

DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS



Evaluation Framework:

**Accreditation of Programmes of Initial
Teacher Education in Scotland**

June 2018

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1 Introduction

1.1 Background

The General Teaching Council for Scotland (the Council) is dedicated to maintaining and enhancing standards of teaching and teacher education. The Council seeks to ensure that programmes of Initial Teacher Education (ITE) are professionally appropriate, demanding and prepare students for registration as a primary or secondary teacher. In the ever-evolving landscape of Scottish education it is also the Council's belief that ITE programmes should help to prepare creative and dedicated teachers who are able to work and develop professionally in a world of change, diversity and accountability and who are committed to equal opportunities for all.

The Council's powers in relation to teacher education institutions ("relevant institutions") originally derived from the Teaching Council (Scotland) Act 1965. The Act placed a duty upon the Council to monitor the quality of programmes of ITE and authorised the establishment of groups of persons to visit the institutions for that purpose. The Act also empowered the Council to make recommendations to the institutions and outlined the procedure for use in the event of conflict arising between the Council and the institution.

The Teachers (Education, Training and Recommendation for Registration) (Scotland) Regulations 1993 required that with certain prescribed exceptions instruction in the Theory, Methods and Practice of teaching must be given by teachers registered with the Council. While these Regulations are now revoked, this specific requirement is maintained under Schedule 5 of the Public Services Reform (General Teaching Council for Scotland) Order 2011. The Public Services Reform (General Teaching Council for Scotland) Order 2011 Part 4 states that:

29 (1) It is for the GTCS to determine what constitutes a recognised teaching qualification for individuals seeking registration as a school teacher.

29 (2) A determination may make such provision about the education and training required to attain such a qualification as the GTCS thinks fit.

The Guidelines for Initial Teacher Education Programmes in Scotland 2018 (the Guidelines) set out the GTC Scotland policy on the content, nature and duration of programmes leading to teaching qualifications (TQs) for the primary and secondary sectors. GTC Scotland ensures that these requirements are met through accrediting all programmes of Initial Teacher Education (ITE) in Scotland.

1.2 Equal Opportunities/Disability Discrimination

The Council requires that courses and programmes will embrace diversity, challenge discrimination and promote the equal opportunity requirements laid down by statute.

2 Accreditation of Programmes of Initial Teacher Education in Scotland

The Council defines accreditation as the process of ascertaining the professional acceptability of a programme of ITE leading to a teaching qualification. Accreditation applies to programmes and not to ITE institutions; accreditation will therefore take place programme by programme. It is the programme operated by the ITE institution which is accredited, not the institution itself. The Council thinks it right and consonant with its role that each programme should be carefully evaluated on an individual basis and from a professional point of view. When a programme has been accredited by Council either unconditionally or after all conditions have been met the programme is entitled to run for a period of up to six years with an interim evaluation highlighting any developments and/or enhancements in the content, nature, duration or structure of the programme. The ITE institution would require to have the programme re-accredited before the end of the six-year period or earlier if the programme is subject to substantial revision.

3 Evaluation Framework

3.1 Statutory Requirements

The ITE institution will assess the programme proposal for academic rigour and degree-worthiness. *The Guidelines for Initial Teacher Education Programmes in Scotland 2018* require that all programmes are subjected to external scrutiny as a means of ensuring the maintenance of acceptable academic standards. The process must be completed **before** the accreditation event or as a joint accreditation event.

Provide evidence of:	Evidence
❖ How the programme meets statutory requirements.	
❖ Robust quality assurance procedures to ensure that the content, design and organisation of the ITE curriculum are effective in promoting student learning and achievement of the learning outcomes. (Please include links to your website and policy documentation, if appropriate).	
❖ The mechanisms which are in place to enhance and ensure the quality of provision are contemporary and relevant.	
❖ The mechanisms which are in place to review the quality of provision and ensure processes adequately provide learning opportunities for every learner.	
❖ The procedures that are in place to enhance the growth and development of the programme, including reflecting new or growing national educational priorities.	

In taking account of all of these, please refer to *The Guidelines for Initial Teacher Education Programmes in Scotland 2018*

3.2 Staffing Levels and Effective Delivery

Provide the following:	Evidence
<ul style="list-style-type: none"> ❖ Detail of: <ul style="list-style-type: none"> • academic staff who deliver the University led elements of the ITE programme, including GTCS registration status; • staff involved in professional placement of the programme, including GTCS registration status; • how the programme is underpinned by or enhanced by the research/scholarly activity of the programme team; • how the research/scholarly activity of the delivery team supports the wider aspect of student experience. 	(Appendix 1)
<ul style="list-style-type: none"> ❖ A map across the programme of how the expertise of staff will support the delivery of the stated aims of the programme. 	
<ul style="list-style-type: none"> ❖ Detail of the communication strategy for Associate Tutors to ensure there is a shared understanding of their role and responsibilities. ❖ An outline of how Associate Tutors are supported to ensure their knowledge and practice remains contemporary. 	

3.3 Programme Design

Provide the following:	Evidence
<ul style="list-style-type: none"> ❖ A clear rationale for the programme with its stated aims and outcomes. 	
<ul style="list-style-type: none"> ❖ An outline of how the programme is designed to develop and promote equality, diversity and addresses any potential discrimination. 	
<ul style="list-style-type: none"> ❖ An outline of how the programme ensures learners knowledge and skills are built appropriately over the programme. 	
<ul style="list-style-type: none"> ❖ An outline of the level of personalisation and choice offered to student teachers and demonstrate how this contributes to their skills development. 	

3.4 Recruitment and Selection of Students

Provide the following:	Evidence
❖ An outline of the marketing approaches, including how the success of the marketing strategy will be evaluated with respect to targets groups, final uptake etc.	
❖ A detailed outline of the recruitment and selection procedures, including the following: <ul style="list-style-type: none">• the selection criteria for entry;• the interview process, including the constitution of the panel members.	
❖ An outline of the ways diversity of entrants is encouraged to this programme.	
❖ An outline of the procedures used to monitor and evaluate both recruitment and selection.	

3.5 Support for Student Teachers

Provide the following:	Evidence
❖ An outline of the variety of academic support strategies in place for student teachers while attending University and while on professional placement to ensure their progress towards successful completion of the programme.	
❖ An outline the variety of pastoral support strategies offered to student teachers while attending University and while on professional placement to ensure their wellbeing and progress towards successful completion of the programme.	
❖ A description of the strategies in place to support student teachers to develop their resilience and confidence to lead their own learning and the learning of others.	
❖ A description of the early intervention strategies employed to support student teachers.	
❖ Details of how partnership arrangements ensure appropriate preparation and support of student teachers on professional placement.	

3.6 Content of Programme

Provide the following:	Evidence
<ul style="list-style-type: none"> ❖ An outline of how student teachers are supported to develop an understanding of educational literature to underpin their practice, in areas such as: <ul style="list-style-type: none"> • educational theory; • childhood development; • developing positive relationships. 	
<ul style="list-style-type: none"> ❖ An outline of how student teachers are supported to develop an awareness of the legal and statutory frameworks which govern their responsibilities. 	
<ul style="list-style-type: none"> ❖ An outline of how student teachers are supported to develop an understanding of current national policy and to make a positive contribution. 	For example in areas such as: <ul style="list-style-type: none"> • Getting It Right For Every Child; • Inclusion (including Additional Support Needs); • Parental involvement; • Children’s progress (attainment and achievement); • Skills for learning, work and life; • Learning for Sustainability; • Digital literacy; • Data literacy.
<ul style="list-style-type: none"> ❖ An outline of how all student teachers are supported to develop an understanding of a range of pedagogical approaches to teaching in the key areas of: <ul style="list-style-type: none"> • Literacy; • Numeracy; • Health and wellbeing; • Digital literacy; • The Curriculum; • Interdisciplinary learning. 	

3.7 Professional Values

Provide the following:	Evidence
❖ An outline of how the vision and aims of the programme promote the Professional Values as stated in the GTCS Professional Standards (SPF/SFR).	
❖ An outline of how these Professional Values are connect to, explored and elaborated upon during the course of the programme for both the University based learning and the professional placement.	

3.8 Delivery of Programme

Provide the following:	Evidence
❖ A clear rationale for the delivery model of the programme.	
❖ A clear timeline for the delivery of the programme, including key milestones.	
❖ An outline of the methodologies used to deliver the programme.	
❖ An outline of how the delivery model of the programme is moderated.	
❖ An outline of how the delivery of the programme supports student teachers to connect their learning to theory, policy and GTCS Professional Standards.	
❖ An outline of how professional dialogue is used to share the professional learning of student teachers.	
❖ An outline of the opportunities student teachers have to be involved in collegiate and collaborative learning.	
❖ An outline of opportunities for student teachers to develop creativity in curriculum development.	
❖ An outline of how the rationale and structure of the programme provides a number of meaningful exit points and opportunities.	

❖ An outline of how student teachers are encouraged to develop their own digital technology skills and apply these to enhance their own and pupil learning.	
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3.9 Assessment

Provide the following:	Evidence
❖ An outline of the assessment pattern for the programme, including detail regarding the assessment strategies that support student teachers to successfully complete the programme.	
❖ An outline of the range of assessment methods used to measure student teachers progress.	
❖ An outline of how peer and self-assessment is modelled in the programme, including how this supports the learning experience of student teachers.	
❖ A description of the interventions in place to support student teachers who do not meet assessment criteria and the procedures for re-sits, extensions and appeals.	
❖ An outline of the moderation procedures for assessment across the programme.	
❖ A description of the structures in place with local authority partners to ensure that assessment of student teachers on professional placement are valid and reliable.	
❖ An outline of how successful completion of this programme enables students to meet (or evidence) the GTCS Standard for Provisional Registration.	

3.10 Partnerships

Provide the following:	Evidence
❖ Details of how partners were involved in the planning of this programme.	
❖ Details of the partnership arrangements in relation to professional placement including a clear definition of role and responsibilities of university staff, school staff and student teachers.	
❖ An outline of how staff and partners have up-to-date and shared knowledge of the expectation of the programme.	
❖ Details of the mechanisms in place to ensure feedback on the quality of professional placement from student teachers, school staff and university staff.	
❖ An outline of the ways in which the programme placement pattern is compatible with the requirements of SPS.	
❖ An outline of the ways in which the proposed professional placement arrangements are practicable and sustainable.	
❖ An outline of how the programme supports and promotes collegiate and collaborative learning across the partnership.	
❖ An outline of how the programme is underpinned by the principles of self-evaluation/reflection and how it supports student teachers to develop positive stances in respect these.	
❖ An outline of how the programme is underpinned by the principles of enquiry and how it supports student teachers to develop a positive enquiring stance.	

Name	
GTCS registration number	
Area of expertise	
Details of relevant publication (if appropriate)	
Demonstrate how the programme is underpinned by or enhanced by the research/scholarly activity of the programme team	

GTC Scotland aims to promote equality and diversity in all its activities

GTC Scotland
Comhairle Choitcheann Teagaisg na h-Alba

The General Teaching Council for Scotland is the independent professional body which maintains and enhances teaching standards and promotes and regulates the teaching profession in Scotland. We strive to be a world leader in professional education issues.

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