

Agenda – Constitutional and Legislative Affairs

Committee

Meeting Venue:

Committee Room 1 – Senedd

Meeting date: Monday, 13 March
2017

Meeting time: 14.00

For further information contact:

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Committee Clerk

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1 Introduction, apologies, substitutions and declarations of interest
(14.00)

2 A stronger voice for Wales inquiry: Evidence session 3
(14.00 – 15.00) (Pages 1 – 7)

Baroness Randerson

CLA(5)–08–17 – Research Service briefing

**3 Instruments that raise no reporting issues under Standing Order
21.2 or 21.3**
(15.00 – 15.05) (Pages 8 – 9)

CLA(5)–08–17 – Paper 1 – Statutory Instruments with Clear Reports

Affirmative Resolution Instrument

SL(5)070 – The Size and Composition of Local Planning Authority Committees
(Wales) Regulations 2017



Negative Resolution Instrument

SL(5)072 – The Care and Support (Choice of Accommodation, Charging and Financial Assessment) (Miscellaneous Amendments) (Wales) Regulations 2017

4 Instruments that raise issues to be reported to the Assembly under Standing Order 21.2 or 21.3

(15.05 – 15.10)

Negative Resolution Instrument

SL(5)065 – The Education Workforce Council (Accreditation of Initial Teacher Training) (Wales) Regulations 2017

(Pages 10 – 57)

CLA(5)–08–17 – Paper 2 – Report

CLA(5)–08–17 – Paper 3 – Regulations

CLA(5)–08–17 – Paper 4 – Explanatory Memorandum

CLA(5)–08–17 – Paper 5 – Draft criteria

5 Instruments that raise no reporting issues under Standing Order 21.7(i) and 21.7(v)

(15.10 – 15.15)

Draft Negative Resolution Instrument

SL(5)071 – Code of practice on the exercise of social services functions in relation to Part 4 (direct payments and choice of accommodation) and Part 5 (charging and financial assessment) of the Social Services and Well-being (Wales) Act 2014

(Pages 58 – 59)

CLA(5)–08–17 – Paper 6 – Report

- 6 Motion under Standing Order 17.42 to resolve to exclude the public from item 7**
(15.15)
- 7 A stronger voice for Wales inquiry: Consideration of evidence**
(15.15 – 15.30)
- 8 A stronger voice for Wales inquiry: Evidence session 4**
(15.30 – 16.30) (Pages 60 – 70)

Rt Hon. Elfyn Llwyd

CLA(5)–08–17 – Paper 7 – Written evidence [Submitted in Welsh only]

CLA(5)–08–17 – Paper 7a – Written evidence [English translation by the Assembly Commission]

- 9 Motion under Standing Order 17.42 to resolve to exclude the public from the meeting for the following business:**
(16.30)
- 10 A stronger voice for Wales inquiry: Consideration of evidence**
(16.30 – 16.45)

Date of the next meeting

20 March 2017 (Newport)

Document is Restricted

Agenda Item 3

13 March 2017

SL(5)070 – The Size and Composition of Local Planning Authority Committees (Wales) Regulations 2017

Procedure: Affirmative

These Regulations prescribe requirements relating to the size and composition of relevant local planning authority committees and sub-committees in Wales by which a relevant function is discharged.

Parent Act: Town and Country Planning Act 1990

Date Laid: 27 February 2017

Coming into force date: 5 May 2017

SL(5)072 – The Care and Support (Choice of Accommodation, Charging and Financial Assessment) (Miscellaneous Amendments) (Wales) Regulations 2017

Procedure: Negative

These Regulations amend various Regulations made under Parts 4 and 5 of the Social Services and Well-being (Wales) Act 2014 (“the Act”).

Regulation 2 amends regulation 2 of the Care and Support (Choice of Accommodation) (Wales) Regulations 2015 to make it clear that the local authority’s duty to provide choice of accommodation does not apply where a person’s need for the provision of accommodation is short term. A definition of “short term” is then inserted in regulation 1(3) as meaning a period not exceeding 8 weeks.

Regulation 3 amends the Care and Support (Charging) (Wales) Regulations 2015. Paragraphs (b) and (h) amend the amount of the maximum weekly charge for non-residential care and support. This has been revised from £60 to £70. Paragraph (d) corrects a drafting error to make it clear that regulation 9 applies in relation to the charges for residential care and support. Paragraph (e) amends regulation 11 to



establish two different capital limits – one that will apply to charging for residential care which will increase to £30,000 and one that will apply to charging for non-residential care which will be maintained at the current level of £24,000. Paragraph (j) makes a consequential amendment to regulation 26 to reflect the fact that there are two capital limits. Paragraphs (f) and (k) amend regulations 13 and 28 respectively to increase the weekly minimum income amount where a person is provided with accommodation in a care home from £26.50 to £27.50. Paragraph (g) amends regulation 15 to make it clear that following a revised financial assessment, a further statement must be issued to the care recipient and the revised charge becomes payable (and may be backdated) from the date when the circumstance that gave rise to the revised determination arose. Paragraph (l) makes the same amendment to regulation 30 in respect of revised determinations of direct payments.

Regulation 4 amends the Care and Support (Financial Assessment) (Wales) Regulations 2015. Schedule 1 makes provision in respect of the sums that are to be disregarded when a local authority is calculating income for the purposes of the Act. Paragraphs (a) and (b) substitute paragraph 16 so that a full disregard will apply to charging for residential and non-residential care and support in respect of sums received under the War Disablement Pension.

Parent Act: Social Services and Well-being (Wales) Act 2014

Date Made: 27 February 2017

Date Laid: 28 February 2017

Coming into force date: 10 April 2017



Agenda Item 4.1 Education Workforce Council (Accreditation of Initial Teacher Training) (Wales) Regulations 2017

Background and Purpose

The Education Workforce Council (“the Council”) was kept in existence by section 2 of the Education (Wales) Act 2014 (“the 2014 Act”). Section 4 of the 2014 Act sets out the main functions of the Council. Section 5 of the 2014 Act allows the Welsh Ministers to confer or impose additional functions on the Council.

Part 2 of these Regulations confers the function of specifying accreditation criteria on the Welsh Ministers. This function was formerly set out in regulation 7(2) and (3) of the School Teachers’ Qualifications (Wales) Regulations 2012 (“the 2012 Regulations”).

Part 3 of these Regulations requires the Council to delegate the accreditation, the monitoring of compliance with the accreditation criteria and the withdrawal of accreditation functions (“the Services”) to a committee to be known as the accreditation of initial school teacher training committee (“the Committee”) (regulation 5), and makes provision about the membership of that Committee (regulation 6).

Part 3 of these Regulations also makes provision for an institution to appeal a decision of the Committee to an appeals committee to be known as the accreditation of initial school teacher training appeals committee (“the Appeals Committee”) (regulation 7), and makes provision about the membership of that Appeals Committee (regulation 8).

Procedure

Negative

Technical Scrutiny

No points are identified for reporting under Standing Order 21.2 in respect of this instrument.



Merits Scrutiny

One point is identified for reporting under Standing Order 21.3 in respect of this draft instrument (Standing Order 2013(ii): the instrument is of political or legal importance or gives rise to issues of public policy likely to be of interest to the Assembly).

A reporting point was identified under Standing Order 21.3 in respect of the Education Workforce Council (Accreditation of Initial Teacher Training) (Additional Functions) (Wales) Order 2017 (“the Order”). The Order was approved by resolution of the National Assembly for Wales on 14 February 2017 and came into force on 16 February 2017. The reporting point noted that the Order makes reference to “the accreditation criteria” which, at the time of making the Order, was not available.

Regulation 4 of these Regulations allows for the Welsh Ministers to specify “the accreditation criteria”. Although the draft accreditation criteria does not form part of these Regulations, a copy has been provided with the Regulations for information purposes.

Legal Advisers

Constitutional and Legislative Affairs Committee

03 March 2017



2017 No. (W.)

EDUCATION, WALES

**The Education Workforce Council
(Accreditation of Initial Teacher
Training) (Wales) Regulations 2017**

EXPLANATORY NOTE

(This note is not part of the Regulations)

The Education Workforce Council (“the Council”) was continued in existence by section 2 of the Education (Wales) Act 2014 (“the 2014 Act”). Section 4 of the 2014 Act sets out the main functions of the Council. Section 5 of the 2014 Act allows the Welsh Ministers to confer or impose additional functions on the Council. Accordingly, the Education Workforce Council (Accreditation of Initial Teacher Training) (Additional Functions) (Wales) Order 2017 (“the 2017 Order”) confers the following additional functions on the Council (“the Accreditation and Compliance Functions”)—

- (a) the accreditation of courses or programmes of study of initial school teacher training;
- (b) monitoring compliance of accredited courses or programmes of study of initial school teacher training with the accreditation criteria;
- (c) the withdrawal of the accreditation of courses or programmes of study of initial school teacher training; and
- (d) charging fees in connection with providing the services in paragraphs (a) to (c).

The Accreditation and Compliance Functions were formerly exercised by the Higher Education Funding Council for Wales (“HEFCW”) under regulation 7 of the School Teachers’ Qualifications (Wales) Regulations 2012 (“the 2012 Regulations”). These Regulations revoke regulation 7 of the 2012 Regulations (regulation 3(1)).

Part 1 of these Regulations contains general provisions including revocation, saving and transitional provisions. Under regulation 7 of the 2012 Regulations HEFCW had the function of accrediting

an institution for the provision of courses or programmes of study of initial school teacher training but does not accredit the actual course or programme of study provided. Under the 2017 Order the Council will instead have the function of accrediting courses or programmes of study of initial school teacher training and not the institutions providing the courses or programmes of study. Regulation 3(1) of these Regulations provides that regulation 7 of the 2012 Regulations is revoked but that is subject to the saving provision. As there will continue to be institutions accredited by HEFCW for some time the saving provision is necessary. The purpose of the saving provision is to ensure that regulation 7 of the 2012 Regulations continues to have effect after revocation but only until such time as any institution accredited under regulation 7 of the 2012 Regulations is no longer accredited (“the transitional period”).

Regulation 3(3) of these Regulations provides that institutions accredited by HEFCW will remain accredited until the earlier of the circumstances set out in that regulation occur. This provision applies to students enrolled on a course or programme of study of initial school teacher training immediately prior to the coming into force of these Regulations. The provision is designed to ensure those students are not unfairly prejudiced by the withdrawal of the accreditation of the institution providing the course or programme of study before the end of the course or programme of study. As HEFCW will no longer have the function of accrediting institutions regulation 3(4) of these Regulations provides that any reference to HEFCW in regulation 7(3) of the 2012 Regulations is to be read as a reference to the Council. The effect is that the Council may withdraw an accredited institution's accreditation for non-compliance with the accreditation criteria (defined in regulation 2) during the transitional period.

Part 2 of these Regulations confers the function of specifying accreditation criteria on the Welsh Ministers. This function was formerly set out in regulation 7(2) and (3) of the 2012 Regulations. Subject to certain exceptions which are set out in the 2012 Regulations successful completion of such a course or programme of study is necessary to obtain qualified teacher status.

Part 3 of these Regulations requires the Council to delegate the accreditation, the monitoring of compliance with the accreditation criteria and the withdrawal of accreditation functions (“the Services”) to a committee to be known as the accreditation of initial school teacher training committee (“the Committee”) (regulation 5), and makes provision about the membership of that Committee (regulation

6). The Council is not required to delegate the setting of fees for it providing the Services to the Committee.

Part 3 of these Regulations also makes provision for an institution to appeal a decision of the Committee to an appeals committee to be known as the accreditation of initial school teacher training appeals committee (“the Appeals Committee”) (regulation 7), and makes provision about the membership of that Appeals Committee (regulation 8).

Part 4 of these Regulations makes provision about the proceedings of the Committee and the Appeals Committee.

Part 5 of these Regulations makes consequential amendments to other regulations which are consequential on the coming into force of these Regulations.

The Welsh Ministers’ Code of Practice on the carrying out of Regulatory Impact Assessments was considered in relation to these Regulations. As a result, a regulatory impact assessment has been prepared as to the likely costs and benefits of complying with these Regulations. A copy can be obtained from the Department for Education and Public Services in the Welsh Government, Cathays Park, Cardiff, CF10 3NQ.

2017 No. (W.)

EDUCATION, WALES

The Education Workforce Council
(Accreditation of Initial Teacher
Training) (Wales) Regulations 2017

Made 15 February 2017

Laid before the National Assembly for Wales
17 February 2017

Coming into force 10 March 2017

The Welsh Ministers in exercise of the powers in sections 132(1), 145 and 210(7) of the Education Act 2002⁽¹⁾ having consulted the Education Workforce Council as required by section 132(4) of that Act, and the powers in sections 2(2) and 47(1) of, and by paragraph 12(1)(b) of Schedule 1 to, the Education (Wales) Act 2014⁽²⁾, make the following Regulations:

PART 1

GENERAL

Title, commencement and application

1.—(1) The title of these Regulations is the Education Workforce Council (Accreditation of Initial Teacher Training) (Wales) Regulations 2017.

(2) These Regulations come into force on 10 March 2017.

(3) These Regulations apply in relation to Wales.

Interpretation

2.—(1) In these Regulations—

“the 1996 Act” (“*Deddf 1996*”) means the Education Act 1996⁽³⁾;

(1) 2002 c. 32.
(2) 2014 anaw 5.
(3) 1996 c. 56.

“the 1998 Act” (“*Deddf 1998*”) means the Teaching and Higher Education Act 1998⁽¹⁾;

“the 2002 Act” means the Education Act 2002 (“*Deddf 2002*”)⁽²⁾;

“the 2014 Act” (“*Deddf 2014*”) means the Education (Wales) Act 2014;

“the 2012 Regulations” (“*Rheoliadau 2012*”) means the School Teachers’ Qualifications (Wales) Regulations 2012⁽³⁾;

“accredited course or programme of study” (“*cwrs neu raglen astudio achrededig*”) means a course or programme of initial school teacher training accredited by the Council under article 3(1)(a) of the Education Workforce Council (Accreditation of Initial Teacher Training) (Additional Functions) (Wales) Order 2017;

“accreditation criteria” (“*meini prawf achredu*”) means the criteria specified by the Welsh Ministers under regulation 4;

“accredited institution” (“*sefydliad achrededig*”) means an institution accredited by the Higher Education Funding Council for Wales under regulation 7 of the 2012 Regulations;

“Appeals Committee” (“*Pwyllgor Apelau*”) means the accreditation of initial school teacher training appeals committee established under regulation 7;

“the applicant” (“*y ceisydd*”) means an institution submitting an application for accreditation by the Council of a course or programme of initial school teacher training;

“Committee” (“*Pwyllgor*”) means the accreditation of initial school teacher training committee established under regulation 5;

“the Council” (“*y Cyngor*”) means the Education Workforce Council continued in existence by section 2 of the 2014 Act;

“chief officer” (“*prif swyddog*”) means the chief officer of the Council;

“further education institution” (“*sefydliad addysg bellach*”) has the meaning given in section 140 of the 2002 Act;

“member of the Council” (“*aelod o’r Cyngor*”) means a member of the Council appointed in accordance with paragraph 3 of Schedule 1 to the 2014 Act;

“provider” (“*darparwr*”) means a body that provides courses or programmes of initial school teacher training.

(1) 1998 c. 30.

(2) 2002 c. 32.

(3) S.I. 2012/724 (W. 96).

Revocation, saving and transitional provisions

3.—(1) Regulation 7 of the 2012 Regulations is revoked subject to paragraph (2).

(2) Regulation 7 of the 2012 Regulations is to continue to have effect until any accredited institution is no longer so accredited.

(3) Any accreditation given to an accredited institution under regulation 7 of the 2012 Regulations and in force immediately before the coming into force of these Regulations is to continue to have effect until the earlier of the following—

- (a) the expiry of the duration of each course or programme of initial school teacher training provided by the accredited institution and started before the coming into force of these Regulations;
- (b) there are no courses or programmes of initial school teacher training provided by the accredited institution that have any students enrolled on them;
- (c) the accredited institution notifies the Council that it no longer wishes to be an accredited institution;
- (d) the Council withdraws the accreditation of an accredited institution for non compliance with the accreditation criteria; or
- (e) 31 August 2023.

(4) For the purposes of this regulation any reference to the Higher Education Funding Council for Wales in regulation 7(3) of the 2012 Regulations is to have effect as if it were a reference to the Council.

PART 2

ACCREDITATION CRITERIA

4.—(1) The Welsh Ministers may from time to time specify criteria for—

- (a) the accreditation of courses or programmes of initial school teacher training; and
- (b) the withdrawal of the accreditation of courses or programmes of study of initial school teacher training.

(2) Before specifying criteria under paragraph (1) the Welsh Ministers must consult the Council.

PART 3
ESTABLISHMENT, MEMBERSHIP AND
FUNCTIONS OF COMMITTEES

Accreditation of initial school teacher training committee

5.—(1) The Council must delegate to a committee to be known as the accreditation of initial school teacher training committee the functions of—

- (a) accrediting courses or programmes of initial school teacher training;
- (b) monitoring compliance of accredited courses or programmes of initial school teacher training with the accreditation criteria; and
- (c) withdrawing the accreditation of courses or programmes of initial school teacher training.

(2) The Committee established under paragraph (1) may only—

- (a) accredit a course or programme of initial school teacher training that satisfies the accreditation criteria specified by the Welsh Ministers from time to time; or
- (b) withdraw the accreditation of a course or programme of initial school teacher training in accordance with the accreditation criteria specified by the Welsh Ministers from time to time.

Membership of the Committee

6.—(1) The Committee must have 1 chair and 2 deputy chairs.

(2) The first appointment of the chair and deputy chairs to the Committee are to be made by the Welsh Ministers.

(3) All subsequent appointments of the chair and deputy chairs to the Committee are to be made by the Council subject to the prior approval of the Welsh Ministers.

(4) The other members of the Committee are to be appointed by the Council having consulted on the proposed appointments with—

- (a) the Welsh Ministers; and
- (b) the chair and deputy chairs to the Committee.

(5) The following may not be a member of the Committee—

- (a) a member of the Council;
- (b) the chief officer; or
- (c) a person employed the Council.

(6) The proposed terms and conditions of appointment to the Committee (and any revised terms and conditions) are—

- (a) to be determined by the Council; and
- (b) approved by the Welsh Ministers.

Accreditation of initial school teacher training appeals committee

7. The Council must delegate to an appeals committee to be known as the accreditation of initial school teacher training appeals committee the function of considering an appeal in respect of a decision of the Committee made under regulation 5.

Membership of the Appeals Committee

8.—(1) The Appeals Committee must consist of no more than 5 members including 1 chair.

(2) The chair and other members of the Appeals Committee are to be appointed by the Council.

(3) The terms and conditions on which members of the Appeals Committee are appointed (and any revised terms and conditions) are—

- (a) to be determined by the Council; and
- (b) approved by the Welsh Ministers.

(4) The following may not be a member of the Appeals Committee—

- (a) any person who was a member of the Committee that considered the accreditation application which is the subject of the appeal;
- (b) a member of the Council;
- (c) the chief officer; and
- (d) a person employed the Council.

Eligibility for appointments

9.—(1) Members of the Committee and Appeals Committee are to be appointed from persons—

- (a) who are currently working, or were so working within the last 2 years, in the provision of education;
- (b) who have experience of the management of schools or further education institutions;
- (c) who have experience of working in local authorities;
- (d) who have experience of the delivery or provision of initial school teacher training;

- (e) who are registered in the category of school teacher in the Register⁽¹⁾;
 - (f) such other persons as the Council consider appropriate having regard to their expertise and experience.
- (2) No person is eligible for appointment to the Committee or the Appeals Committee where—
- (a) the person is barred from regulated activity relating to children within the meaning of section 3(2) of the Safeguarding Vulnerable Groups Act 2006⁽²⁾;
 - (b) the person is prohibited from teaching by virtue of a direction under section 142(1)(a) of the 2002 Act⁽³⁾;
 - (c) the person is prohibited from being employed as a teacher by virtue of a prohibition order under section 141B of the 2002 Act;
 - (d) a disciplinary order is made in respect of the person under Schedule 2 to the 1998 Act by virtue of which the person becomes ineligible for registration under section 3 of the 1998 Act⁽⁴⁾;
 - (e) a disciplinary order is made in respect of the person under section 26 of the 2014 Act by virtue of which the person becomes ineligible for registration under section 9 of the 2014 Act;
 - (f) the person is disqualified from being employed as a teacher in any school by virtue of an order made—
 - (i) by an Independent Schools Tribunal under section 470 of the 1996 Act⁽⁵⁾, or
 - (ii) by the Secretary of State or the Welsh Ministers under section 471 of the 1996 Act⁽⁶⁾; or
 - (g) the person is ineligible for registration as a teacher, or disqualified from being a teacher in any school or further education institution in another part of the United Kingdom.

(1) For the definition of “Register” see section 41 of the Education (Wales) Act 2014.

(2) 2006 c. 47.

(3) 2002 c. 32. Section 142(1)(a) was repealed by Schedule 10 to the Safeguarding Vulnerable Groups Act 2006.

(4) Section 3 and Schedule 2 were repealed by Table 2 in paragraph 3 of Part 2 of Schedule 3 to the Education (Wales) Act 2014.

(5) Repealed by section 215(2) of, and Part 3 of Schedule 22 to, the Education Act 2002.

(6) Repealed by section 215(2) of, and Part 3 of Schedule 22 to, the Education Act 2002.

PART 4
PROCEEDINGS OF COMMITTEES

Rights of persons to attend

10. The following persons are entitled to attend any meeting of a Committee or an Appeals Committee—

- (a) the chief officer or that person's nominated representative, and
- (b) such other persons as the Committee or the Appeals Committee may determine.

Determination of applications by the Committee

11.—(1) Before determining an application for the accreditation of a course or programme of initial school teacher training the Committee must consider all written evidence, representations and other material submitted to it by the applicant as part of the application.

(2) The Committee may allow an applicant to make oral representations to it.

(3) The Committee may determine to—

- (a) accredit the course or programme of initial school teacher training;
- (b) not accredit the course or programme of initial school teacher training; or
- (c) accredit the course or programme of initial school teacher training subject to such conditions as the Committee considers appropriate.

(4) The Committee may accredit a course or programme of initial school teacher training under paragraph (3)(a) or (c) for such period as it considers appropriate which may be not less than 1 year and no more than 5 years.

(5) The Committee may—

- (a) request the applicant provide such information or other evidence ("the additional information") as it considers necessary to determine the application; and
- (b) postpone its determination of the application until the additional information is provided.

(6) The Committee must give notice in writing to the applicant of its determination under paragraph (3) within 15 working days of that determination.

(7) The notice under paragraph (6) must contain the following information—

- (a) the reasons for the determination and, if applicable, the accreditation criteria the applicant has not satisfied,

- (b) the fact of the applicant's right to appeal against the determination,
- (c) the person to whom the applicant must give any notice of appeal,
- (d) the fact that any notice of appeal must contain the grounds of appeal, and
- (e) the last date on which an appeal may be made.

(8) A notice required to be served on a person for the purposes of this regulation must be served in accordance with regulation 15.

Withdrawal of accreditation

12.—(1) The Committee may only determine to withdraw the accreditation of a course or programme of study of initial school teacher training in accordance with the accreditation criteria specified by the Welsh Ministers from time to time.

(2) The Committee must give notice in writing to the provider of its determination under paragraph (1) within 15 working days of that determination.

(3) The notice under paragraph (2) must contain the following information—

- (a) the reasons for the determination and in particular the accreditation criteria the provider no longer satisfies,
- (b) the fact of the provider's right to appeal against the determination,
- (c) the person to whom the provider must give any notice of appeal,
- (d) the fact that any notice of appeal must contain the grounds of appeal, and
- (e) the last date on which an appeal may be made.

(4) A notice required to be served on a person for the purposes of this regulation must be served in accordance with regulation 15.

Determination of appeals by the Appeals Committee

13.—(1) Before determining an appeal against a determination of the Committee under regulations 11 or 12, the Appeals Committee must consider all written evidence, representations and other material submitted to it by the applicant as part of the appeal.

(2) If the Appeals Committee determines to allow the appeal it must refer the matter back to the Committee to re-consider the application.

(3) There are to be no further appeals to the Appeals Committee—

- (a) if the Appeals Committee determines to reject the appeal; or

(b) if the Committee determines not to accredit the course or programme of initial school teacher training following its re-consideration of the application pursuant to paragraph (2).

(4) Any person who was a member of the Committee that considered the accreditation application and which is the subject of the appeal may not be a member of the Committee to re-consider the application.

(5) The Appeals Committee must give notice in writing to the applicant of its determination within 20 working days of that determination.

(6) The notice under paragraph (5) must set out the reasons for the determination.

(7) A notice required to be served on a person for the purposes of this regulation must be served in accordance with regulation 15.

Proceedings of the Committee and Appeals Committee

14.—(1) Subject to these Regulations the Council may make such provision as it sees fit as to the procedure of the Committee and the Appeals Committee.

(2) The proceedings of a Committee or Appeals Committee are not invalidated by—

(a) any vacancy among their number; or

(b) any defect in the appointment of any member of the Committee or Appeals Committee.

(3) The quorum for a meeting of the Committee or Appeals Committee and for any vote on any matter at such a meeting is 3.

(4) Every question to be decided at a meeting of the Committee or Appeals Committee is to be determined by a majority of the votes of the members of the Committee or Appeals Committee (as appropriate) present and voting on the question.

(5) Where there is an equal division of votes the person who is acting as chair of the Committee or Appeals Committee for the purposes of the meeting has a second or casting vote.

Service of notice

15.—(1) A notice required to be served on a person (“P”) under these Regulations may be served by—

(a) delivery to P personally;

(b) post to the address notified by P to the Council; or

(c) electronic mail, where P so requests it.

(2) A notice served in accordance with this regulation is deemed to have been served—

- (a) in the case of service under paragraph (1)(a) on the day it was delivered;
- (b) in the case of service under paragraph (1)(b) the next working day; and
- (c) in the case of service under paragraph (1)(c) on the day it was sent.

PART 5

CONSEQUENTIAL AMENDMENTS

The 2012 Regulations

16.—(1) The 2012 Regulations are amended as follows.

(2) In regulation 3—

- (a) after the definition of “academy arrangements” insert—

““accredited course or programme of study” (“*cwrs neu raglen astudio achrededig*”) means an accredited course or programme of initial school teacher training accredited by the Council under its functions in the Education Workforce Council (Accreditation of Initial Teacher Training) (Additional Functions) (Wales) Order 2017;”;

- (b) in the definition of “the Council” for “General Teaching Council for Wales” substitute “the Education Workforce Council continued in existence by section 2 of the Education (Wales) Act 2014”.

(3) In regulation 8(4) after “accredited institution” insert “or the provider of an accredited course or programme of study”.

(4) In Schedule 2—

- (a) in paragraph 1(b) after “accredited institution” insert “or successfully completed an accredited course or programme of study”;
- (b) in paragraph 1(d) after “accredited institution” insert “or the provider of an accredited course or programme of study; and
- (c) in paragraph 2(b) after “accredited institution” insert “or the provider of an accredited course or programme of study”.

**Education Workforce Council (Main Functions)
(Wales) Regulations 2015**

17. In paragraph 1 of Schedule 3 to the Education Workforce Council (Main Functions) (Wales) Regulations 2015⁽¹⁾, in the definition of “accredited institution” for “Higher Education Funding Council for Wales under regulation 7 of the 2004 Regulations” substitute “Education Workforce Council”⁽²⁾.

Kirsty Williams

Cabinet Secretary for Education, one of the Welsh
Ministers

15 February 2017

(1) S.I. 2015/140 (W. 8).

(2) An institution may have been accredited by the Higher Education Funding Council for Wales under regulation 7 of the School Teachers’ Qualifications (Wales) Regulations 2012 (S.I. 2012/724 (W. 96)) (“the 2012 Regulations”) or following the revocation of regulation 7 of the 2012 Regulations by the Education Workforce Council under regulation 3(4) of these Regulations.

Explanatory Memorandum: The Education Workforce Council (Accreditation of Initial Teacher Training) (Wales) Regulations 2017

The Explanatory Memorandum has been prepared by the Education and Public Services Group of the Welsh Government and is laid before the National Assembly for Wales in conjunction with the above subordinate legislation and under Standing Order 27.1.

Cabinet Secretary's Declaration

In my view this Explanatory Memorandum gives a fair and reasonable view of the expected impact of the Education Workforce Council (Accreditation of Initial Teacher Training) (Wales) Regulations 2017. I am satisfied that the benefits justify the likely costs

Kirsty Williams
Cabinet Secretary for Education

15 February 2017

1. DESCRIPTION

1.1 The Education Workforce Council (“the Council”) is continued in existence under section 2 of the Education (Wales) Act 2014 (“the 2014 Act”). Section 4 of the 2014 Act sets out the main functions of the Council and Section 5 of the 2014 Act allows the Welsh Ministers to make an Order conferring or imposing additional functions on the Council. Accordingly, the Education Workforce Council (Accreditation of Initial Teacher Training) (Additional Functions) (Wales) Order 2017 (“the 2017 Order”) confers the following additional functions on the Council (“the Accreditation and Compliance Functions”):

- a) accrediting courses or programmes of initial school teacher training (“the Service”);
- b) monitoring compliance of accredited courses or programmes of initial teacher training with the accreditation criteria;
- c) withdrawing accreditation of courses or programmes of initial school teacher training; and
- d) charging fees in connection with providing the Service

1.2 The Education Workforce Council (Accreditation of Initial Teacher Training) (Wales) Regulations 2017 (“the 2017 Regulations”) make provision requiring the Council to delegate the Accreditation and Compliance Functions to a committee.

1.3 Under regulation 7 of the School Teachers’ Qualifications (Wales) Regulations 2012 (“the 2012 Regulations”) the Higher Education Funding Council for Wales (HEFCW) formally had the function of accrediting an institution for the provision of courses or programmes of study of initial school teacher training, but did not accredit the actual course or programme of study provided. Under the 2017 Order the Council now has the function of accrediting courses or programmes of study of initial school teacher training and not the institutions providing the courses or programmes of study. Institutions accredited by HEFCW (prior to the coming into force date of the 2017 Regulations) will remain accredited until the earlier of the circumstances set out under the 2017 Regulations (regulation 3(3)). This provision is designed to ensure that students enrolled on a course or programme of study of initial school teacher training immediately prior to the coming into force of the 2017 Regulations are not unfairly prejudiced in the event of the accreditation of the institution providing the course or programme of study being withdrawn, before the end the course or programme of study.

2. MATTERS OF SPECIAL INTEREST TO THE CONSTITUTIONAL AND LEGISLATIVE AFFAIRS COMMITTEE

2.1 None.

3. LEGISLATIVE BACKGROUND

3.1 Qualified for Life¹ sets out clear strategic objectives for the development of the curriculum and qualifications whilst recognising the central role of the education workforce in delivering our vision, through:

- an excellent professional workforce with strong pedagogy based on an understanding of what works,
- leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools.

3.2 In his report, *Successful Futures*, Professor Graham Donaldson set out a radical vision for the future of the education system in Wales. Professor Donaldson was clear that realisation of his proposals for the new curriculum must be firmly based on the principle of subsidiarity, with practitioners being empowered to make decisions in their schools and classrooms, about how the curriculum is developed and delivered to meet the needs of their local context.

3.3 Professor Furlong's independent report '*Teaching Tomorrow's Teachers*², was published on 9th March 2015. The report recommended that the process of accrediting programmes of initial teacher education should be the responsibility of the professional regulatory body, as it is in other parts of the UK and teaching and non-teaching professional bodies across the world; and that an 'Accreditation of Initial Teacher Training Committee' should be established within the Council in order to undertake this function.

3.4 As currently established the Council focuses on a few main functions. It sets a code of professional conduct, upholds the required professional standards, maintains a register of education practitioners and provides advice on key issues affecting the profession. However, the 2014 Act allows the Welsh Minister to confer additional functions on the Council.

3.5 The expanded role of the Council in relation to the accreditation of Initial Teacher Training is in line with the ethos that the profession must take responsibility for leading changes in teaching, leadership and for developing and supporting the profession collectively. This approach supports the views of Professors' Donaldson and Furlong about the conditions for delivering their recommendations, and it is in line with effective professional governance in a range of other professions and in the education system in Northern Ireland, Republic of Ireland, Scotland and countries outside of the UK (Australia, New Zealand and Canada).

3.6 Part 3 of the 2017 Regulations requires the Council to delegate the accreditation function ("the Service"); the monitoring of compliance of accredited courses or programmes of Initial School Teacher Training (ITT) with the accreditation criteria; and the withdrawal of the accreditation of courses or programmes of ITT to a committee ("the Committee") under (Regulation 4). Regulation 5 also makes provision about the membership of the Committee.

3.7 Part 3 of the 2017 Regulations also makes provision for the provider to appeal a decision of the Committee to an appeals committee ("the Accreditation of Initial School

¹ <http://gov.wales/docs/dcells/publications/141001-qualified-for-life-en.pdf>

² <http://gov.wales/docs/dcells/publications/150309-teaching-tomorrows-teachers-final.pdf>

Teacher Training Appeals Committee”) (Regulation 7), and makes provision about the membership of that Appeals Committee (Regulation 8).

3.8 Part 4 of the 2017 Regulations makes provision about the proceedings of the Committee and the Appeals Committee.

3.9 These Regulations are made under the Negative procedure.

4. PURPOSE AND INTENDED EFFECT OF THE LEGISLATION

4.1 There are a range of measures for ensuring the quality of training provisions relating to the education workforce. In terms of ITT, the Welsh Government does not directly control what courses are offered at particular institutions, including whether they are offered through the medium of Welsh. However, it manages initial teacher supply through the setting of overall intake target allocations for recruitment to ITT in Wales. These are notified to HEFCW, which is required (under the Education Act 2005, section 86(6)(a)) to have regard to any forecast of demand for newly qualified teachers that is notified to it by the Welsh Ministers).

4.2 The Welsh Government has set out to create, systematically, a new climate of higher expectations for schools³. While ITT is recognised as a major contributor to teaching quality in most countries with advanced school systems, the evidence from inspection and self-evaluation shows that ITT provision in Wales is not meeting the standards set by the highest performers globally

4.3 The Welsh Government through the 2017 Regulations will deliver enhanced functions for the Council which will allow them to establish the Accreditation of Initial School Teacher Training Committee, to take on the role of accrediting ITT programmes of study. This enhanced function would mean that specific aspects of ITT would no longer be undertaken by HEFCW (as recommended in *Teaching Tomorrow's Teachers*).

4.4 This new approach is intended to deliver the improvements we all seek to learner outcomes, by investing in the development of a skilled and committed professional workforce.

4.5 In 2015, a task and finish group (chaired by Professor Furlong) was established to develop the reconceptualised criteria for accrediting ITT programmes in Wales, the Teacher Education Accreditation Group. The aim of the new criteria is to improve the quality and consistency of provision and introduce a new approach to ITT in Wales.

4.6 The criteria for the accreditation of initial teacher training programmes in Wales, sets out the criterion that has been developed by the Teacher Education Accreditation Group and is available at: www.learning.gov.wales. ITT entry requirements and criteria for individuals will remain the same.

³ Tabberer, R. (2013) A Review of Initial Teacher Training in Wales

<http://gov.wales/docs/dcells/publications/131007-review-of-initial-teacher-training-in-wales-en.pdf>

4.7 The arrangements for accrediting ITT provision however, will need to be in place by no later than autumn of 2017 to ensure all new courses of ITT from September 2019 are accredited against the revised accreditation criteria.

4.8 The cycle for accreditation would happen over 5 years, although this may be for just 1 or 2 years transitionally. It will commence with all programmes needing to be submitted for accreditation in line with the following timetable. It is proposed that no new ITT programmes in Wales may run from September 2019 without approval from the Accreditation of Initial School Teacher Training Committee

Action	Date
The Digital Competence Framework is available to schools and settings in Wales	1 st September 2016
Partnership to send “statement of intent” to submit a programme for accreditation to the Welsh Government	By 6 th January 2017
Partnership to submit ITE programme/s to the Accreditation of Initial School Teacher Training Committee for accreditation against accreditation criteria	By 1 st December 2017
The Accreditation of Initial School Teacher Training Committee to assess programmes and make a decision to award, defer or refuse accreditation	By June 2018
New curriculum and assessment arrangements available	September 2018
ITT Partnership to commence marketing of their programme to prospective student teachers	3 rd September 2018
ITT Partnership to commence delivery of new programme	2 nd September 2019
New curriculum and assessment arrangements in place	September 2021

5. CONSULTATION

5.1 Details of the consultation undertaken are included in section 8 within the RIA below.

6 PART 2 – REGULATORY IMPACT ASSESSMENT

Establishment of the Accreditation of Initial Teacher Training Committee

6.1 Future ITT programmes of study in Wales must be capable of delivering newly qualified, reflective practitioners with the appropriate qualifications, skills and appetite to deliver against the improved education agenda as set out in *Qualified for Life*. It is equally important that the work to reform ITT outlined in *Teaching Tomorrow’s Teachers* complements the work being undertaken elsewhere on the implementation of the new Curriculum and Assessment arrangements as set out in *Successful Futures* and *A curriculum for Wales – a curriculum for life*⁴.

⁴ *A curriculum for Wales – a curriculum for life* sets out the plan for taking forward the recommendations within *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*.

6.2 The Accreditation of Initial School Teacher Training Committee will comprise of members of the profession, experts in the field of initial teacher education, practising or very recent head teacher and a representative of Estyn. The Committee would ultimately be responsible for accrediting all programmes of ITT.

6.3 The General Teaching Council (GTC) Scotland, the Teaching Council for Ireland (TCI) and the GTC Northern Ireland all have a role in the accreditation of programmes of ITT. The TCI model was put in place 5 years ago and incorporated many of the best practices from GTC Scotland and across the world. TCI also charge a fee for the consideration of applications which is payable by HEIs participating in the accreditation process.

7. OPTIONS

Option 1: Do Nothing

7.1 If we were to do nothing, we will not be able to implement reforms to the way ITT is accredited, an essential factor in ensuring an improvement in educational performance in schools.

Cost

7.2. There would be no new cost implications from this option.

Benefits

7.3 There would be no benefits from this option.

Option 2: Make the Legislation

7.4 The introduction of these Regulations will allow us to move away from the current process of accrediting training providers to be replaced by the accreditation of the ITT programmes of study. This will enable more specific consideration of how the programmes will raise the quality of provision and attract the right people with the right skills, qualifications and an aptitude for teaching to enter teacher training.

Cost

7.5 The Accreditation of Initial Teacher Training Committee will require initial start up costs of £260k and will be paid over two financial years 2016/17 and 2017/18.

7.6 This funding will allow for the appointment of a highly credible, high-calibre Chair, two Deputy Chairs, and all associated set up costs (recruitment of staff, staff costs, administrative costs and equipment); and all based on the costs of similar arrangements in Scotland and Ireland. It is vital that arrangements are in place to facilitate a thorough review and Quality Assured accreditation process with the necessary rigour and support to ensure that all ITT programmes are thoroughly and appropriately reviewed in order that decisions regarding accreditation can be made in the time permitted. The arrangements for accrediting

ITT provision will need to be in place by September 2018 to ensure all courses of ITT from 2019/20 are accredited against the revised accreditation criteria.

- £30k will be required in 2016-17, which will be met by the 'Pedagogy' budget within the Raising School Standards BEL 5511.
- The remaining £230k in 2017-18, will cover costs relating to the work undertaken by the Accreditation of Initial Teacher Training Committee on the assessment of the first round of programmes submitted by the partnerships. The funding will cover:
 - > The Council's staff costs, recruitment of up to 3 staff – 2 permanent and 1 fixed term (staff to be in post by 1st June 2017).
 - > Training of Committee members. The Welsh Government will appoint the Chair and two Deputy Chairs and the Council will appoint up to 15 panel members to sit on the Committee, as and when required; the process for which will be set out in '*The Education Workforce Council (Accreditation of Initial Teacher Training) Regulations*'. These Regulations will be laid and are subject to the approval of the, by the National Assembly.
 - > The remuneration of Committee members and the requirements for site visits. We envisage, approximately 25 programmes being submitted for accreditation, with up to 3 members days spent on each programme.
- This funding requirement will again be met from the 'Pedagogy' budget within the Raising School Standards BEL 5511.
- The ongoing costs for the accreditation process following the first round of applications will be met through the charging of fees payable by the partnerships participating in the accreditation process. The fee level will be subject to a separate consultation undertaken by the Council, with a system of charging in place by 31 August 2018.

Benefits

7.7 Central to the vision underpinning the new accreditation criteria for ITT programmes, is the recognition that high quality professional training and education necessarily involves a number of different modes of learning. Some dimensions of teaching can only be learned experientially while other forms of learning are intellectually based. However, the largest part of all teacher education should be based on learning that is both rigorously practical and intellectually challenging. International evidence stresses that high quality teacher education involves both aspects: developing strong links between theory and practice in a way that helps students to understand and explore the interconnectedness of education theories and classroom practices.

7.8 As the OECD and others⁵ now recognise that the very best examples of teacher training and education internationally are based on this dual form of learning. This is the form of teacher education that is going to be essential for Wales if the vision for our schools is to be achieved. This has important consequences for both schools and universities and for how they collaborate.

⁵ OECD (2012) Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States. <http://www.oecd.org/pisa/46623978.pdf> BERA:RSA (2014) The Role of Research in Teacher Education: Reviewing the evidence. Interim report. London: BERA

7.9 It is anticipated that in the future all ITE programmes will be led by a 'partnership', that is a HEI working in close collaboration with a number of 'lead partnership schools'. It is this partnership that will bring forward the programme for accreditation. If truly collaborative teacher training and education is to be achieved then 'the partnership' – the HEI together with all of their partner schools - must take joint responsibility for their contributions to the programme

7.10 The introduction of the 2017 Regulations will enable us to move away from the current process of accrediting training providers to be replaced by the accreditation of the ITT programmes of study. This in turn will allow a thorough review and Quality Assured accreditation process to be undertaken with the necessary rigour and support to ensure that all ITT programmes are thoroughly and appropriately reviewed.

7.11 More specific consideration will be given on how the programmes will raise the quality of provision and attract the right people with the right skills, qualifications and an aptitude for teaching to enter teacher training. These changes are intended to improve the quality of ITT in Wales and in turn raise the standard of teaching in our schools.

8. CONSULTATION

8.1 The Welsh Government undertook a consultation on the "Draft criteria for the accreditation of Initial Teacher Education programmes in Wales and the proposal for the Education Workforce Council to accredit initial teacher education"⁶

8.2 A summary of responses is available at:

<https://consultations.gov.wales/consultations/initial-teacher-education-accreditation>

<https://ymgyngoriadau.llyw.cymru/ymgyngoriadau/achredu-addysg-gychwynnol-i-athrawon>

9. COMPETITION ASSESSMENT

9.1 There is no market implications associated with the making these Regulations.

10. IMPACT OF THE PROPOSED LEGISLATION ON DUTIES OF THE WELSH MINISTERS AS SET OUT IN THE GOVERNMENT OF WALES ACT 2006

10.1 The Regulations are not considered to have any specific impact on the duties of the Welsh Ministers as set out in the Government of Wales Act 2006.

11. IMPACT UPON THE VOLUNTARY SECTOR

11.1 None

⁶

https://consultations.gov.wales/sites/default/files/consultation_doc_files/160923_consultation_document_en.pdf

12. EQUALITY OF OPPORTUNITY AND WELSH LANGUAGE

12.1 No issues relating to these duties are considered to arise from the making of these Regulations.

13. SUSTAINABLE DEVELOPMENT

13.1 The aim of these Regulations is to deliver the improvements we all seek to learner outcomes, by investing in the development of a skilled and committed professional workforce.

Annex: Draft criteria for the accreditation of initial teacher education programmes in Wales

Executive summary

1. In the autumn of 2015, the Minister for Education and Skills established a task and finish group to develop new criteria for accrediting initial teacher education (ITE) in Wales. This document sets out the criteria that all new and existing programmes of initial teacher education (ITE) will be required to meet for accreditation in the future. The document is written for all current and potential providers of ITE, but it should also be of interest to all those who are concerned with education in Wales.
2. Under the new arrangements, Estyn will continue to have a vitally important role to play in maintaining and enhancing quality in ITE. Proposals for how Estyn will, in the future, work in tandem with the accreditation process are set out in Appendix 1.
3. The vision for initial teacher education in Wales presented in this document is underpinned by the Welsh Government's future plans for education set out in their document *Qualified for life*¹. Building the capacity of all practitioners and leaders is an essential pre-requisite to those plans. The new accreditation criteria will ensure that all courses of initial teacher education meet the government's high aspirations.
4. Central to the vision underpinning the new criteria is the recognition that high quality professional education necessarily involves a number of different modes of learning. Some dimensions of teaching can only be learned experientially while other forms of learning are intellectually based. However, the largest part of all teacher education should be based on learning that is both rigorously practical and intellectually challenging at the same time.
5. As the OECD and others² now recognise, the very best examples of teacher education internationally are based on this dual form of learning. This is the form of teacher education that is going to be essential for Wales if the government's vision for its schools is to be achieved. This has important consequences for both schools and universities and for how they collaborate.

¹ Welsh Government (2014). *Qualified for Life – An education improvement plan*

² OECD (2012) *Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States*. <http://www.oecd.org/pisa/46623978.pdf>; BERA:RSA (2014) *The Role of Research in Teacher Education: Reviewing the evidence. Interim report*. London: BERA

6. If schools are to be given the task of providing systematic and structured training opportunities in relation to all of the core areas of the teacher education curriculum, then they will need to have the training and the resources to take on that responsibility. It is likely that in the future a smaller number of schools will be involved in initial teacher education than at present but with greater numbers of student teachers involved in them in different ways.
7. If the primary task of universities is to give student teachers access to professional knowledge that is not normally available in schools, their education faculties will need to have the staffing structures, staff development strategies and the sort of 'scholarly culture' that will ensure that all of their teacher educators are equipped to make these contributions.
8. There are also implications for how schools and HEIs work together. At the programme level, programmes need to be devised so that there are structured opportunities for the different forms of professional knowledge provided by each partner to be brought together. These types of engagement can be achieved in a wide variety of ways.
9. There are also implications for joint planning. Only if universities and a group of 'lead partnership schools' jointly engage in planning the programme as a whole will it have the coherence that is needed.
10. Finally there is a need for joint accountability. If truly collaborative teacher education is to be achieved then 'the partnership' – the HEI together with all of their partner schools - must take joint responsibility for their contributions to the programme.
11. The new criteria are divided into three main sections.
12. **Programme structures and processes.** In relation to the leadership and management of programmes, the criteria set out what is required of school-HEI partnerships. Programmes will be required to designate a number of 'lead partnership schools' which will contribute fully to the leadership and management of the programme, including the design and content of the programme and the selection of students; they will also play a full part in each programme's quality assurance and self-evaluation.
13. The criteria set out what is required of all partnership schools (both lead partnership schools and others) in terms of:
 - the selection of schools

- the need to develop a ‘whole school’ approach to teacher education under the leadership of senior teachers
- school staffing and responsibilities for supporting student teachers’ learning including mentoring and the provision of structured opportunities for students to reflect on their practice
- staff development opportunities
- school facilities
- schools’ involvement in the joint management of the programme.

14. In relation to HEIs the criteria set out:

- required staffing levels, staff qualifications and requirements for staff to be ‘research active’
- the responsibilities of HEIs for student teachers including the support they must provide to develop their skills in literacy, numeracy, digital competence and the Welsh language to ensure that they are well prepared for the teaching context that they are entering
- staff development opportunities
- HEI facilities and student welfare

15. **Programme inputs** This section outlines the information that ITE programmes in Wales will be required to provide in relation to:

- the course’s conceptual framework
- course aims
- course design and areas of study
- entry requirements and selection procedures
- core studies
- professional and pedagogical studies
- subject studies
- school experience
- assessment
- the Equality Act 2010
- the assessment of student teachers

16. **Programme standards (outcomes)** The Professional Standards for Qualified Teacher Status (QTS) are fundamental for all those in education, providing a strong sense of shared purpose. Programmes will need to ensure that the outcomes achieved by their student teachers closely reflect these standards in relation to

aspects such as professional values, curriculum, pedagogy, assessment, the learning environment, the wider context, professional reflection and learning, leadership and student teachers' commitment to their future professional learning.

Section A – Vision

1. The policy context

The vision for initial teacher education in Wales set out in this document is underpinned by the Welsh Government's future aspirations for education set out in their document *Qualified for life*³:

Learners in Wales will enjoy teaching and learning that inspires them to succeed, in an education community that works cooperatively and aspires to be great, where the potential of every child and young person is actively developed (Welsh Government, 2014:1).

As the Government itself notes, essential to realising these aspirations is 'building the capacity of all practitioners and leaders, including the ability to reflect on and evaluate their own practice, to design and create a relevant, challenging and stimulating curriculum, and to apply appropriate pedagogical principles and practice' (Welsh Government 2015: 8)⁴. Building professional capacity is one of the core purposes of initial teacher education.

The new accreditation criteria will ensure that all courses of initial teacher education meet the government's high aspirations⁵. They define what is essential for high-quality provision, including the need for programmes providers to:

- ensure higher education institutions (HEIs) and schools work closely as partners to design and facilitate ITE
- attract high-calibre entrants to the teaching profession

³ Welsh Government (2014). *Qualified for Life – An education improvement plan*

⁴ Welsh Government (2015). *A curriculum for Wales – a curriculum for life*

⁵ Under the new arrangements for the accreditation of programmes, Estyn will continue to have a vitally important role to play in maintaining and enhancing quality in ITE. Details of how Estyn will, in the future, work in tandem with the accreditation process are set out in Appendix 1.

- attract high-calibre personnel as HEI and school-based teacher educators and to support their continuing professional development
- ensure consistency in the quality of provision for students across all ITE programmes, demonstrating high-quality professional practice that students can emulate in their own teaching
- prepare new teachers to:
 - understand the changing nature of society in the 21st century and young people's needs in education
 - instil in young people a love of learning, teaching them how to learn
 - foster inclusive classrooms which meet the needs of all pupils/students
 - participate in the continuum of teacher education, of which ITE is the foundation, fostering student teachers' commitment to life-long professional learning
 - build a vibrant learning community, working co-operatively with colleagues, parents, pupils/students and others
 - develop research knowledge and skills, both as consumers of research and as participants in it
 - be innovative and creative in leading change in the curriculum, assessment and pedagogy
 - exercise professional responsibility and accountability
- develop student teachers' competence in using ICT for teaching and learning
- foster student teachers' appreciation of the Welsh language and provide opportunities for them to develop their proficiency in Welsh
- develop student teachers' appreciation of cultural diversity in society and in the classroom
- ensure high standards in student teachers' own literacy and numeracy.

2. Student teachers' learning experiences

Central to the vision underpinning the new criteria is the recognition that high quality professional education necessarily involves a number of different modes of learning. On the one hand, there are dimensions of teaching, such as how to manage

classrooms, that can only be learned experientially. Universities may provide opportunities for 'micro teaching' in the safety of a seminar room and good advice may be given by experienced practitioners but it is not until they actually begin to take on the responsibility of managing a large group of young people that student teachers really begin to engage with the complexity of teaching.

Another important dimension of the professional learning journey for student teachers is how they learn to find the person inside themselves that is their teaching self. This, too, cannot actually be taught out of context. It is an 'embodied' form of learning that can only be learned by actually doing the job of teaching. Only then can others help the novice teacher, through mentoring and coaching, to develop that aspect of their teaching identity.

At the other end of the continuum there are those forms of learning that are primarily, but not exclusively, intellectually based, where the aim is to enhance young professionals' knowledge and understanding of the complex world of teaching. For example it is expected that newly qualified teachers will have some familiarity with the history of educational policy and practice in Wales. They are also expected to know something about contemporary Welsh society, for example, the fact that Wales is a bilingual society with some 23% of young people educated in Welsh medium or bilingual settings⁶; the fact that in Wales some 31% of children are classified as living in poverty (the highest proportion in the UK)⁷ and the ways in which that can impact on both teaching and learning in the classrooms where they work. Learning about these issues is clearly of relevance to the practice of new teachers but, at the same time, those links are complex and sometimes indirect.

Some aspects of initial teacher education are therefore primarily based on experiential learning while others draw primarily on intellectually based learning. However, in a well-founded teacher education programme, both of these are minority forms of learning. The largest part of all teacher education programmes - those elements that deal with the core issues of curriculum, pedagogy and assessment –

⁶ Welsh Government (2016) School Census Results, 2016 SDR 87/2016 Table 2 and 3 Primary, Secondary and Middle Schools <http://gov.wales/docs/statistics/2016/160727-school-census-results-2016-en.pdf>

⁷ Welsh Government (2015) Child Poverty Strategy for Wales <http://gov.wales/docs/dsijlg/publications/150327-child-poverty-strategy-walesv2-en.pdf>

are or should be based on learning that is both rigorously practical and intellectually challenging at the same time.

In being prepared to differentiate their teaching effectively in relation to the learning needs of all school students in their classrooms for example, student teachers need to observe and teach alongside experienced and effective teachers as they plan and practise differentiation. Student teachers also need to be supported and coached in the process of differentiating their own lesson planning and teaching. To develop as full professionals however, they need to do much more than this. They need to know and understand well-tested theories about how young people learn and learn differently; they need to understand how young people develop intellectually and emotionally and develop differently; and they need to understand something about the structure of knowledge in the subjects they are teaching so that they can disaggregate key concepts and reconstruct them in different ways in order to facilitate the learning of *all* the pupils in their charge. Being prepared to differentiate one's teaching involves both carefully planned practical training but it also requires that we provide student teachers with opportunities to engage with the best that is known from research, from theory and from practice elsewhere about these complex processes.

It is in the bringing together of these different forms of professional learning that student teachers themselves learn to take control of their own practice. They learn to develop, reflect on and defend their own 'theories' of professional practice, and in doing so become true professionals in their own right.

3. Schools and HEIs working in partnership

As the OECD and others⁸ now recognise, the very best examples of teacher education internationally are based on this dual form of learning. In countries such as Finland and Singapore, student teachers are offered programmes that provide rigorous, systematic practical training that is then combined with opportunities for

⁸ OECD (2012) Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States. <http://www.oecd.org/pisa/46623978.pdf>; BERA:RSA (2014) The Role of Research in Teacher Education: Reviewing the evidence. Interim report. London: BERA

challenge and reflection through intellectual engagement with other forms of professional knowledge, knowledge derived from theory, from research and from excellent practice elsewhere. Moreover, this is the form of teacher education that is going to be essential for Wales if the government's vision for its schools, set out in *Qualified for Life* (2014) and *A Curriculum for Wales – a curriculum for life* (2015), is to be achieved. This, however, has important consequences for both schools and universities and for how they collaborate.

If schools are to be given the task of providing systematic and structured training opportunities in relation to all of the core areas of the teacher education curriculum, then it is clear that they will need to have the training and the resources to take on that responsibility. An ITE partner school should be willing to establish a culture where initial teacher education is accepted as one of its core responsibilities. Given these expectations, it is likely that in future a smaller number of schools will be involved in initial teacher education than at present but with greater numbers of student teachers involved in them in different ways.

There are implications for universities, too. If the primary tasks of universities is to give student teachers access to professional knowledge that is not normally available in schools – that is, to research, to theory and to knowledge of good practice across Wales and internationally - their schools of education will need to have the staffing structures, staff development strategies and the sort of 'scholarly culture' that will ensure that all of their teacher educators are equipped to make these contributions.

There are also implications for how schools and HEIs work together. Firstly, at the programme level, programmes need to be devised so that there are structured opportunities for the different forms of professional knowledge provided by each partner to be brought together. Student teachers need regular and well-structured mentoring within their schools; in their universities they need high quality lectures, seminars and workshops. But in addition they will need opportunities, while they are based in school, to engage with the forms of knowledge that are made available through universities; when they are in university they need opportunities to engage with forms of practical knowledge that are learned in school. These types of engagement can be achieved in a wide variety of ways – through joint appointments,

through joint supervision, through formal ‘lesson study’⁹ or ‘learning rounds’¹⁰, through written assignments, through reflective journals. In a whole variety of ways, programmes should provide structured opportunities for student teachers to interrogate what is learned in these different contexts. They should be challenged and questioned and learn that there are no simple answers. It is through this process that they begin to articulate their own understandings, their own ‘theories’ of professional practice.

There are also implications for joint planning. Only if universities and a representative group of schools (‘lead partnership schools’) jointly engage in planning the programme as a whole will it have the coherence that is needed. Establishing collaborative programme planning procedures will require a sense of joint ‘ownership’ of programmes.

Finally there is a need for joint accountability. If truly collaborative teacher education is to be achieved then ‘the partnership’ – the HEI together with its lead partnership schools - must take joint responsibility for the programme. They need to work collaboratively and be willing to accept accountability to their students, to Estyn, to the EWC and to the HEI that validates their programmes.

⁹Lesson Study is a Japanese model of teacher-led research in which a triad of teachers work together to target an identified area for development in their students’ learning. Using existing evidence, participants collaboratively research, plan, teach and observe a series of lessons, using ongoing discussion, reflection and expert input to track and refine their interventions.’ <http://tdtrust.org/what-is-lesson-study>

¹⁰ ‘Learning rounds’ is a system of group observation that is currently being promoted as an approach to professional learning in Scottish schools. See <http://www.teachingscotland.org.uk/professional-update/professional-learning/33-a-group-perspective.aspx>

Section B – Criteria for accreditation

The criteria are organised as follows:

- Programme structures and processes
- Programme inputs
- Programme standards (Outcomes).

The section on **programme structures and processes** describes the roles and responsibilities of the HEI-school partnership and sets out the management structures that will be required if programmes are to be accredited.

The section on **programme inputs** outlines what ITE programmes in Wales should include.

The **programme standards** incorporate the Welsh Government's Standards for Teaching in programmes of ITE. The outcomes of ITE programmes are to be aligned with these standards.

4. Programme structures and processes

This section outlines the requirements for the leadership and management of ITE programmes. It is anticipated that in the future all programmes will be lead by a 'partnership', that is an HEI working in close collaboration with a number of 'lead partnership schools'. It is this partnership that will bring forward the programme for accreditation. In addition the partnership may work collaboratively with a number of other partner schools. In submitting their programme(s) for accreditation, partnerships will be required to describe their leadership and management structure, including how different types of partner schools and HEIs will work effectively together.

Lead partnership schools will play a prominent part in recruiting student teachers, developing the ITE curriculum and providing development opportunities for HEI staff.

They will contribute to leadership within the partnership and play a full part in each programme's quality assurance and self-evaluation.

All partnership schools have a key role in enabling student teachers to teach, research, reflect and evaluate; they are not to be viewed solely as venues for 'teaching practice'.

4.1 The partnership's leadership and management

To gain accreditation, all partnerships will need a clearly defined strategic vision and a well-defined leadership and management structure. Partnerships should therefore show:

- how the HEI and lead partnership schools share the development of programmes, including sharing accountability¹¹
- the financial model for sustaining the partnership
- how the proposed ITE programme fits within the HEI's overall strategic planning; how it relates to other programmes (both ITE and non-ITE) within the HEI, and how the HEI will support the remodelling of ITE
- how HEI decisions relating to the funding of each programme will be taken, and what the HEI accountabilities are in relation to budget allocations and spending plans
- how self-evaluation will contribute to the continuous improvement of provision¹²
- how data, including those on student teachers' entry qualifications, will be used to monitor provision and raise standards including the standards of entry
- how collaboration with other providers of ITE both in Wales and beyond is used to support and develop the programme and raise standards of ITE across the country as a whole
- how the views of student teachers and schools are gathered and used effectively to support programme development, quality improvement and self-evaluation
- how staff development needs are identified and how CPD is provided

¹¹A collaboration model should be presented at submission.

¹²Self-evaluation should include, routinely and at least annually, interrogation of external examiners' reports, the development and use of performance data and research, as well as other moderation and benchmarking.

- how the partnership maintains internal controls to preserve the integrity of student teachers' records
- how quality assurance takes place, including mentor training and improving the quality of applicants.

All partnerships will be required to show evidence of systematic and sustainable collaboration between schools and HEIs, for example, through work with the regional consortia. Innovation will be encouraged.

A jointly agreed Memorandum of Understanding should outline how the partnership will work, including the respective roles and responsibilities of HEIs and schools. There should be a clear line of sight between HEI and school responsibilities. Course handbooks for student teachers, university and school staff should set out the HEIs' and schools' respective roles, responsibilities and accountabilities, as agreed by the partnership.

Schools and HEIs should enjoy a mutually respectful relationship, evidencing their shared vision for initial teacher education through open channels of communication and their agreed, complementary roles in educating student teachers.

4.2 Criteria for the inclusion of schools in the partnership

Procedures and criteria for selecting schools to join the partnership should be clear.

In identifying lead partnership schools, the HEI should consider only effective schools that are recognised within their regions for high-quality provision. These schools will normally have been identified as such by Estyn and/or the national categorisation process.

Overall, each partnership should include schools of a range of types, sizes, backgrounds and locations so that partnerships can offer each student teacher school experience across a minimum of two schools.

All student teachers, including those on employment based routes such as the Graduate Teaching Programme (GTP), should have the opportunity to undertake at

least one third of their school experience in a school that is recognised for high quality provision.

4.3 Roles and responsibilities in all partner schools

4.3.1 Whole-school approach

- There should be a whole-school approach to supporting student teachers, under the guidance of the senior leadership team and other in-school leaders, including mentors
- In-school support should include mentoring, supervision, constructive feedback, and assessment of the extent to which student teachers have met the Standards during their school experience
- Student teachers should receive regular structured opportunities to reflect on and analyse their school experience, drawing on other forms of professional knowledge including theory, research and knowledge of practice elsewhere. This should involve the contribution of HEI staff

4.3.2 School staffing and responsibilities for student teachers

- In-school support requires all schools in the partnership to designate trained senior staff, ideally senior managers, as co-ordinators. They also need to have a clear strategy for the selection and development of student-teacher mentors.
- Student-teacher mentors should be trained, experienced practitioners, either phase or subject specialists. Schools will set out how they select, support and monitor their mentors.
- Mentors' time to work with student teachers should be protected.
- Staff specifically assigned to the HEI-school partnership should be given protected time to undertake their responsibilities within it, including time for planning and management where necessary.
- All school staff who are regularly involved in ITE should have access to high-quality mentor training programmes.
- Staff in partner schools should identify their professional learning needs as teacher educators and arrange continuing professional development through the HEI, or elsewhere, as appropriate.

- Schools should provide school-based development opportunities for HEI-based teacher educators, as requested.
- In all school experience contexts, as well as observing a wide range of teaching, student teachers should plan and teach lessons or a series of lessons and receive constructive feedback.
- Student teachers, including those on employment based routes such as the GTP, should have a graduated introduction to teaching. This should include carefully planned periods of observation as well as paired teaching with other student teachers and with established effective teachers. Student teachers should only be expected to undertake full responsibility for classes on a graduated basis. During the first period of school experience they should teach no more than a 30% timetable over all. During the final period of their school experience they should teach no more than a 75% timetable. In their submissions, partnerships should set out their guidance to schools on these matters.
- Student teachers should undertake a variety of non-teaching activities, including engaging with parents, carers, governors and colleagues.
- Schools should support student teachers who are required to engage in action research during their school experience.
- Schools should provide enhanced support for student teachers who need it, in line with the partnership's procedures.

4.3.3 School facilities

- Student teachers will need access to appropriate work space and ICT resources, ideally at a level provided for full-time members of staff.
- Schools will also need to ensure that private spaces are available for mentoring, small group work and seminars.
- For specialist purposes, the HEI may require the use of school facilities to provide realistic settings for educating student teachers.

4.4 Roles and responsibilities of HEIs

4.4.1 HEI staffing and staff development

- The ratio of teaching staff to student teachers within the HEI should be one full-time equivalent (FTE) member of teaching staff for every 15 student teachers.
- The ratio of full-time to part-time staff should be at a sufficient level to maintain a high-quality programme. Accreditation submissions should justify the ratio and set out how the HEI ensures that its part-time staff are fully integrated into the teaching programme and the department/faculty of education more broadly.
- Teaching staff should have a qualification at a higher level than the accreditation level of the course on which they are teaching; if not, they should be working towards it. HEIs will be required to set out their plans to ensure that all such staff achieve a relevant qualification within five years. In the main, all lecturers and tutors should have been successful school teachers.
- Lecturers and tutors involved in school experience should participate regularly in staff development, including school-based development, to support student teachers, maintain high standards and inform equitable assessment. Additionally, HEI staff should be active in professional development programmes relevant to their role within ITE.
- The HEI should provide the professional learning that school staff might require to support student teachers effectively.
- All HEI lecturers and tutors should normally be research active and take lead roles in assimilating, conducting, publishing and supervising research. Partnerships will be required to evidence how HEI teaching staff are supported to be research active and to show how their research will inform the development of their ITE programmes.

4.4.2 The responsibilities of HEIs for student teachers

- HEIs' prime responsibility is to ensure that student teachers experience a high-quality ITE programme which enables them to become confident, competent, committed, newly qualified teachers.

- HEIs should support student teachers to construct and maintain a professional portfolio to support the Professional Learning Passport.¹³
- HEIs should support student teachers to develop their skills in literacy, numeracy, digital competence and the Welsh language.
- HEIs should provide enhanced support for student teachers who need it, in line with the partnership's procedures.

4.4.3 HEI facilities

Appropriate facilities should be available to support research, teaching and learning. These should normally include:

- appropriate location, quality and number of lecture halls and resource rooms, such as laboratories
- access and accommodation for all programmes, appropriate for all students
- appropriate teaching resources and equipment for all curricular areas
- library facilities and resources, including digital resources, to cater for student teachers and staff
- ICT facilities which support effective collaboration with all partners.

4.4.4 Safeguarding and student teachers' welfare

- The partnership should provide advice, support and guidance, including counselling, as well as medical and careers services.
- There should be clarity around safeguarding and whistle-blowing.

¹³ The Professional Learning Passport is an e-portal, hosted on the Education Workforce Council website. This Passport will underpin practitioners' career pathways and will support them to record, reflect on and identify the most appropriate professional learning opportunities so that they continue to develop and deepen their practice at every stage of their career.'

5. Programme inputs

In presenting their programmes for accreditation, partnerships will be required to provide details of the following:

- the conceptual framework
- course aims
- course design and areas of study
- entry requirements and selection procedures
- core studies
- professional and pedagogical studies
- subject studies
- school experience
- assessment
- the Equality Act 2010
- assessment of student teachers.

These are discussed below.

5.1 Conceptual framework

Programmes of initial teacher education should be supported by a clearly articulated conceptual framework informed by values, principles and research. This framework should be consistently visible in all programme components, such as content selection, teaching and learning strategies, assessment processes and the intended effect of the programme on the teaching and learning of school students. The framework should be developed collaboratively by HEIs and schools.

5.2 Course aims

The overall aim of a programme of initial teacher education is to prepare student teachers to become competent, thoughtful, reflective and innovative practitioners who are committed to providing high-quality teaching and learning for all pupils/students. They need to be prepared to achieve the relevant professional standards for registration with the Education Workforce Council in Wales.

Student teachers should develop the values, knowledge, skills and attitudes to meet national priorities such as literacy, numeracy, digital literacy and social inclusion and to work collaboratively with colleagues, co-professionals and parents. They should be committed to their own life-long professional learning, including engaging actively with educational research.

5.3 Course design and areas of study

As well as the course aims, submissions for accreditation should specify how different course elements are to be provided, such as face-to-face, online or through blended learning. Submissions should also explain how student teachers' learning from schools and HEIs is integrated.

ITE programmes should establish a set of high-level beginner competences for student teachers that they can build on through their careers. Programmes should focus on students' personal development and resilience, together with preparation for life in the classroom and for active engagement in the wider education community.

Core studies, professional and pedagogical studies, school experience and subject studies should be carefully planned and integrated. They should be effectively balanced in the programme and their inter-relationships should be explicit.

On standard **one-year postgraduate programmes**, school experience should comprise approximately two thirds of the programme; on **three-year programmes**, subject studies and school experience should constitute approximately one third each of programmes. On employment based routes such as the GTP requirements will differ. More details on school experience requirements are set out in Appendix 2.

5.4 Entry requirements and selection procedures

Full details of entry requirements for ITE programmes, including those for employment based routes are set out in Appendix 3.

The selection of student teachers must involve both the HEI and schools and must always include an individual interview. The process must determine candidates' personal aptitude for teaching, as well as their intellectual and academic abilities.

Partnerships must also satisfy themselves that candidates have appropriate knowledge and skills in numeracy, literacy and digital competence.

5.5 Core studies

Core studies will draw explicitly on a range of theories, research and other intellectual resources to develop student teachers' knowledge and understanding of, *inter alia*, the following:

- theories and research about pedagogy, human development and learning
- the role of assessment in teaching and learning
- the complex influences of personal, social and cultural factors on teachers and learners
- the diverse and changing nature of the school population in Wales and the relevance of this to teaching and learning
- current legislation, including an understanding of the Curriculum Cymreig and Welsh language requirements
- school students' rights, including their right to a voice in matters that relate to their lives
- the contractual, pastoral and legal responsibilities of teachers
- the history of education and of education policy in Wales
- the current organisation and management of schools in Wales and the tiers of accountability within the system.

5.6 Professional and pedagogical studies

Professional and pedagogical studies should draw on theory, research and student teachers' direct experience in schools to develop their knowledge, understanding and practical skills in relation, *inter alia*, to the following:

- classroom management and organisation
- the principles of curriculum design
- curriculum planning to meet the needs of *all* learners
- teaching literacy and numeracy effectively
- subject pedagogies and pedagogical content knowledge
- effective communication, including questioning

- the design and use of materials for teaching and learning to stimulate, support and challenge *all* learners
- the use of digital technologies
- meeting the needs of pupils from diverse cultural, linguistic, religious and socio-economic backgrounds
- meeting the needs of pupils with additional learning or other special needs
- the principles of assessment and how to use assessment effectively to support and report on pupils'/students' learning
- the use of data, research evidence and professional enquiry in the development of effective practice
- working collaboratively in the classroom and with colleagues
- safeguarding

5.7 Subject studies

5.7.1 Areas of Learning and Experience

The new national curriculum in Wales has six Areas of Learning and Experience: expressive arts; health and well-being; humanities; languages, literacy and communication; mathematics and numeracy; and science and technology. All student teachers need to be familiar with these curricular areas, together with their purposes, namely that children and young people develop as:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.¹⁴

Individual teachers, including subject specialists in secondary schools, will draw upon the different Areas of Learning and Experience in their planning. Teachers should be encouraged to work creatively and collaboratively across subject boundaries, in the context of the four curriculum purposes, aiming to avoid compartmentalisation in subject teaching. Teachers should be able to help children and young people to make links across their learning, bringing together different

¹⁴ Welsh Government (2015). *Qualified for life: A curriculum for Wales – a curriculum for life*.

aspects to examine, for example, important topics such as citizenship, enterprise, financial capability and sustainability.¹⁵

Programmes of ITE therefore need to ensure that student teachers' subject knowledge and pedagogical content knowledge are at the level they need to engage with the Areas of Learning and Experience and to ensure that pupils/students experience high-quality education.

5.7.2 Subject studies content

Subject studies should include:

- knowledge of content appropriate to student teachers' chosen age-phase or subject specialism, including the subject's key concepts, substance and structure.
- pedagogical content knowledge, appropriate to age-phase or subject specialism.

Applications for accreditation need to specify how they identify areas of weakness in student teachers' subject knowledge and the explicit support they provide to remedy such weaknesses.

5.7.3 Subject studies in different programmes

- Programmes for **primary** teachers must include sufficient study in each of the six areas of learning in the primary school curriculum to equip them to teach across the years of the chosen specialism.
- **Undergraduate secondary** programmes must provide sufficient depth and breadth of knowledge for the area or areas that the student teacher intends to teach. These programmes must also include discipline-specific curriculum and pedagogical studies for each area the graduate intends to teach.
- **Secondary postgraduate** programmes should prepare student teachers to teach their specialist subject(s) across the full age-range of the secondary school.

¹⁵ Donaldson, G. (2015), *Successful futures – Independent review of curriculum and assessment arrangements in Wales*.

5.8 School experience

School experience, as with other areas of the ITE programme, should be designed jointly by the HEI and its lead partnership schools. It provides a vital opportunity for student teachers to develop their practical teaching skills and to test and develop their own personal theories of teaching and learning. It is therefore an integral part of the teacher education programme.

As far as practicable, student teachers should teach pupils/students in different age groups, including those who have a range of special and additional educational needs, and become familiar with schools across a range of socio-economic, linguistic and cultural contexts.

In summary, the school experience will incorporate the following opportunities for student teachers:

- **Teaching**
 - observing and teaching alongside effective teachers;
 - teaching jointly with other student teachers, where appropriate;
 - increasingly undertaking teaching on their own, particularly in the final period of school experience (see para 2 above).

- **Mentoring**
 - being provided with a trained mentor;
 - being observed and receiving regular feedback.

- **Reflection and Professional Development**
 - having structured opportunities to develop their understanding of whole-school issues;
 - affording regular formal opportunities (through, for example, 'learning rounds' or 'lesson study') to interrogate their own and others' teaching in the light of other forms of professional knowledge derived from theory, from research and from practice elsewhere;
 - providing opportunities to record their reflections and their own emerging 'theories' of practice in a journal/portfolio.

5.9 The Equality Act 2010

Student teachers should be familiar with the Equality Act 2010, particularly the aspects of it, such as curriculum delivery, which have relevance to schools. ITE programmes must ensure topics are taught in a way that does not subject pupils/students to discrimination and that actively tackles key inequalities. Student teachers should be encouraged to think about the ways that they teach so that they do not inadvertently discriminate against any-pupils/students.¹⁶

5.10 Assessment of student teachers

The assessment of student teachers should:

- use a range of measures
- take place throughout the course, with clearly specified progression stages
- include formative and summative assessment.

Student teachers must meet the standards of the school experience element of their programme if they are to gain their qualification. Student teachers who fail to do so should be offered teaching enrichment and further mentoring before being afforded one further school experience opportunity. A student teacher may have only two opportunities to pass each school experience.

Partnerships should make explicit provision for careers guidance for student teachers who do not reach the expected standard during the programme.

¹⁶ Adapted from *What equality law means for you as an education provider in Wales: guidance for schools*, Equality and Human Rights Commission (2014)

6. Programme standards (Outcomes)

The Programme Standards are based on the Welsh Government's Professional Standards for Qualified Teacher Status (QTS) in programmes of ITE. The Professional Standards are fundamental for all those in education, providing a strong sense of shared purpose.

Programmes will need to ensure that the outcomes achieved by their student teachers closely reflect these standards in relation to aspects such as professional values, curriculum, pedagogy, assessment, the learning environment, the wider context, professional reflection and learning, leadership and student teachers' commitment to their future professional learning.

Glossary

Accreditation: The professional accreditation of a Programme of Initial Teacher Education recognises that the programme fulfils the requirements [the accreditation criteria] of the body which admits entry to the teaching profession, i.e., the Education Workforce Council of Wales. It is separate from, but follows, the academic validation of the programme by the qualification awarding body, i.e., the HEI/University.

Blended Learning: Blended learning is a term used to describe a combination of face-to-face learning and on-line learning.

Competences: Teacher competences encompass the interrelated knowledge, skills, attitudes and dispositions embodied in the teacher's work, the holistic development of which begins during engagement with the programme of initial teacher education.

Conceptual Framework: The conceptual framework elucidates the principles, beliefs and values, informed by research and practice, which underpin the design and facilitation of the programme of initial teacher education by the HEI/School Partnership personnel.

Continuum of Teacher Education: The continuum of teacher education denotes the journey of lifelong learning by teachers, incorporating initial teacher education, induction into the profession, early years and continuing professional development, with seamless transitions spanning the teaching career.

Digital Competence: Digital competence refers to the student teacher's knowledge and understanding of technology and to the skills used in its application as a medium for teaching and learning.

Initial Teacher Education: Initial Teacher Education (ITE) refers to the first formal programme of preparation for the role of being a teacher, the first step on the continuum of teacher education.

Mentor: A mentor is a member of the partner school staff who guides, supports, supervises and provides feedback to student teachers. The mentor, usually a senior member of the school, will be a trained, experienced practitioner either as a phase or

subject specialist. Protected time is provided for mentors to undertake the responsibilities and fulfil the duties of their role.

National Categorisation Process: The National School Categorisation System in Wales takes into account the leadership, teaching and learning that goes on in Welsh schools, both primary and secondary, based on performance measures, self-evaluation from schools and corroboration of the school's self-evaluation by education consortia Challenge Advisers. The outcome of the performance data and self-evaluation generates a categorisation for each school, determined by consortia, discussed with the school and moderated by a quality assurance and standardisation group to ensure consistency within and across consortia.

Partnership: The partnership model of initial teacher education represents a formal arrangement between HEIs and lead partnership schools, underpinned by a Memorandum of Understanding, whereby they agree to work collaboratively in designing and facilitating the programme of initial teacher education.

Partnership Schools: Lead partnership schools will play a prominent part in recruiting student teachers, developing the ITE curriculum and providing development opportunities for HEI staff. They will contribute to leadership within the partnership and play a full part in each programme's quality assurance and self-evaluation. All partnership schools have a key role in enabling student teachers to teach, research, reflect and evaluate; they are not to be viewed solely as venues for 'teaching practice'.

Pupil/Student: Children and young people in school

Regional Consortia: The four Regional Consortia in Wales were formed after a joint project between Welsh Government, local government and other stakeholders to reshape school improvement services. They are now charged with raising the quality of outcomes for young people by improving the quality of teaching and learning in our schools and the quality of leadership of those schools. The four formal Education Consortia in Wales cover: North Wales (GwE); South West and Mid Wales (ERW), Central South Wales (CSCJES) and South East Wales (EAS).

Student Teacher: A student teacher, sometimes referred to as a "trainee", is a person who has embarked on a programme of initial teacher education.

Teacher Educators: Teacher educators are HEI and school personnel who are engaged in the facilitation of a programme of initial teacher education.

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Appendix 1: Estyn's role and the inspection of Initial Teacher Education in Wales

Estyn has a unique contribution to make to the maintenance and enhancement of quality of all forms of educational provision in Wales including initial teacher education. It does this in two ways: firstly through its direct inspection of ITE provision itself; secondly through its inspection of schools where ITE is taking place. After the new accreditation procedures outlined in this document have been implemented, Estyn's role in relation to ITE will continue with some modifications to current procedures.

Inspection of ITE provision

Estyn Inspections of ITE provision will be undertaken every five years, ideally one year prior to re-accreditation with the Education Workforce Council (EWC) so that inspection reports can feed into future accreditation exercises. Inspections will be undertaken using a revised inspection framework and guidance that explicitly takes into account the EWC's accreditation framework. The inspection will cover the contribution of all partners in relation to the part they play in the programme for ITE. It will therefore take account of the strengthened levels of responsibility of schools including their role in enabling student teachers to meet the Professional Standards. It will also cover a school's role in the planning and development and joint leadership and management of the ITE programme.

Inspection outcomes will be reported to the Minister for Education and Skills and to the Teacher Education Accreditation Board (TEAB) of the EWC.

In addition, Estyn will make an annual visit to all ITE providers. These visits will have two distinct purposes depending on the accreditation status of the provider.

Where a particular programme has been granted 'provisional' accreditation by the TEAB, the inspection will be a formal one, with particular focus on those issues identified as in need of further development before full accreditation is given by the TEAB. Estyn will report directly to the TEAB and the Board will then consider whether or not to grant full accreditation.

Once a programme has been granted full accreditation by the TEAB, Estyn will conduct annual 'monitoring' visits. These visits will be conducted on a collegial basis, reporting to the TEAB. If during these visits, Estyn had serious cause for concern, the TEAB may request that Estyn undertake a full inspection.

One further type of inspection may also be undertaken by Estyn: 'Thematic Reviews'. Such reviews, which might be confined to ITE provision or a combination of ITE and school provision, will focus on particular issues such as the teaching of early literacy or responding to additional learning needs. Estyn will not formally report its findings from these reviews to the TEAB, but they would be made available to them in order to contribute to any ongoing review of the Accreditation Criteria.

Inspection of Schools where ITE is taking place

As was noted in the report 'Teaching Tomorrow' Teachers – options for the future of initial teacher education in Wales', the ability of Estyn fully to recognise the contribution of schools to ITE during school inspections is a key issue in the future development of provision. Under new arrangements for school inspections currently being developed by Estyn, this will now be possible.

From September 2017, Estyn is considering introducing new, more flexible inspection arrangements for schools; this is likely to include a slimmer common core inspection model. Under these arrangements, Estyn inspectors would judge the impact of professional development (including contributions to ITE) on staff effectiveness and on the development of provision. In addition, under 'leadership and management', Estyn would consider how well leaders work with other providers to develop a culture of collaboration and improvement within and across providers. Where relevant, this would include inspecting the school's arrangements for ITE.

The new model may also include a thematic focus. Each year, Estyn is considering the idea of choosing two or three themes in areas of national importance to provide a Wales-wide picture for the annual report and to inform thematic reports and advice to the Welsh Government. The thematic focus could provide opportunities for schools providing initial teacher education to demonstrate how they are contributing to the national focus through the professional development of new teachers.

Appendix 2: Overarching requirements – criteria that have to be met for all programmes of study

All accredited providers must:

- design the content, structure and delivery of initial teacher education courses in line with the spirit of the accreditation criteria requirements and conceptual framework
- regularly and accurately assess student teachers' progress to enable them to meet or exceed the QTS outcomes before confirming to the appropriate body¹⁷ that they can be notified that they are qualified practitioners;
- Prepare all student teachers to teach across at least two consecutive curriculum age ranges as defined by the learning continuum
- Regularly and accurately assess and audit student teachers' personal skills in literacy and numeracy during training and at the point that they are assessed against the QTS professional standards,
- Ensure all student teachers spend the following minimum amounts of time training in at least two partnership schools supported by the education consortia, where appropriate recognising that a student teacher's former experience of working with learners may count towards these totals:
 - 32 weeks for all four year primary undergraduate programmes
 - 24 weeks for all two and three year undergraduate programmes
 - 24 weeks for all secondary postgraduate programmes
 - 24 weeks for all primary postgraduate programmes.
- Ensure each student teacher has experience in a minimum of two contrasting school settings.
- Ensure student teachers undertake relevant academic and/or practice based research activity and ensure that all student teachers are provided with at least 60 days of HE/school led training activity per academic year.

¹⁷ At the time of publication, the appropriate body under the School Teachers' Qualifications (Wales) Regulations 2012 is the Education Workforce Council (include purpose of primary legislation – EWC Functions regulations Wales 2015 as amended).

- Ensure student teachers are trained in the teaching of literacy and numeracy as appropriate and that this forms an integral part of the course;
- Build capacity by engaging in the development of action informed research and evaluation as part of their course provision in both HE and school placement settings
- Ensure student teachers have access to a Professional Learning Passport and are informed about the statutory arrangements for the induction of newly qualified teachers and have been helped to prepare for these;
- Familiarise students with the most recent national guidance on child protection, safeguarding, the principles of the UNCRC, Health and Well-being;
- That student teachers experience and practise a range of creative teaching methodologies and assessment tools and are able to apply these across all subjects and areas of learning and experience.

Appendix 3: Entry requirements for student teachers in Wales¹⁸

On entry all accredited ITE course providers must be satisfied that prospective student teachers:

- have the aptitude, capability, and resilience to meet the required QTS outcomes by the end of their ITE programme
- possess the appropriate personal and intellectual qualities to become excellent practitioners;
- have achieved the minimum qualification entry requirements for their phase of study/subject including a standard equivalent to a grade B in the GCSE examination in English and/or Welsh and in mathematics to support the Welsh Government's Literacy and Numeracy Framework
- For foundation phase/primary age range ITE programmes of study have achieved a standard equivalent to a grade C in the GCSE examination in a science subject;
- Have been vetted to ensure they don't have a criminal background which might prevent them working with children or vulnerable young people, or as an education practitioner; and ensure that student teachers have not previously been barred or excluded from teaching or working with learners (VBS); (safeguarding is a legal requirement)
- can read effectively and is able to communicate clearly and accurately in spoken and written English and/or Welsh;
- are assessed on entry as having the appropriate personal functional skills in literacy and numeracy applicable in a professional teaching and learning context;
- if undertaking postgraduate courses of ITET hold a first degree of a United Kingdom higher education institution or equivalent qualification¹⁹;

¹⁸ The student entry and selection requirements are minimum standards. Individual accredited ITET providers may have additional criteria they wish to use and can do so providing the minimum criteria are met or exceeded.

¹⁹ Applicants with a Foundation Degree will need to supplement this qualification with at least 60 credits at HE Level 3.

- as part of the selection procedures, and in conjunction with partnering schools, have taken part in aptitude testing and group and individual interview to assess their suitability to become excellent teachers.

Agenda Item 5.1 Code of practice on the exercise of social services functions in relation to Part 4 (direct payments and choice of accommodation) and Part 5 (charging and financial assessment) of the Social Services and Well-being (Wales) Act 2014

Background and Purpose

This code of practice is issued under section 145 of the [Social Services and Well-being \(Wales\) Act 2014](#) (the “Act”). Local authorities, when exercising their social services functions, must act in accordance with the requirements contained in this code.

Procedure

The draft negative procedure set out in section 146 of the Act provides that:

- the Welsh Ministers must not issue the code of practice until after the period of 40 days beginning with the day on which the draft is laid before the Assembly, but
- if before the end of that period the Assembly resolves that the code of practice should not be issued, the Welsh Ministers must not issue it.

Scrutiny under Standing Order 21.7

The code of practice is not a statutory instrument so the Committee is not reporting under Standing Order 21.2 or 21.3.

The Committee is considering and reporting on the code of practice under:

- Standing Order 21.7(i): as subordinate legislation laid before the Assembly;
- Standing Order 21.7(v): as a legislative matter of a general nature within or relating to the competence of the Assembly or the Welsh Minister.

Reporting points

No points are identified for reporting under Standing Order 21.7 in respect of the code of practice.

Legal Advisers





Agenda Item 8

Sut y mae dulliau rhyng-lywodraethol wedi effeithio ar ddatblygiad y setliad datganoli.

1. Cyn ateb y cwestiwn ar ddulliau rhyng-lywodraethol mae'n bwysig i edrych ar hanes y berthynas rhwng adrannau Llywodraeth San Steffan a Llywodraeth Cymru. Efallai, mae'r peth cyntaf i nodi ydi nad oes yna ddealltwriaeth gywir o natur datganoli ymysg gweision sifil Llundain nac aelodau o'r Llywodraeth ychwaith. Mae hyn yn creu dryswch ac oedi di-angen pan y mae Llywodraeth Cymru a'r Cynulliad Cenedlaethol yn mynnu newid deddfwriaethol. O bosib hefyd mae rhan o'r broblem ydi natur y setliad presennol oherwydd cymhlethdod y model ble mae rhai meusydd polisi yn cael eu rhannu cydrhwng y ddau ddeddfwrfa. Cofiwn am y tri sialens Goruchaf Lys a oedd, i bob pwrpas, yn ceisio esboniad i'r cwestiynau dyrys hyn. Rhaid oedd i'r barnwyr yn y Goruchaf Lys werthuso'r setliad presennol gan geisio llunio ble y mae'r ffiniau yn bodoli.

2. Fel mae'r Pwyllgor yn ymwybodol un o'r achosion yma oedd yr achos yn ymwneud a chyflogau gweithwyr amaethyddol a dymuniad Cymru i barhau efo corff fel Bwrdd Cyflogau Amaethyddol a ddiddymwyd gan Lywodraeth San Steffan. Cawsom sefyllfa ble yr oedd bron bopeth yn ymwneud ag amaeth wedi ei ddatganoli ond ar fater mor sylfaenol a chyflogaeth dywed Llywodraeth y Deyrnas Unedig mae mater iddynt hwy oedd hyn. Mae'n anodd gweld sut oedd hi'n bosib i gyfiawnhau eu safiad gan ystyried pa mor greiddiol i'r sector amaethyddol, a'r economi yn deillio ohono, y mae'r cwestiwn o lefelau cyflog.

3. Ar ôl dau achos arall, fe sylweddolwyd bod yn rhaid gweithredu eto ar newid cyfansoddiadol i osgoi gorfod mynd ac achosion niferus drudfawr gerbron y Goruchaf Lys.

4. Felly dyma dderbyn bod angen newid yr oedd llawer ohonom wedi dadlau o'i blaid ers rhai blynyddoedd sef y Model Neilltuedig tebyg i'r hyn a weithredir ers rhai blynyddoedd yn Senedd yr Alban. Mae'r newid hwn yn golygu bod meusydd polisi wedi'w datganoli'n llwyr oni neilltuwyd y maes hwnnw. Yn ddi-os, fe ddylid gweld llai o sialensau yn mynd i'r Llysoedd pan weithredir Y Ddeddf Cymru arfaethedig, a da o beth fydd hynny.

5. Un o'r elfennau ydi'r uchod. Y llall ydi nad oes digon o hyfforddiant wedi cael ei roi i weision sifil San Steffan nac ychwaith i Weinidogion y Llywodraeth yno ar sut y mae y setliad i fod i weithio yn hwylus. Mae'n ddrwg gennyf ddweud, ond mae'n amlwg i mi nad oes llawer o ddiddordeb gan y cyfeillion yma yn yr holl fater o ddatganoli.

6. Er engraifft, pan fy cwynion am y ffaith fod ymgynghoriad gan yr Adran Cyfiawnder wedi mynd allan i gyfreithwyr yng Nghymru a Lloegr yn uniaith Saesneg nid oedd gan y Gweinidogion syniad am Ddeddf yr Iaith Gymraeg, a'r angen am ddarpariaeth ddwyieithog yng Nghymru – yr esgus oedd “mater i'r Cynulliad yw'r iaith Gymraeg”. Ia wrth gwrs, ond tra bo'r Adran Gyfiawnder yn tra arglwyddiaethu ar faterion cyfiawnder yng Nghymru mae'n fater iddynt hwy hefyd! Pwynt amlwg a

sylfaenol ond un nad oedd Gweinidogion yr Adran Gyfiawnder wedi crybwyll na deall.

7. Gofid i mi ydi bod rhai adrannau Llywodraethol yn camu'n ôl oddiwrth y Gymraeg. Deng mlynedd a mwy yn ôl roedd y Swyddfa Gartref yn ddeddfol yn cyfieithu pob dogfen bolisi ac ymgynghoriad ond erbyn hyn maent hwythau yn peidio gan amlaf. Tydi hyn ddim yn argoeli'n dda am gydweithrediad hapus rhwng y ddau ddeddfwrfa.

8. Tra felly rwyf yn croesawu'r Model Neilltuol arfaethedig – mae'n rhaid deall na fydd y newid yma yn dod a newid yn niwylliant llywodraeth y Deyrnas Gyfunol ac mae gwir angen hynny wrth symud ymlaen.

9. Gobeithiaf na welwn eto yr angen i unrhyw gyfraith ddrafft o Gymru gael ei danfon i bob adran Llywodaeth y Deyrnas Gyfunol pam fo'r newid honno yn effeithio ddim ond ar un maes polisi. Mae'n anhygoel o beth ond dyna fu yn digwydd gan greu mwy o ddryswch a rhagor o oedi - dim rhyfedd bod anniddigrwydd yng Nghaerdydd o ystyried yn y gorffennol bod un rheoleiddiad bach yn ymwneud a newid bychan ym myd amaeth wedi cymeryd 15 i 18 mis i weld golau dydd ar y llyfr statud yng Nghaerdydd, a hynny'n bennaf oherwydd i'r drafft orfod cael ei gymeradwyo gan bob Adran o'r Llywodraeth. Mae engreifftiau fel yna yn dwyn anfri ar y ddau Sefydliad ac yn gwneud hi'n annos i gyd-symud a chydweithredu er lles pobl Cymru.

10. Rhaid cofio, wrth gwrs, y bydd aml i faes llywodraethol heb ei eithrio ac felly bydd angen y cydweithrediad yma hyd yn oed o dan y model arfaethedig newydd sy'n gynnwysiedig yn Y Ddeddf Cymru dichonadwy.

Sut y mae cysylltiadau rhyng-lywodraethol wedi datblygu ac esblygu, yr hyn a oedd yn llwyddiannus, ac y mae'r cysylltiadau hyn wedi effeithio ar y setliad datganoli.

1. Pan oeddwn yn Aelod o Bwyllgor Dethol Cyfiawnder y Senedd yn Llundain rhan o orchwyl gwaith y Pwyllgor eithaf pwerus hwnnw oedd adrodd ar Lywodraethu Da yn y tiroedd a enwyd y Tiriogaethau Tramor. Yn eu mysg y mae Ynys Manaw ac Ynysoedd y Sianel – tra yn ymweld a Llywodraeth a phrif gyfreithwyr Jersey a Guernsey fe glywais llawer o gwyno ganddynt bod cyfreithiau drafft ganddynt yn disgyn i rhyw bwl di-waelod pan oeddynt yn gorfod danfon y drafftiau i San Steffan. Roedd hyn, a credaf ei fod yn parhau heddiw , yn bwnc llosg ac yn gynnwys fawr yn eu perthynas a Llywodraeth Llundain. Roedd hyn yn fwy poenus i Ynysoedd y Sianel oherwydd yn aml newidiadau yn ymwennu a marchnadoedd arian oeddynt ac wrth gwrs mae rheini yn gyfrifol am ran helaethaf o'u economïau. Ymhellach, fel mae pawb yn gwybod, mae angen symud yn gyflym iawn i wneud newidiadau o'r fath os nad ydynt am fethu a bod yn gystadleuol yn y farchnad fuddsoddi/ariannol byd eang.

2. Dywedwyd wrthyf eu bod hwythau yn gorfod mynd i'r Llysoedd er mwyn sicrhau bod Llywodraeth Llundain yn symud pethau yn gynt ac yn dangos mwy o awch i gydweithredu'n briodol efo nhw.

3. Pan rwyf yn sôn am “ddiwylliant” gweision sifil a Gweinidogion Llundain gobeithio bod profiadau Caerdydd a St Helier ac eraill yn esbonio fy nefnydd o’r gair hwnnw.
4. Dagrau’r sefyllfa ydi bod y diffyg cydweithrediad parod uchod yn bodoli ers cenedlaethau wrth gwrs. Efallai eto yn cyfiawnhau fy nefnydd o’r gair diwylliant.
5. Mae’n ffaith bod angen cryn amynedd a pheth amser i greu newid mewn diwylliant ond y mae gwir angen am newid yn Llundain i sicrhau ymarfer da a chydweithrediad efo gweision sifil a Gweinidogion Llywodraeth Cymru.
6. Rhag ofn fy mod yn swnio’n rhy negyddol mae’n siwr gen i bod yna engreifftiau o gydweithredu da yn y gorffennol agos. Cadarnhau mae hynny bod angen cydweithredu da yn barhaus rhwng y ddau Sefydliad.
7. Un peth i ddweud ydi bod ymagwedd Llundain yn anffodus – tydi Llundain ddim yno i geisio gwadu dyheadau Cymru ond yn hytrach i’w hyrwyddo yn gyson ac i fod yn barod i gynnig gwelliannau os yn addas. Ofnaf mae “ni wŷr orau” sydd yn teyrnasu yng nghoridorau San Steffan ac mae’n rhaid iddynt sylweddoli bod gweithredu cyson a da yn gorfod cael eu seilio ar berthynas barchus a phartneriaeth cydradd neu gyfartal. Dylai’r “fam Senedd” ystyried bod ei phlentyn Cymreig wedi dod i aeddfedrwydd ac y dylid ymwneud a hi/o mewn modd barchus ac aeddfed.

Sut y mae cysylltiadau rhyng-seneddol wedi esblygu, cyflwr presennol y cysylltiadau hyn, a sut y gellid eu datblygu ymhellach o ran y gwaith o ddatblygu deddfwriaeth cyfansoddiadol a chraffu arni.

1. Gadewais San Steffan ym Mai 2015 ac felly nid oes gennyf dystiolaeth am yr hyn sydd wedi bod yn digwydd dros y ddwy flynedd diwethaf yma.

2. Yr awgrym sydd gen i yw y dylid trefnu seminarau cyson rhwng y gweision sifil yn y ddau Sefydliad er mwyn sicrhau dealltwriaeth dyfnach o natur bresennol y setliad cyfansoddiadol. Mae dyfodiad Mesur Cymru, fe dybiwn, yn bwynt da i gychwyn ar y gwaith o ddifrif er mwyn sicrhau bod pawb yn deall eu rôl yn y broses, yn arbennig ble y mae maes polisi yn parhau i fod yn rhannol yn Llundain a Chaerdydd. Mae hyn yn bwysig iawn er sicrhau bod y sianelau yn glir, fel petae. Mae'n bwysig hefyd i osgoi y problemau sydd yn parhau i boeni'r Tiriogaethau Tramor fel y soniais amdanynt uchod.

3. Un mater pwysig ar gyfer y dyfodol yw i sefydlu cyrsiau arbennig i weision sifil Cymreig . Mae Ecole Nationale d'Administration ym Mharis yn fyd enwog ac yn bodoli ers canrifoedd. Efallai mae dyma fuasai'r uchelgais mwyaf. Ond o ddifrif, rydym yn byw mewn hinsawdd ym myd addysg bellach ble mae partneriaethau rhwng Prifysgolion yn cael eu cymell. Rwyf yn Aelod o Gyngor Prifysgol Aberystwyth ac fe wn am fanteision partneru gyda prifysgolion eraill ar brosiectau a'r arian mae hyn yn ei ddenu. Pam, felly, na fyddai dwy adran brifysgol Gymreig yn dod at eu gilydd i lunio cwrs o'r fath. Yn ddi-os mi fyddai hyn yn gam

sylweddol iawn at greu deddfwriaeth gyfansoddiadol gref a phwrpasol i Gymru efo buddiannau pobl Cymru bob amser yn symbyliad canolog. Yn nhyb llawer mae creu cadre o weision sifil Cymreig yn ganolog i dŵf a llwyddiant y broses ddemocrataidd yma yng Nghymru.

4. Fe wn bod sistem o secondiad o Gaerdydd i Lundain yn bodoli ond mae'r sawl sydd yn mynd dros dro i Lundain yn mynd i gael ei drwytho/thrwytho mewn arferion San Steffan yn hytrach nag arferion Caerdydd. Tydi hynny, wrth gwrs, ddim i ddweud bod llawer o arferion da i'w dysgu yn Llundain ond â ydynt yn rhai hollol berthnasol i deddfwriaeth tra wahanol ym Mae Caerdydd? Rhaid deall bod y gwahaniaethau yma am barhau ac mae'n rhaid i bobl werthfawrogi gofynion y deddfwrfa Gymreig.

5. Y negeseuon at y dyfodol – rhagor o gyd-gysylltu cyson priodol ac amserol a'r cysylltiadau rheolaidd rheiny wedi'w seilio ar barch a phartneriaeth cydradd a chyfartal.

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