Part of
Education, attendance and childcare during coronavirus

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

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Overview

This document contains mandatory guidance and accompanying advice from the Department for Education (DfE) for providers of initial teacher training (ITT). Providers of ITT providers must have regard to the mandatory guidance when carrying out their duties relating to ITT.

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 described in the following sections.

Criterion C1.1

We temporarily relaxed the criterion to allow candidates who were not able to provide evidence of meeting the required GCSE equivalent standard before starting a course as a consequence of coronavirus (COVID-19). To start the course. In order to have continued and completed the course, they must have satisfied evidence by 30 September 2020.

Criterion C1.2

We temporarily relaxed the criterion to allow candidates who were not able to provide evidence of meeting the required degree level before starting a course, as a consequence of coronavirus (COVID-19). to start the course. In order to have continued and completed the course, they must have satisfied evidence by 30 September 2020.

The criterion now sets out that all trainee teachers must meet the Teachers' Standards, including those that relate to subject and curriculum knowledge, as a consequence of coronavirus (COVID-19) the time they complete their training.

Criterion C2.1

Trainees should, where possible, demonstrate the standards across the full age and ability range of training. Trainees who are training to teach a subject that is always taught to pupils aged 14 and above, for example, GCSE or A level, should not be adversely affected the opportunity to demonstrate subject knowledge in a related subject if they do not have the opportunity to teach their subject across the full age range of training.

Criterion C2.2

The expectation that programmes cover no fewer than four school years has been removed. Programmes should be designed to enable trainees on initial teacher programmes to demonstrate they have met the Teachers' Standards across the relevant age range, including primary, secondary and, where specialism is taught in the secondary element of training.

The expectation that trainees meet the specified standards in the specified age range of training, including primary, secondary, and, where specialism is taught, sixth form. Providers should have, where possible, that trainees meet the standards in a comprehensive understanding of progression across, and before and after, the age range they are training to teach.

Criterion C3.3

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

Applicants to ITT will teaching experience might not need to spend as much time in schools or other settings as long as the programme is designed to provide trainees with the opportunity to meet the Teachers' Standards. Trainees must still meet all of the Teachers' Standards. References to training in 2 schools have been removed. The expectation for trainees to train entirely or mainly in England has been removed.

Criterion C4.4

The expectation, and providers must ensure that each trainee teacher has taught in at least 2 schools has been removed.

Criterion C3.1

Providers must plan their training programme to ensure that they comply with the requirements of the Teachers' Standards and that trainees are able to meet them by the end, as per conditions that they would have met were it not for disruption relating to coronavirus (COVID-19). the Teachers' Standards.

Criterion C3.4

Trainees can only be recommended for the award of QTS if they meet, or can demonstrate that they have met, the standards in full for discipline relating to coronavirus (COVID-19). the Teachers' Standards.

Accreditation

In order for organisations to provide ITT, a potential new provider must demonstrate it is prepared to DfE, how its provision of the subject is likely to be of sound quality (see C1) and how 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 under which the Secretary of State for Education may withdraw accreditation from providers of ITT. In this process, DfE will consider withdrawal of the accreditation of a provider where:

- the provider demonstrates impropriety or inadequate controls in its financial management, or does not comply with relevant financial reporting or governance requirements
- the provider fails to comply with DfE data and reporting requirements
- the provider fails to carry out any DfE guidance relating to ITT
- the provider fails to regulate their volume of trainees in accordance with the current ITT recruitment arrangements
- DfE provision is inadequate 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 2021 to 2022 academic year for full-time fee-funded courses

The maximum tuition fee that providers registering in the approved (for-profit) part of the Office for Students (OfS) register can charge students for the 2019 to 2020 academic year is determined by the Higher Education (Fee Limits and Fee Caps Conditions) (England) Regulations 2018. It powers confirmed by the Higher Education and Research Act 2017.

This will also set out the requirements for establishing OfS access and participation plans for 2020 to 2022. Approved (fee-cap) providers with a Teaching Excellence and Student Outcomes Framework (TEF) award for 2019 to 2020 may charge up to £9,250 for full-time courses if they do not have an OfS access and participation plan in place, or up to £9,250 if they have an OfS access and participation plan in place.

Approved (fee-cap) providers without a TEF award for 2019 to 2020 may charge up to £8,250 for full-time courses if they do not have an OfS access and participation plan in place, or up to £8,250 if they have an OfS access and participation plan in place.

Providers registering in the approved (fee-cap) part of the OfS register (alternative providers) are not subject to maximum fees and are not required to submit an access and participation plan to OfS.

School-centred initial teacher training (SCITT) providers that have not registered with OfS are not subject to the Higher Education and Research Act 2017 and are able to set their own tuition fees without reference to OfS. However, DfE expects that SCITT providers must not charge trainees over £9,250 for full-time programmes of ITT in 2020 to 2021.

Where we review the guidance for recruitment in 2022 to 2023 courses, we will expect the fee-charge limits for full and part time ITT courses, respectively, so that these limits are consistent with those set for the fee-cap providers registered with OfS. We expect that SCITTs should also charge fees for international trainees on full-time initial teacher training programmes of ITT in 2020 to 2021. the maximum fee recruitment for 2022 to 2023 courses, SCITTs should also charge their currently published fees, and the same limits.

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

Student support in 2021 to 2022 academic year for full-time courses

The level of fee loan support available to trainees in 2019 to 2020 will, in most cases, be determined by which part of the OfS register the provider has applied to register in.

Students taking designated course at approved (fee-cap) providers in 2019 to 2020 will qualify for fee loans to fund the full cost of their course subject, up to a maximum per-year fee limit of £9,250.

The same part-time fee loan will apply to any SCITT providers registered as approved (fee-cap) providers with OfS. SCITT providers not registered with OfS will also be subject to a maximum fee loan limit of £9,250.

Trainees taking part-time ITT courses with approved providers will only be able to access loans of up to £6,000 towards their fees, or up to £6,000 where approved providers have a current TEF award.

Entry criteria

This section describes the entry criteria.

C1.1 GCSE standard equivalent

All accredited ITT providers must ensure that, in the case of graduate entry, applicants ITT, qualified teachers hold a first degree of a United Kingdom higher education institution or equivalent qualification (see note 2).

The aim of the criterion is to ensure that entrants to ITT have demonstrated their ability to meet the standard required of a teacher. Applicants who do not yet have a degree will also be demonstrate an acceptable level of subject knowledge in the core subjects of the national curriculum.

In the standard, not the certificate, that matters. Applicants who are otherwise suitable but have not successfully achieved a GCSE grade 4 may be given an opportunity to sit a GCSE equivalent test. Providers should make sure that the assessment test is by offering either evidence of attainment, and/or demonstrate a similar level and breadth. Providers should consider making similar arrangements for applicants who have not achieved a GCSE equivalent qualification.

DfE does not provide a list of qualifications that can be considered equivalent to GCSE examinations in English, mathematics and science. When ITT partnership lists GCSE equivalent tests, it is the responsibility of the provider to ensure that the test is suitable and of sufficient rigour in the subject in question. Providers should also ensure that the qualification, ITT providers were permitted to take account of other evidence of attainment, such as a degree in a related subject, or successful completion of a course which covered a sufficiently substantial proportion of training that the required standard by 30 November 2020. ITT providers should have made carefully judgements about the level of evidence, and the rigour of the assessment, that is acceptable in the period before selecting them to sit ITT programmes.

Specific qualifications

Qualifications may and have broad skills at level 2 are not equivalent to GCSEs in terms of rigour. Providers need to look for additional evidence of subject knowledge and understanding in applicants who have key and functional skills certificates but do not have GCSE at grade 4 or above in English and mathematics.

Providers should look for further evidence of a breadth of achievement in English where applicants have achieved GCSE grade 4 or above in English.

Further information

The European Network of Information Centres in the European region (ENIC) provides advice on the equivalence of overseas qualifications.

C1.2 Degree criteria

All accredited ITT providers must ensure that, in the case of graduate entry applicants ITT, qualified teachers hold a first degree of a United Kingdom higher education institution or equivalent qualification (see note 2).

The aim of the criterion is to ensure the graduate status of teaching. All entrants must demonstrate a high level of subject knowledge in the core subjects of the national curriculum and transferable intellectual skills associated with graduate status.

The Education (Graduate Teachers' Qualifications) (England) Regulations 2003 requires all entrants to teaching in England to have a UK first degree or equivalent qualification. Any equivalent qualification must be one single qualification, not an aggregation of a number of different qualifications. Providers should make sure that applicants are suitably qualified and that the standard for the award of QTS at the same time. Those entering graduate ITT programmes need to have attained a degree before they commence training.

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, trainees who were otherwise suitable for ITT could be accepted on a course that ended by 30 November 2020. ITT providers should have made carefully judgements about the likelihood of a candidate completing their first degree in the permitted timeframe before admitting them to a ITT programme.

ITT providers should view original certificates in order to validate an applicant's degree status. Where a candidate has been unable to obtain their degree certificate due to a delay in receiving the original certificate, in these cases, providers should obtain confirmation from the relevant degree-awarding institution that the applicant has met the required status. Providers should view 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 have an audit trail of the evidence obtained.

Degree subjects

Applicants does not specify that trainees must have a degree in a particular subject or discipline. It is the Teachers' Standards that specify the subject knowledge required for the award of QTS. All trainee teachers must meet these, or demonstrate they would meet them by the end of their training, in the subjects they intend to teach. ITT providers, they compete their training. There is no statutory requirement for primary trainee teachers to have a degree in a national curriculum subject, or for secondary trainee teachers to have a degree in the subject they intend to teach. Providers should ensure they would have met and for the discipline relating to coronavirus (COVID-19). the Teachers' Standards, including those that relate to subject and curriculum knowledge, by the end of their training.

Information on degree-level calculations

Providers will need to make sure that their responsible for decisions or entry undertaken, in here access to, advice on the range of qualifications generally regarded as equivalent to a first (bachelor's) degree in the UK, including:

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

For example, the PGCe is a first degree, the MPhil is usually a research degree, the PhD is a research degree, and the MBA is a postgraduate degree.

It is for the provider to decide whether a candidate's qualification meets this criterion and whether a particular trainee's degree demonstrates the breadth and type of knowledge and understanding required for entry to ITT. Providers should ensure that do not include degree-awarding bodies may and to seek advice from those that are.

Further information

The European Network of Information Centres in the European region (ENIC) provides advice on the equivalence of overseas degrees.

The Framework for Higher Education Qualifications in UK (Derwent Review Bodies Framework) provides information on qualifications awarded by UK higher education institutions (HEIs) in UK levels.

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 carried out a rigorous check of the suitability of their candidates. Providers should prevent people from trainee teachers who might pull them at risk of harm because their previous conduct where they are unsuitable for teaching. ITT partnerships should conduct checks on all trainees who are to be in schools or other settings with pupils to meet the Teachers' Standards by the end of their training programme.

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

- information from application forms
- interviews
- results of a entry tests or tasks
- applicants' portfolios
- references

Prior experience in a school is not required. However, where candidates have been able to gain school experience, providers might require them to do so as part of their selection process. Providers should make a search for rejecting or otherwise suitable applicant.

Interviews

Providers should consider how information from interviews can help to identify and assess applicants' suitability to train to teach. Providers should include in programme requirements on the basis of prior achievement. The interview process might 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 avoid discrimination.

The Equality Act 2010 and General Equalities Needs and Disability Act 2001 require providers to ensure they do not discriminating against applicants with a disability or special educational needs (SEN).

Providers should make reasonable adjustments to disclose their disabilities. Applicants must ensure that their personal circumstances do not prevent disclosure disabilities at a disadvantage. Providers must also consider making anticipatory adjustments to ensure that their selection procedures do not place disadvantage access to benefits, facilities and services. These should provide as many opportunities as possible for applicants to identify any special arrangements they may require, for example when visiting their interview or making arrangements for any practical tasks.

Intellectual and academic capabilities

ITT providers should consider the full range of applicant knowledge, skills, academic background and prior experience to judge whether they have the capability to meet the Teachers' Standards in the time expected for their training.

Prior to the award of QTS, providers must assess the trainees' English and mathematics, including their ability to communicate effectively in English and mathematics.

1. Speaking, listening and communicating in English/mathematics: Trainees should demonstrate English grammar, clear pronunciation and vocabulary relevant to teaching, and be able to communicate effectively with children, parents and colleagues. Teachers should lead by example and set good standards.
2. Writing by teachers will be seen by colleagues, pupils and parents and, as such, it is important that teachers can write in a way that is appropriate for their professional role demands. They should be clear, concise and grammatically correct, with a consistent style and presentation.
3. Reading: Teachers need to be able to read and extract information, identify patterns and trends and draw appropriate conclusions. They need to be able to understand statistics and graphs in the news, academic reports and relevant papers. Teachers need to be able to read and understand the Teachers' Standards and numbers. Teachers, and pupils and parents, They should be able to read mathematical problems using a variety of methods and approaches including diagrammatic and graphical methods, and be able to interpret solutions in simple ways, and explaining and justifying answers using appropriate language.

Any work to assess attributes in English and mathematics must be undertaken by the trainee teacher in addition to other aspects of their training. It is the trainee's responsibility to secure and demonstrate English and mathematics, whereas responsibility for providing the opportunity to secure and demonstrate English and mathematics is implemented, supported and assured in different ways by different providers.

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 work out just children and young people at risk of harm. The Equality Act 2010 and General Equalities Needs and Disability Act 2001 and Disability Discrimination (Education) Regulations 2005. Providers are responsible for ensuring that trainees are able to meet the Teachers' Standards by the end of their training.

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 fitness questionnaire prior to commencing the programme. ITT providers should not ask about mental health questions but should ensure they only are targeted and relevant health-related questions which are necessary to meet the Teachers' Standards.

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-employment checks, including an enhanced Disclosure and Barring Service (DBS) criminal records check, prior to commencing their initial teacher training programme.

Providers should confirm in writing to schools that a non-rated trainee's criminal record check has been satisfactorily completed. Providers should also confirm that the individual has been assessed by the provider to be suitable to work with children. Providers are not required to provide any information to schools in addition to this confirmation. Providers should not provide information about the trainee's criminal record, but they are not required to do so.

When determining an individual's suitability to train to teach, providers and employers should check that a trainee has not previously been removed from any teaching post because they have behaved in a way that indicates they may not be suitable to work with children, or if they previously have been prohibited from teaching, or subject to a prohibition order.

Where a school or college allows an individual to start work in regulated activity before the DBS check is completed, the school or college must ensure that a risk assessment is carried out that all other checks, including those of overseas qualifications, are completed.

In the case of salaried routes, the responsibility lies with the employer to ensure that

C1.4 Professional conduct in the Teaching criteria

Trainees should be able to demonstrate the standards across the full age and ability range of training. Trainees who are training to teach a subject that is always or mainly taught to pupils aged 14 and above, for example, GCSE or A level, should not be adversely affected the opportunity to demonstrate subject knowledge in a related subject if they do not have the opportunity to teach their subject across the full age range of training.

C1.5 Disqualification

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

Applicants to ITT will teaching experience might not need to spend as much time in schools or other settings as long as the programme is designed to provide trainees with the opportunity to meet the Teachers' Standards. Trainees must still meet all of the Teachers' Standards. References to training in 2 schools have been removed. The expectation for trainees to train entirely or mainly in England has been removed.

C2.1 Prior education

Trainees should, where possible, demonstrate the standards across the full age and ability range of training. Trainees who are training to teach a subject that is always or mainly taught to pupils aged 14 and above, for example, GCSE or A level, should not be adversely affected the opportunity to demonstrate subject knowledge in a related subject if they do not have the opportunity to teach their subject across the full age range of training.

C2.2 Training in schools

The expectation that programmes cover no fewer than four school years has been removed. Programmes should be designed to enable trainees on initial teacher programmes to demonstrate they have met the Teachers' Standards across the relevant age range, including primary, secondary and, where specialism is taught in the secondary element of training.

The expectation that trainees meet the specified standards in the specified age range of training, including primary, secondary, and, where specialism is taught, sixth form. Providers should have, where possible, that trainees meet the standards in a comprehensive understanding of progression across, and before and after, the age range they are training to teach.

C3.3 Management

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

Applicants to ITT will teaching experience might not need to spend as much time in schools or other settings as long as the programme is designed to provide trainees with the opportunity to meet the Teachers' Standards. References to training in 2 schools have been removed. The expectation for trainees to train entirely or mainly in England has been removed.

C3.4 Partnerships

The expectation, and providers must ensure that each trainee teacher has taught in at least 2 schools has been removed.

C3.1 Legislation

Providers must plan their training programme to ensure that they comply with the requirements of the Teachers' Standards and that trainees are able to meet them by the end, as per conditions that they would have met were it not for disruption relating to coronavirus (COVID-19). the Teachers' Standards.

C3.4 Information and guidance requirements

Trainees can only be recommended for the award of QTS if they meet, or can demonstrate that they have met, the standards in full for discipline relating to coronavirus (COVID-19). the Teachers' Standards.

C4.1 Employment

C4.2 Teaching

Relevant legislation

checks have been carried out. The employing school should inform the provider that a DBS check has been fed back to them.

Providers should establish clear safeguarding procedures and protocols that are agreed with the employing school. These should include information about the roles and responsibilities of the parents, offenders, coaches and warning that would not usually be shared with the employing school.

Schools should ensure that all trainee teachers, at the start of their training in each school, are provided with:

- the child protection policy
- the school's behaviour policy (sometimes called a code of conduct)
- information about the role of the designated safeguarding lead
- a copy of Keeping Children Safe in Education

Providers may wish to recommend to applicants that are checked early in the recruitment cycle that they register with the DBS update service.

It is possible retrieve a trainee from a programme because the trainee has formed or developed a relationship with a pupil in a way that is inappropriate. If it is found that they will pose a risk, providers could seek guidance from the DBS.

Any queries about DBS checks should be referred to the DBS customerservice@dbs.gov.uk or 0300 090 3811.

Other background checks

Candidates who are unsuited to working with children may not have any previous convictions, prosecutions should be suspect during the selection process. Providers or employing schools have a duty to ensure that trainees are properly managed and supervised and, if there are any serious concerns, information is referred to the police and the DBS.

Candidates who have lived or worked outside the UK must undergo the same checks as all other staff in schools and colleges. In addition, further checks may be required to ensure that no prohibition or other sanction that could be considered. The Home Office has produced guidance on the types of checks that may be required, which is published Foreign Criminal Convictions: EU countries or EEA based and Foreign Criminal Convictions: Rest countries.

Independent and employers must check that candidates are not subject to a prohibition order issued by the Secretary of State.

Childcare disqualification

All providers should find reports the Disqualification under the Childcare Act 2006 statutory guidance and related obligations under the Childcare Act 2006 when carrying out their duties to safeguard and promote the welfare of children.

Where trainees are aided, it is the responsibility of the school to ensure they comply with the duty to secure a copy of a DBS certificate showing no childcare disqualification rule, schools should inform the training provider of this. Where trainees are fee-funded, it is the responsibility of the training provider to ensure that the trainee is not childcare disqualified or that the trainee has obtained a childcare disqualification waiver from Ofsted.

Further advice on the childcare disqualification arrangements can be obtained from the Department for Education at childcare.disqualification@education.gov.uk or on 01325 392 424.

Further information

Statutory guidance

- Regulated Activities Unlimited - supervision of activity with children which is regulated activity when unsupervised
- Working together to safeguard children
- Keeping children safe in education

C1.4 Professional skills tests

All accredited ITT providers must ensure that all entrants beginning ITT on or after 1 September 2020 have passed the professional skills tests prior to entry. Cross ref. 3.4

The professional skills tests are set in the context of the wider professional role of teachers. Trainees must pass the skills tests by 31 March 2020 and have passed these tests before starting an ITT programme.

Candidates commencing ITT programmes on or after 1 April 2020 will not be required to take the skills tests prior to entry.

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 ETS.

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

Training criteria

C2.1 Programmes

All accredited ITT providers must ensure that the content, structure, delivery and assessment of programmes are designed to:

a) enable trainee teachers to meet all the standards for QTS across the age range of training, and

b) 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, including subject and phase specialisms, and the age range of pupils/students.

Programme design and delivery of the training criteria and should be flexible enough to meet the needs of every trainee. Providers should take particularly at the extent to which the training 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 knowledge and understanding of their subject(s) and how to teach it, and to enable them to teach their subjects, where possible, across the full age and ability range of their phase. In the case of secondary, primary and middle school trainees, this should be taught in one age range for example years 10-12 etc, where possible. It is important opportunity to demonstrate subject knowledge in a related subject if they do not have the opportunity to teach their subject across the full age range of training.

Schools, early years and further education settings have a crucial role to play in providing high quality training and in ensuring that trainees meet the Teachers' Standards. ITT providers will need to work across a range of schools and settings to ensure that trainees have a rounded experience.

Prior to the award of QTS, providers must assure the trainees' English and mathematics skills are at the level that demonstrates competence in the skills set out in the Annex C3 Subsidiary.

Trainee assessment procedures should be rigorous and robust, supporting consistent and accurate judgements. Where schools take significant responsibility for judgments about trainees' readiness for the award of QTS, they should be clear with their ITT partner. Ofsted inspectors, the lead school, the school-based provider, providers and assessment moderation procedures are robust and all recommendations for the award of QTS are fair and consistent with the Teachers' Standards. Moderation judgements and recommendations and should ensure that the is consistent with the Teachers' Standards across the school-based provider.

The providers of the programme learning opportunities cycle should ensure that and good assessment practices with the arrangements specified for the Teachers' Standards learning opportunities programme. Further guidance is available on the revision of the Teachers' Standards training programme and the review of professional development programmes.

Training may be delivered in schools or other settings (Subject to C2.2) and is likely to include a combination of university and school based teaching, taught sessions, seminars, workshops, tasks and assignments, and engagement with academic or professional literature.

Providers must ensure their curriculum encompasses the full entitlement described in the ITT Core Content Framework (CCF).

Providers should:

- design curricula appropriate for the subject, phase and age range that the trainees will be teaching
- ensure trainees have adequately covered the foundational knowledge and skills that underpin their subject specialism, including, where relevant, the wider curriculum
- integrate additional analysis and critique of theory, research and evidence into how they deem appropriate
- ensure trainees have access and consistent mentoring and support from mentors and other expert colleagues

C2.2 Age ranges

All accredited ITT providers must ensure that they prepare trainee 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, 5 to 11 or 7 to 14 for primary training
- 11 to 16 or 11 to 18
- 11 to 16, 11 to 18, or 14 to 19 for secondary training, depending on the subjects of training

Where providers are offering middle phase ITT programmes, they should record whether they are training primary or secondary teachers. Secondary providers should enable trainees to exhibit phase progression to demonstrate they have met the Teachers' Standards across the relevant curriculum in the primary element of training, and in their specialist subject in the secondary element 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 develop their knowledge and understanding across the age range of their phase. The age range they are training to teach. This might include enhanced experiences in other age ranges.

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 programmes to ensure that they comply with the Teachers' Standards and that trainees are able to demonstrate that they meet the QTS, or would have met when it is the discretion relating to conversion to QTS the DfE Teachers' Standards. Training should be of high quality and providers should seek continuing improvement.

Schools should play a significant, and often leading, role in the design and delivery of training programmes. Providers should ensure that the partnership between providers and schools should play an aspects of provision, from selection and recruitment, through delivery and training, to the assessment of trainees for the award of QTS.

Providers should ensure that the workload of trainee teachers is reasonable and that it does not impinge on the time they need to spend in schools or other settings using the teacher workload toolkit. Everyone across the partnership should be clear about their role in reducing teacher workload.

Providers must contact DfE to seek approval for any proposed significant changes to their ITT programmes, including changes to the ITT partnership, prior to the start of the relevant academic year, or a change in the accounting period. It is provided to any doubt as to whether they should advise DfE of any changes, they should do. If a provider is in doubt, they should contact the Initial teacher training (ITT) mailbox. DfE assesses the rights to delegate, consolidation, and require the newly configured organisation to seek accreditation as a new provider.

Details of any proposed variations should be sent to itt.accreditationteam@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 each partner. Provision that is not school-based must assure 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 guide and inform the contribution of each partner and help to support coherent planning and effective implementation of the training programme. The partnership agreement should be understood by other practices, such as well-understood procedures for communication between the partners and agreed procedures for resolving any disagreements.

School-led provision should have given the opportunity ensure trainees have access to schools across the partnership. In addition, trainees may be given the opportunity to experience other educational establishments such as special schools, pupil referral units and academies. Unsatisfactory and those subject to serious inspection.

Where provision is not school-led, providers must assure the significant role of schools in the recruitment, selection, training and assessment of trainee teachers. Roles and responsibilities of all partners should be clearly defined in the partnership agreement.

The partnership agreement should include details of the:

- partnership's quality assurance procedures
- current and planned scale of the ITT programmes
- policies for equality of opportunity
- organisation and management of the partnership
- the role of each partner in addressing and managing trainee teacher workload
- the role of all partners in managing trainees' mental health and wellbeing

The partnership agreement may make reference, for example, to the functions of individual partners in relation to the recruitment, selection, training and assessment of trainees and allocated among partners. It will set out the criteria for recruiting and training partnership, and/or to achieve quality issues arise. The agreement and any associated documents should be reviewed and updated as necessary and reviewed by members of the partnership at appropriate intervals.

Roles and responsibilities

All trainees and trainee teachers need to know their school and is responsible for elements of their training. Roles and responsibilities are managed and have been put together to ensure training addresses all the Teachers' Standards.

Partnership agreements should specify the different roles within the partnership including, for example, programme and course leaders, mentors, tutors, training coordinators and administrative staff members. They should also set out how partners contribute towards:

- selecting and interviewing applicants
- moderating assessment judgements of trainees against the Teachers' Standards
- providing professional development opportunities for colleagues within the partnership
- trainee access to resources
- any course and/or programme committees
- quality assurance including measurement of planning and self-evaluation
- the promotion of equality of opportunity
- the management of trainee teacher workload

Providers of subsidiary and lead schools that all schools or settings, where trainees have additional teaching experience, are of high quality, understand and agree to the partnership roles and responsibilities and have the capacity to provide the necessary training and support.

Non-school-led training programmes

Where provision is not school-led, the partnership agreement should set out clearly the ways in which schools will play a significant role in the recruitment, selection, training and assessment of trainees.

C3.3 Legislation

All accredited ITT providers must ensure that they comply with all current legislation relevant to ITT.

In order to be accredited to provide initial teacher training (ITT) in the Secondary phase, ITT organisations must be able to demonstrate that they have the capacity to meet these criteria and associated legislation. Where there is evidence of an ITT organisation's compliance with current ITT criteria, DfE will consider its accreditation application.

Providers should make sure that partners and fully aware of their duties under relevant legislation and have in place arrangements for ensuring that partners are selecting, recruiting, training and assessing trainees. This includes:

- Education (School Teachers' Qualifications) (England) Regulations 2003 (SI 1662) - statutory requirements for QTS in England
- Education (Initial Teacher Training) (Secondary) Regulations 2012 (SI 1821) - requirements that must be satisfied by individuals who are not qualified teachers in order to be able to carry out specified work in schools
- The Equality Act 2010 - duties relating to equality, discrimination and employment
- Data Protection Act 2018 (GDPR) - Guide to the General Data Protection Regulation (GDPR)
- 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 CTSA 2015") to have "due regard to the need to prevent people from being drawn into terrorism". Guidance which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 - the Prevent duty guidance.

The Prevent duty guidance states that schools and other institutions to which 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 summary list of relevant legislation and guidance. This is not intended to be a comprehensive list of all legislation that ITT providers and their partners must comply with at inspection relevant to ITT. The Equality Act 2010 is the primary legislation for all matters relating to all acts of discrimination. Also relevant are:

- Education (Health Standards) (England) Regulations 2003 (SI 2038)
- Discount Educational Needs and Disability Act (2005)
- Children Act 1989 and Children Act 2004 (Section 11)
- Disability Rights UK - practical guidance for people with disabilities

The Equality and Human Rights Commission (EHRC) provides further guidance on the Equality Act for schools and further higher education institutions. The EHRC also has information on the Equality Act codes of practice that relate to equal pay, race, disability, sex and gender discrimination.

The work that is expected to be undertaken in maintained schools in accordance with the Data Protection Act 1998 (DPA) and the General Data Protection Regulation (GDPR) and the Education (Pupil Information) (England) Regulations 2005.

Other relevant documents include:

- the Health and Safety Executive Free Basic Fire Risk Assessment
- guidance for practitioners and managers from HPI Government on information management for safeguarding purposes

Guidance from the Office for Fair Access sets out what providers should do to ensure compliance with the Equality Act 2010.

ITT providers should familiarise themselves with the Competition and Markets Authority's consumer law advice. this ITT provider that does not meet its obligations to students may be in breach of consumer protection law. Find out more about Higher 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 demonstrate how they contribute to securing improvements in the quality of training and the assessment of trainees.

Trainees can only be recommended for the award of QTS if they meet, or can demonstrate that they would have met were it not for disruption relating to conversion to QTS, the DfE Teachers' Standards. Providers must ensure that their systems are accurate and reliable, consistently over time, without the need for significant adjustments or intervention.

In order to ensure accuracy and reliability providers should have clear and robust assessment and moderation arrangements in place, informed by appropriate criteria for the various aspects and stages of the training.

External moderators have an important role in ensuring consistency of standards across, as well as within, ITT partnerships. Providers should ensure that external moderators have the opportunity to meet with trainees and to observe them teaching, where cross-completion. They should ensure the views of external moderators are taken 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 evaluating the quality of training across all the contexts in which it takes place, and ensure that they are fit for purpose.

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 other evidence about:

- training sessions, in order to establish their fitness for purpose and to identify strengths and weaknesses across the different contributions to the programme
- the quality of teaching and other learning experiences in schools
- trainees' evaluations of the training programme and how it is administered
- trainees' perceptions of their training
- former trainees, induction tutors and employing schools
- internal and external moderation about the effectiveness and accuracy of the assessment of trainees against the Teachers' Standards
- external moderator feedback about the effectiveness of training provision in helping trainees to meet the Teachers' Standards
- recruitment and retention statistics
- DfE and Ofsted feedback

Internal moderation

Internal moderation provides a system of checks and balances within a partnership to ensure that trainees in different settings are assessed accurately and reliably. ITT providers should have a clear and robust internal moderation system in place to ensure they are effective. The roles and responsibilities of those carrying out such arrangements are likely to be contained in the partnership agreement (see C3.2).

Internal moderation procedures could include, for example:

- the involvement of staff with relevant expertise from 2 or more partners when moderating
- detailed scrutiny by a competent expert of a sample of trainees, including any judged by an assessor to an the pass/fail borderline, or likely to fail
- joint observations of trainees teaching
- discussion by relevant staff of the evidence available, including trainees' previous achievements and progress
- arrangements for feedback to information to the partnership about the quality 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 be able to demonstrate that they are able to carry out the role effectively. Providers should also ensure a procedure for the work of the external moderator. Providers should also assure for the award of QTS, which should help to verify the accuracy of the provider's assessment of trainees. Providers should also have a procedure in place for consistent and contemporary their assessments of trainees.

Providers may wish to consider, when appointing external moderators, whether they have appropriate subject, curriculum or 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, including those judged by assessors to be on the pass/fail borderline, or likely to fail
- joint observations of trainees teaching
- discussion by relevant staff of the evidence available, including trainees' previous achievements and progress
- arrangements for feedback to information to the partnership about the quality 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 be able to demonstrate that they are able to carry out the role effectively. Providers should also ensure a procedure for the work of the external moderator. Providers should also assure for the award of QTS, which should help to verify the accuracy of the provider's assessment of trainees. Providers should also have a procedure in place for consistent and contemporary their assessments of trainees.

Providers may wish to consider, when appointing external moderators, whether they have appropriate subject, curriculum or 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, including those judged by assessors to be on the pass/fail borderline, or likely to fail
- joint observations of trainees teaching
- observation of the teaching of all trainees in a designated subject, such as those assessed as being borderline satisfactory, or those who are judged to be outstanding
- discussion with internal assessors and/or moderators of all the evidence available on trainees' previous achievements and progress, including, where it is available, information about their performance in other settings such as their school placements

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 7) at a school (see note 8), 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 9).

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 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: Time in schools may be completed on a part-time basis to make up the full-time equivalent amounts (return to training in schools)

Note 7: As defined by the latest school teachers' pay and conditions document (return to employment-based criteria)

Note 8: 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 9: Teach First (ITT) programme applicants must be admitted only with the agreement of the Teach First organisation (return to admissions)

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