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*Promoting Quality in Teacher Education*

**Note of the meeting of the UCET Management Forum held at 1:00 p.m. on 4 December 2018 at Mary Sumner House, SW1P 3RB**

**Welcome, introductions and note of previous meeting**

1. The new Chair and Vice Chair, Matt Varley and Stefanie Sullivan, welcomed colleagues to the meeting. Those attending for the first time introduced themselves. The note of the meeting held on 19 June 2018 was approved. On matters arising, JNR briefed the forum on positive evaluations from the November UCET conference.

**Discussion**
2. The following items were covered during the discussion:
* Feedback from the morning symposium on the current policy landscape for HEIs and teacher education and its implications for the new UCET strategy. In relation to the strategy it was suggested that UCET should:
	+ continue to stress the particular contribution that HEIs make through teacher education and explain that contribution to government and other relevant bodies
	+ support and champion the actual and potential role of education departments within wider university settings
	+ engage with, promulgate and where appropriate commission and publish research and collect and analyse data
	+ continue to influence and critique the development and implementation of policy (e.g. in regards the ITE requirements, placement opportunities, the content framework, SKE) and promote innovative practice
	+ develop and nurture relationships with other organisations to maximise UCET’s voice and influence
	+ share information on best practice and other HE contributions beyond the UCET community
	+ reflect the ‘Building research informed teacher education’ paper and the work of the ‘intellectual underpinnings’ group in the new strategy
* Topics for future symposia, which might include themes identified during the morning’s strategy discussions, and opportunities for HEIs arising from apprenticeships and other activities being carried out by other organisations
* Levels of recruitment to ITE in 2018, where targets had again been missed, and retention was already an issue (tensions between retention and institutional expectation in regards TEF and internal targets and expectations were also noted)
* Applications for 2019, which were reported to be notably down on the previous year, and difficulties relating to the DTT
* The Early Career Framework, where UCET had been pressing for: delivery by the accredited ITE sector; flexibility to allow the framework to meet the needs of particular NQTs; and the potential to link to M level credits
* The teacher workload report and its implications for ITE
* QTS apprenticeships, where 90 trainees had been recruited in 2018 and systemic issues (e.g. relating to the additional fourth term) continued to cause difficulties.
* Inspection issues, with the following reports received of recent OFSTED visits:
	+ Apparent attempts to trial areas that might be addressed in the new inspection framework
	+ Significant differences between the two inspection phases, possibly because of a change of lead inspector
	+ Attention paid to things that were not within the control of the HEI, such as the contribution to NQT support of schools outside the ITE partnership and progress made during the NQT year
	+ The role of HEIs in supporting regional ITE networks
	+ The development of student teacher skills in regards curriculum development
	+ Increased attention paid to particular subject areas
	+ Equipping student teachers with research skills, M level components of ITE programmes and how that contributes to recruitment and retention
	+ The difference between different routes, where it was suggested by forum members that consistency in terms of outcomes was not always possible or desirable

**Items for information**

1. A number of items were noted for information, including: the OFSTED termly letter to partnerships; the OFSTED statement on the timing of the introduction of the new inspection framework; the 2018 ICET conference report; UCET correspondence with ministers; and the summer UCET newsletter.

**Any other business**

1. The following points of AOB were raised:
* A report on the Transition to Teaching projects funded by DFE
* Confirmation that, while almost all UCET member institutions were HEIs, partner organisations involved in delivering accredited award-bearing teacher education programmes in partnership with universities had been eligible for membership for a number of years.

**Date of next meeting**

19 March 2019, MSH