



Department
for Education

Initial Teacher Training (ITT) Provider Guidance on Stage 2

May 2022

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Expiry or review date

This guidance will be reviewed before September 2024

Who is this publication for?

This guidance is for:

- Successfully accredited ITT providers

1. Overview of Stage 2 process

All organisations who wish to deliver ITT leading to QTS from academic year 2024/25 must have gained accreditation against the new Quality Requirements set out in the [Government Response to the ITT Review](#) (stage 1). Find out [how to become an accredited provider](#).

Successfully accredited providers will need to follow this guidance, which will be re-issued when further updates are available.

Stage 2 is designed to be a supportive follow-up phase to stage 1, working with accredited providers to ensure all ITT courses are high-quality and developed in line with the ITT criteria 2024/25. The process set out in the [stage 2 process map](#) will look at providers' curricula and their readiness to deliver in key new areas of the ITT criteria 2024/25 (mentoring, partnerships and intensive training & practice).

As stated in the 'How To Apply Guide' (page 16) published with the start of round 1 accreditation applications on 1 December 2021, providers are required, as a condition of accreditation, to satisfy DfE during stage 2 that they are ready to deliver ITT that is compliant with the ITT criteria 2024/25 as per the process map outlined in section 5.

Following the completion of stage 2, ITT providers must ensure that all provision leading to QTS is in line with all relevant standards and guidance.

2. Transition from stage 1 to stage 2

At stage 1, the assessment process reviewed provider curriculum maps, up to 3 sample curriculum materials and evidence of their ability to deliver future provision against the new Quality Requirements (plans for incorporating intensive training and practice; mentoring arrangements and partnership approach). At stage 2, the department will review a small selection of additional developed curriculum materials (outlined in section 7) and providers' continued progression in developing those new areas, with a view to identifying providers who may benefit from additional support ahead of autumn 2024 ITT delivery.

3. Provider relationship managers and DfE ITT associates

As part of the department's continuing commitment to support the quality of the ITT market now and in future years, DfE is creating **provider relationship manager** roles to act as the key point of contact between providers and the department. We are also procuring new **DfE ITT associates** to support providers in stage 2. Associates will be experts in ITT delivery with a deep understanding of the ITT reforms and new Quality

Requirements. They'll use their expertise to provide support related to high-quality programme design, content and delivery in line with the 2024 ITT criteria.

After the accreditation process concludes in autumn 2022, accredited providers will be contacted by their allocated relationship manager in the department and will be introduced to any ITT associates who may be working with them.

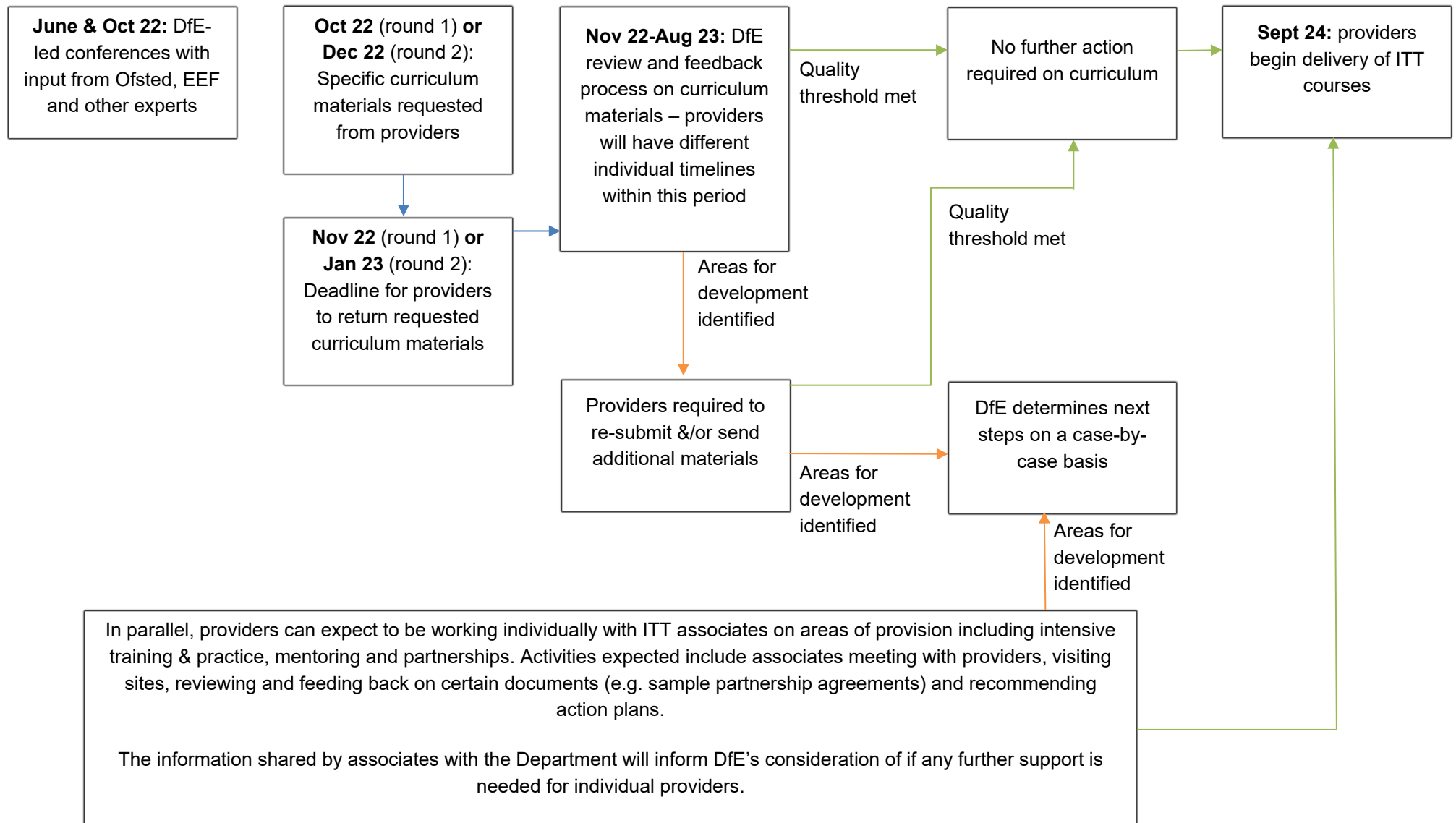
Provider relationship managers will guide providers through their individual stage 2 journeys and will play a role in some of the stage 2 activities set out below, for example coordinating the support of ITT associates.

4. Ofsted Inspections

If a currently accredited ITT provider is judged as less than 'Good' following an Ofsted inspection completed during the current cycle, they'll be subject to re-inspection 12 months later. If following this reinspection, the provider's QTS provision is still judged by Ofsted, to be less than 'Good', DfE may withdraw existing accreditation to deliver ITT within the academic year.

This will not prevent a successful applicant from entering the market to deliver in 2024. In this instance, the provider will be subject to additional checks and monitoring.

5. Stage 2 process map



6. Conferences

To support providers in their curriculum development ahead of September 2024 delivery, the department will host online conferences on Wednesday 29 June 2022 and Wednesday 19 October 2022 for ITT providers who achieved accreditation in stage 1. Providers accredited in round 1 will be invited to the June conference and providers accredited in round 2 will be invited to the October event. Providers will receive invitations to these events via their outcome letters.

The conference will include sessions from experts including Ofsted and Education Endowment Foundation (EEF), among others (full programme to be released before the event). The conferences will share insights from Ofsted since the introduction of the new inspection framework, and contributions from EEF on learnings from application of the evidence in ECF and NPQ reforms, amongst other areas.

DfE will continue to work with member organisations and other sector experts throughout the stage 2 period and beyond, with a view to hosting further information sessions, workshops or conferences to share good practice. This will include sharing exemplars of strong practice in relation to intensive training and practice.

7. Review of Curriculum Materials

The department will run a curriculum material sample checking process that will serve as a light-touch quality assurance and triage process. This acts as the next step from what was reviewed in stage 1 on curriculum maps and materials, with the department now able to adopt an individual and proportionate approach. Further support on curriculum will be identified for providers on a case-by-case basis.

7.1 Submitting curriculum materials

Providers will be asked to submit curriculum materials to the department related to the 'How Pupils Learn' section of the ITT Core Content Framework (CCF). Providers will receive personalised commissions from the department for up to 4 specific documents (e.g. self-study materials for a given module or a lecture slide pack), selected based on a review of the curriculum map provided in stage 1.

Commissions for successful round 1 applicants are expected to go out in October 2022, with a deadline for returning requested materials of November 2022 (4 working weeks after the request). Providers will be asked at this point to set out which CCF statements are covered by each of the submitted documents.

This document selection process requires curriculum maps from providers that identify exactly which sessions, days or weeks of the course when the specific CCF statements relating to 'How Pupils Learn' (2.1 – 2.9) are covered. Providers should ensure that their curriculum maps include:

- a brief summary of what a session covers – this may be evident from the name of the session, but if this does not provide sufficient clarity, a concise sentence describing the session can be included
- a breakdown of the specific CCF statements covered in each session or week
- an indication of what type of session it is, for example provider-led instruction, mentoring, in-school, self-study or virtual instruction, etc.

Providers should review the curriculum map they submitted in stage 1 and if they find the curriculum map is not sufficiently detailed as described above, they should prepare and submit either an amended map or a separate CCF tracker¹ which includes that level of detail by 16 September (round 1 providers) or 18 November 2022 (round 2 providers). Email your curriculum map or CCF tracker to: ITT.providersupport@education.gov.uk.

¹ An example format of a CCF tracker for one CCF area is included in annex A.

For the purposes of this process, if providers are amending their maps or creating a tracker, they only need demonstrate where the 'How Pupils Learn' statements (2.1 – 2.9) are covered, rather than those of all CCF sections.

Providers do not need to submit anything new if the original curriculum map is sufficiently detailed and contains the detail set out above.

7.2 Expression of interest

The department will also ask providers at this stage to express their interest in participating in a broader review and feedback process on their curriculum materials led by EEF, as described in the triage section below.

7.3 Reviewing curriculum materials

The department will review submitted materials, focussing on their fidelity to the CCF and the presentation of evidence as required by the ITT Criteria 2024/25. DfE will provide one round of feedback on these materials.

The department will consider if sampled materials build upon the CCF ('How Pupils Learn' section) with fidelity to the statements and the underlying evidence base. For example, the checks will consider if:

- sampled materials include full citation lists
- evidence drawn from the CCF is applied with fidelity throughout sampled materials
- materials cover CCF statements in suitable depth
- The department will also consider other aspects such as the accessibility of the materials used

The CCF is a minimum entitlement and not a full curriculum and therefore providers may have evidence beyond the CCF that they draw upon. The department is clear that we do not have a list of evidence that we expect providers to cite beyond that set out in the CCF – neither do we hold a list of evidence that we do not expect to be included. We expect any supplementary evidence that providers use is wide-ranging and comes from several different perspectives. This evidence should be well used and build trainee understanding as part of a coherent curriculum sequence.

7.4 Triage Process

Quality threshold met: Providers whose materials meet the quality threshold will not be required to submit anything further and the stage 2 curriculum checks will be complete. While not required to submit anything further, a provider may still express an interest in

receiving additional support from an ITT associate or EEF ahead of autumn 2024 delivery as detailed in section 7.5.

Areas for improvement identified: If the checks identify areas for improvement, DfE will provide feedback and the submission process will be repeated once. Providers should re-submit the original materials, having taken on board the feedback given. In addition, DfE may request further materials from the same CCF area. If all materials meet the quality threshold, providers will not be required to submit anything further and the stage 2 curriculum checks will be complete.

Areas for improvement remaining: If following two rounds of submission and feedback, areas for improvement remain, providers will enter a triage process and the department will determine the next steps for the provider. This could include, for example:

- assigning a DfE ITT associate for further personalised support on developing curriculum content – the associate will determine the appropriate steps to take with a provider on a case-by-case basis and may suggest actions to add to an action plan
- participating in a voluntary tailored curriculum support process led by the EEF² that may look at other areas of the CCF beyond ‘How Pupils Learn’ – this support would focus on the use of evidence and fidelity to the CCF in curriculum materials and is intended as a supportive process for providers developing their high-quality materials

7.5 Curriculum support process selection

The subset of providers invited to enter the tailored curriculum support process will be selected by DfE from amongst those who expressed interest (although DfE may recommend this to a provider who did not originally express an interest). DfE will prioritise the opportunity for a shortlist of providers, selected based on a combination of factors. Factors might include:

- the number of trainees served
- geographies operated in
- phases and/or subjects offered

² The EEF are an independent charity with a key focus on improving teaching and learning through researching the best available evidence on “what works” to improve outcomes for children and young people.

- whether a provider works with schools in disadvantaged communities
- being identified as potentially benefitting from further support following the DfE curriculum checks

Having reviewed these factors, DfE will invite a small number of providers to work with EEF.

8. Providers' readiness to deliver

The department seeks assurance that providers are ready to deliver in the key new areas of the ITT criteria 2024/25 (including partnerships, mentoring and intensive training and practice) and will provide improvement support should it be needed. This will take the form of personalised, expert-led support and will take place alongside the curriculum strand.

The precise details of this readiness to deliver strand will be finalised once the experts (ITT associates) are appointed. An outline of the process is described here below.

8.1 Outline of readiness to deliver process

DfE provider relationship managers will contact their allocated providers in autumn 2022 to discuss the details of the support, including access to ITT associates and next steps. DfE provider relationship managers, associates and providers will agree the frequency and type of contact that suits best. Contact can be in the form of virtual meetings or in-person visits, and will include discussion of the development of delivery action plans.

In addition to meetings or visits, associates may request written materials and evidence to support their review process, which could include:

- sample partnership agreements
- details of mentoring arrangements and qualifications
- sample mentor training materials
- materials on intensive training and practice
- iterations of action plans

Associates will review the submitted materials and provide feedback. They will help providers to identify both areas of strong practice as well as areas for improvement that should be developed in delivery action plans.

Provider relationship managers will be an important part of this process, connecting providers, associates and the department together and maintaining oversight across all stage 2 activity. The information shared by associates with the department will inform DfE's consideration of if any further support is needed for individual providers.

The readiness to deliver check and support process should be completed by June 2024 for all providers.

9. Key dates

DfE have established the following indicative timetable for stage 2. We will endeavour to meet the timelines set out in this table and will communicate any changes to these dates as soon as possible.

Activity	Key Dates
DfE-led conferences with expert input from Ofsted, EEF and other experts focused on ITT curriculum development	29 June 2022 (round 1) 19 October 2022 (round 2)
DfE request specific curriculum materials from providers	October 2022 (round 1) December 2022 (round 2)
First deadline for providers to submit curriculum materials <i>(4 working weeks after request)</i>	November 2022 (round 1) January 2023 (round 2)
DfE review curriculum materials and provide feedback – rolling process	November 2022 – August 2023
EEF in-depth review and feedback process for subset of providers	Rolling basis expected to start from early 2023
Provider readiness review and improvement support to be completed	June 2024

10. Financial data collection

Providers will be required to submit financial information to the department to support DfE's understanding of funding models in the sector. Information shared with DfE will be treated confidentially and upon agreement will be anonymised and used to inform the sharing of best practice examples, including exemplar funding arrangements with placement schools.

Providers should be prepared to share their financial and commercial models and explain how this supports the 2024/25 ITT criteria. For example, this could include how your commercial arrangements with partners, including schools, reflect their roles and responsibilities within the partnership.

We expect to commission this information around spring 2023. Further details on this process will be made available nearer the time.

11. Outcomes

If a provider is unable to satisfy DfE at any point during the stage 2 process, we reserve the right to review their accredited status.

If providers decide they will not be able to fulfil the requirements of stage 2, they can choose to withdraw from the market. Find out how providers can [withdraw from the ITT market](#).

Annex A: example CCF tracker format (for one CCF area)

Term 1		Term 2		Term 3	
Session	CCF coverage	Session	CCF coverage	Session	CCF coverage
Week X: <i>Session title:</i> <i>brief description</i>	Learn that: <i>numbers</i> Learn how: <i>numbers</i>	Week X: <i>Session title:</i> <i>brief description</i>	Learn that: <i>numbers</i> Learn how: <i>numbers</i>	Week X: <i>Session title:</i> <i>brief description</i>	Learn that: <i>numbers</i> Learn how: <i>numbers</i>
Week X: <i>Session title:</i> <i>brief description</i>	Learn that: <i>numbers</i> Learn how: <i>numbers</i>	Week X: <i>Session title:</i> <i>brief description</i>	Learn that: <i>numbers</i> Learn how: <i>numbers</i>	Week X: <i>Session title:</i> <i>brief description</i>	Learn that: <i>numbers</i> Learn how: <i>numbers</i>
Week X: <i>Session title:</i> <i>brief description</i>	Learn that: <i>numbers</i> Learn how: <i>numbers</i>	Week X: <i>Session title:</i> <i>brief description</i>	Learn that: <i>numbers</i> Learn how: <i>numbers</i>	Week X: <i>Session title:</i> <i>brief description</i>	Learn that: <i>numbers</i> Learn how: <i>numbers</i>



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