EXPLANATORY MEMORANDUM TO

THE FURTHER EDUCATION (INITIAL TEACHER TRAINING) REGULATIONS 2026

2026 No. [XXXX]

1. Introduction

1.1 This Explanatory Memorandum has been prepared by the Department for Education and is laid before Parliament by Command of His Majesty.

1.2 This memorandum contains information for the Joint Committee on Statutory Instruments and the Secondary Legislation Scrutiny Committee.

2. Declaration

2.1 The Rt Hon the Baroness Smith of Malvern, Minister of State (Minister for Skills) at the Department for Education, confirms that this Explanatory Memorandum meets the required standard.

2.2 Gillian McFarland, Deputy Director for Further Education Workforce - Quality and Professional Development at the Department for Education, confirms that this Explanatory Memorandum meets the required standard.

3. Contact

3.1 Owen Griffith at the Department for Education can be contacted by email at the following address with any queries regarding the instrument: FE.ITE@education.gov.uk. Alternatively, the department can be contacted by telephone: 0370 000 2288.

Part One: Explanation, and context, of the Instrument

4. Overview of the Instrument

What does the legislation do?

4.1 This legislation introduces a regulatory framework for initial teacher training[1] courses for further education[2] ("ITT(FE)").

Where does the legislation extend to, and apply?

4.2 The extent of this instrument (that is, the jurisdiction(s) which the instrument forms part of the law of) is England and Wales.

4.3 The territorial application of this instrument (that is, where the instrument produces a practical effect) is England only.

[1] Initial teacher training (ITT) is the process by which individuals develop the skills and knowledge required to demonstrate occupational competence as a teacher in educational institutions appropriate to their route of training.

[2] Further Education (FE) has the meaning set out in s2 Education Act 1996 and means education suitable to the requirements of persons over the compulsory school age excluding secondary education and higher education. Courses range from basic English and maths skills to qualifications at and above degree level and also include technical and applied qualifications for 16–19-year-olds.

5. Policy Context

What is being done and why?

5.1 As set out in the recent Post-16 Education and Skills White Paper[3], the Government proposes to strengthen ITT(FE) as part of efforts to enhance the quality of teaching and teacher development in the FE sector. High quality teaching is the most important education-based factor determining how well learners achieve[4]; this in turn has a material impact on opportunity and life chances. The quality of teaching is heavily dependent on the effectiveness of the system delivering ITT[5].

5.2 Following the Deregulation Act 2015 (c.20)[6], the Government has had no direct responsibility for overseeing and managing the ITT(FE) provider or course market, the delivery requirements of ITT(FE) courses, the quality of ITT(FE) course content, or in assuring the quality of the institutions that deliver ITT(FE) courses. Government intervention has been largely restricted to determining which ITT(FE) courses are eligible to receive public funding[7]. This is in contrast with the fully regulated system that ensures the quality of teacher training for those entering the primary or secondary school sectors.

5.3 Deregulation has supported increased autonomy. Some ITT(FE) providers (particularly those awarded by Higher Education providers) have developed high quality, evidence-based courses which prepare trainee teachers well. However, the lack of a quality-focused regulatory framework has contributed to the emergence of inconsistent practice, including publicly funded provision that does not consistently meet acceptable standards. Evidence from Ofsted inspections highlighting some very poor quality provision creates a clear rationale for the Government to intervene[8].

5.4 This instrument puts in place a regulatory model based on registration and data provision processes that ITT(FE) providers must follow, and guidance on quality standards to which they must have regard. This is in line with the framework specified in the parent legislation (section 17 of the Skills and Post-16 Education Act 2022)[9] which allows the Secretary of State to "make regulations for the purpose of securing or improving the quality of courses of ITT(FE)". The function of each measure is as follows:

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[3] https://assets.publishing.service.gov.uk/media/69148532db01ecfcf96fc849/Post-16_Education_and_Skills_white_paper_Accessible_Version.pdf

[4] Schwartz, R, 2009, Attracting and retaining teachers, OECD Observer.

[5] 2003 Education Endowment Foundation evidence assessment into school teacher training (https://d2tic4wvo1iusb.cloudfront.net/production/documents/Teacher-quality-recruitment-and-retention-lit-review-Final.pdf) found that Pedagogic Content Knowledge and subject mastery were a considered an appropriate proxy for teacher quality in 20 research papers.

[6] https://www.legislation.gov.uk/ukpga/2015/20/section/65, https://www.legislation.gov.uk/ukpga/2015/20/schedule/15/part/2/crossheading/regulation-of-qualification-requirements-for-teaching-staff-and-principals, section 65[6] and schedule 15, 8(1).

[7] A range of public funding routes for ITT(FE) courses exist. Student Support Funding (fee and maintenance loans, grants) and ITT(FE) bursaries are paid directly to the student (with the exception of fee loans, which are paid to the provider). Taking Teaching Further (https://www.gov.uk/guidance/taking-teaching-further-programme) and Learning & Skills Teacher https://skillsengland.education.gov.uk/apprenticeship-standards/st0149-v1-4) apprenticeship levy funds are paid to the provider to cover the cost of training.

[8] See, for example, the annual report of His Majesty's Chief Inspector for 2022/23, which expressed deep concern about the quality of some ITT(FE) provision inspected in that year: https://www.gov.uk/government/publications/ofsted-annual-report-202223-education-childrens-services-and-skills/the-annual-report-of-his-majestys-chief-inspector-of-education-childrens-services-and-skills-202223

[9] https://www.legislation.gov.uk/en/ukpga/2022/21/section/17/enacted

5.5 **Specification of ITT(FE) courses**

This instrument requires the Secretary of State to publish and maintain a list of specified ITT(FE) courses which are subject to the provisions of the regulations[10] and places requirements on the governing body (referred to in this instrument as the "academic authority") of any educational institution delivering such courses. The list of specified ITT(FE) courses will be updated ahead of each academic year. DfE policy is that ITT(FE) courses will only be included in the specified list if they are at level 5 or above[11], are explicitly intended for the training of teachers for the FE sector, and allow a student to achieve the relevant occupational standard in full.[12] The publication of this list allows the Government to identify and specify the courses that offer appropriate preparation for FE teachers, and which are then in scope of the regulations. The list of specified ITT(FE) courses will sit alongside the existing list of courses that are recognised by the Secretary of State as eligible to receive student support funding (under the Education (Student Support) Regulations 2011, as amended (SI 2011/1986).[13] The Government will ensure that both lists work in tandem, with consideration given over time to their potential integration.

5.6 **Quality standards – all**

This instrument requires providers of specified ITT(FE) courses to have regard to guidance setting out minimum delivery and curriculum standards. Providers will need to review their delivery approach and curricula to ensure that they meet the standard set out in the guidance. In doing so, this instrument seeks to raise the overall quality of ITT(FE) courses, of teachers entering the profession, and of FE teaching.

5.7 Compliance will be monitored primarily through Ofsted inspections[14]. Under the provision of information measure (see 5.17), information on compliance may be requested from providers of specified ITT(FE) courses. This information, along with any other relevant evidence, will contribute to the Secretary of State's annual report on the ITT(FE) market (see 5.20).

5.8 **Quality standards – delivery guidance**

This instrument requires all providers of specified ITT(FE) courses to have regard to the guidance on delivery standards ("delivery guidance")[15], the first version of which is published alongside this instrument and will be updated on a regular basis. This outlines the processes and structures that support effective course delivery and good student outcomes. Recent inspections[16] show inconsistent adherence with non-

[10] The list of specified courses can be found at https://www.gov.uk/government/publications/further-education-initial-teacher-education/list-of-specified-further-education-initial-teacher-education-training-courses

[11] This is consistent with the level at which an FE teacher is generally held to be "fully qualified". Note that the term "qualified teacher" does not have the same formal or legal meaning in FE as it does in schools.

[12] The relevant occupational standard is that for a Learning and Skills Teacher, and can be found here: https://skillsengland.education.gov.uk/apprenticeships/st0149-v1-4

[13] The list of courses recognised by the Secretary of State as eligible to receive student support funding can be found here: https://www.gov.uk/government/publications/further-education-initial-teacher-education/recognised-further-education-teacher-training-courses-eligible-for-student-support

[14] Ofsted has a power to inspect ITT(FE) providers under the Education and Inspections Act 2006: https://www.legislation.gov.uk/ukpga/2006/40/part/8/chapter/3

[15] The delivery guidance can be found at https://www.gov.uk/government/publications/further-education-initial-teacher-education/delivery-guidance-for-courses-of-further-education-initial-teacher-education

[16] https://www.gov.uk/government/statistics/teacher-development-inspections-and-outcomes-as-at-31-august-2024/main-findings-teacher-development-inspections-and-outcomes-as-at-31-august-2024: In the year following publication of non-statutory guidance, 21% (5) of inspections were graded inadequate; this is high in a sector where the majority of providers are graded as good or better (96%).

statutory guidance[17] first published in 2023, prompting the need for stronger regulation.

5.9 **Quality standards – curriculum**
Unlike school teacher training, ITT(FE) lacks a single, published set of sector-specific curriculum standards and a robust evidence base of "what works".[18]

5.10 The core ITT(FE) qualification framework (Diploma in Teaching (FE and Skills)[19]) establishes a structure for achieving the occupational standard but is not a curriculum. Ofsted[20] has identified weaknesses in curriculum design and use of contested pedagogical approaches that are no longer considered effective. This highlights the need for a stronger regulatory approach based on clearer guidance on both course content and structure[21] to ensure that all providers of specified ITT(FE) courses deliver an evidence-informed and effective curriculum.

5.11 This instrument requires all providers of specified ITT(FE) courses to have regard to the ITT(FE) curriculum standards guidance ("curriculum guidance")[22], the first version of which is published alongside this instrument. This sets a minimum standard based on the best available evidence and creates an outline framework within which further versions can be built as the evidence base is strengthened. The curriculum guidance will be regularly updated, in the first instance with input from a DfE-constituted expert advisory group[23], drawing on submissions to the autumn 2025 public call for evidence[24].

5.12 The curriculum guidance is not an exhaustive list of course content requirements; rather it sets a minimum level which all providers are expected to meet. It focuses on the universal elements of high-quality teaching and does not attempt to give detailed coverage of all individual subject areas due to the high number offered in FE.

5.13 **Registration and data requirements**
There is currently no central record of ITT(FE) providers or the courses that they offer. This is detrimental to prospective students (as teacher trainees) and employers (e.g. FE colleges) and does not support the effective functioning of the system overall. The size, shape and characteristics of the ITT(FE) market are all currently unknown, impacting on the Government's ability to monitor the system as a whole, and limiting the extent to which providers can benchmark their own practice against the best in the system. Key information such as student outcomes and destinations is, for the most part, unavailable and unreported.

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[17] The existing non-statutory delivery guidance can be found here: https://www.gov.uk/government/publications/further-education-initial-teacher-education/expectations-for-the-delivery-of-initial-teacher-education-for-fe

[18] School teacher ITT and early-career support are both designed and delivered around evidence-based standards, set out in a single guidance document: https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework

[19] The Diploma in Teaching (FE & Skills) framework can be found here: https://www.gov.uk/government/publications/further-education-initial-teacher-education/diploma-in-teaching-further-education-and-skills-qualification-framework

[20] https://educationinspection.blog.gov.uk/2022/11/29/inspection-outcomes-for-further-education-and-skills-fe-and-skills-initial-teacher-education-programmes-in-the-current-ite-inspection-cycle/

[21] https://educationinspection.blog.gov.uk/2023/07/17/insights-from-the-inspection-of-initial-teacher-education-ite-providers/

[22] The Curriculum guidance can be found at https://www.gov.uk/government/publications/further-education-initial-teacher-education/curriculum-content-guidance-for-courses-of-further-education-initial-teacher-education

[23] https://www.gov.uk/government/publications/expert-advisory-group-on-further-education-fe-teacher-training-and-development/expert-advisory-group-on-further-education-fe-teacher-training-and-development

[24] https://consult.education.gov.uk/fe-workforce-division/fe-teacher-initial-training-and-development-cfe/

5.14 This instrument requires all providers of specified ITT(FE) courses to register with DfE. It is intended that registration will take place annually prior to the start of each academic year. This forward-looking requirement will require providers of specified ITT(FE) courses to provide information about the courses that they intend to offer, and any delivery partners that they will engage with. This will allow the Government to accurately determine the shape and geographic spread of ITT(FE) delivery for the first time – this mapping of the system being a necessary precursor to more robust quality assurance and effective market management.

5.15 The Government intends to publish the list of registered ITT(FE) providers as a means of promoting greater transparency about the market for delivering ITT(FE) courses.

5.16 The Government also intends to require providers to have registered before they can access public funding for ITT(FE) courses (see section 11). The published list of registered providers will also help students to identify which organisations are eligible for each type of public funding[25].

5.17 This instrument requires all providers of specified ITT(FE) courses to submit data and information to DfE for each academic year of delivery. This will include course, delivery partner and anonymised student data (including subject specialism of training, details of full- or part-time study, and any public funding received)[26]. This will help the Government to determine the extent to which the system is meeting sector need (covering the geographic, subject and sector spread of ITT(FE) courses), as well as the accuracy of data provided via registration.

5.18 This measure also allows the Government to commission further information from providers where required, for instance where whistleblowing concerns are raised, protecting the quality of the ITT(FE) sector.

5.19 Registration[27] and data[28] manuals are published on gov.uk and will be updated ahead of each academic year. DfE recognises the additional administrative burden of these requirements and has designed and tested a specification and process to minimise this wherever possible, using existing data sources wherever available and accessible.

5.20 **Secretary of State's annual report on the ITT(FE) market**
This instrument requires the Secretary of State to publish an annual report on initial teacher training for further education. This will report on the information received via the registration and provision of information requirements, and on compliance with all obligations detailed in this instrument. This information will provide detail on the size and shape of the market and will highlight any areas of high performance and regulatory non-compliance where identified. By holding ITT(FE) providers publicly to account, this report will form a key element of the enforcement of this instrument, in addition to the publication of registered providers, and in support of enforcement mechanisms that reside outside of the scope of this instrument (see section 11).

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[25] Student Support Funding (fee and maintenance loans, grants) and ITT(FE) bursaries are paid to the student (with the exception of fee loans, which are paid to the provider). Taking Teaching Further (https://www.gov.uk/guidance/taking-teaching-further-programme) and Learning & Skills Teacher https://skillsengland.education.gov.uk/apprenticeship-standards/st0149-v1-4) apprenticeship levy funds are paid to the provider to cover the cost of training.

[26] No data that allows the identification of individual students will be required.

[27] The provider registration manual can be found at https://www.gov.uk/government/publications/further-education-initial-teacher-education/registration-requirements-for-providers-of-specified-further-education-initial-teacher-education-courses

[28] The data manual can be found at https://www.gov.uk/government/publications/further-education-initial-teacher-education/provision-of-information-requirements-for-providers-of-specified-further-education-initial-teacher-education-courses

5.21 There is a possibility that the requirements imposed by this instrument could disincentivise the delivery of ITT(FE) courses by both existing providers and new market entrants. This may have implications for the overall number of ITT(FE) providers and the pipeline of teachers entering the FE sector. However, stakeholder engagement (section 7) suggests that these reforms are unlikely to result in withdrawal by high-performing providers. Feedback from sector bodies has broadly supported the introduction of quality-focused measures aimed at improving consistency and outcomes across the ITT(FE) system.

What was the previous policy, how is this different?

5.22 The Government has relied on limited funding levers to effect quality improvement in ITT(FE) following the Deregulation Act 2015. In the absence of effective sector leadership across the breadth of the ITT(FE) system, these limited levers have proven insufficient to prevent significant quality issues from emerging, with negative impacts on both the supply of new teachers, and the quality of those being trained.

5.23 This instrument introduces a quality-focused framework for the ITT(FE) system based on evidence-informed standards. It is intended to support consistent delivery across the sector and extend oversight to all ITT(FE) courses, including those not currently receiving public funding.

6. Legislative and Legal Context

How has the law changed?

6.1 This instrument will place duties on the governing body of an educational institution which is providing a specified ITT(FE) course ("a relevant academic authority"). A specified ITT(FE) course is one which has been specified by the Secretary of State and is included on a list maintained and published by the Secretary of State.

6.2 A relevant academic authority will be under a duty to register with the Secretary of State in the form and manner as specified by the Secretary of State.

6.3 A relevant academic authority will also be under a duty to have regard to any guidance on the delivery of initial teacher training for further education published by the Secretary of State and any guidance on curriculum content for initial teacher training for further education published by the Secretary of State.

6.4 Finally, a relevant academic authority will be under a duty to provide certain specified information to the Secretary of State concerning the courses provided and students who are undertaking or have successfully completed a specified ITT(FE) course. The information to be provided will not include any personal data.

6.5 The Secretary of State will be required to publish an annual report on initial teacher training for further education including a summary of compliance with obligations under this instrument.

Why was this approach taken to change the law?

6.6 Section 17 of the Skills and Post-16 Education Act 2022 gives the Secretary of State power to make regulations for the purpose of securing or improving the quality of courses of initial teacher training for further education ("ITT(FE) courses") provided by educational institutions in England.

6.7 The approach adopted is considered necessary to secure or improve the quality of ITT(FE) courses without imposing unnecessary burdens on providers of such courses. It is intended that provision of funding for courses will be linked to compliance with

this instrument which will help ensure that funding is only available for courses who achieve the necessary standards.

7. Consultation

Summary of consultation outcome and methodology

7.1 Consultation with the ITT(FE) sector has taken place across two distinct phases.

7.2 Phase 1 in autumn 2023 took the form of a written public consultation. Section 2[29] of the consultation response[30] indicated majority support for measures that would:

- Allow the Government to manage the ITT(FE) delivery market, for which 61.5% were in favour, 15.4% against. This question specifically referred to a provider accreditation system, which would go further than the provider registration measure in this instrument;
- Require adherence to data requirements (74.4% in favour, 9% against);
- Require adherence to quality standards (84.6% in favour, 0% against).

7.3 No dissent on the detail of the measures included in this instrument was expressed via the 2023 consultation. Respondents raised concerns at the potential bureaucratic burden of an accreditation process, which is not part of our proposals to improve the ITT(FE) system at this time (see 7.7).

7.4 Phase 2 was undertaken by DfE officials in spring and summer 2025 in the form of a series of discussions with sector bodies and key stakeholders (including open-access webinars for providers involved in the delivery of ITT(FE) courses), focusing on the specifics of the provisions to be made by this instrument. Discussions were held with:

- the Association of Colleges;
- the Association of Employment and Learning Providers;
- the FE Commissioner's Principals Reference Group;
- Awarding Bodies with ITT(FE) qualifications on the Ofqual register, in a round-table convened by the Federation of Awarding Bodies;
- the Universities' Council for the Education of Teachers;
- the Learning and Skills Teacher apprenticeship Trailblazer Group;
- HOLEX, representing adult education providers;
- the Education and Training Foundation and their membership organisation the Society for Education and Training.

7.5 Broad support was expressed for the overall intent of the regulatory changes included in this instrument, particularly the focus on quality improvement and system stewardship. Stakeholders challenged the Government to minimise the administrative burden of these reforms wherever possible, which the Government has committed to.

7.6 In addition to the above, officials met with key regulatory bodies and agencies with a role or interest in the ITT(FE) sector (Ofsted, Ofqual, Office for Students, Skills England) and with other Government departments and public sector organisations that

[29] Section 1 of the consultation focused on a specific change to ITT(FE) public funding eligibility.

[30] https://assets.publishing.service.gov.uk/media/65b10330f2718c000dfb1c5e/FE_ITE_Reform_consultation_response.pdf

have previously utilised ITT(FE) courses for the training of their workforces (Ministry of Justice/His Majesty's Prison and Probation Service; Department of Health & Social Care; College of Policing). No concerns were raised.

7.7 Both consultation phases indicated that some parts of the sector favour a more active regulatory role for the Government than this instrument provides, specifically through a model of ITT(FE) provider accreditation, similar to the model used for teacher training courses leading to Qualified Teacher Status. The Government considers accreditation a potential future option if tighter control over the ITT(FE) market is necessary. Before making further decisions, it will assess the impact of the reforms introduced by this instrument. If ITT(FE) provider accreditation is required, a further statutory instrument could be made potentially under the same power as these regulations are being made.

7.8 The Government will engage with relevant sector organisations (including those representing specific, high-priority cohorts within the FE system, such as teachers supporting learners with special educational needs and disabilities (SEND)) in developing the detail of curriculum guidance content, to ensure that the guidance addresses the needs of all learners.

8. Applicable Guidance

8.1 ITT(FE) delivery and curriculum standards guidance, and manuals containing ITT(FE) provider registration and data requirements, are published on the Further education: initial teacher education[31] gov.uk page.

Part Two: Impact and the Better Regulation Framework

9. Impact Assessment

9.1 A full Impact Assessment has not been prepared for this instrument because of the low impact that this instrument is expected to have on businesses. A Low Regulatory Impact Assessment has been prepared, with the direct costs to businesses (i.e. providers) estimated to be significantly under £10m per year. These costs, as well as the likely benefits, are discussed below.

Impact on businesses, charities and voluntary bodies

9.2 The impact on business, charities or voluntary bodies is expected to be positive overall. Providers of ITT(FE) are expected to incur some costs through familiarisation with the requirements of the legislation (e.g. curriculum content, the provider registration process, and provision of information requirements), and through ongoing compliance with the data return and provider registration requirements. However, these impacts are expected to be relatively small, totalling significantly under £10m per year across all businesses.

9.3 Businesses are also expected to benefit from this instrument. Those providing ITT(FE) will require less time to identify suitable ITT(FE) qualifications to deliver, as a result of a published list of recognised ITT(FE) qualifications. Additionally, those employing FE teachers who have completed a specified ITT(FE) course are likely to benefit from having staff who are better prepared for their role, improving job satisfaction, retention and the quality of their FE teaching delivery. In the longer-term,

[31] https://www.gov.uk/government/publications/further-education-initial-teacher-education

high quality FE teaching is likely to improve outcomes for students, improving employment and earnings outcomes, through increased productivity.

9.4 The legislation is likely to impact small or micro businesses, as some smaller providers of ITT(FE) (e.g. some Independent Training Providers (ITPs)) who deliver ITT(FE) may be affected by the requirements of the legislation, as outlined above. Other small or micro businesses may be impacted indirectly through the broader benefits outlined above. However, we do not expect this impact (specifically the costs outlined) to be significant due to the low impact of this instrument on businesses' time.

9.5 There is no, or no significant, direct impact on the public sector (e.g. public sector providers of ITT(FE)) because of the low level of impact outlined above.

10. Monitoring and review

What is the approach to monitoring and reviewing this legislation?

10.1 The approach to monitoring this legislation is that the delivery and curriculum guidance and related provider registration and provision of information process requirements and outputs will be reviewed each year by the Department for Education, with key conclusions included in the Secretary of State's annual report on the ITT(FE) market.

10.2 The instrument does not include a statutory review clause.

Part Three: Statements and Matters of Particular Interest to Parliament

11. Matters of special interest to Parliament

11.1 This instrument is supported by enforcement mechanisms that are not included in the instrument in addition to the enforcement mechanisms in the instrument.

11.2 **Enforcement measures entirely within this instrument:**
The Secretary of State will publish an annual report on initial teacher training for further education and will provide a summary of information drawn from provider registration and provision of information requirements, as well evidence on compliance with all regulations included in this instrument. The Secretary of State may also consider other relevant sources, including detail from Ofsted inspection reports (as each inspection will consider adherence to statutory guidance including the delivery guidance and curriculum guidance included in this instrument). The report will support public accountability and will also help potential students and employers to make informed decisions about ITT(FE) providers.

11.3 The instrument provides that the Secretary of State may publish the list of registered providers. We expect that the Government will publish this list, for the benefit of students and FE employers.

11.4 **Enforcement measures linked to, but outside of this instrument:**
We intend to amend the eligibility requirements so that public funding for ITT(FE) courses will be conditional on institutions complying with this instrument. It is intended that changes to student support eligibility for ITT(FE) courses will be brought forward by way of amendments to the Education (Student Support) Regulations 2011 (SI 2011/1986), as amended (see particularly SI 2023/74, regulation 44).

11.5 We will also restrict funding to other available public funding for ITT(FE) courses via non-regulatory means, by:

- Updating funding rules for Government-funded programmes, such as ITT(FE) bursaries[32] and the Taking Teaching Further[33] programme (subject to those programmes – or other similar offers – being available in the relevant year)
- Making amendments to funding eligibility for the relevant ITT(FE) apprenticeship standard[34]

11.6 The Secretary of State may also direct Ofsted[35] to inspect an ITT(FE) provider where there is sufficient evidence to raise concern about the quality of provision. Such inspections are conducted under the published ITE Framework,[36] which takes into consideration compliance with any published statutory guidance alongside other indicators of effective practice in teacher training and development.

12. European Convention on Human Rights

12.1 The Rt Hon the Baroness Smith of Malvern, Minister of State (Minister for Skills) has made the following statement regarding Human Rights:
"In my view the provisions of The Further Education (Requirements of Teacher Training) Regulations 2026 are compatible with the Convention rights."

13. The Relevant European Union Acts

13.1 This instrument is not made under the European Union (Withdrawal) Act 2018, the European Union (Future Relationship) Act 2020 or the Retained EU Law (Revocation and Reform) Act 2023 ("relevant European Union Acts").

[32] https://www.gov.uk/government/publications/fe-funding-initial-teacher-education-bursary-2026-to-2027
[33] https://www.gov.uk/guidance/taking-teaching-further-programme
[34] https://www.instituteforapprenticeships.org/apprenticeship-standards/st0149-v1-4
[35] Ofsted has a power to inspect ITT(FE) providers under the Education and Inspections Act 2006: https://www.legislation.gov.uk/ukpga/2006/40/part/8/chapter/3, and the Education and Inspections Act 2006 (Prescribed Education and Training etc) Regulations 2007 SI 2007/464: https://www.legislation.gov.uk/uksi/2007/464/made
[36] https://www.gov.uk/government/publications/initial-teacher-education-ite-inspection-toolkit-operating-guide-and-framework/inspection-information-for-initial-teacher-education-ite-for-use-from-january-2026