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*Promoting Quality in Teacher Education*



**UCET DECEMBER 2022 NEWSLETTER**

The results of round 2 of the **Market Review** accreditation process were announced by DfE on 29 September. Some 83% of HEI applications were successful in either rounds 1 and 2. Although that is a better result than had at one time been feared, it led to 13 UCET member institutions not being accredited, despite them submitting strong applications that in the view of most independent observers clearly met the accreditation criteria. A copy of the statement issued by UCET on the day of the announcement can be found at: [News: UCET's statement on the outcomes of Round 1, Stage 2 of the Market Review | UCET](https://www.ucet.ac.uk/14373/ucets-statement-on-the-outcomes-of-round-1-stage-2-of-the-market-review) has been supporting those non-accredited providers choosing to appeal against the accreditation decisions, facilitating meetings and advising on the content and structure of appeals. We also held a meeting with the UCET members concerned and a firm of solicitors to discuss legal options should appeals not be successful. We then wrote to the then Secretary of Stage requesting greater flexibility over the appeals process. A copy of the letter can be found at: [Letter to Rt. Hon. Kit Malthouse, MP: Market Review appeals' process | UCET](https://www.ucet.ac.uk/14584/letter-to-rt-hon-kit-malthouse-mp-market-review-appeals-process) and the ministerial response at: [Jonathan Guillis response: the Market Review and appeals' process | UCET](https://www.ucet.ac.uk/14582/jonathan-guillisresponse-appeals-and-the-market-review) In the event, the results of the appeals led to xxxxxx (add when known). Meetings about the MR are of course ongoing, and have included the Shadow Minister for Schools, a representative of the Lib Dem education spokesperson, DfE officials and ministers and one-to-one briefings with individual UCET member institutions.

DfE guidance on **Stage 2** of the accreditation process was published on 21 November and can be found at: [Initial teacher training (ITT): provider guidance on stage 2 - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/initial-teacher-training-itt-provider-guidance-on-stage-2). UCET has collated a set of questions and comments on the guidance which it is discussing with DfE. A series of workshops will be held to support members through the Stage 2 process and will cover: curriculum materials; mentoring; ITAP; and partnerships. This follows a successful and well-attended ITE secondary forum symposium held shortly after the announcement. Other relevant activities include the formation of a group to consider how the sector might continue to reflect the principles set out in the **IBTE** report in teacher education programmes from 2024/25 onwards.

DfE guidance on the development of **new ITE partnerships**, which might potentially involve non-accredited HEIs working as delivery partners pending the opening of a new accreditation window, was published in December and can be found at: xxxxxx. It makes clear that there is no prescribed model or size of partnerships, although accountability will rest entirely with the accredited body. School Direct fee-paying programmes will cease from September 2024, although there should be scope for SD lead schools to continue to play a leading role in recruitment and programme design under the new structures. School Direct salaried will also come to an end, with a new version of the apprenticeship programme becoming the only salaried route into teaching.

Members of the UCET **CPD forum** have published a new paper. *‘Golden Thread or Gilded Cage’* which, amongst other things, identifies important aspects of teachers’ professional development needs that are not being met through either the ECF or NPQs. We are very grateful to CPD forum Chair Paul Vare and his colleagues for taking this work forward. A copy of the report, which we will disseminate widely, can be found at: [Golden Thread or Gilded Cage? CPD position paper (November 2022) | UCET](https://www.ucet.ac.uk/14594/golden-thread-or-gilded-cage-cpd-position-paper-november-2022)

The key issues in regards to ITE for the **FE & skills sector** are the: forthcoming DfE paper on quality in ITE, and the linked expansion of the OfSTED remit to encompass all ITE provision in the sector and not only that delivered through HEIs; the new teaching apprenticeship for the sector, based on new occupational standards; and the introduction from September 2024 of a new Diploma in Teaching (FE & Skills) which will become the only publicly fundable teaching qualification for the sector. Key features of the Diploma include a greater entitlement for trainees in regards to varied placement experiences and professional and pastoral mentoring support and a focus on what it means to be and behave as a teacher as a professional. Further details of the new qualification can be found at: [Post-16 Forum: 21 October 2022 | UCET](https://www.ucet.ac.uk/14255/post-16-forum-meeting-21-oct-2022)

UCET is updating its guidance on **DBS and child protection** issues, and any suggestions about what it should cover should be sent to Jackie Moses who is leading on the project. In response to a general enquiry from UCET, DfE has recently informed us of the following changes to child protection requirements: ITE tutors visiting schools are expected to have *appropriate* checks such as DBS, whereas previous guidance was that they did not need to be checked provided they were at all times accompanied by someone who had been checked. However subsequent clarification emphasised the reference to *‘appropriate’,* and it was confirmed that in many, and possibly most, cases visiting tutors would not be engaged in any regulated activity and so would not need to be checked. It was also confirmed that schools are within their rights to request copies of DBS forms from student teachers. Another KCSIE issue relates to carrying out on-line checks of an applicant’s social media histories and presence. This is suggested in KCSIE guidance for the appointment of salaried staff, but it is another matter whether it would be appropriate for student teachers. The following statement has been suggested as an alternative approach:

*‘We work with our beginning teachers to support them to understand their online presence and what is/is not appropriate in the context of a professional teacher. This includes tasks which take place in the induction phase of the course. Where there are incidents or issues that have happened in a student’s life, which are publicly available online, we explore these with the student and agree an appropriate way forward’*

Other KCSIE clarifications include on-line interviews of students are permissible as long as the provider has a documented rationale for not carrying out interviews face to face; and it is advised that at least one member of recruitment panels have had safer recruitment training, such as that offered by NSPCC.

Most **UCET meetings**, reflecting the stated preferences of the membership, are continuing to take place on-line, although both the CPD and Research & International forums have had some face-to-face meetings. We we were delighted that **REF** Education sub-panel chair David James was able to present on the REF outcomes at the September meeting of the R&I forum in London. Another event that took place in person was of course the 1-2 November **UCET conference** in Stratford upon Avon. After two successful on-line conferences it was great for everyone to meet up again and reflect on the huge amount that has happened since we last met, not least Covid 19 and the Market Review. Feedback on the conference was positive and we are extremely grateful to all those who attended, led workshops and symposia and especially to our keynote speakers: Mick Waters & Tim Brighouse; Gayle Gorman; Stefanie Sullivan; Alison Peacock; and James Williams. And, not forgetting, Sir Rod Stewart! Copies of the keynote presentations and other conference material can be found at: <https://www.ucet.ac.uk/13928/ucet-annual-conference-2022>.

In **Wales**, USCET Cymru has been actively engaged in discussions with the Welsh Government, Estyn and the EWC about a range of policy issues, including the introduction of new accreditation criteria, the overlap and duplication in regulatory functions carried out by Estyn and the EWC and entry requirements for ITE. In **Northern Ireland**, we were pleased that the Department for Education passed funding through UCET for UCETNI members to carry out research into teachers’ professional leaning, in the context of the NI Learning Leaders strategy. In **Scotland**, Jackie Moses continues to represent UCET at the regular meetings of the Scottish Deans of Education.

In the **international** field, JNR was pleased to attend and present at the World Assembly of the International Council on Education for Teaching (ICET) at Bath Spa University, a report of which can be found at: [News: ICET Report 2022 | UCET](https://www.ucet.ac.uk/14205/icet-report-2022-30-jun-2022) New DfE guidance in respect of the iQTS qualification can be found at [International qualified teacher status (iQTS): inspection policy - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/international-qualified-teacher-status-iqts-inspection-policy) and <https://www.gov.uk/government/publications/international-qualified-teacher-status-criteria-for-providers>

Following the recent round of **UCET elections**, we are pleased to confirm the appointment of the following new members of the UCET Executive Committee: Stefanie Sullivan (Chair Elect); Lisa Murtagh (Vice Chair); James Nelson (UCETNI Chair); and Claire E. Ball-Smith (Management Forum Chair). One of next year’s key jobs for the Executive will be to review, in the light of the world we now find ourselves living in, **how UCET operates and how we are organised**, including our vision, mission and strategy, our governance, our membership and our organizational structure. We will consult with you all throughout this process, and together we will move forward to meet the challenges ahead.

Wishing you all a peaceful Christmas and happy new year.

UCET

December 2022

