



Department
for Education

Arrangements for ITT accreditation submissions

February 2017

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Introduction

The organisation proposing to hold accreditation, when agreed by DfE, will become ultimately accountable for all aspects of the ITT provision in accordance with The Education (School Teachers' Qualifications) (England) Regulations 2003 (S.I. 2003/1662) as amended.

In order to become accredited to deliver initial teacher training (ITT), a potential new provider (PNP) must demonstrate in a proposal to the Department for Education (DfE) how its provision at the outset is likely to be at least good according to [Ofsted](#), and how it will meet all the Secretary of State's [ITT criteria](#). All accredited providers must continue to meet these criteria.

Prior to entering the accreditation process, it is expected that PNPs carry out research regarding local demand, competition, and give due regard to the Teacher Supply Model and allocations methodology.

Accreditation proposal submission process

1. The PNP (typically the proposed Accounting Officer and bid drafter) attends a DfE briefing on the accreditation process. The PNP should notify DfE as soon as possible if they intend to submit a business case.
2. The PNP submits a business case.
3. DfE assesses the business case and provides feedback. Additional information may be necessary before moving on to the next stage of the process. A business case might be considered by DfE's Accreditation and Performance Committee.
4. The PNP prepares an accreditation bid against the assessment criteria.
5. Once the bid has been submitted to the DfE, it will be rigorously assessed against the assessment criteria. A resubmission of the bid with additional information may be requested. Once all requested information and satisfactory assurances have been provided, the DfE Accreditation Team will make a recommendation to the DfE Accreditation and Performance Committee (APC) for accreditation.
6. The APC will, if content, recommend accreditation to the Secretary of State for Education.

The DfE reserves the right to not accredit any PNP and remove them from the accreditation process at any point. This may result in a recommendation to the APC to decline accreditation or suspend the application for a fixed period.

Submitting documentation to DfE

All bid documentation submitted to DfE must:

- be paginated
- be original
- be proof-read for spelling, punctuation and grammar
- be set out against each criterion below, only providing information that is relevant to that criterion
- use correct and up-to-date terminology
- **not** use annexes / appendices, except where advised below; where used they must be clearly signposted
- be forward-looking, and relate to the potential accreditation of the newly proposed provision, NOT to current School Direct and/or Teaching School Alliance activity
- be sent electronically to itt.accreditation@education.gov.uk

Business case criteria

The business case should set out:

1. A clear rationale, explaining why the organisation is seeking accreditation to offer ITT. This should include;
 - a. Vision or mission statement.
 - b. An analysis of demand for ITT within the chosen area of operation, giving due regard to Opportunity Areas and market research.
 - c. Consideration of current competition and where your provision would sit in the market, giving due regard to the allocations methodology.
 - d. Evidence of new trainee supply opportunities that will add to existing trainee supply.
 - e. Where applicable, how you will add to the supply of trainee teachers in hard-to-recruit to subjects.
 - f. Evidence of how your proposed provision will contribute to meeting the supply needs of schools with greatest need.
 - g. Consideration regarding the financial viability of the provision in respect of number and route of proposed places, partners, staffing, and other expenditure.
2. The names, addresses, Ofsted grades and types of organisations involved in the proposed partnership, including HEIs. This should include:
 - a. The previous ITT experience of each school within the proposed partnership and a reason for their inclusion.

- b. Statistics of recruitment to previous School Direct allocations, outcomes and retention rates for PNP as a lead school (where applicable).
 - c. Quality of past School Direct provision and the capacity and sustainability of the partnership to deliver high quality ITT.
3. The number of places expected to be delivered for each phase/subject and whether provider led (fee-funded), School Direct (salaried), and/or School Direct (fee-funded) is sought. This information should be presented in table similar to the one below which is provided for illustrative purposes only:

	Phase and Age Range	School-Direct (Fee-funded)	School-Direct (Salaried)	Provider-led (Fee-funded)
Mathematics	Secondary 11-16	20	10	10
Physics	Secondary 14-19	20	10	10
Total Secondary places		40	20	20

Please note. Upon accreditation providers will need to secure places in accordance with the allocations methodology current at that point. School Direct places will be allocated to schools who work in partnership with accredited providers; provider-led places are allocated by National College for Teaching and Leadership directly to accredited providers. An allocations request is no guarantee that the places will be allocated.

- 4. The name and type of the organisation to be accredited (e.g. a single school or multi academy trust), the intended operating name of the proposed provider and the proposed year of provision commencement.

Full bid criteria

The full bid and accompanying materials will need to address all of the following assessment criteria. This will demonstrate how the proposed provision will be of high quality and financially sustainable. There are six sections;

Sections 1-6 have 'considerations' in the form of focused questions to assist you in developing your evidence.

A spreadsheet will be provided separately in relation to Section 6 and a member of the NCTL Viability and Intervention team will contact you to advise on providing evidence for this section.

When submitting a bid, please resubmit the business case with any necessary updates as an annex to the master bid document.

1. Recruitment and selection

1.1 Describe strategies for recruiting trainees to the programme(s).

Considerations

- How will you market your programme?
- Who will be responsible?
- What is the timeline?
- How will your strategies ensure you are able to recruit viable cohorts?
- Describe how you will recruit from new sources of potential trainee teacher supply

1.2 Set out the procedures that will be followed in the selection of trainees, and demonstrate how these will meet the Secretary of State's ITT criteria for entry.

Considerations

- Please refer to pages 6 to 18 of the [ITT criteria supporting advice](#) for further information on the entry criteria.
- How will you evidence that trainees meet all of the [ITT Criteria for entry](#): C1.1, C1.2 C1.3 (including DBS checking) and C1.4?
- Who will take responsibility for each step of the selection process? To whom will they report?
- Who will verify that candidates have met these entry criteria? What records will be kept?
- What will candidates do during the selection exercise to demonstrate their suitability for the programme?

2.Partnership

2.1 Set out the management and operational structure of the proposed partnership, clearly showing who is responsible for what and accountable to whom across the proposed provision.

Considerations

- Provide a diagram of the management structure. The Governing body and Accounting Officer should sit at the top of the management structure which should show clear lines of accountability.
- Provide a further diagram to represent the operational structure.
- Have you included in the diagrams above all partners, committees, groups and individuals involved in the proposed provision?
- Have you provided details of the remits of all committees and groups identified above?
- Role descriptions for individuals should be included in 2.2 below and roles and responsibilities of partner organisations should be included in 2.3 below.

2.2 Include role descriptions for all roles related to the provision.

Considerations

- Have you provided detailed role descriptions for all those individuals identified in the management and operational structures provided at 2.1 (e.g. Accounting Officer, Partnership Director, school mentor, subject tutor, external moderator finance and administration officers).

2.3 Include a partnership agreement, setting out clearly the roles and responsibilities of each partner organisation, and the criteria for removing a partner organisation from the partnership.

Considerations

- What will be the roles and responsibilities of the entity to be accredited, partner schools, any HEI involved, and any other proposed partner?
- Have you used the [ITT criteria supporting advice](#) C3.2 (page 27) when developing this?
- What is your process for removing partners who do not meet the terms of the partnership agreement?

You may wish to annex the Partnership Agreement and cross reference with the master bid document.

2.4 Identify how schools and other organisations have been involved in preparations for the formation of the proposed partnership .

Considerations

- What has been the level of active involvement of proposed partnership schools and organisations in the preparations for the formation of the proposed partnership?
- Is there evidence of proposed partners' willingness to become a partner within the proposed provision, for example, minutes from meetings attended by partners, emails and other correspondence which clearly identify support and participation?

2.5 Include plans to audit the needs of staff involved and to train and prepare them where necessary.

Considerations

- Do the audit and training plans reflect the needs of all categories of staff identified in 2.2?
- Have you set out a timeline of when audit and training activity will take place?

2.6 Provide details of the accommodation available for training, and details of facilities and resources that will be available to trainees.

Considerations

- What facilities and resources have been secured across the partnership for use by trainers and trainees?
- What access will trainees have to suitable library and/or ICT facilities including that of your HEI partner if applicable?
- Are the above reflected in the partnership agreement?

3. Programmes and subjects

Provide details of the proposed structure and content of the programmes to:

3.1 Show how the various elements of programmes are integrated, and how they demonstrate appropriate coverage.

Considerations

- Present a detailed programme calendar which demonstrates the proposed programme coverage?
- Does the programme demonstrate cohesion and integration of all of the programme elements?

You may wish to annex the programme handbook (or similar) and cross reference with the master bid document.

3.2 Demonstrate how national priorities will be addressed.

Considerations

- How will you ensure training in current national priorities such as SEN/D, behaviour management and phonics are delivered through your programme?
- What opportunities will trainees have to train in schools in challenging socio-economic circumstances?

3.3 Demonstrate that trainees will meet all of the standards for QTS across the full age range for which they are being trained.

Considerations

- Have you cross-referenced the programme to the standards, including those relating to trainees' personal and professional conduct?

3.4 Show how the programmes meet the Secretary of State's ITT criteria for training.

Considerations

- Have you provided clear evidence of how your programme will comply with each of ITT Criteria: C2.1, C2.2, C2.3 and C2.4?
- Please refer to pages 19 - 25 of the [ITT criteria supporting advice](#) for further information on the training criteria.

For secondary and primary subject-specialist bids:

3.5 Provide an overview and proposed structure of subject-specific training for each subject.

Considerations

- How will the training programme in **each** subject cover the full pupils' curriculum?
- Who are the experts that will deliver the subject programmes?
- What resources will be available to trainees?
- Do trainees have access to subject associations and their resources?

4. Assessment of trainees

4.1 Provide a detailed description of the process for assessing, moderating and recording trainees' progress against the standards for QTS.

Considerations

- How will trainees record evidence of their progress?
- How will you use this evidence, and at what points?
- Who will be involved in assessing trainee progress and when?
- How and when will you moderate assessment judgements?

4.2 Provide details of the procedures to be followed if a trainee appeals against an assessment decision.

Considerations

- Which assessment decisions are subject to appeals?
- Who will be involved at each stage of an appeal?
- If there is an academic award, what will be the procedure for academic appeals, and who will manage this?

5. Quality assurance

5.1 State who will have operational responsibility for quality assurance.

Considerations

- Please state the role of the individual with responsibility for this.

5.2 Include a clear description of how, and by whom, all aspects of the programmes and their impact on the progress of trainees will be internally and externally monitored and evaluated to secure continuous improvement and ensure consistently high quality provision.

Considerations

- How will your quality assurance process secure continuous, ongoing improvements across your provision?
- What evidence will you collect? When? From whom?
- Who will review the evidence? How will subsequent actions be identified reported and acted upon?
- How will moderation evidence feed into this process?
- How will you benchmark your provision against similar providers? How will you use NCTL provider profile and NQT survey data?
- Have you made reference to:
- [Ofsted handbook for ITE](#)
- [ITT criteria supporting advice document](#) (Page 31 - C3.4)
- [Effective Improvement Planning in Initial Teacher Training](#)

5.3 Include plans to collect information about the effectiveness of NQTs in their first and subsequent years of teaching, and for using this to improve training.

Considerations

- How will you track the progress of NQTs who find employment within and outside of the partnership?
- How will you obtain information from employing schools, and from whom?
- How will this evidence be used to inform your continuous improvement planning?

6. Financial administration

6.1 Provide the most recent evidence available on the past financial performance of the proposed accredited entity, and include its audited financial accounts and auditor reports covering the past two years.

Considerations

- Note the accredited entity will be liable for the governance and internal controls of the provider and will be accountable and responsible for public funds spent for the purposes intended.
- The accredited entity will be responsible for producing the annual accounts for the provider.

6.2 Provide a three-year financial plan based on optimum and minimum (to remain viable) number of trainees, including:

- Projected income statement and cash flow statement for each year.
- Sources of finance and revenue.

- Breakdown of costs, their categorisation into fixed, variable, semi variable and stepped-fixed etc. and their relationship to trainee numbers.
- Breakdown of when costs will be incurred and income will be realised in each month¹.
- Where relevant, any existing commitments and how and when these will be met.
- Where relevant, any existing monies owed to the organisation and how and when these will be collected.
- Any existing or planned capital expenditure, including description and purpose of assets, monetary values and timing of purchase².
- Underlying assumptions and detailed narrative behind the figures.

Considerations

- Refer to the excel spreadsheet '**6.2 finance tables**' and present data for your best case and worst case scenarios over a three year period. A year 0/Start-up year forecast will also be needed. In each scenario please ensure no deficit is recorded and provide a supporting narrative for each.
- Please note, if your best case scenario returns a significant surplus or if your worst case scenario highlights a serious viability concern, then consider including a third scenario (most likely) showing a reasonable budget.
- You will receive 3 instalments from the Student Loan Company (SLC), 25% in Oct, 25% in Feb and 50% in May (you may wish to check the exact timing with the SLC).
- You are required to submit the Income and Expenditure forecasts and monthly cash flow forecasts in each scenario. Cost per trainee should also be provided.
- Please note, accredited providers do not receive direct funding for School Direct (Salaried) trainees.

6.3 Provide a one-page summary of the past two years' financial performance, where relevant, and a financial forecast for the following three years, demonstrating the balance at each year end.

Considerations

- Refer to the excel spread sheet '**6.3 finance tables**' and provide, for the past 2 years, high level figures for the proposed accredited entity and a 3 year forecast for the provision in both best and worst case scenarios.

¹ This should include Student Loan Company payments, where appropriate.

² Please note NCTL does not fund capital projects.

6.4 Provide a financial management organisation structure (organogram) that identifies lines of accountability, details responsibilities and demonstrates the segregation of duties.

Considerations

- Provide a financial management organogram for the provision, ensuring reporting lines are clearly defined. Include job descriptions and person specifications for all staff with financial responsibilities.

6.5 Designate an Accounting Officer who shall discharge the proposer's responsibilities in meeting its financial and governance obligations, and in continuing to comply with ITT requirements.

Considerations

- Include full details of the Accounting Officer of the provider; including name, job title, job description and person specification (including accountability for regularity, propriety and value for money).

6.6 Describe the arrangements that will ensure appropriate systems of control are implemented and maintained for the following:

- Separation of the proposed provider's financial records from that of the proposed accredited entity i.e. school or academy.
- Risk management and business continuity.
- Inventory and asset management, including the maintenance of appropriate registers and records³.
- Managing gifts, ex-gratia payments and conflicts of interest.
- Procurement of goods and services (including measures to ensure value for money), receipting and the payment of creditors.
- Collection of income, including grants and sales invoices.
- Management of the payroll system.
- Accounting for all financial transactions in accordance with relevant accounting policies/standards and employment of appropriate accounting systems and safeguards.
- Segregation of duties relating to procurement, signing off processes, invoices, payments, cheque authorisation, income, payroll, accounting systems and reconciliations.
- Data protection, i.e. system and information management security.
- Budgeting and management reporting.
- Preparation of annual statutory accounts.
- Any other areas exposed to finance and/or fraud related risk.

³ This should include any insurance commitments.



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