Initial teacher education in the post-compulsory education and training sectors

October 2021

This report is also available in Welsh.

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- ⅄ reports to Senedd Cymru and provides advice on quality and standards in education and training in Wales to the Welsh Government and others
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Introduction

This report is written in response to a request for a rapid review in the Minister for Education's annual remit letter to Estyn for 2021-2022. It supports the work of the Welsh Government post-16 workforce development steering group, established in 2020, of which Estyn is a member. The group's aim is to provide strategic guidance on the development of a post-16 workforce development framework, including work aimed at addressing the recommendations from a scoping study into post-16 professional learning carried out for the Welsh Government in 2019 (Welsh Government, 2019).

The commitment to reforms in the sector through the creation of a Commission for Tertiary Education and Research (CTER) is set out in the Welsh Government's Programme for Government (Welsh Government, 2021c).

The report focuses on the main initial teacher education (ITE) qualifications for trainees wishing to teach in the post-compulsory education and training (PCET) sector in Wales. These are the Postgraduate Certificate in Education (PGCE), the Professional Graduate Certificate in Education (PgCE) and the Professional Certificate in Education (PCE).

The report draws on the evidence base set out in the Appendix. The report identifies the numbers of trainees on training programmes in October 2019 (to avoid anomalies due to the pandemic), and a range of themes that emerged from our conversations with course leaders, trainees and other stakeholders.

Although the activity for this report was carried during the period of restrictions on the education system caused by the COVID-19 pandemic, the report considers a longer-term view and identifies long standing and systemic themes in the PCET ITE sector, rather than the immediate impacts of the pandemic.

Background

The post-compulsory education and training sector is diverse. For the purposes of this report, we include in it the sectors whose practitioners access PCET ITE programmes, including: the adult learning in the community, work-based learning, higher education, justice and further education sectors; professional trainers in settings such as the NHS, police, armed forces, manual handling and first aid; practitioners in the voluntary sector and independent practitioners such as those offering private music tuition or yoga instruction.

The different PCET sub-sectors use a range of terms, such as teacher, tutor, trainer, lecturer, training adviser and many others to describe those who deliver and support

learners' learning and progress. For the purposes of this report, we refer to all those in these roles as 'practitioners' and practitioners studying on PCET ITE programmes as 'trainees'.

Practitioner qualifications in the PCET sector

The Welsh Government (2019, p.21) professional learning scoping study and a scoping study by the National Training Federation for Wales (2018) identified at least 39 practitioner qualifications available and used by practitioners in the further education, work-based learning and adult learning in the community sectors. With the exception of ITE programmes, these are not considered in this report, but include: short 'introduction to teaching'-type programmes; specialist qualifications for assessors and quality assurance in work-based learning, essential skills, English for speakers of other languages (ESOL) and digital literacy; learning support practitioners; and those involved with coaching, advice and guidance.

The focus of this report is on the main education and training qualifications for those wishing to teach in the PCET sector in Wales. There is some variation between providers in the exact titles of the awards, but broadly, PCET initial teacher education qualifications are categorised as follows:

- Postgraduate Certificate in Education (PGCE). This qualification requires candidates to have a degree on entry. Typically, it has module outcomes at level 6 and 7.
- Professional Graduate Certificate in Education (PgCE). This usually requires candidates to have a degree on entry. Typically, it has module outcomes at level 5 and 6.
- Professional Certificate in Education (PCE). This usually requires candidates to have at least a level 3 qualification and/or vocational experience in their chosen subject on entry. Typically, it has module outcomes at level 4 and 5, although at least one provider offers modules at level 6.

Courses are structured in modules which are assigned 'credit' values depending on the size of the module. Modules are assessed using criteria at level 4, 5, 6 or 7 depending on the content of the module, whether the module is being taken in Year 1 or Year 2 of a part-time programme, the prior qualifications of a trainee, and the trainee's overall course aim (PCE, PgCE or PGCE). A trainee completing a programme will normally have completed a range of modules at different levels. For example, PGCE programmes typically have module outcomes of 60 credits at level 6 and 60 credits at level 7.

The qualifications above are those generally required by further education institutions (FEIs) for their teaching staff. The Welsh Government scoping study reported that, based on data held by the Education Workforce Council (EWC), 86% of those teachers in FEIs who had declared their qualifications held a teaching qualification (Welsh Government, 2019, p.10). Work-based learning and adult learning in the community providers do not always require their staff to hold or attain these qualifications, but nevertheless recognise them as important teaching qualifications. Throughout this report, we will refer to the PGCE, PgCE and PCE collectively as 'ITE programmes'.

Delivery of PCET ITE programmes

PCET initial teacher education in Wales is delivered in two modes. The first is through direct delivery by higher education institutions (HEIs). Trainees are enrolled directly with the HEI and attend block theory sessions at the HEI. In most cases, trainees attend teaching experience placements arranged by the HEI at FEIs. The majority of trainees on these programmes study full-time on one-year programmes. Typically, full-time trainees carry out their training 'pre-service' – that is they are not employed in the PCET sector at the time of training but aim to gain a qualification to access employment in the sector.

The second mode of delivery is by FEIs offering programmes through franchise or partnership arrangements with an HEI. Typically, these programmes are part-time, over two years. Trainees may be pre-service, although more often trainees will be employed in a PCET provider and will be carrying out their training while 'in-service'. This is the most common ITE route for non-graduate vocational specialists. Where trainees are carrying out their training in-service, typically their contracted teaching hours are used for the teaching experience component of the course.

The Welsh Government (2019, p.26) scoping study noted that comprehensive data on the take-up of education and training qualifications for the post-16 workforce is not published. The Welsh Government does not set targets for the number of trainees undertaking PCET ITE training. We identify the range of HEIs and FEIs offering PCET ITE programmes in the body of this report, along with information about the number, mode of study and occupational background of trainees undertaking PCET ITE training.

Professional standards in the PCET and compulsory sectors

Different sets of professional standards and requirements for professional registration apply to teachers in the compulsory sector and practitioners in the PCET sectors. Unlike for compulsory education and the youth work profession, the Welsh Government does not currently set any mandatory ITE or qualifications for professional registration for the PCET sectors (see Education Workforce Council, 2021a).

To be registered as a professional to teach in the compulsory sector in a maintained (state-funded) school in Wales, student teachers need to gain Qualified Teacher Status (QTS) – see Welsh Government (2021a). This is done by meeting a set of professional standards, the *Professional Standards for Teaching and Leadership,* which are set out in legislation (Welsh Government, 2017c). ITE programmes in the compulsory sector are designed to meet these professional standards. On successful completion of these programmes, trainees are issued with a certificate of QTS by the EWC. Newly qualified teachers in the compulsory sector must also then complete an induction period before being issued with an induction certificate by the EWC.

ITE programmes in the PCET sector do not lead to Qualified Teacher Status and so practitioners who complete a PCET ITE programme are not qualified to teach in the maintained compulsory sector. Practitioners who complete a PCET ITE programme are not required to complete an induction period.

In the PCET sectors, *The Professional Standards for Further Education Teachers and Work-based Learning Practitioners in Wales* (Welsh Government, 2017b) were developed in collaboration with practitioners across the further education and work-based learning sectors, with the intention that they would be useful for a wide range of purposes across the post-compulsory sectors. They embody the concept of 'dual professionalism' – "that practitioners can be both subject and vocational specialists and leaders of, and experts in, teaching, learning and assessment" (Welsh Government 2017b, p.8). Unlike the standards for teachers in the compulsory sector, the PCET standards were not intended to be statutory, or as a means of assessing competence, but rather to provide a framework for continuing professional learning, promoting improved practice through self-reflection and collaboration.

There is no requirement for PCET ITE programmes to be structured explicitly around the standards. This report attempts to gauge the extent to which the professional standards are taken into account in the design of PCET ITE programmes.

Quality of provision

While Estyn inspects initial teacher education in the compulsory sector, neither Estyn nor the Quality Assurance Agency (QAA) – the quality assurance body for higher education – carries out systematic inspection or other external quality review of PCET ITE provision. Estyn has statutory powers to inspect a range of education and training provision in Wales under the Learning and Skills Act 2000, although additional enabling regulation would be required for Estyn to carry out inspections of PCET initial teacher education.

The Welsh Government (2019, pp.27-32) scoping study offers useful insights into potential areas where quality may be a concern. These include:

- A curriculum which was 'very traditional' and 'not up-to-date'
- A lack of flexibility and ability to respond to current issues, such as the additional learning needs (ALN) reform agenda, Essential Skills Wales, the Welsh language, curriculum reform (Curriculum for Wales), digital pedagogy and the common inspection framework

In this report, we discuss a range of themes that emerged from our discussions with course leaders and delivery staff, trainees and other stakeholders that indicate potential strengths and shortcomings in the sector.

Main findings

PCET ITE programmes and the number of trainees

1   There is currently no national data collection for the number of trainees undertaking PCET ITE programmes, their outcomes or destinations. We carried out a survey of every provider of PCET ITE in Wales – both FEIs and HEIs – to establish the range of provision in 2021 and number of trainees on their PCET ITE programmes in October 2019.

2   Seven HEIs offer programmes, either through 'direct delivery' in which the HEI enrols trainees directly; or through franchise or partnership arrangements with FEIs, where trainees are enrolled via the FEI, taught at the FEI's premises and ultimately receive their award from the HEI. Eleven FEIs offer programmes through franchise or partnership arrangements with HEIs.

3   In total, 899 trainees were in training in October 2019. Seventy-two per cent were studying at FEIs and 28% at HEIs. Eighty-one per cent of trainees were studying part-time. There was a higher proportion of part-time trainees at FEIs, where nearly all (98%) trainees were studying part-time. At HEIs, 36% of trainees were studying part-time.

4   Sixty-eight per cent of trainees were graduates. Nearly all (99%) full-time trainees were graduates. Fewer (60%) part-time trainees were graduates. A higher proportion of the part-time trainees at HEIs were graduates (76%) when compared to part-time trainees at FEIs (58%).

5   We know the occupational background of 765 of the 899 trainees (85%). Of these, around half (52%) were doing their training 'pre-service', that is they were not employed in the PCET sector at the time of training. The remainder were doing their training 'in-service', that is they were employed or teaching voluntarily in one of the PCET sectors. Most (94%) full-time trainees were doing their training pre-service, compared to 40% of part-time trainees.

6   Of those part-time trainees who were doing their training in-service, 64% of those whose occupational background we know were employed in further education colleges, with the remainder employed as professional trainers (11%), in the work-based learning sector (10%), the adult learning in the community sector (6%), the higher education sector (4%); or were teaching in the voluntary sector (5%).

7   Only 34 (4%) trainees carried out any aspects of their teaching experience through the medium of Welsh. Twenty-five of these were studying at a single FEI. Only 12 trainees (1%) completed aspects of their training programme through the medium of Welsh. Overall, only six of the total 16 institutions delivering training had trainees either teaching or carrying out aspects of their programmes through the medium of Welsh.

8   We know the highest level of module outcome for 805 of the 899 trainees (90%). Of these, the proportion of trainees who completed their programmes with their highest level of module outcome at level 5 was 32%. This is consistent with proportion of trainees who were not graduates and would be expected to attain a PCE. The proportion who achieved their highest-level modules outcomes at level 6 or level 7 was 60% and 8% respectively. This is also consistent with the proportion of trainees who were graduates and would be expected to attain a PgCE or PGCE.

Emerging themes

9   PCET ITE programme course leaders are highly committed to their trainees and programmes. They value the important role that PCET ITE programmes play in training the post-16 workforce. In many cases, course leaders went to considerable lengths to try to ensure that trainees had supportive teaching placements and guidance from workplace or teaching placement mentors. They noted the rapid progress made by trainees in developing teaching and academic skills, especially those trainees with vocational backgrounds who may not have experienced learning at higher education levels before.

10   Nearly all course leaders and college senior managers raised the issue of the lack of national strategic oversight for the PCET ITE sector. In this report we identify several themes which are related to a lack of national strategic direction, planning and oversight for PCET initial teacher education. These include:

- the planning of provision and data collection at a national level
- opportunities for collaborative professional networks
- the quality and consistency of teaching experience and mentoring
- partnerships between institutions delivering training and those providing placements
- the suitability of curriculum frameworks for trainees

11   Course leaders and trainees strongly value the importance of a teaching experience placement in developing teaching skills. Since all PCET ITE programmes are generic – they are not subject-based – teaching experience gives trainees vital opportunities to develop their subject or vocational teaching skills and to relate the theoretical aspects of their course to practice. However, course leaders across the PCET ITE sector reported that arranging teaching placements was a considerable time burden. Teaching experience placements often relied on ad-hoc arrangements, the personal contacts of course leaders, and the goodwill of providers to host trainees. In a few cases, difficulties in relationships between ITE providers and local colleges mean that trainees are not be able to access appropriate teaching placements local to them.

12   The quality of support from a workplace or teaching placement mentor was variable. Where mentoring support was strong, trainees found the subject-specific guidance provided by a committed mentor invaluable. Course leaders reported that many trainees have a workplace mentor and that many mentors provide strong and effective support. However, nearly all course leaders, both in FEIs and HEIs, reported that providing good quality workplace or placement mentoring support was problematic. The provision of workplace or placement mentors relies largely on

goodwill. For FEIs, and HEIs where there are no clear agreements about the level and quality of placement mentoring required, mentors are generally not released from some of their teaching commitments to support their trainees. Mentors often do not receive specific training and may not be fully aware of the requirements of their trainee's ITE programme, or of the critical role that mentors can play in fostering the development of their trainee.

13   The proportion of trainees in training in 2019 who were carrying out any aspect of their teaching experience in Welsh is considerably less than the existing workforce. This is not an encouraging prospect for the aspiration in *Cymraeg 2050: A million Welsh speakers* to expand the provision of post-16 Welsh-medium or bilingual provision.

14   Overall, there are too few opportunities for course leaders and course teams across the PCET ITE sector to meet, develop pedagogy and share good practice. While there is an existing network for HEI course leaders, it does not include course leaders from FEIs. Course leaders at FEIs that are the only FEI provider in their franchise do not have formal opportunities to meet with PCET ITE colleagues outside their own college.

15   HEIs each determine the curriculum content for their PCET ITE programmes. PCET ITE programmes have to meet the needs of a diverse group of trainees. Course leaders reported that the curriculum content of their programmes broadly met the needs of their trainees. While there had been improvements in content over the last few years, course leaders, especially from FEIs, felt that content could be developed more consultatively, and identified areas where course content could be made more relevant, including in relation to:

- developing subject specific pedagogy, especially in practical or vocational subjects
- curriculum design and planning schemes of learning
- digital pedagogy and blended learning
- managing learners' challenging behaviour
- increasing the status and use of a portfolio of evidence of teaching experience to evidence development of teaching skills and teaching competence
- planning teaching for learners with additional learning needs and the implications of the Additional Learning Needs and Educational Tribunal Act (ALNET) Act 2018 (Welsh Government, 2018) and the requirements of The Additional Learning Needs Code for Wales 2021 (Welsh Government, 2021b)

16   All HEI course leaders reported that that their programmes had been developed taking into account the professional standards (Welsh Government, 2017b). All had carried out at least a 'mapping exercise' to establish where the standards and their curriculum content intersected. A few described using the standards in assignment briefs. None reported using the standards as the starting point for designing their programme or curriculum content. A few reported that they also take into account the professional standards for HE practitioners (AdvanceHE, 2011) and for post-16 practitioners in England (Education and Training Federation, 2014).

17   There is a lack of clarity about the overall workforce development strategy for the PCET sector. There is no national approach to professional learning as there is for the compulsory education sector. This means that trainees who have successfully completed PGCE ITE programmes do not have a common entitlement to an induction period and are not eligible to gain QTS. At present, there is no recognised pathway to 'convert' from an PCET ITE qualification to an ITE qualification that confers QTS which would enable a practitioner to work as a fully qualified teacher in a maintained school during their career.

18   There is little systematic information available about the sector as a whole. This inhibits providers' ability to evaluate their provision, or to evaluate the sector as whole. Currently, neither Estyn nor QAA carries out systematic inspection or other external quality review of PCET ITE provision and this contributes to the lack of information across the sector.

Recommendations

The Welsh Government should:

R1   Undertake a structural review of PCET ITE provision which considers the emerging themes identified in this report and the wider workforce development needs

R2   Ensure that data relating to the number, outcomes and destinations of trainees in PCET ITE programmes is regularly collected and published

R3   Broker opportunities for course leaders and delivery staff in both FEIs and HEIs to develop professional learning networks focussed on PCET ITE pedagogy

R4   Develop incentives to encourage trainees to teach and study through the medium of Welsh

Providers should:

R5   Improve the provision of mentoring for ITE trainees

R6   Increase the opportunities for trainees to carry out their teaching experience and complete aspects of their training programme through the medium of Welsh

R7   Ensure that all trainees have high quality teaching experience placements which allow them opportunities to observe strong teaching practice and develop comprehensive teaching skills

R8   Ensure that PCET ITE programmes are flexible enough to meet the needs of the full range of trainees

R9   Ensure that programmes are co-constructed, taking into account the needs of trainees at HEIs and FEIs, and with consultation with PCET employers

1 – PCET ITE programmes and the number of trainees

Providers of PCET ITE programmes in Wales in 2021

Table 1 shows a summary of providers of PCET ITE programmes. Seven HEIs offer programmes, either through 'direct delivery', in which the HEI enrols trainees directly, or through franchise or partnership arrangements with FEIs, where trainees are enrolled via the FEI, taught at the FEI's premises and ultimately receive their award from the HEI.

Table 1 – summary of PCET ITE providers

HEI	Direct Full-time delivery	Direct Part-time delivery	Franchise or partnership arrangement with FEI(s)	FEI(s) in franchise or partnership arrangements (Full-time (FT) / Part-time (PT) provision offered)
Aberystwyth University	No	No	Yes	Coleg Cambria (FT & PT)
Bangor University	No	No	Yes	Grŵp Llandrillo Menai (PT)
Cardiff Metropolitan University	No	Yes	No	-
Cardiff University (see note in paragraph below about suspension due to COVID-19)	Yes	No	No	-
University of South Wales	Yes	Yes	Yes	Bridgend College (PT) Cardiff and Vale College (PT) Coleg Gwent (PT) Coleg y Cymoedd (PT) Gower College Swansea (PT) Neath Port Talbot Colleges Group (PT) The College Merthyr Tydfil (PT)
University of Wales Trinity Saint David	Yes	Yes	Yes	Coleg Sir Gâr and Coleg Ceredigion (PT) Pembrokeshire College (PT)
Wrexham Glyndŵr University	Yes	Yes	No	-

Five of the HEIs offer direct delivery, either through full-time or part-time routes, or both. Full-time programmes are normally completed over one year, part-time over two years.

Four HEIs have franchise or partnership arrangements with FEIs. The largest franchise is held by the University of South Wales who have seven FEI partners. The University of Wales Trinity Saint David have two FEI partners. Aberystwyth University and Bangor University do not offer direct delivery but each have franchise or partnership arrangements with one FEI. All the FEIs in Wales, with the exceptions of St David's Catholic Sixth Form College and Addysg Oedolion Cymru | Adult Learning Wales (a specialist provider of adult learning in the community provision), offer PCET ITE programmes through franchise or partnership arrangements with HEIs.

Cardiff University normally offers direct full-time programmes, although these were suspended during the academic years 2020-2021 and 2021-2022 due to the challenges, including securing teaching placements, posed by the COVID-19 pandemic.

The Open University does not currently offer PCET ITE programmes in Wales.

A census of trainees on PCET ITE programmes in Wales in October 2019

We received responses from all providers offering PCET ITE programmes in Wales. We asked for data from October 2019 to avoid any unusual patterns of recruitment or retention because of the COVID-19 pandemic. A very few providers did not provide detailed responses to all the questions in our census survey, and so there are 'not known / not answered' responses to questions related to the number of part-time trainees who were graduates / not graduates (Table 4) and to trainees' occupational background (Table 5).

Table 2 – Trainees in October 2019 by provider type and mode of study

Institution type	Full-time	Part-time	Total
HEI	158	90	248
FEI	14	637	651
Total	172	725	899
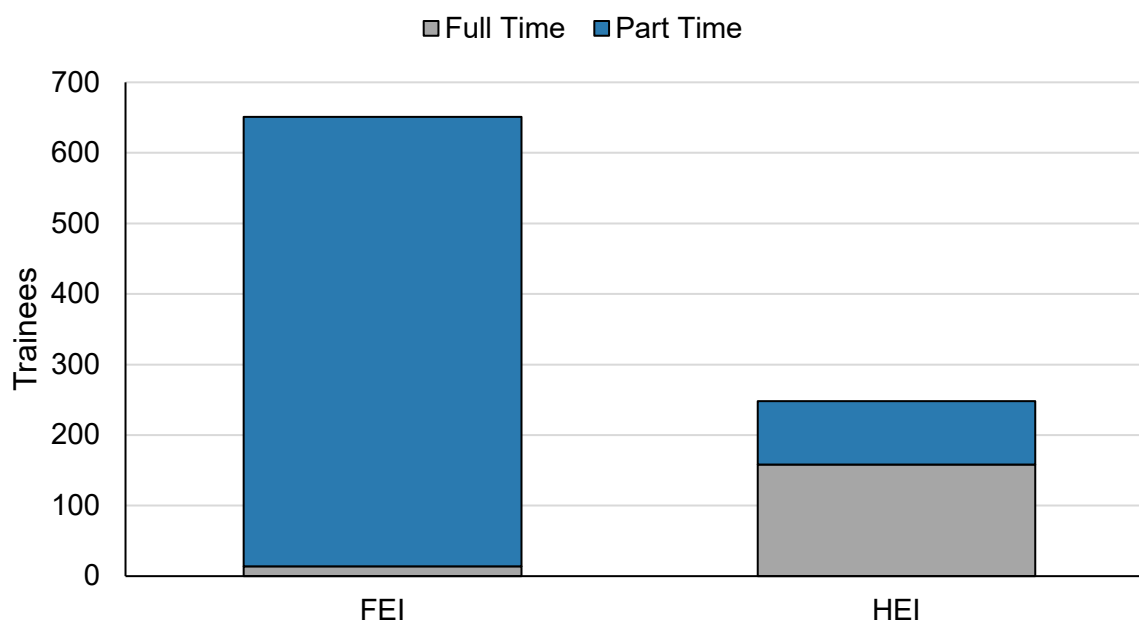
In total, 899 trainees were in training in October 2019. Of these, 72% were studying at FEIs and the remaining 28% at HEIs.

Overall, 81% of trainees were studying part-time. Eighty-eight per cent of part-time trainees were studying at FEIs.

At FEIs, nearly all trainees (98%) were on part-time programmes. In contrast, at HEIs, 36% of trainees were studying part-time.

For comparison, in 2018-2019, there were 1,065 entrants to ITE courses for the compulsory sector: 585 on primary school courses and 480 on secondary school courses (Welsh Government, 2020a).

Table 3 – Trainees by institution type and mode of study

Institution type	Mode of study	Number of providers	Mean trainees	Maximum trainees	Minimum trainees
HEI	Full-time direct	4	40	55	23
	Part-time direct[1]	4	23	42	15
FEI	Full-time	1	14	14	14
	Part-time[1]	11	58	90	24

In October 2019, there were four HEIs offering full-time provision and four offering part-time provision. One FEI offered full-time provision. Eleven FEIs offered part-time provision.

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[1] Combined numbers for Year 1 and Year 2

Table 4 – Trainees who were graduates or not graduates by mode of study and institution type

| Mode of study and institution type	Graduate	Not graduate	Not known / Not answered	Total
Full-time at FEI	12	2	-	14
Full-time at HEI	158	0	-	158
Full-time sub-total	*170*	*2*	*-*	*172*
Part-time at FEI	369	266	2	637
Part-time at HEI	68	22	-	90
Part-time sub-total	*437*	*288*	*2*	*727*
Grand total	**607**	**290**	**2**	**899**

Overall, 68% of trainees were graduates. Nearly all 172 full-time trainees were graduates (99%).

There were 727 part-time trainees. Sixty per cent of part-time trainees were graduates. Of the 635 part-time trainees at FEIs whose status we know, 58% were graduates. The proportion of part-time trainees studying at HEIs who were graduates was higher, at 76%.

Table 5 – Occupational background of trainees

Occupational background	Full-time	Part-time	Total
Not currently employed in the PCET sector but looking to gain a qualification to access employment in the sector	161	237	398
Employed at a further education college, carrying out their training in-service	1	228	229
Employed at a work-based learning provider, carrying out their training in-service	4	34	38
Employed at a higher education institution, carrying out their training in-service	2	16	18
Mostly teaching (either full-time or part-time) in the Adult Learning in the Community (ALC) sector	1	22	23
Employed professional trainers such as police, NHS, armed forces, first aid trainers, manual handling trainers	2	39	41
Practitioners who teach a small number of hours in the voluntary sector	1	17	18
Known sub-total	*172*	*593*	*765*
Other	0	14	14
Not known / Not answered	0	120	120
Grand total	**172**	**727**	**899**

Occupational background

■ Full time ■ Part time
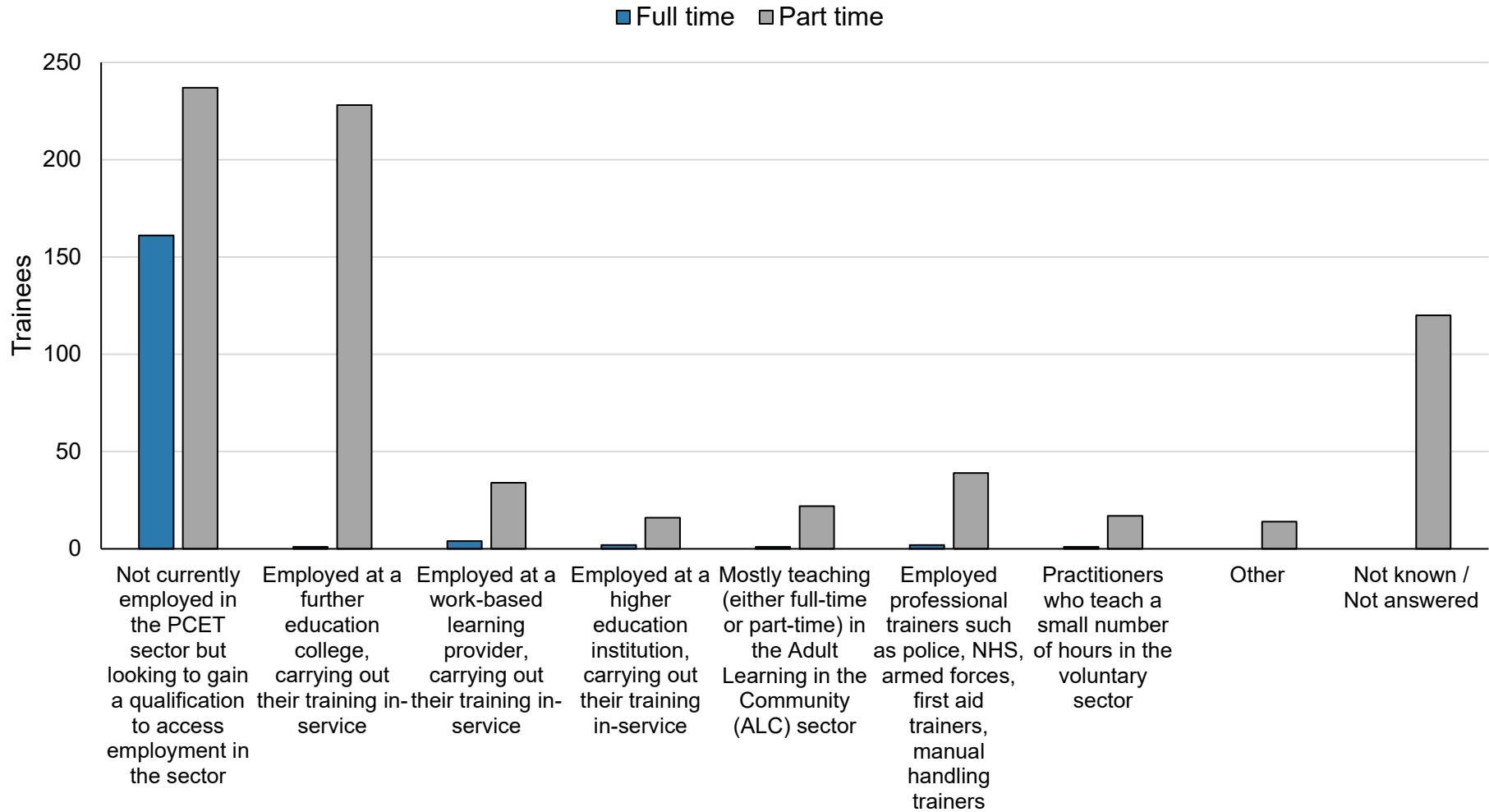
Overall, of the 765 trainees whose occupational background we know, 52% were doing their training 'pre-service' – that is they were not employed in the PCET sector at the time of training but aiming to gain a qualification to access employment in the sector. The remaining 48% were carrying out their training 'in-service', while currently employed or teaching voluntarily in one of the post-16 sectors.

Ninety-four per cent of the 172 full-time trainees were doing their training pre-service. A very few were already employed in the post-16 sectors while they were carrying out their full-time training.

We do not know the occupational background of 120 part-time trainees. A further 14 were identified as the category 'Other'. Of the remaining 593, 40% were carrying out their training pre-service. The rest were carrying out their training in-service or teaching voluntarily. Of the 356 in-service part-time trainees whose occupational background we know, 64% were employed in the further education sector. A few trainees were employed as professional trainers (11%); or were employed in the work-based learning sector (10%), the adult learning in the community sector (6%), the higher education sector (4%); or were teaching in the voluntary sector (5%).

One HEI also reported running a bespoke PCET ITE programme for trainers at a police force. These trainees are not included in this data.

Table 6 – Trainees teaching or learning in Welsh

Question	Full-time	Part-time	Total
Trainees carrying out any of their teaching practice through the medium of Welsh?	2	32	34
Trainees completing aspects of their programme through the medium of Welsh?	-	12	12

Very few trainees carried out any of their teaching experience (4%) or completed aspects of their training programme (1%) through the medium of Welsh.

Overall, only six institutions had trainees either teaching or carrying out aspects of their programmes through the medium of Welsh. The two full-time trainees who were carrying out some of their teaching experience through the medium of Welsh were at one HEI. Of the 32 part-time trainees carrying some of their teaching experience through the medium of Welsh, 25 were at a single FEI, and the remaining seven were distributed among three FEIs and one HEI. The 12 trainees who were completing aspects of their programmes (for example, assignments) through the medium of Welsh were distributed between three FEIs and one HEI.

Table 7 – Highest level of module outcome

Trainees of this cohort are expected to complete their teaching qualification at:	Full-time	Part-time	Total
Level 5	1	253	254
Level 6	86	398	484
Level 7	57	10	67
Sub-total	144	661	805
Not known / Not answered	28	66	94
Total	172	727	899

Because there is some variation in the titles given to ITE qualifications by different institutions, we asked providers to return information on trainees' maximum outcome level, rather the number of trainees attaining different qualifications by their title. Typically, programmes include modules with outcomes at a range of levels. We have recorded the highest level of module outcome reported. Where respondents returned a mixed outcome level, for example, 'level 6/7', we have recorded the highest level.

For 94 trainees of the total 899, we do not know the highest level of module outcome for their programmes. This is either because the provider did not know or did not complete a full return for this aspect of the survey, or trainees did not successfully complete their programme and gain an award. We did not ask respondents to return data on the number of trainees who dropped out of programmes or did not succeed in gaining a final award. Therefore, it would not be appropriate to conclude that all those trainees for whom we do not have data dropped out or did not successfully complete their ITE programme.

Of the 805 trainees whose outcome we know, 32% achieved an award with their highest-level modules at level 5. This is consistent with the proportion of trainees who are not graduates and who might be expected to attain an award of a PCE (see Table 4).

Sixty per cent achieved an award with their highest-level modules at level 6, and eight per cent at level 7. These are consistent with the proportion of trainees who were graduates and who might be expected to attain an award of a PgCE or PGCE.

2 – Emerging themes

We have grouped the issues that emerged from our professional conversations into a series of themes and explore potential strengths or shortcomings relating to each theme here.

Strategic direction and oversight

It was clear from our discussions with course leaders, both in FEIs and HEIs, that they are highly committed to their trainees and programmes. They value the important role that PCET ITE programmes play in training the post-16 workforce and supporting the dual professionalism identified through the professional standards. In many cases, course leaders go to considerable lengths to try to ensure that trainees have supportive teaching placements and guidance from workplace or teaching placement mentors. They note the rapid progress made by trainees in developing teaching and academic skills, especially those trainees with vocational backgrounds who may not have experienced learning at higher education levels before. This was reflected in our conversations with focus groups of trainees.

Nearly all course leaders and college senior managers raised the issue of the lack of national strategic oversight for the PCET ITE sector, and its place in an overall workforce development strategy. We identify several themes that emerge from our conversations with them during the course of this review. These include the planning of provision and data collection at a national level, opportunities for professional networks, the quality of teaching experience and mentoring, partnerships between institutions delivering training and providing placements, and the suitability of curriculum frameworks for trainees. Underpinning these is a lack of national strategic direction, planning and oversight for PCET initial teacher education.

Our report confirms the observation reported in Welsh Government (2019) that comprehensive information is not published on the number of trainees on PCET ITE courses, their outcomes or destinations. We contacted every individual provider of PCET ITE programmes in Wales to obtain a 'census snapshot' of their provision for October 2019. The fact that that this information is not readily available has implications for workforce planning, funding and target setting, and for monitoring progress against national strategies

It is hard not to draw comparisons between the structures that support PCET initial teacher education in Wales and those for the compulsory sector. In the latter, reforms following reviews by Tabberer (2013) and Furlong (2015) led to a restructuring of provision.

In the compulsory ITE sector, there are now defined partnerships between schools and ITE providers which provide joint leadership and delivery of provision. The new partnerships are required to co-construct their programmes and curriculum in line with the accreditation criteria. Estyn carries out inspection of individual ITE

partnerships and provides an overview of the sector through its annual and thematic reports (see for example, Estyn 2018a, 2019, 2020; and Estyn 2018b).

There is strategic oversight from Welsh Government and a process for accreditation and monitoring of ITE programmes by a board delegated by the EWC that includes Estyn representatives (see Education Workforce Council, 2021b).

Equivalent structures and process do not exist to support the PCET ITE sector, and this contributes to the lack of strategic direction.

Teaching experience

Teaching experience is a critical part of teacher training. Since all PCET ITE programmes are generic – they are not subject-based – teaching experience gives trainees vital opportunities to develop their subject or vocational teaching skills and to relate the theoretical aspects of their course to practice. In our focus groups, many trainees reported increased confidence and rapid development of their own teaching skills as they progress through their courses. They emphasised the value of their teaching placement in their development. However, where teaching placements were of poor quality, for example in departments where teaching is not strong, trainees may not see effective teaching around them from day-to-day, and they may not develop strong subject or vocational teaching skills.

Course leaders across the PCET ITE sector reported arranging teaching placements was a considerable time burden. Teaching experience placements often relied on ad-hoc arrangements, the personal contacts of course leaders, and the goodwill of providers to host trainees. In a few cases, difficulties in relationships between ITE providers and local colleges mean that trainees are not be able to access appropriate teaching placements local to them.

Arrangements for teaching experience differ depending on whether a trainee is training pre-service, without a current job role in the sector; or in-service, where trainees already have a job role.

Pre-service trainees

The census indicates that, overall, around half of trainees (52%) were studying pre-service. Ninety-four per cent of full-time trainees and 40% of part-time trainees, whose occupational backgrounds we know, were studying pre-service.

In general, unless a trainee is able to arrange their teaching experience independently, providers offering full-time training arrange teaching experience placements for their trainees. This presents different challenges for FEIs and HEIs.

FEIs have extensive 'in house' provision in which they can place pre-service trainees. About four in ten (228 of 528 – not shown in tables above) trainees at FEIs, whose occupational backgrounds we know, were studying pre-service. In professional conversations, course leaders report that they are usually able to find appropriate teaching experience opportunities for learners who are unable to arrange their own

teaching experience. A few also have informal arrangements with other colleges to find teaching placements for their pre-service trainees. Course leaders and team members use their personal and professional contacts to find teaching placements. Course leaders report that arranging teaching placements is a very time-consuming process and a considerable administrative burden. One course leader described the process of arranging teaching placements as, "taking a lot of love on my part."

About seven in ten (170 of 248 – not shown in tables above) trainees studying at HEIs are pre-service. The five HEIs that offer direct provision also arrange teaching placements for their trainees. All five HEIs have longstanding arrangements with FEIs for teaching placements. However, difficulties in relationships between HEIs and their local FEIs in some areas present a barrier to arranging appropriate teaching placements nearby. As a result, trainees may have to travel long distances to find a suitable placement or may have a teaching placement which is not fully matched to their subject or vocational expertise.

The majority of HEIs pay a fee to the institutions that host their trainees for teaching placements and have formal arrangements that specify the type of teaching placement, the number of teaching experience hours, and the level of mentoring and support expected. The fee ranges from £500 to £1,000 per placement. However, a minority of HEI providers do not pay a fee to the hosting institution. In these cases, placements rely on goodwill, and the capacity of the HEI to stipulate the conditions of the placement is reduced.

In a very few cases, course leaders reported situations where the quality of the teaching experience placement was a cause for concern. For example, trainees were given timetabled classes where they were notionally partnered with a fully qualified teacher, but either the fully qualified teacher was not actually present for the sessions or their support was too quickly withdrawn, leaving the trainee to teach the class before they were fully ready.

In-service trainees

Only 6% of the 172 full-time trainees were studying in-service. Of the 593 part-time in-service trainees, whose occupational background we know, the majority (64%) were employed in the further education sector, with the remainder distributed between other post-16 sectors.

For those trainees who are carrying out their initial training in-service, their teaching experience is also their substantive job role. Usually, these trainees do not have teaching placements outside their normal teaching job role. This creates a conundrum. For those trainees who are working in supportive environments, with a culture of diverse and high-quality teaching, their teaching experience is likely to help them develop strong teaching skills. For those who are not so fortunate, or who work within very small teaching teams (for example, professional trainers who may have only one or two colleagues, or those teaching a small number of hours in voluntary or community settings), there may not be enough opportunity to observe good quality teaching, or to practise a wide range of teaching skills, or to teach a diverse range of learners.

Trainees and their course leaders report that carrying out an in-service teacher training programme is a significant time commitment. Trainee teachers who are full-time employees of colleges or work-based learning providers receive a slightly reduced teaching timetable in order to carry out their studies. They nevertheless report that the demands of the course, which is normally carried out during the first few years of starting teaching, exceeds the time available and can have a detrimental impact on their wellbeing.

Mentoring

In our discussions with course leaders and trainees, the arrangements for and quality of mentoring was the most frequently cited concern. Nearly all the course leaders interviewed, in FEI and HEIs, reported that providing good quality placement or workplace mentoring support was problematic. Despite this, they reported that many trainees have a placement or workplace mentor and that many mentors provide strong and effective support. However, the provision of placement or workplace mentors relies largely on goodwill.

All PCET ITE programmes are generic: trainees are not taught detailed specific subject or vocational pedagogy as an explicit part of their training programmes. Given that the content of PCET ITE courses is generic, it follows that good quality teaching experience and the support and challenge provided by a vocational or subject mentor are critical to helping trainees develop strong subject or vocational teaching skills.

Through our discussions with course leaders and trainees, we identified factors that were likely to contribute to strong mentoring support for trainees in the PCET ITE sector. This is mostly likely the case where:

- HEIs have clear formal agreements with hosting institutions which stipulate the type, quality and frequency of mentoring support required.
- Teaching experience mentors have regular and well-structured communication with ITE programme tutors, and there is strong liaison about trainees' progress.
- Mentors have designated time to spend with trainees, and adequate remission from teaching or other commitments.
- Mentors themselves are expert vocational or subject practitioners.
- In FEIs, trainees have teaching experience or employment with supportive mentors who provide subject or vocational teaching support, and also benefit from the college's 'teaching and learning mentors' – college teachers with an explicit professional development function who support both employed college teachers and those on teacher training placements.

In those HEIs who stipulate clear requirements for mentoring in their trainees' hosting institutions, mentor handbooks and mentor training are available. However, not all HE providers require or provide mentor training. In FEIs, and HEIs where there are no clear agreements about the level of placement or workplace mentoring required, mentors are not generally released from any of their teaching commitments to support their trainees. Mentors do not receive specific training and may not be fully aware of the requirements of their trainee's ITE programme, or of the critical role that mentors can play in fostering the development of their trainee.

In our focus groups with trainees, a majority reported good support from a mentor. One trainee described his mentor as, "the guide on the side, supporting and challenging me, and helping me learn from my mistakes". However, a minority said that they had not had a workplace or teaching placement mentor for at least part of their training.

Course leaders reported that providing placement mentors was particularly problematic for trainees whose teaching experience is in settings where there are small teams, such as in the voluntary sector or in settings such as the NHS or armed services.

Course leaders reported that where trainees did not have a placement mentor, they provided additional support when trainees attended taught sessions at the college or university. However, unless the course leader or one of their delivery team has specialist knowledge of the subject or vocational area of the trainee, they are unable to offer detailed help on these aspects of a trainee's practice.

Trainees teaching or learning in Welsh

Only 34 (4%) trainees were carrying out any part of their teaching experience through the medium of Welsh. Twenty-five of these trainees were at one FEI. Only 12 (1%) trainees in total were completing aspects of their qualifications, for example submitting written assignments, through the medium of Welsh.

The EWC statistics digest for 2019, the corresponding year to our census (Education Workforce Council, 2019), records that 15.2% of the 6,995 registered further education teachers declared they were fluent or fairly fluent in the Welsh language, and 10.6% declared they were either trained to work, currently work, or had ever worked through the medium of Welsh or feel confident to do so (p.26). Statistics for the 3,306 registered work-based learning practitioners record 11.1% and 7.7% respectively (Education Workforce Council, 2019, p.38).

Therefore, the proportion of trainees in training in 2019 who were carrying out any aspect of their teaching experience in Welsh was considerably less than the contemporary workforce. This is not an encouraging prospect for the aspiration to expand the provision of post-16 Welsh medium or bilingual provision as set out in the Welsh Government strategy, *Cymraeg 2050: A million Welsh speakers* (Welsh Government, 2017a, p.40).

Coleg Cymraeg Cenedlaethol's action plan in support of this strategy (Coleg Cymraeg Cenedlaethol, 2019, p.12) notes, "Ensuring that the Post-graduate Certificate of Education (FE) (PGCE) prepares staff effectively to operate effectively bilingually is crucial. Identifying suitable models of best practice to significantly enhance bilingual opportunities within the PGCE (FE) programme would support the development of a bilingual workforce."

The action plan also makes a proposal regarding incentives: "Further, we would propose that specific incentives to teach bilingually are considered for those undertaking a PGCE (FE). There are currently bursaries available for a number of priority subject areas, therefore offering bursaries on a similar model for those who would be able to teach bilingually could follow the same model" (Coleg Cymraeg Cenedlaethol, 2019, p.12).

At present, while there is an incentive scheme (Welsh Government, 2020b) to encourage potential trainees to undertake PCET ITE programmes, the scheme is restricted to graduate, pre-service trainees who wish to undertake full-time ITE programmes. From the census data gathered as part of this report, we know that only about a fifth of the total number of trainees would be eligible. The scheme offers two levels of payment, £3,000 or £1,000. The higher level is available to trainees in specified subjects, including the subject of Welsh. However, the scheme offers no specific incentive to trainees who may be able to teach other subjects bilingually or through the medium of Welsh.

Professional networks

In our discussions with course leaders, we asked about their involvement with professional networks whose focus is teacher training.

Overall, there are too few opportunities for course leaders and course teams across the PCET ITE sector to meet, develop pedagogy and share good practice. While there is an existing network for HEI course leaders, it does not include course leaders from FEIs. For those FEI course leaders who belong to one of the two larger franchises, there are opportunities to meet colleagues within the franchise, but these meetings are often focussed on standardisation. Course leaders at FEIs that are the only FEI provider in their franchise do not have formal opportunities to meet with ITE colleagues outside their own college.

Many course leaders, from HEIs and FEIs, expressed frustration at the lack of coherent national or regional structures for professional networks for PCET ITE practitioners, and that this contributed to a sense of lack of strategic direction across the sector.

Course leaders at HEIs have an established network, the Universities and Schools Council for the Education of Teachers (Cymru) – USCET (Cymru). The PCET sub-group of USCET (Cymru) meets regularly and is a useful forum for HEI course leaders to share ideas. Course leaders from FEIs do not attend the PCET sub-group of USCET Cymru.

Course leaders at all FEIs report regular liaison with their HEI course leader or link officer. Course leaders from FEIs belonging to the University of South Wales franchise and the University of Wales Trinity Saint David's franchise each meet regularly as part of their franchise arrangements, usually for meetings with a focus on standardisation of assessment.

In addition to these formal structures, informal networks exist within individual FEIs, which are large enough to sustain an active network of practitioners involved with initial teacher education and in-service professional learning. These may involve, for example, ITE course leaders and course team members, college 'teaching and learning mentors' (who have a cross-college role in supporting teacher development) and other teachers with a strong professional interest in teacher development.

In south-west Wales, ITE programme course leaders from a few FEIs also participate in a regional professional learning network. The focus of this group is on sharing good practice and resources, and the pedagogy of teacher training and professional learning.

Curriculum content

The seven HEIs who offer PCET ITE programmes, either directly or through franchise or partnership arrangements, each determine the content of their programmes. We did not carry out any analysis or comparison of the curriculum content of providers' programmes as part of this report. However, in our professional conversations with course leaders, we discussed curriculum content, the extent to which programmes meet the needs of trainees, and the influence of the professional standards on the curriculum.

In nearly all our professional conversations, course leaders from both FEIs and HEIs emphasised the challenge of designing an ITE programme that meets the needs of the wide range of trainees in the PCET sector. The programme needs to be sufficiently flexible to cater for trainees who study full-time and part-time, are in-service and pre-service, are self-funded or employer-funded, have a wide range of subject or vocational specialisms, have prior academic qualifications ranging from level 3 vocational awards to post-graduate degrees, and who come from the full spectrum of the post compulsory sectors (for example, from FEIs, HEIs, work-based learning providers, professional trainers in the NHS, teachers from prison settings, self-employed trainers or those working in the voluntary sector).

In taught elements of elements of PCET ITE courses, trainees aiming to complete at all levels of their award (level 5, 6 or 7) are generally taught in mixed level groups. This element of PCET ITE programmes is valued by both trainees and delivery staff. The different levels of the award are determined by modular summative assessments with differentiated assessment criteria, applicable to trainees at each level.

On the whole, course leaders from both FEIs and HEIs felt that their curriculum broadly met the needs of their diverse range of trainees. However, our conversations also reflected an in-built tension in the current structure of the system. Course leaders from HEIs, which typically have pre-service, graduate trainees, particularly

valued elements of the course which emphasise traditionally 'academic' skills: developing a strong theoretical understanding, individual research and reflection based on academic texts. Course leaders from FEIs typically valued elements which developed a 'toolkit' of teaching skills, the teaching of practical and vocational skills, and planning schemes of learning. The different priorities expressed by course leaders from HEIs and FEIs reflect the different needs of their respective trainees.

The Welsh Government post-16 professional learning scoping study (Welsh Government, 2019) reported that many interviewees described the existing ITE programmes as 'very traditional' and 'not up-to-date' and that practitioner qualifications needed better to reflect policy developments in additional learning needs (ALN), essential skills, the Digital 2030 framework and the *Cymraeg 2050: A million Welsh speakers* strategy. Since that report was published, many of the HEIs have revalidated their programmes and amended the modules available. While the amended modules may have partly addressed these issues, there appears to be considerable variation across providers. Course leaders, particularly those from FEIs, trainees in our focus groups and other stakeholders we interviewed, identified the following areas as still in need of further development:

- developing subject specific pedagogy, especially in practical or vocational subjects
- curriculum design and planning schemes of learning
- digital pedagogy and blended learning
- managing learners' challenging behaviour
- increasing the status and use of a portfolio of evidence of teaching experience to evidence development of teaching skills and teaching competence
- planning teaching for learners with additional learning needs and the implications of the Additional Learning Needs and Educational Tribunal Act (ALNET) Act 2018 (Welsh Government, 2018) and the requirements of The Additional Learning Needs Code for Wales 2021 (Welsh Government, 2021b)

All the course leaders we spoke to from FEIs reported good relationships and strong liaison with their HEI partners. However, a minority also reported that their HEI partners were not sufficiently consultative, especially in relation to curriculum content and the choice of modules available. The extent to which curriculum content in general across the range PCET ITE providers is 'co-constructed' is unclear. For example, there is little evidence available to evaluate the impact and efficacy of PCET ITE programmes on the longer-term effectiveness or career development of trainees, and few providers have formally consulted about curriculum content with employers in the sectors from which their trainees come.

Professional standards

All HEI course leaders reported that that their programmes had been developed taking into account the *Professional standards for further education teachers and work-based learning practitioners in Wales* (Welsh Government, 2017b). All had carried out a 'mapping exercise' as a minimum to establish where the standards and their curriculum content intersected. A few described using the standards in assignment briefs so that trainees would be able identify how their work related to the

standards. None reported using the standards as the starting point for designing their programme or curriculum content.

A few HEI course leaders reported also taking into account the *UK Professional Standards Framework for teaching and supporting learning in higher education: professional standards for HE practitioners* (AdvanceHE, 2011). A few course leaders with trainees likely to work in both England and Wales also reported taking into account the Education and Training Foundation's *Professional Standards for Teachers and Trainers in Education and Training* (Education and Training Foundation, 2014), which are the closest equivalent in England to the national professional standards in Wales.

It is clear from our conversations with course leaders that attempting to cover the range of professional standards in their programme design adds an additional layer of complexity to an already challenging task.

Qualified teacher status

Trainees completing PCET ITE programmes, whether they complete the PCE (level 4/5/6), PgCE (level 5/6) or PGCE (level 6/7) and irrespective of whether they are graduates, are not eligible to gain QTS (see Welsh Government, 2021a) and work as fully qualified teachers in maintained schools. At present, there is no recognised pathway to 'convert' from an PCET ITE qualification to an ITE qualification that confers QTS. Neither do trainees who successfully complete PCET ITE programmes have a common entitlement to an induction period, as those who complete their ITE qualifications in the compulsory sector do.

Course leaders identified this as a long-standing and contentious issue in PCET ITE, since teachers who train in the maintained compulsory sector and gain QTS are considered qualified to teach in FE colleges and other post-16 settings, but not the reverse. There was a range of views as to whether this mattered. In our focus groups with current trainees, participants expressed views ranging from: "QTS is not important to me. I only want to work in the post-16 sector, so I'm not concerned"; to "Not having QTS suggests we have lower status for doing essentially the same job. We should have QTS!"

All the course leaders we spoke to recognised that the existing entry requirements and course content for PCET ITE programmes were not equivalent to ITE programmes for the compulsory sector. Yet they felt that modifying the programme so that it did enable trainees to meet the requirements of QTS would not be appropriate, particularly since PCET ITE programmes cater for trainees who are non-graduate vocational specialists.

Nearly all trainees and course leaders agreed that a clear pathway for attaining QTS having completed a PCET ITE programme would be a useful development.

Self-evaluation and external quality oversight

All HEIs and their franchise or partner colleges use well-established processes, including the use of external examiners, to ensure that summative assessments are

fair and consistent. While these processes were not the focus of our conversations with course leaders, there was no suggestion from any participant that these processes are not working effectively.

Course leaders from individual providers know their provision well and were able to articulate the strengths and areas for improvement for their programmes. We have reflected these through the emerging themes in this report. However, there is very little systematic information available about the sector as a whole, and nearly all course leaders acknowledged this inhibited their ability, individually or collectively, to evaluate the performance of the sector. A few commented that the lack of a sector-wide overview meant that it was difficult to evaluate their provision from beyond their own perspective. One course leader commented, "How am I meant to know how well I am doing if I don't know what anyone else is doing?"

Currently, while Estyn inspects initial teacher education in the compulsory sector, neither Estyn nor QAA carries out regular inspection or other external quality review of PCET ITE provision. This contributes to the lack of published information about the quality of the sector as a whole to support improvement.

Appendix – Methods and evidence base

All sampling activity took place between March and June 2021.

We invited course leaders from all providers, both HEIs and FEIs, of PCET ITE programmes to complete a 'census' questionnaire detailing the numbers of trainees on their programmes in October 2019. We chose this date because it pre-dates the COVID-19 pandemic and therefore we hope to avoid any unusual patterns of recruitment or retention because of the pandemic. Every provider returned their questionnaire, meaning that, except for some unanswered or unknown data in a few questions, we have a full picture of the number of trainees as of October 2019. Note that, since national data relating to the number of trainees on PCET ITE programmes is not routinely collected or collated (Welsh Government, 2019), we were unable to verify or cross-check our survey data with official sources. We did not undertake in-person visits to any providers as part of this study.

We received confirmation from the Open University that they do not have PCET ITE trainees in Wales, and from Addysg Oedolion Cymru | Adult Learning Wales and St David's Catholic Sixth Form College that they do not offer PCET ITE programmes.

We asked providers to give us an overview of their current (2021) provision, indicating the range of ITE programmes offered (PGCE/PgCE/PCE), modes of delivery (part-time or full-time) and, for FEIs, whether they operated through franchise or partnership arrangements with an HEI. One HEI (Cardiff University) which normally offers PCET ITE provision reported not offering PCET ITE provision during 2020-2021 and 2021-2022 due to the challenges posed by the pandemic. We nevertheless included this provider in our summary table of current providers (Table 1) in order to provide a full picture.

There are 11 FEIs who offer PCET ITE programmes as part of franchise or partnership arrangements with HEIs. We carried out semi structured professional conversations with course leaders, delivery team members and managers from seven of these FEIs. Seven HEIs offer ITE programmes, either through direct delivery or as part of franchise or partnership arrangements with FEIs. We spoke with course leaders from all seven HEIs. We also spoke with a course leader from the University of Chester, which does not have PCET trainees in Wales but is a member of the USCET Cymru PCET sub-group.

We invited, via emails kindly forwarded by course leaders, trainees currently on programmes to attend on-line focus groups to discuss their experiences of studying on PCET ITE programmes. Twenty-one trainees expressed an interest to attend. We offered all trainees who expressed an interest an opportunity to attend an online focus group. In total, nine trainees took part in two online focus groups in June 2021.

We spoke with the USCET Cymru PCET sub-group, representatives of Colegau Cymru and the University and College Union Wales (UCU Wales).

We thank all the participants who completed questionnaires, took part in professional conversations or joined focus groups for their contribution to this report.

Glossary

Compulsory education	Education from the ages of 5 to 16, usually in schools
Credit	This relates to size of the module. PGCE programmes, for example, typically have module outcomes of 60 credits at level 6 and 60 credits at level 7.
Direct delivery	Trainees are enrolled directly with an HEI and attend block theory sessions at the HEI. In most cases, trainees attend teaching experience placements arranged by the HEI at FEIs. The majority of trainees on these programmes study full-time on one-year programmes
Franchise delivery	Where an FEI offers an ITE programme through a franchise partnership arrangement with an HEI. Trainees are generally enrolled as students of both the FEI and the HEI. Trainees attend block theory sessions at the FEI and teaching experience placements at the FEI or at another provider. The FEI's staff deliver the training and assess the outcomes, and the HEI provides quality assurance of the assessment and other services. The trainee's award is ultimately accredited and issued by the HEI.
Initial teacher education (ITE) programmes	The main education and training qualifications for those wishing to teach in the PCET sector in Wales. There is some variation between providers in the exact titles of the awards, but broadly, the PCET ITE qualifications are the PGCE, PgCE and PCE.
In-service	Training while employed in one of the PCET sectors
Module	A unit of study on an ITE programme. Modules are assessed using criteria at level 4, 5, 6 or 7 depending on the content of the module, whether the module is being taken in Year 1 or Year 2 of a part-time programme, the prior qualifications of a trainee, and the trainee's overall course aim (PCE, PgCE or PGCE). A trainee completing a programme will normally have completed a range of modules at different levels.
Post-compulsory education and training (PCET) sectors	The adult learning in the community, work-based learning, higher education, justice and further education sectors; professional trainers in settings such as the NHS, police, armed forces, manual handling and first aid; practitioners in the voluntary sector and independent practitioners such as those offering private music tuition or yoga instruction

Practitioners	The different sectors in post-16 use a range of different terms, such as teacher, tutor, trainer, lecturer, training adviser and many others. In this report, we use 'practitioner' generically to describe all those who deliver and support learners' learning and progress.
Pre-service	Training while not employed in one of the PCET sectors
Teaching experience	The component of a trainee's ITE programme which is teaching with learners. This will vary depending on the trainee's subject or vocational background and the sector in which they are doing their training.
Trainees	Practitioners studying on PCET ITE programmes

Numbers – quantities and proportions

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

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