



Guidance

Summary of changes: ITE inspection framework and handbook

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Following a review of the consultation responses we received during January to April 2020, we have reviewed the draft framework and handbook document in full.

Most of the amendments made have been to tidy up formatting and the language used and to remove any repetition that might cause confusion.

However, we have made the following amendments that are important to draw your attention to.

Concurrent inspection of validated programmes

See page 10, paragraphs 42 and 43.

We received feedback that our original statement, setting out arrangements for validated programmes was not very clear (previously set out as paragraph 83). We have now revised this section to expand on our explanation about validated programmes and the fact that we will carry out the inspection of these programmes concurrently.

Information that partnerships must provide

See pages 10–18.

We received feedback that the list of information expected from partnerships was confusing in terms of whether we require information for planning purposes or for the first day of inspection. We have reviewed this section in full to set out what we expect to receive and by when.

References to formative and summative assessment

See pages 9, 11, 16, 27, 36, 43, 44, 46, 48 and 51.

Respondents raised concerns about the expectations around trainee assessment within the draft handbook. To provide clarity, we have provided a response to this concern within our [consultation report](#) and have distinguished between formative and summative assessment. Specific references to ‘formative’ and ‘summative’ assessment are now included throughout the handbook

Transitional arrangements

See page 38 (first paragraph under ‘good’).

We have added a transitional arrangement statement to the handbook. This addresses the fact that we are aware partnerships may have made significant progress in developing their curriculum plans but may not have fully completed this by the time we start inspecting. This approach aligns with that of education inspection framework (EIF).

Leadership and management

See pages 46–50.

The leadership and management paragraphs that precede the grade descriptors have been restructured to make a clearer distinction between:

- statements that indicate sources of evidence that inspectors will or must consider
- criteria that inspectors use in applying their judgement when considering the evidence

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