



Department
for Education

Initial teacher training (ITT) market review: recommendations

Government consultation

Launch date 5 July 2021

Respond by 22 August 2021

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Foreword by Nick Gibb MP, Minister of State for School Reform

Supporting our teachers with the highest quality training and professional development is the best way in which we can improve pupil outcomes, with evidence showing that expert teaching can have a disproportionately strong impact on those from disadvantaged backgrounds or those who have fallen behind. That is why the training, support and professional development we provide for our teachers is a key part of our plan to deal with the disruption that coronavirus (COVID-19) has caused to schools and is central to the government's levelling up agenda.

We are creating a world-class teacher development system, building from initial teacher training (ITT) through to early career support, specialisation and onto school leadership. Our vision is that a golden thread of training, support and professional development, informed by high-quality evidence, will run through each phase of a teacher's career.

All new entrants to the profession are already benefiting from ITT courses that incorporate the content of the new ITT core content framework (CCF), published in September 2020, which sets out an ambitious minimum entitlement that accredited ITT providers and their partnerships must draw upon when designing and delivering their courses. From this September, all schools offering statutory induction will be expected to offer a two-year induction to their early career teachers based on the early career framework (ECF). We want the ECF to be an extension of ITT, so that all new teachers receive at least three years of high-quality training at the start of their careers, providing them with a strong foundation.

There is, however, more work needed to make sure that the next generation of teachers have access to high-quality teacher training. This is why the government committed to a review of the ITT market to support its effective and efficient working, delivering on the commitment we made in the 2019 teacher recruitment and retention strategy. Last year, the government asked Ian Bauckham CBE, Chief Executive of the Tenax Schools Trust, to chair the review, supported by other sector experts. Ian was tasked with building on our reforms to date and producing a set of recommendations that would increase the quality, consistency and coherence of ITT for our trainee teachers, in line with the ITT CCF.

The ITT market review report sets out the expert group's conclusions on the features and characteristics of world-class ITT, including curriculum content, course structure and delivery, and mentoring, which together form the basis of high-quality, evidence-based teacher training. Reflecting these findings, the report's central recommendation is that a new set of Quality Requirements should be implemented by all ITT providers of courses that lead to Qualified Teacher Status, and that a robust accreditation process should take place to ensure that all providers have the capacity to meet the Quality Requirements in full, both at the point of accreditation and on an ongoing basis.

Alongside this, the report makes recommendations on areas including the time spent training and the importance of all schools and trusts engaging in ITT.

The proposed changes would build upon the reforms the government has made in ITT since 2010, which have brought about greater school involvement in trainee recruitment and training delivery, either as an accredited provider as a school-centred ITT partnership or as a delivery partner of an accredited provider through a School Direct partnership. The rise in school-based ITT has allowed for greater integration between theory and practice, which underpins the ambitions set out in the Quality Requirements proposed as part of the report. In this way, the proposed changes would present a considered evolution, and provide the opportunity to accelerate the adoption of effective practices more widely.

The government intends to respond to the report and its recommendations this autumn. Before making any decisions, however, we want to ensure that those with an interest in ITT have an opportunity to make their views on the proposals heard so that, if we decide to make any changes to the ITT system, they can be implemented in a sustainable manner. That is why we are launching a public consultation and want your feedback so that our policies, and our ITT system, are the best that they can be.

Thank you for taking the time to engage with this consultation and helping to make sure our ITT system is everything that our trainee teachers and pupils deserve.

Introduction

In the 2019 [teacher recruitment and retention strategy](#), the government committed to reviewing the ITT market to support it to work more efficiently and effectively. This builds on the existing reforms to teacher training detailed in our June 2021 publication [delivering world-class teacher development](#). These include the [ITT core content framework \(CCF\)](#) and the [early career framework \(ECF\)](#), both published in 2019, and the 2020 [national professional qualification \(NPQ\) frameworks](#).

Ian Bauckham CBE, CEO of Tenax Schools Trust, was asked by the Department for Education (DfE) to lead this review, advised by a small group of experts in teacher training and development.

The review has now concluded and its report has been published alongside this consultation. The report contains 14 recommendations for improvements to the ITT systems, based on the latest pertinent research and national and international practice.

Given the importance of ITT, and with each ITT recruitment round resulting in around 30,000 qualified teachers, we would like to implement any recommendations that are agreed following consideration of the consultation responses as quickly as possible. We think that implementation may be possible for the 2022/23 postgraduate recruitment round, with DfE running an accreditation process early in 2022 and successful providers being announced before the end of the 2021/22 academic year. Providers would then have a further year to recruit trainees and prepare for first teaching of the new ITT courses in September 2023.

To note, references to ITT throughout this consultation are references to ITT programmes that are accredited as leading to Qualified Teacher Status (QTS).

Who this is for

This consultation is for anyone with an interest in ITT, including but not limited to:

- current or prospective providers of undergraduate, postgraduate fee-funded or postgraduate employment-based ITT
- current or prospective placement schools
- teaching school hubs
- current or prospective trainee teachers
- current or prospective ITT mentors
- schools not involved in delivering ITT
- providers of early years ITT or further education initial teacher education (ITE)
- representative bodies of the above groups
- other interested individuals or organisations

Issue date

The consultation was issued on 5 July 2021.

Enquiries

If your enquiry is related to the policy content of the consultation you can contact the team by email:

- ITTMarketReview.CONULTATION@education.gov.uk

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the DfE Ministerial and Public Communications Division by email: Consultations.Coordinator@education.gov.uk or by telephone: 0370 000 2288 or via the [DfE Contact us page](#).

Additional copies

Additional copies are available electronically and can be downloaded from [GOV.UK DfE consultations](#).

The response

The results of the consultation and the department's response will be [published on GOV.UK](#) in autumn 2021.

About this consultation

We would like to hear your opinions on the conclusions reached and the recommendations made by the review.

We are looking for views on a variety of areas, including:

- the proposed Quality Requirements for ITT providers, which set out the features that ITT providers must demonstrate their programme meets regarding curriculum, mentoring, assessment, quality assurance, and structure and partnerships, in order to receive accreditation or re-accreditation
- deliverability of the Quality Requirements, particularly in relation to capacity, timelines, and the support required for implementation
- the role of teaching school hubs in the ITT market

The Secretary of State will take the feedback received into account when deciding whether to implement any or all of the review's proposals, either as set out in the report or appropriately amended. DfE will also use the results of the consultation in its continued development of ITT policy.

Before answering the questions in this consultation document, please ensure that you have read the report of the ITT market review in its entirety, including the annexed 'Initial teacher training (ITT) review – draft Quality Requirements for ITT providers' document.

Respond online

To help us analyse the responses please use the online system wherever possible. Visit www.education.gov.uk/consultations to submit your response.

Other ways to respond

If for **exceptional reasons**, you are unable to use the online system, for example because you use specialist accessibility software that is not compatible with the system, you may download a Word document version of the form and email it or post it.

If you are **not** responding via the online survey, please ensure that you provide your name and relevant contact details within your response. You should also clarify whether you are responding to the consultation as an individual or on behalf of an organisation.

Please also let us know whether you would like us to keep your responses confidential, and if so, your reasoning for considering them to be confidential. Please note that DfE intends to commission an external organisation to carry out analysis of the consultation responses. However, personal details of respondents, including names and email

addresses, will not be shared externally. Please see page 8 of this document for further information on confidentiality.

By email

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By post

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Information provided in response to consultations, including personal information, may be subject to publication or disclosure under the Freedom of Information Act 2000, the Data Protection Act 2018 or the Environmental Information Regulations 2004.

If you want all, or any part, of a response to be treated as confidential, please explain why you consider it to be confidential. If a request for disclosure of the information you have provided is received, your explanation about why you consider it confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department for Education.

DfE will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 2018 and your personal information will only be used for the purposes of this consultation. Your information will not be shared with third parties unless the law allows it.

You can read more about what DfE does when we ask for and hold your personal information in our [personal information charter](#).

Deadline

The consultation closes on 22 August 2021.

Part 1: About you

To allow us to put your responses into context, we would like you to provide some details about yourself or your organisation.

You will need to answer different questions in this section depending on whether you are responding as an individual or on behalf of an organisation. If you are responding on behalf of an organisation, you only need to provide answers to questions 1 to 5. If you are responding as an individual, please only answer questions 5 and 6.

- 1. What is the name of the organisation you represent?**
- 2. Please tell us which of the below options apply to your organisation. You may choose as many as apply.**
 - a. A higher education institution (HEI) providing undergraduate ITT
 - b. An HEI providing postgraduate ITT
 - c. An accredited provider of school-centred ITT
 - d. A School Direct lead school offering salaried training
 - e. A School Direct lead school offering unsalaried training
 - f. A School Direct partner school offering salaried training
 - g. A School Direct partner school offering unsalaried training
 - h. An organisation providing early years ITT
 - i. An organisation providing further education ITE
 - j. A primary school hosting ITT placements
 - k. A secondary school hosting ITT placements
 - l. A school not hosting ITT placements
 - m. A teaching school hub
 - n. A sector representative body
 - o. Other interested party – please specify
- 3. If your organisation is currently an accredited provider of ITT, how many trainees did you have in 2020/21? Please give your answer as a numeric value, providing an estimate if you are unsure of the precise figure. *If your organisation is not an accredited provider of ITT or a School Direct lead school, please answer N/A.***
- 4. If your organisation is currently an accredited provider of ITT, how many a) subjects and b) phases did you offer in 2020/21? *If your organisation is not an accredited provider of ITT or a School Direct lead school, please answer N/A.***
- 5. Which of the Regional Schools Commissioner regions are you or the organisation you represent based in?**

- a. East of England and North-East London
- b. East Midlands and the Humber
- c. Lancashire and West Yorkshire
- d. North of England
- e. North-West London and South-Central England
- f. South-East and South London
- g. South-West England
- h. West Midlands

6. Please tell us which of the below options apply to you. *You may choose as many options as apply.*

- a. I am currently undertaking ITT
- b. I have completed an ITT programme within the last 5 years
- c. I am currently employed as a teacher
- d. I am currently an ITT mentor
- e. I have an interest in ITT for another reason – please specify

Part 2: The Quality Requirements

The case for change

The government is committed to ensuring that England is the best place in the world to become a teacher. We wish to build on the good practice that already exists in teacher training and the opportunities afforded by the teacher development reforms that we have already announced. To that end, we have asked Ian Bauckham CBE to chair this ITT market review to ensure that each and every trainee on a course leading to QTS has access to high-quality ITT in line with the ITT CCF.

In paragraph 18 of its report, the review has identified some of the challenges that exist in the current ITT system.

7. Which of the themes set out in the report do you particularly recognise as key area(s) where there is an opportunity to further increase the quality of ITT? You may choose as many themes as apply.

- a. Consistency across partnerships and between providers in the content and quality of the training curriculum
- b. Rigorous sequencing of the training curriculum
- c. Alignment between the taught curriculum and training environments, in particular teaching placement schools
- d. Sufficient opportunities for trainees to benefit from highly focused practice of, and feedback on, essential components of the curriculum
- e. High-quality mentoring to ensure that mentors both know and understand the training curriculum and have a sufficient level of influence over the progress of trainees
- f. Clarity about the way in which the market operates for potential trainees
- g. A supply of enough high-quality placements with the capacity to fully support the delivery of the trainee curriculum
- h. None of the above

Please provide any additional details to explain your selections.

8. Do you think that there are any other key areas for improvement in the ITT system that are not included in the above list?

Taken together, the review's proposals set out an overall approach to addressing the challenges identified in paragraph 18 of its report.

9. If you think that there are alternative approaches to addressing these challenges, please specify what these are.

Quality Requirements for ITT providers

The review has proposed the adoption of a set of requirements that ITT providers must comply with when designing their ITT programmes. These requirements are detailed in ‘Initial teacher training (ITT) review – draft Quality Requirements for ITT providers’, which is included at Annex B of the review’s report. The intended purpose of the Quality Requirements is to drive up standards in 4 key areas: content and effective delivery of an evidence-based curriculum, high-quality mentoring and guidance of trainees, an approach to the assessment of trainees which is appropriate to their stage and provides focused feedback, and a robust system of quality assurance and monitoring. The ‘Initial teacher training (ITT) review – draft Quality Requirements for ITT providers’ document also contains a fifth section, which mandates that providers should set out the essential features of their structures and partnerships that enable them to meet the requirements set out in the preceding sections.

Curriculum

The review concludes that all ITT courses should centre on an evidence-based training curriculum which allows trainees to understand and apply the principles of the CCF in a controlled, cumulative and logical manner. To achieve this, the review recommends the adoption of the requirements set out in section 1 of ‘Initial teacher training (ITT) review – draft Quality Requirements for ITT providers’ (pages 39-43 in the review’s report). Accredited providers would still have freedom to design their curriculum and programme as long as these requirements are met.

Under section 1 of the Quality Requirements, providers will be required to incorporate intensive practice placements, which are designed to provide opportunities for groups of trainees to practise selected, sequenced components of their training curriculum, and receive highly targeted feedback.

10. Please provide any comments you have on a) the proposed approach to intensive practice placements, b) any barriers to implementation, and c) any support you would need to overcome these barriers.

ITT providers would also be required to design a curriculum that reflects the minimum time allocations for pivotal aspects of ITT programmes set out in the table below and on page 43 of the review’s report.

ITT minimum time allocations	Postgraduate	Undergraduate
Total weeks of course	38	N/A
Minimum weeks in school placements (including general and intensive placements)	28	40

ITT minimum time allocations	Postgraduate	Undergraduate
Minimum weeks in intensive placements (not necessarily consecutive)	4	6
Minimum hours in classrooms (including observing, teaching, co-teaching, etc.) each week during general school placements	15	15
Minimum hours mentoring each week during general school placements	2	2
Minimum planned and supported hours per week during intensive placement	25	25
Minimum hours of expert support per trainee per week during intensive placement	5	4
Minimum hours initial training time for general mentors	24	24
Minimum hours initial training time for lead mentors	36	36
Minimum hours annual refresher training for mentors	6	6
Minimum hours annual refresher training for lead mentors	12	12
Minimum ratio of lead mentors:trainees (FTE)	1:50	1:50

Table 1 Proposed ITT minimum time allocations

11. Please provide any comments that you have on the minimum timings set out in the table.

12. Please provide any comments you have on any of the other curriculum requirements (excluding those requirements relating to intensive practice placements and minimum time allocations covered above), referencing by number any of the specific requirements included in the Quality Requirements that you wish to comment on.

Mentoring

The review identifies effective mentoring as a critical component of high-quality ITT and recommends the adoption of the requirements on mentoring set out in section 2 of 'Initial teacher training (ITT) review – draft Quality Requirements for ITT providers' (pages 44-46 in the review's report). This would include a requirement for providers to develop a detailed training curriculum for mentors at all levels, including elements to subject or phase. It also suggests that lead mentors should take either the NPQ in leading teacher development, one of the other 2 specialist NPQs or training with the equivalent content and quality, and that each school that hosts a trainee should have at least one member of staff who is undertaking or has completed one of these courses.

13. Please provide any comments you have on a) the proposed approach, b) any barriers to implementation, and c) any support you would need to overcome these barriers.

Assessment

The review recommends adoption of the requirements set out in section 3 of 'Initial teacher training (ITT) review – draft Quality Requirements for ITT providers' (pages 47-48 in the review's report), which would require providers to develop an assessment and progression framework which is aligned to the planned and sequenced curriculum and assesses trainees with appropriate frequency both on knowledge of the content of the curriculum and ability to apply it in classroom practice.

14. Please provide any comments you have on this proposed approach to assessment of trainees undertaking ITT, referencing by number any of the specific requirements included in the Quality Requirements that you wish to comment on.

Quality assurance

The review recommends adoption of the requirements set out in section 4 of 'Initial teacher training (ITT) review – draft Quality Requirements for ITT providers' (pages 49-50 in the review's report), which would require providers to design and implement rigorous quality assurance arrangements.

15. Please provide any comments you have on this proposed approach, referencing by number any of the specific requirements included in the Quality Requirements that you wish to comment on.

Structures and partnerships

The review recommends adoption of the requirements set out in section 5 of 'Initial teacher training (ITT) review – draft Quality Requirements for ITT providers' (pages 51-52 in the review's report), which would require providers to set out the essential features of their structures and partnerships that enable them to deliver teacher training in the way described in sections 1 to 4 of the same document.

16. Please provide any comments you have on this proposed approach, referencing by number any of the specific requirements included in the Quality Requirements that you wish to comment on.

Qualified Teacher Status and the PGCE

The review concludes that all accredited providers should be able to offer teacher training leading to QTS within a recognised postgraduate academic course at a regulated and manageable cost and with any additional training content aligned with and complementary to the content required for a curriculum which meets the requirements for the award of QTS. It therefore proposes that DfE should facilitate any accredited providers which wish to do so to partner with an institution, such as the Institute of Teaching when it is ready, to offer a postgraduate award. Further detail can be found at paragraphs 64-67 of the review's report.

17. Please provide any comments you have on this proposal.

Routes into teaching

The recommendations apply to all 3 core routes into teaching: undergraduate ITT, postgraduate ITT fee-funded (both PGCE and QTS only) and postgraduate employment-based ITT. They do not, however, apply to early years ITT or further education ITE. Further detail can be found at paragraphs 68-72 of the review's report.

18. Do you think that there are any specific considerations that a) providers of undergraduate ITT and b) providers of employment-based ITT would need to account for when implementing the Quality Requirements? *In your answer, please include the approaches providers might take to address these.*

19. Please provide any comments on any indirect impacts on provision of a) early years ITT and b) further education ITE if these recommendations were to be implemented.

Accreditation

You will need to answer different questions in this section depending on whether or not you are responding on behalf of an organisation that is either a current provider of ITT (not including non-accredited Schools Direct programmes) or is interested in becoming a provider of ITT. If you are responding on behalf of a current or potential provider of ITT, please answer all questions in this section. If not, please answer questions 20, 21 and 22 only and select N/A in response to all other questions in this section.

The review recommends that all accredited providers of ITT should be required to undergo accreditation or reaccreditation against the Quality Requirements. It acknowledges that, as a result of the raised standards, some providers will need to form different partnerships in order to have the capacity to meet the requirements for accreditation. The review identifies some key roles and responsibilities that will need to

exist within each ITT partnership: accredited provider, lead partner, and placement school. This is not envisioned as a one-size-fits-all model – for example, in some cases, a single organisation may wish to take both the accredited provider and lead partner role. Further detail can be found at paragraphs 77-81 and 86-89 of the review’s report.

20. Please provide any comments you have on the proposed approach to accreditation and re-accreditation.

The review recommends that DfE formally notifies accredited providers that have failed to continue to meet all aspects of the Quality Requirements, as set out in the ITT criteria. Where providers receive a negative Ofsted judgment, it is also recommended that DfE should mandate support, or in some cases, broker mergers, between providers to ensure improvement. Further detail can be found at paragraphs 90-91 of the review’s report.

21. Please provide any comments you have on the proposed approach to monitoring set out above.

DfE’s view is that, if they were to be implemented, the earliest that first delivery of the Quality Requirements in a reformed ITT market could take place is the autumn of 2023. This would involve the department launching the accreditation process in autumn 2021 and potential providers establishing partnerships, gathering evidence against the Quality Requirements and applying for accreditation or re-accreditation by spring 2022. The department would then assess and recommend accreditation in summer 2022, before the end of the 2021/22 academic year. Providers would then have a further year to recruit trainees and prepare for first teaching of the new ITT courses by September 2023. An **indicative** timeline is set out below.

Month	Activity
Early November 2021	DfE publishes revised ITT criteria and accreditation process opens for applications
November 2021 – March 2022	Potential providers establish partnerships and gather evidence against criteria as needed
End March 2022	Deadline for receipt of applications for accreditation by DfE
Early April 2022 – Early July 2022	DfE assesses applications for accreditation
Mid July 2022 (by end of summer term)	DfE notifies providers of the outcome of their applications
Early August 2022 – September 2023	Accredited providers recruit trainees and prepare for teaching of new curriculum
September 2023	First delivery of Quality Requirements

Table 2 Indicative timeline for accreditation

22. Please provide any comments you have on a) the proposed target of September 2023 for first delivery of the Quality Requirements and b) DfE's proposed timeline as set out above.

23. Having read 'Initial teacher training (ITT) review – draft Quality Requirements for ITT providers' and the anticipated timeline, if you think that your organisation would wish to deliver ITT in the future, would your organisation be likely to apply to become an accredited provider, seek to become or remain as a lead partner, or seek to become or remain as a placement school? *As stated by the review, organisations may in some cases wish to take more than one role – as such, please select as many options as apply.*

- a. Accredited provider
- b. Accredited provider under certain conditions – please state what these are
- c. Lead partner
- d. Lead partner under certain conditions – please state what these are
- e. Placement school
- f. Placement school under certain conditions – please state what these are
- g. Would choose to withdraw from ITT
- h. N/A

24. If adopting a future model such as the one set out by the review, would you be looking to add more organisations to your current partnership?

- a. Yes
- b. No
- c. N/A

25. If you answered yes to Q24, would your organisation require support to identify potential partners? *Please also explain what support would be needed and what barriers this would overcome.*

- a. Yes
- b. No
- c. N/A

Teaching school hubs

As they are particularly well-placed to act as a lead partner, the review recommends that teaching school hubs should be required to partner with an accredited provider to deliver ITT (unless they are operating at accredited provider level). In addition to working with accredited ITT providers, teaching school hubs will need to support local ITT delivery as an advocate for high-quality ITT in their respective areas, undertaking

specified strategic roles as required. This could include building school capacity for ITT by building an active mentor network in the local area, providing specific support for schools serving disadvantaged communities to enable them to engage with ITT, or modelling high quality intensive practice placements for other schools undertaking this aspect of ITT for the first time. Further details can be found at paragraphs 82-85 of the review's report.

26. Please provide any comments you have on the proposed role of teaching school hubs in the future ITT market.

ITT as a system-wide responsibility

The review argues that schools and trusts should see participating in ITT and mentor training as one of their core responsibilities and that it can bring many benefits to participating schools. To increase participation of trusts in ITT, the review proposes that regional schools commissioners should consider involvement in ITT as a condition of growth of trusts and that DfE should also make ITT involvement part of the eligibility for academy funding streams, such as the Trust Capacity Fund or sponsor grants. Further details can be found at paragraphs 99-104 of the review's report.

27. Please provide any comments you have on the proposed approach to increasing involvement of trusts in ITT.

28. Please provide any comments you have on other incentives that could encourage schools and trusts to participate in ITT.

Recruitment and selection

The review suggests that the proposed reforms should create an ITT landscape that is more easily navigable for potential trainees, building on the work already done to streamline the application journey. DfE's view is that a future model that includes the key roles and responsibilities identified by the review as needing to exist within each ITT partnership (accredited provider, lead partner, and placement school) could help to simplify the landscape for applicants and provide opportunities to disseminate good recruitment practices.

29. Please provide any comments you have on a) the impact of the proposed reforms on the recruitment and selection process, including potential for streamlining of the recruitment process and sharing of recruitment practices, b) any barriers to implementing the proposed reforms at the recruitment stage, and c) support that would be needed to overcome these barriers.

Impact assessments

In order to inform its decisions on the proposals made by the review, DfE will undertake both an Equalities Impact Assessment and a Rural Impact Assessment on the proposals.

30. Please use this space to raise any a) equality impacts and b) any impacts specific to schools in rural areas that would result from the implementation of the proposed Quality Requirements.

International Qualified Teacher Status

To note, DfE has recently concluded a public consultation on International Qualified Teacher Status (iQTS), a new UK government-backed international teaching qualification. iQTS will be closely aligned to English methods and standards of initial teacher training. DfE therefore reserves the right to amend certain parts of the iQTS framework in line with any future changes in domestic requirements, where appropriate.

Final thoughts

31. Please use this space to give any comments you have on any aspect of the report of the review or the 'Initial teacher training (ITT) review – draft Quality Requirements for ITT providers' document that you have not had the opportunity to provide in response to any of the other questions.



Department
for Education

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