1. **Will accredited providers be able to decide which delivery partners are on Find and Apply, and will DfE impose any limits?**

*All delivery partners and their ITT courses will be reflected on Find and Apply. Accredited providers will continue to have the ability to oversee and manage the recruitment process for all the courses they accredit.*

1. **Will it be possible for delivery partners to reference the phrase ‘School Direct’, without marketing the programme as ‘School Direct’ as such? It was felt that this would make things easier for applicants to understand what a programme offers?**

*Our insights don’t indicate that among future applicants there is a wide awareness of what School Direct is so it would be good to understand why providers feel that referencing something that won’t exist as a distinct route would make things clearer for applicants.*

1. **Can a Lead Partner have its own Lead Partners? This is an interesting point. A de-accredited HEI might for example want to work with a former School Direct Led school they have a relation with, in a similar way to how an accredited provider might want to work with its former SD lead schools.**

*DfE will not prescribe the structure of partnerships, or the organisations involved, this is the responsibility of accredited providers.*

*It will be incumbent on an accredited provider to ensure clear roles and expectations are established for partners, and this would include whether they will act as lead partners within the partnership. We would expect that where the accredited provider delegates roles to a lead partner, that that they have clear partnership agreements in place with them directly.*

1. **A positive message from DFE  ‘bigging up’ the implications of the MR reforms for schools would do a lot to help retain schools in partnerships (e.g. stressing the potential role of schools in co-constructing curricula etc.).**

*We are considering ways in which DfE can best support providers in communicating the benefits of ITT reform to schools and will provide more information in due course.*

1. **Partnership and funding agreements can’t go into too much detail, as responsibilities within partnerships (and therefore funding distribution) will shift between years and indeed within years, for example because the circumstances of schools change.**

*All ITT partnerships must be led by a single accredited provider responsible for ensuring that robust governance arrangements are put in place and exercised effectively. The accredited provider is accountable for the whole ITT programme including finance.* *Partnership can take various forms, from simple collaborations between 2 or 3 organisations, to larger networks with multiple partners. Partnerships can adapt to serve specific local needs or have a multi-regional or national focus and should be based on a formal agreement. The partnership agreement should be a clear, working document that can be used to guide and inform the contributions of each partner and help to support coherent arrangements across the various contexts in which the training takes place.* *Each partnership arrangement will be unique to the organisations involved, their local/regional circumstances and their ultimate aims and ambitions and over time, partnerships may need to be adjusted to reflect changes to local circumstances or roles.*

1. **The process for administering direct DfE funding for different parts of the reforms needs to be simplified and made easier for providers.**

*This was picked up and responded on as part of the email from Elaine Watson on the 28th March - regarding the draft ITT Reform funding guidance.*