

**STRATEGIC PLAN**  
**FOR**  
**2008/09 - 2011/12**

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A Registered Charity (No 275082)

*The Universities Council for the Education of Teachers (UCET) speaks on all matters concerning the education, training and professional development of teachers and on educational research. Its members are the Departments, Schools and Institutes of Education in universities and university-sector colleges in the UK. It is an independent professional organisation, funded solely by its members. UCET contributes to the educational debate from its specialist position within Higher Education. It supports all appropriate moves to enhance the quality and status of the teaching profession.*

*UCET's mission is to:*

- facilitate communication and co-operation between members.*
- provide a forum for sharing information.*
- enhance the quality and impact of education by championing and applying research.*
- influence policy by working in partnership, and by campaigning and lobbying.*
- promote education's place as an interdisciplinary-based subject that adds value to the creation and communication of knowledge within the HE community.*

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## Foreword

**T**his document sets out UCET's Strategic Objectives for the years 2008/09 – 2011/12. It seeks to build on the success of the previous strategy which was launched at the 2005 annual conference and covered the years 2005/06-2007/08. The implementation of that strategy was closely monitored by key UCET committees and kept under constant review.

Progress was made in regards to all four key strands: the influence and profile of UCET was raised; the volume and quality of services provided to members enhanced; and strategic alliances increased. We contributed to further improvement in the quality and effectiveness of teacher education and education research by holding seminars, symposia, conferences and discussion meetings; circulating information and research findings; and advising, in a constructive but critical way, the work of government and other key agencies. Internally, we reviewed and refined our governance and decision making processes, re-drafted our Constitution, increased our staffing base, updated our website, and improved our outward-facing image.

In light of these successes, we did not think that a major overhaul of the strategy was required. The new strategy is therefore very much in tune with the previous version and the four key strands, along with the Vision and the Mission, have been retained. While we, and our member institutions, will face many new challenges in the years ahead, the approach adopted up until now should stand us in good stead to meet them.

Teacher education in the United Kingdom is of increasingly high quality, as demonstrated repeatedly through inspection findings and expressed through the views of both teachers and their employing schools. The confidence of government in the HE sector has recently been reaffirmed by the announcement in the Children's Plan in England that teaching should, over time, become a Masters qualified profession, and in the development of chartered teacher programmes linked to Masters degrees in other parts of the UK. This potentially represents a step-change for education in this country. UCET and the HE sector will, however, have to have a key role in the design and implementation of the new policy if such an important opportunity is not to be missed. We will, similarly, need to have a continued influence in the development of a new ITE inspection methodology, the design of a successor to the RAE and the further development of qualifications and standards for teachers in the schools and post-compulsory sectors

We would, like to thank all those, from both inside and outside the UCET community, who have worked with us to make the last few years such a success.

**James Rogers, Executive Director**  
 Roger Woods, Chair  
 November 2008

# BACKGROUND

## HISTORY AND PURPOSE

UCET is an independent registered charity founded in 1967. It is funded by its members (HE-based teacher education institutions) with an annual turnover of some £300,000. It acts as a national forum for the discussion of all matters relating to the initial and continuing education of teachers and other professional educators, to the study of education and to the conduct of educational research within the higher education setting. It provides a network for the exchange of information and ideas. It seeks to influence education policy and practice across the UK and in other countries through its campaigning activities, by working in partnership with other organisations and by developing and supporting educational innovation.

## CURRENT ORGANISATIONAL STRUCTURE

UCET is governed by its members. Key decisions are taken by the Executive Committee, which includes the honorary officers, the chairs of each committee, co-opted members and elected members. There is also a Council and a Management Forum and specialist committees: ITE Primary & early years; ITE Secondary; CPD; Post-16, Research and Development; International; UCET (Cymru); UCET (Northern Ireland).

UCET has 3.6 FTE salaried staff and two professional advisors who receive payment for their support and advice. But we rely, above all, on the support of our member institutions and UCET committee members. The contribution they have made to the organisation, and to the quality of education throughout the UK since UCET's inception, cannot be overstated.

The new strategy, like the last, is being introduced at a time of great change. Key developments that will affect UCET and its members include:

The development and introduction of the new Masters in Teaching and Learning qualification for school teachers in England and chartered teacher programmes elsewhere in the UK, and their inter-relationship with existing Masters programmes, M Level PGCEs and other qualifications and awards.

The introduction of a new methodology for allocating research funding in place of the RAE.

The Government's reform of teacher education in the post-compulsory sector in England, and the need to ensure that teachers in that sector have access to appropriate support and CPD opportunities.

International issues, including the role of UCET in supporting teacher education in sub-Saharan Africa and the implications of the Bologna agreement.

The implications for teacher education and education research of government policies for schools, FE sector colleges and work-based learning (e.g. literacy and mathematics strategies, 14-19 diplomas, pathways, community based schools, ECM, the Welsh BAC and extended schools).

## DIVERSITY AND EQUAL OPPORTUNITIES

UCET seeks, through its internal administrative arrangements and its engagement with the wider educational community, to promote equality and opportunity and to recognize the value of diversity in respect of gender, ethnicity, sexual orientation, disability, religion and age. This commitment will be reflected in our recruitment and staffing policies, the services we provide on behalf of our members and in all our other activities.

## INTRODUCTION

This is a living document and will evolve over the strategy period. It will be continually updated in the light of the progress we make and any significant changes to the context in which we work.

Our strategic development is divided into strands, reflecting the four key inter-related areas of our work:

- Strand 1:** Providing services for members
- Strand 2:** Influencing policy and practice
- Strand 3:** Safeguarding and raising quality
- Strand 4:** Maintaining organisational efficiency and effectiveness

These strands are all central to UCET's mission and will continue to be pursued in parallel. The order in which they are presented does not imply prioritization and overlap of objectives is both inevitable and desirable. That said, internal objectives concerned with the management and organization of UCET exist only as a means of supporting our outward-facing work.

The following measures will ensure that the implementation of the strategic plan is properly overseen:

The Executive Director will report regularly to the Executive Committee on the implementation of the plan. Each committee will report, through formal minutes of meetings, to the Executive Committee on the implementation of those objectives that fall within their terms of reference.

### UCET'S VISION

... is of a world in which professional educators in all sectors of education exhibit interpersonal, pedagogical and organisational competencies of the highest standard and work collaboratively in partnership with colleagues in the wider public context. As such, as part of their own development, they should receive the formally accredited, scholastic and research-informed higher education they need in order to provide learners with educational opportunities of the highest quality.

### UCET'S MISSION

... is to represent the UK's higher education based professional educators providing research-informed and formally accredited education, training and development opportunities. In so doing, we seek to:

- facilitate communication and co-operation between member institutions.
- provide a forum for sharing information across the UK and internationally.
- enhance the quality and impact of education through the application and championing of research.
- influence the development and implementation of policy by working in partnership with other agencies and by undertaking campaigning and lobbying activities.
- champion the professional status of educators throughout the UK.
- articulate the role of education as an interdisciplinary-based subject that adds value to the creation and communication of knowledge within the higher education community.

# STRATEGIC OBJECTIVES

## OVERVIEW

### STRAND 1: Providing Services for Members

UCET gives its members a powerful voice, both collectively and individually, and provides services to support them in their work.

**Objective 1:** To act as a unified voice for UCET members, representing them and campaigning on their behalf.

**Objective 2:** To lobby on behalf of individual members.

**Objective 3:** To be a comprehensive source of information.

**Objective 4:** To facilitate networking opportunities between UCET members and between the membership and other stakeholders.

**Objective 5:** To champion and support HE based teacher education and education research.

### STRAND 2: Influencing Policy and Practice

The achievement of our mission, and many of our objectives, is in part dependent on decisions taken by government departments and statutory agencies such as the TDA, LLUK, SVUK, the higher education funding councils, the UK's general teaching councils and the inspectorates across the UK. Influencing such organisations is therefore key to our success.

**Objective 1:** To raise UCET's profile and influence.

**Objective 2:** To campaign for change in areas identified by the membership.

**Objective 3:** To develop strategic alliances

in order to shape the policies and practices of other stakeholders and to learn from their knowledge and expertise.

### STRAND 3: Safeguarding and Raising Quality

The safeguarding and raising of standards is central to UCET's work and its charitable mission and the whole of this strategy is in support of that aim. This section therefore has the strongest overlap with other strands.

**Objective 1:** To ensure that all forms of education, training and development for professional educators are appropriately accredited, adhere to professional standards and competence and are subject to appropriate quality control, without imposing unnecessary administrative burdens.

**Objective 2:** To identify, extend and share best practice.

**Objective 3:** To support the highest standards of educational research, especially research of international quality.

### STRAND 4: Maintaining Organisational Efficiency and Effectiveness

UCET's organisation needs to reflect and serve the needs of its membership and operate in the most efficient and cost-effective way possible.

**Objective 1:** To monitor the changing educational environment and the needs of our members and to amend and adjust UCET's structure and practices accordingly.

**Objective 2:** To ensure that UCET's structure and internal processes operate in the most efficient and cost-effective way.

# STRATEGIC OBJECTIVES

## SPECIFIC AIMS

This part of our strategy outlines some of the specific aims we have identified in the context of our vision, mission and strategic objectives.

### STRAND 1: Providing Services for Members

**Objective 1:** To act as a collective voice for UCET members, representing them and campaigning on their behalf.

#### We aim to:

- Ensure that, as far as possible, the UCET position on key issues reflects the collective view of members.
- Respond to all relevant public consultations in good time and to a high standard.
- Be represented wherever dialogue and decision-making relevant to UCET's work and that of our members is taking place. Seek regular dialogue with people and groups dealing with issues affecting our membership.
- Develop and promote a policy stance on all key issues for possible use by members.
- In all its dealings UCET strives to take into account the uniqueness of the four countries - England, Northern Ireland, Scotland and Wales - and represent them sensitively and appropriately.

**Objective 2:** To lobby on behalf of individual members.

We aim to represent individual members by articulating their concerns in appropriate arenas and representing and championing the HE teacher education and research sector.

**Objective 3:** To be a comprehensive source of information and advice for UCET members.

Examples of institution-specific lobbying have included:

Advising on requirements for student teachers to undertake CRB checks and raising such issues with schools and local authorities;

Lobbying local authorities to ensure that students in in-service post-compulsory ITE courses receive appropriate financial support;

Making representations to the inspectorates about the conduct of particular institutional inspections;

Discussing with LLUK and SVUK issues concerning the design and endorsement of post-compulsory teacher education programs;

Supporting members in internal discussions with broader university authorities;

Supporting individual members in discussions about ITE allocations and funding.

#### We aim to:

- Keep abreast of all national and international information relevant to our members and brief them in good time through committee meetings, regular post and email communications, the website, a range of publications and at a variety of events.
- UCET aims to keep its members updated on all relevant issues covering strategic, policy, research and administrative perspectives, including:
  - Key policy announcements from government and statutory agencies
  - Changes in legislation and administrative practices
  - Funding opportunities
  - Research findings
  - International issues
- We aim to be available to listen to and,

where possible, advise and follow-up on any queries or concerns that members communicate to us and, where appropriate, share the issues with the wider membership.

**Objective 4:** To facilitate networking opportunities between UCET members and between the membership and other stakeholders.

**We aim to:**

- Hold regular meetings of UCET committees and encourage subscribing institutions to make the best use of their entitlement to a representative on each committee.
- Host a variety of events where professional dialogue and networking can take place.
- Provide services that meet the needs of teacher educators at different stages of their careers.
- Hold seminars, workshops and symposia, involving expert speakers to ensure high-quality contributions. Regular events include an annual conference attended by professional educators from around the world.
- Provide regular opportunities for member institutions to share their expertise and network with external stakeholders and decision-takers.
- Examples of recent UCET events for members include:
  - Workshops on the completion and submission of RAE returns.
  - A seminar on the implications of the Rose report on systematic phonics and the simple view of reading for teacher education.
  - Seminars on child protection issues and medical fitness to teach.
  - Pre-committee discussion meetings on, for example, M Level PGCEs, government education reforms; research ethics, the RAE,

CPD resources; QTS/QTLS links, teachers in sub-Saharan Africa, the internationalization of teacher education; the new inspection methodology, QAA requirements and many more.

## STRAND 2: Influencing Policy and Practice

**Objective 1:** To raise UCET's profile and influence.

**We aim to:**

- Secure representation on all Organisations and groups relevant to UCET's work.
- Provide authoritative, robust and timely responses to key public consultations and other publications relating to teacher education.
- Pro-actively contribute to the public dialogue on key educational issues.
- Maintain a high international profile. To learn from, and influence, teacher education around the world through collaboration with, for example, ICET, AACTE, UNESCO, ATE, ATEE, British Council, Association of African Universities and the Commonwealth Institute.
- Raise awareness among key players in the sector about UCET's work and role by circulating its manifesto and other publications and regularly reviewing and updating its public image.
- Seek regular meetings with key decision-makers to present UCET's concerns (ministers, senior officials, etc.)
- UCET regularly writes letters to the media, issues press notices, initiates the writing of press articles, gives interviews and responds to public statements.
- UCET is represented on a range of groups, including UK's General Teaching Councils, IfL, Escalate, TDA, OFSTED, DIUS, DCSF

and LLUK working groups and the GTTR advisory board.

**Objective 2:** To campaign for change in areas identified by the membership.

Issues currently on UCET's agenda include:

Educational research and its applicability to policy development and the education and development of professional educators.

The allocation of intake targets for ITE programs across the UK.

The introduction of the MTL in England and its implications for existing Masters programmes and M Level PGCEs.

The introduction of a new ITE inspection methodology in England.

The design and implementation of a successor to the RAE exercise.

The need for a new source of regionally allocated funding - in addition to that provided through the RAE - to support the development of practice-based research within HEIs, allowing all professional educators to work in a research-oriented environment, help to secure a research-based profession and develop research capacity.

The continued implementation of the Government's Every Child Matters agenda in England and parallel developments in other parts of the UK.

Awareness of the need to attract experienced high-quality practitioners into HEIs.

Ensuring that schools exercise their responsibility - in partnership with HEIs - for the education and professional development of prospective and serving teachers.

The embedding of government literacy and numeracy strategies in ITE programs.

The reform of teacher education for the post-compulsory sector.

The relationship between M Level PGCEs

and full Masters' programmes.

The development of protocols between HEIs and other organisation for the mutual recognition of qualifications.

**Objective 3:** To develop strategic alliances in order to shape the policies and practices of other stakeholders.

We aim to secure representation on stakeholder, policy-making and working groups relevant to UCET's work.

UCET has links with Government departments and agencies, legislative bodies, the UK's General Teaching Councils, funding and regulatory authorities, sector skills councils, representative bodies, professional and subject associations and international groups.

Engage in constructive dialogue with other stakeholders to identify and achieve shared aims and objectives.

Examples of specific areas of collaboration:

With LLUK: the implementation of the new qualifications framework and standards for teachers in the post-compulsory sector.

With the Welsh and Northern Ireland Assemblies: discussion on teacher educational funding issues.

With the TDA: The commissioning and conduct of research and data collection exercises; the design of the MTL qualification the e-design of the CED; the Multiverse project; the Postgraduate professional Development (PPD) programme; and the qualifications structure for the wider school workforce.

With Universities UK and its Teacher Education Advisory Group (TEAG).

With the GTCE: Policies relating to the registration and provisional registration of teachers; the Disabled Teachers working

group; the teacher Learning Academy (TLA) steering group, and the data collection group.

With CPD bodies and subject association: Joint positions on the funding, structure and delivery of CPD and on the development of protocols for the respective recognition of CPD and other qualifications.

In 2006, UCET, SCETT and IPDA formed the Critical Advisory Support Partnership for CPD. CASP aims to promote quality CPD for teachers and act as a collective voice in discussion with government and other key agencies. The partnership will:

Invite representatives of all stakeholder organisations to attend and contribute to UCET events.

Initiate cross-organisational working groups to achieve shared objectives.

Attend, report on and contribute to relevant meetings and events.

Engage with key stakeholder policy-makers at a European and wider international level.

### STRAND 3: Safeguarding and Raising Quality

**Objective 1:** To ensure that all forms of education, training and development for professional educators are appropriately accredited, adhere to professional standards and are subject to appropriate quality control, without imposing unnecessary administrative burdens.

**We aim to:**

- Press for all forms of teacher education, including employment-based and school-centered provision, to be appropriately accredited by HEI-based teacher educators and subject to rigorous quality assurance that does not impose undue burdens.
- Influence the development and

implementation of inspection and quality assurance methodologies to ensure that professional educators are able to operate with due professional flexibility and integrity, without the imposition of artificial and unnecessary constraints.

- Support members in embedding the new standards for teachers in the schools and post-compulsory sectors, the development of standards and professional competencies for serving teachers, and on the development of CPD opportunities for teachers in each sector.
- Promote greater consistency and synergy in the education provided for, and the standards expected of educators in the schools and post-16 sectors and secure appropriate mutual recognition of the professional status of teachers in each sector.
- Seek to ensure that all educators, including those in the emerging early years sector, receive academically robust, research-informed and formally accredited professional education.

**Objective 2:** To identify, extend and share best practice.

**We aim to:**

- Champion the highest standards of education research.
- Promote sustainable development (in the UK and other countries) in the design and delivery of teacher education.
- Encourage collaboration in the conduct and application of education research.
- Work with partners to develop robust, scholarly and research-informed CPD opportunities for all professional educators and advise on how to measure the impact of CPD provision.
- Foster links with a view to identifying and sharing best practice between professional educators in different parts of the world.

- UCET awards travel scholarships for new professional educators to undertake research in other countries. We have, from 2008, been able to make an additional award thanks to a generous donation from the Hewett Driver Trust.

- Promote sustainability in the delivery of teacher education and education research.

- Promote and explain the role of Education Departments within the Higher Education context by communicating with, for example, associations representing the broad HE sector and with Vice Chancellors, Pro-Vice Chancellors and principals.

Objective 3: To support the highest standards of educational research, especially research of international quality.

#### **We aim to:**

- Influence the development of a successor to the RAE exercise.

- Secure the new source of regionally allocated funding to support practice-based education research within HEIs and build research capacity.

- Champion research in education in order to enhance quality and impact.

- Help to build capacity in education research and improve links between education research and the delivery of teacher education programmes.

- Commission research, management papers and surveys and share the findings.

- Support research of international quality.

### **STRAND 4: Maintaining Organisational Efficiency and Effectiveness**

**Objective 1:** To monitor the changing educational environment and the needs of our members and amend and adjust UCET's structure and practices accordingly.

#### **We aim to:**

- Ensure that our governance, committee and other decision-making processes are best suited to meet our objectives and the needs of our membership

- Secure appropriate representation of all sections of our membership on UCET committees, and ensure that the Executive Committee includes the best possible balance in terms of skills, background and experience.

- Ensure that members of the Executive Committee operate in a collegiate manner that is consistent with the legal responsibilities of trustees and with an agreed code of conduct.

- Identify and mitigate possible risks to UCET and our membership on an annual basis.

- Maintain existing high levels of membership and seek to recruit new member institutions.

- Embed UCET's equal opportunities and diversity policies in all aspects of our work.

**Objective 2:** To ensure that UCET's structure and internal processes operate in the most efficient and cost-effective way.

#### **We aim to:**

- Ensure that UCET's internal processes are streamlined and cost-effective while maintaining high quality services.

- Review subscription levels each year and ensure that they represent value for money for members.

- Develop new internal processes for the setting and control of organisational budgets, the recruitment, training and further development of our staff.

- Review and, as necessary, update UCET's public image and website.

- Review the range of UCET publications to ensure their relevance, value for money and timeliness.

## **UCET STAFF AND OFFICERS**

2008/09

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Executive Director: Mr. James Rogers BA, PGDip, MA

Chair: Professor Roger Woods BSc, PGCE, DipEd, MA

Vice Chair: Sally Yates, BEd, MA, FHEA

Treasurer: Professor Chris Cook PGCE, MA, MA

Academic Secretary: Professor Gordon Kirk OBE, MA, PGCE, MEd, PhD, DUniv

Policy & Liaison Officer: Professor Joan Whitehead BA, PGCE, MEd, FRSA

Honorary Life-President: Miss Mary Russell MBE, DEd, DLitt

Executive Officer: Ms Amy Godsland BA (Hons)

Governance & Committee Officer: Mr. John Mounfield BA (Hons), MSc

Administrative Assistant: Ms Shajna Ali BA (Hons)

## **UCET PUBLICATIONS AND WEBSITE**

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UCET's publications include:

Profiles - an annual publication profiling each member institution with basic information and details of the institution's provision.

Overseas Compendium - an annual handbook detailing the range of courses in education available in the UK, used primarily for the recruitment of overseas students, but also widely recognised around the world as a comprehensive reference book on UK teacher education.

UCET News - an occasional newsletter highlighting current aspects of UCET's work.

Occasional and Research Papers - published on current issues as and when the need arises.

UCET's website ([www.ucet.ac.uk](http://www.ucet.ac.uk)) gives easy access to a wealth of information including: Events Diary, Current Issues, Consultation Responses, UCET Publications, UK Education Bodies, Links to related websites, and a Private Members Area that gives access to committee minutes, survey results and other information.

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