

 A Registered Charity (No 275082)

*Promoting Quality in Teacher Education*

**Note of the meeting of the Post 16 forum held at 1pm on Friday 24 May 2019 at Mary Sumner House, Tufton Street, Westminster, London SW1P 3RB**

Welcome, introduction & notes

Colleagues were welcomed to the final meeting of the Post 16 forum meeting of 2018/19. The note of the previous meeting was agreed. On matters arising, JNR reported that a number of meetings had taken place with regard to mental health & well-being, including one with the Duchess of Cambridge.

Discussion

Highlights from the afternoon’s discussions included:

* General updates from UCET covering: developments in Wales, including the securing of funding for HEIs to support partnership working following a meeting between USCET and the Welsh government; a UCET NI conference earlier that week showcasing the contribution that HEIs make to teacher education and teacher supply in Northern Ireland; the early career framework for school-teachers in England and the establishment of a government advisory group (with UCET representation) to review ITE content in the light of the ECF; the work of the UCET intellectual base of teacher education group; and developments relating to the REF.
* FE teaching apprenticeships, including feedback from the morning symposium which had been led by Mary Osmaston, Noell Graal and Victoria Wright. Key points included: the potential for providers to be moved from the list of apprenticeship delivers if inactive for a period of time; the burdensome nature (over and above DET requirements) of the EPA; the need for training for those carrying out End Point Assessments; the inflexibility of IFA and EFSA rules; and the delivery by HEIs of Academic Professional Apprenticeships (not always by education departments). Suggestions for future symposia included a presentation from the Association of Colleges, T Levels and the carrying out of End-Point-Assessments.
* Recruitment to PCET programmes, where there was a mixed picture, with pre-service programmes generally doing better than in-service, although the late withdrawal of bursary funding had had a negative impact. On student support, it was confirmed that in order to access loan support DET students should be on 120 credit programmes delivered at level 5 or above.
* DfE colleagues reported on: measures to encourage recruitment that would be announced in the light of the spending review; FE representation on the Mental Health & Well Being expert group; and the taking account of the FE sector in digital teacher supply developments.
* The inclusion by a number of the institutions represented if FE components of education studies degrees (although most had, a primary or early years focus).
Coverage to an extent was felt to depend on the background of those delivering the programmes
* Updates from the Education & Training Foundation, including: modest revisions expected to be made to DET programmes for 2020; professional development packages for teachers relating to the introduction of T levels; the incorporation of T levels into ITE; the Talent to Teach (formerly ‘pathways programme’) which has placed 360 final year undergraduates on 40-hour teaching placements in FE colleges; on-line training for teacher educators; and SEND training programmes for generalist teachers.
* The development of the new OfSTED ITE inspection framework, and the recent OfSTED questionnaire on ITE content.

Date of next meeting

18 October 2019.