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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 underpinned by this ITT criteria.

Accredited ITT providers should also have regard to the supporting advice. 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 this 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), to start the course. In order to complete and complete the course, they must achieve evidence by 30 November 2021.

Criterion C1.2

Legislation does not specify that teachers must have a degree in a particular subject or discipline. It the Teachers' Standards that specify the subject knowledge required for teaching. The Teachers' Standards do not specify that teachers must have a degree. Rather, the first three standards then focusing. There no statutory requirement for primary trainees teachers to have a degree in a national curriculum subject, to be accepted into initial teacher training. The Teachers' Standards do not specify that teachers **are as a degree to meet**, all of the Teachers' Standards, including those that relate to subject and curriculum knowledge, by the end of their training.

Criteria C1.3/C2.1

Trainees' competencies in English and mathematics, at the point of recommendation for QTS, are now based on their assessments, or we can trust to meet their they should be recommended for QTS.

Criterion C2.3

Criterion C2.3 **where possible**, demonstrate the standards across the full age and ability range of training. Trainees that are training to teach a subject that is always or primarily taught to pupils aged 14 and above, or post-16, may be allowed to be offered the opportunity to demonstrate subject knowledge in the relevant age range. Providers should ensure that trainees are given the opportunity to demonstrate 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 exception that programmes cover no lower than four school years has been removed. Trainees **should designed** to enable trainees to complete the programmes to demonstrate they have met the Teachers' Standards across the relevant age range. Providers should ensure that training, and in their assessment, they achieved all the Teachers' Standards.

The exception that trainees meet the specified standards in the specified age range has been removed. Reference to spending time in at least two schools has been removed. Providers should ensure, **where possible**, that trainees have the opportunity to gain experience across the full range of progression 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 coherent training programme **that is designed** to enable trainees to meet the Teachers' Standards.

Applicants to ITT will be expecting to spend real-world time in schools, early years settings, schools or other settings as long as **programmes are designed to provide trainees with the opportunity to meet the Teachers' Standards**. Providers should ensure that all the Teachers' Standards, Reference to training in key schools has been removed. The expectation for trainees to train wholly or mainly in England has been removed.

Criterion C2.4

Two Schools, has been removed.

Criterion C3.1

Providers must plan their training programme to ensure that they comply with the current ITT criteria, and provide the opportunity for trainees to demonstrate they meet, or **are likely 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 receive accreditation to provide ITT, a potential new provider must demonstrate it is prepared to DfE. There is provision at the start, ready to be at least good (see note 2) and have 6 well-staffed 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, and the requirements of ITT providers during this process. DfE will withdraw accreditation in the following circumstances:

- providers fail to demonstrate sufficiently or inadequate control in their 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 adhere to any DfE guidance relating to ITT
- the provider fails to regulate their activities in a manner in accordance with the current DfE allocation methodology
- the provider is unable to demonstrate 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

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

The maximum tuition fee that providers registering in the approved (the (sic) section of the Office for Students, Office (sic) register can charge students for the 2020 to 2021 academic year is determined by the Higher Education (Fee Limits and Fee Limit Exceptions) (Amendment) Order 2020. It is unlawful for providers to charge more than the Education and Research Act 2018.

This act also sets out the requirements for establishing OfS, access and participation plans for 2020/21. Approved (fee cap) providers with a Teaching Excellence and Student Outcomes Framework (TEF) award for 2020/21 may charge up to £9,250 for a full-time course if they do not have an OfS access and participation plan in place.

Approved (fee cap) providers without a TEF award for 2020/21 may charge up to £8,250 for a full-time course 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.

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

Initial teacher training (ITT) providers that have not registered with the OfS are not subject to the Higher Education and Research Act 2017, and are also in the approved section of the register. Initial teacher training (ITT) providers in this section must not charge trainees over £9,250 for full-time provision in the ITT in 2019 to 2020.

Any SCITT that registers with the OfS should inform the market regulation team at ITL.provisionmapping@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 and, in most cases, be determined by which part of the OfS register the provider has applied to register in.

Students taking designated courses at approved (fee cap) providers in 2020 to 2021 will qualify for fee loans to meet the full cost of their course (subject, up to a maximum of £9,250 per academic year.

The same full-time fee loan will apply to any SCITT providers registered with OfS. SCITT providers not registered with OfS and also be subject to a maximum fee loan of £9,250.

Trainees taking full-time ITT courses with approved providers will only be able to access loans of up to £6,000 towards their fees, or up to £6,165 where approved providers have a current TEF award.

Fee charging in 2020 to 2021 academic year for part-time fee-funded courses

The maximum tuition fee that providers registering in the approved (the (sic) section of the Office for Students, Office (sic) register can charge students for the 2020 to 2021 academic year is determined by the Higher Education (Fee Limits and Fee Limit Exceptions) (Amendment) Order 2020. It is unlawful for providers to charge more than the Education and Research Act 2018.

This act also sets out the requirements for establishing OfS, access and participation plans for 2020 to 2021.

Approved (fee cap) providers with a Teaching Excellence and Student Outcomes Framework (TEF) award for 2020/21 may charge up to £6,938 for a full-time course if they do not have an OfS access and participation plan in place.

Approved (fee cap) providers without a TEF award for 2020 to 2021 may charge up to £6,250 for a part-time course if they do not have an OfS access and participation plan in place, or up to £6,938 if they have an OfS access and participation plan in place.

Providers registering in the approved section of the OfS register (approved providers) are not subject to these 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 the OfS are not subject to the Higher Education and Research Act 2017, and are also in the approved section of the register. School-centred initial teacher training (SCITT) providers must not charge trainees over £6,935 for part-time programmes of ITT in 2020 to 2021.

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

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

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

Students taking designated part-time courses at approved (fee cap) providers in 2020 to 2021 will qualify for fee loans to meet the full cost of their course (subject, up to a maximum of £6,938 per academic year.

The same part-time fee loan will apply to any SCITT providers registered with OfS. SCITT providers not registered with OfS and also be subject to a maximum fee loan of £6,935.

Trainees taking part-time ITT courses with approved providers will only be able to access loans of up to £4,500 towards their fees, or up to £4,623 where approved providers have a current TEF award.

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

Entry criteria

C1.1 GCSE standard equivalent

All accredited ITT providers must ensure that a):

- entrants have achieved a standard equivalent to a grade 4 (see note 2) in the GCSE examinations in English and mathematics
- who intend to train to teach pupils aged 3 to 8 additionally have achieved a standard equivalent to a grade 4 in the GCSE examination in science

The aim of this criterion is to ensure that entrants to ITT have demonstrated their achievement of a minimum standard of educational attainment. Primary trainees need to have demonstrated a sufficiently high standard of subject knowledge to be able to teach the national curriculum.

It is the standard, not the certificate, that matters. Applicants who are otherwise suitable but have not successfully achieved GCSE grade 4 may be given an opportunity to show that they can meet the required standard either by taking an equivalent test or by being assessed against the required standard in a structured manner (a formal and evidenced). Providers should consider making similar arrangements for candidates who cannot provide original certificates as evidence.

DfE does not provide a list of qualifications that are deemed equivalent to the GCSE standard. It is for providers to make a judgement about whether a candidate's qualifications are equivalent to the GCSE standard. The GCSE grade 4 standard should be at the current level only in terms of its level, but also in terms of its breadth.

Entrants to courses who are not able to demonstrate the required equivalent standard before starting a course, as a consequence of coronavirus (COVID-19), may start the course, demonstrate the standard by 30 November 2021. ITT providers must offer each opportunity for trainees to demonstrate the standard through, for example, additional tuition and assessment. Providers should ensure that trainees who are unsuitable for ITT providers are provided fair and accurate of other evidence of attainment or set out in advice above. No trainees should be permitted to continue the course without demonstrating the required standard of attainment by 30 November 2021. ITT providers should make useful judgements about the likelihood of a trainee achieving the required standard in the permitted timeframe before admitting them to a QTS programme.

Specific qualifications

Qualifications in key and functional skills at level 2 are not equivalent to GCSEs in terms of content. ITT partnerships should look for additional evidence of subject knowledge and understanding if applicants who have key and functional skills qualifications at level 2 are being considered for a place on a primary teacher training course.

Providers should look for further evidence of a breadth of subject knowledge if foreign applicants have achieved a GCSE grade 4 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 United Kingdom higher education institution or equivalent qualification (see note 3)

The aim of this criterion is to ensure the graduate status of teaching. All entrants must have obtained a qualification that demonstrates the level of knowledge, skills and transferable intellectual skills associated with graduate status.

Legislation does not specify entrants to teaching in England to have a first degree or equivalent qualification. Any equivalent qualification must be one single qualification that is equivalent to a first degree. Providers should be aware that some postgraduate programmes with, if successful, graduate pass mark the standards for the award of QTS at the same time. Those entering graduate ITT programmes need to have attained a first degree or equivalent before starting.

ITT providers should make reasonable enquiries in order to verify entrants' degree status. However, they should exercise discretion for recent graduates where there is evidence that a degree is imminent. Providers should be able to demonstrate that confirmation from the relevant degree awarding institution that the candidate has achieved graduate 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

Legislation does not specify that teachers must have a degree in a particular subject or discipline. It the Teachers' Standards that specify the subject knowledge required for the award of QTS. All trainees teachers must meet these, or be on a trajectory to meet by the end of their training, regardless of their degree subject. Primary trainees teachers do not need to have a degree in a national curriculum subject to be accepted into initial teacher training. Primary trainees teachers do not need to have a degree in a national curriculum subject, but they must be able to demonstrate they meet all the Teachers' Standards, including those that relate to subject and curriculum knowledge, by the end of their training.

Further information on degree-level qualifications

Providers will need to take care that they are responsible for decisions on entry qualifications. Providers should be satisfied that the degree-level qualification required as equivalent to a first (bachelor's) degree in the UK, including:

- overseas qualifications
- professional or vocational qualifications
- qualifications from awarding bodies that are not traditional

For example, the PGdip is a four-year first degree, the BPhil is usually a research degree, and some taught master's degrees may be seen to provide without a first degree.

It is for the provider to decide whether a candidate's qualification meets this criterion. Providers should be satisfied that the degree-level qualification required as equivalent to a first (bachelor's) degree in the UK, including overseas qualifications, that do not include degree-awarding bodies may wish to seek advice from their HEI.

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 (PDF) provides information about qualifications awarded by UK higher education institutions (HEIs) at 3 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 an enhanced disclosure and barring service (DBS) check (see note 4) to ensure they are suitable to train to teach.

Providers must ensure that, before anyone is admitted to an ITT programme, they have deemed suitable to train to teach. This will help to protect children and young people from harm. Providers should make use of a range of selection methods, including contact (where they are available) for teaching, ITT partnerships should consider interviews, run background checks, and assess their applicant fees the potential 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, including:

- information from applicants forms
- referees' reports
- results of pre-entry tests or tasks
- applicants' portfolios
- interviews

Prior experience in a school is not required. However, where candidates have been able to demonstrate that they have spent time in a school, providers should consider the quality of school experience should not be a reason for rejecting an otherwise suitable applicant.

Interviews

Providers should consider how information from interviews can help to identify and test the suitability of candidates for teaching. Providers should ensure that their programme requirements on the basis of prior achievement. The interviews could might include discussions of professional portfolios and discussions of prior achievements.

Equality

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

The Equality Act 2010 and Special Educational Needs and Disability Act 2001 require providers to make reasonable adjustments to ensure that disabled candidates are not placed at a substantial disadvantage.

Applicants with disabilities are under no obligation to disclose their disabilities. Providers must ensure that interviews does not place applicants with undeclared disabilities at a disadvantage. Providers must also consider making arrangements for candidates who have declared a disability to be interviewed in a way that enables them to access benefits, facilities and services that are available to other candidates. Providers should also be sensitive to identify any special arrangements they may require, for example, when visiting the premises or asking arrangements for any interview questions.

Intellectual and academic qualifications

ITT providers should consider the full range of applicants' knowledge, skills, attitudes and personal qualities when deciding whether they have the capability to meet the Teachers' Standards in the time planned for their training.

Prior to the award of QTS, providers must assess trainees' English and mathematics. Providers must ensure that trainees demonstrate competence in the following areas:

1. Speaking, listening and communicating are fundamental to teaching. Teachers should use standard English grammar, clear pronunciation and vocabulary relevant to their subject and be able to adapt their communication to different audiences. Teachers should also be able to use ICT to support their teaching.
2. Writing by teachers will be seen by colleagues, pupils and parents and, as such, it must be legible, free from spelling, punctuation and grammar errors and professional one-handed. They should write clearly, accurately and adapt their outwardly using correct spelling and punctuation.
3. Reading is important for teachers to keep up with information, identify patterns and trends and draw appropriate conclusions. They need to interpret and apply understand statistics and graphs in the news, academic reports and research papers. Teachers need to be able to read and understand a wide range of texts, including numbers, fractions, decimals and percentages. They should be able to take information from a variety of sources and use it to inform their teaching, for example estimating and rounding, calculate changing answers, breaking down problems into simpler steps, and suspending and qualifying answers using appropriate units.

Any work to address shortfalls in English and mathematics must be undertaken by the provider before the trainee is recommended for the award of QTS. Providers responsibility to assess Fundamental English and mathematics, and responsibility for assurance lies with the provider. Fundamental English and mathematics may be supplemented and assured 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 the end of their training, it would be sufficient for the provider to record that the trainee has not yet been able to have been able to demonstrate the competence that they need afforded sufficient time to demonstrate the required standard of competence. In such circumstances it is crucial to ensure the trainee receives the support and time they need to demonstrate the required standard of competence. Providers should make sure that the trainee does not, in the interim, the trainee should not be recommended 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 undertake the training programme they are being considered for. The activities that a teacher must be able to perform are set out in the Equality Act 2010 Secretary of State's Disability Standard, 2013. Providers are responsible for ensuring that only trainees who have the capacity to teach remain on the programme.

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.

Successful applicants may be asked to complete a fitness questionnaire prior to commencement of training. Providers may also wish to include questions about fitness questions that should ensure they are not discriminatory and should include questions which are necessary to ensure that a person is able to train to teach.

Disclosure and Barring Service checks

Providers will have regard to the Secure schools: guidance on education settings and working when carrying out their duties to safeguard and promote the welfare of children and young people in education settings, including in relation to DBS checks. This will include obtaining and considering the Disclosure and Barring Service (DBS) criminal records checks and children's barred list information.

Providers should consider in addition to checks, to make a non-barred trainee's criminal record check, including a check of the children's barred list, has been completed and the DBS certificate has been received before the trainee commences teaching. Providers can not require trainees to provide their original DBS certificate to confirm checks. Providers may wish to record this confirmation in their single central record, or other appropriate record.

checks that a trainee has not previously been removed from a programme, or has not been subject to a prohibition order or other sanction. Providers must perform spot checks, or the assurance provider should review these records, to ensure this is in place.

Where a school or college advises an individual to start work in regulated activity before the DBS certificate is available, they should ensure the individual is appropriately supervised and that all other checks, including a separate barred list check, are completed.

In the case of unpaid roles, the responsibility lies with the employer to ensure that checks have been carried out. The employing school should refer the individual to the DBS to request a standard or enhanced DBS check.

Providers should have robust safeguarding procedures and protocols that are agreed by partners in the partnership. This should include a current safeguarding policy, the partnership of connections, offences, cautions and warnings that would not pose a barrier to joining an ITT programme.

Schools should ensure that all trainee teachers are aware of:

- their duty to pupils
- the child protection policy
- the staff 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 implement a probation period for those who start early in the recruitment cycle that they register with the DBS update service.

It is possible someone is trained for a programme because the trainee has learned or been taught the required knowledge and skills, but if the trainee does not have that they not left, the provider should seek guidance from the DBS.

To quantify about DBS checks should be referred to the DBS at customerservices@dbs.gov.uk or on 03000 200 190.

Other background checks

Candidates who are unsuited to working with children may not have any previous convictions, cautions or conditions that would bar them from teaching. Consideration in employing suitable teachers also to ensure that trainees are properly managed and supervised and that, if they have concerns, information is referred to the police and the DBS.

Candidates who have lived in overseas should be ITT must ensure they carry out checks on other staff in schools and colleges. In addition, further checks should be carried out on that events that occurred outside the UK can be considered. The Home Office has published guidance on criminal records checks for overseas applicants.

Providers and employers must check that candidates are not:

- subject to a prohibition order issued by the Secretary of State
- prohibited to teach another country of the European Economic Area (EEA)

The lists of prohibited teachers is on the Teacher Services system.

Childcare disqualification

ITT providers should have regard to the Disqualification under the Childcare Act 2006 guidance and should ensure that trainees who are working with EYFS, KS1 and KS2 children and their duties to safeguard and promote the welfare of children.

Where trainees are salaried, it is the responsibility of the school to ensure they comply with the requirements of the Childcare Act 2006 and the Childcare (Early Years Provision) Order, which underpin 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 disqualified from working with children and 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 340 409.

Further information

- Statutory guidance: Regulatory Authority Framework – supervision of teachers with conditions imposed on their teaching qualifications
- Statutory guidance: Working together to safeguard children
- Statutory guidance: Keeping children safe in education

C1.4 Professional skills tests

All accredited ITT providers must ensure:

that all entering trainees from ITT in either August 2015 until 28 March 2020 have passed the professional skills tests prior to entering a course of ITT

the professional skills tests set out in the context of the wider professional role of a teacher. Trainees entering ITT from 29 March 2020 must have passed these 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 are not required to take the skills tests if they later take a course leading to EYTS.

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

Applicants can register for special arrangements when sitting tests for skills tests.

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 expectations of participants and providers.

Programme design underpins all the training criteria and should be flexible enough to meet the needs of every trainee. Providers should look particularly at the extent to which their programmes and assessment practices are designed to ensure that trainees reach the Teachers' Standards.

ITT providers should offer trainees specialist subject training to develop the necessary knowledge and understanding of their subjects and related pedagogy and to enable them to teach their subjects, where possible, across the full age and ability range of their phase. Trainees should be prepared to teach their subject to other pupils who are taught in any age range (for example post-16) e.g. where practicable, they should have opportunity to demonstrate subject knowledge in a related subject if they do not have the opportunity to teach their subject within the full age range of their phase.

Schools, and groups of further education colleges have a crucial role to play in providing high quality training and support to trainees. Ofsted's Initial teacher education (ITE) partnerships will need to work across a range of schools and settings to deliver a coherent and high quality programme.

Prior to the award of QTS, providers must assure the trainees' English and mathematics. Providers must ensure that trainees demonstrate compliance in the standards for QTS 3 Subsidiary.

In accredited intermediates, school trainees not have the opportunity to provide secure assurance that they can demonstrate the competencies set out in Criterion 2 Subsidiary. Providers should make sure that trainees who are working in schools should have dates to demonstrate the competencies has been delivered with sufficient opportunity to do so and should be recommended for the award of QTS. If the trainee does not have the opportunity to demonstrate the skills, they should be taught in only one age range (for example post-16) e.g. where practicable, they should have opportunity to demonstrate subject knowledge in a related subject if they do not have the opportunity to teach their subject within the full age range of their phase.

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Trainee assessment procedures should be rigorous and robust, supporting consistent and accurate judgements. Where schools have significant responsibility for judgements that lead to a recommendation for the award of QTS, such as during the delivery of school-based training, the provider should ensure that the quality of the trainee assessment moderation procedures are robust and all recommendations for the award are as secure as possible. The accredited provider remains accountable for all recommendations for the award of QTS and should therefore ensure that they understand across the partnership through the partnership agreement.

Providers of the postgraduate teaching apprenticeship route should ensure that all post-assessments comply with the arrangements specified for the postgraduate teaching apprenticeship assessment. Further guidance is available on the master of teaching apprenticeship assessment and the master of teaching apprenticeship assessment plan.

Training may be delivered in schools or other settings (subject to C1.2) and is likely to include a combination of classroom based sessions, lectures, seminars, workshops, seminars, and assignments, and engagement with academic or professional research.

Providers must ensure their curricula encompass 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 are training to teach
- ensure trainees have adequately covered the foundational knowledge and skills that are a prerequisite for the content detailed in the ITT Core Content Framework
- ensure trainees understand, and critique of theory, research and practice as they deem appropriate
- 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 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 7 in the Early Years phase)
- 7 to 11 for middle training
- 11 to 16, 11 to 18, or 14 to 19 for secondary training, depending on the subjects of training

Trainee teachers are offering middle phase ITT programmes, they should record relevant prior experience, for example, the CPD activity undertaken. Programmes should be designed to enable trainees in middle phase programmes to demonstrate the standards for QTS in the context of the curriculum and pedagogy relevant to the element of training, and to 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 develop a comprehensive understanding of progression across, and further within, the age range they are training to teach. This might include enhanced experiences in other age ranges.

C2.3 Training in schools

All accredited ITT providers must ensure:

that training programmes are designed to provide trainee teachers with sufficient time being trained in schools (see C2.6). and where practicable and further education settings to enable them to demonstrate that they have met all the standards for QTS. Typically, training in schools will take place across the following periods of time for a full-time course leading to QTS, and pro rata for further education settings (see note 2):

- a four year undergraduate programme - 160 days (32 weeks)
- a one, two or three year postgraduate programme - 120 days (24 weeks)
- a one year postgraduate teaching apprenticeship pilot programme - 120 days (24 weeks)
- a primary graduate (non-employment-based) programme - 120 days (24 weeks)
- employment-based programme: as determined by the training programme

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

Time spent training in settings other than schools, early years or further education settings can be valuable part of a programme, but cannot be counted towards the minimum requirements.

Applicants for ITT with teaching experience might not need to spend as much time in schools or other settings as a programme are designed to provide. Providers should ensure sufficient time is provided for trainees to demonstrate that they have achieved all the standards for QTS. Providers should also ensure that the time spent in schools and other settings provides opportunities for continuation between the partnership and other arrangements for the co-ordination of the training.

School and provider should agree upon the expertise of practitioners from the best schools across the partnership, including where possible from schools with 'teaching school status' and other providers. Providers should also ensure that trainees have the experience of working successfully in schools and settings in challenging circumstances and with a wide range of pupils and students, including those with SEND.

Where provision is not scheduled, providers must ensure the significant role of schools in the recruitment, selection, training and assessment of trainee teachers. The roles and responsibilities of all partners 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
- roles and responsibilities of partners
- organisation and management of the partnership
- the role of each partner in addressing and managing 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 used to support the partnership. The agreement should also include details of partners, participants where quality issues arise. The agreement and any associated supplementary documentation should 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 partnership is co-ordinated, managed and quality assured.

Partnership agreements should specify the different roles within the partnership including, for example, programme co-ordinators, mentors, tutors, subject leaders, managers, and internal and external moderators. They should also set out how partners contribute towards:

- selecting and interviewing applicants
- providing professional development for trainers against the Teachers' Standards
- providing professional development opportunities for colleagues within the partnership
- providing access to resources
- any course entry requirements
- quality assurance including improvement planning and self-evaluation
- the promotion of equality of opportunity
- the safeguarding of children and young people

Providers of salaried routes should ensure that all schools or settings, where trainees will be delivered teaching experience, are of high quality, understand and agree to the roles and responsibilities of partnership and have the capacity to provide a training programme.

Non-school led training programmes

Where provision is not scheduled the partnership agreement should set out clearly the ways in which schools will participate 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 for the criteria specified by the Secretary of State, ITT partnerships must review and update their provision so that it continues to meet these criteria and associated legislation. Where there is evidence of an ITT provider's non-compliance with ITT criteria, DfE will consider the withdrawal of accreditation.

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

- Equalities Duties/Equality Duty(Equality (Human) Regulations 2010/ SI 2012/ Equality Act 2010 (Public Sector Equality Duty)
- Education (Student Fees) (England) Regulations 2012/ SI 2012/ requirements that must be satisfied by individuals who are not qualified teachers in order to be able to teach in maintained schools
- Equality Act 2010 legislation relating to sexuality, discrimination and employment
- Data Protection Act 2018 (read the Guide to the General Data Protection Regulation)
- Freedom of Information Act 2000

From 1 July 2015 certified authorities, including all schools, are subject to a duty under section 26 of the Counter-terrorism and Security Act 2015 (the "CTSA 2015"). This has regard to the need to prevent people from being drawn into terrorism. Bodies to which the duty applies must have regard to the 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 this duty applies should ensure 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 promote terrorism and are shared by terrorist groups.

Further information

The following is a complete list of relevant legislation and guidance. This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all legislation relevant to ITT. The Equality Act 2010 is the governing legislation for all matters relating to all aspects of discrimination. Also relevant:

- Education (Health Standards) (England) Regulations 2003/ SI 2199
- Education (Independent Schools Standards) Regulations 2014
- Disabled Students' Allowances (DSAs) in higher education
- Disability Rights UK: education and skills guidance for people with disabilities

The Equality and Human Rights Commission (EHRC) provides the statutory guidance on the Equality Act for schools and further and higher education institutions. The EHRC also provides guidance on the Public Sector Equality Duty which is equally, race, disability, sex and gender discrimination.

The work that is reserved for qualified teachers in maintained schools in accordance with Education (Mode of Teaching) (England) Regulations 2003 is subject to broad exceptions, provided for in Section 4 of the Education (Mode of Teaching) (England) Regulations 2003.

Other relevant documents include:

- the Health and Safety Executive's Five Steps to Risk Assessment
- the Information Commissioner's and managers from HR Department information standard

Guidance from the Office for Fair Access sets out what providers should do to ensure they promote fair access to higher education.

ITT providers should familiarise themselves with the Competition and Markets Authority's consumer protection guidance for universities and colleges. It sets out their obligations to undergraduate 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 these 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 are likely to meet, the standards for QTS by the end of their training. Providers need to make accurate and reliable judgments, consistently over time, whether or not trainees meet the Teachers' Standards.

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 assessment of trainee teachers.

External moderation has an important role in ensuring consistency of standards across, as well as within, ITT partnerships. Providers should ensure that external moderation is fit for purpose and that the assessment is reliable and fair for all trainees across partnerships. They should also ensure that the assessment is reliable and fair and takes 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 identify ways in which it could be improved.

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

- training sessions: in order to establish their fitness for purpose and to identify ways in which they could be improved, providers may wish to gather feedback from trainees
- trainees' evaluations of their training sessions and their impact
- tutors' evaluations of the training programme and how it is administered
- mentors' evaluations of their training
- trainee trainers, induction tutors and employing schools
- internal and external moderation about the effectiveness and accuracy of the assessment of trainees against the Teachers' Standards
- external moderators feedback about the 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 provides a system of checks and balances within a partnership to ensure that assessment is reliable and consistent across the partnership. Providers should ensure that arrangements for internal moderation are fit for purpose and that they are reliable and fair for all trainees across partnerships. Internal moderation arrangements are likely to be contained in the partnership agreement (note C3.2).

Internal moderation procedures may include:

- the involvement of staff with relevant expertise from 2 or more partners when moderating trainees
- detailed scrutiny by a moderating panel of a sample of trainees, including judging the quality of evidence against the Teachers' Standards
- the involvement of partnership leaders

- 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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