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Circular

Initial Teacher Training Strategies 2009/10 to 2011/12

Date: 8 July 2009
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To: Heads of higher education institutions providing ITT
Response by: 6 November 2009
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This circular requests the submission of initial teacher training (ITT) strategies for 2009/10 to 2011/12 for the new Centres of Teacher Education and an ITT funding plan for Glyndŵr University. It also presents the outcomes of the consultation on future arrangements for ITT strategies (W09/05HE).

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Introduction

- 1 This circular requests the submission of initial teacher training (ITT) strategies for 2009/10 to 2011/12 for the new Centres of Teacher Education and an ITT funding plan for Glyndŵr University. It also presents the outcomes of the consultation on future arrangements for ITT strategies (W09/05HE).

Background

- 2 Higher education institutions providing ITT submitted the first cycle of ITT strategies in 2003 to cover the period 2003/04 to 2005/06. The implementation of the strategies was supported by an ITT strategy fund which brought together previously separate initiative funding streams. We originally anticipated requesting revised three-year ITT strategies from 2006/07. However, in the light of the reconfiguration of ITT and uncertainties preceding this, we have asked institutions to roll forward their existing plans each year instead.
- 3 From 2005/06, we also made an additional ITT Partnership allocation in recognition of the effect that the initial reduction in primary ITT intake targets might have on the viability of some smaller departments and institutions, including those offering Welsh medium provision, and on supporting and maintaining ITT school partnership.
- 4 In February 2009 we informed institutions that we considered that ITT reconfiguration was now sufficiently underway for it to be appropriate for us to ask for new ITT strategies from 2009/10 (Circular W09/05HE). Moreover, the HEFCW Council had agreed that the funding which had been available within the ITT Strategy funding and ITT Partnership funding should continue at a similar level. As part of Circular W09/05HE, we consulted institutions on our intention to use part of the funding for a partnership premium.
- 5 The arrangements set out below do not apply to the Open University in Wales at present, as the OU's funding for ITT is ring-fenced until 2009/10. We will consider the position for the OU when decisions are taken about future funding arrangements for the OU in Wales.

Outcome of the consultation on a partnership premium

- 6 Circular W05/09HE noted that all HEIs providing ITT are required to work with partner schools. There is a continuing cost in securing and administering partnerships and placements and ensuring the delivery of quality provision to students through these partnerships arrangements. Therefore, in recognition of the additional costs associated with partnership, the Council had agreed, in principle, that from within the available sum (including the funding associated with ITT Partnership which was originally only intended as interim support) it would provide a recurrent partnership

premium from 2009/10 to support the viability of ITT partnership. A premium of £100 per enrolment was proposed. We would ask institutions to demonstrate through their ITT strategies how they would use the premium to support ITT partnership. The circular requested views on the proposed premium.

- 7 Respondents to the consultation supported the introduction of a premium. It was not clear, however, that all understood that this would be funded from the existing resource associated with ITT Strategy/ITT Partnership funding and would not be a new allocation in addition to this funding.
- 8 Some respondents indicated that there should be a higher premium for PGCE students as their placement time in schools was concentrated in one year, rather than spread across years as in undergraduate courses. This was, however, not a view that was expressed universally by all respondents.
- 9 A summary of the responses is at **Annex A**.

ITT Strategies 2009/10 to 2011/12

a) Funding

- 10 There will be three elements to ITT Strategy funding from 2009/10.
 - i) Teacher Training Recruitment Scheme (TTRS) bursaries for secondary undergraduate students. As noted in Circular W09/05HE, £1,200 will be available for students on priority subject courses (Mathematics, Science, Welsh, Music, Modern Foreign Languages, Design and Technology). The only non-priority subject is Drama at University of Wales Institute, Cardiff (UWIC). Students who started the course before 2008/09 when Drama was a priority subject will receive £1,200. Students who enrolled in 2008/09 will receive £700. (From 2009/10 the South-East Wales Centre for Teacher Education is ceasing to take new entrants to this course, offering a PGCE Drama programme instead.)
 - ii) ITT Partnership Support. While we noted the comments in the consultation about the level of the proposed premium associated with PGCE students, we are aware that this was not an opinion expressed across the board. Moreover, we viewed the calculation of a premium based on all ITT enrolments as a proxy for determining an overall allocation, rather than as a sum attached to an individual student. We are concerned that there is a distinct funding element directly available to support partnership activity and that, for the new Centres of Teacher Education, it is a joint resource with the providers concerned taking into account partnership requirements across the Centre in agreeing how it is used. Therefore, rather than designating a “premium” where the link between the funding and its precise use may be less strong, we are including an ITT Partnership Support element within the overall ITT

Strategy funding. The allocation will be calculated based on £100 per funded ITT enrolment. As the Centres for Teacher Education increasingly co-ordinate and integrate their partnership operations, we would expect them to be able to benefit from synergies and efficiencies and that the ITT Partnership Support funding will support them in achieving this.

- iii) ITT Strategy Support. Once the TTRS and ITT Partnership Support elements have been calculated, the remaining funding will be allocated pro-rata to ITT funded credits.
- 11 For the two Centres of Teacher Education which come into operation in 2009/10, South-East Wales and South-West Wales, allocations will be paid to the lead financial partner. For the North and Mid-Wales Centre which will come into operation in 2010/11, separate allocations will be made to Aberystwyth University and Bangor University in 2009/10 and from 2010/11 onwards the allocation will be made to the lead financial partner.
 - 12 In planning for the second and third years of their strategies, the Centres should assume similar levels of funding to 2009/10, although there can be expected to be some variations when the actual allocations are calculated. However, the total sum available will also depend on HEFCW's overall grant settlement from the Welsh Assembly Government for the years concerned. Given the economic climate, the Centres should build in some flexibility so that they can manage their activities, should funding levels be reduced.
 - 13 Glyndŵr University, which will continue to provide ITT until 2011/12, will receive an institutional allocation until the ending of ITT provision. It will not receive an allocation after 2011/12. We would hope to be able to provide a minimum floor allocation of £50,000 in 2010/11 and 2011/12, in recognition that, while ITT is phasing out at Glyndŵr, the University will nonetheless need to maintain quality and support for students. Confirmation of this will, however, be subject to HEFCW's overall grant settlement for the years concerned, as indicated in paragraph 12 above.
 - 14 Allocations for 2009/10 are set out in **Annex B**. These are, however, provisional. We have been informed by the Welsh Assembly Government in our 2009-10 remit letter, that all grant figures are provisional and are subject to change in-year. If changes are made, this may mean that the allocations in Annex B will need to be revised. We will advise you if this is the case.

b) Strategies: Centres for Teacher Education

- 15 The South-East Wales and South-West Wales Centres for Teacher Education are asked to submit new centre strategies covering 2009/10 to 2011/12 as a basis for releasing funding allocations. This will facilitate a jointly agreed strategic approach by each centre from the start, with agreed targets and deliverables.

- 16 Aberystwyth University and Bangor University are asked to submit a strategy based on updated institutional plans for 2009/10, followed by a Centre strategy for 2010/11 and 2011/12. This will keep the North and Mid Wales Centre in step with the strategy cycle for the sector as a whole. It will, however, be open to the two universities to use some of the funding in 2009/10 to support collaborative working for the new Centre.
- 17 We recognise that, within the new Centre strategies, the individual partners will have some existing commitments which they will need to honour or activities which they wish or need to continue. However, we would ask that these are set in the context of the aims and objectives of the Centre as a whole. Such continuing activities, as well as new activities planned jointly from the start, should form part of a coherent recognisable Centre strategy, not simply a presentation side-by-side of separate institutional activity.
- 18 The ITT strategy should be a document of value primarily for the Centre itself, providing a framework for development and activity over the next three years. Beyond this, the strategy will contribute to providing assurance to HEFCW and other third parties, for example, Estyn, that the Centre is addressing priorities and requirements for ITT and meeting the needs of its students. Taken together, the information provided in the strategies will contribute to a broader picture of the sector's activities and of key issues in ITT. This will help us in our discussions with ITT providers and with the Welsh Assembly Government and other organisations such as Estyn and the General Teaching Council for Wales.
- 19 Moreover, particularly in this first three-year cycle, the strategies will help give us assurance that, complementing the ITT reconfiguration plans, there will be activities to support the embedding of the Centres as viable, visible entities for the provision of ITT in Wales. This is especially important given the significant financial investment being made separately by the Welsh Assembly Government through transitional funding for ITT reconfiguration.
- 20 Centres have already submitted full ITT reconfiguration plans to us and progress against these will be monitored separately. There will clearly be links to work being undertaken through the reconfiguration plans and therefore appropriate cross-references may be expected in the ITT strategy. It is, however, anticipated that the ITT strategy itself would concentrate primarily on activities to support the Centre in delivering high-quality, relevant provision which meets the needs of students and employer demand for well-trained teachers, as well as specific requirements associated with ITT. Care should be taken to ensure that there is no double-funding in the strategy of work being funded through ITT reconfiguration transitional funding.
- 21 We do not wish to be overly-prescriptive about the structure and content of the strategy, as we recognise that it needs to reflect the mission, organisation and priorities of the Centre concerned. We will, however, need to be able to assess whether the document provides us with the assurances

indicated above and that you have a coherent and relevant strategy in place which can be effectively implemented.

- 22 You will need to ensure that your strategy complies with legislation relating to equalities, including the requirements of the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2006. Moreover, you will need to ensure that particular challenges in relation to equalities issues and ITT are appropriately addressed. In addition to the requirements of equalities legislation, there will be actions to address other statutory or regulatory responsibilities, for example, Criminal Records Bureau checks and compliance with the requirements of the new Independent Safeguarding Authority.
- 23 We will expect to be able to determine from the strategy that:
- it is grounded in an appropriate vision for the Centre as a deliverer of teacher education in Wales, supported by well-focused aims and objectives;
 - it has assessed context and needs and it recognises key priorities and issues for ITT, reflecting these in the work of the Centre;
 - a suitable infrastructure and systems are in place for managing and implementing the strategy. These would include arrangements for allocating responsibilities, monitoring and evaluating progress and revising the strategy in the light of these, as well as the capacity to take on board changing priorities or requirements for ITT.
 - equality and diversity have been taken into account in all relevant aspects of the strategy, including in partnership working with schools.
 - the role of the Centre and institutional responsibility for it are taken into account in the overall strategic planning of the individual institutional partners, and that the Centre benefits from, and feeds into, other institutional strategies, such as learning and teaching, quality enhancement, widening access, Welsh medium provision etc.
 - ITT strategy funding is being used appropriately to support the strategy.
- 24 In terms of broad areas of activity for the strategies, we set out in **Annex C** some themes which may assist you in developing your strategy. Indeed, for several of these areas, we would have concerns if we did not consider they were being adequately addressed by the Centres. This is indicated in some of the issues we note under these themes or requests for specific action within them.
- 25 We expect to see a **medium-term strategy** covering at least the three-year period 2009/10 to 2011/12, setting out key goals, priorities and activities for the strategy period and a specific **short-term** implementation plan for 2009/10. These should be accompanied by the completion of Tables 1 and 2 at **Annex D**, which ask you to set out measurable qualitative and quantitative targets for the medium and short-term under headings for each main area of activity. The tables also ask you to identify the cost, funding source and other resource implications. We see robust, initial target-setting and financial planning as essential to the strategy's effectiveness. Targets

should be Specific, Measurable, Achievable, Realistic and Time-bound (SMART). We will monitor progress against the targets and the use of funding through the Annual Monitoring Statement (AMS) process. We recognise that, through the AMS process, you are likely to wish to modify or refine targets for each year ahead in the light of progress or changing circumstances.

c) Glyndŵr University

- 26 Rather than a full strategy, Glyndŵr University should submit a three-year funding plan for 2009/10 to 2011/12, setting out how it will use its allocation to support its ITT operation as this is phased out, using the tables at **Annex E** for this purpose. For 2010/11 and 2011/12 we suggest that the University plans on the basis of an allocation of £50,000, although, as noted above, confirmation of this will be subject to HEFCW's overall grant settlement for the years concerned. Care should be taken to ensure that there is no double-funding in the strategy of work being funded through ITT reconfiguration transitional funding.
- 27 The plan should include some overall strategic goals and aims for the period. We will also need to know how the University will monitor and evaluate progress against the plan.
- 28 It will be for the University to determine the various areas of activity within the plan, although we would expect the focus to be on maintaining the quality of provision and support for students during the transition period. We will expect the University to demonstrate how the ITT Partnership Support element will be used to support, maintain and enhance school partnerships. It will be open to the University to use further resource from its funding allocation to contribute to this area of activity if it wishes.
- 29 You will need to ensure that your plan complies with legislation relating to equalities, including the requirements of the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2006. Moreover, you will need to ensure that particular challenges in relation to equalities issues and ITT are appropriately addressed. In addition to the requirements of equalities legislation, there will be actions to address other statutory or regulatory responsibilities, for example, Criminal Records Bureau checks and compliance with the requirements of the new Independent Safeguarding Authority.
- 30 As well as the use of funding, the tables at Annex E require the identification of targets. Targets should be Specific, Measurable, Achievable, Realistic and Time-bound (SMART). We will monitor progress against the targets and the use of funding through the Annual Monitoring Statement (AMS) process. We recognise that, through the AMS process, the Glyndŵr University may wish to modify or refine targets or the use of funding for each year ahead in the light of progress or changing circumstances.

Timetable

- 31 We had originally intended to request the submission of strategies in September. However, we believe it would be helpful if the new Centres in particular have longer to develop their new strategies and for them to have the opportunity to discuss these with us before these are formally submitted. We are therefore asking for the Centres to submit their strategies and Glyndŵr University its funding plan by **6 November 2009**. Please submit one hard copy signed by the head(s) of the institutions concerned as well as an electronic copy. Please send these to Alison Allan (alison.allan@hefcw.ac.uk).
- 32 Allocations for 2009/10 will be made in two equal instalments. The first payment will be made in September 2009. We will then arrange a joint visit to the partners in each Centre in late September/October (by which time we would have expected the Centres to have made reasonable progress in determining their planned activities) to discuss their strategies with them. We are also happy to visit Glyndŵr University to discuss its plan if the University wishes this. We will contact you shortly to arrange these visits.
- 33 Following the submission of the strategies/plans, we will undertake an analysis and provide feedback and discuss any issues with you during January/early February. In particular we will need to agree the targets with you. We would expect to make the second payment in March 2010. However, if following our feedback and your response to it, we are not yet satisfied that the strategies are sufficiently robust or we consider they do not provide us with the assurances and information we require, then we will withhold the second payment until we have resolved the outstanding issues.
- 34 Institutions have already been asked to submit an annual monitoring statement on progress in 2008/09 by 6 November 2009, to complete the previous strategy cycle (W09/13HE). We will send the individual monitoring statements to each institution by 3 July.

Further information

- 35 For further information, contact Alison Allan (tel 029 2068 2223; email alison.allan@hefcw.ac.uk).

Annexes

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Circular W09/05HE: Initial Teacher Training Strategies: Future Arrangements and Related Issues

Summary of consultation responses

Responses were received from:
Aberystwyth University
Bangor University
Glyndŵr University
University of Wales Newport
Swansea Metropolitan University
Trinity University College
University of Wales Institute Cardiff.

Postgraduate students cost more

- 1 Two of the responses considered the proposed flat-rate premium would offer less support for postgraduate trainees. PGCE students spend longer on placement - 24 weeks compared to 8 weeks a year for undergraduate (UG) students – so these partnerships are more expensive in terms of cost of placement, tutor visits, and effort in securing sufficient placement hours. They therefore advocate that the premium be increased for postgraduate students. Another respondent proposes, that for similar reasons, the allocation should be increased for secondary PGCE students.

Available funding

- 2 Most providers acknowledge that in the course of reconfiguration, HEFCW has made available additional funds to support the viability of courses and partnership activity. Most also recognise that the proposed partnership premium will be funded from the total money previously given in ITT Strategy/Partnership Funding, and that the partnership premium is not additional money – they welcome the ‘continuation’ of this funding. However, in a couple of instances, it is less clear whether this is understood, with the respondents possibly believing that the intention is to offer an additional partnership premium.
- 3 There were one or two concerns that under the new arrangements, individual providers might receive less from the premium arrangements than they did under the previous ITT partnership allocation. This was against a background of generally increasing costs or a view that there was a level of core costs which would not reduce even though ITT intakes might be reducing.
- 4 There were a few general comments about the cost of partnership arrangements, for example, that a premium of £100 per enrolment did not

address the requirements of a robust partnership model or that institutions faced higher costs in the future, including pressure to increase the level of funding to schools for placements.

Centres of Teacher Education

- 5 A couple of responses note that partnership arrangements were likely to alter as a result of reconfiguration, for example, one provider reports that they are realigning their partnership agreements with schools as part of preparations for the new centre for teacher education; another centre will discuss how best to use the partnership allocation.
- 6 Most partners in the new Centres expressed in their response their willingness to produce joint ITT strategies in future. One HEI, however, indicated a wish to write both joint and separate strategies for the first year.

ITT Strategy Funding Allocations 2009/10

Institution or Centre for Teacher Education	Teacher Training Recruitment Scheme (TTRS) Secondary Undergraduate Placement Grants* £	ITT Partnership Support £	ITT Strategy Support £	Total £
Aberystwyth University		22,100	67,121	89,221
Bangor University	48,000	55,600	154,643	258,243
Glyndŵr University		19,100	49,379	68,479
South-East Wales Centre	246,800	118,300	321,705	686,805
South-West Wales Centre		105,700	273,463	379,163
Total	294,800	320,800	866,311	1,481,911

****Note: The TTRS UG Placement Grant allocation for 2009/10 must be ringfenced by institutions for distribution to UG trainees***

The South-West Wales Centre's grant has been adjusted to reflect TTRS payments to Trinity University College in 2007/08 which were not used

Suggested themes for inclusion in Centre strategies

1) Centre operation

There should be clear evidence in the strategy that the partners are managing the Centre as a distinct entity for the delivery of ITT within their institutions and that they are promoting it as such to students, prospective students, partnership schools, local authorities, etc. The strategy should cover activity being undertaken in addition to that through the ITT reconfiguration plan to embed the Centre. We would expect that it would cover the arrangements for determining, implementing, monitoring and reviewing the ITT strategy as well as other matters affecting the operation of the Centre.

2) Equality and diversity in the teaching profession

You will need to ensure that your strategy complies with legislation relating to equalities, including the requirements of the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2006.

Moreover, you will need to ensure that particular challenges in relation to equalities issues and ITT are appropriately addressed. For instance, there are actions which can support or add to the diversity of choice available to students or which will attract applicants from groups that are currently under-represented within ITT and in the teaching profession. You will recall that the wish to maintain a diversity of entry routes to the teaching profession contributed to the Welsh Assembly Government's decision to retain an element of undergraduate (UG) ITT provision, rather than focusing solely on PGCE provision as recommended by the Furlong Review.

Although it is unlikely to take effect before the 2011/12 academic year, the Welsh Assembly Government intends, subject to consultation, to transfer operation of the employment-based teacher training scheme to HEFCW and the HE ITT providers. This will add further to the diversity of routes into teaching.

It may be that you will wish to bring all activity relating to equalities and diversity under one heading or alternatively to make an overall statement about compliance with equalities legislation but note particular activities under other headings, such as marketing and recruitment or curriculum development.

3) Other statutory and regulatory responsibilities

In addition to the equalities legislation noted above, there will be actions to address other responsibilities, for example, Criminal Records Bureau checks and compliance with the requirements of the new Independent Safeguarding Authority.

4) School Partnerships

School partnerships are integral to the delivery of ITT and this is reflected in HEFCW's decision to allocate part of the available funding to support partnership activity. Robust procedures for selecting partnership schools and assuring quality are vital to the overall quality of provision. We will expect you to demonstrate in your strategy how the ITT Partnership Support element will be used to support, maintain, and enhance school partnerships, including the development of Centre-based approaches to their management, organisation and support. It is also open to you to use further resource from your strategy funding to contribute to this area of activity.

5) Welsh medium provision, Welsh as an ITT subject and Welsh as a second language

We are concerned to ensure that the volume and range of Welsh medium delivery in ITT is maintained and ideally enhanced. This is particularly so as the establishment of the Centres involves some redistribution of ITT portfolios between partners. The considerable contribution which undergraduate primary provision makes to the supply of Welsh medium teachers and maintaining a diversity of entry routes were the major factors in the Assembly Government's decision to retain UG ITT provision. We are therefore asking Centres to include within their strategies Welsh medium recruitment targets across the range of their provision, UG and PGCE, primary and secondary, which will stand comparison with previous Welsh medium recruitment levels, together with actions to achieve these.

Recruitment to Welsh as a secondary ITT subject has been uneven in recent years. The Welsh-medium Education Strategy recently published for consultation by the Welsh Assembly Government (Consultation document No: 067/2009 – 13 May 2009) highlights issues around the supply of secondary Welsh second language teachers and quality of second-language teaching (<http://wales.gov.uk/docs/dcells/consultation/090507wmscy.pdf> (Welsh) <http://wales.gov.uk/docs/dcells/consultation/090507wmsen.pdf> (English)). We would like the Centres to include actions which they can take to improve recruitment to Welsh as an ITT subject.

Another key element is the support within primary ITT programmes, including through the Cynllun Colegau Cymru, to prepare trainees to teach Welsh as a second language in primary schools.

Providers will also be aware that, as part of its ITT Change Plan, the Welsh Assembly Government will be asking HEFCW to take forward with ITT providers work on a possible common standard for Welsh medium language competency certificates issued on the completion of ITT courses. We expect to begin this work during 2009/10.

6) Marketing, recruitment and retention

We would expect a clear and visible identity to be created for the Centre and that its ITT provision is marketed and branded as belonging to the Centre. We would be concerned if the provision delivered by each of the partners continues to be marketed solely as institutional provision without recognition that it forms part of the Centre.

We would expect to see some specific actions to target particular areas of recruitment or potential markets, for example, in secondary shortage subjects where recruitment is proving particularly difficult. You could also cover collaborative marketing and promotion work undertaken across the sector.

Another aspect is the support you provide, financial, academic or otherwise, to aid the retention of students.

7) Curriculum design and development

This could cover, for example, planned activity to develop your ITT curriculum, including to respond to any changes in requirements for ITT or to ensure that that provision keeps up with good practice and courses remain attractive to students.

8) Quality assurance and enhancement

We wish to be assured that the partners in the Centre are continuing to address any issues raised by recent Estyn inspections. We would expect the strategies to cover work associated with the forthcoming sector thematic inspections which Estyn is undertaking in 2009/10, as well as preparation for the new inspection cycle which starts in 2010/11 where Estyn will inspect ITT based on the new Centres rather than individual HEIs. We appreciate that Centre planning for and engagement in the new cycle will become more definite once Estyn has confirmed its plans and timetable for ITT inspection in the new cycle.

9) Research

You may wish to consider the role which the new Centre for Teacher Education could have in delivering research projects of particular value to providers and local authorities in your region, working with practitioners and providers, including in partnership schools. This would help build research capacity and potentially the ability to secure additional income. The outputs of this research could also inform and enhance the delivery of ITT in the Centre.

10) Collaboration across the sector

There may be collaborative activities across the sector as a whole or with other ITT providers in which the Centre is involved, which would form part of your strategy.

Note: The headings for areas of activity below are suggestions. You may adapt or amend these, and expand the table, to suit the needs of your Centre, taking into account the information set out in Annex B

Initial Teacher Training Strategy

Centre:

Table 1 – Medium-term targets to 2011/12

Area of activity	Measurable targets (qualitative and quantitative)	Target completion date	Cost	Source(s) of funding	Other resource implications	Comments
Centre operation						
Equality and diversity in the teaching profession						
Other statutory and regulatory responsibilities						
School Partnerships						
Welsh medium provision, Welsh as an ITT subject and Welsh as a second language						

Marketing, recruitment and retention						
Curriculum design and development						
Quality assurance and enhancement						
Research						
Collaboration across the sector						

Initial Teacher Training Strategy

Centre:

Table 2 – Short-term targets for 2009/10

Area of activity	Measurable targets (qualitative and quantitative)	Target completion date	Cost	Source(s) of funding	Other resource implications	Comments
Centre operation						
Equality and diversity in the teaching profession						
Other statutory and regulatory responsibilities						
School Partnerships						
Welsh medium provision, Welsh as an ITT subject and Welsh as a second language						

Marketing, recruitment and retention						
Curriculum design and development						
Quality assurance and enhancement						
Research						
Collaboration across the sector						

