



UCET Management Forum: 4 December 2018

THE POLICY LANDSCAPE FOR UNIVERSITIES INVOLVED IN TEACHER EDUCATION
AND EDUCATION RESEARCH AND THE IMPLICATIONS FOR A NEW UCET
STRATEGY

Structure

- ▶ General environment
- ▶ Specific policy areas:
 - ▶ ITE
 - ▶ QTS apprenticeships
 - ▶ CPD
 - ▶ Post-compulsory
 - ▶ Education research
 - ▶ International
- ▶ Implications for new UCET strategy

General environment

- ▶ Total HE student numbers falling from 363,000 in 2017/18 to 344,000 in 2021-23 (with no Brexit impact)
- ▶ Fewer 18-24 year olds until 2022
- ▶ Entry rates up between 0.1 and 0.3% each year
- ▶ However, HEPI predict greater growth
- ▶ Impact of differential fees (lower fee band for ITE to boost recruitment?)

ITE QTS

- ▶ Post 2011 expansion of 'School-led' ITE
 - ▶ 2016/17 57% of ITE places allocated to 'school-led' routes (now 53%)
 - ▶ Massive SCITT expansion
 - ▶ Recruitment controls debacle
- ▶ But:
 - ▶ Most SD delivered through HEIs
 - ▶ SCITT-HEI partnerships
 - ▶ Greater proportion of core HE places filled (88% in 2015, compared to 65% SCITT, 70% SD fee and 54% SD salaried)
 - ▶ Open recruitment swinging pendulum back

Prospects for QTS

- ▶ Positives:
 - ▶ Removal of recruitment caps likely to increase HE market share
 - ▶ Diminution of government hostility to HE provision ('no preferred routes') reduces/removes previous threats
- ▶ Negatives:
 - ▶ Recruitment difficulties (demographic, economic, policy)
 - ▶ Differentiated fees
 - ▶ Unregulated provision

Apprenticeships

- ▶ QTS:
 - ▶ Restricted to accredited providers
 - ▶ Modest recruitment (90 in 2018/19)
 - ▶ Hanging EPA and risk
 - ▶ IFA intransigence
 - ▶ Link to EFC?
 - ▶ Undergraduate
- ▶ CPD apprenticeships:
 - ▶ Middle & senior leadership

CPD

- ▶ Early career framework:
 - ▶ Possible involvement of ITE providers
 - ▶ Appropriate bodies
 - ▶ Links to master's level
- ▶ Other CPD:
 - ▶ Ring fenced funding
 - ▶ Professional qualifications
 - ▶ QA of CPD
 - ▶ Sabbaticals

PCET

- ▶ Post Lingfield de-regulation
- ▶ Level 5 DET as De-facto qualification
- ▶ 34 HE providers, 10,700 trainees (in service and pre service)
- ▶ Positive inspection outcomes
- ▶ Un-level playing field re: inspection (Abs)
- ▶ Private (on-line) training
- ▶ DFE recruitment measures
- ▶ Gradual return to regulation/drivers on employers?

Education research

- ▶ Forms of engagement:
 - ▶ REF (tensions?)
 - ▶ Building capacity in schools
 - ▶ High local impact (1*/2* research)
 - ▶ Teaching School partnerships
- ▶ Research and teacher education, the golden thread:
 - ▶ M Level ITE
 - ▶ M Level CPD (government attitudes shifting?)

UCET role

- ▶ UCET strategy:
 - ▶ Constructive engagement
 - ▶ Teacher education, not just teacher training
 - ▶ Partnership working to maximise voice (NASBTT, CCT, TSC, UUK, NEU, BERA)
- ▶ UCET supports membership through:
 - ▶ Lobbying & influencing
 - ▶ Information sharing
 - ▶ Events & discussions
 - ▶ Advice to individual institutions (DBS, inspection, student loan, compliance issues etc.)
 - ▶ Forum for members (vacancies, events etc.)

Examples of UCET influences

- ▶ Open recruitment
- ▶ Over-allocation of places
- ▶ Ending of recruitment controls
- ▶ Apprenticeships
- ▶ ITE recruitment (joint UCET-NASBTT-CCT & TSC letter)
- ▶ Strengthening QTS and improving career progression consultation
- ▶ USCET
- ▶ NI projects

Championing partnership and the distinct HE contribution

- ▶ Distinctive contribution of HE sector:
 - ▶ Delivery and recruitment at scale
 - ▶ Sustaining large partnerships (inc. SD and SCITTs)
 - ▶ M level ITE and CPD
 - ▶ ITE and CPD synergy
 - ▶ Research underpinnings
 - ▶ Time away from school for students to reflect and share experiences
 - ▶ Contrasting school experiences
 - ▶ Access to HE resources & support

Implications for UCET strategy

- ▶ Are the broad strands of UCET activity relating to: lobbying and representing; information sharing; provision of advice and information sharing still appropriate?
- ▶ Does the slightly more benign policy environment allow scope to re-focus UCET activity (e.g. in relation to the intellectual base of teacher education)?
- ▶ What can UCET do to support the position of education departments within HEIs?
- ▶ Who are UCET's key strategic partners?
- ▶ What should UCET do more of (bearing in mind limited resources!!)