

[Professor Julian Dowdeswell reappointed to Royal Museums Greenwich Board](#)

News story

The Prime Minister has reappointed Professor Julian Dowdeswell a Trustee of Royal Museums Greenwich for a second term of four years.



Professor Julian Dowdeswell has been reappointed as a Royal Museums Greenwich Trustee, for a four-year term commencing 3 September 2022 until 2 September 2026.

Julian has been Professor of Physical Geography in Cambridge University since 2002. He has just retired from almost 20 years as Director of the Scott Polar Research Institute. He is a glaciologist, studying the form and flow of glaciers and ice caps and their response to climate change, and the links between former ice sheets and the marine geological record. Julian has worked, on the ice and from aircraft, in Antarctica and many parts of the Arctic. He has also undertaken many periods of work on icebreaking research vessels in the Southern Ocean and the Arctic.

Julian has represented the UK on the councils of both the Scientific Committee on Antarctic Research (SCAR) and the International Arctic Science Committee (IASC) and is a past chair of the UK National Committee on Antarctic Research.

Julian was awarded the Polar Medal by Her Majesty the Queen and has also received the Founder's Gold Medal from the Royal Geographical Society and the Lyell Medal of the Geological Society of London. He has recently co-written a popular science book, "The Continent of Antarctica".

Remuneration and Governance Code

Trustees of Royal Museums Greenwich are not remunerated. This reappointment has been made in accordance with the Cabinet Office's [Governance Code on](#)

[Public Appointments](#). The appointments process is regulated by the Commissioner for Public Appointments. Under the Code, any significant political activity undertaken by an appointee in the last five years must be declared. This is defined as including holding office, public speaking, making a recordable donation, or candidature for election. Professor Julian Dowdeswell has not declared any significant political activity.

Published 24 October 2022

[What works in youth justice – ideas for now and the future](#)

For decades academics, policy makers, practitioners and other experts have deliberated on how best to create safer communities by preventing offending by children. For the past 20 years or more, the body of evidence known as the 'Child First' approach has been proven to be the best way of achieving this.

With that in mind, at the YJB we set out to answer two questions:

1. How far do we think we are from achieving a "Child First" system?
2. What could we do to achieve a "Child First" system?

To provide answers we brought together more than 200 stakeholders – all experts in their fields within or connected to youth justice. They came together in groups across England and Wales to provide their thoughts on the current system and ideas for the future.

Using a systems map methodology, with independent validation generously provided by Professor Kate Williams from University of South Wales, we looked at the themes which appeared in stakeholders' answers.

The results were fascinating. Not just the themes suggesting where we could improve, but also the breadth of ideas for change. It's difficult to distil the thousands of thoughts we collated into just a few key messages, so I encourage everyone to view the [full presentation](#). But to give you a flavour, across both England and Wales experts consistently raised the need to do the following:

- recognise the youth justice system as part of a wider system and make changes beyond – like improving understanding of why children offend
- collect the right data and to share it with agencies effectively
- enable greater child and workforce participation and collaboration
- challenge current reforms to go further, including police and courts, and to reflect this in changes to inspection
- review training for youth justice staff, including supporting staff to

deal with trauma, and in Wales to build on in-depth trauma informed training already delivered

From the above, it's clear there's lots to work on to finally achieve a system which fully utilises Child First evidence, but we didn't just receive a 'wish list' from partners, they also came full of brilliant ideas – from quickly implementable, no-cost ideas to long-term ideas involving complex changes to law, policy or investment.

We recognise that with complex systems there is no quick and free panacea. At the YJB we've committed to continue bringing together experts and to provide spaces for collaboration and further discussion. We will also consider how we can act on ideas for change within our gift and support others to make changes that are within their power.

As youth justice experts we all agree that the success of the youth justice system is reliant on many organisations and individuals. That's why I'm asking all of you who are directly and indirectly involved in youth justice to read the findings, share them with colleagues and to consider how you and your organisation can use this information to support your own work and contribute to the changes suggested.

I take great heart in the number of ideas for improvement. For me it shows that there are solutions, that there is great hope and that there are many of us that care deeply for the communities and children who are most affected by crime. Thank you to all of you who took part in discussions and offered your expertise, to those who have helped make sense of the evidence and to everyone who continues to work tirelessly to improve the lives of children and our communities.

[Informationen zu Schülergruppenreisen](#)



Seit [1. Oktober 2021](#) müssen Schüler/Schülerinnen daher alle eigene Reisedokumente (Reisepass) und – so diese Schüler/Schülerinnen aufgrund ihrer Nationalität im Vereinigten Königreich der Visumpflicht unterliegen – ein entsprechendes Visum für die Einreise in das Vereinigte Königreich mitführen.

Bitte besuchen Sie [diese Website](#) um festzustellen, welche Schüler und Schülerinnen der Visumpflicht unterliegen. Schüler/Schülerinnen, die einen „österreichischen Fremdenpass“ bzw. „Konventionsreisepass“ besitzen, benötigen in jedem Fall (unabhängig von ihrer Nationalität) ein Visum.

Informationen zur Einleitung des online Antragsverfahrens für ein Standard Visitor Visa und zur Terminbuchung im Visa Application Centre in Wien finden Sie [hier](#).

Bitte beachten Sie, dass auf Grund der Priorisierung von Ukraine-Visa-Scheme Anträgen das Visumantragsverfahren derzeit länger als gewöhnlich dauern kann. Weitere Informationen zu den aktuellen Bearbeitungszeiten für Standard-Besuchsvisa finden Sie [hier](#).

Wir weisen Sie darauf hin, dass die britische Botschaft in Wien nicht zuständig ist für Visaangelegenheiten. Die Zuständigkeit liegt bei der britischen Visa- und Einwanderungsbehörde (UK Visas and Immigration) und die Abwicklung des Visaverfahrens erfolgt ausschliessliche online und in weiterer Folge in Person über das [Visa Application Centre in Wien](#).

Published 6 April 2022

Last updated 24 October 2022 [+ show all updates](#)

1. 24 October 2022

Added link to information on visa waiting times.

2. 6 April 2022

First published.

[Better integration now and a long-term vision needed for working age contributory benefits](#)

The government should develop a clearly articulated long-term vision for the role of contributory benefits for people of working age who are not in paid work. This is the overarching recommendation of a [new report](#) produced, and published today (24 October 2022), by the Social Security Advisory Committee (SSAC) under its statutory remit to provide independent advice.

New Style Jobseeker's Allowance and New Style Employment and Support Allowance – the two contributory benefits that can be received by out-of-work individuals regardless of their financial assets or partners earnings – have been a neglected area of policy over the last decade as the Department for

Work and Pensions' focus has been the nationwide roll out of Universal Credit. This continues a decades-long trend of successive governments allowing working-age contributory benefits to diminish in importance as the role of other working age benefits has increased, for example with the expansion of means-tested support for families with children, renters, and in-work support.

The study found many aspects of these benefits do work well. But it also identified a number of areas where, too often, the system does not, leading to a poor service for those qualifying for contributory benefits. This stems from a lack of attention to, and a lack of investment in, these benefits. With Universal Credit now operating nationwide, the Committee urges the government to develop a long-term vision for these benefits.

Dr Stephen Brien, SSAC Chair:

While the decision about the role of the contributory principle is one for the government, it is appropriate that Ministers clearly articulate the role that they want this historically important component of working-age social security to play in the 21st century. Such reforms can take time and may not be the most immediate development priorities. However, we would welcome commitment to make early discrete operational changes, with a clear statement of longer-term intent to provide claimants and wider stakeholders with a clear direction of travel.

The Committee sets out a range of options for achieving greater alignment, from operational-level change that would deliver access to Universal Credit style technology and unifying work coaches for those on dual claims, through to delivery on the same IT platform and full integration of working-age benefits.

While the full integration of contributory working age benefits within Universal Credit would not be achievable in the short-term having this as a long-run goal would set a clear direction of travel. Having part of Universal Credit available to those deemed to have paid into the system without being subject to a means-test against, for example, their financial assets or partners earnings would have a number of advantages. It would boost take-up and would eliminate many of the problems our study has identified that stem from separate systems struggling to work well with each other. Reforms and operational changes could be made gradually over time in order to deliver improvements to how the system works for claimants and how it is administered that brings us closer to the ultimate destination of integration.

Read the [SSAC Occasional Paper 26: The future of working age contributory benefits for those not in paid work](#).

1. SSAC is an independent advisory body of the Department for Work and Pensions. Its statutory remit is to:

- to provide advice and assistance to the Secretary of State, whether in

response to a specific request or on its own initiative

- to scrutinise secondary legislation relating to social security for the benefit of the Secretaries of State for Work and Pensions or the Department for Social Development in Northern Ireland, and Parliament

2. The Committee Membership comprises: Dr Stephen Brien (Chair), Bruce Calderwood, Carl Emmerson, Kayley Hignell, Philip Jones, Grainne McKeever, Seyi Obakin, Charlotte Pickles and Liz Sayce.

3. Further enquiries should be directed to Denise Whitehead, Committee Secretary, phone: 0300 046 0323.

Providers committed to making T levels a success, but challenges remain

Ofsted has today published an interim report evaluating the quality of the new T-level courses. It finds that providers are working hard to ensure that T-level courses equip learners with the knowledge, skills and experiences needed for future study or employment. However, the first providers to offer these new qualifications have faced some challenges.

The review also finds that the T Level Transition Programme (TLTP) is not always resulting in learners progressing to a T level as intended.

The interim report was commissioned by the Department for Education and is the first stage in a two-year evaluation of T-level courses. It draws on evidence from visits to 24 providers, 10 of which also offered the transition programme, between December 2021 and April 2022.

Overall, Ofsted found that learners were appreciative of the quality of teaching on their T-level course. However, not all learners felt prepared for how much work they had to do. Effective industry placements gave learners broad, high-quality and appropriate experiences that helped them to make informed decisions about their future career path. However, many learners experienced delays in going on placements.

Work experience is a fundamental component of the transition programme that gives learners the opportunity to gain the skills needed to progress to a T-level course.

In some cases, providers failed to help learners secure meaningful work experience relevant to their course, which resulted in learners sourcing their placements independently.

The review also found that many teachers did not receive comprehensive training and some found teaching the new curriculum challenging. Providers

did not always have access to the resources they needed from awarding bodies in good time.

The recruitment and retention of staff with sufficient knowledge and experience were also a challenge, due to sector shortages and the effects of the pandemic. The more effective T-level curriculums involved frequent collaboration between education providers and employers.

Inspectors found that, although teaching on the transition programme was generally of a high standard, most learners appeared unlikely to progress on to a T-level course on completion.

Ofsted's interim report recommends that all T-level and T Level Transition Programme providers:

- provide initial advice to learners before they start a T-level course to help them decide which pathway to follow
- collaborate with employers to make sure the design and delivery of the curriculum is of a high quality
- make sure that the curriculum sequences the different components of a T level in a coherent way that develops learners' knowledge and skills
- reduce delays to learners work placements
- ensure that learners in the transition programme get relevant work experience
- monitor learners' achievements and progress and the impact of work placements on their knowledge and skills

Ofsted also recommends that employers provide placements that give learners experiences relevant to their T level.

The Department for Education should evaluate the effectiveness of the transition programme in helping learners progress to T-level courses, and work with universities to make sure they accept T levels for entry to relevant courses.

In addition to this, awarding bodies should make sure that teachers and learners have the resources they need, in good time.

His Majesty's Chief Inspector, Amanda Spielman, said:

It's clear that T-level courses are giving learners career-building pathways. The right balance of theory and practical elements helps learners gain the skills, knowledge and confidence they need to enter the workforce. However, we have also identified a number of concerns that need to be addressed.

I am looking forward to seeing the progress providers have made at our next visits in 2023, and to see the additional courses added into the scheme in the next few years.

A full report will be published in 2023. Providers visited for this interim

report will be visited again next year, along with others, to see how T-level courses and the T Level Transition Programme have developed.