



National College for  
Teaching & Leadership

# **Provider ITT Allocations Methodology**

**Academic year 2014 to 2015**

**Revised: January 2014**

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## Introduction

There are a range of routes available to train as a teacher and receive Qualified Teacher Status in England. These include:

- School Direct: where places are allocated to schools;
- provider-led: where places are allocated to accredited initial teacher training (ITT) providers;
- Teach First: intensive work-based training for high academic achievers; and
- assessment-only: for people who require no training to demonstrate the Teachers' Standards.

These routes vary in terms of their academic level, who the trainee's place is allocated to, who the trainee's principal trainer is, who the accredited training provider is and how the training is funded. Figure 1 shows the different combinations of these characteristics within the School Direct and provider-led ITT routes available in the 2014 to 2015 academic year.

Academic level	Responsible for the allocated place	The principal trainer	The accredited provider	Funding method
Undergraduate	Accredited ITT provider	Higher education institution <sup>1</sup>	Higher education institution	Tuition fees
Postgraduate			School	
	Lead school	School	Salary grant	
		School		

Figure 1: The different characteristics of School Direct and provider initial teacher training provision<sup>2</sup>

<sup>1</sup> Predominantly higher education but includes some other types of institution, e.g. further education colleges.

The National College for Teaching and Leadership (NCTL) allocates School Direct and provider places for initial teacher training. These places are allocated either to schools or accredited ITT providers.

This document sets out the characteristics and criteria we expect to consider in the allocation of provider places for courses that start in the 2014 to 2015 academic year. This information will be of use to providers before they submit their requests for places.

Excluding known guarantees, this methodology does not describe the extent to which we will apply criteria to allocate places. This can only be decided once we have received the requests from providers.

Please refer to [School Direct Allocations Methodology: Academic year 2014 to 2015](#) for more information on how we will allocate School Direct places.

The process and criteria as described in this document will apply to the allocation of places for the 2014 to 2015 academic year. The NCTL, or any successor body, may modify or amend the approach it takes to allocate places in future years.

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<sup>2</sup> N.B. This diagram does not represent the relative scale of each of these characteristics by number of places available.

## How to request provider places

Accredited ITT providers will be able to request places for the 2014 to 2015 academic year using the NCTL's data management system (DMS). This is a different approach to previous years.

The function for requesting places will be available on the DMS homepage from 20 September. Providers should access the DMS as usual, using either their normal log-in details or those created to ratify School Direct requests. If you have any issues accessing the DMS, please contact the NCTL DMS helpdesk at [dmssupport@texunatech.com](mailto:dmssupport@texunatech.com).

Providers are required to identify their request by academic level (either undergraduate or postgraduate) and subject. We have provided a list of available subjects at Annex A.

At **midday on 11 October** we will take a snapshot of the requests within the system and use these to allocate places. Providers must make sure they have submitted all requests before this deadline.

Providers should be realistic in their requests. This applies to the capacity for training that they and their partner schools can accommodate and their ability to attract high quality trainees who will make excellent teachers.

You will be able to find a user guide containing more detailed instructions within the DMS.

## New school-led providers

The NCTL is seeking to promote and increase the extent of school-led ITT provision. One of the ways we are doing this is through the accreditation of new school-centred ITT providers (SCITTs). SCITTs can request School Direct places, provider places or a combination of the two.

We will work with new SCITTs to ensure they receive a viable allocation of places for their first year of delivery. We will use one of two methods to allocate places to new SCITTs depending on when they are accredited.

If accreditation is awarded in time to do so, we expect the SCITT to request places using the process described above. We will then allocate them places at the same time as other providers. However if a SCITT is accredited after the deadline for requests has passed, we will work with them directly to allocate places for the 2014 to 2015 academic year.

## Allocating provider places for ITT

We will apply a standard process to allocate ITT places between the providers that request them. This process will balance the need to ensure a sufficient supply of teachers against the government's financial commitments. Key characteristics of the process are described below.

### ITT control numbers

We will use modelled estimates of the number of places needed by subject to allocate places across all ITT provision. These figures are known as the 'control numbers' and represent the number of new trainee teachers we estimate are needed by the school system in England. The control numbers provide the scale against which we will allocate places for each subject.

Modelling used to calculate the control numbers may change as new data sources become available. We will review the control numbers in early 2014 and may allocate additional places as a consequence. We will not remove any places as part of this review.

The Secretary of State announced in September 2013 that published targets for teacher training places in physics and mathematics will be removed. This means that we will not apply control numbers in the allocation of places to these subjects from the 2014 to 2015 academic year onwards.

### Guarantee for outstanding provision

In June 2012, the Secretary of State announced a two-year guarantee of places for 'outstanding' providers. The purpose of the guarantee was to provide stability for the best ITT providers as they began to engage with School Direct and the school-led system.

The guarantee covers any phase (primary or secondary) of provision currently graded 'outstanding' by Ofsted for overall effectiveness. If they request them, any provider with provision in this category will receive at least the same number of places they were allocated for the 2012 to 2013 academic year.

The guarantee is phase and subject specific. This means that:

- it only applies to requests for places in the phase of provision graded outstanding; and
- the number of places guaranteed is limited to the number allocated for the same subject in the 2012 to 2013 academic year.

The guarantee is dependent on a provider maintaining acceptable recruitment patterns. We will adjust a provider's guaranteed allocation of places if recruitment in a subject or phase falls below an acceptable level.

Providers covered by the outstanding guarantee must request places through the normal process, as described above. Providers are under no obligation to request the full extent of their guaranteed allocation of places. If a provider requests less than their guaranteed number of places, we will allocate the smaller number.

## **Undergraduate provision**

The NCTL will allocate places for undergraduate ITT provision due to start in the academic year 2014 to 2015 alongside other provider places. We will continue to concentrate undergraduate provision in the primary phase.

The total number of undergraduate places available will not grow in the 2014 to 2015 academic year and the allocation of these places will reflect our policy on improving trainee quality.

## **Criteria for allocating provider places**

It is possible that, taking into account the outstanding guarantee, requests for provider places will exceed the number available for distribution in certain subjects. In this circumstance we intend to apply criteria to distribute provider places between the requests not covered by guarantee. We will also consider these criteria should we consider it appropriate to allocate any provider more places than they received last year.

The criteria we will consider to calculate provider places for the 2014 to 2015 academic year are:

- support for the school-led system;
- provider quality;
- past performance in recruitment;
- past performance in employment; and
- past quality of recruited trainees.

Further detail about each of these criteria can be found below.

We will adjust the application of these criteria as necessary. The extent to which we apply each criterion will depend on the scale of bids and how they relate to the allocation of School Direct places. We will not be able to determine exactly how we will apply these criteria until we have received all requests from providers.

The criteria we will use to allocate provider places is different to the criteria we will use to allocate School Direct places. Please see [School Direct Allocations Methodology: Academic year 2014 to 2015](#) for information about the criteria we will use to allocate School Direct places.

## Support for the school-led system

Ministers have repeatedly stated their desire to increase the proportion of ITT led by schools and to involve them much more in the training process (including the development of courses, selection of trainees and delivery of training). We will look to prioritise requests from those providers that have demonstrated their commitment to achieving this goal.

## Provider quality

As has been the case in previous years, a provider’s training quality (as defined by Ofsted inspection reports and grading) is an important factor in determining our allocation of ITT places.

As described above, a guarantee of places will apply for all providers graded outstanding. In addition, we will look to prioritise providers graded ‘good’ over those graded ‘requires improvement’ or ‘inadequate’ in the allocation of places. Figure 2 describes how each grade will be considered in the allocation of places.

Ofsted grade for overall effectiveness	Impact on the allocation of places
Grade 1 (Outstanding)	Places allocated in the same subject for the 2012 to 2013 academic year are guaranteed (if requested).
Grade 2 (Good)	No guarantee of places applies. Higher priority likely to apply over provision with ‘requires improvement’ or ‘inadequate’ grades.
Grade 3 (Requires improvement/ Satisfactory) or Grade 4 (Inadequate)	No guarantee of places applies. Lower priority than ‘good’ provision likely to apply. Accreditation may be removed without improvement at the next inspection round.

**Figure 2: Impact of Ofsted inspection grades on the allocation of places**

We will use the most recently published grades as and when we apply this criterion. We recognise that some providers have been inspected under the current Ofsted framework and others have not. We appreciate that this means we may assess providers across two different inspection frameworks for this criterion, but we believe this to be the fairest possible assessment of a provider’s quality.

If Ofsted inspects a provider during the course of the year<sup>3</sup> and awards them a higher grade, we will allow a review which may result in the allocation of additional places. Any consideration of extra places will use the methodology principles from this document, but will also depend on other factors, including the overall allocations position and recruitment patterns. There is no certainty of extra places being available.

If a provider receives a weaker grade following inspection during the course of the year, we will not review or alter their allocation. We will not reduce an allocation of places unless there is compelling evidence that demands the immediate cessation of training provision. If the new grade is 'requires improvement' or 'inadequate', we will warn the provider that their accreditation is at risk without improvement.

### **Past performance in recruitment**

We will look to prioritise requests from providers that have historically recruited to their allocation of places for ITT courses. This is likely to have a negative impact on those providers with a history of either under- or over- recruiting against their allocation.

### **Past performance in employment**

We will also look to examine provider performance in achieving employment outcomes for their trainees and compare it against the sector average for each subject. Where performance is significantly below the average, we will look to vary allocated places appropriately.

### **Past quality of recruited trainees**

An important part of the government's strategy for ITT is to improve the proportion of new teachers with good degrees. For postgraduate courses, we will look to prioritise those providers that have recruited a high proportion of trainees with first class and 2.1 degrees in the allocation of places. For undergraduate courses, we will look to prioritise providers based on the A level grades achieved by their students. As and when we apply this criterion, we will only use recruitment data for the academic year 2012 to 2013 onwards.

## **Provider places to support School Direct**

Cohort size will not be a criterion in the allocation of places for the 2014 to 2015 academic year. We do not intend to allocate additional provider places to guarantee viable School Direct cohorts.

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<sup>3</sup> Defined as after the initial allocation of places is offered to the provider and before 1 August 2014.

## **Geography**

We will consider geography in the allocation of places, based on the location of the ITT provider. We will examine supply by region and will aim to achieve a balanced distribution of places across the country.

## **Denominational character**

Ministers have indicated their commitment to maintain a consideration of the balance of places allocated to providers of a denominational character and those of a non-denominational character. In the allocation of places for the 2014 to 2015 academic year, this consideration can only be applied to provider places outside the outstanding guarantee.

## **Use of allocated places**

### **Requests to change an allocation of places**

Providers will be able to request changes to their allocation at any time after they are confirmed by the NCTL and before 1 August 2014. All requests must be submitted through the NCTL's data management system.

If, at any time, a provider becomes aware that they will not recruit to places they have been allocated, they should contact the NCTL as soon as possible to relinquish them.

The NCTL may apply penalties against any provider that significantly under- or over-recruits against allocation. These penalties will apply to the allocation of places in future years.

### **Publication of allocated places**

Two sets of statistics on the allocation of all ITT places for academic year 2014 to 2015 will be published by the NCTL. These statistics will identify the number of places allocated by subject, provider and, where applicable, lead school.

Initial allocations will be published in November 2013 and final allocations will be published in August 2014. All statistics will be published on the gov.uk website.

# Annex A: List of designated ITT subjects

## Secondary

- Applied art and design
- Applied business
- Applied science
- Art and design
- Biology
- Business studies
- Chemistry
- Citizenship
- Classics
- Computer science
- Dance
- Design and technology
- Drama
- Engineering
- English
- Geography
- Health and social care
- History
- Leisure and tourism
- Manufacturing
- Mathematics
- Media studies
- Modern languages
- Music
- Physical education
- Physics
- Physics with mathematics
- Psychology
- Religious education

- Social sciences

## Primary

- Primary - General
- Primary - FS/KS1
- Primary – foundation degree progression<sup>4</sup>
- Primary mathematics specialist<sup>5</sup>
- Primary PE specialist

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<sup>4</sup> Undergraduate only.

<sup>5</sup> Only available to recognised primary mathematics specialist providers.



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