

Standards and conditions for recognised teaching qualifications in Scotland and accreditation

Draft for consultation

Published: January 2026

Contents

Standards and conditions for recognised teaching qualifications in Scotland and accreditation	3
Section 1: GTC Scotland's role.....	3
Section 2: this document	4
Section 3: general principles	5
Section 4: Equality, diversity and inclusion	6
Section 5: Admission of individuals to programmes	7
Section 6: Content, nature and duration of programmes	7
Section 7: Teacher educators and programme staffing	12
Section 8: Assessment of individuals undertaking teaching qualification programmes	15
Section 9: Accreditation application, assessment and duration.....	16
Section 10: Accreditation regulation	19
Section 11: Glossary and interpretation	21

Standards and conditions for recognised teaching qualifications in Scotland and accreditation

Section 1: GTC Scotland's role

- 1.1 The General Teaching Council for Scotland (GTC Scotland) is the independent regulator for teachers in Scotland.
- 1.2 We were established to ensure standards for the teaching profession in Scotland. We work to maintain and enhance trust in teaching. Our role is to register and regulate teachers. We do this by keeping a public register and setting and regulating the standards for entering and remaining in the teaching profession.
- 1.3 Our statutory functions are set out in the Public Services Reform (General Teaching Council for Scotland) Order 2011 (the Order). Article 29 of the Order states that:
 1. It is for the GTC Scotland to determine what constitutes a recognised teaching qualification for individuals seeking registration as a school teacher.
 2. A determination may make such provision about the education and training required to attain such a qualification as the GTC Scotland thinks fit.
 3. A determination may, in particular, make provision about –
 - a) Institutions providing courses of education and training for teachers;
 - b) The qualifications of persons employed by institutions providing courses of education and training for teachers;
 - c) The admission of individuals to such courses;
 - d) The content, nature and duration of such courses;
 - e) The assessment of individuals undertaking such courses; and
 - f) The functions of the governing bodies, principals and members of staff of institutions providing those courses.
- 1.4 Article 30 of the Order sets out an equivalent provision to Article 29 for Scottish Ministers for the purposes of determining what constitutes a recognised teaching qualification for individuals seeking registration as a further education teacher. On 31 July 2025, Scottish Ministers made a determination in terms of Article 30(1) of the Order setting out requirements

for the teaching qualification for teachers of further education (the Teaching Qualification for Further Education (TQFE) Determination 2025). The associated guidance provides that GTC Scotland will accredit or reaccredit TQFE programmes in line with the requirements set out in the Scottish Ministers' determination.

Section 2: this document

- 2.1 This document is GTC Scotland's determination under Article 29 of the Order of what is required of teacher education programmes and providers so they may award a teaching qualification that we recognise for registration as a school teacher. This document also sets out the framework, criteria and procedures for how we accredit and reaccredit programmes that award teaching qualifications to ensure that they meet these requirements or, alternatively and as appropriate, those set by Scottish Ministers through the TQFE Determination 2025. The accreditation process is therefore inherently related to registration and ensuring teacher standards.
- 2.2 This document may be referred to as Standards and conditions for recognised teaching qualifications in Scotland and accreditation. It replaces and revokes the GTC Scotland Guidelines for Initial Teacher Education Programmes in Scotland, the Policy for Accreditation of Initial Teacher Education Programmes in Scotland and associated evaluation framework. It has effect from XXXX.
- 2.3 The information set out in this document applies to providers and prospective providers of teaching qualification programmes in Scotland. We do not accredit programmes outside Scotland.
- 2.4 GTC Scotland may publish guidance and other materials to support this document and the accreditation process as it sees fit.

Section 3: general principles

- 3.1 This section sets out the general principles that underpin this document and the approach taken to accreditation. These aim to ensure a collaborative, transparent, targeted,

proportionate and developmental approach to accreditation that supports the preparation of high-quality teachers for diverse educational contexts.

Shared commitment to teacher quality

- 3.2 Teaching qualification programme providers and GTC Scotland are committed to teacher quality. This means the preparation of teachers who meet high Professional Standards. These Standards are in place because teaching is complex, intellectual work, requiring relational, ethical and political expertise. It is critical that teaching qualification programmes prepare teachers that are highly competent, ethically grounded, and responsive to the needs of learners, diverse educational contexts and communities.

Trust and transparency

- 3.3 The accreditation process and this document is based on trust, respect, honesty and openness. Higher education institutions – the providers of teaching qualification programmes - are highly regulated and respected in Scotland. Providers are trusted and expected to be open and honest about programmes throughout the accreditation process. The accreditation process and outcomes will involve open dialogue and will be transparent throughout. Accreditation processes, criteria, and expectations will be communicated clearly and consistently applied.

Risk-based, targeted and evidence-informed

- 3.4 The accreditation process will be risk-based and targeted to add value. Accreditation decisions at any stage of the process must be based on evidence.

Developmental and responsive

- 3.5 Accreditation offers the opportunity for a continuing professional dialogue between GTC Scotland and providers, rather than placing all the emphasis on a periodic accreditation exercise. It is a developmental process of continuous improvement aligned to policy development, evolving research and changing societal needs. Feedback through monitoring and supervision should be constructive and aimed at enhancing and assuring teaching qualification programme quality, with appropriate opportunities identified for professional dialogue to help support and inform improvement.

Ethical conduct and confidentiality

- 3.6 All parties must uphold ethical standards and professionalism, including fairness, integrity, and confidentiality. Sensitive information must be handled responsibly and in accordance with data protection requirements. The accreditation process will involve external and independent input where required to ensure impartiality and fairness.

Timeliness and responsiveness

- 3.7 Accreditation processes should be conducted within agreed timelines with prompt responses to communications and emerging issues.

Partnership and collaboration

- 3.8 Teaching qualification programmes should foster collaboration, recognising the shared responsibility for teacher education and educational improvement. Joint initiatives with schools and colleges and strong partnership arrangements are encouraged to design and facilitate effective programmes.

Section 4: Equality, diversity and inclusion

- 4.1 GTC Scotland is committed to the general equality duty under the Equality Act 2010 in carrying out all of our functions. This includes having a due regard to the need to:
- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
 - advance equality of opportunity between people who share a relevant protected characteristic and those who do not, including those with specific learning differences and
 - foster good relations between people who share a protected characteristic and those who do not.
- 4.2 Providers require to demonstrate their commitment to ensuring that all teaching qualification programmes embrace and promote diversity, challenge discrimination and promote the equal opportunity requirements, as laid down by law, and that all opportunities reflect and are inclusive of the diversity of Scotland's population.

Section 5: Admission of individuals to programmes

- 5.1 Teacher education programmes are selective, reflective of the fact that teachers must meet high professional standards and are held in high regard as professionals.
- 5.2 The GTC Scotland Memorandum on Entry Requirements to Programmes of Initial Teacher Education Scotland 2024 sets out the minimum entry requirements for programmes for teachers of school education and the Teaching Qualification for Further Education Determination 2025 sets out the minimum entry requirements for programmes for teachers of further education. Providers ensure that these requirements are adhered to.

Section 6: Content, nature and duration of programmes

- 6.1 The requirements for the content, nature and duration of programmes leading to the award of the recognised teaching qualification for further education [are set out in the Teaching Qualification for Further Education Determination 2025](#). The requirements for the content, nature and duration of programmes leading to the award of recognised teaching qualifications for school education are set out in this section.
- 6.2 The study and professional practice related to becoming a school teacher is rooted in an academic qualification at a higher education institution (HEI). Programmes must therefore be provided by HEIs in Scotland that have degree conferring powers. Providers must meet or exceed HEI Quality Assurance Agency expectations and provide consistent qualification nomenclature, qualification descriptors, and credits in alignment with the framework for qualifications of higher education institutions.
- 6.3 It is important that providers are trusted to develop innovative teaching qualification programmes that are responsive to dynamic and ever-changing education contexts and teacher preparation needs. GTC Scotland does not favour any particular programme approach or method/medium of programme delivery, but we do require that the standards and conditions set out in this document are demonstrated for accreditation and then maintained once programmes are underway.

- 6.4 Providers must ensure that the content of programmes is designed and delivered so that individuals [will achieve the Standard for Provisional Registration](#) on successful completion of them taking account of current national education priorities and school system needs. Programmes must also be designed and delivered to ensure awareness of [the standard of conduct expected](#) of teachers on entry to GTC Scotland's Register of Teachers with reference to the GTC Scotland Code of Professionalism and Conduct. Together, this should ensure that on programme exit, teachers meet required professional standards and are fit to teach.
- 6.5 Programmes must prepare student teachers to become school teachers of either primary or secondary education, recognising that primary education includes early learning and childcare and that secondary education requires to be subject specific.
- 6.6 Programmes must include professional and pedagogical studies, subject studies and assessed professional practice through placement experience to ensure that the Standard for Provisional Registration is achieved and assured.
- 6.7 A high-quality professional placement experience is critical to effective teacher preparation. There are many aspects of teaching which can only be learned experientially. Through professional placement experience, individuals should have exposure to experiences in different contexts and with diverse learners, families, and communities. Providers should ensure that the professional placement is delivered effectively with strong partnership working between HEIs and schools. It is important that providers communicate effectively and provide clear information for mentors, placement tutors and students on their roles and responsibilities during placement. Professional placement duration and further requirements are specified in section 6.11 below.
- 6.8 Programmes leading to registration as a secondary education teacher must include appropriate subject specific pedagogy with the professional placement experience aligned accordingly. Programmes of named sciences must also equip the individual to teach science within the broad general education. For individuals undertaking a qualification in more than one secondary education subject, professional placement arrangements must allow student teachers to meet the requirements for the Standard for Provisional Registration in each subject.

6.9 The Teaching Qualification (Primary Education) is awarded after an individual has successfully completed 1 of the following:

- a combined undergraduate degree programme leading to a named award which includes a teaching qualification
- a concurrent undergraduate degree programme leading to a named award and a separate teaching qualification
- a postgraduate/professional diploma in education (PGDE) programme following an undergraduate degree
- a postgraduate or integrated Master's programme including a teaching qualification.

6.10 The Teaching Qualification (Secondary Education) is awarded after an individual has successfully completed one of the following:

- a combined undergraduate degree programme which includes studying a subject and education leading to a named award which includes a teaching qualification
- a concurrent undergraduate degree including studying a subject and education leading to a named award and a separate teaching qualification
- a postgraduate or professional diploma in education (PGDE) programme following an undergraduate degree
- a postgraduate or integrated Master's programme including a teaching qualification.

6.11 For the avoidance of doubt, programmes (including professional placements) may be delivered on a full-time or part-time basis. Delivery in the Gaelic medium is encouraged. Additional requirements according to the specific school teaching qualification types are set out in the tables below.

Qualification	Undergraduate initial teacher education combined degree	Undergraduate initial teacher education concurrent degree
Nature	A teaching qualification in primary or secondary education is awarded within an undergraduate degree	A teaching qualification in primary or secondary education is awarded separately to an undergraduate degree
SCQF Level	SCQF Level 10	SCQF Level 10
Duration	Minimum of 4800 notional hours of student engagement	Minimum of 4800 notional hours of student engagement
Professional placement	Minimum of 30 weeks (or the extended part-time equivalent) where over 15 weeks (or the extended part-time equivalent) of this occurs in the second half of the programme and placement takes place in each school term with a final block of a minimum of 4 weeks (or the extended part-time equivalent)	Minimum of 18 weeks (or the extended part-time equivalent) of assessed teaching practice, where placement takes place in each school term with a final block of a minimum of 4 weeks (or the extended part-time equivalent)

Qualification	Professional Graduate Diploma in Education	Postgraduate Master's in Education Programme
Nature	A diploma following an undergraduate degree constituting a teaching qualification in primary or secondary education	A teaching qualification in primary or secondary education is awarded within a Master's Degree following an undergraduate degree
SCQF Level	SCQF Level 10 or above	SCQF Level 11
Duration	Minimum of 1200 notional hours of student engagement	Minimum of 2400 notional hours of student engagement
Professional placement	Minimum of 18 weeks (or the extended part-time equivalent) of assessed teaching practice, where placement takes place in each school term with a final block of a minimum of 4 weeks (or the extended part-time equivalent)	Minimum of 18 weeks (or the extended part-time equivalent) of assessed teaching practice, where placement takes place in each school term with a final block of a minimum of 4 weeks (or the extended part-time equivalent)

Section 7: Teacher educators and programme staffing

- 7.1 This section sets out our general expectations for teacher educators as academics, based in higher education, delivering teaching qualification programmes. It also sets out specific requirements for the staff delivering teaching qualification programmes.
- 7.2 Our general expectations of teacher educators in HEIs will also be relevant to experienced professionals working in schools and colleges supporting individuals on professional placement. These roles are often described as school-based teacher educators or mentors. These teachers play a crucial role in teacher education and there is often overlap between roles. HEI teacher educators may have considerable successful experience as a teacher and

may have previously acted as a mentor to student teachers. The expectations for a HEI teacher educator are however specific to that particular role.

7.3 HEIs should ensure that teacher educators have:

- the relevant expertise to support effective programme delivery and teacher preparation
- comprehensive knowledge and understanding of GTC Scotland's teaching standards – the suite of Professional Standards and the Code of Professionalism and Conduct (COPAC)
- a deep understanding of pedagogical theories and practices. This should include current knowledge of curriculum development, assessment techniques, classroom management strategies, differentiated instruction and educational research
- knowledge and understanding of learners' needs and requirements, including additional support needs, the needs and demands of Scotland's diverse classrooms and the implications for effective learning and teaching
- proficiency in educational technology which is integrated into their teaching and how they model effective use of educational tools for student teachers
- sensitivity to the diverse needs of student teachers from different cultural, linguistic, and socioeconomic backgrounds, as well as learning differences, undertaking specific professional development in multicultural education, diversity and inclusion as identified as required
- research and scholarly activity that enhances programme delivery and the student experience.

7.4 The role of teacher educator requires the development of knowledge, skills, pedagogy and commitment to professionalism in learning and teaching in higher education. We therefore recommend that HEIs ensure effective induction for new teacher educators.

7.5 Beyond induction, providers should have a clear plan for ensuring how teacher educators (including any associate tutors) will be supported to ensure their knowledge and practice remains contemporary.

7.6 HEIs as employers are required to use effective arrangements to manage any concerns about the performance of teacher educators and will be aware of their legal obligation to make a Fitness to Teach referral to GTC Scotland where appropriate.

- 7.7 Providers require to ensure adequate levels of staffing to support effective delivery of the teaching qualification programme.
- 7.8 Programme staff (including associate tutors) involved in pedagogical studies and assessment of professional placement must have full GTC Scotland registration. As a fully registered teacher, teacher educators are subject to all GTC Scotland registration requirements, including the requirement to engage with Professional Update. This ensures and assures continued understanding of and engagement with GTC Scotland's Professional Standards and Code of Professionalism and Conduct.
- 7.9 Where the programme draws in broader HEI staff for specific purposes, it should be clear how this expertise enhances the student experience and complements the role of core programme team members who are fully registered teachers and require to oversee these contributions.
- 7.10 It should also be clear how individual staff areas of research and scholarship are utilised on the programme in the interests of supporting effective student outcomes.
- 7.11 Where the programme employs associate tutors, their role and responsibilities should be clearly defined and communicated with clear arrangements for ensuring compliance with the programme delivery and assessment as accredited.

Section 8: Assessment of individuals undertaking teaching qualification programmes

- 8.1 Assessment of individuals should establish whether they are progressing appropriately in their development through the programme and ultimately, on completion of the programme, whether they have demonstrated that they meet the relevant professional standard. This judgement is very important and it must be well informed. It is relied upon by GTC Scotland in determining that the individual is suitable to join GTC Scotland's Register of Teachers.
- 8.2 Assessment of individuals must be rigorous. It should use a range of methods and measures including observation, discussion and written assignments. Assessment should take place throughout the programme, with clearly specified progression stages. There should be internal

and independent external assessment moderation procedures in place to assure the reliability and accuracy of assessments. There should also be appropriate checks and balances in place to ensure that student teachers in different settings are assessed consistently and fairly.

- 8.3 Providers are expected to have robust arrangements in place to detect potential instances of unoriginal content, plagiarism, inappropriate use of artificial intelligence and similar.
- 8.4 In relation to professional placements, HEI and school/college partnership arrangements must ensure that any joint assessment during a professional placement is moderated appropriately and is reliable and valid.
- 8.5 Providers are expected to have interventions in place to manage situations where individuals do not meet assessment criteria with appropriate procedures for re-sits, extensions and appeals.
- 8.6 Providers must have suitable arrangements in place to assess and manage any conduct issues that arise in respect of student teachers. Whilst these arrangements will fall within the provider's own determined fitness to practise process (or equivalent), these processes should recognise [the standard of conduct expected](#) of teachers on entry to GTC Scotland's Register of Teachers with reference to the GTC Scotland Code of Professionalism and Conduct and the fact that on programme exit, teachers are required to meet Professional Standards and be fit to teach.

Section 9: Accreditation application, assessment and duration

- 9.1 We define accreditation as the process of ascertaining the acceptability of a programme of teacher education leading to a teaching qualification that we recognise for GTC Scotland registration. It provides a mark of assurance that a programme meets the Professional Standards set by us for teachers. Accreditation is applied to individual programmes of learning, not to the department or HEI overall. The process is focused on determining and quality assuring that the standards and conditions set out in this document are met.
- 9.2 Providers must successfully complete internal programme evaluation before applying for accreditation or re-accreditation. This evaluation must have concluded that the programme

will provide a high quality learning experience that will ensure that individuals undertaking it will achieve the required Professional Standards. We expect that this will involve a rigorous assessment of each of the following:

- candidate recruitment, selection and support
- programme coherence
- curriculum content
- instructional methods
- professional practice placement experiences and school and college partnerships
- teacher educator recruitment, selection, supervision and support
- programme evaluation, continual improvement and quality assurance.

We expect that the provider will also have concluded that the programme is financially viable and sustainable.

9.3 GTC Scotland's accreditation process takes place cyclically with defined deadlines and timeframes for the various stages. The timing of the accreditation cycle and required deadlines and timeframes are communicated to HEIs and made publicly available through GTC Scotland's website.

9.4 The accreditation process centres on an application and assessment process. HEIs submit applications for the accreditation of new programmes or the reaccreditation of existing programmes in the form and by the deadline prescribed by GTC Scotland. This will require the HEI to confirm that the standards and conditions set out in this document are met and submit the following supporting evidence:

- internal programme approval report (or equivalent); and
- outline CVs for all staff who will teach on the programme with their academic and teaching qualifications and confirmation of their GTC Scotland registration numbers, registration category and registration status.

9.5 Following submission, GTC Scotland will check and confirm that the application is complete and that the required supporting evidence has been provided. Incomplete applications will be returned to the provider for resubmission.

9.6 GTC Scotland applies a targeted and risk-based approach to the accreditation assessment process. This means the process of assessment will be designed flexibly according to what GTC Scotland identifies to be the provider and programme need. Information contained in the application will be verified and quality assured using information held by or available to GTC Scotland to do so. GTC Scotland may involve an independent assessor in carrying out the assessment process. The HEI may be required to submit further information or documentation to determine the application and/or attend an accreditation meeting in person or electronically for detailed professional dialogue to assure that the standards and conditions are met. Further information that may be required from the HEI as part of the accreditation assessment process may include (but is not limited to):

- programme specification or equivalent showing programme aims, learning outcomes, curriculum structure and delivery methods
- mapping or explanation showing where and how each programme learning outcome is assessed within the programme
- an outline of moderation practices across the programme
- information about programme staff development planning, implementation and quality assurance
- equality and diversity policies and anti-racism action plans
- student handbook
- information about local authority/school involvement in programme design and delivery
- the academic regulations for student teacher progression and qualification award
- information on arrangements for student academic and pastoral support
- information about the operation of quality assurance processes at programme level, in particular the arrangements for: programme approval, annual monitoring and periodic review
- information about student involvement in quality assurance and programme enhancement processes
- quantitative data showing student numbers, progression and equality monitoring information
- information about QAA's assessment of academic standards
- relevant external examiner reports.

The HEI will always be invited to attend an accreditation meeting in person or electronically where there are concerns that the HEI has provided insufficient evidence to demonstrate that the programme meets the standards and conditions set out in this document.

- 9.7 Where an accreditation meeting is identified by GTC Scotland as being required to support and inform the accreditation assessment process through professional dialogue, GTC Scotland will determine appropriate arrangements for the meeting in liaison with the provider and in line with the cycle timeframe. Meetings will ordinarily take place online but may be held in person where GTC Scotland determines necessary.
- 9.8 There are 2 possible outcomes of accreditation assessment: (1) the programme is accredited or, (2) the programme is identified as not yet meeting the requirements for accreditation and is invited to resubmit in this or to a future cycle. Where the programme is identified as not yet meeting the requirements for accreditation, the provider will be notified in writing of the standards and conditions that have been identified as not yet being met.
- 9.9 In cases where the assessment decision is that a programme is not yet ready to be accredited, professional dialogue will always have taken place with the applicant.
- 9.10 GTC Scotland may apply a fee for the accreditation process as prescribed in its Fee Policy.
- 9.11 Once accreditation is awarded, accreditation is usually retained for a period of 6 years. The accreditation decision letter will specify the exact term. Accreditation may always be withdrawn sooner under section 10 of this document and the accreditation term may also be extended by GTC Scotland in exceptional circumstances.
- 9.12 Following the award of accreditation, HEIs should ensure that they provide students and prospective students with accurate information about the accreditation status of their programmes and the relationship to GTC Scotland registration. HEIs will be issued with the relevant GTC Scotland logo(s) and specific wording to be used for this purpose in the accreditation decision letter.

- 9.13 Where GTC Scotland identifies that any provider is providing inaccurate information about the accreditation status of their programmes, it will take appropriate action and this may be considered to be a non-compliance issue under Section 10 below.

Section 10: Accreditation regulation

- 10.1 Programmes and providers must continue to meet and maintain the standards and conditions set out in this document throughout the accreditation period. In order to ensure and provide assurance of this, programmes will be subject to ongoing monitoring by GTC Scotland. This monitoring may be informed by any information obtained by or provided to GTC Scotland from any source. GTC Scotland may also involve an independent assessor in all or any part of this process.
- 10.2 GTC Scotland will request regular confirmation from HEIs that the standards and conditions set out in this document continue to be met in respect of their teaching qualification programmes. GTC Scotland may also make specific requests for information and evidence from the HEI to confirm that the standards and conditions set out in this document continue to be met and provide quality assurance. This may include a request for a programme monitoring visit to review how the programme is delivering in practice. In the event that the HEI identifies for itself that these standards and conditions are no longer met, for example because a change has been made to a programme, the HEI must notify GTC Scotland of this as soon as reasonably practicable.
- 10.3 Accreditation may be withdrawn from a programme where GTC Scotland determines through the monitoring activity set out above that the terms and conditions set out in this document are no longer met. This action will only be taken where the non-compliance process has been followed first. The non-compliance process will inform the provider in writing of the non-compliance issues that have been identified and allow the provider to respond to them. An external, independent assessor will be involved in the assessment of issues to ensure fairness and moderation as appropriate.

An action plan will be agreed with GTC Scotland to address the identified issues, including appropriate timeframes and risk management. Following agreement on the action plan, GTC Scotland will apply enhanced monitoring and supervision activity to determine whether

progress is being made to address the identified non-compliance issues. In the event that progress is not made and the non-compliance matters are not addressed adequately, GTC Scotland may withdraw accreditation from the programme or may bring forward the accreditation period end date. GTC Scotland will provide a named representative of the provider with written notification (by email) of any such decision as soon as practicably possible after the decision has been made. The decision letter may be shared with other interested parties as determined by GTC Scotland. Other interested parties may include (but are not limited to) the Scottish Government, the Scottish Funding Council and HMIE.

- 10.4 Where accreditation is withdrawn, steps should be taken by the provider to update website content and marketing materials immediately to reflect the fact that accreditation has been withdrawn. It is recommended that ongoing recruitment to the programme(s) concerned should stop immediately. Steps should be taken by the provider to inform and support applicants who may wish to transfer to an alternative teaching qualification programme.

For 1-year postgraduate programmes, the programme will be expected to finish in the academic year in which the decision to withdraw accreditation is made. For undergraduate programmes, the programme will ordinarily be permitted to 'teach out' the current cohort and still award a recognised teaching qualification in order to ensure fairness to the student teachers affected. For the remainder of the programme provision, the provider will be expected to ensure that the highest standards of quality are provided and the programme will remain subject to enhanced GTC Scotland monitoring and supervision accordingly.

Section 11: Glossary and interpretation

- 11.1 This document will be construed and applied in accordance with the Order, the Data Protection Act 1998 and the Equality Act 2010 together with any other relevant legislation that may be enacted from time to time.

In this document, unless the context otherwise requires:

"COPAC" means the Code of Professionalism and Conduct, that sets the required conduct and behaviour of Scotland's teachers.

“days” means calendar days.

“GTC Scotland” means the General Teaching Council for Scotland

“HEI” means a higher education institution.

“HMIE” means His Majesty’s Inspectorate of Education.

“ITE” means Initial Teacher Education, the teaching qualification for teachers of school education.

“Memorandum on Entry Requirements for Courses of Initial Teacher Education in Scotland” means the document published by GTC Scotland that sets out minimum entry requirements for courses of initial teacher education programmes in Scotland that lead to a recognised teaching qualification in primary or secondary education.

“Order” means The Public Services Reform (General Teaching Council for Scotland) Order 2011.

“Professional Standards for Lecturers in Scotland’s Colleges” means the standards prescribed and published by GTC Scotland that sets out the professional competences that a further education teacher must demonstrate and maintain in order to become registered.

“Professional Update” means the system of ongoing professional learning and Professional Review and Development required of GTC Scotland fully registered teachers.

“Provider” means the HEI delivering the teaching qualification programme.

“SCQF” means the Scottish Credit and Qualifications Framework (as prescribed and published by the Scottish Credit and Qualifications Framework Partnership).

“Standard for Provisional Registration” means the standard prescribed and published by GTC Scotland that sets the professional competences that a teacher must demonstrate in order to

become provisionally registered in the primary or secondary school category in GTC Scotland's Register of Teachers.

"student teacher" means an individual undertaking a teaching qualification programme.

"TQFE" means the teaching qualification for teachers of further education.

Any reference to legislation, rules, standards, processes, publications, policies, organisations/bodies (or similar) will be construed as a reference to such legislation, rule, standard, process, publication, policy, organisation/body (or similar) as it may be supplemented, amended, substituted, re-named or replaced from time to time.

Any reference to a numbered section or paragraph refers to the section or paragraph bearing that number in this document.

DRAFT



The General Teaching Council for Scotland

We are the independent regulator for teachers in Scotland. We work to enhance trust in teachers in the public interest by setting, upholding and promoting high standards.

Website: www.gtcs.org.uk

Email: gtcs@gtcs.org.uk