

Cyngor Cyllido Addysg
Uwch Cymru
Higher Education Funding
Council for Wales

Cwrt Linden
Clos Ilex Llanisien
Caerdydd CF14 5DZ
Ffôn 029 2076 1861
Ffacs 029 2076 3163
www.hefcw.ac.uk

Linden Court
Ilex Close Llanishen
Cardiff CF14 5DZ
Tel 029 2076 1861
Fax 029 2076 3163
www.hefcw.ac.uk

hefcw

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Circular

Secondary Initial Teacher Training: Intake targets 2010/11

Date: 3 February 2010
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To: Heads of higher education institutions in Wales providing
initial teacher training courses
Response by: No response required
Contact: Name: Alison Allan
Telephone: 029 2068 2223
Email: alison.allan@hefcw.ac.uk

This circular sets out secondary initial teacher training intake targets for 2010/11 for the three Centres of Teacher Education and the Open University in Wales. It also includes a report on undergraduate secondary initial teacher training commissioned by HEFCW.

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Introduction

- 1 This circular sets out secondary initial teacher training intake targets for 2010/11 for the three Centres of Teacher Education and the Open University (OU) in Wales. It also includes a report on undergraduate secondary initial teacher training commissioned by HEFCW.

Background

- 2 We informed you of the primary and secondary ITT intake targets which have been set for the sector by the Welsh Assembly Government for 2010/11 in November 2009 (Circular W09/38HE). The circular included the letter from the Welsh Assembly Government setting out the basis for the targets. The letter also included indicative targets for 2011/12 and 2012/13.
- 3 Primary intake targets for the three Centres of Teacher Education are published in Circular W10/04HE.

Secondary intake targets 2010/11

- 4 For secondary intake targets to providers, the Welsh Assembly Government asked us to put proposals to them by the end of January for approval. We have now received this approval and the secondary ITT intake targets for 2010/11 for the three Centres of Teacher Education and the OU in Wales are set out at Annex A.
- 5 For the South East Wales Centre and the South West Wales Centre which came into operation in 2009/10, targets are shown for the Centre, not the individual partner institutions. For the North and Mid Wales Centre which comes into operation in 2010/11 we have shown the breakdown in intake targets for the two partners, Aberystwyth University and Bangor University. The exception is the subject areas where provision will be located at both partners (PGCE Welsh and PGCE Science subjects) where we consider it more appropriate to show a single target in 2010/11 so that the partners can determine distribution between them.

Secondary PGCE targets

- 6 As noted in Circular W09/38HE, there has been a decrease of 55 intakes compared with 2010/11. This is, however, a lesser decrease than originally given in the July 2006 indicative targets.
- 7 Circular W09/38HE highlighted changes to the priority grouping of PGCE secondary subjects reflecting changes to ITT incentive payments and

teaching grants from 2010/11. Subjects are grouped into Priority group (which itself has two sub-sections), Main Incentive group and Other subjects. There are a smaller number of subjects within the Priority group.

- 8 Whereas previously, Science had an overall intake target, Chemistry and Physics have now been placed in Priority group sub-section 1, and Biology and General/Integrated Science in the Main Incentive group. English and Drama have also been separated with English in the Main Incentive group and Drama in Other subjects.
- 9 In determining the distribution of intake targets for Sciences, English and Drama we have drawn on Higher Education Students Early Statistics (HESES) data which is split down into the individual subject areas. We have given a combined target for Chemistry and Physics within Priority group sub-section 1. We have similarly given a combined target for Biology and Integrated Science within the Main Incentive group.
- 10 We have taken advantage of the permitted virement between subject groupings to vire 11 places from the Main Incentive group to the Other Subjects group. Otherwise there would have been a slight increase in the Main Incentive group which did not seem appropriate given the level of decrease faced by the Priority group, as well as the very significant decrease which would have been applied to the subjects remaining in the Other Subjects group.
- 11 In determining the distribution of allocations for 2010/11, we have made adjustments to targets within and between subject areas, taking into account:
 - sector recruitment performance in individual subject areas in 2009/10 and in previous years;
 - individual institutional/Centre recruitment performance against intake targets in 2009/10 and in previous years;
 - the need to balance subject provision across the sector, and to maintain the viability of provision;
 - evidence from Estyn of the quality of training provided by institutions, and
 - the broad planning assumptions which we gave for three reconfigured ITT “schools” in October 2006.
- 12 The Welsh Assembly Government has expressed a wish to see Physics course numbers protected as far as possible within the revised groupings. The combined intake target for Chemistry and Physics should help protect Physics numbers by providing a viable target overall. The Assembly Government would like us to emphasise to providers that they should take every opportunity to meet or exceed previous Physics numbers. It would not wish to see Chemistry numbers increasing at the expense of Physics. We will monitor recruitment to Physics in future to see whether any further action is needed.

Secondary undergraduate targets

- 13 The total sector target for secondary undergraduate (UG) intakes is unchanged from 2009/10. We have likewise kept the distribution of targets amongst providers and subjects the same as for 2009/10.
- 14 In autumn 2009 we commissioned a review of secondary UG ITT. We have now received the final report and this is published at Annex B. The HEFCW Council will consider the report and its recommendations at its meeting in March 2010. We would expect any implications from the report to apply to secondary UG provision from 2011/12 and we will discuss these with the Centres of Teacher Education. However, if there are any more immediate issues, for example, if a provider decides not to recruit to or run a particular secondary UG course in 2010/11, which may suggest an alteration to the distribution of secondary UG targets in 2010/11, we will need to discuss these with providers and seek approval from the Welsh Assembly Government. In the interim we would not wish to see any change to this provision.

Recruiting to targets

- 15 Recruitment to secondary courses improved during 2009/10, reflecting increased interest in ITT in the current economic climate but also the sector's efforts in promoting ITT as a career. The improved recruitment is a welcome development for shortage subjects where it has in the past proved difficult to recruit to target. However, we would ask you to guard against over-recruitment, particularly in subjects which traditionally are more popular. Institutions are reminded that, because of the demand-led nature of the student finance budget, there could well be financial implications for the Welsh Assembly Government budget arising from the recruitment of full-time students over and above HEFCW funded places.
- 16 In making intake target allocations, we regard an allocation of ten intakes as the minimum for a viable cohort. There may remain subjects where recruitment still proves difficult, either across the sector or for individual providers, or improvements are not sustained over the longer term. Maintaining Physics numbers has already been noted. We will continue to monitor recruitment and will discuss with the Centres of Teacher Education and the OU in Wales as appropriate where there appears to be difficulty in recruiting to particular subjects.
- 17 More generally, we will keep under review the distribution of secondary ITT targets across the three Centres, particularly in the context of the development of a regional dimension to the planning and delivery of higher education identified in *For our Future*. We will also monitor the numbers of students receiving training to teach through the medium of Welsh as well as English, and the diversity of entrants to ITT and the teaching profession.

Funded credits released from ITT intake target reductions

- 18 Intake targets for secondary PGCE provision for the OU in Wales are not included within the overall sector reductions in intake targets and the reconfiguration of ITT. The arrangements below on released funded credits do not therefore apply to the OU.
- 19 We will inform institutions of the released funded credits and associated funding available to them as a result of reductions in primary and secondary ITT intake targets in the recurrent grant circular for 2010/11 which will be published in March.
- 20 We would remind you that released numbers should be used for other HE education-related courses which fit with the proposals in your ITT reconfiguration plans which we have agreed with you. If an institution wishes to change or modify its portfolio of provision using released numbers, please contact Alison Allan to discuss, so that we can assure the Assembly Government that the provision continues to meet its priorities.
- 21 2010/11 will be the last year in which any new released numbers will be available from reductions in ITT intake targets. We expect there to be some continued feed through, however, as reductions in UG ITT courses work through the system.

Further information

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

ITT Secondary: Intake allocations 2010/11

	Subject Area	North and Mid Wales Centre for Teacher Education		South East Wales Centre for Teacher Education	South West Wales Centre for Teacher Education	Total 2010/11	Open University in Wales	Secondary PG Group Totals				
		Aberystwyth University	Bangor University	UW Institute, Cardiff and UW Newport	Swansea Metropolitan University and Trinity University College, Carmarthen							
Undergraduate	Mathematics			21		21						
	Sciences			10		10						
	Modern Languages			10		10						
	Welsh			16		16						
	Design & Technology		15	18		33						
	Music			10		10						
	Total	0	15	85	0	100						
Postgraduate	Priority Group Subsection 1	Mathematics		18		22		8	163			
		Chemistry & Physics		28		22				26		
		Total	46	44	65	155						
		Priority Group subsection 2	Welsh		20		17				10	8
	Design & Technology					42		19				
	Information Technology			13		13		21				
	Total		33	72	50	155						
	Main Incentive Group	Modern Languages		29			41		9	408		
		Music			12		21				33	
		Religious Education			12			29				41
		English		30			23				42	95
		Geography		20				22				42
		Biology and Integrated Science			42		20				26	88
		Total	145	105	149	399						
	Other Subjects	Drama		16			10			236		
		Art			13		31				15	59
		History		17			13				27	57
Physical Education				25		49					74	
Business Studies								15			15	
Outdoor Activities				5							5	
Total		76	103	57	236							
Total UG	15	85	0	100								
Total PG	300	324	321	945	25	970						
GRAND TOTAL	315	409	321	1045								

Options for the Future of Secondary Undergraduate Initial Teacher Training in Wales

**A report commissioned by the Higher Education Funding
Council for Wales**

**Prepared by
Andrew Rix &
Dr Adela Baird**

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Background to this report

1. The Furlong report¹ recommended a number of far reaching changes in the delivery of Initial Teacher Education and Training (ITT) in Wales, mainly with a view to more closely matching numbers of teachers trained to the demands of the school sector in Wales and rationalising delivery. It also addressed issues of quality, future demand (including shortage areas) and the routes leading to the award of Qualified Teacher Status (QTS).
2. In brief, the rationalisation focused on the formation of three regional centres with a phased reduction in numbers trained. Quality was to be addressed by focusing on “degree + PGCE” as the main route leading to QTS and the phasing out of the “undergraduate option”.
3. Since 2006 the Welsh Assembly Government (“the Assembly”), through a number of agencies including HEFCW, has worked with institutions to implement the main thrust of Furlong’s recommendations and has made good progress in establishing new centres and reducing numbers trained. One recommendation that was not proceeded with was the adoption of an exclusive “degree + PGCE” route – instead institutions were allowed to continue to run undergraduate options, albeit with reduced numbers, including in secondary priority subject areas. These courses are of two or three year’s duration and the two-year courses are open to candidates who have some experience of higher education, such as an Higher National Diploma (HND) or equivalent. There was originally an expectation that candidates would be over the age of 25 but this requirement was dropped as it was deemed to be discriminatory. A feature of the courses is the provision of a grant, under the HEFCW Teacher Training Recruitment Scheme (TTRS) and currently standing at £1,200, to support students during their twelve week placements in schools.
4. There also remain a number of other options for gaining QTS, such as the Graduate Teacher Programme (GTP) and a part-time flexible PGCE via the Open University (OU) in Wales, but the “undergraduate” route is the only one in Wales which does not require an initial degree. These other routes are not considered in this report.
5. Secondary priority subject areas are set by the Assembly in relation to PGCE secondary intake targets and, broadly speaking, reflect difficulties in

¹ Furlong, J., Hagger, H., Butcher, C and Howson, J. Review of Initial Teacher Training in Wales, National Assembly of Wales (The Furlong Report) 2006

recruitment or retention. They take into account market issues affecting not just Wales, reflecting the UK nature of the market for teachers and the range of initiatives and incentives offered elsewhere. For 2009/10 there are two priority groups: priority 1 comprises Mathematics and Sciences while priority 2 encompasses Modern Foreign Languages, Welsh, Design & Technology (D&T) Information & Communications Technology (ICT), Music and Religious Education (RE). The remaining non-priority subjects are designated as “other subjects”. English, including Drama, ceased to be a priority subject in 2009/10.²

6. In February 2009 HEFCW published a circular³ which set out its proposals for the submission by providers of new ITT strategies from 2009/10 and for HEFCW funding to support the strategies and invited comments from provider institutions. It also announced that it would commission a small review of undergraduate secondary provision to consider and make recommendations on the future market and viability of this provision, which was expected to comprise no more than 100 intakes per annum across Wales, with provision at University of Wales Institute, Cardiff (UWIC), University of Wales, Newport (UWN) and Bangor University (BU). The other secondary providers, Swansea Metropolitan University (SMU), Trinity University College, Carmarthen (TUC) and Aberystwyth University (AU), have no secondary undergraduate provision.
7. Figure 1 shows the distribution of the secondary undergraduate intake target allocation across the institutions in Wales. It confirms that: the undergraduate training involves a relatively small number of students being trained; most of this training takes place in the South East Wales Centre of Teacher Education; and the focus of the training is for priority 1 and 2 subjects, as designated by the Assembly. The students training in the South East Wales Centre complete a two-year BA with QTS (UWN’s D&T has both a two- and a three-year course, the latter including an honours “top-up”) whilst those in BU (part of the North and Mid Wales Centre of Teacher Education from 2010/11) follow a three-year course.

² This study was undertaken prior to the publication of ITT intake targets for Wales for 2010/11 which included some reorganisation of priority subjects, in line with changes to recruitment incentives for PGCE students. HEFCW ref W09/38HE 23 November 2009

³ Initial Teacher Training Strategies: Future arrangements and related issues. HEFCW ref.W09/05HE 16 February 2009

Figure 1: Undergraduate secondary ITT intake target allocations across the sector 2009/10

	South West Wales Centre		South East Wales Centre		North and Mid Wales Centre	
	SMU	TUC	UWIC	UWN	AU	BU
Undergraduate Secondary						
Design & Technology				18		15
Drama						
Mathematics				21		
Modern Foreign Languages			10			
Music			10			
Science				10		
Welsh		*	16			

* TUC planned a secondary Welsh undergraduate course but it was not implemented.

8. The review was set up with the following remit:

To investigate and make recommendations to HEFCW on two aspects:

1. Whether undergraduate secondary provision should be continued in Wales and, if so, in what format; and, in the light of this,
2. The future arrangements for placement grants for secondary undergraduate students.

9. In total, the work involved:

- i) Undertaking a desk study of reports relevant to the issues involved and, in particular, arrangements for similar provision in England;
- ii) Meeting with the three current providers to ascertain views on the two aspects quoted above;
- iii) Conducting telephone or face-to face interviews with a small number of interested parties to inform the recommendations;

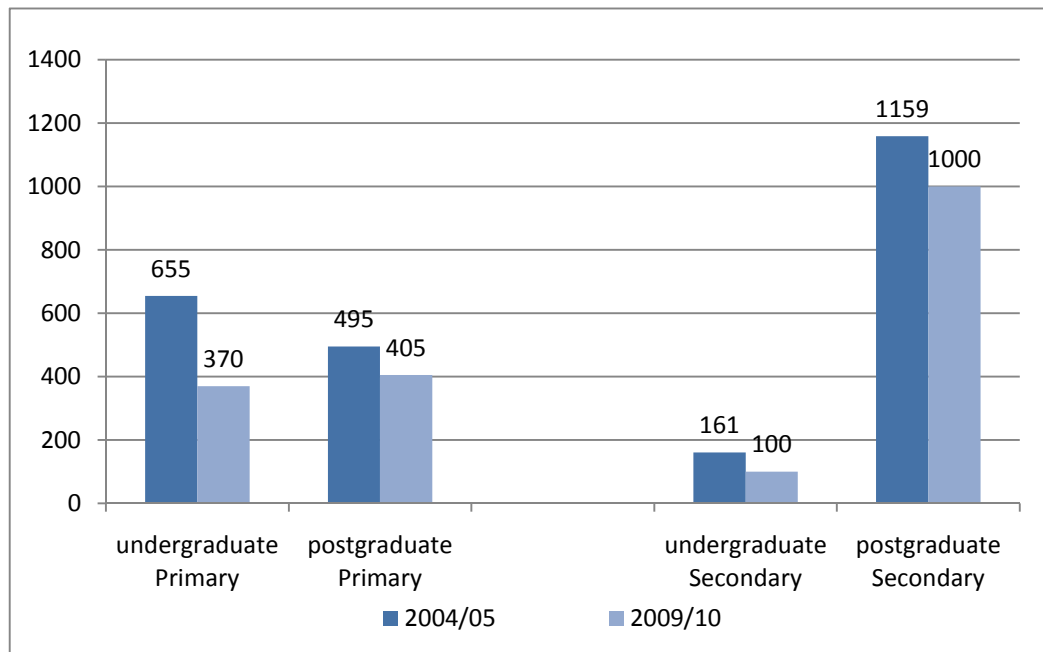
- iv) Providing a report to HEFCW summarising the outcomes of the above and making recommendations on the two aspects set out above.

The study was conducted during September and October 2009.

Developments since the Furlong Report

10. In May 2006 HEFCW was informed by the Assembly that the Minister for Education, Lifelong Learning and Skills intended to take forward a number of changes following the Furlong Report. In particular, the Assembly produced a paper that set out an ITT Change Plan which covered the short to medium term and which aimed to tackle a number of principal issues. One was the reduction in ITT course numbers and, as a consequence, the rationalisation and reconfiguration of ITT provision. ITT providers were given a strong steer by the Assembly and HEFCW through the publication of indicative targets from 2006/07 up to 2010/11 to support the Change Plan for reductions in ITT intake, with accompanying penalties at primary level for over recruitment. Compared with the 2004/05 numbers, a reduction of up to 50% in primary provision and up to 25% in secondary was intended. However, primary numbers have faced a slightly less steep reduction than originally envisaged. Figure 2 compares the primary and secondary ITT intake targets for Wales for 2004/05 and 2009/10.

Figure 2: ITT intake targets 2004/05, 2009/10



11. Figure 2 indicates a clear downward trend in those training for primary but the downward trend is less pronounced for the secondary sector, which is what Furlong suggested should be the case. The secondary target position does fluctuate somewhat as indicated in HEFCW's *Secondary Initial Teacher Training: Intake targets 2009/10*. However, over time, less secondary teachers are being trained with the 1100 intake target representing a reduction of 75 compared with the 2008/09 intake target. The Assembly is in the process of developing and implementing a Welsh Teacher Planning and Supply Model (TPSM) to inform better their projected intake needs. Recent documentation indicates that, although the TPSM output to date suggests that slightly greater reductions in intakes could be made, the Assembly considers that the number for secondary seems to be about right. Up to and including 2009/10 therefore, the Assembly has not made any alteration to the existing secondary ITT intake target projections.

12. Notable progress has also been made with regard to the reconfiguration of ITT provision across Wales. Six of the higher education institutions offering teacher training are being reorganised into three Centres of Teacher Education. ITT will gradually be phased out at Glyndŵr University, with the last cohort of undergraduates finishing its studies in 2011/12. The three centres are as shown below in Figure 3. (ITT at Swansea University was discontinued earlier, with its last intake being in 2003/04.)

Figure 3: The new centres of teacher education in Wales

Institution	Status
South East Wales Centre of Teacher Education University of Wales Institute, Cardiff (UWIC) University of Wales, Newport (UWN)	Operationalised 2009/10
South West Wales Centre of Teacher Education Swansea Metropolitan University (SMU) Trinity University College (TUC)	Operationalised 2009/10
North and Mid Wales Centre of Teacher Education Aberystwyth University (AU) Bangor University (BU)	To be operational 2010/11
Glyndŵr University	Teacher training to be discontinued. Final cohort to complete in 2011/12

The current picture in Wales

- In addition to creating these new centres, the number of courses offered in each of these centres has been substantially rationalised. For example, undergraduate primary will no longer be offered at UWIC whilst UWN will no longer have postgraduate primary. The picture across the range of secondary subjects is more varied. Science, design and technology, music, modern foreign languages and Welsh appear at both postgraduate and undergraduate level in different centres but also occasionally in the same institution at both levels. For example, UWIC trains music, Welsh and modern foreign language secondary teachers at both undergraduate and postgraduate levels. In the North and Mid Wales Centre of Teacher Education both science and Welsh will be offered at postgraduate level in the two partner institutions of AU and BU. Overall, a clear pattern of rationalisation has been established to achieve what the partners consider will be viable cohorts. Figure 4 sets out the pattern of postgraduate ITT provision across the sector following the reconfiguration described above as published by HEFCW.

Figure 4: Overall postgraduate ITT provision across the sector following reconfiguration

	South West Wales Centre		South East Wales Centre		North and Mid Wales Centre	
	SMU	TUC	UWIC	UWN	AU	BU
Postgraduate						
Primary	x		x			x
Secondary						
Art & Design	x		x			x
Business Studies	x					
Design & Technology	x		x	x		
Drama			x		x	
English	x		x		x	
Geography	x				x	
History	x		x		x	
Information Technology	x		x		x	
Mathematics	x		x			x
Modern Languages	x		x		x	
Music			x			x
Outdoor Activities						x
Physical Education			x			x
Religious Education	x					x
Sciences	x		x		x	x
Welsh	x		x		x	x

14. Some courses are not yet transferred; such as, for example, PGCE in RE which will transfer from TUC to SMU in 2010/11 and changes between AU and BU in 2010/11.
15. The intake targets set by the Assembly for 2009/10 are shown in Figure 5.

Figure 5: Intake targets 2009/10

	Undergraduate	Postgraduate	Total
Primary	370	405	775
Secondary	100	1000	1100
Total	470	1405	1875
Secondary PGCE subjects			
<u>Priority Group 1</u> Mathematics; Science	*	258	
<u>Priority Group 2</u> Modern Languages; Welsh; Design & Technology; ICT; Music; RE	*	347	
<u>Other subjects</u> English (including drama); History; Geography; Physical Education; Art; Business Studies; Outdoor	*	395	

* a further breakdown of undergraduate provision by subject and institution is given in Figure 1

16. Figure 5 above shows that for 2009/10 the secondary subjects are subdivided into three categories, with two of these having a priority in subjects deemed as shortage areas. Figure 1 identifies that it is in these priority groups that undergraduate secondary training takes place in addition to postgraduate training, apart from ICT and RE which follow only the postgraduate route. It is appropriate for HEFCW to investigate if this additional undergraduate route is still a necessity, particularly taking account of the number of teachers with QTS who leave Wales after training. For example, in Design and Technology in 2006/07 (2007/08 figures not yet available) 46% of all leavers (PGCE and undergraduate) gaining QTS found employment out of Wales compared with only 35% who found positions within Wales. In Mathematics 50% of all leavers gaining QTS worked in Wales compared to 31% who gained a teaching post outside of Wales. In Design and Technology 9% of graduates were still seeking a teaching post indicating a possible shortfall in teaching positions in Wales and elsewhere available for these graduates (8% of this cohort was not accounted for). Figures for the other shortage subjects are not

available for comparison purposes as these subjects are below the threshold for statistical reporting in HEFCW's statistical tables.

Current identified shortages areas and initiatives

17. As noted above in Figure 5, the Assembly has identified two sets of priority group subjects most of which are served by both undergraduate and postgraduate training. The following information identifies a range of initiatives that have taken place across the United Kingdom in order to alleviate such shortages. The Training and Development Agency for Schools (TDA) notes that 'initial teacher training comes in all shapes and sizes and that it provides options to suit everyone – no matter what the qualifications, experiences, preferences or personal circumstances'.⁴ It is certainly the case that in England a very wide range of novel approaches has been adopted and that in Wales some of these initiatives have also been tried, particularly in terms of attracting a wider base of entrants for the shortage secondary subjects. In Scotland and Northern Ireland this has been less the case. Although Wales has fewer alternatives to traditional ITT courses, it has developed and retained the two and three year undergraduate route for secondary teaching. Figure 6 (a) below highlights a range of pathways to attract secondary trainees and where they take place.

Figure 6(a): Routes into secondary teaching across the UK

Route	Length of training	Where available
Postgraduate		
PGCE	One year at ITT institution	England, Wales and Northern Ireland
PGDE	As above	Scotland
OU PGCE	Flexible - up to 3 years	England and Wales
School-based initial teacher training (SCITT)	One year	Consortia of schools and colleges run SCITT courses all over England. There are currently no SCITTs running solely within Wales. However, some consortia run on the English/Welsh border and may use Welsh schools as part of their programmes.
Undergraduate		
Undergraduate	Mostly two-year shortened BA for priority subjects in Wales (Bangor runs a	Wales

⁴ <http://www.tda.gov.uk/Recruit/thetrainingprocess/typesofcourse.aspx>

Route	Length of training	Where available
	three-year QTS course in D&T and UWN offer 2 & 3 year D&T)	
Undergraduate	Four-year course or Concurrent models of subject degree alongside QTS this includes the BEd, BA with qualified teacher status (QTS) and BSc with QTS	England, Scotland and Northern Ireland but also the now discontinued four-year BEd in Drama in Wales
Employment-based teacher training		
Registered Teacher Programme	Two years	England
Graduate Teacher Programme (GTP)	Training usually takes up to one school year, full time, depending on previous teaching experience. In some cases, it may be much shorter.	England and Wales
Teach First	Aimed at outstanding graduates who will be trained to become inspiring leaders. Entry requirements are strict and it takes two years to complete	England Teach First places teachers in challenging secondary schools in the East Midlands, London, North West, West Midlands and Yorkshire areas only.
Gaining QTS by Assessment-based learning	Can take up to a year and includes a day-long assessment visit to the school in which graduate is employed. Prospective teacher submits portfolio of abilities as classroom teacher	England

18. Figure 6(b) shows the main routes into teaching and their associated financial incentives available in Wales.

Figure 6(b): Routes and financial incentives for secondary teaching in Wales 2009/10

Route	Incentives
Postgraduate	
PGCE and OU flexible PGCE	<p>Priority Groups 1 and 2 grant rate of £7,200 (with the Tuition Fee Grant available in Wales in 2009/10 equivalent to £9,000) Other subjects grant rate of £4,200 (with the Tuition Fee Grant available in Wales in 2009/10 equivalent to £6,000).</p> <p>(The above are comparable to incentives for ITT students in England.)</p> <p>Note: There have been changes to the subject groupings and grant rates for 2010/11 in Wales and England.</p> <p>In addition, trainees taking secondary ITT postgraduate courses from September 2010 and training through the medium of Welsh may be eligible for the £1,500 Welsh medium incentive supplement (£1,800 for trainees taking Mathematics and Science courses). This is aimed at trainees who need extra support to raise confidence in their ability to teach effectively in Welsh.</p>
Undergraduate	
The two-year shortened BA for priority subjects in Wales and the three-year QTS course in D&T	<p>Undergraduates training to be secondary teachers may be eligible for a grant during their school-based placement. These grants amount to £1,200 for undergraduate students on initial teacher training (ITT) courses in Wales who are training to teach secondary priority subjects.</p>
Employment-based teacher training	
Graduate Teacher Programme (GTP)	<p>For programmes starting in September 2009 in Wales, state-maintained schools supporting a trainee on the GTP are eligible to receive a grant of £14,600 towards the cost of the trainee's salary and the recommending body receives an additional grant of £4,500 to cover training costs. (This is comparable to the GTP in England)</p> <p>An announcement on the grant values for GTP places starting in September 2010 will be made by the Welsh Assembly Government in Spring 2010. The Assembly is also consulting on transferring responsibility for administering the GTP to HEFCW and the ITT sector from 2011/12.</p>

19. In addition, when the ITT and induction year are completed, teachers may be eligible to receive a taxable teaching grant, similar to the golden hellos available in England.

Across the UK

20. As a response to shortages in some key subjects areas both England and Wales have separately developed a range of strategies and alternative training programmes for gaining QTS in secondary teaching. In Wales there has been the development of the shortened BA for secondary training. Although there are some three-year QTS degrees in England for primary, it is by no means universal and around 60% of primary training in England remains with the four-year route. In Northern Ireland and Scotland all undergraduate ITT is via the four-year route.
21. In Northern Ireland training for secondary teaching is somewhat complicated by the fact that the schools there are sub-divided into grammar and secondary modern. All trainees who gain QTS are considered qualified to teach at both secondary and primary level. The two routes to gaining QTS are the four-year BEd and the one-year PGCE. Most of those studying for the BEd will be training for primary but with a subject specialism. This has resulted in a number of students gaining QTS opting for secondary teaching rather than primary and has been helpful for that country in alleviating shortage subjects. In addition, there are several institutions which also provide a one-year postgraduate route to teaching. These students are trained as secondary teachers with a strong subject base. It may be the case that the four-year trained primary teachers who move to secondary are more likely to be located in the non-grammar schools whilst those taking the postgraduate route are recruited to the grammar schools. A major review of teacher education has taken place but the outcomes of that review have not yet been published so any further information is not available.
22. The situation in Scotland provides an almost a mirror image to Northern Ireland in that all teachers who train for QTS are deemed to be trained for a specific age phase. Reid and Weir (2008)⁵ have noted that the process for those who wish to become secondary teachers in Scotland has been remarkably static over the past two decades. It has been the case that the one-year postgraduate route has predominated. In Scotland this is called the Professional Graduate Diploma in Education (PGDE) Secondary. It is also

possible to study for the PGDE on a part-time basis both at the Open University and at several Scottish universities. In recent years a number of Scottish universities have developed what is called a combined (concurrent) degree for secondary teaching which provides subject study, study of education and some school experience usually over a four-year period. Although Aberdeen, Glasgow and Strathclyde Universities offer a range of such courses in several subjects, the University of Stirling provides the widest range of course with most subjects being available. Despite these undergraduate developments in secondary teacher training, Reid and Weir point out that the combined total of graduates from the specialist and combined programmes amounts to only 20% of new entrants to secondary teaching with the remaining 80% being produced by the one-year route.

23. It was from this basis that Reid and Weir (2008) have provided a comparison of the attributes of the one-year training route compared to the four-year one. They note that most other European countries do not have such a dominance of the one-year route and that in Finland (often a point of comparison for Scotland) there is no equivalent where the typical preparation for a teacher is a five-year programme with a heavy emphasis on theory. They acknowledge that the one-year route is convenient for governments to support as it provides a quick and more manageable means of controlling intake figures – a point also made in the Furlong Report. However, they point out that this quick-fix approach could mask a number of significant factors such as the fact that the PGDE is too time constrained and information intensive leading to the likelihood of a large drop out rate by students who find the pace overwhelming. Added to that is a view that the secondary curriculum is becoming more skills based so that subject knowledge *per se* may have a lower priority in the 21st Century. Reid and Weir quote the OECD examiners who have commented that teacher training in Scotland has remained too subject-centred and too little focused on the challenges of diversity and inclusiveness and that it lacked cross-professional training. Reid and Weir have also noted that at the primary level the one-year course had started to dominate provision but that recently the Scottish Government had begun to redress the balance. This indicates recognition that there are advantages to the longer training period for teacher training and has relevance for discussions about secondary undergraduate initial teacher training in Wales.

⁵ Reid, A and Weir, D. (2008) Factors restricting the early professional learning of secondary teachers in Scotland and how these might be tackled Scottish Education Review, 40 (2).

Views gathered from respondents

24. In addition to the largely desk based research reported above as part of the review we sought the views of:
- Other institutions providing ITT, including the primary undergraduate route, as well as PGCE;
 - A range of stakeholders with an interest in making educational policy or supporting its implementation;
 - The institutions providing undergraduate secondary ITT.
25. Across all respondents there was a strong feeling that the undergraduate route had historically provided an opportunity for people who would not have entered teaching by any other route because of age, cost or convenience and had enriched the teaching profession by bringing a greater diversity of backgrounds into the classroom which benefited not just pupils but also teaching colleagues through exposure to different ways of working and the capacity to draw on different life experiences. This was seen as contributing to the greater diversity which was called for in a General Teaching Council for Wales (GTCW) policy document in 2003.⁶ This document and subsequent monitoring show considerable gender imbalances in various areas of the teaching profession, as well as under-representation of people from ethnic minorities and those with disabilities. Some respondents felt that this was an important point which could in part be addressed by having a variety of routes into the profession, some of which were attractive to non-traditional applicants. They considered this was particularly important as they were concerned that direct attempts to recruit, for instance, more men, might risk contravening anti-discrimination legislation.
26. Wales was generally seen by respondents to have fewer “alternative” routes into teaching than the rest of the UK and further reduction of options was seen as undesirable, especially as the undergraduate option had typically attracted a high proportion of mature students as well as higher proportions of men and those from ethnic minority backgrounds. The focus on priority subjects was felt to be still relevant and to meet the need to cast a wide net to meet continued shortages. While the characteristics of those opting for the secondary undergraduate route were distinctive, the quality of the provision was felt to be at least equal to that of PGCE courses (see Estyn’s comments in para.28 below). There was also consensus that the undergraduate option

⁶ General Teaching Council Wales: Action Plan for Teacher Recruitment and Retention , 2003

tended to attract and retain local candidates who were less mobile than the PGCE students were and therefore less likely to move outside Wales when qualified. As with many aspects of recruitment and retention such claims are difficult to substantiate given very small numbers and a very wide range of unquantifiable influences. It was, however, also accepted that some of these arguments would apply to mature candidates on undergraduate or PGCE courses.

27. PGCE providers believed that demand was strong enough for their offer to allow a policy of “degree + PGCE” to be pursued if the alternatives failed. TUC provided evidence based on their attempt to develop and roll out a three year undergraduate Welsh programme which had been foiled by lack of demand, particularly they felt among younger candidates who wanted to keep their options open rather than be locked into a career path in teaching. The “degree + PGCE” route has the advantage of deferring the decision and also of having a stand alone degree which may open the door to other career options at a later date. Some of these considerations were felt to apply less to those who already had had one career and were now considering a mid-career move into teaching.
28. Estyn (the Office of Her Majesty’s Chief Inspector in Wales) was at pains to point out that their inspections of undergraduate provision had always found it to be at least as good as the PGCE route and that the candidates it attracted were positively different. There may be an issue with how up-to-date this view is as provision has not been inspected recently, but Estyn pointed out some variability in the way the courses were marketed by the institutions.
29. Figure 7 is an analysis of undergraduate intake numbers (recruitment) against allocations (targets) by institution. Some care needs to be taken with these figures as numbers are quite small and could be affected by factors outside an institution’s control such as the general availability of university places, the student funding regime and general employment prospects. Also, although the overall trend in allocations has been downward, there has been some redistribution of targets which has varied the pattern for individual subjects or providers. Apart from TUC, which has not recruited, other institutions seem to have been able to recruit against target when the target has remained stable. Those respondents with a role in promoting teacher recruitment and the profession more widely were able to hypothesise about why variations occur. First, variable targets year on year, and possibly in response to last year’s recruitment figures, encouraged institution to be cautious. The thought that penalties might be applied acts as a disincentive to over-recruiting – itself

exposing institutions to the risk that they have an undersubscribed and non-viable course that they have to resource for two or three years. Second, an institution's total "offer" has an impact on its attractiveness to potential students, for instance, if the offer includes options to change elements of the course. Third, institutions place different priorities on undergraduate secondary provision in relation to their main business. For some it represents a very small part of their business and is disproportionately resource hungry. (While undergraduate secondary provision in 2009/10 accounts for about two thirds of the total ITT secondary intake allocation at UWN - 49 out of a total of 72, the corresponding percentage at Bangor University and UWIC is 8% and 11% respectively). Finally, respondents report that institutions themselves apply internal pressures to reduce risks from non-viable courses and this pressure is particularly strong at present because of looming financial cut-backs.

Figure 7: Secondary Undergraduate training

Subject	Institution	2004/05		2005/06		2006/07		2007/08		2008/09		2009/10
		Target	Intake	Target	Intake	Target	Intake	Target	Intake	Target	Intake	Target
Mathematics	UWN	25	26	35	22	25	18	24	11	21	22	21
	TUC*	10	0	x	x	x	x	x	x	x	x	x
Science	TUC*	13	0	x	x	x	x	x	x	x	x	x
	UWN					10	11	10	9	10	11	10
Music	UWIC	10	7	10	6	10	9	10	12	10	8	10
English (inc Drama)	UWIC	30	30	35	32	30	24	27	23	21	23	0
D&T	UWN	28	11	28	21	23	18	20	16	18	21	18
	BU	20	20	25	17	20	11	17	17	15	15	15
Modern Foreign Languages	UWIC	10	14	13	3	10	8	10	9	10	6	10
Welsh	UWIC	15	8	15	12	15	15	15	12	15	16	16
	TUC*					10	0	10	0	10	0	x
TOTAL		161	116	161	113	153	114	143	109	130	122	100

* Maths & Science courses at TUC discontinued, Welsh not implemented

Note: From 2009/10 TUC is part of the South West Wales Centre of Teacher Education with SMU, and UWIC and UWN form the South-East Wales Centre of Teacher Education.

30. Those with an interest in workforce planning acknowledged that although great strides had taken place in relation to the forecasting and planning process it remains the case that at the levels of the local authority, school and subject area, numbers are very small and the balance of supply and demand can be very easily influenced by factors not included in any planning model nor capable of influence in the small market for teachers that is Wales. Similarly, while there was sympathy for the view that Wales could ill-afford to continue to train large numbers of teachers who subsequently went on to teach in England, the so-called “fortress Wales” policy was felt to create problems of its own, not least that it reduced one of teaching’s greatest attractions – its portability within the UK and more widely in the EU – and an important second attraction – its transferability in terms of skills which have value outside schools (training and development in industry was cited as a specific example). To deem either of these “exports” as a total loss to the system was seen as short-sighted and a little ironic in a workforce strategy that valued incomers with life experiences gathered elsewhere and, presumably, at someone else’s expense. Although there is ample evidence that portability is still a strong feature of a teaching qualification, increasingly different approaches in the devolved administrations were felt to threaten this longer term.

The views of the providers in Wales

University of Wales, Newport (UWN)

31. UWN provides undergraduate secondary ITT in three subject areas:
- Design and Technology
 - Science
 - Mathematics
32. In contrast to the other institutions, the undergraduate option forms a substantial part of provision at UWN. Subjects are taught in combination e.g. Mathematics as a main subject with Science as a subsidiary, offering a total of four degrees. There is also a Certificate of Higher Education Introduction to Secondary Teaching which can act as a feeder route to the undergraduate programmes and an Honours Top Up, in effect a three year programme, for those who want an enhanced status. Newport’s School of Education believe that they have a strong offer, which they market well, achieving their target numbers consistently in science and more recently ICT and mathematics.

They appointed a new marketing manager about two years ago which is part of a refocusing of efforts in relation to the undergraduate programme.

33. Their student profile supports the view that they are tapping into a different market: figures for the last three years show >45% male (all Wales average = 26%), 75% >25 years of age (29%) and an average of 10% from ethnic minority backgrounds (5%). Marketing efforts include engaging with Careers Wales and local JobCentres and opportunistically making pitches when redundancies are declared locally. Internal and external quality monitoring and inspection results are very positive. Team working is reported to be a particularly strong feature for course participants.
34. They see their offer as sustainable both in terms of the numbers of students enrolled providing sufficient income and there being sufficient potential students in the local labour and education market. A reduction in target numbers would threaten viability, as it would increase marginal costs: UWN operates a financial viability test as part of its corporate governance. Undergraduates are taught separately as their cycle is very different from PGCE (undergraduate provision relies on blocks of teaching practice totalling 12 weeks as opposed to PGCE where students spend one day a week in University and four days in the classroom). They have identified opportunities for expansion into West Wales as there is little alternative provision. Drop out rates are comparable with PGCE provision and they point out that they work with potential students to ensure that they have a realistic level of funding to finish the course - many have family commitments. The TTRS grant of £1,200 is a useful inducement and is seen as reflecting the cost of school-based placements.
35. They believe that the current recession presents opportunities for expanding the provision and an opportunity to further develop diversity in the teaching workforce. UWN presents strong evidence of being in tune with its local economy and local demography which contains many who are working or have worked in hi-tech or science and engineering environments.

36. UWIC offers three subjects at undergraduate secondary level:
- Modern Foreign Languages (French)
 - Music
 - Welsh
 - A four-year English with Drama undergraduate programme has recently been discontinued and places consolidated in the PGCE provision.
37. Recruitment against targets is reported to have been difficult in recent years (although the recruitment against target figures on their own do not support this view – see Figure 7) and there is a belief that the original target market of mature students with some higher education experience has markedly declined. The institution believes that its applicants for undergraduate programmes are no longer a distinctive group having features of prior work and life experience. A number of reasons have been put forward for this, including the steady rise in the numbers of undergraduate non-QTS places available throughout the UK and higher participation rates leading to more graduates eligible to apply for the more mainstream “degree+ PGCE” route. In respect of Music (which was not offered this year because of lack of demand) changes in the Music Conservatoire system have led to most students being awarded degrees as opposed to diplomas. Welsh has significant levels of interest, although UWIC’s catchment area is predominantly English speaking but this is reported to be true for both undergraduate and PGCE courses. UWIC reports that attrition rates are also very high – non-completion and deferment rates of over 50% were reported in some years for some subjects. A common reason for dropping out among mature students is reported to be lack of finance and amongst younger ones lack of commitment or a failure to recognise what is involved. The TTRS was not seen as sufficient an inducement given the high cost of living in the capital. However, the main problem is seen to be a disappearing market coupled with what have been historically high rates of employment in and around the capital reducing the attractiveness of mid-life career change.
38. UWIC produced data for this research which showed 2009/10 recruitment figures significantly below target for French and Welsh, and reported that it has already suspended Music. In the face of strong recruitment for PGCE and the need to look hard at economically marginal activity, it is difficult to

escape the conclusion that UWIC no longer considers the undergraduate option viable.

Bangor University (BU)

39. Bangor's contribution at secondary undergraduate level is the three year:
 - BSc Design and Technology course

40. This course is unique in that it runs in conjunction with a non-QTS Product Design degree. Much of the course material is common, but where the QTS students learn pedagogy the Product Design students learn about industry and they have industrial placements rather than school based teaching practice. Running the courses in parallel provides both economies of scale and creative synergy. There is also a limited amount of switching between the two courses so that QTS students who discover that teaching is not for them can change to the Product Design course and Product Design students who have a late epiphany about teaching can move into the ITT course. Bangor University points out that D&T is an expensive discipline, heavily dependent on ever changing technology and costly consumables. The boost to numbers lowers the breakeven point and makes both courses sustainable. The Product Design course is not "fettered by the strictures of the fortress Wales policy which apply to ITT" and successfully recruits throughout the NW of England and overseas and this broad recruitment base provides some stability that the ITT course on its own would lack. Historically about two thirds of trainee teachers on the course are recruited in Wales, a third learn through the medium of Welsh and two thirds obtain posts in Wales. Not surprisingly, BU sees itself as a major producer of D&T teachers throughout Wales, particularly in respect of Welsh medium.

41. The strong demand for designers and design teachers is reflected in BU's ability to successfully expand the Product Design course whilst easily meeting its quota of ITT undergraduates in recent years. It attracts a higher level of male teacher candidates into the teaching profession (only one woman out of 9 graduates in 2009) even in a subject area which has a high proportion of males in any case, and has a higher than average mature student profile indicating that it is tapping into a market of people with wider life experience. Its market assessment is that it could expand numbers and contribute further to the supply of subject teachers qualified specifically in the area in which they teach.

42. The £1,200 grant paid out under the Teacher Training Recruitment Scheme is seen as a useful incentive which goes some way, together with contingency funds, to recompensing the disproportionately high cost of travel and accommodation incurred in teaching practice placements in a largely rural area.

Conclusions

43. The evidence suggests that maintaining flexibility in recruitment routes into teaching adds value both in providing opportunities to enter teaching to those who might otherwise be deterred and in subsequently enhancing the learning experiences of young people. Wales has less flexibility than other parts of the UK, in particular England, and, while it cannot be expected to offer the whole range that is on offer elsewhere, there are compelling grounds for at least retaining what flexibility it does have. Undergraduate secondary provision accounts for a little under 10% of ITT and is the main alternative route into teaching
44. McKinsey and Company (Barber and Mourshed 2007)⁷ have highlighted that ‘teacher quality’ as a key factor in influencing pupils’ learning and that it is important to have ‘varied and flexible routes into teaching’. Moving completely to a degree + PGCE route for initial teacher training in Wales would cut significantly these varied and flexible routes to teaching and might offer Wales a more limited pot of teachers of quality.
45. We have seen some extremely successful examples of effective recruitment and retention to secondary undergraduate courses, with institutions playing to the strength of their local market and drawing together strategies for sustainability. Equally, we have seen areas where the market of available students is thought to have changed or where the “degree + PGCE” option of itself is felt by institutions to satisfy the need to recruit in priority areas.
46. The TTRS placement grant, while not overly generous, can be augmented by institutions through their contingency funds and provides an important safety net for students faced with additional expense during their placements in schools.

⁷ Barber, M. & Mourshed, M. (2007) *How the world's best-performing school systems come out on top* London: McKinsey & Company (referred to by Reid and Weir 2008)

Recommendations

47. Our main recommendation is that undergraduate secondary ITT should continue with similar numbers and with similar financial support for placements. However, we recognise that markets change and that some courses are currently languishing while others could benefit from expansion. One simple option would be to allow institutions which have difficulty in filling undergraduate places to transfer their quota to PGCE places within the institution. However, this would fail to protect the principle of varied and flexible routes into the teaching profession, which commands considerable support. **We therefore recommend that where courses become unsustainable the places are made available for other institutions that can make a case for expansion within a priority area. We further recommend the retention of the placement grant.**

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