Department for Education

Initial teacher training (ITT): accreditation

Frequently Asked Questions

28 January 2022

Version 7

Introduction

This frequently asked questions (FAQs) document is to support the ITT accreditation process and will be updated on an iterative basis.

1. Accreditation Process

Q1.1: How do I find out more information on how I can apply to become an accredited provider?

Alongside the response, the government has also published documentation for those wishing to apply for accreditation and new organisations wishing to become accredited ITT providers. This consists of draft 2024/25 ITT criteria, 'Accreditation – How to Apply Guidance', an Expression of Interest form, assessment questions and marking criteria, and this FAQs document, which will be updated on an ongoing basis throughout the process.

Guidance for organisations seeking ITT accreditation can be found here. This guidance is aimed at both existing ITT providers and new organisations who wish to apply to deliver ITT courses leading to Qualified Teacher Status (QTS) for the first time.

Q1.2: Will there be any further DfE support available to help me with my application?

We have held information sessions to support organisations to complete their application form and answer any questions. Questions raised at these sessions have been included in this FAQs document. The recording and slides from the information session have been uploaded and are available here.

On an ongoing basis after the information sessions have taken place, organisations can log questions, not covered in the FAQ, via the Jaggaer system. This is detailed in Section 3 of the Accreditation – How to Apply Guidance.

Q1.3: If I am a new provider that successfully passes stage 1, do I have to wait until 2024/25 before I can deliver ITT?

No, not necessarily. If you are a new entrant, you can ask DfE for permission to begin recruiting trainees from the academic year following your accreditation. DfE will consider, based on the outcomes of the application process and the follow-up stage, whether you could begin recruiting trainees earlier than the academic year 2024/25.

Q1.4: Will the application process be any different depending on what routes, phases and subjects I want to deliver?

The Secretary of State accredits providers of courses or programmes of ITT as opposed to accrediting individual courses. Once accredited, you can offer all routes and phases leading to the award of QTS. As the accredited provider, you will be accountable for your provision and inspected by Ofsted against all aspects of the proposed ITT provision.

You will not be required to submit multiple applications if you intend to offer multiple routes, phases, and subjects. The accreditation questions ask you to demonstrate your approach to designing and delivering ITT, but also for examples, such as a curriculum map for a subject and/or phase. Stage 1 of your application will only need to include one curriculum map. This should be for the subject/phase that you anticipate recruiting most trainees to from day one.

Q1.5: If my organisation is unsuccessful following both rounds, will there be any other opportunities to become an accredited ITT provider?

You must be successful in one of the two accreditation rounds to recruit during the 2023/24 academic year and deliver training from 2024/25 onwards. If you are wishing to provide ITT from the 2024/25 academic year, you should apply at this opportunity.

DfE reserves the right to run additional accreditation rounds as appropriate. The only rounds currently planned are the two set out in the ITT Accreditation – How to Apply Guidance.

Q1.6: How long will my accreditation status be valid for if I am successful in the process? Will I have to go through this process again in the future?

If successful, your accreditation status is not time limited. As it stands, there are no plans to routinely undertake a re-accreditation exercise. This process aims to ensure that all accredited ITT providers are delivering against the new Quality Requirements which will become part of the ITT criteria from 2024/25 academic year onwards.

Q1.7: I am an existing ITT provider. What happens if I decide not to apply in either round? Similarly, what if I would like to withdraw my accreditation and stop delivering training immediately?

Your current accreditation status will typically expire at the end of August 2024 unless you are successfully accredited to deliver training against the new Quality Requirements from the 2024/25 academic year.

If you are an existing ITT provider and you do not want to apply to deliver ITT as an accredited ITT provider from the 2024/25 academic year onwards, you should continue to deliver against the existing ITT criteria requirements until the end of the 2023/24 academic year before withdrawing from the market, this will mean ceasing recruitment of trainees from the 2023/24 academic year. The process for withdrawing your accreditation at any point is set out in the [ITT provider closure and withdrawal of accreditation](#) guidance.

Q1.8: What impact do the accreditation rounds have on the Ofsted inspection cycle?

Ofsted will continue to inspect ITT delivery in parallel with the accreditation process. The current inspection cycle will be completed by July 2024. As part of our approach to external quality assurance, Ofsted will move to a 3-year inspection cycle from January 2025, inspecting against their framework and the ITT criteria 2024/25 requirements.

If a currently accredited ITT provider is judged as less than good by Ofsted inspection, they will be subject to re-inspection within 12 months. If a provider is repeatedly less than Good, DfE reserves the right to withdraw accreditation, regardless of whether the provider has passed stage 1 of the accreditation process.

Q1.9: I am currently an accredited provider who is interested in applying. What happens if my organisation is inspected and receives a 'less than Good' Ofsted rating?

If you have been judged as less than Good in a recent Ofsted inspection you will have a re-inspection within 12 months of that inspection. Ofsted inspection judgements within the current inspection cycle will not form part of the decision to award accreditation as part of this accreditation process. Ofsted inspection looks at current provision, whereas the accreditation process will consider your ability to meet the ITT criteria 2024/25 requirements from academic year 2024/25.

You can apply but before doing so you should carefully consider your ability to deliver against the new Quality Requirements. Even if you are successful in stage 1 as set out in

the Accreditation – How to Apply Guidance, if you are repeatedly less than Good at re-inspection, DfE reserves the right to withdraw accreditation.

Q1.10: I am currently a provider of undergraduate courses, but if I am unsuccessful in the accreditation process, what does this mean in terms of how I should recruit to courses?

If you are unsuccessful you should continue to recruit and deliver training as normal until 2023/24 when you should cease recruitment of trainees across all routes and phases. Our expectation is that trainees recruited before this point should complete their training with you. When you no longer have trainees on a course to recommend QTS for, your accreditation will be removed.

Q1.11: If I am successful in the accreditation process and have some trainees on courses that started before 2024/25 but are not due to finish until after this point, which ITT criteria requirements will apply to them?

There will be some ITT courses that start before the start of the 2024/25 academic year and are not due to finish until after this point. For example, there will be some who started in undergraduate courses in 2022/23 or 2023/24, and there will be some trainees who started one-year postgraduate courses on flexible start dates, for example in January or April 2024.

DfE policy is that the ITT criteria requirements which apply to a trainee when they start a course will remain the requirements until the course is completed. The goalposts will not move for trainees mid-course. All courses starting from the 2024/25 academic year will need to be compliant with the ITT criteria 2024/25.

Q1.12: Who will be involved in assessing applications for accreditation?

Applications for accreditation will be assessed by DfE officials, supported by Ofsted. This assessment will be based on the content of applications against the questions and scoring criteria and will not take into account Ofsted inspection outcomes from the current inspection cycle.

Q1.13: Will I be subject to due diligence checks at stage 1?

Standard due diligence checks will be conducted as part of stage 1 on all applicants whose legal entity does not have accreditation status at the time of applying. If you are applying as a new legal entity but you do not consider yourself to be a new entrant

delivering ITT for the first time as an accredited ITT provider, then raise this with us. On an ongoing basis as set out in the ITT criteria, you must contact DfE to seek approval for any proposed significant changes to your governance and/or operational structure.

Q1.14: Do I need to submit an Expression of Interest (EOI)? What information do I need to submit my EOI?

Submitting an EOI at this stage will indicate to DfE that you intend to apply and allow us to keep you up to date with the latest information regarding the accreditation process. Submitting this form does not mean you are obliged to submit an application at any point.

The information provided should be based on your best estimate for your proposed provision for the academic year 2024/25. We recognise that some of the information may change as you progress through the application process. The data you submit in this form is not binding and will not be used to assess your application.

The questions change depending on the answers you give (to make sure you only need to fill out questions relevant to your proposed ITT provision). To complete this expression of interest form you will need information about:

1. the likely geographical location of your ITT placements
2. the number of trainees you plan on recruiting for the academic year 2024/25
3. the routes and subjects you will plan to deliver
4. the intended composition of your ITT partnership

More information on the EOI, including the link to the form is here.

Q1.15: Am I eligible to apply to become an accredited ITT provider?

There are no eligibility criteria for the types of organisations who can apply to become an accredited ITT provider. However, before applying you must give careful consideration as to whether you think that you can meet the 2024/25 ITT criteria requirements.

Q1.16: The 7 February 2022 deadline to apply as part of round 1 is tight, why was this decided?

The reason why both accreditation rounds are taking place in spring and summer 2022 is to give successful providers plenty of time post-accreditation and pre 2024/25 delivery to develop plans and formalise partnerships. The reason why the first deadline is in February 2022 is so that DfE can assess the applications and notify applicants of outcomes in May 2022, to allow time before the second application deadline on 27 June for those who are unsuccessful to either address feedback and reapply, or alternatively decide to join a partnership with a successful provider.

Q1.17: Are Ofsted inspections going to be delayed until after the 7 February 2022 application deadline? Do you think it is reasonable to continue to inspect ITE provision at the same time as we are planning our accreditation applications?

Ofsted inspections will resume in January 2022 as previously communicated. We understand your concerns about inspections taking place at the same time as you are preparing accreditation applications, even if there will only be a small number of applicants affected being inspected between January and February 2022.

As such, any currently accredited provider who has their ITT provision inspected up to February 7, 2022, will be eligible for an extension of up to 10 working days to the 7 February deadline, and may submit their application by the 21 February.

If your organisation is inspected, you may contact the DfE via Jaggaer to confirm this and DfE will instruct you on how to submit an application after the 7 February deadline.

If your organisation is not inspected, please submit your application in line with existing guidance, by the 7 February.

Q1.18: If I only apply in round 2, is there an option of re-submitting if unsuccessful, as there is for round 1?

No. As it stands, we are planning for two accreditation rounds only, as outlined in the how to apply guide. Therefore, if you would like the opportunity to re-apply following feedback, you must apply in the first round. We reserve the right to run additional accreditation rounds if we consider this necessary.

Q1.19: Will there be another chance to apply for accreditation if I don't apply in round 1 or round 2?

There may be further opportunity to apply for accreditation after the 2024/25 academic year, but the only rounds currently planned are the two outlined in the how to apply guide. Therefore, organisations that want to provide ITT from September 2024 should apply in one of these two rounds.

Q1.20: Will the geographical region I intend to operate in and outline in my application have an impact on decision-making?

All applications are assessed only against the questions and scoring criteria set out in the accreditation documentation. The geographical region you intend to operate in will have no impact on decisions related to applications in this accreditation process. It is however

important that DfE monitors the geographical and subject coverage of ITT throughout both accreditation rounds.

Q1.21: Will applications from certain organisations, e.g., from organisations already accredited, or those designated as Teaching School Hubs be favoured in any way?

No. All applications are assessed only against the questions and scoring criteria set out in the accreditation documentation; prior knowledge of an organisation will not influence scoring and decision-making.

Q1.22: Who should apply to hold accreditation status in my proposed ITT partnership?

Accreditation is ultimately awarded to a single legal entity who will be fully accountable for the provision and is responsible for ensuring compliance with the ITT criteria requirements.

You should only apply if you want to become an accredited ITT provider in your own right. Schools, or any other organisation currently involved in delivering elements of ITT leading to QTS do not need to apply for accreditation if they do not want to hold accredited status themselves; they can continue ITT involvement in partnership with an accredited ITT provider.

Q1.23: Should providers apply with the 2024/25 ITT criteria requirements in mind?

Yes. The application questions focus on your proposed ITT offer from 2024/25 onwards, so your applications should be drafted based on the 2024/25 ITT criteria requirements. Whilst the 2024/25 ITT criteria is a draft document, it would only be subject to minor changes up until the point it is in force.

Q1.24: Newly-accredited providers are already working towards a growth plan, is there any additional support for these providers?

Individual tailored support will not be provided to any currently accredited ITT provider. All existing providers, regardless of when they were accredited, must go through exactly the same process to deliver courses leading to QTS from 2024/25 onwards. If applicants have questions relating to their application, they can log questions not covered in the FAQ via the Jaggaer system.

Q1.25: My trust is a SCITT and also has a Teaching School Hub. Which should apply for accreditation?

Accreditation is ultimately awarded to a single legal entity who will be fully accountable for the ITT provision and is responsible for ensuring compliance with the ITT criteria and the new quality requirements. Before applying, you must give careful consideration as to whether you think that the organisation can meet the 2024/25 ITT criteria requirements.

The designation of Teaching School Hub does not create a new separate legal entity, and therefore it would need to be your trust that sought accreditation.

2. Curriculum

Q2.1: In question 1b, part iv of the application form, how are you going to judge applicants on other evidence beyond that of the Core Content Framework (CCF)?

Question 1b) iv) focuses on the use of the CCF evidence base to support trainees to understand section 6.2 of the CCF. The Core Content Framework is a minimum entitlement and not a full curriculum and applicants may have other evidence that they will draw upon when teaching this concept that they use to create a full curricula. Where this is the case, this question provides applicants with the opportunity to demonstrate the thinking behind these curriculum choices and to say why they believe that the additional evidence that they draw on is good quality.

We are clear that we do not have a list of evidence that we are expecting applicants 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 that the supplementary evidence submitted by applicants will be wide-ranging and come from a number of different perspectives. When assessing accreditation applications, DfE will check that the supplementary evidence is well used and builds trainee understanding as part of a coherent curriculum sequence.

Q2.2: In question 1b, you ask for up to 3 samples of curriculum materials – is this placing too much of a burden on applicants?

We want to see some actual sample curriculum materials as part of the application process, as this will help us to judge how applicants will approach teaching key concepts of the CCF. However, we are mindful of the burden that such a request could impose, particularly for applicants who currently do not deliver ITT. This is why we have asked for **up to** three samples (it could be fewer than three) and have clarified in the footnote that this should "provide detail of at least one teaching moment and some indication of how this moment fits within the wider teaching sequence." It is not the amount of material that

is important here, but the quality of the content. For example, a teaching moment could be a single session received by the trainee, and so the materials could be those used for that session.

Q2.3: What should I include in my curriculum map?

Applicants can choose which subject or phase they wish to demonstrate in their curriculum map for question 1a. The curriculum map that you provide should be for the subject/phase that you anticipate recruiting most trainees from day one. Your curriculum map should be used to illustrate your written answer to question 1a.

There is no template/exemplar curriculum map that we expect to see, however, as per the question 1a, the map should demonstrate a coherent approach to curriculum design and sequencing, leading to cumulatively sufficient knowledge, and incorporation of the ITT CCF.

Q2.4: Are you prescribing that curricula must be designed based on the evidence in the National Professional Qualification for Leading Teacher Development (NPQLTD)?

No. The Quality Requirements state that the curriculum must be designed in the light of the best evidence for effective teacher training and development. We are clear that the NPQLTD is a good example of the type of evidence-based approach providers should use to design their curricula. However, this does not preclude providers from using other evidence as their base, if the curriculum as a whole, and the evidence informing it, is coherent.

Q2.5: Does the minimum 36-week programme duration mean 36 weeks of delivered content or that the full duration of a programme (including school holidays) must be at least 36 weeks?

Providers' courses must be designed to have a minimum of 36 weeks delivered content to all trainees. It is accepted that at times, and for exceptional reasons such as sickness absence, some trainees may not meet full attendance. Providers should continue to exercise appropriate judgement in individual cases where that happens.

3. Mentoring

Q:3.1 In some places in the criteria, you refer to lead mentors. In others you refer to lead mentors/mentor leadership teams. Which is it?

As set out in the Government response, we agree that the functions of lead mentors can be carried out by individuals or spread across teams of people. This will be determined

by the individual accredited provider. There is not intended to be any differentiation between the use of the term 'lead mentors' or 'mentor leadership teams'.

Q3.2: Can the mentor/lead mentor be an employee of the accredited provider?

Yes, it is for providers to decide who within their partnership has the skills and expertise to be a lead mentor or part of a mentor leadership team. All lead mentors or mentor leadership teams must fulfil the role set out in Box 3 in the Quality Requirements.

The mentor support that a trainee receives during the school placement must all be in line with the definition of mentoring set out in the CCF. Mentoring should be delivered by a relevant expert colleague. A proportion of this is likely to come from the school mentor, but other expertise can be drawn on as the provider sees fit, including, where appropriate from experts employed by the accredited provider or another organisation that is working in partnership with them to deliver ITT.

Q3.3: Is there a minimum requirement for the number of lead mentors/mentor leadership teams to trainees?

No, we have not set a minimum number/ratio of lead mentors/mentor leadership teams to trainees. It will be for providers to determine how many lead mentors/mentor leadership teams are required to deliver their courses in line with the new Quality Requirements. As stated in the government response, the 1:25 ratio is purely for funding calculations and provides a minimum ratio for claiming funding, it should not be taken as a minimum requirement.

Q3.4: Is the 1.5 hours of mentoring support tied to one mentor or could it be split between, for example, a classroom mentor and a visiting tutor?

The 1.5 hours per week can be delivered by multiple people. However, all 1.5 hours must meet the definition of mentoring set out in the CCF and the Quality Requirements on guidance and mentoring, i.e., "receiving structured feedback from expert colleagues on a particular approach – using the best available evidence – to provide a structured process for improving the trainee's practice".

Q3.5: Do schools that work with more than one provider have to release staff for more hours of training? For example, would a mentor have to undertake 60 hours of training if they work with 3 providers?

Each ITT provider must design detailed, high-quality mentor and lead mentor training curricula in line with the minimum time requirements. It is for each provider to determine what content should be included in this. We accept that there is likely to be some

crossover between different providers mentor training curricula and we are clear that prior or equivalent learning can be taken into account, so that training is not repeated. Furthermore, in a situation where multiple providers are working with a particular mentor, we would expect them to work together to identify and maximise synergies across their mentor training curricula and to ensure their collective ask of each mentor is reasonable.

Q3.6: Who receives the funding you are providing for mentoring?

Funding for general mentor training will be available to the schools employing the mentor. Funding for lead mentor activities, including training, will be available to providers who must cascade this to schools if lead mentors are based there or lead mentor activity takes place there. This will be a condition of all grant funding. It should also be clear that this is additional funding and shouldn't replace the existing funding from tuition fees which providers pass to the placement schools as appropriate. Providers should continue to share funding in a way which reflects the contribution that placement schools and other partners make.

Q3.7: Does DfE have any plans to make the NPQLTD freely available to ITT lead mentors who are not school based?

While the department is clear that providers should strive to ensure that lead mentors or those in mentor leadership teams undertake the NPQ in Leading Teacher Development (or training with equivalent content and quality), this is not a requirement.

Schools can apply for NPQ scholarships for school-based lead mentors. Full information about NPQs, including eligibility for scholarships, is on gov.uk here. Currently, this is only available for teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school; and are employed in state-funded schools, or state-funded organisations that offer 16 to 19 places in England. The department will review demand for the NPQLTD from non-school based ITT lead mentors once providers have been accredited and may consider expanding scholarship eligibility from academic year 23/24.

Q3.8: Will lead partners have the flexibility to deliver training in person and amend/personalise materials?

It is the responsibility for the accredited provider to decide and oversee the development of course content and the delivery of training. The roles that lead partners play will be decided by each partnership, including any sharing of responsibilities for creating materials and delivering training. The accredited provider will be accountable for all aspects of programme content and delivery and so should have clear QA processes in place to ensure this as set out in the Quality Requirements.

4. Intensive Training & Practice

Q4.1: How is the intensive training & practice element different to a normal school placement? How do we make it 'distinct'?

Through this element, expert practice is demonstrated to trainees, who should be supported to understand exactly what it is that makes this practice effective and to think about how it could be embedded in their own teaching. Trainees should then have the opportunity to apply what they have learned through rehearsal or live practice, receiving constructive feedback on their delivery. The intention is to consolidate trainees' understanding of how the evidence base should shape teaching practice, which is a concept that can be applied to any subject, phase or age range. Use of this model should also increase coherence between the theory that is taught and its practice in schools.

Not all of the experience needs to take place in a school – many elements can be held in the training centre or virtually, e.g. recorded lesson observations. The key is that trainees are given the opportunity to intensify the focus on foundational aspects of the curriculum; get immediate and targeted feedback focused on improvement; and access appropriate expert support. Box 1 in the Quality Requirements for Curriculum sets out the features of intensive training and practice. We are considering how we will work with UCET and NASBTT to develop guidance and exemplars to support intensive training & practice implementation which would enable the sharing of a variety of approaches by providers.

Q4.2: How can the intensive training & practice element work for salaried trainees? Can it replace the second school placement?

Intensive training & practice is not a school placement and therefore does not all have to take place in a school, although some elements will need to take place in a school setting. If a provider offering salaried routes finds it more practical, or more appropriate to their curricula, to arrange intensive training & practice in a school, then it could take place in their main school placement or in their second school placement. Overall, providers need to ensure that ITT courses are designed to provide trainees with 120 days (for postgraduate courses) of school placement across 2 schools, and that a distinct 4-week intensive training & practice element occurs in addition to those 120 days.

Q4.3: Can intensive training & practice be divided into blocks? Does it need to be 4 solid weeks, or can it be 7 periods of 3 days or 20 separate days?

Yes, this element can be divided up, and does not need take place in 4 week-long blocks. Providers have the freedom to decide the best way to deliver intensive training

and practice, including how the days spent on this element are configured. As long as courses are designed to ensure that the full entitlement (4 weeks for postgraduate courses and 6 weeks for undergraduate courses) are delivered, this element can be divided across the courses however a provider sees fit.

5. Additional FAQs

Q5.1: Does the requirement for trainees on school placements to spend an average of 15 hours in classrooms refer to 15 teaching hours or can these hours be made up of lesson observations and other developmental activities?

The average of 15 hours in classrooms can include lesson observations and other developmental activities. Page 58 of the government response states that the 15 hours include "observing, teaching, co-teaching, etc."

Q5.2: Aren't these reforms impossible for small SCITTs to deliver?

The government response is clear that to create an ITT system of the highest quality possible, all ITT courses should meet the Quality Requirements and our accreditation process will ensure that all partnerships, regardless of size, type and structure are able to do so. If an organisation is not able to achieve the required standard alone, it should look to join another existing ITT partnerships or come together with other organisations to form a new, larger partnership to create the capacity to do so. Most ITT providers are already in composite structures of schools, trusts, higher education institutions (HEIs) or school-centred initial teacher training (SCITTs) and the government envisages that such partnerships will continue in the future.

Q5.3: Will School Direct continue to function as it does currently?

The ITT market review report set out the 3 core routes to QTS: undergraduate, postgraduate fee-funded (both PGCE and QTS-only) and postgraduate employment-based. There was considerable support for this from the consultation and wider stakeholder engagement, where we heard that this approach would provide clarity for candidates navigating the application process.

Following implementation of the reforms, accredited providers will be responsible for the recruitment of trainees and should consider how best this can be achieved in their specific partnerships, including, where applicable, with School Direct lead partners or placement schools.

Following the accreditation process, we intend to work with newly accredited providers to ensure that the Apply system balances simplifying application for candidates while retaining providers' ability to recruit locally.

Q5.4: Provider involvement with a Teaching School Hub (TSH) is voluntary but the application materials suggest it is needed and is part of the criteria - can you clarify how this will work if a provider does or doesn't work with a TSH?

The application materials are not intended to imply that working with a TSH is mandatory for ITT providers. The application only asks providers to describe how they will work with TSHs "where applicable". Providers are expected, however, to demonstrate their understanding that local recognition and relationships are critical for securing and maintaining the confidence of potential trainees. Providers should demonstrate in their application that they have considered this carefully in the make-up of their partnerships, and that they are ensuring that at a local level, schools and other partners are well-placed to support the recruitment and training of trainees.

Q5.5: What is the relationship between an accredited provider and a lead partner?

Organisations involved in ITT have the flexibility to develop and form partnerships that are suited to their circumstances. We are not prescriptive on the structure of the partnerships, as long as the key responsibilities of 'accredited provider' (full accountability for all aspects of training design, delivery and quality across the partnership including the responsibility for ensuring compliance with the ITT criteria), 'lead partner' (operational or strategic role with responsibilities such as involvement in curriculum design, supplying lead mentors or running intensive training and practice) and 'placement school' (providing placements and general mentors) are delivered and capacity to meet the ITT Quality Requirements is demonstrated. There are cases where this will require the formation of new partnerships, but some existing partnerships or single organisations may achieve this without making any changes.

Q5.6: What proportion of the fees will be passed to the lead partner?

The proportion of existing funding (for example from student fees) which will be passed onto lead partners will depend on the arrangements between the accredited provider and lead partners. Accredited providers will be required to cascade new grant funding to lead partners where the activity is undertaken there, for example where a school supports intensive training and practice. Placement schools will also be eligible for funding to support general mentor training.

Q5.7: Will the accredited provider or lead partner be responsible for recruitment?

Following implementation of the reforms, accredited providers will be responsible for the recruitment of trainees and should consider how best this can be achieved in their specific partnerships, taking into account local recruitment needs. Where applicable, this may include delegating delivery of the recruitment process to their lead partners. However, the accredited provider will retain overall responsibility for recruitment.

Q5.8: As a national provider should we treat each of the individual schools we work with as a 'partner'?

Yes, if your organisation is planning to apply for accreditation and is planning to continue to work with schools to provide ITT then you should treat these schools as partners.

Q5.9: Why is there no mention of the apprenticeship route to QTS in the documents?

Page 4 of the Initial Teacher Training (ITT): How to become an accredited provider guidance includes a reference to the post graduate teaching apprenticeship (PGTA) as one of the routes which this guidance applies to. Organisations must be an accredited provider to recommend trainees for the award of QTS through any route.

Q5.10: Will independent schools be able to access the grant funding?

Independent schools are eligible for grant funding in the same way that state-funded schools are, if they host ITT trainees.

PLEASE NOTE: THE FOLLOWING FAQs HAVE BEEN ADDED TO V3 OF THIS DOCUMENT (PUBLISHED ON 22 DECEMBER 2021)

3. Mentoring (continued from Mentoring section ending pg.12)

Q3.9: Can NPQ/ECF/previous training count towards the mentor training hours?

Each ITT provider must design high-quality mentor and lead mentor training curricula in line with the minimum time requirements. The curricula for mentor and lead mentor training should be closely aligned with the trainee curriculum. It is for each provider to determine in what way this is achieved. Whilst we are clear that prior learning should be taken into account so that ITT mentor training is not repeated, it is important that all mentors are trained in the provider's full mentor training curriculum. Mentors who have been trained to support early career teachers as part of the ECF will have relevant prior knowledge which will provide a strong foundation for being an ITT mentor. Their ITT mentor training will need to support consolidation and contextualisation of this prior knowledge so that mentors are able to provide high-quality mentoring for ITT trainees who are learning a different curriculum and are at different stages in their development. This same principle applies to mentors who have undertaken the NPQLTD. This might mean some overall reduction in hours, but it does not mean that mentors are exempt from aspects of training and providers must be able to demonstrate that all mentors have been trained in all areas of the mentor training curriculum.

Q3.10: How are you expecting the additional mentor face-to-face time to be funded? ITT courses are already running at a loss and we can't afford to fund this.

We have reduced the weekly minimum time allocation for mentoring from the proposed 2 hours recommended by the Review to 1.5. Based on our engagement with the sector, we believe this will provide trainees with the level of support they require, while taking into consideration the need for schools to have sufficient capacity to release mentors for this work.

We know from sector engagement that there are placement schools who already offer 1.5 hours a week mentoring time with their trainees, and it will be for individual providers to work out a fair funding distribution of current ITT income with their placement schools. We are also committing up to £15m to cover the cost of school-based mentors undertaking general mentor training. Costs for mentor training time are currently paid for in full by the provider through current ITT income.

Q3.11: The mentoring is likely to be a challenge in the short to medium term. Schools find it hard to release staff for both ECF and ITT. Could we simply use the same mentor for both and would this reduce the amount of training required?

Some schools may choose to use the same staff to fulfil ITT and ECF mentor roles and we can see that this may have benefits for the mentor and mentee. In such cases mentors would still need to be trained in both their ITT and ECF roles. ITT mentors need to be well trained in the (provider-specific) ITT curricula and to understand the evidence behind it, to provide high-quality support to their trainees. In the government response to the ITT review, we have considered the views from the sector about the importance of taking into consideration mentors' prior training and experience. We have afforded some flexibility in allowing providers to consider the prior learning of individual mentors and to adapt their training appropriately to meet individual needs and to avoid unnecessary repetition of previously completed training. Providers are responsible for ensuring mentors have sufficient training and understanding of the provider curriculum. Please see question 3.9 for further detail on this.

4. Intensive Training & Practice (continued from Intensive Training and Practice FAQs section ending pg.14)

Q.4.4: Can intensive training experiences include observations? The nature of the intensive experiences will vary according to when in the programme they take place.

Yes. Page 56 of the Government response sets out examples of opportunities allowed by intensive training and practice. These opportunities include "focused demonstration/observation/deconstruction of teaching (in school or virtually)" and "expert modelling and deconstruction of individual components of teaching practice (in school or virtually)".

Q.4.5: How is this funding (£5.7m) distributed? Do all providers get a percentage of this depending on the number of trainee teachers they have? Also, regarding the flat rate of £25k per successful provider, is this ringfenced and do we need to complete an audit return by a specific date to account for how we have spent it?

The funding for intensive training and practice (£5.7m in total) will be available to all providers and will be calculated on a cost per trainee basis. More detail can be found on page 23 in the 'How to Apply Guidance'. Grant funding for set up costs (£25,000 per provider) is to support providers who secure accreditation in either round 1 or 2 on costs associated with preparing to deliver against the new ITT criteria. Whilst DfE doesn't

intend to prescribe how set-up funding is spent, providers are expected to indicate how it plans to use the funding following accreditation. Providers must maintain a record of set-up funding expenditure that can be provided to DfE upon request at the end of the Stage 2 follow-up period when providers are expected to be ready to recruit their 2024 cohort.

5. Additional FAQs (continued from Additional FAQs section ending pg.16)

Q5.11: When you say: "by the end of the course, all trainees must have experienced at least 6 weeks of 80% contact ratio teaching", what does this mean? Does this refer to 80% of the time trainees spend in school? How is it expected to be comprised?

By the end of the course, trainees must have experienced at least 6 weeks (30 days) in school, teaching 80% of a full teaching timetable, to give the trainee full exposure to a working week. Regardless of how this is comprised, e.g. courses where a trainee spends 4 days in school, and one day in centre-based training per week, a provider would need to ensure that trainees have experienced teaching 80% of a full timetable for 30 days.

As set out in the Government response to the ITT market review, "it is accepted that at times and for exceptional reasons such as sickness absence, some trainees, mentors or lead mentors may not meet full attendance". Providers should continue to exercise appropriate judgement in individual cases where the contact ratio requirement is not met.

Q5.12: How will the new requirements impact on the apprenticeship routes?

The government response is clear that to create an ITT system of the highest quality possible, all ITT courses that lead to Qualified Teacher Status should meet the Quality Requirements and our accreditation process will ensure that all partnerships, regardless of size, type and structure are able to do so.

Q5.13: We have trainees doing two placements of about equal length. On each placement, trainees are supported by a mentor, does this mean each mentor does 20 hours OR could this be 10 hours per placement each given trainees do different things on each placement?

The 20 hours cannot be split according to the placement length. Given the important role mentoring plays in overall ITT quality, providers need to train all their lead and general mentors using appropriate initial and refresher training curricula in line with the new Quality Requirements.

PLEASE NOTE: THE FOLLOWING FAQs HAVE BEEN ADDED TO V4 OF THIS DOCUMENT (PUBLISHED ON 7 JANUARY 2022)

1. Accreditation Process (continued from Accreditation Process section ending pg.9)

Q.1.26: Can I submit multiple curriculum maps (i.e. one for primary and one for secondary) for Question 1a?

Applicants are only required to submit one curriculum map alongside question 1a. To ensure consistency of the application process across all applicants, we cannot accept additional curriculum maps covering different phases or subjects. Applicants can choose which one subject or phase they wish to demonstrate in their curriculum map, which should be for the subject/phase in which they anticipate recruiting the most trainees from day one. The curriculum map should be used to illustrate the written answer to question 1a.

Q.1.27: What extra "curriculum materials" do I need to submit with Question 1b?

Within their answer, applicants should demonstrate how they would support trainees to understand the concept of assessment set out in section 6.2 of the CCF.

For question 1b, applicants can include up to 3 samples of the curriculum materials that they would develop to teach this concept. These materials can be anything the applicant wishes to use to support their written answer.

Sample materials need not include every moment that statement 6.2 is covered within the trainee curriculum but should provide detail of at least one teaching moment and some indication of how this moment fits within the wider teaching sequence.

Applicants are also given further prompts detailed in the roman numeral bullets below the question with further points they may wish to cover. This includes where 6.2 sits within the wider curriculum map discussed in 1a, how it will be covered between teaching and on-placement experience, how you plan to support trainees to apply this insight, and your incorporation of evidence in teaching this section of the CCF.

3. Mentoring (continued from Mentoring section ending pg.18)

Q3.11: Will the funding for general mentors be calculated according to the actual number, or at a generalised ratio of 1 mentor to 1.5 trainees?

General mentor funding available for the 2024/25 financial year shall be based on actual numbers of general mentors who support trainees who begin their teacher training in September 2024 under the new ITT Criteria. It is anticipated there will be some variation in how many trainees each general mentor supports and the published ratio of 1 mentor to 1.5 trainees represents the anticipated ratio for which funding could be claimed and not a fixed ratio. Schools and providers will be expected to maintain records of general mentoring arrangements and training to substantiate funding in any assurance checks.

Q3.12: Question 1 c (iii) on mentoring asks providers how they will use the lead mentor or mentorship leadership teams as described in the ITT criteria 2024/25 to support mentor and trainee development. Is it appropriate to reference the ITT requirements 2024/25 when they are still in draft form and subject to further discussion?

The Quality Requirements in Annex A of the Government's response were amended from those proposed in the ITT review report, in light of consultation feedback, and are therefore not subject to further change. The ITT criteria 2024/25 incorporates these Quality Requirements and have been labelled as 'draft' to allow for minor amendments that may be required as necessary. Providers should therefore feel confident in referring to the Quality Requirements in their applications.

PLEASE NOTE: THE FOLLOWING FAQs HAVE BEEN ADDED TO V5 OF THIS DOCUMENT (PUBLISHED ON 14 JANUARY 2022)

1. Accreditation Process (continued from Accreditation Process section ending pg.20)

Q1.28: Is it too late to apply for accreditation now that the Expression of Interest (EOI) deadline has passed?

No, it's not too late to apply to become an ITT accredited body. The EOI form for Round 1 has now closed, but it's not a mandatory part of the process, so you can still apply even if you haven't completed an EOI form.

Guidance on how to apply for ITT Accreditation is available on GOV.UK. at the URL: https://www.gov.uk/guidance/initial-teacher-training-itt-accreditation. If you have not already done so, you will need to register on Jaggaer (DfE's online application portal). A link to Jaggaer, and how to register on the portal, is included in the guidance on GOV.UK.

You can either apply for ITT accreditation in Round 1 which closes on 7 February 2022 (11.00 am) or in Round 2 which opens on 19 April 2022 and closes on 27 June.

Q1.29: What format should our application and any supporting information be in and is there a file size limit?

Applicants should download the question response template (protected Word format) from the "Attachments" section on Jaggaer to respond to each question. The completed response template needs to be submitted as a Word document.

There is no format template for the additional attachments but suggest that they are submitted either in Word, Excel or PDF format and are clearly linked to the relevant written response. File extensions not permitted are: .bin, .exe, .dll, .pif, .bat, .cmd, .com, .htm, .html, .msi, .js, .json, .reg

The Jaggaer platform allows individual attachments up to a maximum size of 300MB but it is recommended that you keep attachments to 2MB or less.

Q1.30: Can we include diagrams and screenshots to support our application without breaching the word count?

Written responses to each question should cover the required criteria as set out in the question, within the stated word limits for each question.

Diagrams are accepted but will need to be clearly labelled and any words associated with or within the diagram will be included within the word count. Screenshots of text will not be accepted, as they would clearly violate the word count limit.

Applicants may wish to include diagrams in the required attachments. Again, these should not be used as an opportunity to include extra words above the word limit, and all diagrams and content within the additional attachments should be directly linked to the written response.

Q1.31: If we include quotes as evidence within the written responses are these included in the word count? And if we reference theory and have a reference list at the end of our response – is the reference list included in the word count?

Written responses to the bid question should cover the required criteria as set out in the question, within the stated word limits for each question. Where applicants are wanting to include references and quotes by way of evidence, this should be included within the written response word count. DfE will only accept written responses within the word limit, and specific attachments that are asked for in each question.

Applicants are not required to provide a formal reference list for each answer but may do if they wish to. A reference list at the end of a response would not be counted in the word count.

Q1.32: In Part 2 - Partnerships, there is only 2000 words to cover 7 bullets points. What level of detail do you require regarding how fundings will be distributed across the partnership? Do you require examples of how expenditure will be broken down?

All the information expected from applicants is outlined in the questions and scoring criteria. With regards to this specific question, applicants should "describe your approach to working with partners, including the principles of how the responsibilities and resources are shared across the partnerships and how funds will be distributed across the partnership to ensure high-quality trainee provision."

Within the 2000 words we would expect to see the information detailed in each of the 7 roman numeral bullets, however, applicants are expected to decide how best to present this information to answer the question above.

3. Mentoring (continued from Mentoring section ending pg.21)

Q3.13: If there is a mentor leadership team, does each member do 30 hours training per person OR can 30 hours be distributed amongst the team?

Each member will need to meet the minimum training requirements. As set out on page 11 of the Government's response, given that mentoring is such an important aspect of ITT, we agree with the report's recommendations that those who undertake the role need to have dedicated training and professional development. We expect that lead mentors and mentor leadership team members will cover much of the same training content as general mentors, but in greater depth to ensure they are fully prepared to deliver the lead mentor functions (as set out on page 59 of the government response). The Response states that "…we have reduced the minimum initial training hours that all lead mentors and all members of a mentor leadership team need to undertake from 36 to 30". To support this, funding of up to £7,135 per lead mentor or mentor leadership team for activities, including training, will be available. The amount is calculated based on a ratio of 1:25 lead mentors or mentor leadership teams to trainees, which is purely a minimum ratio for claiming funding and should not be taken as a minimum requirement. It will be for providers to determine how many lead mentors/mentor leadership teams are required to deliver their courses in line with the new Quality Requirements.

In determining the exact emphasis of their mentor training, providers will want to consider the prior learning of their mentor cohort, including mentor leadership teams. As set out in Q3.9, providers should not require mentors to repeat any training but should adapt the delivery of the (lead) mentor training curriculum to meet individual needs. This might mean some overall reduction in hours for individuals, but it does not mean that (lead) mentors are exempt from aspects of training and providers must be able to demonstrate that all mentors have been trained in all areas of their mentor training curriculum.

Q3.14: Are the hours defined for mentor training expected to be completed prior to a mentor working with any trainee or can the key initial training be completed before the start of the course, with training related to curriculum content spread throughout the programme at key points?

The entire mentor training programme does not have to be completed before mentors begin working with trainees, but providers must ensure that all mentors have completed sufficient training to give them the required skills to support the trainee with the parts of the trainee curriculum that are being undertaken at any given time.

Q3.15: Are undergraduate mentors also expected to complete 20 hours of training, even though undergraduate trainees may spend less time in placements?

All general mentors are expected to complete 20 hours of initial mentor training, including those specifically mentoring trainees on undergraduate programmes.

5. Additional FAQs (continued from Additional FAQs section ending pg.19)

Q5.14: The ITT criteria for 2024/25 state that 'Assessment specifically against the teachers' standards should be reserved for end-of-course assessment to meet the requirements for the award of qualified teacher status'. Does this mean that trainees cannot be informed of their progress against the standards prior to the end of the course?

As set out in the ITT criteria for 2024/25, assessment against the teacher's standards should only come at the end point of an ITT course as providers consider the award of QTS. We are clear that formal in-course assessment of trainees should be against content delivered by that point in the course, rather than against the level of expertise or standard set out in the teachers' standards. We are confident courses designed in line with the ITT Criteria 2024/25, including the CCF being fully embedded in the ITT curriculum, will ensure assessment of progress against the specified intended impacts of that curriculum will inevitably support progress towards the teachers standards. However, we do not believe this prevents providers from referencing or referring to the teachers' standards at key assessment points during the course to help trainees understand their progress and where appropriate, to reassure them that they are on track to pass the end-of-course assessment

Q5.15: The ITT criteria for 2024/25 state that 'Providers must ensure that trainees are prepared to teach pupils in schools across a full range of contexts found in the geographical area in which they are training, including areas of high disadvantage'. How is geographical area determined?

Providers will determine the geographical area in which they operate and should ensure that training takes place in a broadly representative range of school contexts.

Q5.16: In some smaller SCITTs, the mentor leadership team will effectively be the SCITT central team. It has been clarified that the NPQLTD does not count towards to 30 hours of initial training required

for lead mentors, so would the mentor leadership team have to train themselves in these cases?

It is for providers to decide how they fulfil the minimum training requirements for lead mentors. We do not expect this to be the norm, but in cases such as the one posed in the question, we would expect that the lead mentors/mentor leadership team are consolidating their own understanding as they design their mentor training curricula, and this would be considered part of their lead mentor training.

Q5.17: At present, School Direct partners recruit their own students to courses that are advertised on DfE Apply. In future, will all applications be directed to the accredited provider, or is there something planned that means candidates can apply to a specific location in the way they do now?

Following implementation of the reforms, all applications for an ITT course leading to QTS must be made directly to the accredited provider. Accredited providers should consider how the best to approach recruitment of trainees within their specific partnerships and may choose to delegate the process of recruitment to their lead partners. The accredited provider would, however, still retain overall accountability for recruitment. Once the accreditation process is complete, we will work with providers on any updates to DfE Find and Apply.

PLEASE NOTE: THE FOLLOWING FAQs HAVE BEEN ADDED TO V6 OF THIS DOCUMENT (PUBLISHED ON 21 JANUARY 2022)

1. Accreditation Process (continued from Accreditation Process section ending pg.23)

Q1.33: Are all subjects areas are required for a primary curriculum map or just a sample subject? In addition, should the evidence base be included for each training session in the curriculum map?

Applicants can choose which subject or phase they wish to demonstrate in their curriculum map for question 1a. The curriculum map that you provide should be for the subject/phase that you anticipate recruiting most trainees from day one.

"Subject/phase" means the cohort for the individual secondary subject or primary phase. For example, if you plan to offer a primary course leading to QTS then you should include the curriculum map for your primary phase.

We expect this map to be an overview rather than a fully comprehensive document that specifies how and where every statement from the ITT CCF will be covered. There is no template/exemplar curriculum map that we expect to see, but the curriculum map should contain sufficient detail and evidence to show consideration of curriculum sequencing and coherence.

All additional attachments should be used to illustrate your written answer, rather than be considered individual content to be assessed in its own right and should clearly link back to the written response.

Additional attachments should be also used only for the purposes set out in the question and should not be used as an opportunity to get extra words in beyond the word count as laid out in the question.

DfE will only accept written responses within the word limit, and specific attachments that are asked for in each question.

Q1.34: Can the subject/phase that is used in the example curriculum map in the response to question 1a be the same subject/phase for the sample curriculum materials in the response to question 1b and 1c.

For question 1a, applicants can choose which subject or phase they wish to demonstrate in their curriculum map for question 1a. The curriculum map that you provide should be for the subject/phase that you anticipate recruiting most trainees from day one and refer to this to illustrate your approach.

For question 1b, applicants should demonstrate how they would support trainees to understand the concept of assessment set out in section 6.2 of the CCF. Applicants can include up to 3 samples of the curriculum materials that they would develop to teach this concept. These materials can be anything the applicant wishes to use to support their written answer but should be for the subject or phase for which you submitted a curriculum map with question 1a.

Applicants are also given further prompts detailed in the roman numeral bullets below the question with further points they may wish to cover. This includes where 6.2 sits within the wider curriculum map discussed in 1a, how it will be covered between teaching and on-placement experience, how you plan to support trainees to apply this insight, and your incorporation of evidence in teaching this section of the CCF.

For question 1c, a separate general mentor and lead mentor curriculum map should be used to illustrate the written answer. Again, it is for applicants to determine what content is to be included. The curriculum map need not specify the detail of every mentor training session but should provide sufficient detail to show consideration of the interaction between mentor and trainee curricula. Applicants are also encouraged to draw on the detail provided in answer 1b to exemplify the interaction between your mentor and trainee curricula.

Q1.35 Can you specify what a lead mentor curriculum map is and what should be included?

A separate general mentor and lead mentor curriculum map should be used to illustrate the written answer to 1c. It is for applicants to determine what content is to be included. The curriculum map need not specify the detail of every mentor training session but should provide sufficient detail and evidence to show consideration of the interaction between mentor and trainee curricula.

Q1.36 What happens if I submit an application over the word count and submit more supporting information and attachments than requested. Will the additional content be accepted and assessed?

As set out in page 12 of the ITT accreditation how to apply guide, applicants must adhere to the word count limit for each question. Any words beyond the word count limit will not be assessed (or even seen by assessors). Please state the number of words used in your response at the end of each question (this will not be included in your final word count). We will not accept additional attachments unless specified. See previous questions (Q1.29 – 31) for detail around file formats, sizes, diagrams and word counts relating to evidence, and reference lists.

Q1.37: Currently, we have 2 provider IDs - although both come under the same legal entity. Does this mean that we need to submit 2 separate applications?

We are aware of a few (existing) ITT providers who have been issued with two separate IDs but are currently accredited under the same legal entity. If this applies to you and you would like all your ITT provision to be operated from one single legal entity, then you only have to submit one application.

Before applying you must give careful consideration as to whether you think that the organisation can meet the 2024/25 ITT criteria requirements.

Q1.38: When submitting the additional supporting information, how will you ensure that DfE and Ofsted won't go beyond the new quality requirements? Who will be involved in assessing applications for accreditation?

All applications will be assessed against the published scoring criteria, that is available to download from Jaggaer. DfE will check that the supplementary evidence is well used and builds trainee understanding as part of a coherent curriculum sequence.

In addition to our response in Q2.1, applications for accreditation will be assessed by DfE officials, supported by Ofsted. This assessment will be based on the content of applications against the questions and scoring criteria and will not take into account Ofsted inspection outcomes from the current or previous inspection cycle.

Q1.39 Should applicants submit anonymised applications? How will the DfE ensure there is no conflict of interest during the accreditation process?

The ITT application process and Ofsted's inspection process are separate. There is no conflict of interest in Ofsted supporting with applications.

DfE will assess the applications based on individual merit, with support from Ofsted on some aspects of the response content. Assessments will be moderated to ensure the scoring criteria are fairly and consistently applied.

However, in order to ensure objectivity in assessment, **please ensure that you remove your name and any identifying marks from questions 1a and 1b, and supporting documents, before uploading them onto Jaggaer**. Ofsted will assess questions 1a and 1b only.

Please note, DfE and Ofsted will take no further action to anonymise the content of applications so please ensure that all data that might identify you is removed before you submit your application. If you submit applications that are not anonymised, we may return your application to you, which may cause delay.

Please continue to name your documents in the format advised in the How to Apply Guidance before uploading onto Jagger. We will rename the documents for you to ensure that they are anonymised before assessors begin assessing applications.

3. Mentoring (continued from Mentoring section ending pg.25)

Q3.16: Can time for individual reading and reflection activities be included as part of the 20 or 30-hour mentor training curricula?

Providers may incorporate some reading and reflection activities into their mentor training curricula. However, it is important that all aspects of training have clear learning objectives aligned with the mentor training curricula and that the overall time allocated to an activity is proportionate to the expected learning outcomes. Providers must be able to demonstrate that mentors are fully supported throughout their training and are responsible for following up with their mentors once any independent learning activity has been completed to ensure that learning objectives have been achieved.

5. Additional FAQs (continued from Additional FAQs section ending pg.26)

Q5.18: Can a placement 'week' include a week where there is bank holiday, inset day etc?

All ITT programmes must be designed to include 120 days (24 weeks) of school placements. In cases where trainees are planned to be in school placements during a week containing a bank holiday, for the purposes of meeting the minimum time allocations, this can be counted as one week or 5 days. This also applies to weeks containing an inset day.

Q5.19: Box 3 of the Government Response (page 61) states "Minimum training times for lead mentors/mentor leadership teams are set out in Table 1, along with allocations for the time trainees should spend with them" Which line of Table 1 (page 58) sets out the time trainees should spend with lead mentors/mentor leadership teams?

One of the principal roles of the lead mentor/mentor leadership team is the planning and support of intensive placements. In Box 3, when we refer to minimum training times that trainees should spend with lead mentors/mentor leadership teams we are referring to the "minimum hours of expert support per trainee per week during intensive training and practice", which is 5 hours for post graduate courses and 4 hours for undergraduate courses. This trainee support could be delivered by the lead mentor/lead mentor

leadership team or by experts under the coordination of the lead mentor/mentor leadership team.

PLEASE NOTE: THE FOLLOWING FAQs HAVE BEEN ADDED TO V7 OF THIS DOCUMENT (PUBLISHED ON 28 JANUARY 2022)

1. Accreditation Process (continued from Accreditation Process section ending pg.30)

Q1.40: Are Ofsted assessing applications as part of the support offer? If so, what criteria are they using to assess applications?

Ofsted are supporting the assessment process by assessing questions 1a and 1b. This assessment will be based on the content of applications assessed against the application questions and the published scoring criteria and will not take into account Ofsted inspection outcomes from the current or previous inspection cycle or any other assessment criteria, such as the Ofsted inspection framework. Assessments will be moderated to ensure the scoring criteria are fairly and consistently applied.

As outlined in Q1.39, in order to ensure objectivity in assessment, we are asking for applicants **to remove their applicant name/organisation and any identifying marks from questions 1a and 1b, and supporting documents, before uploading them onto Jaggaer.**

Q1.41: I would like to include a reference list at the end of my answer. Will this form part of the assessment and does this need to be anonymised?

As per Q1.31, Written responses to the application question should cover the required criteria as set out in the question, within the stated word limits for each question. Where applicants are wanting to include references and quotes by way of evidence, this should be included within the written response word count. DfE will only accept written responses within the word limit, and specific attachments that are asked for in each question.

Applicants are not required to provide a formal reference list for each answer but may do if they wish to. A reference list at the end of a written response would not be counted in the word count and will be passed onto assessors as part of the application.

When submitting anonymised applications, applicants may want to include references and quotes by way of evidence, this can still be included, and you may of course reference research conducted in your own organisation. Please present the research in an objective fashion that maintains the anonymity of the applicant.

Please continue to name your documents in the format advised in the How to Apply Guidance before uploading onto Jaggaer. We will rename the documents for you to ensure that they are anonymised before assessors begin assessing applications.

Q1.43 Do I need to submit individual maps for both the general and the lead mentor curriculum map?

We have asked applicants to include a general mentor and lead mentor curriculum map for at least one subject or phase. This should be separate to the map submitted in question 1a which should focus on trainee curriculum, whereas the map submitted for question 1c should focus on general and lead mentor curriculum.
We expect this to be in the format of one document which can cover one map for both the lead and general mentor, or it can be displayed as individual maps within the same document. We have specified that the map need not specify the detail of every mentor training session but should provide sufficient detail to show consideration of the interaction between mentor and trainee curricula.

It is for applicants to determine how to approach this question and what content is to be included within the general mentor and lead mentor curriculum map.

Q1.44: Should the draft new partnership agreement be appended to the partnership component of the application?

We have not requested to see partnership agreements as part of the written application process (stage 1).

To illustrate your written response to question 2 (Partnerships), applicants may wish to "include a high-level implementation timeline which demonstrates how you will use the time prior to delivery to develop your partnerships and ITT programme, including development of full curriculum materials". No other materials should be attached to this question.

If applicants are successfully awarded accreditation following stage 1, they will progress to the follow-up stage (stage 2). Further details of how this stage will work and the materials that will be requested will be provided to successful providers nearer the time.

Q1.45: Will it be acceptable to incorporate thumbnail word documents within the application and supporting documents?

In addition to the response to Q1.30, whilst supporting documents can span multiple pages, they should not contain embedded documents or links to further documents/information as these will not be assessed.

These should not be used as an opportunity to include extra words above the word limit, and all diagrams and content within the additional attachments should be directly linked to the written response.

Q1.46: I've been inspected by Ofsted, how do I let DfE know now that the deadline for questions on Jaggaer has closed?

As per FAQ 1.17, Ofsted inspections will resume in January 2022 as previously communicated. We understand your concerns about inspections taking place at the same time as you are preparing accreditation applications, even if there will only be a small number of applicants affected being inspected between January and February 2022.

As such, any currently accredited provider who has their ITT provision inspected up to February 7, 2022, will be eligible for an extension of up to 10 working days to the 7 February deadline, and may submit their application by 11am, 21 February 2022.

If your organisation is inspected, you may still continue to contact the DfE via Jaggaer to confirm this and DfE will instruct you on how to submit an application after the 7 February deadline. DfE will still receive your message and respond to it as soon as possible.

If your organisation is not inspected, please submit your application in line with existing guidance, by the 7 February. DfE will not respond to other questions now that the window for questions has closed.

2. Curriculum (continued from Curriculum section ending pg.10)

Q2.6: Could you please clarify what you mean by a "full teaching timetable"? Here are some examples using a secondary school with a 5-period day:

It could be 80% of 25 lessons, which would be 20 lessons
It could be 80% of a standard teacher timetable, which would be 80% of 22 lessons, which is 18 lessons.
It could be 80% of an ECT timetable, which would be 80% of 20 lessons, which is 16 lessons.

Which of these is what you expect?

This requirement is about ensuring that all trainees have 6 weeks (or 30 days) of teaching 80% of a **full teaching timetable**, rather than 80% of a full pupil or school timetable.

This requirement is designed to support trainees on their journey towards a full teaching timetable. The 6 weeks (or 30 days) allows trainees an experience 80% of a full teaching

timetable during their ITT, moving to 90% of a full teaching timetable as an ECT before progressing to working a full teaching timetable.

Q2.7: As almost all secondary schools require science teachers to teach all three sciences at KS3 and many schools require science teachers to teach all three sciences at KS4, we run a secondary science ITT course rather than separate biology, chemistry and physics courses. Is a secondary science course covering general science pedagogy augmented by sessions that support pedagogical subject knowledge of hard to teach biology, chemistry and physics topics considered acceptable?

Whilst ITT providers are free to offer a science ITT course, we would encourage splitting provision into subject specific courses. We offer bursaries to recruit subject specialists to biology, chemistry and physics ITT courses but not to general science ITT courses. A course must have a subject specialism for a trainee to be eligible for a bursary. It is then for school leadership teams to decide how they deploy specialists within their schools.

3. Mentoring (continued from Mentoring section ending pg.30)

Q3.17: Are the Mentor Standards (2016) advisory or mandated?

The mentor standards, which can be found here are and continue to be non-statutory. The 4 mentor standards set out aspects of mentoring that we think all trainees should reasonably expect to receive. The quality requirements, set out the mandatory mentoring and mentor training requirements for providers.

5. Additional FAQs (continued from Additional FAQs section ending pg.31)

Q5.20: There is some mixing of 'weeks' and 'days' throughout the Government's response to the ITT Review and associated documents. Could you please clarify the minimum time allocations for the pivotal aspects of ITT programmes?

There are three minimum time allocations stated in 'weeks' on page 58 of the government response to the ITT Market Review report these are: Total weeks of course; minimum weeks in school placements; and minimum weeks of intensive training & practice.

For the total weeks of course length, we would expect post graduate full time courses to be designed to run for 5 days a week over at least 36 weeks. There is not a minimum allocation in days as we accept that 36 weeks may not always equate to 180 days if the weeks include bank holidays etc.

For minimum weeks in school placements, the time allocation should be considered as if they were stated in days, so 24 weeks (post graduate and 3-year under graduate courses) equate to 120 days and 32 weeks (4 year under graduate courses) equates to 160 days. This allows providers to operate different models. As with total course length, if a trainee is planned to be in school on placement during a week containing a bank holiday or an inset day that can be counted as a full week. This principle would also apply if a course were to operate under a model where a trainee spent part of the week on school placements and one of those regular days in schools fell on a bank holiday or inset day.

For minimum weeks of the intensive training and practice, the 4 weeks (post graduate courses) and 6 weeks (undergraduate courses) should be considered the equivalent of 20 days and 30 days respectively. Following feedback from stakeholders we have allowed much more flexibility on how this element is delivered including clarifying that this element does not all need to be delivered in schools, so there are no exceptions to ensuring that trainees receive the full time allocation.

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