



Monitoring of accredited programmes of ITE Processes and requirements

Contents

- 1 Glossary of terms
- 2 Purpose of this document
- 3 Statutory background and purpose of monitoring
- 4 Principles of the monitoring process
- 5 Monitoring process
 - 5.1 Membership of the monitoring committee
 - 5.2 Timeline of the monitoring process
 - 5.3 Preparing for the monitoring visit
 - 5.4 Monitoring visit
 - 5.5 Outcomes
 - 5.6 Relationship with other processes
 - 5.7 Triggers for early or additional monitoring
 - 5.8 The post-monitoring review meeting
 - 5.9 Monitoring, the cause for concern process and ongoing provision
- 6 Monitoring schedule
 - 6.1 New programmes for initial accreditation
 - 6.2 Schedule for monitoring accredited programmes of ITE
- 7 Language preferences
- 8 Fees
 - Annex A EWC monitoring evidence checklist
 - Annex B Change report summary template for an accredited programme of ITE

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1 Glossary of terms

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

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

Accreditation criteria ‘the Criteria’ – the Welsh Government ‘Criteria for the accreditation of Initial Teacher Education (ITE) programmes in Wales’.

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

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

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

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

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

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

ITE – Initial Teacher Education

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

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

- monitoring compliance of accredited courses or programmes of study of Initial Teacher Education with the accreditation criteria

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

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

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

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

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

2 Purpose of this document

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

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

This document will be used in conjunction with:

- Welsh Government 'Criteria for the accreditation of ITE programmes in Wales'. This includes the standards for qualified teacher status (QTS)
- the Education Workforce Council (Accreditation of Initial Teacher Training) Regulations 2017

3 Statutory background and purpose of monitoring

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

- monitoring compliance of accredited courses or programmes of study of Initial Teacher Education with the accreditation criteria

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

Partnerships should note that this is distinct from the process of conditions monitoring, which takes place prior to the commencement of a programme. Decisions on conditions are made through the accreditation process and associated follow up activity (action planning and conditions monitoring).

4 Principles of the monitoring process

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

- improvement of the system

The monitoring process is designed to be a constructive and developmental tool which adds value to the quality of ITE, contributing to the systematic development of partnerships, and the continuous improvement of ITE programmes. Analysis of monitoring reports will lead to themes and insights being derived and shared across all ITE partnerships to help raise the quality of intellectual debate and inculcate a

culture of sharing and collaboration in the ITE sector as a whole and, it is hoped, advance professional learning and development across Wales.

- based on rigorous evidence-based scrutiny

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

- established by consultation and co-construction

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

- avoiding unnecessary burden on partnerships

The monitoring process is designed to inform and feed into the EWC reaccreditation process which will, as a result, be streamlined and less burdensome. In particular, the EWC and Estyn are committed to ensuring that in meeting their respective

statutory responsibilities (EWC monitoring and ESTYN inspection) their key guiding principle will be not to cause undue burden to partnerships. Both organisations understand the need for a complementary but clear distinction between their roles and the nature and basis for their judgements. They understand the need to adhere to strict principles and protocols for information sharing.

5 Monitoring process

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

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

Programmes will be monitored against the version of the accreditation criteria against which the programme was accredited.

5.1 Membership of the monitoring committee

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

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

*The participation of the partnership representative will allow them to be involved in, and informed by, the evidence-based evaluative discussion of the monitoring committee. This will enhance the transparency of the process and give the partnership an insight into the professional judgements of the committee, and it is consistent with the monitoring process's developmental aims. The partnership representative will be invited to participate in all meetings and discussions scheduled as part of the visit, with the exception of the decision-making meeting. During the feedback and outcome sharing meeting, the partnership representative will be invited to attend, but not influence the determination. The representative will not be part of any pre-meetings with the committee, but will meet regularly with EWC officers.

During the visit, the representative will:

- be enabled to form part of the committee, as well as engage in and respond to questions within the professional dialogue sessions
- have the opportunity to ask follow-up questions within the professional dialogue sessions, thereby offering them the opportunity to probe further with other partnership staff
- be able to provide further clarification or evidence to the committee, where required to do so
- ensure that the partnership’s arrangements for the visit enable an effective and robust process

The committee will be supported by EWC officers.

5.2 Timeline of the monitoring process

The table below summarises monitoring activity and expected timings:

Timing	Activity
2 months in advance of monitoring visit	<p>EWC will discuss with the partnership if it would be advisable to plan distinct, or partially distinct, monitoring schedules for individual programmes and thereafter provide the partnership with a draft monitoring schedule and proposed membership of the monitoring committee.</p> <p>EWC to request that the partnership confirms language requirements for the visit.</p> <p>EWC to request a representative from the partnership to be part of the monitoring committee.</p> <p>EWC to request that the partnership confirms any conflicts of interest.</p> <p>EWC to request anonymised list of student teachers.</p>
7 weeks in advance of visit	<p>The partnership to confirm language requirements with EWC.</p> <p>The partnership to confirm the representative to be part of the monitoring committee.</p>

	The partnership to confirm any conflicts of interest
6 weeks in advance of visit	<p>EWC to confirm monitoring schedule with the monitoring committee and the partnership. Monitoring committee to identify who from the partnership needs to be present at the monitoring meetings. EWC to notify the partnership of this.</p> <p>EWC to request evidence from the partnership.</p> <p>EWC to request change summary report from the partnership.</p> <p>The partnership to provide EWC with the anonymised list of student teachers.</p>
5 weeks in advance of visit	EWC to provide selected sample based on the anonymised list of student teachers.
1 month in advance of visit	EWC and monitoring committee to receive all evidence documents, including the change summary report from the partnership.
2 weeks in advance of visit	EWC officers to meet with the representative of the partnership, to informally discuss the approach to the visit and discuss any potential issues from either party.
Monitoring visit	See sample monitoring visit schedule in section 5.4 of this document.
Within 15 working days after the visit	EWC to issue the monitoring outcome letter to the partnership.
Once the outcome letter has been issued to the partnership	EWC to share the monitoring outcome with Welsh Government, Estyn and HEFCW.
Within 15 working days after the outcome letter has been issued to the partnership	EWC to hold a post-monitoring review meeting with the partnership.

5.3 Preparing for the monitoring visit

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

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

The key document in informing the monitoring process is the self-evaluation undertaken by the partnership. This should guide the monitoring process and help to develop areas of exploration for the committee. The self-evaluation can take any format designed by the partnership, but should have been developed by the partnership as a whole. Supporting evidence and documentation, referred to within the self-evaluation, should be included in the evidence base provided.

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

Two days will typically be scheduled for the EWC monitoring visit, the location of which will be decided in negotiation with the partnership. It may take place at a lead school, or at the HEI or in certain exceptional circumstances, virtually. Where a partnership has more than one accredited programme and it is deemed, in negotiation with the partnership, that certain elements of the monitoring visit should be programme-specific, the length of the monitoring visit will be extended accordingly.

5.4 Monitoring visit

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

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

Monitoring does not include the observation of teaching and learning in either university or school-based settings.

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

Sample monitoring visit schedule

DAY 1

09:00 – 09:30 Monitoring committee meeting

09:30 – 11:15 Professional dialogue with senior partnership staff

11:15 – 11:30 Break

11:30 – 13:15 Professional dialogue with stakeholders from teaching staff and partnership schools

13:15 – 14:00 Lunch

14:00 – 15:45 Professional dialogue with student teachers

15:45 – 17:00 Monitoring committee meeting (reflect and debrief)

DAY 2

09:00 – 12:00 Site visit with opportunity for discussion with senior mentors, mentors and student teachers. The number of schools may vary depending upon the number of programmes

12:00 – 13:00 Lunch

13:00 – 15:30 Monitoring committee meeting to discuss determination

15:30 – 17:00 Feedback and outcome sharing meeting

5.5 Outcomes

The committee will determine, based on the evidence gathered, whether the partnership's programme(s) continue to comply with the accreditation criteria.

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

1. The committee determines that the programme has remained compliant with the accreditation criteria. Further suggestions might be made to support good practice.

2. The committee determines there are significant issues of non-compliance with the accreditation criteria and triggers the EWC cause for concern process.

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

5.6 Relationship with other processes

Relationship with (re)accreditation

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

Relationship with major change process

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

Relationship with the cause for concern process

- In the event that the monitoring committee identify areas of non-compliance with the Criteria, EWC may instigate the cause for concern process
- The outcomes of the cause for concern process may be shared with future monitoring committees and reaccreditation committees
- The cause for concern process could trigger withdrawal of accreditation

Relationship with Estyn and information sharing

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

result of the thematic engagement will be considered or used by EWC as part of monitoring or reaccreditation

5.7 Triggers for early or additional monitoring

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

- major changes to a programme of ITE
- a cause for concern being identified during a scheduled EWC monitoring process
- non-compliance matters identified mid-way through an inspection period
- Estyn reports
- formal referrals in writing from other stakeholders such as local authorities, regional consortia, partnership staff, students, and HEFCW

5.8 The post-monitoring review meeting

Within 15 working days of the issue of the outcome letter, the Chair of the committee will meet with the partnership representative (others may attend, with prior agreement). The partnership will be invited to lead on this meeting, giving them the opportunity to set the agenda and lead the dialogue. It is the intention of this meeting to:

- offer the opportunity for the partnership to provide feedback on their experience to the EWC
- provide a space for open dialogue around the challenges of addressing the recommendations of the monitoring outcome
- enable the partnership to ask any further questions in relation to their provision

5.9 Monitoring, the cause for concern process and ongoing provision

In the event that a programme is deemed to be non-compliant, the cause for concern process is enacted. In most cases, the partnership will be able to continue to offer places to students and to continue to provide programmes.

Where the partnership can satisfy the EWC that it can address the aspect of non-compliance successfully, the programme may be offered until the end of the period of accreditation. However, in the event that a partnership fails to restore compliance then this matter will be addressed as part of the process of withdrawal.

In the event that this matter of non-compliance coincides with the deadlines for submission of reaccreditation, the partnership should refer to 'Submitting a programme of ITE to EWC for reaccreditation' available at:

<https://www.ewc.wales/site/index.php/en/accreditation/ite-accreditation/submitting-a-programme>

6 Monitoring schedule

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

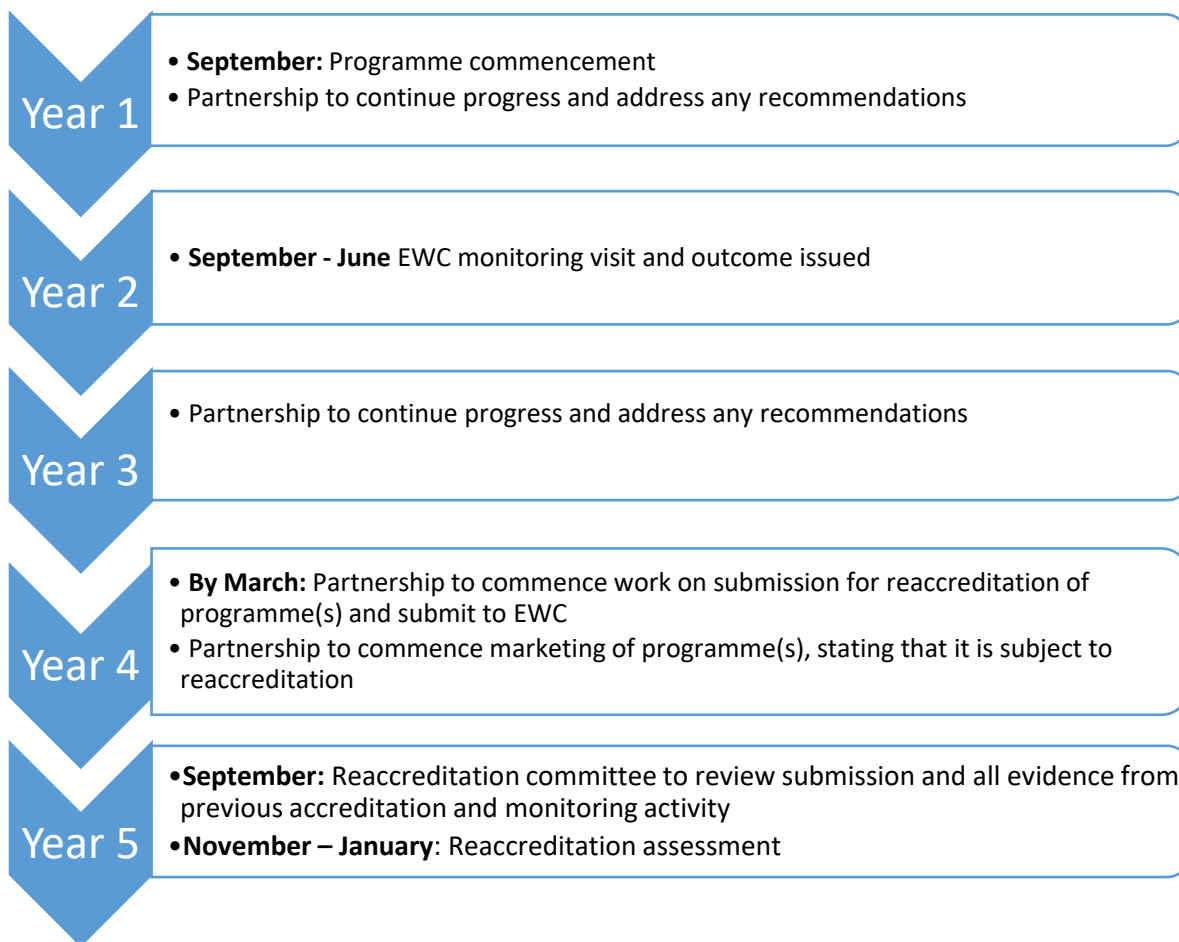
The accreditation cycle commences from 1 September of the first year of accreditation, and ends on 31 August of the fifth year.

6.1 New programmes for initial accreditation

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

6.2 Schedule for monitoring accredited programmes of ITE

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



7 Language preferences

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

8 Fees

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

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

Annex A



EWC monitoring evidence checklist

To be provided to the monitoring committee by EWC:

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

To be provided by the partnership:

Evidence required	Deadline date	Date received
Current programme handbook(s) or equivalent		
The partnership's current self-evaluation document, with supporting datasets and information		
Written feedback from students and schools, including anonymised raw data and any analysis of that data		
A copy of the Partnership Agreement or Memorandum of Understanding between the university and schools		
External examiners' reports		
Template/list of partnership data, for example: <ul style="list-style-type: none"> • updated list of schools; changes in partnership selection/deselection • updated partnership staffing data (with summary CVs) 		
Examples of minutes, papers and agendas that reflect the leadership and management of the partnership		
Anonymised student data: <ul style="list-style-type: none"> • student recruitment by subject, Welsh language, ethnicity, age etc. • student outcome data by completion, grade, destination/employment • a list of students who are in the final year of the programme (for undergraduate, EBS or part-time programmes), with a list of placement schools and most recent judgements made against students' progress 		

<p>Student evidence:</p> <ul style="list-style-type: none"> • access to the following documentation associated with a sample of at least 8 students:* <ul style="list-style-type: none"> ○ Proof of DBS ○ MOUs signed and agreed by their placement schools ○ Access to the students PLP and (if other) e-portfolio system adopted by the partnership ○ Examples of written assignments <p>*This data should be selected by the EWC, based on an anonymised list of students.</p>		

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

Annex B



Change report summary template for the monitoring of an accredited programme of ITE

How to complete this form

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

Section 1: Partnership details

Partnership name:

Programme title:

Submitted by (partnership lead contact):

(Name, position, address, email and telephone details)

Electronic signature:

Date:

Section 2:

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

- The Partnership’s leadership and management
- Criteria for the inclusion of schools in the Partnership
- Roles and responsibilities in all Partner schools
- Roles and responsibilities of Lead Partner Schools
- The role of HEIs
- The Welsh language

Specify reasons for changes, including:

- Student evaluative data
- Mentor /HEI staff feedback
- Other

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

Impact of change(s): Please detail the change in the context of the accreditation criteria.

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

Section 3:

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

- The vision for student teachers' learning
- Course aims
- Types of course
- Course design and areas of study
- Entry requirements and selection procedures
- Curriculum for Wales and subject studies
- Identifying and meeting the needs of learners with Additional Learning Needs
- Wellbeing
- Programme content
- School experience
- The Equality Act 2010, United Nations Convention of the Rights of the Child (UNCRC) and the United Convention on the rights of Persons with Disabilities (UNCRPD)
- Assessment of student teachers

Specify reasons for changes, including:

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

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

Impact of change(s): Please detail the change in the context of the accreditation criteria.

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

Section 4:

List planned or implemented changes to programme outcomes - standards for qualified teacher status, under section 6 of the Accreditation Criteria, including:

Pedagogy

Collaboration

Innovation

Professional learning

Leadership

Specify reasons for changes, including:

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

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

Impact of change(s):
Please detail the change in the context of the accreditation criteria.

Overarching key questions:
<p data-bbox="178 788 1414 864">To what extent do you believe that these changes have enhanced, or will enhance, the student learning experience across the partnership?</p>
<p data-bbox="178 1016 1414 1093">To what extent do you believe that these changes have better embedded, or will better embed, your 'Vision for ITE' throughout the programme, systems and processes?</p>
<p data-bbox="178 1240 935 1272">What areas may require further strategic development?</p>

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.

This document is also available in Welsh.