

**National Foundation
for Educational Research**



**Cross-nation research into mutual
recognition of teaching qualifications**

Final report

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Executive Summary

Introduction

The General Teaching Council for Wales (GTCW), acting on behalf of the General Teaching Councils' (GTCs') Five Nations Group, commissioned the National Foundation for Educational Research (NFER) to conduct research into the contents of the standards and routes to teaching qualifications in England, Northern Ireland, the Republic of Ireland, Scotland and Wales, in order to provide the GTCs with evidence on the comparability of the different systems, and to enable them to work towards greater equivalence by refinements to working practices and/or changes to legislation. The research is timely, in that the contents of initial teaching qualifications standards are currently under review in England, Northern Ireland, Scotland and Wales, and a GTC is being established for the Republic of Ireland, which will have responsibilities in the area of teaching qualifications.

About the study

The research was conducted in two stages from December 2005 to March 2006: the first stage was a desk-based analysis of existing matrix documentation and information supplied by the GTCs for each of the five countries, contextualised with additional information from other sources. Five in-country sections examining current practice in England, Northern Ireland, the Republic of Ireland, Scotland and Wales were compiled. The second stage of the research was a comparative analysis of the data documented in the five in-country sections. A thematic overview report has been produced which highlights convergence and divergence between the five countries.

It is structured around three main research questions:

- What similarities and what differences are there between the respective initial teaching qualifications standards of the five countries (in terms of the contents and components of the standards, the extent to which they reflect age and subject requirements, and pitch and demand)?
- What similarities and differences are there between the various routes into teaching in the respective countries (in terms of type, length and emphasis of course, course entry requirements and assessment and qualification)?
- What systems of quality assurance to monitor the different routes into teaching are in place in the respective countries (including internal and external systems of moderation)?

The report concludes with issues to consider in future if equivalences are to be established between these systems and greater complementarity is to be achieved.

Convergence and Divergence

The analysis of available documentation for the five countries revealed some areas of convergence and some areas where there is system difference. These may be summarised as follows:

- The components of the teaching qualification standards in England, Northern Ireland, Scotland and Wales show considerable commonality in terms of content, pitch and demand. Where they differ is the way in which they are presented. There are three main areas of divergence: the language used to describe the standards; the level of supporting guidance provided, and the perspective of the statements themselves. In England and Wales, for example, the standards are outcome statements of what is required of trainee teachers; in Scotland, the standards are statements of what courses should address, and in Northern Ireland, the standards are described as developing competences. An examination of course prospectuses for the Republic of Ireland has shown considerable convergence in terms of content with the standards in the UK nation states.
- The extent of curricular knowledge required is consistent across the five countries, apart from the Irish and Welsh requirements for the Republic of Ireland and Wales. England is unique in requiring its trainee teachers to pass skills tests in literacy, numeracy and ICT.
- In England, Northern Ireland, Scotland and Wales, trainee teachers are assessed against the standards for teaching qualifications; in the Republic of Ireland, they are assessed according to the degree specifications of their college or university. Assessment is carried out by HE tutors, school-based tutors, teachers and the trainees themselves.
- The terminology used in relation to teacher education differs for the five countries. England and Wales have programmes of Initial Teacher Training (ITT)¹, whereas the other three countries have programmes of Initial Teacher Education (ITE). Similarly, the qualification to teach is known variously as QTS, TQ and ‘eligibility to teach’. The academic qualifications also differ. For example, in England, Northern Ireland and Wales, the postgraduate teaching qualification is known as a Postgraduate Certificate of Education (PGCE); in Scotland, a Professional Graduate Diploma (PGDE) is awarded, and in the Republic, a Graduate Diploma or a Higher Diploma in Arts in Primary Education can be awarded to Primary trainees, and a Higher Diploma in Education (HDipEd) can be awarded to secondary trainees.
- In England, Northern Ireland and Wales, trainee teachers follow a course to teach at primary or secondary level, but their status as qualified teachers allows them to be employed in either sector. In the Republic of Ireland, teachers may only be appointed to permanent teaching positions in the sector for which they have successfully completed ITE programmes. Similarly in Scotland, a primary trainee is only qualified to teach at primary level, and a secondary trainee is only qualified to teach at secondary level, though it is now possible for secondary teachers in Scotland to gain *professional recognition* in an additional secondary subject or as a primary teacher².
- There is some consistency in the routes provided for ITE/ITT. All five countries offer traditional undergraduate and postgraduate courses. The

¹ The Welsh Assembly Government uses the term ITT, but ITET (Initial Teacher and Education Training) is the preferred term of Welsh HEIs and the GTCW.

² See Section 2.1.2

undergraduate courses (generally BEds) vary in length from three to four years, sometimes dependent on whether they are primary or secondary courses. They are usually full-time courses, though in England and Wales it is possible to study part-time. England and Wales also offer BAs and BScs with an education component, and, in Scotland, Stirling University offers a degree course with an education component leading to a TQ. Postgraduate courses are generally one-year full-time courses, though they can be followed part-time in England, Wales and Northern Ireland. In the Republic of Ireland, the postgraduate course for primary teaching is an 18-month full-time course, and the Higher Diploma in Arts in Primary Education is also offered on an 18-month part-time basis.

- There is divergence in the number of routes into teaching on offer. England, and then Wales, have the greatest number of routes, offering the flexibility of employment-based programmes, part-time and distance learning options. In England and Wales only, it is possible to train as a teacher while in employment.
- As the number of routes into teaching varies across the five countries, the balance of higher education-based and school-based experience inevitably differs. On the traditional HEI-based courses, the amount of time to be spent in school is fairly similar in England, Northern Ireland, Scotland and Wales, but considerably less in the Republic of Ireland. For example, trainees on four-year BEd courses in the UK nation states are required to spend 30 to 32 weeks on teaching practice. In the Republic of Ireland, the requirement is 12 to 18 weeks on teaching practice³.
- There is some consistency in the academic entry requirements for courses of ITE/ITT, in that applicants must have qualifications in English, Maths and science. In Wales, Welsh is required for those who go on to teach in Welsh medium schools. Similarly, in the Republic of Ireland there is an additional requirement for applicants to have a qualification in Irish.
- There are minor differences in terms of health, criminal vetting and interview requirements. In the four UK nation states, applicants are vetted on entry to the course and must undergo an interview, which is not the case in the Republic of Ireland. In all countries, except Scotland, applicants are required to complete a health declaration.
- There is consistency in terms of the post-qualification year, in that all five countries require new teachers to complete an induction or probationary period of three terms. Teachers training in Scotland have the option of joining the Induction Scheme which guarantees them a placement for their first year of teaching.
- There is divergence in terms of accreditation and quality assurance. In England, Northern Ireland and Wales, institutions are accredited for ITE/ITT. In the Republic of Ireland and Scotland, it is the courses which are accredited. The responsibility for quality assurance and inspection lies with different kinds of bodies in the five countries. In England, this is the responsibility of the Training and Development Agency for Schools (TDA); in Northern Ireland, it is the responsibility of the Department of Education (DE) and in the Republic of Ireland, the Department of Education and Science (DES). In Scotland, it is the General Teaching Council (GTCS) which quality-controls teacher education programmes

³ Please note that the length of time that trainees are required to spend on teaching practice does not necessarily equate to the amount of time spent teaching while on teaching practice. In the Republic of Ireland, teaching practice is an intense period of teaching for trainees, whereas the longer periods spent on teaching practice in the UK nation states include reduced class contact time and time for reflection and tutoring.

and in Wales, it is the Higher Education Funding Council for Wales (HEFCW).

Issues for future consideration

Having identified the areas of convergence and divergence in the teaching qualification standards, it is possible to suggest some issues which teacher educationalists, policy makers, and in this context particularly, the GTCs of the five nation states might wish to consider. It is suggested that:

- While the standards across the four UK nation states appear to convey the same message, it would be useful to have greater consistency in the way they are described and presented. A consensus might be reached on the language used to describe the standards, the level of detail given, and nature of the statements themselves. It suggested that consideration is given to whether the standards should describe an absolute level of competence at the end of the ITE/ITT programme or a stage within the framework of professional development. Standardisation of the documentation would ensure that a standard approach is developed.
- Representatives from the Republic of Ireland might wish to adopt the standards framework used in the four nation states as a benchmark against which their trainee teachers could be assessed. This would lead to greater comparability and transparency between the programmes of individual ITE providers.
- As the entry requirements for courses of ITE/ITT include academic qualifications in English, Mathematics, and science, England might wish to consider retracting its requirement for trainee teachers to pass skills tests in literacy, numeracy and ICT.
- It would be useful (and a fairly simple process) to standardise the terminology used in relation to teacher education and the qualifications awarded. This would provide greater transparency for mutual recognition purposes.
- Scotland might wish to consider introducing a broader definition of teacher qualification which would allow greater flexibility for those who have trained for one phase to teach in another. The *Framework for Professional Recognition*, which has recently been introduced and launched in Scotland, may address this issue.
- Clarification might also be sought on the relationship between academic qualifications and qualified teacher status (to avoid scenarios such as those where a trainee teacher can gain QTS but fail their teaching qualification course).
- Countries which do not, at present, offer employment-based routes might wish to consider offering a broader palate of training options, to encourage as many prospective applicants as possible to the profession. The facility to train in a number of different ways opens up the teaching profession to greater numbers of applicants of different ages and backgrounds. There are, however, no plans at this time to introduce these routes in Scotland, which would pose a barrier to any form of mutual recognition.
- The five countries might wish to discuss the possibility of standardisation of requirements for criminal records checks, health declarations and interviews for entrants onto ITE/ITT courses.

- The Republic of Ireland might wish to consider a review of its requirements for periods of teaching practice to bring itself into line with the UK nation states. Guidelines might be produced on the balance between theory and practice for different kinds of ITE/ITT courses.
- As quality assurance procedures are not entirely transparent for all five countries, the five countries might wish to review current mechanisms with a view to standardisation. It would be useful, for example, to decide whether institutions or course should be accredited for ITE/ITT, and to identify equivalent organisations in each country (for example, the General Teaching Councils) which might assume responsibility for quality assurance. This would provide a more robust framework for quality assurance. Comparable bodies overseeing ITE/ITE, or even one central body, would ensure comparability in line with the EC Directive.

To conclude, the analysis of the initial teaching qualification standards in England, Northern Ireland, the Republic of Ireland, Scotland and Wales has shown a considerable convergence in terms of what is required of teacher trainees. Areas of divergence are on a more cosmetic level and it is suggested that standardisation of the ways that the standards are presented, entry requirements and quality assurance mechanisms would reduce system difference and encourage swifter mutual recognition of teaching qualifications in the five countries.

Contents

| | | |
|-----------|--|-----------|
| 1 | Introduction | 1 |
| 2 | Thematic analysis of the in-country reports | 4 |
| 2.1 | Contents and Components of the Standards | 4 |
| 2.2 | Routes into teaching | 13 |
| 2.3 | Quality assurance mechanisms | 19 |
| 3 | Convergence and Divergence | 23 |
| 4. | Issues for future consideration | 25 |
| | Appendices: The In-Country Reports | 27 |

1 Introduction

Against the legislative context of the EC Directive 2001/19/EC, which states that there is mutual recognition of teaching qualifications across national boundaries in the European Economic Area (EEA)⁴, the ‘General Teaching Councils’ Five Nations Group’⁵ established a Mutual Recognition Sub-Group to examine initial teaching qualifications and routes to teaching qualifications in the four nation states of the UK and the Republic of Ireland. The sub-group completed a general mapping exercise to document current routes to a teaching qualification in the five countries and the requirements/arrangements in each country for recognising a teaching qualification gained in another. This showed that, although the UK as a whole is the recognised EEA ‘country’ (rather than the four separate jurisdictions of England, Northern Ireland, Scotland and Wales), there are different approaches to the transferability of teaching qualifications within the UK. Scotland, for example, would treat applicants from other UK nations the same as those from the Republic of Ireland (or another EEA country), whereas Wales would treat them differently, with mutual recognition for applicants from England, but additional requirements for applicants from the other nation states.

The General Teaching Council for Wales (GTCW), acting on behalf of the Five Nations Group, commissioned the NFER to conduct research into the contents of the standards and routes to teaching qualifications in each of the five countries, in order to provide the General Teaching Councils (GTCs) with evidence on the comparability of the different systems. The aim was to give a more transparent picture of what the teaching qualifications actually mean, and to enable the GTCs to work towards greater equivalence by refinements to working practices and/or changes to legislation.

Research into the contents of initial teaching qualifications standards is particularly timely as the standards are currently under review in England, Northern Ireland, Scotland and Wales, and the Republic of Ireland is establishing a GTC which will have responsibilities in the area of teaching qualifications. In Wales, for example, revised standards for qualified teacher status (QTS) were consulted on in 2005, with the intention of replacing the Welsh Office Circular 13/98, although no decision on the timing of the introduction of any new standards has yet been made. In England, the Training and Development Agency (TDA) is reviewing the standards for QTS. The consultation period ended on 28 February 2006 and revised standards are expected to be available in summer 2006. In Northern Ireland, the competences, proposed by the General Teaching Council for Northern Ireland

⁴ This includes the countries of the European Union (EU), plus Iceland, Liechtenstein and Norway.

⁵ comprising the General Teaching Councils for England, Scotland and Northern Ireland, the Teaching Council (Republic of Ireland), the Department of Education and Science (Republic of Ireland), the Department for Education (Northern Ireland), the Department for Education and Skills (England), the Scottish Executive and the Welsh Assembly Government

(GTCNI) in their *Review of Competences and Continuing Professional Development*, have still to be approved by the Department of Education (DE). In Scotland, the Guidelines for Initial Teacher Education Courses in Scotland (1998), the Standard for Initial Teacher Education (SITE) and the Standard for Full Registration (SFR) are all currently undergoing review.

The specific aims of the research (as detailed in the tender document) were to:

- document current practice with regard to gaining and recognising teaching qualifications
- aid understanding of arrangements, routes and practices for teaching qualifications
- support further dialogue between the five countries in a context of increased devolution
- improve the current process of mutual recognition of teaching qualifications
- facilitate in-country evaluation of their own systems and structures
- enable the General Teaching Councils and governments to comment on current comparability of teacher training qualifications
- provide recommendations for the future.

The research was conducted in two stages: the first stage was a desk-based analysis of existing matrix documentation and information supplied by the GTCs for each of the five countries, contextualised with additional information from other sources. Five in-country sections examining current practice in England, Northern Ireland, the Republic of Ireland, Scotland and Wales were compiled (see the Appendices to this report). Each in-country report was structured around three main research questions:

- What are the initial teaching qualifications standards in each of the five countries?
- What routes are there into teaching in these countries?
- What systems of quality assurance are in place to monitor the different routes into teaching in the five countries?

The second stage of the research entailed a comparative analysis of the data documented in the five in-country sections. These have been synthesised into one overview report in order to highlight convergence and divergence between the five countries. The reports documents:

- similarities and differences in the initial teaching qualifications standards in terms of their contents and components, the extent to which the standards reflect age and subject requirements, and pitch and demand
- different routes into teaching in each of the five countries in terms of type, length and emphasis of course, course entry requirements and assessment and qualification

- quality assurance mechanisms, including internal and external systems of moderation in the five countries.

The report concludes with issues to consider in future if equivalences are to be established between these systems and greater complementarity is to be achieved.

2 Thematic analysis of the in-country reports

The thematic analysis of data gathered for the five countries, which is described in this section, is based on the themes highlighted in the in-country reports, which are included as appendices to this overview report. It is divided into three sections:

- Contents and components of the Standards
- Routes into teaching
- Quality assurance mechanisms.

It is important to note that teacher training is known as Initial Teacher Training (ITT) in England and Wales⁶ and Initial Teacher Education (ITE) in Northern Ireland, the Republic of Ireland, and Scotland.

2.1 Contents and Components of the Standards

In the four nation states of the UK, the standards for the award of teaching qualifications are described in very similar ways. In the Republic of Ireland, students must fulfil the requirements of the initial teacher education programme specifications as outlined by their colleges and the universities to which these colleges are affiliated. In this section, similarities in the contents and components of the standards are discussed, and areas of divergence highlighted where appropriate.

In England, Northern Ireland, Scotland and Wales, the standards provide a comprehensive framework against which student teachers can be assessed. The way in which the standards are framed, however, differs slightly from country to country:

- In England and Wales, the standards are outcome statements which indicate what trainee teachers must know, understand, and be able to do in order to achieve QTS.
- In Northern Ireland, the contents and components of the standards are in the form of core teacher competences. The achievement of competence is seen as an ongoing process and students in ITE must demonstrate that they are developing competence appropriate to this first stage of professional development.
- In Scotland, the standards are described in terms of benchmark statements which specify the standard of skills, abilities, knowledge, understanding and values which ITE programmes should address. They provide a basis for the design of ITE programmes and a framework for reporting on student achievement. Each benchmark statement is linked to a series of

⁶ The Welsh Assembly Government uses the term ITT, but ITET (Initial Teacher and Education Training) is the preferred term of Welsh HEIs and the GTCW.

competences which student teachers are expected to develop in order to meet the standards.

- In the Republic of Ireland, prospectuses of individual ITE providers detail the content of their education courses, but not what trainee teachers are required to know. This will be discussed in more detail below.

England, Scotland and Northern Ireland provide additional information on what is required to meet the standards. In England this takes the form of a description of the scope of each standard and the evidence that assessors should seek to show that a trainee has met the standard. In Scotland, the standards incorporate ‘expected features’ for each benchmark, which are intended to clarify and illustrate aspects of student performance. In Northern Ireland each of the core competences is accompanied by a developmental exemplar illustrating what might be expected at each of the phases within early teacher education.

2.1.1 Generic contents and components of the standards

Despite the differences in the ways the standards for England, Northern Ireland, Scotland and Wales are laid out, as described above, there appears to be considerable similarity in the scope of the standards overall. The areas of professional competence that student teachers are expected to develop during the course of their initial ITE/ITT programme fall broadly into three categories and cover, in all cases, the following areas:

- professional values and practice
- professional knowledge and understanding
- professional skills and abilities (including: planning and leading, expectations and targets; monitoring and assessment; teaching and classroom management; recording, reporting and accountability)⁷.

They are termed slightly differently for each country, as can be seen in the in-country reports (see Appendices A1 – A5), and there are some differences in the ways that specific competences are grouped within these three categories (for example, a specific competence might be grouped under ‘professional values and practice’ for one country, and under ‘professional knowledge and understanding’ for another), but, generally, there is considerable consistency in what is required. In what follows, individual competences common to the different countries are grouped in the categories under which they generally appear:

In terms of professional values and practices, trainee teachers are expected to acquire the following competences:

⁷ In England and Wales, there is some repetition, in that some of the competences are described in more than one of the subcategories of professional skills and abilities.

- to take responsibility for their own professional development and to develop an understanding of research and its contribution to education
- to understand and work within frameworks relating to teachers' responsibilities
- to maintain professional relationships with pupils, treating them consistently, fairly, and with respect
- to have high expectations of pupils and to make sure they have the opportunity to meet their potential
- to promote positive values, attitudes, and a standard of behaviour that enables all pupils to learn and to know strategies to encourage good behaviour
- to liaise effectively with parents/carers and the communities within which they work and to know how to report to parents/carers on pupils' progress
- to evaluate and learn from their own teaching as 'reflective practitioners'
- to work collaboratively with colleagues to create a professional community and to respect the contribution of support staff and other professionals to the corporate life of the school (England, Northern Ireland and Wales⁸).

In terms of professional knowledge and understanding, trainee teachers are expected to acquire the following competences:

- to have a knowledge and understanding of the subject(s) they teach
- to be aware of the expectations for the key stages or phases before and after the ones they are trained to teach (though this is less specific for Wales). In Scotland, secondary trainees are expected to have an understanding of how secondary teachers can contribute to the work carried out in primary school and of the challenges⁹ pupils face during the transition from the primary to the secondary phase
- to understand how to use ICT effectively in their teaching
- to understand the SEN Code of Practice (all except Scotland)
- to understand how pupils' learning is affected by their personal development (except Scotland)
- to take account of pupils' culture, languages and faith (England and Northern Ireland).

In Northern Ireland, there is a requirement for trainee teachers working in Irish-medium and other bilingual contexts to have sufficient linguistic and pedagogical knowledge to deliver the curriculum. In Wales, there is a requirement for trainee teachers to understand the Curriculum Cymreig (the Welsh dimension in the curriculum) and trainee teachers who intend to work in Welsh-medium schools must have appropriate Welsh language skills. In addition to this, trainee teachers in England are also expected to pass skills

⁸ This is now included in the reviewed version of the standards for Scotland.

⁹ In general, secondary education teachers in Scotland do not teach in primary education, but there is actually no bar to them teaching their subject in primary education.

tests in numeracy, literacy and ICT. This is not a requirement in the other countries.

In terms of professional skills and abilities, trainee teachers are expected to acquire the following competences:

- to set clear and appropriate teaching and learning objectives and to plan lessons and select resources to support pupils' varying needs. In England, Northern Ireland and Wales, this is made more specific: to identify more able pupils, less able pupils, and pupils with behavioural difficulties or EAL, in order to differentiate teaching to motivate pupils with differing needs
- to deliver effective lessons and use a range of strategies to enable learning to take place
- to use a range of strategies to evaluate pupils' learning
- to use assessment information to inform teaching and learning
- to record progress to help pupils review their progress (England and Wales)
- to understand the relevant assessment frameworks
- to organise the teaching space effectively and establish a safe, secure, and interactive learning environment.

In the Republic of Ireland, as noted above, individual colleges and affiliated universities providing ITE prescribe the contents and components of the standards. Primary trainees are expected to demonstrate that they have achieved all the components of the courses outlined by individual colleges, which include theory (psychology, philosophy, sociology and history), methodology (preparation, presentation, evaluation, class management and resource management), knowledge of the curriculum, use of ICT, and practical experience relevant to primary teaching (5 to 12 age range). Secondary trainees must demonstrate that they have achieved all the components of the corresponding course, as outlined by individual colleges, which include psychology, sociology, specialist subject knowledge, use of ICT, professional studies and practical teaching experience relevant to the 12-18 age range.

An examination of prospectuses for the different colleges in the Republic of Ireland providing initial teacher education does show, however, that similar areas are covered during their courses of ITE. One might infer that trainee teachers are assessed across areas similar to the generic standards used in the four UK nation states described above, though the prospectuses do not reveal in detail specific standards that trainee teachers are expected to meet. At St Patrick's College, for example, one of the large ITE providers in the Republic, the education component 'is designed to provide students with the theoretical, practical and professional skills needed to teach confidently and proficiently'. The education components of the BEd include: the history, psychology,

philosophy and sociology of education; the study of school, teaching and the curriculum, and teaching practice in schools. Course contents are described in academic terms: one element of the course, for example, is termed ‘Early Childhood Learning’ and this includes approaches to assessment and evaluation of children’s learning; another element of the course, termed ‘Conceptualisation of Teaching’, includes the teacher’s contribution to motivation and discipline. Implicit in the course description is that trainee teachers will be required to meet certain requirements in terms of knowledge, skills and understanding. In relation to teaching practice, it is stated that trainees should achieve a satisfactory standard in terms of teaching skills, but it is not specified what this is. At Mary Immaculate College, the other large ITE provider, the BEd covers the same areas of education: history, philosophy, psychology and sociology of education, and teaching practice, but again the content of the course is described in terms of curriculum rather than competences that are to be inculcated. Similarly, another college, St Angela’s, which is affiliated to the National University of Ireland and which provides a secondary BEd, describes its education component in terms of the study of a range of issues directly related to teaching and learning, including the history, psychology, philosophy, and sociology of education, and methodology, including IT and audio visual aids. However, no more specific detail is given in its course descriptions.

2.1.2 Requirements to teach primary and secondary phases

The extent of knowledge required for primary and secondary trainees is very similar for all five countries: primary trainees, for example, are expected to acquire knowledge to teach across the whole primary phase, and correspondingly, secondary trainees are required to acquire subject knowledge across the whole secondary phase. In England, for example, trainee teachers are required to teach across two key stages and to know the curricular aims and principles for the age range they are trained to teach (that is, the Foundation Stage, Key Stages 1 and 2, Key Stage 3, Key Stage 4 and post-16). Similarly, in Northern Ireland, those who have taken a course for primary teaching, are required to know the curriculum specifications for Key Stages 1 and 2 and those who train to teach at secondary level (known as post-primary level in Northern Ireland) are required to demonstrate knowledge of the curricular frameworks for Key Stages 3, 4 and post-16. In Scotland, trainee teachers are required to be able to teach all children across the phase for which they are training. This means that primary trainees must have knowledge of teaching and learning for children aged 3 to 12 and secondary trainees for children in the 12 – 18 age range. In Wales, the situation is similar in that primary trainees are expected to meet the standards for the primary phase, including early year (nursery and reception) and secondary trainees are expected to meet the standards for the secondary phase (Key Stage 3 for those on 7-14 courses, Key Stages 3 and 4 for those on 11-16/18 courses, and Key Stage 4 and post-16 for those on 14-19 courses). In the Republic of Ireland trainees for the primary phase must demonstrate that they have achieved all

the components of the courses outlined by individual colleges for the 5 – 12 age range, and trainees for the secondary phase must demonstrate that they have achieved all the components of the courses outlined by individual colleges for the 12 – 18 age range.

There is however, a significant difference between the nation states. In England, Northern Ireland and Wales, trainee teachers train for the primary or secondary phase, but are eligible to teach in all phases. Their teaching qualification straddles both phases and, at the discretion of individual schools, they can be employed to teach in a phase for which they have not been trained. In the Republic of Ireland, on the other hand, teachers may only be appointed to permanent teaching positions in the sector for which they have successfully completed Initial Teacher Education programmes. Similarly in Scotland, primary trainees are only qualified to teach in the primary phase and secondary trainees in the secondary phase. However, GTCS has recently introduced *professional recognition* to teach in a different phase or subject to that in which teachers qualified¹⁰.

2.1.3 Subject requirements

In England, trainee teachers qualifying for the Foundation stage are required to show that they are able to teach the six areas of learning and early learning goals described in the QCA/DfEE Curriculum Guidance for the Foundation Stage¹¹ and those training to teach Reception children must be able to deliver the National Numeracy and Literacy Strategies competently and independently. Teachers training for Key Stages 1 and 2 are required to show that they are able to deliver the core subjects (English, including the National Literacy Strategy, mathematics through the National Numeracy Strategy, and science) competently and independently and can teach a range of work across the following subjects: history or geography, physical education, ICT, art and design or design and technology, performing arts, and religious education. Teachers training for Key Stage 3 are required to show that they can teach the relevant National Curriculum Programme(s) of Study and must be able use the cross-curricular elements of the National Curriculum, as appropriate to their specialist subject. Teachers training for Key Stage 4 and post-16 are required to show that they are aware of the pathways for progression through the 14–19 phase in school, college and work-based settings, and that they are familiar with the Key Skills as specified by QCA and the National Qualifications Framework. They must be able to teach their specialist subject(s) competently and independently using, as relevant to the subject and age range, the National

¹⁰ It is now possible for secondary teachers in Scotland to gain *professional recognition* in an additional secondary subject or as a primary teacher. It is also possible for primary teachers in Scotland to gain *professional recognition* to teach pupils in S1/2 or as a secondary teacher. Further details of how to gain *professional recognition* may be found at:

http://www.gtcs.org.uk/gtcs/prof_rec.aspx?MenuItemID=557

¹¹ A description of the six areas of learning may be found at <http://qca.org.uk/160.html>

Curriculum Programmes of Study and related schemes of work, or programmes specified for national qualifications.

In Northern Ireland, curriculum specifications are divided into programmes of study and attainment targets for individual subjects at Key Stage 1 and 2 (Primary), Key Stage 3 and 4 (Post-Primary) and post 16. A 'Foundation Stage' is proposed in the draft Education Order 2006. Primary trainees are expected to demonstrate that they are developing knowledge, understanding, skills and application of all Key Stage 1 and 2 curriculum specifications and subjects. This is with regard to subject and pedagogical knowledge and how subjects are related within the Northern Ireland Curriculum. Post-primary trainees are expected to demonstrate that they are developing knowledge, understanding, skills and application of their main subject at all levels in the secondary sector (Key Stage 3 and 4 and post-16) and their subsidiary subject to a lower level (e.g. as far as GCSE).

In the Republic of Ireland, courses for primary trainees are designed to equip students with the skills required to teach all subjects of the primary curriculum, including Drama and Oral Languages, English, Irish (Gaeilge), Mathematics, Music, PE, RE, Social Environmental and Scientific Education, Social Personal and Health Education (SPHE), Science Education and Visual Arts. Competence in the Irish language (Gaeilge) is necessary for recognition as a permanent teacher in a primary school. Therefore, a compulsory part of the first year of a primary teacher training course is attendance at an Irish course in the Gaeltacht (Irish speaking area)¹².

In Scotland, primary trainees must have knowledge and understanding of learning with respect to the 3-12 age group and be familiar with all subjects covered in the national guidelines for the teaching of 5 -14 year-olds (though in practice it would be unusual for a primary teacher to teach children beyond 12 years of age). Secondary trainees must be developing competences with reference to teaching the 12-18 year age range in one or more subjects. They must be aware of the national guidelines for teaching the first four years of secondary school and upper secondary courses. Trainee teachers for the secondary sector must also be aware of the interface between secondary, further education, higher education and the world of work.

In Wales, primary trainees must understand the purposes, scope, structure and balance of the National Curriculum Orders as a whole and, within them, the place and scope of the primary phase, the key stages, the primary core and other foundation subjects and RE. They must also have subject-specific knowledge as follows:

- They must be aware of the breadth of content in the primary core and other foundation subjects and RE.

¹² <http://www.inca.org.uk/ireland-initial-mainstream.html>

- For English, Welsh (first language), mathematics and science, they must have a secure knowledge and understanding of the subject content and know how and when to apply the teaching and assessment methods specified in the ITT National Curriculum for those subjects.
- For any specialist subject(s), they must have a secure knowledge of the subject to at least a standard approximating to GCE Advanced level in those aspects of the subject taught at KS1 and KS2.
- For any non-core, non-specialist subject covered in their training, they must have a secure knowledge to a standard equivalent to at least level 7 of the pupils' National Curriculum (with the exception of Welsh Second Language for those with little or no knowledge of the language on entry to the course). In the case of RE, the required standard for non-specialist training is broadly equivalent to the standard represented by relevant sections of LEAs' Agreed Syllabuses for RE.
- They must use teaching approaches and activities which involve planned adult intervention, which offer opportunities for first-hand experience and co-operation. and which use play and talk as a vehicle for learning.
- They must be able to manage, with support from an experienced specialist teacher if necessary, the work of parents and other adults in the classroom to enhance learning opportunities for pupils.

Secondary trainees are required to demonstrate a secure knowledge and understanding of the concepts and skills in their specialist subject(s), at a standard equivalent to degree level.

2.1.4 Pitch and demand of the teaching qualifications standards

As has been seen above, the teaching qualification standards, particularly for the different nation states of the UK, are very similar in content, but it is difficult to make an accurate comparison of the standards in terms of their pitch and demand, owing to the language in which they are described and the framework in which they are presented.

For example, for England, Northern Ireland, Scotland and Wales, trainee teachers are expected 'to evaluate and learn from their own teaching as reflective practitioners'¹³, but this is expressed in different ways and the statements cover slightly different angles. In the four countries, trainee teachers are required respectively:

- to improve their own teaching, by evaluating it, learning from the effective practice of other and from evidence (England)
- as reflective practitioners, to contribute to the review and revision of policies with a view to optimising the opportunities for pupils of addressing identified individual or institutional needs (Northern Ireland)

¹³ See Section 2.1.1

- to reflect on and act to improve the effectiveness of their own practice and contribute to the processes of curriculum development and school development planning (Scotland)
- to evaluate their own teaching and use this to improve their effectiveness (Wales).

Similarly, trainee teachers are expected to ‘set clear and appropriate teaching and learning objectives and to plan lessons and select resources to support pupils’ varying needs. This is described variously as:

- to set challenging teaching and learning objectives which are relevant to all pupils in their classes, based on their knowledge of the pupils, evidence of their past and current achievement, the expected standards for pupils of the relevant age range, and the range and content of work relevant to pupils in that age range (England)
- to set appropriate learning objectives, taking account of what pupils know, understand and can do, and the demands of the Northern Ireland Curriculum in terms of skills acquisition and progression (Northern Ireland)
- to acquire the knowledge and understanding to enable them to plan coherent and progressive teaching programmes, and justify what they teach (Scotland)
- to identify clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed (Wales).

There are numerous examples such as these where the statements appear to be conveying similar messages, but there are differences in the level of detail given in describing the standards, the slant taken and the amount of supporting information that is given to show how the standards can be met (see, for example, the very detailed descriptions in the standards for Scotland which include benchmark statements, corresponding competences and expected features). This alone, however, is not enough to infer that the standards themselves differ in pitch and demand.

In fact, if one ignores the differences in presentation, it would appear that the pitch and demand of the standards in the four nation states of the UK is much the same. In the Republic of Ireland, on the other hand, it is more difficult to assess the pitch and demand of the standards because the standards themselves are not made explicit in the description of course contents (which does not mean, of course, that they do not exist).

For England and Wales, the standards are absolute statements of what trainees are expected to have achieved in the course of ITT programmes. In Scotland, a slightly different slant is taken: the standards are statements of the competences that ITE will enable students to achieve, rather than requirements that have been met. In Northern Ireland, the picture is more complicated: the

standards are described in terms of the competences trainee teachers and qualified teachers develop over the course of their professional career. In the Republic of Ireland, the standards are not made as explicit, but are described in terms of course content and skills taught: it is not specified what students are expected to achieve.

2.2 Routes into teaching

2.2.1 The different routes

In the five countries, there are a number of different routes into teaching. Each of the five countries offers the traditional undergraduate and postgraduate routes, and some offer routes which provide a combination of employment-based training and academic study, or part-time/distance learning. Of the five countries, England offers the greatest number of routes into teaching (at least six), and the Republic of Ireland offers the smallest number of options (traditional routes only). The different routes into teaching will be described in turn.

Undergraduate routes

As described above, all five countries offer undergraduate (or, concurrent) routes into teaching. All the countries offer a Bachelor of Education (BEd) Honours Degree course, but the length of the course differs according to country. In Northern Ireland and Scotland, the BEd in primary or secondary education is a four-year full-time course; in the Republic of Ireland, the BEd in primary education is a three-year full-time course and the BEd in secondary education is a four-year full-time course; in England and Wales, the BEd is a three or four-year full-time course, but it can also be followed as a six-year part-time course. In England and Wales, the Bachelor of Arts (BA) and the Bachelor of Science (BSc) with an education component are also available. As with the BEd, these are three or four-year full-time or six-year part-time courses. In Scotland, Stirling University offers a degree course with an education component leading to a TQ.

Postgraduate routes

All the countries also offer postgraduate routes into teaching. England, Northern Ireland and Wales offer a Postgraduate Certificate of Education (PGCE), which is a one-year full-time or two-year part-time course. The equivalent qualification in Scotland is the Professional Graduate Diploma in Education (PGDE), a one-year full-time course. The situation in the Republic of Ireland is slightly different. Graduates training for the primary sector can take a Graduate Diploma in Education, which is an 18-month full-time course, and graduates training for the secondary sector can take a Higher Diploma in Education (HDipEd), which is a one-year full-time course. In addition to this, one college provides an online course, the Higher Diploma in Arts in Primary Education, which is 18 months in duration.

In England, postgraduate routes to teaching qualifications also include one-year full-time School-Centred ITT (SCITT) courses. These are post-graduate programmes designed and delivered by groups of neighbouring schools and colleges and where graduates complete almost all their training in a school environment. Most of the SCITT programmes award a PGCE on completion of the course. A number of schools in Wales are also involved in SCITTs, but there are, at present, no SCITT consortia based in Wales.

Employment-based programmes

In addition to the traditional undergraduate and postgraduate routes into teaching, England also operates a number of employment-based routes. These include the Graduate Teacher Programme (GTP), the Registered Teacher Programme (RTP), the Overseas Trained Teacher Programme (OTTP), and Teach First. Wales also offers the GTP and RTP routes, although numbers on these routes are small.

The GTP is a programme of on-the-job training allowing graduates to qualify as a teacher while they work. Training takes from three months to one school year, depending on previous teaching experience, and the programme can be completed in any maintained school, where trainees are employed as unqualified teachers for the duration of the programme. At the end of the programme, successful trainees are awarded QTS without any additional academic qualification.

The RTP is a programme combining work-based teacher training and academic study. It allows non-graduates, who have normally completed two years of higher education, to complete their degree and qualify as a teacher at the same time. The programme, which is fairly uncommon, is normally two years in duration.

Two other employment-based programmes, on offer in England only, are the OTTP and Teach First. In England, regulations allow for recognised teachers from outside the UK to work as a teacher undertaking specified work for up to four years without QTS¹⁴. At any time during this four-year period they can seek to gain QTS through the OTTP, if they are not eligible for QTS through the European mutual recognition arrangements. If at the end of four years they have not gained QTS they cannot continue working. The Teach First programme is a two-year course, run by an independent organisation in London, which allows graduates to work in challenging secondary schools. They gain QTS while completing leadership training and work experience with leading employers.

¹⁴ In Wales, such teachers can work for up to two years in blocks of no more than four months without QTS.

Other routes into teaching

In England there are further routes into teaching which do not lead to formal academic qualifications, including the ‘QTS only’ or ‘assessment only’ option and flexible routes. The QTS only option allows those with substantial experience of working in a UK school as an instructor or unqualified teacher, or as a teacher in an independent school or further education institution, to qualify without undergoing any further teacher training. Trainees must demonstrate that they meet the standards required by compiling and submitting a portfolio of evidence of their abilities as a classroom teacher.

In addition to this, there are flexible routes towards gaining QTS in England, with modular training to suit the requirements of the trainee, multiple start and finish dates, and the possibility of part-time and distance learning (such as that offered by the Open University). In Wales, there are routes to QTS for certain further education qualified teachers or certain teachers with independent school experience, however, there is a need to meet very specific requirements in relation to particular subjects, experience and date of degree. The Open University PGCE route is currently not available in Wales, although it is hoped that it will be re-introduced in the near future. In Scotland, part-time and distance learning routes have been available since 2003 and in Northern Ireland, the Open University route is also available. In the Republic of Ireland, flexible routes such as these do not exist.

Balance between higher education and school-based experience

The balance between higher education and experience in schools and between theory and practice is dependent on the course a trainee teacher chooses to take and on the routes into teaching offered in the five countries.

In general, trainees on the traditional routes, that is undergraduate or postgraduate courses, receive a greater proportion of ITE/ITT from their HEI, where they learn how to plan lessons, set learning objectives, teach pupils of differing abilities, use ICT, and manage classes effectively. The education components of the courses they can follow are described in section 2.1 above, and include the history, psychology, sociology and philosophy of education, as well as the curricular components appropriate to the primary and secondary phases. In addition to this, trainees are required to spend time in schools, learning from experienced classroom teachers and working towards teaching full classes under the supervision of school-based tutors.

For all the traditional routes, the amount of time to be spent in school is dependent on the length of the course and the phase of teaching. For undergraduate courses in England, Northern Ireland and Wales, for example, it is stipulated that trainees on four-year programmes should spend 32 weeks in school and, for Scotland, the requirement is 30 weeks. In the Republic of Ireland, on the other hand, where secondary BEds are four-year courses, the requirement is 12 to 18 weeks in school. For three-year undergraduate

programmes in England and Wales, a period of 24 weeks in school is required, as compared with 12 to 16 weeks in school for three-year undergraduate primary programmes in the Republic of Ireland¹⁵.

For postgraduate courses in England, Northern Ireland and Wales, it is stipulated that trainees on secondary programmes should spend 24 weeks in school and trainees on primary programmes should spend 18 weeks in school. In Scotland, the requirement is 18 weeks for primary and secondary postgraduate programmes. In the Republic of Ireland, a minimum of 100 hours teaching is required for postgraduate secondary programmes.

For trainees on employment-based training schemes, operating in England and Wales, trainees learn to teach on the job with the support of experienced teachers. There may also be lectures or discussions that cover areas similar to those taught on college-based courses.

As has been seen, the amount of time spent in higher education and in school depends entirely on the route taken into teaching, and entails a partnership between ITE/ITT providers and schools. This can include:

- HEIs and schools working in partnership on undergraduate or postgraduate programmes, with periods of time spent in the HEI for instruction delivered by teacher trainers/educators, and blocks of time spent on teaching practice
- several schools working together, with or without the involvement of an HEI, to provide school-centred ITT. The postgraduate SCITT courses in England are taught by experienced practising teachers and are often tailored to towards local needs. Trainees are based in a 'lead school' and complete blocks of teaching practice in other schools within the SCITT consortium
- a school working with an HEI, LEA or another school to provide an employment-based route to a teaching qualification (for example, the RTP).

2.2.2 Course/programme entry requirements

Academic requirements

In England and Wales the entry requirements for all ITT courses are a standard equivalent to GCSE Grade C in English and Maths. Applicants born after 1 September 1979 must have GCSE Grade C in science. In England, applicants for the RTP must have achieved these qualifications by the end of their course. The requirements in Northern Ireland are broadly similar:

¹⁵ Please note that the length of time that trainees are required to spend on teaching practice does not necessarily equate to the amount of time spent teaching while on teaching practice. In the Republic of Ireland, teaching practice is an intense period of teaching for trainees, whereas the longer periods spent on teaching practice in the UK nation states include reduced class contact time and time for reflection and tutoring.

applicants must have achieved a standard equivalent to GCSE Grade C in English and Maths and those born after 1 September 1981 must have a Grade C in science. Specific requirements for the BEd in Northern Ireland are 2 A level passes and Grade C in three other GCSEs, or 3 A level passes and a Grade C in one other GCSE subject. Requirements in Scotland are pitched slightly differently: applicants must have a standard equivalent to higher level Scottish Qualification Certificates in three subjects, one of which must be English, and Standard Level (grade 1 or 2) in two other subjects, including Maths.

Requirements in the Republic of Ireland are slightly more complicated and dependent on the year in which the applicant took school leaving qualifications. If leaving certificates were taken before 1969, applicants for the BEd in primary teaching must have Honours in Irish and passes in English and Maths. If leaving certificates were taken after 1969, applicants must have Grade C in higher level Irish and Grade D in Maths (ordinary or higher level) and Grade C (ordinary level) or Grade D (higher level) in English. If applicants took Northern Ireland GCE and GCSE examinations, a Grade C at A level in Irish, GCSE grade C in English and English Literature or a Grade B in either, and a GSCE Grade D in additional Maths or Grade A GCSE Maths is required. Applicants under the age of 23 apply through the Central Applications Office (CAO) and their applications are considered against a points system. Applicants for the post primary phase must also fulfil the minimum entry requirements, and there are some specific entry requirements for some of the courses and institutions.

In all five nation states the entry requirement for postgraduate courses is a degree or equivalent qualification. In Scotland, there are specific academic requirements for secondary education, as detailed in the Memorandum on Entry Requirements to Courses of Teacher Education in Scotland¹⁶.

Health

In all the nation states except Scotland, entrants onto ITE/ITT courses are required to demonstrate that they are physically and mentally fit to teach. In the case of England and Wales, entrants have to satisfy the Secretary of State's requirements for 'physical and mental fitness to teach'. This is the responsibility of providers, whose medical advisors assess applicants on the basis of a declaration of health questionnaire. Similarly, in Northern Ireland, entrants must complete a 'Declaration of Health' to satisfy their HEI at to their 'good character, health, physical capacity and suitability for teaching'. In the Republic of Ireland the Department of Education and Science (DES) stipulates that trainees should be 'of sound and healthy constitution and free from any

¹⁶ See: <http://www.scotland.gov.uk/Publications/2005/11/2595850/58512> (minimum entry requirements for 2006 and beyond). A number of subjects have more exact requirements (Business Education, Classics, Community Languages, Computing, English, Gaelic, Home Economics, Modern Foreign Languages, Modern Studies, Music, Physical Education, and Technological Education).

mental or physical defect likely to impair his/her usefulness as a teacher'. Individual colleges require applicants to complete a health declaration questionnaire for submission to the college medical officer. The same system used to operate in Scotland, but the requirement that the applicant must satisfy the medical officer in their institution that they are medically fit to teach has recently been abandoned¹⁷.

Vetting

In the four nation states of the UK, all applicants to ITE/ITT courses are subject to a police criminal records check. In the case of England and Wales, institutions endeavour to ensure that an 'enhanced' Criminal Records Bureau check is completed for all applicants before they are admitted onto an ITT course, a process which is currently under review¹⁸. In Scotland, a similar 'enhanced' criminal records check is conducted by Disclosure Scotland, formerly the Scottish Criminal Records Bureau. In the Republic of Ireland, there is no stipulation for vetting of applicants for ITE courses.

Use of English

In England, Northern Ireland, the Republic of Ireland and Wales, applicants for ITE/ITT courses must be able to read effectively and communicate competently in written and spoken English, and, in Wales where appropriate, in Welsh. The ability to speak Welsh is not a requirement for entry on to initial ITT courses in Wales, but all ITT providers must offer Welsh as a second language for primary ITT courses. In Northern Ireland, some institutions assess applicants' competence in English in interview and prescribe additional written tasks. In England, trainees are required to pass a skills test in literacy during their course. In Scotland, there is a requirement for ITE students to have Higher English for entry onto courses.

Interviews

All applicants for ITE/ITT courses in England, Northern Ireland, Scotland and Wales are required to undergo an interview as part of the entry process to their course. In the Republic of Ireland, colleges generally do not interview applicants, though eligible applicants for postgraduate courses are required to undergo an interview, which includes an oral Irish test.

¹⁷ The decision to remove this requirement in Scotland was made in response to disability and employment legislation. The physical and mental fitness to teach is now an employment issue.

¹⁸ In response to significant media attention following the revelation that loopholes in the current system had allowed at least 88 registered sex offenders to work in British schools, the *Safeguarding Vulnerable Groups Bill*, was introduced in the House of Lords on 28 February 2006. This provides a new legislative framework for a vetting and barring scheme for people who work with children (and vulnerable adults) and will provide for an Independent Barring Board (IBB), which will decide whether an individual should be barred from working with children or vulnerable adults. For more information, please see: <http://www.publications.parliament.uk/pa/ld200506/ldbills/079/2006079.htm>

2.2.3 Assessment and qualification

Methods of assessment

In England, Northern Ireland, Scotland and Wales, trainee teachers are assessed against the teacher qualification standards or competences, and the assessment is generally carried out in partnership between the HEI tutors, school-based tutors and teachers in teaching practice schools. In Northern Ireland and Scotland, there is a written examination component in addition to continuous assessment. In the Republic of Ireland, trainees are assessed according to the degree specifications of the relevant university to which their college is affiliated. In England only, trainee teachers are also required to pass three skills tests in numeracy, literacy and ICT. If they meet the teaching qualification standards, but do not pass these tests, they cannot be awarded QTS at the end of their course.

Qualifications awarded

Owing to the number of routes into teaching in the five countries, a number of undergraduate or postgraduate qualifications can be awarded at the end of a course of ITE/ITT. In England and Wales, the HEI will award a BA (Ed), BSc (Ed), BEd or PGCE; in Northern Ireland, the HEI will award a BEd or PGCE; in Scotland, the HEI will award a BEd or PGDE. In these four countries, trainees are also awarded a teaching qualification (QTS in England and Wales, TQ in Scotland, 'eligibility to teach' in Northern Ireland), by their respective GTCs (GTCE, GTCW, GTCs and GTCNI). In Scotland, the TQ only qualifies trainees to teach in the phase in which they have trained. In the Republic of Ireland, the HEI awards a BEd, a Graduate Diploma in Education or a Higher Diploma in Education. The Higher Diploma in Arts in Primary Education is awarded by the Higher Education and Training Awards Council (HETAC). In all five countries, newly qualified teachers are required to complete an induction or probationary year.

2.3 Quality assurance mechanisms

2.3.1 Accreditation of ITE/ITT courses

It is a requirement in all five countries that institutions and ITE/ITT courses satisfy the prescribed criteria and standards for teacher training. In England, Northern Ireland and Wales, institutions are accredited for ITE/ITT. In England, this process is carried out by the Training and Development Agency for Schools (TDA); in Northern Ireland, by the Department of Education (DE), and in Wales, by the Higher Education Funding Council for Wales (HEFCW). In the Republic of Ireland and Scotland, on the other hand, it is the ITE courses which are accredited. In the Republic of Ireland, the Department

of Education and Science (DES) accredits the courses; in Scotland, the General Teaching Council for Scotland accredits the courses and advises Ministers in the Scottish Executive to approve them.

2.3.2 Internal and external quality assurance systems

In the preparation of the in-country reports which are appended to this report, varying levels of information were found on the internal and external quality assurance of ITE/ITT in the five countries.

In terms of internal quality assurance, in England and Wales, accreditation criteria for ITT providers require the institutions to ensure that they deliver the competences for teaching, that is the subject knowledge and skills required by newly qualified teachers, and that they use internally produced evidence to inform target-setting and planning for improvement (by using, for example, their own data to analyse their own performance). In Northern Ireland, all five institutions providing ITE have their own internal quality assurance systems. In the Republic of Ireland, ITE courses are quality assured internally by the universities to which the ITE providers are affiliated, and are required to incorporate certain stipulations of the Secondary Teachers' Registration Council. In Scotland, the 2003 GTCS Policy Statement on accreditation of ITE programmes lays down the evaluation criteria to assist the process of internal review, including self-evaluation, and external accreditation and approval, and highlights features which should be included in the programmes. The GTCS defines accreditation as the process of ascertaining professional acceptability of ITE programmes and stipulates that it must take place programme by programme. Internal validation is carried out by individual HEIs.

As regards external quality assurance systems, the level of detail found for the five countries was also variable.

In the case of England, external quality assurance of the ITT providers is regularly undertaken by the TDA, which states that all providers must:

- ensure that their provision complies with the Secretary of State's current Requirements for ITT, that this is systematically monitored to improve quality and that action is taken to secure improvement
- ensure that trainee teachers have access to the resources they need to develop trainee teachers' knowledge, understanding and skills to at least the standards required for the award of QTS
- ensure that there are rigorous internal and external moderation procedures and that issues concerning quality raised through moderation are addressed
- compare their performance over time, and against similar providers, and using, for example, externally supplied data to assess their performance.

Ofsted is responsible for carrying out inspections of ITT in England. This includes all training routes offered for the primary and secondary phases, including employment based routes. Inspections are conducted in accordance with the 2002 Framework for the Inspection of Initial Teacher Training¹⁹, which takes account of the revised standards for QTS and requirements for ITT which were published in *Qualifying to Teach*²⁰. The Framework, which was effective from the 2002/03 academic year, is intended to provide the basis for Ofsted inspections for six years. Inspectors assess, on a four-point scale, the extent to which providers meet the requirements and enable their trainees to meet the standards required for the award of QTS. They focus initially on:

- quality of training
- standards achieved by trainees
- management and quality assurance of the provision.

In Northern Ireland, The Education and Training Inspectorate, on behalf of the NI Department of Education, undertakes formal assessments of ‘whole programme’ aspects, together with subject/phase specific aspects of the ITE courses. QAA provides further external quality assurance. In addition, the Teacher Education Partnership Group review and develop aspects of ITE, induction and EPD.

In the Republic of Ireland, quality assurance is provided through periodic reviews, such as those conducted by the Organisation for Economic Cooperation and Development (OECD) or the recent Ministerial Review Bodies on primary and post-primary teacher education. These reviews encourage ITE providers to assess their own performance and bring fresh insights to bear from external experts and stakeholders. All courses are monitored by external examiners.

In Scotland, the GTC’s Professional Standards Committee gives responsibility for accreditation to Accreditation Panels, whose task is to scrutinise documented evidence and information from key groups to ensure that programmes of ITE are acceptable²¹.

In Wales, Estyn is responsible for the inspection of all initial teacher training provision, except for the GTP and RTP employment-based routes (for which there are no Designated Recommending Bodies (DRBs). Since September

¹⁹ <http://www.ofsted.gov.uk/publications/docs/315.pdf>

²⁰ <http://www.tda.gov.uk/upload/resources/pdf/q/qualifying-to-teach.pdf>

²¹ The HMIE still has the power to inspect, though recently they have carried out ‘aspect reviews’ of the whole system rather than inspections of individual institutions. Aspect reviews have considered themes such as the teaching of literacy and the quality of school placements for students. The QAA also looks at the university system, of which teacher education is a part.

2002, inspections have been conducted in accordance with the 'Common Inspection Framework for Education and Training in Wales'.

3 Convergence and Divergence

The analysis of available documentation for the five countries has revealed some areas of convergence and some areas where there is system difference. These may be summarised as follows:

- The components of the teaching qualification standards in England, Northern Ireland, Scotland and Wales show considerable commonality in terms of content, pitch and demand. Where they differ is the way in which they are presented. There are three main areas of divergence: the language used to describe the standards; the level of supporting guidance provided, and the perspective of the statements themselves. In England and Wales, for example, the standards are outcome statements of what is required of trainee teachers; in Scotland, the standards are statements of what courses should address, and in Northern Ireland, the standards are described as developing competences. An examination of course prospectuses for the Republic of Ireland has shown considerable convergence in terms of content with the standards in the UK nation states.
- The extent of curricular knowledge required is consistent across the five countries, apart from the Irish and Welsh requirements for the Republic of Ireland and Wales. England is unique in requiring its trainee teachers to pass skills tests in literacy, numeracy and ICT.
- In England, Northern Ireland, Scotland and Wales, trainee teachers are assessed against the standards for teaching qualifications; in the Republic of Ireland, they are assessed according to the degree specifications of their college or university. Assessment is carried out by HE tutors, school-based tutors, teachers and the trainees themselves.
- The terminology used in relation to teacher education differs for the five countries. England and Wales have programmes of Initial Teacher Training (ITT)²², whereas the other three countries have programmes of Initial Teacher Education (ITE). Similarly, the qualification to teach is known variously as QTS, TQ and 'eligibility to teach'. The academic qualifications also differ. For example, in England, Northern Ireland and Wales, the postgraduate teaching qualification is known as a Postgraduate Certificate of Education (PGCE); in Scotland, a Professional Graduate Diploma (PGDE) is awarded, and in the Republic, a Graduate Diploma or a Higher Diploma in Arts in Primary Education can be awarded to Primary trainees, and a Higher Diploma in Education (HDipEd) can be awarded to secondary trainees.
- In England, Northern Ireland and Wales, trainee teachers follow a course to teach at primary or secondary level, but their status as qualified teachers allows them to be employed in either sector. In the Republic of Ireland, teachers may only be appointed to permanent teaching positions in the sector for which they have successfully completed ITE programmes. Similarly in Scotland, a primary trainee is only qualified to teach at primary level, and a secondary trainee is only qualified to teach at secondary level, though it is now possible for secondary teachers in Scotland to gain *professional recognition* in an additional secondary subject or as a primary teacher²³.

²² The Welsh Assembly Government uses the term ITT, but ITET (Initial Teacher and Education Training) is the preferred term of Welsh HEIs and the GTCW.

²³ See Section 2.1.2

- There is some consistency in the routes provided for ITE/ITT. All five countries offer traditional undergraduate and postgraduate courses. The undergraduate courses (generally BEds) vary in length from three to four years, sometimes dependent on whether they are primary or secondary courses. They are usually full-time courses, though in England and Wales it is possible to study part-time. England and Wales also offer BAs and BScs with an education component, and, in Scotland, Stirling University offers a degree course with an education component leading to a TQ. Postgraduate courses are generally one-year full-time courses, though they can be followed part-time in England, Wales and Northern Ireland. In the Republic of Ireland, the postgraduate course for primary teaching is an 18-month full-time course, and the Higher Diploma in Arts in Primary Education is also offered on an 18-month part-time basis.
- There is divergence in the number of routes into teaching on offer. England, and then Wales, have the greatest number of routes, offering the flexibility of employment-based programmes, part-time and distance learning options. In England and Wales only, it is possible to train as a teacher while in employment.
- As the number of routes into teaching varies across the five countries, the balance of higher education-based and school-based experience inevitably differs. On the traditional HEI-based courses, the amount of time to be spent in school is fairly similar in England, Northern Ireland, Scotland and Wales, but considerably less in the Republic of Ireland. For example, trainees on four-year BEd courses in the UK nation states are required to spend 30 to 32 weeks on teaching practice. In the Republic of Ireland, the requirement is 12 to 18 weeks on teaching practice²⁴.
- There is some consistency in the academic entry requirements for courses of ITE/ITT, in that applicants must have qualifications in English, Maths and science. In Wales, Welsh is required for those who go on to teach in Welsh medium schools. Similarly, in the Republic of Ireland there is an additional requirement for applicants to have a qualification in Irish.
- There are minor differences in terms of health, criminal vetting and interview requirements. In the four UK nation states, applicants are vetted on entry to the course and must undergo an interview, which is not the case in the Republic of Ireland. In all countries, except Scotland, applicants are required to complete a health declaration.
- There is consistency in terms of the post-qualification year, in that all five countries require new teachers to complete an induction or probationary period of three terms. Teachers training in Scotland have the option of joining the Induction Scheme which guarantees them a placement for their first year of teaching.
- There is divergence in terms of accreditation and quality assurance. In England, Northern Ireland and Wales, institutions are accredited for ITE/ITT. In the Republic of Ireland and Scotland, it is the courses which are accredited. The responsibility for quality assurance and inspection lies with different kinds of bodies in the five countries. In England, this is the responsibility of the Training and Development Agency for Schools (TDA); in Northern Ireland, it is the responsibility of the Department of

²⁴ Please note that the length of time that trainees are required to spend on teaching practice does not necessarily equate to the amount of time spent teaching while on teaching practice. In the Republic of Ireland, teaching practice is an intense period of teaching for trainees, whereas the longer periods spent on teaching practice in the UK nation states include reduced class contact time and time for reflection and tutoring.

Education (DE) and in the Republic of Ireland, the Department of Education and Science (DES). In Scotland, it is the General Teaching Council (GTCS) which quality-controls teacher education programmes and in Wales, it is the Higher Education Funding Council for Wales (HEFCW).

4 Issues for future consideration

Having identified the areas of convergence and divergence in the teaching qualification standards, it is possible to suggest some issues which teacher educationalists, policy makers, and in this context particularly, the GTCs of the five nation states might wish to consider. It is suggested that:

- While the standards across the four UK nation states appear to convey the same message, it would be useful to have greater consistency in the way they are described and presented. A consensus might be reached on the language used to describe the standards, the level of detail given, and nature of the statements themselves. It suggested that consideration is given to whether the standards should describe an absolute level of competence at the end of the ITE/ITT programme or a stage within the framework of professional development. Standardisation of the documentation would ensure that a standard approach is developed.
- Representatives from the Republic of Ireland might wish to adopt the standards framework used in the four nation states as a benchmark against which their trainee teachers could be assessed. This would lead to greater comparability and transparency between the programmes of individual ITE providers.
- As the entry requirements for courses of ITE/ITT include academic qualifications in English, Mathematics, and science, England might wish to consider retracting its requirement for trainee teachers to pass skills tests in literacy, numeracy and ICT.
- It would be useful (and a fairly simple process) to standardise the terminology used in relation to teacher education and the qualifications awarded. This would provide greater transparency for mutual recognition purposes.
- Scotland might wish to consider introducing a broader definition of teacher qualification which would allow greater flexibility for those who have trained for one phase to teach in another. The *Framework for Professional Recognition*, which has recently been introduced and launched in Scotland, may address this issue.
- Clarification might also be sought on the relationship between academic qualifications and qualified teacher status (to avoid scenarios such as those where a trainee teacher can gain QTS but fail their teaching qualification course).
- Countries which do not, at present, offer employment-based routes might wish to consider offering a broader palate of training options, to encourage as many prospective applicants as possible to the profession. The facility to train in a number of different ways opens up the teaching profession to greater numbers of applicants of different ages and backgrounds. There are, however, no plans at this time to introduce these routes in Scotland and this would pose a barrier to any form of mutual recognition.

- The five countries might wish to discuss the possibility of standardisation of requirements for criminal records checks, health declarations and interviews for entrants onto ITE/ITT courses.
- The Republic of Ireland might wish to consider a review of its requirements for periods of teaching practice to bring itself into line with the UK nation states. Guidelines might be produced on the balance between theory and practice for different kinds of ITE/ITT courses.
- As quality assurance procedures are not entirely transparent for all five countries, the five countries might wish to review current mechanisms with a view to standardisation. It would be useful, for example, to decide whether institutions or courses should be accredited for ITE/ITT, and to identify equivalent organisations in each country (for example, the General Teaching Councils) which might assume responsibility for quality assurance. This would provide a more robust framework for quality assurance. Comparable bodies overseeing ITE/ITE, or even one central body, would ensure comparability in line with the EC Directive.

To conclude, the analysis of the initial teaching qualification standards in England, Northern Ireland, the Republic of Ireland, Scotland and Wales has shown a considerable convergence in terms of what is required of teacher trainees. Areas of divergence are on a more cosmetic level and it is suggested that standardisation of the ways that the standards are presented, entry requirements and quality assurance mechanisms would reduce system difference and encourage swifter mutual recognition of teaching qualifications in the five countries. The fact that the contents of initial teaching qualifications standards are currently under review in England, Northern Ireland, Scotland and Wales, and that a GTC for the Republic of Ireland, which will have responsibilities in the area of teaching qualifications, is being established, suggests that that the time is right for the GTCs' Five Nations Groups to discuss what might be done to ensure greater complementarity between the systems, in order to establish a baseline for mutual recognition of teaching qualifications.

Appendices: The In-Country Reports

The General Teaching Council for Wales (GTCW), acting on behalf of the General Teaching Councils' Five Nations Group, commissioned the NFER to conduct research into the contents of the standards and routes to teaching qualifications in England, Northern Ireland, the Republic of Ireland, Scotland and Wales, in order to provide the General Teaching Councils (GTCs) with evidence on the comparability of the different systems, and to enable them to work towards greater equivalence by refinements to working practices and/or changes to legislation.

The first stage of the research was a desk-based analysis of existing matrix documentation and information supplied by the General Teaching Councils for each of the five countries, contextualised with additional information from other sources. This is presented as five in-country sections (Appendices A1 to A5 below) examining current practice, and structured around three main research questions:

- What are the initial teaching qualifications standards in each of the five countries?
- What routes are there into teaching in these countries?
- What systems of quality assurance are in place to monitor the different routes into teaching in the five countries?

Research into the contents of initial teaching qualifications standards is particularly timely at the moment as the standards are currently under review in England, Northern Ireland, Scotland and Wales, and a GTC for the Republic of Ireland, which will have responsibilities in the area of teaching qualifications, is being established. The information presented in the in-country sections below provides a baseline for discussion of what might be done to ensure greater complementarity between the systems, in order to facilitate mutual recognition of teaching qualifications across the five countries.

A1 England

A1.1 Initial teaching qualification standards in England

In England there is no curriculum as such for teacher training, but an individual who wants to teach in a state-maintained school, non-maintained special school or pupil referral unit as a qualified teacher needs to gain a teaching qualification, or qualified teacher status (QTS), as it is termed in England. Anyone employed in these locations to undertake specified work who does not have QTS is classified as an unqualified teacher and employed in that capacity. This includes: instructors, overseas trained teachers, student teachers, trainee teachers who have yet to pass the skills tests and others²⁵.

Trainee teachers are required to complete a course of initial teacher training (ITT), in order to meet the professional standards required for teaching qualifications²⁶. These standards are described in a handbook of guidance published by the Training and Development Agency for Schools²⁷. The guidance sets out in detail what trainee teachers must know, understand, and be able to do, in order to gain QTS.

A1.1.1 Contents and components of the standards

In England the components of the standards for the award of teaching qualifications are grouped into three main categories: professional values and practice; knowledge and understanding, and teaching (planning, expectations and targets, monitoring and assessment, teaching and class management). The standards apply to all trainee teachers, whatever route they take to QTS.

Professional values and practice

To gain QTS, trainee teachers must demonstrate that:

- they have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds, and are committed to raising their educational achievement
- they treat pupils consistently, with respect and consideration, and are concerned for their development as learners
- they demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils

²⁵ As outlined in SI 2003 No 1663, The Education (Specified Work and Registration) (England) Regulations 2003

²⁶ See: <http://www.tda.gov.uk/upload/resources/pdf/q/qualifying-to-teach.pdf> and <http://www.inca.org.uk/1319.html#7.3>

²⁷ <http://www.tda.gov.uk/upload/resources/doc/h/handbook-of-guidance-word-version.doc>

- they communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning, and their rights, responsibilities and interests in this
- they can contribute to, and share responsibly in, the corporate life of schools
- they understand the contribution that support staff and other professionals make to teaching and learning
- they are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence
- they are motivated and able to take increasing responsibility for their own professional development
- they are aware of, and work within, the statutory frameworks relating to teachers' responsibilities.

Knowledge and understanding

In addition to the professional values and practices described above, trainee teachers are required to show that they have a secure knowledge and understanding of the subject(s) they are trained to teach. There are specific requirements for different key stages (see section A1.1.2 below). For those qualifying to teach secondary pupils, their knowledge and understanding is expected to be at a standard equivalent to degree level.

In addition to this, those qualifying to teach must demonstrate that:

- they know and understand the values, aims and purposes and the general teaching requirements as set out in the National Curriculum Handbook²⁸, the programme of study for citizenship and the National Curriculum Framework for personal, social and health education.
- they are aware of expectations, typical curricula and teaching arrangements in the key stages or phases before and after the ones they are trained to teach
- they understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development
- they know how to use ICT effectively, both to teach their subject and to support their wider professional role
- they understand their responsibilities under the SEN Code of Practice²⁹, and know how to seek advice from specialists on less common types of special educational needs
- they know a range of strategies to promote good behaviour and establish a purposeful learning environment
- they have passed the Qualified Teacher Status Skills Tests in numeracy, literacy and ICT³⁰.

²⁸ See: http://www.nc.uk.net/nc_resources/html/about_NC.shtml

²⁹ <http://www.teachernet.gov.uk/teachinginengland/detail.cfm?id=390>

³⁰ <http://www.tda.gov.uk/Home/Recruit/thetrainingprocess/achievingqts.aspx>

Teaching

The third category of guidance on the components of teaching qualification standards in England relates to teaching, in terms of:

- planning, expectations and targets
- monitoring and assessment
- teaching and class management.

In terms of planning, expectations and targets, those qualifying to teach must demonstrate that they are able to:

- set challenging teaching and learning objectives which are relevant to all pupils in their classes, based on their knowledge of the pupils, evidence of their past and current achievement, the expected standards for pupils of the relevant age range, and the range and content of work relevant to pupils in that age range
- use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning to support pupils' varying needs, so that girls and boys from all ethnic groups can make good progress
- select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate
- take part in, and contribute to, teaching teams, as appropriate to the school and plan to deploy additional adults who support pupils' learning
- are able, as relevant to the age range they are trained to teach, to plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.

In terms of monitoring and assessment, those qualifying to teach must show that (with guidance from an experienced teacher if appropriate):

- they make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching
- they monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn, and they involve pupils in reflecting on, evaluating and improving their own performance
- they are able to assess pupils' progress accurately using, as relevant, the early learning goals, National Curriculum level descriptions³¹, criteria from national qualifications, the requirements of Awarding Bodies, National Curriculum and Scope Foundation Stage assessment frameworks or objectives from the national strategies
- they identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential

³¹ <http://www.nc.uk.net/webdav/servlet/XRM?Page/@id=6016>

in learning, and those who experience behavioural, emotional and social difficulties

- they can identify the levels of attainment of pupils learning English as an additional language and begin to analyse language demands and learning activities, in order to provide cognitive challenge as well as language support
- they record pupils' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time and to help pupils review their own progress and to inform planning
- they are able to use records as a basis for reporting on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils.

In terms of teaching and classroom management, those qualifying to teach are required to show that:

- they have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident
- they can teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in the age range for which they are trained.

To gain QTS, trainees must demonstrate that they teach clearly structured lessons or sequences of work which interest and motivate pupils by making learning objectives clear, employing interactive teaching methods and collaborative group work, and promoting active and independent learning. In addition to this, they must demonstrate that, with guidance from experienced teachers or support staff as appropriate, they are able to:

- differentiate their teaching to meet the needs of pupils, including the more able and those with special educational needs
- support those who are learning English as an additional language
- take account of the varying interests, experiences and achievements of boys and girls, and pupils from different cultural and ethnic groups
- organise and manage teaching and learning time effectively
- organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively
- set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively, and promote self-control and independence
- use ICT effectively in their teaching
- take responsibility for teaching a class or classes over a sustained and substantial period of time. They are able to teach across the age and ability range for which they are trained
- provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently

- work collaboratively with specialist teachers and other colleagues and manage the work of teaching assistants or other adults to enhance pupils' learning
- recognise and respond effectively to equal opportunities issues as they arise in the classroom, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.

A1.1.2Age and subject requirements

All trainee teachers are required to be able to teach across two key stages and to demonstrate that they have met the standards as they apply to each of the relevant age ranges, that is, Foundation Stage, Key Stages 1 and 2, Key Stage 3, Key Stage 4 and post-16.

Trainee teachers qualifying for the Foundation stage, for example, are required to show that they know and understand the aims and principles of the six areas of learning and early learning goals described in the QCA/DfEE Curriculum Guidance for the Foundation Stage³² and that they are able to teach these six areas. Those training to teach Reception children are required to know the frameworks, methods and expectations set out in the National Numeracy and Literacy Strategies and are able to teach them competently and independently.

Teachers training for Key Stages 1 and 2³³ are required to show that they know and understand the curriculum for each of the National Curriculum core subjects, and the frameworks, methods and expectations set out in the National Literacy and Numeracy Strategies and that they have sufficient understanding of a range of work across the following subjects: history or geography, physical education, ICT, art and design or design and technology, performing arts, religious education, and they are able to teach them in the age range for which they are trained, with advice from an experienced colleague where necessary. They are able to deliver the core subjects (English, including the National Literacy Strategy, mathematics through the National Numeracy Strategy, and science) competently and independently and can teach a range of work the other subjects listed above, with advice from an experienced colleague where appropriate.

Teachers training for Key Stage 3 are required to show that they know, understand and can teach competently and independently the relevant National Curriculum Programme(s) of Study. Those training to teach one or more of the core subjects, must show that they understand the relevant frameworks, methods and expectations set out in the National Strategy for Key Stage 3. All those qualifying to teach a subject at Key Stage 3 must show that they know,

³² A description of the six areas of learning may be found at: <http://qca.org.uk/160.html>

³³ Detailed description of the National Curriculum may be found at: http://www.nc.uk.net/nc_resources/html/ks1and2.shtml

understand and are able to use the cross-curricular elements of the National Curriculum, as appropriate to their specialist subject and are familiar with the guidance set out in the National Strategy for Key Stage 3.

Teachers qualifying to teach at Key Stage 4 and post-16 are required to show that they are aware of the pathways for progression through the 14–19 phase in school, college and work-based settings, and that they are familiar with the Key Skills as specified by QCA and the National Qualifications Framework.³⁴ They must know the progression within and from their own subject, the range of qualifications to which their subject contributes, and how courses are combined in students' curricula. They must show that they teach their specialist subject(s) competently and independently using, as relevant to the subject and age range, the National Curriculum Programmes of Study and related schemes of work, or programmes specified for national qualifications.

A1.2 Routes into teaching

A1.2.1 Current routes to qualification

In England there are at least six different routes into teacher training, including undergraduate and postgraduate courses, employment-based programmes, assessment-only routes, distance learning and flexible routes. Irrespective of the training route followed, there is a single category of qualified teachers comprising those who have QTS. All newly trained teachers, except those who are training under the Registered Teacher Programme (RTP), which provides a means of completing a degree, must have a first degree or equivalent.³⁵

Undergraduate courses

The undergraduate routes to teaching qualifications include BEd, BA and BSc courses which can be completed at universities and colleges throughout England. These are also known as concurrent routes.

The BEd is an honours degree course in education. Precise course content varies according to the university or college providing it, but all BEd graduates receive QTS in addition to their degree. Courses generally take three or four years full-time or four to six years part-time³⁶.

The BA or BSc. with QTS is an honours degree course that also incorporates teacher training. As with the BEd, courses generally take three or four years full-time or four to six years part-time³⁷.

³⁴ See: <http://qca.org.uk/160.html>

³⁵ <http://www.inca.org.uk/1319.html#7.3.5.1>

³⁶ <http://www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse/bed.aspx>

³⁷ <http://www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse/babsc.aspx>

Postgraduate courses/programmes

The postgraduate routes to teaching qualifications include the Postgraduate Certificate of Education (PGCE), and School-Centred ITT (SCITT) courses.

PGCE courses are designed for graduates and focus primarily on developing teaching skills, not the knowledge of the subject which trainees intend to teach. The courses generally last for one year full-time or up to two years part-time and are available at universities and colleges throughout England³⁸.

School-Centred ITT (SCITT) courses are postgraduate ITT programmes leading to QTS, and are designed and delivered by groups of neighbouring schools and colleges. Graduates complete almost all of their training in a school environment. There are about 50 SCITTs in England offering courses of ITT. The majority award a Postgraduate Certificate in Education (PGCE) validated by a HEI to successful trainees, but there are currently eight which offer QTS only courses. Courses generally last for one year full-time³⁹.

Employment-based programmes

Programmes which focus on training while also in employment include the Graduate Teacher Programme (GTP), the Registered Teacher Programme (RTP), the Overseas Trained Teacher Programme (OTTP) and Teach First. Employment-based routes are delivered by 'Designated Recommending Bodies' (DRBs) which are partnerships of schools, LEAs, and accredited ITT providers. The programmes offer trainees the opportunity to be awarded QTS without gaining a formal teaching qualification. QTS is the only outcome from these routes and every year nearly 5,500 trainee teachers achieve QTS in this way.

The Graduate Teacher Programme (GTP) is a programme of on-the-job training allowing graduates to qualify as a teacher while they work. Training takes from three months to one school year, depending on previous teaching experience. The GTP can be completed in any English maintained school (except those, in 'special measures' and Pupil Referral Units) where trainees are employed as unqualified teachers for the duration of the programme⁴⁰.

The Registered Teacher Programme (RTP) provides a blend of work-based teacher training and academic study, allowing non-graduates with some experience of higher education to complete their degree and qualify as a teacher at the same time. Entrants to the programme need first to be working in a school as an unqualified teacher. The school works with a local HEI to ensure that the trainee receives suitable training to extend subject knowledge to degree level. The programme normally takes two years, but a minimum of one year if the trainee has some teaching experience. The trainee must have

³⁸ <http://www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse/pgce.aspx>

³⁹ <http://www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse/scitt.aspx>

⁴⁰ <http://www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse/gtp.aspx>

completed two years of higher education, for example an HND, or the first two years of a bachelors degree⁴¹.

Recognised teachers from outside the UK are allowed to work as a teacher undertaking specified work for up to four years without QTS. At any time during this four year period they can seek to gain QTS through the Overseas Trained Teacher Programme (OTTP), if they are not eligible for QTS through the European mutual recognition arrangements. If at the end of four years they have not gained QTS they cannot continue working⁴².

Teach First is a programme run by an independent organisation in London. It enables graduates to work in challenging secondary schools in London, and to gain QTS while completing leadership training and work experience with leading employers. Teach First takes two years to complete⁴³.

Assessment only (or QTS only) and Flexible Routes

Further categories where no formal academic qualifications may be awarded are the Assessment and Flexible Routes.

Those with substantial experience of working in a UK school as an instructor or unqualified teacher, or as a teacher in an independent school or further education institution, may be able to qualify without undergoing any further teacher training. The QTS only option, or 'assessment only' option allows trainees the chance to demonstrate that they meet the standards required by compiling and submitting a portfolio of evidence of their abilities as a classroom teacher. The route has a day-long assessment visit to the school and the process can take up to a year to complete, starting and finishing at any time. The Universities of Gloucestershire and Wolverhampton administer this process for England and it is available to teachers of a range of subjects and age groups, including: Primary; Mathematics; Modern languages; Religious education; Science; Art and design; Geography; History; Physical education; Design and technology; ICT, and Business studies⁴⁴.

In addition to the programmes described above, there are also flexible routes towards gaining QTS, with modular training to suit the requirements of the trainee, multiple start and finish dates, and the possibility of part-time and distance learning. The Open University, for example, offers a modular PGCE programme, meeting the criteria for flexible provision set by the Training and Development Agency for Schools, that will suit those whose circumstances prevent them from taking the traditional full-time course. Theory of teaching

⁴¹ <http://www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse/rtp.aspx>

⁴² <http://www.tda.gov.uk/home/recruit/thetrainingprocess/typesofcourse/ottp.aspx>

⁴³ <http://www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse/teachfirst.aspx>

⁴⁴ <http://www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse/qts.aspx>

and learning is integrated with its practical application during sustained periods of teaching in a partner school⁴⁵.

Balance between higher education and school-based experience

ITT courses for school teachers have traditionally been provided by HEIs, with students undertaking block periods of school-based experience known as teaching practice. The trend towards placing students in schools for a greater proportion of their training has resulted in a sharing of responsibility for ITT between the HEIs and the schools. Courses are now provided either by partnerships of HEIs and schools or, in a limited number of cases, by groups of schools, consulting HEIs and other agencies, as required⁴⁶.

The balance between higher education and experience in schools is dependent on the course a trainee teacher chooses to take. The courses described above offer a variety of routes towards gaining QTS, designed to match a wide range of individual circumstance, and offer different balances between theory and practice. Trainees on university or college undergraduate or postgraduate courses (for example, PGCE and BEd courses) are based primarily in the HEI. They learn how to plan lessons, set learning objectives, teach pupils of differing abilities, use information and communication technology, and manage classes effectively. They also spend time in schools, learning from experienced classroom teachers and working towards teaching full classes under the supervision of school-based tutors.

On school and employment-based training schemes, such as the SCITT, the GTP, the RTP, and the OTTP, trainees learn to teach on the job with the support of experienced teachers. There may also be lectures or discussions that cover the same areas as those on college-based courses⁴⁷.

Teach First is a mix of college and in-school training and the Flexible Route is modular training tailored to suit the requirements of the trainee.

The amount of time spent training in schools depends on the route taken and the phase of teaching. For the different route, trainee teachers are required to spend at least the following amounts of time being trained in schools (though a trainee's former experience of working with pupils may 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.

⁴⁵ http://www3.open.ac.uk/courses/bin/p12.dll?Q01C21_5_0

⁴⁶ <http://www.inca.org.uk/1319.html#7.3>

⁴⁷ <http://www.tda.gov.uk/Recruit/thetrainingprocess/choosingacourse.aspx>

On an employment-based course, trainees can expect to spend the majority of their time in schools.

In addition to this, each trainee teacher must have experience in at least two schools (which can include early years settings and sixth form colleges or other further education institutions offering post-16 provision). Time in schools may be completed on a part-time basis to make up the full-time equivalent amounts outlined above. Experienced applicants can be exempted from part of the requirement to spend time in school, as long as they are given enough time in their programme to demonstrate that they have achieved the standards. A minimum period of six consecutive weeks of observed and assessed teaching is recommended. Experience in two schools provides trainee teachers with the breadth and variety of school experience needed to enable them to meet all the standards. It enables them to:

- experience different approaches to teaching and learning and to school management
- teach pupils of different backgrounds, across the ability range and in at least two key stages.

Partnerships between ITT providers and schools can take different forms, including: schools working in partnership with an HEI on undergraduate and/or postgraduate programmes; several schools working together, with or without the involvement of an HEI to provide school-centred ITT (SCITT); a school working with an HEI, LEA or another school to provide an employment-based route to QTS.

A1.2.2 Course/programme entry requirements

The aim of the trainee entry requirements is to ensure that anyone admitted to teacher training course is suitable to become a teacher in terms of personal and intellectual qualities and has the potential to meet the standards for the award of teaching qualifications. In England, entry qualifications for all the routes into teacher training are a mix of academic qualifications, the results of health and criminal checks, and evidence of personal qualities, gleaned from, for example, personal interviews and application forms.

Trainees for the undergraduate courses, PGCE., Graduate Teacher Programme, Flexible Route, and Teach First must hold all relevant entry qualifications. Trainees for the Registered Teacher Programme must be working towards relevant entry qualifications and complete before the end of the programme. Trainees for the Overseas Trained Teacher Programme must hold all relevant entry qualifications or equivalent.

There are a number of entry requirements for all entrants to teacher training. All entrants must have achieved a standard equivalent to a GCSE grade C in English and mathematics. In addition, all entrants born on or after 1 September

1979 who enter primary or Key Stages 2/3 training must have achieved a standard equivalent to a GCSE grade C in a science subject. The aim of these requirements is to ensure that entrants to teacher training meet a minimum standard of educational attainment and, in the case of primary trainees, have an acceptable level of subject knowledge in the three core subjects of the National Curriculum. It is made, clear, however, that it is the standard, not the certificate, which 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. The entry requirements do not specify any other subjects at GCSE or A level. Providers of undergraduate teacher training programmes (e.g. BEd) have their own entry requirements for degree courses.

Degree qualifications

Teaching in England has graduate status, and qualified teachers in England are required to have a UK degree or equivalent qualification⁴⁸. Those on undergraduate ITT programmes will, if successful, graduate and meet the Standards for the award of QTS at the same time. Those on postgraduate programmes need to attain degree level qualifications before they can be admitted to ITT.

While the teaching qualification standards specify the subject knowledge required for the award of QTS, there is no statutory requirement for primary trainee teachers to have a degree in a national curriculum subject on entry to a course of teacher training, or for secondary trainee teachers to have a degree in a specified subject, as long as they can meet the requirement for subject knowledge at degree level by the end of their training.

Health

All teacher training providers have to ensure that all entrants have met the Secretary of State's requirements for physical and mental fitness to teach, as detailed in the relevant circular in order to protect children and young people from trainee teachers who might put them at risk of harm because they are physically or mentally unfit to undertake a teacher's responsibilities⁴⁹.

Vetting

Systems are in place to seek information on whether entrants have a criminal background which might prevent them working as a teacher and to ensure that entrants have not previously been excluded from teaching or working with children. When someone seeks to work with children, they are not covered by the normal arrangements for wiping their record clean after a certain time:

⁴⁸ See: The Education (Teachers' Qualifications and Health Standards) (England) Regulations, <http://www.opsi.gov.uk/si/si2003/20030107.htm>

⁴⁹ DfEE Circular 4/99, *Physical and Mental Fitness to Teach of Teachers and of Entrants to Initial Teacher Training*, May 1999.

trainees must reveal all offences no matter how long ago they were committed or how irrelevant they might seem. A Criminal Records Bureau check is made on everyone admitted to teacher training programmes. New arrangements for checking applicants' criminal background and whether they have been barred from teaching were introduced in 2002 following the establishment of the Criminal Records Bureau (CRB)⁵⁰. The CRB was established under the Police Act 1997 and provides three levels of Disclosure – Enhanced, Standard and Basic. The Enhanced level of check is intended for people who will be regularly caring for, training or in sole charge of children or vulnerable adults, including trainee teachers. It will show current and spent convictions, cautions, reprimands and warnings, as well as other information held by local police forces. Lists held by DfES and the Department of Health will also be checked to make sure applicants are not considered unsuitable to work with children. All trainee teachers must be checked before being admitted to ITT courses.

Use of English

All entrants must be able to read effectively and communicate clearly and accurately in spoken and written Standard English with pupils, 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). At a later stage in their course trainees are required to pass a literacy skills test. 'Standard English' describes the common grammatical usage normally taught to speakers of English as a first or additional language. Standard English may be spoken with many different regional or national accents.

Interviews

All entrants to teacher training courses are required, as part of the selection procedures, to have taken part in a group or individual interview. This provides an opportunity to explore aspects of applicants' potential that cannot be fully conveyed in a written application, such as their subject knowledge, their command of Standard English, the ability to read effectively and other personal qualities. For all programmes, providers are required to ensure that school partners are involved in interviews because their professional experience can be particularly valuable in assessing whether applicants have the full range of qualities needed to be a successful teacher.

⁵⁰ For the latest DfES guidance on CRB checks, see www.dfes.gov.uk. The CRB website is www.disclosure.gov.uk

A1.2.3 Assessment and Qualification

Methods of assessment

In all routes to teaching qualifications, trainee teachers receive the training they need to enable them to meet the teaching qualification standards, are assessed against all the standards, and are awarded QTS if they meet them all. All providers of ITT are required to ensure that trainee teachers' achievement against the standards is regularly and accurately assessed. Assessment is carried out in partnership between school-based tutors, classroom teachers, higher education tutors and the trainees themselves, as relevant.

Qualification awarded on completion of course/programme

As noted in section 2.2.1, students following undergraduate courses usually receive a Bachelor of Education (BEd) or Bachelor of Arts or Bachelor of Science in Education degree (BA (Ed) or BSc (Ed)) from their HEI in addition to QTS. Students following postgraduate courses are awarded the PGCE from their HEI in addition to QTS.

It is important to note that there are two anomalies with respect to the award of QTS and academic qualifications:

- On the one hand, it is possible for trainees undertaking QTS-linked PGCE courses to fail their PGCE but still meet the QTS requirements and therefore be awarded QTS. This is not the case with undergraduate courses as a degree forms part of the QTS standard and therefore without one QTS could not be awarded.
- Conversely, because all routes to QTS require the trainee to pass three skills tests in numeracy, literacy and ICT⁵¹ (and as these are integral to the QTS standard, QTS cannot be awarded until they have been completed), this can lead to the situation where a trainee teacher has passed their academic course but is not awarded QTS because they have not passed the skills tests i.e. they possess an academic teaching qualification but are not recognised as a qualified teacher.

At the end of the course of ITT, the training provider will recommend trainee teachers to the General Teaching Council for England (GTCE) to be awarded QTS, if it is satisfied that the standards for QTS have been met. Once QTS has been awarded, the trainee becomes a Newly Qualified Teacher (NQT) and is required to complete a statutory period of induction. This is a three-term period of professional development and assessment against the National Induction Standards. It is usually completed in a single school year, after which QTS is confirmed⁵².

⁵¹ <http://www.tda.gov.uk/Home/Recruit/thetrainingprocess/achievingqts.aspx>

⁵² <http://www.tda.gov.uk/Home/Recruit/becomingateacher/inductionyear.aspx>

A1.3 Quality assurance systems to monitor the different routes into teaching

A1.3.1 Accreditation of ITT courses

In England, institutions, rather than courses, are accredited for ITT by the Training and Development Agency for Schools (TDA)⁵³. The Education Act 1994 defines the TDA's functions with respect to England as including:

- to designate institutions, which satisfy the criteria and standards specified by the Secretary of State, as accredited providers of courses of ITT and to monitor whether institutions continue to meet those criteria
- to ensure the effective implementation of the national curricula for teacher training.

The TDA uses information about the quality and efficiency of provision, obtained from the Office for Standards in Education (Ofsted), TDA-managed data collections, and other sources, to inform these functions. The TDA also works with providers to improve the quality of all routes into teaching, particularly by supporting the preparation of improvement plans following inspection of ITT. The Education Act 1994, as amended by the Teaching and Higher Education Act 1998, gives Her Majesty's Chief Inspector of Schools in England (HMCI) the power to inspect and report on any ITT which is provided by a relevant institution. All inspections are conducted using the Framework for the Assessment of Quality and Standards in ITT, which was developed jointly by Ofsted and the Teacher Training Agency (TTA)⁵⁴, following wide consultation.

A1.3.2 Internal and external quality assurance systems

Accreditation criteria for institutions providing ITT require HEIs, schools and students to focus on the competences of teaching, that is on the subject knowledge and skills required by newly qualified teachers (see section 1.1 above) which equip them to teach effectively and are the foundation of further professional development.

Quality assurance of the ITT provider is regularly undertaken in England by the TDA. The TDA states that, in regard to quality assurance, all providers must:

- ensure that their provision complies with the Secretary of State's current Requirements for ITT
- ensure that trainee teachers have access to the books, ICT and other resources they need (relevant to the age ranges and subjects they are

⁵³ <http://www.inca.org.uk/1321.html>

⁵⁴ The TTA became the TDA on 1 September 2005

training for) to develop trainee teachers' knowledge, understanding and skills to at least the standards required for the award of QTS

- ensure that rigorous internal, and independent external, moderation procedures are in place to assure the reliability and accuracy of assessments and that issues concerning quality raised through internal and external moderation are investigated and addressed
- systematically monitor and evaluate all aspects of provision to improve quality and ensure that it complies with the current Requirements for ITT. 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;
- 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 (by using, for example, their own data to analyse their own performance and compare it with that of other providers, or by using externally supplied data to compare their performance against similar providers)⁵⁵.

Ofsted is responsible for carrying out inspections of ITT in England. This includes all training routes offered for the primary and secondary phases, including employment based routes. Inspections are conducted in accordance with the 2002 Framework for the Inspection of Initial Teacher Training⁵⁶, which takes account of the revised standards for QTS and requirements for ITT which were published in *Qualifying to Teach*⁵⁷. The Framework, which was effective from the 2002/03 academic year, is intended to provide the basis for Ofsted inspections for six years. Inspectors assess the extent to which providers meet the requirements and enable their trainees to meet the standards required for the award of QTS. They focus initially on:

- quality of training
- standards achieved by trainees
- management and quality assurance of the provision.

A four-point grading scale is used. The Teacher Training Agency is required to have regard to this inspection evidence when allocating funds and student numbers to institutions providing ITT.

⁵⁵ <http://www.tda.gov.uk/upload/resources/pdf/q/qualifying-to-teach.pdf>

⁵⁶ <http://www.ofsted.gov.uk/publications/docs/315.pdf>

⁵⁷ <http://www.tda.gov.uk/upload/resources/pdf/q/qualifying-to-teach.pdf>

A2 Northern Ireland

A2.1 Initial teaching qualification standards in Northern Ireland

Those wishing to teach in Northern Ireland must gain teaching qualifications by completing a course in Initial Teacher Education (ITE). These courses are offered by five Higher Education Institutions (HEIs), including the Open University (Northern Ireland). Initial teacher education involves partnerships with the five Education and Library Boards (ELBs), the schools and the Council for Catholic-Maintained Schools (CCMS), where appropriate. The accreditation of ITE courses is the responsibility of the Department of Education (DE) and is judged on the basis of reports by its inspectorate.

Student teachers, through an ITE course, must demonstrate that they are fulfilling the 27 teacher competence statements outlined by the General Teaching Council for Northern Ireland (2005) in their ‘Review of Teacher Competences and Continuing Professional Development’⁵⁸. These competences, as proposed by the General Teaching Council for Northern Ireland (GTCNI), are recommendations at this stage. DE has, as yet, to give approval for the revised statements.

A2.1.1 Contents and components of the standards

In Northern Ireland the contents and components of the standards are in the form of core teacher competences. The achievement of competence is to be seen as an ongoing process and students must demonstrate that they are in the process of developing competence with respect to the appropriate level of professional development. These levels include ITE, ‘Induction’, ‘Early Professional Development (EPD)’ and ‘Beyond’ (remainder of teaching career after completion of EPD).

The core teacher competences are focused around three themes: Professional Values and Practice, Professional Knowledge and Understanding, Professional Skills and Application (Planning and Leading, Teaching and Learning, Assessment).

Professional Values and Practice

To complete a course in ITE successfully, student teachers must demonstrate that they are developing the following competence:

⁵⁸ http://www.gtcni.org.uk/publications/publications_Titles.cfm?ID=16

1. Understand and uphold the core values and commitments enshrined in the GTCNI Code of Values and Professional Practice⁵⁹.

In order to demonstrate that they are developing this first competence, student teachers must adhere, where relevant, to the GTCNI Code of Values and Professional Practice. This outlines the core values of the profession which must be exemplified in a teacher's relationship with others, especially pupils. The core values (Trust, Honesty, Commitment, Respect, Fairness, Equality, Integrity, Tolerance, and Service) are underpinned by the outlined 'commitments' to learners, to colleagues and others, and to the profession, as described below:

Trainee teachers are expected to:

- maintain professional relationships with those pupils/learners entrusted to their care which respect the learner as a person and encourage growth and development
- acknowledge and respect the uniqueness, individuality and specific needs of each pupil and thus provide appropriate learning experiences
- aim to motivate and inspire pupils with a view to helping each realise his/her potential
- work with colleagues and others to create a professional community that supports the social, intellectual, spiritual/moral, emotional and physical development of pupils
- promote collegiality among colleagues by respecting their professional standing and opinions and, in that spirit, be prepared to offer advice and share professional practice with colleagues
- co-operate, where appropriate, with professionals from other agencies in the interests of pupils
- ensure that relationships with the parents, guardians or carers of pupils, in their capacity as partners in the educational process, are characterised by respect and trust
- respect confidential information relating to pupils or colleagues gained in the course of professional practice, unless the well-being of an individual or legal imperative requires disclosure
- as reflective practitioners contribute to the review and revision of policies and practices with a view to optimising the opportunities for pupils or addressing identified individual or institutional needs; and
- in keeping with the concept of professional integrity assume responsibility for their ongoing professional development needs as an essential expression of their professionalism.

⁵⁹ See Annex 4 'Code of Values and Professional Practice' in the GTCNI Reviews of Teacher Competences and Continuing Professional Development, March 2005

The GTCNI Code of Values and Professional Practice also highlights that fact that many of the commitments outlined above are also

...underpinned by legislation and the professional will always seek, as a minimum, to comply with both the spirit and detail of relevant legislative requirements⁶⁰.

Professional Knowledge and Understanding

In addition to this, student teachers must demonstrate that they are developing:

2. A knowledge and understanding of contemporary debates about the nature and purposes of education and of the social and policy contexts in which the aims of education are defined and implemented.
3. (i) A knowledge and understanding of the learning area/subject(s) that they teach, keeping curricular, subject and pedagogical knowledge up-to-date through reflection, self study and collaboration with colleagues.

(ii) In Irish medium and other bi-lingual contexts, sufficient linguistic and pedagogical knowledge to deliver the curriculum.
4. A knowledge and understanding of how the learning area/subject(s) they teach contribute to the Northern Ireland Curriculum and be aware of curriculum requirements in preceding and subsequent key stages.
5. A knowledge and understanding of curriculum development processes, including planning, implementation and evaluation.
6. A knowledge and understanding of the factors that promote and hinder effective learning, and be aware of the need to provide for the holistic development of the child.
7. A knowledge and understanding of a range of strategies to promote and maintain positive behaviour, including and acknowledgement of pupil voice, to establish an effective learning environment.
8. A knowledge and understanding of the need to take account of the significant features of pupils' cultures, languages and faiths and to address the implications for learning arising from these.

⁶⁰ This and all the outlined 'values' and 'commitments' are taken from: Annex 4 'Code of Values and Professional Practice' in the GTCNI Reviews of Teacher Competences and Continuing Professional Development, March 2005

9. A knowledge and understanding of their responsibilities under the Special Educational Needs Code of Practice⁶¹ and know the features of the most common special needs and appropriate strategies to address these.
10. A knowledge and understanding of strategies for communicating effectively with pupils, colleagues, parents and personnel from relevant child and school support agencies.
11. A knowledge and understanding of how to use technology effectively, both to aid pupil learning and support their professional role.
12. A knowledge and understanding of the interrelationship between schools and the communities they serve, and the potential for mutual development and well-being.
13. A knowledge and understanding of the statutory framework pertaining to education and schooling and their specific responsibilities emanating from it.

Professional Skills and Application

The third theme within the competences relates to professional skills and application. Student teachers must demonstrate that they are developing the knowledge and understanding outlined in competences 1-13. As well as this they must apply these competences and be developing skills in terms of:

- Planning and Leading
- Teaching and Learning
- Assessment

To demonstrate that they are developing skills and applying professional knowledge and understanding with regard to Planning and Leading, student teachers will:

14. Set appropriate learning objectives, taking account of what pupils know, understand and can do, and the demands of the Northern Ireland Curriculum in terms of skills acquisition and progression.
15. Plan and evaluate lessons that enable all pupils, including those with special educational needs, to meet learning objectives, showing high expectations and an awareness of potential areas of difficulty.

⁶¹ http://www.deni.gov.uk/index/7-special_educational_needs_pg/special_needs-codes_of_practice_pg.htm

16. When appropriate, deploy, organise and guide the work of other adults to support pupils' learning.
17. Plan out-of-school learning, including school visits and field work, where appropriate.
18. Manage their time and workload effectively and efficiently and maintain a work/life balance.

To demonstrate that they are developing skills and applying professional knowledge and understanding with regard to Teaching and Learning, student teachers will:

19. Create and maintain a safe, interactive and challenging environment, with appropriate clarity of purpose for activities.
20. Use a range of teaching strategies and resources, including e-learning where appropriate, that enable learning to take place and which maintain pace within lessons and over time.
21. Employ strategies that motivate and meet the needs of all pupils, including those with special educational needs and those for whom English is not their first language.
22. Secure and promote a standard of behaviour that enables all pupils to learn, pre-empting and dealing with inappropriate behaviour in the context of the school policies and what is known about best practice.
23. Contribute to the developments and life of the school, collaborating with teaching and support staff, parents and external agencies.

To demonstrate that they are developing skills and applying professional knowledge and understanding with regard to Assessment, student teachers will:

24. Focus on assessment for learning by monitoring pupils' progress, giving constructive feedback to help pupils reflect on and improve their learning.
25. Select from a range of assessment strategies to evaluate pupils' learning and use this information in their planning to help make their teaching more effective.
26. Assess the levels of pupils' attainment against relevant benchmarking data and analyse this information in order to set suitable and challenging targets for their pupils.

27. Liaise verbally and in written reports in an effective manner with parents or carers in their child's progress and achievements.

Further 'Professional Milestones' of Chartered Teacher and Advanced Chartered Teacher, with an associated set of competence statements, are also suggested. However, these extended competences are not intended to be relevant directly to those undertaking early teacher education.

A2.1.2 Age and subject requirements

The curriculum in Northern Ireland is divided into programmes of study and attainment targets for individual subjects at Key Stage 1 and 2⁶² (Primary), Key Stage 3 and 4⁶³ (Post-Primary) and post 16. A 'Foundation Stage' is proposed in the draft Education Order 2006.

Those who have embarked on an ITE course directed at primary level teaching will be expected to demonstrate that they are developing knowledge, understanding, skills and application of all Key Stage 1 and 2 curriculum specifications and subjects. This is with regard to subject and pedagogical knowledge and how subjects are related within the Northern Ireland Curriculum. Those who obtain a qualification directed at primary teaching are qualified to teach in pre-school and primary schools throughout Northern Ireland. They are also 'eligible to teach' in post-primary schools.

- Those who have embarked on an ITE course directed at post-primary level will be expected to demonstrate that they are developing knowledge, understanding, skills and application of their main subject at all levels in the secondary sector (Key Stage 3 and 4 and post-16) and their subsidiary subject to a lower level (e.g. as far as GCSE). This also includes developing competence to teach programmes specified for national qualifications. All student teachers will also be expected to be aware of the curriculum requirements in preceding and subsequent key stages. Post-primary qualified teachers are 'eligible to teach' in all schools and FE institutions.

A2.2 Routes into teaching

A2.2.1 Current routes to qualification

In Northern Ireland there are undergraduate and postgraduate routes into teacher education. There are no flexible or employment based routes.

⁶² http://www.deni.gov.uk/index/80-curriculumandassessment_pg/80-curriculum_assessment-programmesofstudy_pg/80-curriculum_and_assessment-programmes_of_study-index_pg.htm

⁶³ http://www.deni.gov.uk/index/80-curriculumandassessment_pg/80-curriculum_assessment-programmesofstudy_pg/80-curriculum_and_assessment-programmes_of_study-ks3_4posindex_pg.htm

Undergraduate courses

A four year Bachelor of Education degree (BEd Hons) directed at either primary or post-primary level teaching is offered by two Higher Education Institutions (HEIs). Course content is relatively similar for each respective degree. Applicants must choose a specialist subject for the primary level course. Specialist subjects on offer for primary teaching are Art and Design, English, Geography, Irish, History, Mathematics, music, Physical Education, Religious studies (primary) and Science⁶⁴.

Applicants to the BEd (Hons) directed at post-primary teaching must also choose a specialist main subject and a subsidiary subject. Successful applicants will study their main subject for the duration of the course and be expected to teach their main subject to all levels in post-primary school. The subsidiary subject will only be studied for two years of the course and successful applicants will not be expected to teach this subject to the same level as their main subject.

Postgraduate courses

In Northern Ireland, graduates can complete a one year Postgraduate Certificate in Education (PGCE) in order to become beginning teachers. PGCE courses directed at primary or post-primary level teaching are available in selected HEIs, depending on choice of subject.

One HEI also offers a two year part-time PGCE course directed at post-primary level teaching specialising in a Modern Language (Spanish, German or French), Geography, Mathematics, Music, Science or Design and Technology⁶⁵.

Balance between higher education and school-based experience

Initial teacher training courses in Northern Ireland are generally comprised of periods of higher education and school based experience. The BEd (Hons) courses are generally organised in an integrated way with a combination of higher education subject studies (specialist/main subject), theoretical classes and practical teaching activities during the higher education-based experience. Theoretical classes include studies on curriculum, pedagogical and education. During school based experience students must demonstrate application of their main subject(s) in primary or post-primary schools.

In Northern Ireland, undergraduate courses that lead to the BEd (Hons) must include at least 32 weeks practical teaching experience in the classroom. This experience must include time spent in all both key stages in the relevant school (primary or post-primary). The post-primary BEd (Hons) student

⁶⁴ <http://www.stmarys-belfast.ac.uk/academic/education/courses/bed/primary.asp>

<http://www.stran.ac.uk/studying/prospective/courses/primary/courses.html>

⁶⁵ http://www3.open.ac.uk/courses/classifications/education_and_teacher_training_main_page.shtml

teachers also spend their first teaching practice in Key Stage 2 in order to meet the requirements of knowledge and understanding of the preceding key stage. All undergraduate degrees for ITE are four-year full-time courses⁶⁶.

The PGCE courses are one year of academic training and focus on curriculum, pedagogical and educational studies, practical teaching skills and the application of the students' degree subject(s) to school teaching. The curriculum focus will either be the National Curriculum (for courses directed at primary level teaching) or the curriculum of the appropriate specialised subjects (for courses directed at post-primary level teaching).

Courses directed at teaching at the primary level and leading to the PGCE must include at least 18 weeks practical teaching experience and those directed at post-primary level teaching must include at least 24 weeks practical experience in classrooms. PGCE courses at all but one of the HEIs are one year full-time courses⁶⁷.

One of the PGCE courses is flexible. This means that the course has a range of start and end dates and there is the possibility of full-time or part-time study. The existing knowledge and skills of applicants are taken into account and a personalised route is planned through a modular programme which includes school experience⁶⁸.

A2.2.2 Course/programme entry requirements

For admission into any initial teacher education course in Northern Ireland candidates must have an acceptable level of competence in English language and mathematics (a GCSE level pass at Grade C or higher or an equivalent qualification). As of 1 September 2000, applicants to primary level courses who were born on or after 1 September 1981 must exhibit a similar level of competence in a science subject or subjects. In addition to the above applicants to BEd courses must have one of two combinations of qualifications, either:

- passes in two subjects at GCE Advanced level with a Grade C or above in three other subjects (i.e. in addition to GCSE English language and Mathematics) at GCSE level, or
- passes in three subjects at GCE Advanced level with a Grade C or above in one other subject (i.e. in addition to GCSE English language and Mathematics) at GCSE level.

Acceptance of alternative qualifications which are equivalent to GCSE lies with the individual institutions. Institutions may also modify the requirements

⁶⁶ <http://www.eurydice.org/Eurybase/Application/frameset.asp?country=UK&language=VO>

⁶⁷ <http://www.eu0rydice.org/Eurybase/Application/frameset.asp?country=UK&language=VO>

⁶⁸ http://www3.open.ac.uk/courses/classifications/education_and_teacher_training_main_page.shtml

for applicants who are 21 years or over on 1 October in the year in which they are seeking admission. It is the responsibility of the individual institutions to ensure that applicants fulfil these minimum requirements.

Some subject specific courses require practical assessment for particular subjects (e.g. physical education and music in all institutions and design and technology). In addition to this, some HEIs provide guidelines of grade requirements for application to individual subject areas. These tend to be higher than the minimum grade requirements outlined above. These guidelines include information on equivalent qualifications to GCE/GCSE (e.g. Leaving Certificate qualifications from the Republic of Ireland). Applications for the PGCE course directed at teaching in an Irish Medium School must be competent in the Irish language⁶⁹.

Degree qualifications

Teaching in Northern Ireland has graduate status, and qualified teachers in Northern Ireland are required to have a UK degree or equivalent qualification. Those on postgraduate courses need to attain degree level qualifications before they can be admitted to ITE⁷⁰.

Health

All applicants are subject to the requirements of Circular 2000/8 from the Department of Education⁷¹ regarding medical fitness and suitability for entry to courses of initial teacher education. Circular 2000/8, Pg 1 states that it is the responsibility of Higher Education Institutions (HEIs) to be satisfied as to the 'good character, health, physical capacity and suitability for teaching' of applicants. All applicants who have been offered a firm or conditional place must complete a 'Declaration of Health' that will be considered by the institution's medical advisor. A medical advisor may request, with the applicants consent, a further medical examination from a GP or specialist. An applicant can contest any decision reached by a medical advisor. If a student's health deteriorates during the course of ITE, they must inform the institution's medical advisor about 'the implications for continuing the course or for teaching in the future' (Circular 2000/8, Pg 2).

Vetting

All applicants who are accepted for a place on any Initial Teacher Education course are subject to a police criminal records check. In addition to this the admissions guidance for one of the HEIs also states that applicants who have been convicted of a criminal offence and have not been rehabilitated under the terms of the Rehabilitation of Offenders Order (NI), 1978, or against whom

⁶⁹ This information was taken from the individual HEI websites outlined on Pg 7

⁷⁰ http://www.deni.gov.uk/index/teachers_pg/teachers-teachinginnorthernireland_pg/10_teaching_in_northern_ireland-initial_teacher_education-pg.htm

⁷¹ This circular was sent via email following a request to mail@deni.gov.uk

criminal proceedings are pending must declare this fact at the time of application⁷².

Use of English and Interviews

All institutions require applicants to undergo an interview. Institutions must also carry out the assessment of applicants' ability to read and write English as well as communicate orally. Some institutions carry out this assessment through interview and additional written tasks as part of the interview process⁷³.

A2.2.3 Assessment and Qualification

Methods of assessment

The teaching qualification gained through the successful completion of ITE courses in Northern Ireland are approved by DE and they all lead to the granting of 'eligibility to teach'⁷⁴. However, the draft 2006 Education Order transfers the responsibility of approving such qualifications from DE to the GTCNI. During practical experience in schools, students are supervised and assessed by tutors from their higher education institution (HEI) and/or by those in teacher-tutor roles in their allocated schools. Ultimately, it is the responsibility of the HEI staff to assess students' competence to teach their specialist subject (and other subjects at primary level), to manage classes and to assess their pupils.

Assessment of higher education based experience usually includes a mixture of examinations and continuous assessment throughout the course⁷⁵. Assessment is based on students' ability to demonstrate the relevant competences. The GTCNI (2005) have made developmental exemplars for both formative and summative assessment of competences available to the HEIs. These exemplars include sections on how competent practice may be evidenced at the ITE stage. The exemplars are designed to provide a template for development of the competences, as the achievement of competence is viewed as an ongoing, lifelong process. The Career Entry Profile is the method of summative assessment and is designed to give information on the competences being developed by the beginning teacher, their particular strengths and targets for the first year of teaching⁷⁶.

Qualification awarded on completion of course/programme⁷⁷

Students who have completed all examinations and continuous assessment to a level of degree specification outlined by their HEI and have demonstrated the

⁷² <http://www.stran.ac.uk/studying/policy/>

⁷³ http://www.deni.gov.uk/index/teachers_pg/teachers-teachinginnorthernireland_pg/10_teaching_in_northern_ireland-initial_teacher_education-pg.htm

⁷⁴ http://www.gtcni.org.uk/reg_Info/reg_Index.cfm?section_Key=1

⁷⁵ <http://www.eurydice.org/Eurybase/Application/frameset.asp?country=UK&language=VO>

⁷⁶ http://www.gtcni.org.uk/publications/publications_Titles.cfm?ID=16

⁷⁷ <http://www.eurydice.org/Eurybase/Application/frameset.asp?country=UK&language=VO>

ability to teach effectively and to secure effective learning, the ability to maintain discipline and to manage pupil behaviour will be awarded the Bachelor of Education (BEd) degree appropriate to the level achieved. Students who have completed all requirements of the PGCE course relevant to their HEI and who have demonstrated the ability to teach effectively and to secure effective learning, the ability to maintain discipline and to manage pupil behaviour will be awarded a Postgraduate Certificate in Education (PGCE).

Awarding body

All initial teacher education qualifications are awarded by the appropriate HEI. The General Teaching Council for Northern Ireland (GTCNI) has worked in partnership with DENI to develop a process to grant 'eligibility to teach'. All current PGCE students and final year BEd students intending to teach in Northern Ireland must register with the GTCNI.

The first year of a teacher's employment after qualifying is known as the induction period. Teachers are required to register with their Education and Library Board (ELB) for induction, which they should do no matter what their employment status. During induction, teachers are the shared responsibility of their school, where a teacher-tutor will have regular contact, and their ELB whose Curriculum Advisory and Support Service (CASS) will provide support, guidance and in-service training as requested by the schools.

A2.3 Quality assurance systems to monitor the different routes into teaching

A2.3.1 Accreditation of ITE courses

Institutions, rather than courses, are accredited for ITE. The Department of Education (DE) is responsible for the accreditation of ITE courses on the basis of reports by its Inspectorate.

A2.3.2 Internal and external quality assurance systems

In Northern Ireland, all five institutions providing ITE have their own internal quality assurance systems. The Education and Training Inspectorate, on behalf of the NI Department of Education, undertakes formal assessments of 'whole programme' aspects, together with subject/phase specific aspects of the ITE courses. QAA provides further external quality assurance. In addition, the Teacher Education Partnership Group review and develop aspects of ITE, induction and EPD.

A3 Republic of Ireland

A3.1 Initial teaching qualification standards in the Republic of Ireland

For recognition as a teacher in the Republic of Ireland applicants must complete either an undergraduate degree or a postgraduate course in education. The applicable undergraduate degrees include a Bachelor of Education degree (BEd), a Bachelor of Religious Education (B.Rel.Ed), a Bachelor of Arts degree (BA), a Bachelor of Science (Education) or a Bachelor of Technology (Education). Graduates must also complete a probationary period, equivalent to one year's teaching experience.

Postgraduate courses include the Higher Diploma in Education (H.Dip.Ed), the Graduate Diploma in Education (Primary Teaching) and the Higher Diploma in Arts in Primary Education. Successful postgraduates must also complete the aforementioned probationary year⁷⁸.

A3.1.1 Contents and components of the standards

In the Republic of Ireland, students must fulfil the requirements of the initial teacher education programme specifications as outlined by their colleges and the universities to which these colleges are affiliated, which include both theory and practice, higher education-based and school-based experience (see section A3.2.1). Teachers receive recognition by reference to the qualification awarded on successful completion of these specified undergraduate and postgraduate initial teacher education programmes rather than by reference to a set of standards or competences.

The recognition body for teacher qualifications directed at primary school teaching is the Department of Education and Science (DES)⁷⁹. The DES determines the enrolment numbers for initial teacher education in the Republic of Ireland. The enrolment numbers are revised annually. The universities, in conjunction with their colleges that offer initial teacher education have responsibility for validation of primary teacher education and specify the nature of the courses and teaching practice in their own colleges. However, most colleges follow a similar curriculum (see section A3.2.1)⁸⁰.

Universities, in conjunction with their colleges that offer initial teacher education have responsibility for validation of post-primary teacher education. However, the courses must include certain aspects that have been specified by

⁷⁸ GTCW (2005), Invitation to tender for: Cross-nation research into the mutual recognition of teaching qualifications.

⁷⁹ <http://www.education.ie/home/home.jsp?pcategory=27173&ecategory=27173&language=EN>

⁸⁰ <http://www.inca.org.uk/ireland-initial-mainstream.html>

The Registration Council for Secondary Teachers⁸¹. As well as inclusion of the requirements of the degree, the courses must also include an Education dimension which incorporates practical teaching experience in a recognised second-level school, in addition to professional studies in general and specific methodologies, aimed at the 12-18 year-old age group.

The recognition of the Higher Education Diplomas (H.Dip.Ed) is also the responsibility of The Registration Council for Secondary Teachers. This is in relation to the European Directive 89-48-EEC⁸².

The Teaching Council Act, passed in 2001⁸³, provides a legislative basis for a Teaching Council. Planning for this Council has already started and its responsibilities with regard to ITE, as stated in the Act⁸⁴, will be to:

- establish, publish, review and maintain codes of professional conduct for teachers, which shall include standards of teaching, knowledge, skill and competence
- determine, from time to time, the education and training and qualifications required for a person to be registered
- establish procedures in relation to the induction of teachers into the teaching profession
- establish procedures and criteria for probation of teachers including periods of probation
- advise the Minister in relation to the minimum standards of educational qualifications required for entry into programmes of teacher education and training, and the professional development of teachers
- review and accredit programmes of teacher education and training for the purpose of registration.

The Act states that, in performing its functions, the Council will implement the policies relating to teacher education and training, probation, qualifications, professional conduct and standards of teaching as established, from time to time, by the Minister.

A3.1.2 Age and subject requirements

Applicants who embark on a course directed at primary teaching will be expected to demonstrate that they have achieved all the components of the course outlined by individual colleges which includes theory (psychology, philosophy, sociology and history), methodology (preparation, presentation,

⁸¹ For more information on The Registration Council for Secondary teachers see

<http://www.education.ie/home/home.jsp?pcategory=11337&ecategory=14810&language=EN>

⁸² <http://europa.eu.int/eur-lex/lex/LexUriServ/LexUriServ.do?uri=CELEX:31989L0048:EN:HTML>

⁸³ <http://www.into.ie/ROI/LegalAndIndustrialRelations/EducationLegislation/TeachingCouncilAct/>

⁸⁴ <http://www.into.ie/ROI/LegalAndIndustrialRelations/EducationLegislation/TeachingCouncilAct/filedownload,772,en.pdf>

evaluation, class management and resource management), use of ICT and practical experience relevant to primary teaching (4 to 12 age range).

Competence in the Irish language is necessary for recognition as a permanent teacher in a primary school. Therefore, a compulsory part of the first year of a primary teacher training course is attendance at an Irish course in the Gaeltacht (Irish speaking area)⁸⁵.

Applicants who embark on a course directed at secondary teaching must demonstrate that they have achieved all the components of the corresponding course as outlined by individual colleges which include psychology, sociology, use of ICT, professional studies and practical teaching experience relevant to the 12-18 age range⁸⁶.

A3.2 Routes into teaching

A3.2.1 Current routes to qualification⁸⁷

In the Republic of Ireland there are two routes into teacher training:

- undergraduate courses
- postgraduate courses

There are no employment-based routes in Ireland.

Undergraduate courses

Five colleges of education⁸⁸ have responsibility for the initial education of primary teachers at undergraduate level. Successful graduates from these colleges are awarded a BEd degree. These degrees are three-year full-time courses. In addition to this, teachers with a Montessori qualification, awarded by certain colleges, may be granted 'restricted recognition' which gives eligibility to teach in certain categories of special schools and special classes in mainstream schools⁸⁹.

The concurrent undergraduate degrees directed at secondary education are offered by six institutions. These degrees are four year full-time courses.

⁸⁵ <http://www.inca.org.uk/ireland-initial-mainstream.html>

⁸⁶ <http://www.inca.org.uk/ireland-initial-mainstream.html>

⁸⁷ The majority of the information in this section has been taken from <http://www.inca.org.uk/ireland-initial-mainstream.html> unless otherwise stated

⁸⁸ These are: St Patrick's, Mary Immaculate, Church of Ireland, Froebel and St Mary's College.

⁸⁹ This is documented in Circular 25/00, which outlines the recognition of teaching qualifications for the purposes of teaching in primary schools in Ireland:
http://www.education.ie/servlet/blobServlet/PC25_00.doc

Postgraduate courses

A majority of colleges offer the postgraduate route to primary teaching. This is the Graduate Diploma in Education (Primary Teaching) and is a full-time 18-month course.

The Higher Diploma in Education (H.Dip.Ed) directed at secondary teaching is offered by six institutions, depending on the subject an applicant wishes to specialise in. This is a full-time course of one academic year duration.

Another postgraduate course has been made available since 2003. This is the Higher Diploma in Arts in Primary Education and combines on-site tutorials with on-line tuition. Students are required to complete 14 weeks of teaching practice while they are completing the course, which last for 18 months. The course is accredited by the Higher Education and Training Awards Council (HETAC)⁹⁰ and is recognised by the Department of Education and Science (DES) as a qualification for primary teaching.

Balance between higher education and school-based experience

The three year undergraduate Bachelor of Education Degree (BEd) directed at primary teaching includes the study of education with the following composite parts:

- Theory – includes psychology, philosophy, sociology and history
- Methodology – study of curriculum areas to include content and specialist subject methodologies (preparation, presentation, evaluation, class management and resource management)
- Practical experience: students are supported and supervised by college staff for period(s) in all 3 years of the course.
- Use and application of ICT has recently become more prominent

In addition to the education components of the BEd, students in the two larger colleges (St Patrick's and Mary Immaculate) also study academic subjects including Irish, English, mathematics, history, geography, music, French and philosophy. The choice and number of subjects varies according to college. At St Patrick's, a student must complete a 'professional course' in Irish and English, if these are not among the academic subjects they have chosen. In Mary Immaculate College of Education, there is a professional course in Mathematics for students who have not chosen this subject as their academic subject. Mary Immaculate also offers a mandatory course in Professional Irish Studies for all students who do not take Irish as their academic subject. In addition, each of the Colleges in Ireland offer varying combinations of 'Professional Studies' courses in Irish, English and Mathematics.

⁹⁰ See <http://www.hetac.ie/> for more information on The Higher Education and Training Awards Council (HETAC)

The education components of the BEd also vary between the colleges and include a choice of: comparative education, educational administration, educational technology and educational psychology (including remedial education).

Competence in the Irish language is necessary for recognition as a permanent teacher in a primary school. Therefore, a compulsory part of the first year of a primary teacher training course is attendance at an Irish course in the Gaeltacht (Irish speaking area).

The four year concurrent model (undergraduate degrees directed at secondary teaching) has a four year course framework whereby study of the academic subjects is taught parallel to education studies. As with the education studies element of the BEd directed at primary teaching, methodological, education and professional studies are included as well as teaching practice (with supervision).

With regard to the postgraduate courses (Graduate Diploma in Education, Higher Diploma in Arts in Primary Education, H.Dip.Ed), general methodology and classroom management is considered as well as specific methodologies on two curricular subjects.

Depending on the route selected, student teachers are required to spend a certain amount of time training in schools. Teaching practice, which is a period of intense classroom teaching, is usually stipulated by the relevant college or The Registration Council for Secondary Teachers (for courses directed at secondary teaching):

- Two 'blocks' of two to three weeks in the first two years of an undergraduate degree and a block of four weeks in the third year (primary teaching), though there are minor variations between the colleges in this regard
- 12-18 weeks for the undergraduate degrees directed at secondary teaching
- A minimum of 100 hours teaching for postgraduate courses in the secondary teaching phase.

A3.2.2 Course/programme entry requirements

Primary Phase

Application procedures and corresponding entry requirements differ depending on the course and institution. However, all applicants must have the following minimum entry requirements⁹¹:

- Honours in Irish and passes in English and Mathematics (if the Leaving Certificates were taken before 1969)

⁹¹ www.education.ie

- At least grade C in Higher Level Irish, and at least grade D in Mathematics (Ordinary or Higher level), and at least grade C (Ordinary level) or grade D (Higher level) in English (if the Leaving Certificates were taken in or after 1969)
- A Grade C at GCE A Level Irish; a Grade C at GCSE Level in both English and English Literature, or Grade B at GCSE Level in either; a Grade D at GCSE Level in Additional Mathematics or a Grade A at GCSE Level in Mathematics (applicants from Northern Ireland).

All applicants under the age of 23 wishing to apply for the BEd degree in primary teaching must apply through the Central Applications Office (CAO)⁹² for entry into higher education. Applications are considered against a points system. The points system involves conversion of grades obtained in the Leaving Certificate Examination (or equivalent GCE/GCSE for applicants from Northern Ireland). The Leaving Certificate Examinations are taken at the end of the post-compulsory phase of secondary education in the Republic of Ireland.

A small number of places are reserved for ‘mature students’ (taken to be applicants over the age of 23) and these students do not apply through the CAO but directly to the colleges. In addition to this, mature students who apply in this way must fulfil the minimum academic entry requirements, which are generally the same as those for school leavers, and an oral Irish examination.

Competition for places in four of the five colleges is treated as a single contest. A specific requirement of the fifth college, the Church of Ireland College of Education, Dublin, is that applicants are members of the Protestant church, as its website states⁹³:

At the present time all available places on the degree course are reserved for those who are members of recognised churches in the Protestant tradition, and who are aware of and willing to support the distinct ethos of Protestant primary schools.

Irish, English and Mathematics are compulsory and must be included in the points conversion. Applicants must then choose three other subjects for inclusion. Proficiency in Oral Irish in the Leaving Certificate is also compulsory. Applicants who are school leavers must also be at least 16 years of age on 15 January of the year of entry to a college of education.

About ten per cent of places are reserved for qualified applicants from the “Gaeltacht” (Irish speaking districts). Applicants who fulfil the requirements to apply for the normal primary education route can also do so, thereby

⁹² See <http://www.cao.ie/> for more information on the Central Applications Office (CAO)

⁹³ See <http://www.cice.ie/>

maximizing their chances of successful admittance. However, these students must still apply through the CAO. Applicants for the 18 month Graduate Diploma in Education, directed at primary teaching, apply directly to the college and must have an approved third level degree and fulfil the minimum entry requirements outlined above. In addition, post-graduate applicants are required to undergo an interview process which included an Oral Irish examination.

Applicants to the postgraduate Higher Diploma in Arts in Primary Education must fulfil the minimum entry requirements the same as those required for a BEd, including Honours Irish in the Leaving Certificate examination.

Secondary Phase

Application procedures and corresponding entry requirements for courses directed at secondary teaching differ depending on the course and institution. Applicants wishing to follow the concurrent undergraduate degree route (a minimum of four years) usually apply through the Central Admission Office (CAO) and go through the points conversion system. There are some specific entry requirements for the concurrent route for some of the courses/institutions.

The application procedure for the consecutive route to secondary school teaching (H.Dip.Ed.) is a little different. A national quota was imposed in 1994 which incorporated all the quotas for each of the five universities that offered the course. This quota was imposed by the Higher Education Authority (HEA)⁹⁴ after consultation with the Department of Education and Science (DES). The quota does not involve selected subject areas and has had minor variations in the past.

Applications are not made through the Central Admissions Office (CAO) but through the Higher Diploma in Education Application Centre. This centre is located in Galway and was set up in 1998 by the four National University of Ireland (N.U.I) institutions. Therefore, candidates are selected for the four institutions by a centralized system which is organised by the Higher Diploma in Education Application Centre. Successful selection is based on the standard of undergraduate and other academic achievement. Experience of the classroom setting is not a national policy or requirement, and if or where it occurs it is at the level of the local institution.

Health

The Department of Education and Science (DES) stipulates that entrants to courses of teacher training should be 'of sound and healthy constitution and free from any mental or physical defect likely to impair his/her usefulness as a teacher'⁹⁵.

⁹⁴ See <http://www.heai.ie/> for more information on the Higher Education Authority (HEA)

⁹⁵ www.education.ie

Generally, individual colleges stipulate that before applicants are accepted for a course in initial teacher education they must complete a health declaration questionnaire that has been issued by the DES. This is then submitted to the college medical officer.

Vetting

Neither the DES homepage nor the homepages of individual colleges stipulate any regulations on the vetting of applicants to initial teacher education. Further email correspondence with the DES suggested that applicants should contact individual institutions.

Interviews

Generally, most colleges do not interview applicants who have applied in the usual way. In 2002 a report was issued by the review body/Working Group on Primary Pre-service Teacher Education⁹⁶. Among the wide ranging recommendations made in this report is the call for the reintroduction of an interview process.

A3.2.3 Assessment and Qualification⁹⁷

Methods of assessment

Students are assessed according to the degree specifications of the relevant university to which the college is affiliated. There are no formal national competences and successful students must fulfil the criteria of their individual university. However, these courses are recognised and approved by the DES (for courses directed at primary teaching) or the Registration Council for Secondary Teachers (for secondary courses).

It is the responsibility of the staff of the training institution to assess and monitor students' performance on teaching practice. The DES and the appropriate University also internally assess and monitor students in their final year.

Qualification awarded on completion of course/programme

Students who have successfully completed courses directed at primary teaching will receive either a Bachelor of Education Degree (BEd), Graduate Diploma in Education, a Higher Diploma in Education or a Higher Diploma in Arts in Primary Education.

⁹⁶ http://www.education.ie/servlet/blobServlet/p_preservice_education.pdf

⁹⁷ The majority of the information in this section has been taken from <http://www.inca.org.uk/ireland-initial-mainstream.html> or <http://www.eurydice.org/Eurybase/Application/frame.asp?country=IE&language=VO> unless otherwise stated

An honours degree can be awarded at the end of the 3 year BEd course if a student has completed the course in one of the colleges associated with Dublin City University or the University of Limerick. However, students who have embarked on courses with Trinity College Dublin must complete a fourth year in order to obtain an honours degree. This can be completed alongside a teaching job, on a part-time basis. There are financial allowances for an honours degree over the duration of a teaching career.

Awarding body

Teaching qualifications are awarded by the universities to which colleges are affiliated or in which Education Departments belong, as outlined below.

For courses directed at primary level teaching:

- The BEd degree, awarded by the relevant university/institution
- The Graduate Diploma in Education, awarded by the relevant university/institution
- The Higher Diploma in Arts in Primary Education, awarded by HETAC
- Certain Montessori qualifications, with which students may be granted 'restricted recognition'. These include: the qualification awarded on completion of the three-year full-time course in the Association Montessori Internationale (AMI) College, Dublin, and the National Diploma or Degree in Humanities in Montessori Education from St. Nicholas Montessori College, Dublin.

For courses directed at secondary level teaching:

- Concurrent teacher education courses, awarded by the relevant university/institution
- Consecutive teacher Education courses (the Higher Diploma in Education), awarded by the relevant university/institution.

Following graduation, newly qualified teachers are required to complete a probationary year, after which they become eligible for full recognition to teach in Irish schools⁹⁸.

A3.3 Quality assurance systems to monitor the different routes into teaching

A3.3.1 Accreditation of ITE courses

In the Republic of Ireland, the Department of Education and Science (DES) accredits the courses.

⁹⁸<http://www.education.ie/robots/view.jsp?pcategory=10815&language=EN&category=31354&link=ink001&doc=28745>

A3.3.2 Internal and external quality assurance systems

Traditionally, it is the universities which have exercised academic autonomy on the nature of the teacher training courses provided for secondary teachers, but the courses do need to incorporate certain stipulations of the Secondary Teachers' Registration Council.

Periodic reviews such as those conducted by the OECD, or the recent Ministerial Review Bodies on primary and post-primary teacher education provide quality assurance mechanisms. Such periodic reviews have the benefit of encouraging self-assessment by education departments, while bringing fresh thinking and insights to bear from external experts and stakeholders. All courses are monitored by External Examiners. Furthermore, in the context of recent quality assurance developments in higher education institutions, Education departments are subject to the quality assurance reviews now in operation.

A4 Scotland

A4.1 Initial teaching qualification standards in Scotland

Initial Teacher Education (ITE) in Scotland is the statutory function of the General Teaching Council for Scotland (GTCS), set up under the Teaching Council (Scotland) Act 1965⁹⁹. The GTCS was the first such body for teachers in the United Kingdom and one of the first teaching councils in the world. The Act states its principal aims are:

- to contribute to improving the quality of teaching and learning
- to maintain and improve teachers' standards of professional competence¹⁰⁰.

A key aspect of the GTCS' role is 'to keep under review the standards of education, training and fitness to teach of persons entering the teaching profession in Scotland and to make recommendations to Scottish Ministers on this matter'¹⁰¹, i.e. the Scottish Executive is only involved in so far as it takes advice from the GTCS.

The Teaching Council (Scotland) Act 1965 cited above and the Further and Higher Education (Scotland) Act 1992¹⁰² define the precise legal basis for ITE. In this report, three documents are referenced in particular: 'The Teachers (Education, Training and Recommendation for Registration, Scotland) Regulations 1993'¹⁰³, the 'Guidelines for Initial Teacher Education Courses in Scotland (1998)'¹⁰⁴, which supercede the guidelines in the 1993 Regulations, and the 'Memorandum on Entry Requirements to Courses of Teacher Education in Scotland'¹⁰⁵.

In order to be considered a teacher in Scotland trainee teachers are required to gain a Teaching Qualification (TQ) by successfully completing a course in initial teacher training at a Scottish Higher Education Institution (HEI).

A4.1.1 Contents and components of the standards

The contents and components of the standards in Scotland were developed by a group of ITE specialists drawn from the GCTS, higher education institutions, local authorities, schools and HMI, with an observer from the Quality Assurance Agency (QAA) and are described in a document entitled

⁹⁹ Great Britain. Statutes (1965). *Teaching Council (Scotland) Act 1965*. London: HMSO.

¹⁰⁰ <http://www.opsi.gov.uk/legislation/scotland/en2000/00en06-b.htm>

¹⁰¹ http://www.gtcs.org.uk/gtcs/about_gtcs.aspx?MenuItemID=515&ID=&selection=0

¹⁰² Great Britain. Statutes (1992). *Further and Higher Education (Scotland) Act 1992*. London: HMSO

¹⁰³ http://opsi.gov.uk/si/si1993/Uksi_19932732_en_1.htm

¹⁰⁴ <http://www.scotland.gov.uk/Publications/2005/11/259580/58512>

¹⁰⁵ <http://www.scotland.gov.uk/library/document-w3/git-00.htm>

‘The Standard for Initial Teacher Education in Scotland, October 2000’¹⁰⁶.

This document outlines:

- Core Professional Interests for the teacher that must be considered in preparing students for the profession.
- Key educational principles that courses in ITE are expected to adhere to.
- Advice on learning, teaching and assessment in ITE courses.
- Aspects of professional development that must be promoted in ITE courses (professional knowledge and understanding, professional skills and abilities and professional values and personal commitment).

These requirements are described in terms of a set of benchmark statements which specify the requirements for Initial Teacher Education in Scotland. The benchmarks are grouped under the three professional development categories outlined above. Each benchmark is cross-referenced to the relevant competence that a student teacher is expected to develop. These competences are outlined in the ‘Guidelines for Initial Teacher Education Courses in Scotland’ (1998)¹⁰⁷, published by the Scottish Executive Education Department. This document is currently undergoing a review, as are the Standard for Initial Teacher Education (SITE) and the Standard for Full Registration (SFR).

Professional knowledge and understanding

This aspect of professional development is split into a further three categories: curriculum; education systems and professional responsibilities, and principles and perspectives. For each of these categories, a programme of ITE must adhere to the design requirements of the following benchmarks¹⁰⁸ for which student teachers develop corresponding competences¹⁰⁹.

In terms of curriculum, the benchmarks specify that the programme of ITE will enable students to:

- acquire a knowledge and understanding of the relevant area(s) of pre-school, primary or secondary school curriculum.
- acquire the knowledge and understanding to fulfil their responsibilities in respect of literacy and numeracy; personal, social and health education; and ICT, as appropriate to the sector and stage of education
- acquire the knowledge and understanding to enable them to plan coherent and progressive teaching programmes, and justify what they teach

¹⁰⁶ <http://www.qaa.ac.uk/academicinfrastructure/benchmark/iteScotland/introduction.asp>

¹⁰⁷ <http://www.scotland.gov.uk/library/documents-w3/git-00.htm>

¹⁰⁸ All the benchmarks listed have been taken from *The Standard for Initial Teacher Education in Scotland* (QAA, 2002) found at:

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/iteScotland/introduction.asp>

¹⁰⁹ The competences corresponding to the benchmarks are described in detail in the *Guidelines for Initial Teacher Education Courses in Scotland* (SEED, 1998) found at:

<http://www.scotland.gov.uk/library/documents-w3/git-00.htm>

- acquire an understanding of the nature of the curriculum and its development.

In terms of education systems and professional responsibilities, the benchmarks specify that the programme of ITE will enable students to:

- acquire a broad and critical understanding of the principal features of the education system, educational policy and practice
- acquire a good working knowledge of the sector in which they teach and their professional responsibilities.

In terms of principles and perspectives, the benchmarks specify that the programme of ITE will enable students to:

- draw on relevant principles, perspectives and theories to inform professional values and practices. acquire an understanding of research and its contribution to education.

Professional skills and abilities

This aspect of professional development is split into a further four categories: teaching and learning; classroom organisation and management; pupil assessment, and professional reflection and communication. For each of these categories, a programme of ITE must adhere to the design requirements of the following benchmarks for which student teachers develop corresponding competences.

In terms of teaching and learning, the benchmarks specify that the programme of initial teacher education will enable students to:

- communicate effectively, using a variety of media, to stimulate pupils and achieve the objectives of lessons
- employ a range of teaching strategies and justify their approach.

In terms of classroom organisation and management, the benchmarks specify that the programme of initial teacher education will enable students to:

- organise classes and lessons to ensure that all pupils are safe and productively employed when working individually, in groups or as a class.
- manage pupil behaviour fairly, sensitively and consistently by the use of appropriate rewards and sanctions and know when it is necessary to seek advice.

In terms of pupil assessment, the benchmarks specify that the programme of ITE will enable students to:

- understand and apply the principles of assessment, recording and reporting

- use the results of assessment to evaluate and improve teaching and to improve standards of attainment.

In terms of professional reflection and communication, the benchmarks specify that the programme of ITE will enable students to:

- access and evaluate professionally relevant literature
- construct and sustain reasoned and coherent arguments about educational matters and professional practices
- reflect on and act to improve the effectiveness of their own practice and contribute to the processes of curriculum development and school development planning.

Professional values and personal commitment

For this aspect of professional development a programme of ITE must adhere to the design requirements of the following benchmarks and student teachers must be developing the corresponding competences.

The benchmarks specify that the programme of initial teacher education will enable students to:

- value and demonstrate a commitment to social justice and inclusion
- value themselves as growing professionals by taking responsibility for their professional learning and development
- value, respect and show commitment to the communities in which they work.

As well the benchmarks described above and their corresponding competences, *The Standard for Initial Teacher Education in Scotland* (QAA, 2002) outlines ‘Transferable skills’¹¹⁰ (though these will, in all probability, be removed following the review of the SITE). With reference to these skills, programmes of Initial Teacher Education should enable students to demonstrate that:

- they can develop and manage effective relationships with others
- they can communicate and report effectively both orally and in writing
- they have a capacity for self-knowledge, self-criticism and an understanding of education as a lifelong process
- they can use research, gather evidence and adopt a rational and critical approach to choice and decision-making
- they have sensitivity to the needs of others, respecting their individual rights, and supporting their development; and show sensitivity to the needs of communities

¹¹⁰ All the ‘Transferable skills’ listed have been taken from *The Standard for Initial Teacher Education in Scotland* (QAA, 2002) found at:

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/iteScotland/introduction.asp>

- they can justify a personal stance on educational issues by reference to appropriate evidence
- they can locate professional action in its social, political and community context
- they can be effective in administration and management, using new technologies with confidence when appropriate
- they have the capacity to work with and manage change
- they can be systematic, well-prepared, and capable of planning ahead.

‘Expected features’ are also outlined for each benchmark. These are designed for use by HEIs to plan assessment strategies for ITE courses

A4.1.2 Age and subject requirements

All student teachers are required to be able to teach children of all ages and abilities across the sector for which they are training (primary or secondary).

For those who are undergoing a course directed at primary teaching they must fulfil all the competences (see section A4.1.1) with regard to teaching children aged 3 to 12 in the primary education range (including the pre-school stage). This means that they must have knowledge and understanding of learning with respect to this age group, be able to plan and teach in a pre-school school setting. As well as this primary trainee teachers must be familiar with all subjects covered in the national guidelines for the teaching of 5-14 year-olds, though in practice it would be unusual for a primary teacher to teach children beyond 12 years of age. To meet the requirements student teachers must undertake a block of teaching experience in a nursery or pre-school environment and in the lower and upper stages of the primary school¹¹¹.

Trainee teachers who are in the process of completing a course directed at secondary teaching must be developing the competences (see section A4.1.1) with reference to teaching the 12-18 year age range in one or more subjects. There is also a clear academic requirement (see section A4.2.2) which is stipulated in the Memorandum¹¹². They must be aware of the national guidelines for teaching the first four years of secondary school and upper secondary courses. As well as this they need to be familiar with and teach the appropriate content from the 5-14 national guidelines. Those training to be secondary teachers must also have some understanding of the how secondary teachers can contribute to the work carried out in primary school and have some experience and understanding of the challenges pupils face during transition from the primary to the secondary phase. Trainee teachers for the secondary sector must also be aware of the interface between secondary, further education, higher education and the world of work.

¹¹¹ <http://www.scotland.gov.uk/library/documents-w3/git-00.htm>

¹¹² <http://www.scotland.gov.uk/library/document-w3/git-00.htm>

A4.2 Routes into teaching

A4.2.1 Current routes to qualification ¹¹³

In order to be considered a teacher in Scotland, beginning teachers are required to have a Teaching Qualification (TQ) by successfully completing a course in initial teacher training at a Scottish Higher Education Institution (HEI). Undergraduate and postgraduate courses are available at seven HEIs. In addition to this, part time/distance learning courses for Primary and Secondary education have been available since 2003 through the University of Aberdeen, in collaboration with the Highland Council¹¹⁴. In addition to this, Strathclyde University offers a TQ in primary education and Dundee University offers a TQ in secondary education by distance learning. There are no employment-based routes into teaching at the moment or plans to introduce these routes in Scotland.

Undergraduate courses

The only undergraduate route into primary teaching is the Bachelor of Education degree (BEd) leading to a TQ (Primary Education) and is a four year full-time course. This course is offered by six Higher Education Institutions (HEIs).

Undergraduate routes into secondary teaching include the Bachelor of Education degree (BEd) which is a four year full-time course.

There is also a combined degree (known as a ‘concurrent’ degree) in a secondary specialist subject with a TQ awarded separately. This degree includes studying the specialist subject, studying education and school experience. However, the institution must ensure that the student’s level of academic attainment in their subject matches the relevant Professional Graduate Diploma in Education (PGDE) (Secondary) course.

Postgraduate courses/programmes

A Professional Graduate Diploma in Education (PGDE) in primary or secondary teaching is available in Scotland. Both lead to the Teaching Qualification (TQ). The PGDE course is a full-time one year course designed to provide professional training to degree graduates who have completed at least three years of higher education.

Balance between higher education and school-based experience

The balance between higher education and school-based experience depends on which route into initial teacher education and which phase an applicant wishes to teach in (primary or secondary).

¹¹³ <http://www.inca.org.uk/scotland-initial-mainstream.html>

¹¹⁴ <http://www.inca.org.uk/2254.html#7.1.3>

For students who wish to obtain the TQ (Primary Education) both the BEd and PGDE (Primary) are directly related to the undertaking of teaching children in the three to 12 age range, which includes both the nursery and primary sectors¹¹⁵. Both courses have a number of strands:

- professional studies: teaching methods (planning, delivery, assessment of pupils and self-evaluation), educational and social contexts (of the appropriate school), child development, learning processes (of children from three to twelve)
- curriculum studies: to ensure competence and confidence in teaching all aspects of the curriculum
- a specialist subject: chosen from environmental studies, expressive arts, religious and moral education, personal and social development, a modern foreign language, teaching pupils with special educational needs, pre-school education, lower primary, upper primary, Gaelic medium education, education for sustainable development
- school placement experience: to practice and observe various teaching methods, to develop the competences of a primary teacher and to experience the operation of a whole school.¹¹⁶

According to the *Guidelines for Initial Teacher Education Courses in Scotland* (1998) the curriculum studies element of the BEd (Primary) must be at least one third of the course and the each specialist subject must receive 150 hours of ‘notational student effort’.

Initial teacher education courses directed at secondary teaching are specifically designed for the teaching of children in the 12 - 18 age range and must bear in mind the needs of some adults that are taught in secondary schools¹¹⁷.

The Bachelor of Education degree (BEd) directed at secondary teaching contains the same four elements outlined above. However, owing to the fact that the students will be subject specialists, subject studies have a greater role. BEd technology students must also complete six weeks in industry (as part of their school placement time). The Combined Degree (“concurrent degree”) involves professional training being offered simultaneously with a normal degree course. Students on this course must complete one semester of ‘professional studies’ during their course and another after their main degree is completed. The latter involves school placement.

The PGDE course directed at secondary teaching also has the professional studies, specialist subject and school placement elements (as outlined above).

¹¹⁵ For more information on the curriculum see: <http://www.scotland.gov.uk/library3/education/tec-01.asp>

¹¹⁶ Policy Support Unit International Relations, Scottish Executive Education Department (SEED) (2004). *2004 Education and Training in Scotland: National Dossier*. Edinburgh: Scottish Executive. [Available online via the EURYBASE database, <http://www.eurydice.org/>]

¹¹⁷ <http://www.scotland.gov.uk/library/documents-w3/git-00.htm>

However, in some cases, further aspects of a specialist subject may be covered. These aspects are those which are related to the teaching of the subject in a secondary school that may not have been taught as part of the undergraduate degree.

Specific guidelines have been given on the amounts of time that must be spent on school placement as follows¹¹⁸:

- BEd (Primary): at least 30 weeks
- BEd (Secondary): at least 30 weeks, six of which should be spent in industry for those undertaking the BEd in Technological Education
- PGDE (Primary), PGDE (Secondary) and the Combined Degree: at least 18 weeks

A4.2.2 Course/programme entry requirements

The ‘Memorandum on Entry Requirements to Courses of Teacher Education in Scotland’, developed by GTCS and the Scottish Executive Education Department (SEED)¹¹⁹ specifies the entry requirements for different courses of ITE. Entry requirements are different for applicants wishing to complete an initial degree leading to a Teaching Qualification (TQ) and applicants for the Professional Graduate Diploma in Education (PGDE). Entry requirements also differ for courses directed at primary teaching and courses directed at secondary teaching.

The entry requirements are defined according to the level and credit value outlined in the Scottish Credit and Qualifications Framework (SCQF)¹²⁰.

In order to apply for the Bachelor of Education Degree (BEd) leading to a primary Teaching Qualification (TQ), a candidate must meet the following criteria:

- Scottish Qualifications Certificates (or equivalent) at Higher level (Grade C or above) in at least 3 subjects (to include English), and
- Scottish Qualifications Certificates (or equivalent) at Standard grade (Grade 1 or 2) in two further subjects (to include Mathematics).

Applicants who wish to study Gaelic must also demonstrate their proficiency in the language in oral and written form.

Entry onto the PGDE (Primary) course depends on the applicant having Mathematics and English, as well as a degree validated by a Higher Education

¹¹⁸ <http://www.inca.org.uk/scotland-initial-mainstream.html>

<http://www.scotland.gov.uk/library/documents-w3/git-00.htm>

¹¹⁹ <http://www.scotland.gov.uk/Publications/2005/11/2595850/58512> (minimum entry requirements for 2006 and beyond)

¹²⁰ <http://www.scqf.org.uk/table.htm>

Institution (HEI) in the United Kingdom or a degree of an equivalent standard from an institution outside the UK. Experience in working with children of primary age, preferable in a primary school is desirable, but not mandatory. With regard to applicants for the PGDE, the HEI must be satisfied that their qualifications are relevant to primary teaching. As well as studying English and Mathematics it is preferable if candidates have studied at least two of the following subjects: science, social studies, expressive arts, religious and moral education, technology and modern foreign languages.

Entry requirements for subject specific BEd Secondary courses are specified by the institution. This must include a Scottish Qualifications Certificate (or equivalent) in English at Higher Level (Grade C or above). In the case of music and physical education applicants must demonstrate to the HEI that they have the necessary technical skills necessary. Secondary science graduates must do extra hours in General Science.

Entry onto the PGDE (Secondary) course depends on the applicant having English, as well as a degree validated by a Higher Education Institution (HEI) in the United Kingdom or a degree of an equivalent standard from an institution outside the UK. There are specific academic entry requirements to the PGDE for some of the specialist subjects. For example, applicants who wish to teach modern foreign languages must demonstrate their oral proficiency to the institution and are required to have lived in the country in which the language is spoken. This must be for a period of at least 6 months, in blocks of at least 6 months.

There is no upper or lower age limit for applicants to teacher education courses as long as they fulfil all the minimum entry requirements outlined in the Memorandum for that academic year, before commencement of the course. It is the responsibility of the HEIs to decide the acceptability of individual qualifications and applicants should also be familiar with using ICT¹²¹.

Degree qualifications

As described above, applicants to the PGDE leading to a Teaching Qualification (TQ) in a specific subject(s) must have a degree validated by a Higher Education Authority in the UK or equivalent for applicants from outside the UK¹²². The degree must qualify an applicant to teach a sufficient breadth and depth in the subject in a secondary school in Scotland. This may include specific credit points in certain aspects of the degree. Owing to the fact that it is possible to enter for more than one teaching subject, appropriate credit points can be taken into account for both subjects. A Scottish

¹²¹ <http://www.inca.org.uk/scotland-initial-mainstream.html>

¹²² The Scottish Credit and Qualifications Framework (SCQF) identifies qualifications with levels running from one to 12 with an Honours degree rated at Level 10 and an HND at Level 8. In order to be accepted onto ITE (Secondary Education) in Scotland, a candidate would have to have an undergraduate degree containing at least SCQF points in the subject they wish to teach, 40 of which must be at Level 8 or above.

Qualifications Certificate (or equivalent) in English at Higher Level (Grade C or above) is also required.

Health

An applicant has to be recommended by their institution for registration as a teacher by the General Teaching Council for Scotland (GTCS). The requirement that the applicant must satisfy the medical officer in their institution that they are medically fit to teach has recently been abandoned.

Vetting

A newly qualified teacher must demonstrate satisfactory evidence to show that they do not have a criminal record which would make them unsuitable to work with children by completing a Disclosure Application. This is required by the GTCS for registration as a teacher. The GTCS receives enhanced disclosures from the Disclosure Scotland under Part V of the Police Act 1997. This is a certificate which lists all pending convictions, convictions and any other relevant information which Police Chief Constables may see fit to release in the given circumstances¹²³.

Interviews

All applicants for courses in Initial Teacher Education in Scotland must undergo an interview.

A4.2.3 Assessment and Qualification

Methods of assessment¹²⁴

Assessment of the higher institution-based work is carried out in a variety of ways that include written examination and submission of project work that a student has completed. The latter type of assessment is becoming more common. Assessment of a student's teaching whilst on school placement is carried out by HEI staff in partnership with supervising teachers in schools. Schools have been asked to play a larger part in this assessment in recent years. A sample of the assessments carried out by HEI staff and supervising teachers in schools is considered by an external examiner for each course, every year.

The Standard for Initial Teacher Education in Scotland (2000)¹²⁵ states that:

..assessment of student teachers will be undertaken using an appropriate range of methods of gathering evidence about their success and progress.

¹²³ <http://www.gtcs.org.uk/conduct.aspx?MenuItemID=178&ID=&selection=6>

¹²⁴ All this information has been taken from <http://www.eurydice.org/Eurybase/Application/frameset.asp?country=SC&language=VO> unless otherwise stated

¹²⁵ <http://www.qaa.ac.uk/academicinfrastructure/benchmark/iteScotland/introduction.asp>

and that data is gathered from the HEI and the relevant school where a student is placed as well as any other places (e.g. for the BEd in Technological Education this will include the industry placement). This report also points out that as part of the programmes of study, schemes of assessment will be developed. These will relate to the benchmark information given in the report (see section 5.1.1 above).

Qualification awarded on completion of course/programme

The relevant degree or postgraduate diploma is awarded by individual institutions on successful completion of the relevant course:

- A Bachelor of Education (BEd) for primary or secondary teaching
- A Professional Graduate Diploma in Education (PGDE) for primary or secondary teaching

Successful graduates are awarded a Teaching Qualification (TQ) in the category they have trained in (primary or secondary), that is, a teacher qualifies to teach in either the primary or the secondary phase. Each graduate also has a profile which outlines the competences they have achieved as well as particular areas of strength. This profile is designed to inform the schools in which they will complete their induction year and any relevant employing authorities.

If trainee teachers study the Gaelic-medium concurrently with the BEd or after the award of a TQ in Primary Education, they are qualified to teach Gaelic-medium education to pupils in primary schools.

Awarding body

All initial teacher education qualifications are awarded by the appropriate HEI. This includes the Teaching Qualification (TQ) which entitles successful graduates to provisionally register with the General Teaching Council for Scotland (GTCS), provided that they meet the other requirements (medical, criminal and recommendation from HEI).

It is important to note that in order to obtain a Teaching Qualification (TQ) a successful candidate who passes all assessments and examinations must also be recommended by the principal (head of the university faculty/department) of their institution. This recommendation must state that the student is a suitable for becoming a teacher.

Once qualified, graduates are required to complete a period of probation, during which they are assessed against the Standard for Full Registration (SFR) and can move to full registration with GTCS¹²⁶. The probationary period can be completed by embarking on the Teacher Induction Scheme,

¹²⁶ http://www.gtcs.org.uk/gtcs-content/docs/Reflecting_on_Experiences_of_TIS.pdf

which is a one-year training placement in school, or by choosing an alternative route (by accumulating supply days, working in the independent sector or outside Scotland). This can take longer (up to four terms)¹²⁷.

A4.3 Quality assurance systems to monitor the different routes into teaching

A4.3.1 Accreditation of ITE courses

In Scotland, programmes and not institutions are accredited for ITE. The GTCS has the leading role in the accreditation of ITE and in setting the standards. The GTCS's powers in relation to teacher education institutions derive from the Teaching Council (Scotland) Act 1965 which places a duty upon the GTCS to monitor the quality of programmes. The Teachers (Education, Training and Recommendation for Registration) (Scotland) Regulations 1993¹²⁸ require the Secretary of State (now Scottish Ministers) to consult the GTCS about the duration, content and nature of programmes.

The 'Guidelines for Initial Teacher Education Courses in Scotland'¹²⁹ state that "all courses must be acceptable to the General Teaching Council for Scotland as leading to registration as a primary or secondary teacher". It is the GTCS which accredits the courses and which then advises Ministers in the Scottish Executive to approve them.

All programmes of ITE in Scotland require the approval of Scottish Ministers under Regulation 4 of the Teachers (Education, Training and Recommendation for Registration) (Scotland) Regulations 1993. Scottish Ministers' policy on the content, nature and duration of programmes leading to teaching qualifications for the primary and secondary sectors are laid out in the Guidelines for Initial Teacher Education Courses in Scotland, and the GTCS advises Ministers on whether programmes of study in ITE should receive approval in terms of the Guidelines.

A4.3.2 Internal and external quality assurance systems

In Scotland, the 2003 GTCS Policy Statement on accreditation of ITE programmes lays down the evaluation criteria to assist the process of internal review, including self-evaluation, and external accreditation and approval, and highlights features which should be included in the programmes. The GTCS defines accreditation as the process of ascertaining professional acceptability

¹²⁷ <http://www.gtcs.org.uk/gtcs/probation.aspx?MenuItemID=456&ID=&selection=4>

¹²⁸ http://www.opsi.gov.uk/si/si1993/Uksi_19932732_en_1.htm

¹²⁹ Guidelines for Initial Teacher Education Courses in Scotland, Scottish Office Education and Industry Department, Edinburgh, 1998

of ITE programmes and stipulates that it must take place programme by programme. Internal accreditation is carried out by individual HEIs.

In Scotland, the GTC's Professional Standards Committee, which has replaced the Accreditation and Review Committee, gives responsibility for accreditation to Accreditation Panels, whose task is to scrutinise documented evidence and information from key groups to ensure that programmes of ITE are acceptable. The HMIE still has the power to inspect, though recently they have carried out 'aspect reviews' of the whole system rather than inspections of individual institutions. Aspect reviews have considered themes such as the teaching of literacy and the quality of school placements for students. The QAA also looks at the university system, of which teacher education is a part.

A5 Wales

A5.1 Initial teaching qualification standards in Wales

Anyone who wants to teach in a state-maintained school in Wales needs to gain qualified teacher status (QTS) by completing a course of ITT¹³⁰ in order to meet the professional standards required for teaching qualifications. These standards are described in Welsh Office Circular 13/98. However, the Welsh Assembly Government has recently consulted on proposals to introduce revised standards for QTS. These are expected to be published in Spring 2006. The Circular sets out the standard of knowledge, understanding and skills that all trainee teachers must demonstrate in order to successfully complete ITT and be eligible for QTS.

A5.1.1 Contents and components of the standards

In Wales the components of the standards for the award of teaching qualifications are grouped into the following categories: knowledge and understanding; planning, teaching and class management; monitoring, assessment, recording, reporting and accountability; other professional requirements

Knowledge and Understanding

To gain teaching qualifications, all trainee teachers must demonstrate that they:

- have, for their specialist subject(s), where applicable, a detailed knowledge and understanding of the National Curriculum (NC) programmes of study, level descriptions or end of key stage descriptions;
- understand how pupils' learning is affected by their physical, intellectual, emotional and social development;
- are aware of and understand the Curriculum Cymreig (Welsh dimension within the curriculum);
- are aware of and able to use recent inspection evidence, and classroom-relevant research to inform teaching;
- have a knowledge of pupils' common misconceptions and mistakes;
- have a working knowledge of IT to NC Level 8 and understanding of the contribution of IT to their specialist subject;
- are able to cope with subject-related questions from pupils;
- are familiar with health and safety requirements and are able to plan lessons accordingly.

Planning, Teaching and Class Management

¹³⁰ The Welsh Assembly Government uses the term ITT, but ITET (Initial Teacher and Education Training) is the preferred term of Welsh HEIs and the GTCW.

In terms of planning, all those to be awarded QTS must demonstrate that they plan their teaching to achieve progression in pupils' learning through:

- identifying clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed;
- setting whole class, individual and group tasks, including homework, which interest and challenge pupils;
- setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work;
- setting clear targets for pupils' learning, building on prior attainment, and ensuring that pupils are aware of the substance and purpose of what they are asked to do;
- identifying pupils who have special educational needs, including specific learning difficulties, very able pupils, pupils who are not yet fluent in English and, as appropriate, Welsh, and knowing where to get help in order to give positive and targeted support;
- provide clear structures for lessons, and for sequences of lessons, in the short, medium and longer term, which maintain pace, motivation and challenge for pupils;
- make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons;
- plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development;
- where applicable, ensure coverage of the relevant examination syllabuses and National Curriculum programmes of study.

In terms of teaching and class management all trainees to be awarded QTS must also demonstrate that they:

- ensure effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of available teaching time
- monitor and intervene, whilst teaching, to ensure sound learning and discipline
- establish and maintain a purposeful working atmosphere
- set high expectations for pupils' behaviour, establish and maintain a good standard of discipline through well-focused teaching and through positive and productive relationships
- establish a safe environment which supports learning and in which pupils feel secure and confident
- are familiar with the Code of Practice on the identification and assessment of special educational needs and, as part of their responsibilities under the Code, implement and keep records on individual education plans (IEPs) for pupils at Stage Two of the Code and beyond
- ensure that pupils acquire and consolidate knowledge, skills and understanding in the subject

- evaluate their own teaching critically and use this to improve their effectiveness
- use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged.

In terms of monitoring, assessment, recording, reporting and accountability, trainees must demonstrate that they are able, in each subject that they have been able to teach, to:

- assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching
- mark and monitor pupils' assigned classwork and homework, providing constructive oral and written feedback, and setting targets for pupils' progress
- assess and record each pupils' progress systematically, including through focused observation, questioning, testing and marking, and use these records to check that pupils have understood and completed the work set, monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning, inform planning and check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject
- are familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents
- where applicable, understand the expected demands of pupils in relation to each relevant level description or end of key stage description
- recognise the level at which a pupil is achieving, and assess pupils consistently against attainment targets, where applicable, if necessary with guidance from an experienced teacher
- understand and know how national, local, comparative and school data, including National Curriculum test data, where applicable, can be used to set clear targets for pupils' achievement
- use different kinds of assessment appropriately for different purposes, including National Curriculum assessment tasks and standardised tests, and baseline assessment where relevant.

In the case of primary non-core non-specialist subjects, trainees can have the support, if necessary, of a teacher experienced in the subject concerned to meet these requirements.

Other Professional Requirements are that those achieving QTS should also demonstrate that they have a working knowledge and understanding of teachers' professional duties and legal liabilities and responsibilities relating to teachers pay and conditions, race relations, sex discrimination, and health and safety, among other things.

They should also:

- have established, during work in schools, effective working relationships with professional colleagues including, where applicable, associate staff
- set a good example to the pupils they teach, through their presentation and their personal and professional conduct
- be committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them
- understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach
- understand their professional responsibilities in relation to school policies and practices, such as those concerned with pastoral and personal safety matters, including bullying
- recognise that learning takes place inside and outside the school context, and understand the need to liaise effectively with parents and other carers and with agencies with responsibility for pupils' education and welfare
- be aware of the role and purpose of school governing bodies.

A5.1.2 Age and subject requirements

In addition to the common standards listed in section 6.1.1, trainees are required to comply with certain age and subject-specific standards in order to achieve QTS.

For those training to teach in primary schools, trainees must understand the purposes, scope, structure and balance of the National Curriculum Orders as a whole and, within them, the place and scope of the primary phase, the key stages, the primary core and other foundation subjects and RE. They must also have subject-specific knowledge as follows:

- They must be aware of the breadth of content in the primary core and other foundation subjects and RE.
- For English, Welsh (first language), mathematics and science, they must have a secure knowledge and understanding of the subject content and know how and when to apply the teaching and assessment methods specified in the ITT National Curriculum for those subjects.
- For any specialist subject(s), they must have a secure knowledge of the subject to at least a standard approximating to GCE Advanced level in those aspects of the subject taught at KS 1 and KS2.
- For any non-core, non-specialist subject covered in their training, they must have a secure knowledge to a standard equivalent to at least level 7 of the pupils' National Curriculum (with the exception of Welsh Second Language for those with little or no knowledge of the language on entry to the course). In the case of RE, the required standard for non-specialist training is broadly equivalent to the standard represented by relevant sections of LEAs' Agreed Syllabuses for RE.

Trainee teachers qualifying to teach in the primary school are also required to meet standards relating to early years (nursery and reception). They should be able to:

- plan activities which take account of pupils' needs and their developing physical, intellectual, emotional and social abilities, and which engage their interest;
- provide structured learning opportunities which advance pupils' language, literacy and communication skills, personal, social and mathematical development, knowledge and understanding of the world, physical and creative development;
- encourage pupils to think and talk about their learning and to develop self-control and independence;
- encourage pupils to concentrate and persevere in their learning for sustained periods, to listen attentively and to talk about their experiences in small and large groups;
- use teaching approaches and activities which involve planned adult intervention, which offer opportunities for first-hand experience and co-operation. and which use play and talk as a vehicle for learning;
- manage, with support from an experienced specialist teacher if necessary, the work of parents and other adults in the classroom to enhance learning opportunities for pupils.

Those qualifying as teachers in Secondary School are required to demonstrate a secure knowledge and understanding of the concepts and skills in their specialist subject(s), at a standard equivalent to degree level to enable them to teach it (them) confidently and accurately at:

- KS3 for trainees on 7-14 courses;
- KS3 and KS4 and, where relevant, post-16 for trainees on 11-16/18 courses; and
- KS4 and post-16 for trainees on 14-19 courses;

Teachers qualifying to teach at Key Stage 4 and post-16 are required to understand and know how to implement the assessment requirements of current qualifications for pupils aged 14-19. Those trainees on 11-16 or 18 and 14-19 courses should also be aware of the demands of the syllabuses and course requirements for GCSE, other KS4 courses, and, where applicable, post-16 courses.

It is important to note that, whilst trainees follow ITT course specific to the phases, their QTS is transferable across phases.

A5.2 Routes into teaching

A5.2.1 Current routes to qualification

In Wales the principal routes into teacher training are undergraduate or postgraduate courses and employment-based programmes. Trainees in Wales are not required to pass the Skills Tests in Literacy, Numeracy and ICT, to obtain QTS¹³¹. In addition, there are other routes to QTS including FE experience and experience in independent schools.

Undergraduate courses

The undergraduate routes to teaching qualifications include BEd, BA and BSc courses which can be completed at universities and colleges throughout Wales.

The BEd is an honours degree course in education. Precise course content varies according to the university or college provider, but all BEd graduates receive QTS in addition to their degree. Courses generally take three or four years full-time or four to six years part-time¹³².

The BA or BSc with QTS is an honours degree course that also incorporates teacher training. As with the BEd, courses generally take three or four years full-time or four to six years part-time¹³³.

Postgraduate courses/programmes

Postgraduate (PGCE) courses are designed for graduates and focus primarily on developing teaching skills, not the knowledge of the subject which trainees intend to teach. The courses generally last for one year full-time or up to two years part-time and are available at universities and colleges throughout Wales¹³⁴.

Employment-based programmes

The two programmes which focus on training while also in employment are the Graduate Teacher Programme (GTP), and the Registered Teacher Programme (RTP)¹³⁵. In Wales, these are the only flexible routes into teaching as there is currently no Open University pathway although it is hoped that it will be re-introduced in the near future. They are delivered by Recommending Bodies (RBs) approved by the Welsh Assembly.

Candidates for the GTP must be honours graduates in an appropriate subject and must fulfil all the entry requirements for an ITT programme. The GTP,

¹³¹ <http://www.teachertrainingwales.org/>

¹³² <http://www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse/bed.aspx>

¹³³ <http://www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse/babsc.aspx>

¹³⁴ <http://www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse/pgce.aspx>

¹³⁵ <http://www.teachertrainingwales.org/>

which is sponsored through the National Assembly, is seen by the Assembly as a means of recruiting teachers for shortage subjects, i.e. secondary science, mathematics, English, design and technology, Welsh and modern foreign languages (though others outside of these subjects have completed the GTP), and/or for recruiting from under-represented groups i.e. ethnic minorities/disabled and men in primary schools.

Candidates can be appointed to schools as unqualified teachers and seek to attain QTS through this programme. The Recommending Bodies (RBs) may be and often are the schools themselves, or a local higher education institution. Candidates normally find a school willing and able to undertake the process. The school outlines the application and acts as a RB. After a maximum of one year, operating as an unqualified teacher at the school, the candidate goes forward for final assessment. An external assessor visits the school for two days to assess and make a final recommendation as to whether the candidate has met the standards required. If met, QTS is awarded but no additional qualification e.g. a PGCE.

The RTP is for candidates without a degree who have successfully completed at least two years of an appropriate degree course and is rarely used. The programme lasts for two years to allow for completion of the degree course and training as a teacher.

A number of schools in Wales are involved in School-Centred Initial Teacher Training courses (SCITTs)¹³⁶, but there are at present no SCITT consortia based in Wales¹³⁷.

There are also two routes to QTS for certain further education qualified teachers or certain teachers with independent school experience, however, there is a need to meet very specific requirements in relation to particular subjects, experience and date of degree. Very few candidates use these routes now.

Balance between higher education and school-based experience

The balance between higher education and experience in schools is dependent on the course a trainee teacher chooses to take. The courses described above offer a variety of routes towards gaining QTS, designed to match a wide range of individual circumstance, and offer different balances between theory and practice. Trainees on university or college undergraduate or postgraduate courses (for example, BEd and PGCE courses) are college-based. They learn how to plan lessons, set learning objectives, teach pupils of differing abilities,

¹³⁶ School-Centred Initial Teacher Training (SCITT) courses are postgraduate ITT programmes designed and delivered by groups of neighbouring schools and colleges. Graduates complete almost all of their training in a school environment. SCITT courses lead to QTS and many, though not all, will also award the Postgraduate Certificate in Education (PGCE), validated by a higher education institution. Courses generally last for one year full-time.

¹³⁷ <http://www.inca.org.uk/217.html#7.1.2>

use information and communication technology, and manage classes effectively. They also spend time in schools, learning from experienced classroom teachers and working towards teaching full classes under the supervision of school-based tutors.

On school and employment-based training schemes, trainees learn to teach on the job with the support of experienced teachers. There may also be lectures or discussions that cover the same areas as those on college-based courses¹³⁸.

Whichever route is selected, however, trainee teachers are required to spend at least the following amounts of time being trained in schools (though into a trainee's former experience of working with pupils may 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.

In addition to this, each trainee teacher must have experience in at least two schools (which can include early years settings and sixth form colleges or other further education institutions offering post-16 provision). Time in schools may be completed on a part-time basis to make up the full-time equivalent amounts above. Experienced applicants can 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, though a minimum period of six consecutive weeks of observed and assessed teaching is recommended. Experience in two schools provides trainee teachers with the breadth and variety of school experience needed to enable them to meet all the standards. They need to experience different approaches to teaching and learning and to school management. They need to teach pupils of different backgrounds, across the ability range and in at least two key stages.

A5.2.2 Course/programme entry requirements

The aim of the trainee entry requirements is to ensure that anyone admitted to a teacher training course is suitable to become a teacher in terms of personal and intellectual qualities and has the potential to meet the standards for the award of teaching qualifications. In Wales, entry qualifications for all the routes into teacher training are a mix of academic qualifications, the results of health and criminal checks, and evidence of personal qualities, gleaned from, for example, personal interviews and application forms.

¹³⁸ <http://www.tda.gov.uk/Recruit/thetrainingprocess/choosingacourse.aspx>

Trainees for the PGCE, BEd and the GTP must hold all relevant entry qualifications. Trainees for the RTP must be working towards relevant entry qualifications and complete these before the end of the programme.

There are a number of entry requirements for all entrants to teacher training. All entrants must have achieved a standard equivalent to a GCSE grade C in English and mathematics. In addition, all entrants born on or after 1 September 1979 who enter primary or Key Stages 2/3 training must have achieved a standard equivalent to a GCSE grade C in a science subject. The aim of these requirements is to ensure that entrants to teacher training meet a minimum standard of educational attainment and, in the case of primary trainees, have an acceptable level of subject knowledge in the three core subjects of the National Curriculum. 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. The entry requirements do not specify any other subjects at GCSE or A level. Providers of undergraduate teacher training programmes (e.g. BEd) have their own entry requirements for degree courses.

Degree qualifications

Teaching in Wales has graduate status, and qualified teachers in Wales are required to have a UK degree or equivalent qualification¹³⁹. Those on undergraduate ITT programmes will, if successful, graduate and meet the Standards for the award of QTS at the same time. Those on postgraduate programmes need to attain degree level qualifications before they can be admitted to ITT.

While the teaching qualification standards specify the subject knowledge required for the award of QTS, there is no statutory requirement for primary trainee teachers to have a degree in a national curriculum subject on entry to a course of teacher training, or for secondary trainee teachers to have a degree in a specified subject, as long as they can meet the requirement for subject knowledge at degree level by the end of their training.

Health

All teacher training providers have to ensure that all entrants have met the Secretary of State's requirements for physical and mental fitness to teach, as detailed in the relevant circular, in order to protect children and young people from trainee teachers who might put them at risk of harm because they are physically or mentally unfit to undertake a teacher's responsibilities¹⁴⁰.

¹³⁹ See <http://www.teachertrainingwales.org/>

¹⁴⁰ DfEE Circular 4/99, *Physical and Mental Fitness to Teach of Teachers and of Entrants to Initial Teacher Training*, May 1999.

Vetting

Systems are in place to seek information on whether entrants have a criminal background which might prevent them working as a teacher and to ensure that entrants have not previously been excluded from teaching or working with children. When someone seeks to work with children, they are not covered by the normal arrangements for wiping their record clean after a certain time: trainees must reveal all offences no matter how long ago they were committed or how irrelevant they might seem. A Criminal Records Bureau check is made on everyone admitted to teacher training programmes. New arrangements for checking applicants' criminal background and whether they have been barred from teaching were introduced in 2002 following the establishment of the Criminal Records Bureau (CRB)¹⁴¹. The CRB was established under the Police Act 1997 and provides three levels of Disclosure – Enhanced, Standard and Basic. The Enhanced level of check is intended for people who will be regularly caring for, training or in sole charge of children or vulnerable adults, including trainee teachers. It will show current and spent convictions, cautions, reprimands and warnings, as well as other information held by local police forces. Lists held by DfES and the Department of Health will also be checked to make sure applicants are not considered unsuitable to work with children. All trainee teachers must be checked before starting school-based training.

Use of English/Welsh

All trainees must be capable of clear and grammatical communication in both written and spoken English and where appropriate, Welsh. All ITT institutions in Wales must offer training in Welsh as a second language as an integral part of their courses of primary teacher training. Students who successfully complete this component are awarded a certificate of competence to teach Welsh in primary schools¹⁴².

Interviews

All entrants to teacher training courses are required, as part of the selection procedures, to have taken part in a group or individual interview. This provides an opportunity to explore aspects of applicants' potential that cannot be fully conveyed in a written application, such as their subject knowledge, their command of English, and where appropriate, Welsh, the ability to read effectively and other personal qualities. For all programmes, providers are required to ensure that school partners are involved in interviews because their professional experience can be particularly valuable in assessing whether applicants have the full range of qualities needed to be a successful teacher.

¹⁴¹ For the latest DfES guidance on CRB checks, see www.dfes.gov.uk. The CRB website is www.disclosure.gov.uk

¹⁴² <http://www.inca.org.uk/218.html#7.2.4>

A5.2.3 Assessment and Qualification

Methods of assessment

In all routes to teaching qualifications, trainee teachers receive the training they need to enable them to meet the teaching qualification standards, are assessed against all the standards, and are only awarded QTS if they meet them all. Teacher training providers keep their provision under review as part of their normal quality assurance procedures and have their own arrangements for agreeing and monitoring change. The content, structure and delivery of training is designed to enable trainee teachers to demonstrate that they have met the Standards for the award of QTS. All providers of ITT are required to ensure that trainee teachers' achievement against the standards is regularly and accurately assessed, and confirm that all trainee teachers have been assessed against and have met all the Standards before being recommended for the award of QTS.

Qualification awarded on completion of course/programme

Upon successful completion of the course, trainees on undergraduate courses are awarded one of the following: BEd, BA (Ed), or BSc (Ed). Trainees who successfully complete postgraduate ITT courses are awarded the Postgraduate Certificate in Education (PGCE) and QTS. Those on the GTP and RTP receive QTS.

Awarding body

Undergraduate and postgraduate qualifications are awarded by the individual HEIs and all trainees are notified by GTCW that they have been awarded the qualification. QTS for those on the GTP and RTP is granted by GTCW. Once QTS has been awarded, the trainee becomes a Newly Qualified Teacher (NQT) and is required to complete a period of induction. This is a three-term period of professional development and assessment against the End of Induction Standard¹⁴³. It is usually completed in a single school year, after which QTS is confirmed.

¹⁴³ http://www.learning.wales.gov.uk/scripts/fe/news_details.asp?NewsID=2131

A5.3 Quality assurance systems to monitor the different routes into teaching

A5.3.1 Accreditation of ITT courses

Institutions, rather than courses, are accredited for ITT by the Higher Education Funding Council for Wales. The Education Act 1994, as amended by the Teaching and Higher Education Act 1998, gives Her Majesty's Inspectorate for Education and Training in Wales (Estyn) the power to inspect and report on initial and in-service training for school teachers and specialist teaching assistants. The Higher Education Funding Council for Wales bases the accreditation of initial teacher training institutions on Estyn's inspection evidence. The outcomes of the five-year cycle of inspection agreed with Estyn contribute to this process.

A5.3.2 Internal and external quality assurance systems

Accreditation criteria for institutions providing ITT require HEIs, schools and students to focus on the competences of teaching, that is on the subject knowledge and skills required by newly qualified teachers, which equip them to teach effectively and are the foundation for further professional development.

Estyn is responsible for the inspection of all initial teacher training provision leading to the award of QTS in Wales, except for the GTP and RTP employment based routes (for which there are no Designated Recommending Bodies (DRBs)). Since September 2002, inspections have been conducted in accordance with the 'Common Inspection Framework for Education and Training in Wales' which provides guidance to inspectors on how to apply the criteria and procedures¹⁴⁴.

¹⁴⁴ See: <http://www.estyn.gov.uk/publications/CommonInspectionFramework.pdf>