UCET Risk Analysis January 2020

(Previous rankings in brackets)

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| Risk | Likelihood (1-3) | Impact (1-3) | Level of risk(1-9)[[1]](#footnote-1) | Mitigation measures  |
| (1): Risks to UCET as an organisation |  |
| (a): Loss/failure of IT infrastructure | 2(1) | 3(3) | 6 (3) | * Introduction of new Cloud based IT system and replacement of sever
* New website in autumn 2017
* Regular discussion with contractors and rigor in ensuring contract compliance and adherence to SLA.
* Immediate discussions with contractors.
* Maintenance of back-up files and hard copies.
* Continuous review of hardware needs.
* Regular delating of out of date files & mails
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| (b): Loss of a significant number of institutional members, or a significant part of a particular group of members (e.g. in response to economic downturn, government policies, HE funding changes etc). | 1(1) | 3(3) | 3(3) | * Effective communications with members (newsletters, leaflets etc)
* Support providers to adjust to new policy environment
* Promotional material for potential new members
* Lobbying to ensure that ITE is placed in high fee band under any differentiated fee regime
* Leading & advising sector. Steering sector through challenges of policy & funding changes.
* Encourage the recruitment of new member institutions
* Engagement and consultation with membership on all key issues.
* Provision of effective and valued service at sectoral and institutional level.
* Measures to moderate, and respond to, changes in ITE allocations
* Ensuring needs of member groups taken into account and, where possible, reflected in policy & practice.
* Maintenance of a high UCET profile.
* Respond promptly and efficiently to all member requests.
* Communication regularly with members through newsletters etc.
* Introduction of new interactive website resource for the membership.
* Visits to individual members
* Ad-hoc meetings and discussions with member institutions to discuss issues of particular concern.
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| (c): Insufficient income to meet outgoings (inc. as a result of falling investments) | 1(1) | 3(3) | 3(3) | * Staffing review completed and implemented, September 2017
* Ensure appropriate levels of spending.
* Simplifications of subscription rates
* Provision of valued services and effective communications with members
* Regular review of fees & charges.
* Ensure value for money in respect of all purchases
* Income generation through conferences, discussion meetings symposia etc.
* Prudent investment of UCET monies and ongoing monitoring in light of economic circumstances
* Regular communication between Executive Director & Treasurer.
* Measures to protect membership identified at section 1 above.
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| (d): Loss of key knowledge and expertise | 2(3) | 2 (3) | 4 (6) | * Staffing review instigated November 2016 and completed September 2017
* Ensure, where possible, sufficient hand-over period between incoming and outgoing staff and officers
* Ensure incoming DFE officials briefed on all relevant issues
* Encourage attendance at UCET committees and active engagement from committee members and other colleagues
* Arrangements for maternity leave cover
* Ensure election/appointment of new committee chairs, vice chairs etc
* Sharing information and policies and practice and practice amongst officers and staff.
* Cultivation of a team-working ethos.
* Retain staff through effective personnel and policy procedures and remuneration reviews.
* Application and commitment to, UCET diversity & equal opportunities policy.
* Ensuring sufficient resources are available to take remedial action through, for example, the recruitment of additional staff and appropriate developmental and training opportunities.
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| (e): Damage to UCET’s public reputation | 1(1) | 3(3) | 3(3) | * Consultation with the membership prior to issuing consultation responses, taking account of new core values and principles document
* Appropriate and tailored ways of engaging with other partners and organisations.
* Measures taken to project reputation of sector identified below.
* Agreed job descriptions and codes of conduct for trustees.
* UCET representatives to take reasonable precautions to protect the interests and reputation of UCET and bring to the attention of the Executive Director anything that might impact of the UCET reputation or the esteem in which it is held.
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| (f): Marginalisation of UCET as the voice of teacher education. | 1(1) | 3(3) | 3(3) | * Maintenance and raising of public profile.
* Development of alliances and communication with key stakeholders, including other representative groups, including closer relationship with NASBTT (inc cross representation).
* Making representations re: KPIs for teaching schools
* Establishment as ta trusted and authoritative voice by government and other agencies
* Respecting confidential discussions with officials, SPADs etc.
* Establishment of school reference group
* Retention of member institutions.
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| (g): Loss of accommodation base | 2(1) | 2(2) | 4(2) | * Maintenance of good relationship with landlords and landlord staff.
* Identification of alternative accommodation options
* Insurance cover in case of fire, theft etc.
* Storing and accessing UCET documents and IT systems without need for office base
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| (2): Risks to UCET membership and therefore UCET as an organisation and strategies (in addition to those undertaken at institutional level) that UCET can undertake to mitigate the risks faced by its membership.  |  |  |  |  |
| (a): Threat to scale, structure and content of teacher education because of government reforms, unintended consequences of unrestricted recruitment for some providers and competition from unregulated private providersImpact of school and budget pressures on placement opportunities | 2(1) | 3(3) | 6(3) | * Press for continuation and extension of open recruitment.
* Argue for HEI in delivering ECF, including positive suggestions and solutions
* Influencing ‘shape of the ITE market’ discussions, protecting HE sector ‘share’
* Argue for continued levels of resource in context of Auger review
* Input into ITE core content discussions
* Key influence over the development and implementation of apprenticeships
* Influencing activities and maintenance of media profile
* Deployment of sound and convincing arguments for continued need for qualified teachers receiving their professional education through HE-school partnerships.
* Advise government agencies, in the context of UCET’s vision & mission, on the implementation of reform agenda.
* Ensure membership is informed of, and able to plan for, reform agenda.
* Championing teaching as a Master’s qualified profession
* Development of alliances with other professional associations & bodies.
* Advising members how to adjust provision in the light of policy changes (e.g. ITE content)
* Briefing politicians and other influencers.
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| Marginalisation of HE role in teacher education | 2 (3) | 3(3) | 6(9) | * Argue (using quality & other evidence) for the value added ensured by HE based teacher education.
* Influence as well as react to policy (e.g. as done successfully in respect of strengthening QTS consultation, skills test changes and suggestions on ITE recruitment)
* Seek input into discussions about HE fees
* Lobby for HE role in CPD, and appropriate body market
* Developing closer links between HE and Non HEI teacher education institutions and representative bodies, including TCS
* Utilise expertise of schools reference group
* Promote international opportunities
* Champion the value of the academic award associated with qualification of teachers, including at M Level
* Involvement with teaching schools, MATs etc, and influencing and supporting members in the context of teaching School reforms
* Supporting members in relation to School Direct and other initiatives
* Links and bridges to employment and school/college based routes.
* Press for equity over ITE recruitment procedures
* Respond, using available evidence, to criticism in a clear, robust, objective and effective way.
* Develop good relationships and alliances with key decision takers and stakeholders.
* Submission of convincing evidence to select committee and other inquires.
* Raise profile and establish UCET with partners as the ‘Voice of the teacher education sector’.
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| (c): Contraction of HE based education research because of funding reductions and weakening of infrastructure available to support education research because of wider teacher education policies.Increased divergence between research active and other UCET member institutions | 3(3) | 3(3) | 9(9) | * Advise and brief members about all aspects (including tactics) of REF process
* Argue, through publications etc, for the importance of education research, in ITE, CPD and dedicated research activity
* Identify options for HEI engagement in different education research activities
* Investigate, as part of the 2020 strategy development, the intellectual basis of teacher education
* Respond, on behalf of membership, to all relevant consultations.
* Ensure appropriate representation on REF panels
* Lobbying decision makers on the value of education research & need for continued investment
* Championing the importance and value of research, with schools and others
* Facilitate communication between REF panel members and the membership through, for example, discussion meetings, conference presentations, mock-assessments etc.
* Promotion of the role of education research within education departments and teacher education
* Championing all types of research conducted by UCET members and their partner organisations
* Regular discussion amongst R&I committee of institution level issues
* Argue for additional investment in education research to availability of funds throughout sector.
* Maintenance of strategic alliances with key bodies, including the TSC, EEF, UUK, NASBTT, College of Teaching, DFE and BERA
* Full discussion with members about detail and implications of research funding
* Provision to members of information about international and domestic funding opportunities.
* Provision of advice to members on how to adjust provision in response to changes in the level and structure of funding systems.
* Encourage and facilitate flexible approaches to research in response to the needs of schools
* General support for HEI involvement in teacher education
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| (d): Change in availability, infrastructure and arrangements for CPD(e): Internal institutional barriers, e.g. those between ITE and CPD departments and internal procedures | 3(3) | 3(3) | 9(9) | * Champion the benefits of CPD provided by UCET member institutions.
* Argue for teaching becoming a master’s level profession
* Influence the development and implementation of ECF policies
* Influence development of professional qualifications
* Partnerships with College of Teaching and other professional development groups
* Encourage communications between ITE and CPD departments, e.g. in relation to OFSTED expectations in regards support for NQTs and links between CPD and SD contracts
* Seek to influence political and other groups, including the College of Teaching and the Teaching Schools Council, about the importance of EPD, CPD and their links to ITE and the rights of teachers to good quality CPD
* Use School Reference Group to communicate benefits of HEI CPD
* Sharing information about the impact of CPD
* Influence CPD policies of political parties
* Encourage a flexible approach to CPD delivery in response to school needs
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| (f): Interpretation by others and mis-reporting of statistical data and evidence | 3(3) | 3(3) | 9(9) | * Representations through proper channels
* Present data in appropriate context
* Carrying out of independent analysis and identification of alternative evidence bases
* Immediate and hard-hitting responses to miss-interpretation of data
* Collection and dissemination by UCET of robust and accurate data
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| (g): Significant falls in recruitment (h): Impact of BREXIT in recruitment of teachers from eleswjwere in the EU | 3(3) | 3(3) | 9(9) | * Regular monitoring of application and recruitment data.
* Press for allocations methodology that matches supply to need
* Input into government policies on teacher supply and recruitment
* Lobby for maintenance of teacher supply base and infrastructure
* Monitoring and provision of advice, about student support arrangements.
* Represent views and experiences of members to government agencies and to the media. Attendance at meetings with UCET members as appropriate.
* Press, if required, for additional investment in government recruitment campaigns and for support for institutional recruitment campaigns.
* Arguing, lobbying and campaigning for appropriate systems of student support.
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| (h): Impact of poor quality ratings for ITE | 1 | 3 | 3 | * Briefing membership on coverage and conduct of inspection process.
* Input into discussions about new inspection framework
* Supporting members on introduction of new inspection framework
* Facilitating the sharing of inspection experiences amongst the membership.
* Regular dialogue and discussion of inspection and QA bodies.
* Regular communication with inspection and advisory bodies.
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1. Likelihood of risk multiplied by level of risk, with low risk = 1, medium risk = 2 and high risk = 3. [↑](#footnote-ref-1)