inspire, mentor, and make a positive impact on the lives of their students. This can provide a sense of personal fulfilment and accomplishment.



Continuous Learning: Teaching often requires staying up-to-date with the latest industry trends, technologies, and best practices. This continuous learning can be beneficial for the FELRs' primary careers, as they remain knowledgeable about current developments.

Flexible Schedule: Many educational institutions offer flexible teaching schedules, allowing FELRs to balance their teaching commitments with their primary careers and personal life.

Enhanced Reputation: Serving as an FELR can enhance an individual's reputation within the industry as an expert and thought leader. This can lead to recognition, accolades, and invitations to speak at conferences, contribute to publications, or serve on advisory boards.

In summary, becoming an FELR can provide a unique combination of personal satisfaction, professional growth, and opportunities for continuous learning and networking. These benefits can be valuable for the individuals involved and contribute to the success of both the motor industry and the education of its future professionals.



The Social and Economic Impact of the Further Education Lecturer Reservists Initiative

Unique Postings Trend



Number of job postings for FE professionals with key words such as automotive, vehicle, motor etc.

Supporting providers

The growing number of vacancies for lecturers is a cause for concern across Further Education. The Motor Industry, along with other engineering and manufacturing sectors are particularly sensitive to this shortage as there is an additional demand of understanding for emerging technologies and communication strategies that impact broadly across a wide range of sectors.

Engaging in the Further Education Lecturer Reservists (FELR) program offers educational providers a unique opportunity to enrich courses and provide students with invaluable insights from active professionals in industry. Similar to the support system for military reservists, FELRs will be backed by a structured framework that accommodates their industry commitments alongside teaching responsibilities. This ensures that institutions can access current expertise without impeding the FELRs' primary careers.

By incorporating FELRs into teaching staff, institutions will gain direct access to cutting-edge industry knowledge and practices, enhancing the quality and relevance of curriculum delivery. Furthermore, the collaboration between academia and industry, facilitated by FELRs, fosters partnerships, research opportunities, and internships, greatly benefiting students and strengthening institutional reputation as a hub for industry-relevant education and innovation.

In supporting FELRs, your institution takes an active role in shaping the future leaders of the motor industry, ensuring its continued growth and success.

Supporting society

The Further Education Lecturer Reservists (FELR) initiative offers significant social and economic benefits. By bridging the gap between industry professionals and academia, the program enhances the quality of education and prepares students for real-world challenges, contributing to a more skilled and innovative workforce.

This, in turn, drives economic growth by fostering an engineering and manufacturing sector that is better equipped to innovate and adapt to changing market demands. Moreover, the collaboration between industry and academia strengthens community ties, encourages knowledge-sharing, and promotes a culture of lifelong learning and mutual support, enriching society as a whole.

A FERL coordination committee would perform the bridging role for the benefit of society.

Supporting business

Encouraging employees to become Further Education Lecturer Reservists (FELRs) can have a range of benefits for individual employers and the wider engineering and manufacturing sector. Much like military reservists, FELRs will be supported with a structured framework that ensures their commitments as industry professionals are balanced with their teaching responsibilities. They will have access to flexible scheduling and the potential for financial support, allowing them to share their expertise with future professionals without sacrificing their career obligations. Moreover, as FELRs employers in the academic sphere, facilitating gains such as enhanced reputation and visibility as an industry leader committed to fostering education, innovation, and the growth of the motor industry.

In supporting their journey, you contribute not only to their personal and professional development but also to the industry's long-term success.

The proposed process

1. Introduction

Members of the Further Education Lecturer Reservists (FELR) and their educational institutions would have specific rights and responsibilities when an individual.

- Becomes an FELR or takes on a new teaching role
- Is assigned to provide specialised lectures or training
- Training may be condensed or spread out over a longer period of time depending on provider needs and employer capacity to support

There should be financial support available for both educational institutions and FELRs during their active teaching assignments.

- Training duration
- Educational institutions are encouraged, but not obliged, to allow time for training. Training typically comprises:
 - Occasional evening sessions
 - Weekend seminars a few times a year
 - An annual 15-day training course

2. Notifying the Employer

Once a professional becomes an FELR, they should provide their employer's details to **the FELR coordination committee**. Typically, the employer will receive a notification within five weeks of the professional's enrolment.

If the FELR switches jobs or roles within the industry, they should notify the coordinating committee, which will inform the new employer or department.

FELRs have the option to request a waiver from notification to their employer under special circumstances, by applying for an 'employer notification waiver.'

3. Assignment Notices

In most situations, FELRs will be given a 28-day notice before their teaching assignment begins. Immediate communication with their primary employer is recommended.

4. Financial Support for FELRs

FELRs can claim financial assistance to cover any discrepancies between their regular pay and the remuneration they receive for their teaching role. They can also claim for certain benefits lost during their assignment.

5. Support for Educational Institutions

Institutions can seek financial aid when an FELR is actively teaching, covering potential costs of:

- Temporary industry replacements
- Recruitment and advertising
- Handover processes
- Necessary training or equipment for the replacement
- Training FELRs might require upon their return

6. Administrative Adjustments

For the duration of the FELR's teaching assignment, employers might need to adjust payroll or administrative processes, ensuring seamless transitions. There should be support inline with the military reservists to achieve this.

Calls to Action

Government Focused CTAs:

1. **Empower Our Nation:** "Endorse the FELR initiative and drive change at a national scale."
2. **Secure Tomorrow:** "Incorporate FELR into policy to ensure a brighter, more efficient future."
3. **Be the Catalyst:** "Support FELR by facilitating integrations, collaborations, and streamlined processes."
4. **National Pride:** "Elevate our nation's global position by promoting and integrating the FELR initiative."
5. **Shape the Future:** "Contribute to the FELR agenda; help define its trajectory and success."

Funding Focused CTAs:

1. **Pioneer Progress:** "Direct your funding to the FELR initiative and become a beacon of progress."
2. **Secure Innovations:** "Back the FELR initiative and safeguard the future of efficient, leading-edge solutions."
3. **Be the Change:** "With your funding, FELR can redefine the landscape."
4. **Sponsor Success:** "Align with the FELR initiative and be recognised as a vanguard of innovation."
5. **Transform Visions:** "Turn visions into reality; fund FELR today."

Provider Focused CTAs:

1. **Lead with Us:** "Offer your unparalleled services; become a preferred FELR provider."
2. **Join the Revolution:** "Become a part of the FELR provider network and redefine industry standards."
3. **Broaden Horizons:** "Align with FELR and discover unmatched opportunities and collaborations."
4. **Service Excellence:** "Elevate your service quality with exclusive FELR resources and insights."
5. **Co-create the Future:** "Lend your expertise, share feedback, and shape the next phase of FELR."

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