



Monitoring of Accredited Programmes of ITE Processes and Requirements

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1 Glossary of terms

Accreditation – Accreditation of ITE programmes is a type of quality assurance process assessing compliance against The Criteria. The way ITE is accredited is an essential factor in ensuring an improvement in educational performance in schools. Accreditation of ITE programmes can be granted up to a maximum period of 5 years.

Accreditation Committee – A Committee of up to five members, drawn from the ITE Accreditation Board, who undertake an initial accreditation assessment visit.

Accreditation Criteria “The Criteria” – the Welsh Government *Criteria for the accreditation of Initial Teacher Education (ITE) programmes in Wales*.

Cause for concern – EWC has a separate cause for concern process in place, which will be triggered immediately in the event that a Monitoring Committee determines there are significant issues of non-compliance with the Accreditation Criteria at programme level. EWC will send the partnership a letter confirming the outcome of the monitoring process and outlining the specific areas that the partnership must address.

Compliance – Relates to a programme of ITE and how it meets the Welsh Government *Criteria for the accreditation of Initial Teacher Education (ITE) programmes in Wales*

Conditions monitoring – When a programme of ITE is accredited subject to conditions, the Accreditation Committee must monitor the partnership’s approach to the conditions prior to the commencement of the programme.

EWC – The Education Workforce Council. The Education Workforce Council (EWC) is the independent regulator for the education workforce in Wales, covering teachers and learning support staff in school and further education settings, qualified youth/youth support workers and work-based learning practitioners. The EWC was established by the Education (Wales) Act 2014. Under the Act, the General Teaching Council for Wales (GTCW) was reconfigured and renamed to become the Education Workforce Council (EWC). The EWC came into being on 1 April 2015.

Inspection – Estyn undertake the inspection of education and training in Wales. Inspection should be a positive experience for providers and their communities. Estyn inspection helps to:

- ensure the best for all learners
- offer leaders, teachers and support staff the chance to contribute professionally and constructively
- share experiences from across Wales to support improvement.

ITE – Initial Teacher Education

ITE Accreditation Board “the Board” – The EWC delegates responsibility for accrediting ITE programmes to its ITE Accreditation Board (the Board). The Board consists of twelve members, including the Chairperson and two deputies, all drawn from different fields of education.

Monitoring – In accordance with the Education Workforce Council (Accreditation of Initial Teacher Training) (Additional Functions) (Wales) Order 2017 (“the 2017 Order”), the EWC has the statutory responsibility for:

(b) monitoring compliance of accredited courses or programmes of study of Initial Teacher Education with the Accreditation Criteria.

The purpose of EWC’s monitoring is to ensure that accredited ITE programmes remain compliant with the Accreditation Criteria throughout the period of accreditation.

Monitoring Committee – A Committee consists, typically, of three members, drawn from the ITE Accreditation Board, who undertake a monitoring assessment visit.

Partnership – A provider of a programme (or programmes) of ITE in Wales, comprising a University, lead and partner schools.

Programme – An academic programme of initial teacher education (ITE) in Wales. These include undergraduate BA (Hons) programmes, and Post Graduate Certificate in Education (PGCE) programmes.

Reaccreditation – Accreditation for a programme of ITE can be granted up to a maximum period of 5 years. If a partnership intends to offer the programme beyond the initial accreditation period it will need to submit the programme for a further period of accreditation. This process is known as reaccreditation. Reaccreditation will be informed by accreditation and monitoring documentation gathered throughout the previous period of accreditation.

2 Purpose of this document

This document sets out the principles and process that the Education Workforce Council (EWC) will follow in monitoring an accredited programme's ongoing compliance with the Accreditation Criteria.

It applies to all accredited Initial Teacher Education (ITE) programmes in Wales.

This document will be used in conjunction with:

- Welsh Government criteria for the accreditation of ITE programmes in Wales. This includes the standards for Qualified Teacher Status (QTS)
- the Education Workforce (Accreditation of Initial Teacher Training) Regulations 2017.

3 Statutory background and purpose of monitoring

In accordance with the Education Workforce Council (Accreditation of Initial Teacher Training) (Additional Functions) (Wales) Order 2017 ("the 2017 Order"), the EWC has the statutory responsibility for:

(b) monitoring compliance of accredited courses or programmes of study of Initial Teacher Education with the Accreditation Criteria.

The purpose of EWC's monitoring is to ensure that accredited ITE programmes remain compliant with the Accreditation Criteria throughout the period of accreditation.

4 Principles of the monitoring process

The key principles and understandings upon which the monitoring process were agreed between EWC, Welsh Government, Estyn and ITE partnerships. These are:

- improvement of the system

The monitoring process is designed to be a constructive and developmental tool which adds value to the quality of ITE, contributing to the systematic development of partnerships, and the continuous improvement of ITE programmes. Analysis of monitoring reports will lead to themes and insights being derived and shared across all ITE partnerships to help raise the quality of intellectual debate and inculcate a culture of sharing and collaboration in the ITE sector as a whole and, it is hoped, advance professional learning and development across Wales.

- based on rigorous evidence-based scrutiny

The monitoring process is built upon rigorous evidence-based scrutiny which will act as a stimulus for meaningful dialogue. Full use will be made of the data gathering, analysis and report writing that is integral to partnerships' self-evaluation and improvement planning cycles. It will use systems and data that institutions use for their own monitoring of continued compliance with the ITE Accreditation Criteria and for the embedding of their vision of high-quality professional education. In the interests of collegial and meaningful dialogue the evaluation of the evidence and the professional judgements that form part of the monitoring process will be discussed, and where possible agreed, with the partnership. Should a consensus not be possible this will be reported in the outcome letter together with the partnership's reasons for withholding its agreement with the decision. Should the partnership's concern relate to factual accuracy of information presented, EWC will address the alleged inaccuracy accordingly.

- established by consultation and co-construction

The parameters of the process and methodology have been drawn up by the EWC in consultation with partnerships. Integral to the discussions has been the understanding that ensuring there is mutual 'trust' is of central importance. The monitoring visit will, within the parameters set out, be customised through negotiation and co-construction with individual partnerships. This will ensure that partnerships have the opportunity to show that their professional practice embodies the Accreditation Criteria as a whole, and in particular, that their accreditation conditions and recommendations are thoroughly embedded. Partnerships will be encouraged to demonstrate effective practice by showcasing their respective strengths. In the interest of developmental scrutiny, partnerships will also be empowered to share openly and honestly with the Monitoring Committee their key areas for improvement and seek guidance about their challenges. The Monitoring Committee will commit to working together with partnerships to support their enhancement across all areas pertinent to the Accreditation Criteria.

- avoiding unnecessary burden on partnerships

The monitoring process is designed to inform and feed into the EWC reaccreditation process which will, as a result, be streamlined and less burdensome. In particular, the EWC and Estyn are committed to ensure that in meeting their respective statutory responsibilities (EWC monitoring and ESTYN inspection) their key guiding principle will be not to cause undue burden to partnerships. Both organisations understand the need for a complementary but clear distinction between their roles and the nature and basis for their judgements. They understand the need to adhere to strict principles and protocols for information sharing.

5 EWC monitoring process

The EWC monitoring process will ensure that accredited programmes of ITE in Wales remain compliant with the Welsh Government *Criteria for the accreditation of Initial Teacher Education (ITE) programmes in Wales* (the “Accreditation Criteria”). Monitoring will be undertaken at programme level.

Should any revisions be made to the Accreditation Criteria, partnerships are not normally expected to make changes to programmes to meet any new criteria introduced during the accreditation period, rather, such changes would usually be addressed at the reaccreditation stage.

Programmes will be monitored against the version of the Accreditation Criteria against which the programme was accredited.

5.1 Membership of the Monitoring Committee

Monitoring will be undertaken by a committee of at least three members of the ITE Accreditation Board, and would typically comprise:

- the Chair of the original accreditation committee
- a member not involved in the previous-accreditation committees
- other member(s) of the ITE Accreditation Board
- a representative from the partnership*

*The participation of the partnership Representative will allow them to be involved in, and informed by, the evidence-based evaluative discussion of the Monitoring Committee. This will enhance the transparency of the process and give the partnership an insight into the professional judgements of the Committee, and it is consistent with the monitoring process’s developmental aims. The partnership Representative will be invited to participate in all meetings and discussions scheduled as part of the visit, with the exception of the final, decision-making meeting, where the partnership Representative will be invited to attend, but not participate in the determination.

The Committee will be supported by EWC officers.

5.2 Timeline of the monitoring process

The table below summarises monitoring activity and expected timings:

Timing	Activity
2 months in advance of monitoring visit	<p>EWC will discuss with the partnership if it would be advisable to plan distinct, or partially distinct, monitoring schedules for individual programmes and thereafter provide the partnership with a draft monitoring schedule and proposed membership of the Monitoring Committee.</p> <p>EWC to request that the partnership confirms language requirements for the visit.</p> <p>EWC to request a representative from the partnership to be part of the Monitoring Committee.</p>
6 weeks in advance of visit	<p>EWC to confirm monitoring schedule with the Monitoring Committee and the partnership.</p> <p>The partnership to confirm language requirements with EWC.</p> <p>EWC to request evidence from the partnership.</p> <p>EWC to request change summary report from the partnership.</p>
1 month in advance of visit	<p>EWC and Monitoring Committee to receive initial evidence documents, and the change summary report from the partnership.</p>
3 weeks in advance of visit	<p>Monitoring Committee to identify who from the partnership needs to be present at the monitoring meetings. EWC to notify the partnership of this.</p>
Monitoring visit	See sample monitoring visit schedule on page 10 of this document.
Within 15 working days after the visit	<p>EWC to issue the monitoring outcome letter to the partnership.</p>
Once the outcome letter has been issued to the partnership	<p>EWC to share the monitoring outcome with Welsh Government, Estyn and HEFCW.</p>

5.3 Preparing for the monitoring visit

EWC will notify the partnership two months in advance of a monitoring visit, provide a meeting schedule, and confirm membership of the Monitoring Committee. The partnership will be given the opportunity to respond and raise any potential conflicts of interest, and to identify a partnership Representative to the Committee.

EWC will work with the partnership to gather evidence at least one month in advance of a monitoring visit. The evidence gathering template, to be completed by both EWC and the partnership, is attached at Annex A.

The partnership will be required to complete the change report summary form at least one month in advance of the monitoring visit, to highlight any modifications or enhancements that have been made to the programme(s) since accreditation. The purpose of the change summary report is to reduce burden on partnerships when preparing for reaccreditation. The partnership should use this template to detail all changes made since the programme was last considered by the EWC. The change report summary template is attached at Annex B.

Two days will typically be scheduled for the EWC monitoring visit, the location of which will be decided in negotiation with the partnership. It may take place at a lead school, or at the HEI or in certain exceptional circumstances, virtually. Where a partnership has more than one accredited programme and it is deemed, in negotiation with the partnership, that certain elements of the monitoring visit should be programme-specific, the length of the monitoring visit will be extended accordingly. Where possible, the Monitoring Committee may also wish to undertake a site visit to a lead or network school and/or HEI to observe specific elements of the programmes in action, such as a workshop or seminar. Rationale for any site visit will be provided to the partnership.

5.4 Monitoring visit

During the monitoring visit the Monitoring Committee will typically hold three meetings with partnership representatives, including with senior partnership staff, mentors and students. The Committee will expect to meet partnership representatives from a diverse range of lead and network schools.

The visit will conclude with a meeting of the Monitoring Committee to enable them to determine the outcome of the monitoring. The partnership representative will be invited to attend the final decision-making meeting, but not participate in the determination.

A sample schedule for a monitoring visit is provided below; however, schedules will be bespoke to each partnership, and negotiated between the Monitoring Committee and the partnership ahead of the monitoring visit.

Sample monitoring visit schedule

DAY 1

- 9:00 – 9:30** Monitoring Committee meeting
- 9:30 – 10:15** Professional dialogue with senior partnership staff
- 10:15 – 10:30** Break
- 10:30 – 11:45** Professional dialogue with mentors from schools across the partnership
- 11:45 – 12:15** Monitoring Committee meeting
- 12:15 – 13:00** Lunch
- 13:00 – 15:00** Site visit with opportunity for discussion with senior and other mentors and/or observation of workshops/seminars
- 15:00 – 15:45** Monitoring Committee meeting (*reflect and debrief*)

DAY 2

- 09:00 – 09:30** Monitoring Committee meeting
- 09:30 – 10:45** Professional dialogue with students
- 10:45 – 11:00** Break
- 11:00 – 11:45** Monitoring Committee meeting
- 11:45 – 13:00** Opportunity to follow up with partnership staff/“safe space” meeting to discuss challenges
- 13:00 – 13:45** Lunch
- 13:45 – 15:00** Monitoring Committee meeting to discuss determination

5.4 (a) Interim Monitoring Visit Arrangements for the 21/22 Academic Year

EWC recognise that there are currently significant pressures on partnerships. Notably, including:

- Continued pressures on all partnership staff in relation to the ongoing COVID-19 pandemic.
- The commencement of a new cycle of Estyn inspections within ITE.

As a reflection of this, and as part of the implementation of the new approach to regulation and inspection within ITE in Wales, it is proposed that during the 21/22 Academic Year, an interim approach is adopted by EWC and the associated monitoring committees, thereby balancing both the necessary rigour of monitoring arrangements with the principles of the monitoring system.

For the 21/22 Academic Year, the monitoring arrangements for ITE partnerships will be undertaken with the following amendments to this policy:

- (a) Monitoring Visits will take the form of a one day visit, a sample of which is outlined below.
- (b) The Monitoring Committee will continue to assess progress into Day 2. Whilst this will not require formally structured meetings, further clarification may be sought from the partnership should the need arise.

- (c) For this period, there will be no site visits or observations of teaching in any form.
- (d) The requirement to complete the 'Change report summary template for an accredited programme of ITE' will be waived. However, through the dialogue with partnerships, the Monitoring Committee are likely to request that that successes and challenges and any changes are reflected upon are reflected upon. All other data and reporting listed in Annexes A and B are still required.

DAY 1

- 9:00 – 9:30** **Monitoring Committee meeting**
- 9:30 – 10:15** **Professional dialogue with senior partnership staff**
- 10:15 – 10:30** **Break**
- 10:30 – 11:45** **Professional dialogue with stakeholders from partnership Schools (to include Headteachers, Mentors and any other Roles).**
- 11:45 12:00** **Break**
- 12:00 – 13:00** **Professional dialogue with students**
- 13:00 – 13:45** **Lunch**
- 13:45 – 15:00** **Documentation Review by Monitoring Committee**
- 15:00 – 15:45** **Monitoring Committee meeting (*reflect and debrief*)**
- 15:45 – 16:00** **Break**
- 16:00 – 17:00** **Opportunity to follow up with partnership staff/"safe space" meeting to discuss challenges**

5.5 Outcomes

Upon conclusion of the monitoring visit the Committee will determine, based on the evidence gathered, whether the partnership's programme(s) continue to comply with the Accreditation Criteria.

EWC monitoring of partnerships is undertaken at programme level and possible outcomes for individual programmes are as follows:

1. The Committee determines that the programme has remained compliant with the Accreditation Criteria. Further recommendations might be made to support good practice.
2. The Committee determines there are significant issues of non-compliance with the Accreditation Criteria and triggers the EWC cause for concern process.

EWC will inform the partnership of the outcome within 15 working days of the determination being made.

5.6 Relationship with other processes

Relationship with (re)accreditation

- Full accreditation reports and reports from the monitoring of conditions will be available to the Monitoring Committee.
- Reports from monitoring visits will be provided to the reaccreditation committee, to inform the process.

Relationship with major change process

- The Monitoring Committee will be made aware of any major change documentation that a partnership has submitted to EWC.
- Major changes are those that have been reported to EWC, where the change may be materially relevant to the accreditation status of the programme.

Relationship with the cause for concern process

- The outcomes of the cause for concern process may be shared with future monitoring committees and reaccreditation committees.
- The cause for concern process could trigger withdrawal of accreditation.

Relationship with Estyn and information sharing

- EWC officer(s) will be present at Estyn inspection feedback sessions with ITE partnerships.
- The Monitoring Committee will receive a copy of the partnership's latest Estyn report, and will have access to the latest Estyn reports of lead and partner schools.
- Estyn will have an agenda item to update about its work at each ITEA Board meeting.
- EWC will provide Estyn with copies of all formal accreditation decisions, condition monitoring decisions, monitoring outcomes and cause for concern outcomes
- Estyn does not evaluate the work of individual providers during thematic work, therefore the EWC will not receive any formal documentation at partnership level from Estyn following their thematic work. No intelligence gathered by Estyn as a result of the thematic engagement will be considered or used by EWC as part of monitoring or reaccreditation.

5.7 Triggers for early or additional monitoring

In the event that EWC is alerted to a potential issue of non-compliance with the Accreditation Criteria, an early or additional monitoring visit may be scheduled in response to those areas of non-compliance. Possible triggers for early or additional monitoring include, but are not limited to:

- Major changes to a programme of ITE;
- A cause for concern being identified during a scheduled EWC monitoring process;
- Estyn reports;
- Formal referrals in writing from other stakeholders such as local authorities, regional consortia, partnership staff, students, and HEFCW.

6 EWC monitoring schedule

The diagram below illustrates the point at which EWC monitoring would typically take place during a standard accreditation cycle of five years.

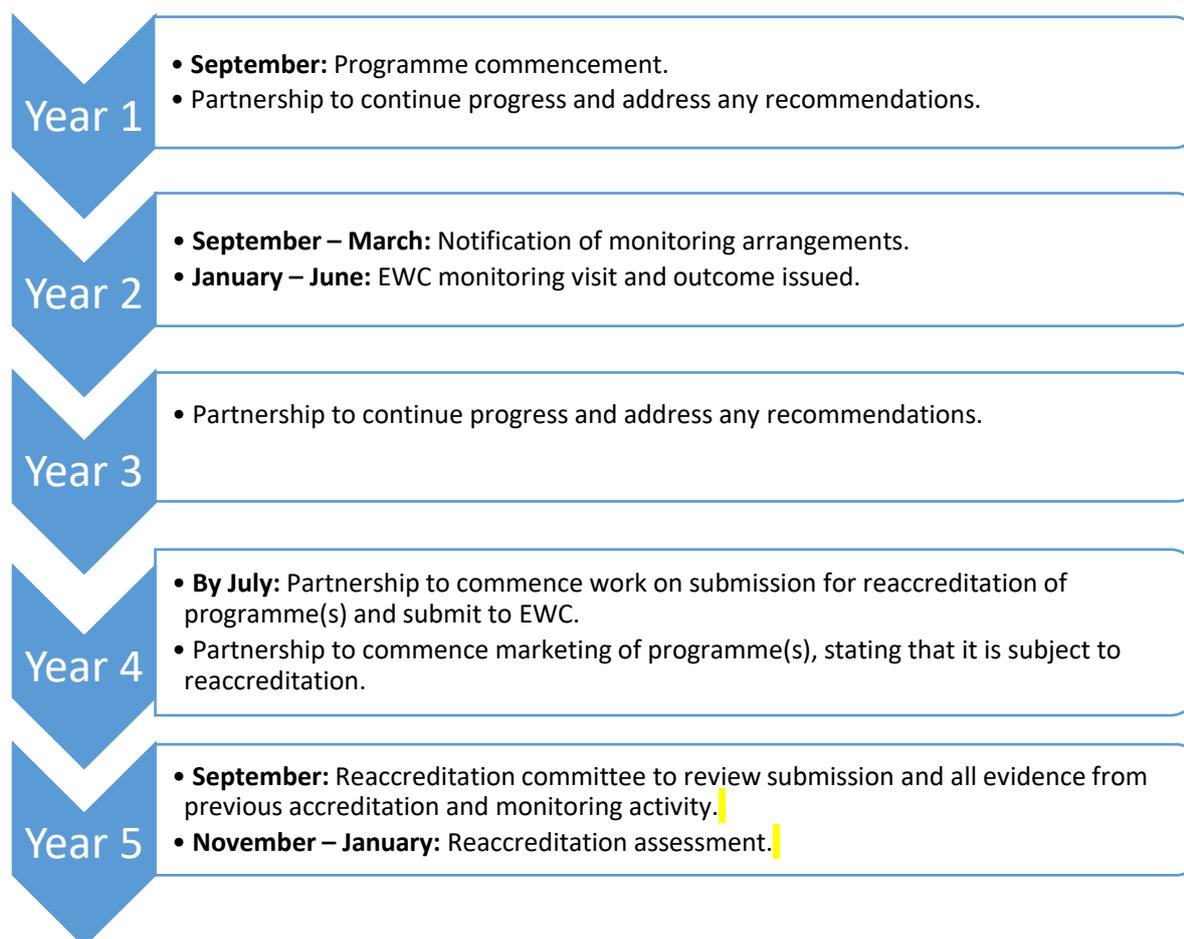
The accreditation cycle commences from 1 September of the first year of accreditation, and ends on 31 August of the fifth year.

6.1 New programmes for initial accreditation

Prior to new accredited programmes commencing, with any conditions of accreditation having been met, there is a “lead in” time of approximately 18 months. This is detailed fully in the EWC guidance for submitting a programme of ITE.

6.2 Schedule for monitoring accredited programmes of ITE

The timings of monitoring and reaccreditation activity, within a standard five year accreditation period, are set out in the diagram below:



7 Language preference

The EWC is a bilingual organisation and welcomes participation in Welsh by the partnership in the monitoring process. The EWC will ask the partnership about language preferences to allow any necessary arrangements to be made.

8 Accreditation Fees

All programmes submitted for accreditation are subject to the EWC's accreditation fees. A schedule of fees payable by partnerships participating in the accreditation process is available on the EWC's website www.ewc.wales

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

Annex A



EWC Monitoring - Evidence Checklist

To be provided to the Monitoring Committee by EWC:

Initial accreditation report(s)
Conditions monitoring outcome letter
Action plan to address conditions
Action plan to address further recommendations (if applicable)
Document – common conditions / themes identified across all ITE partnerships
Partnership's most recent Estyn report
Updated list and status of lead and partnership schools
Any major/minor change submissions received since last monitoring meeting
partnership student data held by EWC: <ul style="list-style-type: none">• Student recruitment data by subject, Welsh language, ethnicity, age• Student outcome data by completion, grade, destination/employment

To be provided by the partnership:

Evidence required	Deadline date	Date received
Current Programme Handbook(s) or equivalent		
Internal annual programme monitoring report(s) QA framework / self-evaluation process and self-evaluation document		
Written Feedback from students and schools, including anonymised raw data and any analysis of that data.		
A copy of the Partnership Agreement or Memorandum of Understanding between the university and schools		
External examiners' reports		
Template/list of partnership data, for example: <ul style="list-style-type: none"> • Updated list of schools. Changes in partnership selection/deselection • Updated partnership staffing data (with summary CVs) 		
Student data: <ul style="list-style-type: none"> • Student recruitment by subject, Welsh language, ethnicity, age etc. • Student outcome data by completion, grade, destination/employment • A list of students who are in the final year of the programme (for undergraduate, EBS or part-time programmes), with a list of placement schools and most recent judgements made against students' progress. • Access to the following documentation associated with a sample of at least 10 students:* <ul style="list-style-type: none"> ○ Proof of DBS ○ MOUs signed and agreed by their placement schools. ○ Access to the students PLP and (if other) e-portfolio system adopted by the University ○ Examples of written assignments <p>This data should be selected by the EWC, based on an anonymised list of students.</p>		

Annex B



Change report summary template for an accredited programme of ITE

How to complete this form

1. This form is to be completed as appropriate ahead of monitoring and reaccreditation assessment, and should note all changes to the accredited programme of ITE since initial accreditation.
2. Please complete all relevant sections of the form as concisely as possible.
3. If there are changes to multiple programmes, please note the specific changes made to each programme.
4. Once you have completed this form, please email it to EWC at iteaccreditation@ewc.wales.

Section 1: Partnership Details

Partnership name:

Programme title:

Submitted by (partnership lead contact):
(Name, position, address, email and telephone details)

Electronic signature:

Date:

Section 2:

List planned or implemented changes to programme structures and processes, under section 4 of the Accreditation Criteria, including:

- Leadership and management
- Schools and senior staffing in the partnership
- Roles/responsibilities and professional learning of mentor and HEI staff
- Welsh language provision

Specify reasons for changes, including:

- Student evaluative data
- mentor /HEI staff feedback
- other

Changes (<i>planned or implemented</i>)	Reason for change	Date/timeline for change

Impact of change(s):

Please detail the change in the context of the Accreditation Criteria.

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Overarching key questions:

To what extent do you believe that these changes have enhanced, or will enhance, the student learning experience across the partnership?

To what extent do you believe that these changes have better embedded, or will better embed, your vision for ITE throughout the programme, systems and processes?

What areas may require further strategic development?

Section 3:

List planned or implemented to programme inputs, under section 5 of the Accreditation Criteria, including:

- Recruitment and selection processes
- Course design and content
- School experience
- Welsh Language learning

Specify reasons for changes, including:

- Student/applicant evaluative data
- Mentor /HEI staff feedback
- Other relevant data, or evidence

Changes (<i>planned or implemented</i>)	Reason for change	Date/timeline for change

Impact of change(s):

Please detail the change in the context of the Accreditation Criteria.

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Overarching key questions:
<i>To what extent do you believe that these changes have enhanced, or will enhance, the student learning experience within the partnership?</i>
<i>To what extent do you believe that these changes have better embedded, or will better embed, your vision for ITE throughout the programme, systems and processes?</i>
<i>What areas may require further strategic development?</i>

Section 4:

List planned or implemented changes to assessment of student teachers and programme outcomes.

Specify reasons for changes, including:

- Student evaluative/assessment data
- Mentor /HEI staff feedback
- Other relevant data, or evidence

Changes (planned or implemented)	Reason for change	Date/timeline for change

Impact of change(s): <i>Please detail the change in the context of the Accreditation Criteria.</i>

Overarching key questions:

To what extent do you believe that these changes have enhanced, or will enhance, the student learning experience across the partnership?

To what extent do you believe that these changes have better embedded, or will better embed, your vision for ITE throughout the programme, systems and processes?

What areas may require further strategic development?

Section 5:

List planned or implemented changes made to programme structures, systems and processes as a result of the Covid-19 pandemic, and indicate if these changes are intended to be temporary or permanent.

Changes (<i>planned or implemented</i>)	Date change made/Timeline for implementation

Impact of change(s):

Please detail the change in the context of the Accreditation Criteria. You may also wish to refer to the latest Welsh Government guidance in this section.

Overarching key questions:

To what extent do you believe that these changes have enhanced, or will enhance, the student learning experience within the partnership?

To what extent do you believe that these changes have embedded, or will better embed, your vision for ITE throughout the programme, systems and processes?

What areas may require further strategic development?

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This document is also available in Welsh*