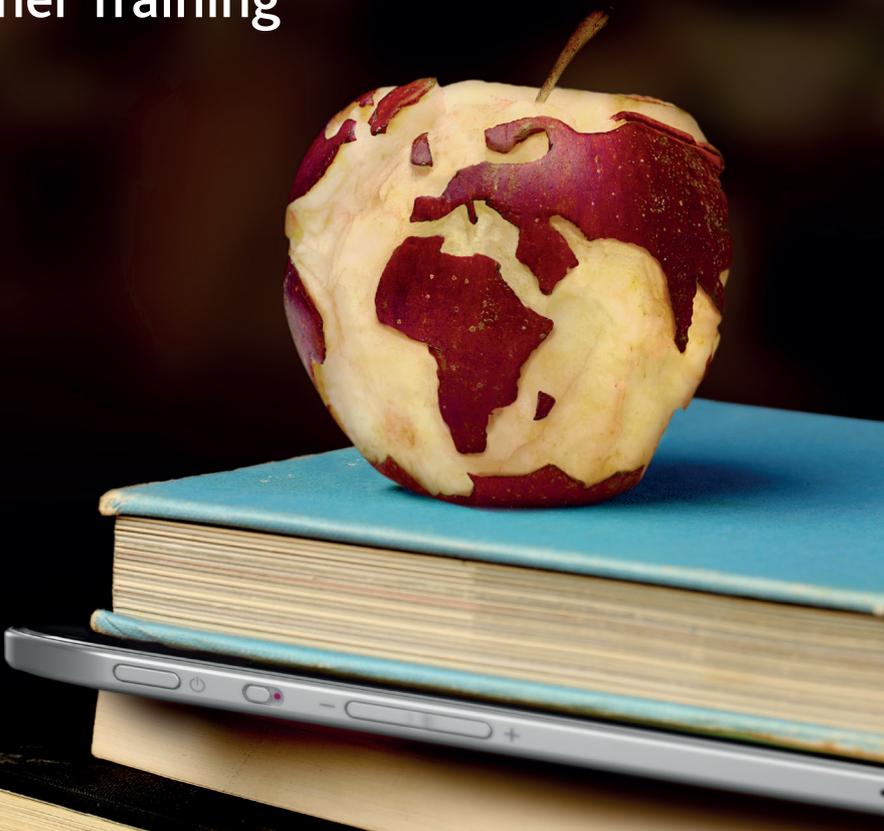


Caroline Whiting with Pat Black, Jim Hordern, Anne Parfitt,
Kate Reynolds, Nick Sorensen and Geoff Whitty
Summer 2016

TOWARDS A NEW TOPOGRAPHY OF ITT

A profile of Initial Teacher Training
in England 2015-16

An Occasional Paper from the IfE No.1



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Diversity
in Teacher
Education

Caroline Whiting with Pat Black, Jim Hordern, Anne
Parfitt, Kate Reynolds, Nick Sorensen and Geoff Whitty
July 2016

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FOREWORD ON PAPER 1

Occasional paper: No. 1

This, the first in our series of Occasional Papers from the Bath Spa institute for Education, stems from the Diversity in Teacher Education (DiTE) research project. The DiTE project examines the range of new routes for teacher preparation introduced from 2010 onwards with the aim being to understand the impact of the different routes with respect to what it means to be a teacher and, whether the different routes initial teacher training result in different outcomes.

For more information on the DiTE project, please contact Dr Anne Parfitt, DiTE research fellow on a.parfitt@bathspa.ac.uk

CONTENTS

Background	7
Methodology	10
Terminology	10
Published data	12
ITT provision 2015-16	13
Allocations and registrations.....	13
New routes	16
Route options	18
Distribution of places.....	22
Trainee registrations by provider and route	22
A finer provider categorisation	22
Hidden data.....	27
Demographic data.....	31
Age	31
Degree class (postgraduate routes)	32
Gender	33
Ethnicity	34
Disability	34
Themes and variables	35
Reaching further into the data.....	35
E-Learning and non-regionality.....	35
Course structures	35
Part time	35
Course length	35
'Branded' provision or provider identity	35
Multiple routes and multiple providers	36
Multiple HEIs.....	36
QTS or PGCE only	36
Size	36
Teaching Schools and other school clusters	36
Quality.....	37
Complexity	38
Post script	38
More change	38
Allocations.....	38
The White Paper	39
References	74

LIST OF TABLES

Figure 1: ITT provision 2011-12.....	8
Figure 2: Number of course options with 10 or fewer places allocated.....	13
Figure 3: Number of course options with 11 or more places allocated.....	14
Figure 4: Allocations and registrations 2015-16.....	15
Figure 5: Troops to Teachers: applications, registrations, completions.....	16
Figure 6: Provision 2015-16: Core and SD routes by provider, other salaried routes and Special Projects.....	19
Figure 7: Full range of HEI provision.....	20
Figure 8: Full range of SCITT provision.....	21
Figure 9: Numbers of providers per route.....	22
Figure 10: Percentage of trainees registered on 'HE led' or 'school led' routes.....	22
Figure 11: Allocations and census data 2015-16 showing contributors missing from data.....	29
Figure 12: Bath Spa primary provision at registration 2015-16.....	30
Figure 13: Age by route (%).....	31
Figure 14: Age by provider category (%).....	31
Figure 15: Degree class of postgraduate trainees by route (%).....	32
Figure 16: Degree class of postgraduate trainees by provider category (%).....	32
Figure 17: Gender by route (%).....	33
Figure 18: Gender by provider category (%).....	33
Figure 19: Identified ethnicity by route (where ethnicity is known) (%).....	34
Figure 20: Identified ethnicity by provider category (%).....	34
Figure 21: Disability by route (%).....	34
Figure 22: Disability by provider category (%).....	34
Table 1: Allocations and registrations across 6 provider categories.....	24
Table 2: Allocations and registrations across 6 provider categories: primary phase.....	25
Table 3: Allocations across 6 provider categories: secondary phase.....	26
Table 4: HEI postgraduate and undergraduate registrations by provider.....	59
Table 5: School Direct fee funded registrations by provider.....	62
Table 6: School Direct salaried registrations by provider.....	66
Table 7: SCITT registrations by provider.....	70
Table 8 Ofsted inspections April 2015-April 2016.....	73
Appendix 1: Providers.....	41
Appendix 2: Difference between initial and final allocations.....	53
Appendix 3: Category 2, 4 and 5 providers.....	55
Appendix 4: Registered places for each route, by provider.....	59
Appendix 5: Ofsted inspections April 2015- April 2016.....	73

BACKGROUND

This report is set within the first of four stages of a wider project based at Bath Spa University (BSU): Diversity in Teacher Education (DiTE).

The key research question of the overall project is: Do different models of teacher preparation produce different outcomes? To facilitate later stages of the project, this stage has produced a new topography of routes to qualified teacher status (QTS)¹ in England for the academic year 2015-16, updating and adding to those produced for an earlier research project, the ESCRC funded Modes of Teacher Education (MOTE) (Barrett et al, 1992; Whiting et al, 1996, Furlong et al, 2000). This topography will support the second stage of the project whereby case studies can be chosen to represent the diversity of current provision which will involve in-depth exploration of the characteristics of a sample of different types of provision in terms of their aims, structure, qualifications and, most crucially, the student experience. Later stages will explore more closely the impact of school and HE contribution in terms of outcomes. Ascertaining whether different routes develop different modes of professionalism and professionalism among the teachers graduating from them will contribute to a broader understanding of processes of professional formation in teaching.

However, establishing a profile of provision for Initial Teacher Training (ITT)² and the award of

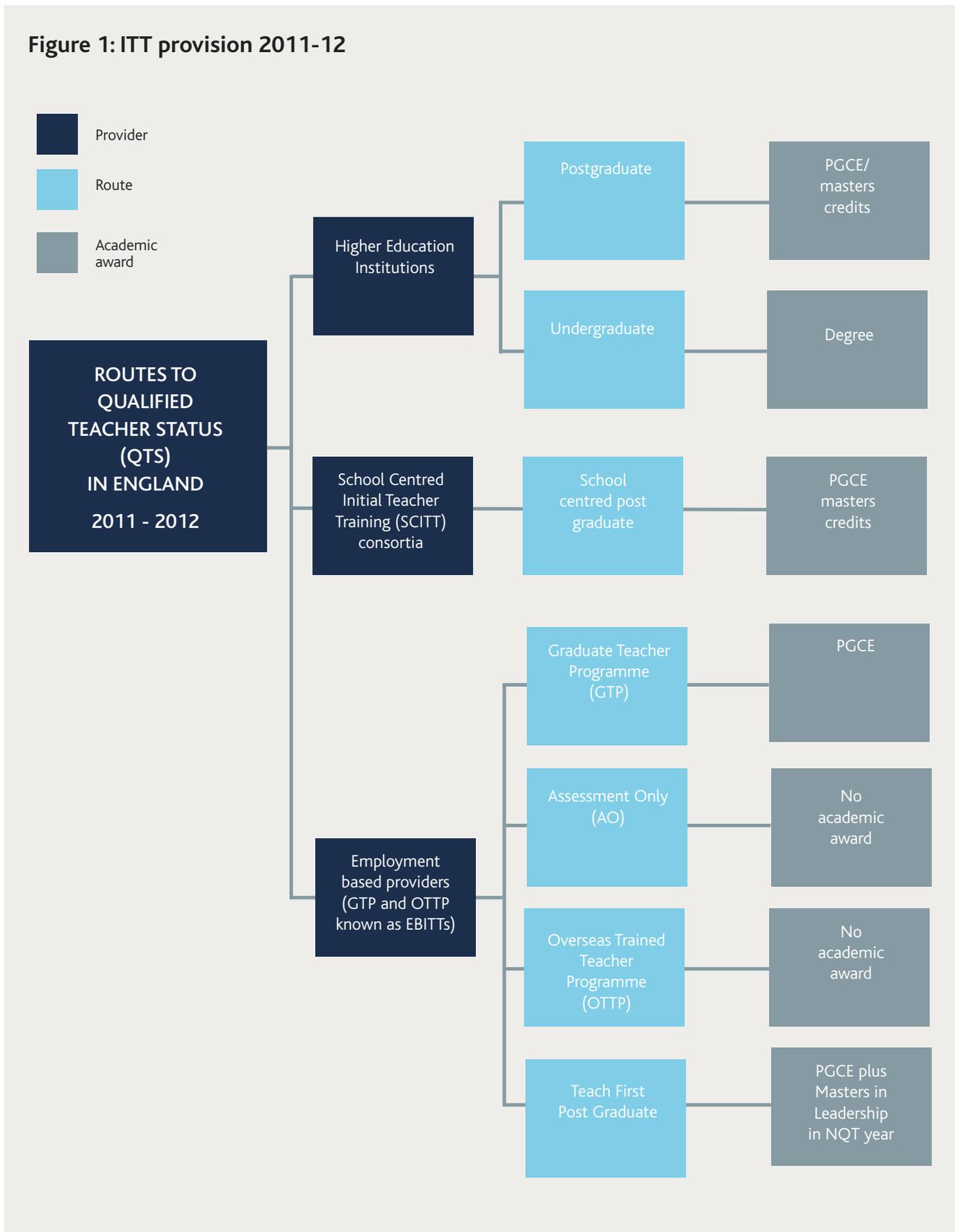
QTS, presents a very different challenge from that found in the original MOTE project. At that time, most prospective teachers sought to gain QTS through a one year Post Graduate Certificate in Education (PGCE) route, or in lesser numbers, a four year undergraduate route. Both of these options were delivered by a Higher Education Institution (HEI). Shorter degree courses (two or three years) accounted for the next largest group of courses, but any further variations on these main routes, including the 18 month PGCE offered by the Open University, accounted for very few trainees. By 1996, two school based routes, Licensed and Articled Teachers, (DES 1989a, 1989b) had recently been trialled and closed and the only non HEI-led route, School Centred Initial Teacher Training (SCITT), established in 1993 (DfE 1993a, Ofsted 1995) was still small in terms of numbers of SCITT providers and of trainees. Despite reduction, especially in undergraduate options, many of these HEI led routes were still available for the academic year 2015-16 which is the cohort under analysis, but the current context for ITT reflects a recently accelerated push from government (DfE 2011a,b) towards a greater role for schools which had begun in the mid 80s (DES 1984, 1989, 1992, DfE 1992, 1993a, 1993b, 1993c).

Through the later 1990s and into the present century, schools have played a growing role in ITT, and the number of SCITT consortia has steadily grown. In 1997 the Graduate Training Programme (GTP) salaried route to QTS began its operation following a consultation paper (DfEE 1996, Ofsted 2002) giving trainees the option to be paid while training and the initially London based Teach First- a social enterprise

¹QTS is the initial stage of qualifying as a teacher in England; trainees must pass skills tests before they start their course and qualify when assessed as meeting nationally set Teacher's Standards. A Newly Qualified Teacher (NQT) year follows QTS requires an Appropriate Body (AB) to recommend fully qualified status. ABs, historically, were local authorities but more recently this role has broadened to include Teaching Schools, as well as National and Independent Schools Induction Panels. This analysis does not include the new Early Years Initial Teacher Training (EYITT) qualification.

²The term ITT is used throughout this paper as the current prevailing term. There is an argument to be made for maintaining a commitment to the alternative: Initial Teacher Education (ITE), but it is not made within the scope of this report.

Figure 1: ITT provision 2011-12



initiative- followed in 2002 (Teach First 2012). It was already possible as a serving non-qualified teacher with a degree to gain QTS through the Assessment Only (AO) route (TDA 2008, DSCF 2010). Figure 1 shows the range of provision in the academic year 2011-12.

However, in the last three years, choice has been expanded further for those wishing to gain QTS, and the opportunities for schools to take the lead in ITT has grown significantly, largely through School Direct (SD) which was introduced in 2012 (DfE 2011), the salaried route replacing the GTP in 2013 (DfE 2012). Overseas trained candidates do not necessarily have to retrain and can make applications for QTS direct to the National College of Teaching and Leadership (NCTL) or train through the accredited route (NCTL 2014a). To add to the picture are a number of 'Special Projects': a range of often smaller, salaried, school based routes, including the now national Teach First and an undergraduate route aimed at retraining forces leavers, Troops to Teachers.

An ever more complex patchwork of provision is often disguised through a simplistic dichotomy of being led by schools or Higher Education (HE) and in the following section, which focuses on how the routes are presented publicly, little mention is made of the training that is delivered day to day by school mentors in all routes, or the way partnership is sustained by all the key players in ITT. NCTL reports on its

aim to 'build schools' appetite and capacity for playing a greater and more effective role in leading ITT through SCITTs and SD' (NCTL 2015a: 10) and this has been reinforced by government and its agencies both during the coalition (Conservative/Liberal Democrat) government of 2010-15 and since the election of a Conservative government in 2015 (Gove 2012, Ofsted 2013³, Burke 2013).

³The press release announcing the Ofsted report, and comments by the Secretary of State were challenged by The Universities Council for the Education of Teachers (UCET) (2013a,b,c) as overtly political and misleading.

METHODOLOGY

The topography aims to look more closely at ITT provision and to construct a finer classification of the options for gaining QTS.

However, developing this was an undertaking further confused by a lack of consistency in terminology in published documents over time and poor understanding of where newer 'school led' routes fitted in to an overall picture. The first task then was to establish a definition of terms and to summarise that which is readily available about the new routes.

Because of the rapidly changing shape of ITT from year to year, the decision was made to focus on one year's intake of trainees. For the academic year 2015-16, NCTL (2014b) allocated places to providers on the main routes. Although it was later announced that a different approach for post graduate places was to be trialled for 2016-17, and heralded a further blurring of terms (NCTL 2015b), these published allocations were used as a basis on which to begin the analysis.⁴ The allocation is based on calculations explained through the application of the Teacher Supply Model or TSM (DfE 2104) the design and intention of which is to ensure a sufficiency in Newly Qualified Teachers (NQTs) in England.

This initial allocations database and three other sources were originally used to confirm how key terms were applied in mid-2015:

- Three documents published in July 2015:
 - NCTL annual report and accounts (NCTL 2015a)
 - an NCTL Ad-Hoc notice concerning census data 2014-15 (NCTL 2015c)
 - a House of Commons briefing paper (Roberts and Foster 2015)
- The government's own Get into Teaching website (DfE (online))

The following section describes how these terms are used in this report.

TERMINOLOGY

The term **(training) provider** is used to indicate an entity accredited to offer courses leading to a recommendation to NCTL of the award of Qualified Teacher Status.⁵ To become an accredited provider, application must be made to the NCTL. NCTL distinguishes between two types of provider: SCITT or HEI. Providers included in the HEI classification in the allocations database without university status are: Bradford College, the Royal Academy of Dance and Hibernia College. In the allocations data for 2015-16 there were 217 providers listed. See appendix 1 for a list.

School Centred Initial Teacher Training (SCITT) was the term used originally (DES 1993c) inviting school consortia which would be accredited and financed to run their own training programmes when HEI provision was the only other option. SCITTs are allocated places directly, like HEI providers, and these two together are known as '**core**' allocations.

⁴Appendix 2 shows the small differences between initial and final allocations published as part of the 2016-17 allocations database in the autumn of 2015.

⁵The award of an academic qualification such as a Postgraduate Certificate of Education (PGCE) or masters credits, is a separate matter and this remains within the domain of the Quality Assurance Agency for Higher Education (QAA).

The term SCITT has been retained but although the DfE's Get into Teaching website describes SCITTs as 'networks of schools that have been approved to run school-centred courses' any school or organisation can apply to become an accredited provider by meeting the criteria laid out (NCTL 2012 and updates). This has opened up the opportunity for a range of organisations, the origins, leadership and management of which may be external to individual or clusters of schools to take a lead in ITT. Both original and more recent SCITTs can run their own courses as well as act as provider for School Direct options (see below) and many offer both. They can also award QTS through the AO route. Over 30 former providers of the GTP prior to the establishment of SD were approved as SCITT providers (NCTL 2013)⁶. There were 160 SCITTs by spring 2015, with 42 new accreditations in the 2014-15 financial year (NCTL 2015a).

School Direct (SD) first recruited to fill places for September 2012. Lead schools apply for approval to recruit directly. Schools must, however, have a partnership with an accredited provider which can be an HEI or a SCITT. Some SD provision is salaried, and some is described as **fee funded** or **fee paying** in the same way as the SCITT and HEI led routes. This means that the candidate must pay a fee to the provider, but there are loans and bursaries available. In the spring of 2015 there were 841 schools, partnerships and academy chains delivering School Direct (NCTL 2015d).

School centred has generally been used specifically in relation to SCITT provider status, while **school led** was more usually used to describe School Direct provision. However, in April 2014 a review of ITT was commissioned by the government and reported the following January

(Carter 2015). While emphasising the importance of partnership, the report noted the shift of leadership from universities to schools and described the whole system as increasingly **school led**.

This term **school led** is now used for both by NCTL and is at the core of their vision for the school system as a whole (NCTL 2015a). The use of **school led** as an overall term for SCITT and SD is also reflected in the recruitment controls strategy implemented for 2016-17 (NCTL 2015b). The Get into Teaching website lists the various ways to achieve QTS, and despite its 'myth busting' section fails to make a clear distinction for applicants between the routes designated **school led**.

The distinction between the terms **school led** and **HEI led** is, in fact, solely down to the identification of a **provider** and the funding which is channelled through that provider. The consequences of this could be argued as being less about the content of the training, but more about the control which can be wielded by the budget holder and the marketisation of the financial relationship between schools and HEIs (see Roper et al's 2016 report on School Direct for exemplification of this effect).

Employment based is used to describe any provision where trainees are paid a salary, so applies to some SD provision, and to most of the other non-core routes, including NCTL 'Special Projects' (NCTL 2015a)

Routes/pathways are terms used interchangeably to describe the broad but discrete choices open to those seeking QTS.

⁶See Ofsted (2006) for a less than positive view of employment based ITT (EBITT) providers at that time.

However, this use of the word pathway obscures the course options, such as age range or subject specialism, within each provider's offering to prospective trainees, so here **course** will be used to denote each identified option.

The broad course options in 2015-16 were:

- HEI provider led postgraduate (PG)
- HEI led undergraduate (UG)
- SCITT provider led postgraduate
- School Direct postgraduate salaried
- School Direct postgraduate fee funded
- Other employment based routes

PUBLISHED DATA

The MOTE topographies could be generated from the responses to a fairly simple questionnaire sent to providers. This returned an easily manageable set of data with clear classifications for the limited number of options available and descriptive analysis was straightforward. For the DiTE topography, however, the classification itself became a key part of the analysis. Government, providers and schools have taken advantage of advances in technology to the extent that data are plentiful and available online but often selective and pre-analysed. Publicly available datasets and broad brush analysis from government and its agencies set core and SD data within the loosest of categories, based wholly on how places and funding are distributed. Data from government regarding the additional employment based options available for those who aspire to QTS, appear at best in limited form and are often buried within the broader categories. However, as the allocations tables categorised by provider led, SD and Teach First routes provided the most comprehensive available list of provision for 2015-16 this was used as a starting point.

The census data which followed in November 2015 provided some information of the actual number of registrations and demographical data (NCTL 2015d). These data presented their own problems, however, due to a further lack of consistency in the way the data were selected, organised and presented compared with the allocations data. In these data tables there was some more detail regarding Teach First, but the Troops to Teacher data was omitted. Grand totals, but not route totals, included 359 'forecast' trainees: successful applicants who were due to start their courses later.

A stepped approach was taken, tackling first the allocations data, endeavouring to gradually uncover a more detailed picture of provision which went beyond the prevailing classifications. To begin to develop a more focussed profile, with a finer classification, additional information was added to the limited data in the allocations database. Tracking back over allocations data and performance profiles for the previous years and scrutinising provider websites and Ofsted reports were the main strategies employed to identify more detailed characteristics of the providers. Other sources used to cross reference or expand information included websites for UCAS⁷ applications and Funding England, previous ITT census data and the recent Ad-Hoc notice, previous and current editions of The Good Teacher Training Guide (Smithers and Coughlan 2016) which is produced by the University of Buckingham and information from Bath Spa's own contribution to ITT across a number of routes. Only by doing this was there confirmation of what was already suspected: to categorise, and treat as discrete, provision simply along the lines of the allocations data is unhelpful; to do so neglects the importance of the partnerships that exist not only between schools, between schools and providers, but also between providers themselves, in the delivery of training.

⁷Applications for HE, SCITT and SD ITT places are made through the UCAS website

The data also ignore the implicit role of many unnamed contributors. The next step extended the map of options, or routes, to include the Special Projects and another identified salaried route provided through the independent schools sector. This is not to suggest that there are no other routes that could be identified as discrete; indeed the disparity and frequent opacity of ITT provision could be argued as making it likely but difficult to discern. This highlights the challenge of reaching conclusions about the impact of different routes to QTS, a key aim of the DiTE project. This issue has also been demonstrated through reports from the Institute of Fiscal Studies (IFS) (Allen et al 2014) and the National Audit Office (NAO 2016). The NAO report points out the difficulties that the number and diversity of options present to applicants in making informed choices; it goes on to emphasise that parity in price or the problems in evaluating of quality³ not only weakens any possibility of shaping the ITT market through this approach but also fails to support the government in ensuring long term cost effectiveness and planning. The IFS makes a similar point, acknowledging that it is only able to assess short term financial benefits, and emphasising that there is a greater need to gather more information not just about different routes but the long term impact of the system as a whole. As this topography was being completed, a report from the Public Accounts Committee on the training of new teachers also addressed the issue of value for money but went further, saying new methods for ITT 'are experimental, unevaluated and still evolving' and that '(the DfE's) approach is reactive and lacks coherence' (House of Commons, Committee of Public Accounts 2016:3).

This approach enabled a more detailed profile of both allocations and subsequent registrations, but also highlighted what is missing from the published data and began to identify further themes which may be explored through the later phases of the project.

ITT PROVISION 2015–16

ALLOCATIONS AND REGISTRATIONS

The extent of the allocations database is a very clear indication of the range of course options potentially open to a prospective trainee teacher. With secondary subject areas, primary age ranges, provider and lead school for SD shown separately, 8292 individual allocations are listed (excluding the 2000 allocated to Teach First), each representing a different course leading to QTS. Nearly 7000 of these represent discrete SD options where applicants have to apply to the school.

Of the 8292 course options, 3570 are allocated just one place; all except 183 of these places are through SD and all but 11 provider-led courses of this size are run by SCITTs. Well over half of courses are allocated just one or two places with fewer than 500 of these being provider led and just 14 by HEIs; 90% are allocated 10 or fewer; these can be seen in figure 2 below.

Figure 2: Number of course options with 10 or fewer places allocated



³Here only Ofsted evaluation is mentioned. Fewer than half of school centred providers have been inspected by Ofsted.

Figure 3 opposite shows how the remaining 10% of places are distributed through the allocations. Just one of the 42 courses allocated more than 100 places is with a SCITT provider: the EM Direct (now rebranded Educate) SCITT is allocated 100 places on their general primary provider led course. Other SCITT providers allocated with places of 50 or more are Inspiring Leaders with 57 and Surrey South Farnham (both Teaching School Alliances) with 55 each for their general primary fee funded SD courses, and St Thomas Centre Nursery in Birmingham and St Edmund’s Nursery School & Children’s Centre in Bradford with 50 places allocated to each on their general primary courses (with no confirmed provider). The non-regional distance provider Hibernia College (now TES) has 50 places for each of secondary mathematics and computer science.

Figure 4 provides a graphical representation of what is shown in the published allocations and subsequent census data (in brackets) showing the numbers of places allocated and subsequently registered. In the allocations data, 272 provider led places and 335 SD places had a provider ‘to be confirmed’.

Figure 3: Number of course options with 11 or more places allocated

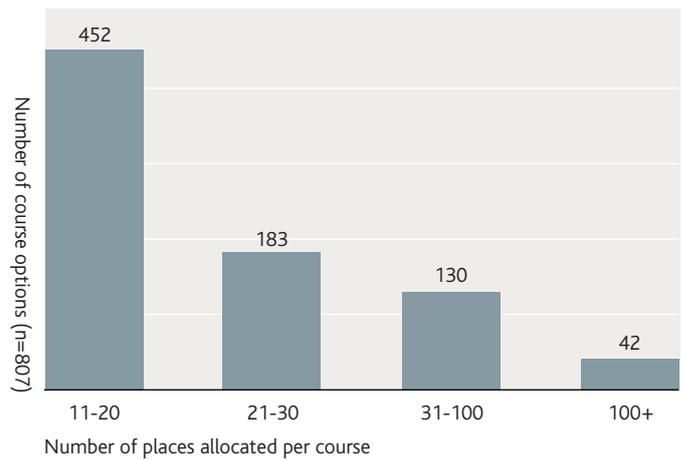
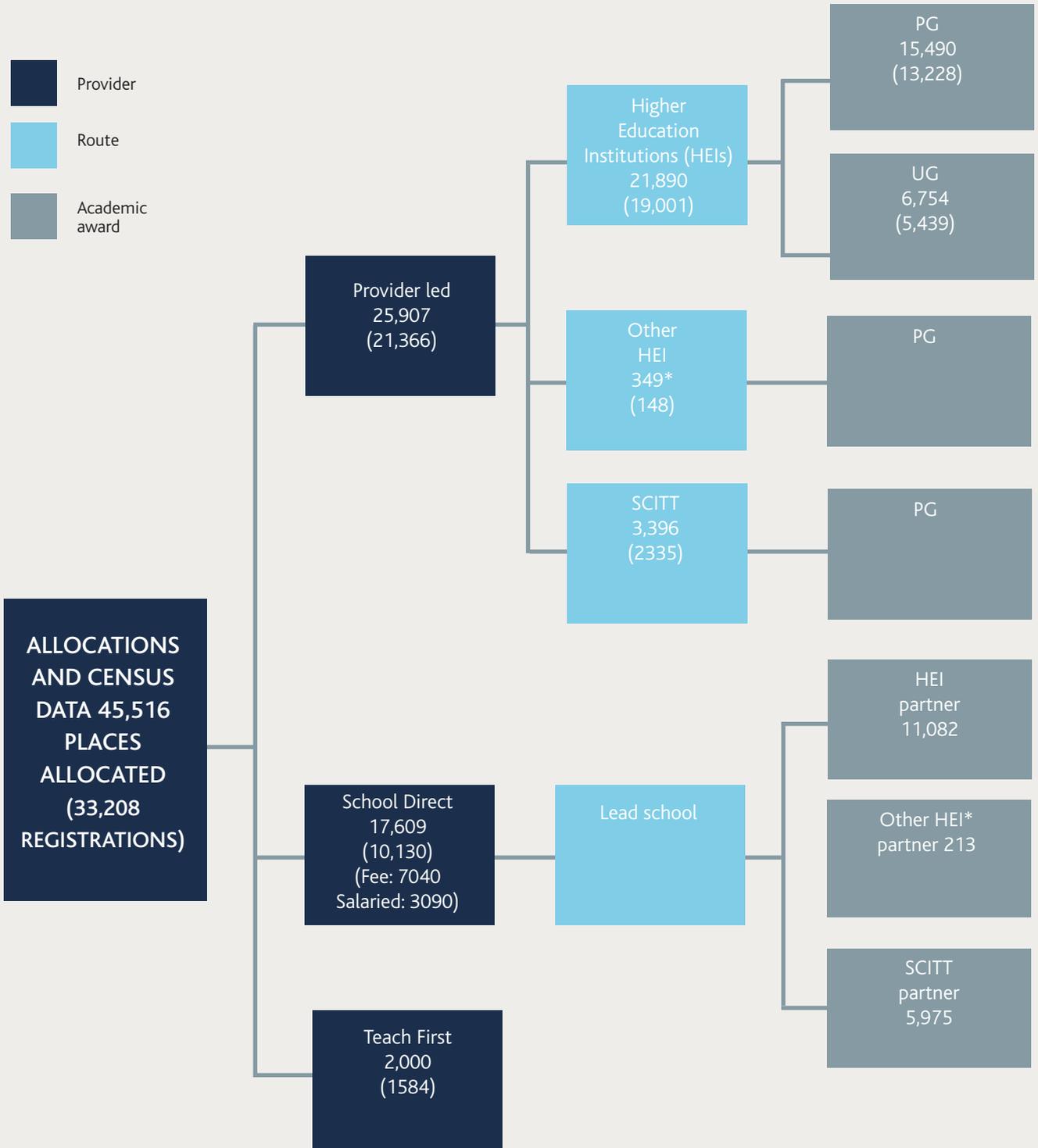


Figure 4: Allocations and registrations 2015-16



*Includes Bradford and Hibernia Colleges and the Royal School of Dance which, unlike others HEIs, cannot award PGCE. The databases include these three in the HEI category.

NEW ROUTES

For clarification on the new routes, further information was also gathered mainly through web based sources, but also from providers and NCTL directly and through knowledge of BSU’s own provision.

TEACH FIRST

Background

Teach First was set up, according to its website (Teach First, online) as a charity in 2002 by Brett Wigdortz, a management consultant, after the company team he was part of had looked into how businesses could help improve secondary education in London. Based on the experience of the American initiative ‘Teach for America’ it aimed to place high achieving graduates in schools in challenging circumstances. Working with Canterbury Christchurch as a partner, the scheme launched with 45 secondary schools and 146 ‘participants’. In 2011 primary participants began their courses and by 2013, it had expanded to nine regions (including Wales) and added Early Years to its provision. Between 2012 and 2015 numbers grew by 50% from nearly 1000 to over 1500.

Key characteristics

Teach First is a salaried postgraduate route aimed at graduates with a 2.1 or 1st degree who are encouraged to move into leadership roles. It holds its own allocations. Candidates apply direct

to the programme, rather than through UCAS. Applicants can state a preference for phase and region, but can be placed anywhere. Training input is led by named regional HEIs (providers in the published data). Grades published in January 2016 for all nine English regional offices’ secondary provision, and eight of the nine for primary, were outstanding; Yorkshire and Humber primary was rated good. Some provision in the South West is subcontracted to Bath Spa from Bristol and The London Ofsted report names Canterbury Christchurch in addition to the lead provider, UCL Institute of Education.

The programme starts with a six week summer institute with a number of ‘call back days’ spread through the course. Salaried placements continue into the Newly Qualified Teacher (NQT) year.

TROOPS TO TEACHERS (TTT)

Background

The scheme was announced in the White Paper of 2010 (DfE 2010); the first cohort began in January 2014 and the second in September 2014, the programme recruiting for standard academic years from that point. Information on the programme can be found on the Get into Teaching website and on that of the national provider HEI, Brighton University (University of Brighton, online). With recruitment initially the responsibility of the Ministry of Defence’s resettlement contractor, Brighton now recruits directly and holds its own allocation within the undergraduate numbers.

Figure 5: Troops to Teachers: applications, registrations, completions

Cohort	Start date	Applied to the programme	Began the programme	qualified
1	Jan 2014	293	41	28
2	September 2014	196	52	
3	September 2015	62	51	

Key characteristics

This is a two year undergraduate route aimed at forces personnel who already have level 4 qualifications.⁹ Six other HEIs are named by the DfE as part of a consortium, along with Brighton as the lead HEI and what are described as 'delivery schools'. These 'trainee teachers' are employed by their delivery school as unqualified teachers and are mentored and quality assured in their settings by their local HEI.

Figure 5 shows information made available in written answers from Nick Gibb, the schools minister, to questions asked by MP Jess Philips in February 2016 (Houses of Parliament (online)).

The programme is delivered through a programme of residential weeks and 'study Fridays'. Although Brighton is the named provider, other universities not only have some content and teaching responsibility, for example: to all 31 trainees on the 2015 primary course, both face to face, and through webinars. They each also have particular responsibility through an academic tutor for those placed in schools allocated to their region. From the 2015 cohort, there also had to be a regional lead school to provide moderation and support.

HEADMASTERS AND HEADMISTRESSES CONFERENCE (HMC)

Background

The scheme was announced in the media in the autumn of 2014 in a press release (HMC 2104) with recruitment beginning that November. All 260 HMC schools across the UK, as well as HMC international schools, were eligible to participate in the scheme, and it was anticipated that in the first year around 100 trainee places would be available.

Key characteristics

This is an independent schools route through the HMC which is set within HEI led provision; senior schools employ and train candidates to QTS and then through their NQT year. Applicants register their interest on the HMC ITT website (HMC, online) and then apply directly to posts advertised on the site, and elsewhere. HMC facilitate registration to a PGCE programme, provided in most cases by the University of Buckingham.

Trainees attend training sessions in August prior to taking up post in September. Alternative placements may be in HMC or maintained schools and training is through a mix of online and face to face delivery, residential and school based mentoring.

There is an emphasis on extracurricular activities. They are also assigned a university tutor.

RESEARCHERS IN SCHOOLS

Background

The annual report 2014-15 (RiS 2015) provides information. The originator of the scheme, The Brilliant Club, is a charity originally set up by two London classroom teachers to increase the numbers of pupils from under represented backgrounds entering top universities. This remains the aim of the programme. When the first cohort started in schools in September 2014, King's College London provided Honorary Research Associate status to participants and two outstanding SCITTs delivered programmes. In its first year 21 participants were recruited from, it is reported, a field of 200 applicants. 17 achieved QTS.

⁹The National Qualifications Framework outlines these levels; a Bachelor's degree is awarded at level 6.

Key characteristics

This is a salaried two year route for post-doctoral candidates with QTS at the end of the first year and an optional 'Researcher Leader in Education' award in the third year. Participants are now placed across the country. A 'soft' target allocation is in place and these places are part of the SCITT SD allocations.¹⁰ Applications are made direct to RiS. According to the report, the 2015 cohort numbers 80 from over 600 applicants.

A range of partners includes Teaching Schools, industry, the University of Southampton and King's College London. Industry partners sponsor participants individually on maths and physics programmes. Ten SCITTs deliver training and the universities provide research facilities. The programme is described as 'bespoke' on its website and is delivered through training, classroom teaching and mentoring. The balance between teaching and research is not clear from the report or the website.

ASSESSMENT ONLY (AO)

Background

The AO route was first proposed in 2008 and the first candidates qualified in 2010. Prior to this, there were no routes to QTS which did not require candidates to follow a training course at an accredited institution (Teacher Development Agency (TDA) 2008).

Key characteristics

Unqualified staff with undergraduate degrees already working in school can apply to qualify through this route. Candidates must have taught in at least two schools, early years and/or further education settings. NCTL reported 459 following this route in school in 2014-15 (NCTL 2015a) building steadily from 30 in 2011. The Cambridge

Partnership, a SCITT provider, registered the largest cohort with 34 candidates in 2015, with Hibernia College at 34, followed by six HEIs in the 20s. Over the years since 2011, the University of Cumbria had the largest number of AO registrations but this is mainly due to a particularly large cohort in 2012. The largest cohort of qualifiers in 2015 was also assessed by the Cambridge Partnership.¹¹ Hibernia College now channels its ITT provision through the TES Institute (see appendix 3) and passed its first cohort in 2014. Applicants have to apply direct to providers in order to qualify this way but the TES website (TES (Online) bannered 'Straight to Teaching without leaving your school' is perhaps an example of how providers can include this approach to reaching QTS part of their ITT offer and generate income from training content developed for other routes.

Candidates have to pass the skills tests¹², provide evidence of meeting the Teachers Standards with their teaching assessed by an accredited provider. Assessment takes about 12 weeks. There is no requirement for any training.

ROUTE OPTIONS

Figure 6 sets out a range of 13 routes available to those who seek QTS by the two provider categories and with employment based routes other than School Direct identified discretely. It also follows through to the academic award options in each case.¹³ Figures 7 and 8 go on to expand the HEI and SCITT sections of figure 6: here is shown how the non-SD salaried routes are buried within the allocations database.

The cells coloured orange signify the existence of an awarding body which was not named for a route identified within the allocations database.¹⁴ In a later section, other hidden data is discussed.

¹⁰ Source: RiS

¹¹ Source: NCTL

¹² Applicants to all routes to QTS have to pass skills tests in maths and English

¹³ Most, but not all, postgraduate courses make an academic award in addition to QTS

¹⁴ Some information about awarding bodies for Special Projects and HMC was known and has been detailed earlier.

Figure 6: Provision 2015-16: Core and SD routes by provider, other salaried routes and Special Projects

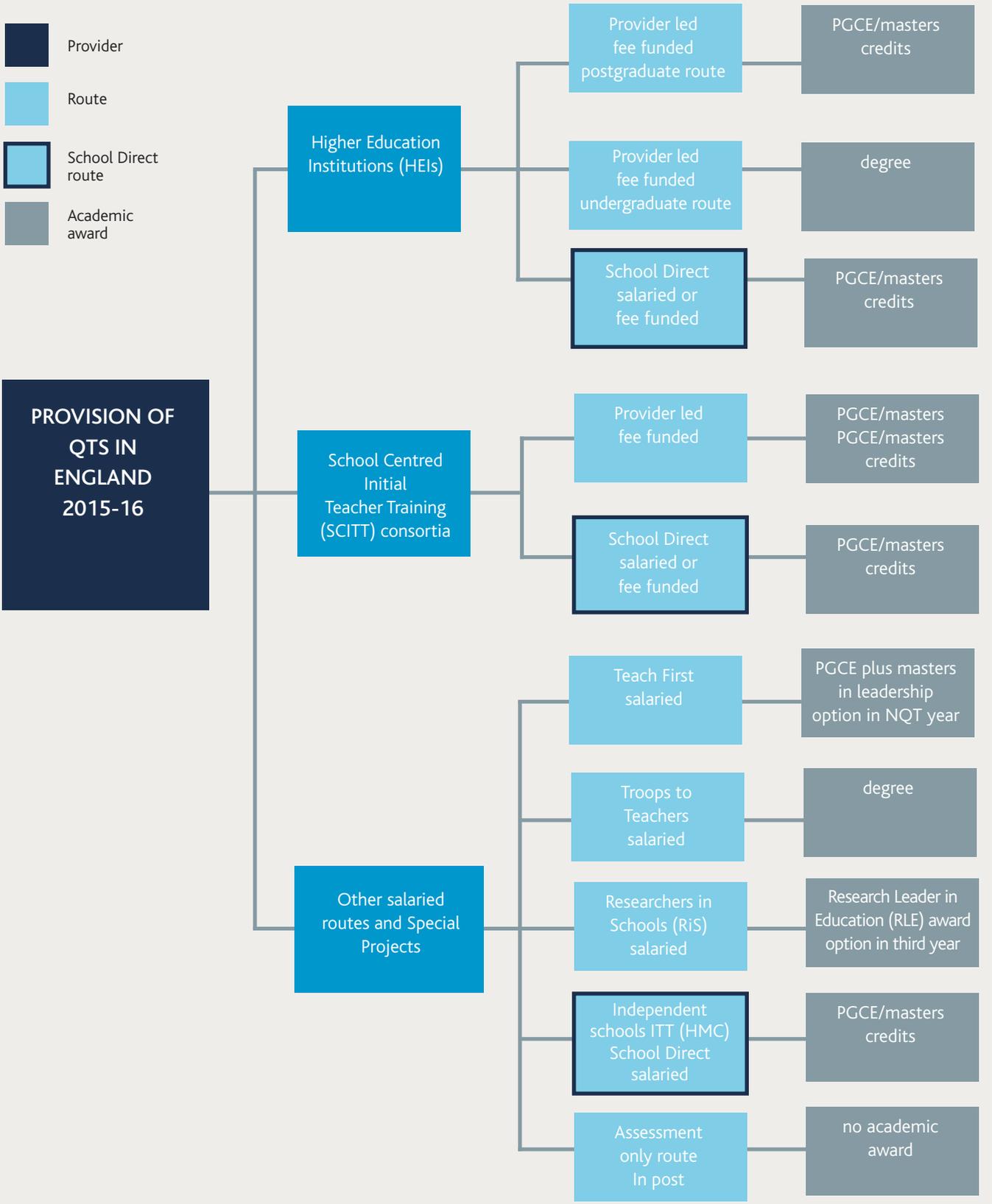


Figure 7: Full range of HEI provision

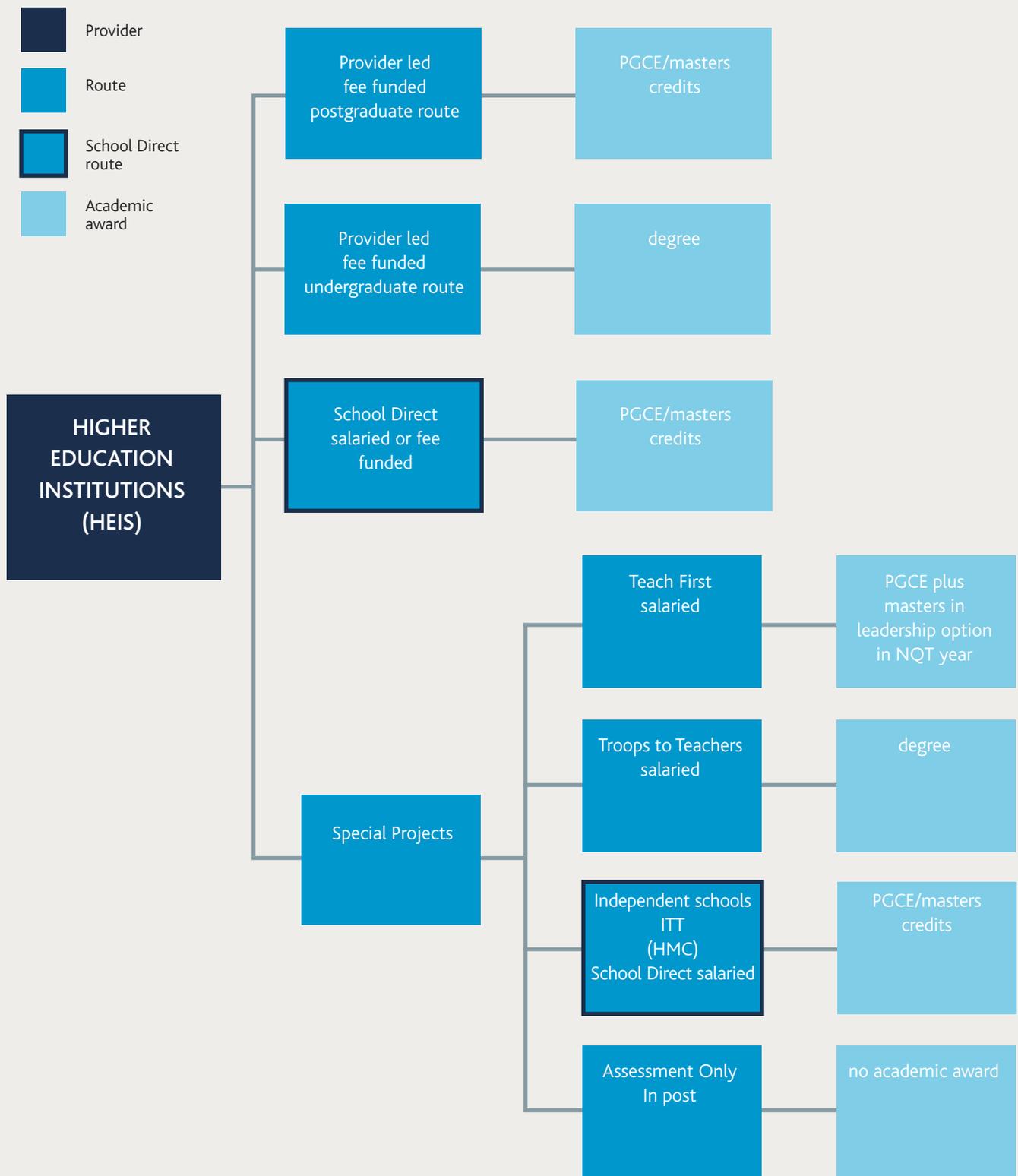
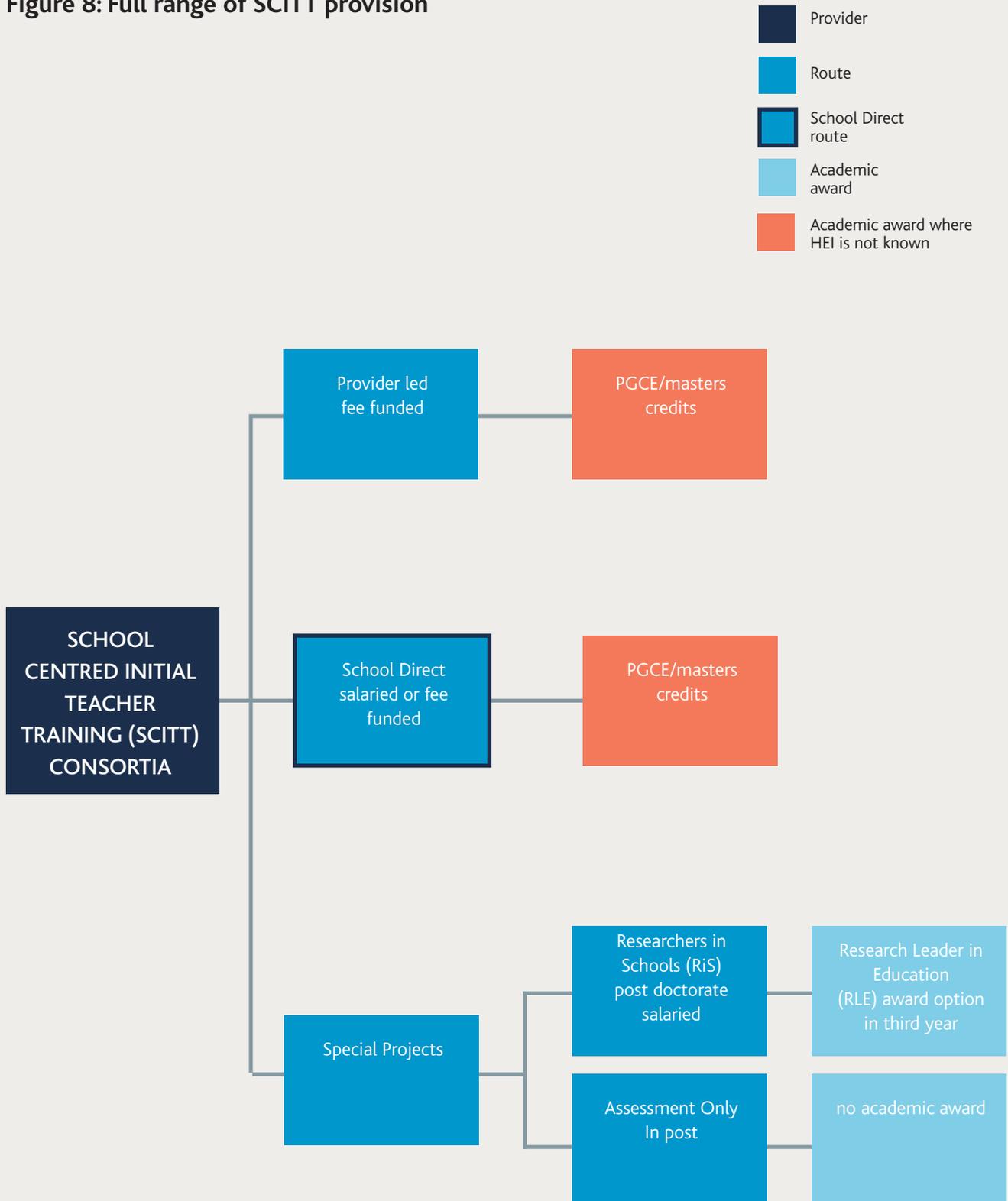


Figure 8: Full range of SCITT provision



DISTRIBUTION OF PLACES

Trainee registrations by provider and route

The census database gives registration numbers by provider and route across both phases together; some additional summary data are added in the main text. The unidentified source data are sometimes difficult to find in the tables. The detail of the registered places per provider is shown in appendix 4.

Figure 9 gives a summary of the number of providers who had trainees registered against each route. The total number here is 565, but primary and secondary registrations are combined so the actual number of route choices is considerably higher if primary and secondary are considered different routes. The census main text emphasises the fact that over half (51%) of postgraduate courses are 'school led' but figure 10 on page 21 shows the percentage of trainees registered on each route, including the undergraduate route. This reverses the proportion.

A finer provider categorisation

The two categories of HEI and SCITT are very broad, and scrutiny of the list of providers identified in the allocations database revealed a possible grouping which would acknowledge at least some their differences, so providers were categorised beyond the simple HEI/SCITT split as follows:

Provider category 1: Universities

This category included all HEIs able to make graduate or post graduate academic awards.

Figure 9: Numbers of providers per route

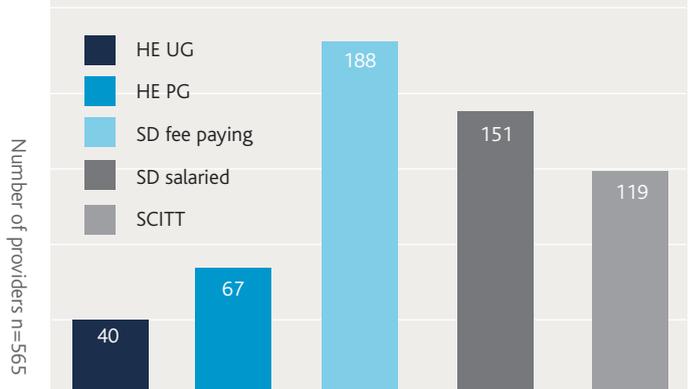
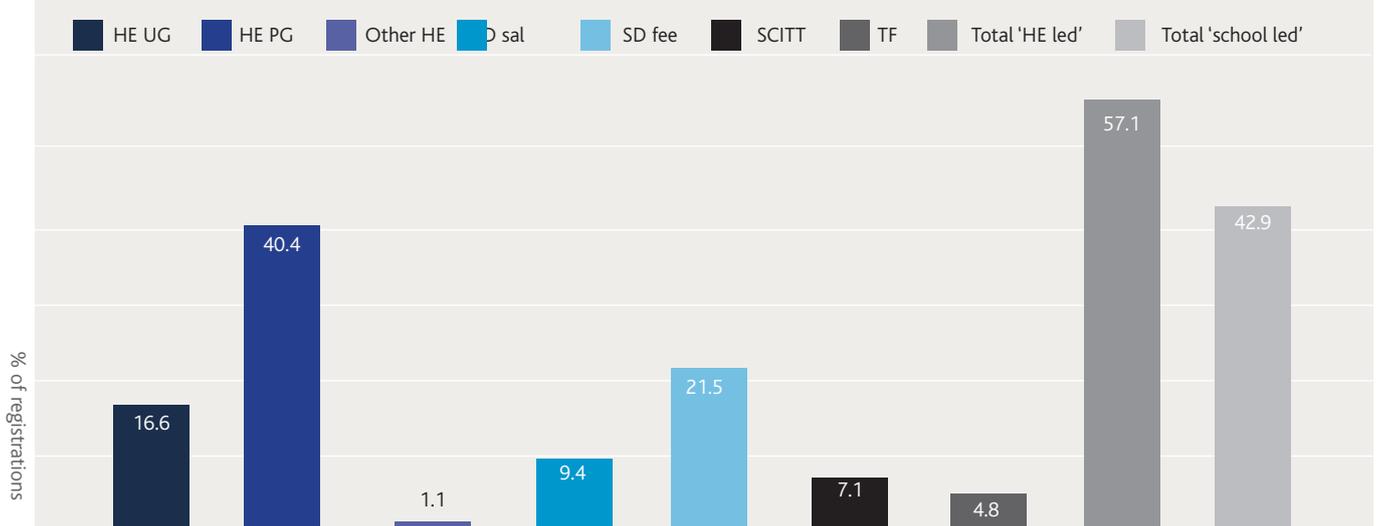


Figure 10: Percentage of trainees registered on 'HE led' or 'school led' routes



Provider category 2: Other HEI

These organisations do not hold the university designation and therefore need a partner for the award of PGCE. This category includes Bradford College, an FE institution; Hibernia College and the Royal Academy of Dance. The latter two could also be designated as charitable or private providers, and included within category 5 below. Both, with Bradford College, are classified as HEI within the allocations database.

Provider category 3: SCITTs led by school originated consortia

This category attempts to include SCITTs originating in the school groups, rather than any external organisation, such as an academy chain or trust, or a charitable or private concern. This is a large and disparate group, which have been variously supported in their origins by, for example, local authorities or have developed from former EBITTs. It is possible that SCITTs included here may have assumed a status such as in category 5 below after accreditation, but this detail was not explored. The intention of including SCITTs in this group is that they are identified as essentially local, and remain committed to a relatively small group of schools that work together collaboratively without the direct influence of external agencies such as those in categories 4 and 5.

Provider category 4: Academy chains or multi academy trusts (MATs)

This category identified the groups taking advantage of opportunities, not only to run schools as academy chains or trusts, but also to lead on ITT as designated providers.

Provider category 5: Non-exempt charities, not for profit and private organisations

Although not counted as such in the following tables, this category also applies to Hibernia College and the Royal Academy of Dance which are included in category 2.

Services to Schools was originally a school/LA originated consortium.

Provider category 6: Places allocated but provider to be confirmed.

A number of places were allocated to lead schools, but with the provider not identified.

Appendix 3 provides more information about category 2, 4 and 5 providers as is available from online sources.

The following three tables show the distribution of places: the number of places initially allocated and the numbers of trainees subsequently registered on the different routes across the six categories of provider. The census tables do not cross reference primary and secondary registrations with providers and routes, so this level of analysis is only shown in table 1.

Discrepancies between this table and tables 2 and 3, as well as between the reported total in the database are explained by missing data: trainee registrations of fewer than five are not enumerated.

Table 1: Allocations and registrations across 6 provider categories

All allocations (registrations in brackets)	School Direct Salaried	School Direct Fee Funded	Provider Led	Totals
Category 1: Universities	2357 (1495) 63%	8725 (4605) 53%	21890 (18853) 86% PG 15136 (13199) 87% UG 6754 (5439) 81%	32972 (24953) 76%
Category 2: Other HEI	32 (21) 66%	181 (89*) 49%	349 (148) 42%	562 (258) 46%
Bradford College	5 (11)	102 (34)	113 (119)	220 (144)
Hibernia College (NCTL coded as HEI)	27 (10)	76 (55)	215 (10)	318 (75)
Royal Academy of Dance (NCTL coded as HEI)	0	3 (*)	21 (19)	24 (19*)
Category 3: School originated SCITT consortia	1632 (1213) 74%	3527 (2173) 62%	3095 (2183) 71%	8254 (5569) 67%
Category 4: Academy chains, trusts	305 (214) 70%	288 (149) 52%	64 (46) 72%	657 (409) 62%
Ark	68 (42)	65 (28)	0	133 (70)
CfBT	48 (28)	85 (33)	42 (34)	175 (95)
Harris	46 (63)	27 (27)	0	73 (90)
Kemnal	28 (20)	29 (15)	22 (5)	79 (40)
United Teaching National SCITT	115 (44)	68 (38)	0	183 (82)
Pimlico	0 (17)	14 (8)	0 (7)	14 (32)
Category 5: Non-exempt charities, not for profit and private	149 (147) 99%	78 (24) 31%	237 (106) 45%	464 (277) 60%
EM direct (Educate)	62 (48)	5 (*)	156 (71)	223 (139*)
E Qualitas	73 (89)	49 (18)	58 (24)	180 (131)
Titan	4 (*)	18 (6)	23 (11)	45 (17*)
Services for Education	10 (10)	6 (*)	0	16 (10*)
Category 6: Provider to be confirmed	75	260	272	607
Totals	4550 (3090) 68%	13059 (7040) 54%	25906 (21336) 82%	43516 (31466) 72%¹⁵

¹⁵ Teach First also recruited 1584 (79% of allocation); 65 missing data in the census (5 or fewer registered marked*) may account for a further discrepancy of 159 with a total reported figure of 33209. The TSM was 29787.

Table 2: Allocations and registrations across 6 provider categories: primary phase

Primary phase allocations (registrations in brackets)	Schools Direct Salaried	School Direct fee funded	Provider led	Totals
Category 1: Universities	867	3063	12069 PG 5959, UG 6110	15999 (14650) 92%
Category 2: Other HEI	4	59	56	119 (99)
Bradford College	4	43	31	78 (86)
Hibernia College (NCTL coded as HEI)	0	16	25	41 (13)
Royal Academy of Dance (NCTL coded as HEI)	0	0	0	0
Category 3: School originated SCITT consortia	808	1282	1180	3270 (2735) 84%
Category 4: Academy chains, trusts	89	44	8	141 (138) 98%
Ark	30	10	0	40 (26)
CfBT	19	14	7	40 (41)
Harris	11	5	0	16 (25)
Kemnal	9	0	1	10 (16)
United Teaching National SCITT	20	10	0	30 (25)
Pimlico	0	5	0	5 (5)
Category 5: Non-exempt charities, not for profit and private	66	25	120	211 (129) 61%
EM direct	47	5	100	152 (82)
E Qualitas	7	8	12	27 (26)
Titan	2	6	8	16 (7)
Services for Education	10	6	0	16 (14)
Category 6: Provider to be confirmed	63	149	120	332
Totals	1897	4622	13553	20072 (17751) (PG 12770, UG 6754) 88%¹⁶
School Direct				

¹⁶Teach First also recruited 348.

Table 3: Allocations across 6 provider categories: secondary phase

Secondary allocations (registrations in brackets)	School Direct salaried	School Direct fee funded	Provider led	Totals
Category 1: Universities	1490	5662	9821 PG 9177 UG 644	16973 (PG 14015)
Category 2: Other HEIs	28	122	293	443
Bradford College (NCTL coded as HEI)	1	59	82	142 (70)
Hibernia College (NCTL coded as HEI)	27	60	190	277 (62)
Royal Academy of Dance (NCTL coded as HEI)	0	3	21	24 (21)
Category 3: School originated SCITT consortia	824	2245	1915	4984
Category 4: Academy chains, trusts	216	244	56	516
Ark	38	55	0	93 (32)
CfBT	29	71	35	135 (46)
Harris	35	22	0	57 (62)
Kemnal	19	29	21	69 (17)
United Teaching	95	58	0	153 (45)
National SCITT Pimlico	0	9	0	9 (18)
Category 5: Non-exempt charities, not for profit and private	83	53	117	253
EM direct	15	0	56	71 (35)
E Qualitas	66	41	46	153 (93)
Titan	2	12	15	29 (9)
Services for Education	0	0	0	0
Category 6: Provider to be confirmed	12	111	152	275
Totals	2653	8437	12354	23444 (PG 21748)¹⁷

¹⁷ Teach First also recruited 1286.

HIDDEN DATA

In figure 8, there were contributors to SCITT programmes within the allocations database, through their academic awarding powers, which were not identified. However, there are more key players missing.

To give an example: BSU's own ITT partnerships illustrate the opaque nature of the published data and that which is missing altogether. BSU contributes to all routes mentioned above with the exception of RiS (although there were no AO candidates in 2015). The limitations of accepting the public facing classification of routes as a basis for analysis can be exemplified by comparing BSU's entries for the primary phase in the allocations dataset with the actual provision planned for 2015-16. BSU is allocated places on the provider led PGCE route and is also listed as provider for about an additional quarter of the provider led figure on the SD routes, split across four school consortia. Two aspects within this summary picture are concealed.

The first aspect concerns the pattern of school and university attendance. In practice, a further eight school clusters are partnered with BSU preparing to follow a similar 'school based' programme to that of the SD trainees allocated within the dataset. These trainees' placements are managed by and within groups of schools and typically, after a short 'front ended' period, they spend just a day a week in the university during the first half of their course before finishing in school. In contrast, for the rest of the trainees, the school and university parts of their training are more discrete following a pattern of university, school placement 1, university, school placement 2.

Trainees registering with a local SCITT provider are also part of the same BSU 'school based' pattern of attendance but BSU is not identified in the

allocations database for them at all. This has the potential to more than double the more 'school based' group and thus reduce the 'provider led' group. However, this is not evident from scrutiny of the dataset.

The second aspect concerns the parallel content of much of the university input. Although attendance at BSU for these 'cluster' trainees is proportionally slightly less than those on the regular programme, what they experience is based on that programme: the university input is planned and delivered by the same people and the overall design and management of the programme is set within many of the same processes, including quality assurance, and of course, the academic award. Both programmes have a strong focus on school/HEI partnership and schools are involved in all of these aspects in a number of ways. Some schools have trainees on more than one BSU programme and all these partnerships are pursued by the same university and school based staff. Some parts of the university programme are even delivered to all groups together and assignments towards the award of PGCE are the same.

So, the distinction between school (SD, SCITT) and HEI led in this one case becomes considerably muddled. Because this is true of BSU, it is likely that similar arrangements apply to other providers, especially where they are involved in multiple routes.

Another example of indistinguishable data concerns those programmes such as Teach First, TtT and HMC which have been buried within the HEI allocations, and RiS in the SCITT allocations. In the case of all but HMC, in addition to the awarding bodies, delivery is by a number of HEI providers in partnership, along with schools in which trainees are placed¹⁸.

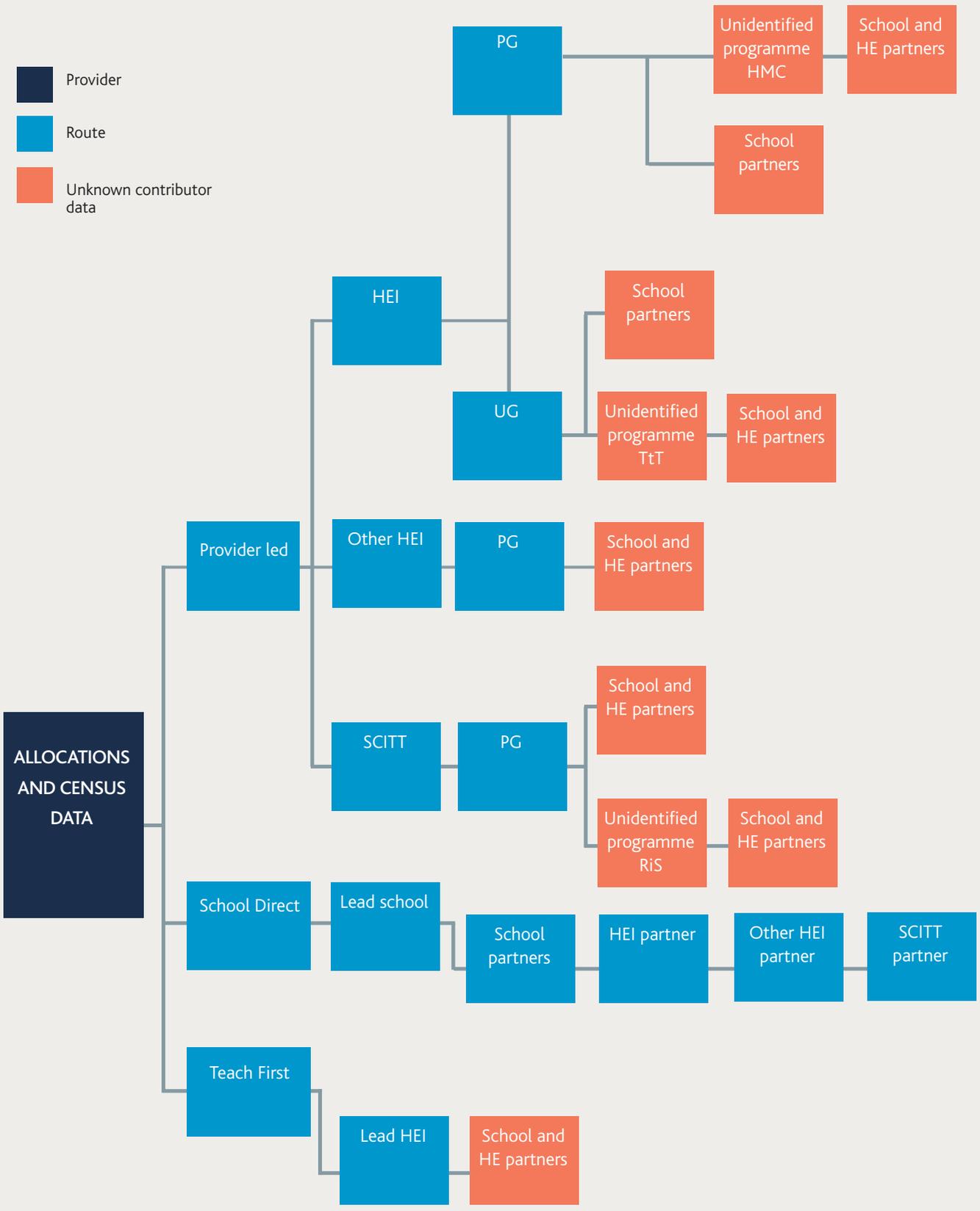
¹⁸ In the census data, numbers for Teach First lead HEIs are given

These observations do not take account of this key distinction: the direction of funds between schools and HE. The effect of moving funds from providers to individual schools and the generation of a market style model in which not only individuals who seek QTS, but also individual schools, are the customer. This could be argued as contributing to a 'school led', rather than the 'schools led' approach advocated by UCET (2015) perhaps better supporting the system-wide approach identified in the NAO and the IFS reports as lacking. Secondary provision, being more heavily weighted towards School Direct than primary, carries with it the prospect of HEIs managing provision across large numbers of individual schools, each with the power vested in their status as fund holder and a commitment only to a single cohort of trainees.

This impacts on the nature and discourse of partnership, system cohesion and long term planning, and implications for the role of these unseen players in the provision of ITT.

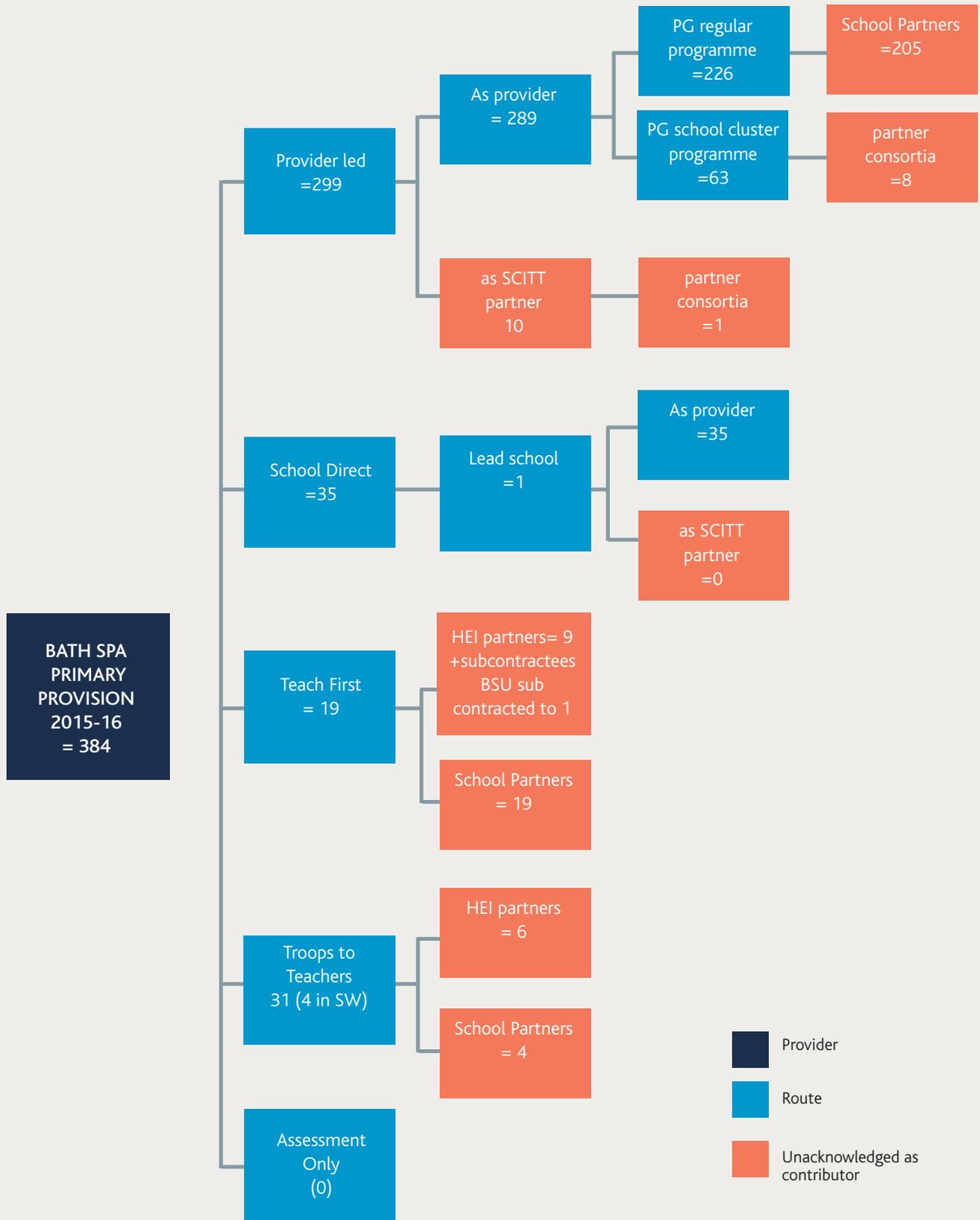
Returning to the structure of the allocations and census databases, the next two diagrams demonstrate the elements of absent data. The areas coloured orange in figure 11 show partner contributors which are missing altogether but are key to developing a fuller profile of core and SD provision, and in figure 12 there is a closer look at BSU's own primary provision, as an example, including the other employment based routes to which it contributes.

Figure 11: Allocations and census data 2015 -16 showing contributors missing from data



*Nearly 10000 schools identified (incomplete list) but not the number of places in each. 100,000 school partners identified in 2016-17

Figure 12: Bath Spa primary provision at registration 2015-16



*Nearly 10000 schools identified (incomplete list) but not the number of places in each. 100,000 school partners identified in 2016-17

DEMOGRAPHIC DATA

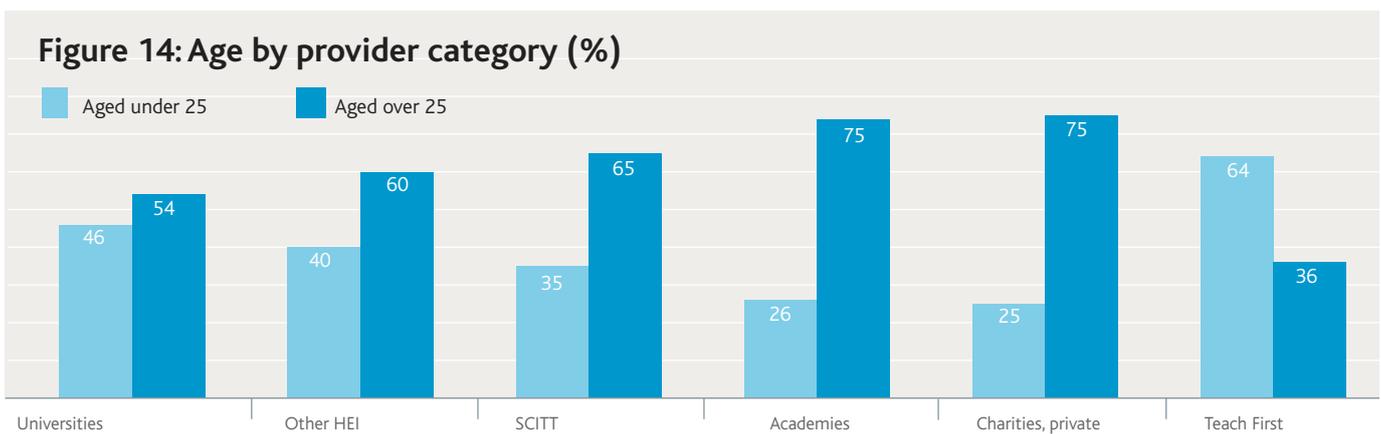
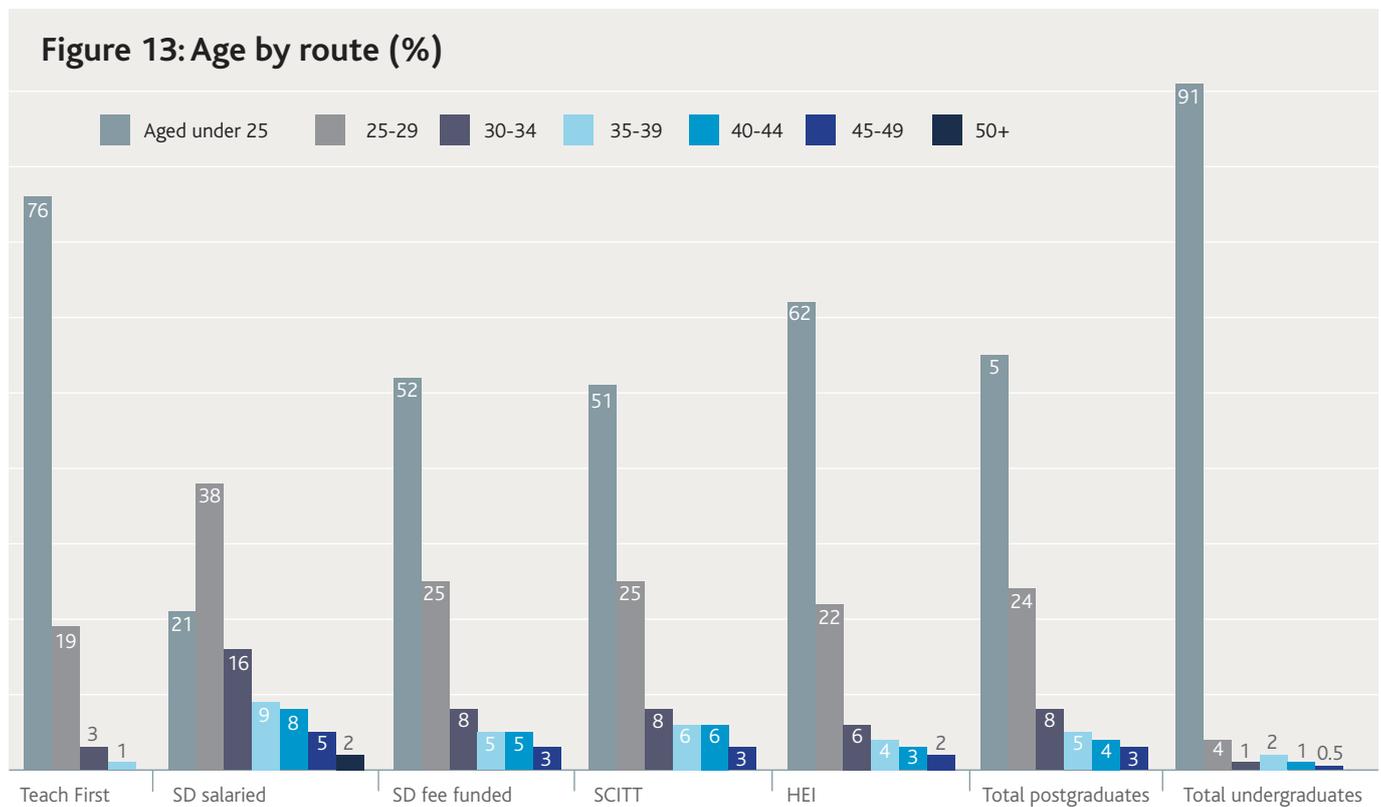
In addition to the numbers registered, some demographic data are available from the census data. The next section summarises this, both against the prevailing route classification and the identified six provider categories.

Age

The great majority of undergraduate trainees are under 25, but Teach First has the youngest cohort of the postgraduate groups. School based, and salaried routes in particular, attract the highest number of older trainees.

76 over 55s new post graduate trainees were registered, and were represented across the routes.

Academies and charitable and private providers attract more over 25s than other SCITTs.



Degree class (postgraduate routes)

Within the main text of the census data the degree class of newly registered trainees is cited as a measure of quality of postgraduate trainees. Those registering on a salaried SD route have a lower proportion of an upper second or higher degrees but the text resists making a judgement of trainee quality in this case. Other explanations are offered: the greater age of trainees is suggested as leading to a combination of differences in demographic characteristics of career changers, and growing proportions of higher classifications of degree over time.

There is no further explanation of which demographic characteristics these might be and there is perhaps implicitly a suggestion that the higher degree classifications over time is due to grade inflation. Well over half of new postgraduate trainees, including virtually all on the Teach First route (with exceptions focussing on maths and science), hold an upper second or a first.

Figure 15: Degree class of postgraduate trainees by route (%)

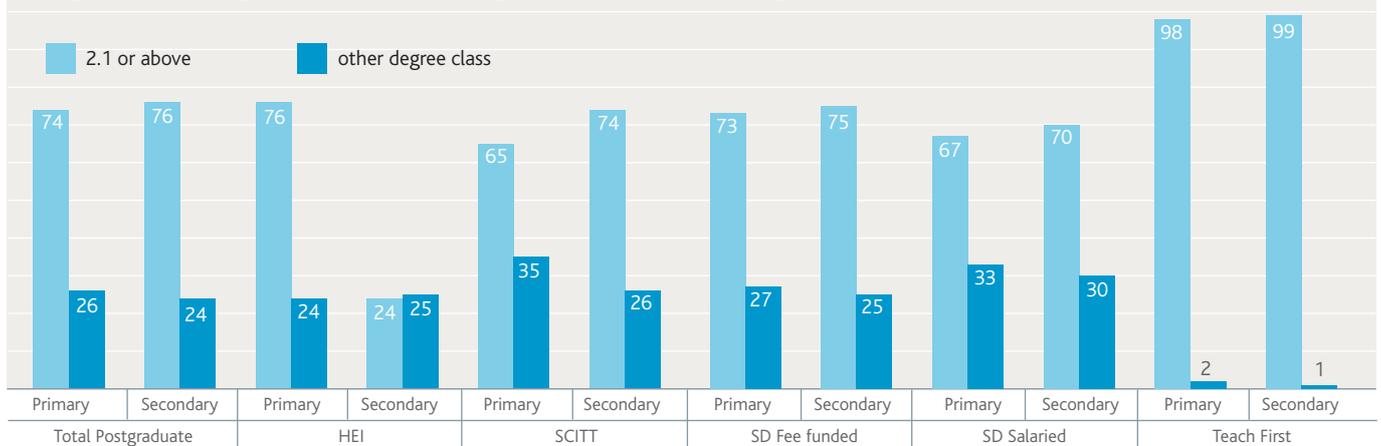
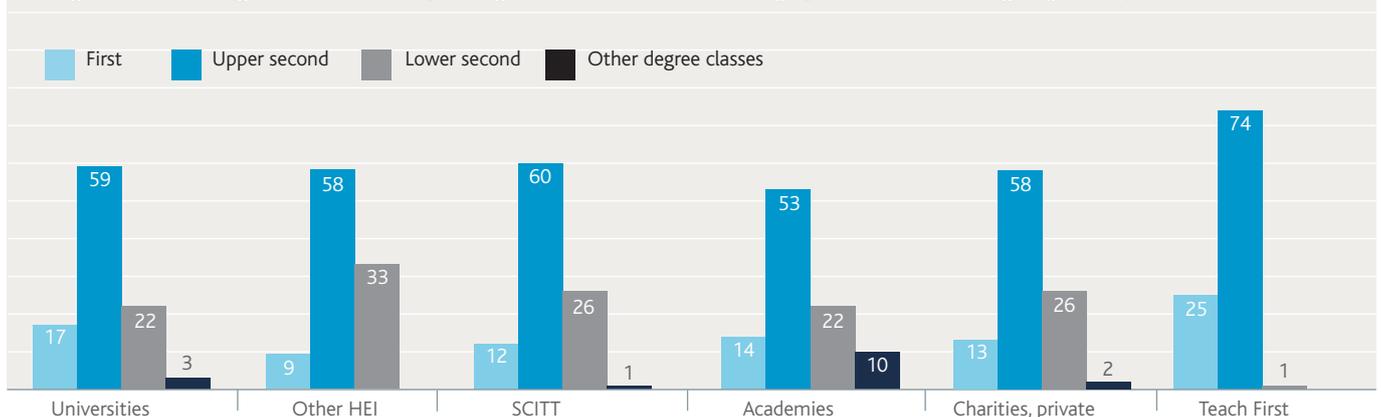


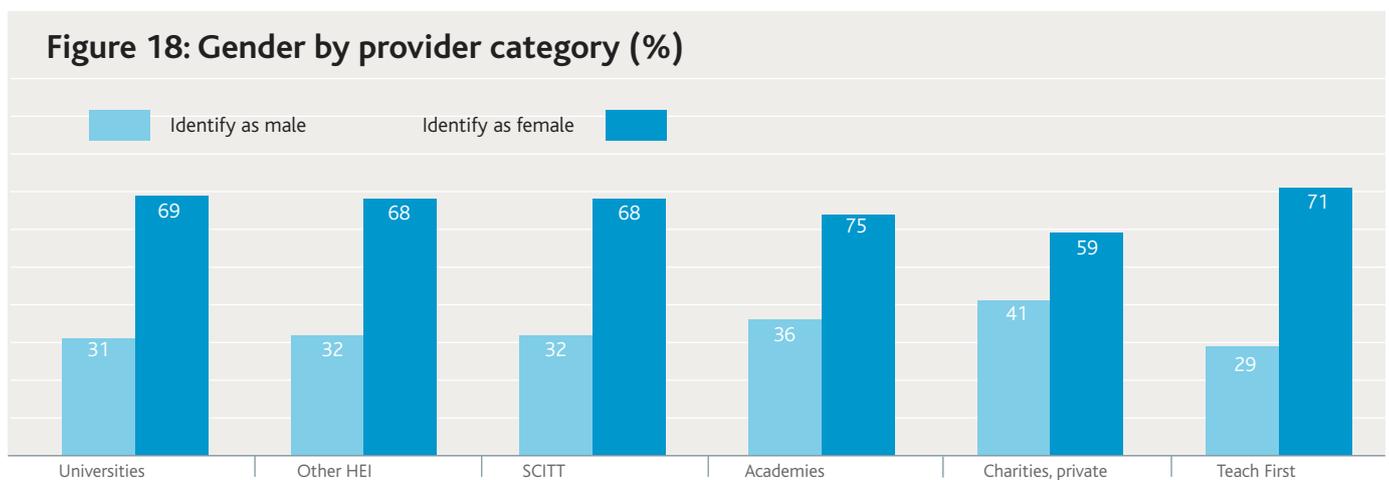
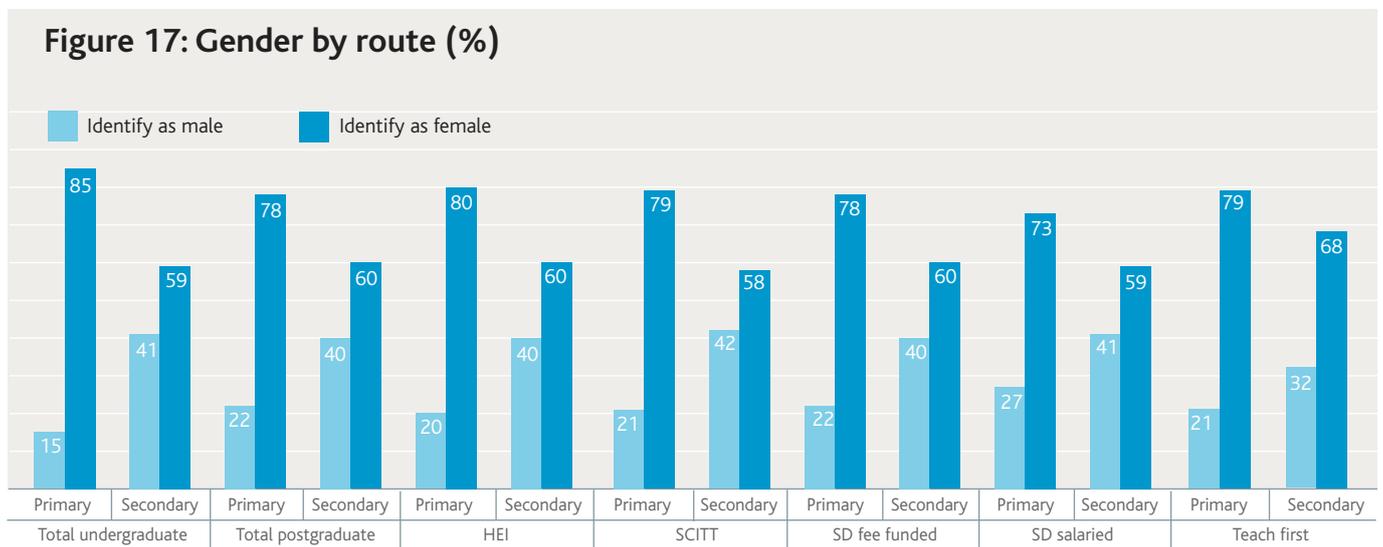
Figure 16: Degree class of postgraduate trainees by provider category (%)



Gender

In undergraduate programmes, a significant majority of new primary trainees identified as female¹⁹, but fewer than two thirds on secondary programmes. More than twice as many females as males registered on ITT postgraduate courses beginning in 2015 in both primary and secondary phases, across all routes and four of the six categories.

There are no available data to relate the lower proportion of females for academy chains and charitable and private providers to phase, but across the categories, academies and charitable or private providers attract the highest proportion of males. However, Teach First is notable in the postgraduate routes in its proportion of females overall, due to the highest proportion of females in the secondary, as well as matching other routes in the primary phase.



¹⁹ Identify as male or female is the terminology of the census tables. Those trainees identifying as 'other' gender have been added to females by NCTL in the tables.

Ethnicity

The HEI route has attracted the highest proportion of trainees who identify as minority ethnic. The high numbers identifying as minority ethnic in Bradford College skews the

high proportion in the 'other HEI' category which only represents three providers.

Figure 19: Identified ethnicity by route (where ethnicity is known) (%)

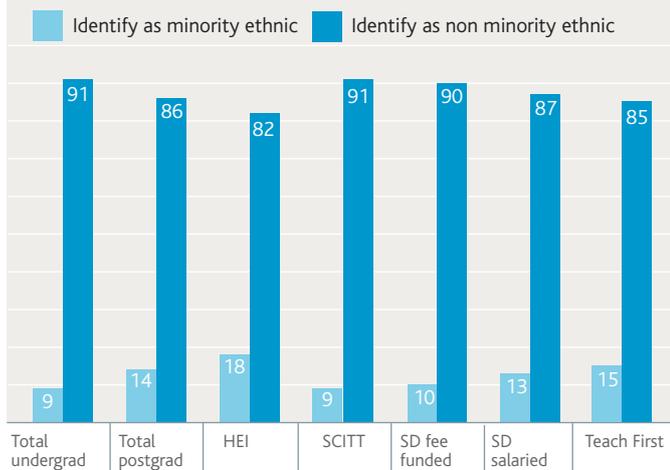
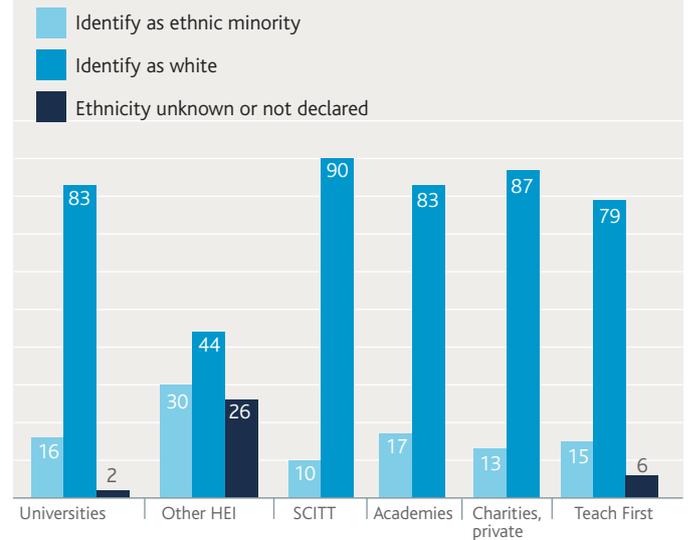


Figure 20: Identified ethnicity by provider category (%)



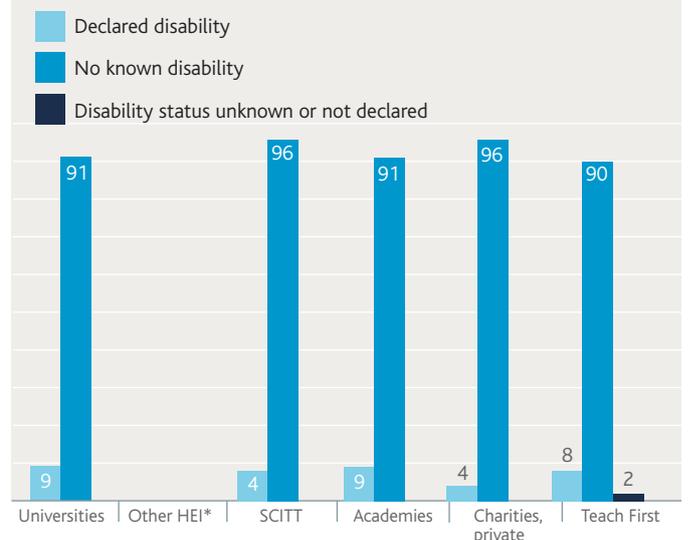
Disability

Percentages and differences are small but HEI routes have the highest percentage of registrations from those who declare a disability.

Figure 21: Disability by route (%)



Figure 22: Disability by provider category (%)



*Other HEI numbers are all below 5, so a total value 0 is recorded.

THEMES AND VARIABLES

REACHING FURTHER INTO THE DATA

A number of other commonalities surfaced through the scrutiny of provision. They were not used of themselves as a category classification; one or more may feature in particular categories or routes, or they may be represented across provision, but this added focus can enrich the selection and analysis of the project case studies.

E-Learning and non-regionality

Once the majority of teaching is through E-learning, it could be argued that there are no limits on the geographical reach of any provider. Hibernia College and E-Qualitas are particularly identified as making non-local provision through E-Learning, but many other providers are increasing what can be delivered in this way. Although listed as Surrey based for its provider led course, for 2016 E-Qualitas is allocated places to accredit QTS in the Midlands, London and the South East. However, their academic partner for the award of PGCE, where study facilities are available, is Edge Hill University, which is north of Liverpool.

Hibernia College is in Dublin, although ITT provision is now channelled through the TES Institute in London. Although its provider led courses are in Westminster, its SD reach includes central and greater London from Medway to Essex, Cheshire and Birmingham.

Course structures

Part time

There is no indication of either part time or

variations in course length in either the allocations or census database. However, searching for courses to begin in 2016 on the UCAS website reveal a number of part time options. In London, for example, there are 38 listed.

Course length

Degree courses vary from 18 months for conversions from Foundation degrees with Bishop Grosseteste, two years for the Troops to Teacher route, Early Childhood Education at Leeds Beckett, or as an option for maths at Sunderland, to 3 or 4 years for the most usual honours degree with QTS.

'Branded' provision or provider identity

The vast majority of providers and courses operate with a wide range of partners, as can be seen from the preceding figures. However, certain providers, or clusters of SD schools, could be said to be developing a 'branded' (Whitty 2014) approach to the training of their teachers where external influence is minimised by the single organisation leading, delivering training and providing school placements. Academy chains such as ARK or Harris can be examples of this since they have a contained resource in the schools they lead, but other SCITTs and even HEIs also promote a particular approach to practice and with varying levels of control or influence over course leadership, management and content. For example, BSU trainees are encouraged to identify themselves as 'Bath Spa Teachers' - an identity which follows successful completion of training into the NQT year and perhaps beyond²⁰.

Discrete routes can be seen to be adopting this approach: Teach First was seeking 'Brand Managers' in April 2016 and providers are specifically encouraged to promote their particular brand by the DfE.

²⁰This was noted in the Ofsted inspection of BSU ITT provision in June 2016.

In recruitment and marketing advice it urges: *It's important to present your offer, and your brand clearly to attract and retain interest..... Explain to your colleagues the importance of brand.* (DfE 2014).

Multiple routes and multiple providers

Some providers operate through just one route, others through multiple routes. Indeed, some providers may have seen their continued existence dependent on taking opportunities where they could. HEIs awarding PGCE may develop and adapt a core programme in collaboration with schools or school clusters. Schools also provide training through multiple routes and multiple providers (Mutton et al 2008). How then are the various 'identities' of HEIs and schools reconciled in the delivery of ITT and what is the impact on trainees?

Multiple HEIs

In Special Projects such as Troops to Teachers and Teach First, several HEIs work together with lead HEIs to deliver, and to some extent plan, content. This is an added layer of partnership absent from other routes.

QTS or PGCE only

Some SCITTs offer QTS only. As the UCAS website points out, a PGCE is not a requirement to teach in England. For entry in 2016-17, the provider Educate²¹, for example, offers trainees a route to QTS for a fee of £6000, with a PGCE as an option, for which an extra £2000 must be paid. Some universities, for example Oxford Brookes and the University of East London, are promoting their PGCE courses to teachers who already hold QTS.

Size

We saw from figures 2 and 3 how many providers were allocated just one or two places on the majority of course options, which means smaller SCITT providers have just a few trainees; in secondary, even the few they have are often specialising in different subjects. However, primary course registrations range from 484 postgraduate trainees for the University of Cumbria, to five for the Buckingham Partnership SCITT. Many HEI providers registered more than 200 secondary trainees in 2015, with Edge Hill registering in the mid 450s and UCL Institute of Education more than 800. Edge Hill has over 1000 registrations altogether. Appendix 4 gives a summary of route numbers for each provider.

Teaching Schools and other school clusters

How developed the role of Teaching Schools in the provision of routes to QTS is not immediately discernible from the published data. In September 2015, NCTL identified 691 Teaching Schools (537 alliances) (NCTL 2015e). School led Initial Teacher Training is one of the six 'core areas of responsibility' (NCTL 2015a), but this could be through School Direct or as becoming an accredited provider. An evaluation of Teaching Schools was carried out for NCTL in December 2015 (NCTL 2015f), but although this contains qualitative material on Teaching Schools' perceptions of their involvement in ITT, it does not provide any quantitative data with regard to the extent of their role. Many Teaching Schools are represented in the SCITT provider list, and as lead schools for SD, but it is also likely that Teaching Schools are among the many partner schools for HEI led routes, both under- and post graduate. The current government see one role of Teaching Schools as being 'to lead the training... of teachers' (DfE 2010 p9).

²¹EM Direct in the 2015-16 allocations

It could be argued that Teaching Schools could have the potential to support that 'schools led' as opposed to 'school led' approach through their close collaboration with, and leadership of, local school groups. The rapid expansion of this initiative and any differences between these school groups and other SD or SCITT school clusters bears analysis in this respect.

Quality

With a prevailing emphasis on choice and diversity in ITT within the gathering momentum of a system in which the balance of control is moving from HEIs to schools, questions about quality are becoming difficult to answer. Even finding evaluations of the quality of individual providers, let alone the routes to which that provider is contributing, is problematic. Comparison by HE or school led providers is offered widely against the standard devised at any given time by Ofsted. The NAO report assumes Ofsted reports to be the key source of data measuring quality, but points out the lack of coverage, saying it will take until 2018 to inspect all school centred providers. New providers are being added all the time, and others falling away. The report also challenges the notion that degree class is an effective predictor of the quality of anything other than subject knowledge. However, success in attracting candidates with the best degrees is offered as a useful measure by NCTL in the census (except, seemingly, for the older candidates on SD routes) and, with the addition of UCAS points for undergraduate entrants, also by Smithers et al (2016) in the 'Good Teacher Training Guide'. This publication makes the rather grand claim that it is possible to conclude which is the 'best' by ranking providers through a summative score derived from these pre-training academic outcomes, the Ofsted grades as are available, NQT survey ratings

and whether successful trainees are in post six months after qualifying. Furthermore, they feel able to conclude:

The move to school-led training seems to be associated with a higher quality of provision... p25

Carter's report on ITT, similarly, relies on Ofsted inspections reported on during the small window of November 2013 to May 2014 and the NQT survey to make a judgement of the system as a whole; it seems content to draw on Smithers' evidence from earlier years and the IFS report to conclude that school led ITT 'has its benefits'²² (p3). However, not only is there a lack of any Ofsted data at all from half the SCITT providers, some reports can only be regarded as historical, since they are not written when providers were operating in the present context, nor were they inspected against the most recent two part framework. Appendix 5 shows a summary of inspections for the year up to April 2016. Just 36 of the providers listed in appendix 1 were inspected, plus nine regional Teach First offices.

Teach First makes a very strong showing across the regions, although the work of each region is not entirely discrete. It could be argued from this very small subset of data, as Ofsted did in its 2013 report, that SCITTs are doing comparatively better in terms of Ofsted inspections, and show a strength where they provide training in just one phase. But even accepting Ofsted inspections as a good indication of quality, what is being evaluated here is providers, not routes, and the judgements do not make distinctions between the different roles of the provider in the different contexts in which they operate.

²²The benefits identified by the IFS were limited to financial, for single schools in a single recruitment year.

Complexity

Perhaps the clearest message from generating this topography is the complexity of provision and the failure of published data to reflect this. Carter saw this diversity as a strength, arguing that not all trainees are the same. However, as the IFS and NAO reports endorse, it brings with it the difficulty of developing any sort of real understanding of either the process or the outcomes associated with differing models of provision. The case studies seek to explore more deeply how professional knowledge is fostered through all the contributors who are delivering training together. All these routes, or courses, or pathways, have one quality in common: something that these catch-all labels of school- and HE- led diminish; and that is partnership. Each prospective teacher is trained through input from universities, school clusters, individual schools; through teams and individuals in universities and schools who conceive and deliver that training together. It is the blending of these inputs which characterise the whole, and while this is surely influenced by the allocation and transit of funds which determines the '–led' part of the official designation, the designation is a small part of the full story.

POST SCRIPT

MORE CHANGE

The preceding analysis is based on one academic year's cohort of ITT provision. This snapshot represents the situation after a period of significant developments which have gained pace over the past few years, the impact of which proves difficult to capture. One might expect and hope for a pause for consolidation but a combination of the continued thrust of government to establish a school led system and the continuing shortages in recruitment signals further changes and new developments.

Allocations

A new method of allocating places was adopted for the academic year 2016-17. It was presented by NCTL as an attempt to support schools and HE in managing their provision and to tackle issues in regional and subject specific recruitment (Burke 2015). However, its design favoured school- over HE- led routes and was perceived by Universities UK and GuildHE, at least, as a fixed market (Universities UK 2015). In practice, numbers for 'HE led' routes were capped while 'school led' routes continued to recruit. For BSU, even with a recent 'outstanding' Ofsted judgement, it meant turning away trainees wishing to take the HE route and fewer trainees placed than in the previous years, with the result that some established partnership schools unwilling to engage with School Direct are unlikely to be allocated trainees on placement.

In June 2016, providers were invited to bid for places for 2017-18 (NCTL 2016a). Information as to the criteria against which these bids would be evaluated was promised later in the summer, but there were indications of intentions in the White Paper, Educational Excellence Everywhere, published in March (DfE 2106a).

The White Paper

This policy paper sits within a five year DfE strategy (DfE 2016b) and promises on page 15:

- a reform of NCTL so that they can better support the 'high quality' new entrants to the profession
- a reform of allocations to ITT so that a greater proportion of training is located in 'the best schools' which are 'those up-to- date with what works best in the classroom' but also by the 'best' HEIs and school-led providers
- to 'strengthen' ITT content
- to replace QTS with a 'stronger, more challenging accreditation based on a teacher's effectiveness in the classroom, as judged by great schools'.
- to support an 'evidence informed profession' through the establishment of a new independent 'College of Teaching' and a new peer reviewed British education journal 'independent of government
- It reiterates an emphasis on its intention to 'continue to move to an increasingly school-led ITT system' (p28) and proposes a new accreditation to replace QTS, taking place after sustained period of teaching, with that responsibility falling on schools. Ratification is to be assigned to a 'high performing school' (p36) such as a SCITT or a Teaching School. It also reports on the response to Carter's recommendations on the ITT curriculum by the setting up of an independent working group to develop a framework for core ITT content.

The schools minister announced the members of this group in a news story in September 2015 (DfE 2015). Of 12 members, just two represent HE, and only one of those is from the education sector. It also includes one member with a financial interest in a particular pedagogical approach to early reading and who has been contracted by government to promote this approach and its associated resources through a series of roadshows (DfE 2016c).

Although many aspects of the White Paper are received favourably, UCET's response to the publication (UCET 2015) draws together some of other points hinted at earlier in this report:

- Although supportive of the proposal to develop 'centres of excellence', an 'us and them' approach which is promulgated by definitions of 'school- or HE- led provision based on allocations, accreditation, and contractual arrangements creates a dichotomy which does not reflect how schools and HE work together to maximise the contributions of each sector
- It is important to develop cohesive provision, benefitting the wider school sector, rather than individual schools: schools-led rather than school-led
- Increased fragmentation through individual contractual arrangements reduces the opportunities for sustainability through longer term planning across partnerships of schools.

As the academic year drew to a close, the government published its response to the Carter review through three key documents (NCTL 2016b):

- A framework of core content for ITT
- Developing behaviour management content for ITT
- National standards for school-based ITT mentors

In a government's response letter, it is made clear that delivery of the core content is to provide one criterion against which to judge quality when allocating ITT places for 2018/19, but with detail on other criteria delayed until the spring/summer of 2017. Additionally, though not mandatory, it is 'noted' that Ofsted should have regard to the recommendations on behaviour management, ITT content and the mentor standards when carrying out inspections. It is unclear from the letter the degree to which these recommendations are supported.

Since these publications, a new prime minister and education secretary have been appointed. Exactly how these report recommendations will be enacted will be seen over the coming months and years. The challenge of producing a coherent topography has only emphasised the fluidity of ITT provision over the period of its writing. It seems that only in this respect can we expect no change in the short term.

One thing is clear: any topography of provision will look different in 2016-17 and very different again in 2017-18 and the years following.

APPENDIX 1: PROVIDERS

The table shows location, assigned category and Ofsted grade for inspections since April 2015

	University	Location	Assigned category	Ofsted grade	
				Primary	Secondary
1	Bath Spa University	Bath and North East Somerset	1	1	1
2	Birmingham City University	Birmingham	1		
3	Bishop Grosseteste University Lincoln	Lincolnshire	1	2	2
4	Brunel University	Hillingdon	1	1	1
5	Canterbury Christ Church University	Kent	1		
6	Edge Hill University	Lancashire	1		
7	Goldsmiths University	Lewisham	1	2	
8	Institute of Education, University of London	Camden	1		
9	King's College London	Lambeth	1		1
10	Kingston University	Kingston upon Thames	1	2	2
11	Leeds Beckett University	Leeds	1		
12	Leeds Trinity University	Leeds	1		
13	Liverpool Hope University	Liverpool	1		
14	Liverpool John Moores University	Liverpool	1		
15	London Metropolitan University	Islington	1	3	2

16	London South Bank University	Southwark	1		
17	Loughborough University	Leicestershire	1		
18	Manchester Metropolitan University	Manchester	1	2	2
19	Middlesex University	Enfield	1		
20	Newcastle University	Newcastle upon Tyne	1		
21	Newman University	Birmingham	1	2	2
22	Northumbria University Newcastle	Newcastle upon Tyne	1		
23	Nottingham Trent University	Nottingham	1	2	2
24	Oxford Brookes University	Oxfordshire	1		
25	Roehampton University	Wandsworth	1		
26	Sheffield Hallam University	Sheffield	1		
27	St Mary's University College	Richmond upon Thames	1		
28	Staffordshire University	Staffordshire	1		
29	University College Birmingham	Birmingham	1	2	
30	University of Bedfordshire	Luton	1		
31	University of Birmingham	Birmingham	1		
32	University of Brighton, School of Education	Brighton and Hove	1		
33	University of Bristol	City of Bristol	1		
34	University of Buckingham	Enfield	1		
35	University of Cambridge	Cambridgeshire	1		

36	University of Chester	Cheshire West and Chester	1		
37	University of Chichester	West Sussex	1		
38	University of Cumbria	Lancashire	1		
39	University of Derby	Derby	1	1	2
40	University of Durham	County Durham	1		
41	University of Durham	County Durham	1		
42	University of East London	Newham	1		
43	University of Exeter	Devon	1		
44	University of Gloucestershire	Gloucestershire	1	1	1
45	University of Greenwich	Greenwich	1		
46	University of Hertfordshire	Hertfordshire	1		
47	University of Huddersfield	Kirklees	1		
48	University of Hull	Kingston upon Hull	1		
49	University of Leicester	Leicester	1	1	2
50	University of Leeds	Leeds	1	2	2
51	University of Manchester	Manchester	1		
52	University of Northampton	Northamptonshire	1		
53	University of Oxford	Oxfordshire	1		
54	University of Plymouth	Plymouth	1		
55	University of Portsmouth	Portsmouth	1		
56	University of Reading	Wokingham	1		
57	University of Sheffield	Sheffield	1		

58	University of Southampton	Southampton	1		
59	University of St Mark & St John	Plymouth	1		
60	University of Sunderland	Sunderland	1	2	2
61	University of Sussex	Brighton and Hove	1		
62	University of The West of England	South Gloucestershire	1		
63	University of Warwick	Coventry	1	1	1
64	University of Winchester	Hampshire	1		
65	University of Wolverhampton	Walsall	1		
66	University of Worcester	Worcestershire	1		
67	University of York	York	1		
68	York St John University	York	1		
69	Bradford College (2014/2015)	Bradford	2		
70	Hibernia College	Non-regional	2		
71	Royal Academy of Dance SCITT	Wandsworth	2		
72	2 Schools Consortium	Enfield	3		
73	Alban Federation	Hertfordshire	3		
74	Ashton on Mersey School SCITT	Trafford	3		
75	ATTICUS ALLIANCE SCITT	Stockport	3		
76	Billericay Educational Consortium (SCITT)	Essex	3		

77	Bluecoat SCITT Alliance Nottingham	Nottingham	3		
78	Bournemouth Poole & Dorset Secondary Training Partnership	Bournemouth	3		
79	Bourton Meadow Initial Teacher Training Centre	Buckinghamshire	3		
80	Bromley Schools Collegiate SCITT	Bromley	3	1	
81	Buckingham Partnership	Buckinghamshire	3	2	2
82	Buile Hill & Salford City College SCITT	Salford	3		
83	Carmel Teacher Training (SCITT)	Darlington	3		
84	Central England Teacher Training	Sandwell	3		
85	Chepping View Primary Academy SCITT	Buckinghamshire	3		
86	Chiltern Training Group SCITT	Luton	3		
87	Colchester Teacher Training Consortium SCITT	Essex	3		
88	Cornwall SCITT	Cornwall	3		1
89	Cornwall SCITT Partnership (3-11)	Cornwall	3		
90	Cramlington Teaching School Alliance SCITT	Northumberland	3		
91	Cumbria Primary Teacher Training Centre SCITT	Cumbria	3		
92	Devon Primary SCITT Group SCITT	Devon	3	1	
93	Devon Secondary Teacher Training Group SCITT	Devon	3		

94	Doncaster ITT Partnership	Doncaster	3		
95	Dorset Teacher Training Partnership SCITT	Dorset	3		
96	Durham SCITT	County Durham	3		
97	East London Alliance SCITT	Newham	3		
98	East Sussex Teacher Training Partnership	East Sussex	3		
99	Essex Primary Schools Training Group SCITT	Essex	3		
100	Essex Teacher Training	Essex	3		
101	Forest Independent Primary Collegiate SCITT	Essex	3	2	
102	FYLDE COAST TEACHING SCHOOL SCITT	Lancashire	3		
103	Gateshead 3-7 SCITT	Gateshead	3		
104	George Abbot School (SCITT)	Surrey	3		
105	George Spencer Academy SCITT	Nottinghamshire	3		
106	GITEP SCITT	Gloucestershire	3		1
107	High Force Education SCITT	County Durham	3	1	
108	Inspiring Leaders - Teacher Training	Leicestershire	3		
109	Isle of Wight Secondary SCITT	Isle of Wight	3		
110	Jewish Teacher Training Partnership SCITT	Barnet	3		
111	Kent and Medway Training SCITT	Kent	3		
112	Kent County Council	Kent	3		

113	King Edward's Consortium, Birmingham	Birmingham	3		
114	Kingsbridge Education Improvement Partnership	Wigan	3	1	1
115	Kirklees & Calderdale SCITT	Kirklees	3	2	2
116	Landau Forte College Derby SCITT	Derby	3		
117	Leeds City Teaching School Alliance	Leeds	3		
118	Leeds SCITT	Leeds	3		
119	Leicester and Leicestershire SCITT	Leicester	3	1	
120	Leicestershire Secondary SCITT	Leicester	3		2
121	London Diocesan Board of Schools SCITT	Islington	3		
122	London East Teacher Training Alliance	Tower Hamlets	3		
123	Matthew Moss Teacher Training Partnership	Rochdale	3		
124	Mersey Boroughs ITT Partnership	Knowsley	3		
125	Merseyside, Cheshire and Greater Manchester Teacher Training	Liverpool	3		
126	Merseyside, Manchester Consortium and Lancashire (MML) SCITT	Lancashire	3		1
127	Mid Somerset Consortium for Teacher Training	Somerset	3		
128	Mid-Essex ITT Consortium (SCITT)	Essex	3		
129	NELTA (North East London Teaching Alliance)	Redbridge	3		

130	Ninestiles ITT Consortium and BPTP	Birmingham	3		
131	Norfolk Teacher Training Centre	Norfolk	3		
132	North East Partnership SCITT (Physical Education)	Northumberland	3		
133	North Essex Teacher Training (NETT) (SCITT)	Essex	3		
134	North Lincolnshire SCITT Consortium	North Lincolnshire	3	2	2
135	North Tyneside 3-7 SCITT	Newcastle upon Tyne	3	1	
136	North West & Lancashire Consortium	Wigan	3		
137	North West SHARES SCITT	Lancashire	3	2	
138	North West Teaching School Alliance	Lancashire	3		
139	North Wiltshire SCITT	Wiltshire	3		
140	Northampton Teacher Training Partnership SCITT	Northamptonshire	3		
141	Northern Lights SCITT	North Yorkshire	3		
142	Nottinghamshire TORCH SCITT	Nottinghamshire	3		
143	Oxon-Bucks Scitt	Oxfordshire	3		
144	Peninsula Teacher Training Cornwall SCITT	Cornwall	3		
145	Pennine Lancashire SCITT	Lancashire	3		
146	Poole SCITT	Poole	3		
147	Portsmouth Primary SCITT	Bournemouth	3		
148	Primary Catholic Partnership SCITT	Southampton	3		

149	Redcar & Cleveland Teacher Training Partnership	Redcar and Cleveland	3	1	1
150	Ripley TSA SCITT	Lancashire	3		
151	Royal Borough of Windsor and Maidenhead SCITT	Windsor and Maidenhead	3		
152	SCITTELS	Newham	3		
153	Shotton Hall SCITT'	County Durham	3	1	1
154	Somerset SCITT Consortium	Somerset	3		
155	South Coast SCITT	Hampshire	3		
156	South Cumbria SCITT	Cumbria	3		
157	South West Teacher Training SCITT	Devon	3		
158	Southend SCITT	Southend-on-Sea	3		
159	Southfields Academy Teaching School SCITT	Wandsworth	3		
160	St. Joseph's College Stoke Secondary Partnership	Stoke-on-Trent	3		
161	St.George's Academy Partnership	Lincolnshire	3		
162	Stockton-on-Tees Teacher Training Partnership	Stockton-on-Tees	3		
163	Stourport SCITT	Worcestershire	3		
164	Suffolk & Norfolk GTP Provider	Suffolk	3		
165	Suffolk and Norfolk Primary SCITT	Suffolk	3		
166	Suffolk and Norfolk Secondary SCITT	Suffolk	3		
167	Surrey South Farnham SCITT	Surrey	3		

168	Sutton SCITT	Sutton	3		
169	Swindon SCITT	Swindon	3		
170	Teach East	Peterborough	3		
171	Teach@salesian	Surrey	3		
172	Teach@SJB	Surrey	3		
173	Tendring Hundred Primary SCITT	Essex	3		
174	Thames Primary Consortium SCITT	Essex	3		
175	The Arthur Terry School SCITT	Birmingham	3		
176	The Basingstoke Alliance SCITT	Hampshire	3		
177	The Beauchamp ITT Partnership	Leicestershire	3		
178	The Bedfordshire Schools' Training Partnership SCITT	Central Bedfordshire	3		
179	The Cambridge Partnership	Cambridgeshire	3		
180	The Cambridge Teaching Schools Network Training Partnership	Cambridgeshire	3		
181	The Cherwell OTSA SCITT	Oxfordshire	3		
182	The Compton SCITT	Barnet	3		
183	The East Midlands Teacher Training Partnership	Nottinghamshire	3		
184	The Grand Union Training Partnership	Northamptonshire	3		
185	The Hampshire LEARN SCITT Partnership	Hampshire	3		
186	The Havering Teacher Training Partnership	Havering	3		

187	The John Taylor SCITT	Staffordshire	3		
188	The Keele and North Staffordshire Primary SCITT	Staffordshire	3		
189	The Learning Institute South West SCITT	Cornwall	3		
190	The OAKS (Ormiston and Keele SCITT)	Stoke-on-Trent	3		
191	The Pilgrim Partnership SCITT	Bedford	3	2	2
192	The Pimlico-London SCITT	Westminster	3		
193	The Sheffield SCITT	Sheffield	3		
194	The Shire Foundation SCITT	Luton	3		
195	The Solent SCITT	Hampshire	3		2
196	The Sutton Park SCITT	Walsall	3		
197	The Thamesmead School Teacher Training Partnership	Surrey	3		
198	The Tommy Flowers SCITT Milton Keynes	Milton Keynes	3		
199	Three Counties Alliance SCITT	Wakefield	3		
200	Train to teach@Surrey & Hants	Surrey	3		
201	Tudor Grange SCITT	Solihull	3		
202	Two Mile Ash Initial Teacher Training Partnership	Milton Keynes	3		
203	Wakefield Regional Partnership for Initial Teacher Training	Wakefield	3		
204	Wandsworth Primary Schools Consortium SCITT	Wandsworth	3		

205	Wessex Schools Training Partnership	Poole	3		
206	West Berkshire Training Partnership	West Berkshire	3		
207	West Midlands Consortium SCITT	Telford and Wrekin	3		
208	Wildern Partnership	Hampshire	3		
209	ARK Teacher Training	Camden	4		
210	CfBT Education Trust SCITT	Lincolnshire	4		
211	Harris ITT	Croydon	4		
212	The Kemnal Academies Trust (TKAT)	Bromley	4		
213	The Pimlico-London SCITT	Westminster	4		
214	United Teaching National SCITT	Westminster	4		
215	EM Direct SCITT	Lincolnshire	5		
216	E-Qualitas	Surrey	5		
217	Services For Education SCITT	Birmingham	5		
218	The Titan Partnership, Birmingham SCITT	Birmingham	5	2	2
	Provider to be confirmed		6		

APPENDIX 2:

Difference between initial and final allocations

	School Direct (salaried)	School Direct (tuition fee)	SCITT	HEI - UG	HEI - PG	Total
Art & Design	-5	-14	-2	N/A	-49	-70
Biology	-25	-25	-5	0	-48	-103
Business Studies	-3	-6	-1	N/A	0	-10
Chemistry	-21	-58	-7	0	-194	-280
Classics	-1	1	0	N/A	-2	-2
Computing	-14	-2	1	0	-2	-17
Design & Technology	-27	-21	5	0	44	1
Drama	-2	-27	-8	N/A	-54	-91
English	-103	-35	-9	0	-337	-484
Geography	-11	-23	6	N/A	-98	-126
History	2	-1	8	N/A	-1	8
Mathematics	-77	-33	-3	-20	-33	-166
Modern Foreign Languages	-24	-44	-11	0	-62	-141
Music	-12	-19	1	N/A	-31	-61
Other	-6	-11	-1	N/A	-38	-56
Physical Education	-1	-6	38	0	-2	29
Physics	-64	-18	-5	-35	-17	-139

Religious Education	-20	-23	-3	0	-10	-56
All Secondary	-414	-365	4	-55	-934	-1764
All primary	-171	-152	-59	-53	-642	-1,077
All	-585	-517	-55	-108	-1,576	-2,841

- N/A signifies no places originally allocated
- Initial allocations data accurate to 13 October 2014
- Final allocations data accurate to 12 October 2015
- HEI providers include all UK universities accredited to deliver ITT and, in addition, Bradford College, the Royal Academy of Dance and Hibernia College.

APPENDIX 3

Category 2, 4 and 5 providers

Category 2: Other HEIs

Bradford College (NCTL coded as HEI)

- Provides FE and HEI
- Works with teaching school alliances on SD and provider led PGCEs, plus a primary BA and an intensive two year course with degree and QTS for candidates with a foundation degree.
- Looking to launch an online course in shortage subjects
- Ofsted secondary inspection May 2014 –good
- HEI for academic awards – Teeside University

Hibernia College (NCTL coded as HEI)

In June 2015 Hibernia College UK (HCUK) was acquired by TES Global, the global education business. In 2013, this company was acquired by TPG Capital, a leading global private investment firm. Its online ITT presence is now branded 'The TES Institute' <https://www.tes.com/institute>

- Accredited 2014 for ITT – Ofsted good on new 2 part framework, October 2014
- PGCE from the University of Plymouth on the core secondary route, or the University of East London on the School Direct route.

Royal Academy of Dance (NCTL coded as HEI)

- Charity (not exempt as are other HEIs)
- Programme launched 2003
- Ofsted outstanding 2011
- HEI partner Bath University

Category 4: Academy chains, Multi Academy Trusts

Ark

Ark is an international education charity set up by a group of hedge fund managers which runs a network of 31 academy schools, the first opening in London in 2006. A further eight are planned.

- They began providing ITT in September 2014.
- All Ark's ITT is through the SD route- Ark is the provider and the school group.
- No Ofsted report
- Canterbury Christchurch is the HEI partner.

CfBT Education Trust

CfBT is an international education charity originally set up to provide support for British EFL teachers abroad but now with a broad global reach. It oversees 13 free schools and academies through its CfBT Schools Trust and own and manage three private schools in southern England.

Provides ITT as a SCITT provider and SD for language teachers through 5 regional centres – 4 are schools and the 5th is their own centre. Includes the former National Centre for Languages (CILT) GTP which caters for native foreign language speakers.

- Also SCITT provision in Lincolnshire (primary and secondary). The former East Lincolnshire GTP (EBITT) had been involved in TtT and AO.
- Rebranded Education Development Trust 1 January 2016 and withdrawing from ITT, saying this responsibility should be passed to Teaching Schools.
- CEO Steve Munby former Chief Executive of NCTL who is now on the expert panel for the new ITT curriculum
- Ofsted 2013 – good.
- HEI partner – Hull

The Harris Federation

The Harris Federation is a charity founded by Lord Harris who built the family carpet business. Carpetright is now a public company.

- Harris runs 36 primary and secondary academies.
- A School Direct primary and secondary programme across London and the South is delivered through two schools forming the Harris Federation Teaching School Alliance.
- No Ofsted report
- Goldsmiths is the HEI partner.

Kemnal Academies Trust (TKAT)

A charitable trust originating in Kemnal Technology College. Five schools were in the Kemnal Trust by 2010, and it became TKAT in 2010, by then incorporating primary schools. TKAT is now one of the largest multi-academy trusts in the South of England with over 41 primary and secondary academies covering Essex, Kent, Surrey, West Sussex, East Sussex, and Hampshire.

In July 2014, TKAT received a critical letter from Ofsted following inspection of six of their primary schools and telephone interviews with a further 12, both primary and secondary, and monitoring of inadequate schools.

- Accredited for ITT 2012. Nine secondary schools. Extended to primary in 2013.
- Training through core and SD.
- Ofsted report for secondary only in 2014 –good
- HEI partner -Canterbury Christchurch

United Teaching National SCITT

Based within United Learning: a charitable trust which comprises a growing group of academies and independent schools across the country, both primary and secondary.

53 are currently listed on the website.

United Learning has been supported by the Alan Howard Foundation. Alan Howard is a hedge fund manager who lives in Geneva and also owns a multi-million pound property in Florida.

- Accredited through Paddington Academy as lead school in 2014
- SD routes only in primary and secondary
- Features in Ofsted 'good practice' report around UCL IOE ITT partnerships March 2015 but no inspection report.
- HEI partner –UCL IOE

Future Training at the Pimlico London SCITT (PLS)

Future is a charity, described as a social enterprise, founded by John Nash, a venture capitalist, and his wife Caroline Nash in 2006.

Four schools in the Pimlico area form Future Academies with Pimlico Academy being the first, in 2008. Both Nashes are closely involved through chairmanship or through the curriculum centre. John Nash sits in the House of Lords and in January 2013 was appointed Parliamentary Under Secretary of State for Schools whose responsibilities include academies and free schools.

- Offering provider led and SD secondary and SD primary within the four school group.
- No Ofsted report
- HEI partner UCL IOE

Category 5:

Non-exempt charities, not for profit, private

Educate took over EM direct, an East Midlands ITT provider, in May 2014.

Educate is said to have been formed on account of perceived bureaucracy and inefficiency in schools and LAs. (<http://www.educate.co.uk/story/> accessed 10.8.15). On the website, claims to have worked as adviser with 4000 schools.

- EM direct SCITT accredited 2012; previously a GTP provider since 2002
- Primary and secondary provider led and SD.
- 175 ITT partnership schools across UK.
- Ofsted report as GTP provider 2012 - good
- HEI partner – Leeds Beckett

E Qualitas

A private limited company previously delivering GTP predominantly in South East, but some schools as far as Cornwall. Small number of core schools with 130 schools working with them at time of Ofsted inspection 2013

- E – learning
- Accredited November 2012
- SD and provider led and AO
- Ofsted report as an EBITT provider 2013 – good.
- HEI partner – Edge Hill

Titan Partnership

Charity based in Birmingham. Self funding through partner membership and project fees, plus sponsorship sought for projects

- Began as one of eight local secondary Technical, Vocational, Education Initiative partnerships (TVEI) introduced in 1986, funded by the Department of Trade and Industry
- Separated from LA when funding stopped and built wider partnerships and scope since 1989.
- SCITT accreditation for secondary 1995, primary 2008.
- Ofsted good 2010 as SCITT primary and secondary and secondary EBITT; May 2015 - good
- Original HEI partner OU, now Birmingham City

Services for Education

'Services for Education (S4E) is a charitable company formed of three component services formerly provided by Birmingham City Council; the Music Service, the Health Education Service, and the Learning & Assessment Service. The charity commenced trading in September 2012.' <http://servicesforeducation.co.uk/>

- Primary only – partnered with a teaching school and developing SD routes. Was an EBITT provider.
- Ofsted report March 2012 (as Birmingham Advisory and Support Services EBITT provider) - good
- No HEI partner or academic qualification apparent from website or UCAS. Appears QTS only.

APPENDIX 4

Registered places for each route, by provider.

HEI provider led places

67 providing postgraduate places; 40 undergraduate

Table 4: HEI postgraduate and undergraduate registrations by provider

	Total	Postgraduate	Undergraduate
University of Leeds	18	18	0
Staffordshire University	43	43	0
University College Birmingham	48	48	0
University of York	55	55	0
Loughborough University	65	65	0
University of Sheffield	67	67	0
University of Newcastle Upon Tyne	74	74	0
University of Huddersfield	88	63	25
London South Bank University	89	89	0
London Metropolitan University	92	92	0
University of Portsmouth	101	101	0
University of St Mark & St John	132	60	72
University of Southampton	136	136	0
University of Leicester	149	149	0
University of Northampton	151	38	113
University of Bedfordshire	162	76	86

University of Oxford	166	166	0
Leeds Beckett University	167	60	107
Brunel University	173	173	0
King's College London	179	179	0
University of Nottingham	179	179	0
University of Bristol	184	184	0
Goldsmiths University	200	200	0
Newman University	200	121	79
York St John University	200	66	134
University of Sussex	201	201	0
University of Warwick	204	204	0
University of Sunderland	205	113	92
Liverpool John Moores University	212	159	53
University of Hertfordshire	217	128	89
Oxford Brookes University	218	113	105
Kingston University	221	166	55
Middlesex University	228	184	44
University of Reading	233	169	64
Nottingham Trent University	235	99	136
University of Durham	238	187	51
University of Derby	240	111	129
University of Plymouth	248	102	146

University of The West of England	255	168	87
University of Gloucestershire	264	146	118
University of East Anglia	267	267	0
University of Hull	271	150	121
Leeds Trinity University	273	113	160
University of Cambridge	293	293	0
University of Wolverhampton	293	197	96
University of Chester	294	196	98
University of Manchester	295	295	0
University of Birmingham	300	300	0
University of Northumbria at Newcastle	311	184	127
University of Greenwich	314	249	65
University of Winchester	321	103	218
University of East London	334	*	*
University of Chichester	335	211	124
University of Exeter	361	361	0
Bishop Grosseteste University	364	232	132
Bath Spa University	401	401	0
University of Worcester	417	281	136
Liverpool Hope University	420	268	152
Birmingham City University	436	291	145
Roehampton University	465	256	209

St Mary's University College	476	301	175
Sheffield Hallam University	480	252	228
University of Brighton, School of Education	498	287	211
University of Cumbria	544	333	211
Canterbury Christ Church University	668	402	266
UCL Institute of Education	847	847	0
Manchester Metropolitan University	881	630	251
Edge Hill University	1,157	628	529

Table 5: School Direct fee funded registrations by provider

Gateshead 3-7 SCITT	9
Lincolnshire Teaching School Alliance SCITT	9
Middlesex University	9
Teach@SJB	9
The Greater Manchester Bright Futures Trust	9
Alban Federation	10
Devon Primary SCITT	10
Mid Somerset Consortium for Teacher Training	10
Norfolk Teacher Training Centre	10
Pioneers Partnership SCITT	10
SCITTELS	10
St Georges Academy Partnership	10
Tudor Grange SCITT	10
Loughborough University	11
North Manchester ITT Partnership	11
Oxford Brookes University	11
Teach@salesian	11
Wessex Schools Training Partnership	11
Bourton Meadow Initial Teacher Training Centre	12
East Midlands Teacher Training Partnership	12
North Lincolnshire SCITT Partnership	12
Buile Hill Visual Arts College SCITT	13
CREC Early Years Partnership	13
Landau Forte College Derby SCITT	13

Royal Borough of Windsor and Maidenhead SCITT	13
Staffordshire University	13
Two Mile Ash ITT Partnership	13
University of Cambridge	13
University of Greenwich	13
University of Portsmouth	13
University of Oxford	14
Leicestershire Secondary SCITT	15
London Diocesan Board for Schools (LDBS) SCITT	15
Mid Essex Initial Teacher Training	15
NELTA (North East London Teaching Alliance)	15
The Kennal Academies Trust (TKAT)	15
King's College London	16
University of Sunderland	17
Wakefield Regional Partnership for Initial Teacher Training	17
Associated Merseyside Partnership SCITT	18
e-Qualitas	18
North Essex Teacher Training (NETT)	18
Teach East	18
The King Edwards Consortium, Birmingham	18
West Berkshire Training Partnership	18
George Abbot SCITT	19
North West SHARES SCITT	19
Swindon Secondary Schools Teaching Alliance Initial Teacher Education (SSSTA ITE)	19
Tendring Hundred Primary SCITT	19
The Learning Institute South West	19
Chepping View Primary Academy SCITT	20
Redcar and Cleveland Teacher Training Partnership	20
Durham SCITT	22
University of East London	22
Cornwall School Centred Initial Teacher Training (Cornwall SCITT)	24
Leicester and Leicestershire SCITT	24
Bournemouth Poole and Dorset Secondary Training Partnership	25
London East Teacher Training Alliance	25
Northampton Teacher Training Partnership	25
University of Durham	25
Ninestiles ITT Consortium and BPTP	26
Harris ITT	27
High Force Education SCITT	27
The Arthur Terry School SCITT	27
ARK Teacher Training	28
Bluecoat SCITT Alliance Nottingham	28

The Cambridge Partnership	29
The Grand Union Training Partnership	29
Southend SCITT	30
Mersey Boroughs ITT Partnership	31
University of Gloucestershire	31
Essex Teacher Training	32
Shotton Hall SCITT	32
The Cambridge Teaching Schools Network Training Partnership	32
University of Northampton	32
CfBT Education Trust SCITT	33
Kingsbridge EIP SCITT	33
Bradford College (2014/2015)	34
Kirklees and Calderdale SCITT	34
The Cherwell OTSA SCITT	34
University of Hertfordshire	34
Colchester Teacher Training Consortium	35
Roehampton University	35
George Spencer Academy SCITT	36
Kent and Medway Training	36
University of Sheffield	36
Suffolk and Norfolk Secondary SCITT	37
University of Winchester	37
GITEP SCITT	38
Suffolk and Norfolk Primary SCITT	38
United Teaching National SCITT	38
Bishop Grosseteste University	39
Billericay Educational Consortium SCITT	40
Bromley Schools Collegiate	40
Doncaster ITT Partnership	40
Inspiring Leaders - Teacher Training	40
University of Chichester	40
University of Plymouth	41
Bath Spa University	43
University of Bedfordshire	44
University of Brighton, School of Education	47
University of Newcastle Upon Tyne	47
Bradford Birth to 19 SCITT	48
University of Huddersfield	50
St Mary's University College	51
Thames Primary Consortium	51
University of The West of England	51
The Keele and North Staffordshire Primary SCITT	53
Hibernia College UK Limited	55

The Bedfordshire Schools Training Partnership SCITT	55
Essex Primary SCITT	56
The OAKS (Ormiston and Keele SCITT)	56
University of Wolverhampton	56
University of St Mark & St John	57
The Pilgrim Partnership School Centred Teacher Training	59
University of Manchester	59
University of Worcester	59
University of Southampton	60
Nottingham Trent University	64
University of York	69
Goldsmiths University	71
Birmingham City University	72
Leeds City Teaching School Alliance	74
University of Leicester	75
University of Northumbria at Newcastle	76
University of Exeter	78
University of Hull	78
University of Reading	84
Leeds Beckett University	85
University of Nottingham	86
University of Warwick	87
University of Sussex	91
University of Birmingham	96
Newman University	97
London Metropolitan University	98
Carmel Teacher Training Partnership (CTTP)	109
Liverpool John Moores University	110
University of Derby	114
York St John University	119
Canterbury Christ Church University	123
University of Chester	132
Leeds Trinity University	143
UCL Institute of Education	144
Liverpool Hope University	151
Manchester Metropolitan University	169
Edge Hill University	201
University of Cumbria	365
Sheffield Hallam University	378
BLT SCITT	*
Brunel University	*
Devon Secondary Teacher Training Group (DSTTG)	*

Educate Teacher Training	*
North Wiltshire SCITT	*
Primary Catholic Partnership SCITT	*
Royal Academy of Dance	*
Services For Education SCITT	*
South Cumbria SCITT	*
Stockton-on-Tees Teacher Training Partnership	*
Surrey South Farnham SCITT	*
Sutton SCITT	*
Thamesmead SCITT	*
The Beauchamp ITT Partnership	*
The Havering Teacher Training Partnership	*
The Shire Foundation	*
The Solent SCITT	*
University College Birmingham	*

*denotes fewer than 5

Table 6: School Direct salaried registrations by provider

Somerset SCITT Consortium	5
The Arthur Terry School SCITT	5
The Hampshire LEARN SCITT Partnership	5
University of Birmingham	5
University of The West of England	5
Billericay Educational Consortium SCITT	6
Bishop Grosseteste University	6
Fareham and Gosport Primary SCITT	6
Kirklees and Calderdale SCITT	6
Manchester Metropolitan University	6
NELTA (North East London Teaching Alliance)	6
Ninestiles ITT Consortium and BTP	6
North Essex Teacher Training (NETT)	6
Primary Catholic Partnership SCITT	6
The Basingstoke Alliance SCITT	6
The Havering Teacher Training Partnership	6
The King Edwards Consortium, Birmingham	6
The Learning Institute South West	6
University of Northampton	6
West Berkshire Training Partnership	6
Bluecoat SCITT Alliance Nottingham	7
University of Chester	7
University of St Mark & St John	7

Wildern Partnership	7
Devon Secondary Teacher Training Group (DSTTG)	8
Doncaster ITT Partnership	8
Essex Primary SCITT	8
Kingsbridge EIP SCITT	8
Sutton Park SCITT	8
Sutton SCITT	8
Teach East	8
The Greater Manchester Bright Futures Trust	8
University College Birmingham	8
University of Greenwich	8
University of Sunderland	8
York St John University	8
Teach@salesian	9
University of Northumbria at Newcastle	9
Wessex Schools Training Partnership	9
Buckingham Partnership	10
Hibernia College UK Limited	10
Hull SCITT	10
Services For Education SCITT	10
Thames Primary Consortium	10
University of Hull	10
Bradford College (2014/2015)	11
Chiltern Training Group	11
Mid Somerset Consortium for Teacher Training	11
Teach@SJB	11
Wakefield Regional Partnership for Initial Teacher Training	11
Birmingham City University	12
University of Derby	12
Bourton Meadow Initial Teacher Training Centre	13
North Manchester ITT Partnership	13
University of Cumbria	13
Pioneers Partnership SCITT	14
St Mary's University College	14
University of Buckingham	14
Jewish Teacher Training Partnership	15
London East Teacher Training Alliance	15
Colchester Teacher Training Consortium	17
King's College London	17
Nottingham Trent University	17
The Pimlico-London SCITT	17
BLT SCITT	18
London South Bank University	18

SCITTELS	18
East Sussex Teacher Training Partnership	19
University of Chichester	19
The Bedfordshire Schools Training Partnership SCITT	20
The Cambridge Teaching Schools Network Training Partnership	20
The Kemnal Academies Trust (TKAT)	20
University of Sussex	21
University of Winchester	21
The Cambridge Partnership	22
Oxford Brookes University	24
Liverpool John Moores University	25
Merseyside, Cheshire and Greater Manchester Teacher Training Consortium	25
Alban Federation	27
Royal Borough of Windsor and Maidenhead SCITT	27
University of Wolverhampton	27
Bradford Birth to 19 SCITT	28
CfBT Education Trust SCITT	28
East London Alliance SCITT	28
George Abbot SCITT	28
The Pilgrim Partnership School Centred Teacher Training	29
University of Brighton, School of Education	29
West Midlands Consortium	29
Kent and Medway Training	30
The Shire Foundation	32
ARK Teacher Training	42
Forest Independent Primary Collegiate SCITT	43
United Teaching National SCITT	44
Newman University	45
University of Gloucestershire	45
Educate Teacher Training	48
Suffolk and Norfolk Secondary SCITT	48
2Schools Consortium	50
Roehampton University	50
Kingston University	51
Goldsmiths University	52
Middlesex University	52
The Cherwell OTSA SCITT	52
University of Southampton	52
Essex Teacher Training	61
Bromley Schools Collegiate	62
Harris ITT	63
University of Reading	70
Sheffield Hallam University	72

University of East London	72
Suffolk and Norfolk Primary SCITT	75
London Diocesan Board for Schools (LDBS) SCITT	78
University of Warwick	78
e-Qualitas	89
University of Hertfordshire	107
Canterbury Christ Church University	171
UCL Institute of Education	202
Ashton on Mersey School SCITT	*
Bournemouth Poole and Dorset Secondary Training Partnership	*
Buile Hill Visual Arts College SCITT	*
Carmel Teacher Training Partnership (CTTP)	*
Cumbria Primary Teacher Training	*
Durham SCITT	*
East Midlands Teacher Training Partnership	*
Edge Hill University	*
Inspiring Leaders - Teacher Training	*
Leeds Trinity University	*
Lincolnshire Teaching School Alliance SCITT	*
Liverpool Hope University	*
London Metropolitan University	*
Mid Essex Initial Teacher Training	*
North Wiltshire SCITT	*
Perry Beeches SCITT	*
South West Teacher Training	*
Southend SCITT	*
Southfields Academy Teaching School SCITT	*
St Josephs College Stoke Secondary Partnership	*
Stockton-on-Tees Teacher Training Partnership	*
Swindon Secondary Schools Teaching Alliance Initial Teacher Education (SSSTA ITE)	*
Thamesmead SCITT	*
The Solent SCITT	*
Titan Partnership Ltd	*
Two Mile Ash ITT Partnership	*
University of Bedfordshire	*
University of Exeter	*
University of Huddersfield	*
University of Manchester	*
University of Newcastle Upon Tyne	*
University of Nottingham	*
University of Plymouth	*
University of Sheffield	*

Table 7: SCITT registrations by provider

2Schools Consortium	5
Thamesmead SCITT	5
The Kemnal Academies Trust (TKAT)	5
East Sussex Teacher Training Partnership	6
Kingsbridge EIP SCITT	6
The Beauchamp ITT Partnership	6
Bromley Schools Collegiate	7
Merseyside, Manchester and Lancashire (MML) SCITT	7
The Pimlico-London SCITT	7
High Force Education SCITT	8
London Diocesan Board for Schools (LDBS) SCITT	8
Ninestiles ITT Consortium and BPTP	8
Pennine Lancashire SCITT	8
The Learning Institute South West	8
The OAKS (Ormiston and Keele SCITT)	8
Tudor Grange SCITT	8
Colchester Teacher Training Consortium	9
GITEP SCITT	9
South Cumbria SCITT	9
The Bedfordshire Schools Training Partnership SCITT	9
George Abbot SCITT	10
Teach@salesian	10
Tendring Hundred Primary SCITT	10
The Basingstoke Alliance SCITT	10
The Shire Foundation	10
Doncaster ITT Partnership	11
Titan Partnership Ltd	11
Isle of Wight SCITT	12
South West Teacher Training	12
Compton SCITT	13
Devon Secondary Teacher Training Group (DSTTG)	13
Mid Somerset Consortium for Teacher Training	13
Norfolk Teacher Training Centre	13
St Georges Academy Partnership	13
Teach@Weydon	13
HART of Yorkshire	14
North Lincolnshire SCITT Partnership	14
Jewish Teacher Training Partnership	15
Lincolnshire Teaching School Alliance SCITT	15
The Cambridge Partnership	15
The Keele and North Staffordshire Primary SCITT	15

Leicestershire Secondary SCITT	16
Northern Lights SCITT	16
The Tommy Flowers SCITT Milton Keynes	16
St Josephs College Stoke Secondary Partnership	17
The Greater Manchester Bright Futures Trust	17
East Midlands Teacher Training Partnership	18
Mersey Boroughs ITT Partnership	18
Wildern Partnership	18
Associated Merseyside Partnership SCITT	19
Buckingham Partnership	19
Fareham and Gosport Primary SCITT	19
Teach@SJB	19
The Grand Union Training Partnership	19
Two Mile Ash ITT Partnership	19
Altius Alliance	20
Carmel Teacher Training Partnership (CTTP)	20
Redcar and Cleveland Teacher Training Partnership	20
Ripley TSA SCITT	20
Suffolk and Norfolk Primary SCITT	20
The Hampshire LEARN SCITT Partnership	20
Primary Catholic Partnership SCITT	21
Stourport SCITT	21
Fylde Coast Teaching School SCITT	23
Cumbria Primary Teacher Training	24
e-Qualitas	24
Billericay Educational Consortium SCITT	25
Bradford Birth to 19 SCITT	25
Cornwall SCITT Partnership (3-11)	25
Forest Independent Primary Collegiate SCITT	26
Hull SCITT	26
Mid Essex Initial Teacher Training	26
Nottinghamshire TORCH SCITT	26
SCITTELS	26
Chiltern Training Group	27
Kent and Medway Training	27
Devon Primary SCITT	28
North West SHARES SCITT	28
Sutton Park SCITT	28
The Havering Teacher Training Partnership	28
North Wiltshire SCITT	29
Poole SCITT	29
Wakefield Regional Partnership for Initial Teacher Training	29
North East Partnership SCITT (Physical Education)	30

South Coast SCITT	30
The Pilgrim Partnership School Centred Teacher Training	30
Wandsworth Primary Schools Consortium	31
Leicester and Leicestershire SCITT	32
North Tyneside SCITT	32
CfBT Education Trust SCITT	34
Cornwall School Centred Initial Teacher Training (Cornwall SCITT)	35
Leeds SCITT	35
Portsmouth Primary SCITT	35
Kirklees and Calderdale SCITT	36
Shotton Hall SCITT	36
Durham SCITT	38
Gateshead 3-7 SCITT	39
Three Counties Alliance SCITT	40
The Sheffield SCITT	43
Sutton SCITT	45
Essex Teacher Training	46
Peninsula Teacher Training Cornwall SCITT	48
Stockton-on-Tees Teacher Training Partnership	49
Somerset SCITT Consortium	55
Ashton on Mersey School SCITT	57
West Midlands Consortium	59
Educate Teacher Training	71
Bournemouth Poole and Dorset Secondary Training Partnership	*
Bourton Meadow Initial Teacher Training Centre	*
Cheshire East SCITT	*
Merseyside, Cheshire and Greater Manchester Teacher Training Consortium	*
North Essex Teacher Training (NETT)	*
Northampton Teacher Training Partnership	*
Prestolee SCITT	*
Teach East	*
Thames Primary Consortium	*
The Arthur Terry School SCITT	*
The King Edwards Consortium, Birmingham	*
The Solent SCITT	*

APPENDIX 5

Ofsted inspections April 2015- April 2016

Table 8 Ofsted inspections April 2015-April 2016

	HEIs (16)	SCITTs (20)	Teach First (9)
Outstanding in two phases	4 of 11	3 of 8	8 of 9
Outstanding in sole phase	0 of 5	8 of 12	n/a
Outstanding in one of two phases	1 of 11	0 of 8	1 of 9
With outstanding in at least one phase	5 of 16 (31%)	11 of 20 (55%)	9 of 9 (100%)

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If you are interested in our work, please contact us on ife@bathpa.ac.uk



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