Initial Teacher Education Programme Accreditation Evaluation Framework

September 2019

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1 Introduction

1.1 Background

The General Teaching Council for Scotland (GTC Scotland) is dedicated to maintaining and enhancing standards of teaching and teacher education in Scotland. We seek to ensure that programmes of Initial Teacher Education (ITE) are professionally appropriate, demanding and prepare students for registration as a primary or secondary teacher. In the ever-evolving landscape of Scottish education it is also our belief that ITE programmes should help to prepare creative and dedicated teachers who are able to work and develop professionally in a world of change, diversity and accountability and who are committed to equal opportunities for all.

Our powers in relation to teacher education institutions ("relevant institutions") originally derived from the Teaching Council (Scotland) Act 1965. The Act placed a duty upon us to monitor the quality of programmes of ITE and authorised the establishment of groups of persons to visit the institutions for that purpose. The Act also empowered us to make recommendations to the institutions and outlined the procedure for use in the event of conflict arising between GTC Scotland and the institution.

The Teachers (Education, Training and Recommendation for Registration) (Scotland) Regulations 1993 required that, with certain prescribed exceptions, instruction in the Theory, Methods and Practice of teaching must be given by teachers registered with GTC Scotland. While these Regulations are now revoked, this specific requirement is maintained under Schedule 5 and article 29 of the Public Services Reform (General Teaching Council for Scotland) Order 2011 (the 2011 Order). Article 29 of the 2011 Order states that:

> 29 (1) It is for the GTC Scotland to determine what constitutes a recognised teaching qualification for individuals seeking registration as a school teacher.

> 29 (2) A determination may make such provision about the education and training required to attain such a qualification as the GTC Scotland thinks fit.

The Policy Statement: Accreditation of Programmes of Initial Teacher Education in Scotland, and the Guidelines for Initial Teacher Education Programmes in Scotland 2019 (the Guidelines) set out our policy on the content, nature and duration of programmes leading to teaching qualifications (TQs) for the primary and secondary sectors. We ensure that these requirements are met through accrediting all programmes of Initial Teacher Education (ITE) in Scotland.

1.2 Equal Opportunities/Disability Discrimination

In the ever-evolving landscape of Scottish education it is GTC Scotland's belief that programmes of ITE need to prepare student teachers to become competent, thoughtful, reflective and innovative practitioners, who are committed to providing high quality learning for every learner. We considers that this includes prioritising and ensuring that all programmes of ITE embed the principles of equality, diversity and inclusion.

We are committed to the general equality duty under the Equality Act 2010 in all of our functions. This includes having a due regard to the need to:
- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not, including those with specific learning differences such as Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD); Autism; Developmental Coordination Disorder (Dyspraxia) (DCD); Dyslexia; and Tourette syndrome; and
- foster good relations between people who share a protected characteristic and those who do not.

As part of the accreditation of ITE programmes, we encourage ITE course providers to demonstrate their commitment to ensuring that all ITE courses and programmes embrace and promote diversity, challenge discrimination and promote the equal opportunity requirements as laid down by law and that all opportunities reflect the diversity of Scotland's population. In addition, we will look for clarification as to how course providers will empower students to adopt these principles.

2 Accreditation of Programmes of Initial Teacher Education in Scotland

We define accreditation as the process of ascertaining the professional acceptability of a programme of ITE leading to a teaching qualification. Accreditation applies to programmes and not to ITE institutions; accreditation will therefore take place programme by programme. It is the programme operated by the ITE institution which is accredited, not the institution itself. We think it right and consonant with our role that each programme should be carefully evaluated on an individual basis and from a professional point of view. When a programme has been accredited by us, either unconditionally or after all conditions have been met, the programme is entitled to run for a period of up to six years, with an interim evaluation in year 3 highlighting any developments and/ or enhancements in the content, nature, duration or structure of the programme. The ITE institution would require to have the programme re-accredited before the end of the six-year period or earlier if the programme is subject to substantial revision.

3 Evaluation Framework

3.1 Statutory Requirements

The ITE institution will assess the programme proposal for academic rigour and degree-worthiness. Policy Statement: Accreditation of Programmes of Initial Teacher Education in Scotland, April 2019 and The Guidelines for Initial Teacher Education Programmes in Scotland, April 2019 requires that all programmes are subjected to external scrutiny as a means of ensuring the maintenance of acceptable academic standards. The process must be completed **before** the accreditation event or as a joint accreditation event.

Provide evidence of:	Evidence
How the programme meets statutory requirements.	
Robust quality assurance procedures to ensure that the content, design and organisation of the ITE curriculum are effective in promoting student learning and achievement of the learning outcomes. (Please include links to your website and policy documentation, if appropriate).	
The mechanisms which are in place to enhance and ensure the quality of provision are contemporary and relevant.	
The mechanisms which are in place to review the quality of provision and ensure processes adequately provide learning opportunities for every learner.	
The procedures that are in place to enhance the growth and development of the programme, including reflecting new or growing national educational priorities.	

3.2 Staffing Levels and Effective Delivery

Provide the following:	Evidence
Detail of: · academic staff who deliver the University led elements of the ITE programme, including GTC Scotland registration status; · staff involved in professional placement of the programme, including GTC Scotland registration status; · how the programme is underpinned by or enhanced by the research/scholarly activity of the programme team; · how the research/scholarly activity of the delivery team supports the wider aspect of student experience.	
A map across the programme of how the expertise of staff will support the delivery of the stated aims of the programme.	
Detail of the communication strategy for Associate Tutors to ensure there is a shared understanding of their role and responsibilities. An outline of how Associate Tutors are supported to ensure their knowledge and practice remains contemporary.	

3.3 Programme Design

Provide the following:	Evidence
A clear rationale for the programme with its stated aims and outcomes.	
An outline of how the programme is designed to develop and promote equality and diversity and empowers students to adopt these principles. For example outline how additional support needs such as Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD); Autism; Developmental Coordination Disorder (Dyspraxia) (DCD); Dyslexia; and Tourette syndrome are addressed, and how students are prepared to work with children experiencing trauma or who have had adverse childhood experiences. Outline how student teachers are prepared to work with children experiencing trauma or who have had adverse childhood experiences, and understand their duties as a corporate parent.	
An outline of how the programme ensures learners knowledge and skills are built appropriately over the programme.	
An outline of the level of personalisation and choice offered to student teachers and demonstrate how this contributes to their skills development.	

3.4 Recruitment and Selection of Students

Provide the following:	Evidence
An outline of the marketing approaches, including how the success of the marketing strategy will be evaluated with respect to targets groups, final uptake etc.	
A detailed outline of the recruitment and selection procedures, including the following: · the selection criteria for entry; · the interview process, including the constitution of the panel members.	
An outline of the ways diversity of entrants is encouraged to this programme.	
An outline of the procedures used to monitor and evaluate both recruitment and selection, in particular how institutional barriers, conscious and unconscious bias are mitigated.	

3.5 Support for Student Teachers

Provide the following:	Evidence
An outline of the variety of **academic** support strategies in place for student teachers while attending university and while on professional placement to ensure their progress towards successful completion of the programme.	
An outline of the variety of **pastoral** support strategies offered to student teachers while attending university and while on professional placement to ensure their wellbeing and progress towards successful completion of the programme. This should include clear advice on the support they can access if they experience discrimination or harassment.	
A description of the strategies in place to support student teachers to develop their resilience and confidence to lead their own learning and the learning of others.	
A description of the early intervention strategies employed to support student teachers.	
Details of how partnership arrangements ensure appropriate preparation and support of student teachers on professional placement.	

3.6 Content of Programme

Provide the following:	Evidence
An outline of how student teachers are supported to develop an understanding of educational literature to underpin their practice, in areas such as: · educational theory; · childhood development; · developing positive relationships.	
An outline of how student teachers are supported to develop an awareness of the legal and statutory frameworks which govern their responsibilities.	
An outline of how student teachers are supported to develop an understanding of current national policy and to make a positive contribution. For example in areas such as: · Getting It Right For Every Child; · Inclusion; · Additional Support Needs including: – Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD); – Autism; – Developmental Coordination Disorder (Dyspraxia) (DCD); – Dyslexia; and – Tourette syndrome. · Parental involvement; · Involvement of young people · Children's progress (attainment and achievement); · Skills for learning, work and life; · Learning for Sustainability; · Digital literacy; and · Data literacy.	
An outline of how all student teachers are supported to develop an understanding of a range of pedagogical approaches to teaching in the key areas of: Literacy; Numeracy; Health and wellbeing; Digital literacy; The Curriculum; and Interdisciplinary learning.	

3.7 Professional Values

Provide the following:	Evidence
An outline of how the vision and aims of the programme promote the Professional Values as stated in the GTC Scotland Professional Standards (SPF/SFR).	
An outline of how these Professional Values are connected to, explored and elaborated upon during the course of the programme for both the university based learning and the professional placement.	

3.8 Delivery of Programme

Provide the following:	Evidence
A clear rationale for the delivery model of the programme.	
A clear timeline for the delivery of the programme, including key milestones.	
An outline of the methodologies used to deliver the programme.	
An outline of how the delivery model of the programme is moderated.	
An outline of how the delivery of the programme supports student teachers to connect their learning to theory, policy and GTC Scotland Professional Standards.	
An outline of how professional dialogue is used to share the professional learning of student teachers.	
An outline of the opportunities student teachers have to be involved in collegiate and collaborative learning.	
An outline of opportunities for student teachers to develop creativity in curriculum development.	
An outline of how the rationale and structure of the programme provides a number of meaningful exit points and opportunities.	
An outline of how student teachers are encouraged to develop their own digital technology skills and apply these to enhance their own and pupil learning.	

3.9 Assessment

Provide the following:	Evidence
An outline of the assessment pattern for the programme, including details regarding the assessment strategies that support student teachers to successfully complete the programme.	
An outline of the range of assessment methods used to measure student teachers' progress.	
An outline of how peer and self-assessment is modelled in the programme, including how this supports the learning experience of student teachers.	
A description of the interventions in place to support student teachers who do not meet assessment criteria and the procedures for re-sits, extensions and appeals.	
An outline of the moderation procedures for assessment across the programme.	
A description of the structures in place with local authority partners to ensure that assessment of student teachers on professional placement are valid and reliable.	
An outline of how successful completion of this programme enables students to meet (or evidence) the GTC Scotland Standard for Provisional Registration.	

3.10 Partnerships

Provide the following:	Evidence
Details of how partners were involved in the planning of this programme.	
Details of the partnership arrangements in relation to professional placement including a clear definition of role and responsibilities of university staff, school staff and student teachers.	
An outline of how staff and partners have up-to-date and shared knowledge of the expectation of the programme.	
Details of the mechanisms in place to ensure feedback on the quality of professional placement from student teachers, school staff and university staff.	
An outline of the ways in which the programme placement pattern is compatible with the requirements of SPS.	
An outline of the ways in which the proposed professional placement arrangements are practicable and sustainable.	
An outline of how the programme supports and promotes collegiate and collaborative learning across the partnership.	
An outline of how the programme is underpinned by the principles of self-evaluation/reflection and how it supports student teachers to develop positive stances in respect to these.	
An outline of how the programme is underpinned by the principles of enquiry and how it supports student teachers to develop a positive enquiring stance.	

Name	
GTC SCOTLAND registration number	
Area of expertise	
Details of relevant publication (if appropriate)	
Demonstrate how the programme is underpinned by or enhanced by the research/scholarly activity of the programme team	

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