

# Proposed revisions to the framework for inspecting initial teacher education

Consultation document

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This consultation document sets out Ofsted's proposals for revising the framework for inspecting initial teacher education (ITE).

We seek the views of ITE partnerships and others who have an interest in them.

The closing date for the consultation is 6 May 2014.

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**Published:** February 2014

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**Reference no:** 140029



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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## About Ofsted

1. Ofsted is responsible for conducting inspections of all providers of programmes that lead to qualified teacher status (QTS) for maintained schools and programmes of further education teacher training that are validated by higher education institutions.
2. Ofsted's current framework for inspecting initial teacher education (ITE) was introduced in September 2012. It took into account the recommendations made in the DfE's ITE implementation plan and strategy *Training our next generation of outstanding teachers*; the Education Select Committee's report *Great teachers: attracting, training and retaining the best*; and the Lingfield Enquiry Reports on *Professionalism in Further Education*. It also reflected the introduction of new Teachers' Standards and revised ITT criteria.

## Purpose and background to the consultation

3. The 2012 framework is having a strong impact on the quality of ITE. However, we would like to make some changes to it to improve our inspections further. This is in response to:
  - our own inspection findings, including feedback from ITE partnerships
  - a review of the impact of the framework
  - concerns raised in *Unseen children: access and achievement 20 years on*,<sup>1</sup> chapter 6, 'Getting the best leaders and teachers to where they are needed most'
  - government policy.
4. We are now consulting on these proposals and are aware that this will be of interest to ITE partnerships and other interested parties. We want to hear the views of all interested parties about these proposals.
5. This is a public consultation that will run for 12 weeks, from 11 February to 6 May 2014. We intend to implement revisions to the framework from June 2014. It would be helpful for respondents to refer to the 2012 ITE inspection handbook when considering the proposed revisions and responding to the consultation. The handbook can be accessed here:  
[www.ofsted.gov.uk/resources/initial-teacher-education-inspection-handbook](http://www.ofsted.gov.uk/resources/initial-teacher-education-inspection-handbook).

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<sup>1</sup> *Unseen children: access and achievement 20 years on* (130155), Ofsted, June 2013;  
[www.ofsted.gov.uk/resources/unseen-children-access-and-achievement-20-years](http://www.ofsted.gov.uk/resources/unseen-children-access-and-achievement-20-years).

6. In summary, we propose changes to inspection arrangements, and to the ITE framework and ITE inspection handbook, specifically to the judgements for overall effectiveness, outcomes for trainees, quality of training across the partnership, and leadership and management of the partnership.
7. We also want to reflect recent changes in the ITE landscape, including the introduction of the 2013 Education and Training Qualifications and new professional standards for teachers and trainers in the further education sector.

## **Inspection proposals**

### **Introduction of a two-stage model for ITE inspections from the summer term 2014**

8. We propose a change to inspection arrangements with the introduction of a two-stage approach to the inspection of ITE partnerships from May 2014. The first stage would take place in the summer term. In addition to assessing the partnership's quality of training, this stage would focus on gathering first-hand evidence related to outcomes for trainees by observing trainees teaching towards the end of their training. Oral feedback on the interim inspection findings would be given to the provider at this stage. Inspectors would then return in the subsequent autumn term, relatively soon after the end of the training, to focus on observations of an ITE partnership's former trainees/newly qualified teachers (NQTs) in the first term of their employment and/or induction. We believe that this will allow a sharper focus on trainees' outcomes and how well they are prepared for teaching and the rigours of the classroom. We would then publish the inspection report.

### **Changes to the ITE framework and ITE inspection handbook**

9. In Part 2 of the ITE inspection handbook, the evaluation schedule sets out the criteria and grade descriptors to guide inspectors when judging the quality of ITE partnerships. We propose to retain the existing judgement about the overall effectiveness of the ITE partnership in securing consistently high-quality outcomes for trainees for each phase. As is currently the case, this would take into account the three contributory inspection judgements for: outcomes for trainees; the quality of training across the partnership; and the leadership and management of the partnership. However, in forming these judgements, we wish to make the following amendments to strengthen the criteria and outline guidance for inspectors and ITE partnerships.

#### **Overall effectiveness**

10. We propose a strengthening of the criteria that inspectors use to make a judgement about overall effectiveness by including statements in relation to:
  - the quality of training in the management of pupil/learner behaviour and discipline

- the quality of trainees/NQTs/former trainees, with a greater emphasis on the evidence obtained from direct observation of their teaching
- the efforts made to engage settings, schools and colleges in challenging circumstances, including those judged as requires improvement, in ITE partnerships and the impact of this engagement in terms of teacher supply, especially in areas of the country where recruitment is extremely difficult
- the accuracy of information on trainees' performance to employers and effective liaison with employing settings, schools and colleges.

### **Outcomes for trainees**

11. To enable a greater focus on how well trainees and NQTs (schools) and former trainees (further education) are prepared for teaching and the rigours of the classroom, we propose to change to a two-stage model for ITE inspections, to enhance the outline guidance and strengthen the criteria inspectors use to evaluate and make a judgement about outcomes for trainees by:
  - changing the inspection arrangements to ensure that inspectors can directly observe how well trainees teach nearer the end of their training
  - changing the inspection arrangements to ensure that inspectors can directly observe how well NQTs (schools) and former trainees (further education) teach near the start of their employment and/or induction
  - amending the ITE inspection handbook to reflect changes to inspection arrangements; and to provide greater clarity on the purpose and organisation of direct observations of trainees and NQTs (schools) and former trainees (further education) and how this information is used to inform inspection judgements
  - amending the grade criteria for outcomes for trainees to include specific reference to 'a teacher must: manage behaviour effectively to ensure a good and safe learning environment' (heading number 7 in Part 1: Teaching of the Teachers' Standards)
  - amending the handbook to include reference to the standard of professional dress and conduct adopted by trainees, NQTs (schools) and former trainees (further education).

### **The quality of training across the partnership**

12. To allow a sharper focus on how well the ITE partnership prepares trainees to teach in the age range and/or subjects for which they are being trained, we propose to enhance the outline guidance as follows.

- The overall consistency, coherence and quality of all aspects of the training to include:
  - opportunities to observe and learn from good and outstanding practice
  - opportunities to gain practical experience of working successfully in settings, schools and colleges in challenging circumstances as part of their training.
  
- High quality training and support that prepares trainees with the skills they need to:
  - understand the causes of low achievement among some groups of pupils and learners
  - challenge and motivate pupils and learners in settings, schools and colleges where attainment is low
  - use effective strategies to support the learning and progress of pupils and learners from underperforming groups, and those from poorer backgrounds, including those eligible for the pupil premium
  - work within current and new curriculum, examination and assessment arrangements
  - understand how to use continuous assessment and summative tests effectively to evaluate the quality of their teaching and the progress of pupils and learners.

### **The leadership and management of the partnership**

13. To enable a greater focus on how effectively schools, colleges and other settings are engaged in the ITE partnership and the preparation of trainees for employment and induction, we propose to strengthen the criteria and enhance the outline guidance in the ITE inspection handbook to ensure that inspectors consider the following.
- How relentlessly leaders and managers pursue a vision for excellence focused on improving or sustaining high-quality provision and outcomes for trainees through:
    - the provision of accurate and detailed information on trainees' performance to employers
    - effective liaison with employing settings, schools and colleges, including over the provision of high quality induction.
  
  - How effectively schools, colleges and/or other settings are strongly engaged in the ITE partnership through their involvement in:
    - engaging schools in challenging circumstances, including those judged to require improvement, in the ITE partnership.

- The rigour of the recruitment and selection process in:
  - recruiting high quality trainees who meet the needs of the wider educational community, including settings, schools and colleges in challenging circumstances and those judged as requires improvement.
- Evidence of effective monitoring and evaluation through:
  - monitoring the preparation of trainees for employment and induction
  - actively seeking feedback on the performance of NQTs and former trainees from employers to improve the quality of training and outcomes for trainees.

### **Instructions and guidance for focused monitoring inspections**

14. We propose to enhance the outline guidance on focused monitoring inspections to include the quality and effectiveness of training in the management of behaviour and discipline for both primary and secondary ITE partnerships as a focus for monitoring inspections. Currently, these monitoring inspections focus on the development of the teaching of phonics.



## **The consultation process**

As well as this online consultation, we are consulting face-to-face with others who have an interest in the inspection of ITE, including trainees, newly qualified trainees, key external stakeholders, professional and subject associations, and representatives from different types of ITE partnerships. We will publicise this consultation to all the ITE partnerships we inspect and key stakeholder groups by email. We will encourage as wide a range of users and stakeholders as possible to respond to this consultation through the Ofsted website and other publications.

This online public consultation will run for 12 weeks and close on 6 May 2014.

It is proposed that any revisions to the framework and/or inspection arrangements will be included in revisions to the ITE inspection handbook and will come into effect from June 2014. We will alert ITE partnerships to the publication of this revised handbook via an announcement on our website, by communicating via email with each individual ITE partnership and key stakeholders, and through a number of dissemination events for ITE partnerships in early May 2014.

## **Sending back your questionnaire**

There are three ways of completing and submitting the questionnaire in the next section and/or sending us comments.

### **Online electronic questionnaire**

Visit our website to complete and submit an electronic version of the questionnaire: [www.surveymonkey.com/s/ofsted-ite2014](http://www.surveymonkey.com/s/ofsted-ite2014).

### **Print and post**

Visit our website to print a Word or PDF version of the questionnaire that can be filled in by hand: [www.ofsted.gov.uk/resources/140029](http://www.ofsted.gov.uk/resources/140029). When you have completed the questionnaire, please post it to:

ITE framework consultation  
8<sup>th</sup> floor  
Ofsted  
Aviation House  
125 Kingsway  
London  
WC2B 6SE

### **Download and email**

Visit our website to download a Word version of the questionnaire that you can complete on your computer: [insert link]. When you have completed the questionnaire, please email it to [consultations@ofsted.gov.uk](mailto:consultations@ofsted.gov.uk) with 'ITE framework consultation' in the subject line.

## Questionnaire for ITE framework consultation

### Confidentiality

The information you provide will be held by us. It will only be used for the purposes of consultation and research to help us to become more effective, shape policies and inform inspection and regulatory practice.

We will treat your identity in confidence, if you disclose it to us. However, we may publish an organisation's views.

Are you responding on behalf of an organisation?

Yes  please complete Section 1

No  please complete Section 2

### Section 1

If you are completing the consultation on behalf of an organisation and would like us to consider publishing the views of your organisation, please indicate this below.

Organisation: Association of Mathematics Education Teachers (AMET)\_\_\_\_\_

### Section 2

Which of the below best describes you? Please tick one option.

I am:

a trainee	<input type="checkbox"/>	a representative of a school centred initial teacher training (SCITT) partnership	<input type="checkbox"/>
a newly qualified teacher (NQT)	<input type="checkbox"/>	a representative of higher education institutions (HEI) partnership	<input checked="" type="checkbox"/>
a former trainee of a programme of further education (FE) training	<input type="checkbox"/>	a representative of a school involved in School Direct	<input type="checkbox"/>
a teacher	<input type="checkbox"/>	a professional association	<input checked="" type="checkbox"/>
a trainer	<input type="checkbox"/>	a subject association	<input checked="" type="checkbox"/>
a mentor	<input type="checkbox"/>	an inspector	<input type="checkbox"/>
a headteacher or principal	<input type="checkbox"/>	a member of the general public	<input type="checkbox"/>

Q1. To what extent do you agree or disagree with Ofsted’s proposal (set out in paragraph 8 of the proposals) to introduce a two-stage approach to the inspection of ITE partnerships from June 2014?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

The two-stage process will lead to much of the evidence for the inspection grade being collected by observing NQTs early on in their induction year. For NQTs this is a particularly stressful time as they make adjustments to an unfamiliar school, increased timetable and increased responsibility. Whilst ITT tutors provide guidance and support for their trainees when they apply for jobs, ultimately the trainee makes the choice of their first teaching post. If the 'fit' is good between NQT and school they rapidly gain confidence and start teaching high-quality lessons very quickly. For others, the transition is much less straightforward and progress and quality may take longer to show itself. The induction tutor, department and school environment are, in our experience, often far more influential in the immediate context at this extremely early stage than their experiences from their ITT.

Q2. To what extent do you agree or disagree with Ofsted’s proposal (set out in paragraph 8 of the proposals) to provide oral feedback at the end of the proposed first stage of the inspection and publish an inspection report at the end of the proposed second stage of the inspection?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Should the two-stage inspection system be implemented it would be beneficial for training providers to receive interim written feedback as this would allow for clear communication between inspectors and providers.

Q3. To what extent do you agree or disagree with the suggested amendments to Part 2 of the ITE inspection handbook (set out in paragraph 10 of the proposals) related to overall effectiveness?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

With regard to an increased focus on behaviour management we would like to stress that effective learning comes about as the combination of good subject knowledge, understanding of how pupils learn, a developed understanding of subject knowledge for teaching and an appreciation of the importance of relationships with pupils. One should note that lesson observation is a single source of data about one event in time and, as such, provides a snapshot of performance, not a general indicator. ITT providers already work with schools in challenging circumstances but for subjects such as mathematics this is even more challenging given the specific staff shortages such schools tend to have in this subject area. ITT providers also already have some effective ways of communicating with future employers about their trainees.

Q4. To what extent do you agree or disagree with Ofsted's proposal (set out in paragraph 11 of the proposals) to amend the grade criteria for trainee outcomes to place a greater emphasis on the management of behaviour and discipline and the standard of professional dress and conduct?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

We have already commented on some matters relating to behaviour management but would also like to comment that this should not be over-emphasised in relation to other criteria because good behaviour management comes about through the effective enacting of many factors which include the ethos and approach taken by school management in the placement or employing school - which are outside the influence of the ITT provider.

Q5. To what extent do you agree or disagree with Ofsted’s proposals (set out in paragraph 12 of the proposals) to enhance the outline guidance and strengthen the criteria inspectors use to judge the quality of training across the partnership?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

<p>In addition to our earlier comments - good ITT enables trainees to develop these skills anyway so it is not clear why a greater emphasis is made. All schools have pupils who are under-achieving and all pupils benefit from teaching that is motivating, uses effective strategies to support learners' progress and uses assessment effectively, so these are skills we seek to develop anyway.</p> <p>Our members are well-placed to support trainees to work with the new curriculum and examinations. A number of our members are involved in curriculum development at national level and members take up opportunities to keep themselves informed of new developments across these areas.</p>
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Q6. To what extent do you agree or disagree with Ofsted’s proposals (set out in paragraph 13 of the proposals) to enhance the outline guidance and strengthen the criteria inspectors use to judge the effectiveness of the leadership and management of the partnership?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

<p>Our members work in ITT partnerships that have very close relationships with schools and colleges with many effective systems already in place. It is, however, very difficult for ITT tutors to keep track of trainees once they complete their training, particularly if they either move elsewhere in the country or are not employed in a partner school. Our formal responsibilities to trainees end when trainees successfully complete their training, although in many cases ongoing informal and formal support is offered; it is neither possible nor desirable for us to take a more formal role in this area.</p>
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Q7. To what extent do you agree or disagree with Ofsted’s proposal (set out in paragraph 14 of the proposals) to extend focused monitoring inspections to include a focus on the quality and effectiveness of the management of behaviour and discipline training in primary and secondary ITE partnerships?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don’t know
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

The collection of data from focused monitoring inspections provides a useful way forward in developing a broader view of ITT practice. We would, however, like to see changing foci to cover a more holistic view of ITT over a period of years.

Q.8. To what extent do you agree with Ofsted’s proposals (set out in paragraph 11 of the proposals) to provide greater clarity on the purpose and organisation of direct observations of trainees and NQTs/former trainees and how this information is used to inform inspection judgements?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don’t know
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Greater clarity is to be welcomed so that schools and colleges are able to better understand the nature of the inspection.

Q.9 To what extent do you agree or disagree with the proposed amendments (set out in paragraph 7 of the proposals) to the ITE inspection handbook to reflect the introduction of the 2013 Education and Training Qualifications and new professional standards for teachers and trainers in the FE sector?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input checked="" type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
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Comments:

Q10. Do you have any further comments? Please include them here.

Inspections need to consider a range of evidence including the views and practice of tutors and mentors across all the skills and abilities needed by a new teacher as they start on their teaching career.

Whilst we support the focus on improving teaching and learning in schools in challenging circumstances, it should be noted that trainees and newly qualified teachers need additional appropriate support in such schools and such schools are not always in a position to provide this.



## What did you think of this consultation?

One of the commitments in our strategic plan is to monitor whether our consultations are accessible to those wishing to take part.

Please tell us what you thought of this consultation by answering the questions below.

	<b>Agree</b>	<b>Neither agree or disagree</b>	<b>Disagree</b>	<b>Don't know</b>
I found the consultation information clear and easy to understand.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I found the consultation easy to find on the Ofsted website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I had enough information about the consultation topic.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would take part in a future Ofsted consultation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How did you hear about this consultation?

- Ofsted website
- Ofsted News
- Ofsted email alerts service
- Ofsted conference
- Another organisation (please specify, if known)
- Other (please specify) a colleague passed it on

Is there anything you would like us to improve on or do differently for future consultations? If so, please tell us below.

We are concerned that the time between the consultation ending and the amendments to the framework taking effect is far too short for any meaningful engagement with consultation responses to be undertaken.

Thank you for taking part in our consultation.

## Additional questions about you

Your answers to the following questions will help us to evaluate how successfully we are communicating messages from inspection to all sections of society.

We would like to assure you that all responses are confidential and you do not have to answer every question.

Please tick the appropriate box.

### 1. Gender

Female <input checked="" type="checkbox"/>	Male <input type="checkbox"/>
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### 2. Age

Under 14 <input type="checkbox"/>	14–18 <input type="checkbox"/>	19–24 <input type="checkbox"/>	25–34 <input type="checkbox"/>	35–44 <input type="checkbox"/>	45–54 <input type="checkbox"/>	55–64 <input checked="" type="checkbox"/>	65+ <input type="checkbox"/>
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### 3. Ethnic origin

a) How would you describe your national group?

British or mixed British	<input type="checkbox"/>	English	<input checked="" type="checkbox"/>
Irish	<input type="checkbox"/>	Northern Irish	<input type="checkbox"/>
Scottish	<input type="checkbox"/>	Welsh	<input type="checkbox"/>
Other (specify if you wish)	<input type="checkbox"/>		

How would you describe your ethnic group?

<b>Asian</b>		<b>Mixed ethnic origin</b>	
Bangladeshi	<input type="checkbox"/>	Asian and White	<input type="checkbox"/>
Indian	<input type="checkbox"/>	Black African and White	<input type="checkbox"/>
Pakistani	<input type="checkbox"/>	Black Caribbean and White	<input type="checkbox"/>
Any other Asian background (specify if you wish)	<input type="checkbox"/>	Any other mixed ethnic background (specify if you wish)	<input type="checkbox"/>

<b>Black</b>		<b>White</b>	
African	<input type="checkbox"/>	Any White background (specify if you wish)	<input checked="" type="checkbox"/>
Caribbean	<input type="checkbox"/>	<b>Any other ethnic background</b>	
Any other Black background (specify if you wish)	<input type="checkbox"/>	Any other background (specify if you wish)	<input type="checkbox"/>
<b>Chinese</b>			
Any Chinese background (specify if you wish)	<input type="checkbox"/>		

#### 4. Sexual orientation

Heterosexual <input checked="" type="checkbox"/>	Lesbian <input type="checkbox"/>	Gay <input type="checkbox"/>	Bisexual <input type="checkbox"/>
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#### 6. Religion/Belief

Buddhist	<input type="checkbox"/>	Muslim	<input type="checkbox"/>
Christian	<input checked="" type="checkbox"/>	Sikh	<input type="checkbox"/>
Hindu	<input type="checkbox"/>	None	<input type="checkbox"/>
Jewish	<input type="checkbox"/>	Any other, please state:	<input type="checkbox"/>

## 7. Disability

Do you consider yourself to have a disability?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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