



Department
for Education

Initial teacher training (ITT) provider guidance on stage 2

November 2022

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Expiry or review date

This guidance will expire in September 2024.

Who is this publication for?

This guidance is for providers of initial teacher training (ITT) that have received accreditation to deliver ITT leading to qualified teacher status (QTS) following the stage 1 accreditation process.

Introduction

In July 2021, the group of sector experts commissioned by the Department for Education (DfE) to review the market for ITT courses leading to QTS published a set of recommendations intended to ensure that every trainee in every part of the country receives consistently high-quality training, in line with the ITT core content framework (CCF).

The department accepted the group's recommendation that providers should adopt a new set of evidence-based Quality Requirements, which are set out at Annex A. To ensure that all ITT providers delivering programmes from the 2024/25 academic year are able to meet these new requirements, the department is running a 2-stage process.

- Stage 1, which was completed in September 2022, assessed potential providers' ability to deliver against the Quality Requirements on curriculum, mentoring and partnerships. Applicants that were successful in stage 1 were awarded accredited provider status, which is a requirement for organisations wishing to deliver ITT leading to QTS from the 2024/25 academic year.
- Stage 2 will check the progress that accredited providers have made in preparing to deliver ITT for the 2024/25 academic year and, where required, will provide improvement support to ensure that all ITT programmes are of high quality. It will involve 2 elements: reviewing a selection of providers' trainee curriculum materials and assessing readiness to deliver in 3 key areas of focus for the ITT criteria 2024/25 (mentoring, intensive training and practice and partnerships).

This guidance document relates to the second stage of the process and replaces the version published in May 2022.

1. Overview and purpose of stage 2

Stage 2 will involve 2 main elements: reviewing a selection of providers' trainee curriculum materials and assessing readiness to deliver in mentoring, intensive training & practice and partnerships, 3 key areas of focus for the ITT criteria 2024/25.

The curriculum checks will be carried out by members of the department's **curriculum check team**, while review of providers' readiness for 2024/25 delivery will be undertaken by the new **ITT associates**, who have expertise in and experience of ITT delivery and a deep understanding of the ITT reforms. In addition, as part of the department's continuing commitment to support the quality of the ITT market now and in future years, **provider relationship manager (PRM)** roles are being created within the department to act as the key point of contact with providers. During stage 2, PRMs will maintain oversight of providers' progress through checks and co-ordinate additional support as required.

A summary of these roles and their involvement in each element of the stage 2 process can be found at Annex B.

Purpose of stage 2

Stage 2 is designed to assure the department that by 2024/25, all accredited providers of ITT leading to QTS will be ready to deliver consistently high-quality programmes that are compliant with the ITT criteria and support the development of trainees into excellent teachers able to give pupils the best possible education. As such, it is critical that providers approach the process in a constructive manner. As made clear in the previous version of this guidance, accredited providers are required to engage with stage 2 as a condition of their accreditation.

Sharing best practice

During the stage 2 process, the department hopes to identify examples of high-quality materials to support the sharing of best practice. The government response to the ITT market review report committed to sharing best practice in relation to intensive training and practice, but input related to other areas is also welcomed. The department will work with UCET and NASBTT to deliver a joined-up approach to this.

2. Review of curriculum materials

In stage 1, applicants were asked to provide answers to 2 questions relating to the trainee curriculum, alongside a curriculum map and up to 3 sample curriculum materials relating to statement 6.2 of the CCF. In stage 2, an additional selection of developed curriculum materials focusing on another area of the CCF will be reviewed through the process outlined below.

2.1 Submitting curriculum materials

Providers will be asked to submit curriculum materials related to the 'How Pupils Learn' section of the CCF to the department¹. These should be from the same phase or subject as the curriculum map submitted in stage 1. Providers will receive individual requests from the department for up to 4 specific documents (for example, self-study materials or mentor scripts for a given module), selected following a review of the provider's curriculum map.

To support providers in developing their materials, published alongside this guidance are [high-quality exemplar materials](#) for 'How Pupils Learn', taken from 3 early career framework (ECF) core induction programmes. These materials have been annotated by the department to demonstrate some of the features that the curriculum checks will be looking for, including clear learning objectives and concise expression of the CCF statements. When reviewing these exemplars, providers should remember that, while there are many commonalities, the ECF core induction programme has a number of differences to an ITT programme and these differences should be reflected in the curriculum materials providers develop.

Providers that were accredited in round 1 will receive a request for curriculum materials in November 2022, while providers accredited in round 2 will receive their requests in December 2022 or January 2023. If, having reviewed the curriculum maps submitted in stage 1, the department would like additional information on how the specific CCF statements relating to 'How Pupils Learn' are covered, it will also be requested at this point. All providers will have 10 working weeks from receipt of the request to return the materials. Providers should notify the department as soon as possible if they have concerns regarding their deadline (for example, because of an Ofsted inspection or a clash with a particularly busy period). In exceptional circumstances, the department will consider whether a short extension may be arranged. The department would welcome submission of materials earlier than the 10-working week deadline if providers are able to

¹ Providers will be asked at the point of submission to set out which CCF 'Learn that' and 'Learn how to' statements are covered by each of the submitted documents.

do so. This would allow additional time for providers to address any feedback received. For queries regarding the submission deadline for curriculum materials, including early submission, please contact ITT.providersupport@education.gov.uk.

At the point of requesting curriculum materials, the department will also ask providers to confirm whether they are interested in participating in the tailored curriculum support process led by the Education Endowment Foundation (EEF)² detailed in section 2.4.

2.2 Reviewing curriculum materials

Once the requested materials are received, they will be reviewed by the department's curriculum checking team.

The review will consider whether sampled materials fully deliver and build upon the statements in the 'How Pupils Learn' section of the CCF as well as the evidence base that the provider is using to substantiate the statements. The checks will assess whether:

- materials cover CCF statements in suitable depth:
 - materials should unpack and address the key aspects of each 'Learn that' statement and substantiate these with relevant evidence
 - providers should scaffold the procedural knowledge of the 'Learn how to' statements so that trainees have both knowledge of the relevant foundational content and the strategies to implement it in their classrooms
 - not all statements will require the same amount of material to be covered in suitable depth, and so providers will need to make decisions about how much time to spend on each statement
- sampled materials include full reference lists
- opportunities are provided for practice, initially scaffolded, then later more autonomous, with feedback and opportunities for repetition and improvement
- curriculum materials are in an appropriate format for the content and length of the session

The evidence underpinning the CCF was independently assessed and endorsed by the EEF before publication of the framework. Evidence beyond that cited in the CCF may be

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.

used, as long as it is coherent with the framework. The curriculum check process will review any additional evidence used to ensure that:

- it is relevant (for example, materials should not make claims about phonics based on a study of transcription) and the findings are communicated with fidelity (for example., materials should not cherry-pick sentences of a study that misrepresents overall findings)*
- any claims or guidance derived from references from outside of those cited in the CCF address and support CCF statements
- claims or guidance that build on or go beyond the CCF are supported by suitably robust sources of evidence such as a high-quality systematic review and claims of efficacy (causal claims) are supported by studies that contain a comparison group (for example, quasi-experimental design)

***Box 1 – incorporation of the CCF and presentation of evidence**

Page 4 of the [ITT Reform: Accompanying document](#), published on GOV.UK on 26 May 2022, clarifies the government’s position on the use of evidence beyond that set out in the CCF.

- Providers should always use professional judgement when considering how they are using any evidence in their materials, whether the evidence is drawn from that underpinning the CCF or not.
- When drawing on evidence to make claims within the ITT curricula, providers should consider the appropriateness of the methodology, the quality of the study, the nature of the result, and the relevance of the research. Different sources of evidence will be useful for different purposes. For example, a case study or pilot evaluation might be helpful in exemplifying how a practice could be implemented in a setting or a classroom but would not tell you whether that practice was impactful. Similarly, a randomised controlled trial (RCT) might tell you that an approach has been shown to be effective in a particular context, but not how to implement it effectively.
- Providers should ensure that where evidence is not suitably robust to make a causal claim, appropriate caveats are given. For example, being clear that a piece of evidence ‘suggests that approach X *may* be effective’.

2.3 Curriculum review triage process

The review of submitted curriculum materials will result in one of 3 outcomes:

Quality threshold met: if submitted materials meet the bar in terms of CCF incorporation and presentation of evidence, the provider will not be required to submit anything further and their stage 2 curriculum checks will be complete.

Areas for improvement identified: if the curriculum checks identify areas for improvement in the submitted materials, the submission process will be repeated once. Providers should re-submit updated versions of the original materials, having taken on board the feedback given and clearly showing where changes have been made. At this stage, the department may also request further materials from the same CCF area. If all materials meet the bar following the second submission, the provider will not be required to submit anything further and their stage 2 curriculum checks will be complete.

Areas for improvement remaining: in the case that areas for improvement in the submitted materials remain following 2 rounds of submission and feedback, next steps for the provider will be determined by the department.

- The department may assign an ITT associate to provide further personalised support on developing curriculum content (this may not be the same associate with whom providers work on readiness to deliver). The ITT associate will consider the materials submitted to the department and the feedback given, as well as information provided at stage 1, and will discuss with the provider appropriate next steps on a case-by-case basis. They will take into account any areas the provider may wish for extra support or advice on and may look at other areas of the CCF or non-CCF areas (for example, subject-specific topics).
- The department may recommend that the provider agrees to participate in the tailored curriculum support process led by the EEF.

2.4 EEF tailored curriculum support process

Up to 10 providers will have the opportunity to have the EEF directly review their curriculum materials, offering bespoke support with a focus on evidence use, tailoring of content and incorporation of the CCF. This is a voluntary process, intended to assist providers in developing their knowledge of research evidence and how this can be used to underpin professional learning.

Providers undergoing this process would have an initial consultation with EEF to identify areas in which support would be beneficial, after which the EEF would review and provide feedback on an agreed sample of materials. Up to 2 further rounds of review and feedback may take place as required.

This process is expected to begin in Spring 2023 and take place over the course of 2 to 3 months, although exact timelines should be agreed between EEF and the provider. Participating providers would need to have up to 4 virtual meetings with EEF, as well as sufficient resource to engage with and respond to any feedback on materials.

Providers will be able to express an interest in participating in this process at the point of receiving the request for curriculum materials from the department. If more providers express an interest than places available, the opportunity will be prioritised based on factors including:

- the number of trainees served by the provider
- areas of the country in which the provider operates
- phases and/or subjects offered
- extent to which a provider works with schools in disadvantaged communities

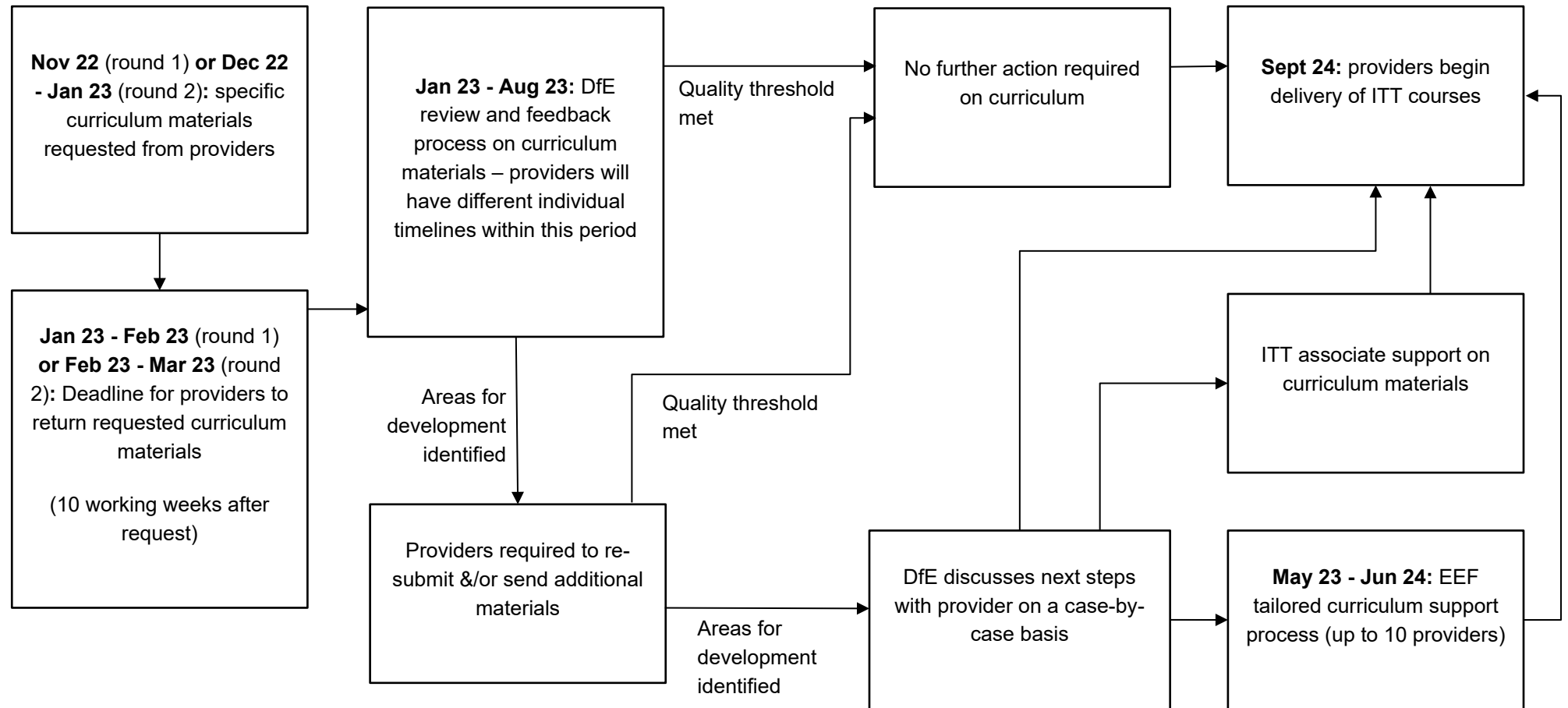
The department may also recommend the process to providers that did not originally declare an interest in participating, if the curriculum check process has indicated that the provider would benefit from tailored curriculum support.

2.5 Completion of curriculum check process

The curriculum check process is considered to be complete following up to 2 rounds of submission and review of materials (unless a provider is participating in the EEF's tailored curriculum support process or receiving support on their curriculum from an ITT associate). Following the process, providers should continue to develop their curricula and materials in preparation for 2024/25 delivery.

If materials remain in need of improvement following the interventions set out above, the department is likely to recommend that the provider is subject to an early inspection by Ofsted. Ofsted will use this information as part of its [risk assessment methodology](#) to determine the timing of inspection.

2.6 Curriculum check process map



3. Readiness to deliver checks

Through the readiness to deliver checks, which will be carried out alongside the curriculum checks, the department seeks assurance that providers will be able to deliver in 3 key areas of the ITT criteria 2024/25 – mentoring, intensive training and practice and partnerships – for the 2024/25 academic year.

The readiness to deliver process is an opportunity for providers to benefit from advice, support, and constructive challenge from an ITT associate and it is important that providers engage with this chance to develop and improve their programmes ahead of Autumn 2024 delivery. As set out previously, accredited providers are required to engage with these checks as a condition of their accreditation.

3.1 Timelines and delivery action plans

Readiness to deliver checks will begin in November 2022 for round 1 providers and in January to February 2023 for round 2 providers.

Providers will be contacted by their ITT associate to arrange an introductory meeting and, if needed, to commission an updated version of the implementation timeline submitted in stage 1. During the introductory meeting, the timeline will be discussed, and an approach should be agreed to reviewing the 3 areas of mentoring, intensive training and practice and partnerships through a combination of reviewing materials, meetings, in-person or virtual visits, spread over several months. The department expects the timetable for the readiness to deliver checks to vary slightly across providers, but the process must conclude by Spring 2024.

Delivery action plans

The delivery action plan (DAP) at Annex C is where any **actions** (matters likely to have a significant impact of quality of planned provision that providers should address) or **recommendations** (advisory suggestions about possible improvements that providers may wish to consider) from the ITT associate should be recorded. The DAP should clearly distinguish actions from recommendations and ITT associates will clearly indicate where actions relate to compliance with the ITT criteria 2024/25.

3.2 Mentoring readiness to deliver checks

As trainees spend at least two-thirds of their ITT in a school environment, the knowledge and expertise of the staff that support them while there is clearly a critical factor in trainee development. Given the importance of mentors to overall ITT quality, the ITT criteria 2024/25 include a significant focus on providers' mentoring arrangements.

Box 2 – ITT mentoring from 2024/25

Providers must:

- establish a professional network of well-trained and expert mentors with a deep understanding of the trainee curriculum, the relevant research base which informs it, and their role in supporting its delivery and practice
- ensure that trainees have access to mentors with expertise in the subject- and phase-specific approaches set out in the planned curriculum, so that trainees are able to learn the best-evidenced ways of teaching their subject or phase and are enabled to apply the general principles set out in the CCF
- ensure that mentors have the time, resources and the support of their school to discharge the requirements of their role

Mentors must:

- ensure in-school experiences are seamlessly coherent with the training curriculum, with opportunities for observation and deconstruction of the key concepts and high-quality feedback

In stage 1, successful applicants set out their approach to mentoring, including how they intend to implement lead mentors or a mentor leadership team. Applicants were also asked to submit a mentor training curriculum, explaining how it aligns to their trainee curriculum and the CCF, and how it teaches mentors to deliver the chosen mentoring approach. Finally, applicants described the resources they intend to produce to support mentors and their approach to ensuring workload remains manageable.

During stage 2, ITT associates will expect to discuss the arrangements described in providers' stage 1 applications in further detail, to ensure that there is a robust plan for implementation. ITT associates will also look at other elements of the ITT criteria for 2024/25 relating to mentoring that were not a focal point in stage 1, such as how providers account for the prior learning of mentors when delivering training.

To support these conversations, ITT associates will review and/or discuss with providers:

- their process for recruiting mentors, including how providers will ensure and then build on appropriate subject and phase expertise
- a mentor training curriculum map for one subject or phase (this can be the map submitted in stage 1)

- sample materials (for example, mentor handbooks, lecture materials) used in training mentors on approach to mentoring, knowledge of the CCF, and subject specialism
- how providers intend to assess any prior training** completed by their mentors and how they will be judging equivalence to their mentor training curriculum
- details of lead mentors or mentor leadership teams, including how their experience and relevant qualifications in mentoring or developing others will be verified, and how appropriate subject or phase expertise will be ensured
- how providers are drawing on expertise from inside and, if applicable, outside their partnerships in the design and delivery of their mentor training curricula
- how providers will support schools to alleviate issues of teacher workload arising from mentoring commitments, including how available funding is being utilised

****Box 3 – accounting for mentors’ prior learning**

Providers must be able to demonstrate that each of their mentors have been trained in all areas of the provider’s mentor training curriculum. To prevent unnecessary repetition of training, providers may take into account prior learning completed by their mentors.

In describing to ITT associates how they intend to assess their mentors’ previous training and their rationale for allowing any exemptions to mentor training, providers should consider the following points.

- The department would expect, given the new curriculum requirements in the ITT criteria for 2024/25, that the majority of mentors will need to complete all aspects of the mentor training curriculum that are aligned to the provider’s trainee curriculum.
- There may be some modules of the mentor training curriculum that focus specifically on core mentor skills. Mentors do not necessarily need to complete these modules if they have recently completed a training course that covered these core skills. However, providers would be expected to request evidence of the aspects of the mentor training curriculum covered in prior training (for example, course outline, learning objectives) and the mentor should be exempt only from training on these aspects.
- There should be no blanket exemptions from mentor training or reduction in mentor training hours, for example., for prior ECF training or qualifications such as the NPQLTD. Lead mentors with significant involvement in designing the mentor (or trainee) training curricula may be an exception to this.

In practice, this would mean that, for example:

- A mentor that has completed an ECF mentor training course covering the ONSIDE approach to mentoring would not have to complete the part of the ITT provider’s mentor training that covers ONSIDE.
- If the provider’s mentor training curriculum covers a specific instructional coaching model, mentors that have had other coaching training should not be exempt from aspects of the provider’s training covering the instructional coaching model.

3.3 Intensive training and practice readiness to deliver checks

The new intensive training and practice element set out in the ITT criteria 2024/25 is intended to consolidate trainees' understanding of how the evidence base should shape teaching practice, in addition to increasing coherence between taught theory and its practice in schools.

In the curriculum maps submitted at stage 1, applicants described where they intend to sequence intensive training and practice and what they expect their focus topics to be.

In stage 2, ITT associates will expect to see providers building on and refining the high-level plans set out in stage 1, with an initial focus on scoping of plans for intensive training and practice ahead of more detailed discussions around implementation later in 2022/23 or in 2023/24. During the planning stage, ITT associates will review and/or discuss with providers:

- the choice of foundational curriculum aspects that intensive training and practice will focus on
- how intensive training and practice will be sequenced within the wider curriculum, including how it links to previously taught curricular content and how it will prepare trainees for subsequent content
- the range of contexts for learning being considered, for example, school- vs centre-based, blended, remote
- practical arrangements, for example, group vs individual sessions, phase- vs subject-specific, week-long blocks vs individual days, any plans for local collaboration
- involvement of partners in delivering intensive training and practice, if applicable

Later in the process, ITT associates will review and/or discuss with providers:

- an example of how a particular content point will be isolated, presented, demonstrated by an expert and then practiced by trainees in the intensive setting
- plans to pilot their approach to intensive training and practice before 2024/25
- their expert tutors, including how their expertise will be assured and how it will be ensured that trainees receive the required 4 or 5 hours of expert support per week
- the process for assessing the impact of intensive training and practice on trainees
- the process for quality assuring delivery of intensive training and practice

Providers may be asked to submit written materials for ITT associates to provide feedback on, with actions and recommendations being added to the DAP where necessary:

- a curriculum map, if the intensive training and practice element has been updated since the stage 1 submission
- planning or scoping documentation relating to delivery of the intensive training and practice element of the course

A further valuable resource for providers planning the intensive training and practice element of their programme will be the National Institute of Teaching's research into designing and delivering intensive training and practice, which it intends to publish in Spring 2023.

3.4 Partnerships readiness to deliver checks

Organisations involved in delivering ITT from 2024/25 will have the flexibility to form partnerships suited to their circumstances, provided that all key responsibilities of an ITT partnership*** are covered and, where responsibilities are delegated to partners, the accredited provider has sufficient oversight. Providers must ensure that their capacity to meet the ITT criteria 2024/25 can be demonstrated across their partnership.

***Box 4 – key responsibilities in an ITT partnership

The department does not intend to be prescriptive on the structure of ITT partnerships or the number of organisations included, however, the key responsibilities listed below must be covered:

- the **accredited provider** will have been awarded accreditation during stage 1 and has full and final accountability for all aspects of training design, delivery and quality across the partnership
- **lead partners** will have an operational or strategic role with responsibilities such as trainee recruitment, involvement in curriculum design, supplying lead mentors or running intensive training and practice
- **placement schools** will provide placement and general mentors

All organisations in a partnership may have some involvement in the development of the ITT programme and, in some cases, the accredited provider may wish to delegate aspects of their course design to lead partners. However, the accredited provider holds ultimate responsibility for all elements of the course, including the curriculum and the quality of its delivery.

In stage 1, applicants set out their planned processes for selecting and supporting partners, securing sufficient school placements, and developing their 2024/25 curriculum materials. Applicants were also asked to provide details on processes for quality assurance and continuous improvement and to describe how responsibilities and funding would be distributed across the partnership.

During stage 2, ITT associates will want to ensure that the accredited provider has further developed the processes described in stage 1, and that they have been formalised in partnership agreements. ITT associates may also look to cover other elements of the ITT criteria 2024/25 relating to partnerships, such as, if applicable, plans for expansion.

To support these conversations, ITT associates will review and/or discuss with providers:

- how responsibilities (including curriculum design, delivery of training, recruitment and marketing, formative assessment, etc.) are discharged across the partnership and the mechanisms in place to allow the accredited provider, as the party with final accountability for the course, to understand the quality of work across the partnership and intervene where needed
- how the accredited provider will ensure that, once they have designed their core ITT curriculum for each subject or phase, it is consistently delivered to every trainee across the partnership (accounting for limited contextualisation of the core curriculum to meet local need)
- how the course design ensures that trainees are prepared to teach pupils across a full range of contexts (phases, subjects, different geographical areas, areas of high disadvantage)
- further detail on processes for securing, retaining and training lead partners (where applicable) and placement schools
- further detail on the approach to self-evaluation and continuous improvement

If providers have stated an intention to expand, ITT associates will discuss:

- the areas and subjects in which the provider plans to expand their provision
- any plans to grow course targets

ITT associates may also ask providers to submit materials for review, such as:

- clear sample partnership agreements that set out the contributions of each partner and support the establishment of coherent arrangements across the various contexts in which the training takes place
- a list of current and intended lead partners and placement schools, including geographical coverage and scale of operation

3.5 Completion of readiness to deliver checks

Following their review of submitted materials and discussions with the provider, during which actions and recommendations will be added to the delivery plan as needed, ITT associates will make a judgement as to whether the provider is on track to be compliant with the mentoring, intensive training and practice, and partnerships elements of the ITT criteria 2024/25 in time for September 2024 delivery. The ITT associate will report their judgement to the department, which will then confirm the completion of stage 2 readiness checks to the provider.

To be judged ready to deliver, a provider should have completed any actions due to be completed prior to delivery commencing in 2024/25. Actions due for completion at a later date may remain open but should be demonstrably on track if not yet completed. Recommendations are expected to have been completed or on track, other than in exceptional circumstances.

All providers must have completed readiness to deliver checks by Spring 2024. As with the curriculum checks, if the department is not satisfied following completion of the checks that the provider will be ready by September 2024 to deliver ITT that is compliant with the ITT criteria 2024/25, the department is likely to recommend to Ofsted that the provider is subject to an early inspection of its ITT provision. Ofsted will use this information as part of its [risk assessment methodology](#) to determine the timing of inspection.

4. Conferences

On 29 June and 19 October 2022, the department hosted 2 online conferences for providers that received accreditation through stage 1.

The purpose of these conferences was to give providers further information about the stage 2 process, through sessions led by a series of expert speakers. In addition, Ofsted shared insights from the first 2 years of the new inspection framework, including looking at a range of examples of CCF implementation and the EEF led a session on lessons learned from its work in quality assuring the use of evidence in training materials for the early career framework and national professional qualifications.

Recordings of the expert speaker sessions from both conferences can be found here:

- [Dan Willingham](#) (Professor of Psychology at the University of Virginia) discusses what future teachers should learn about psychology, exploring the differing needs of researchers and trainee teachers
- [Ben Riley](#) (Deans for Impact) shares insights on the science of learning and applying this to teaching
- [Sam Sims](#) (Centre for Education Policy and Equalising Opportunities at University College London) speaks about evidence on effective teacher professional development and how it may apply to designing effective ITT

5. Key dates

The department has established the following indicative timetable for stage 2. Any changes to these dates will be communicated as soon as possible.

Activity	Key dates
DfE requests specific curriculum materials from providers and, if needed, further detail on providers' teaching materials for 'How Pupils Learn'	<p>November 2022 for round 1 providers</p> <p>December 2022 to January 2023 for round 2 providers</p>
<p>Deadline for providers to submit first round of curriculum materials</p> <p>Providers are welcome to submit materials earlier, such that their curriculum checks may begin sooner, and should contact ITT.providersupport@education.gov.uk to agree this.</p>	<p>January to February 2023 for round 1 providers</p> <p>February to April 2023 for providers who applied in round 2</p>
Curriculum materials reviewed and feedback provided	January to August 2023
EEF tailored curriculum support process	To commence Spring 2023 , concluding by June 2024
ITT associates make first contact with providers as part of readiness to deliver checks	<p>November 2022 for round 1 providers</p> <p>January to February 2023 for round 2 providers</p>
Deadline for completion of readiness to deliver checks	Spring 2024

6. Financial data collection

To support the department's understanding of funding models across the sector, providers will be required to submit financial information to the department. Providers should be prepared to share their financial and commercial models and explain how they support the 2024/25 ITT criteria.

All information provided to the department will be treated as confidential. The department may request to anonymise and share the data as an example of good practice; however, this will not be done without the express permission of the organisation that submitted it.

This information is expected to be commissioned in Spring 2023, and further details will be made available closer to this time.

Annex A: Quality Requirements for ITT providers

1. Curriculum

Overarching requirements

Providers must have a fully developed, evidence-based curriculum which explicitly integrates all aspects of the ITT core content framework (CCF) and ensures that trainees are prepared for the next stage in their professional development as teachers, the early career framework (ECF) induction. The curriculum must be designed in the light of the best evidence for effective teacher training and development. A good example of this type of evidence base is reflected in the national professional qualification for leading teacher development (NPQLTD). Programmes must be designed to reflect how children learn most effectively and, wherever appropriate, reflect cognitive architecture in curriculum design.

The CCF and the ECF will be reviewed together in future, building on previous iterations and drawing on the best available evidence.

Providers should move beyond the CCF's foundation to design a curriculum appropriate for the particular subjects, phases and age ranges that their trainees will teach. Providers should continue to integrate well-evidenced content into their ITT curricula, including relevant subject-specific content and critique of theory, research (including, where appropriate, their own) and expert practice. This additional content must be integrated into a sequenced and coherent curriculum which supports trainees to develop their classroom practice. There is not a list of evidence that accredited ITT providers are expected to draw upon when designing their curricula and training materials, although the CCF itself is underpinned by a robust evidence base. Providers should use evidence that builds trainee understanding of and expertise in the knowledge, skills and behaviours contained in the CCF. The evidence cited in the CCF is not exhaustive and is not intended to be a reading list. Providers are expected to use evidence from a number of different perspectives and evidence used should be based on a robust research methodology. All evidence should be used correctly and build trainee understanding as part of a carefully sequenced curriculum.

Those responsible for teaching, tutoring and mentoring trainees should have a deep understanding of the provider's planned curriculum and its basis in evidence, to ensure that trainees experience consistent training and support at all stages.

Providers must identify how all components of the planned curriculum will be taught, applied to practice in a range of contexts, and assimilated. The curriculum should encompass a variety of approaches, including direct explanation, deconstruction, structured and focused observation, and targeted practice with systematic analysis, feedback and mentoring. At all times, the planned and sequenced curriculum must

closely inform taught components, independent learning, practice and feedback. When trainees move on to delivering longer sequences of teaching which draw on a range of knowledge, skills and behaviours, they should do so in the confidence that fundamental components of knowledge, understanding and practice have first been properly consolidated.

Component elements of the planned curriculum must be closely integrated at each stage, with appropriate opportunities to ensure that trainees have sufficient support to understand, apply, practice and embed new approaches. As trainees move from focusing mainly on the practice of components of effective teaching towards more complex composite sequences and scenarios, they must have sufficient opportunity to identify and isolate areas where consolidation or more practice is required.

Providers must identify curriculum components which will benefit from specific expertise or specialised training techniques (which may include, where appropriate, approximations of teaching) to ensure effective delivery, understanding and practice. To support this, providers must demonstrate how specialist intensive practice schools and specialist or lead mentors, alongside the wider range of teaching placement schools, will ensure that the requirement is met.

Specific requirements

Providers must design a sequenced curriculum which:

- 1.1 Explicitly delivers the requirements and principles of the CCF in full, includes further content to be taught that moves beyond the foundation of the CCF, and prepares trainees for the ECF and the broader demands of their early career.
- 1.2 Demonstrates explicitly how all components of content are taught in a sequenced way which incrementally builds the expertise and confidence of trainees across the year, beginning with a focus on the fundamental component elements and moving towards complex or composite practice.
- 1.3 Demonstrates in what setting the content of each part of the curriculum will be delivered and how delivery and practice are integrated at each stage to build systematically towards trainees' fluency in classroom practice.
- 1.4 Specifies a range of delivery methods, carefully and intentionally orchestrated across the curriculum, including training undertaken with a range of experts, training undertaken with peers and supported independent study.
- 1.5 Identifies the range of settings in which trainees will undertake each part of their training, including the minimum 2 placement schools and intensive training and practice (as described in Box 1).

1.6 Identifies those parts of the curriculum that will be delivered as intensive training and practice, with the necessary detail on how this will be achieved and how high-quality delivery, practice and feedback will be assured.

Box 1 – intensive training and practice

The intensive training and practice element is designed to give trainees feedback on foundational aspects of the curriculum where close attention to and control of content, critical analysis, application and feedback are required. It provides an opportunity to intensify the focus on specific, pivotal areas. Intensive training and practice should also build powerfully the link between evidence-based theory and practice. This means that intensive training and practice will need to be led and supported by an appropriate range of experts. Because the main aim is to strengthen the link between evidence and classroom practice, some elements of intensive training and practice will need to take place in a school environment, but it may also include the use of approximations of practice and/or elements delivered directly by the ITT institution or virtually, if helpful or necessary.

Intensive training and practice would typically involve groups of trainees, but providers may choose to run them in smaller groups or even individually if a group experience is not possible. These placements may take place in one of the 2 general placement schools where a trainee is located (though it must be additional to the general placement itself), as long as that is appropriate to the curricular intent of intensive training and practice.

Schools supporting intensive training and practice should offer a sufficient range of strengths to support the delivery of strongly curriculum-aligned practice. In many cases they will be among the provider's lead partners.

We would expect to see these same opportunities in general teaching practice placements, during which trainees spend significant time working with specified classes or teachers. However, intensive training and practice is different from general teaching practice placements, as the critical element is the intense focus on specific pivotal areas, for example, setting up behaviour routines, subject-specific focus, or effective interventions for pupils with special educational needs and disabilities. As such, the intensive training and practice element is additional to the 24 weeks spent on general school placements.

As a minimum, intensive training and practice will consist of:

- delivery of carefully selected pivotal or foundational aspects of the planned training curriculum. These will be identified in the overall design of the curriculum. Many are likely to relate to the CCF and, where possible, will be specific to the subject and phase being taught
- structured observation of selected teaching sequences with those aspects under focus

- critical analysis of observed teaching, including teaching materials used, guided by an expert, with a focus on identifying the links between theory and practice
- preparation and practice delivery of the identified aspects of the training curriculum, with expert feedback and opportunities to repeat and vary the preparation and delivery for different circumstances

Examples of opportunities allowed by intensive training and practice include:

- expert theoretical and practical input by tutor(s) and/or mentor(s) and other relevant experts (in school or in the ITT institution)
- critical analysis of relevant teaching materials (e.g., textbooks) in the light of theory and evidence (in school, virtually or in the ITT institution)
- focused demonstration/observation/deconstruction of teaching (in school or virtually)
- expert modelling and deconstruction of individual components of teaching practice (in school or virtually)
- deliberate practice by trainees (in school or in a rehearsal environment)
- live classroom teaching practice (in school)
- focused feedback and opportunities to practise further and improve

The design of intensive training and practice will reflect how trainees learn effectively, for example, ensuring high-quality interleaving of different elements, immediate and targeted feedback focused on improvement, and appropriate questioning to ensure trainees remember and understand the content.

The outcomes of intensive training and practice for trainees should include a strong grasp of the evidence base for the area concerned, which they can articulate, justify and exemplify, and the ability to identify effective classroom delivery and to prepare and apply those aspects of teaching confidently in a range of contexts.

While the minimum period for intensive training and practice is 4 weeks (20 days) across the training year, this does not need to be delivered as one 4-week block and providers may locate such practice at suitable pivotal points to ensure maximum advantage is gained for trainees' growth in knowledge and expertise.

Providers should select 3 to 5 focus areas which are considered foundational, and many are likely to be drawn from different areas of the CCF. Providers whose trainees' geographical distribution makes group intensive training and practice

elements logistically difficult must propose ways of delivering the intensive training and practice entitlement, for example, by using a combination of virtual and face-to-face experiences.

Providers of salaried routes will need to consider the most appropriate way for their salaried trainees to complete their intensive training and practice element, whether it forms part of their main school placement, replaces or forms part of their second school placement or another innovative solution.

- 1.7 Includes detailed curriculum planning for teaching trainees evidence-based subject and phase-specific approaches to teaching, including the use of systematic synthetic phonics for all primary trainees. Subject- and phase-specific approaches must be delivered by suitably qualified experts and take full account of the evidence available for subject- and phase-specific teaching, for example, Ofsted subject research reviews. This part of the training curriculum must adequately cover all national curriculum subjects for primary trainees and the relevant teaching subject(s) for secondary trainees. It must also enable trainees to understand the application of general research-based principles, including all content set out in the CCF, to the specifics of teaching the subjects in question.
- 1.8 Includes a comprehensive suite of high-quality materials for trainees and those responsible for curriculum delivery to support all aspects of the training, including evidence-based subject- and phase-specific training.
- 1.9 Meets the minimum time expectations for specified elements of any course, as set out below.

Box 2 – minimum time expectations

Accredited providers must design training programmes within the parameters set out in this document. In doing so, they must also reflect the minimum time allocations for pivotal aspects of ITT programmes set out in Table 1 below. Providers should note that these times refer to course design and provision. 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 that happens.

ITT courses must be designed to allow all trainees to experience at least 6 weeks of 80% contact ratio teaching. Providers should exercise appropriate judgement in individual cases where this teaching contact ratio requirement cannot be met and ensure that they have a clear rationale for why any revision to the planned course curriculum during the 6 weeks of 80% contact ratio teaching was appropriate for a particular trainee.

Table 1 – minimum time allocations

ITT minimum time allocations	Postgraduate	Undergraduate
Total weeks of course	36 (180 days)	N/A
Minimum weeks in school placements (general placements only, excludes intensive training & practice)	24 (120 days)	24 (120 days) (3-year course) 32 (160 days) (4-year course)
Minimum weeks of intensive training & practice (in addition to general school placements, does not need to be delivered in a single block)	4 (20 days)	6 (30 days)
Minimum hours in classrooms (including observing, teaching, co-teaching, etc.) each week during general school placements	15 on average (average of 3 per day)	15 on average (average of 3 per day)
Minimum hours mentoring each week during general school placements	1.5	1.5
Minimum planned and supported hours per week during intensive training & practice*	25 (average of 5 per day)	25 (average of 5 per day)
Minimum hours of expert support per trainee per week during intensive training & practice**	5 (average of 1 per day)	4 (average of 1 per day)
Minimum hours initial training time for general mentors	20	20
Minimum hours initial training time for lead mentors	30	30
Minimum hours annual refresher training for general mentors	6	6
Minimum hours annual refresher training for lead mentors	12	12

*This means 25 hours of the trainees' time during this intensive training & practice period must be planned activity, but that does not necessarily mean that the expert must directly lead delivery of all 25 of these hours. The 25 hours should be a full and demanding timetable, which may include expert input, group work, lesson preparation, lesson delivery, observation, and feedback.

**This expert support time does not need to be 1:1 and may take place in groups.

2. Mentoring and guidance

Overarching requirements

Providers must establish a professional network of well-trained and expert mentors* who have a deep understanding of the curriculum, the relevant research base which informs it and their role in supporting its delivery and practice. Providers must ensure that their mentor training curriculum is aligned to their ITT curriculum. Prior learning or equivalent learning can be taken into account so that training is not unnecessarily repeated. The full mentor or lead mentor training curriculum does not have to be completed before mentors or lead mentors can begin to support trainees, but providers must ensure that mentor/lead mentor training is aligned to the trainees' needs throughout their ITT course.

Mentors must ensure in-school experiences are seamlessly coherent with the training curriculum, with opportunities for purposeful practice of the key concepts and high-quality feedback. Trainees must also have access to mentors who have expertise in the subject- and phase-specific approaches set out in the planned curriculum, so that trainees are able to learn the best evidenced ways of teaching their subject or phase and are enabled to apply the general principles set out in the CCF.

Providers must ensure observation, deconstruction and feedback take place throughout the year and are fully aligned with all components of the curriculum. Providers need to ensure that mentors have the time, resources and the support of their school to discharge the requirements of their role.

Specific requirements

Providers must:

- 2.1 Demonstrate how they will recruit and train sufficient mentors to ensure that every trainee receives their entitlement of 1.5 hours per week of mentor support.
- 2.2 Demonstrate how they will ensure that mentors have expertise in evidence-based subject- or phase-specific approaches to teaching and that they are allocated to trainees as appropriate to their subject or phase needs.
- 2.3 Create a fully resourced mentor curriculum that aligns with the trainee curriculum. This will equip mentors with an understanding of the curriculum content trainees will cover and an approach to mentoring based on the best available evidence.

*Mentoring is defined here as in the CCF: "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."

- 2.4 It is envisaged that lead mentors will cover much of the same training content as general mentors and go into further depth to be fully prepared to deliver the lead mentor functions. They will also have an ongoing role in course development and improvement.
- 2.5 Put in place a training programme (face-to-face or virtual) for all mentors (both lead and general mentors) covering the minima set out in this document, which has a clear focus on the curriculum of the trainees they are going to mentor. Providers should consider the prior learning of their individual mentors in determining the exact emphasis of the mentor training. Providers should not require mentors to repeat any training but should adapt the delivery of the mentor training curriculum to meet individual needs. Where specific material has already been covered, this may include a reduction in the total hours of training required. In all cases, providers must be able to demonstrate that all mentors have been trained in all areas of the mentor training curriculum.
- 2.6 Ensure that mentoring practice fully reflects the intent and content of the training curriculum.
- 2.7 Demonstrate how the requirements for intensive training and practice will be delivered.
- 2.8 Ensure that mentors receive enough time to attend the required training and discharge the mentoring entitlements according to the minima set out in these Quality Requirements.

Box 3 – lead mentors or mentor leadership teams

All mentors must undergo training meeting the minimum requirements, which must focus on building their knowledge of the training curriculum, the relevant research which underpins it and their role in guiding and supporting trainees through that curriculum. Minimum training times for mentors are set out in Table 1, as are minimum allocations for trainee time with mentors. Beyond this basic requirement, providers must also give trainees access to lead mentors or a mentor leadership team. The lead mentor/mentor leadership team must have particular expertise in the evidence base for effective ITT, including programme design and content selection.

A suitable qualification for lead mentors is the NPQLTD and training for lead mentors/mentor leadership teams should build on or complement the content of the NPQLTD or equivalent.

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.

Roles of lead mentors/mentor leadership teams include:

- oversight, supervision and quality assurance of other mentors
- design and delivery of training for other mentors
- close working with trainees during intensive training and practice and the design of such elements
- oversight of trainee progress throughout the year and identification of interventions or modifications where required
- in addition, providers may delegate other appropriate functions to lead mentors/mentor leadership teams, e.g., the opportunity to work on the design of training curricula relevant to the lead mentor's expertise

Box 4 – training specific to subject and phase

Subject specificity goes beyond subject knowledge. It is critically important not only that teacher trainees learn about the evidence underpinning effective teaching at a general level, but that they are also given a secure grounding in how this evidence applies in the specifics of teaching subjects in the relevant phases. The CCF makes this clear when it emphasises the need for training to be specific to subject and phase. The curriculum designed by providers must set out in detail approaches for each subject and phase and be clear about how subject-specific approaches will be taught to trainees. This will mean:

- setting out the evidence base used for each subject and phase (Ofsted's subject research overviews are a useful resource for this)
- ensuring that trainees have sufficient knowledge of the content of the school curriculum in each subject and phase, including at the level required by relevant examination courses, and, in primary, ensuring that all national curriculum subjects are covered
- translating the evidence-informed principles of the CCF into a subject- and phase-specific context, ensuring fidelity, with sufficient subject- and phase-specific exemplifications to enable alignment of practice at all levels for tutors, mentors and trainees, and ensuring that trainees understand how subject-specific approaches to curriculum and pedagogy are based on both general and subject- and phase-specific research and evidence
- ensuring that tutors, lead mentors and mentors, including those supporting intensive training and practice, have the relevant subject knowledge and subject-specific curricular expertise, and close knowledge of the provider's planned curriculum for teaching subject-specific approaches, to guide and support trainees effectively
- setting out clearly how the subject-specific elements of the planned curriculum will be taught to trainees, by whom, and when, and how fidelity to the intention and content of the planned curriculum in this respect will be assured
- introducing trainees to relevant subject- and phase-specific communities of practice and equipping them to contribute in an informed way to relevant debates affecting the teaching of their subject(s)/phase(s)

3. Assessment

Overarching requirements

Providers must set out an assessment and progression framework that is aligned to the planned and sequenced curriculum. It should draw on overarching evidence-based principles for good quality assessment, including those set out in the CCF, ECF and NPQs relating to the assessment of pupils. The assessment framework should, as such, assess trainees with appropriate frequency both on whether they know, remember and understand the curriculum, and their ability to apply it in classroom practice. Because ongoing assessment is an important part of the training process, it should include focused feedback designed to enable trainees to improve. Feedback should draw on the content of the training curriculum and should, at each stage, support trainees in understanding how practice is informed and helpfully shaped by research and evidence.

Ongoing in-course assessment should be against content delivered by that point in the course, rather than against the level of expertise or standard required by the end of the course. During the course, assessment should feed into the identification of aspects of the curriculum which trainees are finding challenging and be used to adapt approaches to delivery or reshape practice accordingly. Providers must demonstrate the ways in which this will happen.

Providers must ensure that all mentors and others involved in assessment of trainees have received sufficient training to enable them to understand and use the provider's assessment framework accurately and appropriately.

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. Providers should also ensure at the end of the course that trainees have good knowledge of those aspects of cognitive science which are contained in the CCF. Providers must demonstrate that end-of-course assessments are objective, valid and reliable.

This approach aligns with the assessment principles of the Ofsted initial teacher education inspection framework.

Specific requirements

Providers must design an assessment framework which reflects evidence-based principles for good assessment, is straightforward to use and which:

- 3.1 Ensures that ongoing formative assessment and feedback take place throughout the course, focusing on whether trainees are gaining, applying and refining the knowledge and skills set out in the curriculum.
- 3.2 Is centred on the assessment of the component elements of the planned curriculum as they are delivered and practised.

- 3.3 Recognises the need for trainees to be assessed and receive feedback on the evidence-based, subject- and phase-specific approaches set out in the curriculum.
- 3.4 Clearly defines roles and responsibilities for those conducting assessment and providing feedback at all levels within the provider's network, including arrangements for the robust quality assurance of assessment.
- 3.5 Assesses whether trainees know, remember and understand the training curriculum, and whether they apply that knowledge to their classroom practice.
- 3.6 Requires those conducting assessment and providing feedback to gain a rich and developed knowledge of trainees' performance over time and to draw on a range of sources to ensure conclusions are secure and balanced.
- 3.7 Requires those conducting assessment to provide feedback to trainees which they can use, and are supported to use, for improvement, and which supports trainees' understanding of how practice can be improved in the light of research evidence.
- 3.8 Enables insights from assessment to feed into programme delivery so that those responsible for training and mentoring can adapt in response to trainee needs.
- 3.9 Includes arrangements for objective, valid, and reliable end-of-course assessment against the teachers' standards prior to the award of qualified teacher status.

All those responsible for assessment and feedback must receive thorough training on the assessment framework and the ways in which it is intended to be used, to ensure that approaches are of consistently high quality for all trainees.

4. Quality Assurance

Overarching requirements

Providers must develop quality assurance processes to ensure that all aspects of the delivery of the course meet the high standards to which all trainees are entitled.

Specifically, providers must demonstrate robust arrangements for monitoring:

- the quality and fidelity of all aspects of curriculum delivery to trainees
- the training and expertise of those involved in curriculum delivery
- the training and expertise of mentors and lead mentors/mentor leadership teams
- the quality of mentoring work of all types and levels, including ensuring that time allocations for mentors and trainees are met
- the quality of regular in-course assessment and feedback and their impact on trainee knowledge and expertise
- the quality, reliability and validity of end-of-course summative assessment

There must be clear systems in place for reporting and taking action to address any shortfalls in quality in a prompt way, to protect the entitlement of trainees to world-class training.

Providers must also have clear identification of responsibilities and accountability for quality assurance at all levels, including for accurate record-keeping of quality assurance work.

Clear mechanisms must be in place for trainees to raise concerns or make complaints about the quality of training/mentoring and for investigating and, where necessary, addressing such concerns or complaints in a timely fashion.

Specific requirements

Providers must set out a framework for quality assurance which:

- 4.1 Monitors and assures quality in all required areas of the programme and at all levels.
- 4.2 Sets out suitable monitoring methods.
- 4.3 Sets out clearly the range of specific roles and responsibilities for quality assurance.
- 4.4 Demonstrates how concerns identified by quality assurance will be addressed, including the range of intervention options which will be used.
- 4.5 Specifies how records relating to quality assurance will be kept.

- 4.6 Sets out robust arrangements which enable trainees to raise concerns or make complaints.
- 4.7 Sets out how quality assurance information will be used to improve the quality of training across the provider's partnership and make the programme and all aspects of the partnership more resilient.
- 4.8 Puts in place an effective system for supervising and quality assuring the initial and ongoing training of mentors, the quality of their work, including their approach to subject- and phase-specific mentoring, and systems for securing specific improvements where necessary.

5. Structures and partnerships

Requirements

Accountability for all aspects of the operation of the partnership will rest with the accredited provider. Lead partner responsibilities, such as the recruitment of trainees, should be agreed and delegated through formal arrangements with the accredited provider as appropriate.

Providers must be able to set out the essential features of their structures and partnerships which will enable them to deliver teacher training in the way described in the preceding sections. Providers must:

- 5.1 Be able to set out at what scale they operate and, recognising the quality level set out in this document, demonstrate that they have sufficient capacity to be able to meet the Quality Requirements for training in all subjects and phases offered.
- 5.2 Secure and retain schools and other partners to enable them to deliver their programme in line with the Quality Requirements, meeting the needs of all trainees, and set out how they will develop the training and delivery capacity of ITT lead partners and schools in their partnership.
- 5.3 Be able to set out which courses are to be run, and what target recruitment numbers and minimum and maximum numbers will be in place.
- 5.4 Identify and retain lead partners and be able to articulate what responsibilities may be delegated to lead partners (which may include teaching school hubs). Providers should also consider how they plan to involve other relevant specialist hubs.
- 5.5 Establish the structure of their partnership and governance arrangements, including formal arrangements between lead partners and accredited providers and between teaching practice schools and providers, and exercise governance effectively, recognising that accountability for all aspects of the operation of the partnership rests with the accredited provider.
- 5.6 Establish and oversee partnership arrangements to market the course offer, recruit trainees and help potential trainees to navigate the market.
- 5.7 Establish budgetary arrangements that set out how funds are distributed across accredited providers, lead partners and schools, and how funding is distributed within the partnership in a way which adequately reflects the distribution of delegated responsibilities. Providers must ensure funding is used for intended purposes at all levels in the partnership, and that these arrangements contribute both to quality provision for trainees and to the retention of partners.
- 5.8 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. For example, trainees' placements could include time in schools serving disadvantaged communities, or a focused period teaching pupils from disadvantaged backgrounds or schools judged to require improvement.

5.9 Ensure that, at a local level, schools and other lead partners are well placed to recruit trainees, given the fact that local recognition and relationships are critical for securing and maintaining the confidence of potential trainees.

5.10 Establish arrangements for secure and compliant data handling across composite organisations and partnerships.

Annex B: Stage 2 key roles

Role	Involvement in curriculum checks	Involvement in readiness to deliver
ITT associate – procured by DfE, experienced in ITT	May provide additional curriculum support to some providers, as triaged by the main curriculum check process	Leads readiness to deliver checks, offering advice and support to providers
Provider relationship manager – DfE staff	Maintains oversight of progress through curriculum checks, co-ordinates any additional support needed	Maintains oversight of ITT associates' activity on readiness to deliver checks, co-ordinates any additional support needed
Curriculum check team member – DfE staff	Carries out the curriculum checks	No involvement

Annex C: Delivery action plan template

After each interaction, providers and ITT associates should agree any actions or recommendations to be added to the delivery action plan. ITT associates should share the latest version of the plan with DfE at least once per term.

Actions are matters which providers must address and are likely to have a significant impact on the quality of planned provision. ITT associates should clearly indicate where they relate to compliance with the ITT criteria.

Recommendations are advisory suggestions about possible improvements to provision which providers may wish to consider. These may take longer to implement.

Provider name	
ITT associate name	

Ref	Action or rec'?	Theme	Date added	Description	Owner	Planned start date	Actual start date	Planned end date	Actual end date	Updates (including any blockers, plans to resolve)
1	Action	Mentoring	03/12/22	Finalise practical arrangements for delivering mentor training (facilitators, location, delivery method, etc.)		06/03/23	06/03/23	13/02/24		<p>6 Mar began developing VLE system. Beta to launch in June.</p> <p>11 Apr agreed 3 staff to deliver training on core mentor skills. Planning meeting on 12 May.</p>



Department
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