

# Accreditation of providers of initial teacher training in Wales

## Procedures for:

- The accreditation of new providers
- Confirming compliance by existing accredited providers
- Addressing non-compliance and the withdrawal of accreditation

The procedures set out in this document are effective from the 2011/12 academic year onwards will remain in force until such time as new or revised procedures may be introduced. They replace any previously issued procedures.

These procedures are available in Welsh and English. (To access the Welsh version click [here](#).) These procedures are also available, in large print, Braille, on CD and on audio CD and cassette. Should you or someone you know require this document in an alternative format, please contact us on (029) 2068 2225 or email [info@hefcw.ac.uk](mailto:info@hefcw.ac.uk).



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# Accreditation of providers of initial teacher training in Wales

## 1 Introduction

- 1.1 Under regulation 7 of the Education (School Teachers' Qualifications) (Wales) Regulations 2004<sup>1</sup>, the Higher Education Funding Council for Wales (HEFCW) may accredit institutions as providers of initial teacher training (ITT) for school teachers. HEFCW can only accredit as ITT providers institutions which satisfy criteria specified by the Welsh Government<sup>2</sup> (the accreditation criteria). The current criteria were defined in 2006.<sup>3</sup>
- 1.2 Higher education institutions (HEIs) providing ITT in Wales are required to obtain accreditation by HEFCW in order to run courses of ITT which allow their students to gain Qualified Teacher Status (QTS).
- 1.3 Under the Education (Specified Work and Registration) (Wales) Regulations 2010<sup>4</sup>, only qualified teachers (that is, those with QTS) and "other people in certain circumstances can carry out specified work - that is, teach"- at a school maintained by a local authority or a non-maintained special school in Wales. ITT courses enable people to attain QTS. Trainees on ITT courses are required to demonstrate that they meet standards applying at the time of assessment specified by the Welsh Ministers if they wish to gain QTS (the QTS standards).<sup>5</sup>
- 1.4 HEIs usually offer ITT courses based at a university, or they can be offered on a distance learning basis. Courses include required periods of school-based experience. The accredited provider of the training is

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<sup>1</sup> SI 2004/1729, as amended by SI 2007/2811, 2008/215 and 2010/1142

<sup>2</sup> That is, specified by the Welsh Ministers (by virtue of paragraph 30 of Schedule 11 to the Government of Wales Act 2006)

<sup>3</sup> 2006 No 50: Criteria for Initial Teacher Training Accreditation by the Higher Education Funding Council for Wales 2006, as amended by 2006 No 75: Criteria for Initial Teacher Training Accreditation by the Higher Education Funding Council for Wales (Amendment) 2006. Detailed guidance on the requirements for the provision of ITT courses, contained in Annex A to 2006 No 50, is provided in Welsh Government Circular No: 17/2009 *Becoming a qualified teacher: Handbook of Guidance (2009)*.

<sup>4</sup> SI 2010/2710

<sup>5</sup> Currently the Qualified Teacher Status Standards Wales 2009 (2009 No.25). Detailed guidance on the QTS standards is provided in Welsh Government Circular No: 17/2009 *Becoming a qualified teacher: Handbook of Guidance (2009)*.

responsible for the management of the training but schools are involved in selecting, training and assessing trainees.

- 1.5 In order to be accredited by HEFCW an institution providing ITT must meet the accreditation criteria.
- 1.6 Accreditation is awarded to the institution and covers all ITT courses run by that institution. Once awarded, accreditation is not time limited, but may be withdrawn by HEFCW where there is evidence of non-compliance with the accreditation criteria. HEFCW will also expect to withdraw accreditation where a provider ceases to run all courses in ITT. Where ITT is delivered through a Centre of Teacher Education, compliance with the accreditation criteria is the joint responsibility of the HEI partners in the Centre.
- 1.7 The accreditation criteria states that, in deciding whether it is satisfied that institutions have demonstrated or continue to demonstrate the criteria for accreditation, HEFCW should take account of any relevant evidence presented to it by Estyn (the Office of Her Majesty's Chief Inspector of Education and Training in Wales). The role of Estyn in enabling HEFCW to do this is set out at appropriate points in the document.
- 1.8 The provision of ITT through the Welsh Government's employment based teacher training scheme<sup>6</sup> – for example, through the Graduate Teacher Programme (GTP) – is not subject to accreditation by HEFCW. However, ITT providers act as recommending bodies for the GTP programme by virtue of their status as accredited ITT providers; and under the employment based teacher training scheme, as recommending bodies, they must meet the scheme's requirements for the provision of ITT for employment-based teacher training programmes. Estyn would take account of this provision in its inspections, and any concerns identified could indicate potential non-compliance with the accreditation criteria.
- 1.9 The procedures set out in this document are based on current Welsh Government requirements and Estyn's current arrangements for inspecting ITT providers.<sup>7</sup> HEFCW will revise the accreditation procedures from time to time as required to reflect any changes made by the Welsh Government or Estyn. In between such revisions, it should be assumed that the latest Welsh Government or Estyn requirements apply unless indicated otherwise.

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<sup>6</sup> Currently the Employment-based Teacher Training Scheme 2011 (2011 No.32)

<sup>7</sup> For further information on Estyn's inspection of ITT see <http://www.estyn.gov.uk/english/inspection/inspection-guidance/initial-teacher-education-and-training/>

## 2 Criteria for accreditation

2.1 The accreditation criteria set out overarching principles from which are derived HEFCW's detailed criteria for accreditation. In order to accredit an institution as an ITT provider or be assured that an institution should continue to be accredited, HEFCW must be satisfied that potential and existing providers meet the accreditation criteria.

### Principles

2.2 HEFCW must be certain that:

- a) the training meets (or the proposed training is likely to meet) all of the Welsh Government's requirements for ITT courses<sup>8</sup>;
- b) the training ensures (or the proposed training is likely to ensure) that trainees meet the standards for QTS;
- c) the training is (or the proposed training is likely to be) of high quality;
- d) the provision represents (or the proposed provision is likely to represent) an efficient use of its resources, particularly in relation to ensuring high quality ITT provision;
- e) the provider will have in place an effective system of quality control;
- f) the quality assurance arrangements and procedures indicate that the provider is likely to be able to ensure continuing improvement in future years;
- g) the procedures and systems of financial management will ensure the proper use of funds received from HEFCW.

***Note: Accreditation does not carry with it any guarantee of HEFCW funding for accredited institutions or particular courses; nor does it guarantee an allocation of student numbers to a course of study.***

### Criteria

2.3 HEFCW must be satisfied that institutions demonstrate the following criteria:

- (I) That they fully meet (or will fully meet) the Welsh Government's requirements for the provision of ITT courses as set out in **Annex A**, particularly that:
  - (a) trainees meet the requirements for entry to an ITT course specified at R1;

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<sup>8</sup> The present requirements are set out in annex A to the accreditation criteria made in 2006.

- (b) all aspects of the training and assessment meet the requirements specified at R2;
  - (c) the training is based on a strong partnership with schools; and
  - (d) all the requirements for quality assurance specified at R4 are met.
- (II) That they offer (or will offer) training that will enable students to achieve the standards required for QTS, particularly that:
- (a) the content of the training programme is closely matched to the standards required for QTS; and
  - (b) students are rigorously assessed against each of the standards required for QTS.
- (III) That they provide (or will provide) training of high quality and ensure continuing improvement by demonstrating that:
- (a) amongst the schools to be involved there is proven expertise in ITT;
  - (b) all involved are committed to high quality training;
  - (c) all aspects of the training programme are evaluated regularly and rigorously; and
  - (d) the outcomes of quality assurance procedures are used systematically to bring about improvements.
- (IV) That they demonstrate a convincing rationale for the provision of ITT which:
- (a) meets an identified need (taking into account the Welsh Government's estimates of the number of training places needed) for ITT places in a geographical area for a particular age range(s) and/or subject(s); and/or
  - (b) meets an identified need (taking into account the Welsh Government's estimates of the number of training places needed) for ITT places for particular subjects or age/phase specialisms; and/or
  - (c) supports or adds to the diversity of choice available or attracts applications from groups that are currently under-represented in the teaching profession.
- (V) That they demonstrate a management structure that will ensure the smooth operation of the training programme, particularly that:
- (a) roles of individuals and the functions of groups and committees are clearly defined throughout the training partnership;

- (b) staff are selected with the relevant experience and expertise;
  - (c) there are staff development plans for all those contributing to the training; and
  - (d) students have access to suitable accommodation, facilities and resources.
- (VI) That they are (or can demonstrate that they will be) financially viable and have detailed systems and procedures for financial management, particularly that:
- (a) provisions for financial control are secure and efficient;
  - (b) responsibilities for different functions are demarcated, with clear lines of accountability; and
  - (c) procedures ensure that best value is secured in the expenditure of HEFCW funding.

### **Equalities implications**

- 2.4 We would emphasise that, within the context of the requirements for the provision of ITT courses and compliance with the accreditation criteria, institutions should ensure that they deliver, or will deliver, ITT in a way that meets their statutory responsibilities to staff and students under equalities legislation, eliminating discrimination and positively promoting equality. We would expect to be assured of this in any application for accreditation, as well as in the continuing delivery of ITT by existing accredited providers.

## **3 The accreditation of new providers**

### **Expression of interest**

- 3.1 Any HEI in Wales not a current ITT provider interested in offering ITT should contact HEFCW officers for an initial discussion and to register their interest.

### **Outline proposal**

- 3.2 Should the institution wish to proceed following the initial discussion with HEFCW officers, the head of the institution should submit an outline proposal (2 sides of A4 size maximum).

This should set out:

- the reasons why the institution wishes to provide ITT, including how these cohere with the institution's mission and strategic vision;
- the rationale for the provision taking into account the demonstration of identified needs as indicated in Criterion IV and which the institution does not consider are being met by other ITT providers in Wales;
- the age range and, for secondary ITT, the subjects for the proposed provision and the number of trainees envisaged;
- relevant experience or expertise in education-related or other relevant disciplines.

3.3 HEFCW officers will provide feedback on the outline proposal within four weeks of receipt.

#### **Full application**

3.4 Following feedback on its outline proposal, if the institution wishes to proceed then it should submit a full application for accreditation as set out below.

3.5 The submission of an application for accreditation as a provider of ITT should derive from institutional management and not at the departmental level. The commitments and assurances made in the submission must carry the full authority of the institution's governing body.

3.6 If an institution is successful in its application for accreditation, it would not be awarded full accreditation immediately. The accreditation criteria requires that HEFCW is satisfied that institutions have demonstrated the criteria set out at (I)-(VI) in paragraph 2.3 above. Provisional accreditation would be awarded and evidence that the institution has demonstrated the criteria in practice would be provided through an inspection conducted by Estyn within the first year of the provision being offered. This is explained in more detail below.

3.7 The institution should submit to HEFCW by a deadline agreed with HEFCW officers, documentation under the standard headings (see paragraphs 3.9 to 3.23 below). We suggest that, excluding appendices and supporting documentation, this should be no more than 15 sides of A4 size (font size to be no smaller than point 12). It should be accompanied by a brief letter of application from the head of the institution, also bearing the signature of the Chair of the Governing Body.

3.8 At all stages of the process, the responsibility for demonstrating to HEFCW and others that the proposed ITT provision meets (or will meet) the accreditation criteria rests with the ITT provider. We have indicated within the standard headings below the criteria to which they are relevant. However, the institution should satisfy itself that its application has thoroughly covered all of the criteria. Applicants should also refer to Welsh Government Circular No: 17/2009 *Becoming a Qualified Teacher: Handbook of Guidance (2009)*.

3.9 The standard headings are:

**A QTS courses to be offered**

3.10 The application should set out the QTS programmes which the institution would plan to offer initially, for example:

- courses to be offered in line with the Welsh Government's requirements for the provision of ITT courses in relation to Key Stage coverage set out in R2;
- subjects, if secondary provision is proposed;
- at undergraduate or postgraduate level;
- whether there would be Welsh medium or bilingual provision;
- the initial intake targets the institution would seek for each phase and level, including individual secondary subjects;
- subject to accreditation and the availability of intake targets, the timetable for introducing the provision;
- mode of study, including whether the provision will be full-time, part-time and/or through distance learning.

3.11 The application should also note any longer-term portfolio intentions.

3.12 Information here should be brief – there will an opportunity to describe the provision under “Description of the provision” below.

**B Rationale for the provision of ITT (Criterion IV)**

3.13 The application should:

- a) set out the reasons why the institution wishes to offer ITT;
- b) demonstrate a convincing rationale for the provision of ITT at the institution:

- in meeting an identified need for ITT places:
    - in a geographical area, for a particular age range(s) and/or subject(s); and/or
    - for particular subjects or age/phase specialisms; and/or
  - in supporting or adding to the diversity of choice available; or
  - in attracting applicants from groups that are currently under-represented in the teaching profession;
- c) indicate the research undertaken to demonstrate demand for the proposed ITT provision and that there is a demand for newly-qualified teachers that the provision would meet;
- d) indicate how, in making the institution's case for ITT provision, the Welsh Government's estimate of the number of ITT training places needed has been taken into account;
- e) set out why the institution considers it is particularly well-placed to offer the provision concerned, for example, in terms of coherence with its mission and strategic vision, location, relevant experience in education-related or other relevant provision or activities; and
- f) set out what would distinguish its provision from that of existing ITT providers and why the applicant, rather than the existing providers, would be able to meet the needs identified.

**C *Recruitment of trainees***  
***(Criterion Ia)***

3.14 The application should set out:

- a) plans for the recruitment of trainees, including marketing the provision; and
- b) appropriate selection criteria and procedures which will enable the institution to meet the Welsh Government's ITT requirements for the provision of ITT courses in respect of entry requirements in R1.

**D *Description of the provision***  
***(Criteria Ib, IIa, IV)***

3.15 The application should:

- a) set out the structure, content, and delivery of each course, indicating how it is matched to the QTS standards and will enable trainees to demonstrate that they have met the standards;

- b) indicate how the institution will ensure that the course meets the other training requirements set out in Criteria Ib;
- c) show how the course reflects the institution's rationale for offering ITT (see 3.13);
- d) set out plans for Welsh medium and bilingual provision in the course, including what form this would take and what proportion of the course would be involved;
- e) demonstrate that the intake targets sought for each course will constitute an educationally viable group; and
- f) note any further development work required, including validating provision, and a timetable for undertaking this.

***E Planned partnership arrangements with schools  
(Criteria Ic, II, III)***

3.16 The application should:

- a) include information on the schools which have been involved in discussions on partnership;
- b) set out how the partner schools will be involved in planning and delivering ITT, selecting trainee teachers, and assessing trainees for QTS;
- c) include information on the proposed partnership agreement and operation of the partnership (for example, criteria for selecting and deselecting partner schools and mentors, management structure and partners' responsibilities, guidance and training for mentors in partner schools, procedures for determining the allocation of resources between partners); and
- d) indicate how the institution will ensure coherence and consistency across the partnership, particularly in the terms of the training being given and quality assurance and enhancement.

***F Assessment of trainees  
(Criteria Ib, IIb)***

3.17 The application should set out how the institution will:

- a) ensure that trainee teachers' achievement against the QTS standards is regularly and rigorously assessed;
- b) ensure consistency in assessment is achieved across all aspects of the training and in different contexts, including between the institution and the partner schools and between partner schools;

- c) satisfy themselves that trainee teachers have been assessed and met all the QTS standards; and
- d) include some illustrative examples.

**G Quality assurance and compliance  
(Criteria 1d, 3)**

- 3.18 HEFCW accredits the higher education institution as a provider of ITT, not the department concerned or individual courses. HEFCW will therefore expect to see that there are appropriate institutional quality assurance procedures in place which will inform practice in the management and delivery of ITT and which will enable the Welsh Government's requirements for the provision of ITT courses and the QTS standards to be met. This includes the specific requirements and expectations for quality assurance and enhancement in ITT. There must be an effective relationship between quality assurance at course level and institutional systems.
- 3.19 Taking the above into account, the application should provide information on:
- a) institutional quality assurance arrangements, including programme review and validation procedures and schedules;
  - b) how the arrangements in place, or to be put in place, will ensure that:
    - the provision will comply with the accreditation criteria;
    - in future, any new or modified awards will be compliant;
    - any changes to the accreditation criteria and the QTS standards will be taken into account;
  - c) how institutional and departmental ITT quality assurance processes work together in meeting the requirements, for example, through moderation procedures, monitoring, evaluation and benchmarking and how issues identified will be addressed and continuous improvement sought.
- 3.20 Institutions may wish to submit other additional documentation as appendices to illustrate the nature and effectiveness of systems, for example, quality assurance handbooks, sample validation/review of ITT or cognate programmes, external examiners' reports. We would expect reference to be made to the outcomes of any recent assessments by the Quality Assurance Agency for Higher Education (QAA).

**H Accommodation, facilities and resources  
(Criteria Id, Vd)**

3.21 The application should provide information on:

- a) the accommodation to be provided for the ITT provision;
- b) the facilities and resources to be available to trainees, including library facilities, ICT resources, learning and teaching resources, etc; and
- c) how such resources will be reviewed to ensure continued relevance and improvement.

**I Management and staffing  
(Criteria IIIb, Va,b,c)**

3.22 The application should provide information on:

- a) the management structure, including demonstrating the relationship between senior institutional management and the ITT department and in relation to the school partnership;
- b) staffing profile and resources;
- c) the roles of individuals, and the functions of groups and individuals;
- d) procedures for selecting staff; and
- e) procedures for identifying the development needs of all staff contributing to the training and ensuring that these development needs are met.

**J Financial management  
(Criteria 6)**

3.23 The application should provide:

- a) evidence that the proposed provision will be financially viable, for example:
  - estimated income<sup>9</sup> and expenditure over a five-year period, broken down into appropriate headings;
  - minimum level of intakes at which the provision will be sustainable;

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<sup>9</sup> Estimated income may include HEFCW funding for ITT, as well as other resources which the institution will devote to the provision. However, as noted above, the award of accreditation does not guarantee an allocation by HEFCW of intake targets or associated funding.

- b) details of provisions for financial control and accountability in line with HEFCW's financial memorandum with the institution and the HEFCW Audit Code of Practice; and
- c) information on how the institution will ensure best value for money, including for any HEFCW funding which may be allocated. This may draw on examples for cognate disciplines or activity in the institution which could also be applied to ITT.

### **Accreditation Panel**

- 3.24 HEFCW will establish a panel to consider applications. The Panel will report to the HEFCW Council. The Panel will consist of a member of the Council (chair) and up to four external members. Panel membership will be chosen to provide a range of appropriate expertise across the education sector. It will be constituted to ensure understanding of issues relating to quality assurance and to the operation of ITT in higher education and more specifically to consider the specific needs of the 'Cwricwlwm Cymreig' (Wales specific aspects of the curriculum), the Welsh dimension in ITT generally and Welsh medium provision. An Estyn representative will be an observer on the panel. Secretariat will be provided by HEFCW officers.
- 3.25 The Panel will consider the application against each of the accreditation criteria. It will receive written reports from HEFCW officers, highlighting the strengths and weaknesses of the application for accreditation against the criteria.
- 3.26 The Panel will also receive a report from Estyn. Estyn's report will be based on its scrutiny of the application and a one- or two-day visit to the institution. Estyn will contact the institution to arrange the visit which will take place within six weeks of the receipt of the application by the agreed deadline. Estyn's report, based on its consideration of the application and the visit to the institution, will give a view as to the capacity of the ITT provision proposed to enable students to meet the QTS standards and of the institution to meet the Welsh Government's requirements for the provision of ITT courses.
- 3.27 HEFCW will send a copy of all reports submitted to the Panel from officers and Estyn to the institution concerned prior to the meeting of the Panel. The institution will have the opportunity to correct factual inaccuracies but not the analysis or judgements made.
- 3.28 The Panel will meet within ten weeks of the receipt of the application (depending on the timing of the Estyn visit). HEFCW will inform the institution concerned in writing of the date of the meeting.

- 3.29 HEFCW will ask the Panel to offer the Council a clear judgement about accreditation. However, in those situations where the Panel considers that it cannot make a decision because of insufficient evidence or lack of clarity in what is available, it may request further information and documentation from the institution or ask Estyn to gather additional evidence. The Panel will not offer its final advice to the Council until it has considered this additional information.
- 3.30 The Panel may make one of the three following recommendations to the Council:
- a) that, on the basis of the evidence made available, the Panel is confident that the accreditation criteria are likely to be met when ITT provision is introduced, and it recommends provisional accreditation; or
  - b) that, on the basis of the evidence made available, the Panel is not confident that the accreditation criteria are or will be fully met, and it recommends that further evidence is requested and made available to the Panel; or
  - c) that, on the basis of the evidence made available, the Panel is confident that the accreditation criteria are not met, and it recommends that the institution should not be accredited.
- 3.31 HEFCW will inform the institution in writing of the Council's decision within one week of the date of the Council meeting. The institution may make representations to the Council in the light of the decision within 20 working days of the date of the Council's letter.

### **Confirmation of accreditation**

- 3.32 As indicated above, HEFCW will initially award the institution provisional accreditation. The award of full accreditation will be subject to an inspection by Estyn within the first year of the provision being made and a check by HEFCW on financial management and resources. Estyn will inspect the provider's provision against the accreditation criteria. Following its inspection, Estyn will submit a report to the institution concerned and HEFCW. This will include a judgement on whether the provider is compliant with the accreditation criteria and a recommendation on whether accreditation should be confirmed.
- 3.33 If Estyn advises HEFCW that it is unable to recommend confirmation of accreditation then HEFCW will consider whether the provider should be

- given a time-limited opportunity to address non-compliance. Otherwise accreditation will not be confirmed and HEFCW will write to the Head of the institution and the Chair of the Governing Body within 15 working days of the Council's decision.
- 3.34 Once conferred, full-accreditation is not time limited. Renewal of accreditation will arise, only when, in the view of HEFCW, any changes in the accreditation criteria warrant it or when, for whatever reason, an institution seeks to be re-accredited formally.
- 3.35 The chart at **Annex B** summarises the procedures for accrediting new providers.

#### **4 Confirming compliance by existing accredited ITT providers**

- 4.1 HEFCW will wish to be assured that existing accredited ITT providers continue to comply with the accreditation criteria, and that they revise their courses and procedures to bring them into line with any new requirements as these are introduced.
- 4.2 Providers of ITT leading to QTS in Wales at the time of publication include three Centres of Teacher Education. The South West Wales Centre, comprising a partnership of Swansea Metropolitan University and University of Wales Trinity St David; the South East Wales Centre, comprising a partnership of Cardiff Metropolitan University and the University of Wales, Newport; and the North and Mid Wales Centre, comprising a partnership of Aberystwyth University and Bangor University. During the formation of the Centres, HEFCW made it clear that the partners in each Centre would be deemed jointly responsible for compliance with the accreditation criteria and that issues of non-compliance in the provision delivered by one partner could adversely affect the accreditation status of the other partner.
- 4.3 Assurance on compliance will be primarily provided to HEFCW through the Estyn inspection process of ITT providers. In this process, Estyn will consider each of the Centres of Teacher Education in Wales to be one ITT provider. It will inspect the institutions jointly involved in each centre at the same time and will write one report covering all the ITT provision offered by the centre. Estyn will include in its inspection reports of ITT providers a judgement on whether or not the institution or Centre is complying with the accreditation criteria, and if there is non-compliance, which criteria are not being met.

- 4.4 HEFCW may also consider information from other institutional or internal HEFCW sources, for example, on financial management and health, to provide assurance of compliance with the accreditation criteria.
- 4.5 HEFCW would expect any judgement of 'Unsatisfactory', that is for either or both of the summary judgements (outcomes or prospects for improvement) or any of the key questions within Estyn's Common Inspection Framework to indicate evidence of non-compliance with the accreditation criteria.
- 4.7 Although unlikely, if during its inspection Estyn identifies any evidence of non-compliance with the accreditation criteria, but does not give a judgement of unsatisfactory, then Estyn will nonetheless refer the non-compliance to HEFCW.
- 4.8 In ensuring their continued compliance, providers may find helpful the table at **Annex C** which maps the key questions of the Estyn Common Inspection Framework to the accreditation criteria.

## **5 Addressing non-compliance and the withdrawal of accreditation**

- 5.1 While, once conferred, accreditation is not time-limited, it may be withdrawn by HEFCW where there is evidence of non-compliance with the accreditation criteria. The withdrawal of accreditation applies to the institution, or in the case of the Centres of Teacher Education to the partner institutions in the Centre, not the particular course where non-compliance was found.
- 5.2 Where provision delivered by one of the Centres of Teacher Education causes the procedures for addressing non-compliance and the withdrawal of accreditation to be instigated the words "institutional" and "institution" in the following paragraphs refer to the partner HEIs in the Centre. Where correspondence is being addressed to the head of an HEI and/or the chair of governors, it will be sent to the head and/or chair of both partner institutions, noting that similar correspondence is being sent to the partner institution.
- 5.3 Where a provider ceases to deliver any ITT courses, HEFCW would expect to withdraw accreditation.
- 5.4 The withdrawal of institutional accreditation means that no training offered by the provider can lead to QTS being gained.
- 5.5 This section sets out the procedures which HEFCW will follow:

- where there is evidence of non-compliance with the accreditation criteria, including where the non-compliance may lead to the withdrawal of institutional accreditation as a provider of ITT;
  - in other circumstances where the withdrawal of accreditation may be required.
- 5.6 At all stages, HEFCW officers will keep HEFCW’s Council informed of the actions being taken in accordance with these procedures. The procedures set out the specific actions to be taken by the HEFCW Council.

### **Evidence of non-compliance**

- 5.7 In most instances, HEFCW would expect that evidence of non-compliance with the accreditation criteria will be identified through inspections of ITT provision by Estyn.
- 5.8 Where evidence of non-compliance is identified by Estyn inspection, Estyn will inform HEFCW in writing of its judgement that the provision or an aspect/aspects of the provision are non-compliant within two working weeks of the completion of the inspection. This will be no later than the date on which Estyn sends the draft final inspection report to the provider. The letter from Estyn to HEFCW will state the main issues of concern, the provision/aspects of provision which are non-compliant, and the criterion/criteria to which the non-compliance relates, together with recommendations for action. (Note: Estyn sends the draft report to the provider to give it an opportunity to check factual accuracy and consider the findings. The outcomes of the report do not change. Estyn will then publish the final report.)
- 5.9 HEFCW will normally consider that, where a judgement of ‘Unsatisfactory’ is given to either of the top two summary judgements or to any of the key questions within Estyn’s Common Inspection Framework, this is evidence that the provision or an aspect of the provision is non-compliant with the criteria for accreditation. However, it is also possible that Estyn may identify an aspect(s) of non-compliance where a judgement of ‘Unsatisfactory’ was not given, but these shortcomings would nonetheless need to be addressed to ensure compliance with the criteria.
- 5.10 HEFCW may also consider information from other institutional, internal HEFCW or external or third party sources as evidence of non-compliance or potential non-compliance. Where HEFCW determines that evidence of potential non-compliance needs to be investigated, it will inform the provider, including whether it is consulting Estyn or other organisations, and giving the provider the opportunity to respond. If evidence of actual

non-compliance is not then established, HEFCW will write to the provider to confirm its continuing accredited status. Where evidence of non-compliance is found, the procedures for addressing non-compliance as set out below will be followed.

### **Procedures for addressing non-compliance**

- 5.11 Where there is evidence that the provision or aspects of the provision do not comply with the accreditation criteria, HEFCW's aim would be that the provider successfully addresses the issues concerned within a specified timeframe so that HEFCW can confirm institutional accreditation. However, HEFCW's primary concern must be the quality of provision and ensuring that the needs of trainees are met. Therefore, there may be circumstances where, following discussions with the provider, HEFCW initiates action to withdraw the provider's institutional accreditation.
- 5.12 HEFCW will write to the provider informing them that it has evidence of non-compliance, and that, as a result, its procedures for addressing non-compliance and the withdrawal of institutional accreditation come into effect. The letter will set out the main issues of concern, the provision/aspects of provision which are non-compliant, and the criterion/criteria to which the non-compliance relates, together with recommendations for action by Estyn where available.
- 5.13 HEFCW will require that the provider, within one calendar month of the date of this letter, submits an action plan and timetable to HEFCW, copied to Estyn, to address the issues identified and achieve compliance. This action plan will specifically address the issues of non-compliance and is required by HEFCW as part of its procedures on non-compliance.
- 5.14 Where Estyn has already indicated to the provider significant concerns or actual or probable non-compliance, it is likely that the provider will have started to take action before the final Estyn report is received. HEFCW would encourage such an approach. When the action plan is submitted to Estyn and HEFCW, the provider can give details of what has already been achieved and the outcomes of any monitoring or evaluation.
- 5.15 When the draft action plan has been received, a joint meeting will take place between the provider, Estyn and HEFCW to discuss and agree the proposed action plan. Estyn and HEFCW will indicate whether they consider that the measures proposed in the plan are appropriate or whether revisions are needed. A date will be agreed for submitting a revised action plan if required.
- 5.16 A timetable will be agreed for Estyn to reinspect and check compliance. This reinspection should normally be completed within one year from the

date of the initial letter from HEFCW notifying the provider of non-compliance, but may be extended to a maximum of 18 months if HEFCW, with advice from Estyn, deems this appropriate.

- 5.17 HEFCW will write to the provider to confirm the outcomes of the meeting within five working days of the meeting. This will include, as appropriate, confirmation of HEFCW's formal agreement of the action plan or the date for submitting a revised action plan. Where a revised action plan is submitted, HEFCW will subsequently confirm its agreement to this plan in writing.
- 5.18 Depending on the nature of the non-compliance, the timetable for reinspection may be expected to include an interim progress visit or visits by Estyn and progress reports by the provider, as well as a final reinspection. Estyn will report to HEFCW and the provider following any interim visit. HEFCW will consider, in discussion with Estyn, whether any further action needs to be taken in the light of interim report(s) from Estyn and the provider. It will then discuss and agree any such action with the provider.

***Note: Any allocation of student numbers during this period will be provisional upon satisfactory implementation of the agreed action plan.***

- 5.19 Subject to satisfactory interim progress, and if, following the final reinspection, Estyn confirms that the action plan has been satisfactorily implemented and that the provider is complying with the accreditation criteria and can be expected to continue to do so in future, HEFCW will write to the provider confirming compliance and institutional accreditation.
- 5.20 If, by the agreed timetable, Estyn indicates that provision still fails to comply with the accreditation criteria, HEFCW will institute procedures to withdraw institutional accreditation.

#### **Procedures for the withdrawal of accreditation as a result of non-compliance with the accreditation criteria**

##### ***Recommendation to withdraw accreditation***

- 5.21 Where HEFCW officers decide to make a recommendation to the Council to withdraw the provider's institutional accreditation for ITT, they will inform the provider, giving the date of the Council meeting when the matter will be considered. The provider will be given the opportunity to prepare a statement for consideration by the Council at that meeting. This statement must be received 10 working days before the Council meeting.

5.22 The Council will consider the recommendation, together with all relevant information, including any statement submitted by the provider, before making a decision. HEFCW will inform the provider of the Council's decision within 5 working days of the Council meeting. The provider is requested to acknowledge receipt of HEFCW's letter within 5 working days of the date of the letter.

***Request for reconsideration***

5.23 If the Council's decision is that accreditation should be withdrawn, then the provider may make a request to the Council to reconsider its decision. This request must be addressed to the Chief Executive and received by HEFCW within 20 working days of the date of HEFCW's letter notifying the provider of the decision to withdraw accreditation. The request must be sent by registered post.

5.24 HEFCW will not bear the provider's costs relating to a request for reconsideration.

5.25 The provider may request reconsideration on the following grounds:

- i) that there was a material irregularity in the procedures followed by HEFCW; and/or
- ii) that the provider is in possession of new information concerning the compliance of their provision with the accreditation criteria that was not available to HEFCW at the time it made its decision.

5.26 HEFCW will acknowledge receipt of the request for reconsideration within five working days of receipt. The Chief Executive, or a member of senior staff nominated by the Chief Executive, will decide whether the request for reconsideration should be accepted. HEFCW will notify the provider of the decision within 10 working days of the receipt of the request.

5.27 If the request is rejected, the provider may appeal in writing to the Chair of HEFCW within 10 working days of the date of the HEFCW rejection letter. The decision of the Chair of HEFCW is final and, depending on the Chair's availability, will be communicated to the provider within 10 working days of its receipt. The provider will be informed if it is not possible to meet this deadline.

***Reconsideration process***

5.28 If the request for reconsideration is accepted, HEFCW will establish a panel to consider the request. A Council member will chair the panel

- which will comprise one other Council member and an independent member. The panel will normally meet within six weeks of the date HEFCW notified the provider that the request for reconsideration had been accepted. HEFCW will inform the provider of the membership of the panel at least 15 days before the meeting.
- 5.29 The provider may nominate up to three people to represent it at the meeting. HEFCW officers and the provider will be required to submit their respective cases in writing to the panel, and copy to the other party, 15 working days before the date of the meeting.
- 5.30 The provider and HEFCW officers may submit additional information or documentation for consideration at the meeting. This must be sent to the panel and copied to the other party seven working days before the meeting.
- 5.31 Secretariat at the meeting will be provided by the Clerk to the HEFCW Council, or other officer nominated by the Chief Executive who is not one of the officers presenting the HEFCW case to the panel.
- 5.32 At the meeting:
- the Chair will state the purpose of the meeting
  - the lead representative for HEFCW will outline the reason for the decision to withdraw accreditation and the lead representative of the provider will outline the reason for its request for reconsideration;
  - the panel will question the HEFCW officers and the provider's representatives on the information presented;
  - the provider will have the opportunity to seek clarification on the process or information presented;
  - the lead representatives for HEFCW and for the provider will have the opportunity to sum up their cases;
  - all HEFCW officers, except the officer providing secretariat, and the provider's representatives will then withdraw from the meeting.
- 5.33 The panel will consider its recommendation. This recommendation will be documented and reported to the HEFCW Council which will then decide whether to confirm or rescind the original decision. HEFCW will inform the provider in writing of the Council's decision within five working days of the Council's decision. If the Council's decision is not to withdraw accreditation, HEFCW will discuss with and confirm in writing to the provider any further action to be taken to ensure future compliance with the accreditation criteria.

## **Withdrawing accreditation**

### ***No request for reconsideration received***

- 5.34 If no request for reconsideration of a decision to withdraw accreditation is received within the deadline, HEFCW will write to the Head of the institution and Chair of the Governing Body, within 25 working days of Council's decision, to confirm that HEFCW will be withdrawing institutional accreditation as a provider of ITT and giving the date on which this will become effective.

### ***Request for reconsideration rejected***

- 5.35 Paragraphs 5.26 and 5.27 set out timescales for informing providers of HEFCW's decisions. In addition to these notifications, if HEFCW has rejected the request for reconsideration, HEFCW will write to the Head of the institution and Chair of the Governing Body, within 15 working days of the HEFCW Council meeting at which this decision is formally recorded, to confirm that HEFCW will be withdrawing institutional accreditation as a provider of ITT and giving the date on which this will become effective.

### ***Confirmation of decision to withdraw accreditation following reconsideration***

- 5.36 Paragraph 5.33 sets out the timescale for notifying the institution of HEFCW's decision following reconsideration of its original decision to withdraw accreditation. In addition to this notification, if HEFCW has confirmed its original decision, HEFCW will write to the Head of the institution and Chair of the Governing Body, within 15 working days of the HEFCW Council's decision to confirm that HEFCW will be withdrawing institutional accreditation as a provider of ITT and giving the date on which this will become effective.

### ***Withdrawal for reasons other than non-compliance***

- 5.37 Where for reasons other than non-compliance, a provider agrees or decides to cease providing ITT, HEFCW will agree with the provider the timescale for this, subject, as below, to discussions with the provider to ensure the best interests of current and prospective students. HEFCW will also write to the Chair of the Governing Body of the providing institution, informing them that HEFCW will be withdrawing their institutional accreditation as a provider of ITT and giving the date on which this will become effective.

***Protecting the interest of students***

- 5.38 Where accreditation is to be withdrawn, HEFCW will discuss with the provider as soon as possible the actions to be taken to ensure the best interests of students, including making alternative arrangements for current students to complete their training, and, as required, for students who have already been offered or accepted places on a future course.
- 5.39 The chart at **Annex D** summarises the procedures for withdrawing accreditation.

## **Annex A: Welsh Government: Requirements for the provision of initial teacher training courses**

### ***R1: Entry requirements***<sup>10</sup>

All providers must:

**R1.1** satisfy themselves that all entrants to ITT courses have the capability to meet the required QTS Standards by the end of their course and that they possess appropriate personal and intellectual qualities to be teachers;

**R1.2** ensure that all entrants have achieved a standard equivalent to a grade C in the GCSE examination in English and in mathematics;

**R1.3** ensure that all entrants who enter primary or Key Stages 2/3 training have achieved a standard equivalent to a grade C in the GCSE examination in a science subject;

**R1.4** ensure that all entrants have met the Welsh Government's requirements for health and physical capacity to teach<sup>11</sup>;

**R1.5** ensure that systems are in place to seek information on whether entrants have a criminal background which might prevent them working with children or young persons, or as a teacher; and ensure that entrants have not previously been excluded from teaching or working with children;

**R1.6** satisfy themselves that all entrants can read effectively, and are able to communicate clearly and accurately in spoken and written English;

**R1.7** ensure that, in the case of postgraduate courses of ITT, entrants hold a first degree of a United Kingdom higher education institution or equivalent qualification<sup>12</sup>;

**R1.8** ensure that, as part of the selection procedures, all candidates admitted for training have taken part in a group or individual interview.

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<sup>10</sup> The trainee entry and selection requirements are minimum standards. Individual ITT institutions may have additional criteria they wish to use and can do so providing the minimum standards are met.

<sup>11</sup> At the time of publication, these were detailed in the Education Health Standards (Wales) Regulations 2004 and Information Document 036/04.

<sup>12</sup> Applicants with a Foundation Degree will need to supplement this qualification with at least 60 credits at HE Level 3.

## **R2: Training and assessment**

All providers must:

**R2.1** design the content, structure and delivery of training to enable trainee teachers to demonstrate that they have met the QTS Standards;

**R2.2** ensure that trainee teachers' achievement against the QTS Standards is regularly and accurately assessed, and satisfy themselves that all trainee teachers have been assessed against and have met all the QTS Standards before confirming to the appropriate body<sup>13</sup> that they can be notified that they are qualified teachers;

**R2.3** ensure that training takes account of individual training needs;

**R2.4** prepare all trainee teachers to teach across at least two consecutive Key Stages<sup>14</sup>;

**R2.5** ensure that trainee teachers spend at least the following amounts of time being trained in schools, recognising that a trainee teacher's former experience of working with pupils may, at the discretion of the ITT provider, count towards these totals:

- 32 weeks for all four year undergraduate programmes
- 24 weeks for all two and three year undergraduate programmes
- 24 weeks for all secondary and Key Stage 2/3 postgraduate programmes
- 18 weeks for all primary postgraduate programmes.

Each trainee teacher must have experience in at least two schools. Time in schools may be completed on a part-time basis to make up the full-time equivalent amounts above. Teaching in settings other than schools may also count towards these totals provided they enable trainees to work towards the achievement of the QTS Standards;

**R2.6** ensure that all those who are assessed as meeting the QTS Standards receive and are supported in completing a Career Entry and Development

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<sup>13</sup> At the time of publication, the appropriate body under the Education (School Teachers' Qualifications) (Wales) Regulations 2004 is the General Teaching Council for Wales. The Welsh Assembly Government may also notify persons that they are qualified teachers but has agreed arrangements with the Council for it to handle all cases other than in exceptional circumstances.

<sup>14</sup> For the purpose of this Requirement, "two key stages" includes courses covering the Foundation Phase only; courses covering Key Stage 2 only; and courses covering the 14-19 age range (Key Stage 4 and 16-19).

Profile, are informed about the statutory arrangements for the induction of newly qualified teachers and have been helped to prepare for these;

**R2.7** ensure that students are familiar with the most recent national guidance on child protection, including the Children’s Commissioner for Wales’ ‘Clywch’ report into child abuse; that training courses include awareness of how abusers might operate; and that the findings of the ‘Clywch’ report form part of training courses.

### ***R3: Management of the ITT partnership***

All providers must:

**R3.1** work in partnership with schools and actively involve them in:

- planning and delivering ITT
- selecting trainee teachers
- assessing trainee teachers for QTS;

**R3.2** set up partnership agreements which:-

- make clear to everyone involved each partner’s role and responsibilities
- set out arrangements for preparing and supporting all staff involved in training
- make clear how resources are divided and allocated between the partners;

**R3.3** make sure the partnership works effectively, and that the training is co-ordinated and consistent, with continuity across the various contexts where it takes place.

### ***R4: Quality assurance***

All providers must:

**R4.1** ensure that their provision complies with the Welsh Government’s current Requirements for the Provision of ITT Courses;

**R4.2** ensure that trainee teachers have access to the books, ICT and other resources they need – relevant to the age ranges and subjects they are training for – to develop trainee teachers’ knowledge, understanding and skills to at least the QTS Standards;

**R4.3** ensure that rigorous internal, and independent external, moderation procedures are in place to assure the reliability and accuracy of assessments;

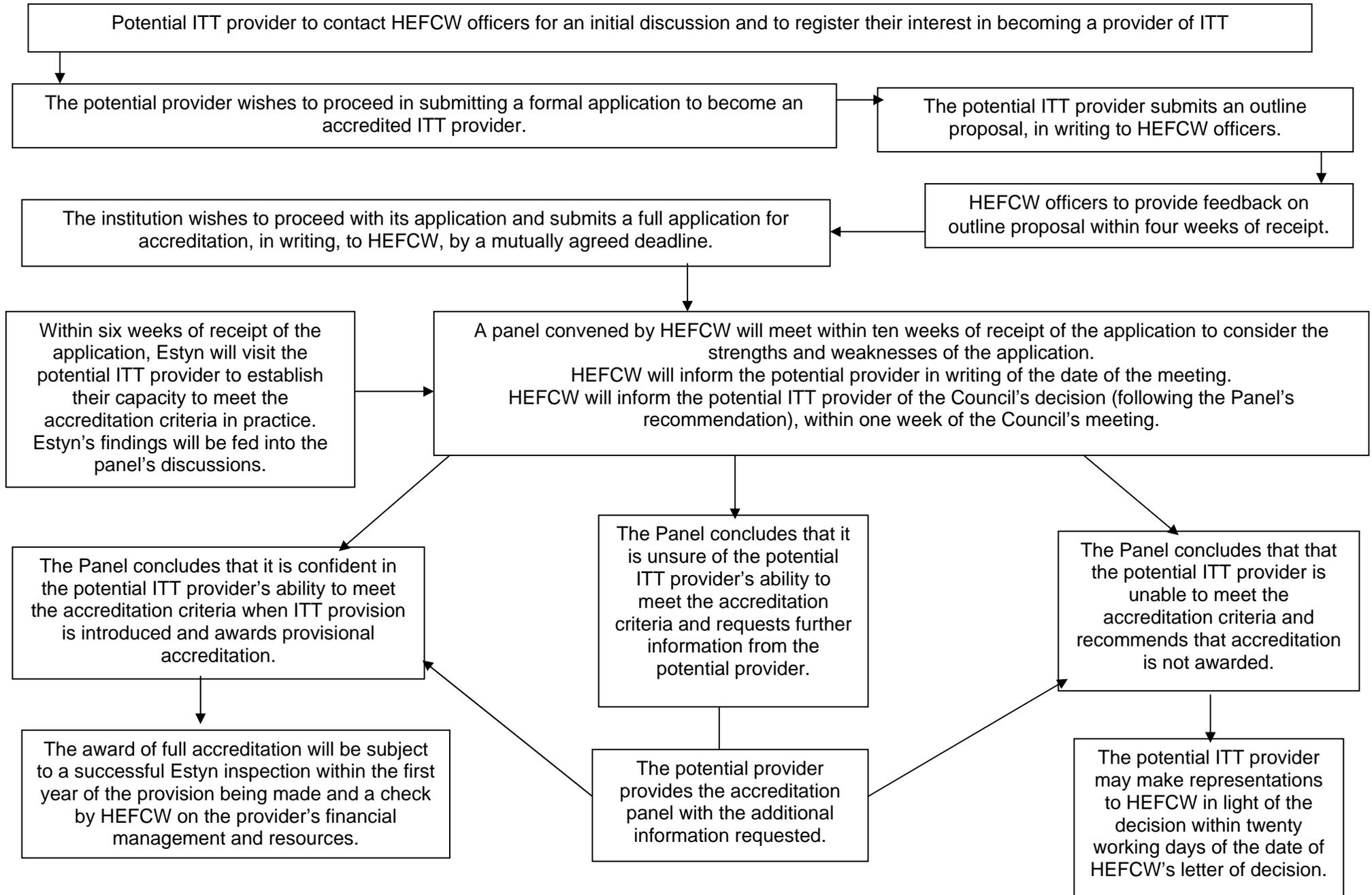
**R4.4** ensure that issues concerning quality raised through internal and external moderation are investigated and addressed to improve the training;

**R4.5** systematically monitor and evaluate all aspects of provision to improve its quality and ensure that it complies with the Welsh Government's current Requirements for the Provision of ITT Courses. Systems should be in place to:

- identify targets for improvement
- review provision against these targets
- specify the action to be taken to secure improvements
- ensure that the specified action is taken, and that it leads to improvement;

**R4.6** if they regularly provide training, benchmark their performance over time, and against similar providers, using externally and internally produced evidence to inform target-setting and planning for improvement.

## Annex B: The Accreditation of New Providers



## Annex C: Mapping of the Estyn Common Inspection Framework (CIF) to the Welsh Assembly Government's criteria for ITT accreditation

### Estyn's Common Inspection Framework

The framework has three key questions which are informed by a range of quality indicators. For each quality indicator, there is a range of aspects.

Key Question 1: How good are outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

<b>K Q</b>	<b>Quality Indicator</b>	<b>Aspect</b>
<b>1</b>  <b>O U T C O M E S</b>	<b>1.1 Standards</b>	1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment 1.1.2 standards of groups of learners 1.1.3 achievement and progress in learning 1.1.4 skills 1.1.5 Welsh language
	<b>1.2 Wellbeing</b>	1.2.1 attitudes to keeping healthy and safe 1.2.2 participation and enjoyment in learning 1.2.3 community involvement and decision making 1.2.4 social and life skills
	<b>2.1 Learning experiences</b>	2.1.1 meeting the needs of learners and employers/community 2.1.2 provision for skills 2.1.3 Welsh language provision and the Welsh dimension 2.1.4 education for sustainable development and global citizenship
	<b>2.2 Teaching</b>	2.2.1 range and quality of teaching approaches 2.2.2 assessment of and for learning
<b>2</b>  <b>P R O V I S I O N</b>	<b>2.3 Care, support and guidance</b>	2.3.1 provision for health and wellbeing, including spiritual, moral, social and cultural development 2.3.2 specialist services, information and guidance 2.3.3 safeguarding arrangements 2.3.4 additional learning needs
	<b>2.4 Learning environment</b>	2.4.1 ethos, equality and diversity 2.4.2 physical environment

<b>3 L E A D E R S H I P</b>	<b>3.1 Leadership</b>	3.1.1 strategic direction and the impact of leadership 3.1.2 governors or other supervisory bodies 3.1.3 meeting national and local priorities
	<b>3.2 Improving quality</b>	3.2.1 self-evaluation, including listening to learners and others 3.2.2 planning and securing improvement 3.2.3 involvement in networks of professional practice
	<b>3.3 Partnership working</b>	3.3.1 strategic partnerships 3.3.2 joint planning, resourcing and quality assurance
	<b>3.4 Resource management</b>	3.4.1 management of staff and resources 3.4.2 value for money

### Mapping to the accreditation criteria

The mapping below is only indicative as the quality indicators will provide evidence across the board of how the provider is complying with the accreditation criteria.

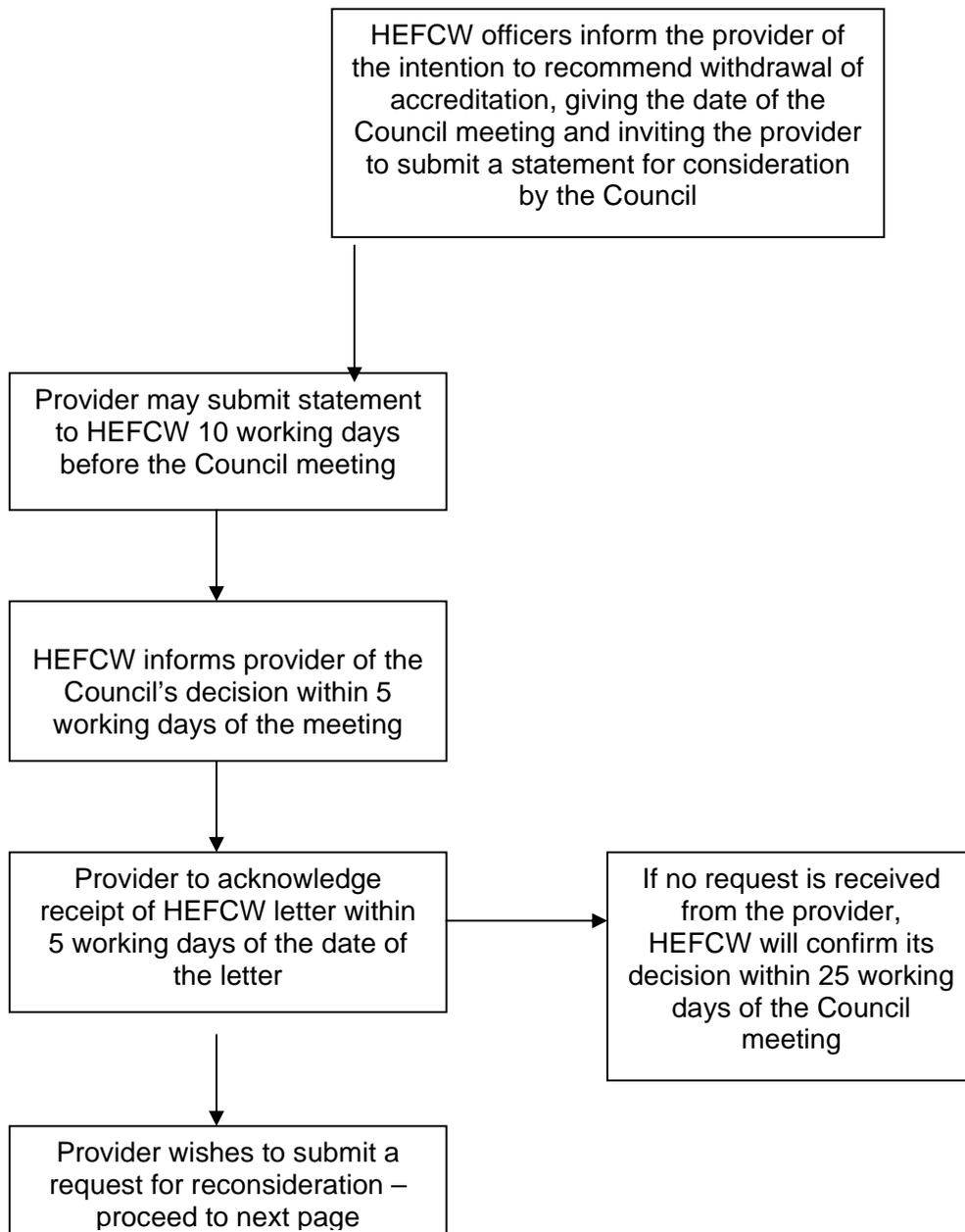
<b>Criteria</b>		<b>Estyn CIF Quality Indicators</b>
(I) That they fully meet (or will fully meet) the requirements for the provision of ITT courses as set out in Annex A, particularly that:	(a) trainees meet the requirements for entry to an ITT course specified at R1 of Annex A;	1.1 Standards 2.3.3 Safeguarding arrangements
	(b) all aspects of the training and assessment meet the requirements specified at R2 of Annex A;	1.1 Standards 2 Provision
	(c) the training is based on a strong partnership with schools; and	3.3 Partnership working
	(d) all the requirements for quality assurance specified at R4 of Annex A are met.	3.3.2 Joint planning, resourcing and quality assurance
(II) That they offer (or will offer) training that will enable students to achieve the standards required for QTS, particularly that:	(a) the content of the training programme is closely matched to the standards required for QTS; and	1.1 Standards 2.2 Provision
	(b) students are rigorously assessed against each of the standards required for QTS.	1.1 Standards 2.2.2 Assessment of and for learning

(III) That they provide (or will provide) training of high quality and ensure continuing improvement by demonstrating that:	(a) amongst the schools to be involved there is proven expertise in ITT;	3.3.1 Strategic partnerships
	(b) all involved are committed to high quality training;	2 Provision 3 Leadership
	(c) all aspects of the training programme are evaluated regularly and rigorously; and	3.2 Improving quality
	(d) the outcomes of quality assurance procedures are used systematically to bring about improvements.	3.2 Improving quality
(IV) That they demonstrate a convincing rationale for the provision of ITT which:	(a) meets an identified need (taking into account the Welsh Assembly Government's estimates of the number of training places needed) for ITT places in a geographical area for a particular age range(s) and/or subject(s); and/or	2.1.1 Meeting the needs of learners and employers/community 3.1.3 Meeting national and local priorities
	(b) meets an identified need (taking into account the Welsh Assembly Government's estimates of the number of training places needed) for ITT places for particular subjects or age/phase specialisms; and/or	2.1.1 Meeting the needs of learners and employers/community 3.1.3 Meeting national and local priorities
	(c) supports or adds to the diversity of choice available or attracts applications from groups that are currently under-represented in the teaching profession.	2.4.1 Ethos, equality and diversity
(V) That they demonstrate a management structure that will ensure the smooth operation of the training programme particularly that:	(a) roles of individuals and the functions of groups and committees are clearly defined throughout the training partnership;	3.1 Leadership 3.3 Partnership working
	(b) staff are selected with the relevant experience and expertise;	3.1 Leadership 3.4.1 Management of staff and resources
	(c) there are staff development plans for all those contributing to the training; and	3.1 Leadership 3.2 Improving quality 3.4.1 Management of staff and resources
	(d) students have access to suitable accommodation, facilities and resources.	1.2 Wellbeing 2.3 Care, support and guidance 2.4 Learning environment 3.4 Resource management

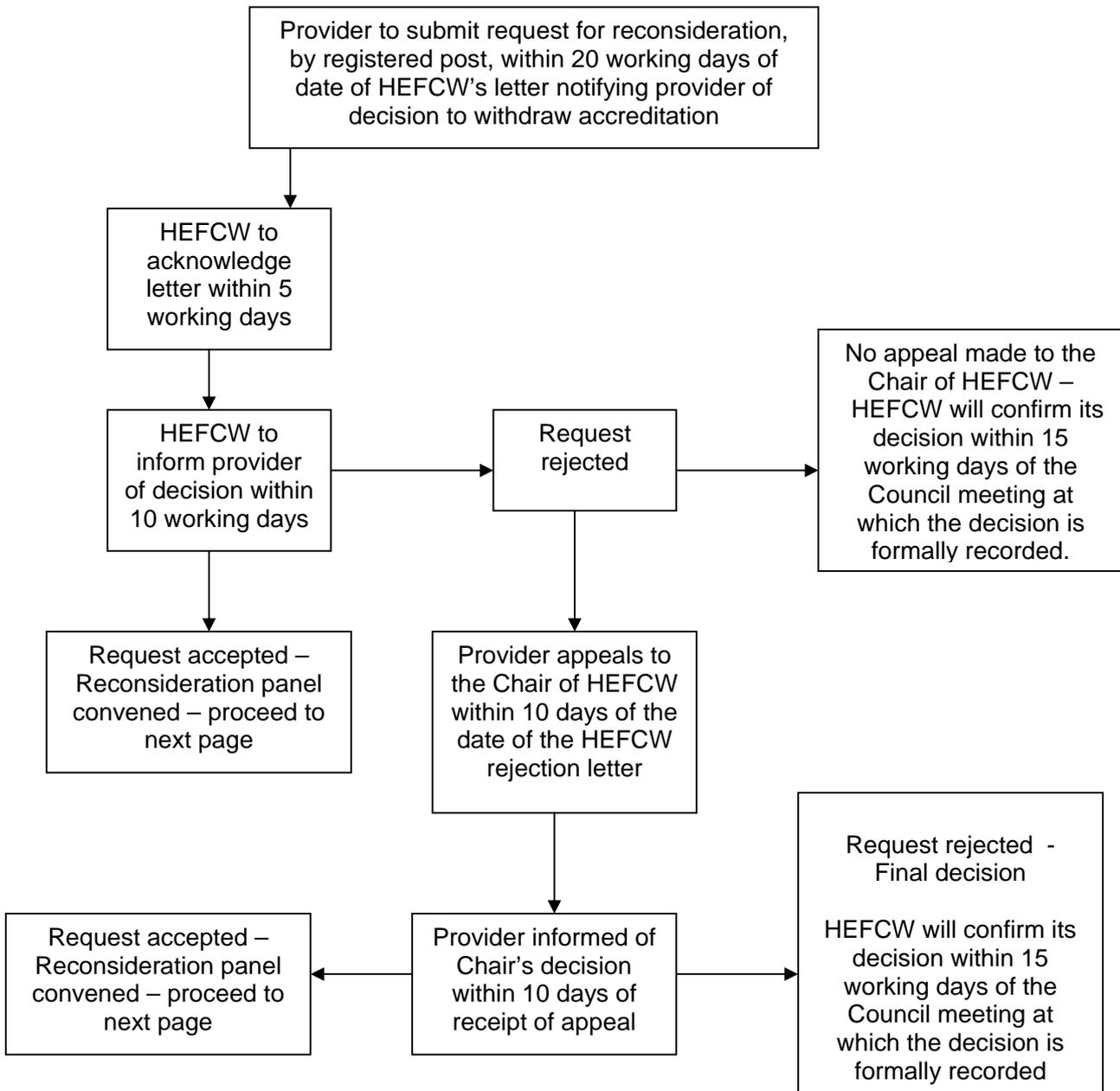
(VI) That they are (or can demonstrate that they will be) financially viable and have detailed systems and procedures for financial management, particularly that:	(a) provisions for financial control are secure and efficient;	3.1 Leadership 3.4 Resource management
	(b) responsibilities for different functions are demarcated, with clear lines of accountability; and	3.1 Leadership
	(c) procedures ensure that best value is secured in the expenditure of HEFCW funding.	3.4 Resource management

## Annex D: Withdrawal of accreditation: Summary of procedures

### *Recommendation to withdraw accreditation*



### ***Request for reconsideration***



### ***Reconsideration process***

