

**To: Heads of higher education institutions
in Wales providing initial teacher training
(ITT) courses**

Reference: W05/67HE
Date: 24 November 2005
Response By: No response required
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ITT INTAKE TARGETS 2006/07

I am writing to inform you of the initial teacher training (ITT) intake targets for the sector for 2006/07. The letter which we have received from the Welsh Assembly Government Teaching and Leadership Division setting out the targets is attached at **Annex A**.

As you know, the Review of ITT provision commissioned by the Welsh Assembly Government is in progress. The aim of the review is to consider how intake targets, courses and course availability can deliver teachers with Qualified Teacher Status to better meet the needs of maintained schools in Wales.

The Review will be completed later this year when the report and its recommendations will be considered in detail. The Assembly Government letter states that any implications for ITT courses are unlikely to take effect before those starting in 2007 at the earliest.

In recognition of this, the contract for the Review required an interim report assessing specifically the need for ITT places and the implications for ITT providers, with recommendations for targets for ITT entry in 2006/07. A copy of the report is included with the Assembly Government letter. The interim report recommended that, in the light of evidence of consistent over production of teachers for Wales' own needs in the primary and secondary sectors, targets for both sectors should be reduced by 5% in 2006/07, with a warning that further cuts may be necessary in future years.

In the light of this advice, a 5% reduction in intake targets for 2006/07 compared with 2005/06 has been made in **both** primary and secondary numbers applied to both undergraduate and postgraduate all Wales totals.

THE OPEN UNIVERSITY

The secondary intake targets include 25 places for the Open University, subject to confirmation of the transfer of funding from England and accreditation by HEFCW.

PRIMARY TARGETS

Attention was drawn to the likely further 5% reduction in primary intake targets for 2006/07 last year (W04/72HE) and institutions should have planned recruitment on that basis. This reduction is now being implemented.

The letter from the Welsh Assembly Government reinforces the message that although there are reductions in intake numbers, efforts must continue to be made to ensure that over-recruitment against targets does not occur. The Council has been asked to continue to maintain financial and other efforts to deter ITT providers from over-recruiting. For primary ITT provision, we will therefore continue to apply the penalty arrangements for over-recruitment to Primary provision as set out most recently in HEFCW Circular W05/04HE (25 January 2005). These arrangements continue to allow for one year of abnormal recruitment. However, if institutions are seen to be using this latitude to over-recruit in alternate years, the penalty arrangements will be re-visited.

For 2007/08 allocations, these arrangements mean that, subject to the outcomes of the ITT Review, any institution which over-recruits by more than 5% in 2006/07 (and has also over-recruited by more than 5% in 2005/06) will have the standard penalty applied but will not have an opportunity to regain the targets the following year, neither will they be distributed to other Primary providers.

SECONDARY TARGETS

We wish to draw your attention most particularly to the 5% reduction in secondary intake targets and emphasise that you should plan your recruitment for 2006/07 on this basis.

As you will see from the Assembly Government letter, secondary targets have been broken down only into priority and non-priority areas at this stage, rather than by subject as previously. As a new element in the process this year, the Council is being asked to consider how it will allocate the targets between providers and subjects, and to put proposals for approval to the Teaching and Leadership Division. Some flexibility for virement from primary numbers into secondary numbers remains and we will consider the appropriateness of this in making our proposals on the allocation of numbers.

In the past it has been the practice of the Council to invite providers to collaborate in the meeting of intake targets by indicating to us where they would wish, and be able, to take additional secondary numbers and where they might be prepared to surrender some of their numbers for reallocation to other institutions. Given the reduction in the overall intake targets, we would not expect at this stage to continue this practice for 2006/07.

We have been asked by Teaching and Leadership Division to put proposals to them on the allocation of primary and secondary intake targets no later than 31 January 2006. This means that targets for institutional primary intakes will be announced a little later than usual.

However, as soon as these have been approved, we will notify institutions of their individual intake targets for primary and secondary provision.

As you will appreciate, it is difficult for us to make commitments about future actions in advance of the outcome of the ITT Review. We would, however, ask you again to note the warning in the Assembly Government's letter that further cuts may be necessary.

Responsibility for matters relating to ITT has transferred from Karen Jones to Alison Allan whose contact details are at the top of this letter.

Yours sincerely

A handwritten signature in black ink that reads "Phil Gummatt". The signature is written in a cursive style with a long horizontal line extending to the right.

PHILIP GUMMETT
CHIEF EXECUTIVE



Llywodraeth Cynulliad Cymru
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Eich cyf . Your ref
Ein cyf . Our ref SF/JD/0415/04

14 November 2005

Dear Professor Gummett

INTAKE TARGETS FOR INITIAL TEACHER TRAINING 2006-07

I am writing to let you know the intake targets for initial teacher training (ITT) for the 2006-07 academic year.

Background

As you know, the Review of ITT Provision is in progress at present. The aim of the review is to consider how intake targets, courses and course availability can deliver teachers with Qualified Teacher Status to better meet the needs of maintained schools in Wales.

In the light of further work which has been identified as needing to be undertaken, it is now likely that the completion of the Review and submission of the findings will not take place until nearer the end of the year. At that point we will need to consider the report and its recommendations in detail. Any implications for ITT courses are unlikely to take effect before those starting in 2007 at the earliest.

In recognition of this, the contract for the Review required an interim report assessing the need for ITT places and the implications for ITT providers, with recommendations for targets for ITT entry in 2006-07, to be provided by the end of June 2005. This was not an interim report on the range of items being considered in the Review itself.

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Report recommendations and response

The interim report has now been received. I enclose a copy. The essence of its recommendations in respect of intake targets is:-

- in both the primary and secondary sectors there is clear evidence of consistent over production of teachers for Wales' own needs
- Wales will need to reduce its intake targets substantially over the next few years
- for 2006-07 we should reduce intake targets by 5% (in a meeting with Professor Furlong he confirmed that he meant this to apply to secondary as well as primary)
- we should warn that further cuts may well be necessary in future years.

In the light of this advice, particularly the clear evidence of consistent over production of teachers for Wales' own needs, the Minister for Education and Lifelong Learning proposes to reduce the intake targets for 2006-07 compared with 2005-06, with a 5% reduction in both primary and secondary numbers applied to both undergraduate and postgraduate all Wales totals.

Open University

As you know, discussions are continuing about the transfer of funding from England to Wales related to the support of Open University (OU) initial teacher training places run historically by the OU in Wales. This would enable provision which has previously been offered (but was put on hold following changes to the qualifications regulations in England) to run again. It is proposed to add a number of places to the intake targets produced following the reductions mentioned above, on the basis that the funding transfer and accreditation for the Open University (OU) in Wales will be in place. It is emphasised that this is not an increase in intake; this just represents intake previously offered being funded and recorded in Wales rather than in England as before.

For the purposes of intake target setting, we have assumed that there will be 25 OU places (10 maths and science, 10 PGCE other priority and 5 PGCE non-priority). The courses will run on a part-time basis and the OU has six potential start dates; given that initially the OU will be starting from zero, it will have less than 25 on the course at the start of the first year of operation but will gradually build to 25 places during 2006-07.

Action

The intake targets for initial teacher training for the 2006-07 academic year are set out in the table in the annex attached. These form the basis of the Welsh Assembly Government's forecast demand for newly qualified teachers to which the Higher Education Funding Council for Wales is required to have regard under section 5(4)(a) of the Education Act 1994.

As you know, the Minister for Education and Lifelong Learning signalled last year that a further reduction in primary numbers was likely to be in place for 2006-07 entry. Providers should have been aware of this and have planned recruitment for 2006-07 on that assumption. However, providers will need to have their attention drawn to the fact that the reduction is to be implemented. More particularly, the Higher Education

Funding Council for Wales should ensure that providers are made aware of the additional 5% secondary reduction and that the providers are asked to plan recruitment for 2006-07 on that basis.

As usual, the intake targets do not include separate Welsh medium intake targets, not least because splitting subject intake targets between Welsh medium and English medium could produce exceptionally small and unmanageable cohorts. There are also wider issues about what might be appropriate targets; this is one of the factors being considered in the review of ITT provision. For the moment, HEFCW is asked to continue to encourage institutions to develop Welsh medium provision where possible.

This letter is issuing much earlier than usual so that providers receive an early notification of intake target position. However, we recognise that HEFCW will need time to consider how reduced intake targets are distributed amongst initial teacher training institutions and amongst secondary subjects.

For the moment, therefore, the targets are only provided for the total primary and secondary targets, sub-divided between undergraduate and postgraduate. The only additional sub-division is between priority and non-priority secondary postgraduate targets; HEFCW will be aware that for 2006-07 the priority secondary postgraduate subjects will be mathematics, science, modern languages, design and technology, ICT, English (including drama), Welsh, music and RE.

Taking these targets, HEFCW is asked to consider how (in the light of the intake targets notified to it last year, its own allocations to providers for 2005-06, actual recruitment to courses, course availability for 2006-07, and other relevant factors) it proposes to allocate these numbers between providers; and in the case of secondary targets, between subjects. HEFCW should respond to Teaching and Leadership Division by no later than 31 January 2006 with proposals for agreement by this office. In considering proposals, we are content for HEFCW to exercise its discretion regarding virement providing it is within the limits set out in the annex attached.

The Minister would like to reinforce the message that although there are reductions in intake numbers, efforts must continue to be made to ensure that over-recruitment against targets does not occur. HEFCW is asked to maintain its financial and other efforts to prevent initial teacher training providers from over-recruiting.

Yours sincerely

Philip J Rogers
Head of Teaching & Leadership Division

Intake targets 2006-07			
	Undergraduate	Postgraduate	total
Primary	589	447	1036
Secondary	153	1127	1280
Total	742	1574	2316
<i>Secondary PGCE subjects</i>			
<i>Priority group 1</i>			
Mathematics; Science		283	
<i>Priority group 2</i>			
English (including drama); Modern Languages; Welsh; Design & Technology; IT; Music; RE		509	
<i>Other subjects</i>			
History; Geography; PE; Art; Business studies; Outdoor		335	

Virement flexibility

- No virement into the undergraduate or postgraduate primary target totals.
- Up to 5% virement flexibility into the undergraduate secondary target total from the undergraduate primary target total.
- Up to 5% virement flexibility into the postgraduate secondary other subjects target total from the postgraduate primary target total.
- No virement out of the postgraduate secondary other subjects target total.
- No virement into or out of the postgraduate secondary priority group 1 target total.
- No virement into or out of the postgraduate secondary priority group 2 target total.

TEACHER SUPPLY IN WALES

**A paper by Prof. John Howson
Education Data Surveys Ltd**

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This paper considers the issues relating to the supply of teachers into the maintained school sector in Wales. The paper forms a part of the wider review of teacher training in Wales. In view of the issues relating to relatively small numbers within individual subjects in the secondary sector, and the fact that the issues are more clearly stated in the primary sector, most specific examples in this paper are based upon the primary sector, which is normally treated as a single entity for planning purposes

BACKGROUND

HOW TEACHER NUMBERS ARE GENERATED

At present, the DfES in London is primarily responsible for the underlying data analysis used in generating the ITT targets used in Wales. Subsequent targets are produced as the outcome of an annual modelling exercise. In reaching their decisions about targets, the DfES uses a number of Models that have been created over a long period of time. These include the basic Teacher Supply Model and the Secondary Teacher Supply Model that uses data for individual subjects or groups of subjects.

The Model used to produce the targets has been the subject of some review and simplification by the DfES in recent times.

The Model needs to predict the required number of entrants to teaching from training (*completers*) both for the current year and for future years to allow for smoothing in ITT recruitment targets that could otherwise be subject to abrupt annual changes. The Model identifies 'competitors' from different routes (re-entrants, late entrants and new entrants and other entrants) and calculates the number of ITT completers required to ensure a 'competition' success rate of 92% amongst eligible completers of ITT programmes. A rate of over 95% is believed not to produce sufficient regional variation, and leads to undersupply, whereas a rate of less than 90% might mean good candidates being unable to secure teaching posts.

The key elements of the Mini-TSM (Teacher Supply Model) are shown on the attached diagram provided by the DfES. Future ITT 'targets' are set based upon desired teacher stocks and the assumed behaviour of the system. The 'targets' try to ensure the minimum over/under supply of teachers.

Essentially the Model has a number of key data generators. The DfES assume the data to be uniform in nature across England and Wales.

However, this uniformity is not always the case as far as the situation in Wales is concerned. Two examples from the inputs to the Primary ITT Model illustrate where this may not always be the case:

TYPES OF COURSES

In the model, the split between undergraduate and postgraduate is assumed to be: 57% Postgraduate courses and 43% undergraduate courses. However, in Wales the split is almost exactly the other way around at present, at 43% PG and 57% UG. (620 UG and 470 PG places = 1090)

This means there is a greater time lag in the output of new teachers in Wales, as undergraduates are normally on a three year course to a degree, whereas PGCE students training mostly lasts for only one year. Thus, in Wales, changes to ITT targets take longer to impact on the number of completers because of the longer training period for those on undergraduate courses.

PREDICTED CHANGES IN THE SCHOOL POPULATION

Secondly, the decline in pupil numbers over the outlook period is assumed to be a decline from 8,070,000 pupils in 2003 to 7,442,000 in 2013 across England and Wales. (DfES evidence to STRB 2004 Table 12). This is a loss of some 628,000 pupil over the decade in question.

The decline in primary school population commenced in 1999, and is expected to stop falling around 2011 and then rise gently, assuming that the current projections about birth rates are met. Over the period as a whole the decline is expected to be about 6.6%

However, the decline in secondary school population is only just starting to be felt by most schools. The school population is expected to fall every year between now and 2013, and indeed beyond that year. The decline over the period is expected to be some 8.8%

In Wales the number of 0-19 year olds is expected to decline from 734,000 in 2003 to 680,000 in 2014, a loss of some 54,000 or a decline of around 7% (WAG projections). The decline is not uniform across the various age groups. For instance, the 0-9 age groups decline by just 14,000 between 2003 and 2014, some 4%, and will reach its low point in about 2011. The 10-19 age groups suffers a much greater decline of some 40,000 or 10%, and the secondary school population in Wales is almost certainly still in decline in 2013.

Neither is the decline uniform across Wales. According to a new Statistical Bulletin SB 40/2205 issued by NAW only on 23rd June 2005 the number of 0-4 year olds will rise from 160,100 in 2003 to 162,00 in 2013, whereas the number of 5-15 year olds will fall from 417,200 in 2003 to 369,000 in 2013.

At the sub regional level within Wales the changes will be as shown in the following table:

The number of:		
in:		
North Wales	0-4 year olds	5-15 year olds
2003	36,200	92,600
2008	35,400	88,100
2013	34,100	83,800
Mid Wales	0-4 year olds	5-15 year olds
2003	9,700	27,300
2008	9,500	25,500
2013	9,000	23,500
South West Wales	0-4 year olds	5-15 year olds
2003	34,500	89,900
2008	34,300	85,300
2013	34,400	81,500
South East Wales	0-4 year olds	5-15 year olds
2003	79,700	207,400
2008	81,300	189,800
2013	84,500	180,100

These projections illustrate the shift between other regions and South East Wales during the next decade or so. Thus, North Wales is assumed to have 2,100 fewer 0-4 year olds in 2013 than in 2003, whereas South East Wales has 4,800 more by 2013. Mid Wales also has a smaller number of 0-4 year olds in 2013 than 2003, but the number in South West Wales is virtually unchanged.

Amongst the main school population of 5-15 year olds, North Wales is expected to see a drop of 8,800 or 9.5% in pupil numbers. In Mid Wales the decline is expected to be 3,800 or 14%. In South West Wales the decline is

8,400 or 9.3%. In South East Wales, the reduction in numbers is expected to be 27,300 or 13%.

These declines will increasingly affect the secondary schools as the time frame moves nearer to 2013.

On this variable, it is problematic to treat even Wales as a single entity unless the assumption can be made, as with the main model, that mobility within a region is possible, as it is with mobility between regions. Without mobility, the location of training providers can become an important factor that may produce pockets of both over-supply on the one hand and shortages on the other.

OTHER FACTORS AFFECTING ELEMENTS OF THE TEACHER SUPPLY MODEL

SHIFTS IN TEACHING POPULATION

There are two contrasting factors at work in the short to medium term. On the one hand, the number of teachers reaching retirement age will rise over the short-term. The 2005 GCTW survey of registered teachers working in primary and secondary schools shows a small bulge in the 50-54 age group this is likely to increase retirements in the primary sector by around 130-150 a year between 2010 and 2015. In the secondary sector, the increase is likely to be even smaller at around 100 extra retirements per year. As many of the retirements will be amongst senior staff, including many primary head teachers, direct competition for their posts is unlikely to come from NQTs. Indeed, some of the posts might be filled by teachers returning to work in Wales from England.

In the next few years, the pension age for new staff is likely to rise to 65. For existing staff this will take effect from 2013, according to present proposals. For a five-year period this could reduce the number leaving each year by possibly as many as 400 primary teachers and a similar number of secondary teachers. This number will reduce over the period from 2015 to 2025 because of the smaller number of those in the current age cohorts that would be due to retire during those years. Nevertheless, if the pension changes do go ahead they will affect the demand for teachers in the longer-term.

The transfer of funding arrangements for induction to schools makes the employment of NQTs proportionally more expensive than in the past. Added to the fact that teachers progressing up the main scale are paid greater percentage increases than those at the top of the scale, some schools may draw staff from the large pool of out of service teachers rather than employ NQTs. It is worth noting that, in March 2005, some 8% of teachers registered with the GTCW were 'out of service', and a further 17% were not identified as working in a school in Wales.

Both the GTCW and the GTCE recorded the number of 2004 ITT completers, and where they were working. The Table shows the outcome of the data collection exercise.

Newly Qualified Teachers in 2004 - employment status		
	Wales	England
Nursery	0.0%	0.3%
Primary	19.3%	31.5%
Secondary	35.5%	40.1%
PRU& Special	0.6%	0.8%
Independent	0.7%	1.4%
FE	n.a.	0.3%
Other		25.5%
Other in service	26.0%	
Other out of service	17.9%	
Source: GTCW March 2005 Annual Statistics Digest GTCE March 2005 Annual Digest of Statistics		

As all teachers working in maintained schools are required to register with the appropriate GTC, the numbers registering with the GTCW provides up to date evidence about the number of trainees entering the system as teachers. Data from the GTCW Annual Digest of Statistics suggests that the number of new primary teachers registering with the GTCW has been dropping over the past four years.

The following numbers of NQTs registered with the GTCW in the years ending in March

Year	Numbers of NQTs
2002	1,718 21.0% primary 361 teachers
2003	1,527 28.5% primary 435 teachers
2004	1,621 19.9% primary 323 teachers
2005	1,567 19.3% primary 303 teachers

These are the numbers with teaching posts. There are others who may be listed in the 'out of service' or 'others in service' categories.

Teachers registered with the GTCW who are teaching in a school in England were included in the appropriate phase between 2002 and 2004. In 2005, they were included in the 'others in service' category. This may account for part of the decline in the total between 2003 and 2005.

In the calendar year 2004, some 276 primary teachers registered with the GTCW achieved the Induction Standard.

The GTCW also have data on where newly qualified teachers trained. There were 164 registering for the first time in 2004-05 who had trained in England. Of these, 77 were trained for the primary sector. Only 30 of these primary teachers were defined as working as a teacher in the primary sector; 35 were recorded as working as supply teachers and the employment position of 12 was unknown.

It has been recognised for some time that not all ITT completers enter service immediately on achieving QTS status. Historically, these potential entrants were known as the LEPIT or Late Entry Pool of Inactive Teachers to distinguish them from the wider PIT of those who have entered and then left service. In the mini-TSM the LEPIT has been merged into the wider PIT.

However, any significant growth in LEPIT may have implications for competition success rates amongst ITT completers. A build-up of trained teachers willing to enter service, but not currently working as a teacher, will intensify competition for any teaching posts. In Wales, this may well be the current position in the primary sector.

In this paper we have not discussed other issues such as premature retirement or re-entry of older teachers from the Pool of Inactive Teachers (PIT). However, both of these contribute to 'turnover' within the teaching profession. This can essentially be regarded as a partial 'proxy' for these factors. However, 'turnover' also includes 'churn', that is the movement of teachers within the system either between posts of a similar grade or on promotion. As has been shown already, Wales is a net gainer from 'churn' as existing teachers in other regions move to posts within Wales. London is, historically, the region most negatively affected by the 'churn' factor.

OTHER FACTORS AFFECTING TEACHER SUPPLY

TURNOVER RATES

As indicated above, 'turnover' can be used as a simple 'proxy' for movement. The WAG survey on vacancies, now conducted annually, can provide more up to date information on movement than that currently used in the TSM model. The Model has historically relied upon information that is several years out of date and is less sensitive to rapid changes in labour market at the point when they are taking place. The effects of the time lag mean that the TSM is only now receiving information about the period between 2001 and 2003 when turnover rose rapidly for a short period of time.

According to information from the Employers' Organisation for local government, who have been conducting an annual survey of teacher resignations and recruitment for some twenty years, turnover in the primary sector in Wales has traditionally been lower than for any region in England. Although it rose slightly in 2003, (the latest year figures are available) it remained some 2% points below the best region in England which was the Northern Region, where it was 11.1%

Turnover rates for the primary sector		
Year	Wales	Average (E&W)
1994	6.7%	8.4%
1995	5.5%	8.6%
1996	5.9%	9.4%
1997	8.8%	11.7%
1998	5.0%	9.0%
1999	5.2%	10.3%
2000	5.1%	12.8%
2001	5.8%	13.0%
2002	5.6%	11.7%
2003	7.1%	12.3%
Source: Employers Organisation annual surveys		

DOMICILE IN WALES

WAG has been monitoring the domicile of trainee teachers in Wales for the past few years. The percentage domiciled in Wales has increased from 70% in 1999/2000 to 79% in 2003/04 or 1,850 out of 2,340 first year ITT students.

The number of students from the Republic of Ireland has remained almost static, fluctuating from 100 in 1999/2000 to 110, or 5%, in 2003/04. The percentage with a domicile in England dropped from 23% in 1999/2000 to just 14%, or 320, in 2003/04.

Of the 790 undergraduates starting undergraduate ITT courses in 2003/04, 675, or 85% were domiciled in Wales. The figure for PGCE courses was 1,175, out of the 1,550, or 76%. No doubt the figure for PGCEs domiciled in England would include some who had undertaken their first degree in Wales. By contrast, 85 students with a domicile in Wales started an undergraduate ITT course in England in 2003/04 and 365 started an ITT postgraduate course in England. No breakdown by primary and secondary courses is available.

It seems that, since the introduction of tuition fees, students have been opting for undergraduate courses closer to home. This trend is likely to intensify when top-up fees are introduced in England in 2006, whatever the outcome of the fees issue is in Wales.

PREVIOUS DISCUSSIONS REGARDING PRIMARY TRAINING TARGETS

The issue of whether or not the ITT targets for Wales needed adjustment is not a new one.

In November 2001, ELWa issued a paper (Reference W01/92HE) about primary intake targets following a request from NAW. The paper drew together work carried out during the year with various interested parties including the HEI providers. The paper noted in section 1.6, that the primary teacher workforce in Wales represented 6.5% of the England and Wales total whereas Wales had 8.7% of the primary intake target for ITT at that point.

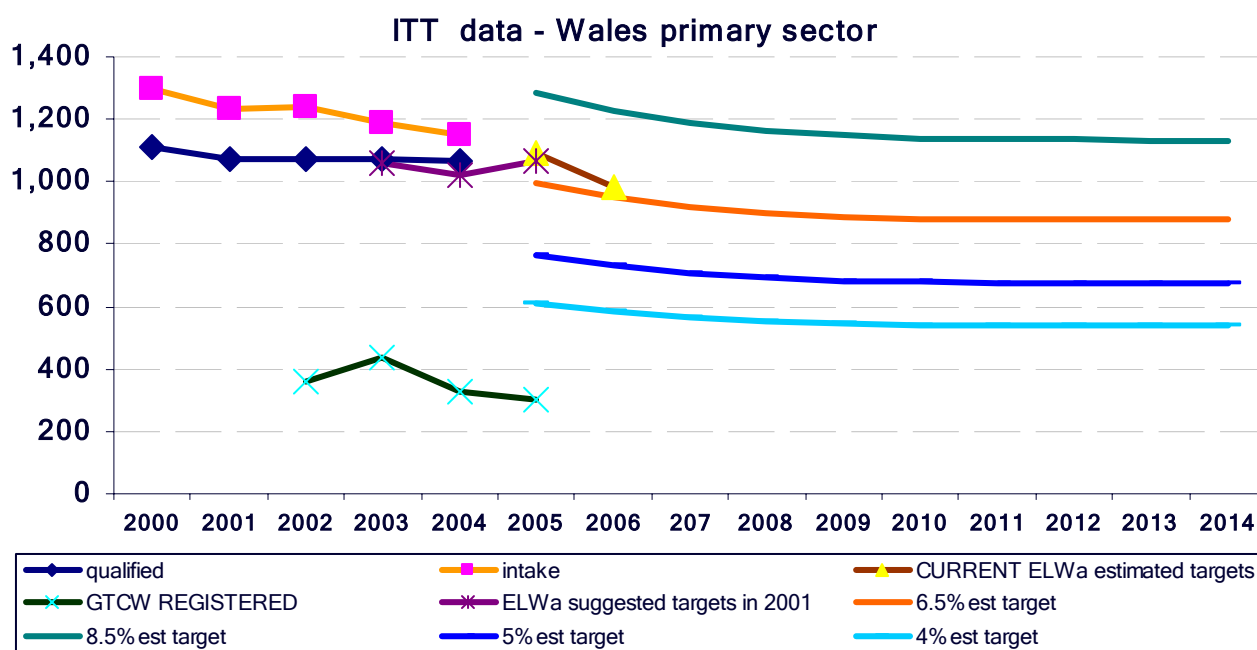
The ITT target letter, issued by HEFCW in November 2004, (W04/72HE) gave notice of a 5% cut in ITT primary Intake Targets for 2005/06 and warned providers that there would be a further cut in 2006/07 targets.

THE FUTURE

After bringing together all the data, the issue remains as to what are the likely implications for ITT in Wales; and how the targets should be decided. At this stage, only the position for the primary sector has been discussed in any detail. However, it is clear that the decline in pupil numbers will have significant consequences for the secondary sector during the forthcoming decade that cannot just be ignored.

In attempting to model the future position for primary targets, the present planning assumptions in use by the DfES were considered. The outcomes based upon using DfES assumptions about total teacher numbers and modelling the effects at different percentages of the total workforce are shown on the accompanying graph.

At present, Wales has around 6.5% of the total primary teaching force for Wales and England.



POLICY ISSUES

The extent to which the England and Wales ITT Model remains useful for Wales partially depends upon the degree of divergence over policy issues between Wales and England that affect the variable used within the Model.

There are a number of key policy questions that need to be considered before any outcome can be reached. These include:

- **What are the expectations regarding teacher training in the new 'fees' climate on the part of potential trainees? Will they be different between students in Wales and England**
- **What level of over supply is acceptable?**
- **Are undergraduate courses a general education or part of preparation for a career in teaching? Is there any greater responsibility to PGCE students compared with undergraduate students when it comes to finding a teaching post or should they compete with those on undergraduate courses? If the latter, how will debt levels affect willingness to undertake a fourth year of study?**
- **What are the needs of Welsh language schools, and how can they be protected if training targets are reduced. Is there any difference between undergraduate and postgraduate routes in the output of teachers trained through the medium of the Welsh language?**
- **Are there any implications from the recent rise in the number of trainees who are domiciled in Wales, especially on undergraduate courses?**

CONCLUSION

Two key issues underpin this paper. Firstly, should Wales follow the practice of Scotland and Northern Ireland and develop its own teacher supply model, or should it continue as a part of the model developed in London? Secondly, no model can ever be completely accurate and it is better to err on the side of over supply than to risk a shortage of teachers. However, there is ample evidence that, unless policy changes occur, some difficult decisions will need to be made regarding the targets for both primary and secondary ITT places within Wales during the next decade. To avoid taking these decisions may result in both the expenditure of unnecessary resources and a significant cadre of trained but unemployed teachers.

John Howson

June 2005



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Mr Alun Huws

Welsh Assembly Government

Dear Alun

Welsh Assembly Government Review of ITT Provision in Wales

Thank you for your letter of the 5th August.

Below I have set out some comments that can form the basis of our discussion on Wednesday morning.

Future Targets

The report by John Howson demonstrated the consistent under employment of primary teachers in Wales. In 2004, Wales qualified a total of 1,065 new primary teachers but only 303 (35%) NQTs managed to find employment in Wales. Similar figures are recorded from 2002 onwards (the date at which GTCW began collecting statistics). A preliminary examination of the figures for secondary also points to a similar situation with consistent over production.

Secondary – All Wales figures

	2002	2003	2004	2005
Numbers registering with GTCW	562	573	571	557

Numbers getting QTS	X	924	X	X
Employment rate		62%		

X Figures not available but as recruitment targets have not changed significantly in this period it is assumed that they are broadly similar

In both the primary and secondary sectors, therefore, there is clear evidence of consistent over production of teachers for Wales' own needs even before the demographic factors described by John Howson in his report are taken into account. From the evidence available, a strong case can therefore be made that Wales will need to reduce its intake targets substantially over the next few years and in all likelihood this will be the recommendation of the Review. However, the aim of the Review is not simply to provide advice on overall numbers; it is also required to provide detailed advice on how reductions in provision can be managed in a way that will protect specialist provision, especially in Welsh, and ensure that the sector as a whole remains in a robust position to serve the long term needs of Wales. While it may therefore be clear that cuts in numbers are needed, how these should be achieved and on what time scale is, at this stage of the Review, less clear.

From the evidence we have taken so far and from our visits to all of the providers it is clear that there are real dangers with simply making percentage cuts to the sector as a whole – certainly cuts that are larger than those currently forecast. This is for two principal reasons.

- (a) Much ITT provision is provided by lecturers who have teaching commitments across a range of different programmes – both ITT and, importantly, non ITT. If numbers of ITT students are cut to any degree, there is a serious possibility of disrupting the staffing structures of a range of different programmes and thereby rendering them uneconomic. This is particularly a problem within the primary sector where staff often teach on a range of different degrees. The Review will be offering advice on how numbers in the primary sector can be substantially reduced while maintaining essential ITT provision; however,

further work needs to be undertaken with the Sector and with the Review Panel before we can offer clear recommendations.

- (b) With the current eight providers of ITT in Wales, plus GTP, the numbers of students on many secondary programmes are currently uneconomic. It is already clear that, in order to produce a robust sector for the future, some courses will have to close and others will have to be amalgamated. The Review will be providing detailed advice on how this might be achieved but, again, we are not in a position to do that at present. Simply imposing a significant percentage cut at this point could seriously damage some of the provision that will be needed in the longer term.

A way forward

In England, the TTA have recently announced planned reductions for intake targets for both primary and secondary courses, although decisions in relation to targets in specific subjects (secondary phase) have yet to be made.

Table 1 ITT recruitment targets for England – source TTA

www.tta.gov.uk/ittplaces

Subject/phase	2004/05 actual	2005/06 (actual)	2006/07 (indicative)	2007/08 (indicative)
Total secondary	19,500	18,500 (-5%)	17,300 (-11%)	16,100 (-17.5%)
Total primary	16,300	15,800 (-3%)	15,400 (-6%)	15,100 (-7%)

The ITT target letter, issued by HEFCW in November 2004 (W04/72HE), gave notice of a 5% cut in ITT primary Intake Targets for 2005/06 and warned providers that there would be a further cut of 5% in 2006/07 targets.

These figures are therefore broadly in line with those planned in England. Our advice would therefore be that the Welsh Assembly Government should confirm the proposed 5% cuts and warn the sector that further cuts may well be necessary in future years; however, they should indicate that a final decision on future cuts must await the outcome of the current Review.

Incentives

In your letter you ask us to offer some advice on the future of incentive payments to ITT trainees in the light of the recent rise in incentives offered in England. We would make the following observations.

Despite the general over production of teachers in Wales, the recruitment figures for this year from GTTR (as at 31st July 2005) still show some worrying shortages in key areas. Significantly falling behind England in terms of the incentives offered could thus lead in the medium term to serious shortages in hard to recruit areas.

One obvious way in which to pay for increased secondary bursaries would be to abandon the primary bursary. However, we would not at this stage recommend this move – despite apparent over-recruitment. There are two reasons for this:

- (a) current GTTR figures show that primary PGCE recruitment is 20% down on last year; clearly the graduate market is already responding to the reduction in job opportunities for primary teachers in Wales;
- (b) removing the bursary now would restrict the options for long term planning that the Review is currently undertaking. One option being seriously considered is to make the PGCE the main route into primary teaching. While there would be substantial advantages in such a move, we would need to consider carefully the role of incentives in maintaining supply in the graduate market which is more volatile than the undergraduate one. The Review Panel have yet to make a firm recommendation on the future balance of undergraduate and post graduate numbers; therefore, making a decision to remove primary incentives before that decision is taken would be premature.

A way forward

Of the four different alternatives you suggest we would therefore recommend Model (b) but with some important revisions. Your Model (b) is as follows:

(b) no change – keep the value of the incentives as they are

(this would give lower funding in Wales to priority secondary subjects but on non-priority and primary we would be offering between £600 and £1,800 more)

This might be a good beginning but Wales could then remove or reduce the 'overpayment' to both primary and non-priority subjects pro-rata. This additional money could then be targeted at shortage subjects. In other words, the 'headline' could be that nothing has got worse for Primary and non-shortage subjects compared to England, but the payments will be by a different means; as a result, incentives are reduced. We would need to calculate the figures to ascertain how much is actually saved and what contribution it would make to matching the shortfall in priority subjects. It would, however, avoid the problem of option (c) which actually overpays priority subjects by £600. Before a final decision is made, we would therefore strongly advise that the costs associated with this plan be calculated.

Regards

John Furlong

Annex A

Current GTTR recruitment figures – July 31st 2005

Maths: on target

English: on target

Drama: substantially over target

Biology: – 16%

Chemistry: -35%

Physics: – 11%

Total science: -13.64

French : -23%

German: on target

Celtic languages: up 8%

Design and technology: -26%

IT: – 9%

Business studies :up 10%

History : up 7%

Geography : -14%

Physical education: on target

Art: - 8%

Music: up 46%

RE : on target

Total secondary : - 2.48%



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Mr Alun Huws

Welsh Assembly Government

Teaching and Leadership Division

Cathays Park

CARDIFF

CF10 3NQ

4 November 2005

Dear Alun

Review of ITT Provision in Wales

Thank you for your email about our Interim Report and recommendations.

I should just like to confirm that our Interim Report and recommendations comprised the following:

- (a) a paper by Professor John Howson, entitled 'Teacher Supply in Wales', submitted on 30 June;
- (b) my letter to you entitled 'Welsh Assembly Government Review of ITT Provision in Wales', submitted on 10 August.

I should perhaps also clarify the advice we gave on proposed cuts in numbers which we discussed at our meeting on 10 August. At that meeting, I explained that the five percent cuts referred to in my letter were intended to be five percent cuts for both primary and secondary numbers. As we discussed, and as my letter makes clear, a five percent cut in both primary and secondary numbers in Wales for 2005/6 is actually less than the cuts proposed for England. So, even without the intervention of our Review, cuts of this order would have been recommended.

For the longer term, we have been looking in the Review at a more substantial restructuring of ITT provision across Wales. However, we believe that making cuts of this order, now, is appropriate.

Yours sincerely

John Furlong

JF/skl

Email: john.furlong@edstud.ox.ac.uk

Initial Teacher Training in Wales

Performance Information 2005



I am pleased to present the 2005 edition of the HEFCW booklet Initial Teacher Training in Wales – Performance Information.

I hope that the booklet will help you choose a suitable teacher training course in Wales at one of Wales's universities or colleges.

The booklet gives you information on the types of teacher training courses available in Wales, and where you can train to become a teacher. Each higher education institution – or ITT provider – featured here has a number of partner schools where you can carry out the school-based part of your training. We have also included information about the quality and standards of initial teacher training courses in Wales and some statistical information on recruitment to ITT courses to help you make the choice that's right for you. You can also search for the information you need on the ITT pages of the new HEFCW website www.hefcw.ac.uk.

Higher education institutions offer a selection of full-time two- and three-year undergraduate courses, one-year full-time postgraduate courses and open and distance learning. Short courses for potential trainees new to higher education or to update prospective trainees on subject knowledge might suit some of you before you undertake your formal training to become a teacher. Refresher and conversion courses to help those of you who have already qualified as a teacher to return to the classroom are also available. Such courses are listed on page 12.

You will need to complete a degree, or equivalent, either before (for postgraduate courses) or as part of (for undergraduate courses) your teacher training. You will need to check with your chosen institution(s) about the overall GCSE, A-level or degree equivalent qualifications you need to get on to a teacher training course. Most courses ask for a minimum GCSE requirement in English, maths and science.

An outline of the financial support available during your teacher training is provided on page 8.

HEFCW works with the Welsh Assembly Government, Estyn (Her Majesty's Inspectorate for Education and Training in Wales), the General Teaching Council for Wales and the ITT providers to ensure the best possible opportunities for trainee teachers in Wales. Our collective aim is to continue to enhance the quality and standards of teacher training courses in Wales and ensure that recruitment to ITT courses is buoyant.

I hope you find the right course for you to train to teach in Wales.

Professor Philip Gummett, Chief Executive, HEFCW, September 2005

Table of Contents

	North East Wales Institute of Higher Education		Open University in Wales*		Swansea School of Education at Swansea Institute of Higher Education**		Trinity College Carmarthen		University of Wales, Aberystwyth		University of Wales, Bangor		University of Wales Institute, Cardiff		University of Wales, Newport	
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	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG
PRIMARY COURSES	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
SECONDARY SUBJECT AREAS																
Art and Design						✓						✓		✓		
Biology						✓				✓		✓		✓		
Business Studies						✓										
Chemistry						✓				✓		✓		✓		
Design & Technology				✓		✓				✓		✓		✓		✓
Drama										✓			✓		✓	✓
English						✓				✓		✓		✓		
General / Integrated Science				✓		✓								✓		
Geography				✓		✓				✓						
History						✓				✓				✓		
Information Technology						✓						✓				
Mathematics				✓		✓						✓		✓		✓
Modern Foreign Languages				✓		✓				✓		✓		✓		✓
Music				✓								✓		✓		
Outdoor Activities												✓				
Physical Education												✓		✓		
Physics						✓				✓		✓		✓		
Religious Education												✓				
Welsh						✓				✓		✓		✓		✓

*The Open University in Wales is due to reintroduce its flexible, modular, distance-learning PGCE in 2005/06. We are pleased to be able to include background information on the OU in Wales for the first time in the 2005 edition of this booklet.

**Information is given for both the University of Wales Swansea and Swansea Institute of Higher Education as the merged Swansea School of Education was not established until August 2004.

Initial Teacher Training in Wales

Performance Information 2005

Train to Teach in Wales

This booklet gives you information on teacher training courses at higher education institutions in Wales, such as the type of course available and the range of subjects on offer. In here, you will find useful information that will help you make a decision about the course you hope to follow and where to train. It also provides you with assessments of the quality of courses in Wales, and, for the statistically-minded, interesting data on the courses at the universities or colleges – the teacher training institutions - where you can train to teach.

What is Initial Teacher Training?

You will need to undertake a period of education and training in order to become a qualified teacher and enter the teaching profession.

The professional status you gain after successfully completing an initial teacher training (ITT) course is called Qualified Teacher Status (QTS).

You must gain QTS in order to teach in a local education authority maintained school in England and Wales.

How can I Gain QTS?

ITT Courses at Higher Education Institutions

...if you already have an undergraduate degree

- wholly or primarily in the secondary subject you want to teach; or
- you would like to teach at primary level

you can follow a one-year, full-time Postgraduate Certificate of Education (PGCE) at a University or College in Wales which offers ITT

...if you do not have an undergraduate degree

- or if you have successfully completed at least one year of study in higher education; or
- if you want to teach in a subject that is significantly different to that in which you are qualified

You can follow a two, three or four-year full-time BEd, BA Education or BSc course, depending on your prior qualifications and the type of course available at your institution of choice.

Skills Test

No computerised skills tests in literacy, numeracy and ICT are required in Wales. This does not affect QTS achieved in Wales – this is recognised as equivalent to QTS gained in England.

The Role of Schools

Providers of teacher training run their courses in partnership with schools.

- A trainee on a one-year primary PGCE course would spend 18 weeks training in schools;
- A trainee on a three-year undergraduate course or a one-year secondary PGCE course would spend 24 weeks training in schools.

Teacher training institutions work mostly with selected partner schools in Wales and in certain English counties to offer the trainee the best possible education and training experience.

Alternative Routes to Teaching

Distance learning.

The Open University in Wales is due to reintroduce its flexible, modular, distance-learning PGCE in 2005/06. We are pleased to be able to include background information on the OU in Wales for the first time in the 2005 edition of this booklet. Employment based Routes into Teaching.

Additionally, the Graduate and Registered Teacher Programmes, run by the Welsh Assembly Government, allow you to gain QTS whilst earning a salary working as a trainee teacher in a school.

- If you have a first degree or equivalent, and have attained in English and mathematics the standard required to obtain GCSE (or equivalent) Grade C or higher, you can apply for the Graduate Teacher Programme (GTP). Training takes three months to one school year, depending on your previous experience.
- If you have attained in English and mathematics the standard required to obtain GCSE (or equivalent) Grade C or higher, have successfully completed the equivalent of two years' higher education study, and have been accepted onto a programme leading to the award of a first degree or equivalent qualification awarded by a UK University, you can apply for the Registered Teacher Programme (RTP). Through the RTP, you will complete your degree and train to teach at the same time; it generally takes two years to gain QTS.

You will need to find a school that will employ you as a graduate or registered trainee before applying for the programme. For more information or an application form, contact the Welsh Assembly Government on 029 2082 6749 or teachingenquiries@wales.gsi.gov.uk

Initial Teacher Training in Wales

Performance Information 2005

Welsh Medium Courses and the Welsh Language

Many institutions make provision for students to undertake some or all of their study through the medium of Welsh, or arrange for their teaching practice to be undertaken in a Welsh medium or bilingual school should they so wish. In Wales, there is no requirement to undertake ITT through the medium of Welsh – both English and Welsh medium courses are run and applications for either are welcome.

Information on Course Quality

Estyn, the Office of Her Majesty's Chief Inspector of Education and Training in Wales, is the body responsible for inspecting initial teacher education and training in Wales. Estyn is independent of, but funded by, the Welsh Assembly Government.

In this booklet you will find information on the quality of the courses at the higher education institutions (HEIs) in Wales. You will see that some HEIs were inspected during Estyn's first inspection cycle between 1996/97 and 2000/01. Other HEIs have been inspected more recently; for these, the information and inspection outcomes have been presented slightly differently as the framework within which Estyn inspects has now changed. As information can become dated, the year of each inspection has been clearly noted. Information is given for both the University of Wales Swansea and Swansea Institute of Higher Education as the merged Swansea School of Education was not established until August 2004. Both UW Newport and UW Bangor were inspected in 2004/05. However, the outcomes of the inspection were not available at the time of publication. Please check the Estyn website www.estyn.gov.uk from October 2005 for updates on these inspection outcomes.

Statistical Information

As groups can be small when broken down by secondary subject, grades given for secondary subjects can be based upon a small number of students. The quality of the student intake can also alter from year to year. In looking at the statistics, you also need to be aware that institutions are recommended to 'counsel out' students who, in the judgement of their tutors, will not have the attributes to make good teachers.

HESA, the Higher Education Statistics Agency, collects information on students from HEIs in the UK. The ITT information obtained through HESA for 2003/04 is set out for each institution in this booklet. You can find data, by institution, on undergraduate and postgraduate courses, primary and secondary phase courses and by secondary subject.

The data per institution are split into undergraduate and postgraduate tables. A sample table explaining the data shown in the tables can be found at page 11. Where secondary subjects listed in the background information for a particular institution differ from those in the statistical tables, this is because subjects have been added or withdrawn.

Welsh medium trainees are those on an ITT course that is designed to enable trainees to teach bilingually or on an ITT course leading to a formal certificate of bilingual education. Bilingual in this context means English and Welsh.

Financial Support

The Higher Education Funding Council for Wales (HEFCW) administers funds to support education, research and associated activities at Wales' higher education institutions and provides funds for prescribed higher education courses at further education colleges. HEFCW is also responsible for the funding of ITT courses and the accreditation of providers of ITT in Wales, but does not provide direct assistance to students through grants or bursaries. However, the following information should help give you a flavour of the financial assistance and incentives available elsewhere.

Initial Teacher Training in Wales

Performance Information 2005

Welsh Assembly Government Incentive Grants for Initial Teacher Training

The following incentives are available in Wales for eligible trainees starting PGCE courses in September 2006 and take account of the fact that tuition fees in Wales are different from those in England. This incentive package will ensure that students who live in Wales will benefit from the same level of support – incentives along with funding towards tuition fees – as those in who live in England.

Phase	Subjects	Training Grant	Teaching Grant
Secondary PGCE maths and science	Maths, Science	£7,200	£5,200
Secondary PGCE – other priority subjects	Modern languages, Design and technology, ICT, English (including drama), Welsh, Music, RE	£7,200	£2,500
Secondary PGCE – other subjects, including:	Art, Geography, History, PE	£4,200	-
Primary PGCE	Primary	£4,200	-

Payment of the training grant is arranged by the teacher training institution in nine monthly installments. You will need to apply for the teaching grant from the Welsh Assembly Government if you meet the eligibility criteria. Further information on how these incentives might be combined with grants, loans and tuition fees can be found at www.learning.wales.gov.uk or contact the Welsh Assembly Government on 029 2082 6749.

Secondary Undergraduate Placement Grants

The secondary undergraduate placement grant is designed to support students during their period of school experience.

- A grant of £1,000 is awarded annually to each undergraduate student training to teach in a secondary priority subject area.
- A grant of £600 is awarded annually to each undergraduate student training to teach in a secondary non-priority subject area.

Your ITT provider will pay the grant in two installments. They will also be able to give you more information on how and when you receive the funding.

Student Support

Students who normally live in Wales and begin a higher education course in Wales in 2006/07 can expect:

- A deferred fixed fee of £1200 for 2006/07 only, which will be charged by Welsh Higher Education Institutions (HEIs).
- From 2007/08 (for the second and subsequent years of the course) annual deferred flexible fees of up to £3,000, offset by a fee grant of up to £1,800 which does not have to be repaid. The fee grant is available irrespective of family income, and is paid directly to the place of study.
- Loans for fees – no up-front fees.

- A means-tested Assembly Learning Grant (ALG), of up to £2,700.
- A maintenance loan.
- Fees to be repaid in line with their income after students have left their course and are earning over £15,000 a year.

These arrangements differ for students who normally live in England and who are on higher education courses in Wales.

Your LEA will be able to give you further advice on the Assembly Learning Grant and the Higher Education Grant (for students who live in England) or go to www.studentfinancewales.co.uk for further information on student support arrangements. Please check the website regularly for updates and announcements as arrangements might change.

Initial Teacher Training in Wales

Performance Information 2005

Financial Contingency Funds (FCF)

The Financial Contingency Fund is made available to institutions to provide discretionary financial help to support vulnerable students, in particular to help them access and remain in higher education.

Students on initial teacher training courses must have applied for help from the Teacher Training Recruitment Scheme, if eligible, before applying for the FCF. Postgraduate trainees eligible for teacher training incentives should expect to have these taken into account when making a FCF application.

Further information on FCFs is available from the student support or student services office at the chosen University.

Welsh Medium Incentive Scheme

This scheme applies to certain trainees who enroll on a Welsh-medium secondary PGCE course. It provides financial and linguistic support to students who need additional confidence and competence training to help them teach their secondary subject through the medium of Welsh. For more information on whether you are eligible for the £1,200, contact your teacher training provider.

Additional Financial Support for Disabled Trainees

The Disabled Students' Allowances (DSA) help trainees with the extra costs they incur when attending their course, as a result of their disability. You may be eligible for a DSA if you enroll on either a postgraduate or undergraduate ITT course. The DfES guide Bridging the Gap, available by calling 0800 731 9133, textphone 0800 328 8988 or at www.dfes.gov.uk/student-support/uploads/bridgingthegap2005.pdf, provides more information.

Further information

For additional information on financial support, including guidance on the payment of tuition fees, student loans, and the extra support available if you have dependants, see www.studentfinancewales.co.uk and www.dfes.gov.uk/financialhelp, or call the DfES information line on 0800 731 9133 or textphone 0800 328 8988.

Example Table

Phase	Subject	Numbers of Students	Entry qualifications for 2003/04 entry		Welsh medium students		Students gaining QTS in 2003/04			Exit qualifications of those gaining QTS in 2003/04							
			Average Tariff score per student	Interquartile range of Tariff score per student	Number	%	Number gaining QTS	% (out of final year students)	% Welsh medium	First		II(i)		II(ii)		III / Pass	
										Number	%	Number	%	Number	%	Number	%
Primary		000	000	000 to 010													
Secondary	English	00	000	000 to 010	0	0	000	00	0	0	0	00	00	00	00	0	0
	Music	00	00	0 to 0	0	0	0	00	0	*	00	+	0	0	00	0	0
	Welsh	00	00	0 to 20	00	000	0	000	000	*	00	*	00	0	00	0	0
Total		000	000		00	0	000	000	0	00	0	00	00	00	00	0	0

Annotations:

- The number of students on the roll at 1 November 2003 (points to 'Numbers of Students')
- Trainees' entry qualifications (points to 'Entry qualifications for 2003/04 entry')
- Total number of Welsh medium trainees on course, and as a % of the number of students on roll (points to 'Welsh medium students')
- The number of students gaining QTS, and as a percentage of the number of students on the roll (points to 'Students gaining QTS in 2003/04')
- Number of Welsh medium trainees gaining QTS in 2003/04, as a percentage of the total number of students gaining QTS (points to '% Welsh medium')
- Average Tariff score per student is shown for students entering through UCAS in 2003/04 only, with non-zero tariff score (points to 'Average Tariff score per student')
- The interquartile range of Tariff score per student is from the value which 25% of values are below to the value which 25% of values are above (points to 'Interquartile range of Tariff score per student')
- Undergraduate trainees' exit qualifications/degree classifications and the numbers of students involved, as a percentage of the number of students gaining QTS (points to 'Exit qualifications of those gaining QTS in 2003/04')

Source: HESA Student Record 2003/04

- Notes:
1. Number of students starting on or before 1 November 2003, who have not left before 2 November 2003.
 2. % Welsh medium students gaining QTS are as a percentage of the total gaining QTS.
 3. Students specialising in Welsh are counted as Welsh-medium students.
 4. Average Tariff score per student is shown for students entering through UCAS in 2003/04 only, with non-zero Tariff score.
 5. The interquartile range of Tariff score per student is from the value which 25% of values are below to the value which 25% of values are above.
 6. Age is at 31 August 2003.
 7. All values less than 5 have been expressed as *. Where values can be identified, further figures have been suppressed and these are expressed as +.

Innovative Courses

Prepare to Teach	
What is it?	The flexible, part-time taster course is designed to help you find out if you are suited to train to be a teacher and whether there are any gaps you need to fill in your subject knowledge.
What subject areas are available?	Mathematics, science, modern foreign languages, design and technology, Welsh.
Where can I do it?	The course is a collaborative venture between the University of Wales, Aberystwyth, the University of Wales, Bangor, Swansea School of Education at Swansea Institute of Higher Education, University of Wales Institute, Cardiff (UWIC), University of Wales, Newport, and the Open University in Wales.
How can I get further information?	Contact Clare Schroder, Tel 029 2039 7911, Email c.a.schroder@open.ac.uk

Subject Knowledge Extension Programme	
What is it?	This short course is designed to improve students' subject knowledge and confidence before embarking on a secondary PGCE course.
What subject areas are available?	Mathematics.
Where can I do it?	Swansea School of Education at Swansea Institute of Higher Education.
How can I get further information?	Mrs Betty Morris, Tel 01792 518 656, Email b.morris@swansea.ac.uk

Certificate of Higher Education – Introduction to Secondary Teaching	
What is it?	This 1 year full-time or 2 year part-time course is aimed at mature students who wish to gain a qualification that will allow them to enter secondary ITT. Successful completion should allow progression onto the 2 year BSc Education degree courses.
What subject areas are available?	Students may choose to specialise in mathematics with ICT, mathematics with science, design and technology or design and technology with ICT at the University of Wales, Newport and music, Welsh, modern foreign languages (French) at UWIC.
Where can I do it?	UWIC, University of Wales, Newport.
How can I get further information?	University of Wales, Newport: : Mary Smith, Tel 01633 432114, Email: marysmith3@newport.ac.uk UWIC: Paul Thomas, 029 2041 6781, Email pthomas@uwic.ac.uk

Two-year conversion course	
(the second year of the course is a full PGCE and, accordingly, trainees will receive a Welsh Assembly Government training grant for this element)	
What is it?	The course is aimed at new graduates or career changers who wish to undertake a secondary PGCE Welsh course but who might not meet the entry requirements for the stand-alone one-year PGCE course due to a lack of specialist knowledge. The programme will focus particularly on the teaching of Welsh as a second language.
What subject areas are available?	Welsh.
Where can I do it?	University of Wales, Bangor.
How can I get further information?	Dr Gwyn Lewis, Tel 01248 383 012, Email w.g.lewis@bangor.ac.uk

Diploma in secondary Welsh education	
What is it?	The course is aimed at graduates and well-qualified non-graduates who have studied through the medium of Welsh and are seeking a formal qualification in the language, as well as existing primary school teachers who wish to extend their subject knowledge and skills in teaching Welsh or who would want to convert to teaching Welsh at secondary level.
What subject areas are available?	Welsh.
Where can I do it?	University of Wales Institute, Cardiff
How can I get further information?	Paul Thomas, 029 2041 6781, Email: pthomas@uwic.ac.uk

Preparation course for returning teachers - <i>Teach Again</i>	
What is it?	The course is designed to provide returning teachers with bilingual learning materials, suited to the needs of the individual. The programme is designed to be available to returning teachers irrespective of their place of residence.
What subject areas are available?	Secondary subject areas.
Where can I do it?	The course is a collaborative venture between the University of Wales, Aberystwyth and the Open University in Wales.
How can I get further information?	Trevor Scott, Tel 029 2026 2770, Email: j.t.scott@open.ac.uk

CONTACTS

ITT in Wales - Performance Information

- Higher Education Funding Council for Wales
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- Estyn
Anchor Court, Keen Road, Cardiff CF24 5JW
Tel: 029 2044 6446,
website: www.estyn.gov.uk
- Welsh Assembly Government
Teaching and Leadership Division, Cathays Park, Cardiff CF10 3NQ
Tel: 029 2082 5171 or 029 2082 6749
Email: teachingenquiries@wales.gsi.gov.uk
website: www.learning.wales.gov.uk
- Training and Development Agency for Schools (Formerly TTA)
Portland House, Stag Place, London SW1E 5TT
Teaching Information Line
English speaking advisers Tel: 0845 6000 991
Welsh speaking advisers Tel: 0845 6000 992
website: www.tda.gov.uk
- Lindsey Vanstone, TTA Teacher Adviser, Wales
CISU Department, UWIC, Cyncoed Campus, Cardiff CF23 6XD
Tel: 029 2041 7064
Email: lvanstone@uwic.ac.uk
- Open University in Wales
24 Cathedral Road, Cardiff CF11 9SA
Tel: 029 2039 7911
website: www3.open.ac.uk

All Institutions

ITT Student Data 2003/04

Undergraduate

Phase	Subject	Number of Students	Entry qualifications for 2003/04 entry		Welsh medium students		Students gaining QTS in 2003/04			Exit qualifications of those gaining QTS in 2003/04							
			Average Tariff score per student	Interquartile range of Tariff score per student	Number	%	Number gaining QTS	% (out of final year students)	% Welsh medium	First		II(i)		II(ii)		III / Pass	
										Number	%	Number	%	Number	%	Number	%
Primary		1988	232	180 to 300	261	13	594	95	14	+		268	45	258	43	+	
Secondary	Design & Technology	106	282	200 to 350	26	25	32	100	22	*		10	31	+		12	38
	Drama	83	264	200 to 310	0	0	18	100	0	*		9	50	+		+	
	Mathematics	42	233	200 to 300	0	0	20	95	0	0	0	*		*		16	80
	Modern Foreign Languages	12	120	120 to 120	0	0	0	0	0	0	0	0	0	0	0	0	0
	Music	10	210	140 to 280	0	0	*			0	0	*		*		0	0
	Welsh	24	240	140 to 340	24	100	+			0	0	*		*		*	
Total		2265	235	180 to 300	311	14	677	95	15	38	6	293	43	283	42	64	9

Postgraduate

Phase	Subject	Number of Students	Students with first or II(i) degree on entry		Welsh medium students		Students gaining QTS in 2003/04		
			Number with First/II(i) undergraduate degree	%	Number	%	Number gaining QTS	%	% Welsh medium
Primary		503	213	42	79	16	459	91	16
Secondary	Art	78	40	51	*		75	96	3
	Biology	58	25	43	6	10	49	84	10
	Business Studies	24	12	50	0	0	23	96	0
	Chemistry	37	14	38	5	14	31	84	10
	Combined/General Sciences	53	23	43	0	0	50	94	0
	Design & Technology	70	25	36	0	0	59	84	0
	Drama	16	12	75	*		14	88	21
	English	110	69	63	5	5	95	86	4
	Geography	49	19	39	7	14	41	84	15
	History	75	47	63	*		68	91	4
	Information Technology	59	21	36	*		46	78	7
	Mathematics	103	49	48	6	6	88	85	7
	Modern Foreign Languages	106	45	42	7	7	82	77	6
	Music	30	14	47	*		28	93	4
	Physical Education	110	65	59	*		107	97	3
	Physics	31	12	39	0	0	27	87	0
	Religious Education	37	16	43	7	19	33	89	15
	Welsh	42	23	55	42	100	38	90	100
Total		1,591	744	47	179	11	1,413	89	11

Source: HESA Student Record 2003/04

- Notes:
1. Number of students starting on or before 1 November 2003, who have not left before 2 November 2003.
 2. % Welsh medium students gaining QTS are as a percentage of the total gaining QTS.
 3. Students specialising in Welsh are counted as Welsh-medium students.
 4. Average Tariff score per student is shown for students entering through UCAS in 2003/04, with non-zero Tariff score.
 5. The interquartile range of Tariff points per student is from the value which 25% of values are below to the value which 25% of values are above..
 6. Age is at 31 August 2003.
 7. All values of less than 5 have been expressed as *. Where values can be identified, further figures have been suppressed and these are expressed as +.

Equal Opportunities Information

Level	Phase	Number of Students	Students 25 years old or over		Gender				Ethnic Origin						Disability Status			
					Male		Female		White		Ethnic Minority		Undisclosed		Disability		In Receipt of DSA	
					Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Undergraduate	Primary	1,988	389	20	253	13	1,735	87	1,910	96	16	1	62	3	93	5	45	2
	Secondary	277	103	37	119	43	158	57	265	96	6	2	6	2	16	6	9	3
Postgraduate	Primary	503	167	33	91	18	412	82	478	95	6	1	19	4	13	3	7	1
	Secondary	1,088	430	40	429	39	659	61	1,008	93	16	1	64	6	34	3	13	1
Total		3,856	1,089	28	892	23	2,964	77	3,661	95	44	1	151	4	156	4	74	2

North East Wales Institute of Higher Education

Plas Coch, Mold Road, Wrexham, LL11 2AW

www.newi.ac.uk

Acedemic Director	Mr Phil Bassett.
Courses: Primary	BA (QTS) Primary (3 years): 5-11 with a 3-8 specialist option.
Partnership Schools	The Institute works in partnership with Wrexham Local Education Authority (LEA) and over 120 schools in Wrexham, Flintshire, Denbighshire, Shropshire, Powys and Cheshire.
Welsh-medium provision	Second language Welsh courses available to all students, with the opportunity of teaching second language Welsh or through the medium of Welsh if so desired. Block school experience is available in Welsh medium schools.
Other features	All courses are designed in collaboration with our Partnership schools and LEAs. Students have the opportunity to gain valuable additional experience working for the NEWI/Wrexham Children's University, Youth University and/or with Techniquet (Science Discovery Centre) at NEWI. Opportunities are available for study visits at our Partnership Institutes in Missouri, Tennessee, Finland and Denmark. A range of coaching awards and certificates are available for students in association with our Sports Science Department. The School of Education supports a Graduate Registered Teacher Programme, Catholic Teachers' Certificate and Teachers qualification for post 16 sector and Institute of Learning and Teaching Accredited Courses for Higher Education Lecturers.
Contact details	Mr Phil Bassett, Tel 01978 293010, Fax 01978 293326, Email bassettp@newi.ac.uk

North East Wales Institute of Higher Education

ITT Student Data 2003/04

Undergraduate

Phase	Subject	Number of Students	Entry qualifications for 2003/04 entry		Welsh medium students		Students gaining QTS in 2003/04			Exit qualifications of those gaining QTS in 2003/04							
			Average Tariff score per student	Interquartile range of Tariff score per student	Number	%	Number gaining QTS	% (out of final year students)	% Welsh medium	First		II(i)		II(ii)		III / Pass	
										Number	%	Number	%	Number	%	Number	%
Primary		228	201	180 to 260	0	0	68	97	0	+	26	38	33	49	*		
Total		228	201	180 to 260	0	0	68	97	0	+	26	38	33	49	*		

Equal Opportunities Information

Level	Phase	Number of Students	Students 25 years old or over		Gender			
			Number	%	Male		Female	
					Number	%	Number	%
Undergraduate	Primary	228	65	29	24	11	204	89
Total		228	65	29	24	11	204	89

Source: HESA Student Record 2003/04

- Notes:
1. Number of students starting on or before 1 November 2003, who have not left before 2 November 2003.
 2. % Welsh medium students gaining QTS are as a percentage of the total gaining QTS.
 3. Students specialising in Welsh are counted as Welsh-medium students.
 4. Average Tariff score per student is shown for students entering through UCAS in 2003/04 only, with non-zero Tariff score.
 5. The interquartile range of Tariff score per student is from the value which 25% of values are below to the value which 25% of values are above.
 6. Age is at 31 August 2003.
 7. All values less than 5 have been expressed as *. Where values can be identified, further figures have been suppressed and these are expressed as +.

North East Wales Institute of Higher Education

Estyn Information (Inspected: July 2003*)

Grades Awarded		
Question No.	Key Question	Grade
1	How well do learners achieve ? (Overall) Primary undergraduate (BA) with QTS	2
2	How effective are teaching, training, and assessment?	2
3*	How well do the learning experiences meet the needs and interests of learners and the wider community?	2*
4	How well are the learners cared for, guided and supported?	2
5	How effective are leadership and strategic management?	3
6	How well do leaders and managers evaluate and improve quality and standards?	3
7	How efficient are leaders and managers in using resources?	2

The grades for the five point scale are defined as follows:

- Grade 1: Good with outstanding features
- Grade 2: Good features and no important shortcomings
- Grade 3: Good features outweigh shortcomings
- Grade 4: Some good features, but shortcomings in important areas
- Grade 5: Many important shortcomings

* Key question 3 reinspected April 2004.

Open University in Wales

24 Cathedral Road, Cardiff, CF11 9SA

www3.open.ac.uk

Head of Education	Dr Martin Rhys.
Courses: Secondary	PGCE in subject areas: Mathematics, Science, Modern Foreign Languages (French, German, Spanish), Design and Technology, Music, Geography.
Partnership Schools	45 partner schools throughout Wales.
Welsh-medium provision	Whenever possible students may undertake school experience in Welsh medium schools, although course materials are in English.
Other features	The OU PGCE is a flexible, modular, distance learning programme which can be followed part-time with 6 start dates and three finishing dates during the year. It has a Needs Analysis component which enables prior experience rebate including an assessment only route. It is aimed at career changers and those unable for various other reasons to follow a full-time conventional route into teaching.
Contact details	Advice Line: 029 2066 5636

Swansea Institute of Higher Education

Swansea School of Education

www.sihe.ac.uk

Primary BA (Ed): Townhill Road, Swansea, SA2 OUT

Primary PGCE: Emily Phipps Building, Hendrefoelan Campus, Swansea, SA2 7NB

Secondary PGCE: Mount Pleasant, Swansea SA1 6ED and Hendrefoelan Campus

Dean of the Faculty of Humanities Head of the School of Education	Mr Ken Jones. Dr John Parkinson.
Courses: Primary	BA (Education) in Primary with QTS (3 and 4 years). PGCE Primary Early Years (3-8), Upper Primary (7-11) with QTS (1 year).
Partnership Schools	All courses are delivered in partnership with over 100 schools and colleges across South and West Wales.
Courses: Secondary	PGCE Secondary (11-16): Mathematics with IT; Science. PGCE Secondary (11-18): Biology, Chemistry, Design and Technology, English, Geography, History, Information Technology, Mathematics, Modern Foreign Languages (French, German, Spanish), Physics, Welsh, Business Studies, Art and Design. Opportunities to teach in secondary schools and further education colleges are available.
Welsh-medium provision	There is no Welsh-medium provision but teaching placements may be undertaken in Welsh medium schools if the student is a first-language Welsh speaker. Opportunity to learn Welsh.
Other features	Special optional courses are available in Physical Education and Sports Coaching; Teaching English as a Foreign Language (TEFL) courses are available. All programmes are offered in close collaboration with partnership schools and practising teachers. The Faculty has a strong record of CPD provision, both locally and regionally.
Contact details	<p>Primary BA(Ed): Ms Anni Logan (Academic Registry), Tel 01792 481093, Fax 01792 481256, Email anni.logan@sihe.ac.uk.</p> <p>PGCE Art and Design: Ms Shan Samuel-Thomas, PGCE Art and Design Programme Director, Tel 01792 481024, Fax 01792 481256, Email shan.Samuel-thomas@sihe.ac.uk.</p> <p>PGCE Business Studies: Mr Simon Evans, PGCE Business Studies Programme Director, Tel 01792 481190, Fax 01792 481127, Email simon.evans@sihe.ac.uk.</p> <p>All other PGCE Courses: Mrs Betty Morris (Recruitment Officer), Tel 01792 518656, Fax 01792 518616, Email b.morris@swansea.ac.uk.</p>

Swansea Institute of Higher Education

ITT Student Data 2003/04

Undergraduate

Phase	Subject	Number of Students	Entry qualifications for 2003/04 entry		Welsh medium students		Students gaining QTS in 2003/04			Exit qualifications of those gaining QTS in 2003/04							
			Average Tariff score per student	Interquartile range of Tariff score per student	Number	%	Number gaining QTS	% (out of final year students)	% Welsh medium	First		II(i)		II(ii)		III / Pass	
										Number	%	Number	%	Number	%	Number	%
Primary		339	240	160 to 325	0	0	82	95	0	0	0	40	49	36	44	6	7
Total		339	240	160 to 325	0	0	82	95	0	0	0	40	49	36	44	6	7

Postgraduate

Phase	Subject	Number of Students	Students with first or II(i) degree on entry		Welsh medium students		Students gaining QTS in 2003/04		
			Number with First/II(i) undergraduate degree	%	Number	%	Number gaining QTS	%	% Welsh medium
Secondary	Art	21	11	52	0	0	20	95	0
	Business Studies	24	12	50	0	0	23	96	0
Total		45	23	51	0	0	43	96	0

Equal Opportunities Information

Level	Phase	Number of Students	Students 25 years old or over		Gender			
					Male		Female	
			Number	%	Number	%	Number	%
Undergraduate	Primary	339	42	12	41	12	298	88
Postgraduate	Secondary	45	20	44	12	27	33	73
Total		384	62	16	53	14	331	86

Information is given for both the University of Wales Swansea and Swansea Institute of Higher Education as the merged Swansea School of Education was not established until August 2004.

Source: HESA Student Record 2003/04

- Notes:
1. Number of students starting on or before 1 November 2003, who have not left before 2 November 2003.
 2. % Welsh medium students gaining QTS are as a percentage of the total gaining QTS.
 3. Students specialising in Welsh are counted as Welsh-medium students.
 4. Average Tariff score per student is shown for students entering through UCAS in 2003/04 only, with non-zero Tariff score.
 5. The interquartile range of Tariff score per student is from the value which 25% of values are below to the value which 25% of values are above.
 6. Age is at 31 August 2003.
 7. All values less than 5 have been expressed as *. Where values can be identified, further figures have been suppressed and these are expressed as +.

Swansea Institute of Higher Education

Estyn Information (Inspected: 2002-2003)

Grades Awarded		
Question No.	Key Question	Grade
1	How well do learners achieve ? (Overall)	2
	BA with QTS	2
	PGCE art and design	2
	PGCE business studies	2
2	How effective are teaching, training, and assessment?	2
3	How well do the learning experiences meet the needs and interests of learners and the wider community?	3
4	How well are the learners cared for, guided and supported?	2
5	How effective are leadership and strategic management?	2
6	How well do leaders and managers evaluate and improve quality and standards?	3
7	How efficient are leaders and managers in using resources?	2

The grades for the five point scale are defined as follows:

- Grade 1: Good with outstanding features
- Grade 2: Good features and no important shortcomings
- Grade 3: Good features outweigh shortcomings
- Grade 4: Some good features, but shortcomings in important areas
- Grade 5: Many important shortcomings

University of Wales Swansea

ITT Student Data 2003/04

Postgraduate

Phase	Subject	Number of Students	Students with first or II(i) degree on entry		Welsh medium students		Students gaining QTS in 2003/04		
			Number with First/II(i) undergraduate degree	%	Number	%	Number gaining QTS	%	% Welsh medium
Primary		106	48	45	0	0	96	91	0
Secondary	Biology	18	7	39	0	0	18	100	0
	Chemistry	+	+		0	0	14	88	0
	Combined/General Studies	7	*		0	0	6	86	0
	Design & Technology	23	6	26	0	0	18	78	0
	English	53	33	62	0	0	43	81	0
	Geography	28	11	39	0	0	22	79	0
	History	35	22	63	0	0	32	91	0
	Information Technology	19	+		0	0	13	68	0
	Mathematics	56	25	45	0	0	43	77	0
	Modern Foreign Languages	27	10	37	0	0	19	70	0
	Physics	12	7	58	0	0	10	83	0
	Welsh	+	*		12	100	11	92	100
Total		412	188	46	12	3	345	84	3

Source: HESA Student Record 2003/04

- Notes:
1. Number of students starting on or before 1 November 2003, who have not left before 2 November 2003.
 2. % Welsh medium students gaining QTS are as a percentage of the total gaining QTS.
 3. Students specialising in Welsh are counted as Welsh-medium students.
 4. Average Tariff score per student is shown for students entering through UCAS in 2003/04, with non-zero Tariff score.
 5. The interquartile range of Tariff points per student is from the value which 25% of values are below to the value which 25% of values are above.
 6. Age is at 31 August 2003.
 7. All values of less than 5 have been expressed as *. Where values can be identified, further figures have been suppressed and these are expressed as +.

Equal Opportunities Information

Level	Phase	Number of Students	Students 25 years old or over		Gender			
					Male		Female	
			Number	%	Number	%	Number	%
Postgraduate	Primary	106	23	22	16	15	90	85
	Secondary	306	134	44	132	43	174	57
Total		412	157	38	148	36	264	64

University of Wales Swansea

Estyn Information (Inspected: 1998)

Type of Provision	Estyn Grades					
	A	B	C	D	E	Overall
Primary PGCE	2	1	2	1	1*	1
Secondary PGCE overall	2	2	2	3	1*	2
Secondary PGCE Subjects:						
English	2	1	1	3*	1*	
Mathematics	3	1	2	3*	1*	
Biology	2	2	1	3*	1*	
Chemistry	2	2	1	3*	1*	
Physics	3	2	3	3*	1*	
Welsh	2	2	3	3*	1*	
D&T	2	2	2	3*	1*	
ICT	2	2	2	3*	1*	
History	3	1	2	3*	1*	
Geography	3	2	2	3*	1*	
Music	2	2	2	3*	1*	
Modern Foreign Languages (MFL)	2	2	2	3*	1*	
Secondary Options						
Physical Education (PE)		1				
Teaching English as a Foreign Language (TEFL)		3				

*Aggregate Grades

The grades for the five point scale are defined as follows:

- 1 Very Good: Many good features, some of them outstanding
- 2 Good: Good features and no major shortcomings
- 3 Satisfactory: Good features outweigh some shortcomings
- 4 Unsatisfactory: Some satisfactory work but shortcomings in important areas
- 5 Poor: Many shortcomings

Categories are defined as follows:

- A The standard of trainees' teaching competence
- B The quality of training and assessment of trainees
- C The selection and quality of trainee intake
- D The quality of staffing, learning resources and accommodation
- E Management and quality assurance

Trinity College Carmarthen

The Faculty of Education and Training, Trinity College, Carmarthen, SA31 3EP.

www.trinity-cm.ac.uk

Head of the Faculty of Education and Training	Mr Gwilym Dyfri Jones.
Particular features	Denominational institution. The College has a strong bilingual policy. As well as the traditional ITT courses, the College offers a number of bilingual training programmes for teachers and headteachers. The Faculty also offers undergraduate programmes in Early Years Education, Education Studies, Social Inclusion and Youth and Community Work.
Courses: Primary	BA Primary Education (3 years), BA (Bilingual Education) (3 years), PGCE Primary.
Partnership Schools	250 primary schools in the Welsh county boroughs of Carmarthenshire, Pembrokeshire, Ceredigion, Swansea, Neath and Port Talbot, Bridgend, Rhondda Cynon Taf and South Powys.
Welsh-medium provision	The College offers a BA Bilingual Education degree. Trainees are given the opportunity to follow their teacher training scheme entirely through the medium of Welsh. For those trainees who follow a percentage of their scheme through the Welsh language, a Certificate in Bilingual Education is also offered as an extra qualification to their BA degree. Trainees who are eager to learn Welsh may study for a College Certificate in Welsh in addition to their BA Education degree. The PGCE primary course is available through the medium of both English and Welsh.
Courses: Secondary	PGCE Secondary: Religious Education.
Partnership Schools	A range of partnership schools in the Welsh county boroughs of Bridgend, Carmarthenshire, Ceredigion, Merthyr Tydfil, Neath and Port Talbot, Pembrokeshire, Rhondda Cynon Taf, Powys and Swansea.
Contact details	Mr Gwilym Dyfri Jones, Tel 01267 676675, Fax 01267 676755, Email g.d.jones@trinity-cm.ac.uk .

Trinity College Carmarthen

ITT Student Data 2003/04

Undergraduate

Phase	Subject	Number of Students	Entry qualifications for 2003/04 entry		Welsh medium students		Students gaining QTS in 2003/04			Exit qualifications of those gaining QTS in 2003/04							
			Average Tariff score per student	Interquartile range of Tariff score per student	Number	%	Number gaining QTS	% (out of final year students)	% Welsh medium	First		II(i)		II(ii)		III / Pass	
										Number	%	Number	%	Number	%	Number	%
Primary		378	123	100 to 130	125	33	125	90	36	12	10	52	42	49	39	12	10
Total		378	123	100 to 130	125	33	125	90	36	12	10	52	42	49	39	12	10

Postgraduate

Phase	Subject	Number of Students	Students with first or II(i) degree on entry		Welsh medium students		Students gaining QTS in 2003/04		
			Number with First/II(i) undergraduate degree	%	Number	%	Number gaining QTS	%	% Welsh medium
Primary		74	16	22	+	68	92	35	
Secondary	Religious Education	24	11	46	*	22	92	9	
Total		98	27	28		90	92	29	

Equal Opportunities Information

Level	Phase	Number of Students	Students 25 years old or over		Gender			
			Number	%	Male		Female	
					Number	%	Number	%
Undergraduate	Primary	378	56	15	44	12	334	88
Postgraduate	Primary	74	32	43	+		+	
	Secondary	24	10	42	*		+	
Total		476	98	21	67	14	409	86

Estyn Information: Inspected 2001

Type of Provision	Estyn Grades					
	A	B	C	D	E	Overall
BA (Ed) Primary / B Addysg	3	2	3	2	2	3
Primary PGCE	2	2	2	2	2	2
Secondary PGCE Subjects:						
Religious Education	3	2	2	2	2	2

Source: HESA Student Record 2003/04

Notes:

- Number of students starting on or before 1 November 2003, who have not left before 2 November 2003.
- % Welsh medium students gaining QTS are as a percentage of the total gaining QTS.
- Students specialising in Welsh are counted as Welsh-medium students.
- Average Tariff score per student is shown for students entering through UCAS in 2003/04 only, with non-zero Tariff score.
- The interquartile range of Tariff score per student is from the value which 25% of values are below to the value which 25% of values are above.
- Age is at 31 August 2003.
- All values less than 5 have been expressed as *. Where values can be identified, further figures have been suppressed and these are expressed as +.

The grades for the five point scale are defined as follows:

- Very Good:** Many good features, some of them outstanding
- Good:** Good features and no major shortcomings
- Satisfactory:** Good features outweigh some shortcomings
- Unsatisfactory:** Some satisfactory work but shortcomings in important areas
- Poor:** Many shortcomings

Categories are defined as follows:

- The standard of trainees' teaching competence
- The quality of training and assessment of trainees
- The selection and quality of trainee intake
- The quality of staffing, learning resources and accommodation
- Management and quality assurance

University of Wales, Aberystwyth

Old College, King Street, Aberystwyth, SY23 2AX

www.aber.ac.uk/sell

Head of the School of Education and Lifelong Learning	Professor Peter S Neil.
Particular features	Training in varied surroundings: periods of University work interspersed with blocks of school experience at schools in most areas of Wales.
Courses: Primary	PGCE Primary (One year course to teach either the 3-8 year age group (Foundation Phase) or 7-11 years (Upper primary)).
Partnership Schools	Approximately 100 schools in Ceredigion, Powys, Pembrokeshire, Denbighshire, Wrexham and Shropshire.
Welsh-medium provision	Course available in English or Welsh. Students following Welsh-medium courses are allocated placements at Welsh or bilingual schools. Courses for Welsh learners are provided during University-based weeks.
Courses: Secondary	PGCE Secondary: Biology, Chemistry, Drama, English, French, Geography, German, History, Physics, Spanish, Welsh.
Partnership Schools	Approximately 50 in most parts of Wales: Ceredigion, Carmarthenshire, Pembrokeshire, Powys, southern Gwynedd, Denbighshire, Caerphilly, Cardiff, Swansea, Gwent, Blaenau Gwent.
Welsh-medium provision	All subjects available through Welsh. Students who follow courses through Welsh attend supplementary courses to improve their command of written and spoken Welsh, and are eligible for bursaries. Placements for Welsh speakers are at Welsh or bilingual schools.
Other features	A range of University-based Option courses is available in addition to a student's main subject. These include Drama, KS3 English, KS3 Welsh, KS3 Geography, KS3 History, Games Teaching, Special Education needs.
Contact details	Ms Margaret Bevan, Tel 01970 622104, Fax 01970 622258, Email learning@aber.ac.uk .

University of Wales, Aberystwyth

ITT Student Data 2003/04

Postgraduate

Phase	Subject	Number of Students	Students with first or II(i) degree on entry		Welsh medium students		Students gaining QTS in 2003/04		
			Number with First/II(i) undergraduate degree	%	Number	%	Number gaining QTS	%	% Welsh medium
Primary		121	44	36	+		116	96	20
Secondary	Biology	22	8	36	*		16	73	13
	Chemistry	+	*		*		+		
	Drama	16	12	75	*		14	88	21
	English	13	9	69	*		12	92	8
	Geography	21	8	38	7	33	19	90	32
	History	24	17	71	*		21	88	14
	Modern Foreign Languages	15	7	47	*		11	73	9
	Physics	11	5	45	0	0	10	91	0
	Welsh	*	*		*		*		
Total		255	116	45	50	20	230	90	19

Equal Opportunities Information

Level	Phase	Number of Students	Students 25 years old or over		Gender			
					Male		Female	
			Number	%	Number	%	Number	%
Postgraduate	Primary	121	39	32	22	18	99	82
	Secondary	134	54	40	60	45	74	55
Total		255	93	36	82	32	173	68

Source: HESA Student Record 2003/04

- Notes:
1. Number of students starting on or before 1 November 2003, who have not left before 2 November 2003.
 2. % Welsh medium students gaining QTS are as a percentage of the total gaining QTS.
 3. Students specialising in Welsh are counted as Welsh-medium students.
 4. The interquartile range of Tariff score per student is from the value which 25% of values are below to the value which 25% of values are above.
 5. Age is at 31 August 2003.
 6. All values less than 5 have been expressed as *. Where values can be identified, further figures have been suppressed and these are expressed as +.

University of Wales, Aberystwyth

Estyn Information (Inspected: 2001)

Type of Provision	Estyn Grades					
	A	B	C	D	E	Overall
Primary PGCE	2	2	3	3	3	2
Secondary PGCE overall	2	2	3	3	3	2
Secondary PGCE Subjects:						
Welsh	2	1	2	2		
English	2	2	2	2		
Drama	2	2	2	3		
Modern Foreign Languages	3	2	2	2		
History	2	2	2	2		
Geography	2	1	2	2		
Science	3	2	2	3		

The grades for the five point scale are defined as follows:

- 1 Very good: Many good features, some of them outstanding
- 2 Good: Good features and no major shortcomings
- 3 Satisfactory: Good features outweigh some shortcomings
- 4 Unsatisfactory: Some satisfactory work but shortcomings in important areas
- 5 Poor: Many shortcomings

Categories are defined as follows:

- A The standard of trainees' teaching competence
- B The quality of training and assessment of trainees
- C The selection and quality of trainee intake
- D The quality of staffing, learning resources and accommodation
- E Management and quality assurance

University of Wales, Bangor

School of Education, Normal Site, Holyhead Road, Bangor, LL57 2PX

www.bangor.ac.uk/addysg

Head of the School of Education	Dr K Janet Pritchard.
Particular features	Comprehensive coverage across both primary and secondary sectors, including continuing professional development for teachers and head teachers. All courses are available in both English and Welsh. The School also operates as a Recommending Body for the Graduate Teacher Programme.
Courses: Primary	BEd Primary (3 years), PGCE Primary.
Partnership Schools	170 primary schools across North Wales and parts of North West England.
Welsh-medium provision	Welsh-medium students include Welsh and English in their core studies. Non Welsh-speaking students may take advantage of the provision to learn Welsh as a second language as part of their core studies. Other course components may be studied through the medium of Welsh or English. The students are located in schools where they have the opportunity to teach their subjects in Welsh and /or English as appropriate with guidance from experienced mentors.
Courses: Secondary	BSc Secondary (3 years): Design and Technology leading to QTS. PGCE Secondary: Art and Design, English, French, German, Information Technology, Mathematics, Music, Outdoor Activities, Physical Education, Religious Education, Science (Biology, Chemistry, Physics), Welsh.
Partnership Schools	55 secondary schools and 15 outdoor education centres across North Wales.
Welsh-medium provision	Additional language sessions are provided to help students improve their Welsh and to become familiar with using Welsh to teach their subjects. Students are located in schools where they have the opportunity to teach their subjects in Welsh with guidance from experienced mentors. (At present, all students who follow this course are eligible to receive a Welsh Assembly Government bursary).
Other features	Secondary PGCE students may choose Outdoor Activities as a joint main subject or may opt to follow a second subject. The University – based part of the Science course is available through distance learning.
Contact details	Undergraduate courses and primary PGCE: Mrs Catrin Lewis, Tel 01248 383012, email: eds068@bangor.ac.uk . Secondary PGCE: Mrs Beryl Hughes, Tel 01248 382933, email: eds035@bangor.ac.uk .

University of Wales, Bangor

ITT Student Data 2003/04

Undergraduate

Phase	Subject	Number of Students	Entry qualifications for 2003/04 entry		Welsh medium students		Students gaining QTS in 2003/04			Exit qualifications of those gaining QTS in 2003/04							
			Average Tariff score per student	Interquartile range of Tariff score per student	Number	%	Number gaining QTS	% (out of final year students)	% Welsh medium	First		II(i)		II(ii)		III / Pass	
										Number	%	Number	%	Number	%	Number	%
Primary		356	237	180 to 290	136	38	114	100	36	*	+		55	48		+	
Secondary	Design & Technology	50	283	200 to 350	26	52	16	100	44	*	*		7	44		*	
Total		406	243	190 to 300	162	40	130	100	37	*		48	37	62	48	+	

Postgraduate

Phase	Subject	Number of Students	Students with first or II(i) degree on entry		Welsh medium students		Students gaining QTS in 2003/04		
			Number with First/II(i) undergraduate degree	%	Number	%	Number gaining QTS	%	% Welsh medium
Primary		64	23	36	29	45	55	86	49
Secondary	Art	13	5	38	*		13	100	15
	Biology	18	10	56	*		15	83	20
	Chemistry	13	5	38	*		+		
	English	24	12	50	*		21	88	14
	Information Technology	18	+		*		15	83	20
	Mathematics	20	9	45	6	30	19	95	32
	Modern Foreign Languages	19	7	37	*		12	63	33
	Music	7	5	71	*		7	100	14
	Physical Education	45	20	44	*		45	100	7
	Physics	8	0	0	0	0	7	88	0
	Religious Education	13	5	38	+		11	85	27
	Welsh	7	*		7	100	+		
Total		269	110	41	70	26	235	87	27

Source: HESA Student Record 2003/04

- Notes:
1. Number of students starting on or before 1 November 2003, who have not left before 2 November 2003.
 2. % Welsh medium students gaining QTS are as a percentage of the total gaining QTS.
 3. Students specialising in Welsh are counted as Welsh-medium students.
 4. Average Tariff score per student is shown for students entering through UCAS in 2003/04, with non-zero Tariff score.
 5. The interquartile range of Tariff points per student is from the value which 25% of values are below to the value which 25% of values are above.
 6. Age is at 31 August 2003.
 7. All values of less than 5 have been expressed as *. Where values can be identified, further figures have been suppressed and these are expressed as +.

Equal Opportunities Information

Level	Phase	Number of Students	Students 25 years old or over		Gender			
			Number	%	Male		Female	
					Number	%	Number	%
Undergraduate	Primary	356	62	17	53	15	303	85
	Secondary	50	9	18	35	70	15	30
Postgraduate	Primary	64	21	33	9	14	55	86
	Secondary	205	79	39	86	42	119	58
Total		675	171	25	183	27	492	73

Type of Provision	Estyn Grades					
	A	B***	C	D	E	Overall
Primary BEd 3 year	2	2	2	2	2	2
Primary BEd 4 year	2	2	2	2	2	2
Primary PGCE	2	3	2	2	3	3
Secondary BEd Design & Technology	*	3	3	3	3	3
Secondary PGCE Overall	3	2	2	2	2	2
Secondary PGCE Subjects:						
Welsh	**	**	**	**		
English	2	3	2	2		
Mathematics	3	3	3	3		
Science	2	1	2	1		
Information Technology	3	3	2	2		
Art	3	3	1	2		
Religious Education	3	2	1	2		
Music	2	2	2	2		
Physical Education	3	3	3	3		
Outdoor Activities	2	1	1	2		
Modern Foreign Languages	3	2	3	2		

The grades for the five point scale are defined as follows:

- 1 Very good: Many good features, some of them outstanding
- 2 Good: Good features and no major shortcomings
- 3 Satisfactory: Good features outweigh some shortcomings
- 4 Unsatisfactory: Some satisfactory work but shortcomings in important areas
- 5 Poor: Many shortcomings

Categories are defined as follows:

- A The standard of trainees' teaching competence
- B The quality of training and assessment of trainees
- C The selection and quality of trainee intake
- D The quality of staffing, learning resources and accommodation
- E Management and quality assurance

* Grade not published for reasons of confidentiality as there are fewer than five trainees in the final year cohort.

** Grades not published for reasons of confidentiality as there are fewer than five trainees in the cohort.

*** Column represents aggregate grade of school-based and university-based training.

University of Wales Institute, Cardiff

Cyncoed Road, Cardiff, CF23 6XD

www.uwic.ac.uk

Head of the School of Education	Paul Thomas.
Courses: Primary	BA (Hons) Primary Education (3 years). PGCE Primary.
Partnership Schools	282 schools: 256 English medium, 35 Welsh medium.
Welsh-medium provision	Whenever possible students who wish to do so study in Welsh-medium groups and undertake school experience in Welsh-medium schools. There is also timetabled provision for Welsh learners.
Courses: Secondary	BA (Hons) Secondary Education (2 years): Music, Welsh, MFL: French. BA (Hons) Secondary Education (4 years): Drama. PGCE Secondary: Art and Design, Design and Technology, English, History, Mathematics, MFL, Music, Physical Education, Science, Welsh.
Partnership Schools	133 Full partnerships - 121 English medium, 12 Welsh medium, 1 Swiss, 1 Belgian, 1 Portuguese.
Welsh-medium provision	BA (Hons) Secondary Education (2 years) Welsh and PGCE Welsh are fully Welsh-medium courses. In PGCE Secondary students may follow one-third of the course, Initial Professional Development (IPD) in Welsh-medium groups and undertake school experience in Welsh-medium schools.
Contact details	Paul Thomas, Tel 029 2041 6781, Fax 029 2041 6986, Email pthomas@uwic.ac.uk

University of Wales Institute, Cardiff

ITT Student Data 2003/04

Undergraduate

Phase	Subject	Number of Students	Entry qualifications for 2003/04 entry		Welsh medium students		Students gaining QTS in 2003/04			Exit qualifications of those gaining QTS in 2003/04							
			Average Tariff score per student	Interquartile range of Tariff score per student	Number	%	Number gaining QTS	% (out of final year students)	% Welsh medium	First		II(i)		II(ii)		III / Pass	
										Number	%	Number	%	Number	%	Number	%
Primary		365	255	200 to 300	0	0	112	98	0	+	69	62	34	30	*		
Secondary	Drama	83	264	200 to 310	0	0	18	100	0	*	9	50	7	39	*		
	Modern Foreign languages	12	120	120 to 120	0	0	0	0	0	0	0	0	0	0	0	0	
	Music	10	210	140 to 280	0	0	*			0	0	*		75	0	0	
	Welsh	24	240	140 to 340	24	100	+			+	*	*		44	*		
Total		494	254	200 to 300	24	5	143	93	6	+	83	58	48	34	*		

Postgraduate

Phase	Subject	Number of Students	Students with first or II(i) degree on entry		Welsh medium students		Students gaining QTS in 2003/04		
			Number with First/II(i) undergraduate degree	%	Number	%	Number gaining QTS	%	% Welsh Medium
Primary		99	57	58	0	0	88	89	0
Secondary	Art	44	24	55	0	0	42	95	0
	Combined / General Sciences	46	+		0	0	44	96	0
	Design & Technology	25	9	36	0	0	21	84	0
	English	20	15	75	0	0	19	95	0
	History	16	8	50	0	0	15	94	0
	Mathematics	27	15	56	0	0	26	96	0
	Modern Foreign Languages	45	21	47	0	0	40	89	0
	Music	23	9	39	0	0	21	91	0
	Physical Education	65	45	69	0	0	62	95	0
	Welsh	19	+		19	100	18	95	100
Total		429	237	55	19	4	396	92	5

Source: HESA Student Record 2003/04

- Notes:
1. Number of students starting on or before 1 November 2003, who have not left before 2 November 2003.
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 4. Average Tariff score per student is shown for students entering through UCAS in 2003/04, with non-zero Tariff score.
 5. The interquartile range of Tariff points per student is from the value which 25% of values are below to the value which 25% of values are above.
 6. Age is at 31 August 2003.
 7. All values of less than 5 have been expressed as *. Where values can be identified, further figures have been suppressed and these are expressed as +.

Equal Opportunities Information

Level	Phase	Number of Students	Students 25 years old or over		Gender			
					Male		Female	
			Number	%	Number	%	Number	%
Undergraduate	Primary	365	77	21	39	11	326	89
	Secondary	129	35	27	31	24	98	76
Postgraduate	Primary	99	33	33	18	18	81	82
	Secondary	330	107	32	112	34	218	66
Total		923	252	27	200	22	723	78

University of Wales Institute, Cardiff

Estyn Information (Inspected: 2003/04)

Grades Awarded		
Question No	Key Question	Grade
1	How well do learners achieve ? (Overall)	2
	In the eight courses	
	BA (Hons) Primary Education (three years)	2
	BA (Hons) Secondary Education course in Music (two years)	2
	BA (*Hons) Secondary Education course in Welsh (two years)	2
	BA (Hons) Secondary Education course in Modern Foreign Languages (MFL): French (two years); and	2
	BA (Hons) Secondary Education course in Drama (four years)	2
	PGCE Primary	2
	PGCE Secondary	2
	PGCE Art and Design	2
2	How effective are teaching, training, and assessment?	1
3	How well do the learning experiences meet the needs and interests of learners and the wider community?	3
4	How well are the learners cared for, guided and supported?	2
5	How effective are leadership and strategic management?	2
6	How well do leaders and managers evaluate and improve quality and standards?	3
7	How efficient are leaders and managers in using resources?	2

The grades for the five point scale are defined as follows:

- Grade 1: Good with outstanding features
- Grade 2: Good features and no important shortcomings
- Grade 3: Good features outweigh shortcomings
- Grade 4: Some good features, but shortcomings in important areas
- Grade 5: Many important shortcomings

University of Wales, Newport

Caerleon Campus, PO Box 101, Newport, NP18 3YH

www.newport.ac.uk

Dean of the School of Education	Dr Carl Peters.
Courses: Primary	BA (Hons) Primary Studies with QTS (3 years); PGCE Primary.
Partnership Schools	245 schools in primary partnership, 235 English-medium, 8 Welsh-medium. Located mainly in the Welsh county boroughs of Blaenau Gwent, Caerphilly, Torfaen, Monmouthshire and Newport.
Welsh-medium provision	Block School experience is available in Welsh-medium schools. Welsh as a second language offered as an intrinsic element of both primary ITT courses.
Other features	Opportunities to gain Governing Bodies of Sports awards and to gain the ECDL. Opportunities to undertake a period of block school experience in the USA or Canada.
Courses: Secondary	BSc (Hons) Secondary (3 years): Design and Technology. BSc Education Secondary (2 years): Design and Technology, Mathematics with Science, Mathematics with ICT. Science with ICT, Science with Mathematics (subject to validation); PGCE Secondary: Design and Technology; ICT.
Partnership Schools	70 schools in secondary partnership, of which 6 teach through the medium of Welsh. Located mainly in the Welsh county boroughs as above, as well as Bridgend, Cardiff, Neath Port Talbot, Merthyr Tydfil, Powys, Rhondda Cynon Taf, Swansea, Vale of Glamorgan and neighbouring English counties.
Welsh-medium provision	(i) Block school experience available in Welsh medium schools; (ii) Opportunity for students to receive the Welsh Assembly Government bursary for Welsh-medium teaching.
Other features	All secondary ITT students may gain St. John Ambulance Emergency Aid - Schools Certificate. Opportunities to gain ECDL. Loan of a laptop computer.
Contact details	University Information Centre, Tel 01633 432432, Fax: 01633 432850, Email uic@newport.ac.uk

University of Wales, Newport

ITT Student Data 2003/04

Undergraduate

Phase	Subject	Number of Students	Entry qualifications for 2003/04 entry		Welsh medium students		Students gaining QTS in 2003/04			Exit qualifications of those gaining QTS in 2003/04							
			Average Tariff score per student	Interquartile range of Tariff score per student	Number	%	Number gaining QTS	% (out of final year students)	% Welsh medium	First		II(i)		II(ii)		III / Pass	
										Number	%	Number	%	Number	%	Number	%
Primary		322	209	120 to 280	0	0	93	94	0	*	37	40	+	*			
Secondary	Design and Technology	56	278	195 to 360	0	0	16	100	0	0	+	*	*	+			
	Mathematics	42	233	200 to 300	0	0	20	95	0	0	*	*	*	16	80		
Total		420	214	140 to 280	0	0	129	95	0	*	44	34	55	43	+		

Postgraduate

Phase	Subject	Number of Students	Students with first or II(i) degree on entry		Welsh medium students		Students gaining QTS in 2003/04		
			Number with First/II(i) undergraduate degree	%	Number	%	Number gaining QTS	%	% Welsh medium
Primary		39	25	64	0	0	36	92	0
Secondary	Design and Technology	22	10	45	0	0	20	91	0
	Information Technology	22	8	36	0	0	18	82	0
Total		83	43	52	0	0	74	89	0

Equal Opportunities Information

Level	Phase	Number of Students	Students 25 years old or over		Gender			
					Male		Female	
			Number	%	Number	%	Number	%
Undergraduate	Primary	322	87	27	52	16	270	84
	Secondary	98	59	60	53	54	45	46
Postgraduate	Primary	39	19	49	+		+	
	Secondary	44	26	59	+		+	
Total		503	191	38	135	27	368	73

Source: HESA Student Record 2003/04

- Notes:
1. Number of students starting on or before 1 November 2003, who have not left before 2 November 2003.
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University of Wales, Newport

Estyn Information (Inspected: 1999/2000)

Type of Provision	Estyn Grades					Overall
	A	B	C	D	E	
BA Primary	2	2	1	1	3*	2
PGCE Primary	2	2	1	1	3*	2
BEd Secondary						
Mathematics / Science	3	3	2	2	3*	3
Mathematics / ICT Design and Technology						
BA (Hons) Secondary						
Design and Technology	N/A	3	2	2	3*	3
PGCE Design and Technology	3	3	2	2	3*	3

The grades for the five point scale are defined as follows:

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- 2 Good: Good features and no major shortcomings
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- 4 Unsatisfactory: Some satisfactory work but shortcomings in important areas
- 5 Poor: Many shortcomings

Categories are defined as follows:

- A The standard of trainees' teaching competence
- B The quality of training and assessment of trainees
- C The selection and quality of trainee intake
- D The quality of staffing, learning resources and accommodation
- E Management and quality assurance

*Aggregate Grades