Coronavirus (COVID-19) | Guidance and support

Part of
Education and childcare during coronavirus

Department for Education

Guidance
Initial teacher training (ITT): criteria and supporting advice

Updated 30 July 2020

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Overview

This document contains mandatory guidance and accompanying advice from the Department for Education (DfE). This means that accredited initial teacher training (ITT) providers must have regard to the mandatory guidance when carrying out their ITT activities. The DfE's ITT accreditation process is set out in section C2.

Accredited ITT providers must ensure they meet these criteria to remain compliant. ITT providers who do not comply with these criteria may be subject to withdrawal of accreditation. The criteria have been amended as follows:

Criterion C1.1

We have temporarily relaxed the criterion to allow candidates who are not able to provide evidence of meeting the required GCSE equivalent standard before starting a course, as a consequence of coronavirus (COVID-19), for start the course. In order to be accepted and complete the course, they must submit evidence by 30 November 2020.

Criterion C1.2

We have temporarily relaxed the criterion to allow candidates who are not able to provide evidence of their graduate status before starting a course, as a consequence of coronavirus (COVID-19), for start the course and complete the course. They must submit evidence by 30 November 2020.

Criterion C2.1

Trainees should, **where possible**, demonstrate the standards across the full age range (3 to 19) in their school placements. Trainees who are training to teach children predominantly taught in only one age range (for example, primary) **must, where possible**, be offered the opportunity to demonstrate subject knowledge in a related subject if they have been unable to do so because of coronavirus (COVID-19) in their initial training. Providers should ensure that assessment moderation procedures are robust and all recommendations for the award **are as secure as possible**.

Criterion C2.2

The expectation that programmes cover no fewer than four school years has been temporarily relaxed to allow providers to offer a shorter course of ITT. Providers of programmes to demonstrate they have met the Teachers' Standards in their school curriculum in the primary phase of learning, and in their specialist subject in the secondary phase of learning.

The expectation that trainees meet the specified standards in the specified age range has been removed. Reference to operating time in at least two schools has been temporarily relaxed to one school. Providers of ITT programmes will need to carefully to develop a comprehensive understanding of assessment across, and before and after, the age range they are training to teach.

Criterion C2.3

Time spent in schools, early years or further education settings should be part of a continuing learning programme **that is designed** to enable trainees to meet the Teachers' Standards.

Applicants to ITT with teaching experience might not need to spend as much time in schools or other settings, but the **programme are designed to provide trainees with** enough time during the training programme to demonstrate that they have met the Teachers' Standards. The requirement for 120 days in schools has been removed. The expectation for trainees to have early or reading in English has been removed.

Criterion C2.4

Two Schools has been removed.

Criterion C3.1

Providers must put their training programme to ensure that they comply with the current ITT criteria, and provide the opportunity for trainees to demonstrate they meet, on a **ready to meet**, all the Teachers' Standards.

Criterion C3.4

Trainees can only be recommended for the award of QTS if they meet, **or are likely to meet**, all the Teachers' Standards.

Accreditation

In order to operate as providers to provide ITT, a potential new provider must demonstrate in a proposed bid, have its promoted at the outset a ready to be of award part Lists Level have it will meet all the ITT criteria.

All accredited providers must continue to meet these criteria.

Withdrawal of accreditation criteria

This section sets out the circumstances that may lead to the withdrawal of accreditation. The Secretary of State for Education, the Teaching Agency, DfE will consider withdrawal of the accreditation of a provider where:

- the provider demonstrates improperly or inadequate contribute in its financial management, or does not comply without financial reporting or governance requirements
- the provider fails to comply with DfE data and reporting requirements
- the provider fails to meet the ITT criteria or any DfE guidance relating to ITT
- the provider fails to regulate their volume of trainees in accordance with the current ITT recruitment cap
- ITT provision is repeatedly of 'requires improvement' or lower quality
- provision is non-compliant with one or more of the specified ITT criteria
- the provider ceases to offer provision

Fee changing in 2020 to 2021 academic year for full-time fee-funded courses

The maximum tuition fee that providers implementing in the approved (fee) bids section of the Initial teacher training (ITT) provider fee bids for the 2020 to 2021 academic year is determined by the Higher Education (Fee Limits and Fee Regulations) Order 2018. It is set in consultation with the Higher Education Funding Council for England and Research Act 2017.

This set out rules and the requirements for establishing DfE courses and organisation plans for 2020 to 2021.

Approved (fee) providers will have a Teaching Excellence and Student Outcomes Framework (TEF) award for 2020 to 2021 may charge up to £9,250 for a part-time course. This is the maximum fee that can be charged for a full-time course, or up to £9,250 fee for a full-time course and participation plan.

Approved (fee) providers without a TEF award for 2020 to 2021 may charge up to £9,250 for a full-time course if they do not have an OfS access and participation plan in place, or up to £9,250 fee for a full-time course and participation plan.

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Providers registering in the approved section of the DfE register (approved providers) are not subject to maximum fees and are not required to submit an access and participation plan to DfE.

School-centered initial teacher training (SCITT) providers that have not registered with OfS are not subject to the maximum fee limit and are not required to submit an access and that can't tuition fees without restriction to OfS. However, SCITT providers that are providers must not charge trainees over £9,250 for full-time programmes of ITT in 2019 to 2020.

Any SCITT that registers with the OfS should inform the market regulation team at MarketRegulation@ofs.gov.uk.

Student support in 2020 to 2021 academic year for full-time courses

The level of fee loan support available to trainees in 2020 to 2021 will, in most cases, be determined by which part of the DfE register the provider has applied to register.

Students taking designated part-time courses at approved (fee-capped) providers in 2020 to 2021 will qualify for fee loans to cover the tuition fee of their course subject, up to a maximum part-time fee loan limit of £6,935.

The same part-time fee loan will apply to any SCITT providers registered as approved (fee-capped) providers with OfS, SCITT providers not registered with OfS and providers that are not registered with the DfE.

Trainees taking part-time ITT courses with approved providers will only be able to access loans of up to £6,935 towards their fees, or up to £4,625 where approved providers have a current TEF award.

Regulations setting student support arrangements for 2020 to 2021 come into force on 13 February 2020.

Entry criteria

C1.1 GCSE standard equivalent

All accredited ITT providers must ensure that:

- entrants have achieved a standard equivalent to a pass (Ofqual's GCSE qualifications in English and mathematics
- entrants who have achieved a GCSE equivalent qualification in English and mathematics to achieve a standard equivalent to a pass in the GCSE qualification in a science subject

The aim of the criterion is to ensure that entrants to ITT have demonstrated their achievement of a minimum standard of educational attainment. Previous criteria need also to demonstrate an acceptable level of subject knowledge in the core subjects of English and mathematics.

It is the standard, not the certificate, that matters. Applicants who are not in possession of a suitable but have not successfully achieved a GCSE grade A may be given an opportunity to sit a GCSE. Providers may also consider whether it is in the interest of fairness to ask for a further sitting where other attainment and evidence demonstrates a similar level and breadth. Providers should consider making similar arrangements for candidates who cannot provide original certification as evidence.

DfE does not provide a list of qualifications that can be considered equivalent to the GCSE standard. Providers should consider whether the GCSE or GCSE equivalent qualification is in fact by offering other evidence of attainment, which demonstrates a similar level and breadth. Providers should consider making similar arrangements for candidates who cannot provide original certification as evidence.

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Providers should ensure that they have evidence of a breakthrough in English where applicants have achieved a GCSE grade A or above in English literature only.

Further information

The National Recognition Information Centre for the United Kingdom (UK NARIC) provides advice on the equivalence of overseas qualifications.

C1.2 Degree criteria

All accredited ITT providers must ensure:

that, in the case of graduate programmes of ITT, all entrants hold a first degree or a postgraduate higher education institution or equivalent qualification (see section 5).

The aim of this criterion is to ensure the graduate status of teaching. Apprentices must have completed their apprenticeship and be awarded their degree or equivalent qualification and transferable instructional skills associated with graduate status.

Legislation requires all entrants to teaching in England to have a UK first degree or equivalent. Providers should consider whether the degree is in fact equivalent and not an aggregation of a number of separate qualifications. Trainee undergraduate programmes will, if successful, graduate and meet the standards for the award of QTS. Trainees who do not meet the standards for the award of QTS sometimes need to have a degree before they commence the programme.

In cases where for a reason relating to the incidence or transmission of coronavirus (COVID-19) there has been a delay in the award of candidates' first degree, it may be permitted alternatively to provide evidence of the completion of their first degree by 30 November 2020. This will allow providers to accept candidates who have not yet graduated a candidate completing their first degree in the performance year, provided they have met all other requirements.

ITT providers should show original certification in order to validate an applicant's degree status. However, they should exercise discretion for recent graduates who may be in a delay in receiving the original certificate. In these cases, providers should obtain written confirmation from the university that the candidate has met the criteria and has achieved graduate status. Providers should ratify the original certificate as soon as it is available.

In cases where an original certificate is no longer available, providers must gain assurance of graduate status and must keep an audit trail of the evidence obtained.

Degree subjects

Legislation does not specify that teachers must have a degree in a particular subject or subjects. The DfE does not specify a list of degrees that are considered suitable for the award of QTS. All trainee teachers must meet these, or be on a degree course that, by the time they complete their training. There is no statutory requirement for teachers to have a degree in a specified subject, or a degree that is related to secondary trainee teachers to have a degree in a specified subject, or a degree that is related to primary trainee teachers to have a degree in a specified subject, including those that relate to subject and curriculum knowledge, by the end of their training.

Information on degree-level qualifications

Providers will need to make sure that those responsible for decisions on entry qualifications, and those who advise on them, have the information they need (especially as equivalent to the Ofqual Ofqual in Degree in the UK, including:

- overseas qualifications
- professional or vocational qualifications
- qualifications no longer available but held by mature applicants

For example, the PGCe is a five-year first degree. the BPhil is usually a research degree, and some taught master's degrees may be open to people without a first degree.

It is for the provider to decide whether a candidate's qualification meets this criterion, and whether a particular master's degree demonstrates the breadth and type of knowledge and understanding that is required for QTS. Providers should ensure that they do not include degree awarding bodies may wish to seek advice from their QA.

Further information

The National Recognition Information Centre for the United Kingdom (UK NARIC) provides advice on the equivalence of overseas degrees.

The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies describes the higher education qualifications awarded by UK higher education institutions (HEIs) of Scotland.

C1.3 Suitability

All accredited ITT providers must ensure:

that all entrants, as part of the provider's selection procedures, have taken part in a rigorous selection process designed to assess their suitability to train to teach.

Providers must ensure that, before anyone is admitted to an ITT programme, they have been deemed suitable to train to teach. This will help to prevent the entry of people from trainee teachers who might put their at risk of harm because their previous conduct or current circumstances. Providers, in their role as employers, organisations, interviews, run background checks, and assure of the application for the potential trainee teachers' Standards by the end of their training programme.

Providers should consider a range of evidence to judge applicants' suitability to train to teach, for example:

- academic qualification forms
- referees' reports
- results of any entry tests or tasks
- applicants' portfolios
- interviews

Prior experience in a school is not required. However, where candidates have been able to gain experience in schools, providers might find reports from those schools helpful. Any DfE-funded experience should not be a reason for rejecting a otherwise suitable applicant.

Interviews

Providers should use interview information from interviews can help to identify and take account of trainees' specific needs during training. Including participation in programme requirements on the basis of prior achievement. The interview process should include discussions of professional portfolios and discussions of prior achievement.

Equality

To comply with equality legislation, providers must ensure their interview procedures promote equality of opportunity and exist discrimination.

The Equality Act 2010 and Human Rights Act and Disability Act 2010 require providers to ensure they are not discriminating against applicants with disabilities or special educational needs (SEN).

Applicants with disabilities are entitled to reasonable adjustments to the selection process. Providers should make reasonable adjustments to ensure that disabilities or a disadvantage. Providers should also consider whether trainees with disabilities or special educational needs (SEN) may need to be provided with access to benefits. Facilities and services. They should provide as many opportunities as possible to demonstrate their suitability to train to teach. Providers should, for example, arrange extra time for interviews or making arrangements for any practical tasks.

Intellectual and academic capabilities

ITT providers should consider the full range of applicants' knowledge, skills, academic and intellectual capabilities. Providers should ensure that they have met the Teachers' Standards. Standards in the classroom by the trainer training.

Prior to the award of QTS, providers must assure the trainees' English and mathematics. Providers must assure that trainees demonstrate a sound knowledge of:

1. Speaking, listening and communicating are fundamental to a teacher's role. Teachers should use standard English grammar, clear pronunciation and intonation and adapt their communication to different audiences, for example, pupils, colleagues and parents. Teachers should read fluently and with good understanding.
2. Writing by teachers will be key to colleagues, pupils and parents and, as such, it is important that teachers can write legibly and with the standard of accuracy their professional role demands. They should be able to use a range of vocabulary, understanding sound spelling and punctuation.
3. Teachers should use data and graphs to interpret information, identify patterns and trends, draw conclusions and present data. They should understand how to use standard statistical tests and graphs in the news, academic reports and research papers. They should be able to use ICT to support their own learning and that of their students, numbers, fractions, decimals and percentages. They should be able to solve problems, reasoning and explaining their mathematical thinking, including estimating and sorting, using a checking process, breaking down complex tasks into simpler steps, and explaining and justifying answers using appropriate language.

Any work to address shortfalls in English and mathematics should be undertaken during the trainee teacher in addition to other aspects of their training. It is the trainee's responsibility to demonstrate that they have met the Teachers' Standards. Responsibility for assurance lies with the provider. Fundamental English and mathematics must be implemented, supervised and assessed in different ways by different providers.

In exceptional circumstances, should trainees not have the opportunity to provide evidence of their English and mathematics skills before they start their course, providers it will be sufficient for the provider to record that the trainee teacher would likely have met the requirements had they been assessed. Providers should use their professional opportunity to do so and make recommendations to the award of QTS. It is for the trainee to demonstrate that they have met the Teachers' Standards. In the classroom, the trainee should not be penalized for the award of QTS.

Health and physical capacity to train to teach

Providers have a responsibility to ensure that trainees have the health and physical capacity to train to teach and will not put children and young people at risk of harm. The Equality Act 2010 and Human Rights Act and Disability Act 2010 require providers to ensure they are not discriminating against applicants with disabilities or special educational needs (SEN).

People with disabilities or chronic illnesses may have the capacity to train to teach, just as those without disabilities or medical conditions may be unsuitable to train to teach.

Successful applicants may be asked to complete a Occupational Health questionnaire. Providers should make sure that the questions are relevant to the role and job. Questions that should ensure they only ask targeted and relevant health-related questions which are necessary to ensure that a candidate is able to train to teach.

Disclosure and Barring Service checks

Providers should have regard to the Keeping children safe in education statutory guidance when carrying out their duties to safeguard and promote the welfare of children. They should ensure all trainees have been subject to appropriate pre-selection checks. These include, where applicable, a Disclosure and Barring Service (DBS) criminal records check and barred list check.

Providers should confirm in writing to schools that a non-barred trainee's criminal record has been checked and that the trainee is suitable to work with children in schools.

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Quality assurance framework

This framework sets out the quality assurance requirements for providers of initial teacher training (ITT) in England. It covers the main elements of ITT, including recruitment, training, assessment and quality assurance. It also includes the requirements for the Teacher Development Premium (TDP) and the Early Career Framework (ECF).

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Introduction

Purpose

The purpose of this document is to set out the requirements for providers of initial teacher training (ITT) in England. It covers the main elements of ITT, including recruitment, training, assessment and quality assurance. It also includes the requirements for the Teacher Development Premium (TDP) and the Early Career Framework (ECF).

Scope

This document applies to all providers of ITT in England, including those providing ITT as part of a wider offer, such as those providing ITT as part of a university or multi-academy trust (MAT).

Terms

The following terms are used in this document:

- 'must' and 'should' indicate a requirement
- 'may' indicates a recommendation
- 'can' indicates a suggestion

Further information

Further information is available on the Teacher Education Hub.

Recruitment

C1.1 Professional skills tests

All accredited ITT providers must ensure:

- that all trainees beginning ITT on or after 1 August 2019 (with 31 March 2020 have passed the professional skills tests prior to starting Learning Hub ITT

The professional skills tests are set in the context of the wider professional role of a teacher. Accredited providers of ITT (with 31 March 2020 must have passed their tests before starting an ITT programme.

Candidates commencing ITT programmes on or after 1 April 2020 will not be required to pass the professional skills tests.

Trainees who have passed the skills tests and a course leading to QTS do not need to re-take the skills tests if they later take a course leading to QTS.

Trainees who have passed the skills tests and a course leading to QTS do not need to re-take the skills tests if they later take a course leading to QTS.

Applicants can register for special arrangements under exemptions for skills tests.

C1.2 Programmes

All accredited ITT providers must ensure:

- that the content, structure, delivery and assessment of programmes are designed to:
  - provide trainee teachers to meet all the standards for QTS across the age range and phase
  - ensure that no trainee teacher is recommended for the award of QTS until they have met all the standards for QTS

At the outset, ITT providers should make clear to trainees, and to all those involved in the partnership, the scope and coverage of the programme. They should also make clear to participants the extent to which the programme is designed to meet the needs of individual participants.

Providers should be flexible enough to meet the needs of trainees. Providers should be particularly sensitive to which their provision and assessment practices are designed to ensure that trainees meet the Teachers' Standards.

ITT providers should offer trainees specialist subject training to develop the necessary subject knowledge and understanding, and to develop the ability to teach that subject, enabling them to teach their subjects, where possible, across the full age and ability range. Training. Trainees that are training to teach a subject that is always or predominantly taught to pupils of a particular age or ability should be given the opportunity to develop the opportunity to demonstrate subject knowledge in a related subject if they are given the opportunity to teach their subject across the full age range of training.

Schools, early years and further education settings have a crucial role in training. Providers should work with their partner schools and other training providers. In the secondary sector, ITT providers will need to work across a range of schools and settings to give trainees a breadth of experience.

Prior to the award of QTS, providers must assure the trainees' English and mathematics subject knowledge and that trainees demonstrate competence in the standard for QTS (Teachers).

In exceptional circumstances, should trainees not have the opportunity to provide evidence of their competence to demonstrate the competencies set out in the Teachers' Standards, it will be sufficient for the provider to record that the trainee teacher they have trained has met the standards for the award of QTS, and that they have sufficient opportunity to do, and should be recommended for the award of QTS. If the trainee teacher does not have the opportunity to demonstrate all the standards for competence, then further opportunity should be provided when practicable to do so. In the interim, the trainee should not be recommended for the award of QTS.

Trainee assessment procedures should be rigorous and robust, supporting consistent judgements against the Teachers' Standards. Providers should be able to demonstrate that lead to a recommendation for the award of QTS, such as the Ofsted Initial Teacher School Direct programmes, the setting accredited provider should ensure that assessment practices are designed to ensure that trainees meet the Teachers' Standards and are secure in accordance. The accredited provider remains accountable for the assessment judgements and recommendations and should ensure that this is consistent with the Teachers' Standards and QTS requirements.

Provision of the practical teaching opportunities/training/skills/ skills/ skills and assessments comply with the arrangements specified for the professional teaching experiences programme. Further guidance is available on the Teaching practice and other professional experiences in initial teacher training (ITT) expectations.

Training may delivered in schools or other settings (subject to C2.3 and is likely to include a combination of unobserved and observed teaching, taught sessions, mentoring, coaching, reflection and assessments, and engagement with wider professional research.

Providers must ensure their curricula encompass the full entitlement described in the ITT Core Content Framework (DfE).

Providers should:

- design curricula appropriate for the subject, phase and age range that the trainees are training for
- ensure trainees are adequately covered the foundational knowledge and skills that are a prerequisite for the content detailed in the ITT Core Content Framework
- integrate additional analysis and critique of theory, research and expert practice as appropriate to trainees
- ensure trainees receive clear and consistent mentoring and support from mentors and other expert colleagues

C2.2 Age ranges

All accredited ITT providers must ensure:

- that they prepare all trainees teachers to teach within one of the following age phases:
  - ages 3 to 9 (primary)
  - ages 7 to 14 (middle)
  - ages 11 to 19 (secondary)

Training must enable trainees to acquire the knowledge and skills they need to teach within the phase for which they are training. Typically training will take place across the following age ranges:

- 3 to 7 for primary ITT or 7 to primary training
- 7 to 14 for middle
- 11 to 16, 14 to 18 for secondary training, depending on the subjects of training

Where providers are offering middle phase ITT programmes, they should record evidence of trainees' knowledge and skills in the 7 to 14 age range. Providers should also be satisfied that trainees in middle school programmes to demonstrate they have met the Teachers' Standards across the relevant curriculum in the primary phase of training, and that their specialist subject in the secondary phase of training.

Providers should specify in their recruitment literature and programme design documentation the age range of training for each of their programmes.

Providers should ensure, where possible, that trainees have the opportunity to design and teach lessons across the full range of their training. Training. Trainees that are training to teach a subject that is always or predominantly taught to pupils of a particular age or ability should be given the opportunity to develop the opportunity to demonstrate subject knowledge in a related subject if they are given the opportunity to teach their subject across the full age range of training.

C2.3 Training in schools

All accredited ITT providers must ensure:

- that training programmes are designed to provide trainee teachers with sufficient opportunity to teach in schools, or in other settings where further education settings to enable them to demonstrate that they have met all the standards for QTS. This means they would typically be structured to include at least 120 days of teaching in schools, or in other settings where further education settings (see note 3)
  - a four year undergraduate programme - 960 days (32 weeks)
  - a one, two or three year undergraduate programme - 120 days (24 weeks)
  - a secondary graduate (non-undergraduate) programme - 120 days (24 weeks)
  - a primary graduate (non-undergraduate) programme - 120 days (24 weeks)
  - employment based programme - as determined by the training programme provider

Time spent in schools, early years or further education settings should be part of a coherent training programme that is designed to enable trainees to meet the Teachers' Standards.

Time spent training settings other than schools, early years or further education settings can form a valuable part of programmes, but cannot be counted towards meeting this criterion.

Applicants to ITT with teaching experience might not need to spend as much time in schools as those who do not. Providers should make sure that these trainees do not spend enough time during the training programme to demonstrate that they have achieved all the Teachers' Standards.

Training may take place in a special school or in a pupil referral unit (PRU), particularly where a provider chooses to offer an additional specialism in special educational needs, or where a provider has a particular focus on training teachers for special schools. The programme should enable trainees to demonstrate all the Teachers' Standards in a mainstream school setting.

ITT providers should be satisfied themselves that partner schools have the capacity to provide their requirements. Where a school has serious weaknesses or is in special measures, it may still be possible for providers to use the school, especially if the weaknesses do not affect the quality of the training. In such cases, the ITT partnership needs to be satisfied that the trainee will not be disadvantaged by the school experience and the situation should be kept under close review.

Management and quality assurance criteria

C3.1 Management

All accredited ITT providers must ensure:

- that their management structure ensures the effective operation of the training programme

Providers must plan their training programme to ensure that they comply with the current ITT criteria and provide the opportunity for trainees to demonstrate that they meet, or are likely to meet, all the Teachers' Standards. Training should be of high quality and meet the needs of participants.

Schools, should play a significant role in planning, risk a the design and delivery of training provision. The management structure should demonstrate the central role that schools play in the partnership and ensure that schools are involved in the design, delivery and training. In the assessment of trainees for the award of QTS.

Partnerships should ensure that the workload of trainee teachers is manageable. Guidance is available to support partnerships to address trainee workload, using the teacher workload toolkit. Schools and providers should ensure the partnership should clear about the roles and responsibilities of all participants.

Providers should ensure CPD is in place for staff involved in training, to ensure their governance and in operational structures. This includes, for example, the roles of mentors and school coordinators, or a change of the accountable officer or senior leadership team. Providers should also ensure that staff are kept up to date with any provider-wide significant changes to their governance and in operational structures. Providers should also ensure that staff are kept up to date with any changes they undertook organisation to seek accreditation as a new provider.

Details of any proposed variations can be sent to ITT.accreditation@education.gov.uk.

C3.2 Partnerships

All accredited ITT providers must ensure:

- that partners establish a partnership agreement setting out the roles and responsibilities of all participants, including how they will ensure quality and the significant role of schools in recruiting, selecting, training and assessing trainee teachers

The partnership agreement should be a clear, working document that can be used to inform participants of their roles and responsibilities. It should include arrangements across the various contexts in which the training takes place. The partnership agreement should be underpinned by other practices, such as well-functioning governance arrangements, and should be supported by clear arrangements for the co-ordination of the training.

Schools and provider should take open the expertise of practitioners from the best schools across the partnership, including where possible the outstanding teachers and leaders. Providers should also ensure that trainees gain the breadth of the school experience of working successfully in schools and settings in challenging socio-economic circumstances and in different types of educational settings.

Where provision is not delivered, providers must assure the significant role of schools in the partnership, including in the recruitment, selection, training and assessment and responsibilities of partner schools should be clearly defined in the partnership agreement.

The partnership agreement should also include details of the:

- partnership's quality assurance procedures
- content and delivery of each of the ITT programmes
- policies for equality of opportunity
- roles and responsibilities of each partnership
- the role of each partner in administering trainee teacher workload

The partnership agreement may make reference, for example, to the functions of groups and committees in managing the partnership and the ways in which resources are allocated among partners. It will set out the criteria for removing schools from the partnership, and the procedures to be followed. It should also include a statement of how suspensions/expulsions/withdrawals will be reviewed and revised by members of the partnership at appropriate intervals.

Roles and responsibilities

All trainers and trainee teachers need to be clear about who is responsible for elements of training and assessment, how provision is managed and how the elements fit together to ensure trainees progresses all the Teachers' Standards.

Partnership agreements should specify the different roles within the partnership and how they will be performed and monitored. Roles might include, for example, lead managers, and internal and external moderators. They should also set out how partners contribute towards:

- selecting and manaoaging applicants
- moderating assessment judgements of trainees against the Teachers' Standards
- continuing professional development opportunities for subsequent cohorts of partnership
- trainee access to resources
- quality assurance and review committees
- quality assurance including monitoring and self-evaluation
- the promotion of inequality of opportunity
- the safeguarding of children and young people

Providers of salaried routes must ensure that all schools or settings, where trainees teach, are aware of their responsibilities, and that quality, assurance and review, partnership roles and responsibilities and how the capacity to provide the necessary training and support.

C3.3 Legislation

All accredited ITT providers must ensure:

- that they comply with all current legislation relevant to ITT.

In order to be accredited a provider must satisfy the criteria specified by the Secretary of State. Providers must be able to demonstrate that they have met the criteria and that these criteria and associated legislation. Where there is evidence of an ITT provider's non-compliance with current ITT criteria, DfE will consider withdrawal of accreditation.

Providers should make sure that partners are aware of their duties under or in connection with the following legislation, which may be relevant to their training, for example, teaching, recruiting and assessing trainees. This includes the following legislation:

- Education (School Teachers' Qualifications) (England) Regulations 2003 (SI 1962)
- Ofsted requirements for QTS in England
- Education (Special Educational Needs) (England) (Amendment) 2015 (SI 761) - requirements that must be satisfied by teachers who are not qualified teachers in order to be able to make special educational provision
- Equality Act 2010 - legislation relating to equality, discrimination and employment
- Data Protection Act 2018 (and the Guide to the General Data Protection Regulation)
- Freedom of Information Act 2000

From 1 July 2015 specified authorities, including all schools, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the "the Act") to have "due regard to the need to prevent people from being drawn into terrorism". Guidance issued under section 29 of the Act has been published and guidance issued under section 28 of the CTSA (2015) the Prevent duty guidance is

The Prevent duty guidance states that schools and other institutions subject to the duty applies should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas, which can be used to legitimise terrorism and are shared by terrorist groups.

Further information

The following is a sample list of relevant legislation and guidance. This is not intended to be a comprehensive list. Providers should make sure that their training programmes comply with all legislation relevant to ITT. The Equality Act 2010 is a generally equitable legislation for all matters relating to all acts of discrimination. Also relevant are:

- Equality Act 2010: Technical Guidance (August 2014)
- Special Educational Needs and Disability Act (SEND)
- Children and Families Act 2014 (Part 3 Section 42 Section 43)
- Disabled Rights Commission and skills guidance for people with disabilities

The Equality and Human Rights Commission (EHRC) provides further guidance on the Equality Act and other human and equalities legislation. The EHRC website also has information on the codes of practice that relate to equal pay, race, disability, sex discrimination and equality.

The extra care is required for specified teachers in mainstream schools in accordance with section 123 of the Education Act 2002, subject to limited exceptions, is prescribed by the Education (Specified Work) (England) Regulations 2012.

Other relevant documents include:

- the Health and Safety Executive's Five Steps to Risk Assessment
- guidance for practitioners and managers from HM Government on information sharing
- Guidance from the Child Poverty Action Unit with what providers should do to ensure they are meeting their statutory responsibilities.

ITT providers should familiarise themselves with the Competition and Markets Authority's consumer law advice for undergraduates. Providers that do not meet their obligations may be in breach of consumer law and may be subject to enforcement action. Find out more about Online education: consumer law advice for providers.

C3.4 Quality assurance

All accredited ITT providers must ensure:

- that they monitor, evaluate and moderate all aspects of provision rigorously and systematically, including the quality of the partnership's management, the quality of training and the assessment of trainees.

Trainees can only be recommended for the award of QTS if they meet, or are likely to meet, all the Teachers' Standards. Therefore, the assessment of trainees must be robust and rigorous. Providers should make sure that, whether or not the trainees meet the Teachers' Standards.

In order to ensure accuracy and reliability providers should have clear and robust assessment and moderation procedures in place, informed by expert practice by the various aspects and stages of the training.

Providers should also have in place a system for ensuring consistency of standards across, as well as within, ITT partnerships. Providers should ensure that external moderators have relevant expertise and experience to enable them to carry out their responsibilities. Providers should also have in place a system for ensuring that trainees into account fully when reaching decisions about trainees' achievement of the Teachers' Standards.

Evaluation

ITT providers should clearly define the arrangements and responsibilities for monitoring and evaluation. Providers should make sure that the contents in which it takes place, and identify ways in which it could be improved.

ITT providers may wish to collect and analyse a variety of data to inform their understanding of the effectiveness of their training. For example, they may collect and analyse data or evidence about the following:

- training sessions, courses or other activities that prepare trainees for the Teachers' Standards, and how well they are prepared for the various aspects of their training
- trainees' evaluations of how their training needs have been met
- tutors' evaluations of how programme aims have been implemented
- trainees' perceptions of their training
- trainees' views on the quality of their supervising schools
- internal and external moderators' views about the effectiveness and accuracy of the assessments of trainees against the Teachers' Standards
- trainees' views on the quality and effectiveness of training provision in helping trainees to meet the Teachers' Standards
- the implementation of equality policies
- DfE and Ofsted feedback

Internal moderation

Internal moderation is a useful system of checks and balances within a partnership to ensure that assessment judgements are reviewed accurately and fairly. Providers and partnerships should ensure that arrangements for internal moderation are in place and that they are fit for purpose. Internal moderation ensures that assessment arrangements are likely to be contained in the partnership agreement (see C3.2).

Internal moderation procedures could include, for example:

- the moderation of assessments against the Teachers' Standards by a moderator who is not the assessor
- the moderation of assessments against the Teachers' Standards by a moderator who is not the assessor, but who is a member of the same school or other training provider
- the moderation of assessments against the Teachers' Standards by a moderator who is not the assessor, but who is a member of the same school or other training provider, and who is also a lead practitioner or a mentor
- the moderation of assessments against the Teachers' Standards by a moderator who is not the assessor, but who is a member of the same school or other training provider, and who is also a lead practitioner or a mentor, and who is also a member of the senior leadership team
- the moderation of assessments against the Teachers' Standards by a moderator who is not the assessor, but who is a member of the same school or other training provider, and who is also a lead practitioner or a mentor, and who is also a member of the senior leadership team, and who is also a member of the governing body

Teacher Development Premium (TDP)

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Appendix

- the involvement of staff with relevant expertise from 2 or more partners when assessing trainees
- detailed scrutiny by a moderating panel of a sample of trainees, including any judged by an assessor as on the pass/fail borderline, or likely to fail
- joint observations of trainees' teaching
- discussions by relevant staff of all the evidence available, including trainees' previous experience and achievement
- arrangements for feeding back information to the partnership about the accuracy and consistency of assessment arrangements and about elements of good practice to support improvements

External moderation

ITT providers should appoint suitable external moderators. External moderators should have no direct involvement with the work of the partnership. They should be able to offer an external perspective on the attainment of other providers' trainees being assessed for the award of QTS, which should help to verify the accuracy of the provider assessments. Providers should consider how to use external moderators to corroborate and standardise their assessments of trainees.

Providers may wish to consider, when appointing external moderators, whether they have appropriate subject, curriculum or age-phase expertise to enable them to provide specialist feedback.

The responsibilities of external moderators might include:

- detailed scrutiny of a sample of trainees, including a representative cross-section of trainees together with all trainees that internal moderators regard as being on the pass/fail borderline, or possible failures
- observation of the teaching of all trainees in a designated sample, such as those assessed as being borderline satisfactory to good, or borderline good to outstanding
- discussion with internal assessors and/or moderators of all the evidence available on whether individual trainees have achieved, or are likely to achieve the Teachers' Standards and at what level
- scrutiny of internal moderation arrangements, drawing on some of the evidence gained from activities above
- producing a report that includes an evaluation of the strengths and weaknesses of the provision observed, clearly linked to the Teachers' Standards and ITT criteria, and including an evaluation of the accuracy of the assessments of trainees' attainment against the Teachers' Standards

In addition, providers should have procedures in place for monitoring and evaluating the management of their programmes including, for example, arrangements for the selection and de-selection of partner schools. They should use evidence exemplified above to inform the work of any committees that serve the partnership.

Providers should have systematic procedures in place in order to demonstrate that monitoring and evaluation have secured improvements in quality and outcomes for trainees. This may mean keeping comparative data and other evidence over a period of time.

Similarly, providers may wish to examine their procedures and practices for enhancing and improving the pedagogical knowledge of all trainees and the knowledge of relevant curriculum areas for primary trainees, and evaluate these against the success of trainees in meeting the Teachers' Standards. The evidence will need to be sufficiently robust to enable providers to draw conclusions and act upon them.

All monitoring and evaluation processes and activities should focus on impact and outcomes - particularly in the context of the standards achieved by trainees. Reporting and documenting of these activities should be evaluative rather than descriptive. These activities and processes might feed into improvement plans. When monitoring and evaluating programmes, providers should compare their own provision with that of providers of similar and different size and type.

Employment-based criteria

C4.1 Employment

All accredited providers of employment-based ITT must additionally ensure that:

for the period of training all applicants must be employed as unqualified teachers (see note 6) at a school (see note 7), and (except applicants employed in academies or independent schools) must be paid in accordance with at least the minimum of the unqualified teacher pay range for the period of their training.

C4.2 Admissions

All accredited providers of employment-based ITT must additionally ensure that:

applicants are only admitted to employment-based programmes by either DfE or by an accredited provider (see note 8).

C4.3 Teaching

All accredited providers of employment-based ITT must additionally ensure that:

no applicant will be required to perform more than 90 per cent of the teaching duties normally required of a full-time qualified teacher.

Relevant legislation

This advice refers to the following legislation:

- The Education (School Teachers' Qualifications) (England) Regulations 2003 (S.I. 2003/1662)
- The Education (Health Standards) (England) Regulations 2003
- The Education (Specified Work and Registration) (England) Regulations 2012
- Higher Education (Fee Limits and Fee Limit Condition) (England) Regulations 2018
- Higher Education and Research Act 2017
- Equality Act 2010
- Special Educational Needs and Disability Act 2001
- Data Protection Act 2018
- Freedom of Information Act 2000
- The Childcare (Disqualification) Regulations 2009
- Counter-Terrorism and Security Act 2015

Notes

Note 1: As determined by Ofsted inspection grade criteria (return to accreditation)

Note 2: For the equivalent of grades awarded under the new GCSE grading structure, refer to Your qualification, our regulation: GCSE, AS and A level reforms (return to GCSE standard equivalent)

Note 3: A first degree comprises 300 HE credit points of which 60 must be at level 6 of the QCF. Applicants with a foundation degree will need to supplement this qualification with at least 60 credits at level 6 (HE level 3) in order to attain an equivalent single qualification (return to degree criteria)

Note 4: All trainee teachers that began ITT before 1 August 2013 must have passed the professional skills tests before they can be recommended for the award of QTS (return to professional skills tests)

Note 5: Section 4 of the Education Act 1996 defines a school as 'an educational institution which is outside the further education sector and the higher education sector and is an institution for providing (a) primary education, (b) secondary education or (c) both primary and secondary education' (return to training in schools)

Note 6: As defined by the latest school teachers' pay and conditions document (return to employment-based criteria)

Note 7: Or 'other institution' as defined by the Education (School Teachers' Qualifications) (England) Regulations 2003 (SI 2003/1662) as amended (return to employment-based criteria)

Note 8: Teach First (ITT) programme applicants must be admitted only with the agreement of the Teach First organisation (return to admissions)

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