**Suggestions for briefing paper: Estyn 2021-22**

USCET is committed to influencing and shaping an integrated accountability and monitoring system that supports the enactment of the National Mission, and contributes to the development of Teacher Education in Wales.

As accredited partnerships, we have a new opportunity to move away from the historic culture of performativity towards a better understanding of measuring quality in ITE – one which motivates the different players towards the shared purpose of educating high-quality teachers.

Following discussions, members of USCET would like to offer the following thoughts before the cycles of inspection and monitoring begin.

* **Covid**: this situation has affected the roll out of the intended accredited programmes and no provider has been immune from contingency. The forthcoming year has a legacy of Covid (with returning students) and is likely to experience further disruption. In our view, this is not the time for inspection.
* **Monitoring of HEI partnerships**: ITE Partnerships were led to believe that EWC would pick this up as a complimentary process with Estyn. This work was begun by Mark Isherwood and Hazel Hagger and conversations were helpful and developmental. However, we still await the final version of how partnerships will be monitored.
* **Over-zealous accountability**: there is a significant risk of double inspection and over-zealous accountability unless Estyn and the EWC integrate their approaches. HEIs are also part of external monitoring and verification.
* **Estyn colleagues and the Accreditation board**: there is a risk of soft knowledge being exchanged resulting in a lack of objectivity and independence. USCET would like to know the practicalities of how monitoring and inspection will be integrated and knowledge shared.
* **Estyn inspection cycle**: due to start next year with 2 or 3 partnerships being notified late Sept, to start in Nov. New inspection framework cannot be shared with partners before it is published in September. This leaves very little time for strategic planning for evaluation and improvement before the proposed date for the first pilot inspection.
* **Try-out visits**: in partnerships’ lived experience, the try-outs were as time-consuming and demanding as ‘real’ inspections in terms of organising the schedule and collating documentation for the VIR.
* **Lead Schools:** September will be an extremely challenging time for all in the partnerships. Lead Schools will be treated differently from other schools in that they will not benefit from the extension to the ‘pause’. The rationale for Estyn extending their pause of inspections into the autumn term should apply to all schools and ITE partnerships: *We recognise that the last year and a half have been difficult and challenging for many learners and their families and for education providers and their staff.*