

A decorative graphic in the top right corner consisting of a blue diagonal band, a red diagonal band, and a dark blue circle overlapping both bands.

**OPEN ACCESS SCHEME GUIDANCE**

**TUTORING PARTNER QUALITY STANDARDS AND  
ACCREDITATION CRITERIA**

**NATIONAL TUTORING PROGRAMME**

## **Introduction**

The National Tutoring Programme (NTP) is an ambitious scheme that will provide additional, targeted support for those children and young people who need the most help to catch-up as a result of recent disruption to their education. The NTP will improve the academic outcomes of the most disadvantaged young people by improving and increasing access to high-quality and cost-effective 1-1 and small group intervention. There is extensive evidence that tutoring is one of the most effective ways to accelerate pupil progress, and we want to extend this opportunity to disadvantaged learners.

To do this, the Department for Education is seeking to identify Tutoring Partners that can provide high-quality tuition to disadvantaged pupils that need help to catch-up on lost learning because of disruption to their education. The purpose of the NTP Tutoring Partners is to provide effective, tailored tuition to meet the needs and challenges of pupils from a disadvantaged background. These are pupils who are likely to have fallen further behind their peers for several reasons, including intermittent school attendance, lack of access to a device for remote learning or insufficient engagement in learning.

## **Provision of tuition**

Tutoring Partners will provide a range of different tuition models, including online and in-person (face-to-face), including 1:1, 1:2 and 1:3 tutor/pupil ratios. However, in order to reach as many disadvantaged pupils as possible with the available funding, Tutoring Partners will have a focus on small group learning. This is primarily expected to be a group size of three pupils to one tutor as overall, evidence shows that small group tuition is effective and groups of three pupils represent good value-for-money, whilst also maintaining high impacts.

We want the NTP offer to be as inclusive as possible and so Tutoring Partners can also offer 1:1 and 1:2 models through NTP for pupils who need more intensive support. This is likely to be specialist support, including pupils with Special Educational Needs, pupils attending Alternative Provision or other pupils who may have specialist needs. Tutoring Partners will provide either online or face-to-face provision or a blended approach of both types of provision (this is the preferred approach). Tutoring Partner will provide support in the following subjects: English, Mathematics, Science, Humanities, Modern foreign languages and Primary level support (reading, writing, maths and science), although we expect schools to have a strong

interest in supporting English and Maths. Tuition can be offered to support any or multiple year groups (Y1-11) or Key Stage(s) in all state-maintained schools.

### **Application and feedback process**

Organisations assessed as meeting the criteria set below will be accepted onto the NTP Open Access Scheme for Tuition Partners. If an organisation is accepted to the scheme this means that a school will be able to have the cost of tuition partially subsidised by DfE, should the school choose to purchase tutoring from that Tutoring Partner. The information below sets out our expectations of the standards, quality and rigour of Tuition Partners that will provide tuition support to schools.

Applicants will need to meet all 13 of the quality standards laid out in the table below, and all 14 if applying to provide internationally based tutors, by providing evidence and confirmation against the criteria to the NTP Prime Supplier who will oversee the accreditation on behalf of the DfE. Successful applicants will need to pass all quality standard criteria to be approved as a Tutoring Partner.

Applicants can access the Open Access Scheme via the NTP [website](#).

- Your Tutoring organisation will need to answer the five initial questions to validate your eligibility to deliver tutoring.
- If you qualify you will then be required to create a login to the platform.
- You will then be asked to complete the application, please note that once you can save and access the details of your application at a later date.

Unsuccessful applicants will be informed of reasons for non-accreditation by the NTP Tuition Partner Team after the application has been reviewed, and will be notified of the area(s) of the quality standards & accreditation criteria where they failed to meet the requirement.

Unsuccessful applicants will be unable to re-apply during the same application window, however following this second window of application, the NTP may open further registration windows with a specific focus (for example, by geographic region, subject area, stage etc) to address any areas where there may be gaps in provision coverage or may open the scheme

for general applications. The window for further registrations will be open no less than annually. Geographic regions will be restricted as required to meet coverage requirements.

### National Tutoring Programme – **Tutoring Partner Quality Standards and Assessment Criteria**

ID	Standard	Quality Standard	Assessment Criteria to be met;	Standard Threshold
1	<b>Understanding Schools Working and Challenges</b>	Tutoring Partners demonstrate their understanding of the needs of schools in supporting catch-up to reduce the attainment gap between pupils, the ways of working in schools, and how their proposed service supports appropriate, tailored solutions based on experience.	<p>Evidence the type of work the organisation and their tutors have undertaken with schools. This should include the numbers and characteristics of schools/pupils worked with, the objectives of the work and challenges faced.</p> <p>Evidence Tutoring Partners know how to integrate into the school system and demonstrate contextual knowledge of a school’s curriculum, pedagogy and demographics.</p> <p>Evidence an understanding of the needs and challenges of schools and pupils in raising attainment. Provide a clear plan for how their services will support school to help pupils catch-up. This should include engaging schools in discussions</p>	<p>(1) Tutoring Partners have provided sufficient evidence of working with schools.</p> <p>(2) Evidence provided of successful delivery of the services provided.</p> <p>(3) Evidence of how they have and will integrate into a school system with their tuition services.</p> <p>(4) Evidence submitted of the use of appropriate processes and systems to support schools and meet their requirements.</p> <p>(5) Evidence provided of dedicated organisational support for schools.</p> <p>(6) Evidence of being able to align their organisational safeguarding policies with those of the customer (School) as the organisation responsible for the safeguarding of the pupils.</p>

			<p>about suitable frequency and timetabling of tuition, age-appropriate teaching approaches, curriculum planning and alignment and tailoring and adapting support.</p> <p>Evidence of appropriate organisational support for schools, including processes for communication, methods to minimise administrative burdens, clear and quick responses to queries and concerns, and details of the organisational infrastructure dedicated to support tutors and teachers.</p>	
2	<b>Excellence in Impact</b>	Tutoring Partners detail robust systems and processes for supporting increased academic attainment for disadvantaged pupils.	<p>Tutoring Partners evidence processes for measuring and reporting the impact of tuition, including pre-and post-intervention data and use of control or comparison groups where applicable.</p> <p>Tutoring Partners demonstrate a track record of how delivery of their services supports improvement in</p>	<p>(1) Evidence of how tuition programmes are designed to meet set targets and evidence these processes through to impact with pupils.</p> <p>(2) Evidence of robust assessment processes which identify key features, and measure the impact, of effective tuition and how that supports a continuous strengthening of practice.</p>

			<p>academic achievement and attainment, helping pupils catch-up to their peers or age-expected standard.</p> <p>Tutoring Partners will demonstrate evidence in specific subjects or pedagogies that underpin their offerings to the service.</p>	<p>(3) Evidence provided of use of qualitative data, such as case studies with relevant tuition services impact demonstrated.</p>
3	<b>Understanding Disadvantaged Pupils</b>	<p>Tutoring Partners demonstrate their understanding of the needs of disadvantaged pupils and ways of meeting those needs and overcoming barriers. Evidence should be based on experience and plans/ proposals for delivery.</p>	<p>Evidence of the type of work previously undertaken to improve the attainment of disadvantaged children.</p> <p>Evidence of an understanding of the specific challenges faced by disadvantaged pupils and how tuition processes will support schools to overcome these. This would include tackling barriers to learning, issues of potential disengagement and the impact of lack of remote learning etc and intermittent school attendance.</p>	<p>(1) Evidence that robust plans are in place for how the organisation will support and engage disadvantaged pupils in tuition, overcoming identified risks and barriers.</p> <p>(2) Evidence of prior successful delivery which met the needs of disadvantaged pupils.</p>

4	<b>High Quality Tutors</b>	Tutoring Partners will employ robust recruitment processes, including setting appropriate qualification standards, and shall provide training to their tutors.	<p>Evidence of recruitment processes and employment of suitably and appropriately qualified tutors.</p> <p>Evidence of specifying, and recruiting to match, the appropriate skills, competencies, qualifications and experience of all tutors in relation to the tuition services provided.</p> <p>Evidence of a recruitment process to assess and match the tutor's knowledge of subject, pedagogical approaches, curriculum and key stage competencies to the tuition services offered.</p> <p>Evidence of training provided to tutors prior to deployment in schools to ensure consistency of high-quality tuition. This should include effective interaction and liaison with both teachers and pupils and specific needs relating to type of tuition offered, e.g., effective management of small group tuition, online provision or Special Educational needs or other specialist support.</p>	<p>(1) Clear evidence of robust recruitment processes and robust criteria for tutors, including interviews, pre-appointment suitability checks, reference checks and assessment evidence of the tutor's quality of subject knowledge.</p> <p>(2) Evidence of recruiting tutors with the appropriate qualifications to meet the level and demand of the tuition services demanded.</p> <p>(3) Evidence of providing training courses, with relevant, tailored content. Detail of the duration and frequency of training provided in order to ensure high quality level of tuition provision. Training needs reviewed regularly.</p> <p>(4) Evidence of dedicated ongoing professional development for tutors, including regular performance reviews.</p> <p>(5) Evidence that tutors are 18 or over the age of 18</p> <p>6) Evidence that volunteers are genuine volunteers freely donating their time before accepting their deployment</p> <p>7) Evidence that all tutors have a high quality of spoken and written English</p>
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			<p>Evidence of identifying and providing relevant ongoing professional development for tutors, including reviewing and improving previous delivery of tuition.</p> <p>All requirements in relation to statutory compliance, quality and accreditation, training, safeguarding, data collection, reporting, invoicing etc will apply as normal regardless of whether a tutor is paid or a volunteer.</p> <p>All tutors must be 18 or over the age of 18.</p>	
5	<b>High Quality Tuition Sessions</b>	Tutoring Partners must confirm that they can offer a high quality 15-hour block of tuition to schools and eligible pupils.	<p>Evidence of a deep understanding of the principles and practices that lead to effective tuition outcomes and that their services are targeted to meet that need. Details should be provided of how their approaches and practices for delivering tuition are based on evidence of effective practice.</p> <p>Evidence of understanding the needs of, and responding appropriately to, the differing circumstances of pupils. This should include approaches that</p>	<p>(1) Evidence of quality content, curriculum and subject knowledge, appropriate pedagogical approach such as Systematic Synthetic Phonics and Teaching for Mastery and pupil monitoring and assessment built into the design and delivery of tuition sessions.</p> <p>(2) Evidence of adapting or reviewing tuition approach as a result of feedback from schools or ambition to achieve better outcomes.</p> <p>(3) Confirmation that face-to-face service and online offer meets NTP requirements.</p>

			<p>respond to age, differing levels of engagement and progress and other barriers to learning.</p> <p>Evidence of an understanding of, and an ability to adapt to, differing teaching approaches and pedagogies that are used by schools including Teaching for Mastery and Systematic Synthetic Phonics (SSP) where appropriate e.g., SSP should always be used where a child is unable to read words. This should include a clear alignment to and depth of knowledge of curriculum and subject knowledge.</p> <p>Evidence of methods and approaches that support upfront planning and engagement with teachers, establishing key learning objectives and curricular alignment, monitoring and reporting, flexibility to adapt to pupil/teacher requirements and positive liaison with schools.</p> <p>Confirmation of availability of 15-hour blocks of tuition by Key stage, subject; group sizes (1:1, 1:2 &amp;/or 1:3) and if face-to-face &amp;/or online.</p>	<p>(4) Confirmation that the offer aligns with Primary requirement: must cover one or more of Literacy, Numeracy, and Science</p> <p>(5) Confirmation that the offer aligns with Secondary requirements: must cover: Maths, English, Science, Humanities and Modern Foreign Languages.</p>
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6	<b>Excellence in Delivery</b>	Tutoring Partners must confirm that they have robust processes and systems in place to drive high-quality service delivery.	<p>Tutoring Partners detail their monitoring and evaluation processes to demonstrate how they maintain high quality tuition services and react to feedback or negative data.</p> <p>Tutoring Partners will detail monitoring methodology and associated assessment and reporting procedures.</p> <p>Tutoring Partners will have a clear QA policy and processes in place.</p>	<p>(1) Evidence of standardised collection of data on quality of tuition delivered, including data on pupil attainment and feedback from teachers.</p> <p>(2) Evidence of sampling quality to ensure accurate comparable reporting,</p> <p>(3) Detail a robust process for monitoring sessions, collecting and analysing data, and feedback systems. Expand on periodicity and processes. Demonstrate how pupil progress is tracked and used to inform delivery.</p> <p>(4) Demonstrate how they will quality assure the delivery of tutoring, including the processes in place for identifying and responding to issues.</p> <p>(5) Evidence of rectification and improvement of service as a result of information / feedback.</p>
7	<b>Safeguarding</b>	Tutoring Partners must demonstrate they have robust systems and processes in place to ensure tutor sessions comply with	Tutoring Partners evidence safeguarding policies and processes that are in place covering all aspects of the Tutoring Partners Service	<p>All Tutoring Partners must submit:</p> <p>(1) Detail of the safeguarding policies and procedures in places which are in line with legislation and statutory guidance. Applicants must also provide evidence that policies and procedures are updated regularly.</p> <p>Evidence of procedures in place for staff and tutors who have safeguarding concerns</p>

		safeguarding policies, legislation and statutory guidance.		<p>regarding a child or receive a disclosure from a child.</p> <p>(2) Evidence of clear and robust Whistleblowing policy and procedures together with policy and procedures for Allegations Management. Evidence Code of Conduct policies that set out behaviours and expectations for all staff and tutors.</p> <p>Evidence of safeguarding policies and procedures that will align with partnered school's procedures. This should include how your staff and tutors will know how to report and escalate safeguarding concerns.</p> <p>(3) Evidence of clear escalation procedures for schools/individuals to report safeguarding concerns, and detail how these will be managed. This should include detail on notifying the Prime of any safeguarding issues &amp; how they will manage them.</p>
			Tutoring Partners detail that clear organisational and governance structures in place, including an appropriate member of staff appointed to the role of Designated Safeguarding Lead/Officer.	<p>All Tutoring Partners must:</p> <p>(1) Evidence confirmed appointment(s) to the role of Designated Safeguarding Lead. This should set out the duties of the DSL and Lead Officer which should include managing referrals, work with others, raising safeguarding awareness.</p>

				(2) Evidence of plan in place to ensure required DSL training takes place regularly and training plan will be updated every two years Evidence in plan of on-going knowledge and skills development of DSL to ensure compliance with latest regulation required to fulfil the role.
			Tutoring Partners evidence that appropriate safeguarding and child protection training is in place, delivered to all tutors and updated regularly.	<p>Tutoring Partners must:</p> <p>(1) Evidence system to ensure appropriate safeguarding and child protection training is in place and processes to maintain records of staff training.</p> <p>(2) Evidence how often training is updated to align with statutory guidance.</p> <p>(3) Evidence process to ensure staff and tutors receive on-going safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), to provide them with relevant skills and knowledge to safeguard children effectively.</p>
			Tutoring Partners evidence that robust safer recruitment policies and procedures are in place, and detail how they will carry out a range of pre-appointment checks on all tutors in accordance with the <u>Keeping Children Safe in Education framework</u> .	<p>Tutoring Partners must:</p> <p>(1) Detail procedures for pre-employment checks to ensure compliance with the “Keeping Children Safe in Education Framework”, including a list of checks which will be completed.</p> <p>Evidence systems in place to capture and hold results of pre-appointment checks.</p>

				<p>(2) Commit to carrying out enhanced DBS<sup>1</sup> checks with Barred list checks on tutors working on the programme, and detail how they will commit to doing so. Detail evidence that staff and tutors have had the appropriate level DBS check and Barred List.</p> <p>(3) Detail evidence processes in place to record, maintain and update records for individual checks on all Tutors.</p> <p>(4) Detail evidence that best available equivalent checks will be completed to ensure international tutors are not prohibited from teaching prior to employment</p>
			<p>Tutoring Partners evidence that safeguarding policies and procedures have been adapted accordingly for face-to-face online tutoring.</p> <p>The Tutoring Partner must ensure that they adapt their digital, online and online at home policies and practice in line with emerging DfE guidance or that of the schools.</p>	<p>Tutoring Partners must:</p> <p>(1) Detail systems and governance in place to specifically meet safeguarding policies and procedures for online face to face tutoring.</p> <p>(2) Detail systems and processes in place to specifically meet delivery in a digital setting.</p> <p>(3) Detail adapted Code of Conduct policies that sets out behaviours and expectations for</p>

<sup>1</sup>References to DBS should be read as including Disclosure Scotland or Access NI checks as appropriate.

				<p>all staff and tutors providing face to face online tuition.</p> <p>(4) Detail the safeguarding policy and procedures that evidence show how tutors, children and young people are safe and responsible online and creating a safe online learning experience. Evidence must include:          Protocols for privacy controls.          The use of secure platforms for sessions          Encrypted passwords. Log on and off times.          Details logs of group or individual chat functions.          Content: how it is used and how it is shared.          Details on the use of video streams during sessions, photography, sharing of appropriate images.          Procedures for storing, monitoring and recording of online sessions.</p>
8	<b>Tuition Service Geographic Coverage / Capacity</b>	Tutoring Partners must detail their geographical coverage (reach) and capacity in order to inform the NTP aim of providing national	<p>Tutoring Partners must be able to deliver tuition to at least 500 pupils in the 2021/2022 academic year.</p> <p>Evidence of sufficient numbers of tutors and relevant infrastructure in place to reach target number of pupils in application.</p>	<p>(1) Evidence that organisation capacity is sufficient to reach the total number of pupils quoted in their application – must be a minimum of 500 pupils per AY.</p> <p>(2) Evidence of maximum numbers of tutors and delivery capacity.</p> <p>(3) Confirmation of regions and range where services will be offered.</p>

		<p>coverage of tutoring services.</p> <p>Tutoring Partners must have the geographical coverage and scale to merit management support and to meet the ambitions of the NTP to reach the most disadvantaged pupils at scale.</p>	<p>Evidence of organisational capacity at point of application, and detail of any plans to grow.</p> <p>Confirmation of regions where services will be offered.</p>	
9	<b>Value for Money</b>	<p>Tutoring Partners must submit pricing (inc VAT) for each 15-hour block of tuition.</p> <p>The DfE via the Prime Supplier will subsidise schools for the cost of tuition</p>	<p>Tutoring Partners evidence that their tutoring is a value for money (VFM) proposition and that prices are within expectations of market rates.</p> <p>The Tutoring Partner will work with the Prime Supplier on finalising its pricing.</p> <p>Tutoring Partners shall provide prices for 15-hour packages of tuition by subject, group size (1:1, 1:2 &amp;/or 1:3)</p>	<p>(1) Pricing meets VFM benchmark of enabling an average cost of £22.31/hour per pupil across the programme.</p> <p>(2) Pricing of face-to-face service offerings to meet NTP VFM requirements.</p> <p>(3) Pricing of Online service offerings to meet NTP VFM requirements.</p> <p>(4) Tutoring Partners complete and submit Pricing Table in the application.</p>

		<p>sessions that comply with the Accreditation Standard.</p> <p>Expected volumes to be met are 524,000 pupils in AY 2021-22 and 650,000 pupils in AYs 2022-23 and 2023-24 Please note that AY's 2022-23 &amp; 2023-24 are subject to Spend Review confirmation and may be subject to change</p>	<p>and face-to-face &amp;/or On-line provision.</p> <p>Pricing of proposals for subject / year differentiations if applicable across the primary and secondary offers.</p> <p>Tutoring Partners confirm that is has not colluded with other applicants on submissions and pricing.</p> <p>Tutoring Partners with tutors outside of the EU or adequate nations must agree to provide a detailed breakdown of their costs as and when requested by the Prime Supplier</p> <p>Tutoring Partners utilising low cost or non-salaried employees (e.g. use of volunteers or, potentially, International Tutors) must agree to provide a detailed breakdown of their costs as and when requested by the Prime Supplier</p>	<p>(5) Tutoring Partners completed anti-collusion warranty provided by the Prime Supplier.</p> <p>(6) The pricing of a Tuition Partner who uses volunteers should not include any salary costs related to the delivery of tuition.</p>
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10	<b>Sustainability</b>	Tutoring Partners must have plans to develop the organisation and build confidence in the quality offering to schools over the lifetime of the programme.	<p>Tutoring Partners evidence plans to grow and develop business offering to schools.</p> <p>Tutoring Partners have a strategy to grow their capacity and increase quality offering to Schools and build confidence in value proposition.</p>	<p>(1) Submitted confirmation of plans to grow their capacity and improve the quality of their offering.</p> <p>(2) Evidence of plans to meet reach and capacity levels of tuition services through recruitment and development plans in line with service demand.</p> <p>(3) Submitted strategy and plans for assessing and building quality product and confidence of school markets</p>
11	<b>Supporting the Brand</b>	<p>Tutoring Partners and its staff will operate in a manner that enhances and promotes the high-quality reputation of the NTP Services.</p> <p>Tutoring Partners will comply with NTP Key Messages, building these into their communication</p>	Tutoring Partners will confirm its agreement to work with the Prime on promoting and defending the reputation of the NTP Service.	<p>(1) Tutoring Partners confirm that they will support the brand in-line with the stated standard and requirements.</p> <p>(2) Tutoring Partners will submit their communication and marketing framework to the Prime Supplier, to ensure alignment with NTP branding and messaging.</p>

		and marketing framework.  Tutoring Partners will work with the Prime Supplier to support communications and marketing requirements.		
12	<b>Data Protection</b>	Tutoring Partners will have robust data protection policies and procedures that align with current legislation.	Tutoring Partners will detail robust processes and systems that are in line with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018.	(1) Tutoring Partners submits declaration and evidence of compliance.
13	<b>Economic &amp; Financial Standing (EFS)</b>	The Tutoring Partner must be financially and economically viable and robust enough to manage call-off services from Schools for services.	The applicant consents to the economic and financial standing assessment approach and can demonstrate that they have a robust economic and financial standing (EFS) to qualify for the TP framework.  Applicant Tutoring Partners will be required to provide documentation to demonstrate their financial capacity	(1) Applicant Tutoring Partners are assessed to be financially viable based on provision of the of the following evidence to enable a robust assessment of their economic and financial standing: <ol style="list-style-type: none"> <li>1. Copies the audited statutory financial statements for the last 3 years, if available.</li> <li>2. If not available, then as an alternative provide management accounts for the</li> </ol>

		All assessment of the applicant TP's EFS will be transparent, objective and non-discriminatory.	to reliably deliver tutoring. To inform this assessment financial statements and credit reference checks will be required. In addition, Directors will be asked to self-certify that: <ul style="list-style-type: none"> <li>• They have not been subject to any sanction under the Companies Act or related legislation,</li> <li>• That there are no ongoing tax investigations or overdue liabilities</li> <li>• That there are no bank covenants which have been breached in the last 3 months.</li> </ul>	last 2 years including income and expenditure report, balance sheet and cashflows. <ol style="list-style-type: none"> <li>3. A recent credit rating report from a known agency such as Dun &amp; Bradstreet</li> <li>4. A signed and dated Directors Statement, self-certifying to the points noted in the assessment criteria</li> <li>5. Any additional relevant supporting information in relation to financial health which would mitigate potential financial risks.</li> </ol>
14	<b>International Tutors</b>	Tutoring Partners intending to provide any of their online tuition through tutors based overseas should apply robust checks and policies to ensure both tutors and	Tutoring Partners will detail robust processes, systems and contractual arrangements that are fully compliant with the UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018. Data transfers (i) will be limited to UK and countries within the EEA or which have a finding of adequacy <sup>2</sup> (subject to relevant conditions imposed by DfE)	(1) Tutoring Partners submits declaration and evidence of compliance with GDPR and the DPA. Tutoring Partner submits declaration of countries to which it proposes to transfer Data. Where the Tutoring Partner proposes transferring data outside EEA/countries with a finding of adequacy, Tutoring Partner submits evidence relating to appropriate safeguards in that jurisdiction with a view to obtaining DfE approval.

<sup>2</sup> The European Commission has so far recognised Andorra, Argentina, Canada (commercial organisations), Faroe Islands, Guernsey, Israel, Isle of Man, Japan, Jersey, New Zealand, Switzerland and Uruguay as providing adequate protection. (Adequacy decisions | European Commission (europa.eu))

		<p>pupils are afforded comparable protections as with tuition taking place wholly within the UK</p>	<p>or (ii) if outside those territories, be subject to the prior written approval of DfE, based on DfE being satisfied that there are appropriate safeguards in place in the country to which a Data transfer is proposed, along with compliance with a number of relevant conditions.</p> <p>Where children’s data is being processed in a third country territory (i.e. a country that falls outside of the EEA and adequate nations), DfE’s Department’s Data Protection and Information Security teams must be consulted for necessary approvals through its offshoring approval process. This would be done on a case-by-case basis depending on the circumstances.</p> <p>Tutoring Partners will detail robust processes, systems and contractual arrangements that are fully compliant with the UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018. Data transfers (i) will be limited to UK and countries within the EEA or which have a</p>	<p>(2) Commit to carrying out enhanced DBS checks with Barred list checks on overseas tutors working on the programme, and detail how they will commit to doing so.</p> <p>(3) Confirmation that appropriate criminal record checks will be conducted for overseas tutors and detail of any other checks that the TP will conduct.</p> <p>(4) Evidence of policies that ensure fair pay and conditions for overseas tutors and staff such as minimum age limits, minimum pay or acceptable working hours, such policies as a minimum to meet the requirements on modern slavery, child labour, inhumane treatment and income security set out in the Tutoring Partner Agreement.</p> <p>(5) Evidence that the Tuition Partner has checked for appropriate qualifications in recruiting overseas tutors, such as equivalents to GCSE, A-levels or QTS as appropriate and that the tutors meet the requirements set out in ID4 (High Quality Tutors).</p>
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			<p>finding of adequacy<sup>3</sup> (subject to relevant conditions imposed by DfE) or (ii) if outside those territories, be subject to the prior written approval of DfE, based on DfE being satisfied that there are appropriate safeguards in place in the country to which a Data transfer is proposed, along with compliance with a number of relevant conditions.</p> <p>Where children’s data is being processed in a third country territory (i.e. a country that falls outside of the EEA and adequate nations), DfE’s Department’s Data Protection and Information Security teams must be consulted for necessary approvals through its offshoring approval process. This would be done on a case-by-case basis depending on the circumstances.</p>	
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If you would like further feedback following the outcome of the Open Access Scheme application please contact [tuitionpartner@nationaltutoring.org.uk](mailto:tuitionpartner@nationaltutoring.org.uk).

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<sup>3</sup> The European Commission has so far recognised Andorra, Argentina, Canada (commercial organisations), Faroe Islands, Guernsey, Israel, Isle of Man, Japan, Jersey, New Zealand, Switzerland and Uruguay as providing adequate protection. (Adequacy decisions | European Commission (europa.eu))