**ITE Secondary Forum: 27 November 2018**

Minutes & matters arising

* GDPR: The Management Forum received a presentation from expert lawyers at its last symposia. A key message was not to panic or to gold-plate requirements, and that content was not necessarily required to hold or share data when, for example, doing so is a requirement of statutory and regulatory agencies.
* Early career framework: UCET is continuing discussions with DFE about the development of an early career framework for NQTs, a version of which will be piloted in the North East. UCET is arguing for: a flexible framework that will be adaptable to meet the needs of different NQTs; delivery and development by all ITE providers rather than through a procurement process; synergy with ITE; scope to link with M level credits; and QA through OFSTED ITE inspections. Further details are expected to be published towards the end of the year. The ECF will apply nationally to NQTs beginning their ITE in September 2019.

UCET updates

JNR briefed the forum on non-ITE secondary related issues, including feedback from the annual conference, research issues and developments elsewhere in the UK.

Morning symposia

Feedback on presentations form University of Southampton & Birmingham City University on how they track Part 2 of the Standards. PowerPoints will be uploaded to the website

(b): Future symposia

Suggestions include

* supporting staff new to ITE
* new Ofsted framework,
* tracking trainee progress,
* role of tutor visits
* what is a PGCE & what assignment are done?
* what have programmes done to reduce workload concerns?
* mental health and well-being, especially how this is supported in schools, role of mentor in this etc.
* knock on effect of changes to recruitment strategy e.g. impact of no prior school experience

ITE recruitment

(a): Recruitment in 2018/19

* English & Biology recruited well this year (Biology mainly due to bursary). Music is down, RE low, higher drop out early in programme, maybe due to relaxation on recruitment and dropping of prior school experience.
* Seems to be increased interest in PT route. DfE also interested in this
* DFE expect overall recruitment to be higher than in 2017/18 despite a tend towards later applications, with the national primary target being met, and an increase in total secondary numbers, albeit with targets missed by more than in 2017 because of TSM increases.
* Impact of new rules on school experience: although there is evidence of more places being offered in 2018/19 because of DFE encouragement on providers to take greater risks with recruitment and not allowing prior school experience being a condition of entry, there have also been reports of increased drop-out early in programmes because ‘additional’ trainees recruited have not known what to expect in school.
* Minister of State Nick Gibb wrote to ITE providers on 9 October thanking them, amongst other things, for efforts in regards recruitment, which had at the time of writing led to 7% more acceptances than at the same period the previous year.

(b): Recruitment in 2019/20 onwards

* Recruitment for 2019/20 - PE mixed, appears to be increase in history & English at this stage. Some concern as overall applications appear to be down. There does appear to be a change in application pattern probably linked to no allocations therefore not the rush. Skills tests still a challenge e.g. Worcester no skill test centre
* DFE are in the process of developing a new teacher recruitment & retention strategy, details of which will begin to be published later in the year. It will cover, amongst other things: fees; recruitment & retention incentives; marketing; application systems; and skills tests. We have been given to understand that the joint letter sent by UCET, NASBTT, the CCT and the TSC to the Secretary of State in April has had an impact. DFE ran a workshop on the strategy at the annual UCET conference.
* Details of financial incentives for 2018/19 have been included in meeting papers. Despite an apparently negative impact on recruitment, the bursary for primary has not been reintroduced. Bursaries for secondary history, D&T, RE and music have been increased, and a single rate for all those with a 2:2 degree or above has been introduced.
* 2019/20 allocations and TSM data were published on 26 October. The headline figures are that 864 additional postgraduate ITE students need to be recruited compared to the 2018/19 TSM. The figures for primary are +451 (4%) and 413 for secondary (+2%). As in previous years, the ‘top 25%’ of providers (based on OFSTED grades, degree classifications, recruitment performance and employment rates) have received three-year allocations, which will mean they are guaranteed to be able to recruit the same number of students to each programme as on their base year. Although open recruitment exists in most areas, the guarantee will apply should recruitment in any of the future years be capped. A total of 38 SCITTs and 27 HEIs received multi-year allocations, 27 and 26 of which also received them last year.
* SKE - would like longer notification that 2-week SKE can run. Increasing no of SKE courses on line, very few more than 12 weeks, many seem to be 8 weeks

DTTP.

A number of concerns had been expressed, and UCET has taken these up with DFE. These include: log-in problems; short deadlines for the loading of data; the way in which programme information is presented; difficulty for HEIs on importing data from HESA; issues in searching for schools and providers; and dashboard information in relation to performance profile information. DFE have responded and some improvement has been noted.

(c): House of Commons report on teacher recruitment

To note the detailed and informative HOC briefing report, which at one-point references to joint UCET-NASBTT-CCT-TSC letter to the Secretary of State.

(d): NFER report

NFER published its report on teacher workforce dynamics on England on 30 October. Key findings include:

* Rates of teachers leaving the profession and moving school have risen since 2010
* Lack of job satisfaction is a key reason for teachers leaving
* Teachers work long hours during term time and are dissatisfied with their amount of leisure time
* Better part time work opportunities would help retention
* Teachers are not primarily motivated to leave the profession because of pay
* Targeted financial incentives will help retain teachers who are responsive to pay
* Teachers work on average 50 hours a week, longer than nurses or police officers (even after accounting for holidays)

The recommendations include:

* Government should target policies to support schools disproportionately affected by teachers moving between schools
* Financial incentives should be restructured to encourage retention
* Job satisfaction levels should be constantly monitored
* Pay increases should be targeted at particular areas, e.g. early career teachers, maths and science and those in particular regions
* Opportunities for part time working in secondary schools should be encouraged

The current landscape for the HE teacher education sector and UCET

At the last meeting of the UCET Executive it was agreed that a paper describing the current policy landscape and its implications for UCET members should be produced, including an attempt to describe the particular contribution that the HEI sector makes to teacher education, particularly in regards: research; the research base of ITE and CPD programmes; and the equipping of student teachers with the ability to understand, interpret and carry out research. The paper, which focusses primarily on the position in England, covers: the general policy landscape for the HE sector; ITE; CPD; post compulsory issues; and education research.

The paper suggests that the policy landscape for the HE teacher education sector is, partly because of the long-game strategy adopted by UCET, more benign than it has been at any time since 2010. In the years immediately following the 2010 general election UCET and others mitigated the negative impact of hostile policies by, for example: negotiating with DFE and David Laws about the over-allocation of places to allow government to increase school led provision while offering some protection to the existing infrastructure; supporting UCET members engage with (and benefit from) School Direct through the development of new forms of partnership; successfully negotiated strategies with DFE and Nick Gibb in respect of phonics and ITE; and ensured that the new teaching schools were required to partner with an HEI and did not automatically become accredited ITE providers in their own right. In more recent times, the influence of UCET on things such as the strengthening QTS consultation, skills test reforms, ITE recruitment strategies, open recruitment to ITE and many more are clearly visible.

A challenge over the coming years will be to continue to help the sector engage in new forms of delivery and develop partnerships. Any temptation to argue that ‘HEIs know best’ would be counter-productive, would smack of self-interest and alienate partner organisations.

The paper, as amended in the light of Executive Committee comments, will be discussed at other UCET forums and was the subject of a workshop at the annual conference.

Apprenticeships

Recruitment to the postgraduate QTS apprenticeship in 2018/19 is not expected to be much greater than 50. Proposals to develop an undergraduate route have not progressed because of apparent lack of demand at DFE indifference. At the last meeting on the Trailblazer Group discussion focussed in adjusting the apprenticeship in the light of the early career framework. The decision of the group was to wait until the content of the ECF and the processes for delivering it had been announced.

Provider need to reregister for delivery in 2019/20, another unnecessary hoop that UCET have challenged but at the moment this needs to be done

Inspection issues

(a): Feedback

Phase 2 inspections are underway. Appears to be little consensus on approach but generally providers are happy with approach. Concern expressed one provider received a shorter notice period for Phase 2 (contacted Monday for Wednesday start)

(b): Review of inspection framework

Meetings to discuss the review of the ITE inspection framework are ongoing. Forum members should be reminded to send JNR any post-compulsory specific points that they would like UCET to make on their behalf (points relating to: inequitable treatment of HEI compared to AB provision, the failure of the framework and inspectors to take account of the particular post-compulsory context - e.g. its in-service nature - have already been made).

In a message dated 27 September 2018, Angela Milner reported that:

* OFSTED’s Executive Board have confirmed that the current ITE inspection framework will be extended for a further 12 months until December 2019. This will enable the small number of constrained inspections of newly accredited SCITTs, due to take place in 2019, to happen. Inspections of other new SCITTs, due from 2020 onwards, and new ITE in FE provision, validated by HEIs, will be part of a new inspection framework and cycle. This decision creates the time and space for the sector to focus on the crucial areas of recruitment, retention and workload and for the research and development work, required to underpin a new ITE inspection framework, to take place. A new ITE inspection framework will be introduced in the academic year 2019/20, after the introduction of the Education and Inspection Framework (EIF).
* ITE inspections in 2019 will focus on the small number of constrained inspections of newly accredited SCITTs and any re-inspections needed as a result of requires improvement and/or inadequate inspection judgements at stage 2 in autumn 2018.

This means, in effect, that for most provision there will not be any inspections for a full year.

(c): Termly letter to partnerships

OFSTED’s termly letter to ITE partnerships was issued on 21 September. Key points include:

* Reference to minor changes in respect of GDPR/privacy to the inspection handbook
* Innovation status will in 2018/19 apply to: newly accredited providers in their first year of delivery
  + Newly accredited providers offering in single subject (i.e. MFL, maths or physics) in their first two years of delivery
  + New flexible routes (part-time, including Now Teach)
  + Undergraduate degrees with QTS opt-ins in maths, physics, computing & MFL
* Stage 2 inspection will take place during the autumn term of 2018, beginning in late September and ending in early December. They will focus on: how well NQTs and former teachers were prepared for teaching; transition documentation; and liaison with employing schools & colleges. Key lines of inquiry will include emerging areas for development identified during stage 1 inspections.
* Inspectors usually invite two nominated phase leaders to team meetings. Other senior staff who have not been present at team or grading meetings can attend the final feedback meeting at the discretion of the lead inspector.
* The trainee on-line questionnaire closed on 31 July. Responses received between stage 1 inspections and the closing date will be shared confidentially with providers during stage 2.

Angela Milner retired from OFSTED at the end of September. Her role is currently being filled by David Storrie.

Items for information

To note:

* Postgraduate loans BERA blog & UCET tweet
* Letter to Sam Giyimah
* Correspondence with Anne Milton
* 2018 ICET conference report
* 2018 UCET summer newsletter
* Addressing workload on teacher education report

Any other business

1. DBS - issues with schools asking to see trainee (and in some vases University staff DBS certificates) UCET have written to one MAT over this to no avail, UCET keen to know how widespread this is
2. Transition into Teaching Programme – new programme recently announced by DfE. Regional leads for the programme will work with current accredited providers to signpost career changers who would like to get into teaching.

Date of next meeting

12 March 2019