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Llywodraeth Cymru  
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Consultation Document

**Draft criteria for the accreditation of Initial Teacher  
Education programmes in Wales and the proposal for the  
Education Workforce Council to accredit initial teacher  
education**

Date of issue: 26 September 2016  
Action required: Responses by 14 November 2016

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.  
This document is also available in Welsh.

# **Draft criteria for the accreditation of Initial Teacher Education programmes in Wales and the proposal for the Education Workforce Council to accredit initial teacher education**

## **Overview**

This document invites views relating to draft criteria for the accreditation of initial teacher education programmes in Wales and the proposals for enhancing the functions and role of the Education Workforce Council.

## **How to respond**

Responses to this consultation should be e-mailed/posted to the address below to arrive by **14 November 2016** at the latest.

## **Further information and related documents**

**Large print, Braille and alternative language versions of this document are available on request.**

The consultation documents can be accessed from the Welsh Government's website at <https://consultations.gov.wales/>

## **Contact details**

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## **Data protection**

### **How the views and information you give us will be used**

Any response you send us will be seen in full by Welsh Government staff dealing with the issues which this consultation is about. It may also be seen by other Welsh Government staff to help them plan future consultations.

The Welsh Government intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and address (or part of the address) of the person or organisation who sent the response are published with the response. This helps to show that the consultation was carried out properly. If you do not want your name or address published, please tell us this in writing when you send your response. We will then blank them out.

Names or addresses we blank out might still get published later, though we do not think this would happen very often. The Freedom of Information Act 2000 and the Environmental Information Regulations 2004 allow the public to ask to see information held by many public bodies, including the Welsh Government. This includes information which has not been published. However, the law also allows us to withhold information in some circumstances. If anyone asks to see information we have withheld, we will have to decide whether to release it or not. If someone has asked for their name and address not to be published, that is an important fact we would take into account. However, there might sometimes be important reasons why we would have to reveal someone's name and address, even though they have asked for them not to be published. We would get in touch with the person and ask their views before we finally decided to reveal the information.

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**Annex: Draft criteria for the accreditation of initial teacher education programmes in Wales [not in document]**

## Summary

The Cabinet Secretary for Education, Kirsty Williams AM set out her priorities for the initial teacher education (ITE) change programme in Wales on the 20 September 2016. Making clear that we must incentivise, recognise and promote teaching excellence so that we raise standards across the board. To achieve this, teachers must be supported to be the best that they can be, and that starts in initial teacher education and continues throughout a teacher's career.

Welsh Government fundamentally believes that every child and young person in Wales deserves a world class education, while also recognising that every educational practitioner wants to do all they can to deliver this entitlement.

In the Independent Review of Curriculum and Assessment Arrangements in Wales – *Successful Futures* Professor Graham Donaldson noted that successfully embedding the Review's proposals on the purposes and structure of the curriculum, would depend ultimately on what happens in classrooms. The implications for the formation and subsequent growth of teachers as reflective practitioners are considerable, recognising that the implementation of the Review's proposals will be intimately associated with wider reform of teacher education being taken forward.

In 2015, the then Minister for Education and Skills set out plans for the reform of Initial Teacher Education (ITE) in Wales based on the recommendations in Professor John Furlong's report, *Teaching Tomorrow's Teachers*. Implementing these reforms will help us to ensure that our new teachers are well equipped to deliver the new curriculum.

In September 2015, the then Minister for Education and Skills gave a commitment to seek the views of those in the education system in Wales about developing an enhanced role for the Education Workforce Council (EWC) as a professional body that more closely mirrors that of other professions. This could, for example, involve setting standards for entry to the professions, accrediting and supporting a range of professional learning as well as its current role in professional registration and disciplinary proceedings.

The Cabinet Secretary for Education announced this consultation as a pivotal step in recognising the value and the difference that a truly collaborative ITE system can make when universities and schools work in genuine partnership.

This consultation seeks views on:

- The EWC being given the role of accrediting ITE with the establishment of a specific accreditation committee; and
- The new criteria for the accreditation of ITE programmes of study in Wales which have been drafted by the Teacher Education Accreditation Group on behalf of Welsh Government.

As extensive stakeholder engagement has already been undertaken, the Cabinet Secretary for Education has agreed a reduced consultation period of 7 weeks.

# 1. Background

1.1. *Qualified for Life*<sup>1</sup> sets out clear strategic objectives for the development of the curriculum and qualifications whilst recognising the central role of the education workforce in delivering our vision, through:

- *an excellent professional workforce with strong pedagogy based on an understanding of what works*
- *leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools.*

1.2 In his report, *Successful Futures*, Professor Graham Donaldson set out a radical vision for the future of the education system in Wales. Professor Donaldson is clear that realisation of his proposals for the new curriculum must be firmly based on the principle of subsidiarity, with practitioners being empowered to make decisions in their schools and classrooms, about how the curriculum is developed and delivered to meet the needs of their local context.

1.3 Professor Furlong's independent report '*Teaching Tomorrow's Teachers*', was published on 9<sup>th</sup> March 2015. In his report, Professor Furlong concluded that teacher education in Wales is at a critical turning point. If the teaching profession itself is to make its proper contribution to the raising of the standard of education in our schools, in the way that has been proposed in *Successful Futures*, then what is required is a form of ITE that is expansive rather than restricted, one that offers teachers themselves the skills, knowledge and resilience to lead the change that will be required.

1.4 Key amongst the recommendations in *Teaching Tomorrow's Teachers* is that we introduce a more rigorous approach to how programmes of ITE are accredited in the future to ensure current ITE provision improves; involves genuine partnership and open dialogue with lead schools to support and build workforce capacity; and is well placed to meet the challenges of implementing a new education system in Wales.

1.5 A task and finish group was subsequently established – the Teacher Education Accreditation Group – to develop new criteria for accrediting ITE programmes in Wales.

1.6 The aim of the new criteria is to improve the quality and consistency of provision, introduce a new approach to ITE and ensure that all courses of ITE meet high aspirations for world class ITE in Wales. The Welsh Government will continue to review and revise the accreditation criteria from time to time. However, as noted above the role of accrediting particular courses will fall to the EWC in the future under these proposals.

1.7 Although there has been a change in context within the education system in Wales, the concept of professional regulation has changed little over the past decade. Professional regulation bodies drive improvements in professional practice by setting requirements for entry into the profession, maintaining standards of those in the profession, and quality assuring and supporting engagement with effective professional development.

1.8 The Education (Wales) Act 2014 (the 2014 Act) reconfigured and renamed the General Teaching Council for Wales, extending the remit of the body and the composition of

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<sup>1</sup> <http://gov.wales/docs/dcells/publications/141001-qualified-for-life-en.pdf>

its membership to become the Education Workforce Council (the EWC) from 1 April 2015. The Council currently has a statutory duty to establish and maintain a register of school teachers, FE teachers, school support learning workers and FE learning support workers. Registration is required in the category of registration in which the person wishes to work. Without such registration the person may not work in that registrable profession whether on an employed or self-employed basis.

1.9 The 2014 Act sets out the main functions of the EWC (see section 4 of the 2014 Act) and provides the Welsh Ministers with a power to add functions to the EWC. The EWC currently registers the workforce, sets a code of professional conduct, investigates unacceptable professional conduct and professional incompetence under their disciplinary functions, and provides advice on key issues affecting the profession. These main functions are funded by a fee paid by the workforce to register.

1.10 Professor Furlong recommended in *Teaching Tomorrow's Teachers* that the process of accrediting programmes of ITE should be the responsibility of the professional regulatory body, as it is in other parts of the UK and Countries outside of the UK, and that a Teacher Education Accreditation Board should be established within the EWC to undertake this role. Our proposals seek to give effect to that proposal by requiring the EWC to establish a committee to take on this role. Whilst Professor Furlong recommended the establishment of a Board we consider that the establishment of an EWC committee would fully meet the substance of that recommendation.

## 2. Rationale for change

2.1 The Welsh Government has set out to create, systematically, a new climate of higher expectations for schools<sup>2</sup>. While ITE is recognised as a major contributor to teaching quality in most countries with advanced school systems, the evidence from inspection and self-evaluation shows that ITE provision in Wales is not meeting the standards set by the highest performers globally.

2.2 Professor Furlong concluded in *Teaching Tomorrow's Teachers*<sup>3</sup> that the quality of ITE in Wales had deteriorated since his earlier report in 2006. This was further confirmed by Professor Ralph Tabberer in his report on ITE in 2013. In *Teaching Tomorrow's Teachers* it is noted that whilst a large number of individuals and institutions remain highly committed to the provision of good quality ITE, the current initial teacher education in Wales is not of the required quality to develop the teachers we need in Wales now and in the future. "A stable and high quality system is needed to enable institutions and individuals to flourish."

2.3 We consider that reform to the way ITE is accredited is an essential factor in ensuring an improvement in educational performance in schools. The proposed changes will place accountability on the professional body (EWC) to accredit individual ITE programmes, with reaccreditation required every 5 years.

2.4 It is proposed that the current process of accrediting training providers will be replaced by the accreditation of the ITE programmes of study. This will enable more specific consideration of how the programmes will raise the quality of provision and attracting the right people with the right skills, qualifications and an aptitude for teaching to enter teacher training.

2.5 Future ITE programmes of study in Wales must be capable of delivering newly qualified, reflective practitioners with the appropriate qualifications, skills and appetite to deliver against the improved education agenda as set out in *Qualified for Life*. It is equally important that the work to reform ITE outlined in *Teaching Tomorrow's Teachers* complements the work being undertaken elsewhere on the implementation of the new Curriculum and Assessment arrangements as set out in *Successful Futures and A curriculum for Wales – a curriculum for life*<sup>4</sup>.

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<sup>2</sup> Tabberer, R. (2013) A Review of Initial Teacher Training in Wales

<http://gov.wales/docs/dcells/publications/131007-review-of-initial-teacher-training-in-wales-en.pdf>

<sup>3</sup> Teaching tomorrow's teachers - March 2015

<http://gov.wales/topics/educationandskills/publications/wagreviews/teaching-tomorrows-teachers/?lang=en>

<sup>4</sup> *A curriculum for Wales – a curriculum for life* sets out the plan for taking forward the recommendations within *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*.

## **Draft criteria for the accreditation of initial teacher education programmes in Wales**

2.6 In 2015, a task and finish group was established to develop the reconceptualised criteria for accrediting ITE programmes in Wales, the Teacher Education Accreditation Group. The aim of the new criteria is to improve the quality and consistency of provision and introduce a new approach to ITE in Wales. The group comprised of the following members:

- John Furlong (Chair), Emeritus Professor of Education, University of Oxford and former ITE adviser to the Welsh Government;
- Hayden Llewellyn, Chief Executive, Education Workforce Council, Wales;
- Sarah Lewis, HMI, Lead Estyn Officer for Initial Teacher Education;
- Geraint Rees, Professional School and Local Authority Adviser, Welsh Government;
- Richard Daugherty, Emeritus Professor of Education and former Dean of Arts, University of Aberystwyth;
- Dr Aine Lawlor, former CEO of the Teaching Council Ireland.

2.7 The accompanying document at Annex: Draft criteria for the accreditation of initial teacher education programmes in Wales, sets out the criteria that have been developed by the Teacher Education Accreditation Group. ITE entry requirements and criteria for individuals will remain the same.

2.8 New professional standards for teachers in Wales are currently being developed. They have not been included within the draft accreditation criteria as work in relation to the standards is ongoing and will be subject to a separate consultation. Once that work is completed the new professional standards will be incorporated into the final accreditation criteria.

2.9 Under the proposed new arrangements, Estyn will continue to have a vitally important role to play in maintaining and enhancing quality in ITE. Draft proposals for how Estyn will, in the future, work in tandem with the accreditation process are set out in Appendix 1 of the draft criteria.

2.10 As part of their work to reconceptualise accreditation criteria, the Teacher Education Accreditation Group identified five fundamental areas of change for ITE in Wales:

- An increased role for schools
- A clearer role for universities
- Joint ownership for the programme
- Structured opportunities to link school and university learning
- The centrality of research.

2.11 Central to the vision underpinning the new accreditation criteria for ITE programmes, is the recognition that high quality professional education necessarily involves a number of different modes of learning. Some dimensions of teaching can only be learned experientially while other forms of learning are intellectually based. However, the largest part of all teacher education should be based on learning that is both rigorously practical and intellectually challenging. International evidence stresses that high quality teacher education involves both aspects: developing strong links between theory and practice in a way that helps

students to understand and explore the interconnectedness of education theories and classroom practices<sup>5</sup>.

2.12 As the OECD and others<sup>6</sup> now recognise, the very best examples of teacher education internationally are based on this dual form of learning. This is the form of teacher education that is going to be essential for Wales if the government's vision for its schools is to be achieved. This has important consequences for both schools and universities and for how they collaborate.

2.13 It is anticipated that in the future all ITE programmes will be lead by a 'partnership', that is an HEI working in close collaboration with a number of 'lead partnership schools'. It is this partnership that will bring forward the programme for accreditation. If truly collaborative teacher education is to be achieved then 'the partnership' – the HEI together with all of their partner schools - must take joint responsibility for their contributions to the programme

2.14 These changes are intended to improve the quality of ITE in Wales and in turn raise the standard of teaching in our schools.

2.15 The draft criteria is written for current and potential providers of ITE, but it should also be of interest to all those who are concerned with education in Wales: co-operating schools and teachers; Estyn; current and prospective student teachers; parents; teacher unions; the EWC; consortia and local authorities, and others.

### **Initial Teaching Education –Teacher Education Accreditation Committee**

2.16 There are a range of measures for ensuring the quality of training provisions relating to the education workforce. In terms of ITE, the Welsh Government does not directly control what courses are offered at particular institutions, including whether they are offered through the medium of Welsh. However, it manages initial teacher supply through the setting of overall intake target allocations for recruitment to ITE in Wales. These are notified to HEFCW, which is required (under the Education Act 2005, section 86(6)(a)) to have regard to any forecast of demand for newly qualified teachers that is notified to it by the Welsh Ministers). At present, HEFCW also holds a statutory role as the accrediting body of all ITE provision in Wales as set out in Regulation 7 of the School Teachers Qualifications (Wales) Regulations 2012.

2.17 *Teaching Tomorrow's Teachers* recommended that the role of accrediting body should in the future fall to the professional regulatory body, the Education Workforce Council (rather than HEFCW as the funding council); and that the EWC should establish a Teacher Education Accreditation Committee (TEAC) to undertake that function. The TEAC would comprise members of the profession, experts in the field of initial teacher education, practising or very recent head teacher and a representative of Estyn. The TEAC would ultimately be responsible for accrediting all programmes of initial teacher education.

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<sup>5</sup> DEL (2014) *Aspiring to Excellence. Final report of the international review panel on the structure of initial teacher education in Northern Ireland*. Belfast: Department for Employment and Learning in Furlong (2015) *Teaching Tomorrow's Teachers, Initial Teacher Education in Wales – the case for change* <http://gov.wales/docs/dcells/publications/150309-teaching-tomorrows-teachers-final.pdf>

<sup>6</sup> OECD (2012) *Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States*. <http://www.oecd.org/pisa/46623978.pdf> BERA: RSA (2014) *The Role of Research in Teacher Education: Reviewing the evidence. Interim report*. London: BERA

2.18 The General Teaching Council (GTC) Scotland, the Teaching Council for Ireland (TCI) and the GTC Northern Ireland all have a role in the accreditation of programmes of ITE. For GTC Scotland and TCI this role has been further enhanced. GTC Scotland's Education Committee delegates the scrutiny and evaluation of programmes to Programme Accreditation Panels. These consist of a minimum of two council members from the Education Committee and one external expert drawn from the relevant educational context. Panels have the authority to take decisions about the appropriateness of learning programmes and to advise the providers of their decisions. The TCI model was put in place 5 years ago and incorporated many of the best practices from GTC Scotland and across the world. TCI also charge a fee for the consideration of applications which is payable by HEIs participating in the accreditation process.<sup>7</sup>

2.19 The Welsh Government will consider the issue of the charging of a fee, payable by HEIs, and will be interested in the views of stakeholders on the principle of such a decision (question 7 refers). In the event that the power to charge is given to the EWC, the EWC will be expected to undertake a consultation on the amount to be charged, prior to its implementation.

2.20 Our work to reform ITE will support a new kind of teacher professionalism in Wales of the type proposed by Professor Donaldson – one that is equal to the best available internationally and fit to face the challenges of teaching in the 21<sup>st</sup> century.

### **Proposals for enhancing the functions and role of the Education Workforce Council**

2.21 In addition to its main functions set out in the 2014 Act, the EWC administers a number of functions on behalf of and funded by Welsh Government, where it is efficient to use their expertise and the information contained in their register of education practitioners. This currently includes:

- Analysis of data from the register and surveys of sections of the workforce using the register to contribute to a range of policy development;
- Recommendations from training providers issuing Qualified Teacher Status certificates
- Tracking and recording Newly Qualified Teachers, including hosting an online Induction profile for all new teachers and their mentors and administering funding;
- Issuing Induction certificates and considering Induction appeals; and
- Development and implementation of a Professional Learning Passport to registrants to record and reflect upon the development of their practice at different career stages.

2.22 All the major parts of our reform agenda signal that it is important to enable education professionals to take a much more central role in leading, shaping and delivering change in the profession. It is, therefore, an appropriate time to consider how more levers for delivering change in practice can be passed to the profession.

2.23 Enhancing the role of the EWC, will enable the education profession to exercise a collective voice; both in policy making and leading the improvements in standards and the process of change. A committee of the EWC could include a range of stakeholders, including representation from the teaching profession itself<sup>8</sup>. It would also be well placed to

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<sup>7</sup> The fees which may be charged by the Teaching Council of Ireland can be found at:

<http://www.teachingcouncil.ie/en/Registration/Forms-and-Fees/Fees/>

<sup>8</sup> Furlong (2015) Teaching Tomorrow's Teachers, Initial Teacher Education in Wales – the case for change

<http://gov.wales/docs/dcells/publications/150309-teaching-tomorrows-teachers-final.pdf>

provide leadership and coordination for teacher education on a national level, while at the same time being at arm's length from the Welsh Government. In taking responsibility for the accreditation of providers of teacher education, the EWC would align itself with the role of many other professional bodies; it would also send a strong message about the teaching profession is taking a lead role in its own professional education. This model has been adopted in Scotland and the Republic of Ireland, where it appears to work well.

### 3. Proposal under consideration

3.1 This consultation addresses two aspects of the ITE change programme that will help to shape an education system that is fit for the future:

1. Draft criteria for the accreditation of ITE programmes in Wales. These criteria are set by the Welsh Ministers and will continue to be so in the future; and
2. Proposals for enhancing the functions and role of the EWC, to require it to take on the role of accrediting ITE programmes of study.

3.2 To help address topical issues and changing priorities relating to education policy, the Welsh Government believes that the functions of an independent EWC should be enhanced. Such an enhancement would mean that specific aspects of ITE would no longer be undertaken by HEFCW (as recommended in *Teaching Tomorrow's Teachers*). However, HEFCW will continue to play an important role in the delivery of ITE programmes and will retain responsibility for administering funds for teacher training.

3.3 This new approach is intended to deliver the improvements we all seek to learner outcomes, by investing in the development of a skilled and committed professional workforce.

3.4 The expanded role of the EWC in relation to ITE will signal trust in the profession and is in line with the ethos that the profession must take responsibility for leading changes in teaching, leadership and for developing and supporting the profession collectively. This approach supports the views of Professors' Donaldson and Furlong about the conditions for delivering their recommendations, and it is in line with effective professional governance in a range of other professions and in the education system in Northern Ireland, Republic of Ireland, Scotland and countries outside of the UK (Australia, New Zealand, Canada).

## 4. Timing

4.1 It is the intention that new accreditation criteria will be in place by spring 2017. The timing and extent of any transfer of functions to the EWC will be aligned to implementation plans for the new Curriculum (over 3-5 years). The arrangements for accrediting ITE provision however, will need to be in place by no later than autumn of 2017 to ensure all courses of ITE from September 2019 are accredited against the revised accreditation criteria.

4.2 The cycle for accreditation would happen every 5 years, although this may be for just 1 or 2 years transitionally. It will commence with all programmes needing to be submitted for accreditation in line with the following timetable. It is proposed that no ITE programmes in Wales may run from September 2019 without approval from the Teacher Education Accreditation Committee.

<b>Action</b>	<b>Date</b>
The Digital Competence Framework is available to schools and settings in Wales	1 <sup>st</sup> September 2016
Partnership to send “statement of intent” to submit a programme for accreditation to the Welsh Government	By 6 <sup>th</sup> January 2017
Partnership to submit ITE programme/s to the Teacher Education Accreditation Committee for accreditation against accreditation criteria	By 1 <sup>st</sup> December 2017
The Teacher Education Accreditation Committee to assess programmes and make a decision to award, defer or refuse accreditation	By 29 <sup>th</sup> June 2018
New curriculum and assessment arrangements available	September 2018
ITE Partnership to commence marketing of their programme to prospective student teachers	3 <sup>rd</sup> September 2018
ITE Partnership to commence delivery of new programme	2 <sup>nd</sup> September 2019
New curriculum and assessment arrangements in place	September 2021

## **5.How to comment on these proposals**

5.1 Specific questions are listed in the separate response form and you are invited to provide answers to these questions, or to comment in more general terms. This may be submitted electronically or in hard copy, using the contact details on page 2 of this document.