



Teaching
Agency

Consultation on the review of the Secretary of State's accreditation criteria and requirements for initial teacher training

Analysis of responses to the consultation document

Introduction

On 8 November 2011, the Secretary of State published his initial teacher training (ITT) strategy implementation plan. The implementation plan set out a number of key policies to improve the quality of teacher training. These included improving the selection of candidates for ITT, moving the skills tests to become entry tests for ITT, increasing schools' involvement in delivering ITT, and making it easier for schools to lead teacher training.

The implementation plan also committed the Training and Development Agency for Schools (TDA) to review the Secretary of State's accreditation criteria and requirements for ITT, to support the implementation of the ITT strategy.

Currently, in order to be accredited to deliver ITT, prospective providers must meet the Secretary of State's accreditation criteria. Once a provider is accredited they must comply with requirements relating to recruitment onto, and the design, delivery, management and quality assurance of, all ITT. There are also further general conditions for employment-based ITT (EBITT) programmes, with which EBITT providers must additionally comply.

The criteria and requirements are brought into effect by The Education (School Teachers' Qualifications) (England) Regulations 2003, made under sections 132, 145 and 210 of the Education Act 2002. The current requirements came into force in 2007.

The TDA reviewed the accreditation criteria and requirements for ITT, to:

- align three key documents that regulate ITT – the accreditation criteria, ITT requirements and EBITT conditions – with the policies set out in the ITT implementation plan,
- streamline the accreditation criteria, ITT requirements and EBITT conditions and consolidate them into a single set of ITT criteria,
- reflect changes to regulations and duties of Government agencies, such as the abolition of the General Teaching Council for England (GTCE), and
- ensure that the new ITT criteria are fit for purpose.

As a result of the review, draft new ITT criteria were produced.

On 13 March 2012, the TDA published a public consultation seeking views on the proposed new ITT criteria.

Summary

151 responses to the consultation were received.

The organisational breakdown of respondents was as follows. Some respondents identified themselves in more than one category; therefore the total number of responses listed below exceeds 151 (100%).

Options	Responses	
Higher education institution (HEI) ITT provider	31	20%
School-centred ITT (SCITT) provider	17	12%
Employment-based ITT (EBITT) provider	16	11%
Training school	14	9%
Teaching school	3	2%
Other school	10	7%
Local authority	1	1%
Representative body	5	3%
Self	52	34%
Other	7	5%
Total:	156	104%

1 Should the accreditation criteria be combined with the ITT requirements to form a single set of criteria for ITT?

There were 151 responses to this question.

	Total	
Yes	110	73%
No	24	16%
Don't know	17	11%
Total	151	100%
Key issues raised		
Proposed criteria not sufficiently detailed for accreditation	14	9%

Proposed criteria not sufficiently detailed for accreditation

9% of respondents suggested that the proposed criteria should give more detail in relation to the expectations of potential new providers (PNPs), to assure the consistent high quality of training provision.

Some respondents commented specifically that PNPs should be required to demonstrate that:

- they are financial viable, and have robust financial processes and procedures in place,
- staff have the necessary expertise to deliver a high-quality ITT programme,
- there is sufficient evidence of demand in the locality for new provision,
- robust quality assurance procedures are in place, and
- their management arrangements provide them with the capability and capacity to deliver high-quality ITT.

Other comments

Most respondents were in favour of the proposed change and commented positively, identifying the change as reducing bureaucracy and unnecessary burden on PNPs.

2 Should the EBITT conditions be included in the new ITT criteria?

There were 148 responses to this question.

	Total	
Yes	119	79%
No	9	6%
Don't know	20	13%
Total	148	98%

A significant majority of respondents were in favour of the proposal, commenting that it represented a sensible rationalisation and that having the conditions included in the criteria would make it easier for providers offering different routes to understand better the coherence across routes.

3 Overall, do you agree that the new criteria contribute to the implementation of the ITT strategy?

4 Do you have any other comments?

There were 137 responses to question 3, and 116 responses to question 4. As responses were often shared across the two questions, these have been combined here for clarity.

	Total	
Question 3		
Yes	83	55%
No	28	19%
Don't know	26	17%
Total	137	91%
Question 4		
Yes	70	46%
No	46	30%
Total	116	77%
Key issues raised		
Proposed increase in time training in schools for primary graduate ITT	49	32%
Skills tests as an entry requirement	13	9%

Proposed increase in time training in schools for primary graduate ITT

A significant proportion of respondents expressed concerns about the proposal to increase the time spent training in schools for primary graduate ITT.

Some respondents felt that a reduction in centre-based training time would impact negatively on trainees' curriculum subject knowledge. Others felt that 120 days spent training in schools would leave insufficient time for trainees' development as primary subject specialists.

A number of respondents commented that there might also be insufficient time for trainees to be trained fully in priority areas such as special educational needs (SEN), behaviour, early reading and early maths.

Some respondents felt that 2012 would be too soon to make a radical change to their programme design. In order to improve the quality of provision, providers suggested that they would need additional time to implement the change strategically across their partnerships. Some of these suggested that a 2013 implementation date for the criterion would provide them with more opportunity to meet the requirement while continuing to deliver high-quality ITT.

Some respondents suggested that primary schools may lack the capacity to accommodate trainee teachers for an additional 30 days of their programme.

A small number of respondents responded positively to the proposal.

Lack of clarity around skills tests arrangements

9% of respondents suggested that they were unclear about arrangements for the skills tests from 2012, including whether candidates should sit them pre-application or -entry, and the number of resits allowed.

Other comments

- Some HEIs would require additional time to revalidate their programmes.
- Some respondents argued that the primary role of a school is to teach children.



Teaching
Agency

© Crown copyright 2012

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Any enquiries regarding this publication should be sent to us at <http://www.education.gov.uk/help/contactus>

This document is also available from our website at <http://www.education.gsi.gov.uk/ITTcriteria>