



Department  
for Education

# **Initial teacher training criteria and supporting advice**

**Information for accredited initial teacher  
training providers**

**March 2016**

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# Summary

## About this advice

This document contains statutory guidance and accompanying advice from the National College for Teaching and Leadership (NCTL). This means that accredited initial teacher training (ITT) providers must have regard to the statutory guidance when carrying out their duties relating to ITT.

The criteria which are statutory are highlighted in bold under the following sections:

- Entry criteria
- Training criteria
- Management and quality assurance criteria
- Employment-based criteria

## Expiry or review date

This guidance and advice will be reviewed when necessary.

## What legislation does this advice refer to?

- The Education (School Teachers' Qualifications) (England) Regulations 2003 (S.I. 2003/1662)
- The Education (Health Standards) (England) Regulations 2003
- The Education (Specified Work and Registration) (England) Regulations 2012
- The Higher Education Act 2004
- The Education (Student Support) Regulations 2011
- The Equality Act 2010
- The Special Educational Needs and Disability Act 2001
- The Data Protection Act
- The Freedom of Information Act 2000
- The Childcare (Disqualification) Regulations 2009
- The Counter-Terrorism and Security Act 2015

## Who is this advice for?

This advice is for:

- Accredited ITT providers and their partner schools
- Organisations seeking ITT accreditation
- Ofsted

## Key points

- Accredited ITT providers must ensure that they meet these criteria to remain compliant. ITT providers who do not comply with these criteria may be subject to withdrawal of accreditation.
- This document combines the previously separate ITT criteria (March 2015), and ITT criteria supporting advice document (June 2015).
- This is an update to the previous documents and takes into account amendments to the supporting advice accompanying criteria C1.3, C2.1, C2.2, and C3.3.

## Accreditation

In order to receive accreditation to deliver initial teacher training (ITT), a potential new provider must demonstrate how its provision at the outset is likely to be at least good<sup>1</sup>, and will meet all the following ITT criteria, in a proposal to the NCTL.

All accredited providers must continue to meet these criteria.

## Withdrawal of accreditation criteria

The NCTL will consider withdrawal of the accreditation of a provider where:

- provision is not financially viable
- the provider demonstrates impropriety or inadequate controls in its financial management, or does not comply with relevant financial reporting or governance requirements
- the provider fails to comply with NCTL data requirements
- the provider acts unreasonably in regulating their volume of trainees, and not in accordance with their NCTL allocation of trainee numbers
- provision is repeatedly of “requires improvement” or lower quality<sup>1</sup>
- provision is non-compliant with one or more of the specified ITT criteria, or
- the provider ceases to offer provision.

## Scope

The aim of these criteria is to ensure that providers comply with all NCTL requirements. Where providers do not meet all these requirements, the NCTL will consider withdrawing their ITT accreditation.

## Fee charging

The amount that a Higher Education Funding Council for England (HEFCE) funded provider (including FE settings that receive HEFCE funding) can charge fee-funded trainees is determined by the [Higher Education Act 2004](#). This Act also sets out the requirements for establishing [Office for Fair Access \(OFFA\)](#) agreements.

HEFCE-funded providers may charge up to £6,000 without an access agreement, but if they charge above this amount, up to a fee cap of £9,000, they must have an access agreement in place, approved by OFFA.

Non-HEFCE funded providers are not subject to the Higher Education Act 2004, and are able to set their own charges without reference to OFFA. The NCTL requires that these providers do not charge trainees over £9,000 for programmes of ITT.

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<sup>1</sup> As determined by Ofsted inspection grade criteria.

## **Student support**

The level of student support that trainees can draw down is determined by the public or private status of the provider.

For the purposes of student support, the [Education \(Student Support\) Regulations 2011](#) define 'publicly funded' as "maintained or assisted by recurrent grants out of public funds" where 'public funds' means "moneys provided by Parliament or by a government authority outside the United Kingdom". A private institution is defined as an institution that is not publicly funded.

Trainees undertaking ITT at private providers will only be able to access loans of up to £6,000, whereas trainees at public providers will be able to access loans of up to £9,000.

## **Further information**

The withdrawal of accreditation process is available from the [DfE website](#).

# 1. Entry criteria

All accredited ITT providers must ensure:

**C1.1 That all entrants have achieved a standard equivalent to a grade C in the GCSE examinations in English and mathematics, and that all who intend to train to teach pupils aged 3-11 additionally have achieved a standard equivalent to a grade C in the GCSE examination in a science subject.**

## Scope

The aim of this criterion is to ensure that entrants to ITT have demonstrated their achievement of a minimum standard of educational attainment and, in the case of primary trainees, have an acceptable level of subject knowledge in the core subjects of the National Curriculum.

The criterion makes it clear that it is the standard, not the certificate that matters. Applicants who are otherwise suitable but, for whatever reason, have not successfully achieved a GCSE grade C may be given an opportunity to show that they can nevertheless meet the required standard, either by taking an equivalence test or by offering other evidence of attainment, which should demonstrate a similar level and breadth.

The NCTL does not provide a list of qualifications that can be considered equivalent to the GCSE examinations in English, mathematics and science. When ITT partnerships look for evidence that a qualification is of a standard equivalent to GCSE grade C, they should look at the content not only in terms of its level, but also in terms of its breadth.

## Specific qualifications

Qualifications in key and functional skills at level 2 are not equivalent to GCSEs in terms of content, and ITT partnerships should look for additional evidence of breadth of knowledge and understanding in applicants with key and functional skills certificates but without GCSEs at grade C or above in English and mathematics.

While applicants with a GCSE grade C or above in English and/or English language may be deemed to have met the requirement, ITT partnerships should look for further evidence of a breadth of achievement in English where applicants have achieved a GCSE grade C or above in English literature.

## Further information

The [National Recognition Information Centre for the United Kingdom \(UK NARIC\)](#) provides advice on the equivalence of overseas qualifications. UK NARIC can be contacted at: UK NARIC, Oriel House, Oriel Road, Cheltenham, GL50 1XP. Tel: 0871 330 7033; fax: 0871 330 7005



All accredited ITT providers must ensure:

**C1.2 That, in the case of graduate programmes of ITT, all entrants hold a first degree of a United Kingdom higher education institution or equivalent qualification<sup>2</sup>.**

## Scope

The aim of this criterion is to ensure the graduate status of teaching. All entrants should have attained a qualification that demonstrates the level of knowledge, understanding and transferable intellectual skills associated with graduate status.

[Legislation](#) requires all entrants to teaching in England to have a UK first degree or equivalent qualification. Any equivalent qualification must be one single qualification, not an aggregation of a number of separate qualifications. Those on undergraduate ITT programmes will, if successful, graduate and meet the standards for the award of qualified teacher status (QTS) at the same time. Those entering graduate ITT programmes need to have attained a degree before they commence the programme.

ITT partnerships should view original certificates in order to validate an applicant's degree status. However, they should exercise discretion in the case of recent graduates where there is a delay in the applicant receiving the original certificate. In these cases, providers should obtain written confirmation from the relevant degree-awarding institution that the applicant has achieved graduate status, and should ensure that they view the original certificate as soon as it is available.

## Degree subjects

Legislation does not specify that teachers must have a degree in a particular subject or discipline. It is the standards for QTS that specify the subject knowledge required for the award of QTS. All trainee teachers must meet these by the time they complete their training. There is no statutory requirement for primary trainee teachers to have a degree in a national curriculum subject, nor is there a requirement for secondary trainee teachers to have a degree in a specified subject, as long as they are judged likely to meet all of the standards for QTS, including those that relate to subject and curriculum knowledge, by the end of their training.

## Information on degree-level qualifications

Providers will need to make sure that those responsible for decisions on entry are familiar with, or have access to, advice on the range of qualifications generally regarded as equivalent to a first (bachelor's) degree in the UK, including overseas qualifications,

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<sup>2</sup> A first degree comprises 300 HE credit points of which 60 must be at level 6 of the QCF. Applicants with a foundation degree will need to supplement this qualification with at least 60 credits at level 6 (HE level 3) in order to attain an equivalent single qualification.

professional or vocational qualifications, and qualifications no longer available but held by mature applicants.

For example, the MEng is a four-year first degree, the BPhil is usually a research degree, and some taught master's degrees may be open to people without a first degree.

It is for the provider to decide whether an individual's qualification meets this criterion, and whether a particular master's degree demonstrates the breadth and type of academic engagement that would be expected from first degree study. Partnerships that do not include degree-awarding bodies may wish to seek advice from those that are.

## **Further information**

The [National Recognition Information Centre for the United Kingdom \(UK NARIC\)](#) provides advice on the equivalence of overseas degrees. NARIC can be contacted at: UK NARIC, Oriel House, Oriel Road, Cheltenham, GL50 1XP. Tel: 0871 330 7033; fax: 0871 330 7005

The [Framework for Higher Education Qualifications in England, Wales and Northern Ireland](#) describes the higher education qualifications awarded by UK higher education institutions (HEIs) at five levels, formerly identified as certificate, intermediate, honours, masters and doctoral.

All accredited ITT providers must ensure:

**C1.3 That all entrants, as part of the provider's selection procedures, have taken part in a rigorous selection process designed to assess their suitability to teach.**

## Scope

The aim of this criterion is to ensure that, before anyone is admitted to an ITT programme, they have been deemed suitable to become a teacher. This will help to protect children and young people from trainee teachers who might put them at risk of harm because their previous conduct shows that they are unsuitable for teaching. ITT partnerships will conduct interviews, run background checks, and assess if an applicant has the appropriate intellectual and academic capabilities and personal qualities, attitudes, ethics and values to meet the standards for QTS.

Providers should consider a wide range of evidence to judge applicants' suitability to teach, for example: information from application forms, referees' reports, advice from schools, results of any entry tests or tasks, applicants' portfolios, and interviews.

## Interviews

Providers should consider how information from interviews can help to identify and take account of trainees' specific needs during training, including any exemptions from programme requirements on the basis of prior achievement. The interview process might include, for example, classroom observation, discussions of professional portfolios and discussions of prior achievement.

## Equality

To comply with equality legislation, providers must ensure that interview procedures promote equality of opportunity and avoid discrimination.

The [Equality Act 2010](#) and [2001 Special Educational Needs and Disability Act 2001](#) require providers to ensure they are not discriminating against applicants with disabilities or special educational needs (SEN).

Applicants with disabilities are under no obligation to disclose their disabilities. Providers must ensure that their provision does not place applicants with disabilities at a disadvantage. Providers must also consider making anticipatory adjustments to promote positively equality of access for disabled applicants, including access to benefits, facilities and services. They should provide as many opportunities as possible for applicants to identify any special arrangements they may require, for example when inviting them for interview or making arrangements for any entrance tests.

## Intellectual and academic capabilities

ITT providers should consider the full range of applicants' knowledge, skills, academic background and prior experience to judge whether they have the capability to meet the standards for QTS in the time planned for their training. The selection process provides an opportunity to assess applicants' ability to communicate effectively.

## Health and physical capacity to teach

Providers have a responsibility to ensure that trainees have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a teacher must be able to perform are set out in the [Education \(Health Standards\) \(England\) Regulations 2003](#). Providers are responsible for ensuring that only trainees who have the capacity to teach remain on the programme.

People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the [DfE website](#).

Successful applicants offered a place on an ITT programme may be asked to complete a fitness questionnaire prior to commencing the programme. ITT providers should not ask all-encompassing health questions but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.

## Disclosure and Barring Service checks

Providers should have regard to the Department for Education's statutory guidance [Keeping Children Safe in Education](#), when carrying out their duties to safeguard and promote the welfare of children. They should ensure that all trainees have been subject to [Disclosure and Barring Service \(DBS\)](#) criminal records checks including a check of the children's barred list.

Providers should confirm in writing to schools that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged by the provider to be suitable to work with children. Providers are not required to provide any information to schools in addition to this confirmation. Schools may wish to record this confirmation in their single central record, but they are not required to do so.

Where a school or college allows an individual to start work in regulated activity before the DBS certificate is available, then they should ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

In the case of salaried routes, the responsibility lies with the employer to ensure that checks have been carried out. The employing school should inform the provider that a satisfactory check has been obtained.

Providers should establish clear safeguarding procedures and protocols that are agreed by all partners in the partnership, including a common understanding across the partnership of convictions, offences, cautions and warnings that would not pose a barrier to joining a programme of ITT.

Providers may wish to recommend to applicants that are checked early in the recruitment cycle that they register with the DBS update service.

If a provider removes a trainee from a programme, or if they would have removed the trainee had they not left, because that trainee has harmed or poses a risk of harm to children, the provider should seek guidance from the DBS.

Any queries about DBS checks should be referred to the DBS at [customerservices@dbs.gsi.gov.uk](mailto:customerservices@dbs.gsi.gov.uk) or on 03000 200 190.

## **Other background checks**

Individuals who are unsuited to working with children may not have any previous convictions, and providers should be vigilant during the selection process. Providers or employing schools have a duty to ensure that trainees are properly managed and supervised and that, if they have concerns, information is referred to the police and the DBS.

Trainees from overseas who teach in schools in England should be subject to criminal record checks, including a check of the children's barred list. The Home Office has published guidance on [criminal record checks for overseas applicants](#).

Providers and employers must check that candidates are not subject to a prohibition order issued by the Secretary of State and/or are not prohibited to teach in another country of the European Economic Area (EEA). The lists of prohibited teachers can be found via the [Teacher Services System](#).

## **Childcare disqualification**

The Department for Education has published [statutory guidance](#) on the application to schools of the [Childcare \(Disqualification\) Regulations 2009](#) and related obligations under the Childcare Act 2006. ITT providers should have regard to this statutory guidance when carrying out their duties to safeguard and promote the welfare of children.

Where trainees are salaried, it is the responsibility of the school to ensure that they comply with the legislation. If a salaried trainee is or becomes disqualified from a childcare role, schools should inform the training provider of this. Where trainees are fee-

funded, it is the responsibility of the training provider to ensure that the trainee is not disqualified from childcare or that the trainee has obtained a childcare disqualification waiver from Ofsted.

Further advice on the childcare disqualification arrangements can be obtained from the Department for Education by emailing [Mailbox.disqualification@education.gsi.gov.uk](mailto:Mailbox.disqualification@education.gsi.gov.uk) or on 01325 340 409.

## Links

- Statutory guidance: [Regulated Activity \(children\) - supervision of activity with children which is regulated activity when unsupervised](#)
- Statutory guidance: [Working together to safeguard children](#)

All accredited ITT providers must ensure:

**C1.4 That all entrants beginning ITT on or after 1 August 2013 have passed the professional skills tests prior to entry<sup>3</sup>.**

## Scope

The [professional skills tests](#) are set in the context of the wider professional role of a teacher, and for trainees entering ITT in 2013/14 onwards they must be passed prior to starting a programme of ITT.

When [registering for skills tests](#), applicants can register for special arrangements.

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<sup>3</sup> All trainee teachers that began ITT before 1 August 2013 must have passed the professional skills tests before they can be recommended for the award of QTS.

## 2. Training criteria

All accredited ITT providers must ensure:

**C2.1 That the content, structure, delivery and assessment of programmes are designed to:**

- a) enable trainee teachers to meet all the standards for QTS across the age range of training, and**
- b) ensure that no trainee teacher is recommended for the award of QTS until they have met all of the standards for QTS.**

### Scope

At the outset, ITT providers should make clear to trainees, and to all of those involved in the partnership, the scope and coverage of the programme, including subject and curriculum knowledge and the anticipated outcomes of training.

Programme design underpins all the training criteria and should be flexible enough to meet the needs of every trainee. Providers should look particularly at the extent to which their provision and assessment practices are designed to ensure that trainees meet the standards for QTS.

ITT providers should offer trainees specialist subject training to develop the necessary knowledge and understanding of their subject(s) and related pedagogy, which will enable them to teach their subject(s) across the full age and ability range of training. The small minority of trainees that are training to teach a subject that is always or predominantly taught in only one age range (e.g. post 16) may need to demonstrate subject knowledge in a related subject if they do not have the opportunity to teach their subject across the full age range of training.

Schools, early years and further education settings have a crucial role to play in designing training that provides the range of experiences that trainees need. Therefore, ITT providers will need to work across a range of schools and settings to give trainees a breadth of experience and provide them with opportunities to demonstrate all the standards for QTS.

Trainee assessment procedures should be rigorous and robust, supporting consistent and accurate judgements. Where schools take significant responsibility for judgements that lead to a recommendation for the award of QTS, such as during the delivery of School Direct programmes, the ratifying accredited provider should ensure that assessment moderation procedures are robust and that all recommendations for the award are secure. The accredited provider remains accountable for all assessment judgements and recommendations, and should ensure that this is understood across the partnership through the partnership agreement.



Training may be delivered in schools or other settings (subject to C2.3) and is likely to include a combination of unobserved and observed teaching, taught sessions, seminars, workshops, tasks and assignments, and engagement with academic/professional research. The content of professional programmes might include, for example:

- the role of the teacher
- planning and assessment to ensure pupil progress
- national assessments and examinations
- child development and learning
- priorities, such as managing pupils' behaviour, early reading, and special educational needs and disability
- assessing and evaluating teaching
- the use of evidence and research to inform teaching.

All accredited ITT providers must ensure:

**C2.2 That they prepare all trainee teachers to teach within one of the following age phases:**

**Ages 3-11 (primary)**

**Ages 7-14 (middle)**

**Ages 11-19 (secondary)**

## **Scope**

Training must enable trainees to acquire the knowledge and skills they need to teach within the phase for which they are training. Typically, primary training will take place across the 3-7, 5-11, or 7-11 age ranges. For middle, training typically will take place across the 7-14 age range, and for secondary, training typically will take place across the 11-16, 11-18, or 14-19 age ranges, depending on the subject(s) of training. No training programme should cover fewer than four school years.

Where providers are offering middle phase ITT programmes, they should record trainees on these programmes as 'secondary' for NCTL data purposes. Trainees on middle phase programmes will demonstrate that they have met the standards for QTS across the relevant curriculum in the primary element of training, and in their specialist subject in the secondary element of training.

Providers should specify in recruitment literature and programme design documentation the age range of training for each of their programmes. Trainees should be assessed as meeting the standards in the specified age range.

To meet this criterion, providers should consider how the programme design and trainees' time in at least two schools will ensure that they are fully prepared to teach across the specified age range. Providers can take account of time spent working with pupils before training starts.

Providers must ensure that trainees are afforded the opportunity to develop a comprehensive understanding of progression across, and before and after, the age range for which they are training to teach. This might include enhanced experiences in other age ranges.

All accredited ITT providers must ensure:

**C2.3 That training programmes are designed to provide trainee teachers with sufficient time being trained in schools<sup>4</sup>, early years and/or further education settings to enable them to demonstrate that they have met all the standards for QTS. This means they would typically be structured to include at least the following periods of time to be spent in training in schools, early years or further education settings<sup>5</sup>:**

<b>A four year undergraduate programme</b>	<b>160 days (32 weeks)</b>
<b>A one, two or three year undergraduate programme</b>	<b>120 days (24 weeks)</b>
<b>A secondary graduate (non-employment based) programme</b>	<b>120 days (24 weeks)</b>
<b>A primary graduate (non-employment based) programme</b>	<b>120 days (24 weeks)</b>
<b>Employment-based programme</b>	<b>As determined by the training programme</b>

## Scope

Time spent in schools, early years or further education settings should be part of a coherent training programme that enables trainees to meet the standards for QTS.

Time spent training in settings other than schools, early years or FE settings can form a valuable part of programmes, but cannot be counted for the purposes of meeting this criterion.

Applicants to ITT with teaching experience might not need to spend as much time in schools or other settings as those with little or no prior experience, as long as they are given enough time during the training programme to demonstrate that they have achieved all the standards for QTS. However, providers should be careful not to assume that time spent working in a school is in itself sufficient to exempt trainees from the requirement to teach in at least two schools. In these cases, trainees will need to be able to demonstrate that they have had an assessed experience of teaching children or young people, rather than working in a support role. It is unlikely that any trainee, however experienced, would be able to demonstrate achievement of all the standards for QTS

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<sup>4</sup> Section 4 of the Education Act 1996 defines a school as “an educational institution which is outside the further education sector and the higher education sector and is an institution for providing (a) primary education, (b) secondary education or (c) both primary and secondary education”.

<sup>5</sup> Time in schools may be completed on a part-time basis to make up the full-time equivalent amounts detailed in C2.3.

over a period of less than six consecutive weeks of training in a school in which their teaching is regularly observed and assessed.

Training may take place in a special school or in a pupil referral unit (PRU), particularly where a provider chooses to offer an additional specialism in special educational needs. In these cases, providers should ensure that the overall training programme is designed to enable trainees to demonstrate all of the standards for QTS across the full age and ability range of training.

ITT providers should satisfy themselves that partner schools have the capacity to undertake their responsibilities. Where a school has serious weakness or is in special measures, it may still be possible for providers to use the school, especially if the improvements to be made do not affect the subject or age range in which the trainee is training. The partnership will need to be confident that the trainee will not be disadvantaged by the school experience and that the situation is kept under close review.

[Legislation](#) requires that practical teaching experience for the purposes of ITT should take place wholly or mainly in England, or in schools administered by Service Children's Education. However, there may be circumstances where part of the training could take place outside England. For example, trainees specialising in modern foreign languages may benefit from time in schools abroad. ITT partnerships should ensure that any training outside England contributes to trainees' ability to meet the standards for QTS. If there is any doubt about this, trainees will need to spend enough time in schools in England to enable them to meet all the relevant standards for QTS.

All accredited ITT providers must ensure:

## **C2.4 That each trainee teacher has taught in at least two schools<sup>6</sup>.**

### **Scope**

Trainee teachers need breadth and variety of experience in schools to enable them to meet all the standards for QTS. They need to teach children and young people from different backgrounds, and in their chosen age ranges, as well as gaining experience of different approaches to teaching and to school organisation and management.

The criterion specifies that trainees must have **taught** in two schools prior to the award of QTS. It is not sufficient for trainees only to have had **experience** of two schools. Providers may wish to consider whether a trainee with prior assessed experience of teaching in school has gained enough relevant experience to allow the provider confidently to count that previous teaching experience as one of the two schools stipulated in this criterion.

Salaried trainees will often need to be released from their employing schools to spend time teaching in another school. Providers will want to ensure that the other schools are carefully selected to extend the knowledge, skills and understanding of the trainees and provide opportunities for them to demonstrate, through their teaching, how they meet the standards for QTS.

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<sup>6</sup> Or early years or further education settings.

## 3 Management and quality assurance criteria

All accredited ITT providers must ensure:

**C3.1 That their management structure ensures the effective operation of the training programme.**

### Scope

Providers must plan their provision to ensure that they comply with the current ITT criteria and provide the opportunity for trainees to demonstrate that they meet all of the standards for QTS. Providers are expected to provide training of high quality and seek continuing improvement.

Schools should play a significant, and often leading, role in the design and delivery of training provision. The management structure should demonstrate the central role that schools should play in all aspects of provision, from selection and recruitment, through delivery and training, to the assessment of trainees for the award of QTS.

Providers must contact the NCTL to seek approval for any proposed significant variations to the governance and/or operational structure of the provider. This includes, for example, the loss or removal of a partner organisation, or a change in the accounting officer. If a provider is in any doubt as to whether they should advise the NCTL of such a variation, they should do. If a provider makes significant changes to its governance and/or operational structures, the NCTL reserves the right to withdraw accreditation, and require the newly configured organisation to seek accreditation as a new provider.

Details of any proposed variations should be sent to [ITT.accreditation@education.gsi.gov.uk](mailto:ITT.accreditation@education.gsi.gov.uk).

All accredited ITT providers must ensure:

**C3.2 That partners establish a partnership agreement setting out the roles and responsibilities of each partner. Provision that is not school-led must assure the significant role of schools in recruiting, selecting, training and assessing trainee teachers.**

## Scope

The partnership agreement should be a clear, working document that can be used to guide and inform the contributions of each partner, and help to support coherent arrangements across the various contexts in which the training takes place. The partnership agreement will be underpinned by other practices, such as well-understood procedures for communication between the partners and agreed arrangements for the coordination of the training.

School-led provision should draw upon the expertise of practitioners from the best schools across the partnership, including where possible from schools with Teaching School designation. In addition, trainees may be given the opportunity to gain practical experience of working successfully in schools and settings in challenging socio-economic circumstances and those judged to require improvement.

Where provision is not school-led, providers must assure the significant role of good and outstanding schools in the recruitment, selection, training and assessment of trainee teachers. The roles and responsibilities of all partners should be clearly defined in the partnership agreement.

Other arrangements, such as the partnership's quality assurance procedures, the content and delivery of each of the ITT programmes, policies for equality of opportunity and the formal organisation and management of the partnership should be addressed in the partnership agreement. The partnership agreement may make reference, for example, to the functions of groups and committees in managing the partnership and the ways in which resources are allocated among partners. It will set out the criteria for removing schools from the partnership, particularly where quality issues arise. The agreement and any associated supplementary documentation should be reviewed and revised by members of the partnership at appropriate intervals.

## Roles and responsibilities

All trainers and trainee teachers need to be clear about who is responsible for elements of training and assessment, how provision is managed and how the elements fit together to ensure training addresses all the standards for QTS.

Partnership agreements should specify the different roles within the partnership including, for example, programme and course leaders, mentors, tutors, training

managers, and internal and external moderators. They should also set out how partners contribute towards:

- selecting and interviewing applicants
- moderating assessment judgements of trainees against the standards for QTS
- providing professional development opportunities for colleagues within the partnership
- trainee access to resources
- any course and/or programme committees
- quality assurance including improvement planning and self-evaluation
- the promotion of equality of opportunity, and
- the safeguarding of children and young people.

Providers of salaried routes must ensure that all schools or settings where trainees undertake any additional teaching experience are of high quality, understand and agree to the partnership roles and responsibilities and have the capacity to provide the necessary training and support.

### **Non-school-led training programmes**

Where provision is not school-led, the partnership agreement should set out clearly the ways in which schools will play a significant role in the recruitment, selection, training and assessment of trainees.



All accredited ITT providers must ensure:

### **C3.3 That they comply with all current legislation relevant to ITT.**

#### **Scope**

In order to be accredited a provider must satisfy the criteria specified by the Secretary of State. This criterion expects ITT partnerships to review and update their provision so that it continues to meet these criteria and associated legislation. Where there is evidence of an ITT provider's non-compliance with current ITT criteria the NCTL will consider withdrawal of accreditation.

The [Education \(School Teachers' Qualifications\) \(England\) Regulations 2003](#) (SI 1662) set out the statutory requirements for QTS in England.

The [Education \(Specified Work\) \(England\) Regulations 2012](#) (SI 762) specify what requirements must be satisfied by individuals who are not qualified teachers in order to be able to carry out specified work in schools.

Legislation relating to equality, discrimination and employment applies to ITT providers (see also criterion C1.3). Providers must ensure their provision complies with the [Equality Act 2010](#).

Providers must comply with the requirements of the [Data Protection Act 1998](#), in relation to holding and processing personal data, and to the [Freedom of Information Act 2000](#).

Providers should make sure that all members of the partnership are fully aware of their duties under all relevant legislation and have in place arrangements for ensuring that these are met when selecting, recruiting, training and assessing trainees.

From 1 July 2015 specified authorities, including all schools, are subject to a duty under section 26 of the [Counter-Terrorism and Security Act 2015](#) (the CTSA 2015), to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the [Prevent duty guidance](#)").

The Prevent duty guidance states that schools and other institutions to which the duty applies should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups.

## Further information

The following is a sample list of relevant legislation and guidance. This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all legislation relevant to ITT.

The [Equality Act 2010](#) is the governing legislation for all matters relating to all acts of discrimination. Also relevant are:

- [Education \(Health Standards\) \(England\) Regulations 2003](#) (SI 3139)
- [The Special Educational Needs and Disability Act \(2001\)](#)
- [Bridging the gap – a guide to the Disabled Students' Allowances \(DSAs\) in higher education](#)
- [Into higher education 2012](#), a higher education guide for people with disabilities.

The Equality and Human Rights Commission (EHRC) provides further guidance on the Equality Act for [schools](#) and [further and higher education institutions](#). The EHRC also has information on the [Codes of Practice](#) that relate to equal pay, race, disability and gender discrimination.

The work that is reserved to qualified teachers in maintained schools in accordance with section 133 of the Education Act 2002, subject to limited exceptions, is prescribed by the [Education \(Specified Work\) \(England\) Regulations 2012](#).

Other relevant documents include:

- The Health and Safety Executive's [Five Steps to Risk Assessment](#).
- [Guidance for practitioners and managers from HM Government on Information sharing](#).

Guidance from the [Office for Fair Access](#) sets out what providers should do to ensure they promote fair access to higher education.

All accredited ITT providers must ensure:

**C3.4 That they monitor, evaluate and moderate all aspects of provision rigorously and demonstrate how these contribute to securing improvements in the quality of training and the assessment of trainees.**

## Scope

Trainees can only be recommended for the award of QTS if they meet all the standards for QTS. Therefore, the assessment of trainees must be accurate and reliable in establishing, consistently over time, whether or not trainees meet the standards for QTS. In order to ensure accuracy and reliability the providers should have clear and robust assessment and moderation arrangements in place, informed by appropriate criteria for the various aspects and stages of the training.

External moderators have a key role to play in ensuring consistency of standards across as well as within ITT partnerships. Partnerships will need to ensure that external moderators have relevant expertise and experience to enable them to carry out their roles competently. They will also wish to ensure that the views of external moderators are taken into account fully when reaching decisions about trainees' achievement of the standards for QTS.

## Evaluation

ITT providers should define clearly the arrangements and responsibilities for monitoring and evaluating the quality of training provision across all the contexts in which it takes place, and identify ways in which it could be improved.

ITT providers may wish to collect and analyse a variety of data to inform their understanding of the effectiveness of their provision. For example, they may collect and analyse data or other evidence about the following:

- training sessions, in order to establish their fitness for purpose and to identify strengths and weaknesses across the different contributions to the programme
- trainees' evaluations of how their training needs have been met
- tutors' evaluations of the training programme and how it is administered
- trainees' perceptions of their training
- former trainees, induction tutors and employing schools
- internal and external moderation about the effectiveness and accuracy of the assessments of trainees against the standards for QTS
- external moderator feedback about the effectiveness of training provision in helping trainees to meet the standards for QTS
- the implementation of equality policies, and
- NCTL and Ofsted feedback.

## Internal moderation

Internal moderation provides a system of checks and balances within a partnership to ensure that trainees in different settings are assessed accurately and reliably. ITT providers should ensure that arrangements for internal moderation are in place and that they work effectively. The roles and responsibilities of those carrying out such arrangements are likely to be contained in the partnership agreement (see criterion C3.2).

Internal moderation procedures could include, for example:

- the involvement of staff with relevant expertise from two or more partners when assessing trainees
- detailed scrutiny by a moderating panel of a sample of trainees, including any judged by an assessor as on the pass/fail borderline, or likely to fail
- joint observations of trainees' teaching
- discussions by relevant staff of all the evidence available, including that derived from trainees' previous experience and achievement, and
- arrangements for feeding back information to the partnership about the accuracy and consistency of assessment arrangements and about elements of good practice to support improvements.

## External moderation

ITT providers should appoint suitable external moderators. External moderators should have no direct involvement with the work of the partnership. They should be able to offer an external perspective on the attainment of other providers' trainees being assessed for the award of QTS, which should help to verify the accuracy of the assessments made by the provider. Providers should consider how to use external moderators to corroborate and standardise their assessments of trainees.

Providers may wish to consider, when appointing external moderators, whether they have appropriate subject, curriculum or age-phase expertise to enable them to provide specialist feedback.

The responsibilities of external moderators might include:

- detailed scrutiny of a sample of trainees, including a representative cross-section of trainees together with all trainees that internal moderators regard as being on the pass/fail borderline, or possible failures
- observation of the teaching of all trainees in a designated sample, such as those assessed as being borderline satisfactory to good, or borderline good to outstanding
- discussion with internal assessors and/or moderators of all the evidence available on whether individual trainees have achieved the standards for QTS, and at what level

- scrutiny of internal moderation arrangements, drawing on the some of the evidence gained from activities above, and
- producing a report that includes an evaluation of the strengths and weaknesses of the provision observed, clearly linked to the standards for QTS and ITT criteria, and including an evaluation of the accuracy of the assessments of trainees' attainment against the standards for QTS.

In addition, providers should have procedures in place for monitoring and evaluating the management of their programmes including, for example, arrangements for the selection and de-selection of partner schools. They will draw on the kinds of evidence exemplified above to inform the work of any committees that serve the partnership.

Providers should have systematic procedures in place in order to demonstrate that monitoring and evaluation have secured improvements in quality and outcomes for trainees. This may mean keeping comparative data and other evidence over a period of time.

Similarly, providers may wish to examine the procedures and practices they have in place for enhancing and improving the subject and pedagogical knowledge of all trainees and the knowledge of relevant curriculum areas for primary trainees, and evaluate these against the success of trainees in meeting the standards for QTS. The evidence will need to be sufficiently robust to enable the provider to draw conclusions, and act upon them.

All monitoring and evaluation processes and activities should focus on impact and outcomes – particularly in the context of the standards achieved by trainees. Reporting and documenting of such activities should be evaluative rather than descriptive. These activities and processes might feed into improvement plans. When monitoring and evaluating programmes, providers are encouraged to compare their own provision with that of providers of similar and different size and type.

## 4 Employment-based criteria

All accredited providers of employment-based ITT must, additionally, ensure all of the following:

**C4.1 For the period of training all applicants must be employed as unqualified teachers<sup>7</sup> at a school<sup>8</sup>, and (except applicants employed in academies or independent schools) must be paid in accordance with at least point one on the unqualified teachers' pay scale for the period of their training.**

**C4.2 Applicants are only admitted to employment-based programmes by either the National College for Teaching and Leadership or by an accredited provider<sup>9</sup>.**

**C4.3 No applicant will be required to perform more than 90 per cent of the teaching duties normally required of a full-time qualified teacher.**

**C4.4 All entrants to the Overseas-Trained Teacher Programme must have successfully completed a programme of professional training for teachers outside the United Kingdom, which is recognised as such a programme of training by the competent authority in that country, in a country:**

- a) outside the European Economic Area (EEA)<sup>10</sup>, or**
- b) within the EEA, for non-EEA nationals without an EEA spouse or dependent.**

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<sup>7</sup> As defined by the latest School Teachers' Pay and Conditions Document.

<sup>8</sup> Or 'other institution' as defined by the Education (School Teachers' Qualifications) (England) Regulations 2003 (SI 2003/1662) as amended.

<sup>9</sup> Teach First (ITT) programme applicants must be admitted only with the agreement of the Teach First organisation.

<sup>10</sup> Except teachers from Australia, Canada, New Zealand and the United States of America covered by paragraph 13A of 2003 Statutory Instrument 1662 as amended.



Department  
for Education

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