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Requirements for initial school teacher training courses at higher education institutions in Wales



Information

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- Audience** The Higher Education Funding Council for Wales (HEFCW); initial teacher training (ITT) providers; the Universities Council for the Education of Teachers Cymru (UCET Cymru); Estyn; general teaching councils; trainees on ITT courses; all those considering ITT; local authorities; schools; professional associations and teaching unions; central government education departments; other interested parties.
- Overview** The requirements for the provision of ITT courses give ITT providers increased flexibility in the way they design their programmes, and encourage increased use of professional judgement. The purpose of this guidance is to help providers as they exercise this judgement and to help them maximise the opportunities for development that the requirements offer. It aims to help everyone involved in ITT to understand the aims and scope of the requirements.
- Action required** This document is relevant to anyone involved in ITT, including trainees, training providers and those who employ and support Newly Qualified Teachers. All those directly involved in ITT and the planning of courses should have access to it and be aware of the statutory background.
- Further information** Enquiries about this document should be directed to:
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e-mail: teachingenquiries@wales.gsi.gov.uk
- Additional copies** This document can be accessed from the Welsh Government's website at www.wales.gov.uk/educationandskills

Related documents

Becoming a Qualified Teacher: Handbook of Guidance (2009) Welsh Assembly Government Circular No: 017/2009 (2009)

Qualified Teacher Status Standards 2009 (2009 No: 25) (2009)

Criteria for Initial School Teacher Training Accreditation by the Higher Education Funding Council for Wales (2013 No: 17)

The Employment-based Teacher Training Scheme 2012 (2012 No: 49)

The School Teachers' Qualifications (Wales) Regulations 2012 (2012 No: 724)

The Education (Amendments to Regulations regarding the Recognition of Professional Qualifications) (Wales) Regulations 2007 (S.I. 2007/2811)

The Education (School Teachers' Qualifications) (Amendment) (Wales) Regulations 2008 (S.I. 2008/215)

The Education (Specified Work and Registration) (Wales) Regulations 2010 (2010 No: 2710)

Contents

Introduction	1
R1: Trainee entry requirements	4
R1.1 Potential to reach the Standards	5
R1.2 and R1.3 GCSE standards required	7
R1.4 Suitability to teach	10
R1.5 Use of English	13
R1.6 Assessing numeracy and literacy skills	14
R1.7 Degree requirements	16
R1.8 Interviews	19
R2: Training and assessment	21
R2.1 Programme design	22
R2.2 Assessment	24
R2.3 Individual needs	26
R2.4 Age range	28
R2.5 Continuous assessment of literacy and numeracy skills	31
R2.6 Time in school	32
R2.7 Minimum training activity	36
R2.8 Training in the teaching of literacy and numeracy	37
R2.9 Career Entry Profile and induction	39
R2.10 Child protection	42
R3: Management of the ITT partnership	44
R3.1 Partnership in ITT	45
R3.2 Partnership agreements	47
R3.3 Effective partnership	49
R4: Quality assurance	50
R4.1 Compliance	51
R4.2 Resources	52
R4.3 Moderation of assessments of trainees	53
R4.4 Improvement through moderation	55
R4.5 Evaluation	56
R4.6 Benchmarking	57

Introduction

The aim of this section of the Handbook is to clarify the Requirements for Initial Teacher Training (ITT) Courses and so develop a common understanding amongst all providers and partners. The guidance may also be useful to trainees.

The Requirements for the Provision of ITT Courses are organised in four sections:

R1: Trainee entry requirements: this sets out the entry requirements for all accredited courses of ITT and details the selection criteria to be applied by all providers. The trainee selection and entry requirements are minimum standards. Individual ITT institutions may have additional criteria they wish to use and can do so providing the minimum standards are met.

R2: Training and assessment: this lists the minimum requirements for each type of course, including the amount of time which trainees must spend in schools.

R3: Management of the ITT partnership: this sets out requirements relating to the partnership between schools and higher education institutions or other providers. It underpins the essential contribution that schools and other settings make to ITT.

R4: Quality assurance: this sets out the arrangements which providers must put in place to ensure that training is of high quality and regularly reviewed, and that the attainment of the Qualified Teacher Status (QTS) Standards is securely based.

To reflect the Requirements, the guidance is in four parts (R1 to R4). Each part starts with a general introduction, followed by sections on the individual Requirements or related pairs of Requirements. The Requirements are set out in the heading, and the guidance that follows generally covers:

- the aim and scope of the Requirement(s);
- where relevant, sources of further information;
- questions or issues that providers may wish to consider when reviewing their training to ensure it meets the Requirements.

Background

The Requirements for the Provision of ITT Courses are part of the Criteria for Initial School Teacher Training Accreditation by the Higher Education Funding Council for Wales and specify what all accredited providers of ITT must do. These Requirements apply to all types of accredited provision.

'Providers' are higher education institutions (HEIs). All providers will work in partnership with schools, and 'schools' may include further education institutions and early year's settings where trainee teachers can demonstrate that they meet the Standards. 'Routes' may be undergraduate or postgraduate, full-time or part-time, and include distance learning and other flexible routes. They will all, however, lead

to QTS being acquired; and all providers and their provision will be subject to quality assurance arrangements to ensure they meet these Requirements.

Estyn will look at whether providers are meeting the Requirements when they inspect their provision. Details of how they will do this are in the Estyn's *Common Inspection Framework*, and in *Estyn's Guidance on the Inspection of Initial Teacher Training*. Estyn publications are available through its website www.estyn.gov.uk. Providers will need to keep records to show how they are ensuring that they are meeting the Requirements.

The provision of ITT through the Welsh Government's employment based teacher training scheme (on programmes such as the Graduate Teacher Programme) is not currently subject to HEFCW accreditation requirements, including the requirements for ITT courses set out in this guidance. The employment based teacher training scheme has its own specified requirements for the provision of training under the scheme.

Providers need to be aware of the Equality Act 2010 which replaces previous anti-discrimination law, consolidating it into a single act. The Act, introduced new measures which have direct implications for higher education institutions (HEI's)

The Act covers discrimination because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories are known in the Act as 'protected characteristics'.

It places a duty on the public sector (referred to as the public sector equality duty), including HEI's, to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation.
- Advance equality of opportunity between persons who share a relevant protected characteristic and those who do not.
- Foster good relations between those who share a relevant protected characteristic and those that do not.

The public sector equality duty is underpinned in Wales by the Welsh specific equality duties. The equality duties provide an approach for listed public sector organisations in Wales to deliver positive outcomes through evidence based equality objectives.

To meet the specific duties Welsh HEI's will need to:

- Create an evidence base relevant to their functions (including employment information).
- Engage staff, students and other people.
- Assess the impact of policies and practices.
- Develop pay difference objectives.

- Develop equality objectives.
- Report on compliance with the duty.
- Embed equality into all functions.

The exceptions to the discrimination provisions for schools that existed under previous legislation – such as the content of the curriculum, collective worship and admissions to single-sex schools and schools of a religious character are all replicated in the Equality Act 2010.

Further information, including technical guidance for Wales is available from the Equality and Human Rights Commission at www.equalityhumanrights.com.

Superseded documents

The Qualified Teacher Status (QTS) standards part of the 'Becoming a Qualified Teacher: Handbook of Guidance (017/2009) is still valid and is referred to throughout this document. It will remain in place until an update is published. The Requirements section – Part 2 – of the handbook has been superseded.

Proposed further amendments to the Requirements

Subsequent to the close of the consultation on the replacement for the Criteria for Initial Teacher Training Accreditation by the Higher Education Funding Council for Wales 2006, which would introduce revised requirements for the provision of ITT courses in Wales, the Minister for Education and Skills agreed with a proposal to delay the introduction of two specific revised requirements for entry to ITT Programmes in academic year 2014/15.

This relates to statutory requirement R1.2 and R1.3 GCSE standards required, where from academic year 2014/15 all entrants will need to have achieved a standard equivalent to a grade B GCSE in mathematics and English for entry to ITT courses and R2.6 which will increase the minimum time that trainee teachers on all primary postgraduate programmes spend being trained in schools from at least 18 weeks to 24 weeks.

A revised and updated version of this document will be produced to reflect the changes to be implemented with effect from academic year 2014/15.

R1: Trainee entry requirements

The aim of the Requirements on trainee entry is to ensure that those admitted to ITT courses are suitable to become a teacher and have the potential to meet the QTS Standards.

Individual admission decisions remain a matter for providers' own judgement: the guidance given here is intended to help providers and their partners ensure that their entry procedures are as effective, consistent and fair as possible. Trainee selection is not an exact science and cannot guarantee subsequent success, but careful attention to selecting applicants should help keep wastage and failure rates to a minimum. It is important to consider personal qualities as well as academic qualifications, and to consider an applicant's full range of experience and achievement as evidence of their potential to meet the Standards.

The student entry and selection requirements are minimum standards. Individual ITT institutions may have additional criteria they wish to use and can do so providing the minimum standards are met. Providers will wish to ensure that trainees are given full information on entry requirements, including any additional requirements set by an individual provider.

Providers will be aware of their statutory responsibilities in relation to age, religion and belief (or no religion or belief), disability, gender, sexual orientation and racial equality, and to Welsh language requirements. They need to ensure that their admission policy promotes equality of opportunity and does not discriminate against any group of potential applicants. They should therefore evaluate and monitor the impact of their admission policy on a regular basis.

R1.1 Potential to reach the Standards

The requirement

All providers must satisfy themselves that all trainees have the capability to meet the required QTS Standards by the end of their course and that they possess appropriate personal and intellectual qualities to be teachers.

Aim and scope

R1.1 is designed to ensure that, during selection, providers focus primarily on assessing applicants' potential to meet the QTS Standards. Providers need to consider the full range of applicants' knowledge, skills and qualities, and judge whether they will be able to reach the Standards in the time planned for their training.

Applicants may increasingly be seeking credit for prior achievement and may have a range of academic, professional or vocational qualifications. R2.3 (taking account of individual training needs) and R2.6 (credit for previous experience in schools) enable providers to adapt their provision to individual needs and exempt individuals from some programme requirements where there is evidence that they have already met, or partly met, some of the Standards. Using the Standards as a benchmark during selection can help providers gather and record evidence of prior achievement. This can help identify and meet individual needs. The Standards on professional values (S1.1 to 1.3), inclusion (S3.1.2, S3.1.3, S3.3.6, S3.3.14) and subject knowledge (S2.1) detailed in the *Becoming a Qualified Teacher: Handbook of Guidance* (17/2009) will be particularly relevant to assessing applicants' personal and intellectual qualities. Section 1 of the handbook (Standards for QTS) remains extant and will be updated at a future point.

Providers of undergraduate programmes may wish to consider awarding academic credit for relevant experience, enabling suitable candidates to complete their degree in a shorter time. (Providers of postgraduate programmes must be satisfied that entrants have a degree or equivalent qualification at the time of admission to ITT – see guidance on R1.7).

Sources of information

Guidance on the QTS Standards is detailed in the first section of the *Becoming a Qualified Teacher Handbook* (017/2009). This section of the handbook remains extant.

There is information on the UCAS website www.ucas.ac.uk on methods of assessing prior learning (APL), including experiential learning (APEL), for academic credit.

Questions for providers to consider

- Are the sources of evidence for R1.1 (for example information from application forms, referees' reports, advice from schools, results of any entry tests or tasks, applicants' portfolios, interviews) providing what we need to assess applicants' potential?

- Are the ways in which we assess applicants' personal and intellectual qualities at entry effective predictors of their subsequent achievement against the Standards?
- Do we need different procedures to assess prior achievement and tailor provision to build on it?

R1.2 and R1.3 GCSE standards required

The requirements

All providers must ensure that all trainees have achieved a standard equivalent to a grade C in the GCSE examination in English and in mathematics. (From academic year 2014/15 all entrants will need to have achieved a standard equivalent to a grade B GCSE in these subjects).

All providers must ensure that all trainees who enter primary or Key Stages 2/3 training have achieved a standard equivalent to a grade C in the GCSE examination in a science subject.

Aim and scope

The aim of these Requirements is to ensure that entrants to ITT meet a minimum standard of educational attainment. In the case of primary or Key Stages 2/3 trainees, the requirement to have an acceptable level of subject knowledge is expanded to cover the National Curriculum core subject of science.

The Requirements do not specify any other subjects at GCSE, or at A level, but providers of undergraduate programmes will have their own entry requirements for degree courses. Similarly, providers of postgraduate programmes may require applicants to demonstrate higher standards, levels or types of attainment. R1.7 below gives guidance on degree requirements for postgraduate programmes.

Requirements R1.2 and R1.3 make it clear that the standard, not the certificate, is what 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 through taking a provider's own equivalence test or offering other evidence of attainment. Where applicants have gained qualifications which are not GCSEs, providers will need to satisfy themselves that they are equivalent to GCSE in terms of content and demand.

Qualifications in key skills at level 2 represent the same level of attainment as GCSE grade C in the National Qualifications Framework (NQF). However, they are not equivalent to GCSE in terms of content, and providers will probably need to look for additional evidence of breadth of knowledge and understanding in applicants with key skills certificates but without GCSEs at grade C or above in English and mathematics.

Since September 2010, a 'linked pair' of Mathematics GCSEs, namely *Methods in Mathematics* and *Application of Mathematics* has been piloted in a number of centres across England and Wales. These two GCSEs have been designed to be taught together and to provide learners with a richer mathematical experience than can be achieved by following a single Mathematics GCSE. For school performance purposes, a grade C in either of the linked pair GCSEs is deemed equivalent to a grade C in the single specification but applicants will need to have followed both the

Methods in Mathematics and *Application of Mathematics* to ensure full coverage of the National Curriculum Programme of Study for Mathematics.

Since September 2010, a new suite of GCSE English qualifications has been available in England and Wales. These are: English (available in England only), English language and English literature. While applicants with a GCSE grade C or above in English or English language may be deemed to have met the requirement, providers 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, or the equivalent, only.

Sources of information

The [National](#) College for Teaching and Leadership – part of the Department of Education can provide a list of qualifications commonly accepted as equivalent to GCSE. The National Academic Recognition Information Centre (NARIC) can provide advice on the equivalence of overseas qualifications to those who subscribe to its service. The National College for Teaching and Leadership subscribes to NARIC, and their Teaching Information Line (0800 389 2500) can check the NARIC database for individual applicants on request. NARIC can also be contacted direct at: UK NARIC, Ecctis Ltd, Oriol House, Oriol Road, Cheltenham GL50 1XP, telephone 0871 330 7033, fax 0871 330 7005, website www.naric.org.uk

Essential Skills Wales consists of the three individual skill areas (Communication; Application of Number; and ICT) with standards/qualifications each available at all levels from Entry Level to Level 4. Essential Skills Wales were launched in September 2010. They replaced the Key Skills of Communication, Application of Number and ICT and the Basic Skills of Adult Literacy, Adult Numeracy and Skills for Life ICT. Wider Key Skills (Problem Solving; Working with Others; and Improving Own Learning and Performance) are available at Level 1-4 and assess candidate ability to apply their skills in different ways and in different contexts. The Welsh Government is reviewing the Essential Skills Wales and Wider Key Skills offer as a result of the Review of Qualifications:

(<http://wales.gov.uk/topics/educationandskills/qualificationsinwales/revofqualen/?lang=en>).

A new suite of qualifications will be developed for first teaching from September 2015. Further information on Essential Skills Wales and Wider Key Skills can be found on the Welsh Government's website at:

<http://wales.gov.uk/topics/educationandskills/qualificationsinwales/qualificationtypesinwales/essentialskillswales/?lang=en> and

<http://wales.gov.uk/topics/educationandskills/qualificationsinwales/qualificationtypesinwales/widerkeyskills/?lang=en>.

Information regarding Essential Skills Wales and Wider Key Skills and performance points values and threshold scores can be found on DAQW:

<http://www.daqw.org.uk/PublicQualificationList.aspx>

Questions for providers to consider

- Do staff members, responsible for selection, need any more information, guidance or training to enable them to establish whether applicants meet the required GCSE standards?
- Do we need to develop equivalence tests or other means of verifying whether applicants meet GCSE standards?
- Do our selection procedures promote equality of opportunity and avoid discrimination?

R1.4 Suitability to teach

The requirement

All providers must ensure that systems are in place to seek information on whether trainees have a criminal background which might prevent them working with children or young persons, or as a teacher; and ensure that trainees have not previously been excluded from teaching or working with children.

Aim and scope

The aim of this Requirement is to protect children and young people from trainees who might put them at risk of harm because their previous conduct shows that they are unsuitable for teaching.

Teaching is an occupation which is exempt from the provisions of the Rehabilitation of Offenders Act 1974. The effect of the exemption is that applicants for a teacher training place can be asked if they have any convictions or cautions regardless of how long ago they were committed or how irrelevant they might seem. ITT providers should continue to ask applicants at the outset to acknowledge or disclose any convictions.

ITT providers are responsible for ensuring that an Enhanced Disclosure and Barring Service (DBS) and the appropriate barred list check (for children, adults or both) is made on everyone admitted to their ITT programmes.

Sources of information

The protection of Freedoms Act 2012 changed the arrangements for checking applicants' criminal background and whether they have been barred from teaching. The former Criminal Records Bureau (CRB) merged with the Independent Safeguarding Authority (ISA) to create the Disclosure Barring Service (DBS). CRB checks are now called DBS checks.

From 17 June 2013, the DBS will only issue certificates to applicants. Employers will need to ask applicants for sight of their DBS Certificate.

Anyone (including trainees) working in roles with the opportunity for regular, close, unsupervised contact with children and vulnerable adults (defined as 'Regulated Activity' in legislation) will require an Enhanced DBS check. Enhanced Disclosure Certificates will show details of all spent and unspent convictions, cautions, reprimands and final warnings from the Police National Computer (PNC) and also includes a check of police records held locally.

Trainees undertaking 'Regulated Activity' will also require a check by the DBS to ensure that they are not included on the DBS 'Barred Lists' of individuals who are prevented by law from working with children or vulnerable groups. It is against the law for employers to employ someone or allow them to volunteer in this kind of work if they're on one of the barred lists.

Such students should be asked to obtain a Disclosure after the institution has decided to offer a place and before the start of the course. Institutions may wish to offer a place conditional on a satisfactory check.

It is the responsibility of the institution to decide whether to accept a candidate onto a course in light of any criminal record the person may have. Clearly, however, institutions will need to take account of the views of LAs and head teachers in whose schools they normally place student teachers, and the kind of offences that they would regard as unacceptable.

An applicant's suitability should be judged in the light of the results of all the relevant pre-appointment checks carried out on him or her. The fact that the person has a criminal record does not automatically make him or her unsuitable for work with children or young people. You should not discount someone from a job just because information has been disclosed on a DBS certificate or a previously issued CRB check.

Employers must make a judgement about an individual's suitability to work with children, taking into account only those offences which may be relevant to the particular job or situation in question.

The Welsh Government cannot advise employers whether or not they should employ a particular person. In deciding the relevance of convictions a number of points should be considered:

- **The nature of the offence:** In general, convictions for sexual, violent or drug offences will be particularly strong contra-indications for work with children and young people.
- **The nature of the appointment:** Often the nature of the appointment will help to assess the relevance of the conviction. For example, serious sexual, violent, drug or drink offences would give rise to particular concern where a position was one of providing care. Driving or drink offences would be relevant in situations involving transport of children and young people.
- **The age of the offence:** Offences which took place many years in the past may often have less relevance than recent offences. However, convictions for serious violent or sexual offences or serious offences involving substance abuse are more likely to give cause for continuing concern than, for instance, an isolated case of dishonesty committed when the person was young. The potential for rehabilitation must be weighed against the need to protect children and young people.
- **The frequency of the offence:** A series of offences over a period of time is more likely to give cause for concern than an isolated minor conviction.

If a Disclosure reveals that the Secretary of State has placed restrictions on a person's employment, the person must not in any circumstances be placed in a post which would infringe those restrictions, and the registered person should tell the head teacher or college principal about the terms of the restrictions which the Secretary of State has placed on the person's employment.

Anyone who is barred from work in the education service on grounds that he or she is not a fit and proper person to be employed as a teacher or worker with children and young persons, will also be disqualified from all work with children in a regulated position as set out in section 36 of the Criminal Justice and Court Services Act 2000.

It is an offence for a disqualified person to apply for, offer to do, accept or do any work in any of the regulated positions set out in the Act. It is also an offence for an employer knowingly to offer work in a regulated position for an individual who is disqualified from working with children, or to fail to remove such an individual from such work. The DBS will inform the police if a disqualified person attempts to obtain work with children and young people.

Institutions must not disclose information gained from a Disclosure to a third party such as a school or an LA without the person's written consent. Under the terms of the Police Act 1997, unauthorised disclosure of such information is an offence. Teacher training providers must ensure they adhere to the DBS code of practice.

Teacher training providers should ensure that they have had sight of disclosure certificates prior to a trainee commencing school and FE college based elements of their training.

Head teachers and principals will have discretion to allow an individual to begin school and FE college based training pending receipt of the Disclosure, provided that the trainee is appropriately supervised (in line with Statutory Guidance on Supervision.)

Trainees once qualified will need to register with the General Teaching Council for Wales (GTCW) before they can teach in a maintained school in Wales. The GTCW undertake suitability checks on all teachers making an application to register for the first time which allows them to check qualifications; ensure there are no prohibitions or restrictions on employment; disciplinary orders or disqualifications; and undertake an enhanced DBS check. For further information please visit the GTCW website at www.gtcw.org.uk/gtcw/en/qualifications-a-registration.

Questions for providers to consider

- How will we deal with applicants who have a criminal record unrelated to working with children or carrying out any of a teacher's other responsibilities?
- Which staff members need to be able to countersign applications to the DBS for disclosure of criminal records?
- What systems are in place in the event of any delays in receiving disclosures?
- How will the requirements set down by the DBS affect trainee admission arrangements?
- Do we have arrangements in place to deal with a trainee who is arrested, under investigation, charged or convicted during training?

R1.5 Use of English

The requirement

All providers must satisfy themselves that all trainees can read effectively, and are able to communicate clearly and accurately in spoken and written English.

Aim and scope

R1.5 is designed to ensure that providers consider whether entrants have the comprehension and communication skills they need to benefit from their training, achieve the Standards and communicate effectively with learners, staff, parents or carers and others.

Applicants who can read effectively will be able to show that they read with understanding and can put what they read to use. Trainees will need to be effective enough readers to understand and apply information from the kinds of written material used in their training (for example, codes of practice or national strategies and curricula). Providers could assess whether applicants can read effectively at the same time as they assess their English or they could decide to accept particular qualifications as sufficient evidence of ability to read effectively.

In the context of this Requirement, 'English' describes the common grammatical usage normally taught to speakers of English as a first or additional language. English may be spoken with many different accents. Teachers need to be able to use spoken as well as written English; but there is no requirement for them to speak either with any particular accent, as long as their English is intelligible to learners.

Questions for providers to consider

- Should we accept certain qualifications as evidence that applicants can read effectively?
- Should only applicants without these have to provide additional evidence? Or should the same selection process apply to all those being considered, whether this involves a test, a task or a set of interview questions?
- Should we offer additional help, before or during training, to applicants who meet the entry requirements but could benefit from further practice in spoken English to ensure that learners will be able to understand them easily?
- Does our information for applicants make it clear that they will need to show they can communicate in both spoken and written English before they can be admitted?

R1.6 Assessing numeracy and literacy skills

The requirement

All providers must ensure that all trainees are assessed as having functional personal skills in literacy and numeracy applicable in a professional teaching context, appropriate to the phase and subject of study.

Aim and Scope

The aim of this requirement is to introduce mandatory assessment for all entrants to ITT programmes to ensure that all are assessed as having functional personal skills in literacy and numeracy applicable in a professional teaching context. In February 2011 the Minister for Education and Skills set out a 20 point action plan for improving school standards. This highlighted a key focus on literacy and numeracy and included an action point to introduce statutory assessments of ITT trainees' personal skills in literacy and numeracy and for all qualifying teachers to be trained in the teaching of both literacy and numeracy. Although there were provisions in the Requirements relating to the assessment of trainees' personal skills in literacy and numeracy at entry there was not a directly stated requirement for this work. The aim is to build on the existing assessment work being undertaken, and support work by providers to move towards common assessment standards, by making changes to the Requirements.

Providers will need to consider whether assessment arrangements are fair to all trainees, promote equality of opportunity and avoid discrimination, particularly in the light of the duties placed on schools and HEIs by the Race Relations (Amendment) Act 2000.

The National Literacy Programme (NLP) and the National Numeracy Programme (NNP) sets out the actions that will be taken by the Welsh Government and its partners to achieve changes in standards of numeracy and literacy over the next five years. Identified in both programmes is the need to revise entry requirements for ITT courses to ensure that the calibre of new entrants into teaching is raised and to ensure that all new teachers have competent standards of numeracy and literacy.

The NLP defines literacy as the use of language skills in daily activities at school, home, work and in the community. It involves both using literacy skills and knowing how to use English and Welsh. It describes a set of skills, which includes speaking, listening, reading and writing and enables us to make sense of the world around us.

It is not just about the mechanics of being able to decode the words on a page or write a grammatically correct sentence, although these are essential skills in their own right. It is about the skills needed to understand written and spoken language, to interpret what has been written or said and draw inferences from the evidence that surrounds us.

It is also about being able to communicate in our turn – fluently, cogently and persuasively. Literacy is based on reading, writing and oral language development across all subject areas. The literacy component is designed to assess learners'

abilities to use the oracy, reading and writing skills they have learned to address realistic and age-appropriate tasks and problems.

The NLP defines numeracy as the application of mathematical understanding in daily activities at school, home, work and in the community. There is more to numeracy than teaching the rules and procedures of mathematics. It is imperative however that the fundamental mathematical techniques are taught to a standard that allows learners real-world problems in a variety of situations, by applying numerical reasoning in order to plan how to solve the problem and then carrying out the mathematical procedures to find the solution. Providers will need to consider how to approach this reasoning in the assessment of the trainees skills.

Questions for providers to consider

- Are the entry assessment standards clear to candidates?
- Are skills applied to their context, namely the ability to teach?
- How can the entry assessment be built upon in terms of continuous assessment?
- How do we ensure our assessment procedures treat all candidates fairly and consistently in line with published guidance, promoting equality of opportunity and avoiding discrimination?

Sources on Information

The Literacy and Numeracy Framework (LNF) which is hosted on learning Wales (Welsh Government Information document – 120/2013. Date of issue – March 2013).

<http://learning.wales.gov.uk/resources/nlnf/?skip=1&lang=en>.

<http://wales.gov.uk/topics/educationandskills/schoolshome/literacynumeracy/numeracyprogramme/?lang=en>.

<http://wales.gov.uk/topics/educationandskills/schoolshome/literacynumeracy/literacyprogramme/?lang=en>.

The key features of the LNF include:

Setting out the skills expected of learners to develop throughout their time in school, from ages 5 to 14 and broken down into year groups.

The LNF is split into components for literacy and numeracy, which are in turn split into strands which for literacy are oracy across the curriculum, reading across the curriculum and writing across the curriculum. For numeracy they are developing numerical reasoning, using number skills, using measuring skills and using data skills.

R1.7 Degree requirements

The requirement

All providers must ensure that, in the case of postgraduate courses of ITT, trainees hold a first degree of a United Kingdom higher education institution or equivalent qualification.

[Applicants with a Foundation Degree will need to supplement this qualification with at least 60 credits at HE Level 3.]

Aim and scope

The graduate status of teaching – Legislation³ on QTS requires that all those who successfully complete a course of initial training for teachers in Wales must hold a UK first degree or equivalent qualification. The aim is to ensure that they have attained the level of knowledge, understanding and transferable intellectual skills associated with graduate status. Those on undergraduate ITT programmes will, if successful, graduate and meet the QTS Standards at the same time. Those on postgraduate programmes need to attain degree-level qualifications before they can be admitted to ITT. Postgraduate includes one year full-time ITT courses, or their part-time equivalents, which offer qualifications at Postgraduate Certificate of Education, Professional Graduate Certificate of Education or Postgraduate Diploma in Education levels.

Degree subjects – The law does not specify that teachers should have a degree in a particular subject in order to teach. It is the Standards that specify the subject knowledge required to gain QTS. All trainees must meet the requirements of Standard 2.1, including knowledge and understanding of relevant national curricula, by the time they complete their training. But there is no statutory requirement for primary trainees to have a degree in a National Curriculum subject. Nor is there a requirement for secondary trainees to have a degree in a specified subject, as long as they can meet the requirement of Standard 2.1 for subject knowledge at degree level by the time they are assessed for QTS.

Providers therefore need to consider the full range of applicants' attainment, not just the title of their degree. They need to judge whether, in the time planned for training, applicants would be able to bridge any gap between their subject knowledge at the time of admission, and the knowledge required to meet Standard 2.1 for their chosen age range and any specialist subject(s). Evidence of their subject knowledge at the time of admission could come from a detailed breakdown of degree content; details of any other academic, professional or vocational qualifications; assessment of relevant prior achievement; or an audit of their subject knowledge carried out by a provider.

Primary specialist subjects – The QTS Standards do not require primary trainees to be trained to teach a specialist subject, but providers are encouraged to offer a specialisation if they wish, and may decide to set a particular subject knowledge entry requirement for this. Otherwise, there is no requirement for a specific level of subject knowledge on entry, and providers may therefore wish to focus more on

applicants' potential to develop the necessary knowledge and skills during training than on their having a specific body of knowledge at the time of admission.

Information on degree-level qualifications – Providers will need to make sure 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 or Bachelor's degree in the UK, including overseas qualifications, professional or vocational qualifications, and qualifications no longer available but held by mature applicants.

They will also need to be aware of the range of degrees awarded by UK institutions and which of these are postgraduate or post-experience. (For example the MEng is a four-year first degree, the BPhil 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 qualifications can be deemed equivalent to a degree; providers that are not themselves degree-awarding bodies may wish to seek advice from those that are.

Foundation Degrees – The Foundation Degree is an award at the intermediate level between A-level, or NVQ3, and first-degree level. The degree is work-related, takes at least two years and is worth 240 credits at HE Levels 1 and 2. Credit-rating systems vary, but the award of an Honours degree normally requires 360 credits, of which 120 are at HE Level 3 (Level 6 of the NQF/CQFW). An Ordinary or pass degree will generally require at least 300 credits. Applicants with a Foundation Degree will therefore need to demonstrate additional attainment of at least 60 credits at HE Level 3 to meet the entry requirement for postgraduate ITT.

Vocational qualifications – Similar considerations apply to vocational qualifications at level 4 in the NQF. Those with NVQ4 will need additional credits at HE level 3 if they do not have other qualifications at degree level.

Sources of information

Useful guidance on the main professional qualifications generally accepted as degree equivalent, including those relevant to specific secondary subject areas, may be available from subject departments in HEIs (for example modern languages, engineering, computing, science, business studies) and from relevant professional bodies. HEIs may also be able to provide information on the content of degree programmes to help providers audit subject knowledge.

The NARIC database includes information on overseas degrees and their equivalence to UK degrees. NARIC can be contacted direct at: UK NARIC, Ecctis Ltd, Oriol House, Oriol Road, Cheltenham GL50 1XP, telephone 0871 330 7033, fax 0871 330 7005, website www.naric.org.uk.

Information on Foundation Degrees can be found at:
www.foundationdegree.org.uk.

The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) was first published in 2001 and revised in 2008 by the

Quality Assurance Agency for Higher Education (QAA). It describes the higher education qualifications awarded by UK degree-awarding bodies at five levels – numbered 4 to 8, with bachelor's degrees located within level 6, master's degree in level 7 and doctorates in level 8.

The QAA's Bachelor with Honours degree qualification descriptor provides a useful benchmark for those considering the admission of applicants without a UK Bachelor's degree with Honours. It describes the level of knowledge, understanding, analytical ability and transferable skills expected of an Honours graduate. Although there is no statutory requirement for teachers to have an Honours degree rather than an Ordinary or unclassified bachelor's degree, providers generally consider an Honours degree desirable for postgraduate ITT. The HE framework document includes a table showing the five levels and is available on QAA's website at:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.aspx>.

The Credit and Qualification Framework for Wales is the national qualification framework for Wales and was adopted by the Welsh Government in 2002. The framework includes all learning in Higher Education, all regulated including general qualifications, initial vocational education and training, continuing vocational education and training and quality assured lifelong learning. The qualifications are described in terms of levels from Entry level to level 8 Phd degrees, learning outcomes and assessment criteria and a credit value. Typical credit values for levels 4-8 of the framework can be found on pages 118-119 of the CQFW handbook and a copy of the document can be accessed on the Welsh Government's website at <http://wales.gov.uk/topics/educationandskills/learningproviders/creditqualificationsframework/handbook> or www.cqfw.net.

The guidelines are designed to complement the framework for higher education qualifications in England, Wales and Northern Ireland published by the QAA.

Questions for providers to consider

- Do those responsible for decisions on entry have the information and advice they need on qualifications equivalent to UK degrees?
- Do they have sufficient subject knowledge to make judgements on whether applicants are likely to meet the knowledge requirements of the Standards?

R1.8 Interviews

The requirement

All providers must ensure that, as part of the selection procedures, all trainees admitted for training have taken part in a group or individual interview.

Aim and scope

The interview provides an opportunity to explore aspects of applicants' potential that cannot be fully conveyed in a written application – for example, their personal qualities and potential to meet the Standards relating to professional values and practice. It is also an opportunity to assess candidates' subject knowledge and their command of spoken English. Candidates may also be assessed on their command of written English; their ability to read effectively; and, if necessary, their attainment of GCSE Grade C standard in English, mathematics and science.

Providers may wish to involve applicants in school-based or simulated problem-solving activities. Where applicants may be eligible for exemption from some Programme Requirements on the basis of prior achievement, providers could extend the interview process to establish the extent of possible exemption, for example through classroom observation, discussions of professional portfolios and discussions of prior achievement. For all applicants, providers may wish to consider how information from interviews might help identify and meet individual needs during training.

For all programmes, providers need to ensure that school partners are involved in interviews. Their professional experience can be particularly valuable in assessing whether applicants have the full range of qualities needed to be a successful teacher. In some cases interviews may have to take place at times when no staff members from partner schools are available, but providers and their partners should always seek ways of involving practising qualified teachers at the interview stage.

Providers will wish to ensure that interview procedures promote equality of opportunity and avoid discrimination. Staff involved in interviewing may need training to raise their awareness of equality and safeguarding issues.

Sources of information

Code of Practice on the Duty to Promote Racial Equality and related guides for schools and institutions of further and higher education 2002, Equality and Human Rights Commission: www.equalityhumanrights.com.

The following documents are all available from the Equality and Human Rights Commission Helpline 0845 6046610 or 0845 6046620 (textphone) or from the Equality and Human Rights Commission website:

- The Disability Discrimination Act 1995.
- The 2004 DRC Code of Practice: Employment and Occupation.

- The 2006 DRC Duty to Promote Disability Equality: Statutory Code of Practice, England and Wales.
- The 2006 DRC Code of Practice for Providers of Post-16 Education and Related Services.

Questions for providers to consider

- Are our interview procedures proving effective in selecting people who can reach the QTS Standards?
- How best can we involve practising qualified teachers from the partnership in interviews?
- Do we need new approaches to interviewing to take account of applicants' prior achievement?
- How far can interviews begin to identify individual training needs?
- How do we ensure our interview procedures treat all candidates fairly and consistently in line with published guidance, promoting equality of opportunity and avoiding discrimination?

R2: Training and assessment

The aim of these Requirements is to ensure that trainees receive the training they need to enable them to meet the Standards, are assessed against all the Standards, and only gain QTS if they meet them all.

Providers keep their provision under review as part of their normal quality assurance procedures and have their own arrangements for agreeing and monitoring change.

R2.1 Programme design

The requirement

All providers must design the content, structure and delivery of training to enable trainees to demonstrate that they have met the QTS Standards.

Aim and scope

The aim of this Requirement, which underpins all the other Requirements on training and assessment, is to ensure that trainees have the learning opportunities they need to develop their knowledge and skills so that they can demonstrate that they meet the Standards. Training also needs to provide opportunities for assessment (see R2.2) and meeting individual needs (see R2.3).

The role of schools and other settings (see R2.6 and R3) is crucial in providing the range of experience that trainees need, but not every school or setting can teach at least two Key Stages (see R2.4), or the full ability range, or a diverse pupil population. Providers will therefore need to work with a range of schools, and in some cases other settings, to provide sufficient breadth of experience.

In doing so, providers will need to recognise that schools outside Wales are highly unlikely to be able to provide opportunities to cover Standards that have a specifically Welsh dimension and will need to choose schools accordingly. Providers will be aware that for trainees to gain QTS, all individuals who have commenced a course of initial teacher training since 1 September 2008 are required to have undertaken their practical teaching experience, wholly or mainly in a school, independent school or other institution (except a pupil referral unit) in Wales. Guidance on this requirement is set out in more detail under R2.6 (*Time in School*).

ITT Providers may also need to make arrangements with partner schools to provide opportunities for paired or team teaching with experienced teachers so that trainees can gain the experience they need (see R3.1). They may also need to create other kinds of learning opportunity to supplement what local partners can provide.

These could include, for example, visits, talks, videos, case study exercises, simulations, role play and directed reading.

Training also needs to prepare trainees to meet the knowledge and understanding Standards (S2.1-7). For most trainees, providers will need to offer taught programmes to develop the necessary knowledge and understanding. The Requirements do, however, allow previous learning to be taken into account (see also R2.3 and R2.6).

Sources of information

The guidance on the Standards in this Handbook will help providers review the content, structure and delivery of training to ensure it enables trainees to show they can meet the Standards. For further guidance on evaluation and review, see R4.

Questions for providers to consider

- Can we map our training against the QTS Standards and show how each element contributes to developing trainees' ability to attain, or exceed, the Standards?
- Does our training provision address all the QTS Standards?
- Have we got the balance right between training in schools or other settings and training based elsewhere (in an HEI or other centre)?
- Are any elements of training not contributing sufficiently to attainment of the QTS Standards?
- Does trainees' time in school provide opportunities for them to work towards and demonstrate the QTS Standards?

R2.2 Assessment

The requirement

All providers must ensure that trainees achievements against the QTS Standards are regularly and accurately assessed, and satisfy themselves that all trainees have been assessed against and have met all the QTS Standards before confirming to the appropriate body that they can be notified that they are qualified teachers.

[At the time of publication, the appropriate body under the School Teachers' Qualifications (Wales) Regulations 2012 is the General Teaching Council for Wales. The Welsh Government may also notify persons that they are qualified teachers but has agreed arrangements with the Council for it to handle all cases other than in exceptional circumstances.]

Aim and scope

The aim of this Requirement is to ensure that only those who meet the Standards gain QTS, and that those judgements about whether they meet the Standards are based on firm evidence collected throughout their programme. Providers will need to consider how they monitor trainees' progress, give them feedback, review and meet their individual needs, and encourage them to take responsibility for their own development.

Those assessing trainees are likely to need to see them meeting Standards in more than one context to be confident about their ability to meet them fully – for example, they might wish to see a trainee teach a different class, or subject matter requiring a different approach, in order to be confident about their ability to meet teaching Standards. Standards may, however, be grouped so that one occasion can be used to assess a trainee against several Standards. For example, observation and discussion of a lesson planned and taught by a trainee could provide an occasion to assess a group of Standards including aspects of professional values, subject knowledge, planning, teaching and assessment. On the other hand, some Standards will require assessors to look at other evidence – for example written work, portfolios recording prior achievement, presentations or contributions to tutorials, or observation reports. Deciding whether a trainee meets the Standards is a matter of professional judgement, taking into account the trainee's performance as a whole and all the other relevant evidence.

It will be important to assess all work, both academic and professional, consistently and accurately (see also guidance on external assessment, R4.3). Some staff may need training to enable them to assess trainees consistently and accurately. Providers will also wish to consider whether assessment arrangements are fair to all trainees, promote equality of opportunity and avoid discrimination, particularly in the light of the duties placed on schools and HEIs by the Race Relations (Amendment) Act 2000.

Sources of information

The guidance on the Standards gives more detailed suggestions on how trainees could provide evidence that they meet the Standards.

Questions for providers to consider

- Do we give trainees constructive feedback on their progress against the QTS Standards?
- Do opportunities for assessment cover all the QTS Standards?
- Do those carrying out assessment have sufficient evidence to make sound judgements about trainees' ability to meet the QTS Standards in a range of contexts?
- Do we assess groups of QTS Standards together to avoid an atomistic approach?
- Which QTS Standards can be demonstrated wholly or partly in the classroom or other educational settings? Which Standards can be demonstrated by other means, including written assignments?
- Do we monitor trainees' progress and adjust training where necessary?
- Have all staff members involved in assessment had the training and development they need to enable them to assess accurately and consistently against the QTS Standards?

R2.3 Individual needs

The requirement

All providers must ensure that training takes account of individual training needs.

Aim and scope

The aim of this Requirement is to ensure that, both before and during training, trainees are given the support they need to succeed. This includes taking account both of any prior achievement that might justify exemption from some Programme Requirements, and of any specific training needs identified during selection or afterwards. Providers will need to develop ways of taking individual needs into account in establishing the exact length, nature, content and mode of delivery of training. This does not mean that every trainee must follow an individual programme, because many will have common needs; but all programmes should be flexible enough to accommodate different training needs even where there are many common elements.

Prior achievement – Many applicants will, before training starts, have spent time in schools and other settings where they have had opportunities to achieve or partly achieve some of the QTS Standards. All providers should consider whether applicants' prior achievement could exempt them from any programme Requirements, such as some of the time spent in school, or attendance at certain taught seminars, or the submission of particular written evidence. Providers will need to be satisfied that the trainee's achievement is valid and relates to activities with learners in the trainee's intended age range and subject(s).

Most trainees will need time and support to reach the Standards and many will need to complete a full standard training programme (see also R2.6 on time spent in school). Although trainees should be given credit for genuine achievements and not be required to repeat work unnecessarily, it is also important to ensure that they are given enough time and support to prepare them for assessment against the QTS Standards. It will not be in trainees' interests to put them at risk of failure. Even the most experienced trainees are unlikely to be able to demonstrate their ability to teach for a sustained and substantial period of time (Standard S3.3.11) in less than six weeks.

Support before and during the programme – Some trainees may need additional support, for example to develop their subject knowledge, either before or during the course. Providers may wish to audit applicants' subject knowledge during selection and provide them with reading lists, bridging courses or distance learning materials before and during training. The guidance on S2 (knowledge and understanding) deals with how subject knowledge can be demonstrated at each key stage.

Sources of information

The guidance on the Standards in the Handbook will help providers identify what trainees have achieved and what more they need to do.

Questions for providers to consider

- How will we ensure training provides the flexibility to meet individual needs?
- How should we assess prior achievement?
- How should we verify what has been learned from experience?
- How should we audit subject and professional knowledge?
- How can we use initial needs assessment to develop training that meets individual needs?

R2.4 Age range

The requirement

All providers must prepare all trainees to teach across at least two consecutive Key Stages.

Aim and scope

The aim of this Requirement is to ensure that trainees are well prepared for employment in schools. Training for at least two Key Stages will give them sufficient breadth of experience, and understanding of progression, to meet the needs of a wide range of schools as newly qualified teachers. Training must enable trainees to acquire the knowledge and skills they need across the full age range for which they are preparing to teach. To meet the Requirement, providers need to consider how the structure and design of their training (see R2.1) and trainees' time in school or other settings (R2.6) will ensure that trainees are fully prepared to teach across at least two Key Stages. They can take account of time spent working with learners before training starts (R2.6).

Covering the full age range –The Requirement is a minimum: providers may, if they wish, offer programmes covering three Key Stages, such as Foundation Phase plus Key Stage 2, or Key Stage 3 and Key Stage 4; or they may decide to offer two Key Stages with some enhancement. They must, however:

- make clear to applicants which age range their training will cover
- ensure that the training enables trainees to meet the relevant QTS Standards for each Key Stage they train for (see also Spending time on each Key Stage, below). This includes the subject knowledge requirements of Standard 2.1(a)-(d) and the related teaching requirements of Standard 3.3.2(a)-(d); Standard 3.3.11, which requires trainees to be able to teach across the age and ability range for which they are trained; and Standard 2.3, which requires trainees to be aware of expectations, typical curricula and teaching arrangements in the Key Stages before and after the ones they are trained to teach.

Trainees covering three Key Stages may need a wider range of subject knowledge than those covering two, and providers need to take account of this in deciding what to offer. Providers may decide to offer training that allows trainees to choose, at a certain stage, whether to train for two or three Key Stages. They will need to make the criteria for acceptance on each pathway clear. Providers may also wish to consider the employment needs of the schools they serve when deciding whether to offer two or three Key Stages, or two Key Stages with some enhancement. Some schools and other settings may particularly wish to recruit teachers able to cover a specific age range and providers will wish to prepare trainees as well as possible for employment.

Spending time on each Key Stage –Trainees will need to spend enough time on each Key Stage, whether they are training for two or three, to be able to show they

can meet the QTS Standards that relate specifically to that stage. While many Standards are generic, some – for example, those on subject knowledge or assessing learners' progress against national standards – will require trainees to demonstrate different knowledge and skills with different age groups. Trainees are entitled to sufficient time teaching their subject(s) at each of their Key Stages to enable them to meet the relevant Standards including S3.3.2 (teaching the relevant age range) and S3.3.11 (length and breadth of teaching experience).

This does not mean that, where trainees cover one or more of their Key Stages at an early stage of training, they must demonstrate full achievement of the relevant QTS Standards at that time. Nor do they have to spend the same proportion of time in school on each Key Stage, teach in each Key Stage in their final assessed school experience or teach every year group in a Key Stage. Providers will, however, need to be confident that they have enough evidence to make judgements about whether trainees meet all the relevant Standards by the end of training. If, for example, a trainee demonstrated some weaknesses in relation to one Key Stage during a period of school experience relatively early in training, those responsible for assessment would need some evidence of improvement before confirming, at the end of training, that the trainee met all the Standards.

Evidence of improvement could come from various sources, depending on the Standard concerned. For example, improvement in subject knowledge could be shown through marked assignments, presentations or discussions with the trainee. Improvement in classroom management could be shown partly through work with other age groups and partly through discussions with the trainee. Providers will wish to make every effort to ensure that trainees have opportunities to show that they can teach their subject(s) to year groups undergoing national assessments and examinations; it may be necessary to arrange for them to work in pairs or teams with experienced teachers to ensure that they have sufficient experience with these groups.

Time in different settings – Some schools will be able to cover two Key Stages while others may be able to offer only part of the training. Trainees wishing to teach learners above or below compulsory school age are likely to benefit from training in early years or further education settings. If courses covering both KS2 and KS3 are being offered then trainees will need some time in a primary and in a secondary school to ensure they cover the two Key Stages fully.

Part of the training may take place in a special school, particularly where a provider chooses to offer an additional specialism in SEN. But training in a special school alone is unlikely to prepare a trainee to meet all the Standards. For example, trainees need to be able to teach the National Curriculum to a range of learners across two

Key Stages and could not do this if they were working only with learners for whom the National Curriculum had been disapplied.

Primary non-core subjects – Providers of KS2 (or Foundation Phase and KS2, or KS2 and KS3) programmes will need to consider how best to train and assess

trainees in the required range of non-core subjects (Standards S2.1(b) and S3.3.2(b)). Providers do not need to increase higher education institution input to training to cover these standards if they can draw on contributions from effective school-based tutors during trainees' time in school. They will, however, need to be sure that trainees will have opportunities to teach the required range of subjects, with the support of an experienced teacher. Providers and their partners may wish to consider how subject leaders can best contribute to training.

Questions for providers to consider

- Can we provide the appropriate experience and training in schools or other settings for the Key Stages trainees will cover?
- How will we provide enough experience across two or three Key Stages, so that trainees know the key issues for each year group?
- How should we provide for trainees to gain awareness of issues relating to the Key Stages before and after those they are trained to teach (Standard S2.3)?
- Do school-based tutors or potential tutors in non-school settings need additional training?
- How will training enable primary trainees to cover non-core subjects in school?
- Do schools where trainees are likely to be employed need teachers trained for more than two Key Stages?

R2.5 Continuous assessment of literacy and numeracy skills

The requirement

All providers must ensure that all trainees personal skills in literacy and numeracy are regularly and accurately assessed throughout their training and at the point that trainees are assessed against the QTS Standards, confirm that standards specified at R1.6 are maintained.

Aim and Scope

R2.5 is designed to ensure that all trainee teachers' personal skills in literacy and numeracy are regularly and accurately assessed throughout their training and that the required standards are still met at the point trainees are assessed against the Qualified Teacher Status (QTS) Standards. These requirements will come into effect commencing in academic year 2013/14.

Leading on from the initial assessment of entrants personal literacy and numeracy skills on entry, this specific requirement for trainee teachers' literacy and numeracy skills to be regularly and accurately assessed throughout the duration of their programme of training will build on the continuous assessment of the trainees personal skills.

This will allow ITT Providers to utilise the outcomes of the assessments to identify areas where individual trainees may need specific further support. Providers should also consider the development of ongoing support programmes for trainees where it is identified that additional support may be of benefit to the cohort in order to maintain the required standard.

Questions for providers to consider

- How can we ensure that the ongoing assessment does not impact on other subject studies or areas of learning and development?
- How can we ensure that trainees requiring additional support are identified?
- What support can we provide to trainees to develop areas where they may not be meeting the standard required?

R2.6 Time in school

The requirement

All providers must ensure that trainees spend at least the following amounts of time being trained in schools, recognising that a trainees former experience of working with pupils may, at the discretion of the ITT provider, count towards these totals:

- 32 weeks for all four year undergraduate programmes.
- 24 weeks for all two and three year undergraduate programmes.
- 24 weeks for all secondary and Key Stage 2/3 postgraduate programmes.
- 18 weeks for all primary postgraduate programmes.

Each trainee must have experience in at least two schools. Time in schools may be completed on a part-time basis to make up the full-time equivalent amounts above. Teaching in settings other than schools may also count towards these totals provided they enable trainees to work towards the achievement of the QTS Standards.

To note – for ITT programmes commencing in academic year 2014/15 the minimum time that trainee teachers on all primary postgraduate programmes spend being trained in schools will increase from at least 18 weeks to 24 weeks.

Aim and scope

The aim of the Requirement on time in school is to ensure that trainees have sufficient high-quality experience to enable them to demonstrate that they meet the QTS Standards. In particular, Standard 3.3.11 makes clear that those gaining QTS ‘can take responsibility for teaching a class or classes over a sustained and substantial period of time’, and ‘are able to teach across the age and ability range for which they are trained’. The Requirement is also linked to R2.4 on training to teach at least two consecutive Key Stages and R2.3 on taking account of individual training needs. The principle underlying all decisions about time spent in school or other settings should be that it contributes as much as possible to helping the trainee to meet the Standards (see R2.1).

School includes early years settings where children work towards the early learning goals, and sixth form colleges or other further education institutions offering post-16 provision. Those training for these Key Stages may therefore count time in such settings as part of their time in school, as long as they also spend enough time in school to meet the Standards relating to their other Key Stage(s), and their programme as a whole enables them to meet all the Standards.

Exemption based on prior achievement – The guidance on meeting individual needs (see R2.3) suggests that experienced applicants might be exempted from part of the time in school Requirement, as long as they are given enough time in their programme to demonstrate that they have achieved the Standards. Those with extensive experience could have their time in school reduced to the minimum

needed for them to demonstrate achievement of the Standards. Others might be exempted from part of the Requirement on the basis of their experience with a particular age group, for example if they are experienced teachers in further education or have supported children in working towards achieving the early learning goals in the Foundation Phase. There is no statutory limit on the amount of exemption a provider could allow, but it is unlikely that any trainee, however experienced, would be able to demonstrate achievement of all the QTS Standards over a period of less than six consecutive weeks of observed and assessed teaching.

Time in schools and other settings during training

Once providers have established whether a trainee could be exempted from any of the required time in school on the basis of prior achievement, they can then consider how much of the remaining time in school could be spent in other settings where a trainee could work towards achievement of the QTS Standards. Trainees should spend a significant amount of time teaching their chosen age range in a school or further education institution and being assessed against the Standards, including S3.3.11. But a variety of other settings could contribute towards the total, for example other pre-school and nursery settings, vocational settings, field trips, and educational activities in theatres or museums. These could contribute particularly to S3.1.5 (planning out-of-school learning opportunities).

In considering the extent to which time in non-school settings can develop a trainee's ability to meet the Standards, providers will wish to ensure that trainees receive the quality of support they need and that their achievements can be reliably recorded and assessed. In an early years setting, for example, a provider might wish to ensure that a trainee would have the support of a qualified teacher. If non-school settings are making a substantial contribution to training, providers may wish to make them members of the partnership, along with schools, and follow the guidance on partnership and quality assurance in sections R3 and R4 below.

Experience in two schools – trainees need breadth and variety of school experience to enable them to meet all the QTS Standards. They need to experience different approaches to teaching and learning and to school management. They need to teach learners of different backgrounds, across the ability range and in at least two Key Stages. The Standards place considerable emphasis on diversity and inclusion. Most trainees will therefore benefit, where possible, from experience in more than two schools and in other settings too. However, some very experienced trainees may already have taught in schools other than those where they will be training and have gained experience of teaching a diverse range of learners.

The Requirement gives providers discretion to consider whether previous experience can be taken as trainees having met part of the Requirement, and thus requiring further training in only one school during their training programme. In such cases, however, providers will need to take particular care that the experience on which the trainee's QTS assessment will depend is of the highest possible quality and fully complements their previous experience, so that the trainee is not put at risk of failure.

In general, all school experience should be in schools in the relevant phase(s) for the trainee's two or three Key Stages, so that time in school is used to the best possible effect in enabling the trainee to meet the Standards. There may be exceptional cases, however, where it is not possible for a trainee to attend more than one school in the relevant phase. In such cases, time in a school or other setting outside the trainee's age range could be acceptable as a means of providing breadth of experience. The provider would need to be sure that all the Standards applying to the relevant Key Stages could be addressed in a single school. This kind of arrangement should only be made in cases of individual trainee need; planned programmes should always aim to provide all trainees with experience in at least two schools covering the Key Stages for which they are training.

Schools outside Wales – The School Teachers' Qualifications (Wales)

Regulations 2012 provide that to be a qualified teacher, those who commence a course of initial teacher training on or after 1 September 2008 must have undertaken their practical teaching experience for the purposes of that course wholly or mainly in a school, independent school or other institution (except a pupil referral unit) in Wales.

This requirement aims to ensure that trainees undertake sufficient teaching practice in schools in Wales to enable them to show that they can teach the relevant subjects of the Welsh National Curriculum or other subjects taught to public examination level. The QTS Standards also include a number of areas with a specifically Welsh dimension – for example, the various Foundation Phase requirements; and the requirement that trainees should show that they make appropriate use of the Curriculum Cymreig/Wales, Europe and the World.

The “wholly or mainly” requirement of the Regulations take account of the fact that there may be circumstances in which a placement in schools outside Wales would be appropriate, for example, when trainees have already demonstrated that they meet those standards that relate to the distinctive elements of the National Curriculum for Wales. Trainees specialising in Modern Foreign Languages may benefit from time in schools abroad.

However, providers will need to ensure that any training outside Wales contributes to a trainee's ability to meet the QTS standards for Wales.

Sources of information

Estyn reports on schools, early years settings and post-16 institutions are on its website www.estyn.gov.uk. Providers may wish to take account of Estyn reports when arranging time in school or other settings for trainees. Estyn has also published a number of reports relevant to pupil diversity and inclusion (see its website and the publications list in Annex A).

Questions for providers to consider

- Is the balance between school and non-school settings right to prepare each trainee to meet all the QTS Standards?
- Does every trainee have access to the necessary age, ability and subject range?

- Do trainees have the support they need from qualified teachers in each school or non-school setting?
- How should we assure the quality of experience in school and non-school settings?
- Do we need any special arrangements for particular trainees (for example those based in geographically isolated schools or other settings)?
- Are we able to provide opportunities for trainees to teach in environments with a diverse pupil population? If not, how will we ensure that trainees are prepared to meet the Standards dealing with diversity and inclusion?
- Are we able to provide opportunities for trainees to teach learners across a wide ability range?

R2.7 – Minimum training activity

The requirement

All providers must ensure that all trainees are provided with at least 60 days of training activity per academic year (on a pro rata basis for part time or modular courses).

Aim and Scope

The aim of this requirement is to provide all trainees with at least 60 days of training activity per year. This would be a minimum period of university-led and school-based dedicated training activity, separate from the teaching timetable. It will ensure consistency across both primary and secondary ITT programmes and will complement the existing stated minimum periods trainees are required to spend being trained in schools and provide a common approach for all trainees.

ITT Providers have flexibility to design the content, structure and delivery of their training to enable trainee teachers to demonstrate that they are met the QTS Standards (links to Requirement R2.1 Programme design). This new Requirement is aimed at establishing consistency across individual courses and across the Providers so that all courses have a stipulated core time in this respect.

Questions for providers to consider

- How does our responsibility under this requirement fit with other requirements in terms of programme design?
- How does this designated time provide opportunities for the trainees to work towards their QTS Standards?
- How can we utilise this time to allow the trainee to effectively develop subject knowledge and pedagogy?

R2.8 Training in the teaching of literacy and numeracy

The requirement

All providers must ensure that all trainees are trained in the teaching of literacy and numeracy appropriate to the phase and subject of study and that this forms an integral part of training courses.

Aim and Scope

The existing statutory provisions in the Requirements cover the provision of training relating to the teaching of literacy and numeracy through requirements that ITT course provision must enable trainees to demonstrate that they have met the QTS standards.

The QTS standards include numerous requirements relating to the teaching of literacy and numeracy. In order to gain QTS, trainees must demonstrate that they have a secure knowledge and understanding of the subject(s) they are trained to teach; and that they can teach the required or expected skills, knowledge, and understanding relevant to the curriculum for learners in the age range for which they are trained.

For all phases, trainees must show that they know and understand the most recent national guidance on developing thinking, communication, ICT and number skills, for example that set out in the *Skills framework for 3 to 19 year olds in Wales* (Welsh Assembly Government (2008)). In relation to teaching in specific phases:

- those qualifying to teach Foundation Phase children must show that they teach competently and independently the seven Areas of Learning that form the Foundation Phase curriculum (including Language, Literacy and Communication Skills, and Mathematical Development);
- those qualifying to teach learners in Key Stage 2 must show that they can teach the core subjects (including English and mathematics) competently and independently;
- those qualifying to teach Key Stage 3 or Key Stage 4 learners must show that they can teach their specialist subject(s) competently and independently, using the national curriculum programmes of study.

It will be for ITT Providers to consider the how the delivery of the training is carried out subject to the phase/subject being studied (as per their responsibilities under Requirement R2.1). Providers will also have to consider how they will provide additional support to trainees where it is identified that they require further development of their teaching skills in respect of this requirement.

The underlying principles of the National Numeracy Programme (NNP) and National Literacy Programme (NLP) identified 'How we teach' as a key factor in improving educational attainment, with consideration of teaching practice and methods as crucial to maximising student engagement and motivation.

The NNP identified teachers' own skills in numeracy and mathematics as vital in giving them the confidence and ability to teach numeracy and mathematical techniques – an area that can be developed during ITT and post qualification. There is a need to integrate the teaching of numeracy across the curriculum as a whole, with learners given the opportunity to apply numeracy principles across different subject areas, enabling numeracy to be taught in a way that does not look like mathematics.

The NLP highlights the importance of learners acquiring sound literacy skills early on in their education. Early oracy and the development of reading skills are particularly important building blocks and there is a national expectation that all primary schools should teach phonics in a consistent and interesting way, using frequent and regular access to phonics programmes. If learners can have access to excellent teachers who can deliver phonics and other reading skills in a consistent and interesting way then learners educated in Wales can be expected to significantly improve their standards of reading by the time they leave primary school. If they can also be supported to develop their oracy and writing skills by the time they leave primary they are more likely to benefit from their learning in secondary school. Similarly, learners leaving secondary school should have developed the higher-order oracy, reading and writing skills necessary to support their future choices in further education or employment.

Questions for providers to consider

- Will this additional training impact on other areas of training covered throughout the duration of the PCGE programme?
- How will we provide the additional support to trainees when it's identified that they require further development of their training skills?
- How will we ensure that the delivery of our training is appropriate to the phase/subject being studied?

R2.9 Career Entry Profile and induction

The requirement

All providers must ensure that all those who are assessed as meeting the QTS Standards receive and are supported in completing a Career Entry Profile, are informed about the statutory arrangements for the induction of newly qualified teachers and have been helped to prepare for these.

Aim and scope

This requirement establishes training providers' responsibilities in relation to the Career Entry Profile (CEP) and induction. Successful trainees must not only receive a CEP but be supported in working with it; and training providers must actively help trainees to prepare for their role in the induction process and are aware of the Masters in Educational Practice (MEP) and the eligibility criteria for the programme.

The Career Entry Profile – Providers know that ITT is one stage in a long-term process of professional development that will continue throughout a teacher's career. During the first year of teaching, the next stage – the statutory Induction period (and the MEP for those who choose to undertake it) – combines an programme of professional development with assessment against the Practising Teacher Standards (PTS). It is important for Induction to build on the newly qualified teacher's (NQT's) achievements in meeting the QTS Standards.

The CEP is therefore intended to help trainees and NQTs to make constructive connections between these stages of their careers. Specifically, it is designed to give them:

- a focus for their thinking, towards the end of an initial training programme, about what they have achieved and still want to achieve;
- a way of drawing on this thinking at the start of the Induction period, and considering it alongside other factors when planning their induction programme and deciding if they will undertake the MEP (for those NQTs who are eligible).

The Profile is a tool which prompts the teacher, at key transition points in ITT and Induction, to reflect on their professional development and to note their responses. These responses are not ends in themselves: they should be used to focus the new teacher's thinking, to inform further discussions with their ITT, their school based mentor and their external mentor and to feed into subsequent planning for professional development. The value of the Profile lies in the thinking and discussion about professional development which it supports, not in what is written on the form.

The CEP is designed to be used flexibly, and to support or form part of the recording, reflection and planning processes which arise naturally from ITT and Induction and from the MEP for those NQTs who choose to undertake it. More specifically, as trainees come to the end of their ITT programmes, the Profile asks them to think about how far they have come in their professional development. This process is

likely to form a natural part of a training programme. This section of the Profile will help trainees, in discussion with their ITT provider, to think about their experience from both before and during their formal training programme, and to identify the key points in relation to their teaching. It also helps them to think about where their individual future professional development should concentrate in order to:

- reflect and build on the strengths in their practice and priorities for further development;
- identify professional development needs;
- develop aspects of the teacher's role in which they are particularly interested;
- provide more experience, or develop expertise, in areas that they have developed to a more limited extent so far;
- begin thinking about how they will ensure their practice will meet the PTS;
- consider whether they wish to enrol on the MEP.

Induction – Induction is a statutory requirement for all newly qualified teachers (NQTs) who gain qualified teacher status (QTS) after 1st April 2003 and wish to teach in maintained schools or non-maintained special schools in Wales. The statutory induction period provides all newly qualified teachers with a bridge from initial teacher education and training to effective professional practice.

The induction period usually takes place over three full terms (i.e. one school year) or the equivalent, though there is flexibility for teachers who work part-time, have breaks in their employment or work on a short-term supply basis.

Induction in Wales comprises the following aspects:

- a programme of professional development, monitoring and support based around the core priorities in the areas that we know are key to improving standards of teaching and for improving learner outcomes. These priorities are literacy, numeracy, reducing the impact of poverty on attainment, additional learning needs (ALN), behaviour management and reflective practice;
- the support of a school based mentor and an external mentor throughout the induction period;
- a 10% reduction in the newly qualified teacher's timetable (this is set in the School Teachers' Pay and Conditions Document);
- assessment against the Practising Teacher Standards (PTS).

Induction supports the development of newly qualified teachers during their first year in post by encouraging them to focus and reflect on the advancement of their professionalism, knowledge, understanding and skills.

The support and supervision of the NQT will be carried out through a partnership between the school(s) where the NQT works and an external mentor who is matched to the school by the Welsh Government.

Masters in Educational Practice (MEP) – NQTs commencing their induction period from September 2012 also have the opportunity to undertake the Masters in Educational Practice (MEP). This programme runs concurrently with the induction period during the first year and supports teachers during their second and third years of teaching. Eligibility criteria for the MEP can be found on Cardiff University's website.

As with ITT, NQTs should play an active role in their Induction. Training providers should therefore help trainees understand their entitlements and obligations under the statutory arrangements. Beyond this, providers will wish to help trainees to make the link between their role in Induction and their experience during ITT of analysing their development needs, setting objectives and planning professional development activities and helping trainees to decide whether they will undertake the MEP.

Questions for providers to consider

- How do we help trainees prepare for the Induction phase of their career development and for the MEP for those NQTs who choose to apply for the programme?
- How familiar are key members of staff with the statutory induction arrangements and the MEP and, in particular, the NQT's role within these?
- How can we use the CEP to help trainees reflect on their professional development towards the end of our programme? What existing processes might make use of the CEP?
- What processes or documents relating to recording and planning professional development during our programme could trainees draw on when answering the questions posed during the CEP's first 'transition point'?

R2.10 Child protection

All providers must ensure that trainees are familiar with the most recent national guidance on child protection and safeguarding.

Aim and Scope

This requirement emphasises training providers' responsibilities to ensure that specific provision is made in ITT courses on child protection issues. Child protection is a part of safeguarding and promoting welfare and should be understood within the wider Safeguarding context. Safeguarding is broader than 'child protection' as it includes prevention.

- **Safeguarding and promoting the welfare of children** is defined as protecting children from abuse and neglect; preventing impairment of their health or development; and ensuring that they receive safe and effective care so as to enable them to have optimum life chances.
- **Child protection** refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect.

The Welsh Government has issued two pieces of statutory guidance which set out the requirements for education providers in relation to safeguarding training:

- Circular 005/2008: Safeguarding Children in Education: The role of local authorities and governing bodies under the Education Act 2002 requires that:

3.26 All staff who work with children need to have basic child protection training that equips them to recognise and respond to child welfare concerns. The depth and detail of training needed by different groups will vary according to the nature of their role and the extent of their involvement with children.

3.27 Individual agencies are responsible for ensuring that their staff are competent and confident to carry out their responsibilities for safeguarding and promoting children's welfare. The local Safeguarding Children Board will be able to provide advice on the minimum levels of training required by staff to ensure they are able to comply with locally agreed procedures.

- Circular 12/2007: Safeguarding Children: Working Together Under the Children Act 2004 requires that:

11.1 In order to safeguard and promote the welfare of children and young people all those working with children and with adults who are parents or carers must have the knowledge and skills to carry out their own roles. This includes being able to recognise and raise safeguarding concerns about the welfare of a child. They must also be able to work effectively with others both within their own agency

and across organisational boundaries. This will be best achieved by a combination of single agency and multi-agency training.

Standard S1.8 requires those gaining QTS to demonstrate that they are aware of, and work within, the statutory frameworks relating to teachers' responsibilities. Child protection issues form part of those responsibilities.

Specific attention is drawn to the Children's Commissioner for Wales' 'Clywch' report into allegations of child abuse and that its findings form part of training courses. In particular, providers should note that the Commissioner highlighted the need for teachers to have the knowledge, skills and confidence to detect signs of possible abuse and take action to protect children in their care.

Providers would not be expected to ensure that all trainees have in-depth knowledge and skills; there should be a recognition that trainees may not have the authority that comes with employment in a school and there should be emphasis on working with other teachers, relying on the help of an experienced teacher as appropriate, and working within a school's policies in this area. Although this requirement applies to all ITT courses, the Commissioner highlighted the need to address issues about the teaching of drama in particular.

This requirement links to R1.4 (suitability to teach).

R3: Management of the ITT partnership

Most of the QTS Standards can only be fully demonstrated when trainees are working with learners in the classroom or other settings where learners are taught; and training is most effective where practising teachers are directly involved. The Requirements therefore specify that ITT providers must work in partnership with schools.

'Schools' includes sixth form colleges, other further education institutions and early years settings where trainees can demonstrate that they meet the Standards for Qualified Teacher Status.

Successful partnerships benefit everyone involved. Trainees can be confident that all partners are making a planned, integrated contribution to their training. Teachers have fresh opportunities to reflect on and articulate their own practice and to engage in professional dialogue with trainees, tutors and other colleagues. Schools, and HEIs, have the opportunity to engage with new ideas and draw on experience and expertise in relation to the Induction of newly qualified teachers and the continuing professional development of their staff. Providers are better placed to ensure their ITT programmes reflect the changing needs of schools.

There is already a diversity of successful approaches to partnership, and this guidance seeks to build on that practice by describing, for each of the partnership Requirements below, some of the common characteristics of effective partnerships. The guidance does not recommend any single model for a partnership: the quality of training provided by a partnership is more important than the way it is organised. Guidance on quality assurance is given under R4. Partnerships will also wish to take quality into account in deciding who should be a member of the partnership, drawing on, for example, Estyn reports and information on the experience and qualifications of staff.

R3.1 Partnership in ITT

The requirement

All providers must work in partnership with schools and actively involve them in:

- *planning and delivering ITT*
- *selecting trainee teachers*
- *assessing trainee teachers for QTS.*

Aim and scope

The aim of this Requirement is to ensure that schools are full partners in ITT in every way: not only do they contribute to the delivery of training; they also participate in planning training, and in selecting and assessing trainees. This enables the partnership to draw on the strengths of all partners, develop their capacity to contribute to training, and ensure that trainees benefit from a coherent, well-planned and effective programme of professional training. The partnership agreement (see R3.2) can be used to set up practical arrangements for working together, for example through regular meetings of a partnership committee.

Planning and delivery of training – Effective partnerships plan together to ensure that training in different settings is fully integrated and prepares trainees to meet all the Standards (see also R3.3). They provide opportunities, where relevant, for school staff to contribute to HEI-based components of ITT programmes.

School partners contribute to the regular review of the ITT programme to ensure that it meets the needs of trainees and schools. Schools provide suitable staff to make a substantial contribution to school-based training. They also offer opportunities for trainees to observe experienced teachers, gain experience of different aspects of teachers' work and contribute to the corporate life of the school.

Providers and schools work together to find ways of giving trainees the experiences they need to meet all the Standards, balancing the day-to-day needs of the school against the need for all newly qualified teachers to be fully prepared for their roles. They ensure that trainees are given opportunities to take responsibility for classes across two or three Key Stages and to work with experienced teachers in pairs or teams on those areas of the Standards where a trainee cannot take full responsibility but must develop the knowledge and skills needed to meet the Standards – for example reporting to parents, preparing learners for national assessments, and assessing them against national standards. They provide opportunities for trainees to discuss and reflect on their experiences and achievements with experienced teachers.

Selecting trainees – Effective partnerships work together to agree the formal criteria and procedures for selecting trainees. They enable school-based tutors to participate in the admissions process and, wherever possible, take part in individual or group interviews. Schools provide applicants with opportunities to work with their learners in schools, and report on their suitability for training.

Assessing trainees – In an effective partnership, school-based tutors contribute to the assessment of trainees against the Standards. They could, for example, monitor and record trainees' progress; plan assignments and tasks to enable trainees to provide evidence of their achievements; contribute to summative, evidence-based, final assessments; and contribute, with other members of the partnership and with external examiners, to the moderation of assessment.

Questions for providers to consider

- Could school partners and other settings contribute more to selecting, training and assessing trainees?
- Should we do more to develop the capacity of members of the partnership to contribute?

R3.2 Partnership agreements

The requirement

All providers must set up partnership agreements between the provider and schools which:

- *make clear to everyone involved each partner's role and responsibilities;*
- *set out arrangements for preparing and supporting all staff involved in; training*
- *make clear how resources are divided and allocated between the partners.*

Aim and scope

The aim of this Requirement is to ensure that all partners understand what is expected of them and have the capacity to make their contribution, within an agreed division of available resources. This will help the partnership deliver coherent and integrated professional training more effectively.

Most effective agreements are the outcome of consultation in which the views of all partners are taken fully into account. They are clear, working documents that can be used by all partners, supplemented by documents containing more detailed information (for example course handbooks). They are regularly reviewed and revised by members of the partnership.

Clear roles and responsibilities – All trainers and trainees need to be clear about who is responsible for each element of training and assessment, and how the elements fit together to ensure training addresses all the QTS Standards. Partnerships may wish to consider whether schools can take on increased responsibilities – for example supporting trainees in schools other than their own.

Staff preparation and support – It is the provider's responsibility to ensure that all staff members are fully prepared for their contribution to selecting and assessing trainees, and planning and delivering training. The arrangements set out in the agreement could include training sessions, practical activities for school and HEI-based staff, and familiarisation events where each partner's contribution to the training is discussed. They could also involve follow-up support through such exercises as the joint observation of trainees.

When planning training for school-based staff, effective partnerships take account of the particular circumstances of schools. For example, where day-time release is problematic, in-school sessions could be organised. Successful partnerships encourage their members to support each other. It is, however, the provider's responsibility to ensure that all new staff members in the partnership are fully prepared for their roles and that all existing trainers are kept up-to-date with recent developments, including changes in the Standards and Requirements and in statutory duties relating to equality of opportunity.

Allocating resources – All members of the partnership should be clearly informed about how the resources for ITT will be shared and how each partner will be rewarded for the contributions it makes towards training. This payment is likely to be mainly financial but may also include other forms of remuneration: for example, school-based partners may gain enhanced access to other partners' programmes, facilities or other professional services. The more information that the partnership shares about the costs of training, the greater the trust that is likely to be developed between its members.

Other aspects of partnership – Partnership agreements often include further information on:

- the partnership's aims for each of its ITT programmes;
- the criteria and procedures used for recruiting, selecting and deselecting members of the partnership;
- whether some members are 'full' or 'associate' members of a partnership – for example, where some schools or other settings wish to contribute to ITT but not take on full partnership responsibilities;
- the management structure of the partnership, including lines of communication, decision making and accountability;
- arrangements for representative committees or consultative groups, or for the clustering of partnership schools;
- procedures for monitoring the quality of training, and other provisions for quality assurance throughout the partnership;
- how the outcomes of quality assurance and external evaluation will be used to improve the quality of provision;
- arrangements for the regular review and updating of procedures and documentation.

Partnerships will wish to consider including in their partnership agreements arrangements for ensuring that, in selecting, training and assessing trainees, they promote equality of opportunity and avoid discrimination, not least in light of the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act as amended. These arrangements could include, for example, steps to raise awareness of equality issues; to address equality and racial equality matters coherently and consistently; and to tackle racist incidents and support trainees who are victims of racism during their training.

Questions for providers to consider

- Does the agreement cover everything it should?
- Are the partners following the agreement in practice?
- Do we need to revise the agreement?
- Do we need to review arrangements for selecting and deselecting partners to take account of the involvement of non-school settings?

R3.3 Effective partnership

The requirement

All providers must make sure the partnership works effectively, and that the training is co-ordinated and consistent, with continuity across the various contexts where it takes place.

Aim and scope

The aim of this Requirement is to ensure that providers keep the effectiveness of their partnership under review, focusing particularly on its effectiveness in providing training. Training needs to be consistent and co-ordinated, with continuity across different settings, so that all trainees can benefit from equal opportunities to achieve their potential, wherever they train and whatever route they take. Training needs to address all the QTS Standards systematically

- for example, ensuring that trainees' experience in different settings enables them to demonstrate that they can teach learners from different backgrounds across the age and ability range in at least two Key Stages. Training also needs to provide planned progression in the demands made on trainees as they progress towards the Standards.

Partnerships are most likely to work effectively when members:

- have a shared understanding of the Standards and Requirements;
- are committed to delivering high-quality training across the partnership;
- recognise and respect each other's contribution;
- follow their agreed procedures;
- share good practice within and beyond the partnership.

Questions for providers to consider

- Do all partners think the partnership works effectively?

Are all partners and trainees consulted about how best to ensure consistency, continuity and co-ordination for trainees?

R4: Quality assurance

The Requirements for quality assurance aim to ensure that providers of ITT establish the means to achieve and maintain high quality. Quality assurance procedures need to cover all aspects of provision, particularly the quality of training, assessment and management.

In part, quality assurance will be achieved through systems that monitor and evaluate training and the achievements of trainees. Also critical is the way in which evidence from a variety of sources is used to determine priorities for action and target setting. Quality is also heavily influenced by management practice: the selection and development of trainers, their involvement in planning and the procedures for evidence-based decision making are all features of management that have a direct impact on quality.

R4.1 Compliance

The requirement

All providers must ensure that their provision complies with the Welsh Ministers' current Requirements for the Provision of ITT Courses.

Aim and scope

This Requirement underpins all the others. It is an integral element of the criteria for the accreditation of ITT providers and forms the basis for their inspection. To meet the Requirement, providers need quality assurance (QA) procedures that review compliance regularly.

Questions for providers to consider

- Do our QA procedures ensure that we review compliance with all the Requirements actively and regularly?

R4.2 Resources

The requirement

All providers must ensure that trainees have access to the books, ICT and other resources they need – relevant to the age ranges and subjects they are training for – to develop trainees knowledge, understanding and skills to at least the QTS Standards.

Aim and scope

The aim of this Requirement is to ensure that trainees have the resources they need to achieve the Standards. Trainees need convenient access to a sufficient supply of relevant, up-to-date books and other resources; they need access to ICT facilities at reasonable times; and they need workable alternative arrangements when a provider does not itself offer direct access to all these resources.

The partnership as a whole needs to consider how each partner can contribute to providing learning resources and whether they need to look beyond the partnership for help. On programmes where trainees are geographically remote from the provider's main base, partnerships may wish to consider extending their use of ICT (for example to disseminate distance learning materials, enable trainees to communicate with each other, or provide tutorial support).

Questions for providers to consider

- Do trainees on all programmes have access to the resources they need, when they need them?
- Do trainees have the resources they need to equip them to undertake their practical teaching experience in a partnership school setting?
- Could we use ICT more as a learning resource?
- Does our training make the best use of all the partnership's resources?
- How effective are our procedures for reviewing and improving the provision of learning resources?

R4.3 Moderation of assessments of trainees

The requirement

All providers must ensure that rigorous internal and independent external, moderation procedures are in place to assure the reliability and accuracy of assessments.

Aim and scope

The aim of this Requirement is to safeguard the standard of QTS in Wales. Assessments must be accurate and reliable in establishing, consistently over time, whether or not trainees meet the QTS Standards. Trainees can only be assessed as meeting the QTS Standards if they meet all the Standards. Because external moderators have a role in ensuring consistency of Standards across as well as within partnerships, providers will wish to ensure that their views are taken fully into account in reaching decisions on trainees' achievement of the Standards.

The Requirement relates only to assessment against the QTS Standards. Assessment for an academic award (such as BEd or PGCE) is a matter for the responsible HEI. The same person could, however, act as both external moderator for QTS and external examiner for an academic award, as long as he or she had a thorough practical knowledge of the Standards and expertise in using them to assess trainees.

Internal moderation – Internal moderation provides a system of checks and balances within a partnership to ensure that trainees in different settings are assessed consistently and fairly.

Procedures could include, for example:

- the involvement of staff from at least two partners (for example an HEI and a school) in the assessment of all trainees;
- detailed scrutiny by a moderating panel of a sample of trainees, including any judged by an assessor as likely to fail or on the pass/fail borderline;
- joint observation of trainees' teaching;
- discussion by relevant staff of all the evidence available, including that derived from trainees' previous experience and achievement, and provisional agreement that the QTS Standards have been met, subject to the views of the external moderator;
- arrangements for feeding back information to help quality assurance of the training, including monitoring equal opportunities (see also R4.4).

External moderation – The training partnership is responsible for appointing suitable external moderators for all ITT courses offering QTS which are run by ITT providers accredited by HEFCW. The external moderators should be experienced in making assessments of teachers or trainees, well informed about the Standards and

Requirements, and prepared to make evidence-based evaluations of the training (see R4.4) as well as the trainees.

The responsibility of external moderators could include:

- detailed scrutiny of a sample of trainees, including a representative cross-section of trainees together with all trainees whom internal moderators regard as possible failures or being on the pass/fail borderline;
- observation of the teaching of all trainees in the designated sample;
- the opportunity to observe the teaching or scrutinise the work of any additional trainees not included in the original sample;
- discussion with relevant internal staff of all the evidence available on whether individual trainees have achieved the QTS Standards;
- scrutiny of internal QA arrangements;
- producing a report that includes an evaluation of the strengths and weaknesses in the provision observed, clearly linked to the Standards and Requirements (see R4.4).

Questions for providers to consider

- Do our internal moderation procedures ensure that assessments are accurate and reliable?
- Should more, or different, trainers take part in internal moderation?
- Do our external moderation procedures ensure consistency of assessment?
- Are internal and external moderators providing feedback to improve provision (see R4.4)?

R4.4 Improvement through moderation

The requirement

All providers must ensure that issues concerning quality raised through internal and external moderation are investigated and addressed to improve the training.

Aim and scope

As well as safeguarding the standard of QTS, moderation should provide evidence to help providers evaluate their own performance and devise plans for improvement. Providers need to ensure that internal and external moderators relate the strengths and weaknesses they observe in individual trainees to possible strengths and weaknesses in the quality of their training as a whole.

They also need to ask external moderators to make specific recommendations for improvement. They can then use this evidence, together with evidence from other sources (such as inspection reports, performance data and trainees' feedback), to inform their action planning and targets for improvement.

Questions for providers to consider

- Are moderators giving us useful feedback on quality? If not, do they need a more specific remit?
- Are we following up the feedback with action?

R4.5 Evaluation

The requirement

All providers must systematically monitor and evaluate all aspects of provision to improve its quality and ensure that it complies with the Welsh Ministers current Requirements for the Provision of ITT Courses. Systems should be in place to:

- *identify targets for improvement;*
- *review provision against these targets;*
- *specify the action to be taken to secure improvements;*
- *ensure that the specified action is taken, and that it leads to improvement.*

Aim and scope

This Requirement defines the essential features of an effective QA system. To ensure their system meets the Requirement, providers may find it helpful to define responsibility for QA clearly within the partnership and foster a culture of professional self-evaluation in which all partnership staff seek to improve the quality of training, assessment and management. They should also analyse and make use of evidence supplied from a variety of sources, including their own trainees, their former trainees, employers, external moderators, Estyn and the Welsh Government in order to bring about improvement.

Providers will need to have systematic procedures in place that relate the outcomes of evaluation to target setting for improvement, and use target setting to develop improvement plans that include designated responsibilities, a defined timescale and procedures for monitoring and evaluation. They will evaluate the impact of improvement plans and other initiatives against the original targets, and have means to detect any weaknesses and to act speedily to improve provision when urgent action is required.

Providers will be aware that the Race Relations (Amendment) Act 2000 places a duty on institutions to monitor the admission and progress of students by racial group and a duty to assess the impact of policies on staff and students by racial group. The Equality and Human Rights Commissions' Code of Practice recommends that these should be done through existing processes. Providers will wish to ensure, therefore, that their quality assurance procedures include the collection and use of ethnic monitoring data and the assessment of the impact of policies on race equality.

Questions for providers to consider

- Is information available to help identify targets for improvement?
- Are we acting on it?
- Does action lead to improvement?

R4.6 Benchmarking

The requirement

All providers must, if they regularly provide training, benchmark their performance over time, and against similar providers, using externally and internally produced evidence to inform target-setting and planning for improvement.

Aim and scope

The aim of this Requirement is to improve the quality and consistency of training across all providers, by requiring all those who regularly provide training to compare their performance with that of others in similar circumstances. Providers could, for example, use their own data to analyse their own performance and compare it with that of other providers to identify how it may be improved. They could use externally supplied data, such as that from the performance profiles, to compare their performance against similar providers. They could also analyse evidence of successful practice, such as that identified in Estyn inspection reports, and assess whether their own practice and performance could be improved through adopting such practice. They could use demographic data, for example, to set and review targets for participation in ITT by minority ethnic groups.

Questions for providers to consider

- Are we putting internal and external data to good use in benchmarking?
- Could successful practice elsewhere help us identify targets for improvement?