

TDA consultation report

Draft requirements for the proposed Assessment Only route to QTS



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Introduction

On 9 July the Department for Children, Schools and Families (DCSF) consulted on a set of proposed amendments to the Education (School Teachers' Qualifications) (England) Regulations 2003. The amendments include a proposal to allow an Assessment Only (AO) route to qualified teacher status (QTS) without training for very experienced graduate teachers. Current regulation requires that, before they can be awarded QTS, a person successfully completes a course of initial teacher training (ITT) at an accredited institution in England. Details of the DCSF consultation and the proposed regulation changes can be found in Annexes one and two.

The TDA was asked to consult on the necessary requirements for such an AO route, as the current ITT requirements would not apply. The consultation sought views on the requirements that would be necessary should the proposed DCSF amendments to regulation come into force; it did not seek views on the detail of delivering the new route. The TDA consultation document, including the draft requirements, can be found in Annex three.

The consultation began on 17 August and ran until 9 November. 110 online responses were received, with a further 12 written responses from teachers, teacher trainers, other organisations, and members of the public.

Responses can be broken down as follows:

Respondent type	Frequency
School	27
LA	21
HEI	19
EBITT	13
Not given	13
Trainee teacher	5
Other organisation	4
Other professional body	4
Education consultant	3
FEI	3
Professional association	3
SCITT	3
Prospective trainee teacher	2
CPD provider	1
NQT	1
Parent	1
TA	1

Four consultation visits were carried out to a selection of providers, and to the Universities' Council for the Education of Teachers (UCET). Providers visited were Manchester Metropolitan University, STTORMM, Two Mile Ash ITT Partnership and the University of Gloucestershire. A summary of all responses and emerging themes is given in the following sections.

The TDA would like to thank the many respondents, both individuals and organisations, who took the time to consider carefully the draft AO requirements and provide insightful and helpful responses.

Background

Current regulations require that, in order to obtain QTS, a person must successfully complete a period of ITT at an accredited institution in England. School-based elements of this training must take place wholly or mainly in England. All routes to QTS must contain an element of training in order to meet the requirements of these legislations, and the Secretary of State's ITT requirements.

Assessment-based option (ABO)

The University of Gloucestershire currently offers an assessment-based ITT route, for those with a degree and substantial relevant experience who may be able to gain QTS with reduced training time. The University of Gloucestershire has assisted the TDA during the preparation of and consultation on the proposed AO requirements. This has included an analysis of the potential market. Though the number of potential applicants is not substantial, it appears there is a sufficient market for an AO route to QTS to demonstrate a need.

Timing

The DCSF brought amended regulations into force on 1 January 2010. Following this, the proposed AO requirements will be finalised by the TDA before being reviewed and agreed by the Secretary of State. Supporting guidance will be prepared and made available; this will be similar in style to the existing guidance supporting the ITT requirements.

Responses

The consultation sought views on a set of requirements to serve an AO route. The draft requirements are presented in three sections:

- Section one sets out selection and initial assessment requirements
- Section two sets out assessment requirements
- Section three sets out management and quality assurance requirements

Of the 109 online consultation responses received, 54 respondents (50%¹) said they agreed with all three sections of requirements, whilst 15 respondents (14%) disagreed with all three sections and 40 respondents (37%) had mixed opinions. Those broadly in favour of the draft requirements, who agreed with at least two of the three sections, represented 78 (72%) of the responses.

From those responses which indicated they were on behalf of an organisation, which represented 26 (24%) of the responses, 14 organisations (54% of organisations represented) agreed with all three sets of requirements, whilst 3 organisations (12%) disagreed with all three sets and 9 organisations (35%) had mixed opinions. Those broadly in favour of the draft requirements represented 16 (62%) of the responses.

Themes

A number of themes emerged from the analysis of the consultation responses; these are discussed in the following sections.

Some responses have been omitted in part or entirely from the following analysis, since they dealt with matters outside the remit of the consultation.

Two-school requirement

A large number of respondents requested greater specificity in the two school requirement (A2.5), to include:

- Minimum length of time to be spent teaching in each school
- Types of schools (e.g. two contrasting schools)
- Validation of standards by the two schools
- A definition of 'teaching'
- A requirement for age-specific experience

There was also a strong response in favour of requiring that at least one of the two schools be a mainstream school, to avoid applicants only having taught in other settings.

Quality assurance

Quality assurance (QA) – both of the initial and final assessments – was a strong concern of many respondents, who suggested that it was essential that the integrity, credibility and value of QTS should not be undermined.

Responses emphasised the need for extensive and clear guidance on all the AO requirements, especially on all elements of QA, to ensure that the route was not seen as a 'back door' to QTS.

¹ All percentages are given to the nearest whole value and so may not sum exactly to 100.

To strengthen the management and quality assurance requirements, it was suggested that a modified version of ITT requirement R3.6 (below) be included.

Requirement R3.6: That they [ITT providers] monitor and evaluate all aspects of provision and demonstrate how these contribute to securing improvements in quality.

Assessment rigour

Closely linked to QA, and also strongly highlighted by responses, was the need to ensure the rigour of both initial and final assessments, including associated recruitment processes. Respondents felt strongly that detailed criteria were needed to determine an applicant's readiness for the AO route.

It was suggested that those providing assessment for candidates from the further education (FE) sector should be able to demonstrate experience and knowledge of working in FE.

Qualifications and experience

Some concerns about the nature of an AO route were raised. Specifically, as the route will not involve training, respondents emphasised the need for clear evidence of subject knowledge, including knowledge related to relevant qualifications.

Some respondents suggested that the degree requirement (A1.2) should be extended to include recognition of vocational qualifications and relevant experience, for example for those in the FE sector who had been successfully teaching for many years without having gained an undergraduate degree or equivalent qualification. However, teaching is a graduate profession; current and proposed regulations both require a first degree or equivalent qualification granted by a United Kingdom institution or an equivalent degree or other qualification granted by a foreign institution.

Other respondents suggested that the level of the GCSE requirement (A1.1) should be raised, to help ensure a strong base of knowledge in those applying for the AO route.

Existing ABO route

Some respondents confused the University of Gloucestershire ABO route with the proposed assessment only route to QTS. The OTTP was also confused with the proposed AO route, leading to some responses that expressed surprise at the proposal of an existing route. Both existing routes involve, by legal requirement, an element of training that trainees must complete prior to assessment and recommendation for QTS.

Element of training in AO route

Some respondents disagreed with the draft requirements on the grounds that they felt QTS should/could not be achieved without an element of training. Other respondents objected in principle to a route to QTS without training.

Similarly, some respondents expressed concerns over elements of the requirements that have been drawn directly from the ITT requirements. The AO requirements have been designed to be as consistent as possible with the existing ITT requirements.

OTTs and AO

A number of respondents felt that the proposed AO route and draft requirements could, or should, only be applied to overseas trained teachers (OTTs). However, the AO route has not been designed exclusively to serve OTTs.

ITT requirements

Some respondents confused the draft AO requirements with the existing ITT requirements. These responses have been excluded from detailed analysis.

Purpose of the consultation

There was some confusion evident among some responses as to the purpose of the TDA consultation. Some of these responses did not fall within the scope of the consultation and could not be included in the main analysis.

Other responses

- AO processes should be linked to performance review processes for unqualified teachers
- Dual assessment of applicants against the QTS and Core standards should be available
- Partnership agreements might be employed to ensure all parties understand their roles and responsibilities
- Draft requirement A1.3 could be seen to imply that an interview alone is necessary or sufficient to judge suitability for assessment.
- There should be a clear recruitment link between the AO route and ITT, for those who are not accepted for AO on the basis of not meeting all the QTS standards.
- TDA should follow the 14-19 diploma approach and invite expressions of interest from providers who would like to offer the AO route
- Requirement A1.5(e) as drafted seems to supersede requirement A2.5.

Summary

Overall, most responses were cautiously positive, though the majority included various caveats mostly covered above. The principal concerns expressed were on matters of quality assurance, assessment rigour, acceptance of relevant qualifications and experience, and elements of the two school requirement.

Next steps

- As a result of the consultation a further draft version of the AO requirements has been developed and is included in Annex four.

Subject to the outcomes of the DCSF consultation and Parliament:

- The TDA will continue to work with the DCSF, accredited providers and other stakeholders to develop and implement the AO route
- The TDA will develop detailed guidance and support mechanisms to support the implementation of the AO route

Annex one: DCSF consultation document

Consultation

Launch Date 9 July 2009

Respond by 1 October 2009

Ref: Department for Children, Schools and Families

Amendments to the Education (School Teachers' Qualifications) (England) Regulations 2003

This consultation seeks your views on proposed amendments to the Education (School Teachers' Qualifications) (England) Regulations 2003 which govern who can gain qualified teacher status (QTS). Subject to consultation and to Parliament we are aiming to bring amending regulations into force on 1 January 2010.

department for
children, schools and families

Amendments to the Education (School Teachers' Qualifications) (England) Regulations 2003

A Consultation

To Interested parties.

Issued 9 July 2009

Enquiries To If your enquiry is related to the policy content of the consultation you can contact Indira Sharma on:
Telephone: 0207 340 8035

e-mail: teacherqualsregs.consultation@dcsf.gsi.gov.uk

Amendments to the Education (School Teachers' Qualifications) (England) Regulations 2003

This consultation seeks your views on proposed amendments to the Education (School Teachers' Qualifications) (England) Regulations 2003 which govern who can gain qualified teacher status (QTS). Subject to consultation and to Parliament we are aiming to bring amending regulations into force on 1 January 2010.

1 The changes and the questions we would like you to consider are:

1.1 **Overseas Trained Teachers (OTTs) registered in Scotland or Northern Ireland [Schedule 2, Part 1, Paragraphs 5 & 6]**

We wish to prevent OTTs arriving directly in England from being able to gain QTS by what may appear to be the loophole of gaining prior recognition as a teacher in Scotland or Northern Ireland without having taught in those countries. Therefore, we plan to add the requirement that they need to have undertaken a period of practical teaching experience at an educational institution in either Scotland or Northern Ireland. We have chosen a minimum period of 60 days to link with the need for new teachers in Scotland to gain full registration with the General Teaching Council for Scotland (GTCS) which normally requires completion of a period of probationary service of 60 days working in a school in that country. We are placing the same requirement of having to have worked 60 days in an educational institution in that country in respect of OTTs registered in Northern Ireland.

Do you foresee any problems with the recommended suggestion?

1.2 **Change of arrangements in Northern Ireland [Schedule 2, Part 1, Paragraph 6]**

As from 2008, the General Teaching Council for Northern Ireland (GTCNI) has awarded QTS instead of the Department of Education Northern Ireland (DENI). Therefore, this change will be reflected in the amendments and we will retain the reference to DENI, to cover people previously qualified.

1.3 **Assessment-only access to QTS**

At present there is no legal way of gaining QTS without any training. Therefore, in order to allow experienced graduate teachers without QTS to be assessed by an accredited institution as meeting the standards for a qualified teacher without a period of training, we propose to insert the possibility of gaining QTS purely by assessment without training. The Training and Development Agency for Schools (TDA) will consult on the necessary requirements for such an assessment.

Do you agree that this should be possible for people who already are experienced teachers?

Do you envisage any issues for teachers and training providers arising from this change?

1.4 **Training in British Service Schools abroad [Schedule 2, Part 1, Paragraph 7(c)]**

Current regulations require Initial Teacher Training (ITT) placements to be wholly or mainly in England. We wish to allow trainee teachers working in British service schools abroad to be awarded QTS on the strength of their teaching experience in those schools overseas. Practical teaching experience in schools overseas administered by Service Children's Education (SCE) will count for the purpose of satisfying the requirement. It will be for accredited institutions and the SCE to make arrangements for training provision and assessment.

Do you agree that trainees in Service Children's Education Schools should not need to have had placements wholly or mainly in England?

1.5 **Change of title [Schedule 2, Part 1, Paragraph 11]**

We would like to take the opportunity to update the reference to the States of Guernsey Education Council, which has ceased to exist, with the current title of the relevant authority, the States of Guernsey Education Department.

1.6 **Removal of age limit [Schedule 2, Part 1, Paragraph 11, (3), (b)]**

We plan to remove the requirement to have attained the age limit of 24 before the commencement date of the licence on teachers training in Guernsey, in order to comply with the Employment Equality (Age) Regulations 2006.

2 How to respond

2.1 Consultation responses can be completed online at www.dcsf.gov.uk/consultations

by emailing teachergualsregs.consultation@dcsf.gsi.gov.uk or by downloading a response form which should be completed and sent to:

Indira Sharma

4FL

Sanctuary Buildings

Great Smith Street

London

SW1P 3BT

- 3 Links to Statutory Instruments and additional copies of the consultation documents
 - 3.1 Links to access the current Statutory Instrument, the proposed amendments to the Statutory Instrument and additional copies of the consultation documents can be downloaded from the Department for Children, Schools and Families e-consultation website at: www.dcsf.gov.uk/consultations .
- 4 Plans for making results public
 - 4.1 The results of the consultation and the Department's response will be published on the DCSF e-consultation website by late Autumn 2009.

Annex two: Proposed regulation changes

STATUTORY INSTRUMENTS

2010 No. 0000

EDUCATION, ENGLAND

The Education (School Teachers' Qualifications) (England) (Amendment) Regulations 2010

<i>Made</i>	- - - -	2010
<i>Laid before Parliament</i>		2010
<i>Coming into force</i>	- -	2010

The Secretary of State for Children, Schools and Families makes the following Regulations in exercise of the powers conferred by sections 132,145 and 210 of the Education Act 2002(**b**).

In accordance with section 132(3) of that Act the Secretary of State has consulted the General Teaching Council for England.

Citation, commencement and application

1. These Regulations may be cited as the Education (School Teachers' Qualifications) (England) (Amendment) Regulations 2010 and come into force on [2010].
2. These Regulations apply in relation to England.

Amendments to the Education (School Teachers' Qualifications) (England) Regulations

3. Schedule 2 to The Education (School Teachers' Qualifications) (England) Regulations 2003(**c**) is amended as follows.
 4. In paragraph 5, for "is registered" substitute "has full registration".
 5. For paragraph 6, substitute—
 - “6. The person—
 - (a) has been awarded confirmation of recognition as a teacher in schools in Northern Ireland by the Department of Education, Northern Ireland Office or by the General Teaching Council for Northern Ireland, that confirmation not having been subsequently withdrawn, and
 - (b) has undertaken a period of not less than sixty days practical teaching experience at an educational institution in Northern Ireland.”.
 6. In sub-paragraph (c) of paragraph 7, after "England" insert “, or in a school administered by Service Children's Education(**d**)”.

(b) 2002 c.32. Section 145 was amended by section 98 of, and paragraph 24 of Schedule 14 to, the Education Act 2005 (c. 18).
(c) S.I. 2003/1662. There are previous amendments to Schedule 2 which are not relevant to these Regulations.
(d) Service Children's Education is an agency of the Ministry of Defence.

7. After paragraph 7, insert—

“7A. The person—

- (a) holds a first degree or equivalent qualification granted by a United Kingdom institution or an equivalent degree or other qualification granted by a foreign institution;
- (b) is assessed by an accredited institution as meeting such criteria as may from time to time be specified by the Secretary of State; and
- (c) has undertaken a period of practical teaching experience such that the person is assessed by the accredited institution as meeting the specified standards.”.

8. In paragraph 11—

- (a) substitute “The States of Guernsey Education Department” for “The States of Guernsey Education Council” wherever those words appear; and
- (b) in sub-paragraph (3)—
 - (i) at the end of paragraph (a), insert “and”;
 - (ii) omit paragraph (b).

Date

Name
Minister of State
Department for Children, Schools and Families

EXPLANATORY NOTE

(This note is not part of the Regulations)

These Regulations amend the Education (School Teachers’ Qualifications) (England) Regulations 2003.

Paragraphs 5, 6, 7 and 11 of Schedule 2 are amended, and a new paragraph 7A is inserted, to amend the requirements which apply in order for a person to be a qualified teacher under regulation 5. Under that regulation, a person who is mentioned in those paragraphs and awarded qualified teacher status by the General Teaching Council for England in accordance with regulation 10 is a qualified teacher.

A full impact assessment has not been produced for this instrument as no impact on the private or voluntary sectors is foreseen.

Annex three: TDA consultation document

Draft requirements for the proposed Assessment Only route to QTS

The Department for Children, Schools and Families (DCSF) is currently consulting on the proposed amendments to the Education (School Teachers' Qualifications) (England) Regulations 2003, which govern who can gain qualified teacher status (QTS). Subject to this consultation and to Parliament, the DCSF is aiming to bring amended regulations into force on 1 January 2010.

Proposed regulation changes include a proposal to allow the gaining of QTS by assessment only from an accredited initial teacher training (ITT) provider, without training. The DCSF has asked the TDA to consult on the necessary requirements for such an assessment; this consultation seeks your views on draft requirements for the proposed Assessment Only route to QTS.

The draft requirements are intended to ensure that:

- only those who are ready for assessment against the QTS standards are assessed and subsequently recommended for the award, and
- the integrity of the award of QTS is maintained.

Launch date: Monday 17 August 2009

Closing date: Monday 9 November 2009

To reply online, the consultation can be accessed from: www.tda.gov.uk/consultations

The questionnaire should take approximately 15 minutes to complete.

Links to regulations and DCSF consultation

Links to access the current regulations and the DCSF's consultation on the proposed amendments to them can be found on the DCSF e-consultation website at:

www.dcsf.gov.uk/consultations

Plans for making results public

The results of the consultation and the TDA's response will be published on the TDA website.

Contact us

If you have a query relating to the consultation, or wish to submit a written response by post, you can contact:

The QTS Team

Training and Development Agency for Schools

City Tower

Piccadilly Plaza

Manchester

M1 4TD

E-mail: Aoconsult@tda.gov.uk

Selection and initial assessment requirements

All providers of Assessment Only QTS provision must ensure all of the following:

GCSE requirement

A1.1 That all candidates have achieved a standard equivalent to a grade C in the GCSE examinations in English and mathematics, and that all who intend to teach pupils aged 3-11 additionally have achieved a standard equivalent to a grade C in the GCSE examination in a science subject.

Degree requirement

A1.2 That all candidates hold a first degree of a United Kingdom higher education institution or equivalent qualification¹.

Eligibility and initial assessment requirements

A1.3 That all candidates have taken part in an interview designed to assess their suitability for assessment.

A1.4 That all candidates have been subject to a Criminal Records Bureau enhanced disclosure check and/or any other appropriate background checks.

A1.5 That all candidates are initially assessed to confirm that they:

- (a) have the intellectual and academic capabilities needed to meet the required QTS standards;
- (b) possess the appropriate qualities, attitudes and values expected of a teacher;
- (c) can read effectively and are able to communicate clearly and accurately in standard English;
- (d) have met the Secretary of State's requirements for health and physical capacity to teach;
- (e) are ready for assessment against the QTS standards.

A1.6 That candidates' details are entered onto the TDA's Assessment Only data management system before assessment.

¹ A first degree comprises 300 HE credit points of which 60 must be at level 6 of the NQF.

Assessment requirements

All providers of Assessment Only QTS provision must ensure all of the following:

Assessment design requirement

A2.1 That the structure and process of assessment against the QTS standards are designed to enable candidates to demonstrate that they have met all of the QTS standards.

Equality of access to assessment

A2.2 That the assessment process provides equality of access for all candidates.

Induction requirement

A2.3 That all those who are assessed and recommended for QTS are informed about the statutory arrangements for the induction of newly qualified teachers.

Age range requirement

A2.4 That all candidates recommended for the award have been assessed as meeting the QTS standards across two or more consecutive age ranges selected from the following:

- Ages 3-5 (Foundation stage)
- Ages 5-7 (School years 1-2)
- Ages 7-9 (School years 3-4)
- Ages 9-11 (School years 5-6)
- Ages 11-14 (School years 7-9)
- Ages 14-16 (School years 10-11)
- Ages 16-19 (School years 12-13)

Two school requirement

A2.5 That each candidate has taught in at least two schools² prior to their assessment against the QTS standards.

Recommendation requirement

A2.6 That no candidate is recommended for the award of QTS unless all of the QTS standards have been met.

² A school is defined as:

- A maintained school
- A non-maintained special school
- A city technology college
- A city college for the technology of the arts
- An academy
- An independent school
- A further education institution
- Sixth form college
- Other institution (this may include schools or other settings outside England) with the exception of pupil referral units.

Management and quality assurance requirements

All providers of Assessment Only QTS provision must ensure all of the following:

Compliance and safeguarding requirement

A3.1 That their assessment procedures comply with TDA's current accreditation criteria and current relevant legislation such as that relating to equality, discrimination and child safeguarding.

Moderation requirement

A3.2 That rigorous internal and external moderation procedures are in place to assure the reliability, accuracy and consistency of assessments of candidates against the QTS standards.

Consultation questions

Selection and initial assessment requirements

Before answering the following question, you need to read the proposed selection and initial assessment requirements on page [15](#).

Q1a. Do you agree with the proposed selection and initial assessment requirements?
 Yes No

Q1b. Please include any further comments on the proposed selection and initial assessment requirements.

Assessment requirements

Before answering the following question, you need to read the proposed assessment requirements on page [16](#).

Q2a. Do you agree with the proposed assessment requirements?
 Yes No

Q2b. Please include any further comments on the proposed assessment requirements.

Management and quality assurance requirements

Before answering the following question, you need to read the proposed management and quality assurance requirements on page [17](#).

Q3a. Do you agree with the proposed management and quality assurance requirements?
 Yes No

Q3b. Please include any further comments on the proposed management and quality assurance requirements.

Respondent details

Title Mr Ms Mrs Dr
First name
Last name
E-mail
Address
.....
.....
.....

Organisation

- Please tick if we can contact you by e-mail in the future about your response.
- Please tick if you would like us to inform you when the consultation results are published.
- Please tick if you are responding on behalf of an organisation.

Please select the option that best describes the organisation you represent.

- Higher education institution
- SCITT
- EBITT
- Further education institution
- Local authority
- School
- Government department or agency
- Other (please specify)
.....

The TDA is committed to meeting its obligations under the Data Protection Act 1998 and protecting the rights and freedoms of individuals as provided within this legislation.

As part of our commitment to comply with these obligations, the personal information we hold about you will only be used for identification and administration purposes relevant to this consultation. We will not share your personal information with any third party. We will retain your personal details for five years, after which we will destroy it securely.

More details about how that information is used are in our privacy statement, which you will find at www.tda.gov.uk/privacy Copies are also available from us by post, by contacting our Data Protection Officer at 151 Buckingham Palace Road, London SW1W 9SZ.

Annex four: Revised Assessment Only Requirements

1. Selection and Initial Assessment Requirements

All providers of Assessment Only QTS provision must ensure all of the following:

GCSE requirement

A1.1 That all candidates have achieved a standard equivalent to a grade C in the GCSE examinations in English and mathematics, and that all who are assessed in settings that include 3-11 pupils additionally have achieved a standard equivalent to a grade C in the GCSE examination in a science subject.

Degree requirement

A1.2 That all candidates hold a first degree of a United Kingdom higher education institution or equivalent qualification¹.

Eligibility requirements

That, prior to acceptance for assessment, all candidates:

A1.3 Have taken part in an interview designed to assess their suitability to teach

A1.4 Have been subject to a Criminal Records Bureau enhanced disclosure check and/or any other appropriate background checks.

Initial assessment requirement

A1.5 That all candidates are initially assessed to confirm that they:

(a) have the intellectual and academic capabilities needed to meet the required QTS standards;

(b) possess the appropriate qualities, attitudes and values expected of a teacher;

(c) can read effectively and are able to communicate clearly and accurately in standard English;

(d) have met the Secretary of State's requirements for health and physical capacity to teach;

Data management requirement

A1.6 That all candidates, on acceptance, are entered onto the TDA's data management system.

¹ A first degree comprises 300 HE credit points of which 60 must be at level 6 of the NQF.

2. Assessment requirements

All providers of Assessment Only QTS provision must ensure all of the following:

Assessment design requirement

A2.1 That the structure and process of assessment against the QTS standards are designed to enable candidates to demonstrate that they have met all of the QTS standards.

Equality of access to assessment

A2.2 That the assessment process provides equality of access for all candidates.

Induction requirement

A2.3 That all those who are assessed and recommended for QTS are informed about the relevant statutory arrangements for the induction of newly qualified teachers.

Age range requirement

A2.4 That all candidates recommended for the award have been assessed as meeting the QTS standards across two or more consecutive age ranges selected from the following:

Ages 3-5 (Foundation stage)

Ages 5-7 (School years 1-2)

Ages 7-9 (School years 3-4)

Ages 9-11 (School years 5-6)

Ages 11-14 (School years 7-9)

Ages 14-16 (School years 10-11)

Ages 16-19 (School years 12-13)

Assessment of teaching requirement

A2.5 That the process of assessment includes the assessment of practical teaching in a school in England.

Two school requirement

A2.6 That each candidate has taught in at least two schools prior to their assessment against the QTS standards.

Recommendation requirement

A2.7 That no candidate is recommended for the award of QTS unless all of the QTS standards have been met.

3. Management and quality assurance requirements

All providers of Assessment Only QTS provision must ensure all of the following:

Partnership requirement

A3.1 That partners work together to assess candidates against the QTS standards.

Compliance and safeguarding requirement

A3.2 That they comply with TDA's current accreditation criteria and current relevant legislation such as that relating to equality, discrimination and child safeguarding.

Moderation requirement

A3.3 That rigorous moderation procedures are in place to assure the reliability, accuracy and consistency of assessments of candidates against the QTS standards.

Monitoring and evaluation requirement

A.3.4 That they monitor and evaluate all aspects of provision and demonstrate how these contribute to securing improvements in quality.

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